

Teacher's Book

BACKPACK

STARTER

British English



PEARSON
Longman

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Teacher's Book

BACKPACK STARTER

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Series Components

Each of the seven levels of *Backpack* contains the following components: Student's Book, Workbook, Teacher's Book, Audio Cassettes/CDs, Flashcards, Interactive CD-ROM (levels 1–6 only), Video and Video Guide.

Student's Book

The Student's Book contains nine units, each of which invites learners to explore a theme of high interest through a wide variety of motivating activities. Students begin their exploration with an original song relating to the unit theme, and then move on to activities that feature pictures, stories, poems, chants, magazine articles, exercises, games and projects, all of which foster communication as they provide practice in structure and vocabulary. In levels Starter–2, each unit includes a cut-out Little Book, which may be fiction or non-fiction. In level 3 there are cut-out Little Books at the back of the Workbook. In levels 4–6, each unit includes a theme-related magazine, which presents real-life information and articles, as well as word puzzles, quizzes, jokes and cartoons. Each unit in Starter includes a page of performance assessment. Students are also asked to reflect on their own learning in a self-assessment feature at the end of each unit.

Workbook

The Workbook provides focused reinforcement of newly-introduced material, systematic recycling of previously-learned material, and expansion of themes, grammar and vocabulary. A wide range of activities address the four skills (listening, speaking, reading, writing) as well as grammar and vocabulary development. The song in each Starter Student's Book unit is revisited in the corresponding Workbook unit, accompanied

by a different activity type. One page of each Workbook unit is devoted to activities relating to the readings from the Student's Book (Little Books and magazines). In addition, there are cut-out activities as well as a page of self-assessment. In this way students can check what they know or need further work on before taking the corresponding written Unit Test.

Teacher's Book

The Teacher's Book (TB) contains full-sized colour reproductions of the Student's Book pages. These are placed opposite pages of complete teaching objectives and step-by-step procedures for each of the unit activities. Instructions and answers for each activity are included. The first four pages of each TB unit provide a visual overview of the unit. They list topics and themes, pronunciation, vocabulary, strategies and skills, grammar and cross-curricular themes. This is followed by ideas for class notice boards, home-school links and summaries of the Little Books and magazines. Tapescripts and answers to Workbook Activities are provided as well. Other material includes many additional teaching ideas (Extension Activities) throughout each unit, assessment charts, a learning strategy and skills list, and tests: a Placement Test, a Unit Test for each unit, and three Review Tests, for Units 1–3, 4–6 and 7–9 respectively. A vocabulary list, notes on the Flashcards, a Scope and Sequence, Time Guidelines and a chart of the International Phonetic Alphabet are at the back of the Teacher's Book.

Series Components, *continued*

Audio Material

The audio CDs and cassettes contain the following: songs, conversational examples, materials for the Listening sections in the Student's Book and Workbook, chants and pronunciation activities for each unit. For Starter–3, recordings of the Little Book stories are also included.

Flashcards

Backpack has two sets of full-colour class-sized Flashcards. Set 1 covers levels Starter–2 and set 2 covers levels 3–4. These attractive cards are designed to foster both vocabulary development and communication. The cards may be used to present or review target vocabulary or grammar, or as a stimulus for telling or writing stories, generating word maps or playing games. There are notes on activities using the Flashcards on page 113 of this Teacher's Book.

CD-ROMs

Interactive CD-ROMs provide additional fun opportunities for learning, practice and review through motivating activities of different types.

DVDs and Videos

The DVD or Video for each Student's Book Unit expands upon the themes, structures and vocabulary developed in that unit. Learners are exposed to natural language in real contexts, including conversations, interviews and documentary segments. Students also have a chance to perform the unit song, karaoke-style. The DVD and Video Guide offers video teaching tips and additional activities for the video.

Course Philosophy

The authors of *Backpack* have carefully fashioned the series to reflect their core beliefs about language teaching and learning. Central among these is the belief that human learning is a process of constructing meaning through interaction in social contexts.

Whether it be that of an adult or a child, the human mind looks to make sense of its surroundings and the experiences they provide. In doing so, the mind is challenged to seek coherence through reorganisation and adjustment of the learner's current set of theories and suppositions of how the world and the world of language work.

Teachers can enrich their students' language learning by providing opportunities for making meaning. These opportunities typically involve actions such as the following: directing students' attention to objects and ideas, participating in meaningful play, exposing learners to vocabulary and discourse through reading stories and other genres, role-playing, reciting chants, singing songs, producing and presenting projects of different types. Teachers will take care to develop these activities at a level that is both engaging and a little more challenging than the students' current level of language knowledge (Vygotsky's *Zone of Proximal Development* or "ZPD"). Teachers and/or more knowledgeable peers will lend support as students work with words, patterns and concepts just beyond what they already know and can produce without help (Wood, Bruner and Ross's idea of *scaffolding*). Taking on a risk or learning challenge beyond the learners' ZPD becomes more comfortable and less threatening for students when their teachers introduce predictable patterns and behaviours (Bruner's *formats* and *routines*).

This provides a sense of security. From this environment of familiar safety combined with the novelty of new challenges, language growth occurs over time. Within this window of opportunity, the broader and more enriching the language experiences that teachers provide for their students, the more likely it is that internalisation of the language will take place on the part of their students.

About the Authors

Mario Herrera, an English teacher for 25 years, does research and experimentation on how to teach English overseas more effectively. He is co-author of the primary EFL series *English Parade*, as well as of the pre-school EFL series *Balloons* and the high-elementary/middle school series *My Friends* and *Teen Zone*. As an international consultant, Mr. Herrera has travelled the world on behalf of Pearson Education, directing seminars and in-service training sessions throughout the Americas, Europe, the Middle East and Asia.

Diane Pinkley is former Director of the TC TESOL Certificate Program at Teachers College, Columbia University in New York. She has trained teachers and presented academic papers at conferences around the world for more than 25 years, and has written textbooks for both children and adults, among them *On Target*, *In Charge*, *English Parade*, *Letters to Parents ESL* and *Spin*. Formerly the Director of the Institute of North American Studies in Badalona, Spain, and Curriculum Coordinator at the Michigan Language Center in Ann Arbor, Michigan, she has taught all levels of ESL/EFL.

Series Features

Thematic Units

Backpack provides a basis for English language learning through a variety of content areas and topics of high interest to children. Theme-related language and concepts are presented as a tightly integrated whole: every part of a unit presents, reviews or expands upon the unit theme from slightly different angles, from the opening song through to the final assessment. Each unit provides a rich array of activities and experiences that foster communication and support learners as they deepen their understanding of a theme and learn to use the language to express their ideas.

A Learner-centred Approach

Backpack ensures that all learners become active participants in every lesson by activating their prior knowledge of topics and concepts and by encouraging them to share and express their personal experiences, ideas and opinions in English. Students engage in activities that allow them to find out more about themselves, each other and the world beyond.

Integrated Skills

In each unit of *Backpack*, students develop all of the four skills – listening, speaking, reading and writing. This balanced approach strengthens development of the learners' communicative competency through exposure to and practice with language as it is used in real life. Students have many opportunities to listen and speak in a variety of ways, such as asking and answering questions, re-telling or summarising an event, singing and chanting, playing games, role-playing and presenting their own projects. They also have many opportunities for reading and writing. Learners read

dialogues, information texts, song lyrics, chants, jokes, fiction and several types of non-fiction, including recipes, menus, graphs and charts and magazine articles. Younger learners are provided with writing practice at the letter, word and sentence level; older children learn about sentence types, the parts of a paragraph, paragraph organisation and multiparagraph reports. Students also gain familiarity with the stages of the writing process: pre-writing, writing drafts, revising, editing and presenting.

Systematic Vocabulary Development

Vocabulary has always been recognised as an important part of language learning, but research over the last twenty years has shown that it is even more central to building skills and concepts than previously acknowledged. We now understand that knowing a word involves much more than the ability to produce a synonym in English or a native-language equivalent, and that learning a word does not automatically happen just because a teacher has taught it. Children in particular are still building up concepts in their native language vocabulary, this affects how they deal with vocabulary in a foreign language. In *Backpack*, young learners benefit from multiple exposures to a word in different contexts. Each time they encounter a word in a new context, they increase their knowledge of the word, linking the new piece of information to other information in mental networks of meaning. *Backpack* also takes care to target vocabulary appropriate to the developmental age of the children. Very young learners focus on concrete vocabulary items that relate to objects they can see and touch from the world around them. They deal with words on a basic level, for example,

Series Features, *continued*

fish rather than *seafood* (less specific) or *salmon* (more specific) and tend to learn words as related collections (*fish, swim, catch*). Older children are better able to handle abstract words and themes that are more removed from their immediate world and tend to learn words as sets in categories (*communication technology: computer, fax, mobile phone, magazine, TV, radio*). *Backpack* takes into account the changing nature of vocabulary learning as students mature cognitively, providing them with new ways of encountering, learning and using words.

Conceptually Appropriate Attention to Grammar

In addition to development of the four skills, learners need systematic exposure over time to structure and related vocabulary in a variety of contexts. For younger children, due to their level of cognitive development, it is not appropriate for teachers to present grammar as a set of explicit rules and forms to be analysed. Instead, learners benefit from “noticing” and attending to features of grammar in the language they are used to seeing in songs, dialogues, stories and other contexts. Grammar is therefore embedded in familiar contexts and presented as “chunks” of language. For older children with more developed powers of analysis, grammar continues to be presented in meaningful contexts. Grammar boxes provide examples of language use, and also draw students’ attention to specific details, such as past tense endings or forms of comparative and superlative adjectives.

Learning Strategies and Critical Thinking Skills

Backpack is designed to foster students’ awareness and use of learning strategies and critical thinking skills. These mental processes are brought into play in different stages of many activities throughout the series. Tasks are designed so that learners must access prior knowledge about a theme, rank items in order of preference, compare and contrast, summarise, predict, draw inferences, classify or sequence, to name a few. Explicit instruction of learning strategies is provided in the Teacher’s Book, along with examples teachers can use in class to show how these mental processes work in practice. Building awareness of a variety of useful learning strategies helps students engage in learning in a more meaningful way and encourages greater student autonomy. Once they have become part of a student’s repertoire of behaviours for language learning, these strategies are often transferred to other content areas in the school curriculum.

Attention to Learning Styles

Learners have different personalities, interests and learning styles. Often, two different classes react in very different ways to the same lesson materials, delivery style and teacher. This is likely to occur on the part of some students even within one class so how is a teacher to address the needs of different learners? *Backpack* incorporates activities that appeal to a variety of learning styles. Children in particular take in knowledge of the world through their senses, and their learning styles include the visual, auditory, tactile and kinaesthetic. Visual learners are supported through a wide range of illustrations, photos, and graphics that help them process information. Auditory learners have many

Series Features, *continued*

opportunities to both hear and repeat key learning targets throughout each unit. Tactile and kinaesthetic learners are provided with sticker activities, routines and games using touch and movement. All learners benefit from the many motivating projects in *Backpack*, as they involve all of the senses in the process and presentation stages. In addition, *Backpack* recognises that learners tend to be either global or analytic. Global learners need the “big picture” first in order to understand, and then move on to details. Analytic learners focus on details first, and then gradually build up an overview. The Teacher’s Book suggests activities that lend themselves to these styles as well as to H. Gardner’s Theory of Multiple Intelligences: logical-mathematical, linguistic, spatial, bodily-kinaesthetic, musical, interpersonal and intra-personal.

Cross-curricular Themes

Backpack aims to help children learn about the world around them – in English. To this end, students are provided with conceptually appropriate information from a variety of curricular areas: social studies, science, music, maths, art and literature. This provides valuable opportunities for students to draw on their prior knowledge acquired across the curriculum and link their learning in new ways.

Projects

Backpack includes a wide variety of student-centred projects designed to stimulate creative play, develop the students’ imaginations and use the new language in meaningful theme-related contexts. Students apply what they have learned to create a visible and personal representation of unit

concepts, such as a poster, a chart or graph, a mural, a family tree, a place mat, a brochure, a puppet show or a class book. Projects aid in the promotion of language acquisition through the exploration and development of the senses: sight, sound, touch and movement. At the lower primary levels, this work assists students in the development of small muscle and hand-to-eye coordination, sensory discrimination and concentration. At the higher levels, opportunities for artistic self-expression in the language-learning process involve the “whole” learner. At all levels, these activities provide contexts in which to recycle and use the language in an authentic and meaningful way as students present their projects to the class and explain how they were completed. Learners share their satisfaction in both the creative process and the final completed product.

Little Books and Magazines

In each unit of levels Starter–2, there is a cut-out story insert that can be folded into a Little Book. The cut-out inserts for the Little Books for level 3 are included at the back of Workbook 3. These richly-illustrated texts are a combination of fiction and non-fiction pieces and relate to the unit theme. The texts typically recycle some of the unit language and structure and provide exposure to other theme-related language. The illustrations and photos serve as a visual context to help learners negotiate meaning. In levels 4–6, students work with two pages in magazine format, with short readings related to the unit theme, mini-quizzes, jokes, cartoons, puzzles, letters from readers and so on. Each unit has its own magazine with a different title and design.

Series Features, *continued*

Games: Meaningful Play

Learners work hard to understand, to reproduce and to manipulate newly learned language. *Backpack* includes a variety of games to sustain students' interest and motivation through meaningful play in the language classroom. These enjoyable contexts for communication provide the same density of practice as exercises, while encouraging learners to use their language capabilities to the fullest. When students are amused, challenged, intrigued or surprised as they play a game, then the content is clearly meaningful to them. As a result, the language will be more vividly experienced and retained. Each Student's Book unit contains a game, and additional games are provided in the Workbook and in the Teacher's Book. Students also have opportunities to do word searches and crossword puzzles, as well as to enjoy cartoons and jokes.

Songs and Chants

Music is a feature of every society on Earth. Just as music unites a society culturally, it can foster a sense of identity and increase rapport among students in the classroom. Songs generate positive feelings in students and strengthen motivation as they create a state of relaxed receptiveness. Songs are inherently enjoyable and can provide a welcome break from other activities, but they can also serve to present new language and structure in a non-threatening, meaningful way. Each unit in *Backpack* begins with a lively, original song that relates to the unit theme, recycles previously-learned language and uses some of the new vocabulary and structure targets in a meaningful context. Important vocabulary is supported through colourful illustrations to help with meaning. Each unit also contains a theme-related chant that provides reinforcement of vocabulary, structure and content, as well as authentic practice with stress, rhythm and intonation in English speech. Students will enjoy singing and chanting their favourites again and again throughout the school year.

Teaching Tips and Techniques

Planning Classes

Backpack is designed so that one level can be completed over the course of one school year at the rate of two to three Student's Book pages most weeks (Time Guidelines are provided on pages 116–117). If you have more than enough time to complete two to three pages a week, you will be able to take advantage of the many extension activities in the Teacher's Book and use the other *Backpack* components, such as the picture cards, CD-ROM and video.

Begin each class period with a Warm Up activity to help students switch from thinking and speaking in their first language to English and to help them recall what they learned in earlier lessons. Use a variety of Warm Ups to keep students' interest level high. If students have been sitting still in other classes for most of the day, a Warm Up involving physical movement will refresh them. For example, if you want to review vocabulary for articles of clothing, you might display pictures of articles of clothing on the board or the classroom walls. Divide the class into two teams and give each team a pointer. A member from each team should try to be first to find the corresponding picture and hit it with the pointer or their hand as you call out (or spell out) a word. If students have recently engaged in physical activity, then a calming Warm Up will help them settle down and concentrate. For example, many "envelope activities" work well for this kind of Warm Up. Give pairs or groups envelopes and paper slips with words written on them and/or small pictures. Students should empty their envelopes and match the paper vocabulary slips to the pictures or draw pictures to match the words. They could also use the words in original sentences or classify the words on the paper slips into different

categories. Familiar songs and chants are also motivating Warm Ups.

After the Warm Up, you are ready to move on to the activities you have planned for the day. It is important not only to use the course book, but also to include some other activities not from the book, and to do both kinds of activities in a sequence that indicates a gradual progression from simple to more complex tasks. As learners work through your activities, stop from time to time for a quick concept check to be sure they have understood. For example, if students have just learned about places in the community and want to check their understanding of the word *bakery*, you might ask a series of quick questions: *Can I buy shoes at a bakery? What can I buy at a bakery? Give me an example of a bakery near here.* If you check exercise answers in class, vary your routine – call on students to give an answer at random; ask pairs of students to check each other's answers; have answers ready on index cards to pass out, one per group; ask teams to write answers on the board.

Just as a lesson has a Warm Up, it should have a Round Up. This could be a quick and fun review that reinforces what has been taught, such as a game or song, or it could be a "Take a Minute" feedback activity. Feedback activities give you valuable information about your teaching and help you plan your future classes, based on your students' responses. For "Take a Minute", give each student a half-sheet of paper and a pencil. Point to an activity in the Student's Book or Workbook that you would like feedback on. Ask students to draw a face to illustrate how they liked the activity, or to indicate if they found it easy, difficult or just right. A smiley face might mean the activity was easy, a neutral face might mean it was just right and a frown might mean it was too

Teaching Tips and Techniques, *continued*

difficult. Make sure students do NOT sign their name on their papers, and give them a minute or two to draw their faces. Collect the papers and plan accordingly.

Pacing the Classes

Pacing refers to the rhythm and speed of the lesson or how much time is allocated to each activity. You will want to keep your own explanations brief and to the point in order to allow students more time to interact in English. Use a variety of activities to keep interest and participation high. Set goals and approximate time limits for activities and monitor your students' performances to ensure sufficient (but not too much) time on a task. Most teachers feel comfortable with moving on when it is evident that two-thirds to three-quarters of the students have a good grasp of the activity.

Using a Student's Book Unit

Each unit in *Backpack* has five stages: Warm Up, Presentation, Practice, Application and Assessment.

Warm Up: The Teacher's Book suggests several activities to create student interest in the theme of each unit. These activities lead into the two opening pages of the Student's Book, which always present the unit song. A song is an enjoyable and non-threatening way to introduce the theme of a unit so that students can review what they know about the topic and access previously learned vocabulary related to it. The song also introduces some of the target structures and/or vocabulary for the unit, accompanied by colourful illustrations that provide support for meaning in context.

Presentation: A variety of presentation techniques is used throughout *Backpack*. The Presentation pages introduce the learners to thematic vocabulary and to key language and structures in the context of pictures, dialogues and short readings. Colourful illustrations and photos help support meaning. When appropriate, students are encouraged to work out the meaning from the context. For example, they may use picture clues to work out the meaning of a word. Two Starter mascots present the unit language on the first Presentation page. Students work in pairs to practise this language within the context of the theme. The second and third Presentation pages introduce the learners to additional common vocabulary.

Practice: *Backpack* provides ample practice of target language and structures in the Student's Book and Workbook. Some of the activities focus on a particular skill such as listening, reading or grammar; others are integrated activities in which a combination of language skills are used. Some activities are designed to be done individually, others in pairs or small groups, and still others as a whole class. Learners develop motor skills by cutting and glueing, tracing, drawing, colouring and writing. Personalisation activities provide students with the opportunity to draw upon their own life experiences. For example, learners draw and talk about their classroom and name foods they like and don't like. Finally, through the Teacher's Book and Workbook, students learn to recognise, name and write the letters of the alphabet. There are further practice opportunities in the Video.

Teaching Tips and Techniques, *continued*

Application: After learners have interacted with the new language and structures and practised them in systematic ways, they are ready to apply what they have learned.

Backpack contains a wealth of motivating ways students can apply their knowledge: Little Books, magazines, puppets, accordion books, posters, mobiles, collages, role-plays, maps and so on. Many of the application activities require cooperative group work, thereby providing the students with opportunities to practise social/cooperative skills. Students learn to take responsibility for the successful completion of their tasks.

Assessment: *Backpack* provides multiple assessment opportunities of different types. In the Student's Book, the last page of each unit contains materials for performance assessment. Performance assessment involves monitoring the students as they play a communication game, act out a scene or do a mini-presentation. While the students carry out the activity, the teacher moves around the classroom, taking note of their use of language. This is followed by the self-evaluation section, which allows the learners to think about their own strengths and weaknesses in relation to the material covered in the unit. The Workbook and Unit tests in the Teacher's Book provide opportunities for formal assessment. In these formal assessments, students typically listen to the audio or the teacher and demonstrate comprehension by circling an answer on the page. In the Workbook, students have a practice test for each unit, which serves as a rehearsal and allows them to identify which areas they need to study further. In the Teacher's Book, there is a test for each Student's Book unit and also three review tests, for units 1–3, 4–6 and 7–9. An oral assessment rubric and chart are also provided.

Pair and Group Work

Learners may favour one type of classroom interaction over another, but it is usually the teacher who structures communication in classroom activities. Effective teachers aim for a balance among whole-class work, small group work, pair work and individual work.

Backpack is designed to provide many opportunities for pair and group work in order to maximise students' use of the language. By sharing ideas and information in pairs and groups, the students are given the opportunity to negotiate meaning as they use the language in a non-threatening setting.

Several factors determine the success of pair work tasks. First, there should be a real purpose for the exchange of information and a genuine gap in the information each partner has; the completion of the activity depends on the sharing of information. To this end, *Backpack* includes several types of information gaps in which students can maximise their language use. Secondly, tasks will motivate the learners more if there is an end product: a completed chart, a time line, a survey and so on. Thirdly, the abilities and language background of the students should be considered when forming pairs. For some activities, stronger students may be paired with less developed students; for other activities, students of like ability should be paired.

Factors to consider for successful group work include group size, student roles and task goals.

When the learners are working in pairs or small groups, it is important that the teacher circulates and monitors their progress. Check that the students are using English and understand the task. With regards to error correction, it is less disruptive to take note of major errors and then re-teach or review

Teaching Tips and Techniques, *continued*

them after the activity has finished. Interruptions for correction impede the communication flow and draw attention away from the goal. It is important to realise that errors are a natural part of the learning process, and that the students may recognise errors while studying the rules or correct forms but will still produce errors while trying to communicate.

Take full advantage of the pair and group work found in *Backpack*. These activities allow the students to extend and personalise what they have learned in each unit.

Vocabulary

Vocabulary plays a key role in the learning of any language. Without vocabulary, communication is impossible. Words, however, can be difficult to remember unless the students develop a real need for them. The activities in *Backpack* help learners develop vocabulary through a variety of tasks that stimulate a desire to communicate. The vocabulary central to each unit is presented in context and then recycled several times through different activities. *Backpack* includes both active vocabulary, selected for its usefulness and frequency of occurrence in real communication, and receptive vocabulary, non-target language that enriches the different themes of the lessons. A list of active vocabulary is found at the end of the Teacher's Book.

Every opportunity should be taken to involve the students in the vocabulary learning process through a variety of techniques and activities. Use realia (real items and objects used in real life), pictures, kinaesthetic procedures such as TPR (Total Physical Response), games and craft activities.

Ask students to make their own sets of flashcards, a picture dictionary, word mobiles, posters and so on. Display their work and change the displays periodically. Ask teams of students to compile vocabulary quizzes for each other; award team points and tally them up at the end of the term.

Promote awareness of language learning strategies in the students by demonstrating techniques such as paraphrase and circumlocution; for example, "the thing you make a pencil point with" for *pencil sharpener*, and "to walk or go behind someone" for *follow*. When applicable, show students that English words are often similar in form and meaning to words in other languages. Help them recognise these cognates, but caution them about the danger of false cognates. Point out the value of word associations and collocations to clarify meaning; for example, *run out of time*, *run out of milk*, *run out of money*, *run out of chalk*. At the higher levels, show the students the value of building word family charts listing the different parts of speech and the forms a word may take, such as *photograph*, *photographer*, *photography* (nouns), *to photograph* (verb), *photographic* (adjective) and *photographically* (adverb). Finally, encourage learners to take advantage of resources such as radio stations that play songs in English, TV programmes that may be subtitled, comic books, magazines, newspapers and websites in English.

Teaching Tips and Techniques, *continued*

Grammar

The practice activities in *Backpack* have been designed to involve the students in the discovery of the language as they work through the unit. By doing so, students become active participants in the learning process.

Few younger learners benefit from memorising rules and analysing forms. Students under the age of eight or nine are better served by seeing many repetitions of a grammar point in different, meaningful contexts, and by using grammar as “chunks” that help them say or write what they need to communicate. For this reason, the Grammar Boxes in the Student Book and Workbook show grammar contained in sentences that can be used as models for producing certain forms and structures. As students develop cognitively and move from level to level of *Backpack*, the Grammar Boxes begin to include brief details about the grammar points for students to notice and think about.

You may want older learners to prepare personal grammar reference notebooks. Each grammar point under study would have its own page, with examples of form, meaning and use. Encourage the students to show their work to their classmates so that they can learn from each other's examples. As an additional challenge, you may want the students to try to write some of the grammar rules themselves, rather than copy them from a book. In this way, they will find that they need to choose and work with English words in a context meaningful to them. This rule writing then becomes yet another opportunity for meaningful use of the language. If the grammar rules and structures are consistently recorded in these notebooks created and compiled by the students, they will have an invaluable study tool and a personalised reminder of what they have

learned during their English course.

Another way to help the students to further process the language is to encourage them to reflect on the language errors they frequently make. Encourage them to keep a list of their most frequent errors, and ask them to write out a self-corrected version for each one.

Reading

Reading is an enjoyable and invaluable way to expand vocabulary, increase content knowledge and improve critical thinking skills. *Backpack* provides opportunities to develop both top-down and bottom-up processing through many different types of texts: songs, chants, poems, stories, folk tales, factual articles, dialogues, letters, reviews, recipes and jokes. All of the texts have been carefully chosen to be age-appropriate, informative and motivating, with the belief that learners need to read a variety of texts: those they can relate to in an enjoyable way; those that develop their criteria for understanding, judging, and defining their opinions, and those that promote the use of strategies and thinking skills, such as working out the meaning from the context and relating charts to a text.

Backpack provides opportunities for both reading aloud and silent reading. Poems, chants, songs and dialogues particularly lend themselves to reading aloud. They encourage the students to recognise and practise natural rhythm and intonation patterns in English, and simply to enjoy what they are reading through active oral participation. Longer texts, such as stories and articles, are better processed through silent reading, as students have many opportunities to practise efficient reading strategies.

Pre-reading: Pre-reading activities help prepare the students to interact intellectually

Teaching Tips and Techniques, *continued*

with the reading text. They also encourage good reading habits, such as looking at the title of the selection, and at any illustrations, photos, captions, charts or graphs.

Reading: During the act of reading, encourage the students to become actively involved in the text by looking for specific information. Encourage them to ask themselves questions about the text while they read, using *Who? What? When? Where? Why? How?* Help them underline or highlight key words or ideas, and to mark key vocabulary words for later study.

Post-reading: Ask students different types of questions about the reading, beginning with questions about factual details and gradually moving to interpretative questions that require higher order thinking. Help learners process the material through summaries, charts, tables or reports. Ask them to retell the story or act out events from the story or poem. Encourage them to illustrate their favourite part of a story and summarise that scene in a few sentences under their drawings, and then display their work on the bulletin board or wall. For a higher level of challenge, you could ask students to retell a story, but with a different ending, or ask them why they liked or disliked a text and what they would do to change it.

Writing

In the lower primary levels, *Backpack* systematically introduces the written word and builds upon it until learners are capable of writing two- or three-sentence paragraphs (level 3). Production of the written word, though somewhat limited at the lower levels, forms a clearly significant part of the language learning process. Learners can unscramble words, copy sentences, put

sentences into logical order, complete puzzles, do short dictations and so on. For young learners, the physicality of transferring information from one place to another through writing is important for long-term memory retention of sound-spelling correspondences, words and structures. In the higher levels, *Backpack* builds upon the skills and understanding of the writing process acquired at the lower levels, including work with the parts of a paragraph, paragraph function, unity and so on. By the end of the series, students are capable of tasks that require several paragraphs. As students write, they gain awareness of different types of writing as well as the different stages of the writing process.

Pre-writing: Students require many opportunities to practise planning strategies such as brainstorming, using word maps, Venn diagrams and outlines.

Writing: When writing their first drafts, students should be encouraged to focus on content and successful communication of the message over grammatical and mechanical perfection. While these latter two are worthy goals, first drafts are really a place to start, a way to help the students get down words on paper in an organised fashion. As they write, students learn the importance of an introductory statement that identifies the main idea of the passage (the topic sentence), how to support that sentence with examples or details (the body, made up of supporting sentences), and how to write a concluding statement that sums up the main idea in different words (the conclusion). Reading passages in the units can serve as additional models.

Editing/Rewriting: First drafts are followed by second and often third drafts. Remind students at this point that even famous

Teaching Tips and Techniques, *continued*

authors write many drafts before they consider their work ready for presentation. Almost no one produces his or her best work in just one try! At this stage, it is appropriate to focus on accuracy of facts, interest level of the content and clarity of organisation. Word choice may be discussed, as well as the addition, deletion or rearrangement of information in order to produce a coherent, unified passage. Last comes attention to mechanics (spelling, paragraph conventions and capitalisation).

You may want to introduce the concept of peer editing, in which students comment on each other's work and give useful feedback. Peer editing is valuable because it builds students' awareness of what is relevant, accurate and appropriate when writing. This feedback on the content and organisation of student drafts not only provides additional opportunities for meaningful use of English, but also enables learners to begin to see how others (the audience) see their writing. After students have looked at each other's papers, ask them to confer to explain their reactions to the written piece. Make sure the students acting as "editors" say what they liked about the piece, what they wanted to know more about and what confused them. Positive suggestions for improvement are then appropriate.

Presentation: Presentation consists of the "publication" of the written product. This may be the handing in of the written work to the teacher, the reading of the written work to the class, the sharing of the work in small groups, the display of the work on the notice board or the classroom wall, the inclusion of the work in a class newspaper or class-produced book, or posting on a website dedicated to student work. It is at this point that the students will feel the excitement and personal satisfaction of communicating their thoughts through writing.

Evaluation: You may evaluate and mark separate pieces of writing, but the most effective tool in helping writers measure and understand their progress is the writing portfolio: a folder of each student's written work. When applicable, students should be allowed some input as to which pieces remain in their portfolios for evaluation. Portfolios contain more than final drafts; there may be outlines, word maps, diary entries, rough drafts, paragraphs, letters, poems, copies of group-produced work and whatever else the students have been assigned as tasks. The teacher and the student together review the work and track the student's development, difficulties, and improvement in all parts of the writing process.

