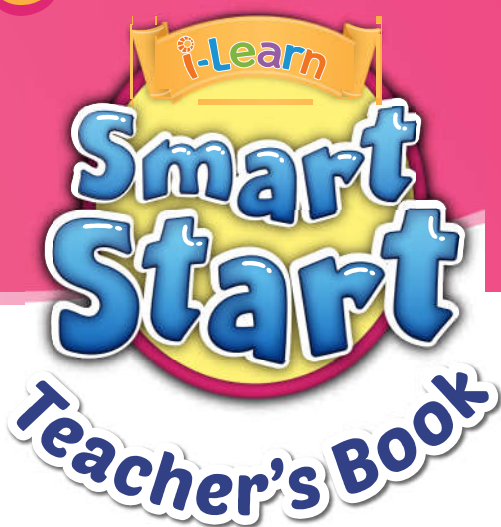


NGUYỄN THỊ NGỌC QUYÊN (Chủ biên)

ĐẶNG ĐỖ THIÊN THANH - LÊ THỊ TUYẾT MINH - NGUYỄN DƯƠNG HOÀI THƯƠNG

HUỲNH TUYẾT MAI - NGUYỄN THỤY UYÊN SA - NGUYỄN HOÀNG THIÊN Ý

Tiếng Anh



NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH



Scope and Sequence

Unit	Vocabulary	Sentence Patterns	Phonics
Getting Started (page 06–09)	hello, goodbye, stand up, sit down, listen		
1. Family (page 10–15)	mother, father, brother, sister	This is my (mother). Nice to meet you. Nice to meet you, too.	Aa ant Bb boy
2. School (page 16–19)	pencil, book, bag	It's a (pencil).	Cc cap Dd door
REVIEW UNITS 1 - 2 (page 20–21)			
3. Colors (page 22–27)	red, yellow, blue, pink, white, flower	It's (red). It's a (pink) flower. Thank you. You're welcome.	Review: Aa, Bb, Cc, Dd
4. My Body (page 28–31)	head, leg, arm	Touch your (head).	Ee elephant Ff food
REVIEW UNITS 3 - 4 (page 32–33)			
5. Animals (page 34–39)	cat, dog, bird, monkey, snake, bear	I like (cats). This is a (monkey). I'm sorry. That's OK.	Gg girl Hh hop
6. Activities (page 40–43)	swim, sing, run	I can (run).	Review: Ee, Ff, Gg, Hh
REVIEW UNITS 5 - 6 (page 44–45)			
7. Numbers (page 46–51)	one, two, three, four, five, six	(Vinh)'s (six). How old are you? I'm (six).	Ii insect, ink Jj jump, juice
8. Food (page 52–55)	banana, cookie, sandwich	I want a (banana).	Kk kick, kite Ll love, leaf
REVIEW UNITS 7 - 8 (page 56–57)			
9. Toys (page 58–63)	car, teddy bear, ball, seven, eight, nine, ten	I have a (car). (ten) (teddy bears) How many (cars)? (Seven) (cars).	Mm mouse, mouth Review: Ii, Jj
10. My House (page 64–67)	living room, kitchen, bedroom	This is my (living room).	Review: Aa to Mm
REVIEW UNITS 9 - 10 (page 68–69)			

Characters

Bill's family



Bill

Sue

Vinh's family



Vinh

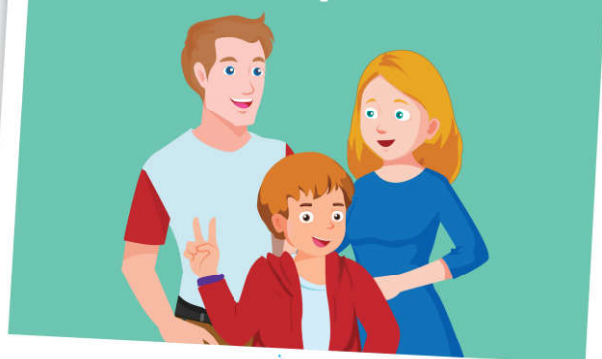
Kim's family



Kim

Mai

Bobby's family



Bobby



Introduction to Tiếng Anh 1 i-Learn Smart Start

About the course

The best course for classrooms, teachers, and learners

Tiếng Anh i-Learn Smart Start is a five-level course for young English learners.

Designed to be super easy to prepare and teach

One of the primary aims of the course is to reduce teachers' workload and keep preparation time to a minimum.

Tiếng Anh i-Learn Smart Start was designed to make lesson preparation smoother and easier for the teacher by incorporating:

- **Clear and simple tasks** – The activities have clear illustrations and short, simple, standardized instructions to make understanding and setting up tasks easy.
- **A standard unit/lesson format** – Every unit follows a similar pattern of activities. This allows students and teachers to become familiar with the lesson style quickly.
- **An easy to refer to Teacher's Book** – The aim of this course is to put all the information teachers need in a very clear and easily navigable layout. Each lesson page is accompanied by a single teacher's page so that teachers can quickly and easily refer to the task instructions, scripts, and drill patterns in the actual lesson.

The approach to learning

The **Tiếng Anh 1 i-Learn Smart Start** approach is based on a number of principles:

- **Vocabulary is the core of language** – Grammar is important, but vocabulary carries most of the meaning. For lower level and young learners, developing vocabulary is a primary focus. In **Tiếng Anh 1 i-Learn Smart Start**, each unit introduces, practices, recycles, and reviews up to 30 new words.
- **Motivation and interest are keys to learning** – Children love engaging stories, games, and music when studying in their first language. **Tiếng Anh 1 i-Learn Smart Start** aims to use the same elements to engage their curiosity and make lessons fun.
- **Phonics leads to literacy** – Research shows that when children are taught phonics in a structured way, starting with the easiest sounds and progressing to the most complex, they develop better literacy skills. Phonics lessons are a useful aid in developing better pronunciation, as children learn how to formulate new sounds in an unfamiliar language.
- **Early learners need lots of listening** – Listening is not only essential as a receptive skill, but aids in the development of spoken language proficiency.
 1. Listening is vital in the language classroom because it provides input for the learners. Unless learners can understand language that is presented in the classroom, learning cannot begin.
 2. Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, interaction patterns) of the language.
 3. Natural spoken language presents a challenge for learners. Lots of exposure in a relatable context is

essential to build confidence and comprehension.

As with first language learning, providing lots of comprehensible listening input helps students build an understanding of the language.

Tiếng Anh i-Learn Smart Start is based on the philosophy that all children deserve an opportunity to develop and thrive while learning a language. We understand that children learn differently and do not conform to a set and predictable pattern. To support their learning, we use the theory that children need a wide range of activities to enable language acquisition.

Tiếng Anh 1 & 2 i-Learn Smart Start unit and lesson overview

Getting Started

Tiếng Anh 1 & 2 i-Learn Smart Start begin with two introductory lessons aimed at preparing students for the English classroom environment. These lessons teach students basic introductory language, as well as essential classroom commands that will prepare them for the rest of the course. They also get a chance to meet some of the book's main characters and get a taste of the general lesson model.

Lesson 1

Each Lesson 1 features a two-page layout with a consistent format. This standardized approach means that students quickly become comfortable with the lesson style and lesson preparation is fast and easy for teachers.

Page 1:

Lesson aims – A simple summary of the lesson aims, including key language and learning objectives, is shown at the top of the first page.

A. Words (5-8 min) – Pictures and flashcards are used to introduce and practice key vocabulary.

B. Story (10 min) – Part B in each Lesson 1 is a simple narrative. These use a consistent set of characters and settings that students can follow and get to know. These stories use attractive comic style illustrations featuring the characters using the target language in a familiar setting. These activities aim to:

- Show the target structure in a familiar context to motivate students.
- Review the vocabulary introduced in Part A.
- Develop listening skills using a listening task that helps to exemplify the target structure.

Key story features:

- Situations and language are always natural and logical.
- They feature familiar characters in situations students can identify with.
- Stories use illustrations that clearly show the context, characters' emotions, and background.

C. Mini-song (5 min) – This activity features a short, fun song that utilizes music to practice the key structure using natural rhythm, stress, and intonation. It aims to familiarize and make students more comfortable with the sound patterns of English before they are asked to practice the language.

Page 2:

D. Practice (10 min) – This activity supports students in practicing the key structure/vocabulary and provides a clear practice model to follow. The teacher can encourage students to continue practicing the correct sound and rhythm features.

E. Free production/Personalization (5 min) – When the students are comfortable forming the target language, they are given the opportunity to use the structure to say true things about themselves, things around them, and/or use their own ideas and feelings. **Tiếng Anh 1 & 2 i-Learn Smart Start** use cartoon animals to illustrate how to play the game or how to role-play. This task directly reflects the aims, and can be used by the teacher to fully assess students' abilities.

Lesson 2: Phonics

Lesson 2 introduces letters and sounds with activities that focus on recognition of the letter and production of its sound. The lesson contains letter formation activities and active sound identification games. All letter sounds are reviewed and reinforced systematically to enhance retention.

Lesson 3: Vietnamese Content or Review and Practice

Each unit ends with either a Vietnamese Content lesson or a Review and Practice lesson. The Vietnamese Content lessons are designed to encourage the students to talk about their own experiences and the world around them. There is also a story that focuses on functional language.

The Review lessons are designed to increase language retention through testing and games. Each starts with a listening activity that asks students to listen and circle the correct answer. This is followed by a fun review game. They cover all the language from the previous two units.

Use pencils and erasers

Tiếng Anh 1 i-Learn Smart Start Student's Book has been designed to be reusable. For this to be possible, students must be encouraged to use pencils and erasers for tasks that require writing directly onto the book.

Smart Start icon key

	Play audio for WB Track 02.
	Play audio for CD1 Track 10.
	Have students turn to page 68 of their textbooks.
	Have students use their pencils and erasers.
	Have students trace the letter with their fingers.
	Have students jump when they hear the correct letter sound.
	Have students hop when they hear the correct letter sound.
	Have students clap when they hear the correct letter sound.



GETTING STARTED

LESSON 1

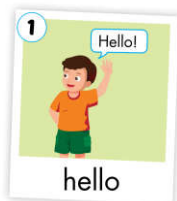
Aim:

Students will be able to say "Hello!" and "Goodbye!"

Vocabulary:

hello, goodbye

A Listen and point. Repeat.



1. Arrange the flashcards on the board, play audio, and point to each flashcard.
2. Play audio again and have students point to the pictures in their books.
3. Play audio again and have students listen and repeat.
4. Play "Heads up. What's missing?"

Track 03

1. M: hello
2. M: goodbye

5. Divide the class into two teams.
6. Arrange the flashcards on the board and remove one card when students are not looking.
7. One student from each team calls out the missing flashcard.

B Listen and point.

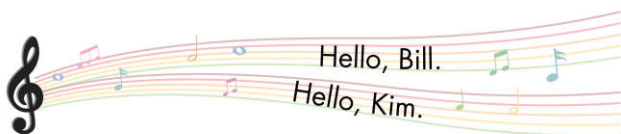


1. Introduce the situation.
2. Play audio and have students look at the picture.
3. Demonstrate the activity by pointing to the new vocabulary items.
4. Play audio. Have students listen and point.

Track 04

1. Tim: Hello, Bill.
Bill: Hello!
2. Lily: Goodbye!
Mom/Dad: Goodbye!

C Sing.



1. Have students turn to page 68.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio and have students sing the song.

Track 05

- Hello, Bill.
Hello, Kim.
Goodbye, Bill.
Goodbye, Kim.



Role-play.



Practice (optional).

1. Say a name to the class.
2. Have students practice the structure using the name.
3. Repeat with other names.

e.g.

- Teacher: "Bill"
- Class: "Hello, Bill."

Role-play.

1. Divide the class into pairs.
2. Have students practice the dialogue.
3. Swap roles and repeat.
4. Afterwards, have some pairs demonstrate the activity in front of the class.

Further practice (optional).

1. Write on the board, "What's your name?
My name's _____."
2. Say the question and have students listen and repeat.
3. Say the answer using your own name, e.g. "My name's Mr John."
4. Ask a student, "What's your name?" and elicit their answer.
5. Have the class say "Hello." to that student.
6. Repeat with other students.
7. Divide the class into pairs.
8. Have Student A ask and Student B answer.
9. Swap roles and repeat.
10. Afterwards, have some pairs demonstrate the activity in front of the class.



Say.



1. Have students look at the example.
2. Divide the class into groups of four.
3. Have students take turns saying "Hello!" and "Goodbye!" to their friends.
4. Afterwards, have some students demonstrate the activity in front of the class.

Further practice (optional).

1. Have Student A ask, "What's your name?" and Student B answer, e.g. "My name's Sue."
2. Swap roles and repeat.
3. Afterwards, have some students demonstrate the activity in front of the class.

GETTING STARTED

LESSON 2

Aim:

Students will be able to understand basic classroom language.

Vocabulary:

stand up, sit down, listen

Listen and point. Repeat.



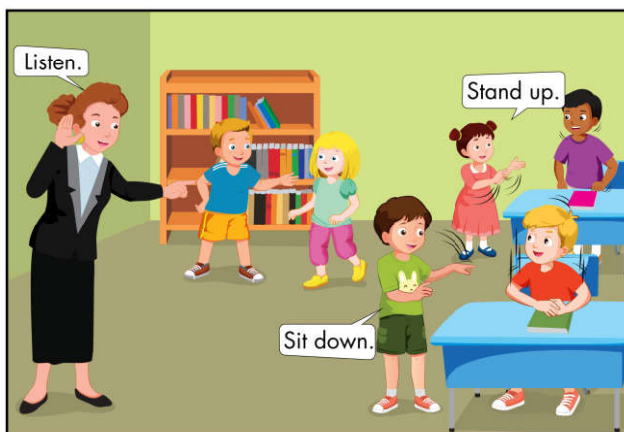
Track 06

1. M: stand up
2. M: sit down
3. M: listen

1. Arrange the flashcards on the board, play audio, and point to each flashcard.
2. Play audio again and have students point to the pictures in their books.
3. Play audio again and have students listen and repeat.
4. Play "Guess."
5. Arrange the flashcards on the board and write a number under each card.

6. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
7. Call out a number and have students take turns to guess the face-down card. Turn the card over after each guess.

Listen and point.

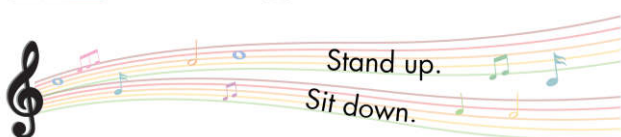


1. Introduce the situation.
2. Play audio and have students look at the picture.
3. Demonstrate the activity by pointing to the new vocabulary items.
4. Play audio. Have students listen and point.

Track 07

W: Listen.
G: Stand up.
B: Sit down.

Sing.



1. Have students turn to page 68.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio and have students sing the song.

Track 08

Stand up.
Sit down.
Listen.

D Say and do.



Practice (optional).

1. Show a flashcard to the class.
2. Have students practice the structure using the new word.
3. Repeat with other flashcards.

e.g.

(Teacher shows flashcard "listen.")

• Class: "Listen."

Say and do.

1. Divide the class into pairs.
2. Have Student A say, e.g. "Stand up," and Student B do the action.
3. Swap roles and repeat.
4. Afterwards, have some pairs demonstrate the activity in front of the class.

E Play "Simon says."



1. Have students look at the example.
2. Tell students they must only follow commands that start with "Simon says..."
3. Demonstrate the game by giving the students different commands. If the command starts with "Simon says," students must do the action. If it doesn't start with "Simon says," students who do the action must sit down.
4. Have one student come to the front of the class to be "Simon."
5. Swap roles and repeat with a new "Simon."

LESSON 1

Aim:

Students will be able to introduce family members.

Vocabulary:

mother, father

Sentence pattern:

This is my (mother).

Review

1. Write the vocabulary from the previous unit on the board.
2. Have students read the words on the board.
3. Write the useful language from the previous unit on the board.
4. Have students read the sentences on the board.
5. Have some students practice using the vocabulary and useful language in front of the class.

**Listen and point. Repeat.****Track 09**

1. M: mother
2. M: father

1. Arrange the flashcards on the board, play audio, and point to each flashcard.
2. Play audio again and have students point to the pictures in their books.
3. Play audio again and have students listen and repeat.
4. Play "Guess."
5. Arrange the flashcards on the board and write a number under each card.

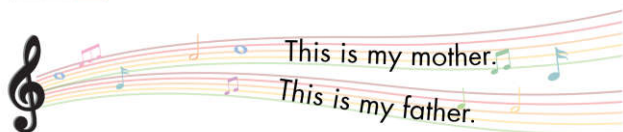
6. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
7. Call out a number and have students take turns to guess the face-down card. Turn the card over after each guess.

**Listen and point.**

1. Introduce the situation.
2. Play audio and have students look at the picture.
3. Demonstrate the activity by pointing to the new vocabulary items.
4. Play audio. Have students listen and point.

Track 10

1. Bill: This is my mother.
May: Hello, Kim.
2. Bill: This is my father.
Tony: Hello, Kim.
Kim: Hello!

**Sing.**

1. Have students turn to page 68.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

Track 11

This is my mother.
This is my father.



Role-play.



Practice (optional).

1. Show a flashcard to the class.
2. Have students practice the structure using the new word.
3. Repeat with other flashcards.

e.g.

(Teacher shows flashcard "mother.")

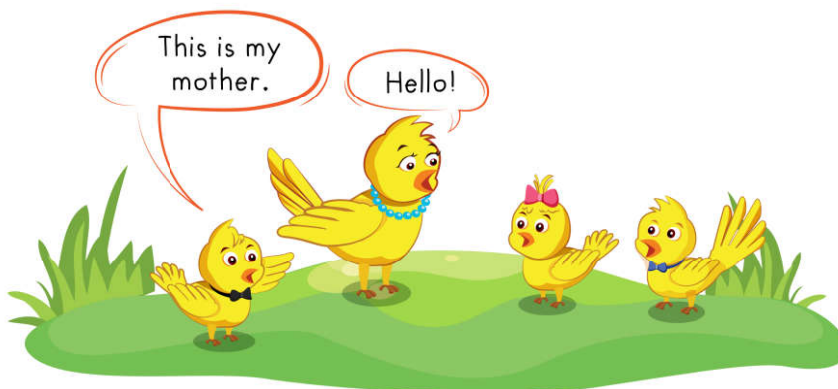
• Class: "This is my mother."

Role-play.

1. Divide the class into pairs.
2. Have students practice the dialogue.
3. Swap roles and repeat.
4. Afterwards, have some pairs demonstrate the activity in front of the class.



Say.



1. Divide the class into groups of four.
2. Have Student A introduce Student B to Students C and D as one of their family members, and have Student B say "Hello!" Have Students C and D say "Hello!" to Students A and B.
3. Swap roles and repeat.
4. Afterwards, have some groups demonstrate the activity in front of the class.



PHONICS

LESSON 2

Aim:

Students will be able to recognize the /æ/ and /b/ sounds.

Letters:

Aa, Bb

Words:

ant, boy

Sing the alphabet song.

1. Play the alphabet song and have students listen.
2. Play audio again and sing the song.
3. Put the flashcards on the board for the letters in red (a and b).
4. Point to each flashcard, call out the letter's name, and have students repeat.

**1 Listen and repeat. Trace.**

1. Play audio. Have students listen and repeat.
2. Demonstrate tracing the letters with your finger.
3. Have students trace the letters with their fingers.
4. Have some students demonstrate the activity in front of the class.

Track 12

W: "a," "a," "a"

2 Listen and repeat.

1. Have students look at the picture.
2. Demonstrate the activity.
3. Play audio. Have students point to the letter as they hear it.
4. Play audio again. Have students listen and repeat.
5. Have some students demonstrate the activity in front of the class.

Track 13

W: "a," "a," ant

3 Sing.

1. Have students look at the lyrics.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

Track 14

W: I can see an ant,
"a," "a," ant.
I can see an ant,
"a," "a," "a."

4 Listen and clap.

1. Demonstrate the activity.
2. Have students stand up.
3. Have students clap when they hear the letter sound.

Track 15

W: Clap when you hear the "a" sound.



1 Listen and repeat. Trace.

1. Play audio. Have students listen and repeat.
 2. Demonstrate tracing the letters with your finger.
 3. Have students trace the letters with their fingers.
 4. Have some students demonstrate the activity in front of the class.
-

Track 16

W: "b," "b," "b"

2 Listen and repeat.

1. Have students look at the picture.
 2. Demonstrate the activity.
 3. Play audio. Have students point to the letter as they hear it.
 4. Play audio again. Have students listen and repeat.
 5. Have some students demonstrate the activity in front of the class.
-

Track 17

W: "b," "b," boy

3 Sing.

1. Have students look at the lyrics.
 2. Read the lyrics as a whole class.
 3. Play audio and have students listen.
 4. Play audio again and have students listen and sing along.
-

Track 18

W: I can see a boy,
"b," "b," boy.
I can see a boy,
"b," "b," "b."

