

TIẾNG ANH

Family and Friends

2

National Edition

Teacher's Guide

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NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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Scope and sequence



Billy



Tim



Rosy

	Words	Grammar and song	Sounds and letters	Numbers	Skills (Student Book and Workbook)	
Starter: Hello! p. 4	Character names <i>Billy, Tim, Rosy</i> Colors <i>orange, pink, brown, purple</i> Days of the week <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i>	<i>How old are you?</i> <i>I like (purple).</i> <i>It's a big ...</i> <i>It's a little ...</i>	Review: Aa to Ff Review: Gg to Mm	Review: 1–10	Listening & Speaking - Listening to and repeating sounds and words - Listening to and repeating a simple chant, song, and story - Saying words and sounds - Saying simple sentences - Acting out a simple story	Reading & Writing - Word recognition - Matching words to pictures - Reading simple sentence patterns - Drawing matching lines - Guided word writing - Writing individual words
1 Is this your mom? p. 10	My family <i>mom, dad, brother, sister, grandpa, grandma</i>	<i>Is this your mom?</i> <i>Yes, it is.</i> <i>No, it isn't.</i>	Nn <i>nose, neck</i> Oo <i>orange, octopus</i> Pp <i>panda, pen</i>	11, 12	Listening & Speaking - Listening to and repeating sounds and words - Listening to and repeating a simple chant, song, and story - Saying words and sounds - Saying simple sentences - Acting out a simple story	Reading & Writing - Word recognition - Matching words to pictures - Reading and completing simple sentence patterns - Reading a simple story - Guided word writing
Values: Be polite at other people's homes						
2 He's happy! p. 16	Feelings <i>happy, sad, hungry, thirsty, hot, cold</i>	<i>He's happy.</i> <i>She's cold.</i>	Qq <i>queen, quiet</i> Rr <i>river, rainbow</i> Ss <i>sofa, sock</i>	13, 14	Listening & Speaking - Listening to and repeating sounds and words - Listening to and repeating a simple chant, song, and story - Saying words and sounds - Saying simple sentences - Acting out a simple story	Reading & Writing - Word recognition - Reading and completing simple sentence patterns - Reading a simple story - Guided word writing
Values: Respect other people's feelings						
3 Are these his pants? p. 22	Clothes <i>dress, socks, T-shirt, pants, shorts, shoes</i>	<i>Are these his / her socks?</i> <i>Yes, they are.</i> <i>No, they aren't.</i>	Tt <i>towel, turtle</i> Uu <i>umbrella, up</i> Vv <i>violin, vase</i>	15, 16	Listening & Speaking - Listening to and repeating sounds and words - Listening to and repeating a simple chant, song, and story - Saying words and sounds - Saying simple sentences - Acting out a simple story	Reading & Writing - Word recognition - Matching words to pictures - Reading and completing simple sentence patterns - Reading a simple story - Guided word writing - Writing simple sentences
Values: Be helpful to others						
Fluency Time! 1 p. 28	Everyday English: <i>Share with me. Thank you. You're welcome.</i> CLIL: Maths: <i>plus, equals, addition problem</i> Use Summative Test 1 from the Printable Resources					

	Words	Grammar and song	Sounds and letters	Numbers	Skills (Student Book and Workbook)	
4 I go to school by bus p. 30	Means of transport <i>bus, bike, boat, car, truck, motorbike</i>	<i>I walk to ... I go to ... by ...</i>	Ww <i>woman, wall</i> Xx <i>box, fox</i> Yy <i>yogurt, yo-yo</i> Zz <i>zebra, zoo</i>	17, 18	Listening & Speaking - Listening to and repeating sounds and words - Listening to and repeating a simple chant, song, and story - Saying words and sounds - Saying simple sentences - Acting out a simple story	Reading & Writing - Word recognition - Reading and completing simple sentence - Reading simple dialogues - Reading a simple story - Word writing - Writing simple sentences
					Values: Be careful on the road	
5 Where's the ball? p. 36	The park <i>seesaw, slide, goal, tree, pool, Frisbee</i>	<i>Where's the ball? It's in / on / under ...</i>	Initial sounds: <i>n o p q r s t u</i> End sounds: <i>n p r s t</i>	19, 20	Listening & Speaking - Listening to and repeating sounds and words - Listening to and repeating a simple chant, song, and story - Saying words and sounds - Asking short questions - Acting out a simple story	Reading & Writing - Word recognition - Reading and completing simple sentence - Matching sentence parts - Reading simple dialogues - Reading a simple story - Writing individual words
					Values: Take care in the park	
6 Where's Grandma? p. 42	My house <i>kitchen, living room, dining room, bedroom, bathroom</i>	<i>Where's Grandma? Is she in the kitchen? Yes, she is. No, she isn't.</i>	Initial sounds: <i>v w y z</i> End sounds: <i>x z</i> Review: <i>Nn to Zz</i>	Review 11–20	Listening & Speaking - Listening to and repeating sounds and words - Listening to and repeating a simple chant, song, and story - Saying words and sounds - Asking short questions - Acting out a simple story	Reading & Writing - Word recognition - Reading and completing simple sentence - Reading simple dialogues - Reading a simple story - Writing individual words
					Values: Spend time with your family	
Fluency Time! 2 p. 48	Everyday English: <i>Be kind. Sorry.</i> CLIL: Science: <i>Technology at home: computer, TV, phone, camera</i> Use Summative Test 2 and the End of Year Test from the Printable Resources					
Culture p. 50	Countries and flags: <i>Viet Nam, Korea, the U.S.A., Thailand, Switzerland</i> Objectives: to recognize five national flags, and talk about their colors; to learn five names of countries					
Culture 1 p. 52	Pets in Thailand: <i>dog, cat, hamster, fish</i> Objectives: to learn words associated with pets; to describe your pet; to describe what your favorite animal is					
Culture 2 p. 53	Tet holiday in Viet Nam: <i>card, banh chung, flowers, lucky money</i> Objectives: to learn words associated with the Tet holiday in Viet Nam; to write an invitation					
Culture 3 p. 54	Sports in the U.S.A.: <i>baseball, basketball, hockey, badminton</i> Objectives: to learn words associated with sports in the U.S.A.; to say what your favorite sport is					
Culture 4 p. 55	Toys in Viet Nam: <i>to he, kite, board game, doll</i> Objectives: to learn some toys found in Viet Nam; to say what your favorite toy is					
Culture 5 p. 56	Walking in Switzerland: <i>mountains, jacket, boots, backpack</i> Objectives: to learn words associated with walking in Switzerland; to make a list					
Culture 6 p. 57	Breakfast in Korea: <i>egg, rice, soup, meat</i> Objectives: to learn words associated with breakfast in Korea; to say what your favorite breakfast is					
Picture dictionary p. 58				Word list p. 62		



Write in your notebook.



Say.



Stick a sticker.



Write with a pencil.



Audio track available.



Video available.

Introduction

Tiếng Anh Family and Friends National Edition is an updated version of the successful and much-loved *Family and Friends* series. This new edition maintains the engaging content, language, and activities of *Family and Friends Special Edition* but has been adapted to meet the requirements of the new curriculum from the Ministry of Education and Training, focusing on communicative competence and whole-child development. The course caters to teachers who prefer a traditional coursebook with modern content to motivate and interest students. Its grammar-based curriculum, working in conjunction with parallel syllabi in skills and phonics, enables children to develop the confidence and competence to communicate effectively in English, as well as understand and process information from a wide range of sources. The course combines the most effective literacy techniques used with native English speakers with proven techniques for teaching English as a foreign language to children.

Improvements to the National Edition

Content

A thorough review of the original content reinforced the strong pedagogical value of the *Family and Friends Special Edition* content. As such, those familiar with the course will find that much of this high-quality content has been retained, including the main characters, topics, and themes. The review also resulted in activity-level improvements to the listening and speaking skills, as well as the addition of a *Fluency Time!* section, accompanied by videos from Grades 3 to 5, and the systematic inclusion of CLIL (Content and Language Integrated Learning) content. Furthermore, vocabulary and grammar have been amended to reflect the Ministry of Education and Training's curriculum specifications as well as international standardized examination requirements. The revised and expanded content accounts for the increasing range in children's English ability as extra-curricular lessons and exposure to English rise.

Curriculum and exam preparation

The new National edition meets the Ministry of Education and Training's curriculum and, from Grade 3, prepares children for success in the *Cambridge English* exams, the *TOEFL*, and now, the *Pearson Test of English*.

This edition features updated exam-type activities to correspond with the most recent Cambridge English examinations. It also now prepares children for the Pearson Test of English through ample practice worksheets. Although the course still includes the same attention to English as a skill, it includes more support for test-taking in general as today's academic and professional worlds require more testing.

Teacher support

New to this edition is this full-color Teacher's Guide, providing step-by-step instructions for each activity in the Student Book. This strengthened support for teachers will help them to maximize children's potential.

Tiếng Anh Family and Friends National Edition recognizes that children have different learning styles and the teacher's notes provide a range of suggestions for addressing these differences. Some learn better by seeing (visual learners), some by listening (auditory learners), some by reading and writing, and some with movement (kinesthetic learners). The teacher's notes use all these approaches to help every child realize his or her potential.

Differentiation

Support and extension material

There is a wealth of support and extension material available to *Tiếng Anh Family and Friends National Edition* students, offering additional practice in skills, vocabulary, and grammar. The *Oxford Skills* series and *Grammar Friends* provide plenty of reinforcement for less confident students and further practice for confident students.

Further reinforcement of the students' learning can be achieved by follow-up activities using the *Oxford Children's Picture Dictionary for learners of English* (see www.oup.com/elt). Recommended Readers can be used to draw upon themes and language found in the Student Book and provide extra exposure to the language in a new context. Find out more at: www.oup.com/elt/recommendedreaders.

Mixed ability classes

Most classes contain students with mixed abilities. *Tiếng Anh Family and Friends National Edition* provides support for children who are above or below the average level of the class. Each lesson contains a differentiated-instruction suggestion for at least one main activity. It provides suggestions on how to make activities easier for children who require more support, or more challenging for those who need more independence. This ensures that all children remain confident and motivated throughout their lessons.

Classroom tips for mixed ability classes:

- Think about where children are sitting. Place less confident children closer to you, so that you can address any issues.
- Some confident children may enjoy being helpers. This will allow confident children to revise new language while helping others to learn it.
- Give simple, clear instructions so that children of all levels can understand you easily. Use hand gestures as well as words to explain the activities. Ask children to repeat activity directions back to you with the gestures to confirm their understanding.
- Don't simplify your language as much when talking to confident children or those with higher-level English skills. They will benefit from the additional natural language input, and one-on-one interactions will encourage them to explore language further.
- Set goals for each lesson to help the children to focus. The goal can be different according to the children's abilities, but reaching the goals will give the same sense of achievement to all.

The Teacher's Guide is supplemented by the Teacher's Site (free registration required), which includes the Printable Resources, offering assessment and materials to support the core content. The Printable Resources include exam preparation worksheets from Grade 3 onwards. Teacher's notes for the worksheets are also included.

The Teacher's Site is accessed at:

www.oup.com/elt/teacher/fafnationalvietnam

Tiếng Anh Family and Friends National Edition component offerings:

- Student Book
- Workbook
- Teacher's Guide delivered on the Teacher's Site
- Printable Resources delivered on the Teacher's Site to supplement course materials, including:
 - Over 80 pages of worksheets and tests
 - Teacher's notes for worksheets
- Online Play delivered on the Friends website (new for this edition)
- Audio files delivered on the Audio CD, the Friends website and the Teacher's Site
- Classroom Presentation Tool
- Flashcards
- Phonics cards
- Posters

} delivered on the
Friends website and
the Teacher's Site

Sample Curriculum

Please see the Sample Curriculum in the Printable Resources. This course provides material to fulfill the 70 periods a year as required by the National Curriculum. There are also supplementary materials available in the Printable Resources.

Methodology

Words and grammar

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

The children are first exposed to the new grammar items in the second lesson of the main units. They then move on to focused grammar practice, which is reinforced through the story in lesson six. This language is recycled throughout the course.

Skills

From Grade 3 to Grade 5, each unit of *Tiếng Anh Family and Friends National Edition* contains two pages dedicated to the development of reading, listening, speaking, and writing skills.

The reading texts in this section expose children to a balance of both familiar and new language. With a range of different text types of increasing complexity, children develop the confidence to recognize and use the language they know in a wide range of situations. They develop the skills of reading and listening for gist and detail, both of which are essential for complete communicative competence, higher-level academic work, and success in examinations.

The writing skills section provides a complete course in English punctuation, syntax, and text structuring. Children complete writing activities in their notebooks with further consolidation through their Workbooks. The syllabus resembles that used

with children who are native English speakers, laying a solid foundation for expressing more complex and abstract thoughts clearly.

Phonics

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

Tiếng Anh Family and Friends National Edition draws on the principles of synthetic phonics, in which sounds and letters combine to form whole words (i.e. synthesis).

Every unit of the course contains a phonics lesson. In Grade 1 and Grade 2 the alphabet letters are taught with their most common sound values (/æ/ for A, /b/ for B, etc.). Children see the relationship between the shapes of upper- and lowercase letters, the letter names, and the sounds they make. Grade 1 presents letters A to M; Grade 2 reviews these and presents letters N to Z. In Grades 3 and 4, children learn that letters can be combined to form new sounds. They learn the consonant digraphs sh, th, and ch. They then progress to learn how to construct simple CVC (consonant-vowel-consonant) words: a (as in cat), e (bed), i (pin), and u (rug).

Children then learn to pronounce and spell common consonant blends at the beginning and ending of words and then see how vowels are combined to form long vowel sounds. By the end of the course children will be able to identify and spell all of the most common sounds in the English language, and recognize that many sounds can be spelled in different ways.

Stories

Every unit contains a story which provides a fun and motivating context in which the new language appears. In the early grades we meet a happy extended family and see the amusing adventures of Rosy, her mischievous brother Billy, and their cousin Tim. As children grow and their world of interest develops, the circle of characters expands and includes international characters as well.

The stories also provide ideal scenarios for practicing and reviewing language structures and keywords in a cyclical manner.

Animated versions of these stories can be found on the Classroom Presentation Tool, the Friends website and the Teacher's Site. They offer an effective way of presenting the story and target language in class, or can be used at home to consolidate what children learn in the first two lessons of each unit.

Review units

After every three units there is a Review, which can also be accessed on the Classroom Presentation Tool. These are shorter units of exercises which provide additional practice of the vocabulary and structures presented in the three preceding units. No new material is presented or practiced in these units. They can be used as a progress test to check that children have remembered what they have learned.

Picture dictionary

In Grade 1 to Grade 3, a Picture dictionary is provided for children to refer to whenever necessary. A suitable point to use the Picture dictionary would be at the end of each unit.

Songs and chants

Every unit in *Tiếng Anh Family and Friends National Edition* contains a song for children to practice the new language, as well as vocabulary and phonics chants.

Melody and rhythm are an essential aid to memory. By singing, children can overcome fears and shyness while practicing language in a joyful and harmonious way together. Songs and chants are also fun and motivating activities that can add movement to the lessons, creating meaningful opportunities for children with different learning styles.

Games

Games provide a natural context for language practice and are very effective for teaching children. Games promote the development of wider cognitive skills such as memory sequencing, motor skills, and deductive skills. If required due to large classes or limited space, games in *Tiếng Anh Family and Friends National Edition* can take place at the children's tables or desks with a minimum of classroom disruption. There is a Games bank at the end of the Teacher's Guide, which is referred to where a game is suggested in the teacher's notes.

Classroom management

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

Success is a great motivator. Try to make every child feel successful and praise their attempt enthusiastically. Children should be familiar with expressions such as, *Good work! Good job! Excellent try! You did that very well!*

Errors need to be corrected but use positive and tactful feedback so that children are not afraid of making mistakes. If a child makes a mistake, say *Good try. Try again*, then model the correct answer for the child to repeat. Avoid using words such as *No* or *That's wrong*, as these can create negative associations with learning.

Establish a clear and consistent set of classroom rules and ensure that all children know what to expect. Always praise good behavior so that bad behavior does not become a means of gaining attention.

Assessment

Students' progress can be evaluated through formal testing, ongoing assessment, and self-assessment. For formal testing, there are seven unit tests, two summative tests, and one end-of-year test provided in the Printable Resources on the Teacher's Site. Together, these cover the target language from the course.

Before each summative test, students should complete the Review pages which revise the language from the preceding units.

Ongoing and self-assessment tests are also available on the Teacher's Site. These allow teachers the possibility of continuously assessing students' progress, and provide feedback for teachers on areas that need further practice.

Fluency development

A sense of achievement and a sense of autonomy are essential ingredients in promoting communicative competence and fluency. The *Fluency Time!* lessons in *Tiếng Anh Family and Friends National Edition* give learners the opportunity to

personalize the language they learn and to practice speaking together in pairs and groups, to play games using the new language and to create their own dialogues, and to help boost their confidence and motivate them in the classroom.

It is important for language in the classroom to be meaningful and functional, so that learners can see how the language they are learning can be applied to everyday life. When learners are able to use the language they learn to communicate in a realistic situation, or to interact socially with others, they feel a sense of purpose in their learning.

Fluency Time!

Syllabus

The syllabus for the Everyday English phrases is based, in part, on the Cambridge English Examinations syllabus. Other useful phrases, which reflect daily life, have also been included. For learners who are preparing for the Cambridge exams, this will provide additional preparation and practice for the speaking parts of the exam, but for those not taking the exams, the Everyday English phrases will be equally useful and applicable to the situations they may face in the future.

Each of the *Fluency Time!* lessons in *Tiếng Anh Family and Friends National Edition* consists of an Everyday English page followed by a CLIL lesson.

- The Everyday English pages teach phrases through mini stories in Grades 1 and 2, and videos in Grade 3 to Grade 5, in a meaningful context, and provide practice of the new language through a listening activity and a speaking activity, providing gradual transition from receptive to productive skills.
- CLIL (Content and Language Integrated Learning) refers to teaching subjects (such as science, math, art, geography) through a foreign language. CLIL increases motivation by presenting language in natural, real-life contexts, which interest students and encourages them to communicate. The CLIL lessons in *Tiếng Anh Family and Friends National Edition* enable students to learn cross-curricular content and English simultaneously.

All of the CLIL lessons in *Tiếng Anh Family and Friends National Edition* focus on a school subject. The content areas are carefully chosen to be interesting to students, while at the same time not overwhelming them with too much new information.

Students are introduced to the subject topic and new vocabulary is pre-taught through a vocabulary presentation activity, supplemented by flashcards. The students read a text based on the lesson topic and complete a comprehension activity. A critical thinking activity is always included so that students can personalize the topic and the new language.

The CLIL worksheets in the Printable Resources provide further practice of the new language through reading, writing, listening, and speaking activities, ensuring that the students have plenty of practice of the new language and all content in all four skills.

Whole-child development

Tiếng Anh Family and Friends National Edition promotes positive whole-child development through the inclusion of 21st century learning, culture, values throughout the materials and the promotion of parental involvement.

21st Century Learning

As our world becomes increasingly interconnected, today's young students must develop strong skills in the four Cs: creativity, collaboration, communication, and critical thinking.

Creativity

Creativity is an essential 21st Century Skill. Students who exercise and demonstrate creativity are better prepared to make changes, solve the problem, and express themselves clearly. Creativity can be fostered through project work and other arts-based hands-on experiences. However, creativity is also about thinking processes. Creative thinking can be encouraged through asking students interesting questions and having them ask their own questions using different techniques to approach problem solving also helps students to internalize meaning in a personal way. *Tiếng Anh Family and Friends National Edition* encourages creativity through the use of interesting texts which stimulate personal responses and projects which require them to problem solve and express themselves.

Collaboration

Collaboration requires direct communication between students, which strengthens the skills of listening and speaking and the associated skills of turn-taking, clarifying, explaining, and discussing. Students who work together often achieve better results, as they benefit from each other's strengths. But they also develop a sense of team spirit and pride throughout the process. *Tiếng Anh Family and Friends National Edition* offers opportunities for collaboration in every unit. Whether it is through project work, group games, or team discussions, students are sharing ideas, expressing personal opinions, and developing important social skills.

Communication

Communication forms an important part of collaboration. Students need to learn the skills of listening, speaking, reading, and writing to effectively take part in an age of rapid change. As our world becomes increasingly interconnected, today's young students must develop skills that allow them to communicate in a variety of ways, including oral and written skills but also digital communication skills.

Critical Thinking

Students in the 21st Century need to do more than acquire information. They need to be able to analyze the information by making sense of it critically. Critical thinking skills help students to determine facts, prioritize information, understand relationships, solve problems, and deal with an ever changing world. *Tiếng Anh Family and Friends National Edition* encourages children to think about language, to focus on meaning, and to react to the world of English in a personal way. Subject areas are introduced so that students can make connections between content and language, interesting facts are presented, and children are invited to be curious and questioning.

Culture

Tiếng Anh Family and Friends National Edition presents culture content from Viet Nam and a variety of other countries. Learning about different cultures helps students to enrich their knowledge of other countries and appreciate the values of their own and other cultures.

Values

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

Areas for values teaching include helping children to understand about:

- Community, e.g., agreeing and following school rules, understanding the needs of people and other living things, understanding what improves and harms their environment, contributing to the life of the class and school.
- Health and hygiene, e.g., understanding the basics of healthy eating, maintaining personal hygiene, rules for keeping safe around the house and on the road.
- Interacting with others, e.g., listening to other people, playing and working co-operatively, sharing, identifying, and respecting the differences and similarities between people, helping others in need.

Values are reinforced in the Values worksheets in the Printable Resources – one per unit.

Involving parents

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

- Keep parents informed about what their children are learning and their progress. Parents might benefit from receiving newsletters listing what children are now able to do, which words and phrases they are studying, which songs or stories they know, and the types of exam practice they have done.
- Organize a concert or parents' afternoon where the children can perform the unit stories, plays, and the songs that they have learned, along with their actions.



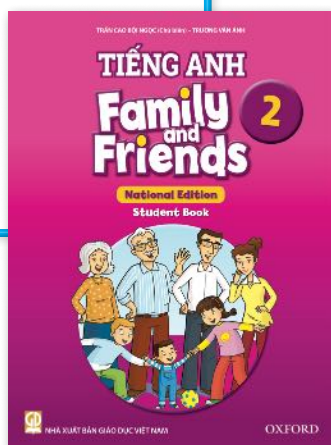
Oxford Parents is a website where your students' parents can find out how they can help their child with English. They can find lots of activities to do in the home or in everyday life. Even if the parent has little or no English, they can still find ways to help. We have lots of activities and videos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

Studies have shown that practicing English outside the classroom can help children become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the students' motivation. Parents can help by practicing stories, songs, and vocabulary that the students have already learned in the classroom. Tell your students' parents to visit www.oup.com/elt/oxfordparents and have fun helping their children with English!

Integrated component overview

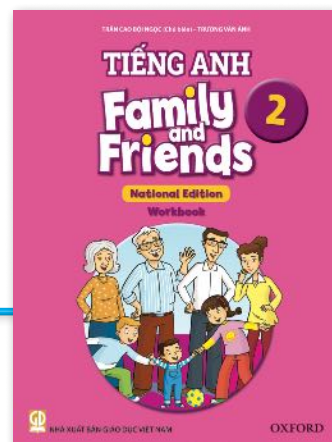
Student Book

The Student Book contains 6 units. Each unit presents vocabulary and grammar with opportunity to practice both with a focus on all four skills. *Fluency Time!* pages provide functional language practice (Everyday English) and content-based learning (CLIL).



Workbook

The Workbook is designed to give students extra practice of the language and structures taught in class.



Audio 71

All the audio for the Student Book and Workbook is on the CDs provided with the Student Book and Workbook, and on the Friends website.



Online Play

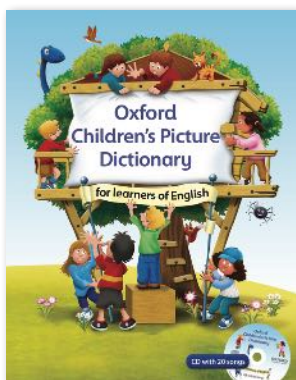
Online Play is the place for children to explore the language they are learning through fun games and activities. It includes the story animations, class audio, and online games. Online Play is delivered on the Friends website.

www.oup.com/elt/friendsvietnam



Recommended Readers

Family and Friends readers draw upon themes and language found in the Student Book. They provide extra exposure to the language in a new context.



Recommended Dictionary

Oxford Children's Picture Dictionary for learners of English. A topic-based dictionary for young learners. This beautifully illustrated dictionary helps young learners to practice over 800 words for 40 topics taught in school, including *People at Work*, *My Body*, and *What's the Time?*

Teacher's Guide

The Teacher's Guide is a useful tool for all aspects of the course. It contains teacher's notes for all units as well as *Fluency Time!* and Culture lessons. Plus it includes information about the course features and how best to exploit the teacher's resources. The notes are full-colour with Student Book images for easy reference.



Friends website

The **Friends website** (www.oup.com/elt/friendsvietnam) contains links to all course resources, including class audio, Online Play, and the Teacher's Site.

On the **Teacher's Site** (free registration required), you can access the following resources: Teacher's Guide, Printable Resources, class audio, flashcards, phonics cards, posters, story animations, self-assessment tests, lesson plans, full syllabus, and professional development resources.

www.oup.com/elt/teacher/fafnationalvietnam



Classroom Presentation Tools (CPTs)

The CPTs are interactive versions of the Student Book and Workbook and can be used on a digital whiteboard or a projector. The CPTs include extra songs, interactive games, review pages, and all audio and video features.



Printable Resources

This comprehensive classroom support pack, delivered on the Teacher's Site, contains more than 80 pages of worksheets, tests, supporting teacher's notes, and tests audio. See page 10 for full contents.

www.oup.com/elt/teacher/fafnationalvietnam



Printable Resources

The *Tiếng Anh Family and Friends National Edition* Printable Resources contain a wide range of materials to support and supplement the course. The Printable Resources are available on the Teacher's Site.

Sample Curriculum

An example of how the Student Book material and the Printable Resources can be integrated together to provide the curriculum.

Unit worksheets

Supplementary worksheets for each unit, covering the target vocabulary and grammar.

Unit Test, Summative Tests and End of Year Tests

Tests are available as ongoing assessment tools at the end of each unit. Summative tests are provided to check progress after every three units. The End of Year Test reviews the language learned from the complete grade.

Exam preparation worksheets

While there is plenty of practice of exam task types in the Workbook, from Grade 3 there are extra worksheets specifically for exam preparation (Cambridge English, Pearson Test of English and TOEFL) in the Printable Resources.

CLIL worksheets

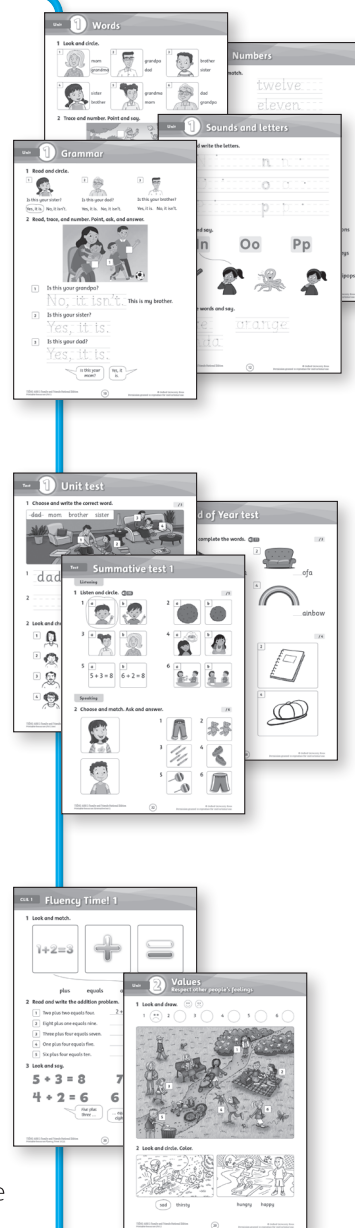
These worksheets extend the Student Book CLIL topic and provide an opportunity to consolidate and expand on the language and concept the children have learned in this lesson. They also have the opportunity to produce a piece of work to demonstrate their understanding of the topic.

Values worksheets

Values, which can also be called civic education, are a key strand in *Tiếng Anh Family and Friends National Edition*. These worksheets help reinforce the importance of values to improve children's awareness of good behavior and how their behavior and attitudes can impact on the people around them and their environment.

Teacher's notes and audio

There are full teacher's notes, audio files, and answer keys to support the material from the Printable Resources.



Classroom language

Saying what you are going to do at the beginning of a unit, lesson, or activity

Today we're going to...	do some listening / speaking / coloring / writing.
Now we're going to...	listen and point.
Next we're going to...	sing a song.
Later we're going to...	play a game.
	listen carefully.

Showing children how to do something

We'll...	start like this.
We can...	do it this way.
	point to the...
I'm going to show you...	what I mean.
Let's do some together first so you'll see...	what to do.
	how to do it.

Giving instructions for moving around and helping in class

Everybody,...	stand up, please.
Now everyone,...	come out here to the front, please.
I want you to...	stand beside your desks / tables.
(name / names), can you...	go back to your places.
(name / names), would you...	hold this flashcard?

Giving encouragement and praise

Good work, (name)...	you're really good at this!
That's very good, (name)...	you know the first letters of ten words.
Excellent, (name)...	your picture is really neat.
That's...	very nice.
Your work is...	very neat work.
	really good.
	great!

Asking for recall of words, phrases, and activities

Now, who can...	show me the cat?
	tell me what this is?
Let's see. Can you remember...	what Billy says?
Let's see. Who can tell me...	who / what this is?
	what happens next?
	what happened last time?
What's...	this?
	his / her name?
Can you...	do the actions and sing the song?
	see Tim climbing the tree?
	count the oranges?
	tell me what Rosy says?
	help me tell the story?
	remember six things?

Encouraging good behavior

Quiet everyone,...	settle / calm down.
	that's good, (name / s).
	thank you, (name / s).

Setting up pairs and groups

Are you ready? You're going to do this...	in pairs / in twos.
OK, everyone. You're going to work...	in small groups.
	in groups of three / four.
We're going to...	play this together.
	make four groups.
	share the coloring pencils.

Tour of a unit

Lesson One Words

Lesson 1 teaches and practices the new vocabulary set. It reinforces this new vocabulary through a simple chant and a sticker activity.

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



The children practice the words with a rhythmic chant.

The children complete a sticker activity and say the new words.

6 Where's Grandma?

Lesson One Words

- 1 Listen, point, and repeat.
- 2 Listen and chant.
- 3 Point and say. Stick.

42 Unit 6 My house

Teaching the words

Words

- Play the recording and hold up the flashcards. The children repeat the words. Review any words from previous lessons that are related to this vocabulary set.
- Show the flashcards randomly and ask the class to say the words. You can hide the cards behind your back.
- Ask the children to look in their Student Books. Play the recording while they listen and point to the pictures. Play the recording again and have children repeat the words as they point
- Teach the chant. You can ask children to perform actions as they chant, for example eating a banana or drinking.

Stickers

- Prepare the children for Exercise 3 by having them find the stickers. Point to the pictures in the Student Book and say the words, encouraging the children to say the words with you. Do an example with the class. Point to the first picture and ask the children to say the word. Hold up the sticker and stick it on the caption. Allow the children to work independently while you go round the class checking and helping as necessary.
- Check answers with the whole class. Highlight how the words are spelled as you do so.

Workbook

The children practice recognizing and writing the new words from the lesson.

6 Where's Grandma?

Lesson One Words

- 1 Listen and draw lines.
- 2 Write: kitchen, living room, dining room, bedroom, bathroom

This is in the dining room.

This is in the _____.

This is in the _____.

This is in the _____.

This is in the _____.

42 Unit 6 My house

Lesson Two Grammar and song

Lesson 2 teaches and practices the grammar points for the unit. The children also learn a song which includes the grammar.

The children study the grammar structure for the unit.

The children learn a song which includes the target grammar and vocabulary.

The children practice saying the grammar structure in Units 1–3 and they practice writing and saying it in Units 4–6.

Lesson Two Grammar and song

1 Listen and repeat.  152

Let's learn!

Where's Grandma?
She's in the dining room.

Is she in the kitchen?
No, she isn't.

Is she in the dining room?
Yes, she is.

2 Listen and sing.  153

Let's sing!

Let's talk!

Is she in the kitchen?

3 Look and write.  **Ask and answer.**

1. _____ Grandpa? He's _____ the living room.