Assessment Checklist

The Student Oral Assessment Checklist

Evaluating Oral Proficiency: It is important to evaluate the students' oral proficiency in settings that are relaxed and tension-free. For all practical purposes, this means that students need to remain unaware that they are being evaluated on their oral performances. This can be achieved by involving the students in a variety of oral activities and by circulating around the room listening to them as they work through the activities. Activities that work well in this regard include information gaps, retelling stories, summarising, presentations of projects, oral reports, role-plays, games and discussions resulting from "envelope activities" in which students in groups draw a slip of paper out of an envelope and talk about the topic written on the slip of paper. To monitor the students' performance in such a way that they remain unaware of assessment, walk slowly around the

classroom as the students work on their communication tasks. You may want to have a pencil and notebook with you, but it must not be obvious that you are either taking notes or using a rubric or giving a mark based on what you are hearing. Pause, standing to the side of the student or pair of students you are evaluating. You may even want to turn your back on the student you are actually listening to so that the student remains involved in the task and does not focus attention on you.

To use the Student Oral Assessment Checklist on page xix, duplicate the number of sheets needed. Write the unit number on the appropriate line and fill in the names of the students. Write the questions or tasks you plan to use in the spaces provided and then record your assessment of each student's proficiency in them. Use the key provided on the sheet (*x = not achieved*, *p = progressing*, *a = achieved*) or the equivalent number score from the table below.

Oral Language Assessment	
Score	Competency Levels
1 (not achieved)	a. uses few of the target language items b. uses basic structures with many errors c. frequently responds inadequately or inappropriately
2 (progressing)	a. uses a fair amount of the target language items b. uses basic + target structures with more than occasional errors c. sometimes responds inadequately or inappropriately
3 (achieved)	a. uses most or all of the target language items b. uses basic + target structures with occasional errors c. usually responds adequately or appropriately

Assessment Checklist, *continued*

The Student Oral Assessment Checklist

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Unit

a = achieved

x = not achieved

p = progressing

Questions/tasks

[illegible]

Learning Strategies and Critical Thinking Skills Checklist

Choose the strategies and skills you plan to work with during the school year, and keep track of your progress by ticking the columns as you move across the stages.

Strategy/skill	Presented and modelled	Recycled	Evaluated	Comments
accessing prior knowledge				
analysing				
associating				
brainstorming				
clarifying				
classifying				
comparing				
contrasting				
defining				
doing research				
drawing conclusions				
working out meaning from context				
focusing				
generalising				
goal setting				
inferencing				
listing				
memorising				
note taking				
noticing				
predicting				
problem solving				
ranking				
retelling				
sequencing				
summarising				
translating				
using tables and charts				
visualising				

Testing Materials

Placement Test

You may be unsure of some of your students' levels of English. The guidelines on this page and the Placement Test on pages xxiv–xxv will help you place your students at the appropriate level of *Backpack*.

Guidelines for Placement

Before making a decision about a student's placement, you might want to talk to the student's other teachers and perhaps his or her parents. Try to avoid pressure to place an older student in a level that is too advanced for him or her. Language facility is not completely age-related. If at first a student must be put into a class with younger students, you might want to make an extra effort to move the student forward in his or her development of the language so that he or she can move into a class with students who are the same age.

If one student knows more English than other students, you might want him or her to stay in the class with the students in his or her age group; however, you can use that student as a "resource person" in the classroom. For example, you can ask that student to help you demonstrate dialogues and games, be a small group leader or do extra activities that are more advanced.

Guidelines for Testing

Try to make the testing conditions as relaxed as possible since this may be viewed by the student as a threatening experience. Do everything you can to lessen the tension. Smile, sit down at the student's level and use a conversational approach.

If you and the student speak the same language, converse for a short time in that language. Then ask in English, "Do you speak English?" If the student answers "Yes," ask questions such as: *How old are you? Where*

do you live? How many brothers have you got? How many sisters have you got? What day is it today? If the student cannot begin to answer these basic questions, he or she should begin the Starter level of *Backpack*. If the student answers your questions correctly and with very little difficulty, go on to the Placement Test on pages xxiv–xxv.

While the student is taking the Placement Test, you should observe his or her behaviour. If you see that the student is experiencing frustration, you may want to stop the test.

If a student answers more than seventy-five per cent of the items correctly, you could consider giving the student the Placement Test in the next level of the Teacher's Book.

Procedures for Testing

The Placement Test on pages xxiv and xxv can be administered to one student or to a group of students. Duplicate a copy of the test for each student and make sure each student has a pencil and coloured crayons. Then ask the questions and give students time to mark their responses on the paper.

Placement Test for Starter Level

1: Listen and circle.

1. pencil
2. bathroom
3. eyes
4. trousers
5. game
6. firefighter

2: Listen and circle.

1. running
2. monkey
3. sandwich
4. triangle
5. eight
6. nine

Unit Tests

The tests on pages xxvii–xxxv are individual Unit Tests for the students to take at the end of each unit.

Unit 1 Test

Listen and circle.

1. crayon
2. teacher
3. glue
4. three
5. two circles

Unit 2 Test

Listen and circle.

1. father
2. sister
3. bedroom
4. kitchen
5. one square

Unit 3 Test

Listen and circle.

1. nose
2. eyes
3. arms
4. five triangles
5. four

Unit 4 Test

Listen and circle.

1. jacket
2. sweater
3. T-shirt
4. umbrella
5. rectangle

Unit 5 Test

Listen and circle.

1. car
2. teddy bear
3. game
4. seven circles
5. six

Unit 6 Test

Listen and circle.

1. He's a dentist.
2. She's a doctor.
3. She's a shopkeeper.
4. There are eight triangles.
5. nine

Unit 7 Test

Listen and circle.

1. She's sliding.
2. He's kicking.
3. He's jumping.
4. He's climbing.
5. There are ten squares.

Unit 8 Test

Listen and circle.

1. It's a monkey.
2. It's a seal.
3. It's a little lion.
4. The birds are flying.
5. The cats are eating.

Unit 9 Test

Listen and circle.

1. apple
2. biscuit
3. ice cream
4. banana
5. sandwich

Review Tests

The tests on pages xxxvi–xli are Review Tests for the students to take after completing Units 3, 6 and 9.

Units 1–3 Review Test

1: Listen and circle.

1. scissors
2. bedroom
3. brother
4. ears
5. happy
6. triangle

2: Listen and colour.

1. yellow
2. brown
3. red
4. green
5. black
6. blue

3: Count and draw lines to match.

1. five
2. two
3. three

Units 4–6 Review Test

1: Listen and circle.

1. sweater
2. It's cold.
3. doll
4. teddy bear
5. He's a doctor.
6. rectangle

2: Listen and colour.

1. pink
2. orange
3. white
4. green
5. purple
6. black

3: Count and draw lines to match.

1. seven
2. nine
3. six

Units 7–9 Review Test

1: Listen and circle.

1. She's swinging.
2. He's climbing.
3. fish
4. It's a big elephant.
5. cake
6. sandwich

2: Count. Write the number.

1. seven
2. ten
3. four

3: Listen and circle.

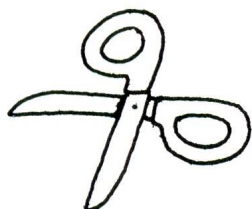
1. six
2. eight
3. one

Placement Test

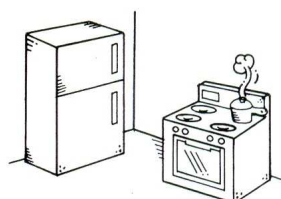
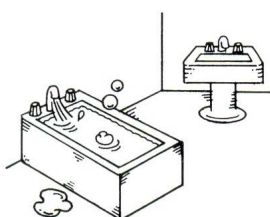
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1. Listen and circle.

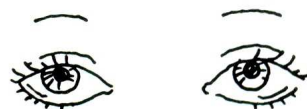
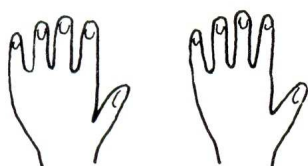
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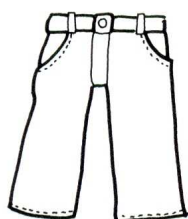
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3.



4.



5.



6.



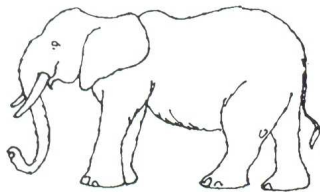
Placement Test

2. Listen and circle.

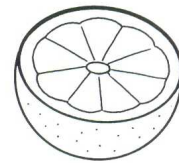
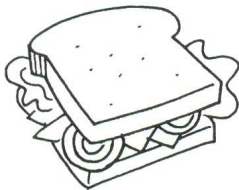
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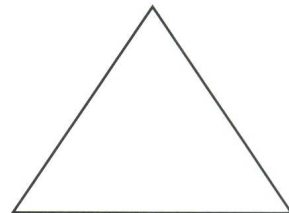
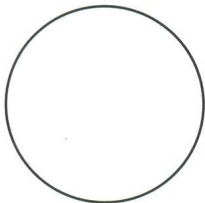
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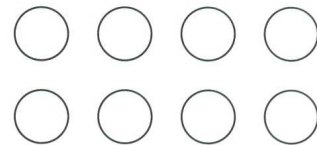
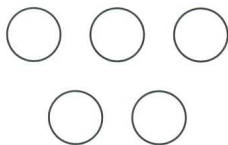
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4.



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6.

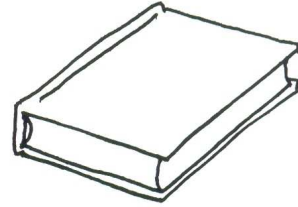


Unit 1 Test

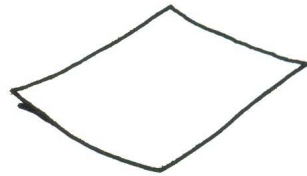
Name _____

Listen and circle.

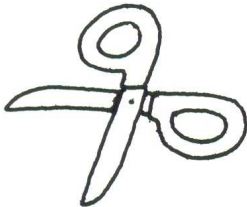
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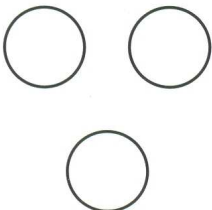
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4.



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Unit 2 Test

Name _____

Listen and circle.

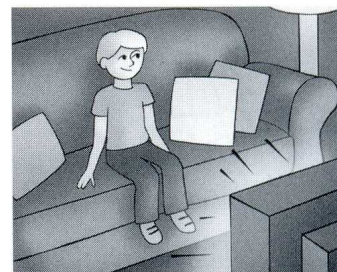
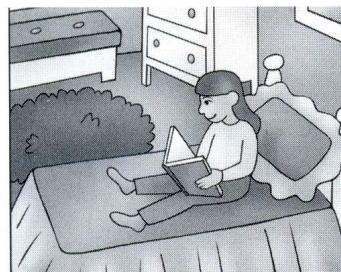
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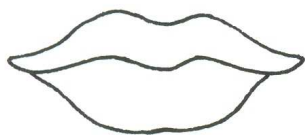
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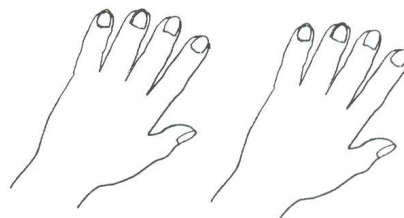
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Listen and circle.

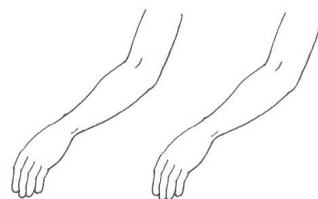
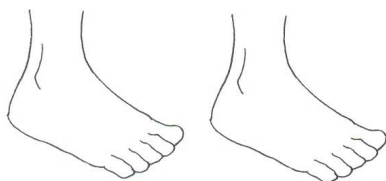
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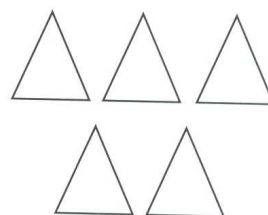
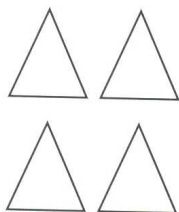
2.



3.



4.



5.

3

4

5

Unit 4 Test

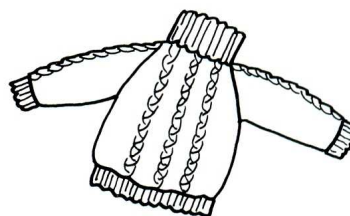
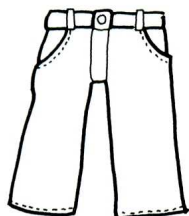
Name _____

Listen and circle.

1.



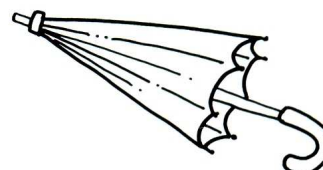
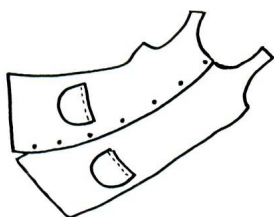
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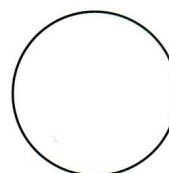
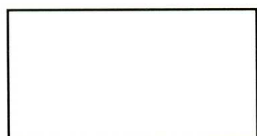
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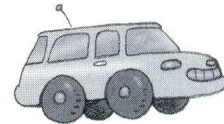
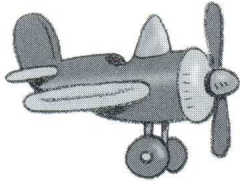


Unit 5 Test

Name _____

Listen and circle.

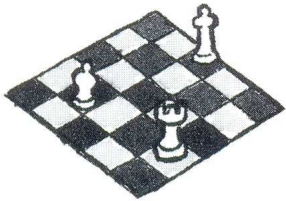
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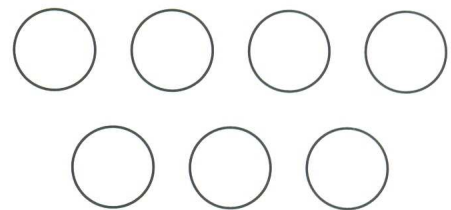
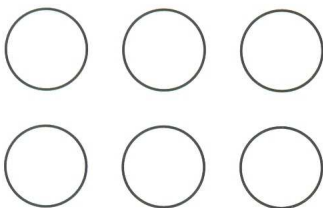
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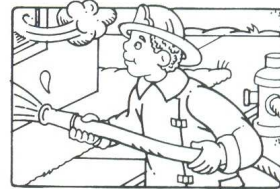
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Unit 6 Test

Name _____

Listen and circle.

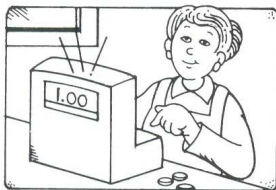
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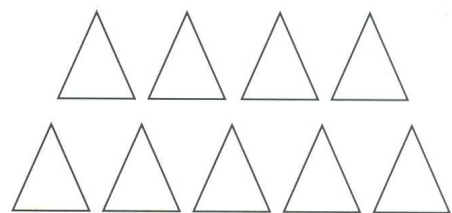
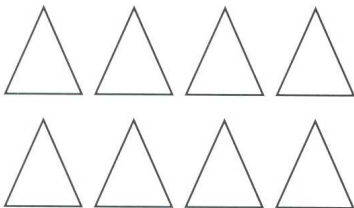
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3.



4.



5.

7

8

9

Unit 7 Test

Name _____

Listen and circle.

1.



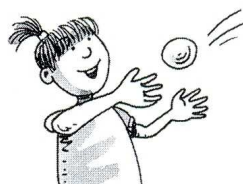
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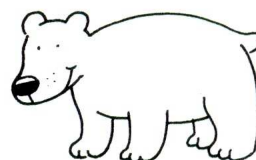
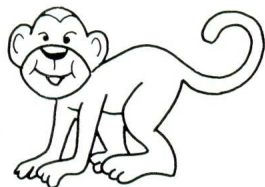
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Unit 8 Test

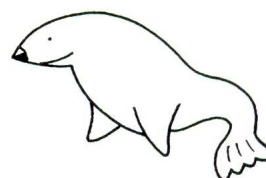
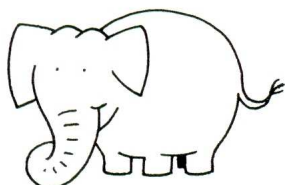
Name _____

Listen and circle.

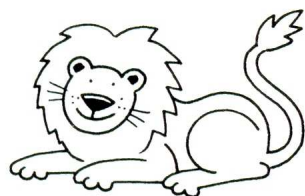
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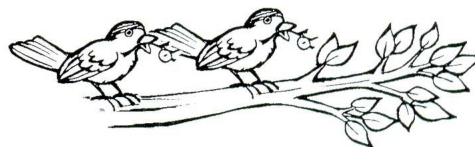
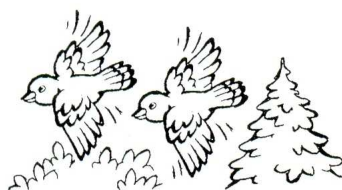
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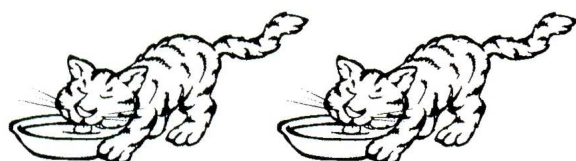
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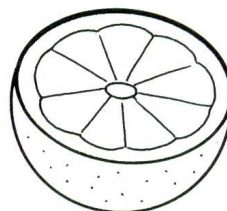
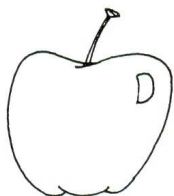


Unit 9 Test

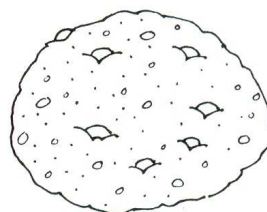
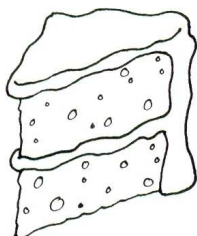
Name _____

Listen and circle.

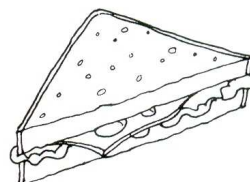
1.



2.



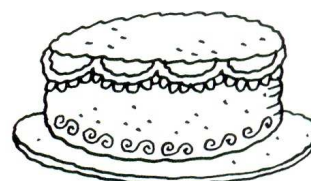
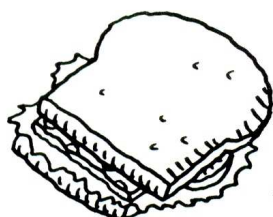
3.



4.



5.

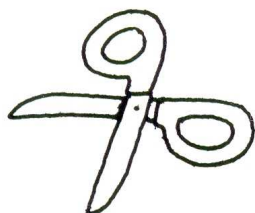


Units 1–3 Review Test

Name _____

1. Listen and circle.

1.



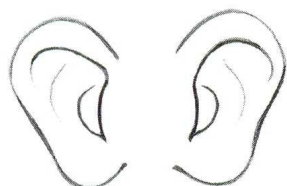
2.



3.



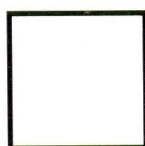
4.



5.



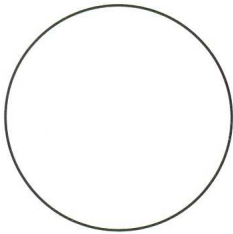
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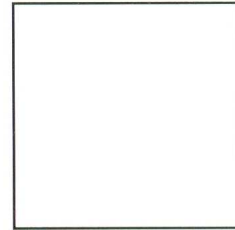
Units 1–3 Review Test

2. Listen and colour.

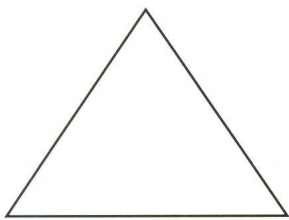
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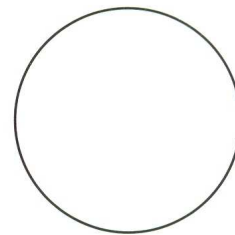
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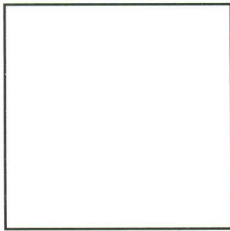
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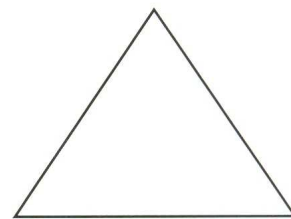
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5.

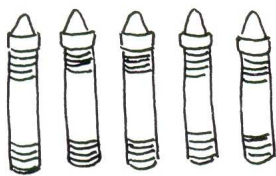


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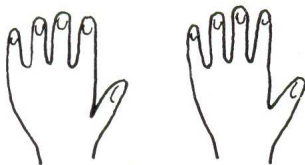


3. Count and draw a line.

1.



2.



3.



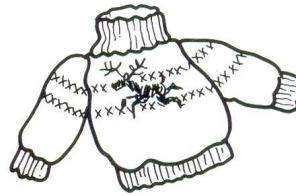
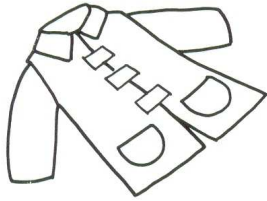
1
2
3
4
5

Units 4–6 Review Test

Name _____

1. Listen and circle.

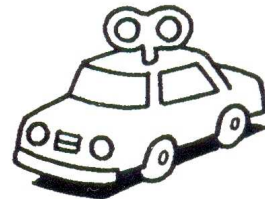
1.



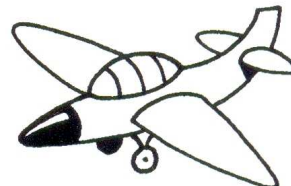
2.



3.



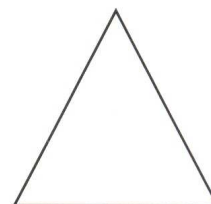
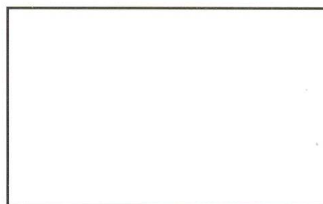
4.



5.



6.



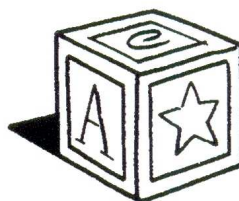
Units 4–6 Review Test

2. Listen and colour.

1.



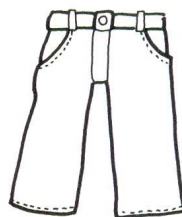
2.



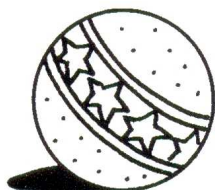
3.



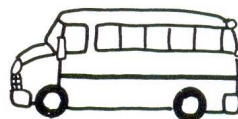
4.



5.

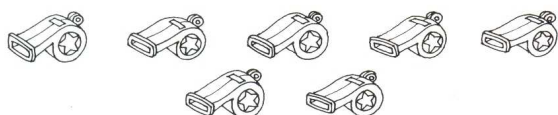


6.



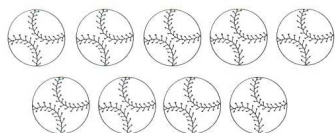
3. Count and draw a line.

1.



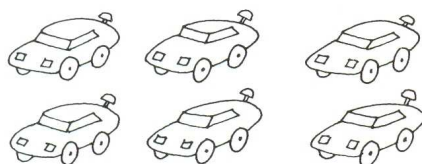
6

2.



7

3.



8

9

Units 7-9 Review Test

Name _____

1. Listen and circle.

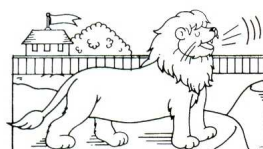
1.



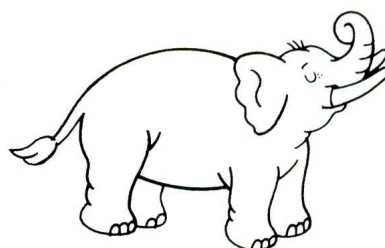
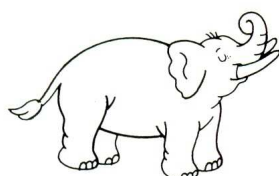
2.



3.



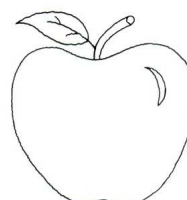
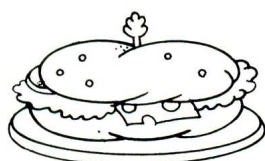
4.



5.



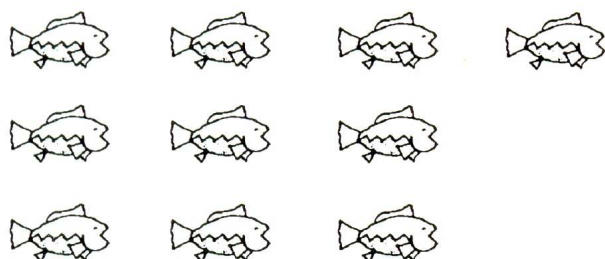
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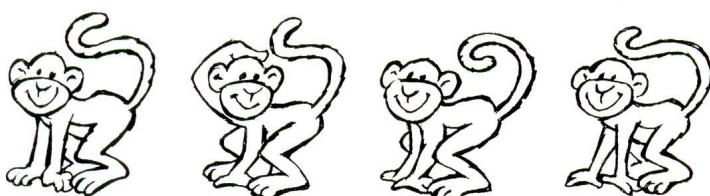


Units 7–9 Review Test

2. Count. Write the number.

1.  _____

2.  _____

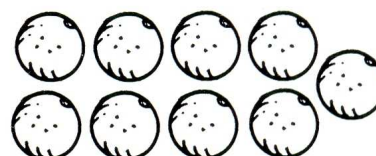
3.  _____

3. Listen and circle.

1. 



2. 



3. 



In the Beginning

Class Atmosphere

It is very important to put your students at ease as soon as possible and to let them know that their English classroom is a fun, comfortable and exciting place to be. Be as friendly and supportive as possible the first day. Structure your first class in such a way that students can get to know their classmates, review some of the English they know, gain some familiarity with their new textbook and set some learning goals and classroom rules for the year, with your help. End with a rousing version of the Backpack Song on the opposite page.

Getting Acquainted Activities

For younger learners, a fun and simple way to begin is to provide each student with a sticker, colour label, geometric shape or coloured index card. You will use these to put students in pairs and groups for different activities throughout the class. For example, you could say *All students with a monkey sticker/red dot/triangle/blue card get into groups* or *All students with a cat sticker find a partner with a mouse sticker*. Once students are paired or grouped, you can ask them to find out each other's names, where they live, if they have brothers and sisters, if they have a pet, what their favourite food/music/toy/sport/TV programme is, and so on. They can then report back to the class or change groupings and repeat the procedure.

For older learners, the following game is popular.

The Letter Game: Ask all the students to fold a piece of paper in half. On the outside, the students write their names. On the inside where the words can't be seen, they write three words that begin with the same letter as their names: one item they like to eat, one thing they like to do and a one-word self-description. For example, a girl named Susan might write *soup*, *swim* and *shy*. When the students have finished writing, they clip or tape their papers to their clothing so that their names can be seen. At a signal, all the students circulate around the room, trying to guess what the other students have written on the inside of their papers. When a student guesses correctly, he or she sits down. The game continues until all the students have been able to guess and sit down, or until time is called.

General Review

Use a variety of games, posters or picture cards to review the English that the students learned the previous year. Keep the pace rapid and the review light-hearted and fun.

The Backpack Song

Play the audio a couple of times while students listen with their books closed. Then ask them to follow with their books as they listen again. When you feel the students are comfortable, encourage them to sing the song as a group. You may want the students to clap or click their fingers as they sing. Play the song often throughout the school year for enjoyment.

Backpack Song

It's time to open **Backpack**
and see what we can see.
We'll have lots of adventures.
Explore **Backpack** with me!

Backpack is full of fun things
we use each day in school.
Stories, puzzles, songs, and games-
Backpack is really cool!

It's time to open **Backpack**
and see what we can see.
We'll have lots of adventures.
Explore **Backpack** with me!

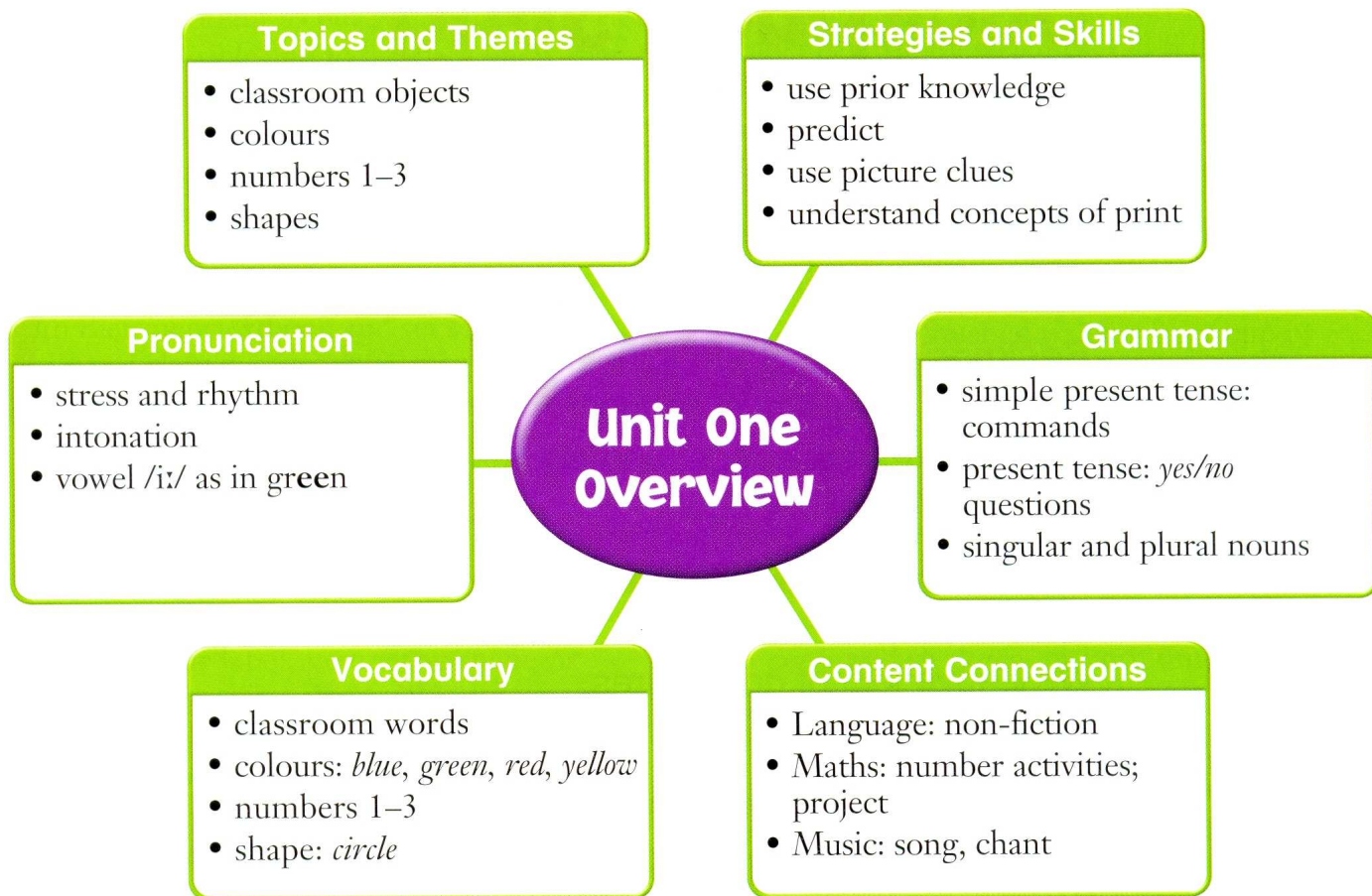
Backpack is full of fun and facts,
projects and pictures, too.
We're learning English, we're never bored.
There are great new things to do!

