

Tim Foster
with Herbert Puchta, Anna Osborn and Liz Uttley

Bubbles

Teacher's Book

6

Contents

Introduction	2
Map of the Pupil's Book & Activity Book	4
1 Welcome back!	6
2 People at work	16
3 At school	26
4 Going to town	36
5 Technology	46
6 Inventions	56
7 At the beach	66
8 My free time	76
Video/Audioscripts	86

1 Welcome back!

1 Welcome back!

1 Look and listen. What was the weather like yesterday?

True (T) or False (F)?
Teddy is frightened now.

6

2 Listen and circle.

1 Tana
My favourite food is ¹ mango ice cream / ² pea soup.
My favourite place in town is the ³ bookshop / ⁴ library.
I ⁵ read books / ⁶ go horse riding in my free time.

3 Beta
My favourite food is ⁷ carrot cake / ⁸ cheese sandwiches.
My favourite place in town is the ⁹ park / ¹⁰ market.
I ¹¹ have dance lessons / ¹² draw pictures in my free time.

4 Cota
My favourite food is ¹³ pineapple sandwiches / ¹⁴ tomato soup.
My favourite place in town is the ¹⁵ sweet shop / ¹⁶ square.
I ¹⁷ practise the guitar / ¹⁸ watch TV in my free time.

5 Alto
My favourite food is ¹⁹ pasta / ²⁰ onion soup.
My favourite place in town is the ²¹ supermarket / ²² toy shop.
I ²³ play in a band / ²⁴ go shopping in my free time.

6 Teddy
His favourite food is ²⁵ tomato ice cream / ²⁶ bean soup.
His favourite place in town is the ²⁷ swimming pool / ²⁸ library.
He ²⁹ eats / ³⁰ reads comic books in his free time.

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

1 Tana loves pea soup.	T	F
2 Tana's favourite place is very quiet.	T	F
3 Cota has fruit in her favourite sandwich.	T	F
4 Beta has meat in her favourite sandwich.	T	F
5 Beta reads in her free time.	T	F
6 Cota and Alto enjoy music in their free time.	T	F
7 Teddy's favourite ice cream is white.	T	F
8 Tana and Teddy both like books.	T	F

4 Complete the fact file about you.
Then ask and answer. Find two things that are the same. Tell the class.

What's your favourite ...?
What do you do ...?
What did you do ...?
Our favourite ...
We ... after school.
Last weekend, we ...

My favourite food: _____
My favourite place in town: _____
In my free time after school, I _____
Last weekend, I _____

7

Unit overview

Vocabulary

Revision: ordinal numbers 1st–10th (and 11th–12th), daily routine, family, food, places in town, weather, illness, free time

Presentation: months of the year

Language

Revision:

Possessive 's and s'

have got

Comparative and superlative adjectives

Past simple positive, negative and questions with regular and irregular verbs

For an overview of language in *Bubbles 5*, see page 102 of the Pupil's Book.

Tana's sounds and spelling:

Revision: *goose, brother, three, book, sweets, cow, snow, purple, parrot*



Round the World:

The United Kingdom

Project: A plan for a day trip

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 was the weather like yesterday?

- Say: *Open your books at page 6.*
- Ask: *What was the weather like yesterday?* Then play the recording for children to answer the question. Check the answer.

Audioscript

Tana: Hello everyone! Welcome back! My name's Tana and I'm your teacher again. How are you? These are my students. Do you remember their names? This is Beta, Alto and Cota. And there's Teddy. Can you see him? He's having fun outside. It's very windy today. And there was a terrible storm last night. There was lots of thunder and lightning. Teddy was very frightened. What's the weather like in your town today?

Answer key

It was stormy.

True (T) or False (F)?

- Say: *True (T) or False (F)?* Children read the sentence. Then play the recording again, if necessary. Check the answer.

Answer key

F (He **was** frightened, but he's having fun now.)

