First Friends 1
Teacher’s Book

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OXFORD UNIVERSITY PRESS
## Level 1 Scope and sequence

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Introduction

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

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

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

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

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

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

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

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

Components

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

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

The icon 40 indicates that there is an audio component for that activity, and the number following the icon is the CD track number.

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

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

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

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

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

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

The Level 2 numbers spread is used to consolidate numbers 1–20, both numerals and written form.
The Level 2 writing grid can be used for any extra writing practice the children need, for example extra practice of any letters they are having difficulty with.

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

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

Numbers Book (optional)

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

By the end of Level 1, children will be able to:
- write the numbers from 1–10
- count objects to 10
- carry out simple picture additions and sums
- group objects to 10
- identify number sequences

By the end of Level 2, children will be able to:
- write the numbers from 1–20
- write the words for numbers from 1–20
- count objects to 20
- group objects to 20
- carry out sums
- identify more complex number sequences

The Numbers Book is a flexible and easy-to-use component of each Activity Book. Its lessons may be done at any time after Lesson 4 of the Class Book, since Lessons 5–8 always present the week’s new numbers (see page 7 for the structure of the Class Book).

The Numbers Book is also based on the principle that all children can succeed, and therefore offers easy-to-do activities that can be adapted in class or at home. The new vocabulary is given through the Numbers Book.

All counting and number work is done through known vocabulary, with a special emphasis on the vocabulary presented in the corresponding unit of the Class Book. There are complete notes for each Numbers Book activity at the end of the main notes for each unit in the Teacher’s Book.

Teacher’s Book (TB)

The Teacher’s Book is clear and easy-to-use. It provides notes to cover up to five teaching sessions per week (whenever components are utilised fully), with fewer sessions available, the material can easily be adapted to fit. For example by omitting the Numbers Book activities.

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

The TB also contains a wealth of photocopiable materials. This consists of progress check, phonics practice, and the Level 2 numbers practice. The photocopiable material is made to augment the material in the Class Book and Activity Book. It contains games and other fun activities as well as further pencil and paper practice of key concepts.

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

The phonics practice photocopiables can be found on pages 108–118. These practice pages consist of the letter forms and sounds in Level 1, through a variety of games and activities. In Level 2, this is expanded to include practice of word families.

Page 1–9 (TB) only contains a writing model for the English alphabet, showing the capital letters of the p in each letter.

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

CDs

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

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

Resource Pack

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

Flashcards

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

Level 1 has 105 Flashcards
10 Vocabulary Flashcards with pictures of all new vocabulary
10 Numbers Flashcards 11–20
26 Phonics flashcards with pictures of one of the phonics words for each letter

Level 2 has 105 Flashcards
10 Vocabulary Flashcards with pictures of all new vocabulary
10 Numbers Flashcards 11–20
17 Phonics flashcards with Vowel-Consonant patterns / digraphs

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

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

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

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

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

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

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

Posters
There is a poster dedicated to each of the stories in Levels 1 and 2 of this book. You may wish to use these posters when you teach the stories. You can stick the poster at the front of the room and ask children to describe what is happening in each picture before they listen to the story on CD. If you prefer, use the posters to decorate your room.

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

Each level of First Friends consists of 13 units.

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

For additional classroom materials, there are six Numbers Book lessons, which can be used after Lesson 6 of the Class Book / Activity Book, or at the end of a unit. This material is very flexible. It can be used in class over one or two lessons or set up in class and assigned for home practice.

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

Topics

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

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

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

Cross-curricular features and Values

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

In addition to cross-curricular links, First Friends recognizes the value of rhythm and rhyme in teaching skills and in using the material. Similarly, more experienced teachers who are more confident and adept in the classroom can expand upon the solid framework provided.

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

Class Book structure

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

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

The third page of each unit is for Letter Fun, and it provides material for literacy development. The alphabet in Level 1 and further phonics practice in Level 2. First Friends is carefully crafted so that children are not overwhelmed by too many new words or phonics activities. There are never more than three new letters presented in any one unit of Level 1.

Similarly, in Level 2, there is never more than one new word family. See page 8 for a description of word families and the phonics approach.

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

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

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

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

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

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

Activity Book structure

The Activity Book mirrors the transparent structure of the Class Book. The first and second pages reinforce the vocabulary, and where possible, the structure introduced in the unit. In some cases, further phonics practice is provided.
to prepare for the next lesson. The third and fifth pages (in Level 1 and third page of Level 2) provide written practice of the letter forms introduced in the Letter Unit 7 pages. The fourth page of Level 1 (fifth page at Level 2) provides written practice of the numbers for the unit. The fourth page of Level 2 provides extra practice of the digraphs and word families. The fifth page has activities which enable the child to practice the language and concepts of this and previous units, before the revision of main literacy and numeracy concepts on the seventh page.

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

Speaking
Children speak in every lesson. Speaking activities represent a wide range of formats, including boron and say, question and answer, role-plays, and communicative speaking. Pronunciation is also addressed through songs and the Letter Unit pages. Attention is also given to techniques for pronouncing specific sounds that present problems for speakers of various languages, e.g. and in First Friends uses the International Phonetics Alphabet for pronunciation models. See page 9.

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

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

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

In Level 1, children will,
- learn the left to right progression of English
- learn the sounds of the letters of the alphabet
- learn to recognize the letters of the alphabet in both lower case and capital letter forms
- learn the names of the letters
- learn to identify the starting sounds and letters of words
- learn to read high frequency words (e.g., colours) through the look-and-say method

In Level 2, children will,
- learn to read and identify the digraph sounds represented by th, ch, and sh
- learn to blend simple phonetic words in families with CVC (consonant-vowel-consonant) patterns
- learn to identify vowels, learn to read high frequency words (e.g., numbers and additional colours) through the look and say method
- gain experience in following written text as it is heard

Writing
Writing is very controlled in First Friends. A controlled approach to writing helps to ensure that children handwriting is neat and legible. It also helps to ensure that children form letters correctly at an early stage so that they are able to make the transition to pencil and paper writing easily. Writing is limited to the letters of the alphabet and simple words.

In Level 1, children will,
- do activities which reinforce the left to right direction of English writing
- do activities which develop fine motor control
- learn to write the lower case and capital forms for all letters of the alphabet
- learn to write simple words

In Level 2, children will,
- practice writing the letters of the alphabet
- learn to write simple words
- develop further their pencil control and fine motor skills

Literacy development: phonics and ‘Look and say’
First Friends adopts a phonics approach to literacy development.

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

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

In Level 2 the phonics instruction is expanded to include word families. Word families consist of a single consonant-vowel-consonant word that have the same vowel and first consonant, e.g. cat, mat, rat. Children apply the letter sounds learnt in Level 1 to read these words. There is one word family for each of the five vowels (a, e, i, o, u). Word families also provide an opportunity to develop rhyming skills, which can help children to become more attuned to the sounds and patterns of English.

As with Level 1, there is a phonics song, but for word families rather than individual letter sounds. The exemplar words are set to a memorable tune, and the same melody is used for each word family. Again, children only need to learn the song melody once so that they can focus on the word families more easily.
Although the phonics method can provide a solid foundation in decoding words, it does have disadvantages. Some words cannot be decoded simply by blending their constituent sounds, such as one, two, three, etc. For this reason, *First Friends* also uses the **Look and say** method. The **Look and say** method is also called the **whole word** method.

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

**Phonetic key**

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**Attention span**

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

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

**Sensory input**

Everyone has a different learning style or preferred way of learning. Auditory learners prefer listening to the CD or the teacher. Visual learners prefer looking at pictures. Tactile learners take in new information by touching and doing. *First Friends* has a variety of activities that address the learning preferences of all children. There are opportunities to listen to stories and songs on CD, talk about pictures and posters, and act out role plays.

**Fine motor skills development**

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

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

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

**Affective developmental factors**

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

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

Frustration, young children focus on praise. Raising their confidence and giving them positive reinforcement is therefore always appropriate. Avoid harshly criticising incorrect answers. You may simply say, 'That's almost right. Try again!'

**Characteristics of young learners**

**Intellectual development**

Kindergarten-age children are beginning to use logic to understand things. They can remember, recite, or hear stories they are not able to understand abstract concepts or logic. As a result, abstract concepts and grammar are not taught overtly at this stage. Terms such as singular or plural are not used, and you will not find instructions to give grammatical rules in the teaching notes. For example, when plurals are introduced in Unit 4 of *First Friends*, the notes avoid instructions such as 'to change a word from singular to plural, add the letter -s to the end.' The concept of plural is taught using real objects, e.g. pigs, and children are asked to pay attention to the difference in the way the words sound and to name them.
General teaching procedures

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

Teaching phonic (Letter fun) activities
The lesson notes contain step-by-step instructions for introducing each letter.

Level 1: Letters and sounds
The general procedures are as follows:
- Introduce the letter with a word beginning with that letter using a flashcard, a real object, etc.
- Write the letter on the board. Point to it and say the letter name, its sound, and the name of the example word.
- Children repeat the word chorally and individually.
- Repeat with the capital letter.
- Ask children to suggest a few common names that begin with the sound. English names are also given in the notes.
- Tell children that they are going to learn how to write the letter.
- Stand with your back to the class as you use your finger to write the capital form in the air. Write the letter exactly as it is presented in the Class book. You may also wish to refer to TB page 119.
- Ask children to copy your action and write the capital letter on the board. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case letter.
- Tell children to practice tracing over the letters in their books with their finger.

Level 2: Word families
The general procedures are as follows:
- Introduce the word family with a word from the family using a flashcard, a real object, etc.
- Ask children to tell you the first sound of the word. Write it on the board.
- Repeat with the second and third sounds of the word.
- Introduce another word from the family. Repeat the procedure.
- Underline the vowel and final consonant in each word to draw children's attention to the similarity.

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

The general procedures are as follows:
- Draw writing lines on the board. You may wish to refer to TB page 109 for a model. Put dots on the lines to show the starting points for forming each capital letter. Write the letter on the lines exactly as it is presented in the Class Book. You may also wish to refer to TB page 112.
- Tell children to practice tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat the procedure for the lower case letter.
- Draw more writing lines on the board. Call children to the board to write capital and small letters on the lines. Correct as necessary.

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

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

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

Teaching songs and chants
Children enjoy songs, rhymes, and melodies. As a result, these are an effective tool for teaching and practicing language.

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

There are step-by-step notes tailored to each song. The general procedures are as follows:
- Establish the context for the song by asking children questions about the pictures.
- Present any new language using real objects, flashcards, magazine pictures, drama, or the stories, etc.
- Children listen to the song as they look at the pictures in their books. You may find that it is easier to present the actions as the children listen. This often helps children to remember the language more easily.
- Children sing along as they listen again.
- Call children to the front to do the actions and lead the song. Use props, e.g., flashcards, to make it more fun.
## Assessment form: Unit ____

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

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7. **Lesson ____ Objective:**
8. **Lesson ____ Objective:**
Congratulations!

You are a star ☆ pupil

School: ___________________________

Signed: __________________________

Date: ___________________________
Lesson 1

To identify the course characters
To recognize English sounds and spoken words
To prepare to write in English by practising the left to right pencil movement

Vocabulary: Adam, Baz, Jig, Pat, Tess
Materials: CD tracks 1–2, flashcards 1–5, cut-out of Baz (from AB p77)

Class Book

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

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

Transcript
- Jig, Pat, Adam, Baz, Tess

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

Transcript
- Adam, Jig, Baz, Tess, Pat

Activity Book

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

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

- Tell children to repeat the action while holding their pencils between their fingers. Help children as necessary.
Lesson 2

To introduce oneself in English.
To greet and say goodbye in English.
To learn to ask How are you? and respond politely to the question.
To prepare to read in English by praciticing moving the eye from left to right.
To develop fine motor control.

Vocabulary: Hi ... Hello, Bye.
Structure: How are you? I'm fine, thank you.
Materials: CD tracks 3-4, flashcards 1-5.

Class Book

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

Listen and say. (3)
- Tell children to look at the picture on pages 4 and 5. In their own language, ask children to guess what they think the characters are doing. Play a greeting. Pat and Jay and Tim is talking and saying goodbye. Play the CD once to check the answer.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

Transcript

Listen and say.

Baz: Hello! I'm Baz.
Tim: Bye, Jay! Bye, Pat! Bye, Baz!

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

Sing.

Sing.

Baz: Hi, Pat! How are you?
Pat: Hi, Baz! I'm fine, thank you.

Baz: Hello, Adam! How are you?
Adam: Hello, Baz! I'm fine, thank you.

Activity Book

1 Find and circle.
- Tell children to read page 3.
- Tell children to put their finger on Baz's picture on the left. Tell them to move their finger to the right and name the characters they touch. (Yes, Baz, Adam). Explain why there is a circle around Baz's picture (because it matches the picture on the left).
- Tell children to do the same with the other characters' pictures, saying the names as they touch them. For each set of characters, ask children which they should circle.
- Children complete the activity by circling the correct characters. Check the answers.

2 Draw and colour.
- Copy part of the fence onto the board.
- Use your finger to show children how they are going to trace the outline of the fence in their books.
- Tell children to practise tracing the outline of the fence with their fingers before tracing it with their pencils.
Lesson 3  Letter fun!

To say, recognize, and write the letter Aa
To recognize and say the sound /æ/
To develop fine motor control

Vocabulary: Adam, apple
Materials: CD tracks 4, flashcards 1-3 and 81

Class Book

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

Learn the letter.
- Hold up flashcard 81 of the apple. Say apple. Children repeat the word. Read and individually pick the flashcard of Adam next to the apple on the board.
- Tell children to listen again to the first sound of apple and Adam. Explain that the first sound is the same in each word.
- Write the letter A on the board under the apple. Point to it and say /æ/ apple. Write a capital A under Adam. Say /æ/ Adam. Explain that the letters have the same sound. Tell children that we use capital letters for names and lower case letters for other words.
- Explain that although the sound of the letter is /æ/, the name of the letter is a. Have children repeat the letter name and letter sound along with the words, several times as you point to the pictures and letters on the board (a, apple, A, /æ/, Adam).
- Ask children to try to suggest a few common names that begin with the /æ/ sound. It children can’t think of any names in their own language, give some examples of English names (Andrew, Anne, Angus, etc.). Tell children to listen to the first sound of the names as you say them.
- Tell children that they are going to learn how to write the letter Aa. Tell them to open their books at page 6 and look at the letters Aa with the arrows.
- Stand with your book to the class as you use your finger to write a capital A in the air. Write the letter exactly as it is presented in the Class Book (see also Til p19 for a model of how to form the letters of the English alphabet).
- Tell children to copy your action and write a capital A in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case a.
- Tell children to practice tracing the letters in their books with their fingers.

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

Transcript

Said.
A, A, A
Adam, apple, Adam, apple
A, a, a
I, i, i, i
Find.
- Tell children to find the letter A in the alphabet at the top of the page. Explain that A is the first letter of the alphabet.
- Tell children to look at the main picture on page 6. Say Adam, and ask children to point to this character. Check that children are pointing to Adam’s picture.
- Ask children if they can name the picture. Check that children are pointing to the apple.

Activity Book

1 Trace and write.
- Tell children to look at page 6.
- Draw lines on the board (see Til p19 for a model). Put dots on the lines to show the starting points for forming the capital A. Write the letter on the lines exactly as it is presented in the Class Book.
- Tell children to practice tracing the letters in their books with their fingers.
- Ask children to write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat the procedure for the lower case a.
- Draw more writing lines on the board. Call children to the board to write A and a on the lines. Correct as necessary.

2 Trace and say. Colour.
- Tell children to look at the pictures and say the words.
- Children trace over the lower case a with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the pictures with their fingers, and then colour them.
- Ask children to colour the rest of the pictures. They should try not to colour outside the lines.
Lesson 4 Song

Class Book (TIME)

Warm-up
- Tell children that they are going to play a game.
- Put flashcard 4 or 5 inside a large envelope. Fold up the envelope and slowly pull the flashcard out of the envelope. Children: Watch carefully and say the name of the character on the envelope as soon as they can identify him.
- Repeat with the other characters and flashcards.

Say and do.
- Tell children to look at page 5. Ask questions about the picture in the children's own language, e.g. What are the children doing? (playing a game). Who is Bas pointing to? (Ugo).
- Hold up flashcard 3 of Pat. Say Point to Pat and do the action yourself. Repeat the command to individual children and motion for them to do the same. Repeat the command until most of the children understand and respond appropriately.
- Introduce: say, stand up, and sit down. Use the same word and do the action. Then repeat the command to the children and motion for them to do the action.

Sing.
- Tell children that they are going to learn a song with actions.
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you. Tell children to do the action as they sing. They should point to the characters in their books. For the final line, Yes, yes, nod your head.
- Play the CD again and ask children if they can sing the song and do the actions.

Activity Book (TIME)

1. Draw and match.
- Stick flashcard 1-4 or Pat, Tesla, Pat, and Ugo on the board. Ask children the name of each character and give it above the flashcard.
- Say each character's name as you run your finger under the name on the flashcards in the correct order. Children should match each character to the correct picture.
- Children recognize each character by saying their name and pointing to them on the flashcards.
- Children use their pencils to trace over the line between each character's name and picture.
- Tell children to match the names of the other characters in the chart, then point to the correct picture and say their name. Check that children match the names and pictures correctly.
- As children finish, tell them to trace the dotted lines on the characters in the chart to complete the pictures. They might also like to colour the pictures.
Lesson 5 Letter fun!

Vocabulary: Big, bird

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

Class Book

Warm-up

- Tell children that they are going to play a game to practice the letter B. When you listen to a word beginning with B, they should raise their hands.
- Say, "I, and pause for children to raise their hand. Say some more English words: Big, bird. big, apple. Ask, after each one. Children should raise their hands after the word only.

Learn the letter.

- Hold up flashcard 82 of the bird. Say, "bird." Children repeat the word chorally and individually. Stick the flashcard on the board.
- Hold up flashcard 2 of Big. Say, "Big." Children repeat the word chorally and individually. Stick the flashcard of Big next to the bird on the board.
- Tell children to listen again to the first sound of bird and Big. Explain that the first sound is the same in each word.
- Write the letter B on the board. Point to it and say, Big. Write a capital B on the box. Say, Big. Ask: How many letters are there in the word? Children: Two. Ask: Which one is the same sound? Children: B. Ask: Can we use capital letters for names and lower case letters for words? Children: Yes. Explain that although the sound of the letter B is the same, the name of the letter B is b. Have children repeat the letter name and sound, along with the words, several times as you point to the letters and words on the board.
- Ask children to try to suggest a few common names that begin with a B sound. If children listen to the first sound of the names, you say them.
- Tell children that they are going to learn how to write the letter B. Tell them to open their books to page 8 and look at the letters Bb with the arrows.
- Stand with your back to the class as you use your finger to write a capital B in the air. Write the letter exactly as it is presented in the Class Book (see als 1B pt 19).
- Tell children to copy your action and write a capital B in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case b.
- Tell children to practice tracing over the letters in their books with their fingers.

Sing.

1. Tell children that they are going to sing a song to help them learn the letter Bb.
2. Play the CD. Tell children to listen to the song.
3. Play the CD again and pause after each line: Sing the line and tell children to repeat after you. Tell children to point to the letters and words in their books as they sing them.
4. Play the CD again and ask children to sing the song.

Find.

1. Tell children to find the letter B in the alphabet at the top of the page. Explain that B is the second letter of the alphabet.
3. Say, Bird. Check that children are pointing to the bird.
4. Tell children to find two things beginning with the sound /b/ sound in the picture (bird, apple).

Activity Book

1 Trace and write.

- Tell children to look at page 8.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the capital B. Write the letter on the lines exactly as it is presented in the Class Book.
- Tell children to practice tracing the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat the procedure for the lower case b.
- Draw more writing lines on the board. Call children to the board to write B and b on the lines. Correct as necessary.

2 Trace and say Colour.

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

Optional activity

- Write letters A and B on the board. Give children a sheet of A4 paper and tell them to copy two of the letters onto it.
- Show children how to apply glue to their letters and to stick macaroni or dried beans onto it.
- Children make their macaroni or dried beans letters.
Lesson 6 Story

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

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

Class Book

Warm-up

Tell children that they are going to sing the song they learnt in Lesson 4. Choose four children to hold flashcards 1–4 ofと思, 인, 아, 알. Each child should stand in a different part of the room and hold up their flashcard.

Play the CD and tell the class to sing the song. Children should point to the correct character as they sing.

Look and say.

Tell children to open their books at page 9.

Say 계, 싸, 카, 카, and ask them to tell you what they see in the pictures.
Ask children to name the character in their books. Repeat for all the characters in the story.

Tell children that English stories are presented from left to right, which is the opposite of many other languages. Children should read and point at the frame in order.

Hold up a picture with the 1 in the corner. Say 계 to point to the picture. Check that children are pointing to the picture with the 1 in the corner. Repeat with pictures 2–4.

Ask children questions about the story in their own language. Who am I? (절, 인, 아, 알) What happens to the characters at the end of the story? (인, 아, 알, 인)

Listen

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

Transcript

Listen

Heidi: That’s a good story, class.
Teacher: Think about what you’ve heard.
Heidi: Can we play Clap Clap Clap?
Teacher: Sit down. Oh, not Poor Baa!
Unit 1 Review

To review the letters and sounds for Aa and Bb
To develop fine motor control

Materials: flashcards 2, 5, 8, and 82

Activity Book

Warm-up

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

1 Find and circle.

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

2 Match and colour.

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

Numbers Book

Lesson 1

To develop fine motor control

1 Draw and colour.

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

Lesson 2

To develop fine motor control

1 Look and match.

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

2 Look and match.

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

Progress check 1 (photocopiable) (TB p94)

- Follow the procedure described on page 11 of the Introduction.
Lesson 3

To develop fine motor control

Materials: Flashcards 1 and 31

1. Look and match.
   - Show flashcard 1 of Tess on the left side of the board. Check that children remember her name.
   - Show flashcard 31 of the apple on the right side of the board. Check that children remember the word "apple".
   - Under the activity, draw a dotted line from "Tess" to the apple. Move your finger from left to right along the dotted line.
   - Tell children to copy your action and move their fingers from left to right in the air.
   - Tell children to look at page 6.
   - Children practice tracing the lines in their books with their fingers. Check that they are moving their fingers from left to right. Ask children to say the characters' names as they trace.
   - Tell children to trace the lines with their pencils.

