

American English

First Friends 3

Teacher's Book



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OXFORD

First Friends 3

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Level 3 Scope and Sequence

Topics & Objectives	Vocabulary	Structure	Values & Everyday English	Songs, Projects, & Explore	Phonics
1 Hello (Introduction review) • Talk about the days of the week • Review the alphabet • Review initial sounds	<i>Monday</i> <i>Tuesday</i> <i>Wednesday</i> <i>Thursday</i> <i>Friday</i> <i>Saturday</i> <i>Sunday</i>	<i>I'm ...</i> <i>What day is it?</i> <i>It's (Monday).</i>	Being helpful <i>Can you help me, please?</i> <i>Sure.</i>	<i>It's a nice day</i> <i>a-z song</i> Explore: My Week	Revision: • alphabet • initial sounds
2 Our School (School people and places) • Ask about and identify people in school • Ask about and identify places in school	<i>classroom</i> <i>friend</i> <i>music room</i> <i>playground</i> <i>sandbox</i> <i>school bus</i> <i>seesaw</i> <i>teacher</i>	<i>What's this?</i> <i>It's (a sandbox).</i> <i>Who's this?</i> <i>She's / He's (a teacher).</i>	Taking pride in your school <i>I love our school.</i> <i>Yes, it's great.</i> <i>The classroom looks great.</i>	<i>Listen... Listen...</i> <i>sh song</i> Explore: Music	Digraph sh <i>sheep</i> <i>shoes</i> <i>fish</i>
3 My Feelings • Talk about feelings • Ask about other people's feelings	<i>cold</i> <i>happy</i> <i>hot</i> <i>hungry</i> <i>sad</i> <i>thirsty</i> <i>scared</i> <i>sleepy</i>	<i>Are you (cold)?</i> <i>Yes, I am.</i> <i>No, I'm not.</i>	Thinking of others <i>Look out!</i> <i>Are you OK?</i> <i>I think so.</i>	<i>If you're happy and you know it</i> <i>th song</i> Explore: Pets	Digraph th <i>throw</i> <i>thumb</i> <i>bath</i>
4 I Can Jump! (Abilities) • Talk about ability	<i>catch</i> <i>climb</i> <i>draw</i> <i>jump</i> <i>run</i> <i>write</i> <i>read</i> <i>sing</i>	<i>I can (jump).</i> <i>I can't (sing).</i>	Being modest <i>Yours is, too.</i> <i>Good job!</i>	<i>I can jump</i> <i>My insect can climb</i> <i>ch song</i> Project: Making a number insect	Digraph ch <i>chocolate</i> <i>beach</i> <i>kitchen</i>
5 My Home (Rooms and objects) • Describe a scene	<i>bathroom</i> <i>bedroom</i> <i>dining room</i> <i>kitchen</i> <i>living room</i> <i>plant</i> <i>sofa</i> <i>TV</i>	<i>There is (a kitchen).</i> <i>There are (plants).</i>	Appreciating nature <i>Don't break the plants.</i> <i>I'll be careful.</i>	<i>Look at my house!</i> <i>a song</i> Explore: Plants and flowers	CVC words with a <i>cat</i> <i>hat</i> <i>mat</i>

Topics & Objectives	Vocabulary	Structure	Values & Everyday English	Songs, Projects, & Explore	Phonics
6 My Room (Bedroom objects) Describe the location of objects in a room using prepositions	<i>bed</i> <i>blanket</i> <i>closet</i> <i>pillow</i> <i>shelf</i> <i>in</i> <i>on</i> <i>under</i> <i>1-20 (review)</i>	<i>Where is it?</i> <i>It's in (the closet).</i> <i>It's on (the bed).</i> <i>It's under (the bed).</i>	Keeping your room neat <i>Let's make the bed.</i> <i>Please help me.</i> <i>That's better.</i>	Put your hand on your head <i>e</i> song Explore: Beds	<i>CVC words with e</i> <i>jet</i> <i>net</i> <i>wet</i>
7 On Vacation - Ask about quantity - Count the number of objects in a scene	<i>beach</i> <i>bucket</i> <i>crab</i> <i>sandcastle</i> <i>sea</i> <i>shell</i> <i>spade</i> <i>umbrella</i>	<i>How many (shells) are there?</i> <i>There are (ten).</i>	Telling the truth <i>We did it.</i> <i>We're sorry.</i>	Ten umbrellas in the sun Sitting on the beach <i>i</i> song Project: Making an under-the-sea collage.	<i>CVC words with i</i> <i>big</i> <i>dig</i> <i>wig</i>
8 Let's Eat! (Foods) Describe what food people have	<i>cheese</i> <i>chicken</i> <i>fish</i> <i>milk</i> <i>potato</i> <i>rice</i> <i>salad</i> <i>soup</i>	<i>She / He has (rice).</i>	Respecting your elders <i>Watch me.</i> <i>Go ahead.</i> <i>Now you try.</i>	I love food! <i>o</i> song Explore: Breakfast Time	<i>CVC words with o</i> <i>hop</i> <i>mop</i> <i>top</i>
9 Festival Fun! Talk about other people's ability	<i>acrobat</i> <i>bicycle</i> <i>clown</i> <i>drum</i> <i>juggler</i> <i>parrot</i> <i>tent</i>	<i>She / He can (climb).</i> <i>It can (sing).</i>	Keeping places clean <i>Please pick that up.</i> <i>Throw it away.</i>	Let's all go to the festival <i>u</i> song Explore: The Circus	<i>CVC words with u</i> <i>bun</i> <i>run</i> <i>sun</i>
10 Jobs Ask about people and identify their jobs	<i>doctor</i> <i>farmer</i> <i>firefighter</i> <i>nurse</i> <i>pilot</i> <i>police officer</i> <i>singer</i> <i>taxi driver</i>	<i>Is she / he (a doctor)?</i> <i>Yes, she / he is.</i> <i>No, she / he isn't.</i>	Being safe <i>Wait. It's not safe.</i> <i>It's safe now.</i> <i>Let's cross.</i>	How are you today? Bean plant, bean plant Project: Growing a bean plant	<i>Review</i>

Introduction

Welcome to the course

First Friends is a three-level course for kindergarten or pre-primary children. It is an engaging introduction to English which uses a range of activities, games, and songs that motivate and help young learners succeed in English.

The course is based on the principle that all children want to learn and can succeed in learning. *First Friends* provides children with useful, age-appropriate vocabulary, basic structures, and the tools to develop solid literacy and numeracy skills. These are presented through entertaining and interesting characters who introduce the children to English through games, songs, and stories.

Objectives

The key objectives of *First Friends* are:

- to develop language skills that will give children a solid foundation in English for their primary education.
- to develop a basic understanding of and ability to use English in meaningful, age-appropriate contexts.
- to foster a positive attitude toward learning English.
- to present the names and sounds of all the English letters so that children become familiar with the English alphabet.
- to promote positive social values applicable to the home and school environment.

Characters

Four lively characters introduce children to the world of English. They also model good behavior.

Baz is a four-year-old boy in his first year of kindergarten. He is good-natured and kind. He does not always do the right thing, but he tries his best. Many of the children will identify with Baz as he tries to learn new things.

Tess is Baz's athletic and fun older sister. She is seven years old. She is eager to guide Baz and is forgiving of his mistakes.

Pat and **Jig** are the children's stuffed animals. They represent the pretend world of the child. When Pat and Jig are with the characters, they are soft plush toys, but when they are on their own, they have their own adventures in an imaginary toy world. Pat is sometimes a little bit naughty, but earnest Jig keeps an eye out for him. Through their stories and adventures, Pat and Jig help develop children's creativity and look at the world in a new way.

In addition to these four main characters, Tess and Baz's younger brother **Adam** is born at the end of Level 1. He is the baby of the family, and both Tess and Baz delight in taking care of him. Baz especially enjoys being the older brother. Towards the end of the second level, Tess's cousin, **Maggie** is introduced. She is quiet and shy. She appears in Level 3, along with Baz's outgoing new friend at school, **Sam**.

Components

Student Book (SB)

The Student Book is colorful, lively, and easy to use. It is the main course component. It contains vocabulary, stories, songs, games, and chants that will enable children to achieve the course objectives.

Each page of the Student Book corresponds to one lesson. There is a small box at the top of each page that indicates the activities for that page. This helps you to see what each lesson is about. Each instruction in the box corresponds to a section in the teaching notes for that lesson. The information in this box is not intended for the children.

The icon  20 indicates that there is an audio component for that activity, and the number following the icon is the Class Audio CD track number.

Activity Book (AB)

The Activity Book provides practice of the material introduced in the Student Book. Each Activity Book page follows up on the material presented in the corresponding Student Book page.

The Activity Book is the main pencil and paper practice of the course. The Activity Book develops children's reading, writing, numeracy, language, and fine motor skills through a variety of fun and motivating activities. It also incorporates oral language development as many of the activities include a 'Say' component. The activities are easy-to-do, underscoring the course philosophy that all children want to and can succeed. Thus, the activities may be set up in class and completed at home.

The Activity Book also contains a review lesson for each unit, which consolidates the main literacy, numeracy, and vocabulary content of the unit. It may be done in class as consolidation or as preparation for a progress check. It may also be done at home for review.

At the back of the Activity Book are some extra resources: at Level 1 and 2 there is a Picture Dictionary, cutouts of the course characters, and a page of all the song lyrics; and at Level 3 there is a numbers spread, a writing grid, a craft activity (to consolidate colors), and a page of all the Level 3 song lyrics.

The Level 1 and 2 Picture Dictionary can either be completed after each letter is introduced or used for home study, for example, during vacations.

The Level 1 finger puppets and Level 2 cutout characters can be used where appropriate to act out the dialogues in class. Children can either hold up a finger puppet or a cutout (instead of the Picture Card of the character) or you could make some character badges (by sticking the cutouts onto cardboard and sticking safety pins on the back) which children could wear during role-plays.

The Level 3 numbers spread is used to consolidate numbers 1–20, both numerals and the written form.

The Level 3 writing grid can be used for any extra writing practice the children need, for example, extra practice of any letters they are having difficulty with.

The Level 3 craft activity (making a beach umbrella) consolidates the colors that children have learned throughout the two levels.

The page of song lyrics (all levels) is given as a resource for parents so that they can remind their children of the song lyrics if they wish to (and are able to read English). This can be used at home, in conjunction with the Student Audio CD (see below) to sing and enjoy the songs from the course.

Teacher's Book (TB)

The Teacher's Book is clear and easy to use. It provides notes to cover up to eight teaching sessions per week (when all components are utilized fully), but if fewer sessions are available, the material can easily be adapted to fit.

You can see at a glance the objectives and materials needed for each lesson. There is always a suggestion for a warm-up activity, which is followed by notes for the core activities listed in the Student Book and corresponding page of the Activity Book. Most lessons contain an optional activity should you want to give your children more practice or have extra time. Following the six core lessons of the Student Book, there are notes for the Activity Book Review page of each unit, and the progress checks.

The TB also contains a wealth of photocopiable material. This consists of progress checks, phonics practice, and (at Level 3) numbers practice. The photocopiable material augments the material in the Student Book and Activity Book. It contains games and other fun activities as well as further pencil and paper practice of key concepts.

There is a one-page progress check for each unit. See pages 84–93. In addition, there is a two-page mid-year and two-page end-of-year progress check. See pages 94–97.

The phonics practice photocopiables can be found on pages 100–108. These practice pages consolidate the letter forms and sounds in Levels 1 and 2 through a variety of games and activities. In Level 3, this is expanded to include practice of word families.

Page 109 (TB2 only) contains a writing model for the English alphabet, showing the starting points and direction of the pen strokes for each letter.

The photocopiable material is clearly labeled and organized by unit so that you know when it is appropriate to use. There are also separate teaching notes for using the photocopiable pages (see page 98).

CDs – Class Audio CD, Student Audio CD

The Class Audio CD at each level contains all the audio material for the course, including all the new vocabulary, dialogues, songs, chants, and stories. The recordings feature only native speakers of English and expose children to accurate and authentic models of presentation. This CD is for use by the teacher in class.

In addition, at each level, there is a Student Audio CD for the children to use at home. This Audio CD is packaged with the Student Book, and contains all the material from the Class CD plus karaoke versions of the songs so that children can enjoy the course material at home and share it with their families.

Picture Cards

Picture Cards are an important teaching tool at the kindergarten level, and they are used in the majority of lessons in *First Friends*. They are used to present new vocabulary, letters, and colors, to conduct other activities and games, to check answers, and to act out dialogues and songs. The lesson notes give advice on how and when to use them. Each Picture Card is numbered and each lesson specifies which Picture Cards are needed.

Level 3 has 88 Picture Cards:

- 70 Vocabulary Picture Cards with pictures of all new vocabulary
- 18 Phonics Picture Cards with a picture for each sound

Level 3 Picture Card list

1 classroom	31 bathroom	61 cheese
2 friend	32 bedroom	62 chicken
3 music room	33 dining room	63 fish
4 playground	34 kitchen	64 milk
5 sandbox	35 living room	65 potato
6 school bus	36 TV	66 rice
7 seesaw	37 plant	67 salad
8 teacher	38 sofa	68 soup
9 sheep	39 hat	69 hop
10 shoes	40 mat	70 mop
11 cold	41 bed	71 top
12 happy	42 blanket	72 acrobat
13 hot	43 closet	73 bicycle
14 hungry	44 pillow	74 clown
15 sad	45 shelf	75 drum
16 thirsty	46 in	76 juggler
17 sleepy	47 on	77 parrot
18 scared	48 under	78 tent
19 thumb	49 jet	79 bun
20 bath	50 wet	80 sun
21 catch	51 beach	81 doctor
22 climb	52 bucket	82 farmer
23 draw	53 crab	83 firefighter
24 jump	54 sandcastle	84 nurse
25 run	55 sea	85 pilot
26 write	56 shell	86 police officer
27 read	57 spade	87 singer
28 sing	58 umbrella	88 taxi driver
29 chocolate	59 dig	
30 beach	60 wig	

Course structure

Each level of *First Friends* consists of 10 units.

Each unit has six core lessons comprised of a Student Book and an Activity Book component. The Activity Book offers an additional page of review practice, which can be combined with photocopiable material to make a lesson.

In addition, most lessons offer an optional activity. The notes for the optional activity are at the end of each lesson in the Teacher's Book. The optional activities provide extra practice and consolidation of what has been taught in the main Student Book / Activity Book lesson. They do not present new language or vocabulary. They can be used if you have extra time or if you feel your children need extra practice on a particular language item.

Topics

First Friends is a topic-based course. Each unit is centered on a different topic. This reduces the cognitive load on children since vocabulary is presented in meaningful groups or word families.

The topics chosen are relevant to kindergarten children and reflect their lives. As a result, they reassure, interest, and motivate the children in the classroom.

The course includes topics such as toys, clothes, food, family, the body, school, feelings, actions, home, furniture, holidays, jobs, and festivals.

Cross-curricular features

The benefits of English instruction can be maximized by linking it with other parts of the curriculum. *First Friends* connects to other curricular areas in many ways. In all levels, children do cross-curricular craft projects which link with nature, social sciences, art, and math. In Level 3, Explore reading texts are introduced which familiarize the children with a range of fun cross-curricular topics through the medium of English.

Creative links are also promoted through the development of musical skills, including awareness of melody, rhythm, and rhyme.

Values and Everyday English

First Friends recognizes that language instruction presents an opportunity to reinforce values such as cooperation, teamwork, health, good nutrition, and respect for others. The photographic values pages present useful, functional language within the context of social values. These lessons model good social behavior in situations that are relevant and familiar to young children. The dialogues, stories, and illustrations also provide opportunities to address such values.

Unit structure

The simple and reliable unit structure makes *First Friends* an ideal course for experienced and novice teachers alike. Novice teachers can build confidence and rest assured that they are developing sound teaching skills while using the material. Similarly, more experienced teachers who are more confident and adept in the classroom can expand upon the solid framework provided.

Each unit has a one-page-per-lesson format, and each page / lesson has a specific role in the unit.

Student Book structure

The first two pages of each unit of the Student Book depict a lively scene involving the course characters. These pages are used to present the target vocabulary and structure in context. They provide two lessons of material.

Lesson 1 is devoted to vocabulary. In Level 3, there are typically eight new words for children to produce. Lesson 2 presents the key language structure of the unit in a dialogue format. The dialogue uses the structure in a natural way and is humorous so that children remain engaged as they are exposed to the new language.

Lesson 3 is a story lesson, each presenting a simple four-frame story that features the course characters or other characters in humorous or thoughtful situations.

Lesson 4 focuses on values and everyday English. A dialogue using everyday English models good social behavior and is illustrated photographically. Functional language related to the unit topic is presented and practiced here.

Lesson 5 is a cross-curricular lesson presenting an Explore reading text or a craft project.

The last lesson of the unit focuses on phonics and it provides material for literacy development. In Level 3, digraphs and word families are focused on.

First Friends is carefully crafted so that children are not overwhelmed by too many new sounds or phonics activities at once.

Activity Book structure

The Activity Book mirrors the transparent structure of the Student Book. The first and second pages reinforce the vocabulary, and where possible, the structure introduced in the unit. Lesson 3 practices any new language introduced in the SB story and reviews the rest of the language used in the story.

Lesson 4 reviews the language and consolidates the value presented in the Student Book.

Lesson 5 has activities which enable the children to practice the language and concepts of the cross-curricular lesson.

Lesson 6 provides written practice of the sounds introduced in the Student Book.

The Review page features critical thinking activities which bring together the language and topic of the unit.

The four skills

First Friends develops the four language skills of speaking, listening, reading, and writing.

Speaking

Children speak in every lesson. Speaking activities represent a wide range of formats, including listen and say, question and answer, role plays, everyday English dialogues, and communicative speaking.

Pronunciation is also addressed through songs and the phonics pages. Attention is given to techniques for pronouncing specific sounds that present problems for speakers of various languages, e.g., *p* and *b*.

First Friends uses the International Phonetics Alphabet for pronunciation models (see page 8 for details).

Listening

Listening is an important skill for young children, and it is likely that a number of your children will begin to understand with confidence before they are able to speak with confidence.

From the onset of *First Friends*, children's listening skills are developed. Children listen to the dialogues and stories in each unit. The teaching notes always give suggestions for questions to ask your children about what they hear. Children are more likely to pay attention and focus if they know you will ask them about it.

Reading

First Friends teaches reading primarily using the phonics method. See below for an explanation of phonics.

In Level 1, children will:

- learn the left to right progression of English
- learn to recognize the letters of the alphabet in both lower case and capital letter forms
- learn the names of the letters

In Level 2, children will:

- learn the sounds of the letters of the alphabet
- learn to identify the starting sound and letter of words
- learn to read high frequency words through the 'Look and say' method

In Level 3, children will:

- learn to read and identify the digraph sounds represented by *th*, *sh*, and *ch*
- learn to blend simple phonic words in families with CVC (consonant – vowel – consonant) patterns
- learn to identify vowels
- learn to read high frequency words (e.g. numbers and additional colors) through the 'Look and say' method
- gain experience in following written text as it is heard

Writing

The writing is very controlled in *First Friends*. A controlled approach to writing helps ensure that children's handwriting is neat and legible. It also helps ensure that children form letters correctly when they print so that they are able to make the transition to cursive handwriting easily. Writing is limited to the letters of the alphabet and simple words.

In Level 1, children will:

- do activities which reinforce the left to right direction of English writing
- do activities which develop fine motor control
- learn the shapes of the lower case and capital forms for all letters of the alphabet

In Level 2, children will:

- practice writing the letters of the alphabet
- learn to write simple words
- further develop their pencil control and fine motor skills

In Level 3, children will:

- continue to develop their pencil control and fine motor skills
- learn to write words to complete simple sentences

Literacy development: phonics and 'Look and Say'

First Friends adopts a phonics approach to literacy development.

The phonics approach is based on letter / sound correspondence. In other words, each letter has a primary sound which enables the reader to decode or read the word. For example, the word *cat* consists of three letters (*c, a, t*) and three sounds (/k/ /æ/ /t/). If the reader understands the correspondence of the letters and the sounds, he or she is able to decode or read *cat*. Thus, knowing the letter sounds is extremely important, and is more important than the letter name. However, in many countries, letter names are also important. There are parental and cultural expectations that children should know the names as well as the sounds of the letters. As a result, *First Friends* teaches both the letter name and the letter sound.

In order to make the learning process easier and more enjoyable, *First Friends* uses a phonics song. The phonics song is used for each letter, and it sets the letter name, its sound, and the phonics example words to a memorable tune. Children only need to learn the song melody once so that they can focus on the letters in future.

In Level 3, the phonics instruction is expanded to include word families. Word families consist of simple consonant-vowel-consonant words that have the same vowel and final consonant, e.g., *cat, hat, mat, Pat*. Children apply the letter sounds learned in Level 2 to read these words. There is one word family for each of the five vowels (*-at, -et, -ig, -op, -un*). Word families also provide an opportunity to develop rhyming skills, which can help children to become more attuned to the sounds and patterns of English.

As with Level 2, there is a phonics song, but for word families rather than individual letter sounds. The example words are set to a memorable tune, and the same melody is used for each word family. Again, children only need to learn the song melody once so that they can focus on the word families more easily.

Although the phonics method can provide a solid foundation in decoding words, it does have disadvantages. Some words cannot be decoded simply by blending their constituent sounds, e.g., *blue, one, two, the*, etc. For this reason, *First Friends* also uses the 'Look and Say' method. The 'Look and Say' method is also called the 'Whole Word' method.

In the 'Look and Say' method, children are shown the word and are taught to associate it with its meaning. An example of this in *First Friends* is the teaching of the colors. Children are shown the Picture Card for blue and its written form. They are taught to recognize the word and associate it with its meaning.

Level 3 reviews all sounds learned in Levels 1 and 2. The emphasis in Level 3 is on word families with the same vowel and final consonant:

/æ/	cat
/et/	jet
/ig/	dig
/ap/	mop
/ʌn/	sun

Level 3 also introduces digraphs. These are letter combinations that have their own sound:

th	/θ/	thumb
sh	/ʃ/	sheep
ch	/tʃ/	chair

Characteristics of young learners

Intellectual development

Kindergarten-age children are beginning to use logic to understand things they have experienced, seen, or heard. This is the perfect time to develop their critical thinking skills. However, they are not able to understand abstract rules or logic. As a result, abstract concepts and grammar are not taught overtly at this stage. Terms such as *singular* or *plural* are not used, and you will not find instructions to give grammar rules in the teaching notes. For example, when plurals are introduced, the notes avoid instructions such as 'to change a word from singular to plural, add the letter -s to the end.' The concept of plurals is taught using real objects, e.g., pen and pens, and drawing children's attention to the difference in the way the words *pen* and *pens* are said.

Attention span

Young children have very short attention spans. They focus on here-and-now activities that are lively and fun. Their attention span can be maximized when visual stimulus is present. With this in mind, *First Friends* often recommends that Picture Cards be put up on the board and remain there for support.

In order to keep the children engaged, do not spend too much time on any one activity. It may be beneficial to leave an activity unfinished in order to maintain class attention. You may also find that slowing down the pace or quickening the pace of your lessons will add variety and keep children interested.

Sensory input

Everyone has a different learning style or preferred way of learning. Auditory learners prefer listening to the CD or the teacher. Visual learners prefer looking at pictures. Tactile learners take in new information by touching and doing.

First Friends has a variety of activities that address the learning preferences of all children. There are opportunities to listen to stories and songs on CD, talk about pictures, and act out role plays.

Fine motor skills development

Fine motor skills are still developing in young children. They are just beginning to use their hands and fingers for activities such as writing and drawing. These actions require coordination and control, which most young children typically do not possess.

As a result, the handwriting and drawing of young children is often larger than normal or misshaped. It is important to recognize that such characteristics are a normal part of all children's development.

To assist in the development of fine motor skills, *First Friends* includes numerous tracing and drawing opportunities. Activities which require children to trace lines as they reinforce their new language skills are an important part of their coordination. Similarly, coloring activities help children to control their pencils.

It is very important to encourage children in their writing, tracing, copying, and drawing. Do not worry if children are unable to trace, write, draw, or color neatly. These skills will emerge during their primary years.

Affective developmental factors

Not all children will be able to respond to you from the beginning of the year. Some may need a silent period in which they acclimatize to the new experience and absorb the language around them without being required to produce it.

Do not push children to speak if they do not feel comfortable. Some activities involve calling children to the front of the room to sing or act. Choose children who are willing and eager to perform in front of the whole class.

Furthermore, young children flourish with praise. It raises their confidence and gives them positive reinforcement. Therefore, always praise correct responses and avoid harshly criticizing incorrect ones. You may simply say, "That's almost right. Try again."

General teaching procedures

Introducing language

The teaching notes give suggestions as to how to introduce all new language in each unit. However, you may wish to introduce language in other ways, for example, using real objects, pictures from magazines, or other means.

Teaching phonics activities

The lesson notes contain step-by-step instructions for introducing each letter.

Levels 1 and 2: Letters and sounds

The general procedures are as follows:

- Introduce the letter with a word beginning with that letter using a Picture Card, a real object, etc.
- Write the letter on the board. Point to it and say the letter name, its sound, and the name of the example word.
- Children repeat the word chorally and individually.
- Repeat with the capital letter.
- Tell children that they are going to learn how to write the letter.
- Stand with your back to the class as you use your finger to 'write' the capital form in the air. Write the letter exactly as it is presented in the Student Book (you may also wish to refer to the alphabet, TB page 109).
- Tell children to copy your action and write the capital letter in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case letter.
- Tell children to practice tracing the letters in their books with their fingers.

Level 3: Word families

The general procedures are as follows:

- Introduce the word family with a word from the family using a Picture Card, a real object, etc.
- Ask children to tell you the first sound of the word. Write it on the board.
- Repeat with the second and third sounds of the word.
- Introduce another word from the family. Repeat the procedure.
- Underline the vowel and final consonant in each word to draw children's attention to the similarity.

Teaching handwriting

Children need to be introduced gradually to handwriting. Tracing in the air and in their books with their fingers is a valuable exercise. The lesson notes contain step-by-step instructions for teaching each letter.

- The general procedures are as follows:
 - Draw writing lines on the board (you may wish to refer to TB page 110 for a model). Put dots on the lines to show the starting point(s) for forming the capital letter. Write the letter on the lines exactly as it is presented in the Student Book.
 - Tell children to practice tracing the letters in their books with their fingers.

- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat the procedure for the lower case letter.
- Draw more writing lines on the board. Call children to the board to write capital and lower case letters on the lines. Correct as needed.

There is a photocopiable spread of writing lines on TB pages 110–111 so that you can give your children extra practice in handwriting.

Teaching critical thinking skills

- Critical thinking allows us to analyze information, make decisions, and solve problems. Thinking is motivated by questions, and children ask questions to discover and understand the world around them. By developing children's thinking skills, you are encouraging them to maintain and apply their natural sense of curiosity.
- The *First Friends* critical thinking activities practice categorizing, grouping, recognizing parts of the whole, sequencing, and patterning. When guiding the children through these activities, ask questions to stimulate their thought processes. If possible, use the children's own language to ask open questions. Encourage the children to ask questions themselves and respond enthusiastically. It's very important to create a learning environment in which children are comfortable asking questions. Never criticize a wrong answer. Children will be braver with their answers if they feel it is safe to make mistakes.

Using stories

Pretending and playing are extremely important for young children. Stories encourage and facilitate pretending and playing. They enable children to use their imagination, make sense of the world, and express their feelings and thoughts. Stories also give a natural context for introducing and practicing language. Each unit of *First Friends* includes a dedicated story lesson. In addition, Lesson 2 of every unit uses a short story to present the unit's key structure.

How to teach stories and presentation dialogues

There are step-by-step notes tailored to each story and dialogue. The general procedures are as follows:

- Establish the context for the story or dialogue by asking children questions about the pictures.
- Conduct this part of the lesson in the children's own language. Ask questions which give key information. These questions typically begin with: *Who? Where? What? and Why?*
- Children listen to the story or dialogue as they look at the pictures in their books.
- Children listen again and repeat in chorus.
- Call children to the front of the room to act out the story. Use props, e.g., Picture Cards, real objects, etc. to make it more fun. Have children use the cutouts from AB2 page 77 as they act out stories with the course characters.

Teaching songs and chants

Children enjoy songs, rhythms, and melodies. As a result, these are an effective tool for teaching and practicing language.

In addition to the phonics song, *First Friends* features at least one additional song in all units.

There are step-by-step notes tailored to each song. The general procedures are as follows:

- Establish the context for the song by asking children questions about the pictures.
- Present any new language using real objects, Picture Cards, magazine pictures, drawing on the board, miming, etc.
- Children listen to the song. You may find that it is easier to present the actions as children listen. This often helps children to remember the language more easily.
- Children sing along as they listen again.
- Call children to the front of the room to do the actions and lead the song. Use props, e.g., Picture Cards, to make it more fun.

Doing arts and craft

Arts and crafts are important for young children. They encourage creativity and they also help to develop fine motor skills.

Many teachers are reluctant to do arts and crafts because they feel they are difficult to manage effectively. As a result, *First Friends* includes craft activities that are easy to prepare for and do in the classroom.

The following are general procedures to teach arts and crafts:

- Try the craft activity before class so that you are clear about the materials and the procedures.
- Before class, prepare for the craft activity by cutting out, measuring, or grouping as many of the materials as you can. Cover all work surfaces with paper or plastic.
- During the lesson, give the instructions for each step of the craft activity before you give the materials for that step to the children. This will help children to focus on the instructions before they begin working.
- Don't hesitate to modify the activity to suit your children's needs or the time available in the lesson.

Using the children's own language

The majority of children will enter kindergarten with little or no English. Many of them will be enthusiastic to learn English while others will be reluctant. The children's own language can be an effective tool in the classroom. If possible, use the children's own language to help children establish a context for stories, dialogues, and songs. It is also useful for discussing the values strand concepts.

Do not use the children's own language to teach English or present language.



Assessment

First Friends provides for the continuous assessment of children's language performance in that each unit has a photocopiable progress check (see TB pages 84–93). In addition, there is a photocopiable mid-year progress check, covering Units 1–5 (see TB pages 94–95), and a final progress check, covering Units 6–10 (see TB pages 96–97).

Assessment helps you:

- determine children's strengths and weaknesses
- determine what the class has learned and what needs more attention
- monitor and follow the progress of individuals
- monitor the effectiveness of your instruction
- give feedback to children, parents, and other teachers

The progress checks are traditional paper and pencil worksheets. You can use the progress checks in different ways. Children can do them silently on their own, as a more formal assessment, or you may allow children to take them home and work on them over a period of several days.

Regardless of the way you choose to use them, model the first item of each activity with the class. Use one of the modeling procedures described in the unit notes, e.g., copying an item on the board, etc.

Although the progress checks are a good resource, you can assess your children in other ways as well. You can assess their understanding and ability to speak English. You may also want to assess letter and number understanding orally.

The *First Friends* photocopiable assessment form (see TB page 12) is intended for use in all units. No two *First Friends* classrooms are the same, so the assessment form can be tailored to each teacher's needs.

The lesson objectives are given at the start of the teaching notes for each lesson. Choose the objectives you wish to assess and write them in the box at the bottom of a photocopy of the assessment form. For example, for Unit 5, Lesson 1, you may decide that the first two lesson objectives (to identify basic shapes and to identify colors) are the ones you would like to assess. Write this information in the box at the bottom of the form. Write the children's names in the first column. (You may find it useful to write the children's names on a photocopy, and then copy this again before filling in any objectives, so that you have a ready-made template for future assessment.) Each form allows you to assess up to eight objectives. You can either use one form per unit, or copy an extra form if you wish to assess more than eight objectives in any one unit.

You may not want to tell the children that they are being assessed as this may cause them to feel anxious.

Assessment at the kindergarten level is informative rather than evaluative. As such, children should not be given grades denoting excellence or poor performance. The following grading system is suggested:

O = OK. The child has met the objective.

E = Emerging. The child has partially met the objective.

N = Not at this time. The child has not met any aspect of the objective.

How to do assessment in the classroom:

- Divide the children into small groups. Assess one group at a time. The other groups should do a quiet activity such as coloring, drawing, or writing.
- Assess your selected objectives using procedures children are familiar with, e.g., hold up a Picture Card and ask a child, *What's this?* The child responds, *It's a triangle.* Show the child three different shapes. Point to the triangle. Ask, *Is it a triangle?* The child responds, *Yes. It's a triangle.*
- Vary the procedures slightly so that children do not repeat what the previous child has done. However, be sure that the procedures are consistent, i.e., they all require production, or they all require receptive understanding.
- In the column for each objective next to the child's name, indicate the child's performance.
- On TB page 13 there is a photocopyable achievement certificate to give to pupils at the end of the year, or whenever they have performed well in class.

You are a star ☆ pupil!

School: _____

Signed: _____

Date: _____

Assessment form: Unit _____

Assessment Key

O = OK. The child has met the objective.

E = Emerging. The child has partially met the objective.

N = Not at this time. The child has not met any aspect of the objective.

[illegible]

1 Lesson ____ Objective: _____

2 Lesson _____ Objective: _____

3 Lesson _____ Objective: _____

4 Lesson _____ Objective: _____

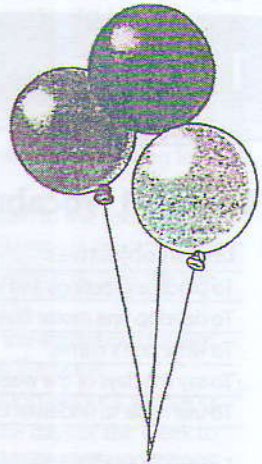
5 Lesson ____ Objective: _____

6 Lesson _____ Objective: _____

7 Lesson Objective:

8 Lesson ____ Objective: _____

Congratulations!



You are a star ☆ pupil!



School: _____

Signed: _____

Date: _____

1 Hello

Lesson 1 Vocabulary SB and AB

Lesson objectives

- To practice greetings and introduce someone.
- To develop fine motor control.
- To write one's name.
- To say the days of the week in order.
- To use realia to understand the days of the week.

Language

Vocabulary: *Welcome back, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*

Structure: *Hello. I'm...*

Materials

CD tracks 1–2; pages from a wall calendar, one for each pair or group

Student Book Unit 1, Lesson 1

Warm-up

- Ask children in their own language what they remember about the characters from *First Friends 2*. (*Baz, Adam, and Tess are brothers and sister. Jig is a rabbit, Pat is a cat.*)
- Ask if they remember the teacher's name (*Mrs. Woodward*).

Listen and say. 1

- Tell children to look at the picture on the first two pages.
- In their own language, ask children which character they recognize (*Baz*). Ask what they think is happening (*Baz and the class are meeting a new boy*).
- Play the CD and ask what the new boy's name is (*Sam*).
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

Transcript 1

Listen and say.

Mrs. Woodward Hello, everyone. Welcome back!

Children Hello, Mrs. Woodward!

Mrs. Woodward Baz, this is Sam.

Baz Hello, Sam! I'm Baz.

Say and do.

- Ask children in their own language how Mrs. Woodward greeted the class (*Hello*).
- Ask if they can remember what Mrs. Woodward said after that (*Welcome back*). Present *Welcome back*.
- Call a child who was in the first year of kindergarten to the front. Say *Hello, (child's name). Welcome back*.
- Explain to children in their own language that the child is coming back for another year of school.
- If there are new children in the class, call them to the front to join the first child. Act out the dialogue with the children using their own names. Take this opportunity to introduce the new child/children to the class.

Listen and say. 2

- Direct children's attention to the word on the board in the picture (*Monday*). Explain that this is the day of the week.
- Tell children that they are going to learn the words for the days of the week. Write the words on the board, beginning with *Monday*.
- Play the CD, pointing to each day of the week on the board as it is said. Pause after each word so that children can point to the word in their books. Check that children are pointing to the correct word.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.
- Distribute the pages from a wall calendar and tell children to look at the calendar to see if they recognize any words. Direct their attention to the words for the days of the week across the top of the calendar.
- Hold up your calendar page and point to *Monday*. Say *Monday*. Tell children to do the same.
- Move your finger across the calendar from left to right, saying the days of the week.
- Call a child to the front to lead the class in pointing and saying the days of the week.

