

## Lesson 1

## Vocabulary

Pupil's Book pages 10–11

**1 My funny friends**

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

## Lesson 1 Vocabulary

1 1.7–1.8 Listen and say. Then listen and number.


 boy  girl  friend  1 teacher 

 big  small  tall  funny 

2 Look at the picture. Find the colour and say the word.

3 1.9 Sing and act out. **Be a star!**

Move like a robot

 Big robot, small robot.  
A girl and a boy.  
Listen, point  
And move like a robot.  
Move like a robot.  
Rah! Rah! Robots!

 Tall robot, funny robot.  
My teacher and my friend.  
Look, listen  
And move like a robot.  
Move like a robot.  
Rah! Rah! Robots!
Unit 1 Sing a song  
WB: page 8

11

**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:** Class audio CD1; **(PK)** - Flashcards; **(TRC)** - Vocabulary worksheet 1, Downloadable flashcards; **(PPK)** - Vocabulary activities 1&2, Song **(PRC)**

**Materials:** coloured pencils

## Warm-up: The Big Picture

- Refer the children to the picture on page 10. 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 1.7 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!).

## 1.8 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 colour and say the word.

- 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 1.9 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 Look and circle.

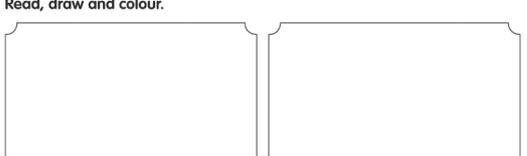


1 girl / boy      2 teacher / robot      3 girl / boy      4 friend / teacher



5 small / big      6 small / tall      7 big / tall      8 funny / tall

2 Read, draw and colour.



small   red   van      big   purple   worm

8 Unit 1

## 1 Look and circle.

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

## 2 Read, draw and colour.

**Answers:** Children's own answers.

**Lesson 2 Grammar time**

**1 1.10 Listen and read. Who is funny?**

**2 1.10 Listen again. Look and circle.**

**3 Work in groups. Act out the story. Be a star! ★**

**12** Unit 1 to be II / he / she / WB: page 9

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

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

**Resources:** Class audio CD1; (PK) - (PRC)

**1.9 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 learned 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 1.10 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).

**Answers:** Bot is funny.

**Teaching star! ★**

**Teach with digital**

- You can use the Presentation Kit to view the story on the board. Read the story one frame at a time. Use Spotlight to focus on each frame.

**2 1.10 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. Alternatively, you can use the Presentation Kit to present the sentences on the IWB.
- 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 1.10 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.

### 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**

**1** 1.11 **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** **Draw. Talk about you and your friend.** **Be a star!**

I'm Luke. I'm seven. I'm tall.  
He's my friend. He's small.

Unit 1 Talk about you and your friends  
WB: page 10 **13**

**1** 1.11 **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*.
- 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 and then push those fingers together to show the contraction *I'm*. Repeat this procedure 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.

**2** **Read and match.**

- Refer the children to the picture and elicit the names of the children. Ask them 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 nominate a child to say the character's name and read the sentence. Each time, ask for whole-class agreement.

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

**3** **Draw. Talk about you and your friend.** **Be a star!**

- 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. He's my friend, Dan. He's funny and he's tall!*
- Make sure the children all have a sheet of paper to draw on and access to 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.

 1.10 **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!

## Teaching star!

### Groupwork

Some children will find talking to the whole class too challenging. Most children are happy talking in a small group. For the above activity:

- Read out the example speech and have all the children repeat chorally.
- Divide the class into groups of three or four.
- The children take turns to show their picture and tell their group about it. Encourage them to help each other if there are difficulties.

### Cooler: Enjoy your friends' work

- Have the children leave their work on their desks and walk around the room, looking at the pictures. When you clap your hands and say *Stop!*, the children stand still and look at their nearest pictures. Ask the children if they can see a tall person, a funny person or a small person in the pictures near them. The children who can see one of these should point and say, e.g. *He's small! She's funny!*
- Repeat this several times.

## Workbook page 10

**Lesson 3 Grammar focus**

**1 Look, read and complete.**

tall   She's   He's   friend   She's   funny




This is Ella. <sup>1</sup> \_\_\_\_\_ She's \_\_\_\_\_ my friend. <sup>2</sup> \_\_\_\_\_ seven. She's <sup>3</sup> \_\_\_\_\_.

This is Dan. He's my <sup>4</sup> \_\_\_\_\_ too. <sup>5</sup> \_\_\_\_\_ eight. He's <sup>6</sup> \_\_\_\_\_.

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







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. \_\_\_\_\_ seven. \_\_\_\_\_ small.