It's time to open **Backpack**
and see what we can see.
We'll have lots of adventures.
Explore **Backpack** with me!



UNIT 1

Fun in Class



Key Vocabulary

School	Colours	Numbers	People
book chair crayon glue marker paper pencil scissors	blue green red yellow	one two three	children friends teacher
		Shape circle	

General Preparation

Prepare before teaching the unit by reading through all the material and collecting the necessary supplies and components. Make sure audio and video equipment is in working order and ready to use.

Teaching Checklist

Component	<input checked="" type="checkbox"/> I Plan to Use
1. Workbook, Unit 1	<input type="checkbox"/>
2. Flashcards	<input type="checkbox"/>
3. Video, Unit 1	<input type="checkbox"/>

Noticeboard Ideas

Title the noticeboard display *Things in Our Classroom*. Display realia or pictures of items mentioned in the unit. Include examples of the colours blue, green, red and yellow and a variety of differently sized circles cut out of coloured paper. Invite students to draw their own pictures of these items and display them next to the originals.

For another display, invite children to create groupings of one, two or three things. They could draw pictures or make bundles of crayons, ribbons or straws. Display their work in three columns entitled *1, 2, 3*. You could also write the number words (*one, two, three*) under each number on the display.



Home-school Link

Make a picture checklist of featured classroom items such as pencils, glue, crayons, paper, markers and scissors. Ask students to work with a family member to make a list of the items they have got at home. The next day, review vocabulary as students report what they found at home.



Little Book: *One, Two, Three*

Summary: Three children haven't got enough chairs. The teacher helps them solve their problem.

Workbook Tapescripts

Page 1: 1. Listen and colour. (Play the song.)

Page 3: 3. Listen and colour.

Colour the circles.

red, yellow, green, blue, red, yellow, green, blue

Page 4: 4. Count. Circle and say. Listen and check.

1. two: two markers
2. one: one crayon
3. three: three books
4. one: one circle
5. one: one teacher
6. three: three pencils

Page 7: 6. Glue. Listen and play Bingo.

circle
book
pencils
glue
teacher
scissors
marker
crayons
paper

Page 8: 7. Listen and chant. Draw a line to match. (Play the chant.)

Page 10: 11. Listen and circle.

- | | |
|------------|----------------|
| 1. crayon | 4. scissors |
| 2. pencil | 5. two circles |
| 3. teacher | |

Workbook Instructions and Answers

Page 1

- Act. 1: Students listen to and sing the song. They colour each circle in red or yellow.
- Act. 2: Students colour each picture in red or yellow and cut out the pictures. As students sing the song, they hold up the yellow pictures for verse one, and the red pictures for verse two.

Page 3

- Act. 3: Play the audio or read the tapescript. Students colour in each circle based on what they hear: red, yellow, green, blue, red, yellow, green, blue. They follow the pattern on their own to colour in the last circles.

Page 4

- Act. 4: Students count the number of items in each picture. They circle the correct number for each one and say the number of items and the item name. They listen to the audio to check their work: two markers, one crayon, three books, one circle, one teacher, three pencils.

Page 5

- Act. 5: Students colour and cut out the cards. They glue them in any order onto page 7 for Activity 6.

Page 7

- Act. 6: Students choose where to glue the cards they have cut out from page 5. Play the audio or read the tapescript. When students hear an item, they place a marker on their cut-out on the board. When they get three in a row, they say *Bingo!*

Page 8

- Act. 7: Students listen to and say the chant. They draw lines to match upper and lower case letters.
- Act. 8: Students trace the letters and write them.

Page 9

- Act. 9: Students count the items in each box and draw a line to the corresponding number. They say the number and item: *two chairs, three children, one teacher.*
- Act. 10: Students draw a face to show how much they liked the story.

Page 10

- Act. 11: Play the audio or read the tapescript. Students listen and circle the answer: 1. crayon 2. pencil 3. teacher 4. scissors 5. two circles.

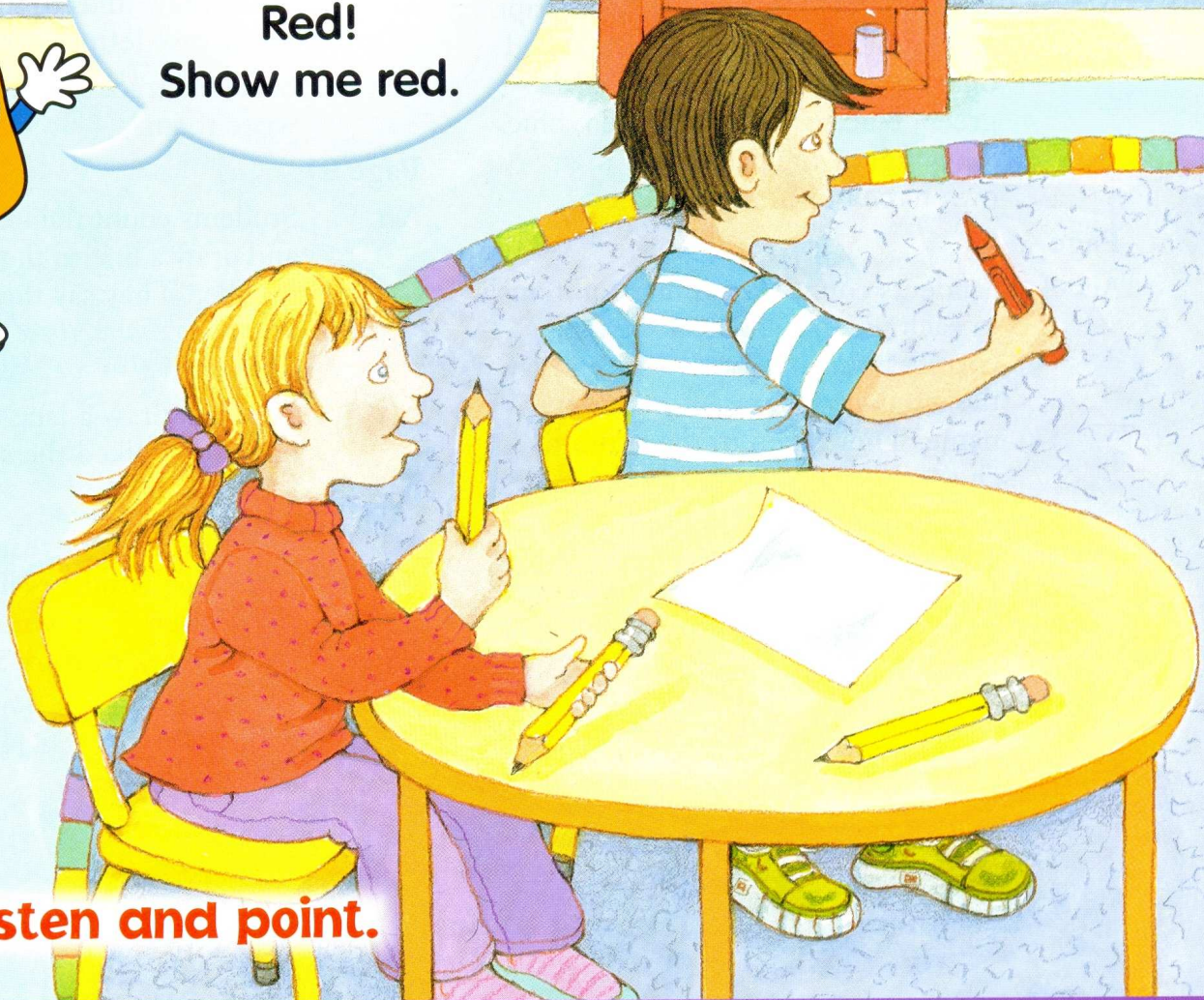
UNIT 1

Fun in Class

1

Listen and sing.

Yellow!
Yellow!
Show me yellow.
Red!
Red!
Show me red.



2

Listen and point.

1.



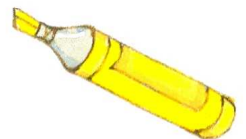
2.



3.



4.



Objectives

- to understand commands
- to identify the colours *red* and *yellow*
- to identify classroom items
- to sing a song
- to use stress, rhythm and intonation
- to answer *yes/no* questions
- to use the simple present tense

Vocabulary

nouns: book, crayon, glue, marker, paper, pencil, scissors, teacher

verbs: be (*is*), show

pronouns: it, me

adjectives: red, yellow

Materials

- cassette or CD player
- cassette or audio CD
- pictures and/or realia of classroom items

Warm Up/Presentation

Creating Interest

Do one or both of the following to build up students' curiosity about the unit.

Pretend. Prepare a box containing the following items: a crayon, a small book, a marker, a piece of paper, a pencil, a pair of scissors and a bottle of glue. Shake the box and invite a volunteer to close his or her eyes and choose something from it. Then as you and the student hold up the item, gesture for the rest of the class to pretend to use it. Repeat with other volunteers until all the

items have been used. Set the box aside for later. Then ask students to guess what this unit might be about.

Stand up. Walk around the room and tap all students who have something yellow. Direct each one to stand by saying and gesturing *Stand up*. Ask the class what these students have in common. If necessary, give them a hint by pointing to the yellow items. Repeat for the colours blue, green and red.

Activity Listen and sing.

1. Say to the class *Show me yellow*. Pretend to look around and then gesture to something yellow as you smile and say *yellow*. Repeat with *red*. Then invite the class to participate by saying *Show me yellow*. Students can point to something they are wearing or something they have on their desk. Repeat for *red*.
2. Say *Listen* and point to your ear or pretend to put on headphones. Then introduce the word *sing* by singing. Repeat several times in a game-like manner, encouraging student participation.
3. Direct students' attention to the picture on pages 2–3. Use picture clues to help them guess what the song might be about. (In the picture, the children are each showing something red or yellow.) Keeping the books closed, play the song once so students can listen.
4. Play the song a second time, inviting students to point to something yellow or red at appropriate times in the song. Play the song again if necessary.
5. When students feel comfortable, ask them to sing the song. You could get groups to alternate verses so the first group sings the first verse while the second group follows their directions and points to something yellow. Then they swap over.

Activity Listen and point.

1. Distribute pictures or realia of classroom items to students so everyone has one thing. Bring out the box of items from Creating Interest. Invite a volunteer to pick from the box. Guide him or her to hold up the item for the class to see by saying *Hold up the pencil*. You might act this out the first few times. Then repeat the command for students at their desks: *Hold up the pencil*. Students with pencils (or pictures of them) should hold them up. Repeat for all the items in the box.
2. Point out the picture dictionary at the bottom of pages 2–3. Play the audio or read aloud the names of the items a few times and ask students to point to each one and repeat after you each time.

Tapescript: 1. book 2. crayon 3. glue 4. marker
5. paper 6. pencil 7. scissors 8. teacher

3. Say the name of each item again and ask students to point to an example of it in the big picture. Repeat the activity as needed.

Language presentation. Direct students' attention to the Backpack mascot and her speech balloon. Point to something yellow as you read aloud the question *Is it yellow?* Nod your head as you answer *Yes, it is*. Then point to something that is not yellow as you ask *Is it yellow?* Shake your head as you answer *No, it isn't*. Point to other items in the classroom and invite students to respond together. Some may feel more comfortable using one-word answers *yes* or *no*. Then repeat the *yes/no* question to talk about the colour red and classroom items. You can ask the following questions. Eventually, students should come up with the questions on their own.

Is it yellow?
Is it red?
Is it a book?
Is it a crayon?
Is it a marker?
Is it a pencil?
Yes, it is.
No, it isn't.



Workbook page 1 may be given now. Directions and answers are on page T1D.



Extension Activities

Pronunciation: intonation of questions.

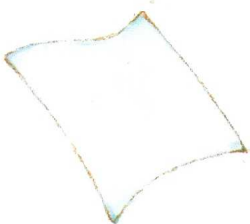
Ask the question *Is it yellow?* Ask students to repeat. Then say *It's yellow*. Draw students' attention to the different intonation used for questions and answers. *Yes/no* questions end with a rising intonation. Then play the audio or read aloud the questions below. Get students to repeat as necessary.

Is it yellow?
Is it red?
Is it a book?
Is it a marker?

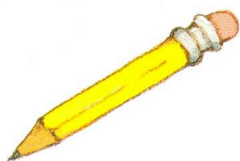
Grammar point. To ask about the vocabulary word *scissors*, you will need to use the plural question form: *Are they scissors?* To ask about the vocabulary word *teacher*, you will need to introduce the pronouns *he/she*: *Is she/he a teacher?* If you feel this additional language is too much of a burden for your students, practise these words using only simple commands, such as *Show me the scissors*. *Point to the teacher*.



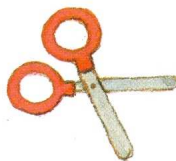
5.



6.



7.

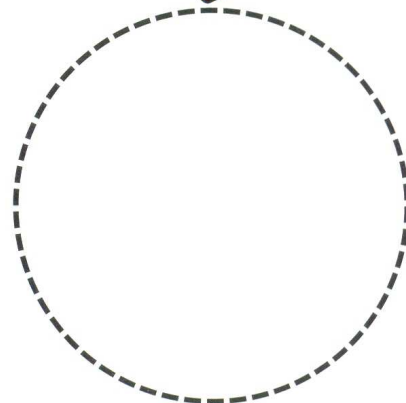
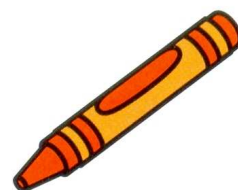
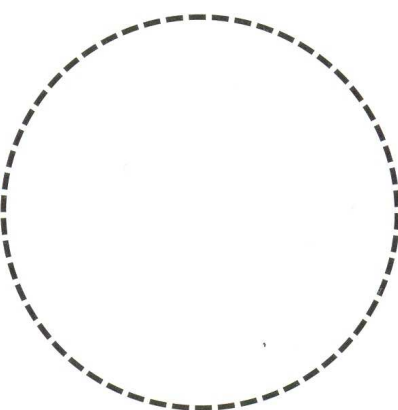


8.



3 Trace and colour. Say.

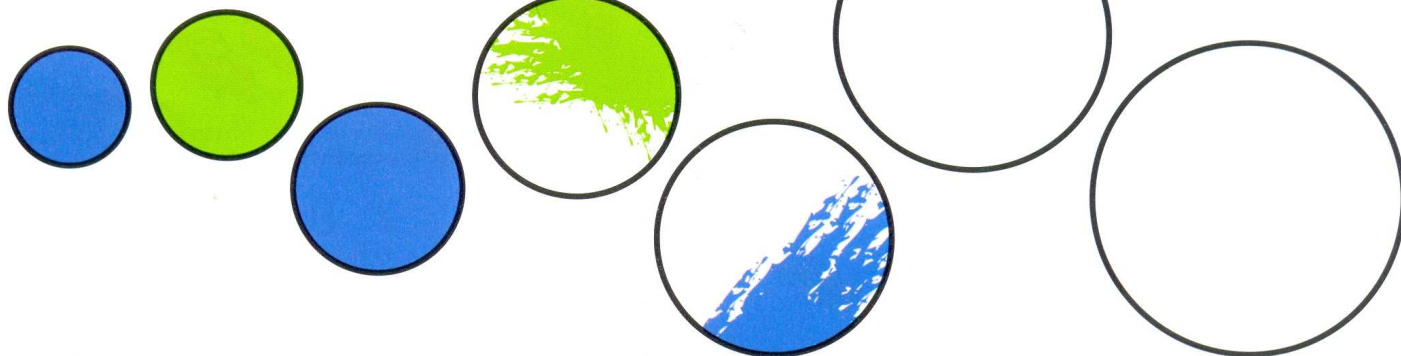
Circle!



4 Listen and point. Colour and say.



Blue circle,
green circle...



Objectives

- to understand commands
- to identify and trace circles
- to identify *blue, green, red* and *yellow*

Vocabulary

noun: circle

adjectives: blue, green, red, yellow

Materials

- cassette or CD player
- cassette or audio CD
- paper circle
- blue and green crayons

Presentation

Activity 3 Trace and colour. Say.

1. Make a paper circle. Hold it up and say *circle*. Then invite a group of volunteers to stand in different areas of the room. Ask the rest of the class to put their heads down on their desks so they can't see.
2. Give the circle cut-out to one of the volunteers and give the other volunteers plain pieces of paper. Ask them all to hide their pieces of paper behind their backs.
3. Then ask the class to lift up their heads and try to guess which standing student has the circle. Students can take turns gesturing toward a standing volunteer and asking *Is it a circle?* The student then shows his or her paper. If it isn't the circle, everyone says *no*. If it is the circle, then everyone says *yes*.
4. Draw students' attention to Activity 3. Read aloud the directions. Make sure students know they are to trace the circles and colour them in yellow and red.
5. When they have finished tracing and colouring, invite students to point to their circles, follow the mascot's example, and say *circle* (or *yellow/red circle*).

Activity 4 Listen and point. Colour and say.

1. Play and sing the unit song and ask students to point to objects around the room that are red or yellow. Then sing the song again, substituting the colours blue and green. Demonstrate pointing to something blue and then something green as you sing. Gradually get all the students to join in.
2. Draw students' attention to Activity 4. Read aloud the directions. Students will listen to the audio and point to the coloured circles as the colours are named. Then they will finish colouring in the circles by following the pattern (blue, green).
3. When they have finished, ask the students to name the colours as they point to their work.

Tapescript: blue circle, green circle, blue circle, green circle



Workbook page 3 may be given now. Directions and answers are on page T1D.

Extension Activity

Musical chairs. Set up eight chairs, back to back in two rows of four. Stick a blue, green, red or yellow circle to each one. Ask eight volunteers to each stand by a chair. Lead the rest of the class in singing the unit song. As the class sings, ask the volunteers to walk around the chairs. Remove one of the chairs, leaving seven chairs. Then stop the audio and signal for everyone to stop singing. At this cue, the volunteers all sit down. There will be one student who doesn't have a seat. Help this student name the colour shown on each chair. Then let him or her sit back down with the rest of the class. Repeat the game until there is one student left. Students can substitute *blue* and *green* for *red* and *yellow* when they sing.

Objectives

- to count to three
- to identify numbers 1–3
- to trace the numbers 1–3
- to use stress, rhythm and intonation
- to understand commands

Vocabulary

verbs: count, draw, trace

adjectives: one, two, three

Presentation/Practice

Activity 5 Count and trace. Say.

1. Use gestures as you sing the following chant over and over:
One, two, three! (count on your fingers)
Count with me!
Invite students to join in when they are ready.

2. Ask three students to stand up. Count the students as the rest of the class counts along with you.
3. Draw students' attention to Activity 5. Ask them to count each group of crayons with you and to trace the number that is by each group. Then organise the students to take turns at pointing to the crayons and saying how many there are.

Activity 6 Count and draw a line.

1. Draw students' attention to Activity 6. Read the directions and make sure students know they are to count each group of items and draw a line to the appropriate number. Point out that the first one has been done as an example.
2. Ask students to complete this activity on their own. You could ask them to check their work with a partner.
3. Challenge students to name the items in the pictures: glue, paper, markers.



Workbook page 4 may be given now. Directions and answers are on page T1D.

Extension Activities

Practise number concepts. Clap three times, counting as you do so. Ask students to copy you. Then jump twice, counting as you do so. Ask students to copy you. Then snap your fingers once, counting as you do so. Ask the students to copy you. Continue in this way, alternating the action and number.

Other actions you can do include shaking or nodding your head, tapping your foot, raising your hand and touching your toes.

Extend vocabulary.

1. Refer to pages 2–3 of the Student's Book. Draw students' attention to the numbers and dots on the blackboard. Encourage students to identify each one.
2. Count the tables, the number of children sitting at each table and the teacher.
3. Ask students to identify the colours they know in the picture.

Plurals. Hold up a pencil and say *pencil*. Then hold up two pencils and say *pencils*, emphasising the final *s*. Repeat with other classroom objects. You could use a chant like the following to provide extra practice:

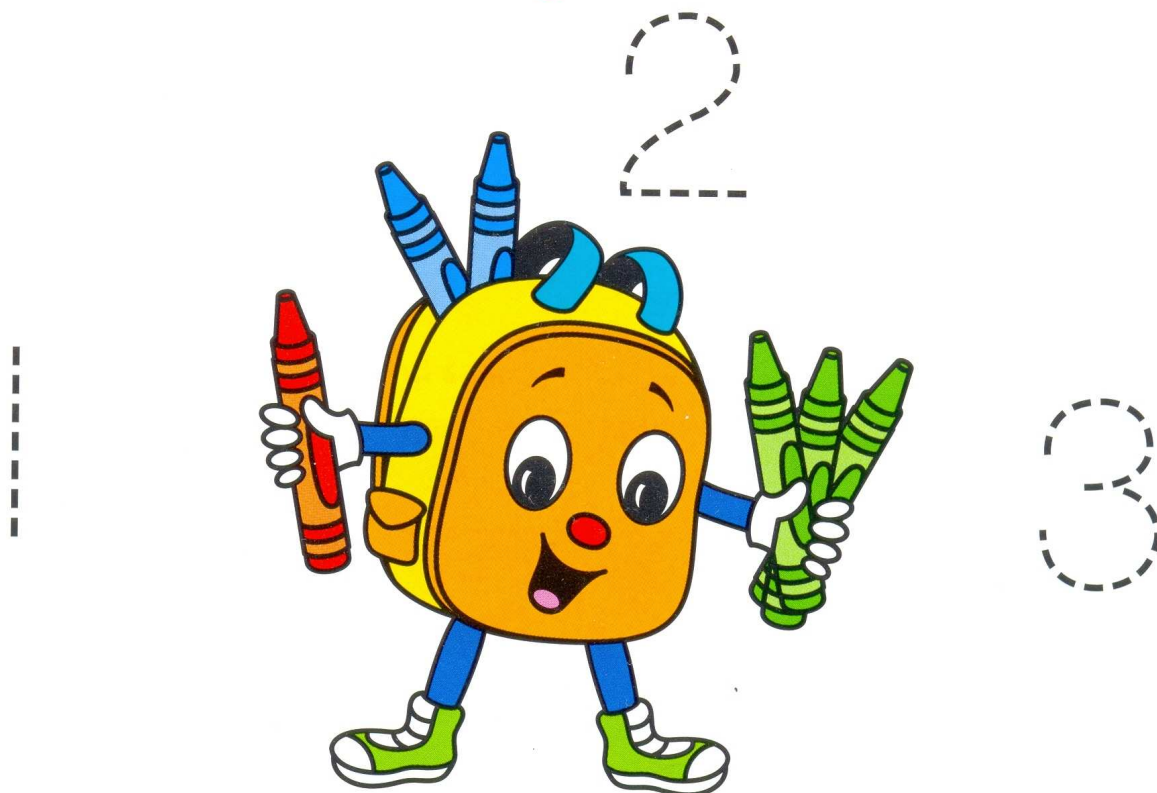
One pencil, one. (Hold up one pencil.)

Two pencils, two. (Hold up two pencils.)

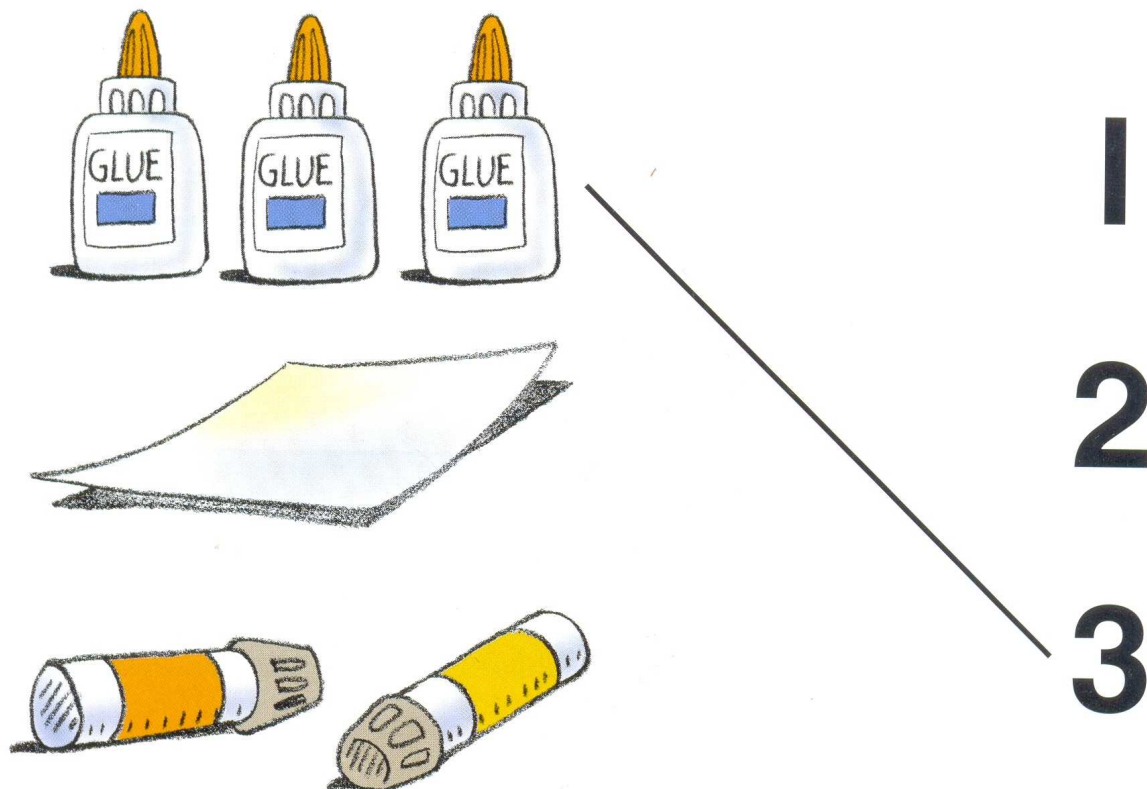
By myself I make one. (Point to yourself and then hold up one finger.)

When I'm with you, we make two! (Put your arm around a student and hold up two fingers.)

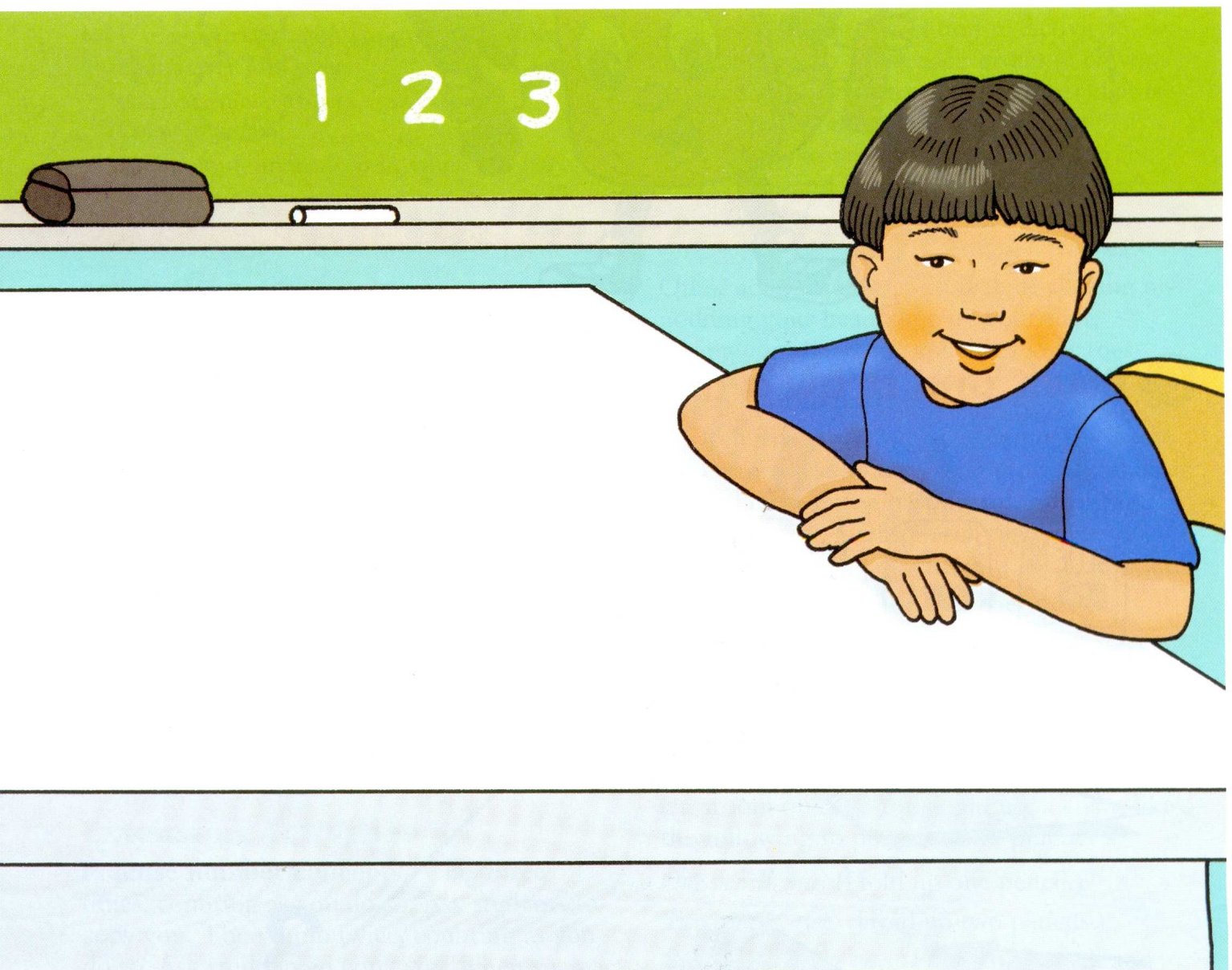
5 Count and trace. Say.



