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Bubbles

Teacher's Book

1

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1 Hello!



Vocabulary 1

1 Listen, point and say.



2 Listen, point and remember. Chant.



Unit overview

Vocabulary 1

Colours

blue, brown, green, orange, pink, purple, red, yellow

Vocabulary 2

Numbers

one, two, three, four, five, six, seven, eight, nine, ten

Language 1

What colour is it?
It's (brown).

Language 2

What's your name?
Hi! I'm (Name).
Hello! My name's (Name).
How old are you? I'm (six).



Song: Welcome everyone

Reading and Project:

About me

My Bubbles file

Review

Self-evaluation

Extra activities

Vocabulary

Language 1

Language 2

Writing

Pupil's Book page 6

Objective

Introducing the characters

1 Look, listen and point.

- Write 6 on the board and ask children to open their books.
- Play the recording and pause after each character's name is mentioned. Point to the character in the picture and ask children to repeat the name.
- The objective of this activity is to introduce the names of the three characters, but the recording also previews the content of Language 2 on page 10 by including *What's your name? / My name's ...*. If you wish children to introduce themselves in English here, restrict this to the simple structure *I'm ...*. First, give your name in this way and then gesture to each child to say their own name.

Audioscript

Sam: Hi! I'm Sam.

Sally: Hello! My name's Sally.

Emma: Hi! I'm Emma. What's your name?

Pupil's Book page 7

Objective

Vocabulary presentation: *blue, brown, green, orange, pink, purple, red, yellow*

Optional flashcard work

There are flashcards for the core vocabulary (see page 3) which you can print or display on screen. If you prefer to present the vocabulary with flashcards, show each image and say the word for the class to repeat.

Note that the set of flashcards also includes *black* and *white*. These will be introduced later in *Bubbles*. The cards can either be used at this point to enrich the core set or they can be reserved for later to revise the colours and introduce *black* and *white*.

1 Listen, point and say.

- Write 7 on the board and ask children to open their books.
- Focus on the pictures. Ask the children to listen and point. Explain that they will hear words for colours. Play the recording of the numbered words, encouraging the children to point. Play the recording again and pause after each word for children to repeat.

2 Listen, point and remember. Chant.

- *Say: Listen and point.* Play the chant. Children follow with their fingers. Note that they will hear all the chants in *Bubbles 1* several times.
- Play the chant again and pause after each picture. Children say the word and point to the corresponding pictures.
- Play the recording in full. Children say the chant. Encourage them to join in more and more as they become familiar with it.

Additional activity

Practise colours using objects around the classroom. First, teach *yes/no*, or simply ask children to nod/shake their heads. Then point at objects around the room (e.g. walls, posters, items of clothing) and say a colour using a question intonation. If the colour matches what you are pointing at, children say *yes* or *nod*. If it doesn't, they say *no* or shake their head and tell you the correct colour.

They can then play the game in small groups, using objects they have near them.

Extra activities p.14 →
(Pupil's Book p.14)

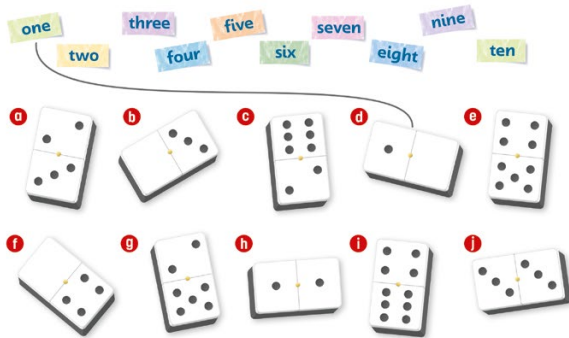
1 Hello!

Vocabulary 2

1 Listen, point and say.



2 Read, count and match.



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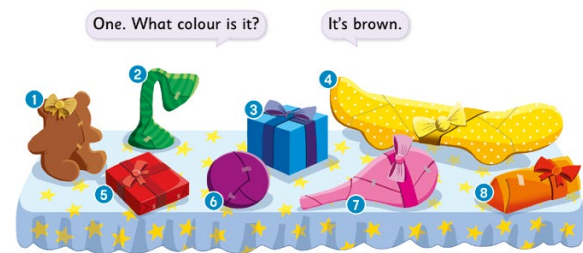
Extra activities p.14

Language 1

1 Listen and read. Then say.



2 Point, ask and answer.



Extra activities p.15

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Pupil's Book page 8

Objective

Vocabulary presentation: *one, two, three, four, five, six, seven, eight, nine, ten*

Optional flashcard work

If you prefer to present the vocabulary with flashcards, show each image and say the number for the class to repeat.

