

First Friends 2

Teacher's Book

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OXFORD

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Scope and sequence	2
Introduction	4
Unit 1 Hello	14
Unit 2 Our school	22
Unit 3 My friends	30
Unit 4 I can...	38
Unit 5 My home	46
Unit 6 My room	54
Unit 7 On holiday	62
Unit 8 Mealtime	70
Unit 9 Circus fun	78
Unit 10 Jobs	86
Progress checks (photocopiable)	94
Extra material (photocopiable)	108

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Level 2 Scope and sequence

Topic	Structure	Vocabulary	Letters and phonics	Numbers	Songs and chants	Values
1 Hello	Revision I'm (name). Commands	Revision Days of the week	Alphabet revision	Revision: 1–2 Number words: one, two	Lesson 2: Days of the week Lesson 3: Letter song Lesson 4: Letter song	<ul style="list-style-type: none"> • The importance of making new people feel welcome • Being kind to younger children
2 Our school	What's this? It's... Who's this? He's... / She's...	classroom friend music room playground sandbox school bus seesaw teacher	Alphabet revision	Revision: 3–5 Number words: three, four, five		<ul style="list-style-type: none"> • The importance of friendships
3 My friends	Are you...? Yes, I am. / No, I'm not.	cold happy hot hungry sad thirsty tired	digraph 'sh' /ʃ/ sheep shoes fish	Revision: 6–8 Number words: six, seven, eight	Lesson 3: Letter song Lesson 4: If you're happy...	<ul style="list-style-type: none"> • Being sensitive to other people's feelings
4 I can...	I can...	catch climb draw jump kick run sing throw	digraph 'th' /θ/ throw thumb bath	Revision: 9–10 Number words: nine, ten	Lesson 3: Letter song Lesson 4: I can jump...	<ul style="list-style-type: none"> • Valuing people's individual talents
5 My home	There is... / There are...	bedroom dining room kitchen living room lamp plant sofa TV	digraph 'ch' /tʃ/ chocolate beach kitchen	11–12 eleven, twelve	Lesson 3: Letter song Lesson 4: Bean plant, bean plant, Grow, grow, grow	<ul style="list-style-type: none"> • Valuing the comforts of our homes

Topic	Structure	Vocabulary	Letters and phonics	Numbers	Songs and chants	Values
6 My room	Where is it? It's in / on / under...	bed blanket shelf pillow wardrobe in on under	CVC with 'a': cat hat mat	13–14 thirteen, fourteen	Lesson 3: Letter song Lesson 4: Put your hand on your head	<ul style="list-style-type: none"> • Being kind to siblings • Respecting other people's belongings
7 On holiday	How many are there? There are...	beach crab sand sandcastle sea shell umbrella black brown purple white	CVC with 'e': jet net wet	15–16 fifteen, sixteen	Lesson 3: Letter song Lesson 4: Ten umbrellas in the sun	<ul style="list-style-type: none"> • The importance of spending time together as a family • Appreciating the environment (the seaside)
8 Mealtime	She / He's got...	cheese chicken fish juice potato rice salad soup	CVC with 'i': big dig fig	17–18 seventeen, eighteen	Lesson 3: Letter song Lesson 4: I love food, let's eat, please	<ul style="list-style-type: none"> • Reinforcing good eating habits • Asking permission before taking something
9 Circus fun	She / He / It can...	acrobat bicycle clown drum juggler parrot tent	CVC with 'o': hop mop top	19–20 nineteen, twenty	Lesson 3: Letter song Lesson 4: Let's all go to the circus	<ul style="list-style-type: none"> • The importance of not showing off
10 Jobs	Is she / he...? Yes, she / he is. / No, she / he isn't.	builder doctor farmer fireman policeman secretary shop assistant (taxi) driver	CVC with 'u': bun run sun	Numbers 11–20 – revision	Lesson 3: Letter song Lesson 4: How are you today? Lesson 5: Twenty horses on the farm	<ul style="list-style-type: none"> • Valuing and appreciating the jobs people do

Introduction

Welcome to the course

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

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

Objectives

The key objectives of *First Friends* are:

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

Characters

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

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

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

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


In addition to these four main characters, Tess and Baz's two-year-old brother **Adam** appears throughout the course. He is the baby of the family, and both Tess and Baz delight in taking care of him. Baz especially enjoys being the older brother. Towards the end of the first level, Tess's friend **Mira** is introduced. She is quiet and shy. She appears in Level 2, along with Baz's outgoing new friend at school, **Sam**.

Components

Class Book

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

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

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

Activity Book

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

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

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

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

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

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

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

The Level 2 writing grid can be used for any extra writing practice the children need, for example extra practice of any letters they are having difficulty with.

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

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

Numbers Book (optional)

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

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

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

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

- write the numbers from 11–20
- write the words for numbers from 1–20
- count objects to 20
- group objects to 20
- carry out sums
- identify more complex number sequences

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

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

Teacher's Book (TB)

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

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

The TB also contains a wealth of photocopiable material. This consists of progress checks, phonics practice, and (at Level 2) numbers practice. The photocopiable material augments the material in the Class Book and Activity Book. It contains games and other fun activities as well as further pencil and paper practice of key concepts.

There is a one-page progress check for each unit. See pages 94–103. In addition, there is a two-page mid-year and two-page end-of-year progress check. See pages 104–107.

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

Page 119 (TB1 only) contains a writing model for the English alphabet, showing the starting points and direction of the pen strokes for each letter.

The photocopiable material is clearly labelled and organized by unit so that you know when it is appropriate to use. There are also separate teaching notes for using the photocopiable pages (see page 108).

CDs

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

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

Resource Pack

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

Flashcards

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

Level 1 has 106 flashcards:

70 Vocabulary flashcards with pictures of all new vocabulary

10 Numbers flashcards (1–10)

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

Level 2 has 100 flashcards:

73 Vocabulary flashcards with pictures of all new vocabulary

10 Numbers flashcards (11–20)

17 Phonics flashcards with Vowel-Consonant patterns / digraphs

Level 1 flashcard list

Vocabulary flashcards:

- | | |
|-----------------|-------------|
| 1 Tess | 55 arms |
| 2 Baz | 56 ears |
| 3 Pat | 57 mum |
| 4 Jig | 58 dad |
| 5 Adam | 59 sister |
| 6 table | 60 brother |
| 7 door | 61 baby |
| 8 board | 62 grandma |
| 9 window | 63 grandpa |
| 10 chair | 64 banana |
| 11 picture | 65 carrot |
| 12 bin | 66 tomato |
| 13 doll | 67 sweet |
| 14 car | 68 sandwich |
| 15 teddy bear | 69 orange |
| 16 ball | 70 biscuit |
| 17 robot | |
| 18 balloon | |
| 19 boat | |
| 20 bag | |
| 21 pencil | |
| 22 book | |
| 23 rubber | |
| 24 pencil box | |
| 25 lunch box | |
| 26 water bottle | |
| 27 red | |
| 28 orange | |
| 29 yellow | |
| 30 blue | |
| 31 green | |
| 32 triangle | |
| 33 circle | |
| 34 square | |
| 35 rectangle | |
| 36 field | |
| 37 sun | |
| 38 flower | |
| 39 duck | |
| 40 donkey | |
| 41 goat | |
| 42 butterfly | |
| 43 jumper | |
| 44 shirt | |
| 45 shorts | |
| 46 shoes | |
| 47 socks | |
| 48 skirt | |
| 49 trousers | |
| 50 head | |
| 51 eyes | |
| 52 fingers | |
| 53 feet | |
| 54 legs | |

Level 2 flashcard list

Vocabulary flashcards:

- | | |
|-------------|--------------|
| 1 teacher | 4 playground |
| 2 friend | 5 music room |
| 3 classroom | 6 school bus |
| | 7 sandbox |
| | 8 seesaw |

- | | |
|----------------|-------------------|
| 9 cold | 57 juice |
| 10 hot | 58 fish |
| 11 happy | 59 clown |
| 12 sad | 60 bicycle |
| 13 hungry | 61 tent |
| 14 thirsty | 62 acrobat |
| 15 tired | 63 juggler |
| 16 run | 64 drum |
| 17 draw | 65 parrot |
| 18 jump | 66 policeman |
| 19 sing | 67 farmer |
| 20 kick | 68 doctor |
| 21 throw | 69 fireman |
| 22 catch | 70 builder |
| 23 climb | 71 (taxi) driver |
| 24 kitchen | 72 shop assistant |
| 25 living room | 73 secretary |

- ### Number flashcards:
- | |
|--------------|
| 71 number 1 |
| 72 number 2 |
| 73 number 3 |
| 74 number 4 |
| 75 number 5 |
| 76 number 6 |
| 77 number 7 |
| 78 number 8 |
| 79 number 9 |
| 80 number 10 |
- ### Phonics flashcards (photos):
- | |
|----------------|
| 81 A apple |
| 82 B bird |
| 83 C cat |
| 84 D dog |
| 85 E egg |
| 86 F fan |
| 87 G girl |
| 88 H hand |
| 89 I insect |
| 90 J jump |
| 91 K kite |
| 92 L lemon |
| 93 M moon |
| 94 N nose |
| 95 O octopus |
| 96 P pink |
| 97 Q queen |
| 98 R rabbit |
| 99 S seesaw |
| 100 T toes |
| 101 U umbrella |
| 102 V van |
| 103 W water |
| 104 X box |
| 105 Y yo-yo |
| 106 Z zebra |

Number flashcards:

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

Phonics flashcards (photos):

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

Posters

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

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

Course structure

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

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

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

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

Topics

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

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

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

Cross-curricular features and Values

The benefits of English instruction can be maximized by linking it with other parts of the curriculum. *First Friends* connects to other curricular areas in many ways. For example, it provides opportunities to link to the natural sciences. The promotion of an appreciation of the natural environment in Level 1 leads to the introduction to the life cycle of a seed in Level 2. Links to social sciences are explored through learning about different jobs and familial relationships. Creative links are also promoted through the development of musical skills, including awareness of melody, rhythm, and rhyme.

In addition to cross-curricular links, *First Friends* recognizes that language instruction presents an opportunity to reinforce values such as cooperation, teamwork, health, good nutrition, and respect for others. The dialogues, stories, and illustrations provide opportunities to address such values.

Unit structure

The simple and reliable unit structure makes *First Friends* an ideal course for experienced and novice teachers alike. Novice teachers can build confidence and rest assured that they are developing sound teaching skills while using the

material. Similarly, more experienced teachers who are more confident and adept in the classroom can expand upon the solid framework provided.

Each unit has a one-page-per-lesson format, and each page / lesson has a specific role in the unit. This format is consistent across Levels 1 and 2.

Class Book structure

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

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

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

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

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

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

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

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

Activity Book structure

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

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

The four skills

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

Speaking

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

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

First Friends uses the International Phonetics Alphabet for pronunciation models. See page 9.

Listening

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

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

Reading

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

In Level 1, children will:

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

In Level 2, children will:

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

Writing

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

In Level 1, children will:

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

In Level 2, children will:

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

Literacy development: phonics and 'Look and say'

First Friends adopts a phonics approach to literacy development.

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

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

In Level 2 the phonics instruction is expanded to include word families. Word families consist of simple consonant-vowel-consonant words that have the same vowel and final consonant, e.g. *cat, hat, mat, Pat*. Children apply the letter sounds learnt in Level 1 to read these words. There is one word family for each of the five vowels (*-at, -et, -ig, -op, -un*). Word families also provide an opportunity to develop rhyming skills, which can help children to become more attuned to the sounds and patterns of English.

As with Level 1, there is a phonics song, but for word families rather than individual letter sounds. The exemplar words are set to a memorable tune, and the same melody is used for each word family. Again, children only need to learn the song melody once so that they can focus on the word families more easily.

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

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

Phonetic key

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

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

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

Level 2 also introduces digraphs. These are letter combinations that have their own sound:

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

Characteristics of young learners

Intellectual development

Kindergarten-age children are beginning to use logic to understand things they have experienced, seen, or heard. However, they are not able to understand abstract rules or logic. As a result, abstract concepts and grammar are not taught overtly at this stage. Terms such as *singular* or *plural* are not used, and you will not find instructions to give grammar rules in the teaching notes. For example, when plurals are introduced in Unit 4 of Level 1, the notes avoid instructions such as 'to change a word from singular to plural, add the letter -s to the end'. The concept of plurals is taught using real objects, e.g. pens, and drawing children's attention to the difference in the way the words *pen* and *pens* are said.

Attention span

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

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

Sensory input

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

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

Fine motor skills development

Fine motor skills are still developing in young children. They are just beginning to use their hands and fingers for activities such as writing and drawing. These actions require coordination and control, which most young children typically do not possess. As a result, the handwriting and drawing of young children is often larger or malformed. It is important to recognize that such characteristics are a normal part of all children's development.

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

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

Affective developmental factors

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

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

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

General teaching procedures

Introducing language

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

Teaching phonics (Letter fun!) activities

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

Level 1: Letters and sounds

The general procedures are as follows:

- Introduce the letter with a word beginning with that letter using a flashcard, a real object, etc.
- Write the letter on the board. Point to it and say the letter name, its sound, and the name of the exemplar word.
- Children repeat the word chorally and individually.
- Repeat with the capital letter.
- Ask children to suggest a few common names that begin with the sound. English names are also given in the notes.
- Tell children that they are going to learn how to write the letter.
- Stand with your back to the class as you use your finger to 'write' the capital form in the air. Write the letter exactly as it is presented in the Class Book (you may also wish to refer to TB page 119).
- Tell children to copy your action and write the capital letter in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case letter.
- Tell children to practise tracing over the letters in their books with their fingers.

Level 2: Word families

The general procedures are as follows:

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

Teaching handwriting

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

The general procedures are as follows:

- Draw writing lines on the board (you may wish to refer to TB1 page 109 for a model). Put dots on the lines to show the starting point(s) for forming the capital letter. Write the letter on the lines exactly as it is presented in the Class Book (you may also wish to refer to TB1 page 119).

- Tell children to practise tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat the procedure for the lower case letter.
- Draw more writing lines on the board. Call children to the board to write capital and small forms on the lines. Correct as necessary.

There is a photocopiable page of staves on TB1 page 109 so that you can give your children extra practice in handwriting.

Using stories

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

How to teach stories and presentation dialogues

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

- Establish the context for the story or dialogue by asking children questions about the pictures.
- Conduct this part of the lesson in the children's own language. Ask questions which give key information. These questions typically begin with: *Who? Where? What? and Why?*
- Children listen to the story or dialogue as they look at the pictures in their books.
- Children listen again and repeat chorally.
- Call children to the front to act out the story. Use props, e.g. flashcards, real objects, etc. to make it more fun. If you feel your children are able to, have them hold the cut-outs from AB1 page 77 as they act out stories with the course characters.

Teaching songs and chants

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

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

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

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

Doing arts and craft

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

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

The following are general procedures to teach arts and crafts:

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

Using the children's own language

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

Do not use the children's own language to translate words or present language.

Assessment

First Friends provides for the continuous assessment of children's language performance in that each unit has a photocopiable progress check (see TB pages 94–103). In addition, there is a photocopiable mid-year progress check, covering Units 1–5 (see TB pages 104–105), and a final progress check, covering Units 6–10 (see TB pages 106–107).

Assessment helps you:

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

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

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

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

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

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

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

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

O = OK. The child has met the objective.

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

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

How to carry out assessment in the classroom:

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

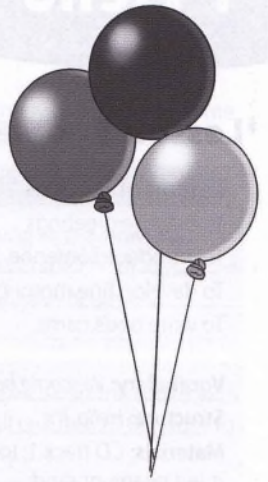
Assessment form: Unit _____

Assessment Key
O = OK. The child has met the objective.
E = Emerging. The child has partially met the objective.
N = Not at this time. The child has not met any aspect of the objective.

Name	1	2	3	4	5	6	7	8

1 Lesson ___ Objective: _____	5 Lesson ___ Objective: _____
2 Lesson ___ Objective: _____	6 Lesson ___ Objective: _____
3 Lesson ___ Objective: _____	7 Lesson ___ Objective: _____
4 Lesson ___ Objective: _____	8 Lesson ___ Objective: _____

Congratulations!



You are a star pupil



School: _____

Signed: _____

Date: _____

1 Hello

Lesson 1 CB PAGES 4-5, AB PAGE 4

Lesson objectives

- To practise greetings
- To introduce someone
- To develop fine motor control
- To write one's name

Vocabulary: *Welcome back.*

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

Materials: CD track 1; (optional) glue, buttons, beads, dried beans, or sand

Class Book CB PAGES 4-5

Warm-up

- Ask children in their own language what they remember about the characters from *First Friends* Level 1 (*Baz, Adam, and Tess are brothers and sister. Jig is a rabbit, and Pat is a cat.*)
- Ask if they can remember the teacher's name (*Mrs Woodward*).

Listen and say. 1

- Tell children to look at the picture on pages 4 and 5. In their own language, ask children which character they recognize (*Baz*). Ask what they think is happening (*Baz and the class are meeting a new boy*). Play the CD once to check the answer.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

Transcript 1

Listen and say.

Mrs Woodward Hello, everyone. Welcome back!

Class Hello, Mrs Woodward!

Mrs Woodward Baz, this is Sam.

Baz Hello, Sam! I'm Baz.

Say and do.

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

Activity Book AB PAGE 4

1 Trace and colour.

- Tell children to look at page 4.
- Ask children the names of the characters (*Baz and Sam*).
- Model the activity. Write the name *Baz* on the board. Point to each letter and ask children to say its name and sound.
- Ask children if they can remember what kind of letter *B* is at the beginning of *Baz's* name (a capital letter). Remind children that capital letters begin names in English.
- Trace the name *Baz* on the board as children trace in their books with their fingers. Be sure to use the directions for the letters given in *Class Book 1* (see also *Teacher's Book 1* page 119 for a reference model of how to form all the letters in the English alphabet).
- Tell children to trace the names in their books with their pencils and then trace the lines on the characters to complete the pictures, before colouring them.

2 Draw yourself. Write and say.

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

Optional activity

- Give each child a sheet of paper.
- Tell them to write the first letter of their name in the centre of the paper (remind them that it needs to be a capital letter). Tell them to make the letter very large.
- Help children to glue buttons, beads, dried beans, or sand to the shape of the letter.
- Call children to the front to show their letter and give its name and sound.

Lesson 2 CB PAGES 4–5, AB PAGE 5

Lesson objectives

- To say the days of the week in order in English
- To recognize English sounds and spoken words
- To practise capital letters

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

Materials: CD tracks 2–4; (optional) a calendar

Class Book CB PAGES 4–5

Warm-up

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

Listen and say. 2

- Tell children to look at pages 4 and 5 in their books. Direct their attention to the word on the board in the classroom. Explain that this is the day of the week for Baz.
- Tell children that they are going to learn the words for the days of the week.
- Write the days of the week on the board. Begin with *Sunday*.
- Play the CD, pointing to each day of the week on the board as it is said. Pause after each word so that children can point to the word in their books. Check children are pointing to the correct word.
- Point out that in English the first day of the week is Sunday.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

Transcript 2

Listen and say.

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

Sing. 3

- Tell children that they are going to learn a special song for the days of the week.
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you. Tell children to point to the days of the week in their books as they sing them.
- Point out that the song is about the school day for Baz. It's Monday in that picture.
- Play the CD again and ask children to sing the song.

Transcript 3

Sing.

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

It's a nice day!

It's Monday.

Transcript 4

[A karaoke version of the above song.]

Activity Book AB PAGE 5

1 Trace and say. Draw.

- Tell children to look at page 5.
- Model the activity by writing *Sunday* on the board. Write the *S* in dotted form.
- Say *Sunday*. Emphasise the first sound. Ask children the name of the letter (*S*).
- Trace the capital *S* at the beginning of the word as children trace it with their fingers in their books.
- Ask children to write the letter *S* at the beginning of *Sunday* with their pencils.
- Children complete the activity.
- Check by writing the days of the week on the board with the first letter in dotted form. Call children to the front to trace the letter and say the day.
- Ask children to choose their favourite day of the week, and to draw something to illustrate it on the right side of the calendar (for example, if they go swimming on Wednesday, they could draw themselves swimming, etc.).
- Call on a few children to share their drawings in their own language.

Optional activity 1

- Sing the days of the week song again. This time, play track 4, which is a karaoke version of the song. Ask children to sing it with the correct day for today's lesson.
- Vary the activity by pointing to different days on a calendar and having children sing the song for that day.

Optional activity 2

- Split the children into seven groups. Prepare seven large sheet of paper with one of the days of the week written on each.
- Give each group one of the sheets of paper.
- Ask each group to work together and draw something that they typically do on that day.
- Say the days of the week as each group stands and shows its pictures. Ask children to describe them in their own language.

Lesson 3 Letter fun! CB PAGES 6-7, AB PAGE 6

Lesson objectives

To say and recognize letters *Aa-Mm*

To recognize and say the sounds /æ/ - /m/

To write the letters *Aa-Hh*

To develop fine motor control

Vocabulary: *apple, bird, cat, dates, elephant, fig, girl, horse, iguana, jump, kite, lion, moon*

Materials: CD tracks 5-6

Class Book CB PAGES 6-7

Warm-up

- Play an alphabet game. Write the letters *Aa-Mm* on the board.
- Say the name and sound of the first letter of the alphabet (*a, /æ/*).
- Point to a child to repeat the first letter and add the name and sound of the second letter (*a, /æ/, b, /b/*).
- Continue in this way until you reach the letter *Mm*.

Sing. 5

- Tell children to look at pages 6 and 7 in their books.
- Tell children that they are going to sing the letter song from last year.
- Prepare them to sing the song by asking them to identify the pictures for each letter *Aa-Mm* in their book.
- Say *a, /æ/, apple*. Children repeat chorally and individually.
- Call on children to give the name, sound, and picture for *Bb (b, /b/, bird)*.
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you. Tell children to point to the letters and pictures in their books as they sing.
- Play the CD again and ask children to sing the song. The verses for letters *A* and *B* are included on the recording and you can use these as a model to sing the other verses for *C-M*. A karaoke version (track 6) is included on the recording after letters *A* and *B*, which you can rewind and re-use as you wish.

Transcript 5

Sing.

a, a, a
/æ/, /æ/, /æ/
/æ/ apple, /æ/ apple
/æ/, /æ/, /æ/

b, b, b
/b/, /b/, /b/
/b/ bird, /b/ bird
/b/, /b/, /b/

Transcript 6

[A karaoke version of the letter song music. Repeat for verses C-M]

Find.

- Say *c*. Ask children to tell you the sound and the picture for *c (/k/, cat)*. Make a miaow sound and say *cat* to reinforce the meaning.
- Say *l*. Ask children to tell you the sound and the picture for *l (/l/, lion)*. Make a roaring sound and say *lion* to reinforce the meaning.
- Repeat with other letters *Aa-Mm*. Mime the words or draw pictures to reinforce the words and their meanings.
- Vary the activity by calling out the letter sound or exemplar picture and asking children to give you the other information.

Activity Book AB PAGE 6

1 Trace and match.

- Tell children to look at page 6.
- Copy the pictures from the activity on the board in two columns as on the page.
- Point to each picture. Ask *What's this?* Children say the name of the picture (*apple, girl, cat, elephant, bird, fig, date, horse*).
- Write the letters *Aa* in dotted form on the board between the apple and the bird. Ask *What's this?* Children respond *a, /æ/*.
- Trace the letters on the board.
- Tell children to practise tracing over the letters in their books with their fingers.
- Children trace the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Ask children which picture starts with *a, /æ/ (apple)*. Draw a line from *Aa* to the apple on the board.
- Children complete the activity in their books.
- Write the other letters on the board. Check by calling children to the front to match the letters and pictures (*Aa - apple, Bb - bird, Cc - cat, Dd - date, Ee - elephant, Ff - fig, Gg - girl, Hh - horse*).

Optional activity

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

Lesson 4 Letter fun! CB PAGES 6-7, AB PAGE 7

Lesson objectives

To say and recognize letters Nn-Zz

To recognize and say the sounds /n/ -/z/

To write the letters li-Nn

To develop fine motor control

Vocabulary: nut, octopus, Pat, queen, rabbit, seesaw, toes, umbrella, volcano, water, box, yo-yo, zebra

Materials: CD tracks 6-7

Class Book CB PAGES 6-7

Warm-up

- Play the alphabet game from Lesson 3, but extend it to include the entire alphabet. Write the letters Aa-Zz on the board.
- Say the name and sound of the first letter of the alphabet (a, /æ/).
- Point to a child to repeat the first letter and add the name and sound of the second letter (a, /æ/, b, /b/).
- For letters Nn to Zz encourage all the children to participate.
- Continue chorally as a class until you reach the letter Zz.

Sing. 7

- Tell children to look at pages 6 and 7 in their books.
- Tell children that they are going to sing the letter song from last year for the second half of the alphabet.
- Prepare them to sing the song by asking them to identify the pictures for each letter Nn-Zz in their book.
- Say n, /n/, nut. Children repeat chorally and individually.
- Call on children to give the name, sound, and picture for Oo (o, /o/, octopus).
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you. Tell children to point to the letters and pictures in their books as they sing.
- Play the CD again and ask children to sing the song. (The verses for letters N and O are included on the recording and you can use these as a model to sing the other verses for P-Z. You may wish to re-use the karaoke version from track 6 as a backing.)

Transcript 7

Sing.

n, n, n

/n/, /n/, /n/

/n/ nut, /n/ nut

/n/, /n/, /n/

o, o, o

/o/, /o/, /o/

/o/ octopus, /o/ octopus

/o/, /o/, /o/

Transcript 6

[A karaoke version of the letter song music. Repeat for verses P-Z]

Find.

- Say s. Ask children to tell you the sound and the picture for s (/s/, seesaw). Draw a picture of a seesaw on the board and say seesaw as you point to the picture to reinforce its meaning.
- Say r. Ask children to tell you the sound and the picture for r (/r/, rabbit). Hold up your hands to create ears and hop like a rabbit as you say rabbit to reinforce its meaning.
- Repeat with other letters Nn-Zz. Mime the words or draw pictures to reinforce the words and their meanings.
- Vary the activity by calling out the letter sound or exemplar picture and asking children to give you the other information.

Activity Book AB PAGE 7

1 Trace and match.

- Tell children to look at page 7.
- Ask them what the difference is between the letters in the left and right columns in the boxes at the top of the page (the letters on the left are capital letters and the letters on the right are lower case letters).
- Copy the activity on the board.
- Trace the upper case H. Ask children to trace with their fingers in their books.
- Ask children which of the lower case letters is the lower case h. Trace the lower case h on the board as children trace with their fingers in their books.
- Draw the dotted line between these letters.
- Ask children to do the activity. Tell them to trace the letters in both columns with their pencils before matching.
- Check that children are holding their pencils correctly.
- Check by calling a child to the front to match M and m. Repeat with other children matching the other letters.

2 Write.

- Tell children to look at the second activity on page 7.
- Ask them what they think they have to do (write the corresponding lower case or capital letter form for each of the letters in the boxes).
- Copy the first pair of boxes (H/h) on the board as an example, and ask a child to come and trace over the dotted capital H.
- Children complete the activity. Remind them that they can look back at activity 1 for help.
- Check the answers by writing the letter boxes on the board and asking children to come and write the missing letters (I/i, O/o, M/m, K/k, J/j).

Optional activity

- Review the capital and lower case forms for other letters.
- Write the capital letters A-H in one column on the board.
- Write the lower case letters a-h in a column to the right. Be sure to vary the order of the lower case letters.
- Call children to the front to match the capital and lower case forms of the letters.

Lesson 5 Number fun! CB PAGE 8, AB PAGE 8

Lesson objectives

- To identify, write, and use numbers 1 and 2
- To begin to read simple words
- To write numbers *one* and *two*

Vocabulary: *one, two, bird, butterfly, elephant, iguana, lion, zebra*

Materials: CD track 8

Class Book CB PAGE 8

Warm-up

- Sing the days of the week song from Lesson 2 again (play track 4 for the karaoke version). Ask children to sing it with the correct day for today's lesson.

Learn the number.

- Tell children that they are going to learn to write the words for numbers in English.
- Draw a circle on the board. Say *One*. Write the number 1 under it. Follow the directional arrows in the book.
- Draw two circles to the right of the first circle. Point to each circle as you say *One, two*. Write the number 2 under them, again following the directional arrows in the book.
- Point to the number 1. Say *One*. Point to the number 2. Say *Two*.
- Write the word *one* under the number 1 on the board. Repeat with number two. Explain to children that they shouldn't try to sound out these words. They should just look at them and try to remember them.
- Tell children to open their books at page 8. Point to the zebra under the figure 1 and ask *How many zebras?* Children respond *one*. Repeat with lions.

Listen and find. 8

- Draw a butterfly on the board. Ask *What's this?* Children say *A butterfly*. Repeat with bird, lion, zebra, iguana, and elephant.
- Tell children they are going to listen to the CD. Tell them to point to the animals they hear.
- Play the CD, pausing after each line.
- Check that children are pointing to the correct part of the picture.

Transcript 8

Listen and find.

One lion.

[pause]

Two elephants.

[pause]

One iguana.

[pause]

Two birds.

[pause]

Two zebras.

[pause]

One butterfly.

Activity Book AB PAGE 8

1 Count, trace and write.

- Tell children to look at page 8.
- Draw a fig on the board. Ask *What's this?* Children say *A fig*. Say *Count*. Children respond *one*.
- Draw writing lines on the board. Write the number 1 in dotted form on the lines.
- Trace the number 1 on the board as you say *one*. Tell children to practise tracing over the number in their books with their fingers.
- Children trace and write the numbers with their pencils.
- Repeat the procedure for the number 2.
- Draw another set of writing lines under the number 1. Write the word *one* in dotted form on the lines.
- Trace the word *one* on the board as you say *one*. Tell children to practise tracing over the word in their books with their fingers.
- Children trace and write the word with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat the procedure for *two*.
- Ask children to write the words *one* and *two* again next to the words they traced.

2 Read and draw.

- Write the words *one cat* on the board.
- Point to the word *one*. Say *one*.
- Point to the word *cat*. Ask if any children can read it. Help them to sound it out: /k/ /æ/ /t/.
- Tell children to draw a picture of a cat in the first box at the bottom of page 8.
- Repeat with *two birds*.

