

## Big Heart Bumper

This plan will help you to organise your lessons, and show how everything can be fitted in during the year, but it is only a guide. You may find that you need to spend more time on something your class is having difficulties with. It's important to make sure that you're not going through the material too quickly. The Teacher's Book gives step-by-step guidance for every lesson and many other optional activities.

Unless otherwise stated, set the Workbook activities for homework, after having gone through them in class orally. The ideas for when to do the Grammar book are very flexible: it might suit you to dip into it whenever you feel the children are ready, rather than go through systematically – it can be done more slowly over the two years.

Week	Pupil's Book	Teaching Notes	Workbook	Other	Tests
Week 1 Unit 1	p4-5  p6  p7	Introduce Big Heart and Floppy. Teach classroom commands. Use flashcards to pre-teach story characters' names. Listen and read the story and do exercise 1 in class. Spend time doing this activity with all the children in the class. Teach <i>I'm = I am</i> and <i>It's = It is</i> . Before doing the tasks, make sure that the children know the vocabulary.	p4  p5    p6 ex 4  P 6 ex 5. Do half of ex 6 in class and set the rest for h/w	Children can design their own flashcards [T5]    For a change of pace, do the tasks in Grammar lesson 1 in class or for h/w	
Week 2 Unit 1  Unit 2	p8 p9   p10-11	Spend time teaching and practicing <i>What is it?</i> using all the words they know .Try to get the children to ask as well as answer. If you have time, do the first page of Big quiz one orally and set for h/w.	p7 & p8    p9 -10	Play the song from Unit 1.   Grammar lesson 2	Test 1

	p16 p12-13	play the song again to get children in the mood for the story. Ask Ss if they remember the story characters. Do the look and learn activities. If the children start to tire, play the song.	11-12		
Week 3 Unit 2	p14-15 p17	Use flashcards to revise numbers.  Do the second page of Big quiz 1. Warn children that they will be having a test next lesson.	12-15: according to your time, do these in class orally and then set for h/w.	Grammar lesson 3	
Week 4 Unit 3	p18-19  p20-21	After the test, play a quick game or let children choose which song to hear before going on to do the story.  If you have time, do the optional activities [T22,T23] Make sure children practice asking questions as well as answering them.	16 & 17 ex 2  17 ex 3 18	Grammar lessons 4 and 5	Test 1
Week 5 Unit 3  Unit 4	p22-23  p30 p24-25  p26	If you have time, do Grammar lesson 7. It doesn't matter if you do the grammar book out of sequence.  Do the first page of Big quiz 2.	p19 p20  p21, 22, 23	Grammar lesson 7  Grammar lesson 6	
Week 6 Unit 4	p27 p28	Continue the look and learn activities.	p24, 25, 26, p27		

	p29 p31	Do the second page of big quiz two Warn children that they will be having a test next lesson			
Week 7 Unit 5	p32-33  p34	Before the test, ask the children how they think they are doing and how they feel about doing the tests. If any child does badly in the tests, try to find out what the problem is – quiz them gently Before each new story episode, ask the children to tell you what’s happened so far.  Do look and learn activities.	p 28, 29, 30		Test 2
Week 8 Unit 5          Unit 6	p35 p36 p37  p236 p237    p44  p38-39 p40	<b>Do the extra activities at the back of the book.</b> Make sure that all the children are coping well. It’s worth spending extra time sorting out any problems at this stage, even if it throws you off schedule slightly. You can always catch up later on. Do the first page of Big quiz 3 – you can set it for revision h/w Do the story . Ask the children to predict what’s going to happen in the story. Go through the look and learn activities. Make sure that the children have lots of practice in asking the questions. When answering, encourage them to distinguish quite	p 31, 32          pp 33, 34, 35	Story 1 Begin the story and pace yourself according to the time available.       Grammar lesson 9	1

		clearly between <i>can</i> and <i>can't</i> . With some accents, it's not always obvious. In every class there will be some children who are not very academic; try to find something that they are good at: singing, drawing, being funny; and make them feel special			
Week 9 Unit 6	p41-42  p43 p45	Go through these pages. Have some fun with the structure, especially when asking questions with <i>can</i> . Encourage the children to be a bit silly – use the flashcards and all the words they know.  If you haven't got time for the second part of Big quiz 3, set it for h/w. Don't forget to tell children about their test next lesson.	p 36, 37, 38, 39		
Week 10 Unit 7	p46-47 p48	If it helps the children relax, play the songs very softly while they are doing their test. Tell them about the play that they're going to start doing next week.	p 40, 41,	Grammar lesson 10	Test 3
Week 11 Unit 7	p49 p50-51  p238	Be sensitive to the children's family situations and don't push a reluctant child to talk about their family.  <b>Do the extra activity at the back of the book.</b> Start going through the play.	p 42, 43, 44	Play 1  Grammar lesson 11	

Unit 8	p58 p52-53 p54	If you have time do the first page of Big quiz 4 Look at the play again and so some more work on it. Then go back to the story and proceed as normal.	p45,46		
Week 12 Unit 8	p55-56  p57  p59	Children may be confused when to contract and when not as they are being introduced to both forms at the same time Try to avoid lengthy explanations and encourage them to mimic your pronunciation. You will probably have to set this for h/w. Remind them about the test.	p 47, 48, 49, 50, 51	You might want to leave the Grammar book dealing with <i>can</i> and <i>have got</i> until next year.	
Week 13 Unit 9	p60-61 p62	Give the children a fun quick activity to do after their test. Spend some time pre-teaching house vocabulary before doing these pages.	p 52, 53, 54		Test 4
Week 14 Unit 9  Unit 10	p63-64 p65  p 66-67  p68	You can have a lot of fun with these activities, but make sure that the children don't get so excited they can't concentrate afterwards.  This episode of the story has quite a lot of recycled structures before introducing the present continuous. Follow the ideas in the Teacher's Book Try to make time for the optional activity.	p 55, 56  p 57, 58		