Give children additional practice by showing the flashcards one at a time and counting up and then down, getting faster and faster. Then show flashcards in random order to elicit numbers from the class.

1 Listen, point and say.

- Write 8 on the board and ask children to open their books.
- Focus on the pictures. Ask the children to listen and point. Explain that they will hear words for numbers. Play the recording, encouraging the children to point. Play the recording again and pause after each word for children to repeat.

- The objective of this activity is to introduce the numbers 1–10, but when they see the pictures, children may want to say how old they are. This is covered in Language 2 on page 10, where children also see the question *How old are you?* If you wish children to give their ages here, restrict this to the simple structure *I'm ...*

2 Read, count and match.

- Focus on the example and then ask children to find two. Check that everyone understands that they have to think about the total for each domino in this activity.
- Children complete the task. If they ask how to talk about the language of addition, keep this very simple by showing them the structure *[Number] and [number] is [number].*, e.g. 'Two and three is five.' Check answers.

Answer key

two h, three b, four f, five a, six j, seven g, eight c, nine e, ten i

Additional activity

Children draw three dominoes of their own. Point out that they have only seen the numbers 1–10, so the total for each domino they draw can't be more than that.

In small groups, children then show each other their dominoes and count the total number for each.

Extra activities p.14 ---->
(Pupil's Book p.14)

Pupil's Book page 9**Objective****Language 1 presentation:**

What colour is it?

It's (brown).

1  **5 Listen and read. Then say.**

- Write 9 on the board and ask children to open their books.
- Tell children that they are going to listen to and read the dialogues. Play the recording. Children listen and read.
- Play the recording again and pause after each speaker. Children repeat.
- Children say the dialogues in pairs. Monitor and help as necessary.

2 Point, ask and answer.

- Point to item 1 in the picture and read the example question in the first speech bubble. Children repeat. Then read the answer.
- In pairs, children ask and answer questions about the other items in the picture.
- Note that pairwork can be carried out as either **open pairs** (with you asking two children or inviting two volunteers to speak for the whole class to hear), or **closed pairs** (children working with the child nearest to them). In some cases, you may want to start with open pairs and move to closed pairs. Working in open pairs can help children feel more confident speaking in front of the class and also allows you to point out particularly good models. Working in closed pairs gives children more active practice and is less exposing. It also allows you to monitor and help children on an individual level.

Answer key**Oral pairwork:**

- 2 What colour is it?
It's green.
- 3 What colour is it?
It's blue.
- 4 What colour is it?
It's yellow.
- 5 What colour is it?
It's red.
- 6 What colour is it?
It's purple.
- 7 What colour is it?
It's pink.
- 8 What colour is it?
It's orange.

Extra activities p.14 ---->
(Pupil's Book p.15)

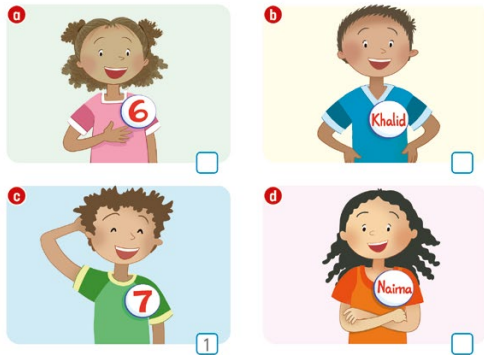
1 Hello!

Language 2

1 Listen and read. Then say.



2 Listen and number.



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Extra activities p.16

Song

1 Watch, listen and sing.



2 Ask and answer about you.



11

Pupil's Book page 10

Objective

Language 2 presentation:

What's your name?

Hi! I'm (Name).

Hello! My name's (Name).

How old are you? I'm (six).

1 Listen and read. Then say.

- Write 10 on the board and ask children to open their books.
- Tell children that they are going to listen to and read the dialogues. Play the recording. Children listen and read.
- Play the recording again and pause after each speaker. Children repeat.
- Children say the dialogues in pairs. Monitor and help as necessary.

2 Listen and number.

- Play the recording and pause after the first item. Focus on the example and check that everyone understands the activity.
- Play the recording in full. Children complete the task. Play the recording again, pausing after each item to check the answer.

Audioscript

- How old are you?
I'm seven.
- What's your name?
I'm Naima.
- How old are you?
I'm six.
- What's your name?
My name's Khalid.