2. Is Mam in the kitchen? _____, she _____.

Is she in the kitchen? Yes she is. / No, she isn't. Unit 6 **43**

The *Let's talk!* feature provides further speaking practice.

Teaching the grammar and songs

Grammar

- Ask the children to look at the *Let's learn!* section in their Student Books and read the grammar examples. The class repeats chorally.
- Use flashcards of the vocabulary in the grammar examples and have the children repeat again. Use other flashcards to substitute new words. The children will see how the grammar structure works with different words. The children repeat the new sentences.
- Have individual children say a sentence for the class.

Song

- Point to the pictures in the Student Book for the song. Play the recording and sing along, encouraging the children to listen. Do the actions for the words learned in the previous lesson.
- Play the recording again and ask the children to point to the pictures in the book and also do the actions.
- Finally, play the recording again for the children to join in with singing and actions.
- Show the children Exercise 3 (from Unit 1 to Unit 3) and read the speech bubbles. Hold up a flashcard and make a complete sentence using the grammar point. The children repeat chorally. Use other flashcards to make different

sentences until the children are confidently repeating. Invite individuals to say sentences.

- Point to *Let's talk!* and read the sentence together. The children work in pairs to make sentences.

Workbook

The children practice recognizing and writing the new grammar points from the lesson.

Lesson Two Grammar and song

1 Follow and write. **Where's**

1.  2.  3.  4. 

kitchen dining room bedroom living room

1. Where's Roy? She's in the _____.

2. Dad? He's in the _____.

3. Grandma? She's in the _____.

4. Billy? He's in the _____.

2 Ask and answer.

Where's Roy? She's in the living room.

Is she in the living room? Yes she is. / No, she isn't. Unit 6 **44**

Lesson Three Sounds and letters

Lesson 3 teaches the relationship between sounds and letters. The children will learn how to recognize upper- and lowercase letters plus which sounds they are associated with.

The children learn the new sounds and letters along with the key words. They listen and point then repeat.



The children see the words in sentences and learn a chant.

The children practice identifying the new key words.

The children do an activity to practice identifying the new sounds.



The children do further speaking practice to develop fluency.

Teaching phonics

- Introduce the new sounds and their letters. Show the class the phonics cards for this lesson. Play the recording for children to repeat and point to the pictures. Play it again for them to repeat.
- For new alphabet letters, draw the letters on the board in both the upper- and lowercase form. Trace the letters with your finger and ask children to do the same in their Student Books.
- Display the phonics cards in the classroom. Play the chant, asking the children to point to the cards as they hear the words with those sounds. Play the chant again and pause after each line for children to repeat. Play the chant once more for children to join in. Encourage them to point and chant at the same time.
- Show the picture in Exercise 3 to the class and point to something that has one of the target sounds, eliciting the sound and key word. Point to other items and elicit the sound and the key words from the lesson.
- For Exercise 4, do an example as a class. Ask the children to point to one of the sounds, then write the word and draw a circle around the initial letter on the board. Allow the children to complete the exercise then check answers as a class.
- Point to *Let's talk!* and read the sentence together. Invite the children to change words in the sentence for other words they know with the key sounds.

Workbook

- The children practice recognizing the letters and writing the words containing the target sounds from this lesson.



Lesson Four Numbers

Lesson 4 teaches numbers. Children will build up their knowledge and, by the end of the level, be able to count up to 20 and recognize the corresponding words.

The children listen and point to the numbers. They listen again and repeat. They then learn a song to help them remember the numbers.



The children do counting activities to practice the numbers further.

Lesson Four Numbers

1 Listen, point, and repeat. Write. (1) 86

2 Point and sing. (1) 87

3 Count. Listen, find, and point. (1) 88

4 Count and say. (1) 89

Let's talk! fourteen.

Numbers: 11 to 20 Review Unit 6 45

The children do further speaking practice to develop fluency.

Teaching numbers

- Review the numbers that the children already know, using images on the board or items to count. Write the numbers on the board and practice counting in sequence together.
- Introduce the new numbers. Ask children to look at their Student Books and to listen as you play the recording. The children listen and point. Play the recording again and have them repeat the words. Count together.
- Use one or two of the suggestions in the lesson notes to consolidate the numbers further, including the review numbers if possible.
- Play the song, encouraging the children to clap and count in time. Practice the song without the music before playing it again for the children to join in.
- Look at the pictures in Exercise 3 together, asking the children *How many?* Count together. Then play the recording and ask children to point to the correct number of dots.
- The children practice saying the numbers with another speaking activity.
- In the *Let's talk!* feature, the children practice using numbers more freely and develop fluency.

Workbook

The children practice recognizing and writing the numbers and number words.

Lesson Four Numbers

1 Write the missing words and numbers.

thirteen 15 fifteen 18 seventeen 20 nineteen 14 11 12

11 eleven twelve 13 fourteen 15

sixteen 17 eighteen 19 twenty

2 Count and write the number.

11

3 Count and write the word.

eighteen

Numbers: 11 to 20 Review Unit 6 45

Lesson Five Sounds and letters

Lesson 5 introduces more sounds and letters to help the children develop their reading, or reviews the ones they already know.

The children listen and point, then listen and repeat the sounds and key words.

The children learn a chant.

The children do further practice activities to help consolidate the sounds and letters. They practice recognizing the sounds.

Lesson Five Sounds and letters

1 Listen, point, and repeat. Write. (1) 89

Nn nurse lion	Pp pen lollipop	Rr rabbit car	Ss sofa octopus
Tt tiger hat	Vv van	Xx box	Zz zebra buzz

2 Listen and chant. (1) 90

3 Listen to the sounds. Connect the letters. (1) 91

What does the queen see?

o	p	t	y	z	q	s
r	v	w	u	n	x	

4 Look and point to the sounds n and p.
The queen has a window. She sees a lion.
The lion has an umbrella and a lollipop.

Let's talk!
Yogurt.

46 Unit 6 Review: Nn to Zz

The children develop their fluency via Let's talk!

Teaching phonics

- Review the letters and sounds from Lesson 3 and previous units, using the phonics cards and playing the chants. Encourage the children to join in. See the lesson notes for more ideas on reviewing the sounds.
- Show children the letters and sounds in Exercise 1 in their Student Books. Point out the letters in upper- and lowercase, then also highlight the words and the sounds at the beginning and end of the words.
- Play the recording and point to the letters and the words, with the children doing the same.
- Play the recording again and have the children repeat the words.
- Play the chant. The children can follow in their Student Books, pointing to the words as they listen. Play the chant again and pause after each line for children to repeat. Then finally play the chant through, encouraging the children to join in.
- Ask the children to look at Exercise 3. Read the question and then highlight the letters. Point to a letter and ask children what the sound is. Do this with a few letters. Tell the children to follow the sounds they hear. Play the recording and check that the children are pointing to the letters as they hear the sounds. After the recording has finished, ask the question again. The letters lead up to the answer. Check the answer with the class and repeat the recording together if necessary.

- Exercise 4 looks at specific letters and sounds. Write the letters on the board and say them together. Point to the sentences in Exercise 4 and do an example with the class, looking for the first letter and pointing out where it appears. Check the children are pointing to the correct letter and say the word together. The children do the same for the other letters.
- Finally, look at the *Let's talk!* feature together. Ask the children to look for any letters in the example that they have been learning and where they appear, at the start of a word or at the end (or both). Practice making similar sentences.

Workbook

The children practice writing the letters and words from this lesson.

Lesson Five Sounds and letters

1 Write the capital or small letters. Then say the sounds.

1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

2 Write the letters.

1 nurse range 2 octopus ogo 3 hat air 4 umbrella bu

3 Read and write the letters.

The bee sees a window. The bee sees a sofa and lollipop. The bee says, "Bu bu I". The queen and the zebra are in a van. The lion and the tiger are in a car. The rabbit is number 11.

46 Unit 6 Review: Nn to Zz

Lesson Six Story

Lesson 6 provides a review of the unit via a story. The story includes the words and grammar from the unit, and the children get the opportunity to act it out.

The children listen to a recording of the story or watch the video.

The children practice reading the story text.

The children listen again to the recording and repeat. They work on their pronunciation before then acting out in small groups.

Lesson Six Story

1 Listen and read.

2 Read and say.

3 Listen again and repeat.
Act.

Is Grandma in the kitchen?

1 Look! I have a certificate!
Very good, Rosy! Go and show your family.

2 Where's Grandma? Is she in the kitchen?
No, she isn't.

3 Is Dad in the living room?
No, he isn't.

4 Surprise!
Good job, Rosy!
Thank you!

Values: Spend time with your family Unit 6 47

Teaching the story

- Prepare the children for the story. Talk about each frame with the class. Ask simple questions such as *Who's this?* *Where are they?* *What's this?*
- Play the recording or watch the video the whole way through.
- Play the story again. The children point to the pictures as they hear the text. Ask some comprehension questions about the story.
- Ask the children to look in their Student Books and read the story text together.
- Play the recording or video again, pause after each sentence for the children to repeat.
- Divide the class into groups, with each child having a different role in the story. Play the recording and prompt the children in each group to say the lines of their characters all together. Encourage the children to perform actions as they speak.
- Once they have practiced a few times, act out the story again without the recording or have individual groups act it out to the class.

Workbook

- The children do further practice in their Workbooks to consolidate the unit language.

Values

- In this lesson the children will discuss the Values theme for the unit. They consolidate this via the Values worksheet in the Printable Resources, which also makes use of the unit language.

Assessment

- Students are now ready to complete the Unit Test in the Printable Resources.

Lesson Six Story

1 Where's Rosy? Write.
dining room living room kitchen

1 She's in the kitchen.

2 She's in the _____.

3 She's in the _____.

2 Write. Where's _____? He's _____ She's _____ Where's _____

1 Where's Grandma?
She's in the dining room.

2 Billy?
_____ in the dining room, too.

Values 48

Unit 9 Values
Share with others

1 Look and draw.
1 2 3 4 5 6

2 Find and color the food.
noodles cakes chips plants milkshake

Fluency Time! Lesson One Everyday English

The *Fluency Time!* lessons come after Unit 3 and Unit 6. They focus on developing fluency. The Everyday English lesson provides practice of new language used in functional situations through listening and speaking.

The Everyday English is presented via pictures in the Student Book. The children listen and point to the pictures. Then they listen and repeat the phrases.

The children look at the picture and listen to the recording. They point to parts of the picture to show understanding of the new language.

The children practice speaking in pairs, using the Everyday English phrases, in a context that is similar to the listening and speaking activities above.

Fluency Time! 2
Lesson One Everyday English

1 Listen, read, and say. 48/93

1 James, be kind to the cat.
2 Yes, OK. Sorry, Kate.

2 Listen and point. 49/94

3 Point and say.

Be kind to the ducks.
Yes, OK.

48 Fluency Time! 2 Be kind to animals

Teaching Everyday English

Everyday English

- Focus on the pictures. Ask children to say where the people are (at home / in a bedroom) and what they think is happening in each picture. Ask children what they can see in the picture, point to items they know such as toys, colors, etc.
- Play the recording for children to listen and follow in their Student Books.
- Play the recording again, pausing if necessary, for children to repeat the phrases.
- Children practice the dialogue in pairs or groups.
- Ask groups of children to act out the conversation for the class.

Comprehension

- Show children Exercise 2. Explain that they need to listen to the dialogue and point to the correct part of the picture.
- The recording contains examples of the Everyday English in context. Remind the children that they don't need to understand every word.
- Play the recording for the children to listen and point to the correct part of the picture.
- Check the answers as a class. Ask individual children to play the part of the people in the picture and say the Everyday English phrases.

Speaking

- Ask children to work in pairs.
- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then point to the part of the picture in Exercise 2 it refers to. Have children practice together, choosing a part of the picture to talk about and then saying the dialogue.
- Monitor children's performance. Ask some pairs to act out their dialogues in front of the class.

Fluency Time! Lesson Two CLIL

The subject lessons focus on teaching content through English (CLIL). The lesson introduces new language related to the subject and reinforces it with lots of speaking practice.

The children look at the pictures and listen and point to the new language. They listen and repeat the new words.

The children practice using the new language in an activity that checks comprehension.

Exercise 3 offers further practice and a chance to personalize the subject language by making it relevant to the children.

Lesson Two CLIL: Science

1 Listen, point, and repeat.
computer TV phone camera

2 Look, point, and say.
It's a phone.

3 Think! What do you have in your home? Say.
I have a TV.

4 Look and color.

My work in Units 4-6 & Fluency Time! 2 is
 OK Good Excellent

Do the Review, Workbook pages 48-49 CLIL 2: Science Technology at home 49

Teaching CLIL

- Tell the children they are going to do some subject work in English. Draw their attention to the page in the Student Book and explain which subject it is.
- Use the flashcards to introduce the new words. Play a flashcard game to practice saying the new words.
- Ask the children to look at the pictures. Play the first part of the recording for the children to listen and point to the pictures.
- Play the second part of the recording for the children to repeat the words.
- Play the recording all the way through again for the children to listen and point and then repeat the words.
- Highlight the first picture in Exercise 2 and read the example sentence together. Drill the full sentence and substitute other words. Then ask the children to make similar sentences about the other pictures.
- Tell the children they are going to use the language for themselves. They write the new words in their notebooks and draw the shape for each. They then look around the classroom to find items in those shapes. They can draw or write the item and then a sentence to describe its shape. They can work in small groups or in pairs for this activity.

Printable Resources

There is further practice of the CLIL topic in the Printable Resources worksheets. Children practice reading and writing the new language and make something to show understanding of the concept.

Review pages

After each of the *Fluency Time!* lessons, there are Review pages for completion. The printed Workbook includes these Review pages. For the Student Book Review pages, see the Classroom Presentation Tool. These pages provide practice for students in preparation for the summative test.

Culture

The Culture lessons focus on developing knowledge and understanding of other cultures by learning about sports, traditions, and special festivals. The lessons introduce new language and provide reading and speaking practice.

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

The children read or listen to a short text. They read or listen again and point to the images.

The children do a speaking activity to personalize the topic.

Culture 1

Pets in Thailand

1 Listen, point, and repeat. 






2 Read, look, and say. 



- My pet is brown and has two black eyes. What a good !
- My pet is blue. What a good ...!
- My pet has a black nose and brown ears. What a good ...!
- My pet is orange, and has green eyes. What a good ...!

3 Point and say.  *It's a cat.*






52 Culture 1 Pets in Thailand

Teaching Culture

- Introduce the Culture topic. Use the Student Book page to ask the children what they can see and what they think the lesson will be about.
- Tell the children they will learn some new words to talk about the topic. First they listen and point to the photos. Then they listen and repeat the words. Use the images and ask more questions, such as *How many ... can you see?* *What color is ...?* Point and repeat the new words. Invite the children to make actions to perform as they say the words.
- Highlight the picture in Exercise 2 and the sentences below. Children complete the activity by saying the correct word.
- Explain that the children will do a speaking activity to practice the new words they have learned. Point to the speech bubble and say the sentence together.

Workbook

The children practice reading and writing the new words from the Culture lesson.

Culture 1

Pets in Thailand

1 Find and write.

v	a	i	b	m	n	x	w
g	a	t	p	b	i	f	
b	x	u	i	t	i	x	
m	j	v	d	o	n	p	
a	y	b	g	i	p	s	n
h	a	m	s	t	e	r	
n	k	o	h	p	i	q	t
f	i	s	h	e	c	x	m






-  _____
- _____
- _____
- _____

2 Draw and write.



What a good _____!

52 Culture 1 Pets in Thailand 

STARTER Hello!

Starter Hello!

Lesson One Words

- 1 Listen, point, and repeat. 03
- 2 Listen and point. 04
- 3 Listen and sing. 05
- 4 Point and say. Stick.

orange pink brown purple

brown pink purple

4 Starter Colors

Lesson One Words SB page 4 WB page 4

Objectives

To learn color words

To practice color words in a song

Language

Language focus: listening, speaking

Vocabulary: orange, pink, brown, purple

Resources and materials

Audio Tracks 03–05; Flashcards 1–8; Stickers

Warmer

- Play a game to revise the colors children studied in Level 1 (red, green, blue, black, yellow).

Lead-in

- Put Flashcards 5–8 (orange, pink, brown, purple) on the board. Point to each one, one at a time, and say the word. Then point to the cards and children say the word.

1 Listen, point, and repeat. 03

- Say *Open your books* and model the action for children to copy. Point to the pictures of the children holding different color objects.
- Play the first part of the recording. Hold up your book and point to the pictures in time with the recording. Children listen and point to the appropriate pictures.

- Play the second part of the recording for children to repeat the words in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up the flashcards one at a time and ask individual children to say the words.

2 Listen and point. 04

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

3 Listen and sing. 05

- Hold up the book and point to the picture. Elicit as much information as you can about the picture.
- Play the recording all the way through. Children listen as you sing along.
- Play the recording again. As you sing, hold up Flashcards 5–8.
- Play the recording again for the children to sing the song.

4 Point and say. Stick.

- Hold up your book and point to the picture. Point to each color one at a time and say the words.
- Repeat and encourage the children to point to the colors and say the words with you in chorus.
- Say *Let's stick the stickers*. Take the pink sticker and show it to the class. Place it on the caption box in the Student Book and say *pink*.
- Children copy you and place all the stickers in the correct caption boxes.

Differentiation

- **Below level:** Children draw an object they have with colors orange, pink, brown or purple and color it in. They can say the color word or write the color word next to their picture.
- Ask them to write the color word in that color if they have colored pens or crayons.
- **At level:** Give the children anagrams of the four color words and ask them to write the letters in the correct order.
- Ask them to write the color word in that color if they have colored pens or crayons.
- **Above level:** Give the children anagrams of the four color words and ask them to write the letters in the correct order. Ask them to think of two more color words and write them down secretly. Get them to write anagrams of these for their partner to solve.

Further practice:

Workbook p. 4; Classroom Presentation Tool

Lesson Two Grammar and song

1 Listen and repeat. 06

Let's learn!



How old are you?
I'm six.



I like purple.



I like orange.

2 Listen and sing. 07

Let's sing!



3 Ask and answer.

How old are you?
I'm seven.

Let's talk!
I like blue.

4 Look and say.

I like brown.

How old are you? I like blue.

Starter **5**

Lesson Two Grammar and song

SB page 5 WB page 5

Objectives

To say the sentences *How old are you? (I'm six.) I like (purple).*

To sing a song

Language

Language focus: listening, speaking

Grammar: *How old are you? (I'm six.) I like (purple).*

Extra language: *What color do you like? dog, bike*

Review: *orange, pink, brown, purple*

Resources and materials

Audio Tracks 06–07; Flashcards 5–8

Warmer

- Sing the song from Student Book p. 4 (Track 3) to energize the class and review the vocabulary.

Lead-in

- Put Flashcards 5–8 (*orange, pink, brown, purple*) on the board. Point to each one, one at a time, and say a word. Sometimes you should say the correct word and sometimes you should say the wrong word. Ask the class to sit if you are wrong and stand up if you are right.

1 Listen and repeat.

- Try to find an object that is orange, pink, brown, and purple. If you can't find anything then just use the color flashcards. Hold up each object or flashcard and say *I like*

orange, etc. Repeat with the other colors. Give the objects or flashcards to the children and try to elicit the sentences.

- Ask children to look at the pictures in their books and ask what they can see.
- Play the recording all the way through.
- Play the recording again, pause for students to repeat each line.

2 Listen and sing.

- Hold up the book and point to the picture. Elicit as much information as you can about the picture.
- Play the recording all the way through. Children listen as you sing along.
- Play the recording again. As you sing, hold up Flashcards 5–8.
- Play the recording again for the children to sing the song.

3 Ask and answer.

- Ask children to look at the picture and speech bubbles.
- Have two children demonstrate the question and answer.
- Now ask a few more children in open class.
- You could ask the children to mingle, asking each other the question and answering.

4 Look and say.

- Draw attention to the speech bubble. Model the sentence with a child in the class.
- Ask children to work in pairs to make similar sentences using the other pictures.

ANSWERS

I like brown. I like blue and yellow. I like red. I like green.

Differentiation

- Below level:** Mouth the color words from this lesson silently. The class have to guess which word you are saying.
- At level:** Mouth the color words from this lesson silently. The class have to guess which word you are saying. The children then practice this in pairs.
- Above level:** Mouth the color words silently. The class have to guess which word you are saying. The children then practice this in pairs. They should use the four colors from this lesson and the five learned in Level 1.

Let's talk!

- Ask students to look at the picture and speech bubble.
- Ask a student to read the text in the speech bubble.
- Have students work in pairs reading the sentence and practicing using other color words from the lesson.

Further practice:

Workbook p. 5; Classroom Presentation Tool

Lesson Three Sounds and letters

1 Listen, point, and repeat. Write. 08

Aa apple
Bb bat tub
Cc cat
Dd dog bird
Ee egg
Ff fig leaf

2 Listen and chant. 09

3 Listen to the sounds. Connect the letters. 10

What's in the tub?

b e c f d c a
d c d a b f e

4 Look and point to the sounds b, d, and f.

The bird is in the tub.
The bird is on the leaf.

Let's talk!
Doll.

6 Starter Review: Aa to Ff

Lesson Three Sounds and letters

SB page 6 WB page 6

Objectives

To recognize the uppercase and lowercase forms of the letters *a, b, c, d, e,* and *f* and associate them with the sounds /æ/, /b/, /k/, /d/, /e/ and /f/

To pronounce the sounds /æ/, /b/, /k/, /d/, /e/ and /f/

Language

Language focus: listening, writing

Vocabulary: *apple, bat, tub, cat, dog, bird, egg, fig, leaf*

Extra language: *(The bird) is in (the tub). (The bird) is on (the leaf).*

Resources and materials

Audio Tracks 07–10; Phonics cards 1–9

Warmer

- Sing the song from Student Book p5 (Track 07) to energize the class and review the vocabulary and grammar.

Lead-in

- Put Phonics cards 1–9 (*apple, bat, tub, cat, dog, bird, egg, fig, leaf*) on the board. Point to each one, one at a time, and say the word. Then point to the cards and children say the word.

1 Listen, point, and repeat. Write.

08

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sounds.

- Then listen and point to the words: *apple, bat, tub, cat, dog, bird, egg, fig,* and *leaf* as you hear the words.
- Play the second part of the recording and have children repeat in chorus.
- Finally, model the writing activity.

2 Listen and chant.

09

- Play the recording for children to listen to the chant.
- Put the phonics cards in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again and pause after each line for children to repeat.
- Play the chant once more all the way through for children to repeat as they listen.

3 Listen to the sounds. Connect the letters.

10

- Play the recording for children to listen.
- Ask them to connect the letters.

ANSWER

the bird and apples

4 Look and point to the sounds b, d, and f.

- Read the sentences out loud for the children and ask them to listen. Read them again and ask the children to put their hand up when they hear the sounds /b/, /d/, and /f/.
- Now ask them to listen again and point to the letters *b, d,* and *f* in their books when they hear them in the sentences.

ANSWERS

bird, tub, leaf

Let's talk!

- Ask children to look at the picture and speech bubble. Ask *What is the girl holding? (A doll).* Say *doll*.
- Have a child read the word.
- Have children work in pairs and take turns saying the word. Tell them to point at words in their book and say other words from the lesson.

Differentiation

- Below level:** Put the phonics cards (*apple, bat, tub, cat, dog, bird, egg, fig, leaf*) on the board. Create a mime for each word. Say the word and children do the mime.
- At level:** Put the phonics cards (*apple, bat, tub, cat, dog, bird, egg, fig, leaf*) on the board. Create a mime for each word. Say the word and children do the mime. Then swap: you do the mime and children say the word. They can then practice this with a partner.
- Above level:** Play sounds bingo. Children write /æ/, /b/, /k/, /d/, /e/ and /f/ on their bingo card. Play the game with words from the lesson.

Further practice:

Workbook p. 6; Classroom Presentation Tool

Lesson Four Numbers

1 Listen, point, and repeat. Write. 🎧 11 📄

2 Point and sing. 🎧 12

1 one	2 two	3 three	4 four	5 five
6 six	7 seven	8 eight	9 nine	10 ten

3 Count and say. 🗣️

orange purple pink blue green

Four.

Let's talk!

Six.

Numbers: 1 to 10 Review Starter 7

Lesson Four Numbers SB page 7 WB page 7

Objectives

To review numbers 1 to 10

Language

Language focus: listening, speaking, writing

Vocabulary: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, one, two, three, four, five, six, seven, eight, nine, ten

Resources and materials

Audio Tracks 11–12

Warmer

- Play a warm-up song.
- Play *Bingo!* with numbers 1–10 (see Games bank).

1 Listen, point, and repeat. Write. 🎧 11

- Say *Open your books* and model the action for children to copy.
- Play the recording and point to numbers 1 to 10 as you hear the words. Clap in time with the audio.
- Encourage the children to point to each number as they hear it.
- Play the recording again. Point to the numbers one at a time and say them. Children repeat in chorus.
- Finally, model the writing activity.

2 Point and sing. 🎧 12

- Point to each set of pictures in turn. Say *Let's count them*. Encourage the children to count with you.

- Play the recording all the way through for children to listen. Encourage them to clap and count in time with the audio.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song.

3 Count and say.

- Hold up your book and point to the pictures of the different color balloons and say the colors. Say *How many?* Count the orange balloons and say *four*. Encourage the class to count them with you and say the number. Repeat with each group of different color balloons.

ANSWERS

4 orange, 6 purple, 3 pink, 7 blue, 8 green

Differentiation

- **Below level:** Place 10 different flashcards on the board. Number them 1 to 10. Say the word and children say the number.
- **At level:** Place 10 different flashcards on the board. Number them 1 to 10. Say the word and children say the number. Children then practice this in pairs.
- **Above level:** Place 10 different flashcards on the board. Number them 1 to 10. Say the word and children say the number. Children then practice this in pairs. Ask children to try and make a short sentence with the word and/or the number.

Let's talk!

- Ask children to look at the picture and speech bubble. Say *Six*. Ask *What is the boy holding?* (a picture of six teddy bears)
- Have a child read the number six.
- Have children work in pairs and take turns saying the numbers between 1 and 10.

Further practice:

Workbook p. 7; Classroom Presentation Tool

Lesson Five Sounds and letters

1 Listen, point, and repeat. Write. 13

Gg goat dog **Hh** hat **Ii** ink **Jj** jelly
Kk kite yak **Ll** lion ill **Mm** mom

2 Listen and chant. 14

3 Listen to the sounds. Connect the letters. 15

What does the goat have?

i k h m h l j
g j g l k m i

4 Look and point to the sounds k and m.

Mom says, "Look!
The yak has a hat!"

Let's talk!
Kite.

8 Starter Review: Gg to Mm

Lesson Five Sounds and letters

SB page 8 WB page 8

Objectives

To recognize the uppercase and lowercase forms of the letters *g, h, i, j, k, l* and *m* and associate them with the sounds /g/, /h/, /i/, /dʒ/, /k/, /l/ and /m/ at the beginning and ends of words.

To pronounce the sounds /g/, /h/, /i/, /dʒ/, /k/, /l/ and /m/.

Language

Language focus: listening, speaking, writing

Vocabulary: goat, dog, hat, ink, jelly, kite, yak, lion, ill, mom

Review: (*The yak*) has (a hat).

Extra language: Mom says, "Look!"

Resources and materials

Audio Tracks 13–15; Phonics cards 1–9, 10–19

Warmer

- Sing the chant from Student Book page 6 (Track 09).
- Quickly flash each phonics card from the chant at the students. See if they can tell you the word.

Lead-in

- Write *g, h, i, j, k, l* and *m* on the board. Point to each one and say the letter name and sound for children to repeat.
- Draw the lowercase letters in the air.
- Below the letters, write the corresponding words. Circle the first letter or last letter of each word. Say the words, emphasising the beginning or end sounds.

- Hold up Phonics cards 10–19, one at a time. Say the words for children to repeat.

1 Listen, point, and repeat. Write.

- Play the first part of the recording for children to listen to the letter sounds /g/, /h/, /i/, /dʒ/, /k/, /l/ and /m/.
- Then listen and point to the words.
- Play the second part of the recording and children repeat.
- Finally, model the writing activity.

2 Listen and chant.

- Point to the pictures in your book and say the words.
- Point to each picture and say the word. Children repeat in chorus.
- Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics cards when you hear the words that begin or end in that sound.
- Play the chant again and pause after each line for children to repeat.

3 Listen to the sounds. Connect the letters.

- Hold up your book and point to the sounds. Say them together with the class.
- Explain that children must listen to the sounds and follow them from left to right as they listen.

ANSWER

jelly and ink

4 Look and point to the sounds k and m.

- Hold up your book and point to the picture of the yak with the hat and say the words *The yak has a hat*. Children repeat in chorus.
- Elicit a word which starts with *m*. Children point to the mother goat. Ask them to find the *m* at the end of the word *Mom*.
- Elicit the two words which end with *k*. Children point to *yak* and *look*.

ANSWERS

Mom, yak, Look

Differentiation

- **Below level:** Put the text from activity 4 on the board. Ask children to say it with you. Try to get them to say it faster and faster.
- **At level:** As above but add the following steps. Rub out some of the words, leaving only the first letters so they are saying some of the words from memory.
- **Above level:** As above but add the following steps. Each time rub out a word so they are eventually saying everything from memory.

Let's talk!

- Look at the picture and speech bubble. Say *Kite*. Ask *What is the boy holding?* (a picture of boy holding a kite)
- Have a student read the word *kite*.
- Students take turns saying words from the lesson.

Further practice:

Workbook p. 8; Classroom Presentation Tool

Lesson Six Words and grammar

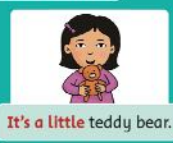
1 Listen, point, and repeat. 🎧 16

2 Listen and chant. 🎧 17



3 Listen and repeat. 🎧 18

Let's learn!



It's a little teddy bear.



It's a big teddy bear.

4 Point and say. 🗨️




It's a little chair.




Days of the week; It's a little/big ... Starter 9

Lesson Six Words and grammar

SB page 9 WB page 9

Objectives

To learn the days of the week and the adjectives *big* and *little*

To practice the days of the week in the form of a chant

Language

Language focus: listening, speaking

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

Resources and materials

Audio Tracks 14, 16–18

Warmer

- Play the chant from page 8 (Track 14) to introduce the lesson and for children to sing along.

Lead-in

- Write the days of the week on the board to introduce the vocabulary for this lesson.
- Point to them one at a time and say the words for children to repeat in chorus.
- Repeat until children can remember the words.

1 Listen, point, and repeat. 🎧 16

- Say *Open your books* and model the action for children to copy. Point to the words for the days of the week.

- Play the first part of the recording. Hold up your book and point to the words in time with the recording. Children listen and point to the appropriate words.
- Play the second part of the recording for children to repeat the words in chorus.
- Play the recording all the way through for children to point to the words and repeat the words.

2 Listen and chant. 🎧 17

- Play the recording for children to listen to the chant. Hold up your book and point to the words as you hear them.
- Play the chant a second time for children to say the words.
- Go around the class, giving each child a day of the week.
- Say the chant with the class. Point to the appropriate flashcard as you hear each day.
- The children say the chant again but this time with a different day assigned to each of them. They point to the flashcards as they hear them.

3 Listen and repeat. 🎧 18

- Point to the pictures of the girls with the two different teddy bears. Say *It's a little teddy bear.* and *It's a big teddy bear.* Repeat so that the meaning is clear.
- Play the recording and say the words in time with the audio.
- Play the recording again for children to repeat the words in chorus.
- Repeat and practice with other items that they've studied in this unit. For example, you could draw a person with a little hat/big hat, a little dog and a big dog, a person with a little kite/a big kite, etc.

4 Point and say.

- Hold up your book and point to the pictures. Point to each picture one at a time and say the sentences.
- Repeat and encourage the children to point to the pictures and say the sentences with you in chorus.

Differentiation

- Below level:** Give children the words for the days of the week but with all of the vowels gapped out. Ask them to complete the words.
- At level:** Put children in groups. Each group has to stand in a line, with the first person coming to the board to write a random day of the week (dictated by the teacher) as quickly as possible. Only the person at the board can write but their team can call out and help them. After each word, the person at the board should change.
- Above level:** As above but use sentences using the days of the week and the words *big* and *little*.