4 Listen and jump.

1. Demonstrate the activity.
2. Have students stand up.
3. Have students jump when they hear the letter sound.

Track 19

W: Jump when you hear the "b" sound.

LESSON 3

Aim:

Students will be able to introduce family members and meet someone politely.

Vocabulary:

brother, sister

Sentence patterns:

This is my (brother).

Nice to meet you.

Nice to meet you, too.

A Listen and point. Repeat.

1. Arrange the flashcards on the board, play audio, and point to each flashcard.
2. Play audio again and have students point to the pictures in their books.
3. Play audio again and have students listen and repeat.
4. Play "Guess."
5. Arrange the flashcards on the board and write a number under each card.

Track 20

1. M: brother

2. M: sister

6. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
7. Call out a number and have students take turns to guess the face-down card. Turn the card over after each guess.

B 1. Listen and point.

1. Have students call out the people they can see.
2. Have students listen and follow.
3. Play audio and demonstrate pointing.
4. Play audio. Have students listen and point.

Track 21

Vinh: This is my family.

1. This is my father.

2. This is my mother.

3. This is my sister.

4. This is my brother.

2. Listen and repeat.

1. Have students look at the useful language box.
2. Play audio. Have students listen to the useful language.
3. Have students practice the useful language.

Track 22

B: This is my brother.

C Play "Board race."

1. Have students look at the example.
2. Divide the class into teams and have one student from each team stand a distance from the board.
3. Stick two flashcards on the board and then say one of them.
4. Have the students race to the board, touch that flashcard, and say the correct sentence.
5. The first student to touch the flashcard and say the sentence gets a point for their team.
6. Continue with other students.

D 1. Listen to the story.



1. Introduce the situation.
2. Have students call out the people they can see.
3. Play audio and have students listen and read.

Track 23

Miss Betty: Hello, Vinh.

Vinh: Hello, Ms. Betty.

Bobby: Hi, Vinh! My name's Bobby. Nice to meet you.

Vinh: Hi, Bobby! Nice to meet you, too.

Nice to meet you.
Nice to meet you, too.

Track 24

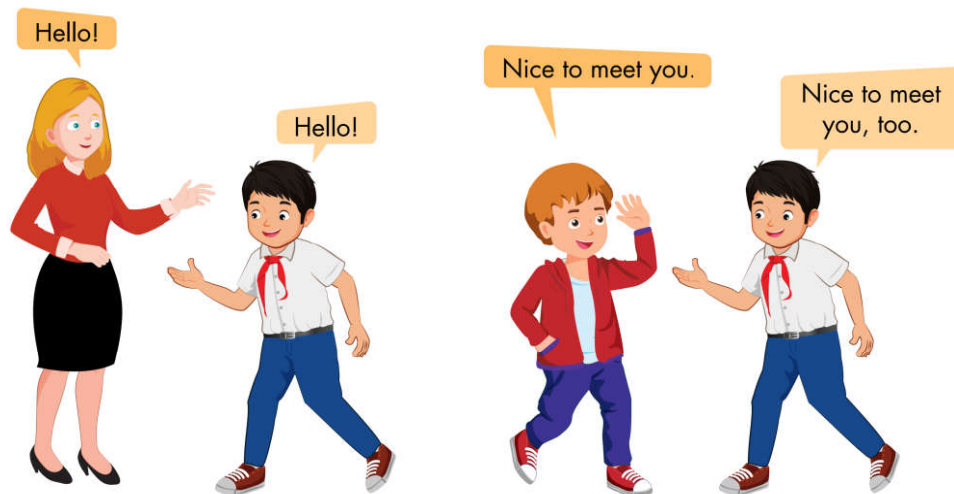
G: Nice to meet you.

B: Nice to meet you, too.

2. Listen and repeat.

1. Have students look at the useful language box.
2. Play audio. Have students listen to the useful language.
3. Have students practice the useful language.

E Role-play.



1. Divide the class into pairs.
2. Have students practice the dialogue.
3. Swap roles and repeat.
4. Afterwards, have some pairs demonstrate the activity in front of the class.

LESSON 1

Aim:

Students will be able to identify classroom objects.

Vocabulary:

pencil, book, bag

Sentence pattern:

It's a (pencil).

Review

1. Write the vocabulary from the previous unit on the board.
2. Have students read the words on the board.
3. Write the useful language from the previous unit on the board.
4. Have students read the sentences on the board.
5. Have some students practice using the vocabulary and useful language in front of the class.

**Listen and point. Repeat.**

1. Arrange the flashcards on the board, play audio, and point to each flashcard.
2. Play audio again and have students point to the pictures in their books.
3. Play audio again and have students listen and repeat.

Track 25

1. M: pencil
2. M: book
3. M: bag

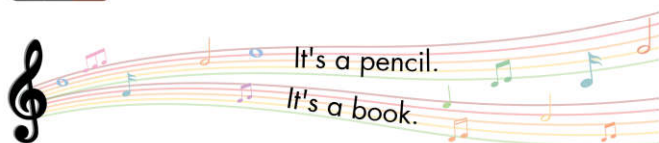
4. Play "Heads up. What's missing?"
5. Divide the class into two teams.
6. Arrange the flashcards on the board and remove one card when students are not looking.
7. One student from each team calls out the missing flashcard.

**Listen and point.**

1. Introduce the situation.
2. Play audio and have students look at the picture.
3. Demonstrate the activity by pointing to the new vocabulary items.
4. Play audio. Have students listen and point.

Track 26

1. Sue: It's a pencil.
 2. Sue: It's a bag.
 3. Sue: It's a book.
- May: Bill! Time for school!
Bill: OK, Mom! Bye, Sue.

**Sing.**

1. Have students turn to page 68.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

Track 27

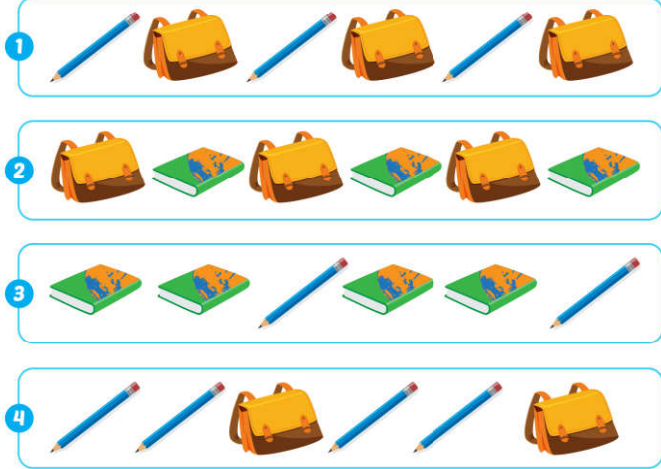
- It's a pencil.
It's a book.
It's a bag.



Point and say.

Example:

It's a pencil. It's a bag. It's a pencil. It's a bag. It's a pencil. It's a bag.



Practice (optional).

1. Show a flashcard to the class.
2. Have students practice the structure using the new word.
3. Repeat with other flashcards.

e.g.

(Teacher shows flashcard "pencil.")

• Class: "It's a pencil."

Point and say.

1. Divide the class into pairs.
2. Have Student A point to the pictures and Student B say, e.g. "It's a pencil."
3. Swap roles and repeat.
4. Afterwards, have some pairs demonstrate the activity in front of the class.



Play "Guess the object."



1. Divide the class into pairs.
2. Have students look at the example.
3. Have Student A cover their eyes while Student B gives them an object to touch.
4. Have Student A try to guess what the object is.
5. Have students swap roles and repeat.
6. Afterwards, have some pairs demonstrate the activity in front of the class.



LESSON 2

Aim:

Students will be able to recognize the /k/ and /d/ sounds.

Letters:

Cc, Dd

Words:

cap, door

Sing the alphabet song.

1. Play the alphabet song and have students listen.
2. Play audio again and sing the song.
3. Put the flashcards on the board for the letters in red (c and d).
4. Point to each flashcard, call out the letter's name, and have students repeat.

**1 Listen and repeat. Trace.**

1. Play audio. Have students listen and repeat.
2. Demonstrate tracing the letters with your finger.
3. Have students trace the letters with their fingers.
4. Have some students demonstrate the activity in front of the class.

Track 28

W: "c," "c," "c"

2 Listen and repeat.

1. Have students look at the picture.
2. Demonstrate the activity.
3. Play audio. Have students point to the letter as they hear it.
4. Play audio again. Have students listen and repeat.
5. Have some students demonstrate the activity in front of the class.

Track 29

W: "c," "c," cap

3 Sing.

1. Have students look at the lyrics.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

Track 30

W: This is my cap,
"c," "c," cap.
This is my cap,
"c," "c," "c."

4 Listen and hop.

1. Demonstrate the activity.
2. Have students stand up.
3. Have students hop when they hear the letter sound.

Track 31

W: Hop when you hear the "c" sound.



1 Listen and repeat. Trace.

1. Play audio. Have students listen and repeat.
 2. Demonstrate tracing the letters with your finger.
 3. Have students trace the letters with their fingers.
 4. Have some students demonstrate the activity in front of the class.
-

Track 32 
W: "d," "d," "d"

2 Listen and repeat.

1. Have students look at the picture.
 2. Demonstrate the activity.
 3. Play audio. Have students point to the letter as they hear it.
 4. Play audio again. Have students listen and repeat.
 5. Have some students demonstrate the activity in front of the class.
-

Track 33 
W: "d," "d," door

3 Sing.

1. Have students look at the lyrics.
 2. Read the lyrics as a whole class.
 3. Play audio and have students listen.
 4. Play audio again and have students listen and sing along.
-

Track 34 
W: This is a door,
"d," "d," door.
This is a door,
"d," "d," "d"

4 Listen and clap.

1. Demonstrate the activity.
2. Have students stand up.
3. Have students clap when they hear the letter sound.

Track 35 
W: Clap when you hear the "d" sound.

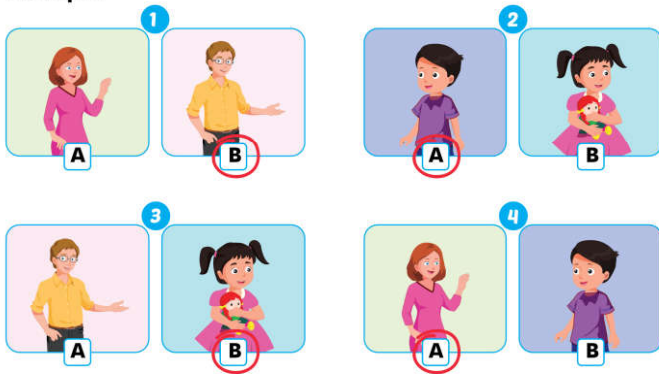
REVIEW 1

AIM

Students will review introducing family members and identifying classroom objects.

A Listen and circle (A or B).

Example:



1. Have students look at the pictures and call out the people they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio. Have students listen and circle A or B.
4. Play audio again and check answers as a whole class.

Track 36

1. B: This is my father.
G: Sorry?
B: This is my father.
2. G: This is my brother.
B: Who?
G: My brother.
3. B: This is my sister.
G: Sorry?
B: This is my sister.
4. G: This is my mother.
B: Who?
G: My mother.
Narrator: Now, listen again.

B Play "Stepping stones."

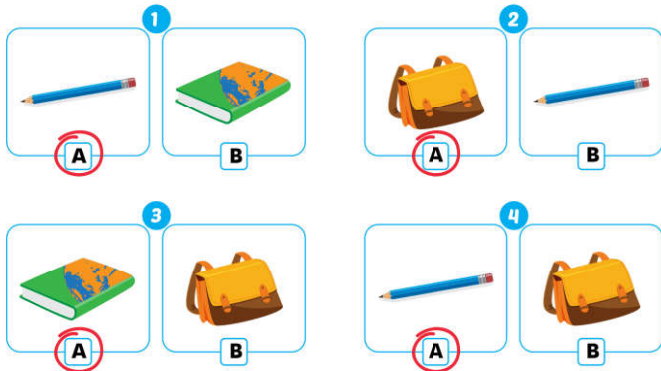


1. Divide the class into pairs.
2. Have Student A start at A and say the first sentence.
3. Have Student B start at B and say the first sentence.
4. Have students take turns saying the sentences and go all the way round.

REVIEW 2

A Listen and circle (A or B).

Example:

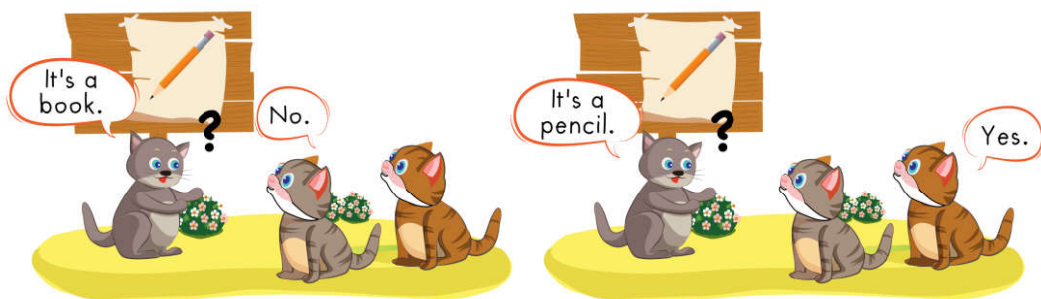


1. Have students look at the pictures and call out the classroom objects they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio. Have students listen and circle A or B.
4. Play audio again and check answers as a whole class.

Track 37

1. B: It's a pencil.
G: A what?
B: A pencil.
 2. G: It's a bag.
B: What?
G: It's a bag.
 3. B: It's a book.
G: A what?
B: A book.
 4. G: It's a pencil.
B: What?
G: It's a pencil.
- Narrator: Now, listen again.

B Play "Guess the picture."



1. Have students look at the example.
2. Divide the class into two teams.
3. Have a student stand facing away from the board and stick a flashcard on the board behind them.
4. Have the student try to guess the answer without looking at the flashcard.
5. Give that team one point if it's a correct guess.
6. Have teams take turns.

LESSON 1

Aim:

Students will be able to identify colors.

Vocabulary:

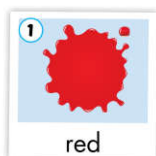
red, yellow, blue

Sentence pattern:

It's (red).

Review

1. Write the vocabulary from the previous unit on the board.
2. Have students read the words on the board.
3. Write the useful language from the previous unit on the board.
4. Have students read the sentences on the board.
5. Have some students practice using the vocabulary and useful language in front of the class.

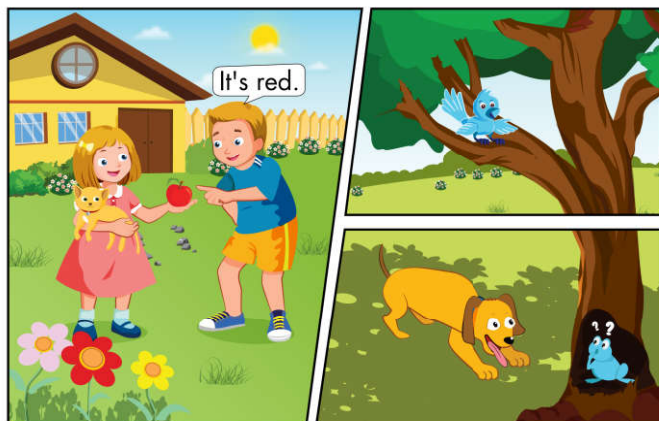
A Listen and point. Repeat.

1. Arrange the flashcards on the board, play audio, and point to each flashcard.
2. Play audio again and have students point to the pictures in their books.
3. Play audio again and have students listen and repeat.

Track 38

1. M: red
2. M: yellow
3. M: blue

4. Play "Heads up. What's missing?"
5. Divide the class into two teams.
6. Arrange the flashcards on the board and remove one card when students are not looking.
7. One student from each team calls out the missing flashcard.

B Listen and point.

1. Introduce the situation.
2. Play audio and have students look at the picture.
3. Demonstrate the activity by pointing to the new vocabulary items.
4. Play audio. Have students listen and point.

Track 39

1. Sue: OK, my turn. It's red!
Bill: Hmm! Red... Red? I don't know.
Sue: Look!
Bill: Yeah! It's red.
2. Bill: It's blue.
Sue: Hmm.
Oh, it's blue!
Bill: Yes.
3. Sue: OK. It's yellow.
Bill: Hmm, yellow?
Sue: Yes.

C Sing.

1. Have students turn to page 68.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

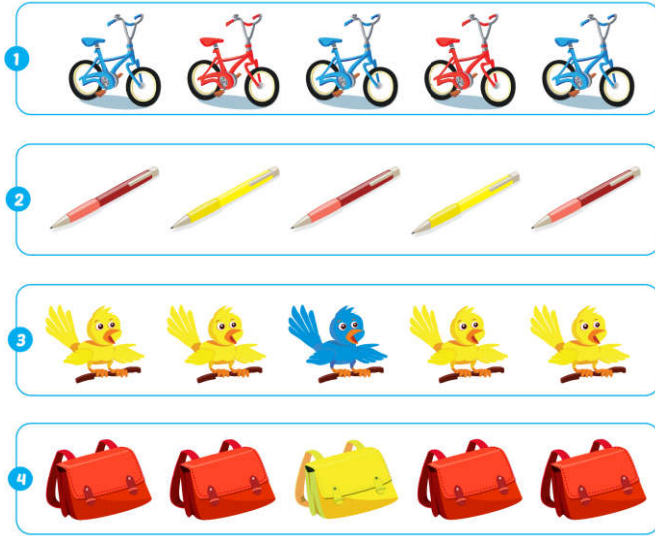
Track 40

- It's red.
It's yellow.
It's blue.

D Point and say.

Example:

It's blue. It's red. It's blue. It's red. It's blue.



Practice (optional).

1. Show a flashcard to the class.
2. Have students practice the structure using the new word.
3. Repeat with other flashcards.

e.g.

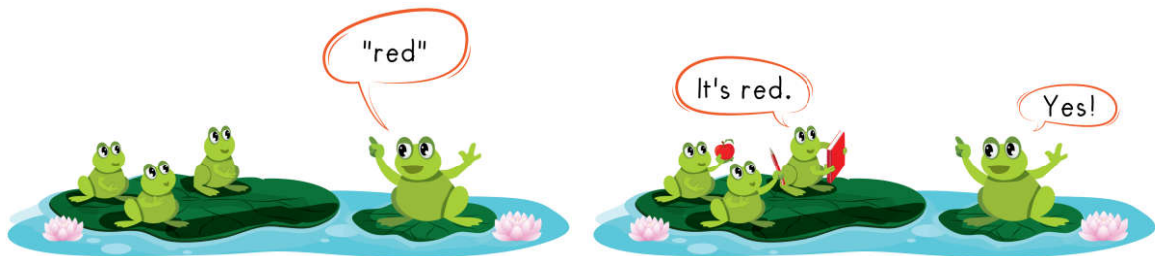
(Teacher shows flashcard "red.")

• Class: "It's red."

Point and say.

1. Divide the class into pairs.
2. Have Student A point to the pictures and Student B say, e.g. "It's red."
3. Swap roles and repeat.
4. Afterwards, have some pairs demonstrate the activity in front of the class.

E Play "Find the color."



1. Have students look at the example.
2. Have students take turns coming to the front of the class and saying a color.
3. Have the other students try to find objects that are the same color and say the sentence.



LESSON 2

Aim:

Students will review the /æ/, /b/, /k/, and /d/ sounds.

Sing the alphabet song.

1. Play the alphabet song and have students listen.
2. Play audio again and sing the song.
3. Put the flashcards on the board for the letters in red (a, b, c, and d).
4. Point to each flashcard, call out the letter's name, and have students repeat.

**Review****1 Listen and repeat.**

1. Have students look at the pictures.
2. Point to the pictures and say the letters' sounds.
3. Play audio. Have students listen and repeat the letter sounds.

Track 41

W: "a," "a," "a," "b," "b," "b"

2 Listen and point.

1. Have students look at the pictures.
2. Demonstrate pointing to the correct letter when you hear the sound.
3. Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound.

Track 42

W: "a," "b," "b," "a," boy, ant, boy, ant

3 Put a (✓) or a (✗). **Example:**

1  a ☒	2  b ☒	3  a ☐
--	--	---

1. Have students look at the pictures and call out the beginning sounds.
2. Demonstrate the activity using the example.
3. Have students put a tick or a cross.
4. Check answers as a whole class.

4 Play "Magic finger."

1. Have students look at the example.
2. Divide the class into pairs.
3. Have Student A write a letter on Student B's back.
4. Have Student B try to guess which letter it is.
5. Have students swap roles and repeat.



Review

1 Listen and repeat.

1. Have students look at the pictures.
2. Point to the pictures and say the letters' sounds.
3. Play audio. Have students listen and repeat the letter sounds.