Lesson 4

To recognize parts of the whole

To develop fine motor control

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

Lesson 1

Activity Book

1 Match and say.

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

Optional activity 1

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

Optional activity 2

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

Warm-up

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

Listen and say.

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

Transcript

Listen and say.

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

Listen and find.

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

Transcript

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

Materials:

CD tracks 5-12
Flashcards 5-12

Vocabulary:

fun, board, chair, glass, picture, table, window

Class Book

1 Match and say.

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

Optional activity 1

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

Optional activity 2

- To revise the letter o and sound /ə/, hold up the flashcard of the bin. Say bin. Have children repeat after you.
- Ask children in their own language what the first sound of the word bin is /b/.
- Stick the flashcard on the board and write the word bin under it. Call a child to the board to identify the letter b. Do not teach the other letters at this time. If children ask about them, praise them for their interest and tell them they will learn those letters soon.
- Repeat with the flashcard for board.
- Ask children to draw a picture of the board in their notebooks or on a separate piece of paper and write the letter b under it.
Lesson 2

To practice greetings:
- To ask and say what something is
- To thank someone
- To identify common classroom objects
- To develop fine motor control

Vocabulary: Thank you.
Structure: What's this? What's that?
Materials: CD track 11, flashcards 6–12

Class Book

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

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

Transcript
Listen and say.
Mr. Woodward: Hello, Baz. Baz: Hello, Mr. Woodward. Mr. Woodward: What's this? Baz: It's a picture, it's for you.
Mr. Woodward: Thank you, Baz.

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

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

Activity Book

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

2. Draw and colour:
- Copy part of the caterpillar onto the board.
- Use your finger to show children how they are going to trace part of the outline of the caterpillar's body in their books. Tell children to trace the outline of the caterpillar with their fingers before tracing it with their pencils.
- Tell children to colour the picture when they have finished. They should try to colour outside the lines.

Optional activity:
- Tell children in their own language that they are going to play a game.
- Stick one of the classroom object flashcards on the board and cover it with a large sheet of paper.
- Ask What's this? as you slowly move the paper to reveal part of the picture. Continue to reveal the picture until a child correctly guesses the object. Say Well done and reveal the flashcard to the class.
- Repeat with flashcards for other objects.
Lesson 3 Letter fun!

To say, recognize, and write the letter Cc
To recognize and say the sound /k/
To develop fine motor control

Vocabulary: cat, coat
Materials: CD track 12, flashcards 6-12 and 83

Class Book (p. 12)

Warm-up
- Tell children that they are going to play a game.
- Stick all seven classroom objects (flashcards on the board) all over the room. Children close their eyes and say which object is missing.

Learn the letter.
- Hold up flashcard 83 of the cat. Say cat. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter C on the board under the cat. Point to it and say C.
- Present the word coat by drawing a picture of a coat on the board. Write the letter C under it. Point to it and say C.
- Explain that although the sound of the letter C is /k/, the name of the letter is C. Have children repeat the letter name and letter sound, along with the words, several times as you point to the picture and letters on the board.
- Write the capital C on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /k/ (e.g., Kim, Casey, Kay, etc.).

Activity Book (p. 12)

1 Trace and write.
- Tell children to look at page 13.
- Draw a vertical line on the board (see TB p. 2 for a model). Put a dot on the line to show the starting point for forming the capital C. Write the letter C on the lines exactly as it is presented in the Class Book.
- Tell children to practice tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat the procedure for the lower case c.
- Draw more writing lines on the board. Call children to the board to write C and c in the lines. Correct as necessary.

2 Trace and say. Colour.
- Tell children to look at the pictures and say the words.
- Children trace over the first letter of each word with their fingers. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the pictures with their fingers, and then colour them.
- Tell children to colour the rest of the pictures. They should try to hold their pencils correctly.

Optional activity
- Tell children they are going to play a game to review the sounds and names of letters a, o, and c.
- Quickly say yes and no by repeating the words and using appropriate gestures (nodding/shaking head, etc.).
- Write the letters a, o, and c on the board. Point to the letter a and say, "A." Ask "Yes." Children should say yes.
- Point to the letter c and say, "C." Ask "Yes." Children should say no. Ask them to tell you the sound for the letter c.
Lesson 4 Sponge

To identify, write, and use numbers 1 and 2

Vocabulary: 1, 2

Materials: CD track 13, Flashcards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13

Class Book

Warm-up
• Review: The word "shark" by holding up Flashcard 10 and asking, "What's the word?" Children should respond "a shark." Have children hold the flashcard. Say the word. Encourage the child to say the word.
• Have the child give the card back to you, saying it's for you. Say thank you.
• Repeat with the flashcards for "door" and "cat" and other children.

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

Sing

• Ask children to tell you in their own language what is happening in the picture. (A boy and girl are eating orange juice; there are flashcards on the board.)
• Ask the children to count the flashcards. Has the boy eaten his orange juice? Yes. Has the girl eaten her orange juice? No. Give the children a chance to count the flashcards. Repeat with One and Two.

Activity Book

1 Count and circle.
• Tell children to look at page 14.
• Ask them to point to the number one. Ask them to count the objects in the circle. (A boy and girl are eating orange juice; there are flashcards on the board.)
• Ask the children to count the flashcards. Has the boy eaten his orange juice? Yes. Has the girl eaten her orange juice? No. Give the children a chance to count the flashcards. Repeat with One and Two.

2 Trace and write.
• Draw a line on the board. Put a dot at the top of the line. Ask children how many times they can count. Count to 10. Write the number on the board: 10. Make sure the children are looking at the number. Draw a line on the board. Ask children to count the objects in the picture. (A boy and girl are eating orange juice; there are flashcards on the board.)
• Ask the children to count the flashcards. Has the boy eaten his orange juice? Yes. Has the girl eaten her orange juice? No. Give the children a chance to count the flashcards. Repeat with One and Two.

Optional activity
• Tell children that you are going to tell them to stand up, sit down, and then sit down in your chair. Children will do the actions. Repeat with 2. Say Sit down and then sit down in your chair. Give several commands at random. If a child does the incorrect action, he or she is out.
Lesson 5 Letter fun!

To say, recognize, and write the letter O
To recognize and say the sound /o/
To develop fine motor control

Vocabulary: one, og
Materials: CD track 14, flashcards 84, a date

Class Book

Warm-up
- Review the sounds and forms of letters a, b, and c. Write the letter case letters on the left of the board and the capital letters on the right.
- Call a child to the front. Ask him or her to match the lowercase and capital letters for A. Correct if necessary.
- Call other children to the front to do the same for B and C.

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

Sing
- Each child that they are going to sing a song to help them learn the letter O.

Activity Book

1 Trace and write.
- Tell children to look at page 15.
- Draw writing lines on the board (see TB p. 10) for a model. Put a dot on the lines to show the starting point for forming the capital O. Write the letter on the lines exactly as it is presented in the Class Book (see also TB p. 19).
- Tell children to practice tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils.
- Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat the procedure for the lowercase o.
- Draw more writing lines on the board. Call children to the board to write O and o on the lines. Correct as necessary.

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

Optional activity
- Tell children you are going to write a letter in the air and they should guess which letter it is.
- Stand with your back to the class and write the capital letter O in the air. Ask What’s this? Repeat the action and ask children if they agree or disagree.
- Repeat with other known letters (you can use capital and lowercase letters).
Lesson 6 Story

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

Look and say.
- Tell children to open their books on page 15.
- Tell children that some words are from this unit. Hold up the book and point at the frames in order.
- Say Point to picture 1. Check that children are pointing to the picture with the 1 in the corner. Say Point to picture 2. Check that children are pointing to the picture with the 2 in the corner.
- Ask children questions about the story in their own language. Can you see any of the things on the board in the picture? chair, door, bin. What's this girl doing in the last picture? She's reading a book on the bed. Where's the dog? In the last picture. It's next to the chair, door, and bin.

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

Transcript

Say: What's this?
- It's a chair.
- It's a door.
- It's a bin.
- It's a dog. Woof! Woof!
- Byward Girl (laughing).

Listen and act.
- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually. Children should repeat the lines they have not heard under the picture.
- Tell the class that they are going to act out the story. Call a child to the front to model the story with you. Point to the flashcards on the board as you begin the story. Encourage the child to act the role of the answering child. Point to the flashcards to prompt their answers.
- Call other children to the front to act out the story.
- Help children to perform by prompting them and telling them to repeat.

Activity Book

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

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

Optional activity
- Give each child a sheet of paper.
- Ask them to draw and colour something beginning with a (cat, cat), a dog, date, etc.
- Tell them to write the letter under the picture.
Unit 2 Review

Materials: flashcards 63 and 64

Activity Book

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

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

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

Progress check 2 (photocopiable) (TB p95)
- Follow the procedure described on page 11 of the Introduction.

Numbers Book

Lesson 1

Materials: flashcard 6

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

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

Lesson 2

Materials: flashcard 6

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

2 Trace.
- Draw a line of dotted numbers 1 and 2 on the board.
- Call a few children to the front to trace a number while the other children trace the numbers in their books with their fingers.
- Children trace and write the numbers with their pencils.
Lesson 3

To count 1 and 2.

Materials: flashcards 6 and 7.

1 Count and match.
- Write the numbers 1 and 2 in the center of the board.
- Stick the flashcards of the numbers 1 and 2 in the center of the board.
- Point to the table. Say Count. Children count One. Point to the number one. Children count One. Draw a line from the number one to the table.
- Count from the table to the number one. Children count One. Point to the number one. Children count One. Draw a line from the number one to the table.
- Tell children to look at page 12.
- Use a visible line to connect the word with the correct number (1). Draw another child to connect the word with the correct number (2).
- Tell children to look at page 12.
- Use a visible line to connect the word with the correct number (1). Draw another child to connect the word with the correct number (2).

Lesson 4

To count 1 and 2.

1 Find and colour the picture with 1 dog.
- Tell children to look at the first activity on page 12.
- Draw a visible line on the picture. Count 1 dog.
- Ask them to count the number of dogs in the first picture.
- Repeat with the second and third pictures.
- Tell children to count the number of dogs in the first picture.
- Check that children have counted the correct picture.

2 Find and colour the picture with 2 cats.
- Tell children to look at the second activity on page 12.
- Draw a visible line on the picture. Count 2 cats.
- Ask them to count the number of cats in the first picture.
- Repeat with the second and third pictures.
- Tell children to count the number of cats in the first picture.
- Check that children have counted the correct picture.

Lesson 5

To count 1 and 2.

To develop the left to right eye movement required for English.

1 Look and match.
- Tell children to look at page 14.
- Children name and count the objects in the left column.
- Children name and count the objects in the right column.
- Children name and count the objects in the right column.
- Model the activity. Draw a line from the top left of the box and the same on the right. Colour the number on the right. Move your finger in a straight line from the bottom left. Ask children to count the objects in the right column.
- Children practice counting and matching the objects in the right column with the right column. Count that they are moving their fingers from left to right.
- Children to match the objects in their books with their fingers. Check that they are counting in the correct order.

Lesson 6

To count 1 and 2.

To locate items within a picture.

Materials: flashcards 6-12.

1 Look, count and circle.
- Hold up the flashcards on the board. Ask What is this? Children say It's a horse. Stick the flashcard on the board. Repeat with the other classroom flashcards.
- Draw a visible line on the board. Ask What is this? Children say It's a horse.
- Write the numbers 1 and 2 under each flashcard or picture.
- Tell children to look at page 15.
- Ask children in their own language if they can see any of the classroom objects in the picture. (All of them answer Yes.)
- Say Point to on board. Check that children are pointing to the object in the center of the picture.
- Say Count. Children count One.
- Circle the number 1 under the flashcard of the horse. Tell children to trace the circle around the 1 in their books.
- Explain in the children's own language that they should find and circle the number of each item and then circle the correct number under the picture at the bottom.
- Check that children have circled the correct numbers.
3 My toys

Lesson 1

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

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

Class Book

Warm-up
- Tell children to look at the picture on pages 16 and 17. Ask the following questions in the children's own language.
- What is the boy in the picture doing? Where is he? Is it a boy? Can you see what he is doing? Is he playing nice? How do you know? (They are sharing).

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

Transcript
- ball, doll, ball, boat, teddy bear, robot, car.

Listen and find.
- Tell children that they are going to look and find a picture of the toy in their books.
- Say the words at random, e.g., ball, teddy bear, doll, robot, car, balloon, boat. Ask children to point to the toy.
- Check children are pointing to the correct object in their books.

Transcript
- ball, doll, ball, boat, teddy bear, robot.

Activity Book

1 Find and colour.
- Model the activity on the board. Draw a simple picture with two toys; one car, and one bear. Ask the children to circle the toys. Draw another car and write 2 next to it. Next to this, draw a lorry in a box and write 3 next to it.
- Ask children to come to the front. Point to the car and the number 1 in the box and ask the child to find and shade the one car in the picture.
- Ask them to come to the front. Point to the lorry and the number 3 in the box and ask the child to find and shade the lorries in the picture. The child should shade two lorries.
- Tell children to look at page 18.
- Ask the children to circle the toys they can see in the picture at the bottom of the page (toy bear, robot, car, doll, boat, balloon, ball).
- Ask children to count the toys and give the number next to each object. They can then circle the toys and write the number next to each object.
- Tell children to count the objects aloud as they find and colour them.
- Check children's pictures.

Optional activity
- Tell children in their own language that they are going to do a picture.
- Tell them to say the words for the toys they have in their books.
- Show the flashcards for teddy bear and car. Put them face down.
- Ask children to say the names of the things they saw in English (teddy bear, car).
- Make the game more challenging by adding to the number of flashcards you show or by giving them a shorter time to complete.
Lesson 2

To understand belonging
To thank someone
To develop fine motor control

Vocabulary: Here you are.
Structure: This is my/this is your...

Materials: CD track 18, flashcards 13–19

Class Book  V/G A/G

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

Listen and say: 18
- Tell children to look at the picture on pages 16 and 17. In their own language, ask children to say what they think the characters are doing (Tess and Javier are going on a picnic). Play the CD once to check the answer.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.
- Ask if children can remember what Tess said when she gave Bob his boat? (Here you are). Ask if children can remember what Bob said after he gave Tess his boat? (Thank you).

Transcript: 18

Baz: This is my doll. This is your boat, Baz. Here you are.
Baz: Thank you, Tess. This is my boat now.

Say and do:
- Hold up the flashcard of the boat and ask What's this? Children answer It's a boat.
- Call a child to the front and give him or her the flashcard of the boat. Encourage the child to say Thank you.
- Repeat with other flashcards and other children.
- If children are confident enough, they can take your cue and start handing the flashcard to another child and saying the phrases of the dialogue.

Activity Book  V/-G A/-G

1 Trace the same letter.
- Write the lower-case letter a on the board. Ask children to say the name and sound of the letter (a, ah). Write the lower-case letter b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z in a row to the right of the a.
- Ask children to say the name and sound of each letter as you point to it.
- Ask them to tell you which letter is the same as the first at the beginning of the row. Trace over the second a with a different colour or with a thicker line.
- Tell children to look at page 19.
- Ask children to look at the first row of letters. Explain that they should do the exercise just as you have done it on the board.
- Tell them to put their finger on each letter and say its name and sound. Tell them to trace over the letter that is the same as the one at the beginning of the row.

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

Optional activity
- Give each child a sheet of paper. Ask them to draw and then colour their favourite toy of the seven new toys introduced in this unit.
- Call a child to the front with his or her picture. Ask the child to point to the flashcard and the child's picture in your hand. Point to your flashcard, saying This is my name (toy). Then give the child his or her picture, saying This is your name (toy). Here you are. Encourage the child to say thank you.
- Give the child the flashcard and the picture to begin the dialogue.
- Repeat with other pairs of children performing at the front with their pictures.
Lesson 3  Letter fun!

To say, recognize, and write the letter e.
To recognize and say the sound /e/.
To develop fine motor control.

Vocabulary: egg, elephant.

Materials: CD track 19, flashcard 85, (optional) flashcards 81-84.

Class Book 8

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

Learn the letter.
- Hold up flashcard 85 of the egg. Say egg. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter e on the board under the egg. Point to it and say /e/.
- Present the word elephant by moving an elephant with its long trunk and big ears, and drawing it on the board. Write the letter e under it. Point to it and say /el/ elephant.
- Explain that although the sound of the letter e is /e/, the name of the letter is e. Have children repeat the letter name and letter sound, along with the words, several times as you point to the pictures and letters on the board: e, e, e, e, e, e, e, e. They should make the sound of /el/.
- Write the capital E on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /e/ (e.g. children can't think of any names in their own language, give some examples of English names: Edward, Edgar, Elizabeth, etc.).
- Tell children that they are going to learn now how to write the letter e. Tell them to open their books at page 15 and look at the letters e with the arrows.
- Stand with your back to the class as you use your finger to write a capital E in the air. Write the letter exactly as it is presented in the Class Book (see also 8p119).
- Tell children to copy your action and write a capital E in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case e.
- Tell children to practice tracing over the letters in their books with their fingers.

Sing. 19
- Tell children that they are going to sing a song to help them learn the letter E.
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you. Tell children to point to the letters and words in their books as they sing them.
- Play the CD again and ask children to sing the song.

Transcript 19
Sing.
- e, e
- /el/, /el/, /el/
- /e/ egg, /el/ egg
- /el/, /el/, /el/
- /e/ e, /el/ e
- /e/ elephant, /el/ elephant
- /el/, /el/, /el/

Find.
- Tell children to find the letter e in the alphabet at the top of the page. Explain that it is the fifth letter of the alphabet.
- Tell children to look at the main picture on the page. Say egg, and ask children to point to the egg. Check that children are pointing to the picture of the egg.
- Say elephant. Check that children are pointing to the elephant.
- Tell children to find the things beginning with the sound /el/ (ball and bird, elk, cat, and elk and egg).
Lesson 4 Song

Vocabulary: 3, 4, knock, count
Materials: CD tracks 20–21, flashcards 13–19, 71–74

Class Book

Warm-up
- Review the words for the toys. Call a child to the front, hold the flashcards for doll and cat in your hand. Say: This is my doll. This is your cat. Have you and Hand me the flashcards to the children. The child answers with you.
- Call another child to join you. Give two different toys (flashcards to the first child). Explain that he or she should give me one to the classmate and keep one. Tell them to use the language you have just modeled. Repeat with several children.

Count 1–4.
- Draw three circles on the board. Say: Three. Count one, two, three. Write the number 3 under them.
- Draw five circles to the right of the first three. Point at each circle as you say: one, two, three, four. Write the number 4 under them.
- Call a child to the front. Say: Three. Encourage the child to point to the 3 on the board. Repeat with other children.

Tell children to open their books at page 19. Tell them to look at the picture of the children.
- Tell them you are going to say a number and they should point to the correct picture. Say: Three. Check that children are pointing to the correct picture. Repeat with four.

Sing 20
- Ask children to tell you what is happening in the picture. (The children are playing with their toys.)
- Point to the objects and ask children to repeat after you. (The children are playing with their toys.)
- Sing the song: "Knock, knock, knock. I know who you are. Knock, knock, knock. I know who you are."

Action:
- Draw something on the board. Say: Knock, knock, knock. I know who you are. Knock, knock, knock. I know who you are.
- Write the number 3 under it. Children repeat "One balloon."
- Draw two balloons next to it. Say: Two balloons. Write the number 2 under them. Children repeat "Two balloons." Be sure to clearly pronounce the "b" sound at the end of balloons. Do not over-emphasize the plural -'s in this activity since counting is the primary focus.

Transcript 21

Find and count.

<table>
<thead>
<tr>
<th>Count the toys.</th>
<th>Count the toys.</th>
</tr>
</thead>
<tbody>
<tr>
<td>One, two, three</td>
<td>One, two, three</td>
</tr>
<tr>
<td>Count the balloons</td>
<td>Count the balloons</td>
</tr>
<tr>
<td>One, two, three, four</td>
<td>One, two, three, four</td>
</tr>
<tr>
<td>Count the red toy</td>
<td>Count the red toy</td>
</tr>
<tr>
<td>One, two, three</td>
<td>One, two, three</td>
</tr>
</tbody>
</table>

Activity Book

1 Write.
- Ask children to tell you the number they see on the top of the table. (3, 4)
- Model the activity. Write the number 2 on the board. Ask children to tell you the number 2. Draw one balloon under the number. Ask: Children respond. Do. Draw another balloon next to the first one. Ask: Children respond. Yes. Ask children what number they can see above the first box and what they can see in the picture. Explain that they must draw three apples in the box, etc.
- Children do the activity. Check that they have drawn the correct number of apples and balloons.

2 Trace and write.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the number 1. Write the number 1 on the lines exactly as it is presented in the Class Book.
- Tell children to practice tracing over the numbers in their books with their fingers.
- Children trace and write the number 1 with their pencils. Check that they are holding their pencils correctly and forming the numbers correctly.
- Repeat the procedure for the number 4.
- Draw writing lines on the board. Call children to the board to write 3 and 4 on the lines. Correct as necessary.
Lesson 5 Letter fun!

To say, recognize, and write the letter f.
To recognize and say the sound /f/.
To develop fine motor control.

Vocabulary: fan, fig

Materials: CD track 22, flashcard Bb, a fig.

Class Book

Warm-up
- Review the sounds and forms of letters a, b, c, d, and e.
- Write the lower case letters a, c, d, and e on the board, then writing three in place of e and i.
- Ask children which letters are missing.
- Call a child to the front. Ask him to write the letter in the correct place, call another child to write the e.
- Repetition: write capital letters, omitting different letters.

