

LITTLE BRIDGE

1



Teacher's Guide

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WELCOME TO LITTLE BRIDGE!

Lesson 1

Key structures

- *What's your name?*
- *My name's ...*
- *I'm ...*

Vocabulary

- *Hello. Hi.*
- *Matthew, Rose, Domino, David, Lizzie, Mr Miller, Mrs MacKenzie*
- *Look, listen, point, what are they saying?*

Materials needed

- Pupil's Book pages 1 – 2
- Flashcards 1 – 6
- Audio CD tracks 1 – 3
- Copymaster 1
- Software Unit 1 Activities 1 – 4

Starter

- Say *Hello* to children as they come into the room, encouraging them to answer *Hello*. If they are already in the room, go up to individual children and say *Hello*.
- Introduce yourself in English: *My name's ...*, pointing at yourself. Ask individuals *What's your name?* Allow children to reply with just their name but praise them when they use the full sentence *My name's ...*

Pupil's Book page 1

Track 1 – Song

- Introduce the town of *Little Bridge* using the picture on page 1 of the book and the song.

Transcript

*Little Bridge, Little Bridge,
Come and see where we live.
Come and take a look around.
Meet the people, see the town.
Make yourself at home in Little Bridge.
Make yourself at home in Little Bridge.*



Software Unit 1 – Introduction

Show children the introductory flyover with the song on the Software.

Pupil's Book page 2

Track 2 – Look, listen and point.

- Say *Open the book at page 2*. Demonstrate this yourself, showing them the right page.
- Play the recording, pointing to the pictures and pausing after each speaker. The names are chosen to practise a range of key sounds.
- Then play each section again, asking children to repeat it. Spend time on this till they get the pronunciation right.

Transcript

*Lizzie: Hello. I'm Lizzie.
Matthew: Hi. I'm Matthew.
David: Hi. My name's David.
Mr Miller: Hello. I'm Mr Miller.
Mrs MacKenzie: Hello. I'm Mrs MacKenzie.
Rose: Hello. My name's Rose.
And this is Domino.*

- Now say again *I'm ... (giving your name)*, then *My name's ...* so children understand that the two mean the same thing.

Software Unit 1 – Activity 1

If you have an interactive whiteboard, use Unit 1 Activity 1 to introduce the *Little Bridge* characters. Show the six animations, then play them again, asking children to repeat the language.

Track 3 – Flashcards 1 – 6

- Display flashcards 1 – 6. Play the recordings one at a time and ask a different child to select the right flashcard.

Transcript

Mr Miller: Hello. I'm Mr Miller.

Matthew: Hi. My name's Matthew.

Rose: Hi. I'm Rose.

Mrs MacKenzie: Hello. My name's Mrs MacKenzie.

Lizzie: Hi. I'm Lizzie.

David: Hello. I'm David.

- Use flashcards 1 – 6 to get children to produce the same phrases. Show a flashcard and ask *What does he/she say?* When a child says *Hi, I'm David*, encourage others to offer the alternative *Hello, my name's David*.

Software Unit 1 – Activities 2, 3 and 4

These can be done either as a whole class, using an interactive whiteboard or on individual computers.

Activity 2

Click on the right person as you hear the name.

Activity 3

Match the names to the faces.

Activity 4

Type in the names of the people you see.

Greetings

When meeting people they already know, adults in Britain simply say *Hello!* or *Hi!* or *How are you?* – with no handshake. Children never shake hands with each other – or kiss as happens in some European countries. They just say *Hello* or *Hi!*

Ask children to get up and move round the room, introducing themselves to each other in English.

Pupil's Book page 2

What are they saying?

- Children look at the pictures and imagine what the people are saying, prompted by the first letters of each word. This can be done as a speaking or a writing task, or both.

Answers

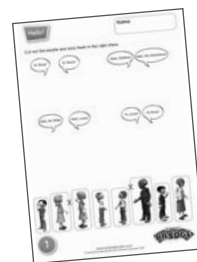
- *Hi/Hello, Mrs MacKenzie.*
- *Hi/Hello, Lizzie.*
- *Hello, Domino!*
- Using flashcards 1 – 6 again, select a flashcard and ask children to say *hello* to the character, using their names: *Hello, David. Hi, Rose!* Then allow a child to choose the pictures. Slowly speed up the game but still correct pronunciation where appropriate.

Follow-up

Copymaster 1 – Hello!

The copymaster consists of four dialogues using greetings.

- Children have to cut out the pictures and stick them in the right places on the sheet, to make sense of the speech bubbles.



Answers

- *Hi, Rose!*
- *Hi, David!*
- *Hello, Matthew.*
- *Hello, Mrs MacKenzie.*
- *Hello, Mr Miller.*
- *Hello, Lizzie.*
- *Hi, Lizzie!*
- *Hi, Rose!*

Lesson 2

Key structures

- *Who's that?*
- *Is that Rose?*
- *That's Lizzie.*

Vocabulary

- *Yes. No.*
- *Have a nice day.*
- *Thanks. You too.*
- *See you! Bye!*
- *Repeat.*
- *Who's speaking?*

Materials needed

- Pupil's Book pages 3 – 4
- Flashcards 1 – 6
- Audio CD tracks 4 – 5
- Software Unit 1 Activities 5 – 6 and Speaking activity
- Foam ball or beanbag

Starter

- Ask the children to sit in a circle. Holding a foam ball or beanbag, say **Hello. What's your name?** Throw the ball to a child, who has to answer. That child then asks the same question and throws the ball to someone else, who has to answer, then ask the question in turn, and so on. Encourage them to use both **My name's ...** and **I'm ...** in their answers.

