Little Friends

Teacher's Book

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Scope and sequence

Topic	Vocabulary	Letters	Number	Structure
1 **Hello**	Baz Pat Jig Tess	**a** – apple **b** – boy	1	Hello... Goodbye... What's your name? I'm...
2 **Family**	mum grandma dad grandpa	**c** – cat **d** – duck	2	Who's that? It's my mum.
3 **School**	bag chair book pencil	**e** – egg **f** – fish	3	Sit down. / Stand up. Quiet, please. Thank you. (What's this?) (It's a bag.)
4 **Colours**	blue red green yellow	**g** – girl **h** – hat	4	What colour is it? It's red.
5 **Toys**	ball doll car teddy	**i** – iguana **j** – jam **k** – kite	5	What's this? It's a (red) car.
6 **Body**	arm head hand leg	**l** – lion **m** – moon **n** – net	6	My arm Your hand Touch your head.
7 **Clothes**	shirt skirt shoes trousers	**o** – octopus **p** – pizza **q** – queen	7	This is my shirt. These are your shoes.
8 **Food**	banana orange biscuit sandwich	**r** – rabbit **s** – sun **t** – table	8	How many biscuits? Three biscuits. Two oranges, please.
9 **Face**	ears mouth eyes nose	**u** – umbrella **v** – van **w** – window	9	Who's this? It's Baz.
10 **Animals**	bird dog butterfly goat	**x** – box **y** – yogurt **z** – zebra	10	Is it a dog? Yes/No.

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The lesson notes give advice on how and when to use flashcards. Each flashcard is numbered and a list of flashcards appears inside the plastic pocket. Because the flashcards are double-sided, you can use a plain piece of card to cover the image on the back. As with all lesson materials, it is best to prepare the cards you need before the lesson. Those needed are specified in the box at the beginning of each lesson.

Course structure

Each level of *Little Friends* consists of 10 main units. Each unit has six core lessons. After every two units, there is a review spread called *I know ...* which consolidates the material from the previous units.

In addition, almost all lessons offer an optional activity. The optional activities provide extra practice and consolidation of what has been taught. They do not present new language.

Topics

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

The topics chosen, such as Family and Toys, are relevant to young children and reflect their lives. As a result, they reassure, interest, and motivate the children in the classroom.

Values

In addition to its language learning benefits, *Little Friends* recognizes that language instruction presents an opportunity to reinforce values such as cooperation, teamwork, health, good nutrition, and respect for others. The stories and illustrations provide opportunities to address such values. Examples include Unit 3 which models respect for teachers, and Unit 8 which shows healthy eating. These values are highlighted for each unit within the lesson notes.

Unit structure

The simple and reliable unit structure makes *Little Friends* an ideal course for experienced and novice teachers alike. 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 *Little Friends*.

The first two pages of the each unit of the Class Book depict an inviting scene with 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. There are four new words per unit. There is a sticker for each of the new words. Children are highly motivated by stickers, which helps them to retain these words more effectively. Lesson 2 presents the key language structure of the unit in a song so that children remain engaged as they are exposed to the new language.

Lessons 3 and 5 of each unit are for Letters, and they provide material for the foundation of literacy development. *Little Friends* is carefully crafted so that children are not overwhelmed by too many new letters at once. There are never more than three new letters presented in any one unit.

Lesson 4 of each unit is devoted to numeracy, which is presented in conjunction with a song. Children learn numbers from 1–10. They learn to recognize the written numbers, and also the meaning of the number by counting.

Lesson 6 is the story lesson. Each story is a simple two-frame story which features the course characters or other characters in humorous, creative, or thoughtful situations.

In addition to the 10 core units, there are five review spreads which consolidate the main language, letters or numbers of the preceding two units. At this age, children require a high level of recycling of language before they acquire it, so these frequent review spreads are essential to the success of the course. After children complete the review, they are given a smiley face sticker to acknowledge their progress and motivate them to continue learning.

The four skills

Little Friends focuses on providing the foundation for the development of the four language skills of listening, speaking, reading, and writing. While children may be too young to read and write, they are able to practise pre-literacy skills that will prepare them for learning to read and write with *First Friends*.

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 *Little Friends*, children's listening skills are developed. Children listen to a variety of language, including 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.

Speaking

There are opportunities for children to speak in every lesson. Speaking activities represent a wide range of formats, including listen and say (repeating), answering questions, role plays, and communicative speaking.

Pronunciation is addressed through the modelling of letter sounds in the phonics lessons. *Little Friends* uses the International Phonetics Alphabet for pronunciation guides. See the phonetic key below.

Pre-writing

Pre-writing is the main focus of *Little Friends*. For very young children, this is achieved by encouraging and providing ample opportunities for finger tracing, which helps children get accustomed to the left to right hand and arm movement required for English writing.

In *Little Friends*, children will:

- do activities which reinforce the left to right direction of English
- do activities which promote eventual pencil control
- do activities which develop fine motor control

Pre-reading

Little Friends prepares children for reading by introducing them to the phonics method. See below for an explanation of phonics.

In *Little Friends*, children will:

- learn the left to right progression of English
- learn the sounds of the English alphabet
- learn to identify the starting sounds and letters of words

Literacy development: phonics

Little Friends adopts a phonics approach to literacy development.

The phonics approach is based on the letter / sound correspondence. In other words, each letter has a primary sound which enables the reader to decode or read the word. For example, the word *cat* consists of three letters (*c, a, t*) and three sounds (/k/ /æ/ /t/). If the reader understands the correspondence of the letters and the sounds, he or she is able to decode or read *cat*. Thus, knowing the letter sounds is extremely important, and is more important than the letter name.

Since *Little Friends* is specially designed for children who are extremely young, letter names are not presented. However, if there are parental or cultural expectations that children know the names as well as the sounds of the letters, teachers using *Little Friends* may wish to present the names. Both letter sounds and names are presented in *First Friends*.

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

Phonetic key

a – /æ/ – apple
b – /b/ – boy
c – /k/ – cat
d – /d/ – dog
e – /e/ – egg
f – /f/ – fish
g – /g/ – girl
h – /h/ – hat
i – /ɪ/ – iguana
j – /ʤ/ – jam
k – /k/ – kite
l – /l/ – lion
m – /m/ – moon
n – /n/ – net
o – /ɒ/ – octopus
p – /p/ – pizza
q – /kw/ – queen
r – /r/ – rabbit
s – /s/ – sun
t – /t/ – table
u – /ʌ/ – umbrella
v – /v/ – van
w – /w/ – window
x – /ks/ – box
y – /j/ – yogurt
z – /z/ – zebra

Characteristics of young learners

The *Silent Period*

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

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

Remember that the questions in the syllabus are intended only for the teacher to produce, e.g. *Who's that? What's your name?* etc. However, as there are significant individual variations amongst children, some children may be able and eager to use English sooner. Similarly, at this stage, some children may not be able to give complete answers, but they may be able to express their understanding by giving a partial answer or another indication that they have understood and are attempting to communicate. For example, one child may respond *It's red* whilst another may only say *Red*. A third child may point to a red flashcard. All three children are communicating effectively and appropriately for their age.

Intellectual development

Very young children are not able to understand abstract rules or logic. As a result, abstract concepts and grammar are not taught overtly at this stage. Terms such as *singular* or *plural* are not used, and you will not find instructions to give grammar rules in the teaching notes.

Importance of routine

Very young children thrive when they have a routine. A routine offers them security and makes them feel that they understand their world because they know what to expect. It is very helpful to establish a routine with your children. One way *Little Friends* helps you to do this is through the *Hello* and *Goodbye* songs. Beginning each lesson with the *Hello* song is a good way to signal that it is time for the lesson to begin. By ending the lesson with the *Goodbye* song, children understand that the lesson is over.

It is also important to incorporate consistent praise and feedback into your lessons. Very young children flourish with praise. It raises their confidence and gives them positive reinforcement. Therefore, always praise correct responses and avoid harshly criticizing incorrect ones. You may simply say, 'That's almost right. Try again.'

Attention span

Young children have very short attention spans. They focus on here-and-now activities that are lively and fun. Their attention span can be maximized by getting them actively involved, as in doing actions or role playing. Try to avoid focusing on any one child for too long or the others may become distracted. In order to keep the children engaged, do not spend too much time on any one activity. It may be beneficial to leave an activity unfinished in order to maintain class attention.

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 and flashcards. Tactile learners take in new information by touching and doing, for example doing the song and phonics actions, and by finger tracing.

Fine motor skills development

Fine motor skills are still developing in very young children. They are just beginning to use their hands and fingers for activities such as drawing. These actions require coordination and control, which most young children typically do not

possess. As a result, the tracing in *Little Friends* refers to finger tracing. There is tracing on most pages of *Little Friends*.

Some children may be ready to hold a pencil and will be eager to do so. However, the handwriting and drawing of these children may be larger or malformed. It is important to recognize that such characteristics are a normal part of all children's development. You are the best judge of which children are ready to work with pencils.

To assist in the development of fine motor skills, *Little Friends* includes stickers for each unit. See below.

General teaching procedures

Beginning and ending the lesson

It is very important to establish a routine with children of this age. It is strongly suggested that you begin every lesson with the *Hello* song 01:

Transcript

Hello, hello, hello friends
Hello, hello, how are you?
I'm fine, I'm fine,
I'm fine, thank you!
I'm fine, I'm fine,
I'm fine, thank you!
Hello, hello, hello friends
Hello, hello, hello friends
Hello, hello, hello friends
Time to play today!

This is an excellent way to signal that it is time for English. It is also a good way to set a fun tone for all, while easing shy children into the lesson.

Likewise, it is a very good idea to end every lesson with the *Goodbye* song 02.

Transcript

Goodbye, boys and girls.
Goodbye, boys and girls.
Goodbye, boys and girls.
Time to go

By singing this song, children will understand that the lesson is over. It will clearly signal that it is time to move on to the next activity.!

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. It is helpful to personalize the language by using the children's own things as well as things in the classroom to underpin your presentations.

Using stickers

It is strongly suggested that you remove the sticker spread from the centre of the children's Class Books before you give them the books. The stickers will be most effective and motivating if they are given out a unit at a time. Younger children may need help removing stickers from the sheet, but all children should enjoy sticking them in their books and this will help to develop their fine motor control.

Using stories

Pretending and playing are extremely important for young children. Stories encourage and facilitate pretending and playing. They enable children to use their imagination, make sense of the world, and express their feelings and thoughts. Stories also give a natural context for introducing and practising language. Each unit of *Little Friends* includes a dedicated story lesson.

There are step-by-step notes tailored to each story, but in general it is good practice to:

- Establish the context for the story or dialogue by asking children questions about the pictures.
- Ask questions which give key information. These questions typically begin with: *Who? What?* and *Is ... ?*
- Call children to the front to act out the story. Use props, e.g. flashcards, real objects, etc. to make it more fun.

Teaching songs and chants

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

Little Friends features a song in Lesson 2 of each unit. There are step-by-step notes tailored to each song but in general it is good practice to:

- Establish the context for the song by asking children questions about the pictures.
- Have children listen to the song as you present the actions. This often helps children to remember the language more easily. They should not be expected to sing the first time.
- Ask children to sing along as they listen again. Some children may not want to sing until the third or fourth time they hear the song. This is fine and completely normal.
- Call children to the front to do the actions and lead the song. Use props to make it more fun.

Doing arts and crafts

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

Many teachers are reluctant to do arts and crafts with very young children because they feel they are difficult to manage effectively. As a result, *Little Friends* includes just two craft activities (in the review sections) that are very easy to prepare and do in the classroom, and which can serve as an introduction to doing craft activities. There are more crafts in *First Friends*.

The following are general procedures to teach arts and crafts:

- Try the craft activity before class so that you are clear about the materials and the procedures.
- Before class, prepare for the craft activity by cutting out and grouping as many of the materials as you can.
- During the lesson, give the instructions for each step of the craft activity before you give the materials for that step to the children. This will help children to focus on the instructions before they begin working.

1 Hello!



Lesson 1 Vocabulary CB PAGE 2

Lesson objectives
To identify the four main characters
Vocabulary: *Baz, Jig, Pat, Tess*
Materials: CD tracks 3–4, flashcards 1–4;
Optional: copies of Sheet 1 (page 76)

Warm-up 01

- Teach children the *Hello* song (TB page 5). Use this song at the beginning of every lesson if you wish.
- Talk to children about their toys. Ask them if they have a special toy that they sleep with or often play with.

Listen and say. 03

- Tell children they are going to meet two children and two special toys that the children have just been given. Stick the flashcards on the board, in this order: Baz, Jig, Pat, Tess.
- Point to each flashcard in turn, and say the name. Repeat.
- Say *Listen*. Play the CD. Children point to the flashcards.
- Play the CD again, pausing after each name. Children repeat the words chorally (then individually if you wish).

Transcript 03

Listen and say.

Baz, Jig, Pat, Tess

Listen and find. 04

- Give children their books, open at page 2. Ask some questions about the picture, e.g. *Who can you see? What have Baz and Tess been doing?* (opening their presents). *What are they doing now?* (looking at their new toys). *Who does Pat/Jig belong to?* (Pat is Baz's, Jig is Tess's).
- Tell children to point to the characters when they hear their names. Say *Listen* and play the CD, pausing as necessary. Check they are pointing to the correct character each time.

Transcript 04

Listen and find.

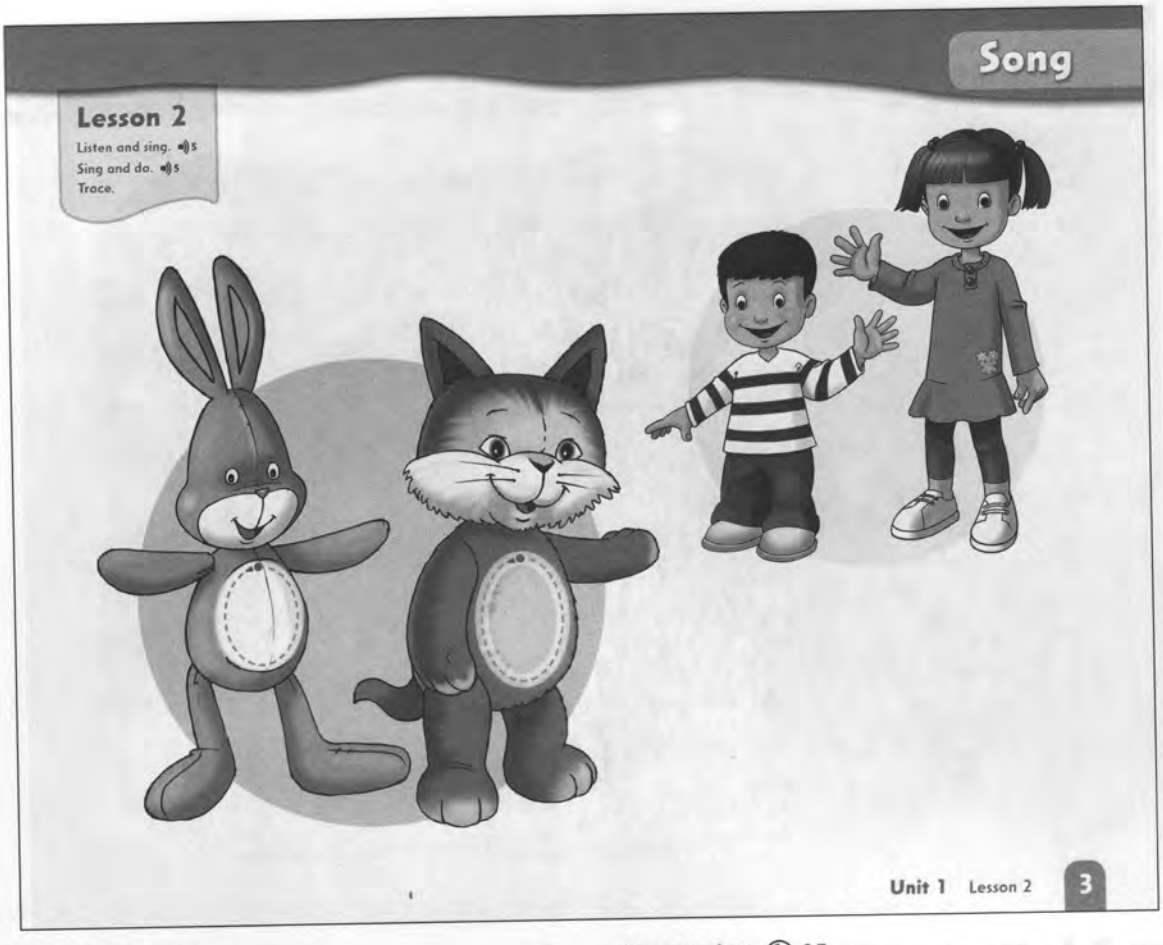
Baz, Jig, Pat, Tess

Stick and say.

- Say *It's sticker time!* Give children their character stickers.
- Hold up one child's stickers and point to Jig. Say *Jig*. Children repeat. Children find the sticker and stick it on Jig in the picture. Repeat with the other stickers.
- Sing the *Goodbye* song (02, TB page 5). You can end every lesson with this song, but you can wait until the next lesson before you teach it to the children.

Optional activity

- Hand out copies of Sheet 1. Say *Baz*, etc. Children point to the character and repeat. Tell them to colour the picture and take it home to show to their parents.



Lesson 2 Song CB PAGE 3

Lesson objectives
To introduce language for greeting people and saying your name
To revise and consolidate the unit vocabulary
To develop fine motor control through tracing
To sing a song
Vocabulary: *Jig, Pat, Baz, Tess*
Structure: *What's your name? Hello, I'm* + name.
Materials: CD tracks 01, 05; flashcards 1–4

Warm-up

- **Sing the *Hello* song.** 01 (TB page 5)
- Review the names of the characters. Hide a flashcard with a piece of paper and slowly reveal the picture. When children have guessed who it is, they say the name.

Listen and sing. 05

- Tell children they are going to learn a song about the characters.
- Stick the character flashcards up around the room, in this order: Jig, Pat, Baz, Tess. Say the names as you do so.
- Say *Listen to the song* and play the CD. Point to the appropriate flashcards when the characters introduce themselves. On *What's your name?*, open your hands in a questioning mime. On the last question, look at the class.
- Play the CD again and sing along, pausing after each line for children to sing the line after you.

Transcript 05

Listen and sing.

Hello, I'm Jig.
What's your name?
Hello, I'm Pat.
What's your name?

Hello, I'm Baz.
What's your name?
Hello, I'm Tess.
What's your name?
Hello, hello, what's your name?

Sing and do. 05

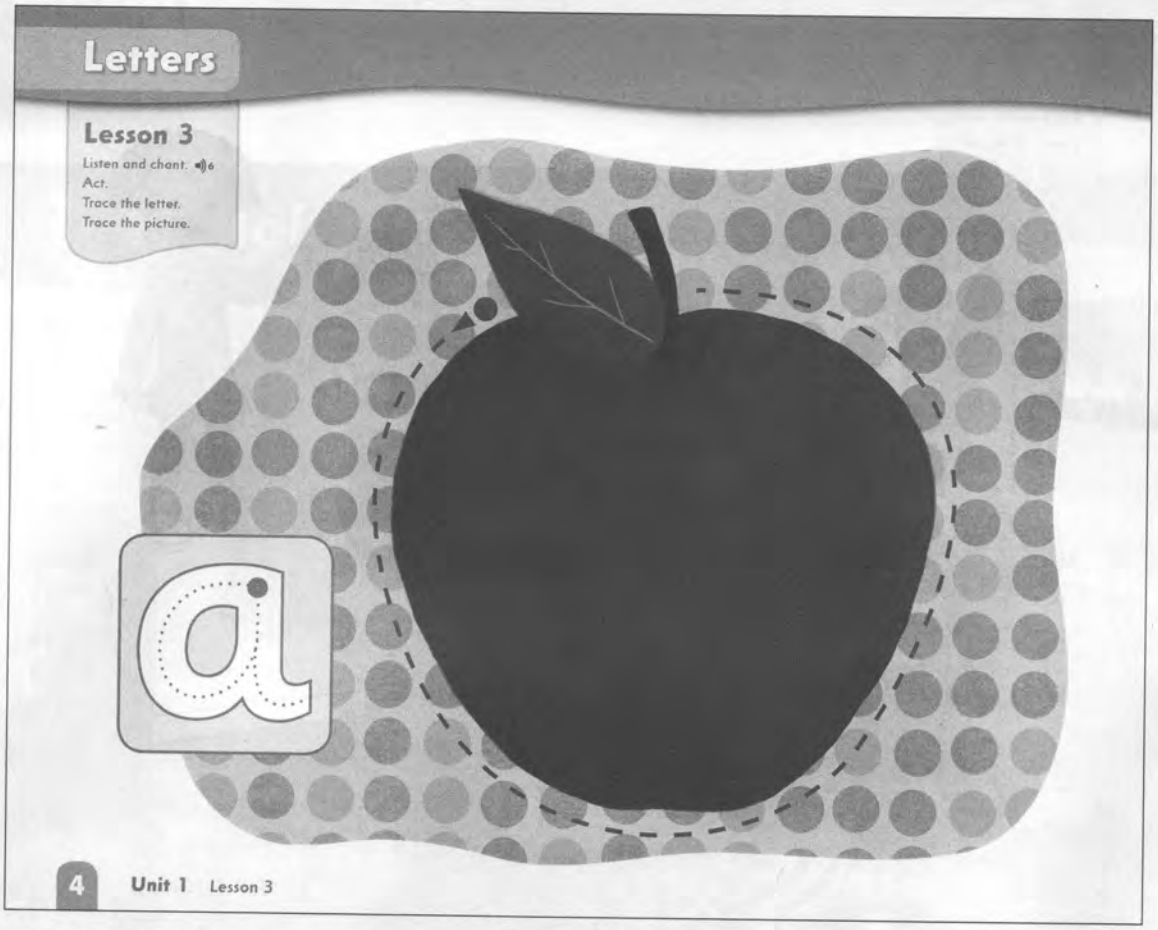
- Say *Stand up*, using your hands to show what you mean.
- Sing the song (using the CD if you wish). Children point to the flashcards as they hear the names, and open their hands as they ask the questions.
- Sing the song again. Encourage children to sing along.
- With a more able class, you could get children to say their own names.

Trace.

- Give children their books, open at page 3.
- Hold up your book and point to Jig. Say *Jig*. Children repeat.
- Ask children if they can find a dashed line somewhere on Jig. Point to the dashed line around his tummy, and show children how to trace around it with your finger.
- Children trace the line with one finger. Monitor and help as necessary. Repeat with Pat.
- **Sing the *Goodbye* song.** 02 (TB page 5)

Optional activity

- Ask four children to come to the front. Give each child a character flashcard. As they hear their character name mentioned, they hold up their flashcard. The rest of the class sings the song.



Lesson 3 Letters CB PAGE 4

Lesson objectives
To recognize and say the sound /æ/
To recognize and trace the letter *a*
Vocabulary: *apple*
Materials: CD track 06, flashcard 41;
Optional: flashcards 1–4

Warm-up

- Greet children and introduce yourself, saying *Hello, I'm* + *name*.
- Invite individual children to do the same.

Listen and chant. 06

- Tell children they are going to learn an English letter and sound.
- Stick the apple flashcard on the board. Say *Apple*. Children repeat the word.
- Ask children if they can hear the sound at the beginning of the word *apple*. Say /æ/. Children repeat the sound after you.
- Say *Listen* and play the CD. Children repeat.

Transcript 06

Listen and chant.

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

Act.

- Tell children they are going to learn an action for *apple*. Pretend to hold an apple in one hand, and open your mouth wide as if you are about to take a bite (see TB page 96), as you say /æ/, *apple*.
- Children repeat the action as they say /æ/ and *apple*.

Trace the letter.

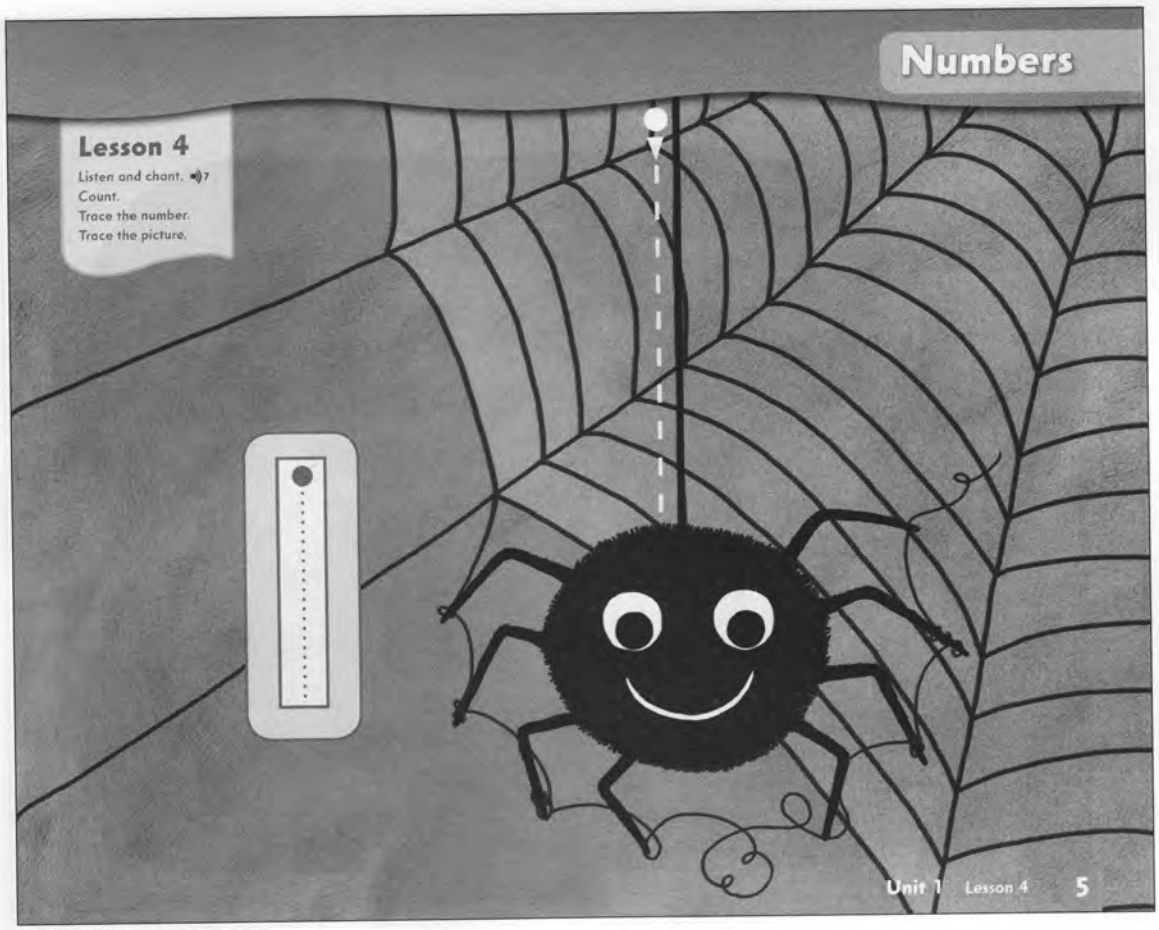
- Tell children that they are going to learn how to write the letter to go with the sound. Facing away from the class, use your finger to 'write' an *a* in the air, exactly as it is in the book. As you do so, say /æ/ … *apple*.
- Write a letter *a* on the board. Add a dot, as in the book. Show how to trace the letter. If you wish, children can practise 'writing' the letter in the air.
- Give children their books, open at page 4. Tell them to practise tracing the letter in their books with one finger.
- Monitor and check they are tracing it correctly.

Trace the picture.

- Ask children if they can find a dashed line on the picture. Hold up your book and show how to trace around the apple, starting at the dot.
- Children trace the shape in their books with one finger.
- If you wish, older or more able children can now trace the dashed lines on the letter and the picture with their pencils.

Optional activity

- Play a game to review the character names. Stick the flashcards up around the classroom. Say a name. Children go and stand next to the correct flashcard. Repeat.



Lesson 4 Numbers CB PAGE 5

Lesson objectives
To identify single objects as *one*
To recognize and trace the written number *1*
Vocabulary: *one (1)*
Materials: CD track 07, flashcards 1–4

Warm-up

- Invite four children to come to the front and give each one a character flashcard. Help them to introduce themselves, saying *Hello, I'm Baz*, etc. If necessary, say the sentence and let them repeat after you.
- Repeat with more children.

Listen and chant. 07

- Tell children they are going to learn to count in English. Hold up one finger and say *One*. Invite one child to come to the front of the class, point to him/her and say *One*.
- Tell children they are going to say a chant to practise the number 1. Say *Listen* and play the CD.
- Play the CD again. Children repeat.

Transcript 07

Listen and chant.

One, one, one, one.
One!

Count.

- Hold up a selection of single objects (e.g. one finger, one pencil, one book) and say *One*. Children repeat.
- Ask individual children to show you one thing in the classroom.
- Give children their books, open at page 5. Ask them how many bugs they can see. (Note that there is no need to teach them the word *spider* in English.)

Trace the number.

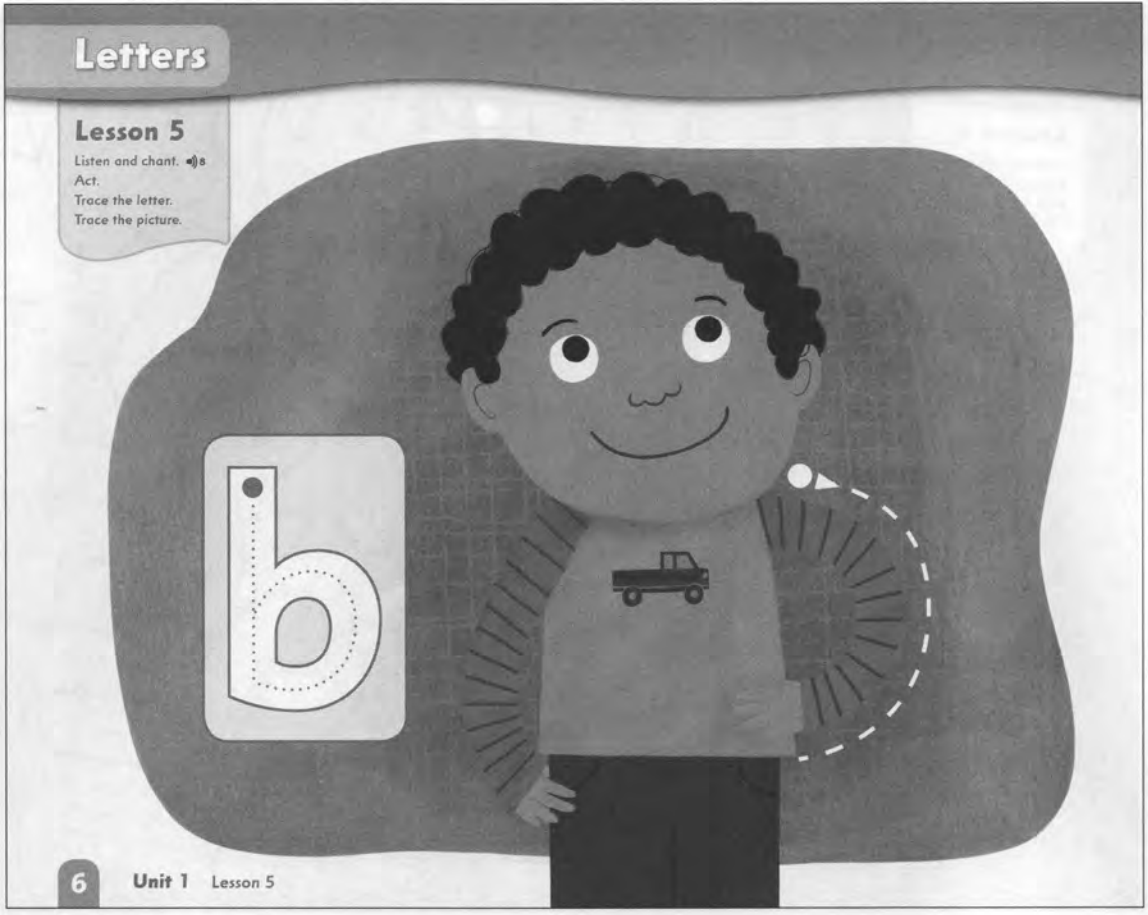
- Tell children they are going to learn how to write the number *1*. Facing away from the class, use your finger to 'write' a *1* in the air, exactly as it is in the book. Say *One*.
- Write a *1* on the board, and add a dot, as in the book.
- Show how to trace the number, starting from the dot. If you wish, children can practise 'writing' the number in the air.
- Tell children to practise tracing the number in their books with one finger. Check they are tracing it correctly.

Trace the picture.

- Ask children what they think they should trace on the picture (the thread the spider is hanging from). Hold up your book and demonstrate.
- Tell children to trace the line with one finger.
- If you wish, more able children can now trace the dashed lines on the number and the picture with their pencils.

Optional activity

- Hold up one or more objects (e.g. pencils, fingers, books) at a time. Tell children to say *One* when they see just one object, and otherwise to say nothing.



Lesson 5 Letters CB PAGE 6

Lesson objectives
To recognize and say the sound /b/
To recognize and trace the letter *b*
Vocabulary: *boy*
Materials: CD track 08, flashcards 41 and 42

Warm-up

- Hold up the apple flashcard and say the sound and word. Children repeat. See if they can remember the action.

Listen and chant. 08

- Tell children they are going to learn another English letter and sound.
- Stick the boy flashcard on the board. Say *Boy*. Children repeat the word. Point to several boys in the classroom, saying *Boy* as you do so, to reinforce meaning. If you like, you could point to a girl and shake your head.
- Ask children if they can hear the sound at the beginning of the word *boy*. Say /b/. Children repeat the sound after you.
- Say *Listen* and play the CD. Children repeat.

Transcript 08

Listen and chant.
/b/, /b/, /b/
/b/, boy, /b/, boy
/b/, /b/, /b/

Act.

- Tell children they are going to learn an action for this sound. Stand with your hands on your hips (see TB page 96) as you say /b/, *boy*.
- Children repeat the action, the sound and the word.

Trace the letter.

- Tell children that they are going to learn how to write the letter to go with this sound. Facing away from the class, use your finger to 'write' a *b* in the air, exactly as it is in the book. As you do so, say /b/ … *boy*.
- Write a letter *b* on the board. Add a dot, as in the book. Show how to trace the letter, starting from the top down. If you wish, children can practise 'writing' the letter in the air.
- Give children their books, open at page 6. Tell them to practise tracing the letter in their books with one finger.
- Monitor and check they are tracing it correctly, without lifting their finger off the page.

Trace the picture.

- Ask children what they should trace on the picture (the shape of the boy's arm). Hold up your book and demonstrate.
- Children trace the shape in their books with one finger.

Optional activity

- Hold up the apple and boy flashcards. Help children to say the word and the sounds and do the actions.



Lesson 6 Story CB PAGE 7

Lesson objectives
To follow the left to right sequence of English
To develop listening skills by following a story
To revise and consolidate language introduced in the unit
To understand the unit language in context
Structure: *Hello, I'm* + name, *What's your name?*
Materials: CD track 09, flashcards 1–4 and 6

Warm-up

- Stick the four character flashcards on the board. Say the names in order, repeating several times, so that you get into a rhythm.
- After a while, stop speaking but continue pointing. Children say the names without your help.
- Hold up the Dad flashcard. Explain to children that this is the children's dad.

Look and listen. 09

- Give children their books, open at page 7.
- Tell children that in English, stories go from left to right. Hold up your book and point to the frames in order.
- Ask the children to point to the first frame in their book. Check they are pointing to the correct frame.
- Talk about the picture. Ask children who they can see *(Baz, his dad and a woman)*. See if they can guess who the woman is.
- Say *Listen* and play the CD. Let children follow the story in their books, pausing in the middle to tell them to look at the second frame. (Don't ask children to repeat the words.)
- Ask the children what they think happens in the story. Explain that this is Baz's first day at school and he is meeting his teacher (the woman).
- Play the CD again.

Transcript 09

Look and listen.

Mrs Ball Hello. I'm Mrs Ball. What's your name?
Baz Hello, Mrs Ball. I'm Baz!

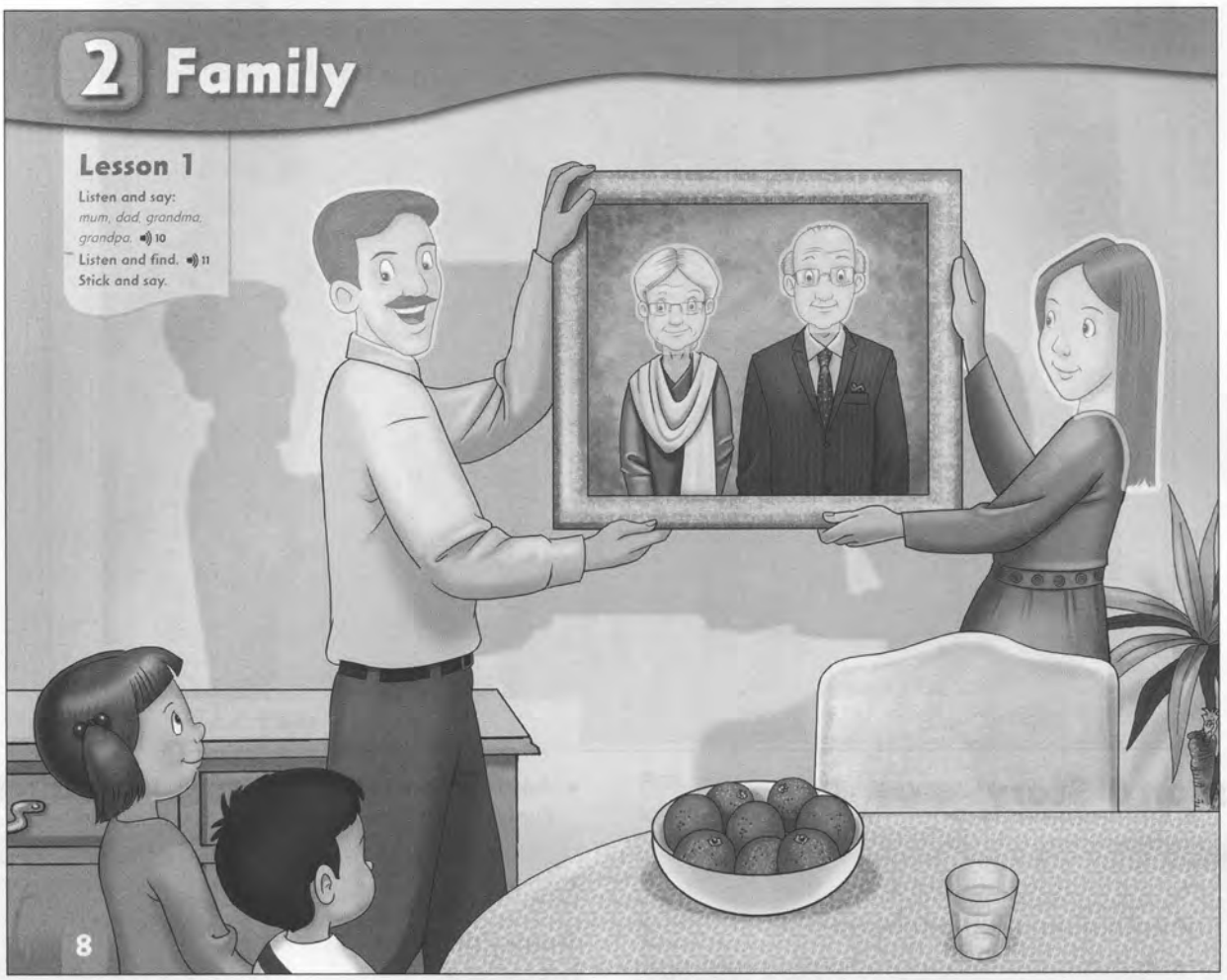
Listen and act. 09

- Tell children they are going to act out the story.
- Ask three children to come to the front of the class and pretend to be Baz, Dad and Mrs Ball. Baz can carry a bag.
- Play the first line of the story. 'Mrs Ball' holds out her hands to 'Baz' as if greeting him.
- Play the rest of the story. 'Baz' points to himself and smiles as he introduces himself.
- Repeat with more groups of three children.
- As children become familiar with the story, they may start to join in with the words. Encourage them to do so if they want to, but allow them to be silent if they prefer.

Optional activity

- Greet children individually, saying *Hello, I'm* + (your name). *What's your name?* Help children to answer *Hello,* (your name). *I'm* + (their name).

2 Family



Lesson 1 Vocabulary CB PAGE 8

Lesson objectives
To identify four family members
Vocabulary: *mum, dad, grandma, grandpa*
Materials: CD tracks 10–11, flashcards 1–8
Optional: copies of Sheet 2 (page 77)

Warm-up

- **Sing the *Hello* song.** 01 (TB page 5)
- Review the four main characters. Hold up the flashcards and let children tell you the names.

Listen and say. 10

- Hold up the dad flashcard and ask *Who's that?* Tell them they are going to meet all of Baz's family now.
- Stick the family flashcards on the board, in this order: mum, dad, grandma, grandpa. Point to each flashcard in turn, and say the name. Repeat.
- Say *Listen*. Play the CD. Children point to the flashcards.
- Play the CD again, pausing after each name. Children repeat the words chorally (then individually if you wish).

Transcript 10

Listen and say.

mum, dad, grandma, grandpa

Listen and find. 11

- Give children their books, open at page 8. Ask some questions about the picture, e.g. *Who can you see? What are they doing? (hanging up a picture). Who is in the framed picture? (grandma and grandpa).*
- Tell children to point to the characters when they hear their names. Say *Listen* and play the CD, pausing as necessary. Check they are pointing to the correct character each time.

Transcript 11

Listen and find.

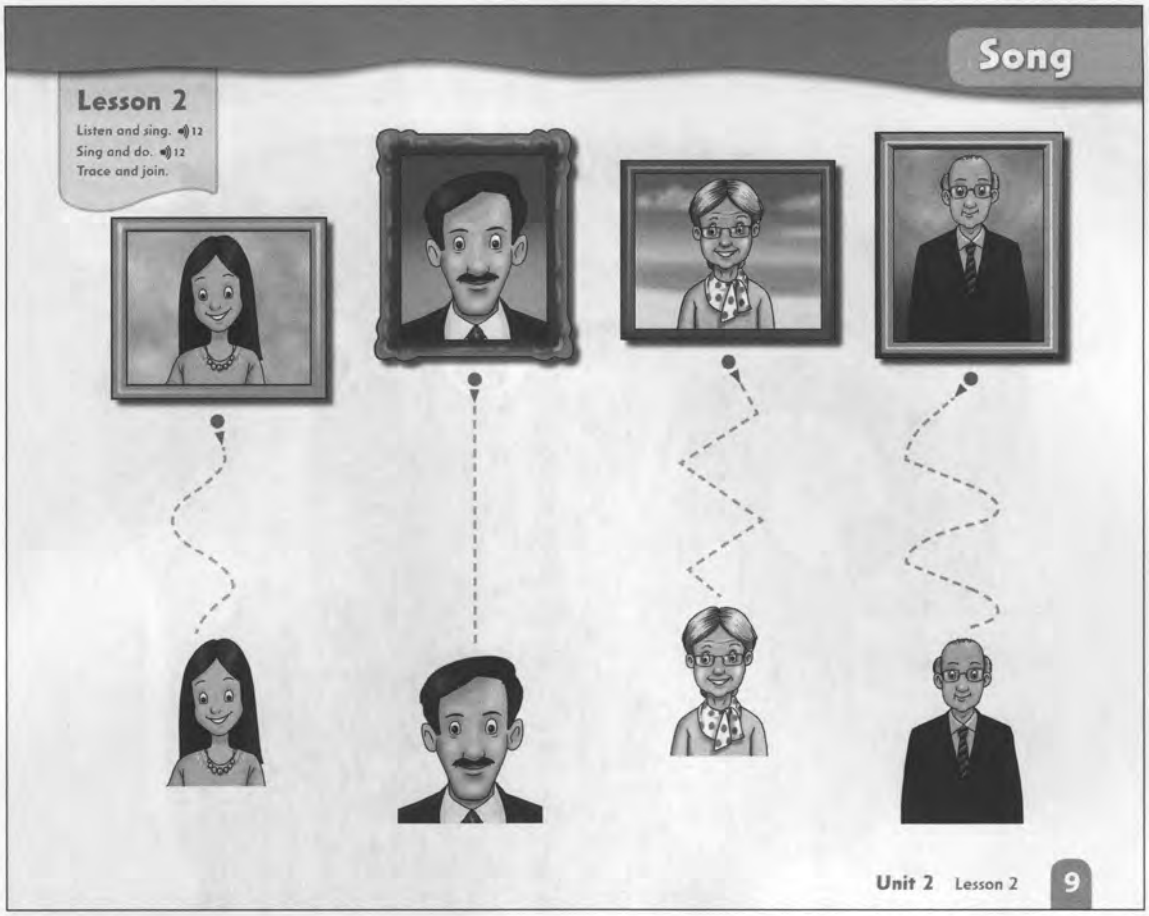
mum, dad, grandma, grandpa

Stick and say.

- Say *It's sticker time!* Give children the stickers for mum, dad, grandma and grandpa.
- Hold up one child's stickers and point to Dad. Say *Dad*. Children repeat. Children find the sticker and stick it on Dad in the picture. Repeat with the other stickers.
- **Sing the *Goodbye* song.** 02 (TB page 5)

Optional activity

- Hand out copies of Sheet 2. Say *Grandma*, etc. Children point to the character and repeat. Tell them to trace around the picture frames with one finger.



Lesson 2 Song CB PAGE 9

Lesson objectives
To introduce language for asking and telling who people are
To revise and consolidate the unit vocabulary
To develop fine motor control through tracing
To sing a song
Vocabulary: *mum, dad, grandma, grandpa*
Structure: *Who's that? It's my mum.*
Materials: CD track 12, flashcards 5–8

Warm-up

- Review the names of the family members. Hide a flashcard with a piece of paper and slowly reveal the picture. When children have guessed who it is, they say the name.

Listen and sing. 12

- Tell children they are going to learn a song about the people in Baz's family.
- Stick the four family flashcards up around the room, in this order: mum, dad, grandma, grandpa. Say the names as you do so.
- Say *Listen to the song* and play the CD. Point to the flashcards as the song is playing, to reinforce meaning.
- Play the CD again and sing along, pausing after each line for children to sing the line after you.

Transcript 12

Listen and sing.

Who's that? Who's that?
It's my mum. It's my mum!

Who's that? Who's that?
It's my dad. It's my dad!

Who's that? Who's that?
It's my grandma.
It's my grandma!

Who's that? Who's that?
It's my grandpa.
It's my grandpa!

Sing and do. 12

- Say *Stand up*, using your hands to show what you mean.
- Sing the song (using the CD if you wish). Children open their hands when a question is being asked. Children turn and point to the flashcards as they hear the names mentioned.
- Sing the song again. Encourage children to sing along.

Trace and join.

- Give children their books, open at page 9.
- Hold up your book and point to the top picture of Mum. Say *mum*. Children repeat. Ask them to find the other picture of mum, at the bottom of the page. Say *mum… mum!*
- Show how to trace the line joining the two pictures. Children trace the line with one finger. Monitor and help as necessary.
- Repeat with the other family members. More able children may wish to use a pencil.

Optional activity

- Sing the song again. This time children point to the pictures in their book.
- If children are still enjoying singing the song, ask four children to come to the front. Give each child a family flashcard and stand them in a line, in the same order as in the song. As they hear their character name mentioned, they hold up their flashcard. The rest of the class sings the song.



Lesson 3 Letters CB PAGE 10

Lesson objectives
To recognize and say the sound /k/
To recognize and trace the letter *c*
Vocabulary: *cat*
Materials: CD track 13, flashcards 41–43, (optional) flashcards 1–8

Warm-up

- Hold up the apple and boy flashcards and say the sounds and words. Children repeat. See if children can remember the actions.

Listen and chant. 13

- Tell children they are going to learn another English letter and sound.
- Stick the cat flashcard on the board. Say *Cat*. Children repeat the word. Talk about cats: Do children like cats? Do they know anyone who has a cat as a pet? What noise does a cat make?
- Ask children if they can hear the sound at the beginning of the word *cat*. Say /k/. Children repeat the sound after you..
- Say *Listen* and play the CD. Children repeat.

Transcript 13

Listen and chant.
/k/, /k/, /k/
/k/, cat, /k/, cat
/k/, /k/, /k/

Act.

- Tell children they are going to learn an action for *cat*. Use your fingers to make the shape of whiskers on your face (see TB page 96), as you say /k/, *cat*.
- Children repeat the action as they say /k/ and *cat*.

Trace the letter.