Optional activity

- Write the following phrases across the top of the board: *one egg, one pen, two eggs, two pens*.
- Point to each phrase and say the number word and help children to sound out the second word letter by letter.
- Call children to the front to draw a picture for each phrase.

Lesson 6 Story CB PAGE 9, AB PAGE 9

Lesson objectives

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

Vocabulary: *Saturday, Let's play, Give me . . . , kick, ball*

Materials: CD track 9, a ball, a calendar (in English if possible)

Class Book CB PAGE 9

Warm-up

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

Look and say.

- Tell children to open their books at page 9.
- Remind children that English stories are presented from left to right. Hold up your book and point at the frames in order.
- Say *Point to picture 1.* Check that children are pointing to the picture with the 1 in the corner. Say *Point to picture 2.* Check that children are pointing to the picture with the 2 in the corner. Repeat with pictures 3 and 4.
- Ask children questions about the story in their own language: *Who are the children? (Tess, Baz, and Adam), What day of the week is it? (Saturday), What are the children doing? (They are playing with a ball), Are they playing nicely with their little brother? (Yes, they are), Why is it important for older children to include their younger brothers and sisters in their games? (It is kind. It teaches the younger children about different games, etc.).*

Listen. 9

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

Transcript 9

Tess: It's Saturday!

Baz: Let's play.

Baz: Give me the ball.

Tess: Kick, Adam. Kick!

[sound effect of ball being kicked very lightly]

Listen and act. 9

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

Activity Book AB PAGE 9

1 Match and say.

- Tell children to look at page 9.
- Ask children in their own language what is happening in the first picture (*Baz is running towards a ball*).
- Ask children what they think will happen next. Accept all answers (*Baz might kick the ball; he might pick up the ball; he might fall on the ball, etc.*).
- Ask children to look at the pictures in the right column. Ask them which picture is the best match for what happens to Baz and the ball next (*the picture of Baz kicking the ball*).
- Tell children to trace the line between the two pictures.
- Children complete the activity. Ask children to say the characters' names quietly to themselves as they do the matching (*Baz, Sam, Adam, Tess*).
- Check by asking children to describe the matching pictures in their own language (*Sam is about to open a door. Sam is walking through the open door; Adam is walking up to Tess with a ball. Tess has the ball; Tess is running up a hill. Tess is on top of the hill*).

Optional activity

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

Unit 1 Review AB PAGE 10

Lesson objectives

To review the lower case letters *a–m*

To review the numbers 1 (*one*) and 2 (*two*)

To develop fine motor control

Activity Book AB PAGE 10

Warm-up

- Tell children that they are going to play a game. Write the lower case letters *a–m* on the board.
- Explain that you are going to point to a letter on the board and say its name and sound. If you say the correct name and sound for the letter, the children should clap once. If you are incorrect, they should clap twice.
- Point to the letter *d* on the board. Say *d*, /d/. Children clap once.
- Point to the letter *m* on the board. Say *h*, /h/. Children clap twice. Ask a child to say the correct letter name and sound (*m*, /m/).
- Repeat with all letters *a* to *m*. For variation, you can include capital as well as lower case letters.

1 Say and write.

- Write the letters *a* and *c* on the board. Draw some writing lines in between the *a* and *c*, where the letter *b* should go.
- Ask children which letter belongs in between *a* and *c* (*b*). Call a child to the front to write the letter *b*.
- Tell children to look at page 10.
- Children complete the activity by writing the missing letters. Ask children to say the letters quietly to themselves as they read and write.
- Check the answers by copying the exercise on the board and asking children to come and write the missing letters.

2 Match.

- Tell children to look at the second activity on page 10.
- Ask children why there is a line from the number 1 to the word *one* (*because it matches / is the same number*).
- Ask them to draw a line from the numbers to their words.
- Tell children to draw another line connecting each number word to the correct picture.
- Children complete the activity.
- Copy the exercise on the board. Check by calling children to the front to match the numbers to the words to the pictures.

Progress check 1 (photocopiable) (TB p94)

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

Numbers Book NB PAGES 4–9

Lesson 1 NB PAGE 4

Lesson objectives

To count and write 1 and 2

To write the words *one* and *two*

1 Trace and count. Write.

- Tell children to look at page 4.
- Ask the children which number they see at the top of the page (1). Write 1 on the board.
- Ask them to trace the number with their fingers, starting at the dot, and following the direction of the arrows.
- Tell children to count the number of dots in the box aloud in English (*One*). Draw the dot on the board. Join the 1 and the dot.
- Ask children to trace the line in their books.
- Write the word *one* on the board. Point to it and ask the children to say the word. Draw a line from the dot to the word.
- Ask children to trace the line in their books.
- Repeat the procedure for number 2.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the 1. Model writing the number 1 on the board while children trace the number with their fingers in their books. Repeat with number 2.
- Children trace and write the numbers with their pencils.
- Draw some more writing lines on the board. Model writing the words *one* and *two* on the board while children trace the words with their fingers in their books.
- Children trace and write the words with their pencils.

Lesson 2 NB PAGE 5

Lesson objectives

To count 1 and 2

To develop fine motor control

1 Colour the pictures with 1 flower.

- Tell children to look at page 5.
- Draw a picture of a flower in a vase on the board. Ask *What's this?* Children respond *A flower*. Say *Count*. Children respond *one*.
- Draw another vase with two flowers in it. Point to the flowers. Ask *How many?* Children count *one, two*. Repeat with a vase of three flowers.
- Ask children to look at the flowers in the vases in their books. Tell them to colour only the pictures with one flower.

2 Colour the pictures with 2 apples.

- Repeat the procedure from activity 1 above, drawing apples in trees instead of flowers in vases.

Lesson 3 NB PAGE 6

Lesson objectives

To count 1 and 2

To recognize the words *one* and *two*

1 Count and match.

- Tell children to look at page 6.
- Model the activity. Write the words *one* and *two* in the centre of the board. Point to each word as children say it.
- Draw an apple. Ask *How many?* Children respond *one*. Draw a line from the apple to the word *one*.
- Tell children to trace the line in their books between the apple and the word *one*.
- Tell children to count the number of each object and draw a line to the correct word.
- If some children finish quickly, ask them to colour the pictures.
- Check by calling a child to the front to point to the word *one* or *two* as the other children to say the number of each item on the page (*one elephant, one bird, two cats, two lions, one apple, two kites*).

Lesson 4 NB PAGE 7

Lesson objectives

To follow a sequence

To develop fine motor control

1 Look and draw.

- Tell children to look at page 7. Explain that there is a pattern in each row and they have to work it out.
- Model the activity. Ask children what they see in the first row (*pictures of a cat and a bird*).
- Tell them to put their finger on the first picture of the cat. Children say *cat*. Tell them to move their finger to the next picture and say *bird*. Children continue until the end of the row.
- Ask children in their own language what picture has been drawn as an example answer at the end of the row (*bird*). Ask them to tell you why (*because the pattern is cat / bird / cat / bird*).
- Children complete the activity.
- Check answers. Have the class tell you the pattern in each row (*Row 2: lion, lion, elephant, lion, lion, elephant. Row 3: date, date, fig, fig, date, date. Row 4: girl, boy, kite, girl, boy, kite. Row 4: date, apple, date, apple, date, apple*).

Lesson 5 NB PAGE 8

Lesson objectives

To recognize parts of the whole

1 Look, draw and colour.

- Tell children to look at page 8.
- Ask them in their own language to describe the difference between the pictures (in the second picture the numbers on the kite are missing and the boy has got only one eye, one hand, and one leg).
- Tell children to complete the second picture so that it matches the first one. Tell them to draw the items as carefully as they can in the correct places.
- Ask children to colour the pictures. Remind them to stay inside the lines as well as they can.

Lesson 6 NB PAGE 9

Lesson objectives

To count and write 1 and 2

To recognize the words *one* and *two*

To locate items within a picture

1 Look, count and write. Circle.

- Tell children to look at page 9. Do the activity as a class.
- Ask them to find *Jig* in the picture. Write *Jig* on the board.
- Write the numbers *one* and *two* on the board. Ask children in their own language which word shows the number of rabbits in the picture. Children respond *one*. Circle the *one* on the board.
- Ask *How many kites?* Children look at the picture and respond *two*. Write the word *kite* on the board. Then write the numbers *one* and *two* next to it. Ask a child to come to the board and circle the word *two*.
- Repeat with *iguana, elephant, horse, and lion*. Children should write and circle the numbers in their books as you complete the activity as a class (*two iguanas, one elephant, one horse, two lions*).

2 Our school

Lesson 1 CB PAGES 10–11, AB PAGE 11

Lesson objectives

- To identify people, places, and things at school
- To recognize English sounds and spoken words
- To associate printed words and their meanings

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

Materials: CD tracks 10–11, flashcards 1–8; (optional) some sand

Class Book CB PAGES 10–11

Warm-up

- Tell children to look at the picture on pages 10 and 11. Ask the following questions in the children's own language: *Who are the boys in the picture? (Baz and Sam), Where are they? (At school), What are they doing? (Looking at the music room).*

Listen and say. 10

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

Transcript 10

Listen and say.

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

Listen and find. 11

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

Transcript 11

Listen and find.

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

Activity Book AB PAGE 11

1 Match and say.

- Tell children to look at page 11.
- Explain that each row has two pictures and two words. Tell children they are going to match the words and their pictures.
- Model the activity. Put the flashcards for sandbox and music room on the board. Write the words *music room* and *sandbox* between them.
- Point to the picture of the sandbox. Ask *What's this?* Children respond *A sandbox*. Repeat with *music room*.
- Point to the word *sandbox* on the board. Say the word as you move your hand under it slowly. Point to the first letter. Ask children in their own language what the first letter's name and sound it (*s, /s/*).
- Ask children which picture begins with *s (sandbox)*. Draw a line from the word *sandbox* to the picture.
- Ask children if they can hear any other letter sounds in the word *sandbox*, e.g. the *x (/ks/)* at the end of the word, etc. Praise them for identifying sounds correctly.
- Repeat with the word and picture for *music room*.
- Children complete the activity, sounding out the first letter of each word as a guide. Ask children to say the words quietly to themselves as they do the matching.
- Check by putting the flashcards and words on the board and calling different children to the front to match them.

Optional activity

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

Lesson 2 CB PAGES 10–11, AB PAGE 12

Lesson objectives

To ask and say what something is

To ask and say who someone is

To introduce someone

To follow a sequence

Vocabulary: boy

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

Materials: CD track 12, flashcards 1–8

Class Book CB PAGES 10–11

Warm-up

- Tell children that they are going to play a game.
- Write one of the school words on the board. Hold up a flashcard of one of the school people, places, or things.
- If the word and the picture match, children say *Yes*. If the flashcard and the word are different, children say *No*.
- Help children to recognize the letters within the words. Be sure not to make the activity too difficult, e.g. do not pair *seesaw* and *sandbox*.

Listen and say. 12

- Tell children to look at the picture on pages 10 and 11. In their own language, ask children to say who they think the characters are meeting (*the music teacher*). Play the CD once to check the answer.
- Tell children the music teacher's name is Mrs Brown.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.
- You may like to point out to children that *What's this?* is used to ask about things, and *Who's this?* is used to ask about people.
- Point out how Baz describes Sam as his friend. Ask children why it is important to have friends (*they can play with us, keep us company, teach us things, cheer us up when we are sad, give us advice, etc.*).

Transcript 12

Listen and say.

Sam What's this?

Baz It's the music room.

Mrs Brown Hello, boys. Who's this?

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

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

Say and do.

- Ask children in their own language how Mrs Brown greeted the boys (*Hello, boys*). Ask children if they can guess the meaning of *boys*. Confirm the meaning. Say (*Name of child*) *is a boy, and (name of child) is a boy*.
- Put the flashcard of the music room on the board. Call two children to the front to play the parts of Sam and Baz. You can play the role of Mrs Brown.
- The children act out the dialogue. You may ask them to act it out using their own names.
- Call a girl to the front. Say '*He*' or '*she*'? and look quizzical. Say *Yes, she. She's (name of child)*. Remind children that we use *he* to talk about boys or men and *she* to talk about girls or women.

Extra practice

- Call one of the children to the front and ask *Who's this?* Look confused, as if you don't know who it is. Encourage children to say *He's (name of child)* or *She's (name of child)*.
- Repeat with other children.

Activity Book AB PAGE 12

1 Say and match.

- Tell children to look at page 12.
- Ask children what they see in the first row (*pictures of Sam and Mrs Woodward*). Explain that there is a pattern in each row and they have to work it out.
- Tell them to look at the first row of pictures and put their finger on the first picture of Mrs Woodward. Children say *Mrs Woodward*. Tell them to move their finger to the next picture and say *Sam*. Children continue until the end of the row.
- Ask children in their own language what picture should come next (*Sam*). Ask them to tell you why (*because the pattern is Mrs Woodward / Sam / Mrs Woodward / Sam*). Tell children to trace the line from the first row of pictures to *Sam*.
- Children complete the activity.
- Check the answers. Have the class tell you the pattern in each row.

Optional activity

- Review classroom vocabulary from Level 1, e.g. *pencil, pencil box, bin, chair, table, bag, etc.*
- Hold up a water bottle. Ask *What's this?* Children respond *A water bottle*.
- To motivate children, you may put them in teams and give a point to the team who can answer the question correctly in English.

Lesson 3 Letter fun! CB PAGES 12–13, AB PAGE 13

Lesson objectives

To say and recognize the letters Aa–Zz

To say, recognize, and write the letters Pp–Uu

To recognize and say the sounds /æ/–/z/

To develop fine motor control

Materials: CD track 13

Class Book CB PAGES 12–13

Warm-up

- Tell children that they are going to play a game.
- Write all the letters on the board in capital and lower case form.
- Point to each letter as children say its name and sound.
- Leave the letters on the board.

Listen and point. 13

- Ask children to look at pages 12–13. Ask them what they can see on the pages (the letters of the alphabet and some pictures).
- Explain that children are going to play a game. Tell them they are going to hear a sound and letter name. They should point to that letter in their books.
- Model the activity. Play the first sound (/k/, C) and pause the CD. Point to the Cc on the board. Check that children are pointing to the correct letter in their books.
- Play the CD, pausing to check that children are pointing to the correct letter.

Transcript 13

Listen and point.

/k/, C
/e/, E
/m/, M
/o/, O
/s/, S
/b/, B
/t/, T
/z/, Z
/f/, F
/r/, R
/w/, W
/æ/, A
/g/, G
/v/, V
/d/, D
/k/, K
/h/, H
/ʌ/, U
/l/, L
/l/, L
/dʒ/, J
/p/, P
/n/, N
/kw/, Q
/ks/, X
/j/, Y

Say.

- Erase all the letters from the board.
- Write the letter M on the board. Ask children to tell you the letter's name and sound (m, /m/).
- Repeat with capital and lower case forms of other letters.

Activity Book AB PAGE 13

1 Say and write.

- Tell children to look at page 13.
- Ask children to identify the pictures in the book as you hold up the book and point to each one.
- Model the activity. Put the flashcard of the seesaw on the board. Draw writing lines under it.
- Point to the seesaw and ask *What's this?* Children respond *A seesaw*. Ask children to tell you the first letter of the word (s).
- Write the capital and lower case letters Ss on the board. Ask children which one is needed (*lower case – s*). Write lower case s on the lines. Be sure to form the letter according to the directions in Class Book 1 (see also Teacher's Book 1 page 119 for a reference model of how to form all the letters in the English alphabet).
- Children complete the activity. Remind them that capital letters are needed for names (*Pat and Tess*).
- Check by pointing to each picture in the book and asking children to come up to the board and write the capital or lower case letter.

Optional activity

- Review the days of the week.
- Sing the days of the week song from Unit 1 (karaoke version track 4).
- Be sure to have children sing the correct day for today's lesson.

Lesson 4 Letter fun! CB PAGES 12–13, AB PAGE 14

Lesson objectives

To say and recognize the letters Aa–Zz

To say, recognize, and write the letters W–Zz

To recognize and say the sounds /æ/–/z/

To develop fine motor control

Vocabulary: revision of vocabulary from Level 1

Materials: flashcards 1–8, several buttons or coins

Class Book CB PAGES 12–13

Warm-up

- Review the school vocabulary with the flashcards. Hold up the picture of the school bus. Ask *What's this?* Children respond *It's a school bus.*
- Hold up the flashcard of the teacher. Ask *Who's this?* Children respond *She's a teacher, or She's Mrs Woodward.*
- Repeat with the other flashcards.

Look and say.

- Draw an apple on the board. Ask *What's this?* Children respond *It's an apple.*
- Ask children to tell you what letter and sound *apple* begins with (*a, /æ/*).
- Tell children to look at pages 12 and 13.
- Ask them to find the apple on the page (it's next to the box Aa).
- Ask children to look at the person above the apple. Point to her and ask *Who's this?* Children respond *She's Tess.*
- Ask children the name and sound of the first letter in Tess's name (*T, /t/*).
- Review the names of all the pictures in the same way. Move in a clockwise direction to make things easier for children to follow.
- To keep children's interest and attention, support your questions with drawings on the boards or real objects. (*Pictures and letters in clockwise order: hand, h, /h/; insect, i, /i/; coat, c, /k/; zebra, z, /z/; jump, j, /dʒ/; moon, m, /m/; fox, x, /ks/; run, r, /r/; door, d, /d/; nut, n, /n/; queen, q, /kw/; yellow, y, /j/; egg, e, /e/; lion, l, /l/; sing, s, /s/; fan, f, /f/; octopus, o, /ɒ/; van, v, /v/; window, w, /w/; goat, g, /g/; umbrella, u, /ʌ/; boy, B, /b/; kite, k, /k/; pen, p, /p/*)

Play the game.

- Tell children they are going to play a game.
- Explain that you will put them in groups and give each group a coin or a button.
- Tell children that they will each take a turn to drop the button or coin onto their book. They will say the name and sound of the letter the coin has landed on, and then they have to say the name of the picture on the page beginning with that sound.
- Model the activity for the children. Drop the coin or button onto the book. Say the name and sound of the letter your coin is on and then name the picture that corresponds to it, e.g. L; say *l, /l/, lion.*
- Put children in groups. Give each group a coin or a button.

Activity Book AB PAGE 14

1 Trace and match.

- Tell children to look at page 14.
- Ask them to tell you the names of the things in the pictures (*zebra, box, yo-yo, water, volcano*).
- Write the letters Vv, Ww, Xx, Yy, and Zz on the board in a column. Point to each pair of letters as children say the names and sounds.
- Model the activity. Draw a volcano on the board. Ask *What's this?* Children respond *It's a volcano.* Ask children which letter begins the word *volcano* (*v*).
- Draw a line connecting the volcano to the letters Vv.
- Write the word *volcano* on the board, with the *v* in dotted form. Call a child to write in the *v* to complete the word, and ask him or her to draw a line linking the word with the letters Vv.
- Children do the activity in their books, first tracing the letters, then matching them with the pictures, and finally tracing the letters within the words. Remind children that for the letter *X* they are looking for a word which ends in that letter / sound.
- Check answers by saying the name of each picture and asking the children to say the name and sound of each letter (*zebra – z /z/, box – x /ks/, yo-yo – y /j/, water – w /w/, volcano – v /v/*).

Optional activity

- Hold up the flashcard for *sandbox*. Ask children to tell you the first letter's name and sound.
- Call a child to the board to write the letter *s* on the board.
- Repeat with the flashcards for *teacher, friend, music room, playground, school bus, classroom, and seesaw*.

Lesson 5 Number fun! CB PAGE 14, AB PAGE 15

Lesson objectives

To identify, write, and use numbers 3, 4, and 5

To write numbers *three, four, and five*

Vocabulary: *three, four, five, seesaw, rabbit, nut, yo-yo, kite, girl, boy, chair*

Class Book CB PAGE 14

Warm-up

- Tell the children you are going to review the numbers 1 to 5 by playing a clapping game.
- Say *Count*. Clap twice. Say *One, two*.
- Say *Count again*. Clap four times. Encourage the children to count aloud from one to four. Repeat the four claps if necessary. Repeat with different numbers of claps.
- Make the game more fun by clapping in different rhythms, e.g. pausing or speeding up the claps.

Learn the number.

- Tell children that they are going to learn to write the words for more numbers in English.
- Draw three circles on the board. Say *Three*. Write the number 3 under them. Follow the directional arrows in the book.
- Draw four circles to the right of the first circle. Point to each circle as you say *One, two, three, four*. Write the number 4 under them, again following the directional arrows in the book.
- Repeat with the number 5.
- Point to each number and say its name.
- Write the word *three* under the number 3 on the board. Repeat with the circles for *four* and *five*. Explain to children that they shouldn't try to sound out these words. They should just look at them and try to remember them.
- Tell children to open their books at page 14. Point to the seesaws under the figure 3 and ask *How many seesaws?* Children respond *three*. Repeat with rabbits and nuts.

Find and count.

- Draw a kite on the board. Ask *What's this?* Children say *A kite*. Repeat with *boy, girl, chair, and yo-yo*.
- Tell children to look at the picture at the bottom of page 14.
- Say *Count the girls*. Encourage children to count aloud *one, two, three*.
- Repeat with *boys (2), chairs (4), yo-yos (2), nuts (4), seesaws (3), kites (5), and rabbits (3)*.

Activity Book AB PAGE 15

1 Trace and write. Count and colour.

- Tell children to look at page 15.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the number 3. Write the number 3 on the lines exactly as it is presented in the Class Book.
- Tell children to practise tracing over the number in their books with their fingers.
- Children trace and write the number with their pencils. Check that they are holding their pencils correctly and forming the number correctly.
- Repeat the procedure for the numbers 4 and 5.
- Ask children to colour three nuts, four yo-yos, and five rabbits.
- Check by drawing five nuts on the board and calling a child to the front to circle or shade three of them.
- Draw five yo-yos and ask a child to circle or shade four of them. Draw five rabbits and ask a child to circle or shade five rabbits.

2 Trace and write.

- Draw writing lines on the board. Write the word *three* in dotted form on the lines.
- Trace the word *three* on the board as you say *three*. Tell children to practise tracing over the word in their books with their fingers.
- Children trace the word with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Draw another set of writing lines under the first one.
- Repeat the procedure for *four* and *five*.
- Ask children to write the words *three, four* and *five* next to the words they traced.

Optional activity

- Write the words *one to five* across the top of the board.
- Point to each word as you read it aloud. Encourage children to repeat chorally.
- Write the numbers 1–5 in random order across the bottom of the board.
- Call a child to the front and ask him or her to match the word *one* to its number.
- Repeat with other children matching the other four numbers.

Lesson 6 Story CB PAGE 15, AB PAGE 16

Lesson objectives

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

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

Materials: CD track 14, flashcard 7

Class Book CB PAGE 15

Warm-up

- Review the days of the week.
- Sing the days of the week song from Unit 1 (karaoke version track 4).
- Be sure to have children sing the correct day for today's lesson.

Look and say.

- Tell children to open their books at page 15.
- Remind children that English stories are presented from left to right. Hold up your book and point at the frames in order.
- Say *Point to picture 1*. Check that children are pointing to the picture with the 1 in the corner. Say *Point to picture 2*. Check that children are pointing to the picture with the 2 in the corner. Repeat with pictures 3 and 4.
- Ask children questions about the story in their own language: *Who are the animals? (Jig and Pat), Where are they? (They're in a sandbox), What is in the sandbox with them? (A cat), Is it a real cat? (No, it isn't), How do you know? (It's made of sand).*

Listen. 14

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

Transcript 14

Listen.

Jig What's this?

Pat It's a sandbox.

Jig Look! A cat!

Jig Who's this?

Pat It's my friend, Rex.

Jig Oh no! Pat!

Listen and act. 14

- Tell children they are going to hear the story again. Tell them to run their fingers under each word as they listen.
- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually as they point to the words.
- Tell the class that they are going to act out the story.
- Put the flashcard of the sandbox on the board.
- Call two children to the front to model the story with you. Ask one child to be Pat and the other to be Rex the sand cat.
- Prompt the child playing Rex to drop to the floor when you touch him or her.
- Call other children to the front to act out the story.
- Help children to perform by prompting the lines and telling them to repeat.

Activity Book AB PAGE 16

1 Circle.

- Tell children to look at page 16.
- Explain that they are going to circle the letter that begins the word for each of the pictures.
- Hold up your book and point to each picture. Ask children to tell you what each is.
- Model the activity. Draw a date on the board and write the letters *a*, *c*, and *d* under it.
- Point to each letter as children say its sound.
- Say *date*. Children repeat chorally and individually. Ask children which letter is the sound at the beginning of *date* (*d*, */d/*). Circle the letter *d*.
- Children complete the activity.
- Check by saying the word and asking children to tell you the letter of its first sound (*fig* – *f*, *bird* – *b*, *sandbox* – *s*, *volcano* – *v*, *octopus* – *o*, *kite* – *k*, *water* – *w*, *umbrella* – *u*).

Optional activity

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

Unit 2 Review AB PAGE 17

Lesson objectives

- To review the lower case letters *n-z*
- To review the numbers 3, 4, and 5
- To develop fine motor control

Activity Book AB PAGE 17

Warm-up

- Tell children that they are going to play a game. Write the lower case letters *n-z* on the board.
- Explain that you are going to point to a letter on the board and say its name and sound. If you say the correct name and sound for the letter, the children should clap once. If you are incorrect, they should clap twice.
- Point to the letter *s* on the board. Say *s, /s/*. Children clap once.
- Point to the letter *x* on the board. Say *x, /j/*. Children clap twice. Ask a child to say the correct letter name and sound (*x, /ks/*).
- Repeat with all letters *n* to *z*. For variation, you can include capital as well as lower case letters.

1 Say and write.

- Ask children to say the names of the letters in the order of the alphabet.
- Write the letters *n* and *p* on the board. Write some writing lines in between the *n* and *p*, where the letter *o* should go.
- Ask children which letter belongs in between *n* and *p* (*o*). Call a child to the front to write the letter *o*.
- Tell children to look at page 17.
- Children complete the activity by writing the missing letters. Ask children to say the letters quietly to themselves as they read and write.
- Check the answers by copying the exercise on the board and asking children to come and write the missing letters.

2 Count and circle.

- Ask children which numbers they can see on the page (3, 4, and 5).
- Model the activity. Draw a box on the board. Ask *What's this?* Children respond *It's a box*.
- Draw three more boxes next to the first one on the board. Write the numbers 3, 4, and 5 under them. Ask *How many boxes?* Point to each and count aloud 1, 2, 3, 4. *Four boxes*. Circle the number 4.
- Children complete the activity. Tell them to count each item as they work.
- Check by asking *How many ...?* for each picture (5 toes, 3 umbrellas).

Progress check 2 (photocopiable) (TB p95)

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

Numbers Book NB PAGES 10-15

Lesson 1 NB PAGE 10

Lesson objectives

- To count and write 3, 4, and 5
- To write the words *three, four, and five*

1 Trace and count. Write.

- Tell children to look at page 10.
- Ask children which number they see at the top of the page (3). Write 3 on the board.
- Ask them to trace the number with their fingers, starting at the dot, and following the direction of the arrows.
- Tell children to count the number of dots in the box aloud in English (1, 2, 3). Draw the dots on the board. Join the 3 and the dots.
- Ask children to trace the line in their books.
- Write the word *three* on the board. Point and ask children to say the word. Draw a line from the dots to the word.
- Ask children to trace the line in their books.
- Repeat the procedure for numbers 4 and 5.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the 3. Model writing the number 3 on the board while children trace the number with their fingers in their books. Repeat with numbers 4 and 5.
- Children trace and write the numbers with their pencils.
- Draw some more writing lines on the board. Model writing the words *three, four, and five* on the board while children trace the words with their fingers in their books.
- Children trace and write the words with their pencils.

Lesson 2 NB PAGE 11

Lesson objectives

- To count and write 1 to 5
- To develop fine motor control

1 Draw and count. Trace and write.

- Tell children to look at page 11. Children name the objects they can see (*seesaws, boxes, queens, yo-yos, rabbits, an octopus*).
- Model the activity. Draw two seesaws in a box on the board. Write the word *two* under them. The letter *t* should be in dotted form.
- Ask *How many seesaws?* Children respond *Two*.
- Write the number 2 in the lower right of the box.
- Trace the letter *t* at the beginning of the word. Point to the word *two* and encourage children to say *two*.
- Children complete the activity. They should trace over the dotted drawing before counting the objects.
- Tell them to count the number of each object aloud in English and then write the number in the box.
- Explain that they should trace the first letter of the word at the bottom of the box.
- Check the answers by writing the number and word for each item on the board.

Lesson 3 NB PAGE 12

Lesson objectives

To count from 1 to 5

To recognize the words for numbers 1 to 5

Materials: flashcard 1

1 Count and match.

- Write the words *one* to *five* in a column on the left of the board.
- Point to each word as children say the number.
- Tell children to look at page 12. Explain that they are going to count the number of each object on the right and match it to the correct number on the left.
- Model the activity. Put the flashcard of the teacher on the board.
- Ask children which word corresponds to the number of teachers (*one*). Draw a line from the word *one* on the board to the teacher.
- Children complete the activity in their books.
- Check the answers. Ask *How many ...?* for each object. (*two school buses, three seesaws, four zebras, five umbrellas*).

Lesson 4 NB PAGE 13

Lesson objectives

To count from 1 to 5

To develop fine motor control

To write the words for numbers 1 to 5

1 Count, colour and write.

- Tell children to look at page 13.
- Explain in the children's own language that they are going to count the number of things in the first picture. Then they should colour the box with that number and then trace the word of that number.
- Model the activity. Copy the first row from the book on the board.
- Ask *How many volcanoes?* Children respond *One*. Colour the box that has the number 1 in it.
- Trace the word *one*.
- Children complete the activity.
- Check by asking *How many (name of object)?* and writing the number and number word on the board (*one volcano, two zebras, three sandboxes, four nuts, five toes*).

