

2<sup>nd</sup> Edition

# Family and Friends

Starter

Teacher's Book Plus

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Introduction by **Naomi Simmons**

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# Scope and sequence

All core language is recycled regularly throughout the course.

		Words	Grammar
<b>Starter: Hello!</b>	p26	Core: <i>Rosy, Tim, Billy, hello, goodbye</i> Extra: <i>everyone, English, fun, teacher, friends, has got, an, with, Mum, Miss Bell</i>	<i>What's your name?</i> <i>I'm Tim.</i>
<b>1 What colour is it?</b>	p32	<b>Colours</b> Core: <i>red, green, blue, black, white</i> Extra: <i>lots of, me, you, in, a, and</i>	<i>What colour is it?</i> <i>It's red.</i>
<b>2 What's this?</b>	p38	<b>School things</b> Core: <i>desk, chair, crayon, pencil, notebook</i> Extra: <i>has got, at</i>	<i>What's this?</i> <i>It's a desk.</i>
<b>3 Is it a plane?</b>	p44	<b>Toys</b> Core: <i>plane, puppet, robot, balloon, teddy</i> Extra: <i>with, how many?, look at</i>	<i>Is it a balloon?</i> <i>Yes, it is.</i> <i>No, it isn't.</i>
<b>Values Time! 1</b>	p50	<b>Be polite</b> <i>Green, please. Here you are. Thank you.</i>	
<b>4 This is my mum!</b>	p52	<b>Family</b> Core: <i>mum, dad, brother, sister, grandpa, grandma</i> Extra: <i>cuddle, play, in, a, let's count all, look at all, arrive, in line, again, has got, look at, with. No, it isn't.</i>	<i>This is my mum.</i>
<b>5 He's happy!</b>	p58	<b>Feelings</b> Core: <i>happy, sad, hungry, thirsty, hot, cold</i> Extra: <i>happy as can be, eats, who's (hungry)?, sandwiches, bottles, Nellie, Ollie, and, my, Look! Poor Billy. Come here!</i>	<i>He's happy.</i> <i>She's hungry.</i>
<b>6 They're bears!</b>	p64	<b>Zoo animals</b> Core: <i>bird, bear, hippo, crocodile, tiger</i> Extra: <i>is, has got, zoo</i>	Plurals with s <i>What are they?</i> <i>They're bears.</i>
<b>Values Time! 2</b>	p70	<b>Share with others</b> <i>Share my pens. Thank you. You're welcome.</i>	

	<b>Phonics</b>	<b>Numbers</b>	<b>Skills</b>	<b>Values</b>
	<b>Aa</b> <i>apple, Annie</i> <b>Bb</b> <i>boy, bat</i>	1, 2	<b>Reading:</b> Left-to-right progression; visual discrimination; recognizing sequences <b>Writing:</b> Left-to-right progression; drawing horizontals and verticals; drawing long and short lines	<b>Greeting people</b> interacting with others in a polite and friendly manner)
	<b>Cc</b> <i>cat, car</i> <b>Dd</b> <i>dog, duck</i>	3, 4	<b>Reading:</b> Left-to-right progression; visual discrimination; identifying the odd-one-out <b>Writing:</b> Left-to-right progression; drawing diagonals, curves and curve sequences; drawing downstrokes (lines, curves and diagonals)	<b>Be clean and tidy</b> (understanding ways of looking after yourself and your home environment)
	<b>Ee</b> <i>egg, elephant</i> <b>Ff</b> <i>fish, farm</i>	5, 6	<b>Reading:</b> Left-to-right progression; visual discrimination; identifying differences <b>Writing:</b> Left-to-right progression; drawing large and small loops	<b>Play respectfully</b> (understanding appropriate behaviour required for building good family relationships)
	<b>Gg</b> <i>girl, guitar</i> <b>Hh</b> <i>hat, horse</i> <b>li</b> <i>insect, ill</i>	7, 8	<b>Reading:</b> Left-to-right progression; visual discrimination; recognizing fragments of a pattern <b>Writing:</b> Left-to-right progression; complex loops and pathways; drawing wave patterns	<b>Be kind to others</b> (sharing and playing co-operatively)

### Project: a rainbow

	<b>Jj</b> <i>jug, juice</i> <b>Kk</b> <i>kangaroo, key</i> <b>Ll</b> <i>lion, lollipop</i>	9, 10	<b>Reading:</b> Word recognition (identifying words that are the same); matching words to pictures; reading simple sentence patterns <b>Writing:</b> Word tracing; guided word writing; completing simple sentence patterns with individual words	<b>At other people's homes</b> (showing respect for family and friends at home)
	<b>Mm</b> <i>man, mango</i> <b>Nn</b> <i>nose, neck</i> <b>Oo</b> <i>orange, octopus</i>	11, 12	<b>Reading:</b> Word recognition; matching words to pictures; reading simple sentence patterns <b>Writing:</b> Word tracing; guided word writing; completing simple sentence patterns	<b>Take care in the park</b> (understanding appropriate behaviour outside the home environment)
	<b>Pp</b> <i>panda, pen</i> <b>Qq</b> <i>queen, quilt</i> <b>Rr</b> <i>river, rainbow</i>	13, 14	<b>Reading:</b> Word recognition; matching words to pictures; reading simple sentence patterns <b>Writing:</b> Word tracing; guided word writing; completing simple sentence patterns with individual words	<b>Take care at the zoo</b> (understanding that living creatures should be respected and treated with care)

### Project: a family portrait

		Words	Grammar	
<b>7</b>	<b>Are they teachers?</b>	p72	<b>Jobs</b> Core: <i>pupil, teacher, waiter, vet, builder</i> Extra: <i>dressing up, there's, snake, in a row, let's go, goes</i>	<i>Are they waiters?</i> <i>Yes, they are.</i> <i>No, they aren't.</i>
<b>8</b>	<b>I've got a shirt!</b>	p78	<b>Clothes</b> Core: <i>jumper, shirt, jacket, hat, belt</i> Extra: <i>I've got a, Victor, Vicky, big, small</i>	<i>I've got a hat.</i>
<b>9</b>	<b>I like plums!</b>	p84	<b>Food and drink</b> Core: <i>raisins, plums, crisps, cakes, milkshake</i> Extra: <i>yum, yuk, I like, yellow</i>	<i>I like plums.</i> <i>I don't like raisins.</i>
<b>Values Time! 3</b>		p90	<b>Be kind to animals</b> <i>Be kind to the horse. Yes, OK.</i>	
<b>Culture</b>		p92	<b>Food</b> <i>sandwich, ice cream, ice lolly, banana</i>	



Phonics	Numbers	Skills	Values
<p><b>Ss</b> <i>sofa, sock</i></p> <p><b>Tt</b> <i>towel, turtle</i></p> <p><b>Uu</b> <i>umbrella, up</i></p>	15, 16	<p><b>Reading:</b> Word recognition; reading simple sentences; reading simple dialogues</p> <p><b>Writing:</b> Word writing; completing gap sentences; writing simple full sentences</p>	<p><b>Take care at school</b> (learning appropriate respectful behaviour at school)</p>
<p><b>Vv</b> <i>violin, vase</i></p> <p><b>Ww</b> <i>woman, wall</i></p> <p><b>Xx</b> <i>box, fox</i></p>	17, 18	<p><b>Reading:</b> Word recognition; reading simple sentences; reading simple dialogues</p> <p><b>Writing:</b> Word writing; completing gap sentences; writing simple full sentences</p>	<p><b>Appreciate kindness from others</b> (recognizing generosity and kindness)</p>
<p><b>Yy</b> <i>yogurt, yo-yo</i></p> <p><b>Zz</b> <i>zebra, zoo</i></p>	19, 20	<p><b>Reading:</b> Word recognition; reading simple sentences; reading simple dialogues</p> <p><b>Writing:</b> Word writing; completing gap sentences; writing simple full sentences</p>	<p><b>Share with others</b> (understanding personal reward gained from sharing things with others)</p>

**Project: an animal book**

# Introduction

*Family and Friends 2<sup>nd</sup> Edition* is a complete seven-level course of English for children in primary schools. It uses a clear grammar-based curriculum alongside parallel syllabi in skills and phonics. In this way, children develop the confidence and competence to communicate effectively in English, as well as understanding and processing information from a wide range of sources. *Family and Friends 2<sup>nd</sup> Edition* combines the most effective literacy techniques used with native English speakers with proven techniques for teaching English as a foreign language to children.

Children have different learning styles. Some learn better by seeing (visual learners), some by listening (auditory learners), some by reading and writing, and some with movement (kinaesthetic learners). *Family and Friends 2<sup>nd</sup> Edition* uses all of these approaches to help every child realize his or her potential.

*Family and Friends 2<sup>nd</sup> Edition* also looks beyond the classroom and promotes the values of good citizenship: co-operation, sharing, helping, and appreciating those who help us.

This level of *Family and Friends 2<sup>nd</sup> Edition* includes the following:

- Class Book with Student Website
- Workbook (with or without Online Practice)
- Teacher's Book Plus containing:
  - Teacher's Resource Centre
  - Online Practice
- Classroom Presentation Tool
- Audio CDs
- Teacher's Resource Pack containing:
  - Flashcards
  - Phonics cards
  - Phonics poster

## Methodology

### Words and grammar

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

The children are first exposed to the new grammar items alongside the key words in the unit stories. They then move on to focused grammar practice, which is reinforced with a range of spoken and written activities.

### Reading and writing

*Family and Friends 2<sup>nd</sup> Edition Starter* offers a carefully graded introduction to reading and writing. For more details see page 10.

### Phonics

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

*Family and Friends 2<sup>nd</sup> Edition* draws on the principles of synthetic phonics, in which sounds and letters are combined to form whole words (i.e. synthesis).

Each unit contains two phonics lessons. Children learn the sound and letter form of initial sounds so they associate sound and letter.

### Stories

Every unit contains a story which provides a fun and motivating context in which the new language appears. We meet a happy extended family and see the amusing adventures of Rosy, her cheeky one-year-old brother Billy, and her cousin Tim.

The stories also provide ideal scenarios for practising and reviewing language structures and key words in a cyclical manner.

Animated versions of these stories can be found on the Student Website and Classroom Presentation Tool. They offer an effective way of presenting the story and target language in class, or can be used at home to consolidate what children learn in each unit.

### Songs and chants

Every unit in *Family and Friends 2<sup>nd</sup> Edition* contains two songs for children to practise the new language, as well as vocabulary and phonics chants.

Melody and rhythm are an essential aid to memory. By singing, children are able to address fears and shyness and practise the language in a joyful way together. They are also fun and motivating activities and are a good opportunity to add movement to the lessons.

### Drama and Total Physical Response (TPR)

Students of any age, especially kinaesthetic learners, benefit from associating language with movement and actions. The more the body is involved in the learning process, the more likely the student is to absorb and retain the information. For this reason, children are taught series of actions to accompany the stories and songs.

In *Family and Friends 2<sup>nd</sup> Edition* the children are also given the opportunity to act out the stories with simple drama activities. One of the main obstacles to language learning at any age is self-consciousness. Drama, by appealing to the imagination, is an excellent way for children to 'lose themselves' in the story, thereby increasing their communicative ability. Like other skills work, drama helps children to communicate and be understood. By developing performance skills, they practise and become fluent in expressing real-life situations, starting with the story in the classroom and then moving on to real-world contexts.

## Games and optional activities

Games provide a natural context for language practice and are very popular with children. They promote the development of wider cognitive skills such as memory, sequencing, motor skills, and deductive skills. If required, all the games in *Family and Friends 2<sup>nd</sup> Edition* can take place at the children's desks with a minimum of classroom disruption.

Suggestions for optional activities are included in the teacher's notes for every lesson. They can be used according to the timing and pace of the lesson and their appropriacy to the children in the class.

Typically, optional activities are games and TPR activities that allow children to respond to the new vocabulary and sounds they are learning in a way that is fun and motivating. Games used frequently as optional activities are detailed on the *Flashcards and games* pages.

For activities which involve drawing and colouring in, it is suggested that children work in groups to share craft materials.

## Review units

After every three units there is a Review unit. These are shorter units of exercises which provide additional practice of the vocabulary and structures presented in the three preceding units. No new material is presented or practised in these units. They can be used as a progress test to check that children have remembered what they have learned. A complete answer key can be found on page 93 of the Teacher's Book.

## Picture dictionary

A Picture dictionary is provided on pages 78–80 of the Class Book for children to refer to whenever necessary. A suitable point to use the Picture dictionary would be at the end of Lesson 1 of each unit, after children have been exposed to all of the vocabulary from the unit.

## Handwriting

The handwriting section on pages 78–80 of the Workbook provides an opportunity to practise writing the upper- and lower-case forms of all the letters of the alphabet and the numbers in digit form. As with the Picture dictionary, these pages can be used in class or at home.

## Values

Values, which can also be called civic education, are a key strand in *Family and Friends 2<sup>nd</sup> Edition*. Teaching values is important as it focuses on the development of the whole child, not just language skills. It improves children's awareness of good behaviour and how their behaviour and attitudes can impact on the people around them and their environment.

Areas for values teaching in *Family and Friends Starter 2<sup>nd</sup> Edition* include helping children to understand about:

- Community, e.g. agreeing and following school rules, understanding the needs of people and other living things, understanding what improves and harms their environment, contributing to the life of the class and school.

- Health and hygiene, e.g. understanding the basics of healthy eating, maintaining personal hygiene, rules for keeping safe around the house and on the road.
- Interacting with others, e.g. listening to other people, playing and working co-operatively, sharing, identifying and respecting the differences and similarities between people, helping others in need.

## In the course

Values are highlighted throughout the course in various places:

- In the ten Values worksheets in the Teacher's Resource Centre – one per unit.
- In the exemplification of good behaviour throughout the course, in particular in the Class Book stories and their characters.
- In the Values Time! lessons in the Class Book and Workbook – two lessons every three units.
- In the co-operative learning activities throughout the course, which encourage children to work together and co-operate in order to complete activities.

## In the Class Book

The Values Time! lessons in the Class Book depict real-life situations and allow children to personalize everyday English expressions connected to a particular value. This social interaction gives children a sense of purpose and motivates them to learn. The projects teach new vocabulary and provide practice for the everyday English expressions taught in the previous lesson. Such personalization and recycling of language helps prepare the children for fluency development at higher levels.

Areas for teaching in Values Time! include helping children to understand about:

- Being polite to others, e.g. understanding what being polite means, how it affects those around us, and the English expressions we use to be polite.
- Sharing with others, e.g. understanding the importance of sharing and how it makes others feel, and the English expressions we use to share with others.
- Being kind to animals, e.g. understanding the importance of being kind to animals, the effects on those around us, and the English expressions we use to tell people to be kind.

## In the Workbook

The Workbook consolidates children's understanding of the value being taught using visuals and additional practice activities.

## Assessment

Children's progress can be evaluated through ongoing assessment, self-assessment, and formal testing.

The Course Tests section of the Teacher's Resource Centre offers:

- suggestions for ongoing classroom assessment;
- an assessment sheet to keep a record of children's progress;
- suggestions for encouraging children to self-assess;
- ten unit tests.

Further information on testing and assessment (including the scoring system) can be found in the introduction section of the Teacher's Resource Centre.

## Supplementary materials

### Readers (Levels 1–6)

Research shows that the more you read, the better you become at English. The dedicated reading sections in the Class Book and Workbook focus on reading shorter texts *intensively*, but it is also important for students to learn to read *extensively*, approaching longer texts at their own pace. Students should read at the right level, with language that is appropriate for their abilities and knowledge.

The *Family and Friends 2<sup>nd</sup> Edition* Readers are designed for extensive reading. The stories vary between classic fairytales and modern-day stories which focus on children's lives today. They contain approximately 100 core headwords (500), and correspond with the vocabulary and grammar syllabus of the course books. They also contain integrated activities which can be used either in the classroom or for homework.

### Grammar Friends

The *Grammar Friends* series can be used alongside *Family and Friends 2<sup>nd</sup> Edition* as an additional resource to provide more written grammar practice. The words and grammar used in each unit match the words and grammar taught in the Class Book. As in *Family and Friends 2<sup>nd</sup> Edition*, the everyday activities of the members of an extended family and their friends provide the contexts for the presentation and the practice. The grammar rules are presented very simply, and enable children to build up a picture of the grammatical system step by step. It can be used in class or at home.

There is a Student Website containing additional interactive exercises and multiple-choice grammar tests with each Student's Book. A Teacher's Book for each level contains the answers to the exercises, notes on the units, and tests.

## Drama in the classroom

### How to present the stories

Each story is presented at the end of every unit and has a receptive and productive stage. In the first, receptive stage, children listen to the story and follow it in their Class Books. In the second, productive stage, children listen and act it out.

It should be noted that children are not expected to repeat or produce all the language of the stories in the first four units. The notes for these units provide ideas for what children can do to act out these stories.

### Acting out the stories

There are various ways of acting out the stories, depending on the size and nature of your class.

#### Acting in groups

The following procedure is suggested in the teaching notes for each unit:

- Decide as a class on actions for each character at each stage of the story (children may suggest actions which are not shown in the pictures).

- Divide the class into groups so that there is one child to play each character. To keep disruption to a minimum, children could turn their chairs to work with those behind them and remain in their seats.
- Play the recording. Children practise the story in their groups, saying their character's lines (if they have any) and doing their actions. Props can be used if you wish, or you may prefer objects from the story to remain imaginary.
- At the end of the exercise, invite some of the groups to act out their story at the front of the class.

#### Acting as a class

As an alternative, you may wish to act out the story as a class:

- Decide together on actions for the story which children can do at their desks without standing up (e.g. they could 'walk' their fingers to show that the character is walking).
- Play the recording to practise reciting the lines. Children mime the actions for each character as they speak.
- Play the recording again for children to give their final performance.

#### Acting with a 'lead group'

This is a combination of the two previous procedures:

- Decide on actions for the story as above.
- Divide the class into groups so that there is one child in each group to play each character. Children should all be facing the front of the class, and not the other people in their groups. They won't need to leave their seats.
- Ask one of the groups to come to the front of the class.
- Play the recording. The group at the front demonstrate the actions to the class.
- Play the recording again for the rest of the children to join in with the actions.

## Classroom management

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

- Success is a great motivator. Try to make every child feel successful and praise their attempts enthusiastically. Children should all be familiar with expressions such as *Good boy / girl, Good work, Well done! Excellent try! You did that very well.*
- Errors need to be corrected, but use positive and tactful feedback so that children are not afraid of making mistakes. If a child makes a mistake, say *Good try. Try again*, then model the correct answer for the child to repeat. Avoid using words such as *No* or *That's wrong*, as these can create negative associations with learning.
- Establish a clear and consistent set of classroom rules and ensure that all the children know what to expect. Always praise good behaviour so that bad behaviour does not become a means of gaining attention.
- Ensure that you are well prepared for every lesson. Read the lesson notes and prepare any materials you will need before the lesson.

## Involving parents

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

- Keep parents informed about what their children are learning and their progress. Parents might benefit from receiving newsletters listing what children are now able to do, and what words and phrases they are studying.
- Encourage extra practice at home using the Student Website, especially the *Listen at home* sections. The children can enjoy singing the songs at home and performing the stories to their families and friends.
- Show parents the completed Values worksheets from the Teacher's Resource Centre.
- Show parents the children's completed Assessment Sheet from the Teacher's Resource Centre at the end of each semester.
- Organize a concert or parents' afternoon where the children can perform the unit stories and the songs they have learnt, along with their actions.
- Organize an Open Day where parents can come into the classroom with their children to see displays of their work and share any feedback or concerns with you in a relaxed environment.



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

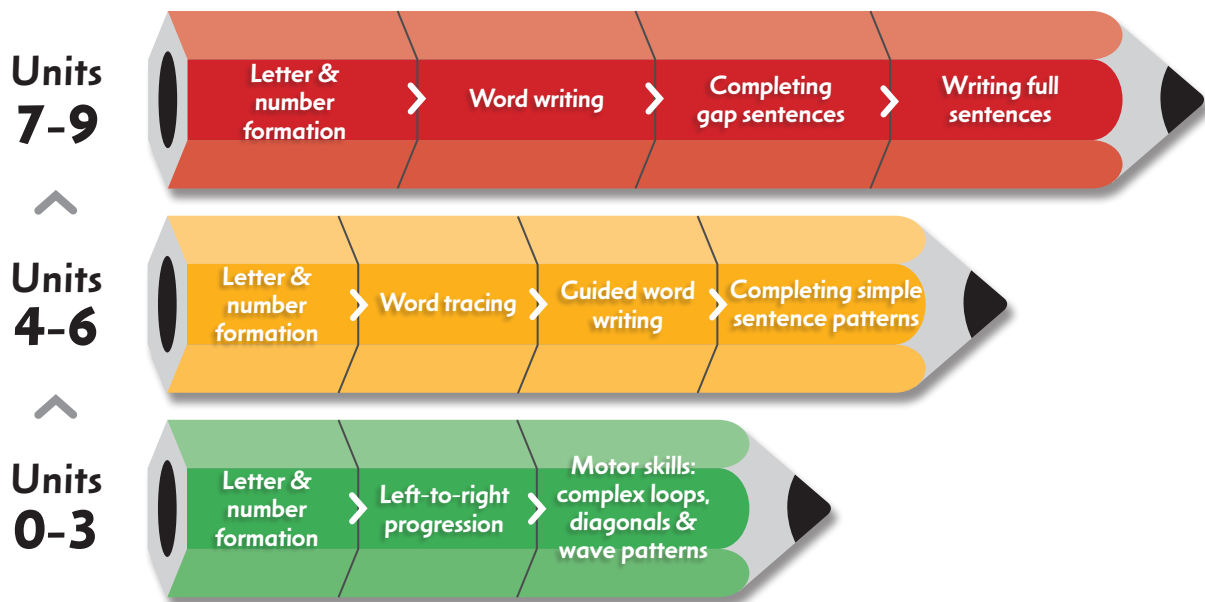
Studies have shown that practicing English outside the classroom can really help children become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the students' motivation.

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

# Reading and writing progression

*Family and Friends 2<sup>nd</sup> Edition Starter* develops children's reading and writing skills in a graded and supportive manner. Pre-reading and pre-writing skills are taught in Starter Unit to Unit 3, word reading and writing in Units 4 to 6, and controlled full sentence reading and writing in Units 7 to 9.

## Writing



### Starter Unit – Unit 3 (pre-writing)

Children learn single letter and number formation through tracing and copying exercises: *Aa-Ii*, 1–8. They are not expected to write or trace words at this stage.

Children develop their pre-writing and general motor skills, and become accustomed to left-to-right progression in English writing.

They achieve this by tracing different types of increasingly difficult, left-to-right patterns.

As well as developing children's general motor skills, these activities help children write particular letters (e.g., tracing complex loops for letter *e*) and prepare them for future letter formation (e.g., wave patterns for letters *m* and *w*).

### Unit 4 – Unit 6

Children learn more single letter and number formation through tracing, copying and addition exercises: *Jj-Rr*, 9–14.

Children start tracing vocabulary words through simple 'Match and trace' or 'Choose and trace' exercises.

They progress by copying the correct word from a model to label a vocabulary item (guided word writing).

Children write one word to complete a three-word sentence pattern. Picture prompts help children pick the correct word and write it to complete the sentence, which is always the target structure of the unit.

### Unit 7 – Unit 9

Children learn more single letter and number formation through tracing, copying and subtraction exercises: *Ss-Zz*, 15–20.

Children write vocabulary words freely and complete gapped sentences, some of which are not directly aligned to the main target structure of the unit.

In the last two units they progress a stage further by writing simple full sentences (three- to four-word sentences) using picture prompts and word pools.

#### Word writing

From Unit 4, children trace and copy words (as detailed in the table above). Learning to write words is a process which is different from learning to write individual letters; we should not expect children to form letters perfectly that have not yet been covered in the *Sounds and letters* lessons. As children progress through the course and learn to form the letters in more detail, their handwriting skills will progressively improve.

#### Additional practice

*Family and Friends 2<sup>nd</sup> Edition Starter* offers lots of additional support to children's writing development. There is letter formation practice in the letter formation grids at the end of the Workbook, as well as more complex handwriting practice in the photocopiable worksheets on the Teacher's Resource Centre.



# Reading

## Units 7-9



## Units 4-6



## Units 0-3



### Starter Unit – Unit 3 (pre-reading)

Children learn letter shapes and initial sounds through listening and sticker exercises: sounds *a-i*.

Children develop their pre-reading skills and become accustomed to left-to-right progression in English reading. They achieve this through pre-reading activities such as recognizing a fragment of a pattern or identifying the odd-one-out. These help children differentiate between shapes and, ultimately, letters and words.

The left-to-right layout of stories in the Class Book and sequences in the Workbook help in turn with their left-to-right progression.

### Unit 4 – Unit 6

Children learn more letter shapes and initial sounds through listening and sticker exercises: sounds *j-r*.

Children begin to recognize words in their written form. Sticker activities and word opposites matching activities enable children to develop these skills.

Children can also associate words with their corresponding pictures / images through matching activities in the Workbook and Class Book.

Children recognize simple sentence patterns – three to four sentences reflecting the target structure of the unit. They achieve this via reading exercises in the *Story* lesson.

### Unit 7 – Unit 9

Children learn more letter shapes and initial sounds through listening and sticker exercises: sounds *s-z*.

Children are now expected to recognize all new words via sticker activities in the Class Book and more complex activities in the Workbook, such as crosswords.

Children read sentences of three to five words, which reflect both the target structure and other types of simple sentences. These can be found in both the *Story* and *Sounds and letters* lessons of these units.

Children can listen to and read through simple dialogues – two to three short exchanges between the course characters in each frame.

### Sounds and letters

Phonics are an important part of the syllabus in Starter level. Nearly a third of the course material, lessons 3 and 5 of every unit, is dedicated towards phonics instruction. Initial sounds are introduced in alphabetical order, but letter names are introduced later in *Family and Friends 2<sup>nd</sup> Edition Level 1*.

### Additional practice

*Family and Friends 2<sup>nd</sup> Edition Starter* offers lots of additional support to help children's reading development. There are phonics cards and phonics posters available in the Teacher's Resource Pack, as well as more opportunities for reading practice in the photocopiable worksheets of the Teacher's Resource Centre.

## Teacher's Resource Centre

The *Family and Friends 2<sup>nd</sup> Edition* Teacher's Resource Centre contains a wide range of editable and printable tests, as well as a variety of photocopiable resources to support and supplement the course.

All of the audio for the tests is available in MP3 and CD format, giving teachers a choice depending on their classrooms requirements.

### Course Tests

The Course Tests section of the Teacher's Resource Centre contains:

- Suggestions and practical tips for ongoing classroom assessment.
- Assessment sheets to help teachers record student progress.
- Tests for each course unit.
- Downloadable audio for all the tests (**Note:** this audio is also available in CD format).



### Course Resources

The Course Resources section of the Teacher's Resource Centre contains:

- Specially designed photocopiables for easy use in large classrooms.
- Values Time! project templates that link directly to instructions in the Class Book Project lessons.
- Extension worksheet for additional project activity.
- Cut and Make project templates for craft activities at the end of each semester.
- Handwriting practice worksheets for further practice of letter formation, single word tracing and simple sentence pattern writing.
- Values worksheets for every course unit.



## Online Practice

### For teachers

*Family and Friends 2<sup>nd</sup> Edition* Online Practice is available using the access card in Teacher's Book Plus. It allows teachers to:

- Create online classes for the course using the 'Manage Classes' features.
- Assign work directly linked to the Class Book.
- Set practice activities dedicated to the course vocabulary, grammar and phonics.
- Track student progress by viewing detailed class and student reports.



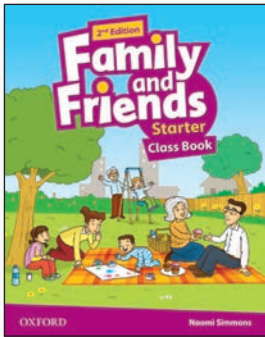
### For students

Online Practice is available to students using the access card in their Workbook with Online Practice. Students will be able to:

- Complete specific language-focussed activities that link directly to the course.
- Have their work automatically scored and graded.
- Share their work with other students in the 'class' set up by the teacher.







## Classroom Presentation Tool

The Classroom Presentation Tool is software that allows teachers to present and manipulate course content in an engaging and interactive way.

It can be used either on an interactive whiteboard (IWB) or on a projector. The Student Book pages can be viewed on screen.

Interactive activities include:

- vocabulary presentation and practice
- grammar presentation and practice
- phonics presentation and practice
- video resources such as story animations.
- audio tracks for all songs and chants on page
- optional onscreen answers

## Student Website

The Student Website contains:

- *Listen at home* target language chants, songs, and phonics chants for children to practise at home. They can be played on a computer using the audio player.
- Animated stories for each of the ten unit stories.



## Class Audio CDs

The Class Audio CDs provide the full range of audio to accompany the student Class Book, including:

- all target vocabulary and related chants
- unit stories
- main unit songs
- all unit sounds and letters and related chants
- stories and exercises that accompany the Values Time! sections
- listening exercises and songs that accompany the Culture section.

# Tour of a unit

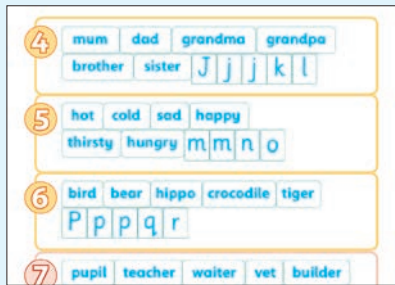
## Lesson One Words

Lesson 1 teaches and practises the new vocabulary set.

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



The children practise saying and identifying the words in the scene, using the stickers in the book.



The children practise the words with a rhythmic chant.

### 6 They're bears!

Lesson One Words

- 1 Listen, point and repeat. 🎧 ➡
- 2 Listen and chant. 🎵 ➡

bird
bear
hippo
crocodile
tiger

- 3 Point and say. Stick the stickers. 📌

44 Unit 6 bird, bear, hippo, crocodile, tiger

## Teaching the words

### Words

- Play the recording and hold up the flashcards. The children repeat the words and point to the correct picture in their Class Books.
- Show the flashcards randomly and ask the class to say the words. You can hide the cards behind your back.
- Teach the chant. You can ask children to perform actions as they chant, for example miming animal actions.

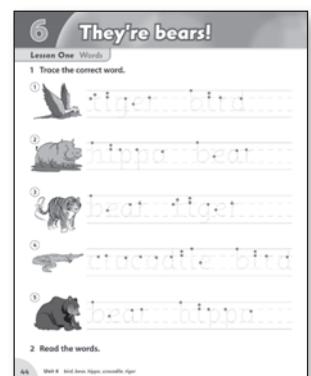
### Stickers

- Prepare the children by pointing to the picture and asking questions such as *Who's this? What's this?*
- Point to one of the words in the scene and elicit the answer based on the corresponding image.
- Encourage the children to point to the pictures and say the words with you in chorus.
- Show one of the word stickers and stick it on the caption box, saying the word as you do so.
- The children copy and do the same with the remaining stickers in the scene.

Children use the Student Website at home to practise the new vocabulary.

## Workbook

The children practise recognizing and tracing the new words from the lesson. In later units, children practise writing the vocabulary and doing more extensive word recognition activities.



Online Practice allows children to practise the vocabulary further.

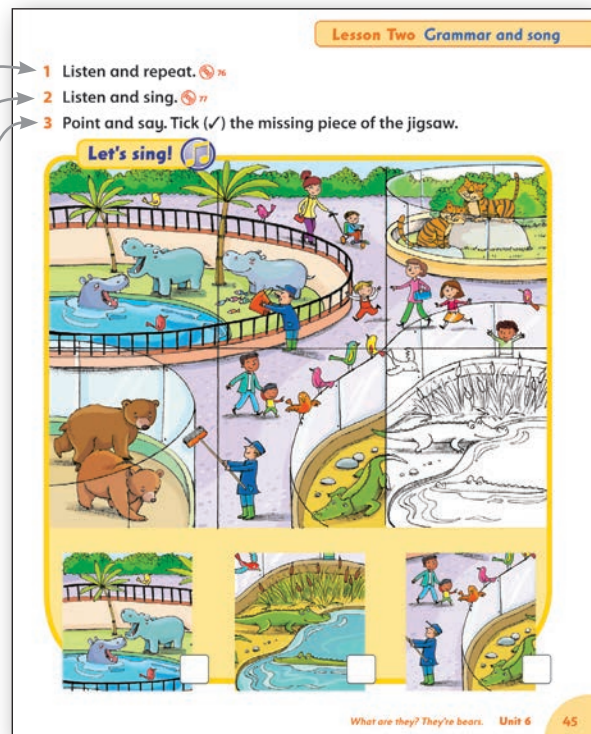
## Lesson Two Grammar and song

Lesson 2 teaches the grammar points. The children also practise the language with a song and Total Physical Response activities.

The children listen to and repeat the grammar structure.

The children learn and sing the song.

The children practise the unit's words along with the grammar structure in a speaking activity.



## Teaching the grammar and songs

### Grammar

- Teach the grammar through example rather than explanation. Reinforce meaning with actions.
- Play the recording and have the children repeat the words in chorus. Use the song picture to consolidate meaning if necessary.
- Use flashcards to substitute new words. The children will see how the grammar structure works with different words. The children repeat the new sentences. (From Unit 7, read the grammar examples and write them on the board.)

### Songs

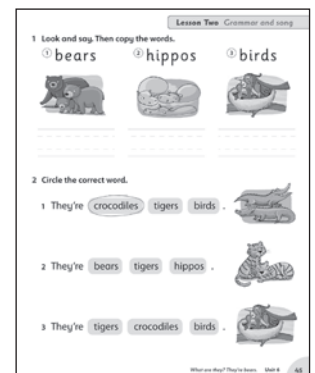
- Play the song to the class. The children listen and point to the pictures to show understanding of the words.
- Recite the words of the song with the class, without the music. Say each line and ask the children to repeat.
- Now sing the song with the class a number of times with the recording.
- Teach actions to accompany the song (see the suggested actions in the lesson notes, or ask the children to suggest their own).
- Sing the song again, this time with the actions.
- You could allow some children to provide accompaniment with drums, shakers, etc.

Children use the Student Website at home to practise the new grammar structures.

### Workbook

The children further practise recognizing and writing the unit's new words. They then use them in a speaking activity.

In later units, children practise writing the full structure.



Online Practice allows children to recognize the grammar structure in a different context and to consolidate their understanding of the song.

## Lesson Three Sounds and letters

Lesson 3 teaches phonics: the relationship between a sound, the letters that form it, and words that contain it.

The children listen to the sound, trace and point to the letters that form it. They read and repeat words that contain the sound and letters, with the help of phonics cards.



The children see these words in sentences and learn a chant. The chant provides targeted pronunciation practice within an engaging context.

The children practise recognizing letter shapes using stickers. Then they circle the letters in the context of a sentence to identify what phonics sounds they create.

The children identify the correct letters in a fun, final activity.

**Lesson Three Sounds and letters**

**1 Listen, trace and point. Repeat.** 78

**2 Listen and chant.** 79

**3 Stick. Then circle and say.**

P

p

Polly is a panda.  
She has got a pen.

**4 Colour the letter Pp.**

Complete the writing task on page 79 of the Workbook.

Unit 6 Pp - panda, pen page 79

### Teaching phonics

- Introduce the new sound by showing the class the phonics card. Model the sound a number of times for children to repeat.
- Introduce the new phonics words with the flashcards and recording.
- Play the chant to the class. Talk about the picture to ensure the meaning is clear.
- Repeat the chant, this time asking the children to clap their hands (or perform another action) every time they say a word that contains the target sound.
- For Exercise 4, complete the first example as a whole class activity. Then encourage the children to work independently. Finally, check the answers with the whole class.

### Workbook

The children practise recognizing and tracing the letters that create the phonics sound(s).  
In later units, the children write these letters on the words.

**Lesson Three Sounds and letters**

**1 Trace.**

P p

**2 Trace and write the letter Pp.**

P P P P

p p p p

**3 Trace the letters on the words.**

Polly is a panda  
with a pen.

**4 Find and colour the letter Pp.**

Jj Kk Ll Mm Nn

Oo Pp Qq Rr

Unit 6 Pp - panda, pen

# Lesson Four Numbers

Lesson 4 teaches the two numbers for the unit and their written form.

The children listen to the number, trace its form and repeat.

The children learn and sing a song relating to the numbers and unit vocabulary.

The children use the numbers learned in exercises such as counting, simple addition and simple subtraction.

Lesson Four Numbers

- 1 Listen, trace and repeat.
- 2 Point and sing.

Let's sing!

13
14

thirteen
fourteen

- 3 Count and say. Then write the number.

pandas  bears  lions  hippos

Numbers 13, 14 Unit 6 47

## Teaching numbers

- Review the numbers learned so far and introduce the new ones for this lesson using the audio as a model.
- Practise tracing the numbers with the children in the air first and then on the page.
- Repeat the audio and use the actions suggested in the notes to help count out the effects after each number.
- Play and teach the song to the children (see lesson notes on page 15).
- For Exercise 3, complete the first example as a whole class activity. Then encourage the children to work independently. Finally, check the answers with the whole class.

Children use the Student Website at home to practise the numbers.

## Workbook

The children practise recognizing and writing the numbers from the lesson.

Lesson Four Numbers

- 1 Trace and write the numbers.
 

13 13

thirteen thirteen

14 14

fourteen fourteen
- 2 Count and add.
 

① + 3 =

② + 6 =
- 3 Colour the numbers 13 and 14.
 

11 12 13 14 15

16 17 18 19 20

Numbers 13, 14 Unit 6 47



Online Practice allows children to practise the new numbers in a different context.



## Lesson Five Sounds and letters

Lesson 5 teaches phonics: the relationship between a sound, the letters that form it, and words that contain it.

The children listen to the sound, trace and point to the letters that form it. They read and repeat words that contain the sound and letters, with the help of phonics cards.



The children learn a chant. The chant provides targeted pronunciation practice within an engaging context.

Children practise identifying the correct initial sounds for words using stickers.

The children identify the correct letters in a sentence activity.

**Lesson Five Sounds and letters**

1 Listen, trace and point. Repeat.

queen quilt  
river rainbow

2 Listen and chant.

3 Stick and say.

4 Circle the letters Qq and Rr.

The queen has got a quilt.  
Look at the rainbow. Look at the river.

Complete the writing task on pages 79–80 of the Workbook.

48 Unit 5 Qq – queen, quilt; Rr – river, rainbow

### Teaching phonics

- Introduce the new sound by showing the class the phonics card. Model the sound a number of times for children to repeat.
- Introduce the new phonics words with the flashcards and recording.
- Play the chant to the class. Talk about the picture to ensure the meaning is clear.
- Repeat the chant, this time asking the children to clap their hands (or perform another action) every time they say a word that contains the target sound.
- For Exercise 4, complete the first example as a whole class activity. Then encourage the children to work independently. Finally, check the answers with the whole class.

Children use the Student Website at home to practise the sounds and the letter shapes.

