Look at the pictures

Hello!
SPACE CITY
Look at the alphabet

Aa Bb Cc Dd

Hh Ii Jj Kk

Oo Pp Qq Rr

Vv Ww Xx
Ee Ff Gg

Ll Mm Nn

Ss Tt Uu

Yy Zz
Say the numbers

1 2 3 4 5 6 7 8 9 10
Write

cat

C

orange

O
**trace**

<table>
<thead>
<tr>
<th>Trace</th>
<th>Copy</th>
</tr>
</thead>
<tbody>
<tr>
<td>egg</td>
<td></td>
</tr>
<tr>
<td>sandwich</td>
<td></td>
</tr>
</tbody>
</table>

**Copy**

<table>
<thead>
<tr>
<th>Copy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Write

ice cream

lemon

Trace

Copy
jumper

Trace

j j j j j j

Copy

j j j j j j

tiger

Trace

t t t t t t

Trace

t t t t t t

Copy

t t t t t t
Match and write

c ___gg
j cat

Draw and match

orange
ice cream
sandwich
lemon
Circle the right letters

| o e e c o e c c | i l j j i l t l |
| u u c o u o c u | i l j j i l t l |
| o c e o c e c e | j i l j i l i t |
| g e s o e s s e | l b b t l t k l |

Count and write

c = 4
e = 
i = 
j = 
o = 
s = 
l = 
t = 

[Image of cartoon characters and objects]
Write

- **four**
  - Trace:
    - f f f f f f
  - Copy:
    - . . . . .

- **kite**
  - Trace:
    - K K K K K K K
  - Trace:
    - K K K K K K K
  - Copy:
    - . . . . . .
apple

Trace

\[
\begin{array}{cccccc}
& & a & & a & & a \\
\end{array}
\]

Copy

\[
\begin{array}{cccccc}
\cdot & \cdot & \cdot & \cdot & \cdot & \cdot \\
\end{array}
\]

door

Trace

\[
\begin{array}{cccccc}
& & d & & d & & d \\
\end{array}
\]

Trace

\[
\begin{array}{cccccc}
& & d & & d & & d \\
\end{array}
\]

Copy

\[
\begin{array}{cccccc}
\cdot & \cdot & \cdot & \cdot & \cdot & \cdot \\
\end{array}
\]
Write

Trace
g g g g g

Trace
g g g g g

Copy

Trace
q q q q q

Trace
q q q q q

Copy

Trace
q q q q q

Copy

giraffe

queen

q
Trace
\[ \underline{n} \underline{n} \underline{n} \underline{n} \underline{n} \underline{n} \]

Copy
\[ \cdot \cdot \cdot \cdot \cdot \cdot \cdot \]

Trace
\[ \underline{m} \underline{m} \underline{m} \underline{m} \underline{m} \underline{m} \underline{m} \]

Trace
\[ \underline{m} \underline{m} \underline{m} \underline{m} \underline{m} \underline{m} \underline{m} \]

Copy
\[ \cdot \cdot \cdot \cdot \cdot \cdot \cdot \]
Match and write

- f \_ine
- d \_queen
- q \_oor
- n \_our

Colour

- m = green
- g = brown
- k = yellow
- a = red
Circle the right letters

<table>
<thead>
<tr>
<th>4</th>
<th>h k f h f d k f</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>g q d b g q h k</td>
</tr>
<tr>
<td>k</td>
<td>k h h f k k h</td>
</tr>
<tr>
<td></td>
<td>q g b g q g k h</td>
</tr>
<tr>
<td>o</td>
<td>o d d a d o a</td>
</tr>
<tr>
<td></td>
<td>9 h n m n t v n v</td>
</tr>
<tr>
<td>d</td>
<td>d h h b d d</td>
</tr>
<tr>
<td></td>
<td>n m v m b n m w</td>
</tr>
</tbody>
</table>

Count and write

\[ f = 5 \quad a = \quad g = \quad n = \]
\[ k = \quad d = \quad q = \quad m = \]
Write

ruler

Trace

```
  r  r  r  r  r  r
```

Trace

```
  r  r  r  r  r  r
```

Copy

```
  .  .  .  .  .  .
```

hair

Trace

```
  h  h  h  h  h  h  h
```

Trace

```
  h  h  h  h  h  h  h
```

Copy

```
  .  .  .  .  .  .
```

balloon

Trace

b b b b b b

Copy

pen

Trace

p p p p p p

Trace

p p p p p p

Copy
Write

yoyo

Trace

y y y y y y

Copy

. . . . . .

