

# 1

# My birthday

## Unit overview

### Unit objective

- I can talk about colours and numbers

### Language

<b>Target vocabulary</b>	Colours: black, brown, grey, orange, pink, purple, white Numbers: six, seven, eight, nine, ten Actions: clap, jump, stamp
<b>Target structures</b>	(Six) (pink) (cakes). I'm (six). It's (blue).
<b>Features</b>	<b>Phonics:</b> /b/ and /p/ <b>Values:</b> Sharing <b>Cross-curricular:</b> Science: colours in nature

### Skills

<b>Reading</b>	<ul style="list-style-type: none"><li>• Can understand a simple story</li><li>• Can understand details of a story</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Can make a poster about animals and plants</li><li>• Can trace simple words (Activity Book)</li></ul>
<b>Listening</b>	<ul style="list-style-type: none"><li>• Can name more colours</li><li>• Can follow a simple song</li><li>• Can listen to and understand a story</li><li>• Can identify words for animals and plants</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• Can count up to 10</li><li>• Can ask and answer using <i>How old are you?</i></li><li>• Can use the sounds /b/ and /p/</li><li>• Can act out a story</li><li>• Can talk about sharing</li><li>• Can describe colours, common animals and plants</li></ul>

## Lesson 1 PB page 4

### Learning objective

Can name more colours

### Target language

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

### Recycled language

blue, green, red, yellow

### Receptive language

What colour is it? Is it (pink)?

### Warm-up

- Play the song from the Welcome unit (CD1:02). Pupils listen and sing.
- Divide pupils into four groups and give each group a character's name: *Harry, Beth, Cody* or *Waldo*. Alternatively, ask pupils to choose a character they wish to be. Play the audio again and pupils stand up and sing their chosen character's lines when appropriate.
- Revise *red, green, yellow* and *blue* by pointing to various objects and asking, *What colour is it?*

### Learning adventure

#### 1 What do you know?

- Look at the main scene. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning words for colours.*
- If using books, close them. Ask pupils what English words they know for colours, e.g. *red, blue*. Write them on the board.
- Introduce pupils to the learning adventure poster. Use this poster with pupils to help them indicate how confident they feel about the lesson objectives to show you who may need more help. See page 7 in the Introduction for how you use this with your classes.
- Refer to the learning adventure and say, *Great! You are already moving along your learning adventure!*

### Presentation

- Present the new vocabulary with Flashcards 01–11. Show the cards in turn, say the words and pupils repeat. Stick the flashcards on the board as you say each word.
- Now say the words again and pupils find the colours in the classroom.

- Indicate the flashcards on the board and say, *Colours*. Have a short discussion (in L1) about the colours pupils like.
- Write the colour words on the board and invite pupils to stick the flashcards next to the correct word.
- Focus on the title of the unit, *My birthday*. Explain (in L1) the meaning of the word *birthday*.
- Focus on the scene. Ask pupils to guess whose birthday it might be. Introduce Harry and Beth's aunt, *Aunt Fifi*.

#### 2 Listen and find.

- Play the audio and ask pupils to listen first.

#### CD1, Track 07

**Beth:** Hello, my name's Beth. It's my birthday! Look at the flags!  
Pink, purple, orange, brown, black, white and grey!

**Harry and Cody:** Happy Birthday, Beth!

**Waldo:** Mmmm! Happy Birthday, Beth.

**Beth:** Thank you!

- Ask pupils (in L1) whose birthday it is. (*It's Beth's.*)
- Play the audio again. Pupils listen and point to the flags in the main illustration when they hear the new colour words.
- Check the activity by pointing to each flag and asking, *What colour is it? Is it (pink)?* Teach the words yes and no so that pupils can answer.

#### 3 Listen and say.

- Play the audio. Pupils listen and point to the flags.

#### CD1, Track 08

orange ★ pink ★ black ★ white ★ purple ★  
brown ★ grey

- Play the audio again. Pupils listen, point to the flags and repeat the words.

### Game

- Pupils play a game in pairs. One pupil turns away while his/her partner covers up one colour with a coin or a small piece of paper. His/Her partner has to say which colour is covered up. Pupils take turns to cover up more colours each time to make it more difficult.