6 Count and draw a line.



7 Cut page 7.
Glue and say.



Objectives

- to identify colours
- to identify school items
- to use the simple present tense
- to identify and pronounce /i:/ as in green

Vocabulary

nouns: book, crayon, desk, pencil

verb: be (*is*)

adjectives: blue, green, yellow

pronoun: it

Materials

- scissors
- glue
- cassette or CD player
- cassette or audio CD

Practice

Activity 7 Cut page 7. Glue and say.

1. Point out the picture on page 6 and the cut-outs on page 7. Read the directions aloud and make sure students know they are to cut out the pictures from page 7 and glue them on the picture of the desk on page 6.
2. Direct students to cut out the pictures on page 7 and name each one (*green book, yellow pencil, blue crayon*). Now ask students to glue the cut-outs onto the boy's desk on page 6.
3. Point out the photograph in the top right-hand corner of the page of the student holding up his work. Read aloud the speech bubble *It's a blue crayon*. Invite students to talk about their own work following this example:

It's a blue crayon.

It's a green book.

It's a yellow pencil.



Workbook pages 5 and 7 may be given now. Directions and answers are on page T1D.



Extension Activities

Pronunciation: /i:/ as in *green*. Write the words *green*, *see* and *me* on the board. Read each word and ask students if they notice a common sound (the /i:/). Play the audio or

say the following, emphasising the /i:/ in each word. Invite students to repeat as necessary:

/i:/	/i:/	/i:/
green	teacher	see
This is green! (point to something green)		
This is me! (point to yourself)		
Green, me, green, me! (pointing)		
Tell me what can you see? (gesture to the audience and then to your eyes)		

Extend vocabulary. Point out and name other items in the picture on page 6, such as *boy, chalk* and *blackboard*. Help students to find the same items in your classroom.

Play the Please game. It is grammatically correct to say *Show me the book*. However, it is more polite to say *Show me the book, please* or *Please show me the book*. You can introduce the word *please* and play a game to reinforce its use. To play the game, students should respond to commands only when the word *please* is included. Start by using commands students already know, such as *Show me the book (pencil, scissors, paper), please*. Then give a command without saying *please*. Students who follow the command are out for the rest of the game. Use the word *please* regularly to model polite language use, and encourage students to use the word *please* when they ask for things.

Objectives

- to draw a classroom
- to identify classroom items
- to identify and produce the letters *A*, *B* and *C*

Vocabulary

nouns: alphabet; book, crayon, glue, marker, paper, pencil, scissors, teacher

Materials

- cassette or CD player
- cassette or audio CD
- index cards
- clay or modelling material

Practice

Activity 8 Draw your classroom.

Read the directions and make sure students understand that they are to draw a picture of their classroom. Prepare for the activity by brainstorming the things they might include in their drawings. Invite students to present their work to the class. They can use the example on page 6 as a model: *It's a blue crayon.*

ABC Practice

Use the alphabet practice activities in the Teacher's Book and Workbook to help students learn the letters of the alphabet.

1. On the board, write the following upper and lower case letters: *A*, *a*, *B*, *b*, *C*, *c*. Then write the names of some students in the class. Choose names that include at least one of the target letters. Ask students to come to the board and draw lines matching individual letters to letters in names. As they do so, say each letter and invite the class to repeat it after you. Point out that the first letter in each name is bigger than the others. It's called an *upper case* letter. The other letters are called *lower case*.
2. Invite students to listen as you play the recording or sing the chant. Play it a second time as you point to the letters on the board as they are named in the chant. Play it a third time and invite students to chant along.

There are three letters that I know.

Say them with me!

Here we go!

A to the a!

B to the b!

C to the c!

A, B, C!

3. Distribute cards with the letters *A*, *a*, *B*, *b*, *C* and *c* on them. As students chant, they can hold up the appropriate cards. Alternatively, you can pause after the fourth, fifth and sixth lines and get students to find a partner with the same letter.
4. Practise making and saying the letters using clay or modelling material. Once students have practised in this way, help them to trace and write the letters using



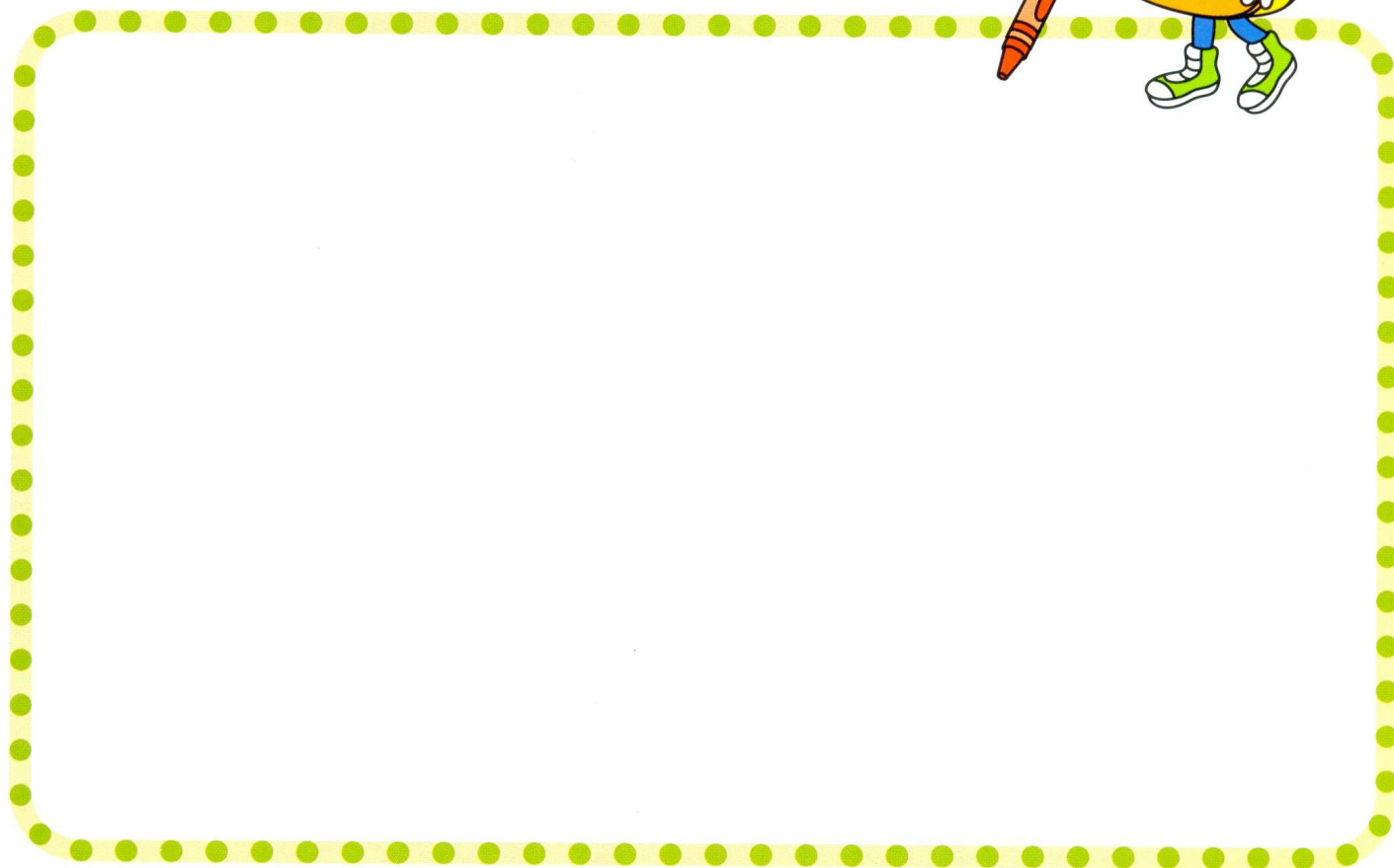
Workbook page 8.

Workbook page 8 may be given now. Directions and answers are on page T1D.

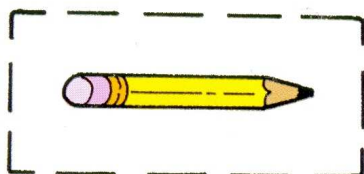
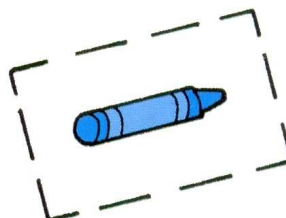
Extension Activity

Start a class Alphabet Book. Print the letters *Aa* on a large sheet of paper or thin card. Glue pictures of objects that start with *A*. Do the same for *Bb* and *Cc*. For example, *apple*, *ant*, *biscuit*, *book*, *backpack*, *crayon*. Add to the Alphabet Book as students learn more words and letters throughout the year.

8 Draw your classroom.



Cut-outs for Activity 7 ✂



Objectives

- to listen and read for enjoyment
- to make predictions
- to follow a pattern
- to identify concepts of print

Vocabulary

nouns: chair, children, friend
adjectives: one, two, three

Materials

- cassette or CD player
- cassette or audio CD

Summary

One, Two, Three: Three children haven't got enough chairs. The teacher helps them solve their problem.

Before Reading

1. Help students cut out pages 9–10 from their books. Show them how to make a Little Book by folding the page in half. Make sure all the books are ready before continuing.
2. Call three students to the front of the room. Ask them to sit in a line. Say *Point to one child*. Gesture for one child to stand as you say *I can see one child*. Repeat with two and three children. Then divide the whole class into groups of three and repeat the activity. Make sure that within each group, the right number of children are standing based on your command.
3. Repeat the above activity asking for chairs. Say to a volunteer *Point to one chair*. Gesture for the volunteer to point to one chair and say *I can see one chair*.
4. Preview the pictures for the first three pages of the story, commenting on each page and encouraging students to participate. For example, ask and answer: *What can you see? I can see a teacher. How many children can you see? I can see one child*. Don't show the last page.
5. **Reading strategy awareness: Making a prediction.** After students comment on the third page, ask if they see a problem (there are three children, but only two chairs). Students can use the facial expressions of the characters as a clue that there is a problem. Invite students to predict how the teacher and children will solve the problem.



During Reading

1. Invite students to relax and listen quietly as you play the audio or read the story aloud to them. Use gestures and point to the pictures to help with meaning. Explain that they can ask questions and talk about the story when you read it for a second time.
2. Read the story a second time. This time, encourage students to use gestures and point to pictures as you read. Students may also ask questions and comment on the story during this reading. Help them understand the new word *friends*.
3. **Reading development: Understanding concepts of print.** As you read the story a second time, take the opportunity to focus on the concepts of print, such as the parts of a book and directionality. Point to the title and author's name on the first page. Name each and read these aloud. Ask the students to repeat them. As you read the story, model tracking the text from left to right to reinforce the directionality of print.

One, Two, Three

by Yoko Mia Hirano

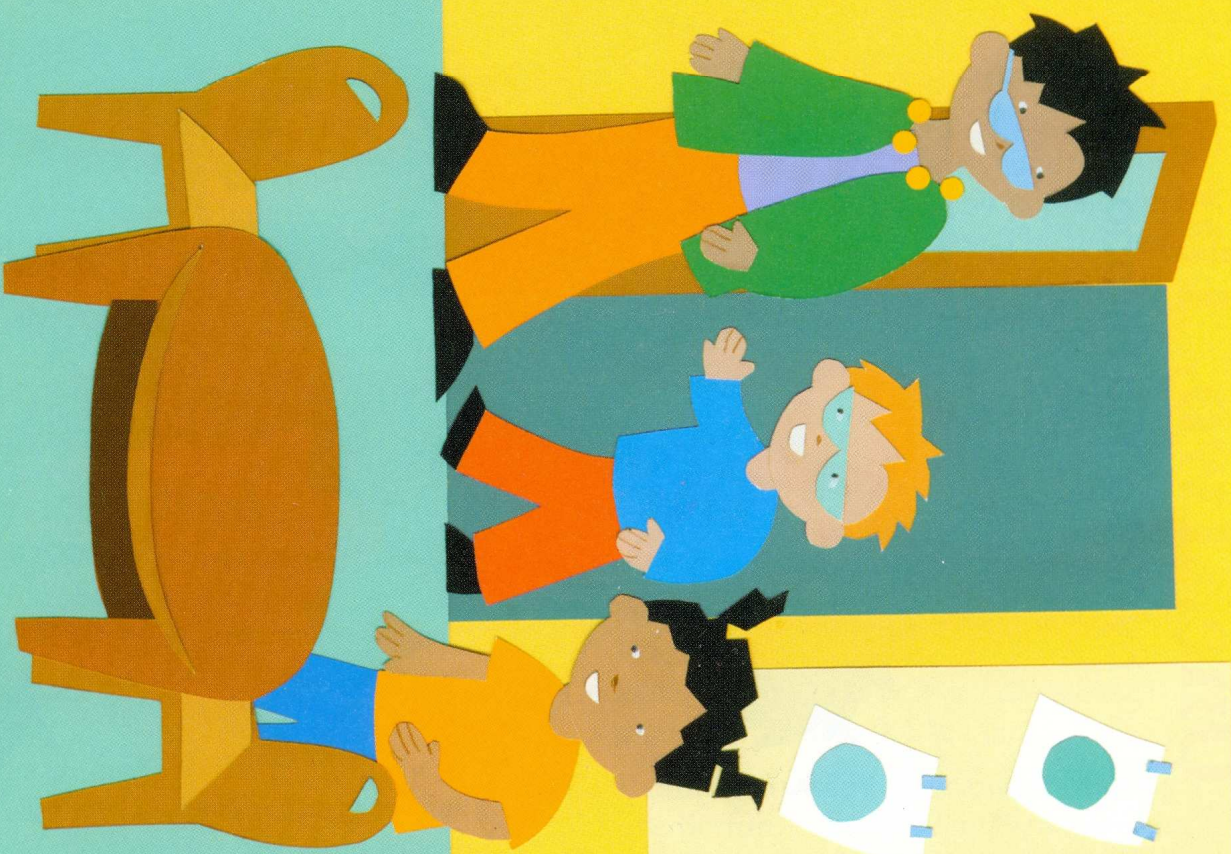


One teacher.



© Pearson Education 2005

All new friends.



Two chairs.



Three children.

4. **Echo read.** To help students develop oral reading skills, echo read the book with them in this way: play the recording or read aloud the first sentence. Ask students to

repeat after you as they follow the text in the story. Repeat with each sentence. Guide students to imitate the stress, rhythm and intonation patterns of each sentence.

After Reading

Check comprehension. To check comprehension, ask questions such as the ones below. Remind students to use the illustrations and any familiar words to help them answer the questions. Make sure you point to a picture when you ask a question, and that students point when they answer.

How many children are there?

How many chairs can you see?

Three children and two chairs: is that okay?

Who helps?

Colour the frame. Return to page 1 and note the pattern of colours on the frame of the story. Display page 2. Help students decide what colour is needed on the bottom. Follow the same procedure with page 3. Then ask students to colour the frame on page 4 in the same pattern as the other pages.

Home-School Link. After reading the story several times, encourage students to take their Little Books home and share *One*, *Two*, *Three* with their families and friends.

If you feel some students would like to read the story but need more support, record the story for them. To help students of all abilities, record the story: (1) one page at a time, pausing for students to repeat each page; (2) entirely without pausing.

Role-play. Role-play the story by assigning roles for a narrator, a teacher, three children and a “chair mover.” The narrator retells the story as the others act it out.



Workbook page 9 may be given now. Directions and answers are on page T1D.

Extension Activities

Focus on number. Focus on plural nouns by using concrete objects. Say *one chair*, *two chairs*, *three chairs* as you point to one, then two, then three chairs. Emphasise the –s ending when you say *chairs*. Repeat with *pencils*, *markers* and *tables*. Then repeat the activity having a volunteer point to the items while you write the correct number on the board. Ask students to copy the three numbers onto cards. Repeat the activity by either saying (*one chair*), or pointing to (*one chair*) and ask students to hold up the correct number.

Draw and label. Draw some simple tables and chairs on the blackboard. Then encourage students to draw their own. Assist them in adding captions, such as *two tables*, *one chair*.

Teach a rhyme. Use pictures and gestures to clarify meaning as you teach the following rhyme:

*The circle is a shape
that's easy to be found.
It has no corners on it,
it goes round and round and round.*

Encourage students to form circles with their fingers and arms or to draw them in the air.

Objectives

- to follow specific directions
- to play a game
- to identify numbers
- to count to three

Vocabulary

nouns: die/dice, game

verbs: fold, play, roll, tape

Materials

- several dice
- scissors
- tape
- counters, cubes or marbles

Application

Project: **Cut and play.**

1. Pass a pair of dice around so students can hold and roll them.
2. After students have had a chance to handle the dice, say *Point to the die*. If students are unsure of what to do, act out holding up a die and saying *Here's the die!* Encourage students to repeat.
3. Direct students' attention to the project picture. Relate the project to the rest of the unit by reminding students that they learned the numbers one, two and three, and now they are going to each make a die with those numbers on it.
4. Read aloud the directions and make sure students understand that they are to cut out the template, then fold and stick it to make a die that looks like the one on the page.
5. Do this yourself one step at a time and ask students to follow along. Firstly, to make it easier to cut out the die, tear the entire page out of the Student's Book. Then cut along the dotted lines. Finally, fold the cut-out along the lines and stick or tape the edges together to make a die.
6. Show students how to play a game by throwing the die and saying the number. Then count that number of a classroom item. Guide students to play this game with a partner. Add language by asking the student who throws to direct his or her partner: *Point to (one)*. The other partner then points to (one) thing and says *I can see one (pencil)*.

7. For another game, you could have both partners throwing at the same time. Whichever partner gets the higher number has to name the number and find that number of items in the classroom. If the partners throw the same number, they both write it down on a slip of paper. At the end of the game, collect the papers and make a tally of which numbers students throw most often.
8. For another game, each pair will need a pile of twenty plastic cubes, marbles or counters. As each student rolls the die, he/she takes that number of objects from the pile. When all the objects are gone, students compare the numbers they have.
9. Monitor students' language as they play. Review errors with them later.



Workbook page 10 may be given now. Directions and answers are on page T1D.

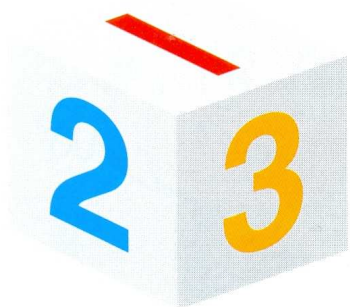
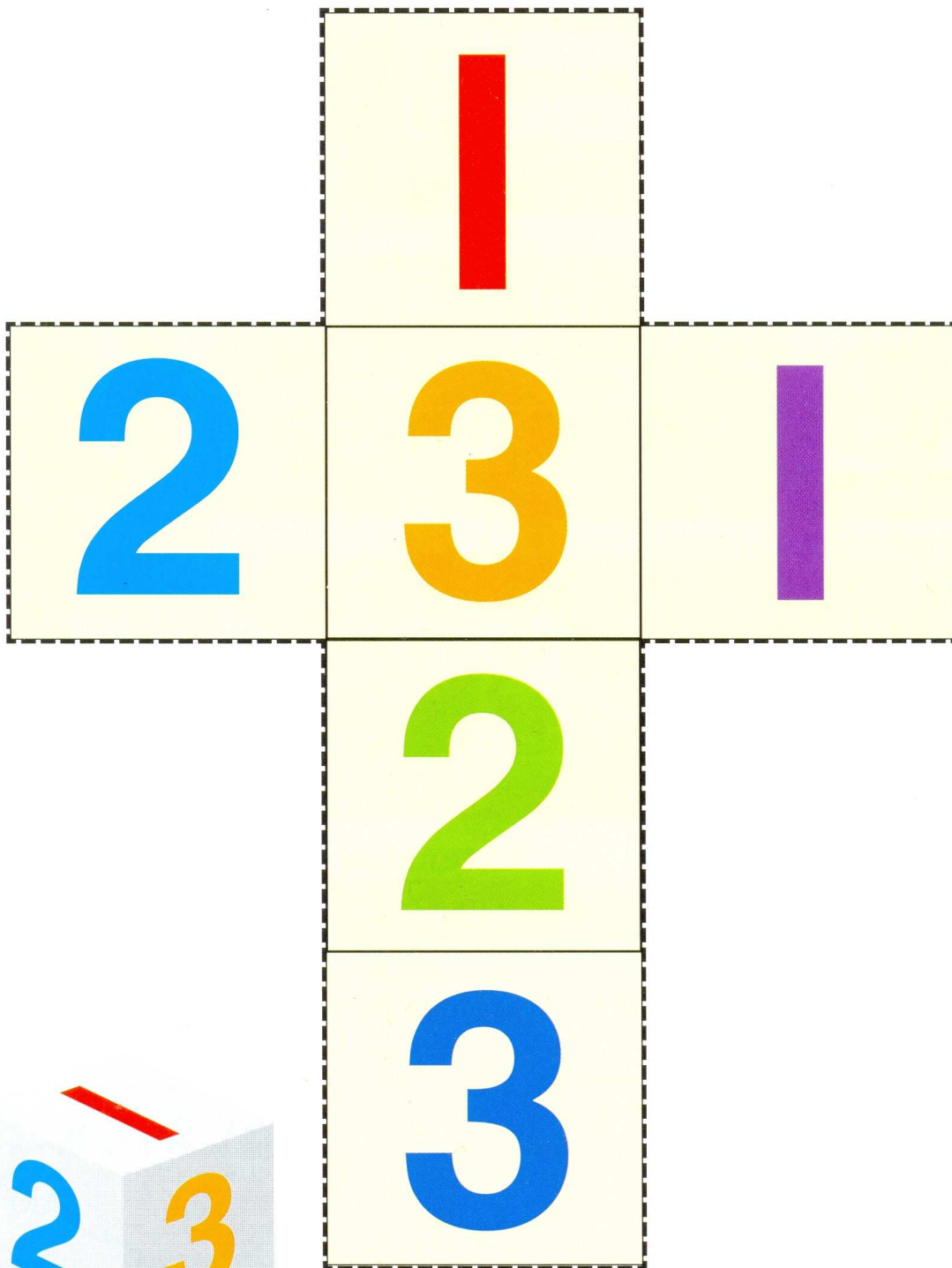
Extension Activities

Extend vocabulary. Point to the corners on a die and say *corner*. Ask students to repeat after you. Find and identify corners on objects in the classroom. Point to something round and show that circles have no corners!

Play a guessing game. Review some or all of the actions learned in this unit: *clap, colour, count, cut, draw, find, give, glue, listen, point, say, show, sing, sit, sort, stand, trace, write*. Encourage individuals to perform an action as the audience guesses what it is.

Project

Cut and play. ✂



Objectives

- to demonstrate knowledge of unit targets
- to play a game

Vocabulary

nouns: book, chair, crayon, desk, glue, marker, paper, pencil, scissors, table

adjectives: blue, green, red, yellow; one, two, three

Materials

- dice students made for the project
- unit assessment materials

Assessment

Play a Game! Look and say.

1. Direct students' attention to the game board in the Student's Book.
2. Guide students as they identify the colours of the desks and the pictures on each.
3. Show where to start and end the game. Then explain that the arrows show how to move around the board.
4. Demonstrate throwing the die, moving in the direction of the arrow, and saying the name of the object on each desk. Explain that students should follow your example and move the number of spaces they throw, naming the item on each desk as they do so.
5. Then throw the die again, but this time make a mistake and misname one of the items. Move back to your last spot. If students make a mistake or can't name an item, they should go back to their last spot on the board.
6. Students should play the game in pairs, or groups of three. They take turns after each throw of the die.
7. As students play the game, walk around the room and monitor their language. Note any errors to address after the game is over. Use the Student Oral Assessment Checklist as you observe students' progress.

Now I know!

Students should feel confident that they know the following: school vocabulary; the numbers 1–3; the colours *blue*, *green*, *red* and *yellow*; the shape *circle*. Students should also feel confident producing and responding to commands, questions and statements based on the following language: *Is it yellow? It's a red book. Point to three (things)*. Get students to use the self-assessment sticker at the back of the Student's Book when they are comfortable that they have achieved these targets. Provide them with a sticker to place in the outlined space. Help students read the *Good job!* speech balloon.

Unit Test

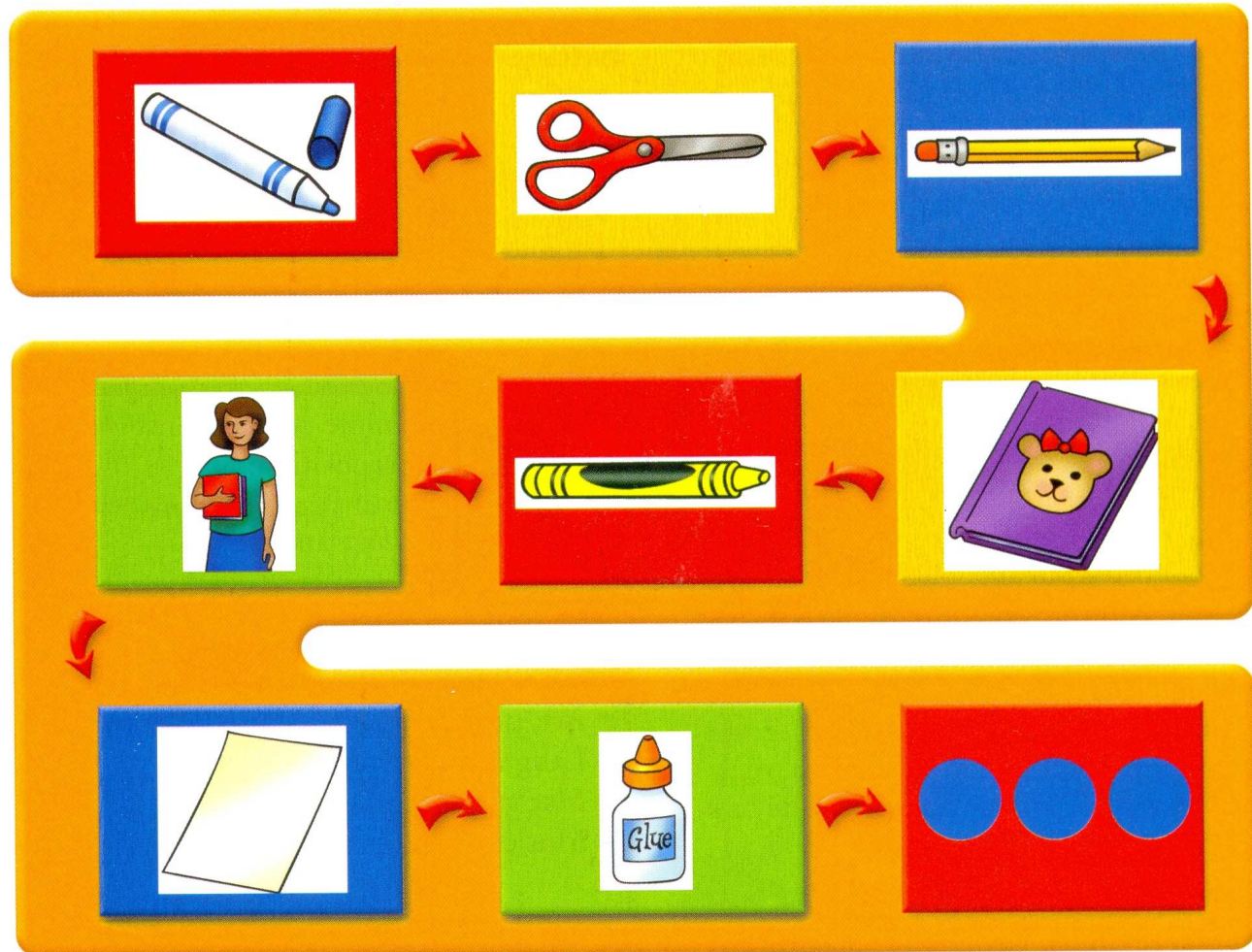
Ask students to complete the Unit 1 Test on page xxvii. Help students prepare for the test by reviewing the key activities from the Student's Book and Workbook, particularly those that were the most challenging for the class.

Extension Activity

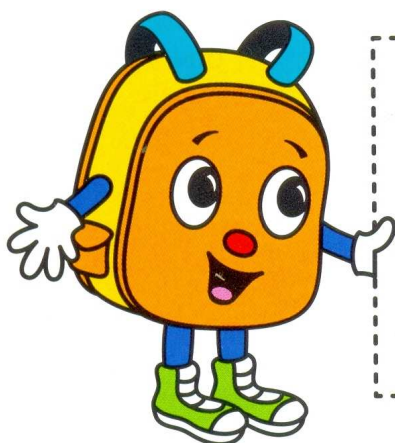
Start a portfolio. Collect student work in a portfolio, one for each student. Include your observations and assessments. Add to the portfolio throughout the year.

Play a Game!

✓ Look and say.