umbrella

Trace

u u u u u u

Trace

u u u u u u

Copy

. . . . . .
van

V

window

W
Match and write

h__oyo
b__hair
y__mbrella
u__alloon

Draw
### Circle the right letters

<table>
<thead>
<tr>
<th></th>
<th>r</th>
<th>n</th>
<th>v</th>
<th>v</th>
<th>r</th>
<th>n</th>
<th>m</th>
<th>v</th>
<th></th>
<th>w</th>
<th>v</th>
<th>v</th>
<th>q</th>
<th>y</th>
<th>g</th>
<th>q</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x</td>
<td>h</td>
<td>d</td>
<td>b</td>
<td>k</td>
<td>b</td>
<td>h</td>
<td>l</td>
<td></td>
<td>n</td>
<td>u</td>
<td>v</td>
<td>u</td>
<td>v</td>
<td>n</td>
<td>u</td>
</tr>
<tr>
<td></td>
<td>h</td>
<td>d</td>
<td>b</td>
<td>m</td>
<td>b</td>
<td>d</td>
<td>h</td>
<td>b</td>
<td></td>
<td>u</td>
<td>v</td>
<td>m</td>
<td>r</td>
<td>v</td>
<td>o</td>
<td>u</td>
</tr>
<tr>
<td></td>
<td>p</td>
<td>q</td>
<td>g</td>
<td>b</td>
<td>p</td>
<td>g</td>
<td>q</td>
<td>p</td>
<td></td>
<td>m</td>
<td>w</td>
<td>m</td>
<td>u</td>
<td>b</td>
<td>w</td>
<td>v</td>
</tr>
</tbody>
</table>

### Count and write

- r = 3
- b =
- y =
- v =
- h =
- p =
- u =
- w =
Write

x-ray

Trace

X X X X X X

Copy

.......

Zoo

Trace

Z Z Z Z Z Z

Trace

Z Z Z Z Z Z

Copy

.......

26
Sing

The Alphabet Song

Let’s sing the a, b, c.
Sing the letters, sing with me.

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

Let’s sing the a, b, c.
Sing the letters, sing with me.
Colour the alphabet path
- Write

**a**

Trace

A

Copy

**b**

Trace

B

Copy

**c**

Trace

C

Copy
Match and colour

A

9

Apple

B

Ball

C

Bus

Lemon

D

Pen

Door

E

Egg

Ice cream

F

Four

Umbrella

Window
Finish the letters

A B C D E F

Match and colour
Write

Trace

Copy

Trace

Copy

Trace

Copy
Finish the letters.

Trace:

j

j

Trace:

k

k

Trace:

l

l
Match and colour

- G: 9, Giraffe
- H: Skeleton, Egg
- I: Ice Cream, Kite
- J: Train, Giraffe
- K: Apple, Moon, Cat, Envelope
- L: Orange, Lemon, Mouse
Finish the letters

G U T I L

Match and colour
p

Trace
P P P P P P

Copy

q

Trace
Q Q Q Q Q Q

Copy

r

Trace
R R R R R R

Copy
Colour the letter paths and write the letters
Finish the letters

\[\text{M} \quad \text{N} \quad \text{O} \quad \text{P} \quad \text{Q} \quad \text{R} \quad \text{m} \quad \text{n} \quad \text{o} \quad \text{p} \quad \text{q} \quad \text{r}\]

Match and colour
Write

Trace

Copy

Trace

Copy

Trace

Copy
Write

Trace

Copy

Trace

Copy
- Finish the letters

S T I U W V Y Z

- Match and colour

Well Done
Colour the right path and finish the alphabet
TEACHER’S NOTES

The aim of Get Set Go! Starter Book is to help pupils to recognise and write the letters of the roman alphabet, using the correct hand movement. Pupils start by tracing and copying the lower-case letters in groups - based on shape and hand movement rather than non-intuitive alphabetical order. Each letter is linked to a picture to help them to practise the sound. Once the lower case has been taught, pupils start with the upper case. Here the letters are presented in alphabetical order, because most of them are formed with two or more hand movements and are easier to draw. Lower-case letters are displayed alongside the upper case for pupils to recognise and link.

Before pupils start to trace a letter, make sure they understand the word. Then demonstrate the letter on the board. Explain in L1 what you are doing. Next you might want to let them trace the letter in the air. You should do it with them while describing your hand movement. They are now ready to start. First they trace the row of letters, starting each movement on the dot provided, then they copy the letters. Go round the class, helping as necessary.

