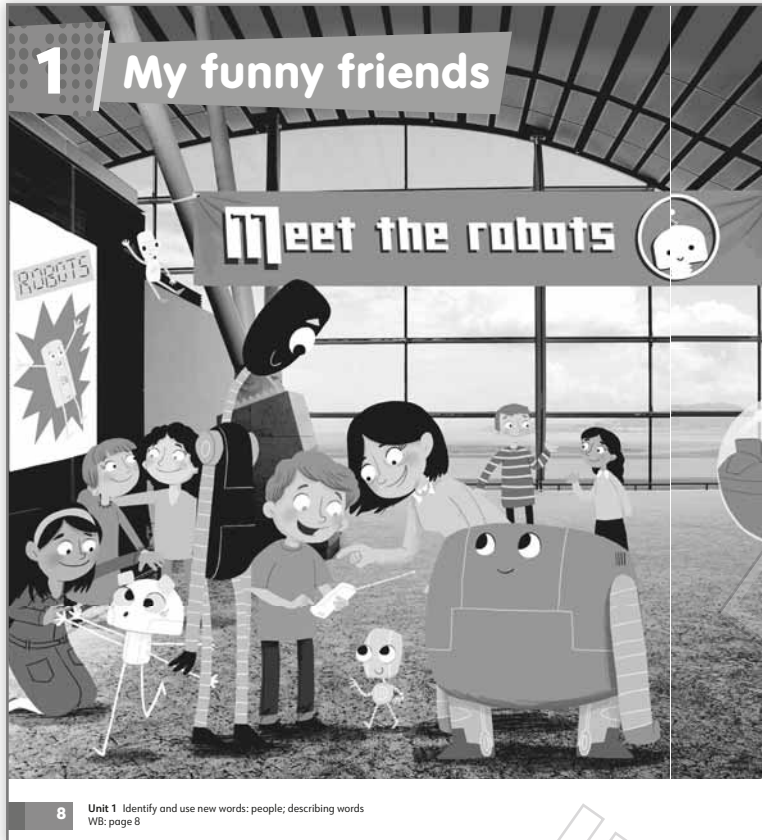


1 My funny friends

Lesson 1 Vocabulary

Pupil's Book pages 8-9



1 My funny friends

8 Unit 1 Identify and use new words: people; describing words
WB: page 8

Lesson 1

Vocabulary

1 1.1-1.2 Listen and say. Then listen and number.

boy <input type="checkbox"/>	girl <input type="checkbox"/>	friend <input checked="" type="checkbox"/>	teacher <input type="checkbox"/>
big <input type="checkbox"/>	small <input checked="" type="checkbox"/>	tall <input type="checkbox"/>	funny <input type="checkbox"/>

2 Look at the picture. Find the colours and say the words.
orange - big

3 1.3 Sing and act out. **Be a star!**

Move like a robot

Big robot, small robot.	Tall robot, funny robot.
A girl and a boy.	My teacher and my friend.
Listen, point	Look, listen
And move like a robot.	And move like a robot.
Move like a robot.	Move like a robot.
Rah! Rah! Robots!	Rah! Rah! Robots!

Unit 1 Sing a song
WB: page 8

Learning objectives: Identify and use new words: people, describing words; Sing a song using the target vocabulary

Vocabulary: big, boy, friend, funny, girl, small, tall, teacher

Resources: Flashcards; Vocabulary worksheet 1

Materials: coloured pencils

Warm-up: The big picture

- Refer the children to the picture on page 8. Ask *What can you see? What are the children's names? What colour are the robots?* Point and have the children count the robots.
- Call out the names of the characters in the picture (Tom, Anna, Sara and Bot) and have the children point to them. Do it faster, changing the order.

1 1.1 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat. Check the meaning of *funny*. Ask *Is 'funny' this?* (mime a serious face) or *is 'funny' this?* (mime laughing at something).
- Point to children or items in the room and have the children call out the appropriate word (use the mime again for funny rather than a child!).

1.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words.
- For feedback, say each number and have the class call out the word.
- Now, if you have downloaded the flashcards, show them one by one and elicit the words chorally and then individually to check pronunciation. Alternatively, call out the numbers and do the same.

Audioscript

1 friend, 2 teacher, 3 tall, 4 funny, 5 big, 6 boy, 7 girl, 8 small

Answers: boy - 6, girl - 7, friend - 1, teacher - 2, big - 5, small - 8, tall - 3, funny - 4

2 Look at the picture.

Find the colours and say the words.

- Point to the orange shape and say *orange*. Point to the big robot in the big picture and say *Ah! Orange! Big!* Have the children repeat.
- Call out more colours from the activity and have the children answer with the corresponding word.

Answers: orange - big, red - girl, green - teacher, blue - boy, white - funny, yellow - small, purple - friends, black - tall

★ Teaching star! ★

Extension

It helps their learning if children can relate new vocabulary to what's around them. To continue Activity 2:

- Say to the class *Point to something big* and have the children point to a big object in the classroom, e.g. a desk. Then say *Point to something ...* and have a child finish the instruction and the other children point.
- Continue with more key words, e.g. *Point to a girl / friend*.

3 1.3 Sing and act out.