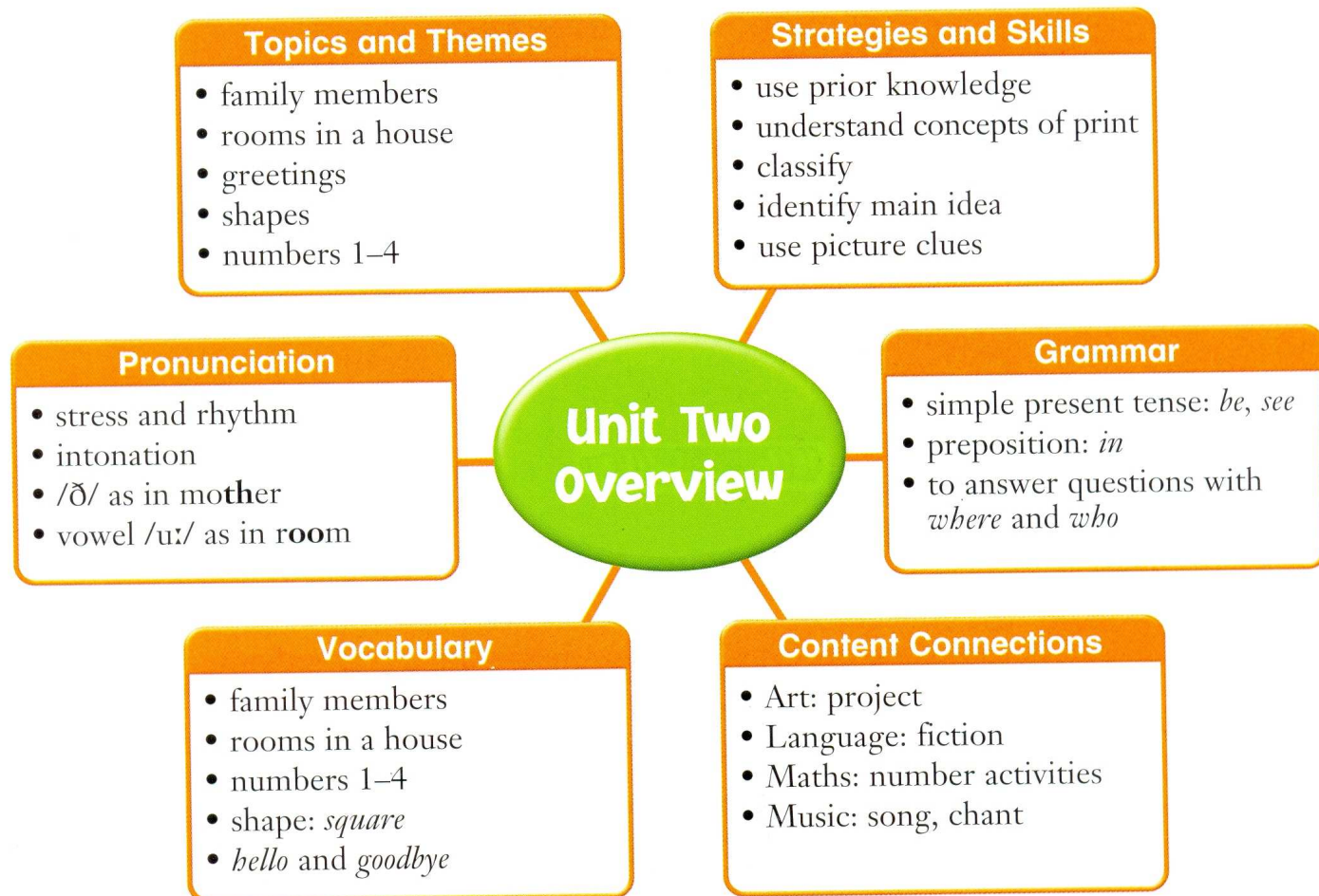


✓ NOW I KNOW!



UNIT 2

My Family



Key Vocabulary

Family	Rooms	Greeting/Leaving	Numbers
brother father grandfather grandmother mother sister	bathroom bedroom kitchen living room	hello goodbye	one two three four
			Shape
			square

General Preparation

Prepare before teaching the unit by reading through all the material and collecting the necessary supplies and components. Make sure audio and video equipment is in working order and ready to use.

Teaching Checklist

Component	<input checked="" type="checkbox"/> I Plan to Use
1. Workbook, Unit 2	<input type="checkbox"/>
2. Flashcards	<input type="checkbox"/>
3. Video, Unit 2	<input type="checkbox"/>

Noticeboard Ideas

Set up a noticeboard entitled *Family*. Start by putting up a photograph or illustration of your own family. Invite children to bring in photographs or pictures of their families. As the unit proceeds, add labels to the family members, such as *father* and *mother*.

As the unit proceeds you could set up a second noticeboard entitled *Brothers and Sisters*. Children can draw pictures of their siblings or bring in photographs. As a class, create a graph of the number of brothers and sisters the children have got.

For another display, create a large cutaway house, similar to the ones on pages 16 and 18. Ask students to draw different items that belong in each room. Cut out their drawings and let students tell you which room to glue them into.



Home-school Link

Make a family tree diagram that students can take home and complete with family members, using drawings they've made or photographs of their family. Students can share their trees in small or large groups, and stick them on the noticeboard.



Little Book: *A Mouse Family*

Summary: The mouse family is large and their house is small, but the family has fun together.

Workbook Tapescripts

Page 11: 1. Listen and sing. Cut and glue. Say. (Play the song.)

Page 14: 3. Count and circle. Listen and check.

1. I can see two sisters.
2. I can see one grandmother.
3. I can see four brothers.
4. I can see two fathers.
5. I can see three mothers.
6. I can see one grandfather.

Page 18: 7. Listen and chant. Draw a line and colour to match.
(Play the chant.)

Page 20: 11. Listen and circle.

1. My brother is in the bathroom.
2. My sister is in the bedroom.
3. I can see four grandfathers.
4. I can see two mothers.
5. I can see three squares.

PREPARATORY NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Workbook Instructions and Answers

Page 11

- Act. 1: Students listen to and sing the song. They cut out the pictures of family members and glue them above. Then they name each person.

Page 13

- Act. 2: Students draw a room in their house. They can draw some family members and then talk about their pictures like this: *I can see my mother. My mother is in the living room.*

Page 14

- Act. 3: Students count the family members in pictures and circle the correct number. Play the audio or read the tapescript so students can check their work: two sisters, one grandmother, four brothers, two fathers, three mothers, one grandfather.
- Act. 4: Students trace the numbers and write them.

Page 15

- Act. 5: Students cut out the cards and name each person. They use the cards in Activity 6 on page 17.

Page 17

- Act. 6: Students choose where to glue the cards they cut out from page 15. After they glue the cards, they present their work. For example: *The father is in the living room.*

Page 18

- Act. 7: Students listen to and say the chant. They draw lines to match upper case and lower case letters. They colour in each pair of letters to match (for example, *D* and *d* red).
- Act. 8: Students trace the letters and write them.

Page 19

- Act. 9: Students draw the missing picture from the Little Book story. They use the pictures to retell the story.
- Act. 10: Students draw a face to show how much they liked the story.

Page 20

- Act. 11: Play the audio or read the tapescript. Students listen and circle the answer:
1. My brother is in the bathroom.
 2. My sister is in the bedroom.
 3. I can see four grandfathers.
 4. I can see two mothers.
 5. I can see three squares.

UNIT 2

My Family



Listen and sing.

Hello.
Hello, hello!
Hello, family.

Hello.
Hello, hello!
Hello, family.



Listen and point.

1.



2.



3.



Objectives

- to identify family members
- to use informal greetings
- to sing a song
- to use stress, rhythm and intonation
- to use the simple present tense
- to identify and pronounce /ð/ as in *mother*

Vocabulary

nouns: brother, family, father, grandfather, grandmother, house, mother, sister

verb: see

Materials

- cassette or CD player
- cassette or audio CD
- photographs of a family
- photos/drawings of family members

Warm Up/Presentation

Creating Interest

Do the following to build up students' curiosity about the unit.

Introduce greetings. Say *Hello* as you wave to students. Encourage them to wave and say

hello to each other. Illustrate how to attach names to greetings by saying, for example, *Hello, Jon. Hello, Mary.*

Activity 1 Listen and sing.

1. Point to the name of the unit and read it aloud. Help students use picture clues to work out what a *family* is.
2. Direct students' attention to the picture on pages 14–15. Encourage them to use picture clues to guess what the song might be about. (In the picture, the boy is running home and waving hello to his family.) With books closed, play the song once so students can listen.
3. Play the song a second time, inviting students to wave hello and point to the family on the page as they listen. Play the song again if necessary.
4. When students feel ready, ask them to sing the song.

Activity 2 Listen and point.

1. Point out the picture dictionary at the bottom of pages 14–15. Play the audio or read the names of the family members a few times and get students to point to each one and repeat after you.
2. Say the name of each family member again and ask students to point to the person in the big picture. Repeat the activity as needed.

Tapescript: 1. father 2. mother 3. brother
4. sister 5. grandmother 6. grandfather

Language presentation. Direct students' attention to the Backpack mascot and his speech balloon. Point to the picture as you read aloud the question *Who can you see?* Point to the father's picture as you say *I can see the father.* Point to other people in the scene, ask *Who can you see?* and invite students to respond together. Some may feel more comfortable using one-word answers, such as *father* or *mother*. Students should come up with the following:

Who can you see?
 I can see the father.
 I can see the mother.
 I can see the grandfather.
 I can see the grandmother.
 I can see the brother.
 I can see the sister.



Workbook page 11 may be given now. Directions and answers are on page T2D.



Extension Activity

Pronunciation: /ð/ as in *mother*. Write the words below on the board as labels for pictures of family members. Read each word and ask students if they hear any sounds that are the same in each one. Emphasise the /ð/ sound, if necessary. Then play the audio or read aloud the following chant and ask students to repeat as necessary:

/ð/	/ð/	/ð/
Mother, Father.		
Hello Mother. Hello Father.		
Grandmother, Grandfather.		
Hello Grandmother. Hello Grandfather.		

Grammar point. Once students are comfortable asking and answering *Who can you see?* extend this target by asking *What can you see?* Students may look at the picture on pages 14–15 and respond *I can see a backpack. I can see a book. I can see a crayon. I can see a chair.* On the board, make a two-column chart like the one shown below. Guide students to name words that can be placed in each column. They can draw pictures for which you provide labels.

Who?	What?
mother	backpack
father	crayon
brother	book
sister	chair



4.



5.



6.





Listen and point. Say.



Objectives

- to understand and use *goodbye*
- to identify the rooms in the house
- to identify family members

Vocabulary

nouns: bathroom, bedroom, kitchen, living room

verb: be (*is*)

preposition: in

Materials

- cassette or CD player
- cassette or audio CD

Presentation

Activity Listen and point. Say.

1. Play the unit song several times and encourage students to sing along. Ask students to wave and greet each other. Act out how to shake hands as a way to greet someone. Then wave goodbye and pretend to leave as you call out *Goodbye! I'm leaving!* Invite students to take turns greeting one another and shaking hands as they say *Hello* and then waving goodbye as they call out *Goodbye*.
2. Direct students' attention to Activity 3. Ask them to *Point to the father*. Then say *He's in the living room*. Repeat for the other family members to introduce the rooms in the house.
3. Read aloud the directions and make sure students know that they are to listen to the audio and point to each room, based on what they hear. Point to the girl waving goodbye and make sure students understand that they will hear her on the audio. Play the audio or read aloud the tapescript. As students listen, ask them to point to each family member in the appropriate room. Then ask them to listen to the audio a second time and repeat it.

Tapescript: My sister is in the bedroom. My brother is in the bathroom. My father is in the living room. My mother is in the kitchen. I'm leaving. Goodbye!



Workbook page 13 may be given now. Directions and answers are on page T2D.

Extension Activities

Practise with a chant. Use the chant below to review the vocabulary presented on this page. Guide students in pointing to the appropriate room in the house on page 16 as they chant each verse. Go over this a few times before asking students to join in.

Living room, living room.

Who's in the living room?

My father is, my father is.

My father's in the living room.

(Repeat for the other family members in the other rooms.)

Play a colour game. Place large red, yellow, blue and green circles cut from paper or thin card on the floor. Invite a student to come to the front of the room. Use the following statements and commands to reinforce colours: *Hello, (Jason)*. (Shake his hand and wait for him to say *Hello*.) *Please go to the yellow circle*. (Act out going to the yellow circle, if necessary.) *Well done! Goodbye, (Jason)*. (Wave goodbye and wait for him to say *goodbye* and return to his seat.)

After a while, students can begin giving each other directions.

Walk around the room and listen to students as they play. Go over errors with them later.

Objectives

- to count to four
- to identify numbers 1–4
- to trace and write the number 4
- to identify family members

Vocabulary

nouns: grandfather, mother, square

adjectives: one, two, three, four; blue, green, red, yellow

verb: see

Materials

- large paper circles and squares in blue, green, red and yellow
- flashcards labelled 1, 2, 3, 4

Presentation/Practice

Activity 4 Trace and colour. Say.

1. Give each student a large paper cut-out of either a square or a circle. Hold up the square and say *Show me a square*. Gesture for students with squares to hold them up and say *This is a square*. Repeat with circles. Repeat the procedure, alternating back and forth between circles and squares. Gradually stop demonstrating which shape to hold up so you can determine if students know the names of the shapes on their own.
2. Direct students' attention to the dotted squares in Activity 4. Point to each one and ask *What can you see? Is it a square or a circle?* Students should identify each square. Ask them to use their hands to trace squares in the air.
3. Read aloud the directions. Make sure students know they are to trace the squares and colour them in blue, green, yellow and red.
4. When they have finished, invite students to point to each square, follow the mascot's example and say *square*. More confident students could say *It's a (blue) square* or *I can see four squares*.

Activity 5 Count. Trace and write. Say.

1. To review numbers, use flashcards labelled 1, 2 and 3. Hold up a card and ask students to hold up a matching number of fingers and say the number.
2. Then invite four students to stand in a line. Tap each one on the shoulder as you count *one, two, three, four*. Then say to another student *Show me one*. Gesture for that student to tap one student on the shoulder, as you just did. Repeat for *two, three* and *four*.
3. Read aloud the directions and make sure students know they are to count the number of family members. They will trace the number and then write it. Finally, they will name each picture.
4. Tell students that the men are *grandfathers*. Count with them: *one, two, three, four*.

Ask students to trace the number 4 to illustrate how many there are.

5. Tell the students that the women are *mothers*. Count with them: *one, two, three, four*. Ask students to write the number 4 to illustrate how many there are.
6. Ask students to describe each picture: *I can see four grandfathers. I can see four mothers.*

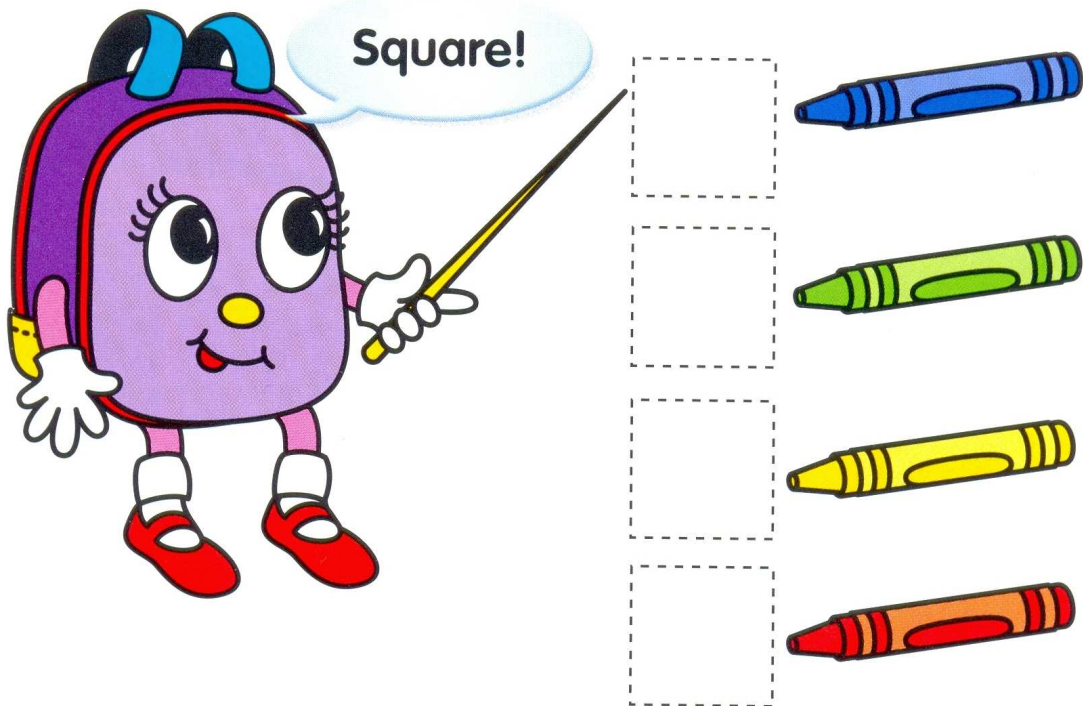


Workbook page 14 may be given now. Directions and answers are on page T2D.

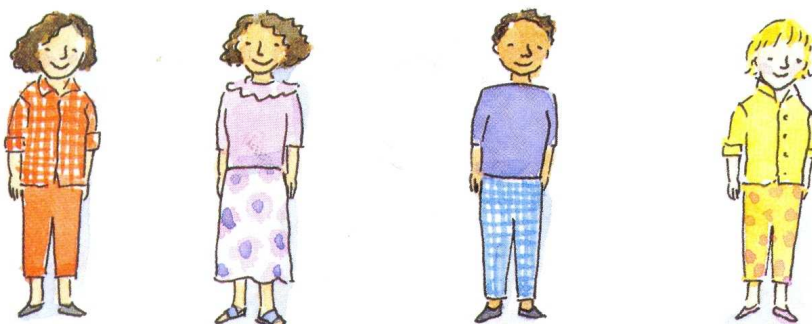
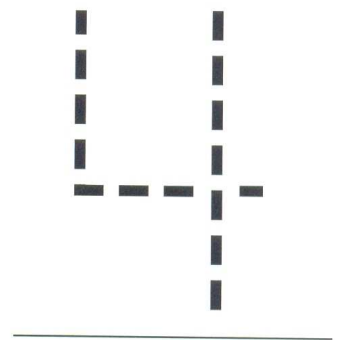
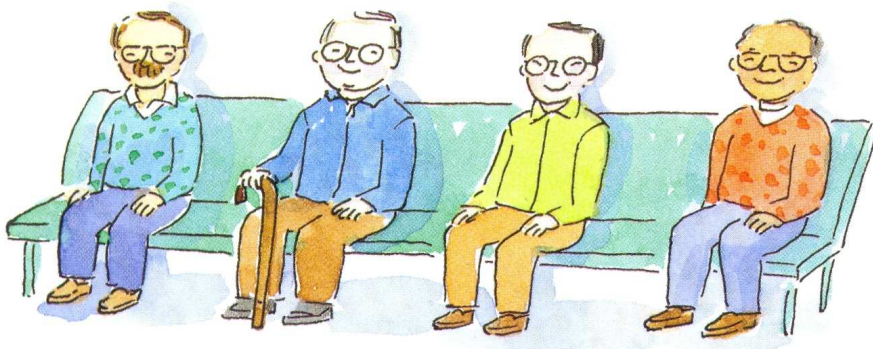
Extension Activity

Colour Play. Ask *Show me red* and encourage students to point to something red in the room. Repeat for blue, green and yellow. Then arrange students in pairs or small groups and let them play the game. Walk around the room and listen to what they are saying. Help and correct them when necessary.

4 Trace and colour. Say.



5 Count. Trace and write. Say.

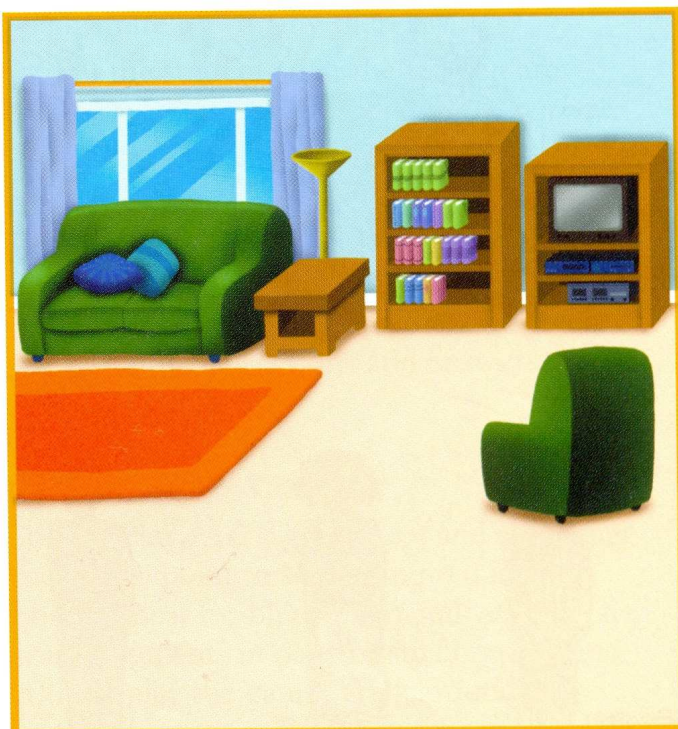


6

**Cut page 19.
Look and listen.
Glue and say.**



**The mother is in
the living room.**



Objectives

- to identify rooms in a house
- to talk about family
- to use the simple present tense
- to identify and pronounce /u:/ as in **room**

Vocabulary

nouns: bathroom, bedroom, kitchen, living room; brother, family, father, grandfather, grandmother, mother, sister

verb: be (*is*)

Materials

- scissors
- glue
- cassette or CD player
- cassette or audio CD

Practice

Activity



Cut page 19. Look and listen. Glue and say.

1. Go over the key vocabulary for this activity: family members and rooms in the house. To revise family members, ask students to turn to pages 14–15. Divide the class into pairs. Direct half of the class to *Point to the father*. Ask their partners to check that they are pointing to the correct picture. Swap roles and repeat for the remaining family members. Get partners to turn to page 16 and repeat the exercise to review rooms in a house.
2. Read aloud the directions for Activity 6. Guide the class to turn to page 19 and cut out the figures. Ask them to turn back to page 18 and lay their cut-outs next to the page. Make sure they understand that they are to look at the pictures and listen to the audio. They should glue the cut-outs onto the page based on what they hear.
3. Play the audio or read the tapescript once while students just listen. Then play it again, and ask them to glue the pictures where they belong.

Tapescript: The father is in the kitchen. The mother is in the living room. The sister is in the kitchen. The brother is in the bathroom. The grandfather is in the living room. The grandmother is in the bedroom.

4. Point out the photograph of the student holding up her work at the top of the page. Read aloud the speech bubble. Invite students to talk about their own work following this example:

The mother is in the living room.

The father is in the kitchen.

The sister is in the kitchen.

The brother is in the bathroom.

The grandfather is in the living room.

The grandmother is in the bedroom.



Workbook pages 15 and 17 may be given now. Directions and answers are on page T2D.



Extension Activities

Pronunciation: /u:/ as in *room*. Write the words *bathroom*, *bedroom* and *living room* on the board. Say each word and ask students if they notice a common sound (the /u:/). Play the audio or say the following, emphasising the /u:/ in each word, and invite students to repeat as necessary:

/u:/	/u:/	/u:/
Zoom, zoom, zoom! I'm in the living room.		
Zoom, zoom, zoom! I'm in the bedroom.		
Zoom, zoom, zoom! I'm in the bathroom.		

Play a colour game. Play the colour game from T16. Add coloured squares to the circles on the floor so students need to identify both the colour and shape.

Objectives

- to draw a family
- to identify and produce the letters *D*, *E* and *F*

Vocabulary

nouns: brother, father, grandfather, grandmother, mother, sister

Materials

- cassette or CD player
- cassette or audio CD
- index cards
- pencils with rubbers

Practice

Activity 7 Draw your family.

Read the directions and make sure students understand that they are to draw a picture of their family. Prepare for the activity by brainstorming situations in which they might draw their families, such as at the beach or during a picnic. Invite students to present their work to the class. Guide them by asking *Who's this?* Demonstrate responses as needed: *It's my brother.*



ABC Practice

Use the alphabet practice activities in the **Teacher's Book and Workbook** to help students learn the letters of the alphabet.

1. On the board, write the following upper and lower case letters: *D, d, E, e, F, f*. Underneath, write the following sentence: *I can see four grandfathers.* Read aloud the sentence and invite students to repeat. Then invite students to come to the board and draw lines matching individual letters to letters in the sentence. As they do so, read each letter and invite the class to repeat it after you.
2. Invite students to listen as you play the audio or sing the chant. Play it a second time as you point to the letters on the board as they are named in the chant. Play it a third time and invite students to chant along.

There are three letters that I know.

Say them with me!

Here we go!

D to the d!

E to the e!

F to the f!

D, E, F!

3. Distribute cards with the letters *D, d, E, e, F* and *f* on them. Ask students to trace the letters on the card with their fingers. Practise the chant again, and as students chant, they can hold up the appropriate cards or trace the letters in the air as they say them.
4. Give each pair of students a pencil with a rubber. Get them to take turns using the pencil rubber to "write" a letter on their partner's palm. The partner guesses the letter and then they swap roles.



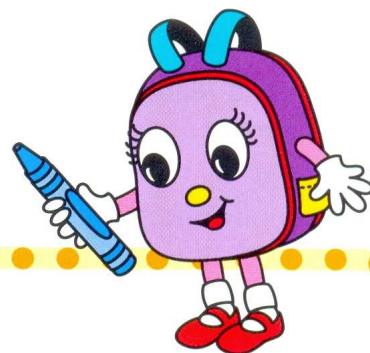
Workbook page 18 may be given now. Directions and answers are on page T2D.

Extension Activities

Alphabet Book. Continue making the class Alphabet Book started in Unit 1. Review the order of the letters.

Grammar extension. Revise the grammar target from Unit 1: *yes/no* questions. Get students to turn to the completed cut-out activity on page 18. Ask the class a series of *yes/no* questions about the page, such as *Is the mother in the kitchen?* (No) *Is the father in the kitchen?* (Yes) Give the answers before inviting students to respond on their own. Divide the class into pairs and get students to ask each other *yes/no* questions about the picture.

7 Draw your family.



Cut-outs for Activity 6 



Objectives

- to listen and read for enjoyment
- to identify concepts of print
- to identify main idea
- to use picture clues
- to follow a pattern

Vocabulary

nouns: bedroom, beds, brothers, family, fun, house, rooms

adjective: my

verb: have/have got

pronouns: I, we

Materials

- cassette or CD player
- cassette or audio CD
- pictures of families doing things together

Summary

A Mouse Family:

The mouse family is large and their house is small, but the family has fun together.

Before Reading

1. Ask students to take out pages 21–22 from their books. Show how to make a Little Book by folding the page in half. Make sure all the books are ready before continuing.
2. Display some pictures of families doing things together. Say *They have fun together*. Use gestures to explain that

when something is *fun*, it makes you happy.

3. Preview the pictures and ask students to say all they can about them. Students may be able to name the family members and the rooms in the house, as well as the colours blue, green, red and yellow.

During Reading

1. Invite students to relax and listen quietly as you play the audio or read the story aloud to them. Use gestures and point to the pictures to help with meaning. Explain that they can ask questions and talk about the story when you read it for a second time.
2. Read the story a second time. This time, encourage students to use gestures and point to pictures as you read. Students can also ask questions and comment on the story during this reading.
3. **Reading development: Understanding concepts of print.** As you read the story a second time, take the opportunity to focus on the concepts of print. Ask students to point to the title and the author's name. Read these aloud and invite them to repeat. Then show the first

page and ask a student to show you where to begin reading. Repeat for the remaining pages of the book. Students should be able to identify the first word on every page.

4. **Reading strategy awareness: Using picture clues.** As you read the third page a second time, pause and say *We've got four beds in the bedroom. Hmmm. I don't know what beds are, but I know the word bedroom. I can see they are in a bedroom, and I can count four of these things* (point to the beds). *I think those are the beds.*
5. **Echo read.** To help students develop oral reading skills, echo read the book with them. Play the audio or read aloud the first sentence. Ask students to repeat after you as they follow the text in the story. Repeat with each sentence. Guide students to imitate the stress, rhythm and intonation patterns of each sentence.

A Mouse Family

by Yoko Mia Hirano



I've got four brothers.



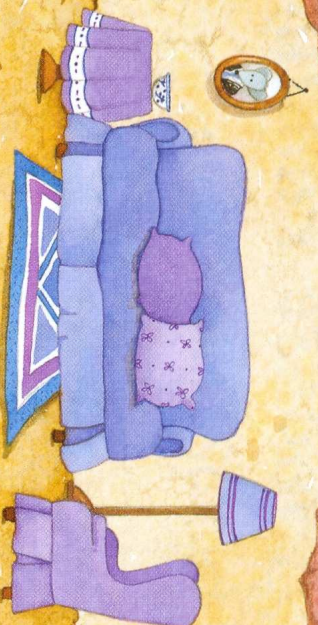
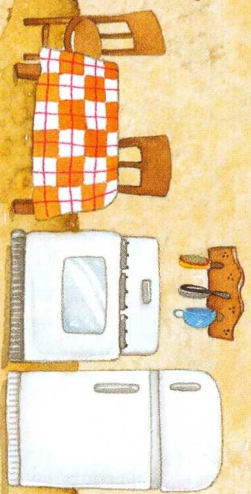
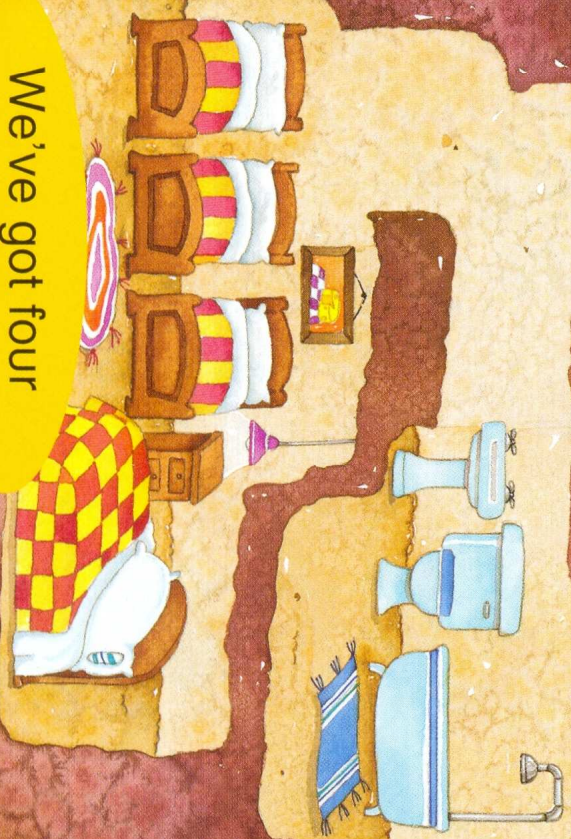
But we have lots of fun!

© Pearson Education 2005

We've got four beds
in the bedroom.



We've got four
rooms.



After Reading

Check comprehension. To check comprehension, ask questions such as the ones below. Remind students to use the illustrations and any familiar words to help them answer the questions. Make sure you point to a picture when you ask a question, and that students point when they answer.

How many brothers has she got?

How many rooms are there?

How many beds are there?

Who is she? Who is he?

Reading strategy awareness: Identifying main idea. Ask the students *What is this story about, a class or a family?* If necessary, you can illustrate your question by showing a picture card of a family and by gesturing to the classroom.

Colour the frame. Return to page 1 and look at the pattern of colours on the frame of the story. Display page 2. Help students decide what colour is needed on the bottom. Follow the same procedure with page 3. Then ask students to colour in the frame on page 4 in the same pattern as the other pages.