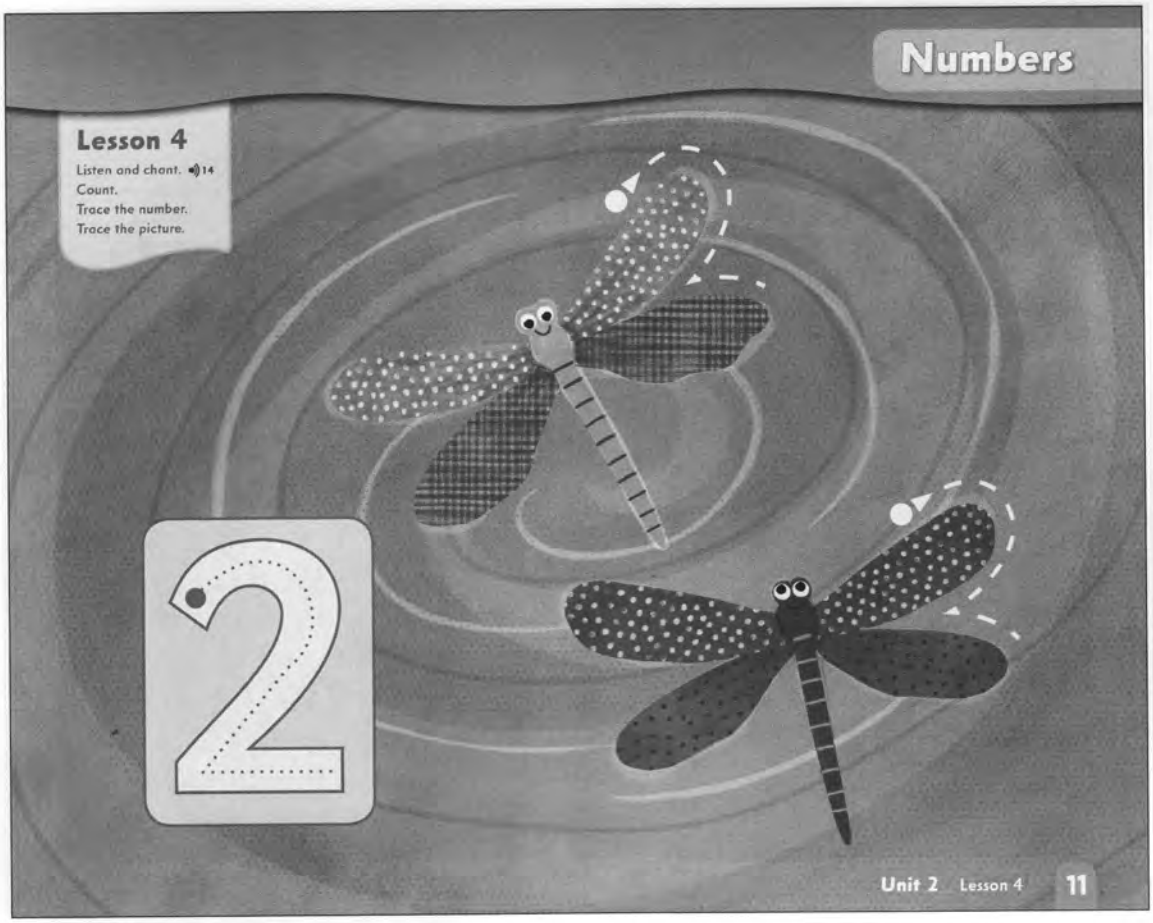
- Tell children that they are going to learn how to write the letter to go with the sound. Facing away from the class, use your finger to 'write' a *c* in the air, exactly as it is in the book. As you do so, say /k/ … *cat*.
- Write a letter *c* on the board. Add a dot, as in the book. Show how to trace the letter. If you wish, children can practise 'writing' the letter in the air.
- Give children their books, open at page 10. Tell them to practise tracing the letter in their books with one finger.
- Monitor and check they are tracing it correctly.

Trace the picture.

- Ask children what they think they should trace in the picture (the end of the cat's tail). Hold up your book and show how to trace the shape, starting at the dot.
- Children trace the shape in their books with one finger.
- If you wish, older or more able children can now trace the dashed lines on the letter and the picture with their pencils.

Optional activity

- Play a game to review all eight character names. Stick the flashcards up around the classroom. Say a name. Children go and stand next to the correct flashcard. Repeat.



Lesson 4 Numbers CB PAGE 11

Lesson objectives
To count up to two and identify sets of two objects
To recognize and trace the written number *2*
Vocabulary: *two (2)*
Materials: CD track 14

Warm-up

- Ask children if they can remember what a number *1* looks like. Ask them to make the shape in the air with one finger.

Listen and chant. 14

- Tell children they are going to learn another number in English. Invite two children to come to the front of the class. Indicate both the children and say *Two*. Then point to the children one by one and say *One, two*.
- Tell children they are going to say a chant to practise the number 2. Say *Listen* and play the CD.
- Play the CD again. Children repeat.

Transcript 14

Listen and chant.

Two, two, two, two!
One, two. One, two.
Two!

Count.

- Count some pairs of things in the classroom – e.g. pencils, chairs, books. Point to the objects and say the numbers. Children count with you.
- Give children their books, open at page 11. Say *Count the bugs* and count them. Children point and count with you. (Remember that you don't need to teach the names of the bugs; just use the generic word *bugs*.)

Trace the number.

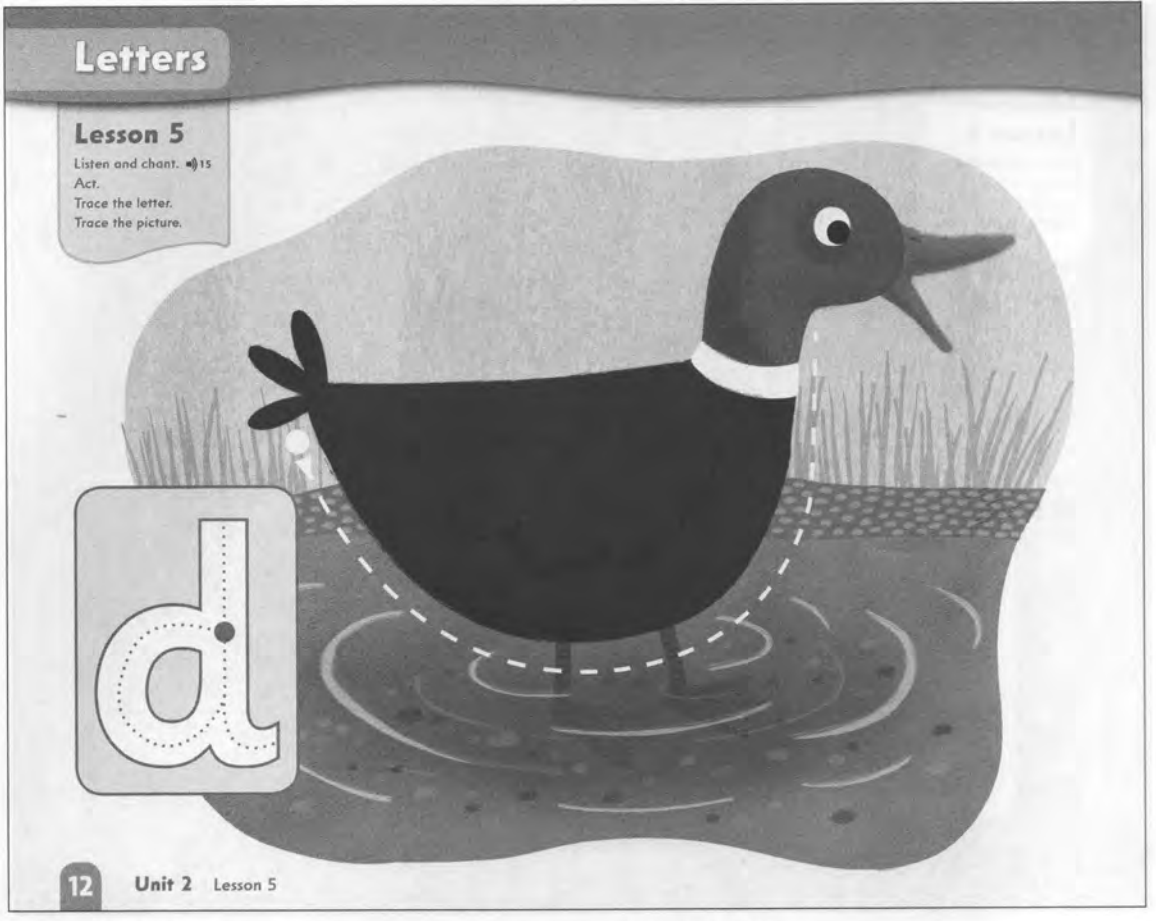
- Tell children they are going to learn how to write the number *2*. Facing away from the class, use your finger to 'write' a *2* in the air, exactly as it is in the book. Say *Two*.
- Write a *2* on the board, and add a dot, as in the book.
- Show how to trace the number, starting from the dot. If you wish, children can practise 'writing' the number in the air. Make sure they have got it the right way round.
- Tell children to practise tracing the number in their books with one finger. Check they are tracing it correctly.

Trace the picture.

- Ask children what they think they should trace on the picture (the right edges of the bugs' wings). Hold up your book and demonstrate.
- Tell children to trace the dashed lines with one finger.
- If you wish, more able children can now trace the dashed lines on the number and the picture with their pencils.

Optional activity

- Ask children to identify in their own language some parts of their body that they have got two of – e.g. eyes, ears, arms, hands, legs, feet.



Lesson 5 Letters CB PAGE 12

Lesson objectives
To recognize and say the sound /d/
To recognize and trace the letter *d*
Vocabulary: *duck*
Materials: CD track 15, flashcards 43 and 44

Warm-up

- Hold up the cat flashcard. Children say the word *cat* and the sound /k/, and do the action.

Listen and chant. 15

- Tell children they are going to learn another English letter and sound.
- Stick the duck flashcard on the board. Say *Duck*. Children repeat the word. Talk about ducks: Where do they live? What noise do they make?
- Ask children if they can hear the sound at the beginning of the word *duck*. Say /d/. Children repeat the sound after you.
- Say *Listen* and play the CD. Children repeat.

Transcript 15

Listen and chant.
/d/, /d/, /d/
/d/, duck, /d/, duck
/d/, /d/, /d/

Act.

- Tell children they are going to learn an action for this sound. Make an opening and shutting motion with one hand, like a duck's bill (see TB page 96) as you say /d/, *duck*.
- Children repeat the action, the sound and the word.

Trace the letter.

- Tell children that they are going to learn how to write the letter to go with this sound. Facing away from the class, use your finger to 'write' a *d* in the air, exactly as it is in the book. As you do so, say /d/ … *duck*.
- Write a letter *d* on the board. Add a dot, as in the book. Show how to trace the letter, starting from the dot. If you wish, children can practise 'writing' the letter in the air.
- Give children their books, open at page 12. Tell them to practise tracing the letter in their books with one finger.
- Monitor and check they are tracing it correctly, without lifting their finger off the page.

Trace the picture.

- Ask children what they should trace on the picture (the bottom of the duck's body). Hold up your book and demonstrate.
- Children trace the shape in their books with one finger.

Optional activity

- Review all the sounds the children have learnt so far. Write the letters *a–d* on the board, saying the sounds as you do so. Point to each letter in turn. See if children can say the word and the sound and do the action.
- If possible, ask the children's parents to send in a photo of their child's mum, dad, grandma or grandpa, for the next lesson.



Lesson 6 Story CB PAGE 13

Lesson objectives
To follow the left to right sequence of English
To develop listening skills by following a story
To revise and consolidate language introduced in the unit
To understand the unit language in context
Structure: *Who's that? It's my mum.*
Materials: CD track 16, flashcards 1–4
Optional: photos of children's family members

Warm-up

- Stick the four main character flashcards on the board. Point to the flashcards at random and Ask *Who's that?* Children answer *It's Jig*, etc.

Look and listen. 16

- Give children their books, open at page 13.
- Remind children that in English, stories go from left to right. Hold up your book and point to the frames in order.
- Ask the children to point to the frames in their book in the correct order.
- Talk about the pictures. Ask children who they can see *(Pat and Jig and another cat)*. See if they can guess who the other cat is.
- Say *Listen* and play the CD. Let children follow the story in their books, pausing in the middle to tell them to look at the second frame. (Don't ask children to repeat the words.)
- Ask the children what they think happens in the story. Explain if necessary that the other cat is Pat's grandma.
- Play the CD again.

Transcript 16

Look and listen.
Pat Who's that?
Jig It's a cat.

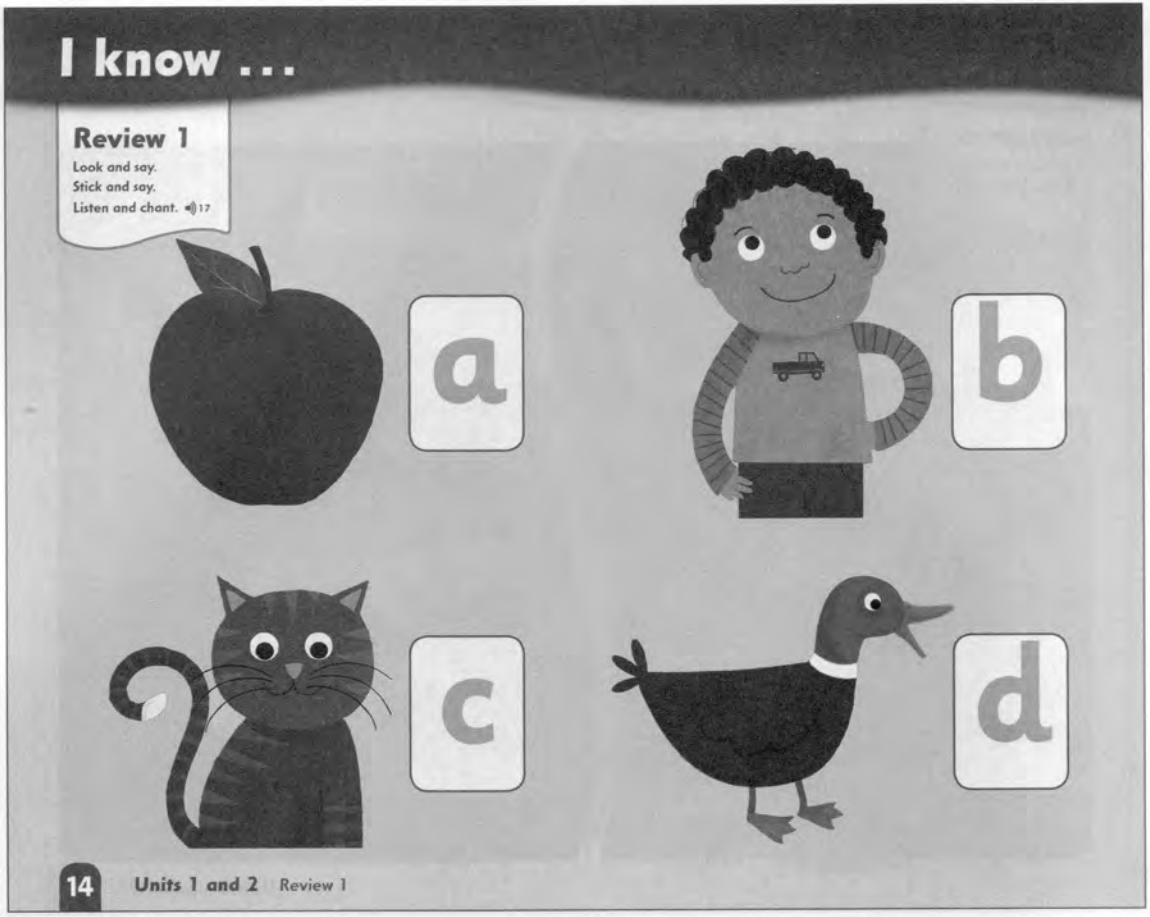
Pat It's my grandma! Hello, Grandma.
Grandma Hello, Pat.

Listen and act. 16

- Tell children they are going to act out the story.
- Ask three children to come to the front of the class and pretend to be Pat, Jig and Grandma. 'Grandma' should stand a distance away from 'Pat' and 'Jig'.
- Play the first line of the story. 'Jig' points to 'Grandma'.
- Play the rest of the story. 'Pat' and 'Grandma' wave and smile at each other.
- Repeat with more groups of three children.
- As children become familiar with the story, they may start to join in with the words. Encourage them to do so if they want to, but allow them to be silent if they prefer.

Optional activity

- If children have brought in photos of family members, ask children to sit in a circle and take turns to hold up their photo. Ask *Who's that?* Children answer *It's my mum*, etc.



Review 1 CB PAGE 14

Lesson objectives
To review the letters and sounds from units 1 and 2: *a*, *b*, *c* and *d*
To say a chant
Vocabulary: *apple*, *boy*, *cat*, *duck*
Materials: CD track 17, flashcards 41–44
Optional: copies of Sheet 3 (page 78)

Warm-up

- Do the actions for the letters *a–d* (see phonics actions on TB page 96). Children say the sounds and the words, and join in with the actions.

Look and say.

- Give children their books, open at page 14. Ask them to say the word for each picture in their books. As they say each word, hold up the corresponding flashcard.
- Hold up the flashcards at random, asking children to say the words again.

Stick and say.

- Write the letters *a–d* on the board. Point to each letter in turn and ask children to say its sound.
- Hold up the *apple* flashcard again and say the word. Ask children what sound is at the beginning of the word. Stick the flashcard next to the letter *a*.
- Repeat for *boy*, *cat* and *duck*.
- Say *It's sticker time!* Give children their stickers for *a–d*.
- Say *Apple* ... /æ/ and point to the letter and picture on the board. Ask children to find the '/æ/' sticker and stick it next to the apple picture in their books.
- Repeat with the other stickers. Monitor and help as necessary. As they are working, ask individual children to tell you the sounds and the words.

Listen and chant. 17

- Tell children they are going to say a chant to help them remember the sounds. Say *Listen* and play the CD.
- Play the CD again, pausing in each gap for children to repeat. Encourage them to do the actions as they chant. Repeat.

Transcript 17

Listen and chant.

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

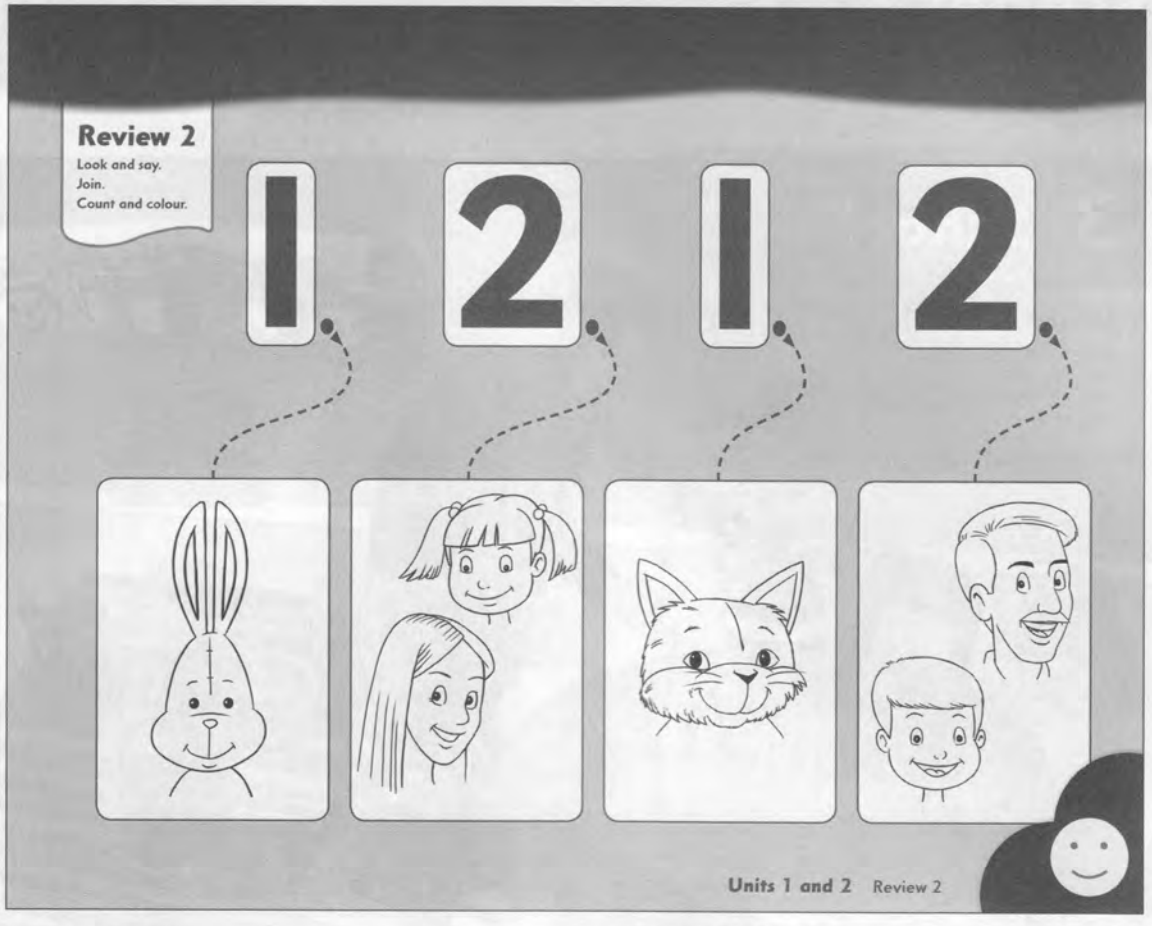
/k/, /k/, /k/
/k/, cat, /k/, cat
/k/, /k/, /k/

/b/, /b/, /b/
/b/, boy, /b/, boy
/b/, /b/, /b/

/d/, /d/, /d/
/d/, duck, /d/, duck
/d/, /d/, /d/

Optional activity

- Use Sheet 3 for a fun review of the sounds for *a–d*.
- Say /d/. Ask children if they can find the thing that begins with that sound (*duck*). Children find the duck, and repeat the sound and the word, and do the action.
- Repeat with the other sounds, in a random order.
- Ask children to colour the six things in the picture.
- Children can now take the sheets home and use them to show their parents the sounds and words they have learnt.



Review 2 CB PAGE 15

Lesson objectives
To review numbers *1* and *2*
Vocabulary: *1, 2*
Materials: CD track 14, flashcards 1–6, 41–44 and 67–68
Optional: CD tracks 5 and 12

Warm-up

- Say the number chant from Lesson 4 (Transcript 14).
- Hold up one pencil and ask *One or two?* Children say *One.*
- Repeat, holding up one or two objects (e.g. pencils, bags, books) at random.

Look and say.

- Give children their books, open at page 15. Hold up your book and point to the numbers in turn, saying *One, two, one, two.* Children repeat after you.
- Say the numbers again and ask children to point to the numbers in their books.
- Hold up your book again and point to the picture of Jig. Say *Jig. One or two?* Children say *One.*
- Repeat with the pictures of Mum and Tess, Pat, and Dad and Baz.

Join.

- Hold up your book and show children how to trace the line between the number *1* and the picture of Jig.
- Children trace the line. Check they are starting at the top.
- Repeat with the remaining numbers and pictures. Monitor and check that children are tracing correctly.

Count and colour.

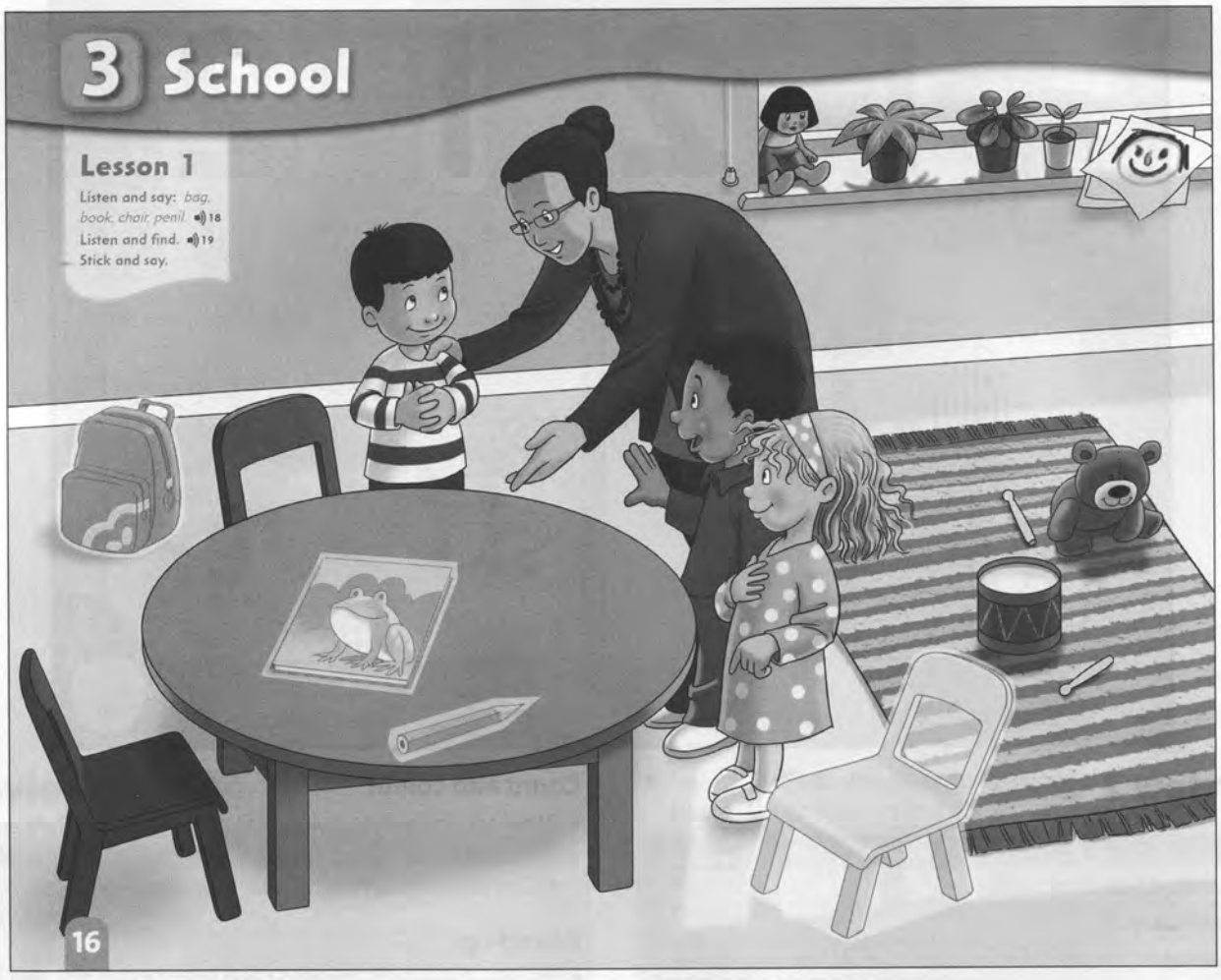
- Now ask children to colour the pictures. While they are working, point to each picture and ask individual children to tell you the number.

Round-up

- Review the words children have learnt in Units 1 and 2.
- Hold up the flashcards one by one and ask children to say the words. For flashcards 41–44, ask them to say the sounds and do the actions as well.
- Tell children that now they know all the numbers, words and sounds they have just practised! Tell them they can put a smiley face sticker on the page as they have learnt so much English.
- Give children their stickers. Help them to find a smiley face sticker and stick it onto the corner of page 15.

Optional activity

- Sing one or both of the Lesson 2 songs from Units 1 and 2 again (Transcripts 5 and 12).



Lesson 1 Vocabulary CB PAGE 16

Lesson objectives
To identify four classroom objects
To introduce language to ask what something is
Vocabulary: *bag, book, chair, pencil*
Structure: *What's this? It's a pencil.*
Materials: CD tracks 18–19, flashcards 1–8
Optional: copies of Sheet 4 (page 79)

Warm-up

- **Sing the *Hello* song.** 01 (TB page 5)
- Review the characters with the flashcards.

Listen and say. 18

- Tell children they are going to learn the words for four things in the classroom. Stick the flashcards on the board, in this order: bag, book, chair, pencil.
- Point to each flashcard in turn, and say the word. Repeat. Say *Listen*. Play the CD. Children point to the flashcards.
- Play the CD again, pausing after each word. Children repeat the words chorally (then individually if you wish).

Transcript 18

Listen and say.
bag, book, chair, pencil

Listen and find. 19

- Give children their books, open at page 16. Ask some questions about the picture, e.g. Who can you see? *(Baz, Mrs Ball, some new children)*. Where are they? *(in a classroom)*. What is Baz going to do? *(sit down)*.
- Tell children to point to the things in the picture when they hear the words. Say *Listen* and play the CD, pausing as necessary.

Transcript 19

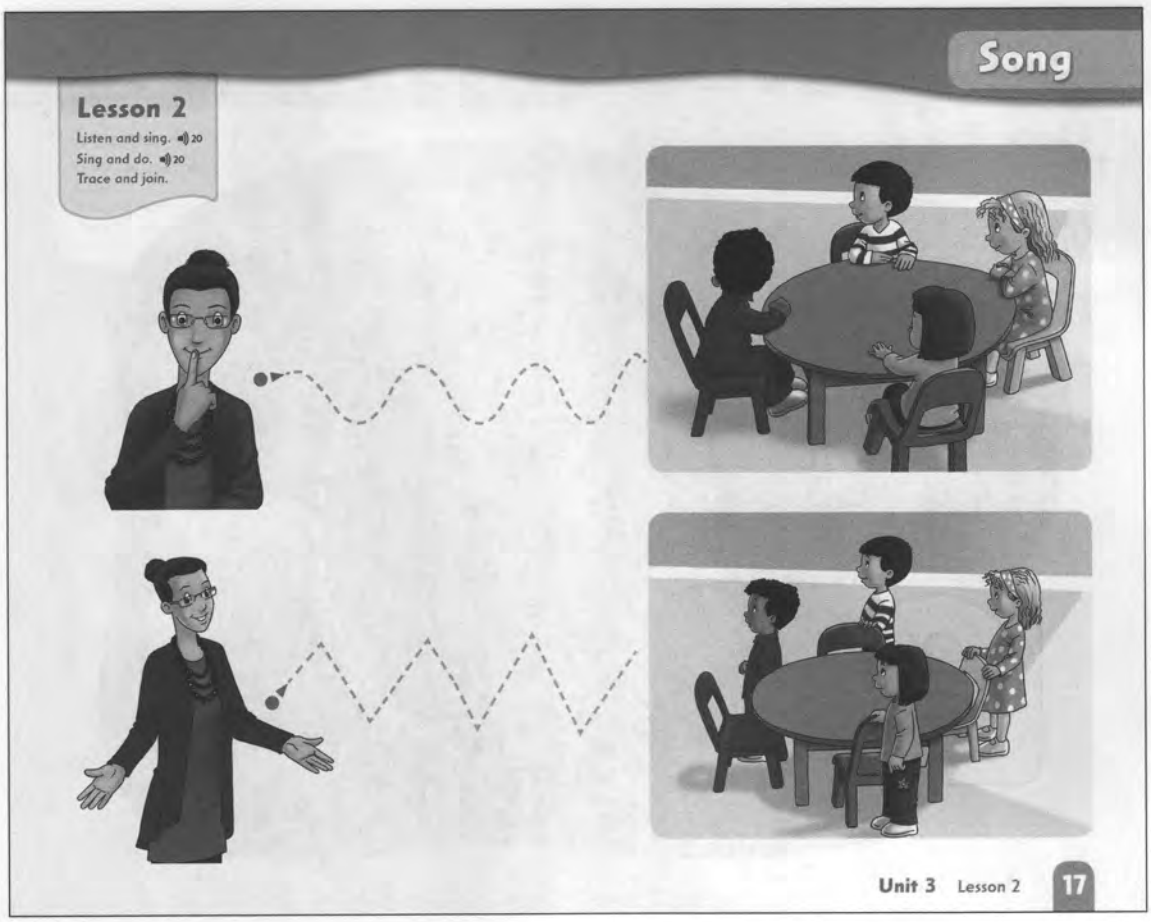
Listen and find.
bag, book, chair, pencil

Stick and say.

- Say *It's sticker time!* Give children their stickers.
- Hold up one child's stickers and point to the pencil. Ask *What's this?* Say *It's a pencil*. Children repeat. Children find the sticker and stick it on the pencil in the picture. Repeat with the other stickers.
- **Sing the *Goodbye* song.** 02 (TB page 5)

Optional activity

- Hand out copies of Sheet 4. Tell them to colour the four objects in the picture. As they are colouring, monitor individual children and ask *What's this?* and point to the four objects. Children answer *(It's a) pencil*.



Lesson 2 Song CB PAGE 17

Lesson objectives
To introduce language for classroom instructions
To understand and follow classroom instructions
To develop fine motor control through tracing
To sing a song
Structures: *Quiet, please. Stand up, please. Sit down, please. Thank you.*
Materials: CD track 20

Warm-up

- Say *Stand up* and use your hands to demonstrate the meaning of the instruction. Children stand up.
- Repeat with the instruction *Sit down.*
- Say *Quiet, please* and put your finger on your lips. Children put their finger on their lips too.
- Give these instructions in mixed-up order for children to follow.

Listen and sing. 20

- Tell children they are going to learn a song with instructions.
- Say *Listen to the song* and play the CD. Do the hand gestures as the song is playing, to reinforce meaning.
- Play the CD again and sing along, pausing after each line for children to sing the line after you.

Transcript 20

Listen and sing.

Hello, Children. Hello, Children.
Quiet, please. Quiet, please.
Thank you, thank you, thank you!
Thank you, Children.

Hello, Children. Hello, Children.
Stand up, please. Stand up, please.
Thank you, thank you, thank you!
Thank you, Children.

Sing and do. 20

- Sing the song (using the CD if you wish). Children follow the instructions (putting a finger on their lips and standing up) when they hear them.
- Sing the song again. Encourage children to sing along.

Trace and join.

- Give children their books, open at page 17.
- Hold up your book and point to the first picture of the teacher. Ask children what she is saying *(Quiet, please).* Say the instruction for children to repeat.
- Point to the picture of children sitting quietly, looking at the teacher. Show children how to trace the line between the two pictures, starting from the dot.
- Children trace the line with one finger. Monitor and help as necessary.
- Repeat with the other pair of pictures (*Stand up, please*).

Optional activity

- Sing the song again. This time children point to the pictures in their book.
- Make another verse for the song, with the instruction *Sit down, please.* Sing the three verses at random. Children follow the instructions.



Lesson 3 Letters CB PAGE 18

Lesson objectives
To recognize and say the sound /e/
To recognize and trace the letter *e*
Vocabulary: *egg*
Materials: CD track 21, flashcards 41–45

Warm-up

- Hold up a book and ask *What's this?* Help children to answer *It's a book.* Model the sentence for them to repeat.
- Repeat with a chair, a pencil and a bag.

Listen and chant. 21

- Tell children they are going to learn another English letter and sound.
- Stick the egg flashcard on the board. Say *Egg.* Children repeat the word. Talk about eggs: Where do they come from? Do children like to eat them?
- Ask children if they can hear the sound at the beginning of the word *egg.* Say /e/. Children repeat the sound after you.
- Say *Listen* and play the CD. Children repeat.

Transcript 21

Listen and chant.
/e/, /e/, /e/
/e/, egg, /e/, egg
/e/, /e/, /e/

Act.

- Tell children they are going to learn an action for *egg.* Pretend to hold an egg carefully in both hands (see TB page 96), as you say /e/, *egg.*
- Children repeat the action as they say /e/ and *egg.*

Trace the letter.

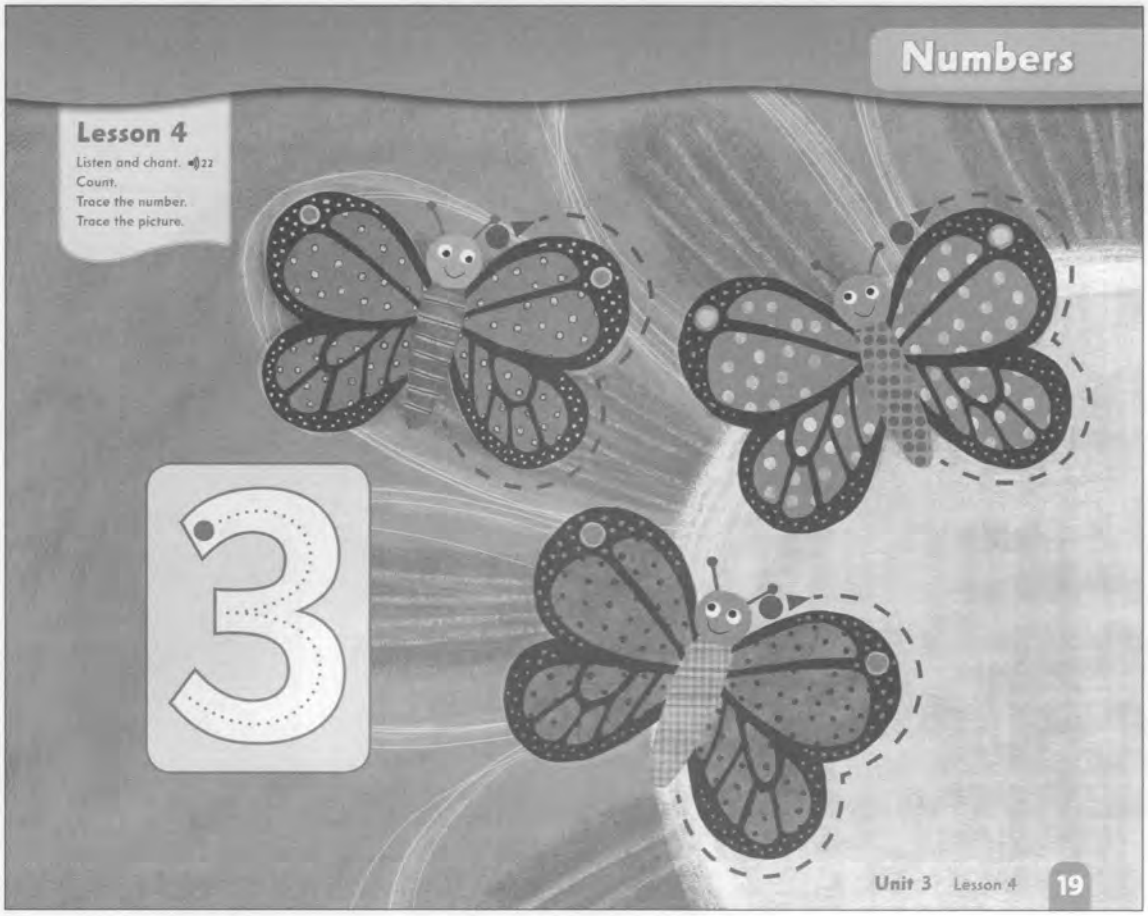
- Tell children that they are going to learn how to write the letter to go with the sound. Facing away from the class, use your finger to 'write' an *e* in the air, exactly as it is in the book. As you do so, say /e/ … *egg.*
- Write a letter *e* on the board. Add a dot, as in the book. Show how to trace the letter. If you wish, children can practise 'writing' the letter in the air.
- Give children their books, open at page 18. Tell them to practise tracing the letter in their books with one finger.
- Monitor and check they are tracing it correctly.

Trace the picture.

- Ask children what they think they should trace in the picture (the outline of the egg). Hold up your book and show how to trace the shape, starting at the dot.
- Children trace the shape in their books with one finger.
- If you wish, older or more able children can now trace the dotted lines on the letter and the picture with their pencils.

Optional activity

- Review all the sounds learnt so far (*a–e*). Hold up the flashcards in a random order. Children say the sound and the word, and do the action.



Lesson 4 Numbers CB PAGE 19

Lesson objectives
To count up to three and identify sets of three objects
To recognize and trace the written number *3*
Vocabulary: *three (3)*
Materials: CD track 22, flashcards 67–69 Optional: copies of Sheet 5 (page 80)

Warm-up

- Review the numbers *1* and *2*. Stick the flashcards up on the wall, some distance apart. Hold up two objects, e.g. books. Children say *Two* and point to the *2* flashcard.
- Repeat, holding up one or two objects at random.

Listen and chant. 22

- Tell children they are going to learn to count further in English. Invite three children to come to the front of the class. Indicate all the children and say *Three*. Then point to the children one by one and say *One, two, three*.
- Tell children they are going to say a chant to practise the number 3. Say *Listen* and play the CD.
- Play the CD again. Children repeat.

Transcript 22

Listen and chant.
Three, three, three, three!
One, two, three. One, two, three. Three!

Count.

- Count some groups of three things in the classroom – e.g. pencils, chairs, books. Point to the objects and say the numbers. Children count with you.
- Give children their books, open at page 19. Say *Count the bugs* and count them. Children point and count with you. (Remember that you don't need to teach the names of the bugs; just use the generic word *bugs*.)

Trace the number.

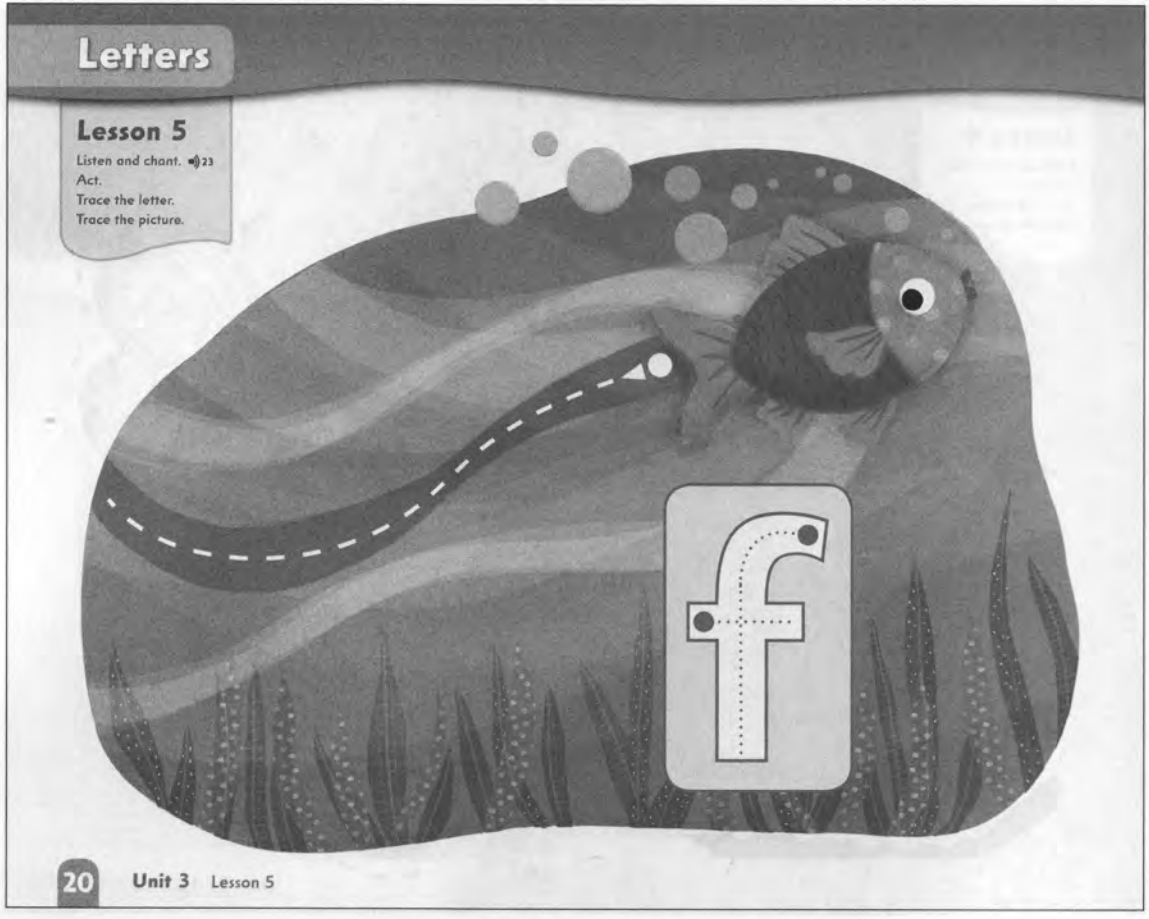
- Tell children they are going to learn how to write the number *3*. Facing away from the class, use your finger to 'write' a *3* in the air, exactly as it is in the book. Say *Three*.
- Write a *3* on the board, and add a dot, as in the book.
- Show how to trace the number, starting from the dot. If you wish, children can practise 'writing' the number in the air. Make sure they have got it the right way round.
- Tell children to practise tracing the number in their books with one finger. Check they are tracing it correctly.

Trace the picture.

- Ask children what they think they should trace on the picture (the edges of the butterflies' wings). Hold up your book and demonstrate.
- Tell children to trace the lines with one finger.
- If you wish, more able children can now trace the dotted lines on the number and the picture with their pencils.

Optional activity

- Hand out copies of Sheet 5. Say *One*. Children find the number and repeat. Tell them to trace the number.
- Say *Count the bugs*. Children count with you, pointing to the bug(s).
- Repeat with numbers 2 and 3.
- Children can colour the bugs and then take the sheet home to show their parents how they can count in English.



Lesson 5 Letters CB PAGE 20

Lesson objectives
To recognize and say the sound /f/
To recognize and trace the letter *f*
Vocabulary: *fish*
Materials: CD track 23, flashcards 45 and 46

Warm-up

- Hold up the egg flashcard. Children say the word *egg* and the sound /e/, and do the action.

Listen and chant. 23

- Tell children they are going to learn another English letter and sound.
- Stick the fish flashcard on the board. Say *Fish*. Children repeat the word. Talk about fish: Where do they live? Do children like to eat fish?
- Ask children if they can hear the sound at the beginning of the word *fish*. Say /f/. Children repeat the sound after you.
- Say *Listen* and play the CD. Children repeat.

Transcript 23

Listen and chant.
/f/, /f/, /f/
/f/, fish, /f/, fish
/f/, /f/, /f/

Act.

- Tell children they are going to learn an action for this sound. Make movement with one hand as if it is a fish swimming (see TB page 96), as you say /f/, *fish*.
- Children repeat the action, the sound and the word.

Trace the letter.

- Tell children that they are going to learn how to write the letter to go with this sound. Facing away from the class, use your finger to 'write' an *f* in the air, exactly as it is in the book. As you do so, say /f/ … *fish*.
- Write a letter *f* on the board. Add two dots, as in the book. Show how to trace the letter, starting from the top dot. If you wish, children can practise 'writing' the letter in the air.
- Give children their books, open at page 20. Tell them to practise tracing the letter in their books with one finger.
- Monitor and check they are tracing it correctly, without lifting their finger off the page.

Trace the picture.

- Ask children what they should trace on the picture (the wave behind the fish). Hold up your book and demonstrate.
- Children trace the shape in their books with one finger.

Optional activity

- Review all the sounds the children have learnt so far. Write the letters *a*–*f* on the board, saying the sounds as you do so. Point to each letter in turn. See if children can say the word and the sound and do the action.



Lesson 6 Story CB PAGE 21

Lesson objectives
To follow the left to right sequence of English
To develop listening skills by following a story
To revise and consolidate language introduced in the unit
To understand the unit language in context
Structure: *Quiet, please. Sit down. Thank you.*
Materials: CD tracks 20, 24
Optional: flashcards 9–12

Warm-up

- Sing the song from Lesson 2 (Transcript 20) again.

Look and listen. 24

- Give children their books, open at page 21.
- Remind children that in English, stories go from left to right. Hold up your book and point to the frames in order.
- Ask the children to point to the frames in their book in the correct order.
- Talk about the pictures. Ask children where they think this is. Ask them to point to Baz.
- Say *Listen* and play the CD. Let children follow the story in their books, pausing in the middle to tell them to look at the second frame. (Don't ask children to repeat the words.)
- Ask the children what they think happens in the story.
- Play the CD again.

Transcript 24

Look and listen.

Baz Clap! Clap!
Mrs Ball Quiet, please. Sit down.
Mrs Ball Thank you.

Listen and act. 24

- Tell children they are going to act out the story. Do this as a whole class.
- Play the first line of the story. Children dance around and clap their hands.
- Play the second line. Put your finger on your lips and gesture with your hands for children to sit down. Children sit down quietly.
- Play the third line. Smile at the children.
- Repeat, asking a volunteer to take the part of the teacher.
- As children become familiar with the story, they may start to join in with the words. Encourage them to do so if they want to, but allow them to be silent if they prefer.

Optional activity

- Hold up the chair flashcard and ask *What's this?* Children answer *It's a chair.* Tell children to touch a chair. Check that everyone is touching a chair.
- Repeat with pencil, bag and book.

4 Colours



Lesson 1 Vocabulary CB PAGE 22

Lesson objectives
To identify four colours and say what colour something is
Vocabulary: *blue, green, red, yellow*
Materials: CD tracks 25–260, flashcards 13–16
Optional: copies of Sheet 6 (page 81)

Warm-up

- **Sing the *Hello* song.** 01 (TB page 5).
- Review classroom objects. Hold up or point to real objects and ask *What's this?* Children answer (*It's a) chair*, etc.

Listen and say. 25

- Tell children they are going to learn some colour words.
- Stick the flashcards up on the wall, some distance apart, in this order: blue, green, red, yellow.
- Point to each flashcard in turn, and say the word. Repeat.
- Say *Listen*. Play the CD. Children point to the flashcards.
- Play the CD again, pausing after each word. Children repeat the words chorally (then individually if you wish).

Transcript 25

Listen and say.

blue, green, red, yellow

Listen and find. 26

- Give children their books, open at page 22. Talk about the picture. Ask some questions, e.g. *Who can you see? Where are they?* (in their classroom). *What are they doing?* (hanging up their bags). *What things can you see?*
- Tell children to point to each bag when they hear its colour.
- Say *Listen* and play the CD, pausing as necessary. Check they are pointing to the correct bag each time.

Transcript 26

Listen and find.

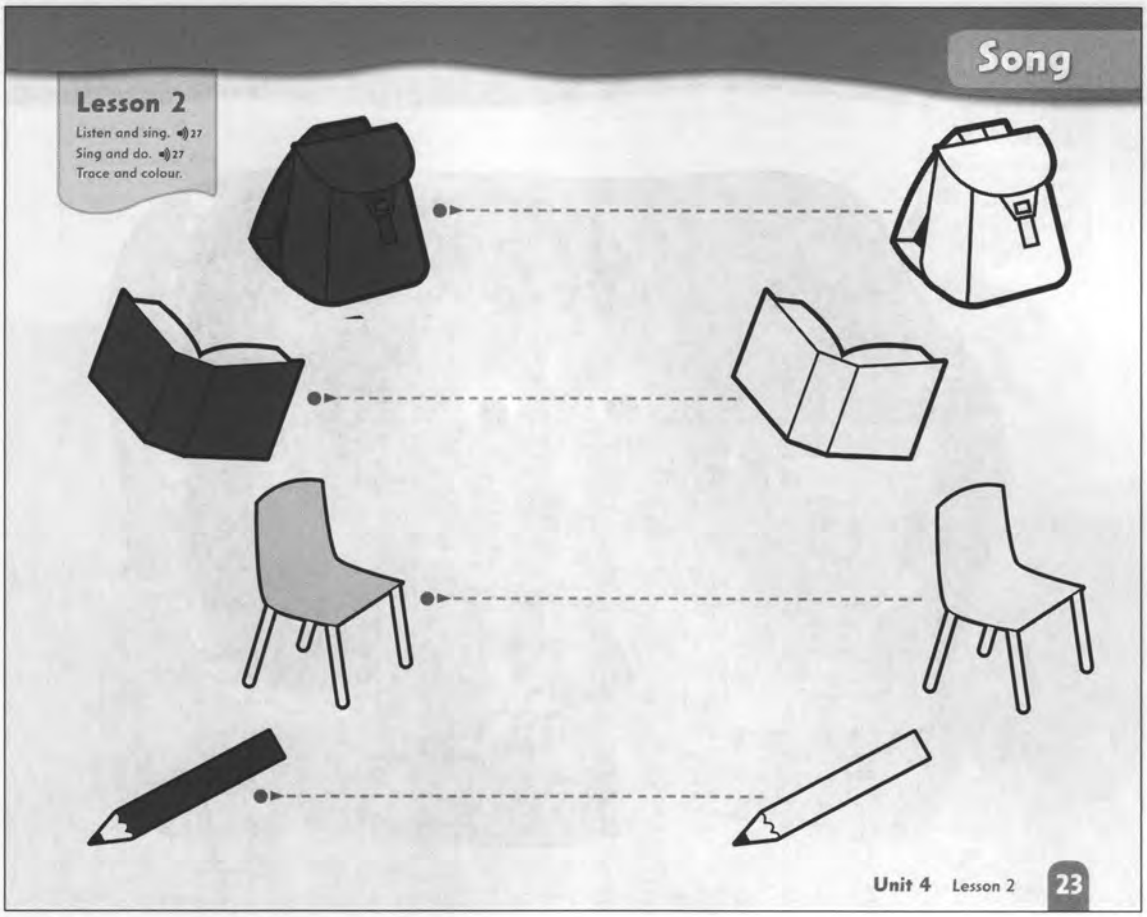
blue, green, red, yellow

Stick and say.