### Workbook

The children practise recognizing and tracing the letters that create the phonics sound(s).

In later units, the children write these letters on the words.

**Lesson Five Sounds and letters**

1 Trace and write the letters Qq and Rr.

2 Trace the letters on the words.

The queen has got a quilt.  
Look at the rainbow.  
Look at the river.

3 Find and colour the letters Qq and Rr.

Jj Kk Ll Mm Nn  
Oo Pp Qq Rr

48 Unit 5 Qq – queen, quilt; Rr – river, rainbow



Online Practice allows children to practise all the unit's phonics in a different context.

## Lesson Six Story

Lesson 6 consolidates children's understanding of the unit vocabulary set and grammatical structure using a story.

Children use the Student Website at home to watch the animated story.

The children listen to the story and point to the pictures.

The children practise reading the grammar structure.

The children listen to the story again and produce the language by repeating and then acting out the story.

Lesson Six Story

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

### They're tigers!

They're crocodiles.

They're birds.

They're tigers.

They're boys.

Consolidation: What are they? They're birds. Unit 6 49

## Acting out the stories and teaching the grammar

### Story

- Prepare the children for the story and talk about each frame with the class. Ask simple questions such as *Who's this? Where are they? What's this?*
- Play the recording the whole way through.
- Play the recording again. The children point to the pictures as they hear the text.
- Teach the written grammar structure and practise reading aloud with the children, as a class and individually (see 'Grammar' section below).
- Play the recording. Pause after each dialogue for the children to repeat.
- Play the recording again. This time ask children to mime actions as they speak (there are suggested actions in the lesson notes). Allow the children to make suggestions and demonstrate the actions.
- Divide the class into groups, with each child having a different role in the story. Play the recording. Each child says the lines of his / her assigned character. Encourage children to perform actions as they speak.
- Repeat without the recording, encouraging the children to remember the sentences. See page 8 for further story ideas.

### Grammar

- Teach the grammar through example rather than explanation. Reinforce meaning with actions.
- Play the recording and have the children repeat the words in chorus.
- Use flashcards to substitute new words. The children will see how the grammar structure works with different words. The children repeat the new sentences. (From Unit 7, read the grammar examples and write them on the board.)

Children can also use the Student Website at home to review the grammar structure.

### Workbook

The children practise recognizing and writing the unit grammar structure.



Online Practice allows children to practise the grammar structure in a different context.

Lesson Six Story

1 Look, trace and write.

birds bears hippos crocodiles tigers

① They're \_\_\_\_\_

② They're \_\_\_\_\_

③ They're \_\_\_\_\_

④ They're \_\_\_\_\_

⑤ They're \_\_\_\_\_

2 Point and say.

What are they? They're bears.

Consolidation: What are they? They're birds. Unit 6 49

## Values Time! Everyday English

The Values Time! lessons come after every three units and focus on teaching real-world values. The Everyday English lesson provides practice of new language used in functional situations that are linked to the main value.

The children read and listen to the story for the first time. The children listen again, repeating the dialogues with the recording.

The children look at the main, large picture to help them understand the context, before they listen to a recording and complete the listening comprehension activity.

The children practise speaking in pairs, using the Everyday English phrases, and refer to the various contexts of the listening activity above.

**Values Time! 2**  
Everyday English

**1 Listen, read and say.**

1 Here, share my crayons.  
2 Thank you.  
3 You're welcome.

**2 Listen and number.**

**3 Now point and say.**

Share my desk.  
Thank you.  
You're welcome.

50 Values Time! 2 Share with others

## Teaching Everyday English

### Story

- Focus on the pictures. Ask children to say where the people are (*at home / in a living room*) and what they think the characters are talking about. Ask children what objects they can see in the pictures.
- Play the recording for children to listen and follow the dialogue in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in pairs or groups.
- Ask groups of children to act out the dialogue for the class.

### Listening

- Show children the pictures and ask them to say who / what they can see in the picture. Explain that they need to listen and decide which part of the picture matches each dialogue in the recording.
- The recording contains examples of the Everyday English phrases, and some additional 'passive' phrases, which simply set the context. Remind the children that they don't need to understand every word.
- Play the recording for the children to listen and number the correct boxes.
- Ask the children to point and identify what each person is saying.

### Speaking

Ask children to work in pairs.

- Read the first expression to the class and ask the students to point to the correct written expression.
- Hold up some classroom objects the children know in English. Elicit the Everyday English expressions from the children. (Teacher holds up a book. The class chant *Share my book*. The teacher says *Thank you*. The children chant, *You're welcome*.)
- Ask children to use the picture from exercise 2. Ask them to point to different people in the picture and say the relevant expression to their partner.
- Monitor children's performance. Ask some pairs to act out their dialogues in front of the class.

### Workbook

The children practise reading and writing the Everyday English phrases in a new context. They then consolidate their understanding of the main value.

**Values Time! 2**  
Everyday English

**1 Look and trace. Then read the sentences.**

1 Here, share my  
2 Share my  
3 Here, share my  
4 Share my

**2 Look and draw.**

50 Values Time! 2 Share with others

Children do exercises to practise the Everyday English phrases in the Online Practice Values Time! section.



## Values Time! Project

The Project lesson teaches and practises a new vocabulary set, as well as offering further and more extended speaking practice of the everyday English expressions. All of the new language is brought together in a fun, final craft activity.

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

The children practise the words with a rhythmic chant.

The children practise speaking in pairs, using the Everyday English phrases, and refer to the new vocabulary items in the activity above.

The children look at the photos and follow the instructions to prepare their craft activity.

There are templates for each Values Time! project on the Teacher's Resource Centre.

The project activity flowchart is titled 'Project' and 'Project: a family portrait'. It consists of four numbered steps:

- 1 Listen, point and repeat.** Includes icons for paper, scissors, glue, and paint. Below the icons are labels: paper, scissors, glue, paint.
- 2 Listen and chant.** Includes a speech bubble with the text: 'Share my paper. You're welcome. Thank you.'
- 3 Point and say.** Includes a photo of a girl and a boy. Below the photo are labels: Colour, Cut out.
- 4 Make a family portrait and say.** Includes a photo of a boy drawing a portrait. Below the photo are labels: Draw, Say. A speech bubble next to the boy says: 'This is my mum.'

At the bottom right of the flowchart, it says 'Project: a family portrait' and '51'.

## Teaching projects

### Words

- Play the recording and hold up the flashcards. The children repeat the words and point to the correct picture in their Class Books.
- Show the flashcards randomly and ask the class to say the words. You can hide the cards behind your back.
- Teach the chant. You can ask children to perform actions as they chant.

### Speaking

Ask children to work in pairs.

- Read the first expression to the class and ask the students to point to the correct written expression.
- Hold up some classroom objects the children know in English. Elicit the Everyday English expressions from the children. (Teacher holds up a book. The class chant *Share my book*. The teacher says *Thank you*. The children chant, *You're welcome*.)
- Ask children to use the pictures from exercise 1. Ask them to point to one of the objects and say the relevant expression to their partner.
- Monitor children's performance. Ask some pairs to act out their dialogues in front of the class.

Children use the Student Website to practice the vocabulary further.

## Project

- Focus on the pictures. Ask children to say what they think the girl in the pictures is doing (*making a family portrait*).
- Ask *What do you need to make the portrait?* to elicit *coloured pens, scissors, glue, paper*.
- Divide the class into groups. Give each child a copy of the portrait template (see Values Time! 2, Teacher's Resource Centre). Give each group coloured pens / pencils / crayons, scissors and glue.
- Use the pictures and instructions to talk children through the process of making their portrait. Demonstrate with your own family portrait and make sure children understand what they have to do.
- Move around the class as the children work, encouraging them to use the polite language from the lesson (*Share my scissors. Thank you. You're welcome*.)
- Once children have finished their family portraits, ask them to show them to the class. If you have a large class they can share in smaller groups.

## Workbook

The children practise recognizing and writing the new words from the lesson. In later units children practise writing the sentences and doing more extensive word recognition activities.

The workbook page is titled 'Project words' and contains two exercises:

- 1 Look and write the number.** Includes a list of items: 1 scissors, 2 point, 3 glue, 4 paper. Below the list are four small illustrations of the items.
- 2 Circle and write.** Includes four rows of dialogue with words to be circled and written in the blanks:
  - Row 1: 'Here, share my \_\_\_\_\_.' Words: glue, scissors.
  - Row 2: 'Here, share my \_\_\_\_\_.' Words: paper, paint.
  - Row 3: 'Share my \_\_\_\_\_.' Words: glue, paper.
  - Row 4: 'Share my \_\_\_\_\_.' Words: scissors, paint.

At the bottom right of the workbook page, it says 'Project: a family portrait' and '51'.

Online Practice allows children to practise the vocabulary further.

## Classroom language

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

# Flashcards and games

## Flashcards

1	Rosy	Hello
2	Tim	Hello
3	Billy	Hello
4	Hello	Hello
5	Goodbye	Hello
6	red	Colours
7	green	Colours
8	blue	Colours
9	black	Colours
10	white	Colours
11	desk	School things
12	chair	School things
13	crayon	School things
14	pencil	School things
15	notebook	School things
16	plane	Toys
17	puppet	Toys
18	robot	Toys
19	balloon	Toys
20	teddy	Toys
21	purple	Values Time! 1
22	yellow	Values Time! 1
23	orange	Values Time! 1
24	brown	Values Time! 1
25	mum	Family
26	dad	Family
27	brother	Family
28	sister	Family
29	grandma	Family
30	grandpa	Family
31	happy	Feelings
32	sad	Feelings
33	hungry	Feelings
34	thirsty	Feelings
35	hot	Feelings
36	cold	Feelings
37	bird	Zoo animals
38	bear	Zoo animals
39	hippo	Zoo animals
40	crocodile	Zoo animals
41	tiger	Zoo animals
42	paper	Values Time! 2
43	scissors	Values Time! 2
44	glue	Values Time! 2
45	paint	Values Time! 2
46	pupil	Jobs
47	teacher	Jobs
48	waiter	Jobs
49	vet	Jobs
50	builder	Jobs
51	jumper	Clothes
52	shirt	Clothes
53	jacket	Clothes
54	hat	Clothes
55	belt	Clothes

56	raisins	Food and drink
57	plums	Food and drink
58	crisps	Food and drink
59	cakes	Food and drink
60	milkshake	Food and drink
61	goat	Values Time! 3
62	hen	Values Time! 3
63	sheep	Values Time! 3
64	cow	Values Time! 3
65	ice cream	Culture
66	ice lolly	Culture
67	sandwich	Culture
68	banana	Culture

## Phonics cards

1	Aa	apple
2	A	Annie
3	Bb	boy
4	Bb	bat
5	Cc	cat
6	Cc	car
7	Dd	dog
8	Dd	duck
9	Ee	egg
10	Ee	elephant
11	Ff	fish
12	Ff	farm
13	Gg	girl
14	Gg	guitar
15	Hh	hat
16	Hh	horse
17	Ii	insect
18	Ii	ill
19	Jj	jug
20	Jj	juice
21	Kk	key
22	Kk	kangaroo
23	Ll	lion
24	Ll	lollipop
25	Mm	man
26	Mm	mango
27	Nn	nose
28	Nn	neck
29	Oo	orange
30	Oo	octopus
31	Pp	panda
32	Pp	pen
33	Qq	queen
34	Qq	quilt
35	Rr	river
36	Rr	rainbow
37	Ss	sofa
38	Ss	sock
39	Tt	towel
40	Tt	turtle
41	Uu	umbrella
42	Uu	up
43	Vv	violin
44	Vv	vase
45	Ww	woman
46	Ww	wall
47	Xx	box
48	Xx	fox
49	Yy	yo-yo
50	Yy	yogurt
51	Zz	zebra
52	Zz	zoo

## Warmers, games, and optional activities

### Flashcard games

#### Listen, point and say

- Place flashcards or objects for the key vocabulary around the classroom.
- Call out a vocabulary word, e.g. *crayon*. The children point to the correct flashcard or object. Alternatively, play the chant from Lesson 1 of the unit. Children point to the correct flashcard when they hear the word.
- Point to the flashcard or object. The children say the word.

#### Word chain

- Place four or five flashcards on the board in a given sequence, e.g. *chair, crayon, desk, pencil*.
- Point to a child. He / She says the first word in the sequence, i.e. *chair*.
- Point to another child. He or she says the next word in the sequence, i.e. *crayon*.
- Continue with each child saying the next word in the sequence, returning to the beginning when necessary.

#### Jump

- Ask the children to stand at their desks. Hold up a flashcard from the vocabulary set and say a word.
- If the word is the same as the flashcard, they jump. If it isn't, they keep still.

#### Snap!

- Write one of the items from the vocabulary set on the board, e.g. *teddy*. Say the word aloud.
- Put the flashcards in a pile and hold them up so that the children can only see the facing card. Reveal the cards one at a time by putting the front card to the back. When children see the teddy, they shout *Snap!*
- Repeat with the rest of the words in the set.

#### Musical cards

- Play lively music, ideally the target unit's song.
- Hand the unit flashcards out to different children around the class. They pass the cards to children next to them around the class while the music is playing.
- Stop the music suddenly. Ask the children who are holding cards *What's this?* to elicit the words.
- Play the music and continue in this way.

#### Whispers (reading required)

- Organize children in groups of at least six. Show a flashcard to the first child in each group. This child whispers the word to the child next to him / her.
- Children continue whispering the word to the child next to them until the word reaches the final child.
- The final child says the word aloud, and the first child holds up the flashcard to see whether the word and the flashcard are the same.

#### Where was it? (reading required)

- Lay a number of flashcards face up on your table or on the board. Give the class five seconds to look at the cards, then turn all the cards over so that they are face down.

- Ask e.g. *Where's the hat?* The children try to remember the position of the card.
- Give several children an opportunity to guess. Ask them to say the word before they point to the card.

#### What have I got?

- Use the flashcards to elicit the vocabulary for the game.
- Hold up one card so the class can only see the back of it. Ask *What have I got?* for children to make guesses.
- When the card is guessed correctly, put it on the board.
- Hold up a second card and repeat the procedure. Continue until all the cards are on the board.

#### What's missing?

- Display the flashcards from the vocabulary set on the board. Point to each one in turn for children to say the words. Give the class a few seconds to look at them.
- Ask children to turn around. Remove a card.
- Display the cards again and ask *What's missing?*
- When children have identified the missing card, shuffle the cards again and repeat the procedure.

#### Slow reveal

- Put a flashcard on the board and cover it with a piece of paper or card.
- Very slowly move the paper to reveal the picture, bit by bit.
- Ask *What's this?* or another appropriate question, such as *What does he like?* The first child to guess correctly comes to the front to choose the next card.
- Continue until you have practised all the words in the set.

#### Order the letters (reading and writing required)

- Show the class a flashcard and elicit the word. Hide the card. Write the jumbled-up letters of that word on the board, followed by the correct number of lines for the number of letters.
- Call children to come to the board to write one letter at a time to complete the word.

#### Match (reading required)

- Take a set of flashcards and write the words in a column on the left of the board.
- Place the flashcards in a column on the right, jumbling them up so the word and card don't match.
- Point to a flashcard. Say the word for the class to repeat in chorus. Point to the matching word and say the word for the class to repeat in chorus. Remove the matching flashcard from the board.
- Repeat until all the cards have been removed.

#### Odd-one-out

- Put a set of flashcards on the board plus one 'odd' one from another set.
- Point to each card in turn and say the word for the class to repeat in chorus.
- Take away the odd card from the board.
- Repeat with different cards. This time ask a child to identify the odd-one-out for the class.
- Repeat as many times as you wish with different word sets.

## Phonics card games

### Point to the correct card

- Display some phonics cards around the classroom, one of which contains the target sound.
- Say the target sound, e.g. /g/. The children point to the card containing the sound. Elicit the words from the class.

### Phonics matching

- Display the phonics sound cards on the board. Place the phonics picture cards on your table.
- Call children to come to the front of the class to match the cards to the correct sounds on the board.

### Find your partner

- Give phonics sound cards to individual children. Give the corresponding phonics picture cards to different children.
- Ask the children with the sound cards to stand up one at a time and say the sounds on their cards.
- The children with the picture cards listen. If the sound is in their word, they stand up, show the card, and say the word.

## More games

### Do it!

- You can play this game with any vocabulary set. Assign each child a word from the set you are covering, e.g. *blue, green, red, white*.
- Give instructions, e.g. *Reds, jump! Blues, stamp your feet!* Children with that word assigned to them do the action.

### Freeze

- Ask the children to stand at their desks. Give a series of instructions, e.g. *wave, run, jump*. Children mime the actions.
- When you say *Freeze!*, the children must stop what they are doing and stand still. The children who are slowest to stop are out and have to sit down.
- Continue until there is a winner or winners, left standing.

### Simon says ...

- Ask the children to stand at their desks. Explain that you are going to give instructions. If the instruction begins with *Simon says ...*, children must do as you ask. If not, they stand still and wait for the next instruction. Any child who gets this wrong is out of the game and has to sit down.
- Give an instruction that is relevant to the unit's language, e.g. *Simon says ... point to your nose; Simon says ... point to something red; Simon says ... eat an apple*.
- Intermittently insert an instruction which is not preceded by *Simon says ...* to see which children are paying attention.
- Continue until there is a winner or winners, left standing.

### Mime the word

- Ask the children to stand at their desks. Say a word or sentence, e.g. *It's a lion*. The children repeat and perform a simple action, i.e. they say *It's a lion* and mime being lions.

### Smiley face (reading required)

- Think of a word and draw a short line for each letter on the board. Ask the children to guess the letters in the secret word.

- If a child guesses a letter correctly, write it on the correct line on the board.
- If a child guesses incorrectly, write the letter on the board with a cross through it, and draw a large circle to represent a face. With each letter that is guessed incorrectly, add another feature to the face (two eyes, a nose, a smile, two ears, a neck, and hair).
- The game continues until either the word or the face is complete. If the word is completed, the class have won; if the face is completed, the teacher has won.

### What's the picture?

- Invite a child to come to the front. Whisper the name of an object he / she has to draw.
- The child draws the picture on the board for the rest of the class to guess what it is.
- The first child to guess the object correctly comes to the front to draw the next picture.

### A long sentence

- Say a sentence that ends with a word from the vocabulary set that you want to practise, e.g. *My coat is red*.
- Choose a child to continue the sentence, adding a new word to the end, e.g. *My coat is red and blue*. This child then chooses another child, who says the sentence, adding another word to the end of it.
- Continue the game until you have practised all the words in a vocabulary set, or until someone forgets the words.

### Bingo (reading and writing required)

- Ask the children to draw a grid, three by three squares. In each of the squares, they write a different word from the vocabulary set they are studying.
- Call out words from the vocabulary set in any order. Keep a record of the words as you say them, so that you don't say the same word twice. The children cross off the words in their grids as they hear them. The first child to complete a line of three shouts *Bingo!*

### Forwards and backwards

- Make sure the children are in rows so that they can count around the class. Ask the children to start counting, with each child saying the next number.
- Before they get to ten, say *Change!* The children start counting backwards from whatever number they reached.
- Say *Change!* again. The children count forwards again.

### Rolling question and answer

- Divide the class into two teams. The first child in the team turns to the child next to him / her and asks a question, e.g. *What's your name?* The next child answers, e.g. *I'm (Lola)* and quickly turns to ask the next child. The game continues as fast as possible until every child has asked and answered the question.

### One, Two and Three

- Children count around the class from 1 to the target number, e.g. 12.
- When you reach the target, start again from the beginning, this time counting in multiples of two starting from 2.
- When you reach the target number, start again from the beginning, counting in multiples of three starting from 3.



## Lesson One CB page 4

### Learning outcomes

To introduce the Class Book characters and common greetings

To practise the character names and common greetings in the form of a chant

### Language

Core: *Rosy, Tim, Billy, hello, goodbye*

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

### Materials

CD 01–04; Hello flashcards 1–5

### Warmer 01

- Play the *Hello* song to introduce the lesson. (In future, this song can be played at the start of every unit.) Encourage children to join in with the words and to mime the actions.
- When they sing the last line of the song, get the children to jump up with their arms in the air as they say *fun*.
- Begin the class by smiling and saying *Hello* to the children.
- Hold up flashcard 4 and say *Hello* for children to repeat as a class. Smile and wave as you say *Hello*.
- Hold up flashcard 5 and say *Goodbye* for children to repeat as a class. Wave goodbye as you say *Goodbye*.
- Take turns to hold up flashcards 4 and 5 to practise *Hello* and *Goodbye* more quickly. Encourage children to do the correct action as they say the word.

### Transcript 01

Hello, hello  
To everyone.  
It's English time.  
Let's have fun!  
(Repeat)

### Lead-in

- Hold flashcards 1 to 3 behind your back.
- Show them to the class one at a time and say the names *Rosy, Tim* and *Billy* for children to repeat in chorus.

### 1 Listen, point and repeat. 03

- Say *Open your books* and model the action for children to copy. Hold up your book and point to the characters.
- Play the first part of the recording (*Listen and point*). Point to the pictures in time with the audio. Children listen and point to the appropriate pictures.
- Play the second part of the recording (*Listen and repeat*) for children to repeat the words in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up the flashcards one at a time and ask individual children to say the words.

## Starter Hello!

### Lesson One Words

- 1 Listen, point and repeat.** 03  
2 **Listen and chant.** 04



- 3 Point and say. Stick the stickers.** 04



4 Starter Unit Rosy, Tim, Billy, hello, goodbye

### Transcript 03

#### Listen and point.

*Rosy, Tim, Billy, hello, goodbye*

#### Listen and repeat.

*Rosy, Tim, Billy, hello, goodbye*

### 2 Listen and chant. 04

- Play the recording for children to listen to the chant.
- Play it a second time. Encourage the children to mime the actions for *Hello* and *Goodbye* as they say the words.
- Divide the class into groups of three. Give each group a character's name. Say the chant with the class. Every time a group hears their 'name' they stand up and sit down quickly.

### Transcript 04

*Rosy, Tim, Billy.*

*Rosy, Tim, Billy.*

*Hello, hello, hello.*

*Goodbye, goodbye, goodbye.*

### 3 Point and say. Stick the stickers.

- Hold up your book and point to the picture. Point to each character in turn and say the names *Tim, Billy, Rosy*.
- Repeat and encourage the children to point to the pictures and say the names with you in chorus.
- Say *Let's stick the stickers*. Take the sticker of Tim and show it to the class. Place the sticker on the picture of Tim and say *Tim*. Repeat with the stickers of Billy and Rosy.
- Children put their stickers in the correct places.

### Further practice

Workbook page 4

Student Website • Starter Unit • Words

Online Practice • Starter Unit • Words

# Lesson Two CB page 5

## Learning outcomes

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

To answer *I'm (Rosy)*.


To review and consolidate the main character names

To sing a song

## Language

Core: *What's your name? I'm (Tim)*.

## Materials

CD  05–06; Hello flashcards 1–5

## Warmer

- Begin the class by saying *Hello* and smiling at the children. Encourage them to say *Hello* in response and then to greet each other in pairs.

## Lead-in

- Put the *Hello!* flashcards 1–3 around the class. Point to each one in turn and say the names, *Rosy*, *Tim* and *Billy*. Encourage the children to say the names with you.
- Point to each flashcard in turn and say *Hello (Rosy)* and do the action. Children repeat in chorus.
- Children take turns to stand up and point to a card and say *Hello (Rosy)* and do the action.

## 1 Listen and repeat. 05

- Put flashcard 1 on the board. Turn towards the flashcard and say *What's your name?* Take the flashcard and hold it up in front of yourself. Say *I'm Rosy*.
- Play the recording and say the words with the audio.
- Play the recording again for children to repeat the words in chorus.
- Repeat with flashcards 2 and 3.



## Transcript 05


*What's your name?*  
*I'm Rosy.*


## 2 Listen and sing. 06

- Say *Open your books* and model the action for children to copy.
- Hold up the book and point to the picture of Rosy and say *What's your name?* Say *I'm Rosy*. Point to the characters in turn and repeat. Practise with the class.
- Point to the *Let's sing!* tab and say *Let's sing!* Play the recording all the way through for the children to listen to. At verse 3, pause the recording and remind children that Billy is only a baby and so he can't speak yet. Tell them to copy the sounds he makes when they sing the song.
- Play the recording again and sing along. Hold up flashcards 1–5 as you sing the words and do the actions for *Hello* and *Goodbye*.
- Play the recording again for the children to sing the song and do the actions.

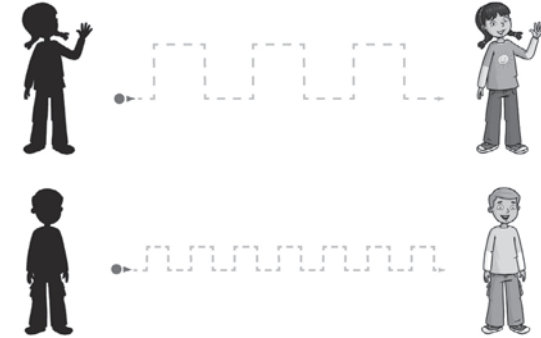
**Lesson Two Grammar and song**

1 Listen and repeat.  05  
2 Listen and sing.  06

**Let's sing!** 



3 Trace the lines and say.



*What's your name? I'm Tim. Starter Unit 5*

## Transcript 06

Hello, hello.  
*What's your name?*  
*I'm Rosy. I'm Rosy.*  
Hello, hello.  
Hello, hello.  
*What's your name?*  
*I'm Tim. I'm Tim.*  
Hello, hello.  
Hello, hello.  
*What's your name?*  
ga ga, ga ga  
Hello, hello.  
Goodbye, goodbye.  
Goodbye to you.  
*Rosy, Tim and Billy.*  
Goodbye, goodbye.

## 3 Trace the lines and say.

- Hold up your book. Point to the silhouette of Rosy to the left of the page.
- Say *What's your name?* Look puzzled, as though you can't remember.
- Trace the path of the dotted line from left to right with your finger until you reach the picture of Rosy. Say *I'm Rosy*.
- Repeat and this time get the class to trace the line with their fingers and say the words with you in chorus.
- Children go over the trace line with a pencil or crayon.
- Repeat the same procedure with the picture of Tim.

## Further practice

Workbook page 5

Online Practice • Starter Unit • Grammar and song

# Lesson Three CB page 6

## Learning outcomes

To recognize and trace the upper- and lower-case forms of the letter *a* and associate them with the sound /æ/  
 To pronounce the sound /æ/

## Language

Core: *apple, Annie*

Extra: *has got, an*

## Materials

CD 07–08; Hello flashcards 1–5; Phonics cards 1–2 (Aa apple, A Annie)

## Warmer

- Play *What have I got?* with flashcards 1–5 to revise the vocabulary from the previous lesson (see page 24).

## Lead-in

- Draw dotted outlines of the letter *A* and *a* on the board.
- Facing the board, draw the letters in the air as you say the sound /æ/. Children draw the letters in the air with you.
- Join the dotted lines to complete the letters *A* and *a*.
- Draw more dotted examples on the board and ask different children to come and join the dots.

## 1 Listen, trace and point. Repeat. 07

- Say *Open your books*. Model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /æ/. Point to the letters *A* and *a*.
- Point to the upper-case *A* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the lower-case *a* and trace the letter with your finger. Children trace the letter with their finger in their books (pause the track while they trace, if necessary).
- Then listen and point to the words *apple* and *Annie* as you hear the words.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

**NOTE:** Explain to the children that in English people's names begin with a capital letter. Point to the case *A* and *Annie* phonics card to show this visually.

## Transcript 07

### Listen, trace and point.

/æ/  
 /æ/ apple  
 /æ/ Annie

### Listen and repeat.




/æ/  
 /æ/ apple  
 /æ/ Annie

## 2 Listen and chant. 08

- Hold up your Class Book and point to the picture of Annie holding the apple.
- Point to the apple and say *apple*. Point to Annie and say *Annie*. Children repeat in chorus. Then say *Annie's got an apple*. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.


**Lesson Three Sounds and letters**

**1 Listen, trace and point. Repeat. 07**






**2 Listen and chant. 08**

**3 Stick. Then circle and say. 09**



**4 Circle the letter Aa.**



●

A

□

a

△

Complete the writing task on page 78 of the Workbook. page 78

6 Starter Unit Aa – apple, Annie

- Put the phonics cards 1–2 around the room. Play the chant for children to point to the cards as they hear the words, then play it again, pausing for children to repeat.

## Transcript 08

/æ/, /æ/, /æ/  
 apple, apple, apple  
 Annie's got an apple.  
 /æ/, /æ/, /æ/

## 3 Stick. Then circle and say.

- Hold up your Class Book and point to the picture of Annie holding the apple. Point to the lower case *a* and elicit /æ/.
- Say *Let's stick the sticker*. Hold up the *a* sticker and encourage children to place it on their books in the correct position.
- Then point to the example circle and say *Circle /æ/*. Trace the circle with your finger as you say the word *circle*. Point and say /æ/ – *apple*. Children repeat in chorus.
- Repeat with upper case *A* and *Annie*.
- Give children enough time to draw a circle around the letter.

## 4 Circle the letter Aa.

- Hold up phonics card /æ/ *apple* and say /æ/ for children to repeat. Point to the example circle around the *A* and say *Circle the letter a*. Trace the circle with your finger as you say the word *circle*.
- Point to a lower case letter *a*. Say *Circle the letter a*. Trace the circle again as you say the word *circle*.
- Children find other examples of *A* and *a* and draw circles.

## Further practice

Workbook page 6

Handwriting, Workbook page 78

Handwriting practice, Teacher's Resource Centre



# Lesson Four CB page 7

## Learning outcomes

To learn the numbers 1 and 2  
To introduce the concept of counting and plurals

## Language

Core: 1, 2, one, two  
Recycled: *apple(s)*

## Materials

CD 09–10; Phonics cards 1–2 (Aa apple, A Annie)

## Warmer

- Use phonics cards 1–2 to revise the letter sound /æ/.
- Hold up the cards and point to the letters. Say the sound /æ/ for children to repeat. Point to the pictures and say the words *apple* and *Annie* for children to repeat.

## Lead-in

- Write numbers 1 and 2 on the board. Point to each number and model the words for children to repeat.
- Draw one apple, one pen, one book, one flower on the board. Leave enough room to draw a second picture next to each one later. Point to each in turn and say *one*.
- Draw a second apple, pen, book and flower next to the first. Point to each in turn and say *two*.
- Draw dotted outlines of the numbers 1 and 2 on the board and demonstrate how to write them. Children draw the numbers in the air.

## 1 Listen, trace and repeat. 09

- Say *Open your books*. Model the action for children to copy.
- Play the recording. Point to 1 and 2 as you hear the words.
- Trace the number 1 with your finger. Give children enough time to trace the number 1 with their finger in their books. Then mime eating an apple as you hear the singular apple crunch after 1.
- Trace the number 2 your finger. Give children enough time to trace the number 2 with their finger in their books. Then mime eating an apple from each hand as you hear the two apple crunch sounds after 2.
- Play the recording again. Point to the numbers and say 1, 2. Children repeat in chorus.

## Transcript 09

1 2

## 2 Point and sing. 10

- Point to the picture of the apple and say *one apple*. Point to the picture of two apples and say *two apples*. Practise for the children to repeat.
- Play the recording all the way through for the children to listen to and point to the pictures as they hear the words.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song.

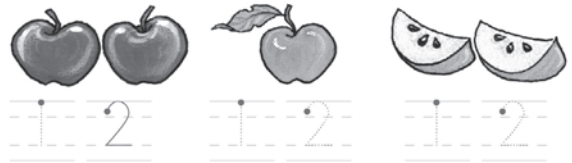
1 Listen, trace and repeat. 09

2 Point and sing. 10

Let's sing!



3 Count and trace the correct number.



4 Circle the apples and say.



Numbers: 1, 2 Starter Unit 7

## Transcript 10

1, 1, 1  
1, 1, 1  
1 apple  
1, 1, 1  
2, 2, 2  
2, 2, 2  
2 apples  
2, 2, 2

## 3 Count and trace the correct number.

- Ask children to look at the pictures of the apples.
- Point to the first picture. Point to each of the two apples and count them. Say *one ... two ... two apples*.
- Then trace the number 2 with your finger.
- Give children time to count the apples in each picture and trace the correct number with a pencil or crayon.
- Go through the answers with the class. Count the apples and say *one apple* or *two apples* as appropriate. Then trace the number with your finger. Encourage the children to speak in chorus with you.

## 4 Circle the apples and say.

- Point to the number 2 next to the example and say *two*.
- Trace the example circles around the two apples with your finger. Count *one ... two* and then say *two apples*.
- Point to the picture next to it. Point to the number 1 and say *one*. Trace a circle around one of the apples with your finger. Count *one* and then say *one apple*.
- Give children time to circle the correct number of apples.

## Further practice

Workbook page 7

Student Website • Starter Unit • Numbers

Online Practice • Starter Unit • Numbers

# Lesson Five CB page 8

## Learning outcomes

To recognize and trace the upper- and lower-case forms of the letter *b* and associate them with the sound /b/  
 To pronounce the sound /b/

## Language

Core: *boy, bat*

Extra: *with*

## Materials

CD 11–12; Phonics cards 3–4 (Bb boy, bat)

## Warmer

- Play a mime game to revise numbers 1 and 2. Hold up the first finger of one hand and say *one*. Hold up the first finger of both hands and elicit *two* from the class.
- Say *one* or *two* in turn, at different speeds, loudly and softly. Children hold up the correct number of fingers.
- Invite individual children to say a number for the class.

## Lead-in

- Draw dotted outlines of the letter *B* and *b* on the board.
- Facing the board, draw the letters in the air for children to copy. Join the dotted lines to complete the letters.
- Draw more dotted outlines of the letter *B* and *b* on the board and ask different children to come and join the dots.

### 1 Listen, trace and point. Repeat. 11

- Say *Open your books*. Model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /b/. Point to the letters *B* and *b*.
- Point to the upper-case *B* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the lower-case *b* and trace the letter with your finger. Children trace with their finger in their books.
- Then listen and point to the words *boy* and *bat* as you hear the words. Children repeat in chorus.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

#### NOTE:

- Remind the children that in English people's names begin with a capital letter. Review *A* and *Annie* from Lesson 3.

### Transcript 11

#### Listen, trace and point.

/b/  
 /b/ boy  
 /b/ bat

#### Listen and repeat.


/b/  
 /b/ boy  
 /b/ bat


### 2 Listen and chant. 12

- Hold up your Class Book and point to the picture of the boy holding the bat.
- Point to the boy and say *boy*. Point to the bat and say *bat*. Children repeat in chorus. Then say *A boy with a bat*. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Play the chant again, holding up the phonics cards.


**Lesson Five Sounds and letters**

**1 Listen, trace and point. Repeat.** 11






boy



bat


**2 Listen and chant.** 12

**3 Stick. Then circle and say.**



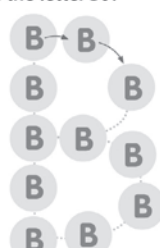
b


boy

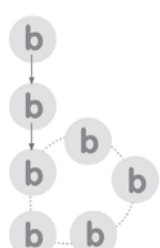


bat

**4 Join the letter Bb.**







Complete the writing task on page 78 of the Workbook.

8 Starter Unit Bb – boy, bat

- Play the chant again, pausing for children to repeat.
- Play the chant once more for children to repeat.

### Transcript 12

A boy with a bat  
 /b/, /b/, /b/

A boy with a bat  
 /b/, /b/, /b/

### 3 Stick. Then circle and say.

- Hold up your Class Book and point to the picture of the boy holding the bat. Point to the lower-case *b* and elicit /b/.
- Say *Let's stick the sticker*. Hold up the *b* sticker and encourage children to place it on their books in the correct position.
- Then point to the example circle and say *Circle /b/*. Trace the circle with your finger as you say the word *circle*. Point and say /b/ – *boy*. Children repeat in chorus.
- Repeat with *bat*.
- Allow time for children to draw a circle around the letter.

### 4 Join the letter Bb.

- Point to the upper-case letter *B* on the page and say the letter sound *b*.
- Say *Join the letter B*. Trace the letter with your finger. Give children time to trace the letter in their books.
- Point to the lower-case letter *b* and say /b/.
- Say *Join the letter b*. Trace the letter with your finger.
- Give children time to trace the letter in their books.

### Further practice

Workbook page 8

Handwriting, Workbook page 78

Handwriting practice, Teacher's Resource Centre

Student Website • Starter Unit • Sounds and letters

Online Practice • Starter Unit • Sounds and letters

# Lesson Six CB page 9

## Skills development

- To follow the left-to-right sequence of English
- To develop listening skills by listening to a short story
- To revise and consolidate language introduced in the unit

## Language

- Recycled: vocabulary and structures from the unit
- Extra: Mum, Miss Bell

### Warmer 06

- Play the song from Lesson 2 to revise the vocabulary.

### Lead-in

- Use flashcards 1–3 to revise the structure for this lesson.
- Give each card to a different child. Say the words in turn. The child with the card stands up and shows the card to the class. Encourage the class to say with you *What's your name?* The child says *I'm (Rosy)*.
- Children then take turns to answer with their real names.

### 1 Point and say.

- Say *Open your books*. Model the action for children to copy.
- Point to each frame of the story in turn and identify the characters. Point to Tim and say *What's your name?* Say *I'm Tim*. Point to Rosy and Billy in turn and do the same. Introduce Miss Bell and Mum in the same way.
- Point to the characters for children to ask and answer the questions in chorus.
- In open pairs, children stand up to ask and answer.

### 2 Listen to the story. 13

- Play the recording. Remind children that stories in English go from left to right. Pause after each frame for children to listen and point to the pictures.
- Play the recording again. Pause for children to listen and point to the characters as they hear the words.

### Transcript 13

Frame 1

**Teacher** Hello, I'm Miss Bell. What's your name?

**Tim** I'm Tim.

Frame 2

**Teacher** And what's your name?

**Rosy** I'm Rosy.

Frame 3

**Teacher** And what's your name?

**Billy** Beee!


**Teacher** Beee! Hello, Beee!

Frame 4

**Rosy and Tim** Billy!

**Teacher** Oh, Billy! Goodbye, Billy.

**Mum** Bye.

- 1 Point and say.
- 2 Listen to the story.  13
- 3 Listen and act.

**I'm Billy!** 



Consolidation: Hello, goodbye, What's your name? I'm ... Starter Unit 9

### 3 Listen and act. 13

- Play the recording once all the way through.
- Divide the class into groups of five to play the parts of Rosy, Tim, Billy, Miss Bell and Mum.
- Play the recording and demonstrate some actions for the story (see below).
- Children practise acting the story along with the audio.
- If you wish, ask one or two groups to come to the front of the class to act out the story.
- At the end of the lesson play the *Goodbye* song. Encourage the children to join in and to mime the actions.

### Transcript 02

Goodbye, goodbye

It's time to say goodbye.

To my teacher,

To my friends,

Goodbye, goodbye.

