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Bubbles

Teacher's Book

3

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1 Hello!



1 Look and listen.

1 Hello!

2 Listen and circle.

Emma
Emma likes ¹chicken / burgers, but she doesn't like ²chips / rice. She can play ³hockey / tennis, but she can't ⁴skateboard / dance.

Sam
Sam likes ⁵sweets / grapes, but he doesn't like ⁶lemonade / milk. He can play ⁷tennis / football, but he can't play ⁸basketball / table tennis.

Sally
Sally likes ⁹ice cream / cake, but she doesn't like ¹⁰bananas / apples. She can ¹¹ride a bike / swim, but she can't play ¹²hockey / table tennis.

3 Ask and answer.

Does Emma like chicken?
No, she can't. Yes, she does. Can she dance?

4 Point, ask and answer about you.

1 **2** **3** **4** **5** **6** **7** **8**

Do you like ...? Yes, I do. / No, I don't. Can you ...? Yes, I can. / No, I can't.

Find the grapes.

6 7

Unit overview

Vocabulary

Revision: Food and drink; wild and farm animals; rooms and things in the house; personal objects; sports activities; party activities

Presentation: The alphabet

Language

Revision:

Present simple affirmative, negative, questions and short answers
can affirmative, negative, questions and short answers

have got affirmative and negative
Present continuous affirmative and negative

Emma's phonics:

Revision: grapes, juice, rabbit, cat, lizard, table, drum



Song: Welcome back!

Reading and Project:

A beach café menu

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.
- If children used *Bubbles 2*, elicit the names of the characters in the picture. If children are new to *Bubbles*, they can check the names on page 7. Remind them that it was Emma's birthday at the end of *Bubbles 2* and explain that it's now Sally's birthday.
- Play the recording and pause after each item of party food is mentioned. Point to the food in the picture and ask children to repeat the word.
- What other things in the picture can they name in English (e.g. *camera, present, book, board game, chair*)?

Audioscript

- Sally:** It's my birthday today. I'm not having a big party, but look! My friends Sam and Emma are here and we're having fun. Now ... I've got some lemonade. Sam, do you like lemonade?
- Sam:** Mmm! Yes, I do. Thank you!
- Sally:** And Emma?
- Emma:** Yes, please!
- Sally:** And there's lots of nice food. We've got chicken ... and ...
- Emma:** Sam doesn't like chicken.
- Sam:** No, sorry ... but I like pizza ... and burgers!
- Emma:** And he LOVES cake!
- Sally:** We ALL love cake!

Find the grapes.

- Say: *Find the grapes.* Children then look for the grapes. Check the answer.

Answer key

The grapes are in the fruit bowl.

Pupil's Book page 7

Objective

Vocabulary and language revision:

present simple affirmative, negative, questions and short answers; *can* affirmative, negative, questions and short answers

2 Listen and circle.

- Write 7 on the board and ask children to open their books.
- Play the recording. Children listen and read and complete the task. Check answers.

Audioscript

Emma

Sally: This is my friend Emma! She likes chicken, but she doesn't like rice. She can play hockey, but she can't dance.

Sam

Emma: This is my friend Sam. He likes grapes, but he doesn't like milk. He can play tennis, but he can't play basketball.

Sally

Sam: This is my friend Sally. She likes cake, but she doesn't like bananas. She can ride a bike, but she can't play table tennis.

Answer key

2 rice, **3** hockey, **4** dance, **5** grapes, **6** milk, **7** tennis, **8** basketball, **9** cake, **10** bananas, **11** ride a bike, **12** table tennis

3 Ask and answer.

- Model the activity by asking additional questions about the characters to elicit different answers.
- Children write questions individually and then work in pairs, asking and answering.

4 Point, ask and answer about you.

- Model the activity yourself by inviting children to ask you questions using the pictures and answering with short answers.
- Children then work in pairs and complete the task. If necessary, point out that pictures 1, 3, 5 and 7 need questions with *Do you like ...?* and pictures 2, 4, 6 and 8 need questions with *Can you ...?*

1 Hello!

Vocabulary

1 Play, read and say.

Yes, it is. No, it isn't. It's ... Yes, they are.
No, they aren't. They're ... It's a ... They're ...



2 Talk about you.

I've got glasses ...

In my house, there's
a kitchen, ...