Transcript 2

Listen and say.

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Activity Book Unit 1, Lesson 1

1 Trace and color.

- Tell children to look at Unit 1, Lesson 1 in their Activity Books. Ask children the names of the characters (*Baz and Sam*).
- Model the activity. Write the name *Baz* on the board. Point to each letter, and ask children to say its name and sound.
- Ask children if they can remember what kind of letter *B* is at the beginning of *Baz's* name (*a capital letter*).
- Trace the name *Baz* on the board as children trace in their books with their fingers. Use the directions for the letters given in Student Book 1 (see also TB1 pages 108–111 for how to form all letters in the English alphabet).
- Tell children to trace the names in their books with their pencils and then to trace the lines on the characters to complete the pictures before coloring them.

2 Draw yourself. Write and say.

- Tell children to look at the second activity.
- Explain that they should draw a picture of themselves and then write their name in the speech bubble.
- As children are drawing, write their names on the board. Point to each child's name, and have the child stand up and say his / her name.
- Children write their names next to the picture.
- Call a few children to the front to share their pictures, and say *I'm (name of child)*.

Lesson 2 Structure SB and AB

Lesson objectives

- To recognize English sounds and spoken words.
- To practice capital letters.

Language

Vocabulary: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Structure: What day is it? It is (Monday).

Materials

CD tracks 3-4

Optional: a calendar, cards with the days of the week written on them

Student Book Unit 1, Lesson 2

Warm-up

- Ask children to say the days of the week in their own language.
- Ask them how many days there are in a week (*seven*).
- Ask them what the first day of the week is (the answer will vary depending on your location).

Listen and say. ④ 3

- Tell children to look at the picture on the first two pages of Unit 1.
- In their own language, ask children to say who the characters are (*Mrs. Woodward, Baz, and Sam*).
- Ask if any children can remember the day of the week written on the board. Remind them that it is Monday.
- Tell children that they are going to listen to a conversation between Mrs. Woodward and Baz.
- Play the CD, pausing after each phrase. Children repeat the phrases chorally and individually.
- Check understanding by asking *Is it Saturday?* Shake your head, and encourage the class to say *No, it isn't*. Ask *Is it Monday?* Smile and encourage the class to say *Yes, it is*.

Transcript ④ 3

Listen and say.

Mrs. Woodward What day is it? Is it Saturday?

Baz No, it isn't!

Mrs. Woodward What day is it, Baz?

Baz It's Monday.

Mrs. Woodward That's right!

Say and do.

- Explain to children in their own language that Mrs. Woodward asked the day of the week. Read the question *What day is it?* again for them.
- Write the days of the week on the board. Call a child to the front to play the part of Baz. You can play the role of Mrs. Woodward.
- Act out the dialogue. You could change the dialogue to use the child's own name.

- Repeat with other children. You could use the days of the week on the board and encourage the child to substitute the days. If you do this, model the pronunciation of the words first.

Listen, sing, and do. ④ 4

- Tell children they are going to learn a special song for the days of the week.
- Tell children they are going to listen to the song first before singing along. Play the CD.
- Play the CD again, pausing after each line. Sing the line, and tell children to repeat after you.
- Point out that the song is about the school day for Baz, which is Monday in the picture in the book.
- Have children sing the song through without stopping.
- Distribute the seven cards with the days of the week to seven different children, who hold the card up high so that the whole class can see it. Depending on available space, you may want to put these children in a circle or seat them in different places around the room.
- Explain that everyone is going to sing the song and point to the cards with the days of the week in order.
- Repeat with other children holding the cards.

Transcript ④ 4

Listen, sing, and do.

Monday, Tuesday, Wednesday, Thursday,

Friday, Saturday, Sunday.

It's a nice day!

It's Monday.

Activity Book Unit 1, Lesson 2

1 Trace and say. Draw.

- Tell children to look at Unit 1, Lesson 2 in their Activity Books.
- Model the activity by writing *Monday* on the board. Write the *M* in dotted form.
- Say *Monday*. Emphasize the first sound. Ask children the name of the letter (*M*).
- Trace the capital *M* at the beginning of the word as children trace it with their fingers in their books.
- Ask children to write the letter *M* at the beginning of *Monday* with their pencils.
- Children complete the activity.
- Check by writing the days of the week on the board with the first letter in dotted form. Call children to the front to trace the letter and say the day.
- Ask children to choose their favorite day of the week, and to draw something to illustrate it on the right side of the calendar (for example, if they go swimming on Wednesdays, they could draw themselves swimming).
- Children share their drawings in their own language.

Optional activity

- Sing the days of the week song again. This time, turn the volume down on the last line, and ask children to sing it with the correct day for today's lesson.
- Vary the activity by pointing to different days on a calendar and having children sing the song for that day.

Lesson 3 Story SB and AB

Lesson objectives

- To follow the left to right sequence of English.
- To develop listening and reading skills in English.
- To understand and enjoy a story.
- To understand sequencing.
- To review and consolidate language introduced in the unit.

Language

Vocabulary: *kick, ball, Saturday*

Structure: *Let's play, Give me...*

Materials

CD track 5, a ball, a calendar (in English if possible)

Student Book Unit 1, Lesson 3

Warm-up

- Hold up a ball or draw a picture of a ball on the board. Ask *What's this?* Children respond *A ball*.
- Review the word *kick* by pretending to kick a ball.
- Review the word *give* by asking *Give me your book. Give me your pencil, etc.*
- Review the days of the week using a calendar. Point to each day as you say its name in English and in the children's own language.

Look and say.

- Tell children to open their books to Unit 1, Lesson 3.
- Remind children that English stories are presented from left to right. Hold up your book, and point to the frames in order.
- Say *Point to picture 1*. Check that children are pointing to the picture with the 1 in the corner. Say *Point to picture 2*. Check that children are pointing to the picture with the 2 in the corner. Repeat with pictures 3 and 4.
- Ask children questions about the story in their own language: *Who are the children?* (Tess, Baz, and Adam) *What day of the week is it?* (Saturday) *What are the children doing?* (they are playing with a ball) *Are they playing nicely with their little brother?* (yes, they are) *Why is it important for older children to include their younger brothers and sisters in their games?* (It is nice behavior. It teaches the younger children about different games, etc.)

Listen. 5

- Tell children that they are going to listen to the story. Explain that all the sentences they hear are on the page appear under the corresponding picture frame.
- Play the CD and pause between each frame. Don't ask children to repeat at this stage of the lesson.
- Ask children to tell you in their own language what they understood. Play the CD again if necessary.

Transcript 5

Listen. It's Saturday!

Tess Let's Saturday!

Baz Let's play.

Baz Give me the ball.

Tess Kick, Adam. Kick!

Listen and act. 5

- Tell children they are going to hear the story again. Tell them to run their fingers under each word as they listen.
- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually as they point to the words.
- Tell the class that they are going to act out the story. Call three children to the front to model the story with you. Give the child playing Tess the calendar and help him or her find Saturday. You may want the children to simply hold the ball and pretend to kick it.
- Call other children to the front to act out the story.
- Help children to perform by prompting the lines and telling them to repeat and point to the props.

Activity Book Unit 1, Lesson 3

1 Match and say.

- Tell children to look at Unit 1 Lesson 3 in their Activity Books.
- Ask children in their own language what is happening in the first picture (*Baz is running towards a ball*).
- Ask children what they think will happen next. Accept all answers (*Baz might kick the ball; he might pick up the ball; he might fall on the ball, etc.*).
- Ask children to look at the pictures in the right column. Ask them which picture is the best match for what happens to Baz and the ball next (*the picture of Baz kicking the ball*).
- Tell children to trace the line between the two pictures.
- Children complete the activity. Ask children to say the characters' names quietly to themselves as they do the matching (*Baz, Sam, Adam, Tess*).
- Check by asking children to describe the matching pictures in their own language (*Sam is about to open a door; Sam is walking through the open door. Adam is walking up to Tess with a ball; Tess has the ball. Tess is running up a hill; Tess is on top of the hill*).

Optional activity

- Give each child a sheet of paper.
- Ask them to draw two pictures. The pictures should show a sequence. Give some examples: a child throwing a ball / another child catching a ball; a child with a full plate of food / same child with an empty plate of food, etc.

Lesson 4 Values SB and AB

Lesson objectives

To use everyday language used to be helpful.

Language

Everyday English: *Can you help me, please? Sure. Thank you very much. You're welcome.*

Materials

CD track 6

Student Book Unit 1, Lesson 4

Warm-up

- Practice greeting the children. Ask *Hello. How are you?* Children respond.
- Remind the class about the names of any children who are new to the school this year. Ask children to introduce them to the class.

Listen and say. 6

- Tell children to open their books to Unit 1, Lesson 4.
- Ask children questions about the picture. *Who is the girl?* (a student) *Who is the woman?* (a teacher) *What is the girl doing?* (helping the teacher) *Are they happy?* (yes)
- Tell children that it is important to help others, including adults, such as teachers and friends' parents. Point out that children can help adults, but they should remember not to talk to strangers who are asking for help.
- Explain that they are going to hear a girl helping her teacher.
- Play the CD. Tell children to listen. If necessary, pause after the first exchange to help children keep up.
- Play the CD again. Pause after each line, and ask children to repeat it.

Transcript 6

Listen and say.

Teacher Can you help me, please?

Girl Sure.

Teacher Thank you very much.

Girl You're welcome.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Carry several books and walk up to a child. Ask *Can you help me?*
- Prompt the child to respond. Give the child a book or two, and lead him / her to your desk.
- Repeat with other children.

Act.

- Tell the class that they are going to act out the situation.
- Call two children to the front: one to play the teacher's role and the other to play the student's. Give the child who is the teacher four light books to ask for help carrying.

- Help children to perform by prompting their lines as necessary.
- Repeat with two more children.
- Vary the activity by having the children share carrying bags or jackets.

Activity Book Unit 1, Lesson 4

1 Look and choose. Draw.

- Tell children to look at Unit 1, Lesson 4 in their Activity Books.
- Explain that the two circles with three dots represent faces. Explain that children should look at each picture and decide whether it shows good behavior or bad behavior.
- Tell them to draw a smiling mouth for good behavior or a frowning mouth for bad behavior. Demonstrate by drawing a smiling face and a frowning face on the board.
- Tell children to look at the first of the small pictures. Ask what kind of behavior they think it shows (*bad*). Ask *Why?* Children respond that the boy isn't helping his father.
- Tell children you are going to read the text in the speech bubbles. Ask them to look at the text as you read.
- Ask children if the behavior is good or bad (*bad*). Tell children to draw the frowning face under the picture.
- Repeat with the procedure with other picture, checking that children draw a smiling face for good behavior.

Optional activity

- Ask children to draw a picture of how they can help another child or an adult. Encourage them to choose a different situation, for example, helping a friend clean out a pet's cage or helping a parent put groceries away.

Lesson 5 Explore SB and AB

Lesson objectives

- To begin to understand the relationship between text and meaning.
- To begin to develop decoding skills in order to eventually become an independent reader.
- To use English to learn about weekly routine.
- To write simple words.

Language

Vocabulary: days of the week, family members

Materials

CD track 7

Optional: a sheet of paper for each child

Student Book Unit 1, Lesson 5

Warm-up 4

- Ask children *What day is today?* Children respond. Write the day on the board.
- Sing the song for the days of the week from Lesson 2.

Look and listen. 7

- Tell children to open their books to Unit 1, Lesson 5.
- Ask children questions about each picture. *How old is the girl in the first picture?* (about 6) *Where is she?* (at school) *Where is the man in the second picture?* (at home) *What is he doing?* (working on his computer) *Who are the people in the third picture?* (grandparents) *Where are they?* (their home or someone's home)
- Tell children they are going to listen to the information about a week in the life of the girl in the first picture.
- Play the CD. Pause after the text for each picture to help focus children's attention and give them time to look at the pictures.

Transcript 7

Look and listen. My Week.

It's Monday.

I'm at school.

My dad is at home.

It's Sunday.

My grandma and grandpa are here.

Listen and read. 7

- Tell children they are going to listen again and try to read along with it.
- Ask children if they can recognize any of the words on the page, for example the days of the week. Write any of these words on the board so that all the children can locate them on the page.
- Reassure children that they are not expected to be able to read the text entirely on their own. Point out that you will pause the CD after each picture so that they can catch up if necessary.
- Encourage children to run their fingers under the words as they hear them.

- Play the CD while children read along using their fingers to guide them. Remember to pause after the text for each picture.

Read and say.

- Call on volunteers to read any parts of the text they feel comfortable reading. Praise all attempts, even if a child can only recognize one or two words.
- Ask children questions about the text that cannot be easily determined from the pictures, e.g., *What day of the week is it in the first picture?* (Monday) *Who is the man in the second picture?* (the girl's dad) *What day is it in the third picture?* (Sunday) *Who are the elderly people?* (the girl's grandma and grandpa) *Are the grandparents in their own home?* (No, they are at the girl's house.)

Activity Book Unit 1, Lesson 5

1 Trace and draw.

- Tell children to look at Unit 1, Lesson 5 in their Activity Books.
- Ask children which two days of the week are printed on the page (*Tuesday, Saturday*).
- Write the words *Tuesday* and *Saturday* on the board. Run your finger under each as you say the words.
- Model tracing the words on the board for children. Encourage them to trace in their books, first with their fingers and then with their pencils.
- Tell children to look at the two sentences on the page. Copy them on the board.
- Read them aloud as you run your finger under each word.
- Model tracing the words *school* and *home* for children. Encourage them to trace in their books, first with their fingers and then with their pencils.
- Tell children to draw a picture of something they do at school in the box next to the sentence *I'm at school*. Tell them to draw something they do at home in the box next to the sentence *I'm at home*.
- When children have finished, prompt them to tell you which day they are at school, Tuesday or Saturday.
- Call children to come to the front to talk about their pictures.

Optional activity

- Write another day of the week on the board, e.g., *Sunday*.
- Give each child a sheet of paper. Ask them to copy the word on the paper. Tell them to draw something that they usually do on that day.
- Call children to the front to describe their pictures.

Lesson 6 Phonics SB and AB

Lesson objectives

- To say and recognize letters Aa–Zz.
- To recognize and say the sounds /æ/ /–/z/.
- To write the letters Aa–Zz.
- To develop fine motor control.

Language

Vocabulary: apple, bird, cat, dog, egg, fan, girl, hand, insect, Jig, kite, lion, moon, nose, octopus, Pat, queen, radio, star, tent, umbrella, van, water, fox, yogurt, zebra

Materials

CD track 8

K /k/	kite
L /l/	lion
M /m/	moon
N /n/	nose
O /u/	octopus
P /p/	Pat
Q /kw/	queen
R /r/	radio
S /s/	star
T /t/	tent
U /ʌ/	umbrella
V /v/	van
W /w/	water
X /ks/	fox
Y /y/	yogurt
Z /z/	zebra

Student Book Unit 1, Lesson 6

Warm-up

- Write the names Adam, Baz, and Tess on the board. Point to the first letter in each, and ask children to name the letter. Sound out the letters a /æ/, b /b/, and t /t/, and encourage the class to repeat.
- Ask children to think of other words that start with the same letters, e.g., apple, ball, Tuesday.

Look and say.

- Tell children to look at Unit 1, Lesson 6.
- Review the letters of the alphabet. Write the letters Aa–Zz on the board.
- Say the name and sound of the first letter (a, /æ/). Point to it on the board, and ask children to point to it in their books. Check they are pointing to the correct letter.
- Say the name and sound of the second letter (b, /b/). Point to it on the board, and ask children to point to it in their books. Check that they are pointing to the correct letter.
- Continue in this way until you reach the letter Zz.

Listen and sing. 8

- Say a, /æ/, apple. Children repeat chorally and individually.
- Call on children to give the name and sound for Bb (b, /b/), bird).
- Play the CD. Tell children to listen to the song.
- Play the CD again, and pause after each line. Sing the line, and tell children to repeat after you. Tell children to point to the letters in their books as they sing.
- Play the CD again, and ask children to sing the song.

Transcript 8

Listen and sing.

- A /æ/ apple
- B /b/ bird
- C /k/ cat
- D /d/ dog
- E /e/ egg
- F /f/ fan
- G /g/ girl
- H /h/ hand
- I /i/ insect
- J /dʒ/ Jig

Find.

- Say c. Ask children to tell you the sound for c (/k/, cat). Make a *meow* sound, and say cat to reinforce.
- Ask children to find the letter c on the page and point to it. Check that they are pointing correctly.
- Say l. Ask children to tell you the sound l (/l/, lion). Make a roaring sound and say lion to reinforce the meaning.
- Ask children to find the letter l on the page and point to it. Check they are pointing correctly.
- Repeat with other letters Aa–Zz. Mime the words or draw pictures to reinforce the words and their meanings.
- Vary the activity by saying a word and asking children to say, then find the letter.

Activity Book Unit 1, Lesson 6

1 Circle.

- Tell children to look at Unit 1, Lesson 6 in their Activity Books.
- Point to each picture. Ask *What's this?* Children say the name of the picture (cat, fan, bird, star, van, octopus, kite, water, umbrella).
- Explain that children should circle the initial letter for each word.
- Look at the example. Say the word cat, then the sound for the three letters below it: /k/ /æ/ /t/.
- Children circle the correct initial letter c with their pencils. Check that they are holding their pencils correctly.
- Check by calling children to the front to match the letters and pictures (cat, c; fan, f; bird, b; star, s; van, v; octopus, o; kite, k; water, w; umbrella, u).

Optional activity

- Tell children they are going to play a game to review the sounds and names for letters Aa–Zz.
- Quickly remind children of yes and no by repeating the words and using appropriate gestures (nodding / shaking your head, etc.).
- Write the letters Aa–Zz on the board. Point to the letter f and say /f/. Ask Yes? Children should say Yes.
- Point to the letter g and say /b/. Ask Yes? Children should say No. Ask them to tell you the sound for the letter g (/g/). Repeat with other letters.

Unit 1 Review AB

Lesson objectives

- To review the days of the week and their order.
- To begin recognizing and reading simple words.
- To practice categorizing.

Materials

Crayons / colored pencils

Activity Book Unit 1, Review

Warm-up

- Tell children that they are going to play a game. Ask them to stand.
- Say a day of the week, and then call on a child to say the day that comes next. Then that child says a day at random, and another child says the day that comes next. If a child gives an incorrect answer, he / she sits down.

1 Say and group.

- Tell children to look at Unit 1 Review in their Activity Books.
- Ask children what they can see at the top of the page (*a home / an apartment building*). Ask what is on the bottom of the page (*a school*).
- Ask what the words in the center of the page are (*the days of the week*). Point out that the days are not in the correct order.
- Explain that children are going to group the days of the week by drawing a circle in one color around the apartment building and the days of the week that are spent at home. Explain that they are going to group the other days of the week by drawing a different colored circle around the school and the days of the week that are spent at school.
- Write the days of the week on the board in order. Point to each and ask children to read it, or say the word, and the children repeats after you.
- Tell children to refer to the list on the board to help them.
- Children complete the activity on their own. While children are working, copy the words and pictures onto the board.
- Check the answers by grouping the words and the pictures on the board with two circles.

Progress Check 1 TB

Materials

Progress Check 1 photocopiable sheet (one per child)

Teacher's Book Page 84

Warm-up

- Write the days of the week on the board randomly and have children tell you the words.
- Point to the days in the correct order. Say each word and then ask children to sound it.
- Write the letters from Lesson 6 on the board. Point to each letter in turn and ask children to say it.
- Point to each letter again and ask children to name something in the classroom that starts with this letter.

Progress check

- Model the first item of each activity on the Progress Check sheet on the board. Hand out the Progress Check sheets to the children. Either ask the children to complete the sheet silently on their own or allow them to take the sheet home to work on.

2 Our School

Lesson 1 Vocabulary SB and AB

Lesson objectives

To identify people, places, and things at school.

To recognize English sounds and spoken words.

To associate printed words and their meanings.

Language

Vocabulary: *classroom, friend, music room, playground, sandbox, school bus, seesaw, teacher*

Materials

CD tracks 9–10, Picture Cards 1–8

Optional: some sand

Student Book Unit 2, Lesson 1

Warm-up

- Tell children to look at the picture on the first two pages of Unit 2.
- Ask the following questions in the children's own language: *Who are the boys in the picture?* (Baz and Sam) *Where are they?* (at school) *What are they doing?* (looking at the music room).

Listen and say. 9

- Tell children that they are going to learn the words for some of the people, places, and things at Baz's school.
- Play the CD, holding up the Picture Card for each person, place, or thing as its name is said. Pause after each word so that children can point to the picture in their books. Check that children are pointing to the correct part of the picture.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

Transcript 9

Listen and say.

classroom, school bus, music room, seesaw, teacher, friend, sandbox, playground

Listen and find. 10

- Tell children that you are going to say a word, and they should point to that person, place, or thing in their books.
- Say the words at random, e.g., *music room, teacher, playground, sandbox, friend, school bus, classroom, seesaw*. As you say each word, you may want to hold up the Picture Card to give children visual support.
- Check that children are pointing to the correct person, place, or thing in their books.
- Play the CD and pause after each word. Children listen and point to the picture in their books.

Transcript 10

Listen and find.

classroom, friend, music room, playground, sandbox, school bus, seesaw, teacher

Look and say.

- Stick the Picture Cards for the vocabulary on the board in random order.
- Point to the Picture Card for seesaw. Children say *seesaw*. Point to another Picture Card. Children say the name of the object.
- Quicken the pace of the point-and-say activity so that children have to say the names more quickly.
- Vary the activity by having children whisper the names or say them very loudly.
- Call a child to the front to lead the pointing. Repeat with other children leading the activity.

Activity Book Unit 2, Lesson 1

1 Match and say.

- Tell children to look at Unit 2, Lesson 1 in their Activity Books.
- Explain that each row has two pictures and two words. Tell children they are going to match the words and their pictures.
- Model the activity. Put the Picture Cards for sandbox and music room on the board. Write the words *music room* and *sandbox* between them.
- Point to the picture of the sandbox. Ask *What's this?* Children respond *sandbox*. Repeat with the music room.
- Point to the word *sandbox* on the board. Say the word as you move your hand under it slowly. Point to the first letter. Ask children in their own language what the first letter's name and sound is (*s, /s/*).
- Ask children which picture begins with *s* (*sandbox*). Draw a line from the word *sandbox* to the picture.
- Ask children if they can hear any other letter sounds in the word *sandbox*, e.g., the *x* (*/ks/*) at the end of the word. Praise them for identifying sounds correctly.
- Repeat with the word and picture for *music room*.
- Children complete the activity, sounding out the first letter of each word as a guide. Ask children to say the words quietly to themselves as they do the matching.
- Check by putting the Picture Cards and words on the board and calling different children to the front to match them.

Optional activity

- Give each child a piece of paper. Ask them to draw a sandbox in a playground.
- Help children to glue some sand to their pictures.
- Write the word *sandbox* on the board. Ask children to copy it on their pictures.
- Be sure to model writing each letter of the word.

Lesson 2 Structure SB and AB

Lesson objectives

- To ask and say what something is.
- To ask and say who someone is.
- To introduce someone.
- To follow a sequence.
- To recognize sounds and associate them with their English words.

Language

Vocabulary: *boy, friend*

Structure: *What's this? It's... Who's this? He's / She's...*

Materials

CD tracks 11–12, Picture Cards 1–8, a triangle or a small drum

Student Book Unit 2, Lesson 2

Warm-up

- Tell children that they are going to play a game.
- Write one of the school words on the board. Hold up a Picture Card of one of the school people, places, or things.
- If the word and the picture match, children say *yes*. If they are different, children say *no*. Help children to recognize the letters within the words. Be sure not to make the activity too difficult.

Listen and say. 11

- Tell children to look at the first picture on the first two pages of Unit 2.
- In their own language, ask children to say who they think the characters are meeting (*the music teacher*). Play the CD once to check the answer.
- Tell children the music teacher's name is Mrs. Brown.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.
- You may want to point out that *What's this?* is used to ask about things, and *Who's this?* is used to ask about people.
- Point out how Baz describes Sam as his friend. Ask children why it is important to have friends (*they can play with us, keep us company, teach us things, cheer us up when we are sad, give us advice, etc.*).

Transcript 11

Listen and say.

Sam What's this?

Baz It's the music room.

Mrs. Brown Hello, boys. Who's this?

Baz He's Sam. He's my friend.

Mrs. Brown Hello, Sam. I'm Mrs. Brown. I'm the music teacher.

Say and do.

- Ask children in their own language how Mrs. Brown greeted the boys (*Hello, boys.*). Ask children if they can guess the meaning of *boys*. Confirm the meaning. Say (*Name of child*) *is a boy, and (name of child) is a boy.*
- Put the Picture Card of the music room on the board. Call two children to the front to play the parts of Sam and Baz. You can play the role of Mrs. Brown.

- The children act out the dialogue. You may ask them to act it out using their own names.
- Call a girl to the front. Say *He or she?*, and look puzzled. Say *Yes, she. She's (name of child).* Remind children that we use *he* to talk about boys or men and *she* for girls or women.

Listen, sing, and do. 12

- Tell children they are going to learn a song about some of the people and places in the school.
- Tell children they are going to listen to the song first before singing along. Play the CD.
- Play the CD again, pausing after each line. Sing the line, and tell children to repeat after you.
- Give children time to guess the sound before you play the line that gives the answer.
- The children sing the song through without stopping.
- Distribute the Picture Cards for *school bus, playground, music room, and teacher*. Explain that the class is going to sing the song, and then one child is going to step forward, hold up a Picture Card, and make the corresponding 'sound effect'; or he / she plays the drum / triangle, and the class has to sing the correct final line of the verse.
- Explain that you are going to cue the order, and it will not be the same as they have just sung.
- Repeat with other children holding cards.

Transcript 12

Listen, sing, and do.

Listen... Listen...

What's this? What's this?

It's the school bus! It's the school bus!

Listen... Listen...

What's this? What's this?

It's the playground! It's the playground!

Listen... Listen...

What's this? What's this?

It's the music room! It's the music room!

Listen... Listen...

Who's this? Who's this?

It's the teacher! It's the teacher!

Activity Book Unit 2, Lesson 2

1 Say and join.

- Tell children to look at Unit 2, Lesson 2 in their Activity Books.
- Ask children what they see in the first row (*pictures of Sam and Mrs. Woodward*). Explain that there is a pattern in each row, and they have to work it out.
- Tell them to put their finger on the first picture of Mrs. Woodward. Children say *Mrs. Woodward*. Tell them to move their finger to the next picture and say *Sam*. Children continue until the end of the row.
- Ask children in their own language what picture should come next (*Sam*). Ask them to tell you why (*because the pattern is Mrs. Woodward / Sam / Mrs. Woodward / Sam*). Tell children to trace the line from the first row to Sam.
- Children complete the activity.
- Check the answers. Have the class tell you the pattern in each row.

Lesson 3 Story SB and AB

Lesson objectives

- To follow the left to right sequence of English.
- To develop listening and reading skills in English.
- To understand and enjoy a story.
- To identify the initial letters of known words.
- To review and consolidate language introduced in the unit.

Language

Vocabulary: *sandbox, look, cat, friend, Oh no!*

Structure: *What's this? Who's this? It's...*

Materials

CD tracks 4 and 13, Picture Card 5

Student Book Unit 2, Lesson 3

Warm-up

- Review the days of the week.
- Sing the days of the week song from Unit 1, Lesson 2.
- Be sure to have children sing the correct day for today's lesson.

Look and say.

- Tell children to open their books to Unit 2, Lesson 3.
- Remind children that English stories are presented from left to right. Hold up your book, and point at the frames in order.
- Say *Point to picture 1*. Check that children are pointing to the picture with the 1 in the corner. Say *Point to picture 2*. Check that children are pointing to the picture with the 2 in the corner. Repeat with pictures 3 and 4.
- Ask children questions about the story in their own language: *Who are the animals? (Jig and Pat) Where are they? (They're in a sandbox.) What is in the sandbox with them? (a cat) Is it a real cat? (No, it isn't.) How do you know? (It's made of sand.)*

Listen. 13

- Tell children that they are going to listen to the story.
- Play the CD and pause between each frame. Don't ask children to repeat at this stage of the lesson.
- Ask children to tell you in their own language what they understood. Play the CD again if necessary.

Transcript 13

Listen. My friend Rex.

Jig What's this?

Pat It's a sandbox.

Jig Look! A cat!

Jig Who's this?

Pat It's my friend, Rex.

Jig Oh no! Pat!

Listen and act. 13

- Tell children they are going to hear the story again. Tell them to run their fingers under each word as they listen.

- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually as they point to the words.
- Tell the class that they are going to act out the story.
- Put the Picture Card of the sandbox on the board.
- Call two children to the front to model the story with you. Ask one child to be Pat and the other to be Rex, the sand cat.
- Prompt the child playing Rex to curl up in a ball when you lightly touch his / her shoulder.
- Call other children to the front to act out the story.
- Help children to perform by prompting the lines and telling them to repeat.

Activity Book Unit 2, Lesson 3

1 Match and write. Color.

- Tell children to look at Unit 2, Lesson 3 in their Activity Books.
- Ask them to say the names of the pictures (*sandbox, Jig, a seesaw, Pat*).
- Explain to children that they are going to match each word on the left to the correct picture and then write the word on the line to complete the sentence.
- Copy the words from the box in a column on the left side of the board.
- Point to each word, and see if children can read or recognize it. If not, say each word, and children repeat. Help them to sound out the names *Jig* and *Pat*.
- Model the activity by doing the first one. Ask children what the first picture is (*a sandbox*). Then ask which word in the book is *sandbox* (*the third one*). Tell children to draw a line from the word *sandbox* to the picture.
- Have children write *sandbox* on the line.
- Children complete the activity. Walk around and help as necessary with the matching or the writing.
- When children have finished matching and writing, tell them to color the pictures. Remind them to stay in the lines as much as they can.

Optional activity

- Tell children that they are going to play a game.
- Explain that you are going to say a sound, and the children should think of a word beginning with that sound.
- Tell children they should raise their hand to be called on instead of giving their answers immediately.
- Say *c, /k/*. Children can respond *cat, classroom, carrot*, etc.
- Repeat with other letters.

Lesson 4 Values SB and AB

Lesson objectives

To understand and use everyday language used to express pride in your school.

Language

Everyday English: *I love (our school). Yes, it's great! The classroom looks great.*

Materials

CD track 14, a large banner

Student Book Unit 2, Lesson 4

Warm-up

- Ask children to tell you how to ask for help using everyday language (*Can you help me?*).
- Spread some crayons out on a table. Get the crayon box, and ask some children *Can you help me?* Prompt them to respond appropriately and help you collect the crayons.

Listen and say. 🎧 14

- Tell children to open their books to Unit 2, Lesson 4.
- Ask children questions about the pictures. *Where are the children? (at school) What are they doing? (painting) Are the children happy? (yes) What did they make? (a banner) Is the teacher happy? (yes)*
- Tell children that one way they can show respect for their school, their teachers, and their classmates is to take pride in the classroom and the school. One way they can take pride in their classroom or school is to decorate it nicely.
- Play the CD. Tell children to listen.
- Play the CD again. Pause after each line, and ask children to repeat it.

Transcript 🎧 14

Listen and say.

Boy I love our school.

Girl Yes, it's great!

Teacher The classroom looks great.

Girl and Boy Thanks!

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Call a child to the front. Say the first part of the conversation with him / her. Then give the child a picture or drawing to hang on the wall. Continue the conversation.
- Repeat with other children.

Act.

- Tell the class that they are going to act out the situation.
- If possible, create a large poster or banner for the classroom or the hall. You can trace the sentence *We love our school*. Then let children decorate the poster or banner.
- Hang the banner in the hall or the classroom. Help children to say the conversation as they admire their banner.

Activity Book Unit 2, Lesson 4

1 Look and choose. Draw.

- Tell children to look at Unit 2, Lesson 4 in their Activity Books.
- Explain that the circle with two dots represents a face. Explain that children should look at each picture and decide whether it shows good behavior or bad behavior.
- Tell them to draw a smiling mouth for good behavior or a frowning mouth for bad behavior. Demonstrate by drawing a smiling face and a frowning face on the board.
- Tell children to look at the first of the small pictures. Ask what kind of behavior they think it shows (*good*). Ask *Why?* Children respond that the classroom is neat and clean, and the teacher is happy.
- Tell children you are going to read the text in the speech bubbles. Ask them to look at the text as you read.
- Ask children if the behavior is good or bad (*good*). Tell children to draw the smiling face under the picture.
- Repeat the procedure with the other picture.

Optional activity

- Ask children to draw a picture that welcomes others to their school or classroom. Encourage them to be creative, for example, showing smiling children waving in front of the school or from the windows.
- Display the pictures in the room or hall.

Lesson 5 Explore SB and AB

Lesson objectives

- To begin to understand the relationship between text and meaning.
- To begin to develop decoding skills in order to eventually become an independent reader.
- To use English to learn about music concepts.
- To write simple words.

Language

Vocabulary: musical instruments

Materials

CD track 15, Picture Card 3

Student Book Unit 2, Lesson 5

Warm-up

- Introduce the words *violin* and *drum* using mime, then write both words on the board. Mime the instruments, and point to the words as you say them aloud.
- Review the word *music room* with the Picture Card. Stick the Picture Card on the board, and write *music room* under it.

Look and listen. 15

- Tell children to open their books to Unit 2, Lesson 5.
- Ask children questions about each picture. *What room can you see in picture 1?* (a school music room) *What instrument is in picture 2?* (a violin) *What instrument is in picture 3?* (a drum.) *What are the children doing in the last picture?* (making music).
- Tell children they are going to listen to some information about music.
- Play the CD. Pause after the text for each picture to help focus children's attention and to give them time to look at the pictures.

Transcript 15

Look and listen. Music.

This is our music room.

Look at the violin.

Look at the drum. It's big!

We make music. Listen!

Listen and read. 15

- Tell children they are going to listen again and try to read along with it.
- Ask children if they can recognize any of the words on the page, for example the words *violin*, *drum* or *music room*.
- Reassure children that they are not expected to be able to read the text entirely on their own. Point out that you will pause the CD after each picture so that they can catch up if necessary.
- Encourage children to run their fingers under the words as they hear them.
- Play the CD while children read along using their fingers to guide them. Remember to pause after the text for each picture.

Read and say.

- Call on volunteers to read any parts of the text they feel comfortable reading. Praise all attempts, even if a child can only recognize one or two words.
- Ask children questions about the text that cannot be easily determined from the pictures, e.g., *Does the child say what color the violin is?* (no) *Does the child say the drum is big?* (yes) *What does the child want us to do at the end of the text?* (listen).

Activity Book Unit 2, Lesson 5

1 Say and trace. Match.

- Tell children to look at Unit 2, Lesson 5 in their Activity Books.
- Ask if they can recognize the words in the left column. If not, explain that these are the words for the instruments on the right.
- Write *drum* and *violin* on the board. Model tracing them, and children trace them in their books with their fingers first and then with their pencils. Encourage them to say the words as they trace them.
- When children have finished tracing, tell them to match the words to the correct picture.
- Check by having children hold up their books.

2 Count and say. Write.

- Focus children's attention on the activity at the bottom of the page.
- Ask children what two instruments they see above the big picture (*a violin and a drum*).
- Explain that children are going to count the number of violins and drums in the picture at the bottom of the page and then write the number of each on the line next to the pictures of the instruments.
- Encourage children to begin by only counting the violins and to put their finger on each instrument as they count. Demonstrate by holding up your book and counting.
- Children complete the activity.
- Check by asking *How many violins?* Accept all answers, and write them on the board. Count the violins with children to see the answer (5).
- Repeat with the drums (6).

Optional activity

- Ask children to mime any other instruments they know, and provide the English words for them, e.g., *piano*, *guitar*, *cello*.
- Call a child to the front to mime playing the instruments, and the class guesses what they are.