- Say *It's sticker time!* Give children their stickers of bags.
- Tell children to listen carefully for the colour of the bag and then put that colour sticker on the bag in the book.
- Say *Red*. Children find the red sticker and repeat, then stick the sticker on the red bag. Repeat with the other stickers.
- **Sing the *Goodbye* song.** 02 (TB page 5).

Optional activity

- Hand out copies of Sheet 6. Ask children to colour the bag as neatly as they can, using red, blue, yellow or green. Monitor and ask children what colour their bag is.



Lesson 2 Song CB PAGE 23

Lesson objectives
To revise classroom objects and consolidate the unit vocabulary
To introduce language for asking what colour something is
To develop fine motor control through tracing and colouring
To sing a song
Vocabulary: *bag, book, chair, pencil*
Structure: *What colour is it? It's + colour.*
Materials: CD track 27, flashcards 9–16

Warm-up

- Play a game. Mime writing and ask them to guess the object. Children say *Pencil*. Hold up the pencil flashcard.
- Repeat with other mimes: pretend to sit down (*chair*), carry a bag (*bag*), and read (*book*).

Listen and sing. 27

- Tell children they are going to learn a song about things in the classroom and colours.
- Say *Listen to the song* and play the CD. Do the mimes above while the song is playing, to reinforce meaning.
- Play the CD again and sing along, pausing after each line for children to sing the line after you.

Transcript 27

Listen and sing.

It's a bag!
What colour is it?
It's red! Red! Red!

It's a book!
What colour is it?
It's green! Green! Green!

It's a chair!
What colour is it?
It's yellow! Yellow! Yellow!

It's a pencil!
What colour is it?
It's blue! Blue! Blue!

Sing and do. 27

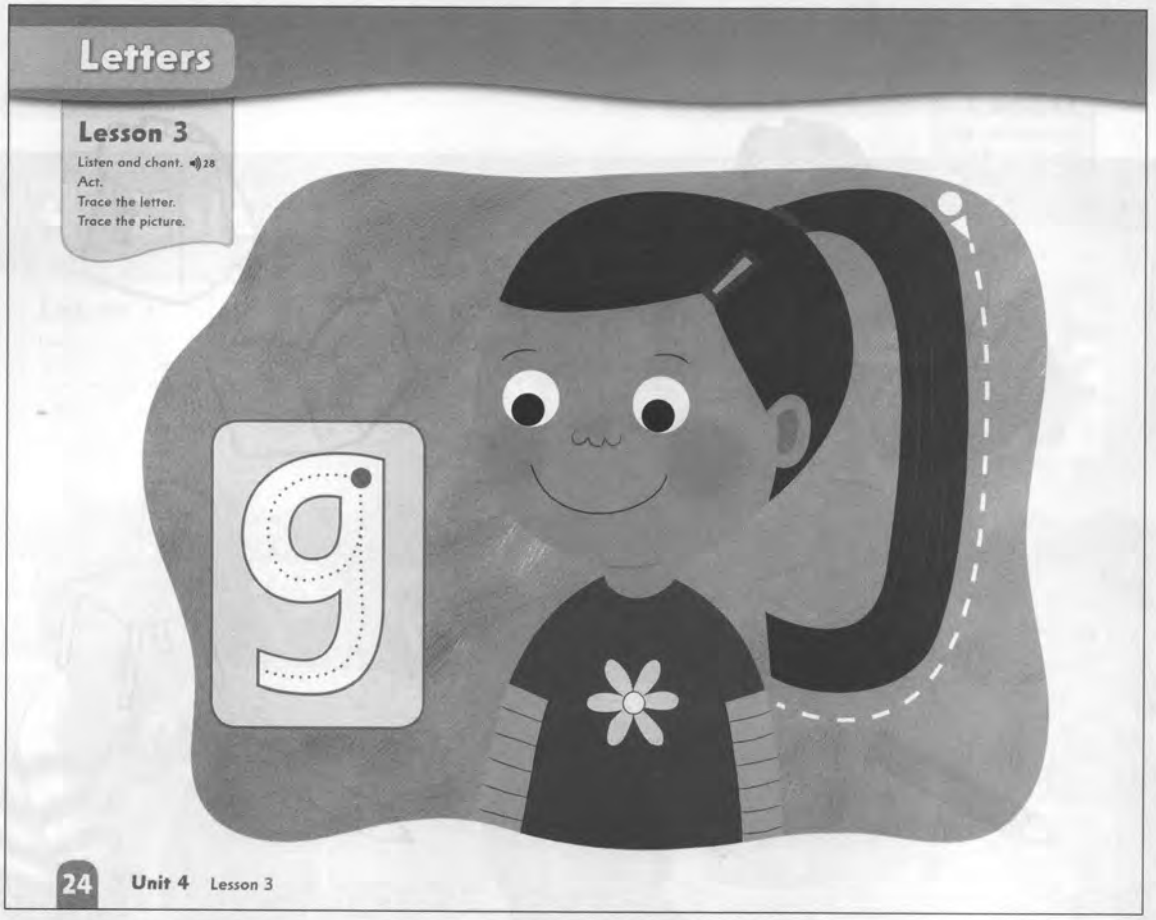
- Stick up the colour flashcards around the room.
- Practise the mimes above with children. Say a word, e.g. *chair*, and do the mime. Children mime with you.
- Sing the song (using the CD if you wish) and do the mime for each object.
- At the end of each verse, point to the appropriate colour flashcard. Encourage children to sing, mime and point with you.

Trace and colour.

- Give children their books, open at page 23.
- Hold up your book and point to the red bag. Ask *What's this?* Children answer *(It's) a bag*. Ask *What colour is it?* Children answer *(It's) red*.
- Children trace the first dashed line in their book with one finger.
- Check they are starting at the left side and tracing from left to right. Repeat with the other objects.
- When children finish, they should colour the objects on the right to match those on the left.

Optional activity

- Sing the song again. This time children point to the pictures in their book.
- You might like to make up more verses about red, blue, yellow and green objects in the classroom.



Lesson 3 Letters CB PAGE 24

Lesson objectives
To recognize and say the sound /g/
To recognize and trace the letter *g*
Vocabulary: *girl*
Materials: CD track 28, flashcards 13–16 and 47

Warm-up

- Play a game. Stick the colour flashcards on the wall.
- Tell children to close their eyes, and remove one flashcard. Children open their eyes and say which colour is missing.

Listen and chant. 28

- Tell children they are going to learn another English letter and sound.
- Stick the girl flashcard on the board. Say *girl*. Children repeat the word.
- Ask children if they can hear the sound at the beginning of the word *girl*. Say /g/. Children repeat the sound after you.
- Say *Listen* and play the CD. Children repeat.

Transcript 28

Listen and chant.

/g/, /g/, /g/
/g/, girl, /g/, girl
/g/, /g/, /g/

Act.

- Tell children they are going to learn an action for *girl*. Use your finger to make a pony tail shape coming from the top of your head (see TB page 96), as you say /g/, *girl*.
- Children repeat the action as they say /g/ and *girl*.

Trace the letter.

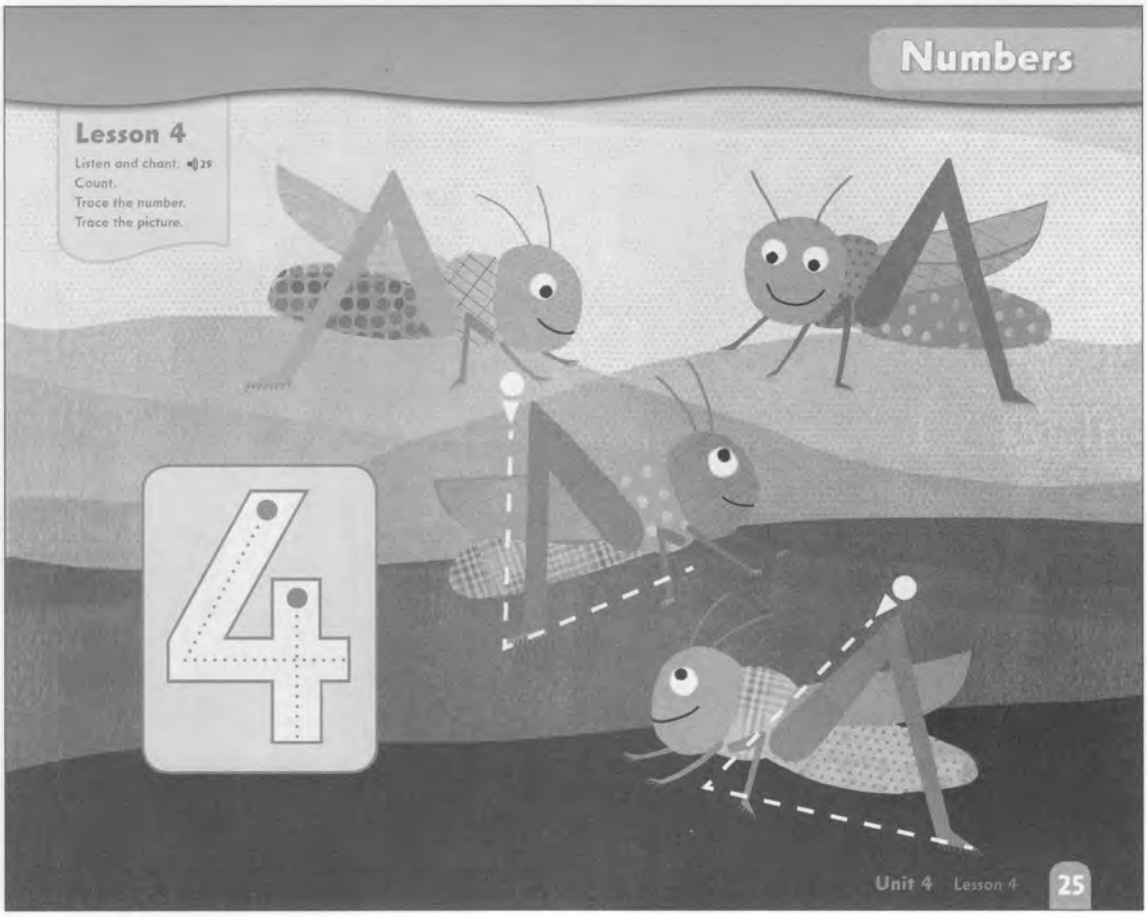
- Tell children that they are going to learn how to write the letter to go with this sound. Facing away from the class, use your finger to 'write' a *g* in the air, exactly as it is in the book (making the round part of the letter first, then the tail). As you do so, say /g/ … *girl*.
- Write a letter *g* on the board. Add a dot, as in the book.
- Show how to trace the letter, starting at the dot and showing how to trace the whole letter without lifting your finger.
- If you wish, children can practise 'writing' the letter in the air.
- Give children their books, open at page 24. Tell them to practise tracing the letter in their books with one finger.
- Monitor and check they are tracing it correctly.

Trace the picture.

- Ask children what they should trace on the girl (her pony tail). Hold up your book and show how to trace the shape, starting at the dot.
- Children trace the pony tail in their books with one finger.
- If you wish, older or more able children can now trace the dashed lines on the letter and the picture with their pencils.

Optional activity

- Review all the sounds learnt so far (*a–g*). Do the actions in a mixed-up order. Children say the sound and the word, and join in with the action.



Lesson 4 Numbers CB PAGE 25

Lesson objectives
To count up to four and identify sets of four objects
To recognize and trace the written number *4*
Vocabulary: *four (4)*
Materials: CD track 29
Optional: flashcards 67–70

Warm-up

- Review numbers 1–3. Children sit in a circle and count, each saying one number: *one, two, three, one, two, three,* etc. Ask them to whisper at first, then say the numbers loudly.

Listen and chant. 29

- Tell children they are going to learn to count further in English. Invite four children to come to the front of the class. Indicate all the children and say *Four*. Then point to the children one by one and say *One, two, three, four*.
- Say *Listen* and play the CD, pointing to the four children as the numbers are mentioned.
- Play the CD again. Children repeat as you point.

Transcript 29

Listen and chant.
Four, four, four, four!
One, two, three, four. Four!

Count.

- Count some groups of four things in the classroom – e.g. pencils, chairs, windows. Point to the objects and say the numbers. Children count with you.
- Give children their books, open at page 25. Say *Count the bugs* and count them. Children point and count with you.

Trace the number.

- Tell children they are going to learn how to write the number *4*. Facing away from the class, use your finger to 'write' a *4* in the air, exactly as it is in the book, starting at the top. Say *Four*.
- Write a *4* on the board, and add two dots, as in the book.
- Show how to trace the number, starting from the top dot. If you wish, children can practise 'writing' the number in the air.
- Tell children to practise tracing the number in their books with one finger. Check they are tracing it correctly, tracing the first part of the number without lifting their finger.

Trace the picture.

- Ask children to find the dashed lines on the bugs. Hold up your book and show how to trace down the leg and along the body, without lifting your finger off the page.
- Tell children to trace the dashed lines with one finger.
- If you wish, more able children can now trace the dashed lines on the number and the bugs with their pencils.

Optional activity

- Stick the flashcards for *1–4* around the classroom. Point and say the numbers.
- Say numbers at random. Children point to the flashcards. Then point to the flashcards at random. Children say the numbers.



Lesson 5 Letters CB PAGE 26

Lesson objectives
To recognize and say the sound /h/
To recognize and trace the letter *h*
Vocabulary: *hat*
Materials: CD track 30, flashcard 48

Warm-up

- Do the action for *girl*. Children say /g/, *girl*.

Listen and chant. 30

- Tell children they are going to learn another English letter and sound.
- Stick the hat flashcard on the board. Say *hat*. Children repeat the word. Talk to children about hats – do they wear them, and when?
- Ask children if they can hear the sound at the beginning of the word *hat*. Say /h/. Children repeat the sound after you.
- Say *Listen* and play the CD. Children repeat.

Transcript 30

Listen and chant.
/h/, /h/, /h/
/h/, hat, /h/, hat
/h/, /h/, /h/

Act.

- Tell children they are going to learn an action for *hat*. Use two hands to pull down an imaginary hat onto your head (see TB page 96), as you say /h/, *hat*.
- Children repeat the action as they say /h/ and *hat*.

Trace the letter.

- Tell children they are going to learn how to write the letter to go with this sound. Facing away from the class, use your finger to 'write' an *h* in the air, exactly as it is in the book. As you do so, say /h/ … *hat*.
- Write a letter *h* on the board. Add a dot, as in the book. Show how to trace the letter, starting at the dot. If you wish, children can practise 'writing' the letter in the air.
- Give children their books, open at page 26. Tell them to practise tracing the letter in their books with one finger.
- Check they are starting on the dot and tracing all of it without lifting their finger.

Trace the picture.

- Ask children to find the dashed line on the picture. Hold up your book and show how to trace around the top of the hat, starting from the dot.
- Tell children to trace the dashed line with one finger.
- If you wish, older or more able children can now trace the dashed lines on the letter and the picture with their pencils.

Optional activity

- Write the letters *a–h* on the board, saying the sounds as you do so.
- Point to the letters, one by one. Children say the sound and the word, and do the action. If children are enjoying this, continue the activity, this time pointing to the letters at random.



Lesson 6 Story CB PAGE 27

Lesson objectives
To follow the left to right sequence of English
To develop listening skills by following a story
To revise and consolidate language introduced in the unit
To understand the unit language in context
Vocabulary: *blue, red, green, yellow*
Structure: *It's* + colour.
Materials: CD track 31, flashcards 13–16

Warm-up

- Stick the colour flashcards in a vertical line on the board, so that the colours are in the same order as on the hat on page 27. Ask *What colour is it?* as you stick up each card. Children answer *(It's) blue*, etc.
- Leave the flashcards on the board for the whole lesson.

Look and listen. 31

- Give children their books, open at page 27.
- Remind children that in English, stories go from left to right. Hold up your book and point to the frames in order.
- Ask the children to point to the frames in their book in the correct order.
- Talk about the pictures. Ask children who they can see *(Pat and Jig)* and what is on Jig's head *(a hat)*.
- Say *Listen* and play the CD. Let children follow the story in their books. (Don't ask them to repeat it.)
- Ask the children what they think happens in the story. Ask them where Jig is in the first picture *(behind the wall)*.
- Play the CD again.

Transcript 31

Look and listen.

Pat It's blue. It's red. It's green. It's yellow.

Pat It's Jig!

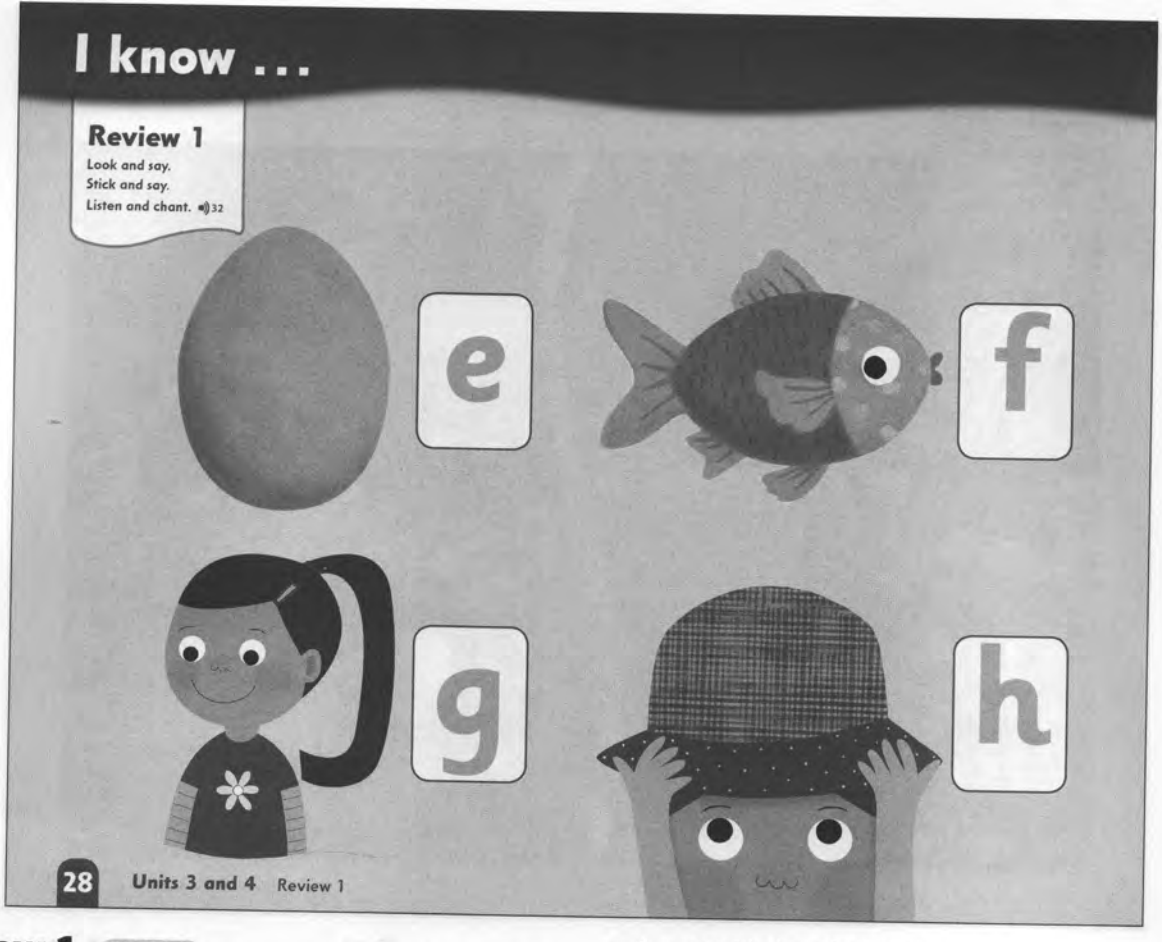
Jig Hello, Pat.

Listen and act. 31

- Tell children they are going to act out the story.
- Ask two children to come to the front of the class and pretend to be Pat and Jig.
- Children should imagine 'Jig' is wearing a hat and standing behind a wall. If you like, you could make a colourful hat for the lesson.
- Play the first line of the story. 'Pat' points to the hat. 'Jig' then pretends to jump over the wall.
- Play the rest of the story. 'Pat' and 'Jig' wave and smile at each other.
- Repeat with more pairs of children.
- As children become familiar with the story, they may start to join in with the words. Encourage them to do so if they want to, but allow them to be silent if they prefer.

Optional activity

- Draw a tall hat shape around the flashcards on the board. Invite a volunteer to come to the front of the class.
- Play the story again. Your volunteer points to the colours on their hats as they are mentioned. Repeat with more children.



Review 1 CB PAGE 28

Lesson objectives
To review the letters and sounds for *e*, *f*, *g* and *h*
To say a chant
Vocabulary: *egg, fish, girl, hat*
Materials: CD track 32, flashcards 45–48
Optional: copies of Sheet 7 (page 82)

Warm-up

- Do the actions for the letters *e–h* (see TB page 96). Children say the sounds and the words, and join in with the actions.

Look and say.

- Give children their books, open at page 28. Ask them to say the word for each picture in their books. As they say each word, hold up the corresponding flashcard.
- Hold up the flashcards at random, asking children to say the words again.

Stick and say.

- Write the letters *e–h* on the board. Point to each letter in turn and ask children to say its sound.
- Hold up the flashcard for *egg* again and say the word. Ask children what sound is at the beginning of the word. Stick the flashcard next to the letter *e*.
- Repeat for *fish, girl* and *hat*.
- Say *It's sticker time!* Give children their stickers for *e–h*.
- Say *Egg* ... /e/ and point to the letter and picture on the board. Ask children to find the '/e/' sticker and stick it next to the egg picture in their books.
- Repeat with the other stickers.
- Monitor and help as necessary. As they are working, ask individual children to tell you the sounds and the words.

Listen and chant. 32

- Tell children they are going to say a chant to help them remember the sounds. Say *Listen* and play the CD.
- Play the CD again, pausing in each gap for children to repeat. Encourage them to do the actions as they chant.
- Repeat.

Transcript 32

Listen and chant.

/e/, /e/, /e/
/e/, egg, /e/, egg
/e/, /e/, /e/

/g/, /g/, /g/
/g/, girl, /g/, girl
/g/, /g/, /g/

/f/, /f/, /f/
/f/, fish, /f/, fish
/f/, /f/, /f/

/h/, /h/, /h/
/h/, hat, /h/, hat
/h/, /h/, /h/

Optional activity

- Use Sheet 7 for a fun review of the sounds for *e–h*.
- Say /f/. Ask children if they can find the thing that begins with that sound (*fish*). Children find the fish, and repeat the sound and the word, and do the action.
- Repeat with the other sounds, in a random order.
- Ask children to colour the egg, the fish, the girl and the hat.
- Children can now take the sheets home and use them to show their parents the sounds and words they have learnt.



Review 2 CB PAGE 29

Lesson objectives
To review colours
To make a craft
To sing a song
Vocabulary: *red, green, yellow, blue*
Materials: CD track 33, red, green, blue, and yellow paper cut into strips (4 different strips per child), a sheet of plain paper per child, glue sticks, a completed rainbow craft to show children, flashcards 9–16, 45–48 and 69–70 Optional: CD tracks 20 and 27

Warm-up

- Hold up the red flashcard and ask *What colour is it?* Children say *(It's) red.* Repeat with the other colours.
- Play a silent game. Say a colour word and see if children can touch or point to something red, without speaking.

Make.

- Give children their books, open at page 29. Explain that they are going to make something special. Hold up your completed craft. Say *It's a rainbow.* Explain if necessary *(when the sun shines through rain drops, we can see many colours - this is a rainbow).*
- Talk about each picture in the book in turn, asking children what they think they need to do. Explain as needed.
- Give out the paper, glue and red strips. Tell them to glue a red strip at the top of the page. Help them as necessary. Repeat with the other strips.

Listen and sing. 33

- Tell children they are going to learn a rainbow song.
- Play the CD. Tell children to listen to the song. Point to the colours on your rainbow craft, and to yourself and the children, to reinforce meaning.
- Play the CD again and sing along, pausing so children can sing each line after you.

Transcript 33

Listen and sing.

Red and yellow and green and blue
Rainbow colours for me and you
Colours for me, colours for you. Rainbow colours for me and you
Red and yellow and green and blue
Rainbow colours for me and you

Sing and point. 33

- Sing the song (using the CD if you wish). Children join in, pointing to the colours on their rainbow craft.

Round-up

- Review the words children have learnt in Units 3 and 4.
- Hold up the flashcards one by one and ask children to say the words. For flashcards 45–48, ask them to say the sounds and do the actions as well.
- Tell children that now they know all these words! Tell them they can put a smiley face sticker on the page as they have learnt so much English. Help children to find a smiley face sticker and stick it onto the corner of page 29.

Optional activity

- Sing one or both of the Lesson 2 songs from Units 3 and 4 again (Transcripts 20 and 27).



Lesson 1 Vocabulary CB PAGE 30

Lesson objectives
To identify four toys
Vocabulary: *ball, car, doll, teddy*
Materials: CD tracks 34–35, flashcards 17–20
Optional: copies of Sheet 8 (page 83)

Warm-up

- **Sing the *Hello* song.** 01 (TB page 5).
- Review colours. Point to things in the classroom and ask *What colour is it?* Children answer *(It's) green*, etc.

Listen and say. 34

- Tell children they are going to learn some words for toys. Talk to them about their own toys. Stick the flashcards on the board in this order: ball, car, doll, teddy.
- Point to each flashcard in turn, and say the word. Repeat.
- Say *Listen.* Play the CD. Children point to the flashcards.
- Play the CD again, pausing after each word. Children repeat the words chorally (then individually if you wish).

Transcript 34

Listen and say.
ball, car, doll, teddy

Listen and find. 35

- Give children their books, open at page 30. Ask some questions about the picture, e.g. *Who can you see? Where are they?* (in the playroom). *What things can you see?*
- Tell children to point to each toy when they hear the word.
- Say *Listen* and play the CD, pausing as necessary. Check they are pointing to the correct toy each time.

Transcript 35

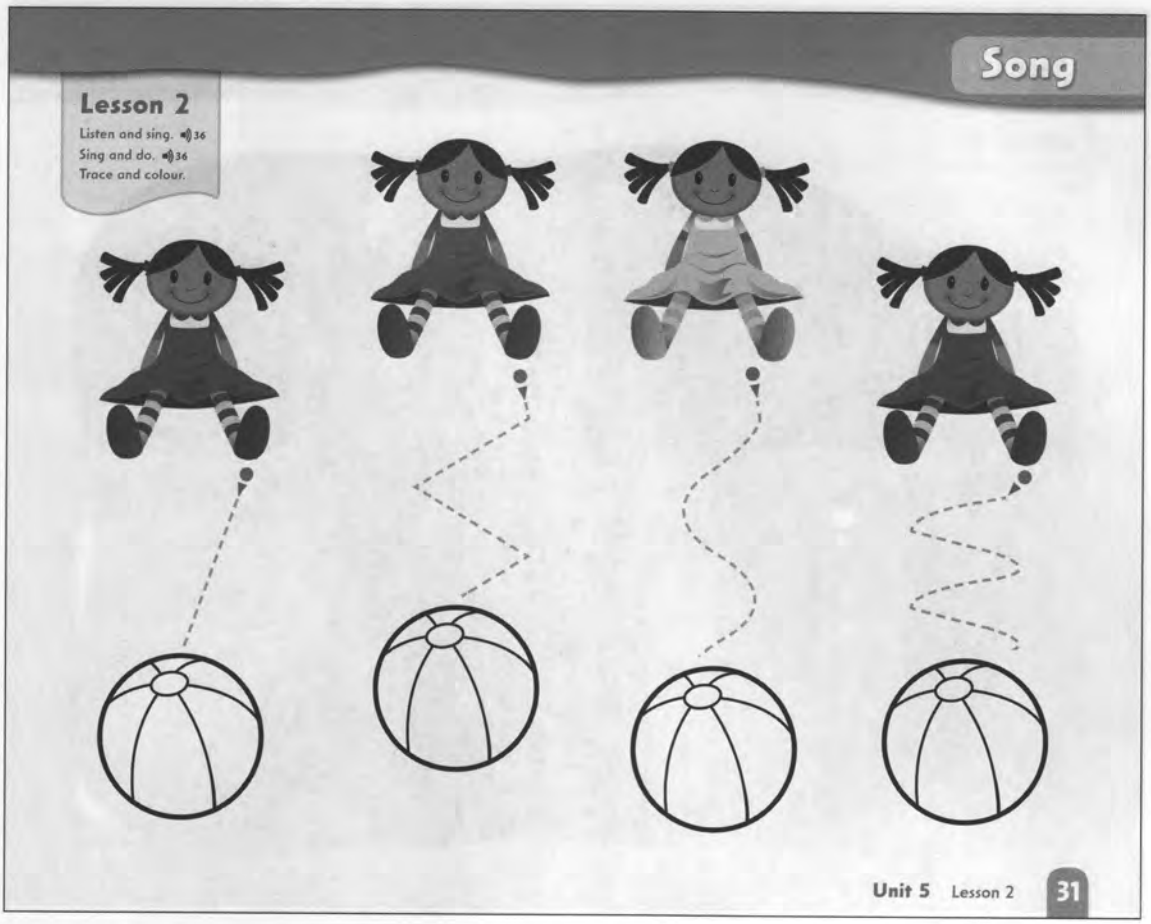
Listen and find.
ball, car, doll, teddy

Stick and say.

- Say *It's sticker time!* Give children their toy stickers.
- Hold up one child's stickers and point to the teddy. Ask *What's this?* Children answer *(It's a) teddy.* Children find the sticker and stick it on the teddy in the picture. Repeat with the other stickers.
- **Sing the *Goodbye* song.** 02 (TB page 5).

Optional activity

- Hand out copies of Sheet 8. Ask children to find the toys. Say *Doll,* etc. Children point to the toy and repeat.
- Ask children to colour the toys, using red, blue, yellow and green. Monitor, asking individual children *What's this? What colour is it?* They answer *A ball. (It's) red,* etc.



Lesson 2 Song CB PAGE 31

Lesson objectives
To consolidate language to talk about toys and their colours
To develop fine motor control through tracing and colouring
To sing a song
Vocabulary: *ball, doll*
Structure: *It's a red doll.*
Materials: CD track 36, flashcards 13–20

Warm-up

- Tell children they are going to play a game. Mime playing with a doll (rocking it in your arms) and ask them to guess the toy. Hold up the flashcard and say *Doll.*
- Repeat with the other toys: mime pushing a toy car along with your hand, throwing a ball, and cuddling a big teddy.
- Encourage children to do the mimes with you.

Listen and sing. 36

- Tell children they are going to learn a song about things in the classroom and colours.
- Stick the colour flashcards up around the room, in this order: red, green, yellow, blue. Say the words as you do so.
- Say *Listen to the song* and play the CD. Point to the colour flashcards as the song is playing, to reinforce meaning.
- Play the CD again and sing along, pausing after each line for children to sing the line after you.

Transcript 36

Listen and sing.

It's a red doll.
It's a green doll.
It's a yellow doll.
It's a blue doll.

It's a red ball.
It's a green ball.
It's a yellow ball.
It's a blue ball.

Sing and do. 36

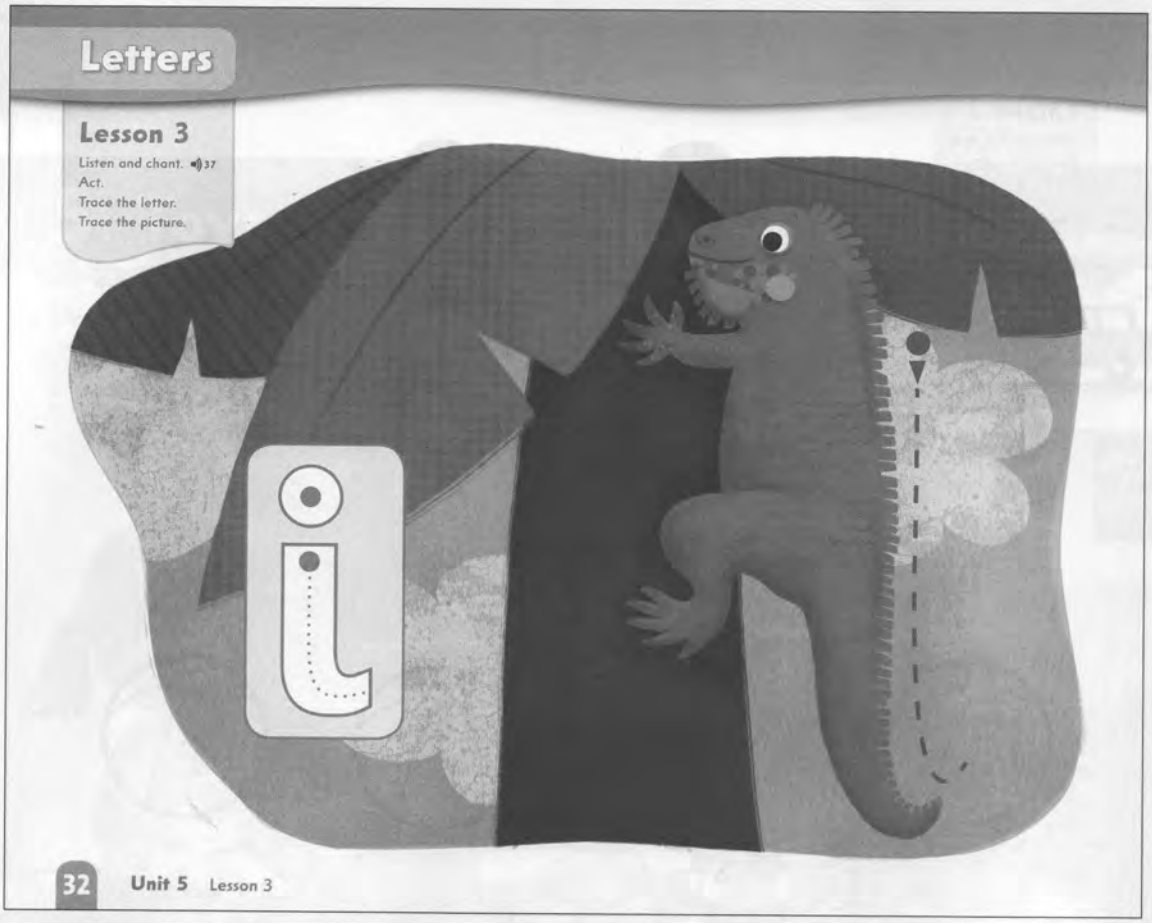
- Say *Stand up.* Sing the song (using the CD if you wish). Children turn and point to the flashcards as they hear the colours mentioned. Encourage them to sing along.

Trace and colour.

- Give children their books, open at page 31.
- Hold up your book and point to the red doll. Ask *What's this?* Children answer *It's a red doll.*
- Tell children to trace the first dashed line in their book with one finger. Check they are starting at the top. When they have traced the line, they should colour the ball at the bottom of the page the same colour (red).
- Repeat with the other dolls and tracing lines. Monitor and help as necessary, making sure they are following the dashed lines and colouring the balls the correct colours.

Optional activity

- Sing the song again. This time children point to the pictures of dolls and balls in their book.
- Now say phrases at random, e.g. *It's a yellow ball. It's a blue doll.* and let children point again to the pictures in their book.



Lesson 3 Letters CB PAGE 32

Lesson objectives
To recognize and say the sound /ɪ/
To recognize and trace the letter *i*
Vocabulary: *iguana*
Materials: CD track 37, flashcard 49

Warm-up

- Review the toy words. Hide one of the toy flashcards behind a piece of paper. Gradually reveal it. When children guess what it is, they say the word. Repeat.

Listen and chant. 37

- Tell children they are going to learn another English letter and sound.
- Stick the iguana flashcard on the board. Say *iguana*. Children repeat the word.
- Ask children if they can hear the sound at the beginning of the word *iguana*. Say /ɪ/. Children repeat the sound.
- Say *Listen* and play the CD. Children repeat.

Transcript 37

Listen and chant.
/ɪ/, /ɪ/, /ɪ/
/ɪ/, iguana, /ɪ/, iguana
/ɪ/, /ɪ/, /ɪ/

Act.

- Tell children they are going to learn an action for *iguana*. Put your hands out to the side and mime climbing like a lizard (see TB page 96), as you say /ɪ/, *iguana*.
- Children repeat the action as they say /ɪ/ and *iguana*.

Trace the letter.

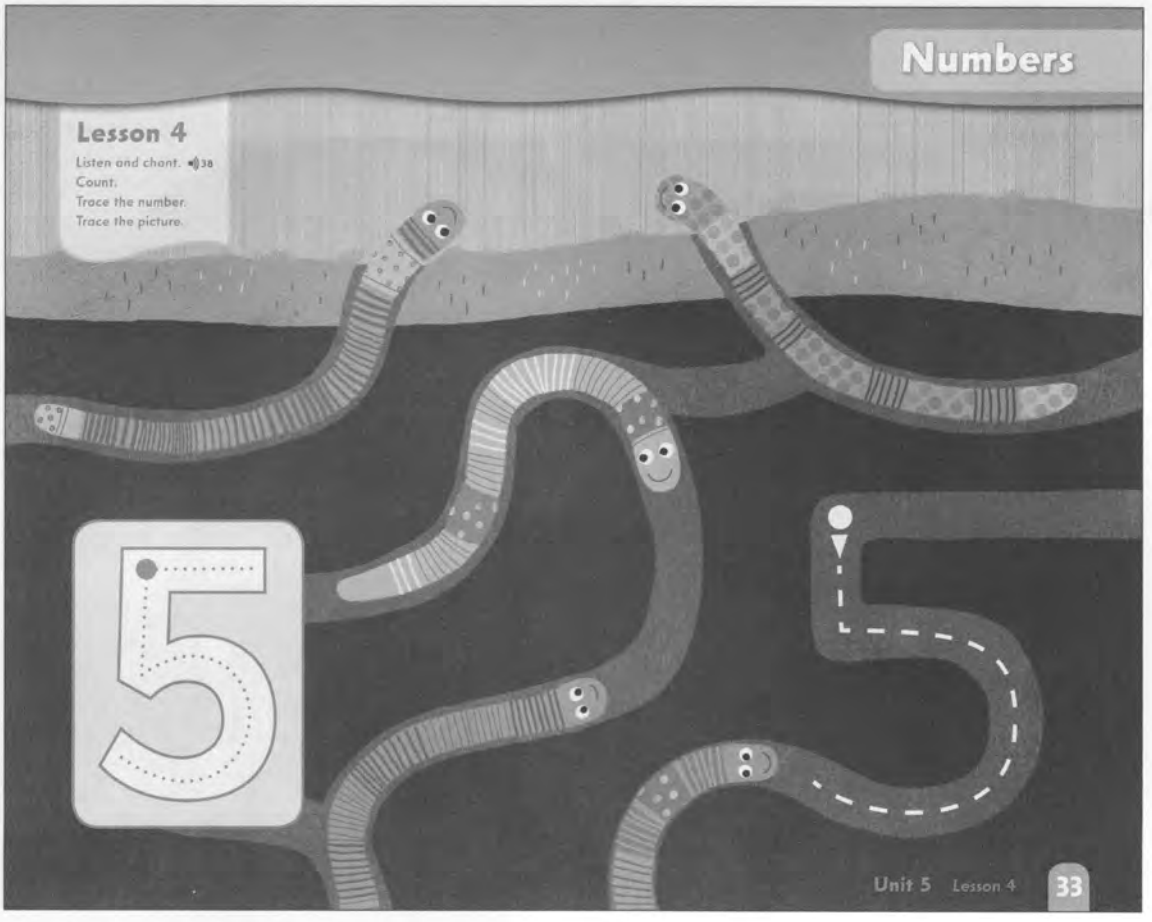
- Tell children that they are going to learn how to write the letter *i*. Facing away from the class, use your finger to 'write' an *i* in the air, exactly as it is in the book (starting with the lower part of the letter). As you do so, say /ɪ/ … *iguana*.
- Write a letter *i* on the board. Add two dots, as in the book. Show how to trace the letter, touching the board with your finger to make the dot at the end.
- If you wish, children can practise 'writing' the letter in the air.
- Give children their books, open at page 32. Tell them to practise tracing the letter in their books with one finger.
- Monitor and check they are tracing it correctly.

Trace the picture.

- Ask children what they should trace on the iguana (its back and down its tail). Hold up your book and show how to trace the shape.
- Children trace the iguana's back in their books with one finger.
- If you wish, older or more able children can now trace the dashed lines on the letter and the picture with their pencils.

Optional activity

- Review all the sounds learnt so far (*a–i*). Do the actions at random. Children say the sound and the word, and join in with the action.



Lesson 4 Numbers CB PAGE 33

Lesson objectives
To count up to five and identify sets of five objects
To recognize and trace the written number *5*
Vocabulary: *five (5)*
Materials: CD track 38, flashcards 67–70
Optional: copies of Sheet 9 (page 84)

Warm-up

- Review numbers 1–4. Stick the number 3 flashcard on the board. Say *Three*. Clap three times, saying *One, two, three.* Repeat, asking children to do the same.
- Repeat with the other numbers.

Listen and chant. 38

- Tell children they are going to learn to count further in English. Invite five children to come to the front of the class. Indicate all the children and say *Five.* Then point to the children one by one and say *One, two, three, four, five.*
- Say *Listen* and play the CD, pointing to the five children as the numbers are mentioned.
- Play the CD again. Children repeat as you point.

Transcript 38

Listen and chant.
Five, five, five, five!
One, two, three, four, five. Five!

Count.

- Count some groups of five things in the classroom. Point to the objects and say the numbers. Children count with you.
- Give children their books, open at page 33. Say *Count the bugs* and count them. Children point and count with you.

Trace the number.

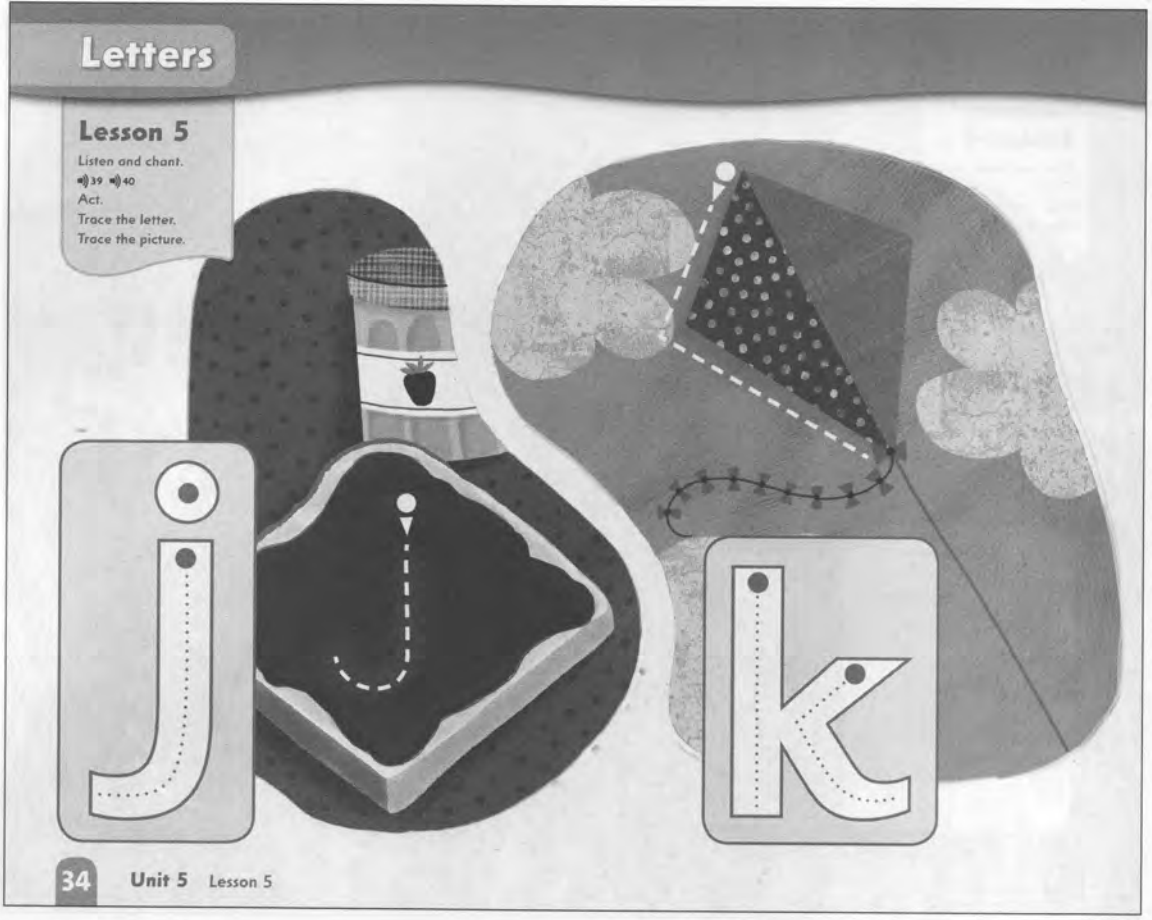
- Tell children they are going to learn how to write the number *5*. Facing away from the class, use your finger to 'write' a *5* in the air, exactly as it is in the book (start at the top left and make the bottom part of the number, then lift your finger and make the top part). Say *Five.*
- Write a *5* on the board, and add a dot, as in the book.
- Show how to trace the number in two strokes, starting from the dot for each stroke. If you wish, children can practise 'writing' the number in the air.
- Tell children to practise tracing the number in their books with one finger. Check they are tracing it correctly.

Trace the picture.

- Ask children to find the dashed line on the picture. Hold up your book and show how to trace along the worm's tunnel.
- Tell children to trace the dashed line with one finger.
- If you wish, more able children can now trace the dashed lines on the number and the bugs with their pencils.

Optional activity

- Hand out copies of Sheet 9. Say *Four.* Children find the number and repeat. Tell them to trace the number. Remind them how to do it if necessary.
- Say *Count the bugs* and count them. Children count with you, pointing to the bugs. Repeat with number 5.
- Children can take the sheet home with them to show their parents how they can count in English.



Lesson 5 Letters CB PAGE 34

Lesson objectives
To recognize and say the sounds /ʤ/ and /k/
To recognize and trace the letters *j* and *k*
Vocabulary: *jam, kite*
Materials: CD track 39–40, flashcards 50–51

Warm-up

- Do the action for *iguana*. Children say /ɪ/, *iguana*.

Listen and chant. 39

- Tell children they are going to learn two more English letters and sounds. Start with the letter *j*.
- Stick the jam flashcard on the board. Say *jam*. Children repeat the word. Ask children if they like eating jam, and when they eat it.
- Ask children if they can hear the sound at the beginning of the word. Say /ʤ/. Children repeat the sound after you.
- Say *Listen* and play the CD. Children repeat.

Transcript 39

Listen and chant.

/ʤ/, /ʤ/, /ʤ/
/ʤ/, jam, /ʤ/, jam
/ʤ/, /ʤ/, /ʤ/

Act.

- Tell children they are going to learn an action for this sound. Mime spreading jam on bread in a 'j' shape as you say /ʤ/, *jam*. (See actions on TB page 96.)
- Children repeat the action, the sound and the word.

Trace the letter.

- Tell children they are going to learn how to write the letter to go with this sound. Facing away from the class, use your finger to 'write' a *j* in the air, exactly as it is in the book (starting with the lower part of the letter). As you do so, say /ʤ/ … *jam*.
- Write a letter *j* on the board. Add two dots, as in the book. Show how to trace the letter, touching the board with your finger to make the dot at the end. If you wish, children can practise 'writing' the letter in the air.
- Give children their books, open at page 34. Tell them to practise tracing the letter in their books with one finger.
- Monitor and check they are tracing it correctly.

Trace the picture.

- Ask children what they should trace on the picture (the jam on the bread). Hold up your book and demonstrate.
- Children trace the shape in their books with one finger.

- **Repeat the above process for the letter *k* and the sound** /k/. (40)
- The action for /k/ is to pretend to fly a kite with one hand.
- When children trace the letter, make sure they start at the top dot. They should lift their finger only once.
- If you wish, older or more able children can now trace the dashed lines on the letter and the picture with their pencils.

Transcript 40

Listen and chant.

/k/, /k/, /k/
/k/, kite, /k/, kite
/k/, /k/, /k/



Lesson 6 Story CB PAGE 35

Lesson objectives
To follow the left to right sequence of English
To develop listening skills by following a story
To revise and consolidate language introduced in the unit
To understand the unit language in context
Structure: *What's this? It's a red car.*
Materials: CD track 41, flashcards 17–20

Warm-up

- Play a game to revise the toy words. Stick the toy flashcards up around the classroom. Say *Stand up.*
- Say a toy word. Children go and stand next to the correct flashcard. Repeat several times.