Learn the letter.
- Hold up flashcard Bb of the fan. Say: fan. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter f on the board under the fan. Point to it and say /f/.
- Present the word fig by showing a real fan and then drawing one on the board. When the letter f is under it, point to it and say /f/.
- Explain that although the sound of the letter s is the same as the sound of /f/, children are not to say the letter name /f/ when writing or saying the word.
- Write the capital F on the board. Remind children that the letter has the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /f/.
- Tell children that the letter f is the letter of the word fan.
- Point to the letter f as it is presented in the Class Book (see also TP1.11).
- Tell children that they are going to learn how to write the letter f. Tell them to open their books at page 20 and look at the letter f with the arrows.
- Stand with your back to the class as you use your finger to write a capital F in the air. Write the letter correctly as it is presented in the Class Book (see also TP1.15).
- Tell children to copy your action and write a capital F in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case f.
- Tell children to practice tracing over the letters in their books with their fingers.

Sing.
- Tell children that they are going to sing a song to help them learn the letter f.
- Play the CD. Tell children to listen to the song.

Transcript

Sing.

\textbf{f} \textbf{f} \textbf{f} \textbf{f} \textbf{f} \\
\textbf{A}, \textbf{A}, \textbf{A} \\
\textbf{a} \textbf{a} \textbf{a} \textbf{a} \textbf{a} \\
\textbf{f} \textbf{f} \textbf{f} \textbf{f} \textbf{f} \\
\textbf{A}, \textbf{A}, \textbf{A} \\
\textbf{a} \textbf{a} \textbf{a} \textbf{a} \textbf{a} \\
\textbf{f} \textbf{f} \textbf{f} \textbf{f} \textbf{f} \\
\textbf{A}, \textbf{A}, \textbf{A} \\
\textbf{a} \textbf{a} \textbf{a} \textbf{a} \textbf{a}

Find.
- Tell children to find the letter f in the alphabet at the top of the page. Point to the letter and say /f/.
- Tell children to look at the picture of the fan. Say: fan, and ask children to point to the f. Check that children are pointing to the letter of the fan.
- Tell children to find the letter f in the alphabet. Say: fan, and ask children to point to the f. Check that children are pointing to the letter of the fan.

Activity Book

1 Trace and write.
- Tell children to look at page 22.
- Draw writing lines on the board. Point to the lines to show the starting point for forming the capital f. Write the letter on the lines exactly as it is presented in the Class Book (see also TP1.19).
- Have children to practice writing over the letters in their books with the /f/.
- Children trace and write the letter with their pencil. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat the procedure for the lower case f.
- Have more writing lines on the board. Call children to the board to write /f/ and /f/ on the lines. Correct as necessary.

2 Trace and say Colour.
- Tell children to look at the pictures and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the other letters in the pictures with their pencils, and then colour them.
- Tell children to colour the words. They should try to colour outside the lines.

Optional activity.
- Tell children you are going to say a word and they have to write the name and sound of the first letter of the word. You may want to use the flashcards as support.
- Say door. Children say d, /d/. Repeat with boat, car, doll, balloon, apple, and egg.
Lesson 6 Story

Warm-up
- Revise greetings by walking around the class and saying "Hello!" to the children. Encourage them to say "Hello" to each other.

Look and say.
- Tell children to open their books at page 21.
- Remind children that English stories are presented from left to right. Hold up your book and point at the frames in order.
- Say, "Point to picture 1. Check that children are pointing to the picture with the 1 in the corner. Say, "Point to picture 2. Check that children are pointing to the picture with the 2 in the corner. Repeat with pictures 3 and 4.
- Ask children questions about the story in their own language. Who is the cat and the rabbit? (Pat and Jig). What toys can you see? (Ball, car). What is happening in the story? (Pat turns on the fan and Jig rides in the car).

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

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

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

Activity Book

1 Colour and say.
- Tell children to colour the pictures. Ask them to stay inside the lines as well as they can.
- When children have finished, get them to say the number of each toy (robot 1, doll 2, teddy bear 3, books 4).

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

To review the letters and sounds for Ee and Ff
To review the numbers 3 and 4
To develop fine motor control

Materials: flashcards 71–76, 85–86

Activity Book

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

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

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

Progress check 3 (photocopyable) (TB p96)
- Follow the procedure described on page 11 of the introduction.

Numbers Book

Lesson 1

To count and write the number 3

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

2 Count and match.
- Ask children to tell you the names of the toys they can see (doll, balloon, bat, robot).
- Tell them to count the number of each item.
- Ask three dots? Children say No. Ask three balloons? Children say Yes. Tell them to trace the line from the 3 to the balloons.
- Children complete the activity. Check the answers.

Lesson 2

To count and write the number 4
To count from 1 to 4

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

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

To count from 1 to 4
To write the numbers 3 and 4
To develop fine motor control

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

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

Lesson 4

To recognize numbers 2, 3, and 4

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

Lesson 5

To count from 1 to 4
To develop fine motor control

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

Lesson 6

To recognize numbers 1-4
To develop fine motor control

Materials: Flashcards 71-74

1 Colour 1, 2, 3, and 4.
- Hold up each number flashcard for children to say the
  number.
- Stick one number flashcard on the board.
- Tell children to look at page 21.
- Explain in the children's own language that they are going to
  colour only the objects of the picture that have one of the
  numbers on the board in them.
- Depending on the level of your class, you may wish to
  assign a specific colour to each number, e.g., 1 = yellow.
- Tell children to stay inside the lines as well as they can
  with the colouring.
- When children finish, ask them to tell you the toy that is
  revealed in the robot.
Lesson 1

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

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

Materials: CD tracks 25–26, Flashcards 20–29

Class Book

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

Listen and say. 25
- Tell children that they are going to learn the words for the children's school things.
- Play the CD, holding up the flashcard for each school thing as its name is said. Pause after each word so children can point to the object in their books. Check children are pointing to the correct object.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

Transcript 25
Listen and say.
lunch box, water bottle, book, pencil box, bag, pencil, rubber

Listen and find. 26
- Tell children that they are going to say a word and they should point to the object in their books.
- Say the words at random, e.g. water bottle, pencil box, book, pencil, bag, lunch box, rubber. As you say each word, you may like to hold up the flashcard of the object to give children visual support.
- Check children are pointing to the correct object in their books.
- Play the CD and pause after each word. Children listen and point to the object in their books.

Transcript 26
Listen and find.
bag, book, lunch box, pencil, pencil box, rubber, water bottle

Activity Book

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

Optional activity
- Ask two children to bring their pencils, books, and rubbers to the front.
- Model the activity. Pick up one child's book. Say This is your book. Here you are. Give it to the child. Encourage the child to say Thank you.
- The children take turns giving each other their pencils and rubbers.
- Call other children to the front to perform with other objects, e.g. water bottles, lunch boxes, etc.
Lesson 2

To ask and answer about quantity
To ask and answer about age
To notice the final s in regular plurals
To count from 1 to 4.
To develop fine motor control.

Structure: How many...? How old are you?
Materials: CD tracks 27-28, Flashcards 20-26

Class Book

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

Listen and say 27
- Tell children to look at the pictures on pages 22 and 23. In their own language, ask children to say what Baz is doing (drawing or one of the things). Tell children that this is Table 1 in Baz's classroom.
- Tell children that Baz is counting some things in Table 1. Tell them to listen for the things he is counting (boxes and water bottles). Play the CD once to check the answers.
- Point out how when you are talking about more than one boy or water bottle, there is a z sound at the end of the word boy, boys, water bottle, water bottles. Draw a stick figure on the board, and then draw two stick figures to the right of this. Point to the first picture and say boy. Point to the second picture and say boys. Children repeat chorally and individually. Make sure they are pronouncing the final s of the plural word.
- Check that children understand by presenting and drilling plural for vocabulary from previous units, e.g. apple/apples, bird/birds, dog/dogs, etc.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.
- Tell children in their own language that Mrs. Woodward also asks Baz how old he is. Ask children if they can identify that question (How old are you?).

Transcript 27
Listen and say.
Mrs Woodward: Point to table 1. Baz, how many boys?
Baz: One, two, three.
Mrs Woodward: How many water bottles?
Baz: One, two, three, four, four!
Mrs Woodward: Good, Baz! How old are you?
Baz: One, two, three, four, four, four, four!

Sing 28
- Tell children that they are going to learn a song to ask and tell about their age.
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you. Tell children to hold up four fingers as they sing 'I'm four.'
- If some children are five, tell them that they are going to learn the next number in this unit very soon.

Transcript 28
Sing.
How old are you?
I'm four.
How old are you?
I'm four.
How old are you? How old are you?
I'm four, I'm four, I'm four.

Activity Book

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

2 Draw, write and say.
- Ask children to draw a picture of themselves and write their age under it.
- When children have finished, have each child stand at his or her seat and say Hi I'm (name). This is my picture. I'm (age).
- For any children who are five, write 5 as a model for them to copy and teach them to say I'm five.

Optional activity
- Take four water bottles from the class. Put them at the front of the class. Ask How many water bottles? Children count One, two, three, four. Four water bottles.
- Repeat with 1-4 rubbers, pencils, books, lunch boxes, bags, or pencil boxes.
- Encourage children to pronounce the ending correctly for pencil cases and lunch boxes. Model these words several times for children to repeat. Don't try to explain plural forms to children in detail, just encourage them to repeat correctly, without criticizing them for any errors they may make.
Lesson 3: Letter Fun

To say, recognize, and write the letter Gg.
To recognize and say the sound [g].
To develop fine motor control.

Vocabulary: girl, give.
Materials: CD track 29, flashcard 87.

Class Book

Warm-up
- Say Gg. Ask children to give you the name of something beginning with that sound (dog, fig).
- Write the letter Gg on the board. Say Gg and ask children to repeat after you.
- Ask children to name other letters they know (a, b, c, d, e, f, g).

Learn the letter.
- Hold up flashcard 87 with the girl. Say girl. Children repeat the word. Ask children to name the sound of the letter Gg. Have children repeat the letter name and sound several times (Ggg, Ggg, Ggg, Gg, Gg).
- Write the capital Gg on the board. Ask children to trace the letters and say the sound. Remind children that we use capitals for names and lower case letters for words.
- Ask children to suggest a few common names that begin with the sound [g] (Gracie, Greg, Gilly, Grae, etc.).
- Ask children to name other letters they know (a, b, c, d, e, f, g).

Find.
- Tell children to find the letter Gg on the page. Ask children for the name and sound of the letter (Gg). Give children a capital Gg on the board and ask them to name it. Check that children are pronouncing it correctly.
- Say Give. Ask children in their own language if they can think of an example of give in the picture (the teacher giving the girl the elephant rubber).
- Tell children to write the letter Gg in their letters book. Have children name the letter Gg. Remind children to name the letter Gg as you call it.

Activity Book

1 Trace and write.
- Tell children to look at page 27.
- Draw writing lines on the board. Ask children to follow the letters, tracing the capital Gg and the lower case g. Have children repeat the letter.
- Repeat the procedure for the lower case g.
- Draw writing lines on the board. Ask children to write the letter Gg in their books. Remind children to name the letter Gg as they write it.

2 Trace and say. Colour.
- Tell children to look at the picture and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letter correctly.
- Tell children to trace the big letters in the picture with their fingers and then colour them.
- Tell children to colour the rest of the picture. They should try to colour outside the lines.

Optional activity
- Tell children they are going to play a game to review the letters.
- Call a child to the front. Tell him or her to close his or her eyes.
- Write the letter Gg on the board. Ask the child to close her eyes and trace the letter Gg with her finger along the line. Be sure to follow the directions for forming the letter.
- Say What's this? The child answers g.
- Repeat with other known letters and other children guessing.
Lesson 4 Song

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

Vocabulary: 5, Hide.

Class Book

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

Count 1–5.
- Tell children that they are going to learn to count further in English.
- Draw five circles on the board. Say One, Two, Three, Four, Five. Write the number 5 under them.
- Ask How many? Children answer Five.
- Tell children to open their books at page 23. Tell them to look at the pictures at the bottom.
- Tell them you are going to say a number and they should point to the correct picture. Say Five. Check that children are pointing to the correct picture. Repeat with other numbers.

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

Transcript

Sing
Doll and teddy bear
Count to 5
Doll and teddy bear
Count to 5
Doll and teddy bear
Count to 5

Doll and teddy bear
Count to 5
Doll and teddy bear
Ready to hide

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

Activity Book

1 Count, circle and colour.
- Tell children to look at page 28.
- Ask them to tell you the numbers at the left of the page (5, 3, 2).
- Model the activity. Write the number 4 on the board. Ask children to tell you the number 4. Draw five balloons to the right of the number. Ask How many balloons? Children say Five.
- Point to the number 4. Say Count Four. Point to four of the balloons and count One, Two, Three, Four. Circle four balloons.
- Ask children to do the activity. Tell them to count and circle the number of objects indicated by the number at the beginning of each row.
- Check that children have circled the correct number of objects. Tell them to colour the circled objects.

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

Optional Activity
- Sing the How old are you song (CD track 28) for children who are five.
- Call a five-year-old and a four-year-old to the front and have them sing the song to each other.
Lesson 5 Letter fun!

To say, recognize, and write the letter h.
To recognize and say the sound /h/.
To develop fine motor control.

Vocabulary: hand, horse.

Materials: CD track 31, flashcard 19 (optional) flashcards.

Class Book

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

Learn the letter.
- Hold up flashcard 19 of the hand. Say hand. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter h on the board under the hand. Point to it and say/hand/.
- Present the word home by drawing a picture of the sound of a horse. Say/home/ and point to the h on the board.
- Explain that although the sound of the letter h is /h/, the name of the letter is /h/. Have children repeat the letter name and letter sound. Ask who can show you the pictures and letters on the board. /h/, /h/. Hand, /h/.
- Write the capital /H/ on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /h/. If children can't think of any names in their own language, give some examples of English names (Henry, Homer, etc.).
- Tell children that they are going to learn how to write the letter h. Tell them to open their books to page 31 and look at the letters H with the arrows.
- Stand with your back to the class as you use your finger to write a capital H in the air. Write the letter exactly as it is presented in the Class Book (see also TP p.119).
- Tell children to copy your action and write a capital H in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case h.
- Tell children to practice tracing over the letters in their books with their fingers.

Sing.

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

Play the CD. Tell children to listen to the song.
Play the CD again and pause after each line. Sing the line and tell children to repeat after you. Tell children to point to the letters and words in their books as they sing them.
Play the CD again and ask children to sing the song.

Transcript

Sing.

/h/ /h/ /h/
/h/ /h/ /h/
/h/ /h/ /h/
/h/ /h/ /h/

Find.
- Tell children to find the letter h in the alphabet at the end of the page. Ask children for the name and sound of the letter before h (g, j, k).
- Tell children to look at the main picture on the page. Say hand, and ask children to point to a hand in the picture. Check that children are pointing to one of the hands.
- Say hand. Check that children are pointing to the toy horse.
- Tell children to find the things beginning with the sounds /h/ (horse), /j/ (jump), /k/ (kite), and /g/ (go). Ask if there is something beginning with /g/ (give - the girl is giving the horse to the boy).

Activity Book

1 Trace and write.
- Tell children to look at page 29.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the capital H, then the letter on the lines exactly as it is presented in the Class Book (see also TP p.119).
- Tell children to practice raising over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat the procedure for the lower case h.
- Draw more writing lines on the board. Call children to the board to write /h/ and /h/ on the lines. Correct as necessary.

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

Optional activity
- Show flashcard 19 of the hand. Children say/hand/.
- Children write the letter h in the air. Be sure they are forming the letter correctly.
- Repeat with other known letters.
Lesson 6 Story  (2 pages)

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

Vocabulary: pencils, rubbers, books, thank you
Materials: CD track 32, Flashcard 21

Class Book (in blue)

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

Look and say.
- Tell children to open their books at page 27.
- Model children that English stories are presented from left to right. Hold up your book and point at the frames in order.
- Say Point to picture 1. Check that children are pointing to the picture with the 1 in the corner. Say Point to picture 2. Check that children are pointing to the picture with the 2 in the corner. Repeat with pictures 3 and 4.
- Ask children questions about the story in their own language Who are the boy and girl? (Baz and Tia). What school things can you see? (books, pencils, rubbers). What is happening in the story? (Baz is helping his pal pack his bag, but he’s taking some other things).
- Ask the children what they think of Baz’s behaviour. Remind them that they should respect other people’s belongings.

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

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

Transcript
Listen.
- Baz, how many pencils?
- Tia, four pencils?
- Baz, yes.

Listen.
- Baz, how many rubber?
- Tia, two rubber?
- Baz, yes.
- Baz, how many books?
- Tia, three book?
- Baz, yes.
- Baz, give me my things, please.
- Tia, sorry.
- Baz, thank you, Baz.

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

Activity Book (in green)

1 Count. Trace the right number.
- Write the numbers 1 and 2 under the flashcard.
- Call a child to the front to trace over the correct number.
- Ask a child to read the number.
- Tell children to look at page 30.
- Tell children to count the number of items in each picture. Tell them to trace over the correct number.
- Check by asking about each picture. Ask How many pencils? (four pencils) / How many rubbers? (two rubbers) / How many books? (three books), etc.

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

Unit 4 43
Unit 4 Review

To review the letters and sounds for Gg and Hh
To review the numbers 1–5
To develop fine motor control

Materials: flashcards 21–75, 87, 88

Activity Book

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

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

2 Join the dots. Colour.
- Ask children to join the dots for 1–5 on the board in a semi-circle.
- Point to each number and children say its name.
- Draw a line connecting the numbers in order from 1 to 5.
- Change the position of the number flashcards to a zigzag. Call a child to the front to connect the numbers in order.
- Tell them to connect the numbers to complete the horse.
- Children complete the activity by colouring the horse.

Progress check 4 (photocopiable) (TB p97)
- Follow the procedure described on page 11 of the introduction.

Numbers Book

Lesson 1

To count and write the number 5

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

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

Lesson 2

To count from 1 to 5
To recognize a group

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

1 Count and circle groups of 5.
- Tell children to look at page 23.
- Ask children the names of the things in the pictures (books, pencils, pens, boxes, rubber, pigs, apples, balls, teddy bears). Stick the flashcard for each on the board. Draw a line on the board.
- Point at page 23 and ask: How many books? Children respond: Five. Write the number 5 under the flashcard of the book.
- Tell children to circle the five books on page 23 as you circle the flashcard on the board.
- Children complete the activity. Circle the groups of five.
- Check answers by calling children to the front to write the number 5 under the flashcard of the things they circle (books, pencil boxes, pigs, teddy bears).
- Ask children to write the number of pencils, rubbers, apples, and balls under those flashcards.
Lesson 3

To count from 1 to 5
To identify numbers 1 to 5
To develop fine motor control

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

Lesson 4

To count from 1 to 5
To locate items within a picture

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

1 Look, count and write.
- Tell children to look at page 25.
- Ask the children in their own language which items they can see in the large picture. Ask for the names in English.
- As children identify them, stick the flashcards for that item on the board. If children are not able to identify all the items, tell them to look at the column of pictures on the right. Ask them to identify them.
- Explain in the children's own language that they should count the number of each of these items in the large picture.
- Model the activity. Ask how many bags? (Children respond: Four.)
- Help children to identify the bags in the centre of the picture. Children respond: Four.
- Explain to the children that they should put the number 4 next to the flashcard of the bag on the board.
- Children complete the activity.
- Check the answers on the board. Call children to the front to write the number of items next to the appropriate flashcard (books = 5, wagon poles = 4, pencils = 5, balls = 4, cars = 2).

Lesson 5

To count from 1 to 5
To recognize pictures as simple sums
To perform simple sums

1 Count and match.
- Tell children to look at page 26.
- Model the activity. Draw two cats' whiskers on the board. Ask how many cats? (Children respond: Two.)
- Write 2 under the whiskers.
- Draw one larger cat's head to the right of the two heads. Ask how many? (Children respond: One.)
- Write 1 under the cat's head.
- Draw a circle around the three heads. Ask how many cats? (Children respond: Three.)

Materials: flashcards 71-75

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

Lesson 1

Objectives:
- To identify basic shapes
- To identify colours
- To recognize English sounds and spoken words
- To recognize parts of the whole
- To develop fine motor control

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

Materials: CD tracks 33–34, flashcards 27–31

Class Book

Warm-up
- Tell children to look at the picture on pages 28 and 29. Ask the following questions in the children's own language: Where are the children? (Bar and Adam). What are they doing? (learning and looking at shapes).

Listen and say, 33
- Tell children that they are going to learn the words for the shapes and the colours. Draw a circle, a rectangle, a square, and a triangle on the board. Do not use the flashcards to present the shapes since these shapes are coloured.
- Play the CD, pointing to each shape on the board or holding up the flashcard for each colour as its name is said. Pause after each word so children can point to the shape or colour in their books. Check children are pointing to the correct shape or colour.
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

Transcript 33
Listen and say.
circle, square, rectangle, triangle, green, orange, yellow, red, blue

Listen and find, 34
- Tell children that you are going to say a word and they should point to that shape or colour in their books.
- Say the words at random, e.g., circle, triangle, rectangle, square, green, yellow, orange, blue, red. As you say each word, you may like to point to the shape or hold up the flashcard to give children visual support.
- Check children are pointing to the correct shape or colour in their books.
- Play the CD and pause after each word. Children listen and point to the shape or colour in their books.

Transcript 34
Listen and find.
circle, rectangle, square, triangle, blue, green, orange, red, yellow

Activity Book

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

Optional activity
- I hold up the flashcard of your favourite colour. Say My favourite colour is (name of colour). Look very pleased and happy with the flashcard to show that it's your favourite.
- Turn to a child and ask What is your favourite colour? Explain your question in the children's own language if they are confused.
- Ask each child What is your favourite colour? Encourage children to respond My favourite colour is...
Lesson 2

Objectives

- To recognize shapes
- To recognize colours
- To develop fine motor control

Structure: 45 + colour.
Materials: CD track 35, Flashcards 27-35

Class Book

Warm-up
- Review the names of the colours. Hold up each colour Flashcard and ask: What colour is this? Children respond.

Listen and say: 35
- Tell children to look at the picture on pages 28 and 29.
- Tell children that it is teaching Adam about the shapes. Ask children to say the names of the shapes as you draw them on the board in the following order: rectangle, square, triangle, circle.
- Ask children to listen for the shape names and to try to remember the order in which they hear them. Play the CD once.
- Ask children to tell you the order in which they heard the names of the shapes. Write the numbers 1-9 under the shapes (square = 1, circle = 2, rectangle = 3, triangle = 4).
- Play the CD again, pausing after each shape. Children repeat the process critically and individually.