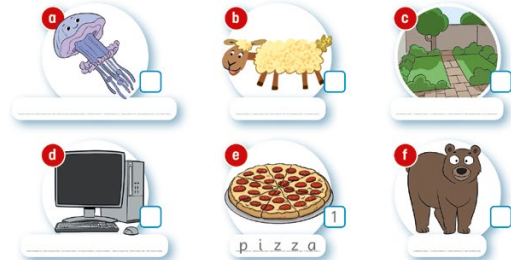
8

1

3 Listen and say the alphabet.

A a B b C c D d E e F f G g H h I i J j K k L l M m
N n O o P p Q q R r S s T t U u V v W w X x Y y Z z

4 Listen, number and write.



5 Listen and write the names.



K a

6 Ask and spell.

Hi! I'm / My name's Sara.

How do you spell it?

S, ...

Extra activities p.14

9

Pupil's Book pages 8–9

Objectives

- Vocabulary revision
- Vocabulary presentation: the alphabet

1 Play, read and say.

- Write 8 on the board and ask children to open their books.
- Complete the first three items on the gameboard as a class. Highlight that cow is singular (*Is it ...?*) and *glasses* is plural (*Are they ...?*) and point out that children will need to pay attention to this as they play the game. Make sure children also understand that for the blue items they need to make a sentence, not ask a question.
- Children play the game in pairs.
- Check that everyone understands the words *table* (/ˈteɪbəl/) and *tablet* (/ˈtæblət/) and can pronounce them correctly.

Answer key

- 1 Yes, it is.
- 2 Yes, they are.
- 3 They're monkeys.
- 4 No, it isn't. It's a board game.
- 5 It's a chicken.
- 6 Yes, it is.
- 7 No, they aren't. They're lizards.
- 8 Yes, it is.
- 9 It's a sheep.
- 10 No, it isn't. It's a tablet.
- 11 Yes, it is.
- 12 They're bears.

2 Talk about you.

- Revise useful vocabulary first, e.g. *pencil case*, *dictionary*, *sofa*, *window*. Then focus on the speech bubbles and elicit some ideas for how to continue each phrase.
- Children then work in pairs and complete the task. Encourage them to use vocabulary they already know, rather than asking you for new words.

Additional activity

Make Activity 2 into a 'chain game'. In pairs or small groups, children have to repeat the sentence, adding something new each time, e.g.

S1: *I've got glasses.*

S2: *I've got glasses and a pencil case.*

S3: *I've got glasses, a pencil case and ...*

Children work together to see how long a list they can make. Stronger classes could play the game using names, e.g. *Ali's got glasses and I've got a pencil case.*

3  **Listen and say the alphabet.**

- Focus on the alphabet and explain about capital and small (lower case) letters. Then play the recording for children to listen and repeat. They will hear each letter once.
- If children ask about the different colours, explain that this is because the letters have a similar sound, e.g. *A, H, J* (/eɪ/, /eɪtʃ/, /dʒeɪ/); *B, C, D* (/bi:/, /si:/, /di:/). Children will work more on these groups in *Bubbles 4*.

4  **Listen, number and write.**

- Play the recording. Children listen and complete the two tasks, as in the example.
- Ask volunteers to write the words on the board for everyone to check.

Audioscript

- 1 How do you spell *pizza*?
P – I – double Z – A.
- 2 How do you spell *garden*?
G – A – R – D – E – N.
- 3 How do you spell *jellyfish*?
J – E – double L – Y – F – I – S – H.
- 4 How do you spell *bear*?
B – E – A – R.
- 5 How do you spell *computer*?
C – O – M – P – U – T – E – R.
- 6 How do you spell *sheep*?
S – H – double E – P.

Answer key

a jellyfish, 3; **b** sheep, 6; **c** garden, 2;
d computer, 5; **e** pizza, 1; **f** bear, 4

Additional activity

Put children in pairs and tell them to race to find the letters in the alphabet which aren't used in the words in Activity 4. Tell them to put their hands up, not to call out the answers. Ask the first pair with hands up to give the answer. Respond with *Well done! / No. Look again!* (Answer: *k, q, v, w* and *x* are not used.)

5  **Listen and write the names.**

- Point out the use of capital *K* and small *a* in the started model. Play the recording. Children listen and complete the task.
- Write the names on the board for everyone to check.

Audioscript

- 1 Hi! I'm Karima.
How do you spell it?
K – A – R – I – M – A.
- 2 Hi! My name's Youssef.
How do you spell it?
Y – O – U – double S – E – F.

Answer key

1 Karima, **2** Youssef

6 Ask and spell.

- Focus on the speech bubbles and model the activity yourself by saying: *Hi! I'm ...*. Invite one of the children to ask *How do you spell it?* Then spell your name slowly and clearly.
- Children can work in small groups first, introducing themselves and spelling their names. They can then do a mill drill as a class, in which they move around the classroom and try to say hello to everybody.
- Make sure children understand they can use either *I'm ...* or *My name's ...* for this activity.