5 This is Bot. \_\_\_\_\_ small. \_\_\_\_\_ funny.

**3  Draw your friend. Write and circle.**



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

**10** Unit 1 Go to Grammar reference on page 118

### Grammar reference:

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

#### 1 Look, read and complete.

**Answers:** 1 She's 2 She's 3 funny 4 friend  
5 He's 6 tall

#### 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 5 He's, He's

#### 3 Draw your friend. Write and circle.

**Answers:** Children's own answers.

**Lesson 4 Reading**

**1 Find, count and write.**

			
3	—	—	—

**2**  1.12 **Look again and guess the country. Read and check.**

**Hello!**

 **Katia** 1

Hi, I'm Katia.  
I'm from Russia.  
This is Olga. She's my friend.  
She's small.



 **Adel** 2

Hello, I'm Adel.  
I'm from Egypt.  
This is my ball.  
It's big.



Unit 1 Read an information text  
WB, page 11

 **Mateo** 3

Hi, I'm Mateo.  
I'm from Mexico.  
This is my friend.  
He's tall.



 **Pam** 4

Hi, I'm Pam.  
I'm from Great Britain.  
Look at my umbrella.  
It's funny.



 Great Britain

 Egypt

 Mexico

 Russia

**3 Match the children to the countries. Be a star!**

1 Pam	Russia
2 Mateo	Great Britain
3 Katia	Egypt
4 Adel	Mexico

**4**  **Choose the picture that is like your country.**

Unit 1 Read a text for gist  
WB, page 11

**Learning objectives:** Read an information text;  
Read a text for gist

**Vocabulary:** Egypt, Great Britain, Mexico, Russia

**Additional vocabulary:** friend, funny, small, tall, umbrella

**Resources:** Class audio CD1; (PK) - (PRC)

**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); a map of the world or a globe (optional)

### 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 right-hand side of page 15. Read out the words for the class to repeat. Elicit that these are names of countries and ask if they know how to say these countries in their own language.
- If you have a globe or a map of the world (projected on the IWB works well), have the children find the countries or, alternatively, you can point them out.

### 1 Find, count and write.

- Elicit the items in the pictures.
- Refer the children to the four photos on the webpage and ask *How many girls?* Hold up your book and count them as a class. Point out the example answer.
- Have the children continue the activity individually.
- For feedback, call out *boys, girls, balls* and *umbrellas* in turn, and have the children say how many there are. Each time, ask for whole-class agreement.

**Answers:** girls – 3, boys – 3, balls – 1, umbrellas – 1

2  1.12 **Look again and guess the country. Read and check.**

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

**Answers:** 1 Russia 2 Egypt 3 Mexico  
4 Great Britain

**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 countries 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 country name. Then have them point to the word on the page and repeat the country.

3 **Match the children to the countries.**

**Be a star!** 

- Refer the children to the example. Show them the name *Pam* next to the picture and the words *Great Britain* in the text.
- Have the children follow the same procedure to complete the activity.
- For feedback, call out the names and elicit the country.

**Answers:** 1 Great Britain 2 Mexico 3 Russia  
4 Egypt

4  **Choose the picture that is like your country.**

- Ask the children to look at the pictures and think about which country is most like their own country.
- Give them a few minutes to think and then call out *Mexico, Russia, Great Britain, Egypt*, in turn. Have the children raise their hands for the country they choose.
- Invite some children to say why (they may need to use L1 to explain their ideas).

**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: *Katia – Russia, friend, small; Adel – Egypt, ball, big; Mateo – Mexico, friend, tall; Pam – Britain, umbrella, funny.*)
- Repeat so that the children become more confident joining in.

Workbook page 11

**Lesson 4 Reading**

1 Remember your Pupil's Book pages 14–15. Look and write.

Russia	Egypt	Great Britain	Mexico
			
1 _____	2 _____		
			
3 _____	4 _____		

2 Read about Adel. Match.

1 Hello, I'm ...	a ... my ball.
2 I'm from ...	b ... Adel.
3 This is ...	c ... big.
4 It's ...	d ... Egypt.



Unit 1 11

1 Remember your Pupil's Book pages 14–15. Look and write.

**Answers:** 1 Egypt 2 Russia 3 Mexico  
4 Great Britain

2 Read about Adel. Match.

**Answers:** 1 ... Adel. 2 ... Egypt.  
3 ... my ball. 4 ... big.

Answers: hat, fat cat, mat

**Lesson 5 Sounds and letters**

1 1.13 Listen and say. Complete.



hat      f\_t c\_t      m\_t

2 1.14 Listen and say the chant.

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



3 1.15 Circle the words with a. Listen, check and say. Be a star!

1 cat      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

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

2 1.14 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 1.15 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 numbers 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.

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

**Sounds & letters words:** cat, fat, hat, mat

**Resources:** Class audio CD1; (PK) (TRC) - Sounds and letters worksheet; (PPK) - Sounds and letters activity (PRC)

**Warm-up: The shark game**

- Play *The shark game* (see the Games Bank, pages 14–15) with key words from Lesson 4, e.g. *Russia, Mexico, Egypt, / Great Britain, funny, tall, small*.

