Look STARTER

TEACHER'S BOOK

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National Geographic Learning

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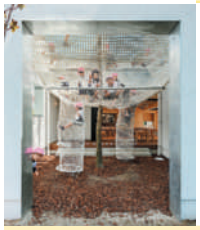
Scope and sequence

Hello!
p. 4

		Words	Grammar	Phonics
1 Hello! p. 5		*Hello.* *Goodbye.* *Sing.* *Sit down.* *Stand up.* *Thank you.*	*Hello. How are you?* *I'm fine, thank you.* *What's your name?* *My name's Emilia.*	**a**, **b**, **c** *apple, bag, cake* VALUE Be friendly.
2 At school p. 11		*book, chair, crayon, desk, pencil, teacher* Numbers 1–6	*Is it a book?* *Yes, it is. /* *No, it isn't.* *one pencil* *two pencil***s**	**d**, **e**, **f** *duck, egg, fish* VALUE Say thank you.
Game 1 p. 17				
3 My toys p. 19		*ball, car, doll, robot, teddy bear, train* Colours	*What's this?* *It's a car.* *What colour is it?* *It's black.*	**g**, **h**, **i** *goat, hippo, igloo* VALUE Be careful.
4 On the farm p. 25		*bird, cat, cow, dog, horse, rabbit* *big, small* Numbers 7–12	*What are they?* *They're birds.* *How many birds?* *Seven.*	**j**, **k**, **l** *jam, king, lizard* VALUE Make friends.
Game 2 p. 31				
5 I like food! p. 33		*bread, chicken, fruit, juice, milk, rice, water*	*I like juice.* *I don't like bread.*	**m**, **n**, **o** *monkey, nuts, ostrich* VALUE Give and share.
6 How are you? p. 39		*happy, sad, hot, cold, hungry, thirsty*	*I'm hungry.* *I want water.*	**p**, **q**, **r** *pink, quilt, rain* VALUE Make good choices.
Game 3 p. 45				

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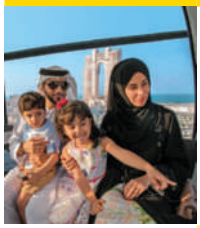
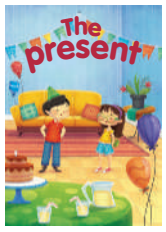
LOOK

		Words	Grammar	Phonics
7 **My family** p. 47		*mum, dad, sister, brother, grandma, grandpa, baby*	*This is my mum.* *He's happy!* *She's sad.*	**s**, **t**, **u**, **v** *sun, tea, umbrella, van* VALUE Help others.
8 **My body** p. 53		*arm, ear, eye, hand, head, leg, mouth, nose*	*I've got two hands.* *Are they blue?* *Yes, they are. /* *No, they aren't.*	**w**, **x**, **y**, **z** *water, box, yo-yo, zebra* VALUE Be kind.
Game 4 p. 59				
9 **My clothes** p. 61		*dress, hat, shirt, shoes, shorts, skirt, socks, trousers*	*Here is my shirt.* *Here are my socks.* *My hat is blue.* *Your shirt is orange.*	**b** and **p** *bear, pear* VALUE Forgive.
10 **Let's play!** p. 67		*climb, draw, jump, kick, paint, play, run, swim* Numbers 13–20	*I can run.* *I've got twenty.* *You've got thirteen.*	**d** and **t** *down, town* VALUE Be kind to animals.
Game 5 p. 73				

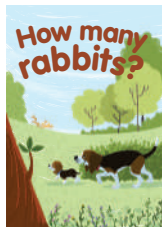
Unit story books p. 75

Unit 1



Unit 2

Unit 3



Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Unit 9

Unit 10

Thank-you card p. 95

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The world is an amazing place

See something real

Children are naturally questioning and curious. They've got an enormous appetite for learning about the world. *Look* taps into this curiosity by providing a window into a fascinating world of real-life stories from diverse places and cultures: a kindergarten playground in Japan; a cabbage farm in South Korea; boys laughing together in Oman. The topic is then related back to students' own lives and experiences in personalization activities: What does *their* school look like?; What does *their* idea of a farm look like?; How many boys and girls are in *their* class? These real-life stories enhance the child's learning experience by:

- stimulating them with amazing, fun images showing the world and its people
- giving a meaningful context to the language learnt
- making learning more memorable
- nurturing a spirit of open-mindedness and interest in others

Our hope is that you, too, will be inspired by these stories and then extend each topic. For example, you could get students to bring in examples of their own country's traditional clothes or let them play with traditional toys from their country.

Get up close through amazing photography

As with every National Geographic Learning course, *Look* contains stunning photos of real people, events and natural phenomena. The photos are not just cosmetic – each relates closely to the specific topic and is intended to warm students to it and to stimulate discussion. For example, the opening photo in *Unit 7*: *My family*, shows two children and their parents riding together on a Ferris wheel. These opening photos are often accompanied by a question, such as *How do they feel?* or *What can you see?* You can ask these or similar questions with any of the photos in the book, eliciting and reviewing items of vocabulary from previous lessons, such as colours, clothes, objects or numbers. Ask questions, such as *How many boys are there?* or *What colour is his shirt?* You will find information about these photos in the *About the photo* box in the Teacher's Book. It is fine to tell your students more about the background to the photo in their first language, if you choose.

Make connections

We have included videos of real children talking about their own lives in *Look*. All are in keeping with the theme of real-life stories and what an amazing place the world is. The *Lesson 5* video in every unit comprises recordings of children from around the world describing their experiences. These interviews, interspersed with footage of the places and things they describe, feature the children answering questions about how the topics in the book relate to life in their countries, such as the food, cartoon characters and sports they like. In this way, they give a fresh perspective on the topic. These videos reinforce the language learnt throughout the unit and provide a speaking model for the students when they talk about their own experiences.

Learn values through stories

Look Starter contains one cut-out story book for each unit. The stories consolidate language learnt in an engaging, lighthearted way. Just like adults, children not only love hearing stories, they enjoy telling them too. The stories in *Look* are simple enough that students can learn them, with the aid of colourful pictures, and retell them at home. This gives students a chance to show their family what they are learning, while practising English.

An important feature of *Look* is the attention it places on values. There is an explicit focus on one key age-appropriate value in every story book. Values education creates a strong, healthy and often joyful learning environment, helping children develop social and relationship skills that last into adulthood. As students engage with positive values, they are equipped with attitudes and behaviours for success at school and beyond. Values that students learn include: say thank you (Unit 2, *The present*), make good choices (Unit 6, *Snack time*) and forgive (Unit 9, *The sock*). Each of these values is reinforced with an activity in the Workbook.

Discuss each story's value and ask students to give other concrete examples of how they can live out the value. They can do this through role-plays or in their first language.

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Making teaching and learning a joy

Songs and chants

Songs and chants are an important resource in primary language-learning materials because their repetition and rhythm make them memorable. They're one of the best ways to provide language input for children. Children learn the words and structures along with the rhythms and patterns of the language. The chants and songs in *Look* are catchy and fun, and they're designed to help you present and recycle language in a motivating way. Songs and chants are also opportunities to develop learners' listening skills in general.

SONGS The songs in each unit of *Look Starter* provide learners with an opportunity to practise new language in a fun way.

The best way to learn the songs is to listen to the recorded version and sing along to it. You shouldn't worry if students don't pick up the song immediately. Each child will learn at his/her own pace. Students can start by clapping to the rhythm and humming the tune, then focus on the chorus, building up to finally singing the whole song. This is how we learn songs in real life. When students are really confident, they can sing along with the instrumental version. Some songs in *Look* come with step-by-step instructions for simultaneous actions. These help students grasp the meaning of the words, while providing opportunities for movement and exercise – a necessity in any primary classroom.

CHANTS The chants in *Look Starter* focus on phonics and pronunciation. Each Lesson 4 chant provides a model for the pronunciation of the target sounds in isolation and also in the context of a simple sentence. Learning the chant enables students to internalize the sounds by following an excellent pronunciation model. The chants give the students the opportunity to focus on producing each sound and link it to letter recognition and writing.

The best way for students to learn a chant is by listening to it and then chanting along to the recorded version. You can help students by building up the chant, line by line.

Teachers are offered extra ideas for creative activities based on the songs and chants in *Look*. For example, you could help your students make up a new verse for a song or record their performances.

Games

There are games lessons in every unit of *Look Starter*, as well as a review game after every two units. Children love playing games. A good game can make any lesson a fun, memorable event in the students' day. As well as consolidating learning, games can give lessons a boost in energy and enjoyment, and stimulate students to use English freely – but only if they are set up well. Here are the key ingredients to a successful game.

Preparation: Make sure any materials, such as spinners and game pieces, are ready before the lesson. There is a list of materials at the start of each lesson.

Clear instructions: The Teacher's Book provides a clear procedure for how to set up each game, by illustrating what to say, what to do, demonstrating a dummy round and doing examples with the class beforehand.

Monitoring: Once students start playing, it's crucial that you check that students are following the rules and using English correctly.

Variety: *Look Starter* features a variety of game types: board games, card games and a cut-out puzzle game.

Clear language objectives: Games should be fun, but in an English class, they must also help students meet their language goals. The games in *Look Starter* always encourage students to think about the language they have recently learnt and practise it in an engaging and safe environment. You need to bear in mind these objectives from start to finish, provide students with the English they need and correct errors where appropriate. *Look* games ensure students are using real English without detracting from what they'd consider the primary objective – having fun!

For more information on how *Look* teaches grammar, vocabulary, phonics and skills, see the Unit walkthrough on page ix.

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A multi-strand approach to assessment

Introducing informal classroom assessment to very young learners

Very young learners are naturally nervous about being assessed, but some form of evaluation can really help students by reassuring them about their progress, so they feel confident. It helps them to understand what they can do to improve and also supports you, the teacher, in planning remedial work for future lessons. Classroom assessment allows you to evaluate students over a period of time, which means it is fair to the students and it helps prepare them – and make them less nervous – for when they are assessed formally.

This course includes a framework (see page 102) to help you manage informal classroom assessment. It gives you guidance on what to assess and how to assess. This guidance will help you determine your young learners' abilities and needs so that you can adapt instruction accordingly. It also suggests the different ways you can give feedback to support their learning.

The classroom assessment framework:

- outlines an appropriate set of performance objectives
- identifies activities in the Student's Book that you can use to check progression in these objectives
- gives suggestions for remedial activities

It also includes an objective, evidence-based log of each student's progress that you can use for your own lesson planning and to keep parents and other stakeholders informed. This log can be photocopied or downloaded from the *Look* website.

Managing informal assessment with very young learners

There are some points to remember when introducing any evaluation to very young learners. Most importantly, it needs to be a positive experience and should be done as part of normal classroom practice, so students know what to do, for example, by using a typical classroom activity such as listening and repeating, or matching. Any classroom assessment should be done regularly – every week or every month. Make sure you focus on progression and not scores. For many activities, you can allow students to have help from you or other students. Assessment does not have to be individual – students can, for example, be assessed in small groups.

Assessment practice

When doing informal assessments, conduct the activities as you normally would so students perform as they usually would. Don't introduce new ways of doing something when you want to evaluate their performance. Many assessment tasks can be done through games and fun activities that allow students to be fully engaged with the task and worry less about how they are performing. One of the most helpful ways to evaluate is through observation, and you can do this even for quiet activities, such as reading and listening. It's important to assess all four skills because students, especially very young ones, are likely to vary in competence and develop at a different pace in the different areas. It is essential they are given feedback on their strengths as well as their weaknesses. You can also use an assessment process to monitor behaviour, such as how much attention students pay or how well they work with others. Commenting on their progress in these skills can help them improve and learn better.

Techniques for assessment

The framework suggests a variety of short assessment activities for you to carry out. However, you may also want to think about how you keep a record of students' evaluations across the year, such as creating a portfolio, and introducing a variety of techniques they are likely to meet, such as peer assessment and self-regulation.

Giving feedback

The Student progress log on page 103 allows you to give your young learners concrete feedback about their progress and performance. It is a good idea to let them know that they are being assessed before you start the activity. Use a range of ways to give feedback. If students need to improve, give them feedback that includes a tip for how to improve so they can focus on only that tip.

To the class: Say what students generally did well and give one specific tip about how to improve or remember.

To a group: Say what students did well and give one tip for how they can help each other improve.

To an individual: Students need individual praise, but keep feedback for improving to group or class situations.

Self-reflection: Ask students to, for example, put their hand up if they are confident they know something.

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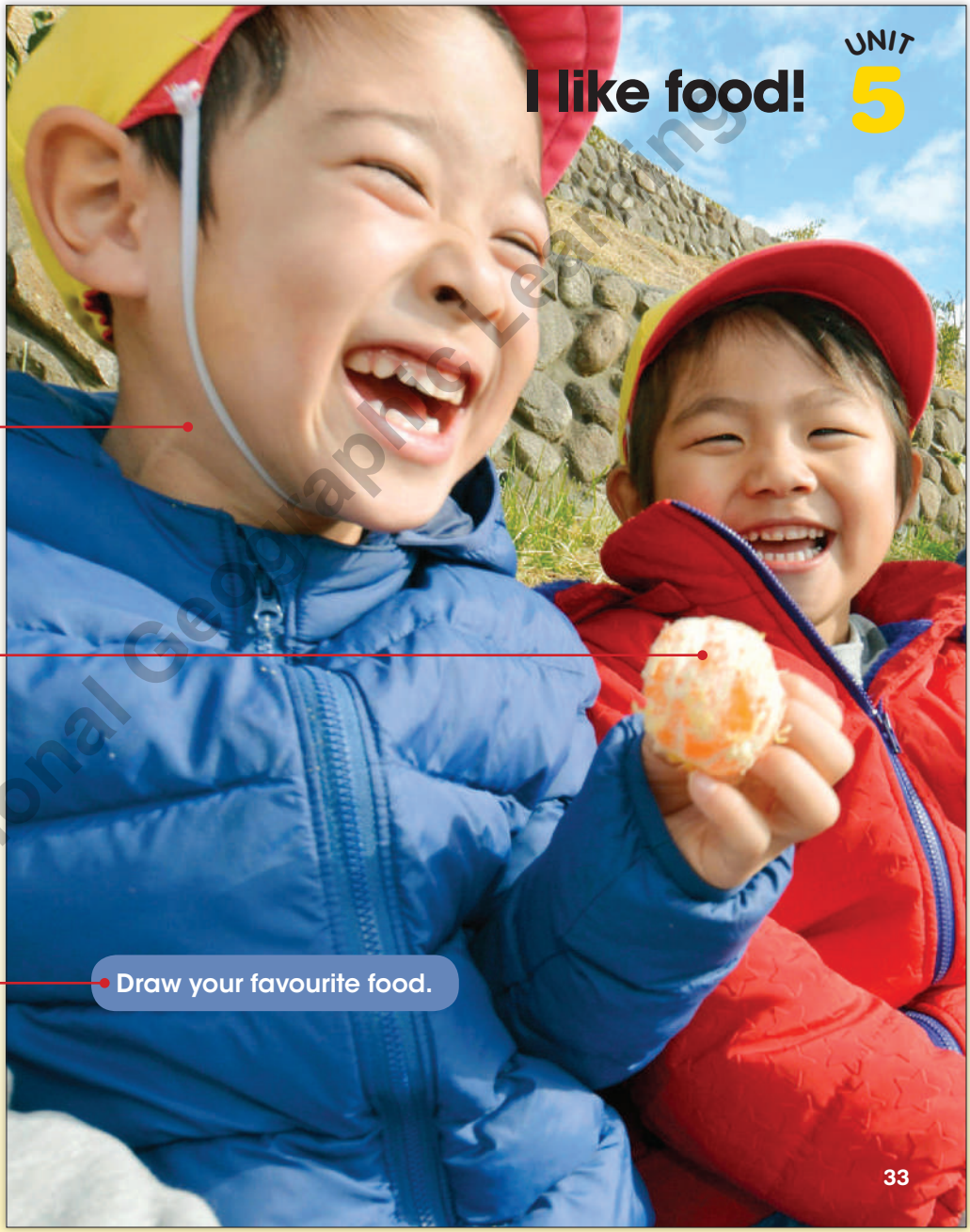
Unit opener

Every unit starts with a full-page photo that stimulates students' interest in the topic and provides opportunities for photo-based questions and answers, as well as other activities.



Students see people and places from all around the world and learn about how other children experience life.

A high-impact photo engages students' interest. The *About the photo* section in the Teacher's Book allows you to satisfy your students' curiosity about the photo.

Even at low levels, students can point and say to interact with real-world photos. In earlier units, before students have got the language to do this, they're asked to draw a picture related to the topic, to make a personal connection.

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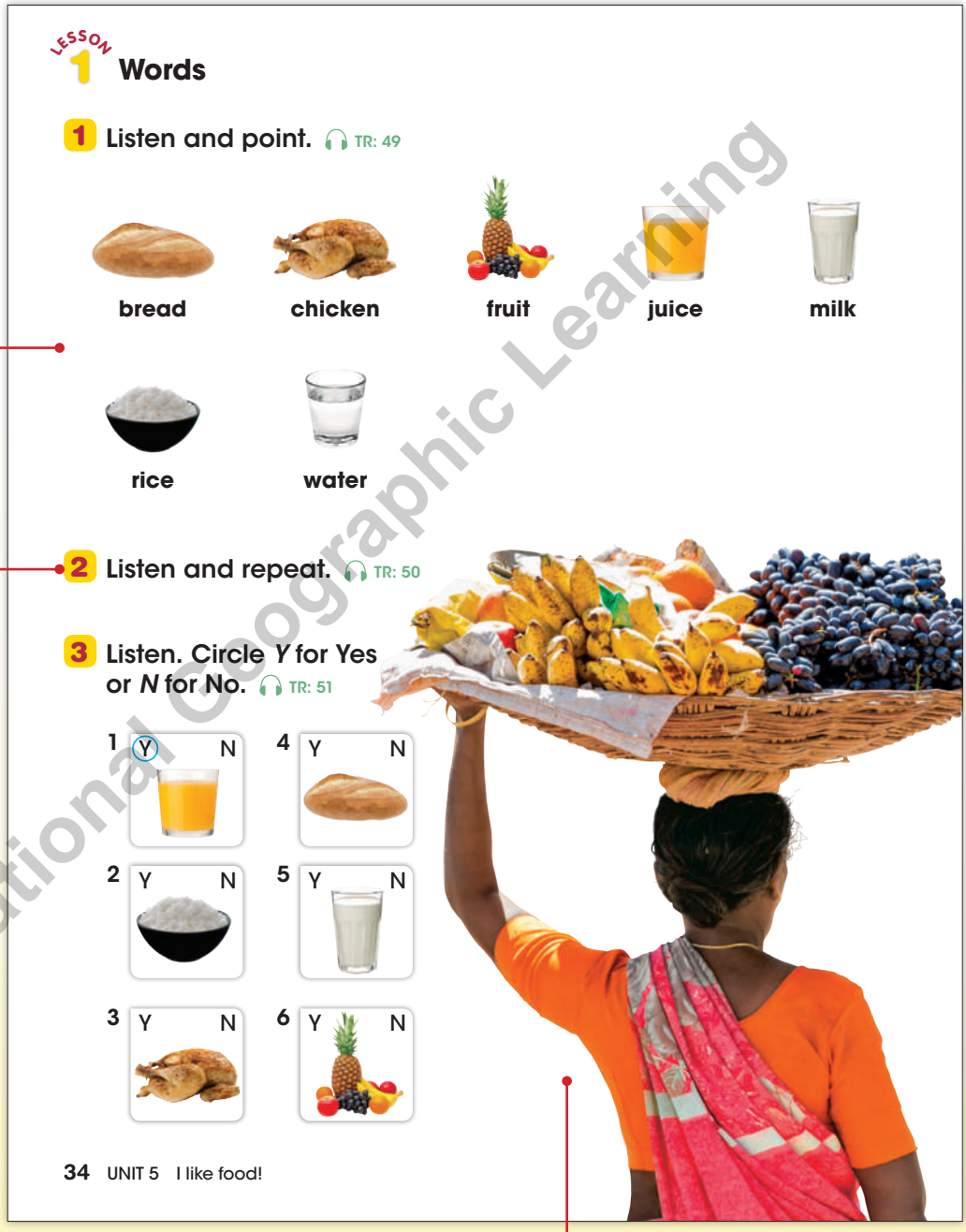
LESSON 1 Words

The vocabulary lesson introduces the target words that are then practised across the unit.

Clear presentation of the target vocabulary using photos.

The Teacher's Book includes suggestions for using the flashcards for additional practice activities.



A high-impact photo brings the real world into the classroom and provides further practice opportunities.

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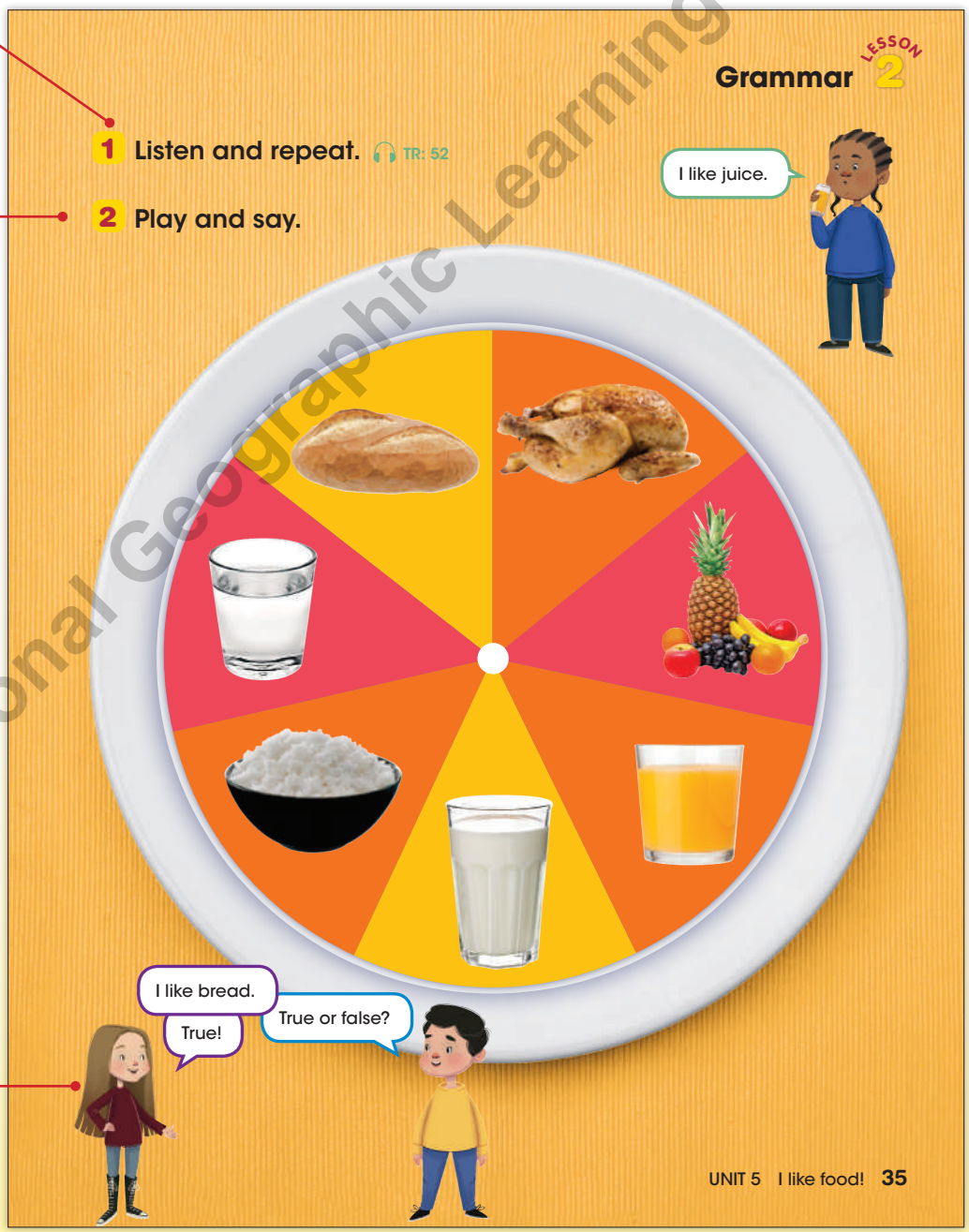
LESSON 2 Grammar

Simple grammar targets are presented and practised through games.

The first activity focuses on accuracy by having students listen and repeat, both chorally and individually.

Clear instructions in the Teacher's Book include ideas for mixed-ability classes.

Grammar is modelled by avatars of the children from the video.



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LESSON 3 Grammar and song

The song contextualizes the second grammar point of the unit. The catchy rhythms help fix the new structures in the students' minds.

Two versions of the songs are provided (with and without vocals) so you can choose how much support to give your students as they sing.

All the songs have got catchy, modern tunes.

The artwork provides recycling opportunities for the unit vocabulary. This helps prepare students to sing the song.

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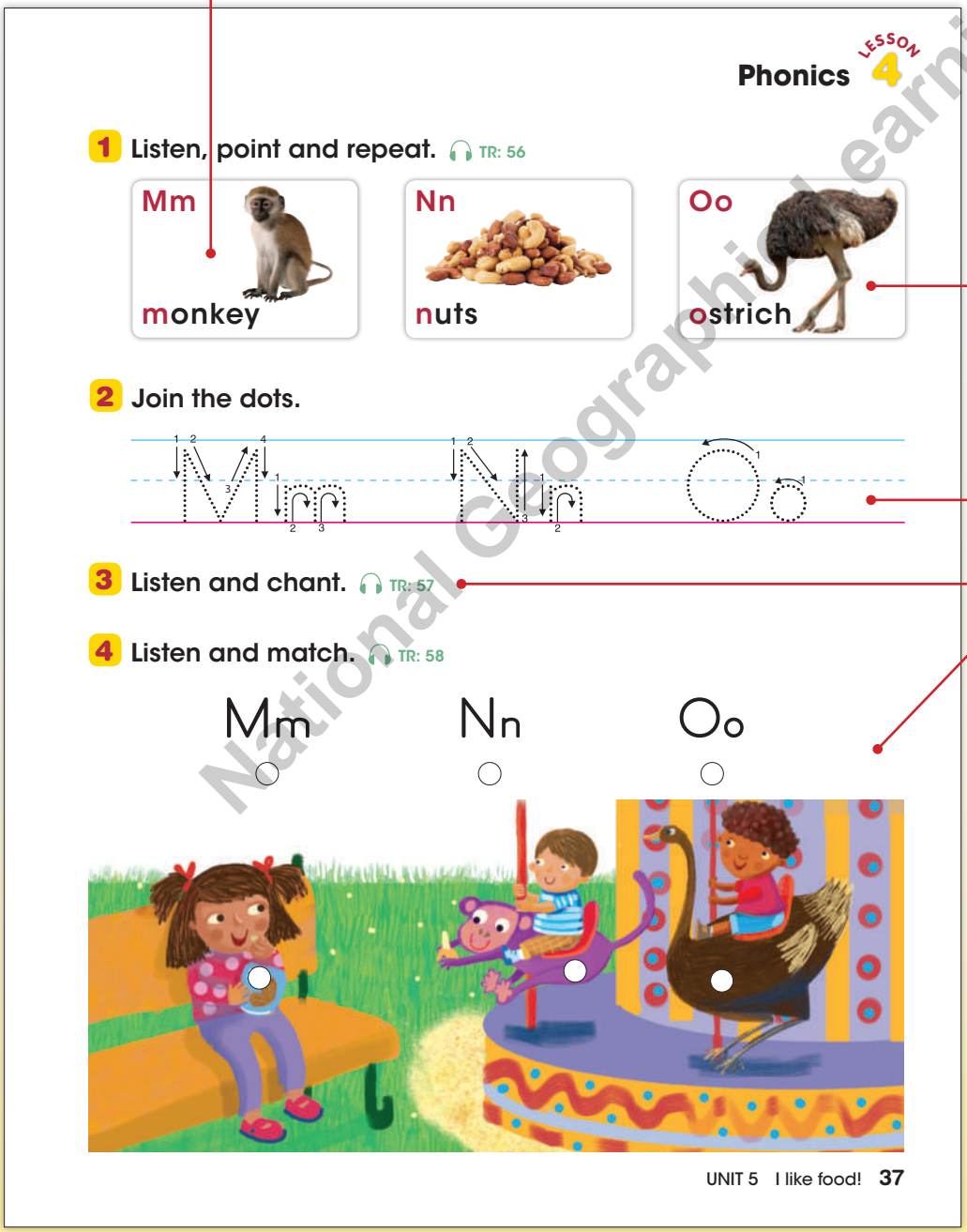
LESSON 4 Phonics

The phonics syllabus covers the sounds of the alphabet and consonant pairs *b*/*p* and *d*/*t*.

The words containing the target letters are selected according to their level and frequency. Understanding meaning helps decoding, so the meaning of the words is supported with photos.



The phonics words have got individual flashcards which can be used for additional activities to reinforce the letters and sounds.

Students are supported in learning to write the letters by following dots in the directions indicated by arrows.

The chants and the artwork encourage students to recognize words that begin with the target letters in an imaginative context.

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LESSON 5 Video and story

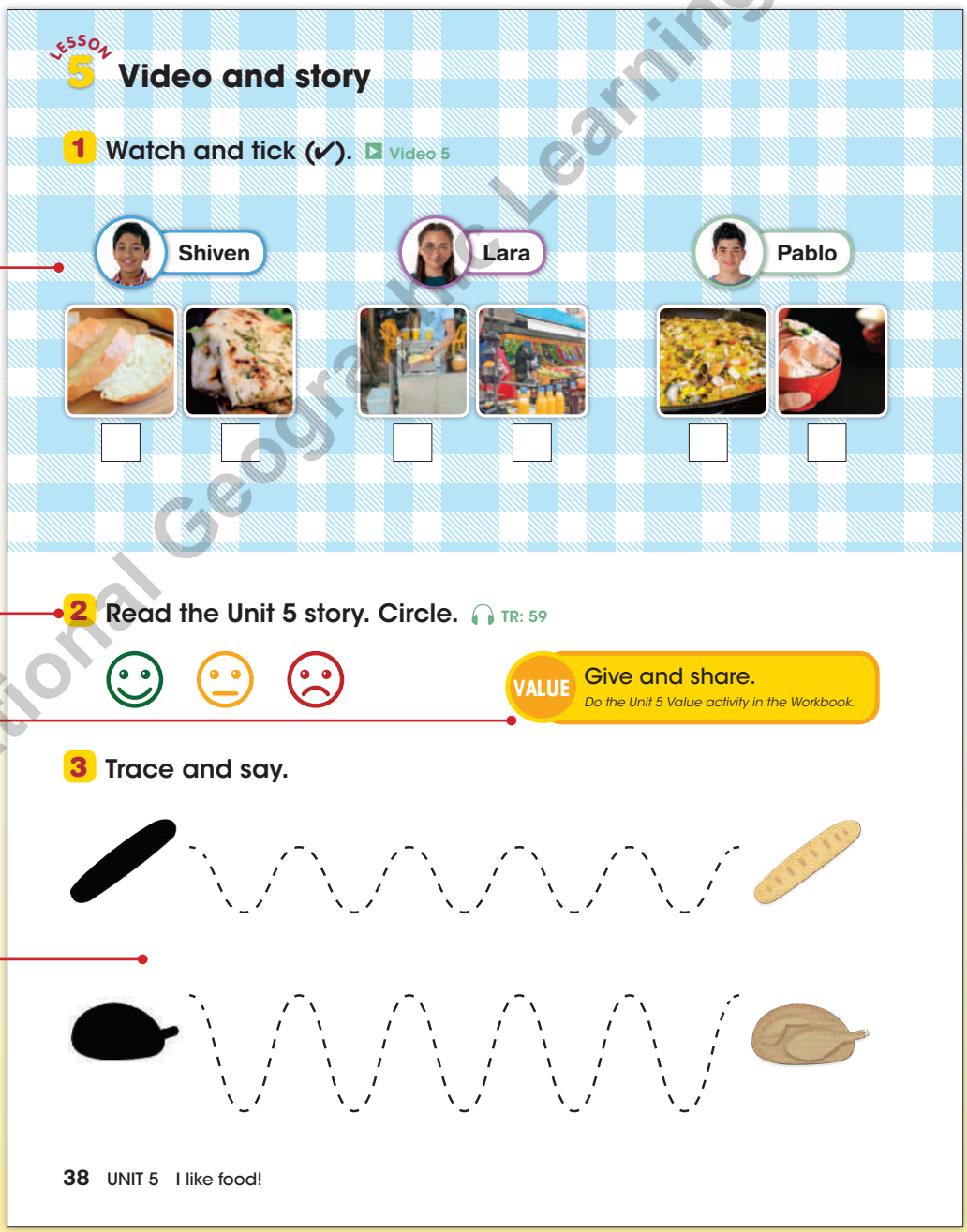
Children representing sixteen different countries are interviewed about their lives and cultures. Students get a glimpse into how life is lived in different places around the world, and learn to embrace diversity and equality.

Three or four children are featured in each video. Their answers and descriptions are illustrated with photos and video footage. After watching the video, students can talk about their own lives and cultures. They are well prepared for this task because the language they need has been taught and practised during the unit and also modelled by the children on the video.

Students are directed to read the unit story book and give a personal reaction.

The value that the story illustrates is highlighted. Students see the value again in the Workbook activity.

A *trace and say* activity helps students develop their fine motor skills and also recycles the unit vocabulary. This activity alternates with a game.



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Unit Story books

Every unit has a cut-out story book at the back of the Student's Book. In these lessons, students engage with the story by removing the page and folding it to create a mini-book. This hands-on process helps to instill in students a love of books and reading from a very early age. Each story also illustrates a different value.

See the full list of Student and Teacher components for *Look* on the inside back cover.

The Teacher's Book offers more suggestions for developing understanding of the value, and there is an activity in the Workbook to reinforce it.

Parents and caregivers are encouraged to have their child tell them the story at home.

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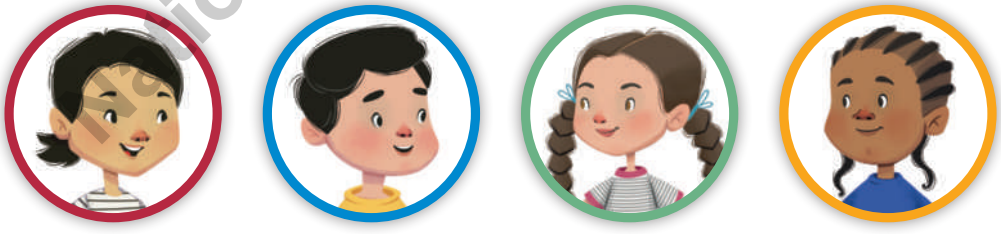
Hello!

1 Look and find.



2 Trace and say.

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Hello!

In this lesson, students will:

- learn to say hello.
- learn the names of their classmates.
- trace the word *Hello!*

Resources: Worksheets S.0.1, S.0.2, S.0.3; Classroom Presentation Tool, Workbook page 4, Workbook Audio Track 1

Materials: a soft ball (or a piece of paper crumpled into a ball)

Warm Up

- Greet the class. Wave and say *Hello.* Encourage the class to wave and respond *Hello.* Say *My name's [Ms. Sanchez].* Gesture to yourself and say your name again. Ask students to repeat your name after you a few times.
- Ask *What's your name?* Then read the register and ask students to put up their hand when their name is called. Say *Hello* and repeat the student's name: *Hello, [Kenji].*
- Play a quick name game. Ask students to stand up the first time you call their name and sit down the second time they hear it. Call names from the register at random and prompt them to stand, sit, stand and sit. This not only helps them relax and have fun, but it also helps the other students learn the names – and it will help you, too!

1

- Say *Open your books to page 4.* Write *4* on the board and point to it. Demonstrate opening a Student's Book by holding a copy of it up and opening to page 4. Walk around the room to check that students have found the page. Do this in every lesson when students need to open their books. Students do not yet know any numbers in English, but repeating this will help them become familiar with the numbers.
- Say *Look! A teacher!* Point to the teacher. Then point to yourself and say. *I'm a teacher.* Point to the students in the picture and say *Look! Students.* Point to the students in your class. Say *You're students.*
- Show the book and point to the first girl in the circle. Pretend to look for the girl in the big picture with a puzzled expression. Point to one of the other students in the picture and ask the class *Yes?* (nod to show meaning) *Or No?* (shake your head). Repeat with another student in the picture and encourage the class to respond.
- Point to the girl's picture again and say *Look and find.* Point to the big picture and mime looking at it. Then gesture to the class to look.
- Walk around the room to check that students know what to do. When some students have found the girl, ask one of them to stand up and point to the girl in the picture. Then continue with the rest of the pictures.

Optional Activity

- Arrange students into a circle. Throw a ball to one student and say *Hello.* Encourage the student to say *Hello.* Gesture for the student to throw the ball to another student and say *Hello.*
- For large classes, get groups of students to do the activity. If you haven't got a ball, you can use a piece of paper crumpled into a ball.

2

- Say *Let's write* Hello! On the board, slowly write *Hello!* Carefully draw each stroke of each letter in order and count as you do. Say H: *1, 2, 3.* E: *1, 2, 3, 4.* and so on. Then say *Now you try.*
- Make sure students have got pencils. At the front of the class, demonstrate how to hold the pencil correctly. Ask students to hold up their pencils with the correct grip for you to check.
- Ask students to trace the letters for *Hello!* Be sure to praise students as they work. For example, say *That's right. Very good. Good work, [Mari].* Walk around the classroom as students work. Check for correct pencil grip. Help students to follow the correct stroke order and follow the direction of the arrows.
- When students finish, go around the room looking at their work and saying *Hello!* Prompt them to say *Hello!* back to you.
- **Extra Challenge** Ask students to write *Hello!* one more time on the guide lines, without tracing.
- **Extra Support** Ask students to practise the letters they find difficult on the empty line. Students who are not used to writing can start by just writing *I* and *o* a few times.

Wrap Up

- Write *Hello!* on the board.
- Invite students to come to the board in pairs. Ask for a volunteer from each pair to write *Hello!* on the board (or they can write it together if they like, taking turns for each letter). Then prompt them to say to each other *Hello, [Kenji]. Hello, [Ritsu].* Then ask them to sit down.
- Continue with all the students.

TEACHER TIP

If this is the first day of school, students will need time to learn each other's names – and be comfortable saying your name, too! Help make learning names a fun, relationship-building experience by continuing to play name games for the next few lessons. For example, repeat the ball-throwing game (Optional Activity), but this time with students using their classmates' names, throwing the ball to a student and saying *Hello, [Ana].* You can also challenge students to say *Hello!* to as many classmates each day as they can, for example, when they arrive at school or when the English class begins.

Additional Practice: Worksheets S.0.1, S.0.2, S.0.3; Workbook page 4

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UNIT 1 Hello!

In this unit, students will:

- use greetings and follow simple commands.
- ask and answer the question *How are you?*
- ask and answer the question *What's your name?*
- sing a song about introductions.
- identify and pronounce sounds associated with the letters *A* (/æ/), *B* (/b/) and *C* (/k/).
- identify and write upper- and lowercase forms of *A*, *B* and *C*.
- watch a video of children introducing themselves.
- read a story about making a new friend.
- identify the value *Be friendly*.

Language

Words

Hello. Goodbye. Sing. Sit down. Stand up. Thank you.

Grammar

- *Hello. How are you? I'm fine, thank you.*
- *What's your name? My name's [Emilia].*

Phonics

/æ/ **a**pple
/b/ **b**ag
/k/ **c**ake

Reading

What's your name?

Twenty-First Century Skills

Collaboration

Take turns playing a game with a partner, Lesson 2

Communication

Greet classmates, Lesson 2

Creativity

Draw a picture, Unit Opener

Critical Thinking

Identify the value *Be friendly*, Lesson 5

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In the Unit Opener, students will:

- respond to a photo of a smiling girl.
- draw a picture of themselves.

Resources: Home School Connection Letter, Classroom Presentation Tool, Workbook page 5

Materials: two hand puppets (for example, simple sock puppets), a hand-drawn picture of yourself, crayons, drawing paper (optional)

Introduce the Theme

- Say *Hello* to students and encourage them to say *Hello* back to you.
- Take out two hand puppets. Using a character voice, make the first puppet say to the second puppet *Hello, [Alice].* Make the second puppet reply in a different voice *Hello, [Bruno].*
- Turn to one student and make one of the puppets say *Hello, [Jae].* Wait for the student to say *Hello* back to the puppet.
- Repeat this with as many students as time allows.

Use the Photo

- Help students open their books to page 5. Point to the girl in the photo and say *A girl.* Then say *Hello, girl!* Wave at the girl in the photo. Then turn to the class and say *Now you say* Hello *to the girl.* Tell students to copy you, greeting and waving to the girl in the photo.
- **Do the Activity** Read the instructions on page 5 aloud. Help students open their Workbooks to page 5 or give each student a blank piece of paper.
- Hold up a drawing of yourself. Say *This is me. Now you draw.* Gesture to students so that they understand that they should draw themselves. Make sure students have got pencils and crayons. Walk around the room to monitor students' work as they draw. Praise their drawings. For example, say *That's great! Well done! What a nice picture!*
- When students finish their drawings, collect them. Hold them up at random and ask *Who's this?* See if students can guess their classmates from their drawings. When they guess correctly, ask them to turn to the student and say *Hello, [Ralph].*
- If students drew on a separate piece of paper, display their drawings around the classroom.

TEACHER TIP

Some students may be attending school for the first time. Be patient with them and model good social skills. Say *Hello* to your students individually and encourage them to reply. Model taking turns, putting your hand up, and other classroom norms. When a student misbehaves, don't get angry. Patiently explain that this is not how to act in a classroom. This type of instruction may not take place in English at first, which is OK. Be prepared to work with students on proper school behaviour and norms throughout the year.

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UNIT 1

Hello!

ABOUT THE PHOTO

The girl in the photo is wearing her hair in bunches. People have been parting their hair in the middle and gathering it into a 'bunch' on each side for hundreds – maybe thousands – of years. Though bunches are often associated with young girls today, both men and women have worn bunches throughout history. In China, bunches and ponytails (hair gathered behind the head) could identify a person's social status. Many laws have been passed in China about wearing – or avoiding – these hairstyles.

Draw a picture of you.

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LESSON 1

Words

1 Listen and point. TR: 1

Hello.

Goodbye.

Sing.

Sit down.

Stand up.

Thank you.

2 Listen and repeat. TR: 2

3 Listen and circle. TR: 3

1

2

3

4

5

6

ABOUT THE PHOTO

Bulgarian children perform a song with their music teacher (playing an accordion) at a traditional folklore festival, known as the festival of 'One thousand people in traditional costumes in one place'. The festival occurs each spring in the city of Razlog and showcases the great variety of traditional dress that Bulgaria is known for. Costumes represent different parts of the country but also carry information about the family of the wearer. Costumes are passed down in families through generations.

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LESSON 1 Words

In this lesson, students will:

- identify and use greetings.
- identify and follow simple commands.

Resources: Audio Tracks 1–3, Classroom Presentation Tool, Flashcards 1–6, Workbook page 6, Workbook Audio Track 2, Online Practice

Materials: five or six stuffed toys

Warm Up

- As students come into the room, say *Hello!* to each of them and encourage them to respond. Then put five or six stuffed toys in front of you. One at a time, pick them up and say *Hello, [Rabbit].* Give each one a name. Ask students to repeat the greeting and the name.
- Then invite a student to come to the front of the room and say hello to each stuffed toy in order. See how many names he/she can remember. If the student forgets a name, ask him/her to sit down.
- Repeat the names. Then invite another student to try. Continue until all of the toys have been greeted.

1

- Help students open their books to page 6. Hold up a copy of the Student's Book and point to the exercise. Read the instructions aloud. Demonstrate pointing by showing students your raised index finger and pointing to the first picture for *Hello.* Take your finger away and say *Hello.* Then point to the picture. Say *Now you point.* and gesture for students to point to the first picture.
- Point to your ear and say *Let's listen.* Hold up your index finger again as you say *Point.* Play **TR: 1**. Model pointing to each picture as the word or phrase is spoken.
- Play **TR: 1** again. Tell students to point to each picture as they hear the word or phrase. Walk around the room to make sure that students are pointing to the correct pictures.
- Help students learn the meaning of each word or phrase by using miming and gesture. For example, walk to the door, open it and act as though you're leaving. Turn to students and wave your hand as you say *Goodbye.* Model sitting down and standing up as you say *Sit down.* and *Stand up.* Sing a song and then say *Sing.* For *Thank you*, place an item on the table and gesture for a student to hand it to you. When he/she does, smile and say *Thank you!*
- Show the flashcards for the new words and phrases at the front of the classroom. Point to the flashcards and say the words and phrases, using actions to clarify meaning. Say one of the words or phrases, for example, *Goodbye.* Ask a student to select the correct card.
- Repeat until each card has been identified.

2

- Point again to the pictures in Exercise 1. Say *Listen and repeat.* Play **TR: 2**, pausing after the first word. Say *Hello* to model repeating. Gesture for students to repeat after you. Then continue playing the track, getting students to repeat each word.
- Play **TR: 2** again. Invite pairs or individual students to repeat the words aloud.

Script for TR: 2 *Hello., Goodbye., Sing., Sit down., Stand up., Thank you.*

3

- Hold up page 6 of the Student's Book. Point to the exercise and read the instructions aloud. Say *Listen* (point to your ear) *and circle.* Use your finger to make a circle in the air. If you wish, get the students to practise drawing circles on a piece of paper before starting.
- Play **TR: 3**, pausing after the first item. Then mime the actions and ask *Hello? Goodbye?* Trace a circle around the first boy (*Hello.*) while saying *Hello.*
- Continue playing **TR: 3**, pausing after each item so that students can circle the correct picture.
- To check answers, play **TR: 3** again. Show the correct flashcard for each word or phrase and ask students to check their answers.
- **Extra Challenge** In pairs, ask students to take turns saying the word or phrase for both pictures. Their partner points to the circled picture and says the correct word.
- **Extra Support** Pause after each item and repeat what's said in the script.

Script for TR: 3 *1 Hello., 2 Goodbye., 3 Sing., 4 Stand up., 5 Thank you., 6 Sit down.*

Optional Activity

- Play *Follow the leader.* Act out saying *Hello* by waving. Ask students to copy you as you say the word *Hello.* Then sing *La-la-la* or a familiar song. Ask students to copy you as you say the word *Sing.* Do this with all of the items. Then when the students are confident, just say the words and ask students to perform the action.
- **Extra Challenge** Ask students to say the words as you do the action.

Wrap Up

- **Use the Photo** Point to the photo. Say *This is a teacher. These are students. Look –* sing *or* thank you*?* (sing) Stand up *or* sit down*?* (stand up)
- Play a flashcard game in which students correct you. Show the *goodbye* flashcard and say a different word such as *thank you.* Ask students to put one hand up if you're correct and two hands up if you're not.
- Repeat with all of the flashcards, sometimes saying the correct word or phrase and sometimes the incorrect one.
- For each incorrect word, invite a student to offer the correct response.

Additional Practice: Workbook page 6, Online Practice

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LESSON 2 Grammar

In this lesson, students will:

- ask and answer the question *How are you?*

Resources: Audio Tracks 1, 4; Classroom Presentation Tool; Flashcards 1–6; Workbook page 7; Workbook Audio Track 3; Online Practice

Materials: a timer, paper clips (one for each pair)

Warm Up

- Display the flashcards at the front of the classroom. Point to the flashcards as you say the word or phrase for each one. Then point again and ask the students to say the words and phrases.
- Play a memory game. Say *Close your eyes!* Demonstrate by closing your eyes. Remove one of the flashcards. Say *Open your eyes! Look.* Ask *What's missing?* Point to the flashcards and look puzzled. Ask students to tell you the missing word or phrase.
- Replace the missing flashcard and repeat, removing a different card each time.

1

- Ask students to open their books to page 7. Say *Listen.* Play **TR: 4**. Point to each character as he/she is talking.
- Say *Listen and repeat.* Play **TR: 4** again. Ask students to repeat the question and the answer.
- Turn to an individual student and say *Hello, [Juana]. How are you?* Ask the student to respond *I'm fine, thank you.* Repeat with a few students.
- Ask students to turn to the person next to them, greet him/her and ask how he/she is doing.
- Say *Stand up.* Get students to stand up and then hold up a timer. Let students hear the sound the timer's bell makes. Then say *Talk to your classmates. Say* How are you? *When you hear this* (hold up the timer again), *sit down.* Set the timer for one minute. See how many classmates students can greet in that time.

2

- Put students into pairs. Point to each picture on the game spinner and elicit the word or phrase represented by the pictures.
- Point out that for the yellow space with a picture of two children, students should ask *How are you?* and answer *I'm fine, thank you.*
- Model using the spinner. Place a paper clip so that it sits in the centre of the spinner. Then put a pencil down on the small dot in the centre of the spinner, with the paper clip surrounding the pencil point. Using your thumb and index finger, move the paper clip so that it spins around the pencil's point. When it stops, say the phrase prompted by the picture.
- Hand out a paper clip to each pair of students. Make sure they've also got a pencil. Ask students to take turns spinning and saying the phrase. Ask students to play until they have both said each of the six phrases.
- **Extra Challenge** Get students to play a memory game. Ask students to cover the pictures on the spinner with small pieces of paper, so they can still see the shapes on the spinner. One student points to a space on the spinner, the other tries to remember the word or phrase for that space.
- **Extra support** Place less confident students with more confident students to play the game.

Optional Activity 1

- Divide students into two teams to play a game. Pick a leader for each team. Whisper a word or phrase from this unit into the leaders' ears. Tell the leader to act out the word for their teammates to guess. The team with the first student to guess correctly gets a point.
- Repeat this game with the same leaders miming different words. After all words have been reviewed, change leaders and play again.
- The first team to get ten points wins.

Optional Activity 2

- If possible, take your students on a short walk through the school building or the community near your school. Encourage students to wave and greet people they see in English, asking *How are you?* as appropriate. If you walk around your school building, give advance notice to other teachers and administrators. Ask them to come to the doorway so that your students can greet them.

Wrap Up

- Ask students to close their books. Play **TR: 1** again. As they listen, ask students to act out the appropriate gesture (wave for *Hello* and *Goodbye*, etc.).

Additional Practice: Workbook page 7, Online Practice

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1 Listen and repeat. TR: 4

2 Play and say.

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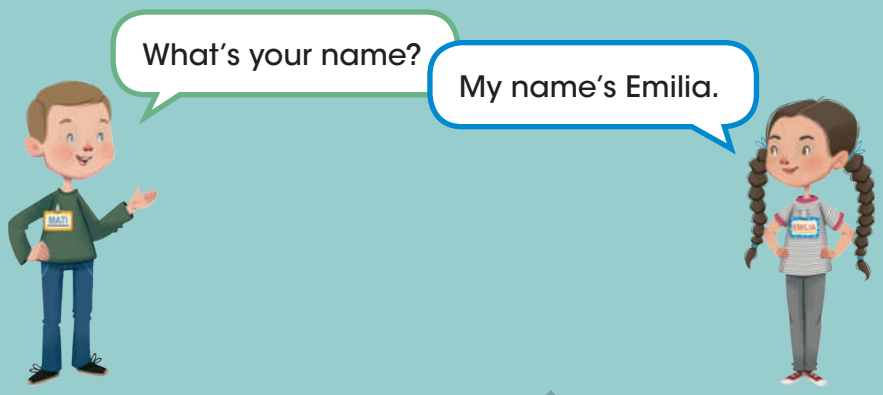
LESSON 3

Grammar and song

1 Listen and repeat. TR: 5



2 Listen and sing. TR: 6 and 7

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LESSON 3

Grammar and song

In this lesson, students will:

- ask about names and introduce themselves.
- sing a song about introductions.

Resources: Audio Tracks 5–7, Classroom Presentation Tool, Workbook page 8, Workbook Audio Tracks 4–5, Online Practice

Materials: two hand puppets (for example, simple sock puppets), a ball

Warm Up

- Take out two hand puppets. Using a character voice, make the first puppet say to the second puppet *Hello. How are you?* Make the second puppet reply in a different voice *I'm fine, thank you.*
- Turn to one student and make one of the puppets say *Hello. How are you?* Encourage the student to reply *I'm fine, thank you.* Guide the student to this answer if necessary.
- Repeat with as many students as time allows.
- **Extra Support** Allow students to practise greetings in pairs with the puppets. Speaking through the puppets can motivate students to speak.

1

- Help students open their books to page 8. Point to the boy at the top of the page and say *Look – a boy, Mati* (/mæti/). Ask the students to repeat *Mati*. Do the same for the girl: *Look – a girl, Emilia* (/ɛmiliə/).
- Play **TR: 5**. Point to Mati and then Emilia as they speak.
- Say *Listen and repeat.* Play **TR: 5** again and encourage students to repeat the conversation.
- Ask a confident student *What's your name?* Help him/her to respond *My name's [Aki]*. Repeat with several students.
- Ask students to turn to the person sitting next to them and take turns asking and answering.
- **Extra Support** Pronounce the question and answer several times with students, without the audio. Focus on correct intonation, exaggerating it slightly until students are able to follow your speech pattern.

2

- Point to the picture in the book. Say *This is a school.* Point to each girl and say *This is a girl.* Point to the boy and say *This is a boy.*
- Play **TR: 6**. Ask students to listen. Point to the children in the picture as their names are sung.
- Say *Let's sing.* Play **TR: 6** again. Pause after each line so that students can repeat. Play **TR: 6** for a third time and ask students to join in.
- Play **TR: 6** as many times as needed until students can sing the song. Then play **TR: 7** (the instrumental version) and ask them to sing it without the support of the words.
- **Extra Challenge** Ask students to make letter signs for *A*, *B* and *C*. Tell them to hold the signs up for the appropriate verse of the song.

Script for TR: 6

Teacher: *What's your name? What's your name?*
Ana: *My name's Ana. My name's Ana.*
Teacher: *What's your name? What's your name?*
Ben: *My name's Ben. My name's Ben.*
Teacher: *What's your name? What's your name?*
Carla: *My name's Carla. My name's Carla.*
Teacher: *Hello, Ana! Hello, Ben! Hello, Carla! How are you today?*
Children: *We're fine, thank you! Hooray, hooray!*

Optional Activity

- Play **TR: 7** and ask students to sing a personalized version of the song. Take the lead, singing to different students *What's your name? What's your name?* Ask students to sing their name.
- Get students to put on a concert. Put them into groups of four. Assign one student as the teacher. Tell groups to practise, with the 'teacher' singing *What's your name?* and the other students singing their names, one by one, in the response.
- Invite groups to take turns performing in front of the class. Guide the others to listen respectfully and applaud when appropriate.

Wrap Up

- Arrange students into a circle. Gently throw a ball to one student and ask *What's your name?* Encourage the student to answer *My name's [Nadia]*. Gesture for the student to throw the ball to another student and repeat the question. The student who catches the ball should then answer. If you've got a larger class, arrange students into two or three circles to do this activity.

Additional Practice: Workbook page 8, Online Practice

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LESSON 4 Phonics

In this lesson, students will:

- identify and pronounce sounds associated with the letters *A* (/æ/), *B* (/b/) and *C* (/k/).
- identify and write upper- and lowercase forms of *A*, *B* and *C*.

Resources: Audio Tracks 6, 8–10, Classroom Presentation Tool, Flashcards 7–9, Workbook page 9, Workbook Audio Track 6, Online Practice

Materials: index cards

Warm Up

- Help students open their books to page 8. Hold up a copy of the Student's Book and point to the letters *A*, *B* and *C* in the song picture. Say *Look. The children have got the letters for their names.* Then say *Let's listen. Put this hand up for* /æ/, *Ana* (put your right hand up), *put this hand up for* /b/, *Ben* (put your left hand up) *and put both hands up for* /k/, *Carla* (put both hands up). Play **TR: 6** and ask students to put up their hands each time they hear the names.

1

- Help students open their books to page 9. Show the flashcards for *apple*, *bag* and *cake*.
- Write the letters *A*, *B* and *C* on the board. Point to them, saying *These are letters:* A, B *and* C. *Let's learn new letters and sounds. Listen.* Play **TR: 8**. Point to each flashcard as students hear the letter, sound and word.
- Play **TR: 8** again. This time, ask students to point to the photos in their books and repeat each letter, sound and word. Walk around the room to check that they are pointing to the correct letter.
- Play **TR: 8** for a third time and ask students to repeat. Invite individual students to repeat to check their pronunciation.
- **Extra Support** Tell students to watch you closely. Say the letters, sounds and words, exaggerating your mouth movements. Tell students to copy your mouth movements as they repeat after you.

Script for TR: 8 *A* /æ/ *apple, B* /b/ *bag, C* /k/ *cake*

2

- Make sure each student has got a pencil. Hold up page 9 of the Student's Book. Say *Let's write.* Model putting your pencil at the starting point for the letter *A* and tracing in the direction of the arrows. Then say *Now you write.*
- Monitor as students trace and offer help as needed. Make sure students are holding their pencils correctly.
- Ask students to continue writing *B* and *C*. Point out the correct order and direction of each stroke.

3

- Direct students' attention to the picture at the bottom of page 9. Point to the children and see if they remember the boy, Ben, and the girl, Carla, from the song. Say *Look – Ben. Look – Carla.* Introduce the new boy in the middle: *This is Adam.*
- Point to the apple, the bag and the cake. Ask *What's this?* for each one. Invite individual students to respond.
- Next, say *Look and listen.* Play **TR: 9**. As students hear the chant, hold up a copy of the Student's Book and point to the correct part of the picture.
- Play **TR: 9** again. Ask students to chant as they point.
- **Extra Challenge** Ask individuals to repeat a line of the chant as their classmates point to the correct part of the picture.

Script for TR: 9
/æ/, /æ/, /æ/ *Adam's got an apple.* /æ/, /æ/, /æ/
/b/, /b/, /b/ *Ben's got a bag.* /b/, /b/, /b/
/k/, /k/, /k/ *Carla's got a cake.* /k/, /k/, /k/

4

- Point to the letters *Aa* and ask *What letter?* Then ask *What sound?* Give students the three choices (in a random order) if they need help answering these questions.
- Once you've reviewed the sounds and letters, say *Let's listen and match. Draw a line.* Model drawing a line in the air. Play **TR: 10**, pausing after the first item. Ask students to draw a line from the letters *Aa* to the correct dot on the picture. Model as necessary, tracing a line with your finger to join the dots. Continue with the other two items.
- If you wish, play **TR: 10** again and ask students to check their answers.

Script for TR: 10 /æ/ *apple,* /b/ *bag,* /k/ *cake*

Optional Activity

- Put students into pairs. Give each pair six index cards to create cards for a memory game.
- Ask pairs to write the upper- and lowercase letters *A*, *B*, *C* and *a*, *b*, *c* – one letter on each card. You may want to ask one student to write the uppercase letters and the other to write the lowercase letters. When the cards are ready, ask each pair of students to mix the cards and lay them facedown on the table.
- To play the memory game, tell students to take turns turning over two cards at a time, saying each letter. If the letters match, they keep the pair.

Wrap Up

- Choose a sound from this lesson. Repeat it several times and then suddenly change it. For example, say /æ/, /æ/, /æ/, /æ/, /b/, /æ/.
- Model listening for the odd sound by pointing to your ear and showing surprise on your face when you say /b/. Then ask *What sound?* Model and then elicit the response /b/. Do this several times with different sounds.

Additional Practice: Workbook page 9, Online Practice

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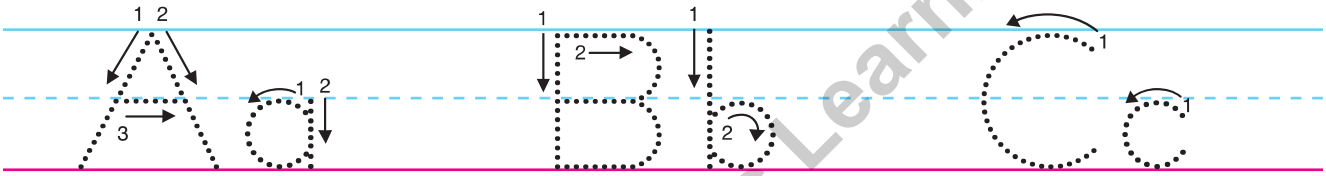
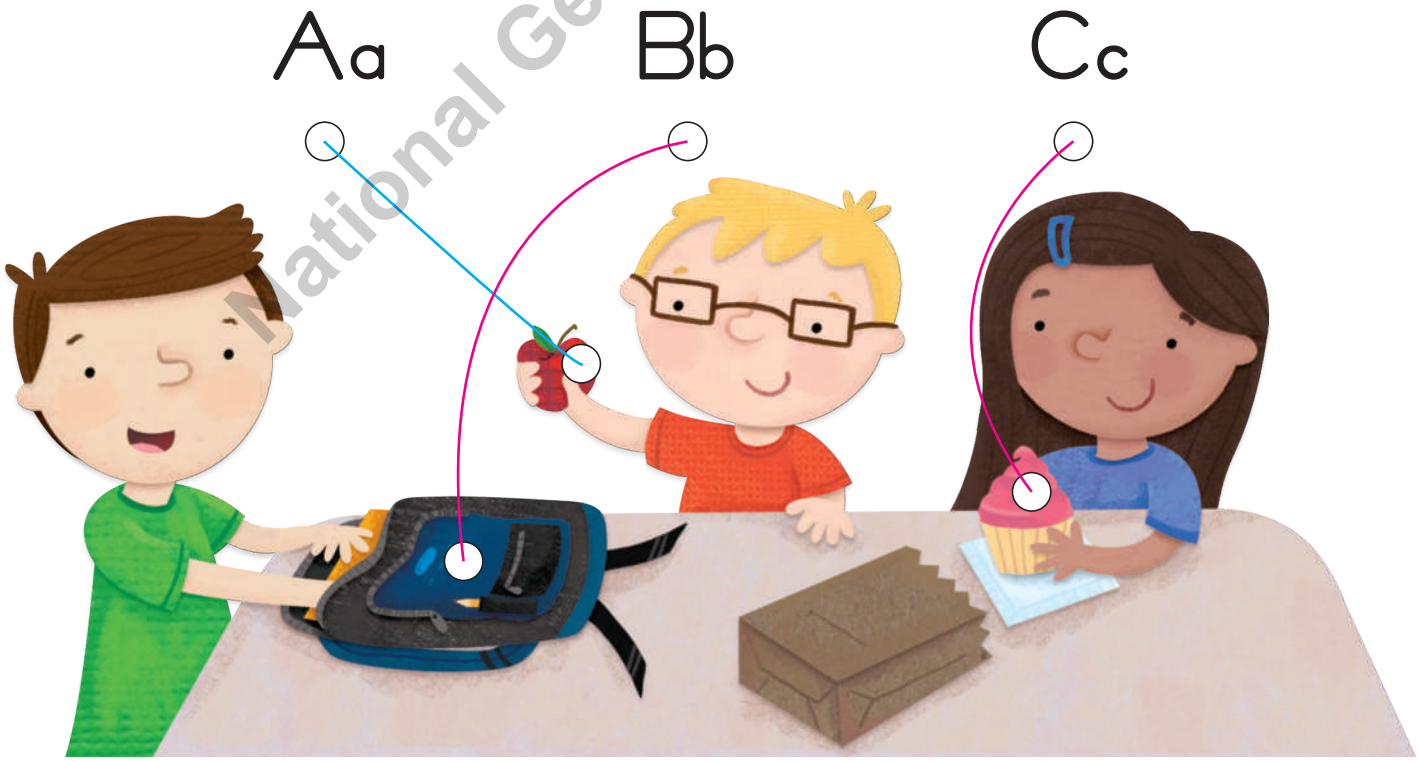
1 Listen, point and repeat. TR: 8

2 Join the dots.



3 Listen and chant. TR: 9

4 Listen and match. TR: 10



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LESSON 5

Video and story

1 Watch and tick (✔). Video 1

Aliyah

Emilia

Indiphile

Kaitlyn

Mati

Pablo

Rafi

Safia

Shiven

2 Read the Unit 1 story. Circle. TR: 11

VALUE Be friendly.
Do the Unit 1 Value activity in the Workbook.