Week 15  Unit 10	P69 p70 p71  p72-73	Look and learn presents the question form of the present continuous. Spend some time on the form to make sure that the children understand that questions are not made by just changing one's intonation. Set Big quiz five for h/w if you don't have time in class and remind the children of their test next lesson.	p59, 60, 61, 62, 63	Story 2. As before, start story 2 when you have enough time. Grammar lesson 15	
Week 16  Unit 11	p74-75  p76	The story is quite exciting now; encourage the children to act out the parts so it reflects the mood.  Look and learn introduces <i>Where are you going?</i>	p 64, 65		Test 5
Week 17  Unit 11   Unit 12	p77 p78 p79  p80-81 p82	Continue with the present continuous.  Do some of the Workbook activities in class if you have time, but make sure you have time for the song.  Do the new episode of the story as usual. The children will enjoy talking about food. If you have time, get them to practise using non-food vocabulary - (insects always get a good reaction here).	p 66, 67, 68  p 69, 70	Grammar lesson 16  Grammar lesson 17	
Week 18  Unit 12	p83, p84 p85	Continue look and learn. Play 'restaurants' with children taking it in turns to be customers and waiters.	p 71, 72, 73, 74, 75	Play 2	

	p86-87	Set Big quiz 6 for homework and start looking at Play 2. Remind the children about their test.			
Week 19 Unit 13	p88-89 p90	For a change sing the song before doing the test There's quite a lot of new material in this unit so make sure that the children are comfortable with each part before moving onto the next.	p76, 77		Test 6
Week 20 Unit 13	p91-92 p93	Continue working through the unit steadily. Do some work on Play 2 when the children need a change of pace. Read the story Introduce Story 3	p 78, 79, 80		
Unit 14	p94-95 p96 p97		p 81, 82	Story 3	
Week 21 Unit 14	p98 p99 p100-101	Finish the unit, making sure you have plenty of time for the song, look and learn activities, a few games etc. Practice rising intonation for questions, and stress for emphasis on <i>always</i> . The children should be able to write short paragraphs by now. Encourage them to write fully about their day. If you want to make it fun, they can write 'fictional' accounts with silly activities and times. Remind children about the test next week	p 83, 84, 85, 86, 87	Play 3	





Unit 16	p108-109 p110  p111	Do the look and learn activities. You can make this more meaningful to the children by presenting it like a problem solving activity, and get them to point out the change in word order for questions.	p 93,94  p95		
Week 24 Unit 16	p112, p113  p115	These two pages consolidate and finish the unit. Use the shopping game to make sure that all the structures have been understood and thoroughly practiced. Set the second half of Big quiz. Remind the children about their test next week.	p96,97,98, 99	Story 4	
Week 25 Unit 17	p116-117  p118 p119	Play the song as a reward after the test. Spend some time explaining what <i>going to</i> is used for, I e, definite plans. Go through the story in the usual way. If the children are not having difficulty with the comparative and superlative adjectives, you can encourage them to be silly and make some unusual sentences using other vocabulary they know.	p 100,101,  p102,103		Test 8
Week 24 Unit	p120	If your class is lively, be prepared for some disagreement when they are making their comparisons. Just	P104		

17	p121 p128	watch out that they don't get so interested that they have to switch into their own language to argue with their class-mates. Go through the story in the children's own language. Do the first page of Big quiz for Unit 17.			
Week 25 Unit 18	p122-123 p124 p125 ex.4,5	You will probably have time to do all the optional activities in these lessons.	p 105,106  p107		
Week 26 Unit 18	p125 ex.6 p126 p127  p129	When they've done the activities here, ask the children to use their imaginations to come up with a list of <i>musts</i> and <i>mustn'ts</i> of their own. After having gone through the activities, you could get the children to make up their own game using different mixtures of imperatives. Set Big quiz 9. Remind children about their test next week.	p 108,109,110, 111	Play 4	
Week 27 Unit 19		Remind the children of the reason they have to do tests – that it helps them to learn and helps the teacher to see how they are doing and	p 112,113		Test 9

	p130-131 p132	where problems exist. Go on with the story.			
Week Unit 19	p133  p134  p135 p136-137  p142	Take time to make sure that the children understand both the question form and affirmative of <i>was</i> and <i>were</i> . Ask them to point out the change of word order. Once the children have grasped the above, give them lots of practice in asking questions as well as answering them.  Spend some time explaining what <i>going to</i> is used for, ie, definite plans. Go through the story in the usual way.  Set Big quiz for Unit 19	p 114,  p115,116  p117,118		
Week 28 Unit 20	p138 p139 p140 p141 p142	Go through the activities for this unit making sure you have some time for some games or songs. This unit will encourage the children to have more flexibility with the language and it should be very satisfying for them as they build up the amount of language at their disposal.	119,120.121, 122, 123		Test 10

Week 29		<p>Continue to do revision activities in any areas you think the children need a bit more help in</p> <p>Continue to encourage the children to use all the language they know. if they want to, they can write short paragraphs about what they did last weekend.</p> <p>Use songs ,games and fun activities to consolidate the work they have done this year</p>		End of year play	Final Test
<p>p 144,145 Christmas lesson</p>					
<p>p 146-147 Easter lesson</p>					