

Welcome

AfL Activity

Pupils' own answers

Welcome

Lesson 1

2 Look. What can you see?

1 Listen, find and say.

2 Play a memory game. Ask and answer about the doors.

What colour is 11? It's blue.

Where's the duck? It's on number 20.

3 Look, find and count.

There are 11 fish.

6 six Key learning outcomes: Identify and say numbers 11–20; Review animals and colours; Review Wh- questions Activity Book, p.4

Activity 3

13 yellow flowers,
15 birds,
20 pink flowers,
17 apples

Welcome

Lesson 1

1 Listen and circle.

What colour is your door?
What number is it?

2 Look at the sums. Find and colour the answers.

10 + 4 = 10 + 3 = 16 17 sixteen seventeen

10 + 1 = 10 + 2 = 11 19 thirteen nineteen

10 + 6 = 10 + 9 = 13 18 fifteen twelve

10 + 7 = 10 + 8 = 12 15 eleven eighteen

10 + 5 = 10 + 10 = 14 20 fourteen twenty

4 four I can read words for numbers 11–20

Objectives: Identify and say numbers 11–20; Review animals and colours; Review *Wh-* questions

Vocabulary: *eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*

Review: *black, blue, brown, green, orange, pink, purple, red, white, yellow; apple, bird, chicken, cow, dog, duck, fish, flower, goat, horse, mouse, sheep*

Grammar: *What colour is 11? Where's the duck?*

Materials: Classroom Presentation Kit

Optional: Flashcards for numbers 11–20

Opening routine

To **energise** the class, do Mindfulness routine 3 on p.32.

Pupil's Book, page 6

✓ Look. What can you see?

Follow the **Assessment for learning routine** on p. 17.

Remind pupils about the characters they met in Level 1.

Pupils find Sam, Lily, Benny and Alice.

Support Ask questions to prompt pupils: *What fruit is on the tree?* (apples) *What colour are the apples?* (red) *What animals can you see?* (fish, bird, cat, chicken, cow, horse, mouse, sheep, goat, duck)

1 🎧 0.1 Listen, find and say.

Follow the **Vocabulary presentation routine** on p. 17.

Point to or zoom in on the doors where the numbers are displayed. Play the audio and have pupils point to the numbers in their books as they hear them.

Engage If you have brought in number flashcards, place these around the classroom. Pupils stand in the middle of the classroom. Play the audio. Pupils move and stand by the correct flashcard. Play in groups if you have a large class. Include additional language by doing TPR Dynamic routine 3 on p. 32.

eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

🗣️ Elicit how pupils say the numbers 16–19 in their own language. Do they follow the same pattern?

2 🧠 Play a memory game. Ask and answer about the doors.

Read out the model dialogue to demonstrate how to play the game. Give pupils one minute to look at the picture and try to remember it. Tell them to pay attention to the numbers, colours and animals on the doors. Books closed. Pupils take turns to ask and answer questions about the doors.

Support Make sure pupils can name all the animals before playing the game. They could also keep their books open.

3 Look, find and count.

Give pupils time to find and count the items in the picture in pairs

Support Display the picture using the Classroom Presentation Kit and find an example of each item together before pupils do the activity in pairs.

Activity Book, page 4

1 🎧 0.1 Listen and circle.

Pupils listen and circle the number on each door.

1 **Alice:** What colour is your door?

Child 1: It's pink.

Alice: What number is it?

Child 1: It's thirteen.

2 **Alice:** What colour is your door?

Child 2: It's yellow.

Alice: What number is it?

Child 2: It's twenty.

3 **Alice:** What colour is your door?

Child 3: It's green.

Alice: What number is it?

Child 3: It's eleven.

4 **Alice:** What colour is your door?

Child 4: It's blue.

Alice: What number is it?

Child 4: It's twelve.

5 **Alice:** What colour is your door?

Child 5: It's orange.

Alice: What number is it?

Child 5: It's nineteen.

6 **Alice:** What colour is your door?

Child 6: It's brown.

Alice: What number is it?

Child 6: It's fifteen.

2 Look at the sums. Find and colour the answers.

Pupils do the sums. They colour the answer in the same colour as the sum.

Closing routine

Do TPR Dynamic routine 2 on p. 32.