Further practice:

Workbook p. 9; Classroom Presentation Tool; Starter Unit Test

1 Is this your mom?

1 Is this your mom?

Lesson One Words

1 Listen, point, and repeat. 19

2 Listen and chant. 20

mom dad brother sister grandpa grandma

3 Point and say. Stick. 20

10 Unit 1 My family

Lesson One Words SB page 10 WB page 10

Objectives

To learn family names

To practice family names in the form of a chant

Language

Language focus: listening, speaking

Vocabulary: mom, dad, brother, sister, grandpa, grandma

Resources and materials

Audio Tracks 17, 19–20; Flashcards 9–14; Stickers

Warmer

- Play the chant from page 9 to review the days of the week.
- Play *Jump* (see Games bank).

Lead-in

- Use Flashcards 9–14 to introduce the vocabulary for this lesson.
- Hold them up one at a time and say the words for children to repeat in chorus.
- Repeat as often as necessary until children can remember the words.

1 Listen, point, and repeat. 19

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

2 Listen and chant. 20

- Play the recording for children to listen to the chant. Hold up your book and point to the pictures as you hear them.
- Play the chant a second time for children to say the words.
- Divide the class into groups of six. Give each group a line from the chant.
- Say the chant with the class. Hold up the appropriate flashcard when you say the family word.
- Each group says their line in turn.

3 Point and say. Stick.

- Hold up your book and point to the picture. Point to each family member one at a time and say the words.
- Repeat and encourage the children to point to the pictures and say the words with you in chorus.
- Say *Let's stick the stickers*. Take the *grandpa* sticker and show it to the class. Place it on the caption box in the Student Book and say *grandpa*.
- Children copy you and place all the stickers in the correct caption boxes.

Differentiation

- Below level:** Place Flashcards 9–14: *mom, dad, brother, sister, grandpa, and grandma* around the room. Divide the class into groups of 1s, 2s, 3s, etc and then ask different groups to walk to different pictures, e.g. 1s to 'grandma'.
- At level:** Place all of the flashcards on the board. Ask the children to close their eyes. Take one card away. When they open their eyes, ask a volunteer to say which card is missing.
- Above level:** Write the words *mom, dad, brother, sister, grandpa, and grandma* on the board. Remove some letters. Ask children to come to the board and write in the missing letters and match the word to the flashcard.

Further practice:

Workbook p. 10; Classroom Presentation Tool

Lesson Two Grammar and song

1 Listen and repeat. 21

Let's learn!

Is this your mom?
Yes, it is.

Is this your dad?
No, it isn't. This is my brother.

2 Listen and sing. 22

Let's sing!

3 Match the pictures to the words and say.

1

sister

2

dad

3

grandpa

4

grandma

Let's talk!

Is this your mom?

Unit 1 11

Lesson Two Grammar and song

SB page 11 WB page 11

Objectives

To say the sentences *Is this your (mom)? Yes, it is. / No, it isn't.*
To sing a song

Language

Language focus: listening, speaking

Grammar: *Is this your (mom)? Yes, it is. / No, it isn't.*

Review: *mom, dad, brother, sister, grandma, grandpa*

Extra language: *Who can you see?, They all love me.*

Resources and materials

Audio Tracks 20, 21–22; Flashcards 9–14; Photo(s) of your mom and other family members; Crayons; A sheet of paper for each child (optional)

Warmer

- Do the chant from Student Book p10 (Track 20) to energize the class and review the vocabulary.
- Play *What's missing?* (see Games bank).

Lead-in

- Play *Match* with the family word flashcards.
- Write the words in a column on the left side of the board.
- Place the flashcards in a column on the right. Invite children to the front to match them.

1 Listen and repeat. 21

- Put the *mom* flashcard on the board. Point to the flashcard and say *mom*.
- Point to the picture in the Student Book as you say *Is this your mom?* Point to the picture in the Student Book and say *Yes, it is*. Then point to the brother and say *Is this your dad?* *No, it isn't. This is my brother.*
- Play the recording and say the words with the audio.
- Play the recording again for children to repeat in chorus.
- Repeat and practice with all the family cards. Use more photos of your family as before, if you wish.

2 Listen and sing. 22

- Hold up the book and point to the pictures. Elicit as much information as you can about the picture.
- Play the recording all the way through. Children listen as you sing along. Nod your head when you say *Yes, it is. Yes, it is.* and shake your head when you say *No, it isn't. No, it isn't.* Point to yourself when you say *They all love me!*
- Play the song again for children to sing and do the actions.

3 Match the pictures to the words and say.

- Point to the picture of grandpa. Say *Is this your ...?* Then trace the path and continue across the page until you reach the word *grandpa*. Say *grandpa*.
- Repeat and this time get the class to match with their fingers and say the words with you in chorus.
- Repeat the same procedure with each picture.

ANSWERS

1 grandpa 2 grandma 3 sister 4 dad

Differentiation

- Below level:** Display *mom, dad, brother, sister, grandpa* and *grandma* flashcards in different places around the room. Play the song again (Track 22). Children point to the correct flashcard as they sing the verse with the word.
- At level:** Ask children to draw a picture of their mother, father, sister, brother, grandma, or grandpa.
- Play the song again (Track 22). Children hold up their pictures as they sing the name of the person.
- Above level:** Ask children to draw a picture of their mother, father, sister, brother, or grandma or grandpa.
- Ask children to write a sentence next to the picture, e.g. *Is this your mom?* Play the song again (Track 22). Children hold up their pictures as they sing the name of the person.

Let's talk!

- Ask students to look at the picture and speech bubble. Say *Is this your mom?*
- Have a student read the sentence.
- Have students work in pairs and take turns saying the sentence with this and other family member words.

Further practice:

Workbook p. 11; Classroom Presentation Tool

Lesson Three Sounds and letters

1 Listen, point, and repeat. Write. 23



2 Listen and chant. 24

3 Stick and say.



4 Point to the letters Nn and Oo.

I'm Nellie. This is my nose and my neck.
I'm Ollie. This is my orange and my octopus.

12 Unit 1 Nn – nose, neck; Oo – orange, octopus

Lesson Three Sounds and letters

SB page 12 WB page 12

Objectives

To recognize the uppercase and lowercase forms of the letters *n* and *o* and associate them with the sounds /n/, /ɔ:/ and /ɑ:/

To pronounce the sounds /n/, /ɔ:/ and /ɑ:/

Language

Language focus: listening, speaking, writing

Vocabulary: *nose, neck, orange, octopus*

Review: *I'm (Nellie). This is my (nose).*

Resources and materials

Audio Tracks 23–24; Phonics cards 20–23; Stickers

Warmer

- Play a warm-up song.
- Play *Snap!* (see Games bank).

Lead-in

- Draw dotted outlines of uppercase *N* and *O* and lowercase *n* and *o* on the board.
- Facing the board, draw *N* and *n* in the air as you say the sound /n/. Children draw the letters in the air with you.
- Repeat with *O* and *o* and the sounds /ɔ:/ and /ɑ:/.
- Then connect the dotted lines on the board and complete *N* and *O* and *n* and *o*.
- Draw more dotted examples on the board and ask children to come and connect the dots.

1 Listen, point, and repeat. Write. 23

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sounds.
- Then listen and point to the words *nose*, *neck*, *orange*, and *octopus* as you hear the words.
- Play the second part of the recording and have children repeat in chorus.
- Finally, model the writing activity.

2 Listen and chant. 24

- Hold up your book. Point to the girl and say *I'm Nellie. This is my nose. This is my neck.* Point to the boy and say *I'm Ollie. This is my orange and my octopus.*
- Play the recording for children to listen to the chant.
- Put the phonics cards in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again and pause after each line for children to repeat.
- Play the chant once more all the way through for children to repeat as they listen.

3 Stick and say.

- Hold up your book and point to the picture of the boy holding the *orange* and the *octopus*. Point to the lowercase *o* and elicit /ɔ:/ and /ɑ:/.
- Say *Let's stick the sticker.* Hold up the *o* sticker and encourage children to place it in their books in the correct position. Ask children to say the sound and the words with you. Repeat with the remaining pictures.

4 Point to the letters Nn and Oo.

- Read the sentences out loud for the children and ask them to listen. Read them again and ask the children to put their hand up when they hear the sounds /ɔ:/ and /ɑ:/.
- Now ask them to listen again and point to the letters *Nn* and *Oo* in their books when they hear them in the sentences.

ANSWERS

Nellie, nose, neck, Ollie, orange, octopus

Differentiation

- **Below level:** Divide the class into four groups and assign each group a word: *nose*, *neck*, *orange*, *octopus*. Play the chant and each time children hear their word, they quickly stand up and sit down.
- **At level:** As above but play the chant and stop before each word. The correct team quickly stand up and say their word.
- **Above level:** Display all of the phonics cards the children have learned so far on the board or around the classroom, including the sound from this lesson. One at a time, say the sounds.
- The children point to the card that contains the sound.

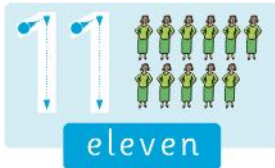
Further practice:

Workbook p. 12; Classroom Presentation Tool

Lesson Four Numbers

1 Listen, point, and repeat. Write. 🎧 25

2 Point and sing. 🎧 26

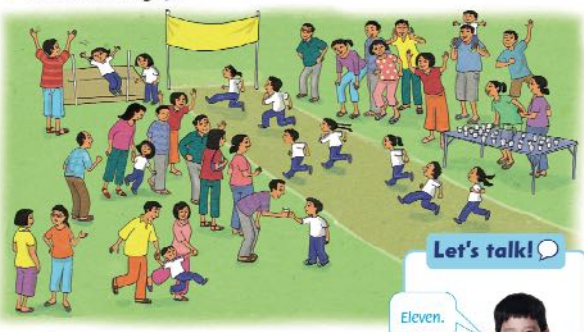


eleven



twelve

3 Count and say. 🗣️



Let's talk!

moms dads boys girls

Eleven.
twelve moms!

Numbers: 11, 12 Unit 1 13

Lesson Four Numbers SB page 13 WB page 13

Objectives

To learn the numbers 11 and 12

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

Language

Language focus: listening, speaking, writing

Vocabulary: 11, 12, eleven, twelve

Review: 1–10

Extra language: *arrive, in line*

Resources and materials

Audio Tracks 25–26

Warmer

- Play a warm-up song.
- Play *Bingo!* with numbers 1 to 10 (see Games bank).

Lead-in

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

1 Listen, point, and repeat. Write. 🎧 25

- Play the recording and point to numbers 11 and 12 as you hear the words. Clap in time with the audio.
- Encourage the children to point to the moms on the recording after 11 and the dads on the recording after 12.
- Play the recording again. Point to the numbers one at a time and say 11, 12. Children repeat in chorus.
- Finally, model the writing activity.

2 Point and sing. 🎧 26

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

3 Count and say.

- Point to the moms in the picture. Say *How many?* Encourage the class to count them with you. Say *twelve*.
- Count the dads. Encourage the class to count them with you. Say *eleven*.
- Ask students to work in pairs. They count the moms, dads, boys, and girls together, counting up to 11 and 12.

ANSWERS

12 moms, 11 dads, 6 boys, 7 girls

Differentiation

- **Below level:** Divide the class into three groups and assign each group a set of numbers 1–4, 5–8, and 9–12. The first group claps, saying 1, 2, 3, 4. The second group stomps their feet, saying 5, 6, 7, 8. The third group taps their desks, saying 9, 10, 11, and 12.
- **At level:** Count from 1 to 12.
- **Above level:** Divide the class into two groups. Give group 1 the first verse to sing and group 2 the second verse.

Let's talk!

- Ask students to look at the picture and speech bubble. Say *Eleven*. Ask *What is the boy holding?* (a picture of 11 dads).
- Have a student read the number. Then they take turns saying the number and other numbers they know.

Further practice:

Workbook p. 13; Classroom Presentation Tool

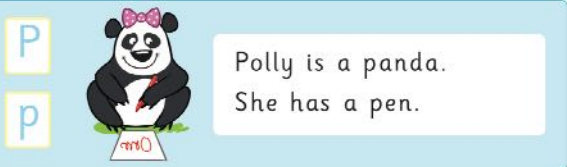
Lesson Five Sounds and letters

1 Listen, point, and repeat. Write. 27

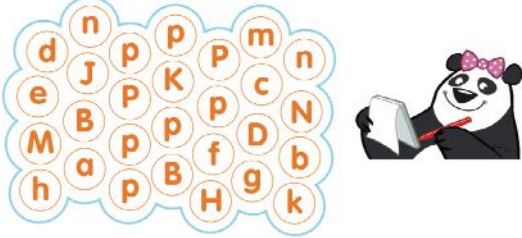


2 Listen and chant. 28

3 Stick and say.



4 Point to the letter Pp.



14 Unit 1 Pp – panda, pen

Lesson Five Sounds and letters

SB page 14 WB page 14

Objectives

To recognize the uppercase and lowercase forms of the letter *p* and associate it with the sound /p/

To pronounce the sound /p/

Language

Language focus: listening, speaking, writing

Vocabulary: *panda, pen*

Review: *She has a (pen).*

Resources and materials

Audio Tracks 27–28; Phonics cards 24–25; Stickers

Warmer

- Play a warm-up song.
- Play *Find your partner* (see Games bank).

Lead-in

- Draw dotted outlines of uppercase *P* and lowercase *p* on the board.
- Facing the board, draw *P* and *p* in the air for children to copy. Then connect the dotted lines on the board and complete the letters.
- Draw more dotted outlines of *P* and *p* on the board and ask children to come to the board to connect the dots.

1 Listen, point, and repeat. Write. 27

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /p/.
- Then listen and point to the words *panda* and *pen*.
- Play the second part of the recording and have children repeat in chorus.
- Finally, model the writing activity.

2 Listen and chant. 28

- Hold up your book and point to the pictures and say the words *panda* and *pen*. Point to the panda and say *This is Polly. Polly is a panda. She has a pen.*
- Point to the panda and then the pen. Say *The panda has a pen*. Children repeat in chorus.
- Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics cards /p/ when you hear the words *Polly, panda, and pen*.
- Play the chant again and pause after each line for children to repeat.

3 Stick and say.

- Hold up your book and point to the picture of the panda holding a pen.
- Say *Let's stick the stickers*. Hold up the *P* sticker. Say the sound /p/.
- Put it on the letter *P* next to the picture of the panda.
- Children put the *p* sticker in the correct place.

4 Point to the letter Pp.

- Hold up phonics card *p* and say the letter sound /p/ for children to repeat.
- Point to the diagram and say *Point to the letters P and p*. Point to an example.
- Children find other examples of the letter *p* and point to them.

Differentiation

- **Below level:** Demonstrate some actions for the words: *panda* (mime eating bamboo) and *pen* (mime writing).
- Play the chant again. Children do the actions as they hear the chant.
- **At level:** Put phonics cards from this lesson and previous lessons around the room and children point to the correct sound when you say the words (e.g. *panda, pen, orange, octopus, nose, neck*, etc.).
- **Above level:** Children write their own chant with *P* words. Monitor and drill pronunciation. Children read their chant to the class.

Further practice:

Workbook p. 14; Classroom Presentation Tool

Lesson Six Story

1 Listen to the story. 🎧 29 🎧
2 Read and say. 🗣️
3 Listen again and repeat.
Act. 🎭 29

My brother!

1

This is my grandpa.

2

This is my mom.

3

Is this your grandma?
No, it isn't.

4

This is my brother.

Values: Be polite at other people's homes Unit 1 15

Lesson Six Story SB page 15 WB page 15

Objectives

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

Language

Skills: listening, reading, speaking

Vocabulary: review

Review: *Is this your (grandma)? No, it isn't.*

Resources and materials

Audio Track 29; Flashcards 9–14

Values

Be polite at other people's homes

Warmer

- Play the song from Lesson 2 (Track 22) to review the vocabulary for this lesson and for children to sing along.
- Play *Bingo!* (see Games bank).

Lead-in

- Give Flashcards 9–14 to six children.
- Say one of the words. The child with the card stands up, shows the card to the class, and says a complete sentence *This is my (mom/dad/brother/sister/grandpa/grandma).*
- The class repeats in chorus. Repeat with all the words.

1 Listen to the story. 🎧 29 🎧

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

2 Read and say.

- Write *Is this your ...* on the board. Place the *mom* flashcard next to the word *your*.
- Point to each word and read slowly to elicit the complete sentence *Is this your mom?*
- Continue in this way until you have practiced all the family words.
- Point to the sentences in frames 1 to 4 and read them with the class.
- Ask one or two individual children to read a sentence to the class.

3 Listen again and repeat. Act. 🎭 29

- Play the recording once all the way through and then pause after each line for children to listen and repeat.
- Divide the class into groups of five to play the parts of Rosy, Lucy, Grandpa, Mom, and Billy. If the class doesn't divide exactly, some children can play more than one character.
- Choose and demonstrate some actions for the story.
- Play the recording again for children to mime the actions.
- Children practice acting out the story.

Differentiation

- **Below level:** Hand out flashcards from this and previous lessons. Children pass the flashcards around while music is playing. Stop the music suddenly. Ask the children who are holding the flashcards to stand up. Say the words and children point to who is holding the word you said.
- **At level:** Hand out flashcards from this and previous lessons. Children pass the flashcards around while music is playing. Stop the music suddenly. Ask the children who are holding the flashcards to stand up and say the word.
- **Above level:** Hand out flashcards from this and previous lessons. Children pass the flashcards around while music is playing. Stop the music suddenly. Ask the children who are holding the flashcards to stand up and say a sentence using the word.

Further practice:

Workbook p. 15; Classroom Presentation Tool; Unit Test; Values worksheet; Unit 1 Test

2

He's happy!

2 He's happy!

Lesson One Words

- Listen, point, and repeat. 30
- Listen and chant. 31
- Point and say. Stick.

16 Unit 2 Feelings

Lesson One Words

SB page 16 WB page 16

Objectives

To learn feelings words

To practice feelings words in the form of a chant

Language

Language focus: listening, speaking

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

Resources and materials

Audio Tracks 22, 30–31; Flashcards 15–20; Stickers

Warmer

- Sing the song from page 11 (Track 22) for children to sing along.
- Play *Snap!* (see Games bank).

Lead-in

- Hold Flashcards 15–20 up one at a time and say the words for children to repeat in chorus.
- Give the flashcards to six children. They take turns standing up, showing their card and saying the word.

1 Listen, point, and repeat. 30

- Say *Open your books* and model the action for children to copy. Point to the feeling pictures.

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

2 Listen and chant. 31

- Play the recording for children to listen to the chant. Hold up your book and point to the pictures as you hear them.
- Play the chant a second time for children to say the words. Demonstrate an action for each word: *happy* (wave arms in the air), *sad* (mime crying), *hungry* (rub tummy), *thirsty* (mime drinking), *hot* (fan your face), *cold* (shiver).
- Put the class into six groups each with a line from the chant. Say the chant with the class and do the actions.
- Listen again. Each group says their line and does the correct action in time with the audio.

3 Point and say. Stick.

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

Differentiation

- Below level:** Use Flashcards 15–20 to practice opposite words: happy/sad, hungry/thirsty, hot/cold. Put the card pairs on the board. Then turn over one of the cards in each pair so that only one card is visible. Elicit the words from the class until all the cards are visible.
- At level:** Put the flashcards on the board in a sequence, e.g., *hot, cold, happy, sad, thirsty, hungry*. Have the class repeat the sequence. Remove one flashcard. The class repeats the sequence including the missing word. Remove one more flashcard each time, until children are saying the whole sequence from memory.
- Above level:** Play the chant again. Pause the recording at every alternate line and elicit the words from the children. Remind them that the words will be the opposite of the words in the previous line. Use flashcards if necessary.

Further practice:

Workbook p. 16; Classroom Presentation Tool

Lesson Two Grammar and song

1 Listen and repeat. 32

Let's learn!




He's happy. She's hungry.

2 Listen and sing. 33

Let's sing!



Let's talk!



She's sad. He's hungry.

He's happy. She's hungry. Unit 2 17

Lesson Two Grammar and song

SB page 17 WB page 17

Objectives

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

Language

Language focus: listening, speaking

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

Extra language: *happy as can be*

Review: *boy, girl, happy, sad, hungry, thirsty, hot, cold*

Resources and materials

Audio Tracks 31–33; Flashcards 15–20

Warmer

- Do the chant from Student Book p16 (Track 31) to energize the class and review the vocabulary.
- Play *Musical cards* (see Games bank).

Lead-in

- Put Flashcards 15–20 (*happy, sad, hungry, thirsty, hot, cold*) on the board. Point to each one, one at a time, and say the word. Point to the cards and do a mime for each one.
- Put the cards face down on the table. Choose cards one at a time and mime the word. Children shout out the word.

1 Listen and repeat.

- Draw a smiley face on the board. Point to it and say *He's happy*. Draw another smiley face with long hair and

say *She's happy*. Repeat until children understand the difference between *He's* and *She's*.

- Point to the pictures in the Student Book and elicit *He's happy* and *She's hungry*.
- Play the recording and say the sentences with the audio.
- Play the recording again for children to repeat the sentences in chorus. Repeat and practice with all the flashcards.

2 Listen and sing.

- Hold up the book and point to the pictures. Elicit as much information as you can about the picture.
- Play the recording all the way through. Children listen as you sing along. Repeat the mimes you did at the start of the lesson for the feelings words.
- Play the recording again. As you sing, hold up Flashcards 15–20 and do the actions for the feelings.
- Play the recording again for the children to sing the song and do the actions.
- Play the recording once again, stopping after each verse. Ask children to locate the people in the pictures for each verse.

3 Point and say.

- Hold up your book and point to the picture.
- Point to the girl in the blue dress and say *She's cold*. Repeat and encourage the children to repeat in chorus.
- Point to the pictures one at a time and say the sentences. Encourage the children to speak in chorus with you.

Let's talk!

- Ask students to look at the picture and speech bubble.
- Have a student read the statement in the speech bubble.
- You may want to give each student a piece of paper to draw a picture of someone with one of the feelings. Have them share their pictures in pairs or groups, saying *He's/She's (cold)*.

Differentiation

- Below level:** Ask children to work in pairs. The first child chooses a feelings word and mimes it. The second child guesses the word and says, e.g., *He's/She's happy*.
- Children continue playing with other feelings words.
- At level:** Divide the class into groups. Give each group a verse to sing. Give one child in each group the flashcard for that verse. Play the recording again (Track 33). Each group sings their verse and holds up the flashcard when they sing.
- Above level:** Give children the song lyrics with some words gapped out. Ask them to listen and fill in the missing words. Play the recording again (Track 33). Everyone sings along, using their written lyrics to help them.

Further practice:

Workbook p. 17; Classroom Presentation Tool

Lesson Three Sounds and letters

1 Listen, point, and repeat. Write. 34



2 Listen and chant. 35

3 Stick and say.



4 Point to the letters Qq and Rr.

The queen is quiet.
Look at the rainbow. Look at the river.

18 Unit 2 Qq – queen, quiet; Rr – river, rainbow

Lesson Three Sounds and letters

SB page 18 WB page 18

Objectives

To recognize the uppercase and lowercase forms of the letters *q* and *r* and associate them with the sound /kw/ and /r/

To pronounce the sounds /kw/ and /r/

Language

Language focus: listening, speaking, writing

Vocabulary: *queen, quiet, river, rainbow*

Extra language: *Look at the (rainbow).*

Resources and materials

Audio Tracks 34–35; Flashcards 15–20; Phonics cards 26–29; Stickers

Warmer

- Play a warm-up song.
- Play *Listen, point, and say* (see Games bank).

Lead-in

- Draw dotted outlines of uppercase *Q* and *R* and lowercase *q* and *r* on the board.
- Facing the board, draw *Q* and *q* in the air as you say the sound /kw/. Children draw the letters in the air with you.
- Repeat with *R* and *r* and the sound /r/.
- Then connect the dotted lines on the board and complete *Q* and *R*, and *q* and *r*.
- Draw more dotted examples on the board and ask children to come and connect the dots.

1 Listen, point, and repeat. Write.

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sounds.
- Then listen and point to the words *queen*, *quiet*, *river*, and *rainbow* as you hear the words.
- Play the second part of the recording and have children repeat in chorus.
- Finally, model the writing activity.

2 Listen and chant.

- Play the recording for children to listen to the chant.
- Put the phonics cards in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again and pause after each line for children to repeat.
- Play the chant once more all the way through for children to repeat as they listen.

3 Stick and say.

- Hold up your book and point to the picture. Point to the lowercase *p* and elicit /p/.
- Say *Let's stick the sticker*. Hold up the *p* sticker and encourage children to place it in their books in the correct position. Ask children to say the sound and the words with you. Repeat with the remaining sounds.

4 Point the letters Qq and Rr.

- Read the sentences out loud for the children and ask them to listen. Read them again and ask the children to put their hand up when they hear the sounds /kw/ and /r/.
- Now ask them to listen again and point to the letters *Qq* and *Rr* in their books when they hear them in the sentences.

ANSWERS

queen, quiet, rainbow, river

Differentiation

- **Below level:** Create a mime with the class for the words (*queen, quiet, river, rainbow*). Get the class to practice doing the mimes and saying the words with their partners.
- **At level:** Use the flashcards from the unit so far and any other vocabulary cards that you want to review.
- Show each card very quickly and then hide it again. Ask the class to call out the words.
- **Above level:** Ask students to write their own sentence using *queen, quiet, river* or *rainbow*. They can read it to the class, missing out the word and the class guess their word. Take the opportunity to drill pronunciation of the sentence with the class.

Further practice:

Workbook p. 18; Classroom Presentation Tool

Lesson Four Numbers

1 Listen, point, and repeat. Write. 🎧 36 📅

2 Point and sing. 🎧 37

13
thirteen

14
fourteen

3 Count and say. 🗣️

Let's talk! 🗣️

Numbers: 13, 14 Unit 2 19

- Encourage the children to point at the sandwiches after 13.
- Encourage the children to point at the bottles after 14.
- Play the recording again. Point to the numbers one at a time and say 13, 14. Children repeat in chorus.
- Finally, model the writing activity.

2 Point and sing. 🎧 37

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

3 Count and say.

- Hold up your book and point to the different foods. Say *How many?* Count the eggs and say *eleven*. Encourage the class to count them with you and say the number.
- Repeat with the apples, drinks, and sandwiches.

ANSWERS

11 eggs, 12 apples, 14 drinks, 13 sandwiches

Lesson Four Numbers

SB page 19 WB page 19

Objectives

To learn the numbers 13 and 14

To learn the number words *thirteen* and *fourteen*

Language

Language focus: listening, speaking, writing

Vocabulary: 13, 14, *thirteen*, *fourteen*

Review: 1–12

Extra language: *bottles*

Resources and materials

Audio Tracks 36–37

Warmer

- Play a warm-up song.
- Write numbers 1 to 12 on the board. Count them in sequence and encourage the class to count with you.

Lead-in

- Add 13 and 14 to the list on the board. Point to each number and model the words for children to repeat.
- Draw dotted outlines of the numbers 13 and 14 on the board and demonstrate how to write them. Children draw the numbers in the air.

1 Listen, point, and repeat. Write. 🎧 36

- Say *Open your books* and model the action for children to copy.
- Play the recording and point to numbers 13 and 14 as you hear the words. Clap in time with the audio.

Differentiation

- **Below level:** Clap a number quickly between one and fourteen and children have to say how many claps you did.
- **At level:** Play the song again and stop it randomly. Ask children to tell you what the next word is.
- **Above level:** Give children the song lyrics and ask them to change the food words and sing their new version.

Let's talk!

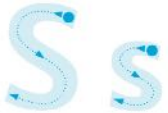
- Ask students to look at the picture and speech bubble. Say *Thirteen*. Ask *What is the boy holding?* (a picture of thirteen mangoes)
- Have a student read the number 13.
- Have students work in pairs and take turns saying the number. Tell them to use other numbers they know.

Further practice:

Workbook p. 19; Classroom Presentation Tool

Lesson Five Sounds and letters

1 Listen, point, and repeat. Write. 38





2 Listen and chant. 39

3 Stick and say.



4 Point to the words that begin with s.

pen sofa river sock sister lion
sad mango nose hat snake

20 Unit 2 Ss – sofa, sock

Lesson Five Sounds and letters

SB page 20 WB page 20

Objectives

To recognize the uppercase and lowercase forms of the letter *s* and associate it with the sound /s/

To pronounce the sound /s/

Language

Language focus: listening, speaking, writing

Vocabulary: *sofa, sock*

Extra language: *There's a (sock) on the (sofa). pen, river, sister, lion, sad, mango, nose, hat, snake*

Resources and materials

Audio Tracks 38–39; Phonics cards 30–31; Stickers

Warmer

- Play a warm-up song.
- Play a clapping game to review numbers 1 to 14. Clap different numbers for the children to count and call out.

Lead-in

- Draw dotted outlines of the uppercase *S* and lowercase *s* on the board.
- Facing the board, draw the letters in the air for children to copy. Then connect the dotted lines on the board and complete *S* and *s*.
- Draw more dotted outlines of *S* and *s* on the board and ask children to come to the board and connect the dots.

1 Listen, point, and repeat. Write.

- Play the first part of the recording for children to listen to the letter sound /s/.
- Then listen and point to the words *sofa* and *sock*.
- Play the second part of the recording and have children repeat in chorus.
- Finally, model the writing activity.

2 Listen and chant.

- Hold up your book and point to the picture and say the words *sock* and *sofa*.
- Point to the sock and then the sofa. Say *There's a sock on the sofa*. Children repeat in chorus.
- Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics cards /s/ when you hear the words *sock* and *sofa*.
- Play the chant again and pause after each line for children to repeat.

3 Stick and say.

- Hold up your book and point to the picture of the sock on the sofa.
- Say *Let's stick the sticker*. Hold up the *s* sticker. Say the sound /s/.
- Children put the *s* sticker in the correct place.

4 Point to the words that begin with s.

- Hold up phonics card *s* and say the letter sound /s/ for children to repeat.
- Point to the words and say *Point to the words that begin with s*. Point to the first example *sofa*.
- Children find other examples of the words that begin with *s* and point to them.

ANSWERS

sofa, sock, sister, sad, snake

Differentiation

- **Below level:** Give out a selection of the phonics cards that you've studied so far to students. Say a sound. The student with the card stands up. The other students point to the card.
- **At level:** Elicit all the *s* words the children have studied in this lesson onto the board. Try and elicit more as well. Ask the class to make the longest sentence with lots of *s* words.
- **Above level:** Elicit all the *s* words children have studied in this lesson onto the board. Try and elicit more as well. Together make the longest sentence you can with lots of *s* words. Rub out the words one by one and see if students can memorize the whole sentence.

Further practice:

Workbook p. 20; Classroom Presentation Tool

Lesson Six Story

1 Listen to the story. 40

2 Read and say.

3 Listen again and repeat. Act. 40

1

She's happy.

2

He's sad.

3

She's hungry.

4

I'm hungry!

Values: Respect other people's feelings Unit 2 **21**

Lesson Six Story SB page 21 WB page 21

Objectives

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

Language

Skills: listening, reading, speaking

Vocabulary: review

Extra language: Look! Good. Poor, (Billy). Come here. Sorry.

Resources and materials

Audio Tracks 33, 40; Flashcards 15–20

Blank paper, crayons (optional)

Values

Respect other people's feelings

Warmer

- Play the song from Lesson 2 (Track 33) to review the vocabulary for this lesson.
- Play *What's missing?* (see Games bank).

Lead-in

- Give Flashcards 15–20 to six children.
- Say one of the words. The child with the card stands up and shows the card to the class. Choose another child to say (*He's*) happy.
- The class repeats in chorus. Repeat with all the words.

1 Listen to the story. 40

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

2 Read and say.

- Write *She's ...* on the board. Place the *happy* flashcard next to the word *She's*.
- Point to each word and read slowly to elicit the complete sentence *She's happy*.
- Continue in this way until you have practiced all the feelings words.
- Point to the sentences in each frame of the story and read them with the class.
- Ask one or two individual children to read a sentence to the class.

3 Listen again and repeat. Act. 40

- Play the recording once all the way through and then pause after each line for children to listen and repeat.
- Divide the class into groups of four to play the parts of Rosy, Tim, Billy, and Mom. If the class doesn't divide exactly, some children can play more than one character.
- Choose and demonstrate some actions for the story.
- Play the recording again for children to mime the actions.
- Children practice acting out the story.

Differentiation

- Below level:** Give out flashcards of happy, sad, hungry, thirsty, cold, and hot. Put them on the board in random order. Ask children to match the words with their opposites.
- At level:** Children draw one picture to show something that makes them feel happy, sad, hungry, thirsty, cold, and hot. Tell children to organize the words together with their opposites.
- Above level:** Children draw one picture to represent each of the adjectives happy, sad, hungry, thirsty, cold, and hot. Tell children to organize the words together with their opposites. Ask children to write the words next to the picture or, if they are a very strong class, to write a sentence, e.g., *Music makes me happy*.