3 Trace and say.

ABOUT THE VIDEO

In this lesson's video, six children introduce themselves, saying their names, stating where they are from and saying *Hello* in their own language. The languages the children use to say *Hello* are Spanish (Pablo), Chinese (Kaitlyn), Hindi (Shiven), English (Aliyah), Xhosa (Indiphile) and Arabic (Safia). Kaitlyn says *Ni hao,* which is the greeting in Mandarin Chinese. Another form of Chinese, Cantonese, is spoken in Hong Kong and southern China.

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LESSON 5 Video and story

In this lesson, students will:

- watch a video of children introducing themselves.
- read a story about making a new friend.
- identify the value *Be friendly*.
- trace lines from left to right.

Resources: Video 1, Audio Track 11, Classroom Presentation Tool, Flashcards 7–9, Workbook page 10, Online Practice

End-of-Unit Resources: Worksheet S.1, Unit 1 Test, ExamView Assessment Suite

Materials: a globe or world map

Warm Up

- Show the flashcards for *apple*, *bag* and *cake*. Say /æ/ and point to the *apple* flashcard. Continue with the rest of the letters several times and ask students to repeat the sounds. Repeat with the letter names.
- If you've got students in your class whose names start with the /æ/, /b/ and /k/ sounds, say the names of all students and tell students to put up their hand when they hear a name starting with the sounds for letters *A*, *B* or *C*.

1

- Hold up page 10 of the Student's Book. Point to the photos of the children. Say *Look. The boys and girls are from all around the world.* As you say this, point to different places on a globe or map.
- Then, if one of the children is from your country, point to him/her and say *[Pablo]'s from [Spain]. You're from [Spain], too.*
- Ask students to open their books to page 10. Say *Let's watch.* Play **Video 1**, pausing after the answer *My name is Pablo.* Help students say and repeat his name. Then pause after *My family's from Spain.* Point to Spain on the globe or map. Play the rest of Pablo's interview, pausing after *Hola.* Help students greet Pablo in his language and again in English. Repeat with the rest of the video.
- Say *Tick.* Model ticking on the board. Continue playing **Video 1**, pausing after each speaker so that the students can put a tick by his/her photo. Play **Video 1** again for students to check their work. Walk around the classroom to give help as needed.
- **Extra Support** Play **Video 1** as many times as needed for students to complete the exercise. Hold up a copy of the Student's Book and point to the three children who didn't appear on the video (Mati, Rafi and Emilia). Shake your head and say *We didn't see Mati, Rafi or Emilia this time.*

The script for **Video 1** *is on page 123.*

Optional Activity

- Guide students through introductions similar to the ones they watched in the video. Play the role of the interviewer. Ask students the questions and help them answer: *Hello.* (Hello.) *How are you?* (I'm fine, thank you.) *What's your name?* (My name's [Carlos].) *Say* Hello *in your language, [Carlos].* ([Hola].)

2

- Before you begin, remove the copy of the Unit 1 Story Book (see pages 74–75). Fold the page to create the book. Hold the book up and point to the title. Say *This book's called* What's your name? *Let's read.*
- Monitor and help students find, remove and fold the Unit 1 Story Book in the back of their book.
- Once students are ready, say *Listen.* Play **TR: 11**, holding your book up as you do. Point to the pictures of the characters as students listen.
- If you wish, play **TR: 11** again, pausing to allow students to repeat the conversation.
- **Value: Be friendly** Say *The value of this lesson is* Be friendly. Hold up the Unit 1 Story Book and say *Kim and Dan are being friendly to Tom. They're saying* Hello. *They're saying their names.* Then ask students to tell you other ways to be friendly. Ask students to complete page 10 of the Workbook.
- After students finish the story, say *I like the book.* Model circling the happy face. Guide students to the faces on page 10. Ask students to circle the one that shows how they feel.
- Tell students to take the book home at the end of the lesson. Encourage students to show the book to a parent or another adult and ask that person to sign the book in the signature box, showing that the student has told the story to him/her.
- You may want to offer a small reward, such as a sticker, for students who bring the book back with a signature to motivate families to read together.

3

- Make sure each student has got a pencil. Point to the silhouette of the girl from the story, Kim, on the left-hand side. Then point to the fully illustrated picture of the girl on the right-hand side. Then say *Let's trace from here* (point to the silhouette) *to here* (point to Kim on the right).
- Model tracing the line with your finger first, from left to right. Ask students to do the same. Then model tracing the line with a pencil, and ask students to do the same.
- Walk around as students work, checking that they're holding their pencils correctly. Then ask students to say what Kim is saying (*Hello*). Repeat with the second character, Tom, saying *Goodbye*.
- **Extra Challenge** Draw six points on the board, three on the left and three on the right. Invite students to come up and draw lines as straight as possible, from left to right.

Wrap Up

- Say *Today, we learnt a value:* Be friendly.
- Model a warm smile and a friendly wave as you say *Hello. How are you?* to students. Then model a grumpy greeting, without a smile or enthusiasm.
- Say *Show me a friendly* Hello. Invite students to demonstrate.
- Ask students to act out being friendly or unfriendly. Classmates should clap when the student is friendly.

Additional Practice: Worksheet S.1, Workbook p. 10, Online Practice

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UNIT 2 At school

In this unit, students will:

- identify classroom objects.
- ask and answer using *Is it a [book]? Yes, it is./No, it isn't.*
- count from one to six.
- use the plural *s* with numbers.
- sing a song about counting.
- identify and pronounce sounds associated with the letters *D* /d/, *E* /ɛ/ and *F* /f/.
- identify and write upper- and lowercase forms of *D*, *E* and *F*.
- watch a video about classroom objects.
- read a story about a present.
- identify the value *Say thank you*.

Language

Words

book, chair, crayon, desk, pencil, teacher; numbers 1 to 6

Grammar

- *Is it a book? Yes, it is.*
- *Is it a crayon? No, it isn't.*
- Plural *s* with numbers

Phonics

/d/ **d**uck
/ɛ/ **e**gg
/f/ **f**ish

Reading

The present

Twenty-First Century Skills

Collaboration

Take turns playing a game with a partner, Game 1

Communication

Ask and answer about classroom objects, Lesson 2

Creativity

Draw a picture, Unit Opener

Critical Thinking

Identify the value *Say thank you*, Lesson 5

In the Unit Opener, students will:

- respond to a photo of an unusual school.
- draw their school.

Resources: Home School Connection Letter, Classroom Presentation Tool, Workbook page 11

Materials: pictures of your school or other schools; pictures of other familiar places such as the library, fire station or hospital; crayons; drawing paper (optional)

Introduce the Theme

- Say *Hello* to students and prompt them to say *Hello* back to you. Then ask students to turn and say *Hello* to several classmates.
- Turn to one student and say *Hello, [Mia]. How are you?* Wait for the student to say *I'm fine, thank you.* Guide the student to this answer if necessary.
- Repeat this with as many students as time allows.
- Prepare several pictures of your school or any other schools. They can be indoor or outdoor scenes. Also, include some pictures of other familiar places, such as the library, fire station and hospital.
- Hold up a picture of a school. Say *School.* Ask students to repeat the word *school* after you. Repeat the word again, holding up a different picture of a school.
- One by one, hold up the pictures, alternating between schools and other places. Each time, ask *Is it a school?* Ask students to respond with one hand up for *yes* and two hands up for *no*. Confirm their answers, saying *Yes* or *No* each time. Use actions to support the meaning of your words. For example, nod your head for *yes* or shake it for *no*.

Use the Photo

- Ask students to open their books to page 11. Say *Look at the boys and girls. They're at school.*
- Point to the boy peeking out at the left and say *Boy.* Then point to a girl in the class and say *Girl.* Point to a boy and say *Boy.* Go around the room and point to students saying *Boy* or *Girl.* Ask students to repeat *Boy* or *Girl* after you.
- **Do the Activity** Read the instructions on page 11 of the Student's Book aloud. Tell students to open their Workbooks to page 11 or give each student a blank piece of paper. Let them know they can draw any part of their school: buildings, classroom, playground, teachers and/or students.
- Make sure students have got pencils and crayons. Walk around the room to monitor students' work as they draw.
- Return to students' drawings throughout the unit as appropriate to reinforce the language students are learning and to help them make a personal connection to the theme.

TEACHER TIP

Young children have got relatively short attention spans – 10 to 15 minutes for the average kindergartener *if* he/she finds the activity interesting. For this reason, children do best when you alternate activities between those that require sitting still with those that feature movement. Find ways to make lessons stimulating and incorporate physical activity into lesson plans to hold attention. Once you see your students becoming fidgety and losing focus, ask them to stand up, move around and do something active, like sing a favourite song with movements they know or have an impromptu scavenger hunt for a quickly hidden flashcard from an earlier unit.

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UNIT 2

At school

ABOUT THE PHOTO

The children in the photo are playing at a kindergarten in Osaka, Japan. The play area provides children with an obstacle course that includes this climbing net around a tree, along with ramps, benches and monkey bars. In Japan, parents and educators place a heavy emphasis on play in early school years. Some educators allow up to four hours a day of playtime for students. During this time, they learn to interact with one another, solve problems and play creatively.

Draw your school.

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LESSON 1

Words

1 Listen and point. TR: 12

book

chair

crayon

desk

pencil

teacher

2 Listen and repeat. TR: 13

3 Listen and tick (✔). TR: 14

ABOUT THE PHOTO

The photo shows students learning to write in a remote village school in eastern Ecuador, in the Amazon basin. Located near the Equator, at the base of the Andes mountains, the school has no road connection, so students must walk through the rain forest to get to school.

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LESSON 1 Words

In this lesson, students will:

- identify classroom objects.

Resources: Audio Tracks 12–14, Classroom Presentation Tool, Flashcards 10–15, Workbook page 12, Workbook Audio Track 7, Online Practice

Materials: a bag; items not used in a classroom such as a toy car, a cup, a doll or a spoon

Warm Up

- Place the following classroom objects in a bag: book, pencil and crayon. Then place other objects in the bag, such as household items (cup, spoon) and toys (doll, car).
- Let students take turns pulling objects from the bag. Ask them if the object is used at school. Ask *School? Yes or no?* Encourage students to answer using *Yes* or *No*. As students respond, place the school objects in one pile. Place the other objects in another pile.
- Point to the pile of school objects. Say *Today, let's learn words for school things.*

1

- **Use the Photo** Ask students to open their books to page 12. Hold up a copy of the Student's Book and point to the large photo. Ask *School? Yes or No?* Confirm students' answers, saying *Yes, it's a school.* Point to the boys and say *Look. Let's count the boys.* Point to each boy as you count and raise a finger on your hand for each number *One, two, three, four. Four boys.*
- Say *Let's look at words for school things.* Read the instructions aloud. Point to your ear as you say *Listen.* Model pointing with your index finger as you say *Point.*
- Play **TR: 12**. Model pointing to each photo as the word is spoken. Play **TR: 12** again. Ask students to point to each photo as they hear the word.
- Point to (or hold up) real objects for the words *book*, *pencil*, *crayon*, *desk*, *chair* and *teacher* (yourself), saying the words as you do so.
- Say the words again, this time in a random order. Let students take turns pointing to the items you say.
- **Extra Challenge** Say the words faster, and ask students to point as you say them. See how fast you can go before they make a mistake.
- **Extra Support** Repeat the words again, slowly, without using the audio. Ask students to point to the corresponding word.

2

- Point again to the Exercise 1 photos. Say *Now listen and repeat.* Play **TR: 13**, pausing after the first word. Say *Book* to model repeating. Then continue playing the track, prompting students to repeat each word.
- Play **TR: 13** again. Ask individual students to repeat the words aloud.

Script for TR: 13 *book, chair, crayon, desk, pencil, teacher*

3

- Point to the photo of the school. Say *This is a classroom.* Point to a desk in the photo and say *Desk.* Then say the other classroom objects and ask students to point: *pencil, book, teacher.*
- Read the instructions aloud. Model making a tick (✔) on the board as you say *Tick.*
- Play **TR: 14**, pausing after the first item. Then ask *Pencil? Is there a pencil?* Point to the photo as you ask this. When a student says *yes*, say *That's right! There's a pencil. Let's put a tick.*
- Trace a tick with your finger as you say this.
- Continue playing **TR: 14**, pausing after each item so that students can tick the correct item. If necessary, play **TR: 14** again and ask students to check their answers.
- Ask *What item is not ticked?* (the book)

Script for TR: 14 *pencil, desk, teacher*

Optional Activity

- Make a pile of the flashcards for this lesson. Hold up three flashcards, one at a time: *pencil*, *chair* and *teacher*. Then place them facedown on a table. Mix them around and then pick a student to play. Point to the cards and say *Find the chair.* Ask the student to choose a card. If it's the correct card, the student keeps the card.
- Play again with three different flashcards. Continue until all of the flashcards have been chosen.
- Finish by asking students who collected a card to say the word. If time allows, play the game again, this time allowing students to mix up the flashcards and ask their classmates to play.

Wrap Up

- Hide flashcards of classroom objects around the room. Then ask a student to find one of the flashcards. When he/she does, ask him/her to hold it up in front of the class and say what it is.
- Repeat until each of the objects is found.

Additional Practice: Workbook page 12, Online Practice

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LESSON 2 Grammar

In this lesson, students will:

- ask and answer using *Is it a [book]? Yes, it is./No, it isn't.*

Resources: Audio Track 15, Classroom Presentation Tool, Flashcards 10–15, Workbook page 13, Workbook Audio Track 8, Online Practice

Materials: a blindfold (optional)

Warm Up

- Before students enter the room, gather the following items: a book, a chair, a crayon and a pencil. Make sure you're standing near a desk.
- Pick up or touch each item one by one, practising the words with students. Turn to a student and ask ***Book?*** Based on what you are touching, model ***Yes*** or ***No.*** For *teacher*, gesture to yourself.
- Go through the items a few times. Ask students to reply *Yes* or *No* each time.
- Invite a student to stand up and choose an item. Tell him/her to ask *Book?* Prompt the class to respond appropriately. Repeat with other students until all words are reviewed.

1

- Ask students to open their books to page 13. Hold up the book you used in the Warm Up and ask ***Is it a book?*** Then, as you continue to hold the item up, say ***Yes.*** Still holding the book, ask ***Is it a crayon?*** Say ***No.***
- Play **TR: 15**. Point to each character as he/she talks.
- Hold up a pencil. Ask ***Is it a book?*** Pause and say ***No, it isn't.*** Ask ***Is it a pencil?*** Again, pause and say ***Yes, it is.***
- Play **TR: 15** again. Ask students to repeat the questions and answers. When you finish, ask individual students to point to or touch items from the Warm Up, one at a time, and ask ***Is it a [pencil]?*** Each time, ask a different student to respond. If you wish, tell students who ask the question to choose a classmate to answer.

2

- Hold up a piece of paper in front of a pencil so students can't see the pencil. Slowly reveal part of the pencil. Ask ***Is it a book?*** (No, it isn't.) Slowly reveal a bit more and ask ***Is it a crayon?*** (No, it isn't.) Reveal a bit more and ask ***Is it a pencil?*** (Yes, it is.)
- Direct students' attention to the activity. Point to the close-up of the pencil in the first square. Look puzzled and say ***Hmm …*** to indicate that you can't identify the object. Point to the small photo of the crayon. Ask ***Is it a crayon?*** (No, it isn't.) Next, point to the small pencil photo. Ask ***Is it a pencil?*** (Yes, it is.)
- Ask students to continue in pairs for the other photos. Remind them to ask about the top photo first and then to ask about the bottom photo, even if the first answer is *yes*.
- **Extra Challenge** Tell students to cover the small photo prompts and make up questions themselves, using any classroom objects they choose.
- **Extra Support** Walk around the room as students work. Point out specific details on the small photos to help students match them to the large, cropped photo.

Optional Activity

- Gather real items for the words: a book, a chair, a crayon, a desk and a pencil.
- Put students into pairs. Put a blindfold on one student. Instruct the other student to act as guide. Tell the guide to lead the blindfolded student to the items and prompt the blindfolded student to feel one of them. Prompt the guide to ask *Is it a [book]?* The blindfolded student answers *Yes, it is* or *No, it isn't.* You may choose to include yourself in the game, to practise the word *teacher*, and allow the guide to lead the blindfolded student to you.
- Repeat with other pairs.

Wrap Up

- Tell students to find a partner and sit side-by-side. One at a time, hold up one of the flashcards from Lesson 1. Ask students sitting on the left in each pair to ask *Is it a [book]?* Students sitting on the right answer *Yes, it is* or *No, it isn't.* Ask the students to change roles and repeat this activity, holding up different flashcards each time, until all new words have been reviewed. Then tell pairs to take turns asking and answering questions about each flashcard.

Additional Practice: Workbook page 13, Online Practice

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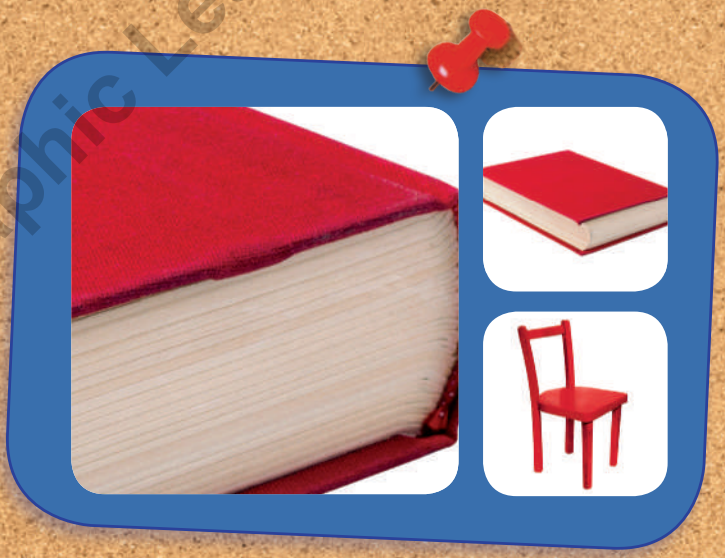
1 Listen and repeat. TR: 15

2 Play and say.



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LESSON 3

Grammar and song

1 Listen and repeat. TR: 16

1 one | 2 two | 3 three | 4 four | 5 five | 6 six

2 Listen and repeat. TR: 17

one pencil

two pencils

3 Listen and tick (✔). Say. TR: 18

1 ☐

2 ☐

3 ☑

☐

4 Listen and sing. TR: 19 and 20

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LESSON 3 Grammar and song

In this lesson, students will:

- count from one to six.
- use the plural *s* with numbers.
- sing a song about counting.

Resources: Audio Tracks 16–20, Classroom Presentation Tool, Workbook page 14, Workbook Audio Track 9, Online Practice

Materials: a school bag with six books and six pencils inside

Warm Up

- On the board, begin to draw a desk but pause halfway through. Ask *Is it a teacher?* (No, it isn't.) Then continue drawing. Pause and ask *Is it a crayon?* (No, it isn't.) *Is it a desk?* (Yes, it is.) Continue drawing and asking until students guess correctly.
- Repeat with other words: *book*, *chair*, *crayon*, *pencil* and *teacher*.

1

- Hold up a book. Ask *Is it a book?* (Yes, it is.) Say *One.* and ask students to repeat. Hold up a second book. Ask *Is it a book?* (Yes, it is.) Indicating both books, say *One, two.* Ask students to repeat. Continue to six books.
- Ask students to open their books to page 14. Point to the six sets of books on the page as you say *Let's count.*
- Play **TR: 16** and point to the sets of books.
- Play **TR: 16** again and ask students to repeat the numbers aloud.
- Give students a number. Prompt them to chorally point to and count each book in the set for that number.
- **Extra Challenge** Play **TR: 16** again. Pause after each number. Ask students to find and point to the same number of items in the classroom. For example: one book, two pencils, three chairs and so on.
- **Extra Support** Play **TR: 16** again. This time, after each number, hold up the correct number of fingers. Ask students to do the same while they repeat the numbers.

Script for TR: 16 *one, two, three, four, five, six*

2

- Say *One pencil.* Ask students to repeat. Hold up a second pencil. Say *Two pencils.* Emphasize the plural *s* in *pencils.* Ask students to repeat. Continue to six pencils.
- Say *Listen and point* and play **TR: 17**. Ask students to point to the correct number of pencils.
- Say *Listen and repeat.* Play **TR: 17** again and ask students to repeat.
- Point to items in the classroom and count them with students up to six. Make sure students are pronouncing the plural *s* at the end of the words.

Script for TR: 17 *one pencil, two pencils*

3

- Tell students to look at the photos before starting. Point to each item. Ask and answer: *Is it a [book]?* (Yes, it is./No, it isn't.)
- Ask different students to count each set of items.
- Say *Listen and tick.* Model making a tick with your pencil. Play **TR: 18** and pause after item 1. Say *Two books.* Ask students to point to the set of two books and put a tick there. Then continue playing **TR: 18** for students to complete the other items.
- Invite individual students to point to each answer and count aloud. For example, for item 1, a student says *One, two. Two books.*

Script for TR: 18 *1 two books, 2 four crayons, 3 three chairs*

4

- Prepare a bag with six pencils and six books inside. Hold it up and say *Bag.* Demonstrate the pronoun *my* by saying *My bag* and holding the bag close to you. Then look inside the bag, reach in and say *In. In my bag.*
- To prepare for the song, pull out the six pencils one by one, saying *One pencil, two pencils, three pencils* and so on. Do the same for the books.
- Direct attention to the picture at the bottom of page 14.
- Hold up a copy of the Student's Book. Point to the key items in the picture (bag, pencil, book), asking *Is it a [book]?*
- Play **TR: 19**. Ask students to listen. Point to the items in the picture as they are mentioned.
- Say *Let's sing.* Play **TR: 19** again, pausing after each line for students to repeat. Play **TR: 19** for a third time and prompt them to join in. Use real items or point to the items in the picture to help students with the key words.
- Play **TR: 19** as many times as needed until students can sing the song. Then play **TR: 20** (the instrumental version). Ask students to sing it without the support of the words.

Script for TR: 19

In my bag. In my bag.
One pencil, two pencils, three pencils. More!
Four pencils, five pencils, six pencils. Sure!

In my bag. In my bag.
One book, two books, three books. More!
Four books, five books, six books. Sure!

Optional Activity

- Sing the song again, but change the words to *In my classroom.* Instead of pencils and books, sing about desks and chairs.

Wrap Up

- Give each student six of the same items for counting. These could be crayons, pencils, rubbers or any other small objects in the classroom. Prompt students to place the objects on their laps.
- Say a number aloud. Tell students to put the correct number of items on their desk. Then ask individual students to count them aloud. Repeat for numbers 1–6 at random.

Additional Practice: Workbook page 14, Online Practice

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LESSON 4 Phonics

In this lesson, students will:

- identify and pronounce sounds associated with the letters *D* (/d/), *E* (/ɛ/) and *F* (/f/).
- identify and write upper- and lowercase forms of *D, E* and *F*.

Resources: Audio Tracks 21–23, Classroom Presentation Tool, Flashcards 22–24, Workbook page 15, Workbook Audio Track 10, Online Practice

Warm Up

- Review the sounds learnt so far: /æ/, /b/, /k/. Write the letters *A, B* and *C* on the board.
- Say the following words, in a random order: *Apple, bag, book, cake.* If you've got students in your class whose names start with these letter sounds, include those names in the list.
- After each word, pause and invite a student to come to the board and point to the correct letter.

1

- Ask students to open their books to page 15. Show the flashcards for *duck, egg* and *fish*.
- Write the letters *D, E* and *F* on the board. Point to them, saying *Let's learn new letters and sounds: Listen.* Play **TR: 21**. Point to each flashcard (or hold up a copy of the Student's Book and point to each photo) as students hear the letter, sound and word.
- Play **TR: 21** again. This time, ask students to point to the photos and repeat each letter, sound and word. Monitor to check that they are pointing to the correct letter.
- Play **TR: 21** for a third time and ask students to repeat. Ask individual students to repeat to check their pronunciation.
- **Extra Support** Tell students to watch you closely. Say the letters, sounds and words, exaggerating your mouth movements. Prompt students to copy your mouth movements as they repeat after you.

Script for TR: 21 *D* /d/ *duck, E* /ɛ/ *egg, F* /f/ *fish*

2

- Make sure each student has got a pencil. Hold up page 15 of the Student's Book. Say *Let's write.* Model putting your pencil at the starting point for the letter *D* and tracing in the direction of the arrows. Then say *Now you write.*
- Monitor as students are tracing. Offer help as needed. Make sure students are holding their pencils correctly.
- Tell students to continue writing *E* and *F*. Point out the correct order and direction of each stroke.

3

- Direct students' attention to the picture at the bottom of page 15. Point to a duck, an egg and a fish. Each time, ask *Is it [an egg]?* Invite individual students to respond. (Yes, it is./No, it isn't.)
- Next, say *Look and listen.* Play **TR: 22**. As students hear the chant, hold up a copy of the Student's Book and point to the correct part of the picture.
- Play **TR: 22** again. Ask students to chant as they point.
- **Extra Challenge** Ask individual students to repeat a line of the chant as their classmates point to the correct part of the picture.

Script for TR: 22
/d/, /d/, /d/ *Danny's with ducks.* /d/, /d/, /d/
/ɛ/, /ɛ/, /ɛ/ *Emma sees eggs.* /ɛ/, /ɛ/, /ɛ/
/f/, /f/, /f/ *Finn finds fish.* /f/, /f/, /f/

4

- Point to the letters *Dd*. Ask *What letter?* Then ask *What sound?* Give students the three choices (in a random order) if they need help answering these questions.
- After reviewing the sounds and letters, say *Let's listen and match. Draw a line.* Model drawing a line in the air with your finger. Play **TR: 23**, pausing after the first item. Ask students to draw a line from the letters *Dd* to the ducks in the picture. Model as necessary, tracing a line with your finger to join the dots. Continue with the other two items.
- If you wish, play **TR: 23** again and ask students to check their answers.

Script for TR: 23 /d/ *ducks,* /ɛ/ *eggs,* /f/ *fish*

Optional Activity

- Model the activity with a student. In the air, trace a letter *A, B, C, D, E* or *F*. Encourage the student to guess what the letter is. You can help by asking *A? B? C?* and so on.
- Put students into pairs. Ask them to take turns tracing letters in the air and guessing. Give each pair three tries before asking them to switch roles.
- Once they are confident, ask students to trace lowercase letters or mix upper- and lowercase letters.

Wrap Up

- Write the three letters from this lesson on the board, using either upper- or lowercase letters. Say one of the letter sounds. Ask students to call out the correct letter. Point to the letter when they say the correct one. Then ask students to make that letter's sound.
- Repeat for the other two letters. If time permits, invite individual students to come to the board and point to the correct letter when prompted by the class.

Additional Practice: Workbook page 15, Online Practice

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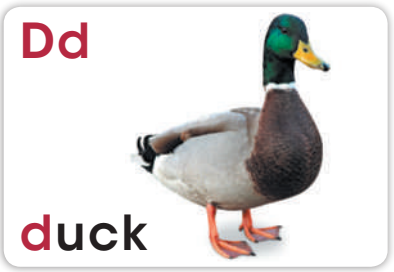
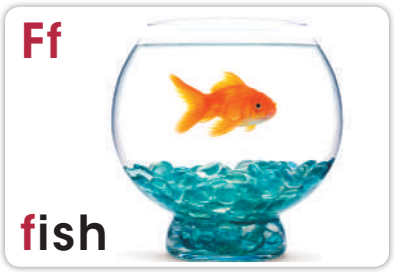
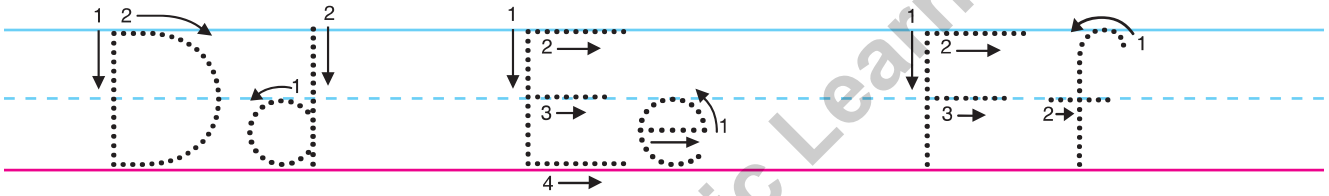
1 Listen, point and repeat. TR: 21





2 Join the dots.



3 Listen and chant. TR: 22

4 Listen and match. TR: 23

Dd Ee Ff

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LESSON 5

Video and story

1 Watch and number. Video 2

3

1

2

ABOUT THE VIDEO

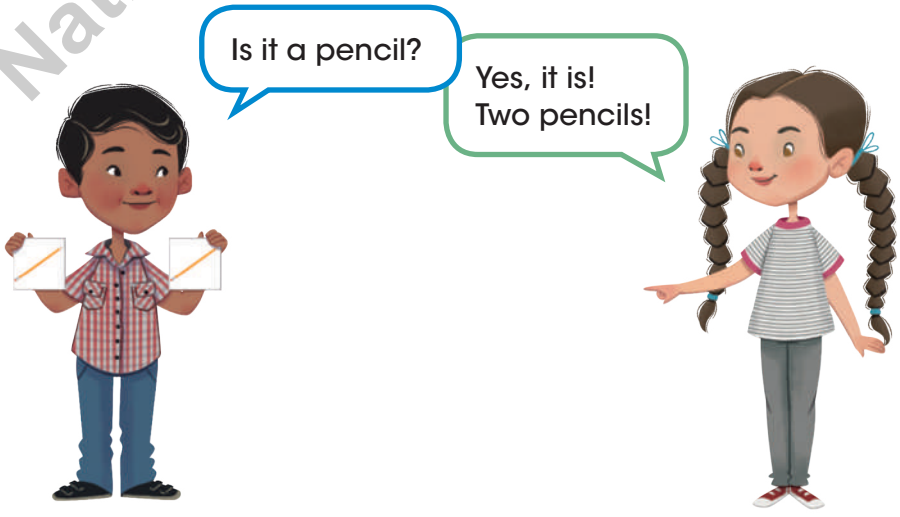
In this lesson's video, three of the children present classroom scenes from their own countries. Children in South Africa and China usually wear a school uniform, as shown on the video. Although the children in the Polish school in the video are wearing a uniform, many schools in Poland don't require students to wear a uniform.

2 Read the Unit 2 story. Circle. TR: 24

VALUE Say thank you.

Do the Unit 2 Value activity in the Workbook.

GAME 1 Look at p. 17. Cut and play.



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LESSON 5 Video and story

In this lesson, students will:

- watch a video about classroom objects.
- read a story about a present.
- identify the value *Say thank you.*

Resources: Video 2, Audio Track 24, Classroom Presentation Tool, Flashcards 22–24, Workbook page 16, Online Practice

End-of-Unit Resources: Anthology Story 1, Anthology teaching notes (page 96), Worksheet S.2, Unit 2 Test, ExamView Assessment Suite

Materials: stickers (one per student)

Warm Up

- Show the flashcards for *duck, egg* and *fish*. Point to each card and ask *What's the letter? What's the sound? What's the word?*
- Say /d/ and touch your head. Then say /ɛ/ and touch your shoulders. Say /f/ and touch your waist. Tell students to follow your movements as you say the sounds in order. When they get comfortable, make the sounds faster and in a different order.
- Say the following words in a random order, asking students to do the appropriate movement for the letter they hear: *Duck, desk, egg, fish.* Add names of the students that begin with the initial sounds for *D, E* and *F*.

1

- Ask students to open their books to page 16. Say *Let's watch.* Play **Video 2**, pausing after the question *Is it a pencil?* Wait for students to identify whether the picture is of a pencil. Then continue playing the video, pausing after the question *Is it a desk?* and again after *Is it a crayon?* Wait for students to answer the questions. Then continue the video to check answers. Continue this way for the rest of the video.
- Write the numbers *1, 2* and *3* on the board. Slowly show students the stroke order for each numeral. Prompt them to practise first on their desks with just a finger. Then, using paper and pencil, ask them to write *1, 2, 3*. Or invite them to come to the board and write the numbers.
- Hold up page 16 of the Student's Book. Point to the three photos from the video. Ask *Which is first on the video?* Hold up one finger to help students understand *first*. Say *Write number one.* Model writing *1* in the air or on the board.
- Once students identify the photo, ask them to number it. Then say *Now write number two and number three.* Ask students to finish the activity on their own or in pairs. Walk around the classroom to check their work.
- If you wish, play the video again to check answers as a class.
- **Extra Support** Play the video again before students write their answers. Pause the video after each child and ask students to write the number in the correct space.

The script for **Video 2** *is on page 123.*

Optional Activity

- Guide students through a conversation about classroom objects, like the one they watched in the video. Ask students to choose three of their own classroom objects to show to their classmates. Ask *Is it a [book]?* Guide students to respond *Yes, it is* or *No, it isn't*. Repeat with as many students as time allows.

2

- Before you begin, remove the copy of the Unit 2 Story Book (see pages 76–77). Fold the page to create the book. Hold the book up and point to the title. Say *This book's called* The present. *Let's read.*
- Walk around the room. Help students find, remove and fold the Unit 2 Story Book.
- Say *Listen.* Play **TR: 24**, holding your book up as you do. Point to the pictures of the characters as students hear them.
- If you wish, play **TR: 24** again, pausing so that students can repeat the conversation.
- **Value: Say thank you** Say *The value of this lesson is* Say thank you. Hold up the story book and point to page 4. Say *The boy says* Thank you *to the girl for the present.* Then ask students to tell you other occasions when they say thank you. Walk round the room and place a small sticker in each student's book. As you do, prompt the student to say *Thank you.* Ask students to complete page 16 of the Workbook.
- After students finish the book, say *I like the book.* Model circling the happy face. Guide students to the faces on page 16. Ask them to circle the one that shows how they feel about the book.
- Tell students to take the book home at the end of the lesson. Encourage students to show the book to a parent or another adult in their household and ask that person to sign the book in the signature box, showing that the student has told the story to him/her.
- **Extra Challenge** Teach *You're welcome* as an appropriate response to *Thank you.* Ask students to take turns saying *Thank you* and *You're welcome.*

Wrap Up

- Say *Today, we learnt a value:* Say thank you.
- Model saying *Thank you* by handing pencils to a student. Gesture for him/her to hand them back to you. When you receive them, say *Thank you.*
- Put students in two rows, standing and facing each other. Prompt students in one row to take an object of their own and pass it to the student facing them, who says *Thank you.* Then prompt those students to return the items, for the owner to also say *Thank you.*
- Prompt students to step to their right to face a new partner and repeat the activity as time allows. Students at the end of a row can come to the other end to meet their new partner.

Additional Practice: Anthology Story 1, Worksheet S.2, Workbook page 16, Online Practice

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Review: Units 1–2

In this lesson, students will:

- cut out and make game cards.
- play a game to review Units 1 and 2.

Resources: Classroom Presentation Tool, Flashcards 1–24, Workbook pages 17–18, Workbook Audio Tracks 11–12, Online Practice

Materials: enough scissors for all the students

Warm Up

- Ask students to look back through Units 1 and 2 for one minute.
- Ask *What words and phrases have we learnt?* Use the flashcards to review the words from Units 1 and 2. Ask students what words they know for classroom objects. Display the flashcards on the board as they answer. Repeat with numbers 1–6 and the Unit 1 phrases (*Hello. Goodbye. Sing. Sit down. Stand up. Thank you.*), until all the flashcards are on the board. If necessary, prompt the Unit 1 phrases by acting them out. Say *Well done! You know a lot of words!*
- Ask *What letters and sounds have we learnt?* Use the Phonics flashcards to review the letters, sounds and words for *A–F.* Write the letters *A–F* on the board. Ask students if they can remember the letter name, sound and the word for each letter. Show the flashcards as they answer. Say *Well done! You know a lot of letters and sounds!*
- Ask *What values have we learnt?* If students have got their Story Books for Units 1 and 2 in class, ask them to take them out and look at them. Remind them of the values *Be friendly* and *Say thank you.* Praise students for their efforts in Units 1 and 2.

Game 1

- Ask students to open their books to pages 16–17. Point to the game cards and say *It's time for a game!*
- Hand out scissors. Ask students to cut out the cards on page 17. Monitor and help them cut if necessary.
- Once students have cut the cards out, model arranging them facedown on the desk and picking up two to look for a match. They only need to use one student's set at this time. Get students to play a matching and memory game in pairs. Student 1 turns over a card, and his/her partner asks *Is it a [pencil]?* Student 1 replies *Yes, it is* or *No, it isn't.* Student 1 then turns over a second card, and they have the same question-and-answer exchange.
- If the two cards match, Student 1 says *Two [pencils]* and keeps the cards.
- Student 2 then turns over two cards and his/her partner asks the questions. The game continues with students taking turns to turn over cards until all matches are made. The player with the most matches wins.
- For additional practice, get students to play more than once.
- **Extra Challenge** Get two students to use one set of cards from each book (*four pencils*, etc.). They still match pairs, but there are two sets of each pair, so it is harder to remember where the cards are.
- **Extra Support** Sit with pairs as they play. Help them with the language.

Optional Activity 1

- Collect the game cards from students. Use them in a hide-and-seek game. Hide the cards around the classroom. Then give students a challenge: *Who can find [six] [desks]?* If you've got a large class, ask students to search in pairs or small groups, a few at a time. The other students can help by pointing out any cards they see: *Look! A [desk]!* Repeat with other numbers and items as time allows.

Optional Activity 2

- Ask two students to help you place all the Unit 1 and 2 flashcards around the room.
- Divide the class into four groups. Get them to do a flashcard hunt. Point and say *Group 1 – find classroom objects, for example,* pencil. *Group 2 – find numbers, for example,* one. *Group 3 – find greetings and instructions, for example,* Hello. *Group 4 – find phonics words, for example,* duck. *Ready? Go!*
- Tell students to find all the flashcards for their category and bring them to the front. Ask students to take turns holding up their flashcards and saying the words or phrases. Ask the students with the number flashcards to line themselves up in the correct order and say the numbers in order.

Wrap Up

- Review counting with the whole class. Hold up six pencils or crayons. Then count them together with the class as you transfer them from one hand to the other.
- Play a flashcard memory game. Show five flashcards in succession. Ask the whole class to say each word or phrase. Then ask *Can you remember?* Point to your forehead as you say this to teach the word *remember.* Prompt the class to repeat the items from memory. Repeat with five different flashcards. Continue until each flashcard has been included, or as time allows.
- As a variation, point to individual students and prompt a different student to say each item in the sequence.
- **Extra Challenge** Increase the number of flashcards you show each time. See how long a sequence the students can remember!

Additional Practice: Workbook pages 17–18, Online Practice

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UNIT 3

My toys

In this unit, students will:

- identify toys.
- ask and answer about toys using *What's this? It's a [ball].*
- identify colours.
- ask and answer questions about colours.
- sing a song about toys and colours.
- identify and pronounce sounds associated with the letters *G* /g/, *H* /h/ and *I* /ɪ/.
- identify and write upper- and lowercase forms of *G*, *H* and *I*.
- watch a video about toys.
- read and listen to a story about toys.
- identify the value *Be careful.*

Language

Words

ball, car, doll, robot, teddy bear, train; black, blue, brown, green, orange, red, white, yellow

Grammar

- *What's this? It's a car.*
- *What colour is it? It's black.*

Phonics

/g/ **g**oat
/h/ **h**ippo
/ɪ/ **i**gloo

Reading

Toy box

Twenty-First Century Skills

Collaboration

Take turns playing a game with a partner, Lesson 2

Communication

Ask and answer to identify objects, Lesson 2

Creativity

Draw a picture, Unit Opener

Critical Thinking

Identify the value *Be careful*, Lesson 5

In the Unit Opener, students will:

- respond to a photo of a girl playing with a bubble blower.
- draw their favourite toy.

Resources: Home School Connection Letter, Classroom Presentation Tool, Workbook page 19

Materials: one or two toys, bubbles (optional), crayons, drawing paper (optional)

Introduce the Theme

- Say *Hello* to students and prompt them to say *Hello* back to you. Then ask students to turn and say *Hello* to several classmates.
- Turn to one student and say *Hello, [Lea]. How are you?* Wait for the student to say *I'm fine, thank you.* Guide the student to this answer if necessary.
- Repeat with as many students as time allows.
- Place several objects on your desk. Include toys and other objects, such as a pen or pencil, a stapler or any other classroom supplies.
- Begin by holding up a toy, such as a ball or a stuffed animal. Say *Toy.* Ask students to repeat after you. Repeat the word again, holding up a different toy.
- One by one, hold up the items you've got in front of you, alternating between toys and other items. Each time, ask *Is it a toy?* Wait for students to respond *Yes, it is* or *No, it isn't.* Repeat for each item on your desk.

Use the Photo

- Ask students to open their books to page 19. Then say *Look at the girl. She's got a toy.* Point to the bubble maker as you say *Toy.* Then point to the large bubble coming out of the toy and say *Look! A bubble.*
- Repeat the word. Then ask *What sound: /æ/, /b/ or /k/?* When students say /b/, ask them to repeat: /b/, /b/, *bubble.* Next ask *What letter: a, b or c?* Ask a student to say *b.*
- Point to the large bubble on the left and say *One bubble.* Then point to another and say *Two bubbles. Let's count.* Count the bubbles aloud. Say *One, two, three, four, five. Five bubbles.* Ask students to count after you.
- If time and weather permit, take students outside. Blow bubbles slowly and ask each student to count as he/she pops each bubble, up to six.
- **Do the Activity** Read the instructions on page 19 of the Student's Book aloud. Ask students to open their Workbooks to page 19 or give each student a blank piece of paper.
- Make sure students have got pencils or crayons. Walk around the room to monitor students' work as they draw.
- Return to students' drawings throughout the unit to reinforce language and to help students make a personal connection to the theme.
- **Extra Challenge** Ask a student to lead the group in counting the bubbles.

TEACHER TIP

Whenever possible, give students the opportunity to learn through play. By exposing students to a variety of experiences and materials – such as the bubbles suggested in this lesson – you're engaging them in a way that is fun, yet educational. These types of activities not only provide authentic learning situations, but they also motivate young learners of all abilities to participate in lessons.

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UNIT 3

My toys

ABOUT THE PHOTO

The girl in the photo is in Tokyo, Japan. She is playing with a bubble blower. Blowing bubbles has been a popular pastime for children for hundreds of years. There are Flemish paintings from the 17th century that show children playing with bubbles. Over the years, children would play with bubbles from leftover laundry water. Bottles of bubbles began to be sold in the 1940s, with battery-operated bubble blowers (like the one in the photo) first appearing in the 1950s. Today, around 200 million bottles of bubbles are sold every year.

Draw your favourite toy.

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LESSON 1

Words

1 Listen and point. TR: 25

ball

car

doll

robot

teddy bear

train

2 Listen and repeat. TR: 26

3 Listen and circle. TR: 27

1

2

3

4

5

6

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ABOUT THE PHOTO

The children in this photo are pushing a giant ball across a field in a park in South Korea. People have been playing ball games for centuries. The first game to use a rubber ball is believed to be from Mexico. It's called *Ulama,* and evidence shows that this game has been played for more than 3,000 years. A variation of *Ulama* is still played in parts of Mexico today!

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LESSON 1

Words

In this lesson, students will:

- identify new words for toys.

Resources: Audio Tracks 25–27; Classroom Presentation Tool; Flashcards 11, 15, 25–30, 45, 46, 101, 103; Workbook page 20; Workbook Audio Track 13; Online Practice

Materials: toys: a ball, a car, a doll, a robot, a teddy bear, a train; a box or bag; a blindfold

Warm Up

- Hold up a toy and say *Toy.* Then take out flashcards for the following words: *ball, car, chair, dog, hat, horse, robot, shoes* and *teacher*.
- Hold each card up and ask *Is it a toy?* Ask individual students to answer *Yes, it is* or *No, it isn't*.
- **Use the Photo** Ask students to open their book to page 20. Point to the photo and say *Look. Children.* Point to the children as you say this. Ask *How many children?* As you point to each child, ask the class to count with you: *one, two, three, four*. Say *Yes! Four children!*
- Point to the ball. Say *Look! It's a ball!* Hold your hands together to indicate *small* and ask *Is it small?* Shake your head and say *No, it isn't.* Now hold your hands wide apart to indicate *big*. Keep them open wide as you say *It's a big ball.*

1

- Point again to the big, green ball. Say *A ball is a toy. Let's look at words for toys.* Hold up page 20 of the Student's Book and point to the activity. Run your finger along the row of toy photos. Say *These are toys.* Point to your ear and say *Let's listen.*
- Hold up your index finger and model pointing to the pictures individually. Say *Listen and point.* Play **TR: 25**. Model pointing to each photo as the word is spoken. Play **TR: 25** again. Ask students to point to each photo as they hear the word.

2

- Point to the exercise in the Student's Book. Say *Now, listen and repeat.* Play **TR: 26**, pausing after the first word. Say *Ball* to model repeating. Then continue playing the track, asking students to repeat each word.
- Play **TR: 26** again. Call on individual students to repeat the words aloud.
- **Extra Support** Play **TR: 26** for a third time if students need extra practice.

  Script for TR: 26 *ball, car, doll, robot, teddy bear, train*

3

- Direct students' attention to item 1. Point first to the ball. Ask *Is it a ball?* Ask a student to say *Yes, it is.* Then point to the car. Ask *Is it a ball?* Ask a different student to say *No, it isn't.* Then say *That's right. It's a car.*
- Play **TR: 27**, pausing after number 1. Ask *Ball or car?* (car) *Yes! It's a car. Circle the car.* Trace the circle with your finger as you say this.
- Continue playing **TR: 27**, pausing after each item for students to circle the correct item. If necessary, play **TR: 27** again and ask students to check their answers.

  Script for TR: 27 *1 It's a car., 2 It's a robot., 3 It's a train., 4 It's a doll., 5 It's a ball., 6 It's a teddy bear.*
- **Extra Challenge** In pairs, ask students to say the word for both pictures. Instruct their partner to point to the correct one each time.

Optional Activity

- Use real toys to extend Exercise 3. Place a ball, a toy car, a doll, a toy robot, a teddy bear and a toy train in a box or a bag.
- Invite students, one at a time, to come to the front of the classroom. Put a blindfold on the student. Then ask him/her to select a toy from the box and feel it. Prompt the student to ask questions to guess what the toy is using *Is it a [teddy bear]?* Encourage the class to say *Yes, it is* or *No, it isn't* in unison. Allow the student to continue until his/her guess is correct.
- Repeat with other students. Continue until each toy has been chosen, or as time allows.

Wrap Up

- Hide toys or flashcards of toys around the room. Then ask a student to find one of the toys. When he/she does, ask him/her to hold it up in front of the class and say what it is.
- Repeat until each of the toys is found.

Additional Practice: Workbook page 20, Online Practice

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LESSON 2 Grammar

In this lesson, students will:

- ask about objects using the phrase *What's this?*
- identify objects using the phrase *It's a [ball].*

Resources: Audio Track 28; Classroom Presentation Tool; Flashcards 10–15, 22–30; spinner (one per student or per pair of students); Workbook page 21; Workbook Audio Track 14; Online Practice

Materials: real items/toys or pictures of a ball, a book, a car, a crayon, a doll, a pencil, a robot, a teddy bear or a train (one toy, picture or flashcard per student); paper clips; scissors; small objects for game pieces; envelopes (optional); tape (optional); paper cups; small balls; small pieces of old crayons

Warm Up

- Before class, place any one of the following items on each desk: a ball, a book, a car, a crayon, a doll, a pencil, a robot, a teddy bear or a train. (If not enough items are available, use flashcards or photos of the items.)
- When each student has an item, model the conversation with the students. Turn to a student and ask *Is it a ball?* Based on what that student is holding, prompt him/her to respond *Yes, it is* or *No, it isn't.*
- In pairs, tell students to ask and answer questions about their objects. For further practice, ask students to switch pairs several times.

1

- Ask students to open their books to page 21. Hold up one of the items from the Warm Up and ask *What's this?* Then, as you continue to hold the item up, say *It's a [ball].*
- Play **TR: 28**. Point to each character as he/she talks.
- Play **TR: 28** again. Ask students to repeat the question and the answer. When you finish, ask students to hold up their items from the Warm Up one at a time and ask *What's this?* Each time, ask a different student to respond or allow students who ask the question to choose a classmate to answer.
- **Extra Challenge** Ask students to describe the size of the item, for example: *It's a [big] ball. It's a [small] doll.*

2

- Hand out photocopies of the spinner from the Teacher's Resource Website. Also hand out a pair of scissors and a paper clip for each spinner. You can choose to ask students to make one spinner each or one per pair.
- Ask students to cut out the spinners. Model using the spinner. Place a paper clip so that it sits in the centre of the spinner. Then put a pencil down on the small dot in the centre of the spinner, with the paper clip surrounding the pencil point. Using your thumb and index finger, move the paper clip so that it spins around the pencil's point. When it stops, say the number that it lands on.
- Hold up a copy of the Student's Book and hold a game piece on the 'start' circle of the game. Show students how to move the number of spaces shown on the spinner. Count as you move the game piece. For example, say *Three. One, two, three.* Ask a student to ask the question *What's this?* Then respond *It's a doll.*
- Place students in pairs. Make sure each student has a small object, such as a rubber or a scrap of paper, to use as a game piece. Tell students to take turns. Student A spins and moves his/her game piece. Student B asks *What's this?* Student A answers, naming the toy on the space where the game piece landed. Then Student B spins. The first student to get to the end of the game board wins.
- For additional practice, tell students to play again with another partner.
- Either collect the number spinners and store them for use in future lessons or let students keep them in an envelope taped inside the back of their books.
- **Extra Challenge** Tell students to ask about each item on the game board, instead of using the spinner.
- **Extra Support** Place less confident students with more confident students to play the game.

Optional Activity

- Put students into pairs. Give each pair two identical paper cups. Give each student a small ball and a small crayon, making sure that both can fit under the cups. If you haven't got enough small balls, use modelling clay to make them.
- Model placing the objects underneath each cup on the desk. Then model moving the cups around for several seconds so that students lose track of which cup is which. Then, leaving the cups on the desk, touch one of the cups and ask *What's this?* Listen to students' guesses. Then reveal the correct item, saying, for example, *Yes, it's a [crayon]!*
- Ask students to play the game in pairs. Walk around to guess with them and offer help as needed.

Wrap Up

- Ask students to find a new partner and sit side-by-side. Use flashcards from Units 2 and 3. One at a time, hold up the flashcards. Ask students sitting on the left in each pair to ask *What's this?* Tell students on the right to answer *It's a [desk].*
- Ask the students to change roles and repeat this activity, holding up different flashcards each time, for as long as time permits. Tell pairs to take turns asking and answering about each flashcard.

Additional Practice: Workbook page 21, Online Practice

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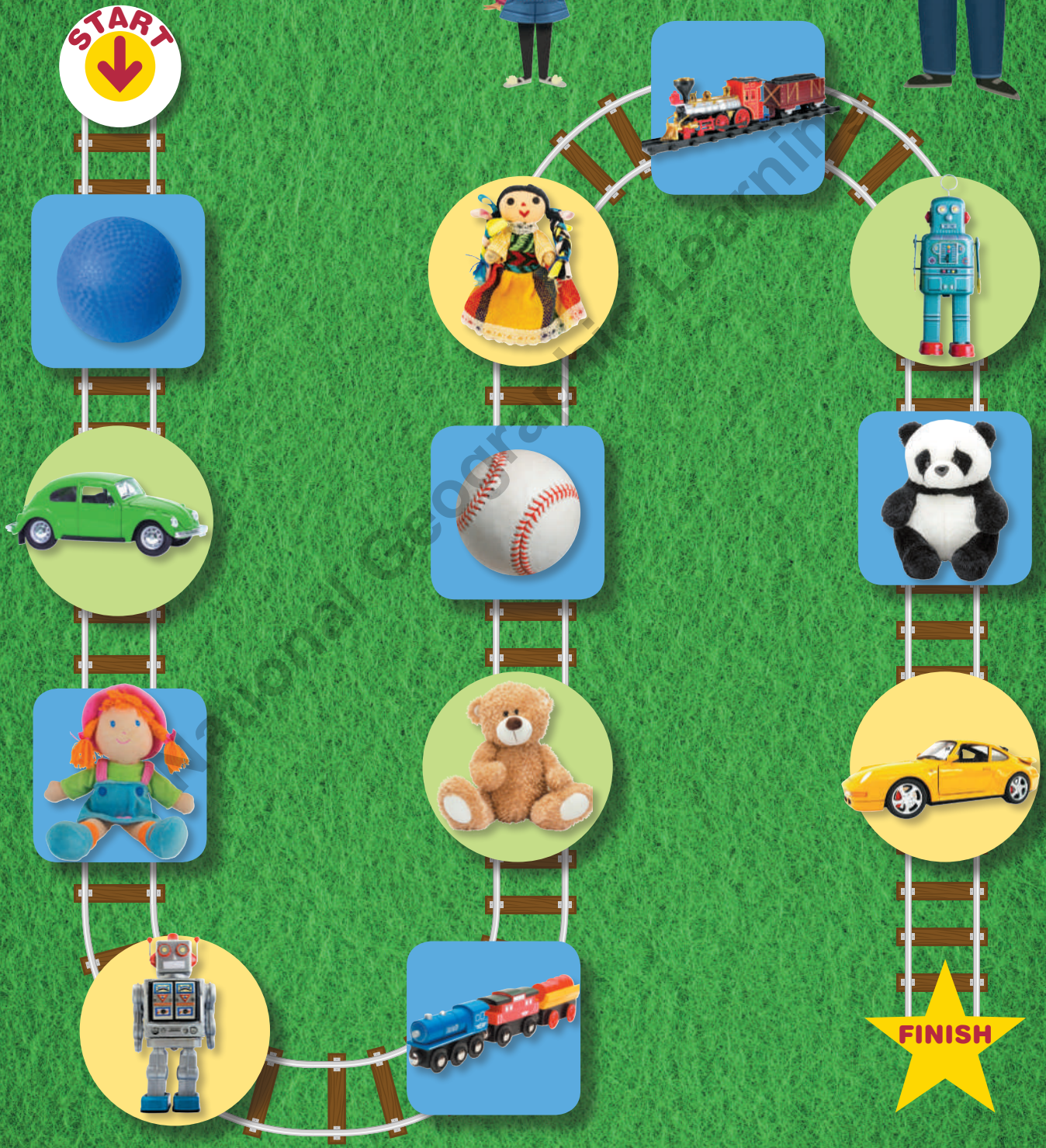
1 Listen and repeat. TR: 28

2 Play and say.



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LESSON 3

Grammar and song

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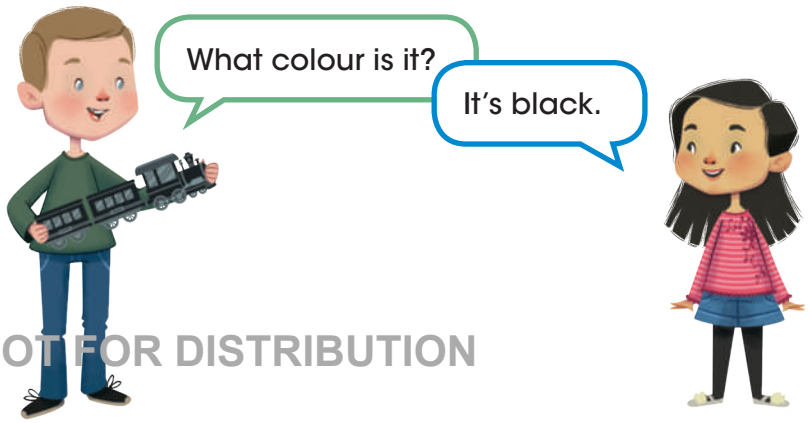
1 Listen and repeat. TR: 29

red orange yellow green blue black brown white

2 Listen and repeat. TR: 30

3 Listen and sing. TR: 31 and 32



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LESSON 3 Grammar and song

In this lesson, students will:

- identify colours.
- ask and answer questions about colours.
- sing a song about toys and colours.

Resources: Audio Tracks 29–32, Classroom Presentation Tool, Flashcards 31–38, Workbook page 22, Workbook Audio Track 15, Online Practice

Materials: a ball, a book, a box, a pencil, a teddy bear and a toy train; coloured paper (red, brown, green, orange, yellow, blue, black, white, purple, pink, and gray); plain paper; brown, yellow and blue crayons

Warm Up

- Hold up each of the following items: a ball, a book, a pencil, a teddy bear and a toy train. As you do, point to a student and ask *What's this?* Ask the student to respond using the phrase *It's a [teddy bear].*
- Ask students to close their eyes. Put one of the items in a box. Make sure the others are hidden from view. Ask students to open their eyes. Pick up the box and shake it. As you do, ask *What's this?* Ask a student to guess the item inside based on the sound that it makes.
- Invite that student to the front of the class to open the box. Repeat his/her answer to the class and wait for them to confirm. For example, say *[Julia] says 'Teddy bear' Is it a teddy bear?* Ask individual students to respond. Continue with the other items.

1

- Ask students to open their books to page 22. Run your finger along the row of colours as you say *Let's learn colours.*
- Play **TR: 29**. Hold up a copy of the Student's Book, pointing to each coloured square as it's named. Alternatively, show and point to the colour flashcards.
- Play **TR: 29** again. Ask students to repeat each colour aloud.
- Play **TR: 29** a third time. This time, pause after each colour. Ask students to point to items in the classroom of that colour.

2

- Direct students' attention to the characters at the bottom of page 22. Play **TR: 30**. Ask students to point to the person who is talking.
- Play **TR: 30** again. Ask students to repeat the question and answer. Then point to a blue item in the classroom. Ask *What colour is it?* Ask a student to respond *It's blue.*
- Repeat with different students and items of different colours.

3

- Direct attention to the picture at the top of page 22. Hold up your book and point to each child's clothing, each time asking *What colour is it?* Ask students to respond.
- Then point to the toy car. Ask *What's this?* After a student answers *It's a car,* ask *What colour is it?* (red) Repeat for the train and then the ball.
- Divide the class into two groups. Play **TR: 31**. Ask students to listen. Point to the group on the left as the questions are being asked. Point to the group on the right as the answers are given.
- Say *Let's sing.* Play **TR: 31** again, pointing to each group and encouraging them to sing their part. Repeat if necessary until each group successfully sings their lines. Model clapping between verses. Encourage students to do the same.
- Play **TR: 32** (the instrumental version). Ask students to sing the song without the support of the words.
- **Extra Challenge** In pairs, ask students to take turns pointing to any of the items in the picture at the top of page 22 and asking and answering about the colours.
- **Extra Support** If you feel that students need to have the words each time, just play **TR: 31** again.

Script for TR: 31

A: *What's this? What's this?*
B: *It's a car! It's a car!*
A and B: *Beep! Beep! Beep!*
A: *What colour is it?*
B: *It's red! Red, red, red!*
A: *What's this? What's this?*
C: *It's a train! It's a train!*
A and C: *Choo! Choo! Choo!*
A: *What colour is it?*
C: *It's white! White, white, white!*
A: *What's this? What's this?*
D: *It's a ball! It's a ball!*
A and D: *Boing! Boing! Boing!*
A: *What colour is it?*
D: *It's green! Green, green, green!*

Optional Activity

- Teach students additional colours, such as purple, pink and grey. Get a pile of coloured paper that includes the colours from this lesson, as well as purple, pink and grey.
- Hold up a piece of orange paper. Ask *What colour is this?* After students answer, ask *What makes orange?* Hold up a piece of black and a piece of red paper. Then ask *Black and red?* Shake your head to indicate that this is wrong. Repeat with brown and red paper, again shaking your head. Then hold up yellow and red paper. Say *Yellow and red make orange.* Repeat with green, grey, purple and pink papers.

Wrap Up

- Make sure students have got a pencil, a plain sheet of paper, and brown, yellow and blue crayons.
- Say *Let's draw.* Model drawing a teddy bear. Say *It's a teddy bear.* Ask students to draw a teddy bear with a pencil.
- Repeat, asking students to draw a ball and a car.
- Hold up a student's drawing. Point to the teddy bear and ask the class *What's this?* Then ask *What colour is it?* Answer your own question, saying *It's brown.*
- Ask students to colour the teddy bear brown. Repeat with a yellow ball and a blue car.

Additional Practice: Workbook page 22, Online Practice

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LESSON 4 Phonics

In this lesson, students will:

- identify and write upper- and lowercase forms of *G, H* and *I*.
- identify and pronounce sounds associated with the letters *G* (/g/), *H* (/h/) and *I* (ɪ).

Resources: Audio Tracks 33–35, Classroom Presentation Tool, Flashcards 39–41, Workbook page 23, Workbook Audio Track 16, Online Practice

Materials: index cards

Warm Up

- Review the sounds learnt so far: /æ/, /b/, /k/, /d/, /ɛ/ and /f/. Write the letters *A, B, C, D, E* and *F* on the board.
- Say the following words, in a random order: *apple, bag, ball, book, cake, car, desk, doll, duck, egg, fish, four, five.* If you've got students in your class whose names start with these letters, include those names in the list.
- After each word, pause and ask a student to come to the board and point to the correct letter. Repeat until each student has had a turn.

1

- Ask students to open their books to page 23. Wave at students and say *Hello*, emphasizing the /h/. Then walk away from students, waving and saying *Goodbye*, emphasizing the /g/.
- Write the letters *G, H* and *I* on the board. Point to each, saying *Let's learn new letters and sounds: G, Goodbye;* H, *Hello;* I, *it.*
- Show the flashcards for *goat, hippo* and *igloo*. Play **TR: 33**. Point to each flashcard (or hold up a copy of the Student's Book and point to each photo) as students hear the letter, sound and word.
- Play **TR: 33** again. This time, ask students to point to the photos in their books and repeat each letter, sound and word. Monitor to check that they are pointing to the correct letter.
- Play **TR: 33** for a third time and ask students to repeat. Ask individual students to repeat to check their pronunciation.
- **Extra Support** Tell students to watch you closely. Say the letters, sounds and words, exaggerating your mouth movements. Prompt students to copy your mouth movements as they repeat after you.

Script for TR: 33 *G* /g/ *goat, H* /h/ *hippo, I* /ɪ/ *igloo*

2

- Make sure each student has got a pencil. Hold up page 23 of the Student's Book and say *Let's write.* Model putting your pencil at the starting point for the letter *G* and tracing in the direction of the arrows. Then say *Now you write.*
- Walk around the room as students trace. Offer help as needed. Make sure students are holding their pencils correctly.
- Tell students to continue writing *H* and *I*. Be sure to point out the dot above the lowercase *i*.

3

- Direct students' attention to the picture at the bottom of page 23. Say *Look and listen.*
- Play **TR: 34**. As students hear the chant, hold up your book and point to the correct part of the picture.
- Play **TR: 34** again. Ask students to chant as they point.
- **Extra Challenge** Ask students to repeat a line of the chant aloud as their classmates point to the correct part of the picture.

Script for TR: 34
/g/, /g/, /g/ *Guy's by a goat.* /g/, /g/, /g/
/h/, /h/, /h/ *Hanna likes hippos.* /h/, /h/, /h/
/ɪ/, /ɪ/, /ɪ/ *Isabel's in an igloo.* /ɪ/, /ɪ/, /ɪ/

4

- Point to the letters *Gg* and ask *What letter?* Then ask *What sound?* Give students the three choices (in a random order) if they need help answering these questions.
- After reviewing the sounds and letters, say *Listen, match and draw a line* as you model drawing a line in the air. Play **TR: 35**, pausing after the first item. Ask students to draw a line from the letters *Gg* to the correct dot in the picture. Model as necessary, tracing a line with your finger to join the dots. Continue with the other two items.
- If you wish, play **TR: 35** again and ask students to check their answers.

Script for TR: 35 /g/, *goat;* /h/, *hippo;* /ɪ/, *igloo*

Optional Activity

- Use index cards to create upper- and lowercase letter cards for *A, B, C, D, E, F, G, H* and *I*. Mix the cards into a pile.
- Divide students into pairs and give a pile to each pair. Ask students to arrange the cards on the desk, faceup. Then ask them to take turns to match upper- and lowercase letters.
- **Extra Challenge** Use a timer to see who can complete the task in twenty seconds. Or ask students to turn the cards facedown and play a memory matching game.

Wrap Up

- Choose one of the sounds from this lesson. Sing a simple, familiar tune using only that sound. See if students can identify the tune you're singing.
- After they guess, ask them to sing the song with you, using the sound you chose.
- If you wish, challenge students to sing the same tune with a different sound from this lesson, or to choose different tunes and sing them using one of the sounds.
- Before they leave, tell students to bring a toy of their own to the next lesson for show and tell. Explain that they'll need to name the toy and say what colour(s) it is.