### Story actions

- Picture 1: Miss Bell holds her arms outstretched as she welcomes Tim to class. Tim waves as he introduces himself.
- Picture 2: Miss Bell holds her arms outstretched as she welcomes Rosy. Rosy waves as she introduces herself.
- Picture 3: Miss Bell bends down as she says hello to Billy. Billy laughs and waves his rattle.
- Picture 4: Rosy, Tim and Miss Bell wave goodbye to Billy and Mum. Mum waves goodbye and Billy waves his rattle.

### Further practice

Workbook page 9

Values worksheet, Teacher's Resource Centre

Starter Unit test, Teacher's Resource Centre

Student Website • Listen at home • Track 1 (Words), Tracks 2, 4 (Songs), Tracks 3, 5 (Phonics)

Online Practice • Starter Unit • Story

## Lesson One CB page 10

### Learning outcomes

- To learn five colours
- To practise the colour words in the form of a chant

### Language

Core: *red, green, blue, black, white*

### Materials

CD 01, 14–15; Colours flashcards 6–10; coloured crayons (red, green, blue, black, white)

### Warmer 01

- Play the *Hello* song to introduce the lesson.
- Play *Freeze* to energize the class (see page 25).

### Lead-in

- Use Colours flashcards 6–10 to introduce the vocabulary.
- Hold them up one at a time and ask *What colour is this?* Say the words for children to repeat in chorus.
- Once children have learnt the words, go around the class practising with individual children.

### 1 Listen, point and repeat. 14

- Say *Open your books* and model the action for children to copy. Hold up your book and point to the colour blobs.
- Play the first part of the recording. Point to the pictures in time with the audio. Children listen and point.
- Play the second part of the recording (*Listen and repeat*) for children to repeat the words in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up the flashcards and ask individual children to say the words.

### Transcript 14

#### Listen and point.

*red, green, blue, black, white*

#### Listen and repeat.

*red, green, blue, black, white*


### 2 Listen and chant. 15

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Demonstrate actions for each line of the chant. After line 1, clap your hands three times. After line 2, stamp your foot three times. After line 3, tap the desk three times.
- Divide the class into groups of three. Give each group a line from the chant.
- Say the chant with the class. Hold up a coloured crayon when you say the colour word, and do the actions.
- Each group says their line and does the correct action.

## 1 What colour is it?

**Lesson One Words**

- 1 Listen, point and repeat.** 14
- 2 Listen and chant.** 15
- 3 Point and say. Stick the stickers.** 16



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

### Transcript 15

*red, green*

*blue, red*

*black, white*

### Optional activity

- Display the Colours flashcards around the room.
- Play the chant again. Children say the chant in time with the audio and point to the correct flashcards when they say the word.

### 3 Point and say. Stick the stickers.

- Hold up your book and point to the picture. Point to each character in turn and elicit the names *Rosy, Billy, Tim*.
- Point to the coloured bricks in turn and say the colours.
- Repeat and encourage the children to point to the pictures and say the colours with you.
- Say *Let's stick the stickers*. Take the red sticker and show it to the class. Place the sticker on the picture of the red bricks and say *red*.
- Repeat with the green, blue, black and white stickers.
- Children copy you and put the stickers in the correct places and say the colours.

### Further practice

**Workbook page 10**

**Student Website • Unit 1 • Words**

**Online Practice • Unit 1 • Words**



# Lesson Two CB page 11

## Learning outcomes

- To ask the question *What colour is it?*
- To answer *It's (green).*
- To sing a song

## Language

- Core: *What colour is it? It's (red).*
- Recycled: *red, black, green, blue*
- Extra: *lots of, me, you*

## Materials

- CD 16–17; Colours flashcards 6–10; coloured crayons (red, green, blue, black, white)

## Warmer

- Play *Word Chain* to revise the vocabulary from the previous unit (see page 24).

## Lead-in

- Hold up your red crayon and say *red*. Children repeat in chorus. Hold up the other coloured crayons in turn and elicit the colours from the class.
- Hand out the crayons to children around the class.
- Children take turns to stand up and show the class their crayon and say the word. The rest of the class holds up their own crayon in that colour, if they have one, and repeats the word.

## 1 Listen and repeat. 16

- Hold up flashcard 6 (red) and say *What colour is it?* Point to it and say *It's red*.
- Play the recording and say the words with the audio.
- Play it again for children to repeat in chorus.
- Repeat with flashcards 7–10 to practise all the colours.

## Transcript 16

*What colour is it?*  
*It's red.*

## 2 Listen and sing. 17

- Say *Open your books*. Model the action for children to copy.
- Hold up the book and point to the colour blobs. Point to each of the colours in turn and say *What colour is it?* In turn say *It's red, It's black, It's green, It's blue*.
- Practise with the class.
- Play the recording all the way through for the children to listen to. Demonstrate an action for each colour, e.g. *red* (clap), *black* (wave), *green* (stamp), *blue* (jump).
- Play the recording again and sing along. Hold up flashcards 6–9 as you sing the words and do the actions.
- Play the recording again for the children to sing the song and do the actions.


**NOTE:** *White* will be actively practised in Lesson 4.

Lesson Two Grammar and song

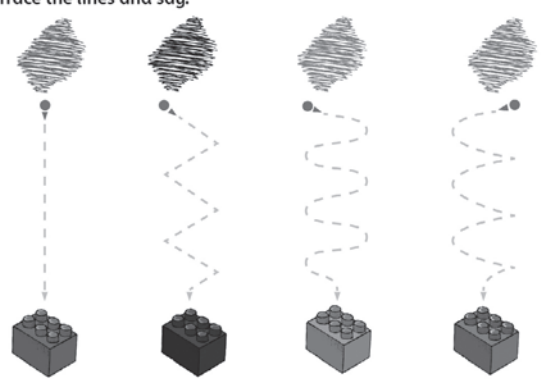
1 Listen and repeat. 16

2 Listen and sing. 17

**Let's sing!**



3 Trace the lines and say.



What colour is it? It's red. Unit 1 11

## Transcript 17

*It's red.*  
*It's black.*  
*It's green.*  
*It's blue.*  
*Lots of colours*  
*for me and you.*  
*It's red.*  
*It's black.*  
*It's green.*  
*It's blue.*  
*Lots of colours*  
*for me and you.*

## Optional activity

- Check that all the children have a red, blue, black and green crayon. Hand out crayons to those who don't.
- Play the recording again. Children hold up the correct colour crayons as they sing the colours.

## 3 Trace the lines and say.

- Hold up your book. Point to the red colour blob at the top of the page. Say *What colour is it?*
- Trace the path of the dotted line with your finger until you reach the red bricks below. Say *It's red*.
- Repeat and this time get the class to trace the lines with their fingers and say the words with you in chorus.
- Children go over the trace line with a red crayon.
- Repeat the same procedure with each colour blob, making sure the children use the correct coloured crayon.

## Further practice

Workbook page 11  
Student Website • Unit 1 • Song  
Online Practice • Unit 1 • Grammar and song

# Lesson Three CB page 12

## Learning outcomes

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

To pronounce the sound /k/

## Language

Core: *cat, car*

Extra: *in, a*

## Materials

CD 18–19; Colours flashcards 6–10; Phonics cards 5–6 (Cc cat, car)

## Warmer

- Play *What's missing?* to revise the vocabulary from the previous lesson (see page 24).

## Lead-in

- Draw dotted outlines of the letter *C* and *c* on the board.
- Facing the board, draw the letters in the air as you say the sound /k/. Children draw the letters in the air with you.
- Join the dotted lines to complete the letters *C* and *c*.
- Draw more dotted examples on the board and ask different children to come and join the dots.

## 1 Listen, trace and point. Repeat. 18

- Say *Open your books*. Model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /k/. Point to the letters *C* and *c*.
- Point to the *C* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *c* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Listen and point to the words *cat* and *car*.
- Play the second part of the recording for children to repeat.

## Transcript 18

### Listen, trace and point.

/k/  
/k/ cat  
/k/ car

### Listen and repeat.

/k/  
/k/ cat  
/k/ car

## Optional activity

- Play the recording again. When the children hear the /k/ sound they jump in the air with their arms outstretched.

## 2 Listen and chant. 19

- Hold up your Class Book and point to the picture of the cat in the car.
- Point to the cat and say *cat*. Point to the car and say *car*. Children repeat in chorus. Then say *A cat in a car*. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Put phonics cards 5–6 in different places around the room. Play the chant again for children to point to the cards as they hear the words.

## Lesson Three Sounds and letters

### 1 Listen, trace and point. Repeat. 18



### 2 Listen and chant. 19

### 3 Stick. Then circle and say.



### 4 Circle the letter Cc.



Complete the writing task on page 78 of the Workbook.

page  
78

12

Unit 1 Cc - cat, car

- Play the chant again, pausing for children to repeat.
- Place the chant all the way through for children to repeat.

## Transcript 19

A cat in a car  
/k/, /k/, /k/

cat, cat, cat  
car, car, car

A cat in a car  
/k/, /k/, /k/

A cat in a car  
/k/, /k/, /k/

## 3 Stick. Then circle and say.

- Hold up your Class Book and point to the picture of the cat in the car. Point to the lower-case *c* and elicit /k/.
- Say *Let's stick the sticker*. Hold up the *c* sticker and encourage children to place it on their books in the correct position.
- Then point to the example circle and say *Circle /k/*. Trace the circle with your finger as you say the word *circle*. Point and say /k/ – *cat*. Children repeat in chorus.
- Repeat with *car*.
- Allow time for children to draw a circle around the letter.

## 4 Circle the letter Cc.

- Hold up phonics cards /k/ *car* and say the letter sound /k/ for children to repeat.
- Point to the example circle around the letter *C*. Say *Circle the letter c*. Trace the circle as you say the word *circle*.
- Point to a lower case *c*. Say *Circle the letter c*. Trace the circle again as you say the word *circle*.
- Children find other examples of *C* and *c* and draw circles.

## Further practice

Workbook page 12

Handwriting, Workbook page 78

Handwriting practice, Teacher's Resource Centre

# Lesson Four CB page 13

## Learning outcomes

To learn the numbers 3 and 4

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

## Language

Core: 3, 4, three, four

Recycled: 1–2, one – two, count, cats, cars, red, white

## Materials

CD 20–21; Phonics cards 1–6 (Aa apple, A Annie, Bb boy, bat, Cc cat, car)

## Warmer

- Use phonics cards 1–6 to revise the letter sounds /æ/, /b/ and /k/.
- Hold up the cards one at a time and point to the letters.
- Children shout out the sound in chorus.

## Lead-in

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

## 1 Listen, trace and repeat. 20

- Say *Open your books*. Model the action for children to copy.
- Play the recording. Point to 3 and 4 as you hear the words.
- Trace the number 3 with your finger. Allow time for children to trace the 3 with their finger in their books.
- Encourage children to point to the cats in the book as they hear the meows after 3 on the track.
- Trace the number 4 with your finger. Allow time for children to trace the 4 with their finger in their books.
- Encourage children to point to the cars in the book as they hear the horns after 4 on the track.
- Play the recording again. Point to the numbers in turn and say 3, 4. Children repeat in chorus.

## Transcript 20

3 4

## 2 Point and sing. 21

- Hold up your book and point to the picture of the cats. Count them slowly and encourage the children to count with you. Say *one ... two ... three ... three cats!* Do the same with the cars.
- Practise for the children to repeat in chorus.
- Play the recording all the way through for the children to listen to and point to the pictures as they hear the words.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song.

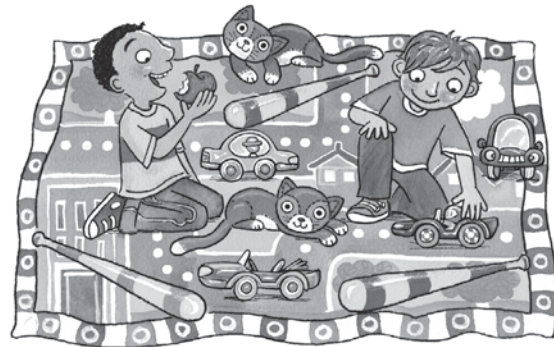
### 1 Listen, trace and repeat. 20

### 2 Point and sing. 21

Let's sing!



### 3 Count and say.



## Transcript 21

3 white cats

3 white cats

Count the cats

1, 2, 3

4 red cars

4 red cars

Count the cars

1, 2, 3, 4

## Optional activity

- Children draw the numbers 3 and 4 in the air when they sing the first two lines of each verse. They clap in time with the numbers when they sing the last line of each verse.
- Play the song again. Children do the actions as they sing.

## 3 Count and say.

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

## ANSWERS

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

## Further practice

Workbook page 13

Student Website • Unit 1 • Numbers

Online Practice • Unit 1 • Numbers

# Lesson Five

CB page 14

## Learning outcomes

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

To pronounce the sound /d/

## Language

Core: *dog, duck*

Extra: *and*

## Materials

CD 22–23; Phonics cards 7–8 (Dd dog, duck)

## Warmer

- Revise the language learnt in the previous lesson.
- Clap your hands three times. Say *What number?* Encourage the class to shout out *three*.
- Do the same for *one, two* and *four* in random order.
- Invite individual children to clap a number for the class to guess.

## Lead-in

- Draw dotted outlines of the letter *D* and *d* on the board.
- Facing the board draw the letters in the air for children to copy. Join the dotted lines to complete the letters.
- Draw more dotted outlines of the letter *D* and *d* on the board and ask different children to come and join the dots.

### 1 Listen, trace and point. Repeat. 22

- Say *Open your books*. Model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /d/. Point to the letters *D* and *d*.
- Point to the *D* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *d* and trace the letter with your finger. Children trace the letter with their finger in their books (pause the track while they trace, if necessary).
- Listen and point to the words *dog* and *duck*.
- Play the second part and have children repeat in chorus.

## Transcript 22

### Listen, trace and point.

/d/  
/d/ dog  
/d/ duck

### Listen and repeat.


/d/  
/d/ dog  
/d/ duck

### 2 Listen and chant. 23


- Hold up your Class Book and point to the picture of the dog barking at the duck in the pond.
- Point to the dog and say *dog*. Point to the duck and say *duck*. Children repeat in chorus. Then say *A dog and a duck*. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics card 7 or 8 when you hear the word.
- Play the chant again, pausing for children to repeat.
- Play the chant all the way through for children to repeat.

**Lesson Five Sounds and letters**

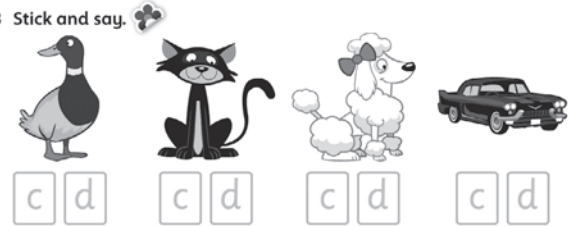
**1 Listen, trace and point. Repeat. 22**



**2 Listen and chant. 23**



**3 Stick and say. 23**



Complete the writing task on page 78 of the Workbook.

page 78

14 Unit 1 Dd - dog, duck

## Transcript 23

A dog and a duck  
/d/, /d/, /d/

A dog and a duck  
/d/, /d/, /d/

Dog, dog, dog  
/d/, /d/, /d/  
Duck, duck, duck  
/d/, /d/, /d/

A dog and a duck  
/d/, /d/, /d/

A dog and a duck  
/d/, /d/, /d/

## Optional activity

- Divide the class into two groups. Give each group verse 1 or verse 3 to sing. Everyone sings verse 2.
- Play the chant again. Each group sings their own verse and sings verse 2 together.

### 3 Stick and say.

- Hold up your Class Book. Point to the pictures and say *duck, cat, dog* and *car*. Encourage children to say the words.
- Say *Let's stick the stickers*. Hold up the *d* sticker. Say the sound /d/.
- Put it on the letter *d* under the picture of the duck. Say /d/ – *duck*. Children copy and repeat in chorus.
- Children put the *c* and *d* stickers on the correct letter under each picture. Go around the class and check.

## Further practice

Workbook page 14

Handwriting, Workbook page 78

Handwriting practice, Teacher's Resource Centre

Student Website • Unit 1 • Sounds and letters

Online Practice • Unit 1 • Sounds and letters



# Lesson Six CB page 15

## Skills development

- To follow the left-to-right sequence of English
- To develop listening skills by listening to a short story
- To revise and consolidate language introduced in the unit

## Language

Recycled: vocabulary and structures from the unit

## Materials

CD 02, 17, 24; Colours flashcards 6–10

### Warmer 17

- Play the song from Lesson 2 to revise the vocabulary.

### Lead-in

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

### 1 Point and say.

- Say *Open your books.* Model the action for children to copy.
- Point to each frame of the story in turn and identify the characters. Point to the paint pots in turn and say *What colour is it?* Say *It's red, green, etc.*
- Point to the paint pots for children to ask and answer the questions in chorus.
- In open pairs, children stand up to ask and answer.

### 2 Listen to the story. 24

- Play the recording. Remind children that stories in English go from left to right. Pause after each frame for children to listen and point to the pictures.
- Play the recording again. Pause after each line for children to listen and point to the characters as they hear the words.

### Transcript 24

Frame 1

**Rosy** What colour is it, Billy?

**Billy** ga ga

**Tim** It's green. Green.

**Billy** Green, Green. Green.

**Rosy** Good boy.

Frame 2

**Tim** Billy. What colour is it?

**Tim** It's red. Red.

**Billy** Red. Red.

**Rosy** Good boy.

Frame 3

**Rosy** What colour is it?

**Billy** ga ga

**Tim** It's blue. Blue.

**Billy** Blue. Blue. Blue.

Frame 4

**Billy** I'm blue. I'm blue.

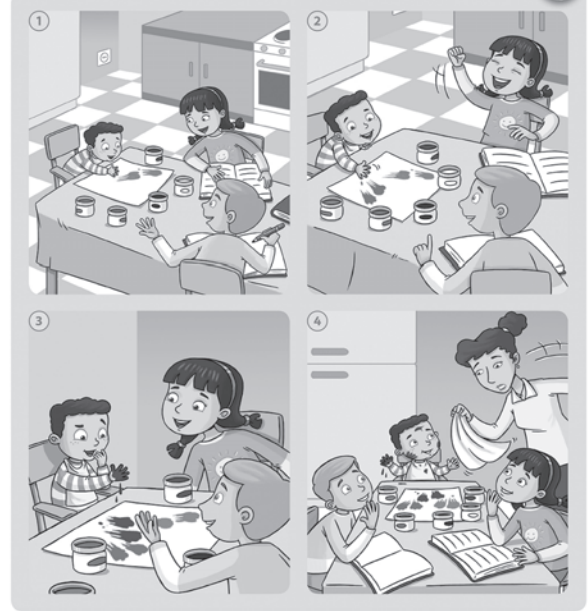
**Mum** Oh, Billy!

### 1 Point and say.

### 2 Listen to the story. 24

### 3 Listen and act.

## What colour is it?



Consolidation: *What colour is it? It's red.* Unit 1

15

### 3 Listen and act. 24

- Play the recording once all the way through.
- Divide the class into groups of four to play the parts of Rosy, Tim, Billy and Mum. If the class doesn't divide exactly some children can play more than one character.
- Play the recording again. Demonstrate actions for the story.
- Children practise acting the story. Monitor and help where necessary.
- If you wish, ask one or two groups to come to the front of the class to act out the story.
- At the end of the lesson play the *Goodbye* song. Children mime the actions as they sing.

### Story actions

- Picture 1: Rosy and Tim are drawing and colouring in their books. Billy is waving his arms around.
- Picture 2: Billy is painting with his hands. Tim is bending down towards Billy. Rosy is clapping.
- Picture 3: Billy is looking at the paint on his hands. Rosy and Tim are leaning towards Billy.
- Picture 4: Billy is holding both his hands to the side as though covered with paint. Mum is wiping his face. Rosy and Tim have their hands over their mouths because they're laughing.

### Further practice

Workbook page 15

Values worksheet, Unit 1, Teacher's Resource Centre

Unit 1 test, Teacher's Resource Centre

Student Website • Listen at home • Track 6 (Words), Tracks 7, 9 (Songs), Tracks 8, 10 (Phonics)

Online Practice • Unit 1 • Story

## Lesson One CB page 16

### Learning outcomes

- To learn five school words
- To practise the school words in the form of a chant

### Language

Core: *desk, chair, crayon, pencil, notebook*

### Materials

CD 01, 25–26; School things flashcards 11–15

### Warmer 01

- Play the *Hello* song to introduce the lesson.
- Play *Do it!* to energize the class (see page 25).

### Lead-in

- Use School things flashcards 11–15 to introduce the vocabulary for this lesson. Hold them up and ask *What's this?* Say the words for children to repeat in chorus.
- Once children have learnt the words, put the flashcards in different places around the room. Turn to the class and say a word. Children point to the card and repeat in chorus.

### 1 Listen, point and repeat. 25

- Say *Open your books* and model the action for children to copy. Hold up your book and point to the pictures.
- Play the first part of the recording. Point to the pictures in time with the audio. Children listen and point.
- Play the second part for children to repeat in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.

### Transcript 25

#### Listen and point.

*desk, chair, crayon, pencil, notebook*

#### Listen and repeat.

*desk, chair, crayon, pencil, notebook*

### 2 Listen and chant. 26

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Demonstrate actions for each word: *crayon* (wave), *pencil* (hop), *notebook* (clap), *desk* (tap desk), *chair* (stamp foot).
- Divide the class into groups of three. Give each group a line from the chant. There are only three groups because *notebook* is repeated.
- Say the chant. Each group says their line and does the correct action.

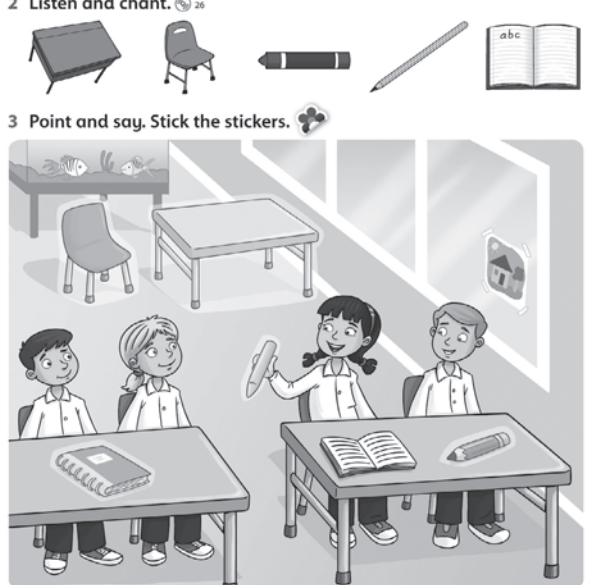
### Transcript 26

*crayon, pencil  
notebook  
desk, chair  
notebook*

## 2 What's this?

### Lesson One Words

- Listen, point and repeat. 25
- Listen and chant. 26
- Point and say. Stick the stickers.



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

### Optional activity

- Make sure each child has a notebook, crayon and pencil.
- Play the chant again. When the children hear the word they hold up their notebook, crayon or pencil, or tap their desk or chair.

### 3 Point and say. Stick the stickers.

- Hold up your book and point to the main picture.
- Point to the school pictures and say the words. Repeat and encourage children to point and say the words.
- Say *Let's stick the stickers*. Show the desk sticker to the class. Place the sticker on the picture of the desk and say *desk*.
- Repeat with the chair, crayon, pencil and notebook stickers.
- Children place the stickers and say the words.

### Culture note: Nursery schools

In Britain, children usually start primary school at the age of four or five. Many children go to nursery schools or playgroup before they start primary school. In British families, often both parents work, and so nursery provides important childcare and educational opportunities for their children. Most nurseries are privately funded which means the parents pay for their children to attend. The daily routine usually includes lots of free-play, singing, listening to stories and other indoor and outdoor activities.

### Further practice

Workbook page 16

Student Website • Unit 2 • Words

Online Practice • Unit 2 • Words

# Lesson Two CB page 17

## Learning outcomes

- To ask the question *What's this?*
- To answer *It's a (notebook).*
- To sing a song

## Language

- Core: *What's this? It's a (desk).*
- Recycled: *chair, crayon, desk, pencil, notebook*

## Materials

- CD 27–28; School things flashcards 11–15

## Warmer

- Play *Where was it?* to revise Unit 1 vocabulary (see page 24).

## Lead-in

- Hold up your notebook and say *notebook*. Encourage children to hold up their notebooks as they say the word.
- Say *pencil* and *crayon*. Children hold up their pencils and crayons as they say the word.
- Point to your desk but don't say anything. Elicit the word *desk*. Point to your chair and elicit the word *chair* in the same way. Repeat as necessary.

## 1 Listen and repeat. 27

- Hold up flashcard 11 (desk) and say *What's this?* Point to it and say *It's a desk*.
- Play the recording and say the words with the audio.
- Play it again for children to repeat the words in chorus.
- Repeat with flashcards 12–15 to practise all the words.

## Transcript 27

*What's this?*  
*It's a desk.*

## 2 Listen and sing. 28

- Say *Open your books*. Model the action for children to copy.
- Hold up the book and point to the pictures at the bottom right of the page. Point to each of the pictures and say *What's this?* Say *It's a desk, It's a chair, It's a notebook, It's a crayon, It's a pencil.*
- Play the recording all the way through for the children to listen. Point to your chair and desk, and hold up your crayon and pencil as you say the words.
- Play the recording again and sing along. Point to or hold up the objects as you sing the words.
- Play it again for the children to sing and do the actions.

## Transcript 28

*What's this?*  
*What's this?*  
*It's a chair.*  
*A chair. A chair.*  
*It's a chair.*  
*(Repeat for desk, pencil, crayon)*

## Lesson Two Grammar and song

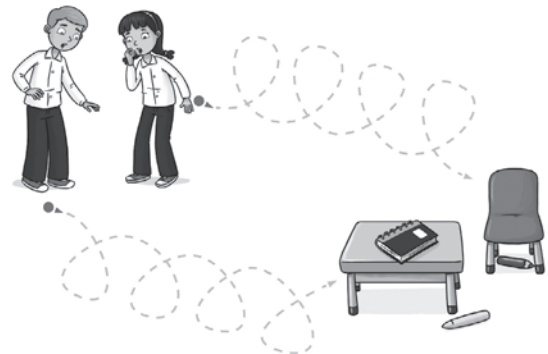
### 1 Listen and repeat. 27

### 2 Listen and sing. 28

### Let's sing!



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



*What's this? It's a desk. Unit 2 17*

## Optional activity

- Divide the class into four groups. Give each group a verse to sing. Give one child in each group one of the School things flashcards.
- Play the recording again. Each group sings their verse and the child in the group holds up the flashcard when they sing the word.

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

- Hold up your book and point to Rosy and Tim.
- Trace the path of the dotted line from Rosy with your finger until you reach the picture of the chair below. Say *What's this? It's a chair*. Point to the pencil and elicit *It's a pencil*.
- Repeat and this time get the class to trace the line with their fingers and say the words with you in chorus.
- Children go over the trace line with a pencil or crayon.
- Repeat the same procedure with the trace line from Tim to the desk, notebook and crayon.

## Optional activity

- Choose five pairs of children. Give one child in each pair one of the School things flashcards and tell them to hold them in front of themselves.
- Child 1 asks the questions *What's this?* Child 2 gives the answer *It's a (notebook)*.
- Practise around the class.

## Further practice

Workbook page 17

Student Website • Unit 2 • Song

Online Practice • Unit 2 • Grammar and song

# Lesson Three CB page 18

## Learning outcomes

To recognize the upper- and lower-case forms of the letter *e* and associate them with the sound /e/

To pronounce the sound /e/

## Language

Core: *egg, elephant*

Extra: *has got*

## Materials

CD 29–30; School things flashcards 11–15; Phonics cards 9–10 (Ee egg, elephant); Phonics cards 1–8 (optional)

## Warmer

- Play *Listen, point and say* to revise the vocabulary from the previous lesson (see page 24).

## Lead-in

- Draw dotted outlines of the letter *E* and *e* on the board.
- Facing the board, draw the letters in the air as you say the sound /e/. Children draw the letters in the air with you.
- Join the dotted lines to complete the letters *E* and *e*.
- Draw more dotted examples on the board and ask different children to come and join the dots.

### 1 Listen, trace and point. Repeat. 29

- Say *Open your books*. Model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /e/. Point to the letters *E* and *e*.
- Point to the *E* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *e* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Then listen and point to the words *egg* and *elephant* as you hear the words.
- Play the second part for children to repeat in chorus.

### Transcript 29

#### Listen, trace and point.

/e/  
/e/ egg  
/e/ elephant

#### Listen and repeat.


/e/  
/e/ egg  
/e/ elephant


### 2 Listen and chant. 30

- Hold up your Class Book and point to the picture of Ellie the elephant holding an egg.
- Point to the egg and say *egg*. Point to the elephant and say *elephant*. Children repeat in chorus. Then say *The elephant has got an egg*. Encourage the class to repeat.
- Point to yourself and say your name. Point to the elephant and say *Ellie. Ellie the elephant*. Children repeat in chorus.
- Play the recording for children to listen to the chant.
- Put the phonics cards 9–10 in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing for children to repeat.
- Play the chant all the way through for children to repeat.


**Lesson Three Sounds and letters**

**1 Listen, trace and point. Repeat.** 29





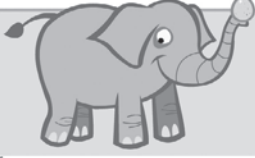
egg



elephant

**2 Listen and chant.** 30

**3 Stick. Then circle the beginning e sound and say.** 31




E

e

Ellie the elephant

**4 Join the letter Ee. Help Ellie find the egg.**



e

a

c

E

d

a

b


E

e

a

e

E



Complete the writing task on page 78 of the Workbook.

page  
78

18 Unit 2 Ee - egg, elephant

### Transcript 30

Ellie the elephant  
has got an egg  
/e/, /e/, /e/  
/e/, /e/, /e/

### 3 Stick. Then circle the beginning e sound and say.

- Hold up your Class Book and point to the picture of Ellie with the egg. Point to the upper-case *E* and elicit /e/.
- Say *Let's stick the sticker*. Hold up the *E* sticker and encourage children to place it in the correct position.
- Then point to the example circle and say *Circle /e/*. Trace the circle with your finger as you say the word *circle*. Point and say /e/ – *Ellie*. Children repeat in chorus.
- Repeat with lower-case *e* and *elephant, egg*. Allow time for children to draw a circle around the corresponding letter in blue.

### 4 Join the letter Ee. Help Ellie find the egg.

- Point to the picture of the elephant on the left of the page and the picture of the egg on the right.
- Point to the example line. Say *Join the letter e*. Trace the line from the egg to the letter *e* with your finger.
- Point to the next letter *e* in the line below and continue tracing the line with your finger.
- Children find the letters *e* and join them with a continuous line until they reach the picture of the egg.

### Further practice

Workbook page 18

Handwriting, Workbook page 78

Handwriting practice, Teacher's Resource Centre



# Lesson Four CB page 19

## Learning outcomes

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

## Language

Core: 5, 6, five, six  
Recycled: 1–4, count, crayons, pencils

## Materials

CD 31–32; School things flashcards 11–15; Sounds and letters poster

## Warmer

- Use the Sounds and letters poster to revise the letter sounds /æ/ and /e/.
- Children take it in turns to come to the front of the class. Point to the phonics /æ/ and /e/ in turn for the child to say.

## Lead-in

- Write numbers 1 and 2 on the board. Elicit 3 and 4 from the class before writing 5 and 6.
- Count the numbers in sequence and model the new words for children to repeat.
- Ask a child to come to the board and draw the correct number of dots next to the number 5. Repeat with 6.
- Draw dotted outlines of the numbers 5 and 6 on the board and demonstrate how to write them. Children draw the numbers in the air.

### 1 Listen, trace and repeat. 31

- Say *Open your books*. Model the action for children to copy.
- Play the recording and point to numbers 5 and 6.
- Trace the number 5 with your finger. Give children enough time to trace the number 5 with their finger in their books.
- Encourage students to clap in time with the audio after they hear 5.
- Repeat for number 6.
- Play the recording again. Point to the numbers in turn and say 5, 6. Children repeat in chorus.

### Transcript 31

5 6

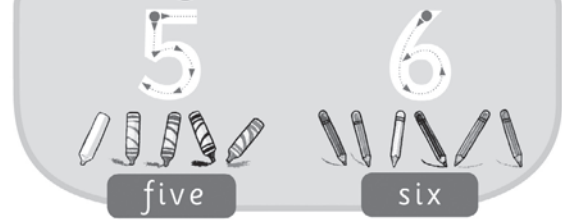
### 2 Point and sing. 32

- Hold up your book and point to the picture of the crayons. Count them slowly and encourage the children to count with you. Say *one ... two ... three ... three ... four ... five crayons!* Do the same with the six pencils.
- Practise for the children to repeat in chorus.
- Play the recording all the way through for the children to listen to and point to the pictures as they hear the words.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song.

## Lesson Four Numbers

- 1 Listen, trace and repeat. 31
- 2 Point and sing. 32

Let's sing! 🎵



- 3 Circle the differences.



- 4 Count and trace the correct number.



Numbers: 5, 6 Unit 2 19

### Transcript 32

1, 2, 3, 4	1, 2, 3, 4, 5
5 little crayons	6 little pencils
1, 2, 3, 4	1, 2, 3, 4, 5
5 little crayons	6 little pencils
1, 2, 3, 4	1, 2, 3, 4, 5
5 little crayons	6 little pencils
5, 5, 5, 5	6, 6, 6

### 3 Circle the differences.

- Hold up your book and point to the two pictures.
- Say *How many notebooks?* Point to picture one and count the notebooks. Encourage the children to count with you. Say *three*. Point to picture two and say *How many notebooks?* Count the notebooks and encourage the children to count with you. (*four*)
- Say *Circle the difference*. Draw a circle around the example circle in picture two as you say the word *circle*.
- Let children complete the activity, then check answers.

### ANSWERS

Picture 1: two pencils, three notebooks, five crayons  
Picture 2: one pencil, four notebooks, six crayons

### 4 Count and trace the correct number.

- Hold up your book and point to the notebooks.
- Say *How many notebooks?* Count the notebooks with the class and encourage the children to count with you.
- Point to the number 6 and trace it with your finger. Give children time to trace the number with a pencil or crayon.
- Say *How many chairs?* Count the chairs with the class and encourage the children to count with you.
- Give children time to trace the number 5 with a pencil.

### Further practice

Workbook page 19  
Student Website • Unit 2 • Numbers  
Online Practice • Unit 2 • Numbers



# Lesson Five CB page 20

## Learning outcomes

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

To pronounce the sound /f/

## Language

Core: *fish, farm*

Extra: *at*

## Materials

CD 33–34; Phonics cards 11–12 (Ff fish, farm)

## Warmer

- Play *Find your partner* to revise the phonics sounds the children have learnt so far (see page 25).

## Lead-in

- Draw dotted outlines of the letter *F* and *f* on the board.
- Facing the board, draw the letters in the air for children to copy. Join the dotted lines to complete the letters.
- Draw more dotted outlines of the letter *F* and *f* on the board and ask different children to come and join the dots.

## 1 Listen, trace and point. Repeat. 33

- Say *Open your books*. Model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /f/. Point to the letters *F* and *f*.
- Point to the *F* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *f* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Listen and point to the words *fish* and *farm*. Children repeat in chorus.
- Play the second part for children to repeat in chorus.

## Transcript 33

### Listen, trace and point.

/f/  
/f/ fish  
/f/farm

### Listen and repeat.

/f/  
/f/ fish  
/f/ farm

## Optional activity

- Write *fish* and *farm* on the board. Write the letter *f* in dotted 'tracing' lines.
- Hold up phonics card 11 (fish) and 12 (farm). Invite a child to come up and trace the letter *f* of the correct word.

## 2 Listen and chant. 34

- Hold up your Class Book and point to the picture of the fish in the pond.
- Point to the fish and say *fish*. Point to the farm in the background and say *farm*. Children repeat in chorus. Then say *A fish at the farm*. Encourage children to repeat.
- Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics card 11 or 12 when you hear the word.
- Play the chant again, pausing for children to repeat.

## Lesson Five Sounds and letters

### 1 Listen, trace and point. Repeat. 33



### 2 Listen and chant. 34



### 3 Stick and say.



Complete the writing task on page 78 of the Workbook.

page 78

20

Unit 2 Ff – fish, farm

- Play the chant all the way through for children to repeat.

## Transcript 34

A fish, fish, fish  
At the farm, farm, farm  
A fish, fish, fish  
At the farm, farm, farm  
  
/f/, /f/, /f/  
/f/, /f/, /f/  
  
A fish, fish, fish  
At the farm, farm, farm

## Optional activity

- Divide the class into two groups. Give group one the line *A fish, fish, fish* to sing. Give group two the line *At the farm, farm, farm*. Everyone sings the sound /f/, /f/, /f/.
- Play the chant again. Each group sings their own line and they all sing the sound /f/, /f/, /f/ together.
- Hold up phonics cards 11 and 12 as you hear the words.

## 3 Stick and say.

- Hold up your Class Book. Point to the pictures in turn and say the words *fish, egg, farm* and *elephant*. Encourage the children to say the words with you.
- Say *Let's stick the stickers*. Hold up the *f* sticker. Say /f/.
- Put it on the letter *f* under the picture of the fish. Say /f/ – *fish*. Children copy and repeat in chorus, then put the stickers on the correct letter under each picture.

## Further practice

Workbook page 20

Handwriting, Workbook page 78

Handwriting practice, Teacher's Resource Centre

Student Website • Unit 2 • Sounds and letters

Online Practice • Unit 2 • Sounds and letters

# Lesson Six CB page 21

## Skills development

- To follow the left-to-right sequence of English
- To develop listening skills by listening to a short story
- To revise and consolidate language introduced in the unit

## Language

Recycled: vocabulary and structures from the unit

## Materials

CD 02, 28, 35; School things flashcards 11–15; Cut and Make 1, Teacher's Resource Centre

## Warmer 28

- Play the song from Lesson 2 to revise the vocabulary.

## Lead-in

- Play *Slow Reveal* with flashcards 11–15 to revise the structure *What's this?* for this lesson (see page 24).

## 1 Point and say.

- Say *Open your books*. Model the action for children to copy.
- Point to each frame of the story and identify the characters. Point to the school things in turn and say *What's this?* Say *It's a notebook, It's a crayon*, etc.
- Point to the school things for children to ask and answer the questions in chorus.
- In open pairs, children stand up to ask and answer.

## Optional activity

- See instructions for Cut and Make 1 on page 100.

## 2 Listen to the story. 35

- Play the recording. Remind children that stories in English go from left to right. Pause after each frame for children to listen and point to the pictures.
- Play the recording again. This time pause for children to listen and point to the characters as they hear the words.

## Transcript 35

Frame 1

**Tim** Billy. What's this?

**Billy** Caaa ...

**Tim** It's a crayon.

**Billy** Crayon. It's a crayon.

Frame 2

**Rosy** And what's this?

**Billy** Nooo ...

**Rosy** It's a notebook.

**Billy** Notebook. It's a notebook.

Frame 3

**Rosy** My pencils?

**Billy** Choo ... choo ...

**Tim** Billy!

- 1 Point and say.
- 2 Listen to the story. 35
- 3 Listen and act.