Lesson 5 NB PAGE 14

Lesson objectives

To count from 1 to 5

To write the numbers and words for 1 to 5

1 Count, match and write.

- Tell children to look at page 14.
- Children name and count the objects in the left column.
- Tell them to look at the right column. Ask them to name and count the objects in that column.
- Model the activity. Draw two seesaws on the top left of the board and two volcanoes on the bottom right. Ask *How many seesaws?* Children respond *Two*. Ask *How many volcanoes?* Children respond *Two*. Draw a line connecting the pictures.
- Write the number 2 in a box to the right of the two volcanoes. Draw a line connecting the picture to the number.
- Write the word *two* in dotted form under the number box. Then trace the word *two*.
- Children complete the activity. Check by saying a number and having the children tell you the two pictures for that number (*one – queen, zebra; three – rabbits, school buses; four – umbrellas, friends; five – yo-yos, nuts*).

Lesson 6 NB PAGE 15

Lesson objectives

To count from 1 to 5

To locate items within a picture

Materials: flashcards 27–31, 96 (colours) from Level 1 (or make your own flashcards for red, orange, yellow, blue, green, and pink)

1 Colour.

- Put the flashcards for the colours on the board. Point to the yellow flashcard and ask *What colour is this?* Children respond *yellow*. Write *yellow* next to the colour. Repeat with the other colours.
- Tell children to look at page 15. Explain in the children's own language that each colour has a number and that they should colour the picture according to the numbers.
- Ask children for the number for yellow (*1*). Explain that they should colour yellow all the parts of the picture with a 1 in them.
- Explain that if they colour carefully and correctly, they will find some hidden things in the picture.
- Children complete the activity.
- Check children's colouring by asking for the hidden things (*numbers 1, 2, 3, 4, 5*). Ask *What colour is 1?* (*yellow*). Repeat with the other colours.

3 My friends

Lesson 1 CB PAGES 16–17, AB PAGE 18

Lesson objectives

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

Vocabulary: *cold, happy, hot, hungry, sad, thirsty, tired*

Materials: CD tracks 15–16, flashcards 9–15

Class Book CB PAGES 16–17

Warm-up

- Tell children to look at the picture on pages 16 and 17. Ask the following questions in the children's own language: *Where are the children? (Outside), Can you tell how the children feel? (Yes), What are some of the feelings of the children? (Sad, happy, hungry, etc.), How does the cat feel? (Tired), Why is it important to be aware of other people's feelings? (Because we can be sensitive to them, and help them to feel better).*

Listen and say. 15

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

Transcript 15

Listen and say.

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

Listen and find. 16

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

Transcript 16

Listen and find.

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

Activity Book AB PAGE 18

1 Circle and say.

- Put the flashcards of the feelings on the board. Point to each flashcard as children say the word.
- Write the word for the feeling under the flashcard. Run your finger under the word as you say it.
- Model the activity on the board. Point to the flashcard of cold. Erase the word *cold* from underneath. Write the words *tired, cold, happy* next to it.
- Run your finger along each word as you read it with the class. Ask children which word matches the picture (*cold*). Circle it.
- Tell children to look at page 18.
- Hold up the book. Tell children to describe each picture as you point to it in the left column. Encourage them to use *He's ...* and *She's ...*
- Do the activity with the class, writing the words next to each flashcard on the board and reading them aloud with the children.
- Call a child to the front to circle the correct words while the other children circle the words in their books.

Optional activity

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

Lesson 2 CB PAGES 16–17, AB PAGE 19

Lesson objectives

- To ask and answer about feelings
- To describe one's feelings in writing

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

Materials: CD track 17, flashcards 9–15

Class Book CB PAGES 16–17

Warm-up

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

Listen and say. 17

- Tell children to look at the picture on pages 16 and 17. In their own language, ask children how Tess feels (*She's cold*). Play the CD once to check the answer.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

Transcript 17

Listen and say.

Baz Are you hot, Sam?

Sam Yes, I am!

Baz Are you hot, Tess?

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

Say and do.

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

Activity Book AB PAGE 19

1 Match and write.

- Tell children to look at page 19.
- Ask children to look at the first picture. Ask *Is he sad?* Children respond *Yes, he is.*
- Stick the flashcard for sad on the board. Write the word *sad* under it.
- Make sure you write very slowly and follow the directions for forming the letters from CB1.
- Tell children to copy the word *sad* under the picture in their books.
- Tell children that each line in their books begins with *I'm*, because it is what each child is saying / thinking.
- Repeat with the other pictures and words (*hungry, happy, tired*).

Optional activity

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

Lesson 3 Letter fun! CB PAGE 18, AB PAGE 20

Lesson objectives

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

Vocabulary: *sheep, shoes, fish*

Materials: CD track 18, flashcards 84–85

Class Book CB PAGE 18

Warm-up

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

Learn the sound.

- Hold up flashcard 84 of the sheep. Say *sheep*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the digraph *sh* on the board under the sheep. Point to it and say /ʃ/ *sheep*. Write the word *sheep* under it.
- Repeat with flashcard 85 of the shoes, writing the word *shoes* under the flashcard.
- Present the word *fish* by drawing one on the board. Write the digraph *sh* under it. Point to it and say /ʃ/ *fish*. Write the word *fish* under it.
- Call a child to the front to underline the digraph *sh* in each word.
- Explain that although the letters *s* and *h* have different sounds when they are by themselves, they make the sound /ʃ/ when they are together.
- Tell children to open their books at page 18 and look at the letters *sh* with the arrows.
- Stand with your back to the class as you use your finger to 'write' *sh* in the air. Write the letters exactly as they are presented in the Class Book.
- Tell children to copy your action and write *sh* in the air. Check that they are forming the letters correctly.
- Tell children to practise tracing over the letters in their books with their fingers.
- Ask children to suggest a few common names that begin with the sound /ʃ/. If children can't think of any names in their own language, give some examples of English names (*Sheldon, Sharon, Shirley, etc.*).

Sing. 18

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

Transcript 18

Sing.

- S and h are /ʃ/
- S and h are /ʃ/
- Put together, they are clever
- S and h are /ʃ/
- Sheep, shoes, and fish
- S and h are /ʃ/

Find.

- Tell children to look at the picture at the bottom of page 18. Say *sheep*, and ask children to point to the sheep. Check that children are pointing to the picture of the sheep.
- Say *fish*. Check that children are pointing to the fish.
- Say *shoes*. Check that children are pointing to the shoes.

Activity Book AB PAGE 20

1 Circle *sh*. Trace and write.

- Tell children to look at page 20.
- Stick the flashcard for sheep on the board. Draw a fish next to it. Point to each picture and ask *What's this?* Children respond.
- Write the words *fish* and *sheep* under the pictures on the board. Call a child to the front to circle the *sh* in each word. Tell children to circle the letters *sh* in their books.
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the *sh*. Write the letters on the lines exactly as they are presented in the Class Book.
- Tell children to practise tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Draw more writing lines on the board. Call children to the board to write *sh* on the lines. Correct as necessary.

2 Write and say.

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

Optional activity

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

Lesson 4 Song

CB PAGE 19, AB PAGE 21

Lesson objectives

To express feelings

To develop fine motor control

To identify *sh* and its sound

Vocabulary: *clap your hands, stamp your feet*

Materials: CD track 19, flashcards 7, 9–15, 84

Class Book

CB PAGE 19

Warm-up

- Review the feelings by acting them out.
- Call a child to the front to act out one of the feelings. If necessary, prompt the child with a specific feeling.
- Encourage the class to ask *Are you (adjective)?* The child responds *Yes, I am* or *No, I'm not*.

Look and say.

- Review the words for the feelings with the flashcards. Put the flashcards on the board.
- Point to the flashcard for happy. Ask *Is he happy?* Children respond *Yes, he is*.
- Repeat with the other flashcards.
- Tell children to look at page 19 in their books. Ask them to tell you which feelings they can see illustrated (*happy, sad*).

Sing. 19

- Ask children to tell you in their own language what is happening in the picture. (*The children are dancing and playing.*)
- Remind children of the phrase *clap your hands*. Say *clap your hands* and then do the action.
- Present the phrase *stamp your feet* by saying the phrase and doing the action. Call a child to the front, and say *stamp your feet*. Encourage the child to do the action.
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you. Tell children to do the actions as they sing.
- Play the CD again and ask children to sing the song as they do the actions.

Transcript 19

Sing.

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

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

If you're happy and you know it, and you really want to show it

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

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

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

If you're sad and you know it, and you really want to show it

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

Sing and do. 19

- Explain that you are going to sing the song again.
- Give the flashcards of happy and sad to two children. Explain that they will do the actions when they hear their flashcard called.
- Sing the song with the class.
- Repeat with other children holding the flashcards and doing the actions.

Activity Book

AB PAGE 21

1 Colour the *sh* fish.

- Write the letters *s*, *h*, and *sh* on the board in random order.
- Point to each letter or digraph as children say its name and sound.
- Ask children to open their books at page 21. Tell them to point to the first fish with the *sh* at the left of the picture.
- Explain that they have to find the path of fish with *sh* from the left of the picture to the boat on the right.
- Tell them to colour all the fish with *sh*.

2 Colour the pictures with the *sh* sound.

- Tell children to look at the second activity on the page. Explain that some of the pictures have a /ʃ/ sound in their words but others do not and that children should colour those pictures that have the /ʃ/ sound.
- Model the activity. Put the flashcards of sheep and sandbox on the board. Point to each picture and ask *What's this?* Children respond *It's a sheep. It's a sandbox*.
- Ask children in their own language if the word *sheep* has a /ʃ/ sound (*Yes*). Ask if *sandbox* has a /ʃ/ sound (*No*).
- Tell children to colour the picture of the sheep, but not the sandbox.
- Review the names of all the pictures by holding up the book and asking *What's this?* for each picture.
- Children complete the activity.
- Check by asking children which pictures they coloured (*they should colour the sheep, shirt, and shoes*).

Optional activity

- Sing the song from the lesson using words for different feelings, for example, *If you're tired and you know it, clap your hands ... If you're hungry and you know, stamp your feet, etc.*

Lesson 5 Number fun! CB PAGE 20, AB PAGE 22

Lesson objectives

To identify, write, and use numbers 6, 7, and 8

To write numbers *six*, *seven*, and *eight*

Vocabulary: *bags, coats, jumpers, pictures, girls, boys*

Materials: a picture from a magazine or one of the children's pictures

Class Book CB PAGE 20

Warm-up

- Review the numbers 1 to 8.
- Write a number line on the board with some missing numbers.
- Point to the numbers on the board. Children say the numbers.
- Call children to the front to write the missing numbers.

Learn the number.

- Tell children that they are going to learn to write the words for more numbers in English.
- Draw six circles on the board. Say *Six*. Write the number 6 under them. Follow the directional arrows in the book.
- Draw seven circles to the right of the six circles. Point to each circle as you say *One, two, three, four*, etc. Write the number 7 under them, again following the directional arrows in the book.
- Repeat with the number 8.
- Point to each number and say its name.
- Write the word *eight* under the number 8 on the board. Repeat with the circles for *six* and *seven*. Explain to children that they shouldn't try to sound out these words. They should just look at them and try to remember them.
- Tell children to open their books at page 20. Point to the bags under the figure 6 and ask *How many bags?* Children respond *six*. Repeat with coats and jumpers.

Find and count.

- Hold up a picture. Ask *What's this?* Children say *A picture*.
- Review the word *boy* by pointing to a child and asking *Is (name of boy) a boy?* Children respond *Yes, he is*.
- Review the word *girl* in the same way.
- Tell children to look at the picture at the bottom of page 20.
- Say *Count the boys*. Encourage children to count aloud *one, two*.
- Repeat with *girls (1), pictures (4), coats (5), bags (6), and jumpers (7)*.

Activity Book AB PAGE 22

1 Trace and match.

- Tell children to look at page 22.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the number 6. Write the number 6 on the lines exactly as it is presented in the Class Book.
- Tell children to practise tracing over the number in their books with their fingers.
- Children trace the number with their pencils. Check that they are holding their pencils correctly and forming the number correctly.
- Repeat the procedure for the numbers 7 and 8.
- Draw writing lines on the board under the number 6. Write the word *six* in dotted form on the lines.
- Trace the word *six* on the board as you say *six*. Tell children to practise tracing over the word in their books with their fingers. Tell them it is the third word on the page.
- Children trace the word with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Tell children to trace the line joining the number and word for 6.
- Repeat with *seven* and *eight*.
- Ask *How many nuts?* Children respond *Eight*. Tell them to draw a line from the word *eight* to the nuts.
- Repeat with pencils and oranges (*six pencils, seven oranges*).

2 Count and circle.

- Tell children to look at the second activity on page 22.
- Ask children which numbers they can see under each picture (6, 7, 8).
- Review the names of the things in the pictures by asking children what they can see (*school buses, cats, nuts*).
- Model the activity. Draw six triangles on the board and write numbers 6, 7, 8 underneath. Ask *How many triangles?* Point to each and count aloud *1, 2, 3, 4, 5, 6*. *Six triangles*. Circle the number 6.
- Children complete the activity. Tell them to count the items in each picture as they work.
- Check by asking *How many ...?* for each picture (*6 school buses, 8 cats, 7 nuts*).

Optional activity

- Children count six, seven, or eight of objects in the classroom.
- Hold up six pencils. Ask *How many pencils?*
- Repeat with other known items, e.g. books, pencil boxes, rubbers, lunch boxes, bags, pictures, windows, etc.

Lesson 6 Story CB PAGE 21, AB PAGE 23

Lesson objectives

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

Vocabulary: *hungry, thirsty, hot*

Materials: CD track 20, flashcards 9–15

Class Book CB PAGE 21

Warm-up

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

Look and say.

- Tell children to open their books at page 21.
- Remind children that English stories are presented from left to right. Hold up your book and point at the frames in order.
- Ask children questions about the story in their own language: *What is the boy doing in picture 1? (He's eating), What is he doing in picture 2? (He's drinking), Is he cold in picture 3? (No, he isn't. He's hot), Is he hungry at the end of the story? (No, he isn't).*

Listen. 20

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

Transcript 20

Listen.

Girl 1 Are you hungry?

Boy 1 Yes, I am.

Boy 2 Are you thirsty?

Boy 1 Yes, I am.

Dad Are you hot?

Boy 1 Yes, I am.

Mum Are you hungry?

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

Listen and act. 20

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

Activity Book AB PAGE 23

1 Read and write.

- Tell children to look at page 23.
- Tell children that there are questions in the first column and the questions are for the boys and girls in the pictures. Explain to the children that they are going to pretend to be the boys and girls in the pictures and write their answers.
- Write the words *Yes* and *No* on the board. Trace over the words as children write the words in the air with their fingers.
- Model the activity. Put the flashcard of cold on the board. Write the sentence *Are you cold?* next to the flashcard. Run your finger under each word as you read the question.
- Children answer the question *Yes*.
- Tell children to trace the word *Yes* in their books.
- Do the activity as a class, checking answers as you work (*No, Yes, No*).

Optional activity

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

Unit 3 Review AB PAGE 24

Lesson objectives

- To review the sound and letters for *sh*
- To review the numbers 6, 7, and 8
- To develop fine motor control

Materials: flashcards 84–85

Activity Book AB PAGE 24

Warm-up

- Review the vocabulary beginning with *sh* using the flashcards.
- Write the words *sheep* and *shoes* on the board. Point to each word as you say it.
- Call a child to the front to put the flashcards under the correct words.

1 Say and write.

- Tell children to look at page 24.
- Ask children to say the words for the pictures (*sheep, fish*).
- Stick the flashcard for sheep on the board. Draw a picture of a fish. Write the words *sheep* and *fish* on the board under the pictures. Underline the *sh* in each word.
- Tell children to write *sh* on the writing lines in their books.
- Children complete the activity.
- Check by having children hold up their books.

2 Count and match.

- Write the numbers *six, seven, and eight* on the board.
- Point to each word as you read it aloud with the children.
- Tell children to look at activity 2 on page 24.
- Ask children what pictures they can see (*kites, school buses, cats*).
- Tell children to count the number of kites in the first picture (8).
- Ask children which word on the board shows the number of kites (*eight*). Tell children to draw a line from the word *eight* to the eight kites.
- Children complete the activity.
- Check by asking *How many school buses?* Children respond *six*. Call a child to the front to point to the correct word.
- Repeat with cats.

Progress check 3 (photocopiable) (TB p96)

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

Numbers Book NB PAGES 16–21

Lesson 1 NB PAGE 16

Lesson objectives

- To count and write 6, 7, and 8
- To write the words *six, seven, and eight*

1 Trace and count. Write.

- Tell children to look at page 16.
- Ask children which number they see at the top of the page (6). Write 6 on the board.
- Ask them to trace the number with their fingers, starting at the dot, and following the direction of the arrows.
- Tell children to count the number of dots in the box aloud in English (*Six*). Draw the dots on the board. Join the 6 and the dots.
- Ask children to trace the line in their books.
- Write the word *six* on the board. Point to it and ask children to say the word. Draw a line from the dots to the word.
- Ask children to trace the line in their books.
- Repeat the procedure for numbers 7 and 8.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the 6. Model writing the number 6 on the board while children trace the number with their fingers in their books. Repeat with numbers 7 and 8.
- Children trace and write the numbers with their pencils.
- Draw some more writing lines on the board. Model writing the words *six, seven, and eight* on the board while children trace the words with their fingers in their books.
- Children trace and write the words with their pencils.

Lesson 2 NB PAGE 17

Lesson objectives

- To recognize the words for *four, five, six, seven, and eight*
- To count from 4 to 8

1 Match and draw.

- Tell children to look at page 17.
- Ask children which numbers they see at the top of the page (4–8). Write them in a row on the board.
- Ask children what they see in the middle row (*words for the numbers*).
- Write the word for each number in a random place on the board, as in the book. Draw lines connecting the numbers and the words.
- Point to each number and its word as you say it aloud. Encourage the children to repeat chorally.
- Draw four fish under the word *four*. Say *Count the fish*. Children count aloud.
- Explain that children should draw the correct number of fish in the box connected to each number word.
- Children complete the activity.
- Check by calling children to the front to draw the correct number of fish under each number word.

Lesson 3 NB PAGE 18

Lesson objectives

To count from 1 to 8

To write the words for numbers five to eight

1 Count, match and trace.

- Tell children to look at page 18.
- Explain that they should count the number of items in the first column, and then draw a line to the same number of circles in the second column. Explain that they should then draw a line to the correct number word and trace it.
- Model the activity. Draw five cat heads on the top left of the board. Ask *How many cats?* Children respond *five*. Draw five circles in the centre of the board. Ask *How many circles?* Children respond *five*. Write the word *five* at the top right of the board. Point to it and say *five*.
- Draw a line connecting the cats to the circles and then another joining the circles and the word *five*.
- Children complete the activity. Check by copying the activity on the board.

Lesson 4 NB PAGE 19

Lesson objectives

To perform sums in English

To identify the words for numbers six to eight

1 Count, write and circle.

- Tell children to look at page 19.
- Explain that the children are going to do some simple sums.
- Model the activity. Copy the first line on the board.
- Remind children of the meanings of the addition sign (+) and the equals sign (=).
- Point to the first two circles. Ask *How many circles?* Children respond *two*. Repeat with the four circles.
- Ask children to add the circles and tell you how many there are altogether (6). Write the number 6 after the equals sign.
- Run your fingers under the words *five* and *six* as you read them aloud. Ask children which word shows the number of circles (*six*). Circle it.
- Children complete the activity.
- Check the answers on the board (*seven triangles, six squares, eight circles*).

Lesson 5 NB PAGE 20

Lesson objectives

To recognize numbers 1–8

To recognize the words for numbers one to eight

To develop fine motor control

1 Match the numbers and the words. Colour.

- Review the numbers and their words. Write the numbers 1–8 in a column on the left of the board. Write the word for each number to the right of it.
- Tell children to look at page 20.

- Explain in the children's own language that they are going to colour the numbers and their words the same colour. They should first draw lines linking the numbers and words, and then colour them.
- Depending on the level of your class, you may wish to assign a specific colour for each number, e.g. 2 = red, etc.
- Tell children to stay inside the lines as well as they can while colouring.
- Children complete the activity.
- Check the answers.

Lesson 6 NB PAGE 21

Lesson objectives

To count in steps of one or two

1 Jump 1 and write.

- Tell children to look at page 21.
- Ask them what they can see (*three rows of numbers, with a rabbit jumping in each one*).
- Explain that the rabbit jumps forward one space and that the children should write the number the rabbit lands on.
- Model the activity. Write the numbers 1 to 8 in a row across the board. Ask children to look at the first row in their books and say what number the rabbit starts on (*one*).
- Ask children where the rabbit will be after jumping forward one space (*on number 2*). Draw a curved line above numbers 1 and 2, ending in an arrow pointing to the 2, and write the number 2 at the end of the row.
- Children complete the activity.
- Check by asking for the answers (6, 3).

2 Jump 2 and write.

- Tell children to look at the second activity on page 21.
- Ask them what they can see (*another three rows of numbers, with a rabbit jumping in each one*).
- Explain that this time the rabbit jumps forward two spaces and that the children should write the number the rabbit lands on.
- Model the activity. Write the numbers 1 to 8 in a row across the board. Ask children to look at the first row in their books and say what number the rabbit starts on (*five*).
- Ask children where the rabbit will be after jumping forward two spaces (*on number 7*). Draw a curved line between numbers 5 and 6 and another between 6 and 7, ending in an arrow pointing to the 7, and write the number 7 at the end of the row.
- Children complete the activity.
- Check by asking for the answers (5, 8).

Lesson 1 CB PAGES 22–23, AB PAGE 25

Lesson objectives

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

Vocabulary: *catch, climb, draw, jump, kick, run, sing, throw*

Materials: CD tracks 21–22, flashcards 16–23

Class Book CB PAGES 22–23

Warm-up

- Tell children to look at the picture on pages 22 and 23. Ask the following questions in the children's own language: *Who are the animals? (Pat and Jig), What are they doing? (Watching TV), What is on TV? (Children playing outside, doing many different things).*

Listen and say. 21

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

Transcript 21

Listen and say.

throw, kick, run, catch, sing, climb, jump, draw

Listen and find. 22

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

Transcript 22

Listen and find.

catch, climb, draw, jump, kick, run, sing, throw

Activity Book AB PAGE 25

1 Match and say.

- Stick the flashcard for each action on the board. Point to each one as children say the action.
- Write the word for each action under the flashcard. Read the words aloud, running your finger under each word as you do so. Children repeat chorally.
- Tell children to look at page 25.
- Ask them what pictures they can see on the page (*children and animals doing the actions*).
- Explain that the words for the actions are on the left and that the children should match the words to the correct picture on the right.
- Ask children to tell you the first word on the page (*run*). Tell them to look for that word on the board if they aren't sure. Have them trace the line connecting the word *run* to its picture.
- Children complete the activity.
- Check by asking children to tell you the words in the order they appear in the picture column.

Optional activity

- Write the words for the actions on the board.
- Call a child to the front and give him or her one of the action flashcards.
- Ask the child to match the flashcard to the word.
- Repeat with other children matching other flashcards and words.

Lesson 2 CB PAGES 22–23, AB PAGE 26

Lesson objectives

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

Structure: *I can ... / I can't ...*

Materials: CD track 23, flashcards 16–23

Class Book CB PAGES 22–23

Warm-up

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

Listen and say. 23

- Tell children to look at the picture on pages 22 and 23. In their own language, ask children to look at the actions and say the ones that Jig and Pat can do. Ask children to give you their reasons, e.g. Pat can't sing because he's a cat, etc. Accept all answers.
- Tell children that Pat and Jig are talking about the things they can do. Ask them to listen for the action that Jig can't do. Play the CD once to check the answer (*Jig can't climb*).
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

Transcript 23

Listen and say.

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

Pat I can jump. I can kick, and I can climb.

Jig Oh... I can't climb.

Say and do.

- Say *I can draw* and draw a heart or a star on the board. Look pleased with yourself. Say *I can't draw* and draw a very bad heart or star on the board. Look unhappy.
- Call a child to the front. Give him or her the flashcard of jump. Encourage the child to say *I can jump* and do the action.
- Repeat with other children and other actions. Encourage them to give true answers. Check that children are pronouncing *can* (/k/ /æ/ /n/) and *can't* (/k/ /ɑ:/ /n/ /t/) accurately (*can't* has a 'long a' sound, unlike *can*, which has a 'short a' sound). Model and drill as necessary.

Activity Book AB PAGE 26

1 Write and draw.

- Put the flashcards for catch, throw, jump, and climb on the board. Write the words under them.
- Read each word aloud as you run your finger under it. Children repeat chorally.
- Tell children to open their books at page 26.
- Ask them to say the words at the top of the page. Point out that they are also on the board.
- Explain that children will draw two pictures. The first picture should show something they can do and the second picture should show something they can't do very well yet. Tell them to only use the actions on the board.
- Children draw their pictures.
- When they have finished, tell them write the word for the action on the line above the picture. Help as necessary.
- Call several children to the front to show their pictures and read their sentences.

Optional activity

- Call a child to the front. Give him or her an action flashcard.
- Tell the child to hold up the flashcard and say a true sentence about himself or herself using *I can ...* or *I can't ...*
- Repeat with other children.

Lesson 3 Letter fun! CB PAGE 24, AB PAGE 27

Lesson objectives

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

Vocabulary: *throw, thumb, bath*

Materials: CD track 24, flashcards 21, 86–87

Class Book CB PAGE 24

Warm-up

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

Learn the sound.

- Hold up flashcard 86 of the thumb. Say *thumb*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the digraph *th* on the board under the thumb. Point to it and say /θ/ *thumb*. Write the word *thumb* under it.
- Repeat with flashcard 87 of the bath, writing the word *bath* under the flashcard.
- Repeat with the flashcard for *throw*, writing the word under it.
- Call a child to the front to underline the digraph *th* in each word.
- Explain that although the letters *t* and *h* have different sounds when they are by themselves, they make the sound /θ/ when they are together.
- Tell children to open their books at page 24 and look at the letters *th* with the arrows.
- Stand with your back to the class as you use your finger to 'write' *th* in the air. Write the letters exactly as they are presented in the Class Book.
- Tell children to copy your action and write *th* in the air. Check that they are forming the letters correctly.
- Tell children to practise tracing over the letters in their books with their fingers.
- Ask children to suggest a few common names that begin with the sound /θ/. If children can't think of any names in their own language, give some examples of English names (*Theo, Thelma, etc.*).

Sing. 24

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

Transcript 24

Sing.

- T and h are /θ/
- T and h are /θ/
- Put together, they are clever
- T and h are /θ/
- Throw, thumb, and bath
- T and h are /θ/

Find.

- Tell children to look at the picture at the bottom of page 24. Say *bath*, and ask children to point to the bath. Check that children are pointing to the bath.
- Say *thumbs*. Check that children are pointing to the boys' thumbs.
- Say *throw*. Check that children are pointing to the boy throwing the ball.

Activity Book AB PAGE 27

1 Circle *th*. Trace and write.

- Tell children to look at page 27.
- Stick the flashcard for thumb on the board. Ask *What's this?* Children respond *thumb*. Repeat with *bath*.
- Write the words *thumb* and *bath* under the pictures on the board. Call a child to the front to circle the *th* in each word. Tell children to circle the letters *th* in their books.
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the *th*. Write the letters on the lines exactly as they are presented in the Class Book.
- Tell children to practise tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Draw more writing lines on the board. Call children to the board to write *th* on the lines. Correct as necessary.

2 Write and say.

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

Optional activity

- Review the sound *sh*.
- Ask children to tell you some words they know with the sound /ʃ/ (*shirt, shoes, sheep, fish, etc.*).
- Write them on the board.

Lesson 4 Song

CB PAGE 25, AB PAGE 28

Lesson objectives

To express ability

To identify *sh* and *th* and their sounds

Vocabulary: *count to five, run and hide*

Materials: CD tracks 4 and 25, flashcards 1, 16–23, 84

Class Book

CB PAGE 25

Warm-up

- Review the days of the week.
- Sing the days of the week song (CD track 4). Prompt children to sing the correct day.

Look and say.

- Review the words for the actions with the flashcards. Put the flashcards on the board.
- Point to the flashcard for jump. Say *I can jump* as you jump.
- Repeat with the other flashcards.
- Tell children to look at page 19 in their books. Ask them to tell you which of the actions they can see illustrated (*throw, catch, sing, count, kick, climb, jump*). Ask them what the boy behind the tree is doing, and teach or revise the word *hide* (children may remember this from the song in Unit 4, Level 1).

Sing.



- Ask children to tell you in their own language what is happening in the picture. (*Children are playing and doing the actions.*)
- Remind children of the phrase *count to five*. Say *count to five* and then hold up your fingers as you say the numbers. Encourage children to join in with you.
- Remind children of the phrase *run and hide*. Say *run and hide* and then move quickly and hide behind your table, or hide your eyes as if playing peek-a-boo.
- Tell children that they are going to learn a song with all the actions.
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you.
- Play the CD again and ask children to sing the song.

Transcript



Sing.

I can jump
I can climb
I can sing and count to five
I can throw
I can kick
I can catch and run and hide

Sing and do.



- Explain that you are going to sing the song again.
- Give the flashcards for jump, climb, sing, throw, kick, and catch to six children. Explain that they will hold up their flashcard when they hear it called.
- Call two more children to the front. Tell one of them to hold up five fingers for *count to five* and the other to bend down behind the table for *run and hide*.
- Sing the song with the class.
- Repeat with other children holding the flashcards and doing the actions.

Activity Book

AB PAGE 28

1 Circle.

- Tell children to look at page 28.
- Model the activity. Copy the first line of the activity on the board. Write the number 3. Use the flashcards for sheep and teacher.
- Point to each number or picture and ask *What's this?* Children answer.
- Ask children in their own language which word has the *th* sound in it somewhere (*three*). Circle the number 3.
- Before children do the activity, ask them to tell you what each picture is.
- Ask children to do the activity. Tell them to say each word aloud.
- Check answers by saying the sound of the letters and asking children which picture they circled (*sh – shirt, t – teacher, s – sandbox, th – thumb*).

Optional activity

- Practise the sounds for *sh, th, t, and s*. Stick the flashcard for teacher on the board. Write the letters *sh, th, t, s* under it.
- Call a child to the front to circle the sound at the beginning of teacher (*t*).
- Repeat with other things, using flashcards or drawing the items, e.g. *Tess, throw, sandwich, toes, shorts, etc.*

Lesson 5 Number fun! CB PAGE 26, AB PAGE 29

Lesson objectives

To identify, write, and use numbers 9 and 10

To write numbers *nine* and *ten*

To develop fine motor control

Vocabulary: *eggs, ducks, butterflies, donkeys, goats*

Class Book CB PAGE 26

Warm-up

- Review the numbers 1 to 10.
- Write the numbers 1 to 10 in a random order all over the board.
- Call a child to the front to connect the numbers 1 and 2. Call another child to the front to write a line joining numbers 2 and 3.
- Call other children to the front to continue joining the numbers until all ten are connected.

