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Bubbles

Teacher's Book

2

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1 Hi!



2 Read and write.

Sam Emma Sally

Name: ¹ Sally



I've got brown hair.	I haven't got red hair.
I like apples.	I don't like eggs.
I can draw.	I can't swim.

Name: ²



I've got brown hair.	I haven't got blond hair.
I like dogs.	I don't like rabbits.
I can paint.	I can't skip.

Name: ³



I've got blond hair.	I haven't got brown hair.
I like teddies.	I don't like mice.
I can read.	I can't sing.

3 Say and play.



I've got brown hair. I like dogs.

Yes!



Sam!

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Unit overview

Vocabulary

Revision: body parts, food, abilities, animals, toys, family members, school things, numbers 1–10

Presentation: numbers 11–20

Language

Revision:

What's this?

It's an (egg) / a (cat).

Is it (blue) / (a book)?

Yes, it is. / No, it isn't.

I like / don't like (juice).

I can/can't (swim).

I've got / haven't got (green eyes).

Emma's phonics

Revision: ball, pen, Dad, Mum, feet, sing, egg



Song: What can you see?

Reading and Project:

About my favourite things

My Bubbles file

Review

Self-evaluation

Extra activities

Vocabulary

Language

Writing

Big Bubble puzzle

Pupil's Book page 6

Objectives

- Unit introduction
- Vocabulary revision

1 Look and listen.

- Write 6 on the board and ask children to open their books.
- Focus on the picture. If children used *Bubbles 1*, remind them that these are the same characters they saw in that level. Cover their names and see if children can remember them.
- Play the recording and pause after each school thing is mentioned. Point to the school thing in the picture and ask children to repeat the word.

Audioscript

Sam: What's this, Emma?
Emma: It's my pencil case! It's big!
Sally: What's this?
Emma: It's my rubber! It isn't big! It's small!
Sally: What's this?
Emma: It's my pencil! I can write!

Find five toys.

- Say: *Find five toys*. Children then look for the toys. Check answers. If necessary, explain that although Emma's rubber has the form of a robot, it's not actually a toy in this case!
- Ask children what other things in the picture they can name in English (e.g. school things: *bag, books, crayons, pens, ruler*; family members [in the 'photo']: *brother sister, mum, dad, grandma, grandpa*; food: *apple, banana, cake, juice*).

Answer key

doll, kite, teddy, ball, car

Pupil's Book page 7

Objective

Language revision: *like* positive and negative; *can* positive and negative; *have got* positive and negative

2 Read and write.

- Write 7 on the board and ask children to open their books.
- Children complete the task. Check answers.
- Read the sentences with the class. Highlight the use of *have got* with *brown/red/blond hair*; the use of *like* with food/animals/toys; and the use of *can* with abilities. Point out the negative form of each verb and highlight that the thing they have in common is the final *n't*.
- Point out the irregular plural *mice*. Explain that most pets simply take an *s* for the plural, e.g. *one dog, two dogs*. However, *mouse* is irregular because the plural word is different (*one mouse, two mice*).

Answer key

2 Sam, 3 Emma

3 Say and play.

- Focus on the speech bubbles and make sure children understand that in this activity they should talk as if they were Sally, Sam or Emma, not as themselves.
- Model the activity by selecting some of the sentences about Sally, Sam or Emma and eliciting who you are talking about.
- Children then work in pairs with their books open, selecting sentences about one of the characters for their partner to guess. Alternatively, they can make the activity more challenging by taking turns to try to memorise the information then closing their books and listening to their partner.

Additional activity

Children make six sentences that are true for them. Encourage them to use the sentences in Activity 2 as a model, e.g. *I don't like bananas.*, *I can speak English.*

When they have prepared their sentences, children can share them in pairs or small groups.

Vocabulary

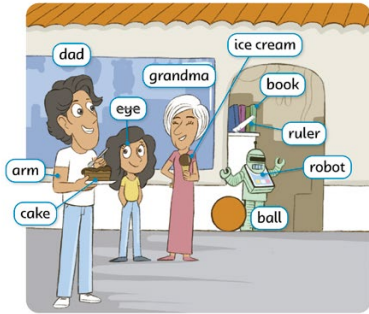
1 Find and write.

- 1 body parts
eye _____
- 2 toys

- 3 family members

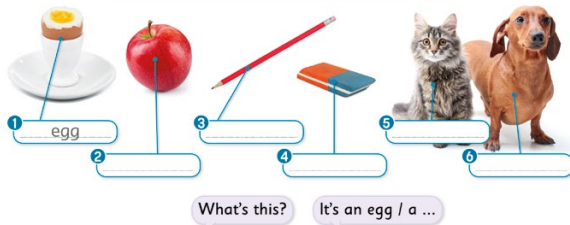
- 4 food

- 5 school things



2 Read and write. Then point, ask and answer.

apple egg cat dog rubber pencil



What's this? It's an egg / a ...

