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Bubbles

Teacher's Book

4

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1 Hi!



2 Listen again. Read and write the names.

Teddy Cota Beta Alto Tana

1 Name: Tana
Likes: children, Teddy
Doesn't like: jellyfish
Skill: She can sing.

2 Name: _____
Likes: cats
Doesn't like: dogs
Skill: She can swim.

3 Name: _____
Likes: school
Doesn't like: homework
Skill: She can skip.

4 Name: _____
Likes: food, Tana
Doesn't like: baths
Skill: He can dance.

5 Name: _____
Likes: pizza
Doesn't like: burgers
Skill: He can play football.

3 Read and circle True (T) or False (F).

- | | | | |
|---------------------------|--------------------------------------|----------------------------|---------------------------|
| 1 Tana likes jellyfish. | T <input checked="" type="radio"/> F | 4 Beta can swim. | T <input type="radio"/> F |
| 2 Cota loves homework. | T <input type="radio"/> F | 5 Teddy likes food. | T <input type="radio"/> F |
| 3 Alto can play football. | T <input type="radio"/> F | 6 Teddy doesn't like Tana. | T <input type="radio"/> F |

4 Complete the fact file about you. Then tell a partner.

Name: _____
Like: _____
Don't like: _____
Skill: _____

My name's ... I like ...
I don't like ... I can ...

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Unit overview

Vocabulary

Revision: types of transport; things in town; clothes; leisure activities; things at a funfair; daily activities; furniture

Presentation: numbers 21–100

Language

Revision:

Questions with *Where's ...? / Is the ...?*; talking about position with *behind / between / in front of*; Present continuous questions (*Is he/she ...?*) and short answers

Tana's sounds and spelling

Revision: *hat, frog, car, three, shop, pink, kite*
The alphabet

Reading and Project:

An imaginative description

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. What's the name of the teacher?

- Write 6 on the board and ask children to open their books.
- Focus on the picture and ask children what things they can name in English (e.g. *book, pencil, pen, ruler, rubber, board, chair*).
- Explain that the picture shows a class in an alien school and that children are going to meet new characters in this level of *Bubbles*.
- Play the recording. Children complete the task. Check the answer.

Audioscript

Tana: Hello! My name's Tana. I'm a teacher. How are you? Good! What's your name? Nice to meet you! These are my students. Do you want to meet them? OK!

Alto: Hi! I'm Alto! I like pizza! But I don't like burgers.

Beta: Hello! I'm Beta ... I like cats! But I don't like dogs.

Cota: Hello! I'm Cota. I like school! But I don't like homework.

Tana: Thank you, children! Do you like animals? This is my friend, Teddy. Teddy? What are you doing?

Beta: Look! He's eating!

Teddy: [*Grr-crunch-slurp.*]

Cota: He's eating my homework!

All: TEDDY!

Answer key

The teacher's name is Tana.

Pupil's Book page 7

Objective

Vocabulary and language revision:

My name's (Tana). I like (pizza). I don't like (burgers). I can (sing).

2 Listen again. Read and write the names.

- Write 7 on the board and ask children to open their books.
- Focus on the pictures of the characters and the fact files (1–5), and on the example. Point out the names in the box and then give children time to read the fact files, but explain that they will have a chance to listen again before they write the names. Check they understand the meaning of all the words.
- Play the recording for children to complete the task. Play the recording again, pausing where relevant to check answers.

Answer key

2 Beta, 3 Cota, 4 Teddy, 5 Alto

3 Read and circle True (T) or False (F).

- Focus on the example and highlight the information in the fact file about Tana that indicates this is False ('Doesn't like: jellyfish').
- Children complete the task. Check answers, highlighting the information in the fact files that indicates each answer.

Answer key

2 F, 3 T, 4 T, 5 T, 6 F

4 Complete the fact file about you. Then tell a partner.

- Model the activity yourself by completing the fact file about you. Make sure children understand that they don't need to write full sentences, just make notes.
- Children then complete their fact file. Encourage them to use known vocabulary, rather than asking you for new words.
- After children have completed their fact file, focus on the example speech bubbles. Use these to tell the class about you. Children then work in pairs, telling each other about what they included in their fact file.