Family days at Amazing Park

Lesson 2

For children, mums and dads, grandmas and grandpas!

| | | | | | |
|----------|--|--------------|-----------|--|-------------|
| January | | sing | July | | fish |
| February | | skate | August | | play games |
| March | | fly a kite | September | | ride a bike |
| April | | take photos | October | | dance |
| May | | ride a horse | November | | draw |
| June | | swim | December | | paint |

Activity 2

- 1 Yes 2 No 3 Yes
4 Yes 5 No 6 Yes

- Listen, find and say.
- Look at the poster in Activity 1. Listen and say Yes or No.
- Watch or listen. Move and sing.

A new year

A new year at Amazing Park,
Come and have fun!
Come to Amazing Park,
Everyone!

January, February and March,
April, May and June.

Let's have fun this year!
See you soon!

July / August / September

October / November / December

- Ask and answer about the activities in Activity 1.

Can you ride a bike in September?

Yes, we can.

Activity Book, p.5

Key learning outcomes: Identify and say the months of the year; Review activities; Review can

seven > 7

Lesson 2

- Write the months.

January January February March April May June July
July August September October November December

(J-)

January
June
July

(-y)

January
February
May
July

(-er)

September
October
November
December

5 letters

March
April

6 letters

August

- Draw, choose and write about your favourite month.

My birthday is in this month.

It's hot. It's cold.

There's a festival in my town.

There are lots of flowers.

Pupils' own answers

My favourite month is _____
Pupils' own answers

I can read and write the months and write about my favourite month



five > 5

Objectives: Identify and say the months of the year; Review activities; Review *can*

Vocabulary: *January, February, March, April, May, June, July, August, September, October, November, December*

Review: *dance, draw, fish, fly a kite, paint, play games, ride a bike, ride a horse, sing, skate, swim, take photos; Can you ride a bike in September? Yes, we can.*

Materials: Classroom Presentation Kit

Optional: A calendar, Flashcards for the months of the year

Opening routine

To **energise** the class, do TPR Dynamic routine 3 on p. 32.

Pupil's Book, page 7

1 0.2 Listen, find and say.

Follow the **Vocabulary presentation routine** on p. 17.

Engage Chant the months of the year as a class to give pupils plenty of practice of the vocabulary. Start off slowly and have pupils clap the rhythm first as you say the months. Then encourage them to join in. Repeat the chant several times, each time increasing the speed slightly.

Read the heading of the poster with the class. Tell pupils that at the park you can do different activities with your family each month. If you have brought in a calendar, explore it together to diagnose pupils' prior knowledge of the months, e.g. *What month is it now? What months are (hot)? What month is your birthday?*

January, February, March, April, May, June, July, August, September, October, November, December

2 0.3 Look at the poster in Activity 1. Listen and say Yes or No.

Engage Review the activities. Pupils mime them.

Support Pupils choose to say *yes* or *no* or give a TPR response (see p. 9 of the Pupil's Book).

Reach higher Pupils say *Yes, we can.* or *No, we can't.*

- 1 In February, you can skate with your family.
- 2 In August, you can swim with your family.
- 3 In April, you can take photos with your family.
- 4 In November, you can draw with your family.
- 5 In July, you can sing with your family.
- 6 In March, you can fly a kite with your family.

3 0.4 Watch or listen. Move and sing.

Follow the **Vocabulary practice routine** on p. 17.

4 Ask and answer about the activities in Activity 1.

Classroom management tip

Some pupils might not be ready to work independently at the beginning of the school year. If you feel that they might have trouble using the target language in pairs, do the speaking activity as a class first. Divide the class into two groups and drill questions with one group and answers with the other. Then swap and repeat.

Follow the **Grammar practice: Speaking activity routine** on p. 19.

Point to each month on the poster in turn, and elicit *You can (sing) in (January)*. Then review questions and short answers with *can*. Model the activity using the example.

Engage In pairs, pupils make this activity into a TPR game. One pupil mimes doing an activity. Their partner chooses a month and asks a question about that activity. The first pupil looks at the poster and answers the question.

Activity Book, page 5

1 Write the months.

2 Draw, choose and write about your favourite month.

Support Pupils write the name of the month only.

Reach higher Pupils use their own ideas.

Closing routine

Do Mindfulness routine 1 on p. 32.

Activity 1

It's a treasure hunt. The children get the things on their lists from the boxes in the trees.