Additional Practice: Workbook page 23, Online Practice

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1 Listen, point and repeat. TR: 33

Gg

goat

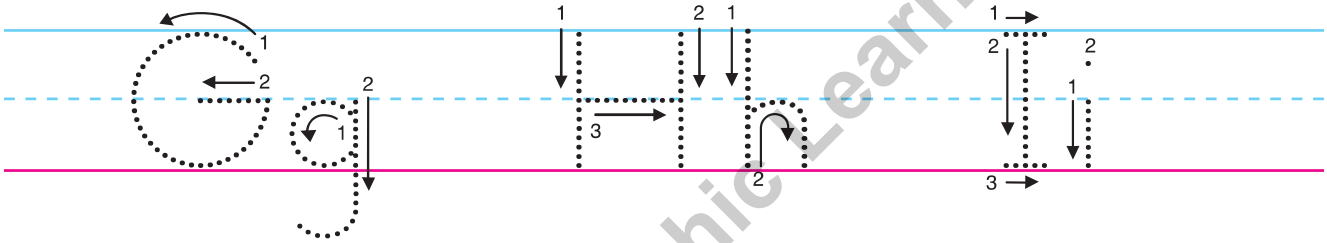
Hh

hippo

Ii

igloo

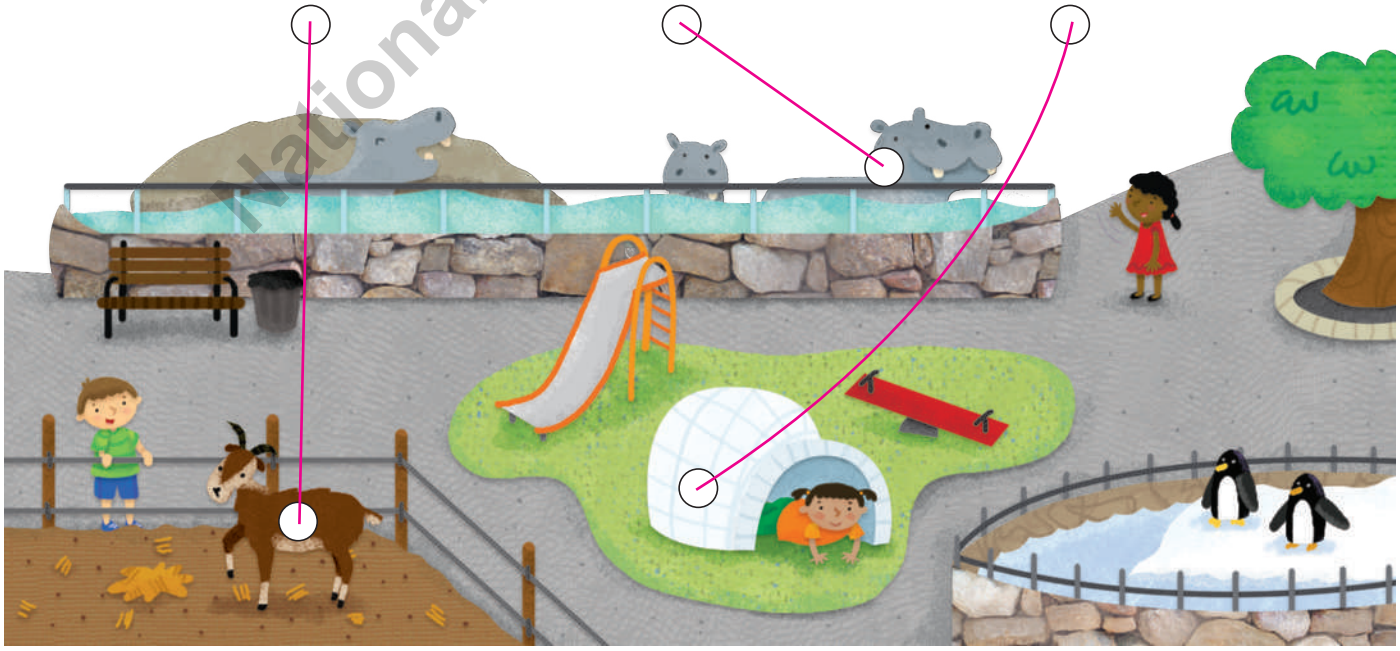
2 Join the dots.



3 Listen and chant. TR: 34

4 Listen and match. TR: 35

Gg Hh Ii



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LESSON 5

Video and story

1 Watch and match. Video 3

Emilia

Juan

Kaitlyn

Mati

ABOUT THE VIDEO

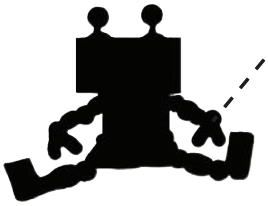
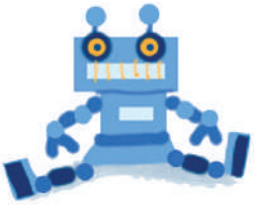
In this lesson's video, four of the children present traditional dolls from their own countries and talk about their appearance. Juan presents a typical Mexican rag doll, traditionally called a *Maria*. These simple rag dolls have usually got smiling faces and braided hair. These dolls are sold throughout Mexico and are popular with tourists.

2 Read the Unit 3 story. Circle. TR: 36

VALUE Be careful.

Do the Unit 3 Value activity in the Workbook.

3 Trace and say.

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LESSON 5 Video and story

In this lesson, students will:

- watch a video about toys.
- read and listen to a story about toys.
- identify the value *Be careful.*
- trace lines from left to right.

Resources: Video 3, Audio Track 36, Classroom Presentation Tool, Workbook page 24, Online Practice

End-of-Unit Resources: Worksheet S.3, Unit 3 Test, ExamView Assessment Suite

Materials: students' own toys for show and tell

Warm Up

- Review the sounds from the previous lesson. Ask students to stand next to their desks. Point to yourself and say *Watch.* Ask students to look at you. Say *Go!* and run in place. Then say *Hop!* and hop in place.
- Say *Go* and *Hop.* Ask students to do the actions.
- Then say *Listen. When you hear* /g/, *Go! When you hear* /h/, *Hop!* Then say *For words with other sounds, freeze.* Model standing very still as you say *Freeze.*
- Say the following words in a random order, prompting students to mime the appropriate action for the word they hear: *apple, cake, chair, desk, goat, goodbye, hello, hi, hippo, it, is, robot, stand, train.*

1

- Ask students to open their books to page 24. Say *Let's watch.* Play **Video 3**, pausing after the question *What's this?* Wait for students to identify the toy as a doll. Then continue playing the video.
- Say *Now match. Who talks about each doll?* Point to the first doll. Then ask *Mati? Kaitlyn? Emilia? Juan?* Point to each child from the video as you say the name.
- Once students identify the correct child (Kaitlyn), ask them to draw a line from the doll to the picture of Kaitlyn. Ask students to finish the activity on their own. Walk around the room to check their work.
- If you wish, play **Video 3** again for students to check their answers.
- **Extra Support** Pause the video after each child so that students can match.

The script for **Video 3** *is on page 124.*

Optional Activity

- Guide students through a conversation about a favourite toy, like the one they watched in the video. Ask students to show a toy of their own to their classmates. Ask *What's this?* Allow proper names or help students answer, if necessary. Then ask *What colour is it?* Guide students to point to the colours on the toy and say each one aloud.
- NOTE: If your class is very large, you may want to limit the sharing to four to five students a day and spread the activity over several lessons.

2

- Before you begin, remove the copy of the Unit 3 Story Book (see pages 78–79). Fold the page to create the book. Hold the book up and point to the title. Say *This book's called* Toy box. *Let's read.*
- Walk around the room. Help students find, remove and fold the Unit 3 Story Book.
- Say *Listen.* Play **TR: 36**, holding your book up as you do. Point to the speech bubbles as students hear them.
- If you wish, play **TR: 36** again, pausing to allow students to repeat the conversation aloud.
- **Value: Be careful** Say *The value of this lesson is* Be careful. *You should be careful with your toys.* Add emphasis to the word *careful.* Hold up the story book and point to page 3. Point to the boy in yellow. Say *The boy is not careful with the toys. Look.* Point to the jar of green paint. Say *It's open.* Open a jar or a container to show the meaning of *open. Say Now the paint can get out. Now the toys are green! Oh no!* Point to the green paint on page 4. Ask students to tell you other ways they can be careful. You may choose to ask students to act out the scenarios they describe and practise saying *Let's be careful.* For additional practice, ask students to complete page 24 of the Workbook.
- After students finish the book, say *I like the book.* Model circling the happy face. Guide students to the faces on page 24. Ask them to circle the one that shows how they feel about the book.
- Tell students to take the book home at the end of the lesson. Encourage students to show the book to a parent or another adult in their household and ask that person to sign the book in the signature box, showing that the student has told the story to him/her.

3

- Make sure each student has got a pencil. Point to the silhouette of the robot on the left-hand side. Ask *What's this?* Ask a student to answer. Then say *That's right. It's a robot.*
- Repeat this with the fully illustrated robot on the right-hand side. Then say *Let's trace from here* (point to the robot on the left) *to here* (point to the robot on the right).
- Model tracing the line with your finger first, from left to right. Ask students to trace with their finger. Then model tracing the line with a pencil, asking students to do the same.
- Monitor as students work, checking that they're holding their pencils correctly.
- **Extra Challenge** Ask students to draw more dotted zigzag lines on a piece of paper for a partner to trace over.

Wrap Up

- Say *Today, we learnt a value:* Be careful!
- Model being careful by putting a book on your head and standing still to balance it. Model not being careful by dropping several pencils on the floor.
- Ask *What am I careful with – the book or the pencils?* (book) Invite students to demonstrate other ways to be careful in the classroom.

Additional Practice: Worksheet S.3, Workbook page 24, Online Practice

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UNIT 4

On the farm

In this unit, students will:

- identify farm animals.
- describe things using *big* and *small*.
- ask and answer questions using *What are they? They're [birds].*
- count to twelve.
- ask and answer questions using *How many?*
- sing a song about animals and numbers.
- identify and pronounce sounds associated with the letters *J* (/dʒ/), *K* (/k/) and *L* (/l/).
- identify and write upper- and lowercase forms of *J, K* and *L*.
- watch a video about animals and the sounds they make.
- listen to and read a story about making friends.
- identify the value *Make friends*.

Language

Words

bird, cat, cow, dog, horse, rabbit; big, small; numbers 7 to 12

Grammar

- *What are they? They're [birds].*
- *How many [birds]? [Seven].*

Phonics

/dʒ/ **j**am
/k/ **k**ing
/l/ **l**izard

Reading

How many rabbits?

Twenty-First Century Skills

Collaboration

Take turns playing a game with a partner, Game 2

Communication

Ask and answer about farm animals, Lesson 2

Creativity

Draw a picture of a farm, Unit Opener

Critical Thinking

Identify the value of *Make friends,* Lesson 5

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In the Unit Opener, students will:

- respond to a photo of a farm.
- draw a farm.

Resources: Home School Connection Letter, Classroom Presentation Tool, Workbook page 25

Materials: a picture of a farm; pictures of things found on a farm (for example, a tractor, crops, horse, cow); pictures of other familiar objects (for example, a beach ball, robot, doll); a hand-drawn picture of a farm (include buildings, crops, animals and equipment); crayons; drawing paper (optional)

Introduce the Theme

- Say *Hello* to students. Encourage them to say *Hello* back to you. Then to one student, say *Hello, [Clara]. How are you?* Wait for him/her to respond *I'm fine, thank you.* Then ask students to turn and greet several classmates.
- Show a picture of a farm. Say *It's a farm.* Then show pictures of things found on a farm (for example, a tractor, crops, horse, cow). Ask *Farm? Yes or no?* (yes) Show pictures of other familiar objects (for example, a beach ball, robot, doll). Again, ask *Farm? Yes or no?* (no)

Use the Photo

- Ask students to open their books to page 25. Point to the farm buildings in the picture and say *A farm.*
- Point to each rooftop and ask *What colour is it?* (It's [blue/red/orange].) Point to each field and ask *What colour is it?* (It's green.)
- **Do the Activity** Read the instructions on page 25 of the Student's Book aloud. Ask students to open their Workbooks to page 25 or give each student a blank piece of paper.
- Show students an example of a picture of a farm you have drawn yourself. (Your drawing should include buildings, crops, animals and equipment.) Say *This is a farm. Now you draw.* Gesture to students as you say this. Make sure students have got pencils and crayons. Walk around the room to monitor students' work as they draw. Praise their drawings. For example, say *That's great! Well done! What a nice picture!*
- When students finish their drawings, hold up a few examples and describe them to the class. Say *Look at [Dominic]'s farm. There's [a cow]. There are some [carrots]. There's [a tractor].* Point to the items in the picture as you say the words.

TEACHER TIP

Provide structure in the classroom. Make sure you develop clear, consistent rules and enforce them for all students. Be firm and clear, and make sure students understand expectations. While you may not want to discipline students for misbehaving or getting distracted, establish consequences for unwanted behaviour, such as moving the student closer to the teacher or away from a distracting friend.

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UNIT 4

On the farm

ABOUT THE PHOTO

This cabbage farm is in South Korea. Cabbage is used in the making of kimchi, South Korea's national dish that dates back 2,000 years. The spicy pickled side dish is created from salted, fermented vegetables, usually cabbages, radishes and cucumbers. Kimchi's flavour comes from a combination of chilli, garlic, ginger, red pepper and fish sauce. It's eaten as part of most meals in South Korea, and 90 per cent of the cabbages grown in South Korea are used for making around 200 varieties of kimchi. Kimchi is made in the early winter, for eating throughout the coldest season.

Draw a farm.

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LESSON 1

Words

1 Listen and point. TR: 37

bird

cat

cow

dog

horse

rabbit

big

small

2 Listen and repeat. TR: 38

3 Listen and number. TR: 39

2

3

1

6

4

5

ABOUT THE PHOTO

The cow in this photo is at the Pushkar Camel Fair in Rajasthan, India. It's one of the largest livestock fairs in the country. The fair showcases camels, horses and cattle, and is an important pilgrimage and tourist destination. International travellers come for cultural events, including traditional dances, tug-of-war games, longest moustache competitions, camel races and others. The fair attracts more than 200,000 visitors each autumn.

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LESSON 1 Words

In this lesson, students will:

- identify farm animals.
- describe with *big* and *small*.

Resources: Audio Tracks 37–39, Classroom Presentation Tool, Flashcards 42–49, Workbook page 26, Workbook Audio Track 17, Online Practice

Materials: your own drawing and students' drawings from the Unit Opener lesson; pairs of big and small items (for example, books, balls, dolls)

Warm Up

- Hold up your drawing of a farm from the Unit Opener lesson. Point to an animal in your drawing and say *Look – an animal.* Repeat with an animal in one of the students' drawings. Continue to hold up different students' drawings. Each time, point to the items in them and ask *Is it an animal?* Ask students to respond with *Yes, it is./No, it isn't.*
- Using their own drawings, tell students to ask and answer questions in the same way.

1

- **Use the Photo** Ask students to open their books to page 26. Point to the large photo of the cow with the coloured harness. Say *Look – a cow.* Ask *What colour is it?* (brown) Point to the harness and ask *What colour is it?* (red, purple, yellow)
- Say *A cow is an animal. Let's look at words for animals.* Read the instructions aloud. Point to your ear as you say *Listen.* Model pointing with your index finger as you say *Point.*
- Play **TR: 37**. Model pointing to each picture as the word is spoken. Play **TR: 37** again. Ask students to point to each picture as they hear the word.
- Display the flashcards for the new words at the front of the classroom. Point to the flashcards and say the words. For *big* and *small*, demonstrate the meaning using body language. Stand up and spread your arms wide. In a loud, deep voice, say *Big*. Then pull your arms in tight and squat down. In a soft voice, say *Small*.
- Say one of the new words, such as *Rabbit.* Ask a student to go to the board to select the correct card. Repeat until each card has been identified.
- To review the word *duck* (from the Unit 2 Phonics lesson), point to the flashcard for *big*. Ask *What animal is it?* (duck).
- **Extra Support** Show several pairs of the same item in different sizes: for example, two balls, two dolls, two books. Say *Big* or *Small* as you hold up each item. Then hold up one pair of items. Say *Big* or *Small*. Ask a student to select the correct item from the pair. Repeat with other pairs of items.

2

- Point again to the Exercise 1 photos. Say *Listen and repeat.* Play **TR: 38**, pausing after the first word. Say *Bird* to model repeating. Gesture for students to repeat after you. Continue playing the track, asking students to repeat each word.
- Play **TR: 38** again. Ask pairs or individual students to repeat the words aloud.

Script for TR: 38 *bird, cat, cow, dog, horse, rabbit, big, small*

3

- Point to each of the photos and ask *What's this?* Ask students to tell you the name of each animal.
- Write the numbers *1* to *6* on the board and count aloud with students as you point to the numbers. Ask a few students to come to the board to write the numbers as you say them – first in order, then in a random order.
- Read aloud the instructions *Listen* (while pointing to your ear) *and number* (while writing a number on the board).
- Play **TR: 39**, pausing after the first item. Help students find the correct picture and write *1*. Check their work. Then continue playing the audio as students number the remaining animals.
- To check students' answers, say each number and ask students to describe the picture.
- **Extra Challenge** Hold up one of the big and small items you brought in and describe it. For example, say *A big ball.* Hold up the other items. Ask students to describe them following your model.

Script for TR: 39 *1 a big dog, 2 a big cat, 3 four birds, 4 a small dog, 5 two cows, 6 three rabbits*

Optional Activity 1

- Use the photos in Exercise 3 to review colours. Point and ask *Number [two]. What colour is it?* or *What colour are they?* (cat: black, white, brown; birds: green, yellow, brown; big dog: brown; rabbits: brown; small dog: black, brown, white; cows: black, white)
- **Extra Challenge** Model using numbers with adjectives for students. For example, point to the first photo and say *One big cat.* Ask students to point and describe the animals with a number and an adjective, such as *four green birds* or *two black cows*.

Optional Activity 2

- Put students into pairs or small groups. Ask students to take turns deciding to be one of the six animals. Without telling their partner or the other students in the group what animal they are, ask students to make a sound or do an action for the other students to guess. You may wish to expand the activity to include *big* and *small*, with students repeating your actions from Exercise 1.

Wrap Up

- Show the flashcards for *bird, cat, cow, dog, horse, rabbit, big, small* in front of the class. Point to each card. Ask students to put their hands up to identify the item. Give as many students as possible a chance to answer. Once all the items have been identified, ask students to close their eyes while you remove one card at a time. After each card, ask them to open their eyes and tell you which card you removed.

Additional Practice: Workbook page 26, Online Practice

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LESSON 2 Grammar

In this lesson, students will:

- ask about animals using the phrase *What are they?*
- identify animals using the phrase *They're [birds].*

Resources: Audio Track 40, Classroom Presentation Tool, Flashcards 42–48, spinnner, Workbook page 27, Workbook Audio Track 18, Online Practice

Materials: pairs or groups of toy animals (birds, cats, cows, dogs, horses, rabbits, ducks) or pictures of these animals (optional); spinners (made in Unit 3); paper clips; small objects for game pieces; animal pictures – one set for every four students, folded in bags or envelopes (optional); pairs of classroom objects or toys

Warm Up

- Review the names of the animals, using flashcards or toy animals. Show the *cow* flashcard (or one toy cow). Ask *What's this? What is it?* (It's a cow.) Continue with all the animals, including *duck* (using the *big* flashcard). Alternate between using *What's this?* and *What is it?* Make sure students understand that both these question forms can be used to ask about the identity of something.

1

- Ask students to open their books to page 27. Point to your ear and say *Listen.* Play **TR: 40**, pointing to each character as he/she is talking.
- Say *Listen and repeat.* Play **TR: 40** again. Ask students to repeat the question and answer.
- Show a picture of a pair or group of animals (or hold up a pair of toy animals). Ask *What are they?* (They're [cats].) Repeat with other animals. (If you haven't got any pictures available, quickly draw a pair of cats on the board and ask the question. Repeat with a pair of rabbits.) Make sure students are pronouncing the plural *s*. If necessary, model the sentences, emphasizing the final *s*, and asking students to repeat.
- Divide the class in two. Repeat the activity, this time with one half of the class asking the question and the other half answering. Switch roles and repeat.
- Ask students to turn back to page 26. Point to the animals in Exercise 3. Start with the cat. Point and ask *What is it?* (It's a cat.) Then point to the birds and ask *What are they?* (They're birds.) Continue with the rest of the animals. Count the plural animals with students. Say *Let's count the cows.* (One, two: two cows.) Repeat with rabbits and birds.

Optional Activity 1

- Use classroom objects to give additional practice of the new language. Hold up some pencils and ask *What are they?* (They're pencils.) Repeat with crayons, books, chairs and desks, holding up or pointing to/touching the items. For desks and chairs, make sure it is clear that you are pointing to or touching more than one. Ask individual students to take your place to ask the questions. Alternatively, tell students to ask and answer in pairs about their own pencils and crayons.

2

- Put students into pairs. Make sure each student has got a small object, such as a rubber or scrap of paper, to use as a game piece. Hand out a spinner and a paper clip to each pair of students. Remind students how to use the spinner (by spinning a paper clip around a pencil point in the centre of the spinner). Model as necessary.
- Ask students to take turns to move their game pieces. Student A spins and moves his/her game piece. Student B asks the question. Student A answers, naming the animals. Then Student B spins. Model the language: *What are they? They're [rabbits].* The first student to get to the end of the game board wins.
- **Extra Challenge** Ask students to play again, but include extra elements. Add numbers: *They're [rabbits]. One, two rabbits.* Talk about big and small: *They're rabbits. They're [small].* Name the colours; you may wish to add *grey*: *They're [rabbits]. They're [grey].*
- **Extra Support** Ask students to play again with another partner.

Optional Activity 2

- Put students into groups of four and name them A, B, C and D. Give each group a set of animal pictures folded inside a bag or envelope. Ask Students A and B to take one picture from the bag together. They will both pretend to be this animal.
- Instruct Students A and B to pretend to be their animal and Students C and D to guess. Student C asks *What are they?* Student D responds *They're [birds].* Students A and B respond *Yes* or *No.*

Wrap Up

- Ask students to close their books and sit in a circle. Hold up two toys or classroom objects. Ask one student *What are they?* (They're [crayons].) Gesture to the student that he/she is to take them and turn to ask the same question to the student next to him/her. Once students are confident doing this, start another set of objects: *What are they?* (They're [cars].) Continue adding more objects – slowly at first and building speed as students become more confident.

Additional Practice: Workbook page 27, Online Practice

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1 Listen and repeat. TR: 40

2 Play and say.

START

FINISH

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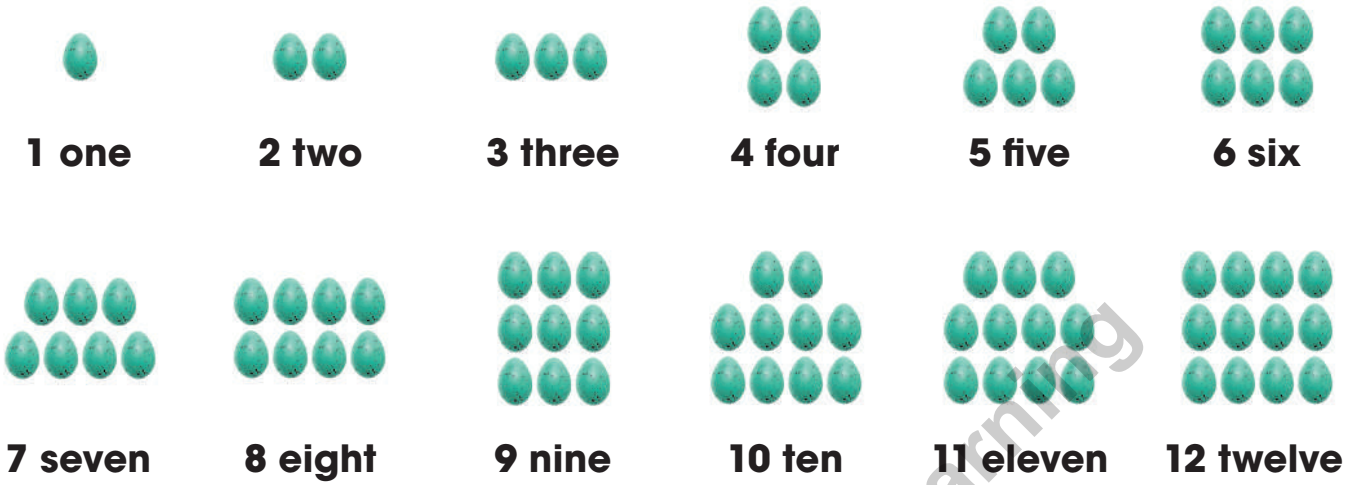
LESSON 3

Grammar and song

1 Listen and repeat. TR: 41



1 one | 2 two | 3 three | 4 four | 5 five | 6 six

7 seven | 8 eight | 9 nine | 10 ten | 11 eleven | 12 twelve

2 Listen and repeat. TR: 42

3 Listen and sing. TR: 43 and 44

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LESSON 3 Grammar and song

In this lesson, students will:

- identify numbers seven to twelve.
- count to twelve.
- ask and answer questions using *How many?*
- sing a song about animals and numbers.

Resources: Audio Tracks 41–44, Classroom Presentation Tool, Flashcards 49–55, Workbook page 28, Workbook Audio Track 19, Online Practice

Materials: six balls, some big and some small; pictures of animals from this unit in groups (ideally of seven to twelve) (optional)

Warm Up

- Hold up a ball. Ask *What's this?* (It's a ball.) Hold up two balls. Ask *What are they?* (They're balls.) Say *Let's count: One, two. Two balls.*
- Hold up two balls of different sizes. Indicating one, ask *Is it big? Is it small?* (Yes, it is./No, it isn't.)
- Together, count the remaining balls, up to six. Ask and answer to find out how many are big and how many are small. NOTE: If six balls aren't available, do this activity with books.

1

- Ask students to open their books to page 28. Point to the first egg. Ask *What's this?* (It's an egg.) Point to the two eggs. Ask *What are they?* (They're eggs.)
- You may want to explain *a* and *an*. Write *a* on the board. Say *A ball. A robot. A cow. A dog.* Then write *an* on the board. Say *An animal. An egg.* Ask students to repeat.
- Point to the first picture and say *One.* Continue, counting the first row of eggs aloud. Then count the eggs again. Ask students to say the numbers one to six with you.
- Model the numbers seven to twelve. Hold up the correct number of fingers as you say the numbers. Do this again, asking students to repeat after you.
- Play **TR: 41**. Ask students to point to each set of eggs as they hear the number.
- Say *Listen and repeat.* Play **TR: 41** again and ask students to repeat.

2

- Point to the picture of the birds. Ask *What are they?* (They're birds.) Model counting the birds: *One, two, three, four, five, six, seven. Seven birds.*
- Play **TR: 42**. Ask students to listen. Play **TR: 42** again. Ask students to repeat.
- Divide the class into groups of seven to twelve students. Ask each group to count the number of members in their group aloud. Choose an individual from each group and ask *How many students?* ([seven]) Repeat with different numbers of students in the groups so that all the new numbers are practised.

Optional Activity

- Put students into pairs. Show the pictures of animals in groups one at a time. Ask students sitting on the left in each pair to ask *How many [horses]?* Students on the right answer *[Seven]*.
- Repeat this activity, showing different animals each time. Ask pairs to take turns asking and answering questions.

3

- Hold up a copy of the Student's Book and point to the picture. Say *This is a farm.* Point to the horses. Ask *What are they?* (They're horses.) Say *Let's count the horses: One, two, three, four, five, six, seven. How many horses?* (seven)
- Do the same thing with the cows (three), rabbits (twelve) and ducks (twelve).
- Put students into pairs to ask and answer questions about the picture: *How many [rabbits]?* (twelve)
- Play **TR: 43**. Ask students to listen. For the first verse, point to your eyes to help students understand *Look!* Then hold up a copy of the Student's Book and point to the ducks in the picture for *What are they? They're ducks.* Point to each duck for the counting. Point to the rabbits for the second verse.
- Say *Let's sing.* Play **TR: 43** again. Pause after each line so that students can repeat. Play **TR: 43** for a third time and ask them to join in. Point to the items in the picture as they are mentioned. Ask students to point in their own books.
- **Extra Challenge** Play **TR: 44** (the instrumental version). Ask students to sing the song from memory.
- **Extra Support** Guide students one-on-one to count the animals instead of asking them to work in pairs.

Script for TR: 43

Look! What are they?
They're ducks.
One, two, three, four, five, six,
seven, eight, nine, ten, eleven, twelve.
Twelve ducks on the farm.
Quack, quack, quack,
quack, quack, quack, quack,
quack, quack, quack, quack, quack.
Twelve ducks on the farm.
Look! What are they?
They're rabbits.
One, two, three, four, five, six,
seven, eight, nine, ten, eleven, twelve.
Twelve rabbits on the farm.
Hop, hop, hop,
hop, hop, hop, hop,
hop, hop, hop, hop, hop.
Twelve rabbits on the farm.

Wrap Up

- Ask each student to gather three to twelve pencils and three to twelve crayons and hide these items on his/her desk (for example, under a book or in a pencil case) so other students can't see. Choose one student to ask another student *How many [pencils]?* The student answers ([eight]) and reveals the items. Repeat with other students.

Additional Practice: Workbook page 28, Online Practice

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LESSON 4 Phonics

In this lesson, students will:

- identify and pronounce sounds associated with the letters *J* (/dʒ/), *K* (/k/) and *L* (/l/).
- identify and write upper- and lowercase forms of *J*, *K* and *L*.

Resources: Audio Tracks 45–47, Classroom Presentation Tool, Flashcards 56–58, Workbook page 29, Workbook Audio Track 20, Online Practice

Materials: pipe cleaners or modelling clay (for students to form letter shapes)

Warm Up

- Write the letters *A–I* on the board.
- Help students remember the letters and sounds they have learnt so far, saying them in order. Ask them to say the letters with you. Then make it more interesting by pointing to the letters at random and asking students to say them. Speed it up to make it more challenging. Repeat with the sounds.
- To extend, ask students to say a word with the sound for each letter. Model by saying *G, /g/, goat. Now, you say a /g/ word.* Ask individual students to say words with /g/ that they may know (goodbye, egg, dog). Repeat for /h/ (hello, hippo, horse, hi) and /i/ (it, is, sit, igloo, fish, rabbit, big). Make sure you help students recognize that these sounds come at the beginning, in the middle or at the end of words.

1

- Ask students to open their books to page 29. Show the flashcards for *jam*, *king* and *lizard*.
- Write the letters *J*, *K* and *L* on the board. Point to them and say *Let's learn new letters and sounds. Listen.* Play **TR: 45**. Point to each flashcard (or hold up a copy of the Student's Book and point to each photo) as students hear the letter, sound and word.
- Play **TR: 45** again. This time, ask students to point to the photos in their books and repeat each letter, sound and word. Monitor to check that they are pointing to the correct photo.
- Play **TR: 45** for a third time and check their pronunciation.
- **Extra Support** Tell students to watch you closely. Say the letters, sounds and words, exaggerating your mouth movements. Prompt students to copy your mouth movements as they repeat after you.

Script for TR: 45 *J* /dʒ/ *jam, K* /k/ *king, L* /l/ *lizard*

2

- Make sure each student has got a pencil. Hold up page 29 of the Student's Book. Say *Let's write.* Model putting your pencil at the starting point for the letter *J* and tracing in the direction of the arrow. Then say *Now you write.*
- Monitor as students trace. Offer help as needed. Make sure students are holding their pencils correctly.
- Ask students to continue writing the letters *K* and *L*. Make sure you point out the dot above the lowercase *j*.

3

- Direct students' attention to the picture at the bottom of page 29. Point to the lizard, the jam and the boy dressed as a king. For each one, ask *What's this?*
- Next, say *Look and listen.* Play **TR: 46**. As students hear the chant, hold up a copy of the Student's Book and point to the correct part of the picture.
- Play **TR: 46** again. Ask students to chant as they point.
- **Extra Challenge** Ask individuals to repeat a line of the chant as their classmates point to the correct part of the picture.

Script for TR: 46

/dʒ/, /dʒ/, /dʒ/ *Jill eats jam.* /dʒ/, /dʒ/, /dʒ/
/k/, /k/, /k/ *Ken is king.* /k/, /k/, /k/
/l/, /l/, /l/ *Lucy likes the lizard.* /l/, /l/, /l/

4

- Point to the letters *Jj* and ask *What letter?* Then ask *What sound?* Give students the three choices (in a random order) if they need help answering these questions.
- After reviewing the sounds and letters, say *Let's listen and match. Draw a line.* Model drawing a line in the air with your finger. Play **TR: 47**. Ask students to draw a line from each pair of letters to the correct dot on the picture. Model the first one if necessary, tracing a line with your finger to join the dots.
- If you wish, play **TR: 47** again and ask students to check their answers.

Script for TR: 47 /dʒ/ *jam,* /k/ *king,* /l/ *lizard*

Optional Activity

- Hand out pipe cleaners or modelling clay to each student. Say *A* and model bending a pipe cleaner or shaping some modelling clay to form an uppercase *A*. Ask students to copy you. Then say the rest of the letters to *L*, asking them to bend their pipe cleaners or shape their clay for each letter. If there is time, repeat with lowercase letters. If you wish, put students into groups and ask them to create their own sets of letters for the lowercase letters. Then ask them to present the letters to the class.

Wrap Up

- Using only the three sounds from the lesson, say or chant them in a short pattern that students can follow. Ask students to say them after you. For example:
  Teacher: /dʒ/, /dʒ/, /dʒ/, /dʒ/
  Students: /dʒ/, /dʒ/, /dʒ/, /dʒ/
  Teacher: /dʒ/, /dʒ/, /dʒ/, /dʒ/, /k/
  Students: /dʒ/, /dʒ/, /dʒ/, /dʒ/, /k/
  Teacher: /dʒ/, /dʒ/, /dʒ/, /dʒ/, /k/, /l/
  Students: /dʒ/, /dʒ/, /dʒ/, /dʒ/, /k/, /l/
- Continue adding sounds until the pattern is too long for all the students to remember. Try again and see if they can remember more sequences.

Additional Practice: Workbook page 29, Online Practice

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1 Listen, point and repeat. TR: 45

Jj

jam

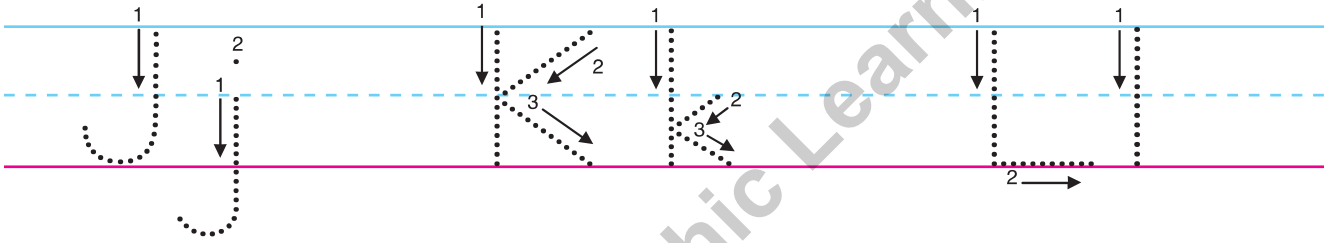
Kk

king

Ll

lizard

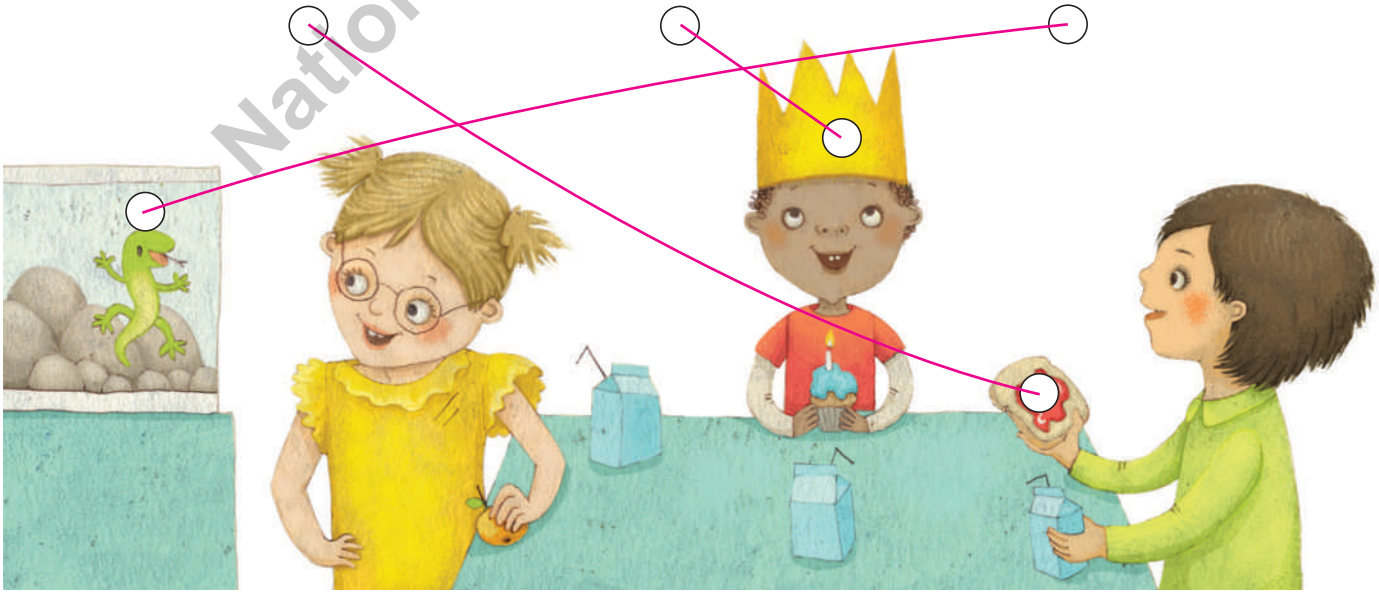
2 Join the dots.



3 Listen and chant. TR: 46

4 Listen and match. TR: 47

Jj Kk Ll



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LESSON 5

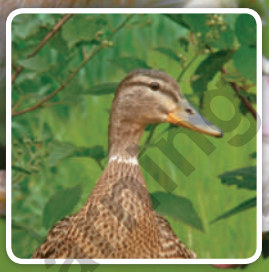
Video and story

1 Watch and number. Say. Video 4

3

2

4


1

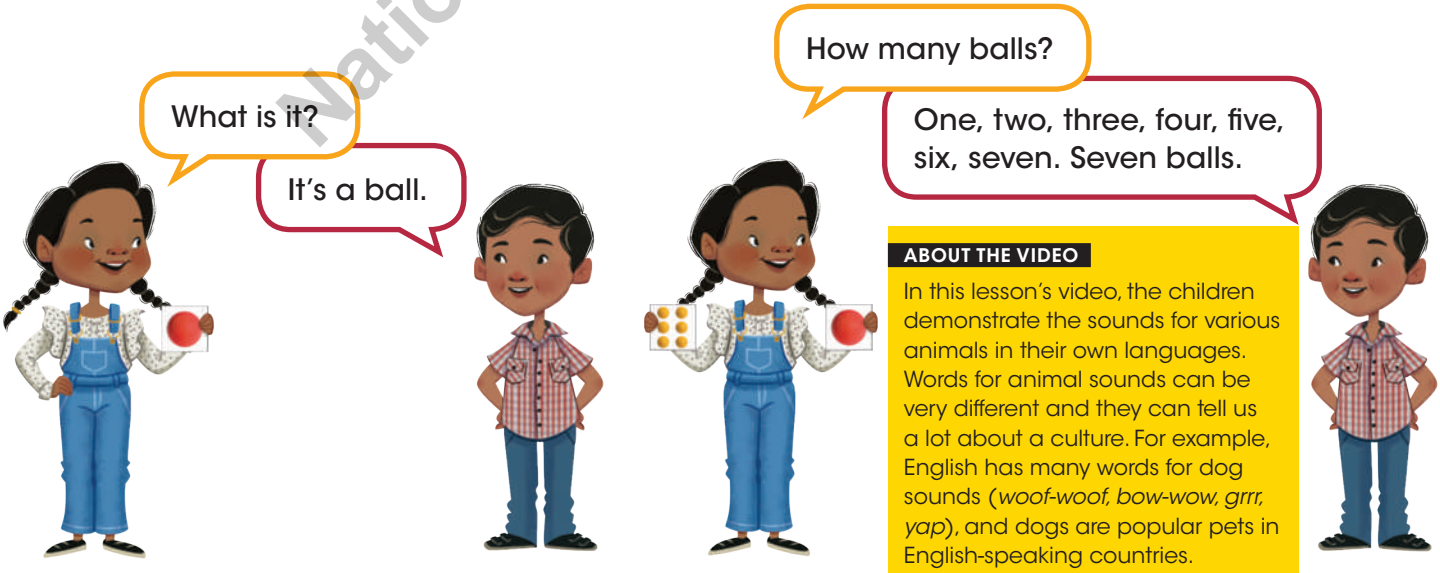
5

2 Read the Unit 4 story. Circle. TR: 48

VALUE Make friends.

Do the Unit 4 Value activity in the Workbook.

GAME 2 Look at p. 31. Cut and play.



ABOUT THE VIDEO

In this lesson's video, the children demonstrate the sounds for various animals in their own languages. Words for animal sounds can be very different and they can tell us a lot about a culture. For example, English has many words for dog sounds (*woof-woof, bow-wow, grrr, yap*), and dogs are popular pets in English-speaking countries.

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LESSON 5 Video and story

In this lesson, students will:

- watch a video about animals and the sounds they make.
- listen to and read a story about animals making friends.
- identify the value *Make friends*.

Resources: Video 4; Audio Track 48; Classroom Presentation Tool; Flashcards 22, 45, 56–58; Workbook page 30; Online Practice

End-of-Unit Resources: Anthology Story 2, Anthology teaching notes (page 97), Worksheet S.4, Unit 4 Test, ExamView Assessment Suite

Materials: one bag per group of three or four students containing small items for known words (up to 12 of each, for example: balls, plastic eggs, cars, pencils, crayons); a teddy bear; a doll

Warm Up

- Show the flashcards for *jam*, *king* and *lizard*. Point to each card. Ask *What's the letter? What's the sound? What's the word?*
- Play a TPR (Total Physical Response) game to review the sounds for *J*, *K* and *L*. Say *Watch.* Then say /dʒ/ and touch your head, say /k/ and touch your shoulders and say /l/ and touch your hips.
- Say *Now follow the leader.* Ask students to follow your movements as you say the letters in order. When they are confident, speed it up and change the order. Finally, do the movements and ask students to say the sounds.
- **Extra Challenge** Say the phonics words *jam, king, lizard.* Ask students to touch their head, shoulders or hips and say the corresponding sound (/dʒ/, /k/, /l/). Repeat, changing the order and increasing the speed.

1

- Ask students to open their books to page 30. Say *Let's watch.* Play **Video 4**, pausing after the question *What sound does a duck make?* Hold up the flashcards for *duck* and *dog*. Ask *Which is it?* (duck) Then ask *What sound does a duck make?* Offer some suggestions (a dog's bark, a cow's moo) and elicit a duck's sound in their language. Say *Let's find out.* Then continue playing the video, pausing when the narrator says *Now, you make a duck sound.* Ask students to make the sound.
- Continue with the rest of the video. Ask students to make the animal sounds when prompted by the narrator.
- Say *Let's number. Which animal is first?* Play **Video 4** again, pausing at the quacking duck. Help students write *1* under the duck photo. Then prompt them to make a duck sound again when prompted by the video. Continue with the rest of the animals, one by one.
- Say *Now check.* Play **Video 4** again and ask students to confirm the correct order of the animals.
- **Extra Support** Write the numbers 1 to 5 on the board for students to use as a model.

The script for **Video 4** *is on page 124.*

Optional Activity 1

- Invite a student to come to the front of the class to ask *What sound does a [dog] make?* Instruct the other students to make the sound. Repeat with different students asking the question.

2

- Before you begin, remove the copy of the Unit 4 Story Book (see pages 80–81). Fold the page to create the story book. Hold the book up and point to the title. Say *This book's called* How many rabbits? *Let's read.*
- Walk around the room and help students find, remove and fold the Unit 4 Story Book in the back of their book.
- Once students are ready, say *Listen.* Play **TR: 48**, holding your book up as you do. Point to the pictures of the characters as students hear them.
- If you wish, play **TR: 48** again, pausing to allow students to repeat the conversation aloud.
- **Value: Make Friends** Say *The value of this lesson is* Make friends. Say *Making friends makes people happy.* Hold up the story book and point to page 4. Say *The small dog is having fun with the rabbits. The rabbits are his friends.* Add emphasis to the word *friends*. Then ask *Have you got friends?* Ask students to point to any classmates that are friends. Ask *How do you make friends?* Ask students to act out some of the scenarios they describe. Tell students to complete page 30 of the Workbook.
- After students finish the book, say *I like the book.* Model circling the happy face. Guide students to the faces on page 30. Ask students to circle the one that shows how they feel about the book.
- Tell students to take the book home at the end of the lesson. Encourage students to show the book to a parent or another adult in their household and ask that person to sign the book in the signature box, showing that the student has told the story to him/her.

Optional Activity 2

- Divide students into groups of three or four. Give each group a bag containing various items, such as balls, cars, pencils, crayons or plastic eggs. Put no more than twelve of each in the bag. Ask students to take turns feeling the items through the outside of the bag. Instruct the others to ask *What are they?* (They're [cars].) *How many [cars]?* The guesser tries to count how many without looking inside the bag. Ask students to take turns with different items.

Wrap Up

- Say *Today we learnt a value:* Make friends.
- Model making friends by saying *Hello* in a friendly way to a teddy bear or other toy. Talk quietly to the teddy bear, in a gentle way. Model not being friendly by talking roughly to a doll or another toy.
- Ask *Who am I making friends with – the teddy bear or the doll?* (teddy bear) Invite students to demonstrate other ways to make friends.

Additional Practice: Anthology Story 2, Worksheet S.4, Workbook page 30, Online Practice

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Review: Units 3–4

In this lesson, students will:

- cut out and make game cards.
- play a game to review Units 3 and 4.

Resources: Classroom Presentation Tool, Flashcards 25–58, Workbook pages 31–32, Workbook Audio Track 21, Online Practice

Materials: enough scissors for all the students

Warm Up

- Ask students to look back through Units 3 and 4 for one minute.
- Ask *What words and phrases have we learnt?* Listen to students' responses. Then use the flashcards to review the words from Units 3 and 4. Ask students *What words have we learnt for toys?* Display the flashcards on the board as they answer. Repeat with colours, animals, numbers 7–12 and the Unit 4 words *big* and *small*, until all the flashcards are on the board. Say *Well done! You know a lot of words!*
- Ask *What letters and sounds have we learnt?* Use the flashcards for *goat, hippo, igloo, jam, king* and *lizard* to review the letters, sounds, and words for *G–L*. Write the letters *G–L* on the board. Ask students if they can remember the name, sound and the word for each letter. Display the flashcards on the board as they answer. Say *Well done! You know a lot of letters and sounds!*
- Ask *What values have we learnt?* If students have got their Units 3 and 4 Story Books in class, ask them to take them out and look at them. Use gestures to remind them of the values *Be careful* and *Make friends*.

Game 2

- Ask students to turn to pages 30–31. Point to the game cards and say *Let's play a game!*
- Hand out scissors. Ask students to cut out the cards on page 31. Monitor and help them cut, if necessary.
- Once students have cut the cards out, model arranging them facedown on the desk and picking up two to look for matching cards (cards that show the same animal or object). Each pair only needs to use one student's set at this time to play a matching and memory game.
- Model the game with a student. Ask the student to turn over a card. Ask *What is it?/What are they?* Help him/her to respond *It's [a ball]./They're [balls]*. Ask *How many [balls]?* Ask him/her to count them and reply.
- Repeat with a second card. If the cards match (if they show the same animal or object), the student keeps the cards. If they don't match, he/she puts them back, facedown. Then model taking a turn yourself.
- Ask students to play until all the matches are made. When all the cards have been taken, the player with the most cards wins.
- **Extra Challenge** Review *What colour is it?* and *It's [red]*. Then teach students plurals: *What colour are they?* (They're [yellow].) Ask students to use this language in the game, to ask and answer about the colour of the items. When they are very confident, teach them *They're [green and red]*.
- **Extra Support** Walk around listening as students play. Remind them to add the plural *s* at the of the nouns.

Optional Activity

- Collect several sets of the Game 2 cards from students and hide them around the room. Ask students to look for items, one at a time, and try to find a set of matching cards. For example, ask *Who can find twelve cows?* Repeat, asking students to find two birds, twelve balls, seven cars, eleven horses and two rabbits. Point out that they may need to find two of the same exact card, or a pair of different cards of the same animal, to get the required number.
- Play until all the cards are collected. Use the cards to review the language. Ask *What is it? What are they? What colour is it? What colour are they? How many [cows]?* Help students describe the animals with two colours, for example: *It's blue and yellow.* (the bird) *They're green and red.* (the cars)

Wrap Up

- Play a flashcard memory game. Show five flashcards in succession and ask the whole class to say the word or phrase for each one. Then ask *Can you remember?* Ask the class to repeat the items from memory. Repeat with five different flashcards. Continue until each flashcard has been included, or as time allows.
- As a variation, you may wish to point to individual students and ask a different student to say each item in the sequence.
- **Extra Challenge** Increase the number of flashcards you show each time. See how long a sequence students can remember!

Additional Practice: Workbook pages 31–32, Online Practice

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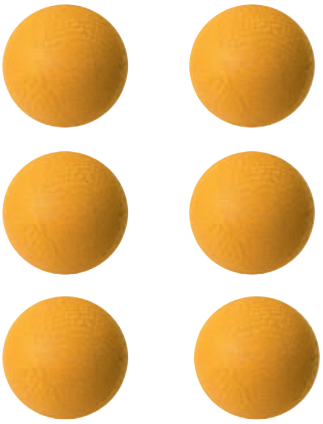

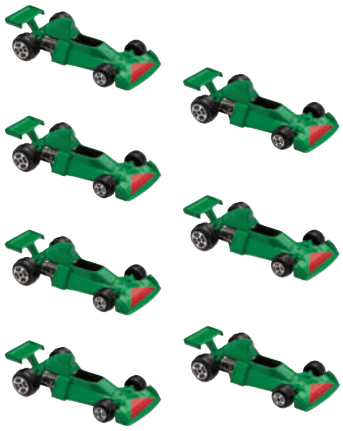

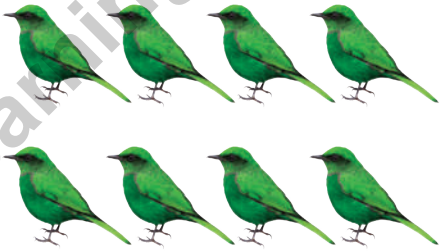

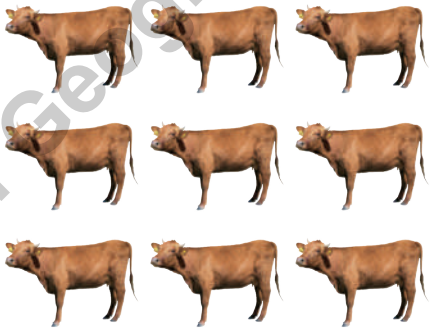

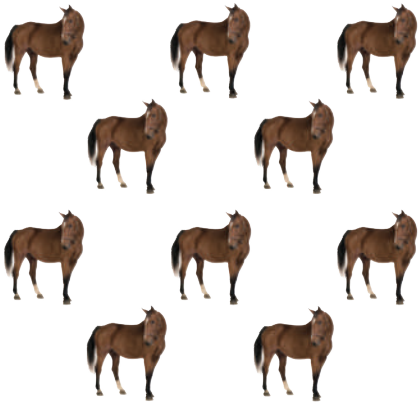

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UNIT 5 I like food!

In this unit, students will:

- identify foods and drinks.
- state preferences using *I like [juice].*
- state dislikes using *I don't like [bread].*
- sing a song about food.
- identify and pronounce sounds associated with the letters *M* (/m/), *N* (/n/) and *O* (/ɒ/).
- identify and write upper- and lowercase forms of *M*, *N* and *O*.
- watch a video about food.
- listen to and read a story about sharing food.
- identify the value *Give and share*.

Language

Words

bread, chicken, fruit, juice, milk, rice, water

Grammar

- *I like [juice].*
- *I don't like [bread].*

Phonics

/m/ **m**onkey
/n/ **n**uts
/ɒ/ **o**strich

Reading

Let's eat!

Twenty-First Century Skills

Collaboration

Take turns playing a game with a partner, Lesson 2

Communication

Talk about food preferences, Lesson 2

Creativity

Draw a picture of a favourite food, Unit Opener

Critical Thinking

Identify the value *Give and share*, Lesson 5

In the Unit Opener, students will:

- respond to a photo showing boys eating an orange.
- draw their favourite food.

Resources: Home School Connection Letter, Classroom Presentation Tool, Workbook page 33

Materials: plastic food items or real food, toys, stuffed animals, a hand-drawn picture of a favourite food, crayons, drawing paper (optional)

Introduce the Theme

- Say *Hello* to students. Encourage them to say *Hello* back to you. Then to one student, say *Hello, [Kenji]. How are you?* Wait for him/her to respond *I'm fine, thank you.* Then ask students to turn and greet several classmates. Encourage the class to greet each other simultaneously, to develop a more natural interaction.
- Place several food items on your desk, as well as other items students know, such as classroom objects (pencils, crayons, books), toys and stuffed animals. Begin by holding up one food item and saying *Food.* Ask students to repeat the word *food* after you. Repeat the word again, holding up a different food item.
- One by one, hold up the items you've got in front of you, alternating between classroom objects, toys and animals. Each time, ask *Is it food?* Wait for students to respond *Yes, it is* or *No, it isn't.* Then ask *What's this?* (It's food./It's a [toy].)
- **Extra Challenge** Ask students to say the name of the item. (It's a [ball].)

Use the Photo

- Ask students to open their books to page 33. Talk about the items in the photo that students know. Start by pointing to the boys in the photo, one at a time, and say *A boy. A boy. One, two boys.*
- Point to the blue jacket. Ask *What colour is it?* (It's blue.) Do the same for the red jacket.
- Finally, point to the fruit in the boy's hand. Ask *What's this?* Then say *It's an orange.* Ask students to repeat. Ask *What colour is it?* (It's orange.)
- **Do the Activity** Read the instructions on page 33 of the Student's Book aloud. Ask students to open their Workbooks to page 33 or give each student a blank piece of paper.
- Show them an example of a picture of a favourite food you have drawn yourself. Say *This is [an apple]. Mmm-mmm. I like [apples]. Now you draw.* Make sure students have got pencils and crayons. Walk around the room to monitor students' work as they draw.
- When students finish their drawings, praise individuals for their work. Hold up a few examples and ask *What is it? What colour is it? Is it [red]?* Engage the rest of the class by asking them to put their hands up if they like the food: *Do you like this? Put your hand up.*

TEACHER TIP

When speaking with individual students, make sure you do it at their eye level and make regular eye contact with them. Being on the same physical level can help students feel safer, more in control and better connected with you. It communicates to them that you are there for them and really paying attention to them.

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UNIT 5

I like food!

Draw your favourite food.

ABOUT THE PHOTO

Kindergarten students in Japan eat *mikan* mandarin oranges, also known in English as 'satsumas' or 'tangerines' *Mikan*, oranges and other citrus fruit are not wild but are the result of cross breeding and were first cultivated in Asia. The word *orange* originally referred to the orange tree; the colour was named after the fruit.

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LESSON 1

Words

1 Listen and point. TR: 49

bread

chicken

fruit

juice

milk

rice

water

ABOUT THE PHOTO

The woman in this photo is a fruit vendor in India, carrying a basket of fruit for sale. Carrying items on the head is a common practice in many parts of the world and has been since ancient times. A length of cloth shaped into a ring or ball is placed on the head, which allows for a load that weighs close to the weight of the person carrying it to be supported. Head-carrying continues today where there are fewer vehicles to transport goods. It is also featured in some traditional dances and has been used to practise good posture.

2 Listen and repeat. TR: 50

3 Listen. Write *Y* for Yes or *N* for No. TR: 51

1 Y

2 N

3 Y

4 N

5 Y

6 N

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LESSON 1 Words

In this lesson, students will:

- identify foods and drinks.

Resources: Audio Tracks 49–51, Classroom Presentation Tool, Flashcards 59–65, Workbook page 34, Workbook Audio Track 22, Online Practice

Materials: your drawing and students' drawings from the Unit Opener lesson; a blindfold; small amounts of real food (some rice, a piece of fruit, a cup of water, a piece of bread)

Warm Up

- Hold up your drawing of your favourite food from the Unit Opener lesson. Ask students to hold up their own drawings. Ask questions such as *What colour is it? Is it [red]?* Ask individual students to respond.
- Ask students to stand up, still holding their drawings. Ask them to sort themselves into groups based on the colour of the food in their drawing. For example, say *Stand here if your food is [brown]. Stand here if your food is [green].*
- Together with the class, count the number of the various foods in each group.
- Then count how many of the same foods students have drawn. Put one of the pictures on the board and write the number next to it. Then ask students to count to confirm.
- **Extra Challenge** Ask students to group themselves according to food groups, such as fruits, vegetables, sweets and so on.

1

- **Use the Photo** Ask students to open their books to page 34. Hold up a copy of the Student's Book. Point to the photo of the woman and the basket of fruit on her head. Say *Look. This is food.* Point to the bananas. Ask *What colour are they?* (They're yellow.) Then say *Let's look at words for food.* Run your finger along the row of food photos. Say *These are foods.*
- Say *Listen and point.* Play **TR: 49**. Model pointing to each picture as the word is spoken.
- Play **TR: 49** again. This time, ask students to point to each picture as they hear the word.

2

- Point again to the Exercise 1 pictures. Say *Listen and repeat.* Play **TR: 50**, pausing after the first word. Say *Bread* to model repeating. Gesture for students to repeat after you. Continue playing **TR:50**, prompting students to repeat each word.
- Play **TR: 50** again. Ask pairs or individual students to repeat the words aloud.

  Script for TR: 50 *bread, chicken, fruit, juice, milk, rice, water*

- Display the food and drink flashcards on the board. Point to each one to prompt students to say the word. Ask students to close their eyes while you remove one of the flashcards. Then ask them to open their eyes again. Ask *What's missing?* Prompt students to name the missing flashcard. Repeat with all flashcards.
- For more practice, ask individual students to place the cards in order of their preference. Ask them to say the words to the class. Repeat with several students.

3

- Write the letters *Y* and *N* on the board. Point to each and ask *What's the letter?* If any student knows the letters, praise him/her. Then ask the class to repeat the letter names after you. Finally, tell them *Y* means *Yes* and *N* means *No*. Gesture to show the meaning of *yes* and *no*.
- Invite a few students to come to the board to write *Y* and *N*. Then ask all students to practise writing the letters *Y* and *N* as you say *Yes* and *No*.
- Point to each of the photos in Exercise 3. Say *Look at number one. What is it?* (juice) Repeat for items 2–6.
- Read the instructions aloud. Say *Listen* and point to your ear. Then say *Write Y for Yes or N for No.* Point to the letters on the board as you speak.
- Play **TR: 51**, pausing after the first item. Ask *Is it juice?* (yes) Then model writing *Y* for *Yes* on the board. Point to the example completed in the book. Say *Yes, it is. It's juice.* Next, say *Now listen. Write Y or N.* Continue playing **TR: 51**. Ask students to listen and write *Y* or *N*.
- **Extra Support** Ask students to work in pairs. Place less confident students with more confident students.

  Script for TR: 51 *1. Is it juice?, 2. Is it fruit?, 3. Is it chicken?, 4. Is it water?, 5. Is it milk?, 6. Is it bread?*

Optional Activity

- Invite a student to the front of the class and blindfold him/her. Place small amounts of real food on a table in front of him/her: some rice, a piece of bread, a cup/bottle of water and a piece of fruit.
- Ask the blindfolded student to touch the food items one by one. Ask *Is it chicken? Is it rice?* Ask the student to respond. Repeat with as many students as time allows.
- **Extra Challenge** You may want to teach the names of other popular foods students like to eat, such as bananas, crackers and biscuits. If applicable, use snack time to introduce a variety of new foods and food words.

Wrap Up

- Ask students to stand in a circle. Place the food and drink flashcards facedown in the middle.
- One by one, ask students to choose a card at random. Instruct students to turn it over and name the item.

Additional Practice: Workbook page 34, Online Practice

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LESSON 2 Grammar

In this lesson, students will:

- state food preferences using *I like [juice]*.

Resources: Audio Track 52, Classroom Presentation Tool, Flashcards 59–65, Workbook page 35, Workbook Audio Track 23, Online Practice

Materials: pencils, paper clips, drawing paper, crayons

Warm Up

- Display three of the food flashcards from Lesson 1 at the front of the classroom. Point to each one. Ask ***Is it [chicken]?*** Ask students to respond with *Yes, it is./No, it isn't.*
- Ask students to study the order of the cards. Then turn the cards so that they're facing away from students. Point to one of the cards. Ask ***Is it [chicken]?*** Turn it over so students can see that it is. Now move the three cards around several times. When you stop, ask ***Which one is the [chicken]?*** Ask students to guess the correct flashcard. Then show it to confirm their answer. Repeat with other sets of three flashcards.

1

- Ask students to open their books to page 35. Hold up one of the flashcards and say ***I like [juice].*** Rub your stomach and use facial expression to show that you like the food. Hold up another item and say ***I like [chicken].*** Make the same gestures.
- Point to your ear and say ***Listen.*** Play **TR: 52**, pointing to the boy at the top of the page as he's talking.
- Say ***Listen and repeat.*** Play **TR: 52** again and prompt students to repeat the statement.
- Hold up the flashcards one by one for the class to say *I like [rice]*. Then ask individual students to say the sentences.

2

- Teach the meaning of *true* and *false*. Place students in pairs. Using flashcards or realia, elicit the unit food words: *bread, chicken, fruit, juice, milk, rice, water*. Then point to [bread] and ask ***What's this?*** Choose a student to answer *It's [bread]*. Look in a questioning manner or make a questioning gesture to the rest of the class. When the students agree, say ***True*** and ask them to repeat. Then hold up the *chicken* flashcard and ask ***What's this? It's bread.*** Repeat the questioning look or gesture. When the students disagree, say ***False*** and ask them to repeat. Hold up food and drink flashcards and make true and false statements about them, asking ***True or false?*** each time.
- Direct students' attention to the game board on page 35. Point to each section of the circle and say ***Let's play.*** Model putting a paper clip around a pencil tip in the centre. Then show students how to flick the paper clip with the thumb and middle finger to make it spin.
- Say the phrase prompted by the picture your spinner points to: ***I like [bread].*** Mime rubbing your stomach and encourage students to do the same to make it more fun. Say ***True*** and nod enthusiastically. Spin the spinner again. Say ***I like [chicken]***, but make an unhappy face to show you don't like it. Say ***False.*** Repeat with other foods, making the statement and miming liking or disliking the food and then asking ***True or false?***
- Finally, tell students to play the game, taking turns spinning. Wherever the spinner lands, the first student says *I like [fruit]*. The second student asks *True or false?* The first student gives an honest response.
- **Extra Challenge** Tell students to play a memory game. One student says the food or drink item, and the other student (without looking) tries to remember the colour for that segment.
- **Extra Support** Tell students to play once simply spinning and saying *I like [fruit]*. Tell them to play again asking the question *True or false?* and giving an answer.

Optional Activity

- Give students paper, pencils and crayons for drawing.
- Ask them to draw a meal of their favourite foods, but ask them to draw one food that they don't like.
- When they're done, invite each student to present his/her 'meal', saying *I like [bread]*. After each item, tell the other students to ask *True or false?* and prompt the student to answer.
- To help students with foods they may want to draw but don't know the English words for, present to them *fish, eggs, cake, apples* and *jam*.

Wrap Up

- Ask students to sit in a circle. Keep one food flashcard for yourself and pass the remaining six food flashcards to students. Make sure they don't show the cards to their classmates.
- Start by showing your own card and saying ***I like [rice].*** Encourage students to ask *True or false?* Then answer, saying ***[True].***
- When the first six students with flashcards have spoken, ask them to pass the cards to other students and play again until everyone has had a turn.