Pupil's Book page 7

Objectives

Vocabulary and language revision:
present simple, past simple

2 Listen and circle.

- Say: *Open your books at page 7.*
- Give children time to read the fact files.
- Play the recording for children to complete the task. Check answers.

Audioscript

- 1 Tana:** My favourite food is mango ice cream. I like soup too, but not pea soup. My favourite place in town is the library. It's very quiet! I read books in my free time. They're adventures in my head!
- 2 Cota:** My favourite food is pineapple sandwiches. My favourite place in town is the square. There are lots of shops and lots of people. It's fun. I practise the guitar in my free time. I'm not very good at it, but I enjoy it!
- 3 Beta:** I like sandwiches too, but my favourite food is cheese sandwiches. My favourite place in town is the park. We play lots of different sports there. I draw pictures in my free time.
- 4 Alto:** My favourite food is pasta, with meat, tomatoes and onions. My favourite place in town is the supermarket. I go shopping in my free time.
- 5 Tana:** Teddy likes ice cream, but his favourite food is tomato ice cream. I know! It's not very nice. His favourite place in town is the swimming pool, of course. And yes, he eats comic books in his free time.

Answer key

2 library, **3** read books, **4** pineapple sandwiches, **5** square, **6** practise the guitar, **7** cheese sandwiches, **8** park, **9** draw pictures, **10** pasta, **11** supermarket, **12** go shopping, **13** tomato ice cream, **14** swimming pool, **15** eats

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

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

Answer key

2 T, **3** T, **4** F, **5** F, **6** F, **7** F, **8** T

4 Complete the fact file about you. Then ask and answer. Find two things that are the same. Tell the class.

- Model the activity with notes about yourself.
- Children then complete their fact file.
- They then ask and answer in pairs. They find two things that are the same and feed back to the class.

1 Welcome back!

Vocabulary

1 Find and write.

Food	cloudy take some medicine draw pictures sandwich feel sick pineapple go horse riding have a dance lesson hurt my foot read comic books tomato thunder have earache couscous	Weather
Illness	Free-time activities	

2 Read and write. Then listen and check.

grandparents snowing comic books square pineapple auntie hurt market

Yesterday, I was in the town ¹ square at a very interesting ² . It was ³ ... and I fell and I ⁴ my foot. My mum took me to hospital. In the evening, my ⁵ visited me. They brought some mangoes and a ⁶ . We ate them together. My ⁷ , my uncle and my cousins visited me, too. They brought some ⁸ and games. I felt better! Today, I'm at home. I'm practising the guitar.



3 Imagine and make notes. Then ask and answer.

- Where were you?
- What happened?
- Who visited you?
- What did they bring?

8

1

4 Listen and say the months of the year.



5 Write the ordinal numbers. Listen, check and repeat. Then ask and answer.

second fifth ninth first eighth third

- | | | | |
|---------|----------|-----------|-------------|
| 1 first | 4 fourth | 7 seventh | 10 tenth |
| 2 | 5 | 8 | 11 eleventh |
| 3 | 6 sixth | 9 | 12 twelfth |

What's the first month of the year?

January. What's the tenth month of the year?

6 Write. Then ask and answer.

- | | |
|---|------------------|
| 1 When's your birthday? | It's in _____. |
| 2 Which month is between January and March? | _____. |
| 3 What month is it now? | _____. |
| 4 Which is the hottest month? | _____. |
| 5 Which is the coldest month? | _____. |
| 6 What's your favourite festival? | _____. |
| What month was it in last year? | It was in _____. |

When's your birthday?

It's in June.

Extra activities p.14

9

Pupil's Book pages 8–9

Objectives

- **Vocabulary revision:** ordinal numbers 1st–10th (and 11th–12th), family, food, places in town, weather, illness, free time
- **Vocabulary presentation:** months of the year

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. food: *beans, carrot, mango*; illness: *have a cough, have a headache, have toothache*; weather: *snowing, storm, sunny*; free-time activities: *go shopping, practise the guitar, watch films*).

