FUNSkills

Start and end lessons with fun!

Using Fun Skills animations to introduce and review every lesson.

Hi! My name’s Bobby. What’s your name?
Teaching ideas for the warmer and review character animations

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Meet the characters

Level 1 and Level 2

Captain Zoom
Likes: sports, snow, skating, caves
Dislikes: water, dancing, umbrellas

Bobbie
Likes: carrot, music, eggs, apples, running, dancing, pears, grapes
Dislikes: candy, riding bikes, lettuce, oranges

Frankie
Likes: fashion, pink, bed, hugs
Dislikes: soup

Level 3 and Level 4

Bolt
Likes: sleeping on the beach, running in the forest, flying in the air
Dislikes: octopuses, sleeping in a cave

Pixy
Likes: fresh fish, water, plants
Dislikes: noise, light

Woody
Likes: flying very high, fruit
Dislikes: swimming in the sea, vegetables

Level 5 and Level 6

Himmy
Likes: maths, science
Dislikes: sports, rain

Kira
Likes: milk, stories
Dislikes: mice, watching TV

Sky
Likes: ice cream, purple
Dislikes: crocodiles
Video ideas for starting and ending your Fun Skills classes

The character animations in the Fun Skills Presentation Plus are an engaging way to start and finish each unit. This booklet provides you with ideas for using the short videos to develop your students’ confidence in listening and speaking. These characters were imagined and drawn by learners of a similar age to the learners who use the course, in a competition with entrants from across the world. The characters selected were then recreated by professional artists and the illustrations used in the Fun Skills course. The animations go one step further and bring the characters to life, and they address learners directly, asking them to do fun tasks at the beginning or end of each lesson. The videos support listening and speaking practice in short bursts. Warmers may preview language in the unit or review the previous unit. Reviews tie up language presented in the units. Each video has different interactions, such as pairwork or whole class work, TPR activities or inviting learners to reflect individually, draw or write. These notes help you to preview each animation and build it into your lessons. We selected a limited number of characters from each level for these videos so that learners and teachers become familiar with a small set, rather than the full range across the whole course. Each video has specific notes for warmer activities (W) to start the unit and review activities (R) to finish. Use the extra ideas below to build the videos into lively routines that start or end your lessons.

**All together (R)**
At the end of the class, dedicate five minutes after learners put their things away to come together as a class. Learners can evaluate, draw conclusions or make observations about what they have learned during the lesson or unit.

**At the door (R)**
As students leave the classroom, stand at the door and ask learners to recall one piece of information from the class as they leave. Give clear instructions of what kind of information you want. Keep the information short and manageable as learners will be in a hurry to get to their next class or go home.

**Draw it! (W/R)**
Say a word and ask learners to draw it in the air with their finger. This can help you check if learners have understood the word or provide a visual aid to help learners memorise it. It is also a fun activity for vocabulary review. Always choose words that are easy to draw.

**Five to one, I’m done! (W)**
This is a routine to get learners ready to start the lesson. Draw a big hand with five fingers on the board. Rub off one finger at each of the stages.
Rub off one finger. Say *Five. Get ready.* Learners stop talking and look up.
Rub off a second finger. Say *Four. Fun Skills on desks.* Learners take their Fun Skills Student's Books out of their bags and put them on their desks.
Rub out a third finger. Say *Three. Notebooks on desks.* Learners put their notebooks on their desks.
Rub out a fourth finger. Say *Two. Pens and pencils on desks.* Learners put their pencil cases on their desks.
Finally, rub off the last finger. Ask learners to fold their arms, look up and call out *One. I’m done!*
As learners become used to the routine, you will only need to rub out the fingers one at a time, while learners get out their things. By the time the last finger is rubbed out, learners should be ready to call out *I’m done!*
**Hands up! (R)**

This is a quick and easy way to round off a task where learners have checked answers themselves in class. If the task has ten answers, for example, ask those who had all ten correct to put up their hands. Then ask learners to put up their hand if nine were correct, then eight correct. Count down in this way only as far as five, making sure to keep the countdown fun. This idea allows you to see whether the activity was easy or difficult for the class as a whole and to identify which individual learners may need extra support.

**Is this true for you? (W/R)**

Say a list of statements. Learners say whether each statement is true for them. They can show this in a variety of different ways, both verbally, e.g. by calling out *yes* or *no* or by giving a short answer or non-verbally, e.g. by standing up, putting up their hand, running to one side of the classroom. Use this game to review target structures.

**Odd one out (W/R)**

This is a game where one word in a set of three or four words is different in some way. The word which is the odd one out can be from a different lexical set, a different part of speech or not follow the same pronunciation or spelling patterns, e.g. *watermelon, fantastic, pineapple* (*fantastic* is the odd one out because it’s an adjective and not a fruit).

Read out each group of words. To allow more time for learners to think about the answer and to provide extra spelling practice, ask pairs to write the odd word out on a mini whiteboard and hold up their answer on the count of three. Alternatively they can write the words in their notebook.

**Quiet finish (R)**

Put your finger to your lips, say *Shh!* and mime putting things away quietly. Learners put their things away as quietly as possible.

**Race to the board (W/R)**

This is a team spelling game. The class is divided into two or three teams. Each team numbers themselves in order. Each team should have a designated area on the board to write. Give the first member of each team a board pen. Say a word you want to revise. The member of each team with the board pen races to the front to write the word on the board. The first to spell the word correctly and legibly earns a point for their team. The teams race against each other in this way until every team member has had a chance to spell a word. The team with the most points wins.
1 School

Warmer

Objectives
Introduce the character Bobbie.
Practise greetings: Hi, Hello, What's your name? My name's …
Preview colours.

Part 1 (0:00–0:30)
• Introduce yourself and ask individuals around the class What's your name?
• Say Watch and listen. Who's this? Play the video and pause at 0:18. Ask learners to tell you the character's name (Bobbie).
• Replay the video from the beginning and pause at 0:20 after Bobbie asks learners to say their name. Put your hand to your ear and repeat Bobbie's question. Encourage learners to answer.
• Say Let's play that again. Play the complete video from the beginning and let learners join in. Put your hand to your ear to indicate when learners should answer.
• Role play the dialogue with a volunteer at the front of the class. Then role play with individuals in the class. Finally, encourage learners to practise with one or two classmatess.

Hi / Hello. My name's …
What's your name?
Can you say that again?
Nice to meet you!

Part 2 (0:32–0:55)
• Ask learners what colours they know. Do this by pointing at objects in the classroom.
• Say Let's watch Bobbie! Play the video. Learners listen and join in.
• Finish by pausing the video at 0:50. Point to Bobbie's colours and ask learners to name them as quickly as they can.
• Ask learners to open their Student's Books at unit 1.

Review

Objectives
Review classroom vocabulary.
Praise learners' achievements.

Part 1 (0:00–1:02)
• Play the video. Pause at 0:07 and ask Who's this? (Bobbie) Ask learners to name Bobbie's colours How many colours can you see?
• Continue playing the video. Learners call out Yes! or No! in answer to Bobbie's questions. Pause after each question, repeating the questions if necessary or if you want individual learners to reply.

Part 2 (1:04–1:27)
• Play the video and encourage learners to join in.
• At the end of the video, smile and add your own positive comment, e.g. That was great! Well done, everyone!
• Encourage learners to put their things away quietly (see Quiet finish, p.5).

2 Family and friends

Warmer

Objectives
Introduce the character Captain Zoom.
Practise spelling.
Preview numbers 1–10.

Part 1 (0:00–1:24)
• Say Let's meet a new character. Play the video and show surprise as the character arrives. Pause the video at 0:16 and ask What's his name? (Captain Zoom)
Ask Is Captain Zoom scary? Mime being scared so learners understand.
• Continue the video, pausing after the words fun, game and friend. Put your hand to your ear and encourage learners to repeat.
• Pause the video each time Zoom asks learners to spell the words.
Spell 'fun'. (0:45)
How do you spell 'game'? (0:56)
Can you spell 'friend'? (1:06)
Give learners a chance to practise the spelling before continuing with the video each time.
• Pause the video at 1:24. Ask learners what are the three words Zoom wants learners to spell (fun, game, friend). With a friend, learners spell the words in their notebooks or on a mini whiteboard. Learners can check their answers with the video or ask volunteers to spell the words on the board.

Part 2 (1:25–2:18)
• Hold up your hands and ask How many fingers can you see? Ask learners to count to ten with you.
• Play the video and pause at 1:34 for learners to answer.
• Continue the video and pause at 1:51 to check learners are ready to hold up their fingers.
• Continue playing the video and hold up your fingers at the same time.
• At the end of the video, add your own Well done! and say Now, let's see what's in our books today!
Review

Objectives
Review pets vocabulary.
Take part in a simple class survey.

Part 1 (0:00–0:46)
• Say *Let’s review with Captain Zoom. Are you ready?*
• Play the video. Pause the video after each sound effect. Learners call out the answers.
• Pause the video at 0:46. Ask learners what animals they heard.

Part 2 (0:47–1:36)
• Play the video. Put up your hand at the same time as learners to support comprehension. Count the number of hands. Pause the video to repeat the questions if necessary.

Do you like cats?
Do you like dogs?
• Continue the video. Learners answer the final question. Encourage learners to say *bye bye* and wave farewell to Captain Zoom.
• Put a finger to your lips, say *Shh!* and ask learners to put their things away quietly (see Quiet finish, p.5).

3 Move your body!

Warmer

Objectives
Introduce the character Frankie.
Practise numbers 1–20.
Preview the topic of robots.

Part 1 (0:00–0:45)
• Say *Let’s meet a new character. Watch and listen. Ask What’s her name? (Frankie)* Pause at 0:11 for learners to answer. Ask *What colour is Frankie? Point to the bag on her arm and ask What’s this?*
• Continue the video. Learners listen and join in.
• Finish by asking learners to stand on their other leg and count from 11 to 20.

Part 2 (0:46–1:22)
• Play the video. Pause at 1:06 and ask learners to repeat Frankie’s description of her robot.

It’s small.
It’s purple.
It can catch a ball.
• Give prompts, if necessary, by asking *Is her robot big or small? What colour is it? What can her robot do?*
• Continue the video to the end. Learners work with a friend to think of a good name for Frankie’s robot. Pairs share their ideas.
• Say *Let’s open our books. Look together at the robots in unit 3.*

Review

Objectives
Review body vocabulary.
Practise following instructions.

Part 1 (0:00–0:36)
• Say *Let’s finish the class with Frankie. Ask What colour is Frankie? (pink) What colour is her robot? (purple)*
• Play the video, check learners answer the question *Do you like robots? (0:17)*
• Pause the video at 0:35. Repeat Frankie’s question *What can your robot do?* Make sure learners put up their hands and don’t call out answers. Write the sentence starter *My robot can …* on the board if necessary. Learners share their answers.

Part 2 (0:38–1:16)
• Pause the video at 0:41 and check learners know what they need to do. Learners follow Frankie’s instructions and draw in the air with their finger.
• Play the video with learners joining in. Praise learners for good listening.
• Finish by drawing Frankie in the air and asking learners to name the body part, e.g. *It’s Frankie’s head.*

4 At the farm

Warmer

Objectives
Preview farm animals.
Develop confidence in listening.

Part 1 (0:00–0:34)
• Welcome the class. Say *Who’s this?* Play the video. Pause as Captain Zoom flies in and ask learners to describe him. (*He’s green. He’s got eight fingers, lots of teeth, blue ears, black hands, feet and tail.*)
• Play the rest of the video, putting your hand to your ear to encourage learners to repeat Zoom’s lines.

Let’s have fun!
It’s unit 4.

Part 2 (0:35–1:23)
• Play the video with learners joining in and naming the three animals they hear (*chicken, sheep, cow*).
• Pause at 1:08 after Captain Zoom’s question *Where am I today?* Repeat the question if necessary. Learners check their answer with the video (*at the farm*). Play the video to the end.
• Finish by playing *Draw it!* (see p.4) with farm animals.

Review

Objectives
Listen to descriptions of farm animals.
Practise describing a farm animal.
Part 1 (0:00–0:44)

- Say Let’s review with Bobbie. Ask learners to listen carefully as Bobbie describes a farm animal for the class to guess.
- Play the video and pause at 0:27. Ask learners to tell you the name of the animal and then play the video to check the answer (horse).
- Say Let’s listen again. Play the video from the beginning, pausing after each of Bobbie’s sentences for learners to repeat.

My favourite farm animal has four long legs.
It’s black or white or brown or grey.
It likes running.
I can ride it.
What is it?
That’s right! It’s a horse!

- Finish by asking learners to describe a cow.

Part 2 (0:46–1:47)

- Introduce the next activity by explaining that Bobbie is giving information about two different birds: a duck and a chicken. With a less confident class discuss how a duck and chicken are the same/different before playing the video. (They both live on a farm and they can both fly. A duck can swim too.)
- Play the video and pause for learners to whisper the words: shoes (1:05), hat (1:17), socks (1:33). Repeat Frankie’s praise Good listening!
- Explain that Frankie is spelling some clothes words. Demonstrate how you would like learners to whisper the word to their friend.

**5 Clothes**

**Warmer**

**Objectives**

- Preview colours and clothes.
- Practise spelling.

**Part 1 (0:00–0:44)**

- Play the video and pause at 0:07. Show surprise as the character arrives and ask Who’s this? (Frankie).
- Say Let’s count with Frankie. Play the video with learners joining in counting 1 to 5.
- Say Let’s listen to Frankie. Are you ready? Play the video and pause at 0:30. Ask learners to say what colours Frankie likes to wear (yellow and pink). Repeat Frankie’s question: What colours do you like to wear? Tell a friend. Learners discuss in pairs.

- Continue playing the video. When Frankie says Now shout out the colours, put your hands round your mouth to encourage learners to call out. Express delight at all the colours you hear. Finish by asking individuals what colours they like to wear.

**Part 2 (0:46–1:47)**

- Review clothes vocabulary.
- Practise following instructions.

**Review (0:00–1:37)**

- Play the video and pause it as Frankie comes on-screen. Ask What colours does Frankie like to wear? (yellow and pink)
- Ask learners to answer Frankie’s questions and follow her instructions. Play the video without stopping, making sure learners understand what they need to do. Learners listen to Frankie’s questions and sit down if they are wearing the clothes she says. Provide support, if necessary, by pointing to the correct items as Frankie speaks. Count the children who are still standing at the end.
- Repeat the game yourself with different clothes and colours.

Everyone … stand up, please!
Are you wearing a hat?
Yes? Sit down, please!
Are you wearing white socks?
Yes? Sit down, please!
Is everyone sitting? Who is standing?

- Praise learners. Finish by playing At the door, (see p.4). Ask learners to name the colour of an item of clothing they are wearing.

**6 Food and drink**

**Warmer**

**Objectives**

- Preview meals and times of day.
- Engage learners in the topic of food.

**Part 1 (0:00–0:45)**

- Play the video and pause at 0:12. Ask Who’s this? (Frankie).
- Say Let’s start with Bobbie. Play the video and pause at 0:12. Ask learners to tell you what unit
they are starting today (unit 6). Then say Let's count Bobbie's colours. Point to and count each colour, asking learners to call out the colours at the same time.

- Continue the video, pausing at 0:31 and 0:39 for learners to talk with a friend about foods which are yellow and foods which are green. Pause at 0:45 and encourage learners to share their ideas with the class.
- To finish, ask whether learners can tell you the colour of other foods they know how to say in English, e.g. grapes, potatoes, oranges.

**Part 2 (0:47–1:12)**

- Play the video. Learners listen carefully to Bobbie's question. Pause the video at 0:56 for learners to call out their answer. Play the video to the end.
- Ask learners when they eat lunch and dinner.
- Say Let's go to unit 6 and learn more about food!

**Review**

**Objectives**

- Listen to descriptions of food.
- Practise showing agreement: Me too!

**Part 1 (0:00–0:47)**

- Say Let's finish the class with Bobbie. Pause the video at 0:25 and encourage learners to say Me too! if they like grapes.
- Continue playing the video until 0:47 with learners joining in.

**Part 2 (0:49–1:42)**

- Learners listen and choose the food Bobbie is talking about. Play the video to the end for learners to enjoy and join in.
- Praise learners for good listening and for learning lots of food words.
- Play At the door, (see p.4). Ask learners to tell you a food they like as they leave.

**7 Fun! Cool! Great!**

**Warmer**

**Objectives**

- Make a list of healthy foods.
- Recognise rhyming words.

**Part 1 (0:00–1:22)**

- Welcome the class. Get learners ready quickly and efficiently by introducing a countdown routine. (See Five to one, I'm done! p.4.)
- Before playing the video, ask learners to work in small groups of two or three learners. Tell each group of learners to have their notebooks and pencils ready or a mini whiteboard and a pen between them. Then say Let's see who's helping us today. Start the video and as Captain Zoom flies in, ask his name.
- Play the video, encouraging learners to join in. Pause at 0:49 while learners write their lists of seven healthy foods.
- Say Now let's check with Captain Zoom. Continue the video until 1:34, making sure learners put up their hands if they have chosen any of the same foods as Zoom.
- Ask if learners have any other foods on their list which Zoom did not mention.

**Part 2 (1:36–2.22)**

- Before you start the video, write the words two and three on one side of the board and me and blue on the other. Draw a matching line from two to blue. Say the words, encouraging learners to repeat them and notice how they sound similar. Repeat the step with three and me.
- Say Let's listen to Captain Zoom. Play the video with learners saying Cool! Great! or Fun! Pause after Zoom says each rhyming word, if necessary, or repeat from 1:36 if learners need more practice or confidence.
- Encourage learners to wave goodbye to Captain Zoom. Say Now open your books at unit 7.

**Review**

**Objectives**

- Review funfair vocabulary.
- Talk about scary and funny things.

**Part 1 (0:00–0:34)**

- Use the countdown routine to get learners ready (see Five to one, I'm done! p.4).
- Say Let's review with Frankie. Play the video and encourage learners to call out things which are fun at the funfair.