Answer key

a 3, b 4, c 1, d 2

Extra activities p.15 →
(Pupil's Book p.16)

Pupil's Book page 11

Objective

▶ **Song:** Welcome everyone

1 8 **Watch, listen and sing.**

- Write *11* on the board and ask children to open their books.
- Play the video or the recording of the song. Children watch and/or listen. Play the song again and pause after each line for children to repeat.
- Total Physical Response (TPR) can be a valuable tool in the primary classroom. TPR helps children understand and memorise language through physical movement. It appeals to a range of different learning styles and makes lessons more dynamic and enjoyable. When working on the songs in *Bubbles*, you can make use of TPR to enhance children's understanding. For example, in this song children can wave on *welcome* and *hello*, count *1-2-3* and *3-2-1* on their fingers, and also do the actions for *stand up* and *clap our hands*.
- Play the song one more time and pause after each chorus and verse for children to repeat and include the TPR movements you have introduced. Finally, play the recording for children to sing along.

2 **Ask and answer about you.**

- Focus on the speech bubbles and ask a more confident child the questions. Elicit their answers. Children then complete the task in either open or closed pairs. Point out that if they wish they can also use *My name's ...* .

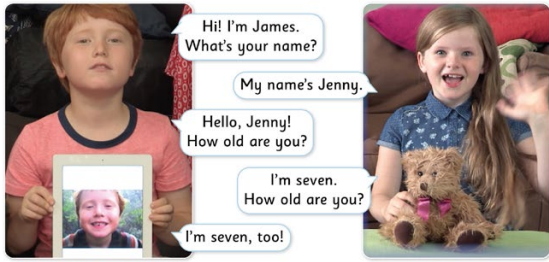
Additional activity

Children close their books. On the board, write *What's your name?* and *How old are you?* Children stand up and move around the class asking everyone their name and age and responding to each other's questions. As they complete the drill, remove words from the board one at a time, e.g. *What's _____ name?* *How old _____ you?* By the end of the drill, children should be asking and answering the questions from memory.

1 Hello!

Reading

1 Listen and read. Then say.



Project

2 Draw a picture of you. Show and tell the class.



Hello!
I'm Malika.
I'm six.



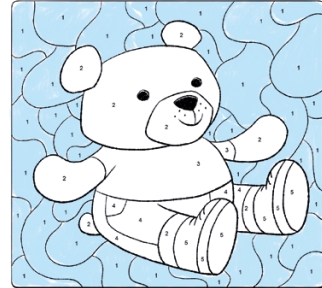
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My Bubbles file

1

1 Read, look and colour.

one - blue
two - brown
three - red
four - orange
five - purple



2 Read and circle.

- 1 What colour is it? **It's seven. / (It's blue.)**
- 2 What's your name? **I'm six. / I'm Driss.**
- 3 How old are you? **I'm seven. / My name's Latifa.**

Unit 1

Colour and draw.

Now I can:

- talk about colours. 😊 😊 😊
- say numbers 1-10. 😊 😊 😊
- say hello and give my name. 😊 😊 😊

I feel:



13

Pupil's Book page 12

Objectives

- Reading skills development
- Oral skills development

Project: About me

1 Listen and read. Then say.

- Write 12 on the board and ask children to open their books.
- Focus on the pictures and explain that these characters present the four Our World videos, which children will see in Units 2, 4, 6 and 8. This activity introduces the characters as well as practising reading skills.
- Tell children that they are going to listen to and read the dialogue. Play the recording. Children listen and read.
- Check that everyone understands the word *too*.
- Play the recording again and pause after each speaker. Children repeat.
- Children say the dialogue in pairs. Monitor and help as necessary.

Project

2 Draw a picture of you. Show and tell the class.

- The project work in *Bubbles* is designed to give children the opportunity to use English in a practical way in the classroom. This can help them to develop their confidence and communication skills and gives them the opportunity to use the language they are learning in a range of different situations. If you don't feel that you have time to use all the projects, you can select the ones which you feel will be of most interest to your class.
- Focus on the picture and the girl in the photo. Check children understand that she has drawn this picture of herself.
- Children then draw a picture of themselves.
- After children have prepared their picture, focus on the speech bubble on the page. Point out that Malika says *I'm ...* but she could also say *My name's ...*
- Then, as time allows, invite volunteers to present their pictures to the class in the same way.

- Time constraints may mean that it will not always be possible for every child to present their project to the class. You may wish to spread the presentations over various classes or make a note of who has presented each project to make sure children all have the same number of opportunities to present over the complete course.

Writing

- You may like the children to do the unit Writing activity at this point.

Extra activities p.15 →
(Pupil's Book p.17)

Pupil's Book page 13

Objectives

- **Review**
- **Self-evaluation**

1 Read, look and colour.

- Write *13* on the board and ask children to open their books.
- Children look at the picture and the key. Point out that the blue area ('1') is already completed. To foster independent learning, hold up your book and show them that on *My dictionary* on pages 104–111 they have an easy-to-use reference for the vocabulary from the course. They can look at this if they can't remember a word, or (in later units/levels, once the children are writing) if they are not sure how to spell it.
- Children complete the task.