Answer key

- Food:** sandwich, pineapple, tomato, couscous;
Illness: take some medicine, feel sick, hurt my foot, have earache;
Weather: lightning, thunder, windy;
Free-time activities: draw pictures, go horse riding, have a dance lesson, read comic books

2 Read and write. Then listen and check.

- Focus on the example and check that everyone understands the activity. Children complete the task.
- Play the recording for children to check their answers.
- Check that everyone understands *felt better*.

Answer key

- 2 market, 3 snowing, 4 hurt, 5 grandparents, 6 pineapple, 7 auntie, 8 comic books

3 Imagine and make notes. Then ask and answer.

- Note that this activity can be used to diagnose children's oral fluency.
- If you know you have a lower-level or mixed-ability class, weaker children only need to work on vocabulary by changing a few words. Give them an example of this, e.g.
Yesterday, I was in the (street going shopping). It was (raining) and I fell and I hurt my (arm). My (uncle) ...
If you wish, children can also complete the task in writing, copying the model from the page and making small changes, rather than using the question and answer format.
- If you don't know the class, go through the text in Activity 2 first, inviting children to suggest changes. Then focus on the speech bubbles and invite volunteers to ask you each question in turn and model an answer. Children can then either work on their own first making notes of changes and then ask and answer questions with a partner, or work in pairs to make notes of changes and then work in new pairs to ask and answer questions about the changes they prepared with their first partner.

4 Listen and say the months of the year.

- Play the recording and pause after each word for children to repeat.

5 Write the ordinal numbers. Listen, check and repeat. Then ask and answer.

- Focus on the example and check that everyone understands the activity.
- Children complete the task.
- Play the recording for children to check their answers. Then play the recording again for children to repeat.
- Make sure children pronounce *fifth* (/fɪfθ/), *sixth* (/sɪksθ/) and *twelfth* (/twelfθ/) correctly, as these contain particularly complicated consonant sounds.

- Then draw children's attention to the example question and answer in the speech bubbles. In pairs, they then ask and answer questions about the months of the year.

Audioscript

1 first, **2** second, **3** third, **4** fourth, **5** fifth, **6** sixth, **7** seventh, **8** eighth, **9** ninth, **10** tenth, **11** eleventh, **12** twelfth

Answer key

See the audioscript above.

6 Write. Then ask and answer.

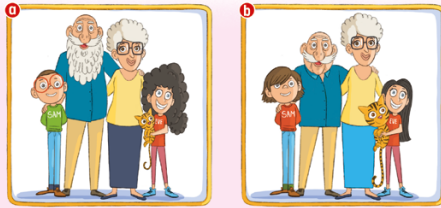
- Focus on the questions 1–6. Point out that to answer question 1, children should only write a month, not include a date. Make sure children also understand that they don't need to write full sentences, just single words.
- Individually, children answer the questions.
- Then draw children's attention to the example question and answer in the speech bubbles. In pairs, they then ask and answer the questions. Monitor and help as necessary. Note that, apart from question 2 (*February*), some answers will vary.

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

1 Welcome back!

Language

1 Read the sentences. Write a or b.



- 1 Eve's grandpa is taller than her grandma. a ...
- 2 Eve's cat is smaller. _____
- 3 Eve's cat is bigger. _____
- 4 Eve has got curlier hair. _____
- 5 Sam has got shorter hair. _____
- 6 Eve's grandpa hasn't got a beard. _____

2 Talk about your family with a partner. Use comparative and superlative adjectives.

tall short long
curly old young

- I've got two brothers and a sister.
- What are your brothers' names?
- What's your sister's name?
- Are your brothers taller than you?
- Who's got / Who's the ... in your family?

