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Bubbles

Teacher's Book

5

Contents

Introduction	2
Map of the Pupil's Book & Activity Book	4
1 Welcome!	6
2 My daily routine	16
3 Meet my family	26
4 I love couscous	36
5 We were in town	46
6 A sunny day	56
7 At the hospital	66
8 Time for fun	76
Video/Audioscripts	86

1 Welcome!

1 Welcome!

1 Look and listen. What do Tana's students love doing?

True (T) or False (F)?
Teddy wants to come in.

2 Listen again. Read and write. There are two extra words.

monkey brave cheese dolphins jungle surprised parrot

- 1** Reading a book about: dolphins
Favourite animal: Teddy
Chore: makes her bed every day
Favourite travel activity: meeting new people
- 2** Reading a book about: a pirate
Favourite animals: whales
Chore: tidies her room
Favourite travel activity: swimming in the sea
- 3** Reading a book about: a snake in a forest
Favourite animals: pandas
Chore: cleans the floor
Favourite travel activity: reading a map
- 4** Reading a book about: a snake in a forest
Favourite animals: lions
Chore: washes the car
Favourite travel activity: taking a trip
- 5** Reading a book about: a snake in a forest
Favourite animals: sharks
Chore: waters the plants
Favourite travel activity: eating new food

3 Read and write the names.

- 1 Her favourite animals live in forests and they're black and white. Cota
- 2 Her favourite activity is a water sport.
- 3 They help in the garden. _____ and _____
- 4 She makes new friends on holiday. _____
- 5 Their favourite animals live in the sea. _____ and _____
- 6 She helps in the kitchen. _____

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

Name: _____ My name's ...

Reading a book about: _____ I'm reading a book about ...

Favourite animal/s: _____ My favourite animal is my ... / My favourite animals are ...

Chore: _____ At home, I ...

Favourite travel activity: _____ My favourite travel activity is ...

Unit overview

Vocabulary

Revision: numbers 21–100, nature, wild animals, chores, food, books, free time, travel

Presentation: ordinal numbers 1st–10th

Language

Revision:

Verbs *be* and *can*: positive, negative, questions and short answers

Present simple positive, negative, questions and short answers with time expressions (*once, twice, on Saturday afternoon, at the weekend*)

Present continuous positive and negative
Past simple positive (regular and irregular verbs), negative, questions and short answers

For an overview of language in *Bubbles 4*, see page 102 of the Pupil's Book.

Tana's sounds and spelling:

Revision: *cake, shark, horse, cheese, kite, night, sea*

Round the World: Indonesia

Project: An animal fact file

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 do Tana's students love doing?

- Children learned numbers up to 100 in *Bubbles 4*. You could now say the instruction to open their books instead of writing a number on the board. Say: *Open your books at page 6*.
- Explain that the picture shows Tana, a teacher, with her class and that children are going to listen to learn more about the characters.
- Ask: *What do Tana's students love doing?* Then play the recording. Check the answer.
- Elicit known vocabulary from the picture.

Audioscript

Tana: Hello everyone! Welcome! My name is Tana and I'm a teacher. How are you? Good! What's your name? Nice to meet you!

These are my students. Do you remember their names? This is Alto, Beta, and Cota. We all love reading books! I'm reading a book about dolphins. Say hello, everyone!

Beta: Hello! I'm Beta ... I'm reading about a brave pirate! He's in a pirate ship!

Cota: Hello! I'm Cota. My book is about a parrot in a forest!

Alto: Hi! I'm Alto! I'm reading about a snake in a jungle!

Tana: Great!

Teddy: [*Grr-crunch-slurp*]

Tana: No, Teddy you can't come in. That's Teddy at the window. He's my favourite animal! He likes books, too. He's reading a book about cheese! He likes eating cheese and sometimes he eats books, too!

Teddy: [*Grr-crunch-slurp*]

Answer key

They love reading books.

True (T) or False (F)?

- Say: *True (T) or False (F)?* Then give children time to read the sentence before you play the recording again. Check the answer.