**1 My birthday**

1 What do you know?

2 Listen and find.

3 Listen and say.

4 Lesson 1

Can name more colours

### AB page 4

#### 1 Trace and colour.

- Pupils trace the colour words.
- They then colour each flag appropriately.
- Pupils check their answers in pairs.

#### Learning adventure

Ask pupils, *How many colour words do you know now?*  
 Give pupils a minute to tell their partner the new words they know. Ask them, *Where are you on your learning adventure?*  
 Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

#### Pop quiz

Call on a pupil to choose a colour. Now show them Flashcards 01–11 one by one. Pupils stand up and clap when you show the correct colour.

#### Show homework

- Invite students to play the **Poptropica English Island Adventure Game**. Show them various activities they could do as homework.

## Lesson 2 PB page 5

### Learning objective

Can say numbers 6–10

### Target language

six, seven, eight, nine, ten  
(Five) (pink) cakes.

### Recycled language

Numbers 1–5

### Receptive language

How many cakes?

### Warm-up

- Use Flashcards 01–11 to revise the colours. Show the red flashcard and say, *Red*. Now show the blue flashcard and say, *Green*. Pupils clap when you say the correct colour and stamp their feet when you make a mistake.

### Learning adventure



Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning to say numbers 6 to 10.*

- Revise numbers 1–5 by showing different numbers of fingers or objects in the classroom, e.g. pencils or books. Ask, *How many?*
- Teach numbers 6–10 with homemade number flashcards. Stick the cards on the board in a row. Point to each in turn, say the number and clap the appropriate number of beats. Pupils repeat.
- Hold up five fingers and ask, *How many?* Now say, *Six*. Pupils show the correct number of fingers. Repeat with other numbers.



### 4 Listen and chant.

- Draw a cupcake on the board and say, *It's a cake*. Draw several more and ask, *How many cakes?* Continue until you have drawn ten cakes.
- Play the audio. Pupils find and count the cakes in the main illustration as they listen.

### CD1, Track 09

How many cakes?

One, two, three, four, five,  
six, seven, eight, nine, ten.  
Now count again.

One, two, three, four, five,  
six, seven, eight, nine, ten.  
Now count again.

One, two, three, four, five,  
six, seven, eight, nine, ten.

- Ask pupils how many cakes they found (*ten*). If necessary, explain that there are eight cakes on the plate and that Waldo is holding two cakes.
- Play the audio again. Pause after each line to give pupils time to repeat the words.
- Play the chant again and ask pupils to chant along.

### Practice

- Pupils use two pencils as drumsticks. Explain that their desks (or books) are drums. Call out a number and pupils tap their 'drums' the correct number of beats. Call on individual pupils to come up with interesting rhythmic patterns. Pupils might continue in pairs.



### 5 Count. Then listen and say.

- Focus on the pictures. Point to the cake in Waldo's hand. Ask, *How many?* (*One*.) Pupils write the correct number in the box below Waldo.
- They continue counting the cakes and writing the correct number under each plate.
- Play the audio. Pupils listen and repeat to check their answers.

### CD1, Track 10

1 One. One purple cake.

2 One, two, three, four, five, six.  
Six pink cakes.

3 One, two, three, four, five, six, seven, eight.  
Eight yellow cakes.

4 One, two, three, four, five, six, seven, eight,  
nine, ten.  
Ten orange cakes.

### ANSWER KEY

1 1 2 6 3 8 4 10



### Quest



**Listen and sing. Then stick.**

- Ask pupils (in L1) to remember the Quest items from the Welcome Unit, which the characters have to find. Ask them to guess which item could be found here.
- Play the Quest song. Pupils listen for the Quest item.

#### CD1, Track 11

Come with us, come on a quest.  
Come on a quest today!  
Come with us, come on a quest.  
Look for a cake today.  
A balloon and...a cake!  
Look for a cake today.

- Pupils then look at the main scene to find the Quest item (the cake).
- Ask pupils to find the stickers at the back of their books. They find the sticker of the cake and stick it into the correct place on page 5, over the grey cake on the table.
- Ask, *What colour is the cake?* (pink)
- Play the audio again and ask pupils to sing the Quest song.