Track 43

W: "c," "c," "c," "d," "d," "d"

2 Listen and point.

1. Have students look at the pictures.
2. Demonstrate pointing to the correct letter when you hear the sound.
3. Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound.

Track 44

W: "d," "c," "d," "c," door, door, cap, cap

3 Write the letters.

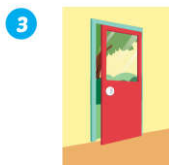
Example:



b oy



c ap



d oor

1. Have students look at the pictures and call out the beginning sounds.
2. Demonstrate the activity using the example.
3. Have students write the letters.
4. Check answers as a whole class.

4 Play "Stepping stones."

1. Divide the class into pairs.
2. Have Student A start at A and say the first letter sound or word.
3. Have Student B start at B and say the first letter sound or word.
4. Have students take turns saying the letter sounds or words as they go all the way around.

LESSON 3

Aim:

Students will be able to identify the color of objects and show gratitude.

Vocabulary:

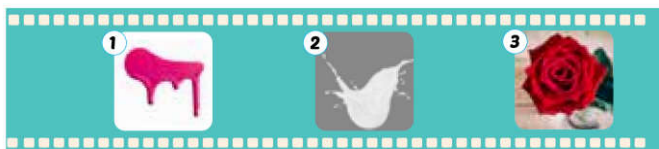
pink, white, flower

Sentence patterns:

It's a (pink) flower.

Thank you.

You're welcome.

A Listen and point. Repeat.

pink

white

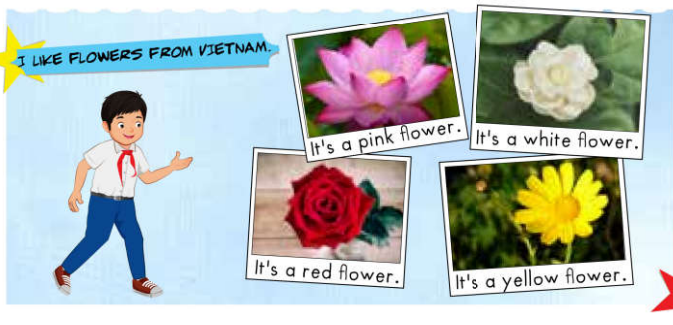
flower

1. Arrange the flashcards on the board, play audio, and point to each flashcard.
2. Play audio again and have students point to the pictures in their books.
3. Play audio again and have students listen and repeat.
4. Play "Guess."

Track 45

1. M: pink
2. M: white
3. M: flower

5. Arrange the flashcards on the board and write a number under each card.
6. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
7. Call out a number and have students take turns to guess the face-down card. Turn the card over after each guess.

B 1. Listen and point.

1. Have students call out the things they can see.
2. Have students listen and follow.
3. Play audio and demonstrate pointing.
4. Play audio. Have students listen and point.

Track 46

Vinh: I like flowers from Vietnam.

1. It's a pink flower.
2. It's a white flower.
3. It's a red flower.
4. It's a yellow flower.

2. Listen and repeat.

1. Have students look at the useful language box.
2. Play audio. Have students listen to the useful language.
3. Have students practice the useful language.

Track 47

B: It's a pink flower.

C Play "Guess the picture."

1. Have students look at the example.
2. Divide the class into two teams.
3. Have a student stand facing away from the board and stick a flashcard on the board behind them.
4. Have the student try to guess the answer without looking at the flashcard.
5. Give that team one point if it's a correct guess.
6. Have teams take turns.

D 1. Listen to the story.



1. Introduce the situation.
2. Have students call out the people and things they can see.
3. Play audio and have students listen and read.

Track 48

Vinh: Thank you.
Dad: You're welcome.
Vinh: Thank you, Mom.
Mom: You're welcome.
Vinh: Oh! Thank you, Bobby.
Bobby: You're welcome.

2. Listen and repeat.

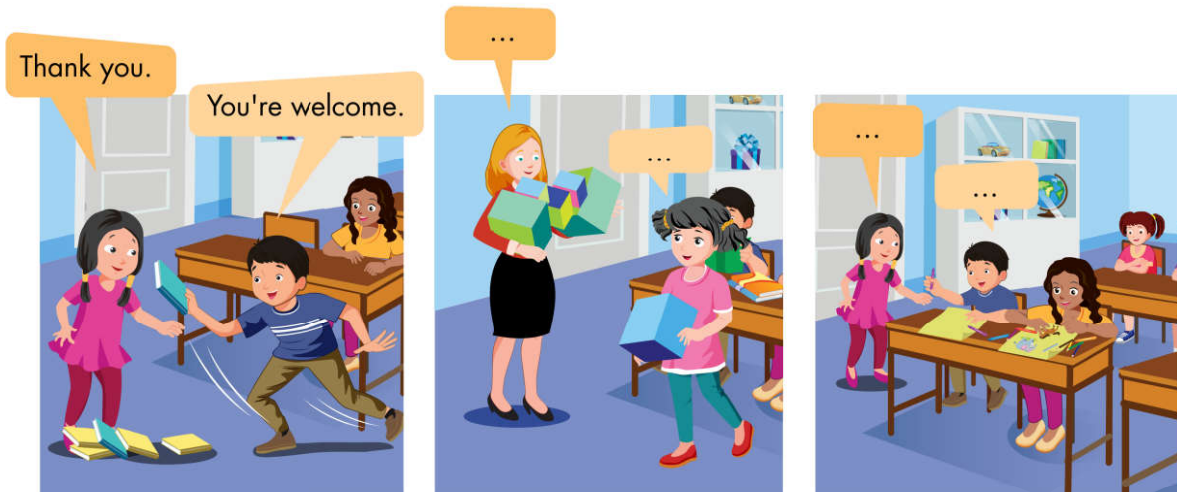
1. Have students look at the useful language box.
2. Play audio. Have students listen to the useful language.
3. Have students practice the useful language.

Thank you.
You're welcome.

Track 49

G: Thank you.
B: You're welcome.

E Role-play.



1. Divide the class into pairs.
2. Have students practice the dialogue.
3. Swap roles and repeat.
4. Afterwards, have some pairs demonstrate the activity in front of the class.

LESSON 1

Aim:

Students will be able to identify body parts and follow simple instructions.

Vocabulary:

head, leg, arm

Sentence pattern:

Touch your (head).

Review

1. Write the vocabulary from the previous unit on the board.
2. Have students read the words on the board.
3. Write the useful language from the previous unit on the board.
4. Have students read the sentences on the board.
5. Have some students practice using the vocabulary and useful language in front of the class.

A Listen and point. Repeat.

1. Arrange the flashcards on the board, play audio, and point to each flashcard.
2. Play audio again and have students point to the pictures in their books.
3. Play audio again and have students listen and repeat.

Track 50

1. M: head
2. M: leg
3. M: arm

4. Play "Heads up. What's missing?"
5. Divide the class into two teams.
6. Arrange the flashcards on the board and remove one card when students are not looking.
7. One student from each team calls out the missing flashcard.

B Listen and point.

1. Introduce the situation.
2. Play audio and have students look at the picture.
3. Demonstrate the activity by pointing to the new vocabulary items.
4. Play audio. Have students listen and point.

Track 51

1. P.E. Teacher: OK! Touch your head.
2. P.E. Teacher: OK, now, touch your arm. Very good!
3. P.E. Teacher: Touch your leg.
Great! Touch your...

C Sing.

1. Have students turn to page 68.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

Track 52

- Touch your head.
Touch your leg.
Touch your arm.

D Say and do.

Touch your leg.



Practice (optional).

1. Show a flashcard to the class.
2. Have students practice the structure using the new word.
3. Repeat with other flashcards.

e.g.

(Teacher shows flashcard "head.")

- Class: "Touch your head."

Say and do.

1. Divide the class into pairs.
2. Have Student A say, e.g. "Touch your leg," and Student B do the action.
3. Swap roles and repeat.
4. Afterwards, have some pairs demonstrate the activity in front of the class.

E Play "Simon says."



1. Have students look at the example.
2. Tell students they must only follow commands that start with "Simon says..."
3. Demonstrate the game by giving the students different commands. If the command starts with "Simon says," students must do the action. If it doesn't start with "Simon says," students who do the action must sit down.
4. Have one student come to the front of the class to be "Simon."
5. Swap roles and repeat with a new "Simon."



LESSON 2

Aim:

Students will be able to recognize the /e/ and /f/ sounds.

Letters:

Ee, Ff

Words:

elephant, food

Sing the alphabet song.

1. Play the alphabet song and have students listen.
2. Play audio again and sing the song.
3. Put the flashcards on the board for the letters in red (e and f).
4. Point to each flashcard, call out the letter's name, and have students repeat.

**1 Listen and repeat. Trace.**

1. Play audio. Have students listen and repeat.
2. Demonstrate tracing the letters with your finger.
3. Have students trace the letters with their fingers.
4. Have some students demonstrate the activity in front of the class.

Track 53

W: "e," "e," "e"

2 Listen and repeat.

1. Have students look at the picture.
2. Demonstrate the activity.
3. Play audio. Have students point to the letter as they hear it.
4. Play audio again. Have students listen and repeat.
5. Have some students demonstrate the activity in front of the class.

Track 54

W: "e," "e," elephant

3 Sing.

1. Have students look at the lyrics.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

Track 55

W: I have an elephant,
"e," "e," elephant.
I have an elephant,
"e," "e," "e."

4 Listen and jump.

1. Demonstrate the activity.
2. Have students stand up.
3. Have students jump when they hear the letter sound.

Track 56

W: Jump when you hear the "e" sound.



1 Listen and repeat. Trace.

1. Play audio. Have students listen and repeat.
2. Demonstrate tracing the letters with your finger.
3. Have students trace the letters with their fingers.
4. Have some students demonstrate the activity in front of the class.

Track 57

W: "f," "f," "f"

2 Listen and repeat.

1. Have students look at the picture.
2. Demonstrate the activity.
3. Play audio. Have students point to the letter as they hear it.
4. Play audio again. Have students listen and repeat.
5. Have some students demonstrate the activity in front of the class.

Track 58

W: "f," "f," food

3 Sing.

1. Have students look at the lyrics.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

Track 59

W: This is my food,
"f," "f," food.
This is my food,
"f," "f," "f,"

4 Listen and hop.

1. Demonstrate the activity.
2. Have students stand up.
3. Have students hop when they hear the letter sound.

Track 60

W: Hop when you hear the "f" sound.

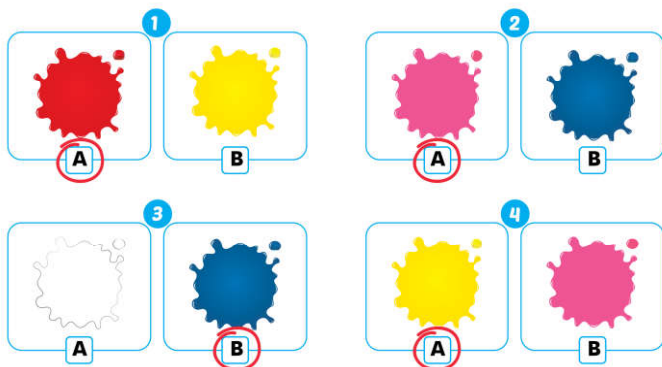
REVIEW 3

AIM

Students will review identifying colors and body parts, and following simple instructions.

A Listen and circle (A or B).

Example:

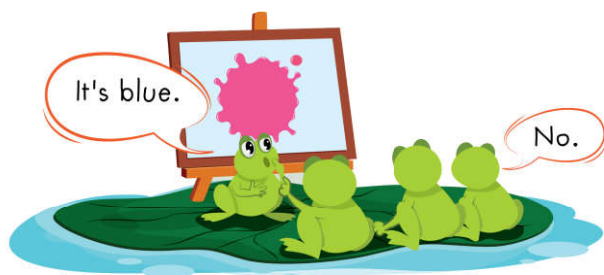


Track 61

1. W: It's red.
G: It's what?
W: Red.
2. G: It's pink.
B: What?
G: It's pink.
3. B: It's blue.
G: It's what?
B: Blue.
4. G: It's yellow.
B: What?
G: It's yellow.
Narrator: Now, listen again.

1. Have students look at the pictures and call out the colors they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio. Have students listen and circle A or B.
4. Play audio again and check answers as a whole class.

B Play "Guess the picture."

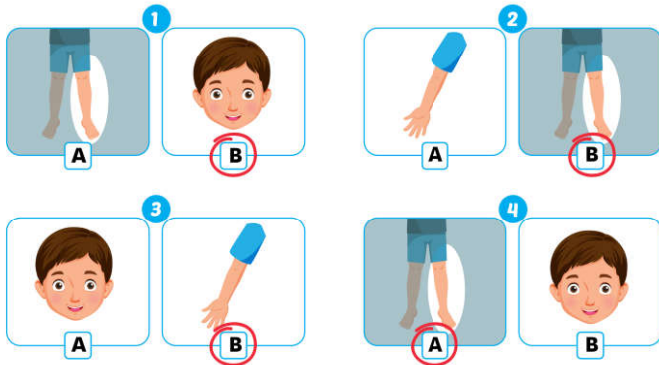


1. Have students look at the example.
2. Divide the class into two teams.
3. Have a student stand facing away from the board and stick a flashcard on the board behind them.
4. Have the student try to guess the answer without looking at the flashcard.
5. Give that team one point if it's a correct guess.
6. Have teams take turns.

REVIEW 4

A Listen and circle (A or B).

Example:



Track 62

1. B: Touch your head.
 2. M: Touch your leg.
 3. B: Touch your arm.
 4. M: Touch your leg.
- Narrator: Now, listen again.

1. Have students look at the pictures and call out the body parts they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio. Have students listen and circle A or B.
4. Play audio again and check answers as a whole class.

B Play "Simon says."



1. Have students look at the example.
2. Tell students they must only follow commands that start with "Simon says..."
3. Demonstrate the game by giving the students different commands. If the command starts with "Simon says," students must do the action. If it doesn't start with "Simon says," students who do the action must sit down.
4. Have one student come to the front of the class to be "Simon."
5. Swap roles and repeat with a new "Simon."

LESSON 1

Aim:

Students will be able to identify animals and say what animals they like.

Vocabulary:

cat, dog, bird

Sentence pattern:

I like (cats).

Review

1. Write the vocabulary from the previous unit on the board.
2. Have students read the words on the board.
3. Write the useful language from the previous unit on the board.

4. Have students read the sentences on the board.
5. Have some students practice using the vocabulary and useful language in front of the class.

A Listen and point. Repeat.

1. Arrange the flashcards on the board, play audio, and point to each flashcard.
2. Play audio again and have students point to the pictures in their books.
3. Play audio again and have students listen and repeat.
4. Play "Heads up. What's missing?"

Track 63

1. M: cat
2. M: dog
3. M: bird

5. Divide the class into two teams.
6. Arrange the flashcards on the board and remove one card when students are not looking.
7. One student from each team calls out the missing flashcard.

B Listen and point.

1. Introduce the situation.
2. Play audio and have students look at the pictures.
3. Demonstrate the activity by pointing to the new vocabulary items.
4. Play audio. Have students listen and point.

Track 64

1. Kim: Oh, it's a bird. I like birds.
2. Tim: Look, it's a dog. I like dogs.
Lola: Me too.
3. Kim: And you, Bill?
Bill: Hello, kitty! I like cats.

C Sing.

1. Have students turn to page 68.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

Track 65

- I like cats.
I like dogs.
I like birds.

D Point and say.

I like cats.



Practice (optional).

1. Show a flashcard to the class.
2. Have students practice the structure using the new word.
3. Repeat with other flashcards.

e.g.

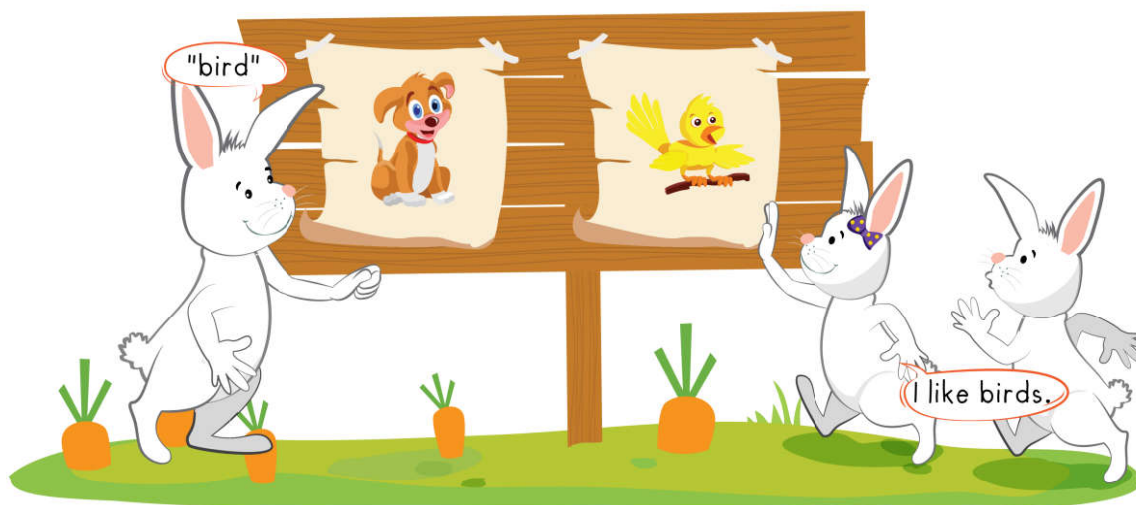
(Teacher shows flashcard "cat.")

• Class: "I like cats."

Point and say.

1. Divide the class into pairs.
2. Have Student A point to the picture and Student B say, e.g. "I like cats."
3. Swap roles and repeat.
4. Afterwards, have some pairs demonstrate the activity in front of the class.

E Play "Board race."



1. Have students look at the example.
2. Divide the class into teams and have one student from each team stand a distance from the board.
3. Stick two flashcards on the board and then say one of them.
4. Have the students race to the board, touch that flashcard, and say the correct sentence.
5. The first student to touch the flashcard and say the sentence gets a point for their team.
6. Continue with other students.

LESSON 2

Aim:

Students will be able to recognize the /g/ and /h/ sounds.

Letters:

Gg, Hh

Words:

girl, hop

Sing the alphabet song.

1. Play the alphabet song and have students listen.
2. Play audio again and sing the song.
3. Put the flashcards on the board for the letters in red (g and h).
4. Point to each flashcard, call out the letter's name, and have students repeat.

**1 Listen and repeat. Trace.**

1. Play audio. Have students listen and repeat.
2. Demonstrate tracing the letters with your finger.
3. Have students trace the letters with their fingers.
4. Have some students demonstrate the activity in front of the class.

Track 66

W: "g," "g," "g"

2 Listen and repeat.

1. Have students look at the picture.
2. Demonstrate the activity.
3. Play audio. Have students point to the letter as they hear it.
4. Play audio again. Have students listen and repeat.
5. Have some students demonstrate the activity in front of the class.

Track 67

W: "g," "g," girl

3 Sing.

1. Have students look at the lyrics.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

Track 68

W: This is a girl,
"g," "g," girl.
This is a girl,
"g," "g," "g."

4 Listen and jump.

1. Demonstrate the activity.
2. Have students stand up.
3. Have students jump when they hear the letter sound.

Track 69

W: Jump when you hear the "g" sound.



1 Listen and repeat. Trace.

1. Play audio. Have students listen and repeat.
2. Demonstrate tracing the letters with your finger.
3. Have students trace the letters with their fingers.
4. Have some students demonstrate the activity in front of the class.

Track 70

W: "h," "h," "h"

2 Listen and repeat.

1. Have students look at the picture.
2. Demonstrate the activity.
3. Play audio. Have students point to the letter as they hear it.
4. Play audio again. Have students listen and repeat.
5. Have some students demonstrate the activity in front of the class.

Track 71

W: "h," "h," hop

3 Sing.

1. Have students look at the lyrics.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

Track 72

W: I can hop,
"h," "h," hop.
I can hop,
"h," "h," "h."

4 Listen and clap.

1. Demonstrate the activity.
2. Have students stand up.
3. Have students clap when they hear the letter sound.

Track 73

W: Clap when you hear the "h" sound.

LESSON 3

Aim:

Students will be able to identify animals and apologize.

Vocabulary:

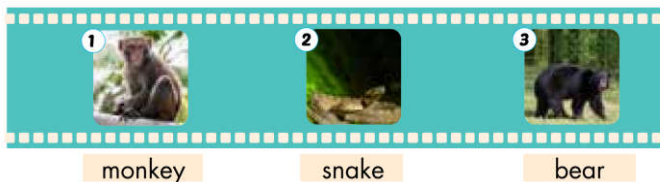
monkey, snake, bear

Sentence patterns:

This is a (monkey).

I'm sorry.

That's OK.

