

# Starter Level Worksheets

## Teacher's Notes

### Worksheet S.0.1 Say Hello!

**Twenty-First Century Skills** Communication and Collaboration

- Give each student a copy of the worksheet. Draw students' attention to the tracing activity and read the word aloud: *Hello!* Invite students to say *Hello!* with you. Ask students to trace over the word. Point to the picture and say *Hello!*
- On the second page, tell students to complete the introduction sentence with their name. Then, tell students to draw a picture of themselves. Students can also colour the pictures.
- When students have completed the worksheet, tell them to cut it out. Students will make a *Hello* book. Show students how to cut out the book and then fold it in half so the pictures are on the inside. Then they can design their own front cover.
- Put students in pairs to show their books to each other and introduce themselves. Students can say *Hello!*
- As an extension to the activity, collect the books into a 'classroom library' that students can go to and look at the books to learn about their classmates.

### Worksheet S.0.2 Hello, Mrs Brown!

**Twenty-First Century Skills** Communication and Collaboration

- Put students in pairs and hand out one worksheet, a glue stick, a pair of scissors and some coloured pencils to each pair. Demonstrate how to cut out the templates along the lines and then stick the two ends together around one finger. Ask students to draw their own characters on the blank templates and write the character's name in the space provided.
- Students take turns to role-play the character on their puppet, for example, Mrs Brown, and say *hello* to other finger puppets. Before students start, place a finger puppet on one finger on each of your hands and model the language needed. Between the two puppets, say *Hello, Mr Green. Hello, Mrs Brown.*
- Help students with the meaning of the labels on the puppets by teaching the honorifics. Say *This means Mister. Mister Brown. Just like I'm [Mr Smith].*

### Worksheet S.0.3 Find a ...

**Twenty-First Century Skills** Communication and Collaboration

- Put students in pairs. Give each pair one copy of the worksheet. Then, tell students to colour the objects.
- Use flashcards 8 and 10–14. Hold up each flashcard, or alternatively real objects from the classroom, and say the word, for example, *Book*. Students then find the object on their worksheet and circle it. Then, hold up flashcards and say the words, and ask students to point to the pictures. Increase the speed as students become more confident.
- Give students a clean sheet of paper and ask them to draw one object from the worksheet in a big size. Put the drawings up on the wall around the classroom. Show a flashcard and say the word and ask students to point to the picture on the wall. In a small class, ask students to go to the picture. You could turn this into a competition by asking one student to find one object and another student to find another object.

### Unit 1 Puzzle time

**Twenty-First Century Skills** Critical Thinking and Collaboration

- Put students in pairs or small groups. Give each pair or group one copy of the worksheet. Remind students of the words they learnt in Lesson 1, Unit 1. Give students time to look carefully at the six small pictures and then at the completed puzzle with words and phrases.
- Tell students to cut out the individual puzzle pieces with pictures.
- Read the word on the first puzzle piece. Then point to the puzzle piece with the picture showing the action of a boy waving hello. Say *Match*, and place the puzzle piece with the picture on the puzzle piece with the word *Hello*.

- Students then continue in their pairs or small groups, placing the cut-out puzzle pieces with pictures on top of the correct pieces in the completed puzzle. They can match the pieces by shape if they aren't yet confident about reading the words.
- Students can end the activity by playing a game. Students put the cut-out puzzle pieces upside down in a pile in the centre. Students take turns to pick up a puzzle piece from the pile and act out the action shown on it. The other students then have to guess what the action is. The student in the group that answers correctly can pick up a puzzle piece and act out the action. Play the game until the group has guessed all of the actions correctly.

## Unit 2 Find it!

### Twenty-First Century Skill Collaboration

- Put students in pairs. Give each pair one copy of the worksheet. Give students time to look at the six small pictures and then at the scene carefully. Remind students that they learnt these words in Unit 2, Lesson 1. Practise the numbers 1–6 chorally as a class. Write the numbers on the board as students say them.
- Go through the first item with the whole class. Point to the picture and ask *Is it a teacher?* (Yes, it is). Then ask *One teacher? Or two teachers?* (one teacher) Point to the box under the picture of a teacher and pretend to write the number 1 in the box with a pencil as you say *One*.
- Tell students to find and count the other items in the scene and write the number in the box under each picture.
- When the students have counted all the items, invite some students to read out their answers to the class: *one teacher, two pencils, etc.*

### ANSWERS

teacher 1, pencils 2, books 3, desks 4, chairs 5, crayons 6

## Unit 3 My toys

### Twenty-First Century Skills Creativity and Communication

- Give each student a copy of the worksheet. Remind students of the toy words they learnt in Unit 3, Lesson 1. Refer students to page 20 of the Student's Book, if necessary.
- Help students cut the picture into nine pieces and shuffle the pieces. Tell students to arrange the pieces in the correct order to remake the picture. Give each student a sheet of paper and glue to stick the pieces.
- When students have glued their picture together correctly, tell them to colour it in.
- Put students in pairs. Ask them to show each other their completed picture, and point and say the toys that they can see in the picture.

## Unit 4 My farm

### Twenty-First Century Skills Communication and Creativity

- Put students in pairs. Give each pair a copy of the two worksheets. Give them time to look at the pictures on the first worksheet. Remind them, if necessary, that they learnt these animal words in Units 2, 3 and 4.
- Draw students' attention to the speech bubbles and read aloud the first question, *What is it?* Point to the cat picture and invite students to answer (It's a cat.) Point to the next speech bubble and ask *What are they?* Then point to the picture of rabbits. Invite students to answer. (They're rabbits.) Then ask *How many rabbits?* Count the rabbits together and then say *Seven. Seven rabbits.*
- Students then continue, in their pairs, asking and answering questions about each picture.
- Check answers by inviting pairs to ask and answer a question about each picture.
- Tell students to cut out the animals.
- Draw students' attention to the second sheet. Ask them to make their own farm by gluing their cut-out animals on the picture of the farm.
- Finally, students can colour their farm.