Be a star!

- Ask the children to turn their Pupil's Book face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the words from Activity 1. Play the song and join in the actions with the children.
- Now have the children look at the song in their Pupil's Book. Play it again, pausing after each line for them to repeat (singing).
- Teach the children a mime for the key words in the song:
big robot - arms by your sides
small robot - crouch down
girl and boy - point to children in the class
listen - hand cupped around your ear
point - point!
move like a robot - stiff robot movements with your arms
Rah! Rah! Robots! - arms in the air like a robot!
tall robot - reach up high
funny robot - pull a funny face
my teacher and my friend - point to children in the class
look - hand above your eyes.

- Play the song and have the children mime. Then play it again and have them mime and sing. (This is very challenging, but they can all join in with the key words, if not the whole song.)


Cooler: A memory test



- Write a big *YES* on one side of the board and a big *NO* on the other.
- Have the children close their books and ask them to remember the pictures.
- Say *Orange - big. Yes or no? (Yes)*, etc. The children call out their answers.



Workbook page 8



1 My funny friends



Lesson 1 Vocabulary



1  1.1 Listen and tick (✓).



1 a  b 

2 a  b 



3 a  b 

4 a  b 

5 a  b 

6 a  b 

2 Read, draw and colour.

small red van big purple worm

8 Unit 1

1 1.1 Listen and tick (✓).

Audioscript

- A big robot.
- A tall girl.
- My teacher.
- A small robot.
- A small boy.
- A funny robot.

Answers: 1 a 2 b 3 b 4 a 5 b 6 b

2 Read, draw and colour.

Answers: Children's own answers.

Lesson 2 Grammar time

1 1.4 Listen and read. Who is funny?

2 1.4 Listen again. Look and circle.

1 He's tall / small. 2 I'm Tom / Anna.

3 She's six / seven. 4 I'm tall / small.

3 Work in groups. Act out the story. **Be a star!** How can you make new friends feel welcome?

10 Unit 1 to be (/ / he / she) WB: page 9

Learning objectives: Understand and use *to be* (/ / he / she); Read and act out a story using the target grammar

Grammar: *to be* (/ / he / she) affirmative

Review vocabulary: adjectives

1.3 Warm-up: Sing the song!

- Play the song *Move like a robot* and have the children join in and do the actions.
- Before playing the song, you may wish to remind the children of the mimes they learnt in the previous lesson:

big robot – arms by your sides

small robot – crouch down

girl and boy – point to children in the class

listen – hand cupped around your ear

point – point!

move like a robot – stiff robot movements with your arms

Rah! Rah! Robots! – arms in the air like a robot!

tall robot – reach up high

funny robot – pull a funny face

my teacher and my friend – point to children in the class

look – hand above your eyes.

- You could also teach the children any new mimes or ask them if they know any others, for variety.

1 1.4 Listen and read. Who is funny?

- Refer the children to the pictures and ask *What are the children's names? (Tom, Alex, Anna, Sara) Where are they? (at school). Where's Bot? Point.*
- Play the audio and have the children follow the story. Stop after one or two frames and ask the children *What number? One, two, three or four?* to check they are following.
- At the end, ask *Who's funny?* to elicit *Bot is funny.*
- Play the audio one more time, stopping after each line for the children to repeat.
- Ask the children what the difference is between *he's* and *she's* (*he's* for boys, *she's* for girls).

Answer: Bot is funny.

2 1.4 Listen again. Look and circle.

- Refer the children to the pictures and sentences. Read out the sentences and ask if they can remember the correct answers.
- Go through the example with the class. Ask where they can find the answer (Frame 1). Then have the children answer the remaining questions. Fast finishers can compare their answers in pairs.
- While they are doing this, write the sentences 1–4 on the board.
- Play the audio again for the children to check their answers. Invite children to come to the board and circle the correct word. Each time, ask for whole-class agreement.

Answers: 1 tall 2 Tom 3 six 4 small

3 Work in groups.

Act out the story.

Be a star!

- Play the audio again for the class to repeat each line chorally. Check their pronunciation of the /h/ sound in *he's* and the long /i:/ sound in *he's* and *she's*.
- Count the characters in the story with the children (*five* – Anna, Sara, Tom, Alex and Bot).
- Divide the class into groups of five and have them decide who will be each character. Alternatively, designate roles: give each child a number 1–5 and tell them that all number 1s are Anna, number 2s are Sara, number 3s are Tom, number 4s are Alex and number 5s are Bot.
- Allow them a few minutes to practise acting out the story. (The person playing Alex can mime robot movements rather than have a robot mask!) You may wish to play the audio again to remind them of the intonation, etc.
- Encourage some of the groups to act out the story for the rest of the class.
- If you wish, you could ask the children to change roles and act out the story again.



How can you make new friends feel welcome?

- Read out the question and ask if anyone can translate it into L1. This question helps the children explore the concepts of friendship and community and how their own behaviour can have a positive impact on others.
- Elicit ideas on how to make friends, and why children might be nervous about starting at a new school or moving to a new town. Encourage the children to share their experiences of being new to a country, town or school and what made them feel welcome and part of their community.