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

1 Hello!

Language

1 Read and write.

got he
has hasn't
he's his
her she's

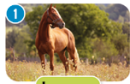


Lucy¹ hasn't got short hair.
² her hair is long.
³ she's got green eyes.



Max⁴ has got short hair.
⁵ his hair is red.
⁶ he's got brown eyes.
⁷ he's got blue eyes.

2 Listen and answer. Then talk about the animals.



horses



hippos



crocodiles



elephants

Horses have got ...

They haven't got ...

3 Read, write and match.

dancing riding playing dressing

- 1 We're playing bike.
2 I'm a up.
3 I'm _____
4 I'm _____ games.

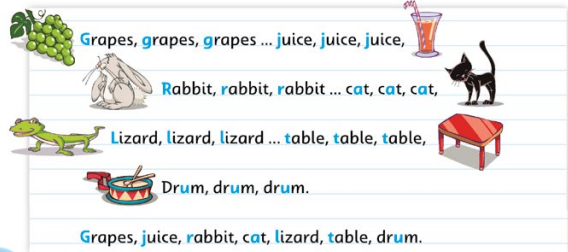


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Extra activities p.15

Emma's phonics

1 Listen and say.



Grapes, juice, rabbit, cat, lizard, table, drum.



2 Watch, listen and sing.

Welcome back!

Welcome back to our school!
Welcome back, my friends!
We can learn. We can play
Until the lesson ends.

Now let's study every day.
Study, study – then we play!
Now let's study every day.
Study, study – then we play!



Hello boys! Hello girls!
Are you listening now?
Don't sit down! Please stand up!
Now it's time to sing!

Now let's study ...

How are you? Are you fine?
Tell me, what's your name?
Nice to meet you. Let's be friends.
Now let's play a game!

Now let's study ...



Clap your hands!
Stamp your feet!
Singing is the best.
Say it loud! Shout it now!
We don't need a rest!

Now let's study ...

11

Pupil's Book page 10

Objective

Language revision:

have got affirmative and negative;
present continuous affirmative

1 Read and write.

- Write 10 on the board and ask children to open their books.
- Draw children's attention to the first picture and to the sentences under it. Read the example and then complete the second sentence together. Check children understand that they need to use a capital letter because the gap is at the start of the sentence. Point out that in some other sentences children will also need to use a capital letter.
- Note that in *Bubbles 1 and 2*, wordpools included capital letters where necessary. From *Bubbles 3* onwards, children will need to think about where they are needed.
- Children then complete the task. To check answers, write the answers on the board and draw attention to the words which need capital letters.

- Read the sentences for children to repeat. Make sure they differentiate *his* and *he's*.

Answer key

2 Her, 3 She's, 4 has, 5 His, 6 He, 7 got, 8 He's

Additional activity

Put children in pairs to ask and answer *yes/no* questions about Lucy and Max, e.g. *Has Lucy got short hair? No, she hasn't.*

2 Listen and answer. Then talk about the animals.

- Play the recording and pause after each question for children to answer.
- Make sure they notice the extra syllable in *horses*.
- In pairs, children then make sentences about the animals. Tell them to start with the information from the recording, e.g. *Horses have got four legs*. They can then make additional sentences using *legs*, *ears* and *tails* and any other body parts they know, e.g. *Horses haven't got arms*.

Audioscript

- 1 Have horses got four legs?
Yes, they have.
- 2 Have hippos got big ears?
No, they haven't.
- 3 Have crocodiles got long tails?
Yes, they have.
- 4 Have elephants got small ears?
No, they haven't.

Answer key**Oral pairwork:**

- 1 Horses have got (four legs).
They haven't got (arms).
- 2 Hippos have got (four legs).
They haven't got (big ears).
- 3 Crocodiles have got (long tails).
They haven't got (big ears).
- 4 Elephants have got (long tails).
They haven't got (small ears).

3 Read, write and match.

- Look at the example together to check children understand the task.
- Children read and complete the task. Check answers.