Learn the number.

- Tell children that they are going to learn to write the words for more numbers in English.
- Draw nine circles on the board. Say *Nine*. Write the number 9 under them. Follow the directional arrows in the book.
- Draw ten circles to the right of the nine circles. Point to each circle as you say *One, two, three, four*, etc. Write the number 10 under them, again following the directional arrows in the book.
- Point to each number and say its name.
- Write the word *nine* under the number 9 on the board. Repeat with the circles for *ten*. Explain to children that they shouldn't try to sound out the word *nine*. They should just look at it and try to remember it.
- Help children to sound out the word *ten*. Point to each letter and say its sound (/t/ - /e/ - /n/).
- Tell children to open their books at page 26. Point to the eggs under the figure 9 and ask *How many eggs?* Children respond *nine*. Repeat with ducks.

Find and count.

- Review the animal and outdoor vocabulary by drawing pictures of a butterfly, a donkey, and a goat on the board.
- Point to each picture and ask *What's this?* Children respond.
- Tell children to look at the picture at the bottom of page 26.
- Say *Count the butterflies*. Encourage children to count aloud *one, two, three, four*.
- Repeat with *donkeys (1), goats (2), ducks (9), and eggs (10)*.

Activity Book AB PAGE 29

1 Count, trace and write.

- Tell children to look at page 29.
- Ask *How many balloons?* Children respond *nine*. Ask *How many dolls?* Children respond *ten*.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the number 9. Write the number 9 on the lines exactly as it is presented in the Class Book.
- Tell children to practise tracing over the number in their books with their fingers.
- Children trace and write the number with their pencils. Check that they are holding their pencils correctly and forming the number correctly.
- Repeat the procedure for the number 10.
- Draw writing lines on the board under the number 9. Write the word *nine* in dotted form on the lines.
- Trace the word *nine* on the board as you say *nine*. Tell children to practise tracing over the word in their books with their fingers.
- Children trace and write the word with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat with *ten*.

2 Join the dots.

- Tell children to look at the second activity.
- Ask children what they can see in the picture (*children on a seesaw*).
- Tell children to draw a line connecting each of the numbers in the correct order to complete the picture.

Optional activity

- Review the words for numbers 1 to 10.
- Write the words for the numbers in a column on the board.
- Call a child to the front to write the number for *one*.
- Call other children to the front to write the other numbers.
- To make the activity more challenging, you may want to write the words in random order.

Lesson 6 Story CB PAGE 27, AB PAGE 30

Lesson objectives

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

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

Materials: CD track 26, flashcards 19, 20, 22, 23

Class Book CB PAGE 27

Warm-up

- Review the actions using the flashcards.
- Hold up the flashcard for *sing*. Prompt children to say *sing*. Repeat with the flashcards for *climb*, *catch*, and *kick*.

Look and say.

- Tell children to open their books at page 27.
- Remind children that English stories are presented from left to right. Hold up your book and point at the frames in order.
- Ask children questions about the story in their own language: *Who can you see in the pictures? (Tess and Baz), What are they doing in pictures 1 and 2? (Playing with a ball, kicking and catching it), Is Baz good at kicking and catching? (No, he isn't), Is Baz good at anything? (Yes, he is. He can climb).*
- Remind children that everyone has a talent and is special in some way.

Listen. 26

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

Transcript 26

Listen.

Tess Kick, Baz! Kick!

Baz I can't kick.

Tess Catch the ball, Baz!

Baz I can't catch.

Tess Sing, Baz!

Baz I can't sing.

Baz I can climb.

Tess Good, Baz!

Listen and act. 26

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

Activity Book AB PAGE 30

1 Count and colour. Trace.

- Tell children to look at page 30.
- Model the activity on the board. Draw ten circles, and write the word *six* in dotted form underneath. Point to the word and ask what number it says. Children respond *six*. Call a child to the front to colour in *six* of the ten circles and trace over the word *six*.
- Children complete the activity in their books.
- If necessary, write the number words and figures on the board as a reference to help them.
- Check the answers by asking *How many rubbers?* etc. and asking children to say the number of items they coloured and hold up their books.

Optional activity

- Give children a simple number and number words dictation. Explain to children that you are going to say three numbers and they should write them down.
- Say *six, nine, ten*.
- Children write the numbers.
- Write *nine, ten, and six* on the board. Explain that the number words are not in order. Tell children to copy the words under the correct number.

Unit 4 Review AB PAGE 31

Lesson objectives

To review the sound and letters for *th*

To review the numbers 9 and 10

To develop fine motor control

Materials: flashcards 21, 86, 87

Activity Book AB PAGE 31

Warm-up

- Write the words *bath, thumb, throw, three* on the board.
- Run your finger under each word as you say it aloud. Children repeat chorally.
- Call a child to the front to underline the *th* in each word.

1 Match.

- Tell children to look at page 31.
- Ask children to say the words for the pictures (*throw, thumb, bath*). Stick the flashcard for each of these on the board.
- Write the word for each picture under the flashcard.
- Tell the children to draw a line in their books from each of the pictures to the correct word.
- Check the answers by having children hold up their books.

2 Count and write.

- Tell children to look at the second activity on the page.
- Model the activity. Ask children what they can see in the first picture (*dates*).
- Say *Count the dates*. Children count *one, two, three, four*, etc. (*10 dates*).
- Write the number 10 on the board. Ask children to write the number *ten* on the lines.
- Children may not remember the spelling. Write the word on the board for children to copy if necessary.
- Children complete the activity. For the second part, write the word *nine* on the board for children to copy if necessary.

Progress check 4 (photocopiable) (TB p97)

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

Numbers Book NB PAGES 22–27

Lesson 1 NB PAGE 22

Lesson objectives

To count and write 9 and 10

To write the words *nine* and *ten*

1 Trace and count. Write.

- Tell children to look at page 22.
- Ask children which number they see at the top of the page (9). Write 9 on the board.
- Ask them to trace the number with their fingers, starting at the dot, and following the direction of the arrows.
- Tell children to count the number of dots in the box aloud in English (*Nine*). Draw the dots on the board. Join the 9 and the dots.
- Ask children to trace the line in their books.
- Write the word *nine* on the board. Point to it and ask the children to say the word. Draw a line from the dots to the word.
- Ask children to trace the line in their books.
- Repeat the procedure for number 10.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the 9. Model writing the number 9 on the board while children trace the number with their fingers in their books. Repeat with number 10.
- Children trace and write the numbers with their pencils.
- Draw some more writing lines on the board. Model writing the words *nine* and *ten* on the board while children trace the words with their fingers in their books.
- Children trace and write the words with their pencils.

Lesson 2 NB PAGE 23

Lesson objectives

To associate the words and numbers for 1 to 10

1 Look and write.

- Tell children to look at page 23.
- Explain that the words at the bottom are the number words.
- Tell children to write the correct number above each word. Point out that all the numbers are on the kites at the top of the page.
- Check by copying the number words on the board and calling children to the front to write the numbers.

Lesson 3 NB PAGE 24

Lesson objectives

To count from 6 to 10

To associate the words and numbers for 6 to 10

To practise writing the words for numbers six to ten

1 Trace, match and write.

- Review the words for numbers *six* to *ten* by writing them on the board in order. Point to each word as children say it.
- Call a child to the board to write the number for each word.
- Tell children to look at page 24.
- Model the activity. Draw six baths to the right and below the dotted word *six*. Ask children to count the baths (*six baths*).
- Trace over the dotted *six*, and join the word to the baths. Then write the number 6 to the right of the baths.
- Children complete the activity.
- Check the answers. Ask *How many eggs?* Children respond *Nine*, etc. (*7 birds, 10 toes, 8 balls*).

Lesson 4 NB PAGE 25

Lesson objectives

To follow a sequence

1 Look and match.

- Tell children to look at page 25. Explain there is a pattern in each row and they have to work it out.
- Model the activity. Ask children what they see in the first row (*pictures of a girl jumping and a boy drawing*).
- Tell them to put their finger on the first picture of the jumping girl. Children say *jump*. Tell them to move their finger to the next picture and say *draw*. Children continue until the end of the row.
- Ask children in their own language what picture should come next in the pattern (*draw*). Ask them to tell you why (*because the pattern is jump / draw / jump / draw*).
- Children complete the activity.
- Check answers. Have the class tell you the pattern in each row (*Row 2: climb, draw, kick, climb, draw, kick*. *Row 3: throw, throw, climb, throw, throw, climb*. *Row 4: kick, jump, sing, kick, jump, sing*).

Lesson 5 NB PAGE 26

Lesson objectives

To perform simple sums

1 Count and match.

- Tell children to look at page 26.
- Explain that each sum will equal 9 or 10.
- Model the activity. Write $4 + 5 =$ on the board. Draw the corresponding number of circles under each number to create a picture representation of the sum. Remind children in their own language that the addition symbol (+) tells us to add the numbers, or count the things in the pictures as one group.
- Remind children in their own language that the equals sign (=) shows the number of circles in the total group.
- Ask *How many circles?* Children respond *Nine*. Write 9.
- Say the sum *Four and five is nine*. Children repeat chorally and individually.
- Ask children to trace the line from the first sum to the 9 in their books.
- Children complete the activity. Encourage them to draw small circles or lines to help them add if necessary.
- Check the answers. Ask children to say the sums.

Lesson 6 NB PAGE 27

Lesson objectives

To recognize the words for numbers one to ten

To develop fine motor control

1 Join the dots. Colour.

- Write the numbers and their words in a diagonal line on the board.
- Ask a child to come to the front and draw a line connecting the numbers in order.
- Tell children to look at page 27.
- Ask children what they can see in the picture (*Pat*). Ask them what is missing (*his arm*).
- Tell children to join the number words in the correct order to complete the picture of Pat.
- When children finish, tell them to colour the picture. Tell them to stay inside the lines as well as they can.

5 My home

Lesson 1 CB PAGES 28–29, AB PAGE 32

Lesson objectives

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

Vocabulary: *bedroom, dining room, kitchen, living room, lamp, plant, sofa, TV*

Materials: CD tracks 27–28, flashcards 24–31

Class Book CB PAGES 28–29

Warm-up

- Tell children to look at the picture on pages 28 and 29. Ask the following questions in the children's own language: *Who are the children? (Tess and her friend Mira), What are they doing? (Playing with a doll's house), Is the house neat? (Yes), Why is it important to keep our homes neat and tidy? (It helps our family and it is nice for us).*

Listen and say. 27

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

Transcript 27

Listen and say.

bedroom, lamp, dining room, kitchen, plant, living room, TV, sofa

Listen and find. 28

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

Transcript 28

Listen and find.

bedroom, dining room, kitchen, lamp, living room, plant, sofa, TV

Activity Book AB PAGE 32

1 Match and circle.

- Put the flashcards for the rooms and home things on the board.
- Point to each picture and ask *What's this?* Children respond. Write the name of the room or thing under each flashcard.
- Tell children to look at page 32.
- Explain in the children's own language that they are going to match the pictures that are the same and then circle the correct word for that item from the pair next to it.
- Ask children the name of the picture in the example (*lamp*). Ask them to tell you which word is circled (*lamp*). Ask them which word is paired with lamp in the example (*living room*). Direct their attention to the board if necessary.
- Children complete the activity.
- Check answers by asking children to hold up their books.

Optional activity

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

Lesson objectives

To state what is in a home

To categorize objects according to their location in the home

Structure: *There is ... / There are ...*

Materials: CD track 29, flashcards 24–31

Class Book CB PAGES 28–29

Warm-up

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

Listen and say. 29

- Tell children to look at the picture on pages 28 and 29.
- Tell children that Tess has a new doll's house, and that she and Mira are just starting to play with it. Ask children to listen for the order in which they hear the rooms. Play the CD once to check the answer (*living room, dining room, kitchen, bedroom*).
- Ask children to tell you the order in which they heard the names of the rooms. Write the numbers 1–4 under the flashcards on the board (*living room – 1, dining room – 2, kitchen – 3, bedroom – 4*).
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

Transcript 29

Listen and say.

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

Mira And there are two bedrooms.

Say and do.

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

1 Read and draw.

- Stick the flashcards of the bedroom and the dining room on the board.
- Say *Point to the bedroom.* Check the children are pointing to the correct flashcard. Repeat with dining room.
- Write the words *bedroom* and *dining room* under the flashcards. Run your finger under the words as you read them aloud for the children. Children repeat chorally and individually.
- Tell children to look at page 33.
- Ask them to name the small pictures at the top of the page (*table, bed, chair, teddy bear, and banana*).
- Ask them to tell you the words in the two boxes (*bedroom, dining room*).
- Explain in the children's own language that they should draw the things shown in the small pictures in the correct rooms.
- Children complete the activity.
- Check by helping children to make statements about the pictures, e.g. *There is a bed in the bedroom.*
- Children may choose to draw the chair in either the dining room or bedroom (or both).

2 Draw and say.

- Tell children to look at the second activity on page 33.
- Explain that children should draw one or two of the rooms in their homes.
- Encourage them to include furniture and items for which they know the names.
- Call several children to the front to show their pictures. Help them to talk about their pictures using statements with *There is ...* and *There are ...*

Optional activity

- Play a guessing game. Tell children you are thinking about a room in the house and that you will give them some clues to help them guess the room.
- Say *There is a sofa in the room. There is a TV in the room. There is a table in the room,* etc. Children should guess *living room*.
- Repeat with other rooms.
- You may want to call children to the front to give the clues.

Lesson 3 Letter fun! CB PAGE 30, AB PAGE 34

Lesson objectives

To say, recognize, and write the digraph *ch*

To recognize and say the sound /tʃ/

To develop fine motor control

Vocabulary: *chocolate, beach, kitchen*

Materials: CD track 30, flashcards 24 and 88

Class Book CB PAGE 30

Warm-up

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

Learn the sound.

- Hold up flashcard 88 of the chocolate. Say *chocolate*. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the digraph *ch* on the board under the chocolate. Point to it and say /tʃ/ *chocolate*. Write the word *chocolate* under it.
- Repeat with flashcard 24 of the kitchen, writing the word *kitchen* under the flashcard.
- Repeat with *beach*, drawing a picture of a beach and writing the word under it.
- Call a child to the front to underline the digraph *ch* in each word.
- Explain that although the letters *c* and *h* have different sounds when they are by themselves, they make the sound /tʃ/ when they are together.
- Tell children to open their books at page 30 and look at the letters *ch* with the arrows.
- Stand with your back to the class as you use your finger to 'write' *ch* in the air. Write the letters exactly as they are presented in the Class Book.
- Tell children to copy your action and write *ch* in the air. Check that they are forming the letters correctly.
- Tell children to practise tracing over the letters in their books with their fingers.
- Ask children to suggest a few common names that begin with the sound /tʃ/. If children can't think of any names in their own language, give some examples of English names (*Charles, Chester, Chelsea, etc.*).

Sing. CD 30

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

Transcript CD 30

Sing.

C and h are /tʃ/

C and h are /tʃ/

Put together, they are clever

C and h are /tʃ/

Chocolate, beach, and kitchen

C and h are /tʃ/

Find.

- Tell children to look at the picture at the bottom of page 30. Say *chocolate*, and ask children to point to the chocolate. Check that children are pointing to the chocolate.
- Say *kitchen*. Check that children are pointing to the kitchen.
- Say *beach*. Check that children are pointing to the beach.

Activity Book AB PAGE 34

1 Circle *ch*. Trace and write.

- Tell children to look at page 34.
- Stick the flashcard for chocolate on the board. Draw a beach next to it. Point to each picture and ask *What's this?* Children respond.
- Don't teach the rules for articles with respect to countable and uncountable nouns. If children say *It's a chocolate* simply say the correct sentence for them (*It's chocolate*).
- Write the words *chocolate* and *beach* under the pictures on the board. Call a child to the front to circle the *ch* in each word. Tell children to circle the letters *ch* in their books.
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the *ch*. Write the letters on the lines exactly as they are presented in the Class Book.
- Tell children to practise tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Draw more writing lines on the board. Call children to the board to write *ch* on the lines. Correct as necessary.

2 Write and say.

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

Optional activity

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

Lesson 4 Craft CB PAGE 31, AB PAGE 35

Lesson objectives

To do a science project

To express simple scientific concepts

Vocabulary: *bean, jar, water, grow*

Materials: CD tracks 31–32, flashcard 22, a potted plant or a picture of one, bean seeds, small clear jars, paper towels

Class Book CB PAGE 31

Warm-up

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

Make.

- Tell children to look at page 31 in their books.
- Explain that they are going to do something special. Tell them to look at picture 4. In their own language, ask them what they see (*a growing plant*). Tell them they are going to plant a seed and watch it grow.
- Explain that they are going to grow the plant without dirt or soil.
- Give each child or group of children a jar, a paper towel, and a bean seed.
- Show children how to roll the paper towel and put it into the jar. Help them to place the seed in the jar and add a small amount of water.

Listen and point. 31

- Tell children they are going to listen and point to parts of their project.
- Play the CD, pausing as children point to the different parts of the project.
- Play the CD again. Children repeat the words chorally and individually.

Transcript 31

Listen and point.

bean
jar
water

Sing. 32

- Tell children they are going to learn a song about seeds and plants.
- Present the word *grow*. Make yourself smaller by bending over and pulling your arms in. Say *grow* and then stand up, stretching your arms up.
- Remind children of the word *sun* by drawing one on the board and asking *What's this?* Children respond.
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you.
- Encourage children to mime the action of pouring water onto the plant and then holding their arms in a circle above their heads as they sing *Water and sun*.
- Tell children to crouch in a small ball and then stretch upward as they sing *Grow, grow, grow*.

Transcript 32

Sing.

Bean plant, Bean plant
Grow, grow, grow!
Water and sun
Grow, grow, grow!

Activity Book AB PAGE 35

1 Say and circle.

- Tell children to look at page 35.
- Model the activity. Stick the flashcard for *catch* on the board. Say *catch*.
- Write the digraphs *ch* and *sh* under the flashcard. Point to each as children say its sound.
- Ask children which sound they hear in the word *catch* (*ch*). Circle the *ch* on the board.
- Do the activity together. Ask children to name each of the pictures on the page and then circle the *ch* or the *sh* according to the sound they hear in the word. Point out that some of the sounds are in the middle or end of the word (*ch* – *catch*, *ch* – *chocolate*, *sh* – *sheep*, *ch* – *teacher*, *sh* – *shirt*, *sh* – *fish*, *ch* – *chair*, *ch* – *beach*, *sh* – *shorts*).

Optional activity

- Give each child a sheet of paper. Tell them to write the letters *ch* or *sh* on the paper.
- Tell children to draw as many items as they can think of that have that sound in the word.
- Call several children to the front to share their pictures.

Lesson 5 Number fun! CB PAGE 32, AB PAGE 36

Lesson objectives

- To identify, write, and use numbers 11 and 12
- To write numbers *eleven* and *twelve*
- To develop fine motor control

Vocabulary: *plants, flowers, butterflies, insects, birds*

Materials: CD track 33

Class Book CB PAGE 32

Warm-up

- Review the numbers 1 to 10 by giving a number dictation.
- Say 6, 9, 10, 4, 2, pausing after each number to give children time to write.
- Check by calling children to the front to write the numbers in order.

Learn the number.

- Tell children that they are going to learn the numbers beyond 10.
- Draw eleven circles on the board. Say *Eleven*. Write the number 11 under them. Follow the directional arrows in the book.
- Draw twelve circles to the right of the eleven circles. Point to each circle as you say *One, two, three, four*, etc. Write the number 12 under them, again following the directional arrows in the book.
- Point to each number and say its name.
- Write the word *eleven* under the number 11 on the board. Repeat with the circles for *twelve*.
- Tell children to open their books at page 32. Point to the flowers under the figure 11 and ask *How many flowers?* Children respond *eleven*. Repeat with plants.

Find and count.

- Review *butterfly* by drawing a picture of one on the board.
- Point to it and ask *What's this?* Children respond.
- Tell children to look at the picture at the bottom of page 32.
- Say *Count the butterflies*. Encourage children to count aloud *one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve*.
- Repeat with *plants (11), flowers (12), insects (4), and birds (1)*.

Listen and say. 33

- Tell children they will listen to some sentences about the picture using the phrases *There is ...* and *There are ...* that they learnt in Lesson 2.
- Play the CD, pausing after each sentence. Children repeat the sentences chorally and individually.
- Remind children that *There is ...* is used to talk about just one item, and *There are ...* is used to talk about more than one item.

Transcript 33

Listen and say.

- There are eleven plants.
- There are twelve flowers.
- There are twelve butterflies.
- There are four insects.
- There is one bird.

Activity Book AB PAGE 36

1 Count, trace and write.

- Tell children to look at page 36.
- Ask *How many apples?* Children respond *eleven*. Ask *How many chairs?* Children respond *twelve*.
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the number 11. Write the number 11 on the lines exactly as it is presented in the Class Book.
- Tell children to practise tracing over the number in their books with their fingers.
- Children trace and write the number with their pencils. Check that they are holding their pencils correctly and forming the number correctly.
- Repeat the procedure for the number 12.
- Draw writing lines on the board under the number 11. Write the word *eleven* in dotted form on the lines.
- Trace the word *eleven* on the board as you say *eleven*. Tell children to practise tracing over the word in their books with their fingers.
- Children trace the word with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat with *twelve*.

2 Write the words.

- Call a child to the front to write the numbers 1 to 10 on the board.
- Write the word for each number under it.
- Tell children to look at the second activity on the page. Explain in their own language that they are going to write the numbers in the box on the correct line.
- Tell children to look at the numbers and words on the board for help.
- Children complete the activity.

Optional activity

- Write the number words on the board in random order.
- Tell children to write the numbers for the words in the order they appear on the board.
- Call a child to the front to write the numbers for each word.

Lesson 6 Story CB PAGE 33, AB PAGE 37

Lesson objectives

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

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

Materials: CD track 34, flashcards 25, 28, 29

Class Book CB PAGE 33

Warm-up

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

Look and say.

- Tell children to open their books at page 33.
- Remind children that English stories are presented from left to right. Hold up your book and point at the frames in order.
- Ask children questions about the story in their own language: *Who is in the story? (Pat and Jig), What are they doing? (Talking in a living room), Where is Pat at the end of the story? (He's pretending to be on TV), How does Jig feel about his home? (He looks pleased with it).* Ask children what things they like best about their homes, and remind them to appreciate the home comforts that they have.

Listen. 34

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

Transcript 34

Listen.

Jig This is my home.

Jig This is my living room.

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

Pat Look, Jig! I'm on TV.

Listen and act. 34

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

Activity Book AB PAGE 37

1 Look, read and circle.

- Tell children to look at page 37.
- Ask them to name the things they can identify in the picture (*sofa, TV, lamp, teddy bear, table*). Draw a picture of each item and write its word next to it.
- Write the sentences from the activity on the board. Write the words *Yes* and *No* next to each sentence.
- Run your finger under each word as you read the first sentence.
- Ask children to look at the picture and say if it's right or not (*Yes, it's right*).
- Tell children to circle the word *Yes*.
- Do the activity together. You may wish to call children to the front to circle *Yes* or *No*. (*There's a TV. Yes; There's a chair. No; There's a lamp. Yes; There's a plant. No; There's a table. Yes; There's a doll. No*.)

Optional activity

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

Unit 5 Review AB PAGE 38

Lesson objectives

To review the sound and letters for *ch*

To review the numbers 11 and 12

To develop fine motor control

Materials: flashcard 88

Activity Book AB PAGE 38

Warm-up

- Review the sounds *ch* and *sh* by saying a word and asking children to tell you if it has a *ch* or a *sh* sound. Repeat with other words.

1 Circle the pictures with the *ch* sound.

- Tell children to look at page 38.
- Model the activity. Put the flashcard of chocolate on the board.
- Ask *What's this?* Children say *It's chocolate*.
- Tell children to circle the picture of chocolate in their books. Explain that they should circle pictures of all the things that have a *ch* sound in them.
- Check by calling on children to tell you which pictures they circled (*chocolate, chair*).
- Ask children to tell you the first sound of *shorts* and the last sound of *fish* (*sh*).

2 Count and circle. Write.

- Tell children to look at activity 2 on page 38.
- Model the activity. Draw 12 plants on the board. Write the numbers 11 and 12 under them.
- Ask *How many plants?* Children respond *Twelve*. Circle the number 12.
- Write the word *twelve* on the board under the numbers. Children copy it.
- Children do the second item on their own. Write the word *eleven* on the board as a model if necessary.

Progress check 5 (photocopiable) (TB p98)

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

Mid-year progress check (photocopiable)

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

Numbers Book NB PAGES 28–33

Lesson 1 NB PAGE 28

Lesson objectives

To count and write 11

To recognize the word *eleven*

1 Trace and count. Write.

- Tell children to look at page 28.
- Ask children which number they see at the top of the page (11). Write 11 on the board.
- Ask them to trace the number with their fingers, starting at the dots, and following the direction of the arrows.
- Tell children to count the number of dots in the box aloud in English (*Eleven*). Draw the dots on the board. Join the 11 and the dots.
- Ask children to trace the line in their books.
- Write the word *eleven* on the board. Point to it and ask the children to say the word. Draw a line from the dots to the word.
- Ask children to trace the line in their books.
- Draw writing lines on the board. Model writing the word *eleven* on the board while children trace the word with their fingers in their books.
- Children trace and write the word with their pencils.

2 Count and draw 11.

- Tell children to look at the second activity on page 28.
- Ask children what they see in the first row (TVs). Ask *How many TVs? (11 TVs, 2 are dotted)*.
- Explain in the children's own language that they should trace the two TVs at the end of the row.
- Tell children to count the number of items in each row and then draw more of the same item so that there are 11 in each row.
- Ask *How many plants?* Children respond *Seven*. Ask children *how many more plants they need to draw (4)*.
- Children draw the plants.
- Repeat with lamps.

Lesson 2 NB PAGE 29

Lesson objectives

To count and write 12

To recognize the word *twelve*

1 Trace and count. Write.

- Tell children to look at page 29.
- Ask children which number they see at the top of the page (12). Write 12 on the board.
- Ask them to trace the number with their fingers, starting at the dots, and following the direction of the arrows.
- Tell children to count the number of dots in the box aloud in English (*Twelve*). Draw the dots on the board. Join the 12 and the dots.
- Ask children to trace the line in their books.
- Write the word *twelve* on the board. Point to it and ask the children to say the word. Draw a line from the dots to the word.
- Ask children to trace the line in their books.
- Draw writing lines on the board. Model writing the word *twelve* on the board while children trace the word with their fingers in their books.
- Children trace and write the word with their pencils.

2 Circle 12 dolls.

- Tell children to look at the bottom of the page and tell you what they see (*dolls*).
- Say *Count twelve dolls*. Children count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 ... *Twelve dolls*.
- Ask children in their own language if there are more than 12 dolls (*Yes, there are*).
- Tell children to draw a circle around twelve of the dolls. Explain that children should only circle 12 of the dolls.

Lesson 3 NB PAGE 30

Lesson objectives

To count from 1 to 12

To recognize pictures as simple sums

To perform simple sums

1 Count and write.

- Tell children to look at page 30.
- Model the activity. Copy the first line on the board. Point to the first box of balls. Ask *How many balls?* Children respond *Four*. Write 4 under the balls. Tell children to trace the 4 in their books.
- Repeat with the second box of balls.
- Tell children to copy the numbers from each box under the balls into the boxes on the right.
- Remind children about the meanings of the + and = signs.
- Draw a circle around all eight balls. Ask *How many balls?* Children respond *Eight*. Count the balls for the children: 1, 2, 3, 4, 5, 6, 7, 8. Write 8 after the equals sign in the sum to the right of the pictures. Tell children to trace the 8 in their books.
- Say the sum *Four and four is eight*. Children repeat chorally and individually.
- Children complete the activity.
- Check the answers. Ask children to say the sums as you write them on the board ($6+6=12$, $7+3=10$, $9+2=11$).

Lesson 4 NB PAGE 31

Lesson objectives

To follow a sequence

To write numbers 1 to 12

1 Write the missing numbers.

- Tell children to look at page 31.
- Model the activity. Write the numbers 1, 3, 4, and 6 on the board with an empty space for numbers 2 and 5.
- Ask children which numbers are missing (2, 5). Call a child to the front to write the missing numbers.
- Tell children that they should write the missing numbers in each group. Point out that there are three sets of numbers. The first one is on the kites, the second is on the balls, and the third is on the boxes.
- Children complete the activity.
- Check the answers on the board. Write the numbers with empty spaces and call children to the front to write the missing numbers.

Lesson 5 NB PAGE 32

Lesson objectives

To practise counting to 12

Materials: flashcards 28–30, 87

1 Trace. Count and colour the group with 11.

- Tell children to look at page 32. Ask them what they can see in the first three frames (*figs, flowers, lamps*).
- Ask children to trace over the word *eleven* at the top of the activity.
- Draw a fig and a plant on the board. Stick the flashcard for lamp on the board.
- Model the activity. Ask *How many figs?* Children count 12. Write 12 under the fig on the board.
- Ask *How many plants?* Children respond 11. Write 11 under the plant on the board.
- Ask *How many lamps?* Children respond 10. Write 10 under the lamp on the board.
- Ask children which picture has 11 items (*plants*). Tell children to colour the plants.

2 Trace. Count and colour the group with 12.

- Tell children to look at the second activity on page 32. Ask them what they can see in the first three frames (*sofas, baths, TVs*).
- Ask children to trace over the word *twelve* at the top of the activity.
- Stick the flashcards for sofa, bath, and TV on the board.
- Model the activity. Ask *How many sofas?* Children count 11. Write 11 under the sofa on the board.
- Ask *How many baths?* Children respond 9. Write 9 under the bath on the board.
- Ask *How many TVs?* Children respond 12. Write 12 under the TV on the board.
- Ask children which picture has 12 items (*TVs*). Tell children to colour the TVs.