Possible answers: include new children in games and other activities, ask them what they like and don't like, share toys and books.

Cooler: Disappearing words

- Play *Disappearing words* (see the Games bank, pages 14–15), asking the children to recall all the key words they can from the story.
- Have them raise their hands each time they identify the word that is missing in order to give all the children enough time to work it out. Ask for whole-class agreement each time and have them all repeat the word.



Workbook page 9

Lesson 2 Grammar time

1 Read and match.

1 He's tall.

2 Hello, I'm Anna.

3 I'm Tom.

4 She's six.

5 He's funny.



2 Look, read and circle.



1 She's / I'm a robot.



2 This is Sara. He's / She's my friend.



3 He's / She's Alex.



4 I'm Bot. I'm / She's small.

Unit 1 9

1 Read and match.

Answers: 1 d 2 e 3 b 4 a 5 c

2 Look, read and circle.

Answers: 1 I'm 2 She's 3 He's 4 I'm

Lesson 3 Grammar focus

Pupil's Book page 11

- Play the audio again for the children to repeat chorally. Highlight the contraction of *I am* to *I'm* by counting out the sentence *I am Beth*; put *I am* on two fingers. Push those fingers together to show the contraction *I'm*. Repeat for *He's* and *She's*.

- If using the video, tell the children they will see a video of children at a party. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence.

Lesson 3 Grammar focus

1 1.5 **Look and read.**

Graphic Grammar
to be (*I / he / she*)

2 Read and match.

- 1 He's funny.
- 2 I'm six.
- 3 He's tall.
- 4 She's my friend.
- 5 He's small.

3 **Work in pairs. Play a memory game.** **Be a star!**

- Go to page 145 and cut out the cards. Put the cards face down.
- Turn over two cards and see if the text and picture match.
- If they match, say a sentence and keep the cards.

Go to **Grammar booster**: page 134. Unit 1 Talk about people WB: page 10 **11**

2 Read and match.

- Point to the picture and elicit the names of the children. Ask the children to point to Tom and follow the line back to the sentence. Invite a child to read out the sentence for Tom.
- Have the children draw lines to connect the other characters to their sentences. Point out that they can look back at the story in Lesson 2 if they need to.
- For feedback, say a letter from the picture and ask a child to say the character's name and read the sentence. Ask for whole-class agreement.

Answers: 1c 2b 3e 4a 5d

3 Work in pairs.

Play a memory game.

Be a star!

- Organise the children in pairs and have them open their books to page 145.
- Make sure the children all have scissors with which to cut out the cards. While they cut out the cards, confirm understanding of what they see and read on the cards.
- Explain that in this game, the players turn over two cards and see if the text and pictures match. If they match, the children say a sentence using the words (*He's seven. It's funny.*) and keep the cards. If they don't match, the children put the cards face down again. They take turns until all cards are matched. The winner of the game is the player with the most cards at the end.
- Work through the example with the children.
- Allow time for the children to complete the game.

Grammar booster

For additional practice, ask the children to turn to page 134 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. Alternatively, you may wish to have the children complete this activity at home.

Answers: 1 He's 2 She's 3 She's 4 She's 5 He's 6 I'm

Learning objectives: Talk about people

Grammar: to be (*I / he / she*) affirmative: *I'm Beth. He's tall. She's six.*

Review vocabulary: adjectives

Resources: Graphic Grammar video; Grammar worksheet 1

Materials: scissors, a sheet of paper for each child, coloured pencils

1.4 Warm-up: Stand up for ...

- Divide the class into two groups. Tell them that they will hear the story from Lesson 2 again. Explain that group 1 should stand up and sit down quickly every time they hear a name (*Anna, Sara, Alex, Tom, Bot*); group 2 should do the same every time they hear one of the words from Lesson 1 (*tall, robot, friend, small, funny*).
- You may wish to write these words on the board under the corresponding group number as a reminder.
- Play the audio and have the children follow the instructions. They may not be completely synchronised, but they'll be focusing carefully on the dialogue in a fun way!

1 1.5 **Look and read.**

- Play the audio. Demonstrate and have the children point to themselves for *I'm* and to a boy or girl for *He's* and *She's*.

★ Teaching star!

Extension

- Give the children further practice in talking about people using what they have learnt.
- Quickly draw a picture of you and a friend on the board and talk about it briefly: *This is me. I'm Mary. I'm tall. She's my friend Lisa. She's funny and she's tall!*
- Offer the children sheets of paper to draw on and coloured pencils.
- Give the children time to draw themselves and a friend. While they do this, circulate and ask them about their pictures.
- Encourage some of the children to show their picture to the class and talk about it, using the target grammar.

★ Teaching star!

Pairwork

- Some children will find talking to the whole class too challenging. Most children are happy talking in pairs or a small group. For the previous activity:
- Read out the directions and confirm the children's understanding.
- Divide the class into pairs. At this point the children may have not established friend groups, so use this opportunity to support shy children by encouraging pairwork with more extroverted children.
- Encourage the children to help each other if there are difficulties.

Cooler: Work with more friends

- Have the children play the game with new partners or in small groups. You may also wish to elicit new sentences from pairs or small groups to challenge the rest of the class.
- Ask the children to repeat the activity using the characters in the picture on Pupil's Book page 8.