Transcript: 35
Listen and say.

1. It's green, it's a square.
2. It's red, it's a circle.
3. It's yellow, it's a rectangle.
4. It's blue, it's a triangle.

Say and do.
- Hold up the Flashcard of the blue triangle. Say: It's blue, it's a triangle. Encourage children to finish your sentence with triangle.
- Repeat with the Flashcards of the red square, green rectangle, and yellow circle.
- Call a child to the front to hold up the Flashcards for the class to respond.
- Hold up the Flashcard of the blue triangle again. Say: It's a triangle. It's... Encourage the children to finish your sentence with triangle.
- Repeat with the other Flashcards.

Activity Book

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

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

Optional activity
- Ask children to identify the colours of other things they know in English.
- Collect objects from the children, e.g. books, rubbers, bags, water bottles, etc. Be sure to collect objects which are primarily blue, green, red, orange, or yellow.
- Ask: What is this? Children respond: It's a bag. Encourage children to say the colour of the item, e.g. it's orange.
Lesson 3 Letter fun!

To say, recognize, and write the letter i.
To recognize and say the sound /i/.
To develop fine motor control.

Vocabulary: iguana, insect
Materials: CD track 36, flashcard 89

Class Book

Warm-up
- Ask children to say in order the letters of the alphabet they know (a, b, c, d, e, f, g, h).
- Ask children to say in order the sounds of the letters they know (aw /ai/, /ai/, /ei/, /oi/, /ay, /ay, /ay).

Learn the letter.
- Hold up flashcard 89 of the insect. Say iguana. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter i on the board under the insect. Point to it and say /i/ insect.
- Present the word iguana. Tell children to look at page 30 in the book. Hold up the book and point to the iguana. Say iguana. Children repeat the word chorally and individually.
- Explain that although the sound of the letter i is /i/, the name of the letter i is /ig/ /u/ /a/ /n/. Have children repeat the letter name and letter sound, along with the words, several times as you point to the pictures and letters on the board and in the book: /i/, /i/, insect /i/ iguana.
- Write the capital I on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /i/. If children can't think of any names in their own language, give some examples of English names (linguist, image, hotel, etc.).
- Tell children that they are going to learn how to write the letter i. Tell them to look at the letters i with the arrows on page 30.
- Stand with your back to the class as you use your finger to write a capital I in the air. Write the letter exactly as it is presented in the Class Book (see also TE p.179).
- Tell children to copy your action and write a capital I in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case i.
- Tell children to practise tracing over the letters in their books with their fingers.

Sing: 36
- Tell children that they are going to sing a song to help them learn the letter i.
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you. Tell children to point to the letters and words in their books as they sing them.
- Play the CD again and ask children to sing the song.

Transcript 36
Sing:
/i/
i
/i/ iguana, /i/ iguana
/i/ N, /i/ N

Activity Book

1 Trace and write.
- Tell children to look at page 34.
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the capital I. Write the letter on the lines exactly as it is presented in the Class Book.
- Tell children to practise tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat the procedure for the lower case i.
- Draw more writing lines on the board. Call children to the board to write I and i on the lines. Correct as necessary.

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

Optional activity
- Review the capital and lower case letters. Write the capital letters C, D, E, F, G, H, A, on the board.
- Draw writing lines next to each capital letter to help children with the size of the lower case letters.
- Call a child to the front to write the lower case letter next to the (C).
- Repeat with different children writing the other lower case letters.
- Tell children to say the alphabet in order as you point to each letter pair in turn.
Lesson 4 Song

Vocabulary: hungry, sky, singing, insects

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

Class Book

Warm-up
- Mix up five pencils. Ask how many pencils? Children respond five.
- At one o'clock. Ask how many pencils? Children respond four.
- Repeat until you have no pencils. Ask how many pencils? Say no pencils. Children respond chorally and individually.

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

Sing.
- Ask children to tell you in their own language what is happening in the pictures (An iguana is eating some insects). Ask children to say in English the colours of the iguana's skin and leaves.
- Present the word hungry. Say hungry and then hold your stomach as if you are very hungry. Pretend to eat quickly.
- Present the phrase look at the sky by pointing to your eyes and looking out of the window at the sky. Ask children to say it in English and write hungry, look at the sky.
- Present the verse by moving your arms up and down like wings.
- Tell children that they are going to learn a song with the new words and phrases and that they now have extra words in English.
- Say the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you. Tell children to hold their mouths as they sing "Hungry, look at the sky".
- Encourage them to make the sounds in the air for the line "Seven insects flying by, etc.
- Encourage them to look at the ceiling for looks at the sky.
- Ask children what happens when they clap in the song (the guama eats one of the insects).
- Play the CD again and ask children to sing the song as they do the actions.
- For the verses: Two insects... to Five insects... round the CD and repeat the musical backing for children to sing against. (Or else sing unaccompanied for these verses.)

Transcript

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

Seven insects flying by:
The iguana looks at the sky.
[Chap]
Six insects flying by:
Look at the iguana.
It's green and blue.
Look at the iguana.
It's hungry, too!

Five insects flying by:
The iguana looks at the sky.
[Chap]
Four insects flying by:
Look at the iguana.
It's green and blue.
Look at the iguana.
It's hungry, too!

Sing and do.
- Call seven children to the front to be the insects. Give each child a number flashcard. Tell them they should return to their seats when the guamana eats them.
- Call another child to the front to be the guamana. Give the child the green and blue flashcard. Tell the child to hold up the colour cards when these words are sung.
- Sing the song: There is one change parts.

Activity Book

1 Count and circle.
- Tell children to look at page 26.
- Tell them to look at the insects at the top left of the page. Ask how many insects? Children respond seven. Tell them to circle the 7.
- Ask children to do the activity. Tell them to count and say the number of items as they work.
- Check that children have circled the correct number for each item. Ask children to say how many things are in each picture (seven insects, six birds, six guamana, seven crickets, seven butterflies). Encourage children to sound the /a/ at the end of the plural nouns.

2 Trace and write.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the number 6. Write the number on the left side exactly as it is presented in the Class Book.
- Tell children to practice tracing over the numbers in their books with their fingers.
- Children trace and write the numbers with their pencils. Check that they are holding their pencils correctly and forming the numbers correctly.
- Draw more writing lines on the board. Call children to the board to write 6 on the lines. Correct as necessary.
- Repeat with the number 7.
Lesson 5 Letter fun!

Warm-up
- Review the names of the characters with the flashcards.
- Hold up each flashcard. Ask children to say the character's name, stick the flashcard on the board.

Learn the letter.
- Hold up flashcard #6 of the jumping child. Say 'jump'. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter 'J' on the board under the jumping child. Point to it and say 'J'. Children repeat again.
- Explain that although the sound of the letter is /dʒ/, the name of the letter is 'J'. Have children repeat the letter name and letter sound, along with the word, several times as you point to the picture (letter) and letter on the board (/dʒ/, /dʒ/).
- Ask children which character's name begins with the sound /dʒ/. Say 'Jay', focusing on the beginning sound /dʒ/. Remove the other characters' flashcards from the board.

Write the capital 'J' on the board. Ask children why: the J under 'Jig' picture is different from the J under 'Jump'. 'Jig' is the rabbit's name, so we need a capital letter. Remind children that we use capital letters for names and other case letters for other words.
- Ask children to suggest a few common names that begin with the sound /dʒ/. If children can't think of any names in their own language, give some examples of English names (Janes, John, Joan, Jennifer etc.).
- Tell children that they are going to learn how to write the letter 'J'. Tell them to open the books at page 57 and look at the letters 'J' with the arrows.
- Stand with your back to the class as you use your fingers to write a capital 'J' in the air. While the letter ('J') is presented in the Class Book (see also "J p. 19).
- Tell children to copy your action and write a capital 'J' in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case.
- Tell them to practise tracing the letters in their books with their fingers.

Repeat the whole procedure with 'K'. Present 'Kick' using flashcard #9, and 'k' by demonstrating the action. Have children repeat the letter name, sound, and the words 'K', 'Kick', and '/k/' before moving on to looking at the letters in the book.
- Tell children in their own language that 'K' and 'C' sometimes have the same sound. Tell them not to worry about this right now.

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

Transcript
Sing.
- Sing 'J'.
- Sing 'K'.
- Sing 'Jig'.
- Sing 'Jump'.
- Sing 'Kick'.

Find.
- Tell children to find the letters 'J' and 'K' in the alphabet at the top of the page. Ask children for the name and sound of the letter before 'J' and 'K'.
- Tell children to look at the picture at the bottom of the page. Say 'Point to Jig'. Check that children are pointing to 'Jig'.
- Say 'Point to Jump'. Check that children are pointing to 'Jump'.
- Say 'Point to Kick'. Check that children are pointing to 'K' while kicking the ball.
- Tell children to find the things beginning with the sounds /dʒ/ (ball) and /k/ (date).

Activity Book

1 Trace and write.
- Tell children to look at page 56.
- Draw writing lines on the board. Ask them to draw on the lines to show the starting points for forming the capital 'J'. Write the letter on the lines exactly as it is presented in the Class Book.
- Tell children to practise tracing the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat the procedure for the lower case.
- Draw more writing lines on the board. Ask children to write 'J' and 'K' on the lines. Correct as necessary.
- Repeat with 'K'.

2 Trace and say Colour.
- Tell children to look at the picture and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to colour the picture. They should try not to colour outside the lines.
Lesson 6 Story

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

Vocabulary: date, box, chair, ball, jump, ask.
Materials: CD track 8, flashcards 2, 4, 5, 10, 16, 27–33.

Class Book

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

Look and say.
- Tell children to draw their boxes at page 37.
- Remind children that English stories are presented from left to right; hold up your book and point at the names in order.
- Say, Point to picture 1. Check that children are pointing to the picture with the '1' in the corner. Say, Read the picture 1, and ask children to read it.
- Ask children questions about the story in their own language. What is in the story? Rat and Jig. What are they doing? Playing hide and seek. Is it a square or a triangle? Is it a rectangle? It's a square; it's yellow; it's a circle; it's green; it's a rectangle; it's orange.

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

Transcript

Listen.
- Rat: Look! It's red! It's a date.
- Rat: Give me a box.
- Rat: Give me a chair and a ball.
- Rat: Jump, Jig! Jump.

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

Activity Book

1 Match and colour.
- Hold up the colour flashcard for red. Prompt children to say, It's red! Stick it on the top left of the board. Write next to it. Repeat with blue, yellow, green, and orange.
- Tell children to look at page 37.
- Ask them if they can recognize the words in the column on the left (they are the colour words). Explain that these are the colour words and say, You put them on the board.
- Tell children to say, I have a blue box and ask children to say, It's blue.
- Tell children to say noise the words as well as they can.
- Check answers. Children say the shape and name: It's a rectangle; it's red; it's a triangle; it's blue; it's a square; it's yellow; it's a circle; it's green; it's a rectangle; it's orange.

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

Optional activity
- Tell children they are going to practice the sounds of the letters they know with their classmates' names.
- Say the names of a child whose name begins with j and ask children what the children know. Ask that child to stand up. The other children say the first sound of his or her name.
Unit 5 Review  
**To review the letters and sounds for U, A, and I.**
**To review the numbers 6 and 7.**

**Materials:** Flashcard 4

**Activity Book**  
**Page 71**

**Warm-up**
- Review the numbers. Write the number 6 on the board. Ask children to clap six times.
- Repeat with numbers 5, 4, 3.

1 Look and say. Trace the letter.
- Write the letters t, u, and v on the board. Point to each letter and have children say the name and the sound.
- Ask children to come to the front and trace over the correct letter. (Identify using a different colour.)
- Tell children to look at page 38.
- Ask children to say the words for the other pictures (square, line, jump).

2 Count and write.
- Tell children to look at activity 2 on page 38.
- Model the activity. Draw a square on the board. Ask what this is? Children respond it’s a square.
- Draw three more squares next to the first one in a row on the board. Ask how many squares? Children respond six.
- Count the squares, pointing to each one as you count 1-6.
- Write the number 6 on the board.
- Children complete the activity by counting the shapes and then writing the number 6.

**Progress check 5** (photocopyable) (TB p98)
- Follow the procedure described on page 11 of the Introduction.

**Mid-year progress check** (photocopyable)
- This test covers Units 1-5 and can be found on TB pp.104-105.
- Follow the procedure described on page 11 of the Introduction.

Numbers Book  
**Page 20**

**Lesson 1**
**Page 20**

**To count and write the numbers 2, 3, 4, and 5.**
**To count from 4 to 6.**

1 Trace and count. Write.
- Ask the children which number they see at the top of the page (2). Ask them to trace the number with their fingers, starting at the dot, and following the direction of the arrows.
- Ask how many squares? Children respond six.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the 6. Model writing the number 6 on the board while children trace the numbers with their fingers in their books.
- Children trace and write the numbers with their pencils.

2 Count and circle.
- Tell children to look at the second activity on page 28.
- Ask how many triangles? Children respond five.
- Let them to count the number of each shape in their books and circle the correct number.
- Check the answers.

Lesson 2  
**Page 20**

**Lesson objectives**
**To count and write the number 7.**
**To develop fine motor control.**

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

2 Count and draw.
- Tell children to look at the bottom of the page and tell you what they see (kites).
- Ask children to trace the dotted lines of the kites. Tell them to trace as carefully as they can.
- If children finish quickly, tell them to colour the kites.
Lesson 3
To count from 1 to 7.
To write the numbers 1 to 7.
To develop fine motor control.

1 Count and colour.

* Draw five triangles in a row on the board. Say 'Count the triangles'. Children count 1, 2, 3, 4, 5, 6, 7.
* Write the number 3 on the left of the triangles. Call a child to the front to quickly colour in five of the triangles.
* Tell children to look at page 16.
* Explain that they should colour the number of shapes indicated by the number at the beginning of the line.
* Tell children to try to stay inside the lines as well as they can.

2 Trace.

* Draw a line of dotted numbers 5 and 7 on the board.
* Call a few children to the front to trace a number while the other children trace the numbers in their books with their fingers.
* Children trace and write the numbers with their pencils.

Lesson 4
To count from 1 to 7.
To write the numbers 1 to 7.
To develop fine motor control.

1 Trace, match and draw.

* Tell children to look at page 37.
* Model the activity. Draw a dotted line on the board. Draw a circle next to it.
* Trace the number 3. Children say Three.
* Point to the circle. Ask 'What's this?' Children say it's a circle.
* Draw a dotted line across the board. Draw three dotted circles in the right.
* Trace the line and the circles. Explain to children in their own language that you are making three circles. Point to the number 3 and the circle on the left as you explain.
* Children complete the activity.
* Check the answers on the board. Write the number and call children to the front to draw the correct number of shapes next to it.

Lesson 5
To count from 1 to 7.
To locate items within a picture.
To write the numbers 1, 4, 5, 6, 7.

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

1 Look, count and write.

* Review the words bag, pencil, book, triangle, circle, and kite with the flashcards. Stick them on the board.
* Tell children to look at page 32.
* Model the activity. Point to the bag flashcard. Ask children 'How many bags in the picture?' Children say One. Write the number 1 next to the bag flashcard.
* Children complete the activity, counting the number of bags, pencils, books, triangles, lines, and birds.
* Check the answers. Ask 'How many pencils in the picture?' Children say Seven. Write 7 next to the flashcard of the pencils. Repeat with other items (3 books, 6 triangles, 4 lines, 6 birds).

Lesson 6
To count from 1 to 6.
To recognize pairs of the whole.
To develop fine motor control.

Materials: flashcards 28-31

1 Look, colour and count.

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

Unit 5
53
6 My farm

Lesson 1

To identify farm animals
To identify things found outdoors
To recognize English sounds and spoken words
To recognize parts of the whole
To develop fine motor control

Vocabulary: butterfly, donkey, duck, field, flowers, goat, sun
Materials: CD tracks 40–41, flashcards 36–42 (optional), a large envelope

Class Book (Page 39)

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

Listen and say. (Page 40)
• Tell children that they are going to learn the words for some animals on the farm and some outdoor things.
• Play the CD, holding up the flashcard for each animal or thing as its name is said. Pause after each word so children can point to the object in their books. Check children are pointing to the correct object.
• Play the CD again, pausing after each word. Children repeat the words chorally and individually.

Transcript. (Page 40)
Listen and say.
butterfly, donkey, duck, goat, field, sun

Listen and find. (Page 41)
• Tell children that you are going to say a word and they should point to that animal or thing in their books.
• Say the words at random, e.g. flower, sun, field, goat, donkey, duck, butterfly. As you say each word, you may like to hold up the flashcard to give children visual support.
• Check children are pointing to the correct thing in their books.
• Play the CD and pause after each word. Children listen and point to the animal or thing in their books.

Transcript. (Page 41)
Listen and find.
field, flower, donkey, goat, duck, sun, butterfly

Activity Book (Page 39)

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

Optional activity
• Tell children that they are going to play a game.
• Put flashcard 38 of a flower inside a large envelope.
• Hold up the envelope and slowly pull the flashcard out of the envelope. Children watch carefully and say flower as soon as they can identify it.
• Repeat with the other farm flashcards.
Lesson 2

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

Listen and say. 42
- Tell children to look at the picture on pages 34 and 35. In their own language ask children to say what they think the characters are doing (Fred and Bob are talking about the donkey and the butterfly). Play the CD once to check the answer.
- Ask children to say the CD again, listening after each phrase. Children repeat the phrases chorally and individually.
- Ask children to remember what they thought the donkey might be (a horse).

Transcript 42
Listen and say.
Do you look? Tell us it's a horse?
Yes, it isn’t. It’s a donkey.
Do you look? Tell us it's a dude?
Yes, it is.
Yes.
Look at the butterfly, Bob!
Bob: Is it red?
Yes, it isn’t.
Look at the butterfly, Bob!
Yes, it isn’t.

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

Activity Book

1 Find and colour. Say.
- Write the letters a-k on the board. Point to each letter and have children say its name and sound.
- Point to each letter randomly and ask children to give you the name of something beginning with that sound, e.g. cat. cow.
- Tell children to look at page 10 and look at the letters at the top of the page.
- Say Point to letters A. Look at the picture. Then in the children’s own language, tell them to find something beginning with A (in the picture, apple).
- Tell children to colour the letter a and the apples the same colour.
- Children complete the activity, colouring the letters and the objects the same colour.
- Check answers by asking children what they coloured for each letter. a = apples, b = bird, c = cat, d = dates, e = eggs, f = figs, g = goat, h = horse, i = ginger, j = jumping, k = kite.
- Ask children to take it in turns to stand up and point to each letter and object(s) in their books. Encourage them to say the letter name, letter sound, and the word it fits, apples, etc.

Optional activity
- Ask Is it blue? Children respond appropriately.
- Repeat with other known objects in the classroom.
- Choose objects that are red, orange, yellow, blue, or green as these are the only colours children know.
Lesson 3 Letter fun!

Warm-up
- Review the capital forms of letters l, m. Write the lower case letters on the board. Call children to the board to write the corresponding capital letter. Ask children to say the letter name and sound of each letter.

Learn the letter.
- Hold up flashcard 9, the lion. Say lion. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter l on the board under the lion. Point to it and say l, lion.
- Present the word lion. Tell children to look at page 36 in the book. Hold up the book and point to the lion. Say lion. Children repeat the word chorally and individually.
- Explain that although the sound of the letter l is /l/, the name of the letter is /l/. Have children repeat the letter name and letter sound, along with the words, several times as you point to the pictures and letters on the board and on the book. (L, lion; L, lion.)
- Write the capital l on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /l/.

Activity Book

1. Trace and write.
- Draw writing lines on the board. Put dots on the lines to show the starting points for forming the capital L. Write the letters on the lines exactly as they are presented in the Class Book (see also TB p.1). Tell children to trace over the letters in their books with their fingers.
- Children trace and write the letters with their pencils, checking that they are holding their pencils correctly and forming the letters correctly.
- Repeat the procedure for the lower case l.
- Draw more writing lines on the board. Call children to the board to write L and l on the lines. Correct as necessary.

2. Trace and say. Colour.
- Tell children to look at the picture and say the words.
- Children trace over the first letter of each word with their pencils, checking that they are forming the letters correctly.
- Tell children to trace the big letters in the picture with their fingers, and then colour them.
- Tell children to colour the rest of the pictures. They should try not to colour outside the lines.
Lesson 4 Song

To identify, write, and use numbers 8 and 9.

**Vocabulary:** animals, sounds, donkey, (hee-haw), bird (tweet), cat (meow), duck (quack)

**Materials:** CD tracks 44-45. Flashcards 39, 40, 72, 76, 78, 82, 83

**Class Book**

**Warm-up**
- Draw one mango. Ask: How many mangos? (1 or 1st)
- Repeat until you have no mangos. Ask: How many mangos? Say no mangos. Children repeat chorally and individually.

**Count 1-9**
- Tell children that they are going to learn to count further in English.
- Present numbers 8 and 9 as previously (see p69).
- Tell children to open their books at page 37. Tell them you are going to say a number and they should point to the correct picture at the bottom of the page. Say: Nine. Check that children are pointing to the eggs. Repeat with 8.

**Listen and find.**
- Ask children to describe the picture in their own language (in a formal setting with a donkey, ducks, cats, and birds).
- Ask children to say in English the names of the animals they can see. Put the flashcards on the board. Leave the flashcards on the board for the next activity.
- Point and ask children for the sound of each animal.
- Explain that the animal sounds are different in English. Point to the donkey. Say: Hee-haw. Children repeat.
- Repeat with bird (tweet), cat (meow), and duck (quack).
- Tell children that they are going to listen to some children talking about the picture. Tell them to find and count the animals with the children.
- Play the CD. Tell children to listen to the conversation.
- Play the CD again and pause after each animal is counted.
- Call a child to the front to put the correct number flashcard for that animal on the board under its picture. Donkey = 8; bird = 9; cat = 2; duck = 1.

