

TRẦN CAO BỘI NGỌC (Chủ biên) – TRƯƠNG VĂN ÁNH

TIẾNG ANH

Family and Friends

1

National Edition

Teacher's Guide

- Classroom Presentation Tool
- Teacher's Guide
- Teacher's Website



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

OXFORD

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TIẾNG ANH

Family and Friends



National Edition

Teacher's Guide

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Scope and sequence



Rosy



Tim



Billy

	Words	Grammar and song	Sounds and letters	Numbers	Skills (Student Book and Workbook)	
Starter: Hello! p. 4	Character names Greetings Classroom language	<i>What's your name? I'm Rosy. Listen to the teacher.</i>	Aa <i>apple, Annie</i> Bb <i>boy, bat</i>	1, 2	Listening & Speaking <ul style="list-style-type: none">Listening to and repeating sounds and wordsListening to and repeating a simple chant, song, and story	Reading & Writing <ul style="list-style-type: none">Left-to-right progressionLetter recognitionDrawing matching linesTracing letters and numbersCompleting shapes
	Values: Greeting people					
1 What color is it? p. 10	Colors	<i>What color is it? It's green.</i>	Cc <i>cat, car</i> Dd <i>dog, duck</i>	3, 4	Listening & Speaking <ul style="list-style-type: none">Listening to and repeating sounds and wordsListening to and repeating a simple chant, song, and story	Reading & Writing <ul style="list-style-type: none">Left-to-right progressionLetter recognitionFinding the odd-one-outReading a simple storyDrawing matching linesTracing letters and numbers
	Values: Be clean and tidy					
2 What's this? p. 16	School things	<i>What's this? It's a notebook.</i>	Ee <i>egg, elephant</i> Ff <i>fish, farm</i>	5, 6	Listening & Speaking <ul style="list-style-type: none">Listening to and repeating sounds and wordsListening to and repeating a simple chant, song, and storyAsking short questions	Reading & Writing <ul style="list-style-type: none">Left-to-right progressionLetter recognitionReading a simple storyDrawing matching linesTracing letters and numbers
	Values: Play respectfully					
3 Is it a plane? p. 22	Toys	<i>Is it a plane? Yes, it is. No, it isn't.</i>	Gg <i>girl, guitar</i> Hh <i>hat, horse</i> Ii <i>insect, ill</i>	7, 8	Listening & Speaking <ul style="list-style-type: none">Listening to and repeating sounds and wordsListening to and repeating a simple chant, song, and story	Reading & Writing <ul style="list-style-type: none">Left-to-right progressionLetter recognitionRecognizing patternsReading a simple storyDrawing matching linesTracing letters and numbers
	Values: Be kind to others					
Fluency Time! 1 p. 28	Everyday English: <i>jump, sing, write, count; Let's ...</i> CLIL: Science: <i>eyes, ears, mouth; Look! Listen! Say!</i> Use Summative Test 1 from the Printable Resources					
4 They're bears! p. 30	Animals	plurals with s <i>What are they? They're bears.</i>	Tj <i>jug, juice</i> Kk <i>kangaroo, key</i> Ll <i>lion, lollipop</i> Mm <i>man, mango</i>	9, 10	Listening & Speaking <ul style="list-style-type: none">Listening to and repeating sounds and wordsListening to and repeating a simple chant, song, and storyAsking short questions	Reading & Writing <ul style="list-style-type: none">Letter and word recognition with picturesReading and completing simple sentence patternsReading a simple storyTracing letters, numbers, and wordsGuided word writing
	Values: Be kind to animals					

	Words	Grammar and song	Sounds and letters	Numbers	Skills (Student Book and Workbook)						
5 This is my nose! p. 36	My body	<i>This is ... These are ...</i>	Initial sounds: <i>a b c d e f g h</i> End sounds: <i>b d f g</i>	Review 1–5	Listening & Speaking <ul style="list-style-type: none">Listening to and repeating sounds and wordsListening to and repeating a simple chant, song, and storyDescribing body parts	Reading & Writing <ul style="list-style-type: none">Letter and word recognition with picturesReading and completing simple sentence patternsReading a simple storyGuided word writing					
					Values: Take care in the sun						
6 Lunchtime! p. 42	My lunchbox	<i>I have a pear. I have my lunchbox.</i>	Initial sounds: <i>b d f g i j k l m</i> End sounds: <i>b d f g k l m</i> Review: <i>Aa to Mm</i>	Review 6–10	Listening & Speaking <ul style="list-style-type: none">Listening to and repeating sounds and wordsListening to and repeating a simple chant, song, and storyIdentifying key words and lettersDescribing food	Reading & Writing <ul style="list-style-type: none">Letter and word recognition with picturesReading and completing simple sentence patternsReading a simple storyUsing <i>a</i> and <i>an</i>Guided word writing					
					Values: Share with others						
Fluency Time! 2 p. 48	Everyday English: <i>Here you are. Thank you.</i> CLIL: Math: Shapes: <i>circle, square, triangle</i> Use Summative Test 2 and the End of Year Test from the Printable Resources										
Culture p. 50	Countries and flags: <i>Viet Nam, Canada, Australia, Japan, the U.K., Cambodia</i> Objectives: to recognize six national flags, and talk about their colors; to learn six names of countries, and say where you are from										
Culture 1 p. 52	Birthdays in Canada: <i>cake, candle, gift, party, happy birthday</i> Objectives: to learn words associated with birthdays; to learn how birthdays are celebrated in Canada; to make a card										
Culture 2 p. 53	Dance in Viet Nam: <i>dancer, ao dai, fan, music</i> Objectives: to learn words associated with dance; to talk about dance in Viet Nam; to make a fan										
Culture 3 p. 54	Soccer in the U.K. <i>ball, T-shirt, kick, score a goal</i> Objectives: to learn words associated with soccer; to say what your favorite sport is										
Culture 4 p. 55	Children's Day in Japan: fish, bird, flower, frog Objectives: to learn words associated with animals and flowers; to talk about Children's Day										
Culture 5 p. 56	Fruit in Cambodia: <i>mango, papaya, pineapple, watermelon</i> Objectives: to learn some fruit found in Cambodia; to design a menu										
Culture 6 p. 57	Bondi Beach in Australia: <i>sand, sea, shell, sun</i> Objectives: to learn some words about a beach in Australia; to read a postcard										

Picture dictionary p. 58

Word list p. 62



Write in your notebook.



Say.



Stick a sticker.



Audio track available.



Video available.

Introduction

Tiếng Anh Family and Friends National Edition is an updated version of the successful and much-loved *Family and Friends* series. This new edition maintains the engaging content, language, and activities of *Family and Friends Special Edition* but has been adapted to meet the requirements of the new curriculum from the Ministry of Education and Training, focusing on communicative competence and whole-child development. The course caters to teachers who prefer a traditional coursebook with modern content to motivate and interest students. Its grammar-based curriculum, working in conjunction with parallel syllabi in skills and phonics, enables children to develop the confidence and competence to communicate effectively in English, as well as understand and process information from a wide range of sources. The course combines the most effective literacy techniques used with native English speakers with proven techniques for teaching English as a foreign language to children.

Improvements to the National Edition

Content

A thorough review of the original content reinforced the strong pedagogical value of the *Family and Friends Special Edition* content. As such, those familiar with the course will find that much of this high-quality content has been retained, including the main characters, topics, and themes. The review also resulted in activity-level improvements to the listening and speaking skills, as well as the addition of a *Fluency Time!* section, accompanied by videos from Grades 3 to 5, and the systematic inclusion of CLIL (Content and Language Integrated Learning) content. Furthermore, vocabulary and grammar has been amended to reflect the Ministry of Education and Training's curriculum specifications as well as international standardized examination requirements. The revised and expanded content accounts for the increasing range in children's English ability as extra-curricular lessons and exposure to English rise.

Curriculum and exam preparation

The new National edition meets the Ministry of Education and Training's curriculum and, from Grade 3, prepares children for success in the *Cambridge English* exams, the *TOEFL*, and now, the *Pearson Test of English*.

This edition features updated exam-type activities to correspond with the most recent Cambridge English examinations. It also now prepares children for the Pearson Test of English through ample practice worksheets. Although the course still includes the same attention to English as a skill, it includes more support for test-taking in general as today's academic and professional worlds require more testing.

Teacher support

New to this edition is this full-color Teacher's Guide, providing step-by-step instructions for each activity in the Student Book. This strengthened support for teachers will help them to maximize children's potential.

Tiếng Anh Family and Friends National Edition recognizes that children have different learning styles and the teacher's notes provide a range of suggestions for addressing these differences. Some learn better by seeing (visual learners), some by listening (auditory learners), some by reading and writing, and some with movement (kinesthetic learners). The teacher's notes use all these approaches to help every child realize his or her potential.

Differentiation

Support and extension material

There is a wealth of support and extension material available to *Tiếng Anh Family and Friends National Edition* students, offering additional practice in skills, vocabulary, and grammar. The *Oxford Skills* series and *Grammar Friends* provide plenty of reinforcement for less confident students and further practice for confident students.

Further reinforcement of the students' learning can be achieved by follow-up activities using the *Oxford Children's Picture Dictionary for learners of English* (see www.oup.com/elt). Recommended Readers can be used to draw upon themes and language found in the Student Book and provide extra exposure to the language in a new context. Find out more at: www.oup.com/elt/recommendedreaders.

Mixed ability classes

Most classes contain students with mixed abilities. *Tiếng Anh Family and Friends National Edition* provides support for children who are above or below the average level of the class. Each lesson contains a differentiated-instruction suggestion for at least one main activity. It provides suggestions on how to make activities easier for children who require more support, or more challenging for those who need more independence. This ensures that all children remain confident and motivated throughout their lessons.

Classroom tips for mixed ability classes:

- Think about where children are sitting. Place less confident children closer to you, so that you can address any issues.
- Some confident children may enjoy being helpers. This will allow confident children to revise new language while helping others to learn it.
- Give simple, clear instructions so that children of all levels can understand you easily. Use hand gestures as well as words to explain the activities. Ask children to repeat activity directions back to you with the gestures to confirm their understanding.
- Don't simplify your language as much when talking to confident children or those with higher-level English skills. They will benefit from the additional natural language input, and one-on-one interactions will encourage them to explore language further.
- Set goals for each lesson to help the children to focus. The goal can be different according to the children's abilities, but reaching the goals will give the same sense of achievement to all.

The Teacher's Guide is supplemented by the Teacher's Site (free registration required), which includes the Printable Resources, offering assessment and materials to support the core content. The Printable Resources include exam preparation worksheets from Grade 3 onwards. Teacher's notes for the worksheets are also included.

The Teacher's Site is accessed at:

www.oup.com/elt/teacher/fafnationalvietnam

Tiếng Anh Family and Friends National Edition component offerings:

- Student Book
 - Workbook
 - Teacher's Guide delivered on the Teacher's Site
 - Printable Resources delivered on the Teacher's Site to supplement course materials, including:
 - Over 80 pages of worksheets and tests
 - Teacher's notes for worksheets
 - Exam Preparation worksheets (from Grade 2)
 - Online Play delivered on the Friends website (new for this edition)
 - Audio files delivered on the Audio CD, the Friends website and the Teacher's Site
 - Classroom Presentation Tool
 - Flashcards
 - Phonics cards
 - Posters
- } delivered on the Friends website and the Teacher's Site

Sample Curriculum

Please see the Sample Curriculum on page 93. This course provides material to fulfill the 70 periods a year as required by the National Curriculum. There are also supplementary materials available in the Printable Resources.

Methodology

Words and grammar

New words are introduced in relation to each unit's topic or theme. They are presented in the Student Book with support from the flashcards and recordings, and are then practiced through chants, songs, and motivating classroom games and activities.

The children are first exposed to the new grammar items in the second lesson of the main units. They then move on to focused grammar practice, which is reinforced through the story in lesson six. This language is recycled throughout the course.

Skills

From Grade 3 to Grade 5, each unit of *Tiếng Anh Family and Friends National Edition* contains two pages dedicated to the development of reading, listening, speaking, and writing skills. The reading texts in this section expose children to a balance of both familiar and new language. With a range of different text types of increasing complexity, children develop the confidence to recognize and use the language they know in a wide range of situations. They develop the skills of reading and listening for gist and detail, both of which are essential for complete communicative competence, higher-level academic work, and success in examinations.

The writing skills section provides a complete course in English punctuation, syntax, and text structuring. Children complete writing activities in their notebooks with further

consolidation through their Workbooks. The syllabus resembles that used with children who are native English speakers, laying a solid foundation for expressing more complex and abstract thoughts clearly.

Phonics

Phonics teaches the relationship between letters / letter combinations and the sounds they make. The study of phonics enables children to decode new words, thereby improving reading skills and helping them to grasp spelling and pronunciation patterns quickly.

Tiếng Anh Family and Friends National Edition draws on the principles of synthetic phonics, in which sounds and letters combine to form whole words (i.e. synthesis).

Every unit of the course contains a phonics lesson. In Grade 1 and Grade 2 the alphabet letters are reviewed with their most common sound values (/æ/ for A, /b/ for B, etc.). Children see the relationship between the shapes of upper- and lowercase letters, the letter names, and the sounds they make.

In Grades 3 and 4, children learn that letters can be combined to form new sounds. They learn the consonant digraphs sh, th, and ch. They then progress to learn how to construct simple CVC (consonant-vowel-consonant) words: a (as in cat), e (bed), i (pin), and u (rug).

Children then learn to pronounce and spell common consonant blends at the beginning and ending of words and then see how vowels are combined to form long vowel sounds. By the end of the course children will be able to identify and spell all of the most common sounds in the English language, and recognize that many sounds can be spelled in different ways.

Stories

Every unit contains a story which provides a fun and motivating context in which the new language appears. In the early grades we meet a happy extended family and see the amusing adventures of Rosy, her mischievous brother Billy, and their cousin Tim. As children grow and their world of interest develops, the circle of characters expands and includes international characters as well.

The stories also provide ideal scenarios for practicing and reviewing language structures and keywords in a cyclical manner.

Animated versions of these stories can be found on the Classroom Presentation Tool, the Friends website and the Teacher's Site. They offer an effective way of presenting the story and target language in class, or can be used at home to consolidate what children learn in the first two lessons of each unit.

Review units

After every three units there is a Review unit, which can also be accessed on the Classroom Presentation Tool. These are shorter units of exercises which provide additional practice of the vocabulary and structures presented in the three preceding units. No new material is presented or practiced in these units. They can be used as a progress test to check that children have remembered what they have learned.

Picture dictionary

In Grade 1 to Grade 3, a picture dictionary is provided for children to refer to whenever necessary. A suitable point to use the Picture dictionary would be at the end of each unit.

Songs and chants

Every unit in *Tiếng Anh Family and Friends National Edition* contains a song for children to practice the new language, as well as vocabulary and phonics chants.

Melody and rhythm are an essential aid to memory. By singing, children can overcome fears and shyness while practicing language in a joyful and harmonious way together. Songs and chants are also fun and motivating activities that can add movement to the lessons, creating meaningful opportunities for children with different learning styles.

Games

Games provide a natural context for language practice and are very effective for teaching children. Games promote the development of wider cognitive skills such as memory sequencing, motor skills, and deductive skills. If required due to large classes or limited space, games in *Tiếng Anh Family and Friends National Edition* can take place at the children's tables or desks with a minimum of classroom disruption. There is a Games bank at the end of the Teacher's Guide, which is referred to where a game is suggested in the teacher's notes.

Classroom management

Children learn best when the atmosphere in the classroom is relaxed, happy, and well-ordered.

Success is a great motivator. Try to make every child feel successful and praise their attempt enthusiastically. Children should be familiar with expression such as, *Good work! Good job! Excellent try! You did that very well!*

Errors need to be corrected but use positive and tactful feedback so that children are not afraid of making mistakes. If a child makes a mistake say *Good try. Try again*, then model the correct answer for the child to repeat. Avoid using words such as *No* or *That's wrong*, as these can create negative associations to learning.

Establish a clear and consistent set of classroom rules and ensure that all children know what to expect. Always praise good behavior so that bad behavior does not become a means of gaining attention.

Assessment

Students' progress can be evaluated through formal testing, ongoing assessment, and self-assessment. For formal testing, there are seven unit tests, two summative tests, and one end-of-year test provided in the Printable Resources on the Teacher's Site. Together, these cover the target language from the course.

Before each summative test, students should complete the Review pages which revise the language from the preceding units.

Ongoing and self-assessment tests are also available on the Teacher's Site. These allow teachers the possibility of continuously assessing students' progress, and provide feedback for teachers on areas that need further practice.

Fluency development

A sense of achievement and a sense of autonomy are essential ingredients in promoting communicative competence and fluency. The *Fluency Time!* lessons in *Tiếng Anh Family and Friends National Edition* give learners the opportunity to personalize the language they learn and to practice speaking together in pairs and groups, to play games using the new

language and to create their own dialogues, and to help boost their confidence and motivate them in the classroom. It is important for language in the classroom to be meaningful and functional, so that learners can see how the language they are learning can be applied to everyday life. When learners are able to use the language they learn to communicate in a realistic situation, or to interact socially with others, they feel a sense of purpose in their learning.

Fluency Time!

Syllabus

The syllabus for the Everyday English phrases is based, in part, on the Cambridge English Examinations syllabus. Other useful phrases, which reflect daily life, have also been included. For learners who are preparing for the Cambridge exams, this will provide additional preparation and practice for the speaking parts of the exam, but for those not taking the exams, the Everyday English phrases will be equally useful and applicable to the situations they may face in the future. Each of the *Fluency Time!* lessons in *Tiếng Anh Family and Friends National Edition* consists of an Everyday English page followed by a CLIL lesson.

- The Everyday English pages teach phrases through mini stories in Grades 1 and 2, and videos in Grade 3 to Grade 5, in a meaningful context, and provide practice of the new language through a listening activity and a speaking activity, providing gradual transition from receptive to productive skills.
- CLIL (Content and Language Integrated Learning) refers to teaching subjects (such as science, math, art, geography) through a foreign language. CLIL increases motivation by presenting language in natural, real-life contexts, which interests students and encourages them to communicate. The CLIL lessons in *Tiếng Anh Family and Friends National Edition* enable students to learn cross-curricular content and English simultaneously.

All of the CLIL lessons in *Tiếng Anh Family and Friends National Edition* focus on a school subject. The content areas are carefully chosen to be interesting to students, while at the same time not overwhelming them with too much new information.

Students are introduced to the subject topic and new vocabulary is pre-taught through a vocabulary presentation activity, supplemented by flashcards. The students read a text based on the lesson topic and complete a comprehension activity. A critical thinking activity is always included so that students can personalize the topic and the new language.

The CLIL worksheets in the Printable Resources provide further practice of the new language through reading, writing, listening, and speaking activities, ensuring that the students have plenty of practice of the new language and all content in all four skills.

Whole-child development

Tiếng Anh Family and Friends National Edition promotes positive whole-child development through the inclusion of 21st century learning, culture, values throughout the materials and the promotion of parental involvement.

21st Century Learning

As our world becomes increasingly interconnected, today's young students must develop strong skills in the four Cs: creativity, collaboration, communication, and critical thinking.

Creativity

Creativity is an essential 21st Century Skill. Students who exercise and demonstrate creativity are better prepared to make changes, solve the problem, and express themselves clearly. Creativity can be fostered through project work and other arts-based hands-on experiences. However, creativity is also about thinking processes. Creative thinking can be encouraged through asking students interesting questions and having them ask their own questions using different techniques to approach problem solving also helps students to internalize meaning in a personal way. *Tiếng Anh Family and Friends National Edition* encourages creativity through the use of interesting texts which stimulate personal responses and projects which require them to problem solve and express themselves.

Collaboration

Collaboration requires direct communication between students, which strengthens the skills of listening and speaking and the associated skills of turn-taking, clarifying, explaining, and discussing. Students who work together often achieve better results, as they benefit from each other's strengths. But they also develop a sense of team spirit and pride throughout the process. *Tiếng Anh Family and Friends National Edition* offers opportunities for collaboration in every unit. Whether it is through project work, group games, or team discussions, students are sharing ideas, expressing personal opinions, and developing important social skills.

Communication

Communication forms an important part of collaboration. Students need to learn the skills of listening, speaking, reading, and writing to effectively take part in an age of rapid change. As our world becomes increasingly interconnected, today's young students must develop skills that allow them to communicate in a variety of ways, including oral and written skills but also digital communication skills.

Critical Thinking

Students in the 21st Century need to do more than acquire information. They need to be able to analyze the information by making sense of it critically. Critical thinking skills help students to determine facts, prioritize information, understand relationships, solve problems, and deal with an ever changing world. *Tiếng Anh Family and Friends National Edition* encourages children to think about language, to focus on meaning and to react to the world of English in a personal way. Subject areas are introduced so that students can make connections between content and language, interesting facts are presented, and children are invited to be curious and questioning.

Culture

Tiếng Anh Family and Friends National Edition presents culture content from Viet Nam and a variety of other countries. Learning about different cultures helps students to enrich their knowledge of other countries and appreciate the values of their own and other cultures.

Values

Values, which can also be called civic education, are a key strand in *Tiếng Anh Family and Friends National Edition*. Teaching values is important as it focuses on the whole child, not just language skills. It improves children's awareness of good behavior and how their behavior and attitudes can impact on the people around them and their environment. Areas for values teaching include helping children to understand about:

- Community, e.g., agreeing and following school rules, understanding the needs of people and other living things, understanding what improves and harms their environment, contributing to the life of the class and school.
- Health and hygiene, e.g., understanding the basics of healthy eating, maintaining personal hygiene, rules for keeping safe around the house and on the road.
- Interacting with others, e.g., listening to other people, playing and working co-operatively, sharing, identifying, and respecting the differences and similarities between people, helping others in need.

Values are reinforced in the Values worksheets in the Printable Resources – one per unit.

Involving parents

Learning involves a co-operative relationship between home and school, it is important to establish clear communication with parents to encourage home support. The following are suggestions about possible ways of doing this:

- Keep parents informed about what their children are learning and their progress. Parents might benefit from receiving newsletters listing what children are now able to do, which words and phrases they are studying, which songs or stories they know, and the types of exam practice they have done.
- Organize a concert or parents' afternoon where the children can perform the unit stories, plays, and the songs that they have learned, along with their actions.

oxfordparents

Help your child with English



Oxford Parents is a website where your students' parents can find out how they can help their child with English. They can find lots of activities to do in the home or in everyday life. Even if the parent has little or no English, they can still find ways to help. We have lots of activities and videos to show parents how to do this.

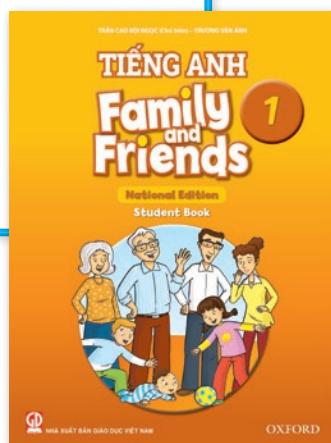
Studies have shown that practicing English outside the classroom can help children become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the students' motivation.

Parents can help by practicing stories, songs, and vocabulary that the students have already learned in the classroom. Tell your students' parents to visit www.oup.com/elt/oxfordparents and have fun helping their children with English!

Integrated component overview

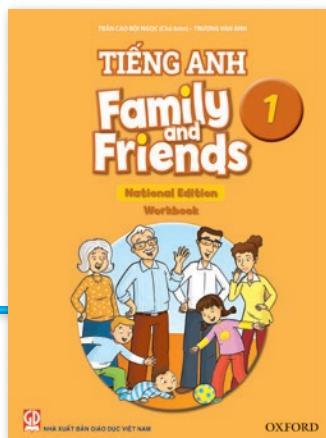
Student Book

The Student Book contains 6 units. Each unit presents vocabulary and grammar with opportunity to practice both with a focus on all four skills. *Fluency Time!* pages provide functional language practice (Everyday English) and content-based learning (CLIL).



Workbook

The Workbook is designed to give students extra practice of the language and structures taught in class.



Audio 71

All the audio for the Student Book and Workbook is on the CDs provided with the Student Book and Workbook, and on the Friends website.



Online Play

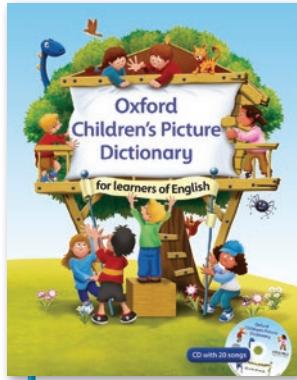
Online Play is the place for children to explore the language they are learning through fun games and activities. It includes the story animations, class audio, and online games. Online Play is delivered on the Friends website.

www.oup.com/elt/friendsvietnam



Recommended Readers

Family and Friends readers draw upon themes and language found in the Student Book. They provide extra exposure to the language in a new context.



Recommended Dictionary

Oxford Children's Picture Dictionary for learners of English. A topic-based dictionary for young learners. This beautifully illustrated dictionary helps young learners to practice over 800 words for 40 topics taught in school, including *People at Work*, *My Body*, and *What's the Time?*

Teacher's Guide

The Teacher's Guide is a useful tool for all aspects of the course. It contains teacher's notes for all units as well as *Fluency Time!* and Culture lessons. Plus it includes information about the course features and how best to exploit the teacher's resources. The notes are full-colour with Student Book images for easy reference.



Classroom Presentation Tools (CPTs)

The CPTs are interactive versions of the Student Book and Workbook and can be used on a digital whiteboard or a projector. The CPTs include extra songs, interactive games, review pages, and all audio and video features.



Friends website

The **Friends website** (www.oup.com/elt/friendsvietnam) contains links to all course resources, including class audio, Online Play, and the Teacher's Site.

On the **Teacher's Site** (free registration required), you can access the following resources: Teacher's Guide, Printable Resources, class audio, flashcards, phonics cards, posters, story animations, self-assessment tests, lesson plans, full syllabus, and professional development resources.

www.oup.com/elt/teacher/fafnationalvietnam



Printable Resources

This comprehensive classroom support pack, delivered on the Teacher's Site, contains more than 80 pages of worksheets, tests, supporting teacher's notes, and tests audio. See page 10 for full contents.



Printable Resources

The *Tiếng Anh Family and Friends National Edition* Printable Resources contain a wide range of materials to support and supplement the course. The Printable Resources are available on the Teacher's Site.

Sample Curriculum

An example of how the Student Book material and the Printable Resources can be integrated together to provide the curriculum.

Unit worksheets

Supplementary worksheets for each unit, covering the target vocabulary and grammar.

Unit Test, Summative Tests and End of Year Tests

Tests are available as ongoing assessment tools at the end of each unit. Summative tests are provided to check progress after every three units.

The End of Year Test reviews the language learned from the complete grade.

Exam preparation worksheets

While there is plenty of practice of exam task types in the Workbook, from Grade 3 there are extra worksheets specifically for exam preparation (Cambridge English, Pearson Test of English and TOEFL) in the Printable Resources.

CLIL worksheets

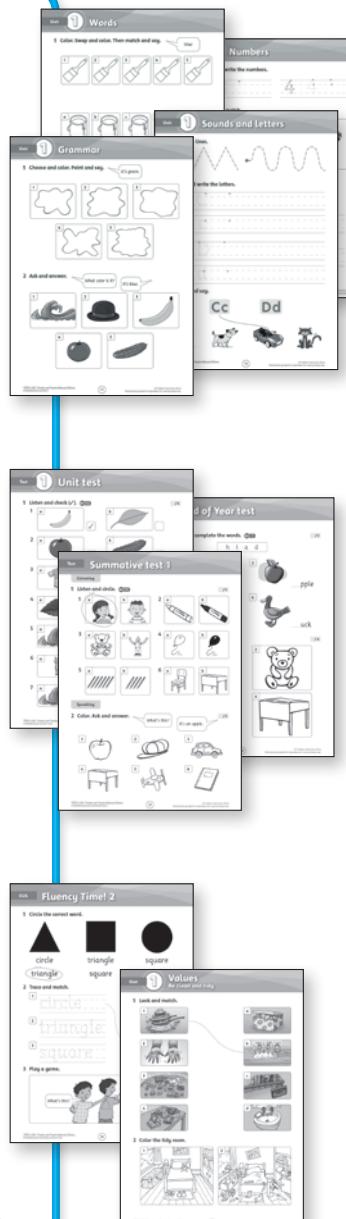
These worksheets extend the Student Book CLIL topic and provide an opportunity to consolidate and expand on the language and concept the children have learned in this lesson. They also have the opportunity to produce a piece of work to demonstrate their understanding of the topic.

Values worksheets

Values, which can also be called civic education, are a key strand in *Tiếng Anh Family and Friends National Edition*. These worksheets help reinforce the importance of values to improve children's awareness of good behavior and how their behavior and attitudes can impact on the people around them and their environment.

Teacher's notes and audio

There are full teacher's notes, audio files, and answer keys to support the material from the Printable Resources.



Classroom language

Saying what you are going to do at the beginning of a unit, lesson, or activity	Today we're going to... Now we're going to...	do some listening / speaking / coloring / writing. listen and point. sing a song. play a game. listen carefully.
Showing children how to do something	We'll... We can...	start like this. do it this way. point to the...
	I'm going to show you... Let's do some together first so you'll see...	what I mean. what to do. how to do it.
Giving instructions for moving around and helping in class	Everybody,... Now everyone,... I want you to... (name / names), can you... (name / names), would you...	stand up, please. come out here to the front, please. stand beside your desks / tables. go back to your places. hold this flashcard?
Giving encouragement and praise	Good work, (name)... That's very good, (name)... Excellent, (name)...	you're really good at this! you know the first letters of ten words. your picture is really neat.
	That's...	very nice. very neat work. really good. great!
Asking for recall of words, phrases, and activities	Now, who can...	show me the cat? tell me what this is?
	Let's see. Can you remember...	what Billy says? who / what this is? what happens next? what happened last time?
	What's...	this? his / her name?
	Can you...	do the actions and sing the song? see Tim climbing the tree? count the oranges? tell me what Rosy says? help me tell the story? remember six things?
Encouraging good behavior	Quiet everyone,...	settle / calm down. that's good, (name / s). thank you, (name / s).
Setting up pairs and groups	Are you ready? You're going to do this... OK, everyone. You're going to work...	in pairs / in twos. in small groups. in groups of three / four.
	We're going to...	play this together. make four groups. share the coloring pencils.

Tour of a unit

Lesson One Words

Lesson 1 teaches and practices the new vocabulary set. It reinforces this new vocabulary through a simple chant and a sticker activity.

The children listen and point to the pictures. They then listen again and repeat the words. This is reinforced with flashcard activities.



The children practice the words with a rhythmic chant.

The children complete a sticker activity and say the new words.

6 Lunchtime!

Lesson One Words

1 Listen, point, and repeat. ① 73
2 Listen and chant. ② 74
3 Point and say. Stick. ③ 75

42 Unit 6 lunchbox, sandwich, drink, banana, cookie, pear

Teaching the words

Words

- Play the recording and hold up the flashcards. The children repeat the words. Review any words from previous lessons that are related to this vocabulary set.
- Show the flashcards randomly and ask the class to say the words. You can hide the cards behind your back.
- Ask the children to look in their Student Books. Play the recording while they listen and point to the pictures. Play the recording again and have children repeat the words as they point.
- Teach the chant. You can ask children to perform actions as they chant, for example eating a banana or drinking.

