

# OBJECTIVES

#### Reading

- Reading accuracy Can recognise simple words and phrases related to familiar topics, if supported by pictures.
- Reading accuracy Can understand simple contractions (e.g., 'I'm', 'he's', 'we're').

#### **C** Listening

• Listening comprehension - Can recognise familiar words and phrases in short, simple songs or chants.

• Listening development – Can understand simple spoken commands as part of a game.

#### Speaking

- Spoken acts Can express surprise or shock, using a simple fixed expression.
- Spoken production Can name common parts of the body.
- Spoken production Can describe someone's physical appearance using one or two words.

#### 💞 Writing

• Written production - Can write some familiar words.

## **KEY LANGUAGE**

Key vocabulary	Phonics	STEAM	Grammar	Culture
arms	The sounds /s/ and /z/	hear	I've got big eyes.	China
ears	seven	see	You've got short hair.	Chinese
eyes	sing	smell	He's got two ears.	dinner
face	six	taste	She's got long hair.	dragon
feet	song	touch	I'm tall.	Ecuador
hair	sun		You're short.	festivals
hands	zebra		He's short.	fireworks
head	Z00		She's tall.	lantern
legs			What a big mouth!	New Year
mouth				puppet
nose				

#### ....

## **PROJECT: CREATE A PUPPET SHOW**

Students will think about and discuss different types of puppets. They will decide what materials and art items to use to make a puppet and make a plan. They will make their puppet and write a role-play with their partner. Then they will put on their puppet show.

**Materials:** colouring pencils, different coloured card, scissors, glue, string, rubber bands, a stick or rolled-up card, pipe cleaners, bits of fabric, ice lolly sticks, etc.

## **EXPERIMENT LAB: THE FIVE SENSES**

Students will learn about the five senses and which part of our body we use for each sense. They will experiment by tasting different food with their eyes closed and guessing what it is.

Materials: at least four different types of food for tasting (fruit, vegetables, sugar, salt, etc.), plates or bowls

#### Pearson English Portal digital resources

Go to the Pearson English Portal and click on 'Resources' for more teaching resources, including videos and games.

## CODING: IF/ELSE CONDITIONALS AND ALGORITHMS/SEQUENCING

- Students will be able to understand and perform simple *if* or *else* conditional actions and reactions.
- Students will identify simple problems or errors in a series of steps and correct them to achieve a task or outcome.

face

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### MATHS

Students will learn how to understand quantities.

# VALUES AND SOCIAL-EMOTIONAL LEARNING: INCLUDE OTHERS

Students will learn how to include others who are feeling lonely in their activities.

## **CREATIVE ACTIVITIES**

#### Make your own picture dictionary.

This feature occurs in each Vocabulary lesson and encourages students to process new vocabulary through drawing and writing.

# Write 's got or 've got. Then write a number and draw.

Students draw a picture of a monster they've created by drawing on a number of new body parts.

#### Act out the story in groups.

This feature occurs in each Story lab lesson and will help students to revisit and produce core language learnt so far in the unit, as well as collaborate with other students in a fun context.

#### Make the letters *z* and *s* in sand.

Students draw the shape of the letters *z* and *s* in sand to help process the written form and sounds of the letters.

## **GLOBAL AND CULTURAL CITIZENSHIP: LET'S CELEBRATE**

Students will learn about New Year festivals around the world.

# How can I do a puppet show?



#### **LESSON OBJECTIVE**

I will learn about parts of the body.

head

#### **KEY LANGUAGE**

hands

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#### Warm up

- Remind students of the actions they know by asking them to *stand up*, *sit down*, *open your book*, *close your book*, *pick up your pencil*, *put down your pencil*. Say each action and have students show you a few times to ensure understanding.
- Then introduce two new actions by showing students how to *turn around* and *clap*. Ask them to copy each action and then say each action, and have them show you a few times.
- Have students work in pairs to practise the actions. One student says an action and the other student has to do the action. When the student does the action correctly, they swap roles.

#### CRITICAL THINKING

• Ask How can I do a puppet show? Explain that students will create a puppet show as their final project. Then ask them in L1 what they need to be able to complete the project. Write ideas on the board (puppets, a stage, a script).

• **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (vocabulary for parts of the body, how to describe people, how to talk about surprising things, etc.). Ask them to discuss ideas with their partner.

Assist Go around the class and ask each student to share one idea. Write the ideas on the board. Encourage students to use English, but also accept ideas in L1.

**Extra** Ask students to think of different types of puppets and write ideas on the board. Then ask students to draw a picture of one of those puppets in their notebooks. They can label the puppet using any English words they know, like colours and numbers.

#### Lesson objective

- Introduce the lesson objective. Say Today I will learn about parts of the body.
- Involve Students will learn to sing a song with actions about parts of the body. The rhythm, music and actions will help both memory and recall of the new language.

#### COMMUNICATION

#### Presentation

- 1 Look at the photo. What can you see?
- Ask students to look at the photo and share their ideas. Encourage them to use words they know, like colours, numbers and toys.
- Differentiation Point at a teddy bear and ask What's this? (It's a teddy bear.) How many (teddy bears) are there? (There are two.). Then repeat for the car. Ask students to ask and answer with their partner and then repeat with other items, for example, the books, the balls, the window, etc.

#### **CRITICAL THINKING**

#### Practice

**2** Stick the body parts on the picture.

(Answers: Students stick the head, hands and leg on the puppets.)

- Ask students to look at the picture and guess where the stickers can go. Write ideas on the board. Ask students questions in L1 to ensure understanding, and encourage discussion about the reasons for students' guesses.
- Ask students to add their stickers to the picture.
- Assist Look back at the ideas on the board and discuss any similarities or differences with students in L1.

- Introduce the new vocabulary (*hands*, *head*, *leg*) and encourage students to say the words out loud.
- Challenge Show students the body flashcards and ask them to show you the same part of their body. Then ask *How many are there?* (*There's one./There are two.*). Next, show students the flashcards and slowly reveal part of the picture. Students have to show the same part of their body as quickly as possible.

#### Song 🎜

- 3 🌞 052 Listen and point. Then sing along and dance.
- Play audio 052. Have students listen and read along with the song quietly.
- Play the audio again. Have students sing along and show them the actions. You may need to repeat the song with actions a few times for students to remember.
- Actions are: Put your hands up! (hands up) Put your hands down. (hands down) Clap your hands (clap once) And turn around! (turn around on the spot) Put your head up! (look up to the sky) Put your head down! (look down at the floor) Clap your hands (clap once) And turn around. (turn around on the spot) Put your leg down! (one leg up) Put your leg down! (same leg down) Clap your hands (clap once) And turn around. (turn around on the spot). If any students have limited mobility, adapt the actions so that everyone is able to do them.
- Extra Divide the class into three groups to sing the song. One group sings the first verse, the second group sings the second verse, and the third group sings the third verse. Sing the song three times, so that each group can sing the three different verses. You could use the dance move cards to help guide students.