3 Read and write. Use the Irregular verbs on pages 106–107 to help you.

I ¹ was (be) very busy on Saturday. I ² _____ (get up) at 7 o'clock and I ³ _____ (practise) the guitar. At 10 o'clock, I ⁴ _____ (go) shopping with my parents. We ⁵ _____ (have) a snack in the shopping centre. We ⁶ _____ (arrive) home at 12 o'clock and I ⁷ _____ (help) with lunch. In the afternoon, I ⁸ _____ (have) a dance lesson. In the evening, there ⁹ _____ (be) a school concert. I ¹⁰ _____ (not play) the guitar, but I ¹¹ _____ (sing) a song. What ¹² _____ (you / do) last Saturday?

10

Extra activities p.15

Tana's sounds and spelling

1

1 Listen and repeat.



2 Complete the alphabet. Listen, check and repeat.

A, B, _____, D _____, F, _____, H _____, J, K, _____
_____, N, O, _____ Q, _____, S, _____ U, V, _____, X, _____, Z

3 Number these words in alphabetical order. Listen and check.

- | | | | | | |
|-----------|----------------------------|-------------|----------------------------|-----------|----------------------------|
| 1 clean | <input type="checkbox"/> 3 | auntie | <input type="checkbox"/> 1 | brush | <input type="checkbox"/> 2 |
| 2 earache | <input type="checkbox"/> | lightning | <input type="checkbox"/> | daughter | <input type="checkbox"/> |
| 3 mango | <input type="checkbox"/> | son | <input type="checkbox"/> | pineapple | <input type="checkbox"/> |
| 4 windy | <input type="checkbox"/> | temperature | <input type="checkbox"/> | uncle | <input type="checkbox"/> |

4 Can you number these words in alphabetical order? Listen and check.

bread black ball 1 blue bear

11

Pupil's Book page 10

Objective

Language revision: possessive 's and s', have got, comparative and superlative adjectives, past simple (regular and irregular)

1 Read the sentences. Write a or b.

- Say: *Open your books at page 10.*
- Focus on the example and check that everyone understands the activity.
- Children complete the task. Check answers.

Additional activity

In pairs, children make other sentences for their partner to say a or b, e.g. *Eve's grandma is taller than her grandpa.*

Answer key

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

2 Talk about your family with a partner. Use comparative and superlative adjectives.

- Focus on the speech bubbles and then model the activity yourself by making a sentence about your own family like the one in the first speech bubble. Elicit follow-up questions from the class, similar to those in the speech bubbles. Make sure children understand that for the last speech bubble, they can make questions either with *have got*, e.g. *Who's got glasses in your family?* or with a superlative adjective, e.g. *Who's the oldest in your family?*
- Children ask and answer questions in pairs. Monitor and help as necessary.

3 Read and write. Use the Irregular verbs on pages 106–107 to help you.

- Focus on the example to show that children need to put the words in brackets in the past simple form. Draw children's attention to the Irregular verbs section on pages 106–107.
- Children complete the task. Check answers by asking children to write the words on the board.

Answer key

2 got up, 3 practised, 4 went, 5 had, 6 arrived, 7 helped, 8 had, 9 was, 10 didn't play, 11 sang, 12 did you do

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  **6 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. /u:/ – /u:/ – *goose* – *goose*.
- 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.

2  **7 Complete the alphabet. Listen, check and repeat.**

- Draw children's attention to the example and point out that they should read the alphabet across the page, i.e. the first row and then the second row.
- Make sure children complete the alphabet in pencil. Then tell them to put their pencils down, and listen, check and repeat the groups of letters.
- Finally, check answers by asking children to say the missing letters as you write these on the board for everyone to check.

Answer key

Missing letters: C, E, G, I, L, M, P, R, T, W, and Y.

3  **8 Number these words in alphabetical order. Listen and check.**

- Focus on the example and make sure children understand the activity.


- Children complete the task. Play the recording for children to check their answers.