**Part 2 (0:36–1:11)**

- Ask learners to work in pairs. Say Watch and listen. Play the video to the end, pausing if necessary at 0:48 and 0:58 so that learners have more time to talk with their friend.
- Encourage learners to repeat See you soon and wave goodbye to Frankie.
- Smile and praise learners for their good work in unit 7. Play At the door (see p.4) as learners leave, by asking What's scary? or What's funny?

**8 Sports**

**Warmer**

**Objectives**

- Preview adjectives.
- Talk about favourite sports.

**Part 1 (0:00–1:22)**

- Say Let's see who is starting the class today. Start playing the video and pause at 0:17. Say sentence starters for learners to complete It's … ! (Captain Zoom) Unit 8 is … ! (great)
Part 2 (1:24–2.12)

• Play the video to the end and let learners join in.
• Ask learners to tell you Captain Zoom’s question What’s your favourite sport? and write it on the board. Learners repeat the sentence imitating Captain Zoom’s voice and then say it in their own voice. Learners then find and ask two friends they don’t normally talk to in the lesson.
• Finish by saying Well done! Now let’s see what’s in our books today!

Review

Objectives
Talk about things that fly
Practise answering questions and following instructions.

Part 1 (0:00–1:48)

• Say Captain Zoom doesn’t have a car. He can … Pause for learners to finish your sentence (walk / ride his bike / fly).
• Make sure learners have their notebooks and pencils ready or a mini whiteboard and a pen. Ask learners to listen carefully and follow the instructions.
• Play the video until 1:48 with learners working in pairs to write their list of things which can fly. Learners compare their lists with Captain Zoom’s list.
• Ask learners if they have more words that are not on Zoom’s list. Congratulate learners on knowing so many words.

Part 2 (1:50–2.17)

• Play the video and pause at 2.04. Ask learners where Captain Zoom walks to (school, park, to see friends).
• Play the video to the end. Ask learners to share what places they walk to. Insist that each learner puts their hand up when they want to speak.
• Praise learners for good listening and speaking.

10 House

Warmer

Objectives
Review transport vocabulary.
Practise following instructions.

Part 1 (0:00–0:54)

• Welcome the class. Use the routine Five to one, I’m done! (see p.4) to get learners ready quickly for the lesson.
• Ask learners to guess today’s character. Ask Who is helping us today? Start the video and as Captain Zoom flies in, ask his name. Play the video until 0:26 with learners answering Zoom’s questions.
• Play the video to the end with learners joining in. Ask learners to repeat Zoom’s question What colour is your bike? and confirm how many friends learners ask (four).
• Encourage learners to write down their four classmates’ names and the colour of their bikes. Set a time limit of three to four minutes, then ask individuals to share their information, e.g. Monica’s got a red bike. (If learners don’t have a bike, they can talk about their dream bike.)
• Ask learners what they think the topic is for unit 9. Say Let’s open our books and see!

Review

Objectives
Talk about things that fly
Practise answering questions and following instructions.

Part 1 (0:00–1:03)

• Welcome the class. Get learners ready quickly and efficiently with a countdown routine. (See Five to one, I’m done! p.4.)
• Say Let’s review the lesson today with Frankie. Ask the class to stand up and get ready to follow Frankie’s instructions.
• Play the video to the end. Learners watch and carry out the actions with an imaginary ball.
• Finish by doing the three actions yourself to elicit the correct verb (bounce, kick, throw).
• Put a finger to your lips, say Shh! and ask learners to put their things away quietly (see Quiet finish, p.5).

Part 2 (0:00–0:26)

• Welcome the class. Get learners ready quickly and efficiently with a countdown routine. (See Five to one, I’m done! p.4.)
• Say Let’s see who’s helping us today. Start the video and as Captain Zoom flies in, ask his name. Play the video until 0:26 with learners answering Zoom’s questions.
• Before playing the video, tell learners to have their notebooks and pencils ready.

9 Transport

Warmer

Objectives
Preview the topic of transport.
Practise asking and answering questions.
Take part in a simple class survey.

Part 1 (0:00–0:54)

• Welcome the class. Get learners ready quickly and efficiently with a countdown routine. (See Five to one, I’m done! p.4.)
• Say Let’s see who’s helping us today. Start the video and as Captain Zoom flies in, ask his name. Play the video until 0:26 with learners answering Zoom’s questions.

Part 2 (0:27–0:58)

• Before playing the video, tell learners to have their notebooks and pencils ready.

Part 1 (0:00–1:48)

• Say Captain Zoom doesn’t have a car. He can … Pause for learners to finish your sentence (walk / ride his bike / fly).
• Make sure learners have their notebooks and pencils ready or a mini whiteboard and a pen. Ask learners to listen carefully and follow the instructions.
• Play the video until 1:48 with learners working in pairs to write their list of things which can fly. Learners compare their lists with Captain Zoom’s list.
• Ask learners if they have more words that are not on Zoom’s list. Congratulate learners on knowing so many words.

Part 2 (0:50–2.17)

• Play the video and pause at 2.04. Ask learners where Captain Zoom walks to (school, park, to see friends).
• Play the video to the end. Ask learners to share what places they walk to. Insist that each learner puts their hand up when they want to speak.
• Praise learners for good listening and speaking.
• Finish by asking what other forms of transport learners can name.

Part 2 (0:55–1:27)
• Say Let’s play the mirror game! Ask learners to stand up and get ready to copy Bobbie’s moves.
• Play the video with learners joining in and doing the actions.
• Take Bobbie’s role and repeat Bobbie’s instructions. Then ask volunteers to take Bobbie’s role in front of the class.

Move one arm.
Now move the other arm.
Move two arms.
Say Hooray!

Review

Objectives
Review house vocabulary.
Practise using prepositions of place.

Part 1 (0:00–0:43)
• Say Let’s answer Bobbie’s questions. Are you ready?
• Play the video to the end. Learners listen and name the things. Pause after each question if you feel learners need more time to answer.
• Ask learners to share their ideas with the class.

Part 2 (0:44–1:11)
• Ask learners if they play ‘hide and seek’. Make sure learners understand the meaning of hide. Tell learners Bobbie wants to know their hiding places at home.
• Ask learners to listen for the three hiding places which Bobbie says. Play the video to the end. Learners tell you what they heard (under the table, in the bed, behind the door).
• Ask learners to share where they hide when they play.
• Congratulate learners on completing unit 10. Learners put away their things quietly (see Quiet finish, p.5).

11 A great day!

Warmer

Objectives
Preview times of day.
Talk about daily routines.

Part 1 (0:00–0:26)
• Welcome the class. Use the routine Five to one, I’m done! (see p.4) to get learners ready quickly for the lesson.
• Ask What do you want to do today? and write the question on the board. Ask learners for suggestions, e.g. go to the park, read a book, eat pasta.
• Play the video until 0:26. Encourage learners to call out their answers to Bobbie’s question.

Part 2 (0:27–1:01)
• Say This is the morning. Write morning at the top of the board. Say This is the evening. Write evening near the bottom of the board. Circle the space in the middle of the board and ask What do we call this part of the day? Elicit the word afternoon and write this in the middle.
• Play the video to the end. Learners listen and answer Bobbie’s questions. Pause after each sound effect if necessary.
• Say Now let’s start unit … and encourage learners to call out 11.

Review

Objectives
Review daily routine verbs.
Practise replying with Me too! or I don’t!

Part 1 (0:00–1:01)
• Say Let’s finish the unit with Frankie. Play the video until 1:01, encouraging learners to listen carefully and call out the words to complete the sentences. Mime the verbs as Frankie says them if you feel learners need extra support, or pause after each sentence starter to give learners more time to reply.

In the morning, I eat … breakfast!
In the afternoon I read … a book.
In the evening I watch … TV.
In the car I listen to … a story.
At school I play with … my friends!

Part 2 (1:02–1:53)
• Play Is this true for you? (see p.5). Say one or two sentences about your daily routine and ask learners to say Me too! or I don’t!
• Now play the video with learners joining in. Pause after each statement if you feel learners need more time.

On Saturday I watch TV in the morning.
I have breakfast in the afternoon.
At school I listen to my teacher.
I do my homework in bed.

• Repeat Frankie’s praise Good listening! Add Now you can talk about your day in English!

12 Hobbies

Warmer

Objectives
Preview the topic of hobbies.
Practise spelling.

Part 1 (0:00–0:44)
• Say Let’s start the class with Frankie. Play the video and encourage learners to join in by doing the actions yourself too.
• Pause at 0:44 after the question *What do you do now?* and ask learners to share their suggestions of what they do in class, e.g. *sit down, open my book, open my book, say hello.*

**Part 2 (0:45–1:35)**

• Make sure learners have their notebooks and pencils ready. Tell them to work individually and write the words in Frankie’s sentence.

• Play the video. Learners listen to the words that Frankie spells and write her sentence (*I like flying kites*). Pause the video at 1:20. Learners compare their sentences with a friend. Then continue playing the video to the end.

• Ask the class to spell the sentence back to you as you write it on the board for everyone to check.

**Review**

**Objectives**

Review hobby activities.
Develop confidence in listening.
Celebrate completing level 1.

**Review (0:00–1:12)**

• Play *Is this true for you?* (see p.5). Say one or two sentences about your favourite things.

• Say *Now let’s play a game with Bobbie*. Play the video and make sure learners don’t shout out but put up their hands if the statement is true for them.

*I like playing the guitar.*
*I like playing board games.*
*I like playing basketball.*

• Pause the video after Bobbie says *Good listening!* (0:44) Congratulate learners on completing unit 12.

• Say *Let’s say goodbye*. Play the video to the end. Encourage learners to join in clapping hands and shouting *Hooray!*
1 My school bag

Warmer

Objectives
Introduce the character Bobbie.
Preview the topic of school.
Practise asking and answering questions.

Warmer (0:00–1:02)

• Welcome the class and introduce yourself. Introduce the countdown routine (see Five to one, I'm done! p.4) so learners develop good habits from the beginning of the school year.
• Say Let's start the class with Bobbie. Ask whether learners remember Bobbie and if they can describe him. If it is the first time learners have met Bobbie, pause the video as soon as Bobbie introduces himself and ask learners to repeat the name.
• Play the video and pause at 0:21 after Bobbie’s question How do you go to school? Repeat the question and check that learners understand, but don’t expect them to answer it yet.
• Continue playing the video and encourage learners to answer Bobbie’s questions. Pause the video and repeat each question if necessary.

Do you go by bike? (0:24)
Do you ride a horse? (0:30)
Do you walk? (0:36)

• Continue playing the video. In pairs, learners ask How do you go to school?Pause the video at 0:47 if learners need more time to talk with their classmates.
• Play the video to the end and ask learners to put up their hands to share their classmate’s answers. Ask learners to give you full sentence answers.
• Say Let’s open our books. Look together at the photos in unit 1.

Review

Objectives
Review classroom vocabulary.
Practise saying longer words.

Review (0:00–1:02)

• Use the countdown routine to get learners ready (see Five to one, I'm done! p.4).
• Say Let’s review classroom words with Bobbie. Play the video and pause at 0:18 to check learners know the meaning of slowly and quickly. You can give an example by repeating the word Bobbie slowly and then quickly.
• Play the video to the end, encouraging learners to repeat each word after Bobbie.

2 Fun in the park!

Warmer

Objectives
Review classroom vocabulary.
Practise following instructions.
Preview the topic of park games.

Part 1 (0:00–1:35)

• Get learners ready quickly and efficiently with a countdown routine (see Five to one, I’m done! p.4). Say Let’s start the class with Captain Zoom. Ask whether learners remember Captain Zoom and if they can describe him. If it is the first time learners have met Zoom, pause the video as soon as he introduces himself and ask learners to repeat his name.
• Play Is this true for you? (see p.5). Say two or three sentences about school bags in the classroom. Learners put up their hands if the sentence is true for them.
• Play the video from the beginning and encourage learners to play Is this true for you? with Captain Zoom.

My school bag is blue.
I’ve got pencils in my school bag.
My bag is on my desk.

• Pause the video at 0:54. Repeat Zoom’s praise Good listening!
• Get learners ready to work in pairs, then continue playing the video. In pairs, learners say 10 classroom objects in 20 seconds. Suggest learners count the words on their fingers.
• Pause the video at 1:44. Repeat the instruction for learners to share their words with the class. Volunteers put up their hands. Ask individual learners to name an object. Count the words on your fingers. Remind the class to listen carefully so they don’t repeat each other’s words.

Part 2 (1:45–2:37)

• Get learners ready to work in pairs. Play the video. In pairs, learners name ball games they can play in the park. Pause the video at 2:06 if learners need more time.
• Pause the video at 2:12. Ask learners to listen and see if Zoom says any of the games they have thought of in their pairs. Then play the video to the end.
• Repeat Zoom’s last question Can you say more? and ask if learners can name more ball games.
• Finish by saying Well done! Now let’s see what’s in our books today!
Review

Objectives
Practise giving short answers.
Recognise rhyming words.

Part 1 (0:00–1:05)
• Use the countdown routine to get learners ready (see Five to one, I’m done! p.4). Say Let’s start the class with Frankie. Ask whether learners remember Frankie and if they can describe her. If it is the first time learners have met Frankie, pause the video so as soon as she introduces herself and ask learners to repeat her name.
• Play the video and pause after Frankie’s first question Am I eating an ice cream? (0:20) Make sure learners are happy with the answer Yes, you are. Continue playing the video for learners to call out Yes, you are or No, you’re not.
Am I sitting in the park? (No, you’re not.)
Am I standing on one leg? (Yes, you are.)
• Pause the video at 0:44 to check learners understand they now need to reply Yes, I am or No, I’m not to Frankie’s questions.
Are you eating an ice cream?
Are you standing on one leg?
Are you learning English?
• Pause at 1:05 and follow up with a few of your own questions, e.g. Are you flying a kite? Are you sitting on a chair? Are you listening?

Part 2 (1:07–1:54)
• Check learners are familiar with rhyming words by asking learners to suggest rhyming words for eight (great) and cool (school). Ask learners to listen carefully to the first word in each of Frankie’s sentences and say the rhyming word.
I like my (bike).
Bees like (trees).
It’s fun in the (sun).
• Repeat from 1:16 if learners need more practice or confidence.
• Encourage learners to say bye bye to Frankie.

3 It’s my birthday!

Warmer

Objectives
Review the days of the week.
Engage learners in the topic of birthdays.

Warmer (0:00–1:20)
• Welcome the class and say Let’s start the class with Bobbie.
• Start playing the video. Pause at 0:35 and check learners know what they need to do. Learners say the next day in the week (not repeat the same day Bobbie says). Say Monday as an example. (Learners say Tuesday.)
• Continue playing the video with learners joining in. Pause at 0:56 to explain that learners now say the previous day. Say Sunday as an example. (Learners say Saturday.) Play to the end with learners joining in.

Review

Objectives
Review birthday vocabulary.
Practise replying with So do I! or I don’t!
Develop confidence in listening.

Part 1 (0:00–0:38)
• Say Let’s finish the class with Bobbie. Write So do I! and I don’t! on the board. Check learners are confident using these expressions. Say one or two sentences about yourself beginning I like … Learners reply So do I! or I don’t!
• Play the video with learners joining in and pause at 0:38.
• Write I like … on the board. Encourage volunteers to make a statement beginning with I like … Encourage the rest of the class to reply with So do I! or I don’t!

Part 2 (0:39–1:33)
• Say Now listen to Bobbie. Pause the video at 0:48 and check learners know what they need to do. Learners follow Bobbie’s instructions and draw in the air with their finger. Encourage learners to listen carefully to where they have to draw the objects. Play the video to the end with learners joining in.
Let’s draw now! Ready?
Draw a table in the air!
Draw a present under the table!
Draw a cake on the table!
Draw a balloon next to the table!
• Ask learners to remember what they drew and where by asking Where is the present / cake / balloon? or ask learners to draw the picture in their notebooks.
• Praise learners for good listening and learning. Encourage learners to put their things away quietly (see Quiet finish, p.5).
4 My favourite things

Warmer

Objectives
Recognise rhyming words.
Practise replying with Yes, I do. or No, I don’t.

Part 1 (0:00–0:43)
• Welcome the class and say Let’s see who is starting the class today. Ask which character learners think will appear on the video.
• Play the video until 0:43. Encourage learners to join in and repeat Zoom’s words.
• Ask learners to tell you the words they repeated and write them on the board (four, door, more, roar). Highlight how they are all rhyming words, even though the spelling is different.

Part 2 (0:44–1:25)
• Tell learners that Captain Zoom is going to ask them some questions. Play the video and pause at 0:55 if necessary to check learners are clear what to say.
• Continue playing the video. Encourage learners to reply Yes, I do or No, I don’t by putting your hand to your ear at the appropriate moments.
• Finish by asking a few more similar questions to lead into the unit: Do you like parks? Do you like cats? Do you like watermelon? Say Now let’s see what’s in our books today! Learners open their books at unit 4.

Review

Objectives
Develop listening skills
Review vocabulary from the unit
Identify the odd word out and give a reason

Part 1 (0:00–1:53)
• Ask learners to work in pairs. Say Let’s finish the class with Frankie. Play the video and pause at 0:17 to familiarise learners with the game. Ask Which is the odd one out? (lunch). Ask if learners know why. (Because purple and yellow are colours.)
• Play the video to the end. Learners decide on the answers in their pairs and check with Frankie.
Which is the odd one out? Robot, lemonade, kite. Yes, it’s lemonade. Robot and kite are toys.
Banana, lemon, box.
Do you know? Yes, it’s box. Banana and lemon are fruits.
What about these: school, zoo, lamp?
OK! It’s lamp. School and zoo are places.
Which is the odd one out? Shoe, lizard, tiger. Yes, it’s shoe. Lizard and tiger are animals.
• Praise learners for good listening and speaking. Encourage learners to put their things away quietly (see Quiet finish, p.5).

5 Let’s go shopping!

Warmer

Objectives
Review What’s your favourite…?
Preview the topic of shopping.
Take part in a simple class survey.

Part 1 (0:00–0:33)
• Welcome the class. Ask learners How do you spell ‘favourite’? and write it letter by letter on the board.
• Play the video until 0:33 with learners calling out their favourite food on the count of three.