#### AB page 5

### 2 Trace. Then count, write and match.

- Pupils trace the number words.
- They count the items in each group and write the number in the box next to the pictures.
- They then match each number word to the corresponding group of objects.

#### ANSWER KEY

seven stones  
eight flags  
nine flowers  
ten eggs

### 3 Join the dots.

- Pupils join the dots to reveal the image of the dragon, saying the numbers 1–10 as they do so.
- Pupils then colour the dragon if they wish.

### Pop quiz

- Write the numbers 1–10 on the board.
  - Read the numbers and pupils repeat.
- Then rub out one of the numbers and ask pupils to say which number is missing.

### Show homework

- Direct pupils' attention to the butterfly card on page 5 of the Pupil's Book. Tell pupils to go online to the **Poptropica English Island Adventure Game** and find the item. Once pupils click on it, they are taken to a supplementary language task.

## Lesson 3 PB page 6

### Learning objectives

Can say how old I am  
Can follow a simple song

### Target language

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

### Recycled language

Numbers 1–10

### Receptive language

How old are you?

### Warm-up

- Play the chant from Lesson 2 (CD1:09). Pupils listen and chant along.
- Write numbers 1–10 in random order on the board. Divide pupils into two teams. Ask a pupil from each team to come to the front and explain that when they hear you call out a number, they should touch that card as quickly as they can. The pupil who touches the card first scores a point for his/her team.
- Draw a cake outline on the board next to a simple drawing of a child. Draw five candles on the cake. Point to the child and say, *It's my birthday*. Count the candles and say, *I'm five*. Write these sentences in the speech bubble if you wish.
- Ask several pupils, *How old are you?* Elicit, e.g. *I'm (six)*.

### Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objectives on the board or look at them on the screen: *We're learning action words and saying how old we are.*

- Close books. Ask pupils what English words they can remember for numbers, e.g. *one, two*. Write them on the board.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

### Presentation

- Teach *clap, jump* and *stamp* by miming the actions.
- Also teach a mime to *Hip, Hip, Hurray*, e.g. waving hands in the air.

- Pupils play a game in pairs. One pupil calls out an action, then a number from 1 to 10, e.g. *Jump. Ten*. His/Her partner does the action that specific number of times.

### 6 Listen and find. Then sing.

- Explain (in L1) that the children in the picture are all having a birthday party. Ask questions about the picture. Point to the candles on the cake and ask, *How many?* (*Seven*.) Point to a balloon and ask, *What colour is it?* Pupils answer, e.g. *It's (blue)*.
- Play the audio. Pupils listen and point to each child as they hear him/her mentioned in the song.

### CD1, Track 12 , CD1, Track 13

It's my birthday.  
Hip hip hurray! Happy Birthday!  
Clap, clap, clap.  
I'm six today!

It's my birthday.  
Hip hip hurray! Happy Birthday!  
Stamp, stamp, stamp.  
I'm seven today!

It's my birthday.  
Hip hip hurray! Happy Birthday!  
Jump, jump, jump.  
I'm eight today!

Happy Birthday! Happy Birthday!

- Play the audio again and ask pupils to join in with the words.
- If pupils feel confident, use the karaoke version of the song on the Audio CD. Pupils can sing new verses with the ages and actions of their choice.

### Home-school link

- Encourage pupils to sing the song at home for their families.

### 7 Find and draw. Then say.

- Pupils find the children in the main illustration and find the clues to how old they are. Pupils then draw the appropriate number of candles on their birthday cake and say, e.g. for picture 1, *I'm (six)*.
- Check the activity by pointing to the various pictures and asking, *How old are you?* Pupils answer, *I'm (six)*.
- Invite several pupils to the board and ask, *How old are you?* (*I'm seven*.)

### ANSWER KEY

1 six candles 2 eight candles 3 seven candles

6  Listen and find. Then sing.

SONG



7   Find and draw. Then say.

HOME SCHOOL LINK



6 Lesson 3

Can say how old I am / Can follow a simple song

AB page 6

4  Listen and match. Then trace.

- Play the audio. Pupils match each child with their balloon. Pause the audio each time to allow pupils time to do this.