Look and listen. 41

- Give children their books, open at page 35.
- Remind children that in English, stories go from left to right. Hold up your book and point to the frames in order.
- Ask the children to point to the frames in their book in the correct order.
- Talk about the pictures. Ask children who they can see *(Pat and Jig)* and what they have got *(a present)*. Ask them who they think it is for *(Jig is giving the present to Pat).*
- Say *Listen* and play the CD. Let children follow the story in their books. (Don't ask them to repeat it.)
- Ask the children what they think happens in the story.
- Play the CD again.

Transcript 41

Look and listen.

Pat What's this?

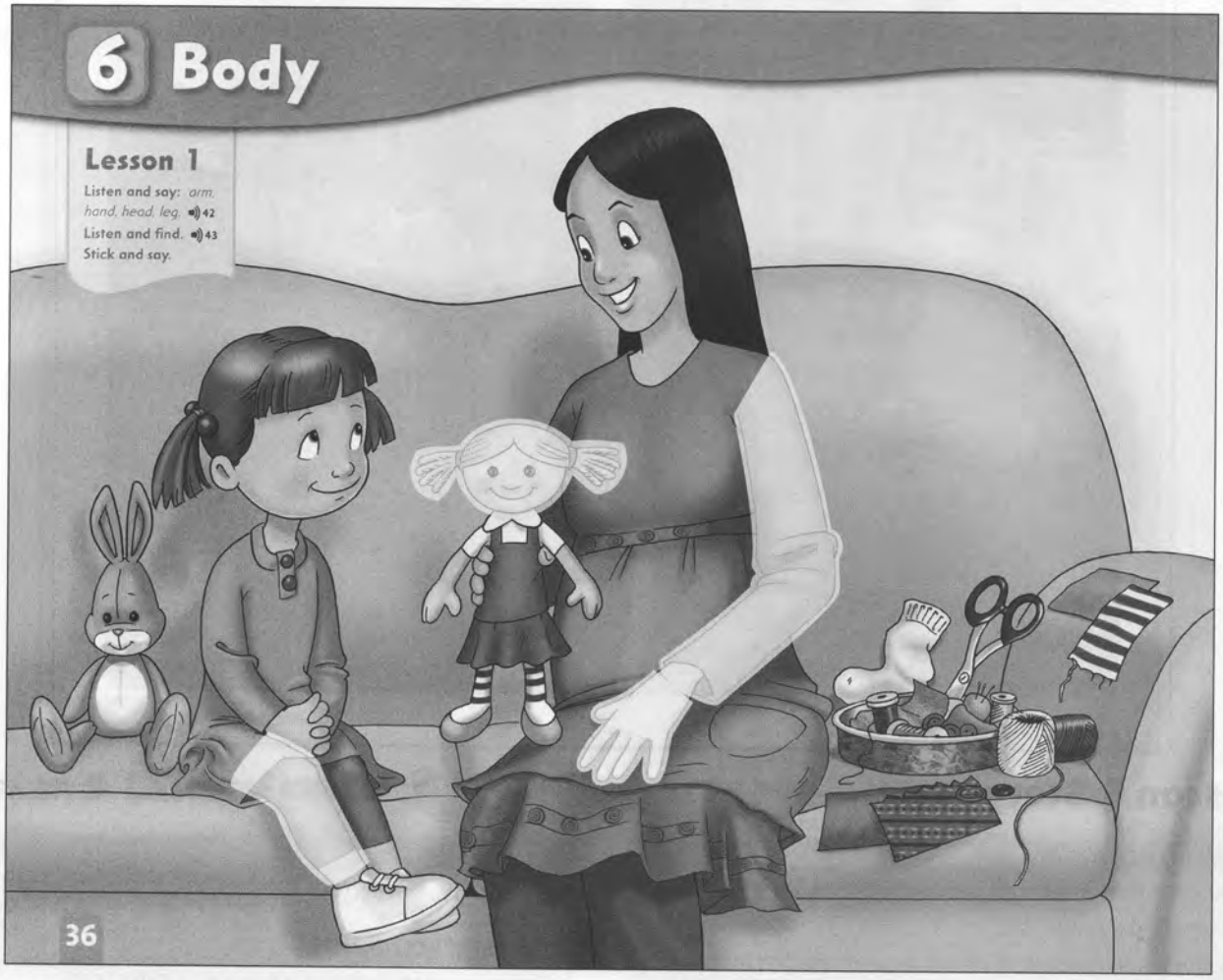
Pat It's a red car! Thank you, Jig.

Listen and act. 41

- Tell children they are going to act out the story.
- Ask two children to come to the front of the class and pretend to be Pat and Jig. Children should imagine there is a big present between Pat and Jig.
- Play the first line of the story. 'Pat' points to the present, and then opens it (help the child to mime opening the present). 'Jig' can help.
- Play the rest of the story. 'Pat' points to the present and looks happy and excited, and 'Jig' looks pleased.
- Repeat with more pairs of children.
- As children become familiar with the story, they may start to join in with the words. Encourage them to do so if they want to, but allow them to be silent if they prefer.

Optional activity

- Before the lesson wrap some known objects in paper (e.g. a book, a pencil, a toy car, a doll, a ball, a teddy). Use red, yellow, blue and green objects if possible.
- Invite individual children to come to the front of the class and choose a 'present' to open.
- Ask *What's this?* Children answer *It's a bag.* (If you have red, blue, yellow or green objects, they could answer *It's a green bag*, etc.)



Lesson 1 Vocabulary CB PAGE 36

Lesson objectives
To identify four parts of the body
Vocabulary: *arm, hand, head, leg*
Materials: CD tracks 42–43, flashcards 21–24
Optional: copies of Sheet 10 (page 85)

Warm-up

- **Sing the *Hello* song.** 01 (TB page 5)
- Review toys. Hold up the toy flashcards and ask *What's this?* for each one. Children answer *It's a teddy*, etc.

Listen and say. 42

- Tell children they are going to learn some body words.
- Stick the flashcards on the board in this order: arm, hand, head, leg. Point to each flashcard in turn, and say the word. Repeat.
- Say *Listen*. Play the CD. Children point to the flashcards.
- Play the CD again, pausing after each word. Children repeat the words chorally (then individually if you wish).

Transcript 42

Listen and say.

arm, hand, head, leg

Listen and find. 43

- Give children their books, open at page 36. Ask some questions about the picture, e.g. *Who can you see? Where are they?* (in the living room). *What are they doing?* (Mum is making a doll for Tess). *What things can you see?*
- Tell children to point to the faded-out body parts in the book when they hear them mentioned on the CD.
- Say *Listen* and play the CD, pausing as necessary. Check they are pointing to the correct body part each time.

Transcript 43

Listen and find.

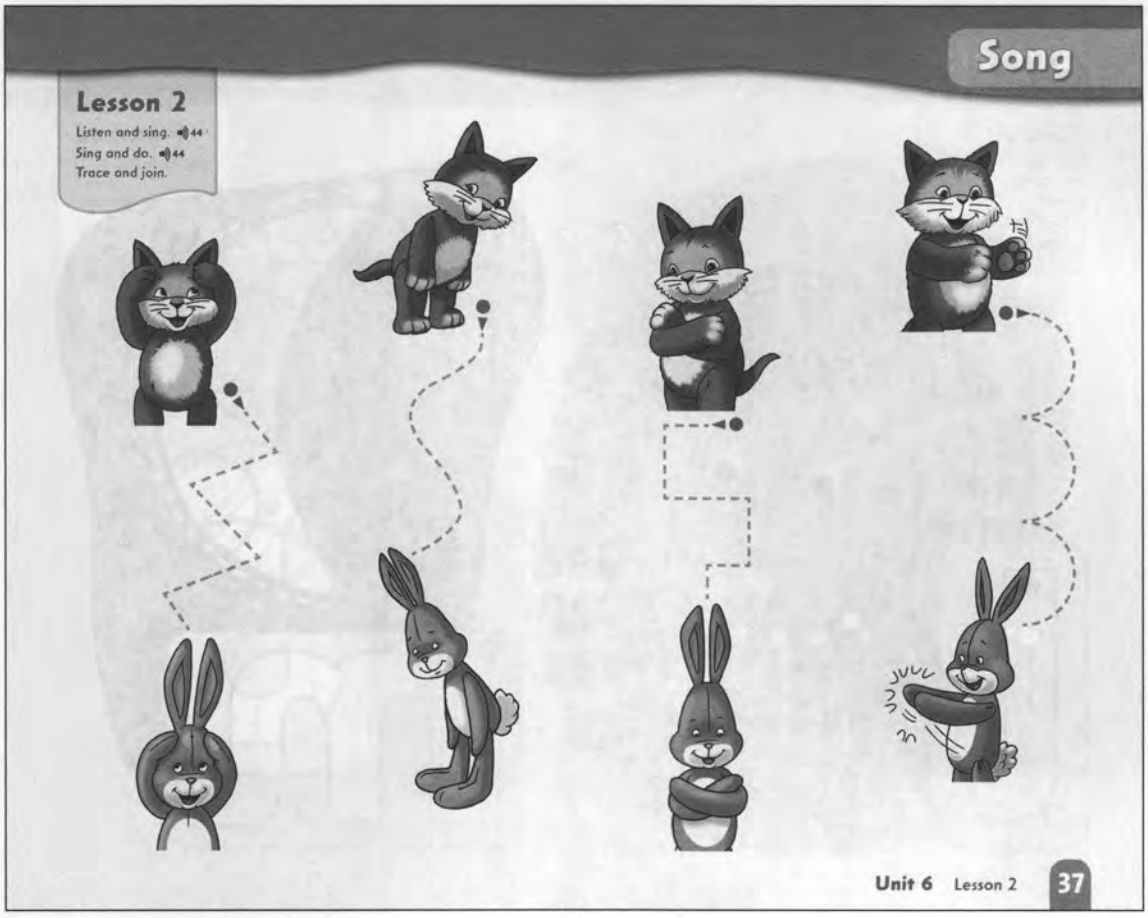
arm, hand, head, leg

Stick and say.

- Say *It's sticker time!* Give children their body stickers.
- Hold up one child's stickers and point to the arm. Say *Arm*. Children repeat. Children find the sticker and stick it on Mum's arm in the picture. Repeat with the other stickers.
- **Sing the *Goodbye* song.** 02 (TB page 5)

Optional activity

- Hand out copies of Sheet 10. Say *Head*. Children point to the head and repeat *Head*. They then trace around the head with one finger. Repeat with the other body parts.



Lesson 2 Song CB PAGE 37

Lesson objectives
To understand and follow simple instructions with *Touch your …*
To revise and consolidate unit vocabulary
To develop fine motor control through tracing
To sing a song
Vocabulary: *head, legs, arms, hands*
Structure: *Touch your (head).*
Materials: CD track 44, flashcards 21–24

Warm-up

- Review the parts of the body using flashcards. Hold up each flashcard in turn and say the word.
- Point to your head, arm, hand and leg at random, without speaking. Children say the words.

Listen and sing. 44

- Tell children they are going to learn a song with actions.
- Say *Listen to the song* and play the CD. As the song is playing, touch the appropriate parts of your body and clap your hands, to reinforce meaning.
- Play the CD again and sing along, pausing after each line for children to sing the line after you.

Transcript 44

Listen and sing.

Touch your head,
Touch your legs,
Touch your arms,
Clap your hands!

Touch your head,
Touch your legs,
Touch your arms,
Clap your hands!

Sing and do. 44

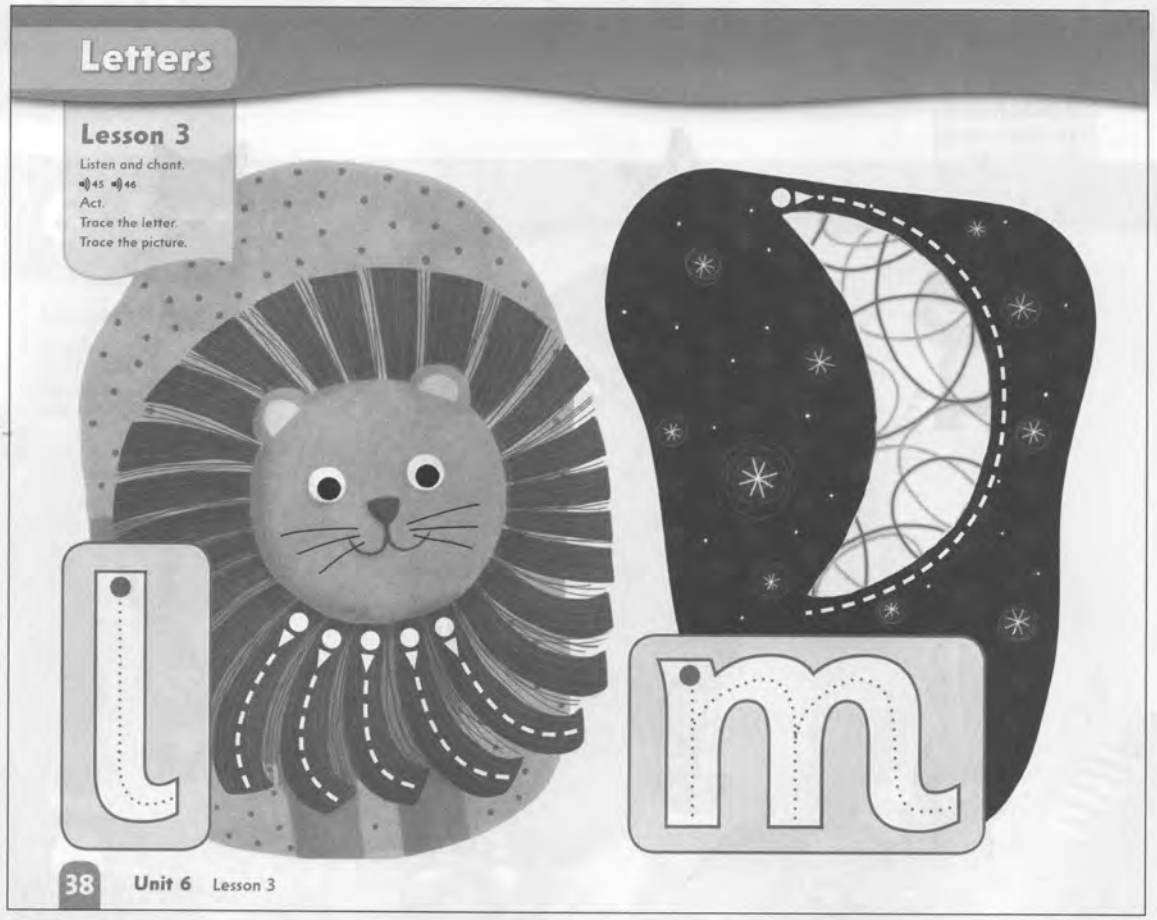
- Say *Stand up.* Sing the song (using the CD if you wish). Tell children to listen carefully and point to the appropriate parts of their own body, or clap their hands.
- Repeat, encouraging children to join in with the song.

Trace and join.

- Say instructions at random, pointing to the appropriate parts of your body. Children listen and touch the appropriate parts of their body, or clap their hands.
- Give children their books, open at page 37.
- Tell children to listen to what Pat is saying. Say *Touch your head.* Children find and point to the appropriate picture of Pat. Hold up your book and point to the picture yourself.
- Now point to the first picture of Jig. Ask the children what he's saying *(Touch your head).*
- Tell children to trace the line joining the two pictures.
- Repeat with the other pairs of pictures.

Optional activity

- Sing the song again. This time children point to the pictures in their book. Tell them to point to Pat for the first verse, and Jig for the second verse.
- Say instructions at random for children to follow.



Lesson 3 Letters CB PAGE 38

Lesson objectives
To recognize and say the sounds /l/ and /m/
To recognize and trace the letters *l* and *m*
Vocabulary: *lion, moon*
Materials: CD tracks 45–46, flashcards 52–53

Warm-up

- Review parts of the body. Draw a simple person on the wall. Ask children to say the words (*head, leg, arm, hand*) as you add each body part to your drawing.

Listen and chant. 45

- Tell children they are going to learn two more English letters and sounds. Start with the letter *l*. Stick the lion flashcard on the board. Say *lion*. Children repeat the word. Talk about lions: Have children ever seen one? Where do they live? What noise do they make?
- Ask children if they can hear the sound at the beginning of the word. Say /l/. Children repeat the sound after you.
- Say *Listen* and play the CD. Children repeat.

Transcript 45

Listen and chant.
/l/, /l/, /l/
/l/, lion, /l/, lion
/l/, /l/, /l/

Act.

- Tell children they are going to learn an action for this sound. Make the shape of a lion's mane around your head as you say /l/, *lion* (See TB page 96.)
- Children repeat the action, the sound and the word.

Trace the letter.

- Tell children that they are going to learn how to write the letter to go with this sound. Facing away from the class, use your finger to 'write' an *l* in the air, exactly as it is in the book. As you do so, say /l/ … *lion*.
- Write a letter *l* on the board. Add a dot, as in the book. Show how to trace the letter, starting at the dot. If you wish, children can practise 'writing' the letter in the air.
- Give children their books, open at page 38. Tell them to practise tracing the letter in their books with one finger.
- Monitor and check they are tracing it correctly.

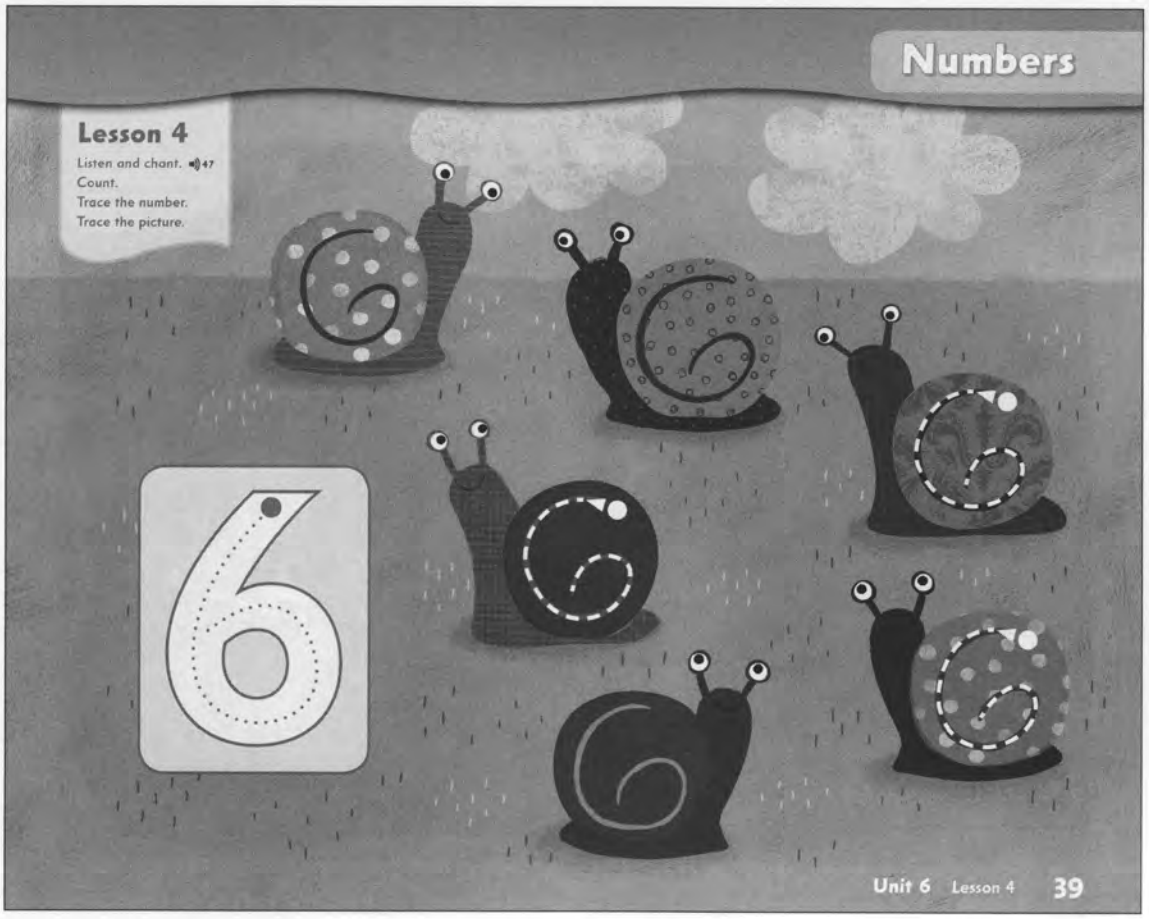
Trace the picture.

- Ask children what they should trace on the picture (some of the hairs of his mane). Hold up your book and demonstrate.
- Children trace the shape in their books with one finger.

- **Repeat the above process for the letter *m* and the sound** /m/. (46)
- Ask children where and when they can see the moon.
- The action for /m/ is to make the shape of a crescent moon with one hand. When children do the tracing, make sure they trace the whole letter without lifting their finger.
- If you wish, older or more able children can now trace the dashed lines on the letter and the picture with their pencils.

Transcript 46

Listen and chant.
/m/, /m/, /m/
/m/, moon, /m/, moon
/m/, /m/, /m/



Lesson 4 Numbers CB PAGE 39

Lesson objectives
To count up to six and identify sets of six objects
To recognize and trace the written number *6*
Vocabulary: *six (6)*
Materials: CD track 47, flashcards 67–71

Warm-up

- Review numbers 1–5. Stick the flashcards on the board in order. Point to the numbers in order and say the words. Do this several times, encouraging children to say them with you.
- Now ask the children to close their eyes while you turn one of the flashcards over.
- Children open their eyes and say which number has been turned over.

Listen and chant.

- Tell children they are going to learn to count further in English. Invite six children to come to the front of the class. Indicate all the children and say *Six*. Then point to the children one by one and say *One, two, three, four, five, six*.
- Say *Listen* and play the CD, pointing to the six children as the numbers are mentioned.
- Play the CD again. Children repeat as you point.

Transcript 47

Listen and chant.

Six, six, six, six!
One, two, three, four, five, six. Six!

Count.

- Count some groups of six things in the classroom. Point to the objects and say the numbers. Children count with you.
- Give children their books, open at page 39. Say *Count the bugs* and count them. Children point and count with you.

Trace the number.

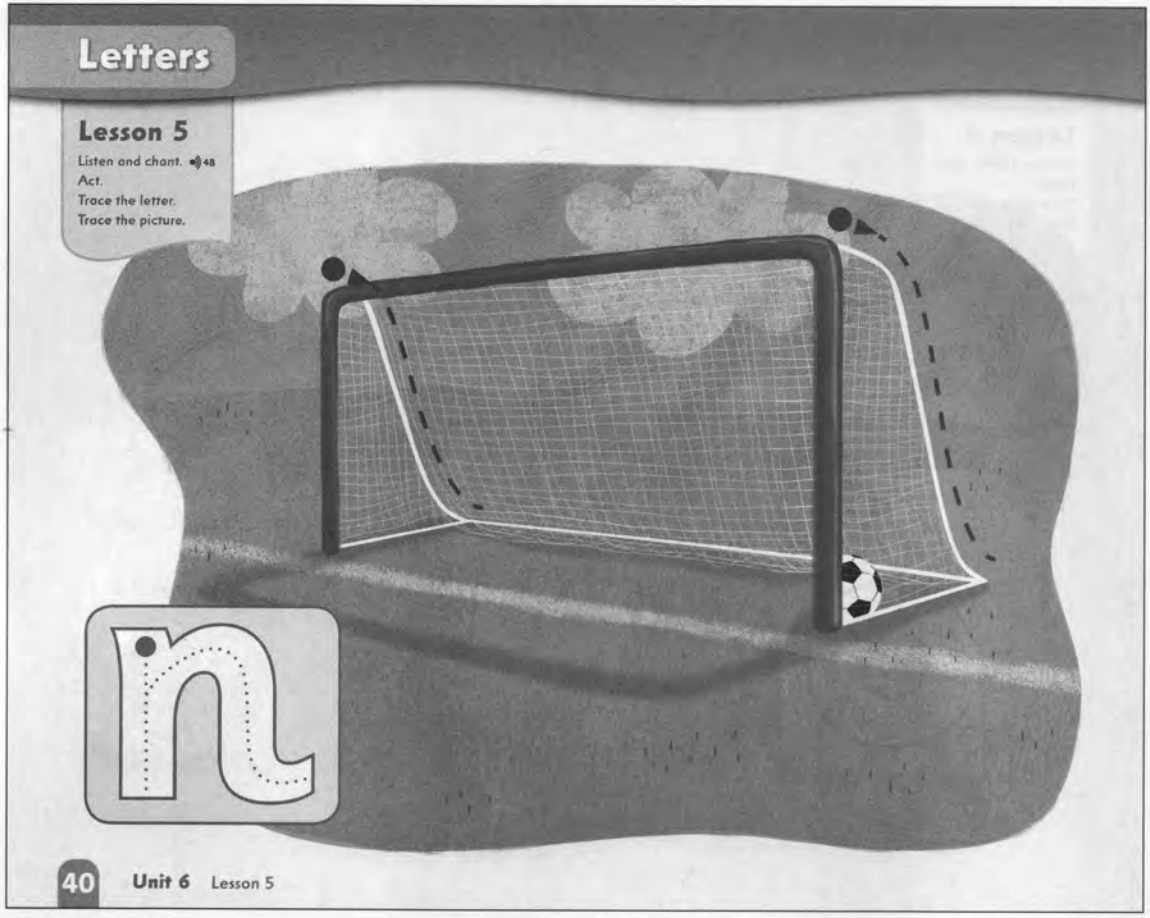
- Tell children they are going to learn how to write the number *6*. Facing away from the class, use your finger to 'write' a *6* in the air, exactly as it is in the book. Say *Six*.
- Write a *6* on the board, and add a dot, as in the book.
- Show how to trace the number, starting from the dot.
- If you wish, children can practise 'writing' the number in the air.
- Tell children to practise tracing the number in their books with one finger. Check they are tracing it correctly.

Trace the picture.

- Ask children to find the dashed lines on the bugs. Hold up your book and show how to trace the line on the snail shell, starting from the top.
- Tell children to trace the dashed lines with one finger.
- If you wish, more able children can now trace the dashed lines on the number and the bugs with their pencils.

Optional activity

- Say a number from 1–6. Children hold up the appropriate number of fingers. Repeat, choosing numbers at random.



Lesson 5 Letters CB PAGE 40

Lesson objectives
To recognize and say the sound /n/
To recognize and trace the letter *n*
Vocabulary: *net*
Materials: CD track 48, flashcard 54

Warm-up

- Do the actions for *lion* and *moon*. Children say the sounds and the words.

Listen and chant. 48

- Tell children they are going to learn another English letter and sound.
- Stick the net flashcard on the board. Say *net*. Children repeat the word. Ask children if they like football and talk about how you score a goal *(kick the ball into the net)*.
- Ask children if they can hear the sound at the beginning of the word *net*. Say /n/. Children repeat the sound after you.
- Say *Listen* and play the CD. Children repeat.

Transcript 48

Listen and chant.
/n/, /n/, /n/
/n/, net, /n/, net
/n/, /n/, /n/

Act.

- Tell children they are going to learn an action for *net*. Mime kicking a football (see TB page 96), as you say /n/, *net*.
- Children repeat the action, the sound and the word.

Trace the letter.

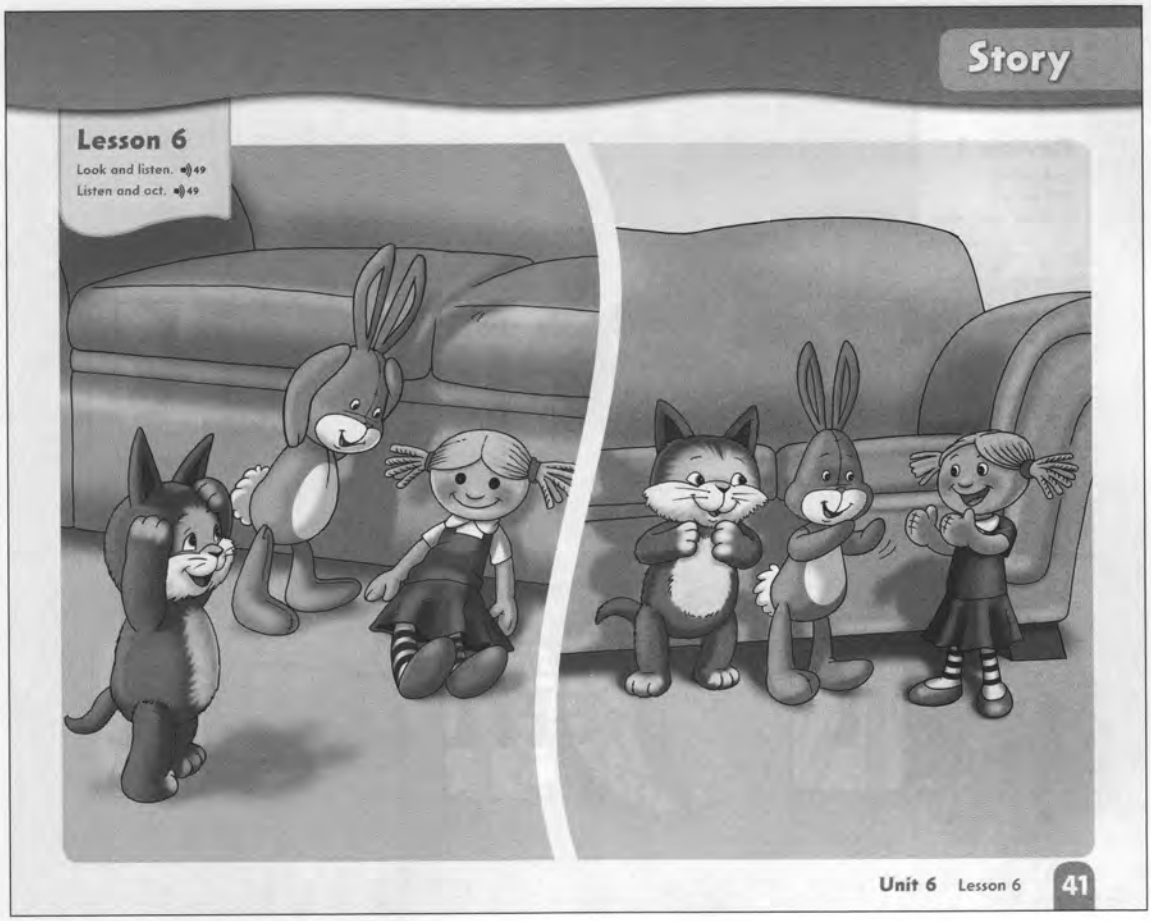
- Tell children that they are going to learn how to write the letter to go with this sound. Facing away from the class, use your finger to 'write' an *n* in the air, exactly as it is in the book. As you do so, say /n/ … *net*.
- Write a letter *n* on the board. Add a dot, as in the book. Show how to trace the letter, starting at the dot.
- If you wish, children can practise 'writing' the letter in the air.
- Give children their books, open at page 40. Tell them to practise tracing the letter in their books with one finger.
- Monitor and check they are tracing it correctly.

Trace the picture.

- Ask children what they should trace in the picture (the back of the net). Hold up your book and show how to trace the shape.
- Children trace the shape in their books with one finger.
- If you wish, older or more able children can now trace the dashed lines on the letter and the picture with their pencils.

Optional activity

- Review all the sounds learnt so far (*a*–*n*). Do the actions in mixed-up order. Children say the sound and the word, and join in with the action.



Lesson 6 Story CB PAGE 41

Lesson objectives
To follow the left to right sequence of English
To develop listening skills by following a story
To revise and consolidate language introduced in the unit
To understand the unit language in context
Structure: *Touch your (head)! Clap your hands!*
Materials: CD track 49, flashcards 21–24

Warm-up

- Play a game to revise the parts of the body words. Stick the flashcards up around the classroom.
- Say *Stand up.* Say a word. Children go and stand next to the appropriate flashcard.
- Repeat several times.

Look and listen. 49

- Give children their books, open at page 41.
- Remind children that in English, stories go from left to right. Hold up your book and point to the frames in order.
- Ask the children to point to the frames in their book in the correct order.
- Talk about the pictures. Ask children who they can see *(Pat and Jig)* and what they have got *(a doll)*. Ask them what they think is happening in the story *(Pat and Jig are playing the action game, trying to get the doll to join in)*.
- Say *Listen* and play the CD. Let children follow the story in their books. (Don't ask them to repeat it.)
- Ask the children what they think happens in the story.
- Play the CD again.

Transcript 49

Look and listen.

Jig Touch your head!

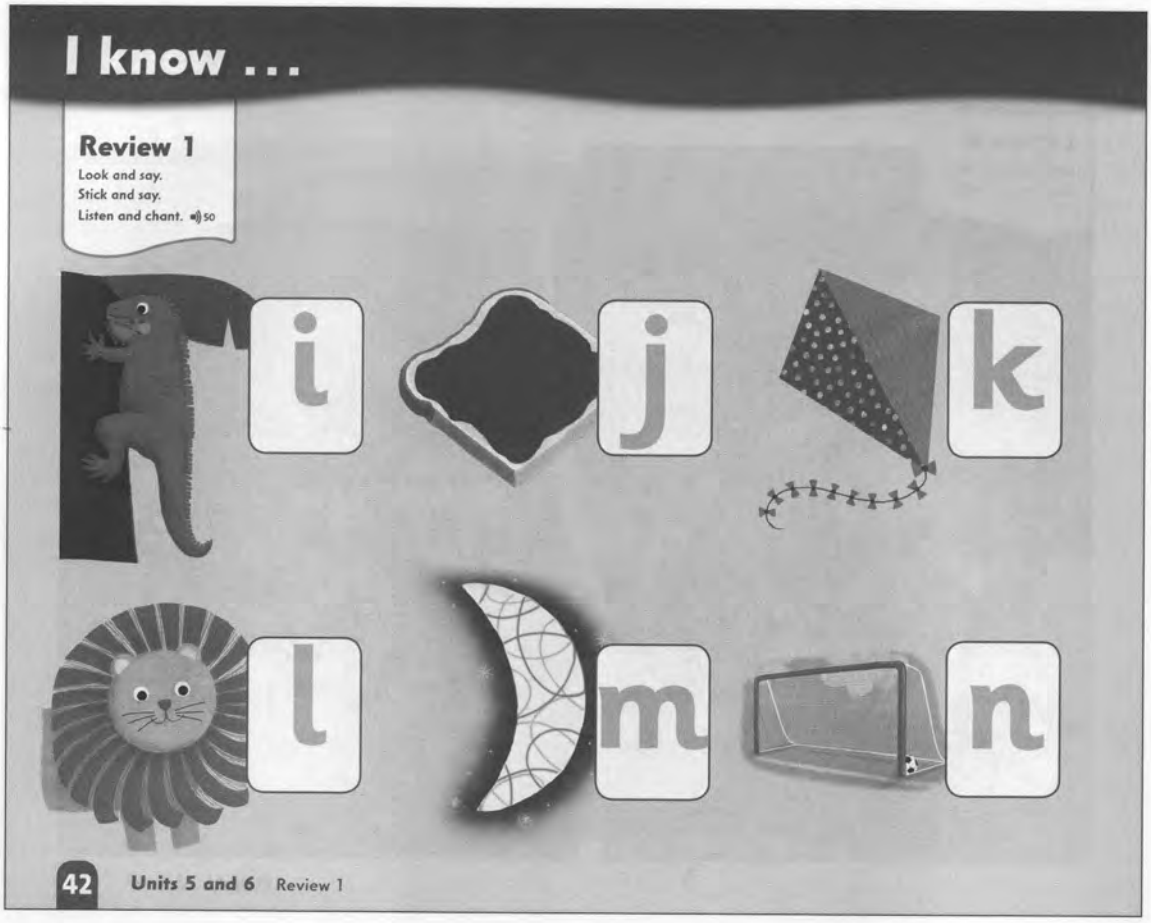
Jig Clap your hands!

Listen and act. 49

- Tell children they are going to act out the story.
- Ask three children to come to the front of the class and pretend to be Pat, Jig and the doll.
- Play the first line of the story. 'Pat' and 'Jig' touch their heads. The 'doll' is sitting without moving.
- Play the rest of the story. 'Pat' and 'Jig' clap their hands. The doll joins in, clapping her hands too.
- Repeat with more groups of three children.
- As children become familiar with the story, they may start to join in with the words. Encourage them to do so if they want to, but allow them to be silent if they prefer.

Optional activity

- Play an action game to practise the instructions from this unit, and *Stand up* and *Sit down* from Unit 3.
- Say instructions at random for children to follow. At first, do the actions with them.
- Then, if children seem confident, give the instructions without doing the actions yourself. You might like to whisper the instructions, to encourage the children to listen carefully.



Review 1 CB PAGE 42

Lesson objectives
To review the letters and sounds for *i, j, k, l, m* and *n*
To say a chant
Vocabulary: *iguana, jam, kite, lion, moon, net*
Materials: CD track 50, flashcards 49–54
Optional: copies of Sheet 11 (page 86)

Warm-up

- Do the actions for the letters *i–n* (see phonics actions on TB page 96). Children say the sounds and the words, and join in with the actions.

Look and say.

- Give children their books, open at page 42. Ask them to say the word for each picture in their books. As they say each word, hold up the corresponding flashcard.
- Hold up the flashcards at random, asking children to say the words again.

Stick and say.

- Write the letters *i–n* on the board. Point to each letter in turn and ask children to say its sound.
- Hold up the flashcard for *iguana* again and say the word. Ask children what sound is at the beginning of the word. Stick the flashcard next to the letter *i*.
- Repeat for *jam, kite, lion, moon* and *net*.
- Say *It's sticker time!* Give children their stickers for *i–n*.
- Say *Iguana* ... /ɪ/ and point to the letter and picture on the board. Ask children to find the /ɪ/ sticker and stick it next to the iguana picture in their books.
- Repeat with the other stickers.
- Monitor and help as necessary. As they are working, ask individual children to tell you the sounds and the words.

Listen and chant. 50

- Tell children they are going to say a chant to help them remember the sounds. Say *Listen* and play the CD.
- Play the CD again, pausing in each gap for children to repeat. Encourage them to do the actions as they chant.
- Repeat.

Transcript 50

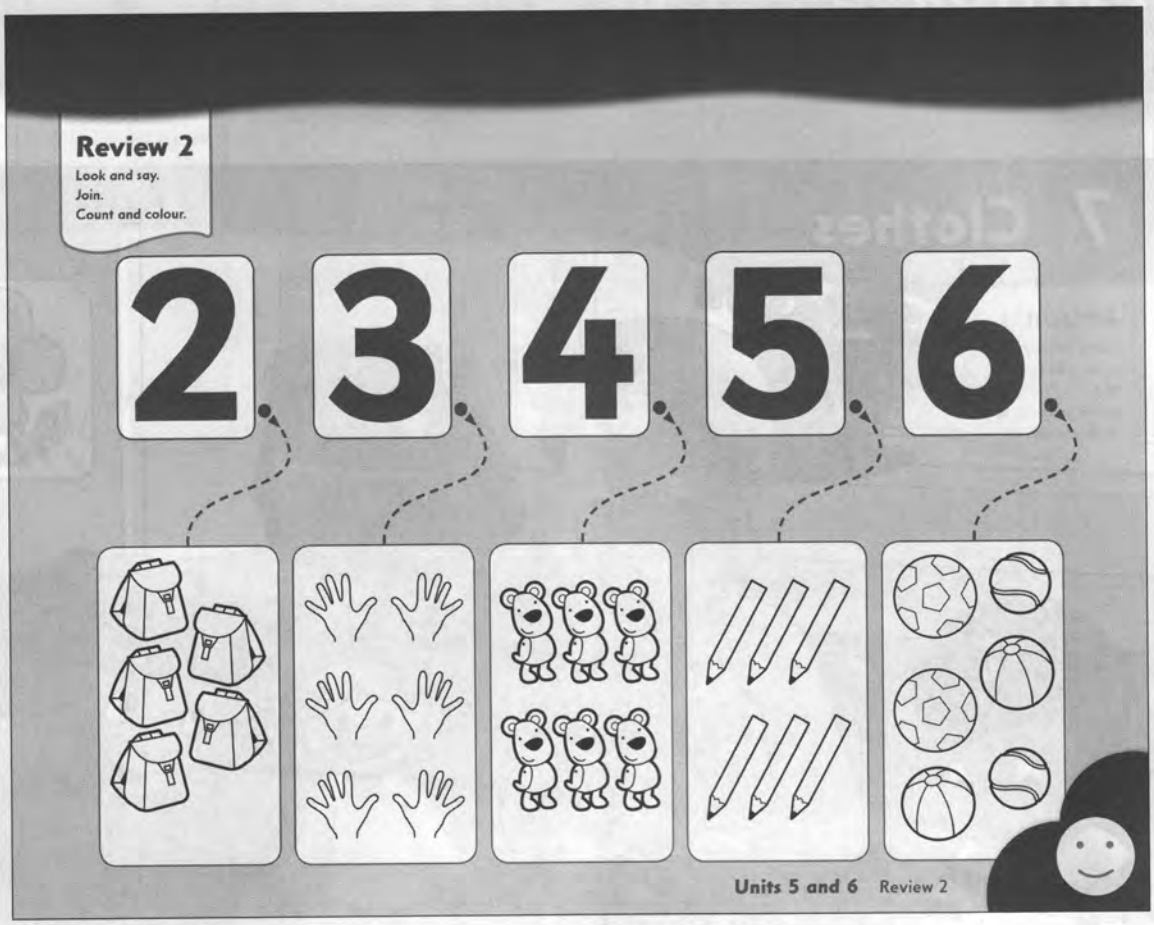
Listen and chant.

/ɪ/, /ɪ/, /ɪ/
/ɪ/, iguana, /ɪ/, iguana
/ɪ/, /ɪ/, /ɪ/

/ʤ/ ... jam ...
/k/ ... kite ...
/l/ ... lion ...
/m/ ... moon ...
/n/ ... net ...

Optional activity

- Use Sheet 11 for a fun review of the sounds for *i–n*.
- Say /k/. Ask children if they can find the thing that begins with that sound (*kite*). Children find the kite, and repeat the sound and the word, and do the action.
- Repeat with the other sounds, in a random order.
- Ask children to colour the six things in the picture.
- Children can now take the sheets home and use them to show their parents the sounds and words they have learnt.



Review 2 CB PAGE 43

Lesson objectives
To review numbers 1–6
Vocabulary: *1–6*
Materials: CD track 47, flashcards 17–24, 49–54, 71–72
Optional: CD tracks 36 and 44

Warm-up

- Say the number chant from Lesson 4 (Transcript 47).

Look and say.

- Give children their books, open at page 43. Say the numbers *2–6* in order. Children point to the numbers.
- Hold up your book and point to the bags. Say *Bags*. Children point to the bags. Note that the children are not expected to produce the plural form of the words.
- Repeat with the other objects.

Join.

- Hold up your book and show children how to trace the line between the number *2* and the bags, using one finger.
- Children trace the line. Check they are starting at the top.
- Hold up your book and point again to the number *2*. Say *Two*. Follow the line down with your finger and say *Bags*.
- Point to two of the bags, saying *One, two*. Repeat. Children point to two of the bags in their books and count with you.

Count and colour.

- Quickly colour two bags and hold up your book again. Count again: *One, two*. Tell children to colour two of the bags in their books. Help them as necessary while they are working.
- Repeat the process with the numbers 3–6.
- When they have finished, count the coloured objects with the children.

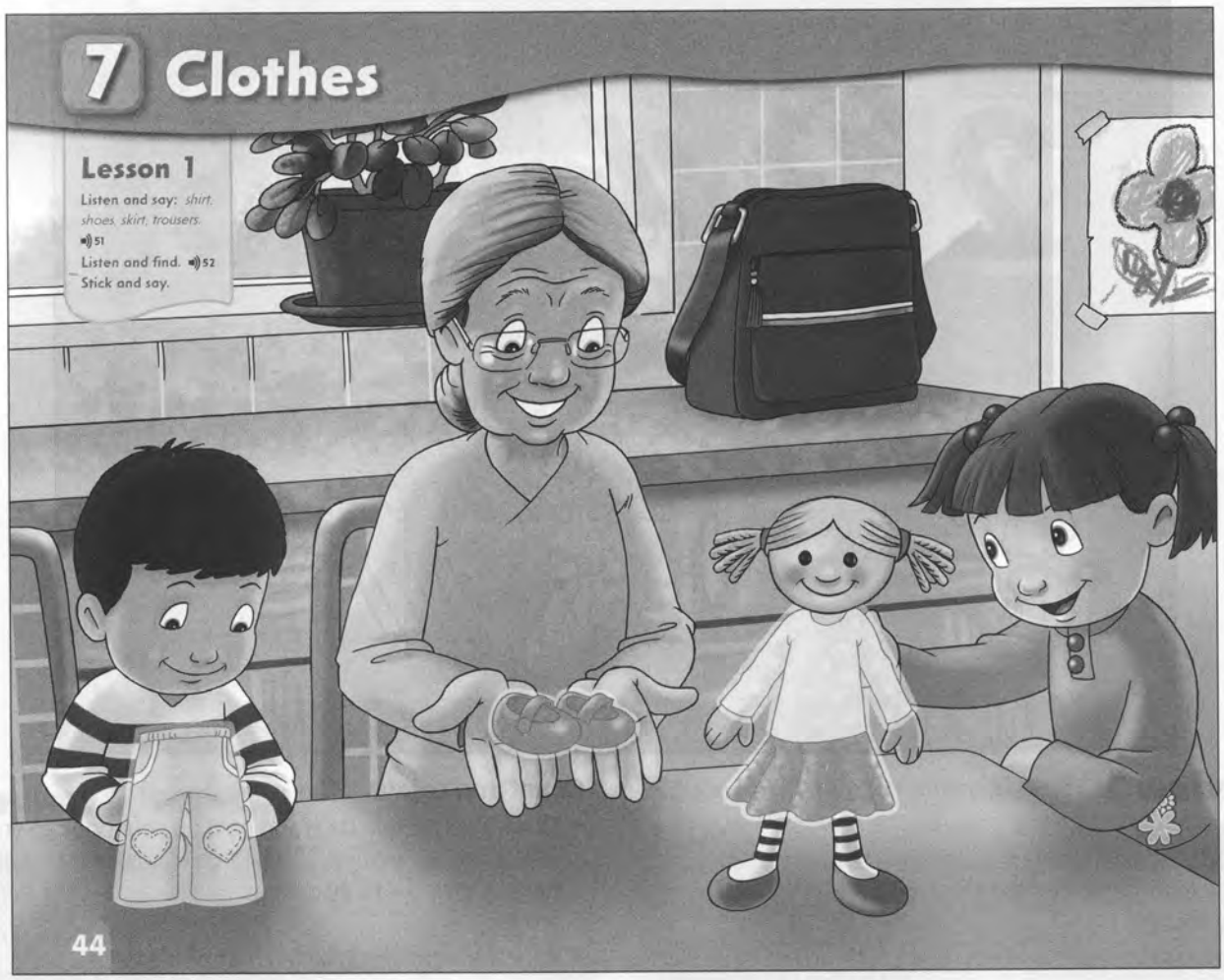
Round-up

- Review the words children have learnt in Units 5 and 6.
- Hold up the flashcards one by one and ask children to say the words.
- For flashcards 49–54, ask them to say the sounds and do the actions as well.
- Tell children that now they know all the numbers, words and sounds they have just practised! Tell them they can put a smiley face sticker on the page as they have learnt so much English.
- Give children their stickers. Help them to find a smiley face sticker and stick it onto the corner of page 43.

Optional activity

- Sing one or both of the Lesson 2 songs from Units 5 and 6 again (Transcripts 36 and 44).

7 Clothes



Lesson 1 Vocabulary CB PAGE 44

Lesson objectives
To identify four clothes items
Vocabulary: *shirt, shoes, skirt, trousers*
Materials: CD tracks 51–52, flashcards 25–28 Optional: copies of Sheet 12 (page 87)

Warm-up

- **Sing the *Hello* song.** 01 (TB page 5).
- Review parts of the body. Say *Arm*. Children to point to their arm. Repeat with *head, hand* and *leg*.

Listen and say. 51

- Tell children they are going to learn some clothes words. Talk about clothes. Ask them what they're wearing today.
- Stick the flashcards up on the wall, some distance apart, in this order: shirt, shoes, skirt, trousers.
- Point to each flashcard in turn, and say the word. Repeat.
- Say *Listen*. Play the CD. Children point to the flashcards.
- Play the CD again, pausing after each word. Children repeat the words chorally (then individually if you wish).

Transcript 51

Listen and say.
shirt, shoes, skirt, trousers

Listen and find. 52

- Give children their books, open at page 44. Ask some questions about the picture, e.g. *Who can you see? Where are they?* (in the kitchen). *What are they doing?* (trying on some new clothes for Tess's doll.) *What things can you see?*
- Tell children to point to each clothes item in the book when they hear it on the CD. Say *Listen* and play the CD, pausing as necessary. Check they are pointing to the correct items.