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

## Frame 4

**Tim** Billy! What's this?

**Billy** Choo ... choo ...

**Rosy** Look! It's a train!

**Billy** Choo, choo train. Choo, choo train.

## 3 Listen and act. 35

- Play the recording once all the way through.
- Divide the class into groups of three to play the parts of Rosy, Tim and Billy.
- Play the recording again. Demonstrate some actions for the story.
- Children practise acting out the story in their groups.
- If you wish, ask one or two groups to come to the front of the class to act out the story.
- At the end of the lesson play the *Goodbye* song. Children mime the actions as they sing.

## Story actions

- Picture 1: Rosy and Tim are drawing and colouring in their books. Billy is pointing to Tim.
- Picture 2: Rosy is showing Billy a notebook. Billy is pointing to it.
- Picture 3: Rosy and Tim look puzzled when Rosy's pencil case goes missing. Rosy looks in her bag and Tim looks under the table.
- Picture 4: Rosy and Tim are laughing. Billy is waving his arms to show them his train.

## Further practice

Workbook page 21

Values worksheet, Unit 2, Teacher's Resource Centre

Cut and Make 1, Teacher's Resource Centre

Unit 2 test, Teacher's Resource Centre

Student Website • Listen at home • Track 11 (Words), Tracks 12, 14 (Songs), Tracks 13, 15 (Phonics)

Online Practice • Unit 2 • Story

## Lesson One CB page 22

### Learning outcomes

- To learn five toy words
- To practise the toy words in the form of a chant

### Language

Core: *plane, puppet, robot, balloon, teddy*

### Materials

CD 01, 36–37; Toys flashcards 16–20

### Warmer 01

- Play the *Hello* song to introduce the lesson.
- Play *Simon says ...* to energize the class and revise school vocabulary (see page 25). Use the structure *Point to your ... (notebook)* to give instructions.

### Lead-in

- Use Toys flashcards 16–20 to introduce the vocabulary. Hold them up and ask *What's this?* Say the words for children to repeat in chorus.
- Give the flashcards to five children. Turn to the class and say a word. The child with the card holds it up for the rest of the class. Children shout out the word.

### 1 Listen, point and repeat. 36

- Say *Open your books*. Hold up your book and point to the pictures.
- Play the first part of the recording (*Listen and point*). Point to the pictures with the audio. Children listen and point.
- Play the second part for children to repeat in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up the flashcards and ask individuals to say the words.

### Transcript 36

#### Listen and point.

plane, puppet, robot, balloon, teddy

#### Listen and repeat.

plane, puppet, robot, balloon, teddy

### 2 Listen and chant. 37

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

## 3 Is it a plane?

### Lesson One Words

- Listen, point and repeat. 36
- Listen and chant. 37
- Point and say. Stick the stickers. 36



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

### Transcript 37

plane, plane, plane  
 puppet, puppet  
 robot, robot  
 balloon, balloon  
 teddy, teddy

### Optional activity

- Play a guessing game. Start drawing one of the toys on the board very slowly. Encourage children to guess what it is using *Is it a ...?* Repeat with all the toys in the list.

### Optional activity

- Play a miming game. Do one of the mimes from the chant. See if they can remember what toy it represents. Encourage children to use *Is it ...?* with their ideas.

### 3 Point and say. Stick the stickers.

- Hold up your book and point to the main picture. Point to the toy pictures in turn and say the words.
- Repeat and encourage the children to point to the pictures and say the words with you.
- Say *Let's stick the stickers*. Show the plane sticker to the class. Place it on the picture of the plane and say *plane*.
- Repeat with the puppet, robot, balloon and teddy stickers. Children place the stickers and say the words.

### Further practice

Workbook page 22

Student Website • Unit 3 • Words

Online Practice • Unit 3 • Words

# Lesson Two CB page 23

## Learning outcomes

- To ask the question *Is it a plane?*
- To answer *Yes, it is. No, it isn't.*
- To sing a song

## Language

- Core: *Is it a (balloon)? Yes, it is. No, it isn't.*
- Recycled: *plane, car, robot, puppet, balloon, teddy*

## Materials

- CD 38–39; Toys flashcards 16–20; Phonics card 6 (Cc car); one of the toys in the list

## Warmer

- Play *Slow reveal* with flashcards 16–20 to revise the vocabulary from the previous unit and to prepare for Exercise 3 (see page 24).

## Lead-in

- Bring in one of the toys in the list to class. Before you come to class, put the toy in a bag.
- Show the bag to the class, but make sure the children can't see what's inside.
- Turn to the class, look inside the bag and say *It's a toy!* Encourage the children to ask you questions *Is it a ...?* to find out what it is.

## 1 Listen and repeat. 38

- Hold up the balloon flashcard and say *Is it a balloon?* Point to it and nod your head up and down. Say *Yes, it is.* Hold up the puppet flashcard and say *Is it a balloon?* Shake your head from side to side. Say *No, it isn't.*
- Play the recording and say the words in time with the audio.
- Play the recording again. Children repeat in chorus.
- Repeat with flashcards 16–20 to practise all the words and both short answers. Practise with phonics card 6 too, in order to revise all the words for the song in Exercise 2.

## Transcript 38

*Is it a balloon?*  
*Yes, it is. No, it isn't.*

## 2 Listen and sing. 39

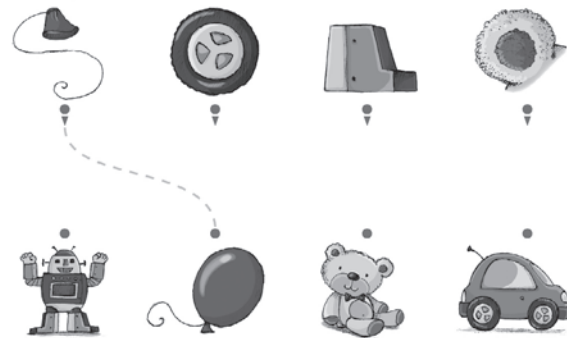
- Say *Open your books.* Model the action for children to copy.
- Hold up the book and point to the *Let's sing!* pictures. Point and say *Is it a (plane)?* Say *Yes, it is.* or *No, it isn't,* depending on what picture you point to. Repeat with all the pictures and practise with the class.
- Play the recording all the way through for the children to listen to. Practise the actions from the chant in the previous lesson (see Lesson 1).
- Play the recording again and sing along. Hold up the flashcards with each verse: verse 1 (plane), verse 2 (car), verse 3 (teddy), verse 4 (balloon) as you sing the words and do the actions. These flashcards will elicit the correct response in the song.
- Play the recording again for children to sing the song and do the actions.

### 1 Listen and repeat. 38

### 2 Listen and sing. 39



### 3 Match, ask and answer.



*Is it a balloon? Yes, it is. No, it isn't.* Unit 3 23

## Transcript 39

<i>Is it a plane?</i>	<i>Is it a puppet?</i>
<i>Is it a plane?</i>	<i>Is it a puppet?</i>
<i>Yes, it is.</i>	<i>No, it isn't.</i>
<i>It's a plane.</i>	<i>It's a teddy.</i>
<i>[woosh, woosh, woosh, woosh]</i>	<i>[hug, hug, hug, hug]</i>
<i>Is it a robot?</i>	<i>Is it a balloon?</i>
<i>Is it a robot?</i>	<i>Is it a balloon?</i>
<i>No, it isn't.</i>	<i>Yes, it is.</i>
<i>It's a car.</i>	<i>It's a balloon.</i>
<i>[broom, broom, broom, broom]</i>	<i>[pop, pop, pop, pop]</i>

## 3 Match, ask and answer.

- Hold up your book. Point to the two rows of pictures. Explain that the pictures on the top row are fragments of the toys below.
- Point to the top picture and say *Is it a plane?* Elicit *No, it isn't.* Say *Is it a teddy?* and elicit the same answer. Ask *Is it a balloon?* Nod your head to elicit *Yes, it is.*
- Trace the path of the dotted line with your finger until you reach the picture of the balloon. Repeat *Yes, it is. It's a balloon.*
- Repeat and this time get the class to trace the line with their fingers and say the words with you in chorus.
- Children go over the trace line with a pencil or crayon.
- Repeat the same procedure with the rest of the pictures.

## Further practice

Workbook page 23

Student Website • Unit 3 • Song

Online Practice • Unit 3 • Grammar and song



# Lesson Three CB page 24

## Learning outcomes

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

To pronounce the sound /g/

## Language

Core: *girl, guitar*

Extra: *with*

## Materials

CD 40–41; Toys flashcards 16–20; Phonics cards 13–14 (Gg girl, guitar)

## Warmer

- Play *Whispers* to revise the Lesson 2 words (see page 24).

## Lead-in

- Draw dotted outlines of the letter *G* and *g* on the board.
- Facing the board, draw the letters in the air as you say the sound /g/. Children draw the letters in the air with you.
- Then join the dotted lines on the board and complete the letters *G* and *g*.
- Draw more dotted examples on the board and ask different children to come and join the dots.

### 1 Listen, trace and point. Repeat. 40

- Say *Open your books*. Model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /g/. Point to the letters *G* and *g*.
- Point to the *G* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *g* and trace the letter with your finger. Children trace the letter with their finger in their books (pause the track while they trace, if necessary).
- Then listen and point to the words *girl* and *guitar* as you hear the words.
- Play the second part for children to repeat in chorus.

### Transcript 40

#### Listen, trace and point.

/g/  
/g/ girl  
/g/ guitar


#### Listen and repeat.


/g/  
/g/ girl  
/g/ guitar


### 2 Listen and chant. 41


- Hold up your Class Book and point to the picture of the girl playing the guitar.
- Point to the girl and say *girl*. Point to the guitar and say *guitar*. Children repeat in chorus. Then say *A girl with a guitar*. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Put phonics cards 13–14 in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing for children to repeat.
- Play the chant all the way through for children to repeat.


Lesson Three Sounds and letters


**1 Listen, trace and point. Repeat.**  40







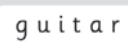


**2 Listen and chant.**  41

**3 Stick. Then circle and say.** 








girl

guitar

**4 Join the letter Gg. Help the girl find the guitar.**



g


A

e

G

f

a



d

G

g

F

g

G

page 78

24 Unit 3 Gg – girl, guitar

### Transcript 41

girl, girl, girl  
/g/, /g/, /g/  
guitar, guitar  
/g/, /g/, /g/  
A girl with a guitar  
/g/, /g/, /g/  
A girl with a guitar  
/g/, /g/, /g/

### 3 Stick. Then circle and say.

- Hold up your Class Book and point to the picture of the girl with a guitar. Point to the lower-case *g* and elicit /g/.
- Say *Let's stick the sticker*. Hold up the *g* sticker and encourage children to place it on their books.
- Point to the example circle and say *Circle /g/*. Trace the circle with your finger as you say the word *circle*. Point and say /g/ – *girl*. Children repeat in chorus. Repeat with *guitar*.
- Allow time for children to draw a circle around the letter.

### 4 Join the letter Gg. Help the girl find the guitar.

- Point to the picture of the girl on the left of the page and the picture of the guitar on the right.
- Point to the example line. Say *Join the letter g*. Trace the line from the girl to the letter *g* with your finger.
- Point to the next letter *g* in the line below and continue tracing the line with your finger.
- Children find the letters *g* and join them with a continuous line until they reach the picture of the guitar.

### Further practice

Workbook page 24

Handwriting, Workbook page 78

Handwriting practice, Teacher's Resource Centre



# Lesson Four CB page 25

## Learning outcomes

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

## Language

Core: 7, 8, seven, eight  
Recycled: 1–6, one – six, count, cars, balloons  
Extra: How many?

## Materials

CD 41–43; Toys flashcards 16–20; Phonics cards 13–14 (Gg girl, guitar)

## Warmer 41

- Play the chant from Lesson 3 again to revise the /g/ sound. When children hear the /g/ sound they jump in the air with both hands on their heads.

## Lead-in

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

## 1 Listen, trace and repeat. 42

- Say *Open your books*. Model the action for children to copy.
- Play the recording and point to numbers 7 and 8 as you hear the words.
- Trace the number 7 with your finger. Let children trace the number 7 with their finger in their books.
- Trace the number 8 your finger. Let children trace the number 8 with their finger in their books.
- Play the recording again. Point to the numbers and say 7, 8. Children repeat in chorus.

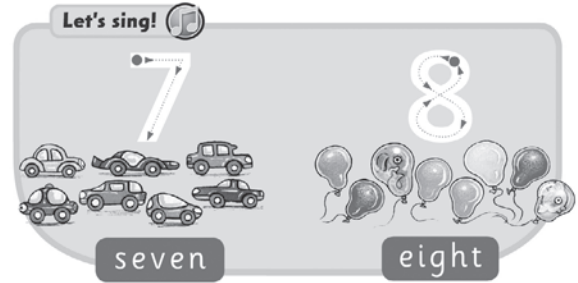
## Transcript 42

7 8

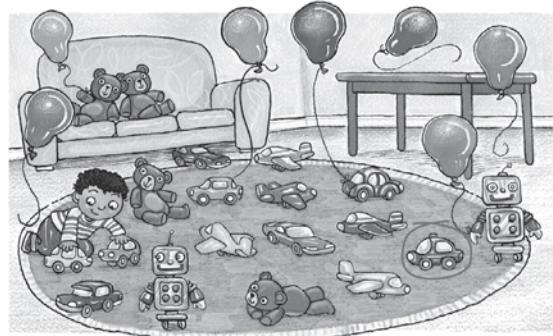
## 2 Point and sing. 43

- Hold up your book and point to the picture of the cars. Count them slowly and encourage the children to count with you. Say *one ... two ... three ... four ... five ... six ... seven ... cars!* Do the same with the balloons.
- Practise for the children to repeat in chorus.
- Play the recording all the way through for the children to listen to and point to the pictures as they hear the words.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Demonstrate actions to match the sound effects 'beep' and 'pop'. Mime pressing a car horn for 'beep' and mime popping a balloon with a pin for 'pop'.

- 1 Listen, trace and repeat. 42
- 2 Point and sing. 43



- 3 Find, circle and say. 8 cars, 7 balloons.



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

## Transcript 43

How many cars?  
How many cars?  
1 [beep], 2 [beep], 3 [beep], 4 [beep], 5 [beep],  
6 [beep] 7, [beep]  
7 cars. 7 cars.  
How many balloons?  
How many balloons?  
1 [pop], 2 [pop], 3 [pop], 4 [pop], 5 [pop]  
6 [pop], 7 [pop], 8 [pop]  
8 balloons. 8 balloons.

## 3 Find, circle and say. 8 cars, 7 balloons.

- Hold up your book and point to the picture.
- Say *How many cars?* Point to each car and encourage the children to count them with you. Elicit *eight cars* from the class. Say *Circle the cars*. Draw a circle around the example as you say the word *circle*. Allow time for children to draw circles around the eight cars.
- Say *How many balloons?* Point to each balloon and encourage the children to count them with you. Elicit *seven balloons*. Say *Circle the balloons*. Draw a circle around the example as you say the word *circle*. Allow time for children to draw circles around seven balloons.

## Further practice

Workbook page 25

Student Website • Unit 3 • Numbers

Online Practice • Unit 3 • Numbers

# Lesson Five

CB page 26

## Learning outcomes

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

## Language

Core: *hat, horse, insect, ill*

Recycled: *it's*

Extra: *Look at*

## Materials

CD 44–45; Phonics cards 15–18 (Hh hat, horse, li insect, ill)

## Warmer

- Play *Jump* to revise the phonics sounds (see page 24).

## Lead-in

- Draw dotted outlines of the letter *H* and *h* on the board.
- Facing the board, draw the letters in the air for children to copy. Join the dotted lines to complete the letters.
- Repeat the procedure for the letter *I* and *i*.
- Draw more dotted outlines of the letters *H* and *h*, *I* and *i* on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 44

- Say *Open your books*. Model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /h/. Point to the letters *H* and *h*.
- Trace the letters with your finger. Children trace the letters with their fingers in their books.
- Listen and point to the words *hat* and *horse*.
- Children listen to the letter sound /ɪ/. Point to the letters *I* and *i* with the children.
- Trace the letters with your finger. Children trace the letters with their fingers in their books (pause the track while they trace, if necessary).
- Listen and point to the words *insect* and *ill* with the children.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

## Transcript 44

### Listen, trace and point.

/h/

/h/ hat

/h/ horse

/ɪ/

/ɪ/ insect

/ɪ/ ill

### Listen and repeat.

/h/

/h/ hat

/h/ horse

/ɪ/

/ɪ/ insect

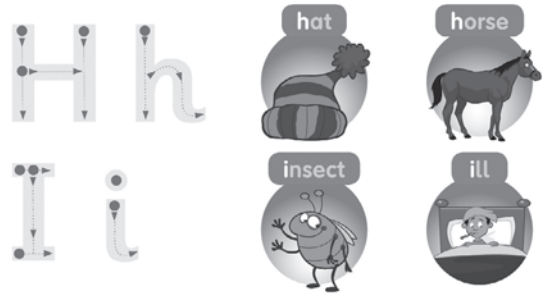
/ɪ/ ill

## 2 Listen and chant. 45

- Hold up your Class Book and point to the picture of the horse and the insect.
- Point to the horse and the hat and say *a horse ... a hat*. Point to the insect and say *an insect ... it's ill*. Children repeat in chorus.
- Play the recording for children to listen to the chant.

## Lesson Five Sounds and letters

### 1 Listen, trace and point. Repeat. 44



### 2 Listen and chant. 45



### 3 Stick and say. 45



Complete the writing task on pages 78–79 of the Workbook. pages 78–79

26

Unit 3 Hh – hat, horse; Ii – insect, ill

- Play the chant again. Hold up phonics cards 15 to 18 when you hear the word.
- Play the chant again, pausing for children to repeat.
- Play the chant all the way through for children to repeat.

## Transcript 45

Look at the horse  
with a hat, hat, hat  
/h/, /h/, /h/  
a hat, hat, hat

Look at the insect  
It's ill, ill, ill  
/ɪ/, /ɪ/, /ɪ/  
It's ill, ill, ill

## Optional activity

- Give phonics cards 15–18 to four children. Then divide the class into two groups.
- Give group one verse 1 and group two verse 2.
- Play the chant again. Each group sings their own verse.
- The children hold up the correct phonics card when they hear the words.

## 3 Stick and say.

- Hold up your Class Book. Point to the pictures in turn and say the words *guitar*, *horse* and *insect*. Encourage the children to say the words with you.
- Say *Let's stick the stickers*. Hold up the *h* sticker. Say /h/.
- Put it on the letter *h* under the picture of the horse. Say /h/ – *horse*. Children copy and repeat in chorus.
- Children put the *g* and *i* stickers on the correct letter under each picture. Go around the class and check.

## Further practice

Workbook page 26

Handwriting, Workbook pages 78–79

Handwriting practice, Teacher's Resource Centre

Student Website • Unit 3 • Sounds and letters

Online Practice • Unit 3 • Sounds and letters

# Lesson Six CB page 27

## Skills development

- To follow the left-to-right sequence of English
- To develop listening skills by listening to a short story
- To revise and consolidate language introduced in the unit

## Language

Recycled: vocabulary and structures from the unit

## Materials

CD 02, 39, 46; Toys flashcards 16–20

### Warmer 39

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

### Lead-in

- Use Toys flashcards 16–20 to revise the vocabulary.
- Put the flashcards on the board. Point to each one and say them with the class. Shuffle them, then turn them around. Children take turns to ask questions, e.g. *Is it a (plane)?* for you to answer *Yes, it is. No, it isn't.*

### 1 Point and say.

- Say *Open your books.* Model the action for children to copy.
- Point to each frame of the story in turn and identify the characters. Point to the teddy in frame 1 and ask *Is it a teddy?* Say *Yes, it is.* Point to the robot in frame 4 and ask *Is it a balloon?* Elicit *No, it isn't.*
- In open pairs, children stand up to ask and answer.

### 2 Listen to the story. 46

- Play the recording. Pause after each frame for children to listen and point to the pictures.
- Play the recording again. Pause after each line for children to listen and point to the characters as they hear the words.

### Transcript 46

Frame 1

**Tim** Is it a teddy?

**Dad** No, it isn't.

**Billy** Teddy. Teddy.

Frame 2

**Tim** It's a plane, right? Is it a plane?

**Dad** No, it isn't.

Frame 3

**Tim** Billy, my present!

**Tim** Ah! Is it a robot?

**Dad** Open it.

Frame 4

**Tim** Yes, it is. It's a robot!

**Robot** I'm Zozo. I'm a robot.

**Billy** I'm a robot. I'm a robot.

### 3 Listen and act. 46

- Play the recording once all the way through.
- Divide the class into groups of four to play the parts of Dad, Tim, Billy and the Robot.
- Play the recording again. Demonstrate some actions for the story.

- 1 Point and say.
- 2 Listen to the story. 46
- 3 Listen and act.

## Is it a robot?



Consolidation: *Is it a balloon? Yes, it is. No, it isn't.* Unit 3 27

- Let children practise acting out the story in their groups.
- If you wish, ask one or two groups to come to the front of the class to act out the story.
- At the end of the lesson play and mime the *Goodbye* song.

### Story actions

- Picture 1: Dad is shaking his head from side to side. Billy is holding a teddy.
- Picture 2: Tim is shaking his present to try to find out what's inside. Dad is shaking his head from side to side. Billy is pointing to it.
- Picture 3: Billy is holding a big box. Dad has his arm outstretched towards the present. Tim is holding both his arms up to indicate he's just had an idea.
- Picture 4: The robot is waving his arms up and down. Billy is copying the robot and waving his arms up and down. Tim has both arms outstretched towards the robot. Mum and Dad are laughing.

### Culture note: Hamleys Toy Shop in London

Hamleys in Regent Street in London is one of the world's largest toy shops. It is named after William Hamley, who founded his first toy shop called Noah's Ark in High Holborn in London in 1760. Hamleys is one of the most popular tourist attractions in London and has about 5 million visitors every year. It has over 450,000 toys and 335 staff.

### Further practice

Workbook page 27

Values worksheet, Unit 3, Teacher's Resource Centre

Unit 3 test, Teacher's Resource Centre

Student Website • Listen at home • Track 16 (Words), Tracks 17, 19 (Songs), Tracks 18, 20 (Phonics)

Online Practice • Unit 3 • Story

# Values Time! ①

## Everyday English CB page 28

### Learning outcomes

To learn the value of being polite  
To use everyday English expressions connected with this value

### Language

*(Green), please. Here you are. Thank you.*

### Materials

CD  47–48

### Warmer

- Tell children today's value is being polite. They are going to learn some useful language for being polite. Ask children how they should ask for something nicely (*please*). Ask how they thank someone (*thank you*). Ask why we say *please* and *thank you*. (*because it is polite and makes people happy*).
- Bring some different coloured crayons to class. Play *What's missing?* using these crayons (see page 24).

### 1 Listen and say. 47

- Focus on the pictures. Ask children what they can see (*balloons*) and what colour the balloons are (*red, black, blue*).
- Play the recording. Children follow in their Class Books.
- Play it again, pausing for children to say the dialogue.
- Children practise the dialogue in pairs.

### Transcript 47

1 **James** Blue, please.  
2 **Kate** Here you are, James.  
**James** Thank you, Kate.

### 2 Listen and point. 48

- Show children the picture. Ask where the people in the picture are (*in a grocery store/corner shop*). Ask them to look at each group of people and say what they are talking about (*balloons, a notebook, a teddy, an apple*).
- Play the recording. Children point to the correct picture.

### Transcript 48

1 **Boy** Red, please.  
**Mum** Here you are.  
**Boy** Thank you.  
2 **Woman** Green apple, please.  
**Girl** Here you are.  
**Woman** Thank you.  
3 **Shop assistant** What colour?  
**Man** Blue, please.  
**Shop assistant** Here you are.  
**Man** Thank you.  
4 **Girl** Black, please.  
**Dad** Here you are.  
**Girl** Thank you.


### ANSWERS



1 balloon 2 apple 3 notebook 4 teddy bear


## Values Time! ①


Everyday English

Be polite


1 Listen and say.  47


2 Listen and point.  48



3 Now point and say.



Green, please.  
Thank you.



Here you are.

28 Values Time! 1 Be polite

### 3 Now point and say.

- Show children the Everyday English expressions (*Green, please. Here you are. Thank you.*)
- Hold up a coloured crayon or flashcard. Elicit the expressions from the children. Hold up a green crayon or flashcard; the class chant *Green, please. Say Here you are.* The children chant, *Thank you.* Repeat with other colours.
- Ask children to use the picture from Exercise 2 and point to an object. Their partner uses the colour of the object in the expression. (*Blue, please. Here you are. Thank you.*)

### Optional activity

- Create four stations around the classroom with different objects, e.g. crayons, felt, pens, toys, and coloured paper.
- Divide the class into four groups. Ask each group to stand at a station. Divide each group into two teams, A and B. Group A ask for an object, saying the correct colour or toy. Group B give the child the correct object.
- Continue until the children have been to each station

### Workbook

- Have children open their books to the Project words lesson and start tracing the numbers within the crayons.
- To prepare them for the colouring activity draw up the eight crayons on the board. Then say *Colour number 1 purple* and have all the children colour the crayon purple.
- Repeat with number 2 (yellow), 3 (orange), 4 (red), 5 (brown), 6 (blue), 7 (green) and 8 (black).

### Further practice

Workbook page 28

Online Practice • Values Time! 1



# Project CB page 29

## Learning outcomes

To make a rainbow

To use polite everyday English expressions in a project

## Language

*(Purple), please. Here you are. Thank you.*

## Materials

CD 49–50; flashcards 21–24

## Warmer

- Review colours. Play *Jump* (see page 24) using Colour flashcards.

### 1 Listen, point and repeat. 49

- Say *Open your books* and model the action for children to copy. Hold up your book and point to the colour blobs.
- Play the first part of the recording (*Listen and point*). Point to the pictures in time with the audio. Children listen and point to the appropriate pictures.
- Play the second part (*Listen and repeat*) for children to repeat in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up the flashcards and ask children to say the words.

### Transcript 49

#### Listen and point.

purple, yellow, orange, brown

yellow, brown, orange, purple

#### Listen and repeat.

purple, yellow, orange, brown

### 2 Listen and chant. 50

- Play the recording for children to listen to the chant.
- Play it again for children to say the words. Demonstrate actions for each word, e.g. *purple* (clap 2 times) *yellow* (clap 3 times) *orange* (stamp 2 times) *brown* (stamp 3 times).
- Divide the class into groups of three. Give each group a colour from the chant.
- Say the chant with the class. Hold up a coloured crayon. When you say the colour word, do the actions.
- Each group says their word and does the correct action.

### Transcript 50

purple, yellow, orange, brown

purple, yellow, orange, brown

### 3 Point and say.

- Focus on the pictures and the Everyday English expressions.
- Read out the first expression (*Purple, please.*) and ask the students to point to the correct written expression. This could be done in their books or on the board. Continue with the other two expressions (*Here you are. Thank you.*)
- Ask children to use the colours above. Ask them to point to a colour. Their partner uses the colour in the expression. (*Orange, please. Here you are. Thank you.*)

**Project**

1 Listen, point and repeat. 49

2 Listen and chant. 50

3 Point and say.

4 Make a rainbow and say.

Project: a rainbow 29

### 4 Make a rainbow and say.

- Focus on the pictures. Ask children what a rainbow is. (*A colourful object in the sky.*) Ask *What colours are in a rainbow?* (*red, orange, yellow, green, blue and purple*)
- Ask children what materials they will need to make the rainbow (*coloured paper, scissors, glue*).
- Divide the class into four groups. Hand out the scissors and glue to each group.
- Place piles of different coloured paper at the front of the class. Children come to the front and ask for the correct colour using the everyday English expressions. (*Red, please. Here you are. Thank you.*)
- Use the pictures and instructions to talk the children through the process of making their rainbows. Demonstrate with your own completed rainbow and make sure children understand what they have to do.
- Move around the class as the children work, encouraging them to use the polite language from the lesson. (*Blue, please. Here you are. Thank you.*)

### Optional activity

- Bring a selection of different coloured ribbon or string to the lesson. Place them at the front of the class.
- Ask children to come to the front with their rainbow and to ask you for the ribbon they would like using the correct expressions. (*Green, please. Here you are. Thank you.*)
- Help children to attach the ribbon to their rainbow using a stapler or sticky tape. Ask the children to write their names on their rainbows.
- Display the rainbows in class.

### Further practice

Workbook page 29

Student Website • Unit 3 • Values Time!

Online Practice • Values Time! 1



## Lesson One CB page 32

### Learning outcomes

- To learn family names
- To practise family names in the form of a chant

### Language

Core: *mum, dad, brother, sister, grandpa, grandma*

### Materials

CD 01, 52–53; Toys flashcards 16–20; Family flashcards 25–30

### Warmer 01

- Begin the class by playing the *Hello* song.
- Play *Jump* with flashcards 16–20 to revise the toy words from the previous unit and to energize the class (see page 24).

### Lead-in

- Use flashcards 25 to 30 to introduce the new vocabulary. Hold them up one at a time and say the words for children to repeat in chorus.
- Repeat as often as necessary until children can remember the words.

### 1 Listen, point and repeat. 52

- Say *Open your books* and model the action for children to copy. Point to the family pictures.
- Play the first part of the recording. Hold up your book and point to the pictures in time with the audio. Children listen and point to the appropriate pictures.
- Play the second part for children to repeat in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up the flashcards one at a time and ask individual children to say the words.

**NOTE:** From Unit 4 onwards, the first time through the recording follows the order of the pictures on the page; the second time the order is in a different sequence.

### Transcript 52

#### Listen and point.

*mum, dad, brother, sister, grandpa, grandma*

*brother, sister, grandma, mum, dad, grandpa*

#### Listen and repeat.

*mum, dad, brother, sister, grandpa, grandma*


### 2 Listen and chant. 53

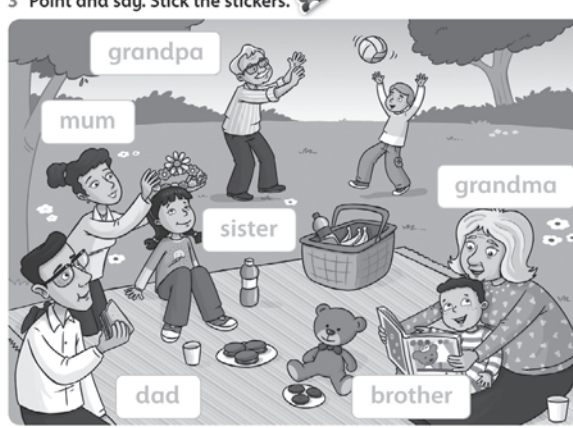
- Play the recording for children to listen to the chant. Hold up your book and point to the pictures as you hear them.
- Play the chant a second time for children to say the words.
- Divide the class into groups of six. Give each group a line from the chant.

## 4 This is my mum!

Lesson One Words

- Listen, point and repeat. 52
- Listen and chant. 53
- Point and say. Stick the stickers. 53





32 Unit 4 mum, dad, brother, sister, grandpa, grandma

- Say the chant with the class. Hold up the appropriate flashcard when you say the family word.
- Each group says their line in turn.

### Transcript 53

*Mum, mum, mum*

*Dad, dad, dad*

*Brother, brother*

*Sister, sister*

*Grandpa, grandpa*

*Grandma, grandma*

### 3 Point and say. Stick the stickers.

- Hold up your book and point to the picture. Point to each family member in turn and say the words.
- Repeat and encourage the children to point to the pictures and say the words with you in chorus.
- Say *Let's stick the stickers*. Take the *grandpa* sticker and show it to the class. Place it on the caption box and say *grandpa*. This will require closer monitoring as students are now expected to match word stickers to the correct part of the picture.
- Children place the stickers in the caption boxes.

### Further practice

Workbook page 32

Student Website • Unit 4 • Words

Online Practice • Unit 4 • Words

## Lesson Two CB page 33

### Learning outcomes

To say the sentence *This is my (mum).*

To sing a song

### Language

Core: *This is my (mum).*

Recycled: *mum, dad, brother, sister*

Extra: *cuddle, play*

### Materials

CD 54–55; Family flashcards 25–30; photo(s) of your mother and family members; coloured crayons; a sheet of paper for each child (optional)

### Warmer

- Put the Family flashcards 25–30 on the board. Make sure flashcard 30 is facing the wrong way. Point to each one in turn and say *mum, dad, brother, sister, grandma*.
- Point to the last flashcard and encourage the children to shout out the word.
- Shuffle the cards and repeat, this time with two cards facing the wrong way.
- Continue in this way until all the cards are facing the wrong way and you can elicit all the words from memory.

### Lead-in

- Play *Match* with Family flashcards 25–30 to prepare for Exercise 3 (see page 24).

### 1 Listen and repeat. 54

- Put flashcard 25 on the board. Point to it and say *mum*.
- Hold the photo of your mum in front of yourself. Point to yourself as you say *This is my mum*.
- Play the recording and say the words in time with the audio.
- Play it again for children to repeat the words in chorus.
- Repeat and practise with all the family cards. Use more photos of your family as before, if you wish.

### Transcript 54

*This is my mum.*

### 2 Listen and sing. 55

- Hold up the book and point to the pictures.
- Play the recording all the way through. Children listen as you sing along. In verses 1 and 2 mime a cuddle when you say the line *Cuddle. Cuddle*. Put your hand on your heart when you say *I love my mum / dad*. In verses 3 and 4 jump up and down when you say the line *Play. Play*.
- Play the recording again. As you sing, hold up flashcards 25–28 and do the actions.
- Play it again for children to sing and do the actions.

### Transcript 55

*This is my mum.*

*This is my mum.*

*Cuddle. Cuddle.*

*I love my mum.*

*This is my dad.*

## Lesson Two Grammar and song

### 1 Listen and repeat. 54

### 2 Listen and sing. 55

Let's sing!



### 3 Match the pictures to the words and say.



• sister

• mum

• dad

• grandpa

• grandma

This is my mum. Unit 4 33

*This is my dad.*

*Cuddle. Cuddle.*

*I love my dad.*

*This is my brother.*

*This is my brother.*

*Play. Play.*

*Play with my brother.*

*This is my sister.*

*This is my sister.*

*Play. Play.*

*Play with my sister.*

### Optional activity

- Divide the class into groups of four. Give each child a sheet of paper, and each group some crayons.
- Ask them to draw their mother, father, sister or brother.
- Play the song again. Children hold up their pictures as they sing the family member they have drawn.

### 3 Match the pictures to the words and say.

- Say *Open your books*. Point to the picture of mum. Say *This is my ...* Then trace the path of the dotted line from left to right with your finger and continue across the page until you reach the word *mum*. Say ... *mum*.
- Repeat and this time get the class to trace the lines with their fingers and say the words with you in chorus.
- Children draw lines with a pencil or crayon.

### Further practice

Workbook page 33

Online Practice • Unit 4 • Grammar and song

# Lesson Three CB page 34

## Learning outcomes

To recognize the upper- and lower-case forms of the letter *j* and associate them with the sound /dʒ/

To pronounce the sound /dʒ/

## Language

Core: *jug, juice*

Extra: *in, a*

## Materials

CD 56–57; Family flashcards 25–30; Phonics cards 19–20 (Jj juice, jug); coloured crayons; a sheet of paper for each child (optional)

## Warmer

- Play *Snap!* using Family flashcards 25–30 to revise the vocabulary from the previous lesson (see page 24).

## Lead-in

- Draw dotted outlines of the letter *J* and *j* on the board.
- Facing the board, draw the letters in the air as you say the sound /dʒ/. Children draw the letters in the air with you.
- Join the dotted lines to complete the letters *J* and *j*.
- Draw more dotted examples on the board and ask children to come and join the dots.

### 1 Listen, trace and point. Repeat. 56

- Say *Open your books*. Play the first part of the recording for children to listen to the letter sound /dʒ/.
- Point to the *J* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *j* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Listen and point to *jug* and *juice* as you hear the words.
- Play the second part for children to repeat in chorus.

### Transcript 56

#### Listen, trace and point.

/dʒ/  
/dʒ/ jug  
/dʒ/ juice

#### Listen and repeat.

/dʒ/  
/dʒ/ jug  
/dʒ/ juice

### Optional activity




- Demonstrate an action for each word. Mime pouring liquid for *jug* and mime drinking a glass of juice for *juice*.
- Mime 'pouring'. The child with flashcard *jug* holds up the card and says *jug*. Do the same for the word *juice*.

### 2 Listen and chant. 57

- Point to the picture of the jug. Mime pouring some juice and say *Juice ... in a ... jug*. Point to each word and say the sentence again. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Put the phonics cards *juice* and *jug* in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing for children to repeat.
- Play the chant all the way through for children to repeat.

**Lesson Three Sounds and letters**

**1 Listen, trace and point. Repeat. 56**






**2 Listen and chant. 57**

**3 Stick. Then circle and say. 56**


J

j



Juice in a jug.

**4 Join the letter Jj. Put the juice in the jug.**



a

J

j

F

g

J

j

b

f

J

c

H

D


E

c

e

j

h



Complete the writing task on page 79 of the Workbook.

page  
79

34 Unit 4 Jj - jug, juice

### Transcript 57

Juice, juice, juice  
Juice in a jug.  
/dʒ/, /dʒ/, /dʒ/  
Juice in a jug.  
Jug, jug, jug  
Juice in a jug.  
/dʒ/, /dʒ/, /dʒ/  
Juice in a jug.

### 3 Stick. Then circle and say.

- Point to the picture of juice in a jug. Point to the lower-case *j* and elicit /dʒ/. Say *Let's stick the sticker*. Hold up the *j* sticker and encourage children to place it on their books.
- Then point to the example circle and say *Circle /dʒ/*. Trace the circle with your finger as you say the word *circle*. Point and say /dʒ/ – *jug*. Children repeat in chorus and circle.
- Repeat with upper-case *J* and *Juice*.

### 4 Join the letter Jj. Put the juice in the jug.

- Point to the picture of the juice carton on the left of the page and the picture of the jug on the right.
- Point to the example line. Say *Join the letter j*. Trace the line from the juice carton to the letter *j* with your finger.
- Point to the next *J* and continue tracing the line.
- Children find the letters *J* and *j* and join them with a continuous line until they reach the picture of the jug.

### Further practice

Workbook page 34

Handwriting, Workbook page 79

Handwriting practice, Teacher's Resource Centre

# Lesson Four CB page 35

## Learning outcomes

To learn the numbers 9 and 10  
To learn the number words *nine* and *ten*

## Language

Core: 9, 10, *nine*, *ten*  
Recycled: 1–8, *one* – *eight*, *mum(s)*, *dad(s)*, *boy(s)*, *girl(s)*  
Extra: *Let's count all*, *Look at all*, *arrive*, *in line*, *again*

## Materials

CD 58–59; Phonics cards 3 (Bb boy) and 13 (Gg girl)

## Warmer

- Play *Bingo* to revise the numbers 1 to 8. Children draw a grid, two by two. Call out the numbers in any order (see page 25).