8

3 Listen and answer.

What colour is number three? It's white.



4 Listen and say. Then ask and answer.



What colour is number nineteen? It's grey.

5 Read, count and write.

fifteen eleven nineteen thirteen eighteen

- 1 five + six = 11 eleven _____
- 2 ten + three = _____
- 3 fourteen + one = _____
- 4 twelve + seven = _____
- 5 nine + nine = _____

Extra activities p.14

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Pupil's Book pages 8–9

Objectives

- Vocabulary revision
- Vocabulary presentation: numbers 11–20

1 Find and write.

- Write 8 on the board and ask children to open their books.
- Focus on the example and check that everyone understands the activity.
- Children complete the task. Check answers.
- Ask children what other words they can remember for each category (e.g. body parts: ear, foot, hand, leg, mouth, nose; toys: bike, computer game, plane).

Answer key

- 1 arm; 2 robot, ball; 3 dad, grandma;
4 ice cream, cake; 5 book, ruler

2 Read and write. Then point, ask and answer.

- Draw children's attention to the first picture and check that everyone understands the activity. They then label the pictures with the words in the box. Check answers.
- Read the example question in the first speech bubble. Children repeat. Then read the answer.
- In pairs, children ask and answer questions about the pictures.

Answer key

2 apple, 3 pencil, 4 rubber, 5 cat, 6 dog

Oral pairwork:

- What's this? It's an apple.
What's this? It's a pencil.
What's this? It's a rubber.
What's this? It's a cat.
What's this? It's a dog.

Additional activity

Write on the board: *What's this?* In pairs, children point at and ask each other about things they have with them and things in the classroom. Point out that they should only ask about things they already know the words for in English.

3 Listen and answer.

- Focus on the numbers 1–10. Then play the recording and pause after the first item. Focus on the speech bubbles and check that everyone understands the activity.
- Play the recording in full. Children complete the task.
- Write on the board: *What colour is number ...?* Children ask and answer questions about the numbers 1–10 in pairs. Check they remember the colours not revised on the recording, i.e. *1 blue, 2 pink, 4 green, 6 black, 8 red.*
- When children are confident with the numbers, ask two or three: *How old are you?* Elicit the answer *I'm ...*. Children will need to use this structure to answer question 2 in the Extra activities section on page 15.

Audioscript

What colour is number three?
It's white.
What colour is number ten?
It's orange.
What colour is number five?
It's purple.
What colour is number seven?
It's grey.
What colour is number nine?
It's 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 number and say it for the class to repeat.

4 Listen and say. Then ask and answer.

- Focus on the numbers 11–20. Then play the recording for children to listen and repeat.
- Read the example question in the first speech bubble. Children repeat. Then read the answer.

In pairs, children ask and answer questions about the numbers 11–20.

Answer key

Oral pairwork:

What colour is number eleven? It's pink.
What colour is number twelve? It's yellow.
What colour is number thirteen? It's red.
What colour is number fourteen? It's blue.
What colour is number fifteen? It's green.
What colour is number sixteen? It's orange.
What colour is number seventeen? It's white.
What colour is number eighteen? It's brown.
What colour is number nineteen? It's grey.
What colour is number twenty? It's purple.

Additional activity

Give children further practice of numbers 1–20. Count up and then down, getting faster and faster. Then write numbers on the board in random order to elicit them from the class. Note that in speech, we normally stress the *-teen* in these numbers, i.e. *I'm thirTEEN*. However, when counting, it's common to stress the first syllable, i.e. *THIRteen, FOURteen, FIFteen*, etc. If you use 'sequential counting' activities to practise, keep the stress on the *-teen*, even if this feels slightly unnatural, in order not to confuse children with two stress patterns.

5 Read, count and write.

- Focus on the example and check that everyone understands the 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. *Five and six is eleven*. Check answers.

Answer key

2 13, thirteen
3 15, fifteen
4 19, nineteen
5 18, eighteen

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

Language

1 Read and circle. Then say.



Ben: What's this?
Eva: ¹ It's / ^{They're} a pen.
Ben: Is it blue?
Eva: ² Yes, it is. / No, it isn't.



Lucy: ³ Is it / ^{Are they} a book?
Tom: No, it isn't.
Lucy: Is it a pencil case?
Tom: ⁴ Yes, it is. / No, it isn't.

2 Listen and number. Then ask and answer.



Who's that?

That's my ...

What is it?

What are they?

10

Extra activities p.15

Emma's phonics

1 Listen and say.



Ball, ball, ball ... pen, pen, pen.



Dad, Dad, Dad ... Mum, Mum, Mum.



Feet, feet, feet ... sing, sing, sing.



