

teacher's book

pop up now 1

H.Q. Mitchell
S. Parker


mmpublications



Contents



Introduction

Student's Book Contents

UNIT 1	8
UNIT 2	16
UNIT 3	24
UNIT 4	32
UNIT 5	40
UNIT 6	48
UNIT 7	56
UNIT 8	64
UNIT 9	72
UNIT 10	80
UNIT 11	88
UNIT 12	96
Pictionary	104
Tests	105
Tests Answer Key	117
Festive Days	118

Contents

For teachers' inspection ONLY

	Structures	Language	Consolidation
UNIT 1 Hello! Page 8	L 1 I'm + name L 2 L 3 L 4	Hi!/Hello! I'm...Bye. / Goodbye. What's your name? I'm... Numbers 1-10 How old are you? I'm...	L 5 Make finger puppets. L 6 Act it out. L 7 Storyline: Robo 1 L 8 Revision
UNIT 2 School Page 16	L 1 L 2 What's this? It's a + object L 3 What's that? It's a + object L 4 What's this? It's a/an + object	red, blue, yellow, green pen, pencil, book, ruler chair, desk, door, window, house schoolbag, rubber, apple, computer	L 5 Make a die. L 6 Act it out. L 7 Storyline: Robo 2 L 8 Revision
UNIT 3 Home and family Page 24	L 1 Who's that? It's my + family member L 2 Who's that? It's name + 's + noun L 3 L 4 Is that your + pet?	father, mother, brother, sister teacher, friend, grandpa, grandma How are you? Fine, thanks. dog, cat, rabbit, bird	L 5 Make a family mobile. L 6 Act it out. L 7 Storyline: Robo 3 L 8 Revision
UNIT 4 Do it! Page 32	L 1 Imperative L 2 Imperative L 3 (Don't) + imperative L 4 Let's + verb	Touch your ears/eyes/mouth/nose. turn around, climb, jump, hop walk, run, stop, Don't Let's, sit down, stand up, monkey	L 5 Make a mask. L 6 Act it out. L 7 Storyline: A day out 1 L 8 Revision
UNIT 5 My neighbourhood Page 40	L 1 They're + nouns L 2 What are they? They're + nouns L 3 What colour is it? What colour are they? L 4 It's a + colour + noun They're + colour + nouns	boat, flower, river, frog orange, banana, carrot, lollipop brown, pink car, guitar, tree, bee	L 5 Make a spinner. L 6 Act it out. L 7 Storyline: A day out 2 L 8 Revision
UNIT 6 Places Page 48	L 1 There is/are L 2 Is there a...? Yes, there is./No, there isn't. L 3 L 4 How many...are there?	cinema, circus, supermarket restaurant, school, zoo, toy shop milkshake, hot dog, hamburger Two...please. Here you are. Thanks. Numbers 11-15 penguin, bear, crocodile, hippo	L 5 Make an animal headband. L 6 Act it out. L 7 Storyline: A day out 3 L 8 Revision