## Lead-in

- Write numbers 9 and 10 on the board. Point to each number and model the words for children to repeat.
- Point to the number 9 and count nine fingers. Encourage the children to count with you. Repeat with number 10.
- Draw dotted outlines of the numbers 9 and 10 on the board and demonstrate how to write them. Children draw the numbers in the air.

### 1 Listen, trace and repeat. 58

- Say *Open your books*. Play the recording and point to the numbers 9 and 10 as you hear the words. Clap in time with the audio after 9 and stamp after 10.
- Trace the number 9 with your finger. Children trace the number 9 with their finger in their books.
- Trace the number 10 your finger. Children trace the number 10 with their finger in their books.
- Play the recording again. Point to the words in turn and say 9, 10. Children repeat in chorus.

### Transcript 58

9 10


### 2 Point and sing. 59

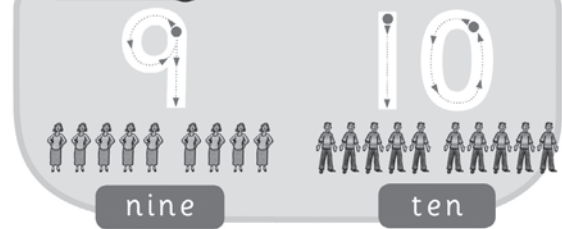
- Point to the picture of the mums. Say *Let's count the mums*. Encourage the children to count with you.
- Point to the picture of the dads. Say *Let's count the dads*. Encourage the children to count with you.
- Play the recording all the way through. Encourage children to clap and count in time with the audio.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for children to sing the song.

### Transcript 59

1, 2, 3, 4, 5  
*Look at all the mums arrive.*  
6, 7, 8 and 9  
*Let's count all the mums in line.*

- 1 Listen, trace and repeat. 58
- 2 Point and sing. 59

Let's sing! 



- 3 Count and say. Then write the number.

mums  dads  boys  girls



Numbers: 9, 10 Unit 4

1, 2, 3, 4, 5, 6, 7, 8, 9

9 mums, 9 mums, 9

1, 2, 3, 4, 5

Look at all the dads arrive.

6, 7, 8, 9, 10

Let's count all the dads again.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

10 dads, 10 dads, 10

### 3 Count and say. Then write the number.

- Hold up your book and point to the picture. Point to the words in turn and say *mums ... dads ... boys ... girls*. Use phonics cards /b/ boy and /g/ girl to revise *boy* and *girl*. Encourage the class to say the words with you.
- Say *How many mums?* Point to each mum and count. Encourage children to count with you. Say *10 mums*.
- Give children time to trace the example number 10 in the first box. Repeat the procedure for dads, boys and girls. Encourage the children to count with you.
- Let children write the numbers, then check answers.

### ANSWERS

mums 10, dads 9, boys 6, girls 7

### Optional activity

- Hold up your book and ask *How many mums ... in red?* Count the mums wearing red. Say 1.
- Ask *How many dads in ...* and encourage the children to shout out a colour, e.g. *blue*.
- Children count the dads in blue and call out the answer.
- Continue to practise the colours and family words.

### Further practice

Workbook page 35

Student Website • Unit 4 • Numbers

Online Practice • Unit 4 • Numbers



# Lesson Five

CB page 36

## Learning outcomes

To recognize the upper- and lower-case forms of the letters *k* and *l* and associate them with the sounds /k/ and /l/

To pronounce the sounds /k/ and /l/

## Language

Core: kangaroo, key, lion, lollipop

Extra: has got, look at, with

## Materials

CD 60–61; Phonics cards 21–24 (Kk key, kangaroo, Ll lion, lollipop)

## Warmer

- Play *Find your partner* to revise the phonics sounds the children have learnt so far (see page 25).

## Lead-in

- Draw dotted outlines of the letter *K* and *k* on the board.
- Facing the board, draw the letters in the air for children to copy. Then join the dotted lines to complete the letters.
- Repeat the procedure for the letter *L* and *l*.
- Draw more dotted outlines of the letter *K* and *k*, *L* and *l* on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 60

- Say *Open your books*. Play the first part of the recording for children to listen to the letter sound /k/. Point to the letter *K* and *k*.
- Trace the letters with your finger. Children trace the letters with their fingers in their books.
- Then listen and point to the words *kangaroo* and *key*.
- Repeat the process with the sound /l/, the letter *L* and *l*, and the words *lion* and *lollipop*.
- Play the second part for children to repeat in chorus.

## Transcript 60

### Listen, trace and point.

/k/  
/k/ kangaroo  
/k/ key

### Listen and repeat.

/k/  
/k/ kangaroo  
/k/ key

/l/  
/l/ lion  
/l/ lollipop

/l/  
/l/ lion  
/l/ lollipop

## 2 Listen and chant. 61

- Hold up your Class Book and point to the pictures. Say the words *kangaroo*, *jug* and *lion*.
- Point to the kangaroo and then the key. Say *The kangaroo has got a key*. Children repeat as a chorus.
- Point to the lion and then the lollipop. Say *The lion has got a lollipop*. Children repeat as a chorus.
- Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics cards /k/ *kangaroo* and /l/ *lion* when you hear the word.

## Lesson Five Sounds and letters

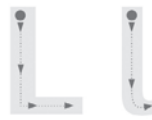
### 1 Listen, trace and point. Repeat. 60



kangaroo



key



lion



lollipop



### 2 Listen and chant. 61

### 3 Stick and say. 61



### 4 Circle the letters Kk and Ll.

Katy is a kangaroo. She has got a key.  
Look at the lion with a lollipop.

Complete the writing task on page 79 of the Workbook.

36

Unit 4 Kk – kangaroo, key; Ll – lion, lollipop



- Play the chant again, pausing for children to repeat.
- Play it all the way through for children to repeat.

## Transcript 61

Katy the kangaroo  
has got a key  
/k/, /k/, /k/  
/k/, /k/, /k/  
Look at the lion  
with a lollipop  
/l/, /l/, /l/  
/l/, /l/, /l/

## 3 Stick and say.

- Hold up your Class Book and point to the picture of the kangaroo holding a key.
- Say *Let's stick the stickers*. Hold up the *k* sticker. Say /k/.
- Put it on the letter *k* under the picture of the kangaroo. Say /k/ – *kangaroo*. Children copy and repeat in chorus.
- Children put the *j* and *l* stickers on the correct letter.

## 4 Circle the letters Kk and Ll.

- Hold up phonics cards *k* and *l* and say the letter sounds /k/ and /l/ for children to repeat.
- Point to the example circle and say *Circle the letter k*. Trace a circle with your finger as you say the word *circle*.
- Children find other examples of the letter *k* and draw circles.
- Repeat the procedure with the letter *L* in *Look*.

## Further practice

Workbook page 36

Handwriting, Workbook page 79

Handwriting practice, Teacher's Resource Centre

Student Website • Unit 4 • Sounds and letters

Online Practice • Unit 4 • Sounds and letters



# Lesson Six CB page 37

## Skills development

- To recognize and identify words
- To develop listening skills by listening to a short story
- To revise and consolidate language introduced in the unit

## Language

- Recycled: vocabulary and structures from the unit
- Extra: *No, it isn't.*

## Materials

- CD 02, 55, 62; Family flashcards 25–30; School things flashcards 11–15; Toys flashcards 16–20

## Warmer 55

- Play the song from Lesson 2 to revise vocabulary.

## Lead-in

- Give Family flashcards 25–30 to six children.
- Say one of the words. The child with the card stands up, shows the card to the class and says the full structure *This is my (mum)*. The class repeats in chorus.
- Repeat with all the words.

## 1 Listen to the story. 62

- Say *Open your books*. Play the recording. Pause after each frame for children to listen and point to the pictures.
- Play the recording again. Pause after each line for children to listen and point to the characters as they hear the words.

## Transcript 62

Frame 1

**Rosy** This is my grandpa. Grandpa ... this is Lucy.

**Grandpa** Hello, Lucy.

**Lucy** Hello.

Frame 2

**Rosy** This is my mum.

**Mum** Hello, Lucy.

**Lucy** Hello.

Frame 3

**Lucy** Is this your grandma?

**Rosy** No, it isn't.

Frame 4

**Rosy** This is my brother, Billy.

**Lucy** Hello.

## 2 Read and say.

- Write *This is my ...* on the board. Place the *mum* picture card next to the word *my*.
- Point to each word and read slowly to elicit the full sentence *This is my mum*.
- Write the family words across the top of the board.
- Say *Point to 'mum'*. When children point to the correct word, replace the picture card with the written word to form the full sentence. Read the sentence with the class.
- Continue until you have practised all the family words.
- Read the sentences in each frame with the class.
- Ask one or two children to read a sentence to the class.

## 1 Listen to the story. 62

## 2 Read and say.

## 3 Listen again and repeat. Act.

## My brother!



This is my grandpa.



This is my mum.



This is my brother.

Consolidation: *This is my mum.* Unit 4

## 3 Listen again and repeat. Act. 62

- Play the recording all the way through, then play it again pausing after each line for children to listen and repeat.
- Divide the class into groups of five to play the parts of Rosy, Lucy, Grandpa, Mum and Billy.
- Choose and demonstrate some actions for the story.
- Play the recording again for children to mime the actions.
- Let children practise acting the story, then ask one or two groups to come to act out the story for the class.
- At the end of the lesson play the *Goodbye* song. Children mime the actions as they sing.

## Story actions

- Picture 1: Rosy holds her arm outstretched as she introduces Lucy to Grandpa. Grandpa and Lucy wave.
- Picture 2: Rosy holds her arm outstretched as she introduces Lucy to Mum. Mum bends down and stretches out her arm as she introduces herself.
- Picture 3: Lucy points to Billy as she asks the question. Rosy shakes her head as she says *No*. Billy waves his hands.
- Picture 4: Lucy bends towards Billy with her arm outstretched. Rosy laughs. Billy smiles and waves his hands.

## Further practice

Workbook page 37

Values worksheet, Unit 4, Teacher's Resource Centre

Unit 4 test, Teacher's Resource Centre

Student Website • Unit 4 • Grammar

Student Website • Listen at home • Track 21 (Words), Tracks 22, 24 (Songs), Tracks 23, 25 (Phonics)

Online Practice • Unit 4 • Story

## Lesson One CB page 38

### Learning outcomes

- To learn feeling words
- To practise feeling words in the form of a chant

### Language

Core: *happy, sad, hungry, thirsty, hot, cold*

### Materials

CD 01, 63–64; Family flashcards 25–30; Feelings flashcards 31–36

### Warmer 01

- Start the lesson by playing the *Hello* song.
- Play *Snap!* with Family flashcards 25–30 (see page 24).

### Lead-in

- Use Feelings flashcards 31 to 36 to introduce the vocabulary. Hold them up one at a time and say the words for children to repeat in chorus.
- Give the flashcards to six children. They take it in turns to stand up and show their card for the class to say the word.

### 1 Listen, point and repeat. 63

- Say *Open your books*. Point to the feelings pictures. Play the first part of the recording and point to the pictures in time with the audio. Children listen and point.
- Play the second part for children to repeat in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up the flashcards and ask children to say the words.

### Transcript 63

#### Listen and point.

happy, sad, hungry, thirsty, hot, cold  
sad, hungry, cold, thirsty, hot, happy

#### Listen and repeat.

happy, sad, hungry, thirsty, hot, cold

### Optional activity

- Use flashcards 31–36 to practise opposite words: *happy / sad, hungry / thirsty, hot / cold*.
- Hold up the card pairs and say the words. Put the card pairs on the board. Practise them with the class.
- Turn over all of the cards. Then turn over one of the cards in each pair so that only one card is visible. Elicit the words from the class until all the cards are visible.

### 2 Listen and chant. 64

- Play the recording for children to listen to the chant. Hold up your book and point to the pictures as you hear them.
- Play the chant a second time for children to say the words. Demonstrate an action for each word: *happy* (wave arms in the air), *sad* (mime crying), *hungry* (rub tummy), *thirsty* (mime drinking), *hot* (fan your face), *cold* (shiver).

## 5 He's happy!

Lesson One Words

- Listen, point and repeat. 63
- Listen and chant. 64
- Point and say. Stick the stickers. 63

38 Unit 5 happy, sad, hungry, thirsty, hot, cold

- Divide the class into groups of six. Give each group a line.
- Say the chant with the class and do the actions for children to copy. Each group says their line with the audio.

### Transcript 64

happy, happy  
sad, sad  
hungry, hungry  
thirsty, thirsty  
hot, hot  
cold, cold

### Optional activity

- Play the chant. Pause at alternate lines to elicit the words.

### 3 Point and say. Stick the stickers.

- Hold up your book and point to the main picture. Point to Billy and say *happy*. Point to each family member and say the appropriate feelings word for each character.
- Repeat and encourage the children to point to the pictures and say the words with you in chorus.
- Say *Let's stick the stickers*. Take the *happy* sticker and show it to the class. Place it on the caption box and say *happy*. Tell children that Billy is happy because he's just learnt to walk.
- Children copy you and place the stickers in the boxes.

### Further practice

Workbook page 38

Student Website • Unit 5 • Words

Online Practice • Unit 5 • Words

## Lesson Two CB page 39

### Learning outcomes

To say the sentences *He's (happy). She's (hungry).*

To sing a song

### Language

Core: *He's (happy). She's (hungry).*

Recycled: *boy, girl, happy, sad, hungry, thirsty*

Extra: *Happy as can be*

### Materials

CD 65–66; Feelings flashcards 31–36; Phonics cards 3 (Bb boy), 13 (Gg girl); a sheet of paper for each child (optional)

### Warmer

- Play *Musical cards* with flashcards 31–36 to revise the vocabulary from the previous lesson (see page 24).

### Lead-in

- Put the Feelings flashcards 31–36 on the board. Point to each one and say the word. Then do a mime for each one.
- Put the cards face down on the table. Choose a card one at a time and mime the word. Children say the word.

### 1 Listen and repeat. 65

- Draw a smiley face on the board. Point and say *He's happy*. Draw another smiley face with long hair and say *She's happy*. Repeat until children understand the difference between *He's* and *She's*.
- Put flashcard 31 on the board. Point to the flashcard and elicit *He's happy*.
- Play the recording and say the words with the audio.
- Play it again for children to repeat the words in chorus.
- Repeat and practise with all the Feelings flashcards.

### Transcript 65

*He's happy. She's hungry.*

#### Optional activity

- Use phonics cards /b/ *boy* and /g/ *girl* to revise *He's* and *She's*. Point to each in turn and say *He's a boy. She's a girl*. Give each child a sheet of paper. Ask them to draw a picture of a smiley face or a sad face. Tell them to draw a big face so that it fills the page.
- Children take turns to stand up and hold their picture in front of their face. The rest of the class shout *He's / She's happy* or *He's / She's sad*.

### 2 Listen and sing. 66

- Hold up the book and point to the pictures. Play the recording all the way through. Repeat the mimes you did in Lesson 1.
- Play the recording again. As you sing, hold up flashcards 31–34 and do the actions.
- Play it again for children to sing and do the actions.

Lesson Two Grammar and song

1 Listen and repeat. 65  
2 Listen and sing. 66

Let's sing!

3 Point and say the differences. *She's sad. She's happy.*

He's happy. She's hungry. Unit 5 39

### Transcript 66

Happy! Happy!  
Look at the boy.  
He's happy.  
Happy! Happy!  
Happy as can be.  
Sad! Sad!  
Look at the girl.  
She's sad.  
Sad! Sad!  
Sad as can be.  
Hungry! Hungry!  
Look at the boy.  
He's hungry.  
Hungry! Hungry!  
Hungry as can be.  
Thirsty! Thirsty!  
Look at the girl.  
She's thirsty.  
Thirsty! Thirsty!  
Thirsty as can be.

### 3 Point and say the differences.

- Hold up your book and point to the two pictures. Point to the girl in picture 1 and say *She's sad*. Point to the same girl in picture 2 and say *She's happy*. Repeat and encourage the children to repeat in chorus.
- Point to the man with the hat in picture 1 and say *He's thirsty*. Point to the girl in picture 2 and say *She's thirsty*.
- Point to the pictures in turn and say the differences. Encourage the children to speak in chorus with you.

### Further practice

Workbook page 39

Student Website • Unit 5 • Song

Online Practice • Unit 5 • Grammar and song

# Lesson Three CB page 40

## Learning outcomes

To recognize the upper- and lower-case forms of the letter *m* and associate them with the sound /m/

To pronounce the sound /m/

## Language

Core: *man, mango*

Extra: *eats*

## Materials

CD 67–68; Feelings flashcards 31–36; Phonics cards 25–26 (Mm man, mango)

## Warmer

- Play *Listen, point and say* using flashcards 31–36 to revise the vocabulary from the previous lesson (see page 24).

## Lead-in

- Draw dotted outlines of the letter *M* and *m* on the board.
- Facing the board, draw the letters in the air as you say the sound /m/. Children draw the letters in the air with you.
- Join the dotted lines to complete the letter *M* and *m*.
- Draw more dotted examples on the board and ask children to come and join the dots.

### 1 Listen, trace and point. Repeat. 67

- Say *Open your books*. Play the first part of the recording for children to listen to the letter sound /m/.
- Point to the *M* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *m* and trace the letter with your finger. Children trace the letter with their finger in their books (pause the track while they trace, if necessary).
- Then listen and point to the words *man* and *mango* as they appear in the audio.
- Play the second part for children to repeat in chorus.

## Transcript 67

### Listen, trace and point.

/m/

/m/ man

/m/ mango

### Listen and repeat.

/m/

/m/ man


/m/ mango

### 2 Listen and chant. 68


- Hold up your Class Book and point to the picture of the man eating a mango. Say *A man ... eats a mango*.
- Point to each word and say the sentence again. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Put the phonics cards /m/ *man* and /m/ *mango* in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing for children to repeat.
- Play the chant once more all the way through for children to repeat as they listen.

**Lesson Three Sounds and letters**


**1 Listen, trace and point. Repeat.** 67



**man**




**mango**



**2 Listen and chant.** 68


**3 Stick. Then circle and say.** 67

**m**



A m a n e a t s  
a m a n g o .


**4 Join the letter Mm. Help the man find the mango.**



M h D A b m

c m M k M j

E G f m H k



Complete the writing task on page 79 of the Workbook. page 79

40 Unit 5 Mm – man, mango

## Transcript 68

A man eats a mango

/m/, /m/, /m/

A man eats a mango

/m/, /m/, /m/

mango, mango

man, man, man

A man eats a mango

/m/, /m/, /m/

### 3 Stick. Then circle and say.

- Hold up your Class Book and point to the picture of the man. Point to the lower-case *m* and elicit /m/.
- Say *Let's stick the sticker*. Hold up the *m* sticker and encourage children to place it correctly on their books.
- Then point to the example circle and say *Circle /m/*. Trace the circle with your finger as you say the word *circle*. Point and say /m/ – *man*. Children repeat in chorus. Let children circle the letter, and repeat with *mango*.

### 4 Join the letter Mm. Help the man find the mango.

- Point to the picture of the man on the left of the page and the picture of the mango on the right.
- Point to the example line. Say *Join the letter m*. Trace the line from the man to the letter *M* with your finger.
- Point to the next letter *m* in the middle line and continue tracing the line with your finger.
- Children find the letters *M* and *m* and join them with a continuous line until they reach the picture of the mango.

## Further practice

Workbook page 40

Handwriting, Workbook page 79

Handwriting practice, Teacher's Resource Centre



# Lesson Four CB page 41

## Learning outcomes

To learn the numbers 11 and 12

To learn the number words *eleven* and *twelve*

## Language

Core: 11, 12, *eleven*, *twelve*

Recycled: 1–10, *count*, *girls*, *boys*, *hungry*, *thirsty*

Extra: *Who's (hungry)? sandwiches*, *bottles*

## Materials

CD 69–70

## Warmer

- Write numbers 1 to 10 on the board. Count them in sequence and encourage the class to count with you.
- Point to the numbers at random. Children say the words.
- Ask individual children to come to the board to point to the numbers for the rest of the class to say.

## Lead-in

- Write numbers 1 to 10 on the board. Count the numbers with the class. Add 11 and 12 to the list. Point to each number and model the words for children to repeat.
- Draw dotted outlines of the numbers 11 and 12 on the board and demonstrate how to write them. Children draw the numbers in the air.

### 1 Listen, trace and repeat. 69

- Say *Open your books*. Play the recording and point to numbers 11 and 12. Clap in time with the audio.
- Trace the number 11 with your finger. Children trace the number 11 with their finger in their books.
- Encourage the children to point at the smiley faces as they hear the chuckles on the audio after 11.
- Trace the number 12 your finger. Children trace the number 12 with their finger in their books.
- Encourage the children to point at the cold faces as they hear the shivers on the audio after 12.
- Play the recording again. Point to the numbers in turn and say 11, 12. Children repeat in chorus.

### Transcript 69

11      12

#### Optional activity

- Play *One, Two and Three* to revise the numbers 1 to 12 (see page 25). When you reach the target number, start again from the beginning but count in threes.

### 2 Point and sing. 70

- Point to the picture of the sandwiches. Say *Let's count the sandwiches*. Encourage the children to count with you.
- Point to the picture of the bottles. Say *Let's count the bottles*. Encourage the children to count with you.
- Play the recording all the way through. Encourage children to clap and count with the audio.

Lesson Four Numbers

1 Listen, trace and repeat. 69

2 Point and sing. 70

**Let's sing!**

eleven

twelve

3 Count and add.

7

+

=

□

□

+

=

□

Numbers: 11, 12    Unit 5    41

- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song.

### Transcript 70

<p><i>Who's hungry?</i>  <i>Who's hungry?</i>                  Count the hungry boys.                  1, 2, 3, 4                  5, 6, 7, 8                  9, 10, 11                  11 hungry boys.                  11 hungry boys.</p>	<p><i>Who's thirsty?</i>  <i>Who's thirsty?</i>                  Count the thirsty girls.                  1, 2, 3, 4                  5, 6, 7, 8                  9, 10, 11, 12                  12 thirsty girls.                  12 thirsty girls.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### 3 Count and add.

- Hold up your book and point to the first group of smiley faces. Say *How many?* Count the smiley faces. Encourage the class to count them with you. Say *seven*.
- Trace the number 7 with your finger. Give children time to trace the number with a pencil or crayon.
- Count the second group of smiley faces. Encourage the class to count them with you. Say *five*.
- Trace the number 5 with your finger. Give children time to write the number with a pencil or crayon.
- Demonstrate how to add 7 and 5 by counting on your fingers. Encourage the children to count with you. Point to the box and trace the number 12 with your finger. Give children time to write the number in the box.
- Repeat the stages for the sum below ( $8 + 3 = 11$ )

### ANSWERS

$7 + 5 = 12$ ,  $8 + 3 = 11$

### Further practice

Workbook page 41

Student Website • Unit 5 • Numbers

Online Practice • Unit 5 • Numbers



# Lesson Five CB page 42

## Learning outcomes

To recognize the upper- and lower-case forms of the letters *n* and *o* and associate them with the sounds /n/ and /ɒ/

To pronounce the sounds /n/ and /ɒ/

## Language

Core: *nose, neck, orange, octopus*

Extra: *Nellie, Ollie, and, my*

## Materials

CD 71–72; Phonics cards 27–30 (Nn nose, neck, Oo orange, octopus); Phonics cards 1–26

## Warmer

- Play a clapping game to revise numbers 1 to 12. Clap different numbers in turn for the children to guess.

## Lead-in

- Draw dotted outlines of the letter *N* and *n* on the board.
- Facing the board, draw the letters in the air for children to copy. Then join the dotted lines to complete the letters.
- Repeat the procedure for the letter *O* and *o*.
- Draw more dotted outlines of the letters *N* and *n*, *O* and *o* on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 71

- Say *Open your books*. Play the first part of the recording for children to listen to the letter sound /n/. Point to the letter *N* and *n*.
- Trace the letters with your finger. Children trace the letters with their fingers in their books.
- Then listen and point to the words *neck* and *nose*.
- Repeat the process with the sound /ɒ/, the letter *O* and *o*, and the words *orange* and *octopus*.
- Play the second part for children to repeat in chorus.

## Transcript 71

### Listen, trace and point.

/n/  
/n/ nose  
/n/ neck

/ɒ/  
/ɒ/ orange  
/ɒ/ octopus

### Listen and repeat.

/n/  
/n/ nose  
/n/ neck

/ɒ/  
/ɒ/ orange  
/ɒ/ octopus

## 2 Listen and chant. 72

- Hold up your Class Book. Point to phonics picture /n/ *neck* and say *Nellie*. Point to the picture of the boy in Exercise 3 and say *Ollie*. Children repeat in chorus.
- Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics cards 27–30 when you hear the words.
- Play the chant again, pausing for children to repeat.
- Play it all the way through for children to repeat.

## Lesson Five Sounds and letters

### 1 Listen, trace and point. Repeat. 71



### 2 Listen and chant. 72

### 3 Stick and say.



### 4 Circle the letters *Nn* and *Oo*.

I'm **N**ellie. This is my nose and my neck.  
I'm Ollie. This is my octopus.

Complete the writing task on page 79 of the Workbook.

42

Unit 5 Nn – nose, neck; Oo – orange, octopus

## Transcript 72

I'm Nellie. I'm Ollie.  
/n/, /n/, /n/ /ɒ/, /ɒ/, /ɒ/  
This is my nose. This is my octopus.  
/n/, /n/, /n/ /ɒ/, /ɒ/, /ɒ/  
I'm Nellie. I'm Ollie.  
/n/, /n/, /n/ /ɒ/, /ɒ/, /ɒ/  
This is my neck. This is my orange.  
/n/, /n/, /n/ /ɒ/, /ɒ/, /ɒ/

## 3 Stick and say.

- Hold up your Class Book and point to the picture of the boy with the octopus.
- Say *Let's stick the stickers*. Hold up the *o* sticker. Say /ɒ/.
- Put it on the letter *o* under the picture of the boy with the octopus. Say /ɒ/ – *octopus*. Children copy and repeat.
- Children put the *m* and *n* stickers on the correct letter under each picture. Go around the class and check.

## 4 Circle the letters *Nn* and *Oo*.

- Hold up phonics cards *n* and *o* and say the letter sounds /n/ and /ɒ/ for children to repeat.
- Point to the example and say *Circle the letter n*. Trace the circle with your finger as you say the word *circle*.
- Children find other examples of the letter *n* and draw circles.
- Point to the letter *O* in *Ollie*. Say *Circle the letter O*. Trace a circle again as you say the word *circle*. Explain that we use capital letters for names and point to *Nellie* and *Ollie*.
- Children find and circle other examples of the letter *o*.

## Further practice

Workbook page 42

Handwriting, Workbook page 79

Handwriting practice, Teacher's Resource Centre

Student Website • Unit 5 • Sounds and letters

Online Practice • Unit 5 • Sounds and letters

# Lesson Six CB page 43

## Skills development

- To recognize and identify words
- To develop listening skills by listening to a short story
- To revise and consolidate language introduced in the unit

## Language

- Recycled: vocabulary and structures from the unit
- Extra: *Look! Poor Billy. Come here!*

## Materials

CD 02, 66, 73; Feelings flashcards 31–36

## Warmer 66

- Play the song from Lesson 2 to revise the vocabulary.

## Lead-in

- Give Feelings flashcards 31–36 to six children. Say one of the words, e.g. *happy*. The child with the card stands up, and shows the card to the class. Choose another child to say (*He's*) *happy*. The class repeats in chorus.
- Repeat with all the words.

## 1 Listen to the story. 73

- Say *Open your books*. Play the recording. Pause after each frame for children to listen and point to the pictures.
- Play the recording again. Pause after each line for children to point to the characters as they hear the words.

## Transcript 73

Frame 1

**Billy** Look!

**Tim** She's happy, Billy.

**Billy** Happy. Happy. I'm happy.

**Rosy** Good.

Frame 2

**Billy** Look!

**Mum** Ahh. He's sad.

**Billy** Sad. Sad. I'm sad.

**Rosy** Poor Billy.

Frame 3

**Billy** Look.

**Rosy** She's hungry.

**Billy** Hungry. Hungry.

Frame 4

**Billy** I'm hungry.

**Mum** No, Billy. Come here!

**Tim** Sorry.

## 2 Read and say.

- Write *She's ...* on the board. Place the happy picture card next to the word *She's*.
- Point to each word and read slowly to elicit the full sentence *She's happy*.
- Write the feelings words across the top of the board.
- Say *Point to 'happy'*. When children point to the correct word, replace the picture card with the written word to form the full sentence. Read the sentence with the class.
- Continue until you have practised all the feelings words.

## 1 Listen to the story. 73

## 2 Read and say.

## 3 Listen again and repeat. Act.

## She's hungry!



She's happy.



He's sad.



She's hungry.



Consolidation: He's happy. She's hungry. Unit 5

43

- Read the sentences in each frame with the class.
- Ask one or two children to read a sentence to the class.

## 3 Listen again and repeat. Act. 73

- Play the recording once all the way through.
- Play it again, pausing for children to listen and repeat.
- Divide the class into groups of four to play the parts of Rosy, Tim, Billy and Mum.
- Choose and demonstrate some actions for the story.
- Play the recording again for children to mime the actions.
- Let children practise acting the story in their groups, then ask one or two groups to act out the story for the class.
- At the end of the lesson play the *Goodbye* song. Children mime the actions as they sing.

## Story actions

- Picture 1: Mum and Billy are holding hands. Billy is waving. Rosy and Tim are smiling.
- Picture 2: Billy is rubbing his eyes because he's pretending to cry. Mum bends down and stretches out her arms to him. Tim and Rosy are looking at Billy smiling.
- Picture 3: Mum and Billy are holding hands. Billy is waving.
- Picture 4: Tim apologizes with arms in the air as in the picture. Mum bends down to Billy. Billy has both hands outstretched. Rosy is covering her mouth with her hand in surprise.

## Further practice

Workbook page 43

Values worksheet, Unit 5, Teacher's Resource Centre

Unit 5 test, Teacher's Resource Centre

Student Website • Unit 5 • Grammar

Student Website • Listen at home • Track 26 (Words), Tracks 27,

29 (Songs), Tracks 28, 30 (Phonics)

Online Practice • Unit 5 • Story

## Lesson One CB page 44

### Learning outcomes

To learn animal words

To practise animal words in the form of a chant

### Language

Core: *bird, bear, hippo, crocodile, tiger*

Recycled: *lion, kangaroo*

### Materials

CD 01, 74–75; Feelings flashcards 31–36; Zoo animals flashcards 37–41; Phonics cards 22–23 (Kk kangaroo, Ll lion); Cut and Make 2, Teacher's Resource Centre

### Warmer 01

- Start the lesson by playing the *Hello* song.
- Play *Do it!* with Feelings flashcards 31–36 to revise the vocabulary from the previous unit and to energize the class (see page 25).

### Lead-in

- Use Zoo animal flashcards 37–41 to introduce the vocabulary. Hold them up one at a time and say the words for children to repeat in chorus.
- Hide the flashcards behind your back. Bring them out one by one. Children guess the word and shout out suggestions. Show the card when they guess correctly.
- Use phonics cards 22–23 to revise *kangaroo* and *lion* at the same time.

### 1 Listen, point and repeat. 74

- Say *Open your books*. Play the first part of the recording (*Listen and point*). Hold up your book and point to the pictures in time with the audio. Children listen and point to the appropriate pictures.
- Play the second part for children to repeat in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up the flashcards one at a time and ask individual children to say the words.

### Transcript 74

#### Listen and point.

bird, bear, hippo, crocodile, tiger  
crocodile, tiger, bear, bird, hippo

#### Listen and repeat.

bird, bear, hippo, crocodile, tiger

### 2 Listen and chant. 75






- Play the recording for children to listen to the chant. Hold up your book and point to the pictures as you hear them.
- Play the chant a second time for children to say the words.

## 6 They're bears!

Lesson One Words

1 Listen, point and repeat. 74

2 Listen and chant. 75

bird


bear

hippo

crocodile

tiger

3 Point and say. Stick the stickers. 74



44 Unit 6 bird, bear, hippo, crocodile, tiger

- Demonstrate an action for each word: *bird* (flap arms), *bear* (make claws), *hippo* (snap teeth together), *crocodile* (snap arms together), *tiger* (do pouncing actions).
- Divide the class into groups of six. Give each group a word from the chant.
- Say the chant with the class. Do the actions for children to copy. Each group says their line in time with the audio.

### Transcript 75

hippo, tiger  
crocodile  
bird, bear  
crocodile

### Optional activity

- See instructions for Cut and Make 2 on page 100.

### 3 Point and say. Stick the stickers.

- Hold up your book and point to the picture. Point to the tiger and say *tiger*.
- Repeat and encourage the children to point to the pictures and say the words with you in chorus.
- Say *Let's stick the stickers*. Take the *tiger* sticker and show it to the class. Place it on the caption box and say *tiger*.
- Children place all the stickers in the correct caption boxes.

### Further practice

Workbook page 44

Cut and Make 2, Teacher's Resource Centre

Student Website • Unit 6 • Words

Online Practice • Unit 6 • Words

# Lesson Two CB page 45

## Learning outcomes

To ask the question *What are they?*

To answer *They're (bears).*

To recognize plurals with *s*

To sing a song

## Language

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

## Materials

CD 76–77, Zoo animal flashcards 37–41; a sheet of paper for each child and some coloured crayons (optional)

## Warmer

- Play *Whispers* with Zoo animals flashcards 37–41 to revise the vocabulary from the previous lesson (see page 24).

## Lead-in

- Use Zoo animals flashcards 37–41 to introduce some animal sounds for the animal words.
- Put the cards on the board. Point to each one in turn and elicit the word.
- Teach some sounds to go with each word and practise with the class: *tiger* (roar), *bird* (tweet), *hippo* (snap, snap), *bear* (grr, grr).

## 1 Listen and repeat. 76

- Hold up your pencil and say *What's this?* Elicit *It's a pencil.* Hold up two pencils and say *What are they?* Say *They're pencils.*
- Practise the plural form using classroom objects and the children in the class, for example point to two boys and say *How many boys? Two boys.* Get the children to really emphasize the plural *s*.
- Hold up your Class Book and point to the picture. Point to the hippos and say *What are they? They're hippos.*
- Play the recording and say the words with the audio.
- Play it again for children to repeat the words in chorus.
- Repeat and practise with all the animal pairs in the picture.

## Transcript 76

*What are they?*

*They're hippos.*

## Optional activity

- Use the Zoo animals flashcards 37–41 to practise the plural *s*.
- Bring out a flashcard. Hold up one finger and say *tiger*. Hold up three fingers and elicit *three tigers*. Pretend you can't hear the *s*. Put your hand behind your ear and make the children shout the word, emphasizing the *s*.
- Repeat with different numbers and all the flashcards.

## Lesson Two Grammar and song

1 Listen and repeat. 76

2 Listen and sing. 77

3 Point and say. Tick (✓) the missing piece of the jigsaw.



*What are they? They're bears. Unit 6 45*

## 2 Listen and sing. 77

- Hold up your book and point to the pictures. Play the recording all the way through. Children listen as you sing along. Repeat the sounds from the Lead-in activity.
- Play it again. As you sing, hold up the appropriate Zoo animals flashcard, do the actions and make the sounds.
- Play it again for children to sing, do the actions and make the sounds.

## Transcript 77

*What are they? [roar, roar, roar]*

*They're tigers. [roar, roar, roar]*

*They're tigers. [roar, roar, roar]*

*What are they? [tweet, tweet, tweet]*

*They're birds. [tweet, tweet, tweet]*

*They're birds. [tweet, tweet, tweet]*

*What are they? [Snap, snap, snap]*

*They're hippos. [snap, snap, snap]*

*They're hippos. [snap, snap, snap]*

*What are they? [grr, grr, grr]*

*They're bears. [grr, grr, grr]*

*They're bears. [grr, grr, grr]*

## 3 Point and say. Tick (✓) the missing piece of the jigsaw.

- Point to the hippos in the top left of the picture and ask *What are they?* Elicit *They're hippos.* Repeat with different groups of animals in the picture.
- Point to the three colour pictures at the bottom of the page. Tell children to find the missing piece of jigsaw.
- Give children enough time to look at the pictures and find the missing piece of jigsaw.

## Further practice

Workbook page 45

Student Website • Unit 6 • Song

Online Practice • Unit 6 • Grammar and song



# Lesson Three CB page 46

## Learning outcomes

To recognize the upper- and lower-case forms of the letter *p* and associate them with the sound /p/

To pronounce the sound /p/

## Language

Core: *panda, pen*

Extra: *is, has got*

## Materials

CD 78–79; Zoo animals flashcards 37–41; Phonics cards 1, 2, 7, 27 (Aa apple, A Annie, Dd dog, Nn nose); Phonics cards 31–32 (Pp panda, pen); Sounds and letters poster

## Warmer

- Use the Sounds and letters poster to revise the letter sounds /dʒ/ – /b/.
- Children take it in turns to come to the front of the class. Point to the phonics /dʒ/ – /b/ in turn for the child to say.

## Lead-in

- Draw dotted outlines of the letter *P* and *p* on the board.
- Facing the board, draw the letters in the air as you say the sound /p/. Children draw the letters in the air with you.
- Join the dotted lines to complete the letters *P* and *p*.
- Draw more dotted examples on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 78

- Say *Open your books*. Play the first part of the recording for children to listen to the letter sound /p/.
- Point to the *P* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *p* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Listen and point to *panda* and *pen* as you hear the words.
- Play the second part for children to repeat in chorus.

## Transcript 78

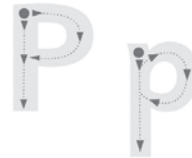
<b>Listen, trace and point.</b>	<b>Listen and repeat.</b>
/p/	/p/
/p/ panda	/p/ panda
/p/ pen	/p/ pen

## 2 Listen and chant. 79


- Point to the picture of Polly the panda holding a pen. Point to the panda and say *Polly is a panda* ... Point to the pen and say *She has got a pen*.
- Point to each word and say the sentences again. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Put the phonics cards /p/ *panda* and /p/ *pen* in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play it again, pausing after each line for children to repeat.
- Play it all the way through for children to repeat.

**Lesson Three Sounds and letters**


**1 Listen, trace and point. Repeat. 78**



panda



pen




**2 Listen and chant. 79**

**3 Stick. Then circle and say. 79**

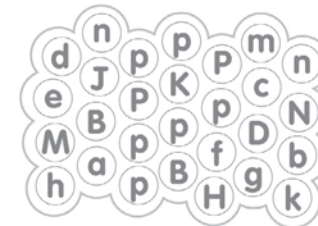

P

p



Polly is a panda.  
She has got a pen.