Lesson 6 NB PAGE 33

Lesson objectives

To follow a sequence

1 Jump back and write.

- Tell children to look at page 33.
- Ask them what they can see (*five rows of numbers, with a rabbit jumping in each one*).
- Explain that the rabbit jumps either one or two spaces back and that the children should write the number the rabbit lands on.
- Model the activity. Write the numbers 1 to 8 in a row across the board. Ask children what number the rabbit is on (*two*).
- Ask children where the rabbit will be after jumping back one space (*on number 1*). Draw a curved line above numbers 2 and 1, ending in an arrow pointing to the 1, and write the number 1 at the end of the row.
- Children complete the activity.
- Check by asking for the answers (7, 10, 5, 9).

6 My room

Lesson 1 CB PAGES 34–35, AB PAGE 39

Lesson objectives

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

Vocabulary: *bed, blanket, shelf, pillow, wardrobe*

Materials: CD tracks 35–36, flashcards 32–36; (optional) a large envelope

Class Book CB PAGES 34–35

Warm-up

- Tell children to look at the picture on pages 34 and 35. Ask the following questions in the children's own language: *Who are the children? (Baz and Adam), Where are they? (In the bedroom), How does Baz look? (Annoyed), How does Adam look? (Playful).*

Listen and say. 35

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

Transcript 35

Listen and say.

shelf, pillow, blanket, bed, wardrobe

Listen and find. 36

- Tell children that you are going to say a word and they should point to that thing in their books.
- Say the words at random, e.g. *pillow, shelf, bed, wardrobe, blanket*. As you say each word, you may like to hold up the flashcard to give children visual support.
- Check children are pointing to the correct thing in their books.
- Play the CD and pause after each word. Children listen and point to the object in their books.

Transcript 36

Listen and find.

bed, blanket, shelf, pillow, wardrobe

Activity Book AB PAGE 39

1 Write and say.

- Put the flashcards for pillow, shelf, bed, wardrobe, and blanket in a column on the board. Point to the pillow and ask *What's this?* Children respond *It's a pillow*. Write the word *pillow* next to the flashcard.
- Repeat with all the pictures, writing the words next to each picture.
- Tell children to look at page 39.
- Tell them to look at the words in the box at the top right of the page. Explain in the children's own language that these are the words for the things in the picture.
- Ask children to tell you the first word in the box (*bed*). Explain that they should write the word *bed* on the line pointing to the bed in the picture.
- Ask children to hold up their books and point to the bed. Ask them to point to the line for the word *bed*.
- Model writing the word on the board before children write it in the book.
- Children complete the activity, looking at the board for help as necessary. Ask children to say the words quietly to themselves before they write them.
- Check answers by asking children to tell you the names of the pictures as you hold up your book and point to each one.

Optional activity

- Tell children that they are going to play a game.
- Put flashcard 32 of the bed inside a large envelope. Hold up the envelope and slowly pull the flashcard out of the envelope. Children watch carefully and say *It's a bed* as soon as they can identify it.
- Repeat with the other bedroom flashcards.

Lesson 2 CB PAGES 34–35, AB PAGE 40

Lesson objectives

To describe locations with *in*, *on*, and *under*

To ask and answer *yes / no* questions about location

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

Materials: CD track 37, flashcards 32–39, a pencil, a pencil box, a bag

Class Book CB PAGES 34–35

Warm-up

- Review the names of the bedroom things. Stick the flashcards on the board. Say *Point to the pillow*. Children respond. Repeat with the other words.
- Review the words *pencil box*, *water bottle*, and *bag*. Draw pictures of these items on the board (or hold up real objects) and ask *What's this?* for each of them.

Listen and say. 37

- Tell children to look at the picture on pages 34 and 35. In their own language, ask children to say what they think has happened (*Adam has done something naughty with Baz's things*). Talk about the importance of being kind to one's siblings and respecting their things. Ask children if they think Adam was nice to Baz (*probably not*). Ask them why Adam did something naughty (*he's a young child*). Point out that we have to be tolerant of younger brothers and sisters who are just learning how to behave.
- Ask children to look at the three pictures at the bottom of the page. Ask them what they can see in the pictures (*a book and a box*).
- Put the flashcard for *in* on the board. Point to it and say *in*. *The teddy is in the box*.
- Repeat with *on* and *under*.
- Tell children they are going to listen to the conversation between Adam and Baz. Ask them to listen for the three things Baz is looking for.
- Play the CD once to check the answers (*pencil box*, *water bottle*, *bag*).
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

Transcript 37

Listen and say.

in
on
under

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

Adam It's in the wardrobe.

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

Adam It's under the pillow.

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

Adam It's under the bed.

Say and do.

- Hold up the pencil box. Open it and put the pencil in it. Say *The pencil is in the pencil box*.
- Turn to one of the children and say *The pencil. Where is it?* Encourage the child to say *It's in the pencil box*.

- Repeat with the preposition *under*. Put the bag under your table. Say *The bag. Where is it?* Encourage the children to respond *It's under the table*.
- Repeat with the preposition *on*. Put your book on the table. Say *The book. Where is it?* Encourage the children to respond *It's on the table*.
- If any children are confident enough, ask them to take your place at the front, moving the objects and asking the questions.

Activity Book AB PAGE 40

1 Trace and match.

- Tell children to look at page 40.
- Explain in the children's own language that they should trace the words in the centre of the page and then match them to the correct picture.
- Write the words from the centre column on the board. Ask children to put their finger on the first word in their books and tell you what it is (*on*). Encourage them to sound out the word using the sounds of the letters they know (*/n/ - /n/*). Repeat with the other words.
- Model the activity. Tell children to point to the first picture. Say *Pillow. Where is it?* Children respond *It's under the bed*. Tell children to draw a line from *under* to the picture of the pillow under the bed.
- Children complete the activity, tracing the words and matching them to the pictures.
- Check answers by asking about each picture. Say *The doll. Where is it?* Children respond *It's on the sofa*. Ask a child to come to the front to trace the word *on*.
- Say *The TV. Where is it?* Children respond *It's on the table*. Ask a child to come to the front to trace the word *on*.
- Say *The blanket. Where is it?* Children respond *It's in the wardrobe*. Ask a child to come to the front to trace the word *in*.

1 Write. Ask and answer.

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

Optional activity

- Practise the prepositions using different classroom objects. Put a rubber on the table. Say *The rubber. Where is it?* Children respond *It's on the table*.
- Repeat with other known vocabulary, e.g. *lunch box*, *water bottle*, *pen*, *picture*, etc. in different locations, e.g. *in a bag*, *on the door*, etc.

Lesson 3 Letter fun! CB PAGE 36, AB PAGE 41

Lesson objectives

- To say, recognize, and write words in the *-at* family
- To recognize and say the sounds /h/ and /m/
- To develop fine motor control

Vocabulary: *cat, hat, mat*

Materials: CD track 38, flashcards 89–90

Class Book CB PAGE 36

Warm-up

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

Learn the sound.

- Hold up flashcard 89 of the hat. Say *hat*. Children repeat the word chorally and individually. Stick the flashcard on the board next to the cat.
- Write the word *hat* on the board under the picture. Point to it and say *hat, /h/ /æ/ /t/, hat.*
- Hold up flashcard 90 of the mat. Say *mat*. Children repeat the word chorally and individually. Stick the flashcard on the board next to the hat.
- Write the word *mat* on the board under the picture. Point to it and say *mat, /m/ /æ/ /t/, mat.*
- Sound out the word *cat* in the same way.
- Point out that these words rhyme. Ask if children can think of another English word they know that rhymes with *cat, mat, hat (Pat).*
- Tell children to open their books at page 36 and look at the letters *-at* with the arrows.
- Stand with your back to the class as you use your finger to 'write' *-at* in the air. Write the letters exactly as they are presented in the Class Book.
- Tell children to copy your action and write *-at* in the air. Check that they are forming the letters correctly.
- Tell children to practise tracing over the letters in their books with their fingers.

Sing. 38

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

Transcript 38

Sing.

Cat, hat, and mat
Let's read the words
/k/ /æ/ /t/ cat
/h/ /æ/ /t/ hat
/m/ /æ/ /t/ mat
I can read the words!

Find.

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

Activity Book AB PAGE 41

1 Trace and write.

- Tell children to look at page 41.
- Stick the flashcards for hat and mat on the board. Draw a cat next to them. Point to each picture and ask *What's this?* Children respond.
- Ask children to tell you the name and sound of the first letter in each word (*/h/ h, /m/ m, /k/ c*).
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the *-at*. Write the letters on the lines exactly as they are presented in the Class Book.
- Tell children to practise tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Draw more writing lines on the board. Call children to the board to write *at* on the lines. Correct as necessary.

2 Write and say.

- Tell children to look at the pictures and say the words.
- Ask children which letters begin the words (*hat - h; mat - m*).
- Children write the letters *h* and *m*. Check that they are forming the letters correctly.

Optional activity

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

Lesson 4 Song CB PAGE 37, AB PAGE 42

Lesson objectives

- To identify body parts
- To use prepositions
- To follow commands

Vocabulary: *put, shake, hand, head, nose, toes, leg, bag, book, air, everywhere*

Materials: CD track 39, flashcards 37–39

Class Book CB PAGE 37

Warm-up

- Review the body parts *hand, head, nose, toes, legs*. Say *Point to your head*. Children do the action.
- Repeat with the other body parts.

Look and say.

- Tell children that they are going to learn an action song with the parts of the body and some of the new language.
- Ask children to look at the picture on page 37. Ask children in their own language to tell you what is happening in the pictures (*children are doing actions and pointing to / touching different parts of their bodies*).
- Review the prepositions with the flashcards. Hold up each flashcard as children say the preposition. Stick the flashcards on the board and write the words under them.
- Say *Put your hands in the air*. Do the action and encourage the children to do the same.
- Say *Shake your hands everywhere*. Do the action and encourage the children to do the same.
- Ask children if they can see any children in the book doing this action (*Yes, the three children in the top right*).

Sing. 39

- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you.
- Play the CD again and ask children to sing the song. Point to each flashcard on the board as its verse is sung.

Transcript 39

Sing.

Put your hand on your head.
Put your hand on your nose.
Put your hand on your leg.
Put your hand on your toes.

Put your hand in your bag.
Put your hand in the air.
Put your hand under your book.
Shake your hands everywhere.

Sing and do. 39

- Explain that you are going to sing the song again.
- Tell children that this time they are going to do all the actions. Have them put their school bags on top of their tables or desks and open them. Have them put their books on their desks, too.
- Sing the song with the class.
- Repeat, giving small groups or individual children specific lines to sing.

Activity Book AB PAGE 42

1 Read and match.

- Tell children to look at page 42.
- Tell them to look at the pictures at the right of the page. Ask children to say a sentence describing each picture. Accept all answers, e.g. *It's a cat. It's a hat*, etc.
- Copy the sentences from the activity on the board. Read the first one as you run your finger under each word.
- Ask children to hold up their books and point to the picture that illustrates the first sentence (*the second picture – the cat under the mat*).
- Tell children to draw a line from the first sentence to the second picture.
- Repeat with the other two sentences.

2 Read and draw.

- Tell children to look at the second activity on the page.
- Copy the sentence on the board. Ask if any of the children can read it. As a child tries to read it, point to each word. Offer help in sounding out the words.
- Say the sentence aloud for the class.
- Tell children to draw a picture of a cat on a mat.
- Children complete their drawings.
- Call several children to the front to show their pictures.

Optional activity

- Give children more commands using other parts of the body, other objects, and the prepositions.
- Say *Put your hands on your feet*. Children do the action.
- Say *Put your feet under your chair*. Children do the action.
- Repeat with other commands.

Lesson 5 Number fun! CB PAGE 38, AB PAGE 43

Lesson objectives

- To identify, write, and use numbers 13 and 14
- To write numbers *thirteen* and *fourteen*
- To develop fine motor control

Vocabulary: *blankets, pillows, boys, bed*

Class Book CB PAGE 38

Warm-up

- Review the numbers 1–12. Write a number on the board. Ask children to say it.
- Call a child to the front. Say a number from 1 to 12. Ask the child to write it on the board.

Learn the number.

- Tell children that they are going to learn to write the words for more numbers in English.
- Draw thirteen circles on the board. Say *Thirteen*. Write the number 13 under them. Follow the directional arrows in the book.
- Draw fourteen circles to the right of the thirteen circles. Point to each circle as you say *One, two, three, four*, etc. Write the number 14 under them, again following the directional arrows in the book.
- Point to each number and say its name.
- Write the word *thirteen* under the number 13 on the board. Repeat with the circles for *fourteen*. Point out the /θ/ sound at the beginning of the word *thirteen*. Point out that the word *four* is in *fourteen*.
- Tell children to open their books at page 38. Point to the blankets under the figure 13 and ask *How many blankets?* Children respond *thirteen*. Repeat with pillows.

Find and count.

- Review the vocabulary *boy* and *bed* by drawing them on the board.
- Point to each picture and ask *What's this?* Children respond.
- Tell children to look at the picture at the bottom of page 38.
- Say *Count the blankets*. Encourage children to count aloud *one, two, three, four ... thirteen*.
- Repeat with *pillows (14), boys (14), and beds (1)*.

Activity Book AB PAGE 43

1 Count, trace and write.

- Tell children to look at page 43.
- Ask *How many flowers?* Children respond *thirteen*. Ask *How many butterflies?* Children respond *fourteen*.
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the number 13. Write the number 13 on the lines exactly as it is presented in the Class Book.
- Tell children to practise tracing over the number in their books with their fingers.
- Children trace and write the number with their pencils. Check that they are holding their pencils correctly and forming the number correctly.
- Repeat the procedure for the number 14.
- Draw writing lines on the board under the number 13. Write the word *thirteen* in dotted form on the lines.
- Trace the word *thirteen* on the board as you say *thirteen*. Tell children to practise tracing over the word in their books with their fingers.
- Children trace the word with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat with *fourteen*.

2 Count and match.

- Tell children to look at the second activity on the page.
- Explain that children should count the tomatoes and bananas and then match them to the correct numbers and number words.
- Review the numbers 13 and 14 and the words for them.
- Children complete the activity.
- Check the answers with the class (*13 / thirteen bananas, 14 / fourteen tomatoes*).

Optional activity

- Ask children to count thirteen and fourteen of objects in the room, e.g. chairs, books, pencils, pictures, etc.
- Ask a child to stand and walk around the room as he or she counts out thirteen or fourteen of an object.
- Call on other children to count out different objects.

Lesson 6 Story CB PAGE 39, AB PAGE 44

Lesson objectives

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

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

Materials: CD track 40, a toy boat or other small object, a child's coat

Class Book CB PAGE 39

Warm-up

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

Look and say.

- Tell children to open their books at page 39.
- Remind children that English stories are presented from left to right. Hold up your book and point at the frames in order.
- Ask children questions about the story in their own language: *Who can you see in all the pictures? (Sam and Baz), What are they doing in the pictures? (Looking for something), What are they looking for? (A toy boat), Where do they find the boat? (In Baz's pocket).*

Listen. 40

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

Transcript 40

Listen.

Baz My boat! Where is it?

Mum Look under the sofa.

Baz Where is my boat?

Tess Look in the toy box.

Baz Where is my boat?

Dad Look on the table.

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

Baz Thanks, Sam!

Listen and act. 40

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

Activity Book AB PAGE 44

1 Look, read and write.

- Tell children to look at page 44.
- Ask them what all of the pictures have in common (*They all have a boat*).
- Ask children to describe the location of the boat in each picture (*under the sofa, in the coat, on the blanket*).
- Explain that there are two sets of words at the top of the page. Write them on the board. Point to each word as you say it aloud. Children repeat chorally.
- Tell children that they are going to write the words in the correct place in each sentence.
- Model the activity. Write the first sentence on the board. Ask children to tell you where the boat is (*under the sofa*).
- Write the words *under* and *sofa* in the sentence. Children copy them in their books.
- Read the sentence aloud as you run your finger under each word.
- Children complete the activity. Walk around the class and help as necessary.
- Check answers. Copy the sentences with gaps on the board. Call a child to the front to write the missing words. Read each sentence aloud, running your finger under each word.

Optional activity

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

Unit 6 Review AB PAGE 45

Lesson objectives

To review the words in the *-at* letter family

To review the numbers 13 and 14

Materials: flashcards 89–90

Activity Book AB PAGE 45

Warm-up

- Review the *-at* family. Write the letters *at* on the board. Ask children to say the sound /æɪ/.
- Ask children to tell you the words they know that have the *-at* sound (*cat, hat, mat, Pat*). Use flashcards and mime to prompt as necessary. Write the words on the board and leave them there for the first activity.

1 Look and circle.

- Tell children to look at page 45.
- Ask children what they can see in the first column (*a cat, Pat, a mat, a hat*).
- Model the activity. Draw a cat on the board and copy the words from the first row. Point to each word and ask children to read it aloud. Help them to sound out each word.
- Ask which word is *cat* (*the last one*). Tell children to circle it.
- Children complete the activity.
- Check by saying the name of each picture and calling a child to the front to point to the word on the board.

2 Read, colour and say.

- Write the words *thirteen* and *fourteen* on the board. Ask children if they can read them. If they are not able to, read the words for them and children repeat chorally.
- Tell children to look at activity 2 on page 45.
- Ask children what they see (*pillows, blankets*).
- Ask children to read the words above each picture.
- Children colour the correct number of objects.
- Check by asking children to hold up their books.

Progress check 6 (photocopiable) (TB p99)

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

Numbers Book NB PAGES 34–39

Lesson 1 NB PAGE 34

Lesson objectives

To count and write 13

To recognize the word *thirteen*

To develop fine motor control

1 Trace and count. Write.

- Tell children to look at page 34.
- Ask children which number they see at the top of the page (13). Write 13 on the board.

- Ask them to trace the number with their fingers, starting at the dots, and following the direction of the arrows.
- Tell children to count the number of dots in the box aloud in English (*Thirteen*). Draw the dots on the board. Join the 13 and the dots.
- Ask children to trace the line in their books.
- Write the word *thirteen* on the board. Point to it and ask the children to say the word. Draw a line from the dots to the word.
- Ask children to trace the line in their books.
- Draw writing lines on the board. Model writing the word *thirteen* on the board while children trace the word with their fingers in their books.
- Children trace and write the word with their pencils.

2 Colour 13 pillows.

- Tell children to look at the bottom of the page and tell you what they see (*pillows*).
- Say *Count thirteen pillows*. Children count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 ... *Thirteen pillows*.
- Ask children in their own language if there are more than 13 pillows (*Yes, there are*).
- Tell children to colour in 13 of the pillows. Explain that children should only colour 13 of the pillows.

Lesson 2 NB PAGE 35

Lesson objectives

To count and write 14

To recognize the word *fourteen*

To develop fine motor control

1 Trace and count. Write.

- Tell children to look at page 35.
- Ask children which number they see at the top of the page (14). Write 14 on the board.
- Ask them to trace the number with their fingers, starting at the dots, and following the direction of the arrows.
- Tell children to count the number of dots in the box aloud in English (*Fourteen*). Draw the dots on the board. Join the 14 and the dots.
- Ask children to trace the line in their books.
- Write the word *fourteen* on the board. Point to it and ask the children to say the word. Draw a line from the dots to the word.
- Ask children to trace the line in their books.
- Draw writing lines on the board. Model writing the word *fourteen* on the board while children trace the word with their fingers in their books.
- Children trace and write the word with their pencils.

2 Colour the number 14 buses.

- Tell children to look at the bottom of the page and tell you what they see (*buses*). Ask what they can see in the centre of each bus (*a number*).
- Draw a picture of a bus with a 14 on its front on the board.
- Tell children to colour the buses with the number 14 on them.
- Check by asking how many buses have the number 14 on them (8).

Lesson 3 NB PAGE 36

Lesson objectives

- To follow a sequence
- To write numbers 1 to 14

1 Write the missing numbers.

- Tell children to look at page 36.
- Model the activity. Write the numbers 3, 5, and 8 on the board with an empty space for numbers 4, 6, and 7.
- Ask children which numbers are missing (4, 6, 7). Call a child to the front to write the missing numbers.
- Tell children that they should write the missing numbers in the two rows of books.
- Children complete the activity.
- Check the answers on the board. Write the numbers with empty spaces and call children to the front to write the missing numbers.

2 Write the number before.

- Tell children to look at the second activity on page 36.
- Model the activity. Write the number 6 on the board. Ask in the children's own language which number comes before it (5). Write 5 to the left of the 6.
- Have children trace the 5 in their books.
- Children complete the activity.
- Check by calling children to the front to write the number before those in their books (10 - 9, 12 - 11, 4 - 3, 14 - 13, 9 - 8).

Lesson 4 NB PAGE 37

Lesson objectives

- To perform simple subtraction

1 Look, count and write.

- Explain to children in their own language that they are going to learn how to subtract, or take away objects from a group.
- Tell children to look at page 37.
- Copy the first row of the activity on the board. Ask *How many circles?* Children respond *Six*. Write the 6 to the right of the circles.
- Write the minus sign (-) to the right of the 6. Explain in the children's own language that this sign means take away. Write a 1 after it.
- Say *Six minus 1*. Draw a large X through one of the circles.
- Ask again *How many circles?* Children respond *Five*. Write an equals sign on the board and write 5 next to it to complete the sum. Say *Six minus one is five*. Children repeat chorally and individually.
- Children complete the activity. Walk around and help as necessary. Encourage children to cross through pictures in their books if this helps them do the subtraction.
- Check the answers by having children say the sums (*Five minus two is three; Thirteen minus two is eleven; Ten minus three is seven*.)

Lesson 5 NB PAGE 38

Lesson objectives

- To count from 10 to 14
- To develop fine motor control

1 Match, trace and colour.

- Tell children to look at page 38.
- Ask children what they see in the first column (*numbers 10-14*). Write them in a column on the board.
- Ask children what they see in the second column (*words for numbers 10-14*). Explain that the words aren't in order. Write them on the board.
- Tell children to draw a line from the number 10 to its word. Help children to sound out the word *ten*.
- Tell children to trace over the word *ten* in their books.
- Ask children to look at the dots next to the word *ten*. Ask how many circles are coloured in (10).
- Explain to children that they should match the numbers to their words, trace the words, and then colour that number of circles.
- Children complete the activity.
- Check the answers by calling children to the front to match the words and their numbers.

Lesson 6 NB PAGE 39

Lesson objectives

- To notice similarities and differences

1 Find and circle the 5 differences.

- Tell children to look at page 39.
- Explain that both pictures are almost the same, except for five differences.
- Ask children in their own language if they can spot any differences between the pictures.
- Call on a child to give a difference that he or she has spotted. Circle that part in each picture and hold up your book.
- Children complete the activity.
- Check by calling on children to identify the differences they have spotted. (1. In the top picture, there are two plants on the shelf, but in the bottom picture, only one. 2. In the top picture, there are four books on the pile in the middle of the shelf, but in the bottom picture, only two. 3. In the top picture, there is one pillow on the bed, but in the bottom picture, there are two. 4. In the top picture, there are two cats on the bed, but in the bottom picture, there are four. 5. In the top picture, there is a hat on the wardrobe, but in the bottom picture there isn't.)

7 On holiday

Lesson 1 CB PAGES 40–41, AB PAGE 46

Lesson objectives

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

Vocabulary: *beach, crab, sand, sandcastle, sea, shell, umbrella*

Materials: CD tracks 41–42, flashcards 40–45

Class Book CB PAGES 40–41

Warm-up

- Tell children to look at the picture on pages 40 and 41. Ask the following questions in the children's own language: *Who are the people? (Baz, Adam, Tess, Mum, and Dad), Where are they? (At the beach), Why are they at the beach? (They are spending time together on holiday).*
- Talk with children briefly about the importance of spending time together as a family.

Listen and say. 41

- Tell children that they are going to learn the words for some things at the beach.
- Play the CD, holding up the flashcard for each beach thing as it is said. Use the sandcastle flashcard to present both *sandcastle* and *sand* (explain the difference in the children's own language). Pause after each word so children can point to the things in their books. Check children are pointing to the correct part of the picture.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

Transcript 41

Listen and say.

sea, shell, beach, crab, sandcastle, umbrella, sand

Listen and find. 42

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

Transcript 42

Listen and find.

beach, crab, sandcastle, sea, shell, umbrella, sand

Activity Book AB PAGE 46

1 Write and say.

- Put the flashcards for shell, sea, beach, crab, umbrella, and sandcastle on the board.
- Say *Point to the shell*. Check that children are pointing to the shell. Write the word *shell* under the flashcard.
- Repeat with all the pictures, writing the words under each picture.
- Tell children to look at page 46.
- Tell them to look at the words in the box at the top right of the page. Explain in the children's own language that these are the words for the things in the pictures.
- Ask children to tell you the first word in the box (*umbrella*). Explain that they should write the word *umbrella* on the line under the umbrella.
- Ask children to hold up their books and point to the umbrella.
- Model writing the word on the board before children write it in the book.
- Children complete the activity, looking at the board for help as necessary. Ask children to say the words quietly to themselves before they write them.
- Check answers by asking children to tell you the names of the pictures in order.

Optional activity

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

Lesson 2 CB PAGES 40–41, AB PAGE 47

Lesson objectives

To ask and answer questions about quantity

To review numbers 1–14

Structure: *How many ... are there? There are ...*

Vocabulary: *please, give*

Materials: CD track 43, flashcards 40–45; (optional) magazine pictures with some known vocabulary items for children to count

Class Book CB PAGES 40–41

Warm-up

- Review the names of the beach things with the flashcards. Hold up the flashcard for sandcastle. Children say *sandcastle*. Stick the flashcard at the top of the board.
- Repeat with the other flashcards.

Listen and say. 43

- Tell children to look at the picture on pages 40 and 41. In their own language, ask children to say what each character is doing (*Tess and Baz are making a sandcastle. Adam is looking at the crabs. Mum and Dad are sitting on a blanket. Mum is also reading.*).
- Tell children they are going to hear the family's conversation at the beach. Ask them pay attention to what they are talking about.
- Play the CD once. Ask what the children are talking about (*They are counting the number of crabs and shells.*).
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.
- Discuss with children briefly the rich variety of animal life to be found at the seaside – different types of fish, shellfish, starfish, crabs, etc. Ask children what interesting animals or shells they have seen at the beach.

Transcript 43

Listen and say.

Baz How many crabs are there?

Tess Three. There are three crabs.

Baz How many shells are there?

Tess Twelve. There are twelve shells.

Say and do.

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

Activity Book AB PAGE 47

1 Count and write.

- Tell children to look at page 47.
- Put the flashcards for crab, sandcastle, umbrella, and shell on the board.
- Explain in the children's own language that they should count the number of these things in the picture of the beach.
- Tell them to write the number of each thing in the box next to its picture.
- Model the activity. Ask *How many sandcastles are there?* Children respond *There are two.* Write the number 2 next to the flashcard of the sandcastle.
- Children complete the activity in their books.
- Check answers by calling children to the front to write the number next to each object (*shells – 14; umbrellas – 3; crabs – 9*).

Optional activity

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

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

Lesson objectives

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

Vocabulary: *jet, net, wet*

Materials: CD track 44, flashcards 91–93

Class Book CB PAGE 42

Warm-up

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

Learn the sound.

- Hold up flashcard 91 of the net. Say *net*. Children repeat the word. Stick the flashcard on the board.
- Write the word *net* on the board under the picture. Point to it and say *net, /n/ /e/ /t/, net*.
- Hold up flashcard 92 of the jet. Say *jet*. Children repeat the word chorally and individually. Stick the flashcard on the board next to the net.
- Write the word *jet* on the board under the picture. Point to it and say *jet, /dʒ/ /e/ /t/, jet*.
- Repeat with flashcard 93 for wet.
- Point out that these words rhyme.
- Tell children to open their books at page 42 and look at the letters *-et* with the arrows.
- Stand with your back to the class as you use your finger to 'write' *-et* in the air. Write the letters exactly as they are presented in the Class Book.
- Tell children to copy your action and write *-et* in the air. Check that they are forming the letters correctly.
- Tell children to practise tracing over the letters in their books with their fingers.

Sing. 44

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

Transcript 44

Sing.

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

Find.

- Tell children to find the letters *-et* in the word under each picture on the page. Ask children to tell you the first letter of each word (*jet - j, net - n, wet - w*).
- Tell children to look at the picture at the bottom of the page. Say *Point to the jet*. Check that they are pointing to the toy jet.
- Say *Point to the net*. Check that they are pointing to the net.
- Say *Point to wet*. Check that they are pointing to the dog shaking itself. Do not worry that *wet* is an adjective and the other two words are nouns. If children ask about *wet* being different, say *It's a dog. It's wet*.
- Ask children to find something that has the /f/ sound in it (*fish*).
- Ask children to find something that has the /tʃ/ sound in it (*beach*).

Activity Book AB PAGE 48

1 Trace and write.

- Tell children to look at page 48.
- Stick the flashcards for jet, net, and wet on the board. Say *Point to the net*. Children respond. Repeat with the other two words.
- Ask children to tell you the name and sound of the first letter in each word (/dʒ/ j, /n/ n, /w/ w).
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the *-et*. Write the letters on the lines exactly as they are presented in the Class Book.
- Tell children to practise tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Draw more writing lines on the board. Call children to the board to write *et* on the lines. Correct as necessary.

2 Write and say.

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

Lesson objectives

To identify, write, and use colours

Vocabulary: black, white, brown, blue, green, orange, pink, purple, yellow, red

Materials: CD tracks 45–46, flashcards 46–50, sheets of coloured paper for green, blue, red, yellow, orange (or flashcards 27–31 from Level 1 if available)

Class Book CB PAGE 43

Warm-up

- Review the colours children learnt the previous year (*red, blue, green, yellow, orange, pink*) with coloured pencils.
- Hold up a green pencil. Ask *What colour is it?* Children respond *It's green.*
- Repeat with the other known colours.

Listen and point. 45

- Tell children that they are going to learn more colours in English.
- Hold up the flashcard for each new colour and say its name. Children repeat chorally and individually.
- Stick the flashcards on the board. Write the word for each colour under its flashcard. Read each word as you run your finger under it.
- Ask children to look at page 43. Ask in their own language what they can see (*lots of umbrellas*). Ask *How many umbrellas are there?* Children respond *ten.*
- Explain that they are going to listen to the colours of the umbrellas and they should point to each umbrella.
- Play the CD, pausing after each colour to check that children are pointing to the correct umbrella.