A Listen and point. Repeat.

1. Arrange the flashcards on the board, play audio, and point to each flashcard.
2. Play audio again and have students point to the pictures in their books.
3. Play audio again and have students listen and repeat.
4. Play "Guess."
5. Arrange the flashcards on the board and write a number under each card.

Track 74

1. M: monkey
2. M: snake
3. M: bear

6. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
7. Call out a number and have students take turns to guess the face-down card. Turn the card over after each guess.

B 1. Listen and point.**2. Listen and repeat.**

1. Have students look at the useful language box.
2. Play audio. Have students listen to the useful language.
3. Have students practice the useful language.

1. Have students call out the things they can see.
2. Have students listen and follow.
3. Play audio and demonstrate pointing.
4. Play audio. Have students listen and point.

Track 75

Vinh: Here are animals from Vietnam.

1. This is a monkey.
2. This is a snake.
3. This is a bear.

This is a **monkey**.

Track 76

B: This is a monkey.

C Play "Stepping stones."

1. Divide the class into pairs.
2. Have Student A start at A and say the first sentence.
3. Have Student B start at B and say the first sentence.
4. Have students take turns saying the sentences and go all the way round.

D 1. Listen to the story.



1. Introduce the situation.
2. Have students call out the people they can see.
3. Play audio and have students listen and read.

Track 77

Bobby: I'm sorry.
 Vinh: That's OK. Let's go.
 Vinh's dad: Here you are.
 Bobby and Vinh: Wow! Yummy.
 Bobby: I'm sorry.
 Vinh's dad: That's OK.

I'm sorry.
 That's OK.

Track 78

B: I'm sorry.
 B: That's OK.

2. Listen and repeat.

1. Have students look at the useful language box.
2. Play audio. Have students listen to the useful language.
3. Have students practice the useful language.

E Role-play.



1. Divide the class into pairs.
2. Have students practice the dialogue.
3. Swap roles and repeat.
4. Afterwards, have some pairs demonstrate the activity in front of the class.

LESSON 1

Aim:

Students will be able to talk about their abilities.

Vocabulary:

swim, sing, run

Sentence pattern:

I can (run).

Review

1. Write the vocabulary from the previous unit on the board.
2. Have students read the words on the board.
3. Write the useful language from the previous unit on the board.

4. Have students read the sentences on the board.
5. Have some students practice using the vocabulary and useful language in front of the class.

A Listen and point. Repeat.

1. Arrange the flashcards on the board, play audio, and point to each flashcard.
2. Play audio again and have students point to the pictures in their books.
3. Play audio again and have students listen and repeat.

Track 01

1. M: swim
2. M: sing
3. M: run

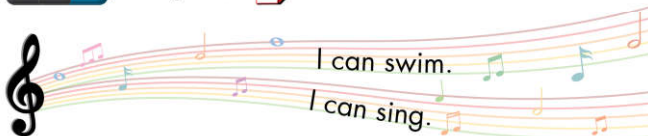
4. Play "Heads up. What's missing?"
5. Divide the class into two teams.
6. Arrange the flashcards on the board and remove one card when students are not looking.
7. One student from each team calls out the missing flashcard.

B Listen and point.

1. Introduce the situation.
2. Play audio and have students look at the picture.
3. Demonstrate the activity by pointing to the new vocabulary items.
4. Play audio. Have students listen and point.

Track 02

1. Lola: I can swim.
2. Bill: Lola! I can run.
Lola: Wow!
3. Lola: I can sing. La, la, la.
Bill: Argh!

C Sing.

1. Have students turn to page 68.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

Track 03

- I can swim.
I can sing.
I can run.

D Point and say.

I can sing.



Practice (optional).

1. Show a flashcard to the class.
2. Have students practice the structure using the new word.
3. Repeat with other flashcards.

e.g.

(Teacher shows flashcard "run.")

• Class: "I can run."

Point and say.

1. Divide the class into pairs.
2. Have Student A point to the picture and Student B say, e.g. "I can sing."
3. Swap roles and repeat.
4. Afterwards, have some pairs demonstrate the activity in front of the class.

E Play the "Pretend" game.



1. Have students look at the example.
2. Have one student come to the front of the class.
3. Have that student do an action silently.
4. Have the other students try to guess the action.
5. Have students swap roles and repeat.

Aim:

Sing the alphabet song. 

1. Play the alphabet song and have students listen.
2. Play audio again and sing the song.
3. Put the flashcards on the board for the letters in red (*e, f, g, and h*).
4. Point to each flashcard, call out the letter's name, and have students repeat.



1. Have students look at the pictures.
2. Point to the pictures and say the letters' sounds.
3. Play audio. Have students listen and repeat the letter sounds.

Track 04 

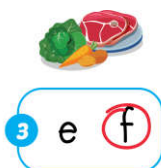
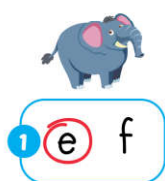
W: "e," "e," "e," "f," "f," "f"

1. Have students look at the pictures.
2. Demonstrate pointing to the correct letter when you hear the sound.
3. Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound.

Track 05 

W: "e," "f," "f," "e," food, elephant, food, elephant

Example:



1. Have students look at the pictures and call out the words.
2. Demonstrate the activity using the example.
3. Have students look at the letters and circle the correct beginning sounds.
4. Check answers as a whole class.

1. Have students look at the pictures and call out the correct sounds.
2. Demonstrate the activity.
3. Have students solve the maze with their fingers and say the letter sounds as they pass them.



1 Listen and repeat.

1. Have students look at the pictures.
2. Point to the pictures and say the letters' sounds.
3. Play audio. Have students listen and repeat the letter sounds.

Track 06

W: "g," "g," "g," "h," "h," "h"

2 Listen and point.

1. Have students look at the pictures.
2. Demonstrate pointing to the correct letter when you hear the sound.
3. Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound.

Track 07

W: "g," "h," "h," "g," girl, hop, girl, hop

3 Put a (✓) or a (✗).

Example:



1. Have students look at the pictures and call out the beginning sounds.
2. Demonstrate the activity using the example.
3. Have students put a tick or a cross.
4. Check answers as a whole class.

4 Play "Board race."



1. Have students look at the example.
2. Divide the class into teams and have one student from each team stand a distance from the board.
3. Write two letters on the board and then say a word beginning with one of their sounds.
4. Have the students race to the board, touch that letter, and say the correct sound.
5. The first student to touch the letter and say the sound gets a point for their team.
6. Continue with other students.

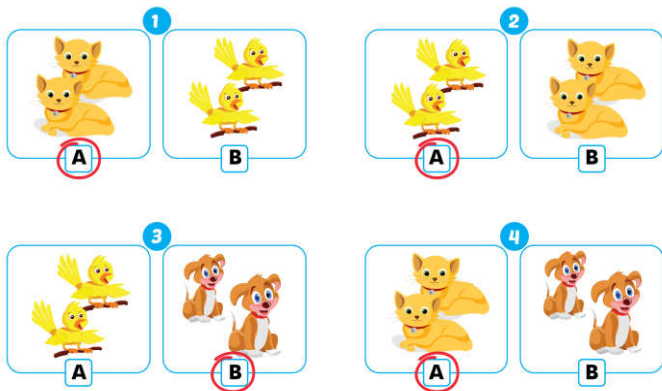
REVIEW 5

AIM

Students will review identifying animals, saying what animals they like, and talking about their abilities.

A Listen and circle (A or B).

Example:



Track 08

1. B: I like cats.
G: Me too!
2. G: I like birds.
B: Birds?
G: Yes.
3. B: I like dogs.
G: What?
B: I like dogs.
4. G: I really like cats.
B: Me too.
G: Cats are nice.
Narrator: Now, listen again.

1. Have students look at the pictures and call out the animals they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio. Have students listen and circle A or B.
4. Play audio again and check answers as a whole class.

B Play the "Chain" game.

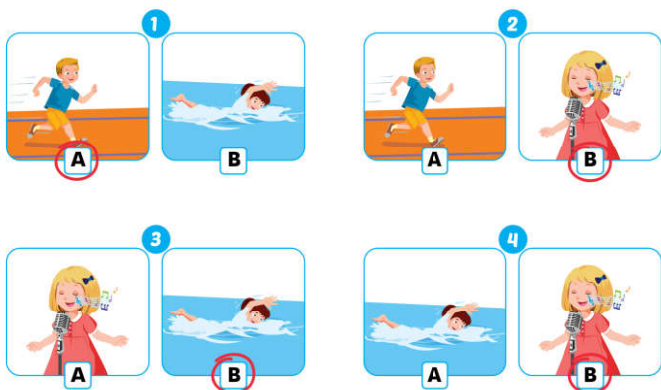


1. Have students look at the example.
2. Divide the class into groups of four.
3. Have the students stand up.
4. Have Student A turn to Student B and say a sentence, then have Student B say a sentence.
5. Next, have Student B turn to Student C and say a sentence, then have Student C say a sentence.
6. Continue until all students have practiced.
7. Have some groups demonstrate the activity in front of the class.

REVIEW 6

A Listen and circle (A or B).

Example:

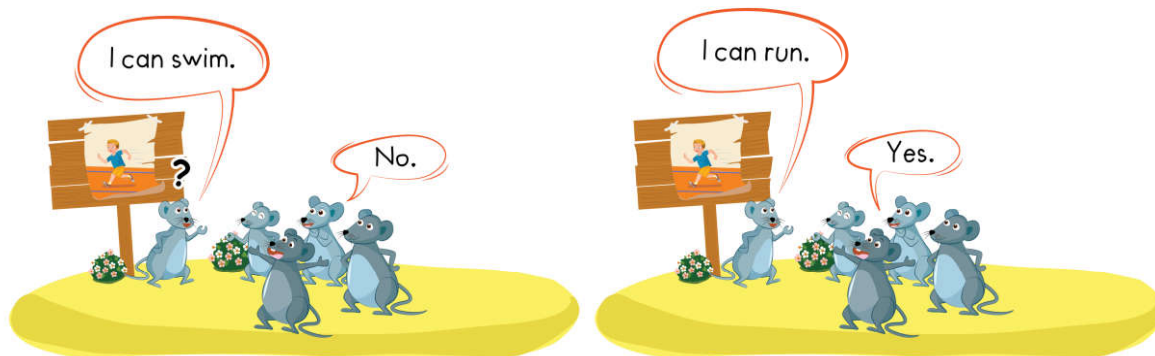


1. Have students look at the pictures and call out the actions they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio. Have students listen and circle A or B.
4. Play audio again and check answers as a whole class.

Track 09

1. B: I can run.
G: Sorry?
B: I can run.
 2. G: Listen.
B: What?
G: I can sing. La, la, la.
 3. B: I can swim.
G: Sorry?
B: I can swim.
 4. G: I can sing.
B: What?
G: I can sing.
- Narrator: Now, listen again.

B Play "Guess the picture."



1. Have students look at the example.
2. Divide the class into two teams.
3. Have a student stand facing away from the board and stick a flashcard on the board behind them.
4. Have the student try to guess without looking at the flashcard.
5. Give that team one point if it is a correct guess.
6. Have teams take turns.

LESSON 1

Aim:

Students will be able to count.

Vocabulary:

one, two, three

Review

1. Write the vocabulary from the previous unit on the board.
2. Have students read the words on the board.
3. Write the useful language from the previous unit on the board.
4. Have students read the sentences on the board.
5. Have some students practice using the vocabulary and useful language in front of the class.

A Listen and point. Repeat.

1. Arrange the flashcards on the board, play audio, and point to each flashcard.
2. Play audio again and have students point to the pictures in their books.
3. Play audio again and have students listen and repeat.
4. Play "Heads up. What's missing?"

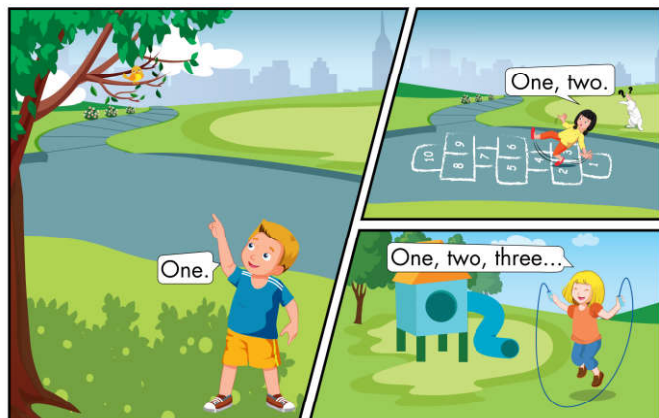
Track 10

M: one

M: two

M: three

5. Divide the class into two teams.
6. Arrange the flashcards on the board and remove one card when students are not looking.
7. One student from each team calls out the missing flashcard.

B Listen and point.

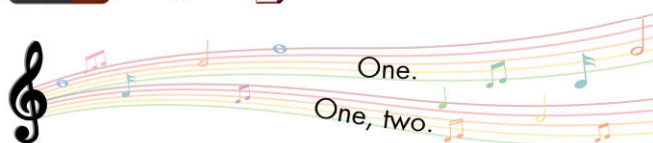
1. Introduce the situation.
2. Play audio and have students look at the picture.
3. Demonstrate the activity by pointing to the new vocabulary items.
4. Play audio. Have students listen and point.

Track 11

1. Bill: One. One bird.

2. Kim: One, two. Oops!

3. Lola: One, two, three...

C Sing.

1. Have students turn to page 68.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

Track 12

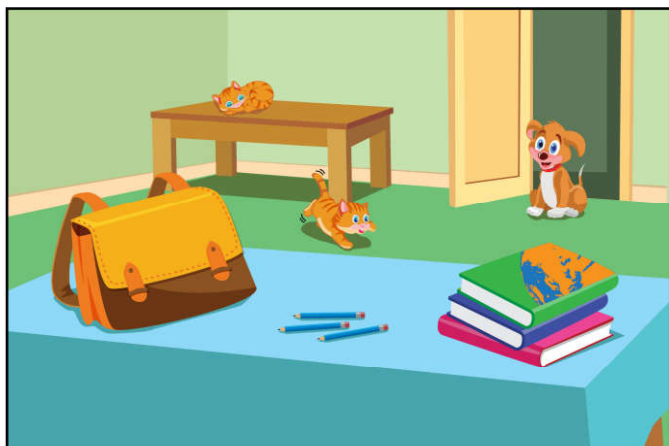
One.

One, two.

One, two, three.

D Point and count.

One, two.



Practice (optional).

1. Hold up a flashcard and have students call out the number.
2. Count out loud "One, two, three," as you clap.
3. Repeat with different numbers and have students call out the number of claps.
4. Say a number and have students count and clap.

Point and count.

1. Divide the class into pairs.
2. Have Student A point and Student B count.
3. Swap roles and repeat.
4. Check answers as a whole class, then count the objects as a whole class.

E Play "Board race."



1. Have students look at the example.
2. Divide the class into teams and have one student from each team stand a distance from the board.
3. Stick two flashcards on the board and then say one of them.
4. Have the students race to the board, touch that flashcard, and say the correct word.
5. The first student to touch the flashcard and say the word gets a point for their team.
6. Continue with other students.



PHONICS

LESSON 2

Aim:

Students will be able to recognize the /ɪ/ and /dʒ/ sounds.

Letters:

li, Jj

Words:

insect, ink, jump, juice

Sing the alphabet song.

1. Play the alphabet song and have students listen.
2. Play audio again and sing the song.
3. Put the flashcards on the board for the letters in red (i and j).
4. Point to each flashcard, call out the letter's name, and have students repeat.

**1 Listen and repeat. Trace.**

1. Play audio. Have students listen and repeat.
2. Demonstrate tracing the letters with your finger.
3. Have students trace the letters with their fingers.
4. Have some students demonstrate the activity in front of the class.

Track 13

W: "i," "i," "i"

2 Listen and repeat.

1. Have students look at the pictures.
2. Demonstrate the activity.
3. Play audio. Have students point to the letter as they hear it.
4. Play audio again. Have students listen and repeat.
5. Have some students demonstrate in front of the class.

Track 14

W: "i," "i," insect, "i," "i," ink

3 Sing.

1. Have students look at the lyrics.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

Track 15

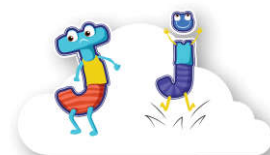
W: This is an insect,
"i," "i," insect.
This is an insect,
"i," "i," "i."

4 Listen and clap.

1. Demonstrate the activity.
2. Have students stand up.
3. Have students clap when they hear the letter sound.

Track 16

W: Clap when you hear the "i" sound.



1 Listen and repeat. Trace.

1. Play audio. Have students listen and repeat.
2. Demonstrate tracing the letters with your finger.
3. Have students trace the letters with their fingers.
4. Have some students demonstrate the activity in front of the class.

Track 17

W: "j," "j," "j,"

2 Listen and repeat.

1. Have students look at the pictures.
2. Demonstrate the activity.
3. Play audio. Have students point to the letter as they hear it.
4. Play audio again. Have students listen and repeat.
5. Have some students demonstrate in front of the class.

Track 18

W: "j," "j," jump, "j," "j," juice

3 Sing.

1. Have students look at the lyrics.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

Track 19

W: Everybody jump,
"j," "j," jump.
Everybody jump,
"j," "j," "j,"

4 Listen and jump.

1. Demonstrate the activity.
2. Have students stand up.
3. Have students jump when they hear the letter sound.

Track 20

W: Jump when you hear the "j" sound.

LESSON 3

Aim:

Students will be able to talk about how old they are.

Vocabulary:

four, five, six

Sentence patterns:

(Vinh)'s (six).

How old are you?

I'm (six).

A Listen and point. Repeat.

1. Arrange the flashcards on the board, play audio, and point to each flashcard.
2. Play audio again and have students point to the pictures in their books.
3. Play audio again and have students listen and repeat.

Track 21

M: four

M: five

M: six

4. Play "Heads up. What's missing?"
5. Divide the class into two teams.
6. Arrange the flashcards on the board and remove one card when students are not looking.
7. One student from each team calls out the missing flashcard.

B 1. Listen and point.

1. Have students call out the people they can see.
2. Have students listen and follow.
3. Play audio and demonstrate pointing.
4. Play audio. Have students listen and point.

Track 22

Vinh: Here are my friends from Vietnam.

1. I'm six.

2. Binh's four.

3. Phuong's five.

4. Bao's two.

2. Listen and repeat.

1. Have students look at the useful language box.
2. Play audio. Have students listen to the useful language.
3. Have students practice the useful language.

Vinh's six.

Track 23

B: Vinh's six.

C Play "Guess the number."

1. Have students look at the example.
2. Divide the class into two teams.
3. Have a student stand facing away from the board and stick a flashcard on the board behind them.
4. Have the student try to guess the answer without looking at the flashcard.
5. Give that team one point if it's a correct guess.
6. Have teams take turns.

D 1. Listen to the story.



1. Introduce the situation.
2. Have students call out the people they can see.
3. Play audio and have students listen and read.

Track 24

Vinh: Hello!
 Tim: Hello!
 Vinh: How old are you?
 Tim: I'm five. How old are you?
 Vinh: I'm six.

2. Listen and repeat.

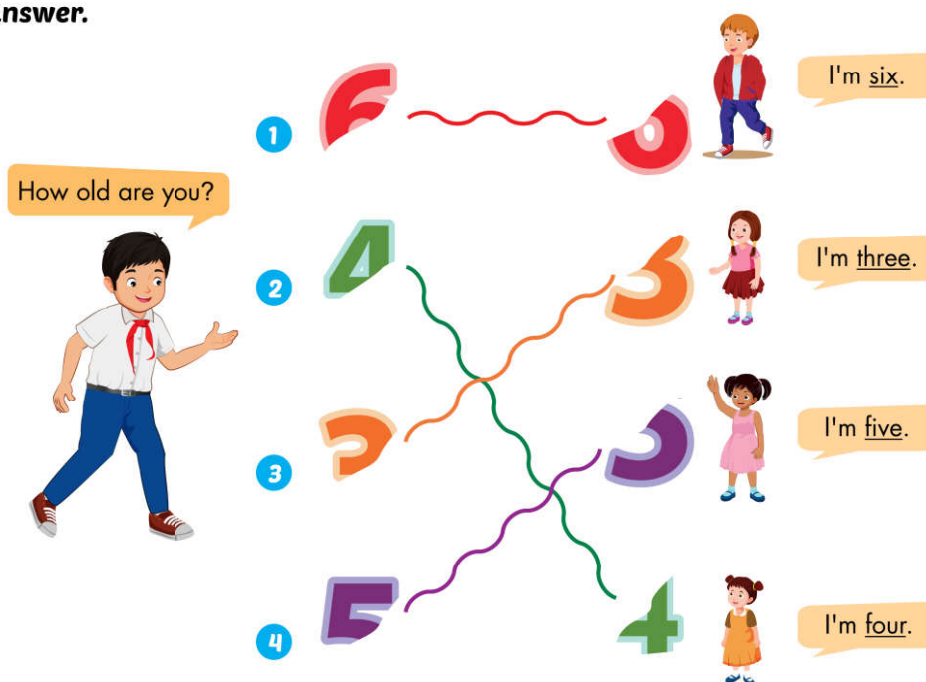
1. Have students look at the useful language box.
2. Play audio. Have students listen to the useful language.
3. Have students practice the useful language.