Audioscript

- 1 auntie ... brush ... clean
- 2 daughter ... earache ... lightning
- 3 mango ... pineapple ... son
- 4 temperature ... uncle ... windy

Answer key

See the audioscript above.

4  **9 Can you number these words in alphabetical order? Listen and check.**

- Note that this ordering task is substantially more challenging than Activity 3 as it requires children to think about the second and third letters in the words, rather than the first.
- You may wish to give children time to look at the words and see if they can complete the task before playing the recording for them to listen and check. Alternatively, you could play the recording immediately, as this talks children through the ordering process.

Audioscript

- Girl:** Hmm ... 'Can you number these words in alphabetical order?'
Bread, black, ball, blue and bear.
Ah, the first letter is *B* in all these words.
- Boy:** Yes, so let's look at the second letter.
B ... A ... right, so *ball* is first.
- Girl:** And we write *1* in the box. OK. What's next? Oh, I know – *bear*. The second letter is *E*.
- Boy:** Great, so that's *2*.
- Girl:** Now, *black* or *blue*? Which is next?
B ... L ... ah, we look at the *third* letter.
- Boy:** Right, so we've got *B, L, A* and *B, L, U*.
A is before *U* in the alphabet, so *black* is next and we write *3* in the box.
- Girl:** Then we can write *4* in the box for *blue*.
- Boy:** And *5* is of course ... *bread!*
- Girl:** Finished!

Answer key

2 bear, **3** black, **4** blue, **5** bread

1 Welcome back!

Round the World: The United Kingdom

1 Watch, listen and circle.

1

The London Underground is called **the Tube** / **the Tunnel** because of its shape.

2

In the past, people got on and off these red buses **in the middle** / **at the back**.

3

This is the skeleton of a blue **whale** / **shark** – the biggest in the Natural History Museum.

4

Buckingham **Palace** / **Square** is one of the homes of the British King or Queen.

2 Watch or listen again and write.

- The red phone boxes in London are very famous.
- The _____ to Harry Potter's school leaves from 'Platform 9 3/4'.
- On a _____ tour, the bus turns into a boat.
- Tourists can watch the guards and hear the _____.
- Tower Bridge is _____ the Tower of London.

3 What would you like to see in London? Tell a partner.

I'd like to see the ...

Project

4 Imagine you went to London. Make a plan. Show and tell the class.

- Choose some places for a day trip to London. Research:
 - Where did you go? What did you see? Where did you have lunch?
 - What did you eat? Can you find a fun fact about London?
- Make a plan for a day trip. Find or draw pictures.

This was my day trip to London. We visited ... We saw ... We ate ...
This is my fun fact: Did you know that ...?

My Bubbles file

1 Look and write.

In town	Daily routines	Free-time activities
street		

2 Read and write.

Jad: Is your sister ¹ younger (young) than you?

Aya: No, ² _____. She's two years and a month ³ _____ (old) than me!

Jad: Ah! Your birthday is in July, so hers is in ⁴ _____. ⁵ _____ (she / go) horse riding with you at weekends?

Aya: Yes, ⁶ _____. Last Saturday, we ⁷ _____ (get up) at 8 o'clock and we ⁸ _____ (go) horse riding in the morning. Then we ⁹ _____ (play) in the band in the afternoon. We ¹⁰ _____ (arrive) home at half past six.

Unit 1

Circle, think and write a number.

- I know the months of the year in English.
- I can remember vocabulary from *Bubbles* 5.
- I can remember language from *Bubbles* 5.

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

Pupil's Book page 12

Objectives

- Video (or audio) comprehension skills development
 - Round the World: The United Kingdom**
 - Oral skills development
- Project:** A plan for a day trip

1 Watch, listen and circle.

- Say: *Open your books at page 12.*
- Explain that children are going to learn about the United Kingdom.
- Then focus on Activity 1 and use the example to explain that they should watch and/or listen and choose the correct word or phrase to complete the descriptions of the pictures.
- Play the video or the recording. Children watch and/or listen 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.