Part 2 (0:34–1:06)
• Before playing the video, make sure learners have their notebooks and pencils ready.
• Play the video until 0:50 and have learners share their answers with a friend.
• Continue playing the video to the end, then ask learners to tell you Frankie’s questions and instructions.
What’s your favourite shop?
What do you buy there?
Now ask four friends and write their answers.
• Write the questions on the board and ask learners to take their notebooks and write the names of four other classmates and their answers.
• Ask volunteers to share some of their answers with the class.
• Praise learners for good speaking and working together.

Review

Objectives
Review fruit.
Practise saying words quickly.

Review (0:00–0:57)
• Say Let’s finish the class with Bobbie.
• Play the video to the end with learners joining in and repeating the three words (mango, pineapple, ice cream) in a fun way.
• Finish by asking pairs to think of another three food words they can say fast together. Volunteers stand up and say their three words to the rest of the class.
• Play At the door (see p.4). Ask learners What’s your favourite food? as they leave.

Review (0:00–0:57)
6 Cool homes

Warmer

Objectives
Preview furniture vocabulary.
Develop confidence in speaking.

Part 1 (0:00–0:52)
• Say Let’s start the class with Bobbie. Play the video until 0:52 with learners joining in and repeating Bobbie’s sentences in different voices.

Part 2 (0:54–2:16)
• Start writing the word furniture on the board, one letter at a time, and ask learners to guess the word before you reach the end. Practise saying the word together and ask for an example of an item of furniture to check understanding.
• Get learners ready to work in pairs and make sure they have a notebook and a pencil. Play the video. In pairs, learners listen to Bobbie’s instructions and write as many furniture words as they can in twenty seconds.
• Pause the video at 1:37. Repeat Bobbie’s praise Well done! and ask pairs of learners to tell you how many words they have.
• Continue playing the video and pause at 1:50, to make sure learners know what they need to do. If Bobbie says an item that learners have on their lists, they say Me too! Play the video to the end with learners joining in.
• Ask learners to share more furniture words they have written.
• Say Let’s find more furniture words in unit 6! Learners open their books at the new unit.

Review

Objectives
Review adjectives.
Practise spelling longer adjectives.

Part 1 (0:00–0:57)
• Say Let’s finish the class with Captain Zoom. Ask learners to have their notebooks and pencils ready.
• Play the video. Learners listen to Zoom and write the word beautiful in their notebooks. Pause the video at 0:27 if learners need more time.
• Continue playing the video. Learners check their spelling with a friend. Pause the video at 0:42 if learners need more time to check.
• Continue playing the video until 0:57 and let learners check their spelling with Captain Zoom.

Part 2 (0:59–1:37)
• Get learners ready to talk in pairs. Play the video. Learners tell a friend something which is fantastic and cool. Pause the video at 1:15 if learners need more time.

7 What would you like?

Warmer

Objectives
Review vocabulary groups.
Preview the topic of food.

Part 1 (0:00–0:41)
• Welcome the class and get learners ready to work in pairs. Say Let’s see who’s helping us today. (Bobbie)
• Play the video with learners joining in and listing the 7 items Bobbie asks for. Suggest learners count the words on their fingers. Give learners more time by pausing after each group Bobbie asks for: days of the week (0:15), colours (0:26) and animals (0:40).
• Praise learners for good listening and for knowing a lot of words.

Part 2 (0:43–1:28)
• Say Watch and listen. Play the video to the end.
Learners call out the name of the fruit (watermelon).
What fruit is very big and green and is red inside?
Do you know?
Yes? Tell the class!
… That’s right! It’s a watermelon!
• Learners draw a fruit and describe it for their friend to guess.
• Choose one or two volunteers to draw their fruit for the class to guess, adding a description if they wish.
• Ask the class to guess the topic of unit 7 before they open their books.

Review

Objectives
Review What would you like?
Practise saying words quickly.

Review (0:00–0:55)
• Say Let’s review with Bobbie. Play the video and pause at 0:19 for learners to name what they would like to eat.
• Continue playing the video. Let learners have fun repeating the words quickly.
• Congratulate learners on their good listening and speaking.
• Play Odd one out (see p.5) to review food and drink words and adjectives.
8 Let’s have fun!

Warmer

Objectives
Review fruit and vegetables.
Practise following instructions.

Warmer (0:00–1:59)
• Welcome the class. Ask learners to have their notebooks and pencils out and be ready to work with a friend.
• Say Let’s see who is starting the class today. (Captain Zoom). Play the video and pause at 0:16. Repeat Zoom’s opening words and ask learners to repeat. 

Come on, come on, this is great! It’s time to start unit 8!
• Play the video, pausing only when you sense help is needed in understanding the task. In pairs, learners make a list of green fruit or vegetables. As they check their list with Captain Zoom’s, ensure learners join in by answering Me too!
• Pause the video at 1:45 after Zoom asks Have you got more? Ask learners how many green fruit and vegetables they have and whether they have any different items from Captain Zoom.
• Play the video to the end. Ask learners to name as many yellow fruits or vegetables as they can, but this time give them 10 seconds! Check answers as a class.
• Say Let’s see what’s in unit 8. Ask learners to open their books and tell you the title of the unit.

Review

Objectives
Practise asking and answering questions: Do you like …?
Develop confidence in listening and speaking.

Review (0:00–2:10)
• Say Let’s review with Captain Zoom. Get learners ready to work in pairs. One learner in each pair will be Student A and the other Student B. Ask them to decide this before starting the video.
• Play the video and pause at 0:14 to elicit the short answers Yes, I do. No, I don’t. Continue playing the video to the end with learners following Zoom’s instructions and working in pairs. Monitor learners as they are working and check they are asking and answering correctly.
• Finish by asking volunteers to share their questions. Make a list on the board and see if learners can ask ten different questions.
• Praise the class for great speaking and working in pairs.

9 Let’s go to the zoo!

Warmer

Objectives
Preview animal vocabulary.
Practise spelling.

Part 1 (0:00–1:14)
• Say Let’s see who is helping us today. Play the video and pause at 0:16. Ask Where does Frankie want to go? (to the zoo)
• Say Listen and spell with Frankie. Continue playing the video until 1:14 with learners joining in.

Listen. What animal am I spelling? C-R-O-C … Can you finish the word?
Yes! It’s crocodile. C-R-O-C-O-D-I-L-E
How about this one? E-L-E … Can you finish the word?
That’s right! It’s elephant! E-L-E-P-H-A-N-T
• Ask learners to spell the words again to you as you write them on the board.

Part 2 (1:15–1:39)
• Get learners ready to work in pairs. Play the video to the end. Ask learners to tell you Frankie’s two questions What animal is funny? What animal is scary? Learners answer the questions with a friend.
• Ask How do you spell funny / scary? Write the adjectives on the board. Learners then share their ideas.
• Ask What animals can we see at the zoo? Learners name animals they know.
• Say Let’s learn more about animals in unit 9. Learners open their books at the new unit.

Review

Objectives
Listen to a description.
Practise asking questions about animals.

Part 1 (0:00–1:02)
• Say Let’s finish the unit with Frankie. Play the video and pause at 0:14 to check learners know what they need to do. Learners guess what animals Frankie is describing and put up their hands to tell you.
• Continue playing the video to the end. Pause after each description for learners to tell you their suggestions before checking with Frankie.

It’s got big teeth. It lives in a hot place. It eats fish. Yes! It’s a crocodile!
It can climb. It’s got a long tail. It’s funny. That’s right! It’s a monkey.
It lives in a hot place. It can run quickly. It’s black and white. Yes! It’s a zebra!
• Ask learners to help you spell the animal words on the board.
• Ask learners to have their notebooks and pencils out and be ready to work with a friend.
• Play the video to the end. Learners write down the question starters in their notebooks. Pause the video after each question if learners need a bit more time to write.

Is it … ?
Does it … ?
Has it got … ?
Can it … ?
• Pause the video at 1:40 so learners can still see the lizard. Check the question starters with the class. Learners work in pairs to complete the questions about the lizard.
• Ask volunteers to tell you their questions and answer them together as a class.
• Praise learners for thinking of good questions. Play At the door (see p.4). Ask one of the questions about the lizard for learners to answer as they leave.

11 Our things

Warmers

Objectives
Review beach vocabulary.
Practise saying words ending in /z/.

Part 1 (0:00–0:48)
• Say Let’s start the class with Frankie. Play the video until 0:48 with learners standing up and miming the activities.
  Show me … running on the beach.
  Show me … playing beach tennis.
  Show me … looking for shells.

Part 2 (0:49–1:22)
• Ask learners to have their notebooks and pencils out and be ready to work with a friend.
• Play the video to the end. Encourage learners to join in with So do I! or I don’t!
  I like shells.
  I like swimming in the sea.
  I like making sandcastles.
  I like playing on the beach.
• Ask learners to work in pairs to role play the dialogue. Put prompts for Frankie’s sentences on the board. Student A is Frankie and makes the statements. Student B replies with So do I or I don’t! Learners then swap roles. More confident learners can make up their own sentences beginning with I like … .
• Congratulate learners on completing unit 10 and learning about the beach. Play At the door (see p.4). Ask learners to tell you one thing they like about the beach as they leave the class.

10 Fun on the beach

Warmers

Objectives
Preview the topic of the beach.
Practise following instructions.

Warmer (0:00–1:12)
• Welcome the class. Say Let’s start the class with Bobbie.
• Play the video to the end for learners to enjoy and join in. You may want to pause at 0:45 to check learners understand jellyfish. Ask if anyone knows what it is and draw a simple picture on the board if necessary.
• Ask the class to guess the topic of unit 10 before they open their books.

Review

Objectives
Review beach activities.
Practise replying with So do I! or I don’t!

Part 1 (0:00–0:29)
• Say Let’s review with Frankie. Are you ready?
• Play the video until 0:29. Ask What is Frankie doing? (She’s flying a kite.) Repeat Frankie’s instruction Now it’s your turn. What are you doing? Can your friends guess?
• Ask volunteers to come to the front of the class to mime an activity for their friends to guess.

Part 2 (0:31–1:14)
• Say Let’s finish the class with Frankie. Write So do I! and I don’t! on the board. Check learners are confident using these expressions. Say one or two sentences about yourself beginning I like … Learners reply So do I! or I don’t!
Look out of the window!
Look! Trees!
Say “Wow! A forest!”
Look! Flowers!
Say “Beautiful flowers!”
Look! A castle!
Say “What a cool castle!”

• Ask learners to tell you what other things they can see out of a bus window on a school trip. Encourage learners to make exclamations about them.
• Praise learners for good speaking. Encourage them to put their things away quietly (see Quiet finish, p.5).

Part 2 (1:08–2:03)

• Play the video and pause at 1:14. Encourage learners to answer No, it isn’t. Then play until 1:23 and pause for learners to repeat Bobbie’s sentence Horses don’t eat sandwiches.
• Play the video to the end encouraging learners to reply to Bobbie’s questions with a short answer and then repeat the sentences. You may prefer to pause the video to give learners more time to repeat.

Is it wearing a watch?
Say No! Horses don’t wear watches. (1:37)
Is it wearing sunglasses?
Say No! Horses don’t wear sunglasses. (1:53)

• Play the video to the end and ask learners to explain why Bobbie is looking surprised.
• Finish the class by asking the learners to suggest more ideas about what horses don’t do, e.g. Horses don’t speak / fly / wear shorts / eat ice cream.

12 What’s your favourite game?

Warmer

Objectives

Practise spelling.
Answer questions with Whose?

Warmer (0:00–1:26)

• Welcome the class and say Let’s start the class with Captain Zoom. Ask learners to have their notebooks and pencils ready.
• Play the video until 0:50 with learners spelling Zoom’s three words.
• Ask Is Zoom fantastic? Then ask learners to call out one more thing that they think is fantastic.
• Play the video to the end with learners joining in.
• Hold up some objects which learners have on their desks and ask Whose is this? Learners answer It’s Sara’s / Paco’s / hers / his.
• Say Now let’s start unit 12!
1 Brilliant bodies!

Warmer

Objectives

Introduce the character Pixy
Review colours and parts of the body

Warmer (0:00–0:52)

• Welcome the class and introduce yourself. Introduce the countdown routine (see Five to one, I'm done! p.4) so learners develop good habits from the beginning of the school year.
• Say Watch and listen. Who's this? Play the video and pause at 0:20. Ask learners to tell you the character's name (Pixy).
• Play the video again from the beginning. Encourage learners to describe Pixy to a friend, e.g. His body is blue. / He's got a blue body. Now his body is pink. / He’s got a pink body.
• Pause the video at 0:48. Ask learners to describe other parts of Pixy’s body (tail, face, hair/mane). Ask what parts of the body Pixy doesn’t have (ears, arms, fingers).
• Ask learners what they think the first unit will be about. Write body on the board and ask learners to tell you the plural form. Write it on the board. Say Let's open our books. Look together at the pictures in unit 1.

Review

Objectives

Review animals.
Practise replying with So do I! or I don’t!

Part 1 (0:00–1:25)

• Get learners ready to work in pairs. Say Watch and listen. Pause the video after Pixy comes on-screen and ask if learners can remember the new character’s name. Explain that Pixy will ask them some questions. Demonstrate how you would like learners to whisper the word to their friend.
• Play the video and make sure learners are thinking of animal words and telling a friend. Pause the video if learners need more time.
• Think of an animal beginning with b. (0:22)
Think of an animal beginning with p. (0:30)
What about s? (0:37)
• Continue playing the video and encourage learners to join in and put up their hands when they have an animal on Pixy’s list (bear, bat, penguin, parrot, shark, spider). Pause at 1:20 for learners to share other animals they have thought of.

Part 2 (1:27–2:06)

• Play the video until 1:25. Repeat Pixy’s praise Well done!

Part 2 (0:39–2:16)

• Say Let’s finish the class with Pixy. Write So do I! and I don’t! on the board. Check learners are confident using these expressions. Say one or two sentences about yourself beginning I like + -ing. Learners reply So do I! or I don’t!

I like sleeping.
I like playing in the sun.
I like running.
I like having fun!

• Ask learners to work in pairs to role play the dialogue. Put prompts for Pixy's sentences on the board. Student A is Pixy and makes the statements. Student B replies with So do I! or I don’t!

This animal is very tall and it’s got a very long neck.
What colour is it?
What does it eat?
What animal is it?

2 My family and me

Warmer

Objectives

Introduce the character Woody.
Listen to a description of an animal.
Preview the topic of family.

Part 1 (0:00–0:38)

• Get learners ready quickly and efficiently with a countdown routine (see Five to one, I'm done! p.4).
Welcome the class. Play Draw it! (see p.4). Ask learners to draw an animal in the air and ask their friends to guess what it is.
• Tell learners they are going to meet a new character, Woody. Play the video and pause when Woody appears on-screen. Ask What animal is Woody? (bird / owl)
• Say Watch and listen. Answer Woody’s questions. Continue playing the video and encourage learners to answer Woody’s questions. Make sure learners do not call out the name of the animal (giraffe) until you pause the video at 0:38.

This animal is very tall and it’s got a very long neck.
What colour is it?
What does it eat?
What animal is it?

Part 2 (0:39–2:16)

• Ask learners to have their notebooks and pencils out and be ready to work with a classmate. Play the
Part 2 (1:15–2:30)
- Ask learners to have their notebooks and pencils out and be ready to work with a friend.
- Say Watch and listen. Count the words. Play the video and pause at 1:28. Ask learners to tell you how many words they heard. Continue playing the video until 1:33 for learners to check their answer (five words). Replay the video from 1:15 and ask learners to listen to the five clothes words again, but not write them down. Pause the video at 1:28 and see if learners can remember the words. Write them on the board (cap, T-shirt, jeans, shoes, boots).
- Continue the video to the end with pairs writing down more clothes words they know. Repeat Bolt’s praise Well done!
- Play Hands up! (see p.5) to see how easy or difficult learners found this task. Ask individual learners to share a word with the class.
- Say Let’s learn (more) about cool clothes in unit 3. Learners open their books at the new unit.

Review

Objectives
Practise spelling.
Review things you do at the weekend.
Develop confidence in listening.

Part 1 (0:00–1:45)
- Use the countdown routine to get learners ready (see Five to one, I’m done! p.4). Say Let’s review with Woody.
- Play the video until 1:45. Learners listen to each definition, say the words (apartment, parents, weekend) and then join in the spelling with Woody. Repeat Woody’s praise Great spelling!
- Finish by asking three volunteers to come to the board and each spell one of the words at the same time. The rest of the class decides if the words are correct or not.

Part 2 (1:47–2:34)
- Play the video. Pause at 1:58 for learners to practise the replies (Woohoo! or No, no, no!). Continue playing the video to the end with learners joining in with their replies.
- Say Woohoo! It’s time to put our books away! Finish by playing At the door (see p.4). Ask each learner a question beginning Do you …? as they leave the class.

3 Cool clothes!

Warmer

Objectives
Practise saying words with the sound /i:/.
Preview clothes vocabulary.

Part 1 (0:00–1:13)
- Welcome the class. Tell learners they are going to meet a new character, Bolt. Play the video and pause at 0:15 after Bolt says It’s great to have you here with me. Ask the class to describe Bolt. Ask Is he scary?
- Say Listen carefully and repeat. Replay the video from the beginning. Learners listen and repeat the words with the sound /i:/ and the sentence and question.
- Pause the video at 1:13. Ask learners to remember the sentence and question and write them on the board.

I can see three bees in the tree.
Can I eat cheese with peas, please?
4 Fantastic food!

Warmer

Objectives
Preview the topic of food.
Practise spelling.

Part 1 (0:00–1:02)
• Welcome the class. Say Let’s start the class with Woody. Play the video to the end. Learners listen to Woody and repeat the lines of the verse after her. They then try to say the complete verse at the same time as her.
Soup or noodles?
Soup or noodles?
Coffee or juice?
Coffee or juice?
Pineapple!
Pineapple!

• Pause the video at 1:02. Ask learners to tell you the lines of the poem and write them on the board. Ask the class to say the poem again. Set a beat by clicking your fingers and asking learners to do the same.