CD1, Track 14

- 1 How old are you?  
I'm two.
- 2 How old are you?  
I'm four.
- 3 How old are you?  
I'm ten.
- 4 How old are you?  
I'm seven.

- Play the audio again, pausing after each question. Ask pupils to answer the questions to check the answers.

- Pupils then trace the numbers in the balloons.

ANSWER KEY  
2 4 3 10 4 7

5 Trace and say.

- Pupils trace the number in each picture which reveals the child's age.
- They then say, *I'm (nine).*, to describe the age of each child.

Learning adventure

-  Ask pupils, *How many numbers and actions words do you know now?* Give pupils a minute to tell their partner the new words they know. Ask them, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

- Divide pupils into three groups. Assign each group a number: 6, 7, 8. Give each pupil a sheet of paper and ask them to write the number their group has been assigned. Play the song (CD1:12). Pupils hold up their number when they hear it.

## Lesson 4 PB page 7

### Learning objectives

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

### Target language

balloon, bee, panda

### Recycled language

It's (blue).

I'm (six).

Numbers, Colours, Actions

### Warm-up

- Start the lesson by singing the song from Lesson 3 (CD1:12) and doing the actions to revise *clap*, *stamp* and *jump*.
- Point to objects in the classroom, e.g. chair, table. Ask, *What colour is it?* Say, *It's (red)*. Point to other items and repeat. Then have pupils point to items in the classroom and tell their partner, *It's (red)*, etc.

### Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objectives on the board or look at them on the screen: *We're describing colours, talking about how old we are and saying the sounds /b/ and /p/.*

### 8 Colour and say.

- Focus on the picture. Ask, *How many balloons? (Four.)* Tell pupils to colour the balloons whichever colour they like and to write a number on the girl's party badge to indicate how old she is.
- Pupils then compare with a partner, pointing to the balloons and saying, *It's (yellow)* and *I'm (six)* about the girl's age.

### Presentation

- Remind pupils of the words *purple* and *pink* by pointing to the colours in the book or finding objects of these colours in the classroom. Ask pupils which sound they hear in both words. Say the /p/ sound and ask pupils to repeat after you.
- Now do the same for the /b/ sound using *blue* and *black*.

### 9 Listen and say.

- Play the audio. Pause after the first three lines. Ask pupils which sounds they can hear (/b/ and /p/). Play the first three lines again and pupils repeat.
- Introduce the two mascots by pointing and saying, *This is Buzzy Bee. This is Polly Panda.*
- Ask pupils which colours they can see beginning with the /b/ sound (*black, blue* and *brown*). Then ask which colours they can see beginning with the /p/ sound (*purple* and *pink*).
- Focus on the letter next to each character. Say the sound and ask pupils to trace each letter.
- Now play the audio from the beginning to the end. Pupils point to the pictures as they hear the words.

#### CD1, Track 15

b ★ b ★ p ★ p ★

b, b, b ★

p, p, p ★

b, p, b, p, b, p ★

Buzzy Bee, Buzzy Bee,

black, blue, brown,

Buzzy Bee! ★

Polly Panda, Polly Panda,

purple, pink,

Polly Panda!

- Play the audio again. Pupils listen and repeat after each line.
- Ask pupils which other words they know with the /b/ and /p/ sounds. Remind them of *birthday* and *balloon*. Ask if there are any pupils in the classroom with names beginning with these sounds.

### Practice

- Pupils create a *Sounds fun* notebook. Pupils write the letter 'b' on one page and 'p' on a separate page. Pupils draw pictures of things beginning with the /b/ and /p/ sounds on the appropriate pages, e.g. blue, black, brown, bee, balloon, pink, purple, panda. Encourage stronger pupils to write the words next to each picture.

**8**  Colour and say.

**SPEAKING** **1**



**9**  Listen and say.

**SOUNDS FUN!**



**Lesson 4** Can describe colours and talk about how old I am / Can say the sounds /b/ and /p/ **7**

**AB page 7****6**  **Trace. Then listen and colour.**

- Pupils trace the letters 'b' and 'p'.
- Play the audio. Pupils listen and colour the spaces on Buzzy Bee's and Polly Panda's paint palettes as instructed.