**4 Colour the letter Pp.**

Complete the writing task on page 79 of the Workbook. page 79

46 Unit 6 Pp - panda, pen

## Transcript 79

Polly is a panda,  
She has got a pen.  
/p/, /p/, /p/  
/p/, /p/, /p/

## 3 Stick. Then circle and say.

- Point to the picture of Polly the panda holding a pen. Point to the lower-case *p* and elicit /p/.
- Say *Let's stick the sticker*. Hold up the *p* sticker and encourage children to place it correctly on their books.
- Then point to the example circle and say *Circle /p/*. Trace the circle with your finger as you say the word *circle*. Point and say /p/ – *pen, panda*. Children repeat in chorus.
- Repeat with upper-case *P* and *Polly*.
- Allow time for children to draw a circle around the letter.

## 4 Colour the letter Pp.

- Hold up your Class Book and point to the letter grid. Point to the letters and elicit the letter sounds from the class.
- Say *Colour the letter p*. Point to the example and say /p/. Mime colouring the circle as you say the word *colour*.
- Give children enough time to colour all the letters *p*.

## Optional activity

- Play a spelling game with phonics cards Pp pen, Aa apple, Nn nose, Dd dog and A Annie. Write *panda* on the board. Give the cards to five children and ask them to stand in a line in the correct order to spell *panda*.

## Further practice

Workbook page 46

Handwriting, Workbook page 79

Handwriting practice, Teacher's Resource Centre



# Lesson Four CB page 47

## Learning outcomes

To learn the numbers 13 and 14

To learn the number words *thirteen* and *fourteen*

## Language

Core: 13, 14, thirteen, fourteen

Recycled: 1–12, one – twelve, count, lions, birds

Extra: zoo

## Materials

CD 79–81; Phonics card 23 (LI lion)

## Warmer 79

- Play the chant from Lesson 3 again to revise the /p/ sound. When children hear the /p/ sound they stamp their feet.

## Lead-in

- Write 1 to 12 on the board. Add 13 and 14 to the list. Point to each number and model the words for children to repeat.
- Practise counting 13 or 14 pencils, desk, chairs and other classroom objects with the class.
- Draw dotted outlines of the numbers 13 and 14 on the board and demonstrate how to write them. Children draw the numbers in the air.

## 1 Listen, trace and repeat. 80


- Say *Open your books*. Play the recording and point to numbers 13 and 14 as you hear the words.
- Trace the number 13 with your finger. Give children enough time to trace the number 13 with their finger in their books.
- Encourage the children to point at the lions as they hear each growl on the audio.
- Trace the number 14 with your finger. Give children enough time to trace the number 14 with their finger in their books.
- Encourage the children to point at the birds as they hear each tweet on the audio.
- Play the recording again. Point to the numbers in turn and say 13, 14. Children repeat in chorus.

## Transcript 80


13 14

## 2 Point and sing. 81

- Point to the picture of the lions. Say *Let's count the lions*. Encourage the children to count with you.
- Point to the picture of the birds. Say *Let's count the birds*. Encourage the children to count with you.
- Play the recording all the way through for the children to listen to. Encourage them to clap and count in time with the audio.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song.

1 Listen, trace and repeat.  80

2 Point and sing.  81

Let's sing! 



3 Count and say. Then write the number.

pandas  bears  lions  hippos



Numbers: 13, 14 Unit 6 47

## Transcript 81

They're lions. They're lions.

They're lions. At the zoo.

1, 2, 3, 4, 5

6, 7, 8, 9, 10

11, 12, 13

Thirteen lions

At the zoo.

They're birds. They're birds.

They're birds. At the zoo.

1, 2, 3, 4, 5

6, 7, 8, 9, 10

11, 12, 13, 14

Fourteen birds

At the zoo.

## 3 Count and say. Then write the number.

- Hold up your book and point to the picture.
- Point to the words in turn and say *pandas ... bears ... lions ... hippos*. Use phonics card /l/ lion to revise lion if necessary. Encourage the class to say the words with you.
- Point to a panda and say *How many pandas?* Point to each panda in turn and count. Encourage the children to count with you. Say *11 pandas*.
- Give children time to trace the example number 11 in the first box. Repeat the procedure for bears, lions and hippos. Encourage the children to count with you.
- Give children enough time to write the numbers in the boxes, then go through the answers with the class.

## ANSWERS

pandas 11, bears 13, lions 14, hippos 7

## Further practice

Workbook page 47

Student Website • Unit 6 • Numbers

Online Practice • Unit 6 • Numbers

# Lesson Five CB page 48

## Learning outcomes

To recognize the upper- and lower-case forms of the letters *q* and *r* and associate them with the sounds /kw/ and /r/

To pronounce the sounds /kw/ and /r/

## Language

Core: *queen, quilt, river, rainbow*

Recycled: *has got, look at*

## Materials

CD 82–83; Phonics cards 33–36 (Qq queen, quilt, Rr river, rainbow); a sheet of paper and coloured crayons for each child (optional)

## Warmer

- Play *Forwards and Backwards* to revise numbers 1 to 14 (see page 25).

## Lead-in

- Draw dotted outlines of the letter *Q* and *q* on the board.
- Facing the board, draw the letters in the air for children to copy. Then join the dotted lines to complete the letters.
- Repeat the procedure for the letter *R* and *r*.
- Draw more dotted outlines of the letters *Q* and *q*, *R* and *r* on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 82

- Say *Open your books*. Play the first part of the recording for children to listen to the letter sound /kw/. Point to the letters *Q* and *q*.
- Trace the letters with your finger. Children trace the letters with their fingers in their books.
- Then listen and point to the words *queen* and *quilt*.
- Repeat the process with the sound /r/, the letters *R* and *r*, and the words *river* and *rainbow*.
- Play the second part for children to repeat in chorus.

## Transcript 82

### Listen, trace and point.

/kw/

/kw/ queen

/kw/ quilt

/r/

/r/ river

/r/ rainbow

### Listen and repeat.

/kw/

/kw/ queen

/kw/ quilt

/r/

/r/ river

/r/ rainbow

## 2 Listen and chant. 83

- Hold up your Class Book and point to the picture.
- Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics cards 33–36 (queen, quilt, rainbow, river) when you hear the words.
- Play the chant again, pausing for children to repeat.
- Play it once more all the way through for children to repeat as they listen.

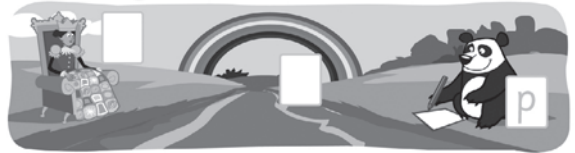
## Lesson Five Sounds and letters

### 1 Listen, trace and point. Repeat. 82



### 2 Listen and chant. 83

### 3 Stick and say. 83



### 4 Circle the letters Qq and Rr.

The **Q**ueen has got a quilt.  
Look at the rainbow. Look at the river.

Complete the writing task on pages 79–80 of the Workbook.

48

Unit 6 Qq – queen, quilt; Rr – river, rainbow

pages  
79–80

## Transcript 83

Queen. The queen.

/kw/, /kw/, /kw/

The queen has got a quilt.

/kw/, /kw/, /kw/

Look at the rainbow

/r/, /r/, /r/

By the river.

/r/, /r/, /r/

(Repeat)

## 3 Stick and say.

- Point to the picture of the queen by the river. Say *Let's stick the stickers*. Hold up the *q* sticker. Say the sound /kw/.
- Put it on the letter *q*. Say /kw/ – queen. Children copy and repeat in chorus.
- Children put the *r* and *p* stickers on the correct letters. Go around the class and check.

## 4 Circle the letters Qq and Rr.

- Hold up phonics cards *q* and *r* and say the letter sounds /kw/ and /r/ for children to repeat.
- Point to the example circle and say *Circle the letter q*. Trace the circle with your finger as you say the word *circle*.
- Children find more examples of the letter *q* and draw circles.
- Point to the letter *r* in *rainbow*. Say *Circle the letter r*. Trace a circle again as you say the word *circle*.
- Children find and circle other examples of the letter *r*.

## Further practice

Workbook page 48

Handwriting, Workbook pages 79–80

Handwriting practice, Teacher's Resource Centre

Student Website • Unit 6 • Sounds and letters

Online Practice • Unit 6 • Sounds and letters

# Lesson Six CB page 49

## Skills development

- To recognize and identify words
- To develop listening skills by listening to a short story
- To revise and consolidate language introduced in the unit

## Language

Recycled: vocabulary and structures from the unit

## Materials

CD 02, 77, 84; Zoo animals flashcards 37–41; Phonics cards 5, 7, 8, 10, 11, 16, 17, 22, 23, 30, 31 (Cc cat, Dd dog, Dd duck, Ee elephant, Ff fish, Hh horse, Ii insect, Kk kangaroo, Ll lion, Oo octopus, Pp panda)

## Warmer 77

- Play the song from Lesson 2 to revise vocabulary.

## Lead-in

- Play *Where was it?* with Zoo animals flashcards 37–41 to revise *What are they? They're (bears)* (see page 24).

## 1 Listen to the story. 84

- Say *Open your books*. Play the recording. Pause after each frame for children to listen and point to the pictures.
- Play the recording again. Pause after each line for children to point to the characters as they hear the words.

## Transcript 84

Frame 1

**Tim** Look, Billy. What are they?

**Billy** ga, ga

**Tim** They're crocodiles.

**Rosy** They're crocodiles, Billy.

**Billy** Crocodiles. Snap! Snap!

Frame 2

**Rosy** What are they, Billy?

**Billy** ga, ga

**Rosy** They're birds.

**Tim** They're birds, Billy.

**Billy** Birds. Tweet tweet! Tweet tweet!

Frame 3

**Tim** Billy. What are they?

**Billy** ga, ga

**Rosy** They're tigers.

**Tim** They're tigers.

**Billy** Tigers. Roar, roar!

Frame 4

**Billy** Roar, roar, roar, roar! They're tigers. They're tigers.

**Rosy** Ah! They aren't tigers, Billy!

**Tim** They're boys.

## 2 Read and say.

- Write *They're ...* on the board. Place the crocodile picture card next to it. Point to each word and read slowly to elicit the full sentence *They're crocodiles*.
- Write the Zoo animals words across the top of the board. Say *Point to 'crocodile'*. When children point to the correct word, replace the picture card with the written word to form the full sentence. Read the sentence with the class.

## 1 Listen to the story. 84

## 2 Read and say.

## 3 Listen again and repeat. Act.

## They're tigers!



They're crocodiles.



They're birds.



They're tigers.



They're boys.

Consolidation: What are they? They're birds. Unit 6 49

- Continue until you have practised all the animal words.
- Point to the sentence below picture 1 and read it with the class. Repeat with all the sentences.
- Ask one or two children to read a sentence to the class.

## 3 Listen again and repeat. Act. 84

- Play the recording once all the way through, then play it again, pausing for children to listen and repeat.
- Divide the class into groups of three to play the parts of Rosy, Tim, Grandma, and Billy.
- Choose and demonstrate some actions for the story. Play the recording again for children to mime the actions.
- Let children practise acting the story in their groups, then ask one or two groups to act out the story for the class.
- At the end of the lesson play the *Goodbye* song.

## Story actions

- Picture 1: Tim is pointing to the crocodiles. Billy is making a snapping action with his hands. Rosy is smiling. Grandma is pushing Billy's pushchair.
- Picture 2: Billy has both arms outstretched. Rosy is pointing to the birds. Tim and Grandma are smiling.
- Picture 3: Billy is saying baby noises. Tim and Rosy are pointing to the tigers. Grandma is laughing.
- Picture 4: Billy is roaring like a tiger. Rosy and Tim are laughing. Grandma is pointing to the boys.

## Further practice

### Workbook page 49

Values worksheet, Unit 6, Teacher's Resource Centre

Unit 6 test, Teacher's Resource Centre

Student Website • Unit 6 • Grammar

Student Website • Listen at home • Track 31 (Words), Tracks 32, 34 (Songs), Tracks 33, 35 (Phonics)

Online Practice • Unit 6 • Story

# Values Time! ②

## Everyday English CB page 50

### Learning outcomes

To learn the value of sharing with others  
To use everyday English expressions connected with this value

### Language

*Share my (crayons). Thank you. You're welcome.*

### Materials

CD 85–86

### Warmer

- Ask what sharing means. (*Giving other people your things when they need them.*) Ask why it is important. (*It's polite and makes other people happy.*)
- Look at the first picture in Exercise 1. Ask what the children are doing (*drawing*). Ask *What does Kate have? (crayons)* *Does James have crayons? (no)* Say *Kate is giving the crayons to James. She is sharing. How does he feel? (He is happy.)*

### 1 Listen, read and say. 85

- Play the recording. Children follow in their Class Books.
- Play it again, pausing for children to say the dialogue along with the recording.

### Transcript 85

- 1 **Kate** Here, share my crayons.  
2 **James** Thank you.  
**Kate** You're welcome.

### 2 Listen and number. 86

- Focus on the example. Explain that they need to listen and match the dialogues they hear to the pictures.
- Play the recording for the children to listen and number the pictures. Pause after each dialogue.

### Transcript 86

- 1 **Girl 1** Here, share my pencils.  
**Girl 2** Thank you.  
**Girl 1** You're welcome.  
2 **Girl** Here, Tom. Share my crayons.  
**Boy** Thank you.  
**Girl** You're welcome.  
3 **Boy 1** Share my desk.  
**Boy 2** Thank you.  
**Boy 1** You're welcome.  
4 **Girl** Share my pen.  
**Boy** Thank you.  
**Girl** You're welcome.


### ANSWERS

Clockwise: 1, 2, 4, 3

## Values Time! ②

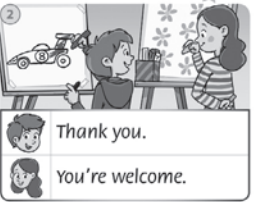
Everyday English

**1 Listen, read and say. 85**



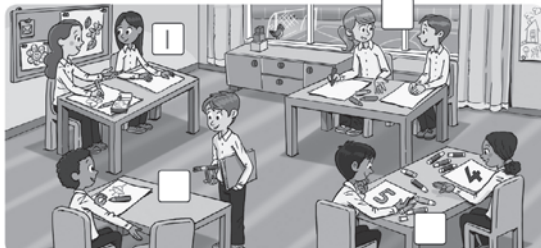
1 Here, share my crayons.

**2 Share with others**

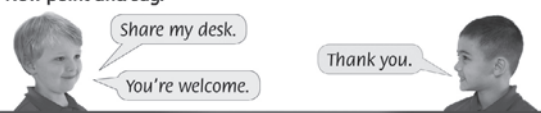


2 Thank you.  
You're welcome.

**2 Listen and number. 86**



**3 Now point and say.**



Share my desk.  
Thank you.  
You're welcome.

50 Values Time! 2 Share with others

### 3 Now point and say.

- Show children the Everyday English expressions (*Share my desk. Thank you. You're welcome.*)
- Read out the first expression (*Share my desk.*) Ask the students to point to the correct written expression. Continue with the other two expressions.
- Hold up some classroom objects the children know in English (*glue, book, pencil* etc.) Elicit the functions from the children: hold up a book for the class to chant *Share my book. Reply Thank you. The children chant You're welcome.* Repeat with three or four more objects.
- Ask children to point to an object in the picture from Exercise 2. Their partner uses this object in the expression. (*Share my pencil. Thank you. You're welcome.*)

### Optional activity

- Create four stations around the classroom with different objects, e.g. crayons, pencils, and glue sticks. Leave one station with only a desk and chairs around it.
- Divide the class into four groups. Ask each group to stand at a station. Divide each group into two groups, A and B. Ask Group A to stand by the objects and share them with the Group B (*Share my desk.*) Group B thanks Group A and takes the object (*Thank you.*) Group A responds (*You're welcome.*)
- Move groups to the next station and swap roles. Continue until the children have been to each station.

### Further practice

Workbook page 50

Online Practice • Values Time! 2



# Project CB page 51

## Learning outcomes

To make a family portrait.

To use everyday English expressions for sharing during the project.

## Language

*Share my (paper). Thank you. You're welcome.*

## Materials

CD 87–88; Flashcards 11–15, 42–45

## Warmer

- Hand out a different school things flashcard to each pair of children. Say an object. The pair with the correct flashcard stand up and say the correct expression from the previous lesson. (*Share my pencil.*) Respond politely. (*Thank you.*) The pair of children respond politely (*You're welcome*). Continue with other pairs.

### 1 Listen, point and repeat. 87

- Say *Open your books* and model the action for children to copy. Hold up your book and point to the pictures.
- Play the first part of the recording (*Listen and point*). Point to the pictures in time with the audio. Children listen and point to the appropriate pictures.
- Play the second part of the audio (*Listen and repeat*) for children to repeat the words in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Show school things flashcards 42–45. Children say the words.

## Transcript 87

### Listen and point.

paper, glue, paint, scissors

glue, paper, scissors, paint

### Listen and repeat.

paper, glue, paint, scissors

### 2 Listen and chant. 88

- Play the recording for children to listen and chant.
- Play it a second time for children to say the words. Demonstrate actions for each word: *paper* (wave) *scissors* (clap) *glue* (stamp feet) *paint* (tap the desk). Divide the class into groups of three. Give each group a line from the chant.
- Say the chant with the class. Each group says their line and does the correct action.

## Transcript 88

paper, scissors, glue, paint


paper, scissors, glue, paint

### 3 Point and say.

- Show children the Everyday English expressions (*Share my paper. Thank you. You're welcome.*)
- Read out the first expression and ask children to point to the correct written expression. Continue with the other two expressions (*Thank you. You're welcome.*)

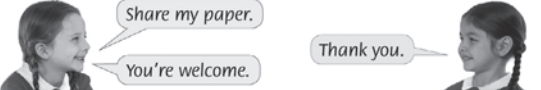
### Project

**1 Listen, point and repeat.** 87

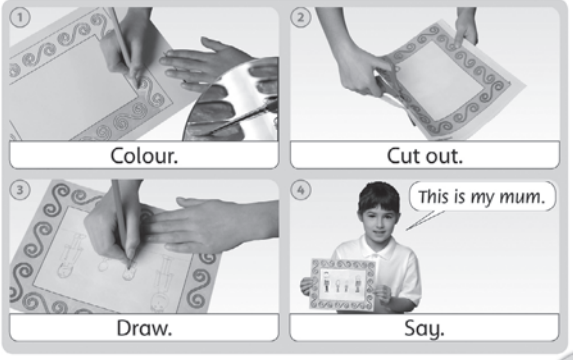


**2 Listen and chant.** 88

**3 Point and say.**



**4 Make a family portrait and say.**



Project: a family portrait 51

- Ask children to choose and point to one of the pictures above (*paper, scissors, glue, paint*). Their partner uses this object in the expression. (*Share my paper. Thank you. You're welcome.*)

### 4 Make a family portrait and say.

- Ask children to look at picture 4 in Exercise 4. Ask them what a family portrait is (*a picture of my family*).
- Ask children what materials they will need to make the portrait (*paper, colouring pencils, scissors and a glue stick*)
- Divide the class into four groups. Hand out the materials they need to make a family portrait. If appropriate, hand out fewer objects than children so they will have to share (one set of colouring pencils, two scissors etc).
- Use the pictures and instructions to talk the children through the process of making their portraits. Demonstrate with your own completed family portrait and make sure children understand what they have to do.
- Move around the class as the children work, encouraging them to use the polite language from the lesson (*Share my scissors. Thank you. You're welcome.*)
- Ask children to show their finished portraits to the class.
- Children show their picture and point to the people in their family. They tell the children who the people are. (*This is my brother. This is my mother, etc.*)
- Display the portraits in class or let children take them home.

### Optional activity

- Use the portraits in a gallery walk. Place the finished portraits on the walls around the class at child height. Children try to guess which child drew each picture.

### Further practice

Workbook page 51

Student Website • Unit 6 • Values Time!

Online Practice • Values Time! 2



## Lesson One CB page 54

### Learning outcomes

- To learn job words
- To practise job words in the form of a chant

### Language

Core: *pupil, teacher, waiter, vet, builder*

### Materials

CD 01, 89–90; Jobs flashcards 46–50

### Warmer 01

- Start the lesson by playing the *Hello* song.
- Revise the animal mimes learnt in the previous lesson. Play *Freeze* as children do the animal mimes (see page 25).

### Lead-in

- Use flashcards 46–50 to introduce the vocabulary. Hold them up and say the words for children to repeat in chorus.
- Repeat as necessary until children remember the words.

### 1 Listen, point and repeat. 89

- Say *Open your books*. Play the first part of the recording. Hold up your book and point to the pictures with the audio. Children listen and point to the appropriate pictures.
- Play the second part for children to repeat in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up the flashcards and ask children to say the words.

### Transcript 89

#### Listen and point.

pupil, teacher, waiter, vet, builder  
builder, teacher, vet, pupil, waiter

#### Listen and repeat.

pupil, teacher, waiter, vet, builder

### 2 Listen and chant. 90

- Play the recording for children to listen to the chant. Hold up your book and point to the pictures as you hear them.
- Play the chant a second time for children to say the words.
- Demonstrate the actions (stamp, clap) for each word.
- Divide the class into groups of five. Give each group a word from the chant.
- Say the chant with the class and do the actions for children to copy. Each group says their line in time with the audio.

### Transcript 90


teacher, teacher [clap, clap, clap]  
pupil, pupil [stamp, stamp, stamp]  
waiter, waiter [clap, clap, clap]  
vet, vet [stamp, stamp, stamp]  
builder, builder [clap, clap, clap]

## 7 Are they teachers?


Lesson One Words

**1 Listen, point and repeat.** 89


**2 Listen and chant.** 90




pupil




teacher



waiter

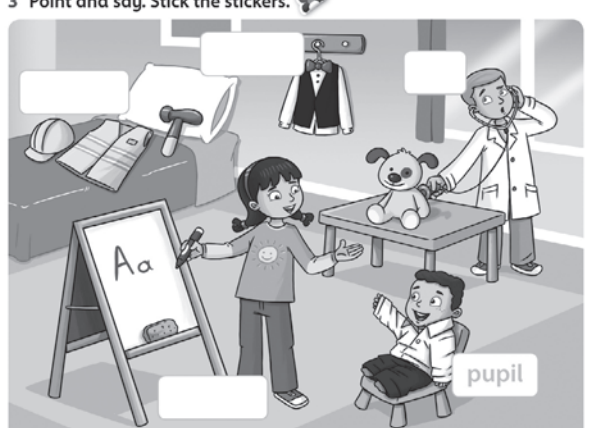


vet



builder

**3 Point and say. Stick the stickers.**



pupil

54 Unit 7 pupil, teacher, waiter, vet, builder

### Optional activity

- Demonstrate an action for each word: *pupil* (open a book), *teacher* (write on the board), *waiter* (hold a tray), *vet* (use a stethoscope), *builder* (hammer a nail).
- Play the recording again. Children do the actions instead of clapping and stamping as they say the words.

### 3 Point and say. Stick the stickers.

- Hold up your book and point to the picture. Point to Billy and the word *pupil* and say *pupil*.
- Repeat and encourage the children to point to the pictures and say the words with you in chorus.
- Say *Let's stick the stickers*. Take the *pupil* sticker and show it to the class. Say *pupil* and stick it on the caption box.
- Children copy you and place the stickers.

### Optional activity

- Write one of the job words on the board and replace two or three letters with a dash, e.g. *\_ u p \_ \_*. Say the word and elicit the missing letter sounds from the class to complete the word.
- Continue with all the job words. Make sure you only gap letter sounds the children have learnt so far so that they can shout out the answers.

### Further practice

Workbook page 54

Student Website • Unit 7 • Words

Online Practice • Unit 7 • Words

# Lesson Two CB page 55

## Learning outcomes

- To ask the question *Are they (teachers)?*
- To answer *Yes, they are. No, they aren't.*
- To sing a song

## Language

- Core: *Are they (waiters)? Yes, they are. No, they aren't.*
- Extra: *dressing up*

## Materials

- CD 90–91; Jobs flashcards 46–50

### Warmer 90

- Play the Jobs chant from Lesson 1 to revise the vocabulary.

### Lead-in

- Use the pictures in Exercise 2 to practise the structure.
- Point to the picture of the adult waiters and ask *Are they waiters?* Nod your head up and down elicit *Yes, they are.* Point to the picture of the teachers and ask *Are they vets?* Shake your head from side to side and elicit *No, they aren't.*
- Practise the structure with the rest of the pictures.

### 1 Look and say.

- Hold up your Class Book and point to the *Let's learn!* box. Read the question *Are they builders?* Nod your head and say *Yes, they are.* Children repeat in chorus.
- Read the second question *Are they waiters?* Shake your head and elicit from the class *No, they aren't.* Children repeat in chorus. When the answer is *No, they aren't,* ask *What are they?* to elicit *They're (vets).*
- Ask pairs of children to ask and answer the questions.

### 2 Listen and sing. 91

- Hold up your book. Point to the first picture of the children in Exercise 2. Explain that they are dressing up as vets. Model the words for children to repeat.
- Play the recording all the way through. Children listen as you sing along. Repeat the actions they learnt in Lesson 1.
- Play the recording again. As you sing, point to the pictures in the book and do the actions. Children join in.


### Transcript 91

Dressing up, Dressing up  
 The boy and girl  
 are dressing up  
 Are they waiters?  
 Yes, they are.  
 Are they waiters?  
 Yes, they are.  
 Dressing up, Dressing up  
 The boy and girl  
 are dressing up  
 Are they teachers?  
 No, they aren't.  
 Are they teachers?  
 No, they aren't.  
 Dressing up, Dressing up


**Lesson Two Grammar and song**

**1 Look and say.**


**Let's learn!**








Are they builders?  
Yes, they are.








Are they waiters?  
No, they aren't.

**2 Listen and sing.  91**

**Let's sing!** 



**3 Match, ask and answer.**

Are they waiters?

Yes, they are.

*Are they waiters? Yes, they are. No, they aren't.*    **Unit 7**    **55**

The boy and girl  
 are dressing up  
 Are they builders?  
 Yes, they are.  
 Are they builders?  
 Yes, they are.  
 Dressing up, Dressing up  
 The boy and girl  
 are dressing up  
 Are they vets?  
 No, they aren't.  
 Are they vets?  
 No, they aren't.

### Optional activity

- Give flashcards to four different children. Play the recording for children to sing. Each time the children sing their job word they hold up the flashcard.

### 3 Match, ask and answer.

- Hold up your book and point to the pictures. Explain that you are going to find out what jobs the children are dressing up as.
- Point to the picture of the waiters on the left. Say *What are they?* Elicit *They're waiters.* Trace the line with your finger to the picture of the children. Ask *Are they waiters?* Elicit *Yes, they are.* Model the question and answer for children to repeat in chorus.
- Repeat the same procedure with each picture. Model the question and elicit *Yes, they are* or *No, they aren't.* Then repeat the question and answer for children to repeat in chorus.

### Further practice

Workbook page 55

Online Practice • Unit 7 • Grammar and song

# Lesson Three CB page 56

## Learning outcomes

To recognize the upper- and lower-case forms of the letter *s* and associate them with the sound /s/

To pronounce the sound /s/

## Language

Core: *sofa, sock*

Recycled: *pen, river, sister, lion, sad, mango, nose, hat*

Extra: *there's, snake*

## Materials

CD 92–93; Jobs flashcards 46–50; Phonics cards 37–38 (*Ss sofa, sock*)

## Warmer

- Play *What's the picture?* to revise vocabulary (see page 25).

## Lead-in

- Draw dotted outlines of the letter *S* and *s* on the board.
- Facing the board, draw the letters in the air as you say the sound /s/. Children draw the letters in the air with you.
- Join the dotted lines to complete the letters *S* and *s*.
- Draw more dotted examples on the board and ask children to come and join the dots.

### 1 Listen, trace and point. Repeat. 92

- Say *Open your books*. Play the first part of the recording for children to listen to the letter sound /s/.
- Point to the *S* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *s* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Listen and point to *sofa* and *sock* as you hear the words.
- Play the second part and have children repeat in chorus.

## Transcript 92

### Listen, trace and point.

/s/  
/s/ sofa  
/s/ sock

### Listen and repeat.




/s/  
/s/ sofa  
/s/ sock

### 2 Listen and chant. 93

- Hold up your Class Book and point to the picture of the sock on the sofa. Point to the sock and say *There's a sock ...* Point to the sofa and say *... on the sofa*. Point to each word and encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Put the phonics cards /s/ *sofa* and /s/ *sock* in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing for children to repeat.
- Play the chant all the way through for children to repeat.

**Lesson Three Sounds and letters**


**1 Listen, trace and point. Repeat.** 92

**2 Listen and chant.** 93

**3 Stick. Then circle the beginning s sound and say.** 93

S



There's a sock  
on the sofa.

**4 Circle the words that begin with Ss.**

pen

sofa

river

sock

sister

lion

sad

mango

nose

hat

snake

Complete the writing task on page 80 of the Workbook. page 80

56 Unit 7 Ss – sofa, sock

## Transcript 93

There's a  
sock on the sofa  
sock on the sofa  
sock on the sofa  
/s/, /s/, /s/

### 3 Stick. Then circle the beginning s sound and say.

- Hold up your Class Book and point to the picture of the sock on the sofa. Point to the lower-case *s* and elicit /s/.
- Say *Let's stick the sticker*. Hold up the *s* sticker and encourage children to place it correctly on their books.
- Then point to the example circle and say *Circle /s/*. Trace the circle with your finger as you say the word *circle*. Point and say /s/ – *sock*. Children repeat in chorus.
- Repeat with *sofa*.
- Give children enough time to draw a circle around the corresponding letter in blue.

### 4 Circle the words that begin with Ss.

- Hold up your Class Book and point to each of the words in turn. Say the initial sound and then the word. Encourage the children to say the sounds and words with you.
- Point to the example and say *Circle the words that begin with the letter s*. Trace the example circle as you say the word *circle*. Explain that you only want the *s* at the beginning of the word not in the middle.
- Allow time for children to draw a circle around the letter *s* at the beginning of the words *sock, sister, sad* and *snake*.

## Further practice

Workbook page 56

Handwriting, Workbook page 80

Handwriting practice, Teacher's Resource Centre

# Lesson Four CB page 57

## Learning outcomes

To learn the numbers 15 and 16

To learn the number words *fifteen* and *sixteen*

## Language

Core: 15, 16, fifteen, sixteen

Recycled: 1–14, one – fourteen, count, hat, builders, pupils

Extra: In a row, Let's go

## Materials

CD  94–95

### Warmer

- Play *Bingo* to revise the numbers 1 to 14. Children draw a grid, three by three. Call out the numbers in any order. (see page 25).

### Lead-in

- Write 1 to 14 on the board. Count them in sequence and encourage the class to count with you. Add 15 and 16 to the list. Point to each number and model the words for children to repeat.
- Draw dotted outlines of the numbers 15 and 16 on the board and demonstrate how to write them. Children draw the numbers in the air.

### 1 Listen, trace and repeat. 94


- Say *Open your books*. Play the recording and point to numbers 15 and 16 as you hear the words. Clap in time with the audio.
- Trace the number 15 with your finger. Let children trace the number 15 with their finger in their books.
- Encourage the children to point at the builder helmets as they hear each hammer on the audio.
- Trace the number 16 your finger. Let children trace the number 16 with their finger in their books.
- Encourage the children to point at the pupils as they hear each school bell on the audio.
- Play the recording again. Point to the numbers in turn and say 15, 16. Children repeat in chorus.

### Transcript 94


15      16

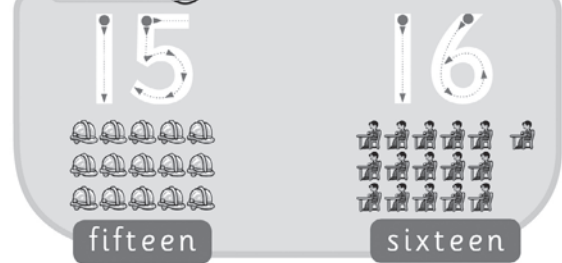
### 2 Point and sing. 95

- Point to the picture of the builders' hats. Say *Let's count the hats*. Encourage the children to count with you.
- Point to the picture of the pupils. Say *Let's count the pupils*. Encourage the children to count with you.
- Play the recording all the way through for the children to listen to. Encourage them to clap and count in time with the audio.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song.

1 Listen, trace and repeat.  94

2 Point and sing.  95

Let's sing! 



3 Count and add.



+



=



+



=



Numbers: 15, 16      Unit 7      57

### Transcript 95

Fifteen builders

In a row.

Let's count the builders

Here we go.

1, 2, 3, 4, 5

6, 7, 8, 9, 10

11, 12, 13, 14, 15

Fifteen builders

In a row.

Sixteen pupils

In a row.

Let's count the pupils

Here we go.

1, 2, 3, 4, 5

6, 7, 8, 9, 10

11, 12, 13, 14, 15, 16

Sixteen pupils

In a row.

### 3 Count and add.

- Hold up your book and point to the group of builders. Say *How many builders?* Encourage the class to count them with you. Say *ten*.
- Trace the number 10 with your finger. Give children time to write the number with a pencil or crayon.
- Say *How many pupils?* Encourage the class to count them with you. Say *five*.
- Trace the number 5 with your finger. Give children time to write the number with a pencil or crayon.
- Demonstrate how to add 10 and 5 by counting on your fingers. Encourage the children to count with you. Point to the box and trace the number 15 with your finger. Give children time to write the number in the box.
- Repeat the stages for the sum below ( $8 + 8 = 16$ )

### ANSWERS

$10 + 5 = 15$ ,  $8 + 8 = 16$

### Further practice

Workbook page 57

Student Website • Unit 7 • Numbers

Online Practice • Unit 7 • Numbers



# Lesson Five

CB page 58

## Learning outcomes

To recognize the upper and lower-case forms of the letters *t* and *u* and associate them with the sounds /t/ and /ʌ/

To pronounce the sounds /t/ and /ʌ/

## Language

Core: *towel, turtle, umbrella, up*

Recycled: *It has got*

Extra: *goes*

## Materials

CD 96–97; Phonics cards 39–42 (Tt towel, turtle, Uu umbrella, up)

## Warmer

- Play a clapping game to revise numbers 1 to 16. Clap a number for children to guess.
- Children take turns to come to the front of the class, whisper a number to you and clap it for the class to guess.

## Lead-in

- Draw dotted outlines of the letter *T* and *t* on the board.
- Facing the board, draw the letters in the air for children to copy. Join the dotted lines to complete the letters.
- Repeat the procedure for the letter *U* and *u*.
- Draw more dotted outlines of the letters *T* and *t*, *U* and *u* on the board and ask children to come and join the dots.

### 1 Listen, trace and point. Repeat. 96

- Say *Open your books*. Play the first part of the recording for children to listen to the letter sound /t/. Point to the letter *T* and *t*.
- Trace the letters with your finger. Children trace the letters with their fingers in their books.
- Listen and point to the words *towel* and *turtle*.
- Repeat the process with the sound /ʌ/, the letter *U* and *u*, and the words *umbrella* and *up*.
- Play the second part for children to repeat in chorus.

### Transcript 96

#### Listen, trace and point.

/t/  
/t/ towel  
/t/ turtle  
/ʌ/  
/ʌ/ umbrella  
/ʌ/ up

#### Listen and repeat.

/t/  
/t/ towel  
/t/ turtle  
/ʌ/  
/ʌ/ umbrella  
/ʌ/ up

### 2 Listen and chant. 97

- Hold up your Class Book. Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics cards 39–42 (*towel, turtle, umbrella, up*) when you hear the words.
- Play the chant again, pausing for children to repeat.
- Play it all the way through for children to repeat.

## Lesson Five Sounds and letters

### 1 Listen, trace and point. Repeat. 96



### 2 Listen and chant. 97

### 3 Stick and say.



### 4 Circle the letters *Tt* and *Uu*.

Look at the turtle. It has got a towel.  
Look at the umbrella. It goes up.

Complete the writing task on page 80 of the Workbook.

page 80

58

Unit 7 Tt – towel, turtle; Uu – umbrella, up

## Transcript 97

Look at the turtle.  
It has got a towel.  
/t/, /t/, /t/  
/t/, /t/, /t/

Look at the umbrella.  
It goes up, up, up.  
/ʌ/, /ʌ/, /ʌ/  
/ʌ/, /ʌ/, /ʌ/

## Optional activity

- Divide the class into two groups. Give two children in group 1 the phonics cards /t/ *turtle*, /t/ *towel*, and two children in group 2 the cards /ʌ/ *umbrella* and /ʌ/ *up*.
- Play the chant. Each group sings their verse, and children hold up the phonics cards as they hear the words.

### 3 Stick and say.

- Hold up your Class Book and point to the picture of the turtle with the towel. Say *Let's stick the stickers*. Hold up the *t* sticker. Say the sound /t/.
- Put it in the box. Say /t/ – *towel*. Children copy and repeat.
- Children put the *u* and *s* stickers in the correct boxes.

### 4 Circle the letters *Tt* and *Uu*.

- Hold up phonics cards *t* and *u* and say the letter sounds /t/ and /u/ for children to repeat.
- Point to the example and say *Circle the letter t*. Trace the circle with your finger as you say the word *circle*.
- Children find other examples of the letter *t* and draw circles.
- Point to the letter *u* in *umbrella*. Say *Circle the letter u*. Trace a circle again as you say the word *circle*.
- Children find other examples of the letter *u* and draw circles.

## Further practice

Workbook page 58

Handwriting, Workbook page 80

Handwriting practice, Teacher's Resource Centre

Student Website • Unit 7 • Sounds and letters

Online Practice • Unit 7 • Sounds and letters



# Lesson Six CB page 59

## Skills development

- To recognize and identify words
- To read simple sentences
- To develop listening skills by listening to a short story
- To revise and consolidate language introduced in the unit

## Language

Recycled: vocabulary and structures from the unit

## Materials

CD 02, 91, 98; Jobs flashcards 46–50

### Warmer 91

- Play the song from Lesson 2 to revise the vocabulary.

### Lead-in

- Give Jobs flashcards 46–50 to five pairs of children.
- Each pair takes it in turn to stand up, and give their flashcard to a third child. The rest of the class take turns to ask the third child *Are they (teachers)?* The child answers *Yes, they are* or *No, they aren't* until the job is guessed.

### 1 Listen and read. 98

- Say *Open your books*. Play the recording. Pause after each frame for children to listen and point to the pictures.
- Play the recording again. Pause after each line for children to point to the dialogue as they hear the words.
- Say each line for children to repeat in chorus. Encourage them to follow the words in their books.

### Transcript 98

Frame 1

**Billy** What are they?

**Rosy** They're builders.

**Billy** Builders. Builders.

Frame 2

**Billy** Are they builders?

**Rosy** No, they aren't. They're pupils.

**Billy** Pupils. Pupils.

Frame 3

**Billy** Are they pupils?

**Rosy** Yes, they are.

Frame 4

**Billy** Look. They're pupils. Hello, pupils! Hello, pupils!

**Rosy** No, Billy. Shh. They're teachers!

### 2 Read and say.

- Write *Are they ... ?* on the board. Place the *builder* picture card next to the words *Are they*. Point to each word and read slowly to elicit the full sentence *Are they builders?*
- Write the jobs words across the top of the board.
- Say *Point to 'builders'*. When children point to the correct word, replace the picture card with the written word to form the full sentence. Read the sentence with the class.
- Continue until you have practised all the jobs words.
- Read the sentences in each frame with the class.
- Ask one or two children to read a sentence to the class.