Vocabulary

1 Find and write.



- 1 three ways to travel: bus _____ l _____ h _____
- 2 three things in town: p _____ p _____ b _____
- 3 three things to wear: s _____ s _____ s _____
- 4 three activities: r _____ f _____ p _____

2 Listen and tick (✓) or cross (X).



3 Look at Activities 1 and 2. Point, ask and answer.

- What's this? What are these? What is he/she doing? What are they doing?

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1

4 Listen and say the numbers.



5 Listen and write. Then think and answer. What year is it now?

To say the year, we say the numbers in pairs, for example 2035 (twenty-thirty-_____).

6 Listen and answer. Then ask and answer.



What number is the car? It's 53.

Extra activities p.14

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Pupil's Book pages 8–9

Objectives

- Vocabulary revision
- Vocabulary presentation: numbers 21–100

1 Find and write.

- Write 8 on the board and ask children to open their books.
- Look at the picture and the example as a class. Ask children to find a way to travel beginning with *l* and complete the second word (*lorry*). Then ask them to find a thing in town beginning with *p* (accept either *park* or *playground*) and complete the first word of the second item.
- Children complete the task. 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 106.
- Children complete the task. Check answers by asking children to write the words on the board.

Answer key

1 lorry, helicopter; 2 park, playground, bus stop; 3 shirt, shorts, socks; 4 roller skate, fly kites, play baseball

2 Listen and tick (✓) or cross (X).

- Play the recording and pause after the first item. Focus on the example and check that everyone understands the task.
- Play the recording in full. Children complete the task. Play the recording again, pausing after each item to check the answer. For the items that children cross, make sure they are clear what they can see in the picture, i.e. 1 *guitar* (not *piano*), 3 *ice skating* (not *roller skating*), 4 *bumper cars* (not *rollercoasters*), 6 *do homework* (not *go to sleep*), 8 *ride a bike/bicycle* (not *go by bus*).

Audioscript

- 1 He's playing the piano.
- 2 This is a car park.
- 3 She's roller skating.
- 4 These are rollercoasters.
- 5 These are shoes.

- 6 He's going to sleep.
 7 These are trains.
 8 They're going to school by bus.

Answer key

2 ✓, 3 X, 4 X, 5 ✓, 6 X, 7 ✓, 8 X

3 Look at Activities 1 and 2. Point, ask and answer.

- Focus on the questions in the speech bubbles. Model each of these by referring to a suitable picture, e.g. the helicopter in Activity 1: *What's this? (It's a helicopter.);* Activity 2, picture 4: *What are these? (They're bumper cars.).*
- You may like to ask pairs to ask and answer questions across the class before the children work in pairs.

4 Listen and say the numbers.

- Quickly revise numbers 1–20, counting up and down as a class. Then play the recording for children to listen and repeat.
- Explain that for numbers 31–99 we use the same system as for numbers 21–29, e.g. *thirty-one, forty-four, sixty-eight.*

Additional activity

Give children further practice of numbers 1–100. Use numerals to write different numbers on the board and ask the class to say them chorally. As they become more confident, invite children to write numbers on the board for the class to say them. They can continue by taking turns to write a number and nominating a classmate to say it. Their classmate then becomes the next person to write a number on the board, and so on.

5 Listen and write. Then think and answer. What year is it now?

- Play the recording for children to listen and complete the sentence. Check the answer.
- Then tell children to think about how to say what year it is now. Tell them to put their hands up, not call out the answer. Ask the first child who puts their hand up to give the answer.

Answer key

twenty-thirty-five

6 Listen and answer. Then ask and answer.

- Play the recording and pause after the first question. Elicit the answer. Then play the answer on the recording for children to check. Make sure children understand that the items on the recording are not in the same order as the pictures.
- Play the recording in full, pausing after each question. Elicit the answer first, and then play the answer on the recording for children to check.
- Draw attention to the speech bubbles under the pictures. Explain that children can now ask and answer about the pictures in any order. In pairs, children complete the task.

Audioscript

What number is the car?
 It's 53.
 What number is the boat?
 It's 47.
 What number is the plane?
 It's 82.
 What number is the bus?
 It's 72.
 What number is the lorry?
 It's 34.
 What number is the balloon?
 It's 25.
 What number is the train?
 It's 61.
 What number is the helicopter?
 It's 100.