Further practice:

Workbook p. 21; Classroom Presentation Tool; Values worksheet; Unit 2 Test

3

Are these his pants?

3 Are these his pants?

Lesson One Words

1 Listen, point, and repeat. 41

2 Listen and chant. 42

dress socks T-shirt pants shorts shoes

3 Point and say. Stick. 43

Unit 3 Clothes

Lesson One Words

SB page 22 WB page 22

Objectives

To identify different clothes

To practice different clothes in the form of a chant

Language

Language focus: listening, speaking

Vocabulary: dress, socks, T-shirt, pants, shorts, shoes

Resources and materials

Audio Tracks 33, 41–42; Flashcards 21–26; Colored pens or pencils; Stickers

Warmer

- Sing the song from page 17 (Track 33) to warm the class up.

Lead-in

- Use Flashcards 21–26 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model any words that children do not know.
- Say the word *pants*. Children who are wearing pants point to them. Repeat with the other items of clothing.

1 Listen, point, and repeat. 41

- Ask children to open their Student Books and look at the pictures of the different clothes.

- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words in chorus.
- Put the flashcards in different places around the room. Say the words for children to point to the cards and repeat.

2 Listen and chant. 42

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. This time they can point to any clothes they are wearing when they hear the word. Repeat as necessary.

3 Point and say. Stick.

- Hold up your book and point to the picture. Point to each item of clothing one at a time and say the words.
- Repeat and encourage the children to point to the pictures and say the words with you in chorus.
- Say *Let's stick the stickers*. Take the dress sticker and show it to the class. Place it on the caption box in the Student Book and say *dress*.
- Children copy you and place all the stickers in the correct caption boxes.

Differentiation

- Below level:** Give Flashcards 21–26 to six different children. Play the recording. Each time that child hears his/her item of clothing mentioned, he/she holds the flashcard in the air.
- At level:** Think of a word, e.g., *dress* and draw a short line for each letter on the board, one next to the other (e.g., _ _ _ _ _).
- Ask the children to guess the letters that are in the secret word, one by one.
- If a child guesses a letter correctly, write the letter on the correct line.
- If a child guesses incorrectly, write the letter on the board with an X through it, and draw a large circle to represent a face. With each letter that is guessed incorrectly, add another feature to the face (two eyes, a nose, a smile, two ears, a neck, and hair).
- The game continues until either the word or the face is complete. If the word is completed, the class has won; if the face is completed, the teacher has won.
- Above level:** Give a child a flashcard. He/she has to draw the word in the air. The other children guess the word.

Further practice:

Workbook p. 22; Classroom Presentation Tool

Lesson Two Grammar and song

1 Listen and repeat. 43

Let's learn!

Are these her socks?
Yes, they are.

Are these his pants?
No, they aren't.

aren't = are not

2 Listen and sing. 44

Let's sing!

Let's talk!

Are these her shoes?

3 Ask and answer.

Are these his pants?

No, they aren't.

Are these his / her socks? Yes, they are. / No, they aren't. Unit 3 23

Lesson Two Grammar and song

SB page 23 WB page 23

Objectives

To say the sentences *Are these her socks? Yes, they are.*
Are these his pants? No, they aren't.

To sing a song

Language

Language focus: listening, speaking

Grammar: *Are these her socks? Yes, they are. Are these his pants? No, they aren't.*

Review: *blue, green, socks, pants, shorts, shoes*

Resources and materials

Audio Tracks 42–44; Flashcards 22, 24, 25, 26

Warmer

- Do the chant from Student Book p22 (Track 42) to energize the class and review the vocabulary.
- Play Pictionary (see Games bank) with the clothes from Lesson 1.

Lead-in

- Put Flashcards 22, 24, 25, 26 (*socks, pants, shorts, shoes*) on the board. Point to each one, one at a time, and say the word. The children mime putting on each one.

1 Listen and repeat. 43

- Point to the pictures in the Let's learn box and elicit the clothing words.
- Point at the pictures for the plural nouns (pants, socks) and say the questions and answers.
- Play the recording and say the sentences in time with the audio.
- Play the recording again for children to repeat the sentences in chorus.
- Repeat and practice with different flashcards.
- Draw attention to the grammar box. Show children how we make the contracted form *aren't* by writing the words separately and then together on the board.

2 Listen and sing. 44

- Hold up the book and point to the pictures. Elicit as much information as you can about what the children are wearing and what color the clothes are in the picture.
- Play the recording all the way through. Children listen as you sing along.
- Play the recording again. As you sing, hold up Flashcards 21–26.
- Play the recording again for the children to sing the song.
- Play the recording once again, stopping after each verse. Ask children to locate the people in the pictures.

3 Ask and answer.

- Ask children to look at the picture in their Student Books. Model the question and answer with a child in the class.
- Ask children to work in pairs. They take turns asking and answering similar questions.

ANSWERS

Are these his pants? Yes, they are.

Are these her shoes? No, they aren't.

Differentiation

- Below level:** Children listen to the song (Track 44) again and when they hear an item of clothing, they mime putting it on.
- At level:** Give children the lyrics but cut up into lines. They listen and put the lines in order.
- Above level:** Give children the lyrics but with some of the words blanked out. Elicit which words are missing but ask children to complete the song with another word that would fit. E.g. omit a color and they replace it with another color, change the items of clothing, etc.

Let's talk!

- Ask students to look at the picture and speech bubble.
- Have two students demonstrate the question in the speech bubble and the answer in the picture.
- Have students work in pairs to ask and answer the question. Tell them to practice with other words on the page.

Further practice:

Workbook p. 23; Classroom Presentation Tool

Lesson Three Sounds and letters

1 Listen, point, and repeat. Write. 45

2 Listen and chant. 46

3 Stick and say.

4 Point to the letters Tt and Uu.

Look at the turtle. It has a towel.
Look at the umbrella. It goes up.

24 Unit 3 Tt – towel, turtle; Uu – umbrella, up

Lesson Three Sounds and letters

SB page 24 WB page 24

Objectives

To recognize the uppercase and lowercase forms of the letters *t* and *u* and associate them with the sounds /t/ and /ʌ/

To pronounce the sounds /t/ and /ʌ/

Language

Language focus: listening, speaking, writing

Vocabulary: towel, turtle, umbrella, up

Review: Look at the (turtle). It has a (towel).

Extra language: It goes (up).

Resources and materials

Audio Tracks 42, 45–46; Phonics cards 32–35; Stickers

Warmer

- Ask children to turn to page 22. Play the recording and say the chant together to review clothes words.

Lead-in

- Use Phonics cards 32–35 to introduce the new words. Hold up the cards one at a time and say the words for children to repeat.
- Put the flashcards in different places around the room. Say the words for children to point to the correct flashcard and repeat.

1 Listen, point, and repeat. Write. 45

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sounds.
- Then listen and point to the words *towel*, *turtle*, *umbrella* and *up* as you hear the words.
- Play the second part of the recording and have children repeat in chorus.
- Put Phonics cards 32–35 on the board. Point to the different cards and ask individual children *What's this?*
- Finally, model the writing activity.

2 Listen and chant. 46

- Play the recording for children to listen to the chant.
- Put the phonics cards in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again and pause after each line for children to repeat.
- Play the chant once more all the way through for children to repeat as they listen.

3 Stick and say.

- Hold up your book and point to the picture of the *turtle* with a *towel*. Point to the lowercase *t* and elicit /t/.
- Say *Let's stick the sticker*. Hold up the *t* sticker and encourage children to place it in their books in the correct position. Ask children to say the sound and the words with you. Repeat with the remaining pictures.

4 Point to the letters Tt and Uu.

- Read the sentences out loud for the children and ask them to listen. Read them again and ask the children to put their hand up when they hear the sounds /t/ and /ʌ/.
- Now ask them to listen again and point to the letters *Tt* and *Uu* in their books when they hear them in the sentences.

ANSWERS

turtle, towel, umbrella, up

Differentiation

- Below level:** Give the text from activity 4 cut up into the four different sentences to different students. Ideally, have enough so every student has a sentence. Read out the text again, each time getting faster and faster. Students hold up the correct sentence as you say it.
- At level:** Read the four sentences from activity 4. Stop at the end of each sentence and ask students to say the last words (*turtle*, *towel*, *up*, *umbrella*). Read out the text again, each time getting faster and faster.
- Above level:** Read the four sentences from activity 4. Stop at the end of each sentence and ask students to say the last words (*turtle*, *towel*, *up*, *umbrella*). Read out the text again, each time getting faster and faster. Every time you read, drop an extra word for the children to fill in.

Further practice:

Workbook p. 24; Classroom Presentation Tool

Lesson Four Numbers

1 Listen, point, and repeat. Write. 🎧 47 📅

2 Point and sing. 🎧 48



fifteen



sixteen

3 Count and say. 🗣️



Numbers: 15, 16 Unit 3 25

Lesson Four Numbers SB page 25 WB page 25

Objectives

To learn the numbers 15 and 16

To learn the number words *fifteen* and *sixteen*

Language

Language focus: listening, speaking, writing

Vocabulary: 15, 16, fifteen, sixteen

Review: 1–14, dress, pants

Resources and materials

Audio Tracks 47–48

Warmer

- Play a warm-up song.
- Write numbers 1 to 14 on the board. Count them in sequence and encourage the class to count with you.

Lead-in

- Add 15 and 16 to the list on the board. Point to each number and model the words for children to repeat.
- Draw dotted outlines of the numbers 15 and 16 on the board and demonstrate how to write them. Children draw the numbers in the air.

1 Listen, point, and repeat. Write. 🎧 47

- Say *Open your books* and model the action for children to copy.
- Play the recording and point to numbers 15 and 16 as you hear the words. Clap in time with the audio.
- Encourage the children to point at the dresses after 15.

- Encourage the children to point at the pants after 16.
- Play the recording again. Point to the numbers one at a time and say 15, 16. Children repeat in chorus.
- Finally, model the writing activity.

2 Point and sing. 🎧 48

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

3 Count and say.

- Hold up your book and point to the clothes on the washing line. Say *How many?* Count the T-shirts and say *fifteen*. Encourage the class to count them with you and say the number. Repeat with the pairs of shorts.

ANSWERS

15 T-shirts, 16 shorts

Differentiation

- **Below level:** Play hopscotch with the numbers up to 16, children have to count out loud as they land on the numbers.
- **At level:** Place 16 flashcards that you'd like to review on the board. Play hopscotch with the numbers up to 16, children have to count out loud as they land on the numbers. Play music as they do this. When the music stops ask them to say the word for the flashcard on the board that has the same number as the number they are standing on.
- **Above level:** Place 16 flashcards that you'd like to review on the board. Play hopscotch with the numbers up to 16, children have to count out loud as they land on the numbers. Play music as they do this. When the music stops ask them to say the word for the flashcard on the board that has the same number as the number they are standing on. Then ask if they can say another word with the same sound or which is connected to that word in some way. You could do this in two teams and award points.

Let's talk!

- Ask students to look at the picture and speech bubble. Say *Fifteen*. Ask *What does the boy have?* (*fifteen socks*)
- Have a student read the number 15.
- Have students work in pairs and take turns saying the number. Tell them to practice saying other numbers they know.

Further practice:

Workbook p. 25; Classroom Presentation Tool

Lesson Five Sounds and letters

1 Listen, point, and repeat. Write. 49



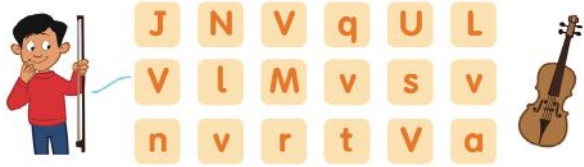
2 Listen and chant. 50

3 Stick and say.

V I'm **V**ictor.
I have a **v**iolin.

v I'm **V**icky.
I have a **v**ase.

4 Connect the letter Vv. Help Victor find the violin.



26 Unit 3 Vv – violin, vase

Lesson Five Sounds and letters

SB page 26 WB page 26

Objectives

To recognize the uppercase and lowercase forms of the letter v and associate it with the sound /v/

To pronounce the sound /v/

Language

Language focus: listening, speaking, writing

Vocabulary: violin, vase

Review: I'm (Victor). I have a (vase).

Resources and materials

Audio Tracks 49–50; Phonics cards 36–37; Stickers

Warmer

- Play a warm-up song.
- Play a game to review numbers 1 to 16. Draw a number in the air and students have to say which number it is.

Lead-in

- Draw dotted outlines of the uppercase V and lowercase v on the board.
- Facing the board, draw the letters in the air for children to copy. Then connect the dotted lines on the board and complete V and v.
- Draw more dotted outlines of V and v on the board and ask children to come to the board and connect the dots.

1 Listen, point, and repeat. Write.

- Play the first part of the recording for children to listen to the letter sound /v/.
- Then listen and point to the words *violin* and *vase*.
- Play the second part of the recording and have children repeat in chorus.
- Finally, model the writing activity.

2 Listen and chant.

- Hold up your book and point to the pictures and say the words *violin* and *vase*.
- Point to Victor and then the violin. Say *I'm Victor. I have a violin*. Children repeat in chorus.
- Point to Vicky and then the vase. Say *I'm Vicky. I have a vase*. Children repeat in chorus.
- Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics cards /v/ when you hear the words *Victor*, *violin*, *Vicky* and *vase*.
- Play the chant again and pause after each line for children to repeat.

3 Stick and say.

- Hold up your book and point to the picture of Victor and his violin.
- Say *Let's stick the sticker*. Hold up the V sticker. Say the sound /v/.
- Children put the V sticker in the correct place. Repeat with the v sticker.
- Hold up phonics card v and say the letter sound /v/ for children to repeat.
- Point to the words and say *Point to the words that begin with v*. Point to the first example *Victor*.
- Children find more words that begin with v and point.

ANSWERS

Victor, violin, Vicky, vase

4 Connect the letter Vv. Help Victor find the violin.

- Point to the picture of Victor and his violin. Explain that students must connect Victor and his violin by drawing a line with their finger through all the Vs and vs.

Differentiation

- **Below level:** Play the chant again, ask the students to point to themselves for *I'm*, mime playing the violin for *violin* and mime holding a vase and smelling some flowers for *vase*.
- **At level:** Play the chant again, stop at random and ask students what the next word is.
- **Above level:** Write the chant on the board, ask students to chant it. Do it again but rub several words off each time until the class are chanting the whole thing from memory.

Further practice:

Workbook p. 26; Classroom Presentation Tool

Lesson Six Story

1 Listen and read. 51

2 Read and say.

3 Listen again and repeat.
Act. 51

Are these her socks?

Values: Be helpful to others Unit 3 27

Lesson Six Story SB page 27 WB page 27

Objectives

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

Language

Skills: listening, reading, speaking

Vocabulary: review

Extra language: *Help! The clothes! Look. Put it in here.*

Resources and materials

- Audio Tracks 42, 51; Flashcards 21–26
- Blank paper, crayons (optional)

Values

Be helpful to others

Warmer

- Say the clothes chant (Track 42) from page 22 to review the words for family.

Lead-in

- Use Flashcards 21–26 to elicit the clothes vocabulary.
- Say the word *pants*. Children who are wearing pants point to them. Repeat with the other items of clothing.

1 Listen and read. 51

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

2 Read and say.

- Write *Are these her socks?* on the board. Elicit the *Yes, they are* and *No, they aren't*.
- Write *Is this his T-shirt?* on the board. Elicit the *Yes, it is* and *No, it isn't*.
- Using each of the clothes flashcards, practice these questions and responses with the class.
- Point to the sentences in each frame of the story and read them with the class.
- Ask one or two individual children to read a sentence to the class.

3 Listen again and repeat. Act. 51

- Play the recording once all the way through and then pause after each line for children to listen and repeat.
- Divide the class into three to play the parts of Mom, Dad and one student to be prompt to help the others.
- Choose and demonstrate some actions for the story.
- Point out the new structure 's (Rosy's dress, Billy's T-shirt), which indicates possession.
- Play the recording again for children to mime the actions.
- Children practice acting out the story.

Differentiation

- **Below level:** Play the story again and place the clothes flashcards around the room. Children point to the flashcard when they hear it in the story
- **At level:** Ask six children to come the front of the class. Tell each one what they are wearing. Ask the class to read the story again. When the children hear their item of clothing mentioned, they show it off to the class.
- **Above level:** Read the story to the class but 'beep' out a word. Ask them to tell you the missing word. E.g. *Are beep her socks*, elicit *these*. When the activity is clear have students work in pairs, one with their book closed and the other one with their book open and they can test each other.

Further practice:

Workbook p. 27; Classroom Presentation Tool; Values worksheet; Unit 3 Test

Fluency Time! 1

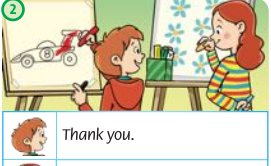
Fluency Time! 1

Lesson One Everyday English

1 Listen, read, and say. 52



Here, share my crayons.



Thank you.
You're welcome.

2 Listen and point. 53



3 Point and say.



Share my desk.
You're welcome.



Thank you.

28
Fluency Time! 1 Classroom language

Lesson One Everyday English

SB page 28 WB page 28

Objectives

How to offer your belongings to others and say *Thank you* and *You're welcome*.

Language

Language focus: listening, speaking, reading

Everyday English phrases: (*Here*), *share my (crayons)*.
Thank you. *You're welcome*.

Resources and materials

Audio Tracks 52–53

Warmer

- Elicit the words for classroom items by pointing to them or drawing them on the board (*desk, chair, crayon, pencil, notebook*).

Lead-in

- Pick up some colored pencils/crayons from your desk and offer them to one of the class. Say *Here, share my pencils/crayons*. Elicit *Thank you* from the student. Say *You're welcome*.
- Repeat this several times with different children.

1 Listen, read, and say. 52

- Ask children to open their books and focus on the pictures in activity 1.
- Ask children to say what they can see (*in the first picture the girl is offering to share her crayons with the boy and in the second picture the boy is using the red crayon to color in his car*).
- Play the recording. Hold up your book and point to the pictures in time with the recording. Children listen and point to the appropriate pictures.
- Play the recording again for children to repeat the words in chorus.

2 Listen and point. 53

- Ask children to look at the picture in activity 2. Ask them to look at children in the picture and say what they are sharing.
- Point to each part of the picture in turn and elicit what the children in the picture are sharing (clockwise from left: *pencils, crayons, pens, and desk*).
- Now play the recording and explain that children have to listen and point to the correct part of the picture when they hear the conversation that matches it.
- Play the recording twice. Once pausing after each dialogue and once straight through.

3 Point and say.

- Look at the picture again in activity 2 and try to elicit the conversations from the recording from the class.
- Practice the dialogues with the class and then put the children into pairs to practice.

Differentiation

- Below level:** Give students the following halves of sentences (e.g. On one side of the board write: *1 Share 2 Thank 3 You're 4 Here, share my*. On the other side write: *a. crayons b. welcome. c. you d. my desk*.) and ask them to match them. Next, ask them to cover one half of the sentence and remember the other half.
- At level:** Give students items from the lesson, or familiar items that they know. They can circulate around the class, offering to share their items with other class member using language from this lesson. When they have successfully completed the dialogue, they swap items and move onto another speaking partner.
- Above level:** Give students flashcards of different items from the first few units. They can circulate around the class, offering to share their items with other class members using language from this lesson. When they have successfully completed the dialogue, they swap items and move onto another speaking partner.

Further practice:

Workbook p. 28; Classroom Presentation Tool

Lesson Two CLIL: Math

1 Listen, point, and repeat. 🎧 54



plus

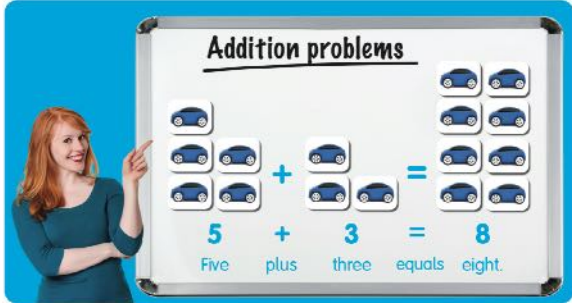


equals



addition problem

2 Listen, point, and repeat. 🎧 55



Addition problems

5 + 3 = 8

Five plus three equals eight.

3 Think! Make some addition problems for your friend.

4 Look and color.

My work in Starter Unit, Units 1–3 & Fluency Time! 1 is

😊 OK

😊😊 Good

😊😊😊 Excellent

Do the Review, Workbook pages 28–29

CLIL: Math Addition **29**

Lesson Two CLIL Math SB page 29 WB page 29

Objectives

To ask and solve a simple addition problem in English.

Language

Language focus: listening, speaking, writing

Vocabulary: *plus, equals, addition problem, numbers 1–16*

Resources and materials

Audio Tracks 54–55; Flashcards 27–29

Warmer

- Play *Bingo!* with the numbers up to 16 (see Games bank).

Lead-in

- Write a few simple addition problems on the board (make sure that the answer isn't higher than 16). For example: $1+1=$, $3+4=$, $7+8=$, etc. Give the pupils a few moments to look at the sums on the board and then elicit the answers and write them up.
- Practice reading out the equation in full by saying, *One plus one equals two*. Repeat the words *plus* and *equals* and drill pronunciation with the class. Ask the class to read a few equations out loud with you. Explain that this type of maths problem is called an *addition problem*. Drill the words *addition problem*.

1 Listen, point, and repeat. 🎧 54

- Say *Open your books* and model the action for children to copy. Point to the equation.
- Play the first part of the recording. Hold up your book and point to the pictures in time with the recording. Children listen and point to the appropriate pictures.

- Play the second part of the recording for children to repeat the words in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.

2 Listen, point, and repeat. 🎧 55

- Ask children to focus on the picture in activity 2.
- Ask children to say what they can see (*cars, plus sign, equals sign*).
- Play the recording. Hold up your book and point to the pictures in time with the recording. Children listen and point to the appropriate pictures.
- Play the recording again for children to read the words in chorus.

3 Make some addition problems for your friend.

- Ask children to write some simple addition problems for their partner in their notebook.
- When they are ready, they swap notebooks and solve their partner's addition problems.
- When they finish the activity, ask them to read out the entire equation with its answer to their partner. Their partner must listen and say if the answer is right or wrong.

Differentiation

- **Below level:** Use number flashcards from 1–16 and play a game with them. You could give them out to the class in random order and then ask the children to put themselves in order.
- **At level:** Use number flashcards from 1–16 and a card for *plus* and *equals*. Give them out to the class. Read out an addition problem. The students with the numbers in the problem you read and the plus and equals cards must put themselves in order at the front of the class for everyone to see. The class then work together to put the missing person (the answer) at the end of the line.
- **Above level:** Put the students into teams. Give students a time limit to see how many different addition problems they can write to a given number, up to 16. Ask them to read out their answers when they finish. The other team have to listen and make sure their answers are correct.

4 Look and color.

- Children color the smiley faces depending on how well they feel they understand what they have learned in Starter Unit, Units 1, 2, 3, and Fluency Time! 1.

Further practice:

CLIL worksheet; Workbook p. 29; Classroom Presentation Tool pp. 66, 67; Summative Test 1

4 I go to school by bus

4 I go to school by bus

Lesson One Words

1 Listen, point, and repeat. 56

2 Listen and chant. 57

bus
bike
boat
car
truck
motorbike

3 Point and say. Stick.

30
Unit 4 Means of transport

Lesson One Words

SB page 30 WB page 30

Objectives

To identify different types of transportation

To practice different types in the form of a chant

Language

Language focus: listening, speaking

Vocabulary: bus, bike, boat, car, truck, motorbike

Resources and materials

Audio Tracks 56–57; Flashcards 30–35; Stickers

Warmer

- Mime putting on different items of clothing: *dress, socks, T-shirt, pants, shorts, shoes.*
- Ask the children to guess what you are putting on.

Lead-in

- Use Flashcards 30–35 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model any words that children do not know.
- Stick the flashcards around the room. Say the word *bus*. Children point to the correct flashcard. Repeat with the other transportation words.

1 Listen, point, and repeat. 56

- Ask children to open their Student Books and look at the pictures of the different transportation.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words in chorus.

2 Listen and chant. 57

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. This time they can point to the transportation flashcards again when they hear the word. Repeat as necessary.

3 Point and say. Stick.

- Hold up your book and point to the picture. Point to each type of transportation one at a time and say the words.
- Repeat and encourage the children to point to the picture and say the words with you in chorus.
- Say *Let's stick the stickers.* Take the truck sticker and show it to the class. Place it on the caption box in the Student Book and say *truck*.
- Children copy you and place all the stickers in the correct caption boxes.

Differentiation

- **Below level:** Children think of a sound effect for each type of transportation. Hold up each flashcard, they make the sound and say the word.
- **At level:** Children think of a sound effect for each type of transportation. Hold up each flashcard, they make the sound and say the word. Ask them to spell the word.
- **Above level:** Children categorize the modes of transportation into things with no wheels, two wheels or four wheels. Ask them to think of other ways to group the transportation.

Further practice:

Workbook p. 30; Classroom Presentation Tool

Lesson Two Grammar and song

1 Listen and repeat. 58

Let's learn!




I go to school by motorbike. I walk to school.

2 Listen and sing. 59

Let's sing!





Let's talk!



3 Write. Point and say.

I go by _____.

I walk to school. / I go to school by bus. Unit 4 31

Lesson Two Grammar and song

SB page 31 WB page 31

Objectives

To say the sentences *I go (to school) by (motorbike). I walk to (school).*

To sing a song

Language

Language focus: listening, speaking, writing

Grammar: *I go (to school) by (motorbike). I walk to (school).*

Review: *bus, bike, boat, car, truck, motorbike*

Resources and materials

Audio Tracks 58–59; Flashcards 30–35

Warmer

- Do the chant (Track 57) from Student Book p30 to energize the class and review the vocabulary.
- Play *Jump* (see Games bank).

Lead-in

- Put Flashcards 30–35 (*bus, bike, boat, car, truck, motorbike*) on the board. Point to each one, one at a time, and say the word. Then point to the cards and the children say the words.
- Ask the class to close their eyes. Remove one flashcard. Ask them to open their eyes and tell you which one is missing. Repeat with all of the cards.

1 Listen and repeat. 58

- Point to the pictures in the Student Book and elicit the transportation words.
- Point at the pictures again and say the sentences.
- Play the recording and say the sentences in time with the audio.
- Play the recording again for children to repeat the sentences in chorus.
- Repeat and practice with different flashcards.

2 Listen and sing. 59

- Hold up the book and point to the picture. Elicit as much information as you can from the picture.
- Play the recording all the way through. Children listen as you sing along.
- Play the recording again. As you sing, hold up Flashcards 30–35.
- Play the recording again for the children to sing the song.
- Play the recording once again, stopping after each verse. Ask children to locate the transportation in the picture.

3 Write. Point and say.

- Hold up your book and point to the picture of the boy on the bike.
- Point to the sentence and say *I go by bike*. Ask children to write the word *bike* in the sentence using their pencils. Repeat and encourage the children to point and repeat in chorus.

Let's talk!

- Ask students to look at the picture and speech bubble.
- Have a student read the statement in the speech bubble.
- Students practice the statement with all of the different types of transportation.

Differentiation

- Below level:** Give children some sentences but with the words in scrambled order (e.g. *motorbike school I by go to*). Ask them to put them back in the correct order and say the sentence.
- At level:** Give children a copy of the song lyrics. Blank out some of the words for children to fill in as they listen. Listen again and sing along with the words.
- Above level:** Give children a copy of the song lyrics. Blank out some of the words for children to fill in as they listen. Listen again and sing along with the words. Next ask them to substitute different words in the space where the words were missing. Elicit a few examples with them. You could ask them to sing their new version of the song.

Further practice:

Workbook p. 31; Classroom Presentation Tool

Lesson Three Sounds and letters

1 Listen, point, and repeat. Write. 60

woman **wall**

box **fox**

2 Listen and chant. 61

3 Stick and say.

4 Point to the letters Ww and Xx.

She's a woman. It's a wall.
What's this? It's a box. It's a fox.

32 Unit 4 Ww – woman, wall; Xx – box, fox

Lesson Three Sounds and letters

SB page 32 WB page 32

Objectives

To recognize the uppercase and lowercase forms of the letters *w* and *x* and associate them with the sounds /w/ and /ks/

To pronounce the sounds /w/ and /ks/

Language

Language focus: listening, speaking, writing

Vocabulary: *woman, wall, box, fox*

Review: *It's a (wall). What's this?*

Extra language: *She's a (woman).*

Resources and materials

Audio Tracks 60–61; Phonics cards 38–41; Stickers

Warmer

- Play a warm-up song.

Lead-in

- Draw dotted outlines of uppercase *W* and *X* and lowercase *w* and *x* on the board.
- Facing the board, draw *W* and *w* in the air as you say the sound /w/. Children draw the letters in the air with you.
- Repeat with *X* and *x* and the sound /ks/.
- Then connect the dotted lines on the board and complete *W* and *X* and *w* and *x*.
- Draw more dotted examples on the board and ask children to come and connect the dots.

1 Listen, point, and repeat. Write. 60

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sounds.
- Then listen and point to the words: *woman*, *wall*, *box*, and *fox* as you hear the words.
- Play the second part of the recording and have children repeat in chorus.
- Finally, model the writing activity.

2 Listen and chant. 61

- Play the recording for children to listen to the chant.
- Put the phonics cards in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again and pause after each line for children to repeat.
- Play the chant once more all the way through for children to repeat as they listen.

3 Stick and say.

- Hold up your book and point to the picture of the woman and say *woman*. Point to the lowercase *w* and elicit /w/.
- Say *Let's stick the sticker*. Hold up the *w* sticker and encourage children to place it in their books in the correct position. Ask children to say the sound and the words with you. Repeat with the remaining pictures.

4 Point to the letters Ww and Xx.

- Read the sentences out loud for the children and ask them to listen. Read them again and ask the children to put their hand up when they hear the sounds /w/ and /ks/.
- Now ask them to listen again and point to the letters *Ww* and *Xx* in their books when they hear them in the sentences.

ANSWERS

woman, wall, What, box, fox

Differentiation

- **Below level:** Silently mouth one of the target words from the lesson and ask children to tell you which word it is.
- **At level:** Divide the class into two groups and assign each group a word: *woman*, *wall*, *box*, *fox*. Play the chant and each time children hear their word, they quickly stand up and sit down.
- **Above level:** The children write their own sentences containing the words *woman*, *wall*, *box*, and *fox*. They read their sentences for the class. Drill pronunciation.

Further practice:

Workbook p. 32; Classroom Presentation Tool

Lesson Four Numbers

1 Listen, point, and repeat. Write. 🎧 62

2 Point and sing. 🎵 63



seventeen



eighteen

3 Count and say. 🗣️







Let's talk!



Numbers: 17, 18 Unit 4 **33**

Lesson Four Numbers

SB page 33 WB page 33

Objectives

To learn the numbers 17 and 18

To learn the number words *seventeen* and *eighteen*

Language

Language focus: listening, speaking, writing

Vocabulary: 17, 18, *seventeen*, *eighteen*

Review: *bike*, *boat*, *truck*, *motorbike*

Resources and materials

Audio Tracks 62–63

Warmer

- Play a warm-up song.
- Write numbers 1 to 16 on the board. Count them in sequence and encourage the class to count with you.

Lead-in

- Add 17 and 18 to the list of numbers on the board. Point to each number and model the words for children to repeat.
- Draw dotted outlines of the numbers 17 and 18 on the board and demonstrate how to write them. Children draw the numbers in the air.

1 Listen, point, and repeat. Write.

🎧 62

- Say *Open your books* and model the action for children to copy.
- Play the recording and point to numbers 17 and 18 as you hear the words. Clap in time with the audio.
- Encourage the children to point at the bikes after 17.

- Encourage the children to point at the boats after 18.
- Play the recording again. Point to the numbers one at a time and say 17, 18. Children repeat in chorus.
- Finally, model the writing activity.

2 Point and sing.

🎵 63

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

3 Count and say.

- Hold up your book and point to the picture of trucks and motorbikes. Say *How many?* Count the trucks and say *seventeen*. Encourage the class to count with you and say the number. Repeat with the motorbikes.