Stickers

- Prepare the children for Exercise 3 by having them find the stickers. Point to the pictures in the Student Book and say the words, encouraging the children to say the words with you. Do an example with the class. Point to the first picture and ask the children to say the word. Hold up the sticker and stick it on the caption. Allow the children to work independently while you go round the class checking and helping as necessary.
- Check answers with the whole class. Highlight how the words are spelled as you do so.

Workbook

The children practice recognizing and writing the new words from the lesson.

6 Lunchtime!

Lesson One Words

1 Match and trace.

2 Read the words.

42 Unit 6 lunchbox, sandwich, drink, banana, cookie, pear

Lesson Two Grammar and song

Lesson 2 teaches and practices the grammar points for the unit. The children also learn a song which includes the grammar.

The children study the grammar structure for the unit.

The children learn a song which includes the target grammar and vocabulary.

The children practice saying the grammar structure.

1 Listen and say.
Let's learn!

I have a pear.
I have an apple.

I have two sandwiches.

2 Listen and sing.
Let's sing!

Let's talk!
I have a banana.

3 Point and say.
I have ...
I have ...

I have ... Unit 6 43

The *Let's talk!* feature provides further speaking practice.

Teaching the grammar and songs

Grammar

- Ask the children to look at the *Let's learn!* section in their Student Books and read the grammar examples. The class repeats chorally.
- Use flashcards of the vocabulary in the grammar examples and have the children repeat again. Use other flashcards to substitute new words. The children will see how the grammar structure works with different words. The children repeat the new sentences.
- Have individual children say a sentence for the class.

Song

- Point to the pictures in the Student Book for the song. Play the recording and sing along, encouraging the children to listen. Do the actions for the words learned in the previous lesson.
- Play the recording again and ask the children to point to the pictures in the book and also do the actions.
- Finally, play the recording again for the children to join in with singing and actions.
- Show the children Exercise 3 and read the speech bubbles. Hold up a flashcard and make a complete sentence using the grammar point. The children repeat chorally. Use other flashcards to make different sentences

until the children are confidently repeating. Invite individuals to say sentences.

- Point to *Let's talk!* and read the sentence together. The children work in pairs to make sentences.

Workbook

The children practice recognizing and writing the new grammar points from the lesson.

1 Listen and circle.
1.
2.
3.
4.
2 Trace and read.
I have a cookie.
I have a sandwich.
I have an apple.

Lesson Three Sounds and letters

Lesson 3 teaches the relationship between sounds and letters. The children will learn how to recognize upper- and lowercase letters plus which sounds they are associated with.

The children learn the new sounds and letters along with the key words. They listen and point then repeat.



The children see the words in sentences and learn a chant.

The children learn new key words with some sounds from Exercise 1 in word-ending positions.

The children do an activity to practice identifying the new sounds.

Lesson Three Sounds and letters

1 Listen, point, and repeat. Write. 177

Ii ink **Jj jelly** **Kk kite** **Ll lion** **Mm mom**

2 Listen and chant. 178

Look at the ink, i, i, ink. Look at the jelly, j, j, jelly.
Look at the kite, k, k, kite. Look at the lion, l, l, lion.
This is my mom, m, m, mom.

3 Listen, point, and repeat. 179

k yak **l ill** **m mom**

4 Look and point to the sounds k, l, m.

The yak and mom have lunch.
The yak feels ill.

Let's talk!

Look at the kite.

The children do further speaking practice to develop fluency.

Teaching phonics

- Introduce the new sounds and their letters. Show the class the phonics cards for this lesson. Play the recording for children to repeat and point to the pictures. Play it again for them to repeat.
- For new alphabet letters, draw the letters on the board in both the upper- and lowercase form. Trace the letters with your finger and ask children to do the same in their Student Books.
- Display the phonics cards in the classroom. Play the chant, asking the children to point to the cards as they hear the words with those sounds. Play the chant again, pausing after each line, for children to repeat. Play the chant once more for children to join in. Encourage them to point and chant at the same time.
- Write the key words on the board and circle the target sounds at the start of each word. Then write the words from Exercise 3 on the board, circling the target sounds which appear at the end of the word. Play the recording and point to the letters that end the words. Play the recording again, asking the children to point in their Student Books. Play once more and repeat the words, emphasizing the word-ending sounds.
- For Exercise 4, do an example as a class. Ask the children to point to one of the sounds, then write the word and draw a circle around the letter on the board. Allow the

children to complete the exercise then check answers as a class.

- Point to *Let's talk!* and read the sentence together. Invite the children to change words in the sentence for other words they know with the key sounds.

Workbook

- The children practice recognizing the letters and writing the words containing the target sounds from this lesson.

Lesson Three Sounds and letters

1 Match.

I	J	K	L	M
k	i	l	m	j

2 Look at the picture and the letters. Write the word.

1 ink	2 jelly	3 kite
4 mom	5 lion	6 TV

Lesson Four Numbers

Lesson 4 teaches numbers. Children will build up their knowledge and, by the end of the level, be able to count up to 10 and recognize the corresponding words.

The children listen and point to the numbers. They listen again and repeat.

The children do a matching activity, joining the numbers to the number words.

The children do counting activities to practice the numbers further.

The children do further speaking practice to develop fluency.

Lesson Four Numbers

1 Listen, point, and repeat. Write.

2 Match and say.

3 Count, circle, and say.

4 What's in your desk? Count and say.

Let's talk!

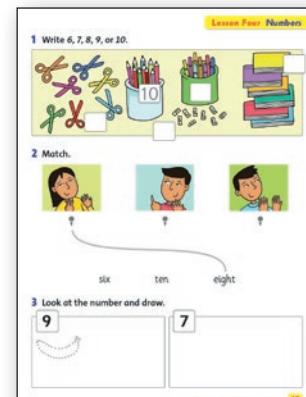
Numbers: 6 to 10 Review Unit 6 45

Teaching numbers

- Review the numbers that the children already know, using images on the board or items to count. Write the numbers on the board and practice counting in sequence together.
- Introduce the new numbers. Ask children to look at their Student Books and to listen as you play the recording. The children listen and point. Play the recording again and have them repeat the words. Count together.
- Use one or two of the suggestions in the lesson notes to consolidate the numbers further, including the review numbers if possible.
- Introduce the number words by pointing to Exercise 2 and reading both the numbers and the words, encouraging the children to repeat. Show the children what to do by pointing to the first number and saying it. Point to the corresponding word and have them draw a line between the two.
- Look at the picture in Exercise 3 together, asking the children to identify what they can see. Point to the first word and the example in the speech bubble. Do this together by asking the children to find the items, counting as you do so. Repeat for the other items, counting aloud each time.
- The children practice saying the numbers with another speaking activity.
- In the *Let's talk!* feature, the children practice using numbers more freely and develop fluency.

Workbook

The children practice recognizing and writing the numbers and number words.



Lesson Five Sounds and letters

Lesson 5 introduces more sounds and letters to help the children develop their reading, or reviews the ones they already know.

The children listen and point, then listen and repeat the sounds and key words.

The children learn a chant.

The children do further practice activities to help consolidate the sounds and letters. They practice recognizing the sounds.

Lesson Five Sounds and letters

1 Listen, point, and repeat. Write.

Bb bat	Dd duck	Ff fig
tub	bird	leaf

Gg goat	Kk kite	Ll lion
dog	yak	ill

Mm mom
mom

2 Listen and chant.

3 Listen to the sounds. Connect the letters.

What does the cat have?
 a e c g m i j
d f l h b k a

4 Look and point to the sounds b and k.

The cat has lunch with a duck in a tub.

Let's talk!
This is my mom.

46 Unit 6 Aa to Mm Review

The children develop their fluency via Let's talk!

Teaching phonics

- Review the letters and sounds from Lesson 3 and previous units, using the phonics cards and playing the chants. Encourage the children to join in. See the lesson notes for more ideas on reviewing the sounds.
- Show children the letters and sounds in Exercise 1 in their Student Books. Point out the letters in upper- and lowercase, then also highlight the words and the sounds at the beginning and end of the words.
- Play the recording and point to the letters and the words, with the children doing the same.
- Play the recording again and have the children repeat the words.
- Play the chant. The children can follow in their Student Books, pointing to the words as they listen. Play the chant again, pausing for the children to repeat the lines. Then finally play the chant through, encouraging the children to join in.
- Ask the children to look at Exercise 3. Read the question and then highlight the letters. Point to a letter and ask children what the sound is. Do this with a few letters. Tell the children to follow the sounds they hear. Play the recording and check that the children are pointing to the letters as they hear the sounds. After the recording has finished, ask the question again. The letters lead up to the answer. Check the answer with the class and repeat the recording together if necessary.

- Exercise 4 looks at specific letters and sounds. Write the letters on the board and say them together. Point to the sentences in Exercise 4 and do an example with the class, looking for the first letter and pointing out where it appears. Check the children are pointing to the correct letter and say the word together. The children do the same for the other letters.
- Finally, look at the *Let's talk!* feature together. Ask the children to look for any letters in the example that they have been learning and where they appear, at the start of a word or at the end (or both). Practice making similar sentences.

Workbook

The children practice writing the letters and words from this lesson.

Lesson Five Sounds and letters

1 Say the sound. Say the word. Circle the correct picture.

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

2 Write the letter. Say the word.

1 tub	2 ate	3 ion	4 do
5 at	6 bir	7 ya	8 at

3 Read and write the letter.

1 The bir _ has _igs.
2 The do _ has _pples.

46 Unit 6 Aa to Mm Review

Lesson Six Story

Lesson 6 provides a review of the unit via a story. The story includes the words and grammar from the unit, and the children get the opportunity to act it out.

The children listen to a recording of the story or watch the video.

The children practice reading the story text.

The children listen again to the recording and repeat. They work on their pronunciation before then acting out in small groups.

Lesson Six Story

My lunchbox!

1 Listen to the story. ① 84
2 Read and say. ②
3 Listen again and repeat. Act. ③ 84

1 Oh no! My lunchbox!
2 I have two sandwiches and two drinks.
3 I have an apple. And I have a banana.
4 Now I have ten sandwiches and six drinks!

Values: Share with others Consolidation: I have two sandwiches. Unit 6 47

Teaching the story

- Prepare the children for the story. Talk about each frame with the class. Ask simple questions such as *Who's this? Where are they? What's this?*
- Play the recording or watch the video the whole way through.
- Play the story again. The children point to the pictures as they hear the text. Ask some comprehension questions about the story.
- Ask the children to look in their Student Books and read the story text together.
- Play the recording or video again, pausing after each sentence for the children to repeat.
- Divide the class into groups, with each child having a different role in the story. Play the recording and prompt the children in each group to say the lines of their characters all together. Encourage the children to perform actions as they speak.
- Once they have practiced a few times, act out the story again without the recording or have individual groups act it out to the class.

Workbook

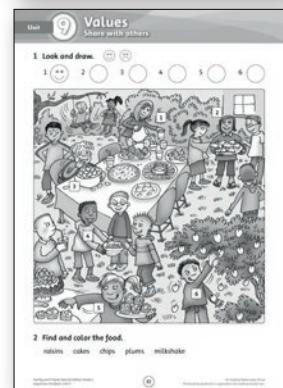
- The children do further practice in their Workbooks to consolidate the unit language.

Values

- In this lesson the children will discuss the Values theme for the unit. They consolidate this via the Values worksheet in the Printable Resources, which also makes use of the unit language.

Assessment

- Students are now ready to complete the Unit Test in the Printable Resources.



Fluency Time! Lesson One Everyday English

The *Fluency Time!* lessons come after Unit 3 and Unit 6. They focus on developing fluency. The Everyday English lesson provides practice of new language used in functional situations through listening and speaking.

The Everyday English is presented via pictures in the Student Book. The children listen and point to the pictures. Then they listen and repeat the phrases.

The children look at the picture and listen to the recording. They point to parts of the picture to show understanding of the new language.

The children practice speaking in pairs, using the Everyday English phrases, in a context that is similar to the listening and speaking activities above.

Fluency Time! 2

Lesson One Everyday English

1 Listen, point, and say. ① 86

2 Listen and point. ② 86

3 Point and say. ③

48 Fluency Time! 2 Classroom language Here you are. Thank you.

Teaching Everyday English

Everyday English

- Focus on the pictures. Ask children to say where the people are (at home / in a bedroom) and what they think is happening in each picture. Ask children what they can see in the picture, point to items they know such as toys, colors, etc.
- Play the recording for children to listen and follow in their Student Books.
- Play the recording again, pausing if necessary, for children to repeat the phrases.
- Children practice the dialogue in pairs or groups.
- Ask groups of children to act out the conversation for the class.

Comprehension

- Show children Exercise 2. Explain that they need to listen to the dialogue and point to the correct part of the picture.
- The recording contains examples of the Everyday English in context. Remind the children that they don't need to understand every word.
- Play the recording for the children to listen and point to the correct part of the picture.
- Check the answers as a class. Ask individual children to play the part of the people in the picture and say the Everyday English phrases.

Speaking

- Ask children to work in pairs.
- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then point to the part of the picture in Exercise 2 it refers to. Have children practice together, choosing a part of the picture to talk about and then saying the dialogue.
- Monitor children's performance. Ask some pairs to act out their dialogues in front of the class.

Fluency Time! Lesson Two CLIL

The subject lessons focus on teaching content through English (CLIL). The lesson introduces new language related to the subject and reinforces it with lots of speaking practice.

The children look at the pictures and listen and point to the new language. They listen and repeat the new words.

The children practice using the new language in an activity that checks comprehension.

Exercise 3 offers further practice and a chance to personalize the subject language by making it relevant to the children.



Teaching CLIL

- Tell the children they are going to do some subject work in English. Draw their attention to the page in the Student Book and explain which subject it is.
- Use the flashcards to introduce the new words. Play a flashcard game to practice saying the new words.
- Ask the children to look at the pictures. Play the first part of the recording for the children to listen and point to the pictures.
- Play the second part of the recording for the children to repeat the words.
- Play the recording all the way through again for the children to listen and point and then repeat the words.
- Show the children Exercise 2 and explain they are going to practice using their new subject words. Ask what they can see, for example, *What is it? What colors can you see?* Read out the sentence in the example speech bubble and check if it is correct with the class. Invite the children to make more sentences like this. Check each sentence together.
- Tell the children they are going to use the language for themselves. They write the new words in their notebooks and draw the shape for each. They then look around the classroom to find items in those shapes. They can draw or write the item and then a sentence to describe its shape. They can work in small groups or in pairs for this activity.

Printable Resources

There is further practice of the CLIL topic in the Printable Resources worksheets. Children practice reading and writing the new language and make something to show understanding of the concept.

Review pages

After each of the *Fluency Time!* lessons, there are Review pages for completion. The printed Workbook includes these Review pages. For the Student Book Review pages, see the Classroom Presentation Tool. These pages provide practice for students in preparation for the summative test.

Culture

The Culture lessons focus on developing knowledge and understanding of other cultures by learning about sports, traditions, and special festivals. The lessons introduce new language and provide reading and speaking practice.

The children listen and point to the pictures. They then listen again and repeat the words. This is reinforced with flashcard activities.

The children look at a picture and point to the images.

The children make something related to the Culture topic. They use this to do speaking practice and to personalize the topic.

Culture 1

Birthdays in Canada

1 Listen, point, and repeat.  89



2 Look and point.



3 Make a card for a friend. Say. 

Happy birthday, Phil!

52

Culture 1 Birthdays in Canada

cake, candle, gift, party, Happy Birthday

Teaching Culture

- Introduce the Culture topic. Use the Student Book page to ask the children what they can see and what they think the lesson will be about.
- Tell the children they will learn some new words to talk about the topic. First they listen and point to the photos. Then they listen and repeat the words. Use the images and ask more questions, such as *How many ... can you see?* *What color is ...?* Point and repeat the new words. Invite the children to make actions to perform as they say the words.
- Highlight the picture in Exercise 2 and ask children to find and point to the new words.
- Explain that the children will make a craft related to the Culture topic. Show them the example in Exercise 3 and ask questions, such as *What is it?* *What color is it?* etc. Point to the speech bubble and say the sentence together. Show the children an example you have made and say a similar sentence to describe it.
- The children make their own crafts using the materials you provide. After they have finished, have each child show their craft and make a short sentence to describe it. The crafts can be displayed in the classroom or taken home to share with families.

Workbook

The children practice reading and writing the new words from the Culture lesson.

Culture 1
Birthdays in Canada

1 Match.



2 Draw and trace.



53 Culture 1 Birthdays in Canada cake, candle, gift, party, Happy Birthday

Starter Hello!

Lesson One Words

1 Listen, point, and repeat. (03)

2 Listen and chant. (04)



3 Point and say. Stick. (03)



4 Starter Rosy, Tim, Billy, hello, goodbye

Lesson One Words

(SB page 4 WB page 4)

Objectives

To introduce the book characters and common greetings
To practice the character names and common greetings
in the context of a chant

Language

Language focus: speaking, listening

Vocabulary: Rosy, Tim, Billy, hello, goodbye

Extra vocabulary: everyone, English, fun, teacher, friends

Resources and materials

Audio Tracks 01, 03–04; Flashcards 1–5; Stickers

Warmer

- Play the *Hello* song as children come into the classroom.
- Then, say *Hello* to the children and encourage them to say *Hello* to you. Ask children to say *Hello* to the children next to them.
- Play the *Hello* song again, pausing after each line so that children can repeat the words. Practice the song together.
- Hold up Flashcard 4 and say *Hello* for children to repeat as a class. Smile and wave as you say *Hello*.
- Hold up Flashcard 5 and say *Goodbye* for children to repeat as a class. Wave goodbye and move away as you say *Goodbye*, to differentiate this action from the hello action.

- Alternate holding up Flashcards 4 and 5 to practice *Hello* and *Goodbye* quickly. Encourage children to do the correct action as they say the word.

Lead-in

- Show Flashcards 1–3 one at a time and say the names *Rosy*, *Tim*, and *Billy* for children to repeat in chorus.
- Model *Hello Rosy!* etc and the children repeat.
- As you bring out each flashcard, children respond with *Hello, Tim!* etc.

1 Listen, point, and repeat. (03)

- Ask the children to look at the characters.
- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part of the recording for children to repeat the names in chorus.
- Play the recording all the way through. Children point to the pictures and repeat the names again.
- Hold up the flashcards one at a time to practice again.

2 Listen and chant. (04)

- Play the recording. Repeat a few times for children to say the words.
- Encourage them to mime the actions for *Hello* and *Goodbye* as they say the words. Repeat as necessary.

Differentiation

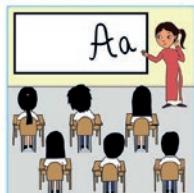
- Below level:** Put children into pairs. Have them wave and greet each other, using their classmates' names.
- At level:** Assign a character's name to each member of the class, so that there are several Rosys, Tims, and Billys.
- Play the chant again. When children hear "their name," they stand up and wave.
- Above level:** Say the chant slowly and help the class memorize it.
- Repeat the chant quickly and encourage the class to say it with you at a faster pace.
- Continue in this way until the chant is so fast that children can't keep up.

3 Point and say. Stick.

- Point to each character and encourage the children to say their names with you.
- Say *Let's stick!* Hold up the sticker of Tim and place it on the picture of Tim and say *Tim*.
- Repeat with the stickers of Billy and Rosy.
- Ask the children to do the same with their stickers, encouraging them to say the character names as they put down the stickers.

Further practice:

Workbook p. 4; Classroom Presentation Tool

1 Listen and repeat. ① 05**2 Listen and sing.** ① 06**Let's sing!****3 Listen, point, and repeat.** ① 07

Listen to your teacher. Stand up. Sit down. Raise your hand. Line up.

Starter

5

Lesson Two Grammar and song

SB page 5 WB page 5

Objectives

To greet people

To ask the question *What's your name?*

To sing a song

To understand simple classroom instructions

Language

Language focus: listening, speaking**Vocabulary:** *What's your name? I'm (Tim). Listen to your teacher, stand up, sit down, raise your hand, line up***Review:** *Hello, Goodbye*

Resources and materials

Audio Tracks 04–07; Flashcards 1–5

Warmer

- Say *Hello* and encourage children to reply *Hello* and then to greet each other in pairs.
- Do the chant from Student Book page 4.

Lead-in

- Hold up each of the Hello Flashcards 1–3 for children to say the names. Model any names they don't know.
- Point to each flashcard again and say *Hello* (*Rosy*) and wave. Children repeat in chorus, and then individually.

1 Listen and repeat. ① 05

- Put Flashcard 1 on the board. Turn toward the flashcard and say *What's your name?* Take the flashcard and hold it up in front of yourself. Say *I'm Rosy*.
- Play the recording several times for children to repeat the words when they're ready.

2 Listen and sing. ① 06

- Point to the picture of Rosy and say *What's your name?* Say *I'm Rosy*. Point to the characters one at a time and repeat. Practice with the class.
- Say *Let's sing!* And play the recording for the children to listen to. At verse 3, pause the recording to remind children that Billy is only a baby and he can't speak yet. Tell them to copy the sounds Billy makes when they sing the song.
- Play the recording again and sing along. Hold up Flashcards 1–5 as you sing the words and encourage the children to do the actions for *Hello* and *Goodbye*.

Differentiation

- Below level:** Display the flashcards of Rosy, Tim, and Billy in different places around the room.
- Play the song again and tell children to point to the correct flashcard as they sing the line with the name.
- At level:** Ask three children to come to the front. Play the song again and this time replace the character names with the names of the children at the front of the class.
- Above level:** Put Flashcards 1–5 on the board.
- Demonstrate an action for each one: *Rosy* (stand up), *Billy* (clap), *Tim* (tap the desk), *Hello*, (wave), *Goodbye* (wave and turn away). Practice the actions with the class.
- Play the song again for children to do the actions as they sing the song.

3 Listen, point, and repeat. ① 07

- Say *Look at the pictures.*
- Play the first part of the recording for the children to listen and point.
- Play the recording several times while demonstrating the actions and encouraging the children to copy you.
- Play the second part of the recording for the children to listen and repeat, and mime the actions, too.

Let's talk!

- Ask students to look at the picture and speech bubble. Say *Raise your hand.*
- Now mime the other four actions and elicit the command from the students.
- Have students work in pairs and take turns saying the commands and doing the actions.

Further practice:

Workbook p. 5; Classroom Presentation Tool

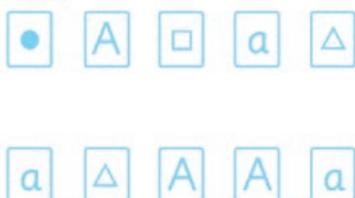
Lesson Three Sounds and letters

1 Listen, point, and repeat. Write. ① 08

2 Listen and chant. ② 09



3 Point to the letter Aa. Stick. ③



6 Starter Aa – apple, Annie

Lesson Three Sounds and letters

SB page 6 WB page 6

Objectives

To recognize and trace the uppercase and lowercase forms of the letter *a* and associate them with the sound /æ/

To pronounce the sound /æ/ on its own and at the beginning of words

To be familiar with the letter name for *a*

Language

Language focus: listening, speaking, writing

Vocabulary: *apple, Annie*

Extra vocabulary: *has, an*

Resources and materials

Audio Tracks 06, 08–09; Flashcards 1–5; Phonics cards 1–2; Stickers

Warmer

- Play the song from page 5.
- Play *What do I have?* (see Teacher's Guide page 75).

Lead-in

- Draw dotted outlines of the uppercase *A* and lowercase *a* on the board.
- Facing the board, draw *A* and *a* in the air as you say the sound /æ/. Children draw the letters in the air with you.
- Then connect the dotted lines to complete *A* and *a*.

- Draw more dotted examples on the board and ask different children to come to the board and connect the dots.

1 Listen, point, and repeat. Write. ① 08

- Play the first part of the recording for the children to listen and point to the letters and the pictures, as described in the *Tour of a Unit*.
- Play the second part of the recording for the children to repeat the sounds and words as they hear them.
- Finally, model the writing activity.

Note:

- Explain to the children that in English, people's names begin with a capital letter.
- Point to the uppercase *A* on the *Annie* phonics card to show this visually.

2 Listen and chant. ② 09

- Point to the picture of *Annie* holding the *apple* and say *Annie has an apple*.
- Play the recording for children to listen to the chant.
- Put Phonics cards 1–2 in different places around the room. Play the chant again for children to point to the cards.
- Play the chant again, pausing for children to repeat.

Differentiation

- Below level:** Divide the class into two groups: "apple" and "Annie."
- Play the chant again. Each group should stand up and sit down again when they hear their word.
- At level:** Divide the class into two groups: "apple" and "Annie."
- Play the chant again. The "apple" group draws the lowercase *a* in the air as they say the word, and the "Annie" group draws the uppercase *A* when saying the word.
- Switch groups and repeat.
- Above level:** Ask the class if they know any other names starting with /æ/. Elicit ideas and write the correct ones on the board (for example, Alfie, Abby, Adam, Alex, Andy).
- Play the chant but use a new name to practice each time.

3 Point to the letter Aa. Stick.

- Say *Let's find letter a*. Demonstrate the task by following the top row with your finger and stopping at the first letter *A*. Hold up the corresponding sticker and place it in the correct position, saying /æ/ – *apple* as you do.
- Say *Now your turn!* and have children copy you.
- Encourage children to say /æ/ – *apple* as they place the stickers in their books.

Further practice:

Workbook p. 6; Classroom Presentation Tool

Lesson Four Numbers

1 Listen, point, and repeat. Write. ⑩

2 Point and sing. ⑪

3 Count and say. ⑫

4 Point, match, and say. ⑬

Let's talk! One.

Numbers: 1, 2 Starter 7

Lesson Four Numbers

SB page 7 WB page 7

Objectives

To recognize and say the numbers 1 and 2

To introduce the concept of counting and plurals

Language

Language focus: listening, speaking, writing

Vocabulary: 1, 2, one, two

Review: apple(s)

Resources and materials

Audio Tracks 09–11; Phonics cards 1–2

Warmer

- Use Phonics cards 1–2 to review the letter sound /æ/.
- Play the chant again on page 6.

Lead-in

- Write numbers 1 and 2 on the board, modeling the words for children to repeat.
- Draw one apple, one pen, and one flower on the board. Point to each picture at a time and say *one*.
- Draw a second apple, pen, and flower next to the first. Point to each and say *two*.
- Draw dotted outlines of the numbers 1 and 2 on the board and demonstrate how to write them. Children draw the numbers in the air.

1 Listen, point, and repeat. Write. ⑩ 10

- Play the first part of the recording and point to the pictures. Point to a different apple each time you hear the crunching sounds.
- Play the recording again and mime eating an apple as you hear the apple crunch, and mime eating an apple from each hand as you hear the two apple crunch sounds.
- Play the recording several times for the children to practice repeating the words, sounds, and actions.
- Invite children to trace and write the numbers.

2 Point and sing. ⑪ 11

- Point to the picture of the first apple and say *one apple*. Point to the picture of two apples and say *two apples*.
- Encourage the children to repeat after you.
- Play all of the song for the children to listen to and point to the pictures as they hear the words.
- Play the song several times for the children to join in with.

Differentiation

- Below level:** Ask children to hold up either one hand or two hands accordingly, as they listen to the song.
- At level:** Follow the instructions for Exercise 2, as described above.
- Above level:** Demonstrate some actions for children to do when they sing the numbers in the song: *one* (stomp one foot), *two* (clap both hands).
- Play the song again. Children do the actions as they sing.

3 Count and say.

- Ask children to look at the pictures of the apples.
- Point to the first picture. Point to each of the two apples and count them. Say *one ... two ... two apples*. You can emphasize the sound of the plural's.'
- Point to the second picture and elicit the answer *one apple*.
- Point to the third picture and elicit the answer *two apples*.
- Call on individual students to describe the three pictures.

4 Point, match, and say.

- Point and say the numbers on the left.
- Look at the first pictures and say *One apple*. Then model how to match the first picture with the number one.
- Repeat for the second picture, encouraging children to copy you.

Let's talk!

- Ask students to look at the picture and speech bubble. Say *One*. Hold up several other items (such as a pen and a book) and say *One*.
- Do the same with two items, such as two books, and say *Two*.
- Have students work in pairs and take turns holding up an item, or two, and saying the correct number.

Further practice:

Workbook p. 7; Classroom Presentation Tool

Lesson Five Sounds and letters

- 1 Listen, point, and repeat. Write.  
- 2 Listen and chant.  



- 3 Point to the letter Bb. Stick. 



8 Starter Bb – boy, bat

Lesson Five Sounds and letters

SB page 8 WB page 8

Objectives

To recognize and trace the uppercase and lowercase forms of the letter *b* and associate them with the sound /b/

To pronounce the sound /b/

To be familiar with the letter name for *b*

Language

Language focus: listening, speaking, writing

Vocabulary: boy, bat

Extra vocabulary: with

Resources and materials

Audio Tracks 11–13; Phonics cards 3–4; Flashcard 3; Stickers

Warmer

- Listen and sing the numbers song from the previous lesson.
- Draw lots of numbers one and two on the board, in different sizes and styles. Call in different children to come to the board and circle a number one and a number two.

Lead-in

- Introduce the sound /b/ and the letters *B* and *b* in the usual way by drawing dotted letters on the board and modeling the letter formation in the air.

1 Listen, point, and repeat. Write. 12

- Play the first part of the recording for the children to listen and point to the letters and the pictures.
- Play the second part of the recording for the children to repeat the sounds and words as they hear them.
- Finally model the writing activity.

Note:

- Remind the children that in English, people's names begin with a capital letter. Review *A* and *Annie* from Lesson 3, to reinforce this.
- Hold up Flashcard 3 and say *B* is for *Billy* to give another visual example of capital letters.

2 Listen and chant. 13

- Point to the picture and say *A boy with a bat*.
- Play the recording for children to listen to the chant.
- Play the chant again, holding up Phonics cards 3 and 4 when you hear the words.
- Play the chant several times for children to join in with.

Differentiation

- **Below level:** Before playing the chant for the children to join in with, drill the line *A boy with a bat* slowly, and several times, for the children to repeat after you.
- **At level:** Split the class into two groups. The first group chants the lines *A boy with a bat*, with the audio, while the second group chants the sounds /b/, /b/, /b/. Then swap the groups.
- **Above level:** After practicing the chant, demonstrate some actions for children to do when they say the words *boy* and *bat*: *boy* (mime throwing and catching the ball in your hand, as seen in the picture); *bat* (mime hitting a ball).
- Play the chant again for children to do the actions as they say the chant.

3 Point to the letter Bb. Stick.

- Hold up your book and point to the picture of the boy holding the bat. Point to the lowercase *b* and elicit /b/.
- Say *Let's stick!* Hold up the *b* sticker and show the children how to place it on their books in the correct position and say /b/ – boy as you do so.
- Say *Now your turn!* and have the children copy you and stick their sticker while saying /b/ – boy as they stick.
- Repeat with *bat*.

Further practice:

Workbook p. 8; Classroom Presentation Tool

Lesson Six Story

1 Listen to the story. (14)

2 Listen and act. (14)

I'm Billy!

Values: Greeting people Consolidation: Hello, Goodbye, What's your name? I'm ... Starter 9

Lesson Six Story SB page 9 WB page 9

Objectives

To understand a short story

To review and consolidate language introduced in the unit

Language

Language focus: listening, speaking

Vocabulary: review of the unit

Extra vocabulary: Mom, Miss Bell

Resources and materials

Audio Tracks 2, 6, 14; Flashcards 1–3

Values

Greeting people

Warmer

- Play the song from Lesson 2 to review the vocabulary for this lesson.