2 Read and circle.

- Use the example to encourage the children to choose the correct answer to each question. Children complete the task.
- Check answers by asking children to ask and answer the questions in open pairs across the class.

Answer key

- 2 I'm Driss.
- 3 I'm seven.

Colour and draw.

- Try to elicit the meaning of *colour* and *draw* and congratulate children if they remember. If not, point out that Activity 1 was to *colour* a picture and the Project on page 12 was to *draw* a picture.
- Discuss each point with the class first, so that everyone identifies the vocabulary and grammar correctly and can assess their progress accurately.
- Children choose one of the faces according to how well they feel they know each point and colour it whatever colour they choose.

I feel ...

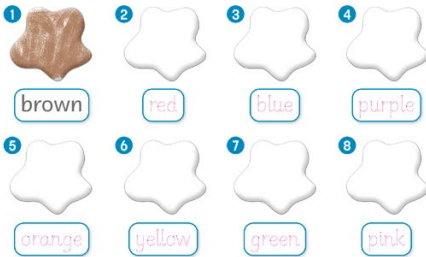
- Children complete the face to show how they feel about this unit and their progress. The key task is to draw a mouth, which children can copy from the faces on the left if they wish. If time allows, the children can personalise the face to look more like themselves, e.g. by adding hair, glasses or freckles.

1 Hello!

Extra activities

Vocabulary

1 Trace and colour.



2 Trace and match.



14

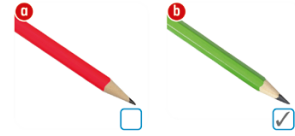
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Language 1

1 Read and ✓.

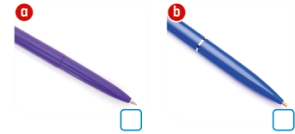
1 What colour is it?

It's green.



2 What colour is it?

It's purple.



2 Read and colour.

What colour is it?

1 It's red.

2 It's brown.

3 It's pink.



15

Pupil's Book page 14

1 Trace and colour.

Answer key

Children trace the colour words and colour the paint splashes the correct colour.

2 Trace and match.

Answer key

two 2, three 3, four 4, five 5, six 6, seven 7, eight 8, nine 9, ten 10

Pupil's Book page 15

1 Read and tick (✓).

Answer key

2 Children tick photo a.

2 Read and colour.

Answer key

2 Children colour the present brown.

3 Children colour the present pink.

Extra activities

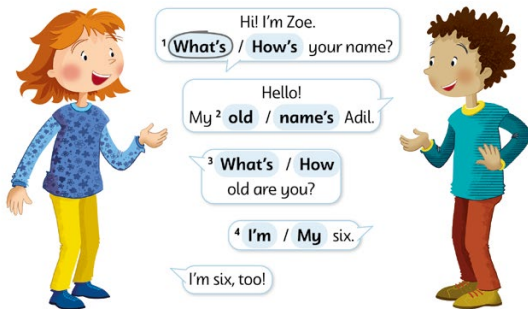
Language 2

1 Read and number.



- a Hi! My name's Hamid.
How old are you?
- b I'm six, too!
- c Hello! I'm Laila.
What's your name? 1
- d I'm six. How old are you?

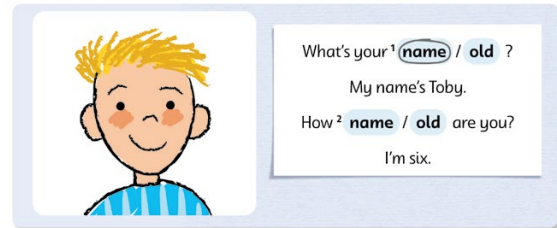
2 Read and circle.



16

Writing

1 Read and circle.



2 Draw, write and trace.



17

Pupil's Book page 16

1 Read and number.

Answer key

a 2, b 4, c 1, d 3

2 Read and circle.

Answer key

2 name's, 3 How, 4 I'm

Pupil's Book page 17

Homework note: Until *Bubbles 1* Unit 5, 'writing' is only tracing. However, in Activity 2, children are asked to write their own name. They may need help with this: you could either do it with them in advance, or tell them to ask a family member for help, or help children who have had problems when you check their work.

1 Read and circle.

Answer key

2 old

2 Draw, write and trace.

- If class time allows, children can work in pairs and look at each other's work.

Answer key

Children write their name, with support as necessary, and they trace six or seven.