ANSWERS

17 trucks, 18 motorbikes

Differentiation

- **Below level:** Write a secret code for the pupils to solve. Copy the key and puzzle onto the board. Students solve the puzzle.
(Key: a=1, b=2 c=3 d=4 e=5 f=6 g=7 h=8 i=9 j=10 m=11 n=12 o=13 r=14 s=15 t=16 u=17 y=18) (Puzzle: 9 / 7 13 / 16 13 / 7 14 1 12 4 11 1' 15 / 8 13 17 15 5 / 2 18 / 2 17 15)
(Answer: I go to grandma's house by bus.)
- **At level:** Write a secret code for the pupils to solve. Copy the key onto the board but dictate the puzzle. Students write down the numbers you dictate and solve the puzzle. See key, puzzle and answer above.
- **Above level:** Write a secret code for the pupils to solve. Copy the key onto the board but stick the puzzle outside the room on a piece of paper. Students work in pairs. One goes outside and has to memorize as much as they can and dictate the numbers to their partner. They can go back and forth as many times as they wish. When they have collected the whole puzzle, they solve it. See key, puzzle and answer above.

Let's talk!

- Ask students to look at the picture and speech bubble. Say *Seventeen*. Ask *What does the boy have?* (a picture of *seventeen buses*)
- Have a student read the number 17.
- Have students work in pairs and take turns saying the number. Tell them to use other numbers they know.

Further practice:

Workbook p. 33; Classroom Presentation Tool

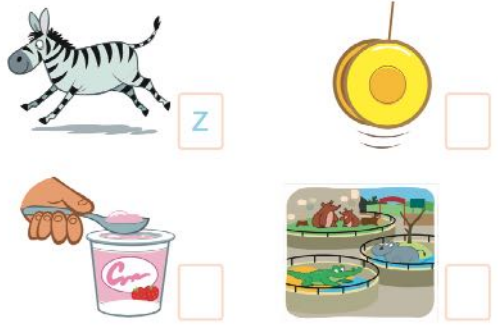
Lesson Five Sounds and letters

1 Listen, point, and repeat. Write. 64




2 Listen and chant. 65

3 Stick and say.



34 Unit 4 Yy – yogurt, yo-yo; Zz – zebra, zoo

Lesson Five Sounds and letters

SB page 34 WB page 34

Objectives

To recognize the uppercase and lowercase forms of the letter y and z and associate them with the sounds /j/ and /z/

Language

Language focus: listening, speaking, writing

Vocabulary: yogurt, yo-yo, zebra, zoo

Review: *I like (yogurt).*

Extra language: *(Zebras) at the (zoo).*

Resources and materials

Audio Tracks 64–65; Phonics cards 42–45; Stickers

Warmer

- Play a warm-up song.

Lead-in

- Draw dotted outlines of uppercase Y and lowercase y on the board.
- Facing the board, draw Y and y in the air for children to copy. Then connect the dotted lines on the board and complete the letters.
- Draw more dotted outlines of Y and y on the board and ask children to come to the board to connect the dots.
- Repeat the process for Zz.

1 Listen, point, and repeat. Write. 64

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sounds /j/ and /z/.
- Then listen and point to the words *yogurt*, *yo-yo*, *zebra* and *zoo*.
- Play the second part of the recording and have children repeat in chorus.
- Finally, model the writing activity below.

2 Listen and chant. 65

- Hold up your book and point to the pictures and say the words *yogurt*, *yo-yo*, *zebra*, and *zoo*.
- Say *I like yogurt, I like my yo-yo, Zebras at the zoo*. Children repeat in chorus.
- Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics cards /j/ when you hear *yogurt* and *yo-yo* and /z/ when you hear the words *zebra*, and *zoo*.
- Play the chant again and pause after each line for children to repeat.

3 Stick and say.

- Hold up your book and point to the picture of the zebra.
- Say *Let's stick the stickers*. Hold up the z sticker. Say the sound /z/.
- Put it on the letter z next to the picture of the zebra.
- Children put the z sticker in the correct place.
- Repeat with the other pictures and sounds.

Differentiation

- **Below level:** Show students images of words from this and previous phonics lessons (yogurt, yo-yo, zebra, zoo, woman, wall, box, fox, violin, vase, towel, turtle, umbrella, up). Put the sounds cards around the room and ask children to point to the correct sound when you say the word. Drill pronunciation.
- **At level:** Give students words from this and previous phonics lessons (yogurt, yo-yo, zebra, zoo, woman, wall, box, fox, violin, vase, towel, turtle, umbrella, up). Ask them to match them to the correct sound.
- **Above level:** Give students anagrams of words from this and previous phonics lessons (yogurt, yo-yo, zebra, zoo, woman, wall, box, fox, violin, vase, towel, turtle, umbrella, up). Ask them to unscramble the words and match them to the correct sound.

Further practice:

Workbook p. 34; Classroom Presentation Tool

Lesson Six Story

- 1 Listen and read. 🎧 66 ➡
- 2 Read and say. 🗣️
- 3 Listen again and repeat. Act. 🎭 66

1

Hello!

Hello! I go by bike.

Hello! I go by motorbike.

2

Hello!

Hello! I go by bus!

3

Is it a plane?

No, it isn't. It's a bird.

4

I go to grandma and grandpa's house by bus!

Hello, Grandma!

Values: Be careful on the road Unit 4 35

Lesson Six Story

SB page 35 WB page 35

Objectives

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

Language

Skills: listening, reading, speaking

Vocabulary: review

Review: Hello! Is it a (plane)? No, it isn't.

Resources and materials

Audio Track 59, 66; Flashcards 30–35

Values

Be careful on the road

1 Listen and read. 🎧 66 ➡

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

2 Read and say.

- Write *I go...* on the board. Place the *bus* flashcard next to the word *I go*.
- Point to each word and read slowly to elicit the complete sentence *I go by bus*. Now add the *grandma* and *grandpa* flashcards and draw a picture of a house. Elicit *I go to grandma and grandpa's house by bus*!
- Point to the sentences in each frame of the story and read them with the class.
- Ask one or two individual children to read a sentence to the class.

3 Listen again and repeat. Act. 🎭 66

- Play the recording once all the way through and then pause after each line for children to listen and repeat.
- Divide the class into groups of four to play the parts of Rosy, Billy, woman on bike and man on motorbike. If the class doesn't divide exactly, some children can play more than one character.
- Choose and demonstrate some actions for the story.
- Play the recording again for children to mime the actions.
- Children practice acting out the story.

Differentiation

- **Below level:** Children play pictorial in two teams with the six transportation words from the unit (*bus, bike, boat, car, truck, motorbike*)
- **At level:** Children play pictorial in two teams with any of the following words from the unit (*violin, vase, towel, turtle, umbrella, up, bus, bike, boat, car, truck, motorbike*)
- **Above level:** Children play sentence pictorial in two teams with sentences such as 'I go by bus', 'I go to school by bike', 'I go to grandma's house by boat', etc. You can make the sentences as short and simple or long and complex as you like, depending on the level.

Further practice:

Workbook p. 35; Classroom Presentation Tool; Values worksheet; Unit 4 Test

Warmer

- Play the song from Lesson 2 (Track 59) to review the vocabulary for this lesson.

Lead-in

- Give the transportation flashcards 30–35 to six children.
- Use the flashcards to elicit the sentence *I go by (bike)*. Practice saying this structure with the class by repeating it using all the different forms of transportation.

5 Where's the ball?

5 Where's the ball?

Lesson One Words

- Listen, point, and repeat. 67
- Listen and chant. 68
- Point and say. Stick. 68

seesaw
 slide
 goal
 tree
 pool
 Frisbee

36 Unit 5 The park

Lesson One Words SB page 36 WB page 36

Objectives

- To identify things in the park
- To practice things in a park in the form of a chant

Language

Language focus: listening, speaking

Vocabulary: *seesaw, slide, goal, tree, pool, Frisbee*

Resources and materials

Audio Tracks 65, 67–68; Flashcards 36–41; Stickers; 1 set of Letter cards per pair

Warmer

- Play the chant (Track 65) from page 34. Students listen and sing along.
- Draw a simple park on the board. Elicit the word *park* and ask students to think about what you find in a park.

Lead-in

- Use Flashcards 36–41 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model any words children don't know. (Note that the word *Frisbee* is capitalized because it is a proper noun, not a common noun; it is the brand name for this particular toy.)

1 Listen, point, and repeat. 67

- Ask children to open their Student Books and look at the pictures of things from the park.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Hold up Flashcards 36–41 one at a time for individual children to say the words.

2 Listen and chant. 68

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Repeat more than once if necessary.
- Put the flashcards around the room and play the recording again. This time children can point to the correct flashcard as they hear it.

3 Point and say. Stick.

- Hold up your book and point to the picture. Point to each item from the park one at a time and say the words.
- Repeat and encourage the children to point to the pictures and say the words with you in chorus.
- Say *Let's stick the stickers*. Take the Frisbee sticker and show it to the class. Place it on the caption box in the Student Book and say *Frisbee*.
- Children copy you and place all the stickers in the correct caption boxes.

Differentiation

- Below level:** Ask a child to come to the front of the class and whisper the name of a park object (e.g. *seesaw*) he/she has to draw.
- The child draws the picture on the board for the rest of the class to guess what it is.
- The first child to guess the object correctly comes to the front of the class to draw the next picture
- At level:** Ask children to choose different actions for each of the things in the chant (e.g. they could hold their hands out like branches for a tree and jump to save a goal in the net).
- Children do the chant again with the actions they have invented.
- Above level:** Divide the class into groups and give each group a set of letter cards. Say *goal*. Children race to spell the word, using the letter cards. Give one point to each pair that spells the word correctly.

Further practice:

Workbook p. 36; Classroom Presentation Tool

Lesson Two Grammar and song

1 Listen and repeat. 69

Let's learn!

Where's the ball?
It's **in** the goal.

Where's the ball?
It's **on** the slide.

Where's the ball?
It's **under** the seesaw.

Where's = Where is

2 Listen and sing. 70

Let's sing!

Let's talk!

3 Look and write. Ask and answer.

- Where's the Frisbee? It's _____ the tree.
- Where's the ball? It's _____ the goal.

in / on / under Unit 5 37

Lesson Two Grammar and song

SB page 37 WB page 37

Objectives

To say the sentences *Where's (the ball)? It's in (the goal). It's on (the slide). It's under (the seesaw).*

To sing a song

Language

Language focus: listening, writing

Grammar: *Where's (the ball)? It's in (the goal). It's on (the slide). It's under (the seesaw).*

Review: *seesaw, slide, goal, tree, pool, Frisbee*

Resources and materials

Audio Tracks 68–70; Flashcards 36–41

Warmer

- Do the chant (Track 68) from Student Book p36 to energize the class and review the vocabulary.
- Play *Musical cards* (see Games bank).

Lead-in

- Put Flashcards 36–41 (*seesaw, slide, goal, tree, pool, Frisbee*) on the board. Point to each one, one at a time, and say the word. Then point to each card and do a mime.
- Put the cards face down on the table. Choose a card one at a time and mime the word for the class. Children say the word. Then say the word and children do the mime.

1 Listen and repeat. 69

- Put a pen on top of your bag. Ask *Where's the pen?* to elicit *It's on the bag*. Repeat, placing the pen inside the bag, then underneath it, to elicit *It's in the bag* and *It's under the bag*. Repeat with other objects.
- Ask children to look at the pictures and say what they see.
- Play the recording all the way through. Then play it again and pause for students to repeat each line.
- Draw attention to the grammar box. Show children how we make the contracted form *Where's* by writing the words separately and then together on the board.

2 Listen and sing. 70

- Hold up the book and point to the picture. Elicit as much information as you can about the picture.
- Play the recording all the way through. Children listen as you sing along. Repeat the mimes you did at the start of the lesson for the vocabulary.
- Play the recording again. As you sing, hold up Flashcards 36–41 and do the actions.
- Play the recording again for the children to sing the song and do the actions.
- Play again, stopping after each verse. Children find the people/places in the picture for each verse.

3 Look and write. Ask and answer.

- Draw attention to the sentences. Model the first question and answer with a child in the class.
- Ask children to work in pairs to look and write using their pencils, then ask and answer the sentences.

ANSWERS

- Where's the Frisbee? It's under the tree.**
- Where's the ball? It's in the goal.**

Differentiation

- Below level:** Draw a slide, a goal, and a swing on the board. Ask a child to come to the front. Say *The ball is under the slide*. Invite them to draw the ball in the correct place.
- Repeat with park objects and other prepositions.
- At level:** Dictate a park scene using the items and prepositions studied in this unit. The students draw the scene.
- Above level:** Dictate a park scene using the items and prepositions studied in this unit. The students draw the scene.
- Next, using their picture, the children write two or three sentences about the scene they've drawn.

Let's talk!

- Ask students to look at the picture and speech bubble.
- Have two students demonstrate the question in the speech bubble and the answer in the picture and then practice with other vocabulary from the page.

Further practice:

Workbook p. 37; Classroom Presentation Tool

Lesson Three Sounds and letters

1 Listen, point, and repeat. Write. 71

Nn nurse
Oo orange
Pp pen
Qq queen

2 Listen and chant. 72

3 Listen, point, and repeat. 73

n lion
p lollipop

4 Look and point to the sounds *n* and *p*.

The lion has a lollipop.

Let's talk!

This is my pen.

38 Unit 5 Initial and end sounds

Lesson Three Sounds and letters

SB page 38 WB page 38

Objectives

To recognize the uppercase and lowercase forms of the letters *n*, *o*, *p*, and *q* and associate them with their corresponding sounds

To pronounce the sounds /n/, /ɔ:/, /p/, and /kw/ on their own and at the beginning and end of words

Language

Language focus: listening, speaking, writing

Vocabulary: nurse, orange, pen, queen

Review: (The lion) has (a lollipop).

Resources and materials

Audio Tracks 71–73; Phonics cards 22, 25, 26, 47, 48

Warmer

- Play a warm-up song.

Lead-in

- Use Phonics cards 22, 25, 26, 47, and 48 to introduce the four new words. Hold up the cards one at a time and say the words for children to repeat.
- Give the cards to four children, ask them to come to the front and hold their flashcard up when you say the word.

1 Listen, point, and repeat. Write.

- Ask children to look at the letters in their Student Books.
- Play the first part of the recording for children to listen and point to the letters.

- Play the second part of the recording for children to repeat the letter names, sounds, and words in chorus.
- Play the recording all the way through for children to point to the words and then repeat them.
- Finally, model the writing activity.

2 Listen and chant.

- Play the recording for children to listen to the chant.
- Put Phonics cards 46–48 in different places around the room. Play the recording again for children to point to the cards as they hear the words.
- Play the chant once more for children to repeat each line and then again for them to follow the chant in their books.

3 Listen, point, and repeat.

- Ask children to look at the letters in their Student Books.
- Play the first part of the recording for children to listen and point to the letters.
- Play the second part of the recording for children to repeat the letter names, sounds, and words in chorus.
- Play the recording all the way through for children to point to the words and then repeat them.

4 Look and point to the sounds *n* and *p*.

- Ask children to look, point to the different things and say *What's this?* Read the text for children to follow.
- Ask children to look for *n* and *p* at the ends of the words.

ANSWERS

lion, lollipop

Let's talk!

- Ask students to look at the picture and speech bubble.
- Have two students read the text and then practice the statement using other words on the page.

Differentiation

- Below level:** Children sit in a circle, passing flashcards around the circle while music plays. When the music stops, point at each student holding a card in turn and they have to say the words.
- At level:** Play *Bingo* with the words from the lesson.
- Above level:** Ask children to think of words that include the sounds *n*, *o*, *p*, and *q* from this lesson and from previous lessons (e.g. *nine*, *orange*, *pink*, *purple*, *pants*, *pen*). Write suggested words on the board. Play *Bingo*.

Further practice:

Workbook p. 38; Classroom Presentation Tool

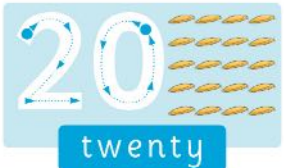
Lesson Four Numbers

1 Listen, point, and repeat. Write. 🎧 74

2 Point and sing. 🎧 75

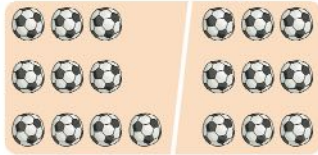


nineteen



twenty

3 Count and add. Write. 📝



+ =



+ =



Let's talk! Nineteen.

Numbers: 19, 20 Unit 5 39

Lesson Four Numbers

SB page 39 WB page 39

Objectives

To learn the numbers 19 and 20

To learn the number words *nineteen* and *twenty*

Language

Language focus: listening, speaking, writing

Vocabulary: 19, 20, *nineteen*, *twenty*

Review: 1–18, *tree*, *Frisbee*

Resources and materials

Audio Tracks 74–75; A ball

Warmer

- Play a warm-up song.
- Write numbers 1 to 18 on the board. Count them in sequence and encourage the class to count with you.

Lead-in

- Add 19 and 20 to the list on the board. Point to each number and model the words for children to repeat.
- Draw dotted outlines of the numbers 19 and 20 on the board and demonstrate how to write them. Children draw the numbers in the air.

1 Listen, point, and repeat. Write. 🎧 74

- Say *Open your books* and model the action for children to copy.
- Play the recording and point to numbers 19 and 20 as you hear the words. Clap in time with the audio.
- Encourage the children to point at the trees after 19.
- Encourage the children to point at the Frisbees after 20.
- Play the recording again. Point to the numbers one at a time and say 19, 20. Children repeat in chorus.
- Finally, model the writing activity.

2 Point and sing. 🎧 75

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

3 Count and add. Write.

- Hold up your book and point to the footballs. Say *How many?* Count each group of footballs and say *ten* and *nine*. Encourage the class to count them with you and say the numbers. Ask them to add ten and nine, and elicit the answer *nineteen*. Children write the answer in their notebooks.
- Repeat with second equation.

Differentiation

- **Below level:** Play the song again. Ask children to mime being a tree and throwing a Frisbee when they hear the words.
- **At level:** Play the song. Children sit in a circle and pass around a ball. Stop the music suddenly. Ask the child who has the ball what the next word of the song is.
- **Above level:** Play the song. Children sit in a circle and pass around the ball. Stop the music suddenly. Ask the child who has the ball what the next line of the song is.

Let's talk!

- Ask students to look at the picture and speech bubble. Say *Nineteen*. Ask *What is the girl holding?* (a picture of *nineteen trees*)
- Have a student read the number 19.
- Have students work in pairs and take turns saying the number. Tell them to use other numbers they know.

Further practice:

Workbook p. 39; Classroom Presentation Tool

Lesson Five Sounds and letters

1 Listen, point, and repeat. Write. 76

Rr

rabbit

Ss

sofa

Tt

tiger

Uu

umbrella

2 Listen and chant. 77

3 Listen, point, and repeat. 78

r

car

s

octopus

t

hat

4 Look and point to the sounds r, s, and t.

The octopus is in the car.
The octopus has a hat.

Let's talk!

Where's the rabbit?

40 Unit 5 Initial and end sounds

Lesson Five Sounds and letters

SB page 40 WB page 40

Objectives

To recognize the uppercase and lowercase forms of the letters *r*, *s*, *t*, and *u* and associate them with their corresponding sounds

To pronounce the sounds /r/, /s/, /t/, and /ʌ/ on their own and at the beginning of words and the sounds /r/, /s/ and /t/ at the end of words.

Language

Language focus: listening, speaking, writing

Vocabulary: *rabbit, sofa, tiger, umbrella*

Review: *octopus, hat, socks, car, (The octopus) is in (the car). (The octopus) has a (hat).*

Extra language: *Where is the (umbrella)?*

Resources and materials

Audio Tracks 72, 76–78; Phonics cards 49, 30, 52, and 34

Warmer

- Write the letters *n*, *o*, *p*, and *q* from their previous phonics lessons and elicit *nurse, orange, pen, queen*.
- Listen to and say the chant from page 38.

Lead-in

- Write *Rr, Ss, Tt*, and *Uu* on the board. Point to each one in turn and say the letter name and then the sound for children to repeat. Say the sounds again as children draw the lowercase letters in the air.

- Below the letters, write the corresponding words *rabbit, sofa, tiger*, and *umbrella*. Circle the first letter of each word. Point and say the beginning sound for children to repeat.
- Hold up Phonics cards 49, 30, 52, and 34, one at a time. Say the sounds for children to repeat.

1 Listen, point, and repeat. Write.

- Play the first part of the recording for children to listen to the letter sounds /r/, /s/, /t/, and /ʌ/. Then listen and point to the words *rabbit, sofa, tiger*, and *umbrella*.
- Play the second part of the recording and have children repeat in chorus.
- Finally, model the writing activity.

2 Listen and chant.

- Hold up your book and point to the pictures and say the words *rabbit, sofa, tiger*, and *umbrella*.
- Point to each picture and ask *Where is the (rabbit/sofa/tiger/umbrella)?* Children repeat in chorus.
- Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics cards /r/, /s/, /t/, and /ʌ/. when you hear the words. Play the chant again and pause after each line for children to repeat.

3 Listen, point, and repeat.

- Play the first part of the recording for children to listen to the letter sounds /r/, /s/, and /t/.
- Then listen and point to the words *car, octopus*, and *hat*.
- Play the second part of the recording and have children repeat in chorus.

4 Look and point to the sounds r, s, and t.

- Ask children to look, point to the different things and say *What's this?* Read the text for children to follow.
- Ask them to find the sounds *r*, *s*, and *t* at the end of words.

ANSWERS

octopus (x2), car, hat

Differentiation

- Below level:** Give Phonics cards 49, 30, 52, and 34 to four different children. Play the chant again. When children hear their sound, they hold up their card. Other students point to the correct card.
- At level:** Ask children to think of more words that include *r*, *s*, *t*, and *u*, e.g., *red, seesaw, teacher, under*. Write suggested words together on the board. Play *Bingo*!
- Above level:** Ask children to think of more words that include *r*, *s*, *t*, and *u*, e.g., *red, seesaw, teacher, under*. Have them look through their Student Book to find example words and elicit these onto the board. Play *Bingo*!

Let's talk!

- Ask students to look at the picture and speech bubble. Say *Where's the rabbit?* Ask *What is the boy holding?* (*a picture of a rabbit on a sofa*)
- Have a student read the question and then practice in pairs.

Further practice:

Workbook p. 40; Classroom Presentation Tool

Lesson Six Story

1 Listen and read. 79
2 Read and say.
3 Listen again and repeat. Act. 79

Is it under the seesaw?

Values: Take care in the park Unit 5 41

Lesson Six Story SB page 41 WB page 41

Objectives

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

Language

Skills: listening, reading, speaking

Vocabulary: review

Extra language: *Oh no! Good try. Look!*

Resources and materials

Audio Tracks 70, 79; Flashcards 36–41

Values

Take care in the park

Warmer

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

Lead-in

- Give Flashcards 36–41 (*seesaw, slide, goal, tree, pool, Frisbee*) to six children. Have them hold them up one at a time and everyone practices saying the words.
- Use a box or similar prop to put each flashcard in, on, and under the box. Elicit *The seesaw is (in) the box*. Practice eliciting structures with all the words and different prepositions.
- The class repeats in chorus. Repeat with all the words.

1 Listen and read. 79

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

2 Read and say.

- Write *Where's...* on the board. Place the *ball* flashcard next to the word *Where's* and elicit *Where's the ball?*
- Point to frames 3 and 4. Read slowly to elicit the answers *The ball's on the slide. The ball's in the goal.*
- Point to the sentences in each frame of the story and read them with the class.
- Ask one or two individual children to read a sentence to the class.

3 Listen again and repeat. Act. 79

- Play the recording once all the way through and then pause after each line for children to listen and repeat.
- Divide the class into pairs to play the parts of Tim and Dad. If the class doesn't divide exactly, some children could act as prompts and then change role so they get a chance to practice.
- Choose and demonstrate some actions for the story.
- Play the recording again for children to mime the actions.
- Children practice acting out the story.

Differentiation

- Below level:** Give children anagrams of the words from the unit (*seesaw, slide, goal, tree, pool, Frisbee*) to unscramble.
- At level:** Divide the class into groups and give each group a set of Letter cards. Say *goal*. Children race to spell the word, using the letter cards.
- Above level:** Divide the class into groups and give each group a set of sentences in which the words are out of order. Children race to write the sentence in the correct order.

Further practice:

Workbook p. 41; Classroom Presentation Tool; Values worksheet; Unit 5 Test

6 Where's Grandma?

6 Where's Grandma?

Lesson One Words

1 Listen, point, and repeat. 🎧 80

2 Listen and chant. 🎧 81

kitchen
living room
dining room
bedroom
bathroom

3 Point and say. Stick. 🗨️

42
Unit 6 My house

Lesson One Words SB page 42 WB page 42

Objectives

- To identify different places in a home
- To practice saying different places in the home in the form of a chant

Language

Language focus: listening, speaking

Vocabulary: kitchen, living room, dining room, bedroom, bathroom

Resources and materials

Audio Tracks 70, 80–81; Flashcards 42–46; Stickers; One large piece of paper per group, one set of colored pencils per group

Warmer

- Sing the song from page 37.
- Draw a picture of a home on the board to establish the theme of the unit. Talk about children's homes. Ask *Where do you live? Who lives with you?*

Lead-in

- Use Flashcards 42–46 to elicit the vocabulary for this lesson. Hold up the room flashcards one at a time and ask *What's this room?* Model any new words.
- Put the flashcards on the board and point to each one, one at a time, for children to say the words again.

1 Listen, point, and repeat. 🎧 80

- Ask children to open their Student Books and look at the pictures of the different home words.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words in chorus.
- Draw the outline of a house on the board and put the flashcards inside in appropriate places. Say the words for children to point to the correct cards and repeat.

2 Listen and chant. 🎧 81

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. This time they can point to the correct flashcard as they hear the word. Repeat more than once if necessary.

3 Point and say. Stick.

- Hold up your book and point to the picture. Point to each room one at a time and say the words.
- Repeat and encourage the children to point to the pictures and say the words with you in chorus.
- Say *Let's stick the stickers*. Take the bedroom sticker and show it to the class. Place it on the caption box in the Student Book and say *bedroom*.
- Children copy you and place all the stickers in the correct caption boxes.

Differentiation

- **Below level:** Play some music.
- Hand the rooms flashcards out to different children around the class. They pass the cards to children next to them around the class while the music is playing.
- Stop the music suddenly. Ask the children who are holding cards, *Where are you?* to elicit *in the kitchen / in the living room / in the dining room / in the bedroom / in the bathroom*.
- **At level:** Mime the action of making a sandwich to elicit *kitchen*.
- Ask a child to come to the front of the class. He/She mimes another activity specific to a room in the house. If necessary, help the child by showing them a flashcard.
- The other children guess the room. The first child to guess correctly comes to the front of the class and mimes another action.
- **Above level:** Divide the class into small groups. Give each group a large piece of paper and a set of colored pencils.
- Children draw and color a house. Tell them to include all of the rooms they learned in this lesson.
- Ask each group to come to the front and talk about the house, e.g., *This is the living room*.

Further practice:

Workbook p.42; Classroom Presentation Tool

Lesson Two Grammar and song

1 Listen and repeat. 🎧 82

Let's learn!

Where's Grandma?
She's in the dining room.

Is she in the kitchen?
No, she isn't.

Is she in the dining room?
Yes, she is.

2 Listen and sing. 🎧 83

Let's sing!

Let's talk!

3 Look and write. Ask and answer. 🗣️

- _____ Grandpa? He's _____ the living room.
- Is Mom in the kitchen? _____, she _____.

Is she in the kitchen? Yes, she is. / No, she isn't. Unit 6 43

1 Listen and repeat. 🎧 82

- Look at each picture and ask children what they see.
- Play the recording all the way through. Then play it again and pause for students to repeat each line.
- Children look at the pictures in their books. Ask different pairs of children to read the questions and answers.
- Focus attention on the red words and punctuation. Elicit that 's is short for (is). Show children how we make the contracted form *She's*.
- Focus on the question *Is she in the kitchen?* Elicit that we use *Is* at the beginning of a question when we are asking about one person.

2 Listen and sing. 🎧 83

- Hold up the book and point to the pictures. Elicit as much information as you can about the picture.
- Play the recording all the way through. Children listen.
- Play the recording again for the children to sing the song and point to the people and the rooms.

3 Look and write. Ask and answer.

- Model the first question and answer with a child in the class.
- Ask children to work in pairs. They take turns writing using their pencils, then asking and answering questions about the other pictures.

ANSWERS

- Where's Grandpa? He's in the living room.
- Is Mom in the kitchen? Yes, she is.

Differentiation

- **Below level:** Use the picture of the house you drew at the start of the lesson in the warmer. Place the flashcards for family members in different rooms.
- Ask questions about the people in the house for the class to answer, e.g., *Is Grandma in the bedroom? Is Dad in the kitchen? Where's Mom? Where's Grandpa?*
- **At level:** The same activity as above but, after modeling the activity for the class, children do this in pairs.
- **Above level:** Ask children to draw a picture of their favorite room in their house/apartment. Children hold up their pictures and tell the other children about the room they have chosen.

Lesson Two Grammar and song

SB page 43 WB page 43

Objectives

To say the sentences *Where's (Grandma)? She's (in the dining room).* *Is she (in the kitchen)? No, she isn't.*

To sing a song

Language

Language focus: listening, speaking, writing

Grammar: *Where's Grandma? She's in the bedroom. Is she in the bedroom? Yes, she is.*

Resources and materials

Audio Tracks 80, 82–83; Flashcards 42–46

Warmer

- Do the chant from Student Book p42 to energize the class and review the vocabulary.
- Draw the outline of a house on the board and invite children to draw the rooms. Ask the class to name the different rooms. Keep the picture on the board for later in the lesson.

Lead-in

- Put Flashcards 42–46 (*kitchen, living room, dining room, bedroom, bathroom*) on the board. Point to each one, one at a time, and say the word. Remove them one at a time, pointing to where they were and asking students to say the word. Continue until all of the flashcards are gone and they are saying all five from memory.

Let's talk!

- Ask students to look at the picture and speech bubble.
- Have two students demonstrate the question in the speech bubble and the answer in the picture.
- Have students work in pairs to ask and answer the question. Tell them to use other vocabulary from the page.

Further practice:

Workbook p. 43; Classroom Presentation Tool

Lesson Three Sounds and letters

1 Listen, point, and repeat. Write. 84

Vv van	Ww window	Xx box	Yy yo-yo	Zz zebra buzz
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2 Listen and chant. 85

3 Point and say.

4 Look and point to the sounds x and z.

I can hear a buzz.
Is it a fox?

Let's talk!

Here is a yo-yo.

44 Unit 6 Initial and end sounds

Lesson Three Sounds and letters

SB page 44 WB page 44

Objectives

To recognize the uppercase and lowercase forms of the letters v, w, x, y and z and associate them with their corresponding sounds

To pronounce the sounds /v/, /w/, /ks/, /j/, and /z/ on their own and at the beginning and end of words

Language

Language focus: listening, speaking, writing

Vocabulary: buzz

Review: Is it a (fox)?

Extra language: I can hear a buzz.

Materials

Audio Tracks 84–85; Phonics cards 54, 55, 40, 43, 44, and 56

Warmer

- Play a warm-up song.

Lead-in

- Use Phonics cards 54, 55, 40, 43, 44, and 56 to introduce the five new words. Hold up the cards one at a time and say the words for children to repeat.
- Give the cards to five different children and ask them to come to the front of the class. Say the words again. When a child hears his/her word, they wave their phonics card in the air.

1 Listen, point, and repeat. Write. 84

- Ask children to look at the letters in their Student Books.
- Play the first part of the recording for children to listen and point to the letters.
- Play the second part of the recording for children to repeat the letter names, sounds, and words in chorus.
- Play the recording all the way through for children to point to the words and then repeat them.
- Finally, model the writing activity.

2 Listen and chant. 85

- Play the recording for children to listen to the chant.
- Put Phonics cards 54, 55, 40, 43, 44, and 56 in different places around the room. Play the recording again for children to point to the cards as they hear the words.
- Play the chant once more for children to repeat each line. Play the chant again for them to follow the chant in their books.

3 Point and say.

- Children point to the pictures and say the sounds and the words.

4 Look and point to the sounds x and z.

- Ask children to look at the pictures. Point to the different things and say *What's this?*
- Read the text for children to follow in their books. Write it on the board.
- Ask children to find the sounds x and z at the end of words.

ANSWERS

fox, buzz

Let's talk!

- Ask students to look at the picture and speech bubble.
- Have two students demonstrate the sentence in the speech bubble.
- Have students work in pairs to practice the statement. Tell them to use other words on the page.