- Allow children to ask you about any unknown words they can't understand from the context.

Video/Audioscript p.86 →

Answer key

2 at the back, **3** whale, **4** Palace

2 Watch or listen again and write.

- Note that there is no box for this activity as the answers are all words from earlier in *Bubbles*. This task can therefore be used to diagnose children's vocabulary knowledge and spelling.
- Play the video/recording again for children to complete the task.
- Ask children to compare their answers in pairs and check their spelling. Then ask volunteers to write the words on the board for everyone to check.

Answer key

2 train, **3** duck, **4** band, **5** in front of

3 What would you like to see in London? Tell a partner.

- In pairs, children discuss which place in London they would like to see and why.
- Take feedback as a class and encourage children to share anything else they know about London that was not in the video.

Project

4 Imagine you went to London. Make a plan. Show and tell the class.

- Explain that children are going to research and make a plan for a day trip to London. Look at the research steps together.
- Children then research their day trip. Remind them to make their plans visually interesting, and tell them to include at least two pictures. Encourage them to use any useful vocabulary from the video/recording. If children need any new words to talk about their day trip, e.g. typical British food, be prepared to help them write these using English letters.
- After children have done their research and prepared their plan, focus on the boy in the photo and the example phrases in the speech bubble. Highlight the use of the past simple for this task. 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 plan, 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 if they can't remember a word, or are not sure how to spell it, they can look in *My dictionary* on page 108.
- Ask volunteers to write the words on the board for everyone to check.

Answer key

In town: supermarket, square, market;

Daily routines: go to bed, brush my teeth, have a shower, get dressed;

Free-time activities: draw pictures, go shopping, read comic books, go to the cinema

2 Read and write.

- Children complete the task. Check answers.
- In pairs, children practise saying the dialogue.

Answer key

2 she isn't, **3** older, **4** June, **5** Does she go, **6** she does, **7** got up, **8** went, **9** played, **10** arrived

Circle, think and write a number.

- Discuss each *I know ... / 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 one of the faces according to how well they feel they know each point.
- Draw children's attention to the *My favourite ...* statement. This has been worded to cater for different learning styles, so children can select their favourite activity, picture or lesson from the unit, 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 back!

Extra activities

Vocabulary

1 Match.

arrive take feel go have get brush leave

my teeth for school to bed home
some medicine dressed a temperature sick

2 Read and write.

Last weekend	in the morning	in the afternoon	in the evening
Saturday			
Sunday			

On Saturday morning, Sofia went to the ¹ swimming pool with her older sister. In the afternoon, her family went to the ² market. In the evening, Sofia read a lot of ³ comic books. On Sunday morning, she went ⁴ horse riding. After lunch, she drew some ⁵ pictures for her project. In the evening, she practised the ⁶ guitar.

3 Write the letters in the correct order. Then choose and write about your friends and family.

yaM uyrJana sugAut IriAp emovbreN yuraFber

1 May 2 3 4 5 6

My friend Batoul's birthday is in March. Grandpa's birthday is in December.

14

1

Language

1 Read and write.

taller hurt get up mustn't play arrived
a lot of don't get up didn't make curlier
must worst made did was are-making
doesn't have had many got up went has



- Ryan and his dad are making vegetable soup at the moment. Yesterday, they had (X) lunch. Ryan's mum made couscous with chicken and vegetables.
- Hakima takes a shower every morning. She has (X) a bath.
- Last Friday, I went to Football Club after school. I got home at 6 o'clock. I had a snack and then I did my homework.
- We get up at 7 o'clock on school days, but we go to bed (X) at 7 o'clock at the weekend. Yesterday, we got up at 9 o'clock.
- She's shorter than me and her hair is curlier than mine!
- The day was Tuesday. It was raining all day!
- I hurt my foot. I must go to hospital and have (X) a X-ray.
- There aren't many eggs, but there's a lot of cheese.