Transcript 45

Listen and point.

yellow, black, green, white, brown, blue, purple, pink, orange, red

Sing. 46

- Ask children to tell you why umbrellas are useful (*They keep the sun off us at the beach. They keep rain off us, etc.*).
- Remind children of the phrases *for you* and *for me*. Give a pencil to a child and say *It's for you*. Put a pencil on your desk and say *It's for me*.
- Remind children of the word *hide*. Say *hide* and bend down behind your table. Say *hide your head* and cover your head with your arms.
- Present *sun is shining* by having the children look out the window if it is a very sunny day. If it is not sunny, explain that this is what the sun does when it's a hot and bright day.
- Tell children that they are going to learn a song with the new colours and phrases as well as the other colours they already know in English.
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you.
- Encourage them to hold up ten fingers for the line *Ten umbrellas in the sun.*

- Encourage them to point to the child next to them for the line *for you*, and to point to themselves for the line *for me*.
- Encourage them to hold their arms up over their heads for the line *Sun is shining*, and to cover their heads with their arms for the line *Hide your head*.
- Play the CD again and ask children to sing the song as they do the actions.

Transcript 46

Sing.

Ten umbrellas in the sun.
There's a colour for everyone.
Black, white, brown, blue.
Green for me; purple for you.
Yellow, orange, pink, and red.
Sun is shining.
Hide your head!

Sing and do. 46

- Put the flashcards of black, white, and brown on the board in a row. Stick the coloured paper for blue (or the flashcard from Level 1) next to them. Stick the coloured paper for yellow, orange and red (or the flashcards from Level 1) on the board underneath the first row of colours, and stick the flashcard of pink between orange and red.
- Call two children to the front to act out the song. Give one child the flashcard for purple and give the other child the green paper (or flashcard from Level 1). Tell the child with the purple flashcard to give it to the other child at the appropriate point in the song.
- Sing the song, pointing to the colours on the board as they are sung. If there is time, call other children to the front to perform.

Activity Book AB PAGE 49

1 Colour.

- Tell children to look at page 49.
- Say *Point to the sea*. Check that children are pointing to the sea. Repeat with *shells, crab, boat, umbrella, sun, sand*.
- Put the flashcards for the colours and the coloured paper on the board. Point to the yellow paper and ask *What colour is this?* Children respond *yellow*. Write *yellow* next to the colour. Repeat with the other colours.
- Explain that each colour has a number and that children should colour the beach scene according to the numbers.
- Ask children for the number for yellow (*1*). Explain that they should colour yellow all the parts of the picture with a 1 in them.
- Children complete the activity. Check children's colouring.

Optional activity

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

Lesson 5 Number fun! CB PAGE 44, AB PAGE 50

Lesson objectives

- To identify, write, and use numbers 15 and 16
- To write numbers *fifteen* and *sixteen*
- To develop fine motor control

Vocabulary: shells, crabs, umbrellas, lemons, cars, nuts, pens

Materials: flashcard 48, coloured paper for yellow and blue (or flashcards 29–30 from Level 1 if available)

Class Book CB PAGE 44

Warm-up

- Review the numbers 1 to 14 by giving a number dictation.
- Say 12, 9, 7, 14, 3, 13 pausing after each number to give children time to write.
- Check by calling children to the front to write the numbers in order.

Learn the number.

- Tell children that they are going to learn to write the words for more numbers in English.
- Draw fifteen circles on the board. Say *Fifteen*. Write the number 15 under them. Follow the directional arrows in the book.
- Draw sixteen circles to the right of the fifteen circles. Point to each circle as you say *One, two, three, four*, etc. Write the number 16 under them, again following the directional arrows in the book.
- Point to each number and say its name.
- Write the word *fifteen* under the number 15 on the board. Repeat with the circles for *sixteen*. Point out the beginning of the word *fifteen* is different from the word *five*. Point out that the word *six* is in *sixteen*.
- Tell children to open their books at page 44. Point to the shells under the figure 15 and ask *How many shells?* Children respond *fifteen*. Repeat with crabs.

Find and count.

- Review *umbrella* by drawing one on the board and asking *What's this?* Children respond.
- Tell children to look at the picture at the bottom of page 44.
- Say *Count the umbrellas*. Encourage children to count aloud *one, two, three, four, five, six, seven, eight, nine, ten*.
- Repeat with *crabs (16)*, and *shells (15)*.

Activity Book AB PAGE 50

1 Count, trace and write.

- Tell children to look at page 50.
- Ask *How many lemons?* Children respond *fifteen*. Ask *How many cars?* Children respond *sixteen*.
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the number 15. Write the number 15 on the lines exactly as it is presented in the Class Book.
- Tell children to practise tracing over the number in their books with their fingers.
- Children trace and write the number with their pencils. Check that they are holding their pencils correctly and forming the number correctly.
- Repeat the procedure for the number 16.
- Draw writing lines on the board under the number 15. Write the word *fifteen* in dotted form on the lines.
- Trace the word *fifteen* on the board as you say *fifteen*. Tell children to practise tracing over the word in their books with their fingers.
- Children trace the word with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat with *sixteen*.

2 Read and colour.

- Tell children to look at the second activity on the page.
- Ask them what they can see in the pictures (*nuts, pens, shells*).
- Draw a nut on the board. Ask *What's this?* Children respond *It's a nut*. Write the word *nut* under it.
- Repeat with pen and shell.
- Review the colours brown, blue, and yellow with the flashcard and coloured paper. Hold up each one and ask *What colour is it?* As children respond, stick the flashcard on the board and write the word under it.
- Model the activity. Read the first sentence aloud, pointing to the words on the board as you say them. Explain that children should count and colour that many nuts brown.
- Children complete the activity.
- Check by asking children to hold up their books.

Optional activity

- Give each child a sheet of paper.
- Write the following phrases on the board: *Two yellow hats. One brown cat.*
- Help children to read the sentences and tell them to draw a picture for each sentence.
- Call several children to the front to show their pictures.

Lesson objectives

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

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

Materials: CD track 47, flashcard 44

Class Book CB PAGE 45

Warm-up

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

Look and say.

- Tell children to open their books at page 45.
- Remind children that English stories are presented from left to right. Hold up your book and point at the frames in order.
- Ask children questions about the story in their own language: *Who are the people in the story? (Tess and Baz), What are they doing? (Looking at sandcastles), What happens to the sandcastles? (The sea comes in and washes one away).*

Listen. 47

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

Transcript 47

Listen.

Tess Look at the sandcastles.

Tess How many sandcastles are there?

Baz One... two... three.

Tess Four... five... six...

Baz Seven sandcastles!

Tess Uh-oh. Now there are six sandcastles.

Listen and act. 47

- Tell children they are going to hear the story again. Tell them to run their fingers under each word as they listen.
- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually as they point to the words.

- Tell the class that they are going to act out the story using their pictures of sandcastles. Reassure them that no one's picture will get wet or ruined.
- Call seven children to come to the front to play the roles of sandcastles. Call two more children to the front to play Tess and Baz.
- The children act out the story. When the sea rushes in, point to one of the children playing the sandcastles to return to their seats with their picture.
- Call other children to the front to act out the story.
- Help children to perform by prompting the lines and telling them to repeat.

Activity Book AB PAGE 51

1 Join the dots.

- Review the numbers 1 to 16.
- Write the numbers 1 to 16 in a random order all over the board.
- Call a child to the front to connect the numbers 1 and 2. Call another children to the front to write a line joining numbers 2 and 3.
- Call other children to the front to continue joining the numbers until all 16 are connected.
- Tell children to look at page 51.
- Ask children what they can see in the picture (*sandcastles*).
- Tell children to draw a line connecting each of the numbers in order.

2 Look, read and write.

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

Optional activity

- Tell children to cut out and colour the beach umbrella on page 77 of their Activity Book. Remind them of the new colours as necessary (*brown, black, purple*) and check that they are colouring the segments correctly.
- Show children how to glue the top part of the umbrella together, and how to attach a stick, pencil, or straw to be the handle, using sticky tape or modelling clay.
- Have children come to the front to show their umbrellas and talk about the colours, e.g. *This is my umbrella. It is pink, blue, green, etc.*

Unit 7 Review AB PAGE 52

Lesson objectives

- To review the words in the *-et* letter family
- To review the numbers 15 and 16

Materials: flashcards 91–93

Activity Book AB PAGE 52

Warm-up

- Review the words from the *-et* family.
- Stick the flashcards for *net*, *wet*, and *jet* on the board. Point to each and children say the words.
- Call a child to the front to write the word under each flashcard. Help as necessary.

1 Say and write.

- Tell children to look at page 52.
- Tell children to look at the pictures and say the words.
- Ask children which letters begin the words (*net* – *n*; *wet* – *w*; *jet* – *j*).
- Children write the letters *n*, *w*, and *j*. Check that they are forming the letters correctly.

2 Count and write.

- Write the numbers 15 and 16 in a column on the board. Write the words *sixteen* and *fifteen* to the right of the numbers.
- Ask a child to come to the front and match the correct word to each number.
- Tell children to look at activity 2 on page 52.
- Model the activity. Draw ten triangles on the board. Ask *How many triangles are there?* Children respond *There are ten triangles.*
- Write the word *ten* under the triangles.
- Children complete the activity by counting the objects and then writing the number word (*sixteen cars, fifteen boats*).

Optional activity

- Play a game to practise recognizing the sound /e/ in other words.
- Tell children you are going to say three words. Explain that one of them will have the sound /e/ in it.
- Tell children to hold up one finger if the first word has the /e/ sound. They should hold up two fingers if the second word has the sound, or three fingers if the third word has the sound.
- Say *fish, sheep, egg*. Children should hold up three fingers.
- Repeat with other words. Be sure to use words children know. Words with the /e/ sound: *egg, ten, pen, pencil, elephant, yellow, teddy bear, etc.*

Progress check 7 (photocopiable) (TB p100)

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

Numbers Book NB PAGE 40–45

Lesson 1 NB PAGE 40

Lesson objectives

- To count and write 15
- To recognize the word *fifteen*
- To develop fine motor control

1 Trace and count. Write.

- Tell children to look at page 40.
- Ask children which number they see at the top of the page (15). Write 15 on the board.
- Ask them to trace the number with their fingers, starting at the dots, and following the direction of the arrows.
- Tell children to count the number of dots in the box aloud in English (*Fifteen*). Draw the dots on the board. Join the 15 and the dots.
- Ask children to trace the line in their books.
- Write the word *fifteen* on the board. Point to it and ask the children to say the word. Draw a line from the dots to the word.
- Ask children to trace the line in their books.
- Draw writing lines on the board. Model writing the word *fifteen* on the board while children trace the word with their fingers in their books.
- Children trace and write the word with their pencils.

2 Draw 15 shells on the sandcastle.

- Tell children to look at the second activity on page 40.
- Ask what they can see (*a sandcastle*).
- Explain that children should draw 15 shells on the sandcastle.
- Tell them to trace the shells that are already there and continue with shell number 3. Point out that they don't have to draw the same kind of shell. Encourage them to be creative with their shells.

Lesson 2 NB PAGE 41

Lesson objectives

- To count and write 16
- To recognize the word *sixteen*
- To develop fine motor control

1 Trace and count. Write.

- Tell children to look at page 41.
- Ask children which number they see at the top of the page (16). Write 16 on the board.
- Ask them to trace the number with their fingers, starting at the dots, and following the direction of the arrows.
- Tell children to count the number of dots in the box aloud in English (*Sixteen*). Draw the dots on the board. Join the 16 and the dots.
- Ask children to trace the line in their books.
- Write the word *sixteen* on the board. Point to it and ask the children to say the word. Draw a line from the dots to the word.
- Ask children to trace the line in their books.

- Draw writing lines on the board. Model writing the word *sixteen* on the board while children trace the word with their fingers in their books.
- Children trace and write the word with their pencils.

2 Circle 16 crabs.

- Tell children to look at the bottom of the page and tell you what they see (*crabs*).
- Say *Count sixteen crabs*. Children count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 ... *Sixteen crabs*.
- Ask children in their own language if there are more than 16 crabs (*Yes, there are*).
- Tell children to circle 16 of the crabs. Explain that children should only circle 16 of the crabs.

Lesson 3 NB PAGE 42

Lesson objectives

To count from 1 to 16

To recognize the words *ten* to *sixteen*

Materials: flashcards 74–79

1 Count, write and circle.

- Write the words for numbers *ten* to *sixteen* on the board.
- Tell the children you are going to give them the number flashcards and they should stick them under the number word on the board. Give an example by writing the number 10 under the word *ten*.
- Call a child to the front and give him or her the flashcard for 11. Help the child stick it under the word *eleven*.
- Repeat with other children.
- Tell children to look page 42 in their books.
- Ask children to say what they see in each frame (*crabs, shells, sandcastles, umbrellas*).
- Model the activity. Ask *How many crabs are there?* Children respond *fourteen*.
- Point to the number 14 on the board. Explain that children should trace the number 14 in the box and then circle the number 14.
- Children complete the activity, writing the figures and circling the number words.
- Check by asking children for their answers. Point to the word on the board as they say the numbers (*15/fifteen shells, 11/eleven sandcastles, 16/sixteen umbrellas*).

Lesson 4 NB PAGE 43

Lesson objectives

To count from 1 to 16

To perform simple sums

1 Count and match.

- Write the words *fifteen* and *sixteen* on the board. Call a child to the front to write the numbers under each word.
- Tell children to look at page 43.
- Explain in the children's own language that they are going to count the number of crabs and umbrellas and then match the numbers, words, and sums to them.

- Ask children to look at the board and draw the lines from the numbers on the page to their words.
- Ask *How many crabs?* Children respond *fifteen*.
- Tell children to draw a line from the 15 to the crabs.
- Ask *How many umbrellas?* Children respond *sixteen*. Tell children to draw a line from the 16 to the crabs.
- Ask children what else they can see on the page (*sums*).
- Copy the sums on the board. Draw the correct number of circles under each of the words to create a picture for each sum.
- Ask children to count all the circles and say the answers for each sum (*Twelve and four is sixteen; eight and seven is fifteen; ten and five is fifteen; nine and seven is sixteen*).
- Tell children to draw a line from each sum to the correct number.

Lesson 5 NB PAGE 44

Lesson objectives

To count from 1 to 16

1 Follow the numbers.

- Tell children to look at page 44.
- Ask the following questions in the children's own language: *What is happening in the picture? (Baz is collecting shells on the beach to give to Adam). How do you think Baz can get to Adam? (By following the path)*. Explain that Baz can only get to Adam by following the shells in order from 1 to 16.
- Model the activity on the board. Write numbers 1 to 16 in a path going all over the board. Start at 1 and ask children where you should go next. Draw a line to 2.
- Children complete the activity.
- Check by calling children to the front to draw a line to the next number until the line is at 16.

Lesson 6 NB PAGE 45

Lesson objectives

To recognize parts of the whole

To count from 1 to 16

To write some numbers and words between 1 and 16

Materials: flashcards 42–45, 89, 92

1 Look, count and write.

- Tell children to look at page 45. Ask what they can see. Encourage them to say the English words they know (*beach, sea, crabs, sandcastles, shells, umbrellas, hats, and a jet in the sky*). As children say these words, stick the flashcards on the board.
- Model the activity. Ask *How many hats are there?* Children respond *There are two*. Write the number 2 next to the flashcard of the hat. Then write the word *two* next to it.
- Children complete the activity. Help them to write the number words as necessary.
- Check answers by asking *How many ... are there?* and calling children to the board to write the numbers and their words. (*umbrellas – 4, four; crabs – 15, fifteen; jet – 1, one; sandcastles – 3, three; shells – 16, sixteen*).

8 Mealtime

Lesson 1 CB PAGES 46–47, AB PAGE 53

Lesson objectives

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

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

Materials: CD tracks 48–49, flashcards 51–58

Class Book CB PAGES 46–47

Warm-up

- Tell children to look at the picture on pages 46 and 47. Ask the following questions in the children's own language: *Who is in the picture? (Baz, Tess, and their family), Where are they? (In the kitchen), What are they doing? (Getting their food), What kind of food can you see? (Chicken, soup, salad, rice, fish, juice, potatoes, cheese).*
- Ask if there is a healthy variety of food (yes). Talk about the importance of eating healthy food.

Listen and say. 48

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

Transcript 48

Listen and say.

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

Listen and find. 49

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

Transcript 49

Listen and find.

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

Activity Book AB PAGE 53

1 Match.

- Put the flashcards for the food on the board. Point to each flashcard and get children to say the name of the food.
- Write the word for each food under it.
- Tell children to look at page 53.
- Ask children what they can see in the first and last columns (*halves of the pictures of the food*).
- Explain that children should match the left half of the food to the correct word and then to the right half of the food.
- Ask which food is in the first picture (*chicken*). Ask them to point to the word *chicken* in their books. Tell them to trace over the line from the chicken in the left column to the word in the middle column.
- Tell them to put their finger on the chicken in the right column and then trace over the line.
- Children complete the activity, looking at the board for the word for each food.
- Check answers by asking for the order of the food in the left column (*chicken, cheese, juice, potato, salad, soup, rice, fish*).

Optional activity

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

Lesson 2

Lesson objectives

To talk about what others have got

To write words for food

Structure: *She's / He's got ...*

Materials: CD track 50, flashcards 51–58

Class Book

Warm-up

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

Listen and say. 50

- Tell children to look at the picture on pages 46 and 47. In their own language, ask children to say what the children have on their plates (*Baz – fish, salad, rice; Tess – chicken and potatoes; Adam – cheese*). Play the CD once to check the answer.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

Transcript 50

Listen and say.

Tess Baz has got fish, salad, and rice.

Baz Tess has got chicken and potatoes.

Mum And Adam has got cheese!

Say and do.

- Hold up the flashcard of the cheese. Look at it and say *I've got cheese*.
- Call a boy to the front. Give him the flashcard of the cheese. Say *(Name of child) has got cheese. He's got cheese*. Children repeat chorally and individually.
- Call a girl to the front. Give her the cheese flashcard. Say *(Name of child) has got cheese. She's got cheese*. Children repeat chorally and individually.
- Ask children in their own language what was different about the sentences (*He's ...' for the boy; She's ...' for the girl*).
- Call other children to the front and give them a different flashcard. Prompt the class to say *He's / She's got (name of food)*.

Activity Book

AB PAGE 54

1 Look, read and write.

- Separate the board into three columns. In the first column, stick the flashcards for rice, soup, and chicken. In the second column, stick the flashcards for cheese, salad, and fish. Leave the third column empty.
- Point to each picture as children say the name of the food. Write the name of the food under each picture.
- Tell children to open their books at page 54.
- Tell children that the first column on the board shows what the girl has got on her plate and the second shows what the boy has got on his. Draw a girl's head at the top of the first column and a boy's head at the top of the second.
- Ask a child to say what each child has got on his or her plate (*She's got rice, soup, and chicken. He's got cheese, salad, and fish*).
- Copy the first gapped sentence on the board. Call a child to the front to copy one of the words into the sentence. Draw a line through that word on the board.
- Children complete the activity.
- Check by asking two children to read out their sentences.

2 Draw and say.

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

Optional activity

- Ask children to name all the food words they know, including the ones they learnt last year and earlier this year, e.g. *nuts, mango, apple, chocolate*, etc.
- Write the words on the board as children say them.
- Give each child a sheet of paper to draw a picture of two of the foods on the board.
- Call a child to the front to show his or her picture.
- Encourage the child to say the names of the foods and then ask the child to point to those food words on the board.

Lesson 3 Letter fun! CB PAGE 48, AB PAGE 55

Lesson objectives

- To say, recognize, and write words in the *-ig* family
- To recognize and say the sounds /b/, /d/, and /f/
- To develop fine motor control

Vocabulary: *big, dig, fig*

Materials: CD track 51, flashcards 94–95

Class Book CB PAGE 48

Warm-up

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

Learn the sound.

- Hold up flashcard 94 of the children digging. Say *dig*. Mime the action to support the meaning. Children repeat the word chorally and individually. Stick the flashcard on the board next to the picture of the fig.
- Write the word *dig* on the board under the picture. Point to it and say *dig*, /d/ /t/ /g/, *dig*.
- Hold up flashcard 95 of the child carrying the big bag. Say *big*. Explain that this is describing the size. Hold out your arms wide to support the meaning. Children repeat the word chorally and individually. Stick the flashcard on the board next to the flashcard for *dig*.
- Write the word *big* on the board under the picture. Point to it and say *big*, /b/ /t/ /g/, *big*.
- Tell children to open their books at page 48 and look at the letters *-ig* with the arrows.
- Stand with your back to the class as you use your finger to 'write' *-ig* in the air. Write the letters exactly as they are presented in the Class Book.
- Tell children to copy your action and write *-ig* in the air. Check that they are forming the letters correctly.
- Tell children to practise tracing over the letters in their books with their fingers.

Sing. 51

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

Transcript 51

Sing.

Big, dig, and fig
Let's read the words
/b/ /t/ /g/ big
/d/ /t/ /g/ dig
/f/ /t/ /g/ fig
I can read the words!

Find.

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

Activity Book AB PAGE 55

1 Trace and write.

- Tell children to look at page 55.
- Stick the flashcards for *big*, *fig*, and *dig* on the board. Say *Point to fig*. Children respond. Repeat with the other two words.
- Ask children to tell you the name and sound of the first letter in each word (/b/ *b*, /d/ *d*, /f/ *f*).
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the *-ig*. Write the letters on the lines exactly as they are presented in the Class Book.
- Tell children to practise tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Draw more writing lines on the board. Call children to the board to write *-ig* on the lines. Correct as necessary.

2 Write and say.

- Tell children to look at the pictures and say the words.
- Ask children which letters begin the words (*fig* – *f*; *dig* – *d*).
- Children write the letters *f* and *d*. Check that they are forming the letters correctly.

Optional activity

- Put the flashcards for *big*, *hat*, and *jet* on the board.
- Say each word and ask children to tell you the sound in the middle of each word (*big* – /t/, *hat* – /æ/; *net* – /e/).
- Tell children you are going to say a word and they have to listen for the sound in the middle. Explain that they should point to the flashcard on the board that has the same middle sound.
- Say *sad*. Pretend to cry to remind children of the word's meaning. Repeat the word.
- Ask children for the middle sound of the word (/æ/). Tell them to point to the flashcard with the same middle sound (*hat*).
- Repeat with other words, e.g. /æ/ – *cat*, *fan*, *bag*; /e/ – *ten*, *pen*, *bed*; /t/ – *six*, *kick*, *fish*.

Lesson 4 Song

CB PAGE 49, AB PAGE 56

Lesson objectives

- To talk about food
- To distinguish between rhyming words
- To associate pictures and their words

Vocabulary: *cheese, chicken, fish, juice, potato, rice, salad, soup, bananas, biscuits, oranges, sweets, sandwiches, tomatoes, dig, hat, net, fit, Pat, Jig*

Materials: CD track 52, flashcards 51–58

Class Book CB PAGE 49

Warm-up

- Review the food words. Hold up the flashcard for each food as children say its name.
- Stick each flashcard on the board. Write the word under it.

Look and say.

- Tell children to look at page 49 in their books. Ask them to tell you which of the foods on the board they can see illustrated (*all of them*).
- Ask what other foods they can name on the page (from Level 1) (*bananas, biscuits, oranges, sweets, sandwich, tomatoes*).

Sing. 52

- Tell children that they are going to learn a song with the food words.
- Present the expression *I love food. Say food.* Point to all the flashcards on the board. Children repeat chorally and individually.
- Say *I love food.* Smile and rub your stomach to show you are happy.
- Present the word *eat.* Say *eat* and mime the action.
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you.
- Make sure children understand the meaning of the whole phrase *Let's eat, please!* (You can remind them of the phrase *Let's read the words from the most recent Lesson 3* songs and also Baz saying *Let's play!* in the Unit 1 story.)
- If necessary, remind children of the meaning of *Yummy!* (from Level 1).
- Play the CD again and ask children to sing the song. Point to each flashcard on the board as it is named in the song.

Transcript 52

Sing.

Salad and soup
Chicken and cheese
I love food!
Let's eat, please!

Fish and potatoes
Juice and rice
I love food!
Yummy! It's nice.

Sing and do. 52

- Call four children to the front. Give each child two food flashcards.
- Tell them to hold up their flashcards at the appropriate points in the song.
- Sing the song.
- Repeat with other children at the front.

Activity Book AB PAGE 56

1 Circle.

- Tell children to look at page 56.
- Explain that they are going to circle the correct word for each picture.
- Ask children to say the word for each picture.
- Model the activity. Stick the flashcard for dig on the board.
- Point to it as children say *dig*.
- Write *dig* and *bin* under the flashcard.
- Tell children to put their finger on the first word in their books and sound out each letter (*/d/ /i/ /g/*). Repeat with the second word (*/b/ /i/ /n/*). Ask children in their own language which word is *dig* (*the first one*). Tell them to circle the word as you circle it on the board.
- Children complete the activity, sounding out each word and then circling the correct word.
- Check by ask children if they circled the first or second word for each picture.

Optional activity

- Review previously learnt food words with another verse of the food song.
- Ask children to look at page 49 in their Class Books. Ask them to point to the Level 1 food items as you say them. Say *bananas, biscuits, oranges, sandwich, tomatoes, sweets*.
- Draw two bananas, two biscuits, two oranges, and two sweets on the board.
- Present the new verse of the song. Sing each line and pause to have children repeat after you.
Bananas and biscuits
Oranges and sweets
I love food!
Time for treats.
- Explain the line *Time for treats* in the children's own language.
- Call two children to the front. Ask the class to sing the song as the children at the front point to the food on the board.

Lesson 5 Number fun! CB PAGE 50, AB PAGE 57

Lesson objectives

- To identify, write, and use numbers 17 and 18
- To write numbers *seventeen* and *eighteen*
- To develop fine motor control

Vocabulary: *carrots, potatoes, mangoes, kites, balls, apples, dates*

Materials: flashcards 74–81

Class Book CB PAGE 50

Warm-up

- Give the flashcards for numbers 11 to 16 to six children at random.
- Tell the children to stand up at their seat when their number is called. Say the numbers in order.
- Give the flashcards to six other children. Say the numbers in a random order.

Learn the number.

- Tell children that they are going to learn to write the words for more numbers in English.
- Draw seventeen circles on the board. Say *Seventeen*. Write the number 17 under them. Follow the directional arrows in the book.
- Draw eighteen circles to the right of the seventeen circles. Point to each circle as you say *One, two, three, four*, etc. Write the number 18 under them, again following the directional arrows in the book.
- Point to each number and say its name.
- Write the word *seventeen* under the number 17 on the board. Repeat with the circles for *eighteen*.
- Tell children to open their books at page 50. Point to the carrots under the figure 17 and ask *How many carrots?* Children respond *seventeen*. Repeat with potatoes.

Find and count.

- Review the vocabulary *lemon, mango, and donkey* by drawing them on the board.
- Point to each picture and ask *What's this?* Children respond.
- Tell children to look at the picture at the bottom of page 50.
- Say *Count the mangoes*. Encourage children to count aloud *one, two, three, four ... eighteen*.
- Repeat with *lemons (15), carrots (18), potatoes (17), and donkey (1)*.

Activity Book AB PAGE 57

1 Count, trace and write.

- Tell children to look at page 57.
- Ask *How many kites?* Children respond *seventeen*. Ask *How many balls?* Children respond *eighteen*.
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the number 17. Write the number 17 on the lines exactly as it is presented in the Class Book.
- Tell children to practise tracing over the number in their books with their fingers.
- Children trace and write the number with their pencils. Check that they are holding their pencils correctly and forming the number correctly.
- Repeat the procedure for the number 18.
- Draw writing lines on the board under the number 17. Write the word *seventeen* in dotted form on the lines.
- Trace the word *seventeen* on the board as you say *seventeen*. Tell children to practise tracing over the word in their books with their fingers.
- Children trace the word with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat with *eighteen*.

2 Count and match.

- Write the words *eleven, thirteen, seventeen, and eighteen* in a column on the board.
- Call four children to the front. Give each child one of the flashcards for numbers 11, 13, 17, and 18. Ask the children to match the numbers with the words on the board. Help them to stick the each number next to its word.
- Tell children to look at the second activity on page 57.
- Ask children what food they can see in each picture (*dates, carrots, potatoes, apples*). Explain that children should count the number of each food item and then match the number words to the correct picture.
- Model the activity. Ask *How many dates are there?* Children respond *eighteen*. Tell children to draw a line from the first picture to the word *eighteen*.
- Children complete the activity.
- Check by asking *How many ... are there?* for each picture (*eleven potatoes, thirteen apples, seventeen carrots*).

Optional activity

- Write the words for numbers 12, 14, 15, and 16 on the board.
- Call four children to the front. Give each child one of the flashcards for numbers 12, 14, 15, and 16. Ask the children to match the numbers with the words on the board.

Lesson 6 Story CB PAGE 51, AB PAGE 58

Lesson objectives

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

Vocabulary: sandwiches

Materials: CD track 53, flashcards 51–58, 91–92

Class Book CB PAGE 51

Warm-up

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

Look and say.

- Tell children to open their books at page 51.
- Remind children that English stories are presented from left to right. Hold up your book and point at the frames in order.
- Ask children questions about the story in their own language: *Who can you see in the pictures? (Tess and Baz), How many sandwiches are there on the plate in the first picture? (Two), What happens to one of the sandwiches? (Baz eats it), Whose sandwiches were they? (Tess's), How do we know? (Because she is angry in the last picture).*
- Discuss the importance of respecting other people's property, including the importance of asking permission before taking something that belongs to someone else.

Listen. 53

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

Transcript 53

Listen.

Woman Tess has got two sandwiches.

Woman Tess has got one sandwich.

Baz I like sandwiches.

Tess Baz! My sandwiches!

Baz Sorry, Tess.

Listen and act. 53

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

Activity Book AB PAGE 58

1 Say and match the rhyming words.

- Tell children to look at page 58.
- Ask children to say the name for each picture in the left column (*net, cat, sad, van, dig*) and then for each in the right column (*dad, jet, man, fig, hat*).
- Explain that there are five pairs of rhyming words, with one of the pair in each column.
- Model the activity. Put the flashcard for net on the board. Ask children which word in the right column rhymes with net (*jet*). Stick the flashcard for jet on the board.
- Children complete the activity.
- Check answers by asking children to say the other rhyming pairs (*cat – hat, sad – dad, van – man, dig – fig*).