Lead-in

- Use Flashcards 1–3 to review the structure for this lesson.
- Give each card to a different child. Say the words one at a time. The child with the card stands up and shows the card to the class. Encourage the class to say *What's your name?* with you. The child with the card answers *I'm (Rosy) etc.*
- Children then take turns answering with their real names.

1 Listen to the story. (14)

- Say *Let's look at the story.* Point to the three children in frame one for children to say their names.
- Introduce *Mom* and *Miss Bell* in this frame.
- Ask the children to look at the other frames to find out what happens in this story. Invite them to share their ideas in L1.
- Ask the children to look at the story in their books and point to each character as they listen to the story.
- Ask comprehension questions: *Where are the children? Who is going to school? Can Billy say his name?*

2 Listen and act. (14)

- Play the story again, pausing each line to demonstrate some actions for the story. (See below for suggestions.)
- Divide the class into groups of five to play the parts of *Rosy*, *Tim*, *Billy*, *Miss Bell*, and *Mom*. If the class doesn't divide exactly, some children can play more than one character.
- Children practice acting out the story with the help of the recording.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

Story actions

Picture 1: Miss Bell holds her arms outstretched as she welcomes Tim to class. Tim waves as he introduces himself.

Picture 2: Miss Bell holds her arms outstretched as she welcomes Rosy to class. Rosy waves as she introduces herself.

Picture 3: Miss Bell bends down as she says hello to Billy. Billy laughs and waves his rattle.

Picture 4: Rosy, Tim, and Miss Bell wave goodbye to Billy and Mom. Mom waves goodbye and Billy waves his rattle.

Differentiation

- Below level:** Divide the class up into groups of five, as in exercise 2, but instead of using actions in activity 2, ask the children to stand up when their character speaks.
- Remind children to sit down again once their character has finished speaking.
- At level:** Children act out the story as described. They can swap roles if there's time.
- Above level:** As well as miming their actions, children can say their characters' words along with the audio.

Closing the unit

- Play the *Goodbye* song to end the lesson. Encourage the children to wave goodbye to you and their classmates.
- Play the song again, pausing after each line for the children to repeat the words.
- Play several times for the children to join in and sing and wave.

Further practice:

Workbook p. 9; Classroom Presentation Tool; Values worksheet; Starter Unit Test

1

What color is it?

1 What color is it?

Lesson One Words

1 Listen, point, and repeat. (1) 15

2 Listen and chant. (1) 16

3 Point and say. Stick. (1) 16

10 Unit 1 red, green, blue, black, yellow

Lesson One Words

(SB page 10 WB page 10)

Objectives

To identify five colors

To use the color words in the context of a chant

Language

Language focus: listening, speaking

Vocabulary: red, green, blue, black, yellow

Resources and materials

Audio Tracks 1, 15–16; Flashcards 6–10; Crayons (red, green, blue, black, yellow); Stickers

Warmer

- Play and sing the *Hello* song to start the unit.
- Play *Freeze* (see Teacher's Guide page 75).

Lead-in

- Use Colors Flashcards 6–10 to introduce the vocabulary for this lesson.
- Hold them up one at a time and ask *What color is it?*
- Say the words for children to repeat in chorus.
- Once children have learned the words, go around the class practicing with individual children.

1 Listen, point, and repeat. (1) 15

- Ask children to look at the picture.
- Play the first part of the recording, while you point to the pictures in time with the audio.
- Play the audio again for children to listen and point to the pictures with you.
- Play the second part of the recording while you say the new words in time with the audio.
- Play this part again for children to repeat the colors.
- Call out a color for children to point to objects in the room that are the same color.
- Reverse the activity. Point to different objects in the room for children to call out the color.

2 Listen and chant. (1) 16

- Play the recording for children to listen to the chant.
- Divide the class into groups of five. Give each child in the group a colored pencil/crayon.
- Tell the children to hold up their pencil or crayon each time they hear their word.
- Practice the chant several times before handing out the colored pencils or crayons.

Differentiation

- Below level:** Practice the chant several times before handing out the colored pencils or crayons for children to hold up.
- At level:** Demonstrate an action for each color: red (clap), green (stamp one foot), blue (jump), black (wave), yellow (turn in a circle).
- Split the class up into groups of five and give everyone a color.
- Play the chant again for the children to do their action when they hear the color.
- Above level:** Demonstrate the action for each color as above. Play the chant again and ask everyone to do the action for each color. Practice several times.

3 Point and say. Stick.

- Point to the picture of the bedroom. Point to the colored bricks in the picture to elicit the color words.
- Say *Let's stick!* and demonstrate sticking the blue sticker, while saying *blue*.
- Say *Now your turn!* and invite the children to copy you.
- Encourage them to say the color word when they stick.

Further practice:

Workbook p. 10; Classroom Presentation Tool

Lesson Two Grammar and song

1 Listen and repeat. (1) 17

2 Listen and sing. (1) 18

Let's sing!

3 Trace the lines and say.

Let's talk!

What color is it? It's green. Unit 1 11

Lesson Two Grammar and song

SB page 11 WB page 11

Objectives

To ask and answer *What color is it?*, *It's (green)*.

To sing a song

Language

Language focus: listening, speaking

Vocabulary: *What color is it? It's (red).*

Review: red, black, green, blue

Extra vocabulary: lots of, me, you

Resources and materials

Audio Tracks 17–18; Flashcards 6–10; Crayons (red, green, blue, black, yellow)

Lead-in

- Elicit the 5 color words using colored pencils or crayons. Then hand the pencils or crayons around the class.
- Children take turns standing up and showing the class their crayon and saying the word. The child with that colored pencil holds it up and repeats that color. Repeat with all the colors.

1 Listen and repeat. (1) 17

- Hold up Flashcard 6 (red) and say *What color is it?* Point to it and say *It's red.*
- Play the track and say the words with the audio.
- Play the track again for children to repeat the words.

2 Listen and sing. (1) 18

- Point to the pictures. Say *What color is it?* as you're pointing to a leaf, and say *It's green.*
- Repeat the question with the other parts of the picture (an apple, the sky, the paint pots) to elicit the four colors in the song. (Note: yellow is not in the song).
- Tell the children to point to the colors in the picture as they hear them, then play the song all the way through.
- Play the song again for the children to sing along.
- Stick the flashcards 6–9 around the room, and have children point to the correct flashcard as they sing the line with the color. They can also point to themselves and a partner for the last lines of the verses.

Differentiation

- Below level** After singing the song, stick a flashcard on a wall for children to point to, and continue sticking up one card at a time (and in order) each time they sing the whole song.
- At level:** Complete Exercise 2 as described above.
- Above level:** Hand out Flashcards 6–9 to children in different places around the room. The children stand up with their card when they hear their color.
- Children hand the flashcards to other students around the class and sing again. Repeat as many times as you wish.

3 Trace the lines and say.

- Point to the red color patch. Say *What color is it?*
- Follow the path of the dotted line until you reach the red block below. Say *It's red.*
- Repeat with the next color, but this time encourage the children to follow the dotted line with you. Then, elicit the answer (*It's black.*) by asking *What color is it?*
- With the next color, elicit the question *What color is it?* from the children, too.
- Repeat with the blue color patch, so that the children say both the question and the answer and trace the lines, too.

Let's talk!

- Ask students to look at the picture and speech bubble.
- Have two students demonstrate the question in the speech bubble and the answer in the picture. (*It's green.*)
- Have students work in pairs to ask and answer the question. Tell them to point to other colors on the page.

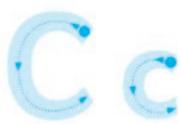
Further practice:

Workbook p. 11; Classroom Presentation Tool

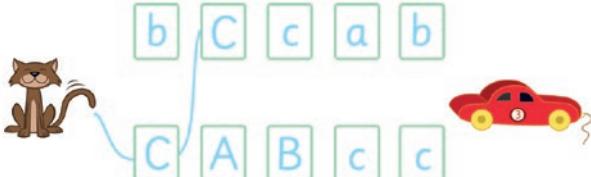
Lesson Three Sounds and letters

1 Listen, point, and repeat. Write. ⑩ 19

2 Listen and chant. ⑩ 20



3 Connect the letter Cc. Stick and say. ⑩ 20



12 Unit 1 Cc – cat, car

Lesson Three Sounds and letters

SB page 12 WB page 12

Objectives

To recognize the upper- and lowercase forms of the letter c and associate them with the sound /k/

To pronounce the sound /k/ on its own and at the beginning of words

To be familiar with the name of the letter c

Language

Language focus: listening, speaking, writing

Vocabulary: cat, car

Extra vocabulary: in, a

Resources and materials

Audio Tracks 18–20; Flashcards 6–10; Phonics cards 5–6

Warmer

- Play track 18 and sing the color song from the previous lesson.

Lead-in

- Introduce the sound /k/ and the letters C and c in the usual way by drawing dotted letters on the board and modeling the letter formation in the air.

1 Listen, point, and repeat. Write. ⑩ 19

- Play the first part of the recording for the children to listen and point to the letters and the pictures, as described in the *Tour of a Unit*.
- Play the second part of the recording for the children to repeat the sounds and words as they hear them.
- Finally, model the writing activity.

Differentiation

- Below level:** Complete activity 1 as described above.
- At level:** Play track 19 again. Divide the class into two groups; 'cats' and 'cars'. When the 'cats' hear the word *cat*, they pretend to be a cat stroking its ears with its paws. When the 'cars' hear the word *car*, they pretend to drive, using their hands on the steering wheel. Then swap groups and practice again.
- Above level:** Play track 19 again. Follow the instructions for 'At level' but instead of dividing the class into two groups, have everyone do both mimes for the 'cat' and the 'car'.
- The children can also draw the letter c in the air when they hear the /k/ sound each time.

2 Listen and chant. ⑩ 20

- Point to the picture and say *A cat in a car*.
- Play the recording for children to listen to the chant.
- Put Phonics cards 5–6 in different places around the room. Play the chant again for children to point to the cards.
- Play the chant again, pausing for children to repeat.
- Play the chant several times for the children to join in with.

3 Connect the letter Cc. Stick and say. ⑩ 20

- Say *Let's connect the letters!* Follow the example connecting line in blue, saying /k/ at each letter.
- At the next column, point to the letter c and the letter B and ask the children *Is it /k/?* for each. Encourage the children to choose the correct option by nodding when you point to letter c and shaking your head when you point to letter B.
- Continue in this way, eliciting the sounds from the children for each letter option until you have reached the end.
- Practice again if necessary.
- Then say *Let's stick*. Hold up the c sticker and model placing it in the book in the correct position, while saying /k/. Then tell the children to copy you with their stickers and encourage them to say /k/ as they stick.

ANSWERS

Bottom row, top row, top row, bottom row, bottom row

Further practice:

Workbook p. 12; Classroom Presentation Tool

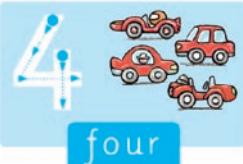
Lesson Four Numbers

1 Listen, point, and repeat. Write. ① 21 

2 Point and sing. ① 22



three



four

3 Count, circle, and say. ①





Let's talk!  

Three.

Numbers: 3, 4 Unit 1 13

Lesson Four Numbers

SB page 13 WB page 13

Objectives

To recognize and say the numbers 3 and 4

To use the numbers 3 and 4 in the context of a song

Language

Language focus: listening, speaking, writing

Vocabulary: 3, 4, three, four, white, count

Review: 1, 2, one, two, boy, bat, cat(s), car(s), colors

Resources and materials

Audio Tracks 21–22; Phonics cards 1–6; Paper and pencils

Warmer

- Use Phonics cards 1–6 to review the letter sounds /æ/, /b/, and /k/.
- Stick the cards on the board. Point to each one for children to call out the correct sound. Continue this, getting faster and faster as you point to the cards in a different order.

Lead-in

- Write numbers 1 and 2 on the board. Pause and then write 3 and 4. Count the numbers in sequence and model the new words for children to repeat.
- Draw dotted outlines of the numbers 3 and 4 on the board and demonstrate how to write them. Children draw the numbers in the air.

1 Listen, point, and repeat. Write. ① 21

- Play the track and point to the pictures in the usual way.
- Encourage the children to count along with you.
- Play the track several times for the children to practice.
- Invite children to trace and write the numbers.

2 Point and sing. ① 22

- Introduce the song as usual, by pointing to the pictures and counting the items for the children to repeat after you.
- Practice the lines of the song without the music first, then play the track for children to join in with.

3 Count, circle, and say.

- Ask the children to look at the pictures in the box.
- Point to them one at a time and say them with the class: boy, apple, car, bat, cat.
- Point to the main picture and point to the two boys. Say one ... two ... two boys. Encourage the children to count and circle with you.
- Point to the apple in the box and then point to and circle the apple in the main picture. Say one ... one apple.
- Continue this, until you have counted the number of cars, bats, and cats in the picture. Encourage the children to count and circle with you.

ANSWERS

two boys, one apple, four cars, three bats, two cats

Differentiation

- Below level:** Complete activity 3 as above, but after counting each item draw it and write the number on the board next to it for visual support.
- At level:** Complete as above with drawings of the items and their number on the board. Then encourage the children to draw the number answers in the air each time you have finished counting.
- Above level:** Ask the children to 'draw' their answers. So, they will draw two boys' faces, one apple ... etc. Then, encourage the children to say what they have drawn, so two boys, one apple, ... etc.

Let's talk!

- Ask students to look at the picture and speech bubble. Say *Three*. Ask *Three what?* to elicit the answer *Three cars*.
- Have students work in pairs and take turns saying the number. Tell them to point to the things in their books, and use other numbers and words they know.

Further practice:

Workbook p. 13; Classroom Presentation Tool

Lesson Five Sounds and letters

1 Listen, point, and repeat. Write. ① 23

2 Listen and chant. ① 24



3 Stick and say. ② 24



14 Unit 1 Dd – dog, duck

Lesson Five Sounds and letters

SB page 14 WB page 14

Objectives

To recognize the upper- and lowercase forms of the letter *d* and associate them with the sound /d/

To pronounce the sound /d/ on its own and at the beginning of words

To be familiar with the name of the letter *d*

Language

Language focus: listening, speaking, writing

Vocabulary: *dog, duck*

Extra vocabulary: *and*

Resources and materials

Audio Tracks 23–24; Phonics cards 7–8

Warmer

- Review the numbers learned by clapping your hands three times. Say *What number?* Encourage the class to shout out *three*.
- Do the same for one, two, and four in random order.
- Invite children to clap a number for the class to guess.

Lead-in

- Introduce the sound /d/ and the letters *D* and *d* in the usual way by drawing dotted letters on the board and modeling the letter formation in the air.

1 Listen, point, and repeat. Write. ① 23

- As described in the *Tour of a Unit*, play the first part of the track for the children to listen and point to the letters and the pictures.
- Play the second part of the track for the children to repeat the sounds and words as they hear them.
- Finally model the writing activity.

2 Listen and chant. ① 24

- Start with the picture in the usual way and say *A dog and a duck*.
- Play the recording for children to listen to the chant and point to Phonics cards 7–8.
- Play the chant again for children to join in with.

Differentiation

- Below level:** Stick the phonics cards on opposite sides of the room and ask children to point to the correct one when they hear the different words as they chant.
- At level:** Demonstrate some sounds for children to make instead of the words *dog* and *duck*. For example, for *dog*, say *woof, woof, woof*, for *duck* say *quack, quack, quack*.
- Play the chant again for children to say the sounds in instead of *dog, dog, dog* and *duck, duck, duck*.
- Practice the chant with the new sounds several times.
- Above level:** Teach the same sounds as mentioned above to replace *dog, dog, dog* and *duck, duck, duck* in the chant.
- In addition, ask the children to trace the letter *d* in the air when they hear the lines /d/ /d/ /d/ in the chant.
- Practice the new sounds and the letter tracing in the chant several times.

3 Stick and say.

- Point to the pictures one at a time and elicit the words *duck, cat, dog* and *car* from the children.
- Pointing to the letters, say /d/ – *duck*, then /k/ – *cat*, then /d/ – *dog*, and finally /k/ – *car*. Encourage the children to say the sounds and words with you.
- Say *Let's stick!* Hold up the *d* sticker. Say the sound /d/.
- Put the sticker on the letter *d* under the picture of the *duck* and say /d/ – *duck*. Children copy you by sticking and repeating the sound and word.
- Repeat with the three remaining pictures, eliciting the correct sound from the children each time.

ANSWERS

d, c, d, c

Further practice:

Workbook p. 14; Classroom Presentation Tool

Lesson Six Story

1 Listen to the story. 25

2 Listen and act. 25

What color is it?

Values: Be clean and tidy **Consolidation:** What color is it? It's red. **Unit 1** **15**

1 Listen to the story. 25

- Say *Let's look at the story*. Point to the characters in the story and ask *Who's this?* Point to the colors and ask *What color is it?*
- Ask the children to look and find out what happens in this story. Invite them to share their ideas in L1.
- Ask the children to look at the story in their books and point to each color as they hear it in the story.
- After listening, ask comprehension questions, such as: *Why is Rosy happy? Why does Mom say "Oh Billy?"*

2 Listen and act. 25

- Begin as usual, by demonstrating the story actions with the audio (see below).
- Divide the class into groups of four children and encourage children to act out their story with the audio.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

Story actions

Picture 1: Rosy and Tim are drawing and coloring in their books. Billy is painting with a paintbrush.

Picture 2: Tim is leaning toward Billy. Rosy is raising her arm in the air.

Picture 3: Rosy is looking at the paint on his paintbrush. Rosy and Tim are leaning toward Billy.

Picture 4: Billy is holding both his hands to the side as though covered with paint. Mom is wiping his face. Rosy and Tim have their hands over their mouths and they're laughing.

Differentiation

- Below level:** After demonstrating the actions with the whole class and assigning roles to the children, have them work in groups according to these roles. So, all the 'Rosys' will work together and help each other with their actions first, before carrying out their actions with the other characters.
- At level:** Complete Exercise 2 as described above.
- Above level:** As well as practicing the actions with the class, you can practice the words, too. Before dividing the children into groups, ask them to repeat each line of the story after the recording. You might want to practice this several times.
- When the children are practicing the story in their groups you can play the recording a couple more times for them to practice with, before they try to say the words and do the actions without the audio.

Lesson Six Story SB page 15 WB page 15

Objectives

To understand a short story

To review and consolidate language introduced in the unit

Language

Language focus: integrated skills

Vocabulary: review

Structures: review

Resources and materials

Audio Tracks 2, 18, 25; Flashcards 6–10

Values

Be clean and tidy

Warmer

- Play *Musical cards* (see Teacher's Guide page 75) using the song from Lesson 2 and Flashcards 6–10.

Lead-in

- Use Flashcards 6–10 to review the structure for this lesson.
- Put the flashcards on the board. Point to a card and ask *What color is it?* Elicit the answer *It's (green)*.
- Ask individual children to come to the board, point to a card, and ask the question.
- The first child to say the correct answer comes to the board and asks the next question.

Closing the unit

- Play the *Goodbye* song for children to sing and do the actions.

Further practice:

Workbook p. 15; Classroom Presentation Tool; Values worksheet; Unit 1 Test

2 What's this?

Lesson One Words

1 Listen, point, and repeat. (1) 26

2 Listen and chant. (1) 27

3 Point and say. Stick. (1) 28

16 Unit 2 desk, chair, crayon, pencil, notebook

- Once children have learned the words, put the flashcards in different places around the room. Turn to the class and say a word. Children point to the card and repeat the word in chorus.

- Repeat with all the words.

1 Listen, point, and repeat. (1) 26

- Have children listen and point in the usual way.
- Play the second part of the recording for children to repeat the classroom words.
- Call out a classroom object word for children to find and point to in the room.
- Reverse the activity. Hold up different classroom objects in the room for children to call out what it is.

2 Listen and chant. (1) 27

- Play the track for children to listen to the chant.
- Play the chant a second time for children to point to the five classroom object words.
- Demonstrate actions for each word: crayon (wave), pencil (hop), notebook (clap), desk (tap desk), chair (stamp foot).
- Divide the class into groups of five. Give each person in each group a word from the chant. Note that notebook is repeated.
- Say the chant with the class. Each person says his/her word and does the correct action.

Differentiation

- Below level:** First assign the children one of the five words and ensure that each student has the classroom item to match their word.
- Instead of teaching the actions described above, ask children to hold up, or point to, the correct classroom object when they hear their word in the chant. For example, all the children who have been assigned the word *crayon* need to hold up a crayon when they hear that word.
- At level:** Complete Exercise 2 as described above.
- Above level:** Practice the chant and the actions described in activity 2 together, so that the children try to do all the actions for the chant, not just one.

Lesson One Words (SB page 16 WB page 16)

Objectives

To learn five school words

To use the school words in the context of a chant

Language

Language focus: listening, speaking

Vocabulary: desk, chair, crayon, pencil, notebook

Resources and materials

Audio Tracks 1, 26–27; Flashcards 11–15; Stickers; Various classroom objects (crayons, pencils, notebooks, desks, chairs)

Warmer

- Play and sing the *Hello* song to introduce the lesson and start the unit.
- Play *Do it!* (see Teacher's Guide page 75) with the color words.

Lead-in

- Use Flashcards 11–15 to introduce the vocabulary for this lesson.
- Hold the flashcards up one at a time and ask *What's this?* Say the words for children to repeat in chorus.

3 Point and say. Stick.

- Point to the picture of the classroom. Point to the classroom objects in the picture to elicit the sticker words.
- Say *Let's stick!* and demonstrate sticking the crayon sticker, while saying *crayon*.
- Say *Now your turn!* and invite the children to copy you.
- Encourage them to say the school words when they stick.

Further practice:

Workbook p. 16; Classroom Presentation Tool

Lesson Two Grammar and song

1 Listen and repeat. (28)

2 Listen and sing. (29)

Let's sing!

3 Help Rosy and Tim. Trace the lines and say.

Let's talk!

What's this?

What's this? It's a notebook. Unit 2 17

Differentiation

- Below level:** Use the flashcards 11–15 to drill the questions and answers with the class in chorus.
- At level:** Split the class in half down the middle and have the two halves facing each other.
- Tell the children that one half will ask the question and the other half will answer.
- Use the flashcards to elicit the question and answers, or have children repeat after you if they need support.
- Above level:** Choose five pairs of children. Give one child in each pair one of the flashcards (Flashcards 11–15) and tell them to hold it in front of themselves.
- Child one asks the question *What's this?* Child two gives the answer *It's a (chair)*. Repeat with five different pairs of children.

2 Listen and sing. (29)

- Point to the picture and say *What's this?* Elicit the answer *It's a desk*. Repeat with the other three objects in the picture. (Note: there isn't a notebook).
- Play the song all the way through for the children to listen to. Point to your chair and desk, and hold up your crayon and pencil as you say the words.
- Play the recording again and encourage the children to copy you by pointing to or holding up the objects as they hear the words.
- Practice several times singing and doing the actions.

3 Help Rosy and Tim. Trace the lines and say.

- Point to Rosy and Tim and look confused, like the characters.
- Follow Tim's dotted line until you reach the picture of the desk. Say *It's a desk*. Point to the notebook and ask *What's this?* to elicit *It's a notebook*.
- Repeat and this time get the class to trace the line and say the question and answers with you.
- Repeat the same procedure with Rosy.

Let's talk!

- Ask students to look at the picture and speech bubble. Ask the question *What's this?* to elicit *It's a notebook*.
- Have several pairs of students demonstrate the question and answer to the class.
- Have students work in pairs to ask and answer the question. Tell them to use other vocabulary words on the page, too.

Further practice:

Workbook p. 17; Classroom Presentation Tool

Lesson Two Grammar and song

SB page 17 WB page 17

Objectives

To ask and answer *What's this? It's a (notebook)*.

To sing a song

Language

Language focus: speaking, pre-writing skills

Vocabulary: *What's this? It's a (desk)*.

Vocabulary review: chair, crayon, desk, pencil, notebook

Resources and materials

Audio Tracks 28–29; Flashcards 11–15

Lead-in

- Hold up your notebook and say *notebook*. If children have a notebook, encourage them to hold it up as they say the word.
- Elicit the other classroom words in the same way.

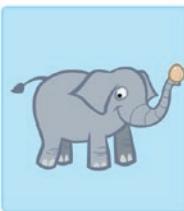
1 Listen and repeat. (28)

- Hold up Flashcard 11 (*desk*) and say *What's this?* Point to it and say *It's a desk*.
- Play the track and say the words with the audio.
- Play the recording again for children to repeat the words.

Lesson Three Sounds and letters

1 Listen, point, and repeat. Write. ① 30

2 Listen and chant. ① 31



3 Connect the letter Ee. Stick and say. ② 30



18 Unit 2 Ee – egg, elephant

1 Listen, point, and repeat. Write. ① 30

- As described in the *Tour of a Unit*, play the first part of the recording for the children to listen and point to the letters and the pictures.
- Play the second part of the recording for the children to repeat the sounds and words as they hear them.
- Finally, model the writing activity.

Differentiation

- Below level:** Complete activity 1 as described above.
- At level:** Play phonics matching to review the phonics sounds the children have learned so far.
- Display Phonics cards 1–8 on the board. Place the phonics picture cards on a table or desk.
- Call children to come to the front to match the picture cards to the correct sounds on the board.
- Above level:** On the board write lots of capital and lower case letters from a–e. Have an equal amount of capital and lowercase.
- With a different color, draw a line to match a capital letter with its corresponding lowercase letter, as an example.
- Invite children up to the board to match other letters, one at a time, and say the sound and the corresponding word.

Lesson Three Sounds and letters

SB page 18 WB page 18

Objectives

To recognize the upper- and lowercase forms of the letter e and associate them with the sound /e/

To pronounce the sound /e/ on its own and at the beginning of words

To be familiar with the name of the letter e

Language

Language focus: listening, speaking, writing

Vocabulary: egg, elephant

Extra: Ellie, has

Resources and materials

Audio Tracks 29, 30–31; Flashcards 11–15; Phonics cards 1–8 (optional), 9–10; Stickers

Warmer

- Play and sing track 29 from the previous lesson.
- Play *Listen, point, and say* (see Teacher's Guide page 75).

Lead-in

- Introduce the sound /e/ and the letters E and e in the usual way by drawing dotted letters on the board and modeling the letter formation in the air.

2 Listen and chant. ① 31

- Point to the picture and say *The elephant has an egg*, and play the track as described in the *Tour of a Unit*.

3 Connect the letter Ee. Stick and say.

- Say *Let's connect the letters!* Follow the example connecting line in blue, saying /e/ at each letter.
- At the next column, point to the letter c and the letter e and ask the children *Is it /e/?* each time. Encourage the children to choose the correct option by nodding when you point to letter e and shaking your head when you point to letter c.
- Continue in this way, eliciting the sounds from the children for each letter option until you have reached the end.
- Practice again if necessary.
- Then say *Let's stick.* Hold up the e sticker and model placing it in the book in the correct position, while saying /e/. Then tell the children to copy you with their stickers and encourage them to say /e/ as they stick.

ANSWERS

Top row, bottom row, bottom row, top row, bottom row, bottom row

Further practice:

Workbook p. 18; Classroom Presentation Tool

Lesson Four Numbers

1 Listen, point, and repeat. Write. ④ 32

2 Point and sing. ④ 33

3 Follow and count.

4 Count, circle, and say.

Numbers: 5, 6 Unit 2 19

Lesson Four Numbers

SB page 19 WB page 19

Objectives

To recognize and say the numbers 5 and 6

To use the numbers 5 and 6 in the context of a song

Language

Language focus: listening, speaking, writing

Vocabulary: 5, 6, five, six

Vocabulary review: 1–4, count, crayons, pencils

Resources and materials

Audio Tracks 32–33; Flashcards 11–15; Sounds and letters poster

Warmer

- Play *Sounds and letters poster* (see Teacher's Guide page 75).

Lead-in

- Write numbers 1 and 2 on the board. Elicit 3 and 4 from the class before writing 5 and 6.
- Continue with the numbers presentation as described in the *Tour of a Unit*.

1 Listen, point, and repeat. Write. ④ 32

- Play the track and point to the pictures in the usual way.
- Encourage the children to count along with you.
- Play the track several times for the children to practice.
- Invite children to trace and write the numbers.

2 Point and sing. ④ 33

- Introduce the song by pointing to the pictures and counting the items for the children to repeat after you.
- Practice the lines of the song without the music first, then play the track for children to join in with.

3 Follow and count.

- Say *Let's follow and count!* as you point to the notebooks.
- Ask the children to look at the left-hand row and count the books. Say *Three notebooks!* when you have finished. Then do the same for the chairs and say *Three chairs!* when you have finished.
- Then count the chairs on the right-hand row saying *Two chairs!* at the end. Do the same with the books saying *Three books!* in chorus at the end.

4 Count, circle, and say.

- Point to the items in the picture and ask *What's this?*
- Elicit the answers *notebook*, *crayon*, and *pencil* from the children and with each answer stick the relevant flashcard 13–15 on the board.
- Point to the crayons and say *How many crayons?*
- Count the crayons as you circle them. Encourage the children to count and circle with you. Say *six* and write the number next the appropriate flashcard on the board.
- Repeat the same steps with the pencils and notebooks.

ANSWERS

Six crayons, one pencil, four notebooks

Differentiation

- Below level:** Complete Exercise 4 as described. Practice counting the objects in the picture several times.
- At level:** Once Exercise 4 is complete, call on individual children to answer your question and count the items in the picture.
- Repeat with as many children as you wish.
- Above level:** Put the children in pairs. Check that all the children have at least six pencils and crayons. Hand out extras if not.
- Demonstrate with a child at the front of the class. For example, you say *four pencils* and the child counts out four pencils and holds them up.
- Now tell the children to work in their pairs; one child gives a command and the other counts and then holds up the correct amount of pencils. Then they swap roles.

Let's talk!

- Ask students to look at the picture and speech bubble. Say *Five*. Ask *Five what? (Five pencils.)*
- Have students work in pairs and take turns saying the number. Tell them to point and say other numbers on the page.

Further practice:

Workbook p. 19; Classroom Presentation Tool

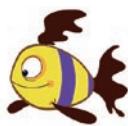
Lesson Five Sounds and letters

1 Listen, point, and repeat. Write. ⑩ 34

2 Listen and chant. ⑩ 35



3 Stick and say. ⑩ 35



20 Unit 2 Ff – fish, farm

Lesson Five Sounds and letters

SB page 20 WB page 20

Objectives

To recognize the upper- and lowercase forms of the letter *f* and associate them with the sound /f/

To pronounce the sound /f/ on its own and at the beginning of words

To be familiar with the name of the letter *f*

Language

Language focus: listening, speaking, writing

Vocabulary: *fish, farm*

Extra vocabulary: *at*

Resources and materials

Audio Tracks 34–35; Phonics cards 1–10, 11–12; Stickers

Warmer

- Play *Find your partner* (see Teacher's Guide page 75).

Lead-in

- Introduce the sound /f/ and the letters *F* and *f* in the usual way by drawing dotted letters on the board and modeling the letter formation in the air.