How old are you?
 I'm six.

Track 25

B: How old are you?
 G: I'm six.

E Ask and answer.



1. Divide the class into pairs.
2. Have Student A ask and Student B answer.
3. Have students swap roles and repeat.

LESSON 1

Aim:

Students will be able to say what food they want.

Vocabulary:

banana, cookie, sandwich

Sentence pattern:

I want a (banana).

Review

1. Write the vocabulary from the previous unit on the board.
2. Have students read the words on the board.
3. Write the useful language from the previous unit on the board.
4. Have students read the sentences on the board.
5. Have some students practice using the vocabulary and useful language in front of the class.

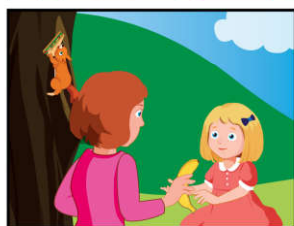
A Listen and point. Repeat.

1. Arrange the flashcards on the board, play audio, and point to each flashcard.
2. Play audio again and have students point to the pictures in their books.
3. Play audio again and have students listen and repeat.

Track 26

1. M: banana
2. M: cookie
3. M: sandwich

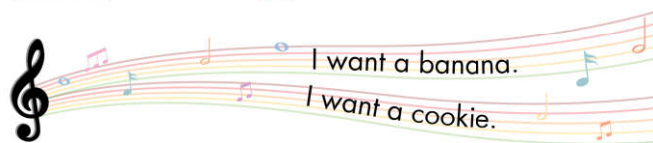
4. Play "Heads up. What's missing?"
5. Divide the class into two teams.
6. Arrange the flashcards on the board and remove one card when students are not looking.
7. One student from each team calls out the missing flashcard.

B Listen and point.

1. Introduce the situation.
2. Play audio and have students look at the picture.
3. Play audio. Have students listen and repeat.
4. Demonstrate the activity by pointing to the new vocabulary items.
5. Play audio. Have students listen and point.

Track 27

1. Ben: I want a cookie.
Bill: Me too.
2. Sue: I want a banana.
3. Bill: I want a sandwich. Oh no!

C Sing.**Track 28**

- I want a banana.
I want a cookie.
I want a sandwich.

1. Have students turn to page 68.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

D Point and say.

I want a cookie.



Practice (optional).

1. Show a flashcard to the class.
2. Have students practice the structure using the new word.
3. Repeat with other flashcards.

e.g.

(Teacher shows flashcard "cookie.")

• Class: "I want a cookie."

Point and say.

1. Divide the class into pairs.
2. Have Student A point to the picture and Student B say, e.g. "I want a cookie."
3. Swap roles and repeat.
4. Afterwards, have some pairs demonstrate the activity in front of the class.

E Play "Board race."



1. Have students look at the example.
2. Divide the class into teams and have one student from each team stand a distance from the board.
3. Stick two flashcards on the board and then say one of them.
4. Have the students race to the board, touch that flashcard, and say the correct sentence.
5. The first student to touch the flashcard and say the sentence gets a point for their team.
6. Continue with other students.

LESSON 2

Aim:

Students will be able to recognize the /k/ and /l/ sounds.

Letters:

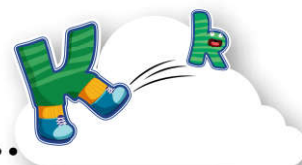
Kk, Ll

Words:

kick, kite, love, leaf

Sing the alphabet song.

1. Play the alphabet song and have students listen.
2. Play audio again and sing the song.
3. Put the flashcards on the board for the letters in red (k and l).
4. Point to each flashcard, call out the letter's name, and have students repeat.

**1 Listen and repeat. Trace.**

1. Play audio. Have students listen and repeat.
2. Demonstrate tracing the letters with your finger.
3. Have students trace the letters with their fingers.
4. Have some students demonstrate the activity in front of the class.

Track 29

W: "k," "k," "k"

2 Listen and repeat.

1. Have students look at the pictures.
2. Demonstrate the activity.
3. Play audio. Have students point to the letter as they hear it.
4. Play audio again. Have students listen and repeat.
5. Have some students demonstrate in front of the class.

Track 30

W: "k," "k," kick, "k," "k," kite

3 Sing.

1. Have students look at the lyrics.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

Track 31

W: I can kick,
"k," "k," kick.
I can kick,
"k," "k," "k."

4 Listen and hop.

1. Demonstrate the activity.
2. Have students stand up.
3. Have students hop when they hear the letter sound.

Track 32

W: Hop when you hear the "k" sound.



1 Listen and repeat. Trace.

1. Play audio. Have students listen and repeat.
2. Demonstrate tracing the letters with your finger.
3. Have students trace the letters with their fingers.
4. Have some students demonstrate the activity in front of the class.

Track 33

W: "l," "l," "l," "l,"

2 Listen and repeat.

1. Have students look at the pictures.
2. Demonstrate the activity.
3. Play audio. Have students point to the letter as they hear it.
4. Play audio again. Have students listen and repeat.
5. Have some students demonstrate in front of the class.

Track 34

W: "l," "l," love, "l," "l," leaf

3 Sing.

1. Have students look at the lyrics.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

Track 35

W: I love my mom,
"l," "l," love.
I love my mom,
"l," "l," "l."

4 Listen and clap.

1. Demonstrate the activity.
2. Have students stand up.
3. Have students clap when they hear the letter sound.

Track 36

W: Clap when you hear the "l" sound.

REVIEW 7

AIM

Students will review talking about their ages and saying what food they want.

Listen and circle (A or B).

Example:

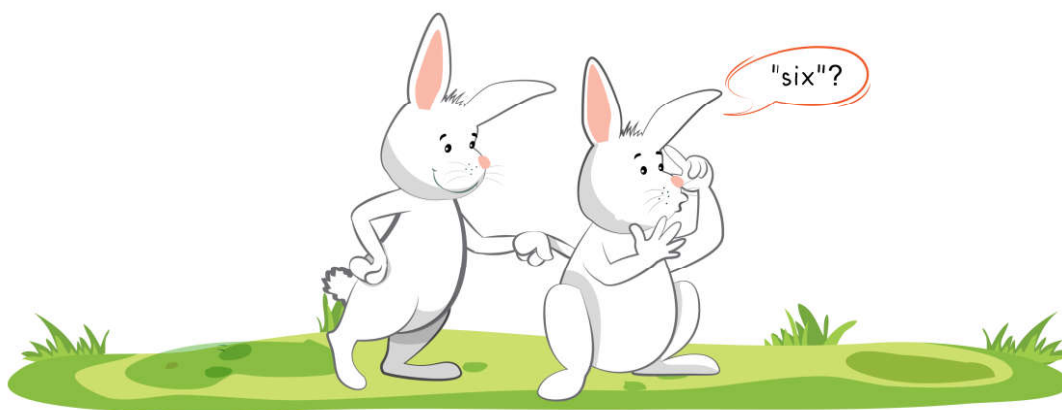
1 2 A	5 B	2 6 A	3 3 B
3 4 A	5 B	4 6 A	1 1 B

Track 37

- B: I'm five.
G: Me too!
 - G: Jane's three.
B: Three?
G: Yes.
 - B: How old are you?
G: I'm four.
B: Four?
G: Yes.
 - G: How old are you?
B: I'm six.
G: Me too!
- Narrator: Now, listen again.

1. Have students look at the pictures and call out the numbers they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio. Have students listen and circle A or B.
4. Play audio again and check answers as a whole class.

Play "Magic finger."

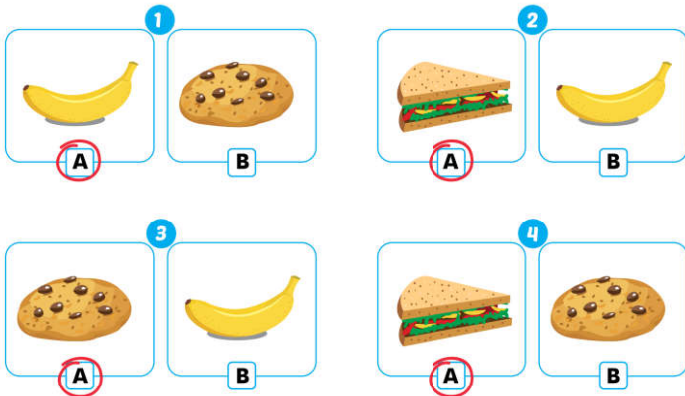


1. Have students look at the example.
2. Divide the class into pairs.
3. Have Student A write a number with their finger on Student B's back.
4. Have Student B try to guess which number it is.
5. Swap roles and repeat.

REVIEW 8

A Listen and circle (A or B).

Example:



1. Have students look at the pictures and call out the food items they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio. Have students listen and circle A or B.
4. Play audio again and check answers as a whole class.

Track 38

1. B: I want a banana.
G: Sorry?
B: A banana.
G: Oh, OK.
2. G: I want a sandwich.
B: What?
G: A sandwich.
B: Mmm.
3. B: I want a cookie.
G: Sorry?
B: I want a cookie.
G: Me too.
4. G: I want a sandwich.
B: A what?
G: I want a sandwich.
Narrator: Now, listen again.

B Play the "Chain" game.



1. Have students look at the example.
2. Divide the class into groups of four.
3. Have students stand up.
4. Have Student A turn to Student B and say a sentence, then have Student B say a sentence.
5. Next, have Student B turn to Student C and say a sentence, then have Student C say a sentence.
6. Continue until all students have practiced.
7. Have some groups demonstrate the activity in front of the class.

LESSON 1

Aim:

Students will be able to say what objects they have.

Vocabulary:

car, teddy bear, ball

Sentence pattern:

I have a (car).

Review

1. Write the vocabulary from the previous unit on the board.
2. Have students read the words on the board.
3. Write the useful language from the previous unit on the board.
4. Have students read the sentences on the board.
5. Have some students practice using the vocabulary and useful language in front of the class.

A Listen and point. Repeat.

1. Arrange the flashcards on the board, play audio, and point to each flashcard.
2. Play audio again and have students point to the pictures in their books.
3. Play audio again and have students listen and repeat.

Track 39

1. M: car
2. M: teddy bear
3. M: ball

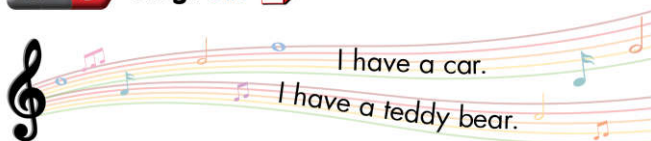
4. Play "Heads up. What's missing?"
5. Divide the class into two teams.
6. Arrange the flashcards on the board and remove one card when students are not looking.
7. One student from each team calls out the missing flashcard.

B Listen and point.

1. Introduce the situation.
2. Play audio and have students look at the picture.
3. Demonstrate the activity by pointing to the new vocabulary items.
4. Play audio. Have students listen and point.

Track 40

1. Kim: I have a car! VROOM VROOM!
2. Kim: I have a ball. Wow!
Sue: Yay!
3. Kim: I have a teddy bear! Thank you, Bill.
Bill: You're welcome.

C Sing.

1. Have students turn to page 68.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

Track 41

- I have a car.
I have a teddy bear.
I have a ball.

D Point and say.

I have a car.



Practice (optional).

1. Show a flashcard to the class.
2. Have students practice the structure using the new word.
3. Repeat with other flashcards.

e.g.

(Teacher shows flashcard "car.")

• Class: "I have a car."

Point and say.

1. Divide the class into pairs.
2. Have Student A point to the picture and Student B say, e.g. "I have a car."
3. Swap roles and repeat.
4. Afterwards, have some pairs demonstrate the activity in front of the class.

E Play the "Chain" game.



1. Have students look at the example.
2. Divide the class into groups of four.
3. Have the students stand up.
4. Have Student A turn to Student B and say a sentence, then have Student B say a sentence.
5. Next, have Student B turn to Student C and say a sentence, then have Student C say a sentence.
6. Continue until all students have practiced.
7. Have some groups demonstrate the activity in front of the class.



PHONICS

LESSON 2

Aims:

Students will be able to recognize the /m/ sound.
Students will review the /ɪ/ and /dʒ/ sounds.

Letter:

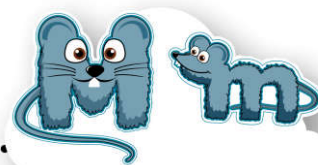
Mm

Words:

mouse, mouth

Sing the alphabet song.

1. Play the alphabet song and have students listen.
2. Play audio again and sing the song.
3. Put the flashcard on the board for the letter in red (m).
4. Point to the flashcard, call out the letter's name, and have students repeat.

**1 Listen and repeat. Trace.**

1. Play audio. Have students listen and repeat.
2. Demonstrate tracing the letters with your finger.
3. Have students trace the letters with their fingers.
4. Have some students demonstrate the activity in front of the class.

Track 42

W: "m," "m," "m"

2 Listen and repeat.

1. Have students look at the pictures.
2. Demonstrate the activity.
3. Play audio. Have students point to the letter as they hear it.
4. Play audio again. Have students listen and repeat.
5. Have some students demonstrate the activity in front of the class.

Track 43

W: "m," "m," mouse, "m," "m," mouth

3 Sing.

1. Have students look at the lyrics.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

Track 44

W: I can see a mouse,
"m," "m," mouse.
I can see a mouse,
"m," "m," "m."

4 Listen and jump.

1. Demonstrate the activity.
2. Have students stand up.
3. Have students jump when they hear the letter sound.

Track 45

W: Jump when you hear the "m" sound.

Review

1 Listen and repeat. **CD2 46**

1. Have students look at the pictures.
2. Point to the pictures and say the letters' sounds.
3. Play audio. Have students listen and repeat the letter sounds.

Track 46 

$W: "i," "i," "i," "j," "j," "j"$

2 Listen and point.

1. Have students look at the pictures.
2. Demonstrate pointing to the correct letter when you hear the sound.
3. Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound.

Track 47 

W: "j," "j," "i," "i," insect, juice, jump, ink

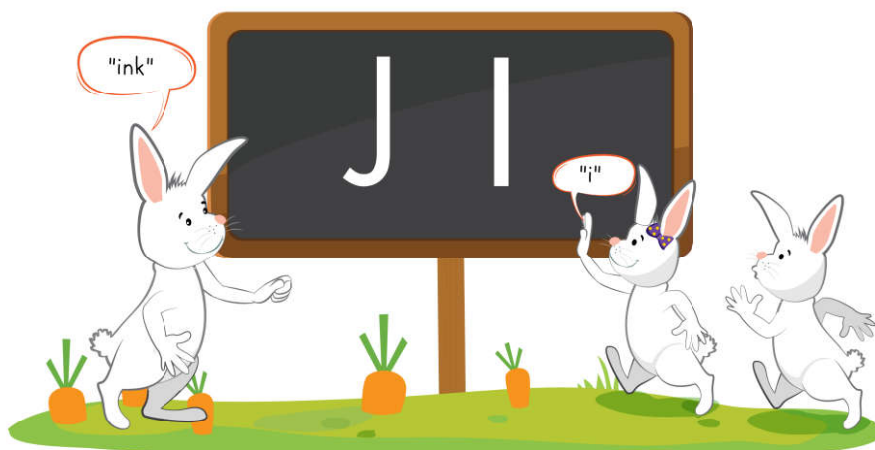
3 Write the letters.

Example:



1. Have students look at the pictures and call out the beginning sounds.
2. Demonstrate the activity using the example.
3. Have students write the letters.
4. Check answers as a whole class.

4 Play "Board race."



1. Have students look at the example.
2. Divide the class into teams and have one student from each team stand a distance from the board.
3. Write two letters on the board and then say a word beginning with one of their sounds.
4. Have the students race to the board, touch that letter, and say the correct sound.
5. The first student to touch the letter and say the sound gets a point for their team.
6. Continue with other students.

LESSON 3

Aim:

Students will be able to ask and answer about the number of objects.

Vocabulary:

seven, eight, nine, ten

Sentence patterns:

(ten) (teddy bears)

How many (cars)?

(Seven) (cars).

A Listen and point. Repeat.

1. Arrange the flashcards on the board, play audio, and point to each flashcard.
2. Play audio again and have students point to the pictures in their books.
3. Play audio again and have students listen and repeat.
4. Play "Guess."

Track 48

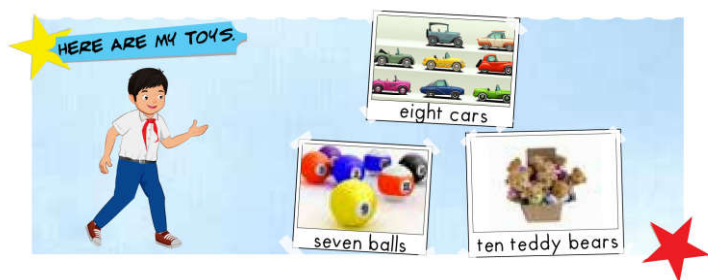
M: seven

M: eight

M: nine

M: ten

5. Arrange the flashcards on the board and write a number under each card.
6. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
7. Call out a number and have students take turns to guess the face-down card. Turn the card over after each guess.

B 1. Listen and point.**2. Listen and repeat.**

1. Have students look at the useful language box.
2. Play audio. Have students listen to the useful language.
3. Have students practice the useful language.

1. Have students call out the things they can see.
2. Have students listen and follow.
3. Play audio and demonstrate pointing.
4. Play audio. Have students listen and point.

Track 49

Vinh: Here are my toys.

1. eight cars
2. seven balls
3. ten teddy bears

ten teddy bears

Track 50

B: ten teddy bears

C Point and say.

1. Divide the class into pairs.
2. Have Student A point to the pictures and Student B say, e.g. "seven books."
3. Swap roles and repeat.
4. Afterwards, have some pairs demonstrate the activity in front of the class.

D 1. Listen to the story.



1. Introduce the situation.
2. Have students call out the things they can see.
3. Play audio and have students listen and read.

Track 51

Vinh: Bobby, how many cars?
 Bobby: Seven cars.
 Vinh: How many balls?
 Bobby: Nine balls.
 Vinh: How many teddy bears?
 Bobby: One teddy bear.

2. Listen and repeat.

1. Have students look at the useful language box.
2. Play audio. Have students listen to the useful language.
3. Have students practice the useful language.

How many cars?
 Seven cars.

Track 52

G: How many cars?
 B: Seven cars.

E Play "Count the objects."



1. Divide the class into pairs.
2. Have Student A ask and Student B answer.
3. Swap roles and repeat.
4. Afterwards, have some pairs demonstrate the activity in front of the class.

LESSON 1

Aim:

Students will be able to identify rooms in a house.

Vocabulary:

living room, kitchen, bedroom

Sentence pattern:

This is my (living room).

Review

1. Write the vocabulary from the previous unit on the board.
2. Have students read the words on the board.
3. Write the useful language from the previous unit on the board.
4. Have students read the sentences on the board.
5. Have some students practice using the vocabulary and useful language in front of the class.

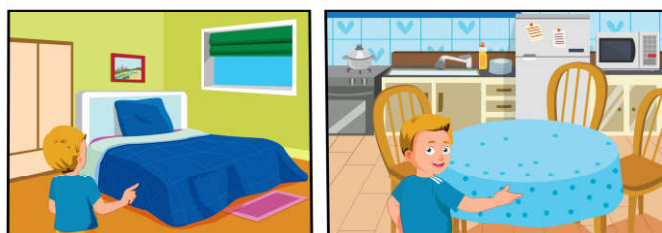
A Listen and point. Repeat.

1. Arrange the flashcards on the board, play audio, and point to each flashcard.
2. Play audio again and have students point to the pictures in their books.
3. Play audio again and have students listen and repeat.
4. Play "Heads up. What's missing?"

Track 53

1. M: living room
2. M: kitchen
3. M: bedroom

5. Divide the class into two teams.
6. Arrange the flashcards on the board and remove one card when students are not looking.
7. One student from each team calls out the missing flashcard.

B Listen and point.

1. Introduce the situation.
2. Play audio and have students look at the picture.
3. Demonstrate the activity by pointing to the new vocabulary items.
4. Play audio. Have students listen and point.

Track 54

1. Bill: This is my living room.
Lola: It's nice.
2. Bill: This is my bedroom.
Lola: Wow!
3. Bill: This is my kitchen.
Lola: I like your house, Bill.
Bill: Thanks.

C Sing.