Transcript 52

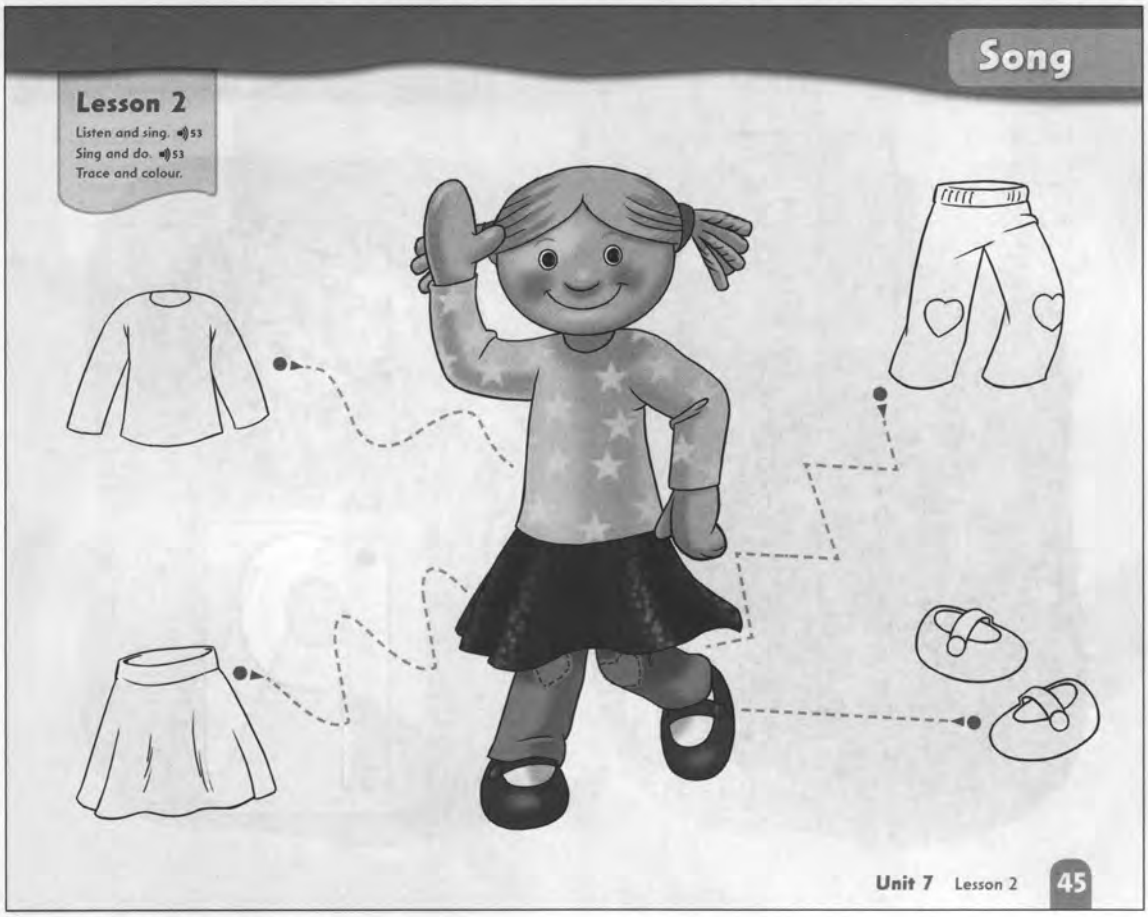
Listen and find.
shirt, shoes, skirt, trousers

Stick and say.

- Say *It's sticker time!* Give children their clothes stickers.
- Hold up one child's stickers. Point to the shoes. Say *Shoes*. Children repeat, then find the sticker and stick it on the doll's shoes in the picture. Repeat with the other stickers.
- **Sing the *Goodbye* song.** 02 (TB page 5).

Optional activity

- Hand out copies of Sheet 12. Say *Trousers*. Children point to the trousers and repeat. Say *Red trousers*. Children colour the trousers red.
- Repeat with the other clothes. While they are working ask individual children to tell you the items and the colours.



Lesson 2 Song CB PAGE 45

Lesson objectives
To introduce the language *This is* … and *These are* …
To revise and consolidate the unit vocabulary
To develop fine motor control through tracing and colouring
To sing a song
Vocabulary: *shirt, shoes, skirt, trousers*
Structure: *These are trousers. This is a skirt.*
Materials: CD track 53, flashcards 25–28

Warm-up

- Review the clothes using flashcards. Hold up each flashcard in turn and say the word. Children repeat.
- Point to clothes in the room (your own or various children's), without speaking. Children say the word.

Listen and sing. 53

- Tell children they are going to learn a song with actions. Stick the flashcards up around the room, in this order: trousers, shoes, skirt, shirt.
- Say *Listen to the song* and play the CD. Point to the flashcards as the song is playing, to reinforce meaning.
- Play the CD again and sing along, pausing after each line for children to sing the line after you.

Transcript 53

Listen and sing.

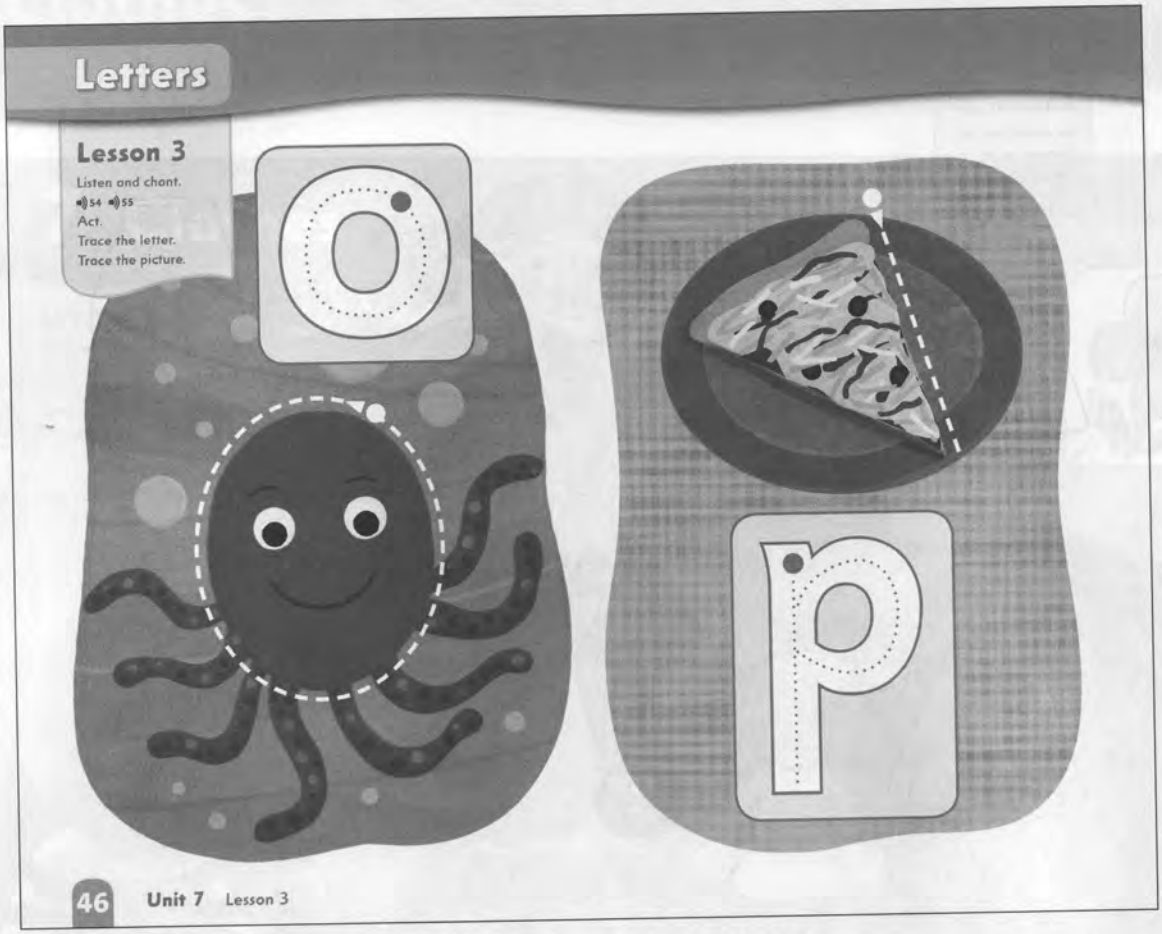
These are trousers.
These are trousers.
These are trousers .
And these are shoes.
These are shoes.
These are shoes.
These are shoes.
And this is a skirt.
This is a skirt.
This is a skirt.
This is a skirt.
And this is a shirt.
This is a shirt.
This is a shirt.
This is a shirt.
And this is me!

Sing and do. 53

- Hold up your book on page 45 and point to the doll. Say *Look. It's a doll.* Explain that the doll is singing the song, and that they are going to pretend to be the doll.
- Say *Stand up.* Sing the song (using the CD if you wish). Children pretend they are the doll, and point to the items of clothing they're wearing as they hear the words. Boys, and girls not wearing skirts, can pretend they have a skirt on.
- Children should point to themselves for the line *And this is me!*
- Repeat, encouraging children to sing along.

Trace and colour.

- Give children their books, open at page 45.
- Point to the picture of a skirt. Say *This is a skirt.* Children repeat. Show how to trace the line with one finger, joining the clothes that are the same.
- Now point to the shirt the doll is wearing. Say *This is a yellow shirt.* Children repeat. Quickly colour the small skirt picture yellow, and hold up your book again. Say *And this is a yellow shirt.*
- Repeat with the other clothes items.
- Children trace the lines with one finger, and colour each small clothes picture in the appropriate colour.
- Monitor and check while they are working. Ask individual children to tell you the clothes words and the colours.



Lesson 3 Letters CB PAGE 46

Lesson objectives
To recognize and say the sounds /ɒ/ and /p/
To recognize and trace the letters *o* and *p*
Vocabulary: *octopus, pizza*
Materials: CD tracks 54–55, flashcards 55 and 56

Warm-up

- Review the clothes words. Hold up a flashcard and say *This is a …* or *These are …*, without completing the sentence. Children say the word.

Listen and chant. 54

- Tell children they are going to learn two more letters and sounds. Start with the letter *o*. Stick the octopus flashcard on the board. Say *octopus*. Children repeat the word. Ask them if they know where an octopus lives.
- Ask children if they can hear the sound at the beginning of the word. Say /ɒ/. Children repeat the sound after you.
- Say *Listen* and play the CD. Children repeat.

Transcript 54

Listen and chant.
/ɒ/, /ɒ/, /ɒ/
/ɒ/, octopus, /ɒ/, octopus
/ɒ/, /ɒ/, /ɒ/

Act.

- Tell children they are going to learn an action for this sound. Wave your arms around as if they were octopus tentacles (see TB page 96) as you say /ɒ/, *octopus*.
- Children repeat the action, the sound and the word.

Trace the letter.

- Tell children that they are going to learn how to write the letter to go with this sound. Facing away from the class, use your finger to 'write' an *o* in the air, making sure you go in an anticlockwise direction. As you do so, say /ɒ/ … *octopus*.
- Write a letter *o* on the board. Add a dot, as in the book.
- Show how to trace the letter, starting at the dot. If you wish, children can practise 'writing' the letter in the air. Check they are going in the right direction.
- Give children their books, open at page 46. Tell them to practise tracing the letter in their books with one finger.
- Monitor and check they are tracing it correctly.

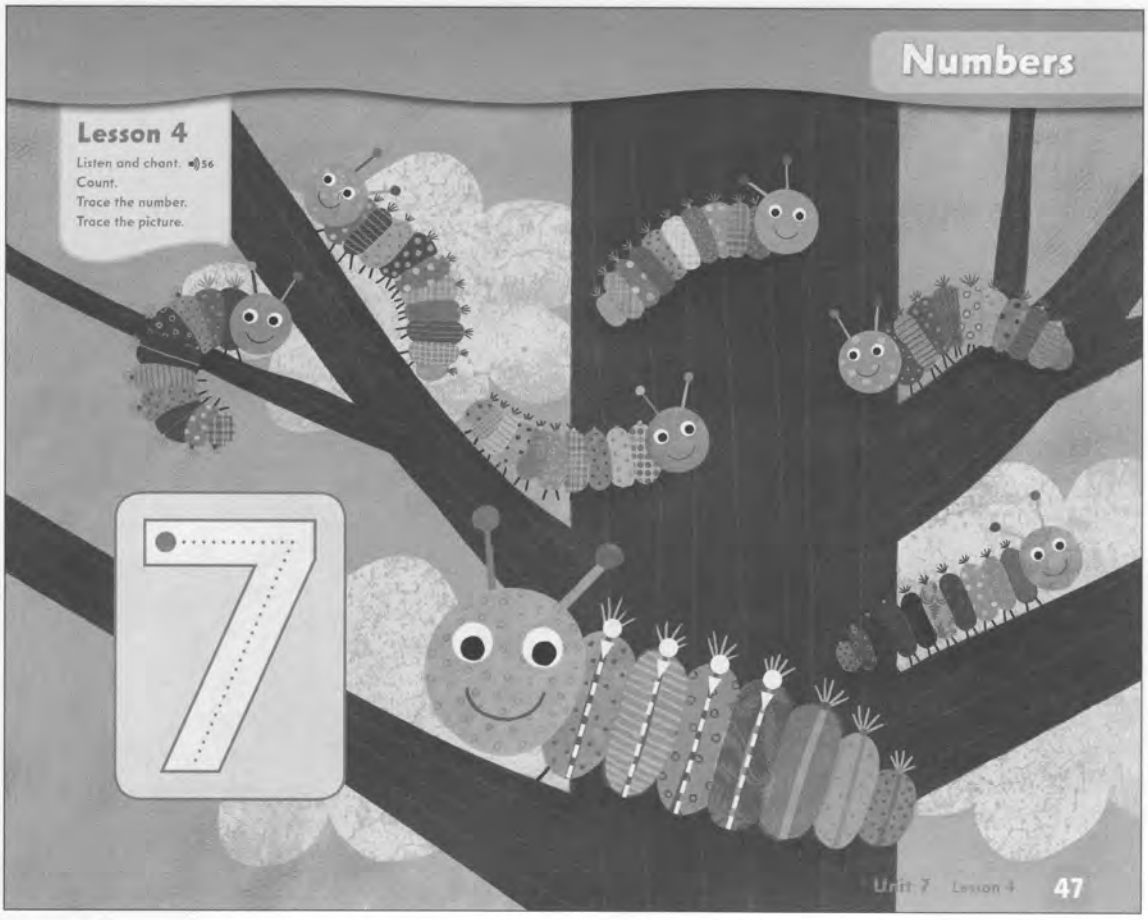
Trace the picture.

- Ask children what they should trace on the picture (the octopus's body). Hold up your book and demonstrate.
- Children trace the shape in their books with one finger.

- **Repeat the above process for the letter *p* and the sound** /p/. (55)
- The action for /p/ is to mime slicing across a pizza three times (see TB page 96). Ask children if they like pizza, and what they like on top of their pizza.
- Show how to trace the whole letter, not lifting your finger.
- If you wish, older or more able children can now trace the dashed lines on the letter and the picture with their pencils.

Transcript 55

Listen and chant.
/p/, /p/, /p/
/p/, pizza, /p/, pizza
/p/, /p/, /p/



Lesson 4 Numbers CB PAGE 47

Lesson objectives
To count up to seven and identify sets of seven objects
To recognize and trace the written number *7*
Vocabulary: *seven (7)*
Materials: CD track 56, flashcards 67–72
Optional: copies of Sheet 13 (page 88)

Warm-up

- Stick the number flashcards 1–6 on the board in order.
- Point to the flashcards one by one. Children say the number. Repeat, pointing to the cards in a random order.
- Play a silent game. Point to a flashcard. Children hold up that number of fingers. Repeat with the rest of the numbers.

Listen and chant. 56

- Tell children they are going to learn to count further in English. Invite seven children to come to the front of the class. Indicate all the children and say *Seven*. Then point to the children one by one and count from *1–7*.
- Note that if you haven't got seven children in the class, you can count some large classroom objects they can all see clearly, such as books.
- Say *Listen* and play the CD, pointing to the seven children (or objects) as the numbers are mentioned.
- Play the CD again. Children repeat as you point.

Transcript 56

Listen and chant.
Seven, seven, seven, seven!
One, two, three, four, five, six, seven. Seven!

Count.

- Count some more groups of seven things in the classroom. Point to the objects and say the numbers. Children count with you.
- Give children their books, open at page 47. Say *Count the bugs* and count them. Children point and count with you.

Trace the number.

- Tell children they are going to learn how to write the number *7*. Facing away from the class, use your finger to 'write' a *7* in the air, exactly as it is in the book. Say *Seven*.
- Write a *7* on the board, and add a dot, as in the book.
- Show how to trace the number, starting from the dot. If you wish, children can practise 'writing' the number in the air.
- Tell children to practise tracing the number in their books with one finger. Check they are tracing it correctly.

Trace the picture.

- Ask children to find the dashed lines on the bugs. Hold up your book and show how to trace the lines on the caterpillar, starting from the top each time.
- Tell children to trace the dashed lines with one finger.
- If you wish, more able children can now trace the dashed lines on the number and the bugs with their pencils.

Optional activity

- Hand out copies of Sheet 13. Say *Six*. Children find the number and repeat. Tell them to trace the number. Remind them how to do it if necessary.
- Hold up your book and say *Count the bugs*. Children point and count with you.
- Repeat the process with the number 7.



Lesson 5 Letters CB PAGE 48

Lesson objectives
To recognize and say the sound /kw/
To recognize and trace the letter *q*
Vocabulary: *queen*
Materials: CD track 57, flashcard 57

Warm-up

- Do the actions for *octopus* and *pizza*. Children say the sounds and the words.

Listen and chant. 57

- Tell children they are going to learn another English letter and sound.
- Stick the queen flashcard on the board. Say *Queen*. Children repeat the word. Explain what it means. Ask children what queens wear and where they live.
- Ask children if they can hear the sound at the beginning of the word *queen*. Say /kw/. Children repeat the sound after you.
- Say *Listen* and play the CD. Children repeat.

Transcript 57

Listen and chant.

/kw/, /kw/, /kw/
/kw/, queen, /kw/, queen
/kw/, /kw/, /kw/

Act.

- Tell children they are going to learn an action for *queen*. Put your forearms out as if you were sitting on a throne, and assume a 'posh' expression (see TB page 96), as you say /kw/, *queen*.
- Children repeat the action, the sound and the word.

Trace the letter.

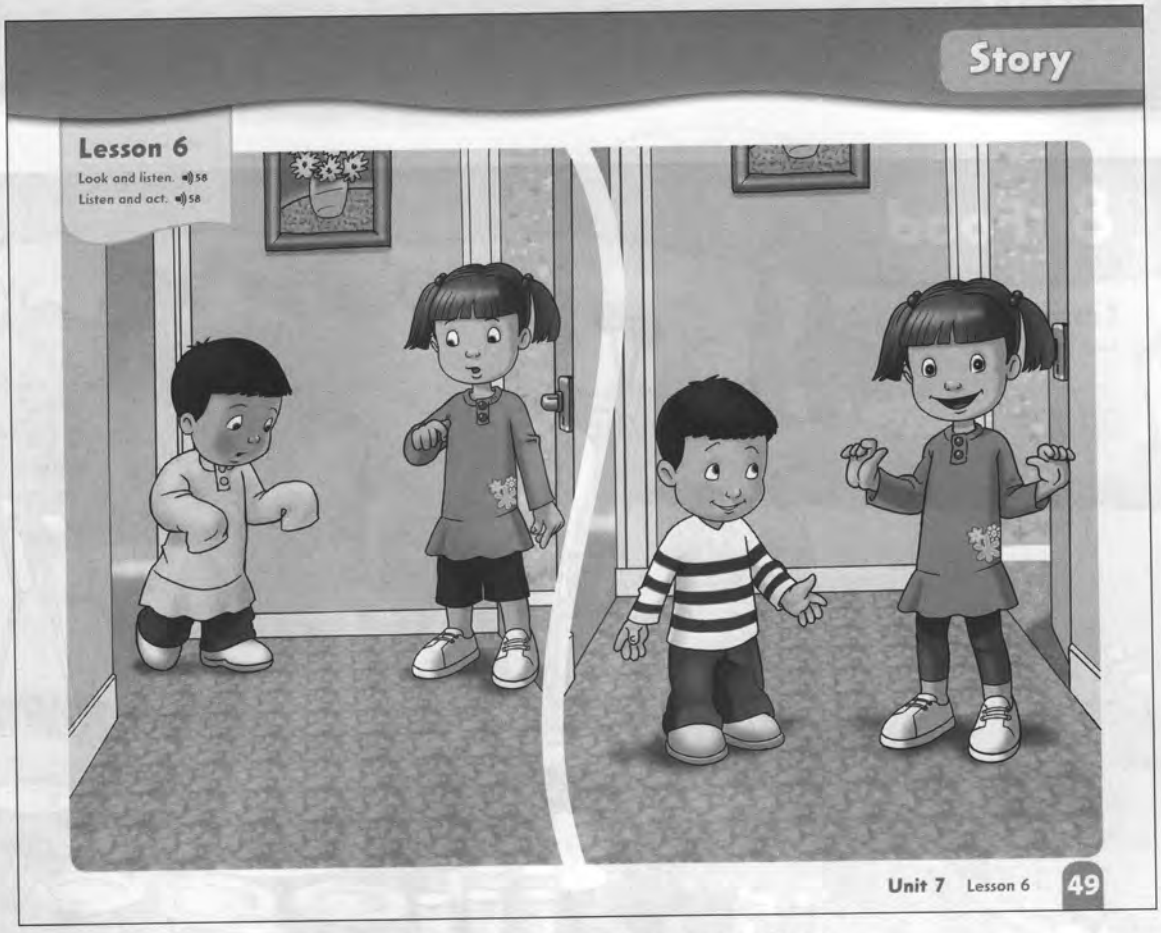
- Tell children that they are going to learn how to write the letter to go with this sound. Facing away from the class, use your finger to 'write' a *q* in the air, exactly as it is in the book. As you do so, say /q/ … *queen*.
- Write a letter *q* on the board. Add a dot, as in the book. Show how to trace the letter, starting at the dot. If you wish, children can practise 'writing' the letter in the air.
- Give children their books, open at page 48. Tell them to practise tracing the letter in their books with one finger.
- Monitor and check they are tracing it correctly, without lifting their finger.

Trace the picture.

- Ask children what they should trace in the picture (the top of the queen's crown). Hold up your book and show how to trace the shape.
- Children trace the shape in their books with one finger.
- If you wish, older or more able children can now trace the dashed lines on the letter and the picture with their pencils.

Optional activity

- Review all the sounds learnt so far (*a*–*q*). Do the actions in a random order. Children say the sound and the word, and join in with the action.



Lesson 6 Story CB PAGE 49

Lesson objectives
To follow the left to right sequence of English
To develop listening skills by following a story
To revise and consolidate language introduced in the unit
To understand the unit language in context
Structure: *This is my/your shirt. These are my/your trousers.*
Materials: CD track 58, flashcards 25–28

Warm-up

- Review the clothes words. Hold up two flashcards and say a word. Children point to the correct flashcard.

Look and listen. 58

- Give children their books, open at page 49.
- Remind children that in English, stories go from left to right. Hold up your book and point to the frames in order.
- Ask the children to point to the frames in their book in the correct order.
- Talk about the pictures. Ask children *Who can you see? Where are they?* (outside their bedroom doors). *What are they doing?* (they have just got dressed).
- Say *Listen* and play the CD. Let children follow the story in their books. (Don't ask them to repeat it.)
- Ask the children what they think happens in the story. Explain if necessary *(they have put on each other's clothes by mistake!)*.
- Play the CD again.

Transcript 58

Look and listen.

Baz This is your shirt!
Tess These are your trousers!

Baz These are my trousers.
Tess This is my shirt.

Listen and act. 58

- Tell children they are going to act out the story.
- Ask two children to come to the front of the class and pretend to be Baz and Tess.
- Play the first line of the story. 'Baz' points to 'Tess'. Play the second line. 'Tess' points to 'Baz'. They both look unhappy.
- Play the rest of the story. 'Baz' and 'Tess' point to their trousers/shirt and now look happy, because they fit.
- Repeat with more pairs of children.
- As children become familiar with the story, they may start to join in with the words. Encourage them to do so if they want to, but allow them to be silent if they prefer.

Optional activity

- Play a game to practise the clothes words from this unit, plus *hat* and *bag* from Units 3 and 4. (Revise this word if necessary.)
- Say *Shirt*. Children stand up if they're wearing a shirt. Check children are all standing or sitting as appropriate.
- Say *Sit down*, then repeat with more clothes items.



Lesson 1 Vocabulary CB PAGE 50

Lesson objectives
To identify four food items
Vocabulary: *banana, biscuit, orange, sandwich*
Materials: CD tracks 59–60, flashcards 29–32
Optional: copies of Sheet 14 (page 89)

Warm-up

- **Sing the *Hello* song.** 01 (TB page 5).
- Review the clothes words. Say a word. Children point to that item if they are wearing it.

Listen and say. 59

- Tell children they are going to learn some food words. Talk about food: What foods do children like best?
- Stick the flashcards up on the wall, some distance apart, in this order: *banana, biscuit, orange, sandwich*. Point to each flashcard in turn, and say the word. Repeat.
- Say *Listen*. Play the CD. Children point to the flashcards.
- Play the CD again, pausing after each word. Children repeat the words chorally (then individually if you wish).

Transcript 59

Listen and say.

banana, biscuit, orange, sandwich

Listen and find. 60

- Give children their books, open at page 50. Ask some questions about the picture, e.g. *Who can you see? Where are they?* (in a park, in the countryside). *What are they doing?* (having a picnic). *What things can you see?*
- Tell children to point to each food in the book when they hear it on the CD. Say *Listen* and play the CD, pausing as necessary. Check they are pointing to the correct foods.

Transcript 60

Listen and find.

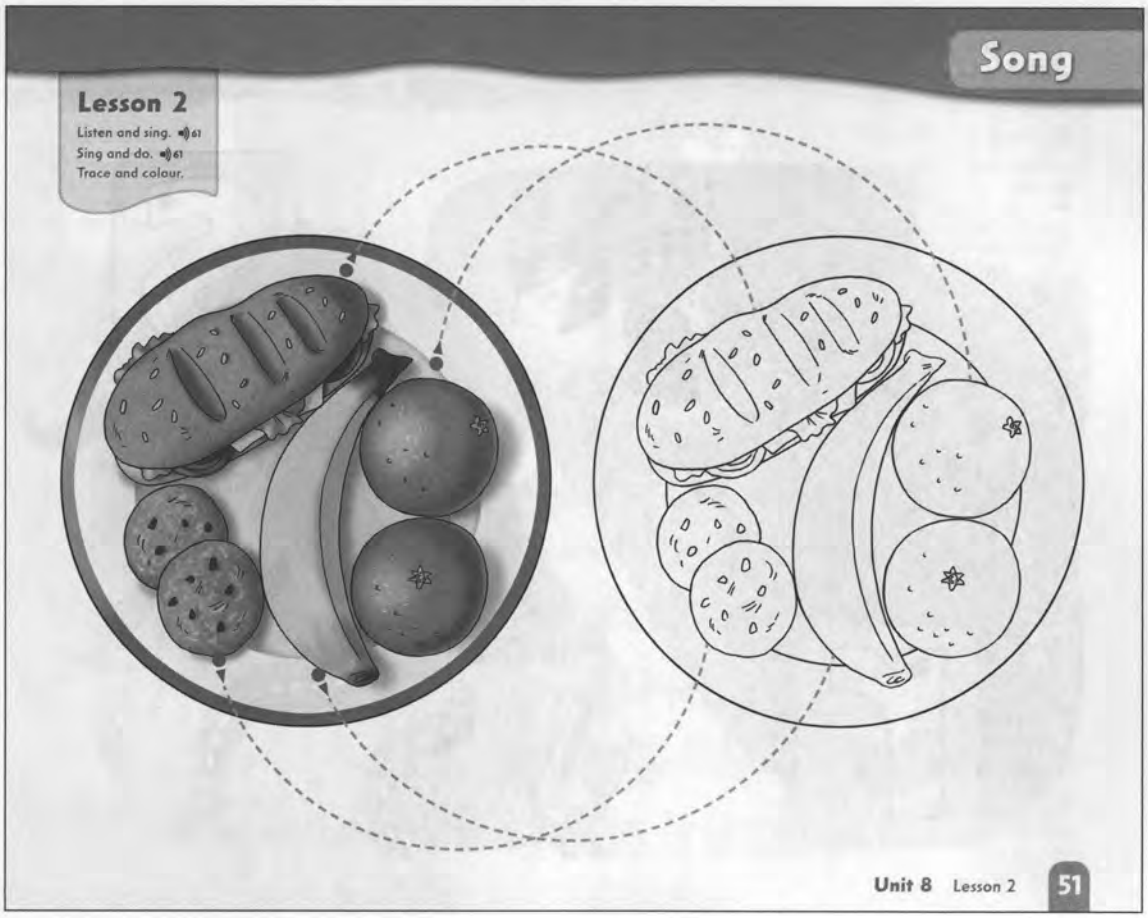
banana, biscuit, orange, sandwich

Stick and say.

- Say *It's sticker time!* Give children their food stickers.
- Hold up one child's stickers. Point to the banana. Say *Banana*. Children repeat, then find the sticker and stick it on the banana in the picture. Repeat with the other stickers.
- **Sing the *Goodbye* song.** 02 (TB page 5)

Optional activity

- Hand out copies of Sheet 14. Say *Two sandwiches*. Children point to the appropriate plate and repeat. Repeat with the other plates.
- Children trace round the plates with one finger. While they are working, ask individual children what is on each plate.



Lesson 2 Song CB PAGE 51

Lesson objectives
To use numbers with plural nouns
To introduce language for asking and answering *How many?*
To develop fine motor control through tracing
To sing a song
Vocabulary: *sandwich, biscuit, banana, orange*
Structure: *two (sandwiches)*
Materials: CD track 61, flashcards 29–32

Warm-up

- Review the food words using flashcards. Stick the flashcards on the board. Point to each one in turn and say the word. Children repeat.

Listen and sing. 61

- Draw a simple picture of a sandwich on the board. Say *How many?* and answer *One! One sandwich.* Then draw two biscuits and ask *How many?* Answer *Two! Two biscuits.* Repeat with one banana and two oranges.
- Tell children they are going to learn a song about food. Say *Listen* and play the CD. As the song is playing, point to the appropriate food, then to the class and yourself. When you hear *Mmm-mmm*, rub your tummy and smile.
- Play the CD again and sing along, pausing after each line for children to sing the line after you.

Transcript 61

Listen and sing.

A sandwich for you. A sandwich for me.
Mmm-mmm. Mmm-mmm.
Two biscuits for you. Two biscuits for me.
Mmm-mmm. Mmm-mmm.
A banana for you. A banana for me.
Mmm-mmm. Mmm-mmm.
Two oranges for you. Two oranges for me.
Mmm-mmm. Mmm-mmm.

Sing and do. 61

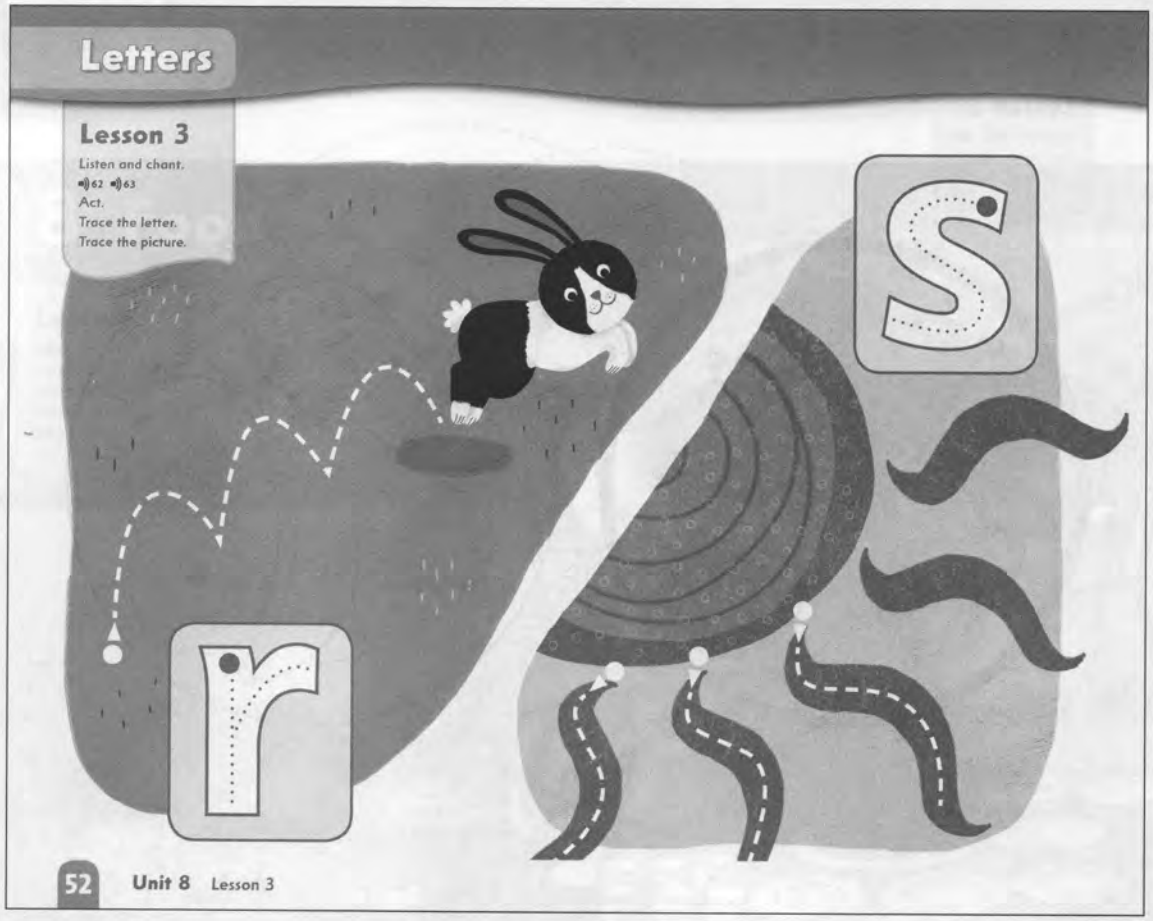
- Sing the song (using the CD if you wish). Children point to the pictures on the board as they hear the words, then rub their tummy and smile.
- Repeat, encouraging children to sing along.

Trace and colour.

- Give children their books, open at page 51. Ask them what they can see on the first plate.
- Say *A sandwich.* Children point to the sandwich and repeat.
- Hold up your book and say again *A sandwich.* Show how to trace the line leading to the sandwich on the second plate, and repeat *A sandwich.* Tell children to do the same.
- Repeat with the other food, asking *How many?* for the biscuits and oranges.
- Children trace all the lines, starting from the left hand side.
- They then colour the foods on the right hand plate.
- Monitor while they are working. Ask individual children *How many?* pointing to different foods.

Optional activity

- Sing the song again. This time children point to the pictures in their books.
- Now say lines from the song at random. Children listen and point to the appropriate food in their books.



Lesson 3 Letters CB PAGE 52

Lesson objectives
To recognize and say the sounds /r/ and /s/
To recognize and trace the letters *r* and *s*
Vocabulary: *rabbit, sun*
Materials: CD tracks 62–63, flashcards 58 and 59

Warm-up

- Review the food words. Stick the flashcards up around the classroom. Say a word. Children go and stand next to the appropriate flashcard.

Listen and chant. 62

- Tell children they are going to learn two more letters and sounds. Start with the letter *r*. Stick the rabbit flashcard on the board. Say *Rabbit*. Children repeat the word. Ask children if they have ever seen a rabbit. Ask if they know what rabbits eat *(grass)* and where they live *(underground)*.
- Ask children if they can hear the sound at the beginning of the word. Say /r/. Children repeat the sound after you.
- Say *Listen* and play the CD. Children repeat.

Transcript 62

Listen and chant.
/r/, /r/, /r/
/r/, rabbit, /r/, rabbit
/r/, /r/, /r/

Act.

- Tell children they are going to learn an action for this sound.
- Put your hands in front of your chest like a rabbit's paws and jump up and down (see TB page 96) as you say /r/, *rabbit*.
- Children repeat the action, the sound and the word.

Trace the letter.

- Tell children that they are going to learn how to write the letter to go with this sound. Facing away from the class, use your finger to 'write' an *r* in the air, exactly as it is in the book. As you do so, say /r/ … *rabbit*.
- Write a letter *r* on the board. Add a dot, as in the book.
- Show how to trace the letter, starting at the dot. If you wish, children can practise 'writing' the letter in the air.
- Give children their books, open at page 52. Tell them to practise tracing the letter in their books with one finger.
- Monitor and check they are tracing it correctly.

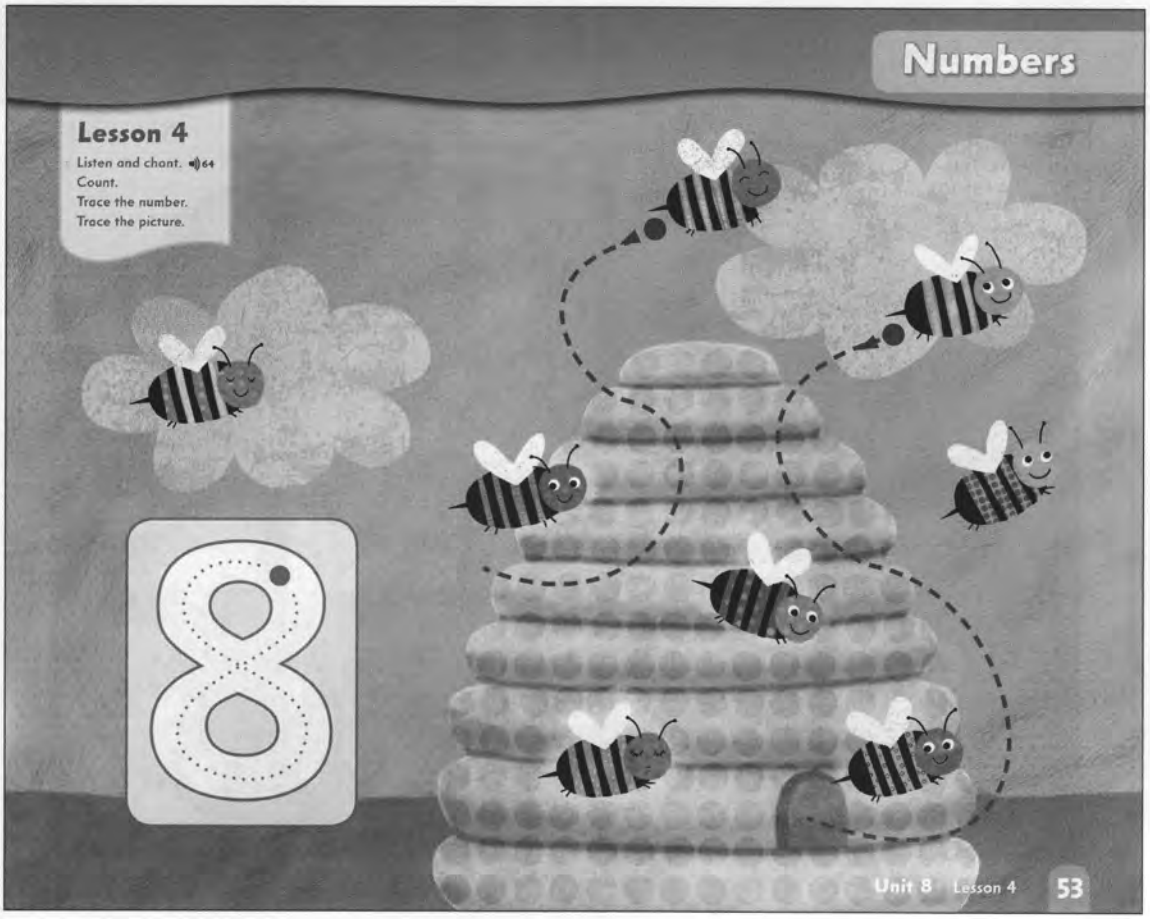
Trace the picture.

- Ask children what they should trace on the picture (the rabbit's jump). Hold up your book and demonstrate.
- Children trace the shape in their books with one finger.

- **Repeat the above process for the letter *s* and the sound** /s/. (63)
- The action for /s/ is to make a big circle (the sun) with your arms, stretching up above your head, then outwards, ending with your arms at your sides.
- If you wish, older or more able children can now trace the dashed lines on the letter and the picture with their pencils.

Transcript 63

Listen and chant.
/s/, /s/, /s/
/s/, sun, /s/, sun
/s/, /s/, /s/



Lesson 4 Numbers CB PAGE 53

Lesson objectives
To count up to eight and identify sets of eight objects
To recognize and trace the written number *8*
Vocabulary: *eight (8)*
Materials: CD track 64, flashcards 67–74

Warm-up

- Review numbers 1–7. Stick the flashcards on the board in order. Point to the numbers in order and say the words. Do this several times, encouraging children to say them with you.
- Now ask children to close their eyes and turn one of the flashcards over. Children open their eyes and say which number has been turned over.

Listen and chant. 64

- Tell children they are going to learn to count further in English. Invite eight children to come to the front of the class. Indicate all the children and say *Eight*. Then point to the children one by one and count from 1 to 8.
- Note that if you haven't got eight children in the class, you can count some large classroom objects they can all see clearly, such as books.
- Say *Listen* and play the CD, pointing to the eight children as the numbers are mentioned.
- Play the CD again. Children repeat as you point.

Transcript 64

Listen and chant.

Eight, eight, eight, eight!
One, two, three, four, five, six, seven, eight. Eight!

Count.

- Count some more groups of eight things in the classroom. Point to the objects and say the numbers. Children count with you.
- Give children their books, open at page 53. Say *Count the bugs* and count them. Children point and count with you.

Trace the number.

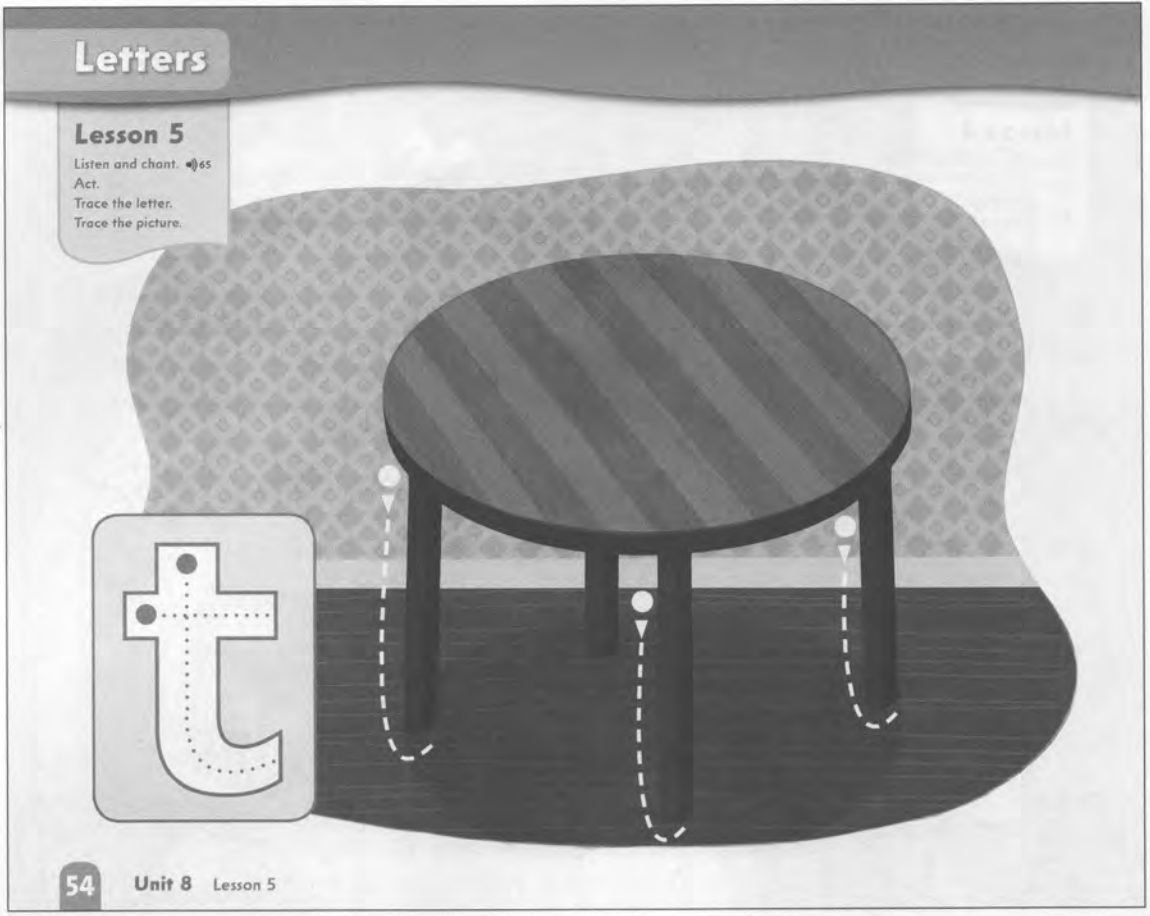
- Tell children they are going to learn how to write the number *8*. Facing away from the class, use your finger to 'write' an *8* in the air, exactly as it is in the book, starting with an 'S' shape. Say *Eight*.
- Write an *8* on the board and add a dot, as in the book.
- Show how to trace the number. If you wish, children can practise 'writing' the number in the air.
- Tell children to practise tracing the number in their books with one finger. Check they are tracing it correctly.

Trace the picture.

- Ask children to find the dashed lines on the picture. Hold up your book and show how to trace the lines of the bees' flight, starting from the top each time.
- Tell children to trace the dashed lines with one finger.
- If you wish, more able children can now trace the dashed lines on the number and the bugs with their pencils.

Optional activity

- Hold up a flashcard from 1–8. Children say the number, then hold up the appropriate number of fingers.
- Repeat, choosing numbers at random.



Lesson 5 Letters CB PAGE 54

Lesson objectives
To recognize and say the sound /t/
To recognize and trace the letter *t*
Vocabulary: *table*
Materials: CD track 65, flashcard 60

Warm-up

- Do the actions for *rabbit* and *sun*. Children say the sounds and the words.

Listen and chant. 65

- Tell children they are going to learn another English letter and sound.
- Point to a table in the classroom and say *Table*. Stick the table flashcard on the board and say *Table* again. Children repeat the word.
- Ask children if they can hear the sound at the beginning of the word *table*. Say /t/. Children repeat the sound after you.
- Say *Listen* and play the CD. Children repeat.

Transcript 65

Listen and chant.

/t/, /t/, /t/
/t/, table, /t/, table
/t/, /t/, /t/

Act.

- Tell children they are going to learn an action for *table*. Move your hands downwards as if you were laying them flat on a tabletop (see TB page 96), as you say /t/, *table*.
- Children repeat the action, actually laying their hands flat on their tables, then the sound and the word.

Trace the letter.

- Tell children they are going to learn how to write the letter to go with this sound. Facing away from the class, use your finger to 'write' a *t* in the air, exactly as it is in the book. As you do so, say /t/ … *table*.
- Write a letter *t* on the board. Add two dots, as in the book. Show how to trace the letter, starting at the top dot. If you wish, children can practise 'writing' the letter in the air.
- Give children their books, open at page 54. Tell them to practise tracing the letter in their books with one finger.
- Monitor and check they are tracing it correctly.

Trace the picture.

- Ask children what they should trace in the picture (the table legs). Hold up your book and show how to trace the shapes.
- Children trace the shapes in their books with one finger.
- If you wish, older or more able children can now trace the dashed lines on the letter and the picture with their pencils.

Optional activity

- Review some of the sounds learnt so far (*a*–*t*). Do actions in a random order. Children say the sound and the word, and join in with the action.



Lesson 6 Story CB PAGE 55

Lesson objectives
To follow the left to right sequence of English
To develop listening skills by following a story
To revise and consolidate language introduced in the unit
To understand the unit language in context
Structure: *Four biscuits. One biscuit.*
Materials: CD track 66, flashcards 29–32, real bananas and biscuits Optional: 41, 45, 46 and 50

Warm-up

- Revise the food words and unit language, using real food if possible. Hold up three bananas and say *How many?* Children answer *Three.* Say *Yes, three. Three bananas.*
- Repeat with biscuits, using different numbers.

Look and listen. 66

- Give children their books, open at page 55.
- Remind children that in English, stories go from left to right. Hold up your book and point to the frames in order.
- Ask the children to point to the frames in their book in the correct order.
- Talk about the pictures. Ask children *Who can you see? Where they are?* (in the kitchen) *What they are doing?* (Mum has just baked some biscuits. Baz is looking at them). Ask *How many biscuits/oranges?*
- Say *Listen* and play the CD. Let children follow the story in their books. (Don't ask them to repeat it.)
- Ask the children what they think happens in the story. Ask *How many fingers is Baz holding up?* (four) Explain that Baz wants four biscuits, but that Mum gives him one biscuit and an orange because that is healthier.
- Play the CD again.

Transcript 66

Look and listen.

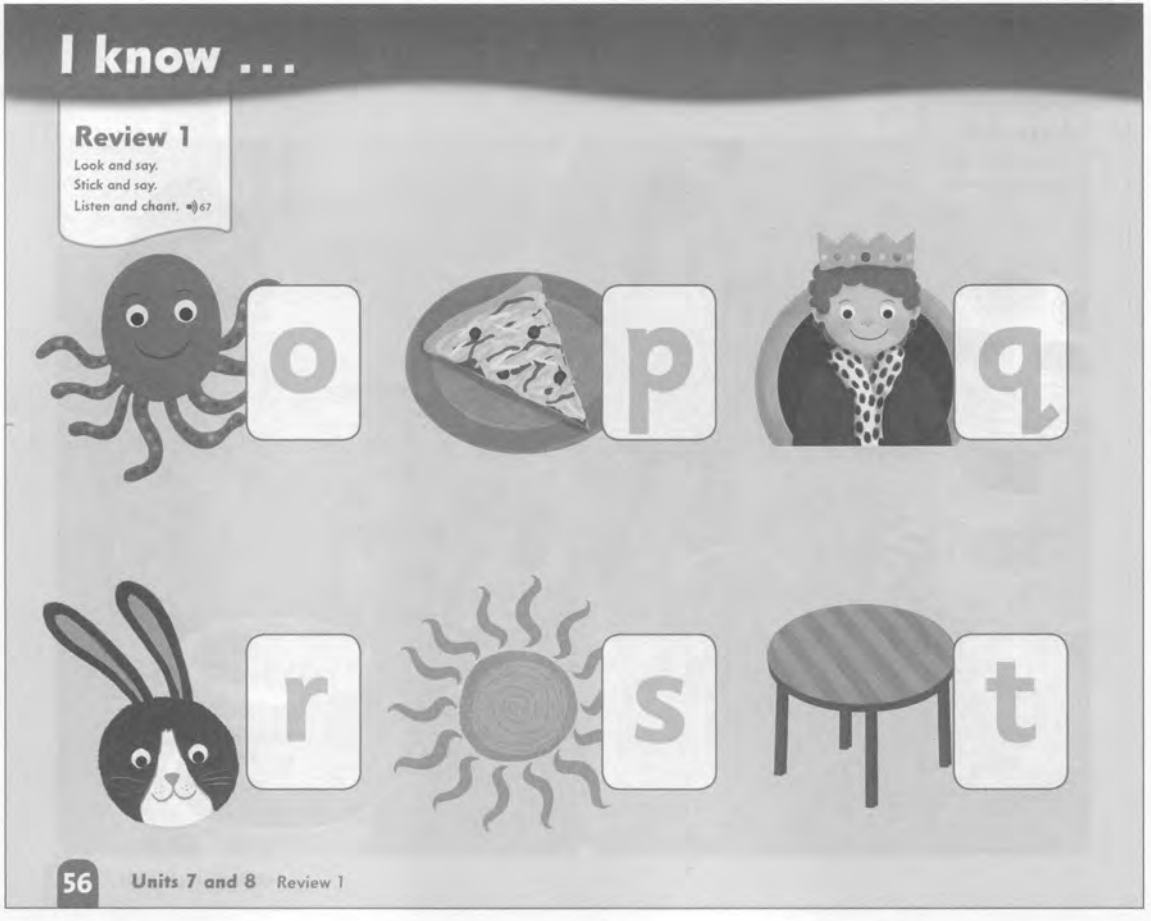
Baz Four biscuits, please.
Mum One biscuit and one orange.
Baz Thank you.