2 Write true sentences about you, your friends or your family.

1 Every day

2 Now / At the moment

3 Yesterday / Last week / Last (Friday)

4 At our school, we must / mustn't ...

5 In our fridge, there's / there are ...

15

Pupil's Book page 14

1 Match.

Answer key

take some medicine, feel sick, go to bed, have a temperature, get dressed, brush my teeth, leave for school

2 Read and write.

Answer key

2 market, 3 comic books, 4 horse riding, 5 pictures, 6 guitar

3 Write the letters in the correct order. Then choose and write about your friends and family.

Answer key

2 January, 3 August, 4 April, 5 November, 6 February

Pupil's Book page 15

Homework note: Activity 1 revises a range of different language areas from *Bubbles 5*. If you wish, point out that items 1–4 focus on tenses and identify with the class the time references that give clues (i.e. 1 *at the moment*, *Yesterday*; 2 *every morning*; 3 *Last Friday*; 4 *on school days*, *at the weekend*, *Yesterday*).

1 Read and write.

Answer key

1 didn't make, made; 2 has, doesn't have; 3 went, arrived, had, did; 4 get up, don't get up, got up; 5 taller, curlier; 6 worst, was; 7 hurt, must, mustn't play; 8 many, a lot of

2 Write true sentences about you, your friends or your family.

Extra activities

Writing A personal introduction

1 Read and write. Then tick (✓) the correct pictures.

twice my I've in in last at they I'm we



Me and my free time

1 My name's Alfie. 2 twelve. 3 got two older brothers and one younger sister. 4 live in London, in the UK. 5 a month, we visit my grandparents. 6 live in the countryside. We go for walks and I go horse riding. My grandma cooks a lovely meal. 7 Saturday, I played football with my friends 8 the afternoon. They left 9 half past five and I watched TV 10 the evening.

2 Plan your writing. Answer the questions.

My family How many brothers and sisters have you got?

My home Where do you live?

My free time At the weekend:

What did you do last Saturday?

3 Write about you and your free time. Use your plan from Activity 2.

Me and my free time

16

Pupil's Book page 16

1 Read and write. Then tick (✓) the correct pictures.

Answer key

2 I'm, 3 I've, 4 We, 5 Twice, 6 They, 7 Last, 8 in, 9 at, 10 in

2 Plan your writing. Answer the questions.

3 Write about you and your free time. Use your plan from Activity 2.

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

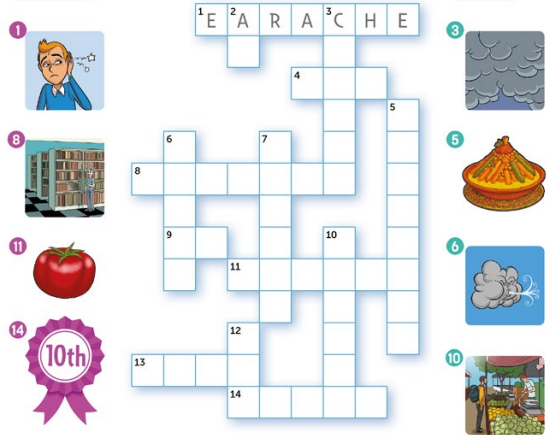
Big Bubble puzzle

1

1 Look, read and write the words.

Across →

Down ↓



- 4 My parents' ... is my brother! 2 I arrive home ... half past four.
9 ... you brush your teeth every day? 7 A ... is an orange vegetable.
18 I ... a snack after school. 12 What time do you ... up?

17

Pupil's Book page 17

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

1 Look, read and write the words.

Answer key

Across: 8 LIBRARY, 11 TOMATO, 14 TENTH, 4 SON, 9 DO, 13 HAVE

Down: 3 CLOUDY, 5 COUSCOUS, 6 WINDY, 10 MARKET, 2 AT, 7 CARROT, 12 GET