Additional Practice: Workbook page 35, Online Practice

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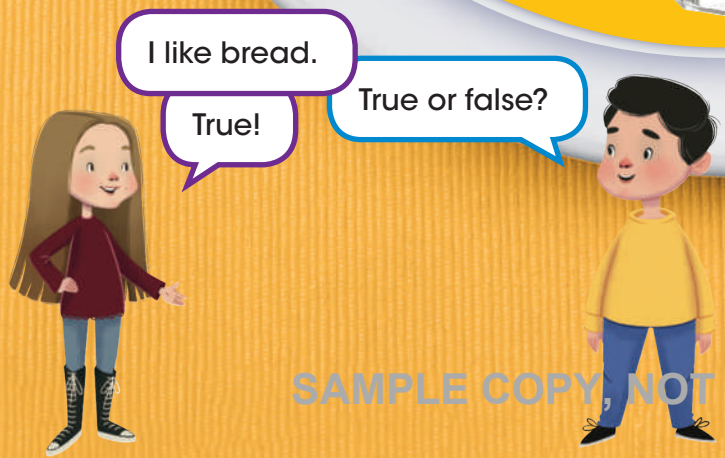
1 Listen and repeat. TR: 52

2 Play and say.



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LESSON 3

Grammar and song

1 Listen and repeat. TR: 53

2 Listen and sing. TR: 54 and 55

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LESSON 3 Grammar and song

In this lesson, students will:

- state dislikes using *I don't like [bread].*
- sing a song about food.

Resources: Audio Tracks 53–55, Classroom Presentation Tool, Flashcards 59–65, Workbook page 36, Workbook Audio Track 24, Online Practice

Materials: plastic food items, pictures of food and/or extra copies of Flashcards 59–65 – at least one per student; one shopping bag per group of four

Warm Up

- Before class, place one food item or flashcard on each student's desk.
- When students take their seats, hold up a food item and ask *What's this?* (It's [bread].) Say *I like [bread]. True or false?* Rub your stomach to show you like bread (true). Repeat with another food item. Say *I like [rice]*, but this time make a 'dislike' face or gesture. Ask *True or false?* (false).
- Hold up another food item and gesture to a student. Encourage him/her to say *I like [fruit].* Then prompt the rest of the students to join you in asking *True or false?* Encourage the student to answer. Continue with the rest of the students.

1

- Ask students to open their books to page 36. Gesture to yourself and say *I like bread. For me, that's true. And this girl?* (Point to the girl at the top of the page.) *True or false? Let's listen.*
- Play **TR: 53**. Ask *This girl? True or false?* (false)
- Say *Listen and repeat.* Play **TR: 53** again and ask students to repeat aloud.
- For more practice, hold up food and drink flashcards. Make an unhappy face to prompt students to respond with *I don't like [rice].*
- **Extra Challenge** Hold up food and drink flashcards, but this time either make an unhappy face, or smile and rub your stomach, to prompt students to say *I like [rice]* or *I don't like [milk].*

2

- Talk about the picture. Ask *What can you see?* (a boy, a girl, oranges, bread, etc.) Point and ask *What's this?* Elicit the name of each food in the song: *rice, juice, chicken.*
- Teach *yum* by rubbing your stomach or making any other gesture or sound the students know to indicate food they like. Ask *What food do you like?* Respond *Yum, yum, yum!* as students reply. Ask *What food don't you like?* Then frown, shake your head and respond *No, no, no!* as students reply.
- Play **TR: 54**. Ask students to listen to the first verse of the song to become familiar with the tune.
- Play **TR: 54** again. Help students use appropriate gestures for *Yum, yum, yum!* and *No, no, no!* Play **TR: 54** for a third time and encourage students to join in.
- Divide the class into three groups. Give each group a flashcard for the song verses (*rice, juice* or *chicken*). Then play **TR: 55** (the instrumental version). Ask each group to stand up and sing their verse without the support of the words.
- **Extra Challenge** Give each group a different flashcard (*fruit, bread* or *milk*). Play **TR: 55** again and ask them to stand up and sing the verses with the different foods.
- **Extra Support** Hold up flashcards for *rice, juice* and *chicken* or point to the items in the picture, to help students remember the words.

Script for TR: 54

Rice, rice, rice.
I like rice!
Yum, yum, yum!

Juice, juice, juice.
I don't like juice!
No, no, no!

Chicken, chicken, chicken.
I like chicken!
Yum, yum, yum!

Optional Activity

- Place several sets of food and drink flashcards, or plastic food items/pictures, around the room.
- Put students into groups of four. Give each group a shopping bag. Explain that they are going food shopping. Tell them that they need to agree on three food items.
- When they find a food item, ask them to each say if they like it or don't like it. If they all like it, ask them to put it into their bag.
- When everyone is finished, bring them together to show and talk about what they 'bought'.

Wrap Up

- Ask students to sit in a circle. Say *Let's say something true.*
- Pass a food item (object or flashcard) to the student next to you and say *I like [bread].* The student accepting the item says *I like [bread]* or *I don't like [bread]* and passes it on.
- Do this slowly at first so that everyone can hear each other's response. Then speed it up so they are soon all talking at once as more and more items are passed. The speed heightens the challenge.
- Keep the game going until everyone has had a chance to pass several items.
- To practise the new structure in a different context, play the game using colours. Pass around brightly coloured objects (for example, crayons) or the colour flashcards from Unit 3. Say *I like [red]* or *I don't like [red].* Ask students to say a true sentence and pass the item on.

Additional Practice: Workbook page 36, Online Practice

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LESSON 4 Phonics

In this lesson, students will:

- identify and write upper- and lowercase forms of *M, N* and *O*.
- identify and pronounce sounds associated with the letters *M* (/m/), *N* (/n/) and *O* (/ɒ/).

Resources: Audio Tracks 56–58; Classroom Presentation Tool; Flashcards 7–9, 13, 22–27, 39–44, 46, 56–58, 62, 66–68; Workbook page 37; Workbook Audio Track 25; Online Practice

Materials: index cards with upper- and lowercase letters *A–O* and *a–o*, all written on separate cards

Warm Up

- Write the letters *A–L* on the board. Help students remember the letters they have learnt so far, saying them together in order.
- Then focus on the sounds. Say *Stand up if your name begins with the sound.* Say the sounds together with the students. Make sure they understand that they should stand up if their name starts with the sound, not the letter. Prompt any students who don't stand up when they hear the sound for their name. For example, say *[Ben], your name begins with [/b/]. Stand up!*
- Play a memory game. Use a set of index cards with one upper- or lowercase letter (*A–L*) written on each card. Turn the cards facedown and arrange them on a desk. Ask students to find both the upper- and lowercase letter to make a match. When they make a match, ask them to say the letter and sound aloud.
- **Extra Challenge** Ask students to also say the phonics word that goes with each letter.

1

- Ask students to open their books to page 37. Show the flashcards for *monkey, nuts* and *ostrich*.
- Write the letters *M, N* and *O* on the board. Point to them, saying *Let's learn new letters and sounds. Listen.* Play **TR: 56**. Point to each flashcard (or hold up a copy of the Student's Book and point to each photo) as students hear the letter, sound and word.
- Play **TR: 56** again. This time, ask students to point to the photos in their books and repeat each letter, sound and word. Monitor to check that they are pointing to the correct photo.
- Play **TR: 56** for a third time and check their pronunciation.
- **Extra Support** Tell students to watch you closely. Say the letters, sounds and words, exaggerating your mouth movements. Prompt students to copy your mouth movements as they repeat after you.

Script for TR: 56 *M* /m/ *monkey, N* /n/ *nuts, O* /ɒ/ *ostrich*

2

- Make sure each student has got a pencil. Hold up page 37 of the Student's Book and say *Let's write.* Model putting your pencil at the starting point for the letter *M* and tracing in the direction of the arrows. Then say *Now you write.*
- Walk around the room as students trace the letters to offer help as needed. Make sure students are holding their pencils correctly.

3

- Direct students' attention to the picture at the bottom of page 37. Point to the monkey, the ostrich and the nuts. Ask *What's this? What are these?*
- Next, say *Look and listen.* Play **TR: 57**. As students hear the chant, hold up a copy of the Student's Book and point to the correct part of the picture.
- Play **TR: 57** again. Ask students to chant as they point.
- **Extra Challenge** Ask individual students to repeat a line of the chant as their classmates point to the correct part of the picture.

Script for TR: 57
/m/, /m/, /m/ *Mike likes the monkey.* /m/, /m/, /m/
/n/, /n/, /n/ *Nancy eats nuts.* /n/, /n/, /n/
/ɒ/, /ɒ/, /ɒ/ *Oscar's on an ostrich.* /ɒ/, /ɒ/, /ɒ/

4

- Point to the letters *Mm*. Ask *What letter?* Then ask *What sound?* Give students the three choices (in a random order) if they need help answering these questions.
- After reviewing the sounds and letters, say *Let's listen and match. Draw a line.* Model drawing a line in the air with your finger. Play **TR: 58**. Ask students to draw a line from each pair of letters to the correct dot on the picture. Model the first one if necessary.
- Play **TR: 58** to allow students to check their answers.

Script for TR: 58 /m/ *monkey,* /n/ *nuts,* /ɒ/ *ostrich*

Optional Activity

- Place index cards with the letters *A–O* (upper- or lowercase) around the room.
- Also place the following flashcards around the room: *apple, bag, ball, bird, book, cake, car, cat, cow, duck, desk, doll, egg, fish, goat, hippo, horse, igloo, jam, juice, king, lizard, monkey, nuts, ostrich*.
- Ask students to find and match the pictures with the letters.

Wrap Up

- Chant the three sounds from the lesson in a short pattern that students can follow. Ask students to say them after you. For example:
  Teacher: *It's a* /m/, /m/, *monkey.*
  Students: *It's a* /m/, /m/, *monkey.*
  Teacher: *They're* /n/, /n/, *nuts.*
  Students: *They're* /n/, /n/, *nuts.*
  Teacher: *It's an* /ɒ/, /ɒ/, *ostrich.*
  Students: *It's an* /ɒ/, /ɒ/, *ostrich.*
- Then say just the sounds, mixing up the order. Ask students to say the line, or the word, for each.

Additional Practice: Workbook page 37, Online Practice

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1 Listen, point and repeat. TR: 56

Mm

monkey

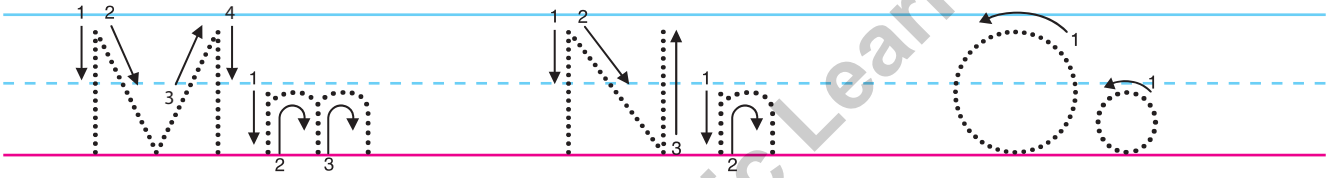
Nn

nuts

Oo

ostrich

2 Join the dots.



3 Listen and chant. TR: 57

4 Listen and match. TR: 58

Mm Nn Oo

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LESSON 5

Video and story

ABOUT THE VIDEO

In this lesson's video, the children talk about food and drink from their countries and say what they like. Bread has been an important food around the world since the beginning of agriculture. Evidence of bread-making goes back at least 12,000 years. It is served in many different forms. The importance of bread in daily life is reflected in common expressions such as 'that's my bread and butter' (livelihood) and 'the greatest thing since sliced bread' (something that is the very best).

1 Watch and tick (✔).

Shiven

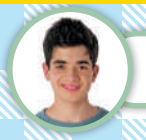
☐

✔

Lara

☐

✔


Pablo

✔

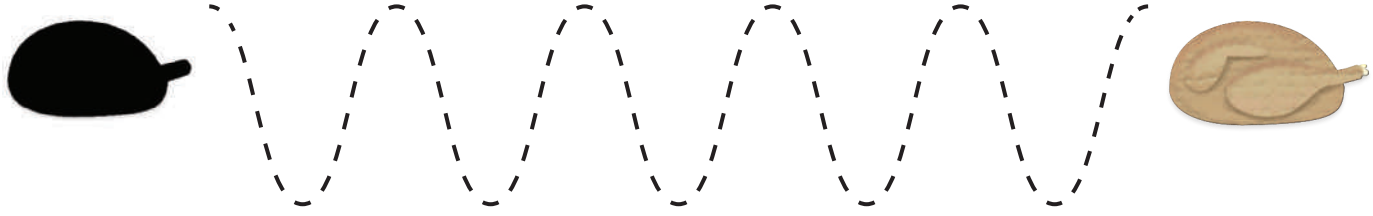
☐

2 Read the Unit 5 story. Circle. TR: 59

VALUE Give and share.

Do the Unit 5 Value activity in the Workbook.

3 Trace and say.



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LESSON 5 Video and story

In this lesson, students will:

- watch a video about food in other countries.
- listen to and read a story about sharing food.
- identify the value *Give and share*.
- trace lines from left to right.

Resources: Video 5, Audio Track 59, Classroom Presentation Tool, Flashcards 59–68, Workbook page 38, Online Practice

End-of-Unit Resources: Worksheet S.5, Unit 5 Test, Units 1–5 Test, ExamView Assessment Suite

Materials: index cards, a basket, plastic food items or pictures of food and/or Flashcards 59–65

Warm Up

- Review the sounds from the previous lesson for *M, N* and *O*. Show the *monkey* flashcard and say /m/. Ask students to repeat the sound. Do the same for *nuts* (/n/) and *ostrich* (/ɒ/). Repeat with the letter names.
- **Extra Challenge** If you've got students whose names begin with /m/, /n/ or /ɒ/, say *Put your hand up if the name begins with /m/, /n/ or /ɒ/. [Mari].* (Put your hand up to demonstrate.) *[Mari] begins with /m/.* Say the names of all the students. Ask students to put their hand up when they hear a name beginning with one of the sounds.

1

- Ask students to open their books to page 38. Say *Let's watch.* Play **Video 5**, pausing after the question *What food do you like?* Hold up the *bread* flashcard. Rub your stomach and say *I like bread.* Then say *What do the children like? Let's find out.* Continue playing the video to the end.
- Say *Let's watch and tick. What food does Shiven like?* Play the video again, pausing at the picture of naan bread. Guide students to put a tick under the picture of the naan. Continue with the rest of the children, one by one.
- **Extra Support** Say *Now check your answers.* Play the video again. Ask students to confirm that they ticked the correct pictures. Help them check their work.

The script for **Video 5** *is on page 125.*

2

- Remove the copy of the Unit 5 Story Book (see pages 82–83). Fold the page to create the story book. Hold the book up and point to the title. Say *This book's called* Let's eat! *Let's read.*
- Walk around the room and help students find, remove and fold the Unit 5 Story Book in the back of their book.
- Once students are ready, say *Listen.* Play **TR: 59**, holding your book up as you do. Point to the pictures of the characters as students hear them.
- If you wish, play **TR: 59** again, pausing to allow students to repeat the conversation aloud.
- **Value: Give and share** Say *The value of this lesson is* Give and share. Hold up the story book and point to page 4. Say *The girl is giving her grandma a cake.* Add emphasis to the word *giving*. Ask *Do you like to give and share?* Ask students to act out how they give and share. Ask students to complete page 38 of the Workbook.
- After students finish the book, say *I like the book.* Model circling the happy face. Ask students to circle the face that shows how they feel about the book.
- Tell students to take the book home at the end of the lesson. Encourage students to show the book to a parent or another adult in their household and ask that person to sign the book in the signature box, showing that the student has told the story to him/her.

3

- Make sure each student has got a pencil. Point to the silhouette of the bread on the left-hand side. Ask *What's this?* Prompt a student to answer. Then say *That's right. It's bread.*
- Repeat this with the fully illustrated bread on the right-hand side. Then say *Let's make a line from here* (point to the bread on the left) *to here* (point to the bread on the right).
- Model tracing the line with your finger first, from left to right. Ask students to trace with their finger. Then model tracing the line with a pencil, asking students to do the same.
- Walk around as students work, checking that they're holding their pencils correctly. Then, in pairs, tell students to ask and answer about the silhouettes as they trace the line: *What's this?* (It's bread/chicken.)

Optional Activity

- Give each student an index card. Ask students to draw a food that they like and draw one yourself.
- Walk around the room as they draw, asking *What's this?*
- When they have finished, ask a student to give you his/her card. Ask *What's this?* (It's [cake].) *I like [cake]. May I have it?* (yes) *Thank you.* When you ask for the card, use gestures to get the idea across.
- Now say *[Koji] hasn't got anything. Who wants to share?* Encourage a student nearby to hand his/her food card to [Koji]. Continue with other students until everyone has had a chance to share his/her card. Finally, give your card to a student, saying *Here you are.*
- **Extra Challenge** Encourage students to say *Here you are* and *Thank you* when they give their card to a classmate.

Wrap Up

- Say *Today we learnt a value:* Give and share.
- Hold up a basket of food items, pictures or flashcards and say to a pair of students *I've got food. Do you want to share?* Give items to the students, saying *Here you are.*
- Model not giving and sharing by approaching a different pair and saying *I've got [food]. Yum, yum!* as you pretend to eat the food, without sharing.
- Ask *Who am I giving and sharing with? Who am I not giving and sharing with?*
- Invite students to demonstrate other ways to give and share, using toys or classroom objects.

Additional Practice: Worksheet S.5, Workbook page 38, Online Practice

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UNIT 6

How are you?

In this unit, students will:

- identify feelings.
- say how they feel using *I'm [hungry].*
- say what they want using *I want [water].*
- sing a song about animals.
- identify and pronounce sounds associated with the letters *P* /p/, *Q* /kw/ and *R* /r/.
- identify and write upper- and lowercase forms of *P*, *Q* and *R*.
- watch a video about what makes people happy.
- listen to and read a story about snack time choices.
- identify the value *Make good choices.*

Language

Words

happy, sad, hot, cold, hungry, thirsty

Grammar

- *I'm [hungry].*
- *I want [water].*

Phonics

/p/ **p**ink
/kw/ **q**uilt
/r/ **r**ain

Reading

Snack time

Twenty-First Century Skills

Collaboration

Take turns playing a game with a partner, Lesson 2

Communication

Talk about how they feel, Lesson 2

Creativity

Imagine being an animal, Lesson 3

Critical Thinking

Associate objects and events with feelings, Game 3
Identify the value *Make good choices,* Lesson 5

In the Unit Opener, students will:

- respond to a photo showing three boys laughing.
- count to three.

Resources: Home School Connection Letter, Classroom Presentation Tool, Workbook page 39

Materials: crayons, drawing paper (optional)

Introduce the Theme

- Say *Hello* to students. Encourage them to say *Hello* back to you. Then, to one student, say *Hello, [Omira]. How are you?* Wait for him/her to respond *I'm fine, thank you.* Then ask students to turn and greet several classmates. Encourage the class to greet each other simultaneously, to develop a more natural interaction.
- To introduce the idea of feelings to the class, start with *happy* and *sad.* Give a big smile and say *I'm happy.* Then cast down your eyes, relax your body posture, frown and say *I'm sad.* Do this again several times, first asking students to repeat after you and then asking them to join in copying your body language.
- Finally, wrap up by asking once again *How are you?* Encourage students to reply with *I'm happy* or *I'm sad* as alternatives to *I'm fine, thank you.*

Use the Photo

- Ask students to open their books to page 39. Point to the boys in the photo, one at a time. Say *A boy* each time. Don't count them yet.
- Point to the boys' hats (called *kumma*). Say *Look – hats.* Ask *How many hats?* Count the hats together with the class: *One, two, three.* Then point to their hats and their clothes, one at a time. Ask *What colour is it?* (blue and white; brown and white; blue; brown)
- **Do the Activity** Read the instructions on page 39 of the Student's Book aloud. Count the boys together: *One, two, three boys.*
- Point to any boys in the room. Ask *How many boys in our class?* Ask the class to count them with you. Point to any girls and repeat. If there are more than twelve boys or girls, continue counting in English for students to listen.
- Turn back to the photo. Point to the boys' facial expressions. Ask *Sad?* (no) *Happy?* (yes)
- You may choose to ask students to do the drawing activity in the Workbook, on page 39: Students draw a picture to show how they feel. Or, ask them to draw the picture on a separate piece of paper. Make sure they've got crayons or pencils.
- Ask some students to share their pictures with the class.

TEACHER TIP

Some teachers use a certain object to help them get their students' full attention. This can be any item that's easy to keep handy and for students to recognize. Make sure the object makes a sound. For example, use a triangle, bell or rain stick. Explain that when you reach for the item, you want students to be quiet so that you can talk to them. First, get students to respond to the sound the object makes. After a while, they will become quiet just by seeing the object in your hand.

Additional Practice: Workbook page 39

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UNIT 6

How are you?

ABOUT THE PHOTO

The photo shows boys laughing in Oman. Laughter draws people together and triggers physical and emotional changes in the body. It lowers blood pressure, strengthens the immune system, boosts mood, reduces pain, reduces stress-hormone levels and even produces a light cardio workout. Happy children laugh throughout the day, but adults tend to laugh less. By some counts, children laugh more than 300 times a day, compared to only 20 for adults. Are adults too serious? For better health, have a good laugh!

How many boys? Count.

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LESSON 1

Words

1 Listen and point. TR: 60

happy

sad

hot

cold

hungry

thirsty

2 Listen and repeat. TR: 61

3 Listen and number. TR: 62

1

6

2

5

3

4

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ABOUT THE PHOTO

The bird is a black skimmer on the Gulf of Mexico. These sea birds live along the coast in North America and across South America. They are distinctive for their large red and black bill, with the lower portion longer than the upper, perfect for scooping up food. They hunt by touch and not by sight, flying just above the surface of the water with the lower portion of their beak ploughing through the water to scoop up small fish, insects and shellfish. As soon as they come into contact with food, like this poor minnow, the upper part of their bill snaps shut.

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LESSON 1 Words

In this lesson, students will:

- identify feelings.

Resources: Audio Tracks 60–62, Classroom Presentation Tool, Flashcards 69–74, Workbook page 40, Online Practice

Materials: photos/pictures showing people being happy, sad, hot, cold, hungry, thirsty (optional)

Warm Up

- Play an acting game. Smile to show *happy*. Guide students to guess *happy*. Then mime *sad* for them to guess.
- Invite a student to the front of the classroom. Ask him/her to mime one of the feelings. Ask *How are you?* Then ask the class to guess *happy* or *sad*. Tell that student to choose a classmate to mime. Ask the first student to ask *How are you?* Continue with as many students as time permits.
- **Use the Photo** Ask students to open their books to page 40. Hold up a copy of the Student's Book. Point to the large photo at the bottom of the page. Say *Look – a bird and a fish.* Point and ask about the various parts of the picture. Point to the bird and ask *What colour is it?* (black, white, orange, blue) Say *The bird is…?* Rub your stomach and mime being hungry. Say *The bird is* hungry. *Let's look at more words for feelings.*

1

- Point to the activity. Read the instructions aloud.
- Play **TR: 60**. Model pointing to each picture as the word is spoken.
- Play **TR: 60** again. Ask students to point to each picture as they hear the word.

2

- Point again to the Exercise 1 pictures. Say *Listen and repeat.* Play **TR: 61**, pausing after the first word. Say *Happy* to model repeating. Gesture for students to repeat after you. Then continue playing **TR: 61**, asking students to repeat each word.
- Play **TR: 61** again. Ask pairs or individual students to repeat the words aloud.
- Say *Watch and say.* Mime the words. Ask students to say the words, first all together and then individually. Use the following gestures for the new words: *hot* (fan yourself), *cold* (pretend to shiver), *hungry* (rub your stomach), *thirsty* (clutch at your throat).

Script for TR: 61 *happy, sad, hot, cold, hungry, thirsty*

3

- Point to each of the small photos. Ask *How's he/she feeling?* (cold, happy, hot, hungry, sad, thirsty)
- Make sure each student has got a pencil. Read aloud the instructions.
- Play **TR: 62**, pausing after the first item. Help students find the correct picture and write *1*. Check their work. Then continue playing the audio. Ask students to number the remaining items.
- To check their completed work, ask students to work in pairs to see if they chose the same pictures. If there are any disagreements, play **TR: 62** again, pausing as necessary.
- Alternatively, check their work as a class: Play **TR: 62** again and mime *cold*. Ask them to mime the word and point to the correct picture.
- **Extra Challenge** In pairs, ask students to say the feeling words for their partner to point to the correct picture.
- **Extra Support** Write the numbers 1–6 on the board as a model before students listen and do the activity.

Script for TR: 62 *1 cold, 2 hot, 3 sad, 4 thirsty, 5 hungry, 6 happy*

Optional Activity

- Bring in photos of people showing the six feelings (or use the flashcards). Put the photos/flashcards facedown on a table. Ask students, one at a time, to choose one. Ask a student to select a picture and look at it without showing it to the rest of the class. Then ask him/her to mime the feeling. Instruct the other students to guess what the feeling is: *Happy?* (yes/no) Ask the student to continue to mime the feeling and the class keep guessing.
- Switch students and repeat. Continue until each photo/flashcard has been selected, or as time allows.

Wrap Up

- Hide photos or flashcards of the six feelings around the room. Then ask a student to find one of the photos. When the student finds the card, ask him/her to hold it up in front of the class and say what feeling it shows.
- Repeat until all of the photos are found.

Additional Practice: Workbook page 40, Online Practice

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LESSON 2 Grammar

In this lesson, students will:

- talk about feelings using *I'm [hungry]*.

Resources: Audio Track 63, Classroom Presentation Tool, Flashcards 69–74, Workbook page 41, Workbook Audio Track 26, Game cube (optional), Online Practice

Materials: 'feeling cubes' (small boxes with images of the feelings drawn or glued on each face) – one for each group of four students

Warm Up

- Give students drawing paper and a pencil. Help them to fold the paper in half lengthwise and then fold it horizontally into three sections so that when they open the paper, there are six sections. Ask students to number the sections 1–6.
- Say *Listen and draw. Number 1: sad.* Guide students to their first block and ask them to draw a sad face. Continue with *hungry, happy, hot, cold* and *thirsty*.
- Review answers with students by saying the numbers and asking individual students to say the word, for example *What's number 1?* (sad). Then ask them to share their paper with a partner. If you wish, ask them to take turns pointing to one another's drawings and saying the feeling.

1

- Ask students to open their books to page 41. Hold up the *hungry* flashcard. Ask *Sad or hungry?* Say *Yes, hungry.*
- Point to your ear and say *Listen.* Play **TR: 63**, pointing to the character as he's talking.
- Say *Listen and repeat.* Play **TR: 63** again. Ask students to repeat the statement.
- Hold up the *thirsty* flashcard. Say *I'm thirsty.* Then use the flashcards to prompt students as a group, and then as individuals, to make similar sentences with all the words for feelings.

2

- Review the words by pointing to the photos in the maze at random and asking *How's he/she feeling?* Then point to each photo and ask students to mime the feelings as you say them one by one.
- Put students into pairs. Read the instructions aloud. Model how to play the game with a student at the front of the class. Say *We start here.* Point to *START*. Then say *I act.* Mime being sad. Then hold up the book of the student you're modelling with. Trace a line to the picture of the sad girl as you say *[Paolo] draws a line to the sad girl. Then [Paolo] says* I'm sad. Ask the student to repeat the sentence.
- Tell pairs to begin at *START* and end at *FINISH*, connecting as many photos along the way as they can. Tell one student to mime a feeling and the other student to draw a line in his/her book from *START* to the photo that represents that feeling. Then, prompt that student to say *I'm [sad]*. Instruct the first student to then mime another feeling and the second student to draw a line to that photo.
- Ask students to continue until the first student reaches *FINISH*. Then ask them to switch roles and repeat.
- **Extra Challenge** Ask one student in each pair to look at his/her book for one minute. Then tell the student to close the book and recreate his/her route through the maze from memory, saying the sentences. Instruct his/her partner to check in his/her own book if the route works. Then ask them to switch roles and repeat.
- **Extra Support** Place less confident students with more confident students to play the game.

Optional Activity

- Before the class begins, create 'feeling cubes' by drawing or gluing images that represent each feeling, one per side. You can use small cardboard boxes to create these, or print and construct a game cube from the Teacher's Resource Website.
- Give one cube to each group of four students. Model the game with one group: The first student throws the cube onto the table. That student must say *I'm [hot]*, depending on the feeling on the cube.
- Ask students to continue until everyone has had a chance to speak or time runs out.

Wrap Up

- Ask students to stand in lines of eight to ten. Whisper a different feeling to the first student in each line. Ask each line of students to pass the message on from one student to the next, until it gets to the end of the line. Ask the student at the end to mime the feeling and say it aloud. Reward each correct word with a point.
- Ask students to change positions and repeat the activity. The first group to get three points wins.

Additional Practice: Workbook page 41, Online Practice

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Grammar

1 Listen and repeat. TR: 63

2 Play and say.

START

FINISH

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LESSON 3

Grammar and song

1 Listen and repeat. TR: 64

2 Listen and sing. TR: 65 and 66

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LESSON 3

Grammar and song

In this lesson, students will:

- say what they want to eat/drink using *I want [water]*.
- sing a song about what some animals want to eat and drink.

Resources: Audio Tracks 64–66; Classroom Presentation Tool; Flashcards 7, 24, 25–30, 59–65, 69–74; Workbook page 42; Workbook Audio Track 27; Online Practice

Materials: a fan; a scarf; a bottle of water; a snack; a tissue; pictures or real/plastic foods: water, apples, fish, milk, bread; paper plates or heavy card; scissors

Warm Up

- Put a fan, a scarf, a bottle of water, a snack and a tissue on a table in the front of the room.
- Invite a student to come to the front. Say *I'm hungry.* Ask the student to pick up the snack and hand it to you.
- Repeat with other students giving you the water when you're thirsty, the tissue when you're sad and so on. After you've got the items, say *Great! Now, I'm happy!*

1

- Ask students to open their books to page 42. Hold up a copy of the Student's Book. Point to the girl at the top of the page. Say *Listen.* Play **TR: 64**.
- Display the flashcards for *bread*, *rice* and *water* on the board. Point to the girl again and then to yourself. Say *I'm thirsty*, miming the feeling as you do so. Then point to the three flashcards one at a time and ask *Yes or no?* Help students to choose *water*. When they do, say *I want water.* and pick up the *water* flashcard.
- Say *Listen and repeat.* Play **TR: 64** again and ask students to repeat.
- Say *Now you say.* Show the *juice* flashcard. Gesture to students to say the sentence *I want juice*. Repeat with the *milk* flashcard.
- **Extra Challenge** In pairs, ask students to practise saying the phrase *I want* ... with other items, such as books, toys and pencils.

2

- Display five pictures/flashcards (or real/plastic items) at the front of the class: water, apples, fish, milk, bread.
- Hold up page 42 of the Student's Book. Point to the animal masks in the picture. For each one, ask *What's this?* (It's a horse. It's a cat. It's a duck.)
- Say *I'm a horse. Neigh, neigh. I'm hungry! I'm thirsty! I want ...* Then point to all the food pictures displayed. Guide students to respond *apples and water*. Point to the pictures of apples and water, if necessary, to prompt them.
- Repeat for the cat (fish and milk) and the duck (bread and water).
- Divide the class into three groups. Play **TR: 65**. Ask students to listen. Point to a different group as each animal's part is sung.
- Say *Let's sing.* Play **TR: 65** again. Ask the groups to sing their part.
- Play **TR: 65** again. This time, ask the groups to switch roles.
- Then play **TR: 66** (the instrumental version). Ask students to sing the song without the support of the words.
- **Extra Support** Point to the food and drink pictures or the real/plastic food and drink items displayed at the front to help students remember the words.

Script for TR: 65

I'm a horse! I'm a horse!
I'm hungry. I'm thirsty.
I want apples. I want water.
Neigh, neigh!

I'm a cat! I'm a cat!
I'm hungry. I'm thirsty.
I want fish. I want milk.
Miaow, miaow!

I'm a duck! I'm a duck!
I'm hungry. I'm thirsty.
I want bread. I want water.
Quack, quack!

Optional Activity

- Using paper plates or thick card, tell students to make animal masks. Cut out two circles for eyes on each mask. Then ask students to draw and colour their own animal.
- Ask students to share their masks, telling the class what animal they are and what sound the animal makes. If students draw other animals that they haven't yet learnt, help them with the English names.
- Using flashcards for *hungry* and *thirsty*, prompt each student (with the mask over his/her face) to say *I'm [hungry]. I want [fruit].* Encourage them to be creative in deciding what their animal wants to eat or drink!

Wrap Up

- Ask students to sit in a circle. Place flashcards in three piles, facedown: one pile for feelings, one pile for food/drink and one pile for toys.
- Ask students to take turns picking a flashcard from the *feelings* pile and saying *I'm [happy].* Then ask them to decide what they want: *I want [a doll].* After that, ask them to pick a card from the *toy* pile and see if it matches. If it does, they get to keep the [doll] card. If it doesn't, they put it back, and it's the next student's turn.
- Encourage students to think critically. For example, if the feeling is *cold*, they could try picking from the *food/drink* pile for *chicken* or *rice* to warm them up, or from the *toy* pile a *doll* or *teddy bear* to cuddle, or a *ball* to run around kicking to get warm.
- The results will become somewhat nonsensical but fun as they try to figure out what items remain: *I'm [cold]. I want a [robot].* However, they will be thinking strategically and creatively manipulating the language.

Additional Practice: Workbook page 42, Online Practice

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LESSON 4

Phonics

In this lesson, students will:

- identify and write upper- and lowercase forms of *P*, *Q* and *R*.
- identify and pronounce sounds associated with the letters *P* (/p/), *Q* (/kw/) and *R* (/r/).

Resources: Audio Tracks 67–69; Classroom Presentation Tool; Flashcards 7–9, 14, 22–24, 28, 31, 39–41, 47, 56–58, 64, 66–68, 75–77; Workbook page 43; Workbook Audio Track 28; Online Practice

Materials: a shallow box, sand or salt, a craft stick or paint brush, alphabet cards for *A–R* (upper- and lowercase)

Warm Up

- Write the letters *A–O* on the board. Ask students to 'teach' you the alphabet by saying each letter just before you write it.
- Using flashcards for the phonics words from Units 1 to 5, turn all the cards facedown and arrange them on a desk. Ask students to turn over each card and say the letter and sound that goes with the picture.
- **Extra Challenge** Ask students to also say the word that goes with the picture, not just the letter and sound.

1

- Ask students to open their books to page 43. Show the flashcards for *pink*, *quilt* and *rain*.
- Write the letters *P*, *Q* and *R* on the board. Point to them, saying *Let's learn new letters and sounds. Listen.* Play **TR: 67**. Point to each flashcard (or hold up a copy of the Student's Book and point to each photo) as students hear the letter, sound and word.
- Play **TR: 67** again. This time, ask students to point to the photos in their books and repeat each letter, sound and word. Monitor to check that they are pointing to the correct photo.
- Play **TR: 67** for a third time and check their pronunciation.
- **Extra Support** Tell students to watch you closely. Say the letters, sounds and words, exaggerating your mouth movements. Ask students to copy your mouth movements as they repeat after you.

Script for TR: 67: *P* /p/ *pink, Q* /kw/ *quilt, R* /r/ *rain*

2

- Make sure each student has got a pencil. Hold up page 43 of the Student's Book and say *Let's write.* Model putting your pencil at the starting point for the letter *P* and tracing in the direction of the arrows. Then say *Now you write.*
- Walk around the room as students trace to offer help as needed. Make sure students are holding their pencils correctly.
- Ask students to continue writing the letters *Q* and *R*. Point out the correct direction for the 'tail' of *q*.
- **Extra Support** Encourage students to do extra writing practice to distinguish the lowercase *p* and *q*.

3

- Direct students' attention to the picture at the bottom of page 43. Point to the rain and the quilt. Ask *What's this?* Point to the pink chair and pink paint. Ask *What colour is it?* (pink)
- Next, say *Look and listen.* Play **TR: 68**. As students hear the chant, hold up a copy of the Student's Book and point to the correct part of the picture.
- Play **TR: 68** again. Ask students to chant as they point.
- **Extra Challenge** Ask individuals to repeat a line of the chant aloud as their classmates point to the correct part of the picture.

Script for TR: 68
/p/, /p/, /p/ *Paco paints pink.* /p/, /p/, /p/
/kw/, /kw/, /kw/ *The queen's got a quilt.* /kw/, /kw/, /kw/
/r/, /r/, /r/ *Rafi loves rain.* /r/, /r/, /r/

4

- Point to the letters Pp Ask *What letter?* Then ask *What sound?* Give students the three choices (in a random order) if they need help answering these questions.
- After reviewing the sounds and letters, say *Let's listen and match. Draw a line.* Model drawing a line in the air with your finger. Play **TR: 69**. Ask students to draw a line from each pair of letters to the correct dot on the picture. Model the first one if necessary, tracing a line with your finger.
- If you wish, play **TR: 69** again and ask students to check their answers.

Script for TR: 69 /p/ *pink,* /kw/ *quilt,* /r/ *rain*

Optional Activity

- To give students extra practice writing the letters, provide a shallow box (for example, a cereal box with one large side cut away) and fill it with about an inch of sand or salt. Provide a set of cards with each of the letters, upper- and lowercase, *A–R*.
- Ask students to take turns using a craft stick or other instrument (for example, the wooden end of a paintbrush) to write letters in the sand tray, using the cards as a reference.
- To make it more challenging, ask one student to pick a card and read the letter and the other one to write it and check.
- After they finish, ask students to smooth out the surface for the next user.

Wrap Up

- Write *Pp*, *Qq* and *Rr* on the board. Show the flashcards for *pencil*, *pink*, *quilt*, *robot*, *red*, *rabbit*, *rain* and *rice*. Point to the flashcards and ask students to say the words.
- Now, say the words in a random order. Ask students to call out which initial letter goes with the word you are saying: *P*, *Q* or *R*. You can keep score by putting a mark on the board next to the corresponding flashcard for each sound.
- To extend the activity, say other words, including ones that students do not yet know, for example: *queen*, *run*, *paint*, *quiz*, *read*, *quick*, *quiet*. Tell students not to worry about the meaning, but just to listen for the first sound.

Additional Practice: Workbook page 43, Online Practice

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1 Listen, point and repeat. TR: 67

Pp

pink

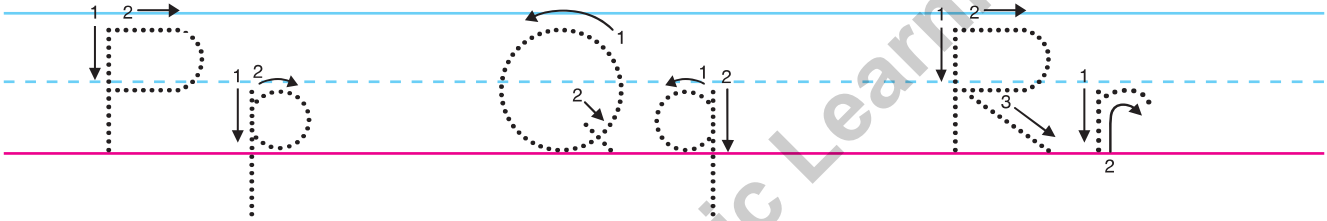
Qq

quilt

Rr

rain

2 Join the dots.



3 Listen and chant. TR: 68

4 Listen and match. TR: 69

Pp Qq Rr

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LESSON 5

Video and story

ABOUT THE VIDEO

In this lesson's video, the children talk about what makes them happy. Shiven talks about the Holi festival. This festival celebrates the arrival of spring. It is primarily celebrated in India and Nepal, but also in other parts of the world, including the United States and the United Kingdom. As part of the celebrations, people throw coloured powder and water on one another. For this reason, Holi is also known as the 'Festival of Colours.'

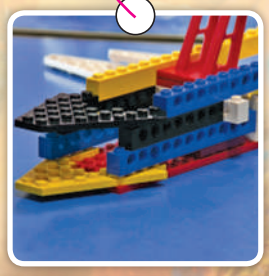
1 Watch and match. ▶ Video 6

Aliyah

Mati

Rhiane

Shiven



2 Read the Unit 6 story. Circle. TR: 70

VALUE Make good choices.
Do the Unit 6 Value activity in the Workbook.

GAME 3 Look at p. 45. Cut and play.

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LESSON 5 Video and story

In this lesson, students will:

- watch a video about what makes people happy.
- listen to and read a story about snack time choices.
- identify the value *Make good choices*.

Resources: Video 6, Audio Track 70, Classroom Presentation Tool, Flashcards 75–77, Workbook page 44, Online Practice

End-of-Unit Resources: Anthology Story 3, Anthology teaching notes (page 98), Worksheet S.6, Unit 6 Test, ExamView Assessment Suite

Materials: real or plastic foods for an example of a healthy snack (such as fruit) and an unhealthy snack (such as cake)

Warm Up

- Review the sounds and letters from the previous lesson for *P*, *Q* and *R*. Show the *pink* flashcard and say /p/. Ask students to repeat the sound. Do the same for *quilt* (/kw/) and *rain* (/r/). Repeat with the letter names.
- **Extra Challenge** If you've got students whose names begin with the sounds /p/, /kw/ or /r/, say *Put your hand up if the name begins with /p/, /kw/ or /r/. For example, [Paola].* (Put your hand up to demonstrate.) *[Paola] begins with the sound [/p/].* Say the names of all the students. Ask students to put their hand up when they hear a name beginning with one of the sounds.

1

- Ask students to open their books to page 44. Say *Let's watch.* Play **Video 6**, pausing after the question *What makes you happy?* Hold up the *cat* flashcard and look at it lovingly. Say *I like cats. Cats make me happy.* Then ask *What makes the children happy? Let's find out.* Continue playing the video.
- Say *Let's match. What makes them happy?* Play the video again, pausing at 0:55. Help students draw a line from Aliyah to the photo of books. Then ask *Do you like books? Do books make you happy?* Ask individual students to respond *yes* or *no*.
- Continue with the rest of the video and do the matching activity, one by one.
- Say *Now check.* Play **Video 6** again. Ask students to confirm their answers. Walk around the room to check their work.

The script for **Video 6** *is on page 125.*

2

- Before you begin, remove the copy of the Unit 6 Story Book (pages 85–86). Fold the page to create the story book. Hold the book up and point to the title. Say *This book's called* Snack time. *Let's read.*
- Walk around the room and help students find, remove and fold the Unit 6 Story Book in the back of their book.
- Once students are ready, say *Listen.* Play **TR: 70**, holding your book up as you do. Point to the pictures of the characters as students hear them.
- If you wish, play **TR: 70** again, pausing to allow students to repeat the conversation aloud.
- **Value: Make good choices** Say *The value of this lesson is* Make good choices. Then say *It's a good choice to pick water, not juice.* Add emphasis to the words *good choice*. Hold up the story book and point to page 2. Say *Emi's thirsty. She wants water. She doesn't want juice.* Then ask students about other good choices they can make, for example: going to bed early, eating fruit and vegetables and washing their hands before they eat. If you wish, ask students to act out some of the scenarios. For additional practice, ask students to complete page 44 of the Workbook.
- After students finish the book, say *I like the book.* Model circling the happy face. Guide students to the faces on page 44. Ask them to circle the one that shows how they feel about the book.
- Ask students to take the book home at the end of the lesson. Encourage students to show the book to a parent or another adult in their household and ask that person to sign the book in the signature box, showing that the student has told the story to him/her.

Optional Activity

- Guide students through a conversation about what makes them happy, like the one they watched in the video.
- Ask students to draw pictures of one thing that makes them happy. Then interview them, asking *What makes you happy?* Help them to form the most suitable simple response, for example *my birthday* or *my mum*.
- Allow activities they haven't learnt in class. Help them with the English names for them as needed.

Wrap Up

- Say *Today we learnt a value:* Make good choices.
- Place an example of a healthy food (for example, fruit or vegetables) on the desk, next to a less healthy option (for example, a soft drink, cake or chocolate).
- Model making choices. First, reach for one of the sugary items and say *I'm hungry. I want [cake].* Then turn to a healthy option and say *I'm hungry. I want [fruit].*
- Ask *Which is a good choice?* (fruit) Invite students to demonstrate other ways to make good choices.

Additional Practice: Anthology Story 3, Worksheet S.6, Workbook page 44, Online Practice

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Review: Units 5–6

In this lesson, students will:

- cut out and make game cards.
- play a game to review Units 5 and 6.

Resources: Classroom Presentation Tool, Flashcards 59–77, Workbook pages 45–46, Workbook Audio Tracks 29–30, Online Practice

Materials: enough scissors for each pair, poster paper

Warm Up

- Ask students to look back through Units 5 and 6 for one minute.
- Ask *What words and phrases have we learnt?* Listen to students' responses and then use the flashcards to review words from Units 5 and 6. Ask students what words they know for foods, drinks and feelings. Display the flashcards on the board as they answer, until all the flashcards are on the board. Say *Well done! You know a lot of words!*
- Ask *What letters and sounds have we learnt?* Use the flashcards for *monkey*, *nuts*, *ostrich*, *pink*, *quilt* and *rain* to review the letters, sounds and words for *M–R*. Write the letters *M–R* on the board. Ask students if they can remember the letter name, sound and word for each letter. Display the flashcards on the board as they answer. Say *Well done! You know a lot of letters and sounds!*
- Ask *What values have we learnt?* If students have got their Units 5 and 6 Story Books in class, ask them to take them out and look at them. Remind them of the values *Give and share* and *Make good choices*.

Game 3

- Ask students to turn to pages 44–45. Point to the game cards. Say *It's time for a game!* Arrange students in pairs.
- Hand out scissors to each pair. Ask students to cut out the cards on page 45. Walk around the room to help them cut, if necessary. Point out that students only need to cut out one set of cards.
- When students have finished cutting, model how to play the game with a student. Put all of your cards facedown on the table. Then turn one over and say something about it. For example, if you turn over the photo of the glass of juice, say *I like/don't like juice* or *I'm thirsty. I want juice.* Model all appropriate options so students understand that they can say what they choose, as long as they're using words and grammar from Units 5 and 6.
- Ask students to take turns turning over cards and talking about them. Instruct them to say what they like or want and how they feel. Walk around the room as students play to listen to their conversations. Ask questions such as *Do you like milk? Does your birthday make you happy?*
- To extend the game, ask pairs to cut out both sets of cards (one from each book), mix them into a single pile and play a memory matching game. They still arrange the cards facedown as above, but they can only make sentences once they've matched two of the same picture.
- **Extra Challenge** Ask students who are more advanced at maths to keep score. Ask them to give one point for each sentence. If a student says three sentences about a picture, he/she gets three points. Ask students to make tally marks and use them to determine the final score. The player with the most points wins.
- **Extra Support** Ask students to play the game twice. The first time, ask them to just identify the word. The second time, prompt them to use it in a sentence.

Optional Activity

- Ask students to work in small groups to create posters about feelings. Assign each group a feeling – happy, hungry or thirsty. Help them write the words in the middle of their posters.
- Guide students to draw pictures that they associate with these feelings. For example, for happy, they might draw a book, a toy or a cake. Ask students to draw as many pictures as they can think of. Encourage them to use familiar words and phrases from this programme.
- Walk around to help students as they work. Then display their finished posters in class.
- **Extra Challenge** Ask students to present their posters to the class.

Wrap Up

- Play a flashcard memory game, using all the flashcards from Units 5 and 6. Show five flashcards in succession and ask the whole class to say the words. Then ask *Can you remember?* Ask the class to repeat the items from memory. Repeat with five different flashcards. Continue until each flashcard has been included, or as time allows.
- As a variation, you may wish to point to individual students and ask a different student to say each item in the sequence.
- **Extra Challenge** Increase the number of flashcards you show each time. See how long a sequence students can remember!

Additional Practice: Workbook pages 45–46, Online Practice

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UNIT 7 My family

In this unit, students will:

- identify family members.
- introduce family members using *This is my [mum].*
- describe other people's feelings using *He's [happy]* and *She's [sad].*
- sing a song about family members' feelings.
- identify and pronounce sounds associated with the letters *S* (/s/), *T* (/t/), *U* (/ʌ/) and *V* (/v/).
- identify and write upper- and lowercase forms of *S, T, U* and *V.*
- watch a video about families.
- read and listen to a story about helping.
- identify the value *Help others.*

Language

Words

baby, brother, dad, grandma, grandpa, mum, sister

Grammar

- *This is my [mum].*
- *He's [happy]./She's [sad].*

Phonics

/s/ **s**un
/t/ **t**ea
/ʌ/ **u**mbrella
/v/ **v**an

Reading

The helper

Twenty-First Century Skills

Collaboration

Identify and describe family members in pairs, Lesson 3

Communication

Talk about a picture, Lesson 2

Creativity

Draw a picture of family members, Lesson 2

Critical Thinking

Identify the value *Help others*, Lesson 5

In the Unit Opener, students will:

- respond to a photo showing a family having fun.
- identify feelings from expressions.

Resources: Home School Connection Letter, Classroom Presentation Tool, Flashcards 69–74, Workbook page 47

Materials: a family photo (of your own family or a famous family)

Introduce the Theme

- Say *Hello* to students. Encourage them to say *Hello* back to you. Then to one student, say *Hello, [Rashid]. How are you?* Encourage him/her to respond *I'm [fine], thank you.* Then ask students to turn and greet several classmates. Encourage the class to greet each other simultaneously.
- To introduce the theme of family to the class, show students a photo of your own family. Point out yourself in the photo and say *Me.* Point to the group pictured as a whole and say *My family.* Point to a few students, one at a time, and ask *Are you in my family?* (no)
- Alternatively, use a photo of a family that students will recognize from the media or society and introduce the members by name. Then say *A family.*

Use the Photo

- Review the feeling words from Unit 6 quickly with flashcards: display the flashcards for *happy, sad, hot, cold, hungry* and *thirsty* on the board. Say one of these words. Ask students to point to the correct card. Remove that card. Repeat with the rest of the words. Then mime the emotions and ask students to guess.
- Ask students to open their books to page 47. Hold up a Student's Book and point to the family. Ask *And this family? How are they? Happy? Sad?* (happy)
- **Do the Activity** Read the instructions in the Student's Book aloud. Point to each family member and ask a student to say the feeling. They will likely say that the people are *happy*, though some may think the boy looks *sad* or the family might be *hot.*
- You may choose to tell students to do the drawing activity in the Workbook, on page 47: students draw a person in their family. Or, ask them to draw a person in their family on a separate piece of paper.
- Ask several students to share their pictures with the class.
- NOTE: In Lesson 5, students can use photos of their own families to practise the language in the Optional Activity. If you wish to do this activity, send a note home to ask parents or guardians to email a family photo to school a few days before the lesson. Then print out the photos for use in Lesson 5. Alternatively, ask parents to send in a photo. Presenting photos of their own families will motivate students to talk about them.

TEACHER TIP

The most efficient way to give instructions is to keep them short and simple. Try a *First … then* strategy: *First, hang up your jacket. Then bring the toys to the table.* Once it's clear that students can manage two instructions, feel free to add one more to the sequence. For young learners, give no more than three instructions at a time. To help students remember what they are to do, ask them to repeat the instructions back to you.

Additional Practice: Workbook page 47, Online Practice

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UNIT 7

My family

ABOUT THE PHOTO

A family spends a Saturday together riding a Ferris wheel in Abu Dhabi, United Arab Emirates. Family time together is precious for many, particularly in families with two working parents, and a visit to an amusement park has been a pleasant shared activity for generations around the world. This photo by Annie Griffiths is from one of the National Geographic 'Life as Lived' expeditions. In this initiative, photographers film people doing everyday things, in different parts of the world.

Look. How do they feel?

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LESSON 1

Words

1 Listen and point. TR: 71

mum dad sister brother grandma grandpa baby

2 Listen and repeat. TR: 72

3 Listen and number. TR: 73

ABOUT THE PHOTO

Three generations of this family are having fun together, with the children entertaining the adults by blowing bubbles. In many cultures, living with extended families is common. Parents, grandparents and other relatives often share responsibilities for caregiving and influencing the children's development. Advantages to extended family living include sharing economic responsibilities and child support. Ageing adults can also be cared for, and overall, this can help to develop strong family bonds.

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LESSON 1 Words

In this lesson, students will:

- identify family members.
- use a photo to demonstrate understanding.

Resources: Audio Tracks 71–73; Classroom Presentation Tool; Flashcards 27, 28, 43, 47, 59, 61, 78–84; game cube; Workbook page 48; Workbook Audio Track 31; Online Practice

Materials: photos of well-known families, one game cube for each pair of students (see Resources above), scissors (optional), glue (optional), a timer (optional), reward stickers (optional)

Warm Up

- Show one of the family photos you prepared and say *Family.* Then take out flashcards for the following words: *doll, robot, cat, rabbit, bread, fruit.*
- Show each flashcard one at a time, as well as the various family photos you brought in. Ask *Is it a family?* Ask students to answer *Yes, it is./No, it isn't.*
- **Use the Photo** Ask students to open their books to page 48. Point to the big photo and say *Look. A family.* Then point to the people and ask *How many people?* As you point to each person, ask the class to count with you: *one, two, three, four, five, six, seven.* Say *Yes! Seven people.*
- Point to the girl and boy blowing bubbles. Say *Look! Toys. Bubbles.* Point to the smiling face of the mum. Ask *Is she happy?* (yes)

1

- Hold up a copy of the Student's Book and point to the activity. Read the instructions aloud.
- Play **TR: 71**. Model pointing to each photo as the word is spoken.
- Play **TR: 71** again. Ask students to point to each photo as they hear the word.
- Display the flashcards for the family words at the front of the classroom. Point to the flashcards and say the words. Say one of the items (*Mum*). Then invite a student to go to the board to select the correct card. Repeat until each card has been identified.

2

- Point again to the Exercise 1 photos. Say *Listen and repeat.* Play **TR: 72**, pausing after the first word. Say *Mum* to model repeating. Gesture for students to repeat after you. Continue playing the track, asking students to repeat each word.
- Play **TR: 72** again. Ask pairs or individual students to repeat the words.

  Script for TR: 72 *mum, dad, sister, brother, grandma, grandpa, baby*

3

- Make sure each student has got a pencil. Read aloud the instructions *Listen* (while pointing to your ear) *and number.*
- Play **TR: 73**, pausing after the first item. Help students find the mum in the photo and write *1*. Check their work. Then continue playing the audio as students number the remaining people.
- To check their completed work, put students into pairs to see if they wrote the same answers. If there are any disagreements, play the audio again, pausing as necessary.
- Alternatively, check students' answers as a class. Play the audio again. Ask students to say the number and point to the correct person after they hear each family member.
- **Extra Challenge** After checking answers, put students into pairs. Tell one student to say the number (for example, one) and the other student to say the family member (mum).
- **Extra Support** Play **TR: 73** again before checking students' answers.

  Script for TR: 73 *1 mum, 2 brother, 3 sister, 4 grandma, 5 dad, 6 baby, 7 grandpa*

Optional Activity 1

- Put students into pairs. Give each pair a game cube (or hand out a photocopiable game cube, scissors and glue to each pair and ask them to make the game cubes). Ask students to open their books to page 48. Direct their attention to the Exercise 3 photo.
- Ask students to take turns throwing the game cube and saying the name of the family members, 1–6. Each time they name a family member, ask them to put a small tick next to that person in the photo (or above the small photos in Exercise 1). For extra practice of the numbers, ask students to say the number as well as the family word, for example, *Three – sister.*
- The first in the pair to have named the first six people finishes by pointing to number 7, saying *And this is grandpa!*

Optional Activity 2

- Display the family flashcards on the board. Invite teams of students to come up and match gender pairs (mum/dad, grandma/grandpa, brother/sister) on the board, saying them aloud. You may want to time them and award a sticker to each member of the fastest team.

Wrap Up

- Show photos of well-known families. For each, ask *What's this?* to elicit *It's a family.*
- Put students in small groups. Give each group one of the photos. Ask them to decide who the family members are.
- When they are ready, ask each group to present their photo to the class, pointing to the people and saying their names: *mum, brother,* etc.

Additional Practice: Workbook page 48, Online Practice

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LESSON 2 Grammar

In this lesson, students will:

- talk about their family using *This is my [mum].*

Resources: Audio Track 74, Classroom Presentation Tool, Flashcards 78–83, Workbook page 49, Workbook Audio Track 32, Online Practice

Materials: photos of individual family members (you need either one family member photo or flashcard per student); photos of animal families, such as elephants or lions (optional); a photo of your own family (optional)

Warm Up

- Before students enter the room, place flashcards of family members facedown on their desks. If there are more students than cards, use photos of identifiable family members.
- Turn over a photo and say *[Mum]. Now you, [Clara]. Turn over your photo and say.*

1

- Ask students to open their books to page 49.
- Point to your ear and say *Listen.* Play **TR: 74**, pointing to the character as she's talking.
- Say *Listen and repeat.* Play **TR: 74** again and ask students to repeat the statement.
- One at a time, show the flashcards for *dad, brother, sister, grandma* and *grandpa*. Ask students to say *This is my [dad]* for each one.
- Display all the family flashcards except *baby* on the board. Point to the first one. Ask a student to say the sentence *This is my [brother]*. If the student says the sentence correctly, have him/her come to the board and take the card down.
- Continue until all the flashcards have been removed.
- **Extra Challenge** Ask students to turn back to page 48. Ask a student to pretend to be one of the children in the photo. Invite him/her to come to the front of the class to introduce the other family members, pointing and saying *This is my [mum]*. Repeat with other students, asking them to pretend to be different children in the photo. For extra practice, have students do this activity in pairs once it has been modelled by one or two students at the front of the class.
- **Extra Support** Remind students that they have seen *my* in the phrase *My name is . . .* Point to yourself and say *My name is [Mr Lee],* emphasizing the word *my*.

2

- Direct students' attention to the activity. Read the instructions aloud.
- Ask students to draw one or more of their own family members.
- In pairs, ask students to introduce their family member(s) to each other: *This is my [grandpa].* Tell them to ask and answer about the colours of the person's clothing using *What colour is it?/It's [red].*
- Finally, ask students to introduce their family members to the class.
- NOTE: Be aware of the different family situations of your students and invite them to draw and talk about a storybook family, a famous family or an invented family instead, if this is more appropriate for their situation.

Optional Activity

- Show a photo of an animal family, such as elephants or lions. Say *Look. It's an animal family.* Point to each and say *This is the [mum].*
- Hand out paper to each student and ask students to draw an animal family. Model the language again, emphasizing *the* over *my*. Then ask students to describe the animal family to the class.
- To extend the activity, ask students to add in more information such as colours (It's brown.) or feelings (It's hungry.).

Wrap Up

- Display the family flashcards (except *baby*) on the board. Invite pairs of students to come to the board. Tell one student to pick a card and say *This is my [mum].* Then tell the other student to pick another card and say *This is my [grandpa].*
- Then ask these students to put the cards back and line up in the back of the room.
- Continue with the other pairs of students until the entire class is in the line. At this point, students can be dismissed. If they stay in the room after class, ask them to return to their seats.
- Before class ends, say *Please bring a photo of your family.* If you've got one, show a photo of your own family.
- NOTE: You may also want to remind parents personally or in writing to send in a family photo for students to use in Lesson 5.

Additional Practice: Workbook page 49, Online Practice

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Grammar

1 Listen and repeat. TR: 74

2 Draw and say.

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LESSON 3

Grammar and song

1 Listen and repeat. TR: 75

2 Listen and sing. TR: 76 and 77

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LESSON 3 Grammar and song

In this lesson, students will:

- talk about their family members' feelings using *He's [happy]* and *She's [sad]*.
- sing a song about family members and their feelings.

Resources: Audio Tracks 75–77; Classroom Presentation Tool; Flashcards 69–74, 78–84; Workbook page 50; Workbook Audio Track 33; Online Practice

Warm Up

- Divide the class into two groups. Give one group the flashcards for *happy, sad, hot, cold, hungry* and *thirsty*.
- Demonstrate the activity: choose a flashcard at random and then mime the feeling on the card. For example, pretend to drink water from a cup very fast. Then ask *How do I feel?* I'm thirsty.
- Point to the group with the cards and say *Group one: act out the feelings.* Point to the other group and say *Group two: say the feelings.* Ask members of the first group to choose a card, one by one, and mime the feeling for the other group to guess. Remind students to use complete sentences: *I'm thirsty.*
- When the first group has gone through all the cards, ask the two groups to switch roles and play again.

1

- Ask students to open their books to page 50. Say *Listen and look.* Hold up a copy of the Student's Book. Point first to the boy being described and then to the girl as you play **TR: 75**.
- Say *Listen and repeat.* Play **TR: 75** again and encourage students to repeat the sentences.
- Help students understand the meaning of *he* and *she*. Point to a student who looks happy. Say *Look at [Carlos]. [He]'s happy!* Smile and then look sad and ask students to copy you. Say *Choose happy or sad!* Ask students to make a happy or sad face. Go around the room, pointing at smiling or frowning students and saying *[He]'s happy. [She]'s sad.* Ask individual students to describe their classmates.
- Ask a female student to come to the front. Show her one of the flashcards. Ask her to mime the feeling for the class to guess. Ask students to say the sentence, for example, *She's hungry.* Ask other students to mime the rest of the feelings. Switch between male and female students.

Script for TR: 75 *He's happy. She's sad.*

2

- Point to the picture and say *Let's talk about the family.*
- Show the following flashcards: *grandpa, grandma, dad, mum, sister, brother*. Point to one and say *This is the [grandpa].* Then point to the picture in the Student's Book and ask *Where's the [grandpa]?* Ask students to point to the grandpa. Repeat with all the family members in the picture.
- Say *Look at the grandpa.* Point to the grandpa and ask *Is he hungry?* (No, he's thirsty.) Continue asking about the other characters' feelings in the same way, helping students to form the correct sentence for each person: *She's happy.* (sister); *He's hot.* (brother); *She's cold.* (mum); *He's sad.* (dad); *She's hungry.* (grandma).
- Play **TR: 76** to help students learn the tune.
- Play **TR: 76** again, pausing after each section so that students can repeat the lines.
- Play **TR: 76** for a third time. Help students sing along as they point to the appropriate characters for each section. Then play **TR: 77** and ask students to sing along without the words.
- Divide the class into two groups. Ask Group A to sing *This is my sister. She's happy.* Ask Group B to respond by miming the emotion *happy*. Ask Group A to sing about the first three family members. Then ask Group B to sing for the last three family members while Group A acts.
- **Extra Challenge** Play **TR: 77** and ask students to sing the song from memory.
- **Extra Support** When students are talking about the picture, ask half of the class to say the pronoun and the other half to say the adjective. Start by saying *Look at the grandma.* Then help half the class to say *She's* and prompt the other half to say *hungry*. Then ask everyone to say the sentence together. (She's hungry.) Ask the groups to switch roles and repeat with other characters.

Script for TR: 76

Look, look. This is my family!
How is my family?
Let's look and see!
This is my sister.
She's happy.
This is my brother.
He's hot.
This is my grandma.
She's hungry.
This is my grandpa.
He's thirsty.
This is my mum.
She's cold.
This is my dad.
He's sad.

Optional Activity

- Hand out paper and ask students to draw two or more family members. Ask them to show a different feeling for each family member: happy/sad/hungry/thirsty/hot/cold.
- In pairs, ask them to talk about their pictures, by saying, for example, *This is my mum. She's happy.*
- To extend, choose one student's picture and use it as a prompt to sing the song with **TR: 77**. Adjust the lyrics to fit the family members in the picture. You can sing the line first and have students repeat after you.
- Repeat with other students' drawings, as time permits.

Wrap Up

- Ask students to sit in a circle. Place the flashcards for feelings (Unit 6) and family members (Unit 7) in two piles, facedown.
- Invite the first student to draw one card from the family members pile and say a sentence: *This is my [brother].*
- Invite the next student to draw from the other pile and say a sentence about the first card character: *[He's] [happy].*
- Continue around the group.
- To extend, shuffle the cards and play again.

Additional Practice: Workbook page 50, Online Practice

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LESSON 4 Phonics

In this lesson, students will:

- identify and write upper- and lowercase forms of *S, T, U* and *V*.
- identify and pronounce sounds associated with the letters *S* /s/, *T* /t/, *U* /ʌ/ and *V* /v/.