Lesson 6 Phonics SB and AB

Lesson objectives

- To say, recognize, and write the digraph *sh*.
- To recognize and say the sound /ʃ/.
- To develop fine motor control.

Language

Vocabulary: *sheep, shoes, fish*

Materials

CD track 16, Picture Cards 9–10

Student Book Unit 2, Lesson 6

Warm-up

- Review the sounds and names of the letters *s* and *h*. Write the letter *s* on the board. Point to it as children say its name and sound.
- Ask children to tell you something beginning with *s* in English (*sandwich, sweets, sing*, etc.).
- Repeat with the letter *h*.

Learn the sound.

- Hold up Picture Card 9. Say *sheep*. Children repeat the word. Stick the Picture Card on the board.
- Write the digraph *sh* on the board under the sheep. Point to it and say /ʃ/ *sheep*. Write the word *sheep* under it.
- Repeat with Picture Card 10, writing the word *shoes* under the Picture Card.
- Present the word *fish* by drawing one on the board. Write the digraph *sh* under it. Point to it and say /ʃ/ *fish*. Write the word *fish* under it.
- Call a child up to underline the digraph *sh* in each word.
- Explain that although the letters *s* and *h* have different sounds when they are by themselves, they make the sound /ʃ/ when they are together.
- Tell children to look at Unit 2, Lesson 6 and look at the letters *sh* with the arrows.
- Stand with your back to the class as you use your finger to 'write' *sh* in the air. Write the letters exactly as they are presented in the Student Book.
- Tell children to copy your action and write *sh* in the air. Check that they are forming the letters correctly.
- Tell children to practice tracing over the letters in their books with their fingers.
- Ask children to suggest a few common names that begin with the sound /ʃ/. If children can't think of any names in their own language, give some examples of English names (*Sheldon, Sharon, Shirley*, etc.).

Sing. 16

- Tell children that they are going to sing a song to help them learn about the sound /ʃ/.
- Play the CD. Tell children to listen to the song.
- Play the CD again, and pause after each line. Sing the line, and tell children to repeat after you. Tell children to point to the letters and words in their books as they sing them.
- Play the CD again, and ask children to sing the song.

Transcript 16

Sing.

s and *h* are /ʃ/.
s and *h* are /ʃ/.
 Put together they are clever.
s and *h* are /ʃ/.
 Sheep, shoes, and fish.
s and *h* are /ʃ/.

Find and say.

- Tell children to look at the picture at the bottom of page 15. Say *sheep*, and ask children to point to the sheep. Check that children are pointing to the picture of the sheep.
- Say *fish*. Check that children are pointing to the fish.
- Say *shoes*. Check that children are pointing to the shoes.

Activity Book Unit 2, Lesson 6

1 Circle *sh*. Trace and write.

- Tell children to look at Unit 2, Lesson 6 in their Activity Books.
- Stick the *sheep* Picture Card on the board. Draw a fish next to it. Point to each picture and ask *What's this?*
- Write the words *fish* and *sheep* under the pictures on the board. Call a child to the front to circle *sh* in each word. Tell children to circle the letters *sh* in their books.
- Draw writing lines on the board. Put dots on the lines to show the starting points for *sh*. Write the letters on the lines exactly as they are presented in the Student Book.
- Tell children to practice tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Draw more writing lines on the board. Call children to the board to write *sh* on the lines. Correct as necessary.

2 Write and say.

- Tell children to look at the pictures and say the words.
- Children trace over the first letters of *fish* with their fingers. Check that they are forming the letters correctly.
- Tell children to write the letters *sh* at the end of the word.
- Repeat with *shoes*. Children write the letters at the beginning of the word.
- Write the words on the board. Ask children to say the words as you run your fingers under them.

Optional activity

- Tell children they are going to play a game to review the sound *sh*.
- Explain that you are going to say a word, and children should clap if they hear the sound *sh* in it.
- Say *shoes*. Children should clap.
- Say *sweets*. Children should not clap.
- Repeat with *shirt, fish, sheep, socks, sandbox, school bus*.

Unit 2 Review AB

Lesson objectives

- To review language introduced in the unit.
- To analyze features in a picture to spot differences.

Materials

Picture Cards 3, 5–8

Activity Book Unit 2, Review

Warm-up

- Review the words for *music room*, *sandbox*, *teacher*, *seesaw*, and *school bus* using Picture Cards. Hold up each Picture Card and ask *What's this?* Children respond. Stick the Picture Cards on the board.
- Review the words for *car*, *violin* and *drum* using mime or by drawing them on the board.

1 Find and say. Circle.

- Tell children to look at Unit 2 Review in their Activity Books.
- Explain that the pictures are similar, but there are five differences that children have to find and circle.
- Ask children to find one difference. Call on a child to tell the class the difference he / she finds. Encourage the child to say *In picture 1, there is a (violin). In picture 2, there is a (drum).*
- Introduce the word *but* by linking the sentences for the child. Say *In picture 1, there is a (school bus), BUT in picture 2, there is a (car).*
- Tell children to circle the school bus in picture 1 and the car in picture 2.
- Give children time to find the differences and circle them.
- Check as a class by calling on children to say the sentences for each difference. Help them to form the sentences that they may have trouble expressing. (In picture 1, there are two windows, but in picture 2, there is one window. In picture 1, there is a violin, but in picture 2, there is a drum. In picture 1, the teacher has no violin, but in picture 2, the teacher has a violin. In picture 1, there are two seesaws, but in picture 2 there is one seesaw. In picture 1, there is a school bus, but in picture 2, there is a car. In picture 1, there is a board, but in picture 2, there is no board).

Progress Check 2 TB

Materials

- Progress Check 2 photocopiable sheet (one per child)
- Picture Cards 1–10

Teacher's Book Page 85

Warm-up

- Use the Picture Cards to review Lesson 1 vocabulary. Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.
- Write the letter pattern from Lesson 6 on the board and ask children to say it.
- Hand out the Picture Cards of Lesson 6 vocabulary to individual children. Ask them to say the word.

Progress check

- Model the first item of each activity on the Progress Check sheet on the board. Hand out the Progress Check sheets to the children. Either ask the children to complete the sheet silently on their own or allow them to take the sheet home to work on.

3 My Feelings

Lesson 1 Vocabulary SB and AB

Lesson objectives

- To identify feelings.
- To recognize English sounds and spoken words.
- To associate printed words and pictures.

Language

Vocabulary: *cold, happy, hot, hungry, sad, thirsty, scared, sleepy*

Materials

CD tracks 17–18, Picture Cards 11–18, pictures from magazines illustrating the feelings

Student Book Unit 3, Lesson 1

Warm-up

- Tell children to look at the picture on the first two pages of Unit 3.
- Ask the following questions in the children's own language: *Where are the children?* (outside) *Can you tell how the children feel?* (yes) *What are some of the feelings of the children?* (sad, happy, hungry, etc.) *How does the cat feel?* (sleepy) *Why is it important to be aware of other people's feelings?* (We can be sensitive to their feelings and help them to feel better.)

Listen and say. 17

- Tell children that they are going to learn the words for some feelings.
- Play the CD, holding up the Picture Card for each feeling as it is said. Pause after each word so that children can point to the person or animal that feels that way in their books. Check that children are pointing to the correct person or animal.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

Transcript 17

Listen and say.
sad, happy, sleepy, hot, cold, hungry, thirsty, scared

Listen and find. 18

- Tell children that you are going to say a feeling, and they should point to the person or animal that feels that way in their books.
- Say the words at random, e.g., *thirsty, sleepy, happy, hungry, cold, hot, sad, scared*. As you say each word, you may want to hold up the Picture Card of the feeling to give children visual support.
- Check that children are pointing to the correct person or animal in their books.
- Play the CD and pause after each word. Children listen and point to the person or animal in their books.

Transcript 18

Listen and find.
cold, happy, hot, hungry, sad, thirsty, sleepy, scared

Look and say.

- Give each group of children one of the pictures from the magazines. Ask them to decide which feeling it shows.
- Ask a child from each group to stand, show the picture, and say the feeling.
- Redistribute the pictures or if you have enough pictures, give each group a new picture.
- Call on a different child from each group to stand, show the picture, and say the feeling.

Activity Book Unit 3, Lesson 1

1 Circle and say.

- Put the Picture Cards of the feelings on the board. Point to each Picture Card as children say the word.
- Write the word for the feeling under the Picture Card. Run your finger under the word as you say it.
- Model the activity on the board. Point to the Picture Card for *cold*. Erase the word *cold* from underneath. Write the words *sleepy, cold, happy* next to it.
- Run your finger along each word as you read it with the class. Ask children which word matches the picture (*cold*). Circle it.
- Tell children to look at Unit 3, Lesson 1 in their Activity Books.
- Hold up the book. Tell children to describe each picture as you point to it in the left column. Encourage them to use *He's...* and *She's...*
- Do the activity with the class, writing the words next to each Picture Card on the board and reading them aloud with children.
- Call a child to the front to circle the correct words while the other children circle the words in their books.

Optional activity

- Tell children in their own language that they are going to play a game. Explain that you are going to choose one of the Picture Cards and then act out the feeling. They have to say the word in English.
- Model the game. Choose one of the Picture Cards, but don't show it to the class.
- Act out the word, e.g., for *cold*, shiver and rub your arms, for *hungry*, pretend to eat a sandwich, etc.
- Ask children to guess the word.
- Choose children to come to the front and choose a Picture Card to act for the class.

Lesson 2 Structure SB and AB

Lesson objectives

- To identify feelings.
- To recognize English sounds and spoken words.
- To associate printed words and pictures.

Language

Structure: *Are you (cold)? Yes, I am. / No, I'm not.*

Materials

CD tracks 19–20, Picture Cards 11–18

Student Book Unit 3, Lesson 2

Warm-up

- Review the words for feelings. Hold up the Picture Card of the cold child. Ask *Is she cold?* Children respond *Yes, she is.*
- Hold up the Picture Card of the happy child. Ask *Is he sad?* Children respond *No, he isn't. He's happy.*
- Repeat with the other feelings Picture Cards.

Listen and say. 19

- Tell children to look at the picture on the first two pages of Unit 3.
- In their own language, ask children how Tess feels. Children respond *She's cold.* Play the CD once to check the answer.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

Transcript 19

Listen and say.

Baz Are you hot, Sam?

Sam Yes, I am!

Baz Are you hot, Tess?

Tess No, I'm not. I'm cold.

Say and do.

- Hold up the Picture Card for *hot*. Call a child to the front, and tell him / her to act hot. Ask *Are you hot?* Encourage the child to say *Yes, I am.*
- Repeat with other Picture Cards and other children.
- Once you have been through all eight Picture Cards, call a child to the front, give him / her the Picture Card for *hot* and ask *Are you cold?* The child responds *No, I'm not. I'm hot.*
- Repeat with the other Picture Cards, asking about adjectives not shown on the Picture Card.

Listen, sing, and do. 20

- Tell children they are going to learn a song about the feelings from the lesson.
- Remind children of the phrase *clap your hands*. Say *clap your hands*, and then the class does the action.
- Present the phrase *stamp your feet* by saying the phrase and doing the action. Say *stamp your feet*, and then the class does the action.
- Tell children they are going to listen to the song first before singing along. Play the CD.

- Play the CD again, pausing after each line. Sing the line, and tell children to repeat after you and do the action.
- Have children sing the song through without stopping. Encourage them to do the actions.
- Put children into two groups, and name them Group 1 and Group 2. Assign Group 1 the action *clap your hands*, and Group 2 the action *stamp your feet*. Sing the song and prompt the groups to do their action.
- Sing the song again, seeing which group can do their action the loudest or the most quietly.

Transcript 20

Listen, sing, and do.

If you're happy and you know it, clap your hands.

If you're happy and you know it, clap your hands.

If you're happy and you know it,

And you really want to show it,

If you're happy and you know it, clap your hands.

If you're sad and you know it, stamp your feet.

If you're sad and you know it, stamp your feet.

If you're sad and you know it,

And you really want to show it,

If you're sad and you know it, stamp your feet.

Activity Book Unit 3, Lesson 2

1 Match and write.

- Tell children to look at Unit 3, Lesson 2 in their Activity Books.
- Ask children to look at the first picture. Ask *Is he sad?* Children respond *Yes, he is.* Ask them to find the word *sad* in the column on the left and to draw a matching line between the word *sad* and word *I'm*.
- Put the Picture Card for *sad* on the board. Write the word *sad* under it.
- Make sure you write very slowly and use correct letter formation.
- Tell children to copy the word *sad* under the picture in their books.
- Tell children that each line in their books begins with *I'm*, because it is what each child is saying / thinking.
- Repeat with the other pictures and words (*happy, sleepy, hungry*).

Optional activity

- Give each child a sheet of paper. Ask children in their own language to draw themselves doing something that makes them happy.
- Tell children to write the word *happy* at the top of their picture. Write the word on the board for them to copy.
- Call a few children to the front to share their pictures.

Lesson 3 Story SB and AB

Lesson objectives

- To follow the left to right sequence of English.
- To develop listening and reading skills in English.
- To understand and enjoy a story.
- To respond to questions in writing.
- To review and consolidate language introduced in the unit.

Language

Vocabulary: *hungry, thirsty, hot*

Materials

CD track 21, Picture Cards 11–18

Student Book Unit 3, Lesson 3

Warm-up

- Review questions by asking individual children questions about themselves. Ask *Are you seven?* The child responds *No, I'm not*. Repeat with other children, asking questions such as *Are you a boy? Are you a girl?*

Look and say.

- Tell children to open their books to Unit 3, Lesson 3.
- Remind children that English stories are presented from left to right. Hold up your book, and point to the frames in order.
- Ask children questions about the story in their own language: *What is the boy doing in picture 1?* (He's eating.) *What is he doing in picture 2?* (He's drinking.) *Is he cold in picture 3?* (No, he isn't. He's hot.) *Is he hungry at the end of the story?* (No, he isn't.)

Listen. 21

- Tell children that they are going to listen to the story.
- Play the CD, and pause between each frame. Don't ask children to repeat at this stage of the lesson.
- Ask children to tell you in their own language what they understood. Play the CD again if necessary.

Transcript 21

Listen. I'm hungry.

Girl Are you hungry?

Boy 1 Yes, I am.

Boy 2 Are you thirsty?

Boy 1 Yes, I am.

Dad Are you hot?

Boy 1 Yes, I am.

Woman Are you hungry?

Boy 1 No, I'm not. Thank you.

Listen and act. 21

- Tell children they are going to hear the story again. Tell them to run their fingers under each word as they listen.
- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually as they point to the words.
- Tell the class that they are going to act out the story.
- Put the Picture Cards for *hungry*, *thirsty*, and *hot* on the board.
- Call five children to the front to model acting out the story with you. Ask one child to be the boy and the others to be the other people in the story.
- Prompt the child playing the boy to stand under each Picture Card as it is mentioned in the story.
- Call other children to the front to act out the story.
- Help children to perform by prompting the lines and telling them to repeat.

Activity Book Unit 3, Lesson 3

1 Look and write.

- Tell children to look at Unit 3, Lesson 3 in their Activity Books.
- Tell children that there are questions in the first column, and the questions are for the boys and girls in the pictures. Explain that they are going to pretend to be the boys and girls in the pictures and write their answers.
- Write the words *Yes* and *No* on the board. Trace over the words as children write the words in the air with their fingers.
- Model the activity. Put the Picture Card of *cold* on the board. Write the sentence *Are you cold?* next to the Picture Card. Run your finger under each word as you read the question.
- Children look at the first picture in their books and answer *Yes*.
- Tell children to trace the word *Yes* in their books.
- Do the activity as a class, checking answers (*Yes, No, Yes, No*).

Optional activity

- Extend the exercise in the Activity Book to other adjectives.
- Stick the Picture Card for *happy* on the board. Write *Are you happy?* next to the Picture Card. Point to each word as you read the sentence.
- Call a child to the front to write *Yes*.

Lesson 4 Values SB and AB

Lesson objectives

To understand and use everyday language used to be sensitive to others.

Language

Everyday English: *Look out! Are you OK? I think so.*

Materials

CD track 22

Student Book Unit 3, Lesson 4

Warm-up

- Review the everyday language related to taking pride in one's school or classroom.
- Encourage children to decorate their classroom with their drawings or other school work. Review the conversation from Unit 2, Lesson 4.

Listen and say. 22

- Tell children to open their books to Unit 3, Lesson 4.
- Ask children questions about the pictures. *Where are the children? (outside) What are they doing? (playing 'catch') What happened to the girl? (She tripped.) Is she OK? (Yes, she is.)*
- Explain that children are going to hear the friends talk as they play. Explain that it is important to check that someone is OK if they slip or fall.
- Play the CD. Tell children to listen.
- Play the CD again. Pause after each line and ask children to repeat it.

Transcript 22

Listen and say.

Boy Look out!

Boy Are you OK?

Girl I think so. Thanks.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Place a chair between you and a child. Say *Come here*. As the child begins to walk toward you, point to the chair and say *Look out!*
- Repeat with other children.

Act.

- Tell the class that they are going to act out the situation. Call two children to the front to act. Do not put an obstacle in front of the children, as you want them to pretend to fall, and an actual obstacle may make this more dangerous.
- Help children to perform by prompting the lines as necessary.
- Repeat with other children.

Activity Book Unit 3, Lesson 4

1 Look and choose. Draw.

- Tell children to look at Unit 3, Lesson 4 in their Activity Books.
- Explain that the circle with two dots represents a face. Explain that children should look at each picture and decide whether it shows good behavior or bad behavior.
- Tell them to draw a smiling mouth for good behavior or a frowning mouth for bad behavior. Demonstrate by drawing a smiling face and a frowning face on the board.
- Tell children to look at the first of the small pictures. Ask what kind of behavior they think it shows (*good*). Ask *Why?* Children respond that the boy has fallen, and the girl is showing concern by going to check on him.
- Tell children that you are going to read the text in the speech bubble. Ask them to look at the text as you read.
- Ask children if the behavior is good or bad (*good*). Tell children to draw the smiling face under the picture.
- Repeat the process with the other picture.

Optional activity

- Ask children to draw a picture of a situation in which a child is showing concern for another. Encourage them to think of situations other than those they have seen in the book, for example, a child tripping up the steps of the school bus, or a child slipping on water on the floor.

Lesson 5 Explore SB and AB

Lesson objectives

To begin to understand the relationship between text and meaning.

To begin to develop decoding skills in order to eventually become an independent reader.

To use English to learn about pets.

To write simple words.

Language

Vocabulary: *animals, feelings*

Materials

CD track 23

Student Book Unit 3, Lesson 5

Warm-up

- Review the words *horse*, *rabbit*, and *insect* using mime. You could draw pictures on the board if you prefer, or find pictures in magazines.
- Write the words for each animal on the board. Point to each word as you mime the animal and say its name.

Look and listen. 23

- Tell children to open their books to Unit 3, Lesson 5.
- Ask questions about each picture. *What animal can you see in picture 1? (a horse) What animal is in picture 2? (an insect) What can you see in picture 3? (a rabbit)*
- Tell children they are going to listen to the information about the animals.
- Play the CD. Pause after the text for each picture to help focus children's attention and give them time to look at the pictures.

Transcript 23

Look and listen. Pets.

Boy Look at this insect. It's our class pet.

Girl This is my horse. She is very big. Her name is Sugar.

Boy This is my rabbit. He is hungry!

Listen and read. 23

- Tell children they are going to listen again and try to read along with it.
- Ask children if they can recognize any of the words on the page, for example the words *horse*, *rabbit*, or *insect*.
- Reassure children that they are not expected to be able to read the text entirely on their own. Point out that you will pause the CD after each picture so that they can catch up if necessary.
- Encourage children to run their fingers under the words as they hear them.
- Play the CD while children read along, using their fingers to guide them. Remember to pause after the text for each picture.

Read and say.

- Call on volunteers to read any parts of the text they feel comfortable reading. Praise all attempts, even if a child can only recognize one or two words.
- Ask children questions about the text that cannot be easily determined from the pictures, e.g., *What is the horse's name? (Sugar) Is the rabbit hungry? (yes) What is special about the insect? (It's the class pet.)*

Activity Book Unit 3, Lesson 5

1 Look and say. Write.

- Tell children to look at Unit 3, Lesson 5 in their Activity Books.
- Ask children to point to each animal and tell you what it is (*insect*, *horse*, *rabbit*). Write the words *insect*, *horse*, and *rabbit* on the board. Point to each and say the word.
- Tell children they are going to write the correct word under each picture.
- Call a child to the front to point to the word *insect*. Tell children to write *insect* under the picture of the insect.
- Repeat with the other words.

2 Say and trace.

- Focus children on the activity at the bottom of the page.
- Ask children to point to each animal in the left-hand column and say its name (*horse*, *rabbit*, *insect*). Ask them to describe how each animal looks (*horse – thirsty*, *rabbit – sleepy*, *insect – hungry*).
- Ask children what the horse needs (water). Tell them to trace the line from the horse to the water.
- Children complete the activity. Call on children to say what the rabbit and the insect need (*the rabbit needs a bed*, *and the insect needs leaves to eat*).

Optional activity

- Ask children to draw a picture of an animal of their choice that is showing one of the feelings, for example, a happy monkey, a thirsty bear.
- Call on children to come to the front and describe their pictures, e.g., *This is my kangaroo. He is hungry.*

Lesson 6 Phonics SB and AB

Lesson objectives

- To say, recognize, and write the digraph *th*.
- To recognize and say the sound /θ/.
- To develop fine motor control.

Language

Vocabulary: *throw, thumb, bath*

Materials

CD track 24, Picture Cards 19–20

Student Book Unit 3, Lesson 6

Warm-up

- Review the sounds and names of the letters *t* and *h*. Write the letter *t* on the board. Point to it as children say its name and sound.
- Ask children to tell you something beginning with *t* in English (*toes, ten, Tess*, etc.).
- Repeat with the letter *h*.

Learn the sound.

- Hold up the thumb Picture Card. Say *thumb*. Children repeat the word chorally and individually. Stick the Picture Card on the board.
- Write the digraph *th* on the board under the thumb card. Point to it and say /θ/ *thumb*. Write the word *thumb* under it.
- Repeat with the *bath* Picture Card, writing the word *bath* under the Picture Card.
- Present the word *throw* by miming the action and then drawing a picture of the action on the board. Write the digraph *th* under it. Point to it and say /θ/ *throw*. Write the word *throw* under it.
- Call a child up to the front to underline the digraph *th* in each word.
- Explain that although the letters *t* and *h* have different sounds when they are by themselves, they make the sound /θ/ when they are together.
- Tell children to open their books to Unit 3, Lesson 6 and look at the letters *th* with the arrows.
- Stand with your back to the class as you use your finger to 'write' *th* in the air. Write the letters exactly as they are presented in the Student Book.
- Tell children to copy your action and write *th* in the air. Check that they are forming the letters correctly.
- Tell children to practice tracing over the letters in their books with their fingers.
- Ask children to suggest a few common names that begin with the sound /θ/. If children can't think of any names in their own language, give some examples of English names (*Theo, Thelma*, etc.).

Sing. 24

- Tell children that they are going to sing a song to help them learn about the sound /θ/.
- Play the CD. Tell children to listen to the song.

- Play the CD again, and pause after each line. Sing the line, and tell children to repeat after you. Tell children to point to the letters and words in their books as they sing them.
- Play the CD again, and ask children to sing the song.

Transcript 24

Sing.

T and *h* are /θ/.

T and *h* are /θ/.

Put together they are clever.

T and *h* are /θ/.

Throw, thumb, and bath.

T and *h* are /θ/.

Find and say.

- Tell children to look at the picture at the bottom of page 21. Say *bath*, and ask children to point to the bath. Check that children are pointing to the bath.
- Say *thumbs*. Check children are pointing to the boys' thumbs. Say *throw*. Check they are pointing to the boy throwing the ball.

Activity Book Unit 3, Lesson 6

1 Circle *th*. Trace and write.

- Tell children to look at Unit 3, Lesson 6 in their Activity Books.
- Stick the thumb Picture Card on the board. Ask *What's this?* Children respond *thumb*. Repeat with the bath card.
- Write the words *thumb* and *bath* under the pictures on the board. Call a child to the front to circle the *th* in each word. Tell children to circle the letters *th* in their books.
- Draw writing lines on the board. Put dots on the lines to show the starting points for *th*. Write the letters on the lines exactly as they are presented in the Student Book.
- Tell children to practice tracing over the letters in their books with their fingers. Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Draw more writing lines on the board. Call children to the board to write *th* on the lines. Correct as necessary.

2 Write and say.

- Tell children to look at the pictures and say the words.
- Children trace over the first letters of *bath* with their fingers.
- Tell children to write the letters *th* at the end of the word. Check that they are forming the letters correctly.
- Repeat with *throw*. Children write the letters at the beginning of the word.
- Write the words on the board. Ask children to say the words as you run your fingers under them.

Optional activity

- Review the sound *th* with a game. Explain to children you are going to say a word, and they should clap if they hear the sound *th* in it.
- Say *thumb*. Children should clap. Then say *Tess*. Children should not clap.
- Repeat with *throw, bath, thirsty, cat, teacher, hot*.

Unit 3 Review AB

Lesson objectives

- To review language introduced in the unit.
- To recognize constituent parts of a whole.

Materials

Picture Cards 11–18

Activity Book Unit 3, Review

Warm-up

- Review the vocabulary for feelings using the Picture Cards.
- Hold up each Picture Card. Prompt children to identify the feeling. Stick the Picture Card on the board, and write the feeling under it.
- Point to the words, and run your finger under them as you say them. Leave all the Picture Cards displayed on the board.

1 Find and match. Say.

- Tell children to look at Unit 3 Review in their Activity Books.
- Focus children's attention on the first activity. Ask children to say the words above and below the picture in order from left to right. As children say each word, point to the Picture Card of it on the board. If children are unable to recognize the words, help them by directing their attention to the board.
- Ask children to look at the picture. Ask if they can find any animals that are expressing the feelings (Yes. *One cat is cold. One cat is scared. One bird is hungry. Another bird is thirsty.*).
- Model the activity. Hold up your book, and make a line with your finger from the scared cat to the word *scared*. Tell children to do the same, making the line with their fingers first and then their pencils.
- Children complete the activity. Remind them to say the word and to make the lines first with their fingers and then with their pencils.
- Check as a class.

2 Look and say. Draw.

- Tell children to look at the second activity.
- Ask children to describe the picture as much as they can in English (*The boy dropped his sandwich. He is sad. The girl has a present. She is happy.*).
- Ask children how the boy feels (*sad*). Tell them to draw a sad face on the boy.
- Ask children how the girl feels (*happy*). Tell them to draw a happy face on the girl.

Progress Check 3 TB

Materials

- Progress Check 3 photocopiable sheet (one per child)
- Picture Cards 11–20

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Warm-up

- Use the Picture Cards to review Lesson 1 vocabulary. Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.
- Write the letter pattern from Lesson 6 on the board and ask children to say it.
- Hand out the Picture Cards of Lesson 6 vocabulary to individual children. Ask them to say the word.

Progress check

- Model the first item of each activity on the Progress Check sheet on the board. Hand out the Progress Check sheets to the children. Either ask the children to complete the sheet silently on their own or allow them to take the sheet home to work on.

4 I Can Jump!

Lesson 1 Vocabulary SB and AB

Lesson objectives

- To identify actions.
- To recognize English sounds and spoken words.
- To associate printed words and pictures.

Language

Vocabulary: *catch, climb, draw, jump, read, run, sing, write*

Materials

CD tracks 25–26, Picture Cards 21–28

Student Book Unit 4, Lesson 1

Warm-up

- Tell children to look at the picture on the first two pages of Unit 4.
- Ask the following questions in children's own language: *Who are the animals? (Pat and Jig) What are they doing? (watching TV) What is on TV? (children playing outside, doing many different things)*

Listen and say. 25

- Tell children that they are going to learn the words for the actions the children and animals are doing on the TV.
- Play the CD, holding up the Picture Card for each action as its name is said. Pause after each word so children can point to the child or animal doing that action in their books. Check that children are pointing to the correct child or animal.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

Transcript 25

Listen and say.

read, catch, sing, write, run, climb, jump, draw

Listen and find. 26

- Tell children that you are going to say an action, and they should point to the child or animal doing that action in their books.
- Say the actions at random, e.g., *jump, draw, catch, write, run, climb, read, sing*. As you say each word, you may want to hold up the Picture Card of the action to give children visual support.
- Check that children are pointing to the correct child or animal in their books.
- Play the CD, and pause after each word. Children listen and point to the children and animals in their books.

Transcript 26

Listen and find.

catch, climb, draw, jump, read, run, sing, write

Look and say.

- Hold up two or three Picture Cards so that the class cannot see them.
- Call a child to the front to choose one of the Picture Cards at random. Tell the child to mime the action on the card, and ask the class to guess the action.
- Repeat with other children and different Picture Cards.
- Vary the activity by having a child choose the Picture Card and say the action. The other children do the action at their seats.

Activity Book Unit 4, Lesson 1

1 Match and say.

- Stick the Picture Card for each action on the board. Point to each one as children say the action.
- Write the word for each action under the Picture Card. Read the words aloud, running your finger under each word as you do so. Children repeat chorally.
- Tell children to look at Unit 4, Lesson 1 in their Activity Books.
- Ask them what pictures they can see on the page (*children and animals doing actions*).
- Explain that the words for the actions are on the left and that children should match the words to the correct picture on the right.
- Ask children to tell you the first word on the page (*run*). Tell them to look for that word on the board if they aren't sure. Have them trace the line connecting the word *run* to its picture.
- Children complete the activity.
- Check by asking children to tell you the words in the order they appear in the picture column.

Optional activity

- Write the words for the actions on the board.
- Call a child to the front, and give him / her one of the action Picture Cards.
- Ask the child to match the Picture Card to the word.
- Repeat with other children matching other Picture Cards and words.

Lesson 2 Structure SB and AB

Lesson objectives

- To talk and write about one's abilities.
- To develop fine motor control.

Language

Structure: *I can (run). / I can't (sing).*

Materials

CD tracks 27–28, Picture Cards 21–28

Student Book Unit 4, Lesson 2

Warm-up

- Tell children that they are going to play a game to review the actions. Explain that you will say an action, and children should pretend to do it.
- Ask children to stand up but to stay in their places. Say *climb*. Children should mime climbing. Repeat with other actions.

Listen and say. 27

- Tell children to look at the picture on the first two pages of Unit 4.
- In their own language, ask children to look at the actions and say the ones that Jig and Pat can do. Ask children to give you their reasons, e.g., *Pat can't sing because he's a cat*. Accept all answers.
- Tell children Pat and Jig are talking about the things they can do. Ask children to listen for the action that Jig can't do. Play the CD once to check the answer (*Jig can't climb*).
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

Transcript 27

Listen and say.

Jig Hey! I can catch, and I can jump, too.

Pat I can catch, I can jump, and I can climb!

Jig Oh ... I can't climb. I can sing!

Say and do.

- Say *I can draw*, and draw a heart shape or a star on the board. Look pleased with yourself. Say *I can't draw*, and draw a very bad heart shape or star on the board. Look unhappy.
- Call a child to the front. Give him / her the jump Picture Card. Encourage the child to say *I can jump* and do the action.
- Repeat with other children and other actions. Encourage them to give true answers.

Listen, sing, and do. 28

- Tell children they are going to learn a song about some of the things they can do.
- Remind children of the phrase *count to five*. Say *count to five*, and then hold up your fingers as you say the numbers. Encourage children to join in with you.
- Remind children of the phrase *run and hide*. Say *run and hide*, and then move quickly and hide behind your desk or the door, or hide your eyes as if playing peek-a-boo.

- Tell children they are going to listen to the song first before singing along. Play the CD.
- Play the CD again, pausing after each line. Sing the line, and tell children to repeat after you.
- Give children time to guess the sound before you play the line that gives the answer.
- Have children sing the song through without stopping.
- Give the Picture Cards for the actions jump, climb, sing, and catch to four children. Explain that they will hold up their Picture Card when they hear it called.
- Call two more children to the front. Tell one of them to hold up five fingers for *count to five* and the other to bend down behind the desk for *run and hide*.
- Sing the song with the class.
- Repeat with other children holding the Picture Cards and doing the actions.
- Vary the activity by having all children mime song actions

Transcript 28

Listen, sing, and do.

I can jump.

I can climb.

I can sing and count to five.

I can throw.

I can kick.

I can catch and run and hide.

Activity Book Unit 4, Lesson 2

1 Write and draw.

- Put on the board the Picture Cards for catch, read, jump, and climb. Write the words under them.
- Read each word aloud as you run your finger under it. Children repeat chorally.
- Tell children to look at Unit 4 Lesson 2 in their Activity Books.
- Ask them to say the words at the top of the page. Point out that they are also on the board.
- Explain that children will draw two pictures. The first picture should show something they can do, and the second picture should show something they can't do very well yet. Tell them to only use the actions on the board.
- Children draw their pictures.
- When they have finished, tell them to write the word for the action on the line. Help as necessary.
- Call several children to the front to show their pictures and read their sentences.

Optional activity

- Call a child to the front. Give him/her an action Picture Card.
- Tell the child to hold up the card, saying a true sentence about himself / herself using *I can ...* or *I can't ...*
- Repeat with other children.

Lesson 3 Story SB and AB

Lesson objectives

- To follow the left to right sequence of English.
- To develop listening and reading skills in English.
- To understand and enjoy a story.
- To count from 1–10.
- To recognize words for numbers 1–10.
- To review and consolidate language introduced in the unit.
- To write simple words.

Language

Vocabulary: *kick, catch, sing, climb, ball*

Materials

CD track 29, Picture Cards 21, 22, 28

Student Book Unit 4, Lesson 3

Warm-up

- Review the actions using the Picture Cards.
- Hold up the *sing* Picture Card. Prompt children to say *sing*. Repeat with the Picture Cards for *climb* and *catch*.

Look and say.

- Tell children to open their books to Unit 4, Lesson 3.
- Remind children that English stories are presented from left to right. Hold up your book, and point at the frames in order.
- Ask children questions about the story in their own language: *Who can you see in the pictures?* (Tess and Baz) *What are they doing in pictures 1 and 2?* (playing with a ball, kicking and catching it) *Is Baz good at kicking and catching?* (No, he isn't.) *Is Baz good at anything?* (Yes, he is. He can climb.)
- Remind children that everyone has a talent and is special in some way.

Listen. 29

- Tell children that they are going to listen to the story.
- Play the CD, and pause between each frame. Don't ask children to repeat at this stage of the lesson.
- Ask children to tell you in their own language what they understood. Play the CD again if necessary.

Transcript 29

Listen. Good Job, Baz!

Tess Kick, Baz! Kick!

Baz I can't kick.

Tess Catch the ball, Baz!

Baz I can't catch.

Tess Sing, Baz!

Baz I can't sing.

Baz I can climb.

Tess Good job, Baz!

Listen and act. 29

- Tell children they are going to hear the story again. Tell them to run their fingers under each word as they listen.
- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually as they point to the words.
- Tell the class that they are going to act out the story.
- Put the Picture Cards of the actions on the board.
- Call two children to the front to model the story with you. Ask one child to be Baz and the other to be Tess.
- Prompt the child playing Tess to point to each Picture Card as it is mentioned in the story.
- Call other children to the front to act out the story.
- Help children to perform by prompting the lines and telling them to repeat.

Activity Book Unit 4, Lesson 3

1 Look and say. Write.

- Tell children to look at Unit 4, Lesson 3 in their Activity Books.
- Ask children to say what each child is doing or trying to do in each picture (*kick, catch, sing, climb*).
- Explain that children are going to complete each sentence by writing *can* or *can't* on the line.
- Write the words *can* and *can't* on the board. Point to each, and children repeat.
- Tell children to look at the first picture. Ask children to imagine what the boy is saying (*I can kick*). Write the sentence on the board omitting the word *can*.
- Ask children to point to the word you should write in the blank. Check that they are pointing to *can*.
- Write *can* in the blank.
- Children complete the activity.
- Check the activity by asking children which word they wrote for each sentence. Then help them to read the sentence aloud.