### 1 Listen and read. 98

### 2 Read and say.

### 3 Listen again and repeat. Act.

## Are they pupils?



Consolidation: Are they pupils? Yes, they are. No, they aren't. Unit 7 59

### Optional activity

- Play a miming game. Children take turns to come to the front and mime one of the jobs for the class to guess.

### 3 Listen again and repeat. Act. 98

- Play the recording once all the way through.
- Play the recording again, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Rosy, Tim, Billy and Mum.
- Choose and demonstrate some actions for the story.
- Play the recording again for children to mime the actions.
- Let children practise acting out the story in their groups, then ask one or two groups to act out the story for the class.
- At the end of the lesson play the *Goodbye* song.

### Story actions

- Picture 1: Billy is pointing. Mum is pushing the pushchair. Rosy is indicating with her hand.
- Picture 2: Rosy has her hand over her mouth because she's laughing. Billy is pointing. Tim is shaking his head. Mum is pushing the pushchair.
- Picture 3: Billy is pointing. Rosy is nodding her head. Mum and Tim are smiling.
- Picture 4: Billy is waving. Rosy is saying *shh*. Mum and Tim are shaking their heads.

### Further practice

Workbook page 59

Values worksheet, Unit 7, Teacher's Resource Centre

Unit 7 test, Teacher's Resource Centre

Student Website • Unit 7 • Grammar

Student Website • Listen at home • Track 36 (Words), Tracks 37, 39 (Songs), Tracks 38, 40 (Phonics)

Online Practice • Unit 7 • Story

## Lesson One CB page 60

### Learning outcomes

- To learn clothes words
- To practise clothes words in the form of a chant

### Language

- Core: *jumper, shirt, jacket, hat, belt*
- Recycled: *blue, green, red, white, black*

### Materials

- CD 01, 99–100; Colours flashcards 6–10; Clothes flashcards 51–55

### Warmer 01

- Start the lesson by playing the *Hello* song.
- Play *Snap!* with Colours flashcards 6–10 to revise the colours needed for this lesson (see page 24).

### Lead-in

- Use Clothes flashcards 51–55 to introduce the vocabulary for this lesson. Hold them up one at a time and say the words for children to repeat in chorus.
- Give the flashcards to five children. They take it in turns to stand up and show their card for the class to say the word.

### 1 Listen, point and repeat. 99

- Say *Open your books*. Play the first part of the recording. Hold up your book and point to the pictures with the audio. Children listen and point to the appropriate pictures.
- Play the second part for children to repeat in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up the flashcards and ask individuals to say the words.

### Transcript 99

#### Listen and point.

jumper, shirt, jacket, hat, belt

jacket, jumper, shirt, belt, hat

#### Listen and repeat.

jumper, shirt, jacket, hat, belt


### 2 Listen and chant. 100

- Play the recording for children to listen to the chant. Hold up your book and point to the pictures as you hear them.
- Play the chant a second time for children to say the words.
- Demonstrate an action for each word: *jumper* (pull on a jumper), *hat* (put on a hat), *belt* (fasten a belt), *jacket* (put on a jacket), *shirt* (button a shirt).
- Divide the class into groups of five. Give each group a word from the chant.
- Say the chant with the class and do the actions for children to copy.
- Each group says their line in time with the audio.


## 8 I've got a shirt!

### Lesson One Words


- Listen, point and repeat. 99
- Listen and chant. 100




jumper




shirt



jacket




hat



belt

- Point and say. Stick the stickers. +



60 Unit 8 jumper, shirt, jacket, hat, belt

### Transcript 100

jumper, jumper  
hat and belt  
jacket, jacket  
shirt and hat  
(Repeat)

### Optional activity

- Play the recording again. Children imagine they are wearing all the clothes named in the chant. They point to each item of clothing as they say the words.

### 3 Point and say. Stick the stickers.

- Hold up your book and point to the picture. Point to a jumper and say *It's a jumper. It's red.*
- Repeat with different clothes and encourage the children to say the clothes and the colours with you.
- Say *Let's stick the stickers*. Take the *jumper* sticker and show it to the class. Say *jumper* and stick it on the caption box. If necessary, go through the words in Exercise 2 to remind children of how the words look.
- Children copy you and place the stickers in the boxes.

### Optional activity

- Play *Order the letters* to practise spelling the clothes words (see page 24).

### Further practice

Workbook page 60

Student Website • Unit 8 • Words

Online Practice • Unit 8 • Words

# Lesson Two CB page 61

## Learning outcomes

To say the sentence *I've got a (a jacket).*

To sing a song

## Language

Core: *I've got a (hat).*

Recycled: *blue, green, red, white*

## Materials

CD 100–101; Colours flashcards 6–10; Clothes flashcards 51–55

## Warmer 100

- Play the Clothes chant from Lesson 1 to revise vocabulary.

## Lead-in

- Play *What have I got?* to present the structure for this lesson (see page 24). Use *I've got* instead of *What have I got?*

## 1 Look and say.

- Hold up your Class Book and point to the *Let's learn!* box. Read the sentence *I've got a jacket.* Point to your jacket, or hold up the flashcard as you say the word. Children repeat.
- Read the second sentence *I've got a jumper.* Point to your jacket, or hold up the flashcard as you say the word. Children repeat in chorus.
- Ask individual children to stand up and say a sentence for the class.

## 2 Listen and sing. 101

- Hold up your book. Point to the first picture of the children in Exercise 2. Say *I've got a* and elicit *hat*.
- Play the recording all the way through. Children listen as you sing along. Repeat the actions they learnt in Lesson 1.
- Play the recording again. As you sing, identify the correct pictures in the book ask children to point with you.
- Play the recording again for the children to sing the song, and do the actions.

## Transcript 101

*I've got a shirt.*

*I've got a shirt.*

*It's green. It's green.*

*It's a green shirt.*

*I've got a jumper.*

*I've got a jumper.*

*It's blue. It's blue.*

*It's a blue jumper.*

*I've got a hat.*

*I've got a hat.*

*It's red. It's red.*

*It's a red hat.*

*I've got a belt.*

*I've got a belt.*

*It's white. It's white.*

*It's a white belt.*

Lesson Two Grammar and song

**1 Look and say.**

**Let's learn!**

*I've got a jacket.*      *I've got a jumper.*

**2 Listen and sing. 101**

**Let's sing!**

**3 Point and say.** *I've got a hat.*

I've got a hat. Unit 8 61

## Optional activity

- Tell children you are going to sing a different version of the song. Explain that you are going to change some of the clothes and colour words using the flashcards.
- Sing the song again. Using Clothes and Colours flashcards, hold up different flashcards in place of the clothes and colour words in the song, e.g. *I've got a (jacket). .... It's a (black) jacket.*
- Children sing the new words based on the flashcards they see.

## Optional activity

- Play *Word chain* to revise the clothes vocabulary (see page 24).

## 3 Point and say.

- Hold up Clothes flashcard 51 and say *I've got a jumper.* Give the flashcard to a child to do the same.
- Point to the picture of the girl with the hat. Say *I've got a* and elicit *hat*. Point to each of the pictures in turn and model the sentence for children to repeat in chorus.
- Ask individual children to point to a picture and say the sentence for the class.

## Further practice

Workbook page 61

Online Practice • Unit 8 • Grammar and song

# Lesson Three CB page 62

## Learning outcomes

To recognize the upper- and lower-case forms of the letter *v* and associate them with the sound /v/


To pronounce the sound /v/

## Language

Core: *violin, vase*

Extra: *I've got a, Victor, Vicky*

## Materials

CD  102–103; Clothes flashcards 51–55; Phonics cards 43–44 (Vv violin, vase)

## Warmer

- Play *A long sentence* using the structure *I've got to* to revise the vocabulary and structure from the previous lesson (see page 25).

## Lead-in

- Draw dotted outlines of the letter *V* and *v* on the board.
- Facing the board, draw the letters in the air as you say the sound /v/. Children draw the letters in the air with you.
- Join the dotted lines to complete the letter *V* and *v*.
- Draw more dotted examples on the board and ask children to come and join the dots.

### 1 Listen, trace and point. Repeat. 102

- Say *Open your book*. Play the first part of the recording for children to listen to the letter sound /v/.
- Point to the *V* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *v* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Then listen and point to the words *violin* and *vase* as they appear on the audio.
- Play the second part for children to repeat in chorus.

### Transcript 102

#### Listen, trace and point.

/v/  
/v/ violin  
/v/ vase


#### Listen and repeat.


/v/  
/v/ violin  
/v/ vase


### 2 Listen and chant. 103

- Hold up your Class Book and point to the picture of the boy with the violin. Point to yourself and say *I'm (your name)*. Then point to the boy and say *I'm Victor*. Point to the violin and say ... *I've got a violin*. Point to Vicky and do the same. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Put the phonics cards /v/ *violin* and /v/ *vase* in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing for children to repeat.
- Place the chant once more all the way through for children to repeat as they listen.


**Lesson Three Sounds and letters**

**1 Listen, trace and point. Repeat.**  102







violin




vase

**2 Listen and chant.**  103


**3 Stick. Then circle the beginning v sound and say.** 

V




I'm Victor.  
I've got a violin.

v




I'm Vicky.  
I've got a vase.

**4 Join the letter Vv. Help Victor find the violin.**



J	N	V	q	U	L
V	l	M	v	s	v
n	v	r	t	V	a



Complete the writing task on page 80 of the Workbook. page 80

62 Unit 8 Vv – violin, vase

### Transcript 103

I'm Victor. I'm Vicky.  
I've got a violin. I've got a vase.  
/v/, /v/, /v/ /v/, /v/, /v/  
I've got a violin. I've got a vase.

### 3 Stick. Then circle the beginning v sound and say.

- Hold up your Class Book and point to the pictures of Victor with a violin, and Vicky with a vase. Point to the upper-case *V* and elicit /v/.
- Say *Let's stick the sticker*. Hold up the *V* sticker and encourage children to place it correctly on their books.
- Then point to the example circle and say *Circle /v/*. Trace the circle with your finger as you say the word *circle*. Point and say /v/ – *Victor, Vicky*. Children repeat in chorus.
- Repeat with lower-case *v* and *violin, vase*.
- Children circle the corresponding letter in blue.

### 4 Join the letter Vv. Help Victor find the violin.

- Point to the picture of Victor on the left of the page and the picture of the violin on the right.
- Point to the example line. Say *Join the letter v*. Trace the line from Victor to the letter *v* with your finger.
- Point to the next letter *v* in the bottom line and continue tracing the line with your finger.
- Children find the letters *V* and *v* and join them with a continuous line until they reach the picture of the violin.

### Further practice

**Workbook page 62**

**Handwriting, Workbook page 80**

**Handwriting practice, Teacher's Resource Centre**

80 Unit 8

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# Lesson Four CB page 63

## Learning outcomes

To learn the numbers 17 and 18

To learn the number words *seventeen* and *eighteen*

## Language

Core: 17, 18, *seventeen*, *eighteen*

Recycled: 1–16, *one – sixteen*, *count*, *Look at*, *How many?*  
*belts*, *hats*

Extra: *big*, *small*

## Materials

CD 103–105

## Warmer 103

- Play the chant from Lesson 3 to revise the /v/ sound.

## Lead-in

- Write 1 to 16 on the board in random order. Ask individuals to come up to write and say the numbers in sequence.
- Draw dotted outlines of the numbers 17 and 18 on the board and demonstrate how to write them. Children draw the numbers in the air.

## 1 Listen, trace and repeat. 104

- Say *Open your books*. Play the recording and point to numbers 17 and 18 as you hear the words.
- Trace the number 17 with your finger. Let children trace the number 17 with their finger in their books.
- Encourage the children to tap their desks in time with each violin string pluck.
- Trace the number 18 with your finger. Let children trace the number 18 with their finger in their books.
- Encourage the children to tap their desks in time with each bell ring.
- Play the recording. Point to the numbers and say 17, 18. Children repeat in chorus.

## Transcript 104

17      18

### Optional activity

- Write numbers 1 to 18 in both words and numbers in random and jumbled order on the board. Invite children in turn to come to the board and draw a matching line between a number (11) and a word (*eleven*).

## 2 Point and sing. 105

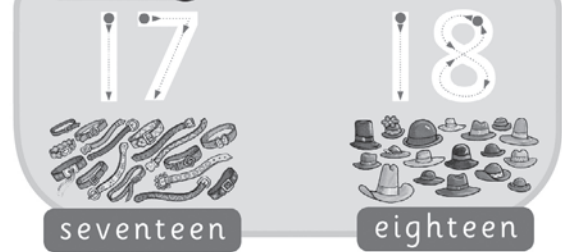
- Point to the picture of the belts. Say *Let's count the belts*. Encourage the children to count with you.
- Point to the picture of the hats. Say *Let's count the hats*. Encourage the children to count with you.
- Play the recording all the way through for the children to listen to. Encourage them to clap and count with the audio.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song.

## Lesson Four Numbers

### 1 Listen, trace and repeat. 104

### 2 Point and sing. 105

Let's sing!



### 3 Circle and say. 17 jumpers, 18 shirts.



Numbers: 17, 18    Unit 8    63

## Transcript 105

Look at the belts.

Big and small.

How many belts?

Count them all.

1, 2, 3, 4, 5

6, 7, 8, 9, 10

11, 12, 13, 14, 15

16, 17

Seventeen belts.

Big and small.

Look at the hats.

Big and small.

How many hats?

Count them all.

1, 2, 3, 4, 5

6, 7, 8, 9, 10

11, 12, 13, 14, 15

16, 17, 18

Eighteen hats.

Big and small.

## 3 Circle and say. 17 jumpers, 18 shirts.

- Hold up your book and point to the picture of the jumpers. Say *Circle seventeen jumpers*. Draw a circle around the example as you say the word *circle*.
- Give children enough time to look at the picture and draw circles around seventeen jumpers. Make sure they understand that they have to count seventeen jumpers and not circle all of them. Monitor and help if necessary.
- Point to the shirts. Say *Circle eighteen shirts*.
- Children look at the picture and circle eighteen shirts.

### Optional activity

- Play *Find your partner* to practise numbers 1–18, depending on the size of your class (see page 25). Assign consecutive numbers to pairs of children around the class, and ask them to write the number on a separate piece of paper, which they fold four times. Take in the papers, shuffle them and then distribute them at random. Play the game.

### Further practice

Workbook page 63

Student Website • Unit 8 • Numbers

Online Practice • Unit 8 • Numbers

# Lesson Five

CB page 64

## Learning outcomes

To recognize the upper- and lower-case forms of the letters *w* and *x* and associate them with the sounds /w/ and /ks/

To pronounce the sounds /w/ and /ks/

## Language

Core: *woman, wall, box, fox*

Recycled: *What's this?*

## Materials

CD 106–107; Phonics cards 45–48 (Ww woman, wall, Xx box, fox)

## Warmer

- Write some simple sums ( $6 + 6 =$ ) on the board. Children take turns to come to the front and do the sums.

## Lead-in

- Draw dotted outlines of the letter *W* and *w* on the board.
- Facing the board, draw the letters in the air for children to copy. Join the dotted lines to complete the letters.
- Repeat the procedure for the letter *X* and *x*.
- Draw more dotted outlines of the letters *W* and *w*, *X* and *x* on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 106

- Say *Open your books*. Play the first part of the recording for children to listen to the letter sound /w/. Point to the letter *W* and *w*.
- Trace the letters with your finger. Children trace the letters with their fingers in their books.
- Then listen and point to the words *woman* and *wall*.
- Repeat the process with the sound /ks/, the letter *X* and *x*, and the words *box* and *fox*.
- Play the second part for children to repeat in chorus.

## Transcript 106

### Listen, trace and point.

/w/

/w/ woman

/w/ wall

/ks/

/ks/ box

/ks/ fox

### Listen and repeat.

/w/

/w/ woman

/w/ wall

/ks/

/ks/ box

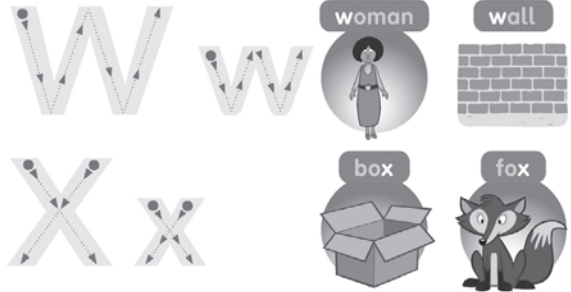
/ks/ fox

## 2 Listen and chant. 107

- Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics cards 45–48 (*woman, wall, box, fox*) when you hear the words.
- Play the chant again, pausing for children to repeat.
- Play it all the way through for children to repeat.

## Lesson Five Sounds and letters

### 1 Listen, trace and point. Repeat. 106



### 2 Listen and chant. 107

### 3 Stick and say.



### 4 Circle the letters Ww and Xx.

She's a **w**oman. It's a wall.  
What's this? It's a box. It's a fox.

Complete the writing task on page 80 of the Workbook.

64

Unit 8 Ww – woman, wall; Xx – box, fox

## Transcript 107

What's this?

What's this?

/w/, /w/, /w/

It's a wall.

A wall.

A woman by a wall.

What's this?

What's this?

/ks/, /ks/, /ks/

It's a box.

A box.

A fox in a box.

## 3 Stick and say.

- Hold up your Class Book and point to the picture of the woman by the wall. Say *Let's stick the stickers*. Hold up the *w* sticker. Say the sound /w/. Put it in the box. Say /w/ – *woman*. Children copy and repeat in chorus.
- Children put the *x* and *v* stickers in the correct boxes.

## 4 Circle the letters Ww and Xx.

- Hold up phonics cards *w* and *x* and say the letter sounds /w/ and /x/ for children to repeat.
- Point to the example and say *Circle the letter w*. Trace the circle with your finger as you say the word *circle*.
- Children find and circle other examples of the letter *w*.
- Point to the letter *x* in *box*. Say *Circle the letter x*. Trace a circle again as you say the word *circle*.
- Children find and circle other examples of the letter *x*.

## Further practice

Workbook page 64

Handwriting, Workbook page 80

Handwriting practice, Teacher's Resource Centre

Student Website • Unit 8 • Sounds and letters

Online Practice • Unit 8 • Sounds and letters

# Lesson Six CB page 65

## Skills development

- To recognize and identify words
- To read simple sentences
- To develop listening skills by listening to a short story
- To revise and consolidate language introduced in the unit

## Language

Recycled: vocabulary and structures from the unit

## Materials

CD 02, 101, 108; Clothes flashcards 51–55

## Warmer 101

- Play the song from Lesson 2 to revise the vocabulary.

## Lead-in

- Play *Musical cards* with Clothes flashcards 51–55 (see page 24). Use the structure *I've got* when you stop the music.

## 1 Listen and read. 108

- Say *Open your books*. Play the recording. Pause after each frame for children to listen and point to the pictures.
- Play the recording again. This time pause after each line for children to point to the dialogue as they hear the words.
- Say each line for children to repeat in chorus. Encourage them to follow the words in their books.

## Transcript 108

Frame 1

**Grandma** Rosy, Tim, Billy. New clothes!

**Rosy** I've got a jumper. Thanks, Grandma.

Frame 2

**Tim** I've got a jacket. Thank you.

**Rosy** And I've got a hat.

Frame 3

**Billy** Look. I've got a hat. I've got a hat.

**Rosy** A hat?

Frame 4

**Mum** It isn't a hat! It's a shirt!

## Optional activity

- Give the Clothes flashcards 51–55 to five children. They stand up with the flashcard behind their back. Children take turns to ask questions using the structure *Is it a (hat)?* Children respond *No, it isn't a (hat)* and finally *Yes, it's a (jumper)* when they've been asked the correct question.

## 2 Read and say.

- Write *I've got a ...* on the board. Place the jumper picture card next to the words *I've got a*.
- Point to each word and read slowly to elicit the full sentence *I've got a jumper*.
- Write the clothes words across the top of the board.
- Say *Point to 'jumper'*. When children point to the correct word, replace the picture card with the written word to form the full sentence. Read the sentence with the class.
- Continue until you have practised all the clothes words.

## 1 Listen and read. 108

## 2 Read and say.

## 3 Listen again and repeat. Act.

## I've got a hat!



Consolidation: I've got a jacket. Unit 8 65

- Read the sentences in each frame with the class.
- Ask one or two children to read a sentence to the class.

## 3 Listen again and repeat. Act. 108

- Play the recording once all the way through.
- Play it again, pausing for children to listen and repeat.
- Divide the class into groups of five to play the parts of Rosy, Tim, Billy, Grandma and Mum.
- Choose and demonstrate some actions for the story.
- Play the recording again for children to mime the actions.
- Let children practise acting out the story in their groups, then ask one or two groups to act out the story for the class.
- At the end of the lesson play the *Goodbye* song.

## Story actions

- Picture 1: Grandma is holding up some clothes. Mum is smiling. Rosy is holding up a jumper. Billy is crawling. Tim is pointing.
- Picture 2: Tim is holding up a jacket. Grandma and Mum are smiling. Rosy is putting a hat on her head. Billy is waving his arms in the air.
- Picture 3: Billy is putting something on his head. Rosy looks puzzled. Mum and Tim are smiling. Grandma is sitting down.
- Picture 4: Billy has his hand over his mouth. Rosy and Tim are laughing. Mum is holding up a shirt. Grandma is shaking her head.

## Further practice

Workbook page 65

Values worksheet, Unit 8, Teacher's Resource Centre

Unit 8 test, Teacher's Resource Centre

Student Website • Unit 8 • Grammar

Student Website • Listen at home • Track 41 (Words), Tracks 42, 44 (Songs), Tracks 43, 45 (Phonics)

Online Practice • Unit 8 • Story

## Lesson One CB page 66

### Learning outcomes

- To learn food words
- To practise food words in the form of a chant

### Language

- Core: *raisins, plums, crisps, cakes, milkshake*
- Recycled: *apple, egg, lollipop, mango, orange*

### Materials

CD 01, 109–110; Clothes flashcards 51–55; Food and drink flashcards 56–60; Phonics cards 1, 9, 24, 26, 29 (Aa apple, Ee egg, Ll lollipop, Mm mango, Oo orange)

### Warmer 01

- Start the lesson by playing the *Hello* song.
- Play *Slow Reveal* with the Clothes flashcards (see page 24).

### Lead-in

- Use Food and drink flashcards 56–60 to introduce the vocabulary for this lesson. Use phonics flashcards to revise *apple, egg, mango, lollipop* and *orange* at the same time.
- Hold them up and say the words for children to repeat.
- Hide the flashcards behind your back. Bring them out one by one. Children try to guess the word. Turn the card around when they guess correctly.

### 1 Listen, point and repeat. 109

- Say *Open your books*. Play the first part of the recording. Hold up your book and point to the pictures with the audio. Children listen and point to the appropriate pictures.
- Play the second part for children to repeat in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up the flashcards and ask individuals to say the words.
- Identify the apples, eggs, lollipops, mangoes and oranges and use the phonics cards to revise the words.

### Transcript 109

#### Listen and point.

*raisins, plums, crisps, cakes, milkshake*

*raisins, cakes, milkshake, crisps, plums*

#### Listen and repeat.

*raisins, plums, crisps, cakes, milkshake*


### 2 Listen and chant. 110

- Play the recording for children to listen to the chant. Hold up your book and point to the pictures as you hear them.
- Play the chant a second time for children to say the words.
- Demonstrate an action for each word: *raisins* (eat with finger and thumb), *plums* (bite like an apple), *crisps* (snap teeth together), *cakes* (rub your tummy), *milkshake* (drink with a straw).


## 9 I like plums!

**Lesson One Words**


**1 Listen, point and repeat.** 109  
**2 Listen and chant.** 110




raisins




plums



crisps




cakes



milkshake

**3 Point and say. Stick the stickers.**



66 Unit 9 raisins, plums, crisps, cakes, milkshake

- Divide the class into groups of five. Give each group a word from the chant. Say the chant and do the actions for children to copy. Each group says their line with the audio.

### Transcript 110

*Raisins, plums*

*Raisins, plums*

*Crisps, cake*

*Crisps, cake*

*Milkshake, raisins*

*Milkshake, raisins*

### 3 Point and say. Stick the stickers.

- Hold up your book and point to the picture. Point to the plums and say *plums*. Repeat with different food and drink words and encourage the children to say the words with you.
- Say *Let's stick the stickers*. Take the *plums* sticker and show it to the class. Say *plums* and stick it on the caption box.
- Children place all the stickers in the correct caption boxes.

### Optional activity

- Divide the class into two teams and play a spelling game. Write a food or drink word (including the phonics food words) on the board with one of the letters missing. Hold up the relevant card. Children shout out the word and the missing letter sound.

### Further practice

Workbook page 66

Student Website • Unit 9 • Words

Online Practice • Unit 9 • Words



# Lesson Two CB page 67

## Learning outcomes

To say the sentences *I like (raisins). I don't like (crisps).*

To sing a song

## Language

Core: *I like (plums). I don't like (raisins).*

Extra: *yum, yuk*

## Materials

CD 111; Food and drink flashcards 56–60

## Warmer

- Play *Word chain* to revise the vocabulary from the previous lesson (see page 24).

## Lead-in

- Use the flashcards to present and practise the structure. Hold up a flashcard and rub your tummy. Say *I like (plums).*
- Hold up another flashcard and make a face. Say *I don't like (raisins).* Practise with the class.
- Now draw a smiley face and hold up a flashcard. Don't say anything but elicit the complete sentence. Do the same with a sad face and repeat.

## 1 Look and say.

- Hold up your Class Book and point to the *Let's learn!* box. Read the sentence *I like raisins.* Hold up the flashcard as you say the word. Children repeat in chorus.
- Read the second sentence *I don't like crisps.* Hold up the flashcard as you say the word. Children repeat in chorus.
- Ask individual children to stand up and say a sentence for the class.

### Optional activity

- Play *What's the picture?* with Food and drink flashcards 56–60 to practise and reinforce the words (see page 25).

## 2 Listen and sing. 111

- Hold up your book. Point to the first picture of the girl in Exercise 2. Say *I don't like* and elicit *cakes.*
- Play the recording all the way through. Children listen as you sing along. Repeat the actions they learnt in Lesson 1.
- Play the recording again. As you sing, identify the correct pictures in the book and ask children to point with you.
- Play the recording again for the children to sing the song, and do the actions.

## Transcript 111

Raisins, raisins

I like raisins.


Yum, yum, yum

Yum, yum, yum

**Lesson Two Grammar and song**

**1 Look and say.**

**Let's learn!**



I like raisins.





I don't like crisps.


**2 Listen and sing.**


**Let's sing!**













**3 Point and say.**

I like raisins.

I don't like cakes.

*I like raisins. I don't like crisps. Unit 9 67*

Cakes, cakes  
I don't like cakes.  
Yuk, yuk, yuk  
Yuk, yuk, yuk

Plums, plums  
I like plums.  
Yum, yum, yum  
Yum, yum, yum

Milkshakes, milkshakes  
I don't like milkshakes.  
Yuk, yuk, yuk  
Yuk, yuk, yuk

### Optional activity

- Write the food and drink words on the board and do a class survey. Each child stands up and says truthfully a food they like and one they don't like.
- Find out which is the most and least popular food in the class.

## 3 Point and say.

- Hold up flashcard 59 and say *I like cake.* Give the flashcard to a child to do the same.
- Point to the picture of the girl holding an apple. Say *I don't like* and elicit *apples.*
- Point to each of the pictures in turn and model the sentence for children to repeat in chorus.
- Ask individual children to point to a picture and say the sentence for the class.

### Further practice

Workbook page 67

Online Practice • Unit 9 • Grammar and song

# Lesson Three CB page 68

## Learning outcomes

To recognize the upper- and lower-case forms of the letter *y* and associate them with the sound /j/

To pronounce the sound /j/

## Language

Core: *yogurt, yo-yo*

Recycle: *umbrella, yes, nose, girl, juice, you, panda*

Extra: *I like, yellow*

## Materials

CD 112–113; Food and drink flashcards 56–60; Phonics cards 49–50 (Yy yo-yo, yogurt); Sounds and letters poster

## Warmer

- Use the Sounds and letters poster to revise the letter sounds /p/–/ks/.
- Children take it in turns to come to the front of the class. Point to the pictures for letters *p* to *x* in turn for each child to say.

## Lead-in

- Draw dotted outlines of the letter *Y* and *y* on the board.
- Facing the board, draw the letters in the air as you say the sound /j/. Children draw the letters in the air with you.
- Join the dotted lines to complete the letter *Y* and *y*.
- Draw more dotted examples on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 112

- Say *Open your books*. Play the first part of the recording for children to listen to the letter sound /j/.
- Point to the *Y* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *y* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Then listen and point to the words *yogurt* and *yo-yo* as they appear on the audio.
- Play the second part for children to repeat in chorus.

## Transcript 112

**Listen, trace and point.**

/j/  
/j/ yogurt  
/j/ yo-yo

**Listen and repeat.**

/j/  
/j/ yogurt  
/j/ yo-yo

## Optional activity

- Play the recording again. When children hear *yogurt* they tap the desk. When they hear *yo-yo* they clap.

## 2 Listen and chant. 113

- Hold up your Class Book and point to the picture of the girl. Point to yourself and rub your tummy. Say *I like yogurt*. Point to the boy and say ... *I like my yo-yo*. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.

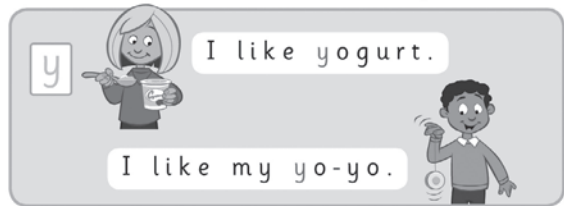
## Lesson Three Sounds and letters

### 1 Listen, trace and point. Repeat. 112



### 2 Listen and chant. 113

### 3 Stick. Then circle the beginning *y* sound and say.



### 4 Circle the words that begin with *Yy*.



Complete the writing task on page 80 of the Workbook.

page 80

68

Unit 9 Yy – yogurt, yo-yo

- Put the phonics cards /j/ *yogurt* and /j/ *yo-yo* in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing for children to repeat.
- Play the chant all the way through for children to repeat.

## Transcript 113

I like yogurt      I like my yo-yo  
/j/, /j/, /j/      /j/, /j/, /j/  
I like yogurt      I like my yo-yo  
/j/, /j/, /j/      /j/, /j/, /j/

### 3 Stick. Then circle the beginning *y* sound and say.

- Hold up your Class Book and point to the pictures of the girl and the boy. Point to the lower-case *y* and elicit /j/.
- Say *Let's stick the sticker*. Hold up the *y* sticker and encourage children to place it correctly on their books.
- Say *Circle /j/*. Trace the circle with your finger as you say the word *circle*. Point and say /j/ – *yogurt*. Children repeat in chorus. Repeat with *yo-yo*.
- Children circle around the corresponding letter in blue.

### 4 Circle the words that begin with *Yy*.

- Hold up your Class Book and point to each of the words in turn. Say the initial sound and then the word.
- Point to the example and say *Circle the words that begin with the letter y*. Explain that you only want the *y* at the beginning of the word not in the middle.
- Give children enough time to draw a circle around the letter *y* at the beginning of the words *yo-yo, yellow, yogurt* and *you*.

## Further practice

Workbook page 68

Handwriting, Workbook page 80

Handwriting practice, Teacher's Resource Centre

Student Website • Unit 9 • Sounds and letters

Online Practice • Unit 9 • Sounds and letters

# Lesson Four CB page 69

## Learning outcomes

To learn the numbers 19 and 20

To learn the number words *nineteen* and *twenty*

## Language

Core: 19, 20, nineteen, twenty

Recycled: 1–18, one – eighteen, count, cakes, plums, crisps

## Materials

CD 113–115

## Warmer 113

- Play the chant from Lesson 3 to revise the /j/ sound and to energize the class.

## Lead-in

- Draw groups of dots to represent numbers from 1 to 18 to revise the numbers. Children count the dots and say the numbers. They then take turns to come to the board to write the number next to the dots.
- Draw dotted outlines of the numbers 19 and 20 on the board and demonstrate how to write them. Children draw the numbers in the air.

## 1 Listen, trace and repeat. 114

- Say *Open your books*. Play the recording and point to numbers 19 and 20 as you hear the words.
- Trace the number 19 with your finger. Let children trace the number 19 with their finger in their books.
- Encourage the children to mime eating crisps as they hear each crisp noise on the audio.
- Trace the number 20 with your finger. Let children trace the number 20 with their finger in their books.
- Encourage the children to tap on the desk for each beep noise on the audio.
- Play the recording again. Point to the numbers in turn and say 19, 20. Children repeat in chorus.

## Transcript 114

19 20

## 2 Point and sing. 115

- Point to the picture of the plums. Say *Let's count the plums*. Encourage the children to count with you.
- Point to the picture of the cakes. Say *Let's count the cakes*. Encourage the children to count with you.
- Play the recording all the way through. Encourage the children to clap and count with the audio.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song.

## Transcript 115

Twenty cakes in a row  
Here comes a big bird! Oh, no!  
Yum, yum, yum, yum, yum, yum  
It eats a cake from the row.  
Nineteen cakes in a row

Lesson Four Numbers

1 Listen, trace and repeat. 114

2 Point and sing. 115

Let's sing!

3 Count and take away.

Numbers: 19, 20 Unit 9 69

Here comes a big bird! Oh, no!  
Yum, yum, yum, yum, yum, yum  
It eats a cake from the row.  
Eighteen cakes in a row  
Here comes a big bird! Oh, no!  
Yum, yum, yum, yum, yum, yum  
It eats a cake from the row.  
(Repeat for seventeen and sixteen)  
Fifteen cakes in a row  
Here comes a big bird! Oh, no!  
Yum, yum, yum, yum, yum, yum  
It eats ALL the cakes from the row.

## 3 Count and take away.

- Hold up your book and point to the crisps. Say *How many crisps?* Encourage the class to count them with you. Say 19.
- Trace the number 19 with your finger. Give children time to write the number with a pencil or crayon.
- Say *How many oranges?* Encourage the class to count them with you. Say twenty.
- Trace the number 20 with your finger. Give children time to write the number with a pencil or crayon.
- Demonstrate how to subtract 4 from 19 by counting on your fingers. Encourage the children to count with you. Point to the box and trace the number 15 with your finger. Give children time to write the number in the box.
- Repeat the stages for the sum below ( $20 - 3 = 17$ )
- Go through the answers with the class.

## ANSWERS

$19 - 4 = 15$ ,  $20 - 3 = 17$

## Further practice

Workbook page 69

Student Website • Unit 9 • Numbers

Online Practice • Unit 9 • Numbers

# Lesson Five CB page 70

## Learning outcomes

To recognize the upper- and lower-case forms of the letter z and associate them with the sound /z/

To pronounce the sound /z/

## Language

Core: zebra, zoo

## Materials

CD 116–117; Phonics cards 51–52 (Zz zebra, zoo)

### Warmer

- Write some simple sums ( $19 - 6 =$ ) on the board. Children take turns to come to the front and do the sums.

### Lead-in

- Draw dotted outlines of the letter Z and z on the board.
- Facing the board draw the letters in the air for children to copy. Join the dotted lines to complete the letters.
- Draw more dotted outlines of the letter Z and z on the board and ask children to come and join the dots.

### 1 Listen, trace and point. Repeat. 116

- Say *Open your books*. Play the first part of the recording for children to listen to the letter sound /z/.
- Trace the letters with your finger. Children trace the letters with their fingers in their books.
- Continue the recording and point to the words zebra and zoo.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

### Transcript 116

#### Listen, trace and point.

/z/  
/z/ zebra  
/z/ zoo

#### Listen and repeat.

/z/  
/z/ zebra  
/z/ zoo

### 2 Listen and chant. 117

- Hold up your Class Book. Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics cards 51–52 (zebra, zoo) when you hear the words.
- Play the chant again, pausing after each line for children to repeat.
- Play once more all the way through for children to repeat as they listen.

### Transcript 117

Zebras, zebras  
At the zoo.  
/z/ says the zebra  
At the zoo.  
/z/, /z/, /z/  
/z/, /z/, /z/

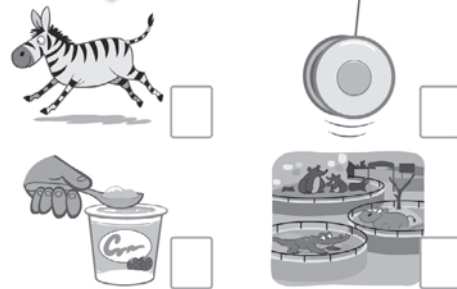
## Lesson Five Sounds and letters

### 1 Listen, trace and point. Repeat. 116



### 2 Listen and chant. 117

### 3 Stick and say.



### 4 Circle the letter Zz.

Zebra, zebra at the zoo.  
'Z', says the zebra at the zoo.

Complete the writing task on page 80 of the Workbook.



70

Unit 9 Zz - zebra, zoo

### Optional activity

- Play a spelling game. Write the letters z e b r a on five separate sheets of paper. Shuffle them and hand to five children. Children come to the front of the class and rearrange themselves in order to spell the word.
- Repeat with other animal words the children know.

### 3 Stick and say.

- Hold up your Class Book and point to the picture of the zebra. Say *Let's stick the stickers*. Hold up the z sticker. Say the sound /z/.
- Put it in the box. Say /z/ - zebra. Children copy and repeat in chorus.
- Children put the y and z stickers in the correct boxes.

### Optional activity

- Play a writing spelling game. Brainstorm some animals that you would find in a zoo.
- Choose a word and repeat it with the class. Ask individual children to come to the front and write one letter each in order to spell the word on the board.

### 4 Circle the letter Zz.

- Hold up the zebra and zoo phonics cards and say the letter sound /z/ for children to repeat.
- Point to the example and say *Circle the letter z*. Trace the circle with your finger as you say the word *circle*.
- Children find and circle other examples of the letter z.

### Further practice

Workbook page 70

Handwriting, Workbook page 80

Handwriting practice, Teacher's Resource Centre

Student Website • Unit 9 • Sounds and letters

Online Practice • Unit 9 • Sounds and letters



# Lesson Six CB page 71

## Skills development

- To recognize and identify words
- To read simple sentences
- To develop listening skills by listening to a short story
- To revise and consolidate language introduced in the unit

## Language

Recycled: vocabulary and structures from the unit

## Materials

CD 02, 111, 118; Food and drink flashcards 56–60; Cut and Make 3, Teacher's Resource Centre

### Warmer 111

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

### Lead-in

- Children take it in turns to tell the class about a food they like or don't like. Children take turns to stand up and say a sentence for the class, e.g. *I don't like plums.*

### 1 Listen and read. 118

- Say *Open your books.* Play the recording. Pause after each frame for children to listen and point to the pictures.
- Play it again. This time pause after each line for children to point to the dialogue as they hear the words.
- Say each line for children to repeat in chorus. Encourage them to follow the words in their books.