Differentiation

- **Below level:** Say the chant from the lesson again. See how quickly the children can say it without making a mistake.
- **At level:** Choose a sound together with the class and write a tongue twister (e.g. *Yes! Your and York's yellow yo-yo.*)
- **Above level:** Ask pupils to choose one of the sounds and write their own tongue twister. They can then teach it to the rest of the class.

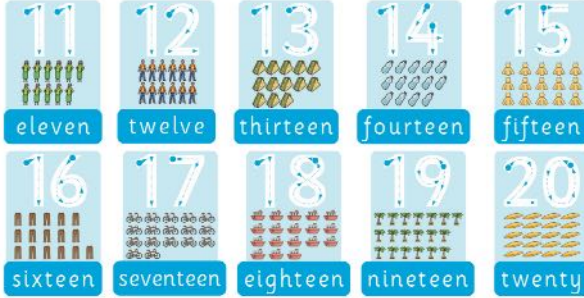
Further practice:

Workbook p. 44; Classroom Presentation Tool

Lesson Four Numbers

1 Listen, point, and repeat. Write. 🎧 86

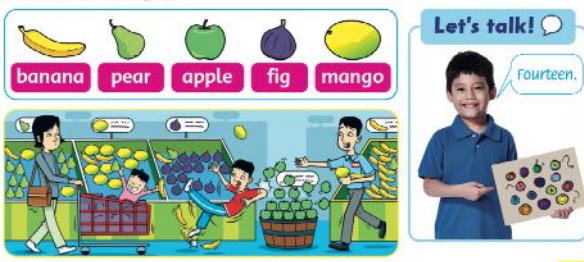
2 Point and sing. 🎧 87



3 Count. Listen, find, and point. 🎧 88



4 Count and say. 🗣️



Numbers: 11 to 20 Review Unit 6 45

Lesson Four Numbers

SB page 45 WB page 45

Objectives

To review numbers 11 to 20

Language

Language focus: listening, speaking, writing

Vocabulary: 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

Review: mom, dad, sandwich, bottle, dress, pants, bike, boat, tree, Frisbee, banana, pear, apple, fig, mango

Resources and materials

Audio Tracks 86–88

Warmer

- Play a warm-up song.
- Play *Bingo!* with numbers 1–20 (see Games bank).

Lead-in

- Use the flashcards of numbers 11 to 20. Quickly flash them one at a time (out or order) at the class. See if they can tell you which number they saw.

1 Listen, point, and repeat. Write.

🎧 86

- Say *Open your books* and model the action for children to copy.
- Play the recording and point to numbers 11 to 20 as you hear the words. Clap in time with the audio.
- Encourage the children to point to each number as they hear it.

- Play the recording again. Point to the numbers one at a time and say them. Children repeat in chorus.
- Finally, model the writing activity.

2 Point and sing.

🎧 87

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

3 Count. Listen, find, and point.

🎧 88

- Hold up your book and point to the picture of the purple dots. Say *How many?* Count the dots and say *eighteen*. Encourage the class to count the dots with you and say the number. Repeat with the other pictures.
- Play the recording and point to the pictures as you hear the words.
- Play the recording again. Encourage the children to point to the picture and to say each number as they hear it.

4 Count and say.

- Hold up your book and point to the picture of different fruits and say the words. Say *How many?* Count the bananas and say *nineteen*. Encourage the class to count them with you and say the number. Repeat with the other fruit.

ANSWERS

19 bananas, 13 pears, 17 apples, 15 figs, 14 mangoes

Differentiation

- **Below level:** Write the numerals 11 to 20 on the board. Point to them randomly out of order and see how quickly students can say the word.
- **At level:** Write the numerals 11 to 20 on the board in random order. Ask students to close their eyes and remove one number. See how quickly students can say the word for the missing number.
- **Above level:** Write the numerals and words 11 to 20 on different cards. Play pelmanism with the class or in groups or pairs.

Let's talk!

- Ask students to look at the picture and speech bubble. Say *Fourteen*. Ask *What is the boy holding?* (a picture of fourteen yo-yos)
- Have a student read the number 14.
- Have students work in pairs and take turns saying the numbers between 11 and 20.

Further practice:

Workbook p. 45; Classroom Presentation Tool

Lesson Five Sounds and letters

1 Listen, point, and repeat. Write. 89

Nn nurse lion	Pp pen lollipop	Rr rabbit car	Ss sofa octopus
Tt tiger hat	Vv van	Xx box	Zz zebra buzz

2 Listen and chant. 90

3 Listen to the sounds. Connect the letters. 91

What does the queen see?

o p t y z q s
r v w u n v x

4 Look and point to the sounds *n* and *p*.
The queen has a window. She sees a lion.
The lion has an umbrella and a lollipop.

Let's talk!
Yogurt.

46 Unit 6 Review: Nn to Zz

Lesson Five Sounds and letters

SB page 46 WB page 46

Objectives

To review the uppercase and lowercase forms of the letters *n*, *p*, *r*, *s*, *t*, *v*, *x*, and *z* and associate them with their corresponding sounds

To pronounce the sounds /n/, /p/, /r/, /s/, /t/, /v/, /ks/, and /z/ at the beginning and end of words.

Language

Language focus: listening, speaking, writing

Vocabulary: nurse, lion, pen, lollipop, rabbit, car, sofa, octopus, tiger, hat, van, box, zebra, buzz

Review: (The queen) has (a window). She sees (a lion).

Resources and materials

Audio Tracks 89–91; Phonics cards 46, 17, 25, 48, 49, 50, 30, 23, 52, 53, 54, 41, 44, and 56

Warmer

- Play a warm-up song.
- Play *Order the letters* (see Games bank) to review house vocabulary.

Lead-in

- Use Phonics cards 46, 17, 25, 48, 49, 50, 30, 23, 52, 53, 54, 41, 44, and 56 to introduce the new words. Hold up the cards one at a time and say the words for children to repeat.

1 Listen, point, and repeat. Write. 89

- Say *Open your books*.
- Play the first part of the recording for children to listen to the letter sounds. Then listen and point to the words.
- Play the second part of the recording and have children repeat in chorus.
- Finally, model the writing activity.

2 Listen and chant. 90

- Hold up your book and point to the pictures and say the words.
- Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics cards when you hear the words with that sound.
- Play the chant again and pause after each line for children to repeat.

3 Listen to the sounds. Connect the letters. 91

- Hold up your book and point to the sounds. Say them together with the class.
- Explain that students must listen to the sounds and follow them from left to right with their finger.
- Play the recording for children to listen and follow. Repeat as necessary.

4 Look and point to the sounds *n* and *p*.

- Elicit a word which ends with *n*. Children point to *lion*. Ask them to find other words which end in *n* and *p*.

ANSWERS

an, lion, lollipop, queen

Differentiation

- **Below level:** Play Pictionary with the words from the lesson.
- **At level:** Write a few simple sentences containing at least two words from the lesson and have two teams play sentence Pictionary.
- **Above level:** Write a few simple sentences containing three or more words from the lesson. Divide the class into two and have them play sentence Pictionary.

Let's talk!

- Ask students to look at the picture and speech bubble. Ask *What is the girl holding?* (yogurt)
- Have a student read the word. Students then work in pairs saying different words and sounds from the lesson.

Further practice:

Workbook p. 46; Classroom Presentation Tool

Lesson Six Story

1 Listen and read. 🎧 92 ➡
2 Read and say. 🗨️
3 Listen again and repeat.
Act. 🎭 92

1 Look! I have a certificate!
 Very good, Rosy!
 Go and show your family.

2 Where's Grandma?
 Is she in the kitchen?
 No, she isn't.

3 Is Dad in the living room?
 No, he isn't.

4 Surprise!
 Good job, Rosy!
 Thank you!

Values: Spend time with your family Unit 6 47

Lesson Six Story SB page 47 WB page 47

Objectives

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

Language

Skills: listening, reading, speaking

Vocabulary: review

Review: Look! I have a (certificate)! Thank you!

Extra language: Very good. Go and show your family.
 Surprise! Good job!

Resources and materials

Audio Tracks 83, 92; Flashcards 42–46

Values

Spend time with your family

Warmer

- Play the song from Lesson 2 to review the vocabulary for this lesson.
- Play *What's missing?* (see Games bank).

Lead-in

- Give Flashcards 42–46 (*kitchen, living room, dining room, bedroom, bathroom*) to five children. Have them hold them up one at a time and everyone practices saying the words.
- Draw a quick outline of a house on the board with the five rooms. Draw different family members in different rooms.

- Ask questions, e.g. *Where's mom?* and elicit responses e.g. *She's in the living room.*
- Ask more questions, e.g. *Is mom in the bathroom?* and elicit responses, e.g. *No, she isn't.* Practice eliciting structures with all the words.
- The class repeats in chorus. Repeat with all the words.

1 Listen and read. 🎧 92 ➡

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

2 Read and say.

- Write *Where's...?* on the board. Place the *grandma* flashcard next to the word *Where's*.
- Elicit the complete sentence *Where's Grandma?* Now add the *kitchen* flashcard and a question mark and elicit the question *Is she in the kitchen?* and the answer.
- Point to the sentences in each frame of the story and read them with the class.
- Ask a few individuals to read a sentence to the class.

3 Listen again and repeat. Act. 🎭 92

- Play the recording once all the way through and then pause after each line for children to listen and repeat.
- Divide the class into groups of four to play the parts of Rosy, Mom, Dad, Grandpa, Grandma, and Billy. If the class doesn't divide exactly, some children can play more than one character.
- Choose and demonstrate some actions for the story.
- Play the recording again for children to mime the actions.
- Children practice acting out the story.

Differentiation

- Below level:** Children mime an activity that you do in one of the rooms of the house and the others guess the room. E.g. they mime cleaning their teeth and the others say *bathroom*.
- At level:** Divide the class into pairs. Give each pair two dice. Write two lists on the board. The first list is for family members – 1. *mom*, 2. *dad*, 3. *sister*, 4. *brother*, 5. *grandma*, 6. *grandpa*. The second list is for places in the house – 1. *kitchen*, 2. *bedroom*, 3. *dining room*, 4. *living room*, 5. *bathroom*, 6. *bedroom*.
- The first child rolls a die and uses the number on the die to choose a family member and asks e.g. *Where's mom?*
- The second child rolls a die and uses the number on the die to answer the question. E.g., If the child rolls a one, he/she answers *She's in the kitchen*.
- Above level:** Children design their dream house. They then draw themselves in the house. Children write sentences about themselves in the picture, e.g., *Minh is in the dining room*.

Further practice:

Workbook p. 47; Classroom Presentation Tool; Values worksheet; Unit 6 Test

Fluency Time! 2

Fluency Time! 2

Lesson One Everyday English

1 Listen, read, and say. 93



James, be kind to the cat.



Yes, OK. Sorry, Kate.

2 Listen and point. 94



3 Point and say.



Be kind to the ducks.



Yes, OK.

48 Fluency Time! 2 Be kind to animals

Lesson One Everyday English

SB page 48 WB page 48

Objectives

Be aware of how to be kind to animals

Language

Language focus: listening, speaking, reading

Everyday English phrases: (*James*), *be kind to the (cat)*.
Yes, OK. Sorry, (Kate).

Resources and materials

Audio Tracks 93–94

Warmer

- Play a game to review the names of animals that children have studied previously (*bear, hippo, crocodile, tiger, mouse, bee, duck, dog, cat, bird, hamster, fish*). You could give the name of the animals or the flashcard with the animal on and they have to mime being the animal. The class have to guess which animal they are.

Lead-in

- Ask children what pets they have and what they must and must not do when they are with their animals. You could do this by asking what makes an animal happy and what makes them sad.

1 Listen, read, and say. 93

- Ask children to open their books and focus on the pictures in activity 1.
- Ask children to say what they can see (*James frightening a cat with his football, James being kind to the cat and stroking her*).
- Play the recording. Hold up your book and point to the pictures in time with the recording. Children listen and point to the appropriate pictures.
- Play the recording again for children to repeat the words in chorus.

2 Listen and point. 94

- Ask children to look at the picture in activity 2. Ask them to look at people and the animals and what they are doing.
- Point to each part of the picture in turn and elicit the name of the animals (clockwise from left: *horse, dog, cat and ducks*).
- Now play the recording and explain that children have to listen and point to the correct part of the picture when they hear the conversation that matches it.
- Play the recording twice; once pausing after each dialogue and once straight through.

3 Point and say.

- Look at the picture again in activity 2 and try to elicit the conversations from the recording from the class.
- Practice the dialogues with the class and then put the children into pairs to practice.

Differentiation

- Below level:** Play Pictionary with the animal words from the start of the class.
- At level:** Discuss being kind to your pets/animals with the class. Ask children to work in groups to make a poster about being kind to pets.
- Above level:** Discuss being kind to your pets/animals with the class. Ask children to work in groups to make a poster about being kind to pets. You could provide some extra vocabulary as you monitor the students' work and ask them to write sentences on their posters to accompany their illustrations.

Further practice:

Workbook p. 48; Classroom Presentation Tool



Lesson Two CLIL: Science

SB page 49 WB page 49

Objectives

To identify different everyday technology
To practice saying the words for different everyday technology

Language

Language focus: listening, speaking

Vocabulary: computer, TV, phone, camera

Review: *It's a (phone). I have a (TV).*

Resources and materials

Audio Track 95; Flashcards 47-50

Warmer

- Play *Jump* (see Games bank) to review vocabulary for different places in the home (*kitchen, living room, dining room, bedroom, bathroom*)

Lead-in

- Use Flashcards 47-50 to elicit the vocabulary for this lesson. Hold up the flashcards of the objects one at a time and ask *What's this?* Model any words that children do not know.
- Put the flashcards on the board and point to each one, one at a time, for children to say the words again.

1 Listen, point, and repeat. 95

- Ask children to open their Student Books and look at the pictures of the different objects.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words in chorus.

2 Look, point, and say.

- Hold up your book and point to the pictures. Point to object one at a time and say the words.
- Now focus on the speech bubble and say *It's a phone.* Model the sentences for the other pictures and then get the class to say them in chorus with you.
- Encourage the children to point to the pictures and say the sentences with a partner.

3 What do you have in your home? Say.

- Put the flashcards of the four objects on the board.
- Ask children if they have the different items. Elicit sentences from them for each one, e.g. *I have a TV. I have a phone.* Explain to them that if they have more than one, they can substitute the word 'a' for a number, e.g. *I have two TVs.*
- Ask them to talk about the four objects together with a partner.

Differentiation

- Below level:** Give the children words from the lesson but with some letters gapped out. Ask them to copy the words into their notebooks and complete the words. Next to each word they should draw the object.
- At level:** Ask students to draw their house and all of the computers, TVs, phone and cameras in it. Together with their partner they point at each other's pictures and ask *What's this?* Their partner answers *It's a phone.* etc.
- Above level:** Ask students to draw their house and all of the computers, TVs, phone and cameras in it. Together with their partner they point at each other's pictures and ask *What's this?* Their partner answers *It's a phone.* etc. The students could go on to write sentences about their picture. For example, *I have a TV. It's in the living room. My favorite program is x.*

4 Look and color.

- Children color the smiley faces depending on how well they feel they understand what they have learned in Units 4, 5, 6, and Fluency Time! 2.

Further practice:

CLIL worksheet; Workbook p. 49; Classroom Presentation Tool pp. 68, 69; Summative Test 2; End of year test

Culture

Countries and flags

1 Listen, point, and repeat. 96

 **Viet Nam**  **Korea**  **the U.S.A.**  **Thailand**  **Switzerland**

2 Listen and point. 97

 **I'm from Viet Nam.**

 **I'm from Korea.**

 **I'm from the U.S.A.**

 **I'm from Switzerland.**

 **I'm from Thailand.**



3 Point and say. 

50 Culture Countries and flags

Culture

Countries and flags

4 Read and look. Say. 96



1. This flag is red, white, and blue. It has many stars. The stars are white.
2. This flag is red, white, and blue.
3. This flag is red. It has a big, yellow star.
4. This flag is red and white.
5. This flag has a blue and red circle.

1. The U.S.A.

5 Say. 97



51 Culture Countries and flags

Culture Countries and flags

SB page 50 WB page 50

Objectives

To identify the flags of Viet Nam, Korea, the U.S.A., Thailand, and Switzerland and say the names of the countries.

To say where you are from.

To describe a flag.

Language

Language focus: listening, speaking, reading

Vocabulary: Viet Nam, Korea, the U.S.A., Thailand, Switzerland

Review: I'm from Viet Nam. It's (red). It has (many stars). red, white, blue, circle

Extra language: The flag is (red, white and blue). The (stars) are (white).

Resources and materials

Audio Tracks 96–97; Flashcards 51–55

Warmer

- Line by line, slowly draw the Viet Nam flag. Ask pupils to guess what you are drawing. When they've guessed, ask what we call this, elicit or teach the word *flag*. Elicit what colors the flag is and the name of the shape (*star*).

Lead-in

- Use Flashcards 51–55 to elicit the vocabulary for this lesson. Hold up the flag flashcards one at a time and ask *Which country is this flag from?* Model any words that children do not know.
- Put the flashcards on the board and point to each one, one at a time, for children to say the words again.

1 Listen, point, and repeat.

- Ask children to open their Student Books and look at the pictures of the flags.
- Play the first part of the recording for children to listen and point to the appropriate flag and say the name of the country.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words in chorus.

2 Listen and point.

- Ask children to look at the picture in activity 2. Ask them to look at the children and the flags.
- Point to each child in turn and elicit the name of the country represented by each flag.
- Now play the recording and explain that children have to listen and point to the correct part of the picture when they hear the conversation that matches it.
- Play the recording twice. Once pausing after each speaker and once straight through.

- Point to the speech bubble next to the Vietnamese boy. Ask children to point to Viet Nam on a world map (if available) and say *I'm from Viet Nam*.

3 Point and say.

- Children point to the map of Viet Nam and say *I'm from (Hue)*.

4 Read and look. Say.

- Put the flashcard of the flag for the U.S.A on the board. Elicit that the colors are *red*, *white* and *blue*. Elicit or teach the word *stars*. Say *This flag is red, white, and blue. It has many stars. The stars are white*. Encourage the children to repeat with you.
- Repeat this process with the other flags, concept checking the meaning of the color words and the words *star* and *circle*.
- Hold up your book and point to the pictures. Point to each flag one at a time and say the countries. Now read sentences 1 to 5. Tell the children to match the sentences to the countries.
- Encourage the children to point to the pictures and say the sentences with a partner.

ANSWERS

1. The U.S.A. 2. Thailand 3. Viet Nam 4. Switzerland
5. Korea

5 Say.

- Encourage the children to point to the flags and say sentences to describe them with a partner.
- Model a few sentences together with the class and then put children in pairs to practice.

Differentiation

- **Below level:** Children work in groups to design their own class or school flag. They make a poster to display.
- **At level:** Children work in groups to design their own class or school flag. They make a poster to display. They write some sentences to describe it. Write the stems of sentences on the board to help them, e.g. *This flag is ...*, *The stars/circles are ...*, *It has a ...*
- **Above level:** Children work in groups to design their own class or school flag. They make a poster to display. Ask them to write sentences to describe their flag using the vocabulary learnt in the lesson e.g. *This flag is ...*, *The stars/circles are ...*, *It has a ...*. Supply vocabulary for anything extra they draw on the flag. Make a note of any new personalized vocabulary that is requested so that you can review it with the class in the following lesson.

Further practice:

Workbook p. 50; Classroom Presentation Tool

Culture 1

Pets in Thailand

1 Listen, point, and repeat. 98






2 Read, look, and say.



1 My pet is brown and has two black eyes. What a good hamster!

2 My pet is blue. What a good ...!

3 My pet has a black nose and brown ears. What a good ...!

4 My pet is orange, and has green eyes. What a good ...!

3 Point and say. It's a cat.






52 Culture 1 Pets in Thailand

Culture 1 Pets in Thailand

SB page 52 WB page 52

Objectives

To say the names of animals we keep as pets.
To describe a pet.

Language

Language focus: listening, speaking, reading

Vocabulary: dog, cat, hamster, fish, pet

Review: brown, black, blue, orange, green, eyes, nose, ears

Extra language: My pet is (brown). My pet has (two black eyes). What a good (hamster)! My favorite animal is ...

Resources and materials

Audio Track 98; Flashcards 56–59

Warmer

- Put the class into teams. Give them a minute to write a list of as many animals as they can in English.

Lead-in

- Use Flashcards 56–59 to elicit the vocabulary for this lesson. Hold up the animal flashcards one at a time and ask *What's this?* Model any words that children do not know.
- Put the flashcards on the board and point to each one, one at a time, for children to say the words again.

1 Listen, point, and repeat. 98

- Ask children to open their Student Books and look at the pictures of the different animals.
- Play the first part of the recording for children to listen and point to the appropriate picture.

- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words in chorus.

2 Read, look, and say.

- Put the flashcard of the pets on the board. Point to the pet's eyes, nose, and ears and check if students know these words. Now point to the pet's fur or ears or eyes and ask what color they are. Elicit some different colors from the class.
- For each pet elicit or say the following *My pet is brown/black/orange/white, etc. My pet has a black nose. My pet has green/brown eyes. My pet has white/brown ears.* Encourage the children to repeat with you.
- Finish by saying *What a good dog/cat/hamster/fish!* Encourage the children to repeat with you.
- Hold up your book and point to the pictures. Point to each pet one at a time and elicit some information about them. Now read sentences 1 to 4. Tell the children to complete the sentences with the correct pet.
- Encourage the children to point to the pictures and say the sentences with a partner.

ANSWERS

1 hamster 2 fish 3 dog 4 cat

3 Point and say.

- Encourage the children to point to the pictures and say the words with a partner.
- Model a few sentences together with the class and then put children in pairs to practice saying *It's a (cat).*

Differentiation

- Below level:** Ask children to invent a pet. They should invent a name for it and decide what it looks like. They can draw a picture of their pet.
- At level:** Ask children to invent a pet. They should invent a name for it and decide what it looks like. They can draw a picture of their pet. Ask them to write a simple text about the pet. Give them sentence stems to help them, e.g. *My pet is a ...*, *What a good ...!* They can display their pictures in the classroom.
- Above level:** Ask children to invent a pet. They should invent a name for it and decide what it looks like. They can draw a picture of their pet. Ask them to write a description with as many details as possible, including the pet's color and how many eyes/ears it has got, etc. Help students to incorporate any new or requested vocabulary. Remember to make a note of anything new so that it can be reviewed in the following lesson.

Further practice:

Workbook p. 52; Classroom Presentation Tool

Culture 2

Tet holiday in Viet Nam

1 Listen, point, and repeat. 99






card banh chung lucky money flowers

2 Listen and read. 100



Tet Party!

When: Saturday, six in the evening

Where: Hoa's house

From: Hoa

Come to our party! It's Tet, the New Year in Viet Nam. We eat *banh chung* and fruit. We get cards, flowers, and lucky money! Be there!

3 Point and say.






It's lucky money.

Tet holiday in Viet Nam Culture 2 53

Culture 2 Tet holiday in Viet Nam

SB page 53 WB page 53

Objectives

To learn the words connected with *Tet* holiday in Viet Nam.

To understand an invitation.

Language

Language focus: listening, speaking, reading

Vocabulary: *card, banh chung, lucky money, flowers*

Extra language: *party, fruit, When, Saturday, six in the evening, Where, house, From, Come to our party! It's (Tet, the New Year) in (Viet Nam). We eat ... We get ... Be there!*

Resources and materials

Audio Tracks 99–100; Flashcards 60–63

Warmer

- Place the following words from Level 1 (1 *cake*, 2 *candle*, 3 *gift*, 4 *party*, 5 *Happy birthday!*) outside the classroom. Put children in pairs. One has to run outside and remember the words and then dictate them to their partner sitting in the classroom. The partner sitting in the classroom has to write the words down. The first pair to write all words with correct spelling, wins.
- Ask children if they can think of any other occasions or holidays they celebrate in Viet Nam.

Lead-in

- Use Flashcards 60–63 to elicit the vocabulary for this lesson. Hold up the flashcards one at a time and ask *What's this?* Model any words that children do not know.
- Put the flashcards on the board and point to each one, one at a time, for children to say the words again.

1 Listen, point, and repeat. 99

- Ask children to open their Student Books and look at the pictures of the different things related to *Tet* holiday in Viet Nam.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words in chorus.

2 Listen and read. 100

- Ask children to look at activity 2. Point to the different things that are illustrated on the invitation and say *What's this?* Explain that this is an invitation to a party.
- Put the four flashcards (*card, banh chung, lucky money, flowers*) on the board and ask the children to close their books. Ask them to listen. Play the recording.
- Now ask children to open their book. This time they follow the text on the page as they listen to the recording again.

3 Point and say.

- Encourage the children to point to the pictures and say the words with a partner.
- Model a few sentences together with the class and then put children in pairs to practice.

ANSWERS

It's lucky money. They're flowers. It's a banh chung. It's a card.

Differentiation

- Below level:** Give students a copy of the invitation from activity 2. Ask them to decorate it by illustrating the things that are mentioned in the invitation (e.g. flowers, etc.)
- At level:** Give students a copy of the invitation from activity 2 but with all of the sentences jumbled up. Ask them to put the invitation back in order. Ask them to decorate it by illustrating the things that are mentioned in the invitation (e.g. flowers, etc.)
- Above level:** Give students a copy of the invitation from activity 2 but with some of the information gapped out. In each case, ask them what alternative words could go in the gap. Get them to write their own version of the invitation (words that could be changed include *Saturday, six, evening, Hoa's house, fruit*, the gifts could be different, etc.). Ask them to decorate it by illustrating the things that are mentioned in the invitation.

Further practice:

Workbook p. 53; Classroom Presentation Tool

Culture 3

Sports in the U.S.A.

1 Listen, point, and repeat. 101

2 Listen, read, and point. 102

3 Point and say.

54

Culture 3 Sports in the U.S.A.

Culture 3 Sports in the U.S.A.

SB page 54 WB page 54

Objectives

To identify and talk about the different sports played in the U.S.A.

Language

Language focus: listening, speaking, reading

Vocabulary: *baseball, basketball, hockey, badminton*

Review: *I'm (Jake). I like (basketball). What's your favorite (sport)? My favorite (sport) is ...*

Resources and materials

Audio Tracks 101–102; Flashcards 64–67

Warmer

- Put the class into teams. Give them one minute and ask them to write a list of as many sports as they can think of.

Lead-in

- Use Flashcards 64–67 to elicit the vocabulary for this lesson. Hold up the flashcards of the sports one at a time and ask *What's this?* Model any words that children do not know.
- Put the flashcards on the board and point to each one, one at a time, for children to say the words again.

1 Listen, point, and repeat. 101

- Ask children to open their Student Books and look at the pictures of the different sports.
- Play the first part of the recording for children to listen and point to the appropriate picture.

- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words in chorus.

2 Listen, read, and point. 102

- Draw a stick boy on the board. Say *I'm Jake*. Hold the basketball flashcard. Say *I like basketball*. Then say *My favorite sport is basketball*.
- Ask children to repeat the words with you. Do the same for the second example in the book.
- Now ask children to open their books and listen to the recording. They follow the text and point to the correct picture as they listen.

3 Point and say.

- Ask a number of the children *What's your favorite sport?*
- Elicit examples of their favorite sports onto the board. Ask the children again but prompt them to answer in a full sentence with *My favorite sport is ...*
- Ask children to look in their books and read the speech bubbles. They should practice saying *I like (baseball). / My favorite sport is (basketball).* with their partner.

Differentiation

- Below level:** Elicit the words for all of the students' favorite sports onto the board. Then play a miming game. Ask one child at a time to mime one of the sports on the board. The class have to guess which sport it is.
- At level:** Elicit the words for all of the students' favorite sports onto the board. Ask students to copy the list. Now ask them to go around the class and ask everyone. *What's your favorite sport?* Tell them to answer in full sentences *My favorite sport is ...* Tell them to put a mark next to each sport so that they know how many students like each sport.
- Above level:** Elicit the words for all of the students' favorite sports onto the board. Ask students to copy the list. Now ask them to go around the class and ask everyone. *What's your favorite sport?* Tell them to answer in a full sentence *My favorite sport is ...* Tell them to put a mark next to each sport so that they know how many students like each sport. When they finish, ask them to draw bar graphs of their findings and then report them to the class.

Further practice:

Workbook p. 77; Classroom Presentation Tool

Culture 4

Toys in Viet Nam

1 Listen, point, and repeat. 103






2 Listen, read, and point. 104



3 Draw your favorite toy. Ask and answer.



Toys in Viet Nam Culture 4 55

Culture 4 Toys in Viet Nam

SB page 55 WB page 55

Objectives

- To learn words for different toys.
- To talk about a favorite toy.

Language

Language focus: listening, reading

Vocabulary: to he, kite, board game, doll

Review: Is it a (to he)? Yes, it is. This is my (kite).

Extra language: What is it? It's a (doll). It's my favorite toy. It's a toy from (Viet Nam). Nice! Let's play!

Resources and materials

Audio Tracks 103–104; Flashcards 68–71

Warmer

- Put the class into teams. Ask each team to think of as many different toys as they can in English in one minute. They should remember some from level 1 (*plane, puppet, robot, balloon, teddy bear*).

Lead-in

- Use Flashcards 68–71 to elicit the vocabulary for this lesson. Hold up the toy flashcards one at a time and ask *What is it?* Model any words that children do not know.
- Put the flashcards on the board and point to each one, one at a time, for children to say the words again.

1 Listen, point, and repeat. 103

- Ask children to open their Student Books and look at the pictures of the different toys.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words in chorus.

2 Listen, read, and point. 104

- Tell the children they are going to listen to two children talking about their toys. Put the four toy flashcards on the board and ask them to tell you which two toys are mentioned (*to he* and a *kite*).
- Now children look in their books. They listen and point to the correct picture as they listen.
- Listen again and children follow the text as they listen to the recording.

3 Draw your favorite toy. Ask and answer.

- Ask children to draw their favorite toy in their notebook.
- Ask a number of the children *What is it?*
- Elicit examples of words for their favorite toys onto the board. Ask the children again but prompt them to answer in a full sentence with *It's a ... I like (dolls). I have (two) (dolls)*.
- Ask children to look in their books and read the question and answer. They should practice asking and answering the question with their partner.

Differentiation

- Below level:** Take the dialogue from activity 2 and cut it into strips. With books closed, children listen and put the dialogue back in order.
- At level:** Take the dialogue from activity 2 and blank out some of the words. With books closed, children listen and complete the missing words.
- Above level:** Take the dialogue from activity 2 and elicit it using minimal prompts on the board. See if the children can recite it from memory using only these prompts. You could simply give the first letters of the words from the dialogue and replace some words with images (e.g. *to he*, Viet Nam flag to represent Viet Nam, tiger, kite)

Further practice:

Workbook p. 55; Classroom Presentation Tool

Culture 5

Walking in Switzerland

1 Listen, point, and repeat. 105

mountains

jacket

boots

backpack

2 Listen and read. 106 Then point and say.

Hi Grandma,

I'm in Switzerland.

I wear a and .

I have a . The are beautiful!

See you soon.

Ed

60

Greetings from Switzerland

3 Make a list. Say.

jacket

I wear a jacket.

Culture 5 Walking in Switzerland

SB page 56 WB page 56

Objectives

- To identify and say the words for walking equipment.
- To understand a postcard.

Language

Language focus: listening, speaking, reading

Vocabulary: mountains, jacket, boots, backpack

Extra language: Greetings from (Switzerland). Hi (Grandma). I'm in (Switzerland). I wear a ... I have a ..., The ... are beautiful! See you soon.

Resources and materials

Audio Tracks 105–106; Flashcards 72–75

Warmer

- Draw some mountains on the board and teach or elicit the word *mountains*. Tell them that they are going to learn about equipment that you take when you go walking. Put children into teams. Ask the children to take a few minutes with their group and draw all the walking items they can think of. Give teams 10 points for anything that is on the lesson flashcards and 5 points for any other ideas.

Lead-in

- Use Flashcards 72–75 to elicit the vocabulary for this lesson. Hold up the flashcards one at a time and ask *What's this?* Model any words that children do not know.
- Put the flashcards on the board and point to each one, one at a time, for children to say the words again.

1 Listen, point, and repeat. 105

- Ask children to open their Student Books and look at the pictures of the different walking equipment.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words in chorus.