**CD1, Track 16**

- Buzzy Bee. Blue. ★
- Polly Panda. Pink. ★
- Buzzy Bee. Black. ★
- Polly Panda. Purple. ★
- Buzzy Bee. Brown. ★

**ANSWER KEY**

- b = blue, black, brown
- p = pink, purple

**7** **Trace and colour. Then write and colour.**

- Pupils trace the words.
- Pupils read the words and colour the circles. They can write and colour the final square in any of the five colours.

**Pop quiz**

-  Ask pupils to stand up if you say a word with the /b/ sound and sit down for a word with the /p/ sound. Say the words from the audio. If pupils are standing when they should be sitting or vice versa, they continue the game with their hands on their heads. The winner is the last pupil without hands on his/her head.

## Lesson 5 PB page 8

### Learning objectives

Can understand a simple story  
Can act out a story

### Functional language

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

### Values

Sharing

### Recycled language

Colours, Numbers 1–10

### Warm-up

- Play the song from the Welcome Unit (CD1:02). Look back at pages 2 and 3 to remind pupils of the characters and their names.

### Learning adventure



Look at the story. Ask, *What are we learning today?* Write the lesson objectives on the board or look at them on the screen: *We're listening to a story and acting it out.*

### Presentation

- Stick some photos or pictures of colourful cakes on the board and ask the class, *Cake?* Ask several pupils to come to the front and write their name under the cake or cakes they want. Then say, e.g. *Two pink cakes for Susie. One brown cake for Max.*, as you mime giving the cakes to the pupils.



### 10 Listen to the story. Read

- Direct pupils' attention to the story and ask questions about the characters and the scene: *Who's this? What's this? What colour is it? How many cakes?*, etc.
- Ask pupils to predict what will happen in the story.
- Play the audio. Ask pupils to listen to the story and follow along in their books.

### CD1, Track 17

**Man 1:** Good! One blue ball for you!  
**Harry:** Thank you!  
**Woman:** One, two, three. Three yellow ducks for you.  
**Beth:** Thank you.  
**Man 2:** One, two. Two purple balloons for you.  
**Cody:** Thank you.  
**Harry:** Brown for me.  
**Beth:** White for me.  
**Cody:** And black for me. Whee!  
**All:** Waldo?  
**Waldo:** One, two, three, four, five! Five cakes for me! Yum!  
**Beth:** Oh, Waldo!

- Check pupils' understanding of the story by asking questions and pointing to the pictures.
- After pupils have a clear understanding of the story, play the audio again. Pause after each frame and encourage pupils to repeat the words and phrases aloud.

### 11 Act out the story.

- See the 'How to use stories' section on page 18 of the Introduction for more ideas on how to build your pupils' confidence with roleplays.
- Invite a group of pupil volunteers to act out the roles. Play the audio while pupils act out the story or say the lines and pupils repeat.
- Encourage pupils to say the lines from memory. You may wish to use props for the roleplay.
- Divide pupils into groups of seven. Give groups time to practise their roleplay.
- Play the audio again and ask pupils to speak along. Ask other groups of pupils to come to the front to act out the story.



You might like to give the pupils feedback on their roleplay.

### Values

- Have a discussion (in L1) about sharing. Explain the meaning of the word and ask if Waldo is sharing in the story. Talk about the importance of sharing in our everyday lives.

10   Listen to the story. Read.

**STORY**



11  Act out the story.

8 **Lesson 5** Can understand a simple story / Can act out a story

### AB page 8

#### 8 Listen and circle. Then colour.

- Play the audio. Pupils listen and circle the correct pictures.

#### CD1, Track 18

- 1 Mmm, two green balloons for Cody.
- 2 Three yellow ducks for Beth.
- 3 One brown ball for Harry.

- They then colour the pictures according to the audio.

#### ANSWER KEY

- 1 b, green balloons
- 2 b, yellow ducks
- 3 a, brown ball

#### 9 Count and write. Then say.

- Pupils count the number of cakes on each plate and write the number in the box.
- They then say how many cakes there are in each picture, e.g. *(Eight) cakes for Waldo.*
- Pupils then colour the cakes if they wish.