- Revisit the lesson objective. Say Now I know about parts of the body.
- Involve Encourage awareness of what students know by eliciting the new body words and their actions.

# My body vocabulary



#### LESSON OBJECTIVE

I will learn body words.

KEY LANGUAGEarmsfeetlegsearshairmoutheyeshandsnosefacehead

#### Warm up

• Show students the body flashcards and ask them to point at the same part of their body. Then have students say and do the actions of the song with you.

- Assist Ask students if they know any body words. Elicit the words *hands*, *head*, *leg*. Encourage students to share other body words they know.
- Next, show students an action with part of your body and have them copy, for example, clap hands, arm up, etc. If they know the body words and actions, encourage them to say them, too (hands, head, leg, clap, up, down, turn around).
- **Differentiation** Repeat the above activity faster and faster, saying the words out loud for students to repeat, and have them copy your actions, too. If they don't know the words, they can just copy the actions. If students do the wrong action, they have to sit down. Continue until you only have a few students left standing.

#### Lesson objective

• Introduce the lesson objective. Say *Today I will learn body words.* 

**Involve** Students will learn 11 new body words that relate to their everyday lives. They will practise making sentences with them.

#### Presentation

#### 2 🌉 053 Listen, point and repeat.

- Point at each of the body parts in the photo and elicit from students the words (*hair, face,* etc.).
- Play audio 053. Students listen, point at the body part and repeat the words.

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#### Practice

- 2 2 054 Look at 1. Listen and say.
  (Answers: 8 arms, 6 nose, 1 head, 10 legs, 2 face, 9 hands, 4 eyes, 11 feet, 3 hair, 7 mouth, 5 ears)
- Ask students to look at the numbers next to the parts of the body in Activity 1.
- Play audio 054. Students listen and say a part of the body for each number they hear.
- Extra Ask students to work with a partner. They look at the parts of the body in Activity 1, then Student A says a word and Student B has to say the number.

#### Practice

- 3 **4** 055 Listen and number. (Answers: 1 nose, 2 hair, 3 mouth)
- Tell students to listen and number the parts of the
- body in the order they hear them. Play audio 055.
- Monitor Check answers with the class. Play the audio again if needed.
- Challenge Start drawing a part of the body on the board. Draw it slowly and have students try to guess as quickly as possible what part of the body it is. More confident students could draw the parts of the body for other students to guess, too!

#### 🦞 CRITICAL THINKING

#### Practice

- **4** Look and match. Then circle.
- (Answers: **1** head, **2** hair, **3** hands, **4** arms, **5** legs, **6** feet)
- Ask students to look at the jigsaw pieces and guess where they need to go in the big picture. Write ideas on the board. Ask students questions in L1 to ensure understanding and encourage discussion about their reasons.

- Then students draw a line between the jigsaw
- pieces and the empty space in the big picture.
- Assist Check answers with the class. Look back at the ideas on the board and discuss in L1.
- Next, ask students to look at the jigsaw pieces and circle the correct words underneath.

#### Practice

## **CODE CRACKER**

# 5 🌞 056 Listen and play Teddy says.

(Answers: Students only do the action when they hear *Teddy says*; otherwise, they don't move.)

- Coding syllabus: Students will be able to understand and perform simple *if* or *else* conditional actions and reactions.
- Students will follow the actions they hear, but only if Teddy says the action. If Teddy doesn't say the action, then students won't move.
- Tell students to listen and follow the actions they hear about what parts of their body they should touch. Explain that they should only do the actions if Teddy says the action, but if Teddy doesn't say the action, then they shouldn't move. Play audio 056.
- Monitor Ask more confident students to stand at the front of class for others to copy. Then play the audio again with confident students standing at the back of class.
  - Challenge Repeat the game with you or a confident student playing Teddy. Gradually make the pauses between each instruction shorter and shorter.

### 🛞 CREATIVITY

#### **Picture dictionary**

- 6 Make your own picture dictionary. Draw and label yourself.
- Ask students to add to the picture dictionary they started in Unit 1. See page 43 of the TB for reference.
- Show students the example in the book, then write the 11 new body words on the board. Ask students to draw and label a picture of themselves in their notebooks.
- Encourage students to copy the words tidily around the picture they draw.
- Differentiation See page 43 of the TB for ideas

- Revisit the lesson objective. Say Now I can use body words.
- Involve Encourage awareness of what students can do by eliciting the new body words and having students point at pictures of them.

# Language lab 1

GRAMMAR 1: I / YOU HAVE GOT AND HE / SHE HAS GOT



the adjectives short and long. They will practise

using the new language in different contexts.

- Put the flashcards for the parts of the body on the board. Ask students to say the words as you point at each picture and elicit the 11 parts of the body.
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#### Video

- 1 👹 🌞 057 Watch and write big or small. (Answers: 1 small, 2 big)
- Play the video *Unit 4: Puppet show* or audio 057. Ask students to sit and watch or listen quietly.
- Point at picture 1 and ask What's this? (a small nose). Then repeat for picture 2. Tell students to complete the sentences. Play the video or audio again.

#### **Presentation**

- Show students the grammar box and read the examples. Ask students to repeat.
- Assist Ask students who *I* is and gesture towards yourself. Then ask them who *you* is and gesture towards them. Then ask them who *she* is and gesture towards a girl student. Finally, ask them who *he* is and gesture towards a boy student.
- Gesture towards yourself, the students, a girl or a boy, and elicit *I/you/she/he*. Repeat this several times to ensure understanding.
- Assist Gesture towards your hair and say *I've got* hair. Then gesture towards the students and say *You've got hair*. Repeat this with a girl and boy student and say *She/He's got hair*.
- Next, gesture towards a student with long hair and a student with short hair saying *She/He's got long hair. She/He's got short hair.* Repeat this to ensure understanding.

#### Practice

- 2 🌞 058 Listen and circle. Then colour.
  - (Answers: **1** I, **2** You, **3** She, **4** He; clown with flower: red hair, juggling clown: blue hair, unicycle clown: purple hair, trampoline clown: green hair)
- Show students picture 1 and how the clown is pointing at themselves and ask in L1 who they're describing (I). Then read the speech bubble above the clown's head and ask What colour hair? (red).
- Tell students to listen and circle the correct word. Play audio 058. Then ask them to colour the hair the correct colour. Check answers with the class.

#### 🖞 CRITICAL THINKING 🛛 💭 COMMUNICATION

#### **Practice**

- **3** Spot the difference and say.
  - (Answers: **1** She's got blue eyes. / She's got green eyes., **2** He's got a big nose. / He's got a small nose., **3** He's got big ears. / He's got small ears.)
- Show students the example in the speech bubble. Then ask students to look at picture 1 and ask them *What's different?* Elicit *She's got blue eyes. She's got green eyes.*
- Then ask students to spot the difference in the other pictures on their own or with a partner.

