

# First Friends 1

Teacher's Book

Susan Iannuzzi

سایت مجازی آنلاین اولین سایت ارائه دهنده محتویات کتابهای زبان انگلیسی در ایران

[www.majazionline.ir](http://www.majazionline.ir)

[majazionline1@gmail.com](mailto:majazionline1@gmail.com)

[mohammad khaleghi](#)

OXFORD

# First Friends

## Teacher's Book

Scope and sequence	2
Introduction	4
Unit 1 Me	14
Unit 2 My classroom	22
Unit 3 My toys	30
Unit 4 My things	38
Unit 5 My colours	46
Unit 6 My farm	54
Unit 7 My clothes	62
Unit 8 My body	70
Unit 9 My family	78
Unit 10 My food	86
Progress checks (photocopiable)	94
Extra material (photocopiable)	108

**Susan Iannuzzi**

**OXFORD**  
UNIVERSITY PRESS

# Level 1 Scope and sequence

Topic	Structure	Vocabulary	Letters and phonics	Numbers	Songs and chants	Values
<b>1 Me</b>	I'm... Hello Bye How are you? I'm fine, thank you. Clap Stand up Sit down Point to	Adam Baz Jig Pat Tess	<b>Aa</b> /æ/ Adam, apple <b>Bb</b> /b/ Baz, bird		<b>Lesson 2:</b> Hello, how are you? <b>Lesson 3:</b> Letter song <b>Lesson 4:</b> Point to Jig <b>Lesson 5:</b> Letter song	<ul style="list-style-type: none"> <li>Greeting others politely</li> </ul>
<b>2 My classroom</b>	What's this? It's a...	bin board chair door picture table window	<b>Cc</b> /k/ cat, coat <b>Dd</b> /d/ date, dog	1-2	<b>Lesson 3:</b> Letter song <b>Lesson 4:</b> Count one and two <b>Lesson 5:</b> Letter song	<ul style="list-style-type: none"> <li>Respecting our teachers</li> <li>Showing thanks</li> </ul>
<b>3 My toys</b>	This is my... This is your...	ball balloon boat car doll robot teddy bear	<b>Ee</b> /e/ egg, elephant <b>Ff</b> /f/ fan, fig	3-4	<b>Lesson 3:</b> Letter song <b>Lesson 4:</b> One, two, three, four <b>Lesson 5:</b> Letter song <b>Lesson 6:</b> Time for fun	<ul style="list-style-type: none"> <li>Sharing our toys</li> <li>Cooperating</li> </ul>
<b>4 My things</b>	How many? Plurals How old are you?	bag book lunch box pencil pencil box rubber water bottle	<b>Gg</b> /g/ girl, give <b>Hh</b> /h/ hand, horse	5	<b>Lesson 2:</b> How old are you? <b>Lesson 3:</b> Letter song <b>Lesson 4:</b> Doll and teddy bear <b>Lesson 5:</b> Letter song	<ul style="list-style-type: none"> <li>Being honest</li> <li>Respecting someone else's belongings</li> </ul>
<b>5 My colours</b>	It's + colour (green).	circle rectangle square triangle blue green orange red yellow	<b>Ii</b> /i/ iguana, insect <b>Jj</b> /dʒ/ Jig, jump <b>Kk</b> /k/ kick, kite	6-7	<b>Lesson 3:</b> Letter song <b>Lesson 4:</b> Hungry iguana <b>Lesson 5:</b> Letter song	<ul style="list-style-type: none"> <li>Helping younger children</li> <li>Being resourceful</li> </ul>

Topic	Structure	Vocabulary	Letters and phonics	Numbers	Songs and chants	Values
6 My farm	Is it a...? Is it (red)? Yes, it is. / No, it isn't.	butterfly donkey duck field flower goat sun	Ll /l/ lemon, lion Mm /m/ mango, moon Nn /n/ nose, nut	8-9	Lesson 3: Letter song Lesson 4: Animal song Lesson 5: Letter song	• Appreciating the environment
7 My clothes	What colour is it? It's... What colour are they? They're...	jumper shirt shoes shorts skirt socks trousers	Oo /o/ octopus, ostrich Pp /p/ Pat, pink Qq /kw/ queen, quiet	10	Lesson 3: Letter song Lesson 4: Ten birds, here with me Lesson 5: Letter song	• Helping at home
8 My body	I've got...	arms ears eyes feet fingers head legs	Rr /r/ rabbit, run Ss /s/ seesaw, sing Tt /t/ Tess, toes		Lesson 3: Letter song Lesson 4: I've got ten fingers Lesson 5: Letter song	• Being aware of and respecting our bodies
9 My family	He / She is... They are...	baby brother dad grandma grandpa mum sister	Uu /u/ umbrella, up Vv /v/ van, volcano Ww /w/ walk, water		Lesson 3: Letter song Lesson 4: Come and meet my family Lesson 5: Letter song	• Appreciating our family
10 My food	I like... I don't like...	banana biscuit carrot orange sandwich sweet tomato	Xx /ks/ box, fox Yy /j/ yo-yo, yogurt Zz /z/ zebra, zero		Lesson 3: Letter song Lesson 4: Alphabet song Lesson 5: Letter song	• Appreciating our food • Reinforcing good eating habits

# Introduction

## Welcome to the course

*First Friends* is a two-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 to 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 a 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.

## Characters

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

**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 sporty 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 bit naughty, but earnest Jig keeps an eye out for him. Through their stories and adventures, Pat and Jig help to develop children's creativity and look at the world in a new way.

In addition to these four main characters, Tess and Baz's two-year-old brother **Adam** appears throughout the course. 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 first level, Tess's friend **Mira** is introduced. She is quiet and shy. She appears in Level 2, along with Baz's outgoing new friend at school, **Sam**.

## Components

### Class Book

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

Each page of the Class 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 CD track number.

### Activity Book

The Activity Book provides practice of the material introduced in the Class Book. Each Activity Book page follows-up on the material presented in the corresponding Class 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 skills, 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 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 there is a Picture Dictionary, cut-outs of the course characters, and a page of all the song lyrics; and at Level 2 there is a numbers spread, a writing grid, a craft activity (to consolidate colours), and again a page of all the Level 2 song lyrics.

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

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

The Level 2 numbers spread is used to consolidate numbers 1–20, both numerals and written form.

The Level 2 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 2 craft activity (making a beach umbrella) consolidates the colours that children have learnt throughout the two levels.

The page of song lyrics (both 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 children's Audio CD (see below) to sing and enjoy the songs from the course.

## Numbers Book (optional)

The Numbers Book provides additional numeracy practice. It combines traditional numbers activities, such as counting and writing numbers, with engaging puzzles, games, and fun activities.

By the end of Level 1, children will be able to:

- write the numbers from 1–10
- count objects to 10
- carry out simple picture additions and sums
- group objects to 10
- identify number sequences

By the end of Level 2, children will be able to:

- write the numbers from 1–20
- write the words for numbers from 1–20
- count objects to 20
- group objects to 20
- carry out sums
- identify more complex number sequences

The Numbers Book is a flexible and easy-to-use component of *First Friends*. Its lessons may be done at the end of each unit or at any time after Lesson 4 of the Class Book, since Lesson 4 always presents the unit's new numbers (see page 7 for the structure of the Class Book).

The Numbers Book is also based on the premiss that all children can succeed, and therefore offers easy-to-do activities that can be completed in class or at home. No new vocabulary is presented through the Numbers Book. All counting and number work is done through known vocabulary, with a special emphasis on the vocabulary presented in the corresponding unit of the Class Book. There are complete notes for each Numbers Book activity at the end of the main notes for each unit in the Teacher's Book.

## 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 utilised fully), but if fewer sessions are available, the material can easily be adapted to fit, for example by omitting the Numbers Book activities.

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 Class 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 Class Book, there are notes for the Activity Book Review page of each unit as well as complete notes for the Numbers Book.

The TB also contains a wealth of photocopiable material. This consists of progress checks, phonics practice, and (at Level 2) numbers practice. The photocopiable material augments the material in the Class 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 94–103. In addition, there is a two-page mid-year and two-page end-of-year progress check. See pages 104–107.

The phonics practice photocopiables can be found on pages 110–118. These practice pages consolidate the letter forms and sounds in Level 1 through a variety of games and activities. In Level 2, this is expanded to include practice of word families.

Page 119 (TB1 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 108).

## CDs

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 your 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 version of the CD for the children to use at home. This Audio CD is packaged with the Class Book, and contains all the songs, chants, and stories, so that children can enjoy the course material at home and share it with their families.

## Resource Pack

At each level there is a Resource Pack containing a wealth of flashcards and posters to support teaching in class:

## Flashcards

Flashcards 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, colours, and numbers, 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 flashcard is numbered and each lesson specifies which flashcards are needed.

Level 1 has 106 flashcards:

70 Vocabulary flashcards with pictures of all new vocabulary

10 Numbers flashcards (1–10)

26 Phonics flashcards with pictures of one of the phonics words for each letter

Level 2 has 100 flashcards:

73 Vocabulary flashcards with pictures of all new vocabulary

10 Numbers flashcards (11–20)

17 Phonics flashcards with Vowel-Consonant patterns / digraphs

## Level 1 flashcard list

### Vocabulary flashcards:

- 1 Tess
- 2 Baz
- 3 Pat
- 4 Jig
- 5 Adam
- 6 table
- 7 door
- 8 board
- 9 window
- 10 chair
- 11 picture
- 12 bin
- 13 doll
- 14 car
- 15 teddy bear
- 16 ball
- 17 robot
- 18 balloon
- 19 boat
- 20 bag
- 21 pencil
- 22 book
- 23 rubber
- 24 pencil box
- 25 lunch box
- 26 water bottle
- 27 red
- 28 orange
- 29 yellow
- 30 blue
- 31 green
- 32 triangle
- 33 circle
- 34 square
- 35 rectangle
- 36 field
- 37 sun
- 38 flower
- 39 duck
- 40 donkey
- 41 goat
- 42 butterfly
- 43 jumper
- 44 shirt
- 45 shorts
- 46 shoes
- 47 socks
- 48 skirt
- 49 trousers
- 50 head
- 51 eyes
- 52 fingers
- 53 feet
- 54 legs

## Level 2 flashcard list

### Vocabulary flashcards:

- 1 teacher
- 2 friend
- 3 classroom

- 55 arms
- 56 ears
- 57 mum
- 58 dad
- 59 sister
- 60 brother
- 61 baby
- 62 grandma
- 63 grandpa
- 64 banana
- 65 carrot
- 66 tomato
- 67 sweet
- 68 sandwich
- 69 orange
- 70 biscuit

### Number flashcards:

- 71 number 1
- 72 number 2
- 73 number 3
- 74 number 4
- 75 number 5
- 76 number 6
- 77 number 7
- 78 number 8
- 79 number 9
- 80 number 10

### Phonics flashcards

#### (photos):

- 81 A apple
- 82 B bird
- 83 C cat
- 84 D dog
- 85 E egg
- 86 F fan
- 87 G girl
- 88 H hand
- 89 I insect
- 90 J jump
- 91 K kite
- 92 L lemon
- 93 M moon
- 94 N nose
- 95 O octopus
- 96 P pink
- 97 Q queen
- 98 R rabbit
- 99 S seesaw
- 100 T toes
- 101 U umbrella
- 102 V van
- 103 W water
- 104 X box
- 105 Y yo-yo
- 106 Z zebra

- 4 playground
- 5 music room
- 6 school bus
- 7 sandbox
- 8 seesaw

- 9 cold
- 10 hot
- 11 happy
- 12 sad
- 13 hungry
- 14 thirsty
- 15 tired
- 16 run
- 17 draw
- 18 jump
- 19 sing
- 20 kick
- 21 throw
- 22 catch
- 23 climb
- 24 kitchen
- 25 living room
- 26 dining room
- 27 bedroom
- 28 TV
- 29 sofa
- 30 lamp
- 31 plant
- 32 bed
- 33 wardrobe
- 34 shelf
- 35 pillow
- 36 blanket
- 37 in
- 38 on
- 39 under
- 40 beach
- 41 sea
- 42 umbrella
- 43 crab
- 44 sandcastle
- 45 shell
- 46 black
- 47 white
- 48 brown
- 49 purple
- 50 pink
- 51 salad
- 52 soup
- 53 chicken
- 54 potato
- 55 rice
- 56 cheese

- 57 juice
- 58 fish
- 59 clown
- 60 bicycle
- 61 tent
- 62 acrobat
- 63 juggler
- 64 drum
- 65 parrot
- 66 policeman
- 67 farmer
- 68 doctor
- 69 fireman
- 70 builder
- 71 (taxi) driver
- 72 shop assistant
- 73 secretary

### Number flashcards:

- 74 number 11
- 75 number 12
- 76 number 13
- 77 number 14
- 78 number 15
- 79 number 16
- 80 number 17
- 81 number 18
- 82 number 19
- 83 number 20

### Phonics flashcards

#### (photos):

- 84 sheep
- 85 shoes
- 86 thumb
- 87 bath
- 88 chocolate
- 89 hat
- 90 mat
- 91 net
- 92 jet
- 93 wet
- 94 dig
- 95 big
- 96 mop
- 97 top
- 98 hop
- 99 bun
- 100 sun

## Posters

There is a poster dedicated to each of the stories in Levels 1 and 2 of *First Friends*. You may wish to use these posters when you teach the stories. You can stick the poster at the front of the room and ask children to describe what is happening in each picture before they listen to the story on CD. Leave the poster for visual support as children act out the story. If you prefer, use the posters to decorate your room.

At Level 1 there is also an attractive alphabet poster, which can be used to revise the alphabet, vocabulary, or simply to mark the progression of how many letters have been introduced so far.

## Course structure

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

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

For additional classroom periods, there are six Numbers Book lessons, which can be used after Lesson 4 of the Class Book / Activity Book, or at the end of a unit. This material is very flexible. It can be used in class over one or two lessons or set up in class and assigned for home practice.

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 Class 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 centred 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.

Level 1 includes topics such as toys, clothes, food, family, and the body. Level 2 includes topics such as school, feelings, actions, home, furniture, holidays, jobs, and the circus.

## Cross-curricular features and Values

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. For example, it provides opportunities to link to the natural sciences. The promotion of an appreciation of the natural environment in Level 1 leads to the introduction to the life cycle of a seed in Level 2. Links to social sciences are explored through learning about different jobs and familial relationships. Creative links are also promoted through the development of musical skills, including awareness of melody, rhythm, and rhyme.

In addition to cross-curricular links, *First Friends* recognizes that language instruction presents an opportunity to reinforce values such as cooperation, teamwork, health, good nutrition, and respect for others. The dialogues, stories, and illustrations 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. This format is consistent across Levels 1 and 2.

## Class Book structure

The first two pages of the each unit of the Class 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 1, there are typically seven new words for children to produce. This increases to eight for Level 2. 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.

The third page of each unit is for Letter Fun!, and it provides material for literacy development, the alphabet in Level 1 and further phonics practice in Level 2. *First Friends* is carefully crafted so that children are not overwhelmed by too many new letters or phonic activities at once. There are never more than three new letters presented in any one unit of Level 1. Similarly, in Level 2, there is never more than one core word family. See page 8 for a description of word families and the phonics approach.

The fourth page of each unit at Level 1 is devoted to numeracy, which is presented in conjunction with a song. Children learn the numbers from 1–10 across the first seven units. After Unit 7, this fourth lesson continues to present a song which recycles and reviews vocabulary and numbers.

The fifth page of each unit at Level 1 is Letter fun! The page works in tandem with the other Letter fun! lesson on the third page.

In Level 2, Lesson 4 presents a song, which either revises the topic vocabulary, or in some cases provides extension vocabulary such as additional colours. In Units 5 and 10 the song is accompanied by a linked craft activity.

Lesson 5 at Level 2 is the numeracy page – called Number fun! at this level. Building on the number work done in Level 1, children learn the numbers from 1–20, both numerals and written form.

Page six is the story lesson. Each story is a simple four-frame story which features the course characters or other characters in humorous, creative, or thoughtful situations.

In Level 1, the key sentence or core vocabulary corresponding to each frame appears below that frame. Children are not expected to read all the words, but their appearance raises children's comfort with the written word in preparation for the reading of simple sentences, which is encouraged in Level 2. The story page of Level 2 has the complete text for each frame printed below it. Children do not encounter any new language in these stories.

## Activity Book structure

The Activity Book mirrors the transparent structure of the Class Book. The first and second pages reinforce the vocabulary, and where possible, the structure introduced in the unit. In some cases, further phonics practice is provided

to prepare for the next lesson. The third and fifth pages (in Level 1 – third page only in Level 2) provide written practice of the letter or letters introduced in the Letter fun! pages. The fourth page at Level 1 (fifth page at Level 2) provides written practice of the numbers for the unit. The fourth page at Level 2 provides extra practice of the digraphs and word families. The sixth page has activities which enable the children to practise the language and concepts of this and previous units before the review of the main literacy and numeracy concepts on the seventh page.

## 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, and communicative speaking.

Pronunciation is also addressed through songs and the Letter fun! pages. Attention is also 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 9.

### 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 outset 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 the sounds of the letters of the alphabet
- learn to recognize the letters of the alphabet in both lower case and capital letter forms
- learn the names of the letters
- learn to identify the starting sounds and letters of words
- learn to read high frequency words (e.g. colours) through the *Look and say* method

In Level 2, 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 colours) through the *'Look and say'* method
- gain experience in following written text as it is heard

## Writing

Writing is very controlled in *First Friends*. A controlled approach to writing helps to ensure that children's handwriting is neat and legible. It also helps to ensure that children form letters correctly at the print stage so that they are able to make the transition to joined-up 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 to write the lower case and capital forms for all letters of the alphabet
- learn to write simple words

In Level 2, children will:

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

## Literacy development: phonics and 'Look and say'

*First Friends* adopts a phonics approach to literacy development.

The phonics approach is based on the 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 exemplar words to a memorable tune. Children only need to learn the song melody once so that they can focus on the letter in future.

In Level 2 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, fat*. Children apply the letter sounds learnt in Level 1 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 1, there is a phonics song, but for word families rather than individual letter sounds. The exemplar 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 colours. Children are shown the flashcard for blue and its written form. They are taught to recognize the word and associate it with its meaning.

## Phonetic key

A – /æ/ – apple	N – /n/ – nut
B – /b/ – bird	O – /ɒ/ – octopus
C – /k/ – cat	P – /p/ – pink
D – /d/ – dog	Q – /kw/ – queen
E – /e/ – egg	R – /r/ – rabbit
F – /f/ – fan	S – /s/ – sun
G – /g/ – goat	T – /t/ – ten
H – /h/ – hand	U – /ʌ/ – umbrella
I – /ɪ/ – insect	V – /v/ – van
J – /dʒ/ – jump	W – /w/ – water
K – /k/ – kite	X – /ks/ – box
L – /l/ – lemon	Y – /j/ – yellow
M – /m/ – moon	Z – /z/ – zebra

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

/æ/ – cat  
 /et/ – jet  
 /ɪg/ – dig  
 /ɒp/ – mop  
 /ʌn/ – sun

Level 2 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. 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 in Unit 4 of Level 1, 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. 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 flashcards be stuck to 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 posters, 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 or malformed. 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, colouring 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 colour 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 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 (Letter fun!) activities

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

### Level 1: Letters and sounds

The general procedures are as follows:

- Introduce the letter with a word beginning with that letter using a flashcard, 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 exemplar word.
- Children repeat the word chorally and individually.
- Repeat with the capital letter.
- Ask children to suggest a few common names that begin with the sound. English names are also given in the notes.
- 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 Class Book (you may also wish to refer to TB page 119).
- 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 practise tracing over the letters in their books with their fingers.

### Level 2: Word families

The general procedures are as follows:

- Introduce the word family with a word from the family using a flashcard, 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 109 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 Class Book (you may also wish to refer to TB page 119).

- Tell children to practise 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.
- Repeat the procedure for the lower case letter.
- Draw more writing lines on the board. Call children to the board to write capital and small forms on the lines. Correct as necessary.

There is a photocopyable page of writing lines on TB page 109 so that you can give your children extra practice in handwriting.

## 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 practising language. Each unit of *First Friends* includes a dedicated story lesson. In addition, lesson 2 of every unit uses a little 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 chorally.
- Call children to the front to act out the story. Use props, e.g. flashcards, real objects, etc. to make it more fun. If you feel your children are able to, have them hold the cut-outs from AB1 page 77 as they act out stories with the course characters.

## Teaching songs and chants

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

In addition to the phonics song, *First Friends* features at least one additional song in almost all units. At Level 1, many of these songs support the teaching of numbers.

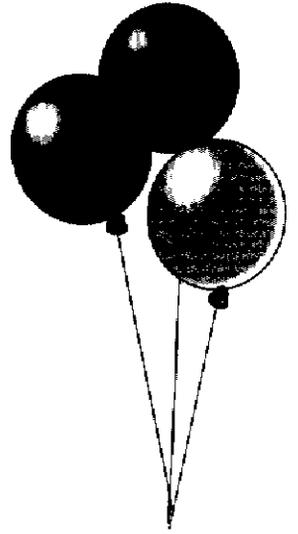
There are step-by-step notes tailored to each song. The general procedures are as follows:

- Establish the context for the song by asking children questions about the pictures.
- Present any new language using real objects, flashcards, magazine pictures, drawing on the board, miming, etc.
- Children listen to the song as they look at the pictures in their books. 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 to do the actions and lead the song. Use props, e.g. flashcards, to make it more fun.

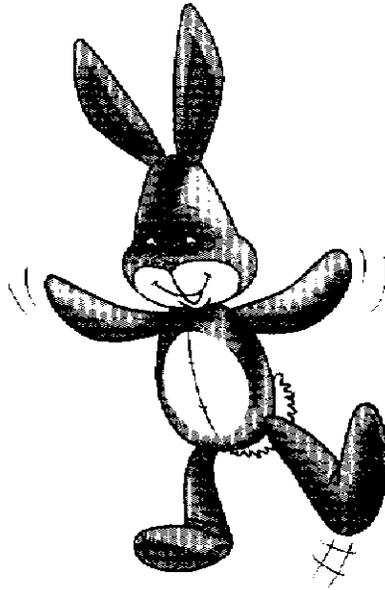


# Congratulations!

---



## You are a star ☆ pupil



School: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Lesson 1** CB PAGES 4-5, AB PAGE 4

To identify the course characters

To recognize English sounds and spoken words

To prepare to write in English by practising the left to right pencil movement

**Vocabulary:** Adam, Baz, Jig, Pat, Tess

**Materials:** CD tracks 1–2, flashcards 1–5, cut-out of Baz (from AB p77)

**Class Book** CB PAGES 4-5**Warm-up**

- Tell children to look at the picture on pages 4 and 5. Ask the following questions in the children's own language: *How old are the children in the picture? (6, 4, and 2 years old), What's their relationship? (brothers and sister).*

**Listen and say.** 1

- Tell children that they are going to meet the course characters.
- Play the CD, holding up the flashcard of the character as its name is said. Pause after each name so children can point to the character in their books. Check children are pointing to the correct character.
- Play the CD again, pausing after each name. Children repeat the names chorally and individually.

**Transcript** 1**Listen and say.**

Tess, Baz, Adam, Pat, Jig

**Listen and find.** 2

- Tell children that you are going to say a character's name and they should point to that character in their books.
- Say the characters' names at random, e.g. *Baz, Tess, Pat, Jig, Adam*. As you say each name, you may like to hold up the flashcard of the character to give children visual support.
- Check children are pointing to the correct character in their books.
- Play the CD and pause after each name. Children listen and point to the character in their books.

**Transcript** 2**Listen and find.**

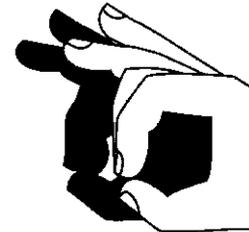
Adam, Jig, Baz, Tess, Pat

**Activity Book** AB PAGE 4**1 Match and say.**

- Tell children to look at page 4.
- Children name the characters they can see. Explain that the same character is on both sides of the line.
- Model the activity. Stick the cut-out of Baz from the back of the Activity Book on one end of the board and the flashcard of Baz on the other. Move your finger in a straight line from the cut-out on the left to the flashcard on the right.
- Tell children to copy your action and move their fingers from left to right in the air.
- Children practise tracing the lines in their books with their fingers. Check that they are moving their fingers from left to right. Ask children to say the characters' names as they trace.
- Tell children to trace the lines with their pencils, saying the characters' names as they do so.

**Optional activity**

- If children need help holding their pencils, reassure them that Jig can help them to write.
- Explain in the children's own language that Jig is a rabbit and he has got long ears.
- Show children how to make the shape of a rabbit with their fingers by putting their first two fingers on the tip of their thumb as they point their ring and little fingers upwards to make Jig's ears.



- Tell children to repeat the action while holding their pencils between their fingers. Help children as necessary.

## Lesson 2 OPAGES 4-5 ADPAGES

To introduce oneself in English

To greet and say goodbye in English

To learn to ask *How are you?* and respond politely to the question

To prepare to read in English by practising moving the eye from left to right

To develop fine motor control

**Vocabulary:** *I'm ... Hello. Bye.*

**Structure:** *How are you? I'm fine, thank you.*

**Materials:** CD tracks 3-4, flashcards 1-5

## Class Book OPAGES

### Warm-up

- Tell children that they are going to play a game.
- Say the name of a course character and hold up a character flashcard at the same time. If the two match, children say *Yes*. If the flashcard and the name are different, children say *No*.

### Listen and say. CD PAGE 3

- Tell children to look at the picture on pages 4 and 5. In their own language, ask children to guess what they think the characters are doing (*Baz is greeting Pat and Jig, and Tess is leaving and saying goodbye*). Play the CD once to check the answer.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

### Transcript CD PAGE 3

#### Listen and say.

**Baz** Hello! I'm Baz.

**Tess** Bye, Jig! Bye, Pat! Bye, Baz!

### Say and do.

- Call a child to the front of the class and give him / her flashcard 2 of Baz. Say *Hello. I'm (your name)*. Encourage the child to respond with Baz's name, *Hello. I'm Baz*. Repeat with other children and characters.
- Put the flashcards away. Move to the door of the classroom as if you are leaving. Say *Bye, (name of a child)*, *Bye, (name of a child)*, etc.
- Choose two children. Tell them to greet each other and say goodbye (*bye*). Repeat with other pairs of children across the classroom.

### Sing. CD PAGE 4

- Tell children that they are going to learn a greeting song in English. Explain that it is polite to ask a person how they are.
- Present the phrase *How are you?* by holding up flashcard 2 of Baz and looking at it. Say *Hello, Baz. How are you?* Answer in Baz's voice. Say *I'm fine, thank you*. Encourage individual children to repeat the exchange with Baz.
- 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.
- Play the CD again and ask children to sing the song.

### Transcript CD PAGE 4

#### Sing.

**Jig** Hello, Pat. How are you?

**Pat** Hello, Jig! I'm fine, thank you.

**Baz** Hello, Adam! How are you?

**Adam** Hello, Baz! I'm fine, thank you.

## Activity Book CD PAGE 9

### 1 Find and circle.

- Tell children to look at page 5.
- Tell children to put their finger on Baz's picture on the left. Tell them to move their finger to the right and name the characters they touch (*Tess, Baz, Adam*). Explain why there is a circle around Baz's picture (*because it matches the picture on the left*).
- Tell children to do the same with the other characters' pictures, saying the names as they touch them. For each set of characters, ask children which they should circle.
- Children complete the activity by circling the correct characters. Check the answers.

### 2 Draw and colour.

- Copy part of the fence onto the board.
- Use your finger to show children how they are going to trace the outline of the fence in their books.
- Tell children to practise tracing the outline of the fence with their fingers before tracing it with their pencils.

## Lesson 3 Letter fun! CD TRACKS 4-5 PAGE 6

To say, recognize, and write the letter *Aa*

To recognize and say the sound /æ/

To develop fine motor control

**Vocabulary:** *Adam, apple*

**Materials:** CD tracks 4–5, flashcards 1–5 and 81

### Class Book CB PAGE 6

#### Warm-up

- Tell children that they are going to play a game.
- Stick all five character flashcards on the board. Tell children to close their eyes. Remove one flashcard. Children open their eyes and say which character is missing.

#### Learn the letter.

- Hold up flashcard 81 of the apple. Say *apple*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Hold up flashcard 5 of Adam. Say *Adam*. Children repeat the word chorally and individually. Stick the flashcard of Adam next to the apple on the board.
- Tell children to listen again to the first sound of *apple* and *Adam*. Explain that the first sound is the same in each word.
- Write the letter *a* on the board under the apple. Point to it and say /æ/ *apple*. Write a capital *A* under Adam. Say /æ/ *Adam*. Explain that the letters have the same sound. Tell children that we use capital letters for names and lower case letters for other words.
- Explain that although the sound of the letter is /æ/, the name of the letter is *a*. Have children repeat the letter name and letter sound, along with the words, several times as you point to the pictures and letters on the board (*a, /æ/, apple; A, /æ/, Adam*).
- Ask children to try to suggest a few common names that begin with the /æ/ sound. If children can't think of any names in their own language, give some examples of English names (*Andrew, Anna, Angela, etc.*). Tell children to listen to the first sound of the names as you say them.
- Tell children that they are going to learn how to write the letter *Aa*. Tell them to open their books at page 6 and look at the letters *Aa* with the arrows.
- Stand with your back to the class as you use your finger to 'write' a capital *A* in the air. Write the letter exactly as it is presented in the Class Book (see also TB p119 for a model of how to form the letters of the English alphabet).
- Tell children to copy your action and write a capital *A* in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case *a*.
- Tell children to practise tracing over the letters in their books with their fingers.

### Sing. CD 5

- Tell children that they are going to sing a song to help them learn the letter *Aa*.
- 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 CD 5

#### Sing.

*a, a, a*

*/æ/, /æ/, /æ/*

*/æ/ Adam, /æ/ Adam*

*/æ/, /æ/, /æ/*

*a, a, a*

*/æ/, /æ/, /æ/*

*/æ/ apple, /æ/ apple*

*/æ/, /æ/, /æ/*

#### Find.

- Tell children to find the letter *a* in the alphabet at the top of the page. Explain that *a* is the first letter of the alphabet.
- Tell children to look at the main picture on page 6. Say *Adam*, and ask children to point to this character. Check that children are pointing to Adam's picture.
- Say *apple*. Check that children are pointing to the apple.

### Activity Book AB PAGE 6

#### 1 Trace and write.

- Tell children to look at page 6.
- Draw writing lines on the board (see TB p109 for a model). Put dots on the lines to show the starting points for forming the capital *A*. Write the letter on the lines exactly as it is presented in the Class Book.
- Tell children to practise 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.
- Repeat the procedure for the lower case *a*.
- Draw more writing lines on the board. Call children to the board to write *A* and *a* on the lines. Correct as necessary.

#### 2 Trace and say, Colour.

- Tell children to look at the pictures and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the pictures with their fingers, and then colour them.
- Tell children to colour the rest of the pictures. They should try not to colour outside the lines.

## Lesson 4 Song **PAGE 7**

To understand and respond to imperatives

To recognize the written form of the characters' names

To associate words and pictures

To develop fine motor control

**Structure:** *Clap, Stand up, Sit down, Point to ...*

**Materials:** CD track 6, flashcards 1–5, a large envelope

## Class Book **PAGE 7**

### Warm-up

- Tell children that they are going to play a game.
- Put flashcard 4 of Jig inside a large envelope. Hold up the envelope and slowly pull the flashcard out of the envelope. Children watch carefully and say the name of the course character as soon as they can identify him.
- Repeat with the other character flashcards.

### Say and do.

- Tell children to look at page 7. Ask questions about the picture in the children's own language, e.g. *What are the children doing? (playing a game), Who is Baz pointing to? (Jig).*
- Hold up flashcard 3 of Pat. Say *Point to Pat* and do the action yourself. Repeat the command to individual children and motion for them to do the same. Repeat the command until most of the children understand and respond appropriately.
- Introduce *clap, stand up and sit down* in the same way. Say the word and do the action. Then repeat the command to the children and motion for them to do the action.

### Sing. 6

- Tell children that they are going to learn a song with actions.
- 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 do the action as they sing. They should point to the characters in their books. For the final line, *Yes, yes, yes*, nod your head.
- Play the CD again and ask children to sing the song and do the actions.

### Transcript 6

#### Sing.

Point to Jig.

Point to Pat.

Stand up.

Sit down.

Clap, clap, clap!

Point to Baz.

Point to Tess.

Stand up.

Sit down.

Yes, yes, yes!

### Sing and do. 6

- Stick flashcards 1–4 on the board. Call several children to the front of the class. Tell them to lead the class in singing and doing the actions to the song. Play the CD to accompany them if necessary.
- Explain that you are going to sing the song again, but you are going to change some of the words.
- Sing the first verse of the song, substituting a child's name for *Jig* and another child's name for *Pat*.
- Tell children to sing along and point to the children you have added to the song. Repeat with other children's names for the second verse. Repeat the whole song again using four different children's names.

## Activity Book **PAGE 7**

### 1 Draw and match.

- Stick flashcards 1–4 of Baz, Tess, Pat, and Jig on the board. Ask children the name of each character and write it above the flashcard.
- Say each character's name as you run your finger under the word from left to right. Children repeat the names chorally and individually as you run your finger under the names again.
- Remove the flashcards and stick them under the names but in the wrong order.
- Call individual children to the board and ask them to draw a line from a character's name to the correct picture.
- Tell children to look at the pictures on page 7. Check that children recognize each of the characters by saying *Point to (Tess)*, etc.
- Tell children to use their pencils to trace over the line between Tess's name and her picture.
- Tell children to match the names of the other characters to their pictures. Check that children match the names and pictures correctly.
- As children finish, tell them to trace over the dotted lines on the characters to complete the pictures. They might also like to colour the pictures.

# Lesson 5 Letter fun! CB PAGE 8, AB PAGE 8

## Lesson objectives

To say, recognize, and write the letter Bb

To recognize and say the sound /b/

To develop fine motor control

**Vocabulary:** Baz, bird

**Materials:** CD track 7, flashcards 2 and 82; (optional) dried macaroni or dried beans, paper, glue

## Class Book CB PAGE 8

### Warm-up

- Tell children that they are going to play a game to practise the letter *Az*. When children hear a word beginning with /æ/, they should raise their hands.
- Say *Adam*, and pause for children to raise their hand. Say some more English words: *Baz*, *Tess*, *apple*, *Jig*, pausing after each one. Children should raise their hands after *apple* only.

### Learn the letter.

- Hold up flashcard 82 of the bird. Say *bird*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Hold up flashcard 2 of Baz. Say *Baz*. Children repeat the word chorally and individually. Stick the flashcard of Baz next to the bird on the board.
- Tell children to listen again to the first sound of *bird* and *Baz*. Explain that the first sound is the same in each word.
- Write the letter *b* on the board under the bird. Point to it and say /b/ *bird*. Write a capital *B* under *Baz*. Say /b/ *Baz*. Explain that the letters have the same sound.
- Remind children that we use capital letters for names and lower case letters for other words.
- Explain that although the sound of the letter is /b/, the name of the letter is *b*. Have children repeat the letter name and letter sound, along with the words, several times as you point to the pictures and letters on the board.
- Ask children to try to suggest a few common names that begin with a /b/ sound. Tell children to listen to the first sound of the names as you say them.
- Tell children that they are going to learn how to write the letter *Bb*. Tell them to open their books at page 8 and look at the letters *Bb* with the arrows.
- Stand with your back to the class as you use your finger to 'write' a capital *B* in the air. Write the letter exactly as it is presented in the Class Book (see also TB p119).
- Tell children to copy your action and write a capital *B* in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case *b*.
- Tell children to practise tracing over the letters in their books with their fingers.

## Sing. 7

- Tell children that they are going to sing a song to help them learn the letter *Bb*.
- 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 7

### Sing.

a, b, b	b, b, b
/b/, /b/, /b/	/b/, /b/, /b/
/b/ Baz, /b/ Baz	/b/ bird, /b/ bird
/b/, /b/, /b/	/b/, /b/, /b/

### Find.

- Tell children to find the letter *b* in the alphabet at the top of the page. Explain that *b* is the second letter of the alphabet.
- Tell children to look at the main picture on page 8. Say *Point to Baz*. Check that children are pointing to Baz in the picture.
- Say *bird*. Check that children are pointing to the bird.
- Tell children to find two things beginning with the /æ/ sound in the picture (*Adam*, *apple*).

## Activity Book AB PAGE 8

### 1 Trace and write.

- Tell children to look at page 8.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the capital *B*. Write the letter on the lines exactly as it is presented in the Class Book.
- Tell children to practise 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.
- Repeat the procedure for the lower case *b*.
- Draw more writing lines on the board. Call children to the board to write *B* and *b* on the lines. Correct as necessary.

### 2 Trace and say. Colour.

- Tell children to look at the pictures and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the pictures with their fingers, and then colour them.
- Tell children to colour the rest of the pictures. They should try not to colour outside the lines.

### Optional activity

- Write the letters *A* and *B* on the board. Give children a sheet of A4 paper and tell them to copy one of the letters onto it.
- Show children how to apply glue to their letters and to stick macaroni or dried beans onto it.
- Children make their macaroni or dried bean letters.

## Lesson 6 Story PAGES 10-11

To follow the left to right sequence of English

To develop listening skills in English

To understand and enjoy a story

To develop fine motor control

To revise and consolidate language introduced in the unit

**Materials:** CD tracks 6 and 8, flashcards 1–4

### Class Book

#### Warm-up 6

- Tell children that they are going to sing the song they learnt in Lesson 4. Choose four children to hold flashcards 1–4 of Tess, Baz, Pat, and Jig. Each child should stand in a different part of the room holding up their flashcard.
- Play the CD and tell the class to sing the song. Children should point to the correct character as they sing.

#### Look and say.

- Tell children to open their books at page 9.
- Say *Point to (Jig)*, etc. Check that children are pointing to the correct character in their books. Repeat for all the characters in the story.
- Tell 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 can you see in the pictures? (Tess, Baz, Pat, and Jig), What are Tess and Baz doing? (playing and clapping), Who is Baz pointing to? (Jig), What happens to Baz at the end of the story? (He falls down).*

#### Listen. 8

- 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 the text 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 8

**Listen.**

**Tess** Hello, Baz! Let's play! Stand up.

**Tess** Point to Jig.

**Tess** Clap for Pat! Clap! Clap! Clap!

**Tess** Sit down. Oh, no! Poor Baz!

#### Listen and act. 8

- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually.
- Say *Stand up*. Children should listen and do the action. Repeat for *Point to ...*, *Clap*, and *Sit down*.
- Tell the class that they are going to act out the story. Call four children to the front and give each of them a flashcard showing Tess, Baz, Pat, or Jig. Each child will take the role of the character on their flashcard. (In this case, there are three non-speaking roles.)
- Help children to perform by prompting the lines and telling them to repeat and do the actions.
- Ask other groups of children to act out the story.

### Activity Book

#### 1 Match and say.

- Tell children to look at page 9.
- Ask children to identify the characters in the picture halves.
- Draw a dotted wavy line on the board. Move your finger from left to right along the line.
- Tell children to copy your action and move their fingers along an imaginary wavy line in the air.
- Children practise tracing the lines in their books with their fingers. Check that they are moving their fingers from left to right.
- Tell children to trace the lines with their pencils and say the characters' names quietly to themselves.