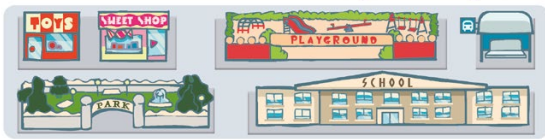
Answer key

For Oral pairwork, see the audioscript above.

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

Language

- 1 Read and circle. Then ask and answer. Where's ...? Is the ...?



Chouaib: ¹ What's / Where's the sweet shop?
 Loubna: It's ² between / in front of the toy shop and the playground.
 Chouaib: Is the bus stop in front of the school?
 Loubna: ³ Yes, it is. / No, it isn't. It's behind the ⁴ school / playground.

- 2 Choose a colour. Play At the funfair with a partner.



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Language reference p.102

Extra activities p.15

Tana's sounds and spelling

1

- 1 Listen and repeat.



- 2 Listen and repeat the alphabet. Then listen and answer.

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

What colour is the letter Q?

What colour is the letter R?

It's light blue.

It's dark ...

- 3 Write the letters in colour groups. Then listen, check and repeat.

A, H, _____ B, _____
 F, _____ I, _____
 O, _____ Q, _____ R, _____

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Pupil's Book page 10

Objective

Language revision: questions with *Where's ...? / Is the ...?; behind / between / in front of;* present continuous questions (*Is he/she ...?*) and short answers

1 Read and circle. Then ask and answer.

- Write 10 on the board and ask children to open their books.
- Draw children's attention to the picture and to the dialogue under it. Read the first line of the dialogue, focus on the example and then complete the second item together. Children complete the task. Check answers.
- Model the dialogue yourself, pausing after each line for children to repeat. Children then act out the dialogue in pairs.
- Draw attention to the questions in the speech bubbles. Children ask and answer additional questions about the picture. Monitor and help as necessary.

Answer key

2 between, 3 No, it isn't. 4 school

Oral pairwork:

Where's the toy shop?
 It's behind the park.
 Where's the sweet shop?
 It's behind the park. / between the toy shop and the playground.
 Where's the playground?
 It's behind the school. / between the sweet shop and the bus stop.
 Where's the bus stop?
 It's behind the school.
 Where's the park?
 It's in front of the toy/sweet shop.
 Where's the school?
 It's in front of the playground / bus stop.

2 Choose a colour. Play At the funfair with a partner.

- Draw children's attention to the first two pictures and to the speech bubbles under them. Explain that children are going to work in pairs. One of them is going to ask their partner questions about the green pictures and the other is going to ask about the orange pictures.

- In pairs, children choose the colour they are going to ask questions about. They take turns to ask and answer questions. When they reach the end of the game, they can swap colours and repeat.

Answer key

Oral pairwork:

- 3 Yes, he is.
- 4 Yes, she is.
- 5 No, he isn't.
- 6 No, she isn't.
- 7 Yes, he is.
- 8 Yes, she is.
- 9 No, he isn't.
- 10 No, she isn't.

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

Pupil's Book page 11

Objective

Oral skills development

Tana's sounds and spelling: revision

1 Listen and repeat.

- 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. /h/ – /h/ – **hat** – **hat**.
- Make sure children understand that this activity focuses on the sounds of the letters in blue 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 Listen and repeat the alphabet. Then listen and answer.

- Tell children that they are going to revise the alphabet. Play the first part of the recording. Children listen and repeat. If they ask about the different colours, explain that they will find out about this in Activity 3.

- Focus on the speech bubbles under the alphabet. Elicit the end of the second answer and check children understand the difference between *light* and *dark*.
- Play the second part of the recording, pausing after each question. Elicit the answer first. Then play the answer for children to check.

Audioscript

What colour is the letter *Q*?
It's light blue.
What colour is the letter *R*?
It's dark blue.
What colour is the letter *A*?
It's grey.
What colour is the letter *G*?
It's green.
What colour is the letter *I*?
It's white.
What colour is the letter *O*?
It's yellow.

Answer key

See the audioscript above.