Egg, egg, egg.

Ball, pen, Dad, Mum, feet, sing, egg.



2 Watch, listen and sing.

What can you see?

Turn round and round.
What can you see?
Turn round and round.
Now look at me!



Look at the pencils, over there!
Look at the books, here on my chair!
Turn round and round ...

Look at the robot. It is red!
Look at the teddy, on my bed!
Turn round and round ...

11

Pupil's Book page 10

Objective

Language revision:

What's this?

It's an (egg) / a (cat).

Is it (blue) / (a book)?

Yes, it is. / No, it isn't.

1 **Read and circle. Then say.**

- Write 10 on the board and ask children to open their books.
- Draw children's attention to the first picture. Focus on the example and check that everyone understands the activity.
- Children read the dialogues and circle the correct answers.
- Check answers by asking children to read the dialogues in open pairs across the class.
- Children say the dialogues in pairs. Monitor and help as necessary.

Answer key

2 Yes, it is., 3 Is it, 4 Yes, it is.

2 Listen and number. Then ask and answer.

- 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.
- Check that everyone understands the words *tall* and *short*.
- Point to the cat in picture c and ask: *What is it?* Elicit *It's a cat*. Then point to the mice in picture d, and ask: *What are they?* Elicit *They're mice*. Then focus on the question *Who's that?* Make sure children understand that when answering this question, they should use *That's my ...* to talk as if they were the girl in the pictures.
- In pairs, children ask and answer questions about the pictures. Point out that they can ask about anything in the pictures, not just what was on the recording.

- If necessary, point out the irregular plural *fish*. Remind children that most pets simply take an *s* for the plural, e.g. *one cat, two cats*. However, *fish* is irregular because it doesn't change (*one fish, two fish*).

Audioscript

- 1 What is it?
It's a cat.
- 2 Who's that?
That's my brother. He's tall!
- 3 What are they?
They're fish. They're mice.
- 4 Who's that?
That's my dad. He's short!

Answer key

a 2, b 4, c 1, d 3

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

Pupil's Book page 11

Objective

Oral skills development

Emma's phonics: revision

▶ **Song:** What can you see?

1 5 Listen and say.

- Write *11* on the board and ask children to open their books.
- Focus on the pictures and elicit the words. If necessary, isolate each sound and then word for children to repeat, e.g. /b/ – /b/ – **ball** – **ball**.
- Make sure children understand that this activity focuses on the sounds of the letters in blue bold and that they are not practising the names for the letters of the alphabet here.
- Ask children to listen to the recording and read.
- Play the recording again. Children listen and repeat.

2 6 Watch, listen and sing.

- Draw children's attention to the picture. Elicit what they can see (*boy, bed, chair, desk, monkey, robot, books, crayons/pens/pencils, etc.*).
- 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. Be prepared to explain that '...' indicates that the chorus repeats. This is a feature of many of the songs in *Bubbles*.
- 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 *turn round* on the spot in one direction in the first part of the chorus before reversing direction in the second, then point at some *pencils* and *books* in the first verse and act being a *robot* and a *teddy* in the second.
- Play the song one more time and pause after each verse for children to repeat and include the TPR movements you have introduced. Finally, play the recording for children to sing along.

Reading

1 Read and write.

apple kite rabbit red

	favourite colour	favourite toy	favourite food	favourite pet
James				
Jenny				

Hi, I'm James.

Hi! My name's Jenny.

My favourite colour is ¹ red.

My favourite toy is my ³.

My favourite food is an ².

My favourite pet is a ⁴.

Project

2 Make a poster about you. Show and tell the class.



This is my poster about me. My favourite colour is ...

All about me

favourite colour	favourite toy	favourite food	favourite animal

12

My Bubbles file

1

1 Read and write.

grandma cat bag frog twelve jump pencil-case teddy

1	2	3	4
pencil case			
5	6	7	8

2 Read and circle about you.

- Can you skip? **Yes, I can.** / **No, I can't.**
- Have you got green eyes? **Yes, I have.** / **No, I haven't.**
- Have you got brown hair? **Yes, I have.** / **No, I haven't.**
- Do you like milk? **Yes, I do.** / **No, I don't.**

Unit 1

Colour and draw.

Now I can:

- say numbers 11–20.
- remember words from *Bubbles 1*.
- remember language from *Bubbles 1*.

I feel:



13

Pupil's Book page 12

Objectives

- Reading skills development
- Oral skills development

Project: About me

1 Read and write.

- Write 12 on the board and ask children to open their books.
- Focus on the photos. If children used *Bubbles 1*, remind them that these are the children they saw presenting the videos in that level. James and Jenny also present the four Our World videos in this level, which children will see in Units 2, 4, 6 and 8. This activity introduces the characters as well as practising reading skills.
- Draw children's attention to the poster at the top of the page and the example and check that everyone understands the activity.
- Children complete the task. Check answers.