Home-school link. After reading the story several times, let students take their Little Books home and share *A Mouse Family* with their families and friends.

If you feel some students would like to read the story but need more support, record the story for them. To help students of all abilities, record the story: (1) one page at a time, pausing for students to repeat each page; (2) entirely without pausing.

Role-play. Invite seven students to act out the story as you read it aloud. Assign roles for the four brothers, the mother and father, and the narrator, or use six students and role-play the narrator yourself as you read. Encourage students to use gestures for sleeping and having fun.



Workbook page 19 may be given now. Directions and answers are on page T2D.

Extension Activities

Teach a finger rhyme. Teach students the following finger rhyme:

I'm going to build a little house. (make roof shape with finger tips)

With windows wide and bright. (stretch hands shoulder width)

With chimney tall and curling smoke, (stretch arms above head)

rising out of sight. (make a rising spiral with one finger).

You can draw a picture of the house in the rhyme to illustrate unknown vocabulary for students.

Sort families. Get students to cut out pictures of families from magazines. Sort the pictures according to the size of the families: *two people, three people, four people*, or according to the number of specific family members: *two brothers, three sisters, four brothers*.

Objectives

- to make a family album page
- to talk about family members
- to use the simple present tense

Vocabulary

nouns: album; brother, father, grandfather, grandmother, mother, sister
adjectives: my; one, two, three, four
verbs: be (*are, is*), have

Materials

- art supplies
- photo album

Application

Project: Make a family album page.

1. Hold up a photograph album. Pass it to a student and say *Pass the album to (Katy)*. Gesture for the student to pass the album on to someone else. Continue until everyone has had a chance to hold the album. You can alternate between the commands *pass*, *give* and *hand* to provide some variety in the directions.
2. Direct students' attention to the project frames and instructions. Relate the project to the rest of the unit by reminding students that they learned the names of some family members, and now they are each going to draw three pictures of their families that could go in a family photo album.
3. Read aloud the instructions and make sure students understand that they are to cut out the frames, then draw a picture in each frame. Students can glue their three pictures onto brightly coloured paper.
4. Once students have finished their work, invite them to present their family album pages to a partner. Demonstrate language they can use as they present, for example:
This is Jill.
She's my sister.
I've got three brothers.
My family is in the living room.
We are having fun.
Walk around and listen to students as they present their work. Make corrections later.
5. Once students have practised with a partner, ask them to present their work to the class.
6. You could create labels for students' artwork. For example, after students glue their cut-outs to coloured paper, you can write a title for the page, such as *Oscar's Family*. Alternatively, you can write specific labels for family members, such as *mother* and *father*.



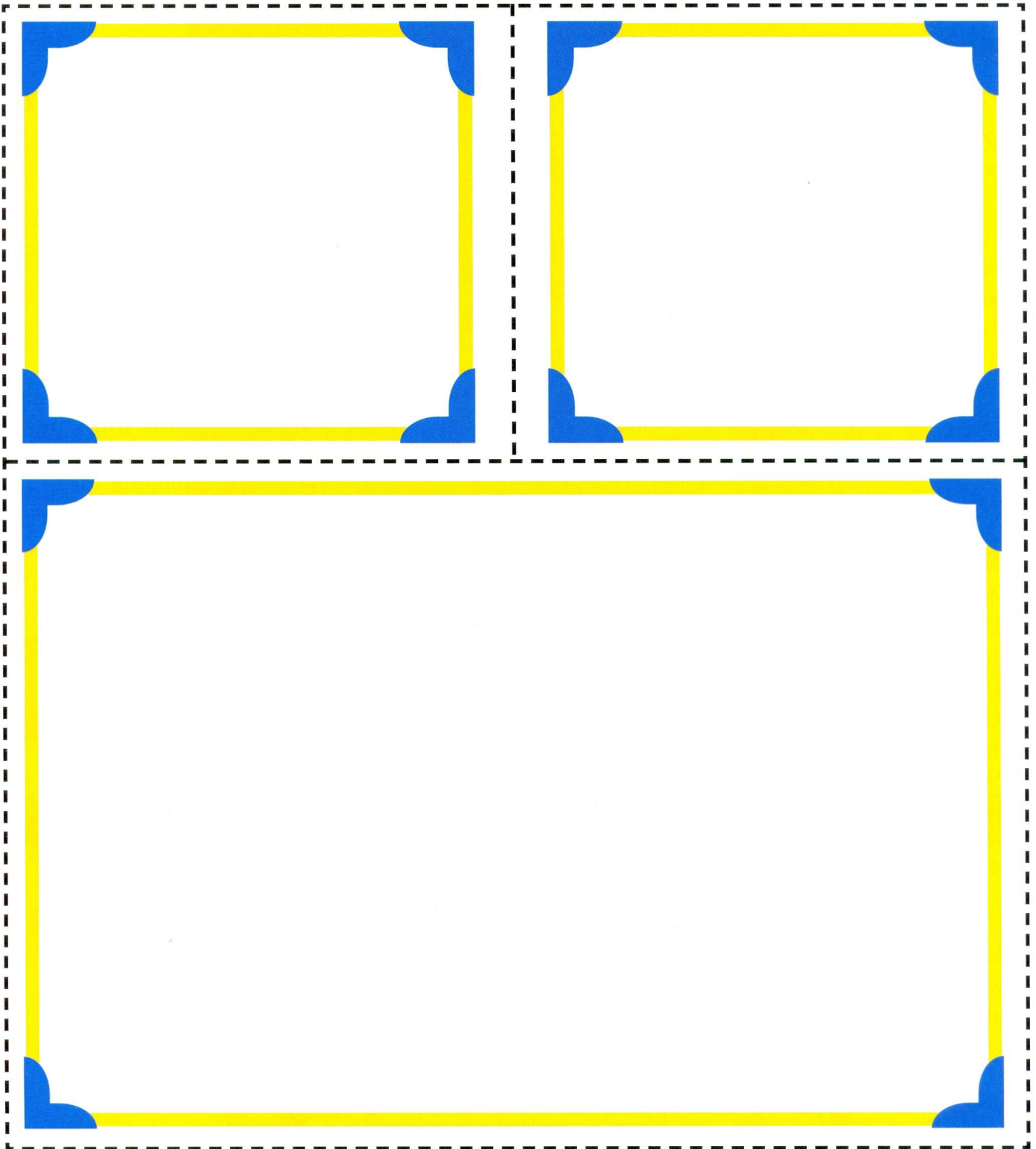
Workbook page 20 may be given now. Directions and answers are on page T2D.

Extension Activities

Photograph share. Ask students to bring photos of their families to class. Students can share these photos using language they learned in the unit. Stick them on a noticeboard to use for reviewing unit vocabulary.

Project

Make a family album page. ✂



Objectives

- to demonstrate knowledge of unit targets
- to play a game

Vocabulary

nouns: brother, family, father, grandfather, grandmother, mother, sister; bathroom, bedroom, kitchen, living room; square
verb: be (*is*), see

Materials

- paperclips, one per pair of students
- pencils
- unit assessment materials

Assessment

Play a Game! Spin the paperclip. Say.

1. Direct students' attention to the game board in the Student's Book.
2. Guide students as they identify the people in the pictures and the rooms they are in.
3. Point to the paperclip spinner shown on page 25. Place a paperclip and pencil in the middle of the house picture and show students how to spin the paperclip around the pencil so it ends up pointing at one of the rooms. Read the directions aloud. Make sure students understand that one player is to spin the paperclip so that it points to one of the rooms. That player then describes the picture, for example: *The sister is in the bedroom.*
4. Put students in groups of three to play. They take turns spinning and, if one makes a mistake, the others can correct him or her.
5. As students play the game, walk around the room and monitor their language. Note any errors to address after the game is over. Use the Student Oral Assessment Checklist on page xviii as you observe students' progress.

confident producing and responding to commands, questions and statements based on the following language: *Who can you see? I can see the father in the kitchen.* Get students to use the self-assessment sticker when they are comfortable they have achieved these targets. Provide them with a sticker to place in the outlined space. Help students read the *Well done!* speech balloon.

Unit Test

Ask students to complete the Unit 2 Test on page xxviii. Help students prepare for the test by reviewing the key activities from the Student's Book and Workbook, particularly those that were the most challenging for the class.

Extension Activities

Make little houses. Use empty food and drink cartons to make model houses. Set up an art table with coloured paper and glue. Let students cover the sides of the cartons (walls) and add doors and windows. Students can create small paper dolls to represent family members. As they play with their doll's houses, they can use Unit 2 vocabulary to talk with one another.

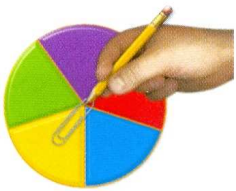
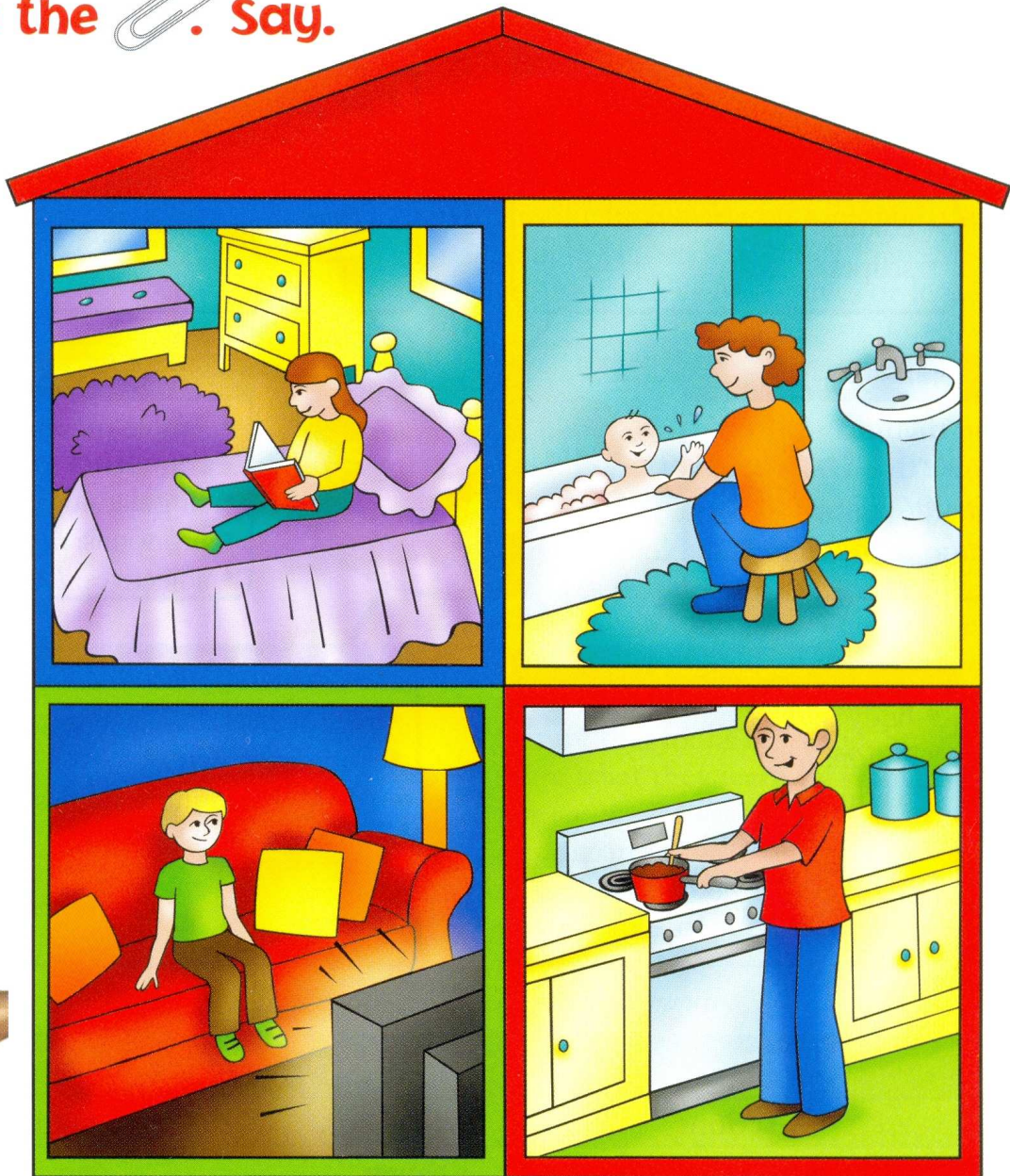
Add to the portfolios. Add work from the unit to students' portfolios.

Now I know!

Students should feel confident that they know the following: the names of family members; the rooms in a house; the number 4; the shape *square*. Students should also feel

PLAY a Game!

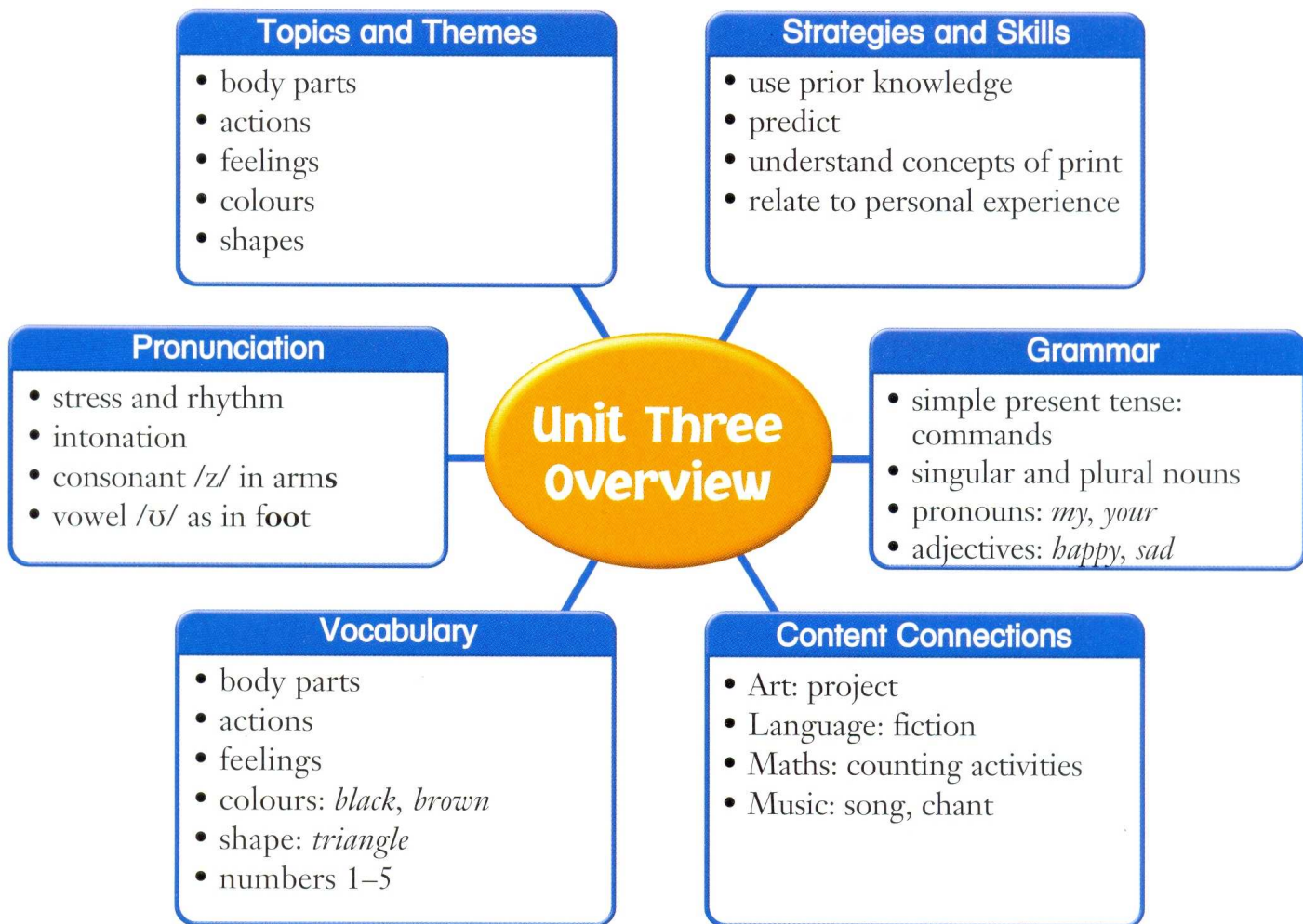
✓ Spin the  Say.



NOW I KNOW!



All About Me



Key Vocabulary

Body Parts	Actions	Feelings	Numbers
arms	bend	happy	one
ears	blink	sad	two
eyes	hide		three
feet	see	Colours	four
hands	seek	black	five
knees	shake	brown	
legs	smile		Shape
mouth	touch		triangle
nose	wiggle		
toes			

General Preparation

Prepare before teaching the unit by reading through all the material and collecting the necessary supplies and components. Make sure audio and video equipment is in working order and ready to use.

Teaching Checklist

Component

☒ I Plan to Use

1. Workbook, Unit 3
2. Flashcards
3. Video, Unit 3

☐
☐
☐

Noticeboard Ideas

Get students excited about the unit by hanging life-sized posters of them around the classroom. Make these by tracing the outline of each student's body on a large piece of paper. Invite students to fill in their eyes, nose, mouth and so on. Label the noticeboard *All About Us*. Later in the unit, prepare a second noticeboard. Ask students to cut out people from magazines and circle specific body parts on each one. Get students to help you sort and stick their cut-outs in groups, such as noses, eyes or legs.



Home-School Link

Explain that when adults describe how children look, they often point out specific features that are the same as their parents'. For example: *You've got your mother's eyes. You've got your father's nose.* Get students to ask their parents if they have a specific feature that looks the same. Students can share what they learn by saying, for example, *I've got my mother's mouth and my grandfather's eyes.* In order to be sensitive to students who are adopted, you can do this activity with photographs of parents and children from magazines: *He's got his mother's eyes. She's got her father's mouth.*



Little Book: *Hide and Seek*

Summary: A girl looks for her friends in a game of hide and seek.

Workbook Tapescripts

Page 21: 1. Cut. Listen and sing. Play. (Play the song.)

Page 23: 3. Listen and colour.

Colour the square brown.

Colour the circle yellow.

Colour the triangle black.

Page 28: 8. Listen and chant. Draw a line to match. (Play the chant.)

Page 30: 12. Listen and circle.

1. eyes
2. feet
3. arms
4. mouth
5. five triangles

PREPARATORY NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Workbook Instructions and Answers

Page 21

Act. 1: Students cut out the pictures of body parts. They listen to and sing the song. As they listen and sing, they touch each card to their own body.

Page 23

Act. 2: Students trace the triangles and colour the picture. They point to the triangles.

Act. 3: Play the audio or read the tapescript. Students listen and colour based on what they hear: brown square, yellow circle, black triangle.

Page 24

Act. 4: Students name the parts of the body and colour in the picture. They may also name the shapes they see.

Act. 5: Students count the number of shapes in the picture from Activity 4 and circle the correct number: 5 triangles, 3 circles, 4 squares.

Page 25

Act. 6: Students name the objects. Then they cut out the cards to glue on the game board in Activity 7 on page 27.

Page 27

Act. 7: Students glue the cards they cut out from page 25 onto the game board in any order. Students play in pairs or small groups. Players move one space at a time. If they can name the picture they land on, they stay on that spot. If not, they go back one space.

Page 28

Act. 8: Students listen to and say the chant. They draw lines to match upper and lower case letters.

Act. 9: Students trace the letters and write them.

Page 29

Act. 10: Students colour in the picture. They look for the children hiding and count the number of feet and hands and say what they find: *I can see three hands. I can see four feet.*

Act. 11: Students draw a face to show how much they liked the story.

Page 30

Act. 12: Play the audio or read the tapescript. Students listen and circle the answer:
1. eyes 2. feet 3. arms 4. mouth
5. five triangles.

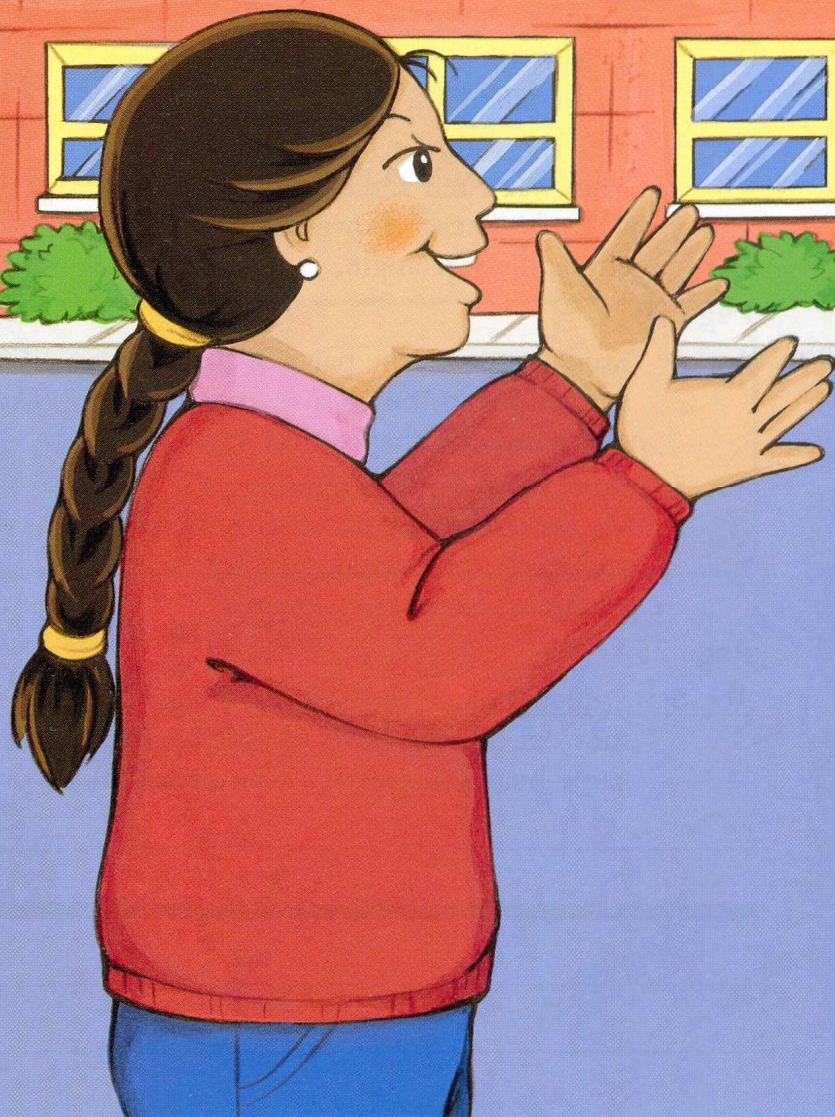
UNIT 3

All About Me

1

Listen and sing.

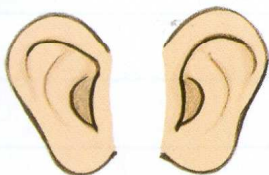
Wiggle your nose.
Shake your leg.
Touch your toes!
Bend your knees.
Blink your eyes.
Smile now, please!



2

Listen and point.

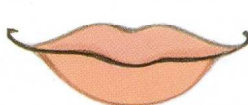
1.



2.



3.



4.



Objectives

- to understand commands
- to identify body parts
- to sing a song
- to use stress, rhythm, and intonation
- to identify and pronounce /z/ as in arms

Vocabulary

nouns: arms, ears, eyes, feet, hands, knees, legs, mouth, nose, toes

verbs: bend, blink, point, shake, show, smile, touch, wiggle

adjective: your

Materials

- cassette or CD player
- cassette or audio CD

Warm Up/Presentation

Creating Interest

Do one or both of the following to build up students' curiosity about the unit.

Play a copycat game. Gesture for students to do the same thing you do. Point to your ears. Students should point to their ears. Next, point to your ears, then eyes. Students should copy. Continue pointing to body parts that students have learned. Alternatively, you can tap each body part a different number of times so students have to remember both the body part and the number of taps. Ask students what they think this unit will be about.

Play *What's Different?* On the board, draw a big face. Ask students to look at the face and memorise it. Then ask everyone to close their eyes. Change one thing about the face. For example, you might change the mouth from smiling to downturned. Ask students to open their eyes and identify which feature has changed. If students know the correct word, they can name the body part (*the mouth*). If not, they can point to their own faces to communicate (*by pointing to their mouths*). Gradually, you can add a body to the face and include arms, legs, hands and feet in the game. When you have finished the game, leave the body on the board to refer to during Activity 2.

Activity 1 Listen and sing.

1. Present the body parts mentioned in the song. Point to your nose and say *Point to your nose*. Get students to repeat the action and say *nose*. Repeat for *leg*, *toes*, *knees* and *eyes*.
2. Direct students' attention to the picture on pages 26–27. Get them to use picture clues to guess what the song might be about. (In the picture, the children are all doing something to a different part of their body.) Keeping the books closed, play the song once so students can listen.
3. Play the song a second time, inviting students to point to their own body parts as they are named in the song. Act this out with them and play the song again if necessary.
4. Play the song a third time and act out the action named in each line. If necessary, pause to repeat and reinforce the action words.
5. When students feel ready, invite them to sing the song and do the actions. To emphasise the possessive adjective *your*, you could have one group singing the song to a second group. The singing group stays still and the second group performs the actions without singing. Then they swap roles.

Activity Listen and point.

1. Refer to the body you drew on the board during Creating Interest. Point to the eyes on the face and say *Point to your eyes*. Gesture for students to point to their own eyes. Indicate that students should say *my eyes* as they point. Repeat for the other body parts shown in the picture dictionary at the bottom of pages 26–27.
2. Point to the picture dictionary. Play the audio or read the names of the body parts a few times, and ask students to point to each one and repeat each time.

Tapescript: 1. ears 2. eyes 3. mouth 4. nose
5. arms 6. feet 7. hands 8. legs

3. Say the name of each body part again and ask students to point to an example of it in the big picture. Repeat the activity as needed.

Language presentation. Direct students' attention to the Backpack mascot and her speech balloon. Point to your ears as you read aloud the command *Point to your ears!* Give other commands that students are familiar with, including those from the song. For example:

Point to your ears.
Show me your eyes.
Wiggle your nose.
Shake your leg.

Once students are comfortable following these commands, you can introduce more advanced ones. Make sure you demonstrate each one. You could introduce one new command a day for the duration of the unit, instead of introducing them all at once.

Cover your eyes.
Hold your nose.
Open your mouth.
Clap your hands.
Tap your feet.

Ask partners to practise giving and following commands. Monitor students as they practise and address errors later.



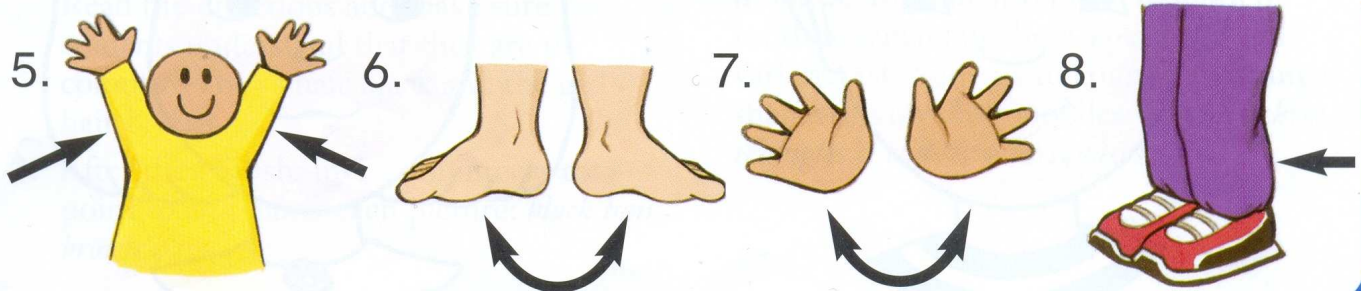
Workbook page 21 may be given now. Directions and answers are on page T3D.



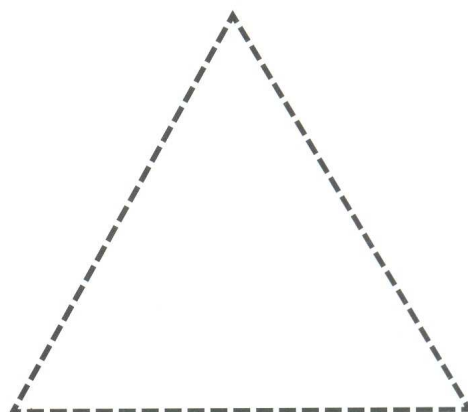
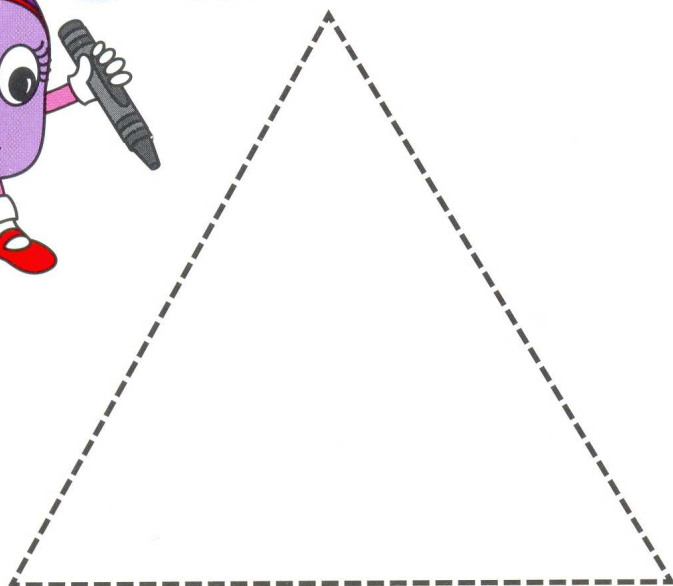
Extension Activity

Pronunciation: plural /z/ in arms. Write the words *ears*, *eyes*, *arms*, *hands* and *legs* on the board. Read each word and ask students if they notice a common sound (the /z/ at the end of each word). Play the audio or say the following chant, emphasising the /z/ at the end of each word, and invite students to repeat as necessary:

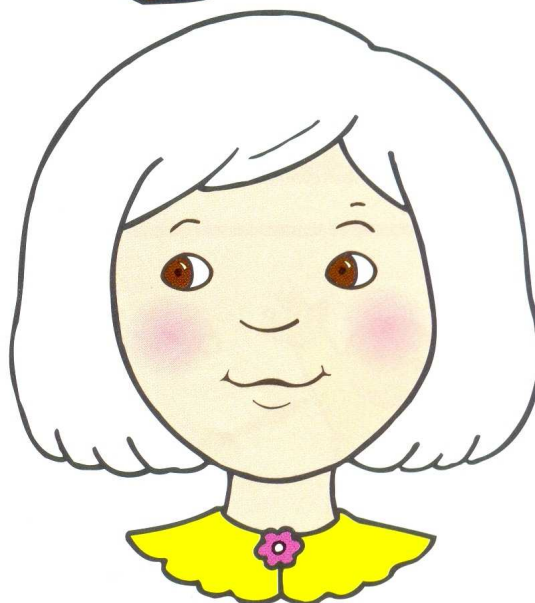
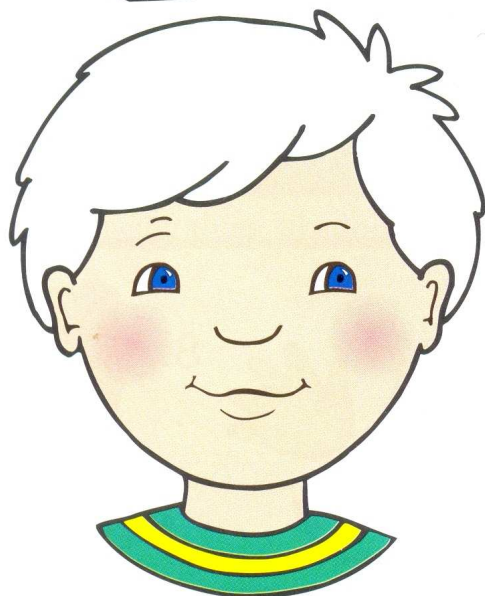
/z/	/z/	/z/
arms	ears	eyes
I can see two ears. (Point to two ears.)		
I can see two eyes. (Point to two eyes.)		
I can see two arms. (Point to two arms.)		
I can see two hands. (Point to two hands.)		
I can see two legs. (Point to two legs.)		
I can only see one nose! (Point to one nose.)		