Listen and act. 66

- Tell children they are going to act out the story.
- Ask two children to come to the front of the class and pretend to be Baz and Mum.
- Play the first line of the story. 'Baz' looks at 'Mum' and holds up four fingers.
- Play the rest of the story. 'Mum' pretends to hold out a biscuit with one hand and an orange with the other. (You could use a real biscuit and orange if you prefer.)
- Repeat with more pairs of children.
- As children become familiar with the story, they may start to join in with the words. Encourage them to do so if they want to, but allow them to be silent if they prefer.

Optional activity

- Stick the food flashcards from this unit on the walls around the classroom. Add the flashcards for *apple, egg, fish,* and *jam.* (Revise these words if necessary.)
- Ask children to go and stand next to the food that they like best. Then say words at random. Children go and stand next to the appropriate flashcard.



Review 1 CB PAGE 56

Lesson objectives
To review the letters and sounds for *o, p, q, r, s* and *t*
To say a chant
Vocabulary: *octopus, pizza, queen, rabbit, sun, table*
Materials: CD track 67, flashcards 55–60
Optional: copies of Sheet 15 (page 90)

Warm-up

- Do the actions for the letters *o–t* (see TB page 96). Children say the sounds and the words, and join in with the actions.

Look and say.

- Give children their books, open at page 56. Ask them to say the word for each picture in their books. As they say each word, hold up the corresponding flashcard.
- Hold up the flashcards at random, asking children to say the words again.

Stick and say.

- Write the letters *o–t* on the board. Point to each letter in turn and ask children to say its sound.
- Hold up the flashcard for *octopus* again and say the word. Ask children what sound is at the beginning of the word. Stick the flashcard next to the letter *o*.
- Repeat for the remaining flashcards.
- Say *It's sticker time!* Give children their stickers for *o–t*.
- Say *Octopus* ... /ɒ/ and point to the letter and picture on the board. Ask children to find the '/ɒ/' sticker and stick it next to the octopus picture in their books.
- Repeat with the other stickers.
- Monitor and help as necessary. As they are working, ask individual children to tell you the sounds and the words.

Listen and chant. 67

- Tell children they are going to say a chant to help them remember the sounds. Say *Listen* and play the CD.
- Play the CD again, pausing in each gap for children to repeat. Encourage them to do the actions as they chant.
- Repeat.

Transcript 67

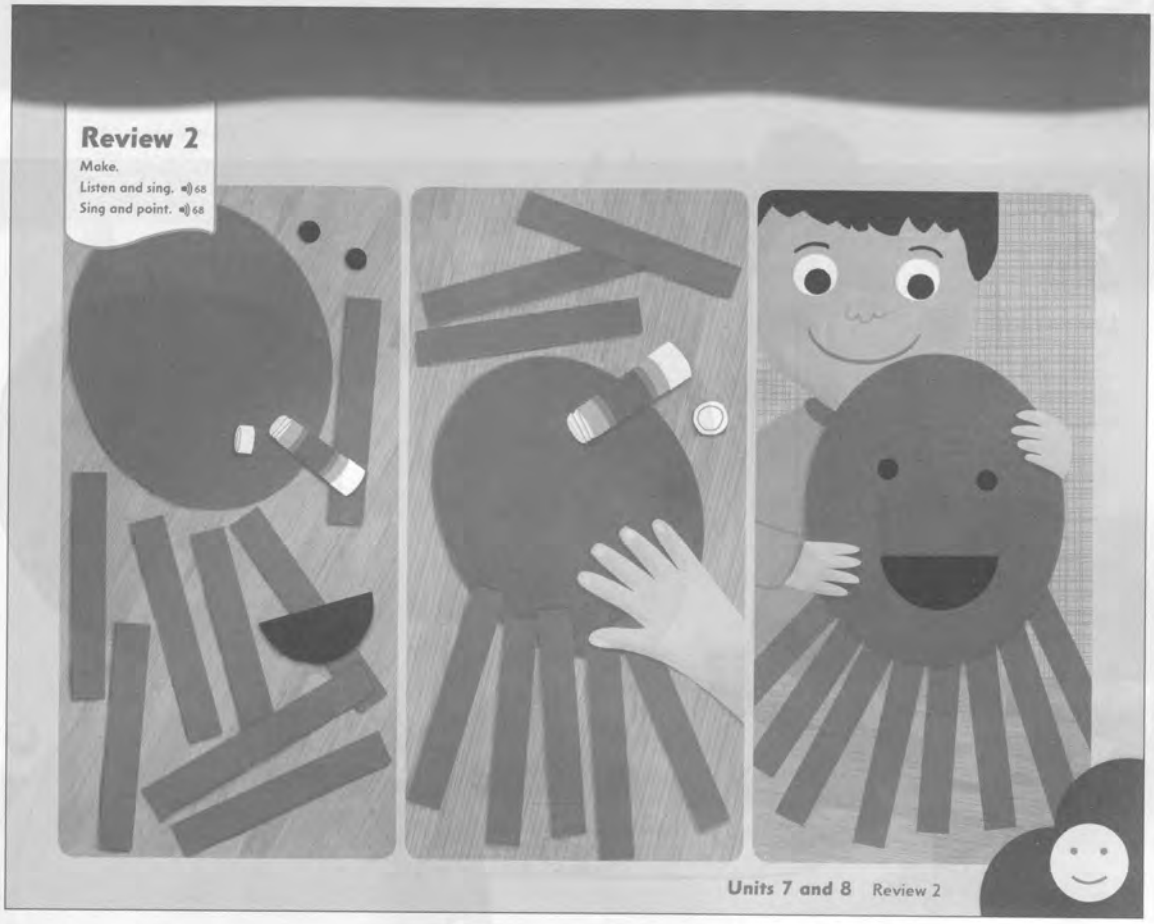
Listen and chant.

/ɒ/, /ɒ/, /ɒ/
/ɒ/, octopus, /ɒ/, octopus
/ɒ/, /ɒ/, /ɒ/

/p/ ... pizza ...
/kw/ ... queen ...
/r/ ... rabbit ...
/s/ ... sun ...
/t/ ... table ...

Optional activity

- Use Sheet 15 for a fun review of the sounds for *o–t*.
- Say /s/. Ask children if they can find the thing that begins with that sound (*sun*). Children find the sun, and repeat the sound and the word, and do the action.
- Repeat with the other sounds, in a random order.
- Ask children to colour the six things in the picture.
- Children can now take the sheets home and use them to show their parents the sounds and words they have learnt.



Review 2 CB PAGE 57

Lesson objectives
To review numbers 1–8
To make a craft
To sing a song
Vocabulary: *1–8*
Materials: CD track 68, a set of octopus body parts (body, 8 legs, eyes and mouth) cut out of coloured paper for each child, glue sticks, a completed octopus craft to show children, flashcards 25–32, 55–60 and 73–74 Optional: CD tracks 53 and 61

Warm-up

- Review the numbers 1–8 by counting as a class. Ask children to whisper the numbers *1–7*, then say *8* loudly. Repeat, counting again from *1*.

Make.

- Give children their books, open at page 57. Explain that they are going to make something special.
- Hold up your completed craft. Ask *What's this?* and remind children of the word *octopus* if necessary. Ask them how many legs the octopus has got. Say *Count* and count the octopus's legs with the children.
- Talk about each picture in the book in turn, and explain what you are going to do.
- Give each child the octopus body parts and a glue stick. Tell them to glue the eyes and mouth onto the circle/oval to make the octopus's face. Then tell them to stick the legs onto the bottom of the circle/oval. Monitor and help as necessary.

Listen and sing. 68

- Tell children they are going to learn an octopus song.
- Play the CD. Tell children to listen to the song. Point to the legs of your octopus as the numbers are mentioned.
- Play the CD again and sing along, pausing so children can sing each line after you.

Transcript 68

Listen and sing.

Octopus, octopus, how many legs?
One, two, three, four, five, six, seven, eight!
Oh octopus!

Sing and point. 68

- Sing the song (using the CD if you wish). Children join in, pointing to the legs on their octopus craft.

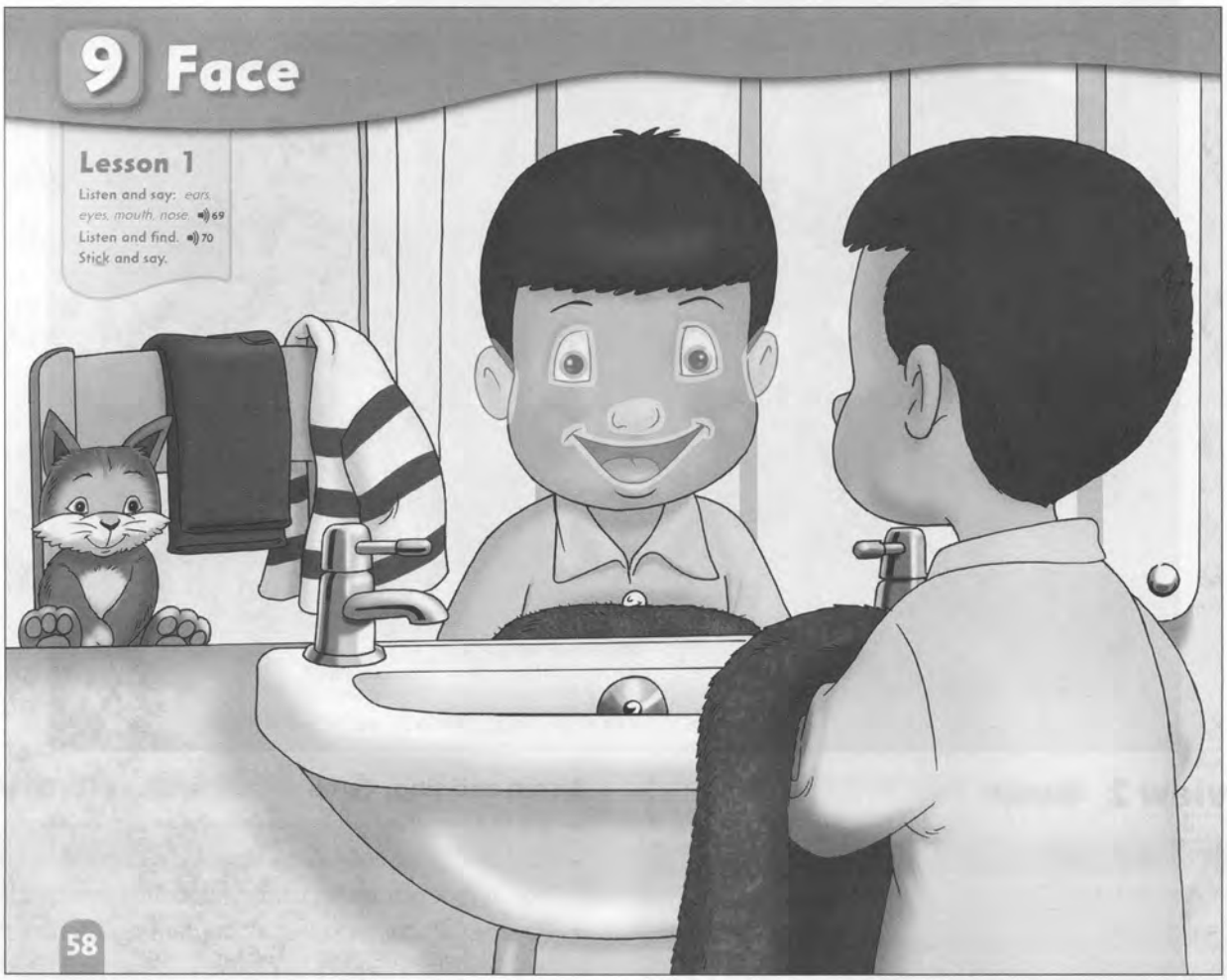
Round-up

- Review the words children have learnt in Units 7 and 8.
- Hold up the flashcards one by one and ask children to say the words. For flashcards 55–60, ask them to say the sounds and do the actions as well.
- Tell children that now they know all the numbers, words and sounds they have just practised! Tell them they can put a smiley face sticker on the page as they have learnt so much English.
- Give children their stickers. Help them to find a smiley face sticker and stick it onto the corner of page 57.

Optional activity

- Sing one or both of the Lesson 2 songs from Units 7 and 8 again (Transcripts 53 and 61).

9 Face



Lesson 1 Vocabulary CB PAGE 58

Lesson objectives
To identify four parts of the face
Vocabulary: *ears, eyes, mouth, nose*
Materials: CD tracks 69–70, flashcards 33–36 Optional: copies of Sheet 16 (page 91)

Warm-up

- **Sing the *Hello* song.** 01 (TB page 5).
- Review the parts of the body words from Unit 8. Say a word. Children point to that part of their body.

Listen and say. 69

- Ask children if they can identify the parts of their face. Tell children they are going to learn some face words.
- Stick the flashcards up on the wall, some distance apart, in this order: ears, eyes, mouth, nose. Point to each flashcard, and say the word. Repeat, pointing to your own face.
- Say *Listen*. Play the CD. Children point to the flashcards.
- Play the CD again, pausing after each word. Children repeat the words chorally (then individually if you wish).

Transcript 69

Listen and say.

ears, eyes, mouth, nose

Listen and find. 70

- Give children their books, open at page 58. Ask some questions about the picture, e.g. *Who can you see? Where is he?* (in the bathroom). *What is he doing?* (washing his face). *What things can you see?*
- Tell children to point to the parts of Baz's face that they hear on the CD. Say *Listen* and play the CD, pausing as necessary. Check they are pointing to the correct things.

Transcript 70

Listen and find.

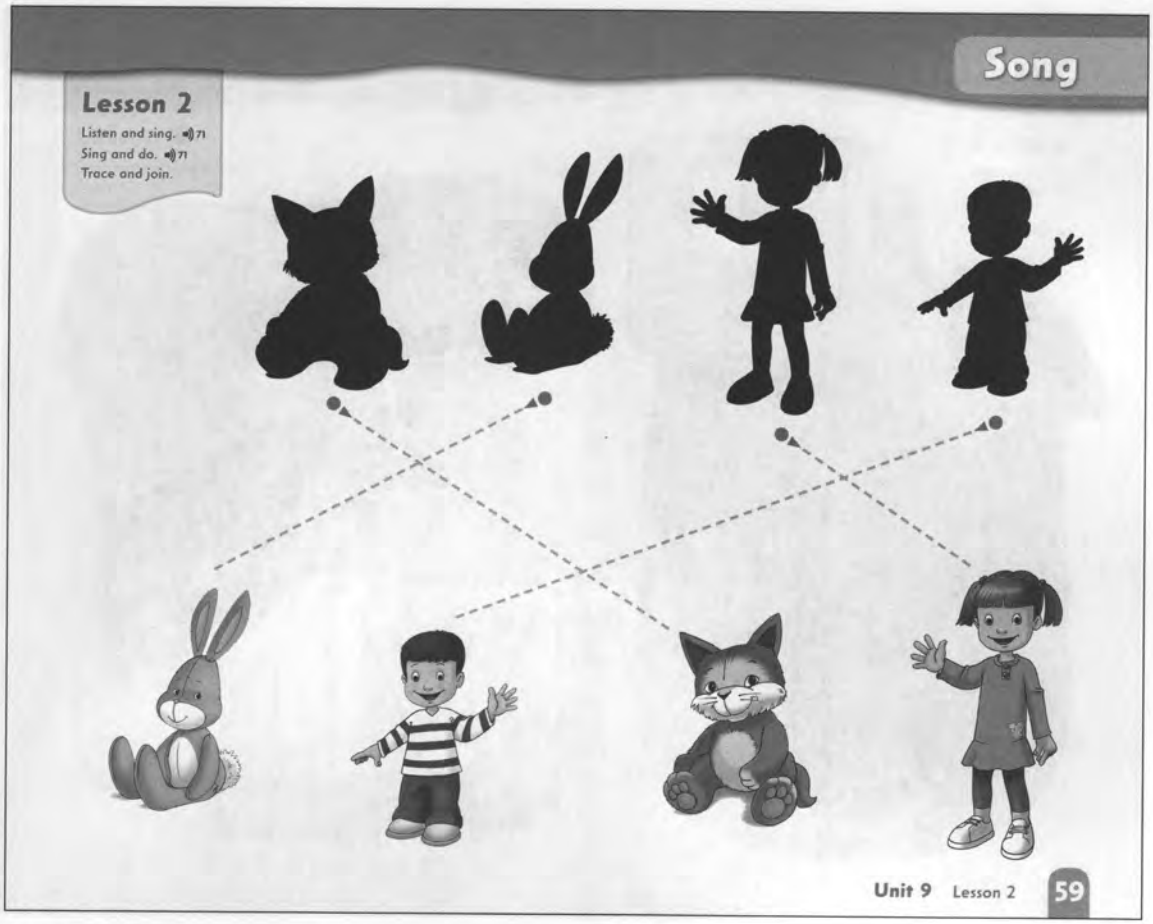
ears, eyes, mouth, nose

Stick and say.

- Say *It's sticker time!* Give children their face stickers.
- Hold up one child's stickers and point to the nose. Say *Nose*. Children repeat, then find the sticker and stick it on Baz's nose in the picture. Repeat with the other stickers.
- **Sing the *Goodbye* song.** 02 (TB page 5).

Optional activity

- Hand out copies of Sheet 16. Say *Ears*. Children point to the ears and repeat. Repeat with the other face parts.
- Children trace round the face parts with one finger. While they are working, ask individual children *What's this?*



Lesson 2 Song CB PAGE 59

Lesson objectives
To introduce language asking and answering *Who's this?*
To revise and consolidate unit vocabulary
To develop fine motor control through tracing
To sing a song
Vocabulary: *ears, eyes, mouth, nose*
Structure: *Who's this? It's (Baz).*
Materials: CD track 71, flashcards 1–4

Warm-up

- Review the four main character names with flashcards.
- Then review the face vocabulary with flashcards. Ask *What's this?* Children answer *It's a nose.* etc.
- Now cover the top and bottom part of Pat's flashcard so that children can only see his eyes. Say *Look! Eyes. Who's this?* Children answer *It's Pat!*
- Next, cover Tess's flashcard, so that only her nose is showing. Say *Look! A nose. Who's this?* Children answer *It's Tess!* Repeat with Baz and Jig, covering different parts of their faces to practise *mouth* and *ears.*

Listen and sing. 71

- Tell children they are going to learn a song about the characters. Stick the four character flashcards up around the classroom. Cover most of their faces with another piece of paper that you can lift up to reveal who it is.
- Say *Listen* and play the CD. As the song is playing, point to the characters. At the third line, lift up the paper: *It's . . . !*
- Play the CD again and sing along, pausing after each line for children to sing the line after you.

Transcript 71

Listen and sing.

Who's this?
Who's this?
It's Pat. It's Pat!

Who's this?
Who's this?
It's Tess. It's Tess!

Who's this?
Who's this?
It's Jig. It's Jig!

Who's this?
Who's this?
It's Baz. It's Baz!

Sing and do. 71

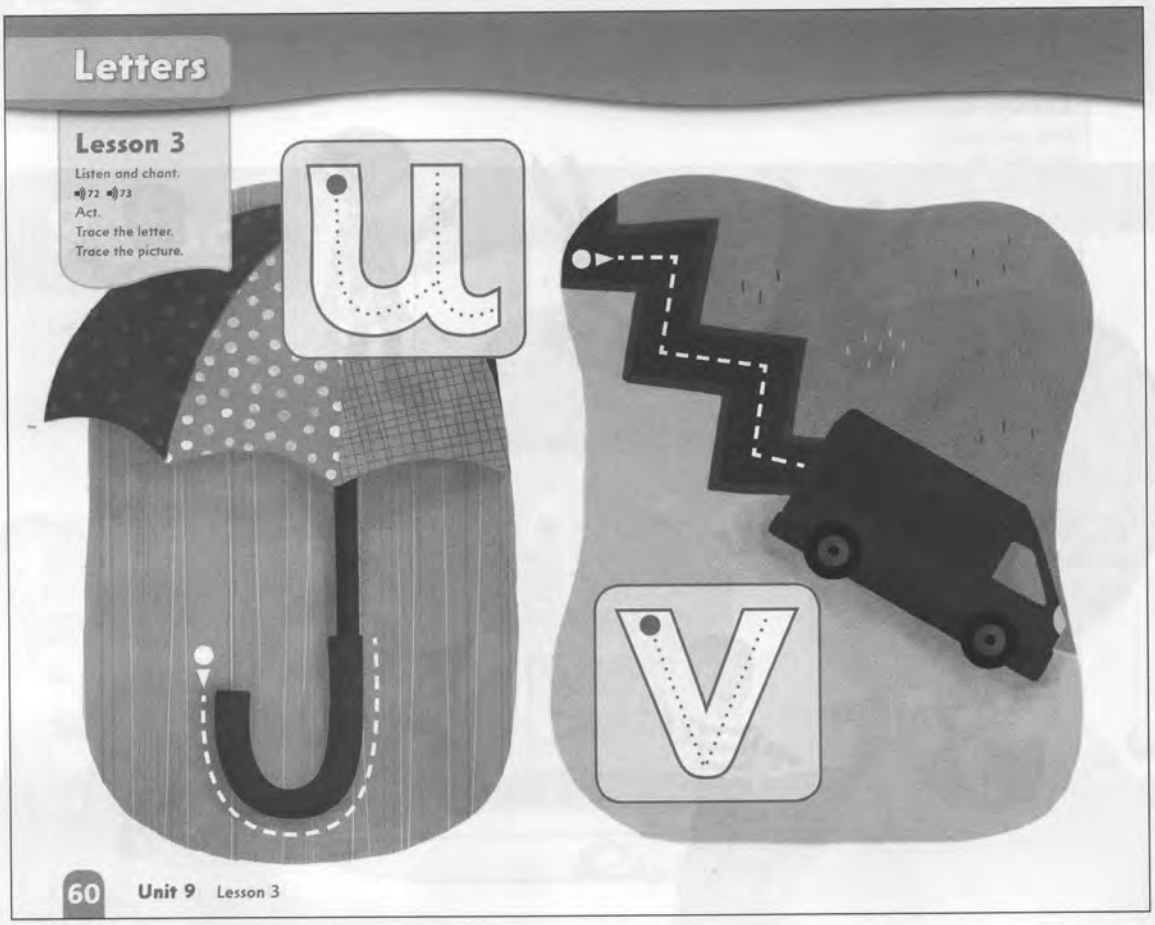
- Sing the song (using the CD if you wish). Children turn and point to the characters as they hear their names.
- Repeat, encouraging children to sing along.

Trace and join.

- Give children their books, open at page 59.
- Hold up your book and point to the silhouette picture of Pat. Say *Look! Big ears.* Ask *Who's this?* Children answer *It's Pat!*
- Now point to the coloured picture of Pat. Show how to trace the dashed line to join the two pictures.
- Tell children to trace all the lines, starting at the top each time.
- Monitor and check while they are working. Ask individual children *Who's this?* and encourage them to answer *It's . . .*

Optional activity

- Sing the song again. This time, children point to the silhouettes on the page when they ask *Who's this?* and to the coloured pictures when they answer *It's . . . !*



Lesson 3 Letters CB PAGE 60

Lesson objectives
To recognize and say the sounds /ʌ/ and /v/
To recognize and trace the letters *u* and *v*
Vocabulary: *umbrella, van*
Materials: CD tracks 72–73, flashcards 61 and 62

Warm-up

- Review the words for parts of the face. Point to parts of your face and let children say the word.
- Now say face part words and ask children to point to the parts of their own face.

Listen and chant. 72

- Tell children they are going to learn two more letters and sounds. Start with the letter *u*. Stick the umbrella flashcard on the board. Say *Umbrella*. Children repeat the word. Talk to children about umbrellas – what are they for?
- Ask children if they can hear the sound at the beginning of the word *umbrella*. Say /ʌ/. Children repeat.
- Say *Listen* and play the CD. Children repeat.

Transcript 72

Listen and chant.

/ʌ/, /ʌ/, /ʌ/
/ʌ/, umbrella, /ʌ/, umbrella
/ʌ/, /ʌ/, /ʌ/

Act.

- Tell children they are going to learn an action for this sound. Mime putting up an umbrella and holding it over your head (see TB page 96) as you say /ʌ/, *umbrella*.
- Children repeat the action, the sound and the word.

Trace the letter.

- Tell children that they are going to learn how to write the letter to go with this sound. Facing away from the class, use your finger to 'write' a *u* in the air, exactly as it is in the book. As you do so, say /ʌ/ … *umbrella*.
- Write a letter *u* on the board. Add a dot, as in the book.
- Show how to trace the letter. If you wish, children can practise 'writing' the letter in the air.
- Give children their books, open at page 60. Tell them to practise tracing the letter in their books with one finger.
- Monitor and check they are tracing it correctly.

Trace the picture.

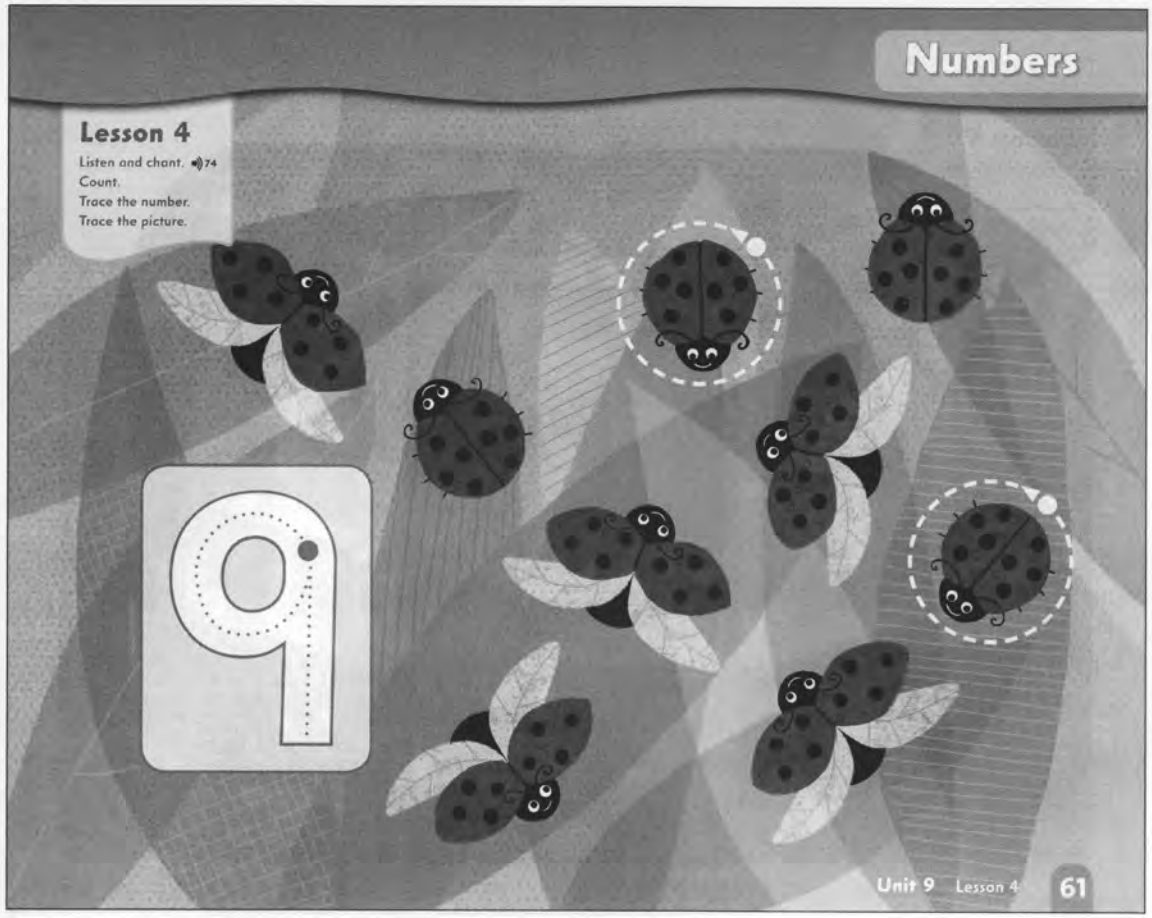
- Ask children what they should trace on the picture (the umbrella handle). Hold up your book and demonstrate.
- Children trace the shape in their books with one finger.

- **Repeat the above process for the letter *v* and the sound** /v/. (73)
- The action for /v/ is to pretend to drive a van, pretending to hold onto the steering wheel. Children can make the sound of a van driving if they like ('*V-v-v-v-v-v!*')
- If you wish, older or more able children can now trace the dashed lines on the letter and the picture with their pencils.

Transcript 73

Listen and chant.

/v/, /v/, /v/
/v/, van, /v/, van
/v/, /v/, /v/



Lesson 4 Numbers CB PAGE 61

Lesson objectives
To count up to eight and identify sets of nine objects
To recognize and trace the written number *9*
Vocabulary: *nine (9)*
Materials: CD track 74, flashcards 67–75 Optional: copies of Sheet 17 (page 92)

Warm-up

- Review numbers 1–8. Stick the flashcards on the board in order. Point to the numbers in order and say the words. Do this several times, encouraging children to say them with you.
- Now ask the children to close their eyes and turn one of the flashcards over. Children open their eyes and say which number has been turned over.

Listen and chant. 74

- Tell children they are going to learn to count further in English. Invite nine children to come to the front of the class. Indicate all the children and say *Nine.* Then point to the children one by one and count from 1 to 9.
- Say *Listen* and play the CD, pointing to the nine children as the numbers are mentioned. Note that if you haven't got nine children in the class, you can count some large classroom objects they can all see clearly, such as books. Play the CD again. Children repeat as you point.

Transcript 74

Listen and chant.

Nine, nine, nine, nine!
One, two, three, four, five, six, seven, eight, nine. Nine!

Count.

- Count some more groups of nine things in the classroom. Point to the objects and children count with you. Give children their books, open at page 61.
- Say *Count the bugs.* Children point and count with you.

Trace the number.

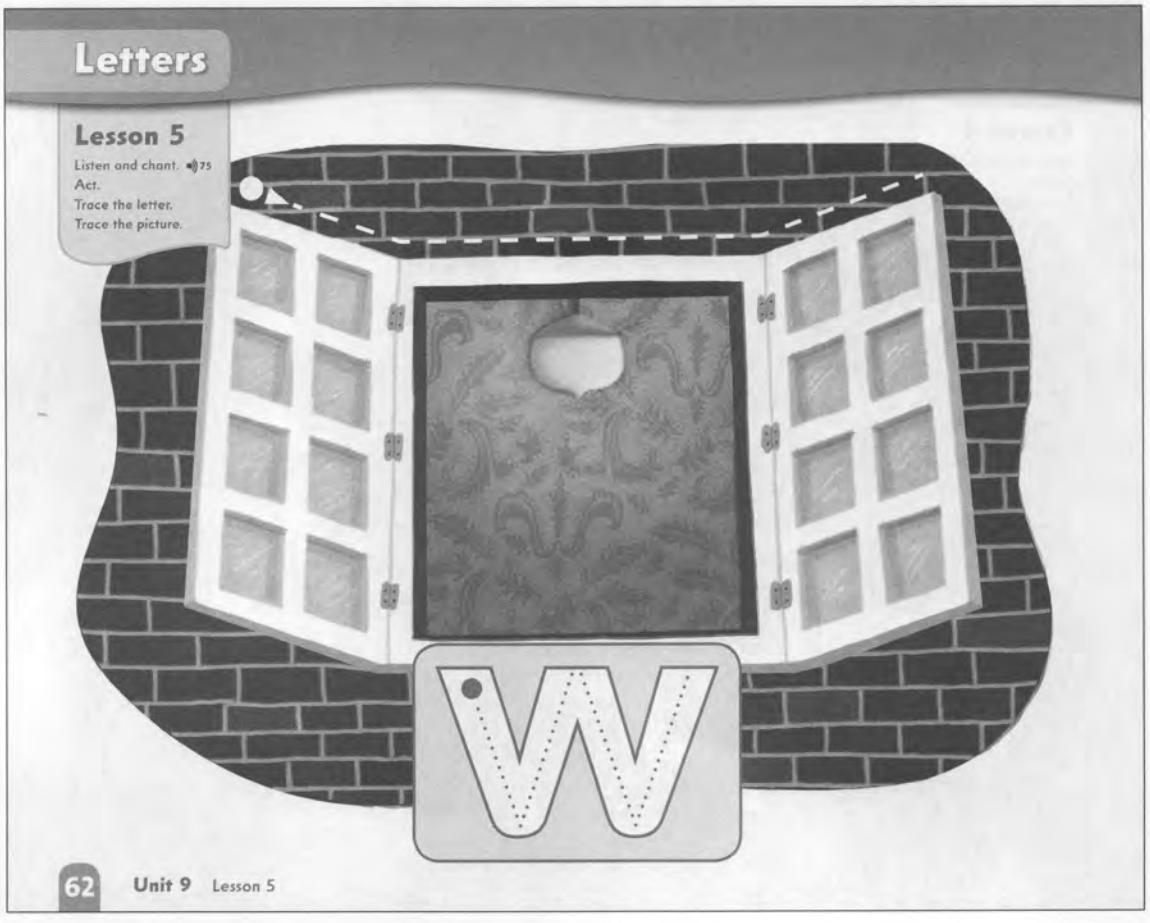
- Tell children they are going to learn how to write the number *9*. Facing away from the class, use your finger to 'write' a *9* in the air, exactly as it is in the book, starting at the dot and going in an anticlockwise direction. Say *Nine.*
- Write a *9* on the board, and add a dot, as in the book. Show how to trace the number, starting from the dot. If you wish, children can practise 'writing' the number in the air.
- Tell children to practise tracing the number in their books with one finger. Check they are tracing it correctly.

Trace the picture.

- Ask children to find the dashed lines on the picture. Hold up your book and show how to trace around the ladybirds, starting from the dot each time.
- Tell children to trace the dashed lines with one finger.If you wish, more able children can now trace the dashed lines on the number and the bugs with their pencils.

Optional activity

- Hand out copies of Sheet 17. Say *Eight.* Children find the number and repeat. Tell them to trace the number. Remind them how to do it if necessary.
- Say *Count the bugs* and count them. Children count with you, pointing to the bugs. Repeat with number 9.
- Children can take the sheet home with them to show their parents how they can count in English.



Lesson 5 Letters CB PAGE 62

Lesson objectives
To recognize and say the sound /w/
To recognize and trace the letter *w*
Vocabulary: *window*
Materials: CD track 75, flashcard 63

Warm-up

- Do the actions for *umbrella* and *van*. Children say the sounds and the words.

Listen and chant. 75

- Tell children they are going to learn another English letter and sound.
- Stick the window flashcard on the board. Say *Window*. Children repeat the word. Check understanding by asking children to point to the window(s) in the classroom.
- Ask children if they can hear the sound at the beginning of the word *window*. Say /w/. Children repeat the sound after you.
- Say *Listen* and play the CD. Children repeat.

Transcript 75

Listen and chant.
/w/, /w/, /w/
/w/, window, /w/, window
/w/, /w/, /w/

Act.

- Tell children they are going to learn an action for *window*. Mime pushing the 'doors' of a window outward to open them, holding onto the edges so (see TB page 96), as you say /w/, *window*.
- Children repeat the action, the sound and the word.

Trace the letter.

- Tell children they are going to learn how to write the letter to go with this sound. Facing away from the class, use your finger to 'write' a *w* in the air, exactly as it is in the book. As you do so, say /w/ … *window*.
- Write a letter *w* on the board. Add a dot, as in the book. Show how to trace the letter, starting at the dot. If you wish, children can practise 'writing' the letter in the air.
- Give children their books, open at page 62. Tell them to practise tracing the letter in their books with one finger.
- Monitor and check they are tracing it correctly.

Trace the picture.

- Ask children what they should trace in the picture (the top of the window). Hold up your book and show how to trace the shape.
- Children trace the shape in their books with one finger.
- If you wish, older or more able children can now trace the dashed lines on the letter and the picture with their pencils.

Optional activity

- Review some of the sounds learnt so far (*a*–*w*). Do actions in a random order. Children say the sound and the word, and join in with the action.



Lesson 6 Story CB PAGE 63

Lesson objectives
To follow the left to right sequence of English
To develop listening skills by following a story
To revise and consolidate language introduced in the unit
To understand the unit language in context
Structure: *Who's this? It's Baz.*
Materials: CD track 76, flashcards 1–4,
Optional: flashcards 21–24 and 33–36

Warm-up

- Sing the song from Lesson 2 again (Transcript 71). Hold up the appropriate flashcard as you sing each verse. Alternatively, you could choose four children to come to the front and hold up the flashcards. Children point to the appropriate flashcards.

Look and listen. 76

- Give children their books, open at page 63.
- Remind children that in English, stories go from left to right. Hold up your book and point to the frames in order.
- Ask the children to point to the frames in their book in the correct order.
- Talk about the pictures. Ask children who they can see, where they are *(Grandpa is in his living room and Baz and Mum are in theirs)* and what they are doing *(talking on the phone)*. Ask children if they ever talk on the phone and who they talk to.
- Say *Listen* and play the CD. Let children follow the story in their books. (Don't ask them to repeat it.)
- Play the CD again. Explain that Baz is happy because it's his first time speaking to his grandpa on the phone and Grandpa is happy to hear from Baz.

Transcript 76

Look and listen.

Grandpa Hello. Hello? Who's this?

Baz Hello, Grandpa. It's Baz!

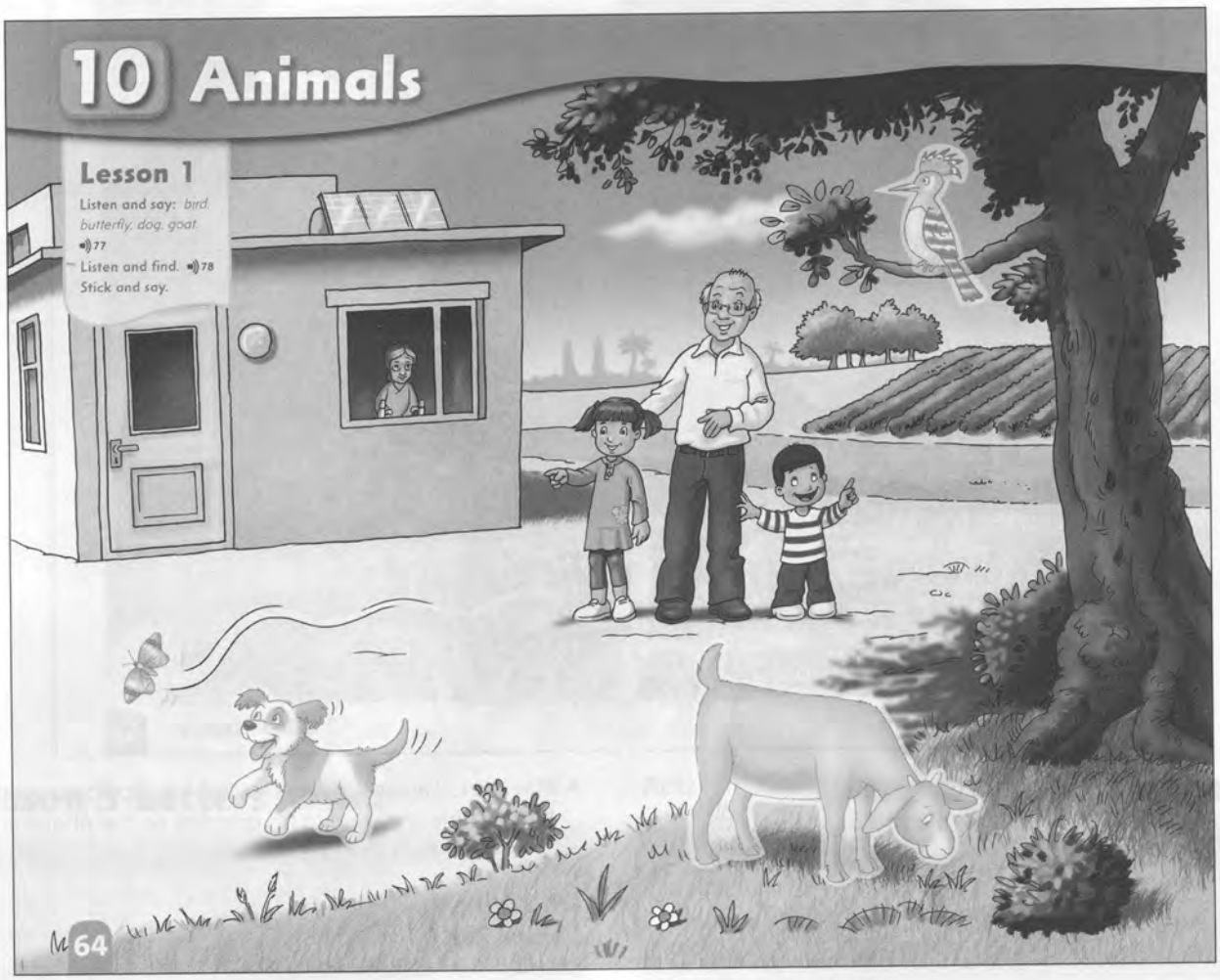
Listen and act. 76

- Tell children they are going to act out the story.
- Ask three children to come to the front of the class and pretend to be Grandpa, Baz and Mum. They all sit on chairs: 'Grandpa' on his own, 'Baz' and 'Mum' together.
- Play the first line of the story. 'Grandpa' pretends to talk on the phone, making a questioning gesture because he doesn't know who it is.
- Play the rest of the story. 'Baz' pretends to respond. He can point to himself as he hears 'It's Baz' on the CD.
- Repeat with more groups of three children.
- As children become familiar with the story, they may start to join in with the words. Encourage them to do so if they want to, but allow them to be silent if they prefer.

Optional activity

- Revise the words for parts of the body and parts of the face using flashcards 21–24 and 33–36. Hold up the flashcards and say the words. Children repeat.
- Now play a revision game. Give instructions with *Touch your ...* (remind children of the meaning if necessary). Children touch the appropriate parts of their body.

10 Animals



Lesson 1 Vocabulary CB PAGE 64

Lesson objectives
To identify four animals
Vocabulary: *bird, butterfly, dog, goat*
Materials: CD tracks 77–78, flashcards 37–40 Optional: copies of Sheet 18 (page 93)

Warm-up

- **Sing the *Hello* song.** 01 (TB page 5)
- Play the optional game from Unit 9 Lesson 6 (again) to revise parts of the face and body.

Listen and say. 77

- Tell children they are going to learn some animal words. Talk about animals – what are their favourites?
- Stick the flashcards on the board in this order: bird, butterfly, dog, goat. Point to each flashcard in turn, and say the word.
- Say *Listen*. Play the CD. Children point to the flashcards.
- Play the CD again, pausing after each word. Children repeat the words chorally (then individually if you wish).

Transcript 77

Listen and say.
bird, butterfly, dog, goat

Listen and find. 78

- Give children their books, open at page 64. Ask some questions about the picture, e.g. *Who can you see? Where are they?* (grandma and grandpa's house in the countryside). *What are they looking at?* (the animals).
- Tell children to point to each animal in the book when they hear it on the CD.
- Say *Listen* and play the CD, pausing as necessary. Check they are pointing to the correct animal each time.

Transcript 78

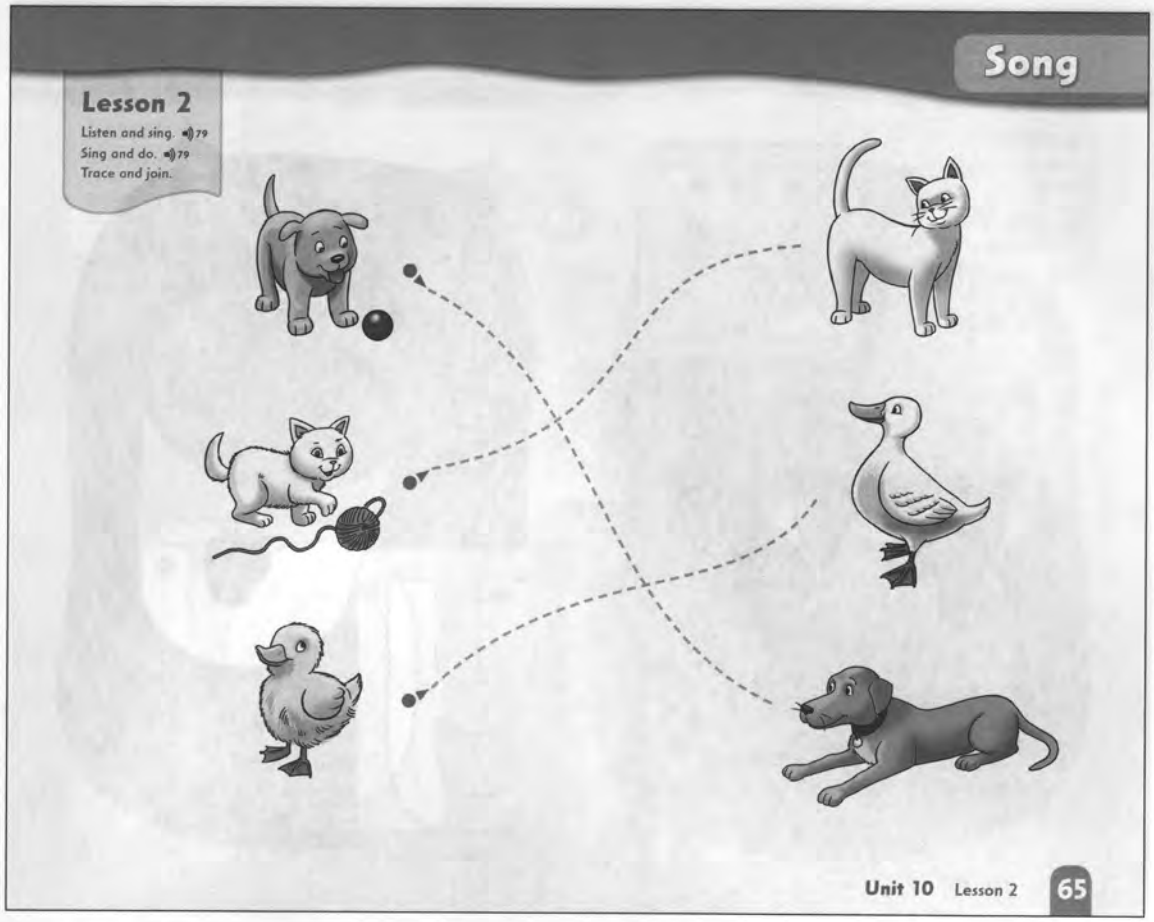
Listen and find.
bird, butterfly, dog, goat

Stick and say.

- Say *It's sticker time!* Give children their animal stickers.
- Hold up one child's stickers and point to the goat.
- Say *Goat*. Children repeat. Children find the sticker and stick it on the goat in the picture. Repeat with the other stickers.
- **Sing the *Goodbye* song.** 02 (TB page 5)

Optional activity

- Hand out copies of Sheet 18. Say *Butterfly*. Children find and point to the butterfly, and repeat. Repeat with the other animals. Children can then colour the animals.



Lesson 2 Song CB PAGE 65

Lesson objectives
To ask and answer questions with *Is it a …?*
To revise and consolidate unit vocabulary
To develop fine motor control through tracing
To sing a song
Vocabulary: *cat, duck, bird, dog, goat*
Structure: *Is it a (goat)? No, it's a (duck).*
Materials: CD track 79, flashcards 37–40, 43 and 44

Warm-up

- Review the animals using flashcards. Include *cat* and *duck* from Unit 2. Hold up the flashcards and say the words.
- Then hold up flashcards silently. Children say the words.

Listen and sing. 79

- Tell children they are going to learn a song with animal noises. Stick all five animal flashcards on the board, some distance apart.
- Teach children the English way of saying the animals' sounds (*dog: Woof, woof!; cat: Meow!; duck: Quack!; goat: Meh, meh!; bird: Tweet, tweet*). As you make the sounds, do an action or mime for each animal. Practise the sounds and the actions with children.
- Say *Listen* and play the CD. Do the actions during the first and second lines of each verse. During the thirrd line, point to the appropriate animal flashcard, and for the fourth line, shake your head and point to the correct flashcard.
- Play the CD again and sing along, pausing after each line for children to sing the line after you.

Transcript 79

Listen and sing.

Woof, woof, woof, woof.
Woof, woof, woof, woof.
Is it a cat? Is it a cat?
No, no, no! It's a … dog!

Meow, meow, meow, meow.
Meow, meow, meow, meow.
Is it a bird? Is it a bird?
No, no, no! It's a … cat!

Quack, quack, quack, quack.
Quack, quack, quack, quack.
Is it a goat? Is it a goat?
No, no, no! It's a … duck!