1 Listen, point, and repeat. Write. ⑩ 34

- As described in the *Tour of a Unit*, play the first part of the track for the children to listen and point to the letters and the pictures.
- Play the second part of the track for the children to repeat the sounds and words as they hear them.
- Finally, model the writing activity.

Differentiation

- Below level:** Practice tracing the letters *F* and *f* in the air in different ways; big, small, quickly, slowly, on the desk, on the board. Have fun with this activity and encourage children to say the sound /f/ each time.
- At level:** Write *fish* and *farm* on the board. Write the letter *f* in dotted lines under both words.
- Hold up Phonics card 11 (*fish*) and 12 (*farm*) one at a time. Invite a child to come to the front of the class and trace the letter *f* under the correct word – either with their finger or a pen.
- Draw a new dotted letter *f* and repeat with as many children as possible.
- Above level:** Follow the 'At level' activity as described above.
- Add other words and dotted letters from previous lessons to the board.
- Continue the activity as before, by showing a phonics picture card and inviting children to trace the corresponding letter.

2 Listen and chant. ⑩ 35

- Start with the picture in the usual way and say *A fish at the farm*.
- Play the recording for children to listen to the chant and point to phonics cards 11–12.
- Play the chant again for children to join in with.

3 Stick and say.

- Point to the pictures one at a time and elicit the words *fish, egg, farm*, and *elephant* from the children.
- Pointing to the letters, say /f/ – *fish*, then /e/ – *egg*, then /f/ – *farm*, and finally /e/ – *elephant*. Encourage the children to say the sounds and words with you.
- Say *Let's stick!* Hold up the *f* sticker. Say the sound /f/.
- Put it on the letter *f* under the picture of the fish. Say /f/ – *fish*. Children copy and repeat in chorus.
- Children put the *e* and *f* stickers on the correct letter under each picture. Encourage them to say the sound and the word each time.

ANSWERS

f, e, f, e

Further practice:

Workbook p. 20; Classroom Presentation Tool

Lesson Six Story

1 Listen to the story. 36

2 Listen and act. 36

Values: Play respectfully Consolidation: What's this? It's a desk. Unit 2 21

1 Listen to the story. 36

- Say *Let's look at the story*. Point to the characters in the story and ask *Who's this?* Point to the pictures and ask *What's this?* (*It's a crayon, It's a notebook, It's a pencil*.)
- Ask the children to look and find out what happens in this story. Invite them to share their ideas in L1.
- Play the track for children to look at the story in their books and point to the three classroom objects as they hear them.
- Ask comprehension questions, such as: *What does Billy want? What does he make?*

Differentiation

- Below level:** While the children are listening to the story, pause once in frames 1, 2, and 3 just before the target words: *It's a ... (crayon), It's a ... (notebook) and My ... (pencils)*.
- Children guess and shout out the missing words. Point to the picture, if necessary. Then continue with the audio to check if they were correct.
- At level:** Follow the 'Below level' activity as described above to elicit the classroom objects seen in the story – but without pointing to the pictures.
- When they have guessed the correct word they repeat the full sentence in chorus.
- Above level:** After practicing the three sentences as described above, continue this activity by pausing every line in the story before the last word, for the children to guess and shout out this missing word.
- This activity should be fun, so there's no need to correct the children if they get the word wrong. Just continue with the audio so that they can self-check.

Lesson Six Story SB page 21 WB page 21

Objectives

To understand a short story

To review and consolidate language introduced in the unit

Language

Language focus: integrated skills

Vocabulary: review

Structures: review

Resources and materials

Audio Tracks 02 (optional), 29, 36; Flashcards 11–15; Blank paper, colored pencils or crayons, and glue (optional)

Values

Play respectfully

Warmer

- Play the song from Lesson 2 to review the vocabulary for this lesson.

Lead-in

- Play *Slow reveal* with Flashcards 11–15 to review the structure *What's this?* for this lesson.
- Put a flashcard on the board and cover it with paper or card.
- Slowly move the paper to reveal the picture, little by little.
- Ask *What's this?* The first child to guess correctly comes to the front to choose the next card. Repeat with other cards.

2 Listen and act. 36

- Begin as usual, by demonstrating the story actions with the audio (see below).
- Divide the class into groups of three children and encourage children to act out their story with the audio.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

Story actions

Picture 1: Rosy and Tim are sitting by the table. Billy is pointing to Tim.

Picture 2: Rosy is showing Billy a notebook. Billy is pointing to it.

Picture 3: Rosy and Tim look puzzled when Rosy's pencil case goes missing. Rosy looks in her bag, and Tim looks at the table.

Picture 4: Rosy and Tim are laughing. Billy is waving his arms to show them his train.

Closing the unit

- Play the *Goodbye* song for children to sing and do the actions.

Further practice:

Workbook p. 21; Classroom Presentation Tool; Values worksheet; Unit 2 Test

3 Is it a plane?

3 Is it a plane?

Lesson One Words

1 Listen, point, and repeat. (1) 37
2 Listen and chant. (1) 38
3 Point and say. Stick. (1)

22 Unit 3 plane, puppet, robot, balloon, teddy bear

Lesson One Words

SB page 22 WB page 22

Objectives

To learn five toy words

To use the toy words in the context of a chant

Language

Language focus: listening, speaking

Vocabulary: plane, puppet, robot, balloon, teddy bear

Extra vocabulary: It's OK, bad

Resources and materials

Audio Tracks 01, 37–38; Flashcards 16–20; Stickers

Warmer

- Play and sing the *Hello* song to introduce the lesson and start the unit.
- Play *Simon says* (see Teacher's Guide page 75) using the commands *Hold up* or *Point to* and the words from previous lessons, such as *something green, a notebook*.

Lead-in

- Use Flashcards 16–20 to introduce the words in this lesson.
- Hold them up one at a time and ask *What's this?* Say the words for children to repeat in chorus.
- Give the flashcards to five children. Say a word for the rest of the class. The child with the card holds it up and the other children shout out this word.

1 Listen, point, and repeat. (1) 37

- Have children listen and point as described in the *Tour of a Unit*.
- Play the second part of the recording for children to repeat the toy words.
- Put the toy flashcards around the room. Call out a toy word for children to find and point to it.

Differentiation

- Below level:** Provide extra practice of the words by giving the flashcards to individual children to hold up for the rest of the class to call out the word. When all the words have been called out the children give their cards to other members of the class.
- At level:** Tell the class that you are going to set up for play time, but there are some very playful thieves who want to steal the toys. Put Flashcards 16–20 on the board for the children to say what toys you have for play time.
- Ask the children to close their eyes (and put their heads down on the desk). Remove one flashcard and rearrange the others. Tell children to open their eyes and ask the class to tell you what the playful thieves have taken.
- Repeat this several times, removing a different card each time.
- Above level:** Practice the game as described above but take away two flashcards each time.

2 Listen and chant. (1) 38

- Play the chant for children to listen to.
- Play the chant a second time for children to point to the five toy words.
- Demonstrate actions for each word: plane (put both arms outstretched like wings), puppet (move floppy arms up and down), robot (move stiff arms up and down), balloon (draw a circle in the air), teddy bear (mime a hug).
- Divide the class into groups of five. Give each group a line from the chant.
- Say the chant with the class.
- Each group says their line and does the correct action.

3 Point and say. Stick.

- Point to the toy pictures one at a time and say the words.
- Repeat and encourage the children to point to the pictures and say the words with you.
- Say *Let's stick!* Take the plane sticker and show it to the class. Place the sticker on the picture of the plane and say *plane*.
- Children copy you and place all the stickers in the correct places. Encourage them to say the word each time.

Further practice:

Workbook p. 22; Classroom Presentation Tool

Lesson Two Grammar and song

1 Listen and repeat. (39)

2 Listen and sing. (40)

Let's sing!

3 Match, ask, and answer.

1 2 3 4

Let's talk!

Is it a plane? Yes, it is. / No, it isn't.

Unit 3 23

Lesson Two Grammar and song

SB page 23 WB page 23

Objectives

To ask and answer *Is it a plane? Yes, it is. No, it isn't.*

To sing a song

Language

Language focus: listening, speaking

Vocabulary: *Is it a (balloon)? Yes, it is. No, it isn't.*

Review: plane, car, robot, puppet, balloon, teddy bear

Resources and materials

Audio Tracks 39–40; Flashcards 16–20; Phonics card 6 (*Cc car*); One of the toys on the vocabulary list

Warmer

- Play *Slow reveal* (see Teacher's Guide page 76).

Lead-in

- Bring in one of the toys on the vocabulary list to class. Before you come to class put the toy in a bag.
- Show the bag to the class so that they can't see what's inside.
- Turn to the class, look inside the bag, and say *It's a toy!* Encourage the children to ask you questions *Is it a ...?*

1 Listen and repeat. (39)

- Hold up the balloon flashcard and ask *Is it a balloon?* Point to it and nod your head up and down. Say *Yes, it is.* Hold up the puppet flashcard and ask *Is it a balloon?* Shake your head from side to side. Say *No, it isn't.*

- Play the track and say the words in time with the audio.
- Play the track, pausing for children to repeat each line.
- Repeat with Flashcards 16–20 to practice all the words and both short answers.

2 Listen and sing. (40)

- Point to any toy in the picture and say *Is it a (plane)?* Say *Yes, it is* or *No, it isn't*, depending on the picture.
- Repeat with all the pictures and practice with the class.
- Play the song all the way through for the children to listen to. Demonstrate an action for each toy. Do the same actions you made in the chant in the previous lesson (see Lesson 1, Exercise 2).
- Play the song again and sing along doing the actions for the different sounds in the song. Encourage the children to join in with the actions.
- Have the children practice singing the song with the actions several times.

Differentiation

- Below level:** Instead of teaching all the actions to the whole class, split the class into four different groups and give each group a verse and an action of the song.
- Play the song again and encourage each group to sing their verse, and do their actions.
- At level:** Carry out Exercise 2 as described above.
- Above level:** Practice the song and the actions. Then, pause the audio after *Yes* in the second line and elicit the rest of the answer from the class.
- Do the same for the second line in the next three verses, by pausing after *No* or *Yes*, and eliciting the rest of the line.

3 Match, ask, and answer.

- Point to the two rows of pictures. Explain that the pictures on the top row are small parts of the toys below.
- Point to the top picture and say *Is it a plane?* Elicit *No, it isn't.* Say *Is it a teddy bear?* and elicit the same answer. Ask *Is it a balloon?* Nod your head to encourage children to say *Yes, it is. It's a balloon.*
- Repeat the same procedure with the rest of the pictures.

ANSWERS

balloon, car, robot, teddy bear

Let's talk!

- Ask students to look at the picture and speech bubble.
- Have two students demonstrate the question in the speech bubble and the answer (*No, it isn't. It's a teddy bear.*).
- Have students work in pairs to ask and answer the question. Tell them to use other toy words on the page.

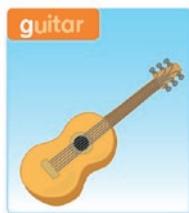
Further practice:

Workbook p. 23; Classroom Presentation Tool

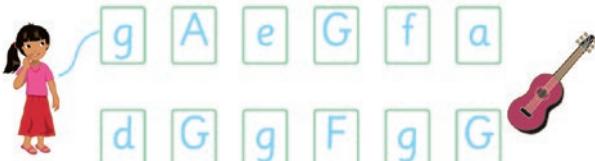
Lesson Three Sounds and letters

1 Listen, point, and repeat. Write. ④ 41

2 Listen and chant. ④ 42



3 Connect the letter Gg. Stick and say. ④



24 Unit 3 Gg – girl, guitar

Lesson Three Sounds and letters

SB page 24 WB page 24

Objectives

To recognize the upper- and lowercase forms of the letter *g* and associate them with the sound /g/

To pronounce the sound /g/ on its own and at the beginning of words

To be familiar with the name of the letter *g*

Language

Language focus: listening, speaking, writing

Vocabulary: *girl, guitar*

Extra vocabulary: *with*

Resources and materials

Audio Tracks 40–42; Flashcards 16–20; Phonics cards 13–14; Stickers

Warmer

- Play and sing the song from the previous lesson.

Lead-in

- Introduce the sound /g/ and the letters *G* and *g* in the usual way by drawing dotted letters on the board and modeling the letter formation in the air.

1 Listen, point, and repeat. Write. ④ 41

- As described in the *Tour of a Unit*, play the first part of the recording for the children to listen and point.
- Play the second part of the recording for the children to repeat the sounds and words as they hear them.
- Finally, model the writing activity.

2 Listen and chant. ④ 42

- Point to the pictures and say *girl* and *guitar* and then say *A girl with a guitar*.
- Encourage the children to point and say the words and phrase with you.
- Play the chant for children to listen to. Place the phonics cards 13 and 14 in different places in the room for children to point to when they hear the words.
- Pause the chant after each line for children to repeat.
- Play the chant several times for children to join in with.

Differentiation

- Below level:** Encourage the children to repeat the chant line by line several times before they practice chanting with the audio.
- At level:** While playing the chant, demonstrate two actions for the children to do when they hear the words: *girl* (wave with both hands), and *guitar* (mime playing guitar).
- Children chant and do the actions when they hear the appropriate words.
- Above level:** Teach and practice the actions as mentioned above.
- Children chant and act at the same time, but now they also need to drum on their desks when they hear and say the /g/ sound in the chant.
- Have children drum to the /g/ sound first with one hand, then with the other, then with both hands.

3 Connect the letter Gg. Stick and say.

- Say *Let's connect the letters!* Follow the example connecting line in blue, saying /g/ at each letter.
- At the next column, point to the letter *A* and the letter *G* and ask the children *Is it/g/*? each time. Encourage the children to choose the correct option by nodding when you point to letter *G* and shaking your head when you point to letter *A*.
- Continue in this way, eliciting the sounds from the children for each letter option until you have reached the end.
- Practice again if necessary.
- Then say *Let's stick.* Hold up the *g* sticker and model placing it in the book in the correct position, while saying /g/. Then tell the children to copy you with their stickers and encourage them to say /g/ as they stick.

ANSWERS

Top row, bottom row, bottom row, top row, bottom row, bottom row

Further practice:

Workbook p. 24; Classroom Presentation Tool

Lesson Four Numbers

1 Listen, point, and repeat. Write. 43 

2 Point and sing. 44 



seven



eight

3 Count, circle, and say. 



Let's talk!

Seven.

Numbers: 7, 8 Unit 3 25

Lesson Four Numbers

SB page 25 WB page 25

Objectives

To recognize and say the numbers 7 and 8

To use the numbers 7 and 8 in the context of a song

Language

Language focus: listening, speaking, writing

Vocabulary: 7, 8

Review: 1–6, one – six, count, cars, balloons

Extra vocabulary: How many?

Resources and materials

Audio Tracks 43–44; Flashcards 16–20; Phonics cards 9–10

Warmer

- Play *Whispers* (see Teacher's Guide page 76) to revise the words from Lesson 1.

Lead-in

- Review numbers 1–6 by unfolding your fingers and counting them. Encourage the class to count with you.
- Unfold two more fingers in sequence for 7 and 8 and model the new words for children to repeat.
- Ask eight children to come to the front of the class and stand in line. Each child has a number from 1 to 8, which they say in sequence to the class.
- Draw dotted outlines of the numbers 7 and 8 on the board and demonstrate how to write them. Children draw the numbers in the air.

1 Listen, point, and repeat. Write. 43

- Play the track and point to the pictures in the usual way.
- Encourage the children to count along with you.
- Play the track several times for the children to practice.
- Invite children to trace and write the numbers.

2 Point and sing. 44

- Point to the picture of the cars. Count them slowly and encourage the children to count with you. Say *one... two... three... four... five... six... seven... seven cars!* Do the same with the balloons.
- Play the song for the children to listen and point.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing and do actions for *beep* (pushing the car horn with the palm of the hand) and *pop* (popping a balloon with an imaginary pin).
- Play the song again for the children to make the beeping and popping sounds as well as singing and doing actions.

3 Count, circle, and say.

- Say *How many balloons?* Circle each balloon and encourage the children to count them with you. Elicit *seven balloons* from the class. Say *Seven balloons*.
- Repeat with the other toys; cars, teddy bears, robots, planes

ANSWERS

balloons 7, cars 8, teddy bears 4, planes 5, robots 2

Differentiation

- Below level:** Complete Exercise 3 as described. Practice counting the objects in the picture several times.
- At level:** Ask children to trace answers in the air as well as saying them aloud.
- Above level:** Ask children to count the cars, planes, robots, and teddy bears. Tell them to count quietly on their own.
- Go through the answers with the class and write them on the board next to a flashcard of each toy.
- Ask individual children to stand up and show the answers by counting on their fingers for the class.

Let's talk!

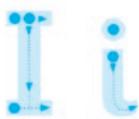
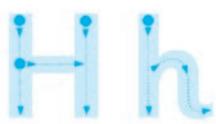
- Ask students to look at the picture and speech bubble. Say *Seven*. Ask *What is the boy holding?* (*Seven balloons*)
- Have students work in pairs and take turns saying the number. Tell them to point to other items in their book so they can use other numbers they know.

Further practice:

Workbook p. 25; Classroom Presentation Tool

Lesson Five Sounds and letters

1 Listen, point, and repeat. Write. ④ 45



2 Listen and chant. ④ 46



3 Stick and say. ⑤ ⑥



26 Unit 3 Hh – hot, horse; II – insect, ill

Lesson Five Sounds and letters

SB page 26 WB page 26

Objectives

To recognize the upper- and lowercase forms of the letters *h* and *i* and associate them with the sounds /h/ and /ɪ/

To pronounce the sounds /h/ and /ɪ/ on their own and at the beginning of words

To be familiar with the names of the letters *h* and *i*.

Language

Language focus: listening, speaking, writing

Vocabulary: hat, horse, insect, ill

Extra vocabulary: look at

Review: it's

Resources and materials

Audio Tracks 45–46; Flashcards 16–20; Phonics cards 15–18; Stickers; Flashcards from all previous units (optional)

Warmer

- Play *Jump* (see Teacher's Guide page 76).

Lead-in

- Introduce the sounds /h/ and /ɪ/ and the letters *H* and *h* and *I* and *i* in the usual way by drawing dotted letters on the board and modeling the letter formation in the air.

1 Listen, point, and repeat. Write. ① 45

- As described in the *Tour of a Unit*, play the first part of the track for the children to listen and point.
- Play the second part of the track for the children to repeat the sounds and words as they hear them.
- Finally, model the writing activity.

2 Listen and chant. ② 46

- Start with the first picture in the usual way and say *a horse with a hat*. Point to the insect and say *an insect... it's ill*.
- Play the track for children to listen to the chant and point to Phonics cards 15–18.
- Play the chant again for children to join in with.

Differentiation

- Below level:** Ask four children to come to the front and give each child a phonics card (15–18). The child at the front jumps up when his/her word is said.
- At level:** Teach actions for each of the four words: *horse* – raise your head and hands as if rearing, *hat* – put a hand to your head, *insect* – flap hands like wings, *ill* – put hands to stomach and look unhappy.
- Divide the class into four groups and assign each group a word and action. Tell groups to do their action when they hear and say their word.
- Above level:** Practice the actions above with the whole class and encourage them to do all the actions when they say the chant.

3 Stick and say.

- Point to the pictures one at a time and elicit the words *guitar*, *horse*, and *insect*.
- Point to the letters under the guitar and say /g/ – guitar. Then elicit the /h/ sound for the next picture and the /ɪ/ for the last picture.
- Say *Let's stick!* Hold up the *h* sticker. Say the sound /h/.
- Put it on the letter *h* under the picture of the horse. Say /h/ – *horse*. Children copy and repeat in chorus.
- Children repeat with the *g* and *i* stickers.

ANSWERS

g, h, i

Further practice:

Workbook p. 26; Classroom Presentation Tool

Lesson Six Story

1 Listen to the story. (47)

2 Listen and act. (47)

Is it a robot?

Values: Be kind to others. Consolidation: Is it a balloon? Yes, it is. / No, it isn't. Unit 3 27

1 Listen to the story. (47)

- Say *Let's look at the story*. Point to the characters in the story and ask *Who's this?*
- Point to the teddy bear in frame 1 and ask *Is it a teddy bear?* Elicit the answer *Yes, it is*. Point to the robot in frame 4 and ask *Is it a balloon?* Elicit *No, it isn't*.
- Ask the children to look and find out what happens in this story. Invite them to share their ideas in L1.
- Play the track and ask the children to look at the story in their books and point to the two toys as they hear them.
- Ask comprehension questions, such as: *What does Billy want? What does the robot say? Why is Billy happy at the end?*

Differentiation

- **Below level:** Play the story again and ask children to point to the different characters as they speak. Pause the audio after each line if necessary.
- **At level:** Choose a line of dialogue and say it to the class. Children identify who says it by shouting out the name of the person. For example, you say *I'm Zozo. I'm a robot!* Children say *Robot!*
- **Above level:** After practicing the above activity with a couple of lines, split the class into teams of four and turn the guessing game into a competition. Make a note of the score each time.

Lesson Six Story SB page 27 WB page 27

Objectives

To understand a short story

To review and consolidate language introduced in the unit

Language

Language focus: integrated skills

Vocabulary: review

Resources and materials

Audio Tracks 02 (optional), 40, 47; Flashcards 16–20

Values

Be kind to others

Warmer

- Play the song from Lesson 2 to review the vocabulary for this lesson.

Lead-in

- Use Toys flashcards 16–20 to review the vocabulary for this lesson.
- Hold the cards face down so that only you can see them.
- Children take turns asking questions *Is it a (plane)?* for you to answer *Yes, it is.* or *No, it isn't.* to find out the word.

2 Listen and act. (47)

- Play the recording once all the way through.
- Divide the class into groups of four to play the parts of Mom, Dad, Tim, and Billy. If the class doesn't divide exactly some children can play more than one character. (Note that Mom doesn't have a speaking part.)
- Play the recording again. Demonstrate some actions for the story. (See below for suggestions.)
- Children practice acting out the story along with the audio.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

Story actions

Picture 1: Dad is giving a present to Tim. Tim is taking it. Mom is looking at Dad and Tim. Billy is holding a teddy bear.

Picture 2: Tim is shaking his present to try and find out what's inside. Dad is shaking his head from side to side. Billy is looking at it.

Picture 3: Billy is on top of a big box. Tim is pointing to Billy as if to say the present is his.

Picture 4: Tim is holding the robot and pressing its button. Billy is moving his arms up and down like a robot. Mom and Dad are laughing.

Closing the unit

- Play the *Goodbye* song for children to sing and do the actions.

Further practice:

Workbook p. 27; Classroom Presentation Tool; Values worksheet; Unit 3 Test

Fluency Time! 1

Fluency Time! 1

Lesson One Everyday English

1 Listen, point, and say. (48)

2 Look and say.

3 Say and do.

- Count to four!
- Sing!
- One, two, three, four!
- Write your name.
- Jump!

28 Fluency Time! 1 Classroom language jump, sing, write, count

Everyday English

(SB page 28)

Objectives

To use everyday English expressions in the classroom

Language

Language focus: listening and speaking

Vocabulary: count, write, sing, jump

Review vocabulary: 1, 2, 3, 4, 5

Resources and materials

Audio Track 48; Flashcards 16–20

Warmer

- Play *Do it!* with the toys flashcards to review the previous unit's vocabulary and pre-teach some of the new action words for the lesson (see Teacher's Guide page 76).

Lead-in

- Play *Simon says...!* with the new action words (*count, write, sing, jump*). For example, say *Simon says write your name in the air!* Model doing this for children to copy. Say *Simon says Sing the Hello song.* and make sure everyone starts singing. Then say *Count to three*, without saying *Simon says* first, to see which children follow the instruction.
- Continue with more instructions to find out who is listening well.

1 Listen, point, and say. (48)

- Look at the pictures and ask children what they can see.
- Play the first part of the track for children to point to the correct part of the pictures.
- Play the second part of the track for children to point and repeat the words.

2 Look and say.

- Point to the first picture and say *Let's sing!* then repeat this and encourage children to copy you.
- Continue in this way with the next three pictures (*Let's write!, Let's jump!, and Let's count!*)
- Then point to the pictures in a random order, and elicit the phrases again from the students.

3 Say and do.

- Read the first line of text and then the speech bubble and ask the children to follow the words with their fingers.
- Call on different individuals to count to four.
- Read the next line of text together. And again call on different individuals to come to the board and write their name.
- Repeat this with the last two instructions.

Differentiation

- Below level:** Model the four actions for the class to copy. Practice all the actions with the whole class several times.
- When the class is ready, call on individuals to do the actions.
- At level:** After completing Exercise 3 as described, put the class into pairs and tell one student to say the actions and the other to do them. Call on a confident pair of students to demonstrate the paired activity to the rest of the class.
- Ensure that the children swap roles and have them change partners for more practice.
- Above level:** After children have practiced saying and doing the actions in pairs as described above, elicit some more ideas for new actions.
- Tell the children they can say *Count to three.* Or *Count to five.*
- Invite them to suggest other ideas, such as *Write the word car, Sing the Goodbye song.* For the last action *jump*, ask the children if they know any other action words they can do as well as *jump*, e.g. *jump and sit down, jump and clap, jump and point...*
- Have the children work in different pairs to practice their new actions.

Further practice:

Classroom Presentation Tool

Lesson Two CLIL: Science

1 Listen, point, and repeat.

2 Match. Point and say. Eyes.

3 Look, point, and say. Ears. Listen!

4 Think! Make a poster for your classroom.

5 Look and color.

My work in Starter Unit, Units 1–3 & Fluency Time! 1 is

OK Good Excellent

Do the Review, Workbook pages 28–29 eyes, ears, mouth, Look! Listen! Say! 29

1 Listen, point, and repeat.

- Look at the pictures and ask children what they can see.
- Play the first part of the track for children to point to the pictures.
- Play the second part of the track for children to point to the pictures and repeat the words.

2 Match. Point and say.

- Look at the picture together and ask what the children can see.
- Point to the teacher and then the three speech bubbles, in turn, and say *Look*, ... *listen*, ... *say*.
- Then say *Let's match!* and show how you trace a line from the speech bubble showing *Look!* to the girl's eyes, and then say *Eyes*, while pointing to the speech bubble text.
- Repeat this with *Listen!* and *Say!* speech bubbles encouraging the children to copy you doing the tracing, and to repeat the answers *Ears*, and then *Mouth*.

Differentiation

- **Below level:** Draw simple stick figure of a teacher on the board. Point to the eyes, ears, and mouth and drill the words *Look!* *Listen!* and *Say!* at the same time.
- Stick the flashcards on the board around the picture
- Point to the teacher's eyes then draw a line with your finger to the flashcard. Say *Eyes*. Repeat with ears and mouth.
- Have the students do the exercise in their books.
- **At level:** After completing Exercise 2 as described, teach the following actions for these words: *Look!* – put your hand above your eyes, *Listen!* – cup your ear, and *Say!* – open and close your hands near your mouth.
- Do the actions and elicit the words. Then say the words for the children to do the actions.
- **Above level:** Practice the actions and the 'At level' activity.
- Put the children into pairs. One child says, for example, *Look!* and does the action, and the partner says *Eyes*.
- The pair practice several times and then swap roles.

CLIL: Science

SB page 29 WB page 29

Objectives

To understand and use some simple classroom instructions

Language

Language focus: listening and speaking

Vocabulary: eyes, ears, mouth, *Look! Listen! Say!*

Resources and materials

Audio Tracks 46, 49; Flashcards 21–26, Large paper and colored pens and pencils

Warmer

- Play and sing the Phonics chant on page 26.

Lead-in

- Teach the new words *eyes*, *ears*, *mouth*, *Look! Listen! Say!* using the flashcards.
- Put the flashcards on the board for everyone to see and then repeat the words.
- Turn all the flashcards over, so that nobody can see them. Ask the class to remember where each card is and say *Where are ears?*
- Call on a child to come to the front and turn over the card they think shows *ears*. If the child is correct, they turn the card over and they can choose the next child to come and turn a card over – once you have said which card you want.
- Repeat several times, and change the order of the flashcards after a few times.

3 Look, point, and say.

- Look at the first picture together and ask what they see.
- Have all the class repeat after you *Ears. Listen!*
- Look at the other two pictures in turn and elicit a phrase for each: *Mouth. Say!* and *Eyes. Look!* Practice in pairs.

4 Make a poster for your classroom.

- Give everyone a large sheet of plain paper and some colored pens and tell children to make a poster for their English lessons.
- Encourage them to draw pictures and use the words they have learned in the lesson.

5 Look and color.

- Children color the smiley faces depending on how well they feel they understand what they have learned in Starter Unit, Units 1, 2, and 3, and Fluency Time! 1.

Further practice:

CLIL worksheet; Workbook pp. 28, 29; Classroom Presentation Tool pp. 66, 67; Summative Test 1

4 They're bears!

4 They're bears!

Lesson One Words

1 Listen, point, and repeat. (1) 50

2 Listen and chant. (1) 51

bird bear hippo crocodile tiger

3 Point and say. Stick. (1) 52

30 Unit 4 bird, bear, hippo, crocodile, tiger

Lesson One Words

(SB page 30 WB page 30)

Objectives

To learn animal words

To use animal words in the form of a chant

Language

Language focus: listening, reading, speaking

Vocabulary: bird, bear, hippo, crocodile, tiger

Resources and materials

Audio Tracks 01, 50–51; Flashcards 27–31; Stickers

Warmer

- Play and sing the *Hello* song to introduce the lesson and start the unit.
- Play *Do it!* (see Teacher's Guide page 76).

Lead-in

- Use Flashcards 27–31 to introduce the words for this lesson.
- Hold them up one at a time and ask *What's this?* Say the words for children to repeat in chorus.
- Hide the flashcards behind your back. Bring them out one by one so that children see only the back of the card. Children guess the word and shout out suggestions. Turn the card around when they have guessed correctly.

1 Listen, point, and repeat. (1) 50

- Ask the children to look at the pictures.
- Play the first part of the recording, while you point to the pictures in time with the audio.
- Play the audio again for children to listen and point to the pictures with you.
- Play the second part of the recording while you say the new words in time with the audio.
- Play the second part of the recording again for children to repeat the words in chorus.
- Play the recording all the way through. Children point to the pictures and repeat the words again.
- Hold up the flashcards one at a time to practice again.

2 Listen and chant. (1) 51

- Play the chant for children to listen to, while you point to the words and pictures.
- Play the chant a second time for children to point, too.
- Demonstrate an action for each word: *bird* (flap arms), *bear* (make claws), *hippo* (snap teeth together), *crocodile* (snap arms together), *tiger* (do pouncing actions).
- Divide the class into groups of six. Give each group a word from the chant.
- Say the chant with the class and do the actions for children to copy.
- Play the chant and have the children join in with the words. They do the appropriate action when they hear their animal.

Differentiation

- Below level:** Instead of teaching the actions above, ask the different groups to stand up when they hear their word.
- At level:** Complete Exercise 2 as described above.
- Above level:** Teach the actions as described but ask the whole class to do all the actions in time with the chant.
- Repeat this several times to chant and do the actions.

3 Point and say. Stick.

- Point to the tiger and say *tiger*.
- Repeat and encourage the children to point to the pictures and say the words with you.
- Say *Let's read the words!* and follow the letters with your finger as you say the word *tiger* slowly. Say the individual sounds in the word first, and then speed up so that you say the word *tiger* naturally.
- Say *Let's stick!* Take the tiger word sticker and show it to the class. Place it on the caption box and say *tiger*.
- Repeat the procedure with each word and have children copy you, placing the stickers and saying the word each time.