3 Trace and colour. Say.



4 Colour and say.



Objectives

- to identify and trace triangles
- to identify black and brown

Vocabulary

nouns: hair; triangle
adjectives: black, brown

Materials

- square pieces of paper
- brown and black crayons

Presentation

Activity 3 Trace and colour. Say.

1. Hold up a square piece of paper. Ask *Is this a square or a circle?* Guide the class to identify it as a square. Then say *Fold the square. It's a triangle.* Fold the square in half, corner to corner, so it is a triangle.
2. Give each student a square piece of paper. Say *Show me a square.* Students should hold up their squares. Then demonstrate as you repeat the command *Fold the square. It's a triangle.* Encourage students to repeat the two sentences as they fold their pieces of paper.
3. Hold up a black crayon and a brown crayon. Walk around the room and offer students both crayons, inviting students to choose one by saying *Black or brown?*
4. Make either a brown or a black X on each student's triangle based on which colour they choose. Then hold up the black crayon and say *Hold up black.* Gesture for students with a black X to hold up their papers and say *It's black.* Repeat for brown.
5. Draw students' attention to Activity 3. Read aloud the directions. Make sure students understand that they are to trace the triangles and colour them in black and brown.
6. When they have finished tracing and colouring, invite students to point to their triangles and name them: *It's a black triangle. It's a brown triangle.*

Activity 4 Colour and say.

1. Point to a student with brown hair and say *She/he has got brown hair.* Repeat with black hair. Invite students with brown or black hair to name what colour they have. You can also use photos for this activity.
2. Direct students' attention to Activity 4. Read the directions and make sure students understand that they are to colour the boy's hair black and the girl's hair brown.
3. After they finish, invite volunteers to point to and name each picture: *black hair; brown hair.*



Workbook page 23 may be given now. Directions and answers are on page T3D.

Extension Activities

Make triangles. Use toothpicks and marshmallows or corks to make triangles. Hang these from the ceiling to make triangle mobiles. You can also make mobiles of toothpick/marshmallow squares to add variety. Ask students to count how many shapes are on their mobiles: *I can see three triangles. I can see four squares.*

Objectives

- to count to five
- to identify numbers 1–5
- to trace the number 5
- to use stress, rhythm and intonation
- to use the simple present tense

Vocabulary

nouns: circle, square, triangle
verb: be (*are*)
adjective: five

Materials

- cassette or CD player
- cassette or audio CD
- paper
- markers

Presentation/Practice

Activity 5 Count and trace.

1. Clap four times, counting as you do so. Do it again and invite students to clap and count with you. Then clap five times, counting as you do so. Emphasise the word *five*. Do it again and invite students to clap and count with you. Then repeat the activity with other actions, such as tapping your foot or clicking your fingers.
2. Direct students' attention to Activity 5. Read the directions and guide students in counting the five children. Then ask them to trace the number 5, first with their finger and then with a pencil.
3. Practise the unit vocabulary by asking students to name the body part that each child in the picture is covering.

Activity 6 Count the shapes and circle. Listen and check.

1. Draw a flower on the board using five circles. Ask students to count the number of circles. Say *There are five circles*.
2. Direct students' attention to Activity 6. Read the directions and make sure they understand that they are to count the shapes in each figure. Count the four triangles in the first figure and point out that this one has been done as an example.
3. When students have finished, play the audio or read the tapescript so they can check their work.

Tapescript: 1. There are four triangles. 2. There are five squares. 3. There are three circles.

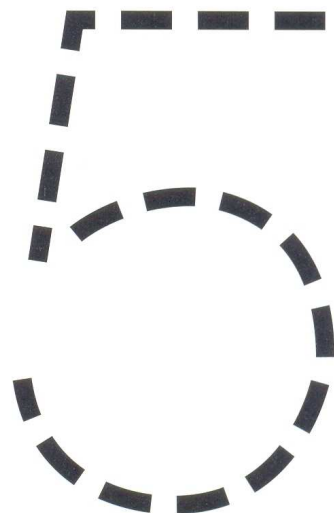


Workbook page 24 may be given now. Directions and answers are on page T3D.

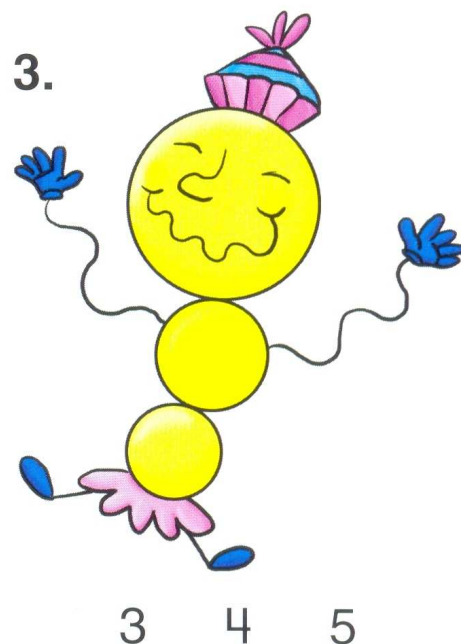
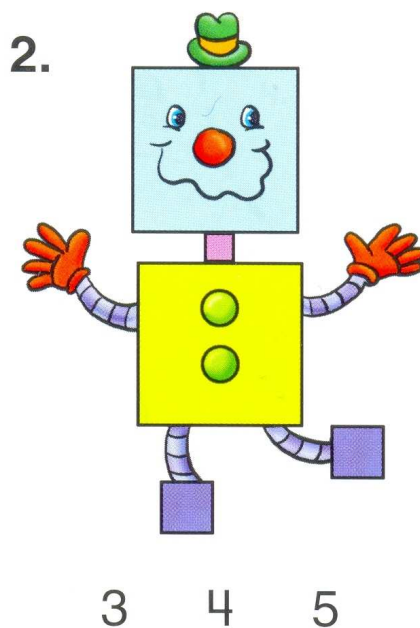
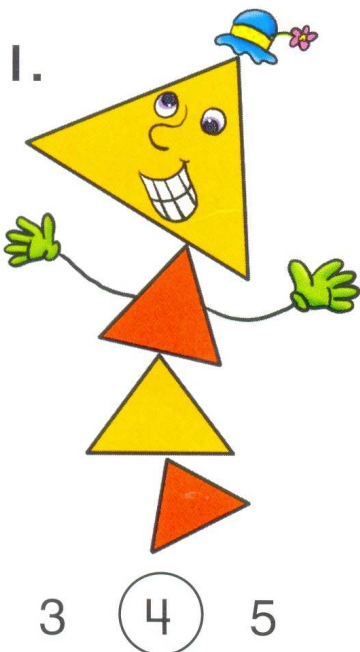
Extension Activity

Play step-up. Ask students to line up across the room facing you. Use flashcards with the numbers 1–5. Hold up a numbered flashcard. Students take as many steps forward as the flashcard indicates, counting as they step. For an added challenge, show the flashcards upside down to indicate that students should step *backwards*.

5 Count and trace.



6 Count the shapes and circle. Listen and check.



7 Cut page 31. Glue and say.



Look at
my clown.



Objectives

- to identify body parts
- to identify and pronounce /ʊ/ as in **foot**

Vocabulary

nouns: clown; arms, ears, eyes, feet, hands, legs, mouth, nose

Materials

- scissors
- glue
- cassette or CD player
- cassette or audio CD

Practice

Activity 7 Cut page 31. Glue and say.

1. Point out the picture on page 30. Ask students to name any parts of the clown they can, such as his mouth, nose and eyes. Then point out that the clown is missing an arm and a leg. Direct students' attention to the cut-outs on page 31.
2. Read aloud the directions and make sure students know they are to cut out the cut-outs on page 31 and glue them on the clown on page 30. Direct students to cut out the cut-outs on page 31 and name each body part (*arm, hand, leg, foot*). Ask students to glue the cut-outs onto the clown on page 30.
3. Point out the photograph of the student holding up her work at the top of the page. Read aloud the speech bubble *Look at my clown*. Invite students to talk about their own work.



Workbook pages 25 and 27 may be given now. Directions and answers are on page T3D.



Extension Activities

Pronunciation: /ʊ/ as in *foot*. Write the words *foot*, *look* and *book* on the board. Say each word and ask students if they notice a common sound (the /ʊ/). Play the audio or say the following, emphasising the target sound in each word, and invite students to

/ʊ/	/ʊ/	/ʊ/
foot	good	look
Look at my foot! (point to your foot)		
What a good foot. (smile)		
Look at my book! (point to a book)		
What a good book. (smile)		

repeat as necessary:

Play a game.

1. Use the cut-out cards from Workbook page 25. Get students to play in groups of three or four.
2. Put groups together sitting in circles. Group members all place their own sets of cards face-down in a pile in front of them. Shuffle all sets of cards completely.
3. Group members take turns turning over the top card from their pile and placing it face-up in a pile in the centre of the group. Once the card is placed on the pile, the student names it.
4. When two players in a row turn over the same card, it's a race to see which one can slap the middle pile first. Whoever slaps the pile first, gets to keep the entire pile of cards and the next round begins. Make sure students shuffle the cards between rounds.
5. The aim is to get the most cards.

Objectives

- to use the adjectives *happy* and *sad*
- to use the simple present tense
- to identify and write the letters *G*, *H*, and *I*

Vocabulary

verb: be (*am*, *is*)

adjectives: happy, sad

Materials

- cassette or CD player
- cassette or audio CD
- index cards
- large sheets of paper
- finger paint

Practice

Activity 8 Look and listen.

1. Using facial expressions, act out the meaning of *happy* and *sad*. Draw students' attention to the ice cream cones on this page. Play the audio or read the tapescript and point to each picture.

Tapescript: I'm happy. I'm sad.

2. Ask students to repeat each and point to the appropriate picture and make the facial expression.
3. For additional practice, invite students to draw something that makes them happy. Label their pictures *I'm happy*.

ABC Practice

Use the alphabet practice activities in the Teacher's Book and Workbook to help students learn the letters of the alphabet.

1. On the board, write the following upper and lower case letters: *G*, *g*, *H*, *h*, *I*, *i*. Then write the names of some students in the class. Choose names that include at least one of the target letters. Invite students to come to the board and draw lines matching individual letters to letters in names. As they do so, say each letter and ask the class to repeat it after you.
2. Ask students to listen as you play the audio or sing the chant. Play it a second time as you point to the letters on the board as they are named in the chant. Play it a third time and invite students to chant along.

There are three letters that I know.

Say them with me!

Here we go!

G to the g!

H to the h!

I to the i!

G, H, I!

3. Distribute cards with the letters *G*, *g*, *H*, *h*, *I*, and *i* on them. As students chant, they hold up the appropriate cards. You can also pause after the fourth, fifth and sixth lines and get students to find a partner with the same letter.
4. Practise writing and saying the letters using finger paint. Spread out the paints on large pieces of paper and ask students to finger-paint the letters.



Workbook page 28 may be given now. Directions and answers are on page T3D.

Extension Activities

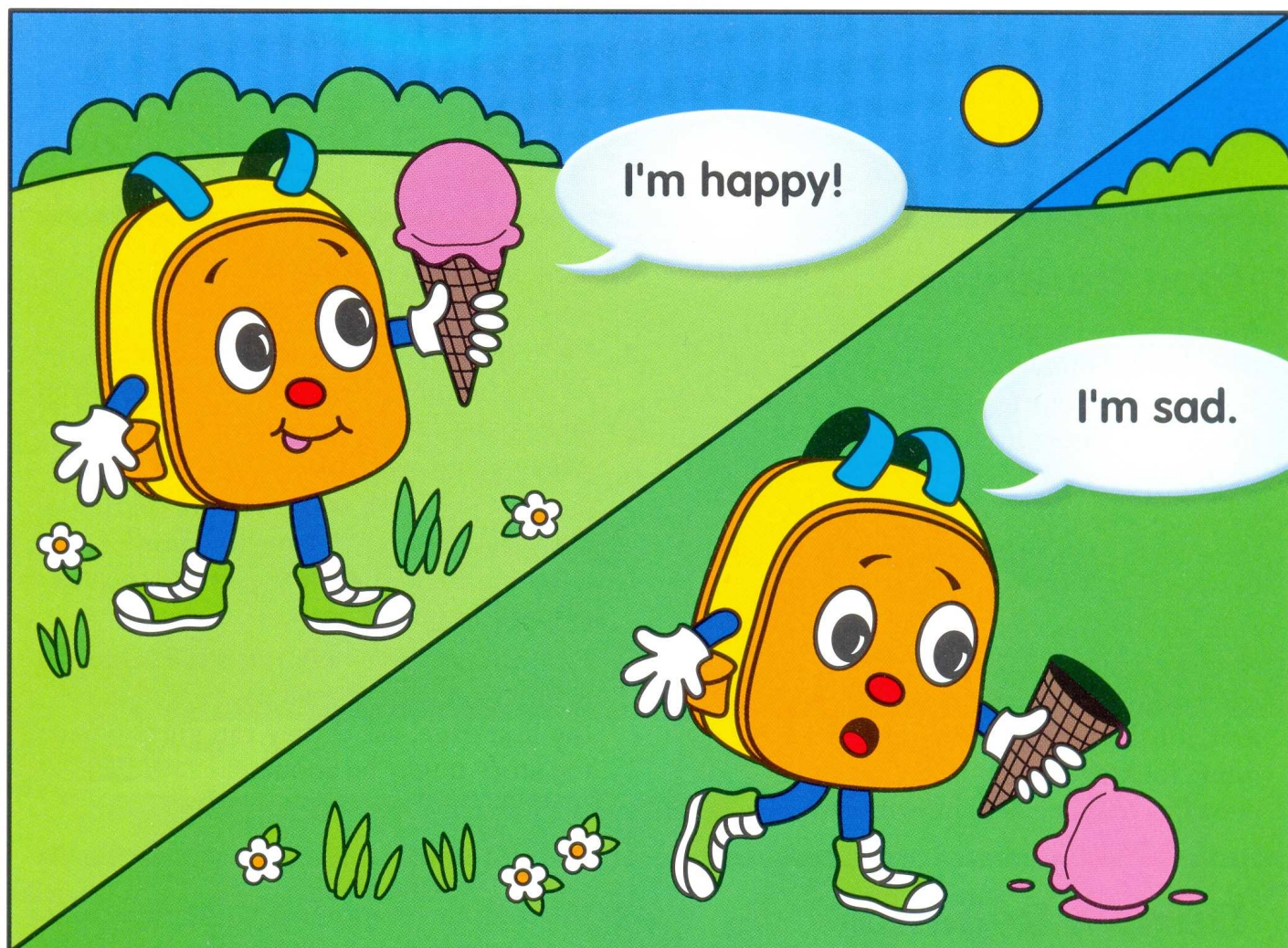
Add pages to the Alphabet Book.

Continue making the Alphabet Book started in Unit 1. Review the order of the letters.

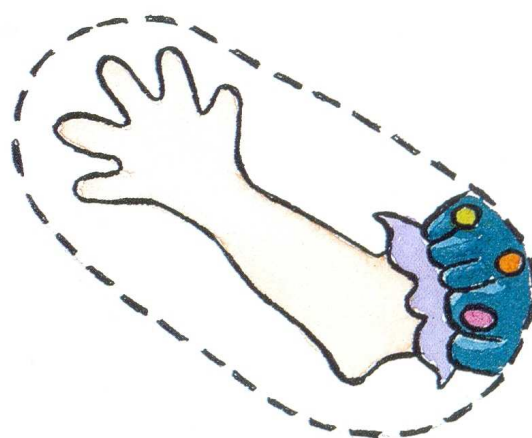
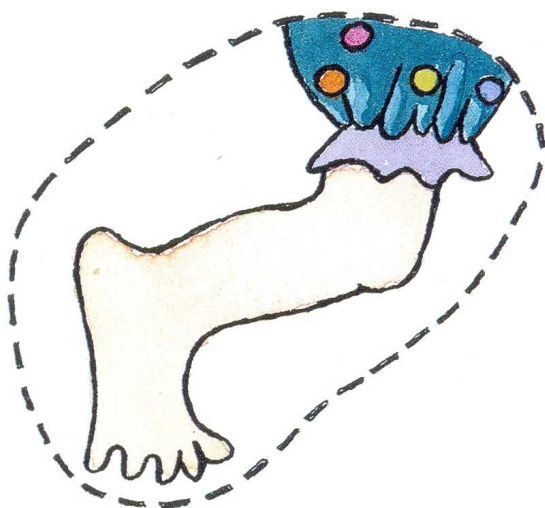
Alphabet review. Students have learned a third of the alphabet, so take this opportunity to go over the letters with them. Distribute cards with all the letters students have learned so far. Ask them to get in line in alphabetical order, based on the cards they have. Once they are in line, ask them to recite the letters in order as they show their cards.



Look and listen.



Cut-outs for Activity 7 



Objectives

- to listen and read for enjoyment
- to make predictions
- to follow a pattern
- to identify concepts of print

Vocabulary

nouns: hands, feet
verbs: hide, look, love, see, seek
pronouns: I, you

Materials

- cassette or CD player
- cassette or audio CD
- various school supplies

Summary

Hide and Seek:

A girl searches for her friends in a game of hide and seek.

Before Reading

1. Ask students to remove pages 33–34 from their books. Show how to make a Little Book by folding the page in half. Make sure all the books are ready before continuing.
2. Hold up a pencil. Ask two students to close their eyes. Hide the pencil somewhere in the classroom as you say *Hide the pencil*. Then ask the two students to open their eyes. Call out *Where are you, pencil?* Guide the two students to look for the pencil by saying *seek* as you mime looking. When they find the pencil, repeat the activity with two new students and a new object, such as a marker. Continue as time allows.
3. Help students understand the new word *love* by holding known things close to you and saying *I love (this book). I love (paper)*.
4. Ask students to point to the title. Read it aloud. Then look at the picture on the first page. Invite students to name anything they can in the picture, such as colours and body parts.
5. **Reading strategy awareness: Making a prediction.** After students comment on the first page, ask if they can guess what the story might be about.

During Reading

1. Invite students to relax and listen quietly as you play the audio or read the story aloud to them. Use gestures and point to the pictures to help with meaning. To help students understand the concept of a speech bubble, point to the girl before you read each speech bubble, then slide your finger to what she says. Explain that they will be able to ask questions and talk about the story when you read it a second time.
2. Read the story a second time. This time, encourage students to use gestures and point to pictures as you read. Students may also ask questions and comment on the story during this reading. After the second reading, help students check their predictions.
3. **Reading development: Understanding concepts of print.** As you read the story a second time, take the opportunity to focus on the concepts of print, such as the parts of a book and directionality. Hold up each page in order as you count *one, two, three, four*. As you read the story, follow the text, one word at a time. You could invite volunteers to the front of the room to follow the text for you.
4. **Echo read.** To help students develop oral reading skills, echo read the book with them. Play the audio or read aloud the first sentence. Get students to repeat after you as they follow the text in the story. Repeat with each sentence. Guide students to imitate the stress, rhythm and intonation patterns of each sentence.

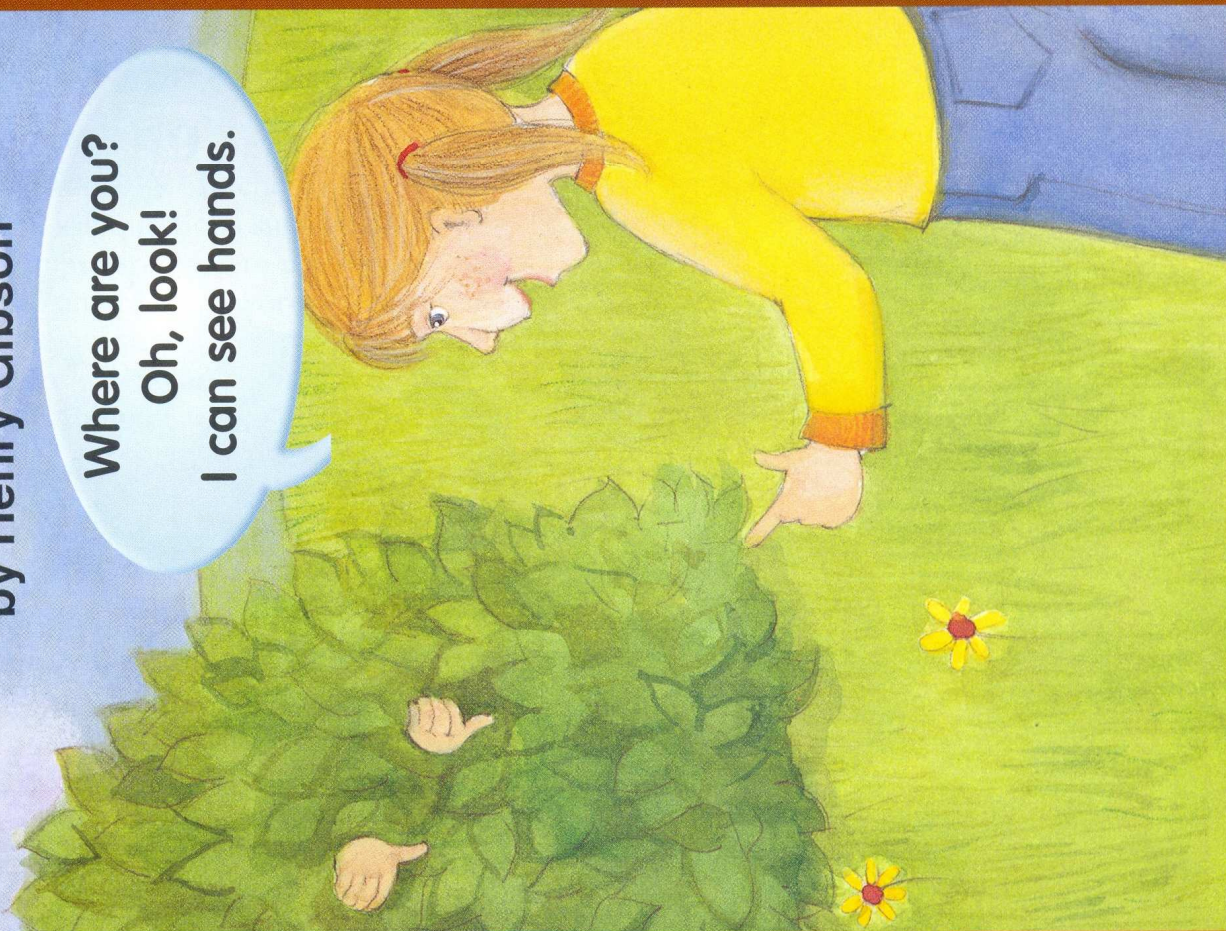
Hide and Seek

by Henry Gibson

Where are you?

Oh, look!

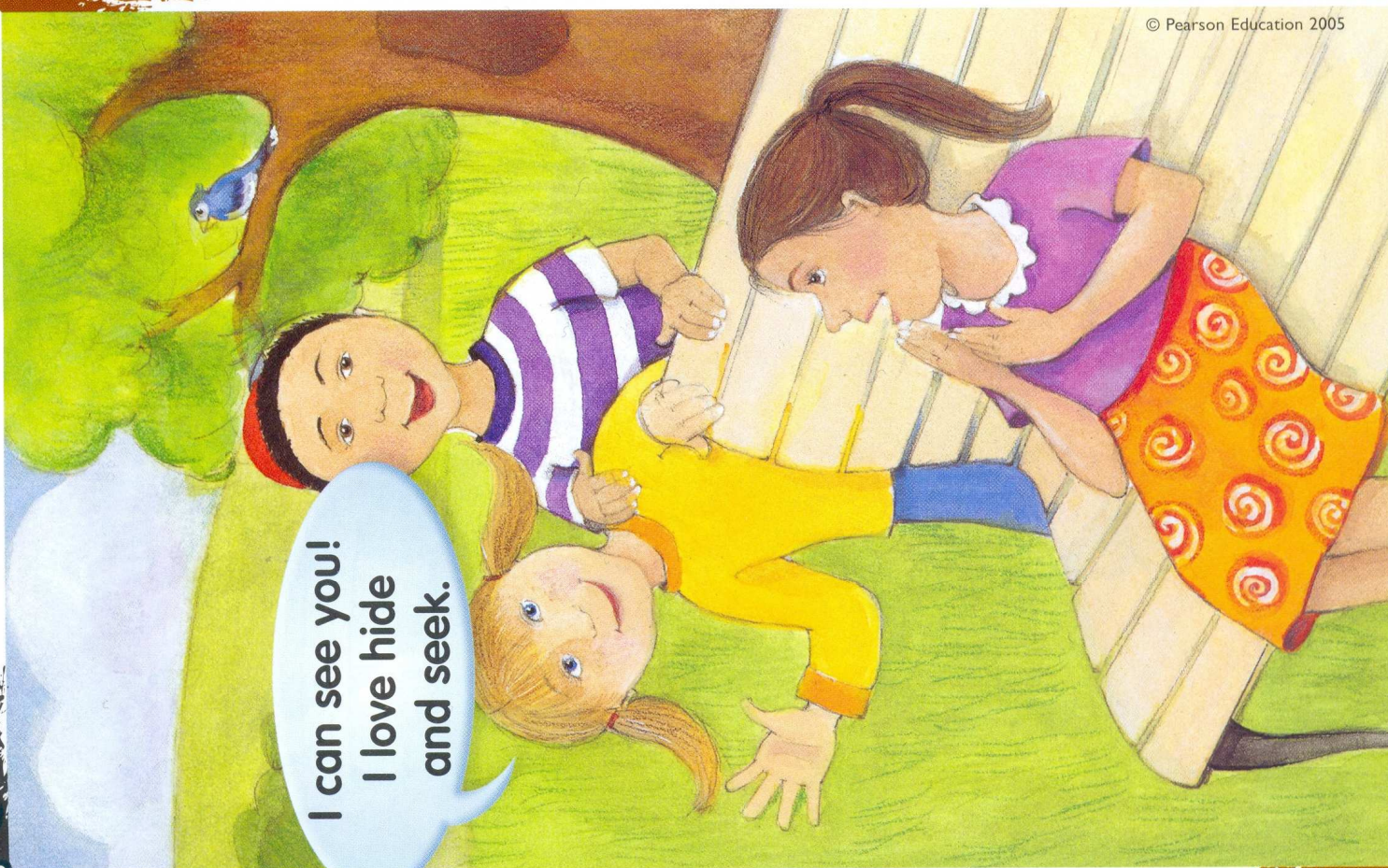
I can see hands.



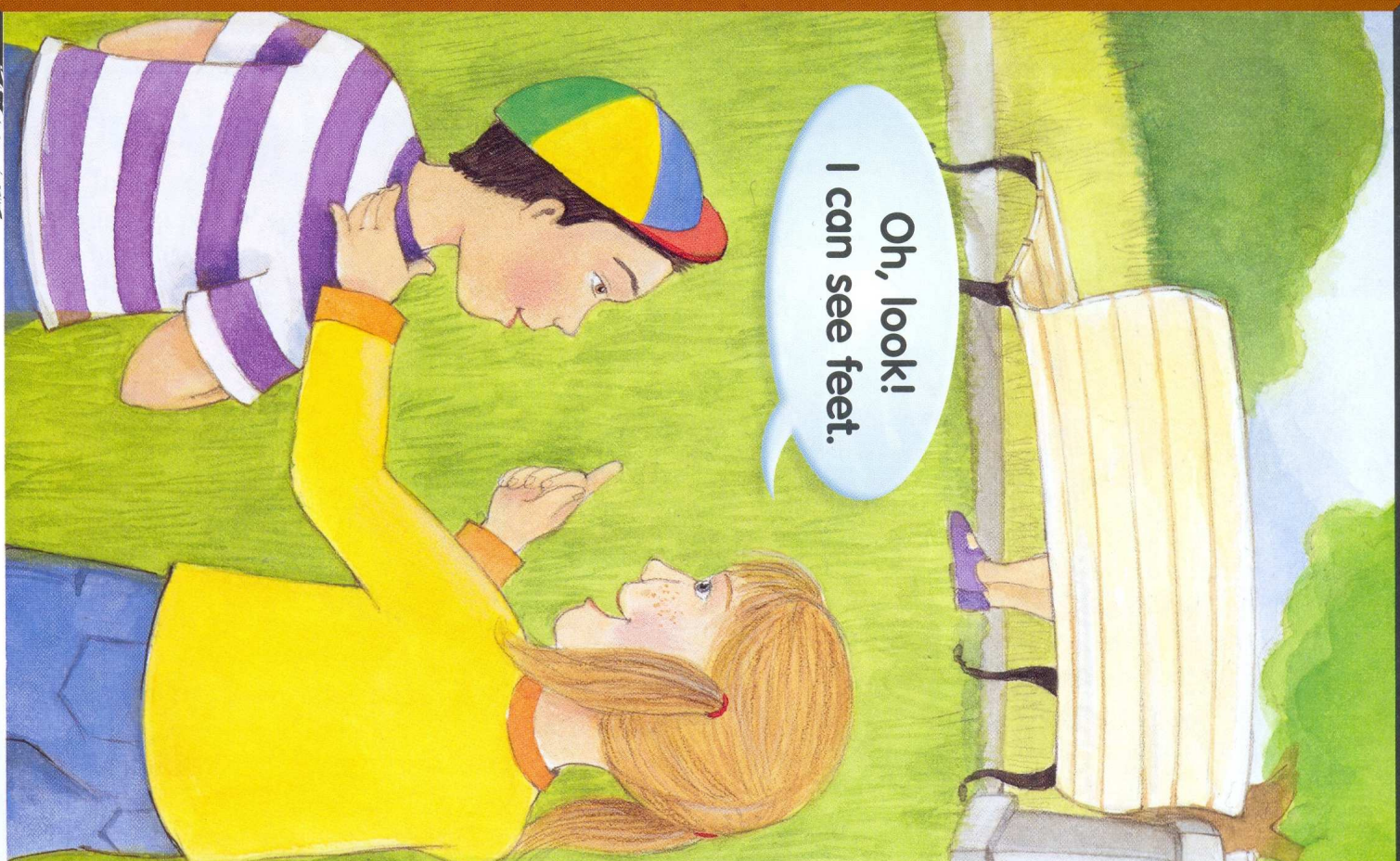
I can see you!