**Transcript**

1. Donkey sound effect
   Girl: Hee-haw.
   Boy: It's a donkey.

2. Bird sound effect
   Girl: Tweet.
   Boy: It's a bird.

3. Cat sound effect
   Woman: How many cats?
   Girl: One, two.
   Boy: Two cats.

4. Duck sound effect
   Girl: Quack.
   Boy: It's a duck.

**Sing.**

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

**Transcript**

Listen to the animal, animal, animal.
Listen to the animal. Here is the sound.
Tweet, tweet, tweet, tweet, tweet (6x)
Is it a bird? A bird! A bird! Yes, it's a bird.
Yes, it's a bird.
Yes, it's a bird.
Yes, it's a bird.
Yes, it's a bird.

Listen to the animal.
[cat verse - meow]
Listen to the animal.
[donkey verse - hee-haw]

Listen to the animal.
[duck verse - quack]

**Activity Book**

1. Count and match.
   - Ask children to do the activity. Tell them to count and say the number of items as they draw the lines.
   - Check that children have matched correctly (from page 9 or onwards, Viennese).

2. Trace and write.
   - Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the number 8. Write the number on the lines exactly as it is presented in the Class Book.
   - Tell children to practice tracing the numbers in their books with their fingers.
   - Children trace and write the numbers with their pencils. Check that they are holding their pencils correctly and forming the numbers correctly.
   - Draw more writing lines on the board. Call children to the board to write 8 on the lines. Correct as necessary.
   - Repeat with the number 9.
Lesson 5  Letter fun!  (See page 30, Reference A)  

To say, recognize and write the letter N.
To recognize and say the sound /n/.
To develop fine motor control.

Vocabulary: rose, nut
Materials: CD back 46, flashcards 81, 85, 92, 94, a nut (optional), paper, string, markers, small buttons.

Class Book    (BLEN)

Warm-up
- Review the final vocabulary children know (apple, dates, egg, fig, lemon, mango).
- Hold up the flashcards for apples. Ask what’s this? Children respond, “It’s an apple.” Stick the flashcard on the board. Repeat with the flashcards for egg and lemon.
- Ask children what all of these things on the board have in common (They are food).

Learn the letter.
- Hold up flashcard 81 of the rose. Say, “Rose. Children repeat the word. Stick the flashcard on the board.
- Write the letter N on the board under the rose. Point to it and say, “Letter N.”
- Present the word nut. Hold up a nut. Say, “Nut.” Children repeat the word in unison and individually.
- Explain that although the sound of the letter is /n/, the name of the letter is N. Have children repeat the letter name and letter sound, along with the words several times as you point to the picture and letter on the board, and hold up the nut (pl. group; N; pl. group).
- While the capital N is on the board, remind children that the letters have the same sound. Have children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /N/ (E.g., children can think of any names in their own language, give some examples of English names (Nathan, Norman, Natalie, Natasha, etc.).
- Tell children that they are going to learn how to write the letter N. Tell them look at the letter N on with the arrows on page 39.
- Stand with your back to the class as you use your finger to write a capital N in the air. While the letter exactly as it is presented in the Class Book (see also TR p. 14).
- Tell children to copy your action and trace a capital N in the air. Check that they are forming the letter correctly.
- Repeat the process for the lower case n.
- Tell children to practice tracing over the letters in their books with their fingers.
- Sing: 46
- Tell children that they are going to sing a song to help them learn the letter N.

Activity Book  (BLEN)

1 Trace and write.
- Tell children to look at page 43.
- Draw writing lines on the board. Place dots on the lines to show the starting point for forming the letter N. Write the letter on the lines exactly as it is presented in the Class Book (see also TR p. 14).
- Tell children to practice tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat the procedure for the lower case n.
- Draw writing lines on the board. Call children to the board to write N and n on the lines. Correct as necessary.

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

Optional activity
- Give each child a large sheet of paper. Help them to write a letter from memory. If you wish, you may want to assign a letter to each child so that all letters are covered.
- Children give bits of paper, string, macaroni or small buttons along the lines of their letters.
- When the collage is dry, the children run their fingers along the letters.
- Children say the alphabet and hold up their letter when it is said.
Lesson 6 Story

Follow the left to right sequence of English.

To develop listening skills in English.

To understand and enjoy a story.

To revise and consolidate language introduced in the unit.

To revise letters a, d, e, g, h, i, l.

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

Materials: CD track 47, Flashcard 47, paper for each child to draw a farm animal or item.

Class Book (Page 18)

Warm-up:
- Ask children to draw a picture of their favorite thing found on a farm.
- Ask a child to stand up and show his/her picture. Ask: Is it a donkey? Challenge children appropriately. Repeat with other children. If a child has drawn a butterfly, a horse, a donkey, or field, draw each item on the board and ask: What is this?
- Arrange several of the children’s drawings on the board. Explain the children’s own language that this is the class farm. Point to the group of pictures and say: farm.

Look and say:
- Tell children to open their books at page 39.
- Ttend children that English stories are presented from right to left. Hold up your book and point at the frames in order.
- Say Point to picture 1. Check that children are pointing to the picture with the “.” in the corner. Say Point to picture 2. Check that children are pointing to the picture with the “.” in the corner. Repeat with pictures 3 and 4.
- Ask children questions about the story in their own language. Where is the barn? (For the barn, know it’s a barn.) (If outdoors, and there’s a field, a horse, and a butterfly, it’s a butterfly in each picture?) (Yes).

Listen. (47)
- Tell children that they are going to listen to the story.
- Play the CD and pause between each frame. Don’t ask children to refer at this stage of the lesson.
- Ask children to write down in their own language what they understand. Play the CD again if necessary.

Transcript (47)
- Put: Is it a butterfly? Yes, it’s it.
- Put: Is it a donkey? Yes, it isn’t it’s a horse.
- Put: Is it a field? No, it’s it’s.
- Put: Is it a farm? Yes, it’s it.

Listen and act. (47)
- Play the CD again, pausing after each frame. Children should repeat the sentences slowly and individually. Children should repeat the lines they hear, not the lines under the pictures.
- Tell the class that they are going to act out the story using the class farm.
- Call two children to come to the front. Encourage one child to call out a butterfly and ask: Is it a butterfly? The other child responds yes; it’s Continue with the other lines of the story.
- Tell the children to point to a picture from the class farm as they say the lines. For the final two lines, have the child ask the question, making a circular motion around the farm.
- Call other children to the front to act out the story.
- Help children to perform by prompting their lines and telling them to repeat.

Activity Book

1 Say and write the letter.
- Tell children to look at page 44.
- Ask them what all the pictures have in common (They are all animals).
- Ask children to say the name for each animal, hold up your book and point to each animal as children say its name.
- Children complete the activity.
- Check answers. Have children say the name of each animal and the first letter’s name and sound. (cat-f-c, duck-d-d, dog-d-g, elephant-e-e, goat-g-g, horse-h-h, sheep-s-e, hen-h-h, donkey-d-d, farm-f-f).

Optional activity
- Tell children that they are going to play an animal game.
- Explain that you are going to proceed to be a animal and they have to guess which and then say its name in English.
- Pretend to be an elephant. Use one of your arms as a trunk and the other as a big floppy ear.
- The first child to correctly come to the front to act out the next animal. Have the child keep the animal in your ear so that you can help him/her with the class if the class can’t guess.
- Sing the animal song from Lessons 4 and 5 track 49).
Unit 6 Review

To review the letters and sounds for L, Mm, and Nn.
To review the numbers 8 and 9.

Materials: flashcards 92

Activity Book

Warm-up
- Review the numbers. Tell children to write the numbers they hear.
- Say 1, 2, 3, 4, 5, 6, 7, 8, 9, pausing between each number.
- Write the numbers 1-9 on the board. Call a child to write the first number you said (1). Repeat with five other children for numbers 2-9.

1 Match and colour.
- Write the letters L, M, and N in a column on the board. Point to each letter and ask children to tell you the name and the sound.
- Model the activity. Show the child the letter on the board to the right of the letters. Ask: What is the? Children say a lemon.
- Ask the child to write the letter name and sound at the beginning of a sentence (L). Draw a line from the L to the lemon.
- Tell children to look at page 45.
- Ask children to say the words for the pictures (moose, lion, lemon, Noah’s Ark, moon). Children draw lines from the letters to the correct pictures. Check the answers.
- Children who finish quickly can colour the pictures.

2 Count and circle.
- Tell children to look at activity 2 on page 45.
- Ask children which numbers they can see on the page 8 and 9.
- Draw eight more simple flowers next to the first one in a row on the board. Write the numbers 8 and 9 to the right of the row. Ask: How many flowers? Point to each and count aloud 1, 2, 3, 4, 5, 6, 7, 8. Write the number 9 beside the letter 9.
- Children complete the activity. Tell them to count each flower to themselves as they work.
- Check by asking: How many flowers? How many (8, 9) flowers?

Progress check 6 (photocopiable) (TB p99)
- Follow the procedure described on page 11 of the introduction.

Numbers Book

Lesson 1

To count and write the number 8.
To count from 8 to 9.

1 Trace and count. Write.
- Tell children to look at page 34.
- Ask the child which number they see at the top of the page 8. Ask them to trace the number with their fingers, starting at the dot, and following the direction of the arrows.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the 8. Model writing the number 8 on the board while children trace the number with their fingers in their books.
- Children trace and write the numbers with their pencils.

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

Lesson 2

To count and write the number 9.
To count from 9 to 9.

1 Trace and count. Write.
- Tell children to look at page 35.
- Ask the child which number they see at the top of the page 9. Ask them to trace the number with their fingers, starting at the dot, and following the direction of the arrows.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the 9. Model writing the number 9 on the board while children trace the numbers with their fingers in their books.
- Children trace and write the numbers with their pencils.

2 Trace, count and match.
- Tell children to look at the bottom of the page and tell you what numbers they see (7, 8, 9). Write these numbers on the board.
- Say Count the goats. Children count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 goats.
- Tell children to trace the number 7 and the dotted line connecting it to the goats (tracing from left to right).
Lesson 3

**Objective:**
- To write the numbers 8 and 9.
- To count from 1 to 9.
- To develop fine motor control.

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

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

Lesson 4

**Objective:**
- To review shapes and colours.

**Materials:**
- flashcards 22, 29, 30, 31.

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

Lesson 5

**Objective:**
- To count from 1 to 9.
- To recognize pictures as simple sums.
- To perform simple sums.

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

Lesson 6

**Objective:**
- To review the numbers 7, 8, and 9.
- To recognize parts of the whole.
- To develop fine motor control.

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

Lesson 1  

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

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

Class Book  

Warm-up:
- Tell children to look at the picture on pages 40 and 41. Ask the following questions in the children's own language:
  - How are the children? (Run, Adam, and Ted). Where are they? (At home). What are they doing? (Helping their mum by putting the laundry away). Why is it important to help at home? (It shows respect for our parents and helps them).

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

Transcript  

Listen and say:
- shirt, socks, trousers, shorts, jumper, skirt, shoes

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

Transcript  

Listen and find:
- shirt, trousers, skirt, shorts, jumper, shoes, socks

Activity Book  

1 Find and colour. Say.
- Tell children to look at page 46.
- Ask children to name the clothing at the top of the page in order from left to right. As they say each word, point to the item on the board.
- Ask children to look at the picture of Run helping. Ask them in their own language what is happening in the picture. (The clothes are falling out of the laundry basket).
- Match the activity. Point to the shirt at the top of the page. Ask children in their own language to find the shirt (in the basket). Tell them to colour it. Say shirt. Children repeat.
- Children complete the activity. Remind them to say the word after they colour it.
- Tell children to stay inside the lines as well as they can when colouring.
- Check answers by asking children to describe in their own language what the item of clothing is.

Optional activity:
- Give each child a sheet of paper. Tell them to draw their favourite shirt or jumper and colour it.
- Call a child to the front with his or her picture. Have them show it to the class and colour it in English. For example, this is my jumper in blue. If a child has used a colour not known in English, do not expect them to describe the colour of the item.
- Repeat with other children.
Lesson 2

To ask and answer questions about colour:
To make polite requests
To develop fine motor control
To review colours

Structure: What colour is it? What is it? What is the colour of it?

Vocabulary: please, give

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

Class Book

Warm-up

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

Listen and say. 50

Tell children to look at the picture on pages 39 and 41. In their own language, ask children to say what they think the characters are doing (Ben and Zoe are sorting out the clothes by giving each other their clothing). Play the CD once to check the answer.

Say the sign again, asking children to repeat the phrases chorally and individually.

Tell children in their own language that when we ask someone to give us something, we say please to show politeness.

Transcript 50

Listen and say.

Ben: Please give me my socks.
Zoe: What colour are they?
Ben: They’re red. (pause) Thank you.

Zoe: Please give me my jumper.
Ben: It’s green. (pause) Thank you.

Say and do.

Point to the flashcard of the socks. Ask What colour are they? Children respond They’re red.

Point to the jumper. Ask What colour is it? Children respond It’s green.

Repeat with the flashcards of other clothing items. For items which are a colour children don’t know, allow children to respond to the English question in their own language.

Activity Book

1 Colour.

Tell children to look at page 47.

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

Optional activity

- Practise the structure with classroom objects. Hold up three yellow pencils. Ask What colour are they? Children respond They’re yellow.
- Repeat with other objects (like key to choose items that are the same colour). Ask about single items too. For example, hold up a green rubber and ask What colour is it? Children respond It’s green.
- If any children feel confident enough, allow them to hold up items and ask the questions.
Lesson 3 Letter fun! (Unit 7)

Vocabulary: octopus, ostrich, pat, pink
Materials: CD (track 5), Flashcards 2–5, 95, 96

Class Book

Warm-up
- Stick the character flashcard for Adam, or and pig on the board. Point to each as children say the names.
- Point to the flashcard of Adam. Say /æ/ Adam. Ask children of the name of the first letter of Adam's name (A).
- Write a lower case a on the board under Adam's name. Ask children if it is the correct form of letter /æ/, i.e., it is a name, so we need a capital letter – A.
- Repeat with pig and Zig.

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

Sing: 3.1
- Tell children that they are going to sing a song to help them learn the letter O and P.

Activity Book

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

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

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

Transcript 3.1

Sing.

/p/ pig, pink

/p/ pig, pink

/p/ pig, pink

/p/ pig, pink

/p/ pig, pink

/p/ pig, pink

/p/ pig, pink
Lesson 4 Song

Warm-up
- Write the numbers 1–10 on the board.
- Give the flashcards for numbers 1–10 to nine children.
- Ask the rest of the class to count from 1–9 while you point to the numbers on the board for visual support. As each number is said, the child with that flashcard should stand up.
- Ask the children to count backwards from 9–1 while you point to the numbers on the board for visual support. As each number is said, the child with that flashcard should sit down.

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

Sing.
- Ask children to tell you in their own language what is happening in the picture. (A boy is sitting with some birds. Bird calendars and the birds are moving their arms up and down. The boy is flapping his wings.)
- Remind children of the words. Say By and move your arm up and down. Say wings. Present By by moving quickly toward the door, still flapping your arms like wings.
- Present come back by having a child wave at the door. Stand at the child’s seat. Say Come back as you motion for him or her to return to the seat. Present the phrase home with me by asking a child to come to the front. Say Sit down here with me. Encourage the child to sit down in your chair while you stand very close to him or her. Motion that you and the child are a pair as you say here with me.
- Tell children that they are going to learn a song with the new words and phrases and all the numbers they now know in English.
- Play the CD. Tell children to sing in the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you.
- Encourage them to wave their fingers in time to the song. For the line ten birds here with me, etc.
- Pay the CD again and link children to sing the song as they do the actions.
- For the verses flight birds. . . . to Ten birds. . . . rewind the CD and repeat the musical backing for children to sing again (or echo sing unaccompanied for these verses).

Transcript

Sing.
- Ten birds here with me
- Look at that, it’s a cat
- Fly away, bird, fly away bird!
- How many birds here with me?
- None.
- Nine birds here with me
- Look at that, it’s a cat
- Fly away, bird, fly away bird!
- How many birds here with me?
- Fight.

[10 VIC]

One bird. . . . with me
- Look at that, it’s a cat
- Go away cat. . . .
- Come back, birds, come back.

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

Activity Book

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

2 Count, circle and colour.
- Tell children to look at the second activity on page 49.
- Ask them to tell you the numbers on the left of the page (10, 9, 8, 7, 6).
- Model the activity. Write the number 10 on the board. Ask children to tell you the number 10. Draw ten stars on the right of the numbers. Ask how many skirts? Children say ten.
- Point to the number 10. Say Count ten. Point to the skirts and count One, two, three, four, five, six, seven, eight, nine, ten. Circle the ten skirts.
- Ask children to do the activity. Tell them to count and circle the number of objects indicated by the number at the beginning of the row.
- Check that children have circled the correct number of objects. Tell them to colour the circled objects.

Belt 7
Lesson 5 Letter fun!

To say, recognize, and write the letter Qq
To recognize and say the sound /kwi:/
To develop fine motor control

Vocabulary: queen, quiet
Materials: CD track 53, flashcards 1, 95-97

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

Learn the letter.
- Hold up flashcard Q of the queen. Say queen. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter Q on the board under the queen. Point to it and say /kwi:/ queen.
- Present the word quiet. Hold your fingers to your lips to make the quiet sign. Say quiet. Repeat the word again in a very soft voice. Children repeat the word softly and individually.
- Write the capital Q on the board. Remind children that the letter has the same sound. Mention children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /kwi:/, if children can think of any names in their own language, give some examples of English names (Queen, Quincy, etc.).
- Tell children that they are going to learn how to write the letter Qq. Point to the letters Qq with the arrow on page 94.
- Stand with your back to the class as you use your finger to write a capital Q in the air. Write the letter exactly as it is presented in the Class Book (see also TB p. 19). Tell children to copy your action. Write a capital Q in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lowercase q.
- Tell children to practice tracing over the letters in their books with their fingers.

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

Transcript 53

Sing.
q, q, q /kwi:/, /kwi:/, /kwi:/, /kwi:/, /kwi:qui:nt, /kwi:/
/kwi:/, /kwi:/, /kwi:/
/kwi:/, /kwi:/, /kwi:/
/kwi:/, /kwi:/, /kwi:/
/kwi:/, /kwi:/, /kwi:/

Find.
- Tell children to look at the main picture on the page. Ask children the name and sound of the letter before Q (e.g., p).
- Ask children to look at the main picture on the page. Ask children the name and sound of the letter after Q (e.g., r).
- Tell children in their own language to find an example of the sound /kwi:/ in the picture. Children point to the woman making the quiet sign.
- Tell children to find the things beginning with the sound /g/ (gift, give, hH/hand/ and /kwi:/ (queen).

Activity Book

1 Trace and write.
- Tell children to look at page 59.
- Show writing lines on the board. Put dots on the lines to show the starting points for forming the capital Q. Write the letter on the lines exactly as it is presented in the Class Book (see also TB p. 19).
- Tell children to practise tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat the procedure for the lowercase q.

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

Optional activity
- Tell children that they are going to play a game. Tell them you are going to say some letters very quietly and they have to listen carefully and write them down.
- Say a, e, i, o, u, silent /kwi:/ (quiet). Give children time to write them down.
- Ask children the letters they heard.
- Call a child to the front to write the letters a and /kwi:/ on the board.
- Repeat with other letters. Do not give more than one or two letters at a time since it is still difficult for children to write at this stage.
Lesson 6 Story

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

Look and say.
- Tell children to open their books at page 45.
- Remind children that English stories are presented from left to right. Hold up your book and point at the frames in order.
- Say: Point to picture 1. Check that children are pointing to the picture with the 'l' in the corner. Say: Point to picture 2. Check that children are pointing to the picture with the '2' in the corner. Repeat with pictures 3 and 4.
- Ask children questions about the story in their own language. Who are the people in the story? (Miss, Lisa, and Tony). Which was Tony's favourite? (Floral trousers). What colour was Tony's t-shirt? (Red). What did Tony wear? (Yellow trousers). How do you know? (The clothes are too small).

Listen. 54
- Tell children that they are going to listen to the story.
- Play the CD and pause between each frame. "Don't" ask children to repeat at this stage of the lesson.
- Ask children to tell you in their own language what they understood. Play the CD again if necessary.

Transcript 54
- Ini Baz, please give me my shirt.
- Ini What colour is it?
- Ini It's yellow.
- Ini Baz, please give me my trousers.
- Ini What colour are they?
- Ini They're blue.
- Ini Baz, please give me my socks.
- Ini What colour are they?
- Ini They're red.
- Ini Oh sorry! They're my clothes.

Listen and act. 54
- Play the CD again, pausing after each frame. Children repeat the sentences, chorally and individually. Children should repeat the lines they have not yet heard under the pictures.
- Tell the class that they are going to act out the story using the flashcards for shirt, socks, and trousers.
- Call two children to come to the front. Encourage one child to ask: Please give me my shirt. The other child responds: What colour is it? The first child responds: Yellow. The other child hands over the flashcard of the yellow shirt. Continue with the other lines of the story.
- Call other children to the front to act out the story.
- Help children to perform by prompting them by lines and telling them to repeat.

Activity Book. 54
1 Join the dots. Colour.
- Write the letters a / a on the board in a snaking pattern that makes a circle.
- Point to each letter and children say its name.
- Draw a line connecting the letters in order from a to z.
- Repeat with letters i to g.
- Tell children to look at page 46. Ask children to identify the clothing (jumper, skirt, socks, trousers).
- Tell them to connect the letters to complete the colouring.
- Children complete the activity by colouring the clothing.

Optional activity
- Tell children that they are going to play a game.
- Explain that you are going to say the name of a piece of clothing and the children have to touch the item on their bodies.
- Say: skirt, socks, shoes. Children touch their shirt, their socks, and their shoes.
- Repeat with other clothing words and longer lists of items.
- Say the words more quickly, and then say them very quietly to calm the children down.
Unit 7 Review

To review the letters and sounds for Cu, Pn, and Qn
To review the numbers 1–10

Materials: flashcards 3, 95, 97

Activity Book

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

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

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

Progress check 7 (photocopiable) (TB p100)
- Follow the procedure described on page 11 of the Introduction.

