

## 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.*

**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.

## 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.

# 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

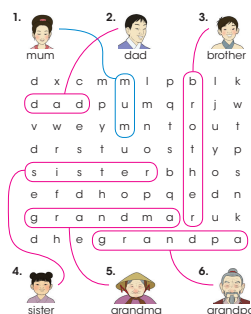
- Play **Story 4** and ask students to listen and follow along in their books.
- Ask students to look at the story again. Then point to page 21. Ask *What does the emperor want?* (A new emperor.)
- Point to page 22. Ask *What does the emperor give to the children?* (seeds) *What does he want them to 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.

## 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].)



**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.