Answer key

- 2 I'm riding a bike; c
- 3 I'm dressing up; a
- 4 I'm dancing; b

Additional activity

Put children in pairs to ask and answer *yes/no* questions about the pictures, e.g. *Are they playing games? Yes, they are. Is she riding a horse? No, she isn't. She's riding a bike.*

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

Pupil's Book page 11**Objective****Oral skills development****Emma's phonics:** revision▶ **Song:** Welcome back!**1**  **7 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. /g/ – /g/ – **grapes** – **grapes**.
- 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   **8 Watch, listen and sing.**

- Draw children's attention to the pictures. Elicit what they can see (children, desks, paper, pencils, hands, legs, feet).
- Play the video or the recording of the song. Children watch and/or listen. Give them actions to mime for each verse of the song, e.g. waving to say 'Welcome back', putting their hand to their ear for 'Listening', shaking hands for 'Let's be friends'. They can also mime heads-down studying in the chorus. Play the song again and pause after each line for children to repeat.
- Then play the song one more time and pause after each verse for children to repeat. Finally, play the recording or the karaoke version of the video for children to sing along.

1 Hello!

Reading

1 Listen and read. Then number.

1 My Clothes, Your Clothes

Ade is in Ghana. The clothes are red, green, yellow and blue. Ade loves the clothes.

2 Super Boots

Keahi has got super boots. Look at his boots. He can run very fast.

3 My town

Ellie is in Brighton. It's a beautiful town. She likes the fish and chips from the beach café!

4 My Dad's Home in the Wild

Lindy and her dad love animals. Her dad has got a very big garden. There are elephants in his garden!



Project

2 Make a beach café menu. Show and tell the class.



Welcome to The Blue Ball Beach Café! On the menu, we've got ...

The Blue Ball Beach Café		
Food		Drinks
Chicken and rice	Ice cream	Lemonade
Burger and chips	Cake	Orange juice
Pizza	Fruit salad	Milk

12

My Bubbles file

1 Find and write.



2 Write the letters. Then say.

1 a, b, c, d, e, f, g, h, i, j, k, l, ..., n, o, ..., q, r, ..., t, u, v, w, x, ..., z

2 A, B, C, D, ..., F, G, H, I, ..., K, L, M, ..., O, ..., Q, R, ..., T, U, V, W, X, ..., Z

3 Read and write.

love are opening not we it



I'm ¹ opening a present. Look! ² _____'s a new board game. There ³ _____ tigers in the game. I ⁴ _____ tigers! I'm ⁵ _____ having a party, but three friends are here. ⁶ _____ can play the game in the living room.

Unit 1

Circle and draw.

Now I can:

- say the alphabet. 😊 😊 😊
- remember words from Bubbles 2. 😊 😊 😊
- remember language from Bubbles 2. 😊 😊 😊

I feel:



13

Pupil's Book page 12

Objectives

- Reading skills development
- Oral skills development

Project: A beach café menu

1 Listen and read. Then number.

- Write 12 on the board and ask children to open their books.
- Focus on the pictures and explain that this year children will see four videos, in Units 2, 4, 6 and 8. The pictures are taken from the videos. This activity introduces the topics of the four videos as well as practising reading skills.
- Then focus on the first text and use the example to check children understand the task.
- Play the recording. Children listen and read and complete the task. Check answers.

Answer key

a 4, b 2, c 1, d 3

Project

2 Make a beach café menu. Show and tell the class.

- Check the meaning of *café*. Explain that English uses this French word for the place, but that *coffee* is the word used for the drink. In English, some people write *café* with the accent on the *é* because it's a French word, but English words don't use accents. Check the meaning of and drill the English pronunciation of *menu* /'menju:/.
- Focus on the picture and the girl in the photo. Check children understand that this is her menu.
- Children then prepare their own beach café menu. Encourage them to use vocabulary they already know where possible, but to ask you for new words where necessary. They should also invent a name for their café and draw a logo.
- After children have prepared their menu, focus on the started speech bubble on the page and elicit how the presentation could continue. Explain that the owner of a café would probably say *We've got ...*. This is because they're talking about everyone who works in the café.

- Then, as time allows, invite volunteers to present their menus to the class in the same way.

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 Find and write.

- Write 13 on the board and ask children to open their books.
- Children look at the pictures and write the words in the correct place. To foster independent learning, tell them that if they can't remember a word, or are not sure how to spell it, they can look in *My dictionary* on page 104.
- Ask volunteers to write the words on the board for everyone to check.

Answer key

My things: clock; **Wild animals:** tiger, monkey;
Farm animals: donkey, horse;
Sports: basketball, table tennis; **My house:** living room, bathroom; **Food:** rice, chips

2 Write the letters. Then say.

- Look at the example and use this to point out that some lower-case letters (*g, j, p, q, y*) have descenders (or 'tails') under the line.
- Then use *c* and *C* to remind children that some letters are the same in lower and upper case, but need to be bigger, i.e. *c, k, o, u, v, w, x, z*.
- Children then complete the missing letters in the lower- and upper-case alphabets. To foster independent learning, tell them to check their own work against the alphabet on page 9.