2 Listen and read. Then point and say. 106

- Tell the children they are going to listen to a postcard that Ed has written to his grandma.
- Put the three walking equipment flashcards on the board and ask them to tell you which objects are mentioned.
- Now children look in their books. They listen and point to the correct picture as they listen.
- Listen again and children follow the text as they listen to the recording.
- Put the class into pairs and ask them to point at the pictures and say the words.

3 Make a list. Say.

- Ask the children to make a list of items they need to go walking. As in the example in the book, they should illustrate each item. Monitor as they carry out the task and correct spelling and drill pronunciation.
- If they request extra items, assist them with any new vocabulary and keep a record of this to review it in future lessons.
- When they have finished their lists, ask them to point to the items on their list and say them together with a partner. Their partner should listen and tick any items they have which are the same. At the end they can compare their lists.
- In pairs, children point to items on their list and practice saying *I wear (a jacket).* with a partner.

Differentiation

- Below level:** Put students in pairs. One is looking at you and one has their back to you. Show the students looking at you one flashcard at a time. The other students mime the word for their partner to guess.
- At level:** Put students in pairs. One is looking at you and one has their back to you. Show the students looking at you a sentence from the postcard in the lesson. The other students mime the sentence for their partner to guess.
- Above level:** Put students in pairs. One is looking at you and one has their back to you. Show the students looking at you a sentence from the postcard in the lesson. The other students mime the sentence for their partner to guess and write down in a notebook.

Further practice:

Workbook p. 56; Classroom Presentation Tool

Culture 73

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Culture 6

Breakfast in Korea

1 Listen, point, and repeat. 107






2 Listen, read, and point. 108

3 Draw your favorite breakfast and say.

Breakfast in Korea Culture 6 57

Culture 6 Breakfast in Korea

SB page 57 WB page 57

Objectives

- To say the words for different breakfast foods.
- To say what you like to eat.

Language

Language focus: listening, speaking, reading

Vocabulary: egg, rice, soup, meat

Review: I like (rice).

Extra language: For (breakfast), I eat (eggs). I love (soup), too!

Resources and materials

Audio Tracks 107–108; Flashcards 76–79

Warmer

- Put the class into teams. Ask each team to think of as many different foods as they can in English in one minute.

Lead-in

- Use Flashcards 76–79 to elicit the vocabulary for this lesson. Hold up the breakfast flashcards one at a time and ask *What's this?* Model any words that children do not know.
- Put the flashcards on the board and point to each one, one at a time, for children to say the words again.

1 Listen, point, and repeat. 107

- Ask children to open their Student Books and look at the pictures of the different breakfast foods.

- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words in chorus.

2 Listen, read, and point. 108

- Tell the children they are going to listen to someone talking about what they like to eat for breakfast. Put the four food flashcards on the board and ask them to tell you in which order the foods are mentioned (1 eggs 2 rice 3 meat 4 soup).
- Now children look in their books. They listen and point to the correct picture as they listen.
- Listen again and children follow the text as they listen to the recording.

3 Draw your favorite breakfast and say.

- Ask children to draw their favorite breakfast in their notebook.
- Ask a number of the children *What's this?*
- Elicit examples of words for their favorite breakfast foods onto the board. Ask the children again but prompt them to answer in a full sentence with *I eat ...*
- Children should practice asking and answering about their favorite food with their partner.

Differentiation

- Below level:** Students work in pairs. They mime eating one of the foods from the lesson and their partner says the word for the food.
- At level:** Students mingle around the classroom asking each other *What's your favorite breakfast?* Encourage students to answer using their answers from activity 3 and also using the structure *I eat ...*
- Above level:** Students mingle around the classroom asking each other *What's your favorite breakfast?* Encourage students to answer using their answers from activity 3 and also using the structure *I eat ...* Ask students to make a note of what their classmates say and then report back their findings. They could choose a way to record their findings in a diagram (bar chart, pie chart, etc.).

Further practice:

Workbook p. 57; Classroom Presentation Tool

Starter unit

Lesson 4

Bingo!

- Ask the children to draw a grid, two by two squares. In each of the squares, they write a different number 1–10.
- Call out numbers in any order. Keep a record of the numbers as you say them, so that you don't say the same number twice. The children cross off the numbers in their grids as they hear them. The first child to complete a line of two shouts *Bingo!*

Unit 1

Lesson 1

Jump

- Ask the children to stand by their desks.
- Hold up a flashcard from the vocabulary set (Flashcards 9–14) and say a word.
- If the word is the same as the flashcard, they jump. If it isn't, they stand still.
- Alternatively, ask children to put their hands up if the word you say and the flashcard are the same.

Lesson 2

What's missing?

- Put Flashcards 9–14 on the board. Make sure Flashcard 14 is facing the wrong way. Point to each one at a time and say, *mom, dad, brother, sister, grandpa*.
- Point to the last flashcard and encourage the children to shout out the word (*grandma*).
- Shuffle the cards and repeat. This time have two cards facing the wrong way.
- Continue in this way until all the cards are facing the wrong way and you can elicit all the words from memory.

Lesson 3

Snap!

- Use Flashcards 9–14 to review the vocabulary from the previous lesson.
- Write one of the items from the vocabulary set on the board, e.g., *mom*. Say the word out loud.
- Put the flashcards in a pile and hold them up so that the children can only see the facing card. Reveal the cards one at a time by putting the front card in back. When children see the card for *mom*, they shout *Snap!*
- Repeat with the rest of the words in the set.

Lesson 4

Bingo!

- Ask the children to draw a grid, two by two squares. In each of the squares, they write a different number 1–10.
- Call out numbers in any order. Keep a record of the numbers as you say them, so that you don't say the same number twice. The children cross off the numbers in their grids as they hear them. The first child to complete a line of two shouts *Bingo!*

Lesson 5

Find your partner

- Give the phonics sound cards to individual children around the room. Give the corresponding Phonics flashcards 1–9 to different children.
- Ask the children with the sound cards to stand up one at a time and say the sounds on their cards.
- The children with the picture cards listen. If the sound is in their word, they stand up, show the card to the class, and say the word.

Lesson 6

Bingo!

- Ask the children to draw a three-by-three grid.
- Write these words on the board: *apple, bat, tub, cat, dog, bird, egg, fig, leaf, mom, dad, sister, brother, grandma, and grandpa*.
- In each of the squares, they write a different word. Note: There are more words than squares, so children should choose which words they want in their grids.
- Call out the words in any order. Keep a record of the words as you say them, so that you don't say the same word twice. The children cross off the words in their grids as they hear them. The first child to complete a line of three shouts *Bingo!*

Unit 2

Lesson 1

Snap!

- Use Flashcards 9–14 to review the vocabulary from the previous unit.
- Write one of the items from the vocabulary set on the board, e.g., *mom*. Say the word out loud.
- Put the flashcards in a pile and hold them up so that the children can only see the facing card. Reveal the cards one at a time by putting the front card in back. When children see the card for *mom*, they shout *Snap!*
- Repeat with the rest of the words in the set.

Lesson 2

Musical cards

- Play lively music or the chant from the previous lesson (Track 31).
- Hand out Flashcards 15–20 to different children around the class. They pass the cards to children next to them while the music is playing.
- Stop the music suddenly. Ask the children who are holding cards *What is the feeling?* to elicit the words.
- Play the music and continue in this way.

Lesson 3

Listen, point, and say

- Place Flashcards 15–20 around the classroom.
- Call out a vocabulary word, e.g., *hungry*. The children point to the correct flashcard as quickly as possible. Alternatively, play the chant from Lesson 1 (Track 31). Children point to the correct flashcard when they hear the word.
- Now point to the flashcard. The children say the word.

Lesson 6

What's missing?

- Put Phonics cards 10–19 on the board. Make sure Flashcard 19 is facing the wrong way. Point to each one, one at a time and say the words: *goat, dog, hat, ink, jelly, kite, yak, lion, ill, mom*.
- Point to the last flashcard and encourage the children to shout out the word (*mom*).
- Shuffle the cards and repeat. This time with two cards facing the wrong way.
- Continue in this way until all the cards are facing the wrong way and you can elicit all the words from memory.

Unit 3

Lesson 2

Pictionary

- Have children work with a partner.
- Hand out paper and crayons to each pair.
- Children take turns drawing an item of clothing from lesson 1 and asking *What's this?* Their partner guesses.
- Make sure all the children have a chance to draw and guess the picture(s).

Fluency Time! 1

Lesson 2

Bingo!

- Ask the children to draw a grid, two by two squares. In each of the squares, they write a different number 1–16.
- Call out numbers in any order. Keep a record of the numbers as you say them, so that you don't say the same number twice. The children cross off the numbers in their

grids as they hear them. The first child to complete a line of two shouts *Bingo!*

Unit 4

Lesson 2

Jump

- Ask the children to stand by their desks.
- Hold up a flashcard from the vocabulary set (Flashcards 30–35) and say a word.
- If the word is the same as the flashcard, they jump. If it isn't, they stand still.
- Alternatively, ask children to put their hands up if the word you say and the flashcard are the same.

Unit 5

Lesson 2

Musical cards

- Play the chant again (Track 68).
- Hand out Flashcards 36–41 to different children around the class. They pass the cards to children next to them while the music is playing.
- Stop the music suddenly. Ask the children who are holding cards *What is the word?* to elicit the words.
- Play the chant and continue in this way.

Unit 6

Lesson 4

Bingo!

- Ask the children to draw a grid, two by two squares. In each of the squares, they write a different number 1–20.
- Call out numbers in any order. Keep a record of the numbers as you say them, so that you don't say the same number twice. The children cross off the numbers in their grids as they hear them. The first child to complete a line of two shouts *Bingo!*

Lesson 5

Order the letters

- Show the class a flashcard for any of the house vocabulary words you want to review and elicit the word. Hide the card. Write the scrambled letters of that word on the board, followed by the correct number of lines for the number of letters (e.g., *ckithne* _ _ _ _ _).
- Call children to come to the board to write one letter at a time to complete the word (e.g., *kitchen*).

Lesson 6

What's missing?

- Put Flashcards 42–46 on the board. Make sure Flashcard 46 is facing the wrong way. Point to each one at a time and say, *kitchen, living room, dining room, bedroom*.

- Point to the last flashcard and encourage the children to shout out the word (*bathroom*).
- Shuffle the cards and repeat. This time have two cards facing the wrong way.
- Continue in this way until all the cards are facing the wrong way and you can elicit all the words from memory.

Fluency Time! 2

Lesson 2

Jump

- Ask the children to stand by their desks.
- Hold up a flashcard from the vocabulary set (Flashcards 47–50) and say a word.
- If the word is the same as the flashcard, they jump. If it isn't, they stand still.
- Alternatively, ask children to put their hands up if the word you say and the flashcard are the same.

Word list

Words in **bold** are core words that children will be able to use actively by the end of each unit. The remaining words are those they will have come across in songs and stories, and in reading and listening passages.

Starter unit

apple	/ˈæpl/	quả / trái táo
baby	/ˈbeɪbi/	em bé
big	/bɪg/	to, lớn
bike	/baɪk/	xe đạp
Billy	/ˈbɪli/	Billy (tên riêng)
bird	/bɜːrd/	con chim
boy	/bɔɪ/	con trai
brown	/braʊn/	màu nâu
chair	/tʃeə/	cái ghế
color	/ˈkʌlə/	màu sắc
come	/kʌm/	tới, đến
day	/deɪ/	ngày
eight	/eɪt/	số 8
fig	/fɪg/	quả sung
five	/faɪv/	số 5
four	/fɔːr/	số 4
Friday	/ˈfraɪdeɪ/	thứ Sáu
fun	/fʌn/	niềm vui
goat	/ɡoʊt/	con dê
hat	/hæt/	nón, mũ
Hi	/haɪ/	Xin chào
ill	/ɪl/	ốm / bệnh
ink	/ɪŋk/	mực
jelly	/ˈdʒeli/	mứt, thạch
kangaroo	/ˌkæŋɡəˈruː/	con chuột túi
leaf	/liːf/	chiếc lá
letter	/ˈletər/	chữ cái
like	/laɪk/	thích
lion	/ˈlaɪən/	con sư tử
little	/ˈlɪtl/	bé, nhỏ
Miss Jones	/mɪs ˈdʒəʊnz/	Cô Jones (tên riêng)
mom	/məːm/	mẹ, má
Monday	/ˈmʌndeɪ/	thứ Hai
nine	/naɪn/	số 9
one	/wʌn/	số 1
orange	/ˈɔːrɪndʒ/	màu cam
pink	/pɪŋk/	màu hồng
purple	/ˈpɜːpl/	màu tím
Rosy	/ˈrouzi/	Rosy (tên riêng)
Saturday	/ˈsætədeɪ/	thứ Bảy
seven	/ˈsevn/	số 7
shoes	/ʃuːz/	giày
six	/sɪks/	số 6
socks	/sɔːks/	vớ, tất
Sunday	/ˈsʌndeɪ/	Chủ nhật
teddy bear	/ˈtedi beə/	gấu bông
ten	/ten/	số 10
three	/θriː/	số 3
Thursday	/ˈθɜːrzdəɪ/	thứ Năm
Tim	/tɪm/	Tim (tên riêng)
tub	/tʌb/	bồn tắm
Tuesday	/ˈtuːzdeɪ/	thứ Ba
two	/tuː/	số 2
Wednesday	/ˈwenzdeɪ/	thứ Tư
week	/wiːk/	tuần
yak	/jæk/	con bò Tây Tạng
yuck	/jʌk/	ghê quá, khiếp quá

Unit 1

brother	/ˈbrʌðər/	anh / em trai
dad	/dæd/	ba, cha, bố
eleven	/ɪˈlevn/	số 11
family	/ˈfæməli/	gia đình
grandma	/ˈgrænmə/	bà ngoại, bà nội
grandpa	/ˈgrænpɑː/	ông ngoại, ông nội
Hello	/həˈlou/	Xin chào
mom	/məːm/	mẹ, má
my	/maɪ/	của tôi
neck	/nek/	cổ
nose	/noʊz/	mũi
octopus	/ˈɒktəpʊs/	con bạch tuộc
orange	/ˈɔːrɪndʒ/	quả / trái cam
panda	/ˈpændə/	con gấu trúc
pen	/pen/	bút bi
sister	/ˈsɪstər/	chị / em gái
this	/ðɪs/	cái này
twelve	/twelv/	số 12

Unit 2

cold	/kəʊld/	lạnh
feeling	/ˈfiːlɪŋ/	cảm giác
fourteen	/ˌfɔːrˈtiːn/	số 14
happy	/ˈhæpi/	vui vẻ
here	/hɪr/	ở đây
hot	/hɒt/	nóng
hungry	/ˈhʌŋɡri/	đói
mango	/ˈmæŋɡoʊ/	quả / trái xoài
on	/ɑːn/	trên
poor	/pʊr/	tội nghiệp
queen	/kwiːn/	hoàng hậu
quiet	/ˈkwaɪət/	yên lặng
rainbow	/ˈreɪnbəʊ/	cầu vồng
river	/ˈrɪvər/	đòng sông
sad	/sæd/	buồn
snake	/sneɪk/	con rắn
sofa	/ˈsoʊfə/	ghế xô-pha
sorry	/ˈsɔːri/	xin lỗi
thirsty	/ˈθɜːrsti/	khát nước
thirteen	/ˌθɜːrˈtiːn/	số 13

Unit 3

blue	/bluː/	màu xanh dương
clothes	/kloʊz/	quần áo
dress	/dres/	áo đầm, áo váy
fifteen	/ˌfɪfˈtiːn/	số 15
green	/ɡriːn/	màu xanh lá cây
her	/hər/	của cô ấy / chị
his	/hɪz/	của anh ấy / ông ấy
pants	/pænts/	quần dài
shorts	/ʃɔːrts/	quần soóc
sixteen	/ˌsɪksˈtiːn/	số 16
these	/ðiːz/	những cái này
towel	/ˈtaʊəl/	khăn tắm
turtle	/ˈtɜːrtl/	con rùa
umbrella	/ʌmˈbrelə/	cây dù, cái ô

up	/ˈʌp/	lên
vase	/veɪs/	bình / lọ hoa
violin	/ˌvaɪəˈlɪn/	đàn vi-ô-lông

Fluency Time! 1

addition problem	/əˈdɪʃn ˈprɑːbləm/	phép cộng
crayon	/'kreɪən/	bút sáp màu
equals	/'iːkwəlz/	bằng
math	/mæθ/	môn toán
plus	/plʌs/	cộng
share	/ʃer/	chia sẻ
Thank you	/'θæŋk juː/	Cảm ơn
You're welcome	/jər ˈwelkəm/	không có gì

Unit 4

bike	/baɪk/	xe đạp
boat	/bəʊt/	thuyền
box	/bɒks/	cái / chiếc hộp
bus	/bʌs/	xe buýt
by	/baɪ/	bằng (phương tiện giao thông)

eighteen	/ˌeɪˈtiːn/	số 18
fox	/fɒks/	con cáo
go / goes	/ɡoʊ/, /ɡoʊz/	đi
house	/haʊs/	nhà
motorbike	/'məʊtərbaɪk/	xe máy
plane	/pleɪn/	máy bay
school	/skuːl/	trường học
seventeen	/ˌsevnˈtiːn/	số 17
transport	/'trænsˌpɔːrt/	phương tiện giao thông

truck	/trʌk/	xe tải
walk	/wɔːk/	đi bộ
wall	/wɔːl/	bức tường
woman	/'wʊmən/	phụ nữ
yogurt	/'jəʊɡɜːt/	sữa chua
yo-yo	/'jəʊ jəʊ/	đồ chơi yo-yo
zebra	/'ziːbrə/	con ngựa vằn
zoo	/zuː/	thảo cầm viên, vườn thú

Unit 5

ball	/bɔːl/	quả / trái banh
Frisbee	/'frɪzbi/	đĩa nhựa nhẹ (dùng trong trò chơi)
goal	/ɡoʊl/	khung thành
Good try	/ˌɡʊd ˈtraɪ/	Làm tốt lắm
hat	/hæt/	nón / mũ
ill	/ɪl/	bệnh
in	/ɪn/	trong
lollipop	/'lɑːlɪpɑːp/	kẹo mút
nineteen	/ˌnaɪnˈtiːn/	số 19
now	/naʊ/	bây giờ
nurse	/nɜːrs/	y tá
on	/ən/	trên
park	/pɑːrk/	công viên
play	/pleɪ/	chơi
pool	/puːl/	hồ nước
rabbit	/'ræbɪt/	con thỏ
seesaw	/'siː sɔː/	ván bập bênh
slide	/slaɪd/	ván trượt / cầu trượt
tiger	/'taɪɡər/	con cọp / con hổ
tree	/triː/	cây
twenty	/'twenti/	số 20
under	/'ʌndər/	bên dưới, phía dưới
where	/wer/	ở đâu

Unit 6

bathroom	/'bæθruːm/	buồng tắm
bedroom	/'bedruːm/	phòng ngủ
buzz	/bʌz/	tiếng vù vù
can	/kæn/	có thể
certificate	/səˈtɪfɪkət/	bằng cấp
dining room	/'daɪnɪŋ ˌruːm/	phòng ăn
Good job	/ˌɡʊd ˈdʒɔːb/	Làm tốt lắm
hear	/hɪr/	nghe
kitchen	/'kɪtʃɪn/	bếp
living room	/'lɪvɪŋ ˌruːm/	phòng khách
room	/ruːm/	phòng
see	/siː/	nhìn thấy
show	/ʃoʊ/	chỉ, cho thấy
surprise	/səˈpraɪz/	ngạc nhiên
too	/tuː/	cũng vậy
van	/'væn/	xe tải nhỏ
window	/'wɪndəʊ/	cửa sổ

Fluency Time! 2

camera	/'kæmrə/	máy chụp hình
computer	/kəmˈpjʊːtər/	máy vi tính
home	/'hoʊm/	nhà
kind	/kaɪnd/	tốt bụng, tử tế
OK	/oʊˈkeɪ/	đồng ý
phone	/foʊn/	điện thoại
sorry	/'sɑːri/	xin lỗi
sure	/ʃʊr/	chắc chắn
technology	/tekˈnɔːlədʒi/	công nghệ
TV	/'tiː ˈviː/	Tivi, truyền hình

Culture

circle	/'sɜːrkl/	khoanh tròn
flag	/flæg/	lá cờ
from	/frəm/	từ
Korea	/kəˈriə/	nước Hàn Quốc
star	/stɑːr/	ngôi sao
Switzerland	/'swɪtsərˌlænd/	nước Thụy Sĩ
Thailand	/'taɪlənd/	nước Thái Lan
the U.S.A.	/ðə ˌjuː es ˈeɪ/	nước Mỹ
white	/waɪt/	màu trắng

Culture 1

favorite	/'feɪvərɪt/	yêu thích
good	/ɡʊd/	tốt, giỏi
hamster	/'hæmstər/	chuột ham
pet	/pet/	thú cưng

Culture 2

evening	/'ivnɪŋ/	buổi tối
card	/kɑːrd/	tấm thiệp
flower	/'flaʊər/	hoa
get	/get/	lấy
Happy New Year	/'hæpi ˌnuː jɪr/	Chúc mừng năm mới
holiday	/'hɔːlədeɪ/	kì nghỉ
lucky money	/'lʌki ˈmʌni/	tiền lì xì, tiền mừng tuổi
party	/'pɑːrti/	tiệc
there	/ðer/	ở đó

Culture 3

badminton	/'bædmɪntən/	cầu lông
baseball	/'beɪsbɔːl/	bóng chày
basketball	/'bæskɪtbɔːl/	bóng rổ
hockey	/'hɑːki/	khúc côn cầu
sport	/spɔːrt/	thể thao

Culture 4

board game

/ˈbɔːrd geɪm/

trò chơi cờ bàn

doll

/dɔːl/

búp bê

nice

/naɪs/

đẹp, tốt

toy

/tɔɪ/

đồ chơi

Culture 5

backpack

/ˈbæk,pæk/

ba lô

beautiful

/ˈbjʊ:tɪfl/

đẹp

boots

/buːts/

giày ống

greeting

/griːtɪŋ/

lời chào hỏi

jacket

/ˈdʒækt/

áo khoác

list

/lɪst/

danh sách

mountain

/ˈmaʊntn/

núi

postcard

/ˈpəʊstkɑːrd/

bưu thiếp

walking

/ˈwɔːkɪŋ/

đi dạo

wear

/wer/

mặc, mang, đội

Culture 6

breakfast

/ˈbrekfəst/

bữa sáng

meat

/mi:t/

thịt

rice

/raɪs/

cơm

soup

/su:p/

xúp

Student Book

Starter

The Hello song 🎧 01

Hello, hello to everyone.
It's English time.
Let's have fun!
[repeat]

The Goodbye song 🎧 02

Goodbye, goodbye.
It's time to say goodbye.
To my teacher,
To my friends.
Goodbye, goodbye.
[repeat]

Page 4, activity 1 🎧 03

Listen and point.

orange, pink, brown, purple, brown, pink, purple, orange

Listen and repeat.

orange, pink, brown, purple

Page 4, activity 2 🎧 04

Listen and point.

Rosy Hi, I'm Rosy. This is orange.

Tim Hi, I'm Tim. This is pink.

Billy Hi, I'm Billy. This is brown.

Miss Jones Hi, I'm Miss Jones. This is purple.

Page 4, activity 3 🎧 05

Listen and sing.

Hello, Rosy. Hello, Tim. Hello, everyone.
Hello, Billy and Miss Jones. Come and have some fun.

Page 5, activity 2 🎧 07

Listen and sing.

How old are you?
I'm seven, I'm seven, I'm seven.
What color do you like?
I like brown.
My dog is brown. My socks are brown.
I like brown.
How old are you?
I'm seven, I'm seven, I'm seven.
What color do you like?
I like pink.
My bike is pink. My shoes are pink.
I like pink.

Page 6, activity 1 🎧 08

Listen and point.

Letter A /æ/

/æ/ – apple

Letter B /b/

/b/ – bat

/b/ – tub

Letter C /k/

/k/ – cat

Letter D /d/

/d/ – dog

/d/ – bird

Letter E /e/

/e/ – egg

Letter F /f/

/f/ – fig

/f/ – leaf

Listen and repeat.

Letter A /æ/

/æ/ – apple

Letter B /b/

/b/ – bat

/b/ – tub

Letter C /k/

/k/ – cat

Letter D /d/

/d/ – dog

/d/ – bird

Letter E /e/

/e/ – egg

Letter F /f/

/f/ – fig

/f/ – leaf

Page 6, activity 2 🎧 09

Listen and chant.

What can you say with A?

/æ/, /æ/, apple

What can you say with B?

/b/, /b/, bat

What can you say with C?

/k/, /k/, cat

What can you say with D?

/d/, /d/, dog

What can you say with E?

/e/, /e/, egg

What can you say with F?

/f/, /f/, fig!

Page 6, activity 3 🎧 10

Listen to the sounds. Connect the letters.

/b/ /e/ /d/ /f/ /b/ /k/ /æ/

Page 7, activity 1 🎧 11

Listen and point.

one, two, three, four, five, six, seven, eight, nine, ten

Listen and repeat.

one, two, three, four, five, six, seven, eight, nine, ten

Page 7, activity 2 🎧 12

Point and sing.

Count, count,
Count with me,
Count the apples in the tree.
1, 2, 3, 4, 5
Oh my!
Count, count,
Count with me,
Count the apples in the tree.
6, 7, 8, 9, 10
Again!
Count, count,
Count with me,
Count the apples in the tree.
1, 2, 3, 4, 5
Oh my!
Count, count,
Count with me,
Count the apples in the tree.
6, 7, 8, 9, 10!

Page 8, activity 1 🎧 13

Listen and point.

Letter G /g/
/g/ – goat
/g/ – dog
Letter H /h/
/h/ – hat
Letter I /ɪ/
/ɪ/ – ink
Letter J /dʒ/
/dʒ/ – jelly
Letter K /k/
/k/ – kite
/k/ – yak
Letter L /l/
/l/ – lion
/l/ – ill
Letter M /m/
/m/ – mom

Listen and repeat.

Letter G /g/
/g/ – goat
/g/ – dog
Letter H /h/
/h/ – hat
Letter I /ɪ/
/ɪ/ – ink
Letter J /dʒ/
/dʒ/ – jelly
Letter K /k/
/k/ – kite

/k/ – yak
Letter L /l/
/l/ – lion
/l/ – ill
Letter M /m/
/m/ – mom

Page 8, activity 2 🎧 14

Listen and chant.

What's that over there?
It's a /g/, /g/, goat.
And what's this here?
It's a /h/, /h/, hat.
What's that over there?
It's /ɪ/, /ɪ/, ink.
And what's this here?
It's /dʒ/, /dʒ/, jelly.
What's that over there?
It's a /k/, /k/, kite.
And what's this here?
It's a /l/, /l/, lion.
And who's coming now?
It's /m/, /m/, mom!

Page 8, activity 3 🎧 15

Listen to the sounds. Connect the letters.

/i/ /k/ /g/ /l/ /h/ /m/ /dʒ/

Page 9, activity 1 🎧 16

Listen and point.

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

Listen and repeat.

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

Page 9, activity 2 🎧 17

Listen and chant.

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

Unit 1

Page 10, activity 1 🎧 19

Listen and point.

mom
dad
brother
sister
grandpa
grandma
brother
sister

grandma
mom
dad
grandpa

Listen and repeat.

mom
dad
brother
sister
grandpa
grandma

Page 10, activity 2 🎧 20

Listen and chant.

mom, mom, mom
dad, dad, dad
brother, brother, brother
sister, sister, sister
grandpa, grandpa, grandpa
grandma, grandma, grandma

Page 11, activity 2 🎧 22

Listen and sing.

This is my family, my family and me.
This is my family, who can you see?

Is this your mom?
Yes, it is. Yes, it is.
Is this your dad?
No, it isn't. No, it isn't.
This is my brother, my brother and me.

This is my family, my family and me.
This is my family, who can you see?

Is this your sister?
Yes, it is. Yes, it is.
Is this your grandpa?
No, it isn't. No, it isn't.
This is my grandma, my grandma and me.

This is my family, my family and me.
This is my family, they all love me!

Page 12, activity 1 🎧 23

Listen and point.

Letter N /n/
/n/ – nose
/n/ – neck
Letter O /ɔ:/
/ɔ:/ – orange
/ɑ:/ – octopus

Listen and repeat.

Letter N /n/
/n/ – nose
/n/ – neck
Letter O /ɔ:/
/ɔ:/ – orange
/ɑ:/ – octopus

Page 12, activity 2 🎧 24

Listen and chant.

I'm Nellie.
/n/ /n/ /n/
This is my nose.
/n/ /n/ /n/
I'm Nellie.
/n/ /n/ /n/
This is my neck.
/n/ /n/ /n/
I'm Ollie.
/ɑ:/ /ɑ:/ /ɑ:/
This is my orange.
/ɔ:/ /ɔ:/ /ɔ:/
I'm Ollie.
/ɑ:/ /ɑ:/ /ɑ:/
This is my octopus.
/ɑ:/ /ɑ:/ /ɑ:/

Page 13, activity 2 🎧 26

Point and sing.

Hey look at my mom arrive!
Now let's count all the moms in line.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
How many? 11!
Hey look at my dad arrive!
Now let's count all the dads in line.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
How many? 12

Page 14, activity 1 🎧 27

Listen and point.

Letter P /p/
/p/ – panda
/p/ – pen

Listen and repeat.

Letter P /p/
/p/ – panda
/p/ – pen

Page 14, activity 2 🎧 28

Listen and chant.

Polly is a panda. She has a pen.
/p/ /p/ /p/
/p/ /p/ /p/
Polly is a panda. She has a pen.
/p/ /p/ /p/
/p/ /p/ /p/

Page 15, activities 1 and 3 🎧 29

Listen to the story.

Rosy This is my grandpa. Grandpa, this is Lucy.
Grandpa Hello Lucy.
Lucy Hello.
Rosy This is my mom.
Mom Hello Lucy.
Lucy Hello. Is this your grandma?
Rosy No, it isn't. This is my brother, Billy.
Lucy Hello.

Unit 2

Page 16, activity 1 🎧 30

Listen and point.

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

Listen and repeat.

happy, sad, hungry, thirsty, hot, cold

Page 16, activity 2 🎧 31

Listen and chant.

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

Page 17, activity 2 🎧 33

Listen and sing.

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

Page 18, activity 1 🎧 34

Listen and point.

Letter Q /kw/
/kw/ – queen
/kw/ – quiet
Letter R /r/
/r/ – river
/r/ – rainbow

Listen and repeat.

Letter Q /kw/
/kw/ – queen
/kw/ – quiet
Letter R /r/
/r/ – river
/r/ – rainbow

Page 18, activity 2 🎧 35

Listen and chant.

Queen
The queen

/kw/ /kw/ /kw/
The queen is quiet
/kw/ /kw/ /kw/
Look at the rainbow
/r/ /r/ /r/
By the river.
/r/ /r/ /r/
[repeat]

Page 19, activity 2 🎧 37

Point and sing.

Who's hungry?
Who's hungry?
Let's count!
1, 2, 3, 4, 5
6, 7, 8, 9, 10
11, 12, 13
13, 13, 13!
Who's thirsty?
Who's thirsty?
Let's count!
1, 2, 3, 4, 5,
6, 7, 8, 9, 10,
11, 12, 13, 14
14, 14, 14!

Page 20, activity 1 🎧 38

Listen and point.

Letter S /s/
/s/ – sofa
/s/ – sock

Listen and repeat.

Letter S /s/
/s/ – sofa
/s/ – sock

Page 20, activity 2 🎧 39

Listen and chant.

There's a sock on the sofa, sock on the sofa, sock on the sofa
/s/ /s/ /s/
There's a sock on the sofa, sock on the sofa, sock on the sofa
/s/ /s/ /s/

Page 21, activities 1 and 3 🎧 40

Listen to the story.

Billy Look!
Tim She's happy, Billy.
Billy Happy, happy. I'm happy!
Rosy Good.
Billy Look!
Mom Ah, he's sad.
Billy Sad, sad. I'm sad.
Rosy Poor, Billy.
Billy Look!
Rosy She's hungry.
Billy Hungry, hungry. I'm hungry!
Mom No Billy, come here.
Billy Sorry.

Unit 3

Page 22, activity 1 🎧 41

Listen and point.

dress, socks, T-shirt, pants, shorts, shoes, T-shirt, pants, shorts, socks, shoes, dress

Listen and repeat.

dress, socks, T-shirt, pants, shorts, shoes

Page 22, activity 2 🎧 42

Listen and chant.

dress, dress, dress
socks, socks, socks
T-shirt, T-shirt, T-shirt
pants, pants, pants
shorts, shorts, shorts
shoes, shoes, shoes

Page 23, activity 2 🎧 44

Listen and sing.