Optional activity

- Hand out Lesson 1 Picture Cards to individual children.
- Ask each child to perform the action on his/her Picture Card, saying either *I can (catch)*, or *I can't (catch)*.

Lesson 4 Values SB and AB

Lesson objectives

To understand and use everyday language related to being modest.

Language

Everyday English: *Your (picture) is very good! Yours is, too. Good job! Thank you. Thanks!*

Materials

CD track 30, two pictures that you have drawn: one is very good, and the other is not as good

Student Book Unit 4, Lesson 4

Warm-up

- Review the everyday language for expressing concern for someone. (*Are you OK?*) Pretend to fall or slip. Prompt children to ask *Are you OK?* Respond appropriately.

Listen and say. 30

- Tell children to open their books to Unit 4, Lesson 4.
- Ask children questions about the picture. *Where are the children? (at school) What are they doing? (painting pictures) Is one picture neater than the other? (yes)*
- Tell children that it is important to be modest when someone gives them a compliment. Ask if they understand why this is important. (*It is impolite to boast because this makes others feel that they are not as good.*)
- Explain they are going to hear children being modest.
- Play the CD. Tell children to listen.
- Play the CD again. Pause after each line, and ask children to repeat it.

Transcript 30

Listen and say.

Boy Your picture is very good!

Girl Thank you.

Girl Yours is, too. Good job!

Boy Thanks!

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Walk up to a child and give him / her the better picture. Say *Your picture is very good!*
- Prompt the child to respond. Seem genuinely pleased when the child compliments you.
- Repeat with other children.

Act.

- Tell the class that they are going to act out the situation. Allow them to create their own pictures if you have time. Call two children to the front to act. Encourage them to show their pictures to the class.
- Help children to perform by prompting the lines as necessary.
- Repeat with other children.

Activity Book Unit 4, Lesson 4

1 Look and choose. Draw.

- Tell children to look at Unit 4, Lesson 4 in their Activity Books.
- Explain that the circle with two dots represents a face. Explain that children should look at each picture and decide whether it shows good behavior or bad behavior.
- Tell them to draw a smiling mouth for good behavior or a frowning mouth for bad behavior. Demonstrate by drawing a smiling face and a frowning face on the board.
- Tell children to look at the first of the small pictures. Ask what kind of behavior they think it shows (*bad*). Ask *Why?*
- Children respond in their own language that the girl with the better picture puts her work in a higher position because she thinks it is better than the others. The other girl's feelings are hurt.
- Tell children you are going to read the text in the speech bubbles. Ask them to look at the text as you read. Remind children that if they are too shy to give a compliment back, they should at the very least say *Thank you*.
- Ask children if the behavior in the first small picture is good or bad (*bad*). Tell children to draw the frowning face under the picture.
- Repeat with the process with other small picture.

Optional activity

- Teach children other ways to respond to compliments; for example, you can teach children to respond to *Your picture is very good* by saying *Thank you. It's OK.* or *Thank you. You're very nice.*

Lesson 5 Project SB and AB

Lesson objectives

- To use English to express science concepts.
- To use English to link math and science concepts.
- To develop fine motor control.

Language

Vocabulary: numbers 1–20, insect, climb, crawl, count

Materials

CD track 31, colored cut strips of paper: yellow, green, orange; tape, stick-on eyes, pipe cleaners cut into small pieces

Student Book Unit 4, Lesson 5

Warm-up

- Review the numbers from 1–20 by writing a number line on the board with missing numbers. Point to each number, and count with the class, encouraging them to supply the names of the missing numbers in order.
- Call a child to the front to write the first missing number. Repeat with different children writing the other missing numbers.

Make.

- Tell children to look at Unit 4, Lesson 5 in their books.
- Explain that they are going to make something special. Tell them to look at picture 4. Ask *What's this?* Children respond *It's an insect.*
- Before you give children the materials, review the four pictures in the book, describing each step.
- Explain that children are going to make a chain with the strips of colored paper to create the caterpillar's body.
- Tell children to look at picture 1. Ask children to say the things they see.
- Tell children to look at picture 2. Then give each child 20 strips of paper to write the numbers on. Encourage them to do the best they can writing the numbers, but if that task is taking too long, tell them to move on to sticking on the eyes. (If you cannot get stick-on eyes, children can simply draw on the eyes.)
- Tell children to look at picture 3. Explain that they should link the colored strips in the correct order of the numbers.
- Help children to create the antennae for their caterpillar with thin strips of paper and the pipe cleaner.

Sing. 31

- Tell children they are going to learn a song about their project.
- Present the meaning of *crawl* by using mime.
- Play the CD. Tell children to listen to the song.
- Play the CD again, and pause after each line. Sing the line, and tell children to repeat after you. Tell children to point to the numbers as they sing.

Transcript 31

Sing.

My insect can climb.
My insect can crawl.
My insect is long.
Now it's like a ball!

My insect can count.

Can you see?

It has all the numbers.

Count them with me:

One... two... three... four... five...

Sing, do, and count. 31

- Explain that children are going to use their caterpillars to act out the song. Sing and have a child's caterpillar climb and crawl. For the line *My insect is long*, hold the caterpillar from end to end. For the line *Now it's like a ball*, gently touch the ends together and roll the links inward.
- As you count, point to each link, or move your hand from link to link.
- Call several children to the front with their caterpillars.
- The class sings the song while the children do the actions with their caterpillars.
- Repeat with other children.

Activity Book Unit 4, Lesson 5

1 Follow the numbers.

- Tell children to look at Unit 4, Lesson 5 in their Activity Books.
- Ask children to explain in their own language what they see (*a caterpillar is lost and trying to get home to its family*). Explain that the only way to get home is to follow the numbers in order.
- Review numbers 1–20 by writing them in order at the top of the board. Point to them in order as children count.
- Tell children to look at the number 1 in their books. Ask *What's next?* Children respond 2. Have them trace the arrow from the 1 to the 2, first with their fingers and then with their pencils.
- Copy a small section of the page on the board, e.g., the number 2 surrounded by 6, 1, 2, 4, 3. Tell children to look at the number 2. Ask *What's next?* Children respond 3.
- Ask children to tell you which way to go to get to the next number. Tell children to draw a line from number 2 to number 3 in their books.
- Children complete the activity. Check by having them hold up their books to reveal the path.

Optional activity

- Play a math game. Write a pattern of numbers on the board, for example, 1, 3, 5, 7. Ask children what number comes next (9). Explain the pattern by drawing a number line and showing how you skipped one number to get the pattern.
- Repeat with another pattern, for example, 2, 4, 6, 8.

Lesson 6 Phonics SB and AB

Lesson objectives

- To say, recognize, and write the digraph *ch*.
- To recognize and say the sound /tʃ/.
- To develop fine motor control.

Language

Vocabulary: *chocolate, beach, kitchen*

Materials

CD track 32, Picture Cards 29, 30, 34

Student Book Unit 4, Lesson 6

Warm-up

- Review the sounds of the digraphs *sh* and *th*. Write them on the board. Point to each as children say its sound.
- Ask children to tell you a word beginning with *sh* or *th* in English (e.g., *sheep, shirt, shorts, shoes, thumb, three, throw*).

Learn the sound.

- Hold up the Picture Card for chocolate. Say *chocolate*. Children repeat the word chorally and individually. Stick the Picture Card on the board.
- Write the digraph *ch* on the board under the Picture Card. Point to it and say /tʃ/ *chocolate*. Write the word *chocolate* under it.
- Repeat with the beach Picture Card, writing the word *beach* under the Picture Card.
- Repeat with kitchen Picture Card, writing the word *kitchen* under it.
- Call a child to the front to underline the digraph *ch* in each word.
- Explain that although the letters *c* and *h* have different sounds when they are by themselves, they make the sound /tʃ/ when they are together.
- Tell children to open their books to Unit 4, Lesson 6 and look at the letters *ch* with the arrows.
- Stand with your back to the class as you use your finger to 'write' *ch* in the air. Write the letters exactly as they are presented in the Student Book.
- Tell children to copy your action and write *ch* in the air. Check that they are forming the letters correctly.
- Tell children to practice tracing over the letters in their books with their fingers.
- Ask children to suggest a few common names that begin with the sound /tʃ/. If children can't think of any names in their own language, give some examples of English names (*Charles, Chester, Chelsea*, etc.).

Sing. 32

- Tell children that they are going to sing a song to help them learn about the sound /tʃ/.
- Play the CD. Tell children to listen to the song.
- Play the CD again, and pause after each line. Sing the line, and tell children to repeat after you. Tell children to point to the letters and words in their books as they sing them.
- Play the CD again, and ask children to sing the song.

Transcript 32

Sing.

C and *h* are /tʃ/.

C and *h* are /tʃ/.

Put together, they are clever.

C and *h* are /tʃ/.

Chocolate, beach, and kitchen.

C and *h* are /tʃ/.

Find and say.

- Tell children to look at the picture at the bottom of the page. Say *chocolate*, and ask children to point to the chocolate. Check children are pointing to the correct picture.
- Say *kitchen*. Check that children are pointing to the kitchen.
- Say *beach*. Check that children are pointing to the beach.

Activity Book Unit 4, Lesson 6

1 Circle *ch*. Trace and write.

- Tell children to look at Unit 4, Lesson 6 in their Activity Books.
- Stick the Picture Card for chocolate on the board. Stick the Picture Card for beach next to it. Point to each picture, and ask *What's this?* Children respond.
- If children say *It's a chocolate*, simply say the correct sentence for them (*It's chocolate*).
- Write the words *chocolate* and *beach* under the pictures on the board. Call a child to the front to circle the *ch* in each word. Tell children to circle the letters *ch* in their books.
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming *ch*. Write the letters on the lines exactly as they are presented in the Student Book.
- Tell children to practice tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Draw more writing lines on the board. Call children to the board to write *ch* on the lines. Correct as necessary.

2 Write and say.

- Tell children to look at the pictures and say the words.
- Ask children which letters begin the word *chair*. Children write the letters *ch*. Check that they are forming the letters correctly.
- Tell children to write the letters *ch* in the middle of the word *kitchen*.
- Write the words on the board. Ask children to say the words as you run your fingers under them.

Optional activity

- Review other sounds of the alphabet. Write a letter on the board, e.g., *k*.
- Ask children to tell you the words they know beginning with that letter, e.g., *kite, kick, kitchen*.
- Repeat with other letters.

Unit 4 Review AB

Lesson objectives

- To review the language of the unit.
- To recognize and follow a pattern.

Materials

Picture Cards 21–28

Activity Book Unit 4, Review

Warm-up

- Review the actions using the Picture Cards.
- Stick the Picture Cards on the board as children name the actions.
- Point to the Picture Cards on the board at random, and prompt children to do that activity, either at their seats or in another part of the room.

1 Say and join.

- Tell children to look at Unit 4 Review in their Activity Books.
- Explain that there is a pattern in each row, and they have to work it out.
- Model the activity. Ask children what they see in the first five pictures on the first row (*pictures of a girl jumping and a boy drawing*).
- Tell them to put their finger on the first picture of the jumping girl. Children say *jump*. Tell them to move their finger to the next picture and say *draw*. Children continue until the fifth picture.
- Ask children what picture should come next in the pattern (*draw*). Ask them to tell you why (*because the pattern is jump / draw / jump / draw*).
- Focus children on the column of pictures on the right of the page. Ask them to find the one that shows a picture of *draw*.
- Trace a line with your finger from the end of the first row of pictures to the picture that completes the sequence.
- Children complete the activity.
- Check answers. Have the class tell you the pattern in each row (row 2: climb, draw, kick, climb, draw, kick; row 3: sing, sing, climb, sing, sing, climb; row 4: kick, jump, sing, kick, jump, sing).

Progress Check 4 TB

Materials

- Progress Check 4 photocopiable sheet (one per child)
- Picture Cards 21–30

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Warm-up

- Use the Picture Cards to review Lesson 1 vocabulary. Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.
- Write the letter pattern from Lesson 6 on the board and ask children to say it.
- Hand out the Picture Cards of Lesson 6 vocabulary to individual children. Ask them to say the word.

Progress check

- Model the first item of each activity on the Progress Check sheet on the board. Hand out the Progress Check sheets to the children. Either ask the children to complete the sheet silently on their own or allow them to take the sheet home to work on.

5 My Home

Lesson 1 Vocabulary SB and AB

Lesson objectives

- To identify rooms in the home.
- To identify things in the home.
- To recognize English sounds and spoken words.
- To associate pictures and their written words.

Language

Vocabulary: bathroom, bedroom, dining room, kitchen, living room, plant, sofa, TV

Materials

CD tracks 33–34, Picture Cards 31–38, pictures from magazines for each of the rooms and objects in the vocabulary

Student Book Unit 5, Lesson 1

Warm-up

- Tell children to look at the picture on the first two pages of Unit 5.
- Ask the following questions in the children's own language: *Who are the children?* (Tess and her friend Maggie) *What are they doing?* (playing with a doll's house) *Is the house neat?* (yes) *Why is it important to keep our homes neat?* (It helps our family, and it is nice for us).

Listen and say. 33

- Tell children that they are going to learn the words for the rooms of the house and some of the things in them.
- Play the CD, holding up the Picture Card for each thing as its name is said. Pause after each word so children can point to the picture in their books. Check that children are pointing to the correct picture.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

Transcript 33

Listen and say.
bedroom, bathroom, plant, dining room, kitchen,
living room, sofa, TV

Listen and find. 34

- Tell children that you are going to say a word, and they should point to that picture in their books.
- Say the words at random, e.g., *living room, dining room, TV, sofa, bathroom, kitchen, bedroom, plant*. As you say each word, you may want to hold up the Picture Card to give children visual support.
- Check that children are pointing to the correct picture in their books.
- Play the CD, and pause after each word. Children listen and point to the picture in their books.

Transcript 34

Listen and find.
bathroom, bedroom, dining room, kitchen, living room,
plant, TV, sofa

Look and say.

- Give each group of children one of the pictures from the magazines. Ask them to identify the room or the object.
- Ask a child from each group to stand, show the picture, and say what it is.
- Redistribute the pictures, or if you have enough pictures, give each group a new picture.
- Call on a different child from each group to stand, show the picture, and say the object.

Activity Book Unit 5, Lesson 1

1 Match and circle.

- Put the Picture Cards for the rooms and home items on the board.
- Point to each picture, and ask *What's this?* Children respond. Write the name of the room or item under each Picture Card.
- Tell children to look at Unit 5, Lesson 1 in their Activity Books.
- Explain in the children's own language that they are going to match the pictures that are the same and then circle the correct word for that item from the two words next to it.
- Ask children the name of the picture in the example (*bedroom*). Ask them to follow the line to find the bedroom picture in the second column. Ask them to tell you which word is circled (*bedroom*). Direct their attention to the board if necessary.
- Children complete the activity.
- Check answers by asking children to hold up their books.

Optional activity

- Write the word for one of the rooms or home items on the board.
- Call a child to the front. Give him / her a choice of three Picture Cards, including the picture of the word on the board.
- Ask the child to choose the Picture Card for the word on the board and stick it under the word.
- Repeat with other children and different words.

Lesson 2 Structure SB and AB

Lesson objectives

To state what is in a home.

To categorize objects according to their location in the home.

Language

Structure: *There is (a kitchen). There are (five rooms).*

Materials

CD tracks 35–36, Picture Cards 31–38, sheets of paper, magazine pictures of the rooms, sofas, plants, and TVs, glue sticks

Student Book Unit 5, Lesson 2

Warm-up

- Review the rooms. Hold up the Picture Card of the living room, and ask *What's this?* Children respond *It's a living room.* Stick the Picture Card on the board.
- Repeat with the Picture Cards for the *bathroom, bedroom, kitchen, and dining room.* Leave cards on the board.

Listen and say. 35

- Tell children to look at the picture on the first two pages of Unit 5.
- Tell children Tess has a new doll's house. She and Maggie are just starting to play with it. Ask children to listen for the order in which they hear the rooms. Play the CD once to check answers (*living room, dining room, bedroom, kitchen, bathroom*).
- Ask children to tell you the order in which they heard the room names. Write numbers 1–5 under the cards on the board: living room – 1, dining room – 2, bedroom – 3, kitchen – 4, bathroom – 5.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

Transcript 35

Listen and say.

Tess Look at my doll's house! There are four rooms. There is a living room, a dining room, a bedroom, and a kitchen.

Maggie And there is a blue bathroom. There are five rooms!

Say and do.

- Draw a large outline of a house on the board. Present the word *house*. Point to your drawing and say *This is a house*.
- Call a child to the front. Say *This is my house. There is a kitchen in my house*.
- Hold out the Picture Cards. Encourage the child to choose the picture of the kitchen, and help him / her to stick it on the board inside the house.
- Call another child to the front, and use *There is ...* to describe another room of your house. Help the child to stick that Picture Card on the board.
- Say *There are two boys in my house*. Call two children to the front. Each should draw a boy in the house. If children ask, explain that we use *There are* rather than *There is* when we are talking about more than one thing.

Listen, sing, and do. 36

- Tell children they are going to learn a song about homes, and they are going to listen to the song first before singing along. Play the CD.
- Play the CD again, pausing after each line. Sing the line, and tell children to repeat after you.
- Have children sing the song through without stopping.
- Give a sheet of paper and several magazine pictures to each child or to groups of children. Tell them to glue the pictures onto the paper to create a home.
- Call several children to the front. Tell one to hold up his / her picture and describe it to the class. Review the words of the songs, and help children identify the parts of the pictures that match the song.
- Sing the song with the class, and point to the pictures in the children's homes.
- Repeat with other children showing their pictures.

Transcript 36

Listen, sing, and do.

Look at my house! Look at my house!

It has a dining room.

It has a bathroom.

It has a bedroom and a lamp.

Look at my house! Look at my house!

It has a living room.

It has a kitchen.

It has a sofa and a plant.

Activity Book Unit 5, Lesson 2

1 Read and draw.

- Stick the Picture Cards of the bedroom and the dining room on the board.
- Say *Point to the bedroom*. Check that children are pointing to the correct Picture Card. Repeat with dining room.
- Write the words *bedroom* and *dining room* under the Picture Cards. Run your finger under the words as you read them aloud. Children repeat chorally and individually.
- Tell children to look at Unit 5, Lesson 2 in their Activity Books.
- Ask them to name the small pictures at the top of the page (*table, bed, chair, teddy bear, banana*).
- Ask them to tell you the words in the two boxes (*bedroom, dining room*).
- Explain in the children's own language that they should draw the things shown in the small pictures in the correct rooms.
- Children complete the activity. Check by helping children to make statements about the pictures, e.g., *There is a bed in the bedroom*.

2 Draw and say.

- Tell children to look at the second activity on the page.
- Explain that they should draw one or two of the rooms in their homes.
- Encourage them to include furniture and items for which they know the names.
- Call several children to the front to show their pictures. Help them to talk about their pictures using statements with *There is ...* and *There are ...*

Lesson 3 Story SB and AB

Lesson objectives

- To follow the left to right sequence of English.
- To develop listening skills in English.
- To understand and enjoy a story.
- To review and consolidate language introduced in the unit.
- To develop fine motor control.

Language

Vocabulary: *home, living room, sofa, TV*

Materials

CD track 37, Picture Cards 35, 36, 38

Student Book Unit 5, Lesson 3

Warm-up

- Review the words *living room*, *TV*, and *sofa* using the Picture Cards. Stick them on the board.
- Review the word *home* by drawing a picture of a house on the board. Explain that we often use the words *house* and *home* to talk about the place where we live.

Look and say.

- Tell children to open their books to Unit 5, Lesson 3.
- Remind children that English stories are presented from left to right. Hold up your book, and point to the frames in order.
- Ask children questions about the story in their own language: *Who is in the story?* (Pat and Jig) *What are they doing?* (talking in a living room) *Where is Pat at the end of the story?* (He's pretending to be on TV) *How does Jig feel about his home?* (He looks pleased with it).
- Ask children what things they like best about their homes, and remind them to appreciate the home comforts that they have.

Listen. 37

- Tell children that they are going to listen to the story.
- Play the CD, and pause between each frame. Don't ask children to repeat at this stage of the lesson.
- Ask children to tell you in their own language what they understood. Play the CD again if necessary.
- Ask children to listen to what Jig says about the sofa and TV (*There's a ...*). Explain that *There is ...* is often said as *There's ...*, i.e., the two words are run together to make it easier and quicker to say. Drill both forms with children, and tell them they can use whichever they prefer.

Transcript 37

Listen. My Home.

Jig This is my home.

Jig This is my living room.

Jig There's a sofa. There's a TV.

Pat Look, Jig! I'm on TV.

Listen and act. 37

- Tell children they are going to hear the story again. Tell them to run their fingers under each word as they listen.

- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually as they point to the words.
- Tell the class that they are going to act out the story. Draw a house on the board. Explain that it is Jig's house.
- Call two children to come to the front to play the roles of Pat and Jig. Stick the Picture Cards for *living room* and *sofa* on the board inside the house.
- Give the child playing Pat the Picture Card of the TV.
- Help children to perform by prompting the lines and telling them to repeat. Encourage the child playing Pat to hold up the Picture Card in front of his / her face for the line *Look, Jig! I'm on TV.*
- Call other children to the front to act out the story.

Activity Book Unit 5, Lesson 3

1 Look, read, and circle.

- Tell children to look at Unit 5, Lesson 3 in their Activity Books.
- Ask them to name the things they can identify in the picture (*sofa, TV, teddy bear, table*). Draw a picture of each item on the board, and write the word next to it.
- Write the sentences from the activity on the board. Write the words *Yes* and *No* next to each sentence.
- Run your finger under each word as you read the first sentence.
- Ask children to look at the picture and say whether the sentence is correct (*yes*).
- Tell children to circle the word *Yes*.
- Do the activity together. You may wish to call children to the front to circle *Yes* or *No*. (*There's a TV. Yes; There's a chair. No; There's a plant. No; There's a table. Yes; There's a doll. No.*)

Optional activity

- Make statements about the classroom using *There is ... / There are ...*. Children respond *Yes* or *No*.
- For example, say *There are two tables in the classroom. There is a board in the classroom. There is a garbage can in the classroom. There are five chairs in the classroom.*

Lesson 4 Values SB and AB

Lesson objectives

- To understand everyday language used to appreciate nature.
- To respond appropriately to advice.

Language

Everyday English: *Oh, no! Sorry. Don't break the plants. I'll be careful.*

Materials

CD track 38

Student Book Unit 5, Lesson 4

Warm-up

- Remind children of the everyday language they learned to be modest.
- Ask children to tell you the ways they can accept a compliment politely or offer a compliment in return.

Listen and say. 38

- Tell children to open their books to Unit 5, Lesson 4.
- Ask children questions about the pictures. *Where are the people? (outside) What are they doing? (playing) Why do the children look concerned? (They don't want to harm the plants.)*
- Ask children why it is important to be respectful of plants and nature (*because they make our environment beautiful*).
- Present the word *break* using mime. Hold a pencil or crayon, and pretend to break it by snapping it.
- Explain that children are going to hear the children in the picture talking about respecting nature.
- Play the CD. Tell children to listen.
- Play the CD again. Pause after each line, and ask children to repeat it.

Transcript 38

Listen and say.

Girl Oh, no!

Boy Sorry!

Boy Don't break the plants.

Girl OK. I'll be careful.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Walk up to a group of children. Say *Come here. Be careful*. Encourage the children to walk toward you being very careful. Encourage them to walk lightly on their toes as if they are walking through a flower bed.
- Prompt children to respond *OK. I'll be careful*.
- Repeat with other children.

Act.

- Tell the class that they are going to act out the situation.
- Have children draw pictures of flowers or small plants to place on the floor to create a flower bed.
- Place children's drawings on the floor with ample space between them, so that it is possible to walk among them without stepping on them.
- Call two children to the front to act the scene. Put a ball or a book at the opposite end of the flower bed.
- Help children to perform by prompting the lines as necessary.
- Repeat with other children.

Activity Book Unit 5, Lesson 4

1 Look and choose. Draw.

- Tell children to look at Unit 5, Lesson 4 in their Activity Books.
- Explain that the circle with two dots represents a face. Explain that children should look at each picture and decide whether it shows good behavior or bad behavior.
- Tell them to draw a smiling mouth for good behavior or a frowning mouth for bad behavior. Demonstrate by drawing a smiling face and a frowning face on the board.
- Tell children to look at the first of the small pictures. Ask what kind of behavior they think it shows (*good*). Ask *Why?* Children respond that the girl is respecting nature by not harming the plant or butterfly.
- Tell children you are going to read the text in the speech bubble. Ask them to look at the text as you read. Ask children if the behavior in the first picture is good or bad (*good*). Tell children to draw the smiling face under the picture.
- Repeat the process with other picture. Elicit why the behavior is bad. (The girl hasn't respected nature.)

Optional activity

- Review signs about respecting nature that children may see in public, for example, *Keep off the grass. Don't pick the flowers / plants. No pets.*
- Ask children how these actions respect nature.

Lesson 5 Explore SB and AB

Lesson objectives

To begin to understand the relationship between text and meaning.

To begin to develop decoding skills in order to eventually become an independent reader.

To use English to learn about social studies concepts.

To write simple words.

Language

Vocabulary: *plants, flowers, tree, adjectives (color, size)*

Materials

CD track 39

Optional: a sheet of paper for each child

Student Book Unit 5, Lesson 5

Warm-up

- Review the words *plant, flower, and tree* by drawing one of each on the board.
- Point to each picture, and ask *What's this?* Children respond. Write the words under the pictures.

Look and listen. 39

- Tell children to open their books to Unit 5, Lesson 5.
- Ask children questions about each picture. *Where are the pink flowers in picture 1? (on the tree) Is it sunny in picture 2? (yes) What color are the plants in picture 3? (purple)*
- Tell children they are going to listen to the information about the plants and flowers.
- Play the CD. Pause after the text for each picture to help focus children's attention and give them time to look at the pictures.

Transcript 39

Look and listen. Plants and Flowers.

There are flowers on this tree. They are small and pink. These plants love the sun.

Look at these plants. They are big and purple.

Listen and read. 39

- Tell children they are going to listen again and to try to read along with it.
- Ask children if they can recognize any of the words on the page, for example the words *plant, tree, or flower*.
- Reassure children that they are not expected to be able to read the text entirely on their own. Point out that you will pause the CD after each picture so that they can catch up if necessary.
- Encourage children to run their fingers under the words as they hear them.
- Play the CD while children read along, using their fingers to guide them. Remember to pause after the text for each picture.

Read and say.

- Call on volunteers to read any parts of the text they feel comfortable reading. Praise all attempts, even if a child can only recognize one or two words.
- Ask children questions about the text that cannot be easily determined from the pictures, e.g., *Does the person say the plants are big? (Yes.) Do the plants love the sun? (Yes.) Does the person say the flowers love the sun? (No.)*

Activity Book Unit 5, Lesson 5

1 Read and draw. Color.

- Tell children to look at Unit 5, Lesson 5 in their Activity Books.
- Write the sentences from the book on the board. Ask children if they can read or recognize any of the words. Call children to the front to point to the words they can read or recognize.
- Run your finger under each word as you read the sentence.
- Tell children to draw a picture to represent each set of sentences.
- When they have finished drawing, tell them to color their pictures according to the sentences.
- Check by putting children in a circle and having them hold up their books. Check as a class, asking for clarification about the pictures as necessary.

Optional activity

- Write another sentence on the board, e.g., *This plant is big. It is yellow.*
- Give children a chance to try to read it. Run your finger along the sentence as you read it.
- Give each child a sheet of paper, and have them draw a picture based on the sentence.
- Check by having children hold up their papers.

Lesson 6 Phonics SB and AB

Lesson objectives

- To say, recognize, and write words in the -at family.
- To develop fine motor control.

Language

Vocabulary: *cat, hat, mat*

Materials

CD track 40, Picture Cards 39–40

Student Book Unit 5, Lesson 6

Warm-up

- Draw a cat on the board. Ask *What's this?* Children respond *It's a cat.*
- Ask children for the first letter's sound and name (/k/, c).
- Write the word *cat* under the picture on the board.

Learn the sound.

- Hold up the hat Picture Card. Say *hat*. Children repeat the word chorally and individually. Stick the Picture Card on the board next to the cat.
- Write the word *hat* on the board under the picture. Point to it and say *hat*, /h/ /æ/ /t/, *hat*.
- Hold up the mat Picture Card. Say *mat*. Children repeat the word chorally and individually. Stick the Picture Card on the board next to the hat.
- Write the word *mat* on the board under the picture. Point to it and say *mat*, /m/ /æ/ /t/, *mat*.
- Sound out the word *cat* in the same way.
- Point out that these words rhyme. Ask if children can think of another English word they know that rhymes with *cat*, *mat*, *hat*. Elicit *Pat*.
- Tell children to open their books to Unit 5, Lesson 6 and look at the letters -at with the arrows.
- Stand with your back to the class as you use your finger to 'write' -at in the air. Write the letters exactly as they are presented in the Student Book.
- Tell children to copy your action and write -at in the air. Check that they are forming the letters correctly.
- Tell children to practice tracing over the letters in their books with their fingers.

Sing. 40

- Tell children that they are going to sing a song to help them learn the sound -at.
- Play the CD. Tell children to listen to the song.
- Play the CD again, and pause after each line. Sing the line, and tell children to repeat after you. Tell children to point to the letters and words in their books as they sing them.
- Play the CD again, and ask children to sing the song.

Transcript 40

Sing.

Cat, hat, and mat

Let's read the words.

/k/ /æ/ /t/ cat

/h/ /æ/ /t/ hat

/m/ /æ/ /t/ mat

I can read the words!

Find and say.

- Tell children to find the letters -at in the word under each picture on the page. Ask children to tell you the first letter of each word (c – cat, h – hat, m – mat).
- Tell children to look at the picture at the bottom of the page. Say *Point to the hat*. Check that they are pointing to the hat.
- Say *Point to the cat*. Check that they are pointing to the cat.
- Say *Point to the mat*. Check that they are pointing to the mat.
- Say *Cat. Where is it?* Children respond *It's on the mat*.

Activity Book Unit 5, Lesson 6

1 Trace and write.

- Tell children to look at Unit 5, Lesson 6 in their Activity Books.
- Stick the hat and mat Picture Cards on the board. Draw a cat next to them. Point to each picture, and ask *What's this?* Children respond.
- Ask children to tell you the name and sound of the first letter in each word (/k/ c, /h/ h, /m/ m).
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the -at. Write the letters on the lines exactly as they are presented in the Student Book.
- Tell children to practice tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Draw more writing lines on the board. Call children to the board to write *at* on the lines. Correct as necessary.

2 Write and say.

- Tell children to look at the pictures and say the words.
- Ask children which letters begin the words (*hat* – h; *mat* – m). Write the letters *h* and *m* on the board.
- Ask children which letters complete the words (*at*).
- Children complete the words by writing the first letters each time. Check they are forming the letters correctly.

Optional activity

- Do a dictation. Tell children to write the words they hear in order.
- Say *mat, hat, cat* slowly. Give children time to write.
- Call a child to the front to write the words.

Unit 5 Review AB

Lesson objectives

- To review language introduced in the unit.
- To recognize constituent parts of the whole.
- To count.

Materials

Picture Cards 31–38

Activity Book Unit 5, Review

Warm-up

- Review the vocabulary for the home using Picture Cards.
- Hold up each Picture Card, and ask *What's this?* Children respond. Stick the Picture Cards in a column on the left side of the board.
- Write the words for the items in a column on the right side of the board. Say the word as you run your finger under it. Do not write the word directly across from its Picture Card.
- Call a child to the front to match one of the Picture Cards to its word. Repeat with other children.

1 Count and write. Say.

- Tell children to look at Unit 5 Review in their Activity Books.
- Ask children what they see in the picture (*different types of rooms*).
- Ask children if they can recognize any of the words at the bottom of the page. Encourage them to look at the Picture Cards and the words on the board for help.
- Explain that children are going to count the number of each item in the picture and then write that number on the line next to the word.
- Model the activity by doing the first one. Ask *How many bedrooms?* Encourage children to work from top to bottom, putting their finger on each bedroom as they count. Children respond *There is one bedroom*.
- Write the number 1 to the right of or under the word *bedroom* on the board.
- Children complete the activity independently.
- Check by asking about each item, e.g., *How many (dining rooms)?* Then call a child to the front to write the number on the board (*1 dining room, 2 kitchens, 3 living rooms, 2 bathrooms, 2 TVs, 5 sofas, 2 plants*).

Progress Check 5 TB

Materials

Progress Check 5 photocopiable sheet (one per child)
Picture Cards 31–40

Teacher's Book Page 88

Warm-up

- Use the Picture Cards to review Lesson 1 vocabulary. Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.
- Write the letter pattern from Lesson 6 on the board and ask children to say it.
- Hand out the Picture Cards of Lesson 6 vocabulary to individual children. Ask them to say the word.

Progress check

- Model the first item of each activity on the Progress Check sheet on the board. Hand out the Progress Check sheets to the children. Either ask the children to complete the sheet silently on their own or allow them to take the sheet home to work on.

Mid-year Progress Check TB

Materials

Mid-year Progress Check photocopiable sheet (one per child)
Picture Cards 1–40

Teacher's Book Page 94–5

Warm-up

- Use the Picture Cards to review a selection of Lesson 1 vocabulary from Units 1–5. Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.
- Write the letter patterns *sh*, *th*, *ch*, and *-at* on the board. Point to each pattern in turn and ask children to say it.
- Hand out the Picture Cards of Lesson 6 vocabulary from Units 2–5 to individual children. Ask them to say the word and match their card to the correct letter pattern on the board.

Progress Check

- Model the first item of each activity on the Progress Check sheet on the board. Hand out the Progress Check sheets to children. Either ask children to complete the sheet silently on their own or allow them to take the sheet home to work on.

6 My Room

Lesson 1 Vocabulary SB and AB

Lesson objectives

- To identify things in the bedroom.
- To recognize English sounds and spoken words.
- To associate pictures and their words.

Language

Vocabulary: *bed, blanket, closet, pillow, shelf, in, on, under*

Materials

CD tracks 41–42, Picture Cards 41–48
Optional: a large envelope

Student Book Unit 6, Lesson 1

Warm-up

- Tell children to look at the picture on the first two pages of Unit 6.
- Ask the following questions in the children's own language: *Who are the children?* (Baz and Adam) *Where are they?* (in the bedroom) *How does Baz look?* (annoyed) *How does Adam look?* (playful)

Listen and say. 41

- Tell children that they are going to learn the words for some things in the bedroom and some words to describe their position.
- Play the CD, holding up the Picture Card for each item or concept as its name is said. Pause after each word so that children can point to the object in their books. Check that children are pointing to the correct object.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

Transcript 41

Listen and say.
bed, shelf, closet, pillow, blanket, in, on, under

Listen and find. 42

- Tell children that you are going to say a word, and they should point to that thing in their books.
- Say the words at random, e.g., *pillow, in, shelf, closet, on, bed, under, blanket*. As you say each word, you may want to hold up the Picture Card to give children visual support.
- Check that children are pointing to the correct thing in their books.
- Play the CD, and pause after each word. Children listen and point to the object in their books.
- If children ask, tell them that the words *in, on, and under* will be covered in more detail in the next lesson. At this stage it is sufficient for them to listen to the words and recognize them.

Transcript 42

Listen and find.
bed, blanket, closet, pillow, shelf, in, on, under

Look and say.

- Stick the Picture Cards for the vocabulary on the board in random order.
- Point to the Picture Card for the blanket. Children say *blanket*. Point to another Picture Card. Children say the name of the object or the preposition.
- Quicken the pace pointing to Picture Cards so that children have to say the names more quickly.