1 1.13 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

Lesson 5 Sounds and letters

1 Say the chant. Circle the *a* sounds.

Look! The c@t!

The cat is f@t!

Look! The h@t!

The hat is on the m@t!



2 Complete the words. Then match.

1 v \_ a \_ n

2 \_ \_ pple

3 h \_ t

4 c \_ t

a



b



c



d



3 Write the capital letters.

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

A a \_ b Cc \_ d \_ e \_ f \_ g \_ h

Ii Jj Kk Ll \_ m \_ n Oo \_ p \_ q

\_ r Ss \_ t Uu Vv Ww Xx Yy Zz

1 Say the chant. Circle the *a* sounds.

Answers: Look! The c@t! The cat is f@t!

Look! The h@t! The h@t is on the m@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**

1 1.16 Listen and say.

Star chart

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

Student B

Student A Hello! I'm a blue star.

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

Student A My name is Robin.

3 1.16 Now it's your turn. Join a team. **Be a star!**

Unit 1 Question words: *What / How old...? to be answers* WB: page 13 **17**

- 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 1.16 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:** Class audio CD1; (PK) - Language in use video; (TRC) - Grammar worksheet 2; (PPK) - Grammar activity 2; (PRC) - Language in use video

**Materials:** sheets of paper, coloured pencils, scissors

### 1.3 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 1.16 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.

## 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 Read and number in order.**

a How old are you?

b My name is Alex.

c I'm seven.

d Hi, I'm Anna. What's your name?  1

**2 Read and complete. Colour the star.**

old name I'm I'm

Hi, <sup>1</sup> I'm \_\_\_\_\_ Tom. What's your name?

My <sup>2</sup> \_\_\_\_\_ is Holly.

How <sup>3</sup> \_\_\_\_\_ are you?

<sup>4</sup> \_\_\_\_\_ 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.

She's small.

My name is Dan.

He's funny.

Unit 1 Go to Grammar reference on page 118; CEYL Starters, Reading and Writing, Part 1 **13**

### Grammar reference:

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

#### 1 Read and number in order.

Answers: a 3 b 2 c 4 d 1

#### 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: 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: (Workbook page 118)

##### 1 Read and circle.

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

**Lesson 7 Listening and speaking**

**1 Look and find the words.**

girl tall small finger puppet teacher

**2** 1.17 **Listen and number the pictures in order.**

**3** 1.18 **Listen and repeat. Then act out with your friends. Be a star!**

1 Hello! How are you?  
2 Fine, thanks.  
3 Goodbye.  
4 Bye!

**Values**  
Is it important to say 'hello' and 'goodbye'? Is it important to answer?

**18** 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:** Class audio CD1; (PK) (TRC) Vocabulary worksheet 2; (PRC)

**Materials:** sheets of paper; pencils

1.16 **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: *star, 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** 1.17 **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!**

1.17 **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** 1.18 **Listen and repeat. Then act out with your friends. 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!



**Lesson 8 Writing**

**1 Read and point.**

Use a capital letter at the start of a sentence: I'm six.  
Use a capital letter for names: He's Tom.

**2 Look and write the capital letters.**

**My star card**

I'm Tony. \_\_\_'m six.  
\_\_\_'m a blue star.  
This is my teacher. \_\_\_e's nice.



**3 Look and complete. Be a star! ★**

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

**My star card**

I'm Katy.  
\_\_\_'m eight.  
\_\_\_ a \_\_\_ star.  
This is my \_\_\_\_\_.  
\_\_\_\_\_ tall.



Unit 1 Write a star card  
WB, pages 16–17 **19**

**Learning objectives:** Use capital letters; Write a star card

**Resources:** Class audio CD1; (PK) - (TRC) Unit 1 test; (PRC) (TG)

### 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. a thumbs up or simply 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. I'm from [children's country]. I'm from [not children's country].*)

Lesson 8 Writing

1 Read and circle the capital letters.

**Katia**

I'm Katia.  
I'm from Russia.  
This is Olga. She's my friend.  
She's small.




**Mateo**

I'm Mateo.  
I'm from Mexico.  
This is my friend.  
He's tall.

2 Rewrite. Use capital letters.

- 1 i'm pam. \_\_\_\_\_ I'm Pam.
- 2 i'm from great britain. \_\_\_\_\_
- 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 **K**atia.                      I'm **M**ateo.  
 I'm from **R**ussia.              I'm from **M**exico.  
**T**his is **O**lga. **S**he's my friend.      **T**his is my friend.  
**S**he's small.                      **H**e's tall.

2 Rewrite. Use capital letters.

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

- Answers:** 1 I'm Pam.    2 I'm from Great Britain.  
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.