Sing and do. 79

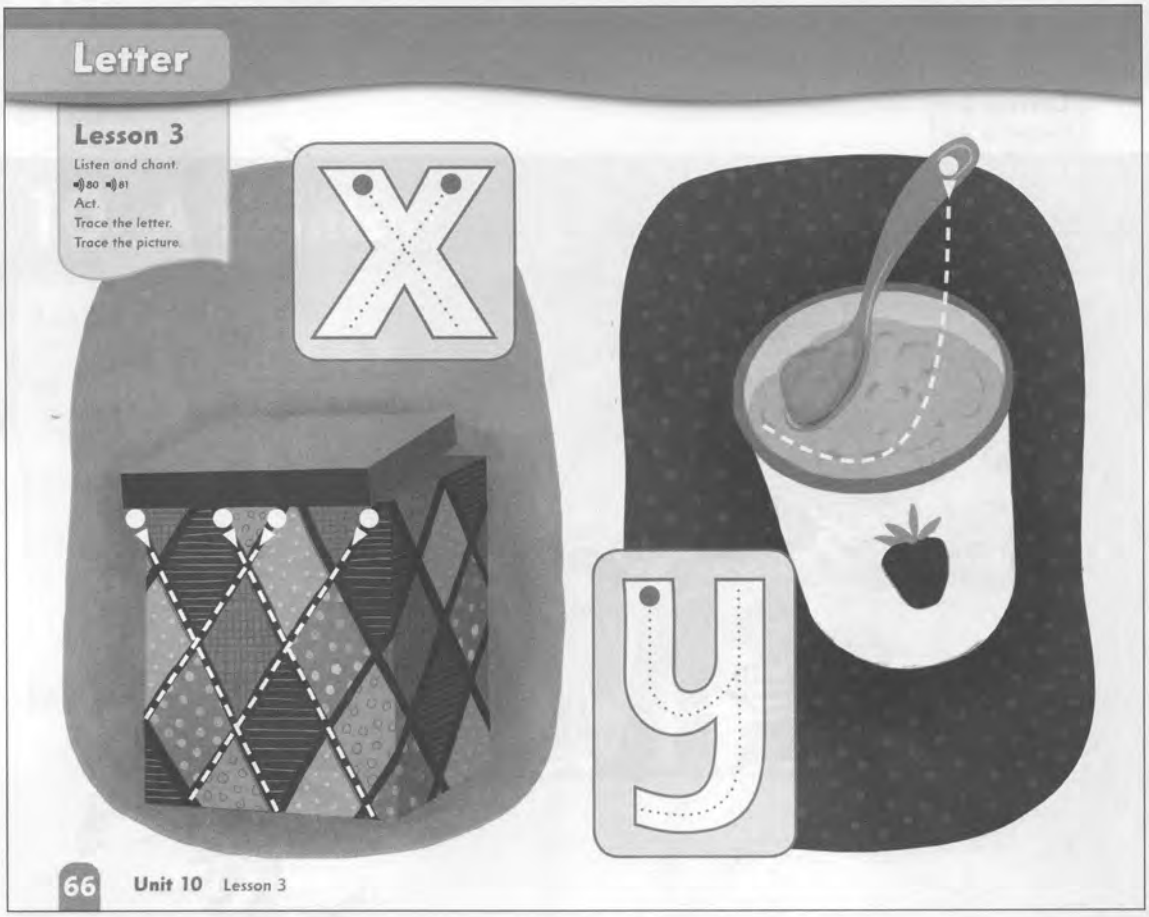
- Sing the song (using the CD if you wish). Children join in with the actions and point to the flashcards.
- Repeat, encouraging children to join in with the song.

Trace and join.

- Give children their books, open at page 65. Talk about the pictures and about baby animals. Tell them these baby animals need to find their mums.
- Hold up your book and show children how to trace the lines to match the babies to their mothers. Tell them to trace all the lines, starting from the baby animal each time.
- While children are working, ask children to tell you the names of the animals and the noises they make.
- When they have traced the lines, they can sing the song again, pointing to the correct animal when they hear the animal noise.

Optional activity

- Hold up the cat flashcard and ask *Is it a cat?* Children answer *Yes*. Hold up the dog flashcard and ask *Is it a bird?* Children answer *No, it's a dog*. Repeat several times.



Lesson 3 Letters CB PAGE 66

Lesson objectives
To recognize and say the sounds /ks/ and /j/
To recognize and trace the letters *x* and *y*
Vocabulary: *box, yogurt*
Materials: CD tracks 80–81, flashcards 39, 43, 44, 64 and 65

Warm-up

- Stick the cat, duck and dog flashcards up around the classroom. Do an action (silently) or make an animal noise. Children go and stand next to the appropriate flashcard.

Listen and chant. 80

- Tell children they are going to learn two more letters and sounds. Start with *x*. In this case, the sound occurs at the end of the word as this sound doesn't occur initially in English.
- Stick the box flashcard on the board. Say *Box*. Children repeat the word.
- Ask children if they can hear the sound at the end of the word. Say /ks/. Children repeat the sound after you.
- Say *Listen* and play the CD. Children repeat.

Transcript 80

Listen and chant.
/ks/, /ks/, /ks/
/ks/, box, /ks/, box
/ks/, /ks/, /ks/

Act.

- Tell children they are going to learn an action for this sound. Mime lifting the lid of a box and looking inside (see TB page 96) as you say /ks/, *box*.
- Children repeat the action, the sound and the word.

Trace the letter.

- Tell children that they are going to learn how to write the letter to go with this sound. Facing away from the class, use your finger to 'write' an *x* in the air, exactly as it is in the book. As you do so, say /ks/ … *box*.
- Write a letter *x* on the board. Add two dots, as in the book. Show how to trace the letter, starting at the left dot. If you wish, children can practise 'writing' the letter in the air.
- Give children their books, open at page 66. Tell them to practise tracing the letter in their books with one finger.
- Monitor and check they are tracing it correctly.

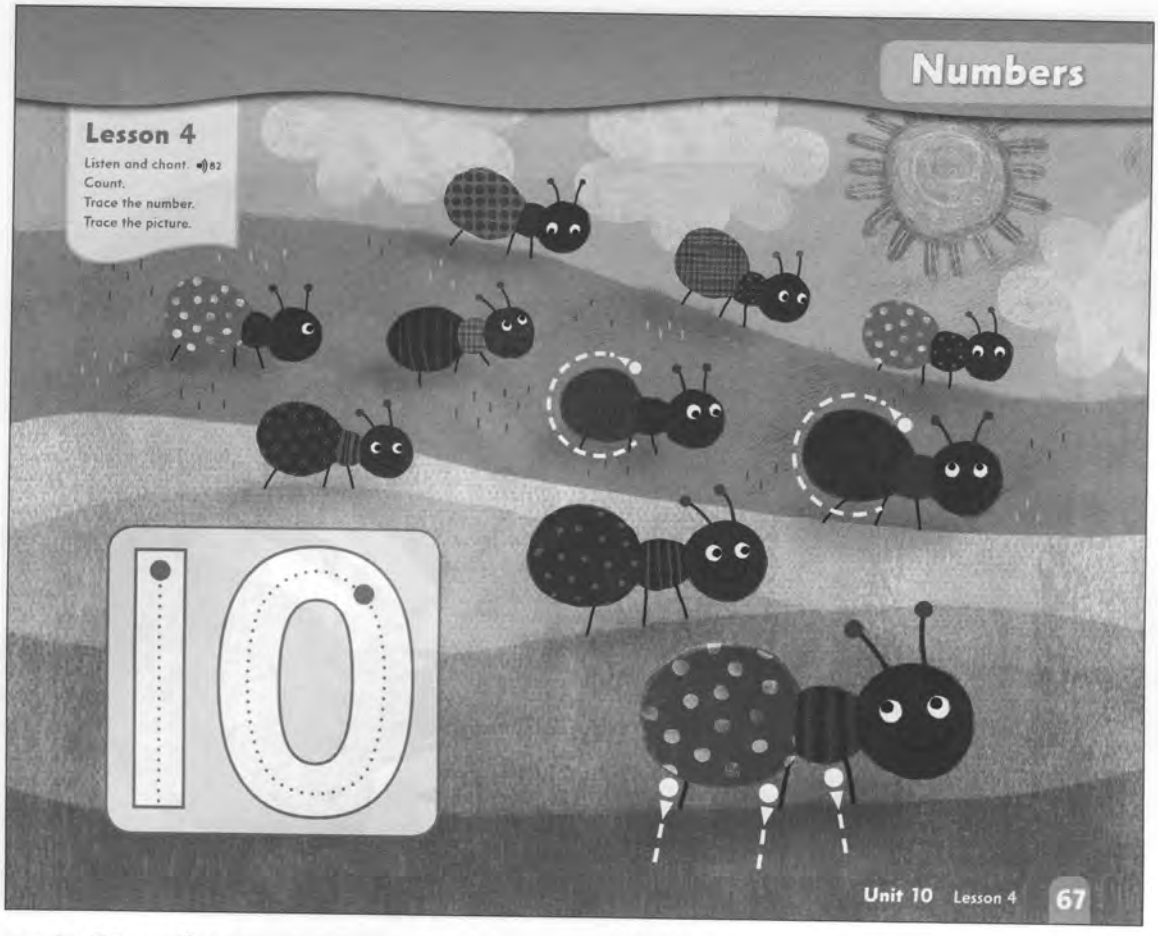
Trace the picture.

- Ask children what they should trace on the picture *(the lines on the box)*. Hold up your book and demonstrate.
- Children trace the shape in their books with one finger. Check they are doing it correctly.

- **Repeat the above process for the letter *y* and the sound** /j/. (81).
- The action for /j/ is to mime eating yogurt from a pot. Ask Do you like yogurt? Which is your favourite flavour?
- If you wish, older or more able children can now trace the dashed lines on the letter and the picture with their pencils.

Transcript 81

Listen and chant.
/j/, /j/, /j/
/j/, yogurt, /j/, yogurt
/j/, /j/, /j/



Lesson 4 Numbers CB PAGE 67

Lesson objectives
To count up to ten and identify sets of ten objects
To recognize and trace the written number *10*
Vocabulary: *ten (10)*
Materials: CD track 82, flashcards 67–76

Warm-up

- Review numbers 1–9. Children sit in a circle and take turns to say a number, counting from 1 to 9. Ask them to whisper at first, then say the numbers loudly.

Listen and chant. 82

- Tell children they are going to learn to count further in English. Invite ten children to come to the front of the class. Indicate all the children and say *Ten*. Then point to the children one by one and count from *1* to *10*.
- Say *Listen* and play the CD, pointing to the ten children as the numbers are mentioned.
- Note that if you haven't got ten children in the class, you can count some large classroom objects they can all see clearly, such as books.
- Play the CD again. Children repeat as you point.

Transcript 82

Listen and chant.

Ten, ten, ten, ten!
One, two, three, four, five, six, seven, eight, nine, ten. Ten!

Count.

- Count some more groups of ten things in the classroom. Point to the objects and say the numbers. Children count with you.
- Give children their books, open at page 67. Say *Count the bugs* and count them. Children point and count with you.

Trace the number.

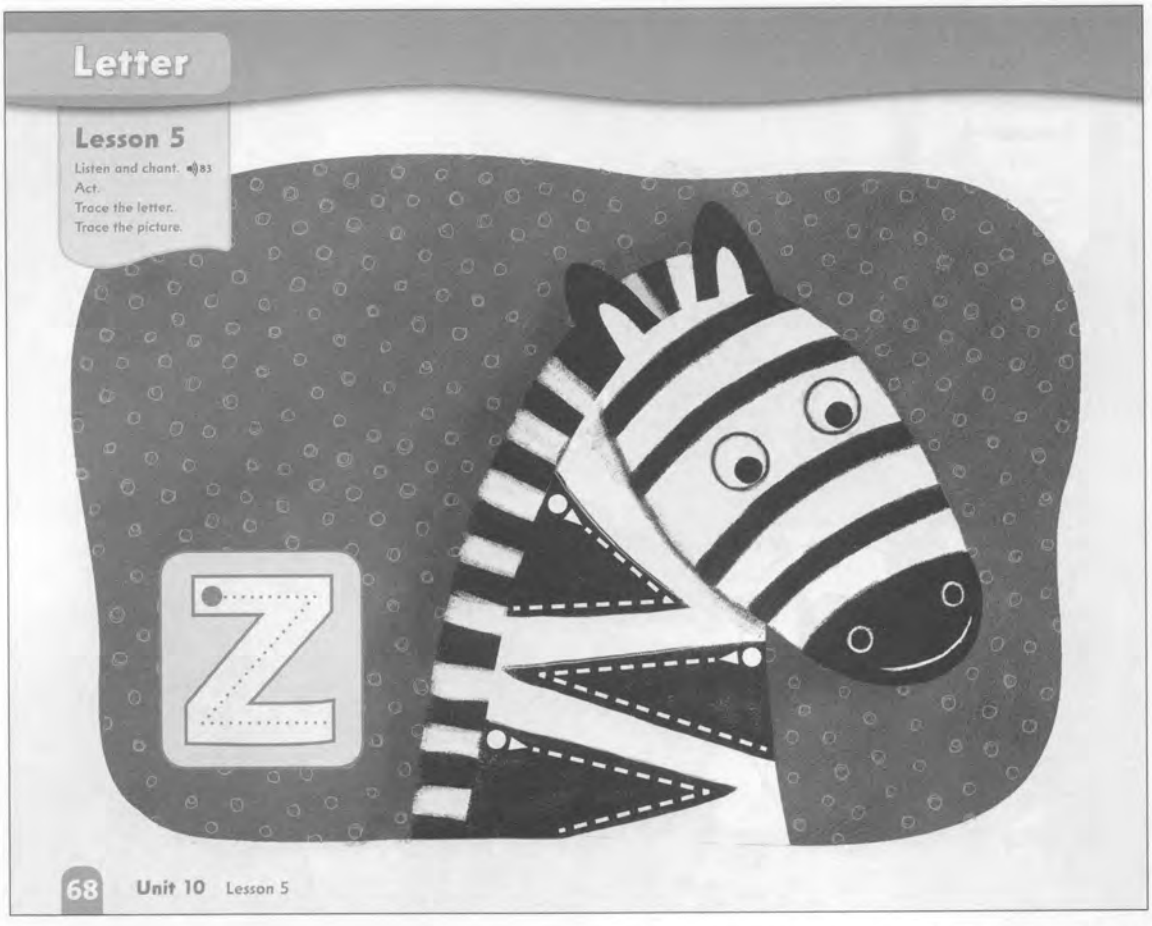
- Tell children they are going to learn how to write the number *10*. Facing away from the class, 'write' the figures in the air, exactly as in the book. Say *Ten*.
- Write *10* on the board, and add two dots, as in the book.
- Show how to trace the number, making sure you trace the 0 in an anticlockwise direction. If you wish, children can practise 'writing' the number in the air.
- Tell children to practise tracing the number in their books with one finger. Check they are tracing it correctly.

Trace the picture.

- Ask children to find the dashed lines on the bugs. Hold up your book and show how to trace the ants' legs, starting from the top each time.
- Tell children to trace the dashed lines with one finger.
- If you wish, more able children can now trace the dashed lines on the number and the bugs with their pencils.

Optional activity

- Stick the flashcards up around the room. Say a number from 1–10. Children go and stand next to the appropriate flashcard.
- Repeat, choosing numbers at random.



Lesson 5 Letters CB PAGE 68

Lesson objectives
To recognize and say the sound /z/
To recognize and trace the letter *z*
Vocabulary: *zebra*
Materials: CD track 83, flashcard 66

Warm-up

- Do the actions for *box* and *yogurt*. Children say the sounds and the words.

Listen and chant. 83

- Tell children they are going to learn another English letter and sound – the last one in the book.
- Stick the zebra flashcard on the board. Say *Zebra*. Children repeat the word. Ask children where zebras live *(grasslands in Africa)* and what they eat *(grass)*.
- Ask children if they can hear the sound at the beginning of the word *zebra*. Say /z/. Children repeat the sound after you.
- Say *Listen* and play the CD. Children repeat.

Transcript 83

Listen and chant.

/z/, /z/, /z/
/z/, zebra, /z/, zebra
/z/, /z/, /z/

Act.

- Tell children they are going to learn an action for *zebra*. Make zig-zag stripes across your chest with one finger (see TB page 96), as you say /z/, *zebra*.
- Children repeat the action, the sound and the word.

Trace the letter.

- Tell children that they are going to learn how to write the letter to go with this sound. Facing away from the class, 'write' a *z* in the air, exactly as in the book. As you do so, say /z/ … *zebra*.
- Write a letter *z* on the board. Add a dot, as in the book. Show how to trace the letter, starting at the dot. If you wish, children can practise 'writing' the letter in the air.
- Give children their books, open at page 68. Tell them to practise tracing the letter in their books with one finger.
- Monitor and check they are tracing it correctly, not lifting their fingers.

Trace the picture.

- Ask children what they should trace in the picture (the zebra's stripes). Hold up your book and demonstrate.
- Children trace the zig-zags in their books with one finger.
- If you wish, older or more able children can now trace the dashed lines on the letter and the picture with their pencils.

Optional activity

- Review all the sounds (*a–z*). Do the actions in a random order. Children say the sound and the word, and join in with the action.



Lesson 6 Story CB PAGE 69

Lesson objectives
To follow the left to right sequence of English
To develop listening skills by following a story
To revise and consolidate language introduced in the unit
To understand the unit language in context
Structure: *Is it a girl? It's a boy.*
Materials: CD track 84, flashcards 9–12
Optional: flashcards 37–40

Warm-up

- Quickly review the classroom objects from Unit 3 using flashcards 9–12. Then play a game to revise the structure *Is it a . . .?*
- Hold up a bag and ask *Is it a bag?* Children answer *Yes.* Hold up a pencil and ask *Is it a chair?* Children answer *No.* You could encourage them to add *It's a pencil.*
- Repeat several times.

Look and listen. 84

- Give children their books, open at page 69.
- Remind children that in English, stories go from left to right. Hold up your book and point to the frames in order.
- Ask the children to point to the frames in their book in the correct order.
- Talk about the pictures. Ask children who they can see, and what Mum has got (*a baby!*).
- Say *Listen* and play the CD. Let children follow the story in their books. (Don't ask them to repeat it.)
- Ask the children what they think happens in the story *(Mum has had a baby and is bringing him home to meet the family).*
- Play the CD again. Discuss new babies with the class – who has got a baby brother or sister? Is anyone's mum expecting a baby?

Transcript 84

Look and listen.
Tess Is it a girl?
Baz Is it a boy?

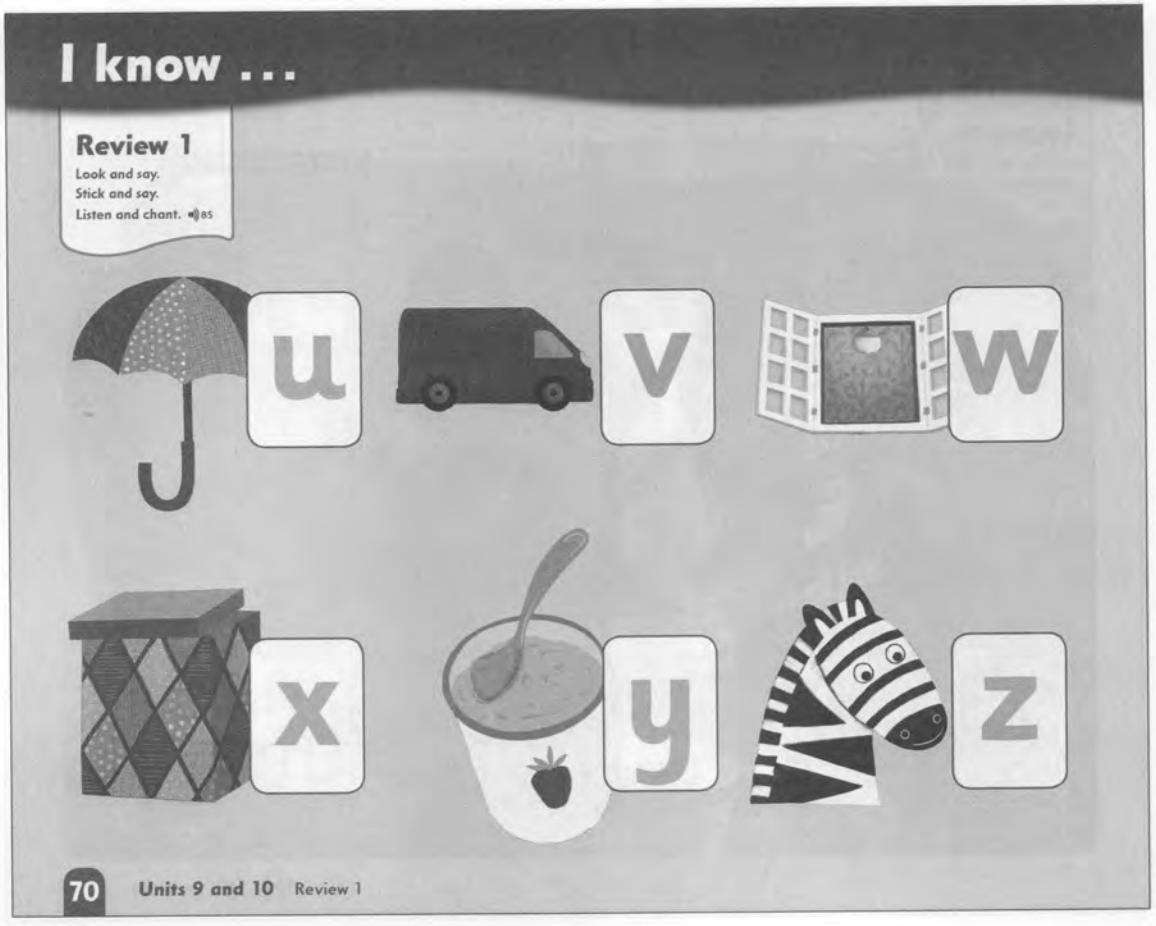
Dad It's a boy.
Mum It's Adam.

Listen and act. 84

- Tell children they are going to act out the story.
- Ask four children to come to the front of the class and pretend to be Baz, Tess, Mum and Dad. 'Mum' pretends to be holding a baby.
- Play the first line of the story. When they hear their lines, 'Tess' and 'Baz' point to the 'baby'.
- Play the rest of the story. When they hear their lines, 'Dad' points to the baby and 'Mum' rocks the baby in her arms.
- Repeat with more groups of four children.
- As children become familiar with the story, they may start to join in with the words. Encourage them to do so if they want to, but allow them to be silent if they prefer.

Optional activity

- Review the animal words. Hide one of the animal flashcards behind a piece of paper. Gradually reveal it. When children guess what it is, they say the word. Repeat.



Review 1 CB PAGE 70

Lesson objectives
To review the letters and sounds for *u, v, w, x, y* and *z*
To say a chant
Vocabulary: *umbrella, van, window, box, yogurt, zebra*
Materials: CD track 85, flashcards 61–66 Optional: copies of Sheet 19 (page 94)

Warm-up

- Do the actions for the letters *u–z* (see phonics actions on TB page 96). Children say the sounds and the words, and join in with the actions.

Look and say.

- Give children their books, open at page 70. Ask them to say the word for each picture in their books. As they say each word, hold up the corresponding flashcard.
- Hold up the flashcards at random, asking children to say the words again.

Stick and say.

- Write the letters *u–z* on the board. Point to each letter in turn and ask children to say its sound.
- Hold up the flashcard for *umbrella* again and say the word. Ask children what sound is at the beginning of the word. Stick the flashcard next to the letter *u*.
- Repeat for *van, window, box, yogurt* and *zebra*.
- Say *It's sticker time!* Give children their stickers for *u–z*.
- Say *Umbrella ...* /ʌ/ and point to the letter and picture on the board. Ask children to find the '/ʌ/' sticker and stick it next to the umbrella picture in their books.
- Repeat with the other stickers.
- Monitor and help as necessary. As they are working, ask individual children to tell you the sounds and the words.

Listen and chant. 85

- Tell children they are going to say a chant to help them remember the sounds. Say *Listen* and play the CD.
- Play the CD again, pausing in each gap for children to repeat. Encourage them to do the actions as they chant.
- Repeat.

Transcript 85

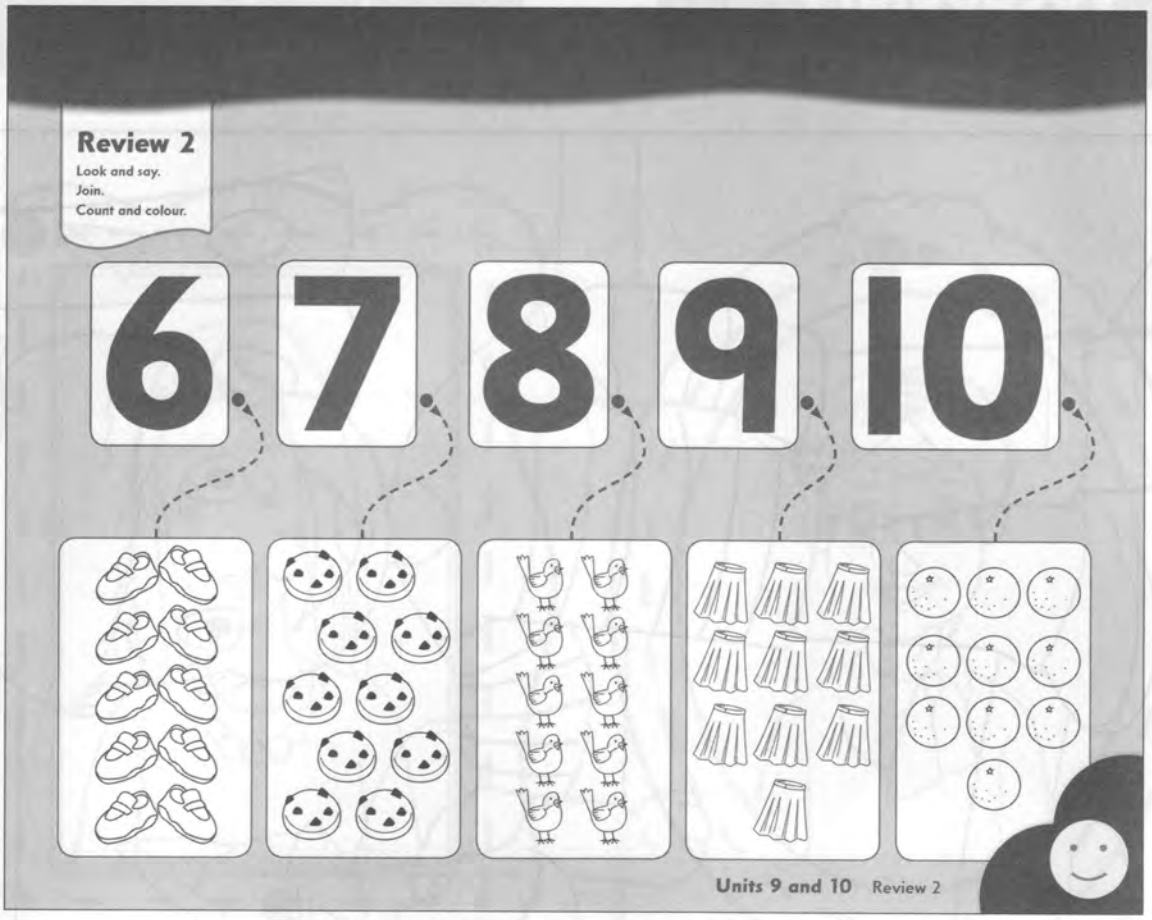
Listen and chant.

/ʌ/, /ʌ/, /ʌ/
/ʌ/, umbrella, /ʌ/, umbrella
/ʌ/, /ʌ/, /ʌ/

/v/ ... van ...
/w/ ... window ...
/ks/ ... box ...
/j/ ... yogurt ...
/z/ ... zebra ...

Optional activity

- Use Sheet 19 for a fun review of the sounds for *u–z*.
- Say /z/. Ask children if they can find the thing that begins with that sound (*zebra*). Children find the zebra on the box, and repeat the sound and the word, and do the action.
- Repeat with the other sounds, in a random order.
- Ask children to colour the six things in the picture.
- Children can now take the sheets home and use them to show their parents the sounds and words they have learnt.



Review 2 CB PAGE 71

Lesson objectives
To review numbers 1–10
Vocabulary: *1–10*
Materials: flashcards 33–40, 61–66 and 75–76 Optional: CD tracks 79 and 82

Warm-up

- Say the number chant from Lesson 4 (Transcript 82).

Look and say.

- Give children their books, open at page 71. Say the numbers *6–10* in order. Children point to the numbers.
- Hold up your book and point to the shoes. Say *Shoes*. Children point to the shoes.
- Repeat with the other objects.

Join.

- Hold up your book and show children how to trace the line between the number *6* and the shoes, using one finger.
- Children trace the line. Check they are starting at the top.
- Hold up your book and point again to the number *6*. Say *Six*. Follow the line down with your finger and say *Shoes*.
- Point to six of the shoes, counting from *1–6*. Repeat. Children point to six of the shoes in their books and count with you.

Count and colour.

- Quickly colour six shoes and hold up your book again. Count again. Tell children to colour six of the shoes in their books. Help them as necessary while they are working.
- Repeat the process with the numbers 7–10.
- When they have finished, count the coloured objects with the children.

Round-up

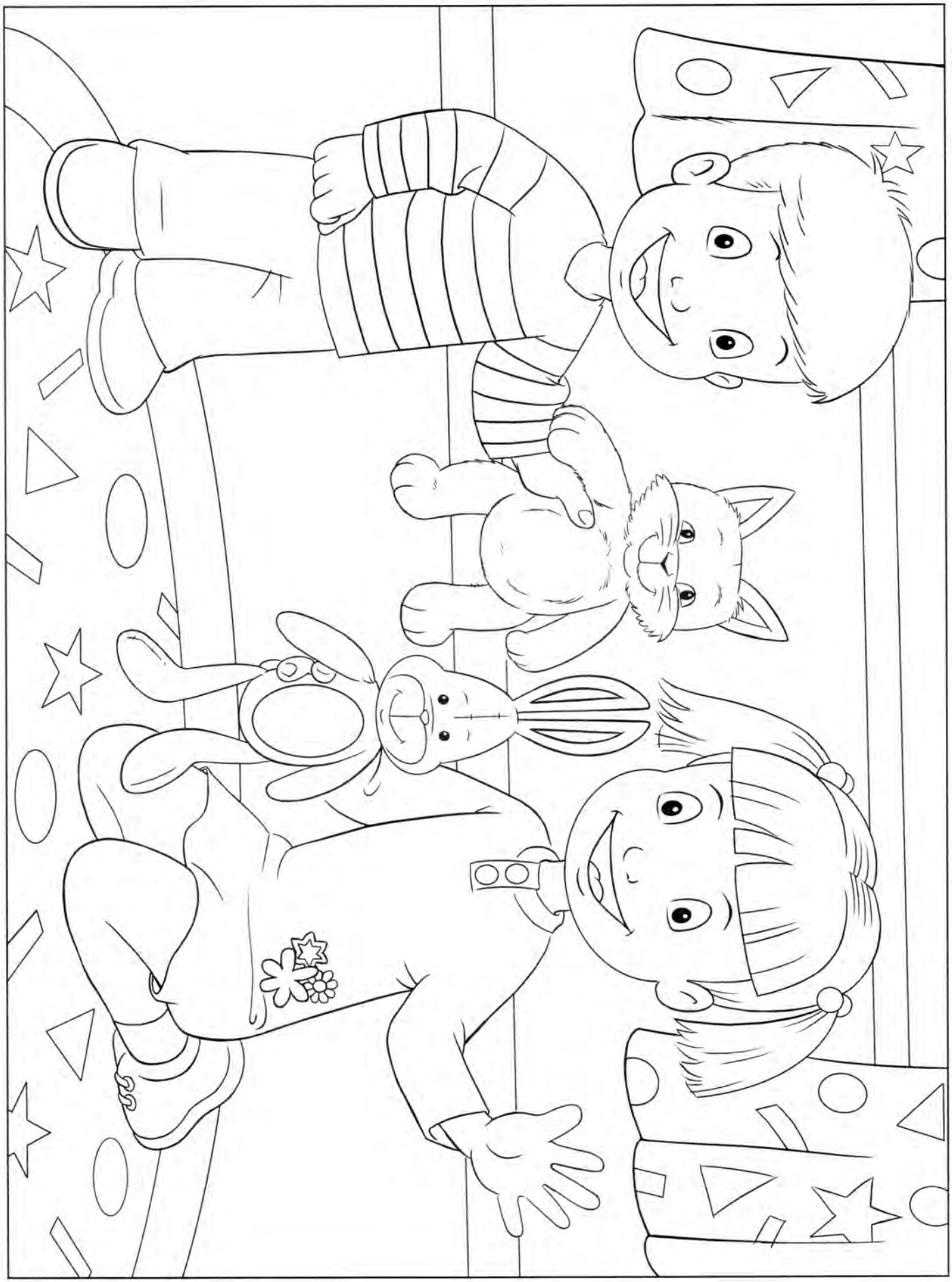
- Review the words children have learnt in Units 9 and 10.
- Hold up the flashcards one by one and ask children to say the words. For flashcards 61–66, ask them to say the sounds and do the actions as well.
- Tell children that now they know all the numbers, words and sounds they have just practised! Tell them they can put a smiley face sticker on the page as they have learnt so much English.
- Give children their stickers. Help them to find a smiley face sticker and stick it onto the corner of page 71.

Optional activity

- Sing one or both of the Lesson 2 songs from Units 9 and 10 again (Transcripts 79 and 82).

1 Vocabulary

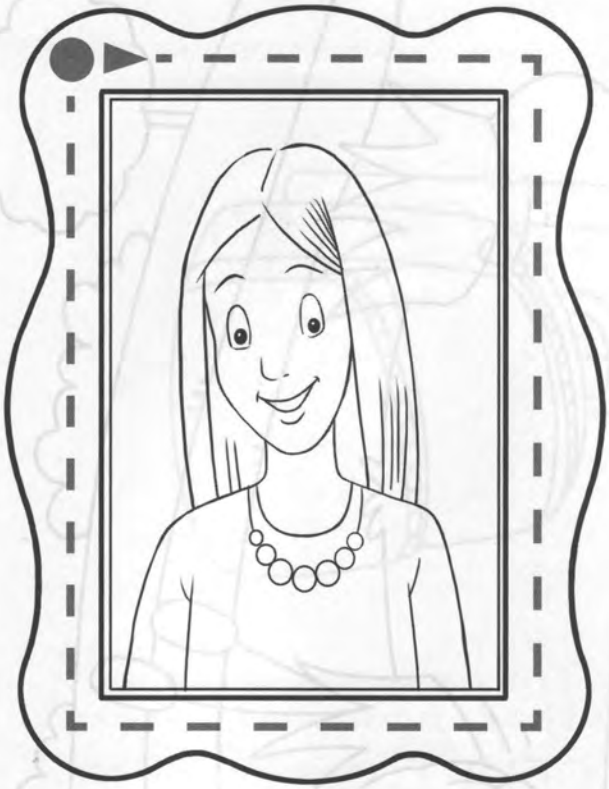
Point and say: *Baz, Jig, Pat, Tess.*
Colour the picture.



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2 Vocabulary

Point and say: *mum, dad, grandma, grandpa.*
Trace the picture frames with your finger.
If you like, colour the pictures.



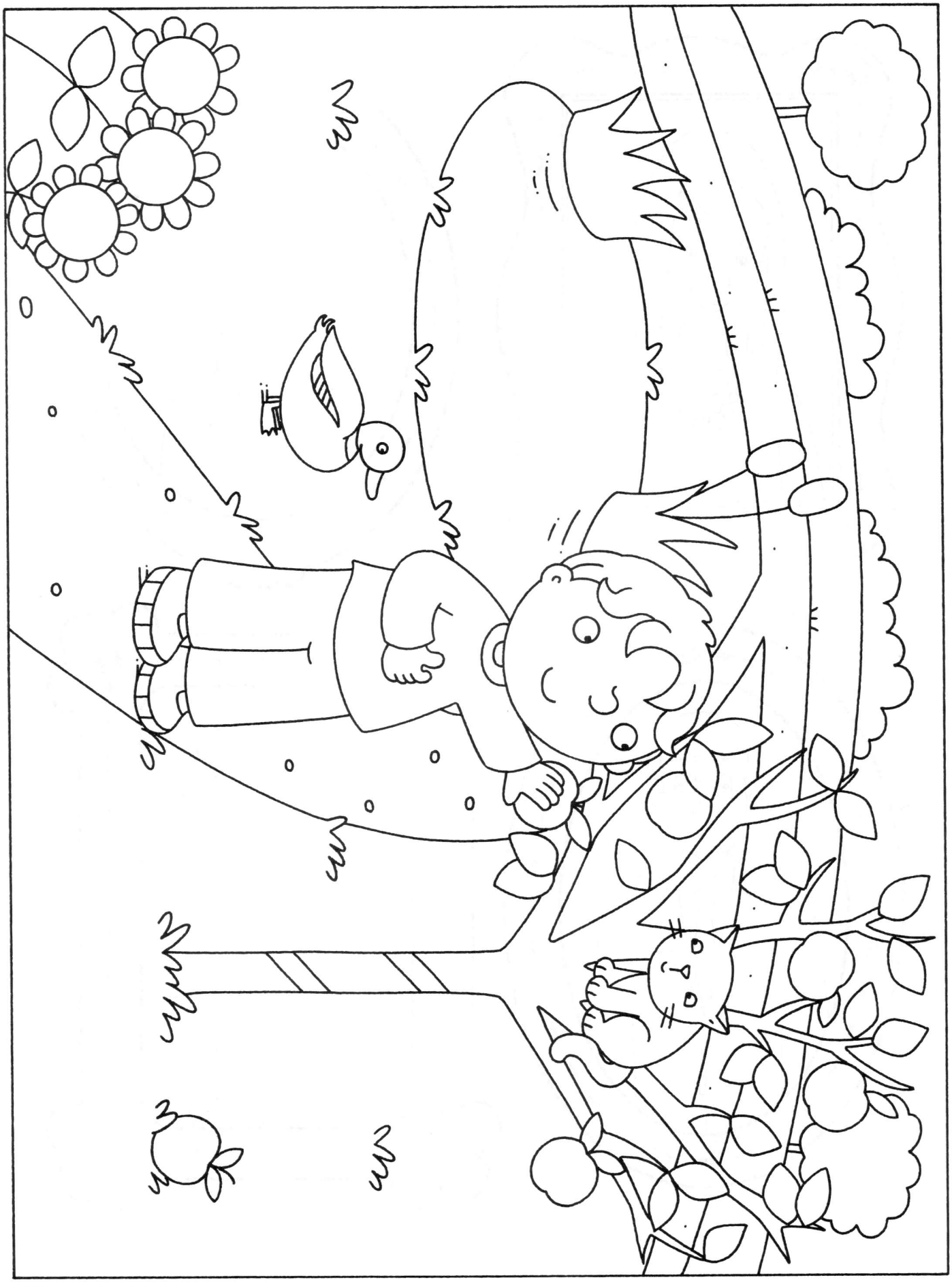






2 Letters

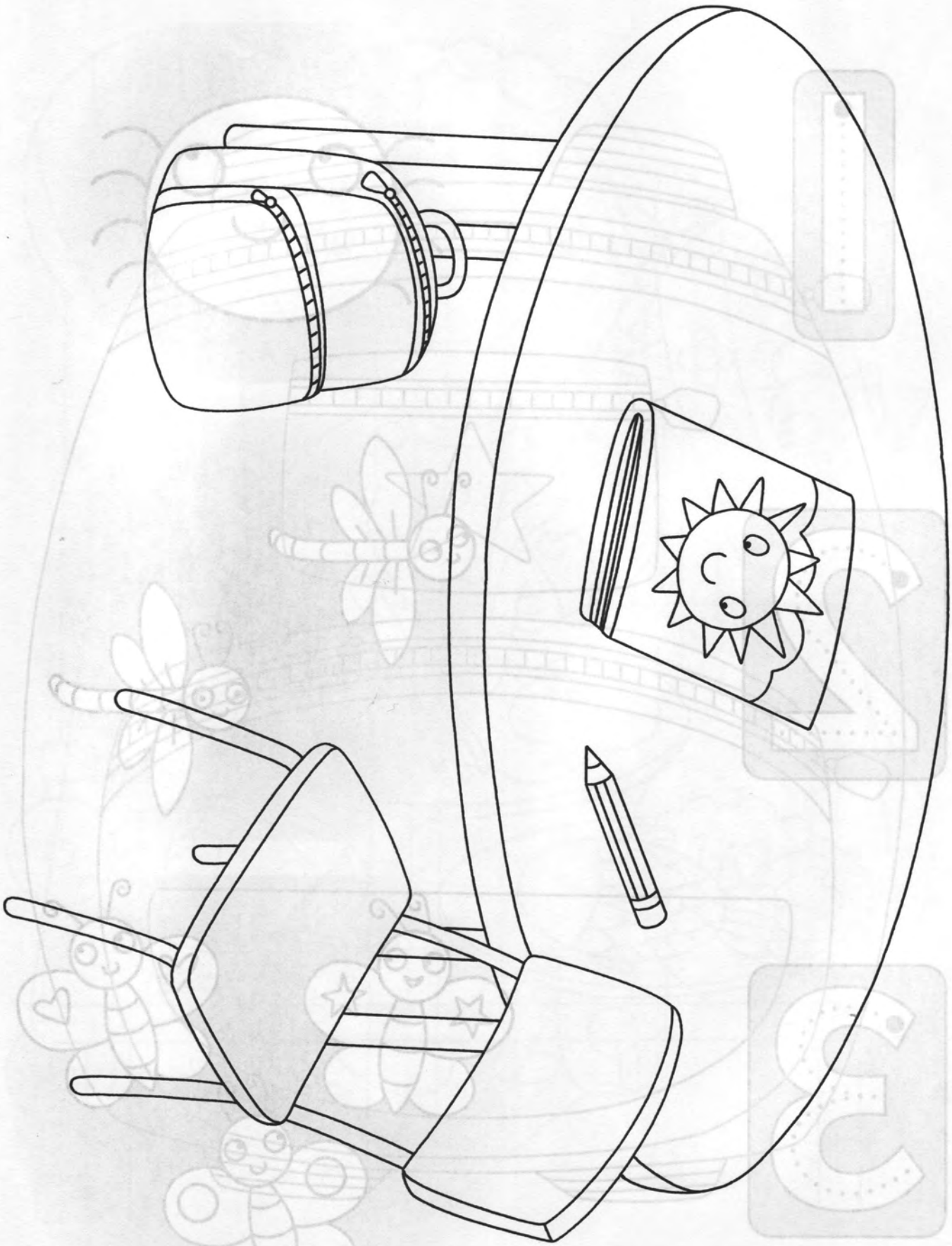
Point and say: *apple, boy, cat, duck.*
Colour the picture.



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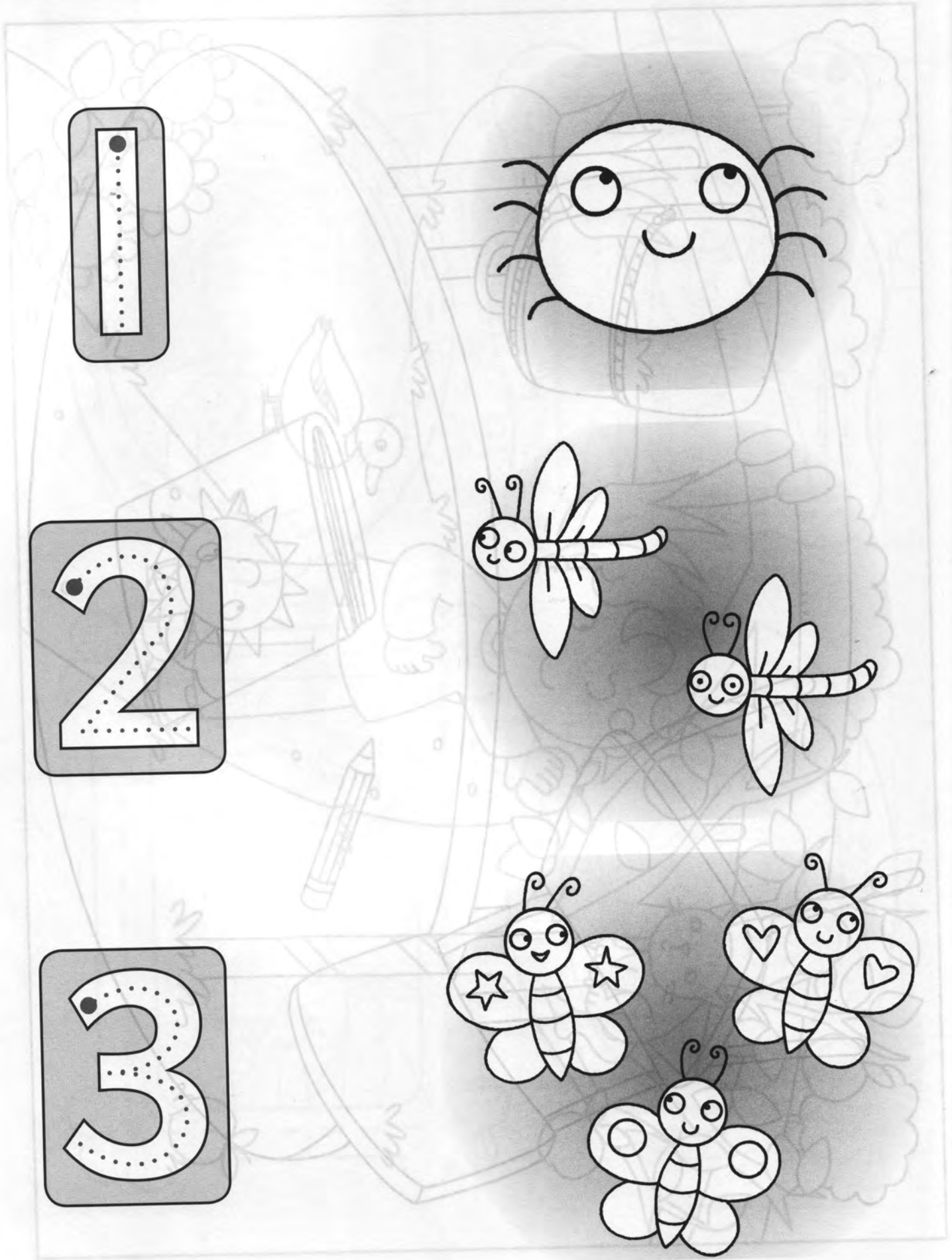
3 Vocabulary

Point and say: *pencil, book, bag, chair.*
Colour the picture.



3 Numbers

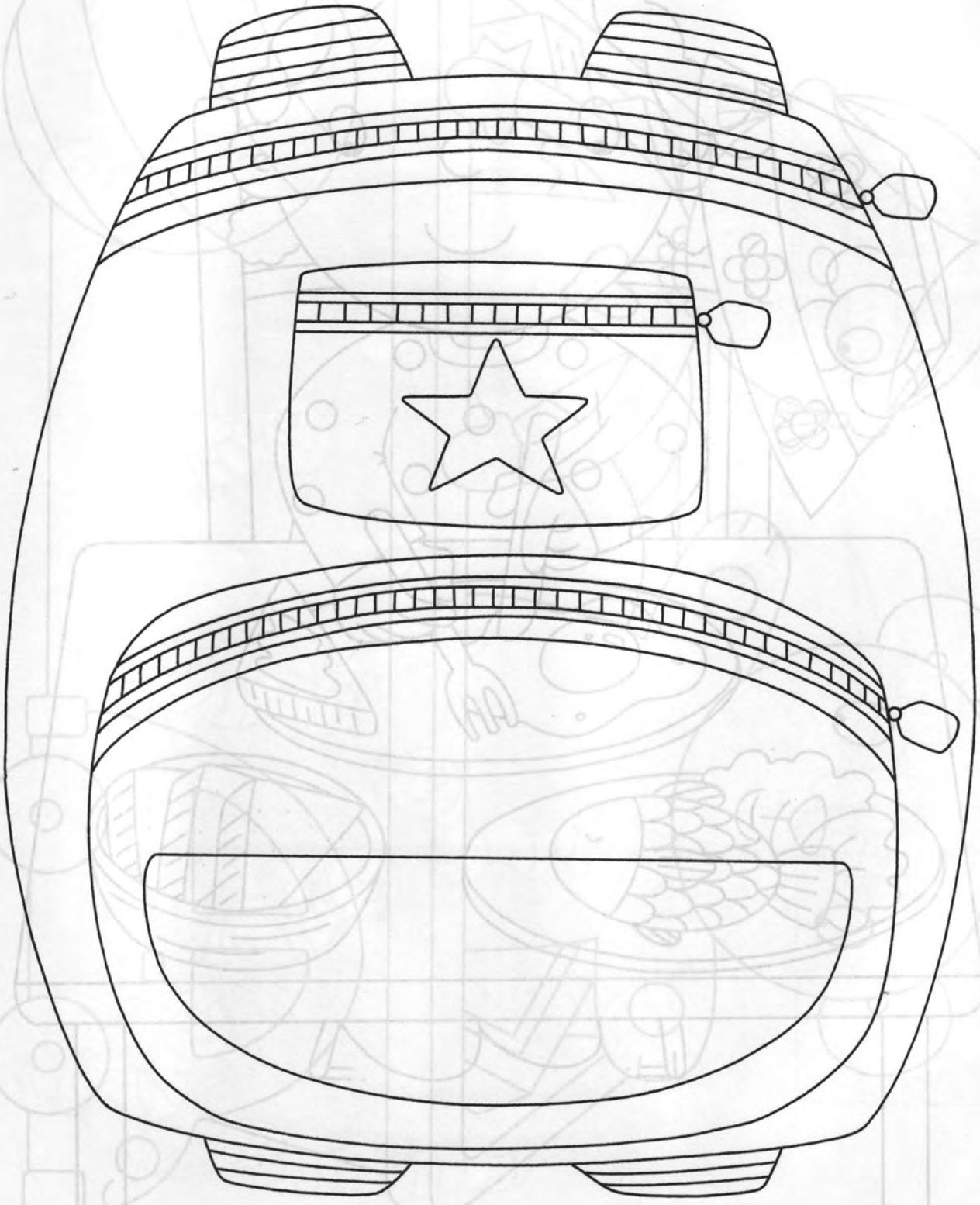
Point and say: *one, two, three.*
Trace the numbers with your finger.
Count and match.
If you like, colour the pictures.