### Transcript 118

Frame 1

**Rosy** Thanks, Mum. I like raisins.

**Billy** I don't like raisins.

Frame 2

**Tim** I like plums.

**Billy** I don't like plums.

Frame 3

**Billy** I like cakes. I like cakes.

Frame 4

**Mum** No, Billy. Share the cakes!

**Tim** Yes, Billy. I like cakes, too.

### Optional activity

- See instructions for Cut and Make 3 on page 101.

### 2 Read and say.

- Write *I like ...* on the board. Place the raisins picture card next to the words *I like*. Point to each word and read slowly to elicit the full sentence *I like raisins*.
- Write the food and drink words across the top of the board.
- Say *Point to 'raisins'*. When children point to the correct word, replace the picture card with the written word to form the full sentence. Read the sentence with the class.
- Continue until you have practised all the food and drink words.
- Read the sentences in each frame with the class.
- Ask one or two children to read a sentence to the class.

### 1 Listen and read. 118

### 2 Read and say.

### 3 Listen again and repeat. Act.

## I like cakes!



Consolidation: I like plums. I don't like crisps. Unit 9

### 3 Listen again and repeat. Act. 118

- Play the recording once all the way through.
- Play the recording again, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Rosy, Tim, Billy, and Mum.
- Choose and demonstrate some actions for the story.
- Play the recording again for children to mime the actions.
- Let children practise acting out the story in their groups, then ask one or two groups to act out the story for the class.
- At the end of the lesson play the *Goodbye* song.

### Story actions

- Picture 1: Rosy and Tim are eating raisins. Mum is handing Billy a plate. Billy is shaking his head from side to side.
- Picture 2: Tim is eating a plum. Rosy is giving a plum to Billy. Mum is smiling. Billy is shaking his head.
- Picture 3: Billy is reaching for a cake. Rosy and Tim are eating cakes. Mum is smiling.
- Picture 4: Billy is eating a cake with one hand and reaching for another cake with his other hand. Mum is taking the plate away from him. Tim shaking his head from side to side. Rosy is eating a cake.

### Further practice

Workbook page 71

Values worksheet, Unit 9, Teacher's Resource Centre

Unit 9 test, Teacher's Resource Centre

Cut and Make 3, Teacher's Resource Centre

Student Website • Unit 9 • Grammar

Student Website • Listen at home • Track 46 (Words), Tracks 47, 49 (Songs), Tracks 48, 50 (Phonics)

Online Practice • Unit 9 • Story

## Everyday English CB page 72

### Learning outcomes

To learn the value of being kind to animals  
To use everyday English expressions connected with this value

### Language

(James) *Be kind to the (cat).* Yes, OK. Sorry (Kate).

### Materials

CD 119–120, animal flashcards and phonics cards, including phonics cards 5 (cat), 7 (dog), 8 (duck), 16 (horse)

### Warmer

- Play *Musical Cards* (see page 24) using animal flashcards and phonics cards from the course. Include animals from this lesson (cat, horse, dog, and duck).
- Ask how we can be kind to animals (*love them, be nice to them, feed them, pat them, do not hurt them*).
- Refer the children to the first picture in Exercise 1. Ask *How does the cat feel?* (sad) *Was the boy kind to the cat?* (no).
- Focus on the second picture in Exercise 1. Ask *How does the cat feel now?* (It is happy.) *Why?* (The boy is being kind.)

### 1 Listen, read and say. 119

- Play the recording. Children follow in their Class Books.
- Play it again, pausing for children to say the dialogue with the recording.
- Children practise the dialogue in pairs. Then invite pairs of children to act out the dialogue for the class.

### Transcript 119

1 **Kate** James, be kind to the cat.

2 **James** Yes, OK. Sorry, Kate.

### 2 Listen and number. 120

- Focus on the picture. Ask *Where are the people?* (On a farm.) Ask *What are they doing?* (Being kind to animals.)
- Show children the example. Explain that they need to listen and match the dialogues they hear to the pictures.
- Play the recording. Children listen and number the pictures.

### Transcript 120

1 **Boy** Be kind to the dog.

**Girl** OK, sure.

2 **Woman** Be kind to the ducks.

**Girls** Yes, OK. We will.

3 **Farmer** Be kind to the horse.

**Girl** Yes, OK.

4 **Girl 1** Be kind to the cat.

**Girl 2** Yes, OK.

### ANSWERS

Clockwise order from dog on Class Book page :1, 4, 2, 3

## Values Time! ③

Everyday English

**1 Listen, read and say.** 119

**James, be kind to the cat.**

**Yes, OK. Sorry, Kate.**

**2 Listen and number.** 120

**3 Now point and say.**

Be kind to the ducks.

Yes, OK.

72 Values Time! 3 Be kind to animals

### 3 Now point and say.

- Focus on the Everyday English expressions (*Be kind to the ducks. Yes, OK.*) Read the first expression to the class and ask children to point to the correct written expression. Repeat with the next expression.
- Hold up some flashcards of animals from the lesson (*horse, cat, dog*). Elicit the expressions from the children: hold up a *dog* flashcard and the class chants *Be kind to the dog*. Reply *Yes, OK*. Repeat with the remaining flashcards.
- Ask children to choose and point to an animal in the picture in Exercise 2. Their partner uses this animal in the expression. (*Be kind to the horse. Yes, OK.*)

### Optional activity

- Create four stations around the classroom with three different flashcards of animals from the Warmer, e.g. *horse, cat, duck* at one station, *dog, elephant, fish* at another. Place the flashcards face down on the desks.
- Divide the class into four groups. Ask each group to stand at a station. One child in the group becomes the teacher. They turn over a flashcard, e.g. *horse*. The rest of the children in the group say *Be kind to the horse*. The child with the flashcard says, *Yes, OK*. Continue with the remaining flashcards.
- Move the groups to the next station. Repeat the activity with a new 'teacher'. Continue until the children have been to each station.

### Further practice

Workbook page 72

Online Practice • Values Time! 3

# Project CB page 73

## Learning outcomes

- To make an animal book
- To use everyday English expressions for being kind to animals
- To review other Everyday English expressions.

## Language

*Be kind to the (goat). Yes, OK.*

## Materials

CD 121–122; animal flashcards and phonics cards, flashcards 61–64

## Warmer

- Play *Slow reveal* (see page 24) using animal flashcards and phonics cards from the course. As you elicit the animal names, display the flashcards on the board.
- Point to any flashcard and ask children to name it. Elicit the expressions to ask for that card and hand it out (*Dog, please. / Here you are. / Thank you*). Continue with the other cards.
- Put children into pairs. Give one child two pieces of paper and one child two pencils. Elicit the polite expressions for sharing (*Here, share my pencil. / Thank you. / You're welcome*). Ask children to share the paper and pencils, and to draw a picture of one of the animals from the flashcards.
- Ask children to show their pictures to the class using the expression from the previous lesson (*Be kind to the dog*.)

### 1 Listen, point and repeat. 121

- Say *Open your books*. Hold up your book and point to the pictures. Play the first part of the recording (*Listen and point*). Point to the pictures in time with the audio. Children listen and point to the appropriate pictures.
- Play the second part for children to repeat in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up flashcards 61–64. Ask children to say the words.

### Transcript 121

#### Listen and point.

goat, hen, sheep, cow

cow, hen, sheep, goat

#### Listen and repeat.

goat, hen, sheep, cow

### 2 Listen and chant. 122

- Play the recording for children to listen and chant.
- Play it a second time for children to say the words. Demonstrate actions for each word: *goat* (clap) *hen* (2 claps) *sheep* (stamp feet) *cow* (stamp feet 2 times). Divide the class into groups of three. Give each group a line from the chant.
- Say the chant with the class. Each group says their line and does the correct action.


### Transcript 122

goat, hen, sheep, cow

goat, hen, sheep, cow


**Project**

**1 Listen, point and repeat.** 121



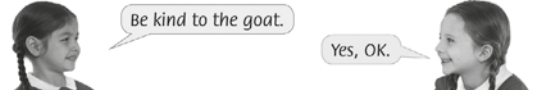
goat   hen   sheep   cow

**2 Listen and chant.** 122



goat   hen   sheep   cow

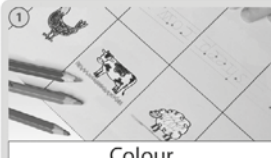
**3 Point and say.**



*Be kind to the goat.*   *Yes, OK.*

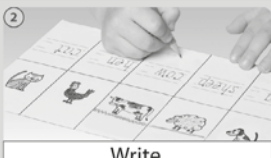
**4 Make an animal book and say.**

1




**Colour.**

2




**Write.**

3



**Fold.**

4



**Say.**

Project: an animal book 73

### 3 Point and say.

- Show children the Everyday English expressions (*Be kind to the goat. / Yes, OK.*).
- Read out the first expression. Ask children to point to the correct written expression. Repeat with the next expression.
- Ask children to choose and point to an animal in the pictures above. Their partner uses this animal in the expression. (*Be kind to the hen. Yes, OK.*)

### 4 Make an animal book and say.

- Focus on the pictures. Tell children they are going to make an animal book. Ask children what materials they need to make the book (*paper, colouring pencils and a pencil*).
- Divide the class into four groups. Hand out the materials they need to make an animal book.
- Use the pictures and instructions to talk the children through the process of making their animal books. Demonstrate with your own completed animal book and make sure children understand what they have to do.
- Move around the class as the children work, encouraging them to use the language from the lesson (*animals*) and polite language from previous Values Time! lessons (*Be polite: Green, please. Here you are. Thank you. Share: Here, share my blue pencil. Thank you. You're welcome.*)
- Once children have finished their animal books, ask them to show them to the class. If you have a large class they can share in smaller groups.

### Optional activity

If you have time, complete a farm picture with your class using the template on the Teacher's Resource Centre.

### Further practice

Workbook page 73

Student Website • Unit 9 • Values Time!

Online Practice • Values Time! 3

## Culture CB page 76

### Learning outcomes


To identify different types of British food and snacks  
To learn a popular song about food

### Language

Core: *ice cream, ice lolly, sandwich, banana*

Extra: *oranges, crisps, jelly*

### Materials

CD  123–125; Food and drink flashcards 56–60, Culture flashcards 65–68

### Warmer

- Play *Slow reveal* (see page 24) with flashcards 56–60.

### Lead in

- Focus on the pictures in Exercise 1. Say that these are some kinds of food people eat in Britain. Ask if this is the same as in the children's country.
- Place flashcards 65–68 on the board. Say each word as you place it. Repeat for children to point to the flashcard.
- Display the flashcards around the room. Say a word and ask children to walk to the correct flashcard.

### 1 Listen, point and repeat. 123

- Play the recording. Children listen and point to the pictures.
- Play it again, pausing for children to say the words.

### Transcript 123

#### Listen and point.

*ice cream, ice lolly, sandwich, banana*

*banana, ice cream, ice lolly, sandwich*

#### Listen and repeat.

*ice cream, ice lolly, sandwich banana*

### 2 Listen and number. 124

- Focus on the main picture on page 76. Ask what the children are buying (*ice cream*). Explain that this is an ice cream van. These are popular in Britain in the summer.
- Look at the picture on page 77. Ask *Where are the children? (At school.) What are they doing? (Eating lunch.)* Explain that in Britain, children can bring a packed lunch or have a school lunch, which is hot food.
- Look at the expressions on page 76. Say each expression for children to repeat. Then call out a number for the children to say the correct expression.
- Focus on the example. Explain that children should match the dialogues to the two pictures.
- Play the recording. Children number the pictures.

### Transcript 124

- 1 **Girl** An ice cream, please.  
**Man** Here you are.  
**Girl** Thank you.
- 2 **Boy** Mmm. I like oranges.  
3 **Girl** Look, I've got a sandwich.  
4 **Girl** I like bananas.  
**Boy** Me too.  
5 **Girl** I've got an ice lolly. It's nice.  
6 **Girl** Here, share my crisps.  
**Boy** Thank you.

### ANSWERS

Page 76, left to right: 3, 1, 5

Page 77, left to right: 6, 4, 2

### 3 Listen and sing. 125

- Focus on the picture and ask where the children are (*At a party.*) Explain that at parties, children usually eat jelly and that jelly wobbles.
- Ask children to stand up. Show them what *wobbles* means by wobbling like a jelly. Ask the children to wobble too.
- Play the song. Ask the children to sing along and wobble.

### Transcript 125

*Jelly on a plate.*

*Jelly on a plate.*

*Wibble wobble, wibble wobble.*

*Jelly on a plate.*

*Jelly on a plate.*

*Jelly on a plate.*

*Wibble wobble, wibble wobble.*

*Jelly on a plate.*

### Optional activity

Create a *Food In My Country* poster. Divide the children into groups of four. Ask the class what they like to eat. Hand each group a large piece of paper. Ask them to each draw two different foods that they like to eat. The group then shows their poster to the rest of the class. They point to the pictures and tell them what they are.

### Cultural note

Ice cream vans are common in Britain in summer. They drive around neighbourhoods, playing music from the van. The children hear it and ask their parents for an ice cream.

### Further practice

Online Practice • Culture

Student Website • Listen at home • Track 54 (Song)



# Review pages answer key

## Review 1 CB pages 30–31

1 Listen and repeat. Find and circle.  51

### ANSWERS

Children circle the items listed below in the audio script.

### Transcript 51

#### Listen and repeat.

It's a balloon.

It's a teddy.

It's a plane.

It's a robot.

It's a puppet.

I'm Rosy.

I'm Billy.

I'm Tim.

It's red.

It's green.

It's blue.

It's white.

It's black.

### 2 Ask and answer.

Different pairs of children ask and answer questions for the class.

### 3 Match the letter sound to the correct picture.

#### ANSWERS

Dd duck, Aa apple, Ff fish, Bb boy, Cc cat, Ee elephant, Gg girl, Ii insect, Hh hat

### 4 Point and say.

Individual children point to a picture and say the words for the class.

## Review 2 CB pages 52–53

### 1 Read and match.

#### ANSWERS

(from top left to bottom right) 4, 1, 2, 6, 5, 3

### 2 Point and say.

Individual children point to a picture and say a sentence using the structures for the class.

### 3 Match the letter sound to the correct picture.

#### ANSWERS

(from top left to bottom right) 5, 2, 1, 3, 9, 4, 8, 6, 7

### 4 Point and say.

Individual children point to a picture and say the words for the class.

## Review 3 CB pages 74–75

### 1 Circle the odd-one-out. Write.

#### ANSWERS

1 jacket 2 cake 3 18 4 jumper 5 crisps

### 2 Point and say.

Individual children point to a picture and say a sentence using the structures for the class.

### 3 Circle the beginning sound.

#### ANSWERS

1 u 2 s 3 v 4 z 5 y 6 w

### 4 Complete the words.

#### ANSWERS

1 w 2 y 3 x 4 v 5 s 6 t

## Review Game! WB pages 76–77

**Instructions:** to be played by a group of two or more children, with a counter for each player and one dice for the group. Child A rolls the dice and moves the appropriate number of places. When landing on a question square, Child B asks the question to Child A. If Child A answers correctly, he or she may stay in that position. Child B can then take their turn. If incorrect, Child A must return to their original position.

#### ANSWERS

- 1 Is it a duck? Yes, it is.
- 2 What's this? It's a robot.
- 3 Is it a bear? No, it isn't.
- 4 What are they? They're cakes.
- 5 What's this? It's a goat.
- 6 Are they teachers? No, they aren't.
- 7 What's this? It's a puppet.
- 8 What are they? They're zebras.
- 9 Is it a jumper? No, it isn't.
- 10 What's this? It's a rainbow.
- 11 What colour is it? It's white.

# Workbook answer key

## Starter Unit

### Page 4

- 1 Children trace over individual lines.
- 2 Speaking exercise based on Exercise 1.

### Page 5

- 1 1 b  
2 c  
3 a
- 2 Speaking exercise based on Exercise 1.

### Page 6

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.

4 Aa Bb Cc Dd Ee  
Ff Gg Hh Ii

### Page 7

- 1 Children trace and write the numbers.
- 2 1 Children draw 2 apples.  
2 Children draw 1 apple.  
3 Children draw 2 apples.

3 1 2 3 4 5 6 7 8 9 10

### Page 8

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.

4 Aa Bb Cc Dd Ee  
Ff Gg Hh Ii

### Page 9



- 2 Speaking exercise.

## Unit 1

### Page 10

- 1 Children trace over the lines and choose a colour for the bricks.
- 2 Speaking exercise based on Exercise 1.

### Page 11

- 1 1 middle brick  
2 far right bat  
3 middle paint pot  
4 2nd apple from the right  
5 2nd crayon from the left
- 2 Speaking exercise based on Exercise 1.

### Page 12

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.

4 Aa Bb Cc Dd Ee  
Ff Gg Hh Ii

### Page 13

- 1 Children trace and write the numbers.
- 2 1 4  
2 3

3 1 2 3 4 5 6 7 8 9 10

### Page 14

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.

4 Aa Bb Cc Dd Ee  
Ff Gg Hh Ii

### Page 15

- 1 Children choose a colour for each number and complete the artwork accordingly.
- 2 Speaking exercise based on Exercise 1.

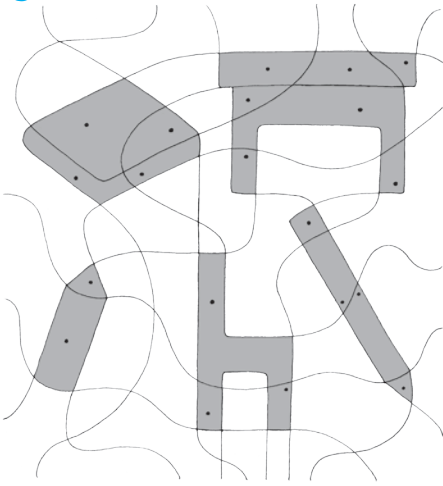
## Unit 2

### Page 16

- 1 Children trace over the lines.
- 2 Speaking exercise based on Exercise 1.

## Page 17

1



2 Speaking exercise based on Exercise 1.

## Page 18

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.

4 Aa Bb Cc Dd Ee  
Ff Gg Hh Ii

## Page 19

- 1 Children trace and write the numbers.
- 2 1 2 3 5  
2 6 4 3

3 1 2 3 4 5 6 7 8 9 10

## Page 20

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.

4 Aa Bb Cc Dd Ee  
Ff Gg Hh Ii

## Page 21

- 1 1 c 4 e  
2 d 5 b  
3 a

2 Speaking exercise based on Exercise 1.

## Unit 3

### Page 22

- 1 Children trace over the lines.
- 2 Speaking exercise based on Exercise 1.

### Page 23

- 1 Children trace over the lines to complete the pictures.
- 2 Speaking exercise based on Exercise 1.

## Page 24

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.

4 Aa Bb Cc Dd Ee  
Ff Gg Hh Ii

## Page 25

- 1 Children trace and write the numbers.
- 2 1 8 3 7  
2 2 4 4

3 1 2 3 4 5 6 7 8 9 10

## Page 26

- 1 Children trace and write the letters.
- 2 Children trace over the initial letters.

3 Aa Bb Cc Dd Ee  
Ff Gg Hh Ii

## Page 27

- 1 1 b 3 a  
2 c

2 Speaking exercise based on Exercise 1.

## Values Time! 1

### Page 28

- 2 1 ☺ 3 ☺  
2 ☹

### Page 29

- |            |         |
|------------|---------|
| 1 1 purple | 5 brown |
| 2 yellow   | 6 blue  |
| 3 orange   | 7 green |
| 4 red      | 8 black |
| 2 1 purple | 5 brown |
| 2 yellow   | 6 blue  |
| 3 orange   | 7 green |
| 4 red      | 8 black |

## Review 1

### Page 30

- 1 1 balloon 3 paint pot  
2 pencil
- 2 Speaking exercise based on Exercise 1.

### Page 31

- 3 1 c 6 g  
2 f 7 b  
3 e 8 d  
4 i 9 h  
5 a
- 4 Speaking exercise based on Exercise 3.

## Unit 4

### Page 32

- 1 mum                      3 sister  
2 dad                      4 brother
- 2 Speaking exercise based on Exercise 1.

### Page 33

- 1 Children say and copy the family words.
- 2 Speaking exercise based on Exercise 1.

### Page 34

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.
- 4 Jj Kk Ll Mm Nn  
Oo Pp Qq Rr

### Page 35

- 1 Children trace and write the numbers.
- 2 1 9  
2 10  
3 7
- 3 1 2 3 4 5 6 7 8 9 10

### Page 36

- 1 Children trace and write the letters.
- 2 Children trace over the initial letters.
- 3 Jj Kk Ll Mm Nn  
Oo Pp Qq Rr

### Page 37

- 1 1 sister                      4 mum  
2 brother                      5 dad  
3 grandpa                      6 grandma
- 2 Speaking exercise based on Exercise 1.

## Unit 5

### Page 38

- 1 1 happy  
2 hot  
3 sad  
4 hungry  
5 cold
- 2 Speaking exercise based on Exercise 1.

### Page 39

- 1 Children say and copy the feeling words.
- 2 Speaking exercise.
- 3 1 sad  
2 thirsty  
3 cold

### Page 40

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.
- 4 Jj Kk Ll Mm Nn  
Oo Pp Qq Rr

### Page 41

- 1 Children trace and write the numbers.
- 2 1 Children draw 12 sad faces  
2 Children draw 11 happy faces.
- 3 11 12 13 14 15  
16 17 18 19 20

### Page 42

- 1 Children trace and write the letters.
- 2 Children trace over the initial letters.
- 3 Jj Kk Ll Mm Nn  
Oo Pp Qq Rr

### Page 43

- 1 1 She's cold.                      4 She's thirsty.  
2 He's happy.                      5 He's sad.  
3 He's hungry.                      6 She's hot.
- 2 Speaking exercise based on Exercise 1.

## Unit 6

### Page 44

- 1 1 bird                              4 crocodile  
2 hippo                              5 bear  
3 tiger
- 2 Speaking exercise based on Exercise 1.

### Page 45

- 1 Children say and copy the animal words.
- 2 1 crocodiles  
2 tigers  
3 birds

### Page 46

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.
- 4 Jj Kk Ll Mm Nn  
Oo Pp Qq Rr

### Page 47

- 1 Children trace and write the numbers.



- 2 1  $11 + 3 = 14$   
2  $7 + 6 = 13$

3 11 12 13 14 15  
16 17 18 19 20

### Page 48

- 1 Children trace and write the letters.  
2 Children trace over the initial letters.

3 Jj Kk Ll Mm Nn  
Oo Pp Qq Rr

### Page 49

- 1 1 They're bears.  
2 They're hippos.  
3 They're tigers.  
4 They're birds.  
5 They're crocodiles.  
2 Speaking exercise based on Exercise 1.

## Values Time! 2

### Page 50

- 1 1 crayons 3 cars  
2 desk 4 puppets  
2 1 ☺ 3 ☹  
2 ☺

### Page 51

- 1 Order on page: 1, 3, 2, 4.  
2 1 glue 3 paper  
2 paint 4 scissors

## Review 2

### Page 52

- 1 1 This is my sister. 3 He's sad.  
2 She's thirsty. 4 They're tigers.  
2 Speaking exercise based on Exercise 1.

### Page 53

- 3 1 lollipop 4 pen  
2 rainbow 5 mango  
3 neck 6 key  
4 1 j 4 p  
2 l 5 r  
3 o 6 k

## Unit 7

### Page 54

1 waiter pupil teacher vet builder

- 2 1 waiter 4 teacher  
2 pupil 5 builder  
3 vet

### Page 55

- 1 1 Yes, they are. 4 Yes, they are.  
2 Yes, they are. 5 No, they aren't.  
3 No, they aren't.  
2 Speaking exercise based on Exercise 1.

### Page 56

1 Children trace the letters.  
2 Children trace and write the letters.  
3 Children write the initial letters.  
4 Ss Tt Uu Vv  
Ww Xx Yy Zz

### Page 57

1 Children trace and write the numbers.  
2 ten 10 fourteen 14 thirteen 13  
twelve 12 nine 9 fifteen 15  
sixteen 16 eleven 11  
3 11 12 13 14 15  
16 17 18 19 20

### Page 58

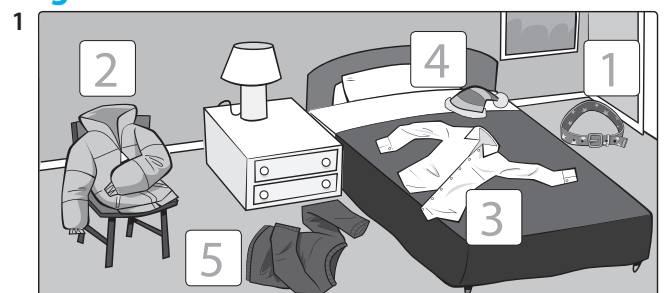
1 Children trace and write the letters.  
2 Children write the initial letters.  
3 Ss Tt Uu Vv  
Ww Xx Yy Zz

### Page 59

- 1 1 Yes, they are. 3 Yes, they are.  
2 No, they aren't. 4 Yes, they are.  
2 Speaking exercise based on Exercise 1.

## Unit 8

### Page 60



- 2 1 jacket 4 jumper  
2 belt 5 shirt  
3 hat

## Page 61

- 1 I've got a shirt. 4 I've got a belt.  
2 I've got a hat. 5 I've got a jumper.  
3 I've got a jacket. 6 I've got a sock.
- 2 Speaking exercise based on Exercise 1.

## Page 62

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children write the initial letters.

4 Ss Tt Uu Vv  
Ww Xx Yy Zz

## Page 63

- 1 Children trace and write the numbers.
- 2 1 b, 17 2 a, 18

3 11 12 13 14 15  
16 17 18 19 20

## Page 64

- 1 Children trace and write the letters.
- 2 Children write the initial letters.

3 Ss Tt Uu Vv  
Ww Xx Yy Zz

## Page 65

- 1 Children circle the words and write full sentences.
- 2 Speaking exercise based on Exercise 1.

## Unit 9

### Page 66

- 1 1 raisins  
2 milkshake 4 plum  
3 cake 5 crisps

### Page 67

- 1 1 ☺ 4 ☺  
2 ☺ 5 ☺  
3 ☹ 6 ☹
- 2 a 2 d 5  
b 6 e 3  
c 1 f 4

### Page 68

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children write the initial letters.

4 Ss Tt Uu Vv  
Ww Xx Yy Zz

## Page 69

- 1 Children trace and write the numbers.
- 2 1 nineteen  
2 twenty  
3 1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20

3 11 12 13 14 15  
16 17 18 19 20

## Page 70

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children write the initial letters.

4 Ss Tt Uu Vv  
Ww Xx Yy Zz

## Page 71

- 1 1 I like plums. 4 I like raisins.  
2 I don't like cakes. 5 I don't like crisps.  
3 I like milkshakes. 6 I don't like apples.

## Values Time! 3

### Page 72

- 1 1 Be kind to the dog.  
2 Be kind to the horse.  
3 Be kind to the ducks.  
4 Be kind to the cat.
- 2 1 ☺  
2 ☹  
3 ☺

### Page 73

- 1 1 goat 3 cow  
2 hen 4 sheep
- 2 1 cow 5 goat  
2 hen 6 dog  
3 cat 7 horse  
4 sheep 8 duck

## Review 3

### Page 74

- 1 Children circle the words and write full sentences.
- 2 Speaking exercise based on Exercise 1.

### Page 75

- 3 1 sofa, sock 4 woman, wall  
2 up, umbrella 5 violin, vase  
3 zebra, zoo
- 4 1 woman, W, w 4 yo-yo, Y, y  
2 turtle, T, t 5 zebra, Z, z  
3 fox, X, x 6 umbrella, U, u



The Course Resources section of the Teacher's Resource Centre contains Extra Handwriting and Values worksheets for each unit, three Values Time! project templates, Values Time! extension activities and three Cut and Make activities.

The Extra Handwriting worksheets can be used after Lesson 5 in each unit and the Values worksheets after Lesson 6. Information on the values element of this course can be found in the Introduction to this Teacher's Book. These pages give information on how to use the Cut and Make activities, the Values Time! project templates and extension activities.

## Cut and Make 1 (Unit 2) Desk tidy

### Materials

One photocopy of the desk tidy cut-out and an A4 piece of card per child, coloured pencils or crayons, scissors and glue.

### Method

- Children stick the template of the desk tidy onto the piece of card and cut it out. Then they colour the pencils and the background on the template.
- Demonstrate folding the template along the dotted lines. Then show how to fold and glue the tabs to hold it in place.

### Activities

- Use the desk tidy to practise colours and school vocabulary.
- Tell children to put their pencils and crayons in their desk tidy. Do a simple question and answer activity. Ask individual children *How many (red) crayons in your desk tidy? How many pencils in your desk tidy?* Elicit *two red crayons, one yellow crayon, three pencils, etc.*

## Cut and Make 2 (Unit 6) Bird in a cage spinner

### Materials

One photocopy of the bird in a cage cut-out per child, coloured pencils or crayons, scissors and glue.

### Method

- Children cut out the circles with the picture of the bird and the cage and colour them.
- Demonstrate gluing each circle to either side of a pencil so that the bird is visible on one side and the cage is visible on the other. When finished it should look like a lollipop.
- Using your own spinner, demonstrate how to roll the pencil rapidly back and forth between the palms of your hands to make the bird appear in the cage.

### Activities

- Show your spinner to the class. Spin it in front of them and ask children *What colour is it?* Elicit *It's red, It's blue, etc.*
- Children roll their spinners and ask each other in pairs or in groups about the colour of their birds.

## Cut and Make 3 (Unit 9) Drink mats

### Materials

One photocopy of the drink mats cut-out and an A4 piece of card per child, coloured pencils or crayons, scissors and glue. One cellophane sheet per child (optional).

### Method

- Children stick the template of the two drink mats onto the piece of card and cut them out. Then they colour the milkshake and jug on each drinks mat.
- To make the drink mats waterproof, give each child a sheet of cellophane. Ask them to cut out four squares the same size as their mats. Demonstrate how to peel off the backing and stick one square to either side of the drink mat.

### Activities

- Children hold up one of their drink mats and make a sentence to say to the class, e.g. *I like milkshakes. I've got a jug. It's a jug. This is my milkshake.*
- Play the song from Lesson 2. Children hold up their milkshakes drinks mat when they sing the word.

## Values Time! 1 A rainbow CB PAGE 29

### Materials

Six photocopied circles of differing sizes on the appropriately coloured card for each child. The circle on the red paper is 20 cm in diameter. The orange is 17.5 cm. The yellow is 15 cm. The green is 12.5 cm. The blue is 10 cm. The purple is 7.5 cm. Scissors and glue for each child.

**Note:** you can use the rainbow template from the Teacher's Resource Centre. One rainbow worksheet per child, two sets of colouring pencils for each group.

### Method

- Before class, photocopy the differing sized circles onto different coloured paper. Make your own rainbow to use as a model to clarify instructions in the lesson.
- Refer children to the project photos in the Class Book. Use the pictures and instructions to talk the children through the process of making their rainbows. Demonstrate with your rainbow and check understanding.
- Divide the class into groups of four and give each group the material they will need. Lay the coloured paper circles out in piles of the same colour, or place the piles of circles at the front of the class. Children come to the front and use the correct Everyday English expressions to ask for the paper they need. This will encourage the children to practise Everyday English expressions, as they will ask and thank each other for the different material on the table.
- Children cut out their circles and stick them on to one another from the biggest to the smallest.
- Hang the rainbows in class to create a colourful display and to remind the children of what they can achieve when they are polite.



## Activities

Sing the rainbow song with the children:

*Red and orange and yellow and green,  
Purple and violet and blue.  
I can sing a rainbow, sing a rainbow, sing a rainbow too.*

## Values Time! 2 A family portrait CB PAGE 51

### Materials

One family portrait worksheet for each child, Teacher's Resource Centre. Two pairs of scissors and two sets of colouring pencils for each group.

### Method

- Before class, photocopy one family portrait worksheet for each child. Complete your own family portrait to use as a model to clarify instructions.
- In class, focus on the pictures to explain the instructions and elicit what material children will need.
- Divide the class into groups of four. Place the worksheets in front of one of the children in the group. Hand out two pairs of scissors and two sets of colouring pencils to each group. This will encourage the children to share, and to elicit the expressions taught in the lesson.
- Once the children have finished, ask them to tell each other about their families. They can do this in groups or as a whole-class activity.
- Let the children take their pictures home to share with their families. They can tell their families who the people in their pictures are in English. This will help their parents see what their children have learnt, and make them feel part of the learning process.

### Activities

- Play *Bingo*. Ask the children to draw a nine-square grid (3 x 3) on a piece of paper. Ask them to cut out their family word cards. They choose nine family words to place in the squares of the grid. Call out the words. As the children hear their words, they turn the card face down. The first child to turn over all nine words shouts *Bingo!*

## Values Time! 3 An animal book CB PAGE 73

### Materials

One worksheet from the Teacher's Resource Centre and a pencil for each child, two pairs of scissors for each group of four children.

### Method

- Before class, photocopy enough worksheets for each child. Complete your own animal book to use as a model.
- In class, look at the pictures for the project. Ask the children what animals they can see in the pictures (*dog, sheep, hen, cow, cat*). Ask what the girl is doing in each picture (*colour, write, fold and say*). Elicit what material will be needed (*paper, pencil, colouring pencils*).
- Divide the class into groups of four. Place the worksheets in front of one child in the group and four pencils in front of another. Hand out two sets of colouring pencils to each group. This will encourage the children to share, and will recycle the language used in the Values Time! 2 lesson.

- Once the children have finished, ask them to tell each other about the animals, e.g. *I like sheep. I don't like dogs*. If the class are confident speakers you could do this as a whole-class activity, otherwise they can work in groups.
- Let the children take their animal books home to share with their families. Encourage them to tell their families what the names of the animals are and if they like or don't like them in English. This will help parents see what their children have learnt in English, and make them feel part of the learning process.

### Activities

- Before class, choose a book that has a lot of farm animals in it. Ask children to cut out their word cards. They place these face up on their desks. Seat children at the front of the class and read the story to them once. Ask them to say the names of the animals when they see them.
- Children return to their desks. Read the story again. As children hear the name of each animal, they place the correct word card at the top of their desk in the correct order. Ask children to read the animals in the correct order when the story is finished.

## Values Time! 3 Extension – A farm picture

### Materials

One worksheet per child, Teacher's Resource Centre, colouring pencils and a pencil for writing

### Method

- Before class, photocopy enough worksheets for each child in the class. Complete your own farm picture to use as a model to clarify instructions.
- Show children a completed farm picture. Ask them what animals they can see on it (e.g. *horse, sheep, cat*). Show children your writing at the bottom of the worksheet. Read the sentence aloud, then ask them to read the sentence aloud as a class, e.g. *I've got a horse, a sheep, and a cat on my farm*. Tell them they will make a farm picture.
- Divide the class into groups of four. Place the worksheets in front of one of the children in the group and two sets of colouring pencils in the middle of the group. This will encourage the children to share, and recycle the Everyday English expressions from the Values Time 2! lesson.
- Tell the children to choose four farm animals and draw them on their farm. Monitor and provide help when needed and encourage the use of the Everyday English expressions for being polite and sharing.
- Once completed, hand out four pencils to each group. Ask them to write a sentence about their farm. Use your farm as an example and write the sentence clearly on the whiteboard. Take one of the children's farm pictures and show it to the class. Elicit the correct sentence from the class so children see that they should write about their own picture.
- For children who need more support when writing, ask them to tell you a sentence about their farm picture and write it for them. Then ask them to copy your sentence to practise forming the letters and words.

# Wordlist

Words in bold are core words that children will be able to use actively by the end of each unit. The remaining words are those they will have come across in songs and stories.

## Starter Unit

an  
**Annie**  
**apple**  
**bat**  
**Billy**  
**boy**  
English  
everyone  
friends  
fun  
**goodbye**  
has got  
**hello**  
Miss Bell  
mum  
**one**  
**Rosy**  
teacher  
**Tim**  
**two**  
with

## Unit 1

a  
and  
**black**  
**blue**  
**car**  
**cat**  
**dog**  
**duck**  
**four**  
**green**  
in  
lots of  
me  
**red**  
**three**  
**white**  
you

## Unit 2

at  
**chair**  
**crayon**  
**desk**  
**egg**  
**elephant**  
**farm**  
**fish**  
**five**  
has got  
**notebook**  
**pencil**  
**six**

## Unit 3

**balloon**  
**eight**  
**girl**  
**guitar**  
**hat**  
**horse**  
how many?  
**ill**  
**insect**  
look at  
**plane**  
**puppet**  
**robot**  
**seven**  
**teddy**  
with

## Values Time! 1

**brown**  
Here you are.  
**orange**  
please  
**purple**  
rainbow  
Thank you.  
**yellow**

## Unit 4

a  
again  
arrive

**brother**  
cuddle  
**dad**  
**grandma**  
**grandpa**  
has got  
in  
in line  
**jug**  
**juice**  
**kangaroo**  
**key**  
Let's count all ...  
**lion**  
**lollipop**  
Look at all ...  
**mum**  
**nine**  
No, it isn't.  
play  
**sister**  
**ten**  
with

## Unit 5

and  
bottles  
**cold**  
Come here!  
eats  
**eleven**  
**happy**  
**hot**  
**hungry**  
look  
**man**  
**mango**  
my  
**neck**  
Nellie  
**nose**  
**octopus**  
Ollie  
**orange**  
Poor Billy  
**sad**

sandwiches  
**thirsty**  
**twelve**  
Who's hungry?

### Unit 6

**bear**  
**bird**  
**crocodile**  
**fourteen**  
has got  
**hippo**  
is  
Look at  
**panda**  
**pen**  
**queen**  
**quilt**  
**rainbow**  
**river**  
**thirteen**  
**tiger**  
zoo

### Values Time! 2

colour  
cut out  
draw  
**glue**  
Here, share my...  
**paint**  
**paper**  
say  
**scissors**  
share  
Thank you.  
You're welcome.

### Unit 7

**builder**  
dressing up  
**fifteen**  
goes  
in a row  
Let's go  
**pupil**  
**sixteen**  
snake  
**sock**  
**sofa**  
**teacher**  
there's  
**towel**

**turtle**  
**umbrella**  
**up**  
**vet**  
**waiter**

### Unit 8

**belt**  
big  
**box**  
**eighteen**  
**fox**  
**hat**  
I've got a (hat)  
**jacket**  
**jumper**  
**seventeen**  
**shirt**  
small  
**vase**  
Vicky  
Victor  
**violin**  
**wall**  
**woman**

### Unit 9

**cakes**  
**crisps**  
I like ...  
**milkshake**  
**nineteen**  
**plums**  
**raisins**  
**twenty**  
yellow  
**yo-yo**  
**yogurt**  
yuk  
yum  
**zebra**  
**zoo**

### Values Time! 3

Be kind.  
**cow**  
fold  
**goat**  
**hen**  
OK  
**sheep**  
sorry  
write

### Culture

**banana**  
crisps  
**ice cream**  
**ice lolly**  
jelly  
oranges  
plate  
**sandwich**  
wobble

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