Part 2 (1:04–1:23)
• Get learners ready to work in pairs. Play the video to the end. Learners write a food word with their finger on their classmate’s back. Their classmate guesses the word.
• Finish by asking volunteers to spell the first three letters of their food words for the class to guess.
• Say Let’s find out more about fantastic food in unit 4. Learners open their books at the new unit.

Review

Objectives
Review food vocabulary.
Develop confidence in listening and speaking.

Part 1 (0:00–0:36)
• Say Let’s review with Woody. Play the video and pause at 0:13. Rub your tummy to elicit the word hungry. Say Woody’s hungry. Ask learners to make suggestions of things that Woody can eat. Write the two most popular suggestions on the board.
• Play the video until 0:34. Ask the class to tell you Woody’s three food ideas and write them on the board: a kiwi pancake, a pea milkshake, a spider sandwich. The class votes for the best of the five things for Woody to eat. Say each item in turn and learners to put their hands up for their favourite.

Part 2 (0:38–1:27)
• Say Watch and listen. Play the video. Pause at 0:43 and check learners know what they need to do. Learners listen to Woody’s sentences and decide if she is talking about a coconut or a kiwi.

• Continue playing the video. Pause after each sentence and ask learners to tell you their guess: coconut or kiwi.
It’s big. (0:45) (coconut)
It’s green inside. (0:49) (kiwi)
It has a hard shell. (0:55) (coconut)
It’s white inside. (0:59) (coconut)
• Pause the video at 1:06 after Woody says It’s brown and hairy outside. Allow learners to guess, but don’t confirm the answer. Continue playing the video so they can check their answer with Woody. (Both – a coconut and a kiwi.)
• Learners then play the game in pairs, taking it in turns to describe and guess either the coconut or the kiwi. More confident learners can describe two different fruits.
• Praise the class for good listening and speaking.

5 What do you want to be?

Warmer

Objectives
Preview the topic of jobs.
Review jobs vocabulary.

Part 1 (0:00–1:36)
• Welcome the class. Say Let’s start the unit with a video. Ask learners to get ready to work with a classmate.
• Play the video and pause at 0:21 after Bolt says one. In pairs, learners think of a job. Then continue playing the video until 0:54, only pausing if learners need more time.
• Continue playing the video and pause at 1:36. Learners listen to see if they have the same jobs as Bolt. They say Yes! if they have one which is the same or say No! if not. The jobs don’t need to be in the same order as on Bolt’s list.
• Ask learners to share other jobs which Bolt did not mention.

Part 2 (1:38–2:04)
• Play Is this true for you? (see p.5). Say simple sentences about films and cinema. Ask learners to stand up if the statement is true for them, e.g. I like the cinema. My favourite film is … I like funny films.
• Say Listen to the question. Play the video to the end.
• Learners tell their friend who their favourite film star is.
• Ask volunteers to share their answers to find out who is the most popular film star in the class.
• Ask learners to predict what unit 5 will be about. Say Let’s open our books and find out!

Review

Objectives
Practise spelling.
Take part in a short class discussion.
Part 1 (0:00–1:40)

- Say *Let’s finish the unit with a video.* Ask learners to have their notebooks ready.
- Play the video and pause at 0:23. Learners write the first three letters *d-o-c* and then finish the word.
- Play the video and pause at 0:34 so learners can check their answer (*doctor*).
- Continue playing the video, pausing after each word starter to allow learners time to write. Then play the video for them to check their answers with Bolt (*pop star, farmer, dentist*).

Part 2 (1:40–2:01)

- Learners now work in pairs. Play the video. Learners listen to Bolt’s questions *What’s the best job in the world? And why do you like it?* They then discuss in pairs. Monitor as learners are talking and check they are giving reasons for their choices.
- Hold a short class discussion, talking about the pros and cons of some of the jobs learners named.

6 What’s the matter?

**Warmer**

**Objectives**
- Practise spelling.
- Preview health vocabulary.
- Notice word patterns.

**Part 1 (0:00–1:04)**

- Welcome the class. Say *Let’s start the unit with a video.* Ask learners to have their notebooks ready.
- Play the video until 1:03. Learners work individually and write down six words beginning with *s*. Pause the video if learners need more time to write.
- Learners compare their answers with a friend.
- Call out different categories, e.g. animals, food, clothes, sport, places, and encourage learners to tell you a word beginning with *s* for those categories.

**Part 2 (1:06–1:48)**

- Play the video and pause at 1:16. Ask learners how to spell *ache* and write it on the board. In pairs or groups of three, learners think of some words ending in *ache*. They don’t need to write the words.
- Continue the video to the end. Learners listen to Pixy’s list of words and say *Yes!* if any of the words are the same as ones which they said.
- Learners open their books at unit 6 and find the words ending in *ache*. Practise saying the words together.

**Review**

**Objectives**
- Practise forming questions.
- Give simple health advice.

Part 1 (0:00–1:22)

- Say *Let’s finish the unit with a video.* Ask learners to listen carefully.
- Play the video and pause at 0:23. Write Pixy’s answer on the board *My favourite fruit’s pineapple.* and ask learners to suggest what question he is answering. Don’t confirm their suggestions at this stage but continue playing the video until 0:35, so they can check with Pixy.
- Continue playing the video until 1:22. Pause after each of Pixy’s answers and ask learners to suggest the question before checking with Pixy.
- Yes, I do. I love peas. (0:44)
- No, I don’t. I like tomato on my pizza. Not honey. (1:05)
- Encourage learners to repeat Pixy’s sentence *Have a fun day!*

Part 2 (1:24–2:01)

- Ask *What’s the matter with Pixy?* Play the video to the end.
- Say *Poor Pixy.* Ask learners to give Pixy tips.
- Finish by asking learners to name five words which end in *ache*. Hold up a finger for every word learners name.

7 What a great place!

**Warmer**

**Objectives**
- Practise greetings.
- Preview the topic of places in town.

**Part 1 (0:00–0:28)**

- Welcome the class. Say *Let’s see who’s helping us today.* Play the video until 0:30. Learners listen to the Bolt’s greetings and respond.
- Play *Odd one out* (see p.5). Say groups of three words which have the name of a place as the odd one out, e.g. café, kiwi, noodles; cap, T-shirt, shop; toothache, cinema, headache. Pause after saying each group for learners to tell you which word is the odd one out and why.

**Part 2 (0:31–1:59)**

- Play the video to the end. Learners join in and call out the missing words.
- Ask learners to remember all five words and write them on the board. Encourage learners to name one activity they can do in each place.
- Ask the class to guess the topic of unit 7 before they open their books. Ask learners to suggest other words they might find in the unit.

**Review**

**Objectives**
- Develop confidence in speaking.
- Review adjectives.
Part 1 (0:00–0:35)
• Say Let’s finish the unit with Bolt. Ask learners to listen to Bolt and then put up their hands. Play the video and pause at 0:20. Ask learners to share the name of a film they would like to see.
• Continue playing the video until 0:30 for learners to share what they would like to eat at the cinema.

Part 2 (0:36–2:12)
• Ask learners to have their notebooks and pencils out and be ready to work with a classmate.
• Play the video. Pause at 0:54. Ask learners to repeat Bolt’s question What things are loud?
• Continue playing the video to the end. Learners write a list of things that are loud with their classmate. Learners then compare their list with Bolt’s list. They say Yes! if they have one which is the same or say No! if not. The things don’t need to be in the same order as on Bolt’s list (a plane, a band, machines, a lion, fireworks).
• Ask learners how many words were on both their list and Bolt’s list. Encourage them to share other words they wrote down.
• Ask What things are quiet? Learners share their ideas with the class.
• Put a finger to your lips, say Shh! and ask learners to put their things away quietly (see Quiet finish, p.5).

8 Let's go!
Warmer
Objectives
Preview transport vocabulary.
Practise spelling.
Notice rhyming words.
Part 1 (0:00–1:42)
• Welcome the class. Write eight on the board. Learners listen to Pixy and find two words that sound the same as eight. Pause the video at 0:21 for learners to tell you the rhyming words (late, great). Help learners to notice that eight, late and great are spelt differently but have the same sound.

It’s unit 8.
Don’t be late!
Unit 8 is really great!
• Replay the video until 0:21 for learners to repeat with Pixy.
• Prepare learners to play Draw it! with Pixy (see p.4). Pixy spells the words for learners to draw. Play the video until 1:40. Pause and ask learners to name the four things they drew (stairs, bike, boat, train).

Part 2 (1:44–2:53)
• Get learners ready to work in pairs. Write the word island on the board and ask learners to tell you the meaning.
• Play the video with learners joining in. Pause at 2:02. Ask learners to repeat Pixy’s question What can you see on an island?
• Continue playing the video to the end. Learners work in pairs and discuss what they can see on an island. They compare their ideas with Pixy’s (sea, beach, sand). Then learners put up their hands to share with the class other words they thought of.
• Say Let’s open our books. Look together at the photos in unit 8.

Review
Objectives
Review transport words.
Develop confidence in spelling.
Part 1 (0:00–1:16)
• Say Let’s review with Pixy. Play the video until 1:16. Learners join in and finish Pixy’s sentences, using the sound effects as prompts. Pause the video after each sound effect if necessary to give learners more time to say their answers.
• Encourage learners to repeat Pixy’s sentence Have fun today!

Part 2 (1:17–3.26)
• Ask learners to have a notebook and pencil ready.
• Write on the board fant a s _ _ _ . Ask learners what three letters they can write to finish the word (t i c).
• Play the video to the end. Learners write the four words, adding the last three letters to each. They check their spelling each time with Pixy (fantastic, dangerous, exciting, brilliant).
• Round off the class by asking questions, e.g. What things are dangerous? What’s fantastic? Volunteers share their ideas with the class.
• Praise learners for all their good work throughout the unit.

9 My week
Warmer
Objectives
Develop confidence in speaking.
Review days of the week.
Part 1 (0:00–1:07)
• Welcome the class. Ask learners to guess today’s character. Ask Who is helping us today? Ask learners to guess. Say Hands up for Woody! Hands up for Bolt! Hands up for Pixy! Start playing the video and prompt learners to finish your sentence It’s (Woody)! as soon as the character comes on-screen.
• Play the video until 1:07 for learners to enjoy and join in. Learners say what colours their favourite clothes are.
10 What's the weather like?

Warmer

Objectives

Preview the topic of weather.
Practise spelling.

Part 1 (0:00–0:53)

• Welcome the class. Say Let's start the unit with Pixy. Let's imagine.
• Play the video until 0:53. Let learners join in.
• Ask learners to spell rainbow on the board.

Part 2 (0:55–2:13)

• Say Listen to the spelling and mime the weather. Spell r-a-i-n-b-o-w. Learners mime a rainbow in the sky.
• Play the video to the end. Learners listen to Pixy spelling the weather words and mime the weather (sunny, windy, rainy, ice). Pause the video to repeat the spelling if learners need more support.
• Repeat Pixy's praise Good spelling!
• Ask learners what question we use to ask about the weather. Ask learners to turn to unit 10 in their books to check or find out. What's the weather like? is the title of the unit.

Review

Objectives

Practise replying with So do I! or I don't!
Practise asking and answering questions.

Part 1 (0:00–0:54)

• Say Let's review with Woody. Play the video and pause at 0:18. Ask learners to repeat the phrases So do I! and I don't! Play the video until 0:54. Encourage learners to join in with So do I! or I don't!

Part 2 (0:55–1:36)

• Make sure learners have a notebook and pencil ready. Play the video and pause at 1:04. Ask learners to repeat the question starter Do you go …? Write the question starter on the board. Ask volunteers to suggest ways of completing the question. Learners then write the question starter in their notebooks and complete it.
• Continue playing the video. Pause after each question starter and ask learners to repeat it. Then write the question starter on the board. Learners copy and complete the question in any way they like.

When is …? (1:10)
Did you see …? (1:16)
Where were you …? (1:22)
• Continue playing the video and pause at 1:30 after Woody says Now tell your ideas to the class. Encourage volunteers to put their hands up to share their questions.
• Learners work in pairs to ask and answer their questions.
• Praise learners for their listening and speaking.

Part 2 (0:57–2:19)

• Play the video and pause at 1:01 after Pixy says What's the weather like? Explain that Pixy is going to describe some weather. Learners listen and guess the weather. Ask learners to wait until you pause the video before they put their hands up to answer.
• Play the video. Pause the video at 1:11 at the end of Pixy’s first description.

I play outside.
I wear a sweater and boots.
I go skiing.
Review

Objectives

Recognise rhyming words.
Review animals and verbs of movement.

Part 1 (0:00–1:01)

- Say Let’s finish the unit with Woody. Play the video and pause at 0:13 for learners to suggest an animal that rhymes with cake. Continue playing the video for learners to check with Woody (snake).
- Continue playing the video until 1:01. Let learners join in and guess the animals.
- Repeat the questions again and this time encourage learners to reply faster.

What animal rhymes with cake? (snake)
What about carrot? (parrot)
What animal rhymes with sail? (whale, snail)
What about hair? (bear)

Part 2 (1:03–1:33)

- Play the video to the end, encouraging learners to join in hopping and jumping.
- Ask learners to work in pairs. Each learner mimics moving like an animal for their classmate to guess.
- Ask learners to share their different movements with the class.
- Finish by playing At the door (see p.4). Ask each learner to tell you how an animal moves as they leave the class, e.g. A bird hops. A polar bear swims. A monkey climbs. A frog jumps.

11 Our animals and plants

Warmer

Objectives

Review weather vocabulary.
Preview the topic of plants and animals.

Part 1 (0:00–0:24)

- Welcome the class. Say Let’s start the class with a video.
- Play the video until 0:24 for learners to enjoy and talk about the weather.
- Play Is this true for you? (see p.5). Make a statement about the weather, e.g. I like windy days. I like sunny days. Ask learners to stand up if they agree with you. Ask a volunteer to take over your role at the front of the class.

Part 2 (0:26–1:34)

- Play the video and pause at 0:32 to check learners know what they need to do. Learners think of places where plants and animals live. Ask learners for suggestions of a place beginning with p. Continue playing the video for learners to check their answers with Woody (park).
- Continue playing the video to the end. Learners join in with the guessing game. Pause the video if learners need more time to guess.

A place beginning with g.
... Yes! It’s garden.
A place beginning with j.
... That’s right! Jungle!
A place beginning with m.
... In the mountains!
A place beginning with r.
... Well done! It’s a river!
- Ask if learners can think of any more places (e.g. countryside, lake, sea). Ask learners what different animals they might see in each place.
- Say Let’s learn more about plants and animals in unit 11.

12 Our sports and hobbies

Warmer

Objectives

Review past simple forms of irregular verbs.
Practise making Wh- questions.

Part 1 (0:00–1:12)

- Welcome the class. Ask learners to guess today’s character. Ask Who is helping us today? Ask learners to guess. Say Hands up for Woody! Hands up for Bolt! Hands up for Pixy! Start playing the video and prompt learners to finish your sentence It’s (Bolt)!
- Play the video and pause at 0:16. Repeat Give me five! and allow learners to celebrate reaching unit 12.
- Continue playing the video and pause at 0:24 to check the instruction. Say these verbs in their past form. Say them in a deep voice. Ask learners to say their name in a deep voice as practice.
- Continue playing the video. Learners join in saying the past form of each verb in a deep voice (could, went, gave, had, flew).
Part 2 (1:14–2:51)

• Ask a volunteer a question, e.g. *What's the weather like?* Demonstrate how you would like learners to whisper the answers. Play the video and encourage learners to answer each question in a whisper. With a less confident class, pause after each question, ask learners to repeat the question and then have learners whisper their answers.

**What’s your name?**

**Where do you live?**

**How many children are in your class?**

**Who is sitting next to you?**

**When do you go swimming?**

• Pause at 2:00 and ask learners to have their notebook and pencils ready to write five words.

• Play the video to the end. Check that learners have written five question words (What? Where? How many? Who? When?)

• Learners work in pairs to ask each other questions.

• Finish by asking learners to give you one example question for each question word.

**Review**

**Objectives**

- Review sports.
- Practise following instructions.
- Celebrate completing level 3.

Part 1 (0:00–1:26)

• **Say** *Let’s finish the unit with Bolt*. Ask learners to work in pairs. Each pair has a sheet of paper and a pen.

• Play the video and pause at 1:26. Learners play the game by following Bolt’s instructions. Pause the video to check instructions if necessary.

• Learners compare their lists of eight sports. Ask learners to put up their hands to name a sport on their list. Find out how many different sports learners came up with. Praise learners for knowing so many sports words.

Part 2 (1:28–2:27)

• Play the video to the end. Learners repeat Bolt’s sentence, remembering a little more of the sentence each time.

**I’m so excited because we finished level 3!**

• Play the video to the end. Encourage learners to join in clapping hands and shouting *Hooray!*

• Express how pleased you are with learners’ progress. Congratulate the class on completing level 3 and on all the things they can now say and do in English.
1 About me

Warmer

Objectives

Introduce the character Bolt.
Preview the topic of the jungle.
Develop confidence in listening.

Part 1 (0:00–0:40)

• Welcome the class and introduce yourself. Introduce the countdown routine (see *Five to one, I’m done!* p.4) so learners develop good habits from the beginning of the school year.
• Say *Let’s start the class with a video*. Ask *Who’s this?* Start playing the video and pause as soon as Bolt comes on-screen for learners to tell you his name. If it is the first time learners have met Bolt, pause the video after Bolt introduces himself and ask learners to repeat his name.
• Replay the video until 0:40. Learners listen and guess where Bolt is (*in the jungle*).
• Make the list of five jungle animals as a class. Ask learners to put up their hands and share the name of an animal they know that lives in the jungle. Write the animal names on the board.
• Finish by asking learners which animal they would most like to see if they went to the jungle and why.

Part 2 (0:42–1:19)

• Play the video to the end. Encourage learners to join in saying *It’s true!* or *It’s false!* Ask learners to correct any false sentences. Pause the video if learners need more time to answer.

It’s 11 o’clock.
There are twenty-eight students in the class today.
You have some fruit in your school bag.
• Ask learners to work in pairs. Learners say one true or false piece of information about themselves for their friend to guess.
• Ask learners to open their books and look at unit one.