Numbers Book

Lesson 1

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

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

2 Count and draw.
- Tell children to look at the second activity on page 40.
- Ask What is different about some of the jumpers? They have blue and brown spots. Tell children to trace the dotted jumpers.
- Ask children to count all the jumpers. Tell them to point to each jumper and count aloud with you. Say 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Lesson 2

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

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

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

2 Write the next number.
- Tell children to look at the bottom of the page and tell you what numbers they see (6, 7, 8, 9). Ask the children to name the numbers 6, 7, 8, 9. Write the number 10 beside the flashcards for 10.
- Children complete the activity in their books.
- Check children’s work.
- Follow the procedure described on page 11 of the Introduction.
Lesson 3

Materials: flashcards 71–80

1. Follow the numbers.
   - Ask the children to look at page 44.
   - Show the number flashcards for 1–10 on the board, and ask the children to say their names.
   - Draw a line connecting the numbers in order from 1–10. Ask the children to follow the line and say the sequence.
   - Tell the children to look at page 45. Explain that the ostrich has lost its egg. Ask them to help the ostrich get her egg. They should ignore any numbers which do not follow on in sequence.

Lesson 4

Materials: flashcards 71–80

1. Count and match.
   - Ask the children to look at page 45. Explain that they are going to count the number of objects in the boxes and match them to the correct number on the left.
   - Model the activity. Draw a circle in the middle of the board. Write 6 on the left of the board. Ask how many circles there are. Children respond. Draw a line from the circle to the 6.
   - Children complete the activity in their books.
   - Check the answers. Ask How many...? for each object: 6 shoes, 7 octopuses, 8 ducks, 5 rocks, 10 butterflies.

Lesson 5

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

1. Look, count, and write.
   - Ask the children to look at page 44.
   - Ask the children to identify each item in the flashcards and write the number of each item in the large picture. Ask the children to identify the items. Ask them to count the number of each item in the large picture.
   - Model the activity. Ask How many jumpers? Help the children to identify the jumpers in the picture. Children respond. Write the number 7 next to the flashcard of the jumper on the board.
   - Children complete the activity.
   - Check the answers on the board. Ask the children to count the number of each item in the picture. Write the number next to the flashcard of the item. Ask the children to identify the items.
   - Explain the children in their own language the number of each item in the picture.

Lesson 6

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

   - Ask the children to look at page 45. Ask the children to count the number of dots and draw a line connecting them in order from 1–10. Ask the children to identify the dots. Ask the children to join the dots.
   - Tell them to count the number of objects in the correct boxes, starting at number 1, to draw the queen's crown.
   - When the children have finished, have them colour the picture. Tell them to stay inside the lines as well as they can.
Lesson 1
To identify parts of the body
To recognize English sounds and spoken words
To recognize parts of the whole
To develop fine motor control

Vocabulary: arms, ears, eyes, feet, fingers, head, legs
Materials: CD tracks 55–56, flashcards 50–56

Class Book (Pages 44–46)

Warm-up
- Tell children to look at the picture on page 46 and 47. Ask the following questions in the children's own language: What is she/he doing? Put the words in the correct order, e.g. (Put on, leg). What are they doing? (Walking and looking at a picture). What is the picture? (a person).

Listen and say. \( \frac{55}{55} \)
- Tell children that they are going to learn the words for some parts of the body.
- Play the CD, holding up the flashcard for each part of the body as its name is said. Pause after each word so children can point to the part of the body as they hear it. Check children are pointing to the correct part of the body. (Can we say fat or leg?).
- Play the CD again, pausing after each word. Children repeat the words, choosing and individually.

Transcript. \( \frac{55}{55} \)
Listen and say.
ears, eyes, head, arms, finger, legs

Listen and find. \( \frac{56}{56} \)
- Tell children that they are going to say a word and they should point to that part of the body in their books.
- Say the words at random, e.g. head, arm, fingers, leg, ear, eyes, feet. As you say each word, you may like to hold up the flashcard or point to that part of your body to give children visual support.
- Check children are pointing to the correct thing in their books.
- Play the CD and pause after each word. Children listen and point to the part of the body in their books.

Transcript. \( \frac{56}{56} \)
Listen and find.
ears, eyes, fingers, arm, ears, head, feet

Activity Book (Page 33)
1 Match and colour. Say.
- Put the flashcards for arms, ears, eyes, feet, fingers, head, and legs in two columns on the board. Leave an empty space between the columns. Point to each flashcard and have children say the words for the parts of the body.
- Tell children to look at page 53.
- Draw a stick figure on the board. In the space between the flashcards, the stick figure should have all the body parts shown in the pictures.
- Tell children to look at the first picture in the left column on the board (arms). Ask them in their own language where the arms are on the stick figure. Draw a line from the flashcard of the arms to the arms on your stick figure.
- Tell children to match the parts of the body in small pictures on page 53 to the body in the centre of the page. They should say the words aloud as they match them.
- Children complete the activity.
- Check answers by calling children to the board to match the parts to the whole.
- Ask children to colour the picture of the boy. Tell them to stay inside the lines as well as they can.

Optional activity
- Tell children that they are going to play a game.
- Tell them that you are going to say a part of the body and they have to touch that part of their body.
- Model the activity. Say head. Put your hands on your head. Encourage children to do the same.
- Repeat with the other parts of the body. Say the words faster to make the game more challenging. Say the words quietly to motivate children to pay attention.
Lesson 2

Warm-up

- Revise the names of the parts of the body. Stick the flashcards on the board. Say Point to the ear. Children respond. Repeat with other words.
- Put the flashcards of Pat and Pig on the board. Say Point to Pat. Children respond. Repeat with Pig. Ask children to say how many ears Pat and Pig have. (Two, a cat, Pig is a rabbit.)
- Point to Pat. Say ear. Point to Pig. Say rabbit. Children repeat chorally and individually.

Listen and say. 567

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

Transcript 567

Listen and say.

Sy I've got ears.
Pat I've got ears, too.
Jig I've got eyes.
Pat I've got eyes, too.
Jig I'mm... I've got four legs.
Pat I've got four legs, too.
Jig Oh no! I've got no fingers.
Pat Of course not! You're a rabbit!

Say and do.

- Hold up the flashcard of the eyes. Look at it and say I've got ears. As you say this, point to your own eye. Encourage children to say I've got eyes as they point to their own eyes.
- Hold up the flashcard of the ears. Say I've got ears as you point to your own ear. Children repeat I've got ears as they point to their own ears.
- Repeat with the other flashcards, pointing to yourself to emphasize the I've got.
Lesson 3 Letter fun

To say, recognize, and write the letter R.
To recognize and say the sound of /r/.
To develop fine motor control.

**Vocabulary:** rabbit, run.

**Materials:** CD track 58, Flashcard 98 (optional) Flashcards B1, B3, B5, B6.

**Class Book**

**Warm-up**
- Reveal the capital forms of letters and write the lowercase letters on the board. Call children to the front to write the corresponding capital letter.
- Ask children to say the name and sound of each letter.

**Learn the letter.**
- Hold up Flashcard 98 of the rabbit. Say rabbit. Children repeat the word chorally and individually. Stick the /r/ in on the board.
- Write the letter on the board, under the /r/. Point to /r/ and say /r/, rabbit.
- Prevent the word run by running in place. Point to the letter /r/ on the board. Ask the children to repeat the word /r/ and say /r/, run. Children repeat the word chorally and individually.
- Explain that although the sound of the letter /r/ is /r/, the name of the letter is R. Have children repeat the letter-name and letter sound, along with the words, several times, as you point to the picture and the letter on the board, and mime running /r/ (rabbit, /r/, run).
- Write the capital R on the board. Remind children that the letters have the same sound. Remind children that we use the capital letter R for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /r/. If children can’t think of any names in their own language, give some examples of English names (Robert, Richard, Mitchell, etc.).
- Tell children that they are going to learn how to write the letter R. Tell them to open their books to page 48 and look at the letter R with the lowercase.
- Stand with your back to the class as you use your finger to trace the capital R in air. Write the letter exactly as it is presented in the Class Book (see also TB p.119).
- Tell children to copy your actions and write a capital R in air. Check that they are forming the letter correctly.
- Repeat the procedure for the lowercase case.
- Tell children to practice tracing over the letters in their books with their fingers.

**Sing.** 58
- Tell children that they are going to sing a song to help them learn the letter R.
- Play the CD. Tell children to listen to the song.
  - Play the CD again and pause after each line. Sing the line and tell children to repeat after you. Tell children to point to the letters and words in their book as they sing them.
  - Play the CD again and ask children to sing the song.

**Activity Book**

1 Trace and write.
- Tell children to look at page 53.
- Draw writing lines on the board. Put a dot on the lines to show the starting points for forming the capital R. Write the letter on the lines exactly as it is presented in the Class Book (see also TB p.119).
- Tell children to practice tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat the procedure for the lowercase case.
- Draw more writing lines on the board. Call children to the board to write R and run the lines. Correct as necessary.

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

**Optional activity**
- Put the Flashcards for apple, egg, linen, and octopus on the board. Note that these are the vowels; children have learned so far, but you need not direct their attention to this.
- Say a word. Call a child to the front to touch the correct picture (apple).
- Tell the class to say the letter name and its sound (a) as the child touches the picture.
- Repeat with the other letters and pictures.
Lesson 4 Song

Class Book

Warm-up
- Hold up your hand. Point to the fingers. Ask how many fingers. Children respond five.
- Hold up two hands. Say I've got ten fingers. Children repeat chorally and individually.
- Repeat with your arms, legs, and nose.

Count.
- Tell children to look at page 49 in their books.
- Ask questions about the picture in the children's own language, how many children? (Three), What are they doing? (Waving and jumping to different parts of their bodies).
- Hold up the book. Point to the boy doing a handstand. Ask how many? Children respond two.
- Present the word toes. Point to a CD of the toes on the board. Point to it and say ten. Say Point to your toes. Children respond.

Sing. 59
- Tell children that they are going to learn a song about their bodies.
- Present the word arm. Draw a circle on the board. Ask What's this? Children respond it's a circle. Draw a much smaller circle next to it. Ask What's this? Children respond it's a circle. Say Yes, it's a circle. Ask. As you say the word, show a small amount between your thumb and first finger.
- Point to the big circle. Ask a small? Children respond no, it's not.
- Play the CD. Tell children to listen to the song. Play the CD again and name each letter. Sing the line and tell children to repeat after you.
- Tell children to hold up their fingers and point to their bodies as they sing.

Transcript 59
Sing.
I've got two arms
I've got ten toes
I've got two legs
I've got ten toes
You've got two arms
You've got ten toes
You've got two legs
You've got ten toes

Sing and do. 59
- Call four children to the front. Have them stand in pairs across from each other.
- Tell them to hold their fingers and point to their toes, arm, and nose at the appropriate parts of the song.
- Tell them to point to those parts of their bodies and nose during the second verse.
- Sing the song.
- Repeat with other children at the front.

Activity Book

1 Draw and colour.
- Tell children to look at page 50.
- Explain that they are going to draw their hands.
- Model the activity. Fix your hand on the board and trace around it with a pen or chalk.
- Tell children to trace their hands with the rubber end of the pencil. Then have them colour with the pencil point down.
- Tell children to colour their hands in their books.

2 Colour the letters R and r.
- Write the letters R, P, A, E, and r on the board in random order.
- Point to each letter as children say its name and sound.
- Ask children in their own language which two letters are the same at and circles them.
- Ask children to open their books at page 50. Tell them to put the first letter on the left of the picture. Explain that they have to find the path of letters by the water to the towel. Tell them to colour the letters R and r they see.

Unit B 73
Lesson 5 Letter fun!

To say, recognize and write the letters Ss and Tt.
To recognize and say the sounds /s/ and /t/.
To develop fine motor control.

Vocabulary:
- Letter: S, T
- Sound: /s/, /t/
- Flashcards: S, T

Materials: CD track 60, Flashcards 1-9, 95, 109

Class Book

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

Learn the letter.
- Hold up flashcard 94 of the see-saw. Say see-saw. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter on the board under the see-saw. Point to it and say /æ/ sound.
- Present the word sing by saying: Point to the letter S on the board as you sing the word sing. Children repeat the word chorally and individually.
- Explain that although the sound of the letter /æ/ is not the same in all words, children can see how the letter S is used in words.

Find.
- Tell children to find the letters S and T in the alphabet at the top of the page. Ask children for the name and sound of the letter below s (/æ/). Tell children to look at the picture at the bottom of the page. Say Point to the see-saw. Check that children are pointing to the see-saw.
- Tell children to find the letter T on the page. Say Point to the see-saw. Check that children are pointing to the see-saw.
- Tell children to find the letters in the alphabet at the top of the page. Ask children for the name and sound of the letter below t (/t/). Tell children to look at the picture at the bottom of the page. Say Point to the see-saw. Check that children are pointing to the see-saw.
- Tell children to find the letter T on the page. Say Point to the see-saw. Check that children are pointing to the see-saw.
- Tell children to find the letters S and T in the alphabet at the top of the page. Ask children for the name and sound of the letter below s (/æ/). Tell children to look at the picture at the bottom of the page. Say Point to the see-saw. Check that children are pointing to the see-saw.
- Tell children to find the letter T on the page. Say Point to the see-saw. Check that children are pointing to the see-saw.

Activity Book

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

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

Optional activity
- Tell children that they are going to play a game. Explain that you are going to say three words and they should say which one is different from the other two. Tell them to listen carefully to the first sound of each word.
- Say see-saw, sing, run. Children respond run. Ask for the first letter and sound of see-saw. Sing, and run before moving on to looking at the letters on the board.
- Repeat with other groups of words.
Lesson 6 Story

To follow the left to right sequence of English.
To develop listening skills in English.
To revise and enjoy a story.

Vocabulary: butterfly, dog, fingers, hands, rabbit
Materials: CD track 61, flashcards 42, 84, 96 (optional), 1 torch.

Class Book

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

Look and say:
- Tell children to open their books at page 51.
- Kernel children that nine 1st stories are presented from left to right. Hold up your book and point at the frames in order.
- Say Point to picture 1. Check that children are pointing to the picture with the 1 in the corner. Say Point to picture 2. Check that children are pointing to the picture with the 2 in the corner. Repeat with pictures 3 and 4.
- Ask children questions about the story in their own language. What are the boys doing? (playing); Is it light or dark in the room? (dark). What can you see in the first three frames? (rabbit, dog, butterfly).

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

Transcript

Line 1: You've got a rabbit!
Line 2: You've got a dog!
Line 3: You've got a butterfly!
Line 4: You've got two hands and ten fingers!

Activity Book

1. Say and match.
- Let children to look at page 54.
- Ask children to say the name for each part of the body in the first column and see in the second column (shaded parts of the body).
- Explain that children should match the pictures of the same part of the body.
- Children complete the activity.
- Check answers. Have children hold up their books.

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

Unit 8 75
Unit 8 Review

Activity Book

Warm-up
- Review the letters. Tell children to write the letters they hear.
- Say d, e, f, g, h, k, p, q, r, s, t, u, v, w, x, y, z, zero, one, two, three, four, five, six, seven, eight, nine.

1 Say and write.
- Write the letter s, r, f, t, and p at the top of the board. Point to each letter and have children tell you the name and the sound.
- Ask children to look at page 59.
- Ask children to say the words for the pictures: rabbit, sun, sing, song.
- Model the activity. Stick the flashcard of the rabbit on the board under the letter. Ask What's the name of the picture? Children say A rabbit.
- Ask children to write the letter name and sound at the beginning of each word (rabbit / r/). Write the letter r under the rabbit.
- Children write the first letter under each picture. Check the answers by asking the children what they hear. Children write the letters under them. For sing, draw a simple face with a music note.

2 Count and circle.
- Tell children to look at the second activity on page 59.
- Ask children to circle the numbers they can see in the first row (1 and 5).
- Model the activity. Draw a line and ask the children to circle the numbers 1, 1, 3, 4, 5, 2. Circle the number 5. Children complete the activity. Tell them to circle each item as they work.
- Check by asking How many ...? for each row of items (3 moons, 8 feet).

Progress check 8 (photocopyable) (TB p101)
- Follow the procedure described on page 11 of the Introduction.
Lesson 3

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

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

Lesson 4

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

Count and write.
- Tell children to look at page 48.
- Model: How many fingers? Children respond Five. Write 5 under the hand. Tell children to trace the 5 in their books.
- Draw one finger to the right of your hand. Ask how many? Children respond One. Write 1 under the finger. Tell children to trace the 1 in their books.
- Draw a circle around the six fingers. Ask How many fingers? Children respond Six. Count the fingers for the children. Say 1, 2, 3, 4, 5, 6. Write 6 to the right of the pictures. Tell children to trace the 6 in their books.
- Write an addition sign (+) between the 5 and 1. Remind children in their own language that this symbol tells us to add the numbers, or count the things that are in the pictures as one group.
- Write the equal's sign (=) between the 1 and 6. Remind the children in their own language that this sign shows the number of fingers in the total group.
- Say the sum Five and one is six. Children repeat chorally and individually.
- Check the answers. Ask children to say the sums as you write them on the board.

Lesson 5

Objective:
- To identify colours
- To develop fine motor control

Materials: flashcards 27-31, 96

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

Lesson 6

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

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

Unit 8 77
Lesson 1  

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

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

Materials: CD tracks 62-63, flashcards 1, 2, 3, 57-58.

Class Book  

Warm-up

Tell children to look at the picture on pages 57 and 58. Ask the following questions in the children's own language: Who can you recognize in this picture? (Tess, Baz, Adam, and their friends.) Can you think of other people and their family members? (Sister, grandpa, grandma, and Tess's friends.)

Listen and say. 62

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

Transcript 62

Listen and say.
mum, sister, baby, brother, dad, grandma, grandpa.

Listen and find. 63

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

Transcript 63

Listen and find.
baby, dad, brother, grandma, mum, grandpa, sis.

Activity Book  

1 Say and match.

Tell children to look at page 50.
Ask children in their own language who they see in the pictures at the top of the page: (Tess, Baz, Adam, mum, dad, grandma, and grandpa.)
Ask children who they think is in the large picture underneath with their heads blanked out (the same people.)
Point out that there is a line linking Tess's head at the top with her body on the sofa under her head.
Ask children how they can tell this is Tess on the sofa (you can see the end of her pigtails.)
Ask children to trace the line linking Tess's head with her body, and say 'sofa' as they do so.
Tell children to look at the small pictures at the top of the page again. Say Point to grandma. Check that children are pointing to the picture of the grandma (first picture on the left.)
Tell children to match the small picture of grandma to grandma in the large picture by drawing a line. Tell them to say grandma as they match.
Children complete the activity. Remind them to say the name of the family member as they match. For Tess, Baz, and Adam, encourage them to say sister, brother, and baby instead of their names.
Check answers by saying the name of a family member as children point to that person in their books.

Optional activity

Tell children that they are going to play a game.
Stick the flashcards of the family members in a row on the board.
Say This is the grandma. Call a child to the front to introduce the second family member on the board.
Repeat with other children introducing the remaining family members.
Lesson 2  (Pages 37-38 of Pupil's Book)

To talk about one's family
To write simple words in English
To develop fine motor control

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

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

Materials: CD track 64, flashcards 1, 2, 3, 57-63

Class Book  (Pages 52-53)

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

Listen and say. 64
• Tell children to look at the picture on pages 52 and 53. In their own language, ask children to say what they think Tessa is doing. (Remind them of her being at her family.)
• Play the CD once to check the answer.
• Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.
• Ask if children can remember the name of Tessa’s friend (Enio). Ask if they can remember the two family members whose sound is used for adjectives (mother, baby).

Transcript 64
Listen and say.

Tess: Hello! This is Mika.
Mika: Hello, Mika.
Tess: This is my family. They are my grandparents. This is my dad. Baz is my brother. Adam is my brother. He's a baby. Adam: I'm not a baby!

Say and do.
• Point to all the flashcards on the board in one motion. Say This is my family.
• Point to the flashcard of brother. Say This is (name). He is my brother.
• Point to the flashcard of sister. Say This is (name). She is my sister.
• Point to the flashcards of the grandparents. Say They are my grandparents.
• Repeat with other flashcards, identifying the family members with He's ... She is ... or They are ...

Activity Book  (Page 61)

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

Optional activity
• Give each child a sheet of paper. Tell them to draw a member of their family.
• Call a child to the front with his or her drawing. Have the child introduce the person to the class, e.g. This is my grandad. Tell children that they need not give the first names of their parents or grandparents. Point out that in English, children don’t usually call parents by their first names.
• Repeat with other children.

Unit 9  79
Lesson 3 Letter fun!

To say, recognize, and write the letters Uu and Vv
To recognize and say the sound /u/ and /v/
To develop fine motor control

Vocabulary: umbrella, up, van, volcano
Materials: CD track 65, flashcards 101, 107 (optional), paper, glue, red/orange wool or beans or seeds (e.g., red lentils)

Class Book

Warm-up
- Review the known letters of the alphabet. Write the alphabet in order in lower case letters on the board. Read letters randomly.
- Call children to the front to write the missing letters.
- Say the alphabet as a class.
- Recap with capital letters and different children.

Learn the letter.
- Hold up flashcard 101 of the umbrella. Say umbrella. Children repeat the word verbally and individually. Stack the flashcard on the board.
- Write the letter u on the board under the umbrella. Point to it and say u, umbrella.
- Present the words up by pointing up. Point to the letter u on the board as you point and say u, up. Be sure that children realize that this is not the word for ceiling. Children repeat the word chorally and individually.
- Look at that although the sound of the letter is /u/, the name of the letter is u. Have children repeat the letter name and error sound, along with the word, several times as you point to the letter and umbrella flashcard on the board and at your point towards u, umbrella, u, up, u.
- Write the capital U on the board. Remind children that the letter names are the same except that capital letters for names and lower case letters for other words.

Ask children to suggest a few common names that begin with the sound /u/ if they exist in their own language (there are none in English).

Tell children that they are going to learn how to write the letter Uu. Tell them to open their books at page 54 and look at the letters Uu with the arrow on.
- Stand with your hand on the class as you use your finger to write a capital U in the air. Write the letter exactly as it is presented in the Class Book.
- Tell children to copy your action and write a capital U in their book. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case u.
- Tell children to practice tracing over the letters in their books with their fingers.
- Repeat the whole procedure with Vv. Present van using flashcard 102 and volcano by pointing to the picture in the book. Get children to repeat the letter name, sound, and the word /v/, van, v, volcano before moving on to looking at the letters in the book.