#### Practice

4 Write 's got or 've got. Then write a number and draw.

(Answers: **1** 's got, **2** 've got, **3** 's got, **4** 've got, Students' own answers)

- Students will learn how to understand quantities.
- Show students picture 1 and ask them what comes after *he* (*'s got*). Then have them read the full sentence and ask *How many eyes?* (*seven*). Explain that they have to draw seven eyes on the monster.
- Have students complete the activity, writing the words first and then drawing the correct number of parts of the body on the monsters.

#### CRITICAL THINKING 🔍 COMMUNICATION

#### **Production**

- 5 Look at 4. Play *Guess the monster* with your partner.
- Ask two students to read the examples in the speech bubbles. Have them look at the pictures of the monsters in Activity 4 and explain that they should use the subject written below the monster (*He, I, She, You*) to make sentences. Tell them that their partner has to guess the monster they describe.
- Monitor Listen to students and provide support if needed. Take notes on any general issues with the use of *I/You've got* and *She/He's got*.

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#### Production

- 6 Circle and complete. Then describe yourself to your partner.
- Ask students to complete the sentences by writing and circling the correct words.
- Extra Have students draw a friend in their notebooks and write sentences to describe them, for example, *This is Sarah. She's got brown eyes. She's got long hair. She's got two ears.*
- Students take turns to describe themselves to their partner. Remind them to use words they know, like colours and numbers.

#### **Objective review**

- Revisit the lesson objective. Say Now I can describe people using I've got / She's got.
- **Involve** Encourage awareness of what students can do by showing them pictures of different people and eliciting full sentences.

## MATHS ZONE

# Story lab



#### LESSON OBJECTIVE

I will read a story about a monster.

#### Warm up

- Have students stand up and remind them of the actions for the song on page 57.
- Play audio 052 and have students sing along and do the actions.
- Monitor Ask more confident students to stand at the front of class for others to copy. Watch and listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.

#### **Lesson objective**

- Introduce the lesson objective. Say Today I will read a story about a monster.
- Involve Students will listen to and read a story about a monster. They will use the information from the pictures and words to understand the story.

#### **Pre-reading**

• Ask students to look at the pictures and make predictions about what will happen in the story in L1. Write some ideas on the board. Once you have read the story together, you can compare these ideas and discuss any similarities or differences with students in L1.

#### Reading

#### **1 2 059** Listen and read the story.

- Play audio 059 and have students listen and follow the story in their Pupil's Books.
- Monitor Ask students questions to check their understanding. Point at Lily's doll in frame 1 and ask What's this? (It's a doll.). Point at Sarah's monster in frame 2 and ask What's this? (It's a monster.). Point at the teddy bear in frame 7 and ask What's this? (It's a big teddy bear!). Encourage students to use full sentences.
- Challenge Have students close their books. Hold up the story cards one by one and ask students to retell the story in their own words.

# Values

#### **Comprehension**

- 2 How does Sofia feel? Draw 😑 or 🙁 (Answer: Students draw 📒 )
- Students will learn the value how to include others who are feeling lonely.
- Assist Ask students in L1 how we know when people are feeling lonely, for example, someone is on their own looking sad, someone is playing by themselves, etc. Write the ideas on the board
- Ask students how we can include others in the activities we do and the games we play. Write the ideas on the board.
- Ask two students to read the speech bubbles in frame 7 and ask Is Sofia sad? (no) Is Sofia happy? (yes). Then have students draw the smiley face emoji.
- Remind students of the value *Include others*.

#### COMMUNICATION

#### Comprehension

**3** Match and write the number. Then say.

(Answers: 1 c, 1 eye, 2 d, 1 nose, 3 a, 2 leqs, 4 b, 8 arms)

- Point at picture 1 and ask Who's this? (This is Sarah.). Then point at the pictures of the four toys and ask What toy? (monster). Students can look back at the story if needed. Then they draw a matching line between Sarah and the monster. Next, show students the word next to the box and ask How many (eyes)? (It's got one eye.). Students write 1 in the box next to eye.
- Then have students complete the activity and say the sentences out loud using It's got one eye. They can work on their own or with a partner.

#### COMMUNICATION

#### **Comprehension**

- 4 Look at 3. Choose a toy and describe it to your partner.
- Students take turns to choose and describe one of the toys in Activity 3. Remind them to use words they know, like big, small, short, long, and colours and numbers, too.
- **Extra** Have students play *Guess the character*. They look at the characters in the story (Sarah, Alexander, Lily, Lee and Sofia) and describe them to their partner. Their partner has to guess the character, and then they can describe a different character.

#### CREATIVITY 25 COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

#### Act out

- 5 Act out the story in groups.
- Put students in groups of five and ask them to decide who plays each character. Ensure students are happy to play the character they have picked regardless of gender differences.
- Assist Before students act out the story, have them read it as a group. Then have them read it again with each student reading their character's lines. This will help them to remember their lines.
- Have each group of students practise individually before bringing them together to act out in front of the rest of class. Encourage students to provide support and encouragement for each other and after each group has acted out the story, have them clap or say Well done!
- Differentiation Put students in groups of the • same ability and have less confident students practise acting out the story as it is, while more confident students make changes to the story. For example, they can change the ending, change what happens, or extend the story.

- Revisit the lesson objective. Say Now I can read a story about a monster.
- Involve Encourage awareness of what students can do by asking them to read a few lines from the story out loud.

# Phonics lab



#### LESSON OBJECTIVE

I will learn the z and s sounds.

#### **KEY LANGUAGE**

The sounds /s/ and /z/	ne sounds /s/ and /z/				
seven	sun				
sing	zebra				
six	Z00				
song					

#### Warm up

- Show students the flashcards for words they know that begin with *s* (*sister*, *six*, *seven*) and show them pictures of words that begin with *z* (*zoo*, *zebra*) and ask them to say the words out loud.
- Then show students the same flashcards and pictures and ask them to say the initial sound of the words /s/ or /z/.
- Have students work with a partner and take turns to say or point at a word for their partner to reply with /s/ or /z/.

• Differentiation Fast finishers can try to think of other words with the /s/ and /z/ sounds.

#### Lesson objective

- Introduce the lesson objective. Say Today I will learn the z and s sounds.
- **Involve** Students will learn the sounds /z/ and /s/ through words that start with those sounds. The chant they learn will help them to remember and recall the sounds through rhythm and context.

#### **COMMUNICATION**

#### Chant

#### 1 🌞 060 Listen and chant.

- Play audio 060. Have students listen and read along with the chant quietly.
- Play the audio again. Have students chant along and encourage them to emphasise the /s/ and /z/ sounds.
- Extra Divide the class into two groups and ask one group to chant the /s/ letters and words, and the other group to chant the /z/ letters and words. Swap so that both groups practise the different sounds.
- Extra When students are confident singing the chant, you could try having them clap each time they hear the /s/ or /z/ on its own, for example, *There are zebras in the zoo*, [clap], [clap], zoo.