Answer key

T

Pupil's Book page 7

Objective

Vocabulary and language revision:
present simple, present continuous

2 Listen again. Read and write. There are two extra words.

- Say: *Open your books at page 7*.
- Focus on the characters' fact files and on the example. Draw children's attention to the words in the box. Then ask children to read the fact files. How much can they remember?
- Play the recording for children to complete the task. This time, there are numbers for each speaker, so you can easily pause to check the answers.

Answer key

2 brave, 3 parrot, 4 jungle, 5 cheese

3 Read and write the names.

- Children read the fact files again and complete the task. Check answers.

Answer key

2 Beta, 3 Alto and Teddy, 4 Tana,
5 Beta and Teddy, 6 Cota

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

- Model the activity yourself by completing the fact file about you with notes.
- Children then complete their fact file. If they need any specific words to talk about the book they are reading, be prepared to help. If they are not reading a book, they can invent one.
- Children then work in pairs, talking about what they included in their fact file.

1 Welcome!

Vocabulary

1 Find and write.

- three nature words:
woods r i
- three things to eat:
w c m
- three animals:
o p d
- three activities:
l
s
p



2 Listen and tick (✓) or cross (X).



3 Look at Activities 1 and 2. Write questions. Use these or your own ideas. Then point, ask and answer with a partner.

What's ...? What are ...? Is he/she/it ...?

Do you like ...? Can you ...? Do you ... at the beach?

Questions about the picture and photos

Questions about your partner

8

1

4 Listen and say the ordinal numbers.



5 Listen and say. Then ask and answer.



Where is the white plane?

It's third.

Extra activities p.14

9

Pupil's Book pages 8–9

Objectives

- Vocabulary revision:** nature, food, wild animals, free time, chores, travel
- Vocabulary presentation:** ordinal numbers 1st–10th

1 Find and write.

- Say: *Open your books at page 8.*
- 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. nature: *field, lake, star*; food: *lemon, pasta, soup*; animals: *panda, shark, whale*; activities: *cook a meal, eat new food, meet new people*).

Answer key

1 rock, island; **2** watermelon, cheese, meat;
3 octopus, parrot, dolphin; **4** listen to music, swim in the sea, paint a picture

2 Listen and tick (✓) or cross (X).

- Draw children's attention to the first picture and play the first part of the recording. Use the example to show children that they should listen and tick if the sentence matches what the speaker says and cross if it doesn't.
- Play the complete recording. Children listen and complete the task.
- Check answers and elicit a corrected version of the sentences for the pictures children marked with a cross, e.g. **1** *There's some pasta.* **4** *He made his bed yesterday.*

Audioscript

- There's some soup.
- He's swimming in the lake.
- She washes the car on Saturday.
- He painted a picture yesterday.
- She read a map on holiday.
- We went to the mountains.
- They watched TV last night.
- There were two pandas.

Answer key

2 ✓, **3** ✓, **4** X, **5** ✓, **6** X, **7** X, **8** ✓

3 Look at Activities 1 and 2. Write questions. Use these or your own ideas. Then point, ask and answer with a partner.

- Focus on the question stems in the first box and ask children some questions yourself about the pictures in Activities 1 and 2 to model the activity. If necessary, highlight the use of *this/these* in the first two questions and the present continuous in the third.
- Then focus on the question stems in the second box and ask a few confident children questions using these, e.g. *Samira, do you like listening to music?*, *Yanis, can you read a map?*, *Amina, do you swim in the sea at the beach?* Again, highlight the form of each question if necessary.
- Children can either write questions individually and then ask their partner, or they can work in pairs to write questions and then work in new pairs to ask the questions they prepared with their first partner and answer their new partner's questions.
- Encourage children to use vocabulary they already know as vocabulary revision is the focus of this activity.