3 Write the letters in colour groups. Then listen, check and repeat.

- Look at the example and explain that children should now complete the groups according to the colour. Ask children to find the next grey letter and add it to the first group (*J*). Then elicit that *B* is in green and elicit the second letter of the second group (*C*). Children then complete the missing letters.
- Check answers by writing the groups of letters on the board. Then play the recording for children to listen to each group. If necessary, point out that the letters in each group have a similar sound, e.g. *A, H, J* (/eɪ/, /eɪtʃ/, /dʒeɪ/); *B, C, D* (/bi:/, /si:/, /di:/).
- Play the recording again for children to listen and repeat the letters in each group.

Audioscript

Grey: A, H, J, K Green: B, C, D, E, G, P, T, V
Red: F, L, M, N, S, X, Z White: I, Y Yellow: O
Light blue: Q, U, W Dark blue: R

Answer key

See the audioscript above.

Reading

1 Listen and read. Then number.

1 A Cold Game

Shawna and her friends live in Iqaluit in Canada. It's very cold in the winter, but they play football (soccer) outside and they have fun.

2 Fairy Tale House

Theo and Bee visit a small house in the UK. There's a sofa and a table in the kitchen. It's a small house, but the garden is big.

3 San San's New Friend

San San is from Thailand and she's 8. She can't walk or speak very well, but her new friend Carla helps her to climb a mountain.

4 Kobi Loves Surfing

Kobi is 11 and he loves surfing. He goes to the beach every day and his dad teaches him to surf. They're really good at surfing!



Project

2 Imagine, draw and write. Show and tell the class.

- Imagine you're in one of the videos.
 - Where are you?
 - What can you see?
 - What are you doing?
- Draw and write a few sentences about your picture.



I'm in the video *Kobi Loves Surfing*. This is me. I'm on the beach. I'm wearing an orange T-shirt and grey shorts. I can see Kobi in the water. He's surfing with his dad.

12

My Bubbles file

1

1 Look and write.



In town
sweetshop

Furniture

Transport

Clothes

Activities

The funfair

play the

do my



2 Count and write.

1 $37 + 20 =$ fifty-seven

3 $70 + 18 =$

2 $45 + 30 =$

4 $33 + 66 =$

3 Read and match.

1 Do you play the piano?

a No, I'm not.

2 Are you writing stories?

b Yes, they are.

3 Would you like a toffee apple?

c Yes, I do.

4 Are Laila and Adil having dinner?

d No, they don't.

5 Do Driss and Amal play baseball?

e Yes, he does.

6 Does Hamza fly kites?

f Yes, please.

Unit 1

Circle and draw.

Now I can:

say numbers 21–100.



remember words from *Bubbles 3*.



remember language from *Bubbles 3*.



I feel:



13

Pupil's Book page 12

Objectives

- Reading skills development
- Oral skills development

Project: An imaginative description

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 3, b 4, c 2, d 1

Project

2 Imagine, draw and write. Show and tell the class.

- Draw attention to the text on the left. Children should imagine they are in one of the videos from Activity 1. They should draw a picture and then write sentences to answer the three questions. Encourage them to use vocabulary they already know where possible, but to ask you for new words where necessary.
- After children have prepared their picture and sentences, focus on the boy in the photo. Give them time to read the speech bubble and see how he answers the questions on the left.
- Then, as time allows, invite volunteers to present their pictures to the class in the same way.
- If you wish, collect in the pictures and sort them into four groups, one for each video. Then, when you use the videos in Units 2, 4, 6 and 8, you can show the pictures again and children can discuss which ones are most similar to things they see in the videos.

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 Look 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 106.
- Ask volunteers to write the words on the board for everyone to check.

Answer key

In town: playground; **Clothes:** shirt, shoes;
Furniture: mirror, armchair; **Activities:** play the guitar, do my homework; **Transport:** helicopter, plane; **The funfair:** bumper cars, toffee apple

2 Count and write.

- Focus on the example and point out that it is written in words, not using numerals. Children can do the maths using numbers first if this is easier for them, but they should write the final answer in words.
- Children complete the task. Check answers by asking children to write the numbers on the board in words, using numerals to double-check if necessary.

Answer key

2 seventy-five, 3 eighty-eight, 4 ninety-nine

3 Read and match.

- Look at the example and then complete the second item together. Check that everyone understands the activity.
- Children complete the task. Check answers.