Further practice:

Workbook p. 30; Classroom Presentation Tool

1 Listen and repeat. ④ 52

Let's learn!



What are they?
They're hippos.

2 Listen and sing. ④ 53

3 Ask and answer. ⑤

Let's sing!



Let's talk!



What are they? They're bears. Unit 4 31

Lesson Two Grammar and song

SB page 31 WB page 31

Objectives

To ask and answer *What are they? They're (bears)*.

To recognize plurals with *s*

To sing a song

Language

Language focus: listening, speaking, reading

Vocabulary: *What are they? They're (bears)*.

Resources and materials

Audio Tracks 52–53; Flashcards 27–31; A sheet of paper for each child and some crayons (optional)

Warmer

- Play *Whispers* (see Teacher's Guide page 76).

Lead-in

- Teach some sound words to go with the animals and practice with the class: *tiger* (roar), *bird* (tweet), *hippo* (chomp chomp), *bear* (grrr), *crocodile* (snap, snap).

1 Listen and repeat. ④ 52

- Hold up your pencil and say *What's this?* Elicit *It's a pencil*. Hold up two pencils and say *What are they?* Say *They're pencils*.
- Practice the plural form using other classroom objects. Get the children to really emphasize the plural *s*.
- Point to the hippos and say *What are they?* *They're hippos*.

- Play the track for children to listen and point to the pictures.
- Play the track again, pausing for children to repeat each line and follow the words in their books with their fingers.

Differentiation

- Below level:** Bring out a flashcard, e.g., *tiger*. Hold up one finger and say *tiger*. Hold up three fingers and elicit *three tigers*.
- Pretend you can't hear the *s*. Put your hand behind your ear and make the children shout the word, emphasizing the *s*.
- Repeat with different numbers and all the flashcards.
- At level:** Carry out Exercise 1 as described above.
- Above level:** Have two children come to the front of the class and stand back-to-back so that the class can only see one child.
- Whisper to them which animal they will mime, e.g., *bear*.
- The first child mimes being a bear, the class answers *bear*.
- The second child turns around and both children mime.
- The class responds with the plural form, *bears*.
- Repeat with different children and animal mimes.

2 Listen and sing. ④ 53

- Point to the tigers and ask *What are they?* Elicit the answer from the children. (*They're tigers*.)
- Play the song while you repeat the sounds from in the Lead-in activity.
- Play the song again, sing along, do the actions, and make the sounds. Encourage the children to do the actions.
- Say the words of the song, without the recording. Ask children to repeat after you one line at a time.
- Play the song again for the children to sing the song, do the actions, and make the sounds.
- Children practice singing with the actions several times.

3 Ask and answer.

- Point to the hippos in the top left side of the picture and ask *What are they?* Elicit *They're hippos*. Repeat with different groups of animals in the picture.
- Then cover up a group of animals with your hand or some paper, and elicit the question *What are they?* from the class. Remove your hand and answer their question.
- Repeat with all the animals in the picture.

Let's talk!

- Ask students to look at the picture and the words in the speech bubble. Ask *What are they?* (*Two bears*.)
- Have two students demonstrate the question in the speech bubble and the answer in the picture.
- Students work in pairs to ask and answer the question. Tell them to use other words they know in the picture.

Further practice:

Workbook p. 31; Classroom Presentation Tool

Lesson Three Sounds and letters

1 Listen, point, and repeat. Write. ① 54

2 Listen and chant. ① 55

3 Stick and say. ② ③

32 Unit 4 Jj – jug, juice; Kk – kangaroo, key

1 Listen, point, and repeat. Write. ① 54

- As described in the *Tour of a Unit*, play the first part of the recording for the children to listen and point.
- Play the second part of the recording for the children to repeat the sounds and words as they hear them.
- Finally, model the writing activity.

Differentiation

- Below level:** Practice the words and sounds again by handing out the phonics cards to four different children. They must stand up with their card when they hear their word.
- Change children and repeat several times.
- At level:** Have children work in pairs, and stand one behind the other.
- Invite one child in each pair to trace a letter (j or k) on their partner's back. The other child guesses the letter.
- Above level:** Continue with the 'At level' activity but encourage children to add in other letters they know.

2 Listen and chant. ① 55

- Point to the pictures and say *jug* and *juice* and then say *Juice in a jug*. Then point and say *kangaroo*, *key* and *the kangaroo has a key*.
- Encourage the children to point and say the words and sentence with you.
- Play the chant for children to listen to. Place the phonics cards 19 to 22 in different places in the room for children to point to when they hear the words.
- Pause the chant after each line for children to repeat.
- Play the chant several times, for children to join in with.

3 Stick and say.

- Point to the pictures one at a time and elicit the words *kangaroo* and *jug*.
- Point to the letters under the kangaroo and say the sound /k/ – kangaroo. Then elicit /dʒ/ – jug for the next picture.
- Say *Let's stick!* Hold up the *k* sticker. Say the sound /k/.
- Put it on the letter *k* under the picture of the kangaroo. Say /k/ – kangaroo. Children copy and repeat in chorus.
- Children repeat with the *j* sticker.

Further practice:

Workbook p. 32; Classroom Presentation Tool

Lesson Three Sounds and letters

SB page 32 WB page 32

Objectives

To recognize the upper- and lowercase forms of the letters *j* and *k* and associate them with the sounds /dʒ/ and /k/

To pronounce the sounds /dʒ/ and /k/

To be familiar with the names of the letters *j* and *k*

Language

Language focus: listening, speaking, writing

Vocabulary: *jug, juice, kangaroo, key*

Extra vocabulary: *in, has*

Resources and materials

Audio Tracks 53–55; Phonics cards 19–22; Sounds and letters poster; Stickers

Warmer

- Play and sing the song from the previous lesson.

Lead-in

- Introduce the sounds /dʒ/ and /k/ and the letters *J* and *j* and *K* and *k* in the usual way by drawing dotted letters on the board and modeling the letter formation in the air.
- Draw more dotted examples on the board and ask children to come to the board and connect the dots.

Lesson Four Numbers

1 Listen, point, and repeat. Write. ① 56

2 Point and sing. ① 57

3 Count, circle, and say. ①

pandas bears lions hippos
Six pandas!

Let's talk!

Nine.

Numbers: 9, 10 Unit 4 33

Lesson Four Numbers

SB page 33 WB page 33

Objectives

To recognize and say the numbers 9 and 10

To use the numbers 9 and 10 in the context of a song

Language

Language focus: listening, speaking, writing

Vocabulary: 9, 10, nine, ten

Review: 1–8, one–eight, count, lions, birds

Extra vocabulary: panda

Resources and materials

Audio Tracks 56–57; Flashcards 27–31, Phonics cards 23, 31

Warmer

- Have the children practice tracing the numbers 1–8 in the air. Call out numbers in a random order for them to trace.

Lead-in

- Write 1 to 8 on the board, pausing each time, so that the children can supply the words for you. Elicit the next two numbers and write 9 and 10 on the board.
- Draw dotted outlines of the numbers 9 and 10 on the board and demonstrate how to write them. Children draw the numbers in the air.

1 Listen, point, and repeat. Write.

① 56

- Play the track and point to the pictures in the usual way.
- Encourage the children to count along with you.
- Play the track several times for the children to practice saying the numbers and making the sounds.

- Invite children to trace and write the numbers.

2 Point and sing.

①

- Point to the picture of the lions. Say *Let's count the lions*. Encourage the children to count with you.
- Elicit the answer *Nine lions!* Repeat this for the next picture showing the birds.
- Play the song for the children to listen and count the pictures.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the track again for the children to sing along with and clap as they count.

3 Count, circle, and say.

- Look at the picture together and point at the animals as you say the words ... bears... hippos. Use Phonics card 23 (/l/ lion) to teach *lion* and Phonics card 31 (/p/ panda) to teach *panda*.
- Point to the word *pandas* and say *How many pandas?* Circle each panda one at a time and count. Encourage the children to count and circle with you. Say *Six pandas*. Point to the speech bubble and repeat the answer at the same time. Encourage the children to say and point, too.
- Now ask *How many bears?* in the same way. Count together and get children to repeat the answer.
- Continue with lions and hippos.

ANSWERS

pandas 6, bears 9, lions 10, hippos 7

Differentiation

- Below level:** Stick the four flashcards and four phonics cards on the board for activity 3. (Note there isn't a flashcard for *panda*.) Write the answers next to each animal as a figure, not a word.
- At level:** Also use the flashcards and phonics cards for activity 3. Write the answers next to each animal as a word.
- Above level:** Follow the instructions for 'At level' and then ask children to come to the board and write the number next to the word.

Let's talk!

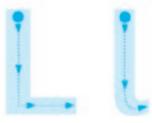
- Ask students to look at the picture and speech bubble. Say *Nine*. Ask *What is on the picture? (Nine bears.)*
- Have a student read the number and ask the class to follow the word with their finger.
- Have students work in pairs and take turns saying the number. Ask them to point and say other numbers they know.

Further practice:

Workbook p. 33; Classroom Presentation Tool

Lesson Five Sounds and letters

- 1 Listen, point, and repeat. Write. ④ 58



- 2 Listen and chant. ④ 59

- 3 Stick and say. ④ 59

A lion has
a lollipop.

A man has
a mango.

34 Unit 4 Li – lion, lollipop; Mm – man, mango

Lesson Five Sounds and letters

SB page 34 WB page 34

Objectives

To recognize the upper- and lowercase forms of the letters /l/ and /m/ and associate them with the sounds /l/ and /m/

To pronounce the sounds /l/ and /m/

To be familiar with the names of the letters /l/ and /m/

Language

Language focus: listening, speaking, writing

Vocabulary: lion, lollipop, man, mango

Resources and materials

Audio Tracks 58–59; Phonics cards 23–26; A sheet of paper and crayons for each child (optional); Stickers

Warmer

- Play *Forwards and backwards* (see Teacher's Guide page 76).

Lead-in

- Introduce the sounds /l/ and /m/ and the letters *L* and /l/ and *M* and /m/ in the usual way by drawing dotted letters on the board and modeling the letter formation in the air.

1 Listen, point, and repeat. Write. ① 58

- As described in the *Tour of a Unit*, play the first part of the track for the children to listen and point to the pictures.
- Play the second part of the track pausing after each line for the children to repeat the sounds and words.
- Practice this several times, so that the children can repeat and point to the pictures at the same time.
- Finally, model the writing activity.

Differentiation

- Below level:** Practice repeating the words and sounds several times and have children point to the phonics cards in different places around the room. Change position of the cards each time.
- At level:** Teach actions for each of the four words: *lion* – open mouth to roar, *lollipop* – hold and put an imaginary lollipop into your mouth, *man* – stand up straight, *mango* – make the shape with your hands.
- Divide the class into four groups and assign each group a word and an action. Tell groups to do their action when they hear their word.
- Above level:** Practice the actions above with the whole class and encourage them to do each one when they hear each word.

2 Listen and chant. ④ 59

- Start with the first picture in the usual way and say *A lion has a lollipop*. Point to the second picture and say *A man has a mango*.
- Play the track for children to listen to the chant and point to Phonics cards 23–26.
- Play the chant again for children to join in with.

3 Stick and say.

- Hold up the phonics cards *Ll* and *Mm* and say *Let's find the letters!*
- Read the first sentence slowly, following the words with your finger. Point to the letter *m*, and hold up the *Mm* phonics card.
- Ensure that everyone is pointing to the first letter *m* in the sentence and then say *Let's stick!*
- Hold up the *m* sticker, say /m/ – *man* and place it in the correct position. Ask children to stick their sticker, too.
- Read the word *man* aloud and encourage everyone to copy you.
- Ask children to copy you and follow the words in the book with their finger as you read aloud, and to put up their other hand when they see a letter *l* or *m*.
- Call on a student with his/her hand up and ask *What letter is it?* If they are correct, everyone sticks the second sticker.
- Drill the sound and the word again, saying /m/ – *mango*.
- Repeat the procedure together with the second sentence.

Further practice:

Workbook p. 34; Classroom Presentation Tool

Lesson Six Story

1 Listen to the story. (60)

2 Read and say.

3 Listen again and repeat. Act. (60)

They're tigers!

1 They're crocodiles.

2 They're birds.

3 They're tigers.

4 They're boys.

Values: Be kind to animals Consolidation: What are they? They're birds. Unit 4 35

1 Listen to the story. (60)

- Say *Let's look at the story*. Point to the characters in the story and ask *Who's this?* Teach *grandma*.
- Point to the animals and ask *What are they?* Elicit answers.
- Play the track and ask the children to look at the story in their books and point to the animals as they hear them.

2 Read and say.

- Write the three animal words across the bottom of the board. Read them out slowly.
- Write *They're ...* and put the crocodile flashcard next to it.
- Encourage the class to read the sentence as you point to each word. Then finish it together: *They're ... crocodiles*.
- Say *Point to the crocodile*. When children point to the correct word on the board, replace the flashcard with the written word to complete the sentence. Read it again.
- Continue in this way with all the animal words.
- Point to the sentence below picture 1 and read it with the class. Repeat with all the sentences.

Differentiation

- Below level:** On the board write only the three animals which are from the story.
- Help the children to complete the sentence *They're ...* by adding the first initial letter. Read the animal words with them and point out the initial letters to help them decode the correct word.
- At level:** Complete Exercise 2 as described above.
- Above level:** Ask children to think about how to complete the sentence but not to call out the animal words.
- Invite individuals to complete the sentence on the board by writing the initial letter of the animal.

Lesson Six Story

(SB page 35 WB page 35)

Objectives

To recognize and identify words

To understand a short story

To review and consolidate language introduced in the unit

Language

Language focus: integrated skills

Vocabulary: review, *grandma*

Resources and materials

Audio Tracks 02 (optional) 53, 59, and 60; Flashcards 27–31

Values

Be kind to animals

Warmer

- Song: Play the song from Lesson 2 to review the vocabulary for this lesson.

Lead-in

- Use Flashcards 27–31 to review the structure *What are they? They're (bears)*.
- Display the flashcards face up on the board. Give the class five seconds to look at the cards. Then turn all the cards over so that they are face down.
- Point to a card and ask *What are they?* The children try to remember the position of the card and answer. Then turn over the card to check.

3 Listen again and repeat. Act. (60)

- Play the story again pausing after each line for children to listen and repeat the sentences.
- Continue as described in the *Tour of a Unit*.

Story actions

Picture 1: Tim is pointing to the crocodiles. Billy is making snapping action with his hands. Grandma is pushing Billy's stroller. Rosy is smiling.

Picture 2: Billy is flapping his arms like a bird. Rosy is pointing to the birds. Tim and Grandma are smiling.

Picture 3: Billy is making claws with his hands like a tiger. Rosy is looking at Billy. Tim is pointing to the tigers. Grandma is looking at the tigers.

Picture 4: Billy is waving to the boys (he thinks they're tigers). Rosy and Tim are laughing. Grandma is looking at the boys.

Closing the unit

- Play the *Goodbye* song for children to sing and act.

Further practice:

Workbook p. 35; Classroom Presentation Tool; Values worksheet; Unit 4 Test

5 This is my nose!

Lesson One Words

- 1 Listen, point, and repeat. (61)
- 2 Listen and chant. (62)

3 Point and say. Stick.

36 Unit 5 arms, nose, face, legs, fingers, hands

Lesson One Words

(SB page 36 WB page 36)

Objectives

To identify different parts of the body
To use the words in the context of a chant

Language

Language focus: speaking and reading

Vocabulary: arms, nose, face, legs, fingers, hands

Pronunciation tip: Make sure children pronounce /z/ when they say *nose*, *legs* and /s/ when they say *face*, *let's*.

Resources and materials

Audio Tracks 01, 61–62; Flashcards 32–37; Pencils and paper

Warmer

- Play and sing the *Hello* song to introduce the lesson and start the unit.
- Tell children that in this lesson they will be learning the names of some parts of the body. Tell them that they will practice “warming up” their bodies at the start of the class.
- Model some simple instructions, e.g., *stand up*, *sit down*, *turn around* as children follow your lead. Call out different directions as children respond by their seats.

Lead-in

- Point to your arms, nose, face, legs, hands, and fingers to elicit the vocabulary for this lesson. Point to them one

at a time and ask *What's this?* or *What are these?* Model any words that children don't know. Follow up using Flashcards 32–37.

- Say the word *legs*, and then model the sentence *Point to your legs*. (Make sure children are pointing to both legs for the plural word.) Repeat with the rest of the new words.

1 Listen, point, and repeat. (61)

- Ask the children to look at the pictures.
- Play the first part of the recording, while you point to the pictures in time with the audio.
- Play the audio again for children to listen and point to the pictures with you.
- Play the second part of the recording while you say the new words in time with the audio.
- Play the second part of the recording again for children to repeat the words.
- Play the recording all the way through. Children point to the words and repeat them with the audio.
- Point to the relevant parts of your body to practice again.

Differentiation

- Below level:** After teaching the words, have children work individually, to draw a monster. For example, children can draw four noses, eight arms, two faces, and one leg. Have them draw and color the monster.
- Display the completed pictures in the classroom.
- At level:** Complete the monster pictures as above but invite children to point to their monster and talk about it, e.g. *two noses, five arms*.
- Above level:** Follow the first two activities above and then put students in pairs to point to the monsters and talk about them.

2 Listen and chant. (62)

- Play the chant for children to listen to.
- Play the chant a second time for children to point to the correct part of their own body when they hear it.
- Play the chant again for them to say the words. Repeat (more than once if necessary).

3 Point and say. Stick.

- Point to the arms and say *arms*. Repeat and encourage the children to point to the pictures and say the words too.
- Say *Let's read the words!* and follow the letters with your finger as you say the word *arms* slowly. Say the individual sounds in the word first, and then speed up each time to finally say the word at natural speed.
- Say *Let's stick!* Take the arm word sticker and show it to the class. Place it on the caption box and say *arms*.
- Repeat the procedure with each word and have children copy you, placing the stickers and saying the word.

Further practice:

Workbook p. 36: Classroom Presentation Tool

Lesson Two Grammar and song

1 Listen and say. (63)

Let's learn!

one arm two arms These are my arms. This is my nose.

2 Listen and sing. (64)

Let's sing!

Let's talk!

These are my arms!

3 Point and say.

This is my face.

arm / arms This is ... / These are ... Unit 5 37

Lesson Two Grammar and song

SB page 37 WB page 37

Objectives

To say sentences with *this* and *these*

To complete sentences with *this* and *these*

To recognize the difference between singular and plural forms of nouns

Language

Language focus: listening, speaking, reading

Vocabulary: parts of the body, *This is my nose. These are my arms.*

Resources and materials

Audio Tracks 63–64; Word cards: *arm, arms, leg, legs, nose, face* (one set per group); Realia: whistle, bell, tambourine

Warmer

- Play *Simon says ...* (see Teacher's Guide page 77).

Lead-in

- Hold up one arm and say *one arm*. Hold up two arms and elicit *two arms*. Repeat again with your fingers and legs, eliciting the answers from the children and emphasizing the plural *-s*.

1 Listen and say. (63)

- Hold up a pencil and say *This is a pencil*. Then hold up three pencils and say *These are pencils*. Repeat with notebooks.
- Play the track for children to listen and point to the pictures.

- Play the track again, pausing for children to repeat each line and follow the words in their books with their finger.

2 Listen and sing. (64)

- Point to the pictures and elicit the parts of the body.
- Play the song for the children to point to the six new words as they hear them in the song.
- Play the song again and sing along. Encourage the children sing with you.
- Say the words of the song, without the recording. Ask children to repeat after you one line at a time.
- Children practice singing and pointing to their relevant body parts several times.

Differentiation

- Below level:** Encourage children to stand up and do the actions (e.g. point to the relevant body part) along with the music and to join in with the singing when they are ready.
- At level:** Pause the song at the end of each line, before the last word, so that the children have to finish the line themselves.
- You can point to the relevant body part to help them the first time you do this. But next time see if they can do it themselves.
- Above level:** Children can practice the 'At level' activity first.
- Then write the words of the song on the board with blanks for the body parts. Elicit the missing words from the children and complete the song on the board with the audio.
- Listen and sing again.

3 Point and say.

- Read out the speech bubble text as you follow it with your finger. Say *Look! What are the children saying?*
- Point to the first picture and say *This is my nose*. Drill the sentence with the class.
- Call on individuals to point to the other pictures and say a sentence, using *This is my ...* or *These are my ...*

Let's talk!

- Ask students to look at the picture and speech bubble. Say *These are my arms* and follow the words with your finger.
- Have a student read the sentence (*These are my arms*).
- Have students work in pairs and take turns saying the sentence. Tell them to make new sentences, using other pictures and words on the page.

Further practice:

Workbook p. 37; Classroom Presentation Tool

Lesson Three Sounds and letters

1 Listen, point, and repeat. Write. (65)

2 Listen and chant. (66)

This is an apple, a, a, apple. This is a bat, b, b, bat.
This is a cat, c, c, cat. This is a dog, d, d, dog.

3 Listen, point, and repeat. (67)

4 Look and point to the sounds b and d.

The bird is in the tub.

Let's talk!

This is a cat.

38 Unit 5 Initial and end sounds

Lesson Three Sounds and letters

SB page 38 WB page 38

Objectives

To learn the names of the letters *a, b, c, d*

To review the upper- and lowercase forms of the *a, b, c, and d* and associate them with their corresponding sounds

To pronounce the sounds /b/ and /d/ at the ends of words

Language

Language focus: listening, speaking, writing

Vocabulary: *apple, bat, cat, dog, tub, bird*

Resources and materials

Audio Tracks 65–67; Phonics cards 1, 4, 5, 7, 32, 33

Warmer

- Play *Tracing on backs* (see Teachers Guide page 77).

Lead-in

- Hold up Phonics cards 1, 4, 5, 7 one at a time. Elicit the words and sounds from children.
- Teach the corresponding letter name for each.

1 Listen, point, and repeat. Write. (65)

- As described in the *Tour of a Unit*, play the first part of the recording for the children to listen and point to the letters and the pictures.
- Play the second part of the recording for the children to repeat the sounds and words as they hear them.
- Finally, model the writing activity.

2 Listen and chant. (66)

- Play the recording for children to listen to the chant.
- Put Phonics cards 1, 4, 5, 7 in different places around the room. Play the recording again for children to point to the cards as they hear the words.
- Play the chant once more, pausing the recording after each line for children to repeat. Repeat, and encourage children to follow the words in their book as they chant.

3 Listen, point, and repeat. (67)

- Ask children to look at the letters and words as you say them. Point out the *b* and the *d* at the end of the words and contrast them to *bat* and *dog*.
- Play the two parts of the track for the children to listen, point, and then repeat.

4 Look and point to the sounds *b* and *d*.

- Look at the picture and ask the children what they can see.
- Hold up the corresponding phonics cards and say *Let's find the letters!*
- Read the sentence, point to the letter *b* and hold up the *Bb* phonics card. Say /b/ – *bird* and have the children repeat after you.
- Tell the children to follow the words in the book with their finger as you read aloud, and to put up their other hand when they see the letters *b* and *d* at the end of the words.

Differentiation

- Below level:** Write the words with the key letters at the start or the beginning on the board. (*cat, bat, dog, apples, bird, tub*).
- Say the key sound in each word (e.g. the /k/ in *cat*) and ask individuals to come to the board to find and point to it.
- At level:** Complete Exercise 4 as described above.
- Above level:** Teach these actions for the sounds: /æ/: clap your hands; /b/: tap your desk; /k/: stamp your feet, and /d/: jump.

Let's talk!

- Ask students to look at the picture and speech bubble. Say *This is a cat*. Have a student read the sentence.
- Have students work in pairs and take turns saying the sentence. Tell them to say more sentences using other words on the page.

Further practice:

Workbook p. 38; Classroom Presentation Tool

Lesson Four Numbers

1 Listen, point, and repeat. Write. (4) 68

2 Match and say.

1	2	3	4	5
two	four	three	five	one

3 Count and say.

4 Count, circle, and say.

Numbers: 1 to 5 Review Unit 5 39

Lesson Four Numbers

SB page 39 WB page 39

Objectives

To review the numbers 1 to 5

To associate the numbers 1 to 5 with the words *one* to *five*.

Language

Language focus: listening, speaking, reading, writing

Vocabulary: *one, two, three, four, five*

Resources and materials

Audio Track 68

Warmer

- Ask five children to come to the front and stand in a line.
- They each call out the numbers 1 to 5 in order.
- The rest of the class points to each child and gives them a different number (from 1 to 5).
- The five children put themselves into order and they call out their new number. Repeat with other children.

Lead-in

- Write the numbers 1 to 5 on the board.
- Stand with your back to the class and demonstrate how to write the numbers in the air. Children copy you and draw the numbers in the air, too.

1 Listen, point, and repeat. Write. (1) 68

- Play the track and point to the pictures in the usual way.
- Play the track again and point to the words.
- Encourage the children to copy you.
- Play the track several times for the children to practice repeating the numbers.
- Finally, model the writing activity.

2 Match and say.

- Point to the number words and ask children to follow them while you read each one.
- Repeat and ask children to say the words with you.
- Point to the number 1 above, and say *One*. Say *Let's match!* Match it with the word *one*.
- Repeat with the other numbers and words ensuring that the children match and say the numbers.

Differentiation

- Below level:** Support the children by pointing to the initial letter of each word to help them match.
- Write *four* and *five* on the board and sound out the words.
- At level:** Complete Exercise 2 as described above.
- Above level:** Copy the exercise on the board, and ask individuals to come to the board to draw matching lines between the numbers and the words.
- Rub out the initial letters of each word and ask individuals to complete the words.

3 Count and say.

- Point to the word *apples* and say *How many apples?* Point to each apple one at a time and count. Encourage the children to count with you. Say *four apples*.
- Repeat with the two other images.

4 Count, circle, and say.

- Point to the smaller pictures, eliciting the words from the class.
- Point to the bigger picture and say *Let's count the apples!* Point, count, and circle the apples in the bigger picture, encouraging the children to join in with you. Then get the children to repeat the answer *Five apples!*
- Repeat with the other three items in the image.

ANSWERS

5 apples, 2 hats, 1 dog, 4 ducks

Let's talk!

- Ask students to look at the picture and speech bubble. Say *Two*. Ask *What can you see on the picture? (Two bears)*
- Have a student read the number.
- Have students work in pairs and take turns saying the number. Tell them to point and say other numbers on the page.

Further practice:

Workbook p. 39; Classroom Presentation Tool

Lesson Five Sounds and letters

1 Listen, point, and repeat. Write. ① 69

2 Listen and chant. ① 70

I have an egg, e, e, egg. I have a fig, f, f, fig.
I have a goat, g, g, goat. I have a hat, h, h, hat.

3 Listen, point, and repeat. ① 71

4 Look and point to the sounds f and g.

The dog has a leaf.

Let's talk!

I have a hat.

40 Unit 5 Initial and end sounds

1 Listen, point, and repeat. Write. ① 69

- As described in the *Tour of a Unit*, play the first part of the recording for the children to listen and point.
- Play the second part of the recording for the children to repeat the letter names, sounds, and words with the audio.
- Finally, model the writing activity.

2 Listen and chant. ① 70

- Play the recording for children to listen to the chant.
- Put Phonics cards 9, 15, 27, 28 around the room for children to point to the cards as they hear the words.
- Play the chant once more, pausing the recording after each line for children to repeat. Repeat, and encourage children to follow the words in their book as they chant.

3 Listen, point, and repeat. ① 71

- Ask children to look at the letters and words as you say them. Point out the *f* and the *g* at the end of the words and contrast them to *fig* and *goat*.
- Play the two parts of the track as described above in activity 1 for the children to listen, point, and repeat.

4 Look and point to the sounds *f* and *g*.

- Look at the picture and ask the children what they can see.
- Hold up the phonics cards and say *Let's find the letters!*
- Tell the children to follow the words in the book with their finger as you read aloud, and to put up their other hand when they see the letters *f* and *g*.

Lesson Five Sounds and letters

SB page 40 WB page 40

Objectives

- To learn the names of the letters *Ee*, *Ff*, *Gg*, and *Hh*
To review the upper- and lowercase forms of the letters *e*, *f*, *g*, and *h* and associate them with their corresponding sounds
To pronounce the sounds /f/ and /g/ at the ends of words

Language

Language focus: listening, speaking, writing

Vocabulary: *fig*, *goat*, *leaf*

Extra Vocabulary: *I have*

Resources and materials

Audio Tracks 69–71; Phonics cards 7, 9, 15, 27, 28, 34

Warmer

- Write the uppercase and lowercase forms of the letters *a–h* on the board in random order for the children match.
- Ask individuals to draw a matching line between two forms.

Lead-in

- Hold up Phonics cards 7, 9, 15, 34 one at a time. Elicit the words and sounds from children.
- Teach the corresponding letter name for each, saying, for example, letter /i:/ is sound /e/ – *egg*.

Differentiation

- Below level:** Write the words with the key letters at the beginning or the end on the board (*fish*, *hat*, *dog*, *goat*, *leaf*, *elephant*). Say the key sound in each word (e.g. the /f/ in *fish*) and ask individuals to come to the board to find and point to it.
- At level:** Complete Exercise 4 as described above.
- Above level:** Teach these actions for the sounds: /e/: jump; /f/: wave; /g/: fist in the air, and /h/: clap your hands.
- Say all the words from this lesson. Children do the appropriate action for each word.

Let's talk!

- Ask students to look at the picture and speech bubble. Say *I have a hat*. Have a student read the sentence.
- Have students work in pairs and take turns saying the sentence. Tell them to say more sentences using other words and pictures on the page.

Further practice:

Workbook p. 40; Classroom Presentation Tool

Lesson Six Story

1 Listen to the story. ① 72

2 Read and say.

3 Listen again and repeat. Act. ① 72

These are my arms.

These are my arms.

This is my nose.

Put it on your arms,
your nose, your face, and
your legs.

Oh no!

Values: Take care in the sun Consolidation: This is my nose. These are my arms. Unit 5 41

- Talk about each frame with the class. Ask *What's happening?*
- Play the story again as children point to the pictures in their books.
- Ask comprehension questions, e.g., *Does Rosy put sunscreen on her arms? Does Rosy put sunscreen on her nose? What's happening?*

2 Read and say.

- Write the six body words across the bottom of the board. Read them out slowly.
- Write *These are my ...* on the board and put the arms flashcard next to it.
- Encourage the class to read the incomplete sentence as you point to each word and the picture.
- Say *Find the word ... arms.* Ask children to read the words on the board to find the word *arms*. Call on an individual to come to the board and point to the correct word.
- Write the next sentence on the board and repeat the same procedure.
- Write the third sentence on the board and use the four remaining flashcards to elicit four correct sentences from the children.
- Read the final sentence in the story together.

Differentiation

- **Below level:** On the board write only the four body words which are from the story.
- Help the children to complete the sentence *These are my ...* by supplying the first initial letter *a*.
- Read the four words with them and point out the initial letters to help them decode the correct word.
- **At level:** Complete Exercise 2 as described above.
- **Above level:** Ask children to think about how to complete the sentence but not to call out the words.
- Invite individuals to complete the sentence on the board by writing the initial letter of the missing word each time.