#### Presentation

- Write the letters *s* and *z* on the board. Point at each and ask students to say the sounds.
- Assist Play the *Phonics Pronunciation* video. Ask students to sit and watch quietly. Play it again and ask students to copy what they see and hear.
- Challenge Ask students which words in the chant have the /s/ or /z/ sound. Give weaker students an opportunity to answer. Then ask if they know any other words that have the /s/ or /z/ sounds.

#### 🐼 CREATIVITY

#### Production

- 2 Make the letters z and s in sand.
- Assist On the board, draw the letters *z*, *Z*, *s* and *S* to remind students how to write the lower and upper case letters.
- Give students a tray of sand and have them make the letters *s* and *z*. They can try to make the lower case and upper case letters, and also letters in different sizes.
- Monitor Watch students and provide support if needed. Take notes on any general issues with writing *s* and *z* the correct way.

#### **Practice**

- **3** Continue the sequence. Say the sounds. (Answers: **1** z, **2** z, **3** s)
- Coding syllabus: Students will identify simple problems or errors in a series of steps and correct them to achieve a task or outcome.

**CODE CRACKER** 

- Students will learn how a sequence works by identifying the pattern of pictures and the sounds they represent. Then they will choose the correct picture and sound to continue the sequence.
- Point at the first row of pictures and ask students to say /s/ or /z/. When they arrive at the empty box, ask them *s* or *z*? Point out the pattern of letters and the sounds they represent to help students decide on the correct answer. They complete the empty box with a *z* for the /z/ sound. Ask them to complete the activity.
- Differentiation Fast finishers can work with their partner to continue the sequences. The first row should continue /z/ /s/ /z/ /s/ /z/ /s/.

#### Practice

4 🌞 061 Listen and write s or z.

(Answers: **1** s, **2** z, **3** z, **4** s)

- Point at the first picture and ask *What's this? (It's a sun.)*. Ask students what sound *sun* begins with to elicit /s/. Then explain they will write the letter *s* on the line to complete the word *sun*.
- Play audio 061. Have students listen carefully and write the correct letter below each picture.
- Monitor Check answers with the class. Play the audio again if needed.
- **Differentiation** Fast finishers can work with their partner and look at the chant. They can take turns to point at a word or letter and say the sounds and names of the objects.

- Revisit the lesson objective. Say Now I know the z and s sounds.
- Involve Encourage awareness of what students know by eliciting words starting with the /z/ and /s/ sounds.

# Experiment lab



#### LESSON OBJECTIVE

I will learn about the five senses.

### KEY LANGUAGE

hear	taste
see	touch
smell	

#### Warm up

- Play a game to get students thinking about their sense of touch. Materials for the game: a black bag, a selection of toys, art items and classroom objects.
- Show students the closed black bag filled with various objects, but not the objects inside. Explain that you have filled it with various toys, art items and classroom objects. Then tell them that they have to put their hand into the bag and guess what one of the objects is without looking.
- Go around the class and have each student try to guess an object. When the student has decided what the object is, ask *What's this?* to elicit full sentences: *It's a long ruler. It's a small ball.*, etc.

#### Lesson objective

• Introduce the lesson objective. Say Today I will learn about the five senses.

• **Involve** Students will learn how to identify the five senses and test their sense of taste with different types of food.

#### Video

• Go to the Pearson English Portal and click on 'Resources' for more teaching resources about this topic, including a video about the senses.

#### **Pre-reading**

- Put the flashcards for the parts of the body on the board. Ask students to say the words and show or point at the parts of their own body as you point at each picture and elicit the 11 parts of the body.
- Assist Ask students if they know what the five senses are in L1. If they do, ask them which part of the body they use for each sense and elicit the body words in English.

#### Reading

- 1 2 062 Listen, read and number the photo. (Answers: 1 nose, 2 mouth, 3 ears, 4 eyes, 5 hands)
- Play audio 062 and have students listen and follow in their Pupil's Books.
- Point at the boy in the picture and say *I smell with my* ...? (*nose*) Ask students where *nose* is on their own face and tell them to write *1* in the box.
- Play the audio again and have students number the photo.

#### **Practice**

- 2 Match and write the body part. (Answers: 1 c, nose, 2 a, hands, 3 b, eyes)
- Show students something you can eat, for example, an apple, a sandwich, etc. and pretend to bite into it to make it clear to students that you're tasting the food. Then ask students in L1 to think about things they can touch, see and smell and the body parts they use to do this.
- Have students write the number of the picture next to the text label of the sense it represents, and the body part they use for that sense.
- Monitor Check answers with the class and discuss any similarities and differences. Explain that we often use more than one sense to identify things.
- **Differentiation** Fast finishers can think about other things they can touch, see and smell and make a list or draw pictures for each sense. They can add the same things to more than one sense if they think it's appropriate, for example, flower touch, see and smell; raspberry ice cubes touch, see and taste.
- **Digital literacy** Discuss with students how to search on the internet to find out more about the five senses. Show them how to use a search engine and look for reliable websites, for example, type in

the five senses. Then go through the list of results and make suggestions as to the most reliable sources, for example, government websites, educational websites connected to schools and official bodies, etc.

#### Q CRITICAL THINKING

#### Practice

- 3 🌞 063 Listen and say what you hear.
  - (Answers: **1** a car, **2** a train, **3** an aeroplane, **4** a boat)
- Play audio 063 and have students listen and write the answers in their notebooks.
- Then play the audio again and pause after each sound and ask What's this? (It's a car.).
- Extra If you can, go on a sensory walk with students. Go outside and have students think about their senses and what they can smell, taste, hear, see and touch. Elicit an example for each to ensure students understand.

#### **Experiment time**

#### Can I guess the taste?

- Materials for the experiment: at least four different types of food for tasting (fruit, vegetables, sugar, salt, etc.), plates or bowls. Ensure that you're aware of any food allergies students might have and choose food accordingly.
- Assist Before you start, read the instructions with students. Check their understanding by asking What do you need? (different types of food) and How can you do the experiment? (close my eyes, then taste and guess the food).
- At the front of the class, have one student close their eyes and give them a small piece of food. Ask the student *What's this?* and give them three guesses in either L1 or English. If they guess the right food, tell them *Well done!* If they cannot guess the food, have them open their eyes and look at the food.
- Have students work with a partner and give them a plate or bowl each with two pieces of each of the different types of food. Ask them to take turns to taste and guess the different types of food, recording the results in their notebooks.

- Revisit the lesson objective. Say Now I know about the five senses.
- Involve Encourage awareness of what students know by asking them to make sentences about their senses: I smell/taste/hear/see/touch with my ....