Resources: Audio Tracks 78–80; Classroom Presentation Tool; Flashcards 7–9, 22–24, 39–41, 56–58, 66–68, 75–77, 85–89; Workbook page 51; Workbook Audio Track 34; Online Practice

Materials: a timer or stopwatch

Warm Up

- Write the letters *A–R* on the board. Ask students to 'teach' you the alphabet by saying each letter just before you write it.
- Challenge students by pointing to the letters in a random order, asking students to say the letter names. Do this again, but this time ask students to say the sounds.
- Get the phonics flashcards for words beginning with *A–R*. Arrange them facedown on a desk in a random order. Invite a few pairs of students to turn over cards one by one, working together to arrange them in order. Each pair must say the letter and sound that goes with the picture.
- Alternatively, ask students to put the letters in the correct order at the front of the class. Ask the whole class to say the letter or sound when they do.

1

- Ask students to open their books to page 51. Show the flashcards for *sun, tea, umbrella* and *van*.
- Write the letters *S, T, U* and *V* on the board. Point to them, saying *Let's learn new letters and sounds. Listen.* Play **TR: 78**. Point to each flashcard (or hold up a copy of the Student's Book and point to each photo) as students hear the letter, sound and word.
- Play **TR: 78** again. This time, ask students to point to the photos in their books and repeat each letter, sound and word. Walk around the room to check that they are pointing to the correct photo.
- Play **TR: 78** for a third time and check students' pronunciation.
- **Extra Support** Tell students to watch you closely. Say the letters, sounds and words, exaggerating your mouth movements. Ask students to copy you as they repeat.

Script for TR: 78 *S* /s/ *sun, T* /t/ *tea, U* /ʌ/ *umbrella, V* /v/ *van*

2

- Make sure each student has got a pencil. Hold up page 51 of the Student's Book and say *Let's write.* Model putting your pencil at the starting point for the letter *S* and tracing in the direction of the arrows. Then say *Now, you write.*
- Walk around the room as students trace. Offer help as needed. Make sure students are holding their pencils correctly.
- Ask students to continue writing the letters *T, U* and *V*. Be sure to point out the correct order for the crossbars in *T* and *t*.

3

- Direct students' attention to the picture at the bottom of page 51. Say *Look and listen.*
- Play **TR: 79**. As students hear the chant, hold up a copy of the Student's Book and point to the correct part of the picture.
- Play **TR: 79** again and ask students to chant as they point.
- **Extra Challenge** Ask individuals to say a line of the chant as their classmates point to the part of the picture.

Script for TR: 79
/s/, /s/, /s/ Sal loves the sun. /s/, /s/, /s/
/t/, /t/, /t/ Tilly drinks tea. /t/, /t/, /t/
/ʌ/, /ʌ/, /ʌ/ Unwin's got an umbrella. /ʌ/, /ʌ/, /ʌ/
/v/, /v/, /v/ Victor's in the van. /v/, /v/, /v/

4

- Point to the letters *Ss* and ask *What letter?* Then ask *What sound?* Give students the four choices (in a random order) if they need help answering these questions.
- After reviewing the sounds and letters, say *Let's listen and match.* Play **TR: 80**. Ask students to draw a line from each pair of letters to the correct dot on the picture. Model the first one if necessary, tracing a line with your finger to join the dots.
- You may want to play **TR: 80** again and ask students to check their answers.

Script for TR: 80 /s/ *sun,* /t/ *tea,* /ʌ/ *umbrella,* /v/ *van*

Optional Activity

- Put students in groups of four. Ask the first student to say the letter sound, the second to say the related word, the third to say the letter name and the fourth to write down the upper- and lowercase letters.
- Extend the activity by asking students to switch roles.
- **Extra Support** Include the letters on the board.

Wrap Up

- Write *Ss, Tt, Uu* and *Vv* on the board.
- In pairs, ask students to think of as many words as they can that start with the four sounds and draw pictures of them. They might come up with these: *sing, sit down, seven, sad, sister; two, teddy bear, ten, teacher; up; value.* Students may also provide answers with consonant blends, such as *small* and *twelve*. Accept these, but don't model them yourself. Students will learn them later in the programme.
- Set a timer for two minutes and see which pair comes up with the most correct words.
- NOTE: If you wish to do the Optional Activity in Lesson 5, remind any students/parents who have not yet brought in a family photo to bring one in for the next class.

Additional Practice: Workbook page 51, Online Practice

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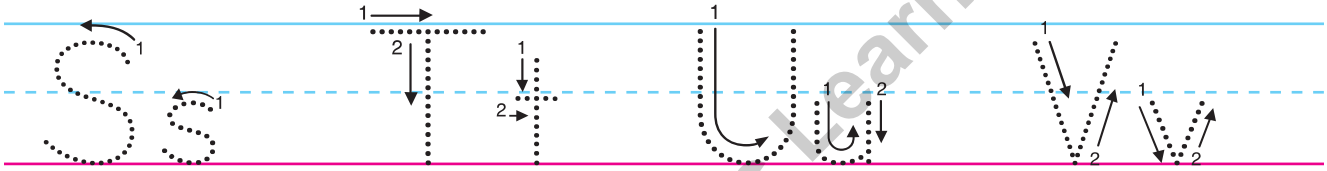
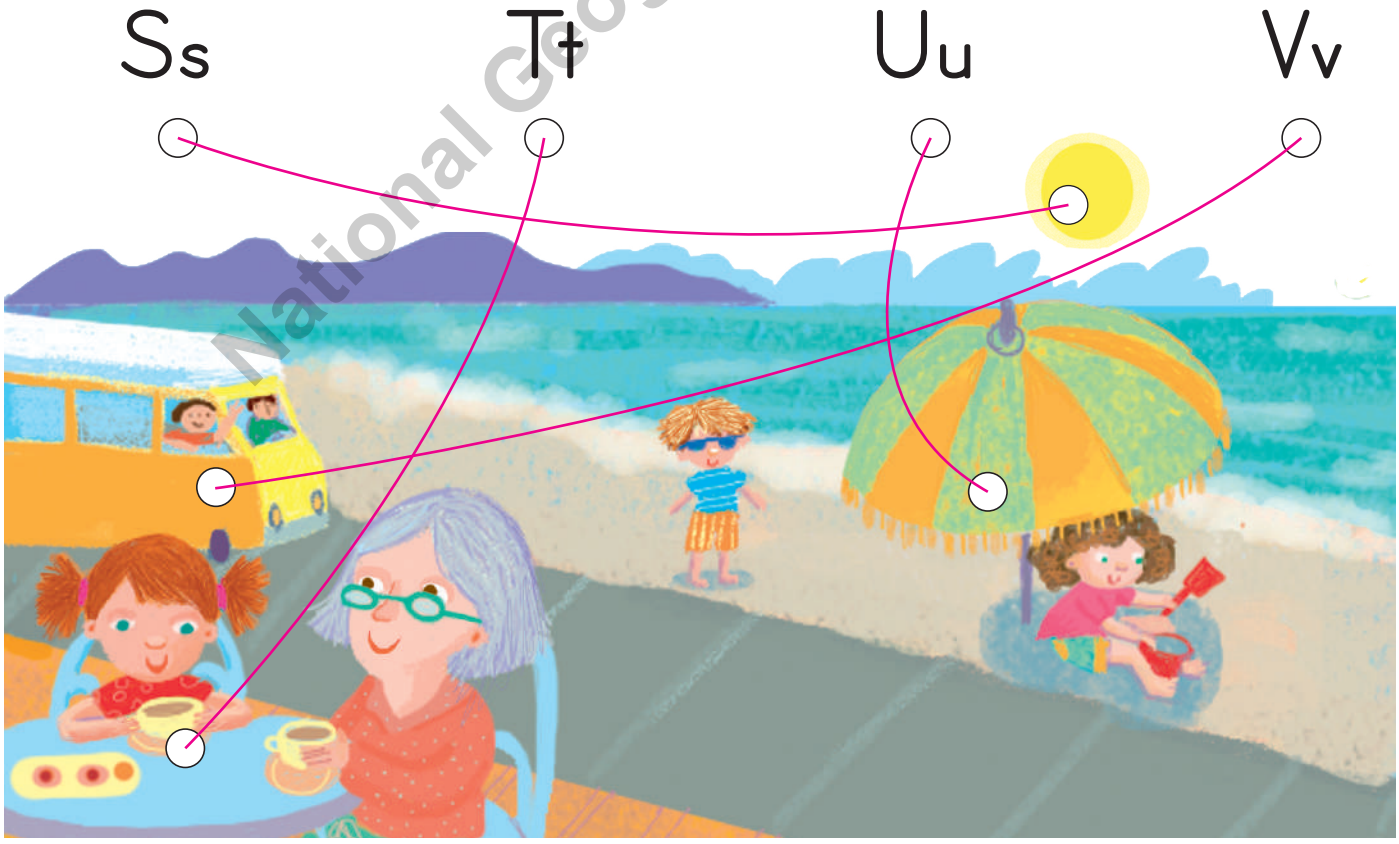
1 Listen, point and repeat. TR: 78

2 Join the dots.



3 Listen and chant. TR: 79

4 Listen and match. TR: 80



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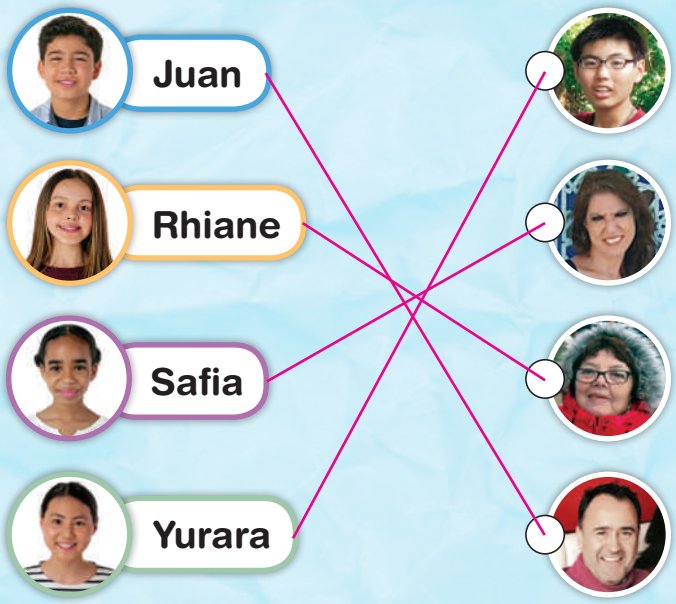
LESSON 5

Video and story

1 Watch and match. Video 7



2 Read the Unit 7 story. Circle. TR: 81

VALUE Help others.

Do the Unit 7 Value activity in the Workbook.

3 Trace and say.

ABOUT THE VIDEO

In this lesson's video, children show family photos and talk about their families and their feelings. Family portraits were first created long before photography was invented. They were very expensive, so they only showed the very rich and powerful. Early photographic portraits often showed people in formal clothing and with stiff, serious expressions. Nowadays, photos are easier to take, far less expensive, and much more natural. People are much more likely to take selfies and digital photos than to pose for formal portraits, with people often wearing everyday clothes and interacting in a relaxed, natural way.

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LESSON 5 Video and story

In this lesson, students will:

- watch a video about families.
- read and listen to a story about helping in a family.
- identify the value *Help others*.
- develop pre-writing skills.

Resources: Video 7, Audio Track 81, Classroom Presentation Tool, Flashcards 86–89, Workbook page 52, Online Practice

End-of-Unit Resources: Worksheet S.7, Unit 7 Test, ExamView Assessment Suite

Materials: a photo of your family, students' family photos (provided ahead of time by parents)

Warm Up

- Display the flashcards for *sun*, *tea*, *umbrella* and *van* at the front of the class.
- Review the sounds from the previous lesson for *S*, *T*, *U* and *V*. Say /s/ and point to the *sun* flashcard. Continue with the rest of the letters several times and ask students to repeat the sounds. Then repeat with the letter names.
- If you've got students in your class whose names have got the /s/, /t/, /ʌ/ and /v/ sounds anywhere in their names, say the names of all the students. Tell students to put their hand up when they hear a name that includes these sounds.

1

- Ask students to open their books to page 52. Say *Let's watch.* Play **Video 7**, pausing after the question *Is this your family?* Show a photo of your family. Ask students *Is this your family?* (no) Say *This is my family*, emphasizing *my* over *your*. *This is me. This is my [mum].*
- Then say *Let's find out about their families.* Continue playing the video.
- Say *Let's match.* Play the video again, pausing at the end of Juan's section. Help students draw a line from Juan to the photo of his dad. Ask some individual students questions, for example, *Is it his [brother]?* (no) *Is it his [dad]?* (yes)
- Continue with the rest of the video as students match.
- Say *Now check.* Play the video again and ask students to confirm that their answers are correct.
- **Extra Support** Ask students to work in pairs and check in each other's books that they are matching correctly.

The script for **Video 7** *is on page 126.*

2

- Before you begin, remove the copy of the Unit 7 Story Book (see pages 86–87). Fold the page to create the story book. Hold the book up and point to the title. Say *This book's called* The helper. *Let's read.*
- Walk around the room and help students find, remove and fold the Unit 7 Story Book in the back of their book.
- Once students are ready, say *Listen.* Play **TR: 81**, holding your book up as you do. Point to the pictures of the characters as students hear them.
- You may want to play **TR: 81** again, pausing to allow students to repeat the conversation aloud.
- **Value: Help others** Say *The value of this lesson is* Help others. Hold up the story book and point to page 3. Say *The grandma is thirsty. She wants water. The boy gives her water. He helps her.* Then ask students about other ways to help others. You may choose to have students act out some of the scenarios they describe. For additional practice, ask students to complete page 52 of the Workbook.
- Ask students to circle the face on page 52 that shows how they feel about the book.
- Ask students to take the book home at the end of the lesson. Encourage students to show the book to a parent or another adult in their household and ask that person to sign the book in the signature box, showing that the student has told the story to him/her.
- **Extra Challenge** Ask four pairs of students to each act out a page of the story at the front of the class.

3

- Make sure each student has got a pencil. Point to the picture of the baby on the left-hand side. Ask *What's this?* (a baby) Then say *That's right. The baby wants her toy. What toy is it?* (a ball) Point to the ball. Say *Let's trace the line from the baby to the ball.*
- Model tracing the line from left to right. Then ask students to trace it. Do the same with the other baby and the teddy bear.
- Walk around as students work. Check that students are holding their pencils correctly. Then ask students to work in pairs to ask and answer questions such as *What's this? It's a baby.*

Optional Activity

- Give the photos that students' families sent in to the students. See Note at the end of Lesson 2 and 4. If any student hasn't got a photo, he/she can use a drawing instead.
- In pairs, ask students to talk about their photos: *This is my [brother].* Monitor their conversations and help with any unfamiliar words, such as *aunt*, *uncle* or *cousin*.
- Ask students to introduce their family members to the class.

Wrap Up

- Say *Today we learnt a value:* Help others.
- Call two students to the front who have got shoes with laces or fasteners (not slip-ons). Ask students to undo their shoes. Model helping others by offering to tie one student's shoe and then doing it. Then address the other student in a friendly manner, pointing at his/her shoe and saying *Your shoe's untied,* but not doing anything further.
- Ask *Which is helping others?* (tying or fastening the shoe) Invite students to demonstrate other ways to help others.

Additional Practice: Worksheet S.7, Workbook page 52, Online Practice

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UNIT 8 My body

In this unit, students will:

- identify parts of the body.
- talk about the body using *I've got [two hands]*.
- ask and answer about the body using *Are they [brown]? Yes, they are./No, they aren't.*
- sing a song about an octopus.
- identify and pronounce sounds associated with the letters *W* /w/, *X* /ks/, *Y* /j/ *and Z* /z/.
- identify and write the upper- and lowercase forms of *W, X, Y* and *Z*.
- watch a video about popular characters.
- read and listen to a story about making masks.
- identify the value *Be kind*.

Language

Words

arm, ear, eye, hand, head, leg, mouth, nose

Grammar

- *I've got [two hands].*
- *Are they [blue]? Yes, they are./No, they aren't.*

Phonics

/w/ **w**ater
/ks/ bo**x**
/j/ **y**o-yo
/z/ **z**ebra

Reading

The masks

Twenty-First Century Skills

Collaboration

Take turns playing a game with a partner, Game 4

Communication

Talk about a picture, Unit Opener

Creativity

Colour a picture and talk about it, Lesson 2

Critical Thinking

Identify the value *Be kind*, Lesson 5

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In the Unit Opener, students will:

- respond to a photo showing a boy jumping into a pool.
- identify colours.

Resources: Home School Connection Letter, Classroom Presentation Tool, Workbook page 53

Materials: photos of athletes, dancers or other people performing a range of activities with their bodies

Introduce the Theme

- Say *Hello* to students. Encourage them to say *Hello* back to you. Then to one student, say *Hello, [Sam]. How are you?* Encourage him/her to respond *I'm [fine], thank you.* Then ask students to turn and greet several classmates, asking how they are. Remind students that, if they wish, they can use other feelings words, such as *happy* and *sad,* in their replies.
- To introduce the theme of the body to the class, show photos of people (athletes and dancers, for example) doing active things, such as jumping, diving, swimming, running and playing sports. For each photo, point to the body and say *This is [his] body.* Finally, point to yourself and say *This is my body.*

Use the Photo

- Ask students to open their books to page 53. Point to the boy and ask *Is this a boy?* (Yes, it is.) Then pointing to the boy, say *This is his body.*
- **Do the Activity** Read the instructions in the Student's Book aloud. Point to different parts of the photo and ask *What colour is it?* (sky, water, umbrella, boy's shorts – blue; trees and shrubs – green; roof, boy's shirt, chair – orange; clouds – white)
- You may choose to ask students to do the drawing activity in the Workbook, on page 53: students complete the drawing of a person.
- Ask several students to share their pictures with the class.
- Point to colourful items in the classroom or to students' clothing and ask *What colour is this?*

TEACHER TIP

Keep a lot of English language picture books in your classroom. Encourage students to look at them when appropriate, such as if they've finished early or as part of a warm up/wrap up activity. Students will enjoy the pictures and will be exposed to new words. Even if they cannot read the books, establishing the habit of navigating print materials is crucial for emerging readers.

Additional Practice: Workbook page 53

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UNIT 8

My body

ABOUT THE PHOTO

The boy is jumping into a swimming pool in Florida, United States. Summer high temperatures can average 33°C (92°F) in Florida, which helps explain why the state has more than 1.25 million household swimming pools, the second highest number after California. Many parents in the United States sign their children up for private swimming lessons from about four years old, not only because swimming is considered a healthy pastime, but more importantly, to learn water safety.

Look and point. Name the colours.

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LESSON 1

Words

1 Listen and point. TR: 82

2 Listen and repeat. TR: 83

3 Listen and touch. TR: 84

ABOUT THE PHOTO

Young karate athletes performing at the Shuri Castle Festival in Okinawa, Japan. Karate originated in Okinawa and the nearby islands more than 700 years ago, and developed under the influence of Chinese kung fu. Today, along with other martial arts, karate is a popular activity around the world for children as well as adults. Karate features precise kicks and punches in the air and can be practised solo or in pairs. The coloured belts that karate is known for mark the journey of a student from beginner (white) to the ninth level (black). The girl's orange belt shows that she has reached the third level of achievement.

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LESSON 1 Words

In this lesson, students will:

- identify parts of the body.

Resources: Audio Tracks 82–84, Classroom Presentation Tool, Flashcards 89–96, Workbook page 54, Workbook Audio Track 35, Online Practice

Materials: photos of athletes, dancers or other people performing a range of activities with their bodies (as in the Unit Opener); audio recording of lively music; a doll or stuffed animal (one for each pair of students)

Warm Up

- Show one of the photos that you prepared of people doing activities. Point to the person's body and say *Body.* Repeat with other photos.
- Say *Stand up. Let's move our bodies. Watch me.* Then play some lively music and do some simple follow-the-leader movements: touch your head, shoulders, knees, toes; wiggle your hips; bend your knees; clench and unclench your fists; roll your head from side to side. Do it in rhythm with the music. Then challenge students by mixing up the order or adding other body parts. Still following you, ask students to stop, shake their arms and legs, take a deep breath and sit down.
- **Use the Photo** Ask students to open their books to page 54. Hold up a copy of the Student's Book and point to the photo. Say *Look. Children. Here's a girl. Here's a boy. How many children in white clothes?* Ask the class to count the row of four children.
- Ask students about the colours they see. Point to different things in the photo and ask *What colour is it?* Point out the clothing that the karate students are wearing.
- Point to the girl and say *Look at her body.* Point to the boy and say *Look at his body.*

1

- Hold up a copy of the Student's Book and point to the activity. Read the instructions aloud. Play **TR: 82** and demonstrate the meaning of the words by pointing to yourself.
- Play **TR: 82** again. Ask students to point to the correct part of the photo as they hear each word.
- **Extra Support** Hold up a copy of the Student's Book. Point to the parts of the body in the photo (running your finger in from the label) or point to your own body again to help students make the connection.

Script for TR: 82 *arm, ear, eye, hand, head, leg, mouth, nose*

2

- Point again to the large photo. Say *Listen and repeat.* Play **TR: 83**, pausing after the first word. Say *Arm* to model repeating. Gesture for students to repeat after you. Continue playing the track, asking students to repeat each word.
- Play **TR: 83** again. Ask pairs or individual students to repeat the words aloud.

Script for TR: 83 *arm, ear, eye, hand, head, leg, mouth, nose*

3

- Read the instructions *Listen and touch* aloud. Play **TR: 84**, pausing after the first item: *mouth.* Model touching your own mouth. Prompt students to touch their own mouth. Then continue playing the audio. Prompt students to touch the parts of their own body for the remaining items.
- Check their understanding as a class: Play **TR: 84** again. Ask students to repeat the word and touch the correct part of their own body.
- **Extra Challenge** Say numbers 1–8, first in order and then in a random order. Ask students to say the word and touch the correct part of their body from memory.

Script for TR: 84 *1 mouth, 2 hand, 3 ear, 4 leg, 5 nose, 6 head, 7 eye, 8 arm*

Optional Activity

- Ask students to stand up in two groups, facing each other.
- Stand behind Group A and hold flashcards for parts of the body, so that students in Group A can't see you, but students in Group B can.
- Hold up the flashcard for *head* and instruct students in Group B to say *Head!* Ask students in Group A to respond by touching their head. Repeat with all the body parts several times, in a random order.
- Once the students in Group A have touched all of the body parts, stand behind the students in Group B and repeat the activity.

Wrap Up

- Put students into pairs and give each pair a doll or stuffed animal. Play a follow-the-leader game where you say a part of the body and students touch their doll on that part.
- **Extra Challenge** Speed up saying parts of the body or invite individual students to lead the game.

Additional Practice: Workbook page 54, Online Practice

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LESSON 2 Grammar

In this lesson, students will:

- talk about the body using *I've got [two hands].*

Resources: Audio Track 85, Classroom Presentation Tool, Flashcards 89–96, Workbook page 55, Workbook Audio Track 36, Online Practice

Materials: tan crayons, paper clips and pencils for the game spinner

Warm Up

- Ask students to stand up. Say *Show me your hands.* Demonstrate holding out your hands for inspection. Ask students to do the same. Repeat with the other words for body parts: *head, eye, ear, nose, mouth, arm, leg.*
- To make it more fun, think of exaggerated poses for students to copy as they 'show' the different parts of the body, for example: opening your eyes wide, wrinkling up your nose, opening your mouth wide, shaking your head from side to side, wiggling your leg, flapping your arms and pulling down your ears with your fingers.

1

- Ask students to open their books to page 55.
- Point to your ear and say *Listen.* Play **TR: 85**, pointing to the character as he's talking.
- Say *Listen and repeat.* Play **TR: 85** again and ask students to repeat the statement.
- Practise the singular and plurals: Point to your own head saying *I've got one head.* Ask students to copy your gesture and repeat. Say *I've got two ears.* Ask them to copy and repeat again. Make sure they remember to add the *s* for the plural words. Repeat for all body parts.
- Invite individual students to come to the front. Hold up flashcards for the body parts (or touch the body part on yourself). Ask the students to say the sentence, for example, *I've got two eyes.*
- **Extra Challenge** Put students into pairs. Ask one student in each pair to touch a part of his/her body. Instruct the partner to say a sentence. (*I've got* [one nose].*/ I've got* [two legs].) To extend the activity, explain the use of the articles *a* and *an*. Model *I've got one nose. I've got a nose.* Then point to your eye and say *I've got one eye. I've got an eye.* Emphasize *a* and *an*. Practise with the rest of the words.

2

- Put students into pairs. Make sure each student has got a tan-coloured crayon, a pencil and a paper clip.
- Hold up a copy of the Student's Book and point to the picture of the boy. Say *This is Marcel. He's from Brazil. He's in the videos we watch.*
- Put your book down and demonstrate using the number spinner by spinning a paper clip around a pencil. If the paper clip lands on *1*, say *I've got one … hmm.* Mime that you are thinking hard. Hold up your hands, shake them for emphasis, and ask *One or two?* (two) *Yes, I've got two hands.* Point to your nose and ask *One or two?* (one) *Yes, I've got one nose, so let's colour the nose.* Demonstrate colouring the nose on the picture.
- Ask students to do the activity in pairs, taking turns spinning and colouring. Make sure that for each body part they colour, they say the full sentence, for example, *I've got two legs.*
- The first student to complete the colouring wins.
- **Extra Support** Sit with pairs as they play and help them with the language.

Optional Activity

- Play the game from Exercise 2 with students drawing a body on the board.
- Start by drawing a vertical line on the board for the body of a stick person. Say *Look. A body. Let's add the arms, hands, legs, head, eyes, nose and mouth.* Pretend to draw these parts on the board as you speak.
- Call three students to the front. Ask one student to use the spinner and say the number. The second student says a sentence: *I've got [two arms].* The rest of the class holds up or points to the body part(s) mentioned, and the third student draws the body part(s) on the figure on the board, for example, two arms. Everyone says the sentence together: *I've got [two arms].*
- Ask students at the front to alternate roles, spinning, saying sentences and drawing, until all the body parts from the unit have been drawn. If you wish, ask the students at the front to complete the drawing by adding hair and feet.

Wrap Up

- Put students into pairs, back to back. Ask one member of each pair to face you and the other to face away from you.
- Make sure the students facing away have got paper and a pencil. Ask them to draw a torso, to get ready to add other body parts.
- With one hand, touch a part of your body (head) and with the other hand, hold up one finger. The students facing you say the sentence to their partner (*I've got one head.*) The student facing away draws one head.
- To make this activity more fun, hold up an unusual number for body parts: three arms, two noses and so on.
- When they're finished, ask students to share their drawings. Check that they've all got the correct number of body parts.

Additional Practice: Workbook page 55, Online Practice

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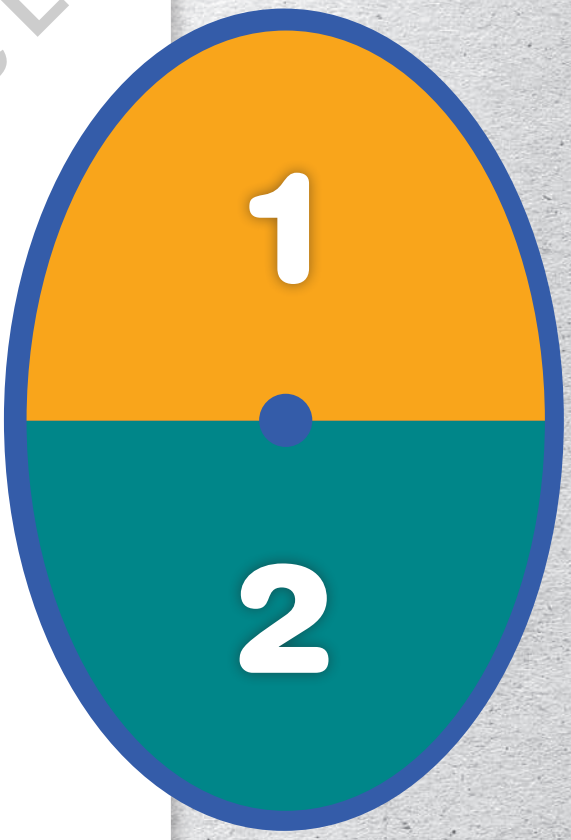
1 Listen and repeat. TR: 85

I've got two hands.

2 Spin and colour. Say.

I've got ...



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LESSON 3

Grammar and song

1 Listen and repeat. TR: 86

2 Listen and sing. TR: 87 and 88

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LESSON 3

Grammar and song

In this lesson, students will:

- ask and answer about the body using *Are they [brown]? Yes, they are./No, they aren't.*
- sing a song about an octopus.

Resources: Audio Tracks 86–88; Classroom Presentation Tool; Flashcards 42–47, 25–29; Workbook page 56; Workbook Audio Track 37; Online Practice

Materials: a blue pencil; a soft ball; a photo of a blue-ringed octopus from the Internet (optional); toys or classroom objects (several of the same colour and type, for example, three blue cars, five red pencils) (optional); a photo of an orangutan

Warm Up

- Review *Is it [blue]? Yes, it is./No, it isn't.* Hold up a blue pencil. Ask *What is it?* (It's a pencil.) *Is it red?* (No, it isn't.) Model this answer if necessary.
- Then ask *Is it blue?* (Yes, it is.) Repeat this with other classroom objects or toys, or flashcards of toys or animals, until students are confident with the language.

1

- Ask students to open their books to page 56. Say *Let's talk about the body.* Hold up a copy of the Student's Book and point to the characters.
- Play **TR: 86** asking students to point to the characters as they speak.
- Say *Listen and repeat.* Play **TR: 86** again and encourage students to repeat aloud.
- Repeat the conversation with a few individual students. Ask a student to cover his/her eyes (look first to check what colour they are!). Then prompt the student to start the conversation. (I've got two eyes.) Ask *Are they [blue]?* Make sure to ask about a different colour than the student's eye colour, to prompt the answer *No, they aren't.* Then ask *Are they [brown]?* This time, ask about the student's actual eye colour. Tell the student to answer *Yes, they are* and reveal his/her eyes.

Optional Activity 1

- Ask students to stand in a circle. Start by throwing a ball to a student. Prompt the student to say *I've got two eyes.* Ask *Are they [blue]?* (Yes, they are./No, they aren't.)
- Ask the student with the ball to throw it to another student and repeat the process, with the first student now asking the question.
- To make it more fun, encourage students to include any colour, not just standard eye colours. For example, a student could ask *Are they yellow?*

2

- Point to the picture of the blue-ringed octopus on the page. Point to the eyes and ask *What are they?* (They're eyes.) Ask about the colours: *Are they green?* (No, they aren't. They're black.) Repeat this, asking about the legs.
- Say *It's an octopus. How many legs?* Ask students to count the legs. (eight)
- Play **TR: 87** to help students learn the tune.
- Play **TR: 87** again. Pause after each line or two so that students can repeat.
- Play **TR: 87** for a third time. Help students sing along as they point to the appropriate parts of the octopus's body for each line. Show students a photo of a real blue-ringed octopus from the Internet.
- Play **TR: 88** and ask students to sing along without the words.
- **Extra Challenge** Ask students to sing the song again using **TR: 88**. Prompt new verses with any toys you brought in (for example, three blue balls, four red cars) or classroom objects (for example, eight pencils). Help students decide whether the items are *big* or *small.*
- **Extra Support** Repeat the song, prompting students by pointing to your own eyes and legs, until students are singing confidently.

Script for TR: 87

I've got two eyes! Two big eyes!
I've got two eyes! Two big eyes!
Are they red? Are they green?
No, they aren't.
They're black! They're black!
I've got eight legs! Eight big legs!
I've got eight legs! Eight big legs!
Are they green? Are they white?
No, they aren't.
They're yellow and blue!

Optional Activity 2

- Show the *horse* flashcard. Say *This is a horse. It's got four legs.* Prompt a student to ask about the horse's legs: *Are they [black]?* Answer *Yes, they are* or *No, they aren't.*
- Repeat with other animal flashcards. For example, say *This is a rabbit. It's got two ears. This is a bird. It's got two legs. This is a cat. It's got two eyes. This is a cow. It's got two ears.* Each time, tell a student to ask a question about the colour and then tell another student to answer.
- For extra practice, ask students to turn back to page 26. In pairs, ask them to ask and answer about the animals. Walk around the class, helping as necessary.

Wrap Up

- Give students paper, pencils and crayons.
- Say *Listen and draw.* Describe yourself as an animal, for example, an orangutan. Say *I'm an animal. My body is big. I've got one head. I've got two eyes. Questions?* Wait for students to put their hands up and ask a question such as *Are they big?* Say *No, they're small. Questions?* (Are they blue?) *Yes, they are. I've got two arms. I've got two legs. I like fruit. I'm orange.*
- When they finish, ask them to share their pictures with the class and describe them. Finally, show them a photo of an orangutan.
- If time allows, repeat with another animal, for example, a lizard.

Additional Practice: Workbook page 56, Online Practice

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LESSON 4 Phonics

In this lesson, students will:

- identify and write upper- and lowercase forms of *W, X, Y* and *Z*.
- identify and pronounce sounds associated with the letters *W* (/w/), *X* (/ks/), *Y* (/j/) and *Z* (/z/).

Resources: Audio Tracks 89–91; Classroom Presentation Tool; Flashcards 65, 97–99; Workbook page 57; Workbook Audio Track 38; Online Practice

Materials: alphabet pasta/letter stickers/small pre-cut letters/plastic letters (for example, fridge magnets), glue, paper, timer (all optional)

Warm Up

- Write the letters of the alphabet up to *V* on the board. Leave space between the letters. Ask students to 'teach' you the alphabet by saying each letter before you write it.
- Ask the class what sound the letter *A* makes. Then ask if anyone in the class has a name starting with that sound. If so, put a mark by the letter *A* for each student whose name starts with /æ/. Repeat with the rest of the letters.
- Finally, count the marks by each letter to see which sounds are most popular for students' names.
- Point to each of the most popular letters. See if students can remember classmates' names that start with that letter.

1

- Ask students to open their books to page 57. Show the flashcards for *water*, *box*, *yo-yo* and *zebra*.
- Write the letters *W*, X, *Y* and *Z* on the board. Point to them, saying *Let's learn new letters and sounds. Listen.* Play **TR: 89**. Point to each flashcard (or hold up a copy of the Student's Book and point to each photo) as students hear the letter, sound and word.
- Play **TR: 89** again. Ask students to point to the photos in their books and repeat each letter, sound and word.
- Play **TR: 89** for a third time and check their pronunciation.

  Extra Support Tell students to watch you closely. Say the letters, sounds and words, exaggerating your mouth movements. Ask students to copy your mouth movements as they repeat after you.

  Script for TR: 89 *W* /w/ *water, X* /ks/ *box, Y* /j/ *yo-yo, Z* /z/ *zebra*

2

- Make sure each student has got a pencil. Hold up page 57 of the Student's Book and say *Let's write.* Model putting your pencil at the starting point for the letter *W* and tracing in the direction of the arrows. Then say *Now you write.*
- Walk around the room to offer help as needed. Make sure students are holding their pencils correctly.
- Ask students to continue writing the letters *X, Y* and *Z*. Be sure to point out the correct order for the strokes of *W* and *w*.

3

- Direct students' attention to the picture at the bottom of page 57. Say *Look and listen.*
- Play **TR: 90**. Hold up a copy of the Student's Book and point to the parts of the picture as they are mentioned.
- Play **TR: 90** again. Ask students to chant as they point.
- **Extra Challenge** Ask individuals to repeat a line of their chant as their classmates point to the parts of the picture.

  Script for TR: 90
  /w/, /w/, /w/ *Webster wants water.* /w/, /w/, /w/
  /ks/, /ks/, /ks/ *Max looks in the box.* /ks/, /ks/, /ks/
  /j/, /j/, /j/ *Yasmin plays with her yo-yo.* /j/, /j/, /j/
  /z/, /z/, /z/ *Zara has a zebra.* /z/, /z/, /z/

4

- Point to the letters *Ww* and ask *What letter?* Then ask *What sound?* Give students the four choices (in a random order) if they need help answering these questions.
- After reviewing the sounds and letters, say *Let's listen and match.* Play **TR: 91**. Ask students to draw a line from each pair of letters to the correct dot on the picture. Model the first one if necessary.
- You may want to play **TR: 91** again and ask students to check their answers.

  Script for TR: 91 /w/ *water,* /ks/ *box,* /j/ *yo-yo,* /z/ *zebra*

Optional Activity 1

- Put students in groups of four at a table. Give each student a piece of paper and glue, and place a pile of alphabet pasta on the table. Ask each student to find the letters of the alphabet and glue them on the paper in alphabetical order.
- NOTE: If alphabet pasta isn't available, alphabet stickers or small pre-cut letters would be a good alternative.
- Ask each student to then find the letter that corresponds with the first letter of his/her name and circle that letter (or colour it with a coloured pen).

Optional Activity 2

- Put students into pairs. Give each pair a handful of alphabet pasta or toy/craft alphabet letters.
- Ask students to take turns closing their eyes and choosing a letter. Then instruct them to open their eyes, name the letter and say the sound that goes with the letter. Set a timer for one minute and see which pair can collect the most letters.

Wrap Up

- Start drawing a zebra on the board. Say *Look – what word is it?* Ask students to call out the word when they recognize the picture. Ask *What sound is it?* (/z/) Repeat with other phonics words from this lesson.
- You may want to ask students to bring in a favourite stuffed animal for the next lesson.

Additional Practice: Workbook page 57, Online Practice

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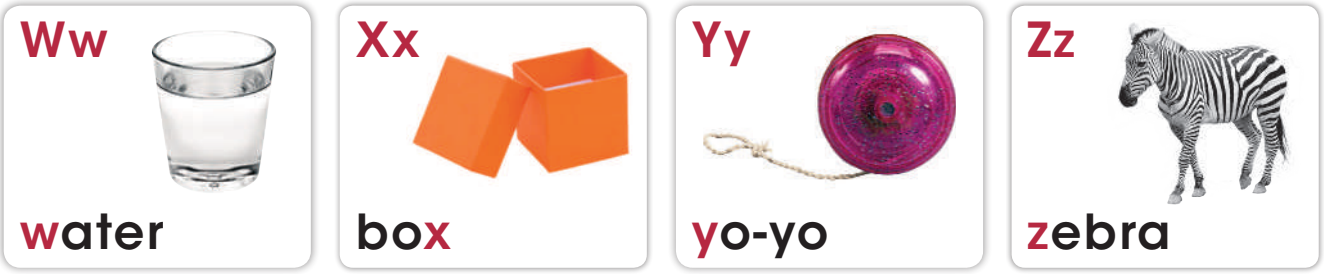
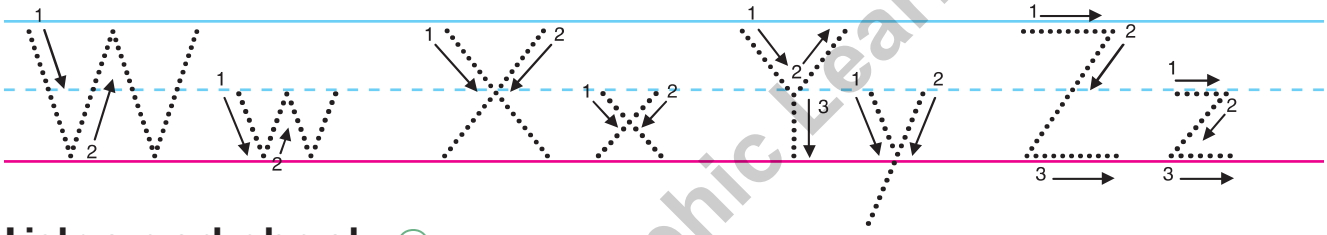
1 Listen, point and repeat. TR: 89



2 Join the dots.



3 Listen and chant. TR: 90

4 Listen and match. TR: 91

Ww Xx Yy Zz

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LESSON 5

Video and story

1 Watch and match. ▶ Video 8

Rhiane

Yurara

ABOUT THE VIDEO

In this lesson's video, two children describe their favourite characters: Pikachu and Mafalda. Pikachu is a Japanese creature in the Pokémon universe. Pikachu appears in popular video games, animated TV shows and films, comic books and merchandise. Pikachu is a small animal that's got assets relating to electricity. It's got a lightning-bolt-shaped tail, and the round, red pouches on its cheeks can shoot out sparks.

Mafalda is a 6-year-old girl who features in an Argentine comic strip, as well as in an animated cartoon series and a book. Though she often uses her intelligence to outsmart her parents and get what she wants, Mafalda is also very caring and fights to defend her family and friends.

2 Read the Unit 8 story. Circle. TR: 92

VALUE Be kind.

Do the Unit 8 Value activity in the Workbook.

GAME 4 Look at p. 59. Cut and play.

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LESSON 5

Video and story

In this lesson, students will:

- watch a video about popular characters.
- read and listen to a story about being kind.
- identify the value *Be kind*, Lesson 5

Resources: Video 8; Audio Track 92; Classroom Presentation Tool; Flashcards 65, 97–99; Workbook page 58; Online Practice

End-of-Unit Resources: Anthology Story 4, Anthology teaching notes (page 99), Worksheet S.8, Unit 8 Test, ExamView Assessment Suite

Materials: students' favourite stuffed animals (optional); paper plates, scissors, markers, coloured paper, glue, tape, paints and wooden craft sticks to make masks (optional); two toys (for example, a robot and a teddy bear)

Warm Up

- Display the flashcards for *water*, *box*, *yo-yo* and *zebra*.
- Review the sounds from the previous lesson for *W*, *X*, *Y* and *Z*. Say */w/* and point to the *water* flashcard. Continue with the rest of the letters several times and ask students to repeat the sounds. Repeat with the letter names.
- If you've got students whose names have got the /w/, /x/, /j/ and /z/ sounds anywhere in their names, say the names of all the students. Ask students to put their hands up when they hear a name that includes these sounds.

1

- Ask students to open their books to page 58. Say *Let's watch.* Play **Video 8**, pausing after *What's his name?* Point to a boy in the class and ask *What's his name?* After students respond, point to a few more boys and ask the same question. Then point to a girl and ask *What's her name?*, emphasizing *her* over *his*. Repeat this with several girls.
- Then say *Let's find out about the characters.* Continue playing the video. After Yurara's description, pause on the image of Pikachu. Point and ask *What's this?* (It's Pikachu.) *What colour is it?* (It's yellow.) Point to its eyes and say *It's got two eyes. Are they green?* (No, they aren't. They're black.)
- Continue playing **Video 8**. Pause on the image of Mafalda at the end of Rhiane's description. Point and ask *What colour is her hair?* (brown) *What colour are her eyes?* (black) *Are they big?* (No, they aren't. They're small.) *What's this?* (a nose) *Is it big?* (No, it isn't. It's small.) *Is she happy or sad?* (happy)
- Say *Let's match. Who does Yurara like?* Play the video again, pausing after *small yellow feet*. Help students draw a line from Yurara to the photo of Pikachu. Ask individual students *Do you like Pikachu?*
- Continue with the rest of the video and do the matching for Rhiane.
- Say *Now check.* Play **Video 8** again. Ask students to confirm that their answers are correct.

The script for **Video 8** *is on page 126.*

Optional Activity 1

- Ask students to take out a favourite stuffed animal. Guide individual students through a conversation, such as the one they watched in the video.
- Choose a student's stuffed animal to model. Ask *What's [her] name? Tell me about [her]. [She] has got …* Then put students into pairs to describe their stuffed animals.

2

- Before you begin, remove the copy of the Unit 8 Story Book (see pages 88–89). Fold the page to create the book. Hold the book up and point to the title. Say *This book's called* The masks. *Let's read.*
- Walk around the room. Help students find, remove and fold the Unit 8 Story Book in the back of their book.
- Once students are ready, say *Listen.* Play **TR: 92**, holding your book up as you do. Point to the pictures as students listen to the conversation.
- You may want to play **TR: 92** again, pausing to allow students to repeat the conversation aloud.
- **Value: Be kind** Say *The value of this lesson is* Be kind. Hold up the story book and point to page 4. Say *The boy's mask is strange!* Mime pointing at the mask and laughing. Then stop and shake your head. Say *No, that is not kind. The girl says, 'I like your mask!' She is kind.* Add emphasis to the words *kind* and *not kind*. Then ask students to mime some examples of being kind. For additional practice, ask students to complete the activities on page 58 of the Workbook.
- Ask students to circle the face on page 58 that shows how they feel about the book.
- Ask students to take the book home at the end of the lesson and show the book to a parent or another adult. Tell them to ask that adult to sign the book in the signature box, showing that the student has told the story to him/her.

Optional Activity 2

- Ask students to make masks. Hand out paper plates and crayons or markers. Students can use coloured paper and paint to decorate the masks. They can also glue or tape on wooden craft sticks for handles.
- Put students into pairs. Ask students to draw facial features.
- While they work, tell pairs to ask and answer questions about their masks: *What's this?* (It's a nose.) *What colour is it?* (It's yellow.) *What are they?* (They're eyes.) *How many eyes?* (seven) *Are they blue?* (No, they aren't.) *Are they green?* (Yes, they are.) Ask students to share completed masks with the class.

Wrap Up

- Say *Today we learnt a value:* Be kind.
- Place two toys at the front, such as a robot and a teddy bear. Say to the robot *Your [shoes are red]. I don't like [red].* Then say to the teddy bear *I like your [hat]. That's a nice [hat].* Ask *Who am I kind to?* (teddy bear) Invite students to demonstrate other ways to be kind.

Additional Practice: Anthology Story 4, Worksheet S.8, Workbook page 58, Online Practice

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Review: Units 7–8

In this lesson, students will:

- cut out and put together a robot puzzle.
- play a game to review Units 7 and 8.

Resources: Classroom Presentation Tool; Flashcards 65, 78–99; Workbook pages 59–60; Workbook Audio Track 39; Online Practice

Materials: scissors, a bag or box (one for each pair or group), a blindfold (optional), tape (optional)

Warm Up

- Ask students to take out their books and look back through Units 7 and 8 for one minute.
- Ask *What words and phrases have we learnt?* Use the flashcards to review the words from Units 7 and 8. Ask students what words they know for family members and parts of the body. Display the flashcards on the board as they answer, until all the flashcards are on the board. Say *Well done! You know a lot of words!*
- Ask *What letters and sounds have we learnt?* Use the flashcards for *sun, tea, umbrella, van, water, box, yo-yo* and *zebra* to review the letters, sounds and words for *S–Z*. Write the letters *S–Z* on the board. Ask students if they can remember the letter name, the letter sound and the word for each letter. Display the flashcards on the board as they answer. Say *Well done! You know a lot of letters and sounds!*
- Ask *What values have we learnt?* If students have got their Story Books for Units 7 and 8 in class, ask them to take them out and look at them. Remind them of the values *Help others* and *Be kind*.

Game 4

- Ask students to open their books to page 59. Hold up a copy of the Student's Book and point to the robot. Ask students to tell you what it is and name the parts of its body. Remind students, if necessary, to use *a* and *an* (a leg, an ear).
- Say *Let's cut!* Hand out scissors and ask students to cut out the robot and then each body part, along the dotted lines. Walk around and help as necessary.
- Put students into pairs or small groups. Give each pair or group a bag or box. Tell them to put their robot puzzle pieces in the box or bag, except for the torso of the body, which they should keep on their desks.
- Hold up the torso and say *It's a body.* Ask each student to place their torso piece in front of them.
- Ask students to take turns taking out one body piece at a time, saying *I've got [an ear]*. Ask them to place the pieces in the correct place on the body, to put the robot together.
- If they take out a piece that they already have got enough of, instruct them to say *I've got [two heads]/[three arms]!* and then put the piece back in the bag/box. The turn then goes to the next player.
- The first one to complete the robot wins the game.
- At the end, ask students to name the parts of the face: *eyes, nose, mouth*.
- The game can be played again. Alternatively, you can ask students to glue the pieces on a separate piece of paper to take home.
- **Extra Support** Sit with pairs or groups as they play. Help them with the language.

Optional Activity 1

- Collect a few sets of robot puzzle pieces and use them in a crazy robot game.
- Place the pieces in a box or bag, except for the torsos. Display one torso on the board.
- Blindfold one student and let him/her take out a puzzle piece from the box or bag. Put a piece of tape on the piece. Then ask him/her to walk to the board and try to place the puzzle piece in the correct place. Ask the student to take the blindfold off, point to the piece he/she just placed and say the body part.
- Repeat with other students until the robot has got many arms, legs and heads.
- **Extra Challenge** Ask the student to guess what the piece is (It's a leg.) and let the class respond (Yes, it is./No, it isn't.) before he/she heads for the board.
- **Extra Support** Let the student choose and see the puzzle piece before blindfolding him/her.

Optional Activity 2

- Ask students to help you place all the Unit 7 and 8 flashcards around the room.
- Divide the class into two groups and get them to do a flashcard hunt. Point and say *Group 1, find family members – for example,* mum. *Group 2, find parts of the body – for example,* head. *Ready? Go!*
- Ask the groups to gather all the flashcards for their category and bring them to the front. Ask the groups to take turns holding up their flashcards and saying the words.

Wrap Up

- Play a flashcard memory game. Show five flashcards in succession and ask the whole class to say the words. Then ask *Can you remember?* Ask the class to repeat the items, in order, from memory. Repeat with five different flashcards. Continue until each flashcard has been used, or as time allows.
- As a variation, you may point to individual students and ask a different student to say each item in the sequence.
- **Extra Challenge** Increase the number of flashcards you show each time. See how long a sequence the students can remember!

Additional Practice: Workbook pages 59–60, Online Practice

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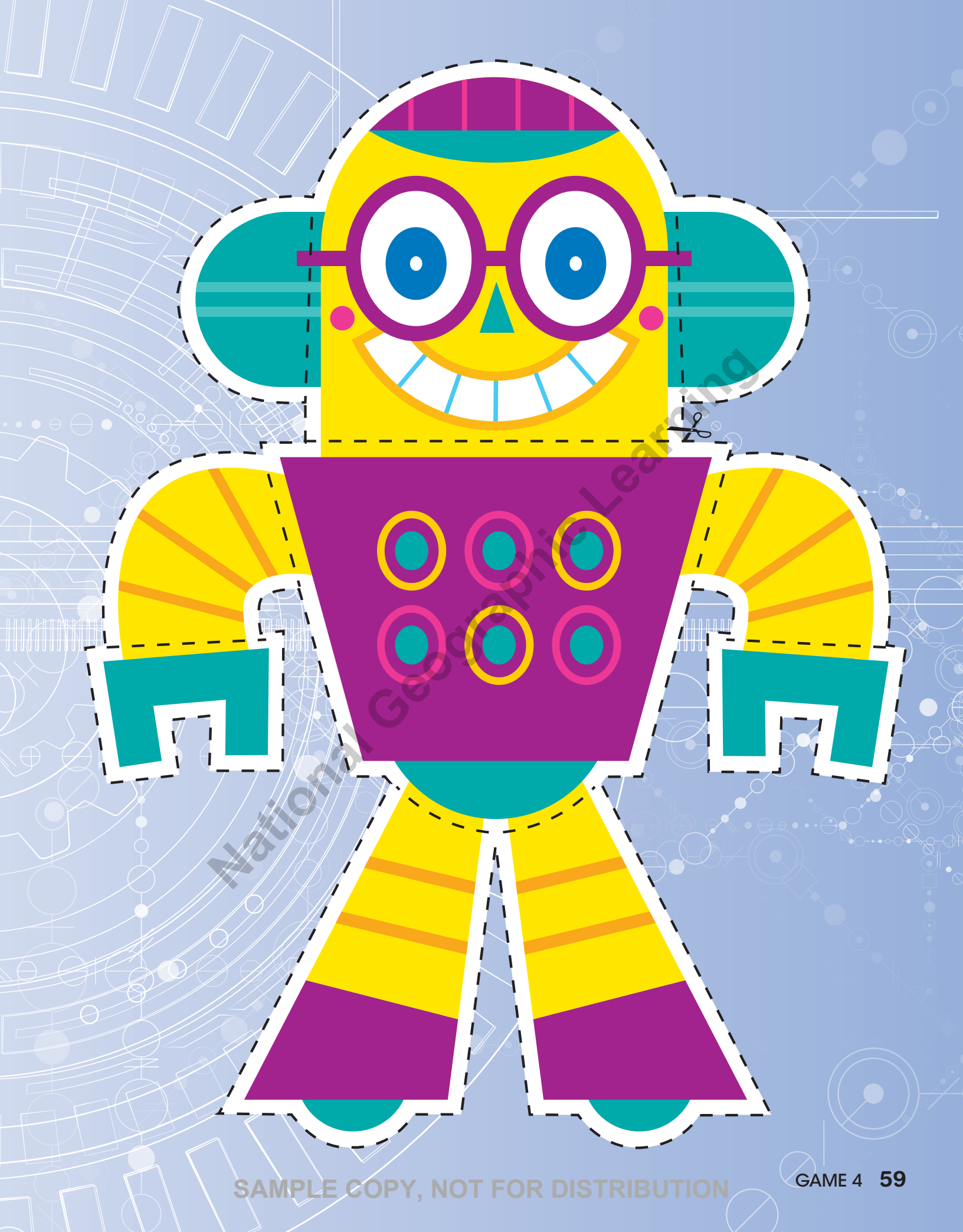

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UNIT 9 My clothes

In this unit, students will:

- identify clothing items.
- talk about their clothes using *Here is my [shirt]* and *Here are my [socks]*.
- describe their own and other people's clothes using *My [hat] is [blue]* and *Your [shirt] is [orange]*.
- sing a song about clothes.
- distinguish the sounds for the letters *B* (/b/) and *P* (/p/).
- watch a video about special clothes.
- read and listen to a story about washing clothes.
- identify the value *Forgive*.

Language

Words

dress, hat, shirt, shoes, shorts, skirt, socks, trousers

Grammar

- *Here is my [shirt]. Here are my [socks].*
- *My [hat] is [blue]. Your [shirt] is [orange].*

Phonics

/b/ **b**ear
/p/ **p**ear

Reading

The sock

Twenty-First Century Skills

Collaboration

Complete a maze with a partner, Lesson 2

Communication

Talk about a picture, Unit Opener

Creativity

Colour and talk about pictures, Lesson 5

Critical Thinking

Identify the value *Forgive*, Lesson 5

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In the Unit Opener, students will:

- respond to a photo of children's clothing.

Resources: Home School Connection Letter, Classroom Presentation Tool, Workbook page 61

Materials: photos of people wearing interesting clothing

Introduce the Theme

- Say *Hello* to students. Encourage them to say *Hello* back to you. Then to one student, say *Hello, [Aya]. How are you?* Encourage him/her to respond *I'm fine, thank you.* Then prompt students to turn and greet several classmates.
- To introduce the theme of clothing to the class, bring photos of people wearing interesting clothing. These could be national costumes, local native dress, high fashion or other eye-catching clothing that captures students' attention.
- Show one of the photos. Point to the various items of clothing. Talk about the colours. Say *It's [red]. What colour is it? Are they [blue]?* Then, gesturing to the clothing in general, say *Clothes.* Repeat this with the other photos.
- Gesture to your own clothes and say *My clothes.* Ask students to repeat this phrase. Say it again. Then point to each individual item of clothing you're wearing and name its colour.
- **Extra Challenge** Ask students to work in pairs to gesture to themselves and say *My clothes.* They can also point to each individual item and name its colour.

Use the Photo

- Ask students to open their books to page 61.
- **Do the Activity** Read the instructions in the Student's Book aloud. To answer the question, students may suggest *brother/boy* and *sister/girl*, as well as the colours of the clothing, houses and other items in the background of the picture.
- To encourage students to talk further about the photo, point to the boy's arm and ask *What's this?* Do this for all the parts of the body. Then ask them to talk about the photo in pairs, pointing and saying what they see. This activity can be used to review colours and the sizes *big* and *small*.
- Point to the boy's hat. Ask *Do you like it? Have you got one?* Ask students if they like the children's outfits and whether they've got any similar items of clothing themselves.
- You may choose to ask students to do the drawing activity in the Workbook, on page 61: students draw their favourite socks. Walk around the class as students draw. Encourage them to tell you about their favourite socks, naming shapes or colours as they're able. Ask some students to share their pictures with the class.

TEACHER TIP

Help teach five- and six-year-olds to be independent. There are many ways they can take responsibility for themselves and their actions. They can be responsible for keeping the classroom clean, unpacking their schoolbags in the morning, cleaning up after themselves and packing up in the afternoon. You may want to assign specific responsibilities to individual students. For example, each week you could choose two equipment monitors to help you hand out and collect items such as scissors and glue. You could also choose two board monitors who will clean off the board at the end of the lesson. Set and maintain high expectations. Most children this age will rise to the occasion.

Additional Practice: Workbook page 61

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UNIT 9

My clothes

ABOUT THE PHOTO

A Japanese boy and girl set off wearing distinctive, colour-coordinated clothes. Unusual items include the boy's cap, the girl's baseball cap and her oversized shirt.

Hundreds of years ago in many cultures, males and females both wore gown-like clothing, and children were often dressed as miniature adults. The distinctions for adults and children – as well as males and females – developed over time. In the West in the 19th century, children wore white because it was easy to bleach clean. When pastel colours became available, pink and blue were used to differentiate between boys' and girls' clothing – but pink was typically designated for boys and blue for girls. It wasn't until after World War II that pink became associated with girls, and blue with boys. Nowadays, distinctions of gender symbolism in fashion have blurred, and many children simply wear what they enjoy.

Look. What can you see?

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LESSON 1

Words

1 Listen and point. TR: 93

dress hat shirt shoes shorts skirt socks trousers

2 Listen and repeat. TR: 94

3 Listen and circle. TR: 95

1

2

3

4

5

6

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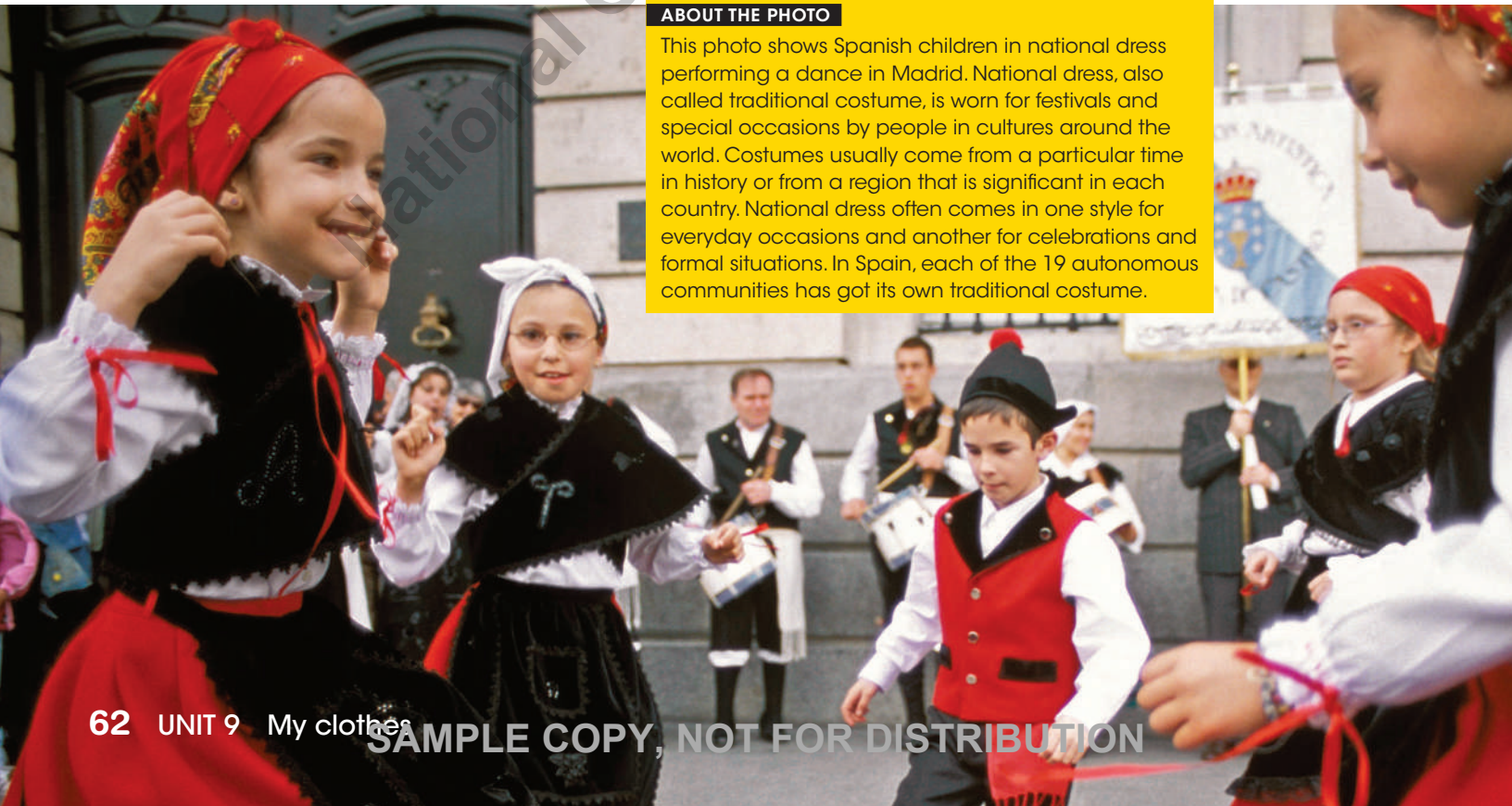

ABOUT THE PHOTO

This photo shows Spanish children in national dress performing a dance in Madrid. National dress, also called traditional costume, is worn for festivals and special occasions by people in cultures around the world. Costumes usually come from a particular time in history or from a region that is significant in each country. National dress often comes in one style for everyday occasions and another for celebrations and formal situations. In Spain, each of the 19 autonomous communities has got its own traditional costume.

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LESSON 1 Words

In this lesson, students will:

- identify clothing items.

Resources: Audio Tracks 93–95; Classroom Presentation Tool; Flashcards 26, 29, 42, 44, 64, 65, 79, 80, 100–108; Workbook page 62; Workbook Audio Track 40; Online Practice

Materials: photos of people wearing interesting clothing; real or doll clothes (for all the items) and a bag to put them in (optional); (if your students wear a uniform) five or six dolls, or photos of people wearing the clothing items (ideally, each item is a different, single colour)

Warm Up

- Show a photo of people wearing interesting clothing. While gesturing to the clothing, say *Clothes.* Then take out flashcards for some non-clothing items, such as: *car, teddy bear, bird, cow, water, rice, dad, sister.* Mix a few clothing flashcards into the set.
- One at a time, show each card and ask *Clothes?* Ask students to put one hand up if it's a clothing item and both hands up if it's not.
- **Use the Photo** Ask students to open their books to page 62. Hold up a copy of the Student's Book and point to the large photo. Say *Look. Children. How many children?* (one, two, three, four, five) Point to each child and ask *Is this a [girl]?* (Yes, it is./No, it isn't.)
- Ask and answer questions about the colours. Point to each of the clothing items and ask *What colour is it?*
- Point to the smiling face of one of the girls. Ask *Is she happy?* (Yes, she is.)

1

- Point to the clothes in the main photo. Say *These are clothes. Let's look at words for clothes.* Direct students' attention to the activity. Run your finger along the row of photos and say *These are clothes.* Read the instructions aloud.
- Play **TR: 93**. Model pointing to each photo as the word is spoken.
- Play **TR: 93** again. Ask students to point to each photo as they hear the word.

2

- Point again to the Exercise 1 photos. Say *Listen and repeat.* Play **TR: 94**, asking students to repeat each word.
- Play **TR: 94** again and ask pairs or individual students to repeat the words.

  Script for TR: 94 *dress, hat, shirt, shoes, shorts, skirt, socks, trousers*
- Display the clothes flashcards on the board. Point to each one to prompt students to say the word. Ask students to close their eyes while you remove one flashcard. Then ask them to open their eyes again. Ask *What's missing?* Ask students to name the missing flashcard. Repeat with all the flashcards.