1 Listen and read. What's the game?

2 Act out the story.

A treasure hunt

1 Hi, Benny! I'm looking for Lily. Come on! Let's look in the trees.

2 Hi, Sam! Hi, Benny! Come up!
Hello, Lily! It's really high! I can't climb. Oh, look! There's a blue button!

3 Look, Benny! Now we can go up too!

4 Look at the boxes!
It's a treasure hunt! Look for the things on your list. You've got 15 minutes!
OK. Let's all go together!
banana
ball
hat
crayon

5 Look at Benny! He's got the banana!
Whooooooooo! Amazing Park is fun!

6 Well done!
Thanks! We're a great team!

8 < eight

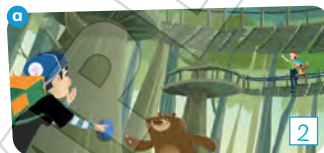
Key learning outcome: Listen, read and respond to a story Activity Book, p.6

Lesson 3 A treasure hunt

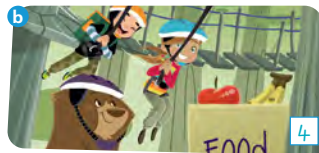
After you read

1 Think about the story. Number the pictures and complete the sentences.

fun boxes button Lily



There's a blue button!



Amazing Park is fun!



I'm looking for Lily.



Look at the boxes!

2 Draw and write. Then match.

carrot pencil kite robot shirt hat

shirt robot carrot hat pencil kite

clothes toys food school

6 < six I can understand the story 😊 😊 😊


Objectives: Listen, read and respond to a story

Recycled language: *banana, blue, box, fifteen, tree; We can go up. I can't climb.*

Materials: Classroom Presentation Kit, Story Cards

Optional: Recycled jar lids/bottle tops, or card and scissors, or buttons

Opening routine

 Play the mindfulness animation or audio to **calm** pupils before they read.

Pupil's Book, page 8

Before you read

Follow the **Before you read routine** on p. 21.

1 0.5 Listen and read. What's the game?

Read the title and pre-teach *treasure hunt* (in this case, the treasure hunt is a scavenger hunt – the children look for a number of items on a list rather than searching for actual treasure). Pupils look at the pictures and see if they can work out what the children are doing.

Pause the audio at the end of scene 4. Ask pupils what the children need to find. Then ask whether they think the children will find all four objects. Play the rest of the audio for pupils to check their answers.

Ask pupils what happens when Sam pushes the blue button (the tree opens into a lift to take them up to platforms in the tree).

Reach higher Point to the *Food* box and elicit that the banana goes here. Pupils look at the other items on the list and say which boxes they go in. They could draw the boxes and write the words inside (ball – toys, hat – clothes, crayon – school).

2 Act out the story.

Pupils will act out the story in every unit. All the stories in the course feature a button. The characters push it and it leads them to an adventure. Having their own buttons will help pupils feel involved with the stories. Pupils can use a button, make buttons from jar lids or bottle tops, or cut a button out of card.

Follow the **Act out the story routine** on p. 21.


Support Assign a role to each child. Play the audio scene by scene. Pupils repeat the lines chorally. Then put pupils in groups and play the audio again as they act out the scene.

Reach higher Pupils make a new list for the treasure hunt and use this as they act out the story.

3 Watch the video.

Follow the **Watch the video routine** on p. 23.

After watching the video once, pupils close their books. Play the video again and pause at different points in the story, asking questions about the story events and what the characters say or do. For example, point to Benny and ask: *What does Benny say?* Point to the tree lift and ask: *Where do they go?*

 Ask pupils if they liked the story. Elicit what they liked (or didn't like) about it. This allows pupils to give a **personal response** to a story.

Activity Book, page 6

1 Think about the story. Number the pictures and complete the sentences.

Reach higher Confident pupils can complete the activity from memory before checking in their Pupil's Books.

2 Draw and write. Then match.

Closing routine

Do Communication routine 3 on p. 32.

1 Listen and sing. Paint with your finger.

The alphabet *SING*

I can *sing* the alphabet.
Sing along too!
 Let's sing the alphabet
 Me and you!

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 and Z!

paint



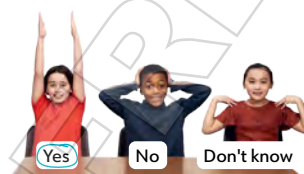
2 How do you spell these words? Listen and repeat. Then ask and answer.

- 1 blue 2 bird 3 apple 4 rock 5 paint 6 garden

How do you spell 'blue'? B-L-U-E.