# Language lab 2

GRAMMAR 2: I'M / YOU'RE / HE'S / SHE'S



#### LESSON OBJECTIVE

I will describe height using I'm / You're / He's / She's.

#### **KEY LANGUAGE**

I'm tall. You're short.

ι.

### Warm up

• Write anagrams of parts of the body on the board, for example, *c e f a* (*face*). Have students work in pairs to solve the anagrams, then check answers as a class and have students spell out the words.

He's short.

She's tall.

- **Digital literacy** Teach students the song *Head*, shoulders, knees and toes. Show students how to find a video or audio on the internet to play in class and have students stand up to sing along to the song. They touch each of the body parts listed in the song on their own body as they sing.
- Challenge Have students repeat the song Head, shoulders, knees and toes several times, each time more quickly than the last.

#### Lesson objective

• Introduce the lesson objective. Say *Today I will* describe height using I'm / You're / He's / She's.

• **Involve** Students will learn how to describe height using *I'm/You're/He's/She's* and the adjectives *short* and *tall*. They will practise using the new language in different contexts.

#### Presentation

- Show students the grammar box and read the examples. Ask students to repeat.
- Ensure students are sensitive towards each other, especially those who are shorter or taller than average, to avoid making them feel uncomfortable about their height.
- Assist Show students a picture of a group of people of different heights, for example, a family all standing up. Point at each person and say *He's tall/short. She's tall/short.* Then gesture towards yourself and ask *Tall or short? (tall).* Agree and say *I'm tall.* Then gesture towards the students and ask *Tall or short? (short).* Agree and say *You're short.*
- Extra Have students work with a partner and make sentences about themselves using *I'm tall/short. You're tall/short.* Then have them talk about other students in the class. They can say the name and then make the sentence, for example, *Tony. He's short. Lily. She's tall.*
- Show students the tips box and read the examples. Ask students to repeat.

#### Practice

- **1 2 064 Listen and number.** (Answers: 2, 1, 4, 3)
- Tell students to listen and number the people in the order they hear about them. Explain that they need to listen for key words, for example, *tall*, *short*, and the colour of their hair. Play audio 064.
- Monitor Check answers with the class. Play the audio again if needed.

#### 🖓 CRITICAL THINKING 🛛 🤍 COMMUNICATION

#### Practice

- 2 Circle the odd one out and say. (Answers: 1 He's tall., 2 She's short.)
- Have students look at picture 1 and ask them What can you see? (six students, three girls, three boys, one tall student, five short students). Explain in L1 that they need to circle one student that is different from the rest and say the reason using He's/She's tall/short.
- Have students complete the activity on their own and then compare with a partner.

- Monitor Check answers with the class
- and discuss any similarities or differences. Encourage students to give reasons for any incorrect answers.
- **Differentiation** Fast finishers can look at the pictures on page 47 and write sentences in their notebooks using *He's/She's tall/short*.

#### Practice

3 Look and write.

(Answers: **1** I'm, She's, **2** I'm, He's **3** You're, **4** You're)

- Have students look at picture 1 and point at the woman with the speech bubble and ask *Tall or short? (short)*. Then point at the other woman and ask *Tall or short? (tall)*. Next, ask them to complete the speech bubble and say out loud the sentences *I'm short. She's tall.*
- Have students complete the activity.
- Monitor Check answers with the class and discuss any similarities or differences.

#### COMMUNICATION

#### Production

- 4 Play *Ten second challenge!* Find someone similar to you.
- Ask two students to read the examples in the speech bubbles. Explain that students will have 10 seconds to find another student who is similar to them and make sentences using *I'm/You're* (*tall/short*). *I've/You've got* (*blue eyes*).
- Assist Ask students what similarities they can look for in another student, for example, height, eye colour, hair colour, hair length, foot size, hand size, etc. Encourage positive comparisons and ensure nobody is excluded.
- Give students 10 seconds to find someone and then 10 more seconds to say the sentences. Then repeat several times so that students have a chance to find people with different similarities.
- Monitor Listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.

- Revisit the lesson objective. Say Now I can describe height using I'm / You're / He's / She's.
- **Involve** Encourage awareness of what students can do by showing them pictures of different people and eliciting full sentences (*I'm tall. He's short.*).

# What a big teddy bear!

### COMMUNICATION



#### LESSON OBJECTIVE

I will talk about surprising things.

#### **KEY LANGUAGE**

What a big mouth!

#### Warm up

- Revise art items and colour words with students. Ask What's this? (It's a pencil.) What colour is it? (It's green.). Then have students make one sentence (It's a green pencil.).
- Have students sit in a circle and show the first student an art item flashcard or the object itself and ask *What's this?* The student makes a sentence (*It's a red ruler.*), then turns to the student next to them, shows them another object, and asks the same question. The next student has to say the first student's answer and then their own (*It's a red ruler and a green pencil sharpener.*). Continue around the circle with each student asking the question and adding to the list of items using *and*. If a student forgets any of the items, then start again with one item.

• **Challenge** You can repeat the game using different numbers and sizes of objects, too, for example, *three pencils*, *a long ruler*, *a small pencil sharpener*.



#### Lesson objective

• Introduce the lesson objective. Say Today I will talk about surprising things.

**Involve** Students will learn how to talk about surprising things using *What a (big mouth)! What a (red nose)!* They will gain confidence using the new language through real-life conversations.

#### Video

- 1 👜 🌞 065 Watch and circle. (Answers: 1 mouth, 2 nose)
- Play the video *Unit 4: Puppet show* or audio 065. Ask students to sit and watch or listen quietly.
- Play the video again and pause after the words What a big mouth. Have students circle the word mouth under the picture of the wolf. Then play and pause again after the words What a red nose. Have students circle the word nose under the picture of the clown.
- Assist Ask students in L1 why they think we use the expression What a (big mouth)! Then ask them when they could use this expression, for example, when they're surprised about something they see (What a tall teacher!).
- Challenge Ask students what other senses we could use when thinking about making an expression sounding surprised, for example, something we hear, taste, feel, smell. Ask for examples in L1 to ensure understanding of the expression What a ...!

#### Practice

- 2 2 066 Listen and number.
  (Answers: 1 big pencil, 2 tall boy, 3 short girl, 4 small car)
- Tell students to listen and number the objects in the order they hear them. Play audio 066.
- Monitor Check answers with the class. Play the audio again if needed.

#### CRITICAL THINKING

#### Production

- **3** Have a scavenger hunt. Find something ...
- Ask students to read the words in the picture out loud (*small, tall, blue*). Explain that students have to find something in the classroom that is *small, tall* and *blue* and then make sentences using *What* a (*small rubber*)!
- Assist Go through an example with the class and ask *What's this?* (*It's a small rubber.*). Then ask students to make an expression sounding surprised: *What a (small rubber)!* Repeat with *tall* and *blue*.
- Have students work with a partner and ask them to find objects and make an expression sounding surprised using What a small rubber! They should repeat this for at least five objects.
- Monitor Listen to students and provide support if needed. Encourage them to make positive expressions. Take notes on any general issues with pronunciation and intonation.