Pupil's Book page 3

Track 4 – Look, listen and repeat.

- Say **Open your books at page 3. Look, listen and repeat.** Play the recording while children read the dialogue at the same time.
- Next, look at the new language line by line, encouraging children to guess what it means.
- Now ask them to listen again, with books closed, repeating the dialogue line by line.
- Children can then act out the dialogue in pairs, using the text for support.

Transcript

Rose: Hi Matthew!

Matthew: Hello!

Rose: Have a nice day.

Matthew: Thanks. You too.

Rose: See you!

Matthew: Bye!

Transcript

Matthew: Hi Rose!

Rose: Hello!

Matthew: Have a nice day.

Rose: Thanks. You too.

Matthew: See you!

Rose: Bye!

Flashcards 1 – 6

From talking to other people, the children now move on to talking about other people.

- Begin by showing different flashcards 1 – 6 and asking the question **Who's that? Is that Rose? Is that Matthew?** To begin with, the children can answer **Yes** or **No**, or simply use the names.
- By adding **Yes, that's ...** encourage them to use the phrase **That's Matthew**, etc.
- Now make the activity harder by only **showing** a corner of each flashcard and again asking **Who's that?**
- Next, show several flashcards, one at a time, saying **That's Mr Miller**, etc. and standing each one with its back to the class, so they have to remember which is which. Then point to one of the cards and ask **Who's that?**

Software Unit 1 – Speaking activity

In this activity children can record their own voices into a similar conversation in the role of Matthew. They can then compare their recording to the original and re-record it until they are satisfied with their performance.

Pupil's Book page 3

Who's that?

Children have to identify the characters from their silhouettes.

Answers

- 1 *Mr Miller*
- 2 *Lizzie*
- 3 *Domino*
- 4 *David*
- 5 *Rose*



Software Unit 1 – Activities 5 and 6

Activity 5

Identify the people from a detail.

Activity 6

Identify the people in the right order as they walk past.

Pupil's Book page 4



Track 5 – Listen. Who's speaking?

- Children now try to recognise the same six people from their voices alone. Play the recordings one at a time and ask the same question *Who's that?*
- Alternatively, ask children to write 1 to 6 in their books and write the names in their books as they listen, then check all six together afterwards.

Transcript and answers

- 1 *Lizzie: Hello. What's your name?*
- 2 *Mrs MacKenzie: Bye! Have a nice day!*
- 3 *David: Who's that? Is that you?*
- 4 *Mr Miller: Hello, Domino! Hello!*
- 5 *Rose: Thanks, David!*
- 6 *Matthew: Hi. Welcome to Little Bridge!*

Ready, steady, go!

Play this chain game either by pointing out the sequence around the class or by bringing everyone into a circle.

- Begin the activity with the cue *Ready, steady, go!* The first pupil then asks their neighbour *What's your name?* The neighbour answers, then asks the next person, and so on. The aim is for the chain reaction to go as fast as possible.
- Let the children have a trial run first, then use gestures (looking at your watch) to encourage them to go faster. You can remind them of the two possible ways to answer the question: *My name's ... or I'm*
- Write up on the board the time it takes to go right round the class, then ask them to try again.

Lesson 3

Key structures

- *What's my name?*
- *Can you guess?*

Vocabulary

- *Ready, steady, go!*

Materials needed

- Pupil's Book pages 4 – 5
- Audio CD track 6
- Copymaster 2

Starter

- Play *Ready, steady, go!* again but this time in two or three teams of equal numbers. Divide the class into teams and tell them *We're going to play 'What's your name?'* again. *Ready, steady, go!* Tell them the team that can do it the fastest is the winner.

Pupil's Book page 4

In other words ...

This activity highlights alternative ways of saying the same thing (see page 7 of the Introduction).

- Introduce the activity orally. Say *Hello!* to different children until one of them answers *Hi!* Then ask *What's your name?* to elicit both the possible answers (*I'm ...* and *My name's ...*). Finally say *Bye!* to different children until one answers *See you!*
- Children can then draw lines in their books to join up the pairs.

Answers

- *Hello!* = *Hi!*
- *I'm ...* = *My name's ...*
- *Bye!* = *See you!*

Children can now practise this in pairs.

- One says a word or phrase (from either the left or the right column) and their partner has to say the one that means the same thing.
- When they have used all the pairs, ask them to close their books and continue from memory.

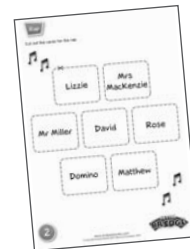
Pupil's Book page 5



Track 6 – Rap

Copymaster 2 – Rap

This is basically a guessing game set to music. The rhythm, as well as making it fun, encourages children to respond quickly.