#### ANSWER KEY

b 5 c 6 d 1

#### Pop quiz

-  Say some statements from the story but change some of them so you say both true and false sentences. Pupils stand up if they think a statement is true and put up their hands if they think a statement is false. For example, when you say, *Two red balloons for you.*, pupils should put up their hands because this sentence is false.

#### Show homework

- Invite students to play the **Poptropica English Island Adventure Game**. Show them various activities they could do as homework.

#### For the next lesson

- Explain (in L1) that in the next lesson pupils are going to talk about animals and plants. Ask pupils to bring various photos of birds, butterflies, fish, frogs, flowers and leaves of different colours (cut from magazines) to make a poster.

## Lesson 6 PB page 9

### Learning objective

Can describe the colours of common animals and plants

### Cross-curricular

Science: colours in nature

### Target language

bird, butterfly, fish, flower, leaf

It's a (bird).

It's (brown).

It's a (brown) (bird).

### Recycled language

Colours

## Learning adventure



Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning about the colours of animals and plants.*

- Close books. Ask pupils what English words they know for animals and plants, e.g. *flowers, dragon*. Write them on the board.
- Refer to the learning adventure poster and say, *Great! You are already moving along your learning adventure!*

## Warm-up

- Ask pupils (in L1) to close their eyes and imagine they are in: a desert, a coral reef, a beautiful garden, a forest, etc. Ask, *What colours do you see?* Show pupils photos of these environments for support.

## Presentation

- Teach the new words: *bird, butterfly, fish* and *leaf*. Draw these objects on the board or use homemade flashcards. Ask which words begin with the same sound as *blue*.
- Ask, *What colour is a (leaf)?* Then have a short discussion (in L1) about the change in colours of autumn leaves.

## 12 Listen and point. Then say.

- Point to the photos and ask pupils to identify the animals and plants, then their colours. Ask, *What is it? What colour is it?* Say, *It's a (fish). It's (orange)*. Ask pupils to point to the correct photo.
- Play the audio. Pupils listen and point to the photos as they hear them being described.

### CD1, Track 19

- 1 It's a bird. It's brown. A brown bird.
- 2 It's a fish. It's orange. An orange fish.
- 3 It's a flower. It's pink. A pink flower.
- 4 It's a leaf. It's green. A green leaf.
- 5 It's a butterfly. It's blue. A blue butterfly.

- Pupils work in pairs. One pupil says, *It's (blue)*. His/Her partner points to and says the word, e.g. *A (butterfly)*.

## 13 Complete the pictures. Then say.

- Pupils finish each picture following the dotted lines.
- They then colour the pictures.
- In pairs, pupils talk about their pictures.

### ANSWER KEY

- 1 It's a flower. It's yellow. A yellow flower.
- 2 It's a fish. It's orange. An orange fish.
- 3 It's a butterfly. It's brown. A brown butterfly.
- 4 It's a flamingo. It's pink. A pink flamingo.
- 5 It's a leaf. It's green. A green leaf.

## Project

- Tell pupils they are going to make a poster about animals and plants. They can use the photos they brought to class or they can draw their own pictures. Give pupils some drawing time if necessary.
- Give each pupil a large sheet of paper. Pupils stick their photos or drawings onto the paper to make a poster. They can write word labels and stick them onto their poster if they wish.
- Ask pupils to describe their posters to the class, e.g. *It's a (butterfly). It's (purple)*. The posters can then be displayed in the classroom.

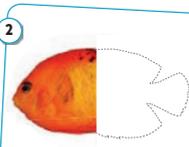
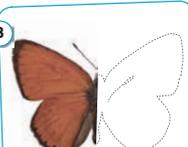
**12** Listen and point. Then say.

**SCIENCE**

1  2  3 

4  5 

**13** Complete the pictures. Then say.

1  2  3 

4  5 

**Lesson 6** Can describe the colours of common animals and plants 9

### 11 Colour. Then circle.

- Pupils colour the spaces containing a dot to reveal the pictures.
- They then read the words under each picture and circle the word that corresponds with the picture.

#### ANSWER KEY

1 fish 2 butterfly

### Learning adventure

 Ask pupils, *How many animal and plant words do you know now?* Give pupils a minute to tell their partner the new words they know. Ask them, *Where are you on your learning adventure?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

### Pop quiz

 As pupils are leaving the class, show them a picture of a plant or animal from the lesson and ask them to tell you what it is/what colour it is.