Activity Book Unit 6, Lesson 1

1 Write and say.

- Put the Picture Cards for pillow, shelf, bed, closet, and blanket in a column on the board. Point to the pillow, and ask *What's this?* Children respond *It's a pillow*. Write the word *pillow* next to the Picture Card.
- Repeat with all the pictures, writing the words next to each picture.
- Tell children to look at Unit 6, Lesson 1 in their Activity Books.
- Tell them to look at the words at the top of the page. Explain in children's own language that these are the words for the things in the picture.
- Ask children to hold up their books and point to the shelf. Ask them to point to the line and the example word *shelf*.
- Model writing the word on the board before children write it in their books.
- Children complete the activity, looking at the board for help as necessary. Ask children to say the words quietly to themselves before they write them.
- Check answers by asking children to tell you the names of the pictures as you hold up your book and point to each one.

Optional activity

- Tell children that they are going to play a game.
- Put the bed picture inside a large envelope. Hold up the envelope, and slowly pull the Picture Card out of the envelope. Children watch closely and say *It's a bed* as soon as they can identify it.



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Lesson 2 Structure SB and AB

Lesson objectives

- To describe locations with *in*, *on*, and *under*.
- To ask and answer *yes/no* questions about location.
- To understand commands with prepositions.

Language

Structure: *Where is it? It's in / on / under...*

Materials

CD tracks 43–44, Picture Cards 41–48, a pencil, a pencil box, a bag

Student Book Unit 6, Lesson 2

Warm-up

- Review the names of the bedroom items. Stick the Picture Cards on the board. Say *Point to the pillow*, etc.
- Review the words *pencil box*, *water bottle*, and *bag*. Hold up real objects, and ask *What's this?* for each of them.

Listen and say. 43

- Tell children to look at the picture on the first two pages of Unit 6.
- In their own language, ask children to say what they think has happened (*Adam has done something naughty with Baz's things*).
- Ask children to look at the bottom of the page. Ask them what they can see (*a book and a box*).
- Put the Picture Card for *in* on the board. Point to it and say *in. The book is in the box*. Repeat with *on* and *under*.
- Tell children they are going to listen to the conversation. Ask them to listen for the three things Baz is looking for.
- Play the CD once to check the answers (*bag, pencil box, water bottle*).
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

Transcript 43

Listen and say.

Baz Oh, no! My bag. Where is it?

Adam It's in the closet.

Baz Oh, no! My pencil box! Where is it?

Adam It's under the pillow.

Baz Oh, no! My water bottle. Where is it?

Adam It's under the bed.

Say and do.

- Hold up the pencil box. Open it, and put the pencil in it. Say *The pencil is in the pencil box*.
- Turn to a child, and say *The pencil. Where is it?* Encourage the child to say *It's in the pencil box*.
- Repeat with *under*. Put the bag under your desk. Say *The bag. Where is it?* (It's under the desk)
- Repeat with *on*. Put your book on the desk. Say *The book. Where is it?* (It's on the desk)
- Ask any confident children to take your place, moving the objects and asking the questions.

Listen, sing, and do. 44

- Say *Put your hands in the air*. Do the action, and encourage children to do the same.
- Say *Shake your hands everywhere*. Do the action, and encourage children to do the same.
- Tell children they are going to listen to the song first before singing along. Play the CD.
- Play the CD again, pausing after each line. Sing the line, and tell children to repeat. Do the actions for each line.
- Explain that you are going to sing the song again, and that this time, children are going to do all the actions. Have them put their bags on their tables or desks and open them. Have them put their books on their desk, too.
- Sing the song with the class.
- Repeat, giving small groups or individual children specific lines to sing and actions to do.

Transcript 44

Listen, sing and do.

Put your hand on your head.

Put your hand on your nose.

Put your hand on your leg.

Put your hand on your toes.

Put your hand in your bag.

Put your hand in the air.

Put your hand under your book.

Shake your hands everywhere!

Activity Book Unit 6, Lesson 2

1 Trace and match.

- Tell children to look at Unit 6, Lesson 2 in their Activity Books.
- Ask them to look at the first activity, and explain in the children's own language they should trace the words in the middle column, then match them to the correct picture in the left or right column.
- Write the words from the middle column on the board. Ask children to put their finger on the first word in their books and tell you what it is (*on*). Encourage them to sound out the word using the sounds of the letters they know (*/b/-/n/*). Repeat with the other words.
- Model the activity. Tell children to point to the first picture. Say *Pillow. Where is it?* Children respond *It's under the bed*. Tell children to draw a line from *under* to the pillow.
- Children complete the activity, tracing the words and matching them to the pictures.
- Check answers by asking about each picture, e.g. say *Doll. Where is it?* Children respond *It's on the sofa*. Ask a child to come to the front to trace the word *on*.

2 Write. Ask and answer.

- Tell children to look at the second activity. Point out that the sentences describe the small pictures next to them.
- Model the activity. Copy the first row on the board. Read the sentence, running your finger under each word as you say it.
- Ask children to tell you what belongs in the blank (*under*). Call a child to the front to write the word *under*.
- Children complete the activity. Check by asking children to tell you the preposition for each sentence (*under, in, on, on*).

Lesson 3 Story SB and AB

Lesson objectives

- To follow the left to right sequence of English.
- To develop listening skills in English.
- To understand and enjoy a story.
- To review and consolidate language introduced in the unit.

Language

Vocabulary: boat, sofa, toy box, table, jacket

Materials

CD track 45, a toy boat or other small object, a child's jacket

Student Book Unit 6, Lesson 3

Warm-up

- Review the words *sofa*, *table*, and *jacket*.
- Draw the items on the board. Say *Point to a jacket*. Children point to the jacket.
- Repeat with the other words.
- Present the word *toy box*. First write the word *box* on the board. Run your finger under each letter as you say its sound (/b/ /a/ /ks/).
- Ask children if they can think of any words they know that have the word *box* in them (*lunchbox*, *pencil box*).
- Tell children that there is another kind of box, a toy box. Ask if children remember the word *toys*. Remind them of the word by giving examples, e.g., *doll*, *teddy bear*.

Look and say.

- Tell children to open their books to Unit 6, Lesson 3.
- Remind children that English stories are presented from left to right. Hold up your book, and point at the frames in order.
- Ask children questions about the story in their own language: *Who can you see in all the pictures?* (Sam and Baz) *What are they doing in the pictures?* (looking for something) *What are they looking for?* (a toy boat) *Where do they find the boat?* (in Baz's jacket)

Listen. 45

- Tell children that they are going to listen to the story.
- Play the CD and pause between each frame. Don't ask children to repeat at this stage of the lesson.
- Ask children to tell you in their own language what they understood. Play the CD again if necessary.

Transcript 45

Listen. Where is it?

Baz My boat! Where is it?

Mom Look under the sofa.

Baz Where is my boat?

Tess Look in the toy box.

Baz Where is my boat?

Dad Look on the table.

Sam Your boat, Baz! It's in your jacket.

Baz Thanks, Sam!

Listen and act. 45

- Tell children they are going to hear the story again. Tell them to run their fingers under each word as they listen.
- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually as they point to the words.
- Tell the class that they are going to act out the story using one of their jackets and a toy boat or other small object.
- Call five children to come to the front to play the roles of Sam, Baz, Tess, Mom, and Dad.
- Have the child playing Baz wear the jacket and put the boat in the pocket.
- The children act out the story, pretending to look for the boat before finding it in the jacket pocket.
- Call other children to the front to act out the story.
- Help children to perform by prompting the lines and telling them to repeat.

Activity Book Unit 6, Lesson 3

1 Look, read, and write.

- Tell children to look at Unit 6, Lesson 3 in their Activity Books.
- Ask them what all of the pictures have in common (*they all have a boat*).
- Ask children to describe the location of the boat in each picture (*under the sofa*, *in the jacket*, *on the mat*).
- Explain that there are two sets of words at the top of the page. Write them on the board. Point to each word as you say it aloud. Children repeat chorally.
- Tell children that they are going to write the words in the correct place in each sentence.
- Model the activity. Write the first sentence on the board. Ask children to tell you where the boat is (*under the sofa*).
- Write the words *under* and *sofa* in the sentence. Children copy them in their books.
- Read the sentence aloud as you run your finger under each word.
- Children complete the activity. Walk around the class and help as necessary.
- Check answers. Copy the sentences with blanks on the board. Call a child to the front to write the missing words. Read each sentence aloud, running your finger under each word.

Optional activity

- Give each child a sheet of paper.
- Write on the board *The cat is on the sofa*. Ask children to copy the sentence and draw a picture to illustrate it.
- Call several children to the front to show their pictures.

Lesson 4 Values SB and AB

Lesson objectives

To understand everyday language related to keeping one's room neat.

To respond appropriately to requests to keep one's room neat.

Language

Everyday English: *Let's make the bed. Please help me. That's better.*

Materials

CD track 46

Student Book Unit 6, Lesson 4

Warm-up

- Review the everyday language for taking care of one's things. Place one of the children's jackets on the seat of a chair, and say *Please pick up your jacket*. Prompt the child to pick up the jacket and hang it on its hook or put it in its correct place.
- Repeat with other children and other objects, for example, bags, pencils, etc.

Listen and say. 46

- Tell children to open their books to Unit 6, Lesson 4.
- Ask children questions about the picture. *Where are the people? (at home) Whose bedroom are they in? (the girl's) What are they doing? (making the bed) Is the girl helping her father? (yes).*
- Ask children why it is important to keep one's room neat (*because it is good to take care of your environment and belongings*). Ask why children should help their parents to do this (*so that they learn how to do it for the future*).
- Explain that children are going to hear the girl and her father talking about keeping her room neat.
- Play the CD. Tell children to listen.
- Play the CD again. Pause and ask children to repeat the line.

Transcript 46

Listen and say.

Dad Let's make the bed. Please help me.

Girl Yes, Dad.

Dad That's better. Good job.

Girl Thanks, Dad.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Explain that it is possible to respond with Yes even when a question hasn't been asked. Explain that saying Yes is another way of saying OK. Point out that it is a more polite way of agreeing to do something.

Act.

- Tell the class that they are going to act out the situation by pretending they are making an imaginary bed.
- Ask children to draw a picture of a neatly made bed or big fluffy pillows.
- Call several children to the front. Play the role of Dad, and ask them to make the bed with you. When you have finished, hold up the pictures of the bed or the pillows that the children have drawn.
- Repeat with other children.

Activity Book Unit 6, Lesson 4

1 Look and choose. Draw.

- Tell children to look at Unit 6, Lesson 4.
- Explain that the circle with two dots represents a face. Explain that children should look at each picture and decide whether it shows good behavior or bad behavior.
- Tell them to draw a smiling mouth for good behavior or a frowning mouth for bad behavior. Demonstrate by drawing a smiling face and a frowning face on the board.
- Tell children to look at the first of the small pictures. Ask what kind of behavior they think it shows (*good*). Ask *Why?* Children respond that the boy is responding to his mother's request, and he has helped her make the bed.
- Tell children you are going to read the text in the speech bubble. Ask them to look at the text as you read. Ask children if the behavior in the first picture is good or bad (*good*). Tell children to draw the smiling face under the picture.
- Repeat the process with the other picture. Elicit why the behavior is bad. (The boy hasn't helped his mom, and she is annoyed with him.)

Optional activity

- Ask children how they can keep their rooms neat. Encourage them to use the language they know, for example, *put away my toys and books, take care of my clothes, make my bed*.

Lesson 5 Explore SB and AB

Lesson objectives

- To begin to understand the relationship between text and meaning.
- To begin to develop decoding skills in order to eventually become an independent reader.
- To use English to learn about bedrooms.
- To write simple words.

Language

Vocabulary: *bed, on, under*

Materials

- CD track 47, Picture Cards 47, 48; paper
- Optional:** a sheet of paper for each child

Student Book Unit 6, Lesson 5

Warm-up

- Use the Picture Cards to review the prepositions *on* and *under*. As children say each preposition, stick the Picture Card on the board and write the word under it.

Look and listen. 47

- Tell children to open their books to Unit 6, Lesson 5.
- Ask children questions about each picture, e.g., *Is the bed in picture 1 low or high? (low) How many beds are in picture 2? (two) What can you see in picture 3? (a car / a bed).*
- Tell children they are going to listen to the information about the beds in different children's homes.
- Play the CD. Pause after the text for each picture to help focus children's attention and to give them time to look at the pictures.

Transcript 47

Look and listen. Beds.

Look! There's a slide on this bed!

This bed is under a big bed.

Is it a car? No, it's a bed!

Listen and read. 47

- Tell children they are going to listen again and try to read along with it.
- Ask children if they can recognize any of the words on the page, for example the words *on* or *under*.
- Reassure children that they are not expected to be able to read the text entirely on their own. Point out that you will pause the CD after each picture so that they can catch up if necessary.
- Encourage children to run their fingers under the words as they hear them.
- Play the CD while children read along using their fingers to guide them. Remember to pause after the text for each picture.

Read and say.

- Call on volunteers to read any parts of the text they feel comfortable reading. Praise all attempts, even if a child can only recognize one or two words.

- Ask children questions about the text that cannot be easily determined from the pictures, e.g., *Does the person say there is a slide in the picture? (yes) Is there a real car in picture 3? (No. It's a bed.)*

Activity Book Unit 6, Lesson 5

1 Read and match. Write.

- Tell children to look at Unit 6, Lesson 5 in their Activity Books.
- Explain that each picture shows a bed. Explain that children are going to read the sentences with you and then write the number of the sentence that describes the picture next to that picture.
- Copy the sentences on the board. Ask children to say any of the words they can read or recognize.
- Read each sentence aloud, running your finger under each word as you read.
- Do the first one with children. Ask which picture shows a bed that looks like a boat (*the last one*). Tell children to write the number 1 in the box to the right of this picture.
- Children complete the activity.
- Check by asking children to say the numbers of the pictures.

Optional activity

- Give each child a sheet of paper. Ask children to draw a picture of their bed.
- Help them to write one sentence about their bed. Write the beginning of the sentence on the board: *My bed is...*
- Walk around and help children to think of and write their sentence.
- Call children to the front to show their picture and read their sentence.

Lesson 6 Phonics SB and AB

Lesson objectives

- To say, recognize, and write words in the -et family.
- To recognize and say the sounds /dʒ/, /n/, and /w/.
- To develop fine motor control.

Language

Vocabulary: jet, net, wet

Materials

CD track 48, Picture Cards 49–50

Student Book Unit 6, Lesson 6

Warm-up

- Write the number 10 on the board. Children say *ten*.
- Ask if any child can write the word for 10 under the number. If so, ask the child to come to the front and write the word *ten*. If children are unsure, write the word yourself.
- Point to each letter, and say its sound (/t/ /e/ /n/). Ask children what the middle sound of *ten* is (/e/). Tell children they are going to focus on that sound in this lesson.

Learn the sound.

- Hold up the *jet* Picture Card. Say *jet*. Children repeat the word. Stick the Picture Card on the board.
- Write the word *jet* on the board under the picture. Point to it and say *jet*, /dʒ/ /e/ /t/, *jet*.
- Hold up the Picture Card for *wet*. Say *wet*. Children repeat the word chorally and individually. Stick the Picture Card on the board next to the *jet*.
- Write the word *wet* on the board under the picture. Point to it and say *wet*, /w/ /e/ /t/, *wet*.
- Present the word *net* by drawing a picture of one on the board. Write the word *net* on the board under the picture. Point to it and say *net*, /n/ /e/ /t/, *net*.
- Point out that these three words rhyme.
- Tell children to open their books to Unit 6, Lesson 6 and look at the letters -et with the arrows.
- Stand with your back to the class as you use your finger to 'write' -et in the air. Write the letters exactly as they are presented in the Student Book.
- Tell children to copy your action and write -et in the air. Check that they are forming the letters correctly.
- Tell children to practice tracing over the letters in their books with their fingers.

Sing. 48

- Tell children that they are going to sing a song to help them learn the sound -et.
- Play the CD. Tell children to listen to the song.
- Play the CD again, and pause after each line. Sing the line, and tell children to repeat after you. Tell children to point to the letters and words in their books as they sing them.
- Play the CD again, and ask children to sing the song.

Transcript 48

Sing.

Jet, net, and wet
Let's read the words.
/dʒ/ /e/ /t/ jet
/n/ /e/ /t/ net
/w/ /e/ /t/ wet
I can read the words!

Find and say.

- Tell children to find the letters -et in the word under each picture on the page. Ask them to tell you the first letter of each word (*j* - *jet*, *n* - *net*, *w* - *wet*).
- Tell children to look at the picture at the bottom of the page. Say *Point to the jet*. Check they are pointing to the jet. Repeat with *net*.
- Say *Point to wet*. Check they are pointing to the dog shaking itself. If children ask about *wet* being different, say *It's a dog. It's wet*.
- Ask children to find something that has the /f/ sound in it (*fish*), and something that has the /tʃ/ sound in it (*beach*).

Activity Book Unit 6, Lesson 6

1 Trace and write.

- Tell children to look at Unit 6, Lesson 6 in their Activity Books.
- Stick the *jet* and *wet* Picture Cards on the board. Draw a picture of a net. Say *Point to the jet*. Children respond. Repeat with the other two words.
- Ask children to tell you the name and sound of the first letter in each word (/dʒ/ j, /n/ n, /w/ w).
- Draw writing lines on the board. Put dots on the lines to show the starting points for -et. Write the letters on the lines exactly as they are presented in the Student Book. Tell children to practice tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Draw more writing lines on the board. Call children to the board to write *et* on the lines. Correct as necessary.

2 Write and say.

- Tell children to look at the second activity on the page. Ask them what they can see (*jet*, *net*).
- Explain that all the letters for each word are scrambled next to the pictures. Ask *How many letters are there?* Children respond *three*.
- Model the activity with the Picture Card for *wet* on the board. Write the letters *twe* next to the Picture Card. Tell children that these are the letters for the word *wet*.
- Ask children the first sound of *wet* (w). Write *w* below the three letters.
- Say *wet*, /w/, /e/, /t/. Ask children for the second sound of the word (/e/). Ask children which letter has the sound /e/ (*e*). Write *e* next to the *w*.
- Ask children for the last sound of the word (/t/). Ask for the name of this letter (*t*). Write the *t* next to the *e*.
- Children complete the activity in their books.
- Check by calling children to the front to write the words *jet* and *net* next to the Picture Cards.

Unit 6 Review AB

Lesson objectives

- To recognize parts of the whole.
- To notice similarities and differences.

Materials

Picture Cards 41–45

Activity Book Unit 6, Review

Warm-up

- Say *Cover your eyes*. Stick the Picture Cards for the items in a bedroom around the classroom.
- Say *Open your eyes and point to the bed*. Children open their eyes and look around the classroom for the Picture Card of the bed.
- Check that they all have found it. Repeat with the other Picture Cards.

1 Find and say. Circle.

- Tell children to look at Unit 6 Review in their Activity Books.
- Explain that both pictures are almost the same, except for five differences.
- Ask children in their own language if they can spot any differences between the pictures.
- Call on a child to give a difference that he or she has spotted. Circle that part in each picture.
- Children complete the activity.
- Check by calling on children to identify the differences they have spotted. (1. In the top picture, there are two plants on the shelf, but in the bottom picture, there is only one. 2. In the top picture, there are four books in the middle of the shelf, but in the bottom picture, there are two. 3. In the top picture, there is one pillow on the bed, but in the bottom picture, there are two. 4. In the top picture, there are two cats on the bed, but in the bottom picture, there are four. 5. In the top picture, there is a hat on the closet door, but in the bottom picture there isn't.)

Progress Check 6 TB

Materials

- Progress Check 6 photocopiable sheet (one per child)
- Picture Cards 41–50

Teacher's Book Page 89

Warm-up

- Use the Picture Cards to review Lesson 1 vocabulary. Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.
- Write the letter pattern from Lesson 6 on the board and ask children to say it.
- Hand out the Picture Cards of Lesson 6 vocabulary to individual children. Ask them to say the word.

Progress check

- Model the first item of each activity on the Progress Check sheet on the board. Hand out the Progress Check sheets to the children. Either ask the children to complete the sheet silently on their own or allow them to take the sheet home to work on.

7 On Vacation

Lesson 1 Vocabulary

SB and AB

Lesson objectives

- To identify things at the beach.
- To recognize English sounds and spoken words.
- To associate pictures and their words.

Language

Vocabulary: beach, bucket, crab, sandcastle, sea, shell, spade, umbrella

Materials

- CD tracks 49–50, Picture Cards 51–58
- Optional: a sheet of paper for each child

Student Book

Unit 7, Lesson 1

Warm-up

- Tell children to look at the picture on the first two pages of Unit 7.
- Ask the following questions in the children's own language: *Who are the people?* (Baz, Adam, Tess, Mom, and Dad) *Where are they?* (at the beach) *Why are they at the beach?* (They are spending time together on vacation.)
- Talk with children briefly about the importance of spending time together as a family.

Listen and say. 49

- Tell children that they are going to learn the words for some things at the beach.
- Play the CD, holding up the Picture Card for each beach item as it is said. Pause after each word so that children can point to the things in their books. Check that children are pointing to the correct part of the picture.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

Transcript 49

Listen and say.

sea, shell, beach, sandcastle, umbrella, crab, spade, bucket

Listen and find. 50

- Tell children that you are going to say a word, and they should point to that thing in their books.
- Say the words at random, e.g., *shell, crab, sea, bucket, sandcastle, beach, spade, umbrella*. As you say each word, you may want to hold up the Picture Card to give children visual support.
- Check that children are pointing to the correct thing in their books.
- Play the CD, and pause after each word. Children listen and point to the picture in their books.

Transcript 50

Listen and find.

beach, bucket, crab, sandcastle, sea, shell, spade, umbrella

Look and say.

- Call eight children to the front, and give each child a different Picture Card.
- Say the names of the vocabulary, and tell children to stand in that order. Repeat the vocabulary as necessary so that children can get in the correct order.
- Ask the class to check that they are standing in the correct order.
- Repeat with other children holding the Picture Cards.
- Vary the activity by writing the words for the objects on the board and having children stand in the correct order without giving them a verbal cue.
- Call on the class to check the order.

Activity Book

Unit 7, Lesson 1

1 Write and say.

- Put the Picture Cards for shell, sea, beach, crab, umbrella, and sandcastle on the board.
- Say *Point to the shell*. Check that children are pointing to the shell. Write the word *shell* under the Picture Card.
- Repeat with all the pictures, writing the words under each picture.
- Tell children to look at Unit 7, Lesson 1 in their Activity Books.
- Tell them to look at the words at the top right of the page. Explain in the children's own language that these are the words for the things in the pictures.
- Ask children to tell you the second word (*shell*). Explain that they should write the word *shell* on the line under the picture of the shell.
- Ask children to hold up their books and point to the shell.
- Model writing the word on the board before children write it in the book.
- Children complete the activity, looking at the board for help as necessary. Ask children to say the words quietly to themselves before they write them.
- Check answers by asking children to tell you the names of the pictures in order (left to right: *shell, sea, beach, crab, umbrella, sandcastle*).

Optional activity

- Give each child a sheet of paper. Tell them to draw a beach scene with the vocabulary items they know.
- Call a child to the front with his / her picture. Have them show it to the class and describe it in English. For example, *This is my beach. This is the sea. There are two crabs*. If children are not able to talk about their picture, prompt them with some simple sentences, e.g., *There is a sandcastle on the beach*.
- Repeat with other children.

Lesson 2 Structure SB and AB

Lesson objectives

To ask and answer questions about quantity.
To review numbers 1–14.

Language

Structure: *How many (shells) are there? There are (three shells).*

Materials

CD tracks 51–52, Picture Cards 51–58

Optional: magazine pictures with some known vocabulary items for children to count, cards showing the colors blue, purple, yellow, orange, green, red

Student Book Unit 7, Lesson 2

Warm-up

- Review the beach items with the Picture Cards. Hold up the Picture Card for *sandcastle*. Children say *sandcastle*. Stick the Picture Card at the top of the board.
- Repeat with the other Picture Cards.

Listen and say. 51

- Tell children to look at the picture on the first two pages of Unit 7.
- In their own language, ask children to say what each character is doing. (*Tess and Baz are making a sandcastle. Adam is looking at the crabs. Mom and Dad are sitting on a blanket. Mom is reading.*)
- Tell children they are going to hear the family's conversation at the beach. Ask them to pay attention to what they are talking about.
- Play the CD once. Ask what the children are talking about. (*They are counting the number of crabs and shells.*)
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.
- Discuss with children briefly the rich variety of animal life to be found at the seaside: different types of fish, shellfish, starfish, crabs, etc. Ask children what interesting animals or shells they have seen at the beach.

Transcript 51

Listen and say.

Tess How many crabs are there?

Adam Three. There are three crabs.

Tess How many shells are there?

Baz Twelve. There are twelve shells.

Say and do.

- Tell children to look at the picture in their book. Ask *How many umbrellas are there?* Children respond *There are three.*
- Draw five flowers on the board. Ask *How many flowers are there?* Children respond *There are five.*
- Repeat with other known objects in the classroom.
- If any children are confident enough, ask them to take your place, asking the question *How many ... are there?* If some children are willing to ask the questions but cannot think of something to ask about, give them suggestions.

Listen, sing, and do. 52

- Ask children why umbrellas are useful. (*They keep the sun off us at the beach. They keep rain off us, etc.*)
- Remind children of the phrases *for you* and *for me*. Give a child a pencil, and say *It's for you*. Put a pencil on your desk, and say *It's for me*.
- Remind children of the word *hide*. Say *hide your head* and cover your head with your arms.
- Present *sun is shining* by having children look out the window if it is a sunny day. If it is not sunny, explain that this is what the sun does when it is a hot and bright day.
- Tell children they are going to learn a song about colors and these phrases, and that they are going to listen to the song first before singing along. Play the CD.
- Play the CD again, pausing after each line. Sing the line, and tell children to repeat after you.
- Encourage them to hold up ten fingers for the line *Ten umbrellas in the sun*. Encourage them to point to the next child for the line *for you*, and to themselves for the line *for me*.
- Encourage them to hold their arms over their heads for the line *Sun is shining* and then to cover their heads for the line *Hide your head*.
- Play the song again with children doing all the actions.
- Vary the activity by sticking the color cards on the board and having children point to them as each color is sung.

Transcript 52

Listen, sing, and do.

Ten umbrellas in the sun,

There's a color for everyone.

Let's look and see

Blue for you purple for me.

Yellow, orange, green, and red.

Sun is shining,

Hide your head!

Activity Book Unit 7, Lesson 2

1 Count and write.

- Tell children to look at Unit 7, Lesson 2 in their Activity Books.
- Put the Picture Cards for *crab*, *sandcastle*, *umbrella*, and *shell* on the board.
- Explain in the children's own language that they should count the number of these things in the beach picture.
- Tell them to write the number of each thing on the line next to its picture.
- Model the activity. Ask *How many sandcastles are there?* Children respond *There are two*. Write the number 2 next to the Picture Card of the sandcastle.
- Children complete the activity in their books. Check answers by calling children up to write the number next to each object (*shells – 14; umbrellas – 3; crabs – 9*).

Optional activity

- Practice the vocabulary structure with magazine photos or pictures. Hold up a picture. Ask *How many (girls) are there?* Children respond *There are three (girls)*.
- Repeat with other known objects in the picture. If children are interested in learning names of any other items, give them but do not use these in later lessons.

Lesson 3 Story SB and AB

Lesson objectives

- To follow the left to right sequence of English.
- To develop listening skills in English.
- To understand and enjoy a story.
- To review and consolidate language introduced in the unit.

Language

Vocabulary: sandcastle, numbers 1–16

Structure: How many ... ?

Materials

CD track 53, Picture Card 54, a sheet of paper for each child

Student Book Unit 7, Lesson 3

Warm-up

- Put the Picture Card of the sandcastle on the board. Ask *What's this?* Children respond *It's a sandcastle.* Write the word *sandcastle* under it.
- Give each child a sheet of paper and ask them to draw a sandcastle.
- When they have finished, ask them to write the phrase *My sandcastle* under it.

Look and say.

- Tell children to open their books to Unit 7, Lesson 3.
- Remind children that stories are presented from left to right. Hold up your book and point to the frames in order.
- Ask children questions about the story in their own language: *Who are the people in the story?* (Tess and Baz) *What are they doing?* (looking at sandcastles) *What happens to the sandcastles?* (The sea comes in and washes one away.)

Listen. 53

- Tell children that they are going to listen to the story.
- Play the CD, and pause between each frame. Don't ask children to repeat at this stage of the lesson.
- Ask children to tell you in their own language what they understood. Play the CD again if necessary.

Transcript 53

Listen.

Tess Look at the sandcastles!

Tess How many sandcastles are there?

Baz One ... two ... three ...

Baz Four ... five ... six ... seven sandcastles.

Tess Uh-oh. Now there are six sandcastles!

Listen and act. 53

- Tell children they are going to hear the story again. Tell them to run their fingers under each word as they listen.
- Play the CD again, pausing after each frame. Children repeat sentences chorally and individually as they point to the words.
- Tell the class that they are going to act out the story using their pictures of sandcastles. Reassure them that no one's picture will get wet or ruined.
- Call seven children to come to the front to play the roles of sandcastles. Call two more children to the front to play Tess and Baz.
- The children act out the story. When the sea rushes in, point to one of the children playing the sandcastles to return to his / her seat taking away his / her sandcastle picture.
- Call other children to the front to act out the story.
- Help children to perform by prompting the lines and telling them to repeat.

Activity Book Unit 7, Lesson 3

1 Join the dots.

- Review the numbers 1–16.
- Write the numbers 1–16 in a random order all over the board.
- Call a child to the front to connect the numbers 1 and 2. Call another child to the front to write a line joining numbers 2 and 3.
- Call other children to the front to continue joining the numbers until they get to 16.
- Tell children to look at Unit 7, Lesson 3 in their Activity Books, and to draw a line connecting each of the numbers in order.
- Ask children what they can see in the picture (*sandcastles*).

2 Look, read, and write.

- Tell children to look at sentences in the second activity.
- Ask children if they can recognize any of the words. Praise any correct answers.
- Write the sentences on the board. Read them aloud as you run your finger under each word.
- Ask children to look at the picture and answer the question (*two*).
- Write the word *two* in the blank in the second sentence. Be sure to use correct letter formation.
- Children copy the word.

Optional activity

- Tell children to cut out and color the beach umbrella in the cut-out section at the back of their Activity Books. Remind them of the new colors as necessary (brown, black, purple). Check they color segments correctly.
- Show children how to glue the top part of the umbrella together and how to attach a stick, pencil, or straw to be the handle, using sticky tape or modeling clay.
- Have children come to the front to show their umbrellas and talk about the colors, e.g., *This is my umbrella. It is pink, blue, and green ...*

Lesson 4 Values SB and AB

Lesson objectives

To understand and use everyday language used to tell the truth.

To understand and use everyday language in order to accept responsibility for a mistake.

Language

Everyday English: *We did it. We're sorry.*

Materials

CD track 54

Optional: a sheet of paper for each child

Student Book Unit 7, Lesson 4

Warm-up

- Ask children how they feel when they do something wrong (*sad or afraid*).
- Ask them to think of the things they have done at home that they have been in trouble for.

Listen and say. 54

- Tell children to open their books to Unit 7, Lesson 4.
- Ask children questions about the picture. *Where are the boys? (at home) What happened to the bag? (The boys knocked it off the table.) How do they feel? (sorry) Did the boys tell their mom that they did it? (yes)*
- Tell children that it is important to tell the truth. Explain that everyone makes mistakes or does something wrong sometimes.
- Explain that children are going to hear the children playing and then tell the truth about what happened while they were playing.
- Play the CD. Tell children to listen.
- Play the CD again. Pause after each line, and ask children to repeat it.

Transcript 54

Listen and say.

Boy 1 You can't catch me.

Boy 2 Yes, I can!

Boy 1 We did it.

Boy 2 We're sorry.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Encourage the class to pretend to be playing at their seats by jumping up and down.
- Prompt children to drop their books on the floor. Stop them from jumping and look displeased. Point to the books.
- Prompt the children to respond. Encourage them to also pick up their books.

Act.

- Tell the class that they are going to act out the situation. Call two children to the front to act. If you wish, have one of the children play the role of the mom while you play the role of the child who drops something on the floor.
- Help children to perform by prompting the lines as necessary.
- Repeat with other children.
- Vary the activity by having only one child come up to the front. Prompt him / her to say *I did it. I'm sorry.*

Activity Book Unit 7, Lesson 4

1 Look and choose. Draw.

- Tell children to look at Unit 7, Lesson 4 in their Activity Books.
- Explain that the circle with two dots represents a face. Explain that children should look at each picture and decide whether it shows good behavior or bad behavior.
- Tell them to draw a smiling mouth for good behavior or a frowning mouth for bad behavior. Demonstrate by drawing a smiling face and a frowning face on the board.
- Tell children to look at the first of the small pictures. Ask what kind of behavior they think it shows (*good*). Ask *Why?* Children respond that the children are telling the truth and taking responsibility for their actions.
- Tell children you are going to read the text in the speech bubble. Ask them to look at the text as you read. Ask children if the behavior in the first picture is good or bad (*good*). Tell children to draw the smiling face under the picture.
- Repeat with the process with other picture. Elicit why the behavior is bad. (The children are blaming the dog for their actions, so they aren't telling the truth.)

Optional activity

- Ask children to draw a 'before-and-after' picture. The 'before' picture should be when they did something wrong. The 'after' picture should show how they took care of the situation, either alone or with their parents or others.
- Call children to the front to describe their pictures.

Lesson 5 Project SB and AB

Lesson objectives

- To use English to talk about science concepts.
- To develop fine motor control.

Language

Vocabulary: beach, crab, fish, octopus, shells, sea, umbrella, water, colors (blue, green, purple)

Materials

CD track 55, yellow sheets of paper with rectangles cut out the middle, blue cellophane, scissors, glue sticks, shells, magazine pictures of underwater items (octopus, diver, fish, etc.)

Optional: Level 1 color Picture Cards (23–28)

Student Book Unit 7, Lesson 5

Warm-up

- Review the words for *fish* and *octopus*. Pretend to be a swimming fish. Ask *What am I?* Children respond *a fish*.
- Review *octopus* by drawing it on the board. Point to it, and ask *What's this?*
- Present the word *shell* with a real shell that you have for the project. Hold it up and say *It's a shell. Shell*. Children repeat chorally and individually.
- Review the colors using real objects or crayons.

Make.

- Tell children to look at Unit 7, Lesson 5.
- Explain that they are going to design their own underwater scene.
- Tell them to look at picture 4 to see a finished project. Explain that you will display their projects in the room.
- Before you give children the materials, review the four pictures in the book, describing each step.
- Present the word *paper* by holding up a sheet of yellow paper. Say *Paper. It's yellow*. Present the word *cellophane* by holding up the cellophane. Say *Cellophane. It's blue*.
- Tell children to look at picture 2. Explain that they should use the scissors to cut the cellophane and then use the glue stick to stick the parts of the frame together. Be prepared to help cut as necessary to ensure that children get the correct amount of cellophane. You may want to pre-cut the cellophane for each child.
- Tell children to look at picture 3. Explain that they are going to create their own underwater scene with the shells and pictures. Encourage them to stick the items in logical places, e.g., shells toward the bottom.
- Children do the project. Monitor and help as necessary.

Sing. 55

- Tell children they are going to learn a song about their project.
- Play the CD. Tell children to listen to the song.

- Play the CD again, and pause after each line. Sing the line, and tell children to repeat after you. Tell children to point to the things on their projects or in the picture in the book as they hear them in the song.

Transcript 55

Sing.

Sitting on the beach, looking at the sea.
What's under the water? Come, look with me.
Fish! Shells! An octopus! Can you see?
Sitting on the beach, looking at the sea.
What color are these things? Come, look with me.
Blue! Green! And purple, too! Can you see?

Sing and do. 55

- Call several children to the front with their projects.
- Tell the class they are going to sing the song while they look carefully at the projects at the front. Explain that they should point to one of the underwater scenes as each item is mentioned in the song.
- Demonstrate by singing the first line of the song and pointing to a project with a fish, another with a shell, and a third with an octopus.
- Children sing and point. You may wish to stop them or say *freeze* so that you can check what they are pointing to.
- Present words for other things children may have put in their underwater scene, for example, a diver, a treasure, a shark, etc. Encourage children to sing the song again, replacing *fish*, *shells*, and *octopus* with these new words.