1. Have students turn to page 68.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

Track 55

- This is my living room.
This is my kitchen.
This is my bedroom.

D Point and say.

This is my bedroom.



Practice (optional).

1. Show a flashcard to the class.
2. Have students practice the structure using the new word.
3. Repeat with other flashcards.

e.g.

(Teacher shows flashcard "living room.")

• Class: "This is my living room."

Point and say.

1. Divide the class into pairs.
2. Have Student A point to the picture and Student B say, e.g. "This is my living room."
3. Swap roles and repeat.
4. Afterwards, have some pairs demonstrate the activity in front of the class.

E Play "Guess the picture."



1. Have students look at the example.
2. Divide the class into two teams.
3. Have a student stand facing away from the board and stick a flashcard on the board behind them.
4. Have the student try to guess without looking at the flashcard.
5. Give that team one point if it's a correct guess.
6. Have teams take turns.



LESSON 2

Aim:

Students will review the sounds for letters A to M.

Sing the alphabet song.

1. Play the alphabet song and have students listen.
2. Play audio again and sing the song.
3. Put the flashcards on the board for the letters in red (*a* to *m*).
4. Point to each flashcard, call out the letter's name, and have students repeat.

1 Listen and repeat.

1. Have students look at the pictures.
2. Point to the pictures and say the letters' sounds.
3. Play audio. Have students listen and repeat the letter sounds.

Track 56

W: "k," "k," "k," "l," "l," "l"

2 Listen and point.

1. Have students look at the pictures.
2. Demonstrate pointing to the correct letter when you hear the sound.
3. Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound.

Track 57

W: "k," "l," "l," "k," love, kick, love, kick

3 Find the odd one out. Circle a, b, or c.

Example:

1  a b c	2  a b c	3  a b c
---	--	--

1. Have students look at the pictures and call out the things they can see.
2. Demonstrate the activity using the example.
3. Have students choose the odd one out and circle *a*, *b*, or *c*.
4. Check answers as a whole class.

4 Play "Stepping stones."

1. Divide the class into pairs.
2. Have Student A start at A and say the first letter sound.
3. Have Student B start at B and say the first letter sound.
4. Have students take turns saying the sounds and go all the way round.

1 Listen and repeat.

1. Have students look at the pictures.
2. Point to the pictures and say the letters' sounds.
3. Play audio. Have students listen and repeat the letter sounds.

Track 58

W: "a," "b," "c," "d," "e," "f," "g," "h," "i," "j," "k," "l," "m"

2 Listen and point.

1. Have students look at the pictures.
2. Demonstrate pointing to the correct letter when you hear the sound.
3. Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound.

Track 59

1. W: "h," "ant," "insect," "kite," "f"
2. W: "juice," "cap," "e," "l," "d"
3. W: "m," "b," "girl"

3 Write the letters.

Example:



1. Have students look at the pictures and call out the beginning sounds.
2. Demonstrate the activity using the example.
3. Have students write the letters.
4. Check answers as a whole class.

4 Play "Magic finger."

1. Have students look at the example.
2. Divide the class into pairs.
3. Have Student A write a letter on Student B's back.
4. Have Student B try to guess which letter it is.
5. Have students swap roles and repeat.

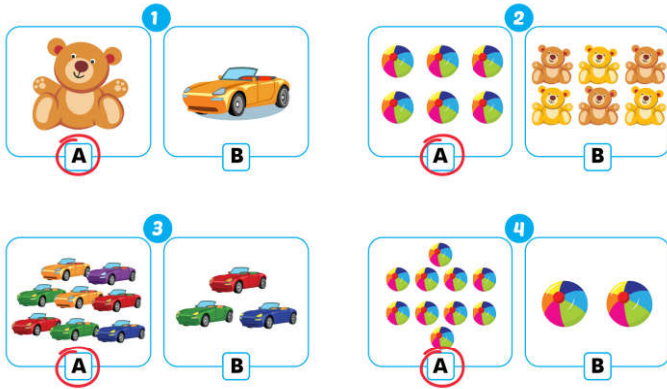
REVIEW 9

AIM

Students will review saying what objects they have, asking and answering about numbers of objects, and identifying rooms in a house.

A Listen and circle (A or B).

Example:



Track 60

1. B: I have a teddy bear.
G: A teddy bear?
B: Yes.
 2. G: How many balls?
B: Six balls.
 3. B: How many cars?
G: Eight cars.
B: Wow!
 4. G: How many balls?
B: Two. No, ten.
G: Ten balls?
B: Yes.
- Narrator: Now, listen again.

1. Have students look at the pictures, call out the objects they can see, and count them.
2. Play audio and demonstrate the activity using the example.
3. Play audio. Have students listen and circle A or B.
4. Play audio again and check answers as a whole class.

B Play the "Chain" game.

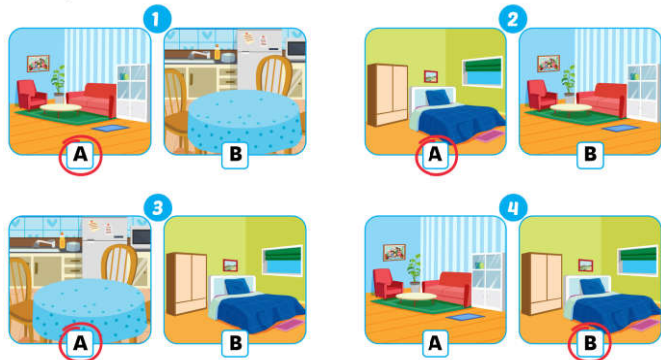


1. Have students look at the example.
2. Divide the class into groups of four.
3. Have the students stand up.
4. Have Student A turn to Student B and say a sentence, then have Student B say a sentence.
5. Next, have Student B turn to Student C and say a sentence, then have Student C say a sentence.
6. Continue until all students have practiced.
7. Have some groups demonstrate the activity in front of the class.

REVIEW 10

A Listen and circle (A or B).

Example:



Track 61

1. B: This is my living room.

G: Sorry?

B: This is my living room.

2. G: This is my bedroom.

B: Wow! It's nice.

3. B: This is my kitchen.

G: I like it.

B: Thank you.

4. G: This is my bedroom.

B: Your what?

G: My bedroom.

Narrator: Now, listen again.

1. Have students look at the pictures and call out the rooms they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio. Have students listen and circle A or B.
4. Play audio again and check answers as a whole class.

B Play "Board race."



1. Have students look at the example.
2. Divide the class into teams and have one student from each team stand a distance from the board.
3. Stick two flashcards on the board and then say one of them.
4. Have the students race to the board, touch that flashcard, and say the correct sentence.
5. The first student to touch the flashcard and say the sentence gets a point for their team.
6. Continue with other students.

Flashcards List

GETTING STARTED

- 1 hello
- 2 goodbye
- 3 stand up
- 4 sit down
- 5 listen

Unit 1: FAMILY

Lesson 1

- 6 mother
- 7 father

Lesson 2

- 8 ant
- 9 boy

Lesson 3

- 10 brother
- 11 sister

Unit 2: SCHOOL

Lesson 1

- 12 pencil
- 13 book
- 14 bag

Lesson 2

- 15 cap
- 16 door

Unit 3: COLORS

Lesson 1

- 17 red
- 18 yellow
- 19 blue

Lesson 3

- 20 pink
- 21 white
- 22 flower

Unit 4: MY BODY

Lesson 1

- 23 head
- 24 leg
- 25 arm

Lesson 2

- 26 elephant
- 27 food

Unit 5: ANIMALS

Lesson 1

- 28 cat
- 29 dog
- 30 bird

Lesson 2

- 31 girl
- 32 hop

Lesson 3

- 33 monkey
- 34 snake
- 35 bear

Unit 6: ACTIVITIES

Lesson 1

- 36 swim
- 37 sing
- 38 run

Unit 7: NUMBERS

Lesson 1

- 39 one
- 40 two
- 41 three

Lesson 2

- 42 insect
- 43 ink
- 44 jump
- 45 juice

Lesson 3

- 46 four
- 47 five
- 48 six

Unit 8: FOOD

Lesson 1

- 49 banana
- 50 cookie
- 51 sandwich

Lesson 2

- 52 kick
- 53 kite
- 54 love
- 55 leaf

Unit 9: TOYS

Lesson 1

- 56 car
- 57 teddy bear
- 58 ball

Lesson 2

- 59 mouse
- 60 mouth

Lesson 3

- 61 seven
- 62 eight
- 63 nine
- 64 ten

Unit 10: MY HOUSE

Lesson 1

- 65 living room
- 66 kitchen
- 67 bedroom

WORD LIST

ant /ænt/
con kiến



arm /ɑ:rm/
cánh tay



bag /bæg/
cặp sách, túi



ball /bɔ:l/
quả bóng



banana /bə'nænə/
quả chuối



bear /beə(r)/
con gấu



bedroom /'bedru:m/
phòng ngủ



bird /bɜ:rd/
con chim



blue /blu:/
màu xanh dương



book /bʊk/
quyển sách



boy /bɔɪ/
cậu bé



brother /'brʌðər/
anh, em trai



cap /kæp/
mũ lưỡi trai



car /kɑ:r/
xe hơi



cat /kæt/
con mèo



cookie /'kʊki/
bánh quy



dog /dɔ:g/
con chó



door /dɔ:r/
cánh cửa



eight /eɪt/
số tám



elephant /'elɪfənt/
con voi



father /'fa:ðər/
bố, ba



five /faɪv/
số năm



flower /'flaʊər/
hoa



food /fu:d/
thức ăn



WORD LIST

four /fɔːr/
số bốn



girl /gɜːrl/
cô bé



goodbye /gʊd'baɪ/
tạm biệt



head /hed/
đầu



hello /hə'ləʊ/
xin chào



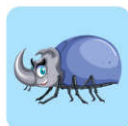
hop /hɒp/
nhảy lò cò



ink /ɪŋk/
mực



insect /'ɪnsekt/
côn trùng



juice /dʒuːs/
nước ép



jump /dʒʌmp/
nhảy



kick /kɪk/
đá



kitchen /'kɪtʃɪn/
nhà bếp



kite /kaɪt/
con diều



leaf /liːf/
chiếc lá



leg /leg/
chân



listen /'lɪsn/
lắng nghe



living room /'lɪvɪŋ ruːm/
phòng khách



love /lʌv/
yêu, thương



monkey /'mʌŋki/
con khỉ



mother /'mʌðər/
mẹ



mouse /maʊs/
con chuột



mouth /maʊθ/
miệng



nine /naɪn/
số chín



one /wʌn/
số một



WORD LIST

pencil /'pensl/
bút chì



pink /pɪŋk/
màu hồng



red /red/
màu đỏ



run /rʌn/
chạy



sandwich /'sænwɪtʃ/
bánh mì kẹp



seven /'sevn/
số bảy



sing /sɪŋ/
hát



sister /'sɪstər/
chị, em gái



sit down /sɪt 'daʊn/
ngồi xuống



six /sɪks/
số sáu



snake /sneɪk/
con rắn



stand up /stænd 'ʌp/
đứng dậy



swim /swɪm/
bơi



teddy bear /'tedi beə(r)/
gấu bông



ten /ten/
số mười



three /θriː/
số ba



two /tuː/
số hai



white /waɪt/
màu trắng



yellow /'jeləʊ/
màu vàng



GETTING STARTED

LESSON 1

A Look, read, and circle.

1. goodbye
2. hello

B Draw lines.

1  Hello, Bill.

2  Hello, Lola.

3  Goodbye, Teacher.

Lola

Teacher

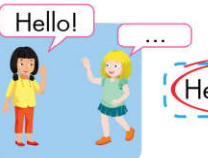
Bill

C Listen and (✓) the box.

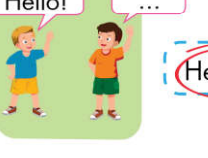
1  Hello, Bill. ☐ Goodbye, Bill. ☒

2  Hello, Lily. ☒ Goodbye, Lily. ☐

D Look, read, and circle.

1  Hello, Kim. Goodbye, Kim.

2  Hello, Teacher. Goodbye, Teacher.

3  Hello, Bill. Goodbye, Bill.

LESSON 2

A Look, read, and put a (✓) or a (×).

1. ✓
2. ×
3. ×

B Look, read, and circle.

1  Sit down. Stand up.

2  Listen. Stand up.

3  Listen. Sit down.

C Listen and circle.

1  2  3 

1  2  3 

D Draw lines.

1  Stand up.

2  Sit down.

3  Listen.

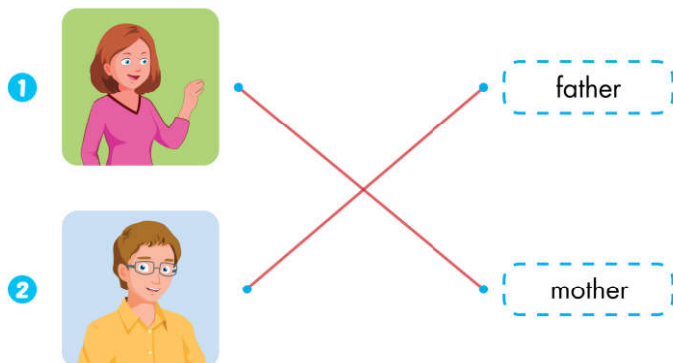
WORKBOOK ANSWER KEY

Unit 1

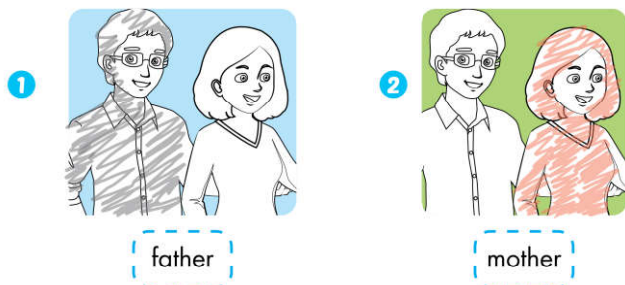
FAMILY

LESSON 1

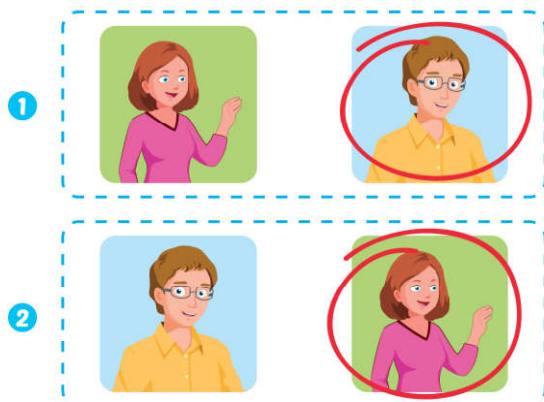
A Draw lines.



B Look, read, and color.



C Listen and circle.



D Look, read, and (✓) the box.

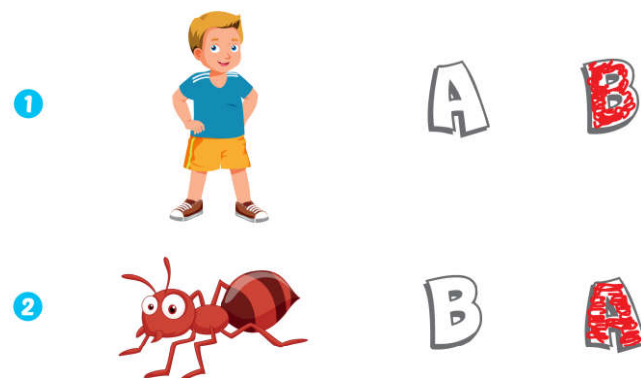
1. This is my mother.
2. This is my father.

LESSON 2

A Trace the letters.

Have students trace the letters.

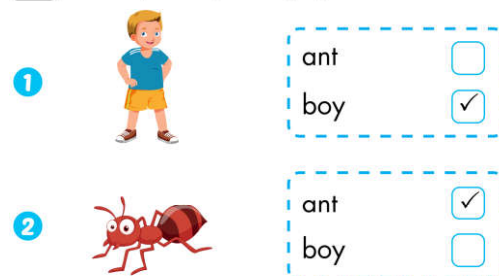
B Color the correct letters.



C Listen and circle the correct letters.

1. Aa
2. Bb

D Look, read, and (✓) the box.



E Look and trace.

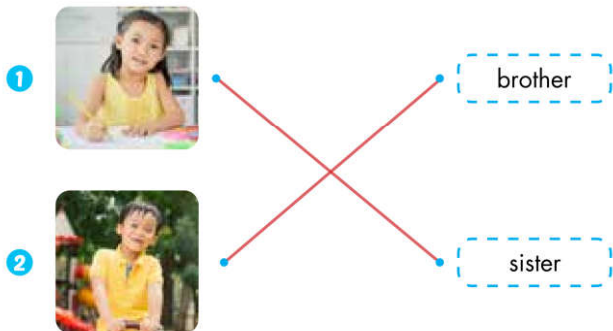
Have students trace the letters.

Unit 1

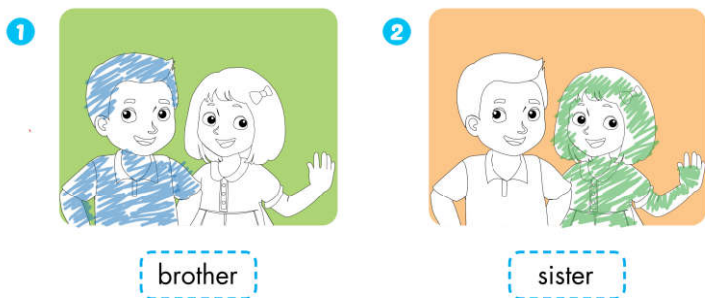
FAMILY

LESSON 3

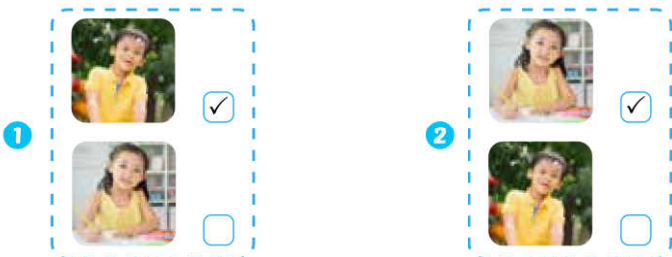
A Draw lines.



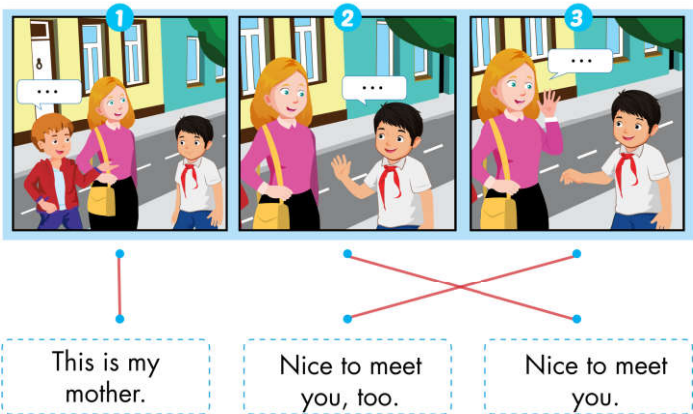
B Look, read, and color.



C Listen and (✓) the box.



D Look, read, and draw lines.



Unit 2

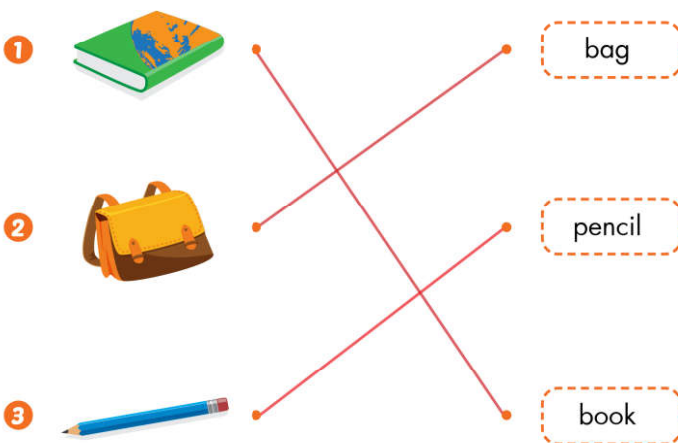
SCHOOL

LESSON 1

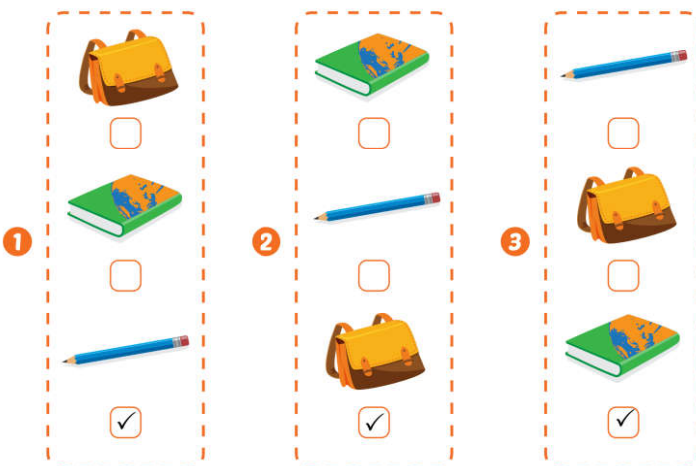
A Look, read, and circle.