### Optional home–school link

- Alternatively, ask pupils to take their work home and share their work with their families. They may wish to describe their posters to their parents or siblings as well, for extra practice.

#### AB page 9

### 10 Match. Then trace.

- Pupils match the halves of the animals and objects together to make complete pictures.
- They then match each of these with the correct word on the right hand side.
- Pupils trace each word and read it.

#### ANSWER KEY

2 fish 3 bird 4 butterfly 5 leaf

#### Materials

Poster, photos of natural environments (e.g. a desert, coral reef, garden, forest), homemade cards of bird, butterfly, fish and leaf (optional), a large sheet of paper for each pupil, pupils' photos of animals and plants

## Lesson 7 PB page 10

### Learning objective

Can assess what I have learnt in Unit 1

### Recycled language

Colours, Numbers

*It's a (bird). It's (blue).*

*(Three) (purple) (fish).*

### Receptive language

What's this?

What colour is it?

How many?

### Warm-up

- Play the chant from Lesson 2 (CD1:09). Remind pupils of all the numbers and colours they have learnt in the unit. Point to various objects and ask, *What colour is it?*

### Learning adventure



Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're thinking about our learning adventure.*

- Close books. Ask pupils if they can remember the things they have been learning in this unit, e.g. *How many colour words can you remember?* Put their ideas on the board.
- For each example, ask pupils, *Where are you on your learning adventure?* Reassure pupils who are less confident that they will have opportunities for more practice.

### 14 Trace and stick. Then say.

- Indicate the balloons and ask, *How many? (seven)* Ask pupils (in L1) what colour they think the balloons might be.
- Pupils trace the colour words next to each balloon and read them.
- Ask pupils to find the stickers of the balloons at the back of their books. They stick the stickers in place.
- They then work in pairs, pointing and saying, e.g. *It's (pink).*
- Pupils stick the star sticker in place if they feel they have learnt the unit vocabulary successfully.



### 15 Listen and ✓. Then say.

- Point to the pictures and ask, *What's this? What colour is it? How many?* Encourage pupils to answer in full sentences, e.g. *It's a (leaf). It's (green). (One).*
- Play the audio. Pupils listen and point to the pictures.

### CD1, Track 20

- 1 It's a green leaf.
- 2 It's a white bird.
- 3 One, two. Two yellow butterflies.
- 4 One, two, three. Three purple fish.

- Play the audio again and ask pupils to tick the correct picture.
- To check the answers, ask pupils to describe the pictures they have ticked, e.g. *One green leaf.*
- Pupils stick the star sticker in place if they feel they have done this activity successfully.

### ANSWER KEY

1 a 2 b 3 a 4 b

### Practice

- Stick Flashcards 01–11 on the board. Point to each flashcard and call individual pupils to say the colour. Encourage pupils to use full sentences, e.g. *It's (blue).* You may wish to ask stronger pupils to write the colour words/sentences below each flashcard.

### AB page 10

### 12 Read and colour.

- Look at the colour words and help pupils to read the words.
- Pupils colour the objects in the picture according to the key.
- Point to the butterfly and ask, *What colour is it? (pink).*

### 13 Draw and write. Then say.

- Ask pupils around the class, *How old are you?* They reply, e.g. *I'm (six).*
- Ask pupils to draw themselves in the frame with a balloon and to write their age on the balloon.
- Encourage them to show their picture to a partner and say, e.g. *I'm (six).*

14 Trace and stick. Then say.

1 pink 2 brown

3 purple 4 white 5 black

6 orange 7 grey

15 Listen and ✓. Then say.

1 a b 2 a b

3 a b 4 a b

10 Lesson 7 Can assess what I have learnt in Unit 1

### General poster activities

- Before displaying the poster for the first time, pupils can anticipate and predict who and what they will see within a topic area and then see how many items they guessed correctly once the poster is visible.
- Pupils can create their own posters, based on a similar topic.
- Using a large piece of paper placed over the top of the poster (with a 5 cm hole cut out), pupils can be asked to identify what they can see through the hole.
- Through description, pupils can identify objects that are being described orally, e.g. *It's small. It's green. It's an animal. What is it? It's Waldo.*
- With a time limit, pupils can look at the posters and try to remember as much language and content as possible and then in pairs or led by the teacher, they can try to recall the content through questions and answers, e.g. *Is there a balloon? What colour is it?*
- By pointing to an object and making a statement, pupils can reply Yes or No if the information is correct or incorrect, e.g. *This is a cake.*
- In teams or pairs, pupils can write down as many words as possible for the items in each poster.