Optional activity

- Play a game with the projects.
- Hold up one of them, and explain that you are thinking about one of the things and that you will describe it. Children have to guess what it is.
- Say *It's big. It's purple. It's an animal*. Children respond *It's an octopus*.

Activity Book Unit 7, Lesson 5

1 Color and say.

- Tell children to look at Unit 7, Lesson 5 in their Activity Books.
- Ask children to describe what they see on the page (a beach and the sea, shells, octopus, umbrella, and a crab).
- Say *Point to the sea*. Check that children are pointing to the sea. Repeat with *shells*, *crab*, *umbrella*, *beach*, *octopus*.
- Review the words for the colors by writing the words for colors on the board using the appropriate color chalk or marker. Point to each color word, and ask *What color is this?* Children respond with the correct color. If you have Level 1 Picture Cards, you may wish to use them for reinforcement.
- Explain that each crayon on the page has a color word and that children should color the beach scene according to the color words.
- Ask children for the color for *beach* (yellow). Explain that they should color yellow all the parts of the picture that are the sand on the beach.
- Children complete the activity. Check their coloring.

Lesson 6 Phonics SB and AB

Lesson objectives

- To say, recognize, and write words in the *-ig* family.
- To recognize and say the sounds /b/, /d/, and /w/.
- To develop fine motor control.
- To read and understand simple sentences about quantity.

Language

Vocabulary: *big, dig, wig*

Materials

CD track 56, Picture Cards 59–60

Student Book Unit 7, Lesson 6

Warm-up

- Hold up a picture of Jig, or draw one on the board. Ask *Who's this?* Children respond *It's Jig.*
- Ask children for the first letter's sound and name (/dʒ/, j).
- Write the word *Jig* under the picture on the board.

Learn the sound.

- Hold up the Picture Card of the children digging. Say *dig*. Mime the action to support the meaning. Children repeat the word chorally and individually. Stick the Picture Card on the board next to the picture of Jig.
- Write the word *dig* on the board under the picture. Point to it and say *dig, /d/ /ɪ/ /g/, dig*.
- Hold up the Picture Card of the wig. Say *wig*. Children repeat the word chorally and individually. Stick the Picture Card on the board.
- Write the word *wig* on the board under the picture. Point to it and say *wig, /w/ /ɪ/ /g/, wig*.
- Draw a picture of a very big sandcastle. Say *It's a sandcastle. It's big*. Explain that this is describing the size. Hold out your arms wide to support the meaning. Children repeat the word chorally and individually.
- Write the word *big* on the board under the picture of the sandcastle. Point to it and say *big, /b/ /ɪ/ /g/, big*.
- Tell children to open their books to Unit 7, Lesson 6 and look at the letters *ig* with the arrows.
- Stand with your back to the class as you use your finger to 'write' *ig* in the air. Write the letters exactly as they are presented in the Student Book.
- Tell children to copy your action and write *ig* in the air. Check that they are forming the letters correctly.
- Tell children to practice tracing over the letters in their books with their fingers.

Sing. 56

- Tell children that they are going to sing a song to help them learn the sound *-ig*.
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you. Tell children to point to the letters and words in their books as they sing them.
- Play the CD again and ask children to sing the song.

Transcript 56

Sing.

Big, dig, and wig

Let's read the words.

/b/ /ɪ/ /g/ big

/d/ /ɪ/ /g/ dig

/w/ /ɪ/ /g/ wig

I can read the words!

Find and say.

- Tell children to find the letters *-ig* in the word under each picture on the page. Ask children to tell you the first letter of each word (*b* – *big*, *d* – *dig*, *w* – *wig*).
- Tell children to look at the picture at the bottom of the page. Say *Point to the wig*. Check that they are pointing to the wig.
- Say *Point to dig*. Check that they are pointing to the boy digging.
- Say *Point to big*. Check that they are pointing to the big pile of sand.
- Ask children to find something in the picture that has the /ʃ/ sound in it (*shoes*).
- Ask children to find something beginning with the /b/ sound (*bag, boy*).

Activity Book Unit 7, Lesson 6

1 Circle.

- Tell children to look at Unit 7, Lesson 6 in their Activity Books.
- Explain that they are going to circle the correct word for each picture.
- Ask children to say the word for each picture.
- Model the activity. Stick the Picture Card for *dig* on the board.
- Point to it as children say *dig*.
- Write *dig* and *bin* under the Picture Card.
- Tell children to put their finger on the first word in their books and sound out each letter (/d/ /ɪ/ /g/). Repeat with the second word (/b/ /ɪ/ /n/). Ask children in their own language which word is *dig* (*the first one*). Tell them to circle the word as you circle it on the board.
- Children complete the activity, sounding out each word and then circling the correct word.
- Check by asking children if they circled the first or second word for each picture (left to right: first, first, first, second, first, first).

Optional activity

- Tell children they are going to play a rhyming game. Tell them to say a word that rhymes with the word you say.
- Say *Jig*. Children respond with *big, wig, or dig*.
- Repeat with other words, including words that are not part of one of the phonic families of *-at* and *-et*, e.g., *box* (*fox*), *red* (*bed*), *sun* (*run*).

Unit 7 Review AB

Lesson objectives

- To review language introduced in the unit.
- To understand sequencing.

Materials

Picture Cards 51–58.

Activity Book Unit 7, Review

Warm-up

- Review the vocabulary using the Picture Cards.
- Quickly show one of the Picture Cards for a second, and ask children to say what they saw. Stick the Picture Card on the board.
- Repeat with other Picture Cards.
- Say *Point to the umbrella*. Children respond. Tell children to point to the other Picture Cards.

1 Match and color.

- Tell children to look at the Unit 7 Review in their Activity Books.
- Ask children what is happening in the first picture (*a crab is walking on the beach, and a bird is flying in the sky*).
- Ask children what they think will happen next. Accept all answers (*the bird might eat the crab, the crab might run into the sea to hide, the bird might fly away*).
- Ask children to look at the pictures in the right column. Ask them which picture is the best match for what happens to the crab and the bird next (*the picture of the bird swooping, and the crab hiding in its shell*).
- Tell children to trace the line matching the two pictures.
- Children complete the activity.
- Check by asking children to describe the matching pictures (*A girl is starting to dig a hole, and then the hole is very big. There is a sandcastle on the beach, and then the sea washes it away. A boy is holding an umbrella, and then he opens it and sits under it*).
- Tell children to color the pictures. Remind them that they should use the same colors in the pairs of pictures since they show the same scene.

Progress Check 7 TB

Materials

- Progress Check 7 photocopiable sheet (one per child)
- Picture Cards 51–60

Teacher's Book Page 90

Warm-up

- Use the Picture Cards to review Lesson 1 vocabulary. Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.
- Write the letter pattern from Lesson 6 on the board and ask children to say it.
- Hand out the Picture Cards of Lesson 6 vocabulary to individual children. Ask them to say the word.

Progress check

- Model the first item of each activity on the Progress Check sheet on the board. Hand out the Progress Check sheets to the children. Either ask the children to complete the sheet silently on their own or allow them to take the sheet home to work on.

8 Let's Eat!

Lesson 1 Vocabulary

SB and AB

Lesson objectives

- To identify food.
- To recognize English sounds and spoken words.
- To associate pictures and their words.
- To recognize parts of the whole.

Language

Vocabulary: *cheese, chicken, fish, milk, potato, rice, salad, soup*

Materials

CD tracks 57–58, Picture Cards 61–68, pictures from magazines for each of the food items

Student Book

Unit 8, Lesson 1

Warm-up

- Tell children to look at the picture on the first two pages of Unit 8.
- Ask the following questions in the children's own language: *Who is in the picture?* (Mom, Tess, Dad, Baz, and Adam) *Where are they?* (in the kitchen) *What are they doing?* (getting their food) *What kind of food can you see?* (soup, salad, milk, cheese, fish, rice, chicken, potatoes).
- Ask if there is a healthy variety of food. Elicit *yes*. Talk about the importance of eating healthy food.

Listen and say. 57

- Tell children that they are going to learn the words for some foods.
- Play the CD, holding up the Picture Card for each item as its name is said. Pause after each word so that children can point to the item in their books. Check that children are pointing to the correct part of the picture.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

Transcript 57

Listen and say.

milk, cheese, fish, rice, soup, salad, chicken, potato

Listen and find. 58

- Tell children that you are going to say a word, and they should point to that item in their books.
- Say the words at random, e.g., *fish, chicken, salad, rice, soup, cheese, potato, milk*. As you say each word, you may want to hold up the Picture Card to give children visual support.
- Check that children are pointing to the correct item in their books.
- Play the CD, and pause after each word. Children listen and point in their books.

Transcript 58

Listen and find.

cheese, chicken, fish, milk, potato, rice, salad, soup

Look and say.

- Give each group of children one of the pictures from the magazines. Ask them to identify the food item.
- Ask a child from each group to stand, show the picture, and say what it is.
- Redistribute the pictures, or if you have enough pictures, give each group a new picture.
- Call on a different child from each group to stand, show the picture, and say the food item.

Activity Book

Unit 8, Lesson 1

1 Match.

- Put the Picture Cards of food on the board. Point to each Picture Card, and ask children to say the name.
- Write the word for each food under it.
- Tell children to look at Unit 8, Lesson 1 in their Activity Books.
- Ask children what they can see in the left and right columns (*the halves of the pictures of food*).
- Explain that children should match the left half of the food to the correct word in the middle column and then to the corresponding right half of the food.
- Ask which food is in the first picture (*chicken*). Ask children to point to the word *chicken* in their books. Tell them to trace over the line from the chicken in the left column to the word in the middle column.
- Tell them to put their finger on the chicken in the right column and then trace over the line.
- Children complete the activity, looking at the board for the word for each food.
- Check answers by asking for the order of food in the left column (*chicken, cheese, milk, potato, salad, soup, rice, fish*).

Optional activity

- Tell children that they are going to play a game.
- Tell them that you are going to say a food word and point to a child. The child has to say that food word and add another one. The child next to him / her should say the two food words in order and add a third.
- Say *potato*. Point to a child to add another word, e.g. *potato, rice*.
- Continue until the chain is too long for children to remember.

Lesson 2 Structure SB and AB

Lesson objectives

- To talk about what others have.
- To write words for food.

Language

Structure: *She / He has (fish).*

Materials

- CD tracks 59–60, Picture Cards 61–68
- Optional: a sheet of paper for each child

Student Book Unit 8, Lesson 2

Warm-up

- Review the names of the foods. Stick the Picture Cards on the board. Point to each food as children say its name.

Listen and say. 59

- Tell children to look at the picture on the first two pages of Unit 8.
- In their own language, ask children to say what the children have on their plates (*Baz – fish, salad, rice; Tess – chicken, potatoes; Adam – cheese*). Play the CD once to check the answers.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

Transcript 59

Listen and say.

Tess Baz has fish, salad, and rice.

Baz Tess has chicken and potato.

Mom Adam has cheese!

Say and do.

- Hold up the *cheese* Picture Card, saying *I have cheese*.
- Call a boy to the front. Give him the Picture Card of the cheese. Say (*Name of child*) *has cheese. He has cheese*. Children repeat chorally and individually.
- Call a girl to the front. Give her the cheese Picture Card. Say (*Name of child*) *has cheese. She has cheese*. Children repeat chorally and individually.
- Ask children what was different about the sentences. (*He ... is for the boy. She ... is for the girl*).
- Call other children to the front, and give them a different Picture Card. Prompt the class to say *He / She has (name of food)* as appropriate.

Listen, sing, and do. 60

- Tell children that they are going to learn a song with the food words.
- Review the word *eat*. Say *eat*, and mime the action.
- Tell children they are going to listen to the song first before singing along. Play the CD.
- Play the CD again, pausing after each line. Sing the line, and tell children to repeat after you. For the lines *I love food* and *Yummy! It's nice*, children rub their stomachs.
- Call four children to the front. Give each child two food Picture Cards.

- Tell them to hold up their Picture Cards at the appropriate points in the song.
- Sing the song. Repeat with other children at the front.
- Vary the activity by placing the pairs of food Picture Cards for each line at different places around the room. Have children sing the song slowly, moving from place to place as those foods are sung.

Transcript 60

Listen, sing, and do.

Salad and soup,

Chicken and cheese.

I love food!

Let's eat, please!

Fish and potatoes,

Milk and rice.

I love food!

Yummy! It's nice.

Activity Book Unit 8, Lesson 2

1 Look, read, and write.

- Separate the board into three columns. In the first column, stick the Picture Cards for rice, soup, and chicken. In the second column, stick the Picture Cards for cheese, salad, and fish. Leave the third column empty.
- Point to each picture as children say the name of the food. Write the name of the food under each picture.
- Tell children to look at Unit 8, Lesson 2 in their Activity Books.
- Tell children that the first column on the board shows what the girl has on her plate, and the second shows what the boy has on his. Draw a girl's head at the top of the first column on the board and a boy's head at the top of the second column.
- Ask a child to say what each child has (*she has rice, soup, and chicken. He has cheese, salad, and fish.*)
- Write on the board the first sentence from the Activity Book, blanks included. Call a child to the front to copy one of the words on the board into the sentence. Draw a line through that word on the board.
- Children complete the activity. Check progress by asking two children to read their sentences aloud.

2 Draw and say.

- Tell children to look at the second activity on the page.
- Tell them that the Picture Cards on the board are their 'menu', and they should choose one or two of the foods and draw them on their plate.
- Children draw their choices. Call on several children to show their pictures, and say *I have (name of food)*.

Optional activity

- Ask children to name all the food words they know from last year and earlier this year. Write the words on the board as children say them.
- Give each child a sheet of paper to draw a picture of two of the foods on the board.
- Call a child to the front to show his or her picture. Encourage him/her to say the names of the foods, and then point to those food words on the board.

Lesson 3 Story SB and AB

Lesson objectives

- To follow the left to right sequence of English.
- To develop listening skills in English.
- To understand and enjoy a story.
- To review and consolidate language introduced in the unit.
- To recognize rhyming words.

Language

Vocabulary: sandwiches

Materials

CD track 61, Picture Cards 61–68

Student Book Unit 8, Lesson 3

Warm-up

- Review the food words. Stick the Picture Cards on the board as children say the name of each food.
- Point to the Picture Card of *soup*. Give your true opinion about soup. Say *I like soup* or *I don't like soup*. Make the appropriate facial expression to support your opinion.
- Repeat with the other foods.
- Ask several children to give their opinions.
- Do not teach the difference between the countable and uncountable nouns. Simply restate children's sentences correctly if they make grammatical errors.

Look and say.

- Tell children to open their books to Unit 8, Lesson 3.
- Remind children English stories are presented from left to right. Hold up your book and point to the frames in order.
- Ask children questions about the story in their own language: *Who can you see in the pictures?* (Tess and Baz) *How many sandwiches are there on the plate in the first picture?* (two) *What happens to one of the sandwiches?* (Baz eats it) *Whose sandwiches were they?* (Tess's) *How do we know?* (Tess is not happy in the last picture.)
- Discuss the importance of respecting other people's property, including the importance of asking permission before taking something that belongs to someone else.

Listen. 61

- Tell children that they are going to listen to the story.
- Play the CD, and pause between each frame. Don't ask children to repeat at this stage of the lesson.
- Ask children to tell you in their own language what they understood. Play the CD again if necessary.

Transcript 61

Listen. Tess has two sandwiches.

Narrator Tess has two sandwiches.

Baz I like sandwiches.

Narrator Tess has one sandwich.

Tess Baz! My sandwiches!

Baz Sorry, Tess.

Listen and act. 61

- Tell children they are going to hear the story again. Tell them to run their fingers under each word as they listen.
- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually as they point to the words.
- Tell the class that they are going to act out the story using two small objects as sandwiches.
- Call two children to come to the front to play the roles of Baz and Tess.
- The children act out the story, with the child playing Baz pretending to eat the 'sandwich' by hiding it in a pocket or under the table.
- Call other children to the front to act out the story.
- Help children to perform by reading the part of the narrator, prompting the lines, and telling them to repeat.

Activity Book Unit 8, Lesson 3

1 Read and match. Write.

- Tell children to look at Unit 8, Lesson 3 in their Activity Books.
- Ask them to identify the food item in each picture (*potatoes, sandwiches, sandwiches, potatoes*). Ask children to count the number of each food item in each picture (*five potatoes, two sandwiches, two sandwiches, four potatoes*).
- Write the four sentences on the board. Underline the number word and the food item in each sentence.
- Point out that the sentences about sandwiches are almost the same. Ask children what is different about them (sentence 1 begins with *She*, and sentence 2 begins with *He*).
- Ask children which picture matches with sentence 1 (*picture 3*) and which matches with sentence 2 (*picture 2*). Tell the children to write the number 1 in the box for picture 3 and the number 2 in the box for picture 2.
- Children match the other two on their own.
- Check as a class.

Lesson 4 Values SS and AB

Lesson objectives

To understand and use everyday language used to respect and learn from one's elders.

Language

Everyday English: *Watch me. Go ahead. Now you try.*

Materials

CD track 62, paper

Optional: a sheet of paper for each child

Student Book Unit 8, Lesson 4

Warm-up

- Ask children who the elders are in their lives (*grandparents, older aunts and uncles, neighbors, etc.*)
- Ask children what things they can learn from their elders (*how to do different things, stories about the past, etc.*).

Listen and say. 62

- Tell children to open their books to Unit 8, Lesson 4.
- Ask children questions about the picture. *Where are the people? (at home) Who is the woman? (the boy's grandma) What is the woman doing? (putting fruit on a stick) What is the boy doing? (watching her) What is the boy learning from his grandma? (how to make something with fruit).*
- Ask children why this scene is showing respect for one's elders (*the child is being polite while his grandma gives her time to teach him something*).
- Explain that children are going to hear the boy respond respectfully to his grandma's instructions.
- Play the CD. Tell children to listen.
- Play the CD again. Pause after each line, and ask children to repeat it.

Transcript 62

Listen and say.

Grandma Watch me.

Boy Yes, Grandma.

Grandma Go ahead. Now you try.

Boy Thanks, Grandma.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Have children stand at their seats. Go through the conversation again, but this time teach children a sequence of hand movements; for example, say *Watch me*, then move your hands as if you are conducting music.
- Encourage children to do the same after you tell them *Go ahead. Now you try.*

Act.

- Tell the class that they are going to act out the situation.
- Ask children to draw a picture of a salad.
- Call two children to the front with their pictures. Ask one of them to play the role of grandma and the other to play the role of the child.
- Prompt them to pretend that grandma is teaching the child how to prepare the food in her picture.
- When children have each acted the role of grandma, have them show their pictures to the class.
- Repeat with other children.

Activity Book Unit 8, Lesson 4

1 Look and choose. Draw.

- Tell children to look at Unit 8, Lesson 4 in their Activity Books.
- Explain that the circle with two dots represents a face. Explain that children should look at each picture and decide whether it shows good behavior or bad behavior.
- Tell them to draw a smiling mouth for good behavior or a frowning mouth for bad behavior. Demonstrate by drawing a smiling face and a frowning face on the board.
- Tell children to look at the first small picture. Ask what kind of behavior they think it shows (*bad*). Ask *Why?* Children respond that the girl isn't paying any attention to her grandpa.
- Tell children you are going to read the text in the speech bubble. Ask them to look at the text as you read. Ask children if the behavior in the first small picture is good or bad (*bad*). Tell children to draw a frowning face under the picture.
- Repeat the process with the other picture. Elicit why the behavior is good. (The girl is paying attention and learning from her grandpa, and she is also thanking him.)

Optional activity

- Ask children to draw a picture of themselves learning something from an older relative, for example, how to draw, paint, sing a special song, do a special dance. If children do not have an older relative, tell them to imagine something they could learn or would like to learn from an older person.
- Call children to the front to show their pictures.

Lesson 5 Explore SB and AB

Lesson objectives

To begin to understand the relationship between text and meaning.

To begin to develop decoding skills used to eventually become an independent reader.

To use English to learn about different breakfast foods.

To write simple words.

Language

Vocabulary: *bread, breakfast, eggs, fruit, soup, yogurt*

Materials

CD track 63, Picture Cards 68

Optional: a sheet of paper for each child

Student Book Unit 8, Lesson 5

Warm-up

- Use the Picture Card to review the word *soup*. Stick the Picture Card on the board, and write the word under it.
- Review the words *bread, jam, eggs, fruit, and yogurt* by drawing simple pictures on the board. As children say each food name, write the word under it.

Look and listen. 63

- Tell children to open their books to Unit 8 Lesson 5.
- Ask children questions about each picture. *What food can you see in picture 1? (bread and jam) What food can you see in picture 2? (eggs) What food can you see in picture 3? (soup) What food can you see in picture 4? (fruit and yogurt)*
- Tell children they are going to listen to the information about the breakfast food in different children's homes.
- Play the CD. Pause after the text for each picture to help focus children's attention and to give them time to look at the pictures.

Transcript 63

Look and listen. Breakfast Time!

This is my breakfast. I have bread and jam.

I have eggs.

I have soup for breakfast.

I have fruit and yogurt for breakfast.

Listen and read. 63

- Tell children they are going to listen again and to try to read along with it.
- Ask children if they can recognize any of the words on the page, for example the words *bread, jam, soup, eggs, fruit, or yogurt*.
- Reassure children that they are not expected to be able to read the text entirely on their own. Point out that you will pause the CD after each picture so that they can catch up if necessary.
- Encourage children to run their fingers under the words as they hear them.
- Play the CD while children read along, using their fingers to guide them. Remember to pause after the text for each picture.

Read and say.

- Call on volunteers to read any parts of the text they feel comfortable reading. Praise all attempts, even if a child can only recognize one or two words.
- Ask children questions about the text that cannot be easily determined from the pictures, e.g., *Do the children like their breakfast? (probably) Does the boy say he has toast and jam? (No, he says bread and jam.) Do the children talk about lunch? (no)*

Activity Book Unit 8, Lesson 5

1 Read and say. Draw.

- Tell children to look at Unit 8, Lesson 5 in their Activity Books.
- Explain that children are going to read the sentences with you and then draw the food on the plate according to what they have read.
- Copy the sentences on the board. Read the first pair of sentences aloud as you run your finger under each word. Pay special attention to the boy's name. Point out the capital letter *B*, and help children to sound out his name.
- Repeat with the second pair of sentences.
- Give children time to draw the food on the plate.
- Check as a class by having the children sit in a circle and show their pictures.

Optional activity

- Ask children to draw a picture of what they eat for breakfast most days. Review or provide any vocabulary as necessary.
- Tell children to write an introductory sentence with their name, e.g., *I am Hanna*. Then ask them to write the sentence *I have (name of food)*. Write the words for their food on the board so that they can copy them.

Lesson 6 Phonics SB and AB

Lesson objectives

- To say, recognize, and write words in the -op family.
- To recognize and say the sounds /h/, /m/, and /t/.
- To develop fine motor control.

Language

Vocabulary: *hop, mop, top*

Materials

CD track 64, Picture Cards 69–71

Student Book Unit 8, Lesson 6

Warm-up

- Draw a picture of a dog on the board. Children say *dog*.
- Ask if any child can write the word by sounding out the letters. If so, ask the child to come to the front and write *dog*. If children are unsure, write the word yourself.
- Point to each letter, and say its sound (/d/ /a/ /g/). Ask children what the middle sound of *dog* is (/a/). Tell children they are going to focus on that sound in this lesson.

Learn the sound.

- Hold up the Picture Card for *hop*. Say *hop*. Hop on one foot. Children repeat the word. Stick the Picture Card on the board.
- Write the word *hop* on the board under the picture. Point to it, and say *hop*, /h/ /a/ /p/, *hop*.
- Hold up the Picture Card of the *mop*. Say *mop*. Children repeat the word chorally and individually. Stick the Picture Card on the board next to the *hop* card.
- Write the word *mop* on the board under the picture. Point to it and say *mop*, /m/ /a/ /p/, *mop*.
- Repeat with the Picture Card of the *top*. Point out that these three words rhyme.
- Tell children to open their books to Unit 8, Lesson 6 and look at the letters -op with the arrows.
- Stand with your back to the class as you use your finger to 'write' -op in the air. Write the letters exactly as they are presented in the Student Book.
- Tell children to copy your action and write -op in the air. Check that they are forming the letters correctly.
- Tell children to practice tracing over the letters in their books with their fingers.

Sing. 64

- Tell children that they are going to sing a song to help them learn the sound -op.
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you. Tell children to point to the letters and words in their books as they sing them.
- Play the CD again and ask children to sing the song.

Transcript 64

Sing.

Hop, mop, and top
Let's read the words.
/h/ /a/ /p/ hop
/m/ /a/ /p/ mop
/t/ /a/ /p/ top
I can read the words!

Find and say.

- Tell children to find the letters -op in the word under each picture on the page. Ask children to tell you the first letter of each word (*h* - *hop*, *m* - *mop*, *t* - *top*).
- Tell them to look at the picture at the bottom of the page. Say *Point to hop*. Check they are pointing to the clown hopping.
- Repeat with *mop* and *top*, checking each time children are pointing to the correct items.
- Ask children to find something with the /æ/ sound in it (*hat*), then repeat for the /ʃ/ sound (*shoes*), and the /θ/ sound (*thumb*).

Activity Book Unit 8, Lesson 6

1 Trace and write.

- Tell children to look at Unit 8, Lesson 6 in their Activity Books.
- Stick the cards for *hop*, *mop*, and *top* on the board. Say *Point to the top*. Children respond. Repeat with the other two words.
- Ask children to tell you the sound and name of the first letter in each word (/h/ *h*, /m/ *m*, /t/ *t*).
- Draw writing lines on the board. Put dots on the lines to show the starting points for -op. Write the letters on the lines exactly as they are presented in the Student Book.
- Tell children to practice tracing over the letters in their books with their fingers. They trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Draw more writing lines on the board. Call children to the board to write *op* on the lines. Correct as necessary.

2 Write and say.

- Tell children to look at the second activity on the page. Ask them which of the things on the board they can see in the activity (*hop*, *mop*).
- Explain that all the letters for each word are scrambled next to the pictures. Ask *How many letters are there?* Children respond *three*.
- Model the activity with the Picture Card for *top* on the board. Write the letters *t p o* next to the Picture Card. Tell children that these are the letters for the word *top*.
- Ask children the first sound of *top* /t/. Write *t* below the three letters.
- Say *top*, /t/ /a/ /p/. Ask children for the second sound of the word (/a/). Ask children which letter has the sound /a/ (*o*). Write *o* next to the *t*.
- Ask children for the last sound of the word (/p/). Ask for the name of the letter (*p*). Write the *p* next to the *o*.
- Children complete the activity in their books.
- Check by calling children to the front to write the words *hop* and *mop* next to the Picture Cards.

Unit 8 Review AB

Lesson objectives

- To review language introduced in the unit.
- To recognize identical pictures.

Materials

Picture Cards 61–68, a large envelope or a large sheet of paper

Activity Book Unit 8, Review

Warm-up

- Tell children that they are going to play a game.
- Put the *soup* Picture Card inside a large envelope, or cover it with a large sheet of paper.
- Hold up the envelope or the hidden Picture Card, and slowly reveal the card.
- Children watch closely and say the name of the food as soon as they can identify it.
- Repeat with the other food Picture Cards.

1 Look and match.

- Tell children to look at Unit 8 Review in their Activity Books.
- Show children how there are four groups of pictures in each column, each with five items of food.
- Point to each of the five items in the first group, counting 1–5 as you do so.
- Ask children what food items they can see in the first group of pictures in the left column. As each food is named, stick its Picture Card on the board in the same layout as in the book.
- Explain that the positioning of the food is important. Tell children to find a picture in the right column that looks exactly the same (*the third picture*). Children draw a line between the pictures in the two columns.
- Children complete the activity.
- Check by asking children to hold up their books.

Progress Check 8 TB

Materials

Progress Check 8 photocopiable sheet (one per child)
Picture Cards 61–71

Teacher's Book Page 91

Warm-up

- Use the Picture Cards to review Lesson 1 vocabulary. Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.
- Write the letter pattern from Lesson 6 on the board and ask children to say it.
- Hand out the Picture Cards of Lesson 6 vocabulary to individual children. Ask them to say the word.

Progress check

- Model the first item of each activity on the Progress Check sheet on the board. Hand out the Progress Check sheets to the children. Either ask the children to complete the sheet silently on their own or allow them to take the sheet home to work on.

9 Festival Fun!

Lesson 1 Vocabulary SB and AB

Lesson objectives

- To identify things at the circus.
- To recognize English sounds and spoken words.
- To associate pictures and their words.

Language

Vocabulary: *acrobat, bicycle, clown, drum, juggler, parrot, tent*

Materials

CD tracks 65–66, Picture Cards 72–78

Student Book Unit 9, Lesson 1

Warm-up

- Tell children to look at the picture on the first two pages of Unit 9.
- Ask the following questions in the children's own language: *Who do you see in the picture?* (a juggler, an acrobat, a woman, a clown) *Where are they?* (at a festival)

Listen and say. 65

- Tell children that they are going to learn the words for people and things at the circus.
- Play the CD, holding up the Picture Card for each festival word as its name is said. Pause after each word so that children can point to the pictures in their books. Check children are pointing to the correct part of the picture.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

Transcript 65

Listen and say.
tent, acrobat, parrot, clown, juggler, drum, bicycle

Listen and find. 66

- Tell children that you are going to say a word, and they should point to that person or thing in their books.
- Say the words at random, e.g., *juggler, clown, acrobat, drum, parrot, tent, bicycle*. As you say each word, you may want to hold up the Picture Card to give children visual support.
- Check that children are pointing to the correct person or item in their books.
- Play the CD, and pause after each word. Children listen and point to in their books.

Transcript 66

Listen and find.
acrobat, bicycle, clown, drum, juggler, parrot, tent

Look and say.

- Write the words for the vocabulary on the board.
- Stick the Picture Cards next to or under the words at random.
- Point to each word and Picture Card pair, and ask children if the word and the Picture Card are a match.
- If the Picture Card and the word match, leave it on the board. For those that don't match, remove the Picture Cards, and then distribute them to different children.
- Tell the children with the Picture Cards to come to the front and stick them next to or under the correct word.

Activity Book Unit 9, Lesson 1

1 Write and say.

- Put the Picture Cards for juggler, acrobat, drum, parrot, tent, clown, and bicycle on the board.
- Say *Point to the drum*. Check that children are pointing to the drum. Write the word *drum* under the Picture Card.
- Repeat with all the pictures, writing the words under each picture.
- Tell children to look at Unit 9, Lesson 1 in their Activity Books.
- Tell them to look at the words at the top right of the page. Explain in the children's own language that these are the words for the people and things in the pictures.
- Ask children to tell you what the first picture shows (*a juggler*). Explain that they should write the word *juggler* on the line under the picture.
- Model writing the word on the board before children write it in the books.
- Children complete the activity, looking at the board for help as necessary. Ask children to say the words quietly to themselves before they write them.
- Check answers by asking children to tell you the names of the pictures (left to right: *juggler, acrobat, drum, parrot, tent, bicycle, clown*).

Optional activity

- Tell children that they are going to play a game.
- Tell them in their own language that you are going to say an English word. Tell them to hold up one finger if the word is a person or two if the word is a thing.
- Say *juggler*. Children hold up one finger.
- Repeat with words from the lesson and other known words.

Lesson 2 Structure SB and AB

Lesson objectives

- To talk about the ability of others.
- To read simple sentences in English.
- To develop fine motor control.

Language

Vocabulary: *stand, climb, throw, sing*

Structure: *Look at ..., He/She/It can (jump).*

Materials

CD tracks 67–68, Picture Cards 21, 22, 24, 28, 72, 74, 76

Student Book Unit 9, Lesson 2

Warm-up

- Review actions *catch, climb, jump, sing, and throw* by miming. Ask children to say the English word for each one.
- Hold up the Picture Cards for *sing* and *climb*. Children say the names. Stick the Picture Cards on the board.

Listen and say. 67

- Tell children to look at the picture on the first two pages of Unit 9.
- In their own language, ask children to say what is happening at the festival. (*The acrobat is on a ball. The juggler is catching some small balls. A clown is standing on a bicycle. A woman is playing the drum. The parrot is on the woman's shoulder.*)
- Tell children they are going to hear the family's conversation at the festival. Ask them to pay attention to what they are talking about.
- Play the CD once. Ask what the children are talking about (*what the people or animals can do*).
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

Transcript 67

Listen and say.

Dad Look at the juggler! She can throw.

Baz She can catch, too.

Mom Look at the clown! He can ride a bicycle.

Tess Look at the parrot! It can sing.

Say and do.

- Draw a heart shape or a star on the board. Look pleased, and say *I can draw*. Say *I can't draw*, and draw a very bad heart shape or star on the board. Look unhappy.
- Call a child to the front. Give him/her the card for *climb*. Encourage him/her to say *I can climb* and mime the action.
- Say *He/She can climb*. Children repeat chorally and individually. Repeat with other children and other actions. Encourage them to give true answers.

Listen, sing, and do. 68

- Tell children they are going to learn a song about some of the things they can see at a festival.

- Present the phrase *play a drum*. Pretend to play a drum as you say *play a drum*. Review the words *acrobat, juggler, and clown* using the Picture Cards. Stick them on the board.
- Tell children they are going to listen to the song first before singing along. Play the CD.
- Play the CD again, pausing after each line. Sing the line, and tell children to repeat after you.
- Have children sing the song through without stopping.
- Explain that children are going to sing the song again, this time miming all the actions the people at the festival can do.
- As each verse is sung, point to the appropriate Picture Card on the board while children mime doing the action at their seats.
- Vary the activity by sticking the Picture Cards for *acrobat, juggler, and clown* in different places around the room. Assign groups of children to be each character and to do that character's actions during the song.

Transcript 68

Listen, sing, and do.

Let's all go to the festival. Let's all go to the festival.

Let's all go to the festival. What can you see?

I can see an acrobat. I can see an acrobat.

I can see an acrobat. He can jump and climb.

(Chorus)

I can see a juggler. I can see a juggler.

I can see a juggler. She can throw and catch.

(Chorus)

I can see a clown. I can see a clown.

I can see a clown. He can play a drum.

Activity Book Unit 9, Lesson 2

1 Read and circle.

- Put the Picture Cards for *sing, climb, jump, and catch* on the board.
- Point to each, and children say the word. Write the word under each Picture Card.
- Tell children to look at Unit 9, Lesson 2 in their Activity Books.
- Ask what they see in the first picture (*a clown*). Write on the board the sentence *She can sing*. Read it aloud as you run your finger under each word.
- Ask children if the sentence is true for the picture of the clown (*no*). Tell them to circle the word *No* in their books.
- Children complete the activity.
- Check by asking children to say each sentence and the word they circled. (*He can climb. Yes; She can jump. No; He can catch. Yes*)

2 Write and draw.

- Tell children to look at the second activity on the page.
- Write on the board *I can* followed by a blank. Read it aloud as you run your finger under each word.
- Tell children to choose one of the actions from the board and to draw a picture of themselves doing that action.
- Tell them to write the word in the sentence.
- Call several children to the front to show their pictures and read their sentences.

Lesson 3 Story SB and AB

Lesson objectives

- To follow the left to right sequence of English.
- To develop listening skills in English.
- To understand and enjoy a story.
- To review and consolidate language introduced in the unit.
- To match sentences and pictures.

Language

Vocabulary: *acrobat, down, climb, jump, kick, draw, catch, run*

Materials

CD track 69, Picture Cards 21–28

Student Book Unit 9, Lesson 3

Warm-up

- Review all the actions from Unit 4 using the Picture Cards.
- Hold up an action Picture Card. Children say the word.
- Stick the Picture Card on the board. Write the word under it.

Look and say.