Workbook page 10

Lesson 3 Grammar focus

1 1.2 Listen and draw lines.

Flavia Bruno Leo

Lisa Ben

2 Look, read and write *I'm, He's or She's*.

1 2 3 4

1 Hi, I'm Alex. I'm seven. tall.
 2 This is Anna. my friend. seven.
 3 This is Tom. my friend. six.
 4 Hello, I'm Sara. six. small.

3 Draw your friend. Write and circle.

This is .
 my friend.
 six / seven / eight.
 tall / small / funny.

10 Unit 1 Go to Vocabulary and grammar reference on page 118; Pre A1 Starters: Listening Part 1

Grammar reference:

Remind the children that they can refer to the grammar reference on page 118 to help them when completing these activities.

1 1.2 Listen and draw lines.

- This activity helps the children prepare for Part 1 of the Listening paper of the Cambridge English: Pre A1 Starters test. The children listen, look and draw lines.
- Go through the example first. Point to Lisa and trace the line with your finger. Give the children time to look at the picture, then listen and draw lines for the rest of the activity.
- Invite different children to offer their responses and have the rest of the class call out *yes* or *no*.
- (To help prepare for this part of the test, the children need plenty of practice in recognising numbers and the item vocabulary.)

Audioscript

- 1 Hello! I'm Lisa. I'm eight years old. I'm tall.
 2 This is Bruno. He's tall too.
 3 This is my friend Ben. He's eight too. He's funny!
 4 This is Flavia. She's six. She's small.
 5 ... and this is Leo. He's a robot. He's small and funny!

Answers: 1 Lisa, b 2 Bruno, d 3 Ben, c
 4 Flavia, a 5 Leo, e

2 Look, read and write *I'm, He's or She's*.

Answers: 1 I'm, I'm 2 She's, She's
 3 He's, He's 4 I'm, I'm

3 Draw your friend. Write and circle.

Answers: Children's own answers.

Lesson 4 Reading

Where's the robot?

Hi! I'm Lucy.
I'm a red and white robot.
I'm tall.
Look at the three toys!

Hello. My name is Ronny.
I'm a yellow robot.
I'm funny.
These are my boots.

Hi! I'm Kitty.
I'm a robot cat.
I'm black and white.
I'm big.
Look at this mouse. It's small!

Hello. My name is Bob.
I'm a blue robot.
I'm small.
Look at the four boxes!

Vocabulary

boots

box

mouse

toys

- Find and count the robots.
- 1.6 Read and find the robots.
Kitty Bob Ronny Lucy
- Match the robots to the colours.

1 Lucy	blue
2 Bob	yellow
3 Ronny	black and white
4 Kitty	red and white
- Read and say the robots.

1 She's tall. <input type="checkbox"/>	2 It's big. <input type="checkbox"/>	3 He's small. <input type="checkbox"/>	4 He's funny. <input type="checkbox"/>
Lucy			
- Who's your favourite robot? Draw and write. **Be a star!**
 It's _____

12 Unit 1 Read an information text WB: page 11

Unit 1 Read for gist WB: page 11 13

Learning objectives: Read an information text; Read for gist

Vocabulary: boots, box, mouse, toys

Review vocabulary: adjectives; big, blue, funny, robot, small, tall

Resources: Flashcards; Vocabulary worksheet 2

Materials: a photocopied page with the words *I'm, He's, She's, small, tall, funny, my friend, a teacher, six, a boy, a girl* on it in random order (one copy per group of three children)

Warm-up: Finger stepping stones

- Using your photocopied sheet (see Materials above), enlarged if possible, show the children how to 'walk' their fingers around the page, making sentences, e.g. *I'm tall. She's my friend. He's funny. Have them repeat the sentences you make.*
- Divide the class into groups of three and give a photocopy to each group.
- The children take turns to walk their fingers around the page and make sentences for their partners to say.

Vocabulary

- Refer the children to the vocabulary panel on the top of page 13. Read out the words for the class to repeat. Elicit that these are names for objects that are described in the text.
- If a child in your class is wearing boots, you may wish to point the items out to the class. Similarly, you may wish to point out a box or a selection of toys you may have in your classroom.

1 Find and count the robots.

- Refer the children to the robots on page 12 and ask *How many robots?* Hold up your book and count them as a class.

Answer: 5 robots (robots A, B, C and D and the robot mouse)

2 1.6 Read and find the robots.

- Have the children look at the pictures again. For each one, call out the names of the four robots, Ronny, Lucy, Kitty and Bob, and have the children raise their hands for the robot they think is shown in the picture.
- Now have the children scan the texts to find the names of the robots.
- Play the audio while the children follow in their books. When they see / hear the name of the robot, they raise their hands.
- Now allow the children a minute or two to quietly read the texts individually.

Answers: Kitty D Bob A Ronny C Lucy B

★ ★ Teaching star!

Reading

For children who are learning to read (especially in a new alphabet), relating the sounds of words to spelling is a help. For an alternative approach to Activity 2:

- Say the names of the robots for the children to repeat.
- Play the audio for each part of the text while the children follow in their books. Have them say *Stop!* when they hear a robot's name. Then have them point to the word on the page and repeat the name of the robot.