1. bag
2. pencil
3. book

B Draw lines.



C Listen and (✓) the box.



D Look and trace.

Have students trace the letters.

Unit 2

SCHOOL

LESSON 2

A Trace the letters.

Have students trace the letters.

B Circle the correct letters.

1



Cc

Dd

2



Cc

Dd

C Listen and circle the correct letters.

1. Cc
2. Dd

D Look and trace.

Have students trace the letters.

REVIEW 1 & 2

A Look, read, and circle.

1. brother
2. father

B Listen and put a (✓) or a (×).

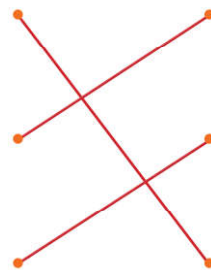
1. ✓
2. ×
3. ×
4. ✓

C Draw lines.

1 This is my mother.

2 This is my brother.

3 This is my sister.



D Read and draw.

1. A drawing of a bag
2. A drawing of a book
3. A drawing of a pencil

E Listen and (✓) the box.

1	 ☐  ☒	2	 ☒  ☐	3	 ☐  ☒
---	---	---	---	---	---

F Look, read, and color.

1	 	2	 	3	 
It's a bag.		It's a book.		It's a pencil.	

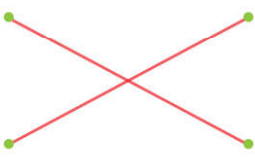
WORKBOOK ANSWER KEY

Unit 3

COLORS

LESSON 1

A Draw lines.

1    red

2    blue

3    yellow

B Look, read, and (✓) the box.

1  ☐ red
☐ yellow
☒ blue

2  ☐ yellow
☒ red
☐ blue

3  ☐ blue
☒ yellow
☐ red

C Listen and circle.

1   2  

D Look, read, and color.

1  It's red.

2  It's blue.

3  It's yellow.

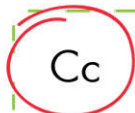
4  It's yellow.

5  It's red.

6  It's blue.

LESSON 2

A Circle the correct letters.

1   Cc Bb

2   Dd Aa

B Trace the letters.

Have students trace the letters.

C Listen and put a (✓) or a (×).

1  ✓

2  ×

3  ✓

D Look and trace.

Have students trace the letters.

WORKBOOK ANSWER KEY

Unit 3

COLORS

LESSON 3

A Look, read, and (✓) the box.

1 

☒ pink

☐ flower

☐ white

2 

☐ pink

☐ flower

☒ white

3 

☐ pink

☒ flower

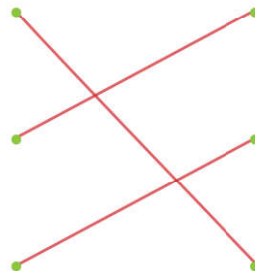
☐ white

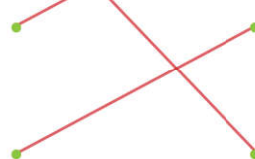
B Draw lines.

1 

2 

3 







flower

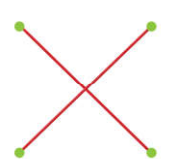
pink

white

C Listen, color, and draw lines.

1 

2 





It's a red flower.

It's a pink flower.

D Look, read, and circle.

Thank you.

You're welcome.

Thank you.

You're welcome.

You're welcome.

Thank you.

You're welcome.

Thank you.

Unit 4

MY BODY

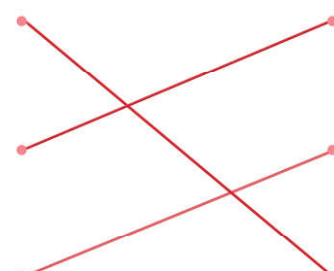
LESSON 1

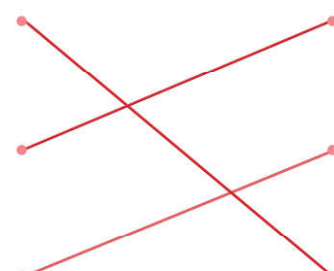
A Draw lines.

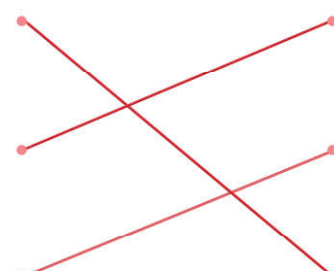
1 

2 

3 







leg

arm

head

B What's next? Look and draw the pictures.

1 

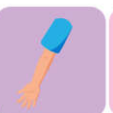
2 

















C Listen and circle.

1 

2 









D Circle the words.

1 

2 

3 

Touch your head.

Touch your arm.

Touch your leg.

WORKBOOK ANSWER KEY

Unit 4

MY BODY

LESSON 2

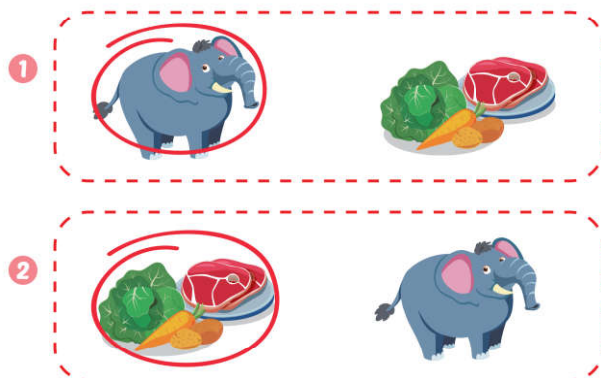
A Trace the letters.

Have students trace the letters.

B Say the sounds. Color the correct shapes.

1. ●
2. ■

C Listen and circle.

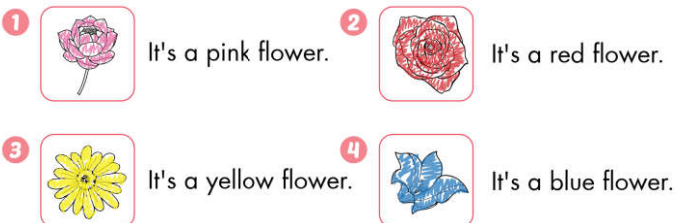


D Look and trace.

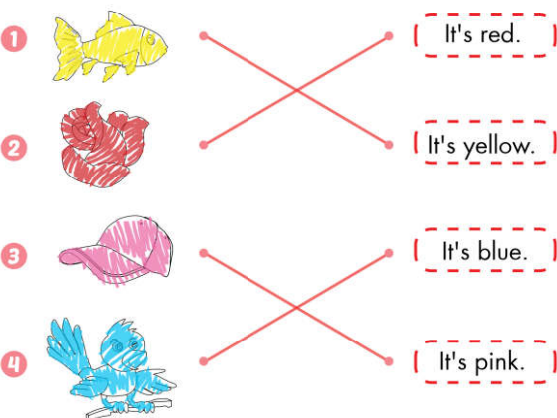
Have students trace the letters.

REVIEW 3 & 4

A Look, read, and color.



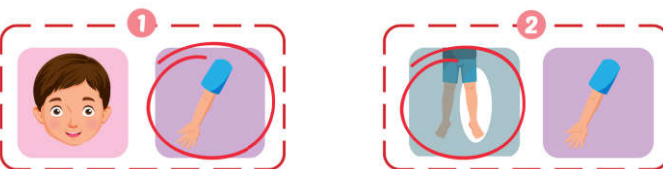
B Listen, color, and draw lines.



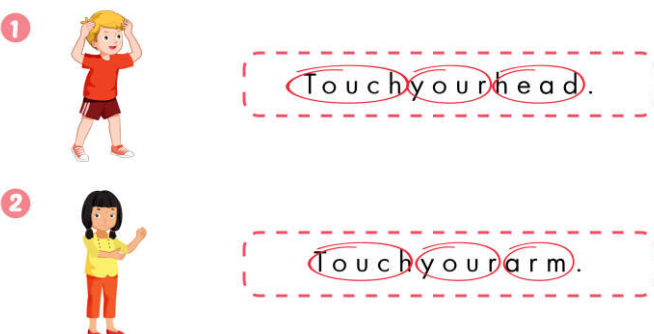
C What's next? Look and draw the pictures.



D Listen and circle.



E Circle the words.



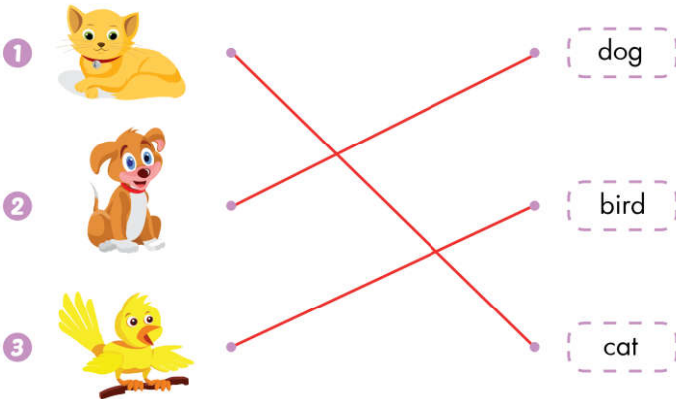
WORKBOOK ANSWER KEY

Unit 5

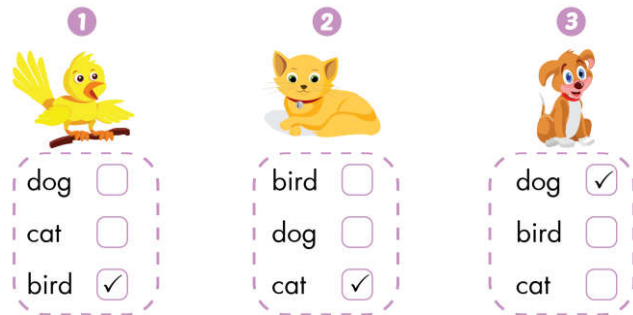
ANIMALS

LESSON 1

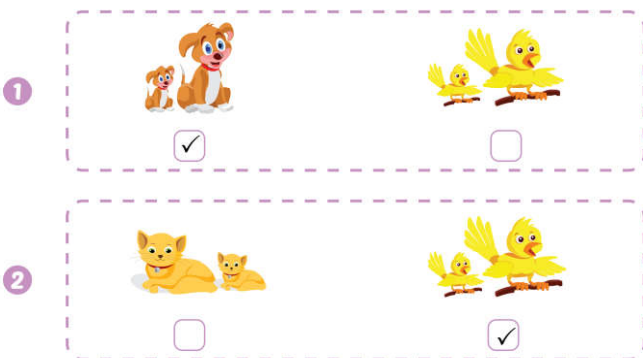
A Draw lines.



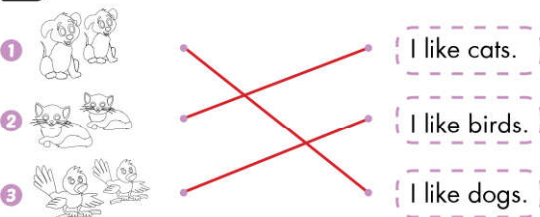
B Look, read, and (✓) the box.



C Listen and (✓) the box.



D Trace and draw lines.



LESSON 2

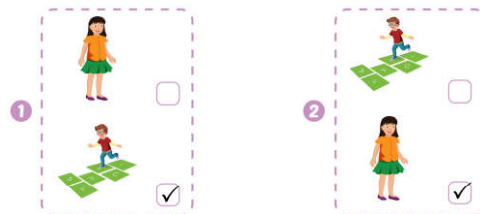
A Trace the letters.

Have students trace the letters.

B Say the sounds. Color the correct shapes.

1. ▲
2. ●

C Listen and (✓) the box.



D Look and trace.

Have students trace the letters.

WORKBOOK ANSWER KEY

Unit 5

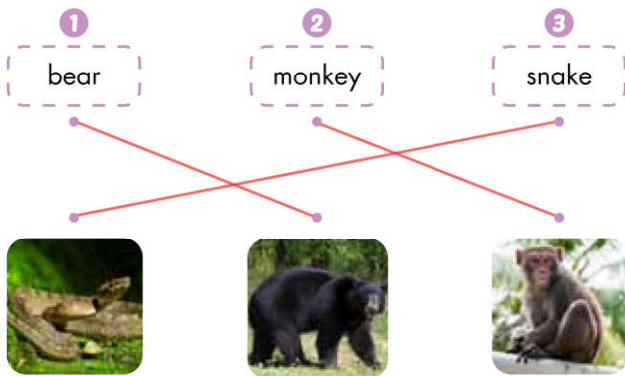
ANIMALS

LESSON 3

A Look, read, and circle.

1. monkey
2. snake
3. bear

B Draw lines.



C Listen and number.



D Look, read, and (✓) the box.



This is a bear. ☐

This is a snake. ☒

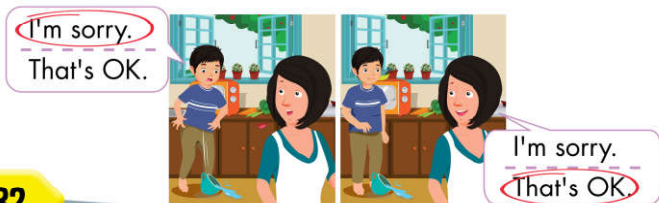
This is a monkey. ☐

This is a snake. ☐

This is a monkey. ☐

This is a bear. ☒

E Look, read, and circle.

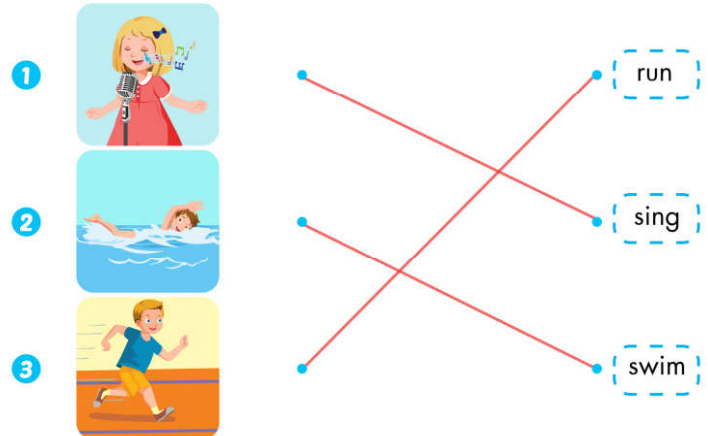


Unit 6

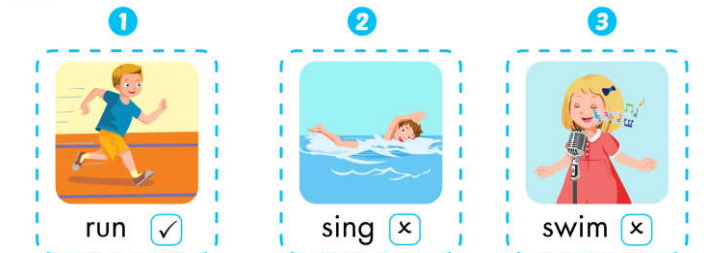
ACTIVITIES

LESSON 1

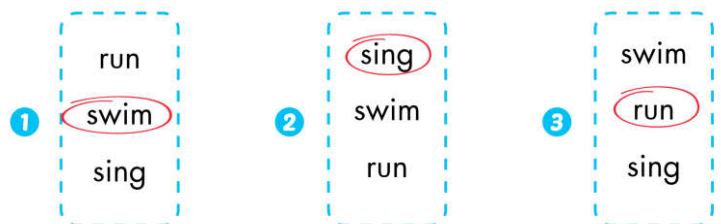
A Draw lines.



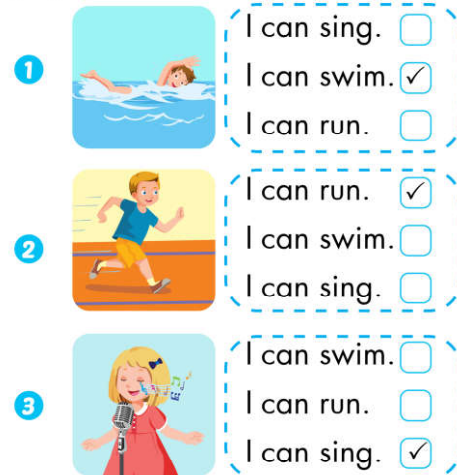
B Look and read. Put a (✓) or a (×).



C Listen and circle.



D Look, read, and (✓) the box.



ACTIVITIES

REVIEW 5 & 6

LESSON 2

A Trace and draw lines.

1 E h

2 F f

3 G e

4 H g

B Look, read, and circle.

1 2 3 4

girl elephant hop

hop food girl

elephant girl food

elephant hop food

C Listen and number.

2 1

4 3

D Look and trace.

Have students trace the letters.

A Look and trace.

Have students trace the letters.

B Listen and put a (✓) or a (×).

1 2 3

C Look, read, and circle.

1 I like dogs.

2 I like cats.

D Draw lines.

1 2

run

sing

E Listen and number.

1 2 3

F Look, read, and circle.

1. I can sing.
2. I can swim.

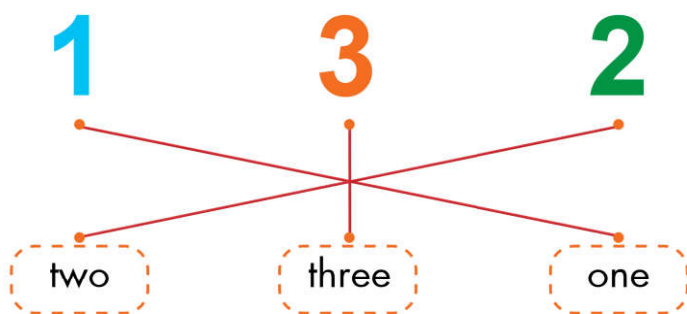
WORKBOOK ANSWER KEY

Unit 7

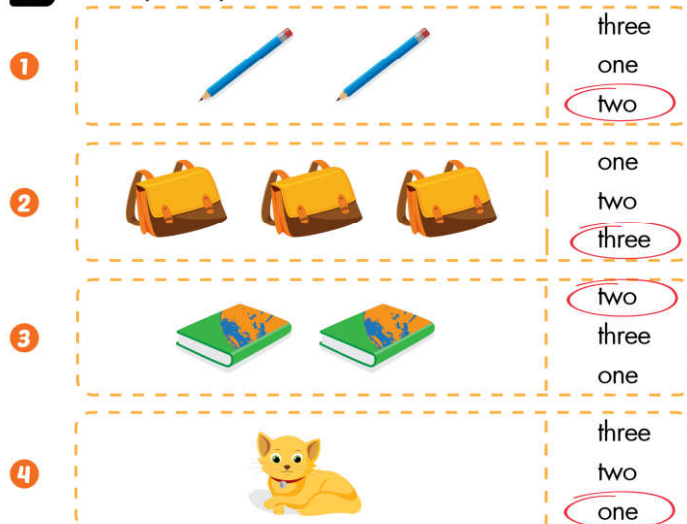
NUMBERS

LESSON 1

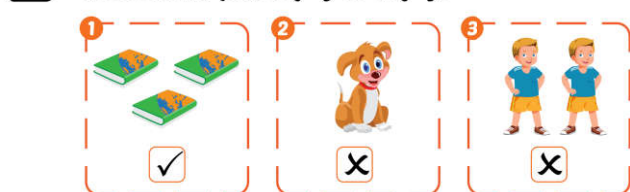
A Draw lines.



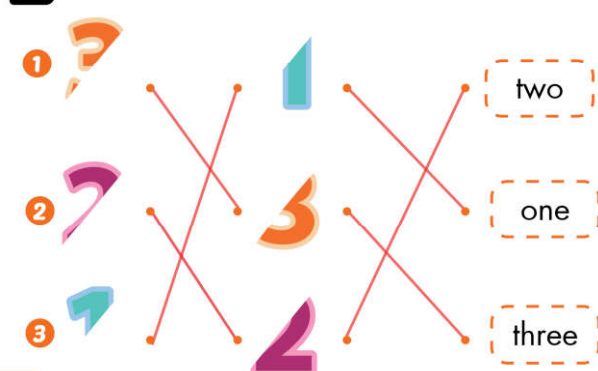
B Look, read, and circle.



C Listen and put a (✓) or a (×).



D Look and read. Draw lines.



LESSON 2

A Trace the letters.

Have students trace the letters.

B Color the correct letters.