3

- Point to the activity and direct students' attention to item 1. Point to the dress and ask *Is it a dress?* (Yes, it is.) Point to the shirt and ask *Is it a dress?* (No, it isn't.) Then say *That's right. It's a shirt.*
- Make sure each student has got a pencil. Read the instructions aloud.
- Play **TR: 95**, pausing after item 1. Ask *Dress or shirt?* (dress) Say *Yes! It's a dress. Circle the dress.* Continue playing the audio. Ask students to circle the correct item of clothing each time.
- Check students' completed work as a class. Play **TR: 95** again. Ask students to say the word and point to the correct clothing item after they hear each word.
- **Extra Challenge** In pairs, ask students to say both the clothes words in each photo pair (in a random order) for their partner to point to the correct photo each time.
- **Extra Support** Ask students to work in pairs. Place less confident students with more confident students.

  Script for TR 95 *1 dress, 2 shoes, 3 trousers, 4 shorts, 5 socks, 6 skirt*

Optional Activity

- Place the following real or doll clothes in a bag, allowing students to see each item as it goes in: dress, hat, shirt, shoes, shorts, skirt, socks, trousers. (If possible, tie the shoes together so that they remain as a pair.)
- With students seated in a circle, pass the bag around. Then say *Stop!* Invite a student to reach into the bag without looking and feel for one item of clothing. Say *[Natalia], feel one thing in the bag. Guess – what is it?*
- Before the student pulls out the item, he/she must try to guess what it is and say, for example, *It's a [dress].* The student then pulls the item out and shows the class. If the guess was incorrect, the student says the correct name of the clothing item. Whether the guess was right or wrong, the student puts the item back in the bag, shakes the bag and passes it to the next student. Continue as long as time permits.

Wrap Up

- Model a guessing game. Close your eyes and pretend you are thinking hard. Then say *He's got a red shirt.* Open your eyes and look from student to student, finally pausing on a boy with a red shirt. Point to the boy and say it again: *He's got a red shirt.* Ask students to repeat.
- This time, encourage students to guess who you are thinking of. Say *She's got a blue dress.* Encourage students to guess who the student is. When they guess correctly, ask them to repeat the sentence.
- NOTE: If your students wear uniforms, bring in five or six dolls or photos of people wearing different coloured clothing and play the guessing game in the same way.

Additional Practice: Workbook page 62, Online Practice

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LESSON 2 Grammar

In this lesson, students will:

- talk about their clothes using *Here is my [shirt]* and *Here are my [socks]*.

Resources: Audio Track 96, Classroom Presentation Tool, Flashcards 100–107, Workbook page 63, Workbook Audio Track 41, Online Practice

Materials: real or doll clothes; extra pictures of clothing items (optional – for larger classes); paper dolls and sets of clothing (one per student) (optional); a set of playing cards (one set per student); scissors

Warm Up

- Before students enter the room, place real clothes, doll clothes, or flashcards of clothes around the room: *dress, hat, shirt, shoes, shorts, skirt, socks, trousers*. For large classes, place more than one of each, using extra pictures as necessary. These can be in plain sight or slightly hidden to make it more challenging.
- In pairs, ask students to look for and collect as many clothing items as they can find.
- When all the items have been found, ask each pair to tell the class what they found.

1

- Ask students to open their books to page 63.
- Point to your ear and say *Listen.* Play **TR: 96**, pointing to the characters as they speak.
- Say *Listen and repeat.* Play **TR: 96** again and prompt students to repeat the statements.
- Point to your own shirt or skirt and say *Here is my [shirt].* Then say *Here are my shoes.* For each, emphasize *is* and *are*. Explain that *are* is used for plural items – including trousers and shorts, because they've got two legs. Say *Here is ...* and *Here are ...* with each of the different clothing items. Emphasize the plural *s* when you say *shorts* and *trousers*.
- Ask students to point to their own clothing items and say what they are. Help them with *Here is* and *Here are* as needed.
- NOTE: Explain that *Here's* is another way to say *Here is*.

2

- Point to the boy and girl in their pyjamas. For each, ask *Boy or girl?* Point to the school at the centre of the maze and ask *What is it?* (a school) Say *That's right! Let's help them get ready for school.*
- Put students into pairs, with one helping the boy and the other helping the girl. Model the activity by drawing a line from the boy to the first item: shorts. Say *Here are my shorts!*
- Ask students to go through the maze, taking turns and saying sentences.
- Walk around listening as students play. Sit and play with any pairs who are struggling.
- When they finish the maze, ask individual students to point to each clothing item and say the correct sentence for it with *Here is/are*.
- **Extra Challenge** Ask students to look at the maze for one minute and then try to remember the route through the maze, saying the sentences from memory. Instruct their partner to look at the book to check.
- **Extra Support** Ask students to draw a line joining each of the clothing items in the maze before they begin the speaking activity.

Optional Activity 1

- Prepare paper dolls and a set of cut-out doll clothing items for each student. You can find many doll and clothing templates on the Internet.
- In pairs, ask students to cut out their dolls and their clothing items and colour them. For variety, give different sets of clothing to different pairs of students.
- Ask them to dress their dolls. As they do, ask them to tell their partner: *Here is my [hat]. Here are my [shoes]*.
- When they are ready, ask students to introduce their dolls to the class and say what each is wearing.

Optional Activity 2

- Prepare a set of playing cards by drawing or gluing photos/clip art of the clothing items into a 4 x 2 grid. Photocopy the grid so that you've got one per student. Give each student one set of the cards. (If necessary, hand out scissors and ask students to cut out the cards.)
- Put students into pairs. Ask each student to combine their cards into a single pile, shuffle them and place them facedown on the table into four rows of four.
- Explain the rules: One student turns over a card and says *Here is my [shirt]*. Then he/she turns over a second card and says a sentence. If the cards are the same, he/she keeps both cards. If they are different, he/she puts the cards back and it's the second student's turn.
- Ask students to play until all the cards are collected. Ask them to count up their pairs of cards. The player with the most pairs wins.
- Ask the student with the most cards to show the class each card and say a sentence for each one.

Wrap Up

- Invite individual students to stand up. Ask a student to point to a clothing item that he/she is wearing and say *Here is my [skirt]./Here are my [shorts]*.
- Instruct the next student to do the same but avoid saying the same sentence as the previous student. Continue until each clothing item from Lesson 1 has been mentioned.

Additional Practice: Workbook page 63, Online Practice

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1 Listen and repeat. TR: 96

2 Play and say.

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LESSON 3

Grammar and song

1 Listen and repeat. TR: 97

2 Listen and sing. TR: 98 and 99

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LESSON 3

Grammar and song

In this lesson, students will:

- describe their own and other people's clothes using *My [hat] is [blue]* and *Your [shirt] is [orange].*
- sing a song about clothes.

Resources: Audio Tracks 97–99, Classroom Presentation Tool, Flashcards 100–107, Workbook page 64, Workbook Audio Track 42, Online Practice

Materials: men's and women's clothing items for a dress-up activity (optional); crayons and drawing paper (optional)

Warm Up

- Divide the class into two teams. Use the flashcards to review clothing items and colours.
- Hold up the *shirt* flashcard. Ask the first team *'Here is …' or 'Here are …'?* (Here is …) Point to the *shirt* flashcard and say *Here is …?* Look questioningly at the first team to elicit *Here is my shirt.* Then ask *What colour is it?* (It's [blue].) Give the team a point for each correct statement.
- Alternate between the two teams until all the flashcards are used. Make sure both teams have had an equal number of turns.

1

- Ask students to open their books to page 64. Point to the main picture on the page and say *Let's talk about clothes and colours.* Then point to the boy character at the top of the page. Say *Look at his hat. What colour is it?* (blue) *Look at his shirt. What colour is it?* (orange)
- Play **TR: 97**. Ask students to point to each of the characters as they speak.
- Say *Listen and repeat.* Play **TR: 97** again and prompt students to repeat.
- Read the characters' sentences again: *My hat is blue. Your shirt is orange.* Emphasize *My* and *Your* as you do.
- Call a student to the front of the class to model examples. Hand the student a book. Looking at the student (and not the rest of the class), say *Your book is [blue].* Point to the student's book. Then hold up your own book and say *My book is [red].* Repeat with crayons, pencils or any other classroom objects. Ask a different student for each object.
- Extend to plural objects with more students: *My [pencils] are [green]. Your [pencils] are [yellow].* Ask students to repeat. Then give pairs of students sets of items (two pencils each, for example). Ask them to say their own sentences with *are,* using the items you give them.

2

- Point to the main picture and ask *What clothes do you see?* (trousers, shirts, skirt, dress, shoes, socks, hat) Then ask *What colour are the clothes?* (orange, blue, yellow, red, white, black, brown)
- Ask about the individual clothing items. Ask students to answer, first all together and then individually: *What's this?* (It's a [skirt].) *What colour is it?* (It's [yellow].) *What are these?* (They're [trousers].) *What colour are they?* (They're [red].)
- Play **TR: 98** to help students learn the tune.
- Play **TR: 98** again. Guide students through the verses of the song, pointing to the items named.
- Play **TR: 98** for a third time. Help students sing along as they point to the appropriate characters for each line. Then ask them to sing along with **TR: 99**, the instrumental track.
- To extend, divide the class into three groups. Assign each group the part of the girl, the boy or the mum.
- **Extra Challenge** Make up additional lyrics using items students are wearing as prompts. Ask students to sing the song again, using **TR: 99**.
- **Extra Support** Repeat the song until students are singing confidently.

Script for TR: 98

Girl: *Here is my shirt! Look at my shirt!*
Boy: *What colour is your shirt? What colour is your shirt?*
Girl: *My shirt is blue. My shirt is blue.*
Boy: *Here are my trousers! Look at my trousers!*
Girl: *What colour are your trousers? What colour are your trousers?*
Boy: *My trousers are red. My trousers are red.*
Mum: *Here is my dress! Look at my dress!*
Both: *What colour is your dress? What colour is your dress?*
Mum: *My dress is orange. My dress is orange.*

Optional Activity 1

- Ask students to play dress up and sing the song with new lyrics, using **TR: 99**. Bring in adult clothing items (hats, socks, shirts and so on). Ask students to put on the adult clothes over their own clothes.
- Working in groups of three, ask students to sing the parts of the mum, boy and girl, each time referring to one of the new items of clothing they've got.

Optional Activity 2

- Ask students to draw themselves in their favourite clothes.
- In pairs, ask them to talk about their pictures: *My [shirt] is [red]. My [trousers] are [green].*
- When they are ready, invite individual students to the front and ask them to talk about their pictures.
- To extend, choose one student's picture and use it as a prompt to sing the song, adjusting the lyrics to fit the picture.
- Repeat with the drawings of other students, as time permits.

Wrap Up

- Ask students to sit in a circle (or two circles for larger classes) and create a chain conversation. Start by pointing to your own shirt and saying *My shirt is [blue].* Then gesture to another student and say *Your socks are [green].*
- Ask that student to say *My socks are green. Your [skirt] is [yellow].* and gesture to another student.
- Continue the conversation until everyone has had a chance to speak or time runs out.

Additional Practice: Workbook page 64, Online Practice

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LESSON 4 Phonics

In this lesson, students will:

- review the upper- and lowercase forms of *B* and *P*.
- distinguish the sounds for the letters *B* (/b/) and *P* (/p/).

Resources: Audio Tracks 100–103, Classroom Presentation Tool, Flashcards 108–109, Workbook page 65, Workbook Audio Tracks 43–45, Online Practice

Warm Up

- Write all the letters of the alphabet on the board, first in uppercase and then in lowercase. Ask students to 'teach' you the alphabet by saying each letter before you write it.
- Challenge them by pointing to the letters in a random order and asking them to say the letter names. Do this again, but this time ask them to say the sounds.

1

- Ask students to open their books to page 65. With the alphabet written out on the board, circle the letters *Bb* and *Pp*. Tell students that they are going to listen very carefully to these letter sounds.
- Use the phonics flashcards (or the photos in the Student's Book) to focus on the target sounds. Show the *bear* flashcard and say *Bear*, emphasizing the /b/. Next, show the *pear* flashcard and say *Pear*, emphasizing the /p/.
- Say *Let's practise. Listen.* Play **TR: 100**. Point to each flashcard (or hold up a copy of the Student's Book and point to each photo) as students hear the letter, sound and word.
- Play **TR: 100** again. This time, ask students to point to the photos in their books and repeat each letter, sound and word. Monitor and check that they are pointing to the correct photo.
- Play **TR: 100** for a third time and check their pronunciation.
- **Extra Support** Show students the difference in how to create the /b/ and /p/ sounds. (/b/ is a voiced sound and /p/ is an unvoiced sound that is produced by a puff of air.) Show how lips are in the same position for both /b/ and /p/ (starting closed and then opening slightly), but that for /b/ they must vibrate their vocal chords (as they do when they hum). Ask students to put a hand on their throat and feel the vibration when they say /b/. For /p/, they don't vibrate their vocal chords, but they puff out more air. Hold a piece of paper in front of your mouth and demonstrate how the paper moves when you make the sound /p/. Ask students to use paper to help them pronounce /p/ correctly.

Script for TR: 100 *B* /b/ *bear, P* /p/ *pear*

2

- Direct students' attention to the main picture. Point to the bear and ask *What's this?* Repeat with the pear.
- Next, say *Look and listen.* Play **TR: 101**. Hold up a copy of the Student's Book and point to the parts of the picture.
- Play **TR: 101** again. Ask students to chant as they point.
- **Extra Challenge** Ask confident students to repeat a line of the chant aloud as their classmates point to the correct part of the picture.

Script for TR: 101
/b/, /b/, /b/ *Beto brings his bear.* /b/, /b/, /b/
The bear is big and blue. /b/, /b/, /b/
/p/, /p/, /p/ *Pepita picks a pear.* /p/, /p/, /p/
The pear is in the paper. /p/, /p/, /p/

3

- Point to the letters *Bb* and *Pp*. Ask *What letter?* Then ask *What sound?* Ask students to say the letters and sounds.
- Say *Let's listen and match.* Play **TR: 102**. Ask students to draw a line from the letters to the correct dot on the picture.
- Play **TR: 102** again. Ask students to check their answers.

Script for TR: 102 /b/ *bear,* /p/ *pear*

4

- Write the numbers *1–4* on the board. Next to each number, write *B* and *P*.
- Point to the activity and say *Listen and circle.* With your finger, model circling *B* and *P* on the board.
- Play **TR: 103**. Ask students to circle the correct letter for the sound they hear for item 1. Check answers and if necessary, circle the answer *B* on the board.
- Play the rest of **TR: 103** and ask students to complete the activity.
- Play **TR: 103** again and check answers together.

Script for TR: 103 *1. bear, 2. pear, 3. bin, 4. pin*

Optional Activity

- Write *B* and *P* (or *b* and *p*) on the board.
- Put students into two teams and ask them to form two lines. Choose *B* or *P*. Say the letter name, the letter sound or a word that starts with the letter. Instruct the two students at the front of each line to run to the board and touch the correct letter. Then ask them to return to the back of their respective lines.
- Continue until all the students in each line have had a chance to run to the board.

Wrap Up

- Ask students to stand in a line at the back of the room, all facing you.
- Tell students when they hear the sound /b/, to take two steps forward and when they hear /p/, to take one step back.
- Then slowly read a list of short words that start with either /b/ or /p/, such as: *bear, pin, bye, pet, beg, pack, pit, bet, back, pan, bit, pear, pie, bin, peg, ban.*
- Play until all the students reach the front of the room.

Additional Practice: Workbook page 65, Online Practice

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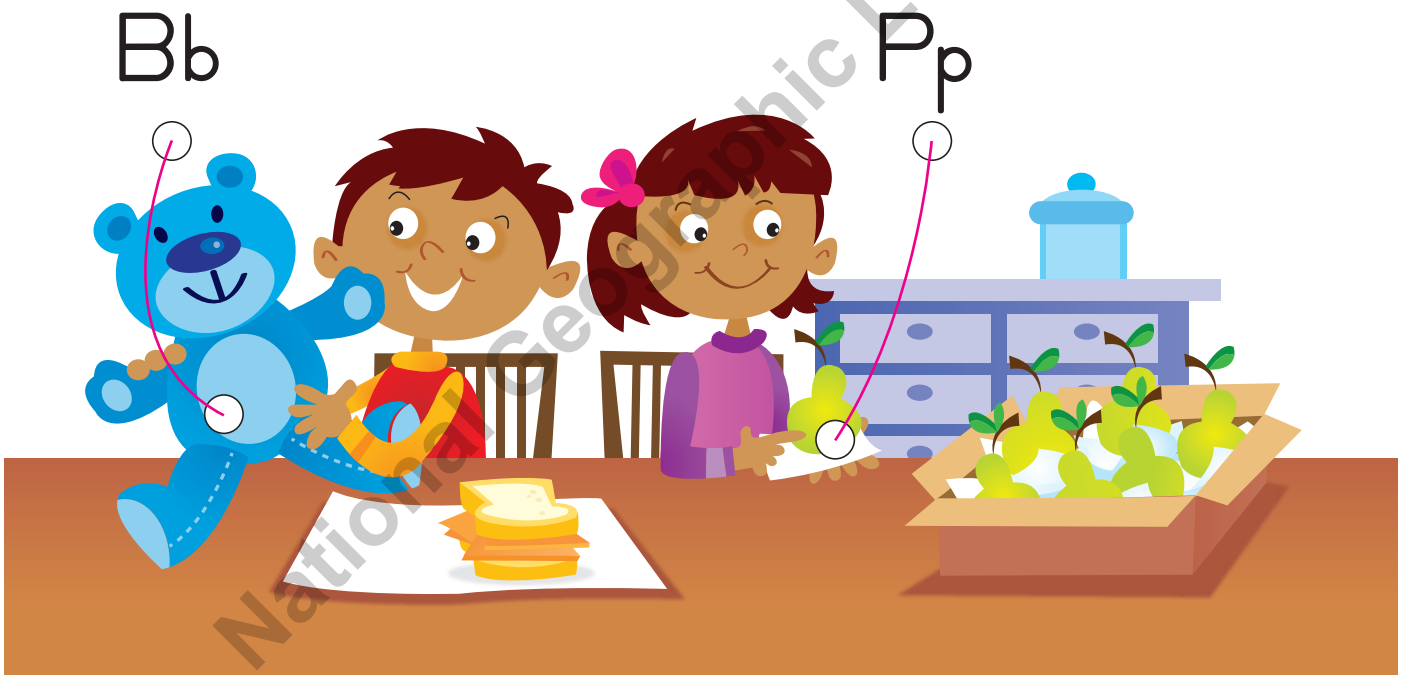
1 Listen, point and repeat. TR: 100

2 Listen and chant. TR: 101

3 Listen and match. TR: 102



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4 Listen and circle. TR: 103

1

(B) P

2

B (P)

3

(B) P

4

B (P)

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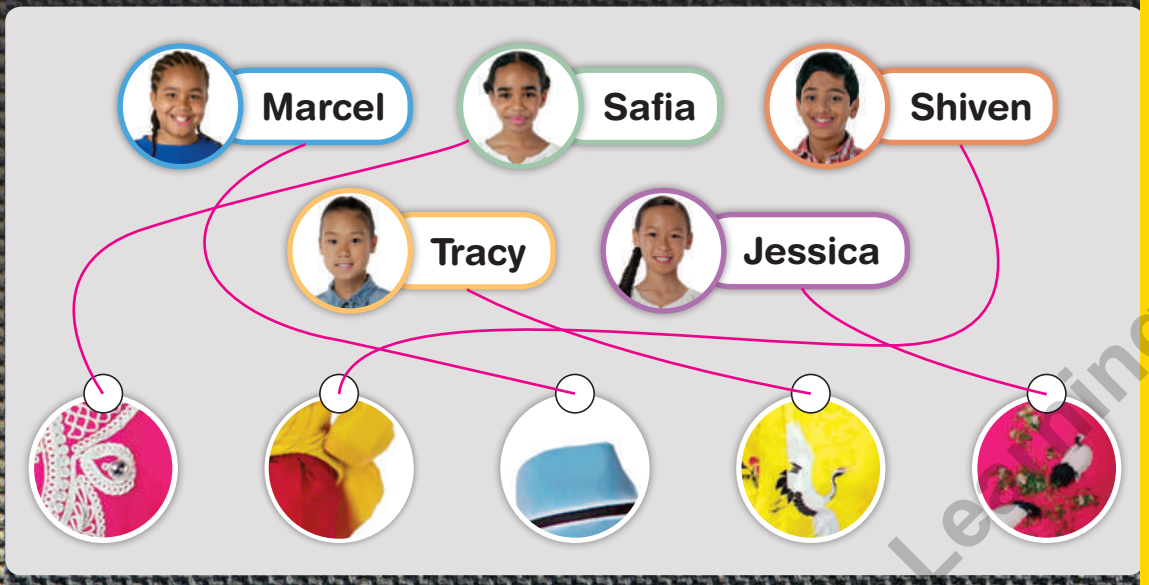
LESSON 5

Video and story

1 Watch and match. Video 9



ABOUT THE VIDEO

In this lesson's video, five children talk about their clothes for special days. Safia wears a *kaftan*, a type of tunic that has been worn by many cultures around the world for thousands of years. The first *kaftans* appeared in ancient Mesopotamia. In Morocco today, *kaftans* are usually worn by women. They can be worn in casual or formal situations, depending on the fabric and decoration used.

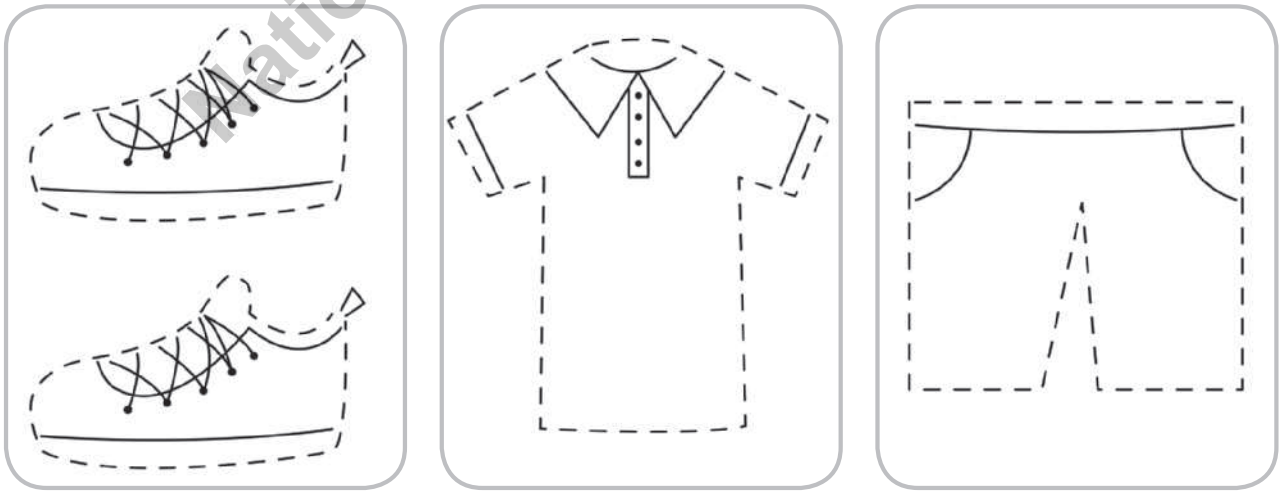
Shiven is wearing a *kurta*, which is another type of tunic. The word *kurta* means 'collarless shirt.' Versions of this outfit are worn by both men and women in India, Pakistan, Bangladesh, Nepal and Sri Lanka.

2 Read the Unit 9 story. Circle. TR: 104

VALUE Forgive.

Do the Unit 9 Value activity in the Workbook.

3 Trace, colour and say.



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LESSON 5 Video and story

In this lesson, students will:

- watch a video about special clothes.
- read and listen to a story about washing clothes.
- identify the value *Forgive*.
- trace and colour clothing items.

Resources: Video 9, Audio Track 104, Classroom Presentation Tool, Flashcards 108–109, Workbook page 66, Online Practice

End-of-Unit Resources: Worksheet S.9, Unit 9 Test, ExamView Assessment Suite

Warm Up

- Show the flashcards for *bear* and *pear*. Review the sounds for *B* and *P*. Say /b/ and point to the *bear* flashcard. Say /p/ and point to the *pear* flashcard. Ask students to repeat the sounds. Repeat, changing the order to check that students hear the difference.
- Ask students for words they know that start with /b/ (book, ball, bear, bird, big, baby) and /p/ (pencil, pear, pink). Students may suggest blends (the sound /b/ or /p/ combined with another consonant), for example: *blue, black, bread, brother, play*. This is fine, but don't model those words.
- To extend the activity, ask students to think of words that have got either of the sounds in the middle, rather than at the beginning. (/b/: rabbit, robot; /p/: grandpa)

1

- Ask students to open their books to page 66. Say *Let's watch.* Play **Video 9**, pausing after the narrator says *Tell me about your dress*. Ask students to put their hand up if they are wearing a dress. Point to a student wearing a dress and ask *What colour is your dress?* If no one is wearing a dress, point to your own shirt and ask *Is this my dress?* (no) *No. This is my shirt.* Point to a student's item of clothing and ask *Is this your dress?* Repeat with several students and different clothing items.
- Now say *Let's find out about their clothes.* Then continue playing **Video 9**.
- Say *Let's match.* Hold up a copy of the Student's Book and point to the photo of the *kurta*. Ask *Is this Safia's dress?* (no) Play the video again, pausing after Safia finishes speaking. Help students draw a line from Safia to her *kaftan*. Ask *What colour is it?* (pink and white)
- Continue with the rest of the video and do the matching, one by one.
- Say *Now check.* Play **Video 9** again and ask students to confirm their answers. Walk around the room to check their work.
- **Extra Support** Ask students to work in pairs and check that they are drawing the lines to the correct photos.

The script for **Video 9** *is on page 127.*

Optional Activity

- Guide students through a conversation similar to the one from the video. First, ask them to draw a picture of themselves in something they wear for special occasions.
- Ask each student to show the picture to the class and talk about the clothes. Say *Tell me about your [dress]. What colour is it? Is it for school? Are these your good clothes?*
- As an alternative, you may want to ask students to bring or wear these clothes to class.

2

- Show students your copy of the Unit 9 Story Book (see pages 90–91). Ask students to make their copies in the same way as in previous units. Say *This book's called* The sock. *Let's read.*
- Once students are ready, say *Listen.* Play **TR: 104**, holding your book up as you do. Point to the pictures as students listen to the conversation.
- You may want to play **TR: 104** again, pausing to allow students to repeat the conversation aloud.
- **Value: Forgive** Say *The value of this lesson is* Forgive. *When someone makes a mistake* (make an 'oh, no' face and put your hand up to your mouth), *it's kind to forgive them.* Mime forgiving, for example, by putting your hand on your heart and smiling/nodding. Hold up the story book and point to page 4. Say *The boy says, 'It's OK.' He forgives his sister.* Ask students to work in pairs to mime making a mistake and forgiving. For additional practice, ask students to complete page 66 of the Workbook.
- Ask students to circle the face on page 66 that shows how they feel about the book.
- Ask students to take the book home at the end of the lesson and show the book to a parent or another adult. Tell them to ask that adult to sign the book in the signature box, showing that the student has told the story to him/her.

3

- Point to the picture of the shoes. Ask *What are they?* Ask a student to answer. Then say *That's right. They're shoes.*
- Repeat this with the pictures of the shirt and the shorts.
- Model tracing the line with your finger on the first shoe. Ask students to trace with their finger. Then model tracing the line with a pencil, asking students to do the same.
- Ask students to work individually. Monitor and check that students are holding their pencils correctly.
- Finally, ask students to colour the pictures and then talk about them in pairs: *Here are my [shoes]. They're [red].*
- **Extra Challenge** Ask students to draw one of the clothing items freehand on a piece of paper and colour it.

Wrap Up

- Point to the clothing pictures in Exercise 3. Ask students to stand up in pairs and talk about one of the clothing items. Student A: *My shoes are [red]. Your shoes are [green].* Student B: *My shoes are [green]. Your shoes are [red].*

Additional Practice: Worksheet S.9, Workbook page 66, Online Practice

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UNIT 10 Let's play!

In this unit, students will:

- identify playtime activities.
- talk about what they are able to do using *I can [run].*
- talk about themselves and others using *I've got [twenty]. You've got [thirteen].*
- count to 20.
- sing a song using numbers to 20.
- distinguish the sounds for the letters *D* /d/ and *T* /t/.
- watch a video about favourite sports.
- read and listen to a story about a dog that wants to play.
- identify the value *Be kind to animals.*

Language

Words

climb, draw, jump, kick, paint, play, run, swim

Grammar

- *I can [run].*
- *I've got [twenty]. You've got [thirteen].*

Phonics

/d/ **d**own
/t/ **t**own

Reading

Can we play?

Twenty-First Century Skills

Collaboration

Take turns playing a game with a partner, Lesson 2

Communication

Play a card game, Game 5

Creativity

Mime a favourite activity, Lesson 2

Critical Thinking

Identify the value of *Be kind to animals,* Lesson 5

In the Unit Opener, students will:

- respond to a photo showing a girl playing with hoops.

Resources: Home School Connection Letter, Classroom Presentation Tool, Workbook page 67

Materials: pictures of children playing, (for example: climbing on a climbing frame, sliding down a slide or playing in a sandpit); several hula hoops (optional)

Introduce the Theme

- Say *Hello* to students. Encourage them to say *Hello* back to you. Then to one student, say *Hello, [Amalia]. How are you?* Encourage him/her to respond *I'm fine, thank you.* Then encourage students to turn and greet several classmates. Encourage the class to greet each other in a relaxed and natural way.
- To introduce the theme of play, show pictures of children playing, for example: climbing on a climbing frame, sliding down a slide, playing in a sandpit. For each picture, point to it and say *This is play.* Point to students and ask *Do you play?* Listen to their answers.

Use the Photo

- Ask students to open their books to page 67. Point to the girl and ask *Is this a girl?* Then still pointing to the girl, say *She's playing.*
- **Do the Activity** Read the instructions in the Student's Book aloud. Point to different parts of the picture and ask *What clothes can you see?* (dress, shirt, socks, shoes) Then point to each item individually and ask *What's this? What colour is it?* (jumper and dress – red; socks – white; shoes – black)
- Point to the other things in the photo, such as the sky, the trees, the sand and the building. For each one, ask *What colour is it?* (sky – blue; trees – green; sand and building – brown)
- Point to the girl's hoops and say *Look – hoops.* Ask *How many hoops are there?* (five) *Can you do this?* Ask students to stand up. Using imaginary hula hoops, prompt them to move their waists in a circular motion as if they are playing like the girl. If possible, take students outside during a break to play with real hula hoops.
- You may choose to ask students to do the drawing activity in the Workbook, page 67: students draw their favourite playtime activity.
- Monitor as students draw. Encourage them to tell you about their favourite activities. Ask some students to share their pictures with the class.

TEACHER TIP

To reinforce good behaviour in a quiet and positive way, keep a small marble jar on your desk. When students are quiet and working hard, drop a marble in the jar without saying anything – just the sound of the marble dropping is an attention-getter. Once the jar is filled (or the marbles have reached a line you marked on it), give the class a treat, such as singing a favourite song. A way to reward individual behaviour is to place a sticker on a student's hand when he/she is working or playing peacefully. Students can later move their stickers to a chart on the wall, one for each student. After a student gets twenty stickers, give him/her a small reward.

Additional Practice: Workbook page 67

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Let's play!

UNIT 10

ABOUT THE PHOTO

This girl is enjoying playing with wooden hoops. Playing with hoops in different ways has been popular in many cultures for centuries. In 14th-century England, a hoop craze was so energetic and widespread that it resulted in people dislocating their backs. Even heart failure was attributed to the activity! More recently, hula hoops have become popular. They were first manufactured and marketed in the United States in the late 1950s, kicking off another hip-rotating craze. The longest record for keeping a hoop spinning is 74 hours and 54 minutes, set in 2009. The most hoops twirled at once is 200.

Look at the photo. What can you see?

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LESSON 1

Words

1 Listen and point. TR: 105

climb

draw

jump

kick

paint

play

run

swim

ABOUT THE PHOTO

Children are running and jumping in sand dunes in the Thar Desert, Rajasthan, India. The boys are wearing trousers and shirts and the girl is wearing a *ghagra choli*: a long skirt with a long matching blouse over the top. Clothing in India varies from region to region depending on the cultural traditions of the wearer. Traditional clothing is worn for daily use as well as for festivals, though western clothing is also very common in cities.

2 Listen and repeat. TR: 106

3 Listen and number. TR: 107

3

1

4

2

5

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LESSON 1 Words

In this lesson, students will:

- identify playtime activities.

Resources: Audio Tracks 105–107, Classroom Presentation Tool, Flashcards 110–117, Workbook page 68, Workbook Audio Track 46, Online Practice

Materials: pictures of children playing, from the Unit Opener materials; pictures of people doing activities that illustrate the verbs from this unit, (for example: rock climbing, performing a high jump, running a race, kicking a football, swimming); a blindfold; a hand puppet

Warm Up

- Show a picture of a child playing (for example, one of the pictures you prepared for the Unit Opener) and say *This is play.*
- Say *Stand up. Let's move our bodies.* Then show other pictures of people doing other activities, such as rock climbing, performing a high jump, kicking a football, running a race or swimming in a pool. Ask students to mime the activities one by one.
- **Use the Photo** Ask students to open their books to page 68. Point to the large photo and say *Look. Children. They're playing.* Ask students to point and count the children with you: *One, two, three, four.*
- Ask *What clothes can you see?* (shirts, trousers, skirt or dress) Point to the clothes and ask *What colour is the [shirt]? What colour are the trousers?*
- Point to the girl and say *Look at her body.* Jump and say *Do the same.* Ask students to stand up and copy you. Point to the boy next to her and say *Look at his body.* Jump again and ask students to follow.

1

- Hold up page 68 of the Student's Book. Point to the eight small photos. Point to your ear and hold up your index finger as you say *Let's listen and point.*
- Play **TR: 105**. Model pointing to each photo as the word is spoken.
- Play **TR: 105** again. Ask students to point to each photo as they hear the word.
- Use the flashcards to practise the words. Place the flashcards around the room and say each word at random. Ask students to point to the correct card and then take that card away. Continue until all the cards have been collected.

2

- Point again to the photos in Exercise 1. Say *Listen and repeat.* Play **TR: 106**, pausing after the first word. Say *Climb* to model repeating. Gesture for students to do the same/repeat after you. Continue playing the track, prompting students to repeat each word.
- Play **TR: 106** again. Ask pairs or individual students to repeat the words aloud.
- **Extra Support** Play **TR: 106** for a third time so that students can repeat again.

  Script for TR: 106 *climb, draw, jump, kick, paint, play, run, swim*

3

- Point to the five small photos. Ask *What's this?* for each photo to elicit the five activities. (swim, jump, kick, paint, run)
- Read the instructions *Listen and number* aloud. To remind students, write numbers 1–5 on the board.
- Play **TR: 107**, pausing after the first item. Help students find the correct photo and number it. Walk around and check that students have got the correct answer. Then continue playing **TR: 107**. Ask students to number the remaining items.
- Review their answers as a class. Play **TR: 107** again. Ask students to repeat the word and point to the correct photo. Hold up a copy of the Student's Book and point to the correct photo for each item.
- **Extra Challenge** Put students into pairs. Ask them to take turns saying a number for their partner to say the corresponding word. For example: *Three. Swim.*

  Script for TR: 107 *1 jump, 2 paint, 3 swim, 4 kick, 5 run*

Optional Activity 1

- Play a miming game. Divide students into two teams. Ask them to flip a coin to decide which team begins.
- Whisper a word from the lesson to one student. Ask him/her to mime the word for his/her team to guess. When they guess correctly, it's the other team's turn.
- Alternate between Team A and Team B, giving a different student a chance to mime a word each time.

Optional Activity 2

- Place the flashcards on the floor in a random pattern. Then invite a student to the front of the classroom and put a blindfold on him/her. Ask the student to pick up one of the flashcards on the floor. The other students call out *Yes* or *No* to help guide him/her to a card.
- When the student finds a card, ask him/her to take off the blindfold. He/she has to hold the card up and say what it is.
- To make it more challenging, gently spin the student around a few times with the blindfold on before he/she begins searching for a card.
- Repeat with different students until all the flashcards are found.

Wrap Up

- Hold up a puppet and make it ask you *Show me a new word.* Then pretend to climb and encourage the class to tell you the word. (climb)
- Make the puppet ask a student *Show me a new word.* Encourage the student to mime a different item. Ask the class to say the word.
- Give clues to any items students can't remember. End by saying *Well done! Now you know a lot of new words!*

Additional Practice: Workbook page 68, Online Practice

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LESSON 2 Grammar

In this lesson, students will:

- talk about what they are able to do using *I can [run]*.

Resources: Audio Track 108, Classroom Presentation Tool, Flashcards 110–117, Spinner, Workbook page 69, Workbook Audio Track 47, Online Practice

Materials: students' spinners, paper clips, small objects for game pieces, a set of simple hand-drawn pictures of the actions from Lessons 1 and 2 (climb, draw, jump, kick, paint, play, run, swim, sing) or a set of Flashcards 110–117 for each student (optional), scissors (optional)

Warm Up

- Ask students to stand up. Say *I say a word, and you do it.*
- Say *Climb.* Ask students to pretend to climb. Repeat this with *draw*, *jump*, *kick*, *paint*, *play*, *run* and *swim*.
- Then, pretend to do the actions yourself and ask the class to call out the words.

1

- Ask students to open their books to page 69.
- Point to your ear and say *Listen.* Play **TR: 108**, pointing to the character as he speaks.
- Say *Listen and repeat.* Play **TR: 108** again and prompt students to repeat the sentence.
- Hold up the *climb* flashcard. Say *I can* and ask them to say the word *climb*. Then ask them to say the whole sentence *I can climb*.
- Then show the flashcards one by one and ask individual students to say *I can [run]*.

2

- Review the words for the activities shown on the game board. Say *Listen and point.* Then say the words in a random order. Ask students to work in pairs to point to the correct photo for each word. Make sure they are able to identify the photo for *sing*, which is reviewed in this game.
- Hold up a copy of the Student's Book. Point to the pictures in order from *Start* to *Finish*. Ask students to say the words (swim, draw, kick, sing, jump, climb, run, paint). If they ask, tell them the animal holding the start sign is a *crab* and the finish line picture is a *sandcastle*.
- Next, put students into pairs. Make sure each pair has got a spinner, a paper clip, a pencil and game pieces. Model the game with a student. Say *Let's play.* Beginning at *START*, spin the paper clip on the number spinner and count how many spaces to move your game piece. When you land on a picture, say a sentence: *I can [swim].* Then indicate that it's your partner's turn.
- Ask students to take turns spinning, moving their game piece and saying the sentence. Tell them to continue until they reach *FINISH*.
- **Extra Challenge** To personalize the game, when the first player says the sentence, tell his/her partner to ask *True or false?* Tell the first player to respond truthfully.
- **Extra Support** Place more confident students with less confident ones so that help can be provided as needed. Point to the photo of the girl singing. Remind students of the word *sing*, which they learnt in Unit 1.

Optional Activity 1

- Divide the class into eight groups (A–H). Assign one word from the game to each group: *swim*, *draw*, *kick*, *climb*, *jump*, *sing*, *run* and *paint*. Ask each group to draw a picture of their activity. Display the pictures on the board.
- Select a student from each group. Give each of these students a pencil and a piece of paper. Ask them to write all of the group letters *A–H*. Ask these eight students to walk around the room to each group, talking about their own group's activity: *I can [swim]*. Ask members of each group to say *I can [swim]* if it's true for them and put their hand up. Tell the questioner to count the raised hands and put the number by drawing dots on the piece of paper next to that group's letter. The questioners then move on to the next group. Make sure they remember to ask their own group!
- When all the questioners are finished, ask each one how many students can do each activity (for example, swim). Post the number next to the related picture on the board. Do this for all activities. To check students' work, say *I can swim. Is it true? Put up your hand.* Count the raised hands and see if it matches students' numbers.

Optional Activity 2

- Put students into pairs. Give each student a set of pictures for the words from Lesson 1, placed facedown in front of them. You can either print a set of flashcards for each student from the website or create a page of simple line drawings, photocopy it and cut out the pictures (or ask students to cut them out) to make game cards. If you are drawing the pictures yourself, you can include *sing* as well as the Lesson 1 words.
- Ask students to combine their pictures into a single pile. Tell one student to draw a card and say the sentence: *I can [swim]*. Ask the second student to draw a card and say the sentence: *I can [draw]*. If the two cards are different, ask them to put the cards back at the bottom of each pile. If they are the same, they keep the cards.
- Ask students to play until all the cards are gone. If necessary, allow students to shuffle the cards in their pile after every three or four turns.

Wrap Up

- Arrange students into a circle. Think of an activity you can do (for example, drawing) and mime it for the student next to you. He/she has to say a sentence: *I can [draw]*. Ask that student *True or false?* Listen to the response. Then it's this student's turn to mime an activity for the student next to him/her.
- Continue until everyone has had a chance to speak. For larger classes, arrange students into two circles.

Additional Practice: Workbook page 69, Online Practice

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1 Listen and repeat. TR: 108

2 Play and say.

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LESSON 3

Grammar and song

1 Listen and repeat. TR: 109

1 2 3 4 5 6 7 8 9 10 11 12

13 thirteen

14 fourteen

15 fifteen

16 sixteen

17 seventeen

18 eighteen

19 nineteen

20 twenty

2 Listen and repeat. TR: 110

3 Listen and sing. TR: 111 and 112

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LESSON 3

Grammar and song

In this lesson, students will:

- talk about themselves and others with numbers to 20 using *I've got [twenty]. You've got [thirteen].*
- sing a song using numbers to 20.

Resources: Audio Tracks 43, 109–112; Classroom Presentation Tool; Flashcards 22, 47, 118–125; Workbook page 70; Workbook Audio Track 48; Online Practice

Materials: two flyswatters (or empty paper towel rolls), one soft ball, two cardboard boxes (all optional); twenty marbles or other small items for counting

Warm Up

- Review numbers 1–12. First, ask the class to count with you, up to 12.
- Then count the students, asking them to say the numbers with you as you count and pointing to each student one by one: 1–12.
- If you've got fewer than twelve students, stop at the last student (for example, six). Then say *One, stand up. Three, stand up. Four, stand up. One, sit down. Six, stand up.* Continue like this until they have all had a chance to stand up and sit down. After going through the numbers 1–6, renumber students and continue until you have practised all twelve numbers.
- If you've got more than twelve students, keep numbering, starting again at one, until everyone has got a number from 1–12, and then play. When you say *One, stand up*, you will have more than one student standing up.

1

- Review the numbers song from Unit 4. Ask students to look back at page 28. Play **TR: 43** to remind them of the song. (See Script for **TR: 43** on page 28a)
- Then play **TR: 43** again and ask students to sing the song.
- Next, ask students to open their books to page 70. Point to the number line and say *Let's count. Listen and repeat.* Play **TR: 109**. Pause after *Twelve*.
- Point to the marbles. Say *These are marbles.* Ask *How many marbles? Listen and repeat.* Continue playing **TR 109**. Show the flashcards for 13–20 and point to them as students listen and repeat.
- **Extra Support** Before students sing the Unit 4 song, show the flashcards for *duck* and *rabbit* (or quickly draw pictures on the board). Point to the pictures to help students remember the lyrics (see page 28a in this book).

  Script for TR: 109 *one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*

2

- Point to the pictures of the characters. Say *Let's listen.*
- Play **TR: 110**, asking students to point to the character as she speaks. Make sure students understand that the female character, Kaitlyn, is talking about the basketball scores shown on the scoreboard. (She has got 20 points and the male character, Marcel, has got 13.)
- Say *Listen and repeat.* Play **TR: 110** again and prompt students to repeat. Ask them to point to the correct set of marbles in Exercise 1 (20 and 13) as they do.

3

- Hold up a copy of the Student's Book. Point to the picture of the children playing in a park. Ask *How many children?* Ask students to count. Point out the ball and ask *What's this?* Point to the two goals made out of boxes and explain that the game they are playing is like hockey. Point to the ball and say *Here's the ball.* Point to one of the flyswatters and say *This is a flyswatter.* Mime swatting flies or hold up a flyswatter if you've got one.
- Play **TR: 111** to help students learn the tune.
- Play **TR: 111** again. Guide students through the verses of the song, pausing at the end of each line or two for them to repeat.
- Play **TR: 111** for a third time and help students sing along. Then ask them to sing once more as you play **TR: 112**.
- **Extra Challenge** Only play **TR: 112** and ask students to sing the song without the support of the words.

Script for TR: 111

Girls: *We've got two, four, six, eight.*
You've got two, four, six, eight, ten.
Girl: *Now I've got more for my team.*
Eleven, twelve, thirteen, fourteen!
Girls: *Hooray! Hooray!*
Boys: *You've got eleven, twelve, thirteen, fourteen.*
We've got twelve, fourteen, sixteen.
Boy: *Now how many? I've got plenty!*
Eighteen, nineteen, twenty!
Boys: *Hooray! Hooray!*

Optional Activity

- Play the game shown in the picture on page 70. Divide students into two teams and then, together, count the number of members on each team.
- Provide two flyswatters (or empty paper towel rolls) as bats, a soft ball and two cardboard boxes as goals.
- Ask one student from each team to take a turn at playing. Place the ball in the centre of the playing area. Tell the two players to use their flyswatters to try to hit the ball into the opposite goal.
- When a player scores a goal, change batters. To move the game along, ask the rest of the students to count slowly to twenty and change players if no goals are scored by twenty.
- Don't forget to keep score on the board!

Wrap Up

- Ask students to sit in a circle around a big bowl of marbles, building bricks or other small items.
- One by one, ask each student to reach in and take a marble and count, starting with *one*.
- Continue in the circle to twenty. Then reverse the direction of play, asking students to count again, from one to twenty.

Additional Practice: Workbook page 70, Online Practice

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LESSON 4 Phonics

In this lesson, students will:

- review the upper- and lowercase forms of *D* and *T*.
- distinguish the sounds for the letters *D* (/d/) and *T* (/t/).

Resources: Audio Tracks 113–116, Classroom Presentation Tool, Flashcards 126–127, Workbook page 71, Workbook Audio Tracks 49–51, Online Practice

Warm Up

- Write all the letters of the alphabet on the board, first in uppercase and then again in lowercase. Ask students to 'teach' you the alphabet by saying each letter just before you write it.
- Challenge them by pointing to the letters in a random order and asking them to say the letter names. Do this again, but this time ask them to say the sounds.
- If you have taught students an alphabet song, you may choose to sing it with them.

1

- Ask students to open their books to page 71.
- With the alphabet written out on the board, circle the letters *Dd* and *Tt*.
- Tell students that they are going to listen very carefully to these letter sounds.
- Use the phonics flashcards (or the photos in the Student's Book) to focus on the target sounds. Show the *down* flashcard. Say *Down*, emphasizing the /d/. Next, show the *town* flashcard. Say *Town*, emphasizing the /t/.
- Point to the circled letters on the board. Say *Let's practise the letters and sounds:* D, *down;* T, *town. Listen.*
- Play **TR: 113**. Point to each flashcard (or hold up a copy of the Student's Book and point to each photo) as students hear the letter, sound and word.
- Play **TR: 113** again. This time, ask students to point to the photos in their books and repeat each letter, sound and word. Monitor and check that students are pointing to the correct photo.
- Play **TR: 113** for a third time and check their pronunciation.
- **Extra Support** Show students the difference in how to create the /d/ and /t/ sounds. Explain and demonstrate that the mouth is in the same position for both /d/ and /t/: the front teeth are close together, with the tongue at the roof of the mouth, almost touching the back of the front teeth. The tongue comes down from the roof of the mouth, the teeth move apart and air in the throat is released.
- NOTE: What is important for students to be aware of is that for /d/, they must vibrate their vocal chords, but for /t/ they must puff out more air. Ask students to put a hand on their throat and feel the vibration only when they say /d/. Then ask them to hold a piece of paper in front of their mouth and make it move as they say /t/.

Script for TR: 113 *D* /d/ *down. T* /t/ *town*

2

- Direct students' attention to the picture in Exercise 3. Say *Look and listen.* Play **TR: 114**. As students hear the chant, hold up a copy of the Student's Book and point to the correct part of the picture. Play **TR: 114** again and ask students to chant as they point.
- **Extra Challenge** Ask confident students to each repeat a line of the chant aloud as their classmates point to the correct part of the picture.

Script for TR: 114
/d/, /d/, /d/ *Dante dives down.* /d/, /d/, /d/
Dives down, down, down. /d/, /d/, /d/
/t/, /t/, /t/ *Tasha goes to town.* /t/, /t/, /t/
To town, town, town. /t/, /t/, /t/

3

- Point to the letters *Dd* and *Tt*, and ask *What letter?* Then ask *What sound?*
- After reviewing the sounds and letters, say *Let's listen and match.* Play **TR: 115**. Ask students to draw a line from the letters to the correct dot on the picture.
- You may want to play **TR: 115** again and ask students to check their answers.

Script for TR: 115 /d/ *down,* /t/ *town*

4

- Write the numbers *1–4* on the board. Next to each number, write *D* and *T*.
- Point to the activity and say *Listen and circle.* With your finger, model circling *D* and *T* on the board.
- Play **TR: 116**. Ask students to circle the correct letter for the sound they hear for item 1. Check answers and if necessary, circle *D* on the board as an example answer.
- Play the rest of **TR: 116**. Ask students to complete the activity. Play **TR: 116** again and check answers together.

Script for TR: 116 *1 down, 2 town, 3 to, 4 do*

Optional Activity

- Ask students to stand in a single line facing you.
- Tell them when they hear the sound /d/, to take two steps forward and when they hear /t/, to take one step back.
- Then read a list of words that start with /d/ or /t/, such as: *down, tip, dip, tent, din, town, tin, dent.*
- Play until all the students reach the front of the room.

Wrap Up

- Put students into two teams and ask them to form two lines. Choose *d* or *t*. Say the name for the letter *d* or *t* or the letter sound or a word that starts with the letter. Instruct the two students at the front of each line to run to the board and write the correct letter. Then ask them to return to the back of their respective lines.
- Continue until all the students in each line have had a chance to go to the board.

Additional Practice: Workbook page 71, Online Practice

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1 Listen, point and repeat. TR: 113

Dd

down

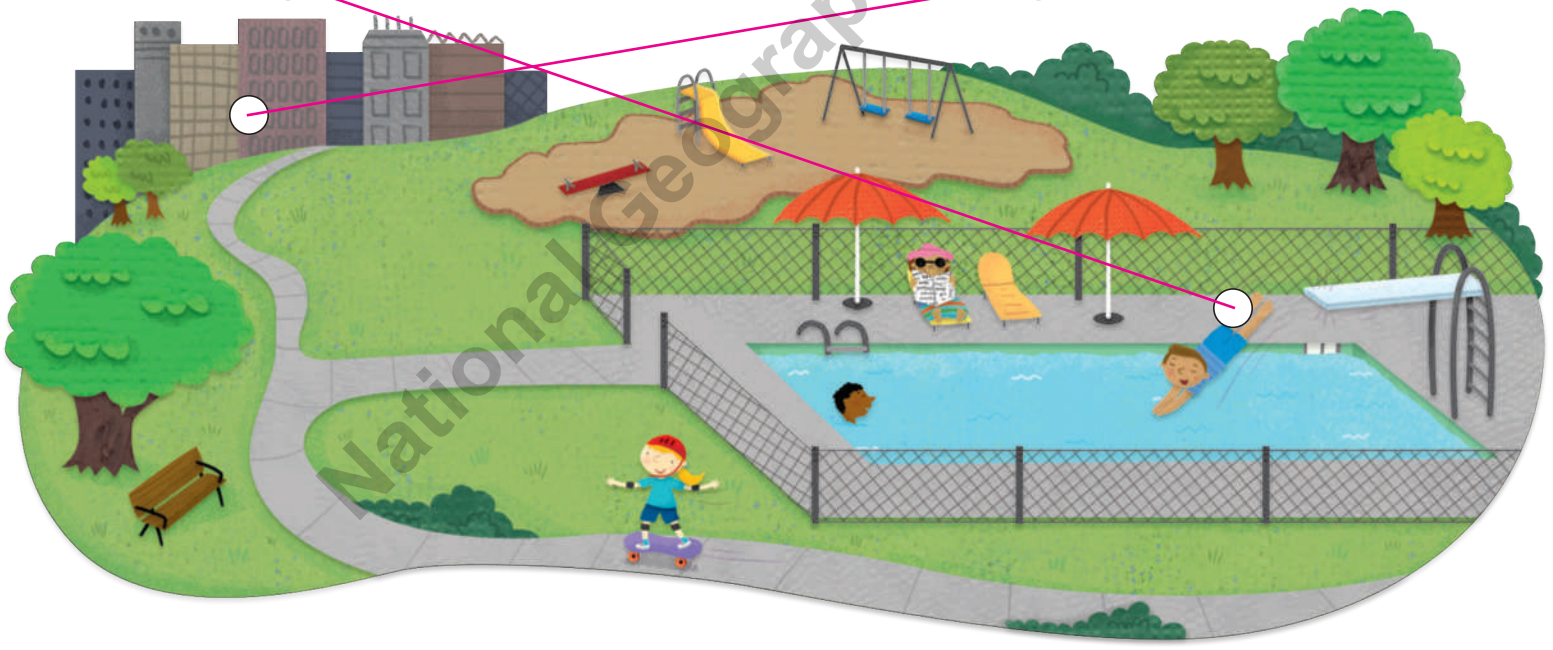
Tt

town

2 Listen and chant. TR: 114

3 Listen and match. TR: 115

Dd Tt



4 Listen and circle. TR: 116

1 (D) T

2 D (T)

3 D (T)

4 (D) T

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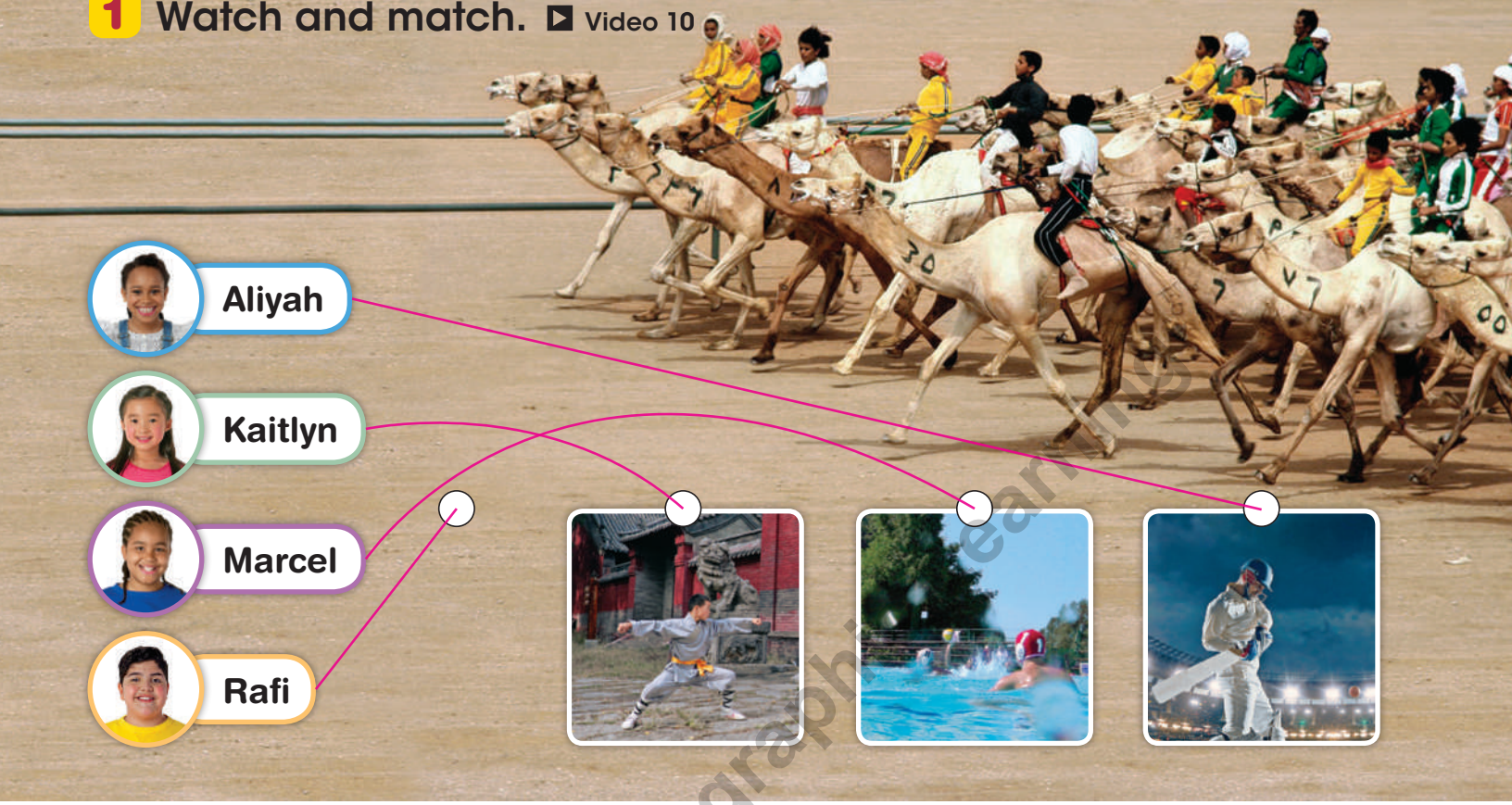
LESSON 5

Video and story

1 Watch and match. Video 10



Aliyah

Kaitlyn

Marcel

Rafi

2 Read the Unit 10 story. Circle. TR: 117

VALUE Be kind to animals.

Do the Unit 10 Value activity in the Workbook.

GAME 5 Look at p. 73. Cut, listen and play. TR: 118

ABOUT THE VIDEO

In this lesson's video, the children describe their favourite sports. Not surprisingly, football, also known as soccer, is their favourite sport above all others – after all, it's the most popular sport in the world, with 250 million players in more than 200 countries and territories. Types of football have been played since ancient times, though the modern game traces its roots to 1863 in the United Kingdom. A basic game can be played with just a ball and items to mark the goalposts, with as many or as few players as available.

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LESSON 5 Video and story

In this lesson, students will:

- watch a video about favourite sports.
- read and listen to a story about a dog that wants to play.
- identify the value *Be kind to animals.*

Resources: Video 10, Audio Track 117–118, Classroom Presentation Tool, Flashcards 126–127, Workbook page 72, Online Practice

End-of-Unit Resources: Anthology Stories 5 and 6, Anthology teaching notes (pages 100–101), Worksheet S.10, Unit 10 Test, Units 6–10 Test, Units 1–10 Test, Workbook: Cambridge English Qualifications Pre-A1 Starters practice test, ExamView Assessment Suite

Materials: photos of people playing different sports (for example: tennis, basketball, football); a ball and a toy dog (optional); two toy animals

Warm Up

- Show the flashcards for *down* and *town*. Review the sounds from the previous lesson for *D* and *T*. Say /d/ and point to the picture of *down*. Say /t/ and point to the picture of *town*. Ask students to repeat the sounds. Repeat several times, changing the order to check that students hear the difference.
- Ask students to think of words they know that start with the /d/ sound (desk, doll, duck, dog, dad) and then the /t/ sound (teacher, two, ten, teddy bear). Students may suggest blends (dress, twelve, train), which is fine, but don't model those words.
- **Extra Challenge** Ask students to think of words that have got either of the sounds in the middle or at the end. (/d/: teddy bear, bread, dad); (/t/: rabbit, skirt, shirt, fruit, hat, white)

1

- Hold up photos of people playing different sports and say *I like [tennis]. Do you like this sport?* (yes/no)
- Ask students to open their books to page 72. Say *The video is about sport. Let's watch.* Play **Video 10** to the end.
- Say *Let's match. What does Marcel like?* Point to the photo of Marcel in the Student's Book. Say *Marcel likes football – yes or no?* (yes) *What else does he like?* Point to the photos one by one and say the sports: *Kung fu? Cricket? Water polo? Camel racing?* (water polo) Play **Video 10** again, pausing at the end of Marcel's section. Help students draw a line from Marcel to water polo. Ask *Is it fun?* (yes)
- Continue with the rest of the video and do the matching, one by one.
- **Extra Support** Ask students to work in pairs and check that they are drawing lines to the correct photos.
- Say *Now check.* Play **Video 10** again and ask students to confirm their answers. Check their work.

The script for **Video 10** *is on page 127.*

Optional Activity

- Guide students through a conversation about their favourite sports, similar to the one they watched in the video. First, ask them to think of sports they like. Help them with the English words as needed. Some popular sports are football, basketball, baseball, hockey, volleyball and badminton. Draw images to represent each sport on the board.
- Ask each student to stand, one by one. Ask *What sport do you like?* Ask them to point to the correct sport from the drawings you drew on the board and say *I like [hockey].* Help students with the words as needed.
- Continue with the rest of the class, giving each student a chance to talk about a sport.

2

- Before you begin, remove the copy of the Unit 10 Story Book (see pages 92–93). Fold the page to create the story book. Hold the book up and point to the title. Say *This book's called* Can we play? *Let's read.*
- If needed, help students find, remove and fold the Unit 10 Story Book in the back of their book.
- Once students are ready, say *Listen.* Play **TR: 117**, holding your book up as you do. Point to the pictures as students listen to the conversation.
- You may want to play **TR: 117** again, pausing to allow students to repeat the conversation aloud.
- **Value: Be kind to animals** Say *The value of this lesson is* Be kind to animals. Write *Be kind to animals* on the board. Say *A person who is kind to animals never hurts an animal.* Hold up the story book and point to page 4. Say *The boy and girl play with the dog. They are kind to the dog.* Add emphasis to the word *kind.* Then ask students to demonstrate ways in which they can be kind to animals, for example: patting an animal gently or being careful not to make loud noises near an animal. Give them a stuffed animal to demonstrate this with. For additional practice, ask students to complete page 72 of the Workbook.
- Ask students to circle the face on page 72 that shows how they feel about the book.
- Ask students to take the story book home at the end of the lesson and show the book to a parent or another adult. Tell them to ask that adult to sign the book in the signature box, showing that the student has told the story to him/her.
- **Extra Challenge** Ask four pairs of students to each act out a page of the story in front of the class. You may want to give students a ball and a toy dog to use as props.

Wrap Up

- Say *In this lesson, we learnt to be kind to animals.* Divide the class into two groups. Give one toy animal to each group. Ask the two groups to think of three ways to demonstrate being kind to their toy animal.
- Ask groups to share their ideas in the class.

Additional Practice: Anthology Stories 5 and 6, Worksheet S.10, Workbook page 72, Online Practice

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Review: Units 9–10

In this lesson, students will:

- cut out and make game cards.
- play a game to review Units 9 and 10.

Resources: Classroom Presentation Tool, Flashcards 100–127, Workbook pages 73–74, Workbook Audio Track 52, Online Practice

Materials: scissors, beanbags, tape or string

Warm Up

- Ask students to take out their books and look back through Units 9 and 10 for one minute.
- Ask *What are our words and phrases?* Use the flashcards to review the words from Units 9 and 10. Ask students what words they know for clothing and activities. Display the flashcards on the board as they answer, until all the flashcards are on the board. Say *Well done! You know a lot of words!*
- Ask *What are our sounds?* Use the flashcards for *bear*, *pear*, *down* and *town* to review the sounds and words for *Bb*, *Pp* and *Dd*, *Tt*. Show each flashcard. Ask students to say the word and then the sound. Write the letters *B* and *P* (or *b* and *p*) on the board. Ask students if they can think of words that include the sounds /b/ and /p/. Repeat for *Dd* and *Tt*. Say *Well done! You know a lot of sounds and words!*
- Ask *What values have we learnt?* If students have got their Units 9 and 10 Story Books in class, ask them to take them out and look at them. Remind them of the values *Forgive* and *Be kind to animals.* Praise students for their efforts in Units 9 and 10.

Optional Activity 1

- Review numbers 1–20: write the numbers in order on the board, counting together with the class *One, two, three …* Then ask the class to continue counting as you write the numbers.
- Point to numbers at random (or hold up number flashcards) and ask the class to call them out.
- Choose two students to come to the board. Ask them to take turns pointing to the numbers for the class to call out.