3 Match the robots to the colours.

- Refer the children to the example. Show them the name *Lucy* in the text along with the words *red* and *white*.
- Have the children follow the same procedure to complete the activity.
- For feedback, call out the colours and elicit the robot.

Answers: 1 red and white 2 blue 3 yellow 4 black and white

4 Read and say the robots.

- Ask the children to look at the pictures and think about what each robot looks like.
- Give them a few minutes to think and then call out *Lucy, Bob, Ronny, Kitty*, in turn. Have the children raise their hands for the robot they choose for each description.
- Invite some children to say why (they may need to use L1 to explain their ideas).

Answers: 1 Lucy 2 Kitty 3 Bob 4 Ronny

5 Who's your favourite robot? Draw and write.

Be a star! ★ ★

- Ask the children to write down the name of their favourite robot and draw a picture of it.

Cooler: Join in!

- Read out the text for each picture, and encourage the children to join in saying the key words. Indicate the key words by raising a hand as if conducting the class. (Key words: *Bob - blue, small, box; Lucy - red, white, tall, toys; Ronny - yellow, funny, boots; Kitty - black, white, big, mouse, small.*)
- Repeat so that the children become more confident joining in.

Workbook page 11

Lesson 4 Reading

1 Remember your Pupil's Book pages 12-13. Look and write.

box boots mouse toys



1 boots



2



3



4

2 Read about Kitty. Match.

- | | |
|--------------|------------------|
| 1 Hello, I'm | my mouse. |
| 2 I'm a | Kitty. |
| 3 I'm | small. |
| 4 This is | cat. |
| 5 It's | black and white. |



Unit 1 11

1 Remember your Pupil's Book pages 12-13. Look and write.


Answers: 1 boots 2 toys 3 box 4 mouse

2 Read about Kitty. Match.

Answers: 1 Kitty. 2 cat. 3 black and white. 4 my mouse. 5 small.

Lesson 5 Sounds and letters


1 1.7 Listen and say. Complete.



hat f_t c_t m_t

2 1.8 Listen and say the chant.

The fat cat is on the mat.
The funny hat is on the cat.



3 1.9 Circle the words with a. Listen, check and say. **Be a star!**

1 <u>cat</u>	2 mat	3 frog	4 fat
5 hat	6 jug	7 van	8 sun

Learning about language

A capital letter is a big letter. A, B, C and D are capital letters.
Can you match the capital letters to the small letters?

A	B	D	E	F	G	H	M	N	P	Q	R	T
g	e	h	b	a	p	r	d	t	n	q	m	f

14 Unit 1 Sounds and letters: identify short a sound Learning about language: capital letters WB: page 12

Learning objectives: Sounds and letters: identify short a sound; Learning about language: capital letters

Sounds and letters words: cat, fat, hat, mat

Resources: Sounds and letters worksheet

Warm-up: The shark game

- Play *The shark game* (see the Games bank, pages 14–15) with key words from Lesson 4, e.g. *boots, box toys, mouse, funny, tall, small*.

1 1.7 Listen and say. Complete.

- Refer the children to the pictures. Ask if they know the names of any of these things.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Point to the a in the word hat in your book. Ask *What's this letter? (a) What's the sound? (/æ/)*
- Write a big, clear a on the board as a model for the children. Have them complete the four words.

Audioscript

/æ/ /æ/ /æ/ hat
/æ/ /æ/ /æ/ fat cat
/æ/ /æ/ /æ/ mat

Answers: hat, fat cat, mat

2 1.8 Listen and say the chant.

- Play the chant and have the children follow in their books. Have them raise their hands every time they see / hear a word with a. Show them how this works with the first line of the chant. Then go back and start again from the beginning.
- Play the chant again, pausing after each line for the children to repeat. Pay particular attention to the a sound.
- Play the chant once more and have the children join in as much as they can.
- Have the children say the chant round the class, one word each. See how fast they can say it!

3 1.9 Circle the words with a. Listen, check and say.

Be a star!

- Ask the children how many words they can see with the letter a (there are five).
- Have them circle the words with a.
- Ask the children which words they circled and play the audio to confirm.
- Play the audio again for the children to repeat the words chorally and then individually to check pronunciation.

Audioscript

cat, cat, mat, mat, fat, fat, hat, hat, van, van

Answers: cat, mat, fat, hat, van

Learning about language

- Write a big capital A and a smaller lower case a on the board. Ask the children what the difference is.
- If the children use a different alphabet in their own language which also distinguishes between capital and small letters, this can help reinforce the concept.
- Write the two lines of letters from the Learning about language box on the board and link A and a. Now point to B and move your pen along the bottom line until you reach b. Ask Yes or no? for each letter you pass. Repeat for D–d.
- Have the children match the letters in their books. Then invite individual children to come to the board and join pairs of letters. Ask for whole-class agreement each time.

Cooler: Physical spelling

- Play *Physical spelling* (see the Games bank, pages 14–15) with the key words from this lesson: *fat, cat, hat, mat, funny, frog, capital*.