Part 1 (0:00–1:00)

• Say *Now let’s finish the class with a video*. Learners listen carefully to the descriptions of two fruits (*banana, lychee*). Play the video to the end, pausing at 0:25 and again at 0:47 for learners to make suggestions of what fruits they are. Ask learners not to make guesses until you pause the video. Don’t confirm learners’ answers but continue playing the video for learners to check with Bolt.
• Repeat Bolt’s praise *Good listening!*
• Ask learners to work in pairs and describe a banana and a lychee to their classmate. Replay the video if they need support with this. Pause the video for learners to repeat Bolt’s sentences.

What fruit is this?
It’s long and thin.
It’s yellow on the outside and white on the inside.
It grows on tall trees.
Yes, it’s a banana!

This fruit is small.
It’s hard and red on the outside and white on the inside.
Lots of these fruits grow together.
That’s right! It’s a lychee.

Part 2 (1:02–1:52)

• Play the video, but pause at 1:11 to check the instructions. Learners listen to the different situations and say how they would feel by answering *afraid* or *brave*. Continue the video with learners calling out their own answers.

You see a bat.
You climb a mountain.
You swim in the sea.
You hear a tiger.
• Round off the class by asking learners what other things make them feel afraid.
• Congratulate the class on completing the first unit.

2 Routines

Warmer

Objectives

Introduce the character Pixy.
Practise replying with *Yes, I do* or *No, I don’t*.
Develop confidence in speaking.

Part 1 (0:00–1:09)

• Get learners ready quickly and efficiently with a countdown routine (see *Five to one, I’m done!* p.4). Say *Let’s start the class with Pixy*. Ask whether learners remember Pixy and if they can describe him. If it is the first time learners have met Pixy, pause the video as soon as he introduces himself and ask learners to repeat his name.
• Play the video until 0:55. Learners listen and join in with their short answers *Yes, I do or No, I don’t*.

How do you go to school? Do you roller skate?
Do you ice skate?
Do you go on your skateboard?
3 All about town

Warmer

Objectives
- Introduce the character Woody.
- Preview the topic of towns.
- Review past simple verb forms.

Part 1 (0:00–1:14)
- Welcome the class. Say Let’s start with a video. Ask learners to guess which character will be on the video. Say Hands up for Bolt! Hands up for Pixy! Hands up for Woody! Start playing the video and prompt learners to finish your sentence It’s (Woody)!
- Play the video and pause at 1:14 with learners joining in and guessing the town words (cinema, hospital, funfair, sports centre).
- Ask learners to tell you five more town words.

Part 2 (1:16–1:59)
- Write the base form of one or two verbs on the board and ask learners to mime the verbs and to tell you their forms in the past.
- Play the video to the end with learners calling out the forms of the verbs in the past in a high voice (played, finished, read, bought, met).
- Ask learners to guess the topic of unit 3 and then open their books to check.

Review

Objectives
- Review town vocabulary.
- Recognise and say rhyming words.

Part 1 (0:00–0:56)
- Say Let’s finish the class with Woody. Play the video and pause a moment at 0:17 to check the instructions. Learners say the town words.
- Play the video and pause at 0:19. Ask learners to repeat what Woody said (super). Learners suggest a place in town which begins with super-. Play the video, so learners can check the answer with Woody (supermarket).
- Continue playing the video until 1:03 with learners calling out the town words (supermarket, shopping centre, pet shop, train station).
- Play Race to the board (see p.5) with the four places in town and any others you want to revise.

Part 2 (1:05–2:35)
- Play the video and encourage learners to join in identifying rhyming words and repeating the sentences. I’m a giraffe and I’m wearing a scarf.
- I’m a bear and I’m going upstairs.
- I’m a snail and I don’t like email.
Part 1 (0:00–1:07)

- Tell learners to get ready to do some mimes with Pixy. Play the video until 1:07 and encourage learners to follow Pixy’s instructions and do the actions.
- Ask learners to remember and name the five verbs (jump, swim, throw, catch, kick).

Part 2 (1:09–2:07)

- Say Listen carefully and say the sports. Play the video to the end and encourage learners to listen to Pixy and put their hands up if they know the sports. After each of Pixy’s descriptions ask individual learners to tell you their suggestions. Learners check their answers with Pixy (baseball, ice skating).
- In pairs, learners describe a sport to their friend. Ask a few volunteers to come to the front of the class to share their descriptions for the class to guess.
- Praise the class for good listening and speaking.
- Finish by playing At the door (see p.4). Stand at the door and ask each learner to mime an action verb before they leave, e.g. Can you jump? Can you catch a ball?

5 My dream school

Warmer

Objectives

Preview the topic of school.
Recognise rhyming words.

Part 1 (0:00–1:00)

- Welcome the class. Get learners ready to work in pairs. Ask learners to have their notebooks and pencils ready and be prepared to write quickly.
- Play the video until 0:33 and let learners join in and reply to Pixy’s greetings. Ask learners to whisper their answers.
- Ask learners to tell you the three questions they just answered (What’s your name? How old are you? How are you today?)
- Tell learners to answer the next two questions with a friend. Continue playing the video to 1:00, pausing after each question to allow learners more time to answer.

What did you do before English class today? Tell your friend one thing. (0:42)

What are you going to do after English class today? Tell your friend one thing. (0:53)

- Ask learners to tell you Pixy’s questions. Write up their exact words on the board. Replay the video from 0:33 to 0:53 for learners to check their answers.

Part 2 (1:05–2:34)

- Ask learners to have their notebooks and pencils out and be ready to work with a classmate. Play the video. Pause after Pixy says That’s four sports (1:13).
- Ask learners to repeat the four sports and write them on the board (dance, football, hockey, skateboarding). Learners copy the sports into their notebooks.
- Continue playing the video to the end. In pairs, learners write as many sports as they can in one minute.
- Ask volunteers to put their hands up and tell you the name of a sport. Find out how many different sports the class knows.
- Say Let’s find out more about sports in unit 4. Learners open their books at the new unit.

Review

Objectives

Review sports and action verbs.
Develop confidence in listening and speaking.
Part 2 (1:08–1:53)

- Get learners ready to work in pairs. Play the video to the end. Learners brainstorm names of countries beginning with the letters they hear (c, s, m). With a less confident class, pause after each letter Woody says.
- Finish by asking the class if together they can think of ten countries. Hold up a finger each time a country is named.
- Ask learners what they think unit 6 will be about. Learners open their Student’s Books to find out.

Review

Objectives

Develop confidence in listening.

Part 1 (0:00–1:26)

- Say Let’s review with Bolt. Are you ready? Ask learners to listen carefully and repeat the character’s words.
- Play the video and pause briefly at 0:14 to check instructions. Learners say the phrases imagining they are happy. Pause again at 0:51. Learners now say the phrases imagining they are sad.

brilliant books
exciting English
fantastic funfair
special sports clothes

- Finish by asking learners to remember the phrases. Give them the first letter of each word as a clue (b, e, f, s).

Part 2 (1:28–2:34)

- Play the video to the end. Let learners join in miming the actions.
- Finish the class by saying Imagine you are not in class. Where are you? Ask volunteers to come to the front of the class to mime their ideas for their classmates to guess.

6 Food around the world

Warmer

Objectives

Review food vocabulary.
Preview the topic of countries.

Part 1 (0:00–1:06)

- Welcome the class. Say Let’s start with the video.
- Ask learners to name the three meals they have every day (breakfast, lunch, dinner).
- Play the video until 1:06. Learners join in by saying yes or no in response to Woody’s questions. Did you have rice?

Did you have fish?
Did you have ice cream?
Did you have juice?

- Encourage learners to put up their hands to share one more thing they had for dinner.

Part 2 (1:08–1:53)

- Get learners ready to work in pairs. Play the video to the end. Learners brainstorm names of countries beginning with the letters they hear (c, s, m). With a less confident class, pause after each letter Woody says.
- Finish by asking the class if together they can think of ten countries. Hold up a finger each time a country is named.
- Ask learners what they think unit 6 will be about. Learners open their Student’s Books to find out.

Review

Objectives

Develop confidence in listening.

Part 1 (0:00–1:31)

- Get learners ready to work in pairs and play Odd one out (see p.5). Play the video and pause at 0:20 to familiarise learners with the game. Repeat Woody’s question Which is the odd one out? (jungle). Ask if learners know why. (Because parrot, frog and bat are animals.)
- Play the video to the end. Learners decide on the answers in their pairs. Pause after each set if you feel learners need a little more thinking time. As additional support read out each set yourself too. Don’t confirm answers but allow the learners to check with Woody.

Which is the odd one out? school, skates, cinema, shopping centre.

Yes, it’s skates. The other three are places.

was, saw, go, made

Do you know? Yes, it’s go. The other words are past tense verbs.

What about these: socks, onion, carrot, potato?

OK! It’s socks. The other three are vegetables.

- Repeat Woody’s praise Good listening and thinking.

Part 2 (1:33–2:33)

- Play the video to the end. Learners listen to Woody’s questions and call out their answers: Yes, I do! No, I don’t!

Do you like tomato on your pizza?
Do you like meatballs on your pizza?
Do you like chips on your ice cream?
How about coconut on your ice cream?
Do you like lychee in your milkshake?
What about cheese in your milkshake?

- Round off the class by asking learners to ask a friend two more questions about food beginning with Do you like ...?
- Congratulate the class on their work in unit 6.
7 Sunny or cloudy?

**Warmer**

**Objectives**
- Practise following instructions.
- Preview the topic of weather.

**Part 1 (0:00–0:33)**
- Welcome the class. In a quiet voice, say *Sshh! Let’s start the class with Pixy*. Play Pixy’s welcome. Learners listen and do the actions.

**Part 2 (0:35–0:52)**
- Play the video to the end. Ask learners to repeat Pixy’s questions *Do you like hot weather best? Or do you like cold weather? Why?* Learners tell a classmate which weather they like best, giving reasons for their preference.
- Ask for a show of hands to identify how many learners like hot or cold weather. Ask those who like hot weather to stand up and share their reasons why. Then ask those who prefer cold weather to stand up and give their reasons.
- Ask learners to predict what unit 7 will be about and to suggest a title. Say *Let’s open our books and find out!*

**Review**

**Objectives**
- Review weather adjectives.
- Talk about the weather.

**Part 1 (0:00–1:07)**
- Say *Let’s finish the unit with a video*. Play the video and pause at 0:11. Ask learners what they can see on-screen (*clouds*).
- Continue playing the video and pause after Pixy says *Can you tell me the adjective?* (0:18) See if learners remember the adjective *cloudy*.
- Play the video until 1:07. Pause after each of Pixy’s weather words and allow learners to call out the adjectives (*rain – rainy, snow – snowy, sun – sunny, wind – windy, ice – icy*).

**Part 2 (1:09–1:50)**
- Elicit the question *What’s the weather like?*
- Play the video to the end with learners identifying the weather they hear.
- Ask learners to tell you what the weather is like outside today.
- Finish by playing *Odd one out* (see p.5). Read out groups of three words, which can either be two weather words and one word from another lexical set, or two words from a different lexical set with a weather word as the odd one out.
- Praise learners for their good work throughout unit 7.

8 Last week

**Warmer**

**Objectives**
- Practise asking questions.
- Review past simple verb forms.

**Part 1 (0:00–0:30)**
- Welcome the class. Say *Let’s start the unit with Woody*.
- Play the video until 0:30 with learners answering Woody’s questions *What day is it today? What’s the weather like?*
- Ask learners to tell you both of Woody’s questions and write them on the board. Ask learners to move around the classroom for one minute asking and answering these two questions to different classmates.

**Part 2 (0:32–1:22)**
- Continue playing the video and pause at 0:39 to check the instruction. Say these verbs in their past form. Say them in a deep voice. Ask learners to say their name in a deep voice as practice.
- Continue playing the video. Learners join in saying the past form of each verb in a deep voice (*did, saw, ate, drank, made*).
- Ask learners to remember and repeat the verbs they said.
- Repeat Woody’s welcome *Today is great because it’s time for unit 8!* Learners open their books at the new unit.

**Review**

**Objectives**
- Review weather adjectives.
- Talk about the weather.

**Part 1 (0:00–0:53)**
- Say *Let’s review the unit. Can you help Woody?*
- Play the video until 0:34. Ask learners to tell you the words Woody said. Replay the video if necessary (*did, do, weekend, last, you, What?*) Learners put the question in the right order.
- Play the video until 0:53. Ask learners to say the question to Woody and listen to her reaction.
- Ask learners to suggest other questions beginning *What did you …?*

**Part 2 (0:55–1:51)**
- Play the video to the end. Learners imagine they are standing on top of a mountain and follow Woody’s instructions. Encourage them to call out Woody’s words from the top of the mountain in a loud voice so that everyone can hear them.
- Review the adjectives by asking *Who is famous? What is delicious? What is dangerous? What is adventurous?* Learners give examples.
• Finish by playing Race to the board (see p.5) with the adjectives from the video and any other adjectives you want to review.
• Praise learners for working well together in unit 8.

9 Jobs

Warmer

Objectives
Develop confidence in using the past simple.
Practise asking and answering questions.

Part 1 (0:00–1:07)
• Welcome the class. Say Let’s start the class with Bolt.
• Get learners ready to work with a friend. Each learner has a pencil and a notebook to finish Bolt’s sentences. Ask learners to write down On Monday on the first line in their notebooks and then the remaining days on each of the lines below up until Friday.
• Play the video. Learners follow Bolt’s instructions. They write the subject and verb in the past for each day and then complete the sentence in any way they like. Pause after each sentence starter to give pairs time to finish the sentence, but still keep the activity moving at a good pace.

On Monday I went to…
On Tuesday I saw …
On Wednesday I bought …
On Thursday I ate …
On Friday the weather was …
• Pause the video at 1:04. Give learners a few moments to review their sentences. Then replay the video from the beginning, asking volunteers to put up their hands and share their sentences.

Part 2 (1:09–1:28)
• Play Is this true for you? (see p.5) Say a list of past tense statements, e.g. On Monday I ate rice. Learners say whether each statement is true for them by standing up if the answer is yes.
• Play the video to the end. Pause after each question and have a volunteer repeat it. Then ask individual learners to answer each question.

When was the last time it rained?
When was the last time you played football?
When was the last time you went on a train?
• Say Let’s open our books. Look together at the photos in unit 9.

Review

Objectives
Review jobs vocabulary.
Practise following instructions.

10 At the hospital

Warmer

Objectives
Preview the topic of health.
Develop confidence in using longer sentence structures.

Part 1 (0:00–0:26)
• Say Let’s finish the unit with the video. Play the video and pause at 0:26.
• Ask learners to remember the class jobs Bolt said. Clean the board.
Give out paper and pencils.
Put things in the cupboard.
• Encourage learners to share with the class which job they like doing at school.

Part 2 (0:29–1:57)
• Make sure learners are in pairs and have a piece of paper and a pencil between them. Ask learners to listen carefully to the instructions and write the words clearly.
• Play the video to the end. Learners play the game by following Bolt’s instructions. Pause the video to check instructions if necessary.
• Ask pairs to compare their lists with another pair and circle any jobs that are not on both their lists.
• Ask volunteers to share the jobs on their list. As pairs tell the class one job on their list, hold up one finger at a time until you reach eight.
• Praise learners for their good collaboration and for knowing so many job words.

Don’t eat cake when you’ve got a stomach–ache.

Part 2 (1:09–1:28)
• Say Let’s start the new unit with a video.
• Play the video until 0:39 and encourage learners to join in. In pairs, learners think of three things that are red.
• Pause the video at 0:39 and encourage learners to join in. In pairs, learners think of three things that are red.
• Ask pairs to put their hands up and share one thing with the class. See how many things the class can name that are always red.
• Praise learners for their good collaboration and for knowing so many job words.

When was the last time it rained?
When was the last time you played football?
When was the last time you went on a train?
• Say Let’s open our books. Look together at the photos in unit 9.

Review

Objectives
Review jobs vocabulary.
Practise following instructions.

Tell learners to listen and repeat what Pixy says. Explain he has a long sentence to say.
• Play the video to the end with learners listening and repeating parts of the sentence until they are able to say the complete sentence.
• Ask learners to repeat the sentence one or two more times with a friend at the end of the video.

Don’t eat cake when you’ve got a stomach–ache.

Repeat Pixy’s praise Good speaking! Ask learners what other words they can remember which end in ache.
• Ask learners to guess the topic of unit 10 and to predict other words they might find in the unit, e.g. doctor, hospital, sick, ill.
Review

Objectives
Review the topic of the countryside.
Give advice on healthy lifestyles.

Part 1 (0:00–0:53)
• Say Let’s finish the unit with Bolt. Play the video until 0:53. Learners join in and say the sounds they hear.
• In pairs, learners talk about their favourite countryside sound. Ask volunteers to share the sounds they love to hear.

Part 2 (0:56–1:47)
• Ask learners to have their notebooks and pencils out and be ready to work with a classmate.
• Play the video. Learners complete Bolt’s sentences. Pause after each sentence to allow more time for writing.
Don’t look at your computer before …
Don’t eat before …
Do exercise in the day and you sleep …
• Replay the video from 0:56. Pause after each sentence starter and encourage learners to share their sentence endings.
• Ask learners to close their notebooks and give their friend one piece of healthy advice.
• Praise learners for good listening and speaking.

12 Watch a waterfall

Warmer

Objectives
Develop confidence in speaking.
Preview outdoors vocabulary.

Part 1 (0:00–0:45)
• Welcome the class. Say Let’s start with a video. Ask learners to guess which character will be on the video. Say Hands up for Bolt! Hands up for Pixy! Hands up for Woody! Start playing the video and prompt learners to finish your sentence It’s (Woody)! as soon as the character comes on-screen.
• Play the video and pause at 0:21. Repeat Woody’s question What’s different (about Woody)? Ask learners to put up their hands and make suggestions.
• Play the video until 0:45 for learners to check with Woody.

Part 2 (0:48–2:22)
• Play Draw it! (see p.4). Ask volunteers to come to the front of the class and draw a word for their classmates
to guess. Volunteers can choose their own words, or if you have a list of words you want to review, write each word on a piece of paper. Give each volunteer a piece of paper as they come to the front.