Game 5

- Ask students to open their books to pages 73–74. Point to the game cards and game board. Say *It's time for a game!*
- Hand out scissors. Ask students to cut out the block of numbers to use as a game board, then cut out the individual picture cards.
- To review the words, hold up each game card and ask *What is it?* (a book, a crayon, a robot, a train, a horse, a cat, a hat, a shirt)
- Play **TR: 118**. Ask students to match each picture card to its number. For example, when students hear *Books. Twenty books*, they place the *book* card on top of the *20* square. Continue until all pictures are placed on the number squares.
- Play **TR: 118** again, but this time, instead of using the audio, call out each item and a different number, for example, *Books. Thirteen books.*
- Finally, ask students to play in pairs. Ask one player to say *Books. [Sixteen] books.* Ask the other player to match the picture to the number.
- **Extra Challenge** Ask students to draw pictures of other items to practise (for example, clothes, toys, animals) instead of the photos, and repeat the activity again.
- **Extra Support** Walk around the room while students play. Make sure they are pronouncing the numbers and the words correctly. Check that they are remembering to sound the final *s* for the plurals. If any students are struggling, sit and play with them.

Script for TR: 118

Books. Twenty books.
Robots. Eighteen robots.
Crayons. Fourteen crayons.
Cats. Seventeen cats.
Trains. Thirteen trains.
Horses. Fifteen horses.
Shirts. Nineteen shirts.
Hats. Sixteen hats.

Optional Activity 2

- Place nine of the Unit 9 and 10 flashcards on the floor in a three-by-three grid (you can make the grid using tape or string).
- Ask students to take turns throwing a beanbag. When it lands on a flashcard, ask the student to say the word and take the card.
- When all nine cards have been taken, set up more cards. Repeat the game until everyone has had a turn.

Wrap Up

- Show five flashcards in succession and ask the whole class to say the word or phrase. Then ask *Can you remember?* Ask the class to repeat the items from memory. Repeat with five different flashcards. Continue until each flashcard has been included, or as time allows.
- As a variation, you may wish to point to individual students and ask a different student to say each item in the sequence.
- **Extra Challenge** Increase the number of flashcards you show each time. See how long a sequence students can remember!

Additional Practice: Workbook pages 73–74, Online Practice

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13	14	15	16
17	18	19	20

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VALUE Be friendly.

✔ We read the story.

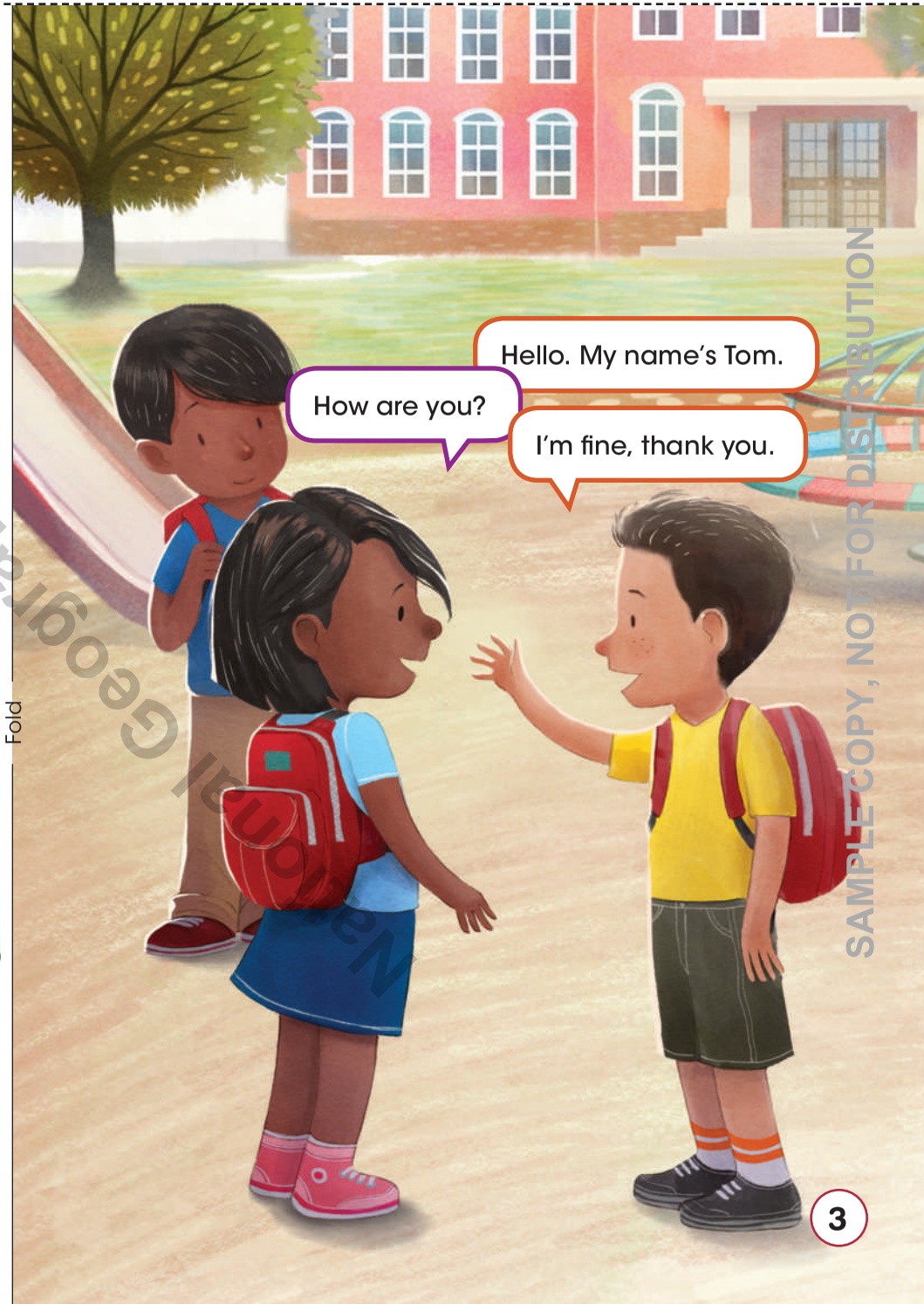
_____

Fold

Unit 1

What's your name?

Fold



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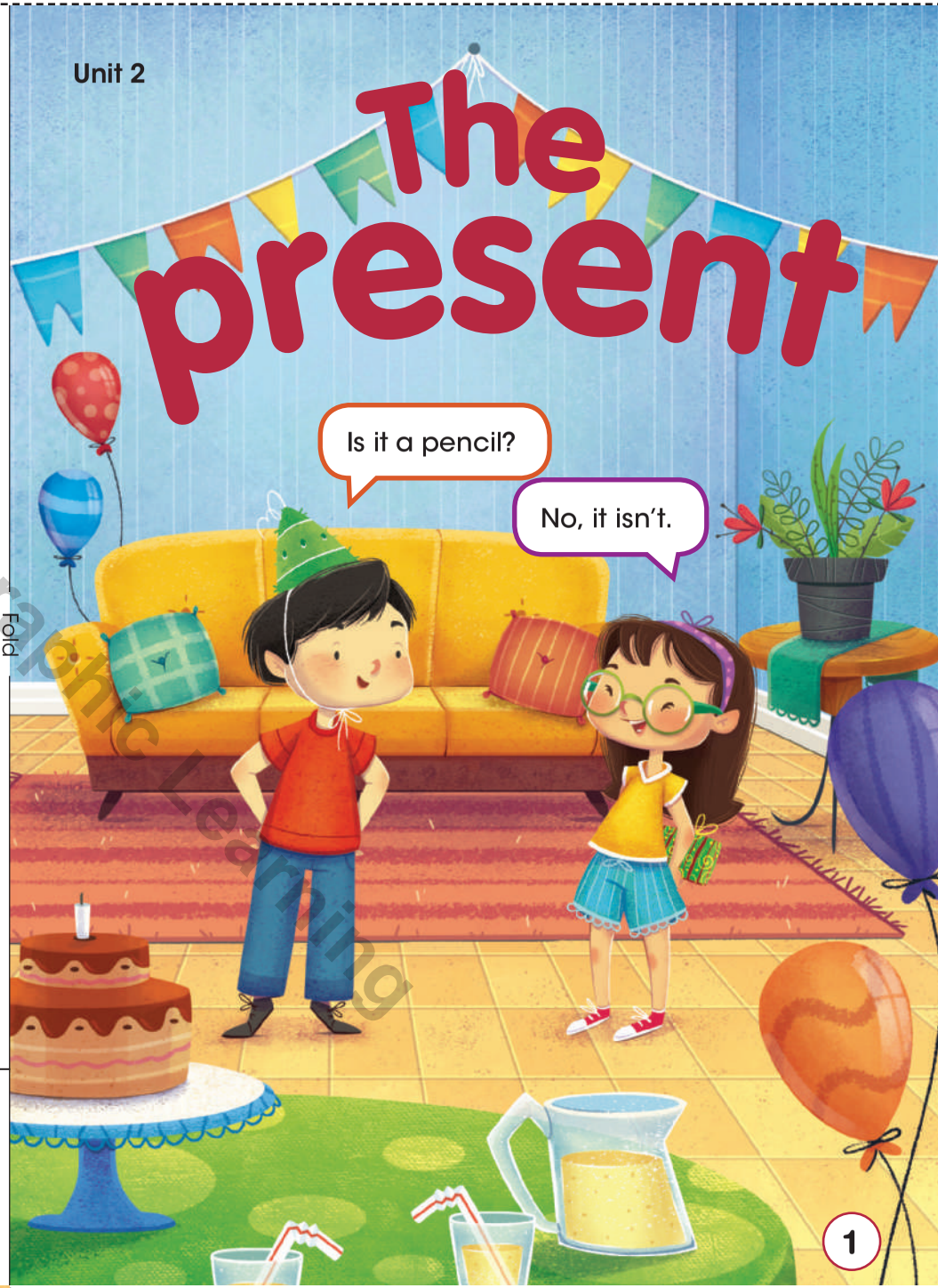
Unit 2

The present



1

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4

VALUE Say thank you.

✔ We read the story.

_____

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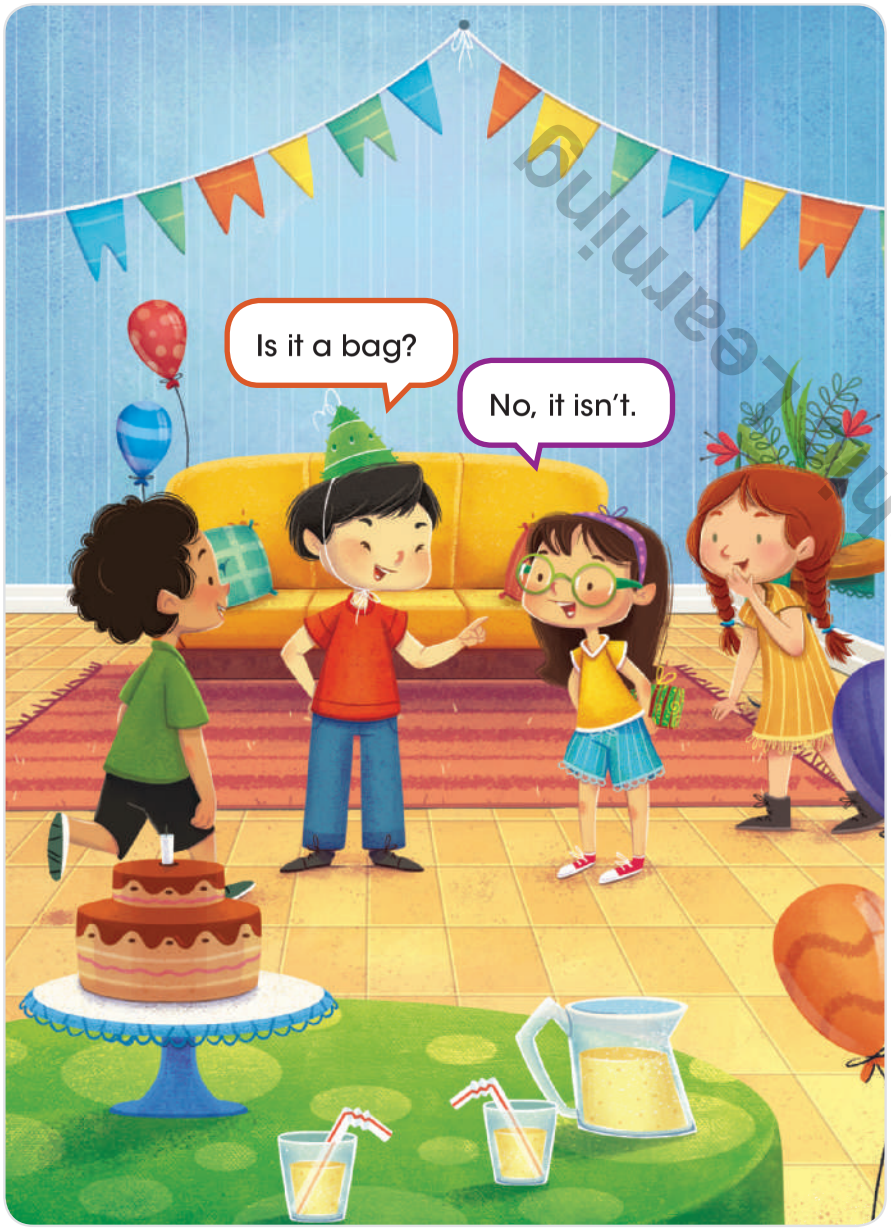

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VALUE Be careful.

✔ We read the story.

_____

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Fold

Unit 3

Toy box

Fold

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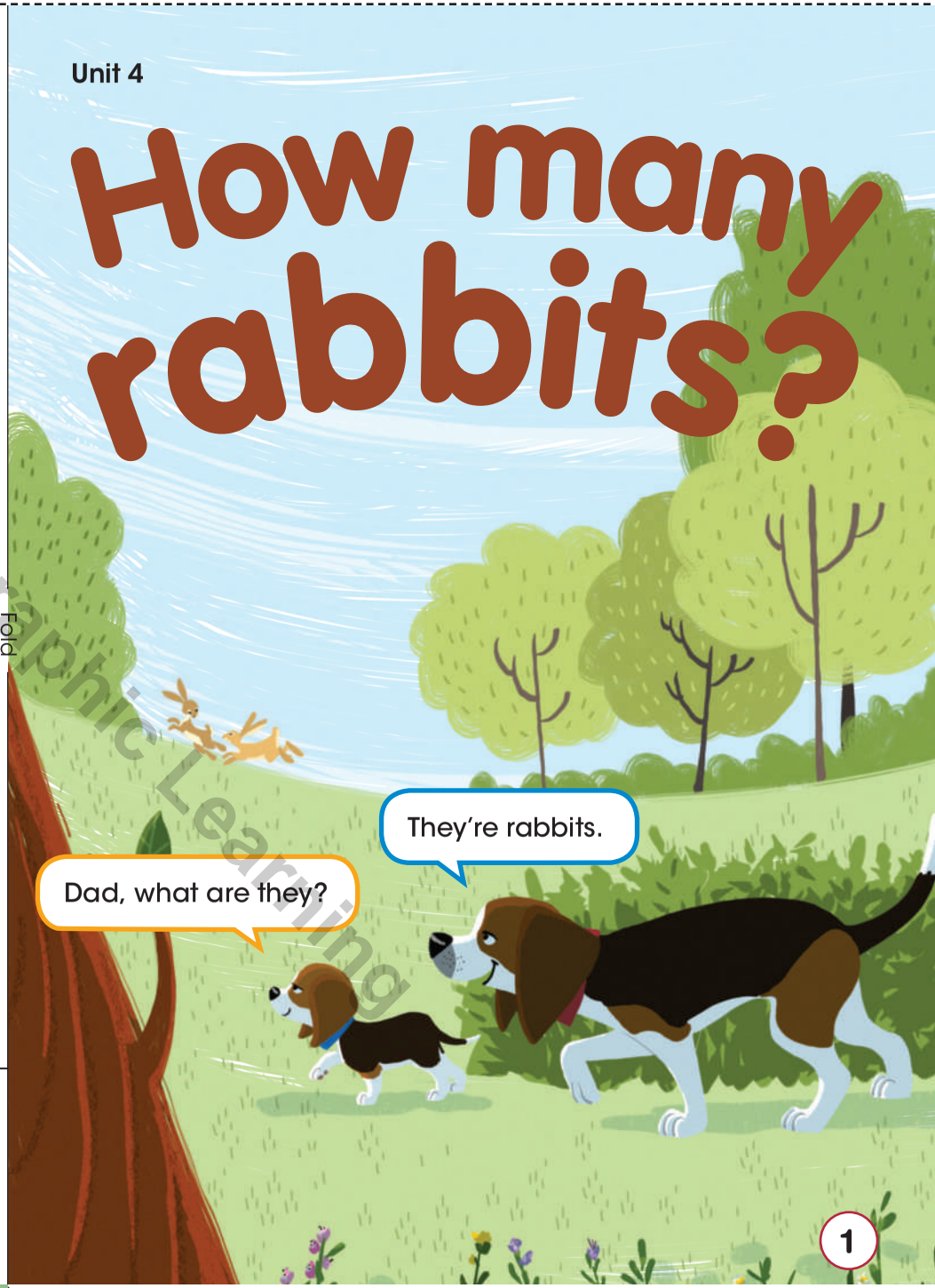
Unit 4

How many rabbits?



1

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4

VALUE Make friends.

✔ We read the story.

_____

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Fold

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Unit 5

Let's eat!

VALUE Give and share.

✔ We read the story.

_____

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Unit 6

Snack time

Fold

VALUE Make good choices.

✔ We read the story.

_____

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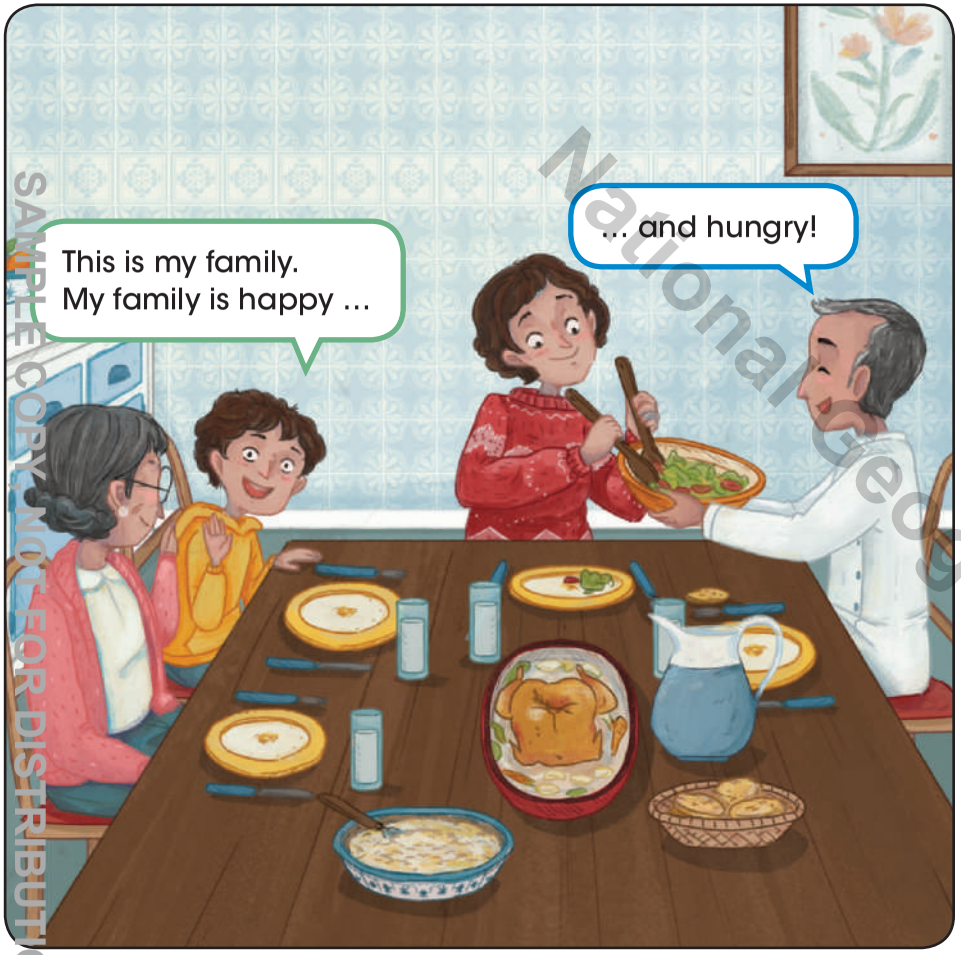

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VALUE Help others.

✔ We read the story.

_____

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Fold

The helper

Fold

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Unit 8

The masks

VALUE Be kind.

✔ We read the story.

_____

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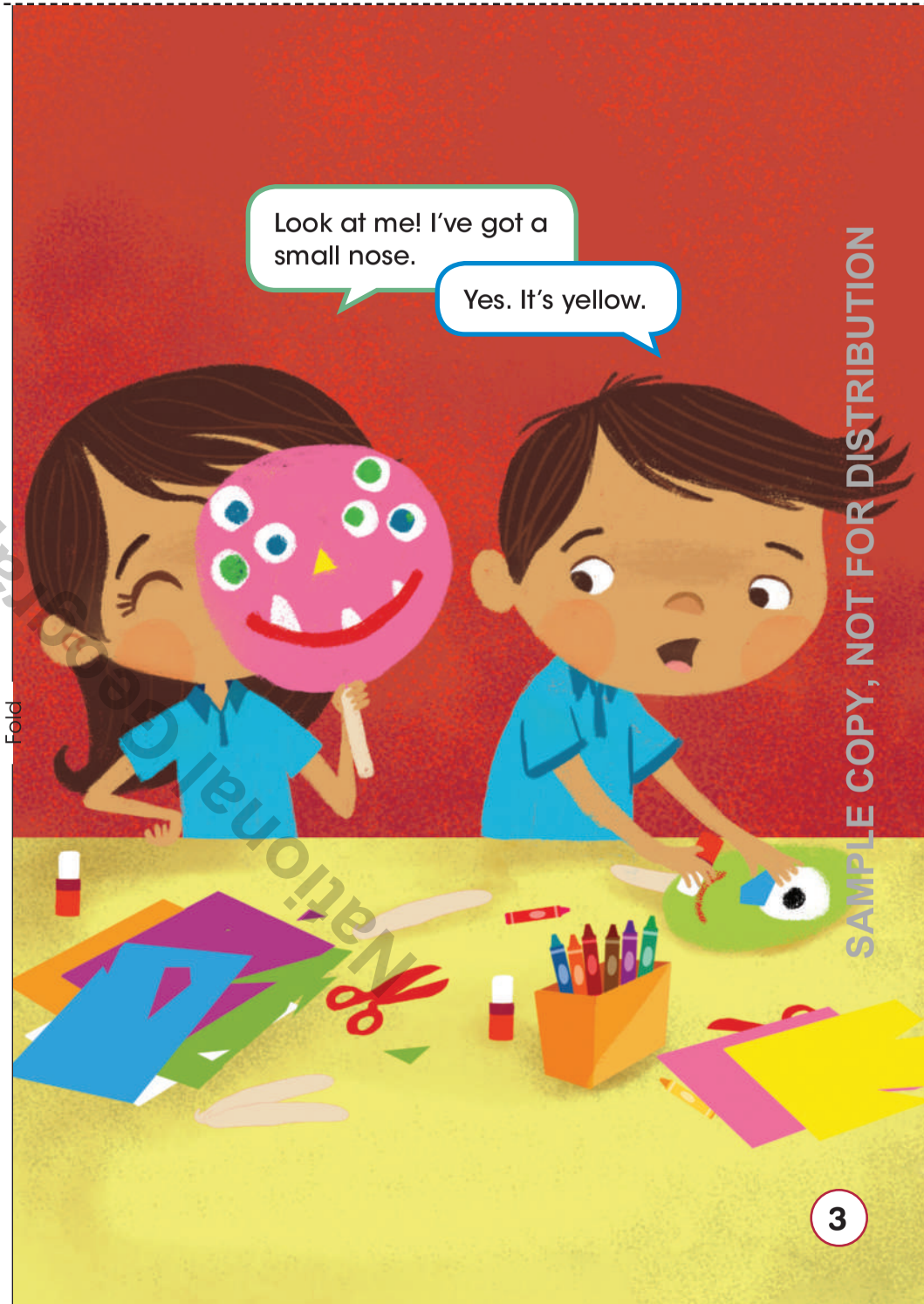
Fold

Fold



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VALUE Forgive.

✔ We read the story.

_____

Unit 9

The sock

Fold

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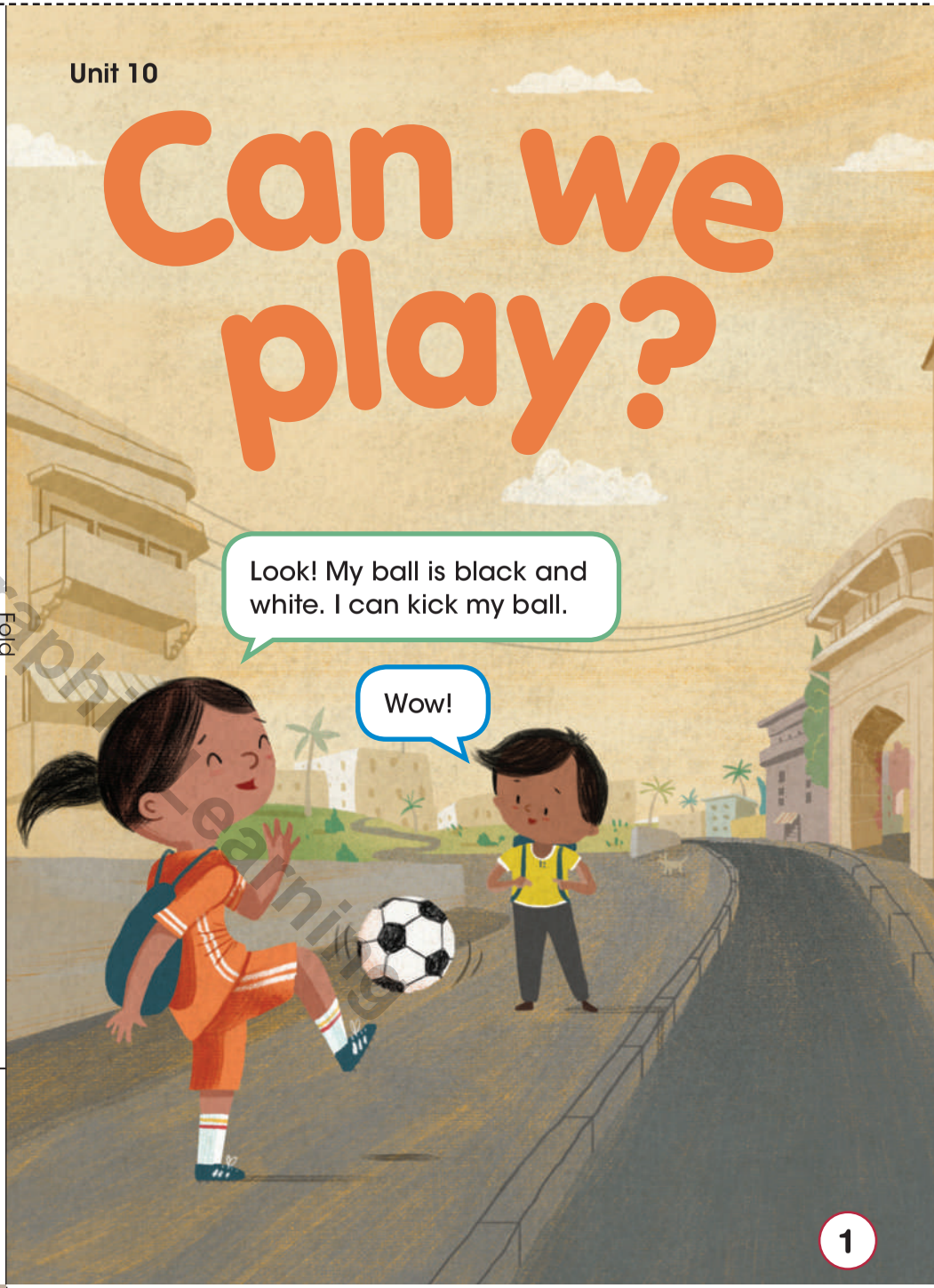
Unit 10

Can we play?



Fold

VALUE Be kind to animals.

✔ We read the story.

_____

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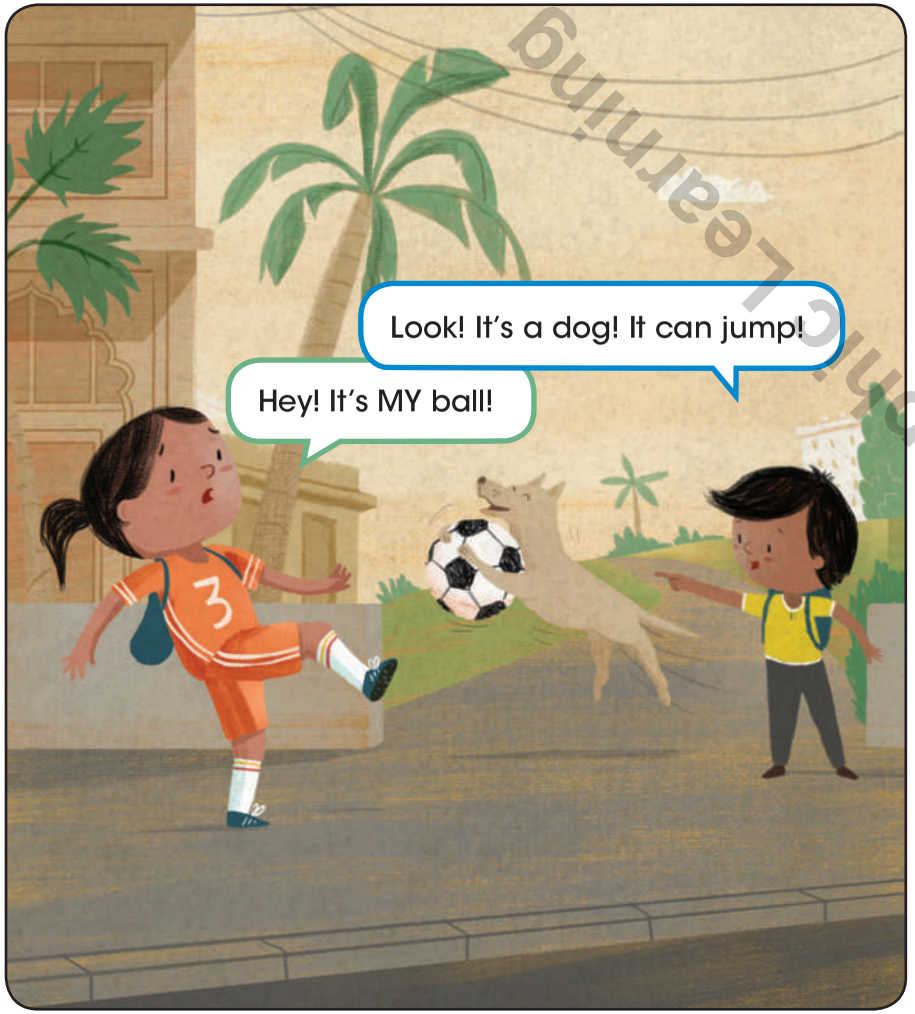

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Thank-you card

Resources: Classroom Presentation Tool

Materials: a stuffed toy, scissors, crayons/pencils, construction paper

Warm Up

- Do a simple activity to review some of the Unit 1 language: *Hello. Stand up. Sit down. Thank you.* As students come into the room or gather for the lesson, say ***Hello, [Ava]*** to each of them and prompt them to respond *Hello, [Ms Brown].*
- Ask them to say *hello* to one another, using each other's names.
- Play a game of follow the leader. Say ***Stand up*** and prompt the class to stand up. Say ***Sit down*** and prompt them to sit down. Do this a few times.
- Hand a stuffed toy to one student and prompt the student to say *Thank you* to you for the toy. Gesture for the student to pass the toy to the next student and so on, around the classroom, with each child who receives the toy saying *Thank you.*
- When everyone has had a chance to pass the toy, gesture for the last student to pass it to you. Say ***Thank you.***

Do the Activity

- Tell students they are going to make thank-you cards. Say ***The class is over. I want to remember you. Please draw a picture. Write. Put your name. Help me to think of you.***
- Ask students to open their books to page 95 and direct their attention to the thank-you card. Pass out scissors. Show students how to cut out and fold the card so that the picture frame is at the front and the words are inside the card. Walk around as students work, providing help as needed.
- When they are ready, explain that in a card or letter, we put *Dear* before a person's name. Point to the word *Dear* and ask the students to repeat. Ask them to trace the word *Dear.* Tell the students they will write the recipient's name in a moment. Then, explain the rest of the text. Show them where they will write their own name.
- Next, ask them to write your name. Write it on the board for them to spell correctly.
- Ask students to trace the letters of the message. Then, ask them to write their own name on the bottom line. Walk around the room as students do this, providing help as necessary.
- When students finish, ask them to draw a picture on the front of the card. Say ***You can draw a picture of you. You can draw a picture of me. Or, you can draw a picture of you and me.*** Make sure students have got crayons or pencils for drawing and colouring a picture. If students prefer, they can draw an object they associate with the class, rather than a person. Again, walk around the room to provide help as needed.
- Finally, ask students to present their cards to you. Encourage them to say *Thank you, [Ms Brown].* Reply with ***You're welcome*** or ***Thank you for the card.***

Optional Activity

- Ask students to make a card for another person who helps or teaches them. Explain to students that everyone helps us – not just our school teachers, but our parents, relatives, people in our community, classmates and friends. Ask ***Who are our teachers? Who helps us?*** Ask the class for suggestions of people at school and at home who teach them or help them.
- Ask ***How do we thank people?*** (We say, 'Thank you.' We smile. We do something nice for them. We give thank-you cards.) Ask students to draw, act out or use their own language to respond.
- Pass out construction paper, cut to a convenient size for students to fold into cards. After they fold the paper in half, ask them to draw a picture of themselves or the recipient on the front of the card.
- While they are working, write the inside text onto the board:

Dear _____ ,
Thank you for helping me!
Your friend,
_____

- Ask individual students who they would like to give their card to. Walk around the room to help them write the recipient's name on the top line of the card. Ask them to write their own name on the bottom line.
- Finally, ask the students to give their card to the person they have addressed it to the next time they see him/her – and to say 'Thank you!'

Wrap Up

- Ask students to do a quick dictation activity. Call out letters for students to write on a piece of paper. Say each letter once, slowly, giving them time to write:

  T-H-A-N-K Y-O-U

  G-O-O-D-B-Y-E

- If necessary, repeat the series of letters, saying each one slowly.
- Once students figure out the message, ask them to say it to you before they are dismissed.

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Dear _____,

I like English.

Thank you!

Your student,

_____

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STORY 1 Drive along, animal song

Resources: Anthology Starter Level, Story 1; Story 1 Audio

About the Story

This story is about a boy taking a trip in a car and what he sees from the car window. As he's driven along, he sings a song about the children he sees with different animals: a horse, a rabbit, a cow, a cat and a dog.

Warm Up

- Hold up a picture of a car and say *Look. A car. We are in a car.* (Gesture to students and yourself as you say *we*). Point to your eyes and ask *What can we see?* Mime looking out of the window, then draw on the board a picture of a road. Say *I can see the road.* Ask students to come to the board to draw other things they see from a car window. When they finish, point to each one and say it aloud.

1

- Ask students to open their books to Story 1, page 3. Hold up a book and point to the photo. Say *Look! A boy! He's in the car! What can he see?* Mime looking out of the window and point back to the drawings on the board.
- Say *Let's listen to the story.*

2

- Play **Story 1** and ask students to listen and follow along in their books. As the track plays, mime some of the actions and ask students to copy you as they listen. For example, mime holding a car steering wheel for *drive*, singing for *sing a song*, looking out of the window for *see*, waving for *say hello*, gesture with the hand for *come on*, etc.
- Ask students to look at the story again. Then point to page 4. Say *Look! It's a horse. Say hello!* Encourage students to say hello. Point to the horse and say *It's a horse.* Mime being a horse, e.g. galloping and making horse sounds, and ask the class to copy you or do their own actions.
- Point to page 5. Say *It's a rabbit.* Mime holding and stroking the rabbit as you say the word very quietly. Then say *Be a rabbit* and prompt students to hop up and down.
- Point to page 6. Say *Now we see a cow!* Make a cow noise and ask the class to make their own cow sounds. Ask *How are you, cow?* and prompt the class to answer (I'm fine, thank you).
- Point to page 7. Say *Look! Is it a cow?* Make a cow noise and encourage the class to answer *No*. Say *No, that's right. It's a cat.* Ask the class to make a cat sound. Mime stroking a cat and ask the students to copy you.
- Point to page 8. Say *Is it a cat?* (No.) *That's right! It's a dog.* Encourage the class to make dog sounds. Say *Say hello!* (Hello!)
- **Extra Challenge** Ask students to try to remember all the animals in the story, in the order in which the boy sees them. (a horse, a rabbit, a cow, a cat, a dog)
- **Extra Support** Hold the book up and turn back to the beginning of the story. For each page, ask *What animal is it?* If students can't remember the animal word, say the word and ask them to repeat it.

Optional Activity

- Ask students to draw a car in the middle of a piece of paper and then draw all the animals they remember from the story around the edge.

3

- Help students open their books to page 42. Read the instructions aloud: *Look and match.* Hold the book up and point to the first picture. Then point to the bubble with *Goodbye!* and say *Is it Goodbye?* (No.) *That's right. It's Hello! Hello, cat!* Ask the class to wave and say *Hello, cat*. Point to the bubble with *Hello*. Take a pencil and show students how to draw a line.
- In pairs, ask students to compare answers. Then check answers as a class.

  Answers: *1 Hello! 2 I'm fine, thank you. 3 Sit down. 4 Stand up. 5 Goodbye!*

Wrap Up

- Say the following phrases and questions from the story. Ask students to respond to the questions or complete the phrases.
- Ask *What's your name?* Ask students to respond *My name's [Ana]*.
- Ask *How are you?* Ask students to respond *I'm fine, thank you*.
- Say *Stand...* Ask students to do the action and complete the phrase by saying *up*.
- Then say *Sit...* Ask students to do the action and complete the phrase by saying *down*.

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STORY 2 Toys in the snow

Resources: Anthology Starter Level, Story 2; Flashcards 25–28, 30; Story 2 Audio

About the Story

This story is about two children who go outside to play and find that everything is white. During the night, a blanket of snow has fallen on everything in their garden, including some of their toys. The story will excite students' curiosity and thinking skills as they will want to discover what toys are hidden in the snow.

Warm Up

- Display the flashcards for *ball, car, doll, robot, train* on the board. Point to each toy and say the word clearly. Ask students to repeat after you.
- Now ask students to close their eyes. Take one of the flashcards away. Ask students to open their eyes and guess which one is missing. Repeat this procedure with the other words.

1

- Ask students to open their books to Story 2, page 9. Hold up a book and point to the picture. Say *Look! It's white! It's snow!* Pretend to shiver. *It's cold!*
- Read the title of the story aloud: *Toys in the snow.* Point to the piles of snow in the picture and ask *What toy is it?* Ask students to guess.
- Say *Let's listen to the story.*

2

- Play **Story 2** and ask students to listen and follow along in their books. Encourage students to join in with the *swish swash* sound each time they hear it in the story.
- Ask students to look at the story again. Then point to page 9. Point to the yellow object under the snow and say *Look! It's yellow. What is it?* Ask students to guess.
- Point to page 10. Ask *What is it?* (It's a ball.)
- Point to page 11. Point to the red object and ask *What is it?* Shrug your shoulders and look puzzled as you say *I don't know! The boy says* I don't know. Ask students to guess what the object is.
- Point to page 12. Ask *What is it?* (It's a train.) *That's right. It's a train. What colour is it?* (It's red.)
- Point to page 13. Say *Look! It's Spike.* Point to the dog. Say *It's Spike. Is Spike a cat?* (No, a dog.) *Yes, Spike's a dog. He finds a toy. What is it?* (a car) *What colour is it?* (orange)
- Point to page 14. Ask *Is it white now?* (No, it's green.) *Look at the toys. How many toys?* (five) *What are they?* (a ball, a robot, a car, a doll and a train)
- **Extra Challenge** Ask students to say the colour of the toys that were in the story. (a yellow ball, a red train, an orange car, a green doll and a blue robot)
- **Extra Support** Spread out the toy flashcards on the floor. Point to a toy. Ask students to say *It's* [*a car*]. Now say *It's [red].* Ask students to repeat. Invite a student to choose a new flashcard and say what it is, and the colour, following the pattern above. Tell that student to choose the next person to have a turn. Continue until they have described all the flashcards.

3

- Help students open their books to page 43. Read the instructions aloud: *Look and colour. Circle.* Point to the ball. Ask *Is it brown?* (No.) *Is it yellow?* (Yes.) *Yes, it's yellow. Circle yellow.* Trace a circle round *yellow* with your finger. *Then colour. It's yellow.* Pick up a yellow crayon and show colouring in the ball. *Now you, circle and colour 2, 3, 4 and 5.*
- Ask students to compare answers in pairs. Then check answers as a class.

  Answers: *1 yellow; 2 red; 3 orange; 4 green; 5 blue*

Optional Activity

- Talk about the toys that students have got. Ask *What's your favourite toy?*
- Hand out drawing paper. Ask students to draw and colour their favourite toy.
- When they have finished, ask students to get into groups of four. Ask them to tell each other all about their toy, (for example, *It's a robot. It's blue.*).

Wrap Up

- Use the toy flashcards. Hold up a flashcard. Ask students to say the name of the toy. Repeat with the other flashcards to review the vocabulary.
- Now choose a flashcard. Hold it behind your back so that the students can't see it.
- Ask students to guess which toy you're hiding. When they guess correctly, choose another flashcard and repeat the game.

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STORY 3 It's lunch time

Resources: Anthology Starter Level, Story 3; Flashcards 59–65; Story 3 Audio

Materials: some pictures of dinosaurs, paper plates (one per student), a variety of fruits cut up for students to taste (optional), some pictures of fruits and vegetables

About the Story

This story deals with a typical dilemma for parents with children who are picky eaters. Two children are watching their mum prepare lunch, but they don't like chicken or rice. Mum finds a clever way of convincing them that the food will be delicious.

Warm Up

- Display the flashcards for *bread, chicken, fruit, juice, milk, rice* and *water* on the board in a row. Point to each item and say the word clearly. Ask students to repeat.
- Now slowly take the flashcards off the board, one at a time. Repeat each word as you do so. Ask students to remember the same sequence that was on the board. Put each flashcard that they say correctly back on the board, so they are in the same sequence as before.
- Show students the pictures of dinosaurs. Say *Dinosaur* slowly and ask students to repeat.

1

- Ask students to open their books to Story 3, page 15. Hold up a book and point to the picture. Say *Look! A boy, a girl, a mum.* Point to each one as you say the word. Point to the girl again and say *One,* then ask the students to point and count the characters. Ask *How many?* (three)
- Read the title of the story aloud: *It's lunch time.* Ask *What foods do you like at lunch time?* Listen to students' answers. Then say *Let's listen to the story.*

2

- Play **Story 3** and ask students to listen and follow along in their books.
- Ask students to look at the story again. Then point to page 15. Ask *Is the girl hungry?* (Yes.)
- Point to page 16. Ask *What's for lunch?* (chicken) *Yum! I like chicken. Who likes chicken?* Put up your hand and encourage students to put their hand up if they like chicken. Then say *The girl likes chicken. True or false?* (False)
- Point to page 17. Ask *Is it chicken?* (Yes.) *Yes, it's chicken. It's chicken dinosaurs! The girl likes dinosaurs.*
- Point to page 18. Point to the bowl of rice. Say *Yum! I like rice. Who likes rice?* Encourage students to put their hand up if they like rice. Then say *The boy likes rice. Yes?* (No.) *That's right, the boy says* I don't like rice. *And eggs? Like or don't like?* (Like) *So mum makes dinosaur eggs. Yum.*
- Point to page 19. Ask *Is the girl thirsty?* (Yes.) *What does she say?* I like water? *Or* I don't like water? (I don't like water.)
- Point to page 20. Say *Mum says the water is from Dinosaur Mountain!* Draw a picture of a mountain on the board with water coming out of the side in a waterfall. Say *This is the water on Dinosaur Mountain! Does the girl like the water?* (Yes.) *Are the children happy?* (Yes.) *Yes, they like the lunch. The boy says* delicious. Yum. Rub your tummy and say *Delicious.* Ask students to repeat.
- **Extra Challenge** Ask students to remember all the food and drink words in the story. (chicken, rice, eggs, water)
- **Extra Support** Place the food and drink flashcards around the classroom. Choose a student and say *I want water, please.* Prompt the student to bring you the correct flashcard. Repeat with the other flashcards.

3

- Help students open their books to page 44. Read the instructions aloud: *Read and draw. Match.* Read out the first sentence *I don't like milk.* Emphasize *don't* and show drawing a sad face with a pencil. Say *Now find* milk. Ask students to find the milk in their book. Then say *Match* and pretend to draw over the line in the book.
- Ask students to compare answers in pairs. Then check answers as a class.

  Answers: *1 D (sad face); 2 C (sad face); 3 A (happy face); 4 F (happy face); 5 B (sad face); 6 E (happy face)*

Optional Activity

- Talk about trying new foods. Ask *What foods do you like? What foods don't you like?*
- If it's allowed to share food in your school, bring in different kinds of cut-up fruit. Invite students to taste them. Find out if any of the fruits are new to students. Praise them for trying new foods.
- Hand out paper plates. Ask students to draw a picture on the plate of the fruits they liked.
- When students have finished, divide them into small groups. Encourage them to talk about their fruit pictures, (for example, *I like apples and oranges.*).
- If you don't want to have food in the classroom, use pictures of a range of different fruit and vegetables. Hold the first picture up and say *Yum, I like it.* Ask individual students to say *I like it* or *I don't like it.*

Wrap Up

- Divide students into small groups. Assign each group the name of a food or drink (for example, *bread, chicken, fruit, juice, milk, rice* or *water*).
- Explain that when you show the flashcard for their food or drink, they have to put their hand up and say the word.

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STORY 4 The empty pot

Resources: Anthology Starter Level, Story 4; Story 4 Audio

Materials: pictures of flowers, soil, pots, seeds, water and a sun; enough real pots (e.g. big yoghurt pots), soil, labels and seeds for flowers, such as gerbera daisies, marigolds or nasturtiums

About the Story

This story is an old Chinese folktale. One of the most valuable lessons a person can learn is the importance of being honest. *The empty pot* tells the story of a young boy called Ping whose honesty helps him become the next emperor of China.

Warm Up

- Hold up a picture of a flower and say *Flower.* Ask students to repeat. Do the same for *seed*, *soil*, *pot*, *water* and *sun*.
- Hold up the flower picture and say *I want a flower. What do I need?* Hold up the pictures one by one and prompt students to say *yes* or *no*.
- Draw a picture on the board of a pot with a seed in soil, then the pot with a small plant, then a bigger plant with a flower. Say *Look! A flower grows! And boys and girls grow. You grow!* Mime *growing* with students.

1

- Ask students to open their books to Story 4, page 21. Hold up a book and point to the picture. Say *This is the emperor of China. He's old. Are you old?* (No.) *The emperor is old.*

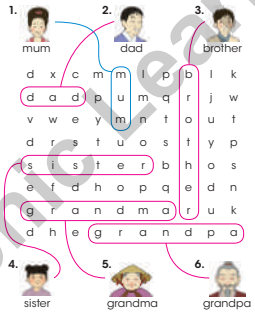
2

- Play **Story 4** and ask students to listen and follow along in their books.
- Ask students to look at the story again. Then point to page 21. Ask *What does the emperor want?* (A new emperor.)
- Point to page 22. Ask *What does the emperor give to the children?* (seeds) *What does he want them to grow?* (A flower.) *That's right.*
- Point to page 23. Ask *Who helps Ping?* (his mum, his dad and his brother). Point to the pot and ask *What's this?* Repeat with the soil and the water. Then ask *Is Ping sad?* (Yes.) *Yes, he says* I want... ? (a flower)
- Point to pages 24–25. Ask *What have the boys got?* (flowers) *Is the emperor happy?* (No.) *Why is Ping sad?* (His pot is empty.)
- Point to page 26. Say *The seeds can't grow. They're cooked.* Draw a picture of a pot with flames to teach *cooked*. *So Ping is honest. He says* My pot is empty. Turn back to page 24 and point to one of the boys with the flowers. *He has a flower. Is he honest?* (No.) *No, he is not honest. The seeds can't grow a flower. They are cooked. Ping is honest – he has no flower. Is the emperor happy?* (Yes.) *Is Ping the next emperor?* (Yes.)
- **Extra Challenge** Ask students to find all the family words in the story. (mum, dad, brother)
- **Extra Support** Listen to the story again. Ask students to put their hands up when they hear the family words.

3

- Help students open their books to page 45. Read the instructions aloud: *Find and circle. Match.* Point to the picture of the mum. Say *Find the word* mum. Ask students to point to the word in the wordsearch. Take a pencil and pretend to circle the word and draw a line, as you say *Circle, and match. Now you. Find, circle and match.*
- In pairs, ask students to compare answers. Then check answers as a class.

Answers:



Optional Activity

- Say *Let's grow some flowers! What do we need?* (a pot, a seed, soil, water and light)
- First, demonstrate what the students must do: Fill a pot with soil, leaving 1 cm of space at the top. Poke a hole into the middle of the soil. Place the seed into the hole and gently cover it with soil. Pour water over the seed. Write your name on a label and stick it on the pot.
- Give each student a pot, some soil, a seed and a label to write their name on the pot.
- Find a safe place for the seeds where they will get enough light to grow. Ask students to water their flowers a few times every week and measure the amount they have grown!
- It's a good idea to plant some extra seeds in case some of the student seeds don't germinate, to avoid student frustration or disappointment.

Wrap Up

- Say *Let's play a game of true and false. My name is [Lucy]. True or false?* (false) *Yes, it's false. Is that honest?* (No.) *My name is [your real name].* (true) *I've got a dog.* ([true/false]) *I don't like juice.* ([true/false]) *I've got three brothers.* ([true/false])
- End the class by revealing which statements were true and which were false and asking if you were honest or not honest.

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STORY 5 Muddy puddles!

Resources: Anthology Starter Level, Story 5; Flashcards 110, 112, 113, 115, 116; Story 5 Audio

About the Story

This story is about some children playing outside at Forest School. Suddenly, it starts to rain, so the children invent some fun activities in the puddles. Forest School is an innovative educational approach to outdoor play and learning, originally from Scandinavia, which encourages learning through positive outdoor experiences.

Warm Up

- Display the flashcards for *climb*, *jump*, *kick*, *play* and *run* on the board. Say *I can [run]* and point to the correct flashcard. Point to a different flashcard. Say *I can...* and ask students to say the word. Then ask them to say the whole sentence. Point to different flashcards and ask individual students to say the sentence.
- Mime one of the actions and ask students to call out the correct word. Repeat for all the words.
- If time allows, ask a student to mime a verb for the rest of the class to guess.

1

- Ask students to open their books to Story 5, page 27. Hold up a book and point to the photo. Say *The boys are in a forest. There are trees.* Draw a tree on the board, then lots of trees. Point to the trees and say *This is a forest. The boys are in a forest. It's Forest School. Are they happy?* (Yes.) *What can you do in a forest?* (I can run, jump, play, climb.)
- Say *Let's listen to the story.*

2

- Play **Story 5** and ask students to listen and follow along in their books.
- Ask students to look at the story again. Then point to page 27. Say *It's Forest School. What's this?* (A forest.) *The boys say* Let's...? (play)
- Point to page 28. Ask *Where are the children?* (in a forest) *The boys say* I can...? (run)
- Point to page 29. Point to the rain and say *Look! Rain.* And then point outside and say *Rain? Yes or no?* (Students answer depending on the weather.) *Make the rain sound with me: pitter, patter, pitter, patter.* Ask students to say *pitter, patter* and make a rain action with their fingers in the air. *Is the girl happy?* (Yes.)
- Point to page 30. Ask *How many puddles?* (Lots of puddles)
- Point to page 31. Ask *What can the boy do?* (splash) Ask students to make the sound: *splash, splash, splash*, and do the action with their feet.
- Point to page 32 and ask *What can the boy do?* (kick the water) Ask students to pretend to kick the water as they make the sound: *splash, splash, splash.*
- Point to page 33 and ask *What can the girl do?* (jump) Ask students to jump up and down and make the sound: *splash, splash, splash.*
- Point to page 34 and ask *What do the children say?* (What a great day!)
- **Extra Challenge** Ask students to find all the words for actions in the story. (play, jump, kick, splash, run)
- **Extra Support** Listen to the story again. Ask students to put their hands up when they hear the action words.

3

- Help students open their books to page 46. Read the instructions aloud: *Count and circle.* Count the puddles in the first picture and encourage students to count with you. Say *How many puddles?* (Seven.) *That's right, seven puddles. Circle seven.* Pretend to circle the word. Say *Now you, count and circle.*
- In pairs, ask students to compare answers. Then check answers as a class.

  Answers: *1 seven; 2 ten; 3 thirteen; 4 nine; 5 eight; 6 twelve*

Optional Activity

- Talk about playing outside. Say *What can you do outside? In a forest, or on a farm? What can you do?* If students need more help, give some examples. *In a forest, I can run.* Listen to students' ideas and help them to say actions from the story (I can kick water. I can jump in puddles. I can splash.)
- Give each student a piece of paper and say *Let's draw a picture.* Pretend to think, then say *I'm in a forest. I like to [climb]. I can [climb a tree].* Draw a picture on the board of you in a tree. Say *Now you. You are in a forest. What can you do? Draw a picture.*
- Encourage students to use their imagination. They can think of new activities if they want to. When they have finished, display the pictures on the classroom walls.

Wrap Up

- Ask students to remember the actions the children in the story did at Forest School. Tell them that they can use their books to help if needed.
- Choose a student to mime one of the actions from the story. Ask the class to guess the action. When the class guesses correctly, ask the student to say the phrase. (I can [run].)

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STORY 6 Little Red Hen

Resources: Anthology Starter Level, Story 6; Flashcards 43–49; Story 6 Audio

About the Story

This story is a classic folktale about a hard-working little red hen who asks the other animals on the farm to help her. None of them do, so when she has finally made her loaf of bread, she doesn't feel like sharing it with them. The moral of this story is that if you don't help to make something, you don't deserve to enjoy it. Don't tell this to students yet – see if they can decide this for themselves.

Warm Up

- Say *This story is about helping others. Is it good to help others?* (Yes.) Say *How do you help others in your family?* Pretend to think hard, then mime cooking and serving a meal (stirring a pot, then putting food on plates, etc.) Ask students to mime different ways of helping. For example, putting clothes in the washing machine or hanging them out to dry, folding clothes, sweeping the floor, washing up.
- Display the flashcards for the farm animals on the board. Point to an animal and say *What's this?* Help students to say the animal word correctly. Repeat with all the flashcards until students are confident with the words.

1

- Ask students to open their books to Story 6, page 35. Hold up a book and point to the picture. Say *This is a hen.* Ask students to repeat the word. Then show the flashcards for *big* and *small*, and say *Is the hen big or small?* (small) *That's right. She's small. She's Little Red Hen. Little and small are the same.* Ask students to repeat *Little Red Hen*.
- Say *Let's listen to the story about Little Red Hen.*

2

- Play **Story 6** and ask students to listen and follow along in their books.
- Ask students to look at the story again. Then point to page 35. Say *Little Red Hen is busy.* Mime being busy and say *I'm busy.* Then mime lying on a sofa reading a book. *Is this busy?* (No.) *Little Red Hen is busy. She wants to make… ?* (bread)
- Point to page 36. Ask *Who is this?* (dog) *What does Little Red Hen say?* (Can you help me, dog?) *What does dog say?* (No, sorry. I'm busy.) *That's right. Does dog help?* (No.)
- Point to page 37. Ask *Who is this?* (cat) *What does Little Red Hen say?* (Can you help me, cat?) *What does cat say?* (No, sorry. I'm busy.) *That's right. Does cat help?* (No.)
- Point to page 38. Ask *Who is this?* (duck) *What does Little Red Hen say?* (Can you help me, duck?) *What does duck say?* (No, sorry. I'm busy.) *That's right. Does duck help?* (No.)
- Point to page 39. Ask *Is the bread ready?* (Yes.) *Yum, delicious bread!* Rub your tummy and pretend to smell the delicious bread.
- Point to pages 40–41. Ask *Who wants bread?* (dog, cat and duck) *What does Little Red Hen say?* (Sorry. No help, no bread!)
- **Extra Challenge** Ask students to count how many times Little Red Hen asks the animals for help. (three times)
- **Extra Support** Listen to the story again. Ask students to put their hand up when they hear the word *can*.

3

- Help students open their books to page 47. Read the instructions aloud: *Look and circle.* Point to the little chick in the first picture. Say *Look at the chick. I can help? Or I can't help?* (I can help.) *That's right, I can help. Circle* can. Pretend to circle the word. Say *Now you, look and circle.*
- Ask students to compare answers in pairs. Then check answers as a class.

  Answers: *1 can; 2 can't; 3 can't; 4 can; 5 can't; 6 can*

Optional Activity

- Put students into pairs. Give them a piece of paper and ask them to draw things that they can do at school to help their teacher and their classmates. Walk around the room and show the class any good ideas students have drawn.
- Ask pairs to make a poster of something they can do in the classroom to keep it neat and organized (for example, throw rubbish in the rubbish bin, put away books, wipe tables, put pens and pencils away and put chairs under the tables when they leave). Display the posters around the classroom.

Wrap Up

- Ask students to act out the different things Little Red Hen has to do to make bread. Do the actions with students to help them (for example, cut the wheat, collect the wheat from the husk, knead the bread, put the bread in the oven and eat the bread).
- Divide students into groups. Assign each group an animal name from the story – dog, cat, duck and chicks. Now choose an action and act it out. Ask *Can you help me, please?* Tell students to answer *Yes, I can* or *No, I can't* according to the group they are in.

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How to use the framework

The framework below gives a list of performance descriptors for the level based on the Common European Framework of Reference (CEFR). The assessment activities suggest how exercises in the Student's Book could be used to assess how well students are doing in attaining each performance descriptor. Make sure the activities focus on the specific skill being assessed. In order to assess progression, it is a good idea to plan two formative assessment activities. The table also includes suggestions for remedial activities, which you may need to implement if the first assessment indicates that students need extra help.

Activity References	Performance Descriptors	Assessment Activity 1	Remedial Activity	Assessment Activity 2
READING				
Units 1–5, Lesson 1, Activity 1	CAN recognize familiar words accompanied by pictures	After Unit 5, select ten words and write them on the board. Students match flashcards to words.	**Visual:** Put words around classroom walls, check with flashcards once a week.	After Unit 8, repeat Assessment Activity 1 with the same ten words.
LISTENING				
Units 1–5, Lesson 4, Activity 1	CAN understand letters of the alphabet	After Unit 5, select ten letters (*a–o*). In groups, students identify a word starting with each letter.	**Competition:** Practise one letter per lesson. Students say as many words as they can beginning with that letter.	After Unit 8, repeat Assessment Activity 1 with the same ten letters.
Units 2, 5 and 7, Lesson 1, Activity 1	CAN understand everyday, familiar words	Select ten words and draw pictures or display flashcards on the board. As you say each word, students point to the picture.	**Visual:** In each lesson, say one word from Assessment Activity 1 and students draw the picture. Observe the speed of response.	After Unit 8, repeat Assessment Activity 1.
Unit 4, Lesson 3, Activity 1	CAN understand numbers	After Unit 5, choose six of the numbers 1–12 and write them on the board. Say the numbers in a random order. Individual students point to the correct number.	**Competition:** In every class, say a number and students race to be first to point to that number of something in class. For example, students find and point to five pictures.	After Unit 8, repeat with the same numbers from Assessment Activity 1.
Unit 1, Lesson 1, Activity 1	CAN understand simple spoken instructions	After Unit 3, give spoken instructions. Students act or respond individually.	**Random practice:** In every lesson, include one instruction when the class isn't expecting it. Note how quickly they respond.	After Unit 5, repeat Assessment Activity 1.
SPEAKING				
Unit 1, Lessons 2 and 3, Activity 1	CAN give basic personal information by asking and answering questions about self	Ask the class to stand up. Ask questions to individual students. If the student replies correctly, he/she can sit down. Allow students to check with a partner.	**Speed game:** Repeat Assessment Activity 1 weekly, getting faster and faster.	After Unit 5, repeat Assessment Activity 1.
Units 2–5, Lesson 1, Activity 1	CAN name some familiar people or things	Select ten words and draw pictures or display flashcards on the board. In groups, students name the pictures.	**Competition:** Repeat Assessment Activity 1 with groups competing. Focus on correct pronunciation.	After Unit 8 or 9, repeat Assessment Activity 1.
WRITING				
Units 1–5, Lesson 4, Activity 2	CAN write letters of the alphabet	After Unit 6, choose and say eight letters (*a–r*). Students write the letter. Observe speed and accuracy.	**Competition:** Repeat Assessment Activity 1 with groups competing. Focus on handwriting.	After Unit 7, repeat Assessment Activity 1.
After Unit 8	CAN write name using the English alphabet	Ask students to write their name. Observe speed and accuracy.	**Regular practice:** Students write their name at the start of every lesson.	After Unit 10, repeat Assessment Activity 1.
LINGUISTIC				
Units 2, 8 and 9	CAN use very simple principles of word order	In pairs, students scramble words in five sentences from the units and write them on the board. The other pairs put the words in order.	**Physical:** In groups, each student is a word and has to stand in the correct place in line.	After Unit 10, repeat Assessment Activity 1.

How to assess in the classroom

Repeating exercises or tasks is a safe way to assess young learners. For very young students, regular repetition of activities is an important part of learning. You know learning has taken place if students can repeat the activity more quickly than they did the first time. In addition, consider observing students as they are reading to see how much attention they pay and how quickly they respond. Watch and listen as students are listening or speaking and make notes for feedback and as part of your progress log. If you've got permission, you may wish to record students so both they and you can listen back and check.

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Student progress log

A = excellent B = satisfactory C = needs to improve

Student's name

Student can ...	Assessment Activity 1	Feedback	Assessment Activity 2
READING			
recognize familiar words accompanied by pictures	Date _____ Mark A B C		Date _____ Mark A B C
LISTENING			
understand letters of the alphabet	Date _____ Mark A B C		Date _____ Mark A B C
understand everyday, familiar words	Date _____ Mark A B C		Date _____ Mark A B C
understand numbers	Date _____ Mark A B C		Date _____ Mark A B C
understand simple spoken instructions	Date _____ Mark A B C		Date _____ Mark A B C
SPEAKING			
give basic personal information by asking and answering questions about self	Date _____ Mark A B C		Date _____ Mark A B C
name some familiar people or things	Date _____ Mark A B C		Date _____ Mark A B C
WRITING			
write letters of the alphabet	Date _____ Mark A B C		Date _____ Mark A B C
write name using the English alphabet	Date _____ Mark A B C		Date _____ Mark A B C
LINGUISTIC			
use very simple principles of word order	Date _____ Mark A B C		Date _____ Mark A B C

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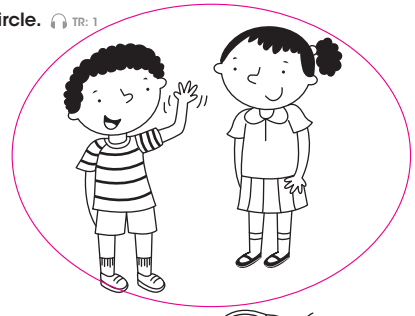
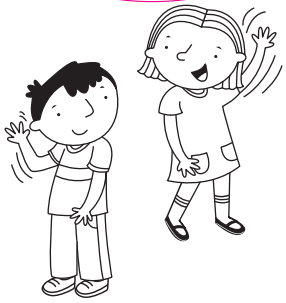
Hello!

1 Listen and circle. TR: 1

A



B



2 Colour *Hello*.

UNIT 1 Hello!