	Structures	Language	Consolidation
UNIT 7 You and me! Page 56	L 1 I'm/You're + number L 2 He's/She's + adjective L 3 Are you + adjective? Yes, I am./No, I'm not. L 4 Is he/she + adjective? Yes, he/she is./No, he/she isn't.	Numbers 16-20 thin, fat, tall, short hungry, thirsty, hot happy, sad, clown	L 5 Make plasticine people. L 6 Act it out. L 7 Storyline: Zap 1 L 8 Revision
UNIT 8 Toys and games Page 64	L 1 I have got + noun L 2 I haven't got + noun L 3 What have you got? L 4 Have you got + noun? Yes, I have./No, I haven't.	skateboard, ball, kite, bike train, aeroplane, robot, teddy bear computer game, doll, yo-yo board game	L 5 Make a toy box. L 6 Act it out. L 7 Storyline: Zap 2 L 8 Revision
UNIT 9 House and clothes Page 72	L 1 Prepositions: in, on, under L 2 Where's/are my...? It's /They're... L 3 What colour is/are his/her...? L 4 Where's/are his/her...?	wardrobe, bed, table, drawer dress, trousers, shoes, T-shirt, hat, bag white, black, orange bedroom, bathroom, kitchen, living room	L 5 Make paper dolls. L 6 Act it out. L 7 Storyline: Zap 3 L 8 Revision
UNIT 10 Party time! Page 80	L 1 I'm not a + noun You aren't a + noun L 2 You're, you aren't, we're, we aren't, they're, they aren't L 3 He/She/It isn't + noun or adjective L 4 Are they + nouns? Yes, they are./No, they aren't.	biscuit, ice-cream cone, cake, pizza, monster ugly, beautiful, boy, girl police officer, nurse, chef present, balloon	L 5 Make a jigsaw puzzle. L 6 Act it out. L 7 Storyline: The birthday present 1 L 8 Revision
UNIT 11 My body Page 88	L 1 L 2 He/She has got + colour + part of body L 3 He/She hasn't got + adjective + part of body L 4 They have got/haven't got + adjective + part of body	head, hand, arm, foot/feet, finger, leg, toe fair, hair long snake, elephant	L 5 Make cards. L 6 Act it out. L 7 Storyline: The birthday present 2 L 8 Revision
UNIT 12 Wonderful world Page 96	L 1 What's your favourite + noun? What are your favourite + nouns? L 2 Have you got + a family member/object? L 3 L 4	spaghetti, fish, animals, food card, duck This is for you. clap, close	L 5 Make a card. L 6 Act it out. L 7 Storyline: The birthday present 3 L 8 Revision

UNIT 1 LESSON ONE

For teachers' inspection ONLY

Aim: To teach greetings and how to introduce oneself.

Language: Hi! Hello! I'm ... Bye. Goodbye.

Structure: I'm + name.

PRESENTATION

Warm up:

- Greet Ss* in English and introduce yourself. Point to yourself and say, *Hello, I'm ...*
- Wave to Ss and repeat, *Hello*. Encourage Ss to do the same.
- Point to yourself and say, *I'm ...* Point to a S* and encourage him/her to do the same. Ss take turns to introduce themselves.

1.

- Books closed. Tell Ss to listen carefully to the tape and find out how many children are speaking. (Two)
- Ss listen to the tape.
- Books open. Draw Ss' attention to the picture and ask them to find the children's names. (Becky, Matt)
- Ss listen to the tape and follow in their books.
- Tell Ss to point to Becky and then to Matt in their books.
- Ss listen to the tape again and repeat phrase by phrase.
- Explain in L1* that Matt and Becky are brother and sister.
- Assign roles to Ss and get them to act out the dialogue.

NOTE

Point to Jack in the book. Explain to Ss that his name is Jack and that he is one of the heroes in the book. Explain what a Jack-in-the-box is. (A toy which pops out of the box after you raise the top of the box). Ask Ss if they have seen a Jack-in-the-box before and where.

2.

- Draw Ss' attention to the photos in activity 2 and ask Ss in L1 what they think is happening. (The children are greeting each other.)
- Take on different voices and act out the dialogue in the photos.
- Ask Ss if they can tell the difference between *Hello*, *Goodbye*, *Hi* and *Bye*. (The latter are short forms of the former.)
- Teach Ss their names in English. Write them on the board so that they can copy their name in all their books.
- Ss work in pairs.
- Assign roles to Ss and get them to act out the dialogue using their own names.

BEFORE LEAVING

- Wave and say, *I'm... Goodbye!* Encourage Ss to do the same before they leave.

WORKBOOK

1.

- Explain to Ss that they should draw themselves in the space provided. Then, they should write their name under their drawing.
- Make sure Ss have written their names correctly.

2.

- Make sure Ss have traced the words correctly and coloured in the pictures.