Lesson Six Story SB page 41 WB page 41

Objectives

- To recognize and identify words
- To understand a short story
- To review and consolidate language introduced in the unit

Language

Language focus: integrated skills

Extra Vocabulary: Let's, put on, now, that's right, sunscreen

Resources and materials

Audio Tracks 02 (optional), 72; Flashcards 32–37

Values

Take care in the sun

Warmer

- Play *Freeze* (See Teacher's Guide page 77).

Lead-in

- Use Flashcards 32–37 to review the structure *This is/These are my nose/arms.*
- Then point to six different body parts, saying the relevant sentence each time. Encourage the children to copy you and say the sentences too.

1 Listen to the story. ① 72

- Say *Let's look at the story.* Ask *Who can you see?*
- Focus attention on the first picture. Point to the various parts of the body (Rosy's arms / legs / nose, Billy's face / legs / arms) and elicit the words.

3 Listen again and repeat. Act. ① 72

- Play the story again pausing after each line for children to listen and repeat the sentences.
- Continue as described in the *Tour of a Unit*.

Story actions

Picture 1: Rosy puts the sunscreen on her arms. Billy holds out his arms.

Picture 2: Rosy puts some sunscreen on her nose. Billy points to his nose.

Picture 3: Rosy passes the sunscreen to Billy without looking at him.

Picture 4: Rosy is looking at Billy and she looks shocked.

Closing the unit

- Play the *Goodbye* song for children to sing and do the actions.

Further practice:

Workbook p. 41; Classroom Presentation Tool; Values worksheet; Unit 5 Test

6

Lunchtime!

6 Lunchtime!

Lesson One Words

1 Listen, point, and repeat. (1) 73

2 Listen and chant. (1) 74

lunchbox **sandwich** **drink** **banana** **cookie** **pear**

3 Point and say. Stick. (1) 75

42 Unit 6 lunchbox, sandwich, drink, banana, cookie, pear

Lesson One Words (SB page 42 WB page 42)**Objectives**

To identify different foods in a lunchbox

To use the words in the context of a chant

Language

Language focus: listening, speaking, and reading

Vocabulary: lunchbox, sandwich, drink, banana, cookie, pear

Extra vocabulary: lunch, lunchtime, choose, some

Resources and materials

Audio Tracks 01, 73–74; Flashcards 38–43; Real food items from the vocabulary list (optional)

Warmer

- Play and sing the *Hello* song to introduce the lesson and start the unit.

Lead-in

- Use Flashcards 38–43 (or real food items) to elicit the vocabulary for this lesson. Hold the flashcards/foods up one at a time and ask *What's this?* Model any words children do not know.
- Hold the flashcards/foods up in a different order and repeat.

1 Listen, point, and repeat. (1) 73

- Ask the children to look at the pictures.
- Play the first part of the recording, while you point to the pictures in time with the audio.
- Play the audio again for children to listen and point to the pictures with you.
- Play the second part of the recording while you say the new words in time with the audio.
- Play the second part of the recording again for children to repeat the words.
- Play the recording all the way through. Children point to the words and repeat them with the audio.

Differentiation

- Below level:** After teaching the words, draw the outline of a large lunchbox on the board. Invite individual children to come to the front of the class and fill it with different things. Say, e.g., *A banana* for the child to draw. Continue until the lunchbox is full.
- Point to the different foods in the box for children to say them aloud, e.g., *a banana, a sandwich*
- At level:** Follow the instructions as above, but make it more challenging by giving instructions such as *Draw two drinks. Draw three sandwiches.*
- Point to the foods in the box for the children to say aloud.
- Above level:** Have children work in pairs. They each draw a lunchbox and then take it in turns to give instructions to each other about what to draw in the lunchbox. For example, one child says *Draw two apples* for the other child to draw.
- When the lunchbox is full, the child drawing the food describes what they can see.
- Have the children swap roles.

2 Listen and chant. (1) 74

- Play the chant for children to listen to.
- Play the chant a second time for children to say the words.
- Put the flashcards around the room. This time children can point to the correct flashcards as they say the words.
- Repeat (more than once if necessary).

3 Point and say. Stick.

- Point to the lunchbox and say *lunchbox*. Repeat and encourage the children to point and say the words, too.
- Say *Let's read the words!* and follow the letters with your finger as you say the word *lunchbox* slowly. Say the individual sounds in the word first, and then speed up each time to finally say the word at natural speed.
- Say *Let's stick!* Take the lunchbox word sticker and show it to the class. Place it on the caption box and say *lunchbox*.
- Repeat the procedure with each word and have children copy you, placing the stickers and saying the word.

Further practice:

Workbook p. 42; Classroom Presentation Tool

Lesson Two Grammar and song

1 Listen and say. (75)

Let's learn!

I have a pear.
I have an apple.

I have two sandwiches.

2 Listen and sing. (76)

Let's sing!

3 Point and say.

I have ... I have ...

Let's talk!

I have a banana.

I have ... Unit 6 43

1 Listen and say. (75)

- Hold up an apple and say *I have an apple.*
- Play the track, pausing for students to repeat each line.
- Focus attention on the first picture. Emphasize *an apple* but *a pear* (because "apple" begins with a vowel).

Differentiation

- Below level:** Use your bag and the flashcards or food items to drill more sentences using *have*.
- Put an apple in the bag and show the open bag to the class, and say *I have an apple*. Have students repeat after you.
- Do the same with some classroom objects.
- At level:** Place Flashcards 38–43, along with Phonics cards 1 and 9 around the room.
- Say sentences with these food items and phonics words using *I have ...* Tell children to point to, or go to, the correct card if you have the item, but not to point, or to stay seated, if you don't have the item.
- Have the children repeat the sentence after you each time.
- Above level:** Practice the 'At level' activity with the class first.
- Ask individual students to come to the front to say sentences for the rest of the class to point to the correct cards.

Lesson Two Grammar and song

SB page 43 WB page 43

Objectives

To make sentences with *have*

To recognize difference between *a* and *an*

Language

Language focus: listening, speaking, and reading

Vocabulary: *I have a banana / two sandwiches.*

Resources and materials

Audio Tracks 75–76; Phonics cards 1 and 9; Flashcards 38–43; Optional food; an apple, a pear, an (hardboiled) egg, and a banana all in a bag.

Warmer

- Play *Snap!* (see Teacher's Guide page 77).

Lead-in

- Hold up your bag containing your food items (a pear, a banana, an apple and an egg). You can put Flashcards 43 and 41 and Phonics card 1 and 9 in the bag instead.
- Pull out each item, or card, from the bag and say *I have a pear, I have an apple*, etc.

2 Listen and sing. (76)

- Look at the pictures and elicit the food words as you point.
- Play the song for the children to point to the six new words as they hear them in the song.
- Say the words of the song, without the recording. Ask children to repeat after you one line at a time.
- Play the track and have children sing the song.

3 Point and say.

- Read the speech bubbles together. Point to the first picture in the song artwork above and say *I have a sandwich.*
- Call on individuals to point to the other pictures and say a sentence.

Let's talk!

- Ask students to look at the picture and speech bubble. Say *I have a banana* and follow the words with your finger.
- Have students work in pairs and take turns saying the sentence. Tell them to make new sentences, using other pictures and words on the page.

Further practice:

Workbook p. 43; Classroom Presentation Tool

Lesson Three Sounds and letters

1 Listen, point, and repeat. Write. ① 77

2 Listen and chant. ① 78

Look at the ink, i, i, ink. Look at the jelly, j, j, jelly.
Look at the kite, k, k, kite. Look at the lion, l, l, lion.
This is my mom, m, m, mom.

3 Listen, point, and repeat. ① 79

4 Look and point to the sounds k, l, m.

The yak and mom have lunch.
The yak feels ill.

Let's talk!

Look at the kite.

44 Unit 6 Initial and end sounds

Lesson Three Sounds and letters

SB page 44 WB page 44

Objectives

To learn the names of the letters i, j, k, l, m

To review the upper- and lowercase forms of the letters and associate them with their corresponding sounds

To pronounce the sounds /ɪ/, /dʒ/, /k/, /l/, /m/ at the beginning of words and /k/, /l/, /m/ at the end of words

Language

Language focus: listening, speaking, writing

Vocabulary: ink, jelly, kite, yak

Review: ill, lion, mom

Resources and materials

Audio Tracks 77–79; Phonics cards 23, 29, 30, 31 36, 37, 38

Warmer

- Start to write the letters of the alphabet on the board and ask children to say the letter names (up to m).
- Ask them to say a word beginning with each letter.
- Play *Do it!* (see Teacher's Guide page 77).

Lead-in

- Point to Ii, Jj, Kk, Ll, Mm on the board, say the letter name and the sound and ask children to repeat.
- Below the letters, write the corresponding words ink, jelly, kite, lion, mom. Circle the first letter of each word and say the sounds.

1 Listen, point, and repeat. Write. ① 77

- As described in the *Tour of a Unit*, play the first part of the recording for the children to listen and point to the letters and the pictures.
- Play the second part of the recording for the children to repeat the sounds and words as they hear them.
- Finally, model the writing activity.
- Jelly is the American English term to describe a fruit preserve that can be spread on bread or toast. The word jam can be used as an alternative.

2 Listen and chant. ① 78

- Play the recording for children to listen to the chant.
- Put Phonics cards 23, 29, 30, 31, 38 around the room. Play the chant again for children to point to the cards.
- Play the chant once more, pausing the recording after each line for children to repeat. Encourage them to follow the words in their book as they chant.

3 Listen, point, and repeat. ① 79

- Ask children to look at the letters and words as you say them. Point out the k, l and the m at the end of the words.
- Play the two parts of the track for the children to listen, point, and then repeat.

4 Look and point to the sounds k, l, m.

- Look at the picture and ask the children what they can see.
- Hold up the phonics cards and say *Let's find the letters!*
- Tell the children to follow the words in the book with their finger as you read aloud, and to put up their other hand when they see the letters k, l and m.

Differentiation

- Below level:** Write the words with the key letters at the start or the beginning on the board (*lion*, *yak*, *mom*, *jelly*, *ink*, *ill*, *kite*).
- Say the key sound in each word (e.g. the /l/ in *lion*) and ask individuals to come to the board to find and point to it.
- At level:** Complete Exercise 4 as described above.
- Above level:** Teach these actions for the sounds: /ɪ/: touch your head; /dʒ/: clap; /k/: stand up, and /l/: punch the air, /m/: turn around.
- Say all the words from this lesson. Children do the appropriate action for each word.

Let's talk!

- Ask students to look at the picture and speech bubble. Say *Look at the kite*. Have a student read the sentence.
- Have students work in pairs and say the sentence and then say more sentences using other words on the page.

Further practice:

Workbook p. 44; Classroom Presentation Tool

Lesson Four Numbers

1 Listen, point, and repeat. Write. 40:80

2 Match and say.

6	7	8	9	10
seven	ten	six	eight	nine

3 Count, circle, and say.

Lions
birds
hippos
bears

4 What's in your desk? Count and say.

Let's talk!

ANSWERS
8 birds, 10 bears, 9 hippos

Numbers: 6 to 10 Review **Unit 6** **45**

Lesson Four Numbers

SB page 45 WB page 45

Objectives

To review the numbers 6 to 10

To associate the numbers 6 to 10 with the words *six* to *ten*

Language

Language focus: listening, speaking, reading, writing

Vocabulary: *six, seven, eight, nine, ten*

Resources and materials

Audio Track 80; Extra pencils, crayons, books (optional)

Warmer

- Ask ten children to come to the front and stand in a line.
- They each call out their numbers 1 to 10 in order.
- The rest of the class points to each child and gives them a different number (from 1 to 10).
- The ten children put themselves into the correct order and they call out their new number. Repeat with other children.

Lead-in

- Write the numbers 6 to 10 on the board.
- Stand with your back to the class and demonstrate how to write the numbers in the air. Children copy you and draw the numbers in the air, too.

1 Listen, point, and repeat. Write. ① 80

- Play the track and point to the pictures in the usual way.
- Play the track again and point to the words.
- Encourage the children to copy you.
- Play the track several times for the children to repeat.
- Finally, model the writing activity.

2 Match and say.

- Point to the number words and ask children to follow them while you read each one.
- Repeat and ask children to say the words with you.
- Point to the number 6 above, and say *Six*. Say *Let's match!* Follow the example matching line to the word *six*.
- Repeat with the other numbers and words ensuring that the children match and say the numbers.

3 Count, circle, and say.

- Point to the word *lions* and say *How many lions?* Circle each lion one at a time and count. Encourage the children to count and circle with you. Say *six lions*.
- Repeat with the birds, hippos, and bears.

ANSWERS

8 birds, 10 bears, 9 hippos

4 What's in your desk? Count and say.

- Point to the smaller pictures, eliciting the words from the class. Point to the bigger picture and say *What's in your desk?*
- Demonstrate the activity with a student's desk and hold up and count the pencils, crayons, and books. Encourage the children to count along with you.

Differentiation

- Below level:** Demonstrate Exercise 4 several times, before calling on individuals to count and say what is in his/her desk.
- At level:** Call on individuals to count and say what is in his/her desk before putting students in pairs to talk to each other about their desks.
- Above level:** Repeat Exercise 4 with children working in pairs. Have them change partners for further practice.
- Ask children to draw their desk with the pencils, crayons, and books inside, and to write the correct number next to each item.

Let's talk!

- Ask students to look at the picture and speech bubble. Say *Eight*. Ask *What is on the picture? (Eight cars.)*
- Have a student read the number.
- Have students work in pairs and say the number, and then point to and say other numbers on the page.

Further practice:

Workbook p. 45; Classroom Presentation Tool

Lesson Five Sounds and letters

1 Listen, point, and repeat. Write. (81)

2 Listen and chant. (82)

3 Listen to the sounds. Connect the letters. (83)

What does the cat have?

4 Look and point to the sounds b and k.

Let's talk!

This is my mom.

46 Unit 6 Aa to Mm Review

1 Listen, point, and repeat. Write. (81)

- As usual, play the first part of the track for the children to listen and point to the letters and picture in their books.
- Play the second part of the track for the children to repeat the letter names, sounds and words with the audio.
- Finally, model the writing activity.

2 Listen and chant. (82)

- Play the recording for children to listen to the chant.
- Play the chant once more, pausing the recording after each line for children to repeat.

3 Listen to the sounds. Connect the letters. (83)

- Point to the picture of the cat and say *What does the cat have?* Point to and say *a hat or some jelly*.
- Say *Let's listen and connect!* Play the first two sounds on the audio, repeat them and point to the letters in the book, showing how you start with letter *d* and then move to *e*.
- Play the track to the end and ask *What does the cat have?* again to elicit the answer (*jelly*).

Differentiation

- Below level:** After each sound on the audio, pause and say the two sound options in the book and then have the children choose the correct sound.
- Ensure children are following the letters with their fingers.
- At level:** Complete Exercise 3 as described above.
- Above level:** Practice Exercise 3 again, by reading out the sounds yourself, but not always the same ones as on the audio.
- Have the cat reach the hat this time.

Lesson Five Sounds and letters

SB page 46 WB page 46

Objectives

To review the names of the letters learned so far (*a* to *m*)

To review the upper- and lowercase forms of the letters learned so far (*a* to *m*) and associate them with their corresponding sounds

To recognize letters at the ends/beginnings of words and pronounce their sounds appropriately (/b/, /d/, /f/, /g/, /k/, /l/, /m/)

Language

Language focus: listening, speaking, writing

Review Vocabulary: phonics words

Resources and materials

Audio Tracks 81–83; Phonics cards 4, 8, 23, 32–35, 37–38

Warmer

- Say the chant from Lesson 3 in this unit.
- Play *Jump* (see Teacher's Guide page 77).

Lead-in

- Write the 13 key words from the book on the board in random order. Read out the words slowly encourage the class to join in. Use your finger to follow each letter.
- Circle the letter *b*s in *bat* and *tub* and then draw a line to match the two words.
- Call individuals to the board to circle and match.

4 Look and point to the sounds *b* and *k*.

- Look at the picture and ask the children what they can see.
- Hold up the phonics cards and say *Let's find the letters!*
- Tell the children to follow the words in the book with their finger as you read aloud, and to put up their other hand when they see the letters *b* and *k* at the end of a word.

Let's talk!

- Ask students to look at the picture and speech bubble. Say *This is my mom*. Have a student read the sentence.
- Have students work in pairs and take turns saying the sentence. Tell them to say more sentences using the other words and pictures on the page.

Further practice:

Workbook p. 46; Classroom Presentation Tool

Lesson Six Story

1 Listen to the story. ① 84

2 Read and say.

3 Listen again and repeat. Act. ① 84

My lunchbox!

1 Oh no! My lunchbox!

2 I have two sandwiches and two drinks.

3 I have an apple. And I have a banana.

4 Now I have ten sandwiches and six drinks!

Values: Share with others Consolidation: I have two sandwiches. Unit 6 47

- Talk about each frame with the class. Ask *What's happening?*
- Play the story and ask the children to look at the pictures in their books and point to the food items as they hear them.
- Ask some comprehension questions, e.g. *Where are Rosy and Tim? Does Rosy have her lunchbox? Who helps Rosy?*

2 Read and say.

- Write the six lesson one words across the bottom of the board. Read them out slowly.
- Encourage the class to read the incomplete sentence as you point to each word. Then finish it together: *I have two ... sandwiches.*
- Say *Find the word ... sandwich.* Ask children to look at the board to find the word *sandwich*. Call on an individual to come to the board and point to the correct word.
- Point to the sentence below picture 2 and read it with the class. Repeat with all the sentences.

Differentiation

- **Below level:** Help the children to complete the sentences by adding the first initial letter to each of the missing food words.
- Read all the words with them and point out the initial letters to help them decode the correct word and choose the missing word correctly.
- **At level:** Complete Exercise 2 as described above.
- **Above level:** Ask children to think about how to complete the sentence but not to call out the food words.
- Ask individuals to complete the sentence by writing the initial letter of the missing word next to the sentence.

Lesson Six Story

SB page 47 WB page 47

Objectives

- To recognize and identify words
- To understand a short story
- To review and consolidate language introduced in the unit

Language

Language focus: integrated skills

Resources and materials

Audio Tracks 02 (optional) 76, and 84; Flashcards 38–43

Values

Share with others

Warmer

- Play the song from Lesson 2 to review the vocabulary for this lesson.

Lead-in

- Use Flashcards 38–43 to review the structure *I have (two sandwiches).*
- Say some sentences, holding a flashcard, to describe what you have.
- Hand the cards to students, who make a sentence.

1 Listen to the story. ① 84

- Say *Let's look at the story. Ask Who can you see?*
- Point to the food items and the lunchbox and ask *What's this?*

3 Listen again and repeat. Act. ① 84

- Play the story again pausing after each line for children to listen and repeat the sentences.
- Continue as described in the *Tour of a Unit*.

Story actions

Picture 1: Miss Jones reaches her arm toward the class. Rosy is looking in her school bag, looking sad.

Picture 2: Tim passes a sandwich to Rosy. Rosy takes it.

Picture 3: A girl holds an apple in one hand and a banana in the other with her arms reaching toward Rosy. Rosy points to the apple.

Picture 4: Rosy stands up and extends both arms to show that the table is covered with food.

Closing the unit

- Play the *Goodbye* song for children to sing and do the actions.

Further practice:

Workbook p. 47; Classroom Presentation Tool; Values worksheet; Unit 6 Test

Fluency Time! 2

Fluency Time! ②

Lesson One Everyday English

1 Listen, point, and say. ① 85

2 Listen and point. ① 86

3 Point and say.

48 Fluency Time! 2 Classroom language Here you are. Thank you.

Everyday English SB page 48

Objectives

To learn the value of being polite

To use everyday English expressions to be polite

Language

Language focus: listening and speaking

Vocabulary: (Black), please. Here you are. Thank you.

Resources and materials

Audio Tracks 85–86; Flashcards 6–10; Crayons

Warmer

- Bring some different crayons to class. Play *What's missing?* using these crayons (see Teacher's Guide page 77).

Lead-in

- Tell children they are going to learn some useful language for being polite. Ask children how they should ask for something nicely (*please*). Ask children how they thank someone (*thank you*). Ask children why we say please and thank you. (*Because it is polite and makes people happy*.)
- Invite individual children to ask for a crayon, or flashcard, using the correct color, e.g., (*Red, please*). As the teacher hands the crayon, say *Here you are*. Encourage children to respond politely. (*Thank you*.)

1 Listen, point, and say. ① 85

- Look at the pictures and ask children what they can see.
- Play the two parts of the track for children to first point, and then repeat.
- Invite confident pairs of children to act out the dialogue for the class.

2 Listen and point. ① 86

- Point to the picture. Ask the class what they can see. (*balloons, notebooks, bears and apples, etc.*)
- Say *Let's point!* Play the track for children to point at the correct part of the picture.
- Pause after each to make sure each child is pointing at the correct picture.

3 Point and say.

- Read the speech bubbles and ask the children to follow the words with their fingers.
- Hold up a green crayon or flashcard. Elicit the expression from the children. *Green, please.* And you reply with *Here you are*. The children reply, *Thank you*. Repeat with two to three more colors.

Differentiation

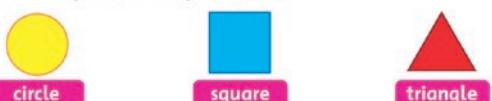
- Below level:** Drill the mini-dialogue several times with the class, before calling on individual pairs to act out the dialogue with a colored pencil.
- At level:** After practicing the different mini-dialogues with the whole class, ask a confident pair to model the mini-dialogue, using a colored pencil.
- Say *Now it's your turn!* Have students work in pairs to practice being polite using different colored pencils.
- Ensure that the children swap roles.
- Above level:** After practicing the mini-dialogues in pairs, hand out the school things, food, and toys flashcards to the children to use in their conversations. Hand out extra classroom objects (e.g. notebooks, books) if you don't have enough flashcards
- Remind students to say *a robot*, or *a drink*, but *an apple*.
- Ask children to swap pairs and flashcards and practice again.

Further practice:

Classroom Presentation Tool

Lesson Two CLIL: Math

1 Listen, point, and repeat.  87



circle square triangle

2 Look and say.  It's a square.



3 Think! What shapes can you see? Draw. 

4 Look and color.

My work in Units 4–6 & Fluency Time! 2 is



Do the Review, Workbook pages 48–49 circle, square, triangle 49

CLIL: Math

SB page 49 WB page 49

Objectives

To talk about shapes

Language

Language focus: listening and speaking

Vocabulary: circle, square, triangle

Review vocabulary: numbers 1–10

Resources and materials

Audio Track 87; Flashcards 44–46, colored pencils and crayons, plain paper

Lead in

- Teach the new shapes using the Flashcards 44–46.
- Say a shape and have the children use their fingers to make the shape.
- Then, you make the shapes and the children call out the correct word.

1 Listen, point, and repeat. 87

- Play the track the first time for children to listen to and point to the words in the book.
- Play the track a second time for children to say the words, whilst following them with their finger on the page.
- Play again if necessary.

2 Look and say.

- Point to the picture and ask the children what they can see. Elicit as many words as possible, not just the shape words.
- Point to the picnic blanket and say *What is it?* to elicit the answer.
- Model the answer yourself while following the speech bubble with your finger. Have the children copy you.
- Repeat this with another item, the plate, for example.
- Ask individuals to point to other items and say the shape.
- Put the class in pairs to continue the activity.

3 What shapes can you see? Draw.

- Hold up some classroom items, e.g., a pencil case or eraser, and point to others, e.g., a window, or a light, and ask what shape the items are.
- Tell the children to look around the classroom and draw things that are triangles, circles, or squares in their notebooks (or on plain paper).
- Have children choose one color for each shape, and then color the objects they have drawn.

Differentiation

- Below level:** Carry out Exercise 3 as suggested above. Give lots of examples before the children start to draw.
- At level:** When the children have finished drawing and coloring their shapes. Ask them to write about three of the shapes.
- Draw an object on the board, e.g., window, and write *It's a square.* underneath as an example.
- Tell the children to look in their books to help them write the words.
- Above level:** Instead of drawing objects in the classroom, invite children to think of their own picture to draw.

4 Look and color.

- Children color the smiley faces depending on how well they feel they understand what they have learned in Units 4, 5, and 6, and Fluency Time! 2.

Further practice:

CLIL worksheet; Workbook pp. 48, 49; Classroom Presentation Tool pp. 68, 69; Summative Test 2; End of Year Test

Culture

Culture

Countries and flags

1 Listen, point, and repeat. (88)

50 Culture Countries and flags Viet Nam, Canada, Australia, Japan, the U.K., Cambodia

2 Read, match, and say.

Hello. My name's Daiki. I'm from ...

japan

Hi! I'm jenny. I'm from ...

Hi. My name's Charlie. I'm from ...

Hello. I'm Hoa. I'm from ...

Hello. I'm Henry. I'm from ...

Hi. My name's Sem. I'm from ...

Japan. It's red and white.

51 Countries and flags Culture

Culture Countries and Flags

SB pages 50, 51 WB pages 50, 51

Objectives

To recognize six national flags, and talk about their colors
To learn six names of countries, and say where you are from

Language

Language focus: listening and speaking

Vocabulary: I'm from ... Viet Nam, Canada, Australia, Japan, the U.K., Cambodia

Resources and materials

Audio Track 88; Flashcards 47–52; A large map

Lead-in

- Tell the class they are going to learn the names of some countries and what their flags look like. Invite children to tell you any names they know of countries in English.
- Use a large map to teach the six new countries, starting with Viet Nam. Stick the map on the board and point to each country in turn saying its name.
- Stick the relevant country's flag on, or next to, each country on the map. Say each country as you stick and point.

1 Listen, point, and repeat. (88)

- Play the first part of the track for children to listen and point to the flags.
- Play the second part of the track for children to point to and repeat the words.
- Play several times if necessary.

2 Read, match, and say.

- Say *What flags can you see?* and invite the children to point to each flag and tell you the country it represents.
- Point to the first boy and the flag together, encourage the children to say *Japan*.
- Follow the words with your finger as you read the sentence out. Have the children copy you. Elicit the end of the sentence from the class.
- Continue with all the sentences in this way.

Differentiation

- **Below level:** Have children repeat each sentence after you to help with pronunciation and reading.
- Say the first part, e.g.: *Hello. My name's Daiki*, for everyone to repeat, followed by the *I'm from ...* part.
- **At level:** After completing Exercise 2, provide further practice of the new words and phrases. Say the first sentence about each child (e.g. *Hi I'm Jenny.*), and elicit the second sentence from the class (e.g. *I'm from Canada.*)
- Continue with all the sentences in this way, first in the order of the book, and then out of order.
- **Above level:** You can practice the 'At level' activity with the class first.
- Then hold up each flashcard for the class to say both sentences in Exercise 2, e.g. *Hello. I'm Henry. I'm from Australia.* Repeat with all the flags
- Hand the flag flashcards to individuals. Have each child say the sentences about that flag, as above.
- When all six children have spoken, they can give their flashcard to somebody else.

3 Look and say the colors.

- Stick the Japanese flag on the board and elicit *Japan*.
- Ask the children what color the flag is, and elicit *It's red and white*. Point to the speech bubble in the book, and model this again.
- Hold up all the flag flashcards in turn and have children say sentences about the colors of each flag.

Further practice:

Workbook pp. 50, 51; Classroom Presentation Tool

Culture 1

Birthdays in Canada

1 Listen, point, and repeat. 89



2 Look and point.



3 Make a card for a friend. Say.

Happy birthday, Phi!

52

Culture 1 Birthdays in Canada

cake, candle, gift, party, Happy Birthday

Culture 1

SB page 52 WB page 52

Objectives

To learn words associated with birthdays

To learn how birthdays are celebrated in Canada

To make a card

Language

Language focus: listening and speaking

Vocabulary: cake, candle, gift, party, happy birthday

Resources and materials

Audio Track 89; Flashcards 53–57; Card and color pencils

Warmer

- Have the class choose their favorite song or chant and play it. Encourage children to join in with the words and actions.

Lead-in

- Use the flashcards to teach the new words.
- Have children repeat the words several times then display them on the board.
- Ask children to turn around while you remove one of the flashcards.
- Ask the children to turn back and look at the cards. You ask *What's missing?*
- When the children have identified the missing card, shuffle all of them and repeat the procedure.

1 Listen, point, and repeat. 89

- Play the first part of the track for children to listen and point to the pictures.
- Play the second part of the track for children to repeat the words.
- Play several times if necessary.

2 Look and point.

- Look at the picture of the birthday card together, and ask *What is it? What country is it from? Whose birthday is it? How old is he?* Ask what else they can see.
- Write the text from the card on the board. "Let's have a party!" and "Happy birthday, George!" and read these aloud as you follow the words with your finger. Encourage the children to copy you.
- In L1, talk about birthdays in Viet Nam and if there are any similarities or differences between them and birthdays in Canada. Ask the children if they give gifts or cards, like this one. Ask them if they have a party for their birthday, and if so who with and what they do.

3 Make a card for a friend. Say.

- Tell the children that they are going to make a card similar to the one in the book.
- They need to decide who the card is for and how old that person is going to be. Elicit some ideas from the class about what could be drawn on the card. Especially praise the ideas said in English, but accept all ideas provided.
- Point to the two sentences on the board which you wrote during Exercise 2, and suggest that they include these phrases in their cards. Point out that they need to change the name! Suggest that they add the age of their friend, too.

Differentiation

- Below level:** Simplify the text that children write on their cards and write *Happy birthday!* on the board for children to copy on their card. They need only write this message.
- At level:** Follow Exercise 3 as described.
- When children have finished making their cards, they can work in pairs and practice giving their cards to each other. Remind them to say *Happy birthday (Phi)!* And *Thank you!* when they give and receive the card.
- Above level:** Do the 'At level' activity, but have children walk around the room, to give their cards and birthday greetings, so that they have a chance to talk to more people.

Further practice:

Workbook p. 52; Classroom Presentation Tool

Culture 2

Dance in Viet Nam

1 Listen, point, and repeat. 90



2 Listen, read, and point. 91



They're dancers from Viet Nam. They have fans.

3 Make a fan. Say.



Dance in Viet Nam dancer, ao dai, fan, music Culture 2

53

Culture 2

SB page 53 WB page 53

Objectives

To learn words associated with dance

To talk about dance in Viet Nam

To make a fan

Language

Language focus: listening and speaking

Vocabulary: dancer, ao dai, fan, music

Resources and materials

Audio Tracks 90–91; Flashcards 58–61, Phonics (all learned so far); Colored paper, glue, and pencils

Warmer

- Write the phonics words learned so far on the board.
- Point to and say the words for children to listen and repeat.
- Then hand out the corresponding Phonics cards to different children. Tell them to find the word on the board to match their picture and to stick their card next to the word.
- (If you don't have a way of sticking the card to the board you can ask the children to stand near their word and point to it, while holding up the Phonics card.)
- Ask the rest of the children to look at the board and check that the cards match the words correctly.

Lead-in

- Use the flashcards to teach the new words.
- Drill the words with the cards, and after some time speed this up so you get faster and faster!

1 Listen, point, and repeat. 90

- Play the first part of the track for children to listen and point in the usual way.
- Play the second part of the track for children to repeat the words. Play several times if necessary.