- Play the video. Pause at 0:53 to check instructions. Learners listen to the spellings and draw the words in the air. Draw the first word together with the class as an example (plant).
- Play the video to the end with learners following instructions and joining in.
- Ask learners to remember the things they drew and spell them in their notebooks (plant, snowman, waterfall, mountain).
- Learners open their Student’s Books at unit 12.

Review

Objectives

Make sentences with I (don’t) want to … because …
Develop confidence with speaking in longer sentences.
Celebrate completing level 4.

Part 1 (0:00–0:50)

- Get learners ready to work with a friend. Play the video until 0:50. Working in pairs, learners finish Woody’s sentences in any way they like. Pause after each sentence starter to give pairs time to finish the sentence, but still keep the activity moving at a good pace.

I want to rollerskate in the park because …
I don’t want to go out because …
I want to go to the zoo …

- Replay this part of the video. This time ask learners to call out their sentence endings.
- Repeat Woody’s praise Good speaking!

Part 2 (0:52–1:56)

- Say Let's finish level 4 with a video. Ask learners which character they like best, Bolt, Woody or Pixy. Ask for a show of hands and ask learners to share the reasons for their preferences.
- Play the video to the end. Learners repeat Woody’s sentence, remembering a little more of the sentence each time.

We're so excited because we finished level 4!

- Play the video to the end. Encourage learners to join in clapping hands and shouting Hooray!
- Congratulate learners on completing level 4. Express how pleased you are with learners’ progress and all the things they can now say and do in English.
- Finish by playing At the door (see p.4). As learners leave the class ask them to tell you their favourite word from level 4.
1 About me

Warmer

**Objectives**
- Introduce the character Himmy.
- Practise spelling.

**Part 1 (0:00–0:36)**
- Welcome the class and introduce yourself. Say *Let's start with a video*. Play the video for learners to enjoy the short rap. If learners like the rap, replay it for them to join in.

**Part 2 (0:38–1:02)**
- Make sure learners have their notebooks and pencils ready. Play the video and pause at 0:43. Ask the new character’s name and what letter their name begins with (*Himmy*).
- Continue playing the video, pausing at 0:59 to check instructions if necessary. Learners write down five words beginning with the first letter of their name in twenty seconds.
- Ask learners to share their five words with a classmate.
- Hand out small pieces of paper and ask learners to write one of their words on the piece of paper. Collect the pieces of paper in or put them in a bag.
- Ask volunteers to take one piece of paper and read the word on it. Learners guess who wrote the word.
- Learners open their Student’s Books at unit 1.

**Review**

**Objectives**
- Introduce the character Sky.
- Review adjectives and their opposites.

**Part 1 (0:00–0:44)**
- Tell learners they’re going to meet a new character called Sky. Get learners ready to talk in pairs. Play the video until 0:40. Learners join in answering Sky’s questions in their pairs.
- Ask learners to remember the three adjectives Sky used (*friendly, kind, cool*). Repeat Sky’s question *How about you?* Rephrase the question if necessary *Tell your friend about you. Are you friendly?* Learners answer in their pairs.

**Part 2 (0:28–1:02)**
- Play the video to the end with learners listening and noticing the /ʃ/ sound.
- Ask learners to tell you the words they heard. Write them on the board in two groups (*shoe, shape; station, dictionary, definition*). Ask learners to repeat the words.
- Underline the spelling *-tion* in the words in the second group. Write two prompts on the board (*inform … , compet …*) and ask learners to think of two more words containing *-tion* (*information, competition*).

2 At school

Warmer

**Objectives**
- Introduce the character Kira.
- Practise rhyming words.
- Notice the sound /ʃ/.

**Part 1 (0:00–0:26)**
- Welcome the class. Tell learners they’re going to meet a new character called Kira. Get learners ready to talk in pairs. Play the video until 0:27. Write *two* on the board. Ask what word Kira says which rhymes with *two* and replay the video if necessary (*you*).
- In pairs, learners listen and write a list of words rhyming with *two*.
- Learners put up their hands and share their words. Ask volunteers to spell the words on the board. Highlight how one sound can have different spellings, e.g. *two, zoo, you, shoe, new, blue*.

**Part 2 (0:46–1:51)**
- Ask learners to give you some examples of adjectives. Check learners know the meaning of *opposite*. Play the video to the end. Learners call out the opposites of the five adjectives they hear. Pause the video after each adjective if necessary to give learners more time to think. Don’t confirm answers each time, but continue playing the video for learners to check with Sky.
- Ask learners to now remember the five adjectives and their opposites (*sad, happy; rich, poor; boring, interesting; friendly, unfriendly; unkind, kind*). Ask if learners can remember five more adjectives from unit 1.
- Play *Is this true for you?* (see p.5). Read a list of statements about yourself, reviewing ideas from unit 1, e.g. *I've got one sister. I think … is cool. My favourite colour is …* Learners stand up if the statement is true for them too.
- Congratulate the class on completing unit 1.
• Learners open their Student’s Books at unit 2.

Review

Objectives
Talk about school subjects.
Listen to definitions.

Part 1 (0:00–0:41)
• Say Let’s review with Sky. Play the video until 0:41. Learners join in and answer Sky’s questions. Pause after each question if learners need more time to reply. Ask learners to work in pairs to answer the third question.

What subjects do you have today at school?
What’s your favourite subject today?
What about your friend? Do you both like the same subject?
• Ask learners to share with the class if they have / don’t have the same favourite subject as their friend.
• Play Is this true for you? (see p.5). Ask volunteers to come to the front of the class and make a statement about their school subjects. Learners put up their hands if the statement is true for them too.

Part 2 (0:43–1:32)
• Play the video to the end. Learners listen carefully to Sky’s definitions and guess what he is describing (timetable, mountain). Don’t pause the video but allow learners to check their answers with Sky.
• Ask learners to define timetable and mountain in their own words.

3 Special days, special times!

Warmer

Objectives
Develop confidence in using English.
Practise asking and answering questions.

Part 1 (0:00–1:20)
• Welcome the class. Ask learners to have their notebooks and pencils out and be ready to work with a classmate.
• Play the video and pause briefly at 0:43 to check instructions. Ask which two verbs Himmy said (write, make a sandwich). Learners write these two verbs in their notebooks. Play the video until 1:20. Learners complete the list of ten verbs that describe actions we can do with our hands. They have 20 seconds.
• Ask volunteers to share a word each by putting up their hands. Encourage active listening by asking the rest of the class to put a tick if they have the word on their list.

Part 2 (1:22–2:27)
• Play the video, pausing at 1:28 to check instructions. Learners work in pairs to think of the questions for Himmy’s answers. Demonstrate how you would like learners to whisper the question to their friend. Pause after each of Himmy’s answers to check the questions.

I think it’s pink, like my eyes. (1:37) (What’s your favourite colour?)
I go on my bike. School starts at half past eight. (1:51) (How do you go / get to school?)
It’s music. It’s on Wednesday morning. (2:05) (What’s your favourite subject?)
• Ask learners to suggest a few more questions learners could ask each other about school, e.g. What time do you finish school? What’s your favourite snack? What sport do you play? Who is your Geography teacher?
• Finish by playing At the door (see p.4). Ask learners to answer one of the questions from today’s class as they leave.

Review

Objectives
Review months of the year.
Practise following instructions.
Take part in a simple discussion.

Part 1 (0:00–0:49)
• Say Let’s finish the class with Kira. Play the video until 0:48. Learners play the game by following Kira’s instructions. Pause the video to check instructions if necessary. Learners write a month with their finger on their classmate’s back. Their classmate guesses the month before they swap roles.
• Finish by calling out the months of the year and asking learners to stand up when they hear the month that their classmate wrote on their back.

Part 2 (0:51–1:14)
• Ask learners to work in pairs. Play the video to the end. Check learners understand the instructions and circulate as learners tell their classmates three things they would do if there was no class tomorrow.
• Ask the class to take part in a simple discussion (see All together, p.4). Discuss with learners how they can make good use of their time at home. Talk about the types of activity that they can do and how to get a good balance of activities, e.g. doing exercise, helping at home, computer time, homework, spending time with family and friends. If necessary some ideas can be discussed in L1, but try to keep the majority of the discussion in English.

4 Earth-friendly, planet-clever

Warmer

Objectives
Develop confidence in listening and speaking.
Practise spelling.
Preview materials vocabulary.

Part 1 (0:00–0:42)
• Welcome the class. Say Let’s start the class with Sky. Play the video to the end for learners to enjoy and join in.

Warmer
Part 1 (0:00–0:54)

• Welcome the class. Say *Let's start the unit with a video*. Play the video and pause at 0:18. Ask learners to repeat the two adjectives *(cheap / expensive)*. Continue playing the video and pause at 0:20. Do the first example together *(a paper bag is cheap)*. Continue to the end with learners listening and calling out one of the two words.

  - a paper bag
  - a gold watch
  - a new car
  - a plastic toothbrush
  - a new phone

• Ask learners to open their books at unit 4 and find the words in the unit. (The words appear on page 21 of the Student’s Book.)

Part 2 (0:44–1:44)

• Explain that Sky is going to spell some words. Ask learners to listen and guess the word. Suggest that learners can also spell the words in the air at the same time. Play the video to the end with learners calling out the word they’ve spelt. Pause the video each time learners call out a word. Check the meaning by asking volunteers to give an example of something made from each of the materials *(paper, wood, plastic, gold)*.

• Ask learners to open their books at unit 4 and find the words in the unit. (The words appear on page 21 of the Student’s Book.)

Part 1 (0:00–0:55)

• Say *Let’s review with Kira*. Ask learners to listen to Kira’s definitions and name the items. Remind them to listen to the whole of the description before calling out the answers *(a (winter) hat, a (queen’s) crown)*.

• Play the video until 0:55. Review answers again by asking What’s a winter hat made of? Who wears a crown? What’s a crown made of?

• Review nouns and materials from the unit 4 by playing *Race to the board* (see p.5).

Part 2 (0:57–1:19)

• Play the video to the end. In pairs, learners discuss three things they do that are earth-friendly.

• End the class with a simple discussion *(see All together, p.4)* Encourage learners to share their earth-friendly ideas and why their actions are important.

• Praise the class for good listening and speaking.

5 Animals at home

Warmer

Objectives

Review adjectives and materials.
Preview the topic of the environment.

Part 1 (0:00–0:54)

• Welcome the class. Say *Let’s start the unit with a video*. Play the video and pause at 0:18. Ask learners to repeat the two adjectives *(cheap / expensive)*. Continue playing the video and pause at 0:20. Do the first example together *(a paper bag is cheap)*. Continue to the end with learners listening and calling out one of the two words.

  - a paper bag
  - a gold watch
  - a new car
  - a plastic toothbrush
  - a new phone

• Draw two columns on the board with the headings *cheap* and *expensive*. Ask volunteers to come to the board and write the items they remember from the video in the correct column. Ask learners for suggestions of new ideas to write in the columns.

Part 2 (0:57–1:13)

• Play the video to the end. Repeat Himmy’s question *Were you earth-friendly yesterday?* Tell a classmate something that you did. Learners discuss the question in pairs.

• Ask one or two volunteers to share actions they are proud of. Praise learners for their ideas.

• Finish by playing *Odd one out* (see p.5) to review animal words. Read out groups of three words, which can either be two animal words and one word from another lexical set, or two words from a different lexical set with an animal word as the odd one out.

• Ask learners to guess the topic of unit 5 and then open their books to check.

Review

Objectives

Review the topic of the environment.
Practise describing animals.

Part 1 (0:00–1:28)

• Say *Let’s finish the unit with the video*. Ask learners to listen and join in. Start playing the video. Show surprise when you hear the roar at the beginning of the video. Pause the video after Sky’s question *Is a dinosaur an example of an animal that is extinct or endangered?* (0:33) Take a class vote by asking Who thinks extinct? Who thinks endangered? Don’t confirm the answer but continue playing the video for learners to check with Sky.

• Continue playing the video for learners to join in. Take a class vote after Sky’s second question *Is a green beetle an example of an animal that has stripes or has good camouflage?* (1:10) Learners check with Sky.

• Ask the class to call out the spelling of the words *(extinct, endangered, stripes, camouflage)* for you to write on the board.

Part 2 (1:30–2:39)

• Play the video to the end. Learners listen to the descriptions and call out examples. Pause the video after each description if learners need more time to make their suggestions.

Part 2 (0:44–1:44)

• Explain that Sky is going to spell some words. Ask learners to listen and guess the word. Suggest that learners can also spell the words in the air at the same time. Play the video to the end with learners calling out the word they’ve spelt. Pause the video each time learners call out a word. Check the meaning by asking volunteers to give an example of something made from each of the materials *(paper, wood, plastic, gold)*.

• Ask learners to open their books at unit 4 and find the words in the unit. (The words appear on page 21 of the Student’s Book.)
• Ask learners to remember the five different descriptions of animals which Sky gave. (An animal that has got fur / six legs / spots / stripes / wings). Ask volunteers to come to the front of the class and take over Sky’s role asking for suggestions from learners. Write the sentence starter on the board Call out an animal that has got … More confident learners can come up with new descriptions.

6 Winter sports, summer sports

Warmer

Objectives
Preview the topics of seasons and sport.
Talk about things that have wheels.

Part 1: (0:00–0:39)
• Welcome the class and get learners ready to work in pairs. Say Listen carefully to Himmy.
• Play the video until 0:39. Write Himmy’s categories on the board (weather, clothes, activities and sports).
• In their pairs, learners discuss how winter and summer are different, using the categories on the board to help them.
• Ask learners to share their ideas. Find out if learners have a favourite season and ask them to explain why.

Part 2 (0:41–1:31)
• Get learners ready to work with a friend. Play the video, pausing at 0:48 to check understanding of wheels. Continue playing the video to the end. In their pairs, learners follow Himmy’s instructions and name as many things with wheels as they can in ten seconds.
• Play Hands up! (see p.5). Then ask volunteers to share their ideas. Hold up a finger each time an item is named. Praise the class on how many words they know.
• Ask learners to open their Student’s Books at unit 6 and find pictures of things with wheels on pages 30 and 31 (bike, skateboard, roller skate).

Review

Objectives
Review sports and sports equipment.
Practise following instructions.
Answer questions with would like.

Part 1 (0:00–0:50)
• Say Let’s finish the unit with a video. Ask learners to listen carefully and follow Kira’s instructions.
• Play the video until 0:50. Pause the video to check instructions if necessary. Learners work with their classmate to name sports and equipment. Set a time limit for the activity and then ask learners to swap roles.

• Check ideas by asking pairs to volunteer one sport and its equipment. Check each time whether the rest of the class agrees or can suggest more equipment.

Part 2 (0:52–1:34)
• Ask learners to have their notebooks and pencils ready and to work individually.
• Play the video to the end. Learners listen to Kira’s questions and write down their answers. Pause after each question to allow learners more time to write. With a less confident class, ask a volunteer to repeat the question each time.

What place would you like to visit?
What sport would you like to try?
What animal would you like to see?

• Ask learners to share their answers in groups of three and to see if others in their group have the same answer.
• Congratulate the class on their work in unit 6. Finish by playing At the door (see p.4). Ask learners one of Kira’s questions as they leave the class.

7 Guessing, tasting, smelling, helping

Warmer

Objectives
Engage learners in the topic of the senses.
Develop confidence in spelling.

Part 1 (0:00–1:16)
• Welcome the class and say Let’s start the class with Himmy. Get learners ready to work in pairs and make sure they have a notebook between them.
• Play the video until 1:16. Write Himmy’s categories on the board (weather, clothes, activities and sports).
• In their pairs, learners discuss how winter and summer are different, using the categories on the board to help them.
• Ask learners to share their ideas. Find out if learners have a favourite season and ask them to explain why.

Part 2 (1:18–1:31)
• Get learners ready to work with a friend. Play the video, pausing at 1:18 to check understanding of wheels. Continue playing the video to the end. In their pairs, learners follow Himmy’s instructions and name as many things with wheels as they can in ten seconds.
• Play Hands up! (see p.5). Then ask volunteers to share their ideas. Hold up a finger each time an item is named. Praise the class on how many words they know.
• Ask learners to open their Student’s Books at unit 6 and find pictures of things with wheels on pages 30 and 31 (bike, skateboard, roller skate).

Review

Objectives
Review sports and sports equipment.
Practise following instructions.
Answer questions with would like.

Part 1 (0:00–0:50)
• Say Let’s finish the unit with a video. Ask learners to listen carefully and follow Kira’s instructions.
• Play the video until 0:50. Pause the video to check instructions if necessary. Learners work with their classmate to name sports and equipment. Set a time limit for the activity and then ask learners to swap roles.

• Check ideas by asking pairs to volunteer one sport and its equipment. Check each time whether the rest of the class agrees or can suggest more equipment.

Part 2 (0:52–1:34)
• Ask learners to have their notebooks and pencils ready and to work individually.
• Play the video to the end. Learners listen to Kira’s questions and write down their answers. Pause after each question to allow learners more time to write. With a less confident class, ask a volunteer to repeat the question each time.

What place would you like to visit?
What sport would you like to try?
What animal would you like to see?
Part 1 (0:00–1:17)

- Say Let’s finish the unit with a video and ask learners to work in pairs. Explain that learners are going to play Odd one out with Kira. Provide an example before starting the video if learners are unfamiliar with the game (see p.5). Demonstrate how you want learners to whisper the answer each time.
- Play the video until 1:17. In their pairs, learners guess the odd one out and check their answers with Kira.
Let’s think … knife, fork, spoon, fridge. Which is different? That’s right! ‘Fridge’ is different. You eat with the other things. Let’s do some more.
Which is different? went, try, drank, made
Yes, it’s ‘try’ because the other three are past tense verbs. Which is different? went, try, drank, made
OK! ‘Fruit’ is different because the other three are adjectives.

- Ask pairs of learners to write an odd one out puzzle. Circulate and monitor as learners are working. Learners then ask another pair to guess their odd one out.