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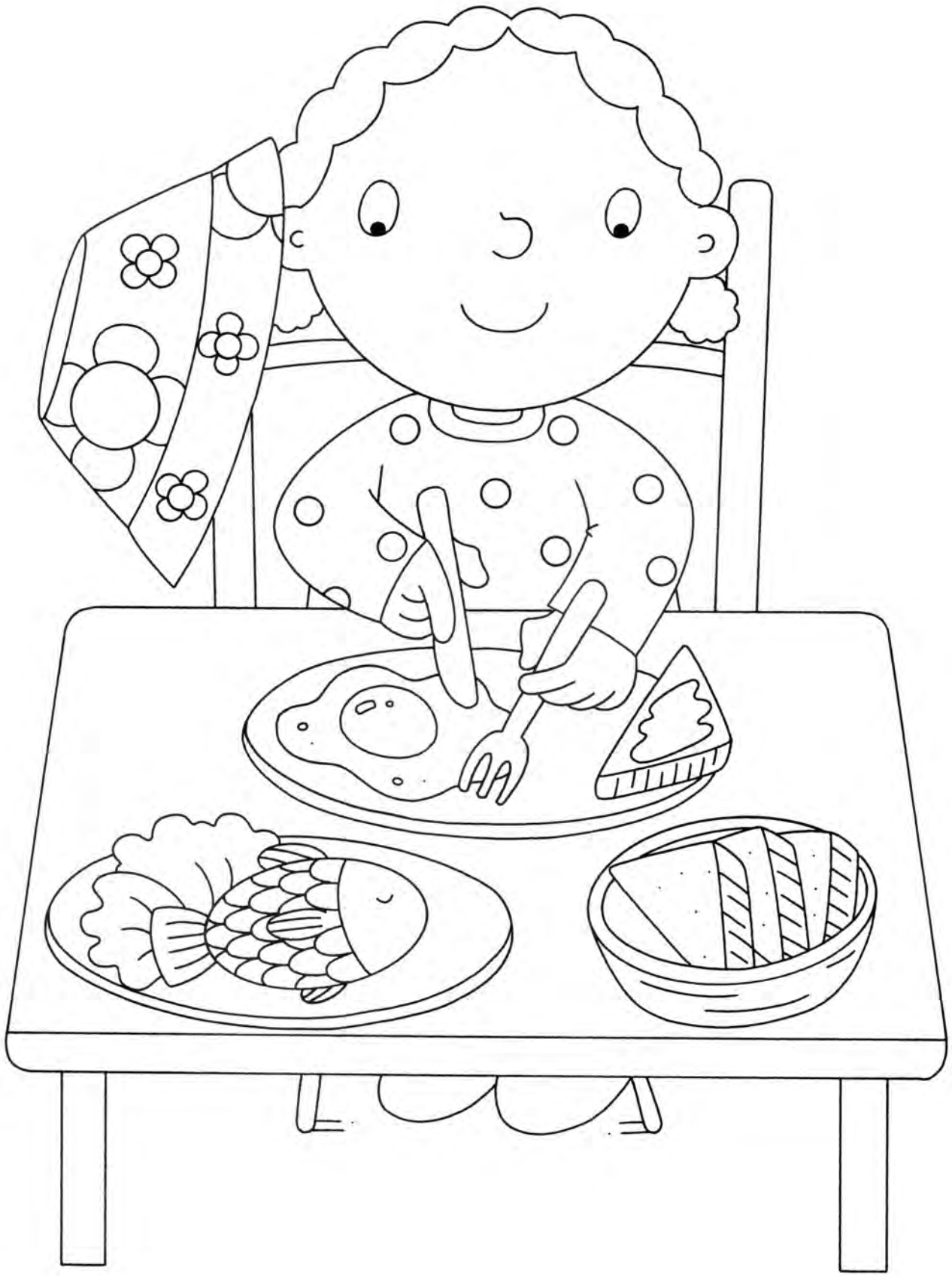
4 Vocabulary

Colour the bag. Use red, blue, yellow or green.
Say: *It's (red).*



4 Letters

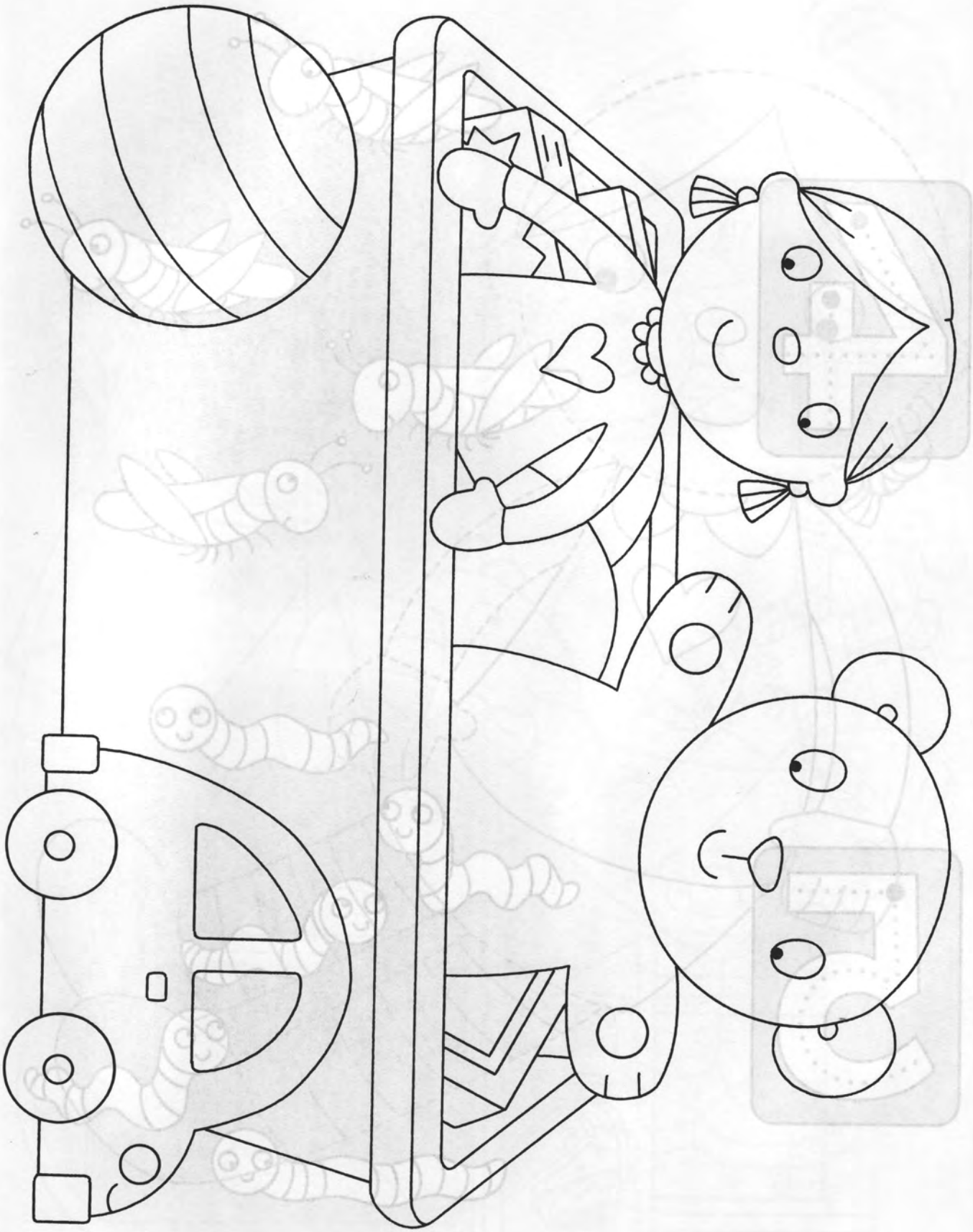
Point and say: *egg, fish, girl, hat.*
Colour the picture.



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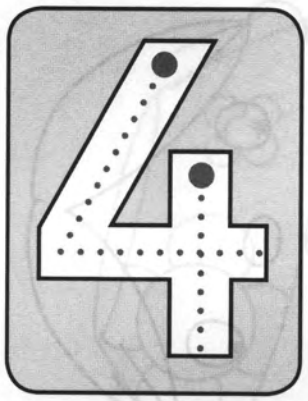
5 Vocabulary

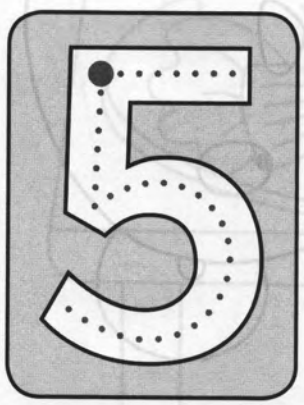
Point and say: *ball, car, doll, teddy.*
Colour the toys. Use red, blue, yellow or green.
Say: *It's a ball. It's (green).*

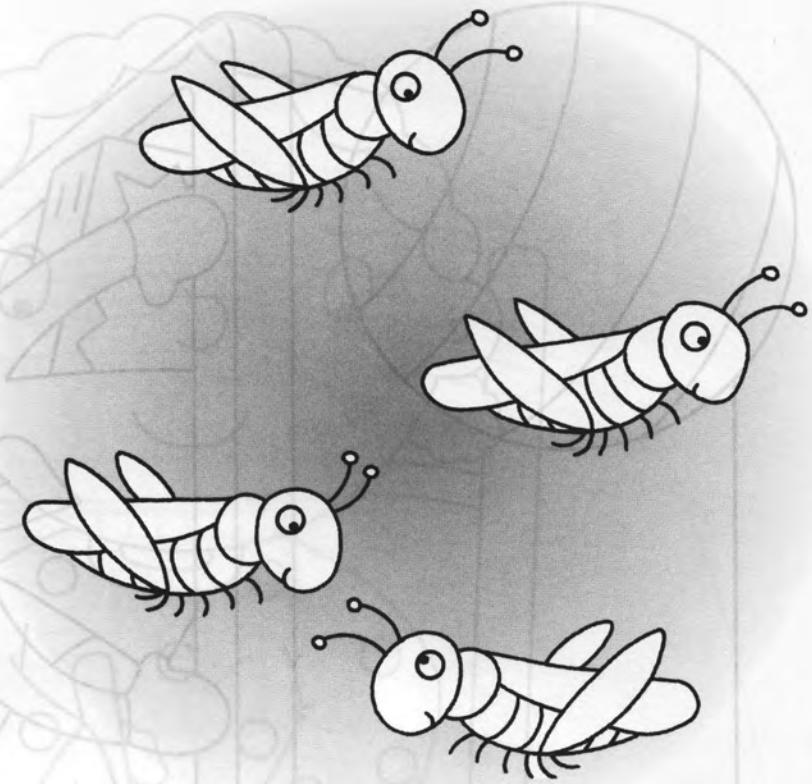


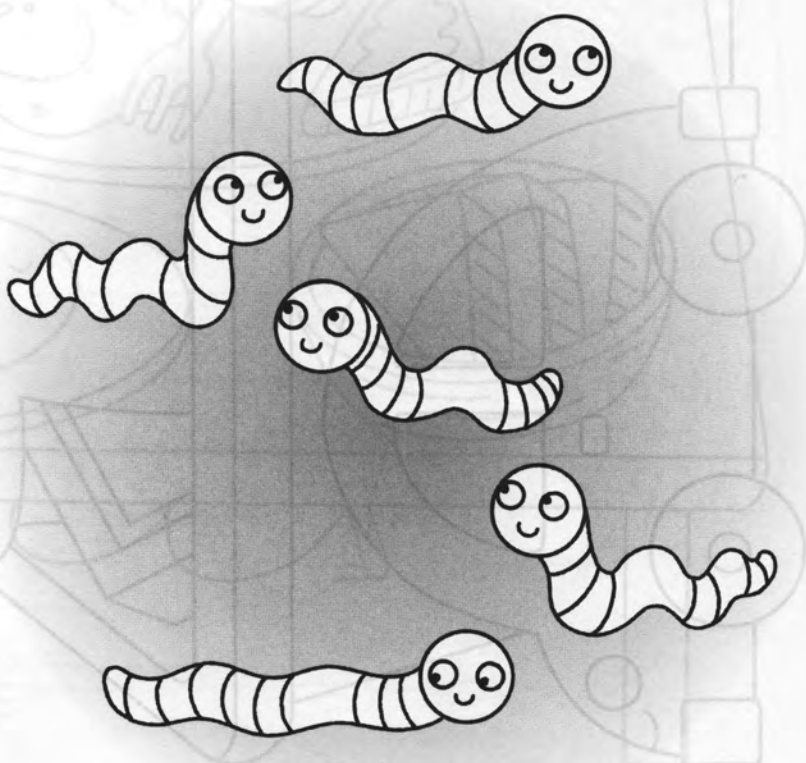
5 Numbers

Point and say: *four, five.*
Trace the numbers with your finger.
Count and match.
If you like, colour the pictures.









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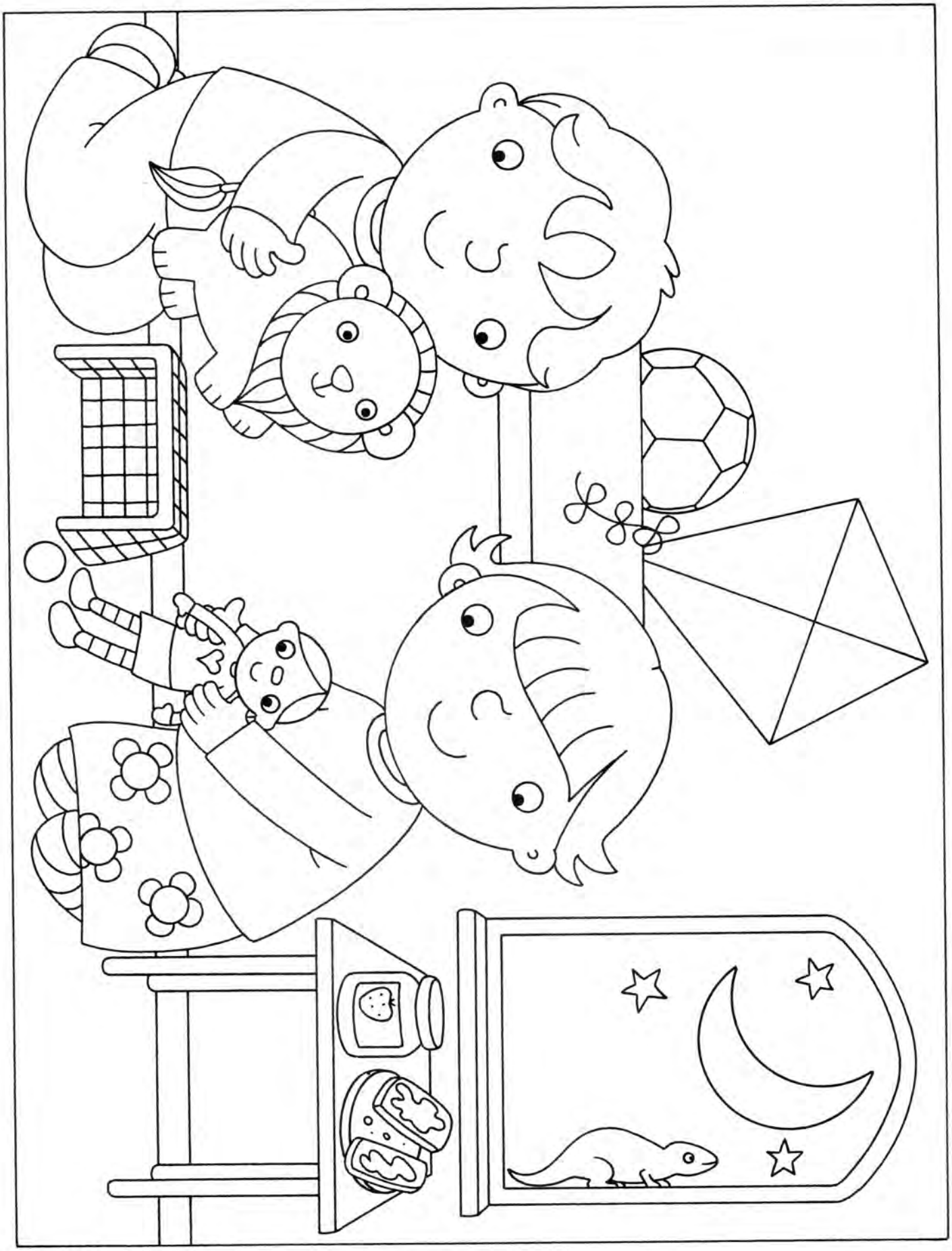
6 Vocabulary

Point and say: *head, arm, hand, leg.*
Trace the lines with your finger.
If you like, colour the picture.



6 Letters

Point and say: *iguana, jam, kite, lion, moon, net.*
Colour the picture.



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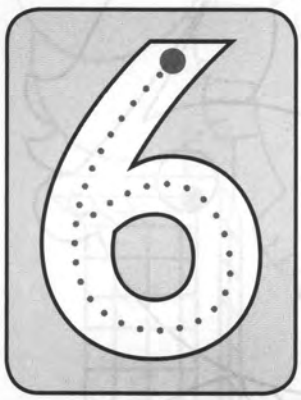
7 Vocabulary

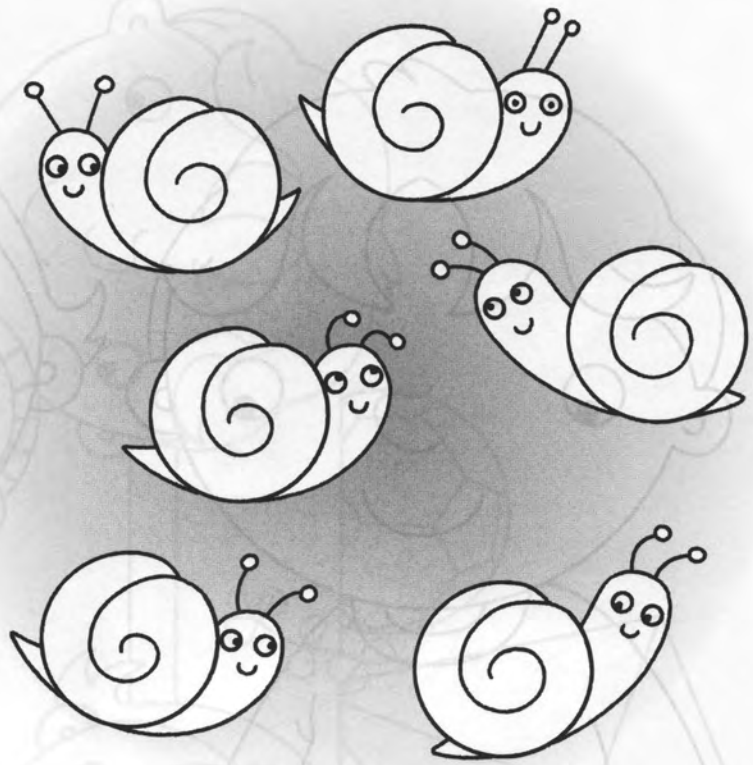
Point and say: *shirt, skirt, trousers, shoes.*
Colour the clothes.

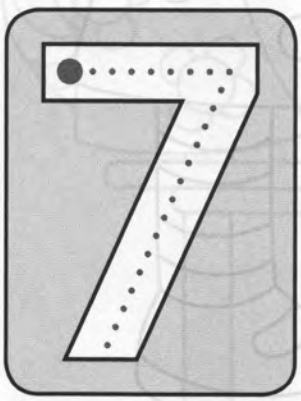


7 Numbers

Point and say: *six, seven.*
Trace the numbers with your finger.
Count and match.
If you like, colour the pictures.





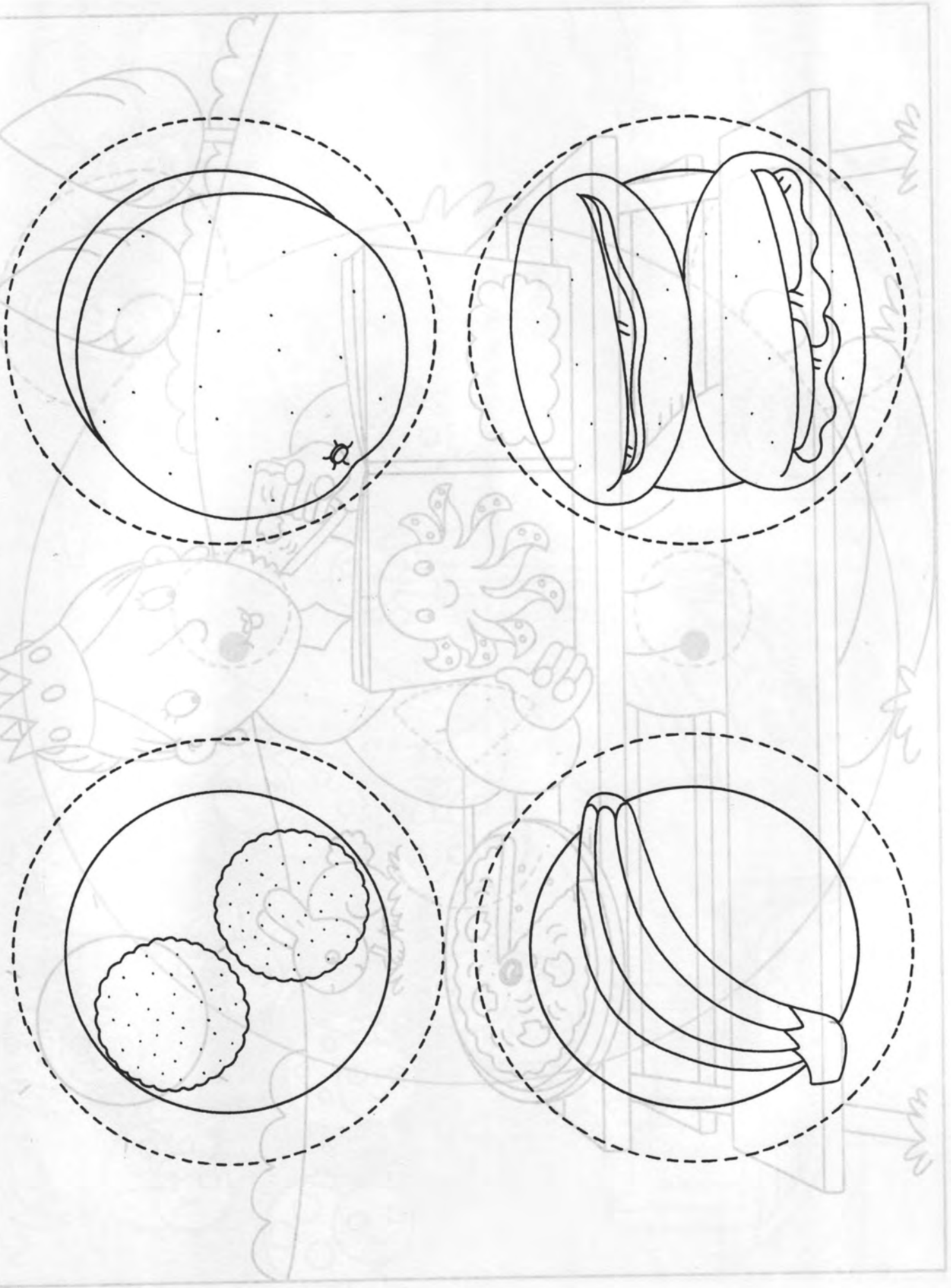




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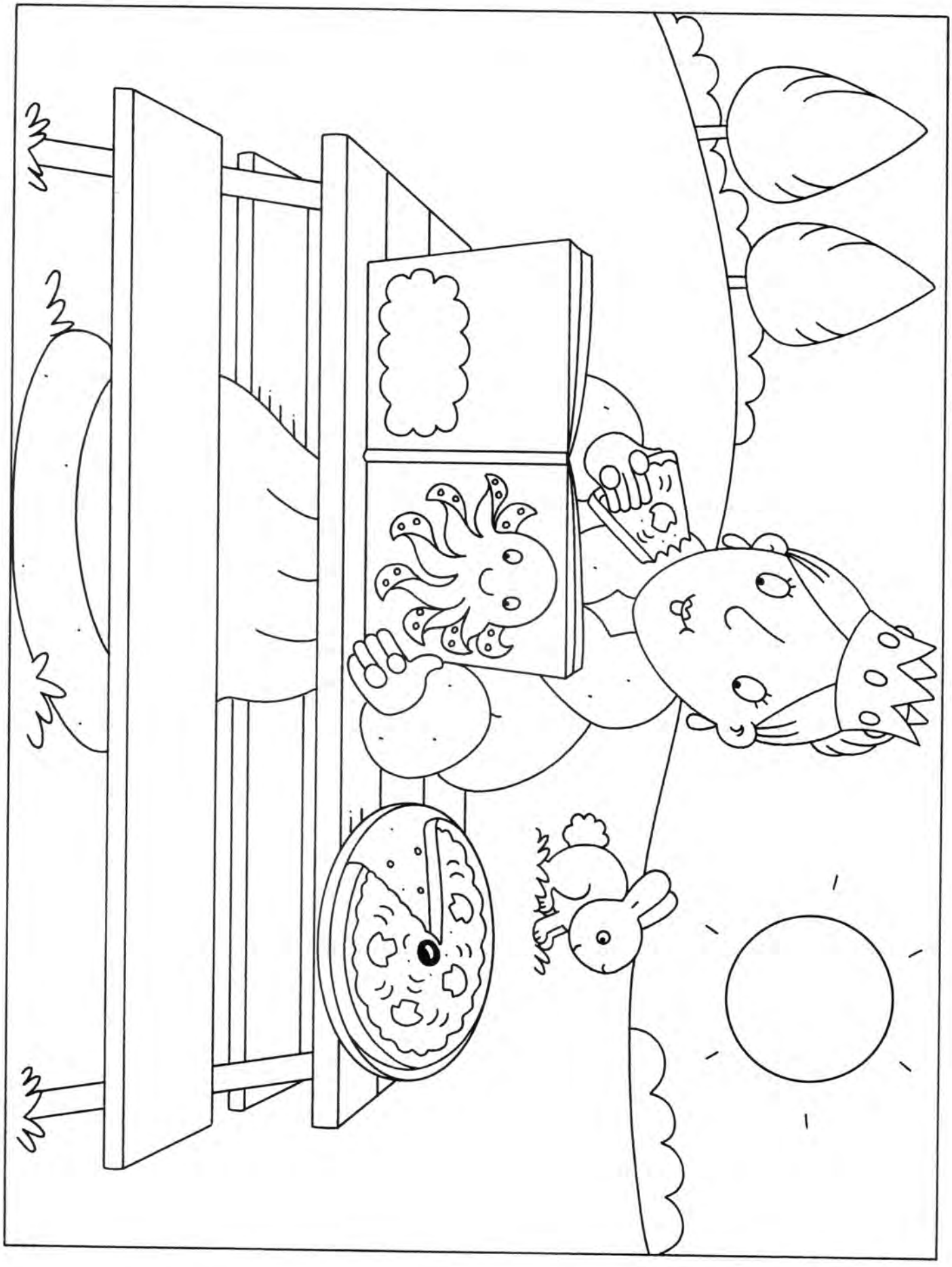
8 Vocabulary

Point and say: *two sandwiches, a banana, an orange, two biscuits.*
Trace the plates with your finger.
If you like, colour the food.



8 Letters

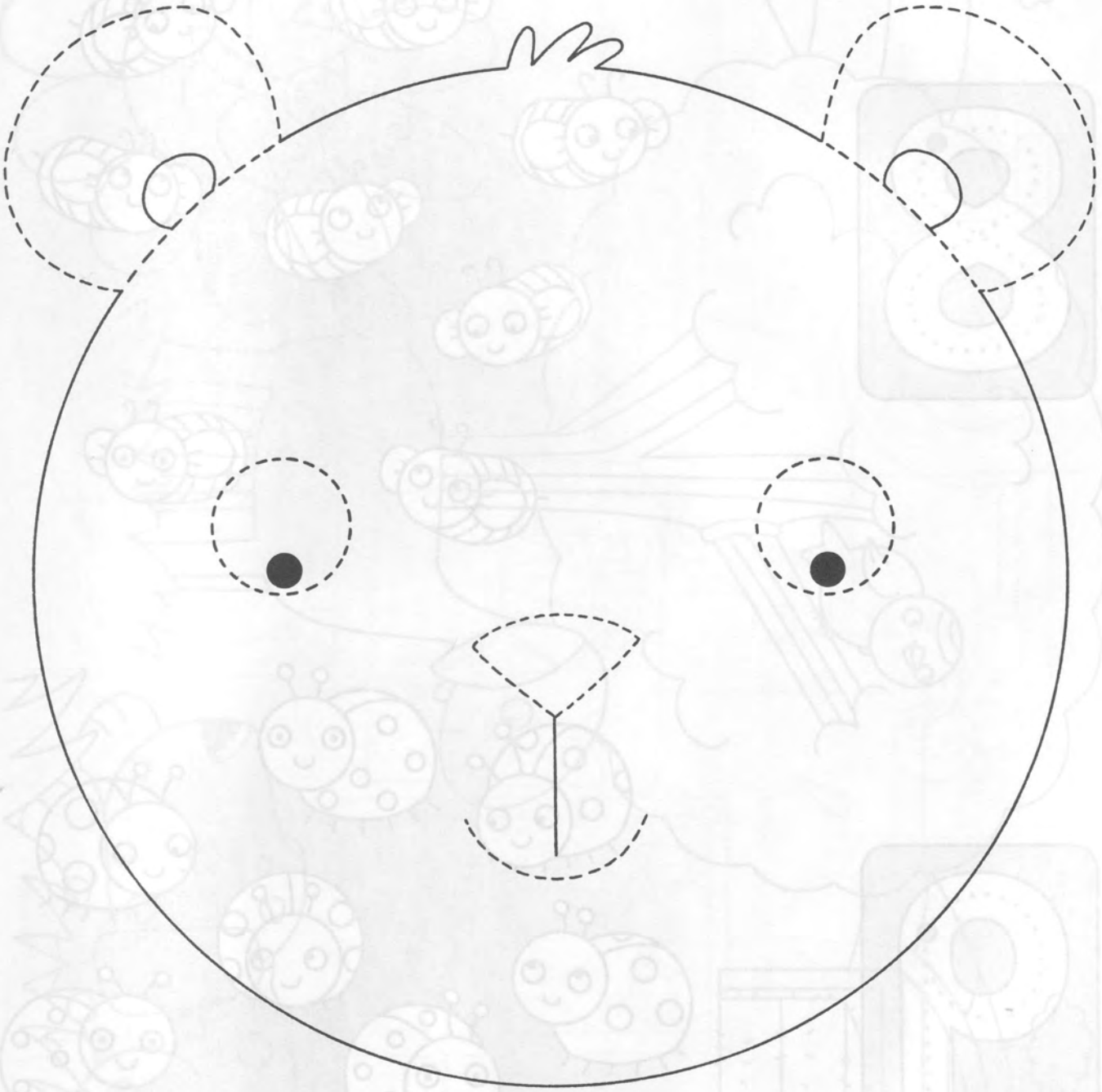
Point and say: *octopus, pizza, queen, rabbit, sun, table.*
Colour the picture.



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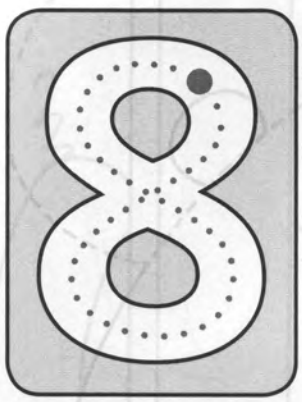
9 Vocabulary

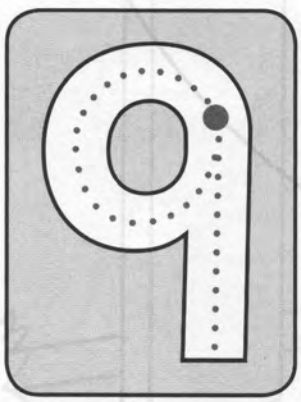
Point and say: *ears, eyes, nose, mouth.*
Trace the lines with your finger.
If you like, colour the picture.

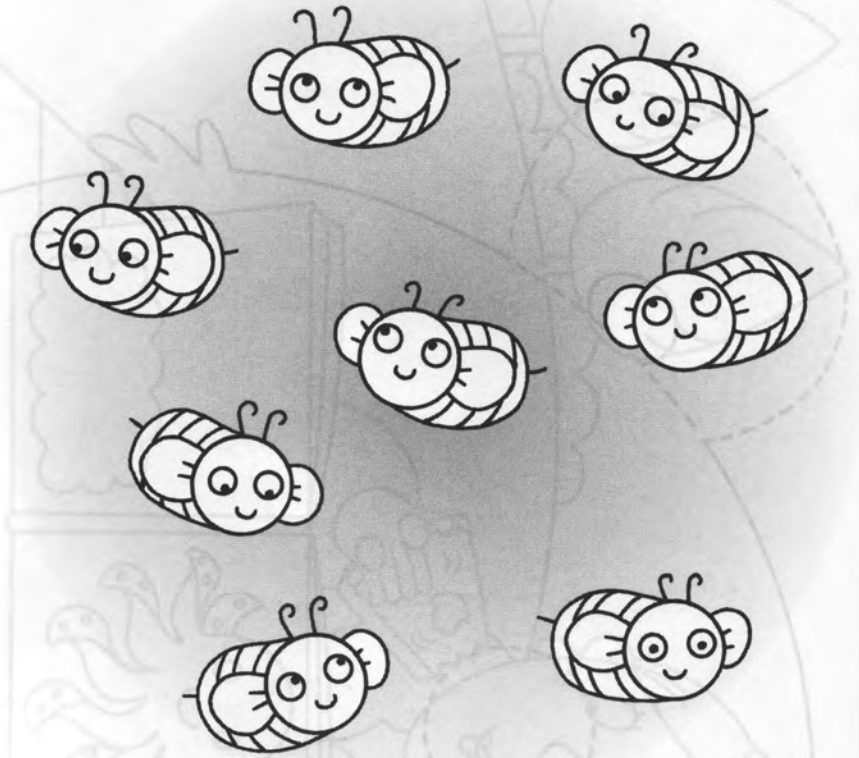


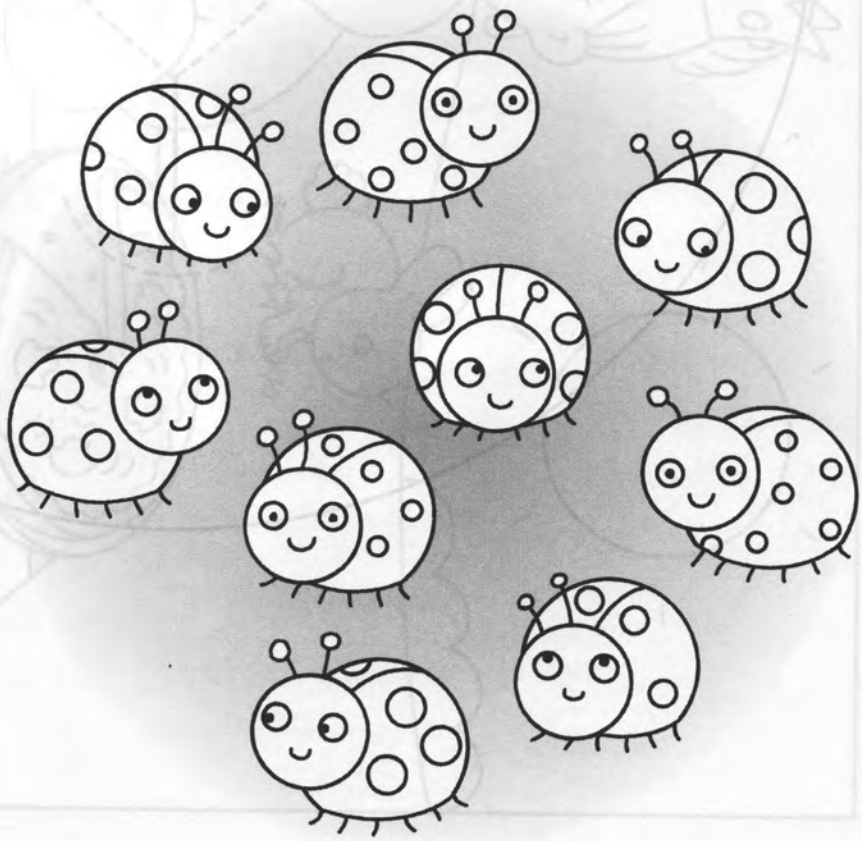
9 Numbers

Point and say: *eight, nine.*
Trace the numbers with your finger.
Count and match.
If you like, colour the pictures.





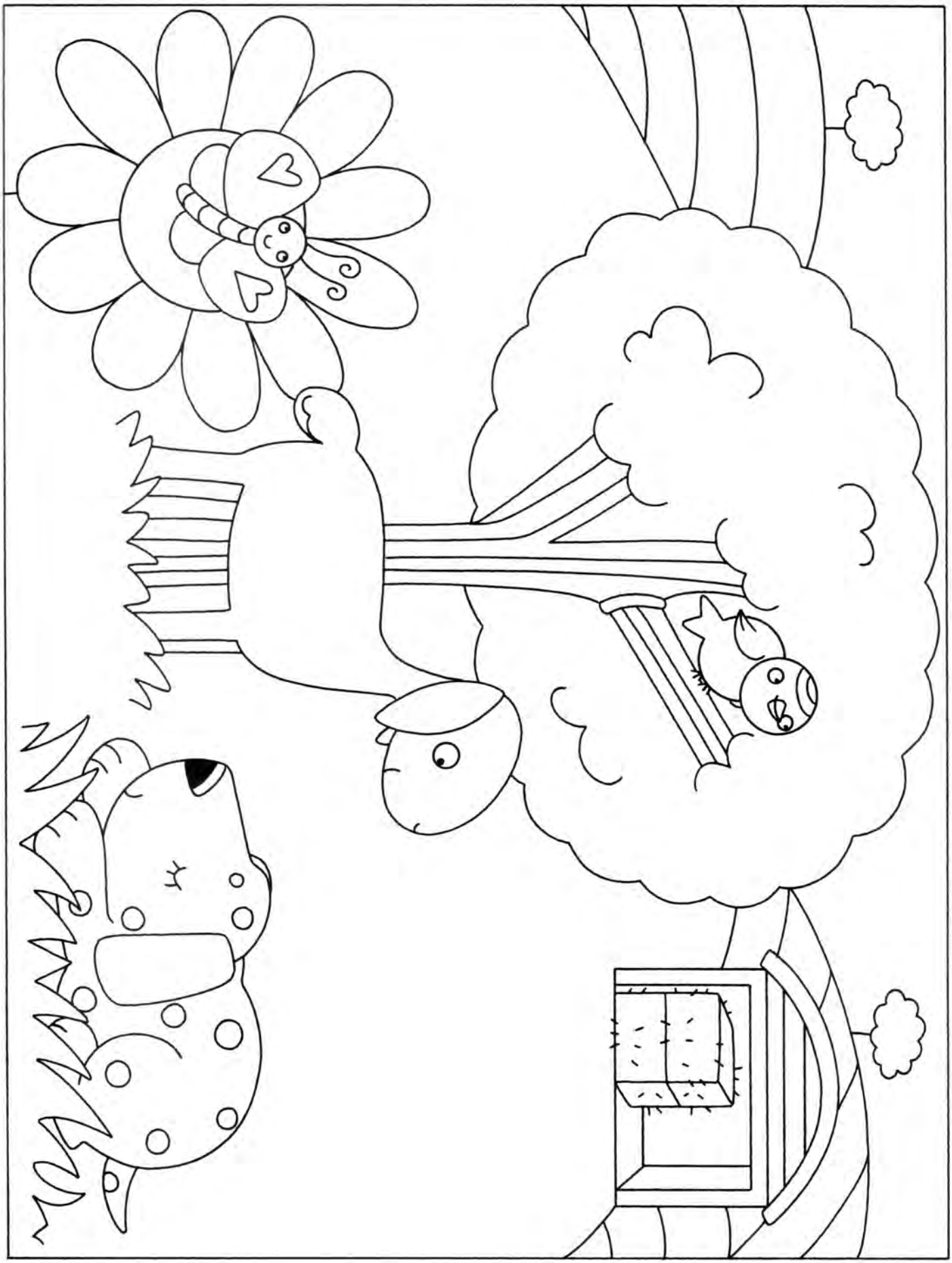




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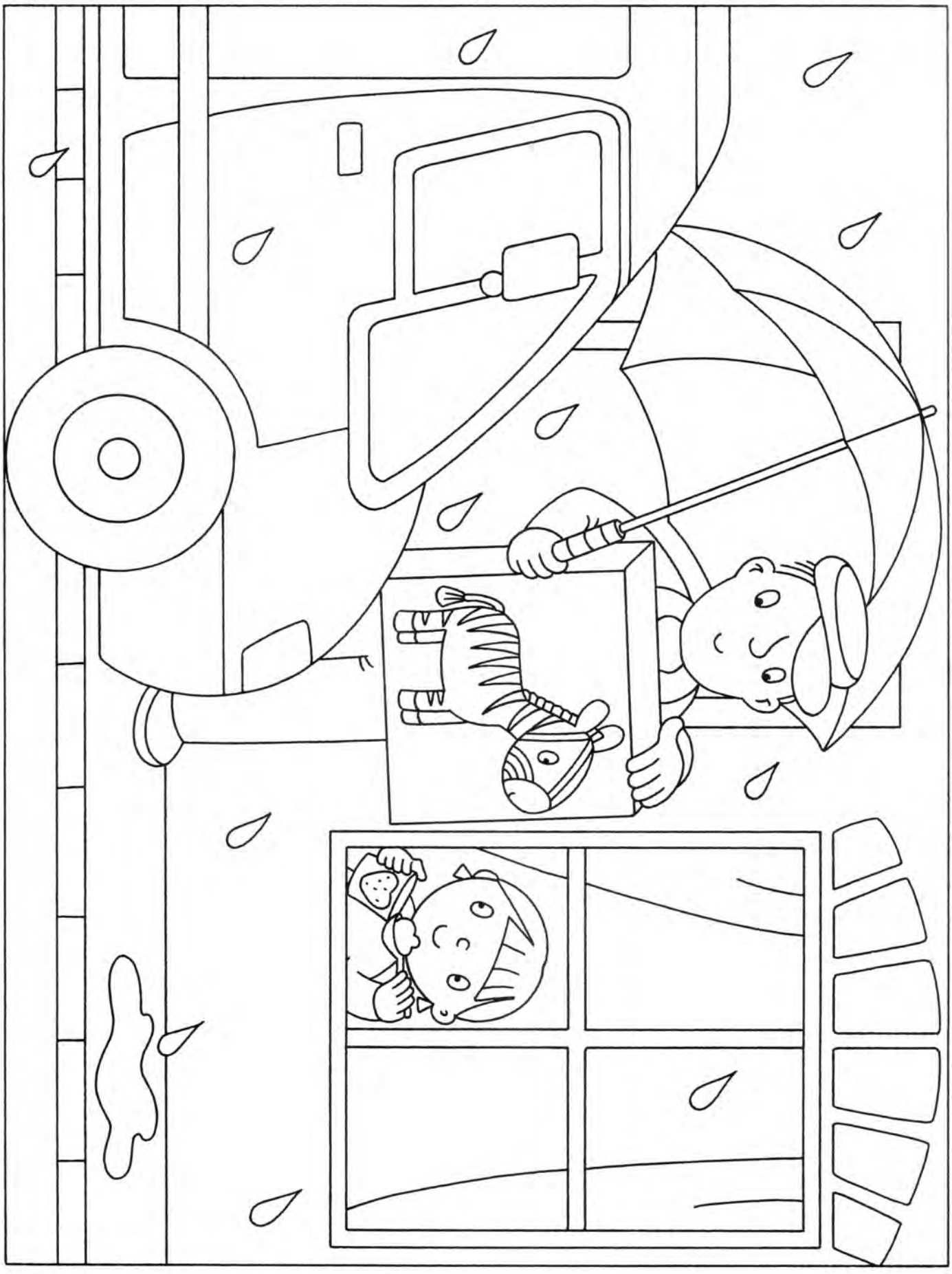
10 Vocabulary

Point and say: *butterfly, dog, goat, bird.*
Colour the picture.



10 Letters

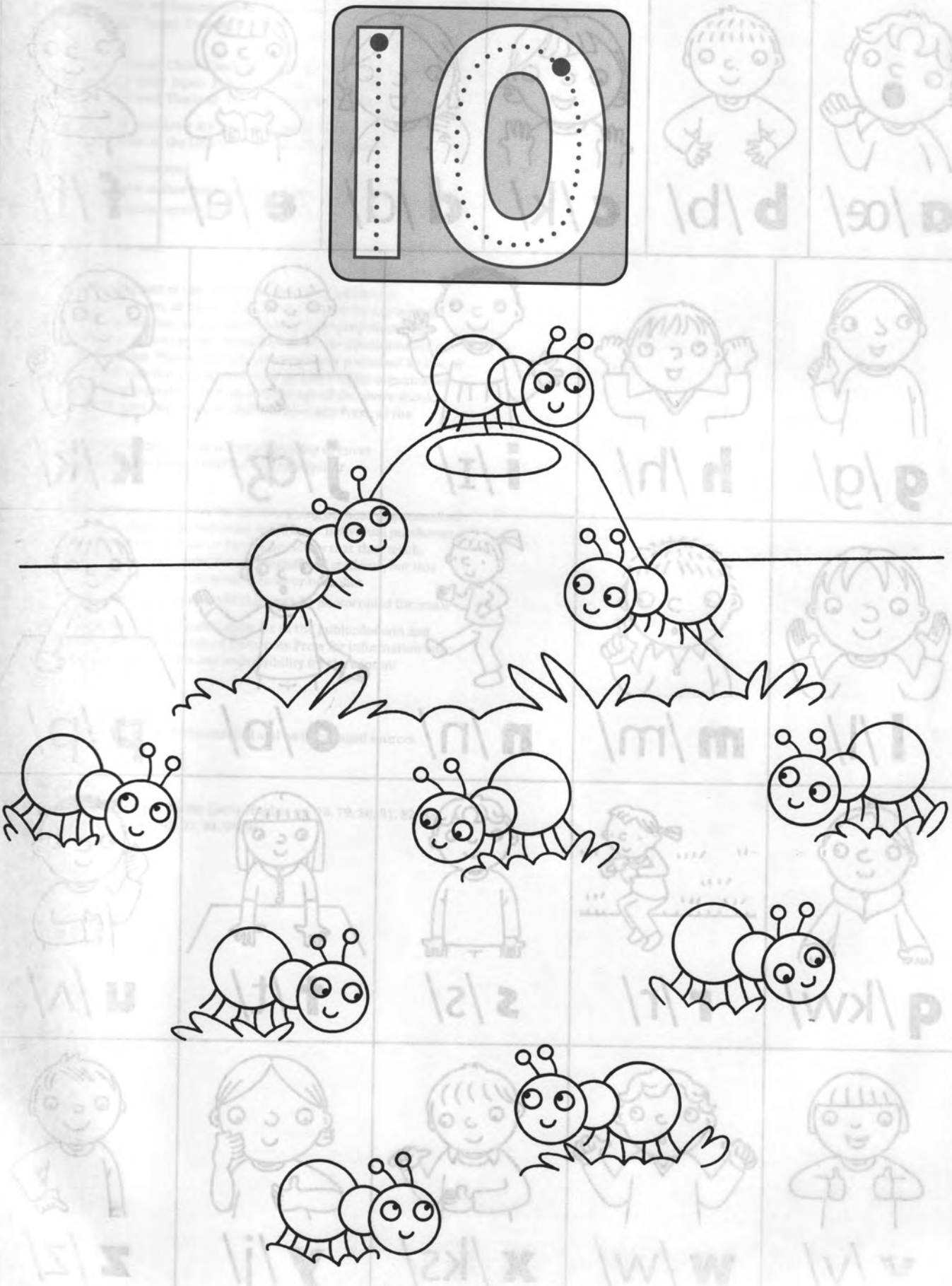
Point and say: *umbrella, van, window, box, yogurt, zebra.*
Colour the picture.



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10 Numbers

Point and say: *ten.*
Trace the number with your finger.
Count.
If you like, colour the picture.



Phonics actions



a /æ/



b /b/



c /k/



d /d/



e /e/



f /f/



g /g/



h /h/



i /ɪ/



j /ʤ/



k /k/



l /l/



m /m/



n /n/



o /ɒ/



p /p/



q /kw/



r /r/



s /s/



t /t/



u /ʌ/



v /v/



w /w/



x /ks/



y /j/



z /z/

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Little Friends

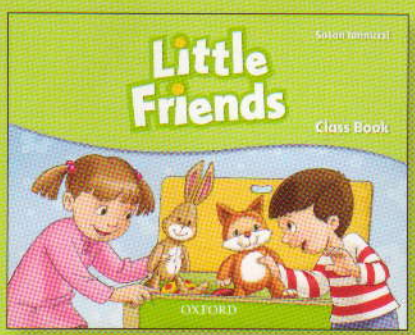
Little Friends is a course for young children who do not yet read or write. It can be used on its own or as a starter level to *First Friends*.

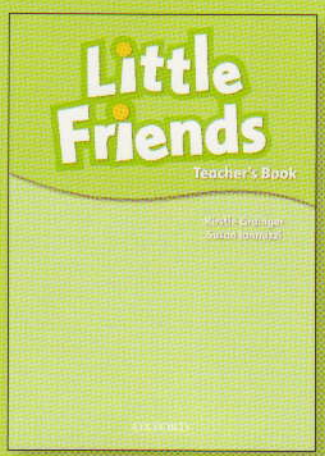
Little Friends develops vocabulary, introduces English sounds through phonics, and teaches numbers. It provides children with a solid foundation of pre-reading and pre-writing skills, and fosters a positive attitude to learning English through its use of engaging characters and enjoyable, age-appropriate activities.

First Friends



First Friends is a two-year beginner's course that further develops children's English language skills. Children can continue to learn and grow along with the characters they have met in *Little Friends*.









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