Optional activity

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

Unit 8 Review AB PAGE 59

Lesson objectives

To review the words in the *-ig* letter family

To review the numbers 17 and 18

Materials: flashcards 94–95

Activity Book AB PAGE 59

Warm-up

- Review the *-ig* family. Write the letters *ig* on the board. Ask children to say the sound /ɪg/.
- Ask children to tell you the words they know that have the *-ig* sound (*big, dig, fig, jig*). Use flashcards and mime to prompt as necessary. Write the words on the board and leave them there for the first activity.

1 Say and write.

- Tell children to look at page 59.
- Ask children to say the words for the pictures (*fig, jig, big, dig*).
- Ask children what all the pictures and words have in common (*all are in the -ig family*).
- Explain that children should write the first letter of each word.
- Model the activity. Say *fig, /f/ /ɪ/ /g/*. Ask children to tell you the first letter's name and sound (*f, /f/*). Write the letter *f* on the board.
- Children complete the activity. Check by asking children to say the first letter for each word (*j, b, d*). Make sure to point out that *Jig* requires a capital letter because it is a name.

2 Count and write.

- Tell children to look at the second activity.
- Ask children what they can see in the first row (*chickens*).
- Model the activity. Ask *How many chickens are there?* Children respond *eighteen*. Write the number 18. Tell children to copy it on the line next to the chickens.
- Children complete the activity. Tell them to count each item quietly in English as they work.
- Check by asking *How many ... are there?* for each row of items (*17 oranges, 18 figs*).

Progress check 8 (photocopiable) (TB p101)

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

Numbers Book NB PAGES 46–51

Lesson 1 NB PAGE 46

Lesson objectives

To count and write 17

To recognize the word *seventeen*

To develop fine motor control

1 Trace and count. Write.

- Tell children to look at page 46.

- Ask children which number they see at the top of the page (17). Write 17 on the board.
- Ask them to trace the number with their fingers, starting at the dots, and following the direction of the arrows.
- Tell children to count the number of dots in the box aloud in English (*Seventeen*). Draw the dots on the board. Join the 17 and the dots.
- Ask children to trace the line in their books.
- Write the word *seventeen* on the board. Point to it and ask the children to say the word. Draw a line from the dots to the word.
- Ask children to trace the line in their books.
- Draw writing lines on the board. Model writing the word *seventeen* on the board while children trace the word with their fingers in their books.
- Children trace and write the word with their pencils.

2 Colour 17 potatoes.

- Tell children to look at the bottom of the page and tell you what they see (*potatoes*).
- Say *Count seventeen potatoes*. Children count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 ... *Seventeen potatoes*.
- Ask children in their own language if there are more than 17 potatoes (*Yes, there are*).
- Tell children to colour in 17 of the potatoes. Explain that children should only colour 17 of the potatoes.

Lesson 2 NB PAGE 47

Lesson objectives

To count and write 18

To count 17

To recognize the word *eighteen*

To develop fine motor control

1 Trace and count. Write.

- Tell children to look at page 47.
- Ask children which number they see at the top of the page (18). Write 18 on the board.
- Ask them to trace the number with their fingers, starting at the dots, and following the direction of the arrows.
- Tell children to count the number of dots in the box aloud in English (*Eighteen*). Draw the dots on the board. Join the 18 and the dots.
- Ask children to trace the line in their books.
- Write the word *eighteen* on the board. Point to it and ask the children to say the word. Draw a line from the dots to the word.
- Ask children to trace the line in their books.
- Draw writing lines on the board. Model writing the word *eighteen* on the board while children trace the word with their fingers in their books.
- Children trace and write the word with their pencils.

2 Count and match.

- Tell children to look at the bottom of the page and tell you the numbers they see (17, 18).

- Ask children what they can see in the pictures (*apples, nuts, potatoes, figs*).
- Model the activity. Ask *How many apples are there?* Children respond *There are seventeen apples*. Draw a line from the apples to the number 17. Hold up your book for children to see.
- Children complete the activity.
- Check by asking *How many ... are there?* for each item.

Lesson 3 NB PAGE 48

Lesson objectives

To count from 14 to 18

To develop fine motor control

1 Match, trace and colour.

- Tell children to look at page 48.
- Ask children what they can see in the first column (*numbers 14–18*). Write them in a column on the board.
- Ask children what they can see in the second column (*words for numbers 14–18*). Explain that the words aren't in order. Write them on the board.
- Tell children to draw a line from number 14 to its word.
- Tell children to trace over the word *fourteen* in their books.
- Ask children to look at the dots next to the word *fourteen*. Ask how many circles are coloured in (*14*).
- Explain to children that they should match the numbers to their words, trace the words, and then colour that number of circles.
- Children complete the activity.
- Check the answers by calling children to the front to match the words and their numbers.

Lesson 4 NB PAGE 49

Lesson objectives

To match identical pictures

Materials: flashcards 52, 54, 56, 57, 58

1 Look and match.

- Tell children to look at page 49.
- Ask children what food items they can see in the first picture in the left column. As each food is named, stick its flashcard on the board in the same layout as in the book.
- Explain that the positioning of the food is important. Tell children to find a picture in the right column that looks exactly the same (*the third picture – c*).
- Children complete the activity.
- Check the answers in the children's own language (*1c, 2d, 3b, 4a*).

Lesson 5 NB PAGE 50

Lesson objectives

To count from 15 to 18

To recognize the numbers and words for 16 to 18

1 Count, circle and colour.

- Write the numbers 15 to 18 in outline text on the board. Point to each and as children say its name, write the word for the number above it.
- Tell children to look at page 50.
- Model the activity. Ask *How many fish?* Children respond *sixteen*. Circle the word *sixteen* and colour in the number 16.
- Children complete the activity.
- Check the answers by having children tell you which word and number to circle and colour on the board (*18 nuts, 15 shoes*).

Lesson 6 NB PAGE 51

Lesson objectives

To perform simple addition with the aid of a number line

To perform simple subtraction with the aid of a number line

1 Count and write.

- Write the numbers 11 to 18 in a row on the board.
- Tell children to look at page 51.
- Ask how many numbers lines are on the page (*5*). Explain that they are going to use the number lines to help them add and subtract some numbers.
- Model the activity. Copy the first sum on the board under the number line.
- Say the sum aloud: *Eleven and three is ...?* Point to the number 11 on the number line. Explain that you are going to move three spaces to the right. Ask children what number you will land on (*14*). Write the number 14 after the equals sign.
- Children complete the addition sums, starting on the number line at the first number in the sum and moving the number of spaces to the right according to the second number in the sum.
- Check by having children give you the answers to the sums ($11+3=14$, $15+2=17$, $13+5=18$).
- Model the subtractions using the same number line on the board.
- Write the first subtraction ($14-2=$) on the board.
- Say the sum aloud: *Fourteen minus two is ...?*
- Start at the 14 on the number line and move two spaces to the left.
- Ask children to tell you the number you are on (*12*). Write the number 12 at the end of the sum.
- Children complete the subtraction sums, starting on the number line at the first number in the sum and moving the number of spaces to the left according to the second number in the sum.
- Check by having children give you the answers to the sums ($14-2=12$, $18-4=14$).

9 Circus fun

Lesson 1 CB PAGES 52–53, AB PAGE 60

Lesson objectives

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

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

Materials: CD tracks 54–55, flashcards 59–65

Class Book CB PAGES 52–53

Warm-up

- Tell children to look at the picture on pages 52 and 53. Ask the following questions in the children's own language: *Who can you recognize in the picture? (Tess, Baz, Adam, and their parents), Where are they? (At the circus).*

Listen and say. 54

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

Transcript 54

Listen and say.

juggler, acrobat, drum, tent, parrot, clown, bicycle

Listen and find. 55

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

Transcript 55

Listen and find.

acrobat, bicycle, clown, drum, juggler, parrot, tent

Activity Book AB PAGE 60

1 Write and say.

- Put the flashcards for juggler, acrobat, drum, parrot, tent, clown, and bicycle on the board.
- Say *Point to the drum*. Check that children are pointing to the drum. Write the word *drum* under the flashcard.
- Repeat with all the pictures, writing the words under each picture.
- Tell children to look at page 60.
- Tell them to look at the words in the box at the top right of the page. Explain in the children's own language that these are the words for the things in the pictures.
- Ask children to tell you the first word in the box (*acrobat*). Explain that they should write the word *acrobat* on the line under the acrobat.
- Ask children to hold up their books and point to the acrobat.
- Model writing the word on the board before children write it in the book.
- Children complete the activity, looking at the board for help as necessary. Ask children to say the words quietly to themselves before they write them.
- Check answers by asking children to tell you the names of the pictures in order (*juggler, acrobat, drum, parrot, tent, bicycle and clown*).

Optional activity

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

Lesson 2 CB PAGES 52–53, AB PAGE 61

Lesson objectives

To talk about the ability of others

To read simple sentences in English

To develop fine motor control

Structure: *He / She / It can ...*

Vocabulary: *look at, stand, climb, throw, sing*

Materials: CD track 56, flashcards 18–19, 21–23

Class Book CB PAGES 52–53

Warm-up

- Review the actions throw, sing, stand, and climb by miming each action and asking children to say the English word for it.
- Hold up the flashcards for throw, sing, and climb. Children say the names. Stick the flashcards on the board.

Listen and say. 56

- Tell children to look at the picture on pages 52 and 53. In their own language, ask children to say what is happening in the circus ring (*the acrobat is climbing; the juggler is juggling; a parrot is on a horse; a clown is standing on a bicycle; a man is playing the drum*).
- Tell children they are going to hear the family's conversation at the circus. Ask them pay attention to what they are talking about.
- Play the CD once. Ask what the children are talking about (*what the people or animals can do*).
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

Transcript 56

Listen and say.

Mum Look at the clown! He can stand on the bicycle.

Tess Look at the acrobat! He can climb.

Baz Look at the juggler! She can throw.

Dad And look at the parrot! It can sing.

Say and do.

- Say *I can draw* and draw a heart or a star on the board. Look pleased with yourself. Say *I can't draw* and draw a very bad heart or star on the board. Look unhappy.
- Call a child to the front. Give him or her the flashcard of climb. Encourage the child to say *I can climb* and mime the action.
- Say *He / She can climb*. Children repeat chorally and individually.
- Repeat with other children and other actions. Encourage them to give true answers. Check that children are pronouncing *can* (/k/ /æ/ /n/) and *can't* (/k/ /ɑ:/ /n/ /t/) accurately (*can't* has a 'long a' sound unlike *can*). Model and drill as necessary.

Activity Book AB PAGE 61

1 Read and circle.

- Put the flashcards for sing, climb, jump, and catch on the board.
- Point to each and children say the word. Write the word under each flashcard.
- Tell children to look at page 61.
- Ask what they see in the first picture (*a clown*). Write the sentence *She can sing* on the board. Read it aloud as you run your finger under each word.
- Ask children if the sentence is true for the picture of the clown (*no*). Tell them to circle the word *No* in their books.
- Children complete the activity.
- Check by asking children to say each sentence and the word they circled (*He can climb – Yes; She can jump – No; He can catch – Yes*).

2 Write and draw.

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

Optional activity

- Call a child to the front to show the picture he or she drew at the bottom of page 61 in the Activity Book.
- Encourage the child to say *I can* (*name of activity*).
- Call on another child to restate the sentence using *He can ...* or *She can ...*
- Repeat with other children coming to the front.

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

Lesson objectives

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

Vocabulary: *hop, mop, top*

Materials: CD track 57, flashcards 96–98

Class Book CB PAGE 54

Warm-up

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

Learn the sound.

- Hold up flashcard 98. Say *hop*. Hop on one foot. Children repeat the word. Stick the flashcard on the board.
- Write the word *hop* on the board under the picture. Point to it and say *hop*, /h/ /o/ /p/, *hop*.
- Hold up flashcard 96 of the mop. Say *mop*. Children repeat the word chorally and individually. Stick the flashcard on the board next to *hop*.
- Write the word *mop* on the board under the picture. Point to it and say *mop*, /m/ /o/ /p/, *mop*.
- Repeat with flashcard 97 of the top.
- Point out that these words rhyme.
- Tell children to open their books at page 54 and look at the letters *-op* with the arrows.
- Stand with your back to the class as you use your finger to 'write' *-op* in the air. Write the letters exactly as they are presented in the Class Book.
- Tell children to copy your action and write *-op* in the air. Check that they are forming the letters correctly.
- Tell children to practise tracing over the letters in their books with their fingers.

Sing. 57

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

Transcript 57

Sing.

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

Find.

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

Activity Book AB PAGE 62

1 Trace and write.

- Tell children to look at page 62.
- Stick the flashcards for *hop*, *mop*, and *top* on the board. Say *Point to the top*. Children respond. Repeat with the other two words.
- Ask children to tell you the name and sound of the first letter in each word (/h/ h, /m/ m, /t/ t).
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the *-op*. Write the letters on the lines exactly as they are presented in the Class Book.
- Tell children to practise tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Draw more writing lines on the board. Call children to the board to write *op* on the lines. Correct as necessary.

2 Write and say.

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

Lesson 4 Song CB PAGE 55, AB PAGE 63

Lesson objectives

- To describe what one can see
- To develop fine motor control

Vocabulary: *I can see ... , acrobat, juggler, clown, throw, catch, jump, climb, play a drum*

Materials: CD track 58, flashcards 59, 62–64

Class Book CB PAGE 55

Warm-up

- Review the words *juggler, clown, and acrobat* with the flashcards. Hold up the flashcard of the clown. Ask *Who's this?* Children respond *He's a clown.*
- Repeat with *acrobat* and *juggler*. Do not teach the articles *a* and *an*. Simply correct children if they say *He's a acrobat.*
- Stick the flashcards on the board and leave them there.
- Review the actions *throw, catch, jump, and climb* by miming the actions.

Look and say.

- Tell children that they are going to learn a song about the things they can see at the circus.
- Ask children to look at the picture on page 55. Ask children in their own language to tell you what is happening in the pictures (*an acrobat is climbing up a rope; a juggler is throwing and catching balls; a clown is playing a drum*).
- Present the phrase *play a drum*. Pretend to play a drum as you say *play a drum*.
- Stick the flashcard for drum on the board. Write the phrase *play a drum* under it.

Sing. 58

- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you.
- Play the CD again and ask children to sing the song. Point to each flashcard on the board as its verse is sung.

Transcript 58

Sing.

Chorus:

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

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

(Repeat chorus)

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

(Repeat chorus)

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

Sing and do. 58

- Explain that you are going to sing the song again.
- Tell children that this time they are going to do all the actions of the circus performers in their books.
- Call three children to the front. One child plays the role of the acrobat; one is the juggler; and one is the clown.
- Ask the children at the front to mime the actions at the appropriate point in the song.
- Sing the song with the class.
- Repeat, calling other children to the front to perform.
- Alternatively, you can split the class into three groups and ask each group to do the actions of one of the circus performers.

Activity Book AB PAGE 63

1 Read and draw.

- Tell children to look at page 63.
- Write the sentence *The clown can play a drum* on the board. Read it aloud, running your finger under each word as you say it.
- Tell children to complete the picture of the clown by drawing a drum.
- Children draw their pictures. Call on several children to show their pictures. Encourage them to say *He can play a drum* to describe their pictures.

2 Find and colour.

- Tell children to look at the second activity.
- Model the activity. Copy the first row of triangles on the board.
- Point to the *op* at the left. Ask children to say the sound /**ɒp**/.
- Tell them to move their finger to the right and say each sound (/**ɒp**/, /**æ**t/, /**ɪg**/). Ask children which triangle has the same sound (the first one).
- Tell children to colour the triangle.
- Children complete the activity.
- Check by copying each line on the board and calling children to the front to circle the correct letter combination.

Optional activity

- Tell children that they are going to play a game.
- Write the letters *a, e, i, and o* on the board. Explain that you are going to say a word and children have to tell you which letter name and sound they hear.
- Say *bed*. Children respond *e, /e/*.
- Repeat with *cat, big, wet, hot, van, pen, kick, etc.*

Lesson 5 Number fun! CB PAGE 56, AB PAGE 64

Lesson objectives

To identify, write, and use numbers 19 and 20

To write numbers *nineteen* and *twenty*

To develop fine motor control

Vocabulary: *parrots, drums*

Materials: flashcards 64–65, blue and yellow paper; (optional) flashcard 42 from Level 2, flashcards 102 and 103 from Level 1 (if available)

Class Book CB PAGE 56

Warm-up

- Review the numbers 1 to 18 by writing a number line on the board with missing numbers.
- Call several children to the front to write the missing numbers.

Learn the number.

- Tell children that they are going to learn to write the words for more numbers in English.
- Draw nineteen circles on the board. Say *Nineteen*. Write the number 19 under them. Follow the directional arrows in the book.
- Draw twenty circles to the right of the nineteen circles. Point to each circle as you say *One, two, three, four*, etc. Write the number 20 under them, again following the directional arrows in the book.
- Point to each number and say its name.
- Write the word *nineteen* under the number 19 on the board.
- Repeat with the circles for twenty.
- Tell children to open their books at page 56. Point to the parrots under the figure 19 and ask *How many parrots?* Children respond *nineteen*. Repeat with drums.

Find and count.

- Tell children to look at the picture at the bottom of the page.
- Say *Count the drums*. Encourage children to count aloud (19).
- Repeat with *parrots (20)*.

Activity Book AB PAGE 64

1 Count, trace and write.

- Tell children to look at page 64.
- Ask *How many tents?* Children respond *nineteen*. Ask *How many boats?* Children respond *twenty*.
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the number 19. Write the number 19 on the lines exactly as it is presented in the Class Book.
- Tell children to practise tracing over the number in their books with their fingers.
- Children trace and write the number with their pencils. Check that they are holding their pencils correctly and forming the number correctly.
- Repeat the procedure for the number 20.
- Draw writing lines on the board under the number 19. Write the word *nineteen* in dotted form on the lines.
- Trace the word *nineteen* on the board as you say *nineteen*. Tell children to practise tracing over the word in their books with their fingers.
- Children trace the word with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat with *twenty*.

2 Read and colour.

- Tell children to look at the second activity on the page.
- Ask them what they can see in the pictures (*drums, parrots*).
- Stick the flashcard for drum on the board. Ask *What's this?* Children respond *It's a drum*. Write the word *drum* under it.
- Repeat with parrot.
- Review the colours blue and yellow with coloured paper. Hold up each one and ask *What colour is it?* As children respond, stick the paper on the board and write the word under it.
- Model the activity. Write the first sentence on the board and read it aloud, pointing to the words as you say them. Explain that children should count and colour that many drums blue.
- Children complete the activity.
- Check by asking children to hold up their books.

Optional activity

- Tell children you are going to play a game.
- Put the flashcards for umbrella, van, and water on the board (or quickly draw pictures if the Level 1 flashcards for van and water aren't available).
- Say *v, /v/*. Children respond *van*.
- Repeat with letters *u* and *w*. You may also like to extend the game to other letters and flashcards.

Lesson 6 Story CB PAGE 57, AB PAGE 65

Lesson objectives

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

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

Materials: CD track 59, flashcards 16–23

Class Book CB PAGE 57

Warm-up

- Review all the actions from Unit 4 using the flashcards.
- Hold up the flashcard for an action. Children say the word.
- Stick the flashcard on the board. Write the word under it.

Look and say.

- Tell children to open their books at page 57.
- Remind children that English stories are presented from left to right. Hold up your book and point at the frames in order.
- Ask children questions about the story in their own language: *Who is in the story? (Pat and Jig), What is Pat doing? (Climbing up the curtain), What happens to Pat? (He falls down).*
- Discuss in children's own language what it means to show off. Ask them if they think Pat is showing off. Discuss the importance of not showing off.

Listen. 59

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

Transcript 59

Listen.

Jig Pat is an acrobat.

Jig He can jump.

Jig He can climb.

Pat Now I'm a clown!

Listen and act. 59

- Tell children they are going to hear the story again. Tell them to run their fingers under each word as they listen.
- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually as they point to the words.
- Tell the class that they are going to act out the story.
- Call two children to come to the front to play the roles of Pat and Jig.
- The children act out the story. Tell the child playing Pat to mime the action of climbing.
- Call other children to the front to act out the story.
- Help children to perform by prompting the lines and telling them to repeat.

Activity Book AB PAGE 65

1 Read and match. Write the number.

- Tell children to look at page 65.
- Copy the sentences on the board.
- Explain in the children's own language that they are going to read the sentences and then write the number of the correct sentence in the box next to the picture.
- Read the first sentence aloud, running your finger under each word as you say it.
- Ask children which picture illustrates this sentence (*the 4th one down, of the girl drawing*). Tell children to trace the number 1 in the box next to that picture.
- Complete the activity as a class.
- Read the sentences aloud for the class to repeat chorally and individually. Focus on the different vowel sounds between *can* (/æ/) and *can't* (/ɑ:/)

Optional activity

- Prepare two flashcards to represent *can* and *can't*, for example with tick and cross symbols, or simply word flashcards.
- Put the action flashcards 16–23 face down in a pile.
- Call a child to the front to choose one of the *can* / *can't* flashcards (without the rest of the class seeing) and then ask them to pick an action flashcard from the pile.
- The child mimes the activity selected – for example, if they pick *can* and *throw* they mime being able to throw.
- The rest of the class has to guess the action. Encourage them to say *He / She can / can't (action)*.

Unit 9 Review AB PAGE 66

Lesson objectives

- To review the words in the *-op* letter family
- To review the numbers 19 and 20.

Materials: flashcards 96–98

Activity Book AB PAGE 66

Warm-up

- Review the words from the *-op* family.
- Stick the flashcards for hop, mop, and top on the board. Point to each and children say the words.
- Call a child to the front to write the word under each flashcard. Help as necessary.

1 Say and write.

- Tell children to look at page 66.
- Tell them to look at the pictures and say the words.
- Ask children which letters begin the words (*mop* – *m*; *top* – *t*; *hop* – *h*).
- Children write the letters *m*, *t*, and *h*. Check that they are forming the letters correctly.

2 Count and write.

- Write the numbers 19 and 20 in a column on the board. Write the words *nineteen* and *twenty* to the right of the numbers.
- Ask a child to come to the front and match the correct word to each number.
- Tell children to look at activity 2 on page 66.
- Ask *How many tents are there?* Children respond *There are twenty tents.*
- Point to the word *twenty* on the board and ask children to copy it on the line under the tents.
- Children complete the activity by counting the clowns and then writing the number word (*nineteen*).

Progress check 9 (photocopiable) (TB p102)

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

Numbers Book NB PAGES 52–57

Lesson 1 NB PAGE 52

Lesson objectives

- To count and write 19
- To recognize the word *nineteen*
- To develop fine motor control

1 Trace and count. Write.

- Tell children to look at page 52.
- Ask children which number they see at the top of the page (19). Write 19 on the board.
- Ask them to trace the number with their fingers, starting at the dots, and following the direction of the arrows.
- Tell children to count the number of dots in the box aloud in English (*nineteen*). Draw the dots on the board. Join the 19 and the dots.
- Ask children to trace the line in their books.
- Write the word *nineteen* on the board. Point to it and ask the children to say the word. Draw a line from the dots to the word.
- Ask children to trace the line in their books.
- Draw writing lines on the board. Model writing the word *nineteen* on the board while children trace the word with their fingers in their books.
- Children trace and write the word with their pencils.

2 Colour 19 balls.

- Tell children to look at the bottom of the page and tell you what they see (*a juggler / clown juggling balls*).
- Say *Count nineteen balls*. Children count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 ... *Nineteen balls*.
- Ask children in their own language if there are more than 19 balls (*Yes, there are*).
- Tell children to colour 19 of the balls. Explain that children should only colour 19 of the balls.

Lesson 2 NB PAGE 53

Lesson objectives

- To count and write 20
- To recognize the word *twenty*
- To develop fine motor control

1 Trace and count. Write.

- Tell children to look at page 53.
- Ask children which number they see at the top of the page (20). Write 20 on the board.
- Ask them to trace the number with their fingers, starting at the dots, and following the direction of the arrows.
- Tell children to count the number of dots in the box aloud in English (*Twenty*). Draw the dots on the board. Join the 20 and the dots.
- Ask children to trace the line in their books.
- Write the word *twenty* on the board. Point to it and ask the children to say the word. Draw a line from the dots to the word.
- Ask children to trace the line in their books.

Draw writing lines on the board. Model writing the word *twenty* on the board while children trace the word with their fingers in their books.

- Children trace and write the word with their pencils.

2 Count and draw 20.

- Tell children to look at the second activity on page 53.
- Ask children what they see in the first box (*triangles*). Ask *How many triangles?* (17).
- Tell children to draw more triangles so that there are 20 in the box. Ask children how many more triangles they need to draw (3). Children draw three triangles.
- Ask *How many squares?* Children respond *Fifteen*. Ask children how many more squares they need to draw to make 20 (5). Children draw five squares.

Lesson 3 NB PAGE 54

Lesson objectives

To follow a sequence

1 Look, order and write.

- Tell children to look at page 54.
- Ask them in their own language to describe the pictures (*There are different pictures of a clown at various stages of completion*). Ask *How many pictures are there?* Children respond *Six*.
- Ask children which picture is the most complete (*the bottom left*). Tell children to write a number 6 in that box.
- Ask which picture is the least complete (*the upper right*). Tell children to write a number 1 in that box.
- Children complete the activity.
- Check by asking for the numbers in each row (5, 3, 1, 6, 2, 4).

Lesson 4 NB PAGE 55

Lesson objectives

To count from 1 to 20

To perform simple sums

1 Count and write.

- Tell children to look at page 55.
- Ask them to put their fingers on each number in the rows at the top of the page and say it. Children count aloud from 1 to 20.
- Model the first sum. Copy it on the board.
- Draw 11 circles under the number 11, and 7 circles under the number 7.
- Ask *How many circles are there?* Children respond *Eighteen*. Say *Eleven and seven is eighteen*.
- Children complete the activity. Give help with the written form of the numbers as necessary.
- Check by asking children to say the sums (*ten and ten is twenty; twelve and four is sixteen; eleven and eight is nineteen; thirteen and four is seventeen*).

Lesson 5 NB PAGE 56

Lesson objectives

To identify numbers

To follow a pattern

To perform simple subtraction sums

Materials: flashcards 74–83

1 Write the number before.

- Tell children to look at the first activity on page 56.
- Ask them to put their fingers on each number in the rows at the top of the page and say it. Children count aloud from 1 to 20.
- Tell children to look at the numbers after each box. Ask them to tell you the numbers they see (16, 14, 10, 20, 18, 17). Stick the flashcards for these numbers on the board.
- Model the activity. Point to the flashcard for 16. Ask children which number comes before it (15). Write the number 15 to the left of the flashcard for 16.
- Children complete the activity in their books.
- Check by calling children to the front to write the previous number in front of the flashcards on the board (16 – 15, 10 – 9, 18 – 17, 14 – 13, 20 – 19, 17 – 16).

2 Now write the answers.

- Tell children to look at the second activity on the page.
- Model the activity. Copy the first subtraction problem on the board (16 – 1 =).
- Draw sixteen circles under the number 16. Cross out one of them. Say *Sixteen minus one is fifteen*.
- Ask children to count the remaining circles aloud.
- Children complete the sums in their books.
- Check the answers on the board.

Lesson 6 NB PAGE 57

Lesson objectives

To count from 1 to 20

To associate numbers and their words

1 Match and circle.

- Tell children to look at page 57.
- Ask children what they can see in the pictures (*drums, tops, parrots, bicycles, mops*).
- Ask children to count the number of each item (*there are 20 of each*).
- Copy the row of numbers and the row of words on the board.
- Model the activity. Point to the 16. Children say *Sixteen*. Draw a line from the number 16 to the word *sixteen*.
- Ask children which pictures are linked with the word in the book by a line (*drums*). Tell children to trace the linking line, and then to circle 16 of the drums.
- Children complete the activity.
- Check answers by asking children to say the number of each item (*sixteen drums, seventeen tops, eighteen parrots, nineteen bicycles, twenty mops*).

10 Jobs

Lesson 1

CB PAGES 58–59, AB PAGE 67

Lesson objectives

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

Vocabulary: *builder, doctor, farmer, fireman, policeman, secretary, shop assistant, taxi driver*

Materials: CD tracks 60–61, flashcards 66–73

Class Book

CB PAGES 58–59

Warm-up

- Tell children to look at the picture on pages 58 and 59. Ask the following questions in the children's own language: *Where are the children? (At school), How do you know? (They're in the classroom with Mrs. Woodward), What are they doing? (Having a fancy dress party), What is the theme of the party? (Jobs).*
- Talk about the value of all jobs and all work that people do. Point out that all the jobs represented at the party are important. Ask children to name some other important jobs. Accept all answers.

Listen and say. 60

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

Transcript 60

Listen and say.

farmer, taxi driver, secretary, doctor, fireman, shop assistant, builder, policeman

Listen and find. 61

- Tell children that you are going to say a word and they should point to the person dressed for that job in their books.
- Say the words at random, e.g. *fireman, builder, farmer, taxi driver, secretary, doctor, shop assistant, policeman*. As you say each word, you may like to hold up the flashcard to give children visual support.
- Check children are pointing to the correct person in their books.
- Play the CD and pause after each word. Children listen and point to the person in their books.

Transcript 61

Listen and find.

builder, doctor, farmer, fireman, policeman, secretary, shop assistant, taxi driver

Activity Book

AB PAGE 67

1 Write and trace.

- Tell children to look at page 67.
- Ask children to say the job for each person shown in the pictures. Stick the flashcard for each on the board (*doctor, farmer, secretary, policeman, builder*).
- Model the activity. Copy the first dotted word on the board, leaving an empty space for the first letter.
- Point to the flashcard of the doctor. Ask *Who's this?* Children respond *He's a doctor.*
- Ask children to tell you the sound and name of the first letter of the word *doctor* (*d/, d*).
- Write the letter *d* at the beginning of the word. Trace the remaining letters.
- Children complete the activity.
- Check by asking children to say the name and sound of the first letter for each job. Write it on the board next to each flashcard.
- Ask children to hold up their books to show you their tracing of the dotted words.

Optional activity

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

Lesson 2

Lesson objectives

To ask and answer yes / no questions

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

Vocabulary: party

Materials: CD track 62, flashcards 66–73

Class Book

Warm-up

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

Listen and say.