Lesson 5 Sounds and letters

1 1.3 Listen again and circle the a sounds.

The f@t cat is on the mat.
The funny hat is on the cat.



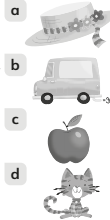
2 Complete the words. Then match.

1 v_a_n

2 __pple

3 h__t

4 c__t



3 Write the capital letters.

R P N E A F M
T G Q H D B

Aa __b Cc __d __e __f __g __h
li Jj Kk Ll __m __n Oo __p __q
__r Ss __t Uu Vv Ww Xx Yy Zz

1 1.3 Listen again and circle the a sounds.

Answers: The f@t c@t is on the m@t. The funny h@t is on the c@t.

2 Complete the words. Then match.

Answers: 1 van - b 2 apple - c 3 hat - a
4 cat - d

3 Write the capital letters.

Answers: A, B, D, E, F, G, H, M, N, P, Q, R, T

Lesson 6 Language in use

Pupil's Book page 15

Lesson 6 Language in use

1 1.10 Listen and say.

Star teacher

Hello! I'm a purple star.

Hi, I'm Sasha. What's your name?

My name is Sam.

How old are you?

I'm seven.

Welcome to the purple stars!

2 Work in pairs. Ask and answer.

Student A

Robin

Student B

Pat

Hello! I'm a blue star.

Hi, I'm Sasha. What's your name?

My name is Robin.

How old ...

3 Now it's your turn. Join a team. **Be a star!**

Go to Grammar booster: page 134. Unit 1 Question words: What / How old...?; to be answers WB: page 13 **15**

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question. Elicit the answer from the children. Play the video to confirm and have them all repeat.
- Now play the video one more time and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.

2 Work in pairs. Ask and answer.

- Ask *What can you see in the boxes?* Explain that this is information about two children – Students A and B.
- Refer the children to the example beginning of the dialogue. Point out that it is the same dialogue as in Activity 1, but the blue words are changed for the items in the boxes.
- Roleplay the dialogue with a confident child for the class to see how it works.
- Divide the class into pairs to make new dialogues with the pictures in the boxes.
- Invite any volunteer pairs to perform their dialogue for the class.

3 1.10 Now it's your turn. Join a team. **Be a star!**

- Have each child draw a star on a separate piece of paper. Ask them to choose a colour from purple, blue, red and green (but not to tell their friends), colour the star, and then cut it out.
- Play the audio one more time for the children to repeat chorally.
- The children stand up, take their star with them and use the dialogue to form into their 'teams'. Teach them how to say *Sorry, I'm a (red) star* at the end of the dialogue if their classmate has a different colour. Check that the children are using the questions and not just grouping by colour!
- When they have all found a team, count the number of children in each team. Which is the most popular team / star colour?

Learning objectives: Question words: *What / How old ...?*; *to be* answers

Review vocabulary: colours, numbers

Resources: Language in use video; Grammar worksheet 2

Materials: sheets of paper, coloured pencils (including purple, blue, red and green), scissors

1.8 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Then play the audio to see how well they remembered. Write it on the board.
- Have the whole class say the chant together.

1 1.10 Listen and say.

- Play the audio and have the children follow in their books.
- Play the audio again and have the children repeat each question and answer. Have them imitate the intonation as closely as possible. Pay particular attention to the pronunciation of *How old are you?* as this is difficult for some children.

Grammar booster

For additional practice, ask the children to turn to page 134 of their Pupil's Book to complete Activity 2. You may also wish to have the children complete this activity at home.

Answers: 1 b 2 c 3 a

Cooler: Disappearing dialogue

- Write on the board:
Hi, I'm Sasha. What's your name?
My name is Sam.
How old are you?
I'm seven.
- Have the children read out the dialogue. Now delete several words from the dialogue and have the children read it out again, remembering the complete version.
- Delete some more words and then finally all the words. The children recite the dialogue from an empty board. This is challenging for the children but very satisfying!



Workbook page 13

Lesson 6 Language in use

1 1.4 Listen and circle.

1

I'm eight / seven.

2

My name's Dom / Matt.

3

I'm nine / ten.

4

I'm Tom / Steven.

2 Read and complete. Colour the star.

	old	name	I'm	I'm
Hi, 1 <u>I'm</u> Tom. What's your name?				
My 2 _____ is Holly.				
How 3 _____ are you?				
4 _____ six.				
Welcome to the orange stars.				

3 Look and read. Put a tick (✓) or a cross (✗) in the box. There is one example.

I'm eight.

1 She's small.

2 My name is Dan.

3 He's funny.

Unit 1 Go to Vocabulary and grammar reference on page 118; Pre A1 Starters: Reading and Writing Part 1 **13**

Answers: 1 seven **2** Dom **3** nine **4** Tom

2 Read and complete. Colour the star.

Answers: 1 I'm **2** name **3** old **4** I'm

3 Look and read. Put a tick (✓) or a cross (✗) in the box. There is one example.

- This activity helps the children prepare for Part 1 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children look, read and tick or cross the boxes.
- If done in class, go through the example first, pointing to the tick for yes.
- Point to the other pictures and read out the sentences. Have the children answer *yes* or *no*. Then give them some quiet time to read and tick or cross the boxes accordingly.
- Invite different children to read out the sentences and have the rest of the class call out *yes* or *no*. Write the ticks and crosses on the board next to the corresponding number.
- To help prepare for this part of the test, the children need plenty of practice in recognising and naming items.)