*Ss = students

*S = student

*L1 = native language

UNIT 1 LESSON TWO

Aim: To teach the question, *What's your name?*

Language: What's your name? I'm ...

Revision:

- Point to a S and say, *Hi! I'm...* Encourage S to do the same. Point to the S next to him/her and in this manner start a chain.
- Do the same in reverse order with *Goodbye*.

PRESENTATION

Warm up:

- Point to a S* and ask him/her, *What's your name?*
- Elicit the answer. (You may have to give the answer for the first S.)
- Repeat the question and answer until the S is confident enough to answer.

1.

- Books open. Draw Ss' attention to the picture and ask Ss in L1 what they think is happening. (The children are going to a party and are greeting each other.)
- Ss listen to the tape and follow in their books.
- Ss listen to the tape again and repeat phrase by phrase.
- Assign roles to Ss and get them to act out the dialogue.

2.

- Draw Ss' attention to the photo and ask Ss what they think is happening. (The children are introducing themselves to each other.)
- Take on different voices and act out the dialogue in the photo.
- Ss work in pairs.
- Assign roles to Ss and get them to act out the dialogue.

BEFORE LEAVING

- Instruct Ss to line up in two rows. Tell them to face each other. Explain to them that the first row will ask, *What's your name?* and the second row will answer.

OPTIONAL

- Organise a chant. Get Ss to clap rhythmically.
- Point to a S. That S must say his/her name.
Eg. *What's your name? (Teacher.)*
What's your name? (whole class)
I'm... (student)

WORKBOOK

1.

- Make sure Ss have traced Jack, coloured in the picture and traced Jack's name.

2.

- Make sure Ss have traced the words in the bubbles and coloured in the picture.

*S=student

UNIT 1 LESSON THREE

Aim: To teach numbers 1-10

Language: Numbers 1-10

Materials: Flashcards (Matt, Becky, Cliff, Maria)

Revision:

- Hand out flashcards of the characters in the book to four Ss but tell them not to show them to anyone.
- Ask them to come to the front of the class.
- Tell them that they must pretend to be that character, greet each other and ask what their names are, in order to find out which character they are. Eg. *What's your name? I'm Becky.*

PRESENTATION

Warm up:

- Draw ten balls on the board.
- Write the numbers 1-10 in the balls.
- Point to each number, say it and ask Ss to repeat after you.
- Ask Ss in L1 to name sports/activities they know of where a ball is required.
- Books open. Ask Ss in L1 what Jack is doing with the balls. (He is juggling.)

1.

- Ss listen to the tape and follow the numbers in their books.
- Ss listen to the tape again and repeat number by number.
- Then, tell Ss to count the balls that Jack has got.

Extension:

- Say the numbers 1-10 and after each number clap your hands once.

- Ask Ss to repeat the numbers after you and clap at the same time.
- Clap your hands again and encourage Ss to say the numbers with you as loudly as possible. Clap your hands faster and faster until Ss have had enough practice in saying the numbers.

2.

- Draw Ss' attention to Jack in the second picture. Ask Ss what they think has happened to Jack. (He has dropped the balls.)
- Say a number and instruct Ss to point to that number.
- Continue doing the same with the rest of the numbers.

3.

- Explain to Ss that they are going to listen to a chant.
- Ss listen to the chant.
- Ask Ss to point to the correct numbers as they listen to the chant.
- Play the chant again and encourage Ss to repeat the numbers.

BEFORE LEAVING

- Draw 10 balls on the board. Write the numbers 1-10 (not in order) in the balls.
- Ss read the numbers in the order presented.

OPTIONAL

Play Bingo.

- Ask Ss to draw a 2 x 2 grid in their notebooks and write four different numbers from one to ten.
- Do an example on the board.
- Call out numbers at random and the first S to get all his/her numbers called out, and shout *Bingo!* wins.

3	1
6	8

WORKBOOK

1.