- Begin by distributing one copymaster to each pair of children. Either cut up the seven cards first or ask children to cut them up.
- Demonstrate the game with a volunteer. Choose a card, making it clear to the class that you are not showing it to your partner. Then, without the music, carry out the guessing game, using the language in the book.
- For example: When they guess the right answer, show the card.

Teacher: What's my name? Can you guess?

Child: David?

Teacher: No.

Child: Mr Miller?

Teacher: No.

Child: Lizzie?

Teacher: Yes!

- The children can now play the game in pairs, still without the music. Allow them to do this several times at their own speed.
- Now play the first part of the recording (with the words) while children follow it in the book.
- The children can now join in with it themselves, saying the words from the book.

- Finally, let the recording continue (the music without the words), and tell them to play the game themselves, taking turns to guess. Encourage them to speak it in time to the music, like a rap. When the track finishes, go back to the beginning.

Transcript

Speaker 1: What's my name?

Can you guess?

Speaker 2: David?

Speaker 1: No.

Speaker 2: Rose?

Speaker 1: No.

Speaker 2: Lizzie?

Speaker 1: Yes!

Lesson 4

Key structures

- *How are you?*
- *I'm fine, thanks.*
- *This is ...*

Vocabulary

- *friend*
- *What about me?*
- *Woof!*
- *That's better!*

Materials needed

- Pupil's Book pages 6 – 7
- Audio CD track 7 – 9
- Copymasters 3 & 37
- Software Unit 1
Activities 7 – 8

Starter

Using the Domino puppet and walking round the room, ask different children to respond as you make Domino say:

Hello!

What's your name?

Bye!

Who's that? (pointing at someone)

Hi!

What's my name?

See you!

Reuse the greetings and questions in a different order until everyone has had a turn. If a child can't answer, ask someone else the same question, then repeat the question to the first child again.

Pupil's Book page 6



Track 7 – Look and listen.

- The first dialogue introduces the question *How are you?* and the standard answer *I'm fine, thanks*. Tell the children that this is a question adults tend to ask – children would rarely say this to each other. The second dialogue shows how to introduce someone to a friend.
- Ask the children to listen to each dialogue before they follow it in their book. Invite them to guess what it is about.
- They can then act out each dialogue, using their own names if they like.

Transcript

Mr Miller: Hello, Geeta. How are you?

Geeta: I'm fine, thanks.

Matthew: Hi. This is my friend James.

Toby: Hello, I'm Toby.

James: Hello.

What are they saying?

The children look at the two pictures and imagine what the people are saying. There is no right answer. They should work in pairs or groups, reusing some of the language they have just learned.

- If appropriate, work on one picture together first, encouraging different suggestions.
- When they are ready, ask different pairs to perform their dialogues.
- Rather than correcting any mistakes yourself, encourage other children to point out what could be improved.

Copymaster 3 – What are they saying?

Here are the two pictures from page 6 with empty speech bubbles for children to fill in. This can either be done in class as a follow-up to the speaking activity or individually as homework.



Pupil's Book page 6

Track 8 – Listen and repeat.

- Ask the children themselves to identify the sound common to all the words listed: the short 'i'.
- Ask them to repeat the words one at a time after the recording or after you. Again, encourage them to try to correct each other rather than always doing it yourself.

Transcript

*Little Bridge ... is ... listen ... this ... Lizzie
... Mr Miller*

Pupil's Book page 7

Track 9 – What about me?

- Read the picture story together, one frame at a time, listening to the recording as you go. Explain the meaning of the phrase *What about me?*
- Play the recording again without any interruption.
- Now ask children who says different things, for example: *Who says: Hi there! Who says: What about me?*

Transcript

*Rose: Hello Mrs MacKenzie!
Mrs MacKenzie: Hello, Rose.
Domino: What about me?
David: Hi there!
Geeta: Hi David!
Domino: What about me?
Kate: Hello, Mr Miller.
Mr Miller: Hello!
Domino: What about me?
Domino: Woof! Woof!
Mrs MacKenzie and Rose: Domino!
Domino: That's better!*

Software Unit 1 – Activity 7

In this version of the picture story about Domino, children have to select the language missing from the speech bubbles.

- Ask children to close their books and work from memory.
- You can hear any part of the text by clicking on it.

Game

- Play the same game as at the start of the lesson, but this time give the Domino puppet to a child. Now the other children have to ask Domino questions (or say hello or goodbye to him) and the child holding Domino has to respond appropriately. For example:

Child: What's your name?

Domino: I'm Domino!

- After a few goes, pass the puppet to another child. The rest of the class continues to ask him/her questions.


Software Unit 1 – Activity 8

This is a fun game to finish the unit with.

- One after the other, children have to spot the characters named as they appear, and click on them.

Copymaster 37

Children can now assess their own progress in the unit by completing the personal record sheet.



Task	Yes	No
Say hello and goodbye		
Say what my name is		
Ask someone their name		
Say or ask who someone is		
Answer the question 'How are you?'		
Have a short conversation		

What I can do best

What I need to practice

Signed _____

Date _____

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