About the exercises

- **Title page** Pupils write their name and school.
- **Pages 2–3 Look at the pictures.** These pages present, in a humorous form, all the items of vocabulary that will exemplify each letter throughout the book. Initially, pupils simply look at the scene illustrated. If you wish, you could elicit the names of objects in L1. But pupils should not be expected to learn all the words at this stage.
- **Pages 4–5 Look at the alphabet.** Read through the alphabet with the pupils. As you go, draw attention once again to the objects but do not spend time teaching them. Pupils can use this picture for reference throughout the book.
- **Page 6 Say the numbers.** Pupils say the numbers 1–10 in English, pointing at each number in turn.
- **Page 7 Draw.** Pupils join two sets of dots in numerical order to complete the picture. They start with the blue set to complete the upper part of the robot’s body, then do the red set to complete the lower part of the body.
- **Pages 8–9 Write.** Pupils trace and copy the lower-case letters c, o, e, s.
- **Pages 10–11 Write.** Pupils trace and copy the lower-case letters i, l, t.
- **Page 12 Match and write.** Pupils write the missing initial letter to complete each illustrated word.
- **Page 13 Circle the right letters.** Each group of letters contains the initial letter of the word illustrated. Pupils circle these letters.
- **Count and write.** This exercise revises the 8 letters the pupils have just learnt. They count the objects that represent each letter and write the correct number in the box.
- **Pages 14–15 Write.** Pupils trace and copy the lower-case letters f, k, a, d.
- **Pages 16–17 Write.** Pupils trace and copy the lower-case letters g, q, n, m.
- **Page 18 Match and write.** Pupils write the missing initial letter to complete each illustrated word.
- **Colour.** Pupils colour by letter to discover the hidden picture (a giraffe with its head through an apple).
- **Page 19 Circle the right letters.** Each group of letters contains the initial letter of the word illustrated. Pupils circle these letters.
- **Count and write.** This exercise revises the 8 letters the pupils have just learnt. They count the objects that represent each letter and write the correct number in the box.
- **Pages 20–21 Write.** Pupils trace and copy the lower-case letters r, h, b, p.
- **Pages 22–23 Write.** Pupils trace and copy the lower-case letters y, u, v, w.
- **Page 24 Match and write.** Pupils write the missing initial letter to complete each illustrated word.
- **Draw.** Pupils join four sets of dots in numerical order to complete four pictures illustrating the letters u, d, p, r (an umbrella, a van, a pen, a ruler).
- **Page 25 Circle the right letters.** Each group of letters contains the initial letter(s) of the word illustrated. Pupils circle these letters.
- **Count and write.** This exercise revises the 8 letters the pupils have just learnt. They count the objects that represent each letter and write the correct number in the box.
- **Pages 26 Write.** Pupils trace and copy the lower-case letters x, z.
- **Page 27 Sing.** (The song is on the cassette for Get Set Go! 1.)
- **Page 28 Colour the alphabet path.** Pupils guide the spaceship through the alphabet route. They colour/trace their way.
- **Page 29 Draw.** Pupils join the 26 letters of the alphabet in order to complete a picture of a tiger.
- **Pages 30–31 Write.** Pupils trace and copy the upper-case letters A, B, C, D, E, F.
- **Page 32 Match and colour.** Pupils decide which object is represented by the letter. They colour accordingly.
- **Page 33 Finish the letters.** Pupils finish drawing the group of letters (presented in alphabetical order) which they have just learnt.
Page 33  Finish the letters. Pupils finish drawing the group of letters (presented in alphabetical order) which they have just learnt.

Match and colour. Pupils find each pair of large and small aliens with matching upper- and lower-case letters. They colour the large alien in the same colour as the small one.


Page 36  Match and colour. Pupils decide which object is represented by the letter. They colour accordingly.

Page 37  Finish the letters. Pupils finish drawing the group of letters (presented in alphabetical order) which they have just learnt.

Match and colour. Pupils find each pair of large and small aliens with matching upper- and lower-case letters. They colour the large alien in the same colour as the small one.

Pages 38-39  Write. Pupils trace and copy the upper-case letters M, N, O, P, Q, R.

Page 40  Colour the letter paths and write the letters. Pupils find their way through the maze by following each of the letters in turn, from the button at the top to the light bulb at the bottom. As they go, they colour their path and draw a line to the bulb. Then they write the appropriate letter in the bulb.

Page 41  Finish the letters. Pupils finish drawing the group of letters (presented in alphabetical order) which they have just learnt.

Match and colour. Pupils find each pair of large and small aliens with matching upper- and lower-case letters. They colour the large alien in the same colour as the small one.

Pages 42-43  Write. Pupils trace and copy the upper-case letters S, T, U, V, W, X.

Page 44  Write. Pupils trace and copy the upper-case letters Y, Z.

Page 45  Finish the letters. Pupils finish drawing the group of letters (presented in alphabetical order) which they have just learnt.

Match and colour. Pupils find each pair of large and small aliens with matching upper- and lower-case letters. They colour the large alien in the same colour as the small one.

Page 46  Colour the right path and finish the alphabet. Pupils colour in the path of the alphabet, filling in the missing upper- and lower-case letters as they go. When they have finished, they sing 'The Alphabet Song' (page 27) again.
Get Set Go!

Starter Book

Get Set Go! Starter Book is written especially for young children just beginning their first English lessons. It is particularly useful for children who are not familiar with the Roman Alphabet and who need a very gentle introduction to English.

Get Set Go! Starter Book begins with practice of all the hand movements used in English handwriting. It then systematically teaches the small letters, not in alphabetical order, but grouped according to shape and hand movement. The next section of the book deals with the capital alphabet. There are six units in all.

There is a humorous and motivating theme throughout the book, and each unit has an activity page for children to enjoy.

This Starter Book can be used independently or as ideal preparation for the Get Set Go! course.