- Explain to Ss that they must trace the numbers and then practise writing them. Point out that the pictures represent the number shown.

2.

- Make sure Ss have matched the fish with the correct number.

UNIT 1 LESSON FOUR

Aim: To teach the question, *How old are you? I'm + number*

Language: How old are you? I'm ...

Revision:

- Have ten pencils with you. Pick up one and say, *One*. Pick up another pencil and say, *Two*.
- Encourage Ss to continue counting while holding up more pencils.
- Choose a S to do the same.

PRESENTATION

Warm up:

- Draw Ss' attention to the picture in activity 1 and ask them to guess what is happening in the picture. (The boys are at a birthday party looking at a cake.)
- Focus on the "Happy Birthday" sign and ask Ss to guess what it means.
- In L1 ask Ss how old the boy is. (Seven.)

1.

- Ss listen to the tape and follow in their books.
- Ask in L1 whose birthday it is. (The boy's next to Matt.)
- Ss listen to the tape again and repeat phrase by phrase.

- Assign roles to Ss and get them to act out the dialogue.

2.

- Draw Ss' attention to the photo. Ask Ss what they see and what they think is happening. (Children are at a birthday party and are singing, Happy Birthday.)
- Ask Ss how old the boy is. (Eight.)
- Play the song and encourage Ss to sing.

BEFORE LEAVING

- Ss work in pairs.
- Ask Ss to write a number from 1-10 on a piece of paper.
- Explain that Ss should pretend to be that age.
- Ss shouldn't show their number to their partner.
- SA* asks SB*, *How old are you?*
- SB shows SA his number and says, *I'm ...*
- Then, Ss swap roles and SB asks the question.

OPTIONAL

Play with numbers.

- Write the numbers 1-10 on small pieces of paper. Repeat the numbers up to the number of Ss in the class. Note that only one number (eg. 7) should be written once (this is the "Birthday student").
- Distribute the pieces of paper to the class. Explain that the number represents their age.
- Point out that they should not show their number to their partners.
- Draw a cake with 7 candles on the board.
- Ask a S, *How old are you?*
- The S looks at the number he/she has and answers *I'm ...*. This S continues the game by asking the S next to him/her the question. This S continues until the "Birthday student" (who is seven) is found.
- Ask Ss to sing the Birthday song. The "Birthday student" should stand up.

WORKBOOK

1.

- Explain to Ss that they must draw candles, (according to how old they are), colour in the picture and then circle the number at the bottom of the page, that represents their age.

*SA=student A

*SB=student B

UNIT 1 LESSON FIVE

For teachers' inspection ONLY

Aim: To practise names, ages and greetings.

Materials: Scissors, glue, cut-out in Workbook p. 99, coloured pencils

PRESENTATION

1.

Make finger puppets.

- Explain to Ss that they are going to make finger puppets of the characters in the book.
- Read the instructions aloud and explain in L1.
- Ask Ss to open their Workbooks to p. 99 and cut out the page.
- Go round the class to ensure that Ss are following the instructions correctly.

2.

- Put a puppet on your finger.
- Explain that the number on the puppets' clothes is their age.
- Choose a S and act out a dialogue where the puppets "talk" and they introduce themselves.
- Ask, *How old are you?* The S must answer according to the number on the puppet. Write the question on the board if necessary.
- In pairs Ss do the same.
- While Ss are doing this, go round the class and monitor the pairs, helping them when necessary.

WORKBOOK

1.

- Tell Ss that they are going to play a game with numbers.
- Ss work in pairs.
- Ss count the numbers on the number board in unison.
- Instruct Ss to make a pawn by scrunching up a very small piece of paper into a ball.
- SA throws the "ball" on the number board. The S says the number he lands on, aloud. Then, he/she ticks (✓) the number he/she has landed on (at the bottom of the page).
- SB continues in the same manner and ticks (✓) the numbers he/she lands on, on his/her own book.