To review the letters and sounds for *Aa* and *Bb*

To develop fine motor control

**Materials:** flashcards 2, 5, 81, and 82

**Activity Book** AB PAGE 30**Warm-up**

- Tell children that they are going to play a game. Explain that you are going to whisper the sound /æ/ or /b/. They should watch your mouth carefully and say the sound you are whispering.
- Whisper /b/. Exaggerate the movement of your mouth as you do so. Children identify the sound.
- Repeat with the sound /æ/, and continue as a game.

**1 Find and circle.**

- Write the letter *a* on the board. Point to it and say *a* /æ/. Write the letter *b* next to it. Say *b* /b/.
- Write the capital letters *A* and *B* on the board. Point and say *a* /æ/ and *b* /b/.
- Remind children that we use capital letters for names. Ask children to tell you some names that begin with /æ/ or /b/.
- Tell children to look at page 10. Children put their fingers on the blue letter *a* on the left. Tell them to say *a* /æ/.
- Tell children to move their fingers to the right and say the name and sound of each of the black letters they touch. Explain why the black letter *a* is circled.
- Tell children to do the same with the other rows of letters. They should say the name and sound of each letter as they touch it. For each row of letters, ask children which they should circle.
- Children complete the activity by circling the correct letters. Check the answers.

**2 Match and colour.**

- Write the letters *A* and *a* on the board. Say *a* /æ/.
- Stick flashcard 5 of Adam under the lower case *a*. Ask children if this is correct. Explain that it is not correct because Adam's name doesn't begin with a small *a*.
- Hold up Adam's flashcard under the capital *A*. Ask children if this is correct. Explain that it is correct because *Adam* begins with a capital *A*.
- Tell children to look at activity 2 on page 10. Ask children to call out the sounds and names of the letters, and the words for the pictures (*Baz, Adam, apple, bird*).
- Ask children which picture begins with a capital *A* (Adam). Tell children that they are going to draw a line from the letter *A* to the picture of Adam. Repeat this procedure for each of the other letters.
- Children draw lines from each of the letters to the correct picture. Check the answers by sticking the flashcards on the board. Children can then colour the pictures.

**Progress check 1 (photocopiable) (TB p94)**

- Follow the procedure described on page 11 of the Introduction.

**Lesson 1** NB PAGE 4

To develop fine motor control

**1 Draw and colour.**

- Tell children to look at page 4.
- Ask children to identify the characters in the pictures (*Baz and Tess*).
- Tell children to trace over the dotted lines with their fingers, starting at the top left and working their way down. Check that children are tracing from top to bottom and from left to right.
- Children complete the activity by tracing over the dotted lines with their pencils.
- When children finish, they should colour the pictures.

**Lesson 2** NB PAGE 5

To develop fine motor control

**1 Look and match.**

- Tell children to look at page 5.
- Ask children to say in their own language what Baz and Jig are doing in each picture (*pointing, sitting down, and clapping*).
- Model the activity. Draw a pair of stick people on the board. Draw a person standing up and another person standing up below him. Move your finger in a straight line from the stick person above to the person below.
- Tell children to copy your action and move their fingers downwards in the air.
- Children practise tracing the lines in their books with their fingers. Check that they are moving their fingers downwards. Ask children to say the characters' names as they trace.
- Tell children to trace the lines with their pencils.

**2 Look and match.**

- Repeat the procedure above, but make sure that children are moving their fingers and pencils from left to right.

### Lesson 3 NO PAGE:

To develop fine motor control

**Materials:** flashcards 1 and 81

#### 1 Look and match.

- Stick flashcard 1 of Tess on the left side of the board. Check that children remember her name.
- Stick flashcard 81 of the apple on the right side of the board. Check that children remember the word *apple*.
- Model the activity. Draw a dotted line from Tess to the apple. Move your finger from left to right along the dotted line.
- Tell children to copy your action and move their fingers from left to right in the air.
- Tell children to look at page 6.
- Children practise tracing the lines in their books with their fingers. Check that they are moving their fingers from left to right. Ask children to say the characters' names as they trace.
- Tell children to trace the lines with their pencils.

### Lesson 4 NO PAGE:

To recognize parts of the whole

To develop fine motor control

#### 1 Find and draw.

- Draw a simple face on the board. Draw another identical face to the right of the first face, but do not include one of the eyes.
- Ask children in their own language if the faces are the same or different (*different*). Ask what is missing from the second face (*an eye*).
- Call a child to the board to complete the second face by drawing the missing eye.
- Tell children to look at page 7.
- Check that children remember the names of the characters and objects at the top of the page (*apple, Pat, bird, Jig, Baz*).
- Tell children to point to the apple in the main picture. Ask children in their own language if this apple is the same as or different to the one at the top of the page (*different*). Ask what is missing from the second apple (*the stalk and leaf*).
- Tell children to draw the stalk and leaf. Encourage them to try to make the second apple look like the one at the top.
- Check children's work and help if necessary.
- Repeat this procedure for each of the other pictures.

### Lesson 5 NO PAGE:

To prepare to read in English by practising moving the eye from left to right

#### 1 Find and circle.

- Tell children to look at page 8.
- Tell children to put their finger on Tess's picture on the left. Tell them to move their finger to the right and stop when they come to a picture which is exactly the same. Explain that this picture is circled because it is exactly the same.
- Tell children to do the same with the other characters' pictures. For each set of pictures, ask children which they should circle.
- Children complete the activity by circling the correct pictures. Check the answers.

### Lesson 6 NO PAGE:

To develop fine motor control

#### 1 Colour Baz and Jig.

- Tell children to look at page 9.
- Ask children in their own language what they can see in the first picture (*Baz holding Jig*).
- Ask children to colour the picture as neatly as they can. Tell them to colour in one direction and encourage them to stay in the lines as best as they can.
- Help individual children as necessary. Remember that children develop at different speeds. Some children may be quite proficient at colouring neatly while others may still have difficulty.

#### 2 Colour Tess and Pat.

- Ask children in their own language what they can see in the second picture (*Tess holding Pat*).
- Repeat the procedure above.

## Lesson 1 (CD PAGES 10-11, AB PAGE 11)

- To identify common classroom objects
- To recognize English sounds and spoken words
- To practise the left to right pencil movement
- To recognize parts of the whole

**Vocabulary:** *bin, board, chair, door, picture, table, window*

**Materials:** CD tracks 9-10, flashcards 6-12

## Class Book (CD PAGES 10-11)

### Warm-up

- Tell children to look at the picture on pages 10 and 11. Ask the following questions in the children's own language: *Who is the boy in the picture? (Baz), Where is he? (at school), What is Baz giving his teacher? (a picture), What is it a picture of? (a bird).*

### Listen and say. (CD 9)

- Tell children that they are going to learn the words for some of the things in Baz's classroom.
- Play the CD, holding up the flashcard for each object as its name is said. Pause after each word so children can point to the object in their books. Check children are pointing to the correct object.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

### Transcript (CD 9)

#### Listen and say.

window, chair, table, bin, board, door, picture

### Listen and find. (CD 10)

- Tell children that you are going to say a word and they should point to that object in their books.
- Say the words at random, e.g. *table, bin, window, picture, door, board, chair*. As you say each word, you may like to hold up the flashcard of the object to give children visual support.
- Check children are pointing to the correct object in their books.
- Play the CD and pause after each word. Children listen and point to the object in their books.

### Transcript (CD 10)

#### Listen and find.

bin, board, chair, door, picture, table, window

## Activity Book (AB PAGE 11)

### 1 Match and say.

- Tell children to look at page 11.
- Children name the objects they can see parts of in the left column. Explain that the other part of the object is in the right column.
- Model the activity. Draw the left half of the table on the top left of the board and the right half of the table on the lower right of the board. Move your finger in a straight line from the part on the left to the part on the right.
- Children practise matching the parts of the objects in their books with their fingers. Check that they are moving their fingers from left to right. Ask children to say the words for the objects as they match.
- Tell children to match the parts of the objects with their pencils, saying the words for the objects as they do so.

### Optional activity 1

- Tell children in their own language that you are going to ask them to identify the objects in their classroom.
- Model the activity. Say *Point to the board* and then do the action yourself. Encourage the children to copy you.
- Repeat with other objects in your classroom.
- If there is time, call a child to the front to give the commands to the class.

### Optional activity 2

- To revise the letter *b* and sound /b/, hold up the flashcard of the bin. Say *bin*. Have children repeat after you.
- Ask children in their own language what the first sound of the word *bin* is (/b/).
- Stick the flashcard on the board and write the word *bin* under it. Call a child to the board to identify the letter *b*. Do not teach the other letters at this time. If children ask about them, praise them for their interest and tell them they will learn those letters soon.
- Repeat with the flashcard for *board*.
- Ask children to draw a picture of the board (in their notebooks or on a separate piece of paper) and write the letter *b* under it.

## Lesson 2 (PAGES 10–11, 10, 11)

To practise greetings

To ask and say what something is

To thank someone

To identify common classroom objects

To develop fine motor control

**Vocabulary:** *Thank you.*

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

**Materials:** CD track 11, flashcards 6–12

## Class Book (PAGES 10–11)

### Warm-up

- Tell children that they are going to play a game.
- Say the name of a classroom object and hold up a flashcard of a classroom object at the same time. If the two match, children say *Yes*. If the flashcard and the name are different, children say *No*.

### Listen and say. 11

- Tell children to look at the picture on pages 10 and 11. In their own language, ask children to say what they think the characters are doing (*Baz is giving his teacher a picture*). Play the CD once to check the answer.
- Tell children the teacher's name is Mrs Woodward.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

### Transcript 11

**Listen and say.**

**Mrs Woodward** Hello, Baz.

**Baz** Hello, Mrs Woodward.

**Mrs Woodward** What's this?

**Baz** It's a picture. It's for you.

**Mrs Woodward** Thank you, Baz.

### Say and do.

- Ask children in their own language how Baz and Mrs Woodward greeted each other (*Hello*).
- Ask if they can remember what Mrs Woodward said after Baz gave her the picture (*Thank you*). Present *thank you*.
- Call a child to the front of the class and give him / her flashcard 11 of the picture. Say *Hello, (child's name)*. Encourage the child to greet you by name.
- Ask *What's this?* as you touch the flashcard in the child's hand. Encourage the child to say *It's a picture. It's for you*, and give it to you.
- As you take the picture, say *Thank you, (child's name)*.
- Repeat with other children.
- Remind children that it is good manners to say thank you when somebody gives you something.

### Extra practice

- Hold up the flashcard of the chair, and ask *What's this?* Look confused, as if you don't know what it is. Encourage the children to say *It's a chair*.
- Repeat with other flashcards.
- Touch a chair in the room, and ask *What's this?* Again, look confused as if you don't know what it is. Have individual children answer the question with *It's a chair*.
- Repeat with other known classroom objects available.

## Activity Book (PAGE 12)

### 1 Draw and say.

- Tell children to look at page 12.
- Ask children to try to identify the objects in the activity (*window, door, chair, table*).
- Model the activity by drawing a dotted square on the board and tracing it.
- Children practise tracing the objects in their books with their fingers. Ask children to say the words for the objects as they trace.
- Tell children to trace the objects with their pencils, saying the words for the objects as they do so.

### 2 Draw and colour.

- Copy part of the caterpillar onto the board.
- Use your finger to show children how they are going to trace part of the outline of the caterpillar's body in their books. Tell children to practise tracing the outline of the caterpillar with their fingers before tracing it with their pencils.
- Tell children to colour the picture when they have finished. They should try not to colour outside the lines.

### Optional activity

- Tell children in their own language that they are going to play a game.
- Stick one of the classroom object flashcards on the board and cover it with a large sheet of paper.
- Ask *What's this?* as you slowly move the paper to reveal part of the picture. Continue to reveal the picture until a child correctly guesses the object. Say *Very good* and reveal the flashcard to the class.
- Repeat with flashcards for other objects.

## Lesson 3 Letter fun!

To say, recognize, and write the letter Cc

To recognize and say the sound /k/

To develop fine motor control

**Vocabulary:** *cat, coat*

**Materials:** CD track 12, flashcards 6–12 and 83

### Class Book

#### Warm-up

- Tell children that they are going to play a game.
- Stick all seven classroom object flashcards on the board. Tell children to close their eyes. Remove one flashcard. Children open their eyes and say which object is missing.

#### Learn the letter.

- Hold up flashcard 83 of the cat. Say *cat*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter *c* on the board under the cat. Point to it and say /k/ *cat*.
- Present the word *coat* by drawing a picture of a coat on the board. Write the letter *c* under it. Point to it and say /k/ *coat*.
- Explain that although the sound of the letter is /k/, the name of the letter is *c*. Have children repeat the letter name and letter sound, along with the words, several times as you point to the pictures and letters on the board (*c*, /k/, *cat*; *c*, /k/, *coat*).
- Write the capital *C* on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /k/. If children can't think of any names in their own language, give some examples of English names (*Connor, Clarence, Carabel, etc.*).
- Tell children that they are going to learn how to write the letter *Cc*. Tell them to open their books at page 12 and look at the letters *Cc* with the arrows.
- Stand with your back to the class as you use your finger to 'write' a capital *C* in the air. Write the letter exactly as it is presented in the Class Book.
- Tell children to copy your action and write a capital *C* in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case *c*.
- Tell children to practise tracing over the letters in their books with their fingers.

#### Sing.

- Tell children that they are going to sing a song to help them learn the letter *Cc*.
- 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 12

Sing.

*c, c, c*

/k/, /k/, /k/

/k/ *cat*, /k/ *cat*

/k/, /k/, /k/

*c, c, c*

/k/, /k/, /k/

/k/ *coat*, /k/ *coat*

/k/, /k/, /k/

#### Find.

- Tell children to find the letter *c* in the alphabet at the top of the page. Explain that *c* is the third letter of the alphabet.
- Tell children to look at the main picture on the page. Say *cat*, and ask children to point to the cat. Check that children are pointing to the picture of the cat.
- Say *coat*. Check that children are pointing to the coat.
- Tell children to find the things beginning with the sounds /æ/ (*apple*) and /b/ (*bird*).

### Activity Book

#### 1 Trace and write.

- Tell children to look at page 13.
- Draw writing lines on the board (see TB p109 for a model). Put a dot on the lines to show the starting point for forming the capital *C*. Write the letter on the lines exactly as it is presented in the Class Book.
- Tell children to practise 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.
- Repeat the procedure for the lower case *c*.
- Draw more writing lines on the board. Call children to the board to write *C* and *c* on the lines. Correct as necessary.

#### 2 Trace and say. Colour.

- Tell children to look at the pictures and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the pictures with their fingers, and then colour them.
- Tell children to colour the rest of the pictures. They should try not to colour outside the lines.

#### Optional activity

- Tell children they are going to play a game to review the sounds and names for letters *a*, *b*, and *c*.
- Quickly teach *yes* and *no* by repeating the words and using appropriate gestures (nodding/shaking head, etc.).
- Write the letters *a*, *b*, and *c* on the board. Point to the letter *a* and say /æ/. Ask *Yes?* Children should say *yes*.
- Point to the letter *c* and say /k/. Ask *Yes?* Children should say *no*. Ask them to tell you the sound for the letter *c* (/k/).

To identify, write, and use numbers 1 and 2

**Vocabulary:** 1, 2

**Materials:** CD track 13, flashcards 3, 4, 7, 10, 71, 72, and 83

## Class Book

### Warm-up

- Review the word *chair* by holding up flashcard 10 and asking *What's this?* Children should respond *It's a chair.*
- Call a child to the front. Give the child the flashcard. Say *It's for you.* Encourage the child to say *thank you.*
- Have the child give it back to you, saying *It's for you.* Say *thank you.*
- Repeat with the flashcards for *door* and *cat* and other children.

### Count 1–2.

- Tell children that they are going to learn to count in English.
- Draw a circle on the board. Say *One.* Write the number 1 under it.
- Draw two circles to the right of the first circle. Point to each circle as you say *One, two.* Write the number 2 under them.
- Point to the number 1. Say *One.* Point to the number 2. Say *Two.*
- Call a child to the front. Say *Two.* Encourage the child to point to the number 2 and the two circles on the board. Repeat with other children.
- Tell children to open their books at page 13. Tell them to look at the pictures at the bottom.
- Tell them you are going to say a number and they should point to the correct picture (*two chairs*). Say *Two.* Check that children are pointing to the correct picture. Repeat with *One.*

### Sing.

- Ask children to tell you in their own language what is happening in the picture. (*A boy and girl are holding number cards and there are flashcards on the board.*)
- Stick the flashcards for 1, 2, door, chair, and cat on the board. Draw a coat on the board.
- Check that children can identify the pictures. Say *Point to the chair.* Check that children are pointing to the correct picture. Repeat with the door, cat, and coat.
- Tell children that they are going to learn a song with numbers 1 and 2.
- 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 hold up one and then two fingers as they sing *Count 1 and 2.*
- Encourage them to point to themselves for the line *for me* and to point at you for the line *for you.*
- Play the CD again and ask children to sing the song as they do the actions.

## Transcript

### Sing.

Count one and two  
Count one and two  
One for me  
Two for you

Count one and two  
Count one and two  
A cat for me  
A coat for you

Count one and two  
Count one and two  
A door for me  
A chair for you

### Sing and do.

- Explain that you are going to sing the song again, but you are going to change some of the words.
- Put the flashcards of Pat and Jig on the board. Sing verses 1 and 2 of the song again, substituting *Pat* and *Jig* for *A door* and *A chair*.
- Tell the children to sing along, doing the actions.
- If there is time, you can sing the song again using other known vocabulary flashcards.

## Activity Book

### 1 Count and circle.

- Tell children to look at page 14.
- Ask them to tell you the names of the things in the pictures (*apple, cat, bird, coat*). Do not worry about the plural forms at this time.
- Model the activity. Draw two circles on the board. Write the numbers 1 and 2 under them. Point to the circles and ask *One?* Encourage the children to say *No.*
- Continue pointing to the circles. Ask *Two?* Encourage the children to say *Yes.* Circle the number 2. Count the circles, saying *One, two.*
- Ask children to do the activity. Tell them to count the objects as they decide which number to circle. Check that children circle the correct number.

### 2 Trace and write.

- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the number 1. Write the number on the lines exactly as it is presented in the Class Book.
- Tell children to practise tracing over the numbers in their books with their fingers.
- Children trace and write the numbers with their pencils. Check that they are holding their pencils correctly and forming the numbers correctly.
- Repeat the procedure for the number 2.
- Draw more writing lines on the board. Call children to the board to write 1 and 2 on the lines. Correct as necessary.

### Optional activity

- Tell children that you are going to tell them to sit down, stand up, or tell them how many times to clap.
- Model the activity. Say *Clap 1* and clap once. Repeat with 2. Say *Sit down* and then sit down in your chair.
- Give several commands at random. If a child does the incorrect action he or she is out.

## Lesson 5 Letter fun! CG PAGE 14, AB PAGE 15

To say, recognize, and write the letter *Dd*

To recognize and say the sound /d/

To develop fine motor control

**Vocabulary:** *date, dog*

**Materials:** CD track 14, flashcard 84, a date

### Class Book CG PAGE 14

#### Warm-up

- Review the sounds and forms of letters *a*, *b*, and *c*. Write the lower case letters on the left of the board and the capital letters on the right.
- Call a child to the front. Ask him or her to match the lower case and capital letters for *Aa*. Correct if necessary.
- Call other children to the front to do the same for *Bb* and *Cc*.

#### Learn the letter.

- Hold up flashcard 84 of the dog. Say *dog*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter *d* on the board under the dog. Point to it and say /d/ *dog*.
- Present the word *date* by showing a real one and then drawing one on the board. Say *date*. Write the letter *d* under the date. Point to it and say /d/ *date*.
- Explain that although the sound of the letter is /d/, the name of the letter is *d*. Have children repeat the letter name and letter sound, along with the words, several times as you point to the pictures and letters on the board (*d*, /d/, *dog*; *d*, /d/, *date*).
- Write the capital *D* on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /d/. If children can't think of any names in their own language, give some examples of English names (*David, Dominic, Diana, Debbie, etc.*). Tell children to listen to the first sound of the names as you say them.
- Tell children that they are going to learn how to write the letter *Dd*. Tell them to open their books at page 14 and look at the letters *Dd* with the arrows.
- Stand with your back to the class as you use your finger to 'write' a capital *D* in the air. Write the letter exactly as it is presented in the Class Book (see also TB p 19).
- Tell children to copy your action and write a capital *D* in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case *d*.
- Tell children to practise tracing over the letters in their books with their fingers.

#### Sing. CG 14

- Tell children that they are going to sing a song to help them learn the letter *Dd*.

- 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 CG 14

##### Sing.

d, d, c	d, d, d
/d/, /d/, /d/	/d/, /d/, /d/
/d/ date, /d/ cate	/d/ dog, /d/ dog
/d/, /d/, /d/	/d/, /d/, /d/

##### Find.

- Tell children to find the letter *d* in the alphabet at the top of the page. Explain that *d* is the fourth letter of the alphabet.
- Tell children to look at the main picture on the page. Say *dog*, and ask children to point to the dog. Check that children are pointing to the picture of the dog.
- Say *date*. Check that children are pointing one of the dates on the table.
- Tell children to find the things beginning with the sounds /æ/ (*apple*), /b/ (*bird*), and /k/ (*cat*).

### Activity Book AB PAGE 15

#### 1 Trace and write.

- Tell children to look at page 15.
- Draw writing lines on the board (see TB p109 for a model). Put a dot on the lines to show the starting point for forming the capital *D*. Write the letter on the lines exactly as it is presented in the Class Book (see also TB p119).
- Tell children to practise 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.
- Repeat the procedure for the lower case *d*.
- Draw more writing lines on the board. Call children to the board to write *D* and *d* on the lines. Correct as necessary.

#### 2 Trace and say. Colour.

- Tell children to look at the pictures and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the pictures with their fingers, and then colour them.
- Tell children to colour the rest of the pictures. They should try not to colour outside the lines.

#### Optional activity

- Tell children you are going to write a letter in the air and they should guess which letter it is.
- Stand with your back to the class and write the capital letter *D* in the air. Ask *What's this?* Repeat the action until a child guesses correctly.
- Repeat with other known letters (you can use capital and lower case letters).

# Lesson 6 Story

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

**Vocabulary:** *bin, chair, dog, door*

**Materials:** CD track 15, flashcards 7, 10, 12, 84, a date

## Class Book

### Warm-up

- Hold up the flashcard of the door and ask *What's this?* Children say *It's a door.*
- Stick the flashcard on the board and write the word *door* under it.
- Repeat with chair, bin, and dog.
- Leave the flashcards on the board.

### Look and say.

- Tell children to open their books at page 15.
- 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.
- Ask children questions about the story in their own language: *Can you see any of the things on the board in the pictures? (chairs, door, bin), What is the girl doing in the last picture? (She's painting a face on the bin), Where is the dog? (In the last picture. It's made of the chairs, door, and bin).*

### Listen. 15

- 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 15

#### Listen.

**Boy** What's this?

**Girl** It's a chair.

**Boy** What's this?

**Girl** It's a door.

**Boy** What's this?

**Girl** It's a bin.

**Boy** What's this?

**Girl** It's a dog! Woof! Woof!

**Boy and Girl** *(laughing)*

### Listen and act. 15

- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually. Children should repeat the lines they hear, not the text under the pictures.
- Tell the class that they are going to act out the story. Call a child to the front to model the story with you. Point to the flashcards on the board as you begin the story. Encourage the child to act the role of the answering child. Point to the flashcards to prompt his/her answers.
- 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

### 1 Colour the letters C and c.

- Tell children to look at the top of page 16.
- Ask children in their own language which letters they can see in the pieces of the picture (C, c, etc.).
- Write the letters C and c on the board. Ask children the name and sound of this letter (*c, /k/*).
- Tell children to colour the pieces of the picture that have the capital C and lower case c. Explain that it is very important that they colour inside the lines.
- Children colour the pieces of the picture. Check that they are staying inside the lines as well as they can.
- When children have finished, ask them if they can recognize the picture. Hold up one of the children's books and ask *What's this?* Children should answer *It's a coat.*
- Ask children in their own language what sound *coat* begins with (*/k/*).

### 2 Colour the D and d dates.

- Hold up a date or draw one on the board and ask *What this?* Children should respond *It's a date.*
- Ask children the first letter and first sound of the word *date* (*d, /d/*). Write the letter on the board.
- Tell children to look at the bottom of page 16.
- Ask children in their own language which letters they can see in the dates (*A, a, D, d, etc.*).
- Tell children to colour all the dates that have a capital D or lower case d on them.

### Optional activity

- Give each child a sheet of paper.
- Ask them to draw and colour something beginning with *c* (*coat, cat*) or *d* (*dog, date, door*).
- Tell them to write the letter under the picture.

To review the letters and sounds for *Cc* and *Dd*

To review the numbers 1 and 2

To develop fine motor control

**Materials:** flashcards 83 and 84

**Activity Book** AB PAGE 17**Warm-up**

- Tell children that they are going to play a game. Explain that you are going to clap and they have to tell you the number of times you clapped, 1 or 2.
- Clap once and wait for children to say *One*. Repeat with two claps, etc.
- Ask a child to come to the front and clap once or twice for the rest of the class to answer.

**1 Match and colour.**

- Write the letters *c* and *d* on the board. Point to each letter and have children tell you the name and the sound (*c*, /k/; *d*, /d/).
- Stick the flashcard of the cat on the board. Ask children what sound the word *cat* begins with (/k/).
- Ask a child to come to the front and draw a line from the picture to the correct letter (*c*).
- Repeat with the flashcard of the dog.
- Tell children to look at page 17.
- Ask children to say the words for the pictures (*cat*, *door*, *date*, *coat*).
- Children draw lines from each of the letters to the correct pictures. Check the answers. Children can then colour the pictures.

**2 Count. Trace the right number.**

- Write the numbers 1 and 2 next to each other on the board. Point to each and say the number.
- Draw two circles above the numbers on the board. Ask children to count the number of circles aloud as you point to each (*One*, *two*).
- Ask children which number shows the correct number of circles (2).
- Call a child to the front to trace the number 2 on the board (if possible, get them to use a different colour).
- Tell children to look at activity 2 on page 17.
- Tell children to count the number of objects in the first picture and trace the correct number (2).
- Tell children to do the same with the other pictures.
- Children complete the activity by tracing the correct numbers. Check the answers.

**Progress check 2 (photocopiable) (TB p95)**

- Follow the procedure described on page 11 of the Introduction.

**Lesson 1** NB PAGE 10

To count and write the numbers 1 and 2

**1 Trace and count. Write.**

- Tell children to look at page 10.
- Ask children which number they see at the top of the page (1). Ask them to trace the number with their fingers, starting at the dot, and following the direction of the arrow.
- Point to the chair. Ask *What's this?* Children should say *It's a chair*.
- Tell children to count the number of chairs aloud in English (*One*).
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the 1. Model writing the number 1 on the board while children trace the numbers with their fingers in their books.
- Children trace and write the numbers with their pencils.

**2 Trace and count. Write.**

- Ask children which number they see at the top of this activity (2). Ask them to trace the number with their fingers, starting at the dot, and following the direction of the arrows.
- Tell children in their own language to count the number of chairs aloud in English (*One*, *two*).
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the 2. Model writing the number 2 on the board while children trace the number with their fingers in their books.
- Children trace and write the numbers with their pencils.

**Lesson 2** NB PAGE 11

To count and write the numbers 1 and 2

**Materials:** flashcard 6

**1 Count and trace.**

- Stick the flashcard of the table on the board. Ask *What's this?* Children say *A table*.
- Point to the table and say *One*. Write the number 1 under the table in a dotted line.
- Call a child to the front to trace the number 1 under the table.
- Tell children to look at page 11. Children name the objects they can see.
- Tell them to count the number of each object aloud in English and then trace the number in the blue box.

**2 Trace.**

- Draw a line of dotted numbers 1 and 2 on the board.
- Call a few children to the front to trace a number while the other children trace the numbers in their books with their fingers.
- Children trace and write the numbers with their pencils.

## Lesson 3 NO PAGE 12

To count 1 and 2

**Materials:** flashcards 6 and 7

### 1 Count and match.

- Write the numbers 1 and 2 in the centre of the board.
- Stick the flashcards of the table and door to the left and right of the numbers. Draw two circles below the numbers.
- Point to the table. Say *Count*. Children count *One*. Point to the door. Say *Count*. Children count *One*. Point to the circles. Say *Count*. Children count *One, two*.
- Draw a line from the number 1 to the table.
- Call a child to the front to connect the door with the correct number (1). Call another child to connect the circles with the correct number (2).
- Tell children to look at page 12.
- Tell them to count the number of each object and draw a line to the correct number.
- If some children finish quickly, ask them to colour the pictures.

## Lesson 4 NO PAGE 13

To count 1 and 2

### 1 Find and colour the picture with 1 dog.

- Tell children to look at the first activity on page 13.
- Explain in the children's own language that there are three pictures, or groups, of animals. Ask them which animals they can see (*cat and dog*).
- Ask them to count the number of dogs in the first picture (2). Repeat with the second and third pictures.
- Tell them to colour the picture with one dog.
- Check that children have coloured the correct picture.

### 2 Find and colour the picture with 2 cats.

- Tell children to look at the second activity on page 13.
- Explain in the children's own language that there are also three pictures, or groups of animals, in this activity. Ask them which animals they can see (*cat and dog*).
- Ask them to count the number of cats in the first picture (1). Repeat with the second and third pictures.
- Tell them to colour the picture with two cats.
- Check that children have coloured the correct picture.

## Lesson 5 NO PAGE 14

To count 1 and 2

To develop the left to right eye movement required for English

### 1 Look and match.

- Tell children to look at page 14.
- Children name and count the objects in the left column.
- Tell them to look at the right column. Ask them to name and count the objects in that column.
- Model the activity. Draw a coat on the top left of the board and the same coat on the bottom right. Colour the coat on the right. Move your finger in a straight line from the coat on the left to the coat on the right.
- Children practise counting and matching the objects in their books with their fingers. Check that they are moving their fingers from left to right. Ask children to say the words for the objects and count them aloud as they match.
- Tell children to match the objects with their pencils, saying the words for the objects and counting as they do so.

## Lesson 6 NO PAGE 15

To count 1 and 2

To locate items within a picture

**Materials:** flashcards 6–12

### 1 Look, count and circle.

- Hold up the flashcard of the board. Ask *What's this?* Children say *It's a board*. Stick the flashcard on the board. Repeat with the other classroom flashcards.
- Draw a coat on the board. Ask *What's this?* Child say *It's a coat*.
- Write the numbers 1 and 2 under each flashcard or picture.
- Tell children to look at page 15.
- Ask children in their own language if they can see any of the classroom objects in the picture (all of them are there).
- Say *Point to the board*. Check that children are pointing to the board in the centre of the picture.
- Say *Count*. Children count *One*.
- Circle the number 1 under the flashcard of the board. Tell children to trace the circle around the 1 in their books.
- Explain in the children's own language that they should find and count the number of each item and then circle the correct number under the picture at the bottom.
- Check that children have circled the correct numbers.

## Lesson 1 CD PAGES 16-17, AB PAGE 18

- To identify toys
- To recognize English sounds and spoken words
- To recognize parts of the whole
- To count 1 and 2
- To develop fine motor control

**Vocabulary:** ball, balloon, boat, car, doll, robot, teddy bear

**Materials:** CD tracks 16-17, flashcards 13-19

## Class Book CD PAGES 16-17

### Warm-up

- Tell children to look at the picture on pages 16 and 17. Ask the following questions in the children's own language: *Who is the boy in the picture? (Baz), Who is the girl? (Tess), What are they doing? (Playing with their toys), Are they playing nicely? (Yes), How do you know? (They are sharing).*

### Listen and say. 16

- Tell children that they are going to learn the words for the toys.
- Play the CD, holding up the flashcard for each toy as its name is said. Pause after each word so children can point to the object in their books. Check children are pointing to the correct object.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

### Transcript 16

#### Listen and say.

balloon, doll, ball, boat, teddy bear, robot, car

### Listen and find. 17

- Tell children that you are going to say a word and they should point to that object in their books.
- Say the words at random, e.g. *ball, teddy bear, doll, robot, car, balloon, boat*. As you say each word, you may like to hold up the flashcard of the object to give children visual support.
- Check children are pointing to the correct object in their books.
- Play the CD and pause after each word. Children listen and point to the object in their books.

### Transcript 17

#### Listen and find.

ball, balloon, boat, car, doll, robot, teddy bear

## Activity Book AB PAGE 18

### 1 Find and colour.

- Model the activity on the board. Draw a simple road scene with two lorries, one car, and one bike. Above this, in a box, draw another car, and write a 1 next to it. Next to this, draw a lorry in a box and write a 2 next to it.
- Ask a child to come to the front. Point to the car and the number in the box, and ask the child to find and shade the one car in the picture.
- Ask another child to come to the front. Point to the lorry and the number in the box, and ask the child to find, count, and shade that number of lorries in the picture. The child should shade two lorries.
- Tell children to look at page 18.
- Ask them to tell you in their own language what they can see in the picture at the bottom of the page (*a boy playing with his toys*).
- Children name the objects they can see in the box at the top of the page (*teddy bear, robot, car, doll, boat, balloon, ball*). Explain that they should look at the big picture and find one or two of each of the objects shown in the box, according to the number next to each object.
- Children locate and colour the objects in the big picture. Tell them to count the objects aloud as they find and colour them.
- Check children's pictures.

### Optional activity

- Tell children in their own language that you are going to play a game.
- Tell them that you are quickly going to show them pictures of the toys and they have to remember them in order.
- Show the flashcards for teddy bear and car. Put them face down.
- Ask children to say the names of the things they saw in English (*teddy bear, car*).
- Make the game more challenging by adding to the number of flashcards you show or showing them for a shorter amount of time.

## Lesson 2 CE PAGES 16–17, AF PAGE 18

- To identify belongings
- To thank someone
- To develop fine motor control

**Vocabulary:** *Here you are.*

**Structure:** *This is my / This is your...*

**Materials:** CD track 18, flashcards 13–19

### Class Book CE PAGES 16–17

#### Warm-up

- Review the names of the toys. Hold up the flashcard of the doll. Ask *What's this?* Children respond *It's a doll.*
- Repeat with the other toy flashcards.

#### Listen and say. 18

- Tell children to look at the picture on pages 16 and 17. In their own language, ask children to say what they think the characters are doing (*Tess and Baz are giving each other their toys*). Play the CD once to check the answer.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.
- Ask if children can remember what Tess said when she gave Baz his boat (*Here you are*).
- Ask if they can remember what Baz said after Tess gave him his boat (*Thank you*).

#### Transcript 18

##### Listen and say.

**Tess** This is my doll. This is your boat, Baz. Here you are.

**Baz** Thank you, Tess. This is my teddy bear.

#### Say and do.

- Hold up the flashcard of the boat, and ask *What's this?* Children say *It's a boat.*
- Call a child to the front. Say *This is your boat, (Samy). Here you are.* Give the boat flashcard to the child. Encourage the child to say *thank you.*
- Repeat with other flashcards and other children.
- If any children are confident enough, they can take your role in handing the flashcard to another child and saying the lines of the dialogue.

### Activity Book AF PAGE 18

#### 1 Trace the same letter.

- Write the lower case letter *a* on the board. Ask children to say the name and sound of the letter (*a, /æ/*).
- Write the lower case letters *b, a, c,* and *d* in a row to the right of the *a*.
- Ask children to say the name and sound of each letter as you point to it.
- Ask them to tell you which letter is the same as the *a* at the beginning of the row. Trace over the second *a* with a different colour or with a thicker line.
- Tell children to look at page 19.

- Ask children to look at the first row of letters. Explain that they should do the exercise just as you have done it on the board.
- Tell them to put their finger on each letter and say its name and sound. Tell them to trace over the letter that is the same as the one at the beginning of the row.

#### 2 Look and say. Circle the letter.

- Hold up the flashcard of the balloon. Ask *What's this?* Children respond *It's a balloon.*
- Ask them to tell you the first sound of the word *balloon* (*/b/*).
- Stick the flashcard on the board. Write the letters *a, b, c,* and *d* to the right of the flashcard. Ask children which letter has the sound */b/* (*b*).
- Call a child to the front to circle the *b*.
- Tell children to look at the bottom of page 19.
- Tell them to say each word aloud and then circle the letter whose sound is at the beginning of the word.
- Check the answers as a class.

#### Optional activity

- Give each child a sheet of paper. Ask them to draw and then colour their favourite toy of the seven new toys introduced in this unit.
- Call a child to the front with his or her picture. Use one of the flashcards as your toy. Hold the flashcard and the child's picture in your hands. Point to your flashcard, saying *This is my (name of toy).* Then give the child his or her picture, saying *This is your (name of toy). Here you are.* Encourage the child to say *thank you.*
- Give the child the flashcard and the picture to begin the dialogue.
- Repeat with other pairs of children performing at the front with their pictures.

## Lesson 3 Letter fun! CD PAGE 18

To say, recognize, and write the letter Ee

To recognize and say the sound /e/

To develop fine motor control

**Vocabulary:** egg, elephant

**Materials:** CD track 19, flashcard 85; (optional) flashcards 81–84

### Class Book CD PAGE 18

#### Warm-up

- Say *d, /d/*. Ask children to give you the name of something beginning with that sound (*doll, door*).
- Repeat with other known letters (*a, b, c*).

#### Learn the letter.

- Hold up flashcard 85 of the egg. Say *egg*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter *e* on the board under the egg. Point to it and say */e/ egg*.
- Present the word *elephant* by miming an elephant with its long trunk and big ears, and drawing it on the board. Write the letter *e* under it. Point to it and say */e/ elephant*.
- Explain that although the sound of the letter is */e/*, the name of the letter is *e*. Have children repeat the letter name and letter sound, along with the words, several times as you point to the pictures and letters on the board (*e, /e/, egg; e, /e/, elephant*).
- Write the capital *E* on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound */e/*. If children can't think of any names in their own language, give some examples of English names (*Edward, Edgar, Eleanor, Elizabeth, etc.*).
- Tell children that they are going to learn how to write the letter *Ee*. Tell them to open their books at page 18 and look at the letters *Ee* with the arrows.
- Stand with your back to the class as you use your finger to 'write' a capital *E* in the air. Write the letter exactly as it is presented in the Class Book (see also TB p119).
- Tell children to copy your action and write a capital *E* in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case *e*.
- Tell children to practise tracing over the letters in their books with their fingers.

#### Sing. CD 19

- Tell children that they are going to sing a song to help them learn the letter *Ee*.
- 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 CD 19

##### Sing.

e, e, e

/e/, /e/, /e/

/e/ egg, /e/ egg

/e/, /e/, /e/

e, e, e

/e/, /e/, /e/

/e/ elephant, /e/ elephant

/e/, /e/, /e/

##### Find.

- Tell children to find the letter *e* in the alphabet at the top of the page. Explain that *e* is the fifth letter of the alphabet.
- Tell children to look at the main picture on the page. Say *egg*, and ask children to point to the egg. Check that children are pointing to the picture of the egg.
- Say *elephant*. Check that children are pointing to the elephant.
- Tell children to find the things beginning with the sounds */b/* (*ball* and *bird*), */k/* (*cat*), and */d/* (*dog*).