Part 2 (1:20–2:20)

- Ask pairs to have a notebook and pencil between them. Play the video to the end with learners writing ten words which have a double ‘o’, e.g. good.
- Ask if any pairs had Kira’s two words on their list (shampoo, balloon). Volunteers share a word each with the class. Hold up a finger each time an item is named until you reach ten words. Praise the class on how many words they know.
- Finish by playing Race to the board (see p.5) to review vocabulary from unit 7.

8 Dangerous and interesting

Warmer

Objectives

Practise giving reasons for opinions.
Develop confidence in asking and answering questions.

Part 1 (0:00–0:46)

- Welcome the class. Say Let’s start the unit with a video. Play the video until 0:46 and let learners join in.
- Ask for a show of hands to see who would (not) like to be a pilot. Write the sentence starter on the board (I would / wouldn’t like to be a pilot because … ) Ask volunteers to give reasons to explain their opinions.

Part 2 (0:48–2:44)

- Get learners ready to work in pairs. Play the video and pause after Sky says Read the word behind me. Say Shh! Sky can’t see the word. Continue playing the video and ask learners to whisper the word (fridge) to their classmates. Pause after Sky’s first question What colour is it? (1:02). In pairs, learners answer the question about a fridge. (It’s white / silver.) Continue playing the video, pausing after each of Sky’s questions for learners to answer.

What shape is it? (1:07) (It’s a rectangle. / It’s rectangular.)
Where do you usually find it? (1:15) (in the kitchen)
When do you use it? (1:23) (You use it when you want some cold water.)

- Continue playing the video until 1:38. Pause the video and say Now Sky is thinking of a word. Continue playing the video again, pausing after each question prompt appears on-screen if necessary. Ask learners to call out the questions and then guess the object at the end. What colour is it? What shape is it? Where do you (usually) find it? When do you use it? (It’s Sky’s (mobile) phone.)
- Pause the video at 2:38 so the question prompts remain on-screen or write them on the board. Check learners remember the questions. Ask learners to take it in turns to play the game in their pairs. Circulate and monitor learners’ use of questions.
- Praise learners for good speaking and listening.
- Ask learners to open their Student’s Books at unit 8.

Review

Objectives

Practise pronunciation of longer adjectives.
Develop creative thinking.
Practise spelling.

Part 1 (0:00–0:44)

- Say Let’s have some word fun! Ask learners to work in pairs and have their notebooks and pencils ready to spell a word. Play the video to the end with learners spelling the word photographer and then working in pairs to create new words using the letters in photographer, e.g. ear, earth, eat, gate, get, grape, great, hate, her, hear, hope, hot, pear, pet, photo, poor, rat, root, the, too.
- Learners share their words with the class. See how many words learners have found as a class.
- Praise learners for working well together throughout unit 8.

Part 2 (0:46–2:23)

- Say Let’s have some word fun! Ask learners to work in pairs and have their notebooks and pencils ready to spell a word. Play the video to the end with learners spelling the word photographer and then working in pairs to create new words using the letters in photographer, e.g. ear, earth, eat, gate, get, grape, great, hate, her, hear, hope, hot, pear, pet, photo, poor, rat, root, the, too.
- Learners share their words with the class. See how many words learners have found as a class.
- Praise learners for working well together throughout unit 8.
9 Around town

Warmer

Objectives
Preview the topic of towns and giving directions.
Practise following instructions.

Part 1 (0:00–1:23)
• Welcome the class. Say Let’s start unit 9 with Himmy.
  Get learners ready to work with a friend.
• Play the video until 1:23. Learners follow Himmy’s instructions and name places in a town. Suggest learners use their fingers to help them keep count.
• Play Hands up! (see p.5) to see how many places learners have thought of. This time count up from three until everyone has put their hand up.
• Nominate learners from around the class to name a place each. Make sure learners listen carefully to each other so that no words are repeated.

Part 2 (1:25–2:15)
• Say Listen carefully to Himmy. Ask learners to stand up and do the actions. Play the video to the end for learners to enjoy and join in.
• Replay the video with just you doing the actions. Make one or two mistakes as you do the actions. Encourage learners to stop and correct you if you make a mistake.
• Ask learners to predict the topic of unit 9 in their Student’s Books. Say Let’s look and find out.

Review

Objectives
Review vocabulary from unit 9.
Take part in a simple discussion.

Part 1 (0:00–0:56)
• Say Let’s finish the unit with a video. Play the video until 0:56 and encourage learners to call out the opposites of the words they hear (left – right, stop – go, on – in, in front of – behind, inside – outside, down – up).
• Now take on Kira’s role and quickly say items from the list in a random order.
• Finish by playing Race to the board (see p.5) to review vocabulary from unit 9.

Part 2 (0:58–1:29)
• Play the video and pause after Kira’s question Where do you live? (1:01) Accept all correct responses from learners, e.g. in a house / flat, in the country / city, in (name of street / town / country).
• Play the video to the end. Ask learners to repeat Kira’s question What new building would you like to have there? (there = where you live)
• Learners discuss the question with a friend. Ask learners to share their ideas and reasons as a class. Write a list of some of the most popular ideas on the board. Ask learners to vote for one of the ideas on the list.
• Praise learners for taking part in the discussion.

10 Wonderful world

Warmer

Objectives
Practise describing activities.
Preview the topic of stories.

Part 1 (0:00–0:57)
• Welcome the class. Say Let’s start unit 10 with Kira.
  Play the video until 0:57. Pause the video after each sound effect for learners to call out what Kira can see. Don’t give feedback, but continue playing the video for learners to check their ideas with Kira.

  Someone riding a bike.
  Some people at a restaurant.
  Someone playing a violin.
  Some people playing table tennis!

Part 2 (0:59–1:22)
• Play the video to the end. Ask learners to repeat Kira’s question Which do you like best – reading a story or listening to a story? Encourage learners to answer in groups of three, giving reasons for their answers.
• Ask volunteers to share some of their answers.
• Learners open their books at unit 10.

Review

Objectives
Take part in a short discussion.
Develop creative thinking.
Appreciate another learner’s work.

Part 1 (0:00–0:31)
• Draw a unicorn on the board. Draw it one line at a time and encourage learners to guess what it is. Do the same for a dragon.
• Say Let’s review with Sky. Are you ready? Play the video until 0:31. Learners listen and join in. Repeat Sky’s question Which animal would be the best pet – a unicorn or a dragon?
• Ask learners to share their ideas by asking for arguments for and against the unicorn, then for and against the dragon.
• Finish by asking for a show of hands to indicate which is the most popular in the class – the unicorn or the dragon.

Part 2 (0:33–1:18)
• Ask learners to have a notebook and pencil ready and to work individually. Play the video to the end. Pause briefly after each of Sky’s sentence starters to allow learners time to finish the sentences.
I walked into the wood and heard …
I looked in a cave and saw …
The house was scary because …
The dragon opened its mouth and …

- Replay the video. Pause after each sentence and ask learners to read their sentences out to a classmate.
- Finish by asking learners to tell you which of their classmate’s sentences they liked best and share them with the class.
- Congratulate learners on completing unit 10.

11 Going places

Warmer

Objectives
- Review vocabulary from unit 10.
- Preview the topic of travel.

Part 1 (0:00–1:10)
- Welcome the class and say *Let’s start unit 11 with a video*. Play the video until 0:23 and check instructions. Learners have to guess the five things in Himmy’s suitcase.
- Play the video. Ask learners to put their hands up and tell you their suggestions. Don’t confirm the answers at this stage. Pause the video after Himmy says *Stop!* (0:51) Make sure learners are ready to listen carefully to Himmy’s list of items.
- Play the video until 1:10 and learners see how many of the items they had guessed correctly.
- Ask the class to repeat the five things Himmy has packed in his suitcase (*a toothbrush, sunglasses, a book, shorts, his robot*).

Part 2 (1:12–2:10)
- Get learners ready to work in pairs. Play the video to the end. Learners say the place or animal that is bigger.

Which is bigger …
a stream or a river?
a mountain or a hill?
a castle or a tent?
a fly or an eagle?
a dragon or a horse?

- Replay the video. Ask volunteers to make complete sentences comparing the items each time, e.g. *A river is bigger than a stream*.
- Say *Let’s learn more about going places in unit 11*. Learners open their books at the new unit.

Review

Objectives
- Practise saying words with the sound /dʒ/.
- Give a short review of a story.

Part 1 (0:00–0:46)
- Say *Let’s finish the unit with Kira*. Play the video until 0:46. Learners listen and notice the common sound in the three words (*engine, passenger, journey*).
- Replay the video and ask the class to repeat the three words.
- Ask three volunteers to come and spell the words on the board or ask the whole class to spell them on mini-whiteboards.

Part 2 (0:49–1:41)
- Ask learners to have a notebook and pencil ready. Explain that Kira is going to ask them about their favourite story book. Allow a moment for learners to think of one.
- Play the video, pausing after each question. Repeat each question and write it on the board at the same time. Allow learners time to make some notes.

Who is the story about? (0:58)
Where are they? (1:04)
What happens? Tell me one thing. (1:12)
When does this happen? (1:18)
How many gold stars do you give this book? (1:27)

- Ask learners to use their notes to tell a classmate about their favourite book.
- Ask if any learners are planning to read their classmate’s recommended book. Encourage them to explain why or why not.
- Praise learners for good listening and speaking.
- Finish the class by playing *At the door* (see p.4). Ask each learner one of the questions about their favourite book as they leave the class.

12 Discovering space

Warmer

Objectives
- Review topics in the Student’s Book.
- Engage learners in the topic of space.

Part 1 (0:00–0:31)
- Welcome the class. Say *Let’s see who’s on the video today* (Sky). Play the video until 0:31. Encourage learners to look through their Student’s Books and decide which was their favourite unit.
- Write the question *Which was your favourite unit?* on the board. Learners ask the question to different classmates until they find someone who agrees with them.
- Call out different units and ask for a show of hands to see which was the favourite unit in the class.

Review

Objectives
- Practise saying words with the sound /dʒ/.
- Give a short review of a story.

Part 1 (0:00–0:31)
- Welcome the class. Say *Let’s see who’s on the video today* (Sky). Play the video until 0:31. Encourage learners to look through their Student’s Books and decide which was their favourite unit.
- Write the question *Which was your favourite unit?* on the board. Learners ask the question to different classmates until they find someone who agrees with them.
- Call out different units and ask for a show of hands to see which was the favourite unit in the class.

Part 2 (0:33–1:16)
- Write the following question starters on the board and ask learners to copy them into their notebooks: *Can you play tennis …? Do astronauts …? What does Earth look like …? Can you recycle …?*
• Play the video to the end. Learners listen to Sky and complete the questions. Pause briefly after each question to allow learners more time to write.
• Replay the video. Pause after each question and ask learners to tell you the complete question.

Can you play tennis on the moon?
Do astronauts sleep in beds?
What does Earth look like from space?
Can you recycle a rocket?

• Ask learners which question they think is the most interesting. Ask for a show of hands to find out the favourite question. Ask learners to research this question at home and let you know what they have found out in the following class.
• Ask learners to predict the topic of unit 12. Say Let’s open our books and find out!

Review

Objectives
Review space vocabulary.
Celebrate completing level 5.

Part 1 (0:00–1:52)
• Say Let’s review with Himmy. Ask learners to have their notebooks and pencils ready to check Himmy’s spelling. Play the video with learners spelling the words in their notebooks and correcting Himmy. Pause after each item to check the spelling or play the video until 1:50 to check all three words (astronaut, spaceship, zero gravity). Ask a volunteer to spell the word correctly on the board each time you pause.
• Himmy says Thank you for your help! (1:49) Encourage learners to respond, e.g. No problem! or That’s OK, Himmy!

Part 2 (1:54–2:34)
• Write the question Who was your favourite character? on the board. Learners ask the question to different classmates until they find someone who agrees with them.
• Call out different units and ask for a show of hands to find out who was learners’ favourite character.
• Play the video until 2:08. Learners listen and guess the word Himmy describes (stars).
• Continue playing the video until the end. Encourage learners to join in with Himmy’s bop to celebrate completing level 5.
• Congratulate learners on completing unit 12. Express how pleased you are with learners’ progress throughout level 5.
1 Team time!

Warmer

Objectives
Introduce the character Himmy.
Preview the topic of interests.

Part 1 (0:00–1:00)
• Welcome the class and introduce yourself. Say Let's start level 6 with a video. Play the video. Pause after the character introduces themselves (0:12) and ask their name (Himmy).
• Continue playing the video and ask What did Himmy see? (a butterfly) What kind of animal is a butterfly? (an insect)
• Play the video and pause again at 0:31. Ask learners to repeat Himmy's question Are you interested in insects? Repeat the question and ask learners to put up their hands if the answer is yes.
• Ask learners to be ready with their notebooks and pencils. Continue playing the video until 1:00. Learners work individually. They write and complete Himmy's question. Write the prompt on the board if necessary.
• Give learners one minute to move around the classroom and ask their question to as many classmates as possible. Make sure they keep a note of how many classmates answered yes.
• Once learners are back in their seats, ask learners to hold up their fingers (no calling out) to indicate how many classmates said yes to their question.

Part 2 (1:02–1:33)
• Play the video to the end and check instructions if necessary. Learners tell a classmate about a favourite team.
• Volunteers share their answers. Encourage them to explain their preferences.
• Ask learners to predict what unit 1 will be about and to suggest a title. Say Let's open our books and find out!

Review

Objectives
to review and practise language structures
to gain confidence in speaking

Part 1 (0:00–0:24)
• Say Let's start the class with a video.
• Play the video until 0:24. Repeat Kira's instruction Tell your friend one thing he or she is good at. Learners work in pairs and tell their friend one thing. Listen and ensure learners are using the -ing form after the preposition, e.g. You're good at listening.

Part 2 (0:27–1:33)
• Ask two or three volunteers to share their sentences, e.g. Maya is good at playing basketball.
• Repeat Kira's praise That's great!

Part 2 (1:00–1:33)
• Ask learners if they can remember the name of the character (Kira). If it is the first time learners have met Kira, pause the video after she introduces herself (0:32) and ask learners to repeat her name. Ask What's Kira good at? (She's good at flying.)
• Play the video and pause at 0:40. Write up Kira's prompts I'm good / speak English. Ask learners to make a complete sentence using the prompts. Play the video for learners to check their answer with Kira (I'm good at speaking English.)
• Continue playing the video, pausing to allow learners to work out the sentences before they check their answers with Kira.

I'm interested / karate (0:56) (I'm interested in karate.)
I dream / travel in space (1:12) (I dream of travelling in space.)
• Play the video to the end. Repeat Kira's question Are you a dreamer? and encouraging volunteers to reply (I dream about ...).
• Play Is this true for you? (p.5). Read out a list of statements about yourself or ask volunteers to come to the front of the class and say a sentence using the prompts I'm good at ..., I'm interested in ..., I dream of ..., I like ..., I hate ..., I would like to ... . Ask learners to stand up if the sentence is true for them too.

2 Around the house

Warmer

Objectives
Preview household objects and machines.
Engage learners in the topic of materials.

Part 1 (0:00–1:35)
• Welcome the class. Ask learners to have their notebooks and pencils out and be ready to work with a classmate.
• Say Let's start the class with Himmy. Play the video and pause at 0:47 to check instructions. Learners have 30 seconds to write a list of machines in their homes. Continue playing the video until 1:35.
• Ask volunteers share one of their words with the class. Keep a tally on the board for every machine which learners name. Encourage learners to ask you any words they don’t know how to say in English.

Part 2 (1:37–1:55)
• Play the video to the end. Check learners understand made of leather. Learners put up their hands and name things made of leather. If learners find it hard
3 Cool clubs!

Warmer

Objectives
Review vocabulary from unit 2.
Preview the topic of hobbies.

Part 1 (0:00–0:52)
• Welcome the class. Say Let’s play a word game. Ask learners to work with a friend. Play the video until 0:34, pausing after each of Sky’s instructions so that learners can brainstorm ideas in their pairs. Ask learners to put up their hands to share their answers.

Find three things that are made of plastic. (0:18) (e.g. water bottle, pen, toothbrush)
Find a word that has three letter ‘e’s in it. (0:27) (e.g. envelope, remember, telephone, weekend)
Find a word that has three syllables. (0:34) (e.g. computer, countryside, grandmother, newspaper)
Find three people who are good at making cakes (0:42).
(Encourage learners to quickly ask friends around them.)
Find three words that start with Z. (0:52) (e.g. zebra, zero, zoo)

• Praise learners on how many words they know in English.

Part 2 (0:54–1:29)
• Play the video and pause at 0:59. Ask learners to practise saying Yippee! • Continue playing the video to the end for learners to enjoy and join in. Learners call out Yippee! if they like the things Sky mentions

Say Yippee! if you like these things …
playing the drums
playing chess
climbing
skateboarding
looking after the environment.

• Ask learners to guess the topic of unit 3 and then open their books to check.

Review

Objectives
Practise giving definitions.
Review circus vocabulary.

Part 1 (0:00–1:47)
• Say Let’s review with Kira. Play the video until 0:58. Learners listen to the definitions and work out the words from the letters. Learners can call out the words or work in pairs and write the three words down (castle, chess, rocket).

• Continue playing the video and pause at 1:04. Check that learners understand they will now work out what the words are and say definitions. Ask learners to work in pairs. They keep their lists secret. Learners take turns to describe one of their objects for their friend to guess.

• Ask volunteers to stand up and describe their object for the class to guess.

Part 2 (0:35–1:35)
• Play the video to the end. Encourage learners to join in and point to things in the classroom that match Sky’s descriptions.

Point to …
something which is made of metal.
something which is old.
something which is made of glass.
something which is soft.
something which is made of wood.
something which is expensive.

• Point to things in the classroom yourself and elicit a description from the class, e.g. It’s made of glass. It’s old.

• Play a game of Odd one out (p.5) to review household objects, adjectives and materials from the unit. Ask learners to decide on the odd one out and explain why, e.g. leather, soft, wood, stone (soft is the odd one out because the other three words are materials); soft, old, cushion, expensive (cushion is the odd one out because it is something in your house, the other three words are adjectives).

• Congratulate learners on how many words they know.
to work in pairs and to whisper their answers. Continue playing the video until 1:47. Pause the video if learners need extra time. (The words are wood, drum and circus.)