#### 

#### Production

- 4 Look at 2. Talk about the picture with a partner.
- Ask one student to read the example in the speech bubble. Have students work with a partner and make sentences about the picture in Activity 2 using *What a (small train)!*
- Assist Remind students that they can talk about the aeroplane, teddy bear, doll, train, pencil, pencil case, car, girls and boys.
- **Differentiation** Fast finishers can write the sentences in their notebooks.
- Extra Have students look at pages 56–57 and work with a partner to make sentences about the picture using *What a (big puppet)!*

- Revisit the lesson objective. Say Now I can talk about surprising things.
- **Involve** Encourage awareness of what students can do by asking them to show you something surprising in the classroom and elicit a sentence using *What a (small pencil)!*

**Project and Review** CREATE A PUPPET SHOW



#### LESSON OBJECTIVE

I will create a puppet show.

#### Warm up

- Ask students to look at their picture dictionary and revise the new words from the unit. Have them work with a partner and make sentences using *I*/*You've got short/long hair. I'm/You're tall/short.*
- Have students look at pages 62–63 and talk about the characters in the story using *He's/She's got long hair/two legs. He's/She's tall/short.*
- Show students the parts of the body flashcards that relate to the five senses and ask them to make sentences using *I* (*smell*) with my (nose).

Next, ask them to work with a partner and think of an example for each sense using *I* (*taste apples*) with my (mouth).

 Monitor Watch students and provide support if needed. Take notes on any general issues with grammar structures and word order.

#### Lesson objective

- Introduce the lesson objective. Say Today I will create a puppet show.
- **Involve** Students will learn how to create a puppet show. They will use the language learnt from the unit to understand how to complete their project and put on a puppet show with their partner.

### Step 1 Research

• Talk to students about different kinds of puppets, for example, finger puppets, hand puppets, puppets on string, etc. Ask students if they have got a puppet at home or if they know someone who has got a puppet. Ask students if they have been to puppet shows or seen puppets on TV.

• Ask students to think about the kind of puppet they want to make, for example, people, animals, monsters, etc. Then ask them to make notes about the body parts the puppet has, the number and size of the body parts, and about what colour the puppet will be.

- Assist Check students' work and add any words they can't spell or don't know to the board.
- Have students compare their notes with their partner to ensure they have remembered everything.

#### Step 2

#### Plan

- Ask students to think about the materials they need from the classroom or from home. Ask them to decide what they will use and make a list or draw the materials in their notebooks.
- Then ask students to think about and decide on the art items they need to make their puppets and have them make a list in their notebooks.
- Assist Explain that students need to choose a name for their puppet. Talk about different names that students can choose from and how they can make names from words that describe their puppet, for example, *Big Bug* and *Small Nose*.
- Have students draw and label a plan of their puppet. Encourage students to colour their puppet the same colours as they plan to use.

#### Step 3

#### Create

- Materials for the project: colouring pencils, different coloured card, scissors, glue, string, rubber bands, a stick or rolled-up card, pipe cleaners, bits of fabric, ice lolly sticks, etc.
- Ensure each student has the space, tools and materials needed to make their puppet. Remind them to use their plan from Step 2 to help them.
- Assist Next, have students work with a partner to write a short role-play. Remind them to look back through their Pupil's Books to get ideas of what they could write. They could use greetings, introductions, expressions sounding surprised, etc.
- **Differentiation** You can read fast finishers' role-plays through with them and suggest ideas to make it longer or more interesting. Point them to the relevant pages in their Pupil's Books to find additional phrases, words, questions and answers, etc.

#### 

#### Step 4

#### Show and tell

- Have students put on the puppet show with their partner. They can role-play the script from memory or read it off the page. Encourage them to practise three or four times to ensure they're comfortable with it and to try to memorise the script.
- Extra Have a class presentation so that each pair of students can perform their puppet show to the rest of the class. If possible, make a theatre or stage for them to do this. Encourage students to applaud after each performance and say *Well done!*

#### At home 🔂

#### Find out about famous puppets. Ask your family.

• Ask students to find out about famous puppets. They could ask their parents and grandparents or look in books and on the internet. Encourage students to think about what the puppets look like, how many and which body parts they have, and what size, height and length the puppet and their body parts are.

• Differentiation Have students make a poster with their findings. They could stick pictures, write labels or write sentences about the puppets.

#### Now I can ...

- Show students the *Now I can* ... box and read the examples. Ask students to repeat and then check understanding in L1.
- **Involve** Ask students to think about how they feel about the statements. See Unit 1, page 57 of the TB for ideas.
- Monitor Have students choose the statement they're the most confident about. Then have students tell the rest of the class. Make notes of the statements that the fewest students choose and make sure you revise this content in the future.

#### **Objective review**

- Revisit the lesson objective. Say Now I can create a puppet show.
- Involve Encourage awareness of what students can do by having them introduce their puppet to you using *Hello*, *I'm* (*Big Bug*). *Nice to meet you*!

#### Assessment pack

• For grammar and vocabulary assessment, now go to your Practice and Unit Tests in the Assessment Pack.

#### Pearson English Portal games

Go to the Pearson English Portal Presentation Tool, choose the unit and the Project and Review lesson for a Class game. Checkpoint



#### **LESSON OBJECTIVE**

I will revise Units 3 and 4.

#### Warm up

- Ask students to look at their picture dictionary and revise the new words from Units 3 and 4. Have them work with a partner and ask and answer using Who's this? This is my (mum). What's this? This is my (arm).
- Then have students look at the picture they drew of someone in their family on page 47 and describe them to their partner using *This is my* (*mum*). (*She*)'s got (long hair). (*She*)'s got (blue eyes). (*She*'s) (short.).
- Extra Choose either the Unit 3 or Unit 4 story and ask students to reread the story quietly. Give them time to read it on their own. Next, ask them to close their Pupil's Books and hold up the story cards one by one. Then you can ask students to retell the story in their own words.
- Challenge Use the family and body flashcards and slowly reveal part of the picture. Students guess as quickly as possible who the family members and what the parts of the body are.

#### Lesson objective

• Introduce the lesson objective. Say Today I will revise Units 3 and 4.

• Involve Students will revise all of the language learnt in Units 3 and 4. They will consolidate their knowledge in a series of activities to test all four skills.