Answer key

2 apple, 3 kite, 4 rabbit

Additional activity

Children make sentences about the four favourites in the poster not included in the items in Activity 1. Elicit the sentence about James' favourite toy before children work in pairs, making sentences about the other pictures (i.e. James: *My favourite toy is my plane.*, *My favourite pet is a cat.*; Jenny: *My favourite colour is yellow.*, *My favourite food is a banana.*).

Project

2 Make a poster about 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 boy in the photo. Check children understand that he has made this poster about his favourite things.
- Children then make a poster about their own favourite things.
- Encourage children to draw pictures of things they already know the English words for. However, if they want to talk about favourite things they don't know the word for, tell them that at this point they only need to draw a picture to make the meaning clear. Explain that you will help them with how to say these things shortly.
- After children have prepared their poster, focus on the speech bubble on the page. Point out that they can talk about their poster using sentences like the ones James and Jenny used in Activity 1. If children need any new words to talk about their favourite things, tell them how to say these in English, pointing out that it is not necessary for them to know how to write these new words using English letters, as the focus here is on speaking, not writing.
- Then, as time allows, invite volunteers to present their poster 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.16)

Pupil's Book page 13

Objectives

- Review
- Self-evaluation

1 Read and write.

- Write 13 on the board and ask children to open their books.
- Children look at the pictures and write the words. To foster independent learning, hold up your book and show them that in *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. Check answers.

Answer key

2 frog, 3 grandma, 4 cat, 5 jump, 6 teddy,
7 bag, 8 twelve

2 Read and circle about you.

- Make sure children understand that in this activity they need to choose the short answer to each question which is true for them and that there is no 'correct' answer.
- Check that everyone understands the word *milk*.
- Children complete the task. Then ask some children to ask and answer the questions in open pairs across the class. They can then continue in closed pairs.

Colour and draw.

- 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.

Extra activities

Vocabulary

1 Look and write.

2 Look at Activity 1. Read and write.

blue twenty brown jump run sing

- | | |
|----------------------|------------------------|
| 1 I can <u>run</u> . | 4 I can _____. |
| 2 It's _____. | 5 I've got _____ eyes. |
| 3 Ten + ten = _____. | 6 I can _____. |

14

Pupil's Book page 14

1 Look and write.

Answer key

2 crayon, 3 twenty, 4 bird, 5 eyes, 6 mouse

2 Look at Activity 1. Read and write.

Answer key

2 blue, 3 twenty, 4 sing, 5 brown, 6 jump

Language

1 Read and write.

can can't don't-like haven't got like 've got

2 Read and write about you.

- | | |
|---------------------------------|----------------|
| 1 What's your name? | I'm _____. |
| 2 How old are you? | I'm _____. |
| 3 What's your favourite colour? | It's _____. |
| 4 What's your favourite toy? | It's my _____. |
| 5 What's your favourite food? | It's _____. |
| 6 What's your favourite pet? | It's a _____. |

15

Pupil's Book page 15

Homework note: In Activity 2, children are asked to write their own name. Remind them that they should use a capital letter at the start of their name, but that for all the other items in the activity they should use lower-case letters. If you think children will need help writing their name using the English alphabet, you could either do the first item with them in class, 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 write.

Answer key

2 like, 3 can, 4 can't, 5 've got, 6 haven't got

2 Read and write about you.

Extra activities

Writing

- 1 Read about Ellie. Then ✓ or X.

1 I've got blue eyes.

2 I haven't got brown eyes.

3 I don't like dogs.

4 I like ice cream.

5 I can paint.

6 I can't swim.

- 2 Write about you. Then draw.

I've got _____

I haven't got _____

I _____

16

Pupil's Book page 16

- 1 Read about Ellie. Then tick (✓) or cross (X).

Answer key

2 X, 3 X, 4 ✓, 5 ✓, 6 X

- 2 Write about you. Then draw.

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

Big Bubble puzzle

- 1 Look, read and write the words.

Across →

Down ↓

1 PIN

2 NOSE

3 SING

4 RABBIT

5 WHITE

6 EIGHT

7 LIKE

8 IS

9 EYES

10 CAN

11 ELEVEN

7 I ... bananas.

8 This ... my mum.

10 I ... skip.

17

Pupil's Book page 17

Homework note: The example in the crossword uses capital letters. Point this out and tell children that it is normal to use capital letters for answers in a crossword.

- 1 Look, read and write the words.

Answer key

Across: 5 WHITE, 6 EIGHT, 7 LIKE, 9 EYES, 10 CAN

Down: 2 NOSE, 3 SING, 4 RABBIT, 6 ELEVEN, 8 IS