Pants, pants, are these his pants?
Yes, they are. They're his pants.
Shoes, shoes, are these her shoes?
No, they aren't.
Her shoes are blue.

Page 24, activity 1 🎧 45

Listen and point.

Letter T /t/
/t/ – towel
/t/ – turtle
Letter U /ʌ/
/ʌ/ – umbrella
/ʌ/ – up

Listen and repeat.

Letter T /t/
/t/ – towel
/t/ – turtle
Letter U /ʌ/
/ʌ/ – umbrella
/ʌ/ – up

Page 24, activity 2 🎧 46

Listen and chant.

Look at the turtle. It has a towel.
/t/ /t/ /t/
/t/ /t/ /t/
Look at the umbrella. It goes up, up, up.
/ʌ/ /ʌ/ /ʌ/
/ʌ/ /ʌ/ /ʌ/
[repeat]

Page 25, activity 2 🎧 48

Point and sing.

Fifteen blue dresses
With a star.
Are these her dresses?
Yes, they are!
1, 2, 3, 4, 5
6, 7, 8, 9, 10
11, 12, 13, 14, 15
Fifteen dresses
With a star.
Sixteen pants
With a sun.
Are these his pants?
No, they aren't
1, 2, 3, 4, 5
6, 7, 8, 9, 10
11, 12, 13, 14, 15, 16
Sixteen pants
With a sun.

Page 26, activity 1 🎧 49

Listen and point.

Letter V /v/
/v/ – violin
/v/ – vase

Listen and repeat.

Letter V /v/
/v/ – violin
/v/ – vase

Page 26, activity 2 🎧 50

Listen, and chant.

I'm Victor. I have a violin.
/v/ /v/ /v/
I have a violin.
I'm Vicky. I have a vase.
/v/ /v/ /v/
I have a vase.

Fluency Time! 1

Page 28, activity 2 🎧 53

Listen and point.

- 1 **Girl 1** Here, share my pencils.
Girl 2 Thank you.
Girl 1 You're welcome.
- 2 **Girl** Here, Tom. Share my crayons.
Boy Thank you.
Girl You're welcome.
- 3 **Girl** Share my pen.
Boy Thank you.
Girl You're welcome.
- 4 **Boy 1** Share my desk.
Boy 2 Thank you.
Boy 1 You're welcome.

Page 29, activity 1 🎧 54

Listen and point.

plus, equals, addition problem, equals, addition problem, plus

Listen and repeat.

plus, equals, addition problem

Page 29, activity 2 🎧 55

Listen, point, and repeat.

Addition problems

Five plus three equals eight.

Unit 4

Page 30, activity 1 🎧 56

Listen and point.

bus, bike, boat, car, truck, motorbike, bike, car, truck, motorbike, bus, boat

Listen and repeat.

bus, bike, boat, car, truck, motorbike

Page 30, activity 2 🎧 57

Listen and chant.

bus, bus, bus

bike, bike, bike

boat, boat, boat

car, car, car

truck, truck, truck

motorbike, motorbike, motorbike

Page 31, activity 2 🎧 59

Listen and sing.

School, school, I go to school

I go to school in the morning!!

On Monday and Tuesday

I walk to school

On Wednesday I go by bike

On Thursday and Friday

I go with my friends

We go by bus

School, school, I go to school

I go to school in the morning!!

Page 32, activity 1 🎧 60

Listen and point.

Letter W /w/

/w/ – woman

/w/ – wall

Letter X /ks/

/ks/ – box

/ks/ – fox

Listen and repeat.

Letter W /w/

/w/ – woman

/w/ – wall

Letter X /ks/

/ks/ – box

/ks/ – fox

Page 32, activity 2 🎧 61

Listen and chant.

What's this? What's this?

/w/ /w/ /w/

It's a wall, a wall

A woman by a wall

What's this? What's this?

/ks/ /ks/ /ks/

It's a box, a box, a fox in a box

What's this? What's this?

/w/ /w/ /w/

It's a wall, a wall

A woman by a wall

What's this? What's this?

/ks/ /ks/ /ks/

It's a box, a box, a fox in a box

Page 33, activity 2 🎧 63

Point and sing.

Look at the bikes.

Fast and slow.

How many bikes?

Watch them go.

1, 2, 3, 4, 5

6, 7, 8, 9, 10

11, 12, 13, 14, 15

16, 17

Seventeen bikes.

Fast and slow.

Look at the boats.

Fast and slow.

How many boats?

Watch them go.

1, 2, 3, 4, 5

6, 7, 8, 9, 10

11, 12, 13, 14, 15

16, 17, 18

Eighteen boats

Fast and slow.

Page 34, activity 1 🎧 64

Listen and point.

Letter Y /j/

/j/ – yogurt

/j/ – yo-yo

Letter Z /z/

/z/ – zebra

/z/ – zoo

Listen and repeat.

Letter Y /j/

/j/ – yogurt

/j/ – yo-yo

Letter Z /z/

/z/ – zebra

/z/ – zoo

Page 34, activity 2 65

Listen and chant.

I like yogurt.

/j/ /j/ /j/

I like my yo-yo

/j/ /j/ /j/

Zebras

Zebras at the zoo

Z says the zebra at the zoo

/z/ /z/ /z/

/z/ /z/ /z/

Unit 5

Page 36, activity 1 67

Listen and point.

seesaw, slide, goal, tree, pool, Frisbee, goal, Frisbee, seesaw,
tree, pool, slide

Listen and repeat.

seesaw, slide, goal, tree, pool, Frisbee

Page 36, activity 2 68

Listen and chant.

seesaw, seesaw, seesaw

slide, slide, slide

goal, goal, goal

tree, tree, tree

pool, pool, pool

Frisbee, Frisbee, Frisbee

Page 37, activity 2 70

Listen and sing.

In the park, in the park

We like to play in the park.

Where's the Frisbee?

Under the tree.

Where's the boy?

On the slide.

Where's the ball?

Look! It's in the goal!!!!!!

Yeah!!!!

In the park, in the park

We like to play in the park.

Page 38, activity 1 71

Listen and point.

Letter N /n/

/n/ – nurse

Letter O /ɔ:/

/ɔ:/ – orange

Letter P /p/

/p/ – pen

Letter Q /kw/

/kw/ – queen

Letter P /p/

/p/ – pen

Letter O /ɔ:/

/ɔ:/ – orange

Letter Q /kw/

/kw/ – queen

Letter N /n/

/n/ – nurse

Listen and repeat.

Letter N /n/

/n/ – nurse

Letter O /ɔ:/

/ɔ:/ – orange

Letter P /p/

/p/ – pen

Letter Q /kw/

/kw/ – queen

Page 38, activity 2 72

Listen and chant.

This is my nurse.

/n/ /n/

Nurse

This is my orange.

/ɔ:/ /ɔ:/

Orange

This is my pen.

/p/ /p/

Pen

Where is the queen?

/kw/ /kw/

Queen

Page 38, activity 3 73

Listen and point.

Letter N /n/

/n/ – lion

Letter P /p/

/p/ – lollipop

Letter P /p/

/p/ – lollipop

Letter N /n/

/n/ – lion

Listen and repeat.

Letter N /n/

/n/ – lion

Letter P /p/

/p/ – lollipop

Page 39, activity 2 75

Point and sing.

What do we want to do today?

Let's go to the park to play!

There are nineteen goals and nineteen slides

And nineteen trees where we can hide.

What do we want to do today?

Let's go to the park to play!

But how many Frisbees can you see?

Will you count them along with me?

One, two, three, four, five

Six, seven, eight, nine, ten

Eleven, twelve, thirteen, fourteen,

Fifteen, sixteen, seventeen, eighteen
Nineteen, twenty! Twenty Frisbees!

Page 40, activity 1 🎧 76

Listen and point.

Letter R /r/
/r/ – rabbit
Letter S /s/
/s/ – sofa
Letter T /t/
/t/ – tiger
Letter U /ʌ/
/ʌ/ – umbrella
Letter T /t/
/t/ – tiger
Letter S /s/
/s/ – sofa
Letter R /r/
/r/ – rabbit
Letter U /ʌ/
/ʌ/ – umbrella

Listen and repeat.

Letter R /r/
/r/ – rabbit
Letter S /s/
/s/ – sofa
Letter T /t/
/t/ – tiger
Letter U /ʌ/
/ʌ/ – umbrella

Page 40, activity 2 🎧 77

Listen and chant.

Where is the rabbit?
/r/ /r/
Rabbit
Where is the sofa?
/s/ /s/
Sofa
Where is the tiger?
/t/ /t/
Tiger
Where is the umbrella?
/ʌ/ /ʌ/
Umbrella

Page 40, activity 3 🎧 78

Listen and point.

Letter R /r/
/r/ – car
Letter S /s/
/s/ – octopus
Letter T /t/
/t/ – hat
Letter S /s/
/s/ – octopus
Letter T /t/
/t/ – hat
Letter R /r/
/r/ – car

Listen and repeat.

Letter R /r/
/r/ – car
Letter S /s/
/s/ – octopus
Letter T /t/
/t/ – hat

Unit 6

Page 42, activity 1 🎧 80

Listen and point.

kitchen, living room, dining room, bedroom, bathroom,
bathroom, kitchen, living room, bedroom, dining room

Listen and repeat.

kitchen, living room, dining room, bedroom, bathroom

Page 42, activity 2 🎧 81

Listen and chant.

kitchen, kitchen, kitchen
living room, living room, living room
dining room, dining room, dining room
bedroom, bedroom, bedroom
bathroom, bathroom, bathroom

Page 43, activity 2 🎧 83

Listen and sing.

Where's Grandma?
Is she in the bedroom?
No, she isn't.
She's in the dining room.
Where's Grandpa?
Is he in the bathroom?
No, he isn't.
He's in the living room.

Page 44, activity 1 🎧 84

Listen and point.

Letter V /v/
/v/ – van
Letter W /w/
/w/ – window
Letter X /ks/
/ks/ – box
Letter Y /j/
/j/ – yo-yo
Letter Z /z/
/z/ – zebra
/z/ – buzz
Letter Y /j/
/j/ – yo-yo
Letter V /v/
/v/ – van
Letter X /ks/
/ks/ – box
Letter Z /z/
/z/ – zebra
/z/ – buzz

Letter W /w/
/w/ – window

Listen and repeat.

Letter V /v/
/v/ – van
Letter W /w/
/w/ – window
Letter X /ks/
/ks/ – box
Letter Y /j/
/j/ – yo-yo
Letter Z /z/
/z/ – zebra
/z/ – buzz

Page 44, activity 2 85

Listen and chant.

Here is a van.
/v/ /v/
Van
Here is a window.
/w/ /w/
Window
Here is a box.
/ks/ /ks/
Box
Here is a yo-yo.
/j/ /j/
Yo-yo
Here is a zebra.
/z/ /z/
Zebra

Page 45, activity 1 86

Listen and point.

eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

Listen and repeat.

eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

Page 45, activity 2 87

Point and sing.

What can you see? What can you see?
I see 11 moms, 11, 11!
And I see 12 dads, 12, 12!
What can you see? What can you see?
13 sandwiches, 13, 13!
And 14 water bottles, 14, 14!
What can you see? What can you see?
There are 15 dresses, 15, 15!
And 16 pants, 16, 16!
What can you see? What can you see?
17 bikes, 17, 17!
And 18 boats, 18, 18!
What can you see? What can you see?
There are 19 trees, 19, 19!
And 20 Frisbees, 20, 20!
11, 12, 13, 14, 15, 16, 17, 18, 19, 20!

Page 45, activity 3 88

Listen, find, and point.

twenty, eleven, thirteen, eighteen, fifteen

Page 46, activity 1 89

Listen and point.

Letter N /n/
/n/ – nurse
/n/ – lion
Letter P /p/
/p/ – pen
/p/ – lollipop
Letter R /r/
/r/ – rabbit
/r/ – car
Letter S /s/
/s/ – sofa
/s/ – octopus
Letter T /t/
/t/ – tiger
/t/ – hat
Letter V /v/
/v/ – van
Letter X /ks/
/ks/ – box
Letter Z /z/
/z/ – zebra
/z/ – buzz

Listen and repeat.

Letter N /n/
/n/ – nurse
/n/ – lion
Letter P /p/
/p/ – pen
/p/ – lollipop
Letter R /r/
/r/ – rabbit
/r/ – car
Letter S /s/
/s/ – sofa
/s/ – octopus
Letter T /t/
/t/ – tiger
/t/ – hat
Letter V /v/
/v/ – van
Letter X /ks/
/ks/ – box
Letter Z /z/
/z/ – zebra
/z/ – buzz

Page 46, activity 2 90

Listen and chant.

Look! A nurse!
/n/, /n/, nurse
Look! A pen!
/p/, /p/, pen
A /n/, /n/ nurse with a /p/, /p/ pen!

Look! A rabbit!
/r/, /r/, rabbit
Look! A sofa!
/s/, /s/, sofa
A /r/, /r/, rabbit on a /s/, /s/, sofa!

Look! A tiger!
/t/, /t/, tiger
Look! A van!
/v/, /v/, van
A /t/, /t/, tiger in a /v/, /v/, van!

Look! A zebra!
/z/, /z/, zebra!
Look! A box!
/ks/, /ks/, box
A /z/, /z/, zebra in a /ks/, /ks/, box!

Page 46, activity 3 91

Listen to the sounds. Connect the letters.
/r/ /v/ /t/ /ʌ/ /z/ /kw/ /ks/

Fluency Time! 2

Page 48, activity 2 94

Listen and point.

- 1 **Boy** Be kind to the dog.
Girl OK, sure.
- 2 **Woman** Be kind to the ducks.
Girls Yes, OK. We will.
- 3 **Farmer** Be kind to the horse.
Girl Yes, OK.
- 4 **Girl 1** Be kind to the cat.
Girl 2 Yes, OK.

Page 49 activity 1 95

Listen and point.

computer, TV, phone, camera, TV, computer, camera, phone

Listen and repeat.

computer, TV, phone, camera

Culture

Page 50 activity 1 96

Listen and point.

Viet Nam, Korea, the U.S.A., Thailand, Switzerland, the U.S.A.,
Thailand, Switzerland, Viet Nam, Korea

Listen and repeat.

Viet Nam, Korea, the U.S.A., Thailand, Switzerland

Page 50 activity 2 97

Listen and point.

- 1 I'm Ji-ho. I'm from Korea.
- 2 I'm Phong. I'm from Viet Nam.
- 3 I'm Kanok. I'm from Thailand.
- 4 I'm Ruby. I'm from the U.S.A.
- 5 I'm Lena. I'm from Switzerland.

Page 52 activity 1 98

Listen and point.

dog, cat, hamster, fish, hamster, fish, cat, dog

Listen and repeat.

dog, cat, hamster, fish

Page 53 activity 1 99

Listen and point.

card, *banh chung*, lucky money, flowers, lucky money, card,
flowers, *banh chung*

Listen and repeat.

card, *banh chung*, lucky money, flowers

Page 54 activity 1 101

Listen and point.

baseball, basketball, hockey, badminton, basketball,
badminton, hockey, baseball

Listen and repeat.

baseball, basketball, hockey, badminton

Page 55 activity 1 103

Listen and point.

to he, kite, board game, doll, kite, doll, *to he*, board game

Listen and repeat.

to he, kite, board game, doll

Page 56 activity 1 105

Listen and point.

mountains, jacket, boots, backpack, jacket, backpack,
mountains, boots

Listen and repeat.

mountains, jacket, boots, backpack

Page 57 activity 1 107

Listen and point.

egg, rice, soup, meat, soup, rice, meat, egg

Listen and repeat.

egg, rice, soup, meat

Workbook

Unit 1

Page 12 activity 3 01

Listen and circle.

- 1 orange
- 2 neck
- 3 nose
- 4 octopus

Page 14 activity 4 🎧 02

Listen and draw a line.

/p/ pen, panda, pen

Page 15 activity 1 🎧 03

Listen, trace, and write.

- 1 Is this your sister? Yes, it is.
- 2 Is this your brother? Yes, it is.
- 3 Is this your dad? No, it isn't. This is my grandpa.

Unit 2

Page 18 activity 3 🎧 04

Listen and circle.

- 1 river
- 2 rainbow
- 3 quiet
- 4 queen

Page 20 activity 4 🎧 05

Listen and draw a line.

/s/ sock, sofa, sock

Unit 3

Page 24 activity 2 🎧 06

Listen. Trace and write the correct letters.

Look at the turtle.
It has a towel.
Look at the umbrella.
It goes up, up, up.

Page 24 activity 3 🎧 07

Listen and circle.

- 1 up
- 2 towel
- 3 turtle
- 4 umbrella

Page 26 activity 3 🎧 08

Listen. Write the correct letter.

Man I'm Victor.

I have a violin.

/v/ /v/ /v/

I have a violin.

Woman I'm Vicky.

I have a vase.

/v/ /v/ /v/

I have a vase.

Page 26 activity 4 🎧 09

Listen and draw a line.

/v/ vase, violin, vase

Page 27 activity 2 🎧 10

Listen and circle.

1 **Man** Are these Andy's shorts?

Woman No, they aren't.

Man Are these Andy's shoes?

Woman Yes, they are.

2 **Man** Is this Anna's dress?

Woman No, it isn't.

Man Are these her socks?

Woman Yes, they are.

3 **Man** Are these Peter's pants?

Woman No, they aren't.

Man Are these his shorts?

Woman Yes, they are.

Unit 4

Page 30 activity 1 🎧 11

Listen and color.

1

It's a boat.

It's a yellow boat.

2

It's a motorbike.

It's a green motorbike.

3

It's a truck.

It's a blue truck.

4

It's a bike.

It's a red bike.

Page 31 activity 1 🎧 12

Listen and circle.

1 I walk to school.

2 I go by truck.

3 I go by boat.

Page 32 activity 3 🎧 13

Listen and circle.

1 fox

2 box

3 wall

4 woman

Page 34 activity 3 🎧 14

Listen and circle.

1 zebra

2 yo-yo

3 zoo

4 yogurt

Unit 5

Page 40 activity 3 15

Listen and write.

- 1 octopus
- 2 turtle
- 3 hat
- 4 rabbit
- 5 tiger
- 6 car
- 7 sofa
- 8 umbrella

Unit 6

Page 42 activity 1 16

Listen and draw lines.

- 1 **Man** The doll is in the living room.
Woman Sorry?
Man The doll is in the living room.
Woman Right.
- 2 **Man** The bike is in the living room.
Woman The bike is in the living room?
Man Yes.
Woman OK.
- 3 **Man** The ball is in the kitchen.
Woman In the kitchen?
Man That's right. The ball is in the kitchen.
Woman Yes, OK.
- 4 **Man** And now the car is in the bathroom.
Woman In the bathroom?
Man Yes, the car is in the bathroom.
Woman Right, OK.

Workbook answer key

Starter unit

Page 4

Lesson One

- 1 (Add connecting lines as follows):
1. Rosy 2. Tim 3. Miss Jones
4. Billy
2 1. the orange crayon 2. the purple balloon 3. the brown marker 4. the pink toy car
3 Children's own answers

Page 5

Lesson Two

- 1 1. b 2. c 3. a
2 1. I like pink. 2. I like blue.
3. I like orange. 4. I like yellow.
3 Children's own answers.

Page 6

Lesson Three

- 1 1. a 2. B 3. c 4. D 5. e 6. F
2 1. e 2. b 3. f 4. c 5. d
6. a
3 1. d 2. b 3. f
4 d, c, a, d, f

Page 7

Lesson Four

- 1 1 – one, 2 – two, 3 – three, 4 – four,
5 – five, 6 – six, 7 – seven, 8 – eight,
9 – nine, 10 – ten
2 2, 10, 5, 8, 6, 3, 9, 7, 1, 4
3 two, four, five, seven, eight, ten

Page 8

Lesson Five

- 1 1. G 2. H 3. i 4. j 5. k 6. L
7. M
2 1. g – dog / goat 2. k – yak / kite
3. m – mom 4. l – lion / ill
3 1. h 2. i 3. k 4. j
4 k, m, m, j, ll

Page 9

Lesson Six

- 1 Monday 1, Tuesday 2,
Wednesday 3, Thursday 4,
Friday 5, Saturday 6, Sunday 7
2 1. big 2. little 3. little 4. big

Unit 1

Page 10

Lesson One

- 1 1. mom 2. dad 3. sister
4. brother

Page 11

Lesson Two

- 1 1. grandma 2. mom
3. grandpa 4. dad
2 Children's own answers

Page 12

Lesson Three

- 3 1. orange 2. neck 3. nose
4. octopus

Page 13

Lesson Four

- 2 1. 11 2. 12

Page 14

Lesson Five

- 4 pen, panda, pen

Page 15

Lesson Six

- 1 1. sister / Yes 2. brother / Yes
3. dad / No

Unit 2

Page 16

Lesson One

- 1 1. happy 2. hot 3. sad
4. hungry 5. cold

Page 17

Lesson Two

- 2 1. He's happy. 2. She's thirsty.
3. He's cold.
3 1. happy – sad 2. hungry –
thirsty 3. hot – cold

Page 18

Lesson Three

- 3 1. river 2. rainbow 3. quiet
4. queen

Page 19

Lesson Four

- 2 1. 14 2. 13

Page 20

Lesson Five

- 3 sofa
4 sock, sofa, sock

Page 21

Lesson Six

- 1 1. She's cold. 2. He's hot.
3. She's hungry. 4. He's thirsty.
5. He's sad. 6. She's happy.

Unit 3

Page 22

Lesson One

- 1 1. T-shirt 2. shorts 3. pants
4. shoes 5. dress 6. socks

Page 23

Lesson Two

- 1 1. Are these her socks?
2. Are these his shoes?
3. Are these his pants?
2 1. Yes, they are.
2. No, they aren't.
3. Yes, they are.

Page 24

Lesson Three

- 2 Look at the turtle.
It has a towel.
Look at the umbrella.
It goes up, up, up.
3 1. up 2. towel 3. turtle
4. umbrella

Page 25

Lesson Four

- 1 ten – 10
twelve – 12
sixteen – 16
fourteen – 14
nine – 9
eleven – 11
thirteen – 13
fifteen – 15

Page 26

Lesson Five

- 3 I'm Victor.
I have a violin.
I'm Vicky.
I have a vase.
4 vase, violin, vase

Page 27

Lesson Six

- 1 1. shorts 2. T-shirt 3. shoes
2 1. shoes 2. socks 3. shorts

Page 28

Review 1

- 1 1. This is my sister.
2. She's thirsty.
3. He's sad.
4. Are these her socks?
2 Children's own answers.

Page 29

- 3 1. sofa, sock
2. up, umbrella
3. panda, pen
4. river, rainbow
4 1. octopus – O – o
2. turtle – T – t
3. queen – Q – q
4. nose – N – n
5. panda – P – p
6. umbrella – U – u

Unit 4

Page 30

Lesson One

- 1 1. yellow boat 2. green motorbike
3. blue truck 4. red bike
2 1. motorbike 2. bus 3. bike
4. car 5. truck 6. boat
3 Children's own answers

Page 31

Lesson Two

- 1 1. picture of a boy walking
2. picture of a man in a truck
3. picture of a boat
2 1. I walk to school
2. I go by car.
3. I go by motorbike.

Page 32

Lesson Three

- 2 She's a woman.
It's a wall.
What's this?
It's a fox.
It's a box.
3 1. fox 2. box 3. wall 4. woman

Page 33

Lesson Four

- 2 1. b 2. a

Page 34

Lesson Five

- 2 I like yogurt.
I like my yo-yo.
The zebra is at the zoo.
3 1. zebra 2. yo-yo 3. zoo
4. yogurt

Page 35

Lesson Six

- 1 (from left to right)
I go by bus.
I go by boat.
I go by truck.
I go by car.
2 1. I go by bike. 2. I go by car.
3. I go by motorbike. 4. I go by boat.

Unit 5

Page 36

Lesson One

- 1 (clockwise from 1) 1, 3, 4, 2
2 1. goal 2. pool 3. slide
4. seesaw 5. Frisbee 6. tree

Page 37

Lesson Two

- 1 1. Rosy's under the tree.
2. Billy's in the goal.
3. Tim's on the slide.
2 (Example answers)
Where's Rosy? She's under the tree.
Where's Billy? He's in the goal.
Where's Tim? He's on the slide.

Page 38

Lesson Three

- 1 1. q 2. p 3. n 4. o
2 1. lollipop 2. lion 3. orange
4. queen
3 The lion has a lollipop.
4 Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj,
Kk, Ll, Mm, Nn, Oo, Pp, Qq

Page 39

Lesson Four

- 2 19 nineteen
20 twenty
3 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13,
14, 15, 16, 17, 18, 19, 20

Page 40

Lesson Five

- 1 R – r – rabbit
S – s – sofa
T – t – tiger
U – u – umbrella
2 The octopus is in the car.
The octopus has a hat.
3 1. octopus 2. turtle 3. hat
4. rabbit 5. tiger 6. car
7. sofa 8. umbrella

Page 41

Lesson Six

- 1 1. in 2. under 3. on
2 1. no 2. no 3. yes 4. yes
5. yes

Unit 6

Page 42

Lesson One

- 1 1. living room 2. living room
3. kitchen 4. bathroom
2 1. This is in the dining room.
2. This is in the bedroom.
3. This is in the kitchen.
4. This is in the living room.
5. This is in the bathroom.

Page 43

Lesson Two

- 1 1. Where's Rosy? She's in the living room.
2. Where's Dad? He's in the dining room.
3. Where's Grandma? She's in the kitchen.
4. Where's Billy? He's in the bedroom.
2 Children's own answers

Page 44

Lesson Three

- 1 Vv – picture of a van
Ww – picture of a window
Xx – picture of a box
Yy – picture of a yo-yo
Zz – picture of a zebra
- 2 van, window, box, yo-yo, buzz
- 3 I can hear a buzz. Is it a fox?
- 4 Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz

Page 45

Lesson Four

- 1 eleven, 12, thirteen, 14, fifteen, 16, seventeen, 18, nineteen, 20
- 2 11, 19, 17, 13, 15
- 3 eighteen, fourteen, sixteen, twenty, twelve

Page 46

Lesson Five

- 1 1. n 2. o 3. P 4. Q 5. r
6. S 7. T 8. u 9. V 10. w
11. x 12. Y 13. z
- 2 1. nurse, orange 2. octopus, yo-yo 3. box, pen 4. umbrella, hat
- 3 1. The bee sees a window.
The bee sees a sofa and lollipop.
The bee says, "Buzz buzz!"
2. The queen and the zebra are in a van.
The lion and the tiger are in a car.
The rabbit is number 1!

Page 47

Lesson Six

- 1 1. She's in the kitchen.
2. She's in the living room.
3. She's in the dining room.
- 2 1. Where's Grandma? She's in the dining room.
2. Where's Billy? He's in the dining room, too.

Review 2

Page 48

- 1 1. Bob 2. John 3. Amy 4. Lisa
- 2 I walk to school.
- 3 1. ball 2. bird 3. book

Page 49

- 4 1. Is Grandpa in the bedroom?
2. She's in the dining room.
3. Where's Billy?
4. Is he in the kitchen?
- 5 1. zebra 2. box 3. yogurt
4. wall 5. buzz

Culture

Page 50

- 1 1. Korea 2. Viet Nam
3. the U.S.A. 4. Switzerland
5. Thailand

Page 51

- 2 Children's own answers
- 3 Children's own answers

Culture 1

Page 52

- 1 1. cat 2. fish 3. dog
4. hamster
- 2 Children's own answers

Culture 2

Page 53

- 1 1. card 2. lucky money
3. banh chung 4. flowers
- 2 Children's own answers

Culture 3

Page 54

- 1 1. baseball 2. basketball
3. badminton 4. hockey
- 2 Children's own answers

Culture 4

Page 55

- 1 1. to he 2. kite 3. board game
4. doll
- 2 1. kite 2. doll 3. board game

Culture 5

Page 56

- 1 1. jacket 2. boots
3. mountains 4. backpack
- 2 Children's own answers

Culture 6

Page 57

- 1 1. rice 2. egg 3. meat
4. soup
- 2 Children's own answers

Grade 2 Sample Curriculum

This sample curriculum indicates the order in which the lessons should be taught. All of the tests and worksheets can be found in the Printable Resources.

Starter unit	Period 1	Lesson 1
	Period 2	Lesson 2
	Period 3	Lesson 3
	Period 4	Lesson 4
	Period 5	Lesson 5
	Period 6	Lesson 6
	Period 7	Countries and Flags
	Period 8	Consolidation
	Period 9	Starter unit Test
Unit 1	Period 10	Lesson 1
	Period 11	Lesson 2
	Period 12	Lesson 3
	Period 13	Lesson 4
	Period 14	Lesson 5
	Period 15	Lesson 6
	Period 16	Unit 1 Culture
	Period 17	Consolidation
	Period 18	Unit 1 Test
Unit 2	Period 19	Lesson 1
	Period 20	Lesson 2
	Period 21	Lesson 3
	Period 22	Lesson 4
	Period 23	Lesson 5
	Period 24	Lesson 6
	Period 25	Unit 2 Culture
	Period 26	Consolidation
	Period 27	Unit 2 Test
Unit 3	Period 28	Lesson 1
	Period 29	Lesson 2
	Period 30	Lesson 3
	Period 31	Lesson 4
	Period 32	Lesson 5
	Period 33	Lesson 6
	Period 34	Unit 3 Culture
	Period 35	Consolidation
	Period 36	Unit 3 Test
Fluency Time! 1	Period 37	Fluency Time! 1
	Period 38	Fluency Time! 1
	Period 39	Units 1–3 Review pages and Summative Test 1

Unit 4	Period 40	Lesson 1
	Period 41	Lesson 2
	Period 42	Lesson 3
	Period 43	Lesson 4
	Period 44	Lesson 5
	Period 45	Lesson 6
	Period 46	Unit 4 Culture
	Period 47	Consolidation
	Period 48	Unit 4 Test
Unit 5	Period 49	Lesson 1
	Period 50	Lesson 2
	Period 51	Lesson 3
	Period 52	Lesson 4
	Period 53	Lesson 5
	Period 54	Lesson 6
	Period 55	Unit 5 Culture
	Period 56	Consolidation
	Period 57	Unit 5 Test
Unit 6	Period 58	Lesson 1
	Period 59	Lesson 2
	Period 60	Lesson 3
	Period 61	Lesson 4
	Period 62	Lesson 5
	Period 63	Lesson 6
	Period 64	Unit 6 Culture
	Period 65	Consolidation
	Period 66	Unit 6 Test
Fluency Time! 2	Period 67	Fluency Time! 2
	Period 68	Fluency Time! 2
	Period 69	Units 4–6 Review pages and Summative Test 2
	Period 70	End of Year Test

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.
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ISBN: 978 0 19 482719 5

First published in 2020

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ACKNOWLEDGEMENTS

Classroom Resource Pack

Flashcards

Illustrations by: Amanda Enright/Advocate (happy, sad, hungry, thirsty, hot, cold); Andy Hamilton (orange, pink, brown, purple, dress, socks, T-shirt, pants, shorts, shoes, seesaw, slide, goal, tree, pool, Frisbee); Dusan Pavlic/Beehive Illustration (kitchen, living room, dining room, bedroom, bathroom); Mark Ruffle (Swiss flag); Christos Skaltsas/Advocate (Rosy, Tim, Billy, Miss Jones, mom, dad, sister, brother, grandma, grandpa, bus, bike, boat, car, truck, motorbike).

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Phonics cards

Illustrations by: Simon Clare Illustration (apple, tub, cat, dog, bird, egg, fig, leaf, goat, sunhat, ink, jelly, kite, yak, lion, ill, mom, nose, neck, orange, octopus, panda, pen, queen, quiet, river, rainbow, sofa, sock, towel, turtle, umbrella, up, violin, vase, wall, box, fox, yogurt, yo-yo, zebra, zoo, nurse, lollipop, rabbit, car, tiger, woolly hat, van, window, bee); Amanda Enright/Advocate (bat, woman).

Posters

Illustrations by: Judy Brown (Means of Transport poster, Clothes poster); Simon Clare (Days of the Week poster/zoo); Chris Embleton (Days of the Week poster/park/pool/mountains); John Haslam (Days of the Week poster/basketball/beach, Feelings poster); Mark Ruffle (Animal poster); Eunhyoung Ryu/Advocate (Days of the Week poster/store).

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