Answers: 1 ✗ **2** ✗ **3** ✓

Grammar reference:

Remind the children that they can refer to the grammar reference on page 118 to help them when completing these activities.

1 1.4 Listen and circle.

Audioscript

- 1 My name is Annie. I'm seven.
- 2 What's your name?
My name's Dom.
- 3 How old are you?
I'm nine.
- 4 Hi, I'm Greta. What's your name?
I'm Tom.

Lesson 7 Listening and speaking


Pupil's Book page 16

Lesson 7 Listening and speaking


1 Look and find the words.


girl tall small finger puppet teacher


Vocabulary





finger puppet



2  1.11 Listen and number the pictures in order.













3  1.12  Work in groups. Listen and repeat. Then act out. **Be a star!**

-  Hello! How are you?
-  Fine, thanks.
-  Goodbye.
-  Bye!

16 Unit 1 Listening: use pictures to help understanding Speaking: greet people WB: pages 14-15

Learning objectives: Listening: use pictures to help understanding; Speaking: greet people

Vocabulary: finger puppet, girl, small, tall, teacher

Resources: Vocabulary worksheet 2

Materials: sheets of paper; pencils

1.10 Warm-up: What's the next word?

- Play *What's the next word?* (see the Games Bank, pages 14-15) using the dialogue from Lesson 6. (Suggested key words: *I'm, star, your, name, is, old, stars*).

1 Look and find the words.

- Read out the first word in the word box, *girl*, and have the children find and point to the girls they can see in the pictures.
- Now have the children work in pairs to read and find the other words in the pictures.
- Finish by having them all point as you call out the words.

2 1.11 Listen and number the pictures in order.

- Play the first part of the audio and elicit or tell the children that this corresponds to the third picture, and point to the example number 1.
- Now play the remaining sections, pausing after each one for the children to find the correct picture. Play again if necessary.
- Point to the pictures and ask *What number is this?* The children call out the numbers.

Audioscript

- 1 Sara:** *Let's play with the puppets. Hello. I'm Tina. I'm tall.*
- Anna:** *Hi, Tina. I'm Anna.*
- 2 Sara:** *How old are you, Anna?*
- Anna:** *I'm seven.*
- 3 Anna:** *I'm Frank.*
- Sara:** *You're small.*
- 4 Sara and Anna:** *Hello, Teacher!*
- Teacher:** *Hello, puppets. How are you?*
- Sara and Anna:** *Fine, thanks.*
- Teacher:** *Goodbye!*

Answers: (clockwise from top left) 4, 3, 2, 1

Teaching star!

1.11 Mixed ability classes

Adapt Activity 2 if some children need more support.

- Play the audio and have the class decide on the correct order. Write the numbers on the board in the same pattern and have the children number the boxes.
- Now play the audio again, and have all the children do the actions for each part. This way all children can be successfully involved in listening and reacting to the audio.

3 1.12 Work in groups. Listen and repeat. Then act out. **Be a star!**

- Play the audio, pausing for the children to repeat each line quietly to themselves. Play it again for the children to repeat chorally. Practise the pronunciation of *How are you?* if necessary.
- The children practise the dialogue with a partner. Now ask them to turn around and do the same with a different person. Then have them remain seated and change partners again. They will need to speak more loudly and enunciate clearly to make themselves heard if their new partner is further away!


Cooler: Finger puppets

- Have the children make a 'finger puppet' on a small piece of paper.
- Elicit and practise the questions *What's your name? How are you? How old are you?*
- The children talk to a friend with their finger puppets.

Workbook page 14

Lesson 7 Functional language

1 Read and match.



1 Hello!

2 How are you?

3 Goodbye.

a Bye.

b Hi!

c I'm fine.

2 Read and complete.

I'm How Bye! is Hello


1 Hello . What's your name?

2 My name is Mr Green.

3 How are you, Mr Green?

4 I'm fine, thanks.

5 Goodbye, Mr Green.



14 Unit 1

1 Read and match.

Answers: 1 b 2 c 3 a


2 Read and complete.


Answers: 1 Hello 2 is 3 How 4 I'm 5 Bye!


Workbook page 15


How am I doing?


1 Look at the pictures. Look at the letters. Write the words. There is one example.

1  small





2  girl

3  friend

4  teacher

5  funny

2 Read and write the names.

	Lucy	red and white	tall
	Ronny	yellow	funny
	Kitty	black and white	big
	Bob	blue	small

1 Hi, I'm red and white. Lucy

2 This is my cat. She's black and white. _____

3 He's blue. He's small. _____

4 He's funny. He's yellow. _____

Unit 1 Pre A1 Starters: Reading and Writing Part 3 15

1 Look at the pictures. Look at the letters. Write the words. There is one example.

- This activity helps the children prepare for Part 3 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children use the letters to make the words illustrated in the pictures.
- Elicit the names of the objects chorally.
- Go through the example. Then elicit the correct spelling of number 1. Write it on the board.
- The children continue individually and then check with a friend.
- Invite different children to write the words on the board, asking for whole-class agreement each time.
- (To help prepare for this part of the test, the children need plenty of practice in spelling.)