Additional activity

Each child chooses one question based on the stems in the second box. As far as possible, make sure that each child has a different question. Then in a class mill drill they move around the classroom, ask everybody their question and note how many people say yes. Each child reports back to the class, e.g. *Fourteen people like listening to music.*

4 Listen and say the ordinal numbers.

- Focus on the pictures and check that everyone understands the idea of 'first place', 'second place', etc. Then play the recording and pause after each word for children to repeat.
- Make sure children pronounce *fifth* (/fɪfθ/) and *sixth* (/sɪksθ/) correctly, as these contain particularly complicated consonant sounds.

5 Listen and say. Then ask and answer.

- Focus on the picture. 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.
- If necessary, explain that these are questions we would ask during a race. If we were talking after the race is over, we would use the past simple, e.g. *The white plane came/finished third.*
- You may like to ask pairs to ask and answer questions across the class before the children work in pairs.

Audioscript

- 1 Where is the white plane?
It's third.
- 2 Where is the black bike?
It's sixth.
- 3 Where is the yellow lorry?
It's second.
- 4 Where is the pink helicopter?
It's seventh.
- 5 Where is the blue balloon?
It's fifth.
- 6 Where is the brown tractor?
It's tenth.
- 7 Where is the red car?
It's eighth.
- 8 Where is the green bus?
It's first.
- 9 Where is the purple boat?
It's ninth.
- 10 Where is the orange train?
It's fourth.

Answer key

For Oral pairwork, see the audioscript above.

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

1 Welcome!

Language

1 Read and circle. Then ask and answer about you.

Nabila: What are you ¹ **do** / **doing** at the moment?
 Ali: I'm ² **wash** / **washing** the car. ³ **I do** / **I'm doing** it
⁴ **once** / **twice** a week – on Saturday afternoon.
 What ⁵ **are** / **do** you do to help at home?

Nabila: I ⁶ **tidy** / **tidying** my room every day and I ⁷ **water** / **waters**
 the plants at ⁸ **weekend** / **the weekend**.

What do you do to help at home?

I ...

2 Act and guess.

Are you making your bed?

Yes, I am. / No, I'm not.
 Guess again!

3 Choose a colour. Play *Yesterday* with a partner.

10

Extra activities p.15

Tana's sounds and spelling

1

1 Listen and repeat.

2 Listen to the spelling. Tick (✓) the correct picture.

3 Look at Activity 2. Ask and answer.

How do you spell 'park'?

P-A-R-K.

11

Pupil's Book page 10

Objective

Language revision: present simple and expressions of frequency, present continuous, past simple (regular and irregular)

1 Read and circle. Then ask and answer about you.

- Say: *Open your books at page 10.*
- Focus on the example and check that everyone understands the activity.
- Children complete the task. Check answers.
- Children say the dialogue in pairs. Monitor and help as necessary.
- Focus on the speech bubbles and elicit a possible answer. In pairs, children then ask and answer about what they do to help at home.

Answer key

2 washing, 3 I do, 4 once, 5 do, 6 tidy,
 7 water, 8 the weekend

2 Act and guess.

- Demonstrate the activity yourself by miming making a bed. Draw attention to the question in the first speech bubble and invite children to ask you. Reply *Yes, I am.* Then mime another action, e.g. listening to music, elicit the question and give a short answer.
- Explain that if their partner can't guess the action, or doesn't know it in English, they should give them the answer using a complete sentence, e.g. *No, I'm not. I'm listening to music.*
- In pairs, children mime actions and ask and answer each other's questions.

3 Choose a colour. Play *Yesterday* with a partner.

- Draw children's attention to the first picture and to the speech bubble under the game. Explain that children are going to work in pairs. One of them is going to make sentences about the green pictures and the other is going to make sentences about the orange pictures.

- In pairs, children choose the colour they are going to make sentences about. They take turns to make their sentences. When they reach the end of the game, they can swap colours and repeat.
- At this point, draw children's attention to the Irregular verbs list on pages 106–107. These reference pages include all the past simple irregular forms that children will need to complete the activities in *Bubbles 5*, together with other common verbs which have an irregular past simple. Explain to the children that they will meet other irregular verbs in their later studies of English.