- Tell children to open their books to Unit 9, Lesson 3.
- Remind children that English stories are presented from left to right. Hold up your book, and point to the frames in order.
- Ask children questions about the story in their own language: *Who is in the story?* (Pat and Jig) *What is Pat doing?* (He is climbing up the curtain) *What happens to Pat?* (He falls down.)
- Discuss in the children's own language what it means to show off. Ask them if they think Pat is showing off. Discuss the importance of not showing off.

Listen. 69

- Tell children that they are going to listen to the story.
- Play the CD, and pause between each frame. Don't ask children to repeat at this stage of the lesson.
- Ask children to tell you in their own language what they understood. Play the CD again if necessary.

Transcript 69

Listen. Pat is an Acrobat!

Jig Pat is an acrobat.

Jig He can jump.

Jig He can climb.

Pat Now I'm a clown!

Listen and act. 69

- Tell children they are going to hear the story again. Tell them to run their fingers under each word as they listen.
- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually as they point to the words.
- Tell the class that they are going to act out the story.
- Call two children to come to the front to play the roles of Pat and Jig.

- The children act out the story. Tell the child playing Pat to mime the actions of climbing and falling.
- Call other children to the front to act out the story.
- Help children to perform by prompting the lines and telling them to repeat.

Activity Book Unit 9, Lesson 3

1 Read and match. Write.

- Tell children to look at Unit 9, Lesson 3 in their Activity Books.
- Copy the sentences on the board.
- Explain in the children's own language that they are going to read the sentences and then write the number of the correct sentence in the box next to the picture.
- Read the first sentence aloud, running your finger under each word as you say it.
- Ask children which picture illustrates the sentence (*the fourth one down of the girl drawing*). Tell children to trace the number 1 in the box next to this picture.
- Complete the activity as a class (*sentence 2 – first picture; sentence 3 – fifth picture; sentence 4 – third picture; sentence 5 – second picture*).
- Read the sentences aloud for the class to repeat chorally and individually.

Optional activity

- Prepare two Picture Cards to represent *can* and *can't*, for example with X and O symbols, or simply make word cards for *can* and *can't*.
- Put the action Picture Cards 21–28 face down in a pile.
- Call a child to the front to choose one of the *can* / *can't* cards (without the rest of the class seeing), and then ask them to pick an action Picture Card from the pile.
- The child mimes the activity selected, e.g., if they pick *can* and *throw*, they mime being able to throw.
- The rest of the class has to guess the action. Encourage them to say *He/She can / can't (action)*.

Lesson 4 Values SB and AB

Lesson objectives

To understand everyday language used to keep public places clean.

To respond appropriately to requests to keep places clean.

Language

Everyday English: *Please pick that up. Throw it away.*

Materials

CD track 70, a sheet of paper

Student Book Unit 9, Lesson 4

Warm-up

- Review language for keeping one's room neat.
- Call a child to the front to pretend to help you make a bed. Say *Let's make the bed*. Prompt the child to respond *Yes, (your name)*.
- Repeat with other children.

Listen and say. 70

- Tell children to open their books to Unit 9, Lesson 4.
- Ask children questions about the picture. *Where are the girl and her mother? (at a park or outside) What are they doing? (having some food outside) What did the girl leave behind? (a wrapper) What did the girl do with the wrapper? (She threw it away.)*
- Ask children why it is important to keep places clean. Explain that children should always clean up after themselves, but they should never pick up litter or other things that they find. Point out that it is dangerous to do this. Encourage children to ask an adult they trust before they pick up anything that isn't theirs.
- Explain that the children are going to hear the girl respond to her mother's request to keep a public place clean.
- Play the CD. Tell children to listen.
- Play the CD again. Pause after each line, and ask children to repeat it.

Transcript 70

Listen and say.

Mom Please pick that up.

Girl Oh, sorry.

Mom Throw it away.

Girl OK, Mom.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Explain that there is a difference between *throw* and *throw away*. Demonstrate the difference with mime.
- Ask children what things they should pick up when leaving a place (*wrappers, leftover food, drink containers, bags, etc.*).

Act.

- Tell the class that they are going to act out the situation. Call two children to the front to act the role of the child and her mother.
- Give them a sheet of paper or a real food wrapper as a prop.
- Encourage the child playing the role of the girl to throw the paper or wrapper in the garbage can.
- Repeat with other children playing the roles.

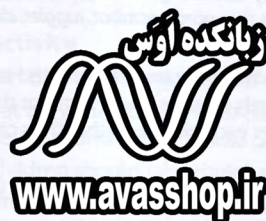
Activity Book Unit 9, Lesson 4

1 Look and choose. Draw.

- Tell children to look at Unit 9, Lesson 4 in their Activity Books.
- Explain that the circle with two dots represents a face. Explain that children should look at each picture and decide whether it shows good behavior or bad behavior.
- Tell them to draw a smiling mouth for good behavior or a frowning mouth for bad behavior. Demonstrate by drawing a smiling face and a frowning face on the board.
- Tell children to look at the first of the small pictures. Ask what kind of behavior they think it shows (*good*). Ask *Why?* Children respond that the boy is keeping the public place clean by throwing the wrapper away in the garbage can, as his father asked him to do.
- Tell children you are going to read the text in the speech bubble. Ask them to look at the text as you read. Ask children if the behavior in the first small picture is good or bad (*good*). Tell children to draw the smiling face under the picture.
- Repeat the process with other picture. Elicit why the behavior is bad (*the boy isn't keeping the public place clean, and he is ignoring his father*).

Optional activity

- Talk to children about recycling. Explain that there may be different containers for different types of garbage.
- Review the symbol for recycling in your area, and explain any color coding for paper, glass, and plastic.
- Ask children to think of as many different things for each category, e.g., for paper: newspapers, magazines, notebooks, paper bags.



Lesson 5 Explore SB and AB

Lesson objectives

- To begin to understand the relationship between text and meaning.
- To begin to develop decoding skills in order to eventually become an independent reader.
- To use English to learn about social studies concepts.
- To write simple words.

Language

Vocabulary: *acrobat, juggler, clown, wig, can*

Materials

CD track 71, Picture Cards 21, 22, 24, 60, 72–77

Student Book Unit 9, Lesson 5

Warm-up

- Use the Picture Cards to review the words *acrobat, juggler, clown, wig, climb, jump, and catch*. As children say each word, stick the Picture Card on the board, and write the word under it.

Look and listen. 71

- Tell children to open their books to Unit 9, Lesson 5.
- Ask children questions about each picture. *Who can you see in picture 1? (an acrobat) Who can you see in picture 2? (a juggler) Who can you see in picture 3? (a clown) What can the boy do in picture 4? (He can catch the girl.)*
- Tell children they are going to listen to the information about the people at the circus.
- Play the CD. Pause after the text for each picture to help focus children's attention and to give them time to look at the pictures.

Transcript 71

Look and listen. The Circus!

This acrobat is small. He can climb and jump.

Look at the juggler. She can juggle.

How many colors can you see in this clown's wig?

Look at the boy catch the boy!

Listen and read. 71

- Tell children they are going to listen again and try to read along with it.
- Ask children if they can recognize any of the words on the page, for example the words *acrobat, juggler, clown, climb, catch, or jump*.
- Reassure children that they are not expected to be able to read the text entirely on their own. Point out that you will pause the CD after each picture so that they can catch up if necessary.
- Encourage children to run their fingers under the words as they hear them.
- Play the CD while children read along using their fingers to guide them. Remember to pause after the text for each picture.

Read and say.

- Call on volunteers to read any parts of the text they feel comfortable reading. Praise all attempts, even if a child can only recognize one or two words.
- Ask children questions about the text. *What can the acrobat do? (climb and jump) What can the juggler do? (juggle balls) What does the text ask about the clown? (how many colors are in the clown's wig).*

Activity Book Unit 9, Lesson 5

1 Read and write.

- Tell children to look at Unit 9, Lesson 5 in their Activity Books.
- Ask children what they can see in each picture (*picture 1 – a juggler with a parrot on her head; picture 2 – a clown riding a bicycle and playing a drum*).
- Ask children to look at the words at the top of the page.
- Copy the words in a row on the board. Point to each word, and ask children to read it if they can. If not, provide the word, and children repeat.
- Focus children's attention on the sentences next to the pictures. Explain that the sentences describe the pictures and that children are going to complete the sentences by writing a word at the top on each line.
- Call several children to the front to stick the Picture Cards of the vocabulary under the correct word.
- Tell children to look at the first picture. Help them to read the sentences aloud. Ask children which word belongs in each sentence. Tell children to write the words on the correct lines (*juggler, parrot*).
- Repeat with the sentences for the second picture (*clown, bicycle, drum*).

Optional activity

- Tell children they are going to play a game.
- Hand out the Lesson 1 Picture Cards to eight children. Explain you will mime an action relating to one of the eight cards, and he/she holding the correct card must hold it up.
- For example, pretend to juggle with balls or skittles. The child holding the *juggler* Picture Card holds his/her card up.
- Perform actions appropriate to each card, so each child has the opportunity to perform.

Lesson 6 Phonics

SB and AB

Lesson objectives

- To say, recognize, and write words in the *-un* family.
- To develop fine motor control.

Language

Vocabulary: *bun, run, sun*

Materials

CD track 72, Picture Cards 79–80

Student Book

Unit 9, Lesson 6

Warm-up

- Run in place. Ask children to say the name of the action (*run*).
- Ask children for the first letter's sound and name (/r/, r).
- Write the word *run* on the board.

Learn the sound.

- Hold up the bun Picture Card. Say *bun*. Children repeat the word chorally and individually. Stick the Picture Card on the board next to the word *run*.
- Write the word *bun* on the board under the picture. Point to it and say *bun*, /b/ /ʌ/ /n/, *bun*.
- Hold up the sun Picture Card. Say *sun*. Children repeat the word chorally and individually. Stick the Picture Card on the board next to the *bun*.
- Write the word *sun* on the board under the picture. Point to it, and say *sun*, /s/ /ʌ/ /n/, *sun*.
- Sound out the word *run* in the same way.
- Point out that these words rhyme. Ask if children can think of another English word they know that rhymes with *bun*, *run*, and *sun* (*fun*).
- Tell children to open their books to Unit 9, Lesson 6 and look at the letters *-un* with the arrows.
- Stand with your back to the class as you use your finger to 'write' *-un* in the air. Write the letters exactly as they are presented in the Student Book.
- Tell children to copy your action and write *-un* in the air. Check that they are forming the letters correctly.
- Tell children to practice tracing over the letters in their books with their fingers.

Sing. 72

- Tell children that they are going to sing a song to help them learn the sound *-un*.
- Play the CD. Tell children to listen to the song.
- Play the CD again, and pause after each line. Sing the line, and tell children to repeat after you. Tell children to point to the letters and words in their books as they sing them.
- Play the CD again and ask children to sing the song.

Transcript 72

Sing.

Bun, run, and sun
Let's read the words!
/b/ /ʌ/ /n/ bun
/r/ /ʌ/ /n/ run
/s/ /ʌ/ /n/ sun
I can read the words!

Find and say.

- Tell children to find the letters *-un* in the word under each picture on the page. Ask children to tell you the first letter of each word (*b* – *bun*, *r* – *run*, *s* – *sun*).
- Tell children to look at the picture at the bottom of the page. Say *Point to the buns*. Check that they are pointing to the buns.
- Say *Point to the sun*. Check that they are pointing to the sun.
- Say *Point to run*. Check that they are pointing to the boy running.

Activity Book

Unit 9, Lesson 6

1 Trace and write.

- Tell children to look at Unit 9, Lesson 6 in their Activity Books.
- Stick the Picture Cards for *sun* and *bun* on the board. Draw a stick figure of a person running next to them.
- Ask children to tell you the sound and name of the first letter in each word (/s/ s, /b/ b, /r/ r).
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the *-un*. Write the letters on the lines exactly as they are presented in the Student Book.
- Tell children to practice tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Draw more writing lines on the board. Call children to the board to write *un* on the lines. Correct as necessary.

2 Write and say.

- Tell children to look at the pictures and say the words.
- Ask children which letters complete the words (*un*). Then ask which letters begin the words (*sun* – s; *bun* – b).
- Children complete the words. Check that they are forming the letters correctly.

Optional activity

- Tell children that they are going to play a game.
- Explain that they should raise their hand if the word you say has the /ʌ/ sound in the middle of it.
- Say *run*. Children should raise their hands.
- Repeat with words that have the /ʌ/ sound, including *duck*, *fun*, *nut*, and *drum*, as well as words that do not, such as *dog*, *pen*, *hat*, *mop*, *man*.

Unit 9 Review AB

Lesson objectives

- To review the language learned in the unit.
- To follow a sequence.

Materials

Picture Card 74

Activity Book Unit 9, Review

Warm-up

- Review the word *clown* using the Picture Card. Ask children to tell you what he is wearing.
- Review the parts of the face by pointing to your own face or the faces of children.
- Review the parts of the body by pointing to your own body or children's bodies.
- Review *shirt*, *pants*, and *hat* using the children's clothes or your own.

1 Look, order, and write.

- Tell children to look at Unit 9 Review in their Activity Books.
- Ask *How many pictures are there?* Children respond *six*.
- Ask them to describe the pictures as best they can. Encourage them to use the vocabulary you reviewed in the warm-up. (There are different pictures of a clown at various stages of completion.)
- Ask which picture is the least complete (*the upper right*). Tell children to write a number 1 in that box.
- Ask children which picture is the next complete (*the bottom middle*). Tell children to write a number 2 in that box.
- Children complete the activity.
- Check by asking for the numbers in each row (5, 3, 1, 6, 2, 4).
- Tell children to color the pictures. Remind them to stay inside the lines as best as they can.

Progress Check 9 TB

Materials

- Progress Check 9 photocopiable sheet (one per child)
- Picture Cards 72–80

Teacher's Book Page 92

Warm-up

- Use the Picture Cards to review Lesson 1 vocabulary. Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.
- Write the letter pattern from Lesson 6 on the board and ask children to say it.
- Hand out the Picture Cards of Lesson 6 vocabulary to individual children. Ask them to say the word.

Progress check

- Model the first item of each activity on the Progress Check sheet on the board. Hand out the Progress Check sheets to the children. Either ask the children to complete the sheet silently on their own or allow them to take the sheet home to work on.

10 Jobs

Lesson 1 Vocabulary SB and AB

Lesson objectives:

- To identify occupations.
- To recognize English sounds and spoken words.
- To associate pictures and their words.
- To identify the first sound / letter of a word.
- To write simple words.

Language

Vocabulary: doctor, farmer, firefighter, nurse, pilot, police officer, singer, taxi driver

Materials

CD tracks 73–74, Picture Cards 81–88

Student Book Unit 10, Lesson 1

Warm-up

- Tell children to look at the picture on the first two pages of Unit 10.
- Ask the following questions in the children's own language: *Where are the children?* (at school) *How do you know?* (They're in the classroom with Mrs. Woodward.) *What are they doing?* (They're having a costume party.) *What is the theme of the party?* (jobs)
- Talk about the value of all jobs and all work that people do. Point out that all the jobs represented at the party are important. Ask children to name some other important jobs. Accept all answers.

Listen and say. 73

- Tell children that they are going to learn the words for some jobs in English.
- Play the CD, holding up the Picture Card for each job as the name is said. Pause after each word so that children can point to the person dressed for that job in their books. Check that children are pointing to the correct person.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

Transcript 73

Listen and say.

farmer, taxi driver, doctor, nurse, firefighter, singer, pilot, police officer

Listen and find. 74

- Tell children that you are going to say a word, and they should point to the person dressed for that job in their books.
- Say the words at random, e.g., *firefighter, singer, farmer, taxi driver, nurse, doctor, pilot, police officer*. As you say each word, you may want to hold up the Picture Card to give children visual support.
- Check that children are pointing to the correct person in their books.

- Play the CD, and pause after each word. Children listen and point to the person in their books.

Transcript 74

Listen and find.

doctor, farmer, firefighter, nurse, pilot, police officer, singer, taxi driver

Look and say.

- Hold up the Picture Card of the nurse. Say *farmer*, and then ask *Yes or no?* Children respond *No. Nurse*.
- Repeat with other Picture Cards, varying the correct and incorrect names.
- Call a child to the front to lead the activity.
- Vary the activity by writing the words for each occupation on the board and then holding a Picture Card under it.
- Prompt children to say whether the word and the picture match or not.

Activity Book Unit 10, Lesson 1

1 Write and trace.

- Tell children to look at Unit 10, Lesson 1 in their Activity Books.
- Ask children to say the job for each person shown in the pictures. Stick the Picture Card for each on the board (doctor, farmer, pilot, singer, nurse).
- Model the activity. Copy the first dotted word on the board, leaving a short blank for the first letter.
- Point to the Picture Card of the doctor. Ask *Who's this?* Children respond *He's a doctor*.
- Ask children to tell you the sound and name of the first letter of the word *doctor* (/d/, d).
- Write the letter *d* at the beginning of the word. Trace the remaining letters.
- Children complete the activity.
- Check by asking children to say the sound and name of the first letter for each job. Write it on the board next to each Picture Card.
- Ask children to hold up their books to show you their tracing of the dotted words.

Optional activity

- Ask children if they can think of any other occupations in English (*teacher, acrobat, clown, school bus driver*, etc.).
- As they say each word, write it on the board.

Lesson 2 Structure SB and AB

Lesson objectives

To ask and answer *yes/no* questions.

Language

Vocabulary: *party*

Structure: *Is he/she a (doctor)? Yes, she/he is. No, she/he isn't.*

Materials

CD tracks 75–76, Picture Cards 81–88, a small flashlight

Student Book Unit 10, Lesson 2

Warm-up

- Review the names of the jobs. Stick the Picture Cards on the board. Say *Point to the doctor*. Children respond. Repeat with other words. Leave the Picture Cards on the board for later use.
- Present the word *party*. Draw some balloons and streamers on the board. Clap your hands and say *party*. Check that children understand by asking them to tell you the word for *party* in their own language.

Listen and say. 75

- Tell children to look at the picture on the first two pages of Unit 10.
- Tell children that the children are having a party at school. Ask children to point to Baz. Ask what they think his job is (*singer* – but accept all answers).
- Ask children to point to the girl standing near Mrs. Woodward. Say *She's Liz*. Ask children what they think her job is (*doctor* – but accept all answers).
- Play the CD once to check the answers (*singer, doctor*).
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

Transcript 75

Listen and say.

Mrs. Woodward Look. Is Liz a doctor?

Sam Yes, she is. She's a doctor.

Mrs. Woodward Is Baz a farmer?

Sam No, he isn't. He's a singer.

Say and do.

- Point to the Picture Card of the pilot on the board. Ask *Is he a pilot?* Look encouraging. Children respond *Yes, he is.*
- Point to the Picture Card of the taxi driver. Ask *Is he a pilot?* Look confused. Children respond *No, he isn't.*
- Call two children to the front to play Baz and Liz, and you can play the role of Mrs. Woodward. Give the child playing Baz the *singer* Picture Card and the child playing Liz the *doctor* Picture Card.
- Say the lines for children to repeat if necessary. Repeat with other children.

Listen, sing, and do. 76

- Tell children they are going to learn a song about a visit to the doctor.

- Present the phrase *on the way* by saying the phrase, looking at your watch, and pretending to walk somewhere.
- Tell children they are going to listen to the song first before singing along. Play the CD.
- Play the CD again, pausing after each line. Sing the line, and tell children to repeat after you. Tell them to hold their knee, head, or throat for the line *I'm not very well*.
- Have children sing the song through without stopping. Encourage them to do the actions.
- Call a child to the front to be the doctor. Give the child the small flashlight. Explain that the doctor is going to shine the flashlight at the sick child's knee or foot. You may wish to play the role of the doctor yourself.
- Tell the child playing the doctor to stand off to the side and to come to where the patient is to shine the flashlight after the line *Is the doctor on the way?* is sung.
- The class sings the questions, and the child playing the patient sings the responses.
- Repeat with other children playing the doctor and the patient.

Transcript 76

Listen, sing, and do.

How are you today? How are you today?

I'm not very well.

Is the doctor on the way?

How are you today? How are you today?

Thanks to the doctor,

I can play!

Activity Book Unit 10, Lesson 2

1 Circle and say.

- Tell children to look at Unit 10, Lesson 2 in their Activity Books.
- Explain that they should circle the correct word for each job in the pictures.
- Model the activity. Stick the *firefighter* Picture Card on the board. Ask *Who's this?* Children respond *He's a firefighter.*
- Write the words *police officer* and *firefighter* in list form under the Picture Card.
- Read each word aloud, running your finger under it. Ask children to tell you which word to circle (*firefighter*, the bottom word). Tell children to circle *firefighter* in their books.
- Tell children to use the first and other letters of the words to help them.
- Children complete the activity, saying the words quietly to themselves as they circle them.
- Check by asking children if they circled the top or bottom word for each picture (*police officer*, bottom; *teacher*, bottom; *farmer*, top; *juggler*, bottom; *school bus driver*, top).

Optional activity

- Hand out the job Picture Cards to eight children.
- Call a child to the front. Ask *Is he/she a farmer?* Children respond based on the Picture Card.
- Repeat with several children.
- Call a child to the front to play the role of questioner. Prompt him/her as necessary.

Lesson 3 Story SB and AB

Lesson objectives

- To follow the left to right sequence of English.
- To develop listening skills in English.
- To understand and enjoy a story.
- To review and consolidate language introduced in the unit.
- To associate sentences and pictures.

Language

Vocabulary: *mom, taxi driver, farmer, teacher, doctor*

Materials

CD track 77, Picture Cards 8, 74, 81–88

Optional: a small bag and toy doctor's equipment, a sheet of paper for each child

- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually as they point to the words.
- Tell the class that they are going to act out the story using Picture Cards.
- Call three children to come to the front to play the roles of Tess, Adam, and Mom.
- Tell the child playing Mom to hold up the Picture Cards (*taxi driver, farmer, teacher, doctor*) as each job is mentioned. If you are able to use toy doctor's equipment and a bag of some kind, tell the child playing Mom to put the equipment in the bag at the end of the story.
- The children act out the story. Call other children to the front to act it out.
- Help children to perform by prompting the lines and telling them to repeat.

Student Book Unit 10, Lesson 3

Warm-up

- Review the jobs teacher, doctor, farmer, and taxi driver.
- Hold up each Picture Card. Ask *Who's this?* Children respond.
- Stick each Picture Card on the board, and write the name of the job under it.

Look and say.

- Tell children to open their books to Unit 10, Lesson 3.
- Remind children that English stories are presented from left to right. Hold up your book, and point to the frames in order.
- Ask children questions about the story in their own language: *Who are the people in the story?* (Mom, Tess, Adam, and Baz) *What is Mom doing in each picture?* (She is unloading her things from a taxi, watering plants, helping Baz with schoolwork, and putting her things in her bag.) *What is Mom's job?* (She's a doctor.)

Listen. 77

- Tell children that they are going to listen to the story.
- Play the CD, and pause between each frame. Don't ask children to repeat at this stage of the lesson.
- Ask children to tell you in their own language what they understood. Play the CD again if necessary.

Transcript 77

Listen. Is Mom a farmer?

Adam Is Mom a taxi driver?

Tess No, she isn't.

Adam Is Mom a farmer?

Tess No, she isn't.

Adam Is Mom a teacher?

Tess No, she isn't.

Adam Is Mom a doctor?

Tess Yes, she is. Good, Adam!

Listen and act. 77

- Tell children they are going to hear the story again. Tell them to run their fingers under each word as they listen.

Activity Book Unit 10, Lesson 3

1 Read and circle.

- Tell children to look at Unit 10, Lesson 3 in their Activity Books.
- Ask children to say the job of each person in the pictures in the left column. Stick the Picture Card for each job on the board and write the word under it *farmer, singer, taxi driver, clown, nurse*. (Note that the first two pictures both show a farmer.)
- Model the activity. Copy the first sentence on the board next to the farmer Picture Card. Read it aloud as you run your finger under each word.
- Ask children if the sentence is true for the picture (*No*). Write the word *No* next to the sentence on the board. Tell children to circle the word in their books.
- Children complete the activity.
- Check by asking children to tell you *Yes* or *No* for each of the remaining five items (*Yes, Yes, No, No, Yes*). Ask children to tell you the correct answers for the two items they answered 'no' for. (*He is a taxi driver, not a nurse. She is a clown, not a juggler.*)

Optional activity

- Give each child a sheet of paper. Ask them to draw a picture of what they would like to be when they grow up.
- Call several children to the front to talk about their pictures. Tell them the English words for any occupations they ask about.

Lesson 4 Values SB and AB

Lesson objectives

- To use everyday language used to be safe outdoors.
- To respond appropriately to instructions for being safe.

Language

Everyday English: *Wait. It's not safe. Yes, sir. It's safe now. Let's cross.*

Materials

CD track 78, Picture Card 86

Optional: a sheet of paper for each child

Student Book Unit 10, Lesson 4

Warm-up

- Review the expression *Be careful!* by pretending to walk a balance beam or tight rope.
- Ask children when it is important to be careful (*when playing, walking outside near a street, going up and down steps, etc.*).

Listen and say. 78

- Tell children to open their books to Unit 10, Lesson 4.
- Ask children questions about the picture. *Where are the children? (outside) What are they doing? (playing police officers) How do you know the boy is a police officer? (He has a uniform, and he is acting like a police officer.) What is he signaling for the other children to do? (To stop and then cross.)*
- Ask children why it is important to listen to police officers (*because they are there to keep us safe*). Ask who else is responsible for safety (*firefighters, crossing guards, etc.*)
- Explain that children are going to hear the police officer helping the children to be safe.
- Play the CD. Tell children to listen.
- Play the CD again. Pause after each line, and ask children to repeat it.

Transcript 78

Listen and say.

Police officer Wait! It's not safe.

Children Yes, sir.

Police officer OK. It's safe now.

Children Let's cross.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Explain that police officers may often speak loudly, but they are not necessarily angry. They are just concerned about safety.
- Point out that a police officer may use a whistle or megaphone if he / she can't speak loudly enough to get people's attention. Explain that it is just as important to listen to these instruments.

Act.

- Tell the class that they are going to act out the situation. Call several children to the front. Give the Picture Card of the police officer to the child playing that role.
- Place the police officer on one side of the room and the pedestrian children on the other. Have other children pretend to be cars moving between them, or play this role yourself.
- Help children to perform by prompting the lines as necessary. Help the child playing the police officer to determine when it is safe to cross the other children.
- Repeat with other children playing the roles.

Activity Book Unit 10, Lesson 4

1 Look and choose. Draw.

- Tell children to look at Unit 10, Lesson 4 in their Activity Books.
- Explain that the circle with two dots represents a face. Explain that children should look at each picture and decide whether it shows good behavior or bad behavior.
- Tell them to draw a smiling mouth for good behavior or a frowning mouth for bad behavior. Demonstrate by drawing a smiling face and a frowning face on the board.
- Tell children to look at the first of the small pictures. Ask what kind of behavior they think it shows (*bad*). Ask *Why?* Children respond that the children are not being safe and are ignoring a danger warning.
- Tell children you are going to read the text in the speech bubble. Ask them to look at the text as you read. Ask children if the behavior in the first small picture is good or bad (*bad*). Tell children to draw the frowning face under the picture.
- Repeat the process with the other picture. Elicit why the behavior is good. (*The children are being safe and paying attention to a danger warning.*)

Optional activity

- Review with children the safety or warning signs and symbols in their community. For example, a red flashing standing person indicates *Don't walk*; a person walking that has a red line going through it indicates it isn't safe to walk in that place, etc.
- Have children draw one or two safety or warning signs and symbols of their own choice.
- Call several children to the front to show their drawing and explain it.

Lesson 5 Project SB and AB

Lesson objectives

- To do a science project.
- To express simple scientific concepts.

Language

Vocabulary: bean, jar, water, grow

Materials

CD track 79, a potted plant or a picture of one, bean seeds, small clear jars, paper towels

Optional: a sheet of paper for each child

Student Book Unit 10, Lesson 5

Warm-up

- Show children the potted plant or a picture of one.
- Ask children to tell you what they know about plants. Ask them in their own language what things plants need to grow (*soil, water, sunlight*).

Make.

- Tell children to look at Unit 10, Lesson 5.
- Explain that they are going to do something special. Tell them to look at picture 4. In their own language, ask them what they see (*a growing plant*). Tell them they are going to plant a seed and watch it grow.
- Explain they will grow the plant without dirt or soil.
- Give each child or group of children a jar, a paper towel, and a bean seed.
- Show children how to roll the paper towel and put it into the jar. Help them to place the seed in the jar and add a small amount of water.

Sing. 🎵 79

- Tell children they are going to learn a song about seeds and plants.
- Present the word *grow*. Make yourself smaller by bending over and pulling your arms in. Say *grow*, and then stand up, stretching your arms up.
- Remind children of the word *sun* by drawing one on the board and asking *What's this?* Children respond.
- Play the CD. Tell children to listen to the song.

Sing and do. 🎵 79

- Play the CD again, and pause after each line. Sing the line, and tell children to repeat after you.
- Encourage children to mime the action of pouring water onto the plant and then holding their arms in a circle above their heads as they sing *Water and sun*.
- Tell children to crouch in a small ball and then stretch upward as they sing *Grow, grow, grow*.

Transcript 🎵 79

Sing.
Bean plant, bean plant,
Grow, grow, grow!
Water and sun,
Grow, grow, grow!

Activity Book Unit 10, Lesson 5

1 Read and match. Write.

- Tell children to look at Unit 10, Lesson 5 in their Activity Books.
- Copy the sentences on the board.
- Explain in the children's own language that they are going to read the sentences and then write the number of the correct sentence in the box next to the picture.
- Read the first sentence aloud, running your finger under each word as you say it.
- Ask children which picture illustrates this sentence (*the third one*). Tell children to trace the number 1 in the box next to this picture.
- Complete the activity as a class.
- Read the sentences aloud for the class to repeat chorally and individually.

Optional activity

- Give each child a sheet of paper. Tell them to choose one of the stages of the bean project from the Activity Book, and draw a picture of it.
- Depending on your class, you could ask children to copy the corresponding sentence under their picture.
- Call several children to the front to share their pictures and say the sentence from the Activity Book.

Lesson 6 Phonics SB and AB

Lesson objectives

- To recognize rhyming words.
- To group words with similar rhymes.
- To recognize the sound /ʃ/.

Language

Vocabulary: *cat, hat, mat, mop, hop, top, jet, wet, net, fish, shoes, sheep*

Materials

CD tracks 40, 48, 56, 64, 72, 80; Picture Cards 9, 10, 39, 40, 49, 50, 69, 70, 71

Student Book Unit 10, Lesson 6

Warm-up

- Sing the phonics song for the word families *-at, -et, -ig, -op,* and *-un* (tracks 40, 48, 56, 64, and 72).

Point and say.

- Tell children to look at Unit 10, Lesson 6.
- Stick Picture Cards on the board as they appear in rows in the book. For *cat, net,* and *fish,* draw them as best you can.
- Point to each Picture Card in turn, and children say the name of the word.
- Say *Point to the sheep in your books.* Check that children are pointing to the correct picture. Repeat with other words and pictures.

Say and group.

- Explain that children are going to group the Picture Cards according to their sounds. Explain that they should group all the Picture Cards that rhyme and then those that have the same sound either at the beginning or the end of the word.
- Do the first one as an example. Point to the picture of the cat on the board. Prompt children to say *cat.* Then ask them to tell you which other words rhyme with *cat* (*hat* and *mat*).
- Draw a line connecting *cat* and *hat* in the first row and then a line to *mat* in the second row.
- Tell children to draw the lines in their books.
- Children complete the activity.

Listen and check. 80

- Ask children to hold up their books so that you can see if they have all tried to do the activity. If any child is struggling, ask him/her to look at another child's book for help.
- Tell children they are going to hear the correct groupings. Tell them to follow the lines they drew to check their answers as they listen.
- Play the CD as children check their answers.
- Help children with any difficulties or questions.

Transcript 80

Listen and check.

cat, hat, mat
mop, hop, top
jet, wet, net
fish, shoes, sheep

Activity Book Unit 10, Lesson 6

1 Say and match the rhyming words.

- Tell children to look at Unit 10, Lesson 6 in their Activity Books.
- Ask children to say the name for each picture in the left column (*net, cat, bun, mop, dig*) and then for each in the right column (*sun, jet, hop, wig, hat*).
- Explain that there are five pairs of rhyming words, with one of the pair in each column.
- Model the activity. Point to *net* in the first column. Ask children which word in the right column rhymes with *net* (*jet*). Have children trace a line between the two pictures.
- Children complete the activity.
- Check answers by asking children to say the other rhyming pairs (*cat – hat, bun – sun, mop – hop, dig – wig*).

Optional activity

- Tell children they are going to play a rhyming game. Tell them to say a word that rhymes with the word you say.
- Say *Pat.* Children respond with *cat, hat,* or *mat.*
- Repeat with other words, including words that are not part of the phonic families, e.g., *red* and *bed, dad* and *sad.*

Unit 10 Review AB

Lesson objectives

- To review the language presented in the unit.
- To count from 1 to 6.
- To follow a sequence.

Materials

Picture Cards 81–88

Activity Book Unit 10, Review

Warm-up

- Review all the jobs. Ask *Who am I?* Mime doing one of the jobs, for example, *singer*. Children guess.
- Stick the Picture Card for that job on the board.
- Call a child to the front to pretend to do one of the jobs. The children guess the job. Tell the child to confirm by pointing to the Picture Card of the job he/she was acting.

1 Look, order, and write.

- Tell children to look at Unit 10 Review in their Activity Books.
- Ask them to say what they can see in the pictures (*people pushing a taxi*).
- Ask children to look at the picture with the dotted number 1 in the box and word *one* on the line. Explain that this is the first picture of the story of the man and the taxi.
- Tell children to trace the number and word *one*. If necessary, write the words for *one* to *six* on the board.
- Ask which picture they think is the next one in the story (*two men pushing the taxi*). Tell them to write the number 2 in that box and write the word *two* on the line.
- Children complete the activity.
- Check answers by asking the order of the pictures left to right (5, 3, 1, 6, 4, 2).
- Ask children to identify the jobs of the people pushing the taxi in the top left picture (*taxi driver, police officer, builder, doctor, farmer*).
- Take the Picture Cards of the jobs off the board. Draw a car on the board.
- Call a child to the front to stick the correct Picture Card (*taxi driver*) to the left of the car.
- Holding up the Picture Cards, ask *Who's next?* Call another child to the front to choose the correct Picture Card (*police officer*) next to the taxi driver.
- Repeat until you have recreated the scene in the book (*taxi driver, police officer, firefighter, doctor, farmer*).

Progress Check 10 TB

Materials

Progress Check 10 photocopiable sheet (one per child)
Picture Cards 81–88; 9, 10, 19, 20, 29, 30, 39, 40, 49, 50, 59, 60, 69–71, 79, 80

Teacher's Book Page 93

Warm-up

- Use the Picture Cards to review Lesson 1 vocabulary. Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.
- Write on the board the letter patterns *sh, th, ch, -at, -et, -ig, -op, and -un*. Hand out the Picture Cards for all Lesson 6 vocabulary to individual children.
- Ask children to stick his/her Picture Card next to the correct letter pattern on the board.

Progress check

- Model the first item of each activity on the Progress Check sheet on the board. Hand out the Progress Check sheets to the children. Either ask the children to complete the sheet silently on their own or allow them to take the sheet home to work on.

Final Progress Check TB

Materials

Final Progress Check photocopiable sheet (one per child)
Picture Cards 41–88

Teacher's Book Page 96–7

Warm-up

- Use the Picture Cards to review a selection of Lesson 1 vocabulary from Units 6–10. Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.
- Write the letter patterns *-et, -ig, -un, and -op* on the board. Point to each letter pattern in turn and ask children to say it.
- Hand out the Picture Cards of Lesson 6 vocabulary from Units 6–9 to individual children. Ask them to say the word and match their card to the correct letter pattern on the board.

Progress check

- Model the first item of each activity on the Progress Check sheet on the board. Hand out the Progress Check sheets to children. Either ask children to complete the sheet silently on their own or allow them to take the sheet home to work on.

1 Progress Check

1 Write the letter.

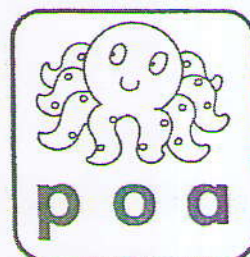
A Bb C D e F g

h I j k L M n

O p q R s t U

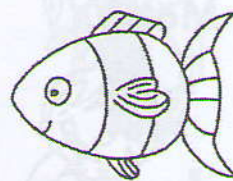
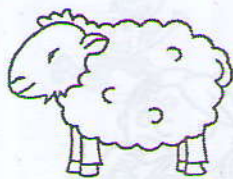
V w X y Z

2 Circle.



2 Progress Check

1 Circle the pictures with the *sh* sound.



2 Write the missing letters.



ee p



ee saw

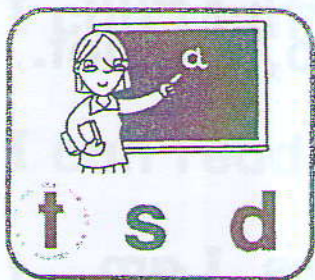


an db ox



oe s

3 Circle.



3 Progress Check

1 Match.



sleepy

hot

thirsty

sad

2 Write *th* or *sh*.



th



sh



th



sh

3 Read and circle.



Are you cold?

Yes, I am.
No, I'm not.



Are you scared?

Yes, I am.
No, I'm not.

4 Progress Check

1 Circle the correct word.



run
write



draw
jump

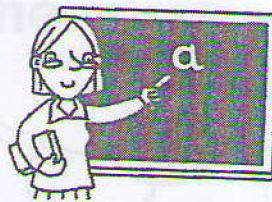
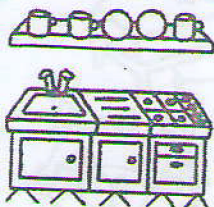


sing
catch



climb
run

2 Circle the pictures with the *ch* sound.



3 Match.

I can draw.



I can't catch.



I can read.

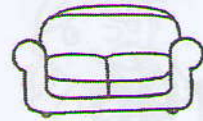
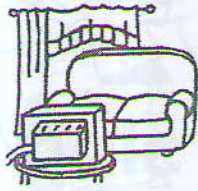


I can't write.



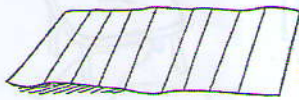
5 Progress Check

1 Match.



living room TV sofa plant

2 Write the words.



t a m

mat



c t a



a h t



P t a

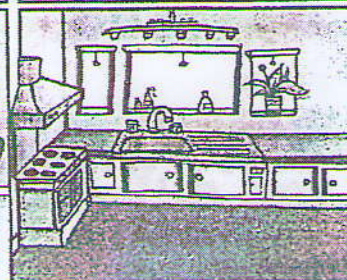
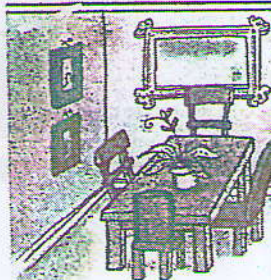
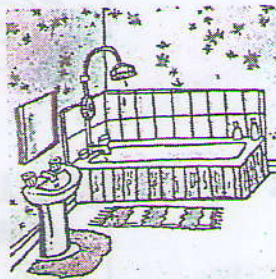
3 Match.

bedroom

bathroom

dining room

kitchen



6 Progress Check

1 Look, read, and write.

bed closet pillow ~~blanket~~



The blanket is
in the _____.

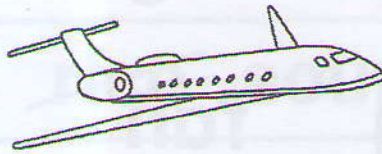


The _____ is
under the _____.

2 Write the words.



wet



3 Write the number.

1

2

3

4

5

6

7

8

9

10

11

12

13

14

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16

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18

19

20

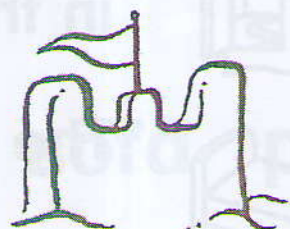
7 Progress Check

1 Read and color.

sandcastle = brown

crab = orange

umbrella = purple



2 Look and circle.



Jig

wig

jet



big

fan

wig

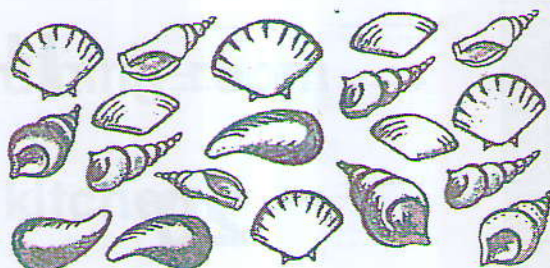


dad

dig

Jig

3 Count. Write the number.



_____ shells

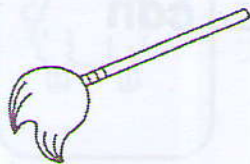
8 Progress Check

1 Match.

fish rice salad cheese chicken soup



2 Circle the pictures with the *op* sound.



3 Write the words.

milk fish ~~rice~~ soup cheese



He has rice ,

 , and

 .

She has

and .



9 Progress Check

1 Look, read, and write.

juggler catch ~~acrobat~~ climb



The acrobat can

_____.



The _____ can

_____.

2 Write the words.



b n u

bun



u r n



n u s

3 Read and circle.



It can sing.

Yes No

He can climb.

Yes No

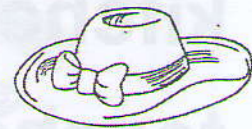
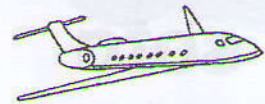
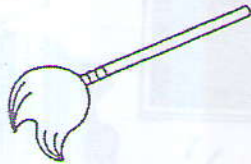
10 Progress Check

1 Match.

farmer doctor pilot singer



2 Match the pictures with the same sound.



3 Read and circle.



Is she a nurse?

Yes No



Is he a farmer?

Yes No



Is she a firefighter?

Yes No

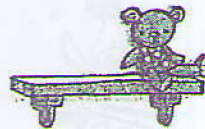
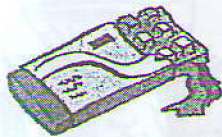
1-5 Mid-Year Progress Check

1 Look and write.

sh th ch



th



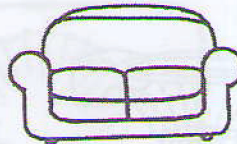
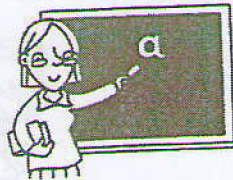
2 Match.

sofa

sing

kitchen

teacher



www.avasshop.ir

3 Write.

sleepy ~~happy~~ hot



She is

happy

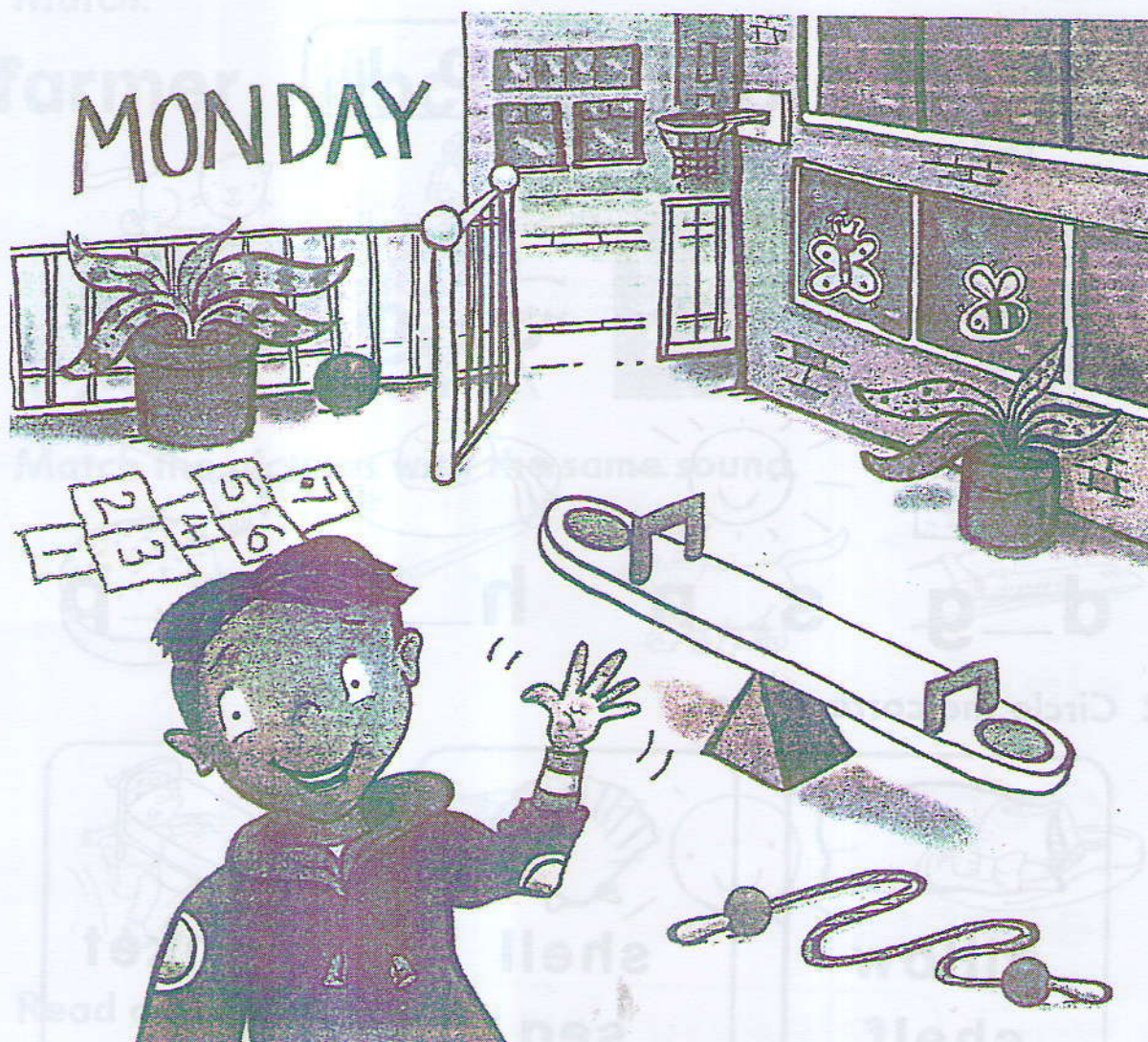


He is



He is

4 Read and circle.



It's Friday.

There's a seesaw.

He's a teacher.

There are plants.

Yes

No

Yes

No

Yes

No

Yes

No

6-10 Final Progress Check

1 Write the letters.

a e i o u



r _ u _ n



n _ t



J _ g



c _ t



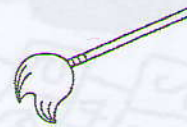
d _ g



s _ n

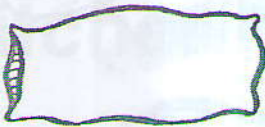


h _ t

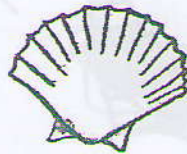


m _ p

2 Circle the correct word.



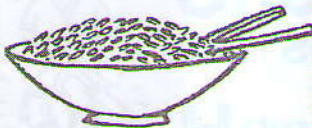
pillow
shelf



shell
sea



blanket
bed



rice
salad



clown
parrot



singer
doctor

3 Read and circle.



The crab is in the bucket.

Yes No

There are four shells.

Yes No

She can jump.

Yes No

The boat is on the sea.

Yes No

She has soup.

Yes No

Teaching notes for photocopiable material

Phonics game TB PAGES 100–101

Lesson objectives

To recognize and say letter patterns

To revise vocabulary

- Tell children that they are going to play a game.
- Divide the class into groups of three or four players and give each group a copy of the phonics game (photocopy pages 100–101 and stick them together to form a game board).
- Each child should have a game piece, e.g. an eraser or a coin. Tell them to put their pieces at the start of the game (to the left of the 'ch' square).
- Children will play as individuals in their groups while you conduct the game with the class.
- Write a number on the board, e.g. 1 or 2. The first player in each group moves forward that number of squares on the board.
- Continue to write up numbers for the other children in the groups to move and have their turn.
- If the players land on a digraph, they must give a word that begins with that sound, e.g. for *sh*, they could say *shell* or *sheep*. If they land on a VC (Vowel-Consonant) pattern, they must give a word that contains it, e.g. for *-at*, they could say *cat*, *hat*, or *mat*. If they land on a CVC (Consonant-Vowel-Consonant) picture, they must give a rhyming word, e.g. if they land on the picture of the mop, they could say *top* or *hop*. If they land on a digraph picture, they must identify the letters of the initial sound as *ch*, *sh*, or *th*. If a child is incorrect, he/she moves back one space. If the child is correct, he/she stays on that square and moves forward from there at the next turn.
- Encourage children to decide in their groups if the player has answered correctly, but be prepared to adjudicate as necessary.
- The winner is the child who reaches the end of the game route first (there may be several children who arrive simultaneously).

Vowel wheel TB PAGE 102

Lesson objectives

To recognize and say vowel sounds

To revise vocabulary

- Tell children that they are going to play a game.
- Divide the class into groups and give each group a copy of the Vowel wheel.
- In their groups, children take it in turns to drop an eraser or coin onto the wheel, and say the name of the picture that the coin has landed on, e.g. *bed*. Children then have to say another word that has the /e/ vowel sound in it, e.g. *jet*, *tent*, etc.

- Variation: To practice vocabulary, children say the name of another item in the category of the picture. For example, if the child's piece lands on the picture of the top, they should say the name of another toy, e.g. *teddy bear*, *doll*, *ball*, etc.

Letter jigsaw TB PAGE 103

Lesson objectives

To recognize letter patterns

To do basic spelling

- The jigsaw pieces can be used from Unit 9 onwards.
- Children can work as individuals, in pairs, or in groups.
- Model the activity with the word *cat*. Write *c* on the board and say /k/. Write *at* on the board and say /æt/. Draw arrows between the *c* and the *at* to show them moving together, and say *cat*.
- Explain that children will put letters together in the same way to make some other words they know.
- Distribute the right pieces and the left pieces for the words or patterns in focus.
- Children match the pieces.
- Check answers by asking children to lay their words out on their tables or stick them on the board for you to check. (The following words can be made: *hat*, *hop*, *net*, *nine*, *five*, *fan*, *bun*, *bed*, *mat*, *mop*, *dad*, *dig*)

Phonics word searches TB PAGE 104

Lesson objectives

To recognize and say letter patterns

To locate words within a grid

- Word searches are good activities to consolidate the phonic short vowels and CVC patterns focused on in Units 5–10. Each word search contains the core CVC vocabulary of the unit as well as other known words that have the target short vowel sound. For example, the 'a' word search contains *cat*, *mat*, and *hat*, as well as *dad*, *sad*, *van*, *fan*, and *bag*.
- Review one of CVC key words for the target vowel and write it on the board. Point to each letter as you say its sound. Focus children's attention on the vowel sound in the middle of the word. Tell them they are going to search for words that have that vowel sound. Distribute the relevant word search. Tell them to move their fingers across each letter of the word search starting from the top left as they say the sound for each letter. Tell them to circle the words they find.

Bingo board TB PAGE 105

- This can be used to play either Letter bingo or Number bingo, as described on the following page.

Letter bingo TB PAGE 105

Lesson objectives

To recognize letter patterns and digraph sounds

Materials: Level 3 phonics Picture Cards (9–10, 19–20, 29–30, 34, 39–40, 49–50, 59–60, 69–71, 79–80)

- Tell children that they are going to play a game.
- Children can play as individuals, in pairs, or in groups.
- Distribute copies of the bingo board (one for each child, pair, or group).
- Make sure that the children have some coins, erasers, or other small objects.
- Review the digraph sounds (*th, ch, sh*) and VC letter families (*-at, -et, -ig, -op, -un*). Tell children to choose and write one digraph or VC letter family in each square of the board.
- Hold up a phonics Picture Card. Ask children to say the word. They place a coin or an eraser over the digraph sound of the word or the VC pattern it contains. The first child, pair, or group to cover four squares horizontally, vertically, or diagonally should shout *Bingo!* They are the winner of the game.

Number bingo TB PAGE 105

Lesson objectives

To revise numbers

- Tell children that they are going to play a game.
- Children can play as individuals, in pairs, or in groups.
- Distribute copies of the bingo board (one for each child, pair, or group).
- Make sure that the children have some coins, erasers, or other small objects.
- Tell children to choose numbers from 1–20 and write one in each square of the board.
- Review the numbers before playing the game. Say a number and call a child to the front to write it on the board.
- Tell children that you will say more numbers. If they have the number that you say on their bingo board, they should place a coin or an eraser over it. The first child, pair, or group to cover four numbers horizontally, vertically, or diagonally should shout *Bingo!* They are the winner of the game.

Three-column match TB PAGE 106

Lesson objectives

To recognize letter patterns

To do basic spelling

- Distribute copies of the activity.
- Children can work individually or in pairs.
- Ask children to say the sounds of each letter in the first column. Tell them to look for pictures in the third column that begin with those sounds. Have them say those words

and then decide which letters in the second column will make those words when added to the first letter's sound.

- Go through the example on the page with the children. Explain that they should link the letters and the pictures.
- Children complete the activity.
- Check the answers with the class (*bus, sun, dog, sad, dig, box, dad*).

Number cards TB PAGE 107

Lesson objectives

To revise numbers

To practice sequencing

- Tell children that they are going to play a number game.
- Ideally, each child should have a set of number cards, but if this is not possible, make four or five sets for class use.
- Group the children and distribute a set of number cards to each group.
- Call out a number and the group must select and hold up the number.
- Variation: Call out a sequence of numbers and children lay them out on the table from left to right.

Number dominoes TB PAGES 108–109

Lesson objectives

To revise numbers

- Tell children that they are going to play a game.
- Put children in pairs or small groups and give each pair or group one set of domino cards to share. Tell children to find the starting domino which has a star and three triangles on it. Tell children to place this domino face up on the desk.
- Children put the other dominoes face down in a pile on the desk.
- Children take turns in taking one card each from the pile until they find a domino with a number which matches the number of triangles (3). This number 3 domino is placed next to the one on the desk (so that the 3 is next to the three triangles).
- Children carry on taking turns to take one domino from the pile until the domino that corresponds to the number of squares on the number 3 domino (11) is drawn.
- Each child keeps the dominoes pulled which cannot be laid down at that time.
- Play continues until all the dominoes are laid out.
- You might like to vary the activity by instructing children to connect the dominoes in particular shapes, e.g. a rectangle or a square. This can be done as a race between teams.

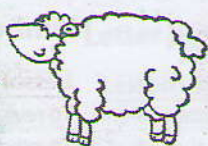
Writing Staves TB PAGES 110–111

- These are for extra writing practice.

Phonics Game

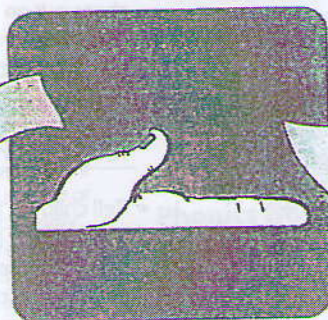
START

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th

-at

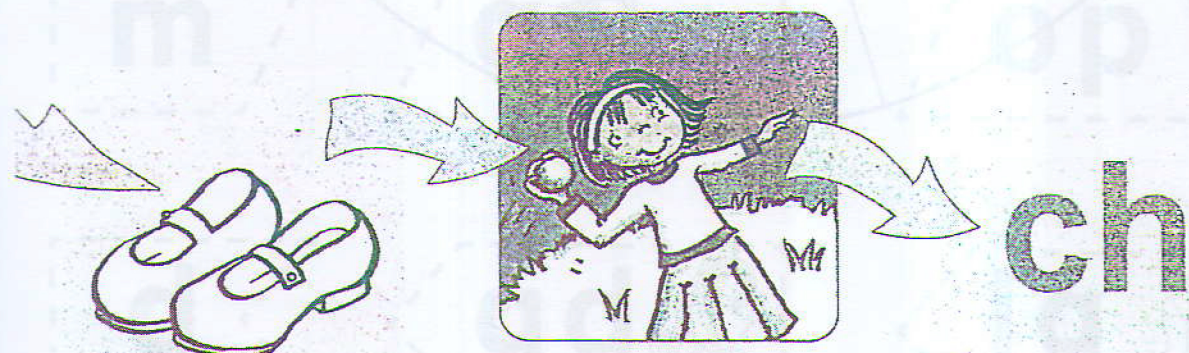
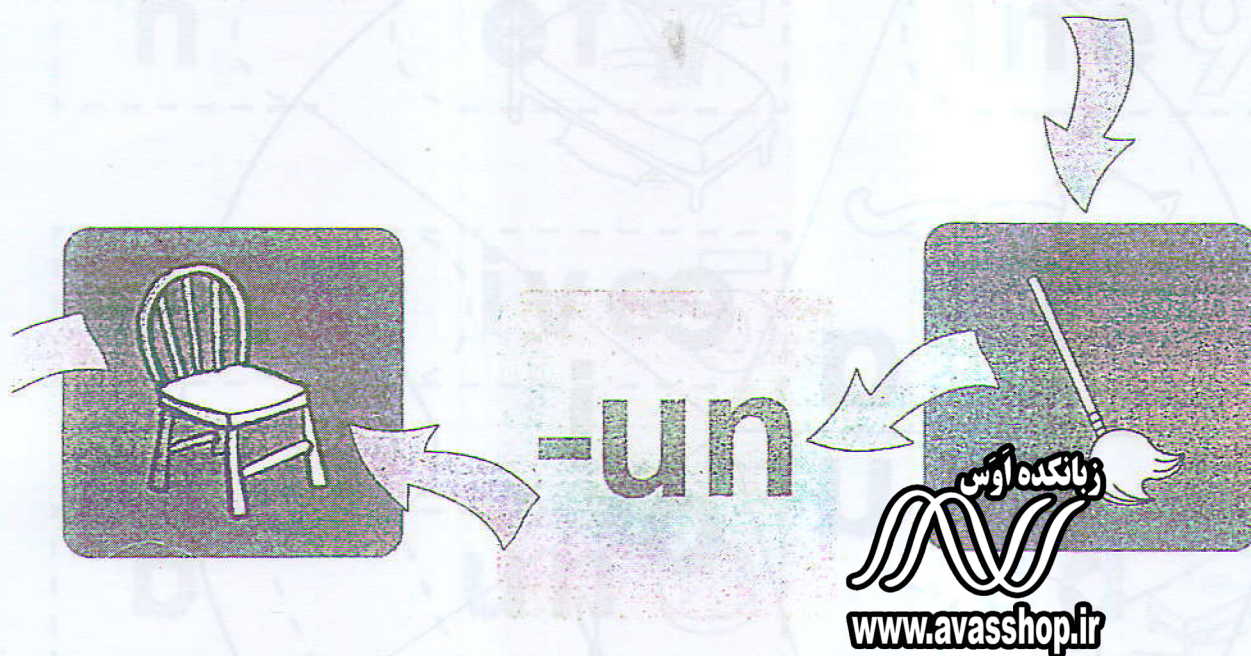
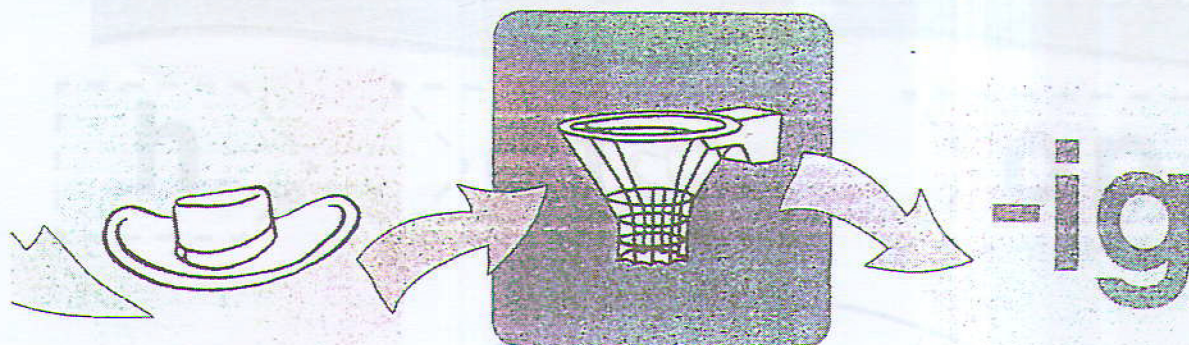


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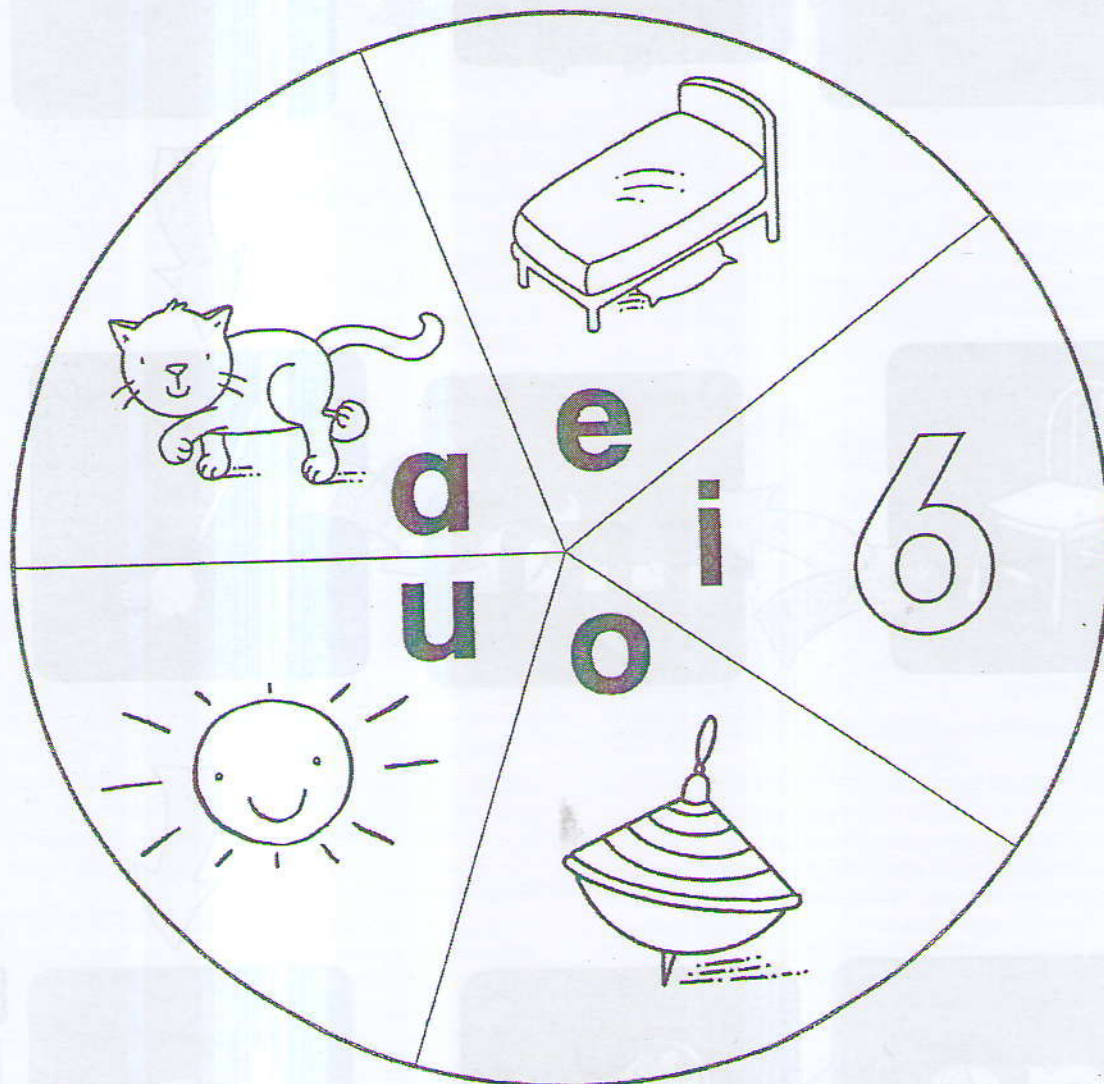


-op



F
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Vowel Wheel



Letter jigsaw

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ad



ig



Phonics Word Searches

consonant - a - consonant (Unit 5)

c	a	t	m	a	t
d	a	d	h	a	t
f	a	n	v	a	n
s	a	d	b	a	g

consonant - e - consonant (Unit 6)

j	e	t	t	e	n
p	e	n	b	e	d
r	e	d	n	e	t

consonant - i - consonant (Unit 7)

f	i	g	d	i	g
b	i	n	s	i	x

consonant - o - consonant (Unit 8)

m	o	p	h	o	p
d	o	g	b	o	x
h	o	t	t	o	p

consonant - u - consonant (Unit 9)

r	u	n	b	u	n
b	u	s	s	u	n



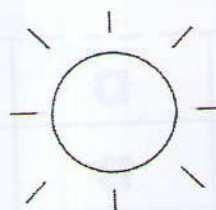
Bingo Boards

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

Three-column Match

b

un



us



s

og

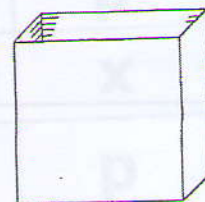


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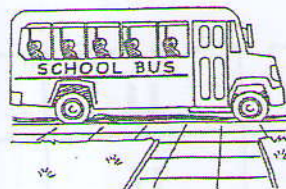


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Number cards

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3

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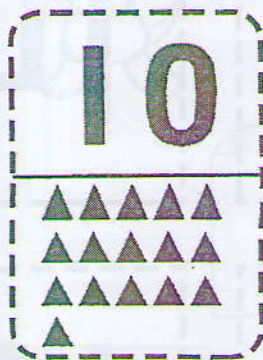
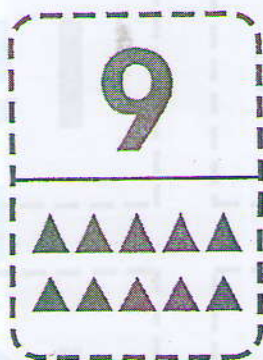
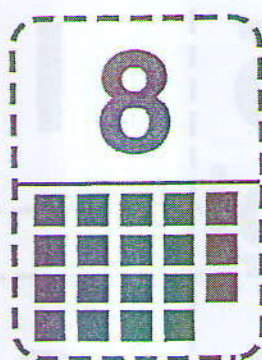
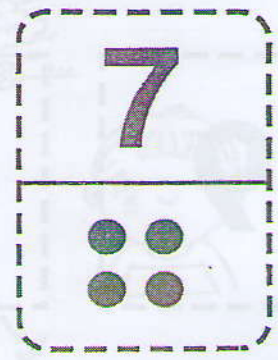
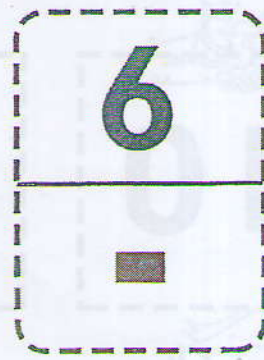
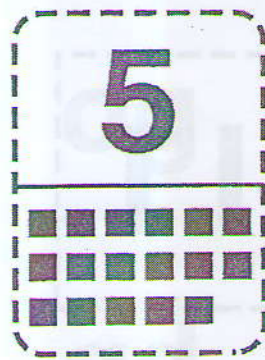
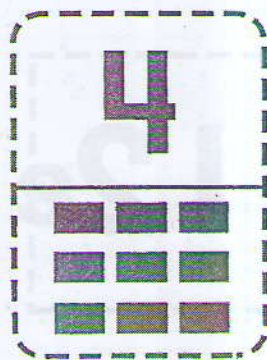
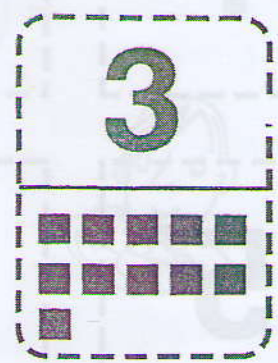
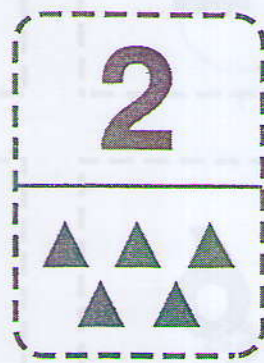
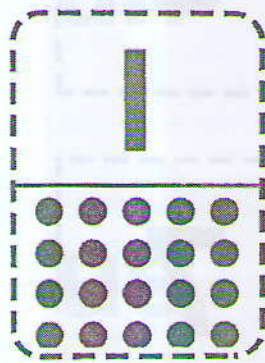
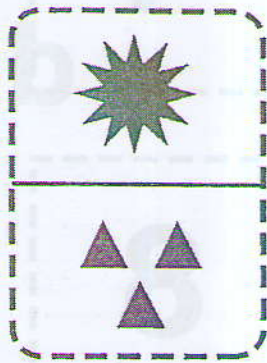
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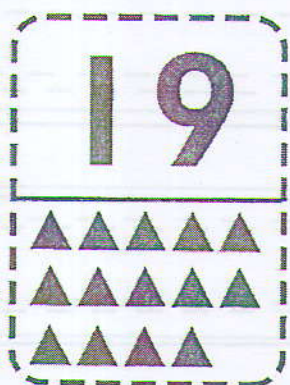
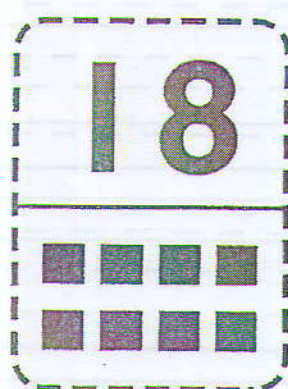
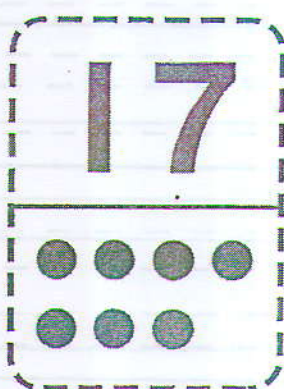
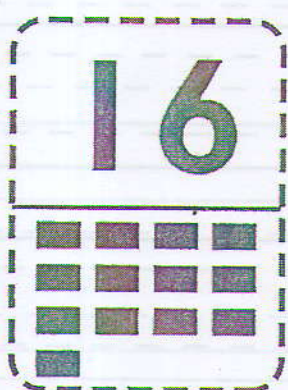
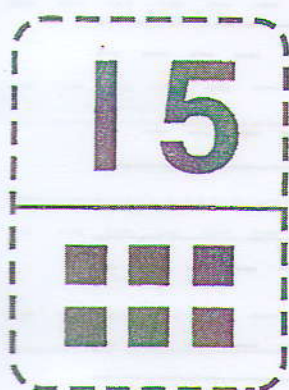
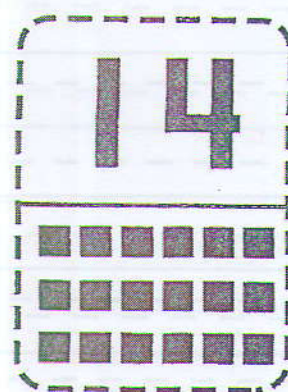
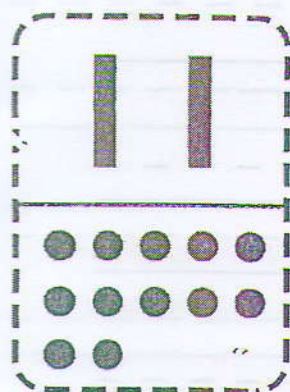
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Number Dominoes





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