2 Listen, read, and point. 91

- Look at the picture and ask children what they can see. Encourage as many responses as possible.
- Play the track for children to listen and follow the words in their books.
- Ask questions about the picture and dance in general, e.g. *Do you like this dance? Did you see dancers like this? What colors are the ao dai? What are the dancers holding?*

3 Make a fan. Say.

- Point to the picture of the fan and read aloud the speech bubble whilst the children follow it in their books.
- Tell the children that they're going to make a similar fan.
- Hold up and say the things that they need: paper, glue, pencils.
- Tell children to draw a design on their paper first. They can draw faces, or other pictures or patterns.
- Show the class how to fold the paper carefully.
- When the fan is finished, encourage the children to describe its colors.
- Start by folding the semi-circle in half, and make narrow folds, turning over each time.
- Then unfold the fan and stick a popsicle stick on the back.
- When the fan is finished, encourage the children to describe its colors.

Differentiation

- **Below level:** Tell the children to use three colors only – this will make the speaking task easier.
- **At level:** When children have finished making their fans, they can work in pairs and practice showing them to each other, and saying the colors.
- **Above level:** Do the 'At level' activity. Then collect all the fans in and display them around the room. Say sentences to describe the colors, and sometimes designs, of the fans for the children to identify and point to.

Further practice:

Workbook p. 53; Classroom Presentation Tool

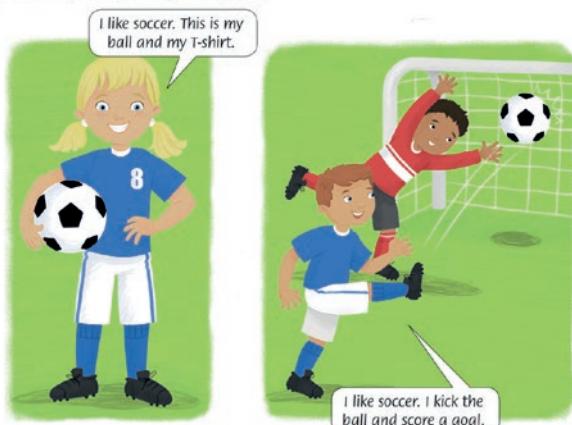
Culture 3

Soccer in the U.K.

1 Listen, point, and repeat. (1) 92



2 Listen, read, and point. (1) 93



3 Ask and answer. (1)

What's your favorite sport? Basketball.

54 Culture 3 Soccer in the U.K. ball, T-shirt, kick, score a goal

2 Listen, read, and point. (1) 93

- Ask children what sport they can see in the pictures and ask them where the children are from.
- Tell children to point to the relevant pictures when they listen to the track for the first time.
- Play the track again, and have children follow the words in the speech bubble with their finger while they repeat them.
- In L1, talk about soccer in Viet Nam and how it's similar or different from soccer in the U.K.

3 Ask and answer.

- Ask the class *Do you like soccer?* and invite children to put up their hands.
- Say *I like soccer.* and point to yourself and then say *But I really like swimming.*
- Draw a big love heart on the board, point to this and mime swimming. Then say *My favorite sport is swimming.*
- Point to and follow the two speech bubbles as you read them aloud. Then ask individuals the question *What's your favorite sport?*
- Help children with the answer in English if they don't know how to say their favorite sport.
- Put children into pairs to ask and answer the question with each other. Then swap roles. Be ready to help anyone translate their favorite sport into English.

Culture 3

SB page 54 WB page 54

Objectives

To learn words associated with soccer

To say what your favorite sport is

Language

Language focus: listening and speaking

Vocabulary: ball, T-shirt, kick, score a goal

Extra vocabulary: What's your favorite sport? Other sports as needed

Resources and materials

Audio Tracks 92–93; Flashcards 62–65

Lead-in

- Use the flashcards to teach the new words.
- When the children are ready, hand out the flashcards to different children and play some music which the children will enjoy.
- As the music plays, have the children pass the cards to a child next to them.
- When the music stops, ask *What is it?* to every child holding a card to elicit the new words.
- Play the music again, and continue in this way.

1 Listen, point, and repeat. (1) 92

- Play the first part of the track for children to listen and point in the usual way.
- Play the second part of the track for children to repeat the words. Play several times if necessary.

Differentiation

- Below level:** Have children repeat the question after you several times.
- Demonstrate the question and answer with a strong student before putting the children into pairs.
- At level:** Ask children to stand up and walk around the classroom and ask the question to as many people as possible.
 - When a child finds someone with the same answer as her/him they should walk around the class together, and continue asking the question.
 - At the end of the activity the class should all be stood in groups of the same favorite sport.
- Above level:** Ask the question around the class to elicit about 5 popular sports. Write these in a line across the board.
 - Have children copy the words at the top of their notebooks.
 - Tell the children that they will walk around the classroom, asking the question. When someone's answer matches one of the sports written down, tell the children to draw a short line (or check mark) under the correct word. Demonstrate this on the board.
 - When the children have asked everyone, count up the marks (or check marks) for each sport and write the numbers on the board to find out which sport is the most popular.

Further practice:

Workbook p. 54; Classroom Presentation Tool

Culture 4

Children's Day in Japan

1 Listen, point, and repeat. (94)



2 Listen and point. (95)



3 Point and say. (95)

A frog!

Children's Day in Japan fish, bird, flower, frog Culture 4

55

1 Listen, point, and repeat. (94)

- Play the first part of the track for children to listen and point in the usual way.
- Play the second part of the track for children to repeat and point to the words. Play several times if necessary.

2 Listen and point. (95)

- Point to the picture and ask what the children can see. Ask which origami animals they can find, and what country the picture shows.
- Play the track for children to listen and point to animals as they hear them.
- In L1, talk about how children in Japan make origami decorations for Children's Day. Ask if the children celebrate Children's Day in Viet Nam and if they make decorations. If so, what decorations do they make?

3 Point and say.

- Point to the speech bubble and read it out.
- Point to the fish, bird, and flower and have children say what they are.

Differentiation

- Below level:** Have children work in pairs to help each other to practice Exercise 3.
- At level:** Follow the instructions suggested above for Exercise 3.
- Above level:** Before the children do Exercise 3, teach them the question *What's this?* and the answer *It's a ...*, have the class practice this structure several times.
- When the children are in pairs, one child asks *What's this?* first, and then the other answers *It's a (flower).*

Culture 4

SB page 55 WB page 55

Objectives

To learn about Children's Day in Japan

Language

Language focus: listening and speaking

Vocabulary: fish, bird, flower, frog

Resources and materials

Audio Tracks 94–95; Flashcards 66–69

Warmer

- Play a word association game with the whole class. Say a word and invite a child to say another word that is somehow connected to your word. For example, you say *soccer*, and child 1 says *ball*, then child 2 can say *teddy* or *robot*.
- If the next child cannot think of a word, they can start the game again with a new word.

Lead-in

- Use the flashcards to introduce the vocabulary. Hold them up and say the words for the children to repeat after you.
- Give the flashcards to some children in the class. Each child should hold up the card to elicit the words from the rest of the class.
- When all the flashcards have been seen, the children holding them can pass them on to other children.

Further practice:

Workbook p. 55; Classroom Presentation Tool

Culture 5

Fruit in Cambodia

1 Listen, point, and repeat.



2 Read and point.



3 Draw your menu. Say.

Apple, banana, orange!

56 Culture 5 Fruit in Cambodia mango, papaya, pineapple, watermelon

Culture 5 SB page 56 WB page 56

Objectives

To learn some fruit found in Cambodia

To design a menu

Language

Language focus: listening, speaking, and reading

Vocabulary: mango, papaya, pineapple, watermelon

Resources and materials

Audio Track 96; Flashcards 47–52, 70–73; Plain paper and colored pencils

Warmer

- Review the countries learned in the Culture Introduction. Put the flashcards 47–52 on the board. Then write up one of the countries as an anagram (e.g. naaJp) and elicit the answer.
- Ask a student to come to the front to use the jumbled letters to help her/him write the country correctly. Then choose another student to match this word to the correct flag.
- Continue with other anagrams and children.

Lead-in

- Ask the children to tell you which fruit they know.
- Show the flashcards 70–73 and introduce them to the class. Have children repeat the words after you.
- Ask *Which countries are these fruit from?*, pointing to the flashcards. Establish that they are from hot countries like Viet Nam and Cambodia, not a cold country like the U.K.

1 Listen, point, and repeat.

- Play the first part of the track for children to listen and point in the usual way.
- Play the second part of the track for children to repeat and point to the words. Play several times if necessary.

2 Read and point.

- Point to the picture and ask what the children can see. Ask what country the picture shows (Cambodia). Ask *What is the child drinking?* Help children with the pronunciation of juice (dʒuːɪs).
- Say *Let's read the menu!* whilst pointing to the menu in the picture. Read aloud while following the words with your finger and have children copy you.
- Call on individual children to read the menu.
- In L1, talk about fruit in Viet Nam and whether children eat the same fruits as children in Cambodia.

3 Draw your menu.

- Tell the class that they will design a menu for a juice stall.
- Ask them to think about the fruit from the beginning of the lesson, and call out any they can remember. Write any new fruit words on the board.
- Tell the children to draw fruit they like on their menus and write the words next to each picture. Tell them to decorate their menu with other pictures or designs.
- When the children have finished drawing, coloring and writing, pair them up so that they can show a partner their menu and say what's on it.

Differentiation

- Below level:** If your class isn't ready for free writing, they can just draw the pictures and not write any words.
- At level:** Follow the instructions suggested above for Exercise 3.
- Above level:** When the children have finished Exercise 3, invite them to role play being at a juice stall.
- Remind the class they have learned some phrases to be polite and elicit any they can remember.
- Demonstrate the role play with a strong student at the front of the class, using her/his menu. Say *Mango, please.* and the student says *Here you are.* while pretending to hand over a glass of juice, and then you say *Thank you.*
- Put the class in groups of three; one student sells the juice and the other two buy it. Swap roles so everyone sells.

Further practice:

Workbook p. 56; Classroom Presentation Tool

Culture 6

Bondi Beach in Australia

1 Listen, point, and repeat. 97



2 Read and point.



3 Look, point, and say.

Sand!

Bondi Beach in Australia sand, sea, shell, sun Culture 6

57

Culture 6

SB page 57 WB page 57

Objectives

To learn some words about a beach in Australia
To read a postcard

Language

Language focus: listening, speaking, reading

Vocabulary: sand, sea, shell, sun

Extra vocabulary: *It's great!* postcard

Resources and materials

Audio Track 97; Flashcards 74–77, A picture of a beach (optional)

Warmer

- Play and sing a song from the book that the children enjoy.

Lead in

- Show your picture of a beach (optional) and ask children if they like going to the beach. Ask what they do there.
- Show flashcards and have children repeat the words.
- Make up an action for each word with the children.
- Do an action and have children guess the word, then say a word and have children do the actions.

1 Listen, point, and repeat. 97

- Play the two parts of the track in the usual way so that children point to the pictures and then repeat the words.

2 Read and point.

- Point to the picture and say *Look, it's a postcard!* Ask *Where is the postcard from?* to elicit Australia.
- Point out the word Australia and the koala bear on the stamp. Say *These bears are from Australia.*
- Tell them that the postcard shows a famous beach in Australia called Bondi Beach.
- Read the postcard words and tell children to follow them with their finger.
- Ask comprehension questions, e.g., *Where is Dan? What does he do at the beach?*
- Explain that Dan is happy and he likes the beach because he writes *It's great!* at the end of his postcard.
- Read the postcard again and tell children point to the correct part of the picture as they listen.
- In L1, talk about beaches in Viet Nam and how they're similar or different from beaches in Australia.

Differentiation

- Below level:** Support reading and understanding by writing the text in small phrases on the board. Sound out the words and build on the phonics knowledge they already know.

- For example, write *The sun is big* and mime the sun.
- Continue in this way with other short parts of the postcard.
- At level:** Follow the instructions suggested above for Exercise 3.
- Above level:** When the children have finished Exercise 3, write the postcard text on the board with some missing words, e.g.; *Hi Kim, I'm in ... The ... is big. The ... is blue. The ... is yellow. I have five ... It's ... ! Love, ...*
- For each of the missing words provide small lines to replace each letter.
- Have children read the text on the board and elicit the missing words. Invite different children to read out the text and say the missing words.
- Finally, encourage children to spell the words, helping them when necessary, as you write them on the lines.

3 Look, point, and say.

- Model the activity by pointing to the sand in the postcard and say *Sand!* Do the same with the sea.
- Invite children to point to and say the other words.
- Call on several individuals to repeat the same activity.

Further practice:

Workbook p. 56; Classroom Presentation Tool

Starter

Lesson 3

What do I have?

- Use Flashcards 1–5 and hold up one card so that the class can only see the back of it.
- Ask *What do I have?* for children to make guesses.
- When the card has been guessed correctly, put it on the board.
- Hold up a second card and repeat the procedure.
- Continue until all the cards are on the board.

Unit 1

Lesson 1

Freeze

- Ask the children to stand at their desks.
- Give a series of instructions, e.g., *wave, run, jump*. Children mime the actions.
- When you say *Freeze!*, the children must stop what they are doing and stand still.
- The children who are slowest to stop are out and have to sit down.
- Continue the game until there is one winner left standing, or a group of winners if you prefer.

Lesson 3

What's missing?

- Display Flashcards 6–10 from the previous lesson on the board. Point to each card one at a time for children to say the words. Give the class a few seconds to look at them.
- Ask children to turn around. Remove a card.
- Display the cards again and ask *What's missing?*
- When children have identified the missing card, shuffle the cards again, and repeat the procedure.

Lesson 6

Musical cards

- Hand out Flashcards 6–10 to different children around the class.
- Play some lively music and ask children to pass them around to each other while the music is playing. It doesn't matter if there is not a flashcard for every child.
- Stop the music suddenly and have children stop passing the cards. Ask them to look at the card nearest to them and say what it is.
- Play the music and continue in the same way.

Unit 2

Lesson 1

Do it!

- Assign each child a vocabulary word: *desk, chair, crayon, pencil, notebook*.
- Give instructions, e.g., Desks, jump! Chairs, stamp your feet! Children who have that word assigned to them do the action.

Lesson 3

Listen, point, and say

- Place Flashcards 11–15 around the classroom.
- Call out a vocabulary word, e.g., *crayon*. The children point to the correct flashcard or object. Alternatively, play the chant from Lesson 1 (Track 26) of the unit. Children point to the correct flashcard when they hear the word.
- Now point to the flashcard. The children say the word.

Lesson 4

Sounds and letters poster

- Use Sounds and letters poster to review the letter sounds /æ/ and /e/.
- Children take turns coming to the front of the class. Point to the phonics /a/ and /e/ one at a time for the child to say the sounds.
- Alternatively, say a sound and the child points to a corresponding letter.

Lesson 5

Find your partner

- Give Phonics sound cards 1–10 to individual children around the class. Give the corresponding phonics picture cards to different children.
- Ask the children with the sound cards to stand up one at a time and say the sounds on their cards.
- The children with the picture cards listen. If the sound is in their word, they stand up, show the card to the class, and say the word.
- Continue with other groups of ten children if you wish.

Unit 3

Lesson 1

Simon says

- Ask the children to stand at their desks.
- Explain that you are going to give instructions. If the instruction begins with the words *Simon says*, children must do as you say. If not, they should stand still and wait for the next instruction. Any child who gets this wrong is out of the game and has to sit down.

- Give an instruction that reviews classroom language, e.g., *Simon says point to your desk; Simon says point to something red; Simon says point to your notebook.*
- Intermittently insert an instruction that is not preceded by *Simon says* to see if any children follow the instructions, e.g., *Sit in your chair.*
- Continue the game until there is one winner left standing, or a group of winners if you prefer.

Lesson 2

Slow reveal

- Play with Flashcards 16–20 to review the vocabulary from the previous lesson and to prepare for this lesson's exercises.
- Put a flashcard on the board and cover it with a piece of paper or card.
- Very slowly move the paper to reveal the picture, little by little.
- Ask *What's this?* The first child to guess correctly comes to the front to choose the next card.
- Continue the game until you have practiced all of the words from the vocabulary set.

Lesson 4

Whispers

- Organize children in groups of at least six. Show a flashcard to the first child in each group. This child whispers the word to the child next to him/her.
- Children continue whispering the word to the child next to them until the word reaches the final child.
- The final child says the word out loud, and the first child holds up the flashcard to see whether the word and the flashcard are the same.
- Continue with different flashcards, starting with different children.

Lesson 5

Jump

- Ask the children to stand by their desks.
- Hold up a flashcard from the vocabulary set (Flashcards 16–20) and say a word.
- If the word is the same as the flashcard, they jump. If it isn't, they stand still.
- Alternatively, ask children to put their hands up if the word you say and the flashcard are the same.

Lesson 6

Listen, point, and say

- Place Flashcards 16–20 around the classroom.
- Call out a vocabulary word, e.g., *puppet*. The children point to the correct flashcard as quickly as they can.
- Now point to the flashcard. The children say the word.

Fluency Time! 1

Everyday English

Do it!

- Use the *Toys* Flashcards to review the vocabulary and to energize the class.
- Assign each child a word from the vocabulary.
- Give instructions for actions specific to the vocabulary.
- Hold up a flashcard. Children who have that word assigned to them do the action. Repeat with all of the flashcards.

Unit 4

Lesson 1

Do it!

- Use Flashcards 27–31 to review the vocabulary from the previous unit and to energize the class.
- Assign each child a word from the vocabulary, e.g., *bird, bear, hippo, crocodile, tiger*, etc.
- Give instructions, e.g., *Tigers, roar! Bears, growl!*
- Hold up a flashcard. Children who have that word assigned to them do the action. Repeat with all of the flashcards.

Lesson 2

Whispers

- Use Flashcards 27–31 to review the vocabulary from the previous lesson.
- Arrange children into rows of at least six.
- Secretly show a flashcard to the first child in each group. This child whispers the word to the child next to him/her.
- Children continue whispering the word to the child next to them until the word reaches the final child.
- The final child says the word out loud, and the first child holds up the flashcard to see whether the word is correct.
- Continue playing, starting and ending with different children if you wish.

Lesson 5

Forwards and backwards

- Make sure the children are in rows so that they can count around the class.
- Ask the children to start counting, with each child saying the next number.
- Before they get to fifteen, say *Change!* The children then have to start counting backward from whatever number they reached.
- Say *Change!* again and the children start counting forward again.

Unit 5

Lesson 2

Simon says

- Ask the children to stand at their desks.
- Explain that you are going to give instructions. If the instruction begins with the words *Simon says*, children must do as you say. If not, they should stand still and wait for the next instruction. Any child who gets this wrong is out of the game and has to sit down.
- Give an instruction that reviews parts of the body, e.g., *Simon says point to your nose; Simon says point to your legs; Simon says wave your arms.*
- Intermittently insert an instruction that is not preceded by *Simon says* to see if any children follow the instructions, e.g., *Touch your nose.*
- Continue the game until there is one winner left standing, or a group of winners if you prefer.

Lesson 3

Tracing on backs

- Review the previous phonics lesson. Divide the class into groups.
- Have each group make a line, with the first child standing near the board and the last child standing near the back of the classroom.
- Pass out a phonics card to the last child of each line, but don't have them look at the card until you say, *Go.*
- Have children "Write" the letter very slowly on their classmates' backs with their fingers.
- The first child goes to the board, writes the letter, and says the sound. The quickest group with the correct letter and pronunciation wins.

Lesson 6

Freeze

- Ask the children to stand at their desks.
- Give a series of instructions, e.g., wave, run, jump. Children mime the actions.
- When you say *Freeze!*, the children must stop what they are doing and stand still.
- The children who are slowest to stop are out and have to sit down.
- Continue the game until there is one winner left standing, or a group of winners if you prefer.

Unit 6

Lesson 2

Snap!

- Write one of the items from the vocabulary set on the board, e.g., *sandwich*. Say the word aloud.
- Put the flashcards in a pile and hold them up so that the children can only see the facing card. Reveal the cards one at a time by putting the front card to the back. When children see the sandwich, they shout *Snap!*
- Repeat with the rest of the words in the set.

Lesson 3

Do it!

- Assign each child a word from Lesson One – *lunchbox, sandwich, drink, banana, cookie, pear.*
- Give instructions, e.g., *Lunchboxes, jump! Sandwiches, stamp your feet!* Children who have that word assigned to them do the action.

Lesson 5

Jump

- Ask the children to stand by their desks.
- Hold up one of Flashcards 38–43 and say a word.
- If the word is the same as the flashcard, they jump. If it isn't, they stand still.
- Alternatively, ask children to put their hands up if the word you say and the flashcard are the same.

Fluency Time! 2

Everyday English

What's missing?

- Use crayons you have brought from home to play the game. Point to each crayon one at a time for children to say the color words. Give the class a few seconds to look at them.
- Ask children to turn around. Remove a crayon.
- Display the crayons again and ask *What's missing?*
- When children have identified the missing crayon, shuffle the crayons again, and repeat the procedure.

Word list

Words in **bold** are core words that children will be able to use actively by the end of each unit. The remaining words are those they will have come across in songs and stories, and in reading and listening passages.

Starter unit

Annie	/æni/	Annie (tên riêng)
apple	/'æpl/	quả/ trái táo
bat	/bæt/	gây bóng chày
Billy	/'bili/	Billy (tên riêng)
boy	/bɔɪ/	con trai
friends	/frendz/	bạn (số nhiều)
goodbye	/'gʊd'bai/	chào tạm biệt
hello	/hə'lou/	xin chào
letter	/'letər/	chữ cái
line up	/lain 'ʌp/	xếp hàng
listen	/'lisn/	lắng nghe
name	/neim/	tên
number	/'nʌmbər/	số đếm
one	/wʌn/	một
raise your hand	/reiz jər 'hænd/	giơ/ đưa tay lên
Rosy	/'rouzi/	Rosy (tên riêng)
say	/sei/	nói
sit down	/sɪt 'daʊn/	ngồi xuồng
stand up	/stænd 'ʌp/	đứng lên
stick	/stɪk/	dán
teacher	/'tɪ:tʃər/	giáo viên
Tim	/tɪm/	Tim (tên riêng)
time	/taim/	thời gian
two	/tu:/	số 2

Unit 1

black	/blæk/	màu đen
blue	/blu:/	màu xanh dương
car	/ka:r/	xe ô-tô, xe hơi
cat	/kæt/	con mèo
color	/'kʌlər/	màu sắc
count	/kaʊnt/	đếm
dog	/dɔ:g/	con chó
duck	/dʌk/	con vịt
four	/fɔ:r/	số 4
good	/gud/	tốt, giỏi
green	/gri:n/	màu xanh lá cây
in	/in/	ở trong
lots of	/'la:ts əv/	nhiều
me	/mi:/	tôi
red	/red/	màu đỏ
three	/θri:/	số 3
white	/waйт/	màu trắng
yellow	/'jelou/	màu vàng
you	/ju:/	bạn

Unit 2

chair	/tʃer/	cái ghế
crayon	/'kreɪə:n/	bút sáp màu
desk	/desk/	cái bàn học
egg	/eg/	quả trứng
elephant	/'elfənt/	con voi
farm	/fa:rm/	nông trại
fish	/fiʃ/	con cá
five	/faiv/	số 5
look	/lʊk/	nhìn
notebook	/'noutbuk/	quyển vở
pencil	/'pensl/	viết chì
six	/siks/	số 6

this
train

/ðɪs/
/treɪn/

cái này
tàu hỏa, xe lửa

Unit 3

balloon	/bə'lū:n/	quả bóng bay, bong bóng
eight	/eɪt/	số 8
girl	/gɜ:rl/	con gái
guitar	/gɪ'ta:r/	đàn ghi-ta
hat	/hæt/	nón, mũ
horse	/hɔ:srs/	con ngựa
hug	/hʌg/	ôm
ill	/ɪl/	bệnh
insect	/'ɪnsekt/	côn trùng
look at	/'lok ət/	nhìn vào
many	/'meni/	nhiều
no	/nou/	không
open	/'oupən/	mở
plane	/plein/	máy bay
pop	/pa:p/	làm nổ
present	/'preznt/	món quà
puppet	/'pʌpit/	con rối
right	/raɪt/	đúng
robot	/'rouba:t/	người máy
seven	/'sevn/	số 7
teddy bear	/'tedi ber/	gấu bông
toy	/tɔɪ/	đồ chơi
yes	/jes/	có

Fluency Time! 1

count	/kaunt/	đếm
ears	/ɪrz/	tai (số nhiều)
eyes	/aɪz/	mắt (số nhiều)
jump	/dʒʌmp/	nhảy
Let's	/lets/	Hãy
Listen!	/'lɪsn/	Hãy lắng nghe!
Look!	/lʊk/	Hãy nhìn!
mouth	/maʊθ/	miệng
Say!	/sei/	Hãy nói!
sing	/sɪŋ/	hát
write	/raɪt/	viết

Unit 4

bear	/ber/	con gấu
bird	/bɜ:rd/	con chim
crocodile	/'kra:kədail/	con cá sấu
hippo	/'hipoʊ/	con hà mã
jug	/dʒʌg/	cái bình
juice	/dʒu:s/	nước trái cây
kangaroo	/,kæŋgə'rū:/	con chuột túi
key	/ki:/	chìa khóa
lion	/'laɪən/	con sư tử
lollipop	/'lu:lipa:p/	kẹo mút
man	/mæn/	đàn ông
mango	/'mæŋgou/	quả/ trái xoài
nine	/naɪn/	số 9
ten	/ten/	số 10
they	/ðei/	họ
tiger	/'taigər/	con hổ/ cọp

Unit 5

arms	/ɑ:rmz/	cánh tay (số nhiều)
bird	/bɜ:rd/	con chim
body	/'ba:di/	cơ thể
face	/feɪs/	gương mặt
fig	/fɪg/	quả/ trái sung
fingers	/'fɪŋgərz/	ngón tay (số nhiều)
first	/fɜ:rst/	đầu tiên
goat	/gout/	con dê
hands	/hændz/	bàn tay (số nhiều)
leaf	/li:f/	chiếc lá
legs	/legz/	chân (số nhiều)
my	/mai/	của tôi
nose	/nooz/	mũi
now	/nau/	bây giờ
put on	/'put ə:n/	mặc vào
sunscreen	/'sænskrɪ:n/	kem chống nắng
that's right	/ðæts 'raɪt/	đúng rồi
these	/ði:z/	những cái này
tub	/tʌb/	bồn tắm
your	/jur/	của bạn

Fluency Time! 2

circle	/'sɜ:rkl/	hình tròn
Here you are	/'hir ju: ər/	Của bạn đây
please	/pli:z/	làm ơn
square	/'skwər/	hình vuông
Thank you	/'θæŋk ju:/	Cảm ơn
triangle	/'traɪæŋgl/	hình tam giác

Unit 6

banana	/bə'nænə/	quả/ trái chuối
but	/bʌt/	nhưng
choose	/tʃu:z/	chọn
cookie	/'kuki/	bánh quy
drink	/drɪŋk/	thức uống
feel	/fi:l/	cảm thấy
ink	/ɪŋk/	mực
jelly	/'dʒeli/	mứt, thạch
kite	/kaɪt/	con diều
lunch	/lʌntʃ/	bữa ăn trưa
lunchbox	/'lʌntʃba:ks/	hộp cơm trưa
lunchtime	/'lʌntʃtaɪm/	giờ ăn trưa
mom	/ma:m/	mẹ
pear	/per/	quả/ trái lê
sandwich	/'sænwɪtʃ/	bánh mì kẹp
some	/səm/	một ít, một vài
today	/tə'deɪ/	hôm nay
yak	/jæk/	con bò Tây Tạng

Culture

Australia	/ɔ:streɪliə/	nước Ô-xtrây-li-a
Cambodia	/kæm'bodiə/	nước Cam-pu-chia
Canada	/'kænədə/	nước Ca-na-đa
from	/frəm/	từ

Hi
Japan
the U.K.
Viet Nam

Culture 1

birthday	/'bɜ:rθdeɪ/	sinh nhật
cake	/keɪk/	bánh bông lan
candle	/'kændl/	cây nến
card	/ka:rd/	tấm thiệp
gift	/gɪft/	quà tặng
happy birthday	/'hæpi 'bɜ:rθdeɪ/	chúc mừng sinh nhật
party	/'pa:rti/	bữa tiệc

Culture 2

dance	/dæns/	múa, nhảy
dancer	/'dænsər/	diễn viên múa
fan	/fæn/	cây quạt
music	/'mju:zɪk/	nhạc
wear	/wer/	mặc

Culture 3

ball	/bɔ:l/	quả bóng, trái banh
basketball	/'bæskɪtbɔ:l/	bóng rổ
favorite	/'feɪvərɪt/	yêu thích
kick	/kɪk/	đá, sút
score a goal	/'skɔ:r ə 'goul/	ghi bàn

Culture 4

fish	/fɪʃ/	con cá
flower	/'flauər/	bông hoa
frog	/fra:g/	con ếch

Culture 5

eat	/i:t/	ăn
fresh	/freʃ/	tươi, mới
fruit	/fru:t/	trái cây
mango	/'mæŋgou/	quả/ trái xoài
menu	/'menju:/	thực đơn
papaya	/pə'paɪə/	quả/ trái đu đủ
pineapple	/'paɪnæpl/	quả dứa/ trái thơm
watermelon	/'wɔ:tərmelən/	quả/ trái dưa hấu

Culture 6

beach	/bi:tʃ/	bãi biển
great	/greɪt/	tuyệt, giỏi
look for	/'lʊk fər/	tìm kiếm
love	/lʌv/	yêu, thích
play	/pleɪ/	chơi
postcard	/'poustka:rd/	bưu thiếp
sand	/sænd/	cát
sea	/si:/	biển
shell	/ʃel/	vỏ sò
sun	/sʌn/	mặt trời
swim	/swim/	bơi

Student Book

Starter

The Hello song 01

Hello, hello to everyone.
It's English time.
Let's have fun!
[repeat]

The Goodbye song 02

Goodbye, goodbye.
It's time to say goodbye.
To my teacher,
To my friends.
Goodbye, goodbye.
[repeat]

Page 4, activity 1 03

Listen and point.

Rosy, Tim, Billy, hello, goodbye

Listen and repeat.

Rosy, Tim, Billy, hello, goodbye

Page 4, activity 2 04

Listen and chant.

Rosy, Tim, Billy
Rosy, Tim, Billy
Hello, hello, hello
Goodbye, goodbye, goodbye

Page 5, activity 1 05

Listen and repeat.

What's your name? / I'm Rosy.

Page 5, activity 2 06

Listen and sing.

Woman Hello, hello, what's your name?
Rosy I'm Rosy. I'm Rosy.
Woman Hello, hello.
Woman Hello, hello, what's your name?
Tim I'm Tim. I'm Tim.
Woman Hello, hello.
Woman Hello, hello, what's your name?
Billy Gaga, gaga.
Woman Hello, hello.
Woman Goodbye, goodbye.
Goodbye to you, Rosy, Tim, and Billy.
Goodbye, goodbye.

Page 5, activity 3 07

Listen and point.

Listen to your teacher.
Stand up.
Sit down.
Raise your hand.
Line up.

Listen and repeat.

Listen to your teacher.
Stand up.
Sit down.
Raise your hand.
Line up.

Page 6, activity 1 08

Listen and point.

Letter A /æ/
/æ/ – apple
/æ/ – Annie

Listen and repeat.

Letter A /æ/
/æ/ – apple
/æ/ – Annie

Page 6, activity 2 09

Listen and chant.