#### Listening

#### 1 **2** 067 Listen and write the coordinates. (Answers: 1 C3, 2 A2, 3 B3)

- Ask students to look at the picture and listen carefully. Explain that they will hear Ana and Pedro describing different people in the picture. Students have to find the person being described and write the coordinates in the boxes. The coordinates are a letter at the top, followed by a number at the side of the picture. Have students find Ana and Pedro in the picture (they have their names on their T-shirts) and tell you the coordinates (Ana – B2, Pedro – C2).
- Play audio 067. Students listen carefully, find the people and write the coordinates.
- Monitor Check answers with the class. Play the audio again if needed. You could pause the audio after each description and check students found the correct person.
- Challenge Have students work in groups of three. One student describes a person in the picture. The second student finds the person and gives the coordinates. The third student listens to the first student and corrects any mistakes in the language used. The three students repeat this two more times and swap roles so they each have a turn.

#### Reading

2 Read and find Ana's family. Write the coordinates, then circle.

#### (Answers: 1 A3, grandma, 2 C2, brother)

- Students read the sentences and find the person. Then they write the coordinates and circle the correct person, thinking about the relationship that person has with Ana.
- Monitor Check answers with the class. Have students read the sentences one by one and eliminate people as they go. You can do this by asking She's short. Who's short and a she? (Ana, cousin, grandma).
- **Differentiation** Fast finishers can write their own descriptions in their notebooks and give it to their partner to find the answer.

#### Writing

3 Read the coordinates and find Pedro's family. Then write.

(Answers: **1** short, hair, She, got, sister, **2** He's, got, eyes, He, This)

- Students read the coordinates and find the people. Then they complete the sentences that describe them.
- Assist Tell students to read carefully because the missing words could be a noun, a subject or a verb!
- **Differentiation** Fast finishers can write their own descriptions with missing words in their notebooks and give it to their partner to find the answers.

#### 

#### Speaking

- 4 Look at Ana and Pablo's family. Ask and answer with a partner.
- Ask two students to read the examples in the speech bubbles. Then explain to students that they can ask and answer about any of the people in Activity 1. Encourage them to use numbers, colours and other adjectives like *big*, *small*, *short*, *tall*, *long*, *short*.
- Monitor Watch students and provide support if needed. Ask individual students questions and listen to their answers, then have them ask you questions. Take notes on any general issues with pronunciation and intonation.
- Extra Have students ask and answer about other students in the classroom. Encourage students to talk about students in a positive way.

#### **Objective review**

- Revisit the lesson objective. Say Now I know Units 3 and 4.
- **Involve** Encourage awareness of what students know by eliciting the new language from Units 3 and 4 and ask and answer about the picture on page 70.
- Have students go to the *Progress Table* in their Activity Books and stick on their *Now I can* stickers.

#### Assessment pack

- For grammar and vocabulary assessment, have students complete the Checkpoint Test in the Assessment Pack.
- For skills assessment and GSE, have students complete the Progression Test in the Assessment Pack.



# Let's celebrate



#### LESSON OBJECTIVE

I will learn about New Year festivals around the world.

#### **KEY LANGUAGE**

China	Ecuador	lantern
Chinese	festivals	New Year
dinner	fireworks	puppet
dragon		

#### Warm up

• Ask students to look at their picture dictionary and revise the new words from Units 3 and 4.

- Then have students look at the picture on pages 56–57 and describe the children using (He)'s got (short hair/two eyes). (He's) (short).
- Extra Choose the Unit 3 or Unit 4 video or audio and ask students to watch or listen quietly. Play the video or audio 050 or 065. Ask questions to check understanding, e.g., *What can you see/hear?*
- Challenge Start drawing a member of Sarah and Alexander's family. Draw it slowly and have students try to guess.

#### Lesson objective

• Introduce the lesson objective. Say Today I will learn about New Year festivals around the world.

• Involve Students will learn about New Year festivals around the world and make their own Chinese dragon, too!

#### **Pre-reading**

- 1 Look at the pictures. What colours can you see?
- Have students look at the pictures and ask What can you see? (a family, puppets). Write ideas on the board. Once you've read the text together, you can compare these ideas.
- Then ask *What colours can you see?* (*red*). Ask them why the colour is mainly red and explain that red is a lucky colour in China.

#### Reading <

#### 2 🌞 068 Listen and read.

- Play audio 068 and have students listen and follow in their Pupil's Books.
- Monitor Ask students questions to check their understanding. Point at the members of the family and ask Who's this? (This is her mum/sister.). Point at the dragon and ask What's this? (It's a dragon.) What colour is it? (It's red.). Point at the puppet and ask What's this? (It's a puppet.) Is it tall or short? (It's tall.). Encourage students to use full sentences.
- Challenge Ask students to think about New Year festivals in their country. You could brainstorm as a class and write ideas on the board. Then ask students to draw and write about a New Year festival and add labels to the picture.

#### **Q** CRITICAL THINKING

#### Comprehension

- 3 Read and write the words.
   (Answers: China: dragons, lanterns; Ecuador: puppets; Both: family, fireworks)
- Have students look at the Venn diagram and explain what each circle and the part where the circles cover each other mean: the red circle is for things only in China; the green circle is for things only in Ecuador; and the part where the circles cover each other is for things in both countries. Explain to students that they need to write each word in one part.
- Have students do the activity with a partner.

#### 🐼 CREATIVITY

#### Production

- 4 Read and make a Chinese dragon. Say.
- Students make a Chinese dragon by following the instructions. In the back of the Pupil's Book, there is a press-out for this activity.

#### -----

- Students press out the dragon head and tail and colour them in. Then give students some coloured paper and show them how to fold it equally over and over again, like a fan, to make the dragon's body. Finally, students glue the head and tail to the body to complete their dragon!
- Assist You could make the dragon at the front of class and have students follow you step by step. After each step, they can hold up their press-out and coloured paper for you to check. More confident students could follow the instructions in the book on their own.

#### **MY CULTURE**

Find out about New Year celebrations in your country.

#### 😵 CREATIVITY

#### Production

- 5 When do you celebrate with family? Draw a picture and label it.
- Ask students to think about different festivals in their country and other times when they celebrate with their family. You could brainstorm as a class and write ideas on the board. Then ask students to choose one celebration and draw a picture and label it in their notebooks.
- Differentiation Have students work with a partner and think about one time they celebrate in school. Then have them draw and label a picture that they can put up in the classroom or present to the rest of the class.
- Digital literacy Show students how to use the internet to find information and pictures about a festival in their country. Remind them to only look at reliable websites. Have them choose a festival that they didn't know about before their search and make notes and draw a picture.

#### 

#### Production

- **6** Describe your picture.
- Show students the example in the speech bubble and then ask students to describe their picture to their partner.
- Extra Have each student describe their picture to the rest of the class. At the end, have a class vote on the most unusual family celebration.

- Revisit the lesson objective. Say Now I know about New Year festivals around the world.
- **Involve** Encourage awareness of what students know by asking them to read a few lines from the text.

# Activity Book answer key and notes

**UNIT 4: PUPPET SHOW!** 

# **023** Listen to the song. Order the actions.

- In this coding activity, students learn to put the pictures in the same order as the song.
- 2 Look and write.