#### Activity Book AB PAGE 20

##### 1 Trace and write.

- Tell children to look at page 20.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the capital *E*. Write the letter on the lines exactly as it is presented in the Class Book (see also TB p119).
- Tell children to practise 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.
- Repeat the procedure for the lower case *e*.
- Draw more writing lines on the board. Call children to the board to write *E* and *e* on the lines. Correct as necessary.

##### 2 Trace and say. Colour.

- Tell children to look at the pictures and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the pictures with their fingers, and then colour them.
- Tell children to colour the rest of the pictures. They should try not to colour outside the lines.

##### Optional activity

- Tell children they are going to play a game to review the sounds.
- Put the phonic flashcards for *a, b, c*, and *d* (flashcards 81–84) in different places in the room.
- Point to a child. Say */æ/, a*. The child finds the correct card, collects it, and gives it to you. Encourage the child to say *Apple. Here you are*. Respond with *Thank you*.
- Continue with the remaining letters and flashcards.

## Lesson 4 Song **CD TRACKS 19-21**

To identify, write, and use numbers 3 and 4

**Vocabulary:** 3, 4, knock, count

**Materials:** CD tracks 20–21, flashcards 13–19, 71–74

### Class Book **PAGE 19**

#### Warm-up

- Review the words for the toys. Call a child to the front. Hold the flashcards for doll and car in your hand. Say *This is my doll. This is your car. Here you are.* Hand the car flashcard to the child. The child responds with *thank you*.
- Call another child to join you. Give two different toy flashcards to the first child. Explain that he or she should give one to the classmate and keep one. Tell them to use the language you have just modeled. Repeat with several children.

#### Count 1–4.

- Draw three circles on the board. Say *Three*. Count *One, two, three*. Write the number 3 under them.
- Draw four circles to the right of the first three. Point to each circle as you say *One, two, three, four*. Write the number 4 under them.
- Point to the number 3. Say *Three*. Point to 4. Say *Four*.
- Call a child to the front. Say *Three*. Encourage the child to point to the 3 on the board. Repeat with other children.
- Tell children to open their books at page 19. Tell them to look at the pictures at the bottom.
- Tell them you are going to say a number and they should point to the correct picture. Say *Three*. Check that children are pointing to the correct picture. Repeat with *Four*.

#### Sing. 20

- Ask children to tell you what is happening in the picture. (*The children are playing with their toys.*)
- Present *Knock on the door* and *Come in* by demonstrating with children at the classroom door.
- 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 count on their fingers as they sing *One, two, three, four*.
- Encourage them to pretend to knock on a door for the line *Knock, knock, knock, on the door*.
- Play the CD again and ask children to sing the song as they do the actions.

#### Transcript 20

##### Sing.

<i>One, two, three, four</i>	<i>Toys for you</i>
<i>Knock, knock, knock, on the door</i>	<i>Toys for me</i>
<i>Four, three, two, one</i>	<i>Toys, toys, toys,</i>
<i>Come in! Time for fun!</i>	<i>Count with me!</i>

#### Sing and do. 20

- Give the four number flashcards to four children. Explain that they will sing the lines *One, two, three, four* and *Four, three, two, one* and hold up the flashcards.

- Ask two or three children to stand at the door and sing the lines *Knock, knock, knock, on the door* and *Come in! Time for fun!*
- Tell the rest of the children to sing the other lines.

#### Find and count. 21

- Draw a balloon on the board. Say *One balloon*. Write the number 1 under it. Children repeat: *One balloon*.
- Draw two balloons next to it. Say *Two balloons*. Write the number 2 under them. Children repeat *Two balloons*. Be sure to clearly pronounce the /z/ sound at the end of *balloons*, but do not over-emphasize the plurals in this activity since counting is the primary focus.
- Explain that the children are going to count the number of objects in the main picture.
- Play the first two items on the CD and ask children to count along with the children in the recording.
- Play the rest of the recording. Pause the CD to allow children time to count each of the other items. Continue the recording to check the answer for each.

#### Transcript 21

##### Find and count.

Count the dolls.	Count the boats.
One, two, three.	One, two, three.

Count the balloons.	Count the robots.
One, two, three, four.	One.

Count the teddy bears.	Count the balls.
One, two.	One, two, three, four.

### Activity Book **PAGE 21**

#### 1 Draw.

- Ask children to tell you the numbers at the top of the page (3, 4).
- Model the activity. Write the number 2 on the board. Ask children to tell you the number (2). Draw one balloon under the number 2. Ask *Yes?* Children respond *No*.
- Draw another balloon next to the first one. Ask *Yes?* Children respond *Yes*.
- Ask children what number they can see above the first box, and what they can see in the picture. Explain that they must draw three apples in the box, etc.
- Children do the activity. Check that they have drawn the correct number of apples and balls.

#### 2 Trace and write.

- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the number 3. Write the number on the lines exactly as it is presented in the Class Book.
- Tell children to practise tracing over the numbers in their books with their fingers.
- Children trace and write the numbers with their pencils. Check that they are holding their pencils correctly and forming the numbers correctly.
- Repeat the procedure for the number 4.
- Draw more writing lines on the board. Call children to the board to write 3 and 4 on the lines. Correct as necessary.

# Lesson 5 Letter fun! CD TRACK 22, AS PAGE 22

To say, recognize, and write the letter *Ff*

To recognize and say the sound /f/

To develop fine motor control

**Vocabulary:** fan, fig

**Materials:** CD track 22, flashcard 86, a fig

## Class Book CD TRACK 22

### Warm-up

- Review the sounds and forms of letters *a*, *b*, *c*, *d*, and *e*. Write the lower case letters *a*, *c*, and *d* on the board. Draw writing lines in place of *b* and *e*.
- Ask children which letters are missing (*b* and *e*).
- Call a child to the front. Ask him or her to write the *b* in the correct place. Call another child to write the *e*.
- Repeat with capital letters, omitting different letters.

### Learn the letter.

- Hold up flashcard 86 of the fan. Say *fan*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter *f* on the board under the fan. Point to it and say /f/ fan.
- Present the word *fig* by showing a real one and then drawing one on the board. Write the letter *f* under it. Point to it and say /f/ fig.
- Explain that although the sound of the letter is /f/, the name of the letter is *f*. Have children repeat the letter name and letter sound, along with the words, several times as you point to the pictures and letters on the board (*f*, /f/, fan; *f*, /f/, fig).
- Write the capital *F* on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /f/. If children can't think of any names in their own language, give some examples of English names (*Fred*, *Finn*, *Frances*, *Felicity*, etc.).
- Tell children that they are going to learn how to write the letter *Ff*. Tell them to open their books at page 20 and look at the letters *Ff* with the arrows.
- Stand with your back to the class as you use your finger to write a capital *F* in the air. Write the letter exactly as it is presented in the Class Book (see also TB p119).
- Tell children to copy your action and write a capital *F* in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case *f*.
- Tell children to practise tracing over the letters in their books with their fingers.

### Sing. CD TRACK 22

- Tell children that they are going to sing a song to help them learn the letter *Ff*.
- 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 CD TRACK 22

#### Sing.

f, f, f  
 /f/, /f/, /f/  
 /f/ fan, /f/ fan  
 /f/, /f/, /f/

f, f, f  
 /f/, /f/, /f/  
 /f/ fig, /f/ fig  
 /f/, /f/, /f/

#### Find.

- Tell children to find the letter *f* in the alphabet at the top of the page. Explain that *f* is the next letter of the alphabet.
- Tell children to look at the main picture on the page. Say *fan*, and ask children to point to the fan. Check that children are pointing to the picture of the fan.
- Say *fig*. Check that children are pointing to the fig.
- Tell children to find the things beginning with the sounds /b/ (*boat*), and /d/ (*door*).

### Activity Book CD TRACK 22

#### 1 Trace and write.

- Tell children to look at page 22.
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the capital *F*. Write the letter on the lines exactly as it is presented in the Class Book (see also TB p119).
- Tell children to practise 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.
- Repeat the procedure for the lower case *f*.
- Draw more writing lines on the board. Call children to the board to write *F* and *f* on the lines. Correct as necessary.

#### 2 Trace and say. Colour.

- Tell children to look at the pictures and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the pictures with their fingers, and then colour them.
- Tell children to colour the rest of the pictures. They should try not to colour outside the lines.

#### Optional activity

- Tell children you are going to say a word and they have to tell you the name and sound of the first letter in the word. You may want to use the flashcards as support.
- Say *door*. Children say *d*, /d/. Repeat with *boat*, *car*, *doll*, *balloon*, *apple*, and *egg*.

## Lesson 6 Story (PAGE 20, 21)

- To follow the left to right sequence of English
- To develop listening skills in English
- To understand and enjoy a story
- To revise numbers 1–4
- To revise and consolidate language introduced in the unit

**Vocabulary:** Hello / Hi, Bye, balloon, car, sit down

**Materials:** CD tracks 23–24, flashcards 14, 17, 18, 86

## Class Book (PAGE 21)

### Warm-up

- Review greetings by walking around the class and saying *Hello, Hi* to the children. Encourage them to say *Hello* or *Hi* to you. (You can explain that *Hi* is another way of saying *Hello* to people that you know quite well.)
- Review commands. Say *Stand up*. Wait for children to respond. Repeat with *clap* and *sit down*.

### Look and say.

- Tell children to open their books at page 21.
- 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 cat and the rabbit? (Pat and Jig), What toys can you see? (balloon, car), What is happening in the story? (Pat turns on the fan and Jig rides in the car).*

### Listen. 23

- 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 23

**Listen.**

**Jig** Hello, Pat.

**Pat** Hi, Jig!

**Jig** This is my balloon.

**Pat** This is my car. Sit down, Jig.

**Jig** OK.

**Pat** Get ready. 3, 2, 1.

*[whoosh of fan]*

**Jig** Bye!

### Listen and act. 23

- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually. Children should repeat the lines they hear, not the text under the pictures.
- Tell the class that they are going to act out the story. Stick the flashcard of the car on the board. Call two children to the front to model the story with you. One child is Jig and holds the flashcard of the balloon and the other child is Pat and holds the flashcard of the fan.
- Help the children to say the lines. The child playing Jig stands next to the flashcard of the car on the board and the child playing Pat makes a *whoosh* sound and holds up the fan. The child playing Jig holds up the balloon and moves backwards.
- Call other children to the front to act out the story.
- Help children to perform by prompting the lines and telling them to repeat.

### Sing. 24

- Tell children they are going to learn a chant for Jig to cheer him on as he rides in the car.
- Play the CD. Pause after each line for the children to repeat chorally and individually.

### Transcript 24

**Sing.**

3, 2, 1

Go, Jig!

Time for fun!

## Activity Book (PAGE 21)

### 1 Colour and say.

- Stick the flashcard of the robot on the board. Ask *What's this?* Children say *A robot*. Say *Count*. Children say *One*.
- Tell children to look at page 23.
- Tell children to colour the pictures. Tell them to stay inside the lines as well as they can.
- When children have finished, get them to say the number of each toy (*robot 1, dolls – 2, teddy bears 3, boats 4*).

### Optional activity

- Write the numbers 1 and 3 on the board. Draw writing lines in place of 2 and 4.
- Ask children which numbers are missing (2 and 4).
- Call a child to the front. Ask him or her to write the 2 in the correct place. Call another child to write the 4.
- Repeat with other children and other missing numbers.

To review the letters and sounds for *Ee* and *Ff*

To review the numbers 3 and 4

To develop fine motor control

**Materials:** flashcards 71–74, 85–86

## Activity Book

### Warm-up

- Review the numbers. Hold up a number flashcard. Children say the number.
- Show the numbers in random order.

### 1 Match and colour.

- Write the letters *e* and *f* on the board. Point to each letter and have children tell you the name and the sound (*e*, /e/; *f*, /f/).
- Stick the flashcard of the fan on the board. Ask children what sound the word *fan* begins with (/f/).
- Ask a child to come to the front and draw a line from the flashcard to the correct letter.
- Repeat with the flashcard of the egg.
- Tell children to look at page 24.
- Ask children to say the words for the pictures (*elephant*, *fig*, *egg*, *fan*).
- Children draw lines from each of the letters to the correct pictures. Check the answers. Children can then colour the pictures.

### 2 Count and match.

- Stick the number flashcards for 3 and 4 on the board.
- Tell children to look at activity 2 on page 24.
- Tell children to count the number of cars in the first picture (4).
- Ask children which number on the board shows the number of cars (4). Tell children to draw a line from the number 4 in their books to the four cars.
- Children complete the activity by counting the bears and drawing a line from the 3 to the bears.

### Progress check 3 (photocopiable) (TB p96)

- Follow the procedure described on page 11 of the introduction.

## Lesson 1

To count and write the number 3

### 1 Trace and count. Write.

- Tell children to look at page 16.
- Ask the children which number they see at the top of the page (3). Ask them to trace the number with their fingers, starting at the dot, and following the direction of the arrows.
- Say *Count the dolls*. Children count *One, two, three*.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the 3. Model writing the number 3 on the board while children trace the numbers with their fingers in their books.
- Children trace and write the numbers with their pencils.

### 2 Count and match.

- Ask children to tell you the names of the toys they can see (*doll*, *balloon*, *ball*, *robot*).
- Tell them to count the number of each item.
- Ask *Three dolls?* Children say *No*. Ask *Three balloons?* Children say *Yes*. Tell them to trace the line from the 3 to the balloons.
- Children complete the activity. Check the answers.

## Lesson 2

To count and write the number 4

To count from 1 to 4

### 1 Trace and count. Write.

- Tell children to look at page 17.
- Ask the children which number they see at the top of the page (4). Ask them to trace the number with their fingers, starting at the dots, and following the direction of the arrows.
- Say *Count the balloons*. Children count *One, two, three, four*.
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the 4. Model writing the number 4 on the board while children trace the numbers with their fingers in their books.
- Children trace and write the numbers with their pencils.

### 2 Count and circle.

- Draw a balloon on the board. Ask *What's this?* Children say *A balloon*.
- Write the numbers 1, 2, 3, 4 under the balloon. Call a child to the front to circle the correct number (1).
- Tell children to look at the second activity on page 17. Tell them to count the number of each item and circle the correct number.
- Check the answers.

To count from 1 to 4

To write the numbers 3 and 4

To develop fine motor control

### 1 Count and colour.

- Draw four figs in a row on the board. Say *Count the figs*. Children count *One, two, three, four*.
- Write the number 2 to the left of the figs. Call a child to the front to colour or shade in two figs.
- Tell children to look at page 18.
- Explain that they should colour the number of items indicated by the number at the beginning of the line.
- Tell children to try to stay inside the lines as well as they can.
- Check the answers.

### 2 Trace.

- Draw a line of dotted numbers 3 and 4 on the board.
- Call a few children to the front to trace a number while the other children trace the numbers in their books with their fingers.
- Children trace and write the numbers with their pencils.

## Lesson 4 **NO PAGE 19**

To recognize numbers 2, 3, and 4

### 1 Follow the numbers.

- Tell children to look at page 19.
- Ask in the children's own language which numbers are in back on the left and right of the page (2, 3, 4).
- Explain in the children's own language that it is possible to move from the number on the left to the same number on the right.
- Model the activity. Copy the large 2s and the two rows of letters and numbers on the board. Point to the large number 2. Say *Two*. Point to the 2 at the beginning of the top row. Ask *Two?* Children say *Yes*.
- Point to the *b* below the 2. Ask *Two?* Children say *No*. Point to the number 2 to the right of the first one. Ask *Two?* Children say *Yes*.
- Continue asking about the letters and numbers, connecting the 2s until you reach the large 2 on the right.
- Children complete the activity.
- Check the answers on the board.

To count from 1 to 4

To develop fine motor control

### 1 Draw, count and write.

- Tell children to look at page 20.
- Children name the objects in each row.
- Tell them to trace the dotted egg in the first row. Say *Count the eggs*. Children count *One, two, three*. Tell them to trace the number 3 to the right of the eggs.
- Children complete the activity, tracing the pictures and writing the numbers.
- If children finish quickly, ask them to colour the pictures.
- Check the answers.

## Lesson 6 **NO PAGE 21**

To recognize numbers 1–4

To develop fine motor control

**Materials:** flashcards 71–74

### 1 Colour 1, 2, 3 and 4.

- Hold up each number flashcard for children to say the number.
- Stick the number flashcards on the board.
- Tell children to look at page 21.
- Explain in their own language that they are going to colour only the pieces of the picture that have one of the numbers on the board in them.
- Depending on the level of your class, you may wish to assign a specific colour for each number, e.g. 1 = red, etc.
- Tell children to stay inside the lines as well as they can while colouring.
- When children finish, ask them to tell you the toy that is revealed (*a robot*).

## Lesson 1 CB PAGES 22-23, AB PAGE 25

- To identify school things
- To recognize English sounds and spoken words
- To recognize parts of the whole
- To develop fine motor control

**Vocabulary:** bag, book, lunch box, pencil, pencil box, rubber, water bottle

**Materials:** CD tracks 25-26, flashcards 20-26

## Class Book CB PAGES 22-23

### Warm-up

- Tell children to look at the picture on pages 22 and 23. Ask the following questions in the children's own language: *Where are the children? (At school), Who is the boy at the front of the classroom? (Baz), Who is with Baz? (Mrs Woodward, his teacher).*

### Listen and say. 25

- Tell children that they are going to learn the words for the children's school things.
- Play the CD, holding up the flashcard for each school thing as its name is said. Pause after each word so children can point to the object in their books. Check children are pointing to the correct object.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

### Transcript 25

#### Listen and say.

lunch box, water bottle, book, pencil box, bag, pencil, rubber

### Listen and find. 26

- Tell children that you are going to say a word and they should point to that object in their books.
- Say the words at random, e.g. *water bottle, pencil box, book, pencil, bag, lunch box, rubber.* As you say each word, you may like to hold up the flashcard of the object to give children visual support.
- Check children are pointing to the correct object in their books.
- Play the CD and pause after each word. Children listen and point to the object in their books.

### Transcript 26

#### Listen and find.

bag, book, lunch box, pencil, pencil box, rubber, water bottle

## Activity Book AB PAGE 25

### 1 Find and circle. Colour.

- Tell children to look at page 25.
- Ask them to tell you what they see in the box at the top of the page (*a book, a pencil box, a rubber, a water bottle*).
- Put the flashcards for these objects on the board.
- Point to the flashcard for book. Ask children if they can find a book in the big picture on page 25. Tell children to circle the book.
- Children locate and circle the other objects in the big picture.
- Check children's circles.
- If some children finish quickly, ask them to colour the picture.

### Optional activity

- Ask two children to bring their pencils, books, and rubbers to the front.
- Model the activity. Pick up one child's book. Say *This is your book. Here you are.* Give it to the child. Encourage the child to say *Thank you.*
- The children take turns giving each other their pencils and rubbers.
- Call other children to the front to perform with other objects, e.g. water bottles, lunch boxes, etc.

## Lesson 2 CD PAGES 22–23, AB PAGE 24

To ask and answer about quantity

To ask and answer about age

To notice the final *s* in regular plurals

To count from 1 to 4

To develop fine motor control

**Structure:** *How many ...? How old are you?*

**Materials:** CD tracks 27–28, flashcards 20–26

### Class Book CD PAGES 22–23

#### Warm-up

- Review the names of the school things. Hold up the flashcard of the bag. Ask *What's this?* Children respond *It's a bag.*
- Repeat with the other flashcards.

#### Listen and say. 27

- Tell children to look at the picture on pages 22 and 23. In their own language, ask children to say what Baz is doing (*Pointing at one of the tables*). Tell children that this is Table 1 in Baz's classroom.
- Tell children that Baz is counting some things at Table 1. Tell them to listen for the things he is counting (boys and water bottles). Play the CD once to check the answers.
- Point out how when you are talking about more than one boy or water bottle there is a /z/ sound at the end of the word: *boy, boys, water bottle, water bottles*. Draw a stick figure on the board, and then draw two stick figures to the right of this. Point to the first picture and say *boy*. Point to the second picture and say *boys*. Children repeat chorally and individually. Make sure they are pronouncing the final *s* for the plural word.
- Check that children understand by presenting and drilling plurals for vocabulary from previous units, e.g. *apple / apples, bird / birds, dog / dogs*, etc.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.
- Tell children in their own language that Mrs Woodward also asks Baz how old he is. Ask children if they can identify that question (*How old are you?*).

#### Transcript 27

##### Listen and say.

**Mrs Woodward** Point to table 1, Baz. How many boys?

**Baz** One... two... Two!

**Mrs Woodward** How many water bottles?

**Baz** One... two... three... four. Four!

**Mrs Woodward** Good, Baz. How old are you?

**Baz** One... two... three... four. I'm four!

#### Sing. 28

- Tell children that they are going to learn a song to ask and tell about their age.
- 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 hold up four fingers as they sing *I'm four*.
- If some children are five, tell them that they are going to learn the next number in this unit very soon.

#### Transcript 28

##### Sing.

How old are you?

I'm four.

How old are you?

I'm four.

How old are you? How old are you?

I'm four. I'm four. I'm four!

### Activity Book AB PAGE 24

#### 1 Count and match.

- Ask children to tell you the names of the school things they can see (*rubbers, lunch boxes, pencils*).
- Tell them to count the number of rubbers.
- Ask *How many rubbers?* Children say *Four*. Tell them to trace the line from the rubbers to the number 4.
- Children complete the activity. Check the answers.

#### 2 Draw, write and say.

- Ask children in their own language what Baz is doing in the picture. (*He is telling us that he's four.*)
- Tell children to draw a picture of themselves and write their age under it.
- When children have finished, have each child stand at his or her seat and say *Hi. I'm (name). This is my picture. I'm four.*
- For any children who are five, write 5 as a model for them to copy and teach them to say *I'm five*.

#### Optional activity

- Take four water bottles from the class. Put them at the front of the class. Ask *How many water bottles?* Children count *One, two, three, four. Four water bottles.*
- Repeat with 1–4 rubbers, pencils, books, lunch boxes, bags, or pencil boxes.
- Encourage children to pronounce the *es* ending correctly for *pencil cases* and *lunch boxes*. Model these words several times for children to repeat. Don't try to explain plural forms to children in detail, just encourage them to repeat correctly, without criticizing them for any errors they may make.

# Lesson 3 Letter fun! CD PAGE 27 / AS PAGE 27

To say, recognize, and write the letter Gg

To recognize and say the sound /g/

To develop fine motor control

**Vocabulary:** *girl, give*

**Materials:** CD track 29, flashcard 87

## Class Book CD PAGE 27

### Warm-up

- Say /f/, /ff/. Ask children to give you the name of something beginning with that sound (*fan, fig*).
- Repeat with other known letters (*a /æ/, b /b/, c /k/, d /d/, e /e/*).

### Learn the letter.

- Hold up flashcard 87 of the girl. Say *girl*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter *g* on the board under the girl. Point to it and say /g/ *girl*.
- Present the word *give* by calling a child to the front with his or her pencil. Say *Give me your pencil*. Motion for the child to give you the pencil. Say *give* as he or she does the action.
- Explain that although the sound of the letter is /g/, the name of the letter is *g*. Have children repeat the letter name and letter sound, along with the words, several times (*g, /g/, girl; g, /g/, give*).
- Write the capital *G* on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /g/. If children can't think of any names in their own language, give some examples of English names (*Gareth, Gregory, Gloria, Grace, etc.*).
- Tell children that they are going to learn how to write the letter *Gg*. Tell them to open their books at page 24 and look at the letters *Gg* with the arrows.
- Stand with your back to the class as you use your finger to 'write' a capital *G* in the air. Write the letter exactly as it is presented in the Class Book (see also TB p 19).
- Tell children to copy your action and write a capital *G* in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case *g*.
- Tell children to practise tracing over the letters in their books with their fingers.

### Sing. CD 29

- Tell children that they are going to sing a song to help them learn the letter *Gg*.
- 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 CD 29

### Sing.

g, g, g	g, g, g
/g/, /g/, /g/	/g/, /g/, /g/
/g/ girl, /g/ girl	/g/ give, /g/ give
/g/, /g/, /g/	/g/, /g/, /g/

### Find.

- Tell children to find the letter *g* in the alphabet at the top of the page. Ask children for the name and sound of the letter before *g* (*f, /f/*).
- Tell children to look at the main picture on the page. Say *girl*, and ask children to point to a girl. Check that children are pointing to one of the girls.
- Say *give*. Ask children in their own language if they can see an example of *give* in the picture (*the teacher is giving the girl the elephant rubber*).
- Tell children to find the things beginning with the sounds /b/ (*bird*) and /e/ (*egg, elephant*).

## Activity Book AS PAGE 27

### 1 Trace and write.

- Tell children to look at page 27.
- Draw writing lines on the board. Put a dot on the lines to show the starting points for forming the capital *G*. Write the letter on the lines exactly as it is presented in the Class Book (see also TB p 19).
- Tell children to practise 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.
- Repeat the procedure for the lower case *g*.
- Draw more writing lines on the board. Call children to the board to write *G* and *g* on the lines. Correct as necessary.

### 2 Trace and say. Colour.

- Tell children to look at the pictures and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the picture with their fingers, and then colour them.
- Tell children to colour the rest of the pictures. They should try not to colour outside the lines.

### Optional activity

- Tell children they are going to play a game to review the letters.
- Call a child to the front. Tell him or her to close his or her eyes.
- Write the letter *g* on the board. Guide the child's finger along the letter to trace it. Be sure to follow the directions for forming the letter.
- Say *What's this?* The child answers *g*.
- Repeat with other known letters and other children guessing.

To identify, write, and use number 5

To identify and use numbers 3 and 4

**Vocabulary:** 5, hide

**Materials:** CD track 30, flashcards 13, 15, 75

## Class Book

### Warm-up

- Review the words for doll and teddy bear with the flashcards. Call a child to the front and give him or her the flashcards. Say *Give me the doll*. The child gives you the doll flashcard. Repeat with teddy bear.
- Keep the child at the front and call another child to join you. Say to the first child *Give (name) the teddy bear*. The first child gives the second child the teddy bear flashcard.
- Repeat with several children.

### Count 1–5.

- Tell children that they are going to learn to count further in English.
- Draw five circles on the board. Say *Five*. Count *One, two, three, four, five*. Write the number 5 under them.
- Ask *How many?* Children answer *Five*.
- Tell children to open their books at page 25. Tell them to look at the pictures at the bottom.
- Tell them you are going to say a number and they should point to the correct picture. Say *Five*. Check that children are pointing to the correct picture. Repeat with other numbers.

### Sing. 30

- Ask children to tell you in their own language what is happening in the picture. (*A doll and teddy bear are singing and dancing.*)
- Present the word *hide*. Say *hide* and then hide behind your table, or hide your eyes as if playing peek-a-boo. Call a child to the front, and say *hide*. Encourage the child to hide behind the table at the front. Ask the other children in their own language if they can see the child. Explain that they can't because the child is hiding.
- Tell children that they are going to learn a song with all the numbers they now know in English.
- 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 do the actions as they sing. Tell them to hold up their fingers as they sing *Count 1 and 2*.
- Encourage them to clap in time with the music for *Clap for you*.
- Encourage them to point to the door for the line *Point to the door*.
- Encourage them to bend down at their seats for *hide*.
- Play the CD again and ask children to sing the song as they do the actions.

### Transcript 30

#### Sing.

Doll and teddy bear	Doll and teddy bear
Count 1 and 2	Count 3 and 4
Doll and teddy bear	Doll and teddy bear
Clap for you	Point to the door

Doll and teddy bear      1, 2, 3, 4, 5! Hide!  
 Count to 5  
 Doll and teddy bear  
 Ready to hide

### Sing and do. 30

- Give the doll and teddy bear flashcards to two children. Call them to the front to lead the song.
- Sing the song. If there is time change parts.

## Activity Book

### 1 Count, circle and colour.

- Tell children to look at page 28.
- Ask them to tell you the numbers at the left of the page (5, 4, 3, 5).
- Model the activity. Write the number 4 on the board. Ask children to tell you the number (4). Draw five balloons to the right of the number. Ask *How many balloons?* Children say *Five*.
- Point to the number 4. Say *Count four*. Point to four of the balloons and count *One, two, three, four*. Circle four balloons.
- Ask children to do the activity. Tell them to count and circle the number of objects indicated by the number at the beginning of each row.
- Check that children have circled the correct number of objects. Tell them to colour the circled objects.

### 2 Trace and write.

- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the number 5. Write the number on the lines exactly as it is presented in the Class Book.
- Tell children to practise tracing over the numbers in their books with their fingers.
- Children trace and write the numbers with their pencils. Check that they are holding their pencils correctly and forming the numbers correctly.
- Draw more writing lines on the board. Call children to the board to write the number 5 on the lines. Correct as necessary.

#### Optional activity

- Sing the *How old are you?* song (CD track 28) for children who are five.
- Call a five-year-old and a four-year-old to the front and have them sing the song to each other.

# Lesson 5 Letter fun!

To say, recognize, and write the letter Hh

To recognize and say the sound /h/

To develop fine motor control

**Vocabulary:** *hand, horse*

**Materials:** CD track 31, flashcard 88; (optional) flashcards 81–87

## Class Book

### Warm-up

- Review the lower case and capitals of letters *a, b, c, d, e, f,* and *g*. Write the lower case letters *a, b, c, d, e, f,* and *g* on the board. Draw writing lines under each one.
- Call a child to the front. Ask him or her to write the capital letter for *A* on the writing lines under *a*.
- Repeat with different children writing the other capital letters.

### Learn the letter.

- Hold up flashcard 88 of the hand. Say *hand*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter *h* on the board under the hand. Point to it and say /h/ *hand*.
- Present the word *horse* by drawing a picture or making the sound of a horse. Say /h/ *horse* and point to the *h* on the board.
- Explain that although the sound of the letter is /h/, the name of the letter is *h*. Have children repeat the letter name and letter sound, along with the words, several times as you point to the pictures and letters on the board (*h, /h/, hand; h, /h/, horse*).
- Write the capital *H* on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /h/. If children can't think of any names in their own language, give some examples of English names (*Henry, Harriet, etc.*).
- Tell children that they are going to learn how to write the letter *h*. Tell them to open their books at page 26 and look at the letters *Hh* with the arrows.
- Stand with your back to the class as you use your finger to 'write' a capital *H* in the air. Write the letter exactly as it is presented in the Class Book (see also TB p 19).
- Tell children to copy your action and write a capital *H* in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case *h*.
- Tell children to practise tracing over the letters in their books with their fingers.

### Sing.

- Tell children that they are going to sing a song to help them learn the letter *h*.

- 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

#### Sing.

<i>h, h, h</i>	<i>h, h, h</i>
<i>/h/, /h/, /h/</i>	<i>/h/, /h/, /h/</i>
<i>/h/ hand, /h/ hand</i>	<i>/h/ horse, /h/ horse</i>
<i>/h/, /h/, /h/</i>	<i>/h/, /h/, /h/</i>

#### Find.

- Tell children to find the letter *h* in the alphabet at the top of the page. Ask children for the name and sound of the letter before *h* (*g, /g/*).
- Tell children to look at the main picture on the page. Say *hand*, and ask children to point to a hand in the picture. Check that children are pointing to one of the hands.
- Say *horse*. Check that children are pointing to the toy horse.
- Tell children to find the things beginning with the sounds /æ/ (*apple*), /k/ (*cat*), /d/ (*dug*), and /f/ (*fan*). Ask if there is something beginning with /g/ (*give* – the girl is giving the horse to the boy).

## Activity Book

### 1 Trace and write.

- Tell children to look at page 29.
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the capital *H*. Write the letter on the lines exactly as it is presented in the Class Book (see also TB p 19).
- Tell children to practise 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.
- Repeat the procedure for the lower case *h*.
- Draw more writing lines on the board. Call children to the board to write *H* and *h* on the lines. Correct as necessary.

### 2 Trace and say. Colour.

- Tell children to look at the pictures and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the picture with their fingers, and then colour them.
- Tell children to colour the rest of the pictures. They should try not to colour outside the lines.

#### Optional activity

- Show flashcard 88 of the hand. Children say /h/ *hand*.
- Children write the letter *h* in the air. Be sure they are forming the letter correctly.
- Repeat with other known letters.

# Lesson 6 Story CD PAGE 27, AUDIO PAGE 30

- To follow the left to right sequence of English
- To develop listening skills in English
- To understand and enjoy a story
- To revise numbers 1–5
- To revise and consolidate language introduced in the unit

**Vocabulary:** pencils, rubbers, books, thank you

**Materials:** CD track 32, flashcard 20

## Class Book CD PAGE 27

### Warm-up

- Review school things and numbers by holding up two bags and asking *How many bags?* Children say *Two*.
- Repeat with other school things.
- Say *Give me your pencil, (name)*. When the child gives you the pencil say *Thank you*.

### Look and say.

- Tell children to open their books at page 27.
- 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 boy and girl? (Baz and Tess), What school things can you see? (books, pencils, rubbers), What is happening in the story? (Baz is helping Tess pack her bag, but he is taking some of her things).*
- Ask the children what they think of Baz's behaviour. Remind them that they should respect other people's belongings.

### Count.

- Ask children to count some of the items in the story. Point to picture 1 and ask *How many pencils?* Help children to count the four pencils in Baz's left hand, and also the pencil in his right hand: *One, two, three, four ... and five*.
- Repeat with rubbers in picture 2 (*One, two, three*) and books in picture 3 (*One, two, three, four*).

### Listen. 32

- 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 32

Listen.

Tess How many pencils?

Baz Four.

Tess Four pencils?

Baz Yes.

Tess How many rubbers?

Baz Two.

Tess Two rubbers?

Baz Yes.

Tess How many books?

Baz Three.

Tess Three books?

Baz Yes.

Tess Give me my things, please.

Baz Sorry.

Tess Thank you, Baz.

### Listen and act. 32

- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually. Children should repeat the lines they hear, not the text under the pictures.
- Tell the class that they are going to act out the story. Collect five pencils, three rubbers, and four books from the children. Call two children to the front to model the story with you. One child is Baz and the other is Tess.
- Help the children to say the lines. The child playing the role of Baz may put the extra objects on the floor.
- Call other children to the front to act out the story.
- Help children to perform by promoting the lines and telling them to repeat.

## Activity Book CD PAGE 30

### 1 Count. Trace the right number.

- Stick the flashcard of the bag on the board. Ask *What's this?* Children say *A bag*. Say *Count*. Children count: 1.
- Write the numbers 1 and 2 under the flashcard.
- Call a child to the front to trace over the correct number (1), ideally using a different colour.
- Tell children to look at page 30.
- Tell children to count the number of items in each picture. Tell them to trace over the correct number.
- Check by asking about each picture. Ask *How many rubbers?* Children respond *Four*. Ask *How many pencils?* Children respond *Three*, etc.

### Optional activity

- Tell children to think of their favourite school thing for which they know the English name.
- Assign a number from 1–5 to each child by pointing at each child and counting 1–5.
- Tell children to draw that number of their favourite school thing, e.g. five bags, three lunch boxes, etc.
- When children have finished, call a child to the front to show his or her picture. Ask *How many (pencil boxes)?* The class answers.

To review the letters and sounds for *Gg* and *Hh*

To review the numbers 1–5

To develop fine motor control

**Materials:** flashcards 71–75, 87, 88

**Activity Book** AB PAGES 31**Warm-up**

- Review the numbers. Tell children to count the number of time you clap.
- Clap five times. Children say *Five*. Repeat with other numbers from 1 to 5.
- Call a child to the front to lead the clapping.

**1 Match and colour.**

- Write the letters *g* and *h* on the board. Point to each letter and have children tell you the name and the sound (*g*, /g/; *h*, /h/).
- Stick the flashcard of the girl on the board. Ask children what sound the word *girl* begins with (/g/).
- Ask a child to come to the front and draw a line from the picture to the correct letter.
- Repeat with the flashcard of the hand.
- Tell children to look at page 31.
- Ask children to say the words for the pictures (*horse, girl, hand, give*).
- Children draw lines from each of the letters to the correct pictures. Check the answers. Children can then colour the pictures.

**2 Join the dots. Colour.**

- Stick the number flashcards for 1–5 on the board in a semi-circle.
- Point to each number and children say its name.
- Draw a line connecting the numbers in order from 1–5.
- Change the position of the number flashcards to a zigzag. Call a child to the front to connect the numbers in order.
- Tell children to look at activity 2 on page 31. Ask *What's this?* Children respond *It's a horse*.
- Tell them to connect the numbers to complete the horse.
- Children complete the activity by colouring the horse.

**Progress check 4 (photocopiable) (TB p97)**

- Follow the procedure described on page 11 of the Introduction.

**Lesson 1** NB PAGE 22

To count and write the number 5

**1 Trace and count. Write.**

- Tell children to look at page 22.
- Ask the children which number they see at the top of the page (5). Ask them to trace the number with their fingers, starting at the dot, and following the direction of the arrows.
- Ask *How many pencils?* Children respond *Five*.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the 5. Model writing the number 5 on the board while children trace the numbers with their fingers in their books.
- Children trace and write the numbers with their pencils.

**2 Count and trace.**

- Ask children to tell you the names of the school things they can see (*bags, pencils, books, water bottles*).
- Tell them to count the number of each item.
- Ask *How many bags?* Children respond *Five*. Tell children to trace the number 5 under the picture.
- Children complete the activity. Check the answers.

**Lesson 2** NB PAGE 23

To count from 1 to 5

To recognize a group

**Materials:** flashcards 15, 16, 21, 22, 23, 24, 81

**1 Count and circle groups of 5.**

- Tell children to look at page 23.
- Ask children the names of the things in the pictures (*books, pencils, pencil boxes, rubbers, figs, apples, balls, teddy bears*). Stick the flashcard for each on the board. Draw the fig on the board.
- Point at page 23 and ask *How many books?* Children respond *Five*. Write the number 5 under the flashcard of the book.
- Tell children to circle the five books on page 23 as you circle the flashcard on the board.
- Children complete the activity, circling the groups of five.
- Check answers by calling children to the front to write the number 5 under the flashcard of the things they circled (*books, pencil boxes, figs, teddy bears*).
- Ask children to write the number of pencils, rubbers, apples, and balls under those flashcards.

## Lesson 3 (NO PAGE)

To count from 1 to 5

To identify numbers 1 to 5

To develop fine motor control

### 1 Count and colour the number.

- Draw four eggs in a row on the board. Ask *How many eggs?* Children respond *Four*.
- Write the numbers 1, 2, 3, 4 to the right of the eggs. Ask which one is the number 4. Shade or darken the number 4.
- Tell children to look at page 24.
- Explain that they should colour the number that shows the number of items.
- Tell children to try to stay inside the lines as well as they can.
- Check the answers. Ask *How many balloons?* Children respond *Five*, etc.

## Lesson 4 (NO PAGE)

To count from 1 to 5

To locate items within a picture

**Materials:** flashcards 14, 16, 20, 21, 22, 26

### 1 Look, count and write.

- Tell children to look at page 25.
- Ask in the children's own language which items they can see in the large picture. Ask for the names in English.
- As children identify them, stick the flashcard for that item on the board. If children are not able to identify all the items, tell them to look at the column of pictures on the right. Ask them to identify them.
- Explain in the children's own language that they should count the number of each of these items in the large picture.
- Model the activity. Ask *How many bags?* Help children to find the bags in the centre of the picture. Children respond *Three*. Write the number 3 next to the flashcard of the bag on the board.
- Children complete the activity.
- Check the answers on the board. Call children to the front to write the number of items next to the appropriate flashcard (*books – 5, water bottles – 4, pencils – 5, balls – 4, cars – 2*).