Answer key

Oral pairwork:

- 2 We planted some trees yesterday.
- 3 I ate new food yesterday.
- 4 He swam in the sea yesterday.
- 5 She read a map yesterday.
- 6 There were in the woods yesterday.
- 7 She didn't watch TV yesterday.
- 8 They took a boat trip yesterday.
- 9 Was the explorer in the jungle yesterday?
- 10 Did you meet new people yesterday?


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.**
 - Say: *Open your books at page 11.*
 - Focus on the pictures and elicit the words. If necessary, isolate each sound and then word for children to repeat, e.g. /eɪ/ – /eɪ/ – *cake* – *cake*.
 - 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 to the spelling. Tick (✓) the correct picture.**

- Tell children to work in pairs, look at the pictures and check they can remember the words in English.
- Then play the recording and pause after the first item. Focus on the example and check that everyone understands the activity.
- Play the complete recording. Children listen and complete the task. Check answers by asking children to write the words on the board. They can spell them aloud as they do this to reinforce pronunciation of the alphabet.
- Point out the use of *double* in item 3.

Audioscript

- 1 S-N-A-K-E. Listen again. S-N-A-K-E.
- 2 S-H-I-R-T. Listen again. S-H-I-R-T.
- 3 F-O-U-R-T-double E-N. Listen again. F-O-U-R-T-double E-N.
- 4 S-H-A-R-K. Listen again. S-H-A-R-K.
- 5 C-H-I-C-K-E-N. Listen again. C-H-I-C-K-E-N.
- 6 N-I-G-H-T. Listen again. N-I-G-H-T.

Answer key

2 b, 3 b, 4 a, 5 b, 6 a

3 **Look at Activity 2. Ask and answer.**

- Draw children's attention to the example in the speech bubbles. Make sure they understand that they should ask and answer about the words that they didn't tick in Activity 2.
- Children practise spelling aloud in pairs. Monitor and help as necessary.

Answer key

Oral pairwork:

How do you spell ...?

Children ask about these words and spell them out letter by letter:

2 shorts, 3 forty, 4 chair, 5 kitchen, 6 white

1 Welcome!



Round the World: Indonesia

1 Watch, listen and number.



2 Watch or listen again. Circle True (T) or False (F).

- Indonesia is a very big island.
- Indonesia has got a lot of volcanoes.
- There are some animals that only live in Indonesia.
- The word orangutan means 'animal of the forest'.
- There are 70 different cultures and languages in Indonesia.
- People eat a lot of rice in Indonesia.

T F
T F
T F
T F
T F
T F

Project

3 Research and make an animal fact file. Show and tell the class.

- Choose an animal from the video. Research:
 - How many are there? Where do they live? How big are they?
 - What do they eat? Can you find a fun fact about these animals?
- Make a fact file. Find or draw pictures.

This is my fact file about ... There are ... They live in forests in Indonesia. They are ... They eat leaves. This is my fun fact: Did you know that ...?



12

My Bubbles file

1

1 Look and write.

Food	Animals	Free time
onion		

2 Read the answers and write.

Did third Is Are often Was fifth Shall

- Are you sitting by the lake? Yes, I am.
- How do you make your bed? I make my bed every day.
- there a pirate ship in your book? Yes, there was.
- you visit your grandparents? No, we didn't.
- What's the letter of the alphabet? It's C.
- there any soup? Yes, there is.
- I water the plants? Yes, please.
- What's the letter of the alphabet? It's E.

Unit 1

Circle, think and write a number.

- I can use ordinal numbers 1st–10th.
- I can remember vocabulary from Bubbles 4.
- I can remember language from Bubbles 4.



My favourite activity / picture / lesson is on page _____.

13

Pupil's Book page 12

Objectives

- Video (or audio) comprehension skills development

▶ Round the World: Indonesia

- Oral skills development

Project: An animal fact file

1 Watch, listen and number.

- Say: *Open your books at page 12.*
- Explain that children are going to learn about Indonesia.
- Then focus on Activity 1 and use the example to explain that they should watch and number the pictures in the order they see them.
- Play the video. Children watch and complete the task.
- Note that all the *Round the World* pages offer an audio-only soundtrack as an alternative to using the video, in case video access is difficult. While many of the activities are possible with only the audio, the video provides richer input and is more engaging.
- Check that everyone understands the words *million*, *archipelago*, *arms*, *official* and *temple*.