Answers: 1 small 2 girl 3 friend 4 teacher
5 funny

2 Read and write the names.

Answers: 1 Lucy 2 Kitty 3 Bob 4 Ronny

Lesson 8 Writing


1 Read and point.

Use a **capital letter** when you talk about yourself: I'm six.
 Use a **capital letter** at the start of a sentence: She's tall.
 Use a **capital letter** for names: He's Tom.

2 Look and write the capital letters.

My star card

I'm Tony. I'm six.
 I'm a blue star.
 This is my teacher. He's nice.




3 Look and complete. Be a star!

teacher I'm purple Katy She's I'm

My star card

I'm Katy.
 I'm 8eight.
 I'm a purple star.
 This is my teacher.
 She's ttall.



Unit 1 Write an information card WB: pages 16-17 17

Learning objectives: Use capital letters; Write an information card

Resources: Unit 1 test

Warm-up: Simon says

- Play *Simon says* (see the Games bank, pages 14-15) with recent words and phrases: *tall, small, funny, hello, goodbye, I'm fine, thanks*. Agree on suitable mimes with the class before starting, e.g. *tall* - reach up high, *small* - crouch down close to the ground, *funny* - make a funny face, *hello* - wave hello (moving forward), *goodbye* - wave goodbye (turning away), *I'm fine, thanks* - a positive gesture (e.g. smiling whilst speaking).

1 Read and point.

- Invite volunteers to read out the sentences in the box. While they are doing this, write the example sentences on the board with the capital letters in a different colour (blue, if possible, like the book).
- Read out the sentences and point to the capital letters.
- Ask the children to find the other capital letters in this activity (the capital U at the beginning of each sentence).

2 Look and write the capital letters.

- Refer the children to the picture next to the first star card. Ask *What's the boy's name? (Tony) What colour is his star? (blue)* Ask the children who they think the man is (*the teacher*).
- Elicit the complete sentences and write them on the board. As you come to the capital letters, ask *Capital or small letter?* Do the same with some of the small letters so that the children think carefully.
- The children copy the finished text into their books.

Answers: My star card

I'm Tony.
 I'm six.
 I'm a blue star.
 This is my teacher. He's nice.

3 Look and complete.

Be a star!

- Refer the children to the picture next to the star card. Ask *What's the girl's name? (Katy) What colour is her star? (purple)* Ask the children who they think the woman is (*the teacher*).
- Give the children time to look at the text of the star card and think about their answers for the gaps. At this point, ask them not to write.
- Now elicit answers for the gaps and write the text on the board. As above, ask *Capital or small letter?* for the capitals and some of the other letters.
- Have the children copy the completed text into their books.

Answers: My star card

I'm Katy.
 I'm eight.
 I'm a purple star.
 This is my teacher.
 She's tall.

Cooler: Stand up, sit down


- Tell the children you will say some sentences. If the sentence is true for them, they stand up. If it is false for them, they sit down. They can stand up again for the next true sentence. (Possible sentences to use: *I'm five. I'm six. I'm seven. I'm tall. I'm small. I'm funny. I'm a boy. I'm a girl. I'm a robot! I'm a teacher.*)

Lesson 8 Writing

1 Read and circle the capital letters.


LUCY

I'm Lucy.
I'm red and white.
These are my toys.
They're small.



RONNY

I'm Ronny.
I'm funny.
These are my boots.
I'm yellow.



2 Rewrite. Use capital letters.

- 1 i'm pam. I'm Pam.
- 2 this is my friend maria. _____
- 3 look at my umbrella. _____
- 4 it's funny. _____

3 Draw you. Complete your star card.



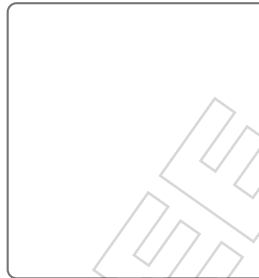
My star card

I'm _____

I'm _____

_____ a _____ star.

4 Draw your friend. Write a star card.



My friend

This is my friend _____

_____ is _____

_____ a _____ star.

5 Check your work. Tick (✓).

- capital letters
- spelling

1 Read and circle the capital letters.

- The children read the texts and find and circle all the capital letters.

Answers:

- I'm **L**ucy. I'm **R**onny.
I'm red and white. I'm funny.
These are my toys. **T**hese are my boots.
They're small. I'm yellow.

2 Rewrite. Use capital letters.

- The children rewrite the sentences using capital letters where appropriate.

- Answers:** 1 I'm Pam. 2 This is my friend Maria.
3 Look at my umbrella. 4 It's funny.

3 Draw you. Complete your star card.

- The children complete their star card with their own information.

Answers: Children's own answers.

4 Draw your friend. Write a star card.

- The children draw a picture of a friend. They then write a star card for their friend.

Answers: Children's own answers.

5 Check your work. Tick (✓).

- The children use the check list to make sure their work is complete and correct.