- Replay the video from 0:58 and ask volunteers to share their definitions with the class. Repeat Kira’s praise That’s great!
- Finish by playing Race to the board (see p.5) to review vocabulary from unit 3.

Part 2 (1:49–2:46)

- Get learners ready to work with a classmate. Play the video to the end. Learners listen and answer Kira’s questions. For a less confident class, pause after each question to give learners more time to reply.

Would you like to ride a unicycle? Would it be fun or frightening?

Would you like to be a clown? Would it be fun or not?

Are you good at juggling?

- Ask Is Kira good at juggling? Ask volunteers to mime a word associated with the circus for their classmates to guess.
- Praise learners on their speaking and listening.

4 All about animals

Warmer

Objectives

Develop confidence in listening.
Practise following instructions.
Review animal vocabulary.

Part 1 (0:00–0:54)

- Welcome the class. Say Let’s watch the video and learn some facts about animals.
- Learners listen to Kira’s spider fact. Did you know that spiders have eight eyes? Pause the video at 0:23 for learners to say if they think the fact is amazing or scary. Encourage learners to say How scary! Or How amazing!
- Play the video until 0:54. Learners listen to the facts and say How amazing! or How scary! Pause the video if necessary to check understanding and to give learners more time to respond.

Did you know that an octopus has three hearts?
A polar bear can smell food from one kilometre away.
There are five kinds of snake which can fly!

- Finish by asking learners to see how many facts they can remember with a friend and as a class.

Part 2 (0:57–1:37)

- Play the video and pause after Kira says A polar bear has wings. Is that right? (1:04) Repeat the question and ask learners to reply. Then continue playing the video for them to check their answer with Kira.
- Continue playing the video to the end. Nominate a learner to repeat the instructions. In pairs, learners write three sentences which can be true or false about animals. Set a time limit of no more than five minutes.
- Ask pairs to form groups of six. Learners read out their sentences to their group members who say if they think the sentence is true or false. Alternatively, ask pairs to read one of their sentences to the whole class.
- Learners open their Student’s Books. Look together at the photos of the animals in unit 4.

Review

Objectives

Practise spelling.
Review the topic of food chains.

Part 1 (0:00–0:33)

- Say Let’s finish the unit with a video. Play the video. Ask learners to guess the words (without shouting out). Pause the video at 0:23 and find out if any learners have guessed the words yet. Play the video until 0:30 to confirm their answers.
- Finish by asking learners what other animal words are difficult for them to spell. Spell these together on the board.

Part 2 (0:36–1:35)

- Ask learners to have their notebooks and pencils out and be ready to work with a classmate.
- Play the video. Pause at 0:50 to allow learners time to decide the order of the animals in the food chain.
- With a less confident class, ask learners to repeat the names of the animals and write the words on the board (eagle, insect, rat, frog).
- Continue playing the video for learners to check their answer. Pause at 1:03 to ask learners how they did and answer any queries.

So a frog eats an insect, a rat eats the frog and an eagle eats the rat.

- Do the same for the second food chain (bee, lizard, snake, spider). Play the video to the end, pausing at 1:11.

So a spider eats a bee, a lizard eats the spider and a snake eats the lizard.

- End the class with a simple discussion (see All together, p.4). Encourage learners to share what they enjoyed about the unit and something new that they learnt. Discuss why it is important to know about food chains and why they are important to the environment.
5 Our perfect picnic

Warmer

Objectives
Preview the topic of picnics.
Practise making suggestions with Shall we ...?

Part 1 (0:00–1:29)
• Welcome the class and say Let's have some word fun! Ask learners to work in pairs and have their notebooks and pencils ready to spell a word. Play the video until 1:29 with learners spelling the word vegetables and then working in pairs to create new words using the letters in vegetables, e.g. bags, best, gate, gave, get, leave, leg, see, salt, sat, save, table, tale, vet.
• Learners share their words with the class. See how many words they have found as a class. Repeat Himmy’s praise Well done!

Part 2 (1:31–1:52)
• Pause the video as soon as it starts and ask learners What has Himmy got with him? (a picnic). Learners can identify the food in the picnic (apples, bread, a sandwich, water).
• Play the video to the end. Ask learners to repeat Himmy’s question Shall we have a picnic? Working individually or in pairs, learners write five more suggestions starting Shall we ...?
• Ask volunteers to share their suggestions. Discuss possible responses to the suggestions, e.g. That’s a good idea! I’d love to! No, sorry, I’m busy. I can't today. Praise learners for their ideas.
• Ask learners to guess the topic of unit 5 and then open their books to find out.

Review

Objectives
Notice the sounds /tʃ/ and /ʃ/.
Review the topic of healthy eating.

Part 1 (0:00–0:54)
• Say Let's finish the unit with a video. Ask learners to listen and repeat the words Kira says and decide which has a different sound (delicious, invitation, chocolate, sugar). Play the video until 0:54.
• Ask learners to say the words again and write them on the board. Repeat the words together and notice the /ʃ/ and /tʃ/ sounds.
• Ask learners if they can think of other food words which start with the sound /tʃ/ e.g. cheese, chips.

Part 2 (0:56–1:19)
• Play the video to the end. Ask learners to repeat Kira’s question How can I eat less sugar?
• In pairs, learners brainstorm ideas of they can eat less sugar. Ask learners to share their ideas with the class, e.g. Don’t eat cakes and sweets every day. Make your own bread and soup. Check food labels.

6 In the jungle

Warmer

Objectives
Develop listening skills.
Practise saying sentences at natural speed.

Part 1 (0:00–1:00)
• Welcome the class. Say Let’s start the unit with a video. Ask learners to listen and think of the number in their head, without speaking or calling out. Play the video until 1:00.
• Replay the video. This time pause after each question, ask learners to repeat the question. Answer the questions as a class.
What’s half of fifty? (25)
How many centimetres in half a metre? (50)
What’s half of a thousand? (500)
How many minutes in half an hour? (30)
Hmm …. what’s half of half? (a quarter)

Part 2 (1:02–1:31)
• Say Listen to Himmy’s rap. Play the video to the end for learners to listen and enjoy.
• Replay the rap. Pause to allow learners to repeat what Himmy is saying at their own speed. Practise saying the rap together.
I found fantastic footprints in the forest
But I was followed by a very friendly frog!
• Reply the rap one more time. See if learners can repeat the rap at the same time as Himmy.
• Learners copy the rap into their notebooks. Praise the class for their rapping skills!

Review

Objectives
to review animal vocabulary
to practise writing Wh- questions about animals

Part 1 (0:00–0:49)
• Say Let’s finish the unit with Sky. Play the video, pausing at 0:16 to check instructions. Learners listen to the names of the animals and decide if the animal has a shell or fur. Play until 0:50. Learners call out shell or fur. Don’t pause the video or correct answers at this stage.
a snail
a kangaroo
a puppy
a tortoise
a bat
Ask learners to open their Student’s Books at unit 7.

**Review**

**Objectives**

Practise answering questions Would you like …? Have you ever …?

Develop confidence in listening and speaking.

**Part 1 (0:00–0:49)**

- Get learners ready to work with a classmate. Say Let’s review with Himmy. Play the video until 0:49. Learners listen and discuss their answers in their pairs.
- Play the video again. This time pause the video after each question and ask learners to share their ideas.

I can’t find my phone. Oh dear. Have you ever lost something? Tell your friend. What was it? Where did you look for it? Where can I look for my phone?

**Part 2 (0:51–1:53)**

- Write the sentence starters I’d like to … I’ve … on the board. Ask learners to write two sentences beginning with each starter. Circulate and monitor learners’ use of the structures. Play Is this true for you? (see p.5).
- Ask volunteers to come to the front of the class and read out one of their sentences. Learners call out Me too! if it is true for them.
- Praise learners for their good work throughout the unit.

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**Planning a holiday**

**Warmer**

**Objectives**

Preview the topic of travel.

Practise asking and answering questions.

**Part 1 (0:00–0:27)**

- Welcome the class and say Let’s start the class with a video. Play the video and pause at 0:27. Ask learners to repeat Kira’s question Can you name seven foods which all come from different countries? Learners work in pairs or threes to name food from different countries. Ask them to compare their list with another pair or group.
- Ask volunteers to put up their hands and name a country and its dish. Hold up a finger for every one learners name, e.g. burger (USA), couscous (Morocco), fish and chips (UK), noodles (China), pasta (Italy), sushi (Japan), tacos (Mexico).

**Part 2 (0:30–1:23)**

- Play the video. Encourage learners to join in, putting their hands up to make suggestions – there is more than one answer to each question!

Where can you find a bridge? (e.g. over a river, over a railway)
Where can you find sand? (e.g. on the beach, in the playground)
Where can you find grass? (e.g. in the park, in the countryside)
Where can you find a camel? (e.g. in the desert, in the zoo)
Where can you find a shell? (e.g. on the beach, on a snail)
Where can you find me? (e.g. on the video, in the air)

- In pairs, learners think of two or three more questions beginning Where can you find …? Ask volunteers to ask their questions to the rest of the class.

**8 I want to be a firefighter!**

**Warmer**

**Objectives**

Review vocabulary from unit 7.

Preview the topic of jobs.

**Part 1 (0:00–1:24)**

- Welcome the class. Say Let’s start the unit with Sky. Play the video until 1:24. Learners listen carefully to the definitions and guess the person, place or item with the help of first letter clues. Pause after each definition with a less confident class.
- Write the answers on the board (waiter, platform, tent, umbrella). Ask volunteers for their own definition for each word.

Where can you find a bridge? (e.g. over a river, over a railway)
Where can you find sand? (e.g. on the beach, in the playground)
Where can you find grass? (e.g. in the park, in the countryside)
Where can you find a camel? (e.g. in the desert, in the zoo)
Where can you find a shell? (e.g. on the beach, on a snail)
Where can you find me? (e.g. on the video, in the air)

- In pairs, learners think of two or three more questions beginning Where can you find …? Ask volunteers to ask their questions to the rest of the class.
9 Famous faces

Warmer

Objectives
Review jobs vocabulary.
Practise saying dates.
Preview the topic of famous people.

Part 1 (0:00–0:32)
• Welcome the class. Say Let’s start the class with Kira.
Play the video until 0:32. Learners call out the year they were born.
• Ask learners to tell you Kira’s question When were you born? Ask learners to ask their classmate three times. Each time their classmate makes up a different year.

Part 2 (0:34–1:05)
• Play the video to the end. Learners listen and answer Kira’s question (It’s Kira!). Learners do a mime of Kira. Now ask volunteers to mime Sky and Himmy.
• Ask learners to think of a famous person. Ask them to call out the name of the famous person on the count of three. Ask what jobs these famous people do.
• Ask learners to open their books at unit 9 and see what jobs these famous people had (dancer, footballer, scientist).

Review

Objectives
Practise saying sentences at natural speed.
Review vocabulary from unit 8.

Part 1 (0:00–0:58)
• Say Let’s review the unit. Play the video until 0:58. Let learners join in and enjoy repeating Himmy’s rap.
• Play the rap a second time. This time pause each line of the rap to give the class more time to repeat the rap.
• Ask the class to repeat the final line of the rap all together.

Part 2 (1:00–2:30)
• Ask learners to work in pairs and have their notebooks and pencils ready to check Himmy’s spelling. Insist learners do not call out, but discuss the correct spelling with their friend.
• Play the video, pausing after each word, allowing time for pairs to identify the mistake and then asking the class to share their findings. Ask volunteers to write the correct spelling on the board (adventure, holiday, firefighter).
• Himmy says Thank you for your help! (2:24) Encourage learners to respond, e.g. No problem! or That’s OK, Himmy!
• Review vocabulary from unit 8 by spelling target words (correctly) for learners to guess. Then ask a volunteer to take over your role.
• Praise learners for working well together in unit 8.

Part 2 (1:26–2:25)
• Get learners ready to work in pairs. Tell learners to listen and say the word that is missing from Sky’s sentences. Play the video to the end with learners calling out the missing word and checking their answers with Sky.
• Replay the video so that learners can join in more confidently. Do this by pausing after every correct sentence and encouraging learners to repeat it.

My uncle is firefighter.
That’s right. My uncle is a firefighter.
I like firefighters because they brave.
Yes, I like firefighters because they are brave.
Would you like be a firefighter?
‘to’ is missing. Would you like to be a firefighter?
• Say Let’s find out what’s in unit 8. Learners open their books and read the title.
10 Let’s go to space!

Warmer

Objectives
Describe feelings.
Preview the topic of space.

Part 1 (0:00–0:50)
- Welcome the class. Say Let’s start the unit with Sky. Ask learners to watch and say how Sky is feeling.
- Play the video until 0:50. Pause after each of Sky’s expressions: surprised (0:18), hungry (0:32), tired but happy (0:43). Learners call out how they think Sky is feeling each time. Don’t confirm learners’ suggestions, but continue playing the video so they can check with Sky.
- Ask learners How are you feeling today?

Part 2 (0:52–1:52)
- Write the words Earth and Mars on the board. Ask learners to tell you anything they can about these. Elicit the word planets.
- Play the video to the end with learners joining in and answering Sky’s questions.
- Write Jupiter on the board too. Ask learners to tell you the information they heard about the three planets (Mars is called the Red planet. Jupiter is the biggest planet. Earth has water.)
- Ask learners to predict what unit 10 will be about and to suggest a title. Learners open their books at unit 10.

Review

Objectives
Review space vocabulary.
Practise saying dates.

Part 1 (0:00–0:20)
- Ask learners to have their notebooks and pencils out and be ready to work with a friend. Say Let’s finish with a video. Are you ready? Play the video until 0:20 for learners to hear Kira’s instructions.
- In their pairs, learners write a list of five things they can see in the sky at night. Set a time limit for this activity.
- Ask learners to share their ideas. Hold up a finger for each new idea.

Part 2 (0:22–1:18)
- Play the video to the end with learners calling out the dates. Repeat Kira’s praise That’s great!
- Play Race to the board (see p.5). Divide the class into three teams. Say a date. Learners race to write it on the board. The first team member to write the date correctly earns a team point.

11 The Winter Olympics

Warmer

Objectives
Practise saying numbers up to 110.
Preview the difference between be like and look like.

Part 1 (0:00–1:45)
- Welcome the class. Ask learners What unit are we starting today? Play the video until 1:45. Learners join in by repeating Himmy’s first two sentences One eleven is eleven. Two elevens are twenty-two. Learners help Himmy say the rest of the eleven times table by calling out the answers.
- Finish by asking learners to repeat the eleven times table with a friend.

Part 2 (1:48–2:30)
- Write the words Earth and Mars on the board. Ask learners to tell you anything they can about these. Elicit the word planets.
- Ask learners to predict what unit 10 will be about and to suggest a title. Learners open their books at unit 10.

Review

Objectives
Review the topic of sports and competitions.
Practise using the present perfect and past simple.
Take part in a simple discussion.

Part 1 (0:00–0:22)
- Get learners ready to work in pairs. Say Let’s review with Kira. Play the video until 0:22.
- Ask learners to repeat Kira’s questions. Learners discuss the answers to the questions in their pairs.

Have you ever been in a competition?
What competition was it?
Was it fun? Tell your classmate.
12 Comics!

Warmer

Objectives

to review Flyers adjectives
to review key topic words from level 6
to give definitions

Part 1 (0:00–1:24)

Say Let’s start with a video. Play the video and pause at 0:43 to check Sky’s instructions. Learners say an adjective beginning with same letter as the word Sky says. Insist that learners put their hands up to share an answer.

Continue playing the video until 1:24. Pause after each word. Give learners a few moments to think and nominate a learner with their hand up to say the adjective.

adventure (e.g. amazing)
butterfly (e.g. beautiful)
donut (e.g. delicious)
eagle (e.g. enormous)
insect (e.g. interesting)
spaceship (e.g. special)
umbrella (e.g. unusual)

Finish by asking learners to remember the noun as well as the adjectives from the video. Write the adjectives on the board as they say them. Now repeat each adjective and have learners call out a different word they associate with that adjective, e.g. an amazing castle, an enormous dragon, a special competition.

Part 2 (1:26–2:04)

Play the video to the end. Learners listen to Sky’s instructions. Ask learners to call out as many of Sky’s words as they can remember.

Do you remember …
… cool clubs and cool jobs?
… polar bears and picnics?
… firefighters and famous faces?
… space and sledges?
… competitions and comics?

Part 2 (0:25–0:55)

Ask learners to have their notebooks and pencils out and be ready to work with a classmate. Play the video to the end. Learners write the answers to Kira’s questions on the Olympic Games.

Do you remember? Where were the first Olympic Games? (in Ancient Greece)
When was the first Olympic Games? (2,700 years ago)

Check the answers as a class. Ask learners to share any other information they remember, for example, how many Olympic rings there are and what they represent.

End the class with a simple discussion about the Olympics (see All together, p.4). Possible areas for discussion are whether learners enjoy watching the Olympic Games and what their favourite sports are; whether they would like to go to see; whether international sports competitions are fun and/or important. Encourage learners to give reasons for their opinions and to listen to the opinions of others.

Praise learners for their speaking and listening.

Part 1 (0:00–2:28)

Get learners ready to work in pairs and decide who is Student A and who is Student B. Play the video. Make sure learners are following the instructions correctly.

Pause the video at 0:39. Student A chooses to talk about either superheroes or the jungle. Check Student A is ready to start. Continue playing the video. Student A talks to Student B about their chosen topic for twenty seconds using the on-screen timer. Pause at 1:20 for Student B to give feedback to Student A.

Continue playing the video and pause at 1:37. Student B chooses to talk about either space or famous people. Check Student B is ready to start. Continue playing the video. Student B talks to Student A about their chosen topic for twenty seconds using the on-screen timer. Pause at 2:18 for Student A to give feedback to Student B.

Play the video to 2:28 for learners to hear Himmy’s praise.

Part 2 (2:30–3:00)

Play the video to the end and encourage learners to clap and say We are Fun Skills champions! Add your congratulations.

End the class with a simple discussion (see All together, p.4). Encourage learners to talk about Level 6 and the topics they have enjoyed learning the most. Ask them to think about what they can now do and say in English.
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