## Unit 5 Colour or circle

### Twenty-First Century Skill Critical Thinking

- Students can work individually for this activity. Give each student a copy of the worksheet. Give students time to look at the different items in the picture carefully. Remind them, if necessary, of the words for the items. Make sure each student has got the correct colour crayons needed: red, orange, yellow and brown.

- Tell students to listen and colour or circle. Read the following instructions slowly. If any students need extra support, act out the instructions you say, for example 'circling' or 'colouring', and show them the correct colour crayon.

*Colour the apples red.*

*Colour the juice orange.*

*Circle the milk.*

*Colour the bread yellow.*

*Circle the water.*

*Colour the chickens brown.*

- Once the students have coloured and circled the items, invite them to compare their pictures.

## Unit 6 I'm happy

### Twenty-First Century Skill Critical Thinking

- Give each student a copy of the worksheet. Give them time to look closely at the picture. Remind students of the words they learnt in Unit 6 Lesson 1.
- Ask students to listen to sentences about the picture and number the children in the picture by writing a number in each box. Say the following numbers and sentences. Pause after each sentence to give students time to find the correct person in the picture and write the number.
  - 1 I'm happy.
  - 2 I'm sad.
  - 3 I'm hot.
  - 4 I'm cold.
  - 5 I'm hungry.
  - 6 I'm thirsty.
- When students have completed the worksheet, put them in pairs. One student can point to a child in the picture and the other can say the sentence, for example, *I'm happy*. Students can then colour the picture.

## Unit 7 This is my family

### Twenty-First Century Skill Critical Thinking

- Put students in pairs. Give each pair one copy of the worksheet. Remind students, if necessary, of the family words they learnt in Unit 7, Lesson 1. Practise the words chorally as a class.

- Tell students to cut out the family member pictures and words. Then, ask them to glue the pictures and words on to the family tree. They should draw their own picture for 'me'.
- When students have completed the family tree, tell them to colour in the pictures.
- End the activity by asking students to tell a partner or the class who the people in the pictures are.

## Unit 8 Build a teddy

### Twenty-First Century Skill Creativity

- Give each student a copy of the worksheet. Ask them to colour the pictures of the teddy's body parts.
- Check students' understanding by asking questions, for example, *What number is the body? (one)*.
- Tell students to cut out all the individual body parts from their sheet.
- Organize students into pairs or small groups. Ask students to place their numbered body parts in front of them, with the picture facing up. They should keep their own parts in a separate pile. Each student will reconstruct their own teddy by rolling a game cube.
- Give each group a game cube. Students take turns to roll the game cube and pick up the body part with the number shown on the game cube. When a student picks up the body part, he/she must say the number and a sentence, for example, *Number 2, I have a head*. Students continue playing by rolling the game cube and picking up the body parts to build their teddy. If they roll the game cube and the number shown is for a body part that they already have, then they don't collect a piece and it is the next player's turn. The winner is the first player to collect all the body pieces to build their teddy.

## Unit 9 Dress your doll

### Twenty-First Century Skill Collaboration

- Give each student a copy of the worksheet.
- Remind students of the clothes vocabulary they learnt in Unit 9, Lesson 1. Give students time to look at the doll and the clothes carefully. Ask *What can you see?* Point to one of the items and say *Here is my [dress]*. Ask individual students to name the other clothing on the worksheet.

- Tell students to colour the different items of clothing and then cut them out. Next, ask students to dress their doll in whichever way they like and draw the face.
- After students have dressed their doll, put them in pairs to tell each other about their doll and what it is wearing, for example, *My hat is blue. My dress is orange.*
- Alternatively, after students have cut out the items of clothing, you could randomly choose an item of clothing and say its name aloud. Students must then, one by one, dress their doll with the item of clothing you said. After students have dressed their doll, they can tell a partner about their doll in the same way they did before.

## Unit 10 Make a video

### Twenty-First Century Skills Creativity and Communication

- Please be aware of any school rules about filming students before starting this worksheet. Request permission to film the students from their parents as necessary. Depending on what equipment your school has got, you may be able to use an actual video camera. If not, you could record your class using your smartphone.
- Give each student a copy of the worksheet.
- Say *Let's make a video for our class!* Hold up a worksheet where you have drawn some simple pictures as examples. Read the headings aloud as you point to the pictures. *Me, my house, my toy, my room.* Point to one of the pictures. Say

*This is my house. It's [small]. It's [green]. I like my house. Say Now you draw you, your house, your toy, your room.* Ask students to draw the pictures and cut out the four squares.

- When students finish, hold up a student's picture and ask him/her *What's this?* (It's my train.) *What colour is it?* (It's red.) *Well done! I like your train!* Pick different pictures so you can ask all the questions in part 2.
- Organize students into pairs. (If there is an odd number, you can have a group of three). Say *Now you, show your pictures. Ask and say. Look at the questions.* Point to the questions in part 2 and read them aloud.
- As they practise asking and answering the questions, walk around the classroom and encourage students. Prompt them if they aren't sure what to do and encourage them to say more if they can, for example, *I like my doll. It's big. It's small,* etc.
- When students are ready, ask a pair to the front of the class with their pictures. Film them as they show their pictures and ask and answer questions. Make sure they show their pictures to the camera.
- Schedule time to record videos for the rest of your students.
- Watch your videos. As an extension, you can publish the videos on a private class/school website, social-media page or a parent app, so students and their families can have fun seeing themselves on screen.