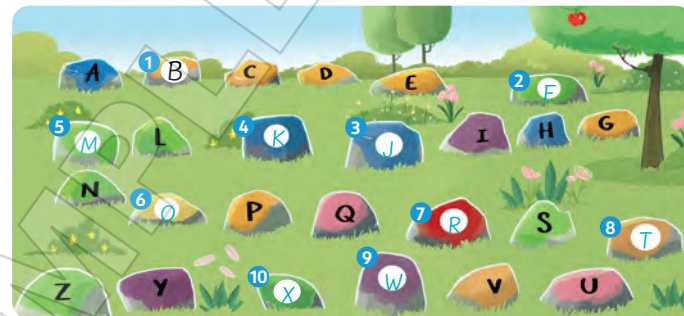
3 Think about Amazing Park. Read and answer with your body.

- 1 This year, do the children wear
 A green hats or B blue hats?
- 2 Does Benny live in Amazing Park?










Activity Book, p.7 Key learning outcome: Sing a song about the alphabet; Ask and answer how to spell words nine > 9

1 Listen to the alphabet song again and write the missing letters.



2 Exam practice Look at the pictures. Look at the letters. Write the words.

| | | |
|---|-------------|-------------|
|  | b u e l | b l u e |
|  | e d g a n r | g a r d e n |
|  | o k r c | r o c k |
|  | b d r i | b i r d |
|  | a n i p t | p a i n t |
|  | p e p a l | a p p l e |

I can say the alphabet and spell some words  seven > 7

Objectives: Sing a song about the alphabet; Ask and answer how to spell words; Exam practice: Pre A1 Starters Reading and Writing, Part 3

Recycled language: *apple, bird, blue, cap, garden, green, hat, paint, rock; How do you spell ...?*

Materials: Classroom Presentation Kit, Flashcards

Optional: Letter cards for a, b, c, d, e, g, i, k, l, n, o, p (x2), r, t, u

Opening routine

To **energise** the class, do TPR Dynamic routine 2 on p. 32.

Pupil's Book, page 9

Engage Before introducing the song, do Communication routine 1 on p. 32 to ensure that all pupils are familiar with the alphabet. Each time pupils step to the right, they say the next letter in the alphabet:

Pupil (outer circle): A

Pupil (inner circle): B

Pupils in the outer circle step to their right.

Pupil (outer circle): C

Pupil (inner circle): D and so on.

1 0.6 Listen and sing. Paint with your finger.

Focus on the picture and have pupils follow the path through the alphabet with their finger.

Follow the **Grammar presentation and vocabulary practice routine** on p. 25.

2 0.7 How do you spell these words? Listen and repeat. Then ask and answer.

Engage If you have brought in alphabet cards, hand them out. Say the first word. The pupils with the corresponding letters stand in a row at the front of the classroom in order to form the word. Play the audio. The class checks the spelling and repeats the audio.

1 blue – b-l-u-e

2 bird – b-i-r-d

3 apple – a-p-p-l-e

4 rock – r-o-c-k

5 paint – p-a-i-n-t

6 garden – g-a-r-d-e-n

3 Think about Amazing Park. Read and answer with your body.

Show pupils the TPR response for A and B: hold your chin with your right hand (A), grab your ear with your left hand (B). Then read the first question and have pupils respond.

Show pupils the responses for *Yes, No and Don't know*.

Then read out the second question and on the count of three, elicit a response.

Activity Book, page 7

1 0.2 Listen to the alphabet song again and write the missing letters.

Reach higher Help pupils explore the relationship between the sounds of the letter names and the colours of the rocks. Display the complete picture from Pupil's Book p. 9. In this activity, each colour represents a vowel sound: /eɪ/ blue, /i:/ orange, /e/ green, /aɪ/ purple, /æʊ/ yellow, /u:/ pink and /a:/ red. Show pupils how the letters on the same coloured rocks rhyme, e.g. A, H, J and K.

2 **Exam practice** Look at the pictures. Look at the letters. Write the words.

Exam tip

Pre A1 Starters Reading and Writing, Part 3

Encourage pupils to first look at the picture and think about what the word might be, then to look at the letters and try to spell the word. If they can't spell it, perhaps it's a different word. Tell pupils to make sure they use all the letters in each word.

Closing routine

Do Mindfulness routine 1 on p.32.