Sing: 65
- Tell children that they are going to sing a song to help them learn the letters Uu and Vv.
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you. Tell children to point to the letters and words in the books as they sing them.
- Play the CD again and ask children to sing the song.

Find.
- Tell children to find the letters u and v in the alphabet at the top of the page. Ask children for the name and sound of the letter before u, v.
- Tell children to look at the picture at the bottom of the page. Say Point to the umbrella. Check that children are pointing to the umbrella.
- Say Point to the van. Check that children are pointing to the van.
- Say Point to the volcano. Check that children are pointing to the drawing of the volcano.
- Tell children to find the things beginning with the sounds /u/, bag, (i,ig), (j, jug), and /v/, (i, iv, i, iy, i, ivy).

Activity Book

1 Trace and write.
- Tell children to look at page 62.
- Model writing the letters on the board before asking children to trace and write them in their books.
- Call children to the front to write the letters on the board.

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

Optional activity
- Give each child a sheet of paper. Ask them to draw a big volcano.
- When they have finished their drawing, help them to glue red/orange wool or beans to the picture (for the lava).
- Call several children to the front to show their pictures.
Lesson 4 Song

To describe close family
To develop fine motor control

Vocabulary: come, and meet, love each other

Materials: CD track 66, flashcards 1-5, 57, 58, a small photo of someone from your family

Class Book

Warm-up
• Give each child a sheet of paper. Ask them to draw someone from their family.
• Ask children to stand at their seats and introduce their family member, e.g. This is my mum.

Point and say.
• Tell children to look at page 66 in their books.
• Say Point to Tess. Check that children are pointing to her.
• Say Point to dad. Check that children are pointing to him.
• Repeat with all the characters on the page.
• Say Point to sister. Check that children are pointing to Tess.
• Repeat with baby and brother.

Sing.

66
• In the children's own language, ask What is Tess doing? (She is looking at pictures). How does Tess feel in the picture? (Very happy). Why do you think she is happy? (She is thinking about her family).
• Repeat the word love. Stick all the flashcards of the characters and the flashcards of mum and dad on the board in a small area. Draw a giant heart around them all. Say: They are a family. They love each other. Love each other as you make a heart motion around the flashcards.
• Repeat the phrase come and meet. Hold up a small photo of someone in your family. Call on one of the children to come to the front. Say (Name), come and meet my (brother, sister, mum, dad).
• Play the CD. Tell children to listen to the song.
• Play the CD again and pause after each line. Sing the line and tell children to repeat after you.

Transcript

Ref. Look at my picture.
This is my family.
Come and meet my family.

She is my mum.
He is my dad.
This is me.
And this is Pat.

Adam is my brother.
Ben is my brother.
We are a family.
We love each other.

Sing and do.
• Call seven children to the front. Give five of them the character flashcards. Give the family flashcards of mum and dad to the other two children.
• Ask the child playing Tess to point to the appropriate flashcards during the song. Tell the other children to hold up their flashcards when their character is called.
• For the line We love each other, encourage the children to gather in a circle and hug.
• Sing the song.
• Repeat with other children at the front.

Activity Book

1 Draw and say.
• Tell children to look at page 63.
• Explain that they are going to draw their families. Tell them to draw their mum, dad, any brothers or sisters, and grandparents.
• Call on children to stand at their seats and show their pictures as they introduce their family.

Optional activity
• Tell children that they are going to play a game.
• Explain that you are going to whisper a sentence to one child and he or she is going to whisper it to the child next to him or her. That child is going to whisper it to the person next to him or her, and so on. The last child to hear the sentence says it aloud.
• You may like to use these sentences or one of your own:
   • Pat is a cat. I am a rabbit. I've got a sister, etc.
Lesson 5 Letter fun!

To say, recognize, and write the letter W
To recognize and say the sound /w/
To develop fine motor control

Vocabulary: walk, water

Materials: CD track 67, flashcards 101-103

Class Book

Warm-up
- Review the letters Uu and Vv with the flashcards.
- Hold up the flashcard for umbrella. Say umbrella. Ask children to tell you the first letter’s name and sound (u, /u/). Repeat with the flashcard for volcano.
- Call children to the board to write the letters u and v.

Learn the letter,
- Hold up flashcard 103 of the water. Say water. Children repeat the word chorally and individually. Stick the flashcard on the board.
- Write the letter w on the board under the water. Point to it and say /w/.
- Present the word walk by walking. Point to the letter w on the board as you walk by it. Say /w/, walk. Children repeat the word chorally and individually.
- Explain that although the sound of the letter is /w/, the name of the letter is w. Have children repeat the letter name and letter sound along with the words, several times as you point to the picture and letter on the board, and as you mime walking (w, /w/, water, w, /w/, walk).
- Write the capital W on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and proper nouns, and letters for other words.
- Ask children to suggest a few common names that begin with the sound /w/. If children can’t think of any names in their own language, give some examples of English names (William, Wyatt, Willa, Wendy, etc.).
- Tell children that they are going to learn how to write the letter W. Tell them to open their books at page 56 and look at the letters Ww with the arrows on.
- Stand with your back to the class as you use your finger to write a capital W in the air. Write the letter exactly as it is presented in the Class Book.
- Tell children to copy your action and write a capital W in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case w.
- Tell children to practise tracing over the letters in their books with their fingers.

Sing. 67
- Tell children that they are going to sing a song to help them learn the letter W.
- Play the CD. Tell children to listen to the song.

Activity Book

1 Trace and write.
- Tell children to look at page 64.
- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the capital W. Write the letter on the lines exactly as it is presented in the Class Book.
- Tell children to trace over the letter in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat the procedure for the lower case w.
- Draw more writing lines on the board. Call children to the board to write W and w on the lines. Correct as necessary.

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

Optional activity
- Tell children that they are going to play a game.
- Put the flashcards for umbrella, van, and water on the board.
- Say /u/. Children respond with /w/.
- Repeat with letters u and w. You may also like to extend the game to other letters and flashcards.
Lesson 6 Story

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

Vocabulary: mum, dad, grandma, grandpa, baby, story.
Materials: CD track 66, flashcards 57-63.

Class Book

Warm-up
- Put the flashcards of the family members in different places around the room.
- Say Point to mum. Children turn and point to the mum flashcard.
- Repeat with other family members.

Look and say.
- Tell children that English stories are presented from left to right. Hold up your book and point in the frames in order.
- Say Point to picture 1. Check that children are pointing to the picture with the 1 in the corner. Say Point to picture 2. Check that children are pointing to the picture with the 2 in the corner. Repeat with pictures 3 and 4.
- Ask children questions about the story in their own language. Who are the characters? (Tom, Bob, and Mira). What are they doing? (looking at photos). Who might the people in the photos be? (Accept all answers.)
- Are they mum and dad, grandma and grandpa, baby and dad? (We aren’t sure).

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

Transcript

Listen.

Tom: This is my dad and my mum.
Mum: Wow.

Bob: They are grandma and grandpa.
Mum: Wow.

Tom: This is...
Mum: You just love that baby!

Bob: No, it isn’t. Test it’s me!
Mum: Sorry, Dad.

Listen and act.
- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually. Children should repeat the lines they hear, not the text under the pictures.
- Tell the class that they are going to act out the story using flashcards.
- Put the flashcards in separate sections on the board. The first section should have mum and dad. The second should have grandma and grandpa. The third should have the baby.
- Call three children to come to the front to play last. Bob and Mira. Have them point at the flashcards as they act.
- Call other children to the front to act out the story.
- Help children to perform by accompanying the lines and telling them to repeat.

Activity Book

1 Say and match.
- Tell children to look at page 65.
- Ask children what they see (pictures of the family). Repeat there is a pattern in each row and they have to work it out.
- Tell them to look at the first row of pictures and put their finger on the first picture of dad. Children say dad. Tell them to move their finger to the next picture and say mum. Children continue until the end of the row.
- Ask children in their own language what picture should come next (dad). Ask them to tell you why because the pattern is dad/mum/dad/mum. Tell children to trace the line from the first row of pictures to dad.
- Children complete the activity.
- Check answers. Have the class tell you the pattern in each row.

Optional activity
- Tell children they are going to practice working out patterns.
- Draw a simple pattern on the board alternating circle and square twice.
- Point to each shape as children say its name in English. At the end of the row, ask children to tell you which shape is next (circle). Repeat with other shapes.
- To make it more challenging, you may want to vary the pattern: e.g., circle, circle, circle, square, etc.
Unit 9 Review

To review capital and lowercase letters for Q, R, T.
To review the letters and sounds for Q, U, V, and W.

Materials: Flashcards 101-103

Activity Book

Warm-up
- Review capital letters. Write the letters P, O, S on the board.
- Point to each, and children say the letter name and sound for each.
- Call a child to the front to write the lowercase letter p. Repeat with other children for letters o and s.

1 Find and circle.
- Tell children to open their books at page 66.
- Tell children to put their fingers on the blue letters on the left of the page. Tell them to say n, w.
- Tell children to move their fingers to the right and say the name and sound of each of the black letters they touch.
- Ask which letter should be circled and why (K, because it is the capital letter for the lowercase k).
- Children circle the capital K.
- Tell children to do the same with the other rows of letters.
- They should say the name and sound of each letter as they touch it. For each row of letters, ask children which they should circle.
- Children complete the activity.
- Check the answers by writing the rows on the board and calling children to the front to circle the correct letter.

2 Say and write.
- Tell children to look at activity 2 on page 66.
- Model the activity. Stick flashcard of umbrellas on the board. Say umbrella. Ask children for the first sound of umbrella (u). Ask them for the letter name (u). Write u under the flashcard.
- Children complete the activity.
- Check the answers. Draw an arrow for up, a stick figure walking for walk, and stick the flashcards of van and water on the board. Call children to the front to write the first letter for each.

Numbers Book

Lesson 1

To recognize similarities and differences

1 Look and match.
- Tell children to look at page 52.
- Ask children what they see in the pictures (families).
- Explain that the families in the left column are different from each other, and that there is a matching family for each of them in the right column.
- Model the activity. Ask children to look at the first picture and put their finger on the person on the left. Say dad. Children repeat orally. Tell them to move their finger to the next person and say brother. Have them repeat with all the families members, moving from left to right. Ask How many brothers? Children answer two. Ask How many sisters? Children answer no sisters.
- Tell children to look at the right columns and find the picture that looks the same. Have them trace the line connecting the pictures.
- Children complete the activity, naming each person in each family in the left column, and counting the number of brothers/sisters/babies/grandmas/grandpas to help them.
- Check answers by having children hold up their books.

Lesson 2

To count from 1 to 10
To develop fine motor control

Materials: Flashcards 32-35

1 Trace, match, and draw.
- Tell children to look at page 53.
- Model the activity. Copy the first line on the board. Use the flashcards of the rectangle.
- Point to the dotted number 6. Children say Six. Trace the number 6.
- Point to the rectangle. Ask What is this? Children respond A rectangle. Point to the 6, the rectangle, and the six rectangles in the box on the right. Ask How many rectangles? Children respond Six. Trace the dotted line connecting the rectangle to the box and then trace the six rectangles.
- Confirm that children understand the activity by asking them to explain it to you in their own language.
- Children complete the activity.
- Check the answers. Put the flashcards of each shape on the board. Draw the crescent moon. Call children to the front to write the number and draw the correct number of each shape.
Lesson 3

Materials: flashcards 47, 95, 101-102

1 Match, count and colour.
- Write the numbers 6, 7, 8, 9, and 10 in a row across the top of the board. Point to each number and children say it.
- Tell children to look at page 54. Ask them to name the objects they see in the boxes at the bottom of the page (vans, umbrellas, volcanoes, snakes, socks).
- Ask children to put their finger on the number 6 at the top of the page. Tell them to trace the line leading from the 6 to the row of pictures. Ask which picture the line connects to (van).
- Ask: 'How many vans? Children count a total of 1, 2, 3, 4, 5, 6, 7, 8, 9, 10... Ten vans.' Ask children how many blue vans (5x), ask why there are six blue vans (because the line from the 6 led to the vans).
- Stick the flashcards of vans on the board under the 6.
- Explain that they should complete the activity in this way, tracing the dotted line to one of the boxes of pictures, counting that number of items, and then colouring.
- Tell children to try to estimate the number of items as well as they can.
- Check answers by asking how many umbrellas? Children respond: Ten umbrellas. Stick the flashcard of an umbrella under the 10. Repeat with snakes and socks. Stick the flashcards under the 8 and 7. Repeat with volcanoes. Draw a volcano under the 9.

Lesson 4

Materials: flashcards 47-48, 100, 102

1 Look and write.
- Tell children to look at page 56.
- Explain to children that they are going to look at some patterns of numbers.
- Copy the first row of numbers on the board (or write the numbers). Point to each number as children say its name.
- Ask children to look at the number in the sequence 5, 6, 7, 8, 9, 10 and write the number 5 on the board.
- Children complete the activity.
- Check answers. Copy the rows on the board. Ask children to come to the front to write the missing number in the pattern.

Lesson 5

Materials: flashcards 47-48, 100, 102

1 Look and write.
- Tell children to look at page 57.
- Copy the rows of numbers on the board. Use a line for the missing numbers.
- Point to the 1. Children say One. Point to the empty line. Encourage children to say Two.
- Children complete the activity by writing the numbers in their books.
- Check answers by calling children to the front to write the missing numbers.

2 Join the dots. Colour.
- Stick the number flashcards for 1-10 on the board in a zigzag from the top left to the lower right of the board.
- Point to each number and children say its name.
- Draw a line connecting the numbers in order from 1-10.
- Tell children to look at the second activity on page 57. Ask the children what they see (Africa, a window). Ask children in their own language what they think the picture will be.
- Tell them to connect the numbers in the correct order to complete the picture.
- Check the answer. Ask: 'Is it right?' Children respond: No, it is right! Ask: 'Is it a window?' Children respond: No, it is a window. Stick the flashcard of the van on the board for visual support.
- When children have finished, have them colour the picture. Tell them to stay inside the lines as well as they can.
Lesson 1

To identify food
To recognize English sounds and spoken words
To identify colours

Vocabulary: banana, biscuit, carrot, orange, sandwich, sweet, tomato

Materials: CD tracks 69–70, flashcards 27–31, 64–70; (optional) a large envelope

Class Book

Warm-up

- Tell children to look at the picture on pages 58 and 59. Ask the following questions in the children's own language: Who is in the picture? [No, Tina, Mia, and the characters' family]. Where are they? [In the dining room]. Who are they doing? [Eating]. Have Tina and Mia finished their food? [No, they haven't]. Do you think Mia and Tina should eat the sandwich and biscuit now or finish their carrot and sandwich first? (They should finish their main course, including some vegetables, or salad, before having any pudding).

Listen and say. 69

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

Transcript 69

Listen and say.
sweet, carrot, sandwich, tomato, biscuit, orange, banana

Listen and find. 70

- Tell children that they are going to say a word and they should point to the food in their books.
- Say the words at random, e.g., banana, carrot, sandwich, sweet, orange, tomato, biscuit. As you say each word, you may like to hold up the flashcard to give children visual support.
- Check children are pointing to the correct food in their books.
- Play the CD and pause after each word. Children listen and point to the food in their books.

Activity Book

1 Colour.

- Tell children to look at page 67.
- Put the flashcards for the colours on the board. Point to the red flashcard and ask. What colour is this? Children respond. Write red next to the colour. Repeat with the other colours.
- Explain in the children's own language that each colour has a number and that they should colour the food according to the numbers.
- Ask children for the number for red (1). Explain that they should colour red all the food with a 1 on it.
- Children complete the activity.
- Check childrens' colouring. Ask. What colour is the cake? Children respond. Orange and green. Repeat with other food.

Optional activity

- Tell children that they are going to play a game.
- Put the flashcards of banana inside a large envelope. Hold up the envelope and slowly pull the flashcards out of the envelope. Children watch carefully and say the name of the food as soon as they can identify it.
- Repeat with the other food flashcards.
Lesson 2

To express likes and dislikes

Structure: like / don’t like

Vocabulary: yummy

Materials: CD track 71, flashcards 64–70 (optional), biscuits and sweets

Class Book

Warm-up
- Review the names of the new food items. Stick the flashcards on the board. Say: Point to the tomato. Children respond. Repeat with other words.
- Present the word yummy. Mime eating a banana. Pretend to peel the banana and eat it. Look happy and satisfied. Say: Yummy. My banana is yummy.

Listen and say, ☞ 71
- Tell children to look at the picture on pages 58 and 59. In their own language, ask children what is happening. (The family are having a meal.) Play the CD once to check the answer.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.
- Ask if children can remember what happened to Baz (he dropped the biscuits). Ask if Dad was angry about it. (No. He said: That’s OK.) Tell children the meaning of That’s OK in their own language.

Transcript: ☞ 71
Listen and say.
Mum: Look at the biscuits! Biscuits are yummy!
Ted: I don’t like biscuits. I like sweets!
Mum: Sweets are yummy, too!
Baz: No sweets and no biscuits for you two. Carrots and tomatoes first.
(Baz drops the carrots)
Baz: Oh, no!”
Dad: That’s OK, Baz.
Mum: No biscuits for us.

Say and do.
- Draw two biscuits, two sweets, two carrots, and two tomatoes on the board.
- Point to the biscuits. Look happy. Say: I like biscuits. Point to the sweets. Look unhappy. Say: I don’t like sweets. Repeat with carrots and tomatoes, giving your true opinion.
- Call two children to the front to play Baz, Ted, and Mum. You play the role of Mum and Dad. Give the cards saying Baz the biscuit flashcard (or a real packet of biscuits) to drop.
- Say the lines for pupils to repeat and encourage them to point to the pictures on the board.
- To make the role playing more fun, use some real sweets and a packet of biscuits.

Activity Book

1 Circle and say.
- Ask them to name the food items. (bananas, biscuits, carrots, oranges, sweets)
- Draw a smiling face and a frowning face on the board. Point to the smiling face. Say: I like. Point to the frowning face. Say: I don’t like.
- Model the activity. Draw three bananas on the board. Draw a smiling face and a frowning face next to them. Give your opinion. Say: bananas. I like. I don’t like bananas. Circle the face that represents your opinion.
- Explain to children that they should circle the face that represents their opinion about the foods.
- Children complete the activity.
- Call children to the front to give their opinion about the foods, saying I like or I don’t like about each item.

Optional activity
- Give each child a sheet of paper. Ask them to draw all the food items they know the English words for.
- Call children to the front to show their pictures and say the names of the food items.
- Call other children to add to the list if possible. In addition to the new words from this unit, children know: apple, pears, eggs, fig, lemon, mango, nut, and water.

Unit 10
Lesson 3 Letter fun!

To say, recognize, and write the letter x.
To recognize and say the sounds /k/, /ks/.
To develop fine motor control.

Vocabulary: box, fox.
Materials: CD track 72, flashcard 104.

Class Book

Warm-up
- Review book vocabulary and known letters, say apple, ask children to tell you the first letter's name and sound (a, /æ/).
- Repeat with banana, carrot, date, egg, fig, sandwich, and tomato.

Learn the letter.
- Hold up flashcard 104 of the book, say box, children repeat the word chorally and individually, stick the flashcard on the board.
- Explain that x does not begin many words in English and that it is usually found at the end or in the middle of words.
- Write the letter x on the board under the box, point to it and say /ks/.
- Present the word fox using the picture in the book, point to the letter x on the board as you point and say /ks/.
- Children repeat the word chorally and individually.
- Explain that although the sound of the letter is /ks/, the name of the letter is x, have children repeat the letter name and listen carefully, along with the words, several times as you point to the picture and letter on the board and in the picture in the book (x /ks/ box, /ks/ /ks/ fox).
- Write the capital X on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and other case letters for other words.
- Tell children that they are going to learn how to write the letter x, tell them to open their books to page 69 and look at the letter's x with the arrows on.
- Stand with your back to the class as you use your finger to write a capital X in the air. Write the letter exactly as it is presented in the Class Book.
- Tell children to copy your action and write a capital X in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case x.
- Tell children to practise tracing over the letters in their books with their fingers.

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

Transcript

Sing.

/ks/ /ks/ /ks/
/x/ /x/ /x/
/ks/ /ks/ /ks/

Find.
- Tell children to find the letter x in the alphabet at the top of the page and ask children for the name and sound of the letter before x (n, /n/).
- Tell children to look at the main picture on the page. Say Point to the box. Check that children are pointing to the box.
- Say/Point to the box. Check that children are pointing to the box.
- Tell children to find the things beginning with the sounds /ks/ (k) and /ks/ (ks) (water)

Activity Book

1 Trace and write.
- Tell children to look at page 69.
- Direct writing lines on the board. Put dots on the lines to show the starting point for forming the capital X. Write the letter on the lines exactly as it is presented in the Class Book.
- Tell children to practise tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat the procedure for the lower case x.
- Draw writing lines on the board. Tell children to the board to write x and x on the line. Correct, as necessary.

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

Optional activity.
- Tell children they are going to play a game.
- Say: Say, ask children to tell you the name and sound of the letter they hear at the end of the word (k, /ks/). Say the word several more times.
- Repeat with dog, fish, fan, hat, octopus (ks, /ks/), and duck (x, /ks/).
Lesson 4 Craft

To say the names and sounds of the letters from A to Z
To develop fine motor control

Materials: CD track 73, flashcards 64-70, paper cut into shapes with a small hole at the top, a clothes hanger for each child, string, clips, clay, pipe cleaners, pipe cleaners to show children

Class Book

Warm-up

- Write the letters A-Z on the board.
- Point to each letter as children say its name and sound.
- Point to each letter again. Ask children to give you a word beginning with that letter. For X, ask them to give a word ending in x (fox, fax).

Make

- Tell children to look at page 61 in their books.
- Explain that they are going to make something special. Tell them to look at picture 4, in their own language, ask them to describe the craft item (a hanger with letters and pictures).
- Show children your completed model. Point to the shapes and ask children to tell you the name and sound of the letters. Ask them to tell you names of the objects on the other side.

Divide the class into six groups. Assign each group four letters, e.g., group 1 is a-d, group 2 is e-h, etc.

Before you give the children the materials, review the four pictures in the book, circled on each page.