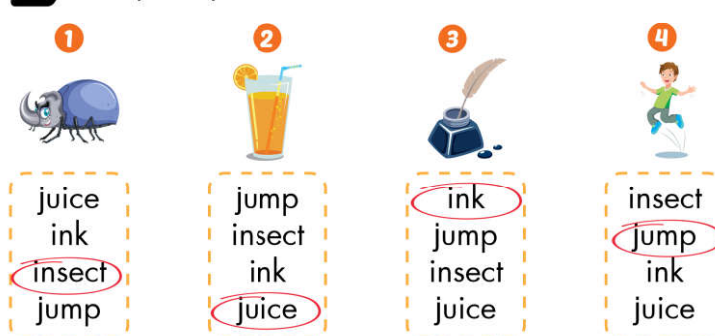
C Listen and circle.



D Trace and draw lines.



E Look, read, and circle.



WORKBOOK ANSWER KEY

Unit 7

NUMBERS

LESSON 3

A Look, read, and circle.

1.  five
six
four

2.  six
five
four

3.  six
four
five

4.  five
six
four

5.  six
five
four

B Listen and draw lines.

1.  five

2.  six

C Look and trace.

Have students trace the letters.

Unit 8

FOOD

LESSON 1

A Look, read, and circle.

1. cookie
2. banana
3. sandwich

B Draw lines.

1.  2.  3. 

cookie banana sandwich

C Listen and put a (✓) or a (✗).

1.  ✗

2.  ✓

3.  ✓

D Look and trace.

Have students trace the letters.

WORKBOOK ANSWER KEY

Unit 8

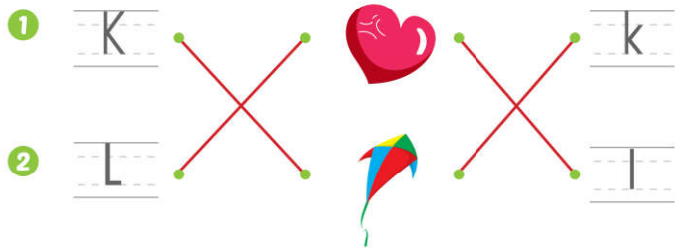
FOOD

LESSON 2

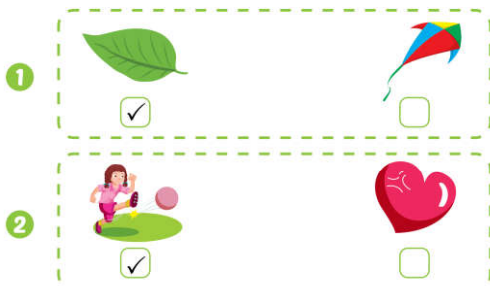
A Trace the letters.

Have students trace the letters.

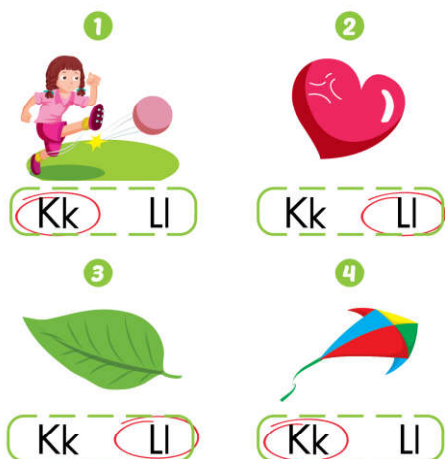
B Trace and draw lines.



C Listen and (✓) the box.



D Circle the correct letters.



REVIEW 7 & 8

A Look, read, and color.

1 two bags



2 four books



B Listen and circle.

1. six
2. five
3. four

C Look, read, and (✓) the box.

1



How old are you?

I'm one. ☐

I'm three. ☒

2



How old are you?

I'm five. ☒

I'm six. ☐

D Draw lines.

1



cookie

2



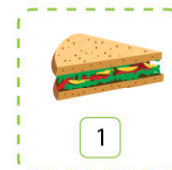
sandwich

3



banana

E Listen and number.



F Look, read, and put a (✓) or a (×).

1



I want a sandwich. ☐

2



I want a banana. ☒

WORKBOOK ANSWER KEY

Unit 9

TOYS

LESSON 1

A What's next? Look and draw the pictures.

1. A drawing of a car
2. A drawing of a ball
3. A drawing of a teddy bear

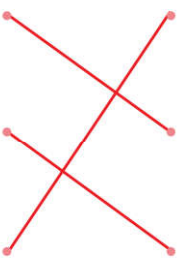
B Look, read, and (✓) the box.

1	2	3
		
ball ☐	teddy bear ☐	car ☒
teddy bear ☒	car ☐	ball ☐
car ☐	ball ☒	teddy bear ☐

C Listen and (✓) the box.

		
☒	☒	☒
		
☐	☐	☐
		
☐	☐	☐

D Draw lines.

1 		I have a teddy bear.
2 		I have a car.
3 		I have a ball.

LESSON 2

A Trace the letters.

Have students trace the letters.

B Trace and draw lines.

1 		
2 		
3 		
4 		

C Listen and circle.

		
1 	2 	3 
		

D Look and (✓) the box.

1 	M m ☒	2 	J j ☐
	K k ☐		I i ☒
3 	J j ☒	4 	L l ☐
	I i ☐		M m ☒

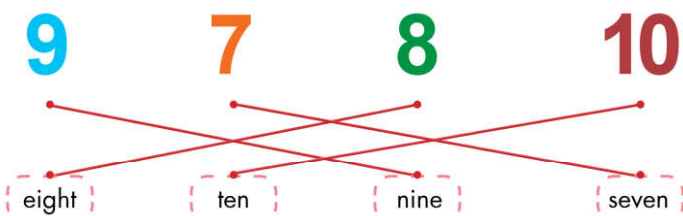
WORKBOOK ANSWER KEY

Unit 9

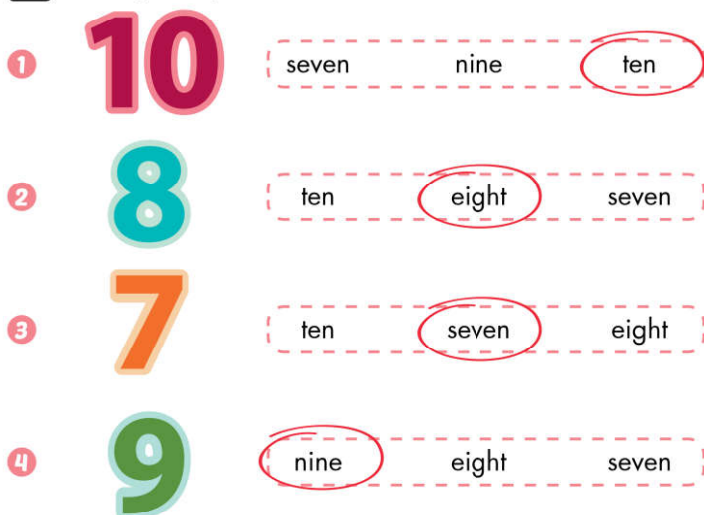
TOYS

LESSON 3

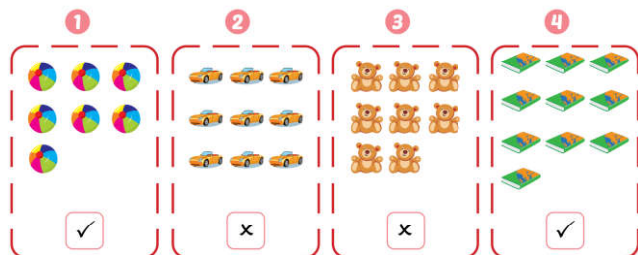
A Draw lines.



B Look, read, and circle.



C Listen and put a (✓) or a (×).



D Look, read, and color.

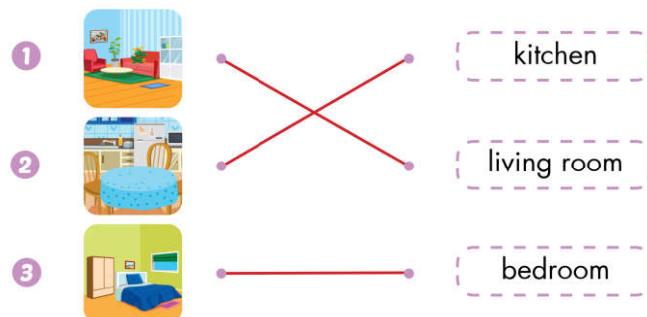
1. Color 10 cars.
2. Color 7 books.
3. Color 8 balls.
4. Color 9 pencils.

Unit 10

MY HOUSE

LESSON 1

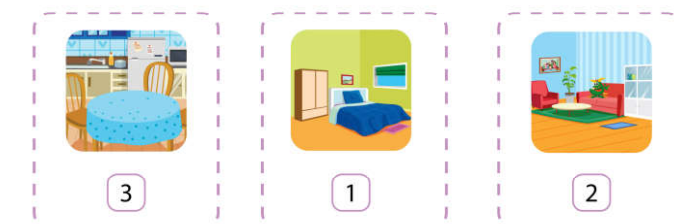
A Draw lines.



B Look, read, and circle.



C Listen and number.



D Look, read, and (✓) the box.



WORKBOOK ANSWER KEY

Unit 10

MY HOUSE

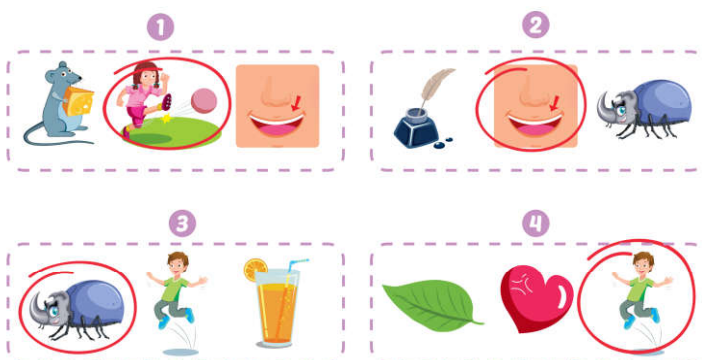
REVIEW 9 & 10

LESSON 2

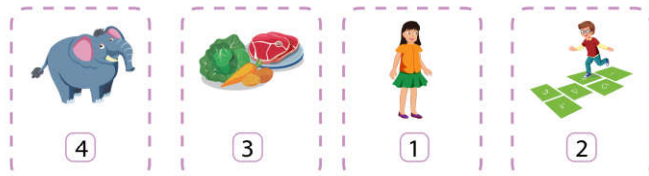
A Write the correct letters.

- | | |
|---------|-------------|
| 1. ant | 5. elephant |
| 2. boy | 6. food |
| 3. cap | 7. girl |
| 4. door | 8. hop |

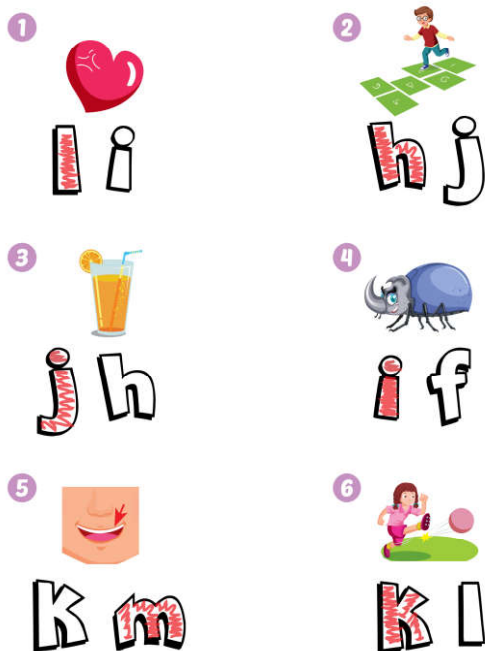
B Circle the odd-one-out.



C Listen and number.



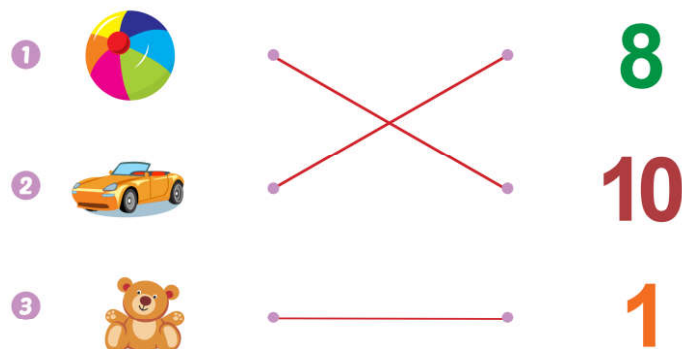
D Color the correct letters.



A Circle the correct words.

- car
- teddy bear

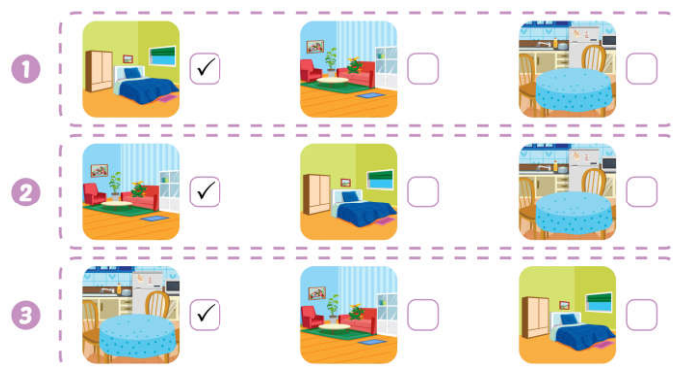
B Listen and draw lines.



C Look, read, and put a (✓) or a (×).



D Listen and (✓) the box.



E Look, read, and put a (✓) or a (×).

- ✓
- ×
- ✓
- ✓

Getting Started - Lesson 1

C. Listen and (✓) the box.

1. B: Goodbye.
G: Goodbye, Bill.
2. B: Hello, Lily.
G: Hello.

Getting Started - Lesson 2

C. Listen and circle.

1. W: Stand up.
2. W: Sit down.
3. W: Listen.

Unit 1 - Lesson 1

C. Listen and circle.

1. B: This is my father.
2. B: This is my mother.

Unit 1 - Lesson 2

C. Listen and circle the correct letters.

1. W: ant, ant, ant
2. W: boy, boy, boy

Unit 1 - Lesson 3

C. Listen and (✓) the box.

1. B: This is my brother.
2. B: This is my sister.

Unit 2 - Lesson 1

C. Listen and (✓) the box.

1. B: It's a pencil.
2. G: It's a bag.
3. B: It's a book.

Unit 2 - Lesson 2

C. Listen and circle the correct letters.

1. W: cap, cap, cap
2. W: door, door, door

Review 1 & 2

B. Listen and put a (✓) or a (×).

1. B: This is my brother.
2. B: This is my mother.
3. B: This is my sister.
4. B: This is my father.

E. Listen and (✓) the box.

1. B: It's a book.
2. B: It's a pencil.
3. G: It's a bag.

Unit 3 - Lesson 1

C. Listen and circle.

1. B: It's blue.
2. B: It's red.

Unit 3 - Lesson 2

C. Listen and put a (✓) or a (×).

1. W: "b," "b," boy
2. W: "c," "c," cap
3. W: "a," "a," ant

Unit 3 - Lesson 3

C. Listen, color, and draw lines.

1. B: It's a pink flower.
2. B: It's a red flower.

Unit 4 - Lesson 1

C. Listen and circle.

1. M: Touch your leg.
2. B: Touch your arm.

Unit 4 - Lesson 2

C. Listen and circle.

1. W: "e," "e," elephant
2. W: "f," "f," food

Review 3 & 4

B. Listen, color, and draw lines.

1. G: It's yellow.
2. B: It's red.
3. G: It's pink.
4. B: It's blue.

D. Listen and circle.

1. B: Touch your arm.
2. M: Touch your leg.

Unit 5 - Lesson 1

C. Listen and (✓) the box.

1. B: I like dogs.
2. G: I like birds.

Unit 5 - Lesson 2

C. Listen and (✓) the box.

1. W: hop, hop, hop
2. W: girl, girl, girl

Unit 5 - Lesson 3

C. Listen and number.

1. B: This is a bear.
2. B: This is a snake.
3. B: This is a monkey.

Unit 6 - Lesson 1

C. Listen and circle.

1. B: I can swim.
2. G: I can sing.
3. B: I can run.

Unit 6 - Lesson 2

C. Listen and number.

1. W: "e," "e," elephant
2. W: "g," "g," girl
3. W: "h," "h," hop
4. W: "f," "f," food

Review 5 & 6

B. Listen and put a (✓) or a (×).

1. G: I like birds.
2. B: I like cats.
3. B: I like dogs.

E. Listen and number.

1. B: I can run.
2. G: I can sing.
3. B: I can swim.

Unit 7 - Lesson 1

C. Listen and put a (✓) or a (×).

1. W: One, two, three.
2. W: One, two.
3. W: One, two, three.

Unit 7 - Lesson 2

C. Listen and circle.

1. W: "i," "i," insect
2. W: "j," "j," jump
3. W: "j," "j," juice

Unit 7 - Lesson 3

B. Listen and draw lines.

1. B: How old are you?
G: I'm six.
2. B1: How old are you?
B2: I'm five.

Unit 8 - Lesson 1

C. Listen and put a (✓) or a (×).

1. G: I want a sandwich.
2. B: I want a cookie.
3. B: I want a sandwich.

Unit 8 - Lesson 2

C. Listen and (✓) the box.

1. W: "l," "l," leaf
2. W: "k," "k," kick

Review 7 & 8

B. Listen and circle.

1. B: How old are you? G: I'm six.
2. G: How old are you? B: I'm five.
3. B: How old are you? G: I'm four.

E. Listen and number.

1. G: I want a sandwich.
2. B: I want a banana.
3. B: I want a cookie.

Unit 9 - Lesson 1

C. Listen and (✓) the box.

1. G: I have a teddy bear.
2. G: I have a car.
3. G: I have a ball.

Unit 9 - Lesson 2

C. Listen and circle.

1. W: "m," "m," mouth
2. W: "j," "j," juice
3. W: "i," "i," insect

Unit 9 - Lesson 3

C. Listen and put a (✓) or a (×).

1. B: seven balls
2. B1: How many cars? B2: Seven cars.
3. B1: How many teddy bears? B2: One teddy bear.
4. B: ten books

Unit 10 - Lesson 1

C. Listen and number.

1. B: This is my bedroom.
2. B: This is my living room.
3. B: This is my kitchen.

Unit 10 - Lesson 2

C. Listen and number.

1. W: "g," "g," girl
2. W: "h," "h," hop
3. W: "f," "f," food
4. W: "e," "e," elephant

Review 9 & 10

B. Listen and draw lines.

1. G: How many balls?
B: Ten balls.
2. B: How many cars?
G: Eight cars.
3. B: I have a teddy bear.
G: Great!

D. Listen and (✓) the box.

1. G: This is my bedroom.
2. B: This is my living room.
3. B: This is my kitchen.

English Phonemic Chart

VOWELS AND DIPHTHONGS

• /ʌ/	UNDER, CUP
• /ɑ:/	ARM, CAR
• /æ/	ALLIGATOR, CAT
• /e/	ELEPHANT, BED
• /ə/	AMERICA, CINEMA
• /ɜ:/	BIRD, LEARN
• /ɪ/	INSECT, SITTING
• /i:/	SHEEP, HEAT
• /ɒ/	OCTOPUS, HOT
• /ɔ:/	FOUR, HORSE
• /ʊ/	PUT, BOOK
• /u:/	MOON, BLUE
• /ɪə/	YEAR, HERE
• /eə/	WHERE, AIR, BEAR
• /ʊə/	TOURIST, POOR
• /eɪ/	GAME, PLAY
• /aɪ/	FIVE, EYE
• /ɔɪ/	BOY, JOIN
• /oʊ/	NOSE, HOME
• /aʊ/	HOUSE, MOUTH

CONSONANTS

• /b/	BALL, TABLE
• /p/	POINT, TOP
• /k/	CAR, KICK
• /g/	GOAT, BIG
• /f/	FISH, FARM
• /v/	VIOLIN, FIVE
• /t/	TIGER, HAT
• /d/	DOOR, BAD
• /m/	MONSTER, MOM
• /n/	NOSE, TEN
• /ŋ/	SING, FINGER
• /h/	HOP, HAT
• /r/	ROBOT, STAR
• /l/	LOVE, BALL
• /ʒ/	TELEVISION, TREASURE
• /ʃ/	SHOP, FISH
• /tʃ/	CHICKEN, WATCH
• /dʒ/	JUMP, BRIDGE
• /θ/	THREE, THIN
• /ð/	MOTHER, THIS
• /s/	SNAKE, KISS
• /z/	ZIGZAG, LAZY
• /w/	WALK, WINDOW
• /j/	YO-YO, YELLOW