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Unit

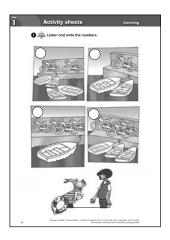
Activity sheets – Teacher's notes

Unit 1 – Activity sheets





1 Listen and write the numbers.



Answer Keu:

· ·		
3	1	
4	2	

Draw a boat and a bike on the board. Elicit boat and bike. Hand out the activity sheets. Ask children to listen to the dialogue and number the correct picture. Children listen again and check their answers. Then check answers as a whole class.

Extra activity

Do a colour dictation with the activity sheet. Practise the colours: red, yellow, green, blue, black, brown and white. Then ask children to colour the two boats in picture one red, yellow, green

Tapescript: Listen and write the numbers.

One: Max: Hello, Linda. Linda: Hello, Max.

Max: Two boats and one bike.

Linda: Two boats and one bike. All right.

Max: Three boats and three bikes.

Linda: Three boats and three bikes. Here!

Three: Max: Four boats and two bikes. Linda: Four boats and two bikes. Yes!

Four: Max: One boat and four bikes.

Linda: One boat and four bikes. Yeah, all right.

2 Join the dots and say.



Do a dot-to-dot of a number three on the board. Join the dots and elicit three. Hand out the activity sheets. Ask children to join the dots to reveal the pictures. When children have finished, ask them to whisper what they can see to their partner. Then check answers as a whole class.

Extra activity

Children turn over their activity sheets and draw their own dotto-dot. Help with vocabulary as necessary.

Answer Key:

- 1. boat
- 2. bike

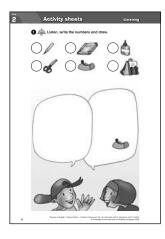
Activity sheets – Teacher's notes

Unit 2 – Activity sheets





1 Listen, write the numbers and draw.



Pick up classroom objects introduced in Unit 2 and elicit pencil, scissors, pencil case, etc. Hand out the activity sheets. Ask children to listen and number the pictures of the school things in the order that Linda and Benny ask for them. Children listen again and draw the objects in Linda and Benny's speech bubbles. Then check answers as a whole class.

Extra activity

Two:

Play a memory game. Put the following classroom objects on a table: pencil, pencil case, scissors, glue, book, schoolbag. Ask the class to name what's on the table. Ask two children to come to the table. Child A closes his/her eyes. Child B removes one object from the table. Child A then open his/her eyes and names the missing object. Continue the game with other children.

Answer Key:

- 1. pencil case
- 2. glue
- 3. scissors
- 4. book
- 5. pencil
- 6. schoolbag

Benny	Linda	
schoolbag	hoolbag pencil case	
	glue	
	scissors	
	pencil	

Tapescript: Listen, write the numbers and draw.

Linda: Hello, Benny.

Benny: Hello, Linda.

The pencil case, please? Benny: The pencil case. Here you are.

Linda: The glue, please?

Benny: The glue. Yes!

Linda: The scissors, please? Three:

Benny: The scissors. Yeah, all right.

Linda: The book, please? Four: Benny: The book. Yes!

Linda: The pencil, please?

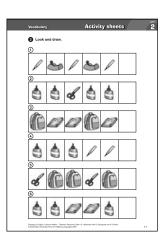
Five: Benny: The pencil. Here you are.

Benny: Linda? Six:

Yes, Benny?

Benny: The schoolbag, please? Linda: The schoolbag? All right!

2 Look and draw.



Draw the following sequence in a row on the board: two books, two pencils, one book and leave a space at the end. Elicit that this is a sequence and make sure children understand the idea. Ask children to complete the sequence and elicite the correct response – one pencil. Hand out the activity sheets. Children look at the pictures and draw the missing classroom objects in the empty frames at the end of each row. Each row of pictures makes a sequence. Check answers as a whole class.

Children turn over their activity sheets and make their own picture sequences with classroom objects. Children then give them to their partner to complete.

Answer Key:

_		
1. pencil case	3. book	5. schoolbag
2. scissors	4. pencil	6. glue

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Unit

Activity sheets - Teacher's notes

Unit 3 – Activity sheets





1 Listen and write the numbers.



Answer Key:

three bananas six pears four apples five plums

Take in examples of fruit introduced in Unit 3 or draw pictures of fruit on the board. Elicit banana, apple, pear, etc. Hand out the activity sheets. Children listen to the dialogue and write how many of each fruit there are. Children listen again and check their answers. Then check answers as a whole class.

Extra activity

Play Fruit Pictionary with the class. Draw a fruit on the board and invite children to guess what it is. Children then play the game in pairs.

Tapescript: Listen and write the numbers.

Boy: How many bananas are there, Dad?

Dad: There are three bananas.

Boy: Three bananas.

Boy: How many pears are there?

Dad: There are six pears.

Boy: Six pears.

Boy: How many apples are there?

Dad: There are four apples.

Boy: Four apples.

Boy: How many plums are there?

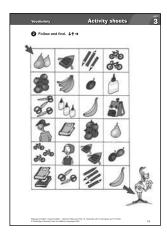
Dad: There are five plums.

Boy: Five plums.

I'm hungry. Give me a pear, please.

Dad: Here you are. Boy: Mmm. Thank you.