/æ/ /æ/ /æ/
apple, apple, apple
Annie has an apple
/æ/ /æ/ /æ/
/æ/ /æ/ /æ/
apple, apple, apple
Annie has an apple
/æ/ /æ/ /æ/

Page 7, activity 2 11

Point and sing.

One, one, one
One, one, one
One apple
One, one, one
Two, two, two
Two, two, two
Two apples
Two, two, two

Page 8, activity 1 12

Listen and point.

Letter B /b/
/b/ – boy
/b/ – bat

Listen and repeat.

Letter B /b/

/b/ – boy

/b/ – bat

Page 8, activity 2 13

Listen and chant.

A boy with a bat

/b/ /b/ /b/

Page 9, activity 1 14

Listen to the story.

Teacher Hello, I'm Miss Bell. What's your name?

Tim I'm Tim.

Teacher And what's your name?

Rosy I'm Rosy.

Teacher And what's your name?

Billy B

Teacher B? Hello B.

Rosy and Tim Billy!

Teacher Oh, Billy! Goodbye, Billy.

Mom Bye.

Unit 1

Page 10, activity 1 15

Listen and point.

red, green, blue, black, yellow

Listen and repeat.

red, green, blue, black, yellow

Page 10, activity 2 16

Listen and chant.

red, green, blue, red, black, yellow

Page 11, activity 1 17

Listen and repeat.

What color is it? / It's red.

Page 11, activity 2 18

Listen and sing.

It's red.

It's black.

It's green.

It's blue.

Lots of colors for me and you.

It's red.

It's black.

It's green.

It's blue.

Lots of colors for me and you.

Page 12, activity 1 19

Listen and point.

Letter C /k/

/k/ – cat

/k/ – car

Listen and repeat.

Letter C /k/

/k/ – cat

/k/ – car

Page 12, activity 2 20

Listen and chant.

A cat in a car

/k/ /k/ /k/

A cat in a car

/k/ /k/ /k/

Cat, cat, cat

Car, car, car

A cat in a car

/k/ /k/ /k/

Page 13, activity 2 22

Point and sing.

Three white cats

Three white cats

Count the cats

One, two, three

Four red cars

Four red cars

Count the cars

One, two, three, four

Page 14, activity 1 23

Listen, and point.

Letter D /d/

/d/ – dog

/d/ – duck

Listen and repeat.

Letter D /d/

/d/ – dog

/d/ – duck

Page 14, activity 2 24

Listen and chant.

A dog and a duck

/d/ /d/ /d/

A dog and a duck

/d/ /d/ /d/

Dog, dog, dog

/d/ /d/ /d/

Duck, duck, duck

/d/ /d/ /d/

A dog and a duck

/d/ /d/ /d/

A dog and a duck

/d/ /d/ /d/

Page 15, activities 1 and 2 25

Listen to the story.

Rosy What color is it Billy?

Tim It's green. Greeeeeen.

Billy Green. Green. Green.

Tim Good boy. Billy, what color is it?

Rosy It's red, red.

Billy Red, red.

Rosy Good boy. What color is it?

Tim It's blue, blue.

Billy Blue, blue, blue. I'm blue. I'm blue.

Mom Oh Billy.

Unit 2

Page 16, activity 1 26

Listen and point.

desk, chair, crayon, pencil, notebook

Listen and repeat.

desk, chair, crayon, pencil, notebook

Page 16, activity 2 27

Listen and chant.

crayon, pencil, notebook, desk, chair, notebook

Page 17, activity 1 28

Listen and repeat.

What's this? / It's a desk.

Page 17, activity 2 29

Listen and sing.

Chair, desk, notebook, crayon, pencil ...

What's this?

What's this? It's a pencil.

What's this? It's a desk.

What's this? It's a crayon.

What's this? It's a chair.

Chair, desk, notebook, crayon, pencil ...

What's this?

Page 18, activity 1 30

Listen and point.

Letter E /e/

/e/ – egg

/e/ – elephant

Listen and repeat.

Letter E /e/

/e/ – egg

/e/ – elephant

Page 18, activity 2 31

Listen and chant.

Ellie the elephant has an egg.

/e/ /e/ /e/

/e/ /e/ /e/

Ellie the elephant has an egg.

/e/ /e/ /e/

/e/ /e/ /e/

Page 19, activity 2 33

Point and sing.

One, two, three, four, five little crayons

One, two, three, four, five little crayons

One, two, three, four, five little crayons

Five, five, five, five, five.

One, two, three, four, five, six little pencils

One, two, three, four, five, six little pencils

One, two, three, four, five, six little pencils

Six, six, six, six, six.

Page 20, activity 1 34

Listen and point.

Letter F /f/

/f/ – fish

/f/ – farm

Listen and repeat.

Letter F /f/

/f/ – fish

/f/ – farm

Page 20, activity 2 35

Listen and chant.

A fish, fish, fish

At the farm, farm, farm

A fish, fish, fish

At the farm, farm, farm

/f/ /f/ /f/

/f/ /f/ /f/

A fish, fish, fish

At the farm, farm, farm

Page 21, activities 1 and 2 36

Listen to the story.

Tim Billy, what's this?

Billy Craa ...

Tim It's a crayon.

Billy Crayon. It's a crayon.

Rosy And, what's this?

Billy Nooo ...

Rosy It's a notebook.

Billy Notebook, it's a notebook.

Tim My pencils!

Billy Choo choo.

Tim Billy! Billy! What's this?

Billy Choo choo.

Rosy Look, it's a train!

Billy Choo choo train choo choo train ...

Unit 3

Page 22, activity 1 37

Listen and point.

plane, puppet, robot, balloon, teddy bear

Listen and repeat.

plane, puppet, robot, balloon, teddy bear

Page 22, activity 2 38**Listen and chant.**

plane, plane, plane
puppet, puppet, puppet
robot, robot, robot
balloon, balloon, balloon,
teddy bear, teddy bear, teddy bear

Page 23, activity 1 39**Listen and repeat.**

Is it a balloon? / Yes, it is. / No, it isn't.

Page 23, activity 2 40**Listen and sing.**

Is it a plane? Is it a plane?
Yes, it is. It's a plane.
Whoosh, whoosh, whoosh.
Whoosh, whoosh, whoosh.
Is it a robot? Is it a robot?
No, it isn't. It's a car.
Vroom, vroom, vroom.
Vroom, vroom, vroom.
Is it a puppet? Is it a puppet?
No, it isn't. It's a teddy.
Hug, hug, hug.
Hug, hug, hug.
Is it a balloon? Is it a balloon?
Yes, it is. It's a balloon.
Pop, pop, pop.
Pop, pop, pop.

Page 24, activity 1 41**Listen and point.**

Letter G /g/
/g/ – girl
/g/ – guitar

Listen and repeat.

Letter G /g/
/g/ – girl
/g/ – guitar

Page 24, activity 2 42**Listen and chant.**

Girl, girl, girl
/g/ /g/ /g/
Guitar, guitar, guitar
/g/ /g/ /g/
A girl with a guitar
/g/ /g/ /g/
A girl with a guitar
/g/ /g/ /g/

Page 25, activity 2 44**Point and sing.**

How many cars? How many cars?
1 [Beep], 2 [Beep],
3 [Beep], 4 [Beep],
5 [Beep], 6 [Beep],
7 [Beep]
Seven cars, seven cars
How many balloons? How many balloons?
1 [Pop], 2 [Pop],
3 [Pop], 4 [Pop],
5 [Pop], 6 [Pop],
7 [Pop], 8 [Pop]
Eight balloons, eight balloons.

Page 26, activity 1 45**Listen, and point.**

Letter H /h/
/h/ – hat
/h/ – horse
Letter I /i/
/i/ – insect
/i/ – ill

Listen and repeat.

Letter H /h/
/h/ – hat
/h/ – horse
Letter I /i/
/i/ – insect
/i/ – ill

Page 26, activity 2 46**Listen and chant.**

Look at the horse with a hat, hat, hat
/h/ /h/ /h/
A hat, hat, hat
Look at the insect, it's ill, ill, ill
/i/ /i/ /i/
it's ill, ill, ill
[repeat]

Page 27, activities 1 and 2 47**Listen to the story.**

Tim Is it a teddy bear?
Dad No, it isn't.
Billy Teddy bear, teddy bear.
Tim It's a plane, right? Is it a plane?
Dad No, it isn't.
Tim Billy, my present!
Robot I'm Zozo.
Tim Ah, is it a robot?
Dad Open it.
Tim Yes, it is. It's a robot.
Robot I'm Zozo, I'm a robot.
Billy I'm a robot. I'm a robot.

Fluency Time! 1

Page 28, activity 1 48

Listen, point, and say.

jump, sing, write, count

Page 29, activity 1 49

Listen and point.

eyes, ears, mouth, Look!, Listen!, Say!

Listen and repeat.

eyes, ears, mouth, Look!, Listen!, Say!

Unit 4

Page 30, activity 1 50

Listen and point.

bird, bear, hippo, crocodile, tiger,
crocodile, tiger, bear, bird, hippo

Listen and repeat.

bird, bear, hippo, crocodile, tiger

Page 30, activity 2 51

Listen and chant.

hippo, tiger, crocodile

bird, bear, crocodile

hippo, tiger, crocodile

bird, bear, crocodile

Page 31, activity 2 53

Listen and sing.

What are they? Roar, roar, roar.

They're tigers. Roar, roar, roar.

They're tigers. Roar, roar, roar.

What are they? Tweet, tweet, tweet.

They're birds. Tweet, tweet, tweet.

They're birds. Tweet, tweet, tweet.

What are they? Snap, snap, snap.

They're hippos. Snap, snap, snap.

They're hippos. Snap, snap, snap.

What are they? Grrr, grrr, grrr.

They're bears. Grrr, grrr, grrr.

They're bears. Grrr, grrr, grrr.

Page 32, activity 1 54

Listen and point.

Letter J /dʒ/

/dʒ/ – jug

/dʒ/ – juice

Letter K /k/

/k/ – kangaroo

/k/ – key

Listen and repeat.

Letter J /dʒ/

/dʒ/ – jug

/dʒ/ – juice

Letter K /k/

/k/ – kangaroo

/k/ – key

Page 32, activity 2 55

Listen and chant.

juice, juice, juice

jug, jug, jug

juice in a jug

/dʒ/, /dʒ/, /dʒ/

Katy the kangaroo has a key

/k/, /k/, /k/

/k/, /k/, /k/

Page 33, activity 2 57

Point and sing.

They're lions. They're lions.

They're lions at the zoo.

1, 2, 3, 4, 5,

6, 7, 8, 9

Nine lions

At the zoo.

They're birds. They're birds.

They're birds at the zoo.

1, 2, 3, 4, 5,

6, 7, 8, 9, 10

Ten birds

At the zoo.

Page 34, activity 1 58

Listen and point.

Letter L /l/

/l/ – lion

/l/ – lollipop

Letter M /m/

/m/ – man

/m/ – mango

Listen and repeat.

Letter L /l/

/l/ – lion

/l/ – lollipop

Letter M /m/

/m/ – man

/m/ – mango

Page 34, activity 2 59

Listen and chant.

Look at the lion with a lollipop.

/l/ /l/ /l/

/l/ /l/ /l/

A man has a mango.

/m/ /m/ /m/

/m/ /m/ /m/

[repeat]

Page 35, activities 1 and 2 60

Listen to the story.

Tim Look Billy, what are they?

Billy Gaga

Tim They're crocodiles.

Rosy They're crocodiles, Billy.

Billy Crocodiles, snap, snap.

Rosy What are they, Billy?

Billy Gaga

Rosy They're birds.

Tim They're birds, Billy.

Billy Birds, tweet, tweet, tweet, tweet.

Tim Billy, what are they?

Billy Gaga.

Tim They're tigers.

Rosy They're tigers.

Billy Tigers roar ... roar, roar, roar, roar ... they're tigers, they're tigers.

Rosy Ah, they aren't tigers Billy ...

Tim They're boys.

Unit 5

Page 36, activity 1 61

Listen and point.

arms, nose, face, legs, fingers, hands,
nose, legs, arms, face, fingers, hands

Listen and repeat.

arms, nose, face, legs, fingers, hands

Page 36, activity 2 62

Listen and chant.

arms, arms, arms,
nose, nose, nose
face, face, face
legs, legs, legs
fingers, fingers, fingers
hands, hands, hands

Page 37, activity 2 64

Listen and sing.

This is my nose.
This is my face.
These are my arms.
These are my legs.
These are my fingers.
These are my hands.
This is me!

Page 38, activity 1 65

Listen and point.

Letter A, /æ/ – apple
Letter B, /b/ – bat
Letter C, /k/ – cat
Letter D, /d/ – dog
Letter B, /b/ – bat
Letter D, /d/ – dog
Letter A, /æ/ – apple
Letter C, /k/ – cat

Listen and repeat.

Letter A, /æ/ – apple

Letter B, /b/ – bat

Letter C, /k/ – cat

Letter D, /d/ – dog

Page 38, activity 3 67

Listen and point.

Letter B

/b/ – tub

Letter D

/d/ – bird

Listen and repeat.

Letter B

/b/ – tub

Letter D

/d/ – bird

Page 40, activity 1 69

Listen and point.

Letter E, /e/ – egg

Letter F, /f/ – fig

Letter G, /g/ – goat

Letter H, /h/ – hat

Letter H, /h/ – hat

Letter G, /g/ – goat

Letter F, /f/ – fig

Letter E, /e/ – egg

Listen and repeat.

Letter E, /e/ – egg

Letter F, /f/ – fig

Letter G, /g/ – goat

Letter H, /h/ – hat

Page 40, activity 3 71

Listen and point.

Letter F

/f/ – leaf

Letter G

/g/ – dog

Listen and repeat.

Letter F

/f/ – leaf

Letter G

/g/ – dog

Page 41, activities 1 and 3 72

Listen to the story.

Rosy Let's put on sunscreen. First, my arms.

Billy These are my arms.

Rosy Now, my nose.

Billy This is my nose.

Rosy That's right. Put it on your arms, your nose, your face, and your legs.

Billy OK, Rosy. Look, Rosy!

Rosy Oh no!

Unit 6

Page 42, activity 1 ① 73

Listen and point.

lunchbox, sandwich, drink, banana, cookie, pear
sandwich, drink, cookie, pear, lunchbox, banana

Listen and repeat.

lunchbox, sandwich, drink, banana, cookie, pear

Page 42, activity 2 ① 74

Listen and chant.

lunchbox, lunchbox, lunchbox
sandwich, sandwich, sandwich
drink, drink, drink
banana, banana, banana
cookie, cookie, cookie
pear, pear, pear

Page 43, activity 2 ① 76

Listen and sing.

My lunchbox, my lunchbox,
What's in my lunchbox?
I have a sandwich.
I have a drink.
And I have an apple.
I have two cookies.
I have a pear.
And I have a banana.
My lunchbox, my lunchbox,
What's in my lunchbox?

Page 44, activity 1 ① 77

Listen and point.

Letter I, /ɪ/ – ink
Letter J, /dʒ/ – jelly
Letter K, /k/ – kite
Letter L, /l/ – lion
Letter M, /m/ – mom
Letter K, /k/ – kite
Letter J, /dʒ/ – jelly
Letter M, /m/ – mom
Letter L, /l/ – lion
Letter I, /ɪ/ – ink

Listen and repeat.

Letter I, /ɪ/ – ink
Letter J, /dʒ/ – jelly
Letter K, /k/ – kite
Letter L, /l/ – lion
Letter M, /m/ – mom

Page 44, activity 3 ① 79

Listen and point.

Letter K
/k/ – yak
Letter L
/l/ – ill

Letter M
/m/ – mom

Listen and repeat.

Letter K
/k/ – yak
Letter L
/l/ – ill
Letter M
/m/ – mom

Page 46, activity 1 ① 81

Listen and point.

Letter B, /b/ – bat, /b/ – tub
Letter D, /d/ – duck, /d/ – bird
Letter F, /f/ – fig, /f/ – leaf
Letter G, /g/ – goat, /g/ – dog
Letter K, /k/ – kite, /k/ – yak
Letter L, /l/ – lion, /l/ – ill
Letter M, /m/ – mom

Listen and repeat.

Letter B, /b/ – bat, /b/ – tub
Letter D, /d/ – duck, /d/ – bird
Letter F, /f/ – fig, /f/ – leaf
Letter G, /g/ – goat, /g/ – dog
Letter K, /k/ – kite, /k/ – yak
Letter L, /l/ – lion, /l/ – ill
Letter M, /m/ – mom

Page 46, activity 2 ① 82

Listen and chant.

A is for apple, say /æ/, /æ/, /æ/
B is for bat, say /b/, /b/, /b/
C is for cat, say /k/, /k/, /k/
A, /æ/, B /b/, C, /k/, /k/

D is for dog, say /d/, /d/, /d/
E is for egg, say /e/, /e/, /e/
F is for fish, say /f/, /f/, /f/
D, /d/, E /e/, F, /f/, /f/

G is for guitar, say, /g/, /g/, /g/
H is for hat, say, /h/, /h/, /h/
I is for ink, say /ɪ/, /ɪ/, /ɪ/
G, /g/, H /h/, I, /ɪ/, /ɪ/

J is for juice, say /dʒ/, /dʒ/, /dʒ/
K is for kite, say /k/, /k/, /k/
L is for lion, say, /l/, /l/, /l/
And M is for mom, say, /m/, /m/, /m/!

Page 46, activity 3 ① 83

Listen to the sounds. Connect the letters.

/d/ /e/ /k/ /h/ /m/ /l/ /æ/

Page 47, activities 1 and 3 84

Listen to the story.

Teacher It's lunchtime!

Rosy Oh no! My lunchbox!

Tim I have two sandwiches and two drinks. Here you are.

Rosy Thank you, Tim.

Girl 1 I have an apple. And I have a banana. Choose one.

Rosy Thanks. The apple, please.

Look! Now I have ten sandwiches and six drinks.

Please have some of my lunch!

Fluency Time! 2

Page 48, activity 1 85

Listen, point, and say.

1

James Blue, please.

2

Kate Here you are, James.

James Thank you, Kate.

Page 48, activity 2 86

Listen and point.

1

Boy Red, please.

Mum Here you are.

Boy Thank you.

2

Woman Green apple, please.

Girl Here you are.

Woman Thank you.

3

Store assistant What color?

Man Blue, please.

Store assistant Here you are.

Man Thank you.

4

Girl Black, please.

Dad Here you are.

Girl Thank you.

Fluency Time! 2

Page 49 activity 1 87

Listen and point.

circle, square, triangle,
square, triangle, circle

Listen and repeat.

circle, square, triangle,

Culture

Page 52 activity 1 89

Listen and point.

cake, candle, gift, party, happy birthday

Listen and repeat.

cake, candle, gift, party, happy birthday

Page 53 activity 1 90

Listen and point.

dancer, *ao dai*, fan, music

Listen and repeat.

dancer, *ao dai*, fan, music

Page 54 activity 1 92

Listen and point.

ball, T-shirt, kick, score a goal

Listen and repeat.

ball, T-shirt, kick, score a goal

Page 55 activity 1 94

Listen and point.

fish, bird, flower, frog,
bird, flower, frog, fish

Listen and repeat.

fish, bird, flower, frog

Page 55 activity 2 95

Listen and point.

What's this? / It's a frog.
What's this? / It's a bird.
What's this? / It's a fish.
What's this? / It's a flower.

Page 56 activity 1 96

Listen and point.

mango, papaya, pineapple, watermelon,
papaya, watermelon, mango, pineapple

Listen and repeat.

mango, papaya, pineapple, watermelon

Page 57 activity 1 97

Listen and point.

sand, sea, shell, sun,
shell, sun, sea, sand

Listen and repeat.

sand, sea, shell, sun

Workbook

Starter

Page 6 activity 4 01

Listen and draw a line.

apple, Annie, apple

Page 8 activity 4 02

Listen and circle.

- 1 bat
- 2 boy
- 3 bat

Page 9 activity 1 03

Listen and sing. Finish the picture. Trace.

Goodbye, goodbye
It's time to say goodbye
To my teacher, to my friends
Goodbye, goodbye
Goodbye, goodbye
It's time to say goodbye
To my teacher, to my friends
Goodbye, goodbye

Unit 1

Page 12 activity 4 04

Listen and draw a line.

car, cat, car

Page 14 activity 4 05

Listen and circle.

- 1 duck
- 2 dog
- 3 duck

Page 15 activity 1 06

Listen. Look at the pictures and color the numbers.

Color number 1 green, green, green
Color number 2 red, red, red
Color number 3 blue, blue, blue
Color number 4 black, black, black
Color number 5 yellow, yellow, yellow

Count chairs
One, two, three
Three chairs

Page 20 activity 4 09

Listen and circle.

- 1 farm
- 2 farm
- 3 fish

Unit 3

Page 24 activity 4 10

Listen and draw a line.

girl, guitar, girl

Page 26 activity 3 11

Listen and circle.

- 1 hat
- 2 insect
- 3 horse
- 4 ill

Page 27 activity 1 12

Listen, look, and connect.

1
Rosy Is it a teddy bear?
Man No, it isn't.
Rosy Oh, it is a puppet.
2
Tim Is it a car?
Man No, it isn't.
Tim Oh, it is a plane.
3
Man Billy, what is it?
Billy Bbbbb...
Man You are right! It is a balloon!

Unit 2

Page 18 activity 4 07

Listen and draw a line.

elephant, egg, elephant

Page 19 activity 2 08

Count and write the number. Listen and check your answers.

Count desks
One, two
Two desks
Count crayons
One, two, three, four, five, six
Six crayons
Count notebooks
One, two, three, four, five
Five notebooks

Unit 4

Page 32 activity 3 13

Listen and circle.

- 1 key
- 2 juice
- 3 kangaroo
- 4 jug

Page 34 activity 3 14

Listen and circle.

- 1 mango
- 2 lollipop
- 3 man
- 4 lion

Page 35 activity 1 15

Look. Listen and trace.

- 1 They're bears.
- 2 They're hippos.
- 3 They're tigers.
- 4 They're birds.
- 5 They're crocodiles.

Unit 5

Page 41 activity 1 16

Look. Listen and trace.

- 1 This is my face.
- 2 These are my arms.
- 3 This is my nose.
- 4 These are my hands.
- 5 These are my fingers.
- 6 These are my legs.

Unit 6

Page 43 activity 1 17

Listen and circle.

- 1 I have an apple and a banana.
- 2 I have a drink.
- 3 I have a banana.
- 4 I have my lunchbox.

Page 47 activity 1 18

Listen and circle the correct image. Trace.

- 1 I have a banana.
- 2 I have a sandwich.
- 3 I have a pear.
- 4 I have three drinks.

Workbook answer key

Starter unit

Page 4

Lesson One

1 1 c 2 a 3 b

2 Children's own answers

Page 5

Lesson Two

1 1 b 2 c 3 a

2 Listen to your teacher.

2 Stand up.

3 Sit down.

4 Raise your hand.

5 Line up.

Page 6

Lesson Three

1 Children's own answers

2 Children's own answers

3 Children's own answers

4 apple, Annie, apple

Page 7

Lesson Four

1 Children's own answers

2 Children's own answers

3 Children's own answers

4 bat, boy, bat

Page 8

Lesson Five

1 Children's own answers

2 Children's own answers

3 Children's own answers

4 bat, boy, bat

Page 9

Lesson Six

1 Children's own answers

2 Children's own answers

Unit 1

Page 10

Lesson One

1 1 b 2 c 3 a

Page 11

Lesson Two

1 1 third cube

2 fifth bat

3 third jar

4 fourth apple

5 second crayon

2 Children's own answers

3 Children's own answers

4 elephant, egg, elephant

Page 19

Lesson Four

1 Children's own answers

2 1 2 2 6 3 5 4 3

3 Children's own answers

Page 20

Lesson Five

1 Children's own answers

2 Children's own answers

3 Children's own answers

4 1 farm 2 farm 3 fish

Page 21

Lesson Six

1 1 c 2 d 3 a 4 e 5 b

2 Children's own answers

Unit 3

Page 22

Lesson One

1 1 c 2 d 3 b 4 e 5 a

2 Children's own answers

Page 23

Lesson Two

1 Children's own answers

2 Children's own answers

Page 24

Lesson Three

1 Children's own answers

2 Children's own answers

3 Children's own answers

4 girl, guitar, girl

Page 25

Lesson Four

1 Children's own answers

2 1 8 2 2 3 7 4 4

3 Children's own answers

Page 26

Lesson Five

1 Children's own answers

2 Children's own answers

3 1 hat 2 insect 3 horse 4 ill

Page 27

Lesson Six

1 1 b 2 c 3 a

2 Children's own answers

Review 1

Page 28

1 1 balloon 2 pencil 3 jar

2 Children's own answers

Page 29

3 1 c 2 f 3 e 4 i 5 a
6 g 7 b 8 d 9 h

4 Children's own answers

5 Children's own answers

Unit 4

Page 30

Lesson One

1 1 bird 2 hippo 3 tiger
4 crocodile 5 bear

2 Children's own answers

Page 31

Lesson Two

1 Children's own answers

2 1 crocodiles 2 tigers 3 birds

Page 32

Lesson Three

1 Children's own answers

2 Children's own answers

3 1 key 2 juice 3 kangaroo
4 jug

Page 33

Lesson Four

1 Children's own answers

2 1 9 2 10 3 7

3 Children's own answers

Page 34

Lesson Five

1 Children's own answers

2 Children's own answers

3 1 mango 2 lollipop 3 man
4 lion

Page 35

Lesson Six

1 1 bears 2 hippos 3 tigers
4 birds 5 crocodiles

2 Children's own answers

Unit 5

Page 36

Lesson One

1 1 face 2 fingers 3 arms
4 hands 5 nose 6 legs

2 Children's own answers

Page 37

Lesson Two

1 1 6, arms 2 2, hands 3 7, fingers

2 1 This is 2 These are 3 This is

Page 38

Lesson Three

1 1 c 2 d 3 a 4 b

2 1 a 2 b 3 c 4 d

3 A – a, B – b, C – c, D – d

Page 39

Lesson Four

1 5, 3, 1, 2, 4

2 four, three, five

3 Children's own answers

Page 40

Lesson Five

1 e – egg, g – goat, f – fig, h – hat

2 1 e 2 f 3 g 4 h

3 E – e, F – f, G – g, H – h

Page 41

Lesson Six

1 1 face 2 arms 3 nose

4 hands 5 fingers 6 legs

2 Children's own answers

Unit 6

Page 42

Lesson One

1 1 pear 2 cookie 3 drink

4 lunchbox 5 sandwich

6 banana

2 Children's own answers

Page 43

Lesson Two

1 1 girl with apple and banana

2 boy with drink

3 girl with banana

4 boy with lunchbox

2 1 I have

2 I have

3 I have

Page 44

Lesson Three

1 l – i – ink

J – j – jelly

K – k – kite

L – l – lion

M – m – mango

2 1 jelly 2 yak 3 kite 4 mom

5 lion 6 ink

Page 45

Lesson Four

1 pencils: 10, books: 6, markers: 8,
paperclips: 9, scissors: 7

2 eight, six, ten

3 Children's own answers

Page 46

Lesson Five

1 1 apple 2 dog 3 egg 4 ink
5 jelly 6 mom

2 1 b 2 k 3 l 4 g 5 h 6 d
7 k 8 c

3 1 The bird has figs. 2 The dog
has apples.

Page 47

Lesson Six

1 1 banana 2 sandwich 3 pear
4 drinks

2 Children's own answers

Review 2

Page 48

1 1 nose 2 drink 3 lunchbox
4 tigers

2 Children's own answers

Page 49

3 1 lollipop 2 jug 3 hat
4 ill

4 1 j 2 l 3 m 4 m 5 ll 6 k

5 Children's own answers

Culture

Page 50

1 1 b 2 e 3 d 4 f 5 a 6 c

Page 51

2 Children's own answersw

Culture 1

Page 52

1 1 c 2 a 3 b

2 Children's own answers

Culture 2

Page 53

1 Children's own answers

2 Children's own answers

Culture 3

Page 54

1 1 T-shirt 2 ball 3 kick

4 score a goal

2 Children's own answers

Culture 4

Page 55

1 1 fish 2 bird 3 flower 4 frog

2 Children's own answers

Culture 5

Page 56

1 1 papaya 2 watermelon

3 pineapple 4 mango

2 Children's own answers

Culture 6

Page 57

1 1 sea 2 sun 3 sand 4 shell

2 Children's own answers

National Grade 1

Sample Curriculum

	Family and Friends National Edition	Printable Resources
Starter	Period 1	Lesson 1 Cut and make Words
	Period 2	Lesson 2 Grammar
	Period 3	Lesson 3 Numbers
	Period 4	Lesson 4
	Period 5	Lesson 5 Sounds and letters
	Period 6	Lesson 6 Values
	Period 7	Countries and Flags
	Period 8	Consolidation
	Period 9	Starter unit test
Unit 1 What color is it?	Period 10	Lesson 1 Words
	Period 11	Lesson 2 Grammar
	Period 12	Lesson 3 Numbers
	Period 13	Lesson 4
	Period 14	Lesson 5 Sounds and letters
	Period 15	Lesson 6 Values
	Period 16	Unit 1 Culture
	Period 17	Consolidation
	Period 18	Unit 1 test
Unit 2 What's this?	Period 19	Lesson 1 Words
	Period 20	Lesson 2 Grammar
	Period 21	Lesson 3 Numbers
	Period 22	Lesson 4
	Period 23	Lesson 5 Sounds and letters
	Period 24	Lesson 6 Values
	Period 25	Unit 2 Culture
	Period 26	Consolidation
	Period 27	Unit 2 test
Unit 3 Is it a plane?	Period 28	Lesson 1 Words
	Period 29	Lesson 2 Grammar
	Period 30	Lesson 3 Numbers
	Period 31	Lesson 4
	Period 32	Lesson 5 Sounds and letters
	Period 33	Lesson 6 Values
	Period 34	Unit 3 Culture
	Period 35	Consolidation
	Period 36	Unit 3 test
Fluency Time! 1	Period 37	Fluency Time! 1
	Period 38	Fluency Time! 1 CLIL
Review 1	Period 39	Units 1–3 Review pages Summative test 1

	Family and Friends National Edition	Printable Resources
Unit 4 They're bears!	Period 40	Lesson 1
	Period 41	Lesson 2
	Period 42	Lesson 3
	Period 43	Lesson 4
	Period 44	Lesson 5
	Period 45	Lesson 6
	Period 46	Unit 4 Culture
	Period 47	Consolidation
	Period 48	Unit 4 test
Unit 5 This is my nose!	Period 49	Lesson 1
	Period 50	Lesson 2
	Period 51	Lesson 3
	Period 52	Lesson 4
	Period 53	Lesson 5
	Period 54	Lesson 6
	Period 55	Unit 5 Culture
	Period 56	Consolidation
	Period 57	Unit 5 test
Unit 6 Lunchtime!	Period 58	Lesson 1
	Period 59	Lesson 2
	Period 60	Lesson 3
	Period 61	Lesson 4
	Period 62	Lesson 5
	Period 63	Lesson 6
	Period 64	Unit 6 Culture
	Period 65	Consolidation
	Period 66	Unit 6 test
Fluency Time! 2	Period 67	Fluency Time! 2
	Period 68	Fluency Time! 2
Review 2	Period 69	Units 4–6 Review pages
End of Year	Period 70	End of Year test

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