1 Draw a picture of you.

LESSON 1 Words

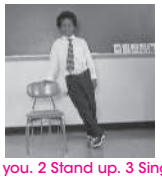
1 Listen. Tick (✓) or cross (✗). TR: 2

1 ✓ 2 ✗ 3 ✓

4 ✓ 5 ✗ 6 ✓

2 Point and say.

1

2 

3

1 Thank you. 2 Stand up. 3 Sing.

Grammar LESSON 2

1 Listen and circle. TR: 3

1

2

3

2 Match and say.

1

2

3

A

B

C

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LESSON 3 Grammar

1 Listen and circle. TR: 4

1

2

3

2 Listen and tick (✓). TR: 5

1

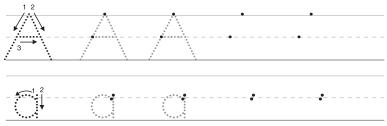
2

3 Ask and answer.

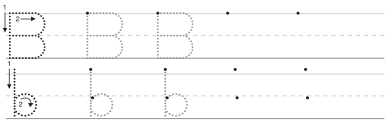
Phonics LESSON 4

1 Trace and write.

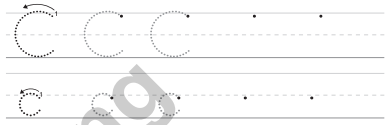
Aa apple



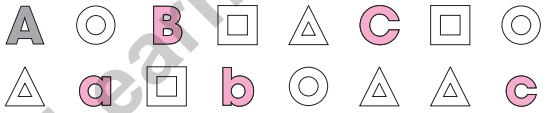
Bb bag



Cc cake



2 Colour the letters *Aa*, *Bb* and *Cc*.

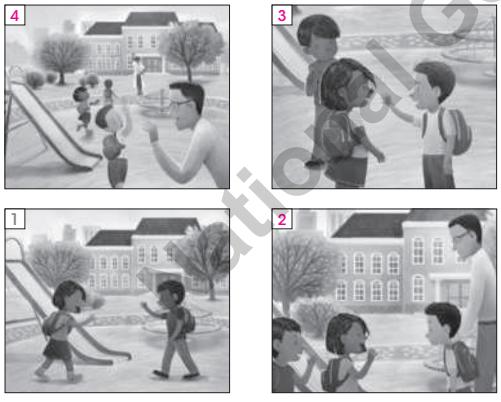


3 Listen. Circle the first letter. TR: 6

1 a b c
2 a b c
3 a b c
4 a b c
5 a b c
6 a b c

LESSON 5 Reading and value

1 Number the pictures in order.



2 Look and tick (✓). VALUE Be friendly.

1

2

3

UNIT 2 At school

1 Draw your school.

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LESSON 1 Words

1 Listen and circle. TR: 7

1 2 3 4 5 6

2 What's next? Circle and say.

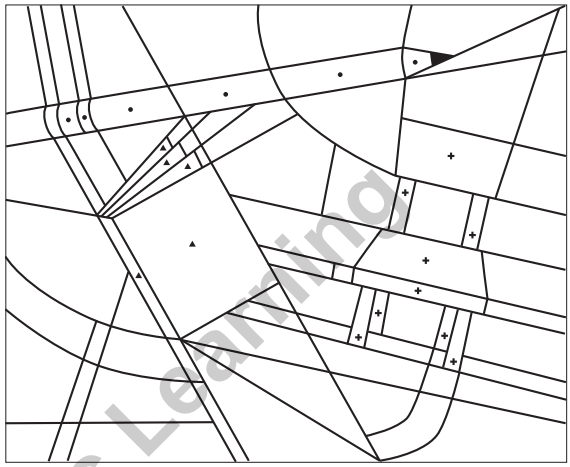
1 2 3

Grammar LESSON 2

1 Listen. Tick (✓) or cross (✗). TR: 8

1 ✓ 2 ✗ 3 ✓ 4 ✗ 5 ✓

2 Colour. Ask and answer.



LESSON 3 Grammar

1 Listen and colour. TR: 9

1 2 3 4

2 Count and write.

Phonics LESSON 4

1 Trace and write.

Dd duck

Ee egg

Ff fish

2 Colour the letters *Dd*, *Ee* and *Ff*.

D A E a F C a c
B d c e b A B f

3 Listen. Circle the first letter. TR: 10

1 (d) e f 2 d e (f) 3 d (e) f
4 d (e) f 5 d e (f) 6 (d) e f

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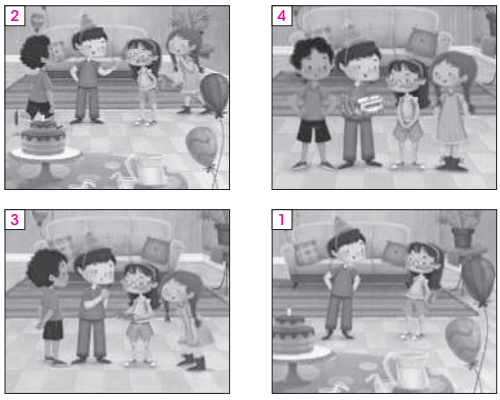
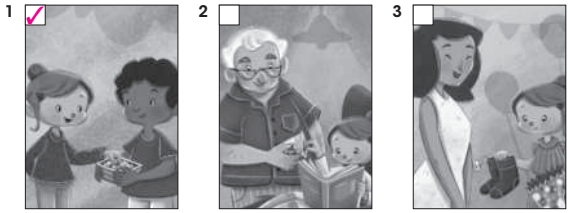
LESSON 5

Reading and value

1 Number the pictures in order.



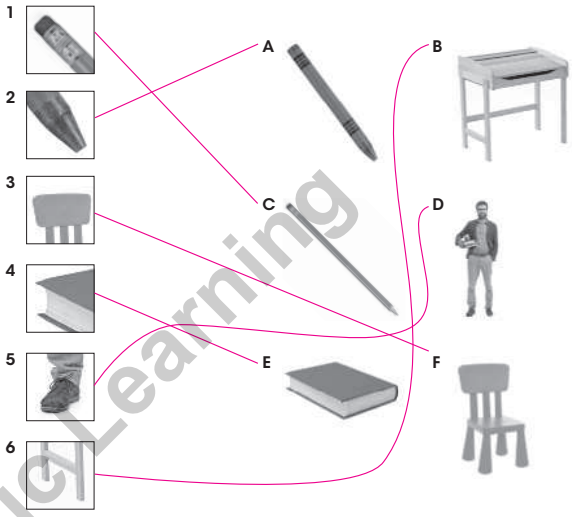
2 Look and tick (✓). VALUE Say thank you.



Review 1: Units 1–2

1 Listen. Tick (✓) or cross (✗). TR: 11

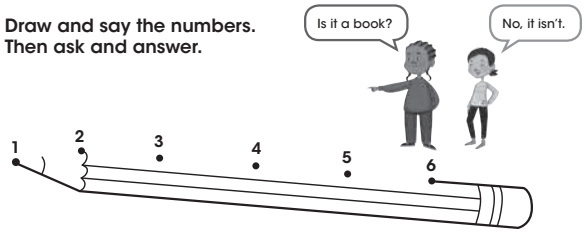
2 Match and say.



Review 1: Units 1–2

3 Listen. Write the number. TR: 12

4 Draw and say the numbers. Then ask and answer.



UNIT 3

My toys

1 Draw your favourite toy.

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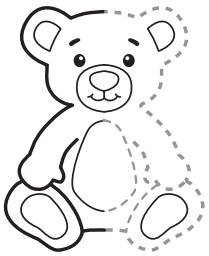
LESSON 1 Words

1 Listen. Tick (✓) or cross (✗). TR: 13

1 ✓ 2 ✗ 3 ✓ 4 ✗ 5 ✓ 6 ✗

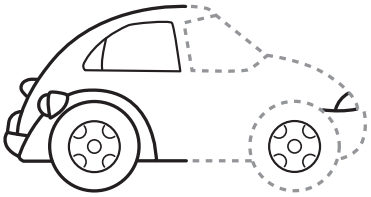
2 Trace and say. Colour your favourite.

1



2

3



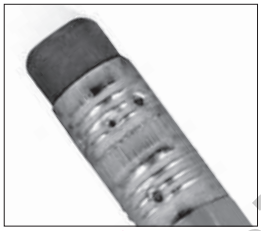
LESSON 2 Grammar

1 Listen. Write the number. TR: 14

4 1 6 2 5 3

2 Ask and answer.

1



What's this? It's a pencil.

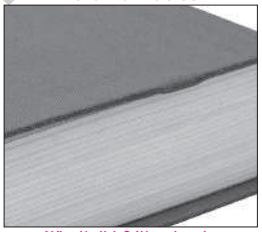
2

What's this? It's a doll.

3

What's this? It's a car.

4



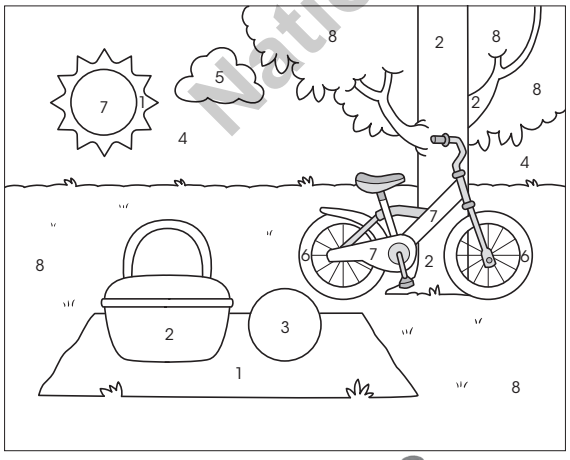
What's this? It's a book.

LESSON 3 Grammar

1 Listen and colour. TR: 15

1 yellow 2 brown 3 red 4 blue
5 white 6 black 7 orange 8 green

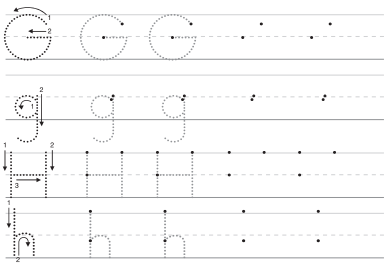
2 Colour. Use Activity 1. Then ask and answer.



LESSON 4 Phonics

1 Trace and write.

Gg goat



Hh hippo

Ii igloo

2 Colour the letters *Gg*, *Hh* and *Ii*.

f G B h a b H e
i c F D g C I d

3 Listen. Circle the first letter. TR: 16

1 g (h) i 2 g h (i) 3 (g) h i
4 g h (i) 5 (g) h i 6 g (h) i

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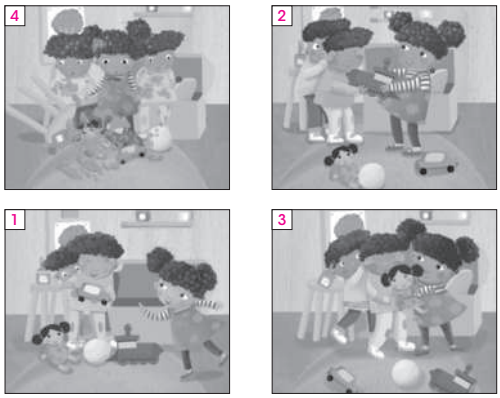
LESSON 5

Reading and value

1 Number the pictures in order.



2 Look and tick (✓). VALUE Be careful.

1 ☐

2 ☐

3 ☑

UNIT 4 On the farm

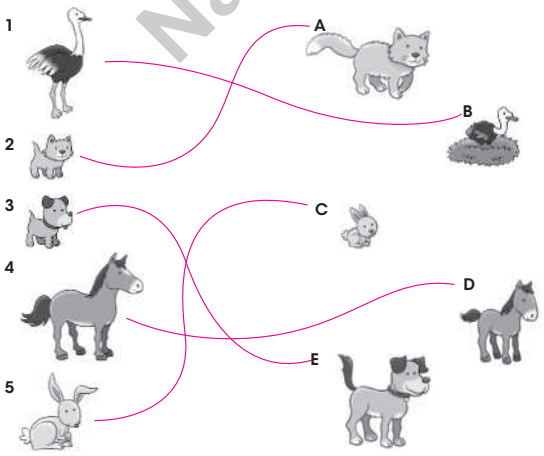
1 Draw a farm.

LESSON 1

Words

1 Listen and circle. TR: 17

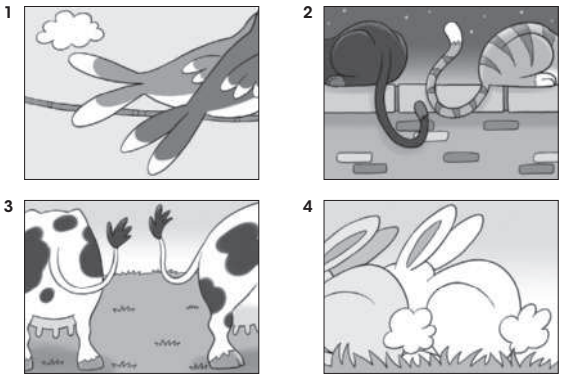
2 Match and say.



Grammar LESSON 2

1 Listen. Tick (✓) or cross (✗). TR: 18

2 Ask and answer.



1 What are they? They're birds.
2 What are they? They're cats.
3 What are they? They're cows.
4 What are they? They're rabbits.

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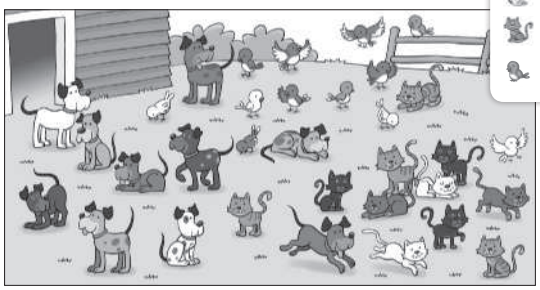
LESSON 3 Grammar

1 Listen and count. Write the number. TR: 19



10
11
12

2 Count and say. Write the number.

1 6 + 3 = 9

2 4 + 4 = 8

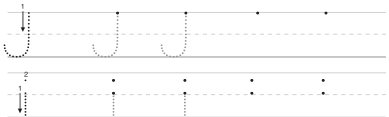
3 5 + 2 = 7

4 7 + 5 = 12

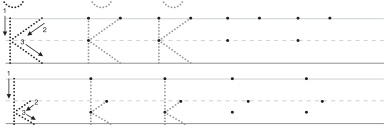
LESSON 4 Phonics

1 Trace and write.

Jj
jam



Kk
king



Ll
lizard

2 Colour the letters *Jj*, *Kk* and *Ll*.

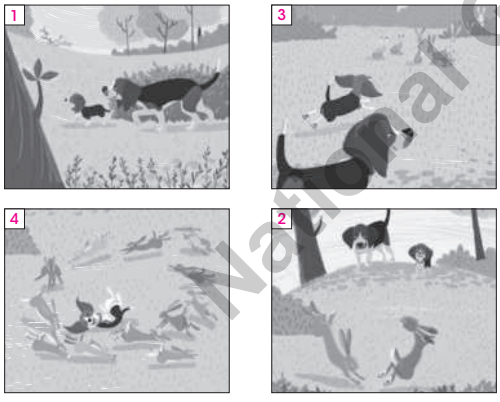
B e k j h A K H
J a i L G I C f

3 Listen. Circle the first letter. TR: 20

1 j k (l) 2 (j) k l 3 j (k) l
4 (j) k l 5 j (k) l 6 j k (l)

LESSON 5 Reading and value

1 Number the pictures in order.



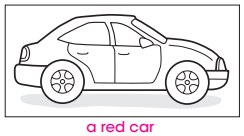
1 3 4 2

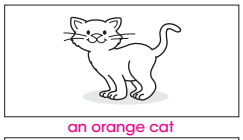
2 Look and tick (✓). VALUE Make friends.

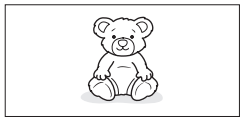
1 ✓ 2 ☐ 3 ☐

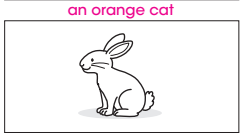
Review 2: Units 3–4

1 Listen, colour and say. TR: 21

1 
a red car

2 
an orange cat

3 
a brown teddy bear

4 
a blue rabbit

2 What's different? Say.

two big horses, three small cows, four big goats, two small cats

two small horses, three big cows, four small goats, two big cats

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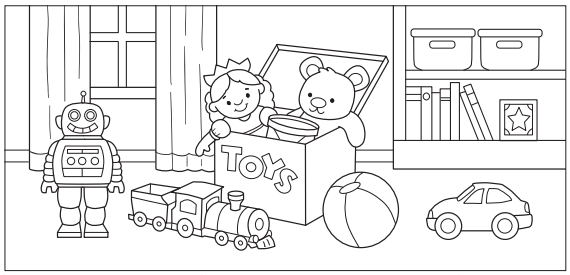
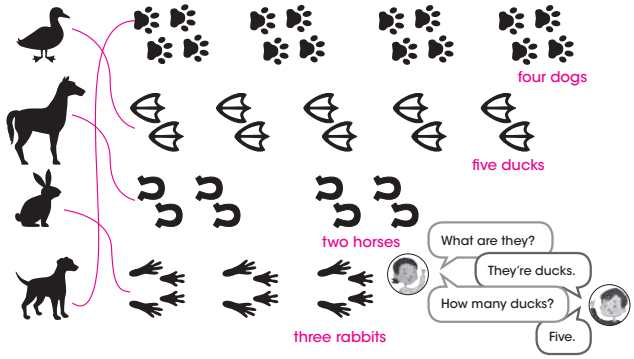
Review 2: Units 3–4

3 Colour. Ask and answer.



Sample answer: What's this? It's a teddy bear. What colour is it? It's yellow.

4 Match and count. Ask and answer.



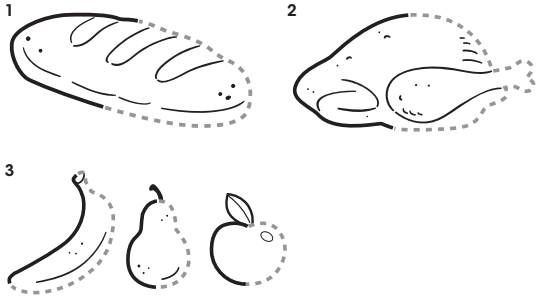
UNIT 5 I like food!

1 Draw your favourite food.

LESSON 1 Words

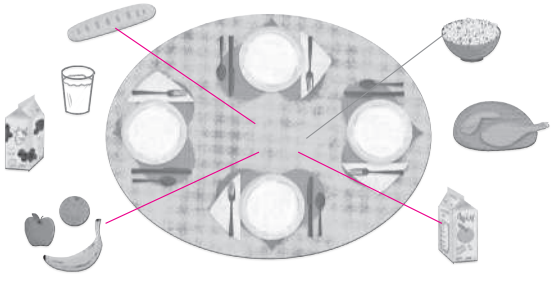
1 Listen and circle. TR: 22

2 Trace and say.

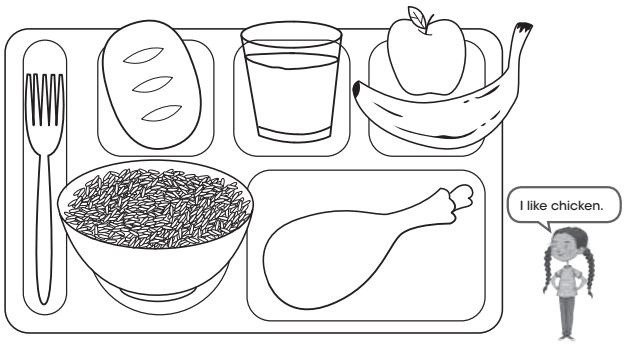


Grammar LESSON 2

1 Listen and point. Put what he likes on the table. TR: 23



2 Colour and say.



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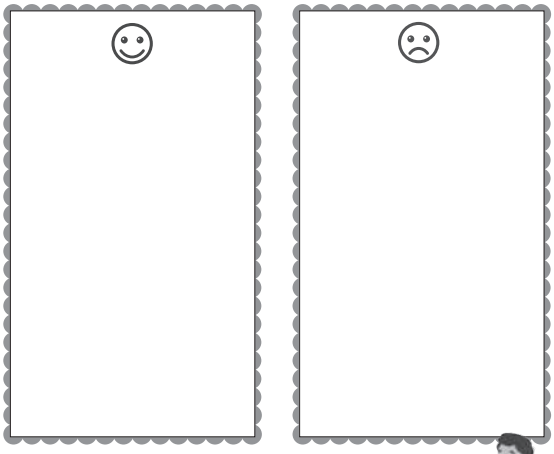
LESSON 3

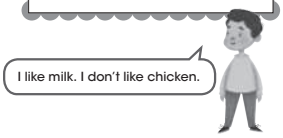
Grammar

1 Listen. Write ✓ (like) or ✗ (don't like). TR: 24

1 ✓ 2 ✗ 3 ✗ 4 ✗ 5 ✓

2 Draw and say.



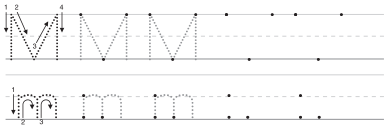


LESSON 4

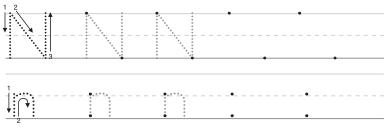
Phonics

1 Trace and write.

Mm monkey



Nn nuts



Oo ostrich

2 Colour the letters *Mm*, *Nn* and *Oo*.

L c f N e g a o
O m K C n I M h

3 Listen. Circle the first letter. TR: 25

1 m (n) o 2 (m) n o 3 m n (o)
4 (m) n o 5 m n (o) 6 m (n) o

LESSON 5

Reading and value

1 Number the pictures in order.

2 Look and tick (✓). VALUE Give and share.

1 ☐ 2 ☐ 3 ✓

UNIT 6

How are you?

1 How are you today? Draw.

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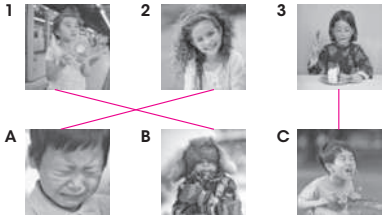
LESSON 1

Words

1 Match the opposites.



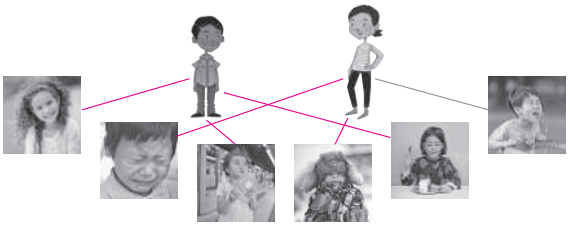
2 Point and say.

1 happy, 2 cold, 3 thirsty, 4 hot, 5 hungry, 6 sad

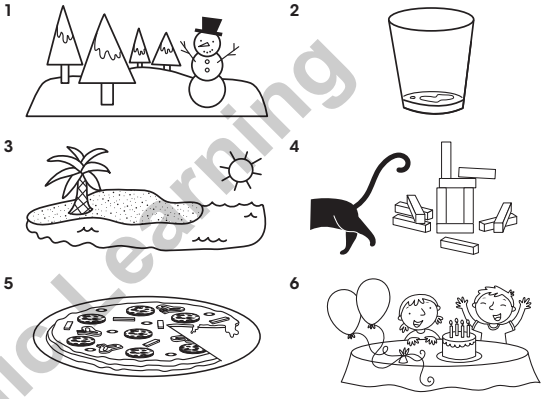
LESSON 2

Grammar

1 Listen and match. TR: 26



2 How are you? Point and say.

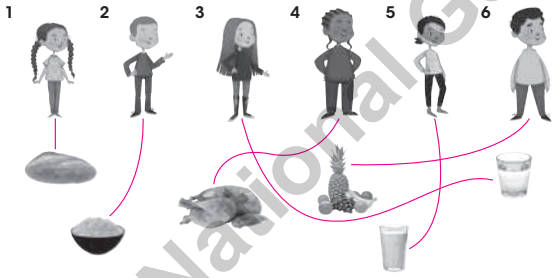


1 I'm cold. 2 I'm thirsty. 3 I'm hot. 4 I'm sad. 5 I'm hungry. 6 I'm happy.

LESSON 3

Grammar

1 Listen and match. TR: 27

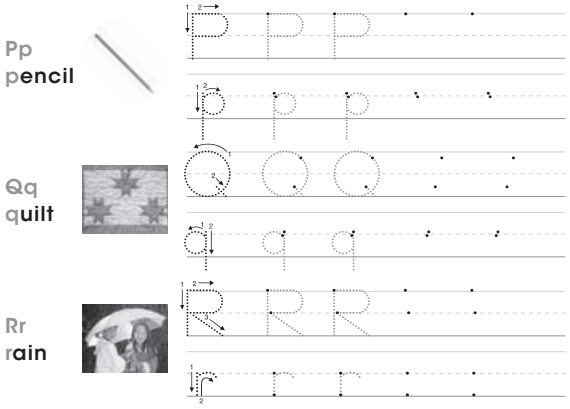


2 Circle and say.

LESSON 4

Phonics

1 Trace and write.



2 Colour the letters *Pp, Qq* and *Rr*.

r P C j b R d m
Q O n f q J p l

3 Listen. Circle the first letter. TR: 28

1 (p) q r	2 p q (r)	3 p (q) r
4 (p) q r	5 p q (r)	6 p (q) r

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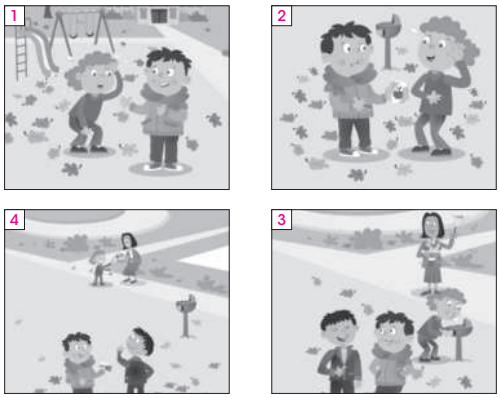
LESSON 5

Reading and value

1 Number the pictures in order.



2 Look and tick (✓). VALUE Make good choices.

Review 3: Units 5–6

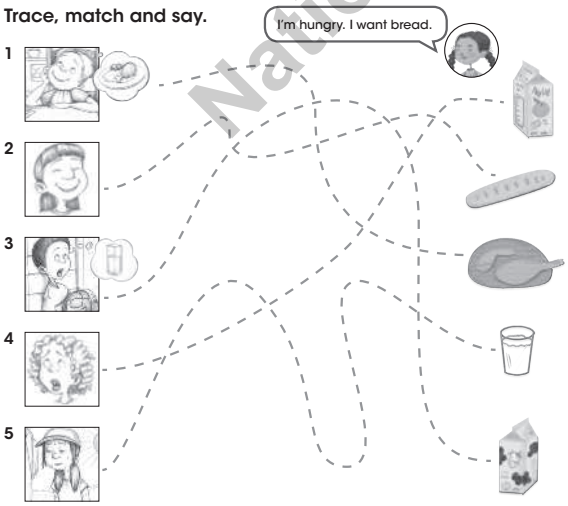
1 Listen and number. TR: 29

2 Listen and circle. TR: 30

Review 3: Units 5–6

3 Write ✓ (like) or ✗ (don't like). Then say.

4 Trace, match and say.



UNIT 7

My family

1 Draw a person in your family.

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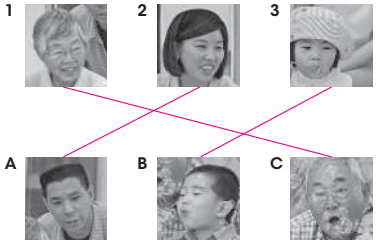
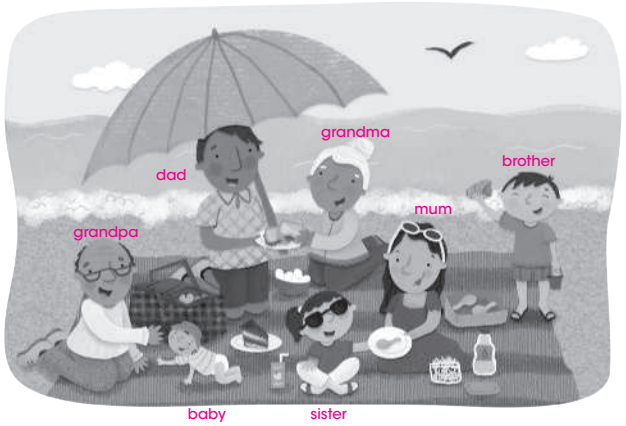
LESSON 1

Words

1 Listen and match. TR: 31



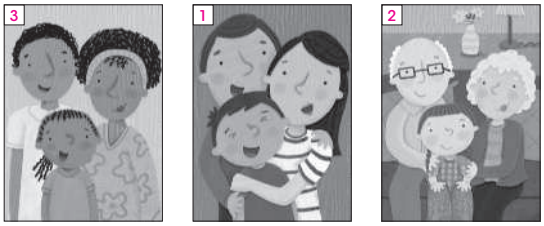
2 Point and say.



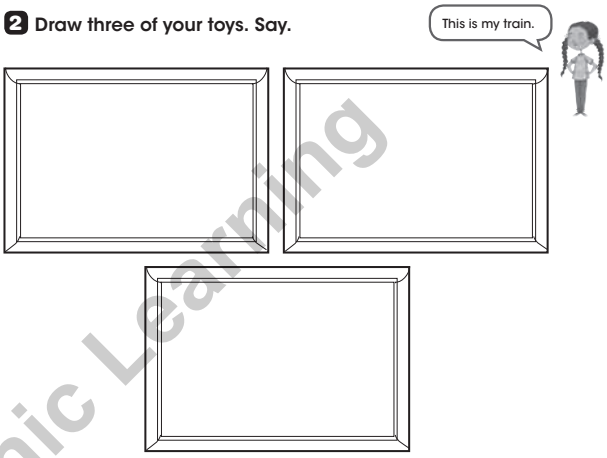
LESSON 2

Grammar

1 Listen and number. TR: 32



2 Draw three of your toys. Say.

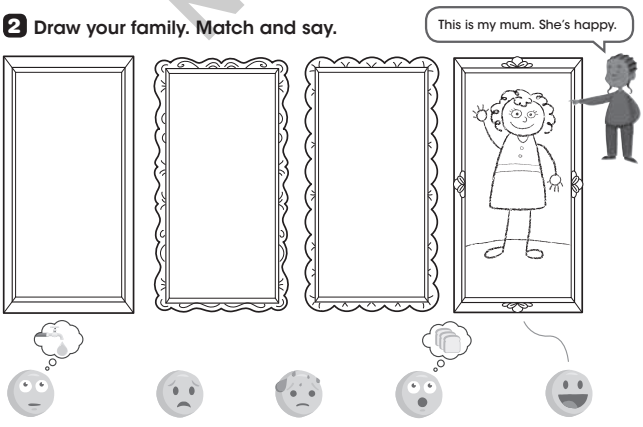


LESSON 3

Grammar

1 Listen and number. TR: 33

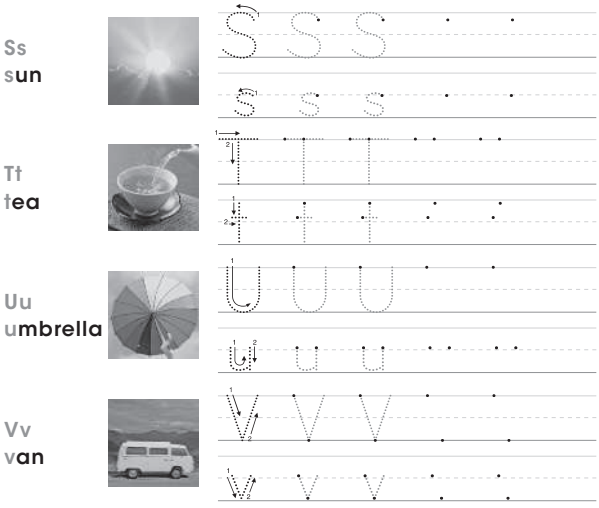
2 Draw your family. Match and say.



LESSON 4

Phonics

1 Trace and write.



2 Listen. Write the first letter. TR: 34

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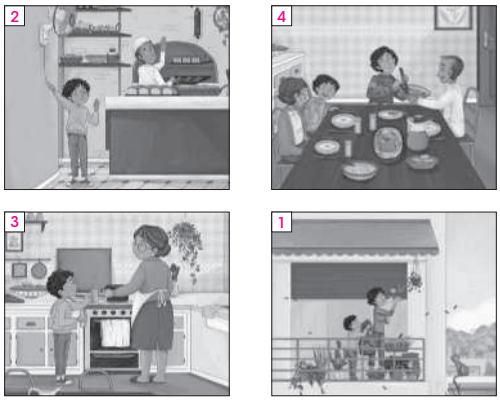
LESSON 5

Reading and value

1 Number the pictures in order.



2 Look and tick (✓). VALUE Help others.

1 ☐

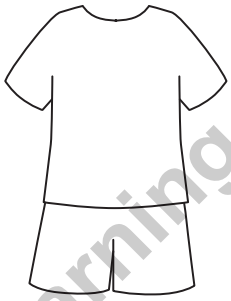
2 ☐

3 ☑

UNIT 8

My body

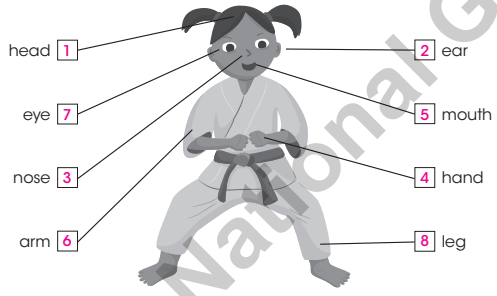
1 Draw a person.



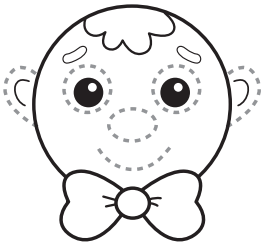
LESSON 1

Words

1 Listen and number. TR: 35



2 Trace and say. Then colour.

1 

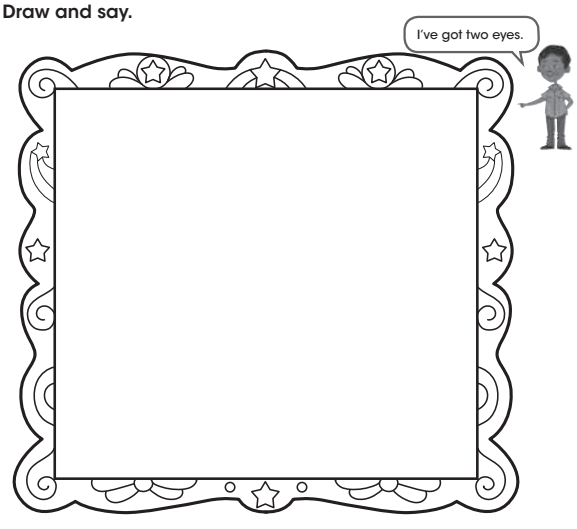
2

LESSON 2

Grammar

1 Listen and number. TR: 36

2 Draw and say.



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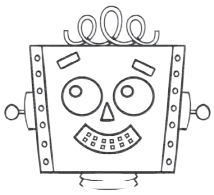
LESSON 3 Grammar

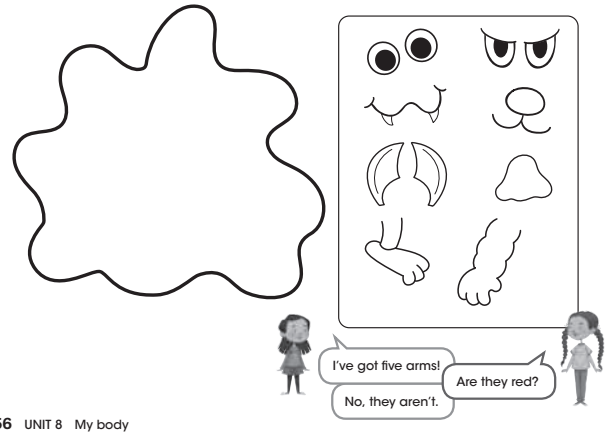
1 Listen and colour. TR: 37

1

2



2 Draw and colour a silly creature. Ask and answer.



LESSON 4 Phonics

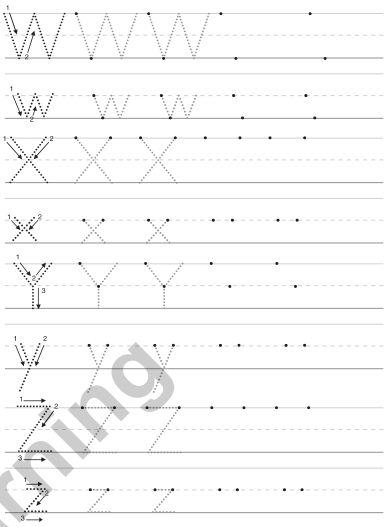
1 Trace and write.

Ww
water

Xx
box

Yy
yo-yo

Zz
zebra



2 Listen. Write the letter you hear: *w, x, y* or *z*. TR: 38

1 w

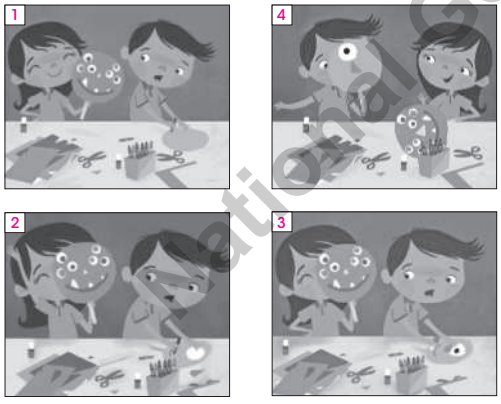
2 x

3 z

4 y

LESSON 5 Reading and value

1 Number the pictures in order.



2 Look and tick (✓). VALUE Be kind.

1 ✓

2 ☐

3 ☐

Review 4: Units 7–8

1 Listen. Tick (✓) or cross (✗). TR: 39

1 ✗

2 ✗

3 ✓

4 ✗

5 ✓

6 ✓

7 ✗

2 Circle the one that doesn't belong. Then say.

1

2

3

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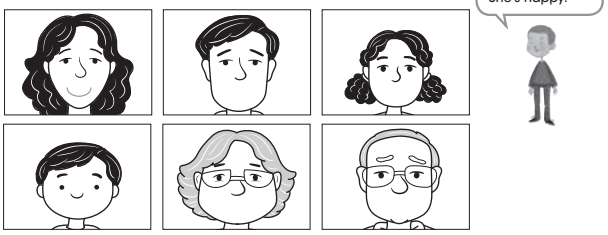
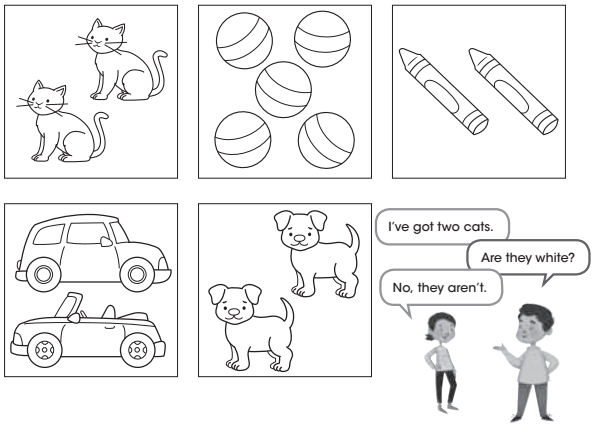
Review 4: Units 7–8

3 Happy or sad? Draw and say.



4 Colour and say.



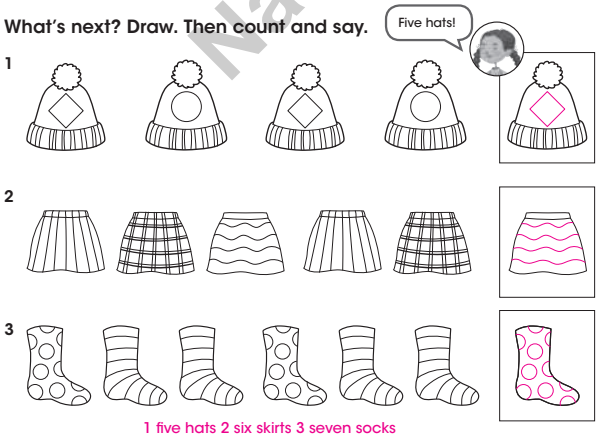
UNIT 9 My clothes

1 Draw your favourite socks.

LESSON 1 Words

1 Listen and number. TR: 40

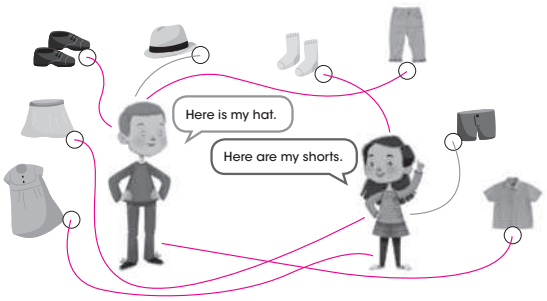
2 What's next? Draw. Then count and say.



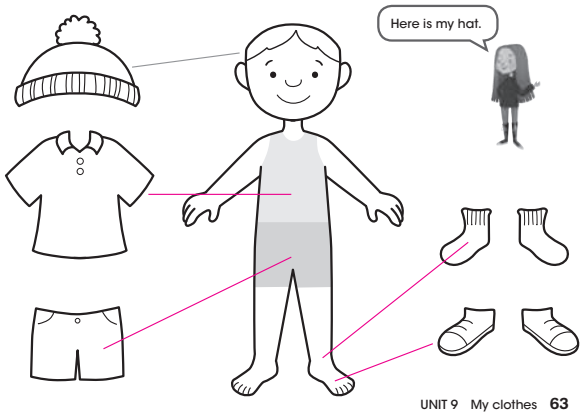
1 five hats 2 six skirts 3 seven socks

Grammar LESSON 2

1 Listen and match. TR: 41



2 Match and say.



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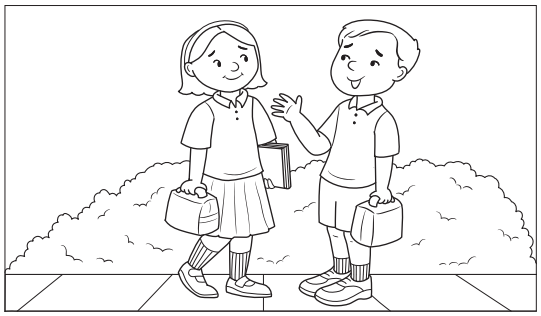
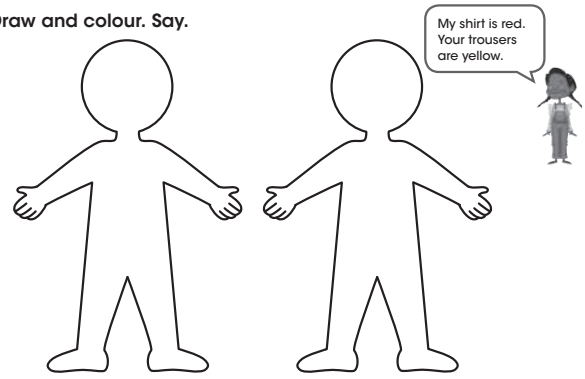
LESSON 3

Grammar

1 Listen and colour. TR: 42



2 Draw and colour. Say.

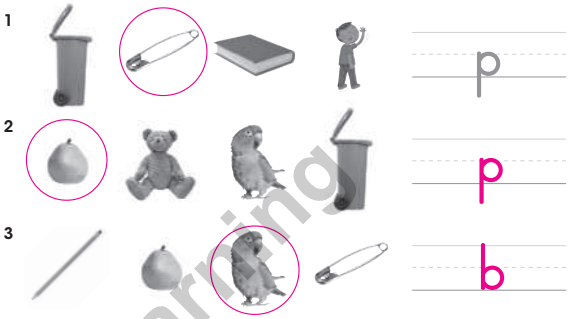


LESSON 4

Phonics

1 What's next? Listen. Then circle and say. TR: 43

2 Listen. Circle the one that doesn't belong. Write the first letter. TR: 44



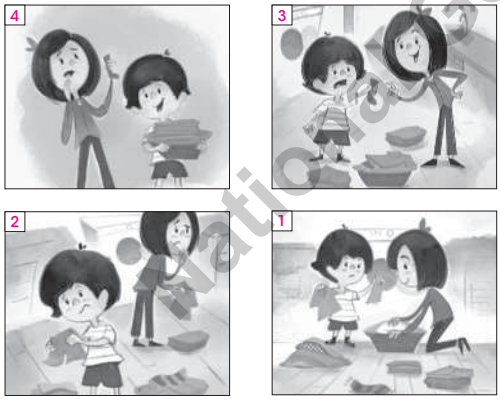
3 Listen and write the first letter. TR: 45

1 p
2 b
3 p
4 b

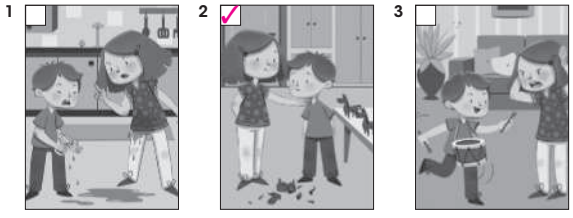
LESSON 5

Reading and value

1 Number the pictures in order.



2 Look and tick (✓). VALUE Forgive.



UNIT 10

Let's play!

1 Draw your favourite activity.

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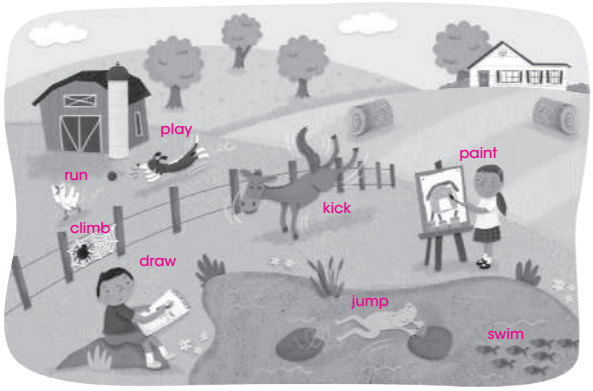
LESSON 1 Words

1 Listen. Tick (✓) or (✗). TR: 46

1 ✓ 2 ✗ 3 ✓ 4 ✓

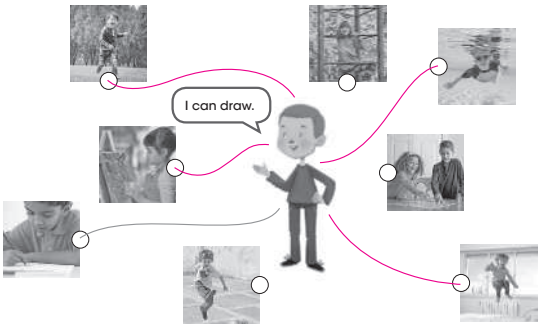
5 ✗ 6 ✗ 7 ✗ 8 ✓

2 Find and say.

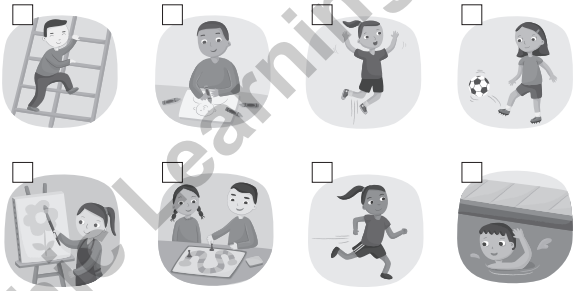


LESSON 2 Grammar

1 Listen and match. TR: 47

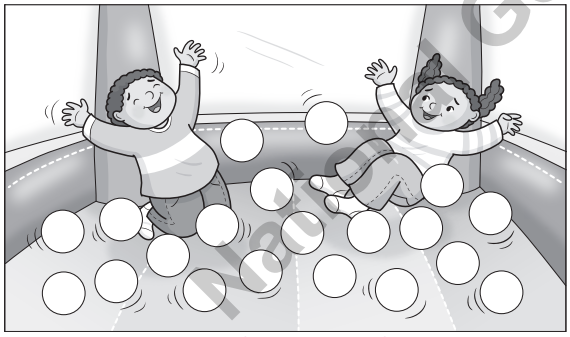


2 What can you do? Tick (✓) or (✗). Then say.



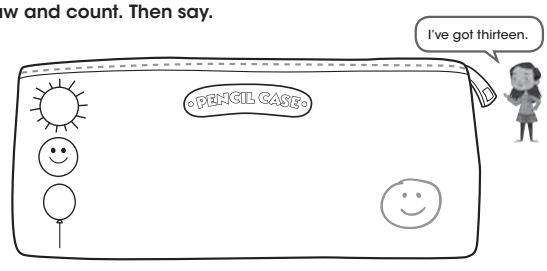
LESSON 3 Grammar

1 Listen. Colour and count. TR: 48



blue, 5; red, 8; yellow, 5; green, 2

2 Draw and count. Then say.



☼ ____ + ☺ ____ + ♀ ____ = ____

LESSON 4 Phonics

1 What's next? Listen. Then circle and say. TR: 49

1 2

2 Listen. Circle the one that doesn't belong. Write the first letter. TR: 50

1 d

2 t

3 t

3 Listen and write the first letter. TR: 51

1 t 2 d

3 t 4 d

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LESSON 5

Reading and value

1 Number the pictures in order.

2 Look and tick (✓). VALUE Be kind to animals.

1 ☐

2 ☐

3 ☑

1 Listen and circle. Then say. TR: 52

1

2

3

4

5

6

2 Circle the one that doesn't belong. Then say.

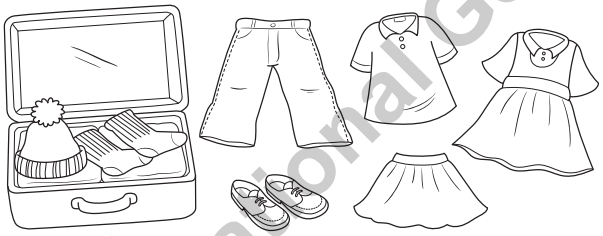
1

2

3

4

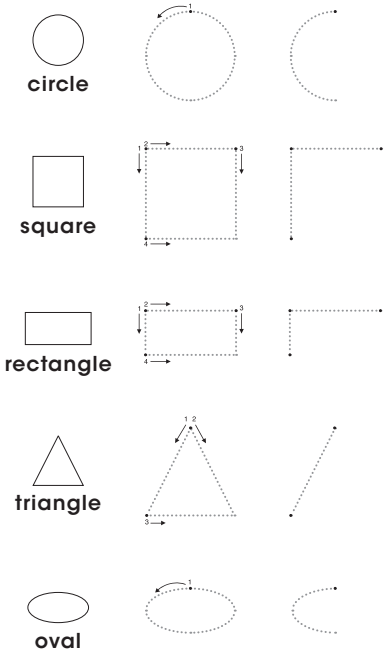
3 Colour and say.



Sample answers: Here is my shirt. My shirt is blue.
Here are my socks. My socks are green.

4 Play and say.

1 Trace and draw.



Draw and colour.

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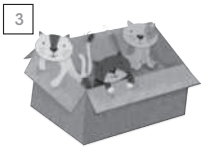
Numbers

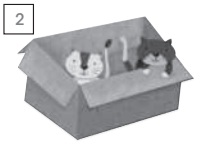
1 Trace and write.

2 Listen and repeat. TR: 53

3 Count and say. Write the number.

1 [3] + [2] = [5]





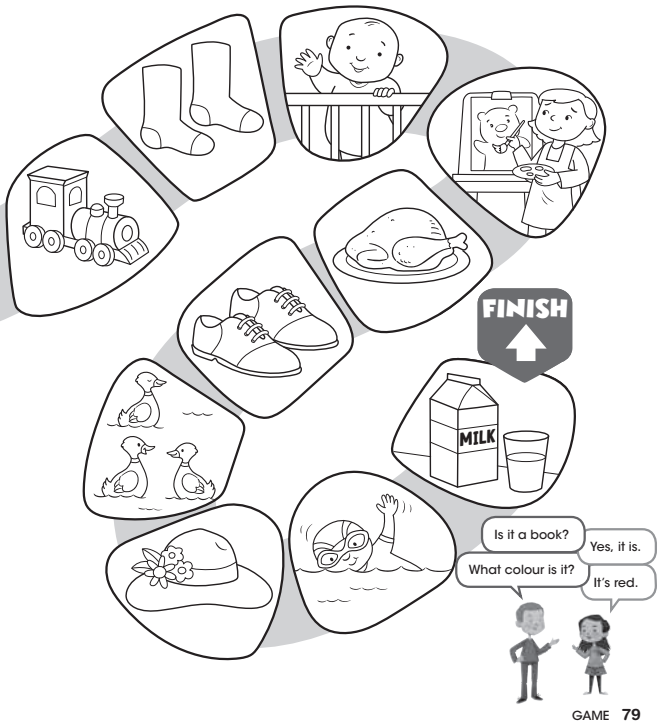
2 [5] + [4] = [9]

3 [6] + [5] = [11]

4 [9] + [10] = [19]

Game

1 Colour. Play and say.



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UNIT 1

NARRATOR: *Hello!*
PABLO: *Hello!*
NARRATOR: *How are you?*
PABLO: *I'm fine, thank you!*
NARRATOR: *What's your name?*
PABLO: *My name is Pablo. My family's from Spain.*
NARRATOR: *Say* hello *in your language, Pablo.*
PABLO: *Hola.*
NARRATOR: *Hello!*
KAITLYN: *Hello!*
NARRATOR: *How are you?*
KAITLYN: *I'm fine, thank you!*
NARRATOR: *What's your name?*
KAITLYN: *My name is Kaitlyn. My family's from China.*
NARRATOR: *Say* hello *in your language, Kaitlyn.*
KAITLYN: *你好 Nǐ hǎo.*
NARRATOR: *Hello!*
SHIVEN: *Hello!*
NARRATOR: *How are you?*
SHIVEN: *I'm fine, thank you!*
NARRATOR: *What's your name?*
SHIVEN: *My name is Shiven. My family is from India.*
NARRATOR: *Say* hello *in your language, Shiven.*
SHIVEN: *Namaste.*
NARRATOR: *Hello!*
ALIYAH: *Hello!*
NARRATOR: *How are you?*
ALIYAH: *I'm fine, thank you!*
NARRATOR: *What's your name?*
ALIYAH: *My name is Aliyah. I'm from the UK.*
NARRATOR: *Say* hello *in your language, Aliyah.*
ALIYAH: *Hello!*
NARRATOR: *Hello!*
INDIPHILE: *Hello!*
NARRATOR: *How are you?*
INDIPHILE: *I'm fine, thank you!*
NARRATOR: *What's your name?*
INDIPHILE: *My name is Indiphile. My family's from South Africa.*
NARRATOR: *Say* hello *in your language, Indiphile.*
INDIPHILE: *Mholweni.*
NARRATOR: *Hello!*
SAFIA: *Hello!*
NARRATOR: *How are you?*
SAFIA: *I'm fine, thank you!*
NARRATOR: *What's your name?*
SAFIA: *My name is Safia. My family's from Morocco.*
NARRATOR: *Say* hello *in your language, Safia.*
SAFIA: *مرحب Marhabaan.*

UNIT 2

INDIPHILE: *Look at the school. It's in South Africa.*
NARRATOR: *Is it a pencil?*
INDIPHILE: *No, it isn't.*
NARRATOR: *Is it a desk?*
INDIPHILE: *No, it isn't.*
NARRATOR: *Is it a crayon?*
INDIPHILE: *Yes, it is.*
KAITLYN: *Look at the school. It's in China.*
NARRATOR: *Is it a crayon?*
KAITLYN: *No, it isn't.*
NARRATOR: *Is she a teacher?*
KAITLYN: *No, she isn't.*
NARRATOR: *Is it a desk?*
KAITLYN: *Yes, it is.*
MATI: *Look at the school. It's in Poland.*
NARRATOR: *Is it a pencil?*
MATI: *No, it isn't.*
NARRATOR: *Is it a crayon?*
MATI: *No, it isn't.*
NARRATOR: *Is she a teacher?*
MATI: *Yes! A teacher and three students.*

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UNIT 3

NARRATOR: *Hello, Emilia.*
EMILIA: *Hello!*
NARRATOR: *What's this?*
EMILIA: *It's a doll. It's from Italy.*
NARRATOR: *What colour is it?*
EMILIA: *It's white.*
NARRATOR: *Hello, Kaitlyn.*
KAITLYN: *Hello!*
NARRATOR: *What's this?*
KAITLYN: *It's a doll. It's from China.*
NARRATOR: *What colour is it?*
KAITLYN: *It's red and blue.*
NARRATOR: *Hello, Mati!*
MATI: *Hello.*
NARRATOR: *What's this?*
MATI: *It's a doll. It's from Poland.*
NARRATOR: *What colour is it?*
MATI: *Black and white with red, yellow and blue.*
NARRATOR: *Hello, Juan*
JUAN: *Hello.*
NARRATOR: *What's this?*
JUAN: *It's a doll. It's from Mexico.*
NARRATOR: *What colour is it?*
JUAN: *It's got lots of colours – it's pink, green, white, black, yellow, orange and blue.*

UNIT 4

NARRATOR: *What sound does a duck make?*
[Each child makes a duck sound.]
NARRATOR: *Now you make a duck sound.*
NARRATOR: *What sound does a cow make?*
[Each child makes a cow sound.]
NARRATOR: *Now you make a cow sound.*
NARRATOR: *What sound does a horse make?*
[Each child makes a horse sound.]
NARRATOR: *Now you make a horse sound.*
NARRATOR: *What sound does a dog make?*
[Each child makes a dog sound.]
NARRATOR: *Now you make a dog sound.*
NARRATOR: *What sound does a bird make?*
[Each child makes a bird sound.]
NARRATOR: *Now you make a bird sound.*

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UNIT 5

NARRATOR: *Hello, AJ.*
AJ: *Hello!*
NARRATOR: *What food do you like?*
AJ: *I like bread.*
AJ: *Mmm-mmm.*
NARRATOR: *Shiven, what food do you like?*
SHIVEN: *I like bread, too. Yum!*
NARRATOR: *Hello, Lara.*
LARA: *Hello.*
NARRATOR: *What do you like?*
LARA: *I like juice. I like the juice in Turkey. Look at the orange juice! Yum!*
NARRATOR: *Tracy, what do you like?*
TRACY: *I like fruit. And I like juice.*
JESSICA: *I like juice, too! I like sugarcane juice.*
TRACY: *Yes, it's from Vietnam. It's good!*
NARRATOR: *Yurara, what food do you like?*
YURARA: *I like rice.*
NARRATOR: *Is that rice and fish?*
YURARA: *Yes, it is. It's good.*
NARRATOR: *And you, Pablo? What food do you like?*
PABLO: *I like rice and fish, too. Look at this. It's from Spain. It's rice and fish!*

UNIT 6

NARRATOR: *What makes you happy?*
ALIYAH: *Books!*
NARRATOR: *What makes you happy?*
RHIANE: *My birthday.*
NARRATOR: *What makes you happy?*
SHIVEN: *The Holi Festival! Look at the colours!*
NARRATOR: *What makes you happy?*
EMILIA: *Singing.*
NARRATOR: *What makes you happy?*
MATI: *My toys.*
NARRATOR: *What makes you happy?*
JESSICA: *The Tết Celebration.*
TRACY: *Yes, the Tết Celebration.*

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UNIT 7

NARRATOR: *Juan, is this your family?*
JUAN: *Yes, it is. This is me. Here's my mum, and here's my dad.*
NARRATOR: *Are you happy in this photo?*
JUAN: *Yes, I am. I'm happy with my mum and dad.*
NARRATOR: *Rhiane, is this your family?*
RHIANE: *Yes, it is. This is me. Here's my mum. And this is my grandma.*
NARRATOR: *How are you feeling in this photo?*
RHIANE: *I'm happy. Mum and Grandma are happy, too.*
NARRATOR: *Tell me about this photo.*
SAFIA: *This is my family. Here's my mum. And here are my sisters, Nermin and Amira.*
NARRATOR: *And you?*
SAFIA: *This is me. I'm happy!*
NARRATOR: *Yurara, is this your brother?*
YURARA: *Yes, it is.*
NARRATOR: *What's his name?*
YURARA: *His name is Juon. He's 15 years old.*
NARRATOR: *Is he sad in this photo?*
YURARA: *No, he isn't. He's hot, but happy.*
NARRATOR: *And you?*
YURARA: *Yes. I'm happy, too.*
NARRATOR: *Tracy, is this you?*
TRACY: *No, it isn't. It's my sister. It's Jessica.*
NARRATOR: *I see. It's the two sisters. I can see yellow cars, too!*
TRACY: *Yes, they're toys!*
NARRATOR: *Jessica, how are you and Tracy feeling in this photo?*
JESSICA: *Happy!*
TRACY: *And hungry!*

UNIT 8

YURARA: *Look!*
NARRATOR: *What's his name?*
YURARA: *Pikachu. I like Pikachu. In Japan, many people like Pikachu.*
NARRATOR: *Tell me about him.*
YURARA: *Pikachu is yellow. He's got two big ears. They are yellow and black. He's got two small eyes. They are black. He's got a pink mouth and yellow arms. But no legs – only small, yellow feet.*
RHIANE: *Look!*
NARRATOR: *What's her name?*
RHIANE: *Mafalda. I like her. In Argentina, people like her. They sit with her. Mafalda is in books and on TV. Look! I've got a Mafalda book. Mafalda's got brown hair. She's got small, black eyes and a small nose. Look at her mouth. She's happy!*

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UNIT 9

NARRATOR: *Hi, Safia. Tell me about your dress.*
SAFIA: *This is my kaftan.*
NARRATOR: *What colour is it?*
SAFIA: *It's pink and white.*
NARRATOR: *Is it for school?*
SAFIA: *No, it's for special days.*
NARRATOR: *I like it!*
SAFIA: *Thank you.*
NARRATOR: *Are these your good clothes?*
SHIVEN: *Yes, they are. This is my shirt. It's called a kurta. It's yellow. And look. Here are my trousers. They're red.*
NARRATOR: *I like your clothes. You look great!*
SHIVEN: *Thank you!*
NARRATOR: *Hi, Marcel. Are these your good clothes?*
MARCEL: *Yes. This is my shirt. It's blue. My trousers are black. My waistcoat is grey. And my hat is blue.*
NARRATOR: *Hi Tracy. Hi Jessica.*
NARRATOR: *Are these your good clothes?*
JESSICA: *Yes, they are. This is my dress.*
NARRATOR: *What colour is your dress?*
JESSICA: *It's red. And look at the birds.*
NARRATOR: *And, Tracy, what colour is your dress?*
TRACY: *It's yellow. And, look – birds. They're on my dress, too.*
NARRATOR: *I love your dresses!*

UNIT 10

NARRATOR: *Hi, Marcel. Tell me about a sport in Brazil.*
MARCEL: *Football. I like football.*
NARRATOR: *Yes, of course! And...*
MARCEL: *And water polo, too!*
NARRATOR: *Water polo?*
MARCEL: *Yes. I can play water polo. I can swim. I can jump in the water. I've got the ball and GOOOOOAL!*
NARRATOR: *Is it fun?*
MARCEL: *Yes, it is.*
NARRATOR: *Hi, Aliyah. Tell me about a sport in the UK.*
ALIYAH: *Well, I like football... a lot!*
NARRATOR: *Yes, yes! And...*
ALIYAH: *And cricket, too!*
NARRATOR: *Cricket?*
ALIYAH: *Yes. I can play cricket. I can hit the ball. I can run, too.*
NARRATOR: *Is it fun?*
ALIYAH: *Yes, it is.*
NARRATOR: *Hi, Kaitlyn.*
KAITLYN: *Hello!*
NARRATOR: *Tell me about a sport in China.*
KAITLYN: *Football is my favourite.*
NARRATOR: *Yes, football, football. Tell me about another sport.*
KAITLYN: *I can do kung fu. I can kick and jump. Look. This is a boy doing kung fu.*
NARRATOR: *Wow! That's cool.*
NARRATOR: *Hi, Rafi. Tell me about a sport in Saudi Arabia.*
RAFI: *I like football, of course.*
NARRATOR: *No more football! I want other sports!*
RAFI: *OK. I like racing.*
NARRATOR: *Car racing?*
RAFI: *No, no, no! I like camel racing.*
NARRATOR: *Camel racing?!*
RAFI: *Yes. Camel racing. Look at the camels. One, two, three, four, five camels. They can run!*

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