- Check answers by writing the letters on the board, highlighting those with descenders and those where the lower and upper case are the same, and focusing on any other letters that are causing problems.

Additional activity

Read the alphabet yourself, pausing after every few letters for children to call out the next letter chorally. Repeat as necessary, focusing on different letters each time and repeating any letters that are causing problems. Then say the whole alphabet together as a class.

Answer key

1 m, p, s, y; 2 E, J, N, P, S, Y

3 Read and write.

- Focus on the picture and use the example to encourage the children to choose the correct word for each gap. Remind them that they need to use a capital letter when the gap is at the start of a sentence.
- Children complete the task. Check answers.

Answer key

2 It, 3 are, 4 love, 5 not, 6 We

Circle 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 circle one of the faces according to how well they feel they know each point.

I feel ...

- Children complete the face to show how they feel about this unit and their progress. If time allows, the children can personalise the face to look more like themselves.

1 Hello!

Extra activities

Vocabulary

1 Find, circle and write.

(football)tennisdancehockey

1 I'm playing _____
 2 I can play _____
 3 She can _____
 4 I'm playing football _____

2 Write the words. Then circle the farm animals in blue and the wild animals in red.

cow jellyfish goose lizard monkey goat sheep bear

1 goose
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____
 7 _____
 8 _____

14

Pupil's Book page 14

1 Find, circle and write.

Answer key

Children circle the words *tennis*, *dance* and *hockey*.

1 hockey, 2 tennis, 3 dance, 4 football

2 Write the words. Then circle the farm animals in blue and the wild animals in red.

Answer key

2 bear, 3 goat, 4 lizard, 5 monkey, 6 jellyfish, 7 sheep, 8 cow

Children circle the goat, sheep and cow in blue and the bear, lizard, monkey and jellyfish in red.

Language

1 Read and write *has got*, *hasn't got*, *have got* or *haven't got*.

- Lizards haven't got big ears.
- These bears have got brown fur.
- This girl hasn't got short hair.
- This boy hasn't got green eyes.
- Tom and Rose have got skateboards.
- This monkey hasn't got a long tail.



2 Read and write.

1 a / party / I'm / having
I'm having a party.

2 opening / I'm / presents

3 cake / a / making / I'm

4 songs / singing / We're

15

Pupil's Book page 15

Homework note: If children have used *Bubbles 2*, they will already be familiar with ordering activities. However, before they do Activity 2, remind them that they always need to start with a capital letter and finish with a full stop when they make complete sentences.

1 Read and write *has got*, *hasn't got*, *have got* or *haven't got*.

Answer key

2 have got, 3 hasn't got, 4 hasn't got, 5 have got, 6 has got

2 Read and write.

Answer key

2 I'm opening presents.
 3 I'm making a cake.
 4 We're singing songs.

Extra activities

Writing

- 1 Read and circle.

My bedroom

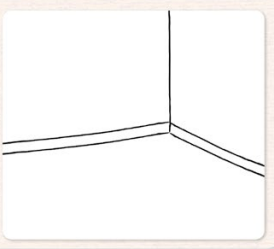
This is my bedroom.
It's ¹purple / pink.
There are ²orange / blue curtains.
There are two ³windows / chairs.
There's a green ⁴chair / table.
There isn't a ⁵sofa / bed.
There's ⁶an elephant / a robot
on the bed.



- 2 Write about your bedroom. Then draw.

My bedroom

This is my bedroom.
It's _____
There _____



16

Pupil's Book page 16

- 1 Read and circle.

Answer key

2 blue, 3 windows, 4 chair, 5 sofa,
6 an elephant

- 2 Write about your bedroom. Then draw.

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

Big Bubble puzzle

1

- 1 Look, read and write the words.

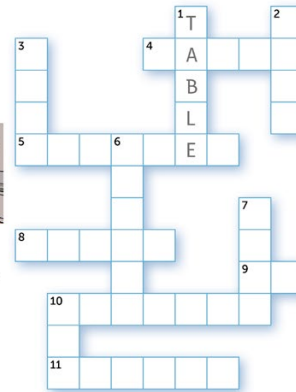
Across →

Down ↓



8 Amina ... rice.

9 ...s a donkey.



7 ... monkey is brown.

10 Hippos have ... small ears.

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: 4 DANCE, 5 KITCHEN, 10 GLASSES,
11 TENNIS, 8 LIKES, 9 IT

Down: 2 BEAR, 3 DUCK, 6 CAMERA, 7 THIS,
10 GOT