Answer key

2 a, 3 f, 4 b, 5 d, 6 e

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.

Extra activities

Vocabulary

1 Read and circle.



She's **playing baseball** / **ice skating**.



He's **flying a kite** / **writing stories**.



She's **roller skating** / **drawing pictures**.



She's **waking up** / **having breakfast**.



He's **going to school** / **having lunch**.



He's **going home** / **having dinner**.

2 Write.

bookcase bus stop cupboard sixty-one merry-go-round
forty-seven socks rollercoaster



merry-go-round



14

1

Language

1 Read, choose and write.

Nail: ¹ Who _____ that girl? She's ² _____ a white T-shirt and ³ _____ skirt is purple.

Doha: That's Keltoum.

Nail: And can you see ⁴ _____ boy next to Keltoum? ⁵ _____ wearing a red shirt and blue shorts. ⁶ _____ his name?

Doha: Soufiane.

Nail: Do Soufiane and Keltoum ⁷ _____ to school?

Doha: Yes, they ⁸ _____.

- | | | |
|------------|-----------|-----------|
| 1 a Who | b Whose | c What |
| 2 a wear | b wears | c wearing |
| 3 a their | b his | c her |
| 4 a these | b that | c those |
| 5 a She's | b He's | c They're |
| 6 a What's | b Where's | c Who's |
| 7 a walk | b walks | c walking |
| 8 a don't | b does | c do |



2 Write the words in the correct order.

- 1 good / baseball / I'm / at / playing
I'm good at playing baseball. _____
- 2 not / pictures / at / good / drawing / I'm

- 3 go / don't / school / to / bus / I / by

- 4 school / I / at / lunch / have

- 5 football / play / my / with / I / friends

- 6 the / We / in / dinner / have / kitchen

3 Answer the questions about you.

- 1 What are you good at? _____
- 2 How do you go to school? _____
- 3 What do you do after school? _____

15

Pupil's Book page 14

1 Read and circle.

Answer key

2 flying a kite, 3 drawing pictures, 4 waking up, 5 having lunch, 6 going home

2 Write.

Answer key

2 socks, 3 bus stop, 4 bookcase, 5 rollercoaster, 6 forty-seven, 7 cupboard, 8 sixty-one

Pupil's Book page 15

1 Read, choose and write.

Answer key

2 c, 3 c, 4 b, 5 b, 6 a, 7 a, 8 c

2 Write the words in the correct order.

Answer key

- 2 I'm not good at drawing pictures.
- 3 I don't go to school by bus.
- 4 I have lunch at school.
- 5 I play football with my friends.
- 6 We have dinner in the kitchen.

3 Answer the questions about you.

Answer key

- 1 I'm good at ...
- 2 I go to school ...
- 3 After school, I ...

Extra activities

Writing My day

1 Read about Yassine's day and circle.

I'm Yassine and this is my day. I wake up and I have breakfast with my family. Then I go to school by **bus** / **car**. After school, I **play baseball** / **roller skate**. Then I come home and I play the **guitar** / **piano**. I do my homework and I **draw pictures** / **write stories**. I have dinner and I go to sleep.



2 Plan your writing. Circle your activities. Write other activities.



3 Write about your day.

I'm _____ and _____.
I wake up and _____.
Then I _____.
After school, I _____.

16

Pupil's Book page 16

1 Read about Yassine's day and circle.

Answer key

2 roller skate, 3 piano, 4 draw pictures

2 Plan your writing. Circle your activities. Write other activities.

3 Write about your day.

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

Big Bubble puzzle

1

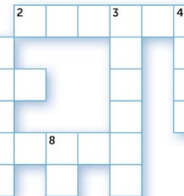
1 Look, read and write the words.

Across →

Down ↓



1 E
I
6 G
H
T
Y



1
30



12
60



6 I'm ... at writing stories.

5 Twenty + twenty = ...

10 ...'s the bookshop?

11 He's Fahd and Lina is ... sister.

17

Pupil's Book page 17

1 Look, read and write the words.

Answer key

Across: 2 SHORTS, 6 GOOD, 7 TABLE, 9 PARK, 10 WHERE, 12 SIXTY

Down: 3 ROLLER SKATE, 4 SOFA, 5 FORTY, 8 BUS, 11 HIS