Video/Audioscript p.86 →

Answer key

a 2, b 5, c 6, d 3, e 4, f 1

2 Watch or listen again. Circle True (T) or False (F).

- Play the start of the video/recording again, up to 'more than 18,000 islands in Indonesia'. Highlight that this means the first item is False.
- Play the rest of the video/recording for children to complete the task. Check answers.

Answer key

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

Project

3 Research and make an animal fact file. Show and tell the class.

- Explain that children are going to research and make a fact file about one of the animals from the video. Look at the research steps together. Either allow children to choose their own animal or consider allocating different animals in order to get an even balance across the class.
- Children then research their animal. Remind them to make their fact files visually interesting, like the ones in Activity 2 on page 7, and tell them to include at least two pictures. Encourage them to use any useful vocabulary from the video/recording.
- After children have done their research and prepared their fact file, focus on the girl in the photo and the example phrases in the speech bubble. Explain that children now need to think about what to say.
- Give children time to prepare their presentation. Encourage them to use vocabulary they already know. However, if children need any new words to talk about their animal, 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 fact files to the class.

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.

- Say: *Open your books at page 13.*
- Children look at the pictures and write the words in the correct place. To foster independent learning, tell them that they can use *My dictionary* on page 108 for support.
- Ask volunteers to write the words on the board for everyone to check.

Answer key

Food: meat, lemon, potato;

Animals: lion, panda, whale, shark;

Free time: play video games, walk in the countryside, watch TV, cook a meal

2 Read the answers and write.

- Make sure children understand that they should look at the answer next to each question to help them choose the correct words.
- Children complete the task. They could then practise in open or closed pairs.

Answer key

2 often, **3** Was, **4** Did, **5** third, **6** Is, **7** Shall, **8** fifth

Circle, think and write a number.

- Discuss each *I can ...* statement with the class first, so that everyone identifies the vocabulary and language correctly and can assess their progress accurately.
- Children then circle a face according to how well they feel they know each point.
- Focus on the *My favourite ...* statement. This caters for different learning styles, allowing children to select their favourite activity, picture or lesson from the unit. They circle the correct word and write the page number.
- Discuss as a class children's favourites, so they become more aware of how other people's preferences may be different from their own.

1 Welcome!

Extra activities

Vocabulary

1 Write.



lake



2 Read and write the correct words on the lines.

Ghali: Hi! What are you doing at the moment?

Sara: I'm ¹ cleaning the floor.

Ghali: Oh, you help at home. Me too. I ² the plants yesterday.

And what did you do yesterday?

Sara: I ³ my grandparents. We ⁴ in the countryside. Then my mum ⁵ a meal in the evening.

There was a new soup. My brother didn't like it, but I love new food!

Ghali: Me too! Last year, we ⁶ abroad and we ⁷ new food. We ⁸ new people too. That was great!

- | | | | | | |
|--------------|-----------|-----------|------------|------------|-----------|
| 1 A cleaning | B making | C helping | 5 A cooked | B met | C watched |
| 2 A looked | B watered | C ate | 6 A took | B went | C read |
| 3 A stayed | B went | C visited | 7 A ate | B got off | C watched |
| 4 A swam | B planted | C walked | 8 A played | B listened | C met |

14

Language

1 Read and circle.

- We **wash** / washes / washing our car once a week.
- Dad **am** / is / are cleaning the floor.
- We **walk** / walked / walking in the countryside yesterday.
- There **is** / was / were pirates on the ship.
- We **don't eat** / aren't eating / didn't eat new food last weekend.
- They **don't get on** / doesn't get on / didn't get on the plane yesterday.
- I **don't tidy** / 'm not tidying / didn't tidy my room at the moment.
- There **aren't** / wasn't / weren't a forest in the story.