2 Follow and find. $\downarrow \uparrow \rightarrow$



Hide the glove puppet Max somewhere in the classroom before the lesson starts, then mime looking for him. Ask the children to help you. If you don't have a puppet, use a picture of Max. Hand out the activity sheets. Explain to the children that they have to follow the fruit in the grid to find Max. They can move up, down and across to the right. They cannot move diagonally. Draw arrows on the board to illustrate this. The children say the numbers and words in each square of the grid and draw a line with their pencil to show the path they are following. When the children have finished, check answers as a whole class, making sure that children have followed the correct route to Max.

Extra activity

Draw pictures of the fruit introduced in Unit 3 on different pieces of paper. Put them around the room. Do a class survey to find out the most popular fruit. Elicit the name of each fruit. Children go and stand next to the picture of the fruit they like best.

Answer Key:

two pears \rightarrow six apples \rightarrow four bananas \rightarrow one plum \rightarrow one banana → five apples → one pear → two plums → one banana

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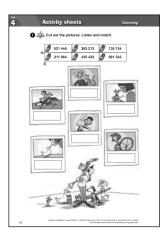
Activity sheets – Teacher's notes

Unit 4 – Activity sheets





1 Cut out the pictures. Listen and match.



Answer Key:

dog: 211 664 mouse: 363 213 rabbit: 135 124 cat: 521 446 hamster: 661 342 duck: 435 422

Hand out the activity sheets and scissors and ask the children to look at the pictures of the people with their pets. Point to each pet and ask: What is it? Elicit cat, mouse, dog, rabbit, duck and hamster. Point to the telephone numbers at the bottom of the page and tell the children to cut them out and place them on the desks in front of them. The children listen and place the correct number below each picture. They listen again and check their answers. Then check as a whole class.

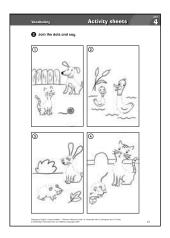
Extra activity

Do a number dictation. Say five or six telephone numbers that contain six digits. The children listen and write the numbers down. Check the numbers as a whole class and write them on the board as the pupils produce them. Follow this up with a memory game. Ask the children to close their eyes and erase one of the numbers from the board. The pupils can use the numbers they have written to identify the missing telephone number.

Tapescript: Cut out the pictures. Listen and match.

Max: What's this? A dog! Look! 211 664 ... 211 664. Max: What's this? A mouse! Look! 363 213 ... 363 213. Max: What's this? A rabbit! Look! 135 124 ... 135 124. Max: What's this? A cat! Look! 521 446 ... 521 446. Max: What's this? A hamster! Look! 661 342 ... 661 342. Max: What's this? A duck! Look! 435 422 ... 435 422.

2 Join the dots and say.



Answer Key:

- 1. a dog and a cat
- 2. two ducks
- 3. a hamster and a rabbit
- 4. a mouse and a cat

Vocabulary

Draw a simple dot-to-dot of a rabbit on the board. Join the dots and ask the children: What is it? Children: Rabbit. Hand out the activity sheets. Ask children to join the dots to reveal the pictures. When children have finished, ask them to whisper what they can see to their partner. Check the answers as a whole class.

Extra activity

Do a colour dictation with the activity sheet. Practise the colours: red, yellow, green, blue, black, brown and white. Say: A green dog, a blue cat, etc. The children colour the pets accordingly.

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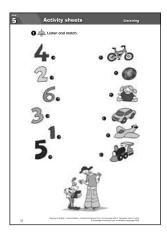
Unit

Activity sheets - Teacher's notes

Unit 5 – Activity sheets







Answer Key:

three cars six balls one doll four trains five planes two bikes

Ask a child how many pencils he/she has got. Then write the number on one side of the board and draw a pencil on the other. Then draw a line between the two. Hand out the activity sheets. Children listen to the dialogue and join the numbers to the correct toys. Children listen again and check their answers. Then check answers as a whole class.

Extra activity

Play Toy Pictionary with the class. Draw a toy on the board and invite children to guess what it is. Children then play the game in pairs.

Tapescript: Listen and match.

Hello, Benny. Мах: Benny: Hello, Max.

Мах: How many cars have

uou got?

Benny: I've got three cars. Мах: Three cars. Wonderful!

Мах: How many balls have

you got? Benny: I've got six balls!

Six balls. OK. Мах: How many dolls have Max:

you got?

Benny: I've got one doll. Мах: One doll.

Bennu: Ssh!

Мах: How many trains have

you got?

Benny: I've got four trains.

Мах: Four trains.

How many planes Мах: have you got?

Benny: I've got five planes.

Five planes. Мах:

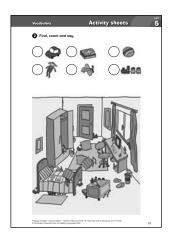
Мах: How many bikes have

uou aot?

Benny: I've got two bikes. Two bikes. Great! Мах:

Thank you.

2 Find, count and say.



Answer Key:

four cars two puzzles five balls six dolls six planes three trains

Take in some examples of toys introduced in Unit 5: cars, trains, dolls, etc. Mix them up and put them on the table. Ask children to find one of the toys and count how many examples of that toy there are on the table. Alternatively, you can demonstrate this activity using classroom objects. Hand out the activity sheets. Children look at the picture of the bedroom and count how many examples there are of each toy. Then, they write the number in the answer circle. Children tell their partner what they can see. Check answers as a whole class.

Extra activity

Draw pictures of the toys introduced in Unit 5 on different pieces of paper. Put them around the room. Do a class survey to find out the most popular toy. Elicit the name of each toy. Children go and stand next to the picture of the toy they like best.

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