Explain that they are going to write one of the capital and lower case forms of their four assigned letters on one side of each shape. They are going to draw a picture of something beginning with that letter on the other side. Children can draw anything that begins with that sound.

Give children their four shapes. If you wish, you can prepare the shapes with the letters already printed for them and ask children to draw the pictures on it.

When children have finished, help them to put the string through the hole of their shapes and tie them to their hanger.

Hang them around the room.

Sing

- Tell the children they are going to learn a song of all the alphabet letters they have learnt so far.
- Play the CD, tell children to listen to the song.
- Play the CD again and pause as necessary. Sing that part of the song and tell children to repeat after you.

Transcript

Sing

<table>
<thead>
<tr>
<th>Letter</th>
<th>Sound</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>a</td>
<td>Am</td>
</tr>
<tr>
<td>B</td>
<td>b</td>
<td>Be</td>
</tr>
<tr>
<td>C</td>
<td>k</td>
<td>Cat</td>
</tr>
<tr>
<td>D</td>
<td>d</td>
<td>Dog</td>
</tr>
<tr>
<td>E</td>
<td>e</td>
<td>Egg</td>
</tr>
<tr>
<td>F</td>
<td>f</td>
<td>Fox</td>
</tr>
<tr>
<td>G</td>
<td>g</td>
<td>Gun</td>
</tr>
<tr>
<td>H</td>
<td>h</td>
<td>Box</td>
</tr>
</tbody>
</table>

Sing and point

- Call a child from each of the six groups to the front. Tell the children to stand so that the letters are in order.
- Ask each child to present the letters and pictures on his or her mobile. This is a-t, apple. This is b-w, banana, etc.
- Tell the children they are going to sing the song again as they point to the mobile with those letters.
- Sing the song.
- Repeat with other children and their mobiles at the front.

Activity Book

1 Say and write

- Tell children to look at page 70.
- Model the activity. Stick the flashcards for sweet and sandwich on the board. Point to each and ask What's this? Children respond A sweet. A sandwich.
- Ask children to tell you the first letter of sweet and sandwich (s). We're next to the flashcards.
- Children complete the activity.
- Check answers. Stick the flashcards on the board and call children to the front to write the correct letter for each.

2 Colour the right picture

- Tell children to look at the second activity on page 70.
- Ask children to point to the letter in the first row and say its name and sound (b). Tell them to put their finger on the first picture and say its name (boat). Repeat with the next two pictures (quack, cup).
- Ask children which picture shows something beginning with /b/ (the boat). Tell children to colour only that picture.
- Children complete the activity. If time is short, you may wish to have children circle the pictures instead.
- Check answers. Say the letter and children say the name of the correct picture (b = boat, p = papa).
Lesson 5 Letter fun!

To say, recognize, and write the letters ‘y’ and ‘z’
To recognize and say the sounds /i/ and /z/
To develop fine motor control

Vocabulary: yo-yo, yogurt, zebra, zero
Materials: CD tracks 74, flashcards 24, 25, 104–106

Class Book

Warm-up
- Review the letter ‘X’ with the flashcards.
- Hold up the flashcards for pencil box. Ask what’s this? Children say a pencil box. Repeat with the flashcards for box and lunch box.
- Call children to the board to write the letter ‘x’.
- Clever children may ask about socks, which ends in the sound /s/. Praise them for noticing, but do not present this to the class.

Learn the letter.
- Hold up flashcard 105 of the yogurt. Say yogurt. Children repeat the word slowly and individually. Stick the flashcard on the board.
- Write the letter ‘y’ on the board under the yogurt. Point to it and say /y/ yogurt.
- Present the word yo-yo using the book. Point to the letter ‘y’ on the board and say /i/ yo-yo. Children repeat the word slowly and individually.
- Explain that although the sound of the letter is /i/, the name of the letter is ‘y’. Have children repeat the letter name and letter sound, along with the words, several times as you point to the picture and letter on the board and in the book (y, /i/, yogurt, i, yo-yo).
- Write the capital ‘Y’ on the board. Remind children that the letters have the same sound. Remind children that we use capital letters for names and lower case letters for other words.
- Ask children to suggest a few common names that begin with the sound /i/. If children can’t think of any names in their own language, give some examples of English names (Jen, Melina, Yasmin, etc.).
- Tell children that they are going to learn how to write the letter ‘y’. Tell them to open their books at page 62 and look at the letter ‘y’ with the arrow on.
- Stand with your back to the class as you use your finger to write a capital ‘Y’ in the air. Write the letter exactly as it is presented in the Class Book.
- Tell children to copy your action and write a capital ‘Y’ in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case.
- Tell children to practice tracing over the letters in their books with their fingers.
- Repeat the whole procedure with ‘Z’. Present zebra using flashcard 106. Present zero by writing it on the board at the beginning of a number line. Get children to repeat the letter name, sound, and the word (z, /z/, zebra, i, zero) before moving on to the letters in the book.

Sing. 74
- Tell children that they are going to sing a song to help them learn the letters ‘y’ and ‘z’. Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you. Tell children to point to the letters and words in their books as they sing them.
- Play the CD again and ask children to sing the song.

Transcript 74
Sing.

<table>
<thead>
<tr>
<th>y</th>
<th>/i/</th>
<th>yo-yo</th>
</tr>
</thead>
<tbody>
<tr>
<td>/y/</td>
<td>/i/</td>
<td>/y/ yo-yo</td>
</tr>
<tr>
<td>/z/</td>
<td>/i/</td>
<td>zebra</td>
</tr>
</tbody>
</table>

Find.
- Tell children to find the letter ‘y’ and ‘z’ in the alphabet at the top of the page. Ask children for the name and sound of the letter before ‘y’ (x, /i/).
- Tell children to look at the picture at the bottom of the page. Say ‘Point to the yogurt’. Check that children are pointing to the yogurt in the bowl. Repeat with yo-yo.
- Say ‘Point to the zebra’. Check that children are pointing to the toy zebra. Repeat with zero (on the boy’s T-shirt).
- Tell children to find the things beginning with the sound /y/ (yogurt) and /z/ (zebra).

Activity Book

1 Trace and write.
- Tell children to look at page 71.
- Model writing the letters on the board, before asking children to trace and write them in their books.
- Call children to the front to write the letters on the board.

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

Optional activity
- Tell children to colour the letters and pictures for ‘y’ and ‘z’ in the picture dictionary at the back of their Activity Book.
- If there is time, tell them to colour other letters and pictures.
Lesson 6 Story

To follow the left to right sequence of English
To develop listening skills in English
To understand and enjoy a story
To revise and consolidate language introduced in the unit
To follow a sequence
To count from 1 to 10

Vocabulary: all colours: orange, red, yellow.
Materials: CD track 75, flashcards 27-29, 38, 65, 67, 69, 70, a flashcard for dates, coloured pencils.

Class Book

Warm-up
- Review the colours with the flashcards, hold up the flashcard for orange. Ask What colour is this? Children answer Orange. Repeat with red and yellow.
- Present the flashcards of all colours by holding up a variety of coloured pencils or markers. Say all colours. Call out some of the individual colours children know, e.g. pink, yellow, orange, green, blue, etc.
- Review flower and camel with the flashcards. Ask What's this? Children respond It's a flower. It's a camel.

Look and say.
- Tell children to open their books to page 63.
- Remind children that English stories are presented from left to right. Hold up your book and point at the frames in order.
- Say Point to picture 1. Check that children are pointing to the picture with the 1 in the corner. Say Point to picture 2. Check that children are pointing to the picture with the 2 in the corner. Repeat with pictures 3 and 4.
- Ask children questions about the story in their own language: Who are the characters? Pat and Jig. What are they doing? Pat is picking. Jig is watching. What is Jig thinking about? Carrots and dates. What did Pat paint? Flowers. What did he paint to make the flowers? Carrots and dates.

Listen. 75
- Tell children that they are going to listen to the story.
- Play the CD and pause between each frame. Don't ask children to repeat at this stage of the lesson.
- Ask children to tell you, in their own language what they understood. Play the CD again if necessary.

Transcript 75

Listen.

Jig Like carrots.
Pat What colour are they?
Jig Orange, of course.
Jig Like dates.
Pat What colour are they?
Jig Red and yellow.

Listen and act. 75
- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually. Children should repeat the lines they hear, not the text under the pictures.
- Tell the class that they are going to act out the story using flashcards.
- Call two children to come to the front to play the roles of Jig and Pat. Give the child playing Jig the flashcards of the dates and the camel. The child playing Pat will need to prepare a flashcard for dates yourself. Give the child playing Pat the flashcard of the flower.
- The children act out the story. Prompt the child playing Jig to hold up the flashcards of the dates and the camel when they are mentioned in the story. Prompt the child playing Pat to give Jig the flower at the end.
- Call another child to the front to act out the story.
- Help children to perform by prompting the lines and telling them to repeat.

Activity Book

1 Look, count and write.
- Tell children to look at page 72.
- Ask children what they see (a table of food). Ask them to name all the food items on the table: carrots, dates, dates, dates, carrots. As they name each item stick its flashcard on the board.
- Ask How many carrots? Children respond Three. Write the number 3 next to the carrots.
- Children complete the activity.
- Check answers. Ask How many for each food item and write the number next to the flashcard.

2 Write and say.
- Tell children to look at the second activity on page 72.
- Copy the number line on the board. Point to the first number. Children say One.
- Ask children to tell you what is next (2). Write 2 in the number line.
- Children complete the activity.
- Check answers. Call children to the front to write and say the missing numbers.

Optional activity
- Give each child a sheet of paper. Ask them to draw a table covered with their favourite food items.
- Call several children to the front to talk about their pictures. Encourage them to say like...
Unit 10 Review

To review capital and lower case letters for the alphabet.
To review the letters and sounds for the alphabet.

Activity Book

Warm-up
- Review the entire alphabet. Ask children to say all the letters in order from A to Z. Ask them to say the names and sounds of the letters.
- Write the letters on the board as the children say them.

1 Follow the letters.
- Tell children to open their books at page 73.
- Ask children what they can see in the picture (A queen has lost her necklace). Ask children what is on the beads of the necklace (letter).
- Tell children to connect the letters in order.
- Children complete the activity.

Progress check 10 (photocopiable) (TB p103)
- Follow the procedure described on page 11 of the introduction.

Final progress check (photocopiable)
- This test covers Units 6–10 and can be found on TB pp. 106–107.
- Follow the procedure described on page 11 of the introduction.

Numbers Book

Lesson 1

To recognize numbers 1, 3, 5, 7, 9.
To develop fine motor control.

Materials: Flashcards 27–31

1 Colour the numbers.
- Write the numbers 1, 3, 5, 7, 9 on the board. Point to them as children say its name.
- Review the colours using the flashcards. Hold up the flashcard for the. Ask what colour is this? Children respond. First, ask the flashcard on the board under the number. Write not under it.
- Repeat with other colours, matching them to the numbers as in the key on page 58 of the Numbers Book.
- Tell children to look at page 58.
- Ask the children what they see in the picture (numbers 1, 3, 5, 7, 9).
- Explain that children should colour the numbers according to the key on the board. Point out that it is the same key in their books.
- Children complete the activity. Tell them to colour inside the lines as well as they can.
- Check answers by having children hold up their books.

Lesson 2

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

Materials: Flashcards 71–80

1 Follow the numbers.
- Stick the number flashcards for 1–10 on the board in a zigzag from the top left to the lower right of the board.
- Point to each number and children say its name.
- Draw a line connecting the numbers in order from 1–10.
- Tell children to look at page 59. Explain that Jill wants to get to the carrots.
- Tell them to connect the numbers in the correct order to help Jill get to the carrots.

2 Look and draw.
- Tell children to look at the second activity on page 59.
- Ask them to tell you the items they see in the first row: banana, sweet, camp, banana, sweet, camp.
- Ask them what food item comes next in the pattern (banana).
- Tell them to draw a banana in the box on the right.
- Children complete the activity.
- Check by calling on children to tell you the next item in rows 2 and 3 (orange and yogurt).
Lesson 3

To count from 1 to 10.
To match groups with the same number of items.

Materials: flashcards 64, 65, 67, 68, 70.

1 Count and match.
- Tell children to look at page 60.
- Ask them to say the names of the food in the pictures, (cars, humans, sandwiches, licorice, sweater). Stick the flashcard for each food on the board as children identify it.
- Model the activity. Ask children to count the number of cars on the first picture. Children count, 1, 2, 3, 4, 5, 6. Write 6 next to the flashcard on the board.
- Ask children to find the box with six circles in the right column on page 60 and to trace the line linking this to the cars.
- Children complete the activity. Tell them to count quietly to themselves in English as they do the matching.
- Check answers by asking How many? for each food item in the left column. Write the numbers next to the flashcards.

Lesson 4

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

1 Count and write.
- Tell children to look at page 55.
- Model the activity. Draw five sweets on the board. Ask How many sweets? Children respond. Five. Write 5 under the sweets. Tell children to trace the 5 in their books.
- Draw three sweets to the right of the five. Ask How many? Children respond Three. Write 3 under the sweets. Tell children to trace the 3 in their books.
- Draw a circle around all the sweets. Ask How many sweets? Children respond Five. Count the sweets for the children. Say 1, 2, 3, 4, 5. Write 5 to the right of the circles. Tell children to trace the 5 in their books.
- Write an addition sign (+) between the 5 and 3. Remind children in their own language that this symbol tells us to add the numbers or count the things in the pictures as one group.
- Write the equals sign (=) between the 5 and 5. Remind children in their own language that this sign shows the number of sweets in the total group.
- Say the sum Five and three is eight. Children repeat chorally and individually.
- Children complete the activity.
- Check the answers. Ask children to say the sums as you write them on the board (4 + 1 = 5, 8 + 1 = 9, 6 + 4 = 10, 2 + 3 = 5).

Lesson 5

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

1 Count, match, and write.
- Tell children to look at page 62.
- Draw two more faces to the right of the first three. Point to these and ask the children. Children respond Two. Write 2 under these two faces.
- Write an addition sign (+) between the 3 and 2. Remind children in their own language that this symbol tells us to add the numbers or count the things in the pictures as one group.
- Ask children to trace the line from the picture of the faces to the sum that shows 3 + 2 in their books.
- Draw a circle around all the faces. Ask How many faces? Children respond Five. Count the faces for the children. Say 1, 2, 3, 4, 5. Write 5 to the right of the 2.
- Tell children to trace the 5 in their books.
- Write the equals sign (=) between the 2 and 5. Remind the children in their own language that this sign shows the number of faces in the total group.
- Say the sum Three and two is five. Children repeat chorally and individually.
- Children complete the activity.
- Check the answers. Ask children to say the sums for each item.

Lesson 6

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

Materials: flashcards 64-69, 81, a flashcard of dates.

1 Count, write and colour.
- Tell children to look at page 63.
- Ask children what they see (a table of food). Ask them to name: all the food items on the page (carrots, bananas, sweaters, oranges, yoghurt, salad, figs, sandwiches). As they name each item stick its flashcard on the board. For yoghurts and figs, draw pictures.
- Ask How many sandwiches? Children respond One. Write the number 1 under the sandwich. Tell children to trace the number 1 under the sandwich in their books.
- Children complete the activity.
- Check answers. Ask How many? for each food item and write the number next to the flashcard on the board. Although yoghurt is normally an uncountable noun, it is countable in this situation because we are talking about carrots of yoghurt. Do not present this to the children. Simply treat it as the other items.
1 Progress check

1 Look and circle.

Pat  Tess  Baz  Pat  Jig  Tess

2 Match.

A  B  a  b  B  b

b  a  A  B  A  a

3 Circle.

A  a  B  b  A  a  B  b

A  a  B  b  A  a  B  b
2 Progress check

1 Trace the letter.

2 Match.

A B
c a

D B

c d

d d

C

3 Count. Write the number.

Table

Chairs

Windows

Door

Light switch

Cup
3 Progress check

1 Match and trace.

2 Count and circle.

- 3
- 4
- 1
- 2
- 3
4 Progress check

1 Trace the letter.

2 Look and write.

H D G A B E C F

A a b c d

e f g h

3 Count. Write the number.

3
5 Progress check

1 Trace the letter.

2 Colour.

orange blue red yellow green

3 Count. Write the number.
1 Look and write.  

\[ \text{d f g l m n} \]

\[ \text{\_ \_ \_ \_ \_ \_} \]

2 Write the letters.  

\[ \text{m e l j c h} \]

\[ \text{a b c d f g i k n} \]

3 Count and circle.

8

9

7
7 Progress check

1 Match and write.

2 Write the numbers.

3 Count and match.
8 Progress check

1 Write the letter.  

2 Match. 

3 Count and circle. 

Photocopiable © Oxford University Press 

First Friends
9 Progress check

1 Match and write.  V O U F W

2 Trace the letter.

3 Count and write.
10 Progress check

1 Write the letter.  
[c f o s y z]

2 Write the letter.

a b c e f h j
l m o p r

3 Count and write.

[Images of objects and corresponding numbers]
1-5 Mid-year progress check

1. Find and circle.

   a D A E H
   d B J D K
   i I E J F
   g B G K C
   e B C F E

2. Write the letter.

   a b c d e f g i k

---

Photocopiable © Oxford University Press
3 Colour.

red     yellow     green     blue     orange

\[
\begin{array}{ccc}
\triangle & \text{moon} & \square \\
\end{array}
\]

4 Count and circle.

\[
\begin{array}{ccc}
5 & 6 \\
5 & 6 \\
2 & 3 \\
1 & 2 \\
5 & 7 \\
4 & 5 \\
\end{array}
\]

5 Draw.

7 \[
\begin{array}{c}
\triangle \\
\end{array}
\]
6–10 Final progress check

1 Write the letter.

Aa Bb Cc Dd Ee Ff Gg
Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz

2 Write the letter.

l m o p q q s s t t u v w w y y z z
3 Write the numbers in order.

\[2 \quad 1 \quad 3 \quad 5 \quad 4 \quad 6 \quad 8 \quad 10 \quad 9 \quad 7\]

4 Count, match and write.

\[
\begin{align*}
4 + 2 &= \_\_ \\
2 + 2 &= 4 \\
1 + 2 &= \_\_ \\
2 + 3 &= \_\_ \\
\end{align*}
\]
Teaching notes for photocopyable material

Writing staves

- These are for extra writing practice (see p10 of the introduction).

Phonics game

- To say and recognize the letters of the alphabet.
- To revise the sounds of the letters and recognize words that begin with those sounds.
- To revise vocabulary.

Materials: flashcards 81–106, pencils

- Tell children that they are going to play a game.
- Put children in groups of three or four players and give each group a copy of the phonics game (photocopy pages 110–111 and stick them together to make a game board). Make sure each child has a coin or rubber to use as their counter on the board. Children decide in which order they will play.
- Hold up a number flashcard between 1 and 4. The first player should move this number of squares on the board and place a coin on a letter or a picture. If a player lands on a letter, they must say the sound and name of the letter, e.g., if a player lands on A, they might say apple or air. Stop play if a player lands on a picture; they must say the name and sound of the initial letter, e.g., if a player lands on the picture of a pig, they must say pig.
- Check children’s answers and encourage groups of players to check each other.
- If a player is incorrect, they move back one square; if a player is correct, they stay on their square and move forward from there when it is their turn to play again.

Letter dominoes

- To revise vocabulary.
- To revise the letters of the alphabet and recognize words that begin with those letters.

- Tell children that they are going to play a game.
- Put children in pairs and give each pair one set of domino cards to share. Tell children to find the starting domino, which has a star and a picture of a lion on it. Tell children to place this domino face up on the desk.
- Children look at the other dominoes face down in a pile on the desk. Children take turns taking one card each from the pile and try to find a domino to match with either the lion or the star. They should look for a domino with the letter C on it or a domino with a matching star. They place the domino next to the one on the desk so that the matching pictures are together. The game continues until all the dominoes are laid out on the desk.
- You might like to vary the activity by instructing children to connect the dominoes in particular shapes.

Letter cards

- To revise vocabulary.
- To revise the letters of the alphabet and recognize words that begin with those letters.

Activity 1

- Put children in pairs and give each pair one set of cards to share. Call out a sequence of letters or groups of letters, e.g., dog, bi, a, et, f, c. Children lay out their cards in order from left to right. Check the answers.

Activity 2

- Tell children that they are going to play a game.
- Put children in pairs and give each pair one set of cards to share. Children match the letters and pictures on their cards. Children should try to complete the activity as quickly as they can. The first pair to match all of their letters and picture cards correctly wins.
- You might like to give each child a set of letter and picture cards to play at home.

Bingo boards

- To revise the sounds and letters of the alphabet.

Materials: flashcards 81–106, pencils

- Tell children that they are going to play a game.
- Put children in groups of four and give each child a bingo board. Make sure each child has a pen.
- Hold up a phonics flashcard. Say the word and look at their bingo board. If their card has the first letter of the word on it, they should put a line through it.
- Repeat the process for other letters. The first player in each group to put lines through a row of four letters should shout, Bingo! They are the winner of the game.

The alphabet

- To revise the letter forms for A–Z.

- This page of letters is intended primarily as a resource for teachers, so that they are able to model forming the letters accurately for children. However, the page can also be used to provide extra practice for the class.
- Tell children that they are going to practice writing the letters A–Z. Give each child a copy of the letter template.
- Ask children to look at the numbers and dates, and tell you what they think they mean (the dots show where the pen strokes should be made). Ask children to trace over the letters on the page, or copy them onto a separate piece of paper or notebook.
Phonics game

a  b  d

p  o  v

r  t
Letter dominoes

b - h - w

p - g - d

n - c - r

l - s - o
Letter cards

Aa  Bb  Cc
Dd  Ee  Ff

[Images of shapes corresponding to the letters]
Letter cards

Oo  Pp  Qq  
Rr  Ss  Tt  

Octopus  Quill  Person 
Rabbit  Student  Foot
## Bingo boards

<table>
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<th>q</th>
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First Friends is a two-year beginner's course that develops vocabulary, practises phonics, and teaches family values.

- Class Book with Audio CD
- Activity Book
- Numbers Book
- Teacher's Book
- Class Audio CD
- Resource Pack: 106 flashcards, 6 posters

First Friends author
Susan Iannuzzi