2 Write the questions in the correct order. Then write true answers for you.

- you / room / tidy / yesterday? / Did / your

Did you tidy your room yesterday?

Yes, I did.

- paint / Did / you / picture / weekend? / a / last

- in / kitchen / the / Are / sitting / now? / you

- you / Did / watch / yesterday? / TV

- cook / home? / meals / you / Do / at

- often / you / make / How / bed? / do / your



15

Pupil's Book page 14

Homework note: In Activity 2, draw children's attention to the example. Make sure they understand that in this activity they need to write the correct words on the lines in the dialogue. They can also circle the letters and/or words if they wish, but the essential part of the task is to copy the words correctly into the dialogue.

1 Write.

Answer key

2 watermelon, 3 angry, 4 waterfall, 5 pasta, 6 jungle, 7 countryside, 8 penguin, 9 seventh

2 Read and write the correct words on the lines.

Answer key

2 watered, 3 visited, 4 walked, 5 cooked, 6 went, 7 ate, 8 met

Pupil's Book page 15

Homework note: Point out that in Activity 2, the answer boxes for questions 1–5 are small, so children only need to write a short answer, as in the example. For question 6, however, the box is much larger. This is because they are expected to write a complete sentence, e.g. *I make my bed every day.*, *I don't make my bed.* or *My mum/dad makes my bed.*

1 Read and circle.

Answer key

2 is, 3 walked, 4 were, 5 didn't eat, 6 didn't get on, 7 'm not tidying, 8 wasn't

2 Write the questions in the correct order. Then write true answers for you.

Answer key

- Did you paint a picture last weekend?
- Are you sitting in the kitchen now?
- Did you watch TV yesterday?
- Do you cook meals at home?
- How often do you make your bed?

Extra activities

Writing A personal narrative

1 Read and write.

played visited walked washed watched watered

Last Saturday

In the morning, I helped at home. I ¹ washed the car and I ² the plants.
In the afternoon, we ³ my grandparents and we ⁴ in the countryside. It was great!
In the evening, I ⁵ the guitar. I love music! Mum and Dad cooked dinner and then we ⁶ TV. I love Saturdays!



2 Plan your writing. Circle your activities. Think of other activities.



3 Write about last Saturday. Use the Irregular verbs on pages 106–107 to help you.

Last Saturday

In the morning, I _____.
I also _____.
In the afternoon, I _____.
In the evening, I _____.
I _____ Saturdays!

16

Pupil's Book page 16

1 Read and write.

Answer key

2 watered, 3 visited, 4 walked, 5 played, 6 watched

2 Plan your writing. Circle your activities. Think of other activities.

3 Write about last Saturday. Use the Irregular verbs on pages 106–107 to help you.

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

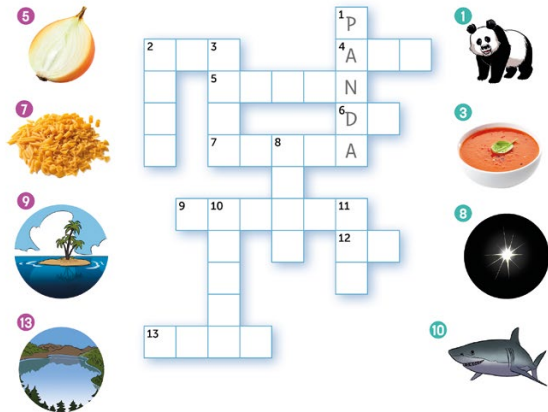
Big Bubble puzzle

1

1 Look, read and write the words.

Across →

Down ↓



- 2 My sister ... 6 last Saturday.
4 There aren't ... lemons.
6 How often ... you tidy your room?
12 Omar has a shower ... the morning.

- 2 We ... to the woods last weekend.
11 ... you take a boat trip yesterday?

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 ONION, 7 PASTA, 9 ISLAND, 13 LAKE, 2 WAS, 4 ANY, 6 DO, 12 IN
Down: 3 SOUP, 8 STAR, 10 SHARK, 2 WENT, 11 DID