I love hide

and seek.



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After Reading

Check comprehension. To check comprehension, ask questions such as the ones below. Remind students to use the illustrations and any familiar words to help them answer the questions. Make sure you point to a picture when you ask a question, and get students to point when they answer.

How many children are there?

What's she doing?

Who hides?

Who seeks?

What can she see?

Colour the frame. Return to page 1 and look at the pattern of colours on the frame of the story. Display page 2. Help students decide what colour is needed on the bottom. Follow the same procedure with page 3. Then ask students to colour the frame on page 4 in the same pattern as the other pages.

Home-School Link. After reading the story several times, let students take their Little Books home and share *Hide and Seek* with their families and friends.

If you feel some students would like to read the story but need more support, record the story for them. To help students of all abilities, record the story: (1) sentence by

sentence, pausing for students to repeat each sentence; (2) one page at a time, pausing for students to repeat each page; (3) entirely without pausing.

Role-play. Role-play the story by assigning roles for the three children. Students can act out the game of hide and seek by hiding in different parts of the room, such as under a desk or behind a chair.



Workbook page 29 may be given now. Directions and answers are on page T3D.

Extension Activities

Hiding places. Ask students if they have ever played a game like hide and seek. Get students to draw a picture of their favourite hiding place. Display the pictures in the classroom. Encourage students to talk about their pictures.

Grammar connection. Get students to practise asking questions that begin with the word "Where..." For example: *Where is Michael? Where are the books?*

Objectives

- to make a mask
- to identify body parts

Vocabulary

nouns: mask; eyes, mouth, nose

verb: make

Materials

- scissors
- glue
- crayons
- a mask
- hole-punch
- string or wool

Application

Project: **Make a mask.**

1. Play the *Please* game to review the parts of the body. To play the game, students respond to commands only when the word *please* is included. For example: *Please touch your ears.* (Students touch their ears.) *Touch your ears.* (Nobody moves.)
2. Hold up a simple mask. Put on the mask as you say *Put on the mask.* Take off the mask as you say *Take off the mask.*
3. Direct students' attention to the project cut-out. Relate the project to the rest of the unit by reminding students that they learned the names of parts of the body, and now they are going to make a mask showing some of those parts. Ask students to point to and name all the parts of the face shown on the mask: the eyes, nose and mouth.
4. Read aloud the directions and make sure students know that they are to cut out the mask. They can choose a mouth, cut it out and glue it to the face. They can choose any colours to colour in their masks. When they have finished, collect

their masks to punch holes through the dots on the sides. Thread string or wool through these so students can wear the masks.

5. Invite students to show their masks to the class. Direct them to *Put on the mask* and *Take off the mask.*



Workbook page 30 may be given now. Directions and answers are on page T3D.

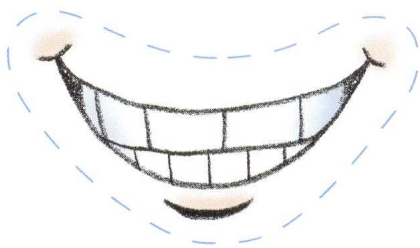
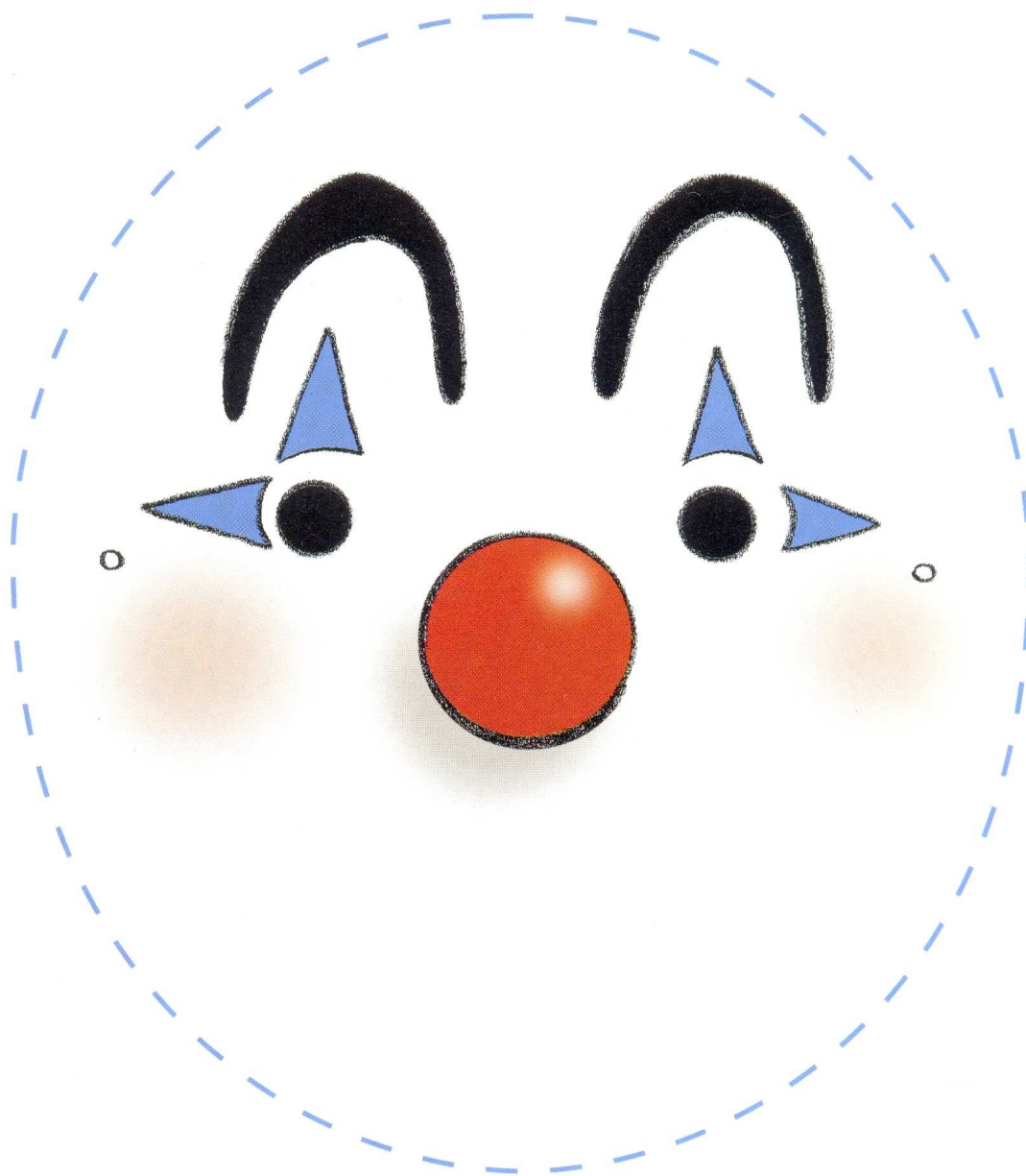
Extension Activities

Happy and sad. Instead of permanently glueing the mouth onto the mask, students could colour the front and then turn it over and draw a new mouth. They can tape one mouth on to show a smile or flip it over, turn it upside down, and tape the other side to show a frown. Ask students to present both sides of their mask, saying *I'm happy* or *I'm sad*, depending on which mouth is showing.

Grammar extension. When students talk about their masks, challenge them to include colour in their descriptions, for example: *What colour is your nose? It's red. My eyes are green. I've got a blue mouth.*

Project

Make a mask. ✂



Objectives

- to demonstrate knowledge of unit targets
- to play a game

Vocabulary

nouns: arms, ears, eyes, feet, hands, legs, mouth, nose; triangle

adjectives: black, brown; five

Materials

- unit assessment materials
- counters for game

Assessment

Play a Game! Look and say.

1. Direct students' attention to the game board in the Student's Book.
2. Guide students as they identify the part of the body each child is using to do each activity, marked with question marks.
3. Ask students to play in groups of three. Give each player a counter to use as a place-holder. Students take turns moving down the slide and naming the part of the body each child is using.
4. As students play the game, walk around the room and monitor their language. Note any errors to address after the game is over. Use the Student Oral Assessment Checklist as you observe students' progress.

Now I know!

Students should feel confident that they know the following: names of parts of the body; the number 5; the colours *black* and *brown*; the shape *triangle*. Students should also feel confident producing and responding to commands, questions and statements

based on the following language: *Point to your eyes. I'm happy. I'm sad.* Ask students to use the self-assessment sticker when they have achieved these targets. Provide them with a sticker to place in the outlined space. Help students read the *Nice work!* speech balloon.

Unit and Review Tests

Let students complete the Unit 3 Test on page xxix. Help students prepare for the test by reviewing the key activities from the Student's Book and Workbook, particularly those that were the most challenging for the class.

Then ask students to complete the Units 1–3 Review Test. See pages xxxvi and xxxvii.

Extension Activities

Play the Plural Nouns game. Create four flashcards each with the number 2, 3, 4 or 5 on it. Say a singular noun and show a number card. Students respond with the number and plural noun. For example, say *nose* and hold up the 3 flashcard. Students respond with *Three noses*.

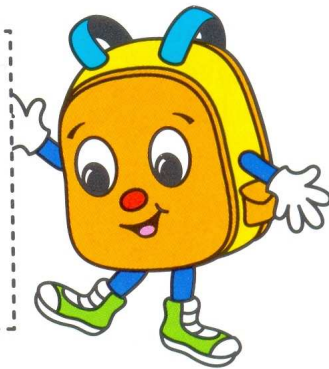
Add to the portfolio. Add work from the unit to students' portfolios.

PLAY a Game!

✓ Look and say.

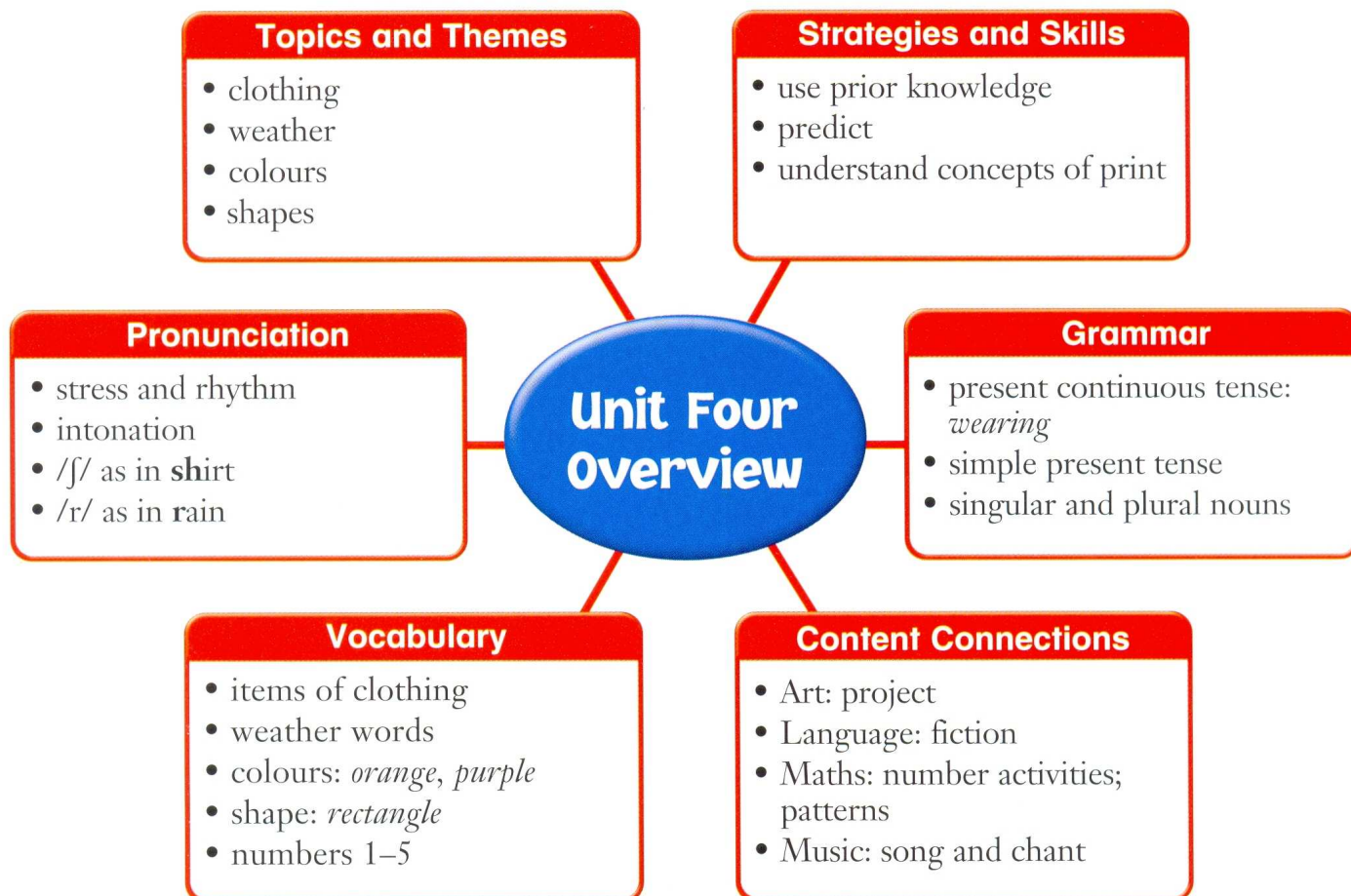


✓ NOW I KNOW!



UNIT 4

My Clothes



Key Vocabulary

Clothing	Weather	Actions	Numbers
backpack dress hat jacket shirt shoes shorts sweater trousers T-shirt umbrella	cold hot rainy	put on open take off wear	one two three four five
		Colours	Shape
		orange purple	rectangle

General Preparation

Prepare before teaching the unit by reading through all the material and collecting the necessary supplies and components. Make sure audio and video equipment is in working order and ready to use.

Teaching Checklist

Component

☒ I Plan to Use

1. Workbook, Unit 4
2. Flashcards
3. Video, Unit 4

☐
☐
☐

Noticeboard Ideas

Put up three different backgrounds under the heading *Weather: A hot day, A rainy day, and A cold day*. Ask students to look for pictures in magazines to go with each background. Stick these on the noticeboard. As you progress through the unit, invite students to draw pictures of clothing that belong under each category. Ask them to name the clothing for you so you can label it, or allow them to write labels if they are able.

For another display, help students cut coloured paper in the shapes of squares, circles and triangles. Use the colours already introduced (red, yellow, blue, green, black and brown). Ask students to tell you how to label their work, or allow them to write the words themselves if they are able. For example: *red circle*. Stick their work under the heading *Shapes and Colours*. As you introduce this unit's shape (rectangle) and colours (orange and purple), add these to the noticeboard.



Home-School Links

Ask students to bring in to class a photo or picture showing how the family dresses in different types of weather, such as at the beach or in the snow. Students could also bring in articles of clothing that they wear in these weather conditions.

Ask students to talk about their pictures. For example: *He's my father. He's wearing trousers and a jacket.*



Little Book: *My Shoes*

Summary: A boy looks for his lost shoes. He asks the reader for help.

Workbook Tapescripts

Page 31: 1. Cut. Listen and sing. Glue. (Play the song.)

Page 33: 3. Listen and colour.

Colour the T-shirts.

orange, orange, purple, orange, orange, purple

Page 34: 4. Listen and colour. Count and say.

Colour the dresses orange.

Colour the hats purple.

Colour the shirts brown.

Page 38: 7. Listen and chant. Draw a line and colour to match.
(Play the chant.)

Page 40: 11. Listen and circle.

1. shorts

2. dress

3. shoes

4. two hats

5. five rectangles

PREPARATORY NOTES

Workbook Instructions and Answers

Page 31

- Act. 1: Students cut out the pictures. They listen to and sing the song and glue the appropriate cut-out next to each picture: the jacket next to the snow; the sunshine next to the boy taking off his sweater; the umbrella next to the rain.

Page 33

- Act. 2: Students trace rectangles and colour rectangles of the same size in the same colour (for example, the two small rectangles could be purple).
- Act. 3: Play the audio or read the tapescript. Students listen to the pattern. They colour in following the pattern: orange, orange, purple, orange, orange, purple.

Page 34

- Act. 4: Play the audio or read the tapescript. Students colour in the clothes based on what they hear. Then they hold up and talk about their work: *I can see (There are) two dresses. They are orange. I can see (There are) five hats. They are purple. I can see (There are) four shirts. They are brown.*

Page 35

- Act. 5: Students choose whether to colour each article purple, orange or blue. They cut out the cards and name each item. Then they use the cards for Activity 6 on page 37.

Page 37

- Act. 6: Students sort the cut-outs from page 35 by colour and glue them in the correct columns. Students present their work (for example: *It's a jacket. It's blue. or It's a blue jacket.*).

Page 38

- Act. 7: Students listen to and say the chant. They draw lines to match upper and lower case letters and colour in each pair of letters to match (for example, *J* and *j* blue).
- Act. 8: Students trace the letters and write them.

Page 39

- Act. 9: Students draw to answer the question based on *My Shoes*.
- Act. 10: Students draw a face to show how much they liked the story.

Page 40

- Act. 11: Play the audio or read the tapescript. Students listen and circle the answer: 1. shorts 2. dress 3. shoes 4. two hats 5. five rectangles.

UNIT
4

My Clothes



Listen and sing.



It's cold.
It's cold.
Brrr.
Put on the jacket!

What are
you wearing?



Listen and point.

1.



2.



3.



4.



Objectives

- to identify clothing
- to answer questions with *what*
- to use the present continuous tense: *wearing*
- to sing a song
- to use stress, rhythm, and intonation
- to identify and pronounce /ʃ/ as in **shirt**

Vocabulary

nouns: dress, jacket, trousers, T-shirt, shoes, shorts, sweater, umbrella

verbs: open, put on, take off, wear

adjectives: cold, hot, rainy

Materials

- cassette or CD player
- cassette or audio CD
- assortment of clothing or picture cards for dress, hat, jacket, trousers, T-shirt, skirt, socks, sweaters

Warm Up/Presentation

Creating Interest

Do one or both of the following to build up students' curiosity about the unit.

Get dressed. Place a pile of clothing in the middle of the room. Pretend to put on one piece of clothing. Invite a student to come and choose from the pile the piece of clothing you're pretending to put on. Continue until all the clothing has been used. Then place the clothes back in the pile

and repeat the activity, this time inviting volunteers to pretend to get dressed.

Hot, cold or rainy. Show an umbrella, a winter hat and gloves and a pair of sunglasses, or draw these items on the board. Point outside and use gestures to ask students which of these things they need today.

Activity Listen and sing.

1. Pretend to shiver, as if it's really cold, and say *Brrrr, it's cold*. Then pretend to put on a jacket (or really put one on) as you say *Put on the jacket*. Then circulate around the room, pretending to shiver and gesturing for students to "put on the jacket" as you repeat *Brrrr! It's cold. Put on the jacket*. Use a similar procedure to introduce the other language from the song: *Phew! It's hot. Take off the sweater. Oh! It's rainy. Open the umbrella*. You can wipe your brow or use your hand to fan your face to indicate that it's hot. You can use your hand to try to shield your head from the rain to indicate that it's rainy.
2. Direct students' attention to the picture on pages 38–39. Get them to use picture

clues to guess what the song might be about. (In the picture, the people are reacting to different weather.) With the books closed, play the song once so students can listen.

3. Play the song a second time, inviting students to point to pictures that go with specific lines in the song. For example, pause after playing the first verse so students can identify the child in the snowy scene. Play the song again if necessary.
4. When students feel ready, invite them to sing the song. You could ask groups to alternate verses, so the first group sings the first verse while the second group follows their directions and puts on a jacket. They alternate for the remaining verses.

Activity 2 Listen and point.

1. Bring out the clothing from Creating Interest, or stick up simple pictures of a dress, jacket, trousers, T-shirt, shoes, shorts, sweater and umbrella. Hold up a T-shirt (or point to the picture of one) and pretend to put it on as you say *Put on the T-shirt*. Gesture for students to do the same thing as they repeat *Put on the T-shirt*. Then pretend to take off the shirt as you say *Take off the T-shirt*. Again, gesture for students to copy your words and actions. Repeat with the other clothes. (There are different names for various pieces of clothes. A *shirt* is usually a piece of clothing with buttons and a collar, a *T-shirt* usually does not have buttons or a collar. A sweater with buttons down the front can also be called a *cardigan*.)
2. Point to the picture dictionary at the bottom of pages 38–39. Play the audio or read the names of the items a few times, and ask students to point to each one and repeat each time.

Tapescript: 1. dress 2. jacket 3. trousers 4. T-shirt
5. shoes 6. shorts 7. sweater 8. umbrella

3. Say the name of each item again and ask students to point to an example of it in the big picture. Repeat the activity as needed.

Language presentation. Direct students' attention to the Backpack mascot and his speech balloon. Gesture to the class as you read aloud the question *What are you wearing?* Then point to your own clothing as you demonstrate a response: *I'm wearing (trousers and a sweater)*. Extend the question to students, supporting their responses as needed. For example, you could use the following technique with a student:

Teacher: What are you wearing?

(Student can't yet answer on his/her own.)

Teacher: Are you wearing trousers?

(Gesture to the student and then to a pair of trousers.)

Student: Yes, I am.

Teacher: Me, too. I'm wearing trousers. (Gesture to yourself and then to your trousers.)

What are you wearing?

Student: I'm wearing trousers.

If students are ready, you can get them to practise the exchange in pairs. Monitor their language and make corrections later.



Workbook page 31 may be given now. Directions and answers are on page T4D.



Extension Activities

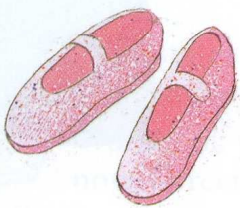
Pronunciation: /ʃ/ as in shorts. Write the words below on the board as labels for pictures of clothing items. Say each word and ask students if they hear any sounds that are the same in each one. Emphasise the /ʃ/ sound, if necessary. Then play the audio or read aloud the following and get students to repeat as needed:

/ʃ/	/ʃ/	/ʃ/
she	shorts	shoes
What's she wearing? I want to know.		
Sh, sh, shorts. She's wearing shorts.		
What's she wearing? I want to know.		
Sh, sh, shoes. She's wearing shoes.		
What's she wearing? I want to know.		
Sh, sh, shirt. She's wearing a T-shirt.		

Grammar point. Once students are comfortable talking about their own clothing, extend the activity and get students to talk about one another's clothing. You can use a structure similar to the one in Language presentation, substituting *he* and *she* for *you* and *I*.



5.



6.



7.

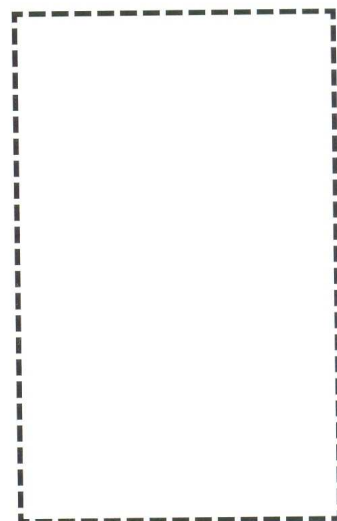
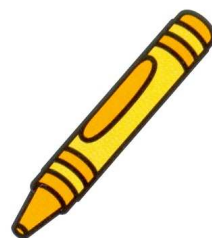
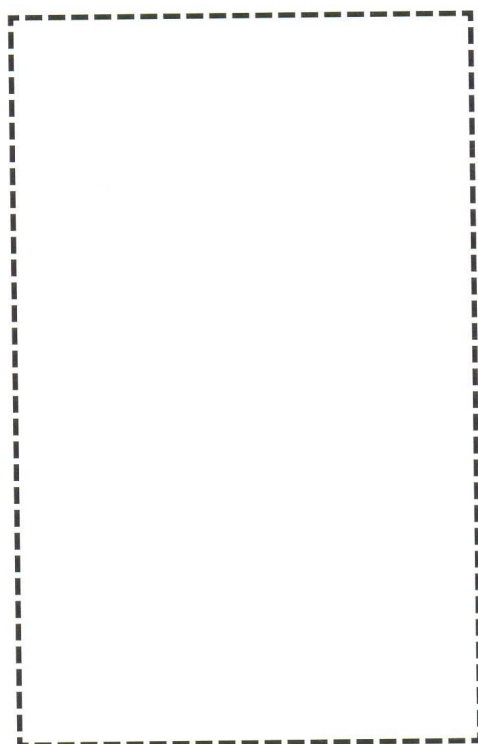
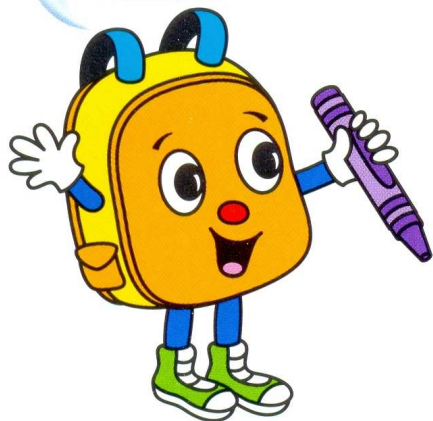


8.



3 Trace and colour. Say.

Rectangle!



4 Colour. Look and circle.

1.



2.



Objectives

- to identify and trace rectangles
- to identify purple and orange

Vocabulary

noun: rectangle

adjectives: orange, purple

Materials

- masking tape
- orange and purple paper
- orange and purple crayons

Presentation

Activity 3 Trace and colour. Say.

1. Use masking tape to make large squares, triangles and rectangles on the floor. Make sure each shape is large enough for five students to place one foot inside at the same time. Divide students into groups of five and ask each group to stand around a group of masking tape shapes.
2. Say *Put your foot in the square*. Act out putting your foot in a masking tape square, and then trace a square with your two index fingers. When all the students have one foot in their groups' square, repeat the procedure for triangle and then rectangle. Students don't yet know rectangles, so it's important to pronounce the word very clearly and to trace the rectangle with your fingers.
3. Repeat the activity a few more times, alternating the order of the shapes. You can also review body parts (and get the class laughing) by changing the directions so students use their hands, arms or heads.
4. Extend the activity to introduce the colours orange and purple. Give each student either an orange or purple piece of paper. Hold up the orange paper and say *Orange, put your foot in the square*. Only students with orange pieces of paper should move. Repeat for purple. Play a few more rounds of the game using the colours in your commands.
5. Draw students' attention to Activity 3. Read aloud the directions. Make sure students know they need to trace the rectangles and colour them in purple and orange.
6. When they have finished tracing and colouring, invite students to point to their rectangles and identify them in one of the following ways: *rectangle; It's a rectangle; orange/purple rectangle; It's an orange/purple rectangle*.

Activity 4 Colour. Look and circle.

1. Direct students' attention to Activity 4. Read the directions and make sure they know they are to finish colouring the purple hat and the orange shirt, and to circle the item of clothing that matches in each row.
2. Encourage students to name all the colours in each row when they are done.



Workbook page 33 may be given now. Directions and answers are on page T4D.

Extension Activities

Musical chairs. Play a round of musical chairs. See the directions on page T4. Use all the colours students know so far: black, blue, brown, green, orange, red, purple, yellow. You can also use shapes instead of colours: circles, rectangles, squares, triangles.

Objectives

- to count to five
- to write the numbers 3, 4 and 5
- to identify clothing

Vocabulary

nouns: dress, hat, T-shirt, shorts
verb: be (*are*)
adjectives: one, two, three, four, five

Materials

- cassette or CD player
- cassette or audio CD
- pictures of different articles of clothing

Presentation/Practice

Activity 5 **Count. Write the number. Listen and check. Say.**

1. Draw a clothesline on the board. Hang up to five picture cards of clothing from the clothesline. Lead the class in counting the number of items and then write the number. Demonstrate counting how many there are: *There are (three hats)*. Ask the class to repeat it after you. Change the number and repeat the activity a few times.
2. Hold up a picture of a pair of shorts. Point to it and say *It's a pair of shorts*. Get students to repeat after you.
3. Draw students' attention to Activity 5. Invite volunteers to name the clothing shown in each row.
4. Read the directions. Make sure students know they need to count the items in each row and to write the number on the line. Point out that the first one has been done as an example.

5. When students finish, play the audio or read the tapescript so students can check their work. Ask students to repeat each answer following the audio.

Tapescript: 1. four: four T-shirts. 2. three: three pairs of shorts. 3. five: five dresses. 4. four: four hats.



Workbook page 34 may be given now. Directions and answers are on page T4D.

Extension Activity

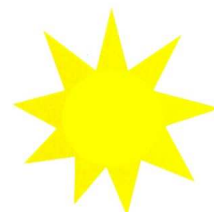
Make a clothesline. Hang up an actual clothesline in the classroom like the ones on page 41. Tell students that they are going to make clothes for the clothesline. Ask each student to draw, colour and cut out a piece of clothing. Encourage them to make colourful and interesting pictures. Label each student's work; for example: *Maria's skirt*. Hang students' clothing on the clothesline for a classroom display.

5 Count. Write the number. Listen and check. Say.

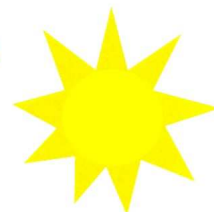
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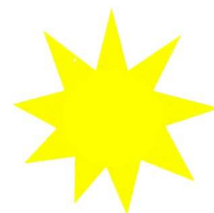