### Learning adventure

Ask pupils how they feel about their learning in this unit. Ask pupils to tell you what they found the easiest or the most difficult to learn in the unit. Ask them, *Where are you on your learning adventure?* Pupils indicate where they think they are on the learning adventure poster. Tell pupils, *Well done!* to reinforce the progress they are making.

### Pop quiz

Tell pupils to look back through the unit and find a word they found difficult. Ask them to try to remember it.

## Lesson 8 PB page 11

### Learning objective

Can use what I have learnt in Unit 1

### Recycled language

Colours, Numbers 1–10

### Warm-up

- Write numbers from 1–10 on small pieces of paper and hand them out to the class. Explain (in L1) that these represent an age. Ask various pupils, *How old are you? (I'm five.)*
- Tell pupils to use the same numbers as in the previous activity. Call out numbers and say an action, e.g. *Number 2, clap!* Pupils holding that number should do the correct action. Say two or three numbers at once to make the game more interesting.

### Learning adventure



Open books and ask pupils, *Look at the activities. What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're talking about a birthday party.*

### 16 Find and count. Then write.

- Ask pupils to look at the objects under the main picture and say what they can see, e.g. *a cake, a yellow flower.*
- Ask pupils to find and count them in the scene. They write the number next to each object.
- They then check their answers in pairs.

#### ANSWER KEY

1 10 2 9 3 6 4 6 5 8 6 5

### 17 Colour and say.

- Pupils colour each group of objects whichever colour they like.
- They then work in pairs comparing their pictures as they describe them, e.g. *Two (yellow) balloons. Five (pink) cakes. Three (grey) balls.*

### Practice

- Help pupils to make an 8-page booklet as an end of unit project. They write the title *My Unit 1 Project Book* on the cover and draw pictures on each page of different objects, numbers and colours.
- Encourage stronger pupils to write sentences below each drawing, e.g. *It's a (bird). It's (white). or (Ten) (pink) (flowers).*
- Pupils decorate the book with stickers and drawings of the characters, etc.

### AB page 60

- Pupils colour the colours and numbers in the Picture dictionary.
- They can then play a game in pairs. Each pupil takes turns to say a word and his/her partner points to the correct picture. Stronger pupils may wish to cover the written words below each picture.

### Consolidation and extension worksheet 1

- Pupils complete the consolidation and extension activities on Worksheet 1 (page 28). See also the teaching notes on page 23.

### Learning adventure



Ask pupils, *What do you think you have learnt in Unit 1?* Give pupils a minute to tell their partner the new language they know. Ask them, *Where do you think you are on your learning adventure?* Ask pupils if they are ready to move onto the next unit. Tell them that it is fine if they do not remember everything as they will continue to practise throughout the level.

- Encourage pupils to ask if they have any questions about what they have learnt in the unit. Tell pupils, *Well done!* to reinforce the progress they are making.

16  Find and count. Then write.

**HAVE FUN** 1



1  2  3  4  5  6 

17   Colour and say.



Lesson 8 Now go to Postscripta English World 11

Can use what I have learnt in Unit 1

## Pop quiz

 Hand out Flashcards 01–11 and homemade word cards with colours. Tell pupils to keep their cards secret. Say, *Go!* Pupils have to find their partner by showing their cards to each other without speaking. When they find their partners, they should say the name of the colour. You could also do this with number words and digits.

## Evaluation

- You can check your pupils' progress using Evaluation sheet 1 (page 192). See also teaching notes on page 188.

### Materials

Homemade word cards with colours, small pieces of paper with numbers 1–10 (one for each pupil), eight sheets of paper for each pupil, consolidation and extension worksheet 1  
Flashcards 01–11