- Tell children to look at the picture on pages 58 and 59.
- Tell children that the children are having a party at school. Ask children to point to Baz. Ask what they think his job is (*shop assistant – but accept all answers*).
- Ask children to point to the girl standing near Mrs. Woodward. Say *She's Liz*. Ask children what they think her job is (*doctor – but accept all answers*).
- Play the CD once to check the answers (*shop assistant, doctor*).
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

Transcript

Listen and say.

Mrs Woodward Who is here for our party? Is Liz a doctor?

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

Mrs Woodward Is Baz a secretary?

Sam No, he isn't. He's a shop assistant, Mrs Woodward.

Say and do.

- Point to the flashcard of the builder on the board. Ask *Is he a builder?* Look encouraging. Children respond *Yes, he is*.
- Point to the flashcard of the taxi driver. Ask *Is he a builder?* Look confused. Children respond *No, he isn't*.
- Call two children to the front to play Baz and Liz. You play the role of Mrs. Woodward and have the class answer the question. Give the child playing Baz the shop assistant flashcard and the child playing Liz the doctor flashcard.
- Say the lines for children to repeat if necessary.
- Repeat with other children.

Activity Book

1 Circle and say.

- Tell children to look at page 68.
- Explain that children should circle the correct word for each job in the pictures.
- Model the activity. Stick the flashcard for fireman on the board. Ask *Who's this?* Children respond *He's a fireman*.
- Write the words *policeman* and *fireman* under the flashcard.
- Read each word aloud, running your finger under it. Ask children to tell you which word to circle (*fireman, the bottom word*). Tell children to circle the word in their books.
- Tell children to use the first and other letters of the words to help them.
- Children complete the activity, saying the words quietly to themselves as they circle them.
- Check by asking children if they circled the top or bottom word for each picture.

Optional activity

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

Lesson 3 Letter fun! CB PAGE 60, AB PAGE 69

Lesson objectives

- To say, recognize, and write words in the *-un* family
- To recognize and say the sounds /b/, /r/, and /s/
- To develop fine motor control

Vocabulary: *bun, run, sun*

Materials: CD track 63, flashcards 99–100

Class Book CB PAGE 60

Warm-up

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

Learn the sound.

- Hold up flashcard 99 of the bun. Say *bun*. Children repeat the word chorally and individually. Stick the flashcard on the board next to the word *run*.
- Write the word *bun* on the board under the picture. Point to it and say *bun*, /b/ /ʌ/ /n/, *bun*.
- Hold up flashcard 100 of the sun. Say *sun*. Children repeat the word chorally and individually. Stick the flashcard on the board next to the bun.
- Write the word *sun* on the board under the picture. Point to it and say *sun*, /s/ /ʌ/ /n/, *sun*.
- Sound out the word *run* in the same way.
- Point out that these words rhyme. Ask if children can think of another English word they know that rhymes with *bun*, *run*, *sun* (*fun*).
- Tell children to open their books at page 60 and look at the letters *-un* with the arrows.
- Stand with your back to the class as you use your finger to 'write' *-un* in the air. Write the letters exactly as they are presented in the Class Book.
- Tell children to copy your action and write *-un* in the air. Check that they are forming the letters correctly.
- Tell children to practise tracing over the letters in their books with their fingers.

Sing. 63

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

Transcript 63

Sing.

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

Find.

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

Activity Book AB PAGE 69

1 Trace and write.

- Tell children to look at page 69.
- Stick the flashcards for sun and bun on the board. Draw a stick figure of a person running next to them.
- Ask children to tell you the name and sound of the first letter in each word (/s/ s, /b/ b, /r/ r).
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the *-un*. Write the letters on the lines exactly as they are presented in the Class Book.
- Tell children to practise tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Draw more writing lines on the board. Call children to the board to write *un* on the lines. Correct as necessary.

2 Write and say.

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

Optional activity

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

Lesson 4 Craft CB PAGE 61, AB PAGE 70

Lesson objectives

To identify vowels in written words

To develop fine motor control

Materials: CD track 64, cardboard circles, strips of paper or string, aluminium foil, glue, a completed craft activity (doctor's lamp)

Class Book CB PAGE 61

Warm-up

- Show children the doctor's lamp you made before class.
- Ask children to tell you why a doctor might wear such a lamp (*to look into someone's throat, etc.*).

Make.

- Tell children to look at page 61 in their books.
- Show children your completed model again. Before you give children the materials, review the four pictures in the book, describing each step.
- Give children the materials.
- When children have finished, help them to put the strip of paper or string around their heads.

Sing. 64

- Tell the children they are going to learn a song about a visit to the doctor.
- Ask *How are you?* Children respond *I'm fine, thank you.* Explain that there is a different answer when we are not feeling well.
- Hold your stomach or your head and say *I'm not very well.* Children repeat chorally and individually.
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause as necessary. Sing that part of the song and tell children to repeat after you.

Transcript 64

Sing.

How are you today?

How are you today?

I'm not very well.

Is the doctor on the way?

How are you today?

How are you today?

Thanks to the doctor,

I can play.

Sing and do. 64

- Call a child to the front with his or her doctor's lamp. Call another child to the front to be the ill child.
- Tell the child playing the doctor to stand off to the side and come to the centre after the line *Is the doctor on the way?* is sung.
- Encourage the child playing the ill person to hold his or her stomach or head when singing the line *I'm not very well*, and to look happy and lively when singing the line *I can play*.
- The class sings the questions and the child playing the ill person sings the responses.
- Repeat with other children playing the doctor and the ill person.

Activity Book AB PAGE 70

1 Look and circle the letters. Read.

- Tell children to look at page 70.
- Ask children the name of each person or thing in the pictures in the left column. Write the words on the board as they are said (*Baz, Tess, Jig, fox, mum*).
- Underline the vowel in each word (*a, e, i, o, u*).
- Explain that children should find that letter in each word in the box to the right of the picture and circle it. Then they should sound out the word.
- Model the activity. Copy the first row of words from the box to the right of the picture of Baz (*hat, man, sad*).
- Call a child to the front to circle the letter *a* in each word.
- Ask children sound out the first word (*/h/ /æ/ /t/*). Ask children what the word is (*hat*).
- Repeat with *man* and *sad*.
- Children complete the activity for the letter *a*.
- Check answers, calling on different children to say the next word.
- Children complete the activity for the letter *e*. Check answers in the same way.
- Children complete the activity for letters *i, o, and u* in the same way. Check as before.

Lesson 5 Number fun! CB PAGE 62, AB PAGE 71

Lesson objectives

To count from 1 to 20

To develop fine motor control

Vocabulary: *horses, farm*

Materials: CD track 65, flashcards 74–83

Class Book CB PAGE 62

Warm-up

- Review the numbers by asking children to count various things in the classroom.
- Ask *How many windows are there?* Children respond. Repeat with doors, chairs, tables, bins, etc. Be sure not to expect children to count more than 20 items.

Count 11–20.

- Ask children to open their books at page 62.
- Ask children what they can see (*the numbers 11 to 20 and horses*).
- Ask children to count the number of horses on the page (*20 horses*).
- Write the number 20 on the board. Ask children to trace it with their fingers in their books as you write it again in the air.
- Repeat with numbers 19 to 11.

Say.

- Hold up the flashcard for twenty. Children say the number.
- Repeat with other flashcards in a random order.
- Call a child to the front to hold up the flashcards.

Sing. 65

- Tell children that they are going to sing a song about the horses.
- Remind children of the word *farm* by asking in the children's own language where many horses live (*on a farm*).
- Present the phrase *must go*. Look at your watch and act very surprised and pressed for time. Hurry toward the door as you say *I must go!*
- Draw 20 circles on the board. Explain that there is one circle for each horse.
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you. As each horse 'must go', erase one of the circles from the board.
- Play the CD again and ask children to sing the song.

Transcript 65

Sing.

Twenty horses on the farm.
EE-I-EE-I-O
Twenty horses on the farm.
Oh, no! One must go.

Nineteen horses on the farm.
EE-I-EE-I-O
Nineteen horses on the farm.
Oh, no! One must go.

...
One horse on the farm.
EE-I-EE-I-O
One horse on the farm.
Oh, no! One must go.

Activity Book AB PAGE 71

1 Join the dots.

- Stick the number flashcards for 11–20 on the board in a semi-circle.
- Point to each number and children say its name.
- Draw a line connecting the numbers in order from 11–20.
- Change the position of the number cards to a zigzag. Call a child to the front to connect the numbers in order.
- Tell children to look at page 71. Ask what they can see (*a man driving a taxi*).
- Tell them to connect the numbers to complete the taxi.
- Ask *Is he a taxi driver?* Children respond *Yes, he is*.
- Write the sentence *He's a taxi driver* on the board. Read the sentence, running your finger under each word as you say it.

2 Join the dots and write.

- Ask children to look at the second activity on the page.
- Tell them to join the numbers.
- Ask *Is she a taxi driver?* Children respond *No, she isn't*.
- Ask children what the woman is a driving (*a school bus*).
- Say *She's a school bus driver* and write the sentence on the board.
- Call a child to the front to underline the words *school bus*. Tell children to copy the words into their books.

Optional activity

- Play the clapping game. Tell children you are going to clap and they have to count the number of times you clap.
- Clap 12 times. Children count aloud.
- Repeat, varying the speed of your clapping.
- Call a child to the front to lead the clapping.

Lesson 6 Story CB PAGE 63, AB PAGE 72

Lesson objectives

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

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

Materials: CD track 66, flashcards 1, 59, 67–73, one of the doctor's lamps you or the children made in Lesson 4

Class Book CB PAGE 63

Warm-up

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

Look and say.

- Tell children to open their books at page 63.
- Remind children that English stories are presented from left to right. Hold up your book and point at the frames in order.
- Ask children questions about the story in their own language: *Who are the people in the story? (Mum, Tess, Adam, and Baz), What is Mum doing in each picture? (Unloading her things from a taxi, watering plants, helping Baz, putting her things in her bag), What is Mum's job? (She's a doctor).*

Listen. 66

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

Transcript 66

Listen.

Adam Is mum a taxi driver?

Tess No, she isn't.

Adam Is mum a farmer?

Tess No, she isn't.

Adam Is mum a teacher?

Tess No, she isn't.

Adam Is mum a doctor?

Tess Yes, she is. Good, Adam!

Listen and act. 66

- Tell children they are going to hear the story again. Tell them to run their fingers under each word as they listen.
- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually as they point to the words.
- Tell the class that they are going to act out the story using flashcards.
- Call three children to come to the front to play the roles of Tess, Adam, and Mum.
- Tell the child playing Mum to hold up the flashcard for each job as it is asked about. Tell the child to put on the doctor's lamp at the end of the story.
- The children act out the story. Call other children to the front to act it out.
- Help children to perform by prompting the lines and telling them to repeat.

Activity Book AB PAGE 72

1 Read and circle.

- Tell children to look at page 72.
- Ask children to say the job of each person in the pictures in the left column. Stick the flashcard for each job on the board and write the word under it (*builder, farmer, secretary, taxi driver, clown, teacher*).
- Model the activity. Copy the first sentence on the board next to the builder flashcard. Read it aloud as you run your finger under each word.
- Ask children if the sentence is true for the picture (*no*). Write the word *No* next to the sentence. Tell children to circle the word in their books.
- Children complete the activity.
- Check by asking children to tell you *yes* or *no* for each of the remaining five items (*yes, yes, no, no, no*). Ask children to tell you the correct answers for the three items they answered *no* for (*He is a taxi driver, not a builder. She is a clown, not a juggler. She is a doctor, not a teacher.*).

Optional activity

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

Unit 10 Review AB PAGE 73

Lesson objectives

- To review the words in the *-un* letter family
- To review the numbers 11 to 20

Materials: flashcards 99–100

Activity Book AB PAGE 73

Warm-up

- Review the words from the *-un* family.
- Stick the flashcards for *bun* and *sun* on the board. Draw a stick figure running for *run*. Point to each and children say the words.
- Call a child to the front to write the word under each flashcard or picture. Help as necessary.

1 Circle the pictures with the *un* sound.

- Tell children to open their books at page 73.
- Ask children to say the name of each picture aloud (*sun, van, bun, nut, bus, run*).
- Tell children to circle the words that have the sound *-un* (*sun, bun, run*).
- Check by asking children to tell you what they circled.

2 Write the numbers.

- Tell children to look at the second activity on the page.
- Copy the number line on the board. Point to the first number. Children say *Twelve*.
- Ask children to say what is before 12 (*11*). Write *11* in the number line.
- Children complete the activity.
- Check answers. Call children to the front to write and say the missing numbers.

Progress check 10 (photocopiable) (TB p103)

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

Final progress check (photocopiable)

- This test covers Units 6–10 and can be found on TB pp106–107.
- Follow the procedure described on page 11 of the Introduction.

Numbers Book NB PAGES 58–63

Lesson 1 NB PAGE 58

Lesson objectives

- To follow a sequence
- To develop fine motor control

Materials: flashcards 74–83

1 Join the dots. Colour.

- Stick the number flashcards for 11–20 on the board in a semi-circle.
- Point to each number and children say its name.
- Draw a line connecting the numbers in order from 11–20.
- Change the position of the number flashcards to a zigzag. Call a child to the front to connect the numbers in order.
- Tell children to look at page 58. Ask what they can see (*a builder*).
- Tell them to connect the numbers in the correct order to complete the picture of the builder. Remind them to begin with number 1.
- Ask *Is he a builder?* Children respond *Yes, he is*.
- Children colour the picture.

Lesson 2 NB PAGE 59

Lesson objectives

- To count from 1 to 20
- To write words *eleven, twelve, fourteen, sixteen, eighteen, twenty*
- To develop fine motor control

1 Trace, count and draw.

- Tell children to open their books at page 59.
- Ask children what they can see in each row (*circles, triangles, squares, rectangles, kites, balloons*).
- Ask children to look at the dotted number words at the bottom of the page and to trace over them.
- Point to the triangle row and ask *How many triangles?* Children respond *sixteen*.
- Point out the dotted triangle in the box next to the word *sixteen* and ask children to trace over it.
- Explain that children need to count the number of items in each row, and draw a picture of that item next to the correct number word.
- Point to the circle row and ask *How many circles?* Children respond *twenty*. Ask where they should draw a circle (*in the box next to the word 'twenty'*).
- Children complete the activity.
- Check by asking children to say the number of each item (*20 circles, 16 triangles, 11 squares, 12 rectangles, 14 kites, 18 balloons*).

Lesson objectives

To count from 1 to 5

To follow a sequence

1 Look, order and write.

- Tell children to look at page 60.
- Ask them to say what they can see in the pictures (*men pushing a taxi*).
- Ask children to look at the picture with the dotted number 1 in the box. Explain that this is the first picture of the story of the man and the taxi.
- Tell children to trace the number 1 and write *one* on the line. If necessary, write the words for *one* to *five* on the board.
- Ask which picture they think is the next one in the story (*two men pushing the taxi*). Tell them to write the number 2 in that box and write the word *two* on the line.
- Children complete the activity.
- Check by asking the order of the pictures (*the third picture has got three men pushing (top right); the fourth picture has got four men pushing (bottom left); the fifth picture has got five men pushing (top left); the sixth picture shows the taxi driver driving away*).

Lesson 4 NB PAGE 61

Lesson objectives

To count from 11 to 20

To perform simple sums

1 Count and write.

- Tell children to look at page 61.
- Ask them to put their fingers on each number in the row at the top of the page and say it. Children count aloud from 11 to 20.
- Model the first sum. Copy it on the board.
- Draw 13 circles under the number 13, and three circles under the number 3.
- Ask *How many circles are there?* Children respond *Sixteen*. Say *Thirteen and three is sixteen*. Write the answer on the board.
- Children complete the activity.
- Check by asking children to say the sums (*eleven and four is fifteen; sixteen and two is eighteen; seventeen and three is twenty*).
- Model the first sum for the subtraction problems. Copy it on the board.
- Draw 13 circles under the number 13. Point to the number 2 and then erase or cross out two of the circles.
- Ask *How many circles?* Children respond *Eleven*. Say *Thirteen minus two is eleven*.
- Children complete the activity. Check by asking children to say the sums (*twenty minus six is fourteen; eighteen minus three is fifteen; fifteen minus three is twelve*).

Lesson objectives

To count from 11 to 20

To write numbers and words for 11–20

1 Write the missing numbers.

- Tell children to look at the first activity on page 62.
- Copy the circles on the board. Ask children to say the first number (13). Ask children which number comes before this (12). Tell children to write the number.
- Children complete the activity.
- Check the answers by calling a child to the front to write the missing numbers on the board.

2 Look and write.

- Tell children to look at the second activity on page 62.
- Explain that there are two columns of numbers with the words for those numbers next to them.
- Model the activity. Write the number 11 on the board. Call a child to the front to write the word *eleven* next to it.
- Ask children what they should do in the next line (*write the word 'twelve'*). Ask what they should do in the third line (*write the number 13*).
- Children complete the activity.
- Check by calling children to the front to write the numbers and words.

Lesson 6 NB PAGE 63

Lesson objectives

To count from 1 to 20


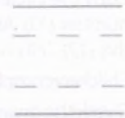

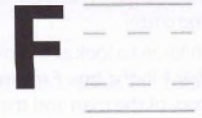




To apply the concept of addition

1 Follow the numbers and help the farmer find his sheep.





- Tell children to look at page 63.
- Ask children what they see (*a farmer is looking for his sheep*).
- Write the number 1 on the board. Children say *One*.
- Tell children to add 1 to the number and say the answer. Children respond *Two*. Write the number 2 next to the 1.
- Say *One and one is two*. Children repeat chorally and individually.
- Repeat by adding 1 to the number 2 on the board.
- Tell them to complete the activity, saying each sum as they work. Children find the route through the circles to the sheep, by joining the numbers which add one each time.
- Check by having the class say the sums aloud, e.g. *four and one is five; five and one is six; six and one is seven*, etc.



1 Progress check

1 Write the letter.



A  C   d 
 g  j  k 

2 Match.

b  e
h  g

3 Match.

one  1
two  2

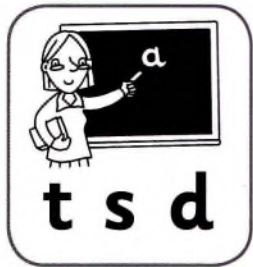
2 Progress check

1 Write the letters in order.

u q s z w x ~~p~~ y



2 Circle.



3 Write the number. Match.



3 Progress check

1 Match.



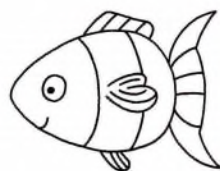
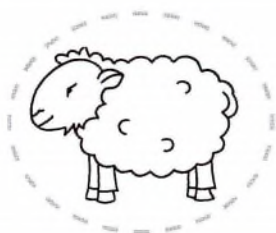
tired

hot

thirsty

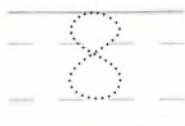
sad

2 Circle the pictures with the *sh* sound.



3 Write the number. Circle.

eight



six



seven



4 Progress check

1 Circle the correct word.



kick

draw

sing

climb

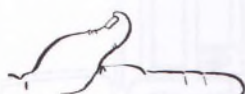
throw

jump

catch

run

2 Write *th* or *sh*.



th

3 Count. Write the number and word.

eight

nine

~~ten~~



10

ten



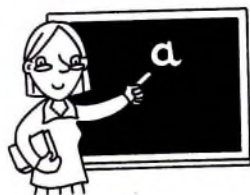
5 Progress check

1 Match.



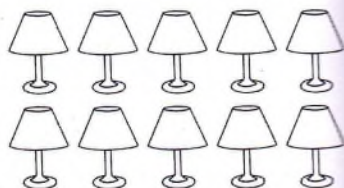
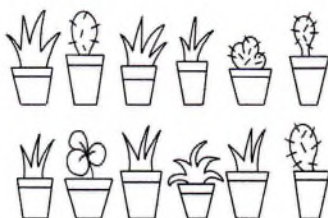
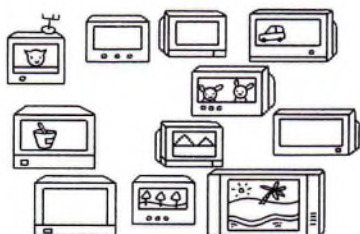
living room TV sofa plant

2 Circle the pictures with the *ch* sound.



3 Write the number. Match.

ten 10 eleven 11 twelve 12



6 Progress check

1 Look, read and write.

bed wardrobe ~~pillow~~ blanket

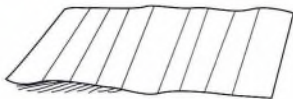


The pillow is
under the _____.



The _____ is
in the _____.

2 Write the words.



t a m

mat



c t a



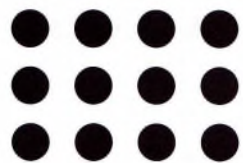
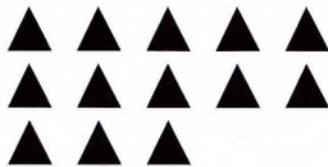
a h t



P t a

3 Count and write.

twelve thirteen ~~fourteen~~



fourteen

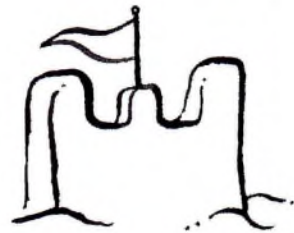
7 Progress check

1 Read and colour.

sandcastle – brown

crab – black

umbrella – purple

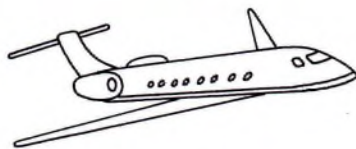


2 Write the words.

net wet jet



wet

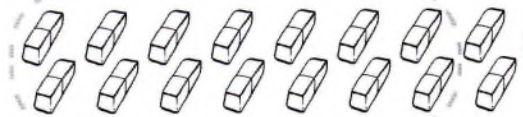




3 Write the number. Circle.

fourteen

14



fifteen



sixteen



8 Progress check

1 Match.

fish rice salad cheese chicken soup



2 Look and circle.



Jig

fig

jet



big

fan

fig



dad

dig

Jig

3 Count. Write the number and match.



18

seventeen



eighteen



sixteen

9 Progress check

1 Look, read and write.

juggler **catch** **acrobat** **climb**



The acrobat can
_____.



The _____ can
_____.

2 Circle the pictures with the *op* sound.



3 Write the number. Circle.

eighteen



nineteen



twenty



10 Progress check

1 Match.

farmer doctor builder policeman



2 Write the words.



b n u

bun



u r n



n u s

3 Read and circle.

twelve

2

11

12

17

20

nineteen

9

14

16

18

19

eleven

10

11

18

19

20

twenty

2

12

15

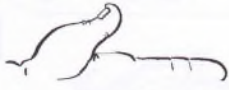
16

20

1-5 Mid-year progress check

1 Look and write.

sh th ch



th







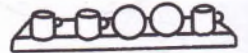
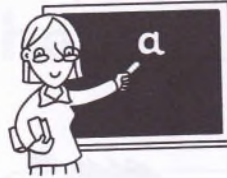
2 Match.

sofa

sandwich

kitchen

teacher



3 Write.

tired ~~happy~~ hot



She is

happy



He is



He is

4 Count and write.

~~10~~ 11 12





10



5 Read and write the number.

two

2

twelve

five

six

eleven

nine

6 Count, write and match.

$2 + 1 =$

3

seven

$5 + 2 =$

four

$2 + 2 =$

eight

$6 + 2 =$

three

6-10 Final progress check

1 Write the letters.

a e i o u



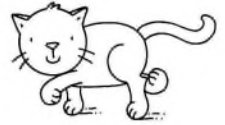
r _ n



n _ t



f _ g



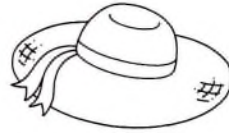
c _ t



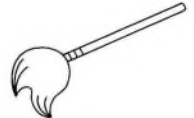
d _ g



s _ n



h _ t



m _ p

2 Circle the correct word.



pillow
shelf



shell
sea



blanket
bed



rice
salad



clown
parrot



builder
doctor

3 Count and write.

11 13 15 17 ~~18~~ 19



18



4 Write the missing numbers.

13 _____ 15 _____ 17 _____ 19 _____

5 Count, write and match.

$12 + 2 =$ 14

$18 - 2 =$ _____

$16 + 2 =$ _____

sixteen

eighteen

fourteen

Teaching notes for photocopiable material

Phonics game TB PAGES 110–111

Lesson objectives

- To recognize and say letter patterns
- To revise vocabulary

- Tell children that they are going to play a game.
- Divide the class into groups of three or four players and give each group a copy of the phonics game (photocopy pages 110–111 and stick them together to form a game board).
- Each child should have a game piece, e.g. a rubber or a coin. Tell them to put their pieces at the start of the game (to the left of the 'ch' square).
- Children will play as individuals in their groups while you conduct the game with the class.
- Hold up a number flashcard, e.g. 1 or 2. The first player in each group moves forward that number of squares on the board.
- Continue to hold up number flashcards for the other children in the groups to move and have their turn.
- If the players land on a digraph, they must give a word that begins with that sound, e.g. for *sh*, they could say *shell* or *sheep*. If they land on a VC (Vowel-Consonant) pattern, they must give a word that contains it, e.g. for *-at*, they could say *cat*, *hat*, or *mat*. If they land on a CVC (Consonant-Vowel-Consonant) picture, they must give a rhyming word, e.g. if they land on the picture of the mop, they could say *top* or *hop*. If they land on a digraph picture, they must identify the letters of the initial sound as *ch*, *sh*, or *th*. If a child is incorrect, he/she moves back one space. If the child is correct, he/she stays on that square and moves forward from there at the next turn.
- Encourage children to decide in their groups if the player has answered correctly, but be prepared to adjudicate as necessary.
- The winner is the child who reaches the end of the game route first (there may be several children who arrive simultaneously).

Vowel wheel TB PAGE 112

Lesson objectives

- To recognize and say vowel sounds
- To revise vocabulary

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

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

Letter jigsaw TB PAGE 113

Lesson objectives

- To recognize letter patterns
- To do basic spelling

- The jigsaw pieces can be used from Unit 6 onwards.
- Children can work as individuals, in pairs, or in groups.
- Model the activity with the word *cat*. Write *c* on the board and say /k/. Write *a* on the board and say /æ/. Draw arrows between the *c* and the *a* to show them moving together, and say *cat*.
- Explain that children will put letters together in the same way to make some other words they know.
- Distribute the right pieces and the left pieces for the words or patterns in focus.
- Children match the pieces.
- Check answers by asking children to lay their words out on their tables or stick them on the board for you to check. (The following words can be made: *hat*, *hop*, *net*, *nut*, *fig*, *fan*, *bun*, *bed*, *mat*, *mop*, *dad*, *dig*)

Phonics word searches TB PAGE 114

Lesson objectives

- To recognize and say letter patterns
- To locate words within a grid

- Word searches are good activities to consolidate the phonic short vowels and CVC patterns focused on in Units 6–10. Each word search contains the core CVC vocabulary of the unit as well as other known words that have the target short vowel sound. For example, the 'a' word search contains *cat*, *mat*, and *hat*, as well as *dad*, *sad*, *van*, *fan*, and *bag*.
- Review one of CVC key words for the target vowel and write it on the board. Point to each letter as you say its sound. Focus children's attention on the vowel sound in the middle of the word. Tell them they are going to search for words that have that vowel sound. Distribute the relevant word search. Tell them to move their fingers across each letter of the word search starting from the top left as they say the sound for each letter. Tell them to circle the words they find.

Bingo board TB PAGE 115

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

Letter bingo TB PAGE 115

Lesson objectives

To recognize letter patterns and digraph sounds

Materials: Level 2 phonics flashcards (84–100)

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

Number bingo TB PAGE 115

Lesson objectives

To revise numbers

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

Three-column match TB PAGE 116

Lesson objectives

To recognize letter patterns

To do basic spelling

- Distribute copies of the activity.
- Children can work individually or in pairs.
- Ask children to say the sounds of each letter in the first column. Tell them to look for pictures in the third column that begin with those sounds. Have them say those words and then decide which letters in the second column will make those words when added to the first letter's sound.

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

Number cards TB PAGE 117

Lesson objectives

To revise numbers

To practise sequencing

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

Number dominoes TB PAGES 118–119

Lesson objectives

To revise numbers

- Tell children that they are going to play a game.
- Put children in pairs or small groups and give each pair or group one set of domino cards to share. Tell children to find the starting domino which has a star and three triangles on it. Tell children to place this domino face up on the desk.
- Children put the other dominoes face down in a pile on the desk.
- Children take turns in taking one card each from the pile until they find a domino with a number which matches the number of triangles (3). This number 3 domino is placed next to the one on the desk (so that the 3 is next to the three triangles).
- Children carry on taking turns to take one domino from the pile until the domino that corresponds to the number of squares on the number 3 domino (11) is drawn.
- Each child keeps the dominoes pulled which cannot be laid down at that time.
- Play continues until all the dominos are laid out.
- You might like to vary the activity by instructing children to connect the dominoes in particular shapes, e.g. a rectangle or a square. This can be done as a race between teams.

Phonics game

START

ch



th

-at



sh

-et



-op



-ig



-un



ch

**F
I
N
I
S
H**

Vowel wheel



Letter jigsaw

h

at



op



n

et



ut



f

ig



an



b

un



ed



m

at



op

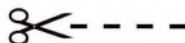


d

ad



ig



Phonics word searches

consonant - a - consonant (Unit 6)

c	a	t	m	a	t
d	a	d	h	a	t
f	a	n	v	a	n
s	a	d	b	a	g

consonant - e - consonant (Unit 7)

j	e	t	t	e	n
p	e	n	b	e	d
r	e	d	n	e	t

consonant - i - consonant (Unit 8)

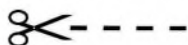
f	i	g	d	i	g
b	i	n	s	i	x

consonant - o - consonant (Unit 9)

m	o	p	h	o	p
d	o	g	b	o	x
h	o	t	t	o	p

consonant - u - consonant (Unit 10)

r	u	n	b	u	n
b	u	s	s	u	n

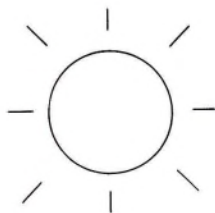


Bingo board

Three-column match

b

un



us



s

og

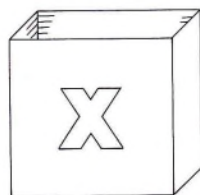


ad



d

ig



ox



Number cards

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20



Number dominoes