#### (Answers: 1 hands, 2 head, 3 leg)

- 3 Look and do the actions. Then draw your own routine and say.
- In this coding activity, students learn to use functions to create their own dance routine.

#### My body

**1** Complete the crossword.

(Answers: 1 hair, 2 legs, 3 face, 4 ears, 5 mouth, 6 nose, 7 arms, 8 head, 9 eyes, 10 feet, 11 hands)

- 2 Circle and say the face words in 1. (Answers: ears, eyes, nose, mouth)
- 3 24 Listen, point and count. Then play How many fingers?

(Answers: 1 10 toes, 2 1 thumb, 3 4 fingers)

- In this Maths activity, students learn to count and estimate numbers from 1–10. Students and their partners show their hands with different numbers of fingers up and guess the number before they count to check their answers.
- New vocabulary is presented and practised in this activity to stretch students who are able to take on more (*fingers, thumb, toes*).

#### Language lab 1

**1** Read and write *have got* or *has got*.

(Answers: **1** have got, **2** has got, **3** have got, **4** has got)

- 2 Read and write the name. (Answers: 1 Olivia, 2 Ed, 3 Leo, 4 Jilly)
- **3** Describe a toy to your partner.
- Students describe a toy to their partner using the new grammar structure and vocabulary.
- 4 Write sentences.

(Answers: **1** I've got two ears., **2** He's got two legs., **3** She 's got one nose., **4** You 've got two hands.)

#### Story lab

1 Make your story book. 🕤 page 103

(Answers: Frame 1: Who's this, Frame 2: my monster, Frame 4: 's got, It, Frame 5: It's, Frame 6: uncle, her, Frame 7: Can, Yes, teddy bear)

- In this coding activity, students learn to arrange the pages in the same order as the story.
- Students cut out the pages from their Activity Books along the cut lines to create three strips of paper. Then they fold each strip along the fold lines. Ask *Do you remember the story*? and have students put the pages in the correct order and number them. Then ask them to complete the speech bubbles.
- For students who don't remember the story, play audio 059 or encourage them to look back at their Pupil's Books, pages 62–63.
- Have students draw a picture on the front cover to show what the story is about. Then have them read and review the story, choosing their favourite character and page. They colour in the stars to show how much they liked the story.
- Students can use their storybooks to retell the story to their families and friends.
- 2 Write about the shadow.
- (Answers: **1** 's got, **2** arms, **3** 's got, heads)

Make a shadow monster. Describe it to your partner.

• Students make a shadow monster using their hands and a strong light or torch pointing to a wall. Then they describe it to their partner using the new grammar structure and vocabulary.

#### Phonics lab

- 1 Colour z red and s blue. (Answers: Students colour z red and s blue.)
- 2 **2 15 Listen and circle. Then say.** (Answer: The sad zebra sits in the sun.)
- **3** Write *z* or *s* and say.
  - (Answers: **1** s, **2** z, **3** s, **4** z)
- Students can colour in the black and white pictures if time allows.

#### **Experiment lab**

1 Look and write. Then draw.

(Answers: **1** touch, **2** taste, **3** see, **4** smell, **5** hear Students draw examples for each sense.)

• Students complete the sentences and then draw an example for each. Remind students that we often use more than one sense to do things, so they should make it clear in their pictures which sense they're using.

#### Experiment time

#### **1** Complete the table.

- In this coding activity, students learn how to complete the table with the results from the experiment in the Pupil's Book.
- Discuss with students the importance of recording results during experiments in L1. Then have students complete the table with their guesses and
   results of the experiment.

#### 2 Write your report.

- Students use the information in the table in Activity 1 to write their report.
- Have students read the example report. Ask questions to check understanding: *What's Food* 1? (It's chocolate.) Is the guess the same as the result? (Yes!).

#### Language lab 2

1 Look and write.

(Answers: 1 I'm, 2 You're, 3 He's, 4 She's)

2 Look, read, and circle.

(Answers: 1 my, She's, I'm 2 my, He's, I'm)

3 🌞 026 Listen and write. Then measure and write about you and your partner.

(Answers: **1** 1.2, **2** 1.8, **3** 1.3, **4** 1.6; Students own answers)

• In this Maths activity, students learn to measure with numbers from 1–10. You can have students work in pairs or groups to ensure they measure each other accurately with a measuring tape. The best way to do this is against the wall, using a book balanced on their heads.

#### What a big teddy bear!

- 1 27 Look, listen and write.
   (Answers: 1 big, 2 small, 3 short, 4 tall)
- 2 Use *and* to complete the sentences. Then use *and* to describe your partner.

(Answers: **1** and his dad is tall, **2** and her sister is tall)

• In this coding activity, students learn to use the Boolean operator AND to write and talk about two characteristics someone has.

#### PROJECT AND REVIEW

- 1 Complete for your puppet and your partner's puppet.
- Students think about the project they completed in their Pupil's Books and write the name, size and body parts of their and their partner's puppets.

- **2** Complete your project report.
- Students can use the information in Activity 1 to complete their report.
- Have students read the example report. Ask questions to check understanding: What's her name? (Her name is Big Bug.) How many eyes has she got? (She's got three eyes.) Is she big or small? (She's small.).
- Students can take a photo of their puppet and add it to their report.
- **3** Present your report to your family and friends.
- Students describe what they did and how they did it to their family and friends.
- 4 Look, read and write the name.

(Answers: **1** Pinocchio, **2** Mary-Jo, **3** Uncle Bob, **4** Aunt Moo, **5** Mrs Bag, **6** Ribbit)

- 5 Look at 4. Point and tell your partner something surprising.
- Students look at the pictures in Activity 4 and say something surprising using *What a (big head)!*
- 6 Read and complete. Then write a clue for your partner.

(Answer: Ribbit, Students' own answers)

#### **2 CHECKPOINT**

**1** Circle the odd one out.

(Answers: 1 face, 2 uncle, 3 grandad, 4 tall)

#### 2 Draw a path and colour.

- Students draw a path through the maze from Start to End. Explain that they can choose any path they want, but they should draw from left to right passing each of the different groups of words and pictures only once. Students should colour the eye and the hair a colour of their choice.
- 3 Look at 2. Complete and draw.
- Students look at the path they drew in Activity 2 and answer the questions about the items their path passes.

#### LET'S CELEBRATE

**1** Look and colour.

(Answers: 1 red, 2 pink, 3 blue, 4 purple, 5 green, 6 orange, 7 yellow)

- 2 Read and complete. (Answers: 1 China, 2 brother, hair, 3 lantern 4 dragon, head)
- **3** Play Guess the New Year Festival.
- Students describe an item from the festivals on page 72 in their Pupil's Books. Their partner guesses which New Year festival it's from using *There are (tall puppets)*.