## Lesson 5 (NO PAGE)

To count from 1 to 5

To recognize pictures as simple sums

To perform simple sums

### 1 Count and match.

- Tell children to look at page 26.
- Model the activity. Draw two cats' heads on the board. Ask *How many cats?* Children respond *Two*. Write 2 under the cats.
- Draw one larger cat's head to the right of the two heads. Ask *How many?* Children respond *One*. Write 1 under the cat's head.
- Draw a circle around the three heads. Ask *How many cats?* Children respond *Three*. Count the cats for the children. Say *One, two, three*. Write 3 to the right of the 1.
- Write an addition sign (+) between the 2 and the 1. Explain in the children's own language that this symbol tells us to add the numbers, or count the things in the pictures as one group.
- Write the equals sign (=) between the 1 and 3. Explain in the children's own language that this sign shows the number of cats in the total group.
- Say the sum *Two and one is three*. Children repeat chorally and individually.
- Ask children to trace the line from the row of cats to the correct sum.
- Children complete the activity.
- Check the answers. Ask children to say the sums.

## Lesson 6 (NO PAGE)

To recognize numbers 1–5

To develop fine motor control

**Materials:** flashcards 71–75

### 1 Join the dots. Colour.

- Hold up each number flashcard for children to say the number.
- Stick the number flashcards on the board in a diagonal line. Ask a child to come to the front and draw a line connecting the numbers in order.
- Tell children to look at page 27.
- Hold up the book. Ask *What's this?* Children respond *It's a boat*.
- Tell children to join the numbers in the correct order to complete the boat.
- When children finish, tell them to colour the boat. Tell them to stay inside the lines as well as they can.

# 5 My colours

## Lesson 1 CE PAGES 28-29, AB PAGE 32

To identify basic shapes

To identify colours

To recognize English sounds and spoken words

To recognize parts of the whole

To develop fine motor control

**Vocabulary:** circle, rectangle, square, triangle, blue, green, orange, red, yellow

**Materials:** CD tracks 33-34, flashcards 27-31

## Class Book CE PAGES 28-29

### Warm-up

- Tell children to look at the picture on pages 28 and 29. Ask the following questions in the children's own language: *Who are the children? (Baz and Adam), What are they doing? (painting and looking at shapes).*

### Listen and say. 33

- Tell children that they are going to learn the words for the shapes and the colours. Draw a circle, a rectangle, a square, and a triangle on the board. Do not use the flashcards to present the shapes since these shapes are coloured.
- Play the CD, pointing to each shape on the board or holding up the flashcard for each colour as its name is said. Pause after each word so children can point to the shape or colour in their books. Check children are pointing to the correct shape or colour.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

### Transcript 33

#### Listen and say.

circle, square, rectangle, triangle, green, orange, yellow, red, blue

### Listen and find. 34

- Tell children that you are going to say a word and they should point to that shape or colour in their books.
- Say the words at random, e.g. *circle, triangle, rectangle, square, green, yellow, orange, blue, red.* As you say each word, you may like to point to the shape or hold up the flashcard to give children visual support.
- Check children are pointing to the correct shape or colour in their books.
- Play the CD and pause after each word. Children listen and point to the shape or colour in their books.

### Transcript 34

#### Listen and find.

circle, rectangle, square, triangle, blue, green, orange, red, yellow

## Activity Book AB PAGE 32

### 1 Colour.

- Tell children to look at page 32.
- Say *Point to the robot.* Check that children are pointing to the robot.
- Put the flashcards for the colours on the board. Point to the red flashcard and ask *What colour is this?* Children respond *red.* Write *red* next to the colour. Repeat with the other colours.
- Explain in the children's own language that each colour has a number and that they should colour the robot according to the numbers.
- Ask children for the number for red (1). Explain that they should colour red all the parts of the robot with a 1 in them.
- Children complete the activity.
- Check children's colouring.

### Optional activity

- I hold up the flashcard of your favourite colour. Say *My favourite colour is (name of colour).* Look very pleased and happy with the flashcard to show that it's your favourite.
- Turn to a child and ask *What's your favourite colour?* Explain your question in the children's own language if they are confused.
- Ask each child *What's your favourite colour?* Encourage children to respond *My favourite colour is ...*

To recognize shapes

To recognize colours

To develop fine motor control

**Structure:** *It's + colour.*

**Materials:** CD track 35, flashcards 27–35

## Class Book (CD PAGES 28–29)

### Warm-up

- Review the names of the colours. Hold up each colour flashcard and ask *What colour is this?* Children respond.

### Listen and say. (CD 35)

- Tell children to look at the picture on pages 28 and 29.
- Tell children that Baz is teaching Adam about the shapes. Ask children to say the names of the shapes as you draw them on the board in the following order: rectangle, square, triangle, circle.
- Ask children to listen for the shape names and to try to remember the order in which they hear them. Play the CD once.
- Ask children to tell you the order in which they heard the names of the shapes. Write the numbers 1–4 under the shapes (*square – 1, circle – 2, rectangle – 3, triangle – 4*).
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

### Transcript (CD 35)

#### Listen and say.

**Baz:** It's green. It's a square.

**Baz:** It's red! It's a circle.

**Baz:** It's yellow! It's a rectangle.

**Baz:** It's blue! It's a triangle.

#### Say and do.

- Hold up the flashcard of the blue triangle. Say *It's blue. It's a...* Encourage children to finish your sentence with *triangle*.
- Repeat with the flashcards of the red square, green rectangle, and yellow circle.
- Call a child to the front to hold up the flashcards for the class to respond.
- Hold up the flashcard of the blue triangle again. Say *It's a triangle. It's...* Encourage the children to finish your sentence with *blue* this time.
- Repeat with the other flashcards.

### 1 Draw and say.

- Draw a dotted rectangle on the board.
- Call a child to the front to trace the dots. When the child has finished, ask *What's this?* The child responds *It's a rectangle*.
- Tell children to look at page 33 and trace the shapes. Children should say the shape words quietly to themselves as they draw.
- When children have finished, say *Point to the circle*. Check that children are pointing to the correct shape. Repeat with all the shapes.

### 2 Colour.

- Hold up each the red flashcard. Ask *What colour is this?* Children respond *red*. Stick the flashcard on the board and write the word *red* under it. Repeat with the flashcards for blue, green, and yellow.
- Tell children to look at the second activity on page 33. Explain that they should colour the shape according to the word above it. Remind them to look at the board for help.
- Tell them to stay inside the lines as well as they can.
- Check the colouring. Call a child to the front with his or her book. Say *Point to the triangle*. Encourage the child to say *It's a triangle. It's red*.
- Call other children to the front to check the colours of the other shapes.

#### Optional activity

- Ask children to identify the colours of other things they know in English.
- Collect objects from the children, e.g. books, rubbers, bags, water bottles, etc. Be sure to collect objects which are primarily blue, green, red, orange, or yellow.
- Ask *What's this?* Children respond *It's a bag*. Encourage children to say the colour of the item, e.g. *It's orange*.

# Lesson 3 Letter fun!

CB PAGE 30 AB PAGE 34

To say, recognize, and write the letter *i*

To recognize and say the sound /i/

To develop fine motor control

**Vocabulary:** *iguana, insect*

**Materials:** CD track 36, flashcard 89

## Class Book CB PAGE 30

### Warm-up

- Ask children to say in order the letters of the alphabet they know (*a, b, c, d, e, f, g, h*).
- Ask children to say in order the sounds of the letters they know (/æ/, /b/, /k/, /d/, /e/, /f/, /g/, /h/).

### Learn the letter.

- Hold up flashcard 89 of the insect. Say *insect*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter *i* on the board under the insect. Point to it and say /i/ *insect*.
- Present the word *iguana*. Tell children to look at page 30 in the book. Hold up the book and point to the iguana. Say *iguana*. Children repeat the word chorally and individually.
- Explain that although the sound of the letter is /i/, the name of the letter is *i*. Have children repeat the letter name and letter sound, along with the words, several times as you point to the pictures and letters on the board and in the book (*i, /i/, insect; i, /i/ iguana*).
- Write the capital *I* on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /i/. If children can't think of any names in their own language, give some examples of English names (*Inigo, Imogen, Isobel, etc.*).
- Tell children that they are going to learn how to write the letter *i*. Tell them look at the letters *ii* with the arrows on page 30.
- Stand with your back to the class as you use your finger to 'write' a capital *I* in the air. Write the letter exactly as it is presented in the Class Book (see also TB p119).
- Tell children to copy your action and write a capital *I* in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case *i*.
- Tell children to practise tracing over the letters in their books with their fingers.

### Sing. 36

- Tell children that they are going to sing a song to help them learn the letter *i*.
- 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 36

#### Sing.

i, i, i  
/i/, /i/, /i/  
/i/ iguana, /i/ iguana  
/i/, /i/, /i/

i, i, i  
/i/, /i/, /i/  
/i/ insect, /i/ insect  
/i/, /i/, /i/

#### Find.

- Tell children to find the letter *i* in the alphabet at the top of the page. Ask children for the name and sound of the letter before *i* (*h, /h/*).
- Tell children to look at the main picture on the page. Say *insect*, and ask children to point to the insect. Check that children are pointing to the picture of the insect.
- Say *iguana* and ask children to point to the iguana. Check that they are pointing to the picture of the iguana.
- Tell children to find the things beginning with the sounds /b/ (*bird*) and /g/ (*girl*).

## Activity Book AB PAGE 34

### 1 Trace and write.

- Tell children to look at page 34.
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the capital *I*. Write the letter on the lines exactly as it is presented in the Class Book.
- Tell children to practise 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.
- Repeat the procedure for the lower case *i*.
- Draw more writing lines on the board. Call children to the board to write *I* and *i* on the lines. Correct as necessary.

### 2 Trace and say. Colour.

- Tell children to look at the pictures and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the pictures with their fingers, and then colour them.
- Tell children to colour the rest of the pictures. They should try not to colour outside the lines.

#### Optional activity

- Review the capital and lower case letters. Write the capital letters *C, D, F, B, H, I, G, A, E* on the board.
- Draw writing lines next to each capital letter to help children with the size of the lower case letters.
- Call a child to the front to write the lower case letter next to the *C* (*c*).
- Repeat with different children writing the other lower case letters.
- Tell children to say the alphabet in order as you point to each letter pair in turn.

To identify, write, and use numbers 6 and 7

**Vocabulary:** hungry, sky, flying, looks at

**Materials:** CD track 37, flashcards 30, 31, 71–77

## Class Book

### Warm-up

- Hold up five pencils. Ask *How many pencils?* Children respond *Five*.
- Put one pencil down. Ask *How many pencils?* Children respond *Four*.
- Repeat until you have no pencils. Ask *How many pencils?* Say *No pencils*. Children repeat chorally and individually.

### Count 1–7.

- Tell children that they are going to learn to count further in English.
- Draw six circles on the board. Say *Six*. Count 1, 2, 3, 4, 5, 6. Write the number 6 under them.
- Ask *How many?* Children answer *Six*.
- Repeat with 7.
- Tell children to open their books at page 31. Tell them to look at the pictures at the bottom.
- Tell them you are going to say a number and they should point to the correct picture. Say *Six*. Check that children are pointing to the correct picture (iguanas). Repeat with 7.

### Sing.

- Ask children to tell you in their own language what is happening in the pictures (*An iguana is eating some insects*). Ask children to say in English the colours of the iguana (*It's green and blue*).
- Present the word *hungry*. Say *hungry* and then hold your stomach as if you are very hungry. Pretend to eat quickly.
- Present the phrase *look at the sky* by pointing to your eyes and looking out of the window at the sky. Ask children to say in their own language what you are doing. Say *Look at the sky*.
- Present the word *fly* by moving your arms up and down like wings.
- Tell children that they are going to learn a song with the new words and phrases and all the numbers they now know in English.
- 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 hold their stomachs as they sing *It's hungry, too!*
- Encourage them to wave seven fingers in the air for the line *Seven insects flying by*, etc.
- Encourage them to look at the ceiling for *looks at the sky*.
- Ask children what happens when they clap in the song (*The iguana eats one of the insects*).
- Play the CD again and ask children to sing the song as they do the actions.
- For the verses *Two insects...* to *Five insects...* rewind the CD and repeat the musical backing for children to sing against (or else sing unaccompanied for these verses).

## Transcript

### Sing.

Look at the iguana.  
It's green and blue.  
Look at the iguana.  
It's hungry, too!

[MUSIC – rewind and repeat for the verses 'Five insects...' to 'Two insects...'; or else sing unaccompanied.]

Seven insects flying by.  
The iguana looks at the sky.  
[Clap]  
Six insects flying by.

Look at the iguana.  
It's green and blue.  
Look at the iguana.  
It's hungry, too!

Look at the iguana.  
It's green and blue.  
Look at the iguana.  
It's hungry, too!

One insect flying by.  
The iguana looks at the sky.  
[Clap]  
No insects flying by.

Six insects flying by.  
The iguana looks at the sky.  
[Clap]  
Five insects flying by.

### Sing and do.

- Call seven children to the front to be the insects. Give each child a number flashcard. Tell them they should return to their seats when the iguana 'eats' them.
- Call another child to the front to be the iguana. Give the child the green and blue flashcards. Tell the child to hold up the colour cards when these words are sung.
- Sing the song. If there is time, change parts.

## Activity Book

### 1 Count and circle.

- Tell children to look at page 35.
- Tell them to look at the insects at the top left of the page. Ask *How many insects?* Children respond *Seven*. Tell them to circle the 7.
- Ask children to do the activity. Tell them to count and say the number of items as they work.
- Check that children have circled the correct number for each item. Ask children to say how many things are in each picture: *seven insects, six bottles, six iguanas, seven rubbers*. Encourage children to sound the *s* at the end of the plural words.

### 2 Trace and write.

- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the number 6. Write the number on the lines exactly as it is presented in the Class Book.
- Tell children to practise tracing over the numbers in their books with their fingers.
- Children trace and write the numbers with their pencils. Check that they are holding their pencils correctly and forming the numbers correctly.
- Draw more writing lines on the board. Call children to the board to write 6 on the lines. Correct as necessary.
- Repeat with the number 7.



## Lesson 6 Story (CD PAGE 39, AB PAGE 37)

To follow the left to right sequence of English

To develop listening skills in English

To understand and enjoy a story

To revise and consolidate language introduced in the unit

To develop fine motor control

**Vocabulary:** date, box, chair, ball, jump, Jig

**Materials:** CD track 39, flashcards 2, 4, 5, 10, 16, 27–31

## Class Book (CB PAGE 33)

### Warm-up

- Review the words *ball* and *chair* using flashcards. Stick them on the board.
- Review the word *date* by drawing a picture of one on the board. Ask *What's this?* Children respond *It's a date.*
- Review the word *box* by holding up a pencil box and saying *It's a box. It's a pencil box.*

### Look and say.

- Tell children to open their books at page 33.
- 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 is in the story? (Pat and Jig). What are they trying to get? (A date). How are they trying to get it? (They are putting things on top of each other to climb up to it).*

### Listen. (CD) 39

- 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 (CD) 39

Listen.

Jig Look! It's red! It's a date!

Pat Give me a box.

Pat Give me a chair and a ball.

Pat Jump, Jig! Jump!

### Listen and act. (CD) 39

- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually. Children should repeat the lines they hear, not the text under the pictures.
- Tell the class that they are going to act out the story. Draw a date on a dish at the top of the board. Draw a box at the bottom of the board below the date.
- Call two children to come to the front to act the roles of Pat and Jig. Set the flashcards for chair and ball to the side.

- Tell the children to stick the flashcards on top of each other on the board when they are used 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 (AB PAGE 37)

### 1 Match and colour.

- Hold up the colour flashcard for red. Prompt children to say *It's red.* Stick it on the top left of the board. Write *red* next to it.
- Repeat with the blue, yellow, green, and orange flashcards. Stick the colour flashcards in a column on the left of the board (in the same order as the colour words on page 37).
- Tell children to look at page 37.
- Ask them if they can recognize the words in the column on the left (they are the colour words). Explain that these are the colour words as you have put them on the board.
- Tell children to trace the line from the colour word to the shape and then colour the shape according to the word.
- Tell children to stay inside the lines as well as they can.
- Check answers. Have children say the shape and its colour: *It's a rectangle. It's red. It's a triangle. It's blue. It's a square. It's yellow. It's a circle. It's green. It's a rectangle. It's orange.*

### 2 Look and say. Circle the letter.

- Stick the flashcard of Jig on the board. Write the letters *J, K,* and *I* under it.
- Point to each letter and children say its sound: */dʒ/, /k/, /i/.* Ask children which letter is the first sound of Jig's name (*J*). Tell children to circle that letter in their books.
- Children complete the activity. They should say the children's names and the letter sounds quietly to themselves to help them choose the correct letter for each picture.
- Check answers. Stick the flashcards of Baz and Adam on the board. Write the capital letters under each as in the Activity Book.
- Call a child to the front to circle the correct letters (*B* and *A*).

### Optional activity

- Tell children they are going to practise the sounds of the letters they know with their classmates' names.
- Say the name of a child whose name begins with a sound the children know. Ask that child to stand up. The other children say the first sound of his or her name.

To review the letters and sounds for *li*, *Jj*, and *Kk*

To review the numbers 6 and 7

**Materials:** flashcard 4

**Activity Book** AB PAGE 38**Warm-up**

- Review the numbers. Write the number 6 on the board. Ask children to clap six times.
- Repeat with numbers 7, 5, 2, 4, 1.

**1 Look and say. Trace the letter.**

- Write the letters *l*, *j*, and *k* on the board. Point to each letter and have children tell you the name and the sound.
- Stick the flashcard of Jig on the board above the letters. Ask children what sound his name begins with (*/dʒ/*).
- Ask a child to come to the front and trace over the correct letter, ideally using a different colour.
- Tell children to look at page 38.
- Ask children to say the words for the other pictures (*iguana*, *kite*, *jump*).
- Children trace the letter of the first sound for each picture. They should say the letter sounds quietly to themselves to help them choose the correct letter for each picture.
- Check the answers (*J, i, k, j*).

**2 Count and write.**

- Tell children to look at activity 2 on page 38.
- Model the activity. Draw a square on the board. Ask *What's this?* Children respond *It's a square*.
- Draw five more squares next to the first one in a row on the board. Ask *How many squares?* Children respond *Six*. Count the squares, pointing to each one as you count 1–6.
- Write the number 6 to the right of the row of squares.
- Children complete the activity by counting the shapes and then writing the number.

**Progress check 5 (photocopiable) (TB p98)**

- Follow the procedure described on page 11 of the Introduction.

**Mid-year progress check (photocopiable)**

- This test covers Units 1–5 and can be found on TB pp104–105.
- Follow the procedure described on page 11 of the Introduction.

**Lesson 1** NB PAGE 28**Lesson objectives**

To count and write the number 6

To count from 4 to 6

**1 Trace and count. Write.**

- Tell children to look at page 28.
- Ask the children which number they see at the top of the page (6). Ask them to trace the number with their fingers, starting at the dot, and following the direction of the arrows.
- Ask *How many iguanas?* Children respond *Six*.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the 6. Model writing the number 6 on the board while children trace the numbers with their fingers in their books.
- Children trace and write the numbers with their pencils.

**2 Count and circle.**

- Tell children to look at the second activity on page 28.
- Model the activity. Draw a triangle on the board. Ask *What's this?* Children say *It's a triangle*.
- Draw five more triangles on the board. Write the numbers 4, 5, 6 under them. Call a child to the front to circle the correct number of triangles (6).
- Tell them to count the number of each shape in their books and circle the correct number.
- Check the answers.

**Lesson 2** NB PAGE 29**Lesson objectives**

To count and write the number 7

To develop fine motor control

**1 Trace and count. Write.**

- Tell children to look at page 29.
- Ask the children which number they see at the top of the page (7). Ask them to trace the number with their fingers, starting at the dot, and following the direction of the arrows.
- Ask *How many squares?* Children respond *Seven*.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the 7. Model writing the letter 7 on the board while children trace the numbers with their fingers in their books.
- Children trace and write the numbers with their pencils.

**2 Count and draw.**

- Tell children to look at the bottom of the page and tell you what they see (*kites*).
- Say *Count the kites*. Children count *1, 2, 3, 4, 5, 6, 7 ... Seven kites*.
- Tell children to trace the dotted lines of the kites. Tell them to trace as carefully as they can.
- If children finish quickly, tell them to colour the kites.

## Lesson 3 NO PAGE 30

To count from 1 to 7

To write the numbers 6 and 7

To develop fine motor control

### 1 Count and colour.

- Draw seven triangles in a row on the board. Say *Count the triangles*. Children count 1, 2, 3, 4, 5, 6, 7.
- Write the number 5 to the left of the triangles. Call a child to the front to quickly colour in five of the triangles.
- Tell children to look at page 18.
- Explain that they should colour the number of shapes indicated by the number at the beginning of the line.
- Tell children try to stay inside the lines as well as they can.

### 2 Trace.

- Draw a line of dotted numbers 6 and 7 on the board.
- Call a few children to the front to trace a number while the other children trace the numbers in their books with their fingers.
- Children trace and write the numbers with their pencils.

## Lesson 4 NO PAGE 31

To count from 1 to 7

To write the numbers 3–7

To develop fine motor control

### 1 Trace, match and draw.

- Tell children to look at page 31.
- Model the activity. Draw a dotted 3 on the left of the board. Draw a circle next to it.
- Trace the number 3. Children say *Three*.
- Point to the circle. Ask *What's this?* Children say *it's a circle*.
- Draw a dotted line across the board. Draw three dotted circles to the right.
- Trace the line and the circles. Explain to children in their own language that you are drawing three circles. Point to the number 3 and the circle on the left as you explain.
- Children complete the activity.
- Check the answers on the board. Write the number and call children to the front to draw the correct number of shapes next to it.

## Lesson 5 NO PAGE 32

To count from 1 to 7

To locate items within a picture

To write the numbers 1, 4, 5, 6, 7

**Materials:** flashcards 20, 21, 22, 32, 82, 91

### 1 Look, count and write.

- Review the words *bag, pencil, book, triangle, bird, and kite* with the flashcards. Stick them on the board.
- Tell children to look at page 32.
- Model the activity. Point to the *bag* flashcard. Ask *How many bags in the picture?* Children say *One*. Write the number 1 next to the bag flashcard.
- Children complete the activity, counting the number of bags, pencils, books, triangles, kites, and birds.
- Check the answers. Ask *How many pencils in the picture?* Children say *Seven*. Write 7 next to the flashcard of the pencil. Repeat with other items (*5 books, 6 triangles, 4 kites, 6 birds*).

## Lesson 6 NO PAGE 33

To write the numbers 1–6

To count from 1 to 6

To recognize parts of the whole

To develop fine motor control

**Materials:** flashcards 28–31

### 1 Look, colour and count.

- Review the shapes. Draw a rectangle on the board. Ask *What's this?* Children say *A rectangle*.
- Repeat with square, triangle, and circle.
- Hold up the flashcard for orange. Children say *orange*. Stick the flashcard on the board to the left of the rectangle. Write *orange* next to it.
- Repeat with blue, green, and yellow. Be sure to match the colours and the shapes in the Numbers Book (square – blue, triangle – green, circle – yellow).
- Tell children to look at page 33.
- Ask children in their own language to describe the picture (*There is a house, a tree, a kite, etc.*). Ask children if they can see any of the shapes within the picture (*The tree and roof are triangles. The windows on the house are squares, etc.*).
- Model the activity. Ask *How many rectangles?* Children count two (the door of the house and the trunk of the tree). Write 2 next to the rectangle on the board.
- Tell children to colour the rectangles orange.
- Children complete the activity. Tell them to colour inside the lines as well as they can. They may find it easier to colour the shapes first and then count and write the numbers. Walk around the class and help children as necessary.
- Check the answers. Call children to the front to write the number of each shape on the board: *orange rectangles – 2 (the door and tree trunk); blue squares – 4 (the four windows, or 5 if children have counted the main part of the house); green triangles – 2 (the tree and the roof, or 6 if children have counted the four sections of the kite); yellow circle – 1 (the sun).*

## Lesson 1 CB PAGES 34-35, AB PAGE 39

To identify farm animals

To identify things found outdoors

To recognize English sounds and spoken words

To recognize parts of the whole

To develop fine motor control

**Vocabulary:** *butterfly, donkey, duck, field, flower, goat, sun*

**Materials:** CD tracks 40-41, flashcards 36-42; (optional) a large envelope

## Class Book CB PAGES 34-35

### Warm-up

- Tell children to look at the picture on pages 34 and 35. Ask the following questions in the children's own language: *Who are the children? (Baz and Tess), Where are they? (outdoors, on a farm), How do we know it's a farm? (There is a donkey, a goat, and some fields), Why do the children look happy? (Because it is nice to walk in the countryside and admire the scenery and animals).*

### Listen and say. 40

- Tell children that they are going to learn the words for some animals on the farm and some outdoor things.
- Play the CD, holding up the flashcard for each animal or thing as its name is said. Pause after each word so children can point to the object in their books. Check children are pointing to the correct object.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

### Transcript 40

#### Listen and say.

butterfly, donkey, flower, duck, goat, field, sun

### Listen and find. 41

- Tell children that you are going to say a word and they should point to that animal or thing in their books.
- Say the words at random, e.g. *flower, sun, field, goat, donkey, duck, butterfly*. As you say each word, you may like to hold up the flashcard to give children visual support.
- Check children are pointing to the correct thing in their books.
- Play the CD and pause after each word. Children listen and point to the animal or thing in their books.

### Transcript 41

#### Listen and find.

field, flower, donkey, goat, duck, sun, butterfly

## Activity Book AB PAGE 39

### 1 Match and colour.

- Put the flashcards for duck, sun, flower, butterfly, goat, and donkey in a column on the board. Point to the duck and ask *What's this?* Children respond *It's a duck*. Repeat with all the pictures.
- Tell children to look at page 39.
- Tell them to look at the first picture in the left column. Explain in the children's own language that this is a small part of something in the right column. Ask them to find the larger picture in the right column. (*It's from the butterfly.*)
- Draw the part of the butterfly on the board to the left of the column of flashcards. Draw a line from the part of the butterfly to the butterfly flashcard. Tell children to match the part of the butterfly to the whole butterfly in their books.
- Children complete the activity.
- As children work, draw the other parts on the board.
- Check answers by calling children to the board to match the parts to the whole.
- Ask children to colour the pictures. Tell them to stay inside the lines as well as they can.

### Optional activity

- Tell children that they are going to play a game.
- Put flashcard 38 of a flower inside a large envelope. Hold up the envelope and slowly pull the flashcard out of the envelope. Children watch carefully and say *flower* as soon as they can identify it.
- Repeat with the other farm flashcards.

To ask and answer yes / no questions about basic characteristics

To develop fine motor control

To review letters a–k and their sounds

**Structure:** *Is it ...? Yes, it is. / No, it isn't.*

**Vocabulary:** *apple, bird, cat, dates, eggs, figs, goat, horse, iguana, jump, kite*

**Materials:** CD track 42, flashcards 36–42

**Class Book** CB PAGES 34–35

**Warm-up**

- Review the names of the farm animals and outdoor vocabulary. Stick the flashcards on the board. Say *Point to the field*. Children respond. Repeat with other words.

**Listen and say.** 42

- Tell children to look at the picture on pages 34 and 35. In their own language, ask children to say what they think the characters are doing (*Tess and Baz are talking about the donkey and the butterfly*). Play the CD once to check the answer.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.
- Ask if children can remember what Baz thought the donkey might be (*a horse*).

**Transcript** 42

**Listen and say.**

**Baz** Look, Tess! Is it a horse?

**Tess** No, it isn't. It's a donkey.

**Baz** Look, Tess! Is it a duck?

**Tess** Yes, it is.

[pause]

**Tess** Look at the butterfly, Baz!

**Baz** Is it red?

**Tess** Hmm ... No, it isn't.

**Say and do.**

- Hold up the flashcard of the donkey. Look at it and say *Look!* Ask *Is it a horse?* Encourage children to respond *No, it isn't. It's a donkey.*
- Hold up the flashcard of the butterfly. Ask *Is it a butterfly?* Children respond *Yes, it is.* Ask *Is it blue?* Children respond *No, it isn't. It's red and orange.* Do not worry that children do not know the words for black and white since the butterfly is mostly orange.
- Repeat with the other flashcards, naming some of them correctly and others incorrectly. Be sure to only use words that children have already learnt.
- If any children are confident enough, they can take your role in holding up the flashcards and asking the questions.

**1 Find and colour. Say.**

- Write the letters a–k on the board. Point to each letter and have children say its name and sound.
- Point to each letter randomly and ask children to give you the name of something beginning with that sound, e.g. c /k/, *coat*.
- Tell children to look at page 40 and look at the letters at the top of the page.
- Say *Point to letter a. Look at the picture.* Then in the children's own language, tell them to find something beginning with a, /æ/ in the picture (*apples*).
- Tell children to colour the letter a and the apples the same colour.
- Children complete the activity, colouring the letters and the objects the same colour.
- Check answers by asking children what they coloured for each letter. (*a – apples, b – bird, c – cat, d – dates, e – eggs, f – figs, g – goat, h – horse, i – iguana, j – jumping girl, k – kite*).
- Ask children to take it in turns to stand up and point to each letter and object(s) in their books. Encourage them to say the letter name, letter sound, and the word: *a, /æ/, apples*, etc.

**Optional activity**

- Hold up one of the children's bags. Ask *Is it a book?* Children respond *No, it isn't. It's a bag.*
- Ask *Is it blue?* Children respond appropriately.
- Repeat with other known objects in the classroom. Choose objects that are red, orange, yellow, blue, or green as these are the only colours children know.

# Lesson 3 Letter fun! CB PAGE 36, TB PAGE 41

To say, recognize, and write the letters *Ll* and *Mm*  
 To recognize and say the sounds /l/ and /m/  
 To develop fine motor control

**Vocabulary:** *lemon, lion, mango, moon*

**Materials:** CD track 43, flashcards 92, 93

## Class Book CB PAGE 36

### Warm-up

- Review the capital forms of letters *a–k*. Write the lower case letters on the board. Call children to the front to write the corresponding capital letter.
- Ask children to say the letter name and sound of each letter.

### Learn the letter.

- Hold up flashcard 92 of the lemon. Say *lemon*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter *l* on the board under the lemon. Point to it and say /l/, *lemon*.
- Present the word *lion*. Tell children to look at page 36 in the book. Hold up the book and point to the lion. Say *lion*. Children repeat the word chorally and individually.
- Explain that although the sound of the letter is /l/, the name of the letter is *l*. Have children repeat the letter name and letter sound, along with the words, several times as you point to the pictures and letters on the board and in the book (*l*, /l/, *lemon*; *l*, /l/, *lion*).
- Write the capital *L* on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /l/. If children can't think of any names in their own language, give some examples of English names (*Laurence, Lewis, Lucy, Lorraine, etc.*).
- Tell children that they are going to learn how to write the letter *Ll*. Tell them look at the letters *ll* with the arrows on page 36.
- Stand with your back to the class as you use your finger to 'write' a capital *L* in the air. Write the letter exactly as it is presented in the Class Book (see also TB p119).
- Tell children to copy your action and write a capital *L* in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case *l*.
- Tell children to practise tracing over the letters in their books with their fingers.
- Repeat the whole procedure with *Mm*. Present *moon* using flashcard 93 and *mango* by pointing to the picture in the book. Have children repeat the letter name, sound, and the word (*m*, /m/, *moon*; *m*, /m/, *mango*) before moving on to tracing the letters in the book.

### Sing. CD 43

- Tell children that they are going to sing a song to help them learn the letters *Ll* and *Mm*.

- 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 CD 43

#### Sing.

l, l, l	m, m, m
/l/, /l/, /l/	/m/, /m/, /m/
/l/ lemon, /l/ lemon	/m/ mango, /m/ mango
/l/, /l/, /l/	/m/, /m/, /m/

l, l, l	m, m, m
/l/, /l/, /l/	/m/, /m/, /m/
/l/ lion, /l/ lion	/m/ moon, /m/ moon
/l/, /l/, /l/	/m/, /m/, /m/

#### Find.

- Tell children to find the letters *l* and *m* in the alphabet at the top of the page. Ask children for the name and sound of the letter before *l* (*k*, /k/).
- Tell children to look at the picture at the bottom of the page. Say *Point to the lion*. Check that they are pointing to the lion.
- Say *Count the lemons*. Children count *One, two*.
- Say *Count the mangoes*. Children count *One, two*.
- Say *Point to the moon*. Check that they are pointing to the moon.
- Tell children to find the things beginning with the sounds /e/ (*elephant*), /h/ (*horse*), and /i/ (*iguana*).

### Activity Book TB PAGE 41

#### 1 Trace and write.

- Tell children to look at page 41.
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the capital *L*. Write the letter on the lines exactly as it is presented in the Class Book (see also TB p119).
- Tell children to practise 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.
- Repeat the procedure for the lower case *l*.
- Draw more writing lines on the board. Call children to the board to write *L* and *l* on the lines. Correct as necessary.
- Repeat with *Mm*.

#### 2 Trace and say. Colour.

- Tell children to look at the picture and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the picture with their fingers, and then colour them.
- Tell children to colour the rest of the pictures. They should try not to colour outside the lines.

# Lesson 4 Song

(CD PAGE 37, AB PAGE 41)

To identify, write, and use numbers 8 and 9

**Vocabulary:** animals, sounds, donkey (heehaw), bird (tweet), cat (meow), duck (quack)

**Materials:** CD tracks 44–45, flashcards 39, 40, 72, 78, 79, 82, 83

## Class Book (PAGE 37)

### Warm-up

- Draw seven mangoes on the board. Ask *How many mangoes?* Children respond *Seven*.
- Erase one mango. Ask *How many mangoes?* (*Six*).
- Repeat until you have no mangoes. Ask *How many mangoes?* Say *No mangoes*. Children repeat chorally and individually.

### Count 1–9.

- Tell children that they are going to learn to count further in English.
- Present numbers 8 and 9 as previously (see p49).
- Tell children to open their books at page 37. Tell them you are going to say a number and they should point to the correct picture at the bottom of the page. Say *Nine*. Check that children are pointing to the eggs. Repeat with 8.

### Listen and find. (44)

- Ask children to describe the picture in their own language. (*It's a farm scene with a lot of donkeys, ducks, cats, and birds.*)
- Ask children to say in English the names of the animals they can see. Put the flashcards on the board. (Leave the flashcards on the board for the next activity.)
- Point and ask children for the sound of each animal.
- Explain that the animal sounds are different in English. Point to the donkey. Say *Heehaw*. Children repeat.
- Repeat with bird (*tweet*), cat (*meow*), and duck (*quack*).
- Tell children that they are going to listen to some children talking about the picture. Tell them to find and count the animals with the children.
- Play the CD. Tell children to listen to the conversation.
- Play the CD again and pause after each animal is counted.
- Call a child to the front to put the correct number flashcard for that animal on the board under its picture (*donkey – 8, bird – 9, cat – 2, duck – 8*).

### Transcript (44)

#### Listen and find.

1 [donkey sound effect]

**Girl** Heehaw.

**Boy** It's a donkey.

**Woman** How many donkeys?

**Girl** One, two, three, four, five, six, seven, eight!

**Boy** Eight conkeys.

2 [bird sound effect]

**Girl** Tweet

**Boy** It's a bird.

**Woman** How many birds?

**Girl** One, two, three, four, five, six, seven, eight, nine!

**Boy** Nine bircs.

3 [cat sound effect]

**Girl** Meow

**Boy** It's a cat.

**Woman** How many cats?

**Girl** One, two!

**Boy** Two cats.

4 [duck sound effect]

**Girl** Quack.

**Boy** It's a duck.

**Woman** How many ducks?

**Girl** One, two, three, four, five, six, seven, eight, nine!

**Boy** Nine ducks.

### Sing. (45)

- Tell children that they are going to learn a song with the English sounds for the animals.
- 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.
- Teach an action for each animal (children can help you choose the actions if you like).
- Play the CD again and ask children to sing the song. Point to each animal flashcard on the board as its verse is sung.

### Transcript (45)

#### Sing.

*Listen to the animal, animal, animal*

*Listen to the animal. Here is the sound.*

*Tweet, tweet, tweet, tweet, tweet (x2)*

*Is it a bird? A bird? A bird?*

*Yes, it's a bird. Yes, it is.*

*Tweet, tweet, tweet, tweet, tweet*

*Yes, it's a bird. A bird. A bird.*

*Listen to the animal...*

[cat verse – meow]

*Listen to the animal...*

[donkey verse – heehaw]

*Listen to the animal...*

[duck verse – quack]

## Activity Book (PAGE 42)

### 1 Count and match.

- Tell children to look at the insects at the top left of page 42. Ask *How many insects?* Children respond *Eight*. Tell them to trace the line to the 8.
- Ask children to do the activity. Tell them to count and say the number of items as they draw their lines.
- Check that children have matched correctly (*8 mangoes, 9 butterflies, 9 lemons*).

### 2 Trace and write.

- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the number 8. Write the number on the lines exactly as it is presented in the Class Book.
- Tell children to practise tracing over the numbers in their books with their fingers.
- Children trace and write the numbers with their pencils. Check that they are holding their pencils correctly and forming the numbers correctly.
- Draw more writing lines on the board. Call children to the board to write 8 on the lines. Correct as necessary.
- Repeat with the number 9.

# Lesson 5 Letter fun! CD PAGE 38, AB PAGE 43

To say, recognize, and write the letter *Nn*

To recognize and say the sound /n/

To develop fine motor control

**Vocabulary:** *nose, nut*

**Materials:** CD track 46, flashcards 81, 85, 92, 94, a nut; (optional) paper, string / macaroni / small buttons

## Class Book CD PAGE 38

### Warm-up

- Review the food vocabulary children know (*apple, dates, egg, fig, lemon, mango*).
- Hold up the flashcard for apple. Ask *What's this?* Children respond *It's an apple*. Stick the flashcard on the board. Repeat with the flashcards for egg and lemon.
- Draw a fig on the board. Ask *Is it a date?* Children respond *No, it isn't. It's a fig*. Draw a date on the board. Ask again *Is it a date?* Children respond *Yes, it is*.
- Ask children what all of these things on the board have in common (*They are food*).

### Learn the letter.

- Hold up flashcard 94 of the nose. Say *nose*. Children repeat the word. Stick the flashcard on the board.
- Write the letter *n* on the board under the nose. Point to it and say /n/ *nose*.
- Present the word *nut*. Hold up a nut. Say *nut*. Children repeat the word chorally and individually.
- Explain that although the sound of the letter is /n/, the name of the letter is *n*. Have children repeat the letter name and letter sound, along with the words, several times as you point to the picture and letter on the board, and hold up the nut (*n, /n/, nose; n, /n/, nut*).
- Write the capital *N* on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /n/. If children can't think of any names in their own language, give some examples of English names (*Nathan, Norman, Natalie, Natasha, etc.*).
- Tell children that they are going to learn how to write the letter *Nn*. Tell them look at the letters *Nn* with the arrows on page 38.
- Stand with your back to the class as you use your finger to 'write' a capital *N* in the air. Write the letter exactly as it is presented in the Class Book (see also TB p119).
- Tell children to copy your action and write a capital *N* in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case *n*.
- Tell children to practise tracing over the letters in their books with their fingers.

### Sing. 46

- Tell children that they are going to sing a song to help them learn the letter *Nn*.

- 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 the line.
- Play the CD again and ask children to sing the song.

### Transcript 46

#### Sing.

n, n, n	n, n, n
/n/, /n/, /n/	/n/, /n/, /n/
/n/ nose, /n/ nose	/n/ nut, /n/ nut
/n/, /n/, /n/	/n/, /n/, /n/

#### Find.

- Tell children to find the letter *n* in the alphabet at the top of the page. Ask children for the name and sound of the letter before *n* (*m, /m/*).
- Tell children to look at the main picture on the page. Say *Point to the nuts*. Check that children are pointing to the nuts.
- Ask *How many noses?* Children respond *Two*.
- Tell children to find the things beginning with the sound /f/ (*fan*) and /k/ (*coats*).

## Activity Book AB PAGE 43

### 1 Trace and write.

- Tell children to look at page 43
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the capital *N*. Write the letter on the lines exactly as it is presented in the Class Book (see also TB p119).
- Tell children to practise 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.
- Repeat the procedure for the lower case *n*.
- Draw more writing lines on the board. Call children to the board to write *N* and *n* on the lines. Correct as necessary.

### 2 Trace and say. Colour.

- Tell children to look at the pictures and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the pictures with their fingers, and then colour them.
- Tell children to colour the pictures. They should try not to colour outside the lines.

### Optional activity

- Give each child a large sheet of paper. Help them to write a letter from *a-n* on it. You may want to assign a letter to each child so that all letters are covered.
- Children glue bits of paper, string, macaroni, or small buttons along the lines of their letter.
- When the collage is dry, the children run their fingers along the letters.
- Children say the alphabet and hold up their letter when it is said.

- To follow the left to right sequence of English
- To develop listening skills in English
- To understand and enjoy a story
- To revise and consolidate language introduced in the unit
- To revise letters *b, c, d, e, g, h, i, l*

**Vocabulary:** butterfly, donkey, horse, field, farm

**Materials:** CD track 47, flashcard 42, paper for each child to draw a farm animal or item

## Class Book CD PAGE 39

### Warm-up

- Ask children to draw a picture of their favourite thing found on a farm.
- Ask a child to stand up and show his or her picture. Ask *Is it a donkey?* The child responds appropriately. Repeat with other children. If no child has drawn a butterfly, horse, donkey, or field, draw each item on the board and ask *What's this?*
- Arrange several of the children's drawings on the board. Explain in the children's own language that this is the class farm. Point to the group of pictures and say *farm*.

### Look and say.

- Tell children to open their books at page 39.
- 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: *Where is the horse? (on the farm), How do we know it's a farm? (It's outdoors, and there's a field, a horse, and a butterfly), Is there a butterfly in each picture? (Yes).*

### Listen. CD 47

- 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 CD 47

Listen.

Boy Is it a butterfly?

Girl Yes, it is.

Boy Is it a donkey?

Girl No, it isn't. It's a horse.

Boy Is it a field?

Girl Yes, it is.

Boy Is it a farm?

Girl Yes, it is.

### Listen and act. CD 47

- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually. Children should repeat the lines they hear, not the text under the pictures.
- Tell the class that they are going to act out the story using the class farm.
- Call two children to come to the front. Encourage one child to point to a butterfly and ask *Is it a butterfly?* The other child responds *Yes, it is*. Continue with the other lines of the story.
- Tell the children to point to a picture from the class farm as they say their lines. For the final two lines, have the child ask the question, making a circular motion around the farm.
- Call other children to the front to act out the story.
- Help children to perform by prompting their lines and telling them to repeat.

## Activity Book AB PAGE 44

### 1 Say and write the letter.

- Tell children to look at page 44.
- Ask them what all of the pictures have in common (*They are all animals*).
- Ask children to say the name for each animal. Hold up your book and point to each animal as children say its name.
- Model the activity for the children. Put the flashcard of the butterfly on the board. Ask *Is it a butterfly?* Children say *Yes, it is*.
- Say *butterfly*, /b/, b. Write the letter *b* under the picture.
- Children complete the activity.
- Check answers. Have children say the name of each animal and the first letter's name and sound (*cat - c, /k/; donkey - d, /d/; duck - d, /d/; elephant - e, /e/; goat - g, /g/; horse - h, /h/; iguana - i, /i/; lion - l, /l/*).

### Optional activity

- Tell children that they are going to play an animal game.
- Explain that you are going to pretend to be an animal and they have to guess which one and then say its name in English.
- Pretend to be an elephant. Use one of your arms as a trunk and the other as a big floppy ear.
- The first child who guesses correctly can come to the front to act out the next animal. Have the child whisper the animal in your ear so that you can help him or her with the clues if the class can't guess.
- Sing the animal song from Lesson 4 (CD track 45).

To review the letters and sounds for *Ll, Mm, and Nn*

To review the numbers 8 and 9

**Materials:** flashcard 92

## Activity Book AB PAGE 45

### Warm-up

- Review the numbers. Tell children to write the numbers they hear.
- Say *Six, nine, seven*, pausing between each number.
- Write the numbers 1–9 on the board. Call a child to circle the first number you said (6). Repeat with two other children for numbers 9 and 7.

### 1 Match and colour.

- Write the letters *l, m, and n* in a column on the board. Point to each letter and have children tell you the name and the sound.
- Model the activity. Stick the flashcard of the lemon on the board to the right of the letters. Ask *What's this?* Children say *A lemon*.
- Ask children the letter name and sound at the beginning of *lemon (l, /l/)*. Draw a line from the *l* to the lemon.
- Tell children to look at page 45.
- Ask children to say the words for the pictures (*moon, lion, lemon, nose, nut, moon*).
- Children draw lines from the letters to the correct pictures. Check the answers.
- Children who finish quickly can colour the pictures.

### 2 Count and circle.

- Tell children to look at activity 2 on page 45.
- Ask children which numbers they can see on the page (8 and 9).
- Model the activity. Draw a simple flower on the board. Ask *What's this?* Children respond *It's a flower*.
- Draw eight more simple flowers next to the first one in a row on the board. Write the numbers 8 and 9 to the right of the row. Ask *How many flowers?* Point to each and count aloud *1, 2, 3, 4, 5, 7, 8, 9. Nine flowers*. Circle the number 9.
- Children complete the activity. Tell them to count each item quietly to themselves as they work.
- Check by asking *How many ...?* for each row of items (*8 ducks, 8 birds, 9 insects*).

### Progress check 6 (photocopiable) (TB p99)

- Follow the procedure described on page 11 of the Introduction.

## Lesson 1 NB PAGE 34

To count and write the number 8

To count from 1 to 8

### 1 Trace and count. Write.

- Tell children to look at page 34.
- Ask the children which number they see at the top of the page (8). Ask them to trace the number with their fingers, starting at the dot, and following the direction of the arrows.
- Ask *How many butterflies?* Children respond *Eight*.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the 8. Model writing the number 8 on the board while children trace the numbers with their fingers in their books.
- Children trace and write the numbers with their pencils.

### 2 Count and trace.

- Tell children to look at the second activity on page 34.
- Ask children to count the flowers. Tell them to point to each flower and count aloud with you: *1, 2, 3, 4, 5, 6, 7, 8*.
- Ask *How many flowers?* Children respond *Eight*. Ask them which number is in the blue box under the flowers (8). Have them trace the number.
- Tell them to count aloud the number of each item and then trace the number in the box.
- Check the answers.

## Lesson 2 NB PAGE 35

To count and write the number 9

To count from 1 to 9

### 1 Trace and count. Write.

- Tell children to look at page 35.
- Ask the children which number they see at the top of the page (9). Ask them to trace the number with their fingers, starting at the dot, and following the direction of the arrows.
- Ask *How many flowers?* Children respond *Nine*.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the 9. Model writing the number 9 on the board while children trace the numbers with their fingers in their books.
- Children trace and write the numbers with their pencils.

### 2 Trace, count and match.

- Tell children to look at the bottom of the page and tell you what numbers they see (7, 8, 9). Write these numbers on the board.
- Say *Count the goats*. Children count *1, 2, 3, 4, 5, 6, 7 ... Seven goats*.
- Tell children to trace the number 7 and the dotted line connecting it to the goats (tracing from left to right).

To write the numbers 8 and 9

To count from 1 to 9

To develop fine motor control

### 1 Trace.

- Draw a line of dotted numbers 8 and 9 on the board.
- Call a few children to the front to trace a number while the other children trace the numbers in their books with their fingers.
- Children trace and write the numbers with their pencils.

### 2 Draw, count and write.

- Write the numbers 6, 7, 8, and 9 in a row across the top of the board. Point to each number and children say it.
- Ask children what they can see in the first row of pictures (suns). Ask children if they notice anything different about the last sun (*it's dotted, not solid*). Tell children to trace it.
- Ask *How many suns?* Children count aloud (*Nine suns*).
- Tell children to trace the number 9 in the box to the right.
- Children complete the activity in this way, tracing the dotted item, counting, and then writing the number.
- Check answers by asking *How many lemons?* Children respond *Seven lemons*. Repeat with triangles and moons (*8 triangles, 6 moons*).

### Lesson 4 NB PAGE 37

To count from 1 to 9

To review shapes and colours

**Materials:** flashcards 27, 29, 30, 31

### 1 Colour, count and write.

- Review the shapes. Draw a triangle, a square, a circle, and a rectangle on the board. Point to the circle. Ask *Is it a square?* Children respond, *No, it isn't. It's a circle.*
- Repeat by asking about the other shapes.
- Review the colours with the flashcards, as for the shapes.
- Stick the flashcards on the board and write the appropriate colour word under each flashcard.
- Tell children to look at page 37. Explain that they are going to colour each shape according to the word next to it.
- Point to the word *blue* on the board. Ask which shape is next to this word on the page (*rectangle*). Draw a rectangle next to the blue flashcard on the board. Repeat with green, red, and yellow, and the other shapes.
- Tell children to colour the shapes in the main picture according to the instructions on the board.
- When children have finished ask *How many rectangles?* Children count *1, 2, 3, 4, 5, 6, 7... Seven rectangles.*
- Children count the other shapes and write the correct number in the box.
- Check the answers. Ask *How many...?* for each shape and write the correct number next to it on the board (*9 squares, 8 circles, 4 triangles*).

To count from 1 to 9

To recognize pictures as simple sums

To perform simple sums

### 1 Count and match.

- Tell children to look at page 38.
- Model the activity. Draw three circles on the board. Ask *How many circles?* Children respond *Three*. Write 3 under the circles.
- Draw three more circles to the right of the first three. Point to these and ask *How many?* Children respond *Three*. Write 3 under these three circles.
- Draw a circle around all the circles. Ask *How many circles?* Children respond *Six*. Count the circles for the children. Say *1, 2, 3, 4, 5, 6*. Write 6 to the right of the 3s.
- Write an addition sign (+) between the 3s. Remind children that this symbol tells us to add the numbers, or count the things in the pictures as one group.
- Write the equals sign (=) between the 3 and 6. Remind children that this sign shows the number of circles in the total group.
- Say the sum *Three and three is six*. Children repeat.
- Ask children to trace the line from the circles on page 38 to the correct sum.
- Children complete the activity.
- Check the answers. Ask children to say the sums.

### Lesson 6 NB PAGE 39

To recognize the numbers 7, 8, and 9

To recognize parts of the whole

To develop fine motor control

### 1 Colour 7, 8 and 9.

- Write the numbers 7, 8, and 9 on the board. Point to each as children say the number.
- Tell children they are going to colour the parts of the picture that have one of these numbers in it.
- Model the activity. Draw a circle on the board and ask *What's this?* Children respond *A circle*.
- Draw a square around the circle. Put several lines through it to make irregular shapes. Explain in the children's own language that the circle is still there, but it's hiding.
- Write the numbers 7, 8, and 9 in the pieces that form the circle. Put the numbers 4, 5, and 6 in the extra pieces that didn't make up part of the circle.
- Colour the pieces with the numbers 7, 8, and 9. Explain as you are colouring that you are only going to colour these pieces. Show children the circle that is revealed.
- Tell children to look at page 39.
- Ask children in their own language if they can see a farm animal hiding in the shapes.
- Explain that a donkey is hiding in the shapes and they are going to colour the shapes to find him.
- Children complete the activity.

## Lesson 1 CB PAGES 40–41, AB PAGE 46

### Lesson objectives

- To identify clothing
- To recognize English sounds and spoken words
- To recognize parts of the whole
- To develop fine motor control

**Vocabulary:** *jumper, shirt, shoes, shorts, skirt, socks, trousers*

**Materials:** CD tracks 48–49, flashcards 43–49

## Class Book CB PAGES 40–41

### Warm-up

- Tell children to look at the picture on pages 40 and 41. Ask the following questions in the children's own language: *Who are the children? (Baz, Adam, and Tess), Where are they? (In the bedroom), What are they doing? (Helping their mum by folding the laundry), Why is it important to help at home? (It shows respect for our parents and helps them).*

### Listen and say. 48

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

### Transcript 48

#### Listen and say.

shirt, socks, trousers, shorts, jumper, skirt, shoes

### Listen and find. 49

- Tell children that you are going to say a word and they should point to that item of clothing in their books.
- Say the words at random, e.g. *trousers, jumper, shorts, socks, skirt, shirt, shoes*. As you say each word, you may like to hold up the flashcard to give children visual support.
- Check children are pointing to the correct items of clothing in their books.
- Play the CD and pause after each word. Children listen and point to the item of clothing in their books.

### Transcript 49

#### Listen and find.

shirt, trousers, skirt, shorts, jumper, shoes, socks

## Activity Book AB PAGE 46

### 1 Find and colour. Say.

- Tell children to look at page 46.
- Ask children to name the clothing at the top of the page in order from left to right. As the children say each word, put that flashcard on the board.
- Ask children to look at the picture of Baz below. Ask them in their own language what is happening in the picture (*The clothes are falling out of the laundry basket*).
- Model the activity. Point to the shirt at the top of the page. Ask children in their own language to find the shirt (*It's in the basket*). Tell them to colour it. *Say shirt*. Children repeat.
- Children complete the activity. Remind them to say the word after they colour it.
- Tell children to stay inside the lines as well as they can when colouring.
- Check answers by asking children to describe in their own language where the items of clothing are.

### Optional activity

- Give each child a sheet of paper. Tell them to draw their favourite shirt or jumper and colour it.
- Call a child to the front with his or her picture. Have them show it to the class and describe it in English. For example, *This is my jumper. It's blue*. If a child has used a colour not known in English, do not expect them to describe the colour of the item.
- Repeat with other children.

## Lesson 2 (CD PAGES 40–41, AUDIO PAGE 47)

To ask and answer questions about colour

To make polite requests

To develop fine motor control

To review colours

**Structure:** *What colour is it? It's ... What colour are they? They're ...*

**Vocabulary:** *please, give*

**Materials:** CD track 50, flashcards 27–31, 43–49

## Class Book (CD PAGES 40–41)

### Warm-up

- Review the names of the clothing and colours. Hold up the flashcard of the trousers. Children say *trousers*. Stick the flashcard at the top of the board.
- Repeat with the flashcards for shirt, skirt, socks, shoes, jumper, and shorts.
- Hold up the flashcard for orange. Ask *Is it blue?* Children respond *No, it isn't. It's orange.*
- Repeat with the other colour flashcards.

### Listen and say. (CD) 50

- Tell children to look at the picture on pages 40 and 41. In their own language, ask children to say what they think the characters are doing (*Tess and Baz are sorting out the pile by giving each other their clothing*). Play the CD once to check the answer.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.
- Ask if children can remember what Baz and Tess say when they receive their clothing (*thank you*).
- Tell children in their own language that when we ask someone to give us something, we say *please* to show politeness.

### Transcript (CD) 50

#### Listen and say.

**Baz** Please give me my socks.

**Tess** What colour are they?

**Baz** They're red. [pause] Thank you.

**Tess** Please give me my jumper.

**Baz** What colour is it?

**Tess** It's green. [pause] Thank you.

#### Say and do.

- Point to the flashcard of the socks. Ask *What colour are they?* Children respond *They're red.*
- Point to the jumper. Ask *What colour is it?* Children respond *It's green.*
- Repeat with the flashcards of other clothing items. For items which are a colour children don't know, allow children to respond to the English question in their own language.

- Call two children to the front to play Baz and Tess. Give the child playing Tess the sock flashcard and the child playing Baz the jumper flashcard.
- Say the lines of the dialogue for pupils to repeat, and encourage them to hand each other the flashcards.
- To make the role playing more fun, prepare some other flashcards with socks and a jumper in different colours, so that children can pretend to look through two or three items to find the one in the right colour.

## Activity Book (CD PAGE 47)

### 1 Colour.

- Tell children to look at page 47.
- Put the colour flashcards on the board.
- Point to the red flashcard and ask *What colour is it?* Children respond *red*. Write *red* next to the colour. Repeat with the other colours on the board.
- Explain in the children's own language that each colour on page 47 has a number and that they should colour the clothing according to the numbers.
- Ask children for the number for red (1). Explain that they should colour red the clothing items with a 1 in them.
- Children complete the activity.
- Check children's colouring.

### Optional activity

- Practise the structure with classroom objects. Hold up three yellow pencils. Ask *What colour are they?* Children respond *They're yellow.*
- Repeat with other objects (be sure to choose items that are the same colour). Ask about single items too. For example, hold up a green rubber and ask *What colour is it?* Children respond *It's green.*
- If any children feel confident enough, allow them to hold up items and ask the questions.

## Lesson 3 Letter fun! CB PAGE 42, AB PAGE 48

### Lesson Objective

To say, recognize, and write the letters *Oo* and *Pp*

To recognize and say the sounds /o/ and /p/

To develop fine motor control

**Vocabulary:** octopus, ostrich, Pat, pink

**Materials:** CD track 51, flashcards 2–5, 95, 96

### Class Book CB PAGE 42

#### Warm-up

- Stick the character flashcards for Adam, Baz, and Jig on the board. Point to each as children say the name.
- Point to the flashcard of Adam. Say /æ/ Adam. Ask children the name of the first letter of Adam's name (*a*).
- Write a lower case *a* on the board under Adam's name. Ask children in their own language if this is the correct form of letter *a* (no, it's a name, so we need a capital letter – *A*).
- Repeat with Baz and Jig.

#### Learn the letter.

- Hold up flashcard 95 of the octopus. Say *octopus*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter *o* on the board under the octopus. Point to it and say *o*, /o/ octopus.
- Present the word *ostrich*. Tell children to look at page 42 in the book. Hold up the book and point to the ostrich. Say *ostrich*. Children repeat the word chorally and individually.
- Write the capital *O* on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /o/. If children can't think of any names in their own language, give some examples of English names (*Oscar, Oliver, Olivia, etc.*).
- Tell children that they are going to learn how to write the letter *Oo*. Tell them to look at the letters *Oo* with the arrows on page 42.
- Stand with your back to the class as you use your finger to 'write' a capital *O* in the air. Write the letter exactly as it is presented in the Class Book.
- Tell children to copy your action and write a capital *O* in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case *o*.
- Tell children to practise tracing over the letters in their books with their fingers.
- Repeat the whole procedure with *Pp*. Present *pink* using flashcard 96, and use the flashcard of Pat to present capital *P*. Have children repeat the letter name, sound, and the word (*p*, /p/, *pink*; *p*, /p/, *Pat*) before moving on to looking at the letters in the book.

#### Sing. CD 51

- Tell children that they are going to sing a song to help them learn the letters *Oo* and *Pp*.

- 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 CD 51

##### Sing.

o, o, o	p, p, p
/o/, /o/, /o/	/p/, /p/, /p/
/o/ octopus, /o/ octopus	/p/ Pat, /p/ Pat
/o/, /o/, /o/	/p/, /p/, /p/

o, o, o	p, p, p
/o/, /o/, /o/	/p/, /p/, /p/
/o/ ostrich, /o/ ostrich	/p/ pink, /p/ pink
/o/, /o/, /o/	/p/, /p/, /p/

##### Find.

- Tell children to find the letters *o* and *p* in the alphabet at the top of the page. Ask children for the name and sound of the letter before *o* (*n*, /n/).
- Tell children to look at the picture at the bottom of the page. Say *Point to the octopus*. Ask *What colour is it?* Children respond *It's pink*.
- Say *Point to the ostrich*. Check that they are pointing to the ostrich.
- Tell children to find something beginning with /dʒ/ (*Jig*).

### Activity Book AB PAGE 48

#### 1 Trace and write.

- Tell children to look at page 48.
- Model writing the letters on the board, before asking children to trace and write the letters in their books.
- Ask children to come to the front to write the letters on the board.

#### 2 Trace and say. Colour.

- Tell children to look at the picture and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to colour the picture. They should try not to colour outside the lines. Encourage them to colour the octopus pink.

#### Optional activity

- Tell children in their own language that there is a trick they can use to help make the /p/ sound (some children may have difficulty with this sound if it's not in their own language).
- Stand facing the side of the class. Hold up a sheet of paper in front of your mouth. Say /p/. The paper should move forward as you puff out air to make the sound. It is a burst of air, not a continual blowing.
- Tell the class you are going to say /b/ and they should watch the paper. Say /b/. The paper doesn't move because you are not puffing out any air to make the sound.
- Give the children a sheet of paper and help them to practise /p/.

## Lesson 4 Song CB PAGE 43; AB PAGE 49

To identify, write, and use number 10

**Vocabulary:** *fly away, come back, here with me*

**Materials:** CD track 52, flashcards 71–80, 82, 83

## Class Book CB PAGE 43

### Warm-up

- Write the numbers 1–9 on the board.
- Give the flashcards for numbers 1–9 to nine children.
- Ask the rest of the class to count from 1–9 while you point to the numbers on the board for visual support. As each number is said, the child with that flashcard should stand up.
- Ask the children to count backwards from 9–1 while you point to the numbers on the board for visual support. As each number is said, the child with that flashcard should sit down.

### Count 1–10.

- Tell children that they are going to learn to count further in English.
- Draw 10 circles on the board. Say *Ten*. Count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Write the number 10 under them.
- Ask *How many circles?* Children answer *Ten*.
- Tell children to open their books at page 43. Tell them to look at the picture.
- Ask them to count how many birds are on the wall (*ten*).

### Sing. 52

- Ask children to tell you in their own language what is happening in the picture (*A boy is sitting with some birds, but a cat is close by and the boy and the birds look worried*).
- Remind children of the word *fly*. Say *fly* and move your arms up and down like wings. Present *fly away* by moving quickly toward the door, still flapping your arms like wings.
- Present *come back* by having a child walk to the door. Stand at the child's seat. Say *Come back* as you motion for him or her to return to the seat.
- Present the phrase *here with me* by asking a child to come to the front. Say *Sit down here with me*. Encourage the child to sit down in your chair while you stand very close to him or her. Motion that you and the child are a pair as you say *here with me*.
- Tell children that they are going to learn a song with the new words and phrases and all the numbers they now know in English.
- 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.
- Encourage them to wave ten fingers close to their bodies for the line *ten birds here with me*, etc.
- Play the CD again and ask children to sing the song as they do the actions.
- For the verses *Eight birds ...* to *Two birds ...* rewind the CD and repeat the musical backing for children to sing against (or else sing unaccompanied for these verses).

## Transcript 52

### Sing.

Ten birds, here with me  
Look at that! It's a cat!  
Fly away, bird! Fly away bird!  
How many birds here with me?  
Nine.

Nine birds, here with me  
Look at that! It's a cat!  
Fly away, bird! Fly away bird!  
How many birds here with me?  
Eight.

[MUSIC]

One bird, here with me  
Look at that! It's a cat!  
Go away, cat! Go away, cat!  
Come back, birds, come back!

### Sing and do. 52

- Put the flashcard of the bird on the board. Call ten children to the front to be the birds. Give each child a number flashcard and have them stand near the bird flashcard. Tell them they should return to their seats when they fly away from the cat.
- Call another child to the front to be the cat. Give the child the cat flashcard. Tell the child to hold up the flashcard when the line *It's a cat* is sung.
- For the final verse, chase the child with the cat flashcard to his or her seat and the children with the number flashcards return to the front.
- Sing the song. If there is time, change parts.

## Activity Book AB PAGE 49

### 1 Trace and write.

- Tell children to look at page 49.
- Model writing the number 10 on the board.
- Tell children to practise tracing over the numbers in their books with their fingers.
- Children trace and write the numbers with their pencils. Check that they are holding their pencils correctly and forming the numbers correctly.
- Draw more writing lines on the board. Call children to the board to write 10 on the lines. Correct as necessary.

### 2 Count, circle and colour.

- Tell children to look at the second activity on page 49.
- Ask them to tell you the numbers on the left of the page (*10, 9, 10, 8*).
- Model the activity. Write the number 10 on the board. Ask children to tell you the number (*10*). Draw ten skirts to the right of this. Ask *How many skirts?* Children say *ten*.
- Point to the number 10. Say *Count ten*. Point to the skirts and count *One, two, three, four, five, six, seven, eight, nine, ten*. Circle the ten skirts.
- Ask children to do the activity. Tell them to count and circle the number of objects indicated by the number at the beginning of the row.
- Check that children have circled the correct number of objects. Tell them to colour the circled objects.

## Lesson 5 Letter fun! CD PAGE 44 / CD PAGE 53

To say, recognize, and write the letter Qq

To recognize and say the sound /kw/

To develop fine motor control

**Vocabulary:** *queen, quiet*

**Materials:** CD track 53, flashcards 3, 95–97

### Class Book CD PAGE 44

#### Warm-up

- Review the letters *Oo* and *Pp* with the flashcards for octopus and pink. Write the letters *o*, *p*, and *P* on the board.
- Call a child to the front and give him or her the flashcard for pink. Tell him or her to stick it on the board under the correct letter.
- Repeat with other children putting the flashcards of Pat and the octopus on the board.

#### Learn the letter.

- Hold up flashcard 97 of the queen. Say *queen*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter *q* on the board under the queen. Point to it and say *q /kw/ queen*.
- Present the word *quiet*. Hold your fingers to your lips to make the quiet sign. Say *quiet*. Repeat the word again in a very soft voice. Children repeat the word chorally and individually.
- Write the capital *Q* on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /kw/. If children can't think of any names in their own language, give some examples of English names (*Quentin, Quincy, etc.*).
- Tell children that they are going to learn how to write the letter *Qq*. Tell them look at the letters *Qq* with the arrows on page 44.
- Stand with your back to the class as you use your finger to 'write' a capital *Q* in the air. Write the letter exactly as it is presented in the Class Book (see also TB p119).
- Tell children to copy your action and write a capital *Q* in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case *q*.
- Tell children to practise tracing over the letters in their books with their fingers.

#### Sing. CD 53

- Tell children that they are going to sing a song to help them learn the letter *Qq*.
- 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 CD 53

#### Sing.

q, q, q	q, q, q
/kw/, /kw/, /kw/	/kw/, /kw/, /kw/
/kw/ queen, /kw/ queen	/kw/ quiet, /kw/ quiet
/kw/, /kw/, /kw/	/kw/, /kw/, /kw/

#### Find.

- Tell children to find the letter *q* in the alphabet at the top of the page. Ask children for the name and sound of the letter before *q* (*p, /p/*).
- Tell children to look at the main picture on the page. Say *Point to the queen*. Check that children are pointing to the queen.
- Ask children in their own language to find an example of *quiet* in the picture. Children point to the woman making the quiet signal.
- Tell children to find the things beginning with the sounds /g/ (*girls, give*), /h/ (*hand*), and /t/ (*iguana*).

### Activity Book CD PAGE 53

#### 1 Trace and write.

- Tell children to look at page 50.
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the capital *Q*. Write the letter on the lines exactly as it is presented in the Class Book (see also TB p119).
- Tell children to practise 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.
- Repeat the procedure for the lower case *q*.

#### 2 Trace and say. Colour.

- Tell children to look at the pictures and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the pictures with their fingers, and then colour them.
- Tell children to colour the rest of the pictures. They should try not to colour outside the lines.

#### Optional activity

- Tell children that they are going to play a game. Tell them you are going to say some letters very quietly and they have to listen carefully and write them down.
- Say *q*, *o* very quietly. Give children time to write them down.
- Ask children the letters they heard.
- Call a child to the front to write the letters *q* and *o* on the board.
- Repeat with other letters. Do not give more than one or two letters at a time since it is still difficult for children to write at this stage.

## Lesson 6 Story CD PAGE 45, AB PAGE 51

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

**Vocabulary:** *Please give me ... , shirt, trousers, socks, thank you, sorry*

**Materials:** CD track 54, flashcards 44, 47, 49

### Class Book CD PAGE 45

#### Warm-up

- Revise the vocabulary for clothing by pointing to children's clothing.
- Children say the name of the item.
- If the children's clothing is a colour that's known to them, ask *What colour is it? / What colour are they?* Children respond.

#### Look and say.

- Tell children to open their books at page 45.
- 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 people in the story? (Tess, Baz, and their mum), What's their mum doing? (Ironing the clothes), What's Baz doing? (Giving Tess her clothes), Does Baz give Tess the right clothes? (No, he doesn't. He gives her the wrong clothes), How do you know? (The clothes are too small).*

#### Listen. CD 54

- 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 CD 54

Listen.

**Tess** Baz, please give me my shirt.

**Baz** What colour is it?

**Tess** It's yellow.

**Tess** Baz, please give me my trousers.

**Baz** What colour are they?

**Tess** They're blue.

**Tess** Baz, please give me my socks.

**Baz** What colour are they?

**Tess** They're red.

**Baz** Oh sorry! They're my clothes.

#### Listen and act. CD 54

- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually. Children should repeat the lines they hear, not the text under the pictures.
- Tell the class that they are going to act out the story using the flashcards for shirt, socks, and trousers.
- Call two children to come to the front. Encourage one child to ask *Please give me my shirt*. The other child responds *What colour is it?* The first child responds *yellow*. The other child hands over the flashcard of the yellow shirt. Continue with the other lines of 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 AB PAGE 51

##### 1 Join the dots. Colour.

- Write the letters *a-i* on the board in a snaking pattern that makes a circle.
- Point to each letter and children say its name.
- Draw a line connecting the letters in order from *a-i*.
- Repeat with letters *j-q*.
- Tell children to look at page 51. Ask children to identify the clothing (*jumper, skirt, socks, trousers*).
- Tell them to connect the letters to complete the clothing.
- Children complete the activity by colouring the clothing.

##### Optional activity

- Tell children that they are going to play a game.
- Explain that you are going to say the name of a piece of clothing and the children have to touch that item on their bodies.
- Say *shirt, socks, shoes*. Children touch their shirt, their socks, and their shoes.
- Repeat with other clothing words and longer lists of items.
- Say the words more quickly, and then say them very quietly to calm the children down.

## Unit 7 Review AB PAGE 52

To review the letters and sounds for *Oo*, *Pp*, and *Qq*  
To review the numbers 1–10

**Materials:** flashcards 3, 95, 97

### Activity Book AB PAGE 52

#### Warm-up

- Review the numbers. Write the numbers 1–3 on the board.
- Call a child to the front to write the next number (4).
- Continue with other children writing the numbers up to 10.

#### 1 Say and write.

- Tell children to look at page 52.
- Model the activity. Stick the flashcard of Pat on the board. Say *Pat*. Ask children for the first sound of *Pat* (/p/). Ask them for the letter name (*p*). Write the letters *P* and *p* on the board and ask children which is the correct one for Pat's name (*P*). Remind children as necessary that we use capital letters for names. Write *P* under the flashcard.
- Tell children to write *P* under the picture of Pat in the book to complete his name.
- Children complete the activity.
- Check by sticking the flashcards of queen and octopus on the board and calling children to the front to write the first letter.

#### 2 Count and write.

- Tell children to look at the second activity on page 52.
- Model the activity. Draw a cat's head on the board. Ask *What's this?* Children respond *It's a cat*.
- Draw seven more cat's heads next to the first one in a row on the board. Ask *How many cats?* Children respond *Eight*. Count the cats, pointing to each one as you count 1–8.
- Write the number 8 to the right of the row of cats.
- Children complete the activity by counting the objects and then writing the number.
- Check the answers (*8 cats, 10 pencils, 6 lions, 10 nuts*).

#### Progress check 7 (photocopiable) (TB p100)

- Follow the procedure described on page 11 of the Introduction.

## Numbers Book NB PAGES 40–51

### Lesson 1 NB PAGE 40

#### Lesson objectives

To count and write the number 10  
To count from 1 to 10

#### 1 Trace and count. Write.

- Tell children to look at page 40.
- Ask the children which number they see at the top of the page (10). Ask them to trace the number with their fingers starting at the dots, and following the direction of the arrows.
- Ask *How many socks?* Children respond *Ten*.
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the 10. Model writing the number 10 on the board while children trace the numbers with their fingers in their books.
- Children trace and write the numbers with their pencils.

#### 2 Count and draw.

- Tell children to look at the second activity on page 40.
- Ask what is different about some of the jumpers (*they have a blue dotted outline*). Tell children to trace the dotted jumpers.
- Ask children to count all the jumpers. Tell them to point to each jumper and count aloud with you. Say *1, 2, 3, 4, 5, 6, 7, 8, 9, 10*.
- Ask *How many jumpers?* Children respond *Ten*.

### Lesson 2 NB PAGE 41

#### Lesson objectives

To write numbers 1–10  
To practise the order of numbers 1–10

**Materials:** flashcards 72, 73, 75, 77, 78, 79

#### 1 Trace.

- Tell children to look at page 41. Draw writing lines on the board. Put dots on the lines to show the starting points for forming the numbers 1–10. Model writing the numbers on the board while children trace the numbers with their fingers in their books.
- Children trace and write the numbers with their pencils.
- Draw more writing lines on the board and call children to the front to write the numbers.

#### 2 Write the next number.

- Tell children to look at the bottom of the page and tell you what numbers they see (3, 2, 7, 8, 5, 9). Stick the flashcards for these numbers on the board. Stick them in two columns, as in the book.
- Model the activity. Point to the flashcard for 3. Ask children which number is next (4). Write the number 4 next to the flashcard for 3.
- Children complete the activity in their books.
- Check by calling children to the front to write the next number beside the flashcards on the board.

### Lesson 3 NB PAGE 42

To count from 1 to 10  
To follow a sequence  
To develop fine motor control

**Materials:** flashcards 71–80

#### 1 Follow the numbers.

- Stick the number flashcards for 1–10 on the board in a zigzag from the top left to the lower right of the board.
- Point to each number and children say its name.
- Draw a line connecting the numbers in order from 1–10.
- Tell children to look at page 42. Explain that the ostrich has to get to her egg.
- Tell them to connect the numbers to help the ostrich get to her egg. They should ignore any numbers which do not follow on in sequence.

### Lesson 4 NB PAGE 43

To count from 1 to 10

**Materials:** flashcards 76–80

#### 1 Count and match.

- Stick the flashcards for numbers 6–10 in a column on the left of the board.
- Point to each number as children say its name.
- Tell children to look at page 43. Explain that they are going to count the number of each object in the boxes and match it to the correct number on the left.
- Model the activity. Draw six circles in the middle of the board. Write 6 on the left of the board. Ask *How many circles?* Children respond *Six*. Draw a line from the circles to the 6.
- Children complete the activity in their books.
- Check the answers. Ask *How many ...?* for each object. (6 shoes, 7 octopuses, 8 ducks, 9 socks, 10 butterflies).

### Lesson 5 NB PAGE 44

To count from 1 to 10  
To locate items within a picture

**Materials:** flashcards 43, 46, 47, 48, 49

#### 1 Look, count and write.

- Tell children to look at page 44.
- Ask in the children's own language which items they can see in the large picture. Ask for the names in English.
- As children identify each item of clothing, stick the flashcard for that item on the board. If children are not able to identify all the items, tell them to look at the column of pictures on the right. Ask them to identify them.
- Explain in the children's own language that they should count the number of each item in the large picture.
- Model the activity. Ask *How many jumpers?* Help children to find the jumpers in the picture. Children respond *Seven*. Write the number 7 next to the flashcard of the jumper on the board.
- Children complete the activity.
- Check the answers on the board. Call children to the front to write the number of items next to the appropriate flashcard (*skirts – 8, socks – 10, shoes – 5, trousers – 3*).

### Lesson 6 NB PAGE 45

To follow a sequence  
To develop fine motor control

#### 1 Join the dots. Colour.

- Stick the number flashcards for 1–10 on the board in a zigzag from the top left to the lower right of the board.
- Point to each number and children say its name.
- Draw a line connecting the numbers in order from 1–10.
- Tell children to look at page 45. Ask the children what they see (*a queen*). Ask children in their own language what the queen is missing (*her crown*).
- Tell them to connect the numbers in the correct order, starting at number 1, to draw the queen's crown.
- When children have finished, have them colour the picture. Tell them to stay inside the lines as well as they can.

# 8 My body

## Lesson 1 CB PAGES 46-47, AB PAGE 53

- To identify parts of the body
- To recognize English sounds and spoken words
- To recognize parts of the whole
- To develop fine motor control

**Vocabulary:** *arms, ears, eyes, feet, fingers, head, legs*

**Materials:** CD tracks 55-56, flashcards 50-56

## Class Book CB PAGES 46-47

### Warm-up

- Tell children to look at the picture on pages 46 and 47. Ask the following questions in the children's own language: *Who is in the picture? (Pat and Jig), Where are they? (in the kitchen), What are they doing? (talking and looking at a picture), What is the picture? (a person).*

### Listen and say. 55

- Tell children that they are going to learn the words for some parts of the body.
- Play the CD, holding up the flashcard for each part of the body as its name is said. Pause after each word so children can point to the part of the body in their books. Check children are pointing to the correct part of the body (on either Pat or Jig).
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

### Transcript 55

**Listen and say.**  
eyes, feet, ears, head, arms, fingers, legs

### Listen and find. 56

- Tell children that you are going to say a word and they should point to that part of the body in their books.
- Say the words at random, e.g. *head, arms, fingers, legs, ears, eyes, feet*. As you say each word, you may like to hold up the flashcard or point to that part of your body to give children visual support.
- Check children are pointing to the correct thing in their books.
- Play the CD and pause after each word. Children listen and point to the part of the body in their books.

### Transcript 56

**Listen and find.**  
legs, eyes, fingers, arms, ears, head, feet

## Activity Book AB PAGE 53

### 1 Match and colour. Say.

- Put the flashcards for arms, ears, eyes, feet, fingers, head, and legs in two columns on the board. Leave an empty space between the columns. Point to each flashcard and have children say the words for the parts of the body.
- Tell children to look at page 53.
- Draw a stick figure on the board, in the space between the flashcards. The stick figure should have all the body parts shown in the pictures.
- Tell children to look at the first picture in the left column on the board (*arms*). Ask them in their own language where the *arms* are on the stick figure. Draw a line from the flashcard of the arms to the arms on your stick figure.
- Tell children to match the parts of the body in the small pictures on page 53 to the boy in the centre of the page. They should say the words aloud as they match them.
- Children complete the activity.
- Check answers by calling children to the board to match the parts to the whole.
- Ask children to colour the picture of the boy. Tell them to stay inside the lines as well as they can.

### Optional activity

- Tell children that they are going to play a game.
- Tell them that you are going to say a part of the body and they have to touch that part of their body.
- Model the activity. Say *head*. Put your hands on your head. Encourage children to do the same.
- Repeat with the other parts of the body. Say the words faster to make the game more challenging. Say the words quietly to motivate children to pay attention.

## Lesson 2 CD PAGES 46-47, AB PAGES 54

To talk about one's body

To count from 1-10

To review numbers 1-10

**Structure:** *I've got...*

**Vocabulary:** *ears, eyes, legs, fingers, rabbit, too*

**Materials:** CD track 57, flashcards 3, 4, 50-56

## Class Book CD PAGES 46-47

### Warm-up

- Review the names of the parts of the body. Stick the flashcards on the board. Say *Point to the ears*. Children respond. Repeat with other words.
- Put the flashcards of Pat and Jig on the board. Say *Point to Pat*. Children respond. Repeat with Jig.
- Ask children in their own language what animals Pat and Jig are. (*Pat is a cat. Jig is a rabbit.*)
- Point to Pat. Say *cat*. Point to Jig. Say *rabbit*. Children repeat chorally and individually.

### Listen and say. 57

- Tell children to look at the picture on pages 46 and 47. In their own language, ask children to say what they think the characters are saying about the picture (*They are comparing the body in the picture to their own bodies*). Play the CD once to check the answer.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.
- Ask if children can remember what part of the body Jig doesn't have (*fingers*). Ask if they can remember what Pat said to him about this (*Of course not!*). Explain in the children's own language that this means *Don't be silly*.

### Transcript 57

#### Listen and say.

**Jig** I've got ears.

**Pat** I've got ears, too.

**Jig** I've got eyes.

**Pat** I've got eyes, too.

**Jig** Hmm... I've got four legs.

**Pat** I've got four legs, too.

**Jig** Oh, no! I've got no fingers.

**Pat** Of course not! You're a rabbit!

#### Say and do.

- Hold up the flashcard of the eyes. Look at it and say *I've got eyes*. As you say this, point to your own eyes. Encourage children to say *I've got eyes* as they point to their own eyes.
- Hold up the flashcard of the ears. Say *I've got ears* as you point to your own ears. Children repeat *I've got ears* as they point to their own ears.
- Repeat with the other flashcards, pointing to yourself to emphasize the *I've got*.

## Activity Book AB PAGES 54

### 1 Count and write.

- Write the numbers 2, 4, 6, 8 on the board. Point to each number and have children say its name.
- Tell children to look at page 54.
- Model the activity. Ask children to look at the first row of animals. Ask *How many eyes?* Children respond *Eight*.
- Stick the flashcard of eyes under the number 8 on the board.
- Tell children to count the number of the body parts in each row.
- Children complete the activity, writing the numbers on the lines after each row.
- Check answers by asking *How many...?* for each part of the body. (*How many ears? Six. How many arms? Two. How many feet? Four.*)
- Ask children to come to the board and stick the flashcard for the parts of the body under the correct number.

### Optional activity

- Hold up your book. Say *I've got a book*. Hold up your bag. Say *I've got a bag*.
- Call a child to the front with a few of his or her belongings, e.g. coat, pencil, water bottle, lunch box.
- Encourage the children to say *I've got* and the name of one of the objects. Prompt the child if necessary.
- Repeat with other children.
- If children are particularly confident, you may encourage them to say a sentence about the colour. For example, *I've got a pencil box. It's red.*

## Lesson 3 Letter fun! CD PAGE 48, AB PAGE 55

To say, recognize, and write the letter *Rr*

To recognize and say the sound /r/

To develop fine motor control

**Vocabulary:** *rabbit, run*

**Materials:** CD track 58, flashcard 98; (optional) flashcards 81, 85, 89, 95

### Class Book CD PAGE 48

#### Warm-up

- Review the capital forms of letters a–q. Write the lower case letters on the board. Call children to the front to write the corresponding capital letter.
- Ask children to say the letter name and sound of each letter.

#### Learn the letter.

- Hold up flashcard 98 of the rabbit. Say *rabbit*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter *r* on the board under the rabbit. Point to it and say /r/, *rabbit*.
- Present the word *run* by running in place. Point to the letter *r* on the board as you run and say /r/, *run*. Children repeat the word chorally and individually.
- Explain that although the sound of the letter is /r/, the name of the letter is *r*. Have children repeat the letter name and letter sound, along with the words, several times as you point to the picture and letter on the board, and mime running (*r, /r/, rabbit; r, /r/, run*).
- Write the capital *R* on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /r/. If children can't think of any names in their own language, give some examples of English names (*Robert, Richard, Rachel, Rebecca, etc.*).
- Tell children that they are going to learn how to write the letter *Rr*. Tell them to open their books at page 48 and look at the letters *Rr* with the arrows.
- Stand with your back to the class as you use your finger to 'write' a capital *R* in the air. Write the letter exactly as it is presented in the Class Book (see also TB p119).
- Tell children to copy your action and write a capital *R* in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case *r*.
- Tell children to practise tracing over the letters in their books with their fingers.

#### Sing. CD 58

- Tell children that they are going to sing a song to help them learn the letter *Rr*.
- 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 CD 58

##### Sing.

r, r, r	r, r, r
/r/, /r/, /r/	/r/, /r/, /r/
/r/ rabbit, /r/ rabbit	/r/ run, /r/ run
/r/, /r/, /r/	/r/, /r/, /r/

##### Find.

- Tell children to find the letter *r* in the alphabet at the top of the page. Ask which letter comes before *r* (*q*).
- Tell children to look at the main picture on the page. Ask *How many rabbits?* Children respond *Six*.
- Tell children to find the things beginning with the sounds /æ/ (*apples*), /m/ (*mangoes*), /f/ (*figs*), and /d/ (*dates*).

### Activity Book AB PAGE 55

#### 1 Trace and write.

- Tell children to look at page 55.
- Draw writing lines on the board. Put a dot on the lines to show the starting points for forming the capital *R*. Write the letter on the lines exactly as it is presented in the Class Book (see also TB p119).
- Tell children to practise 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.
- Repeat the procedure for the lower case *r*.
- Draw more writing lines on the board. Call children to the board to write *R* and *r* on the lines. Correct as necessary.

#### 2 Trace and say. Colour.

- Tell children to look at the pictures and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the pictures with their fingers, and then colour them.
- Tell children to colour the rest of the pictures. They should try not to colour outside the lines.

#### Optional activity

- Put the flashcards for apple, egg, insect, and octopus on the board. Note that these are the vowels children have learnt so far, but you need not direct their attention to this.
- Say *a* /æ/. Call a child to the front to touch the correct picture (*apple*).
- Tell the class to say the letter name *a* and its sound /æ/ as the child touches the picture.
- Repeat with the other letters and pictures.

## Lesson 4 Song CE PAGE 49, AB PAGE 56

To describe one's body

To count from 1 to 10

To recognize the letter Rr

To develop fine motor control

**Vocabulary:** arms, feet, fingers, toes, nose, little

**Materials:** CD track 59, flashcards 52-55, 94, 100

## Class Book CB PAGE 49

### Warm-up

- Hold up your hand. Point to the fingers. Ask *How many fingers?* Children respond *Five*.
- Hold up both hands. Say *I've got ten fingers*. Children repeat chorally and individually.
- Repeat with your arms, feet, and nose.

### Count.

- Tell children to look at page 49 in their books.
- Ask questions about the picture in the children's own language: *How many children? (Three), What are they doing? (Waving and pointing to different parts of their bodies).*
- Hold up the book. Point to the boy doing a handstand. Ask *How many feet?* Children respond *Two*.
- Present the word *toes*. Put flashcard 100 of the toes on the board. Point to it and say *toes*. Say *Point to your toes*. Children respond.
- Tell children to look at the boy again. Ask *How many toes?* Children respond *ten*.

### Sing. 59

- Tell children that they are going to learn a song about their bodies.
- Present the word *little*. Draw a circle on the board. Ask *What's this?* Children respond *It's a circle*. Draw a much smaller circle next to it. Ask *What's this?* Children respond *It's a circle*. Say *Yes, it's a circle, it's little*. As you say the word *little*, show a small amount between your thumb and index finger.
- Point to the big circle. Ask *is it little?* Children respond *No, it isn't*.
- 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 hold up their fingers and point to their bodies as they sing.

## Transcript 59

### Sing.

I've got ten fingers  
I've got ten toes  
I've got two feet  
and a little nose

You've got two legs  
You've got ten toes  
You've got two arms  
and a little nose

## Sing and do. 59

- Call four children to the front. Have them stand in pairs across from each other.
- Tell them to hold up their fingers and point to their toes, feet, and nose at the appropriate points in the song.
- Tell them to point to their partner's legs, toes, arms, and nose during the second verse.
- Sing the song.
- Repeat with other children at the front.

## Activity Book AB PAGE 56

### 1 Draw and colour.

- Tell children to look at page 56.
- Explain that they are going to draw their hands.
- Model the activity. Put your hand on the board and trace round it with a pen or chalk.
- Tell children to trace their hands with the rubber end of their pencils first. Then have them trace with the pencil point down.
- Tell children to colour their hands in their books.

### 2 Colour the letters R and r.

- Write the letters *R, P, B, r, f, and n* on the board in random order.
- Point to each letter as children say its name and sound.
- Ask children in their own language which two letters are the same (*R and r*). Circle them.
- Ask children to open their books at page 56. Tell them to point to the first letter *r* at the left of the picture. Explain that they have to find the path of letters *Rr* from the water to the towel. Tell them to colour all the letters *R* and *r* they see.

## Lesson 5 Letter fun! CB PAGE 50, AB PAGE 57

To say, recognize, and write the letters *Ss* and *Tt*

To recognize and say the sounds /s/ and /t/

To develop fine motor control

**Vocabulary:** *seesaw, sing, Tess, toes*

**Materials:** CD track 60, flashcards 1–5, 99, 100

### Class Book CB PAGE 90

#### Warm-up

- Review the capital letters for *A, B, J,* and *P* with the flashcards of the characters.
- Hold up the flashcard for Adam. Say *Adam*. Ask children to tell you the first letter's name and sound (*a, /æ/*). Repeat with the flashcards for Baz, Jig, and Pat.

#### Learn the letter.

- Hold up flashcard 99 of the seesaw. Say *seesaw*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter *s* on the board under the seesaw. Point to it and say */s/ seesaw*.
- Present the word *sing* by singing. Point to the letter *s* on the board as you sing the word *sing*. Children repeat the word chorally and individually.
- Explain that although the sound of the letter is */s/*, the name of the letter is *s*. Have children repeat the letter name and letter sound, along with the words, several times as you point to the picture and letter on the board, and as you sing (*s, /s/, seesaw; s, /s/, sing*).
- Write the capital *S* on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound */s/*. If children can't think of any names in their own language, give some examples of English names (*Sam, Simon, Sarah, Sandra, etc.*).
- Tell children that they are going to learn how to write the letter *Ss*. Tell them to open their books at page 50 and look at the letters *Ss* with the arrows.
- Stand with your back to the class as you use your finger to 'write' a capital *S* in the air. Write the letter exactly as it is presented in the Class Book.
- Tell children to copy your action and write a capital *S* in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case *s*.
- Tell children to practise tracing over the letters in their books with their fingers.
- Repeat the whole procedure with */t/*. Remind children of *toes* using flashcard 100, and use the flashcard of *Tess* to present capital *T*. Have children repeat the letter name, sound, and the word (*t, /t/, toes; t, /t/, Tess*) before moving on to looking at the letters on the board.

#### Sing. 60

- Tell children that they are going to sing a song to help them learn the letters *Ss* and *Tt*.
- 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 60

##### Sing.

<i>s, s, s</i>	<i>t, t, t</i>
<i>/s/, /s/, /s/</i>	<i>/t/, /t/, /t/</i>
<i>/s/ seesaw, /s/ seesaw</i>	<i>/t/ Tess, /t/ Tess</i>
<i>/s/, /s/, /s/</i>	<i>/t/, /t/, /t/</i>

<i>s, s, s</i>	<i>t, t, t</i>
<i>/s/, /s/, /s/</i>	<i>/t/, /t/, /t/</i>
<i>/s/ sing, /s/ sing</i>	<i>/t/ toes, /t/ toes</i>
<i>/s/, /s/, /s/</i>	<i>/t/, /t/, /t/</i>

##### Find.

- Tell children to find the letters *s* and *t* in the alphabet at the top of the page. Ask children for the name and sound of the letter before *s* (*r, /r/*).
- Tell children to look at the picture at the bottom of the page. Say *Point to the seesaw*. Check that children are pointing to the seesaw.
- Say *Point to 'sing'*. Check that children are pointing to Tess and Baz singing. Say *Point to Tess*. Check that children are pointing to Tess. Say *Point to toes*. Check that children are pointing to Adam's toes.
- Tell children to find the things beginning with the sounds */b/* (*birds*), */f/* (*fingers*), and */l/* (*lemons*).

### Activity Book AB PAGE 57

#### 1 Trace and write.

- Tell children to look at page 57.
- Model writing the letters on the board, before asking children to trace and write the letters in their books.
- Call children to the front to write the letters on the board.

#### 2 Trace and say. Colour.

- Tell children to look at the picture and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the picture with their fingers, and then colour them.
- Tell children to colour the rest of the picture. They should try not to colour outside the lines.

#### Optional activity

- Tell children that they are going to play a game. Explain that you are going to say three words and they should say which one is different from the other two. Tell them to listen carefully to the first sound of each word.
- Say *seesaw, sing, fan*. Children respond *fan*. Ask for the first letter and sound of *fan* (*f, /f/*). Ask for the first letter and sound of the other words *seesaw* and *sing* (*s, /s/*).
- Repeat with other groups of words.

## Lesson 6 Story CD PAGE 51 AND PAGE 58

To follow the left to right sequence of English

To develop listening skills in English

To understand and enjoy a story

To revise and consolidate language introduced in the unit

**Vocabulary:** butterfly, dog, fingers, hands, rabbit

**Materials:** CD track 61, flashcards 42, 84, 98; (optional) a torch

### Class Book CD PAGE 51

#### Warm-up

- Draw a vertical line on the board. Leave enough space above and below it for children to complete a stick figure using the line as the body.
- Call a child to the front. Say *head*. Point to the top of the line where the head should go. Help the child draw a head.
- Call another child to the front. Say *arms*. Point to the line where the arms should be drawn. Help the child draw the arms.
- Repeat with other known body parts.

#### Look and say.

- Tell children to open their books at page 51.
- 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: *What are the boys doing? (playing), Is it light or dark in the room? (dark), What can you see in the first three pictures? (rabbit, dog, butterfly).*

#### Listen. CD 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 CD 61

Listen.

Boy 1 You've got a rabbit!

Boy 1 You've got a dog!

Boy 1 You've got a butterfly.

Boy 2 Now, I've got two hands and ten fingers!

#### Listen and act. CD 61

- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually. Children should repeat the lines they hear, not the text under the pictures.
- Tell the class that they are going to act out the story using flashcards.
- Call four children to come to the front. Give three children the flashcards for butterfly, dog, and rabbit. Tell the other child to point to each picture and say the line.
- 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 CD PAGE 58

#### 1 Say and match.

- Tell children to look at page 58.
- Ask children to say the name for each part of the body in the first column. Ask in their own language what they can see in the second column (shaded parts of the body).
- Explain that children should match the pictures of the same part of the body.
- Children complete the activity.
- Check answers. Have children hold up their books.

#### Optional activity

- Tell children you are going to teach them how to make the butterfly from the story.
- Put your hands up with the palms facing you. Your thumbs are pointing away from you. Bring your hands toward each other, passing one in front of the other until the thumbs are touching. Link your thumbs and flap your hands toward and away from you.
- Help children to do this.
- Switch off the lights and shine the torch behind one of the 'butterflies'.

## Unit 8 Review AB PAGE 59

### Lesson objectives

- To review the letters and sounds for *Rr*, *Ss*, and *Tt*
- To review the numbers 1–8

**Materials:** flashcards 37, 98, 100

## Activity Book AB PAGE 59

### Warm-up

- Review the letters. Tell children to write the letters they hear.
- Say *t, r, s*, pausing between each letter.
- Write the letters *r, s, t* on the board. Call a child to circle the first letter you said (*t*). Repeat with two other children for letters *r* and *s*.

### 1 Say and write.

- Write the letters *r, s*, and *t* at the top of the board. Point to each letter and have children tell you the name and the sound.
- Tell children to look at page 59.
- Ask children to say the words for the pictures (*rabbit, sun, sing, toes*).
- Model the activity. Stick the flashcard of the rabbit on the board below the letters. Ask *What's this?* Children say *A rabbit*.
- Ask children the letter name and sound at the beginning of *rabbit* (*r, /r/*). Write the letter *r* under the rabbit.
- Children write the first letter under each picture. Check the answers by sticking the flashcards on the board and having children write the letters under them. For *sing*, draw a simple face with music notes.

### 2 Count and circle.

- Tell children to look at the second activity on page 59.
- Ask children which numbers they can see in the first row (*5 and 6*).
- Model the activity. Draw your hand on the board. Ask *How many fingers?* Point to each and count aloud *1, 2, 3, 4, 5. Five fingers*. Circle the number 5.
- Children complete the activity. Tell them to count each item as they work.
- Check by asking *How many ...?* for each row of items (*3 heads, 8 feet*).

### Progress check 8 (photocopiable) (TB p101)

- Follow the procedure described on page 11 of the Introduction.

## Numbers Book NB PAGES 46–51

### Lesson 1 NB PAGE 46

#### Lesson objectives

- To count from 1 to 10
- To develop fine motor control

### 1 Draw.

- Tell children to look at page 46.
- Ask the children what they see in the first activity (*two hands*).
- Ask children to trace them with the rubbers of their pencil first. Then have them trace the hands as carefully as they can.

### 2 Count and match.

- Tell children to look at the second activity on page 46.
- Ask children to count the fingers in the first picture. Tell them to point to each finger and count aloud with you. Say *1, 2, 3, 4, 5, 6, 7*.
- Ask *How many fingers?* Children respond *Seven*. Ask them to trace the line from the picture to the number 7.
- Children complete the activity. Tell them to count the number of fingers in each picture and draw a line to the correct number.
- Check the answers. Write the numbers 6, 7, 8, 9, 10 on the board. Call a child to the front. Hold up your fingers as shown in each picture. The class says the correct number and the child at the board points to it.

### Lesson 2 NB PAGE 47

#### Lesson objectives

- To count from 1 to 10

### 1 Follow the numbers.

- Tell children to look at page 47.
- Ask the children in their own language *What is happening in the picture?* (*Tess is standing on one side of a lake.*) *How do you think Tess can get to the other side?* (*By jumping on the stones.*) Explain that Tess can only go on the stones in order from 1 to 10.
- Model the activity on the board. Copy the numbers from the picture and draw circles around them. Start at 1 and ask children where you should go next. Draw a line to 2.
- Children complete the activity.
- Check by calling children to the front to draw a line to the next number until the line is at 10.

### Lesson 3 INB PAGE 48

#### Lesson objectives

- To count from 1 to 9
- To write numbers 6–9
- To develop fine motor control

#### 1 Draw, count and write.

- Write the numbers 6, 7, 8, and 9 in a row across the top of the board. Point to each number and children say it.
- Tell children to look at page 48.
- Ask children what they can see in the first row of pictures (*rabbits*). Ask in the children's own language if they notice anything different about one of the rabbits in the row (*It's dotted, not solid*). Tell children to trace it.
- Ask *How many rabbits?* Children count aloud *1, 2, 3, 4, 5, 6... Six rabbits*.
- Tell children to trace the number 6 in the box.
- Explain that they should complete the activity in this way, tracing the dotted item, counting, and then writing the number.
- Tell children to try to trace the lines as well as they can.
- Check answers by asking *How many ducks?* Children respond *Eight*. Repeat with flowers and butterflies (*7 flowers, 9 butterflies*).

### Lesson 4 INB PAGE 49

#### Lesson objectives

- To count from 1 to 10
- To recognize pictures as simple sums
- To perform simple sums

#### 1 Count and write.

- Tell children to look at page 49.
- Model the activity. Draw your hand on the board. Ask *How many fingers?* Children respond *Five*. Write 5 under the hand. Tell children to trace the 5 in their books.
- Draw one finger to the right of your hand. Ask *How many?* Children respond *One*. Write 1 under the finger. Tell children to trace the 1 in their books.
- Draw a circle around all six fingers. Ask *How many fingers?* Children respond *Six*. Count the fingers for the children. Say *1, 2, 3, 4, 5, 6*. Write 6 to the right of the pictures. Tell children to trace the 6 in their books.
- Write an addition sign (+) between the 5 and 1. Remind children in their own language that this symbol tells us to add the numbers, or count the things in the pictures as one group.
- Write the equals sign (=) between the 1 and 6. Remind the children in their own language that this sign shows the number of fingers in the total group.
- Say the sum *Five and one is six*. Children repeat chorally and individually.
- Children complete the activity.
- Check the answers. Ask children to say the sums as you write them on the board.

### Lesson 5 INB PAGE 50

#### Lesson objectives

- To identify colours
- To develop fine motor control

**Materials:** flashcards 27–31, 96

#### 1 Colour.

- Tell children to look at page 50.
- Say *Point to Pat*. Check that children are pointing to Pat.
- Put the flashcards for the colours on the board. Point to the orange flashcard and ask *What colour is this?* Children respond *orange*. Write *orange* next to the colour. Repeat with the other colours.
- Explain in the children's own language that each colour has a number and that they should colour the picture according to the numbers.
- Ask children for the number for orange (*1*). Explain that they should colour orange all the parts of the picture with a 1 in them.
- Children complete the activity.
- Check children's colouring.

### Lesson 6 INB PAGE 51

#### Lesson objectives

- To recognize parts of the whole
- To count from 1 to 10

#### 1 Look, count and write.

- Tell children to look at page 51. Explain that these are funny pretend creatures and that they are going to count the parts of the creatures shown in the small pictures underneath.
- Hold up your book. Point to the first small picture. Say *ear*. Ask *How many ears?* Children respond *Two*. Tell them to trace the number 2.
- Repeat with the other small pictures (*eyes, feet, arms*).
- Children complete the activity.
- Check answers by asking *How many ...?* For the first creature: 3 ears, 5 eyes, 4 feet, 4 arms. For the second creature: 4 ears, 6 eyes, 4 feet, 3 arms.

# 9 My family

## Lesson 1 CD PAGES 52-53, AB PAGE 60

- To identify family members
- To recognize English sounds and spoken words
- To recognize family relationships

**Vocabulary:** *baby, brother, dad, grandma, grandpa, mum, sister*

**Materials:** CD tracks 62-63, flashcards 1, 2, 5, 57-63

## Class Book CD PAGES 52-53

### Warm-up

- Tell children to look at the picture on pages 52 and 53. Ask the following questions in the children's own language: *Who can you recognize in the picture? (Tess, Baz, Adam, and their mum), Who do you think the other people are? (Dad, Grandpa, Grandma, and Tess's friend).*

### Listen and say. 62

- Tell children that they are going to learn the words for the members of the family.
- Play the CD, holding up the flashcard for each family member as the name is said.
- Stick the flashcards for Tess, Baz, and Adam on the board. Put the flashcards for sister, brother, and baby under them.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

### Transcript 62

#### Listen and say.

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

### Listen and find. 63

- Tell children that you are going to say a word and they should point to the person who represents that member of the family in their books.
- Say the words at random, e.g. *brother, sister, grandma, mum, dad, baby, grandpa*. As you say each word, you may like to hold up the flashcard to give children visual support.
- Check 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 63

#### Listen and find.

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

## Activity Book AB PAGE 60

### 1 Say and match.

- Tell children to look at page 60.
- Ask children in their own language who they can see in the pictures at the top of the page (*Tess, Baz, Adam, Mum, Dad, Grandpa, and Grandma*).
- Ask children who they think is in the large picture underneath with their heads blanked out (*the same people*).
- Point out how there is a line linking Tess's head at the top with her body on the sofa underneath.
- Ask children how they can tell this is Tess on the sofa (*you can see the end of her pony-tail*).
- Ask children to trace the line linking Tess's head with her body, and say *sister* as they do so.
- Tell children to look at the small pictures at the top of the page again. Say *Point to grandma*. Check that children are pointing to the picture of the grandma (first picture on the left).
- Tell children to match the small picture of grandma to grandma in the large picture by drawing a line. Tell them to say *grandma* as they match.
- Children complete the activity. Remind them to say the name of the family member as they match. For Tess, Baz, and Adam, encourage them to say *sister, brother, and baby* instead of their names.
- Check answers by saying the name of a family member as children point to that person in their books.

### Optional activity

- Tell children that they are going to play a game.
- Stick the flashcards of the family members in a row on the board.
- Say *This is the (grandpa)*. Call a child to the front to introduce the second family member on the board.
- Repeat with other children introducing the remaining family members.

## Lesson 2 CD PAGES 52–53, AB PAGE 61

To talk about one's family

To write simple words in English

To develop fine motor control

**Structure:** *He / She is ..., They are ...*

**Vocabulary:** *baby, brother, dad, grandma, grandpa, family, mum*

**Materials:** CD track 64, flashcards 1, 2, 5, 57–63

## Class Book CD PAGES 52–53

### Warm-up

- Review the names of family members. Stick flashcards 57–63 on the board. Say *Point to the grandma*. Children respond. Repeat with other words.
- Hold up the flashcard of Tess. Ask *Brother?* Shake your head for no. Ask *Sister?* Nod your head for yes.
- Repeat with the flashcards of Baz and Adam.
- Leave flashcards 57–63 on the board.

### Listen and say. 64

- Tell children to look at the picture on pages 52 and 53. In their own language, ask children to say what they think Tess is doing. (*She is introducing her friend to her family*). Play the CD once to check the answer.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.
- Ask if children can remember the name of Tess's friend (*Mira*). Ask if they can remember the two family member words Tess used for Adam (*brother, baby*).

### Transcript 64

#### Listen and say.

**Tess** Hello! This is Mira.

**All** Hello, Mira.

**Tess** Mira, this is my family.

They are my grandpa and grandma.

This is my dad. Baz is my brother.

Adam is my brother. He's a baby.

**Adam** I'm not a baby!

### Say and do.

- Point to all the flashcards on the board in one motion. Say *This is my family*.
- Point to the flashcard of brother. Say *This is (name). He is my brother*.
- Point to the flashcard of sister. Say *This is (name). She is my sister*.
- Point to the flashcards of the grandpa and grandma. Say *They are my grandpa and grandma*.
- Repeat with the other flashcards, identifying the family members with *He is ..., She is ..., or They are ...*

## Activity Book AB PAGE 61

### 1 Draw and write.

- Put the flashcards of dad and mum on the board. Point to each as children say the words.
- Draw writing lines on the board. Ask children for the name and sound of the first letter of the word *dad* (*d, /d/*). Write *d* on the board as children write the letter in the air. Be sure to form the letter as children learnt it earlier in the year.
- Say *dad* again slowly, articulating each sound: */d/ /æ/ /d/*. Ask children for the next letter's sound and name (*a, /æ/*). Write it next to *d* as children write it in the air. Repeat with the final *d, /d/*.
- Move your finger under the word and say *dad*. Children repeat chorally and individually as you point.
- Repeat the procedure with *mum*. (Children haven't formally learnt the *u, /ʌ/* sound yet, but they should recognize it from words such as *jump, duck, and jumper*. Tell them they will learn it properly in the next lesson.)
- Tell children to open their books at page 61.
- Ask if they recognize the words on the page (*dad, mum*).
- Tell them to trace the faces and words on the page.
- Call children to the front to trace the words *dad* and *mum* on the board.

### Optional activity

- Give each child a sheet of paper. Tell them to draw a member of their family.
- Call a child to the front with his or her drawing. Have the child 'introduce' the person to the class, e.g. *This is (name). She is my sister*. Tell children that they need not give the first names of their parents or grandparents. Point out that in English, children don't usually call adults by their first names.
- Repeat with other children.

## Lesson 3 Letter fun! CB PAGE 54, AB PAGE 62



To say, recognize, and write the letters *Uu* and *Vv*

To recognize and say the sound /ʌ/ and /v/

To develop fine motor control

**Vocabulary:** *umbrella, up, van, volcano*

**Materials:** CD track 65, flashcards 101, 102; (optional) paper, glue, red / orange wool or beans or seeds (e.g. red lentils)

### Class Book CB PAGE 54

#### Warm-up

- Review the known letters of the alphabet. Write the alphabet in order in lower case letters on the board. Erase letters randomly.
- Call children to the front to write the missing letters.
- Say the alphabet as a class.
- Repeat with capital letters and different children.

#### Learn the letter.

- Hold up flashcard 101 of the umbrella. Say *umbrella*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter *u* on the board under the umbrella. Point to it and say /ʌ/, *umbrella*.
- Present the word *up* by pointing up. Point to the letter *u* on the board as you point and say /ʌ/, *up*. Be sure that children realise that this is not the word for ceiling. Children repeat the word chorally and individually.
- Explain that although the sound of the letter is /ʌ/, the name of the letter is *u*. Have children repeat the letter name and letter sound, along with the words, several times as you point to the letter and umbrella flashcard on the board, and as you point upwards (*u, /ʌ/, umbrella; u, /ʌ/, up*).
- Write the capital *U* on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /ʌ/, if any exist in their own language (there are none in English).
- Tell children that they are going to learn how to write the letter *Uu*. Tell them to open their books at page 54 and look at the letters *Uu* with the arrows on.
- Stand with your back to the class as you use your finger to 'write' a capital *U* in the air. Write the letter exactly as it is presented in the Class Book.
- Tell children to copy your action and write a capital *U* in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case *u*.
- Tell children to practise tracing over the letters in their books with their fingers.
- Repeat the whole procedure with *Vv*. Present *van* using flashcard 102 and *volcano* by pointing to the picture in the book. Get children to repeat the letter name, sound, and the word (*v, /v/, van; v, /v/, volcano*) before moving on to looking at the letters in the book.

### Sing. CD 65

- Tell children that they are going to sing a song to help them learn the letters *Uu* and *Vv*.
- 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 CD 65

#### Sing.

u, u, u	v, v, v
/ʌ/, /ʌ/, /ʌ/	/v/, /v/, /v/
/ʌ/ umbrella, /ʌ/ umbrella	/v/ van, /v/ van
/ʌ/, /ʌ/, /ʌ/	/v/, /v/, /v/

u, u, u	v, v, v
/ʌ/, /ʌ/, /ʌ/	/v/, /v/, /v/
/ʌ/ up, /ʌ/ up	/v/ volcano, /v/ volcano
/ʌ/, /ʌ/, /ʌ/	/v/, /v/, /v/

#### Find.

- Tell children to find the letters *u* and *v* in the alphabet at the top of the page. Ask children for the name and sound of the letter before *u* (*t, /t/*).
- Tell children to look at the picture at the bottom of the page. Say *Point to the umbrella*. Check that children are pointing to the umbrella.
- Say *Point to the van*. Check that children are pointing to the van.
- Say *Point to the volcano*. Check that children are pointing to the drawing of the volcano.
- Tell children to find the things beginning with the sounds /b/ (*bag*), /g/ (*give*), and /s/ (*saw*).

### Activity Book AB PAGE 62

#### 1 Trace and write.

- Tell children to look at page 62.
- Model writing the letters on the board before asking children to trace and write them in their books.
- Call children to the front to write the letters on the board.

#### 2 Trace and say. Colour.

- Tell children to look at the picture and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the picture with their fingers, and then colour them.
- Tell children to colour the rest of the pictures. They should try not to colour outside the lines.

#### Optional activity

- Give each child a sheet of paper. Ask them to draw a big volcano.
- When they have finished their drawing, help them to glue red or orange wool or dried beans to the picture (for the lava).
- Call several children to the front to show their pictures.

## Lesson 4 Song CD PAGE 65, AD PAGE 63

To describe one's family

To develop fine motor control

**Vocabulary:** *come and meet, love each other*

**Materials:** CD track 66, flashcards 1–5, 57, 58, a small photo of someone from your family

### Class Book CD PAGE 63

#### Warm-up

- Give each child a sheet of paper. Ask them to draw someone from their family.
- Ask children to stand at their seats and introduce their family member, e.g. *This is my mum.*

#### Point and say.

- Tell children to look at page 55 in their books.
- Say *Point to Tess.* Check that children are pointing to her.
- Say *Point to dad.* Check that children are pointing to him.
- Repeat with all the characters on the page.
- Say *Point to sister.* Check that children are pointing to Tess.
- Repeat with *baby* and *brother.*

#### Sing. CD PAGE 66

- In the children's own language, ask *What is Tess doing? (She's looking at photos). How does Tess feel in the picture? (Very happy). Why do you think she is happy? (She is thinking about her family).*
- Present the word *love.* Stick all the flashcards of the characters and the flashcards of mum and dad on the board in a small area. Draw a giant heart around them all. Say *They are a family. They love each other. Say love each other* as you make a heart motion around the flashcards. Children repeat chorally and individually.
- Present the phrase *come and meet.* Hold up a small photo of someone in your family. Call on one of the children to come to the front. Say *(Name), come and meet my (brother, sister, mum, dad).*
- 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.

#### Transcript CD PAGE 66

**Sing.**

**Tess** Look at my pictures.

This is my family.

Come and meet my family.

Come and meet my family.

She is my mum.

He is my dad.

This is Jig.

And this is Pat.

Adam is my brother.

Baz is my brother.

We are a family.

We love each other.

#### Sing and do. CD PAGE 66

- Call seven children to the front. Give five of them the character flashcards. Give the family flashcards of mum and dad to the other two children.
- Ask the child playing Tess to point to the appropriate flashcards during the song. Tell the other children to hold up their flashcards when their character is called.
- For the line *We love each other,* encourage the children to gather in a circle and hug.
- Sing the song.
- Repeat with other children at the front.

#### Activity Book AD PAGE 63

##### 1 Draw and say.

- Tell children to look at page 63.
- Explain that they are going to draw their families. Tell them to draw their mum, dad, any brothers or sisters, and grandparents.
- Call on children to stand at their seats and show their pictures as they introduce their family.

#### Optional activity

- Tell children they are going to play a game.
- Explain that you are going to whisper a sentence to one child and he or she is going to whisper it to the child next to him or her. That child is going to whisper it to the person next to him or her, and so on. The last child to hear the sentence says it aloud.
- You may like to use these sentences or one of your own: *Pat is a cat. Jig is a rabbit. I've got a sister,* etc.

## Lesson 5 Letter fun! CD PAGE 67

To say, recognize, and write the letter *Ww*

To recognize and say the sound /w/

To develop fine motor control

**Vocabulary:** *walk, water*

**Materials:** CD track 67, flashcards 101–103

### Class Book CD PAGE 66

#### Warm-up

- Review the letters *Uu* and *Vv* with the flashcards.
- Hold up the flashcard for umbrella. Say *umbrella*. Ask children to tell you the first letter's name and sound (*u, /u/*). Repeat with the flashcard for volcano.
- Call children to the board to write the letters *u* and *v*.

#### Learn the letter.

- Hold up flashcard 103 of the water. Say *water*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter *w* on the board under the water. Point to it and say /w/, *water*.
- Present the word *walk* by walking. Point to the letter *w* on the board as you walk by it. Say /w/, *walk*. Children repeat the word chorally and individually.
- Explain that although the sound of the letter is /w/, the name of the letter is *w*. Have children repeat the letter name and letter sound, along with the words, several times as you point to the picture and letter on the board, and as you mime walking (*w, /w/, water; w, /w/, walk*).
- Write the capital *W* on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /w/. If children can't think of any names in their own language, give some examples of English names (*William, Wyatt, Wilma, Wendy, etc.*).
- Tell children that they are going to learn how to write the letter *Ww*. Tell them to open their books at page 56 and look at the letters *Ww* with the arrows on.
- Stand with your back to the class as you use your finger to 'write' a capital *W* in the air. Write the letter exactly as it is presented in the Class Book.
- Tell children to copy your action and write a capital *W* in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case *w*.
- Tell children to practise tracing over the letters in their books with their fingers.

#### Sing. CD PAGE 67

- Tell children that they are going to sing a song to help them learn the letter *Ww*.
- 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 CD PAGE 67

##### Sing.

w, w, w	w, w, w
/w/, /w/, /w/	/w/, /w/, /w/
/w/ walk, /w/ walk	/w/ water, /w/ water
/w/, /w/, /w/	/w/, /w/, /w/

##### Find.

- Tell children to find the letter *w* in the alphabet at the top of the page. Ask children for the name and sound of the letter before *w* (*v, /v/*).
- Tell children to look at the main picture on the page. Say *Point to the water*. Check that children are pointing to the jug of water.
- Say *Point to 'walk'*. Check that children are pointing to the girl walking.
- Tell children to find the things beginning with the sounds /f/ (*fan*), /g/ (*girl*), /l/ (*lemon*), and /k/ (*kite*).

### Activity Book CD PAGE 64

#### 1 Trace and write.

- Tell children to look at page 64.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the capital *W*. Write the letter on the lines exactly as it is presented in the Class Book.
- Tell children to practise 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.
- Repeat the procedure for the lower case *w*.
- Draw more writing lines on the board. Call children to the board to write *W* and *w* on the lines. Correct as necessary.

#### 2 Trace and say. Colour.

- Tell children to look at the pictures and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the pictures with their fingers, and then colour them.
- Tell children to colour the rest of the pictures. They should try not to colour outside the lines.

#### Optional activity

- Tell children that they are going to play a game.
- Put the flashcards for umbrella, van, and water on the board.
- Say *v, /v/*. Children respond *van*.
- Repeat with letters *u* and *w*. You may also like to extend the game to other letters and flashcards.

## Lesson 6 Story 68

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

**Vocabulary:** *mum, dad, grandma, grandpa, baby, sorry*

**Materials:** CD track 68, flashcards 57–63

### Class Book PAGE 57

#### Warm-up

- Put the flashcards of the family members in different places around the room.
- Say *Point to mum*. Children turn and point to the mum flashcard.
- Repeat with other family members.

#### Look and say.

- Tell children to open their books at page 57.
- 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 characters? (Tess, Baz, and Mira), What are they doing? (Looking at photos), Who might the people in the photos be? (Accept all answers, but they are mum and dad, grandma and grandpa, baby Baz), Who is the baby? (We aren't sure).*

#### Listen. 68

- 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 68

##### Listen.

**Tess** This is my dad and my mum.

**Mira** Wow.

**Baz** They are grandma and grandpa!

**Mira** Wow.

**Tess** This is...

**Mira** You, Tess! You're a baby!

**Baz** No, it isn't, Tess. It's me!

**Mira** Sorry, Baz!

#### Listen and act. 68

- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually. Children should repeat the lines they hear, not the text under the pictures.
- Tell the class that they are going to act out the story using flashcards.
- Put the flashcards in separate sections on the board. The first section should have mum and dad. The second should have grandma and grandpa. The third should have the baby.
- Call three children to come to the front to play Tess, Baz, and Mira. Have them point at the flashcards as they act.
- 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 PAGE 65

#### 1 Say and match.

- Tell children to look at page 65.
- Ask children what they see (pictures of the family). Explain there is a pattern in each row and they have to work it out.
- Tell them to look at the first row of pictures and put their finger on the first picture of dad. Children say *dad*. Tell them to move their finger to the next picture and say *mum*. Children continue until the end of the row.
- Ask children in their own language what picture should come next (*dad*). Ask them to tell you why (*because the pattern is dad / mum / dad / mum*). Tell children to trace the line from the first row of pictures to dad.
- Children complete the activity.
- Check answers. Have the class tell you the pattern in each row.

#### Optional activity

- Tell children they are going to practise working out patterns.
- Draw a simple pattern on the board alternating circle and square twice.
- Point to each shape as children say its name in English. At the end of the row, ask children to tell you which shape is next (*circle*).
- Repeat with other shapes.
- To make it more challenging, you may want to vary the pattern, e.g. circle, circle, square, etc.

## Unit 9 Review (AS PAGE 66)

To review capital and lower case letters for *Qq, Rr, Tt*  
To review the letters and sounds for *Uu, Vv, and Ww*

**Materials:** flashcards 101–103

## Activity Book (AS PAGE 66)

### Warm-up

- Review capital letters. Write the letters *P, O, S* on the board.
- Point to each and children say the letter name and sound for each.
- Call a child to the front to write the lower case letter *p*. Repeat with other children for letters *o* and *s*.

### 1 Find and circle.

- Tell children to open their books at page 66.
- Tell children to put their fingers on the blue letter *v* on the left of the page. Tell them to say *v/vi*.
- Tell children to move their fingers to the right and say the name and sound of each of the black letters they touch.
- Ask which letter should be circled and why (*V, because it is the capital letter for the lower case v*).
- Children circle the capital *V*.
- Tell children to do the same with the other rows of letters.
- They should say the name and sound of each letter as they touch it. For each row of letters, ask children which they should circle.
- Children complete the activity.
- Check the answers by writing the rows on the board and calling children to the front to circle the correct letter.

### 2 Say and write.

- Tell children to look at activity 2 on page 66.
- Model the activity. Stick the flashcard of umbrella on the board. Say *umbrella*. Ask children for the first sound of *umbrella* (*/u/*). Ask them for the letter name (*u*). Write *u* under the flashcard.
- Children complete the activity.
- Check the answers. Draw an arrow for *up*, a stick figure walking for *walk*, and stick the flashcards of van and water on the board. Call children to the front to write the first letter for each.

### Progress check 9 (photocopiable) (TB p102)

- Follow the procedure described on page 11 of the Introduction.

## Numbers Book (NB PAGE 52)

### Lesson 1 (NB PAGE 52)

To recognize similarities and differences

#### 1 Look and match.

- Tell children to look at page 52.
- Ask children what they see in the pictures (*families*).
- Explain that the families in the left column are different from each other, and that there is a matching family for each of them in the right column.
- Model the activity. Ask children to look at the first picture and put their finger on the person on the left. Say *dad*. Children repeat chorally. Tell them to move their finger to the next person and say *brother*. Have them repeat with all the family members, moving from left to right. Ask *How many brothers?* Children answer *Two*. Ask *How many sisters?* Children answer *No sisters*.
- Tell children to look in the right column and find the picture that looks the same. Have them trace the line connecting the pictures.
- Children complete the activity, naming each person in each family in the left column, and counting the number of brothers / sisters / babies / grandmas / grandpas to help them.
- Check answers by having children hold up their books.

### Lesson 2 (NB PAGE 53)

To count from 1 to 10

To develop fine motor control

**Materials:** flashcards 32–35

#### 1 Trace, match and draw.

- Tell children to look at page 53.
- Model the activity. Copy the first line on the board. Use the flashcard of the rectangle.
- Point to the dotted number 6. Children say *Six*. Trace the number 6.
- Point to the rectangle. Ask *What's this?* Children respond *A rectangle*. Point to the 6, the rectangle, and the six rectangles in the box on the right. Ask *How many rectangles?* Children respond *Six*. Trace the dotted line connecting the rectangle to the box and then trace the six rectangles.
- Confirm that children understand the activity by asking them to explain it to you in their own language.
- Children complete the activity.
- Check the answers. Put the flashcard of each shape on the board. Draw the crescent moon. Call children to the front to write the number and draw the correct number of each shape.

### Lesson 3

To count from 1 to 10  
To develop fine motor control

**Materials:** flashcards 47, 99, 101–102

#### 1 Match, count and colour.

- Write the numbers 6, 7, 8, 9, and 10 in a row across the top of the board. Point to each number and children say it.
- Tell children to look at page 54. Ask them to name the objects they see in the boxes at the bottom of the page (*vans, umbrellas, volcanoes, seesaws, socks*).
- Ask children to put their finger on the number 6 at the top of the page. Tell them to trace the line leading from the 6 to the row of pictures. Ask which pictures the line connects to (*vans*).
- Ask *How many vans?* Children count aloud *1, 2, 3, 4, 5, 6, 7, 8, 9, 10... Ten vans*. Ask children how many blue vans (*Six*). Ask why there are six blue vans (*because the line from the 6 led to the vans*).
- Stick the flashcard of van on the board under the 6.
- Explain that they should complete the activity in this way, tracing the dotted line to one of the boxes of pictures, counting that number of items, and then colouring.
- Tell children try to colour inside the lines as well as they can.
- Check answers by asking *How many umbrellas?* Children respond *Ten umbrellas*. Stick the flashcard of umbrella under the 10. Repeat with socks and seesaws. Stick the flashcards under the 8 and 7. Repeat with volcanoes. Draw a volcano under the 9.

### Lesson 4

To count from 1 to 10  
To apply number concepts to real life

#### 1 Look, count and trace.

- Tell children to look at the first activity on page 55.
- In the children's own language, ask who the people are (*Baz and Tess and their family*).
- Point to the people and ask *How many?* Children respond *Seven*. Tell them to trace the number 7.

#### 2 Draw your family. Count and write.

- Tell children to draw their family. If their families are large, you may want to limit their drawings to their parents and siblings.
- When children have finished, call a child to the front to introduce his or her family, e.g. *This is my mum. They are my sisters, etc.*
- Ask the child *How many?* Help the child to count the people. The child writes the number in the box.
- Children complete the activity.
- Check by calling a few children to the front to introduce their family and say the number of people.

### Lesson 5

To follow a pattern  
To identify numbers

#### 1 Look and write.

- Tell children to look at page 56.
- Explain to children that they are going to look at some patterns of numbers.
- Copy the first row of numbers on the board (without the dotted 5). Point to each number as children say its name.
- Ask children to give you the next number in the sequence (5). Call a child to the front to write 5 on the board.
- Children complete the activity.
- Check answers. Copy the rows on the board. Ask children to come to the front to write the missing number in the pattern.

### Lesson 6

To count from 1 to 10  
To follow a sequence  
To develop fine motor control

**Materials:** flashcards 71–80, 102

#### 1 Look and write.

- Tell children to look at page 57.
- Copy the row of numbers on the board. Use a line for the missing numbers.
- Point to the 1. Children say *One*. Point to the empty line. Encourage children to say *Two*.
- Children complete the activity by writing the numbers in their books.
- Check answers by calling children to the front to write the missing numbers.

#### 2 Join the dots. Colour.

- Stick the number flashcards for 1–10 on the board in a zigzag from the top left to the lower right of the board.
- Point to each number and children say its name.
- Draw a line connecting the numbers in order from 1–10.
- Tell children to look at the second activity on page 57. Ask the children what they see (*wheels, a window*). Ask children in their own language what they think the picture will be (*a van*).
- Tell them to connect the numbers in the correct order to complete the picture.
- Check the answer. Ask *Is it a car?* Children respond *No, it isn't*. Ask *Is it a van?* Children respond *Yes, it is*. Stick the flashcard of the van on the board for visual support.
- When children have finished, have them colour the picture. Tell them to stay inside the lines as well as they can.

# 10 My food

## Lesson 1 CD PAGES 58–59, 68 PAGE 67

To identify food

To recognize English sounds and spoken words

To identify colours

**Vocabulary:** *banana, biscuit, carrot, orange, sandwich, sweet, tomato*

**Materials:** CD tracks 69–70, flashcards 27–31, 64–70; (optional) a large envelope

## Class Book PAGES 31–33

### Warm-up

- Tell children to look at the picture on pages 58 and 59. Ask the following questions in the children's own language: *Who is in the picture? (Baz, Tess, Mira, and the characters' family), Where are they? (in the dining room), What are they doing? (having a meal), Have Tess and Mira finished their food? (No, they haven't), Do you think Mira and Tess should eat the sweets and biscuits now or finish their carrot and sandwich first? (They should finish their main course, including some vegetables or salad, before having any pudding).*

### Listen and say. CD 69

- Tell children that they are going to learn the words for more food items in English.
- Play the CD, holding up the flashcard for each food as the name is said. Pause after each word so children can point to the food in their books. Check children are pointing to the correct food.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

### Transcript CD 69

#### Listen and say.

sweet, carrot, sandwich, tomato, biscuit, orange, banana

### Listen and find. CD 70

- Tell children that you are going to say a word and they should point to the food in their books.
- Say the words at random, e.g. *banana, carrot, sandwich, sweet, orange, tomato, biscuit*. As you say each word, you may like to hold up the flashcard to give children visual support.
- Check children are pointing to the correct food in their books.
- Play the CD and pause after each word. Children listen and point to the food in their books.

### Transcript CD 70

#### Listen and find.

banana, biscuit, carrot, orange, sandwich, sweet, tomato

## Activity Book PAGES 67

### 1 Colour.

- Tell children to look at page 67.
- Put the flashcards for the colours on the board. Point to the red flashcard and ask *What colour is this?* Children respond *red*. Write *red* next to the colour. Repeat with the other colours.
- Explain in the children's own language that each colour has a number and that they should colour the food according to the numbers.
- Ask children for the number for red (1). Explain that they should colour red all the food with a 1 in it.
- Children complete the activity.
- Check children's colouring. Ask *What colour is the carrot?* Children respond *It's orange and green*. Repeat with other food.

#### Optional activity

- Tell children that they are going to play a game.
- Put the flashcard of banana inside a large envelope. Hold up the envelope and slowly pull the flashcard out of the envelope. Children watch carefully and say the name of the food as soon as they can identify it.
- Repeat with the other food flashcards.

## Lesson 2 CD PAGES 58–59, AB PAGE 68

To express likes and dislikes

**Structure:** *I like / don't like ...*

**Vocabulary:** *yummy*

**Materials:** CD track 71, flashcards 64–70, (optional) biscuits and sweets

### Class Book CD PAGES 58–59

#### Warm-up

- Review the names of the new food items. Stick the flashcards on the board. Say *Point to the tomato*. Children respond. Repeat with other words.
- Present the word *yummy*. Mime eating a banana. Pretend to peel the banana and eat it. Look happy and satisfied. Say *Yummy. My banana's yummy*.

#### Listen and say. 71

- Tell children to look at the picture on pages 58 and 59. In their own language, ask children what is happening (*The family are having a meal*). Play the CD once to check the answer.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.
- Ask if children can remember what happened to Baz (*He dropped the biscuits*). Ask if Dad was angry about it (*No. He said 'That's OK'*). Tell children the meaning of *That's OK* in their own language.

#### Transcript 71

##### Listen and say.

**Mira** Look at the biscuits! Biscuits are yummy!

**Tess** I don't like biscuits. I like sweets!

**Mira** Sweets are yummy, too!

**Dad** No sweets and no biscuits for you two. Carrots and tomatoes first.

*[crash of tray dropping]*

**Baz** Oh, no! Sorry!

**Dad** That's OK, Baz.

**Mum** No biscuits for us.

#### Say and do.

- Draw two biscuits, two sweets, two carrots, and two tomatoes on the board.
- Point to the biscuits. Look happy. Say *I like biscuits*. Point to the sweets. Look unhappy. Say *I don't like sweets*. Repeat with carrots and tomatoes, giving your true opinion.
- Call two children to the front to play Baz, Tess, and Mira. You play the role of Mum and Dad. Give the child playing Baz the biscuit flashcard (or a real packet of biscuits) to drop.
- Say the lines for pupils to repeat and encourage them to point to the pictures on the board.
- To make the role playing more fun, use some real sweets and a packet of biscuits.

## Activity Book AB PAGE 68

### 1 Circle and say.

- Tell children to look at page 68.
- Ask them to name the food items (*bananas, biscuits, carrots, oranges, sweets*).
- Draw a smiling face and a frowning face on the board. Point to the smiling face. Say *I like*. Point to the frowning face. Say *I don't like*.
- Model the activity. Draw three bananas on the board. Draw a smiling face and a frowning face next to them. Give your opinion. Say *Bananas. I (like / don't like) bananas*. Circle the face that represents your opinion.
- Explain to children that they should circle the face that represents their opinion about the food.
- Children complete the activity.
- Call children to the front to give their opinion about the food, saying *I like ...* or *I don't like ...* about each item.

#### Optional activity

- Give each child a sheet of paper. Ask them to draw all the food items they know the English words for.
- Call children to the front to show their pictures and say the names of the food items.
- Call other children to add to the list if possible. In addition to the new words from this unit, children know *apple, dates, egg, fig, lemon, mango, nut, and water*.

## Lesson 3 Letter fun!

To say, recognize, and write the letter Xx

To recognize and say the sound /ks/

To develop fine motor control

**Vocabulary:** *box, fox*

**Materials:** CD track 72, flashcard 104

### Class Book

#### Warm-up

- Review food vocabulary and known letters. Say *apple*. Ask children to tell you the first letter's name and sound (*a, /æ/*).
- Repeat with *banana, carrots, dates, egg, fig, sandwich, and tomato*.

#### Learn the letter.

- Hold up flashcard 104 of the box. Say *box*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Explain that *x* does not begin many words in English and that it is usually found at the end or in the middle of words.
- Write the letter *x* on the board under the box. Point to it and say /ks/, *box*.
- Present the word *fox* using the picture in the book. Point to the letter *x* on the board as you point and say /ks/, *fox*. Children repeat the word chorally and individually.
- Explain that although the sound of the letter is /ks/, the name of the letter is *x*. Have children repeat the letter name and letter sound, along with the words, several times as you point to the picture and letter on the board and the picture in the book (*x, /ks/, box; x, /ks/, fox*).
- Write the capital *X* on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Tell children that they are going to learn how to write the letter *Xx*. Tell them to open their books at page 60 and look at the letters *Xx* with the arrows on.
- Stand with your back to the class as you use your finger to 'write' a capital *X* in the air. Write the letter exactly as it is presented in the Class Book.
- Tell children to copy your action and write a capital *X* in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case *x*.
- Tell children to practise 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 letter *Xx*.
- 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.

*x, x, x*  
/ks/, /ks/, /ks/  
/ks/ box, /ks/ box  
/ks/, /ks/, /ks/

*x, x, x*  
/ks/, /ks/, /ks/  
/ks/ fox, /ks/ fox  
/ks/, /ks/, /ks/

##### Find.

- Tell children to find the letter *x* in the alphabet at the top of the page. Ask children for the name and sound of the letter before *x* (*w, /w/*).
- Tell children to look at the main picture on the page. Say *Point to the box*. Check that children are pointing to the box.
- Say *Point to the fox*. Check that children are pointing to the fox.
- Tell children to find the things beginning with the sounds /f/ (*figs*) and /w/ (*water*).

### Activity Book

#### 1 Trace and write.

- Tell children to look at page 69.
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the capital *X*. Write the letter on the lines exactly as it is presented in the Class Book.
- Tell children to practise 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.
- Repeat the procedure for the lower case *x*.
- Draw more writing lines on the board. Call children to the board to write *X* and *x* on the lines. Correct as necessary.

#### 2 Trace and say. Colour.

- Tell children to look at the pictures and say the words.
- Children trace over the last letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the pictures with their fingers, and then colour them.
- Tell children to colour the rest of the pictures. They should try not to colour outside the lines.

#### Optional activity

- Tell children they are going to play a game.
- Say *car*. Ask children to tell you the name and sound of the letter they hear at the end of the word (*t, /t/*). Say the word several more times.
- Repeat with *dog (g, /g/)*, *lion (n, /n/)*, *octopus (s, /s/)*, and *duck (k, /k/)*.

## Lesson 4 Craft CD PAGE 61, AB PAGE 70

To say the names and sounds of the letters from a–x  
To develop fine motor control

**Materials:** CD track 73, flashcards 64–70, paper cut into shapes with a small hole at the top, a clothes hanger for each child, string, crayons / pens, a completed alphabet mobile to show children

### Class Book CD PAGE 61

#### Warm-up

- Write the letters a–x on the board.
- Point to each letter as children say its name and sound.
- Point to each letter again. Ask children to give you a word beginning with that letter. For x, ask them to give a word ending in x (*box, fox*).

#### Make.

- Tell children to look at page 61 in their books.
- Explain that they are going to make something special. Tell them to look at picture 4. In their own language, ask them to describe the craft item (*a hanger with letters and pictures*).
- Show children your completed model. Point to the shapes and ask children to tell you the name and sound of the letters. Ask them to tell you name of the objects on the other side.
- Divide the class into six groups. Assign each group four letters, e.g. group 1 is a–d, group 2 is e–h, etc.
- Before you give the children the materials, review the four pictures in the book, describing each step.
- Explain that they are going to write one of the capital and lower case forms of their four assigned letters on one side of each shape. They are going to draw a picture of something beginning with that letter on the other side. Children can draw anything that begins with that sound.
- Give children their four shapes. If you wish, you can prepare shapes with the letters ahead of time and ask children to draw the pictures on y.
- When children have finished, help them to put the string through the hole of their shapes and tie them to their hanger.
- Hang them around the room.

#### Sing. CD 73

- Tell the children they are going to learn a song of all the alphabet letters they have learnt so far.
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause as necessary. Sing that part of the song and tell children to repeat after you.

### Transcript CD 73

#### Sing.

A /æ/	I /i/	Q /kw/
B /b/	J /dʒ/	R /r/
C /k/	K /k/	S /s/
D /d/	L /l/	T /t/
E /e/	M /m/	U /ʌ/
F /f/	N /n/	V /v/
G /g/	O /o/	W /w/
H /h/	P /p/	X /ks/

#### Sing and point. CD 73

- Call a child from each of the six groups to the front. Tell the children to stand so that the letters are in order.
- Ask each child to present the letters and pictures on his or her mobile, *This is a, /æ/, apple. This is b, /b/, balloon*, etc.
- Tell the children they are going to sing the song again as they point to the mobile with those letters.
- Sing the song.
- Repeat with other children and their mobiles at the front.

### Activity Book AB PAGE 70

#### 1 Say and write.

- Tell children to look at page 70.
- Model the activity. Stick the flashcards for *sweet* and *sandwich* on the board. Point to each and ask *What's this?* Children respond *A sweet. A sandwich*.
- Ask children to tell you the first letter of *sweet* and *sandwich* (s). Write it next to the flashcards.
- Children complete the activity.
- Check answers. Stick the flashcards on the board and call children to the front to write the correct letter for each.

#### 2 Colour the right picture.

- Tell children to look at the second activity on page 70.
- Ask children to point to the letter in the first row and say its name and sound (*i, /i/*). Tell them to put their finger on the first picture and say its name (*bird*). Repeat with the next two pictures (*iguana, cat*).
- Ask children which picture shows something beginning with *i* (the iguana). Tell children to colour only that picture.
- Children complete the activity. If time is short, you may wish to have children circle the pictures instead.
- Check answers. Say the letter and children say the name of the correct picture (*q – queen, u – umbrella*).

## Lesson 5 Letter fun! CD PAGE 62, AB PAGE 71

To say, recognize, and write the letters Yy and Zz

To recognize and say the sounds /j/ and /z/

To develop fine motor control

**Vocabulary:** yo-yo, yogurt, zebra, zero

**Materials:** CD track 74, flashcards 24, 25, 104–106

### Class Book CD PAGE 62

#### Warm-up

- Review the letter Xx with the flashcards.
- Hold up the flashcard for pencil box. Ask *What's this?* Children say *A pencil box*. Repeat with the flashcards for box and lunch box.
- Call children to the board to write the letter x.
- Clever children may ask about socks, which ends in the sound /ks/. Praise them for noticing, but do not present this to the class.

#### Learn the letter.

- Hold up flashcard 105 of the yogurt. Say *yogurt*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter y on the board under the yogurt. Point to it and say /j/, yogurt.
- Present the word yo-yo using the book. Point to the letter y on the board and say /j/, yo-yo. Children repeat the word chorally and individually.
- Explain that although the sound of the letter is /j/, the name of the letter is y. Have children repeat the letter name and letter sound, along with the words, several times as you point to the picture and letter on the board and in the book (*y, /j/, yogurt; y, /j/, yo-yo*).
- Write the capital Y on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /j/. If children can't think of any names in their own language, give some examples of English names (*Yan, Yolanda, Yasmine, etc.*).
- Tell children that they are going to learn how to write the letter Yy. Tell them to open their books at page 62 and look at the letters Yy with the arrows on.
- Stand with your back to the class as you use your finger to 'write' a capital Y in the air. Write the letter exactly as it is presented in the Class Book.
- Tell children to copy your action and write a capital Y in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case y.
- Tell children to practise tracing over the letters in their books with their fingers.
- Repeat the whole procedure with Zz. Present *zebra* using flashcard 106. Present *zero* by writing it on the board at the beginning of a number line. Get children to repeat the letter name, sound, and the word (*z, /z/, zebra; z, /z/, zero*) before moving on to the letters in the book.

#### Sing. CD 74

- Tell children that they are going to sing a song to help them learn the letters Yy and Zz.
- 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 CD 74

##### Sing.

y, y, Y	z, z, Z
/j/, /j/, /j/	/z/, /z/, /z/
/j/ yo-yo, /j/ yo-yo	/z/ zebra, /z/ zebra
/j/, /j/, /j/	/z/, /z/, /z/

y, y, Y	z, z, Z
/j/, /j/, /j/	/z/, /z/, /z/
/j/ yogurt, /j/ yogurt	/z/ zero, /z/ zero
/j/, /j/, /j/	/z/, /z/, /z/

##### Find.

- Tell children to find the letter y and z in the alphabet at the top of the page. Ask children for the name and sound of the letter before y (*x, /ks/*).
- Tell children to look at the picture at the bottom of the page. Say *Point to the yogurt*. Check that children are pointing to the yogurt in the bowl. Repeat with *yo-yo*.
- Say *Point to the zebra*. Check that children are pointing to the toy zebra. Repeat with *zero (on the boy's T-shirt)*.
- Tell children to find the things beginning with the sounds /l/ (*lion*) and /t/ (*table*).

### Activity Book AB PAGE 71

#### 1 Trace and write.

- Tell children to look at page 71.
- Model writing the letters on the board, before asking children to trace and write them in their books.
- Call children to the front to write the letters on the board.

#### 2 Trace and say. Colour.

- Tell children to look at the pictures and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the pictures with their fingers, and then colour them.
- Tell children to colour the rest of the pictures. They should try not to colour outside the lines.

#### Optional activity

- Tell children to colour the letters and pictures for Yy and Zz in the picture dictionary at the back of their Activity Book.
- If there is time, tell them to colour other letters and pictures.

## Lesson 6 Story CD PAGE 63 / AUDIO TRACK 71

- To follow the left to right sequence of English
- To develop listening skills in English
- To understand and enjoy a story
- To revise and consolidate language introduced in the unit
- To follow a sequence
- To count from 1 to 10

**Vocabulary:** *all colours, orange, red, yellow*

**Materials:** CD track 75, flashcards 27–29, 38, 65, 67, 69, 70, a flashcard for dates, coloured pencils

## Class Book CD PAGE 63

### Warm-up

- Review the colours with the flashcards. Hold up the flashcard for orange. Ask *What colour is this?* Children respond *Orange*. Repeat with red and yellow.
- Present the phrase *all colours* by holding up a variety of coloured pencils or markers. Say *all colours*. Call out some of the individual colours children know, e.g. *pink, yellow, orange, green, blue*, etc.
- Review *flower* and *carrot* with the flashcards. Ask *What's this?* Children respond *It's a flower. It's a carrot.*

### Look and say.

- Tell children to open their books at page 63.
- 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 characters? (Pat and Jig), What are they doing? (Pat is painting, Jig is watching), What is Jig thinking about? (carrots and dates), What did Pat paint? (flowers), What did he paint to make the flowers? (carrots and dates).*

### Listen. CD 75

- 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 CD 75

#### Listen.

**Jig** I like carrots.  
**Pat** What colour are they?  
**Jig** Orange, of course.

**Jig** I like dates.  
**Pat** What colour are they?  
**Jig** Red and yellow.

**Jig** I like flowers.  
**Pat** What colour are they?  
**Jig** All colours.

**Pat** Here you are! Orange and red and yellow!  
**Jig** Thank you, Pat.

### Listen and act. CD 75

- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually. Children should repeat the lines they hear, not the text under the pictures.
- Tell the class that they are going to act out the story using flashcards.
- Call two children to come to the front to play the roles of Jig and Pat. Give the child playing Jig the flashcards of the dates and the carrot (you will need to prepare a flashcard for dates yourself). Give the child playing Pat the flashcard of the flower.
- The children act out the story. Prompt the child playing Jig to hold up the flashcards of the dates and carrot when they are mentioned in the story. Prompt the child playing Pat to give 'Jig' the flower at the end.
- 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 CD PAGE 72

### 1 Look, count and write.

- Tell children to look at page 72.
- Ask children what they see (a table of food). Ask them to name all the food items on the table (*carrots, biscuits, sweets, oranges*). As they name each item stick its flashcard on the board.
- Ask *How many carrots?* Children respond *Three*. Write the number 3 next to the carrots.
- Children complete the activity.
- Check answers. Ask *How many?* for each food item and write the number next to the flashcard on the board.

### 2 Write and say.

- Tell children to look at the second activity on page 72.
- Copy the number line on the board. Point to the first number. Children say *One*.
- Ask children to tell you what is next (2). Write 2 in the number line.
- Children complete the activity.
- Check answers. Call children to the front to write and say the missing numbers.

### Optional activity

- Give each child a sheet of paper. Ask them to draw a table covered with their favourite food items.
- Call several children to the front to talk about their pictures. Encourage them to say *I like ...*

## Unit 10 Review (AB PAGE 73)

To review capital and lower case letters for the alphabet  
To review the letters and sounds for the alphabet

### Activity Book (AB PAGE 73)

#### Warm-up

- Review the entire alphabet. Ask children to say all the letters in order from Aa to Zz. Ask them to say the names and sounds of the letters.
- Write the letters on the board as the children say them.

#### 1 Follow the letters.

- Tell children to open their books at page 73.
- Ask children what they can see in the picture (*A queen has lost her necklace*). Ask children what is on the beads of the necklace (*letters*).
- Tell children to connect the letters in order.
- Children complete the activity

#### Progress check 10 (photocopiable) (TB p103)

- Follow the procedure described on page 11 of the Introduction.

#### Final progress check (photocopiable)

- This test covers Units 6–10 and can be found on TB pp106–107.
- Follow the procedure described on page 11 of the Introduction.

## Numbers Book (NB PAGES 30–43)

### Lesson 1 (NB PAGE 30)

To recognize numbers 1, 3, 5, 7, 9  
To develop fine motor control

**Materials:** flashcards 27–31

#### 1 Colour the numbers.

- Write the numbers 1, 3, 5, 7, 9 on the board. Point to each as children say its name.
- Review the colours using the flashcards. Hold up the flashcard for red. Ask *What colour is this?* Children respond *Red*. Stick the flashcard on the board under the number 1. Write *red* under it.
- Repeat with other colours, matching them to the numbers as in the key on page 58 of the Numbers Book.
- Tell children to look at page 58.
- Ask the children what they see in the picture (*numbers 1, 3, 5, 7, 9*).
- Explain that children should colour the numbers according to the key on the board. Point out that it is the same key in their books.
- Children complete the activity. Tell them to colour inside the lines as well as they can.
- Check answers by having children hold up their books.

### Lesson 2 (NB PAGE 31)

To count from 1 to 10  
To follow a sequence  
To develop fine motor control

**Materials:** flashcards 71–80

#### 1 Follow the numbers.

- Stick the number flashcards for 1–10 on the board in a zigzag from the top left to the lower right of the board.
- Point to each number and children say its name.
- Draw a line connecting the numbers in order from 1–10.
- Tell children to look at page 59. Explain that Jig wants to get to the carrots.
- Tell them to connect the numbers in the correct order to help Jig get to the carrots.

#### 2 Look and draw.

- Tell children to look at the second activity on page 59.
- Ask them to tell you the items they see in the first row (*banana, sweet, carrot, banana, sweet, carrot*).
- Ask them what food item comes next in the pattern (*banana*).
- Tell them to draw a banana in the box on the right.
- Children complete the activity.
- Check by calling on children to tell you the next item in rows 2 and 3 (*orange and yogurt*).

### Lesson 3 NO PAGE 60

To count from 1 to 10  
To match groups with the same number of items

**Materials:** flashcards 64, 65, 67, 68, 70

#### 1 Count and match.

- Tell children to look at page 60.
- Ask them to say the names of the food in the pictures. (*carrots, bananas, sandwiches, biscuits, sweets*). Stick the flashcard for each food on the board as children identify it.
- Model the activity. Ask children to count the number of carrots in the first picture. Children count 1, 2, 3, 4, 5, 6. Write 6 next to the flashcard of the carrot.
- Ask children to find the box with six circles in the right column on page 60 and to trace the line linking this to the carrots.
- Children complete the activity. Tell them to count quietly to themselves in English as they do the matching.
- Check answers by asking *How many?* for each food item in the left column. Write the numbers next to the flashcards.

### Lesson 4 NO PAGE 61

To count from 1 to 10  
To recognize pictures as simple sums  
To perform simple sums

#### 1 Count and write.

- Tell children to look at page 55.
- Model the activity. Draw five sweets on the board. Ask *How many sweets?* Children respond *Five*. Write 5 under the sweets. Tell children to trace the 5 in their books.
- Draw three sweets to the right of the five. Ask *How many?* Children respond *Three*. Write 3 under the sweets. Tell children to trace the 3 in their books.
- Draw a circle around all eight sweets. Ask *How many sweets?* Children respond *Eight*. Count the sweets for the children. Say 1, 2, 3, 4, 5, 6, 7, 8. Write 8 to the right of the pictures. Tell children to trace the 8 in their books.
- Write an addition sign (+) between the 5 and 3. Remind children in their own language that this symbol tells us to add the numbers, or count the things in the pictures as one group.
- Write the equals sign (=) between the 3 and 8. Remind children in their own language that this sign shows the number of sweets in the total group.
- Say the sum *Five and three is eight*. Children repeat chorally and individually.
- Children complete the activity.
- Check the answers. Ask children to say the sums as you write them on the board ( $4+1=4$ ,  $8+1=9$ ,  $6+4=10$ ,  $2+1=3$ ).

### Lesson 5 NO PAGE 62

To count from 1 to 10  
To recognize pictures as simple sums  
To perform simple sums

#### 1 Count, match, and write.

- Tell children to look at page 62.
- Model the activity. Draw three foxes on the board. Ask *How many foxes?* Children respond *Three*. Write 3 under the foxes.
- Draw two more foxes to the right of the first three. Point to these and ask *How many?* Children respond *Two*. Write 2 under these two foxes.
- Write an addition sign (+) between the 3 and the 2. Remind children in their own language that this symbol tells us to add the numbers, or count the things in the pictures as one group.
- Ask children to trace the line from the picture of the foxes to the sum that shows  $3 + 2$  in their books.
- Draw a circle around all the foxes. Ask *How many foxes?* Children respond *Five*. Count the foxes for the children. Say 1, 2, 3, 4, 5. Write 5 to the right of the 2.
- Tell children to trace the 5 in the sum in their books.
- Write the equals sign (=) between the 2 and 5. Remind the children in their own language that this sign shows the number of foxes in the total group.
- Say the sum *Three and two is five*. Children repeat chorally and individually.
- Children complete the activity.
- Check the answers. Ask children to say the sums for each item.

### Lesson 6 NO PAGE 63

To count from 1 to 10  
To develop fine motor control

**Materials:** flashcards 64–69, 81, a flashcard of dates

#### 1 Count, write and colour.

- Tell children to look at page 63.
- Ask children what they see (*a table of food*). Ask them to name all the food items on the page (*carrots, bananas, sweets, oranges, yogurts, apples, tomatoes, dates, figs, sandwiches*). As they name each item stick its flashcard on the board. For yogurt and figs, draw pictures.
- Ask *How many sandwiches?* Children respond *One*. Write the number 1 under the sandwich. Tell children to trace the number 1 under the sandwich in their books.
- Children complete the activity.
- Check answers. Ask *How many ...?* for each food item and write the number next to the flashcard on the board. Although yogurt is normally an uncountable noun, it is countable in this situation because we are talking about cartons of yogurt. Do not present this to the children. Simply treat it as the other items.

# 1 Progress check

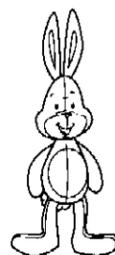
1 Look and circle.



Pat Tess

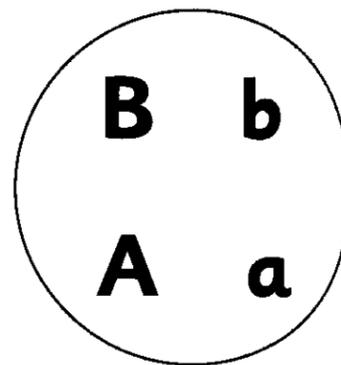
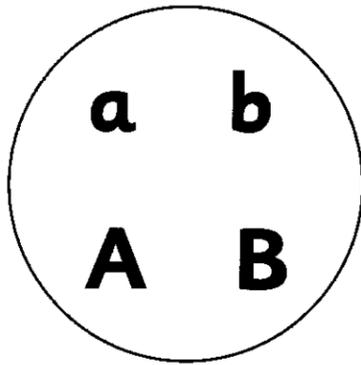
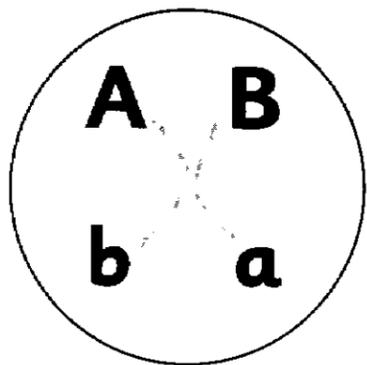


Baz Pat



Jig Tess

2 Match.



3 Circle.



A a B b



A a B b



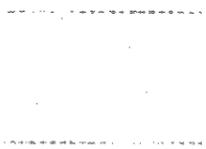
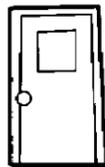
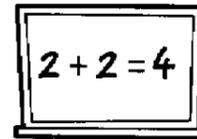
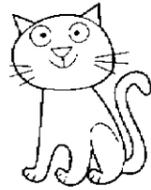
A a B b



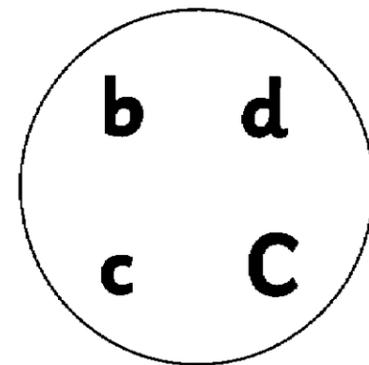
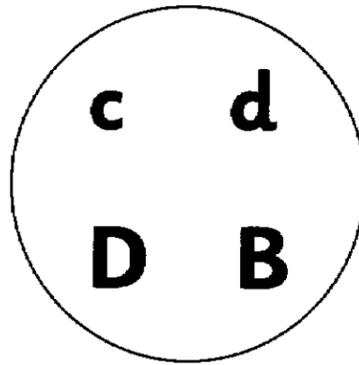
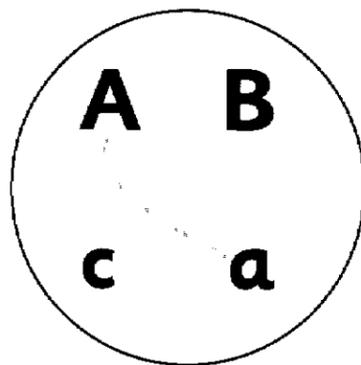
A a B b

# 2 Progress check

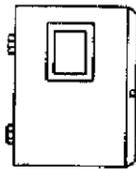
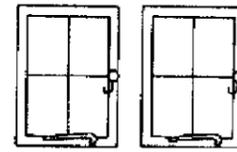
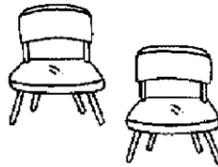
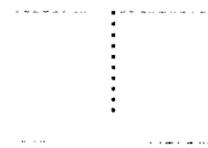
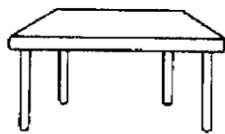
1 Trace the letter.



2 Match.

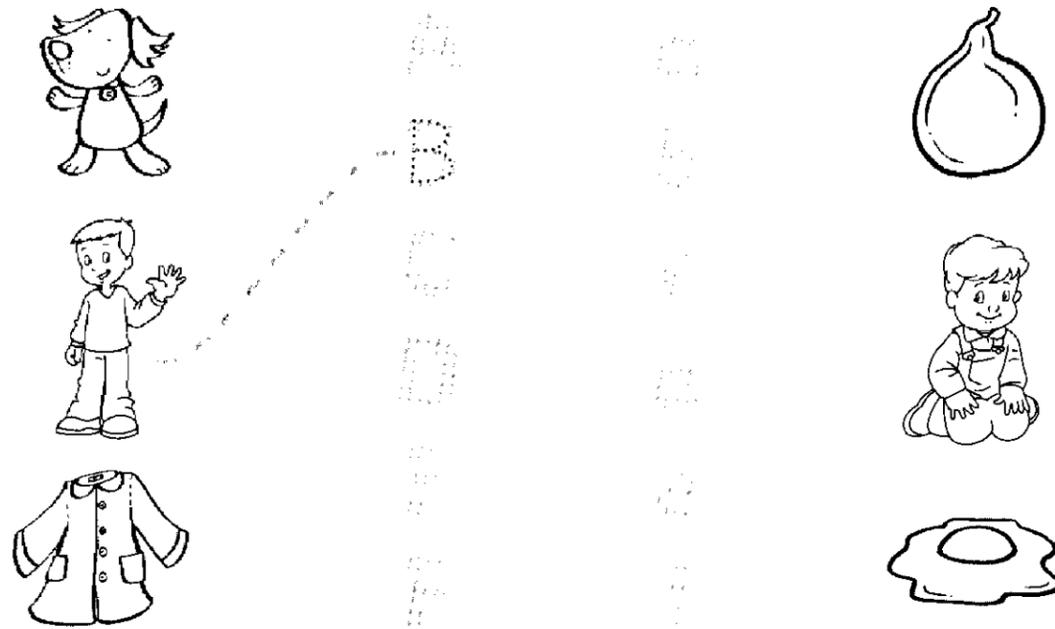


3 Count. Write the number.

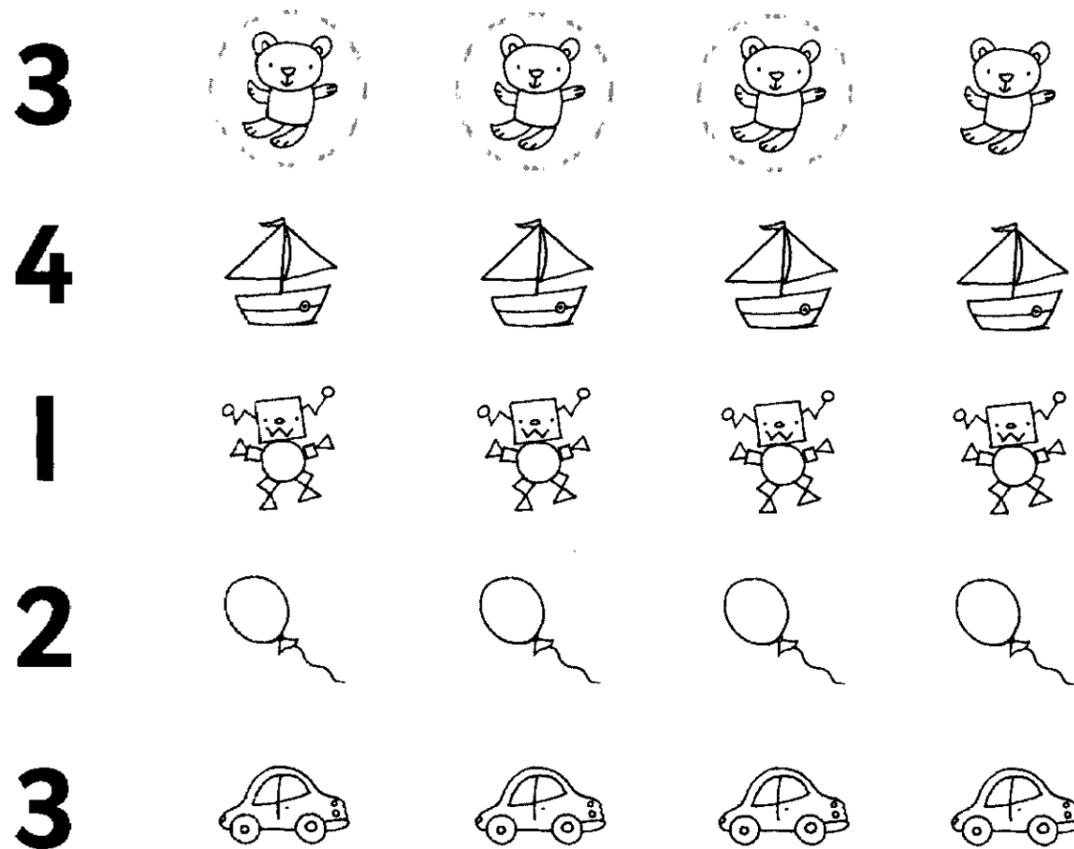


# 3 Progress check

1 Match and trace.



2 Count and circle.



# 4 Progress check

1 Trace the letter.



h



2 Look and write.

**H D G A B E C F**

**a**



**b**

**c**

**d**

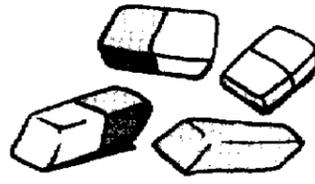
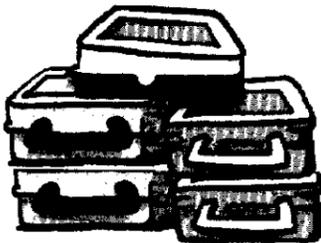
**e**

**f**

**g**

**h**

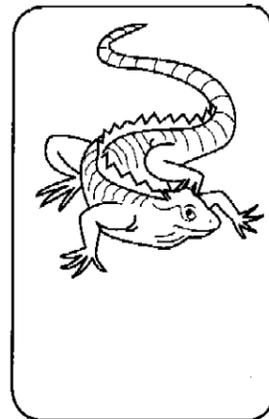
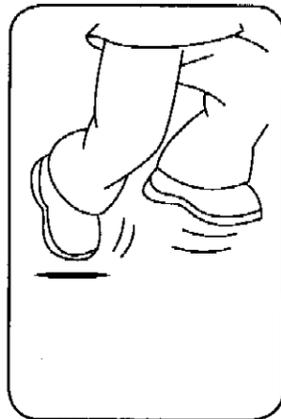
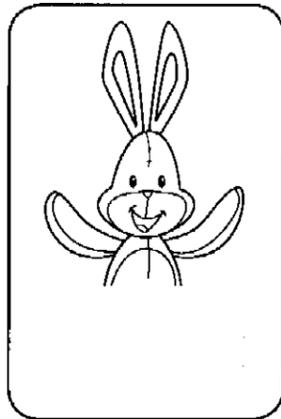
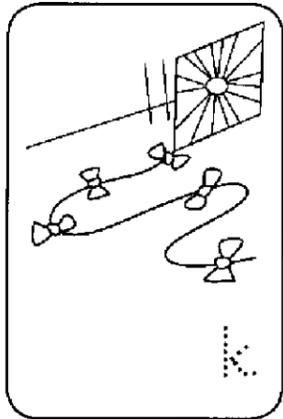
3 Count. Write the number.



3

# 5 Progress check

1 Trace the letter.



2 Colour.

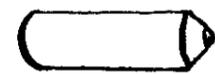
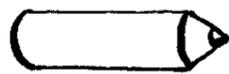
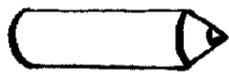
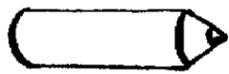
orange

blue

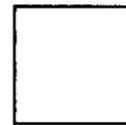
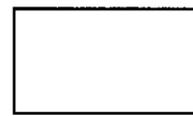
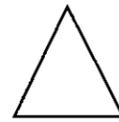
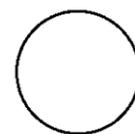
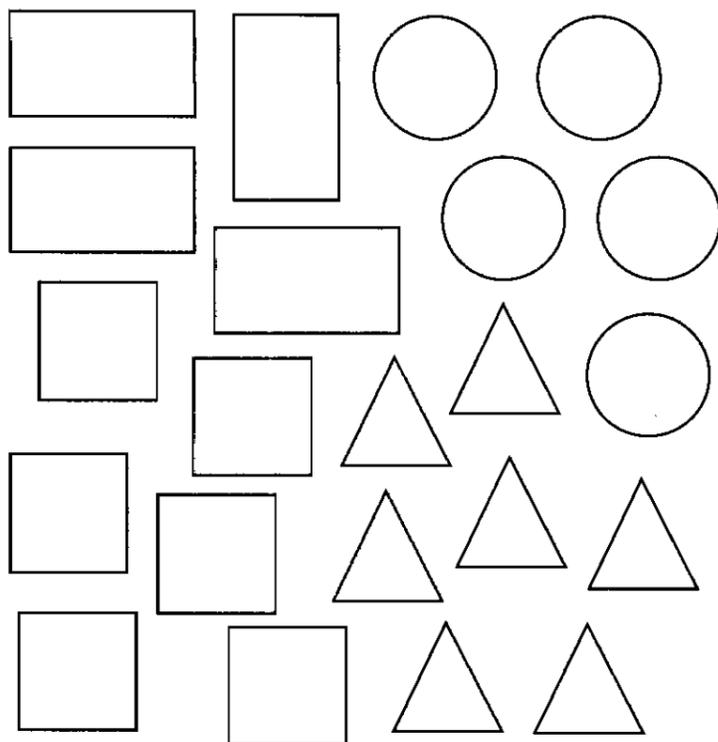
red

yellow

green



3 Count. Write the number.



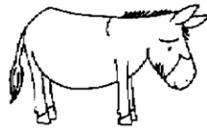
# 6 Progress check

1 Look and write.

**d f g l m n**



n



2 Write the letters.

**m e l j c h**

**a**

**b**

c

**d**

**f**

**g**

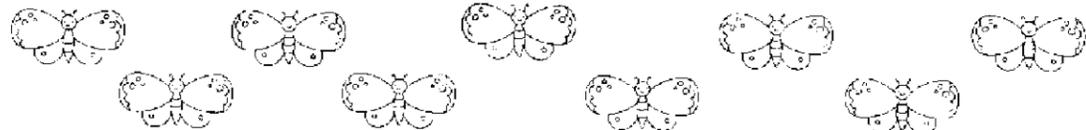
**i**

**k**

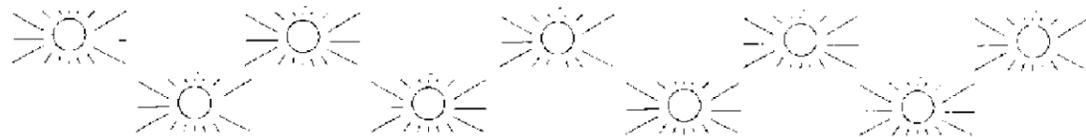
**n**

3 Count and circle.

**8**



**9**



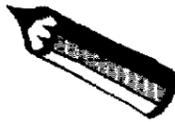
**7**



# 7 Progress check

1 Match and write.

**Q J P O N**



n

q

j

o

p

N  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 Write the numbers.

1 2

3

6

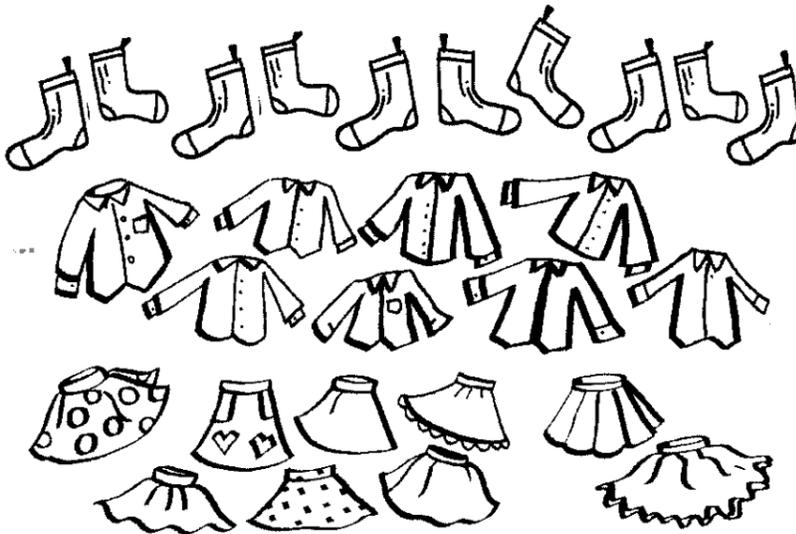
8

3 Count and match.

8

9

10



# 8 Progress check

1 Write the letter.

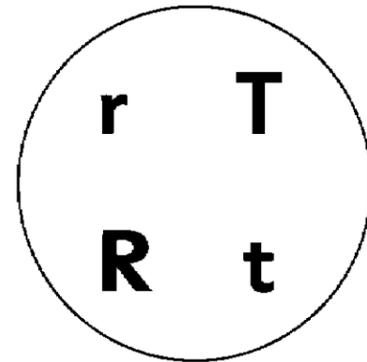
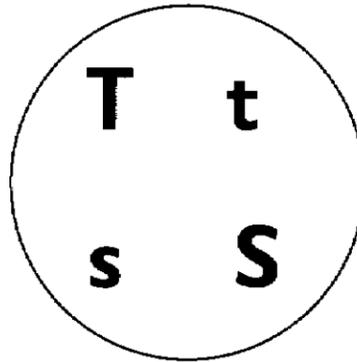
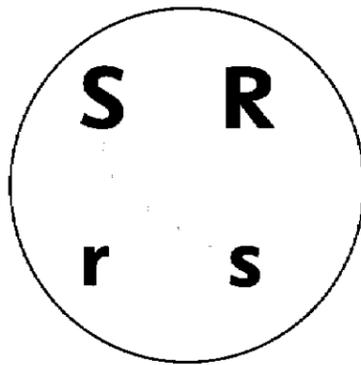
a l h r s f



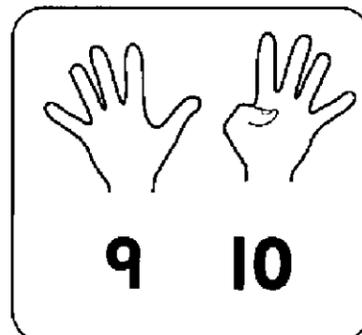
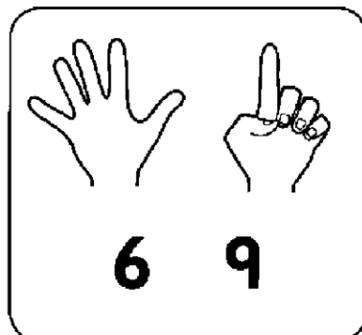
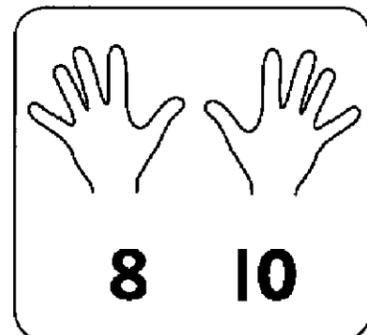
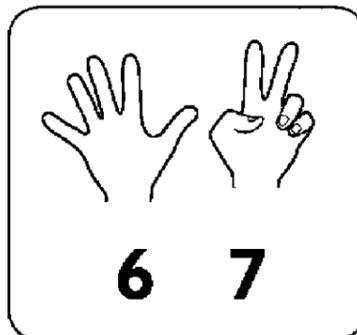
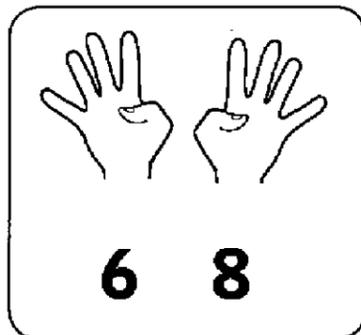
s



2 Match.



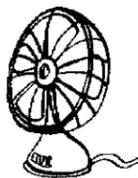
3 Count and circle.



# 9 Progress check

1 Match and write.

**V O U F W**



**o**

**f**

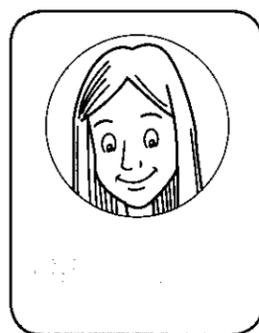
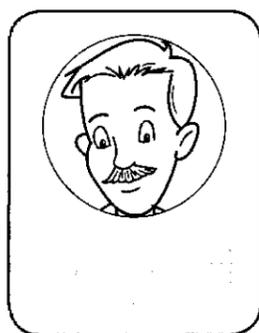
**u**

**v**

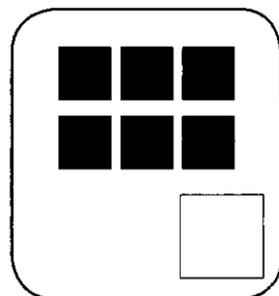
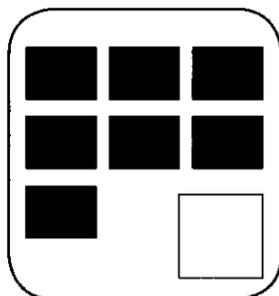
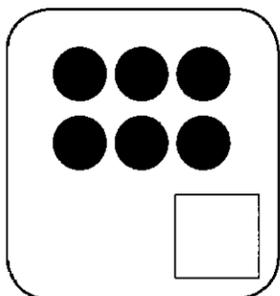
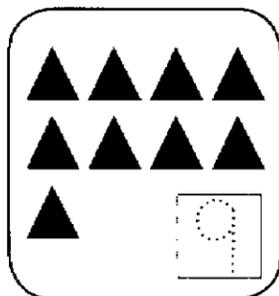
**w**

Handwriting practice lines with a dotted letter 'o' at the top for tracing.

2 Trace the letter.



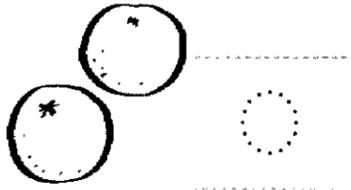
3 Count and write.



# 10 Progress check

1 Write the letter.

c f o s y z



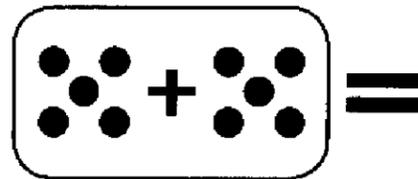
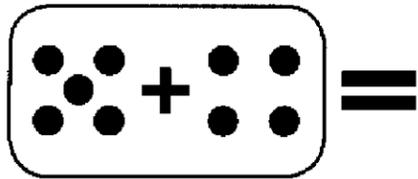
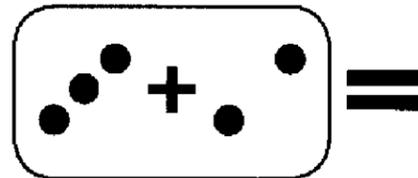
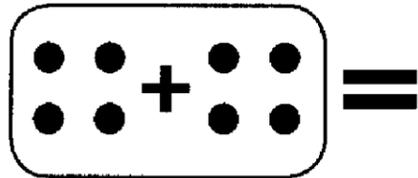
2 Write the letter.

a b c e f h j

l m o p r

t v w y

3 Count and write.



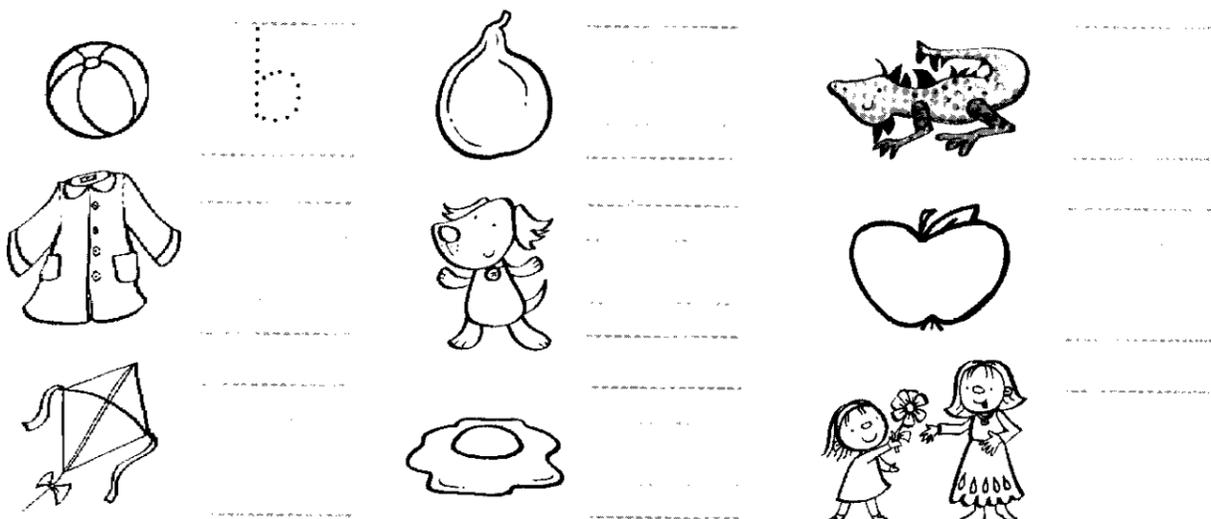
# 1-5 Mid-year progress check

1 Find and circle.

a	D	A	E	H
d	B	J	D	K
i	I	E	J	F
g	B	G	K	C
e	B	C	F	E

2 Write the letter.

a b c d e f g i k



3 Colour.

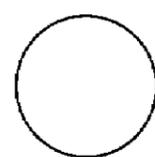
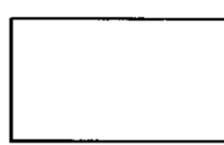
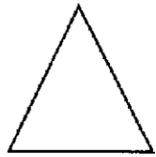
red

yellow

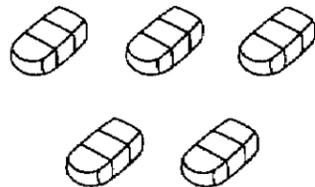
green

blue

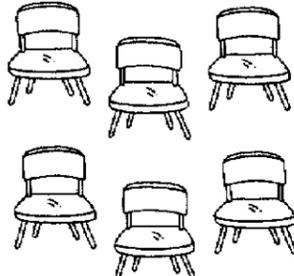
orange



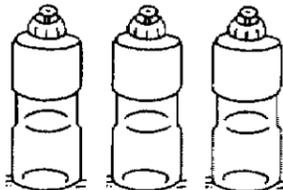
4 Count and circle.



5 6



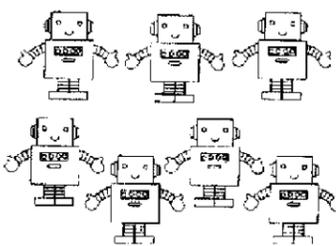
5 6



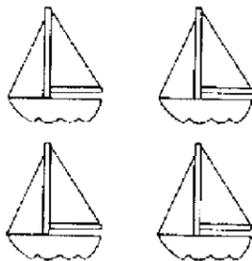
2 3



1 2



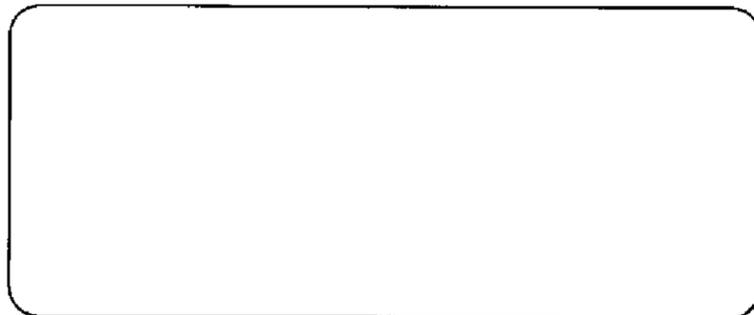
5 7



4 5

5 Draw.

7



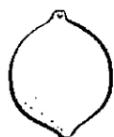
# 6-10 Final progress check

1 Write the letter.

A a B b C D e F g  
h I j k L M n  
O p q R s t U  
V w X y Z

2 Write the letter.

l m o p q s t u v w y z

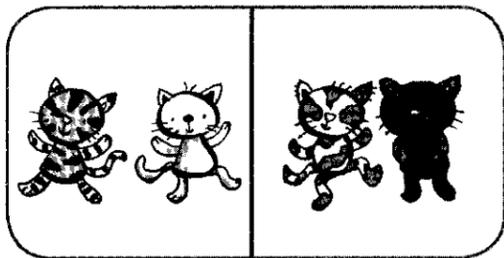


3 Write the numbers in order.

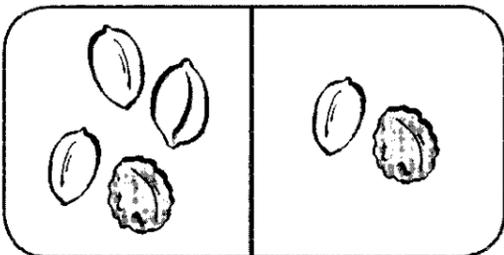
2 1 3 5 4 6 8 10 9 7

1 5 10

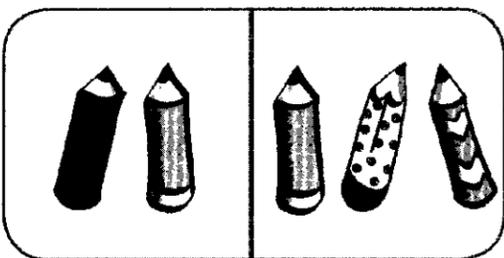
4 Count, match and write.



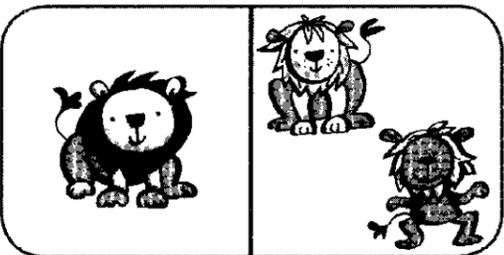
$4 + 2 = \square$



$2 + 2 = \square$



$1 + 2 = \square$



$2 + 3 = \square$

# Teaching notes for photocopiable material

## Writing staves TB PAGE 109

- These are for extra writing practice (see p10 of the Introduction).

## Phonics game TB PAGES 110–111

To say and recognize the letters of the alphabet

To revise the sounds of the letters and recognize words that begin with those sounds

To revise vocabulary

**Materials:** flashcards 81–106, pencils

- Tell children that they are going to play a game.
- Put children in groups of three or four players and give each group a copy of the phonics game (photocopy pages 110–111 and stick them together to make a game board). Make sure that each child has a coin or rubber to use as their counter on the board. Children decide in which order they will play.
- Hold up a number flashcard between 1 and 4. The first player should move this number of squares on the board and land on a letter or a picture. If a player lands on a letter, they must say a word beginning with this letter, e.g. if a player lands on *d*, they could say *dog* or *date*. If a player lands on a picture, they must say the name and sound of the initial letter, e.g. if a player lands on the picture of a fig, they must say *f/f/*.
- Check children's answers and encourage groups of players to check each other.
- If a player is incorrect, they move back one square. If a player is correct, they stay on their square and move forward from there when it is their turn to play again.

## Letter dominoes TB PAGES 112–113

To revise vocabulary

To revise the letters of the alphabet and recognize words that begin with those letters

- Tell children that they are going to play a game.
- Put children in pairs and give each pair one set of domino cards to share. Tell children to find the starting domino which has a star and a picture of a lion 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 to match with either the lion or the star. They should look for a domino with the letter *l* on it, or a domino with a matching star. They place the domino next to the one on the desk so that the matching pictures are together. The game continues until all the dominoes are laid out on the desk.
- You might like to vary the activity by instructing children to connect the dominoes in particular shapes.

## Letter cards TB PAGES 114–117

To revise vocabulary

To revise the letters of the alphabet and recognize words that begin with those letters

### Activity 1

- Put children in pairs and give each pair one set of cards to share. Call out a sequence of pictures and/or letters, e.g. *dog, b, apple, e, fig, c*. Children lay out their cards in order from left to right. Check the answers.

### Activity 2

- Tell children that they are going to play a game.
- Put children in pairs and give each pair one set of cards to share. Children match the letters and pictures on their cards. Children should try to complete the activity as quickly as they can. The first pair to match all of their letter and picture cards correctly wins.
- You might like to give each child a set of letter and picture cards to practise with at home.

## Bingo boards TB PAGE 118

To revise the sounds and letters of the alphabet

**Materials:** flashcards 81–106, pencils

- Tell children that they are going to play a game.
- Put children in groups of four and give each child one bingo board. Make sure that each child has a pencil.
- Hold up a phonics flashcard. Children say the word and look at their bingo board. If their card has the first letter of the word on it, they should put a line through it.
- Repeat the procedure for other letters. The first player in each group to put lines through a row of four letters should shout *Bingo!* They are the winner of the game.

## The alphabet TB PAGE 119

To revise the letter forms for A–Z

- This page of letters is intended primarily as a resource for teachers, so that they are able to model forming the letters accurately for children. However, the page can also be used to provide extra practice for the class.
- Tell children that they are going to practise writing the letters A–Z. Give each child a copy of the letter template.
- Ask children to look at the numbers and dots, and tell you what they think they mean (the dots show where the pen strokes start and the numbers show what order the pen strokes should be made in).
- Ask children to trace over the letters on the page, or copy them onto a separate piece of paper or notebook.

# Phonics game

a

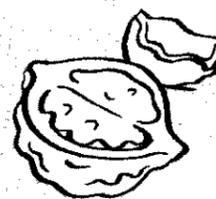
b



d



p



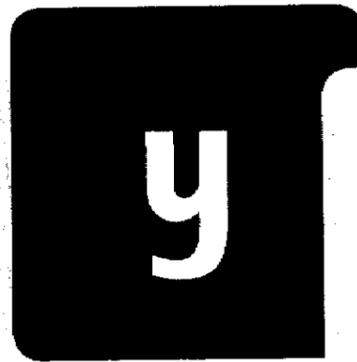
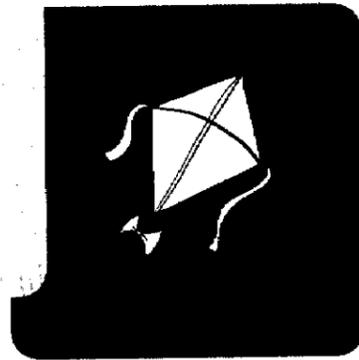
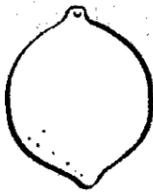
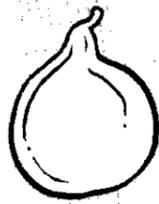
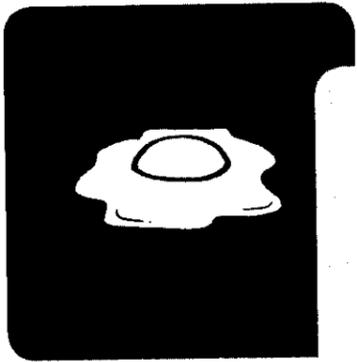
r



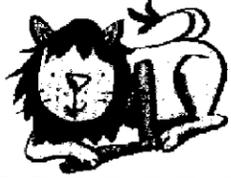
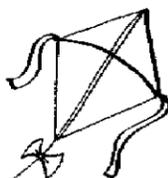
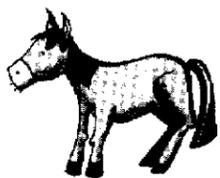
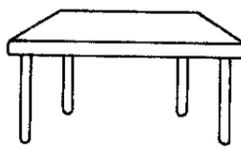
t

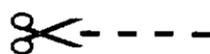


v



# Letter dominoes

	<b>b</b>	<b>h</b>	<b>w</b>
			
<b>t</b>	<b>p</b>	<b>g</b>	<b>d</b>
			
<b>n</b>	<b>c</b>	<b>r</b>	
			
<b>l</b>	<b>s</b>	<b>o</b>	
			



a



e



k



i



m



y



q



j



x



u



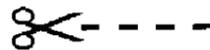
z



v



f



# Letter cards

Aa

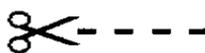
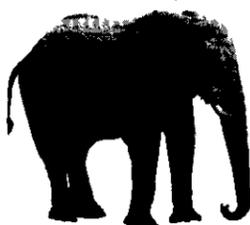
Bb

Cc

Dd

Ee

Ff



Gg

Hh

Ii

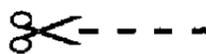
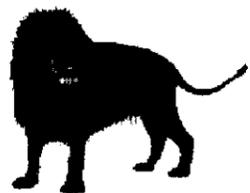
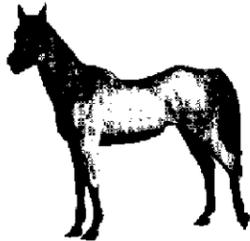
Jj

Kk

Ll

Mm

Nn



# Letter cards

Oo

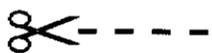
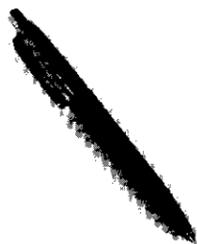
Pp

Qq

Rr

Ss

Tt



Uu

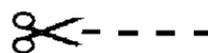
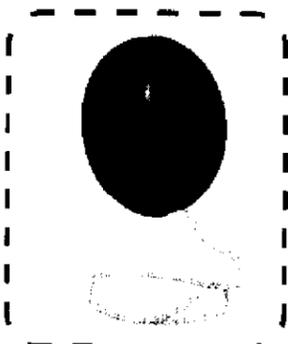
Vv

Ww

Xx

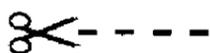
Yy

Zz

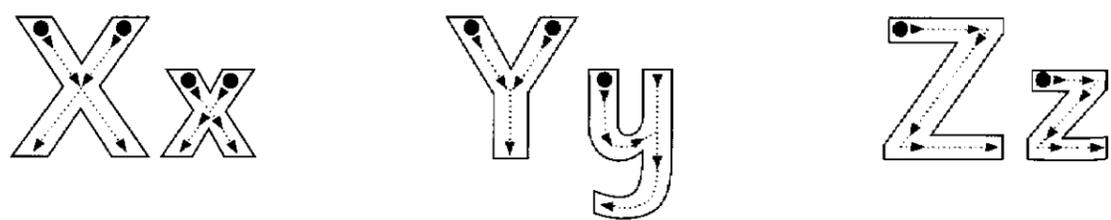
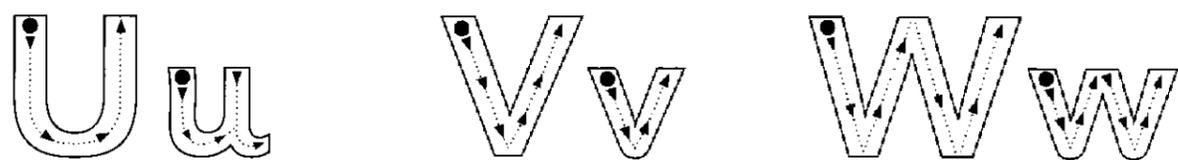
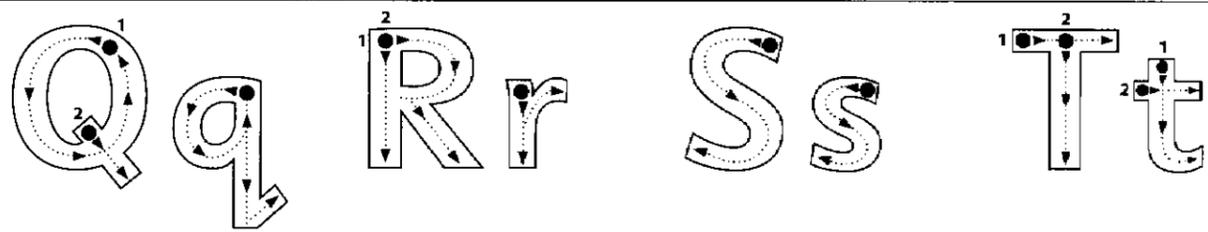
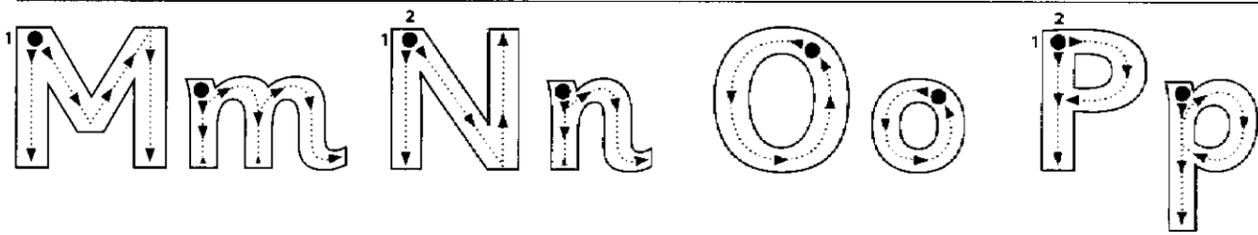
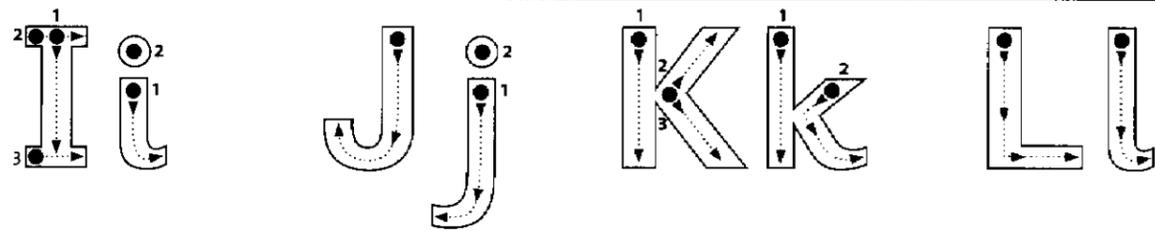
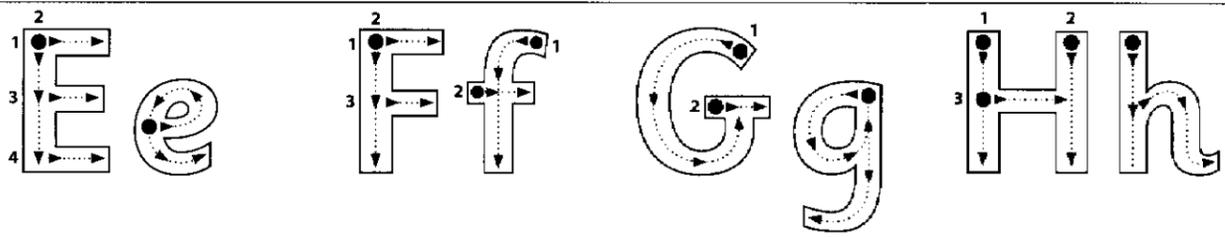
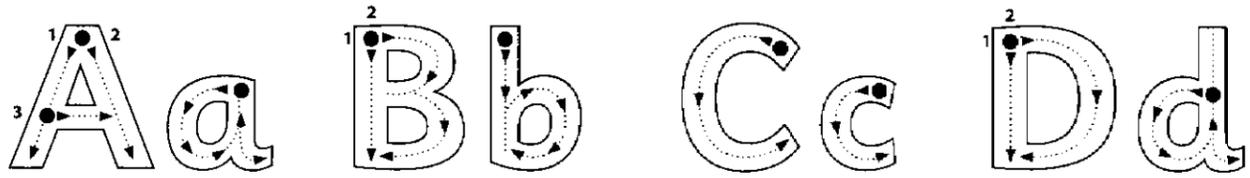


# Bingo boards

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



# The alphabet



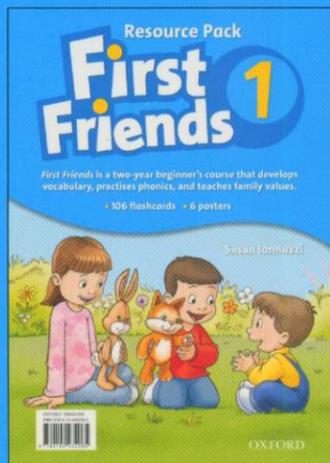
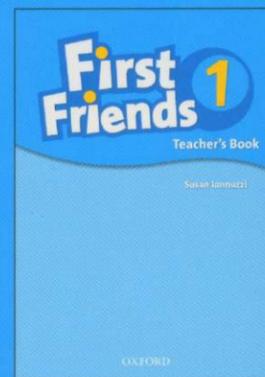
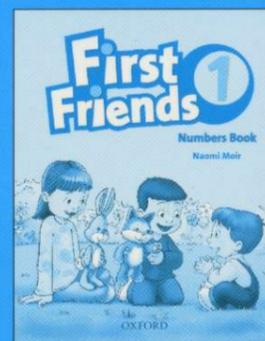
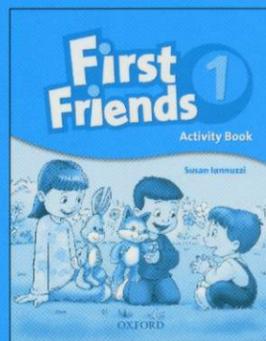
# First Friends 1

*First Friends* is a two-year beginner's course that develops vocabulary, practises phonics, and teaches family values.

- Class Book with Audio CD
- Activity Book
- Numbers Book
- Teacher's Book
- Class Audio CD
- Resource Pack: 106 flashcards, 6 posters



*First Friends* author  
Susan Iannuzzi



OXFORD  
UNIVERSITY PRESS

[www.oup.com/elt](http://www.oup.com/elt)

OXFORD ENGLISH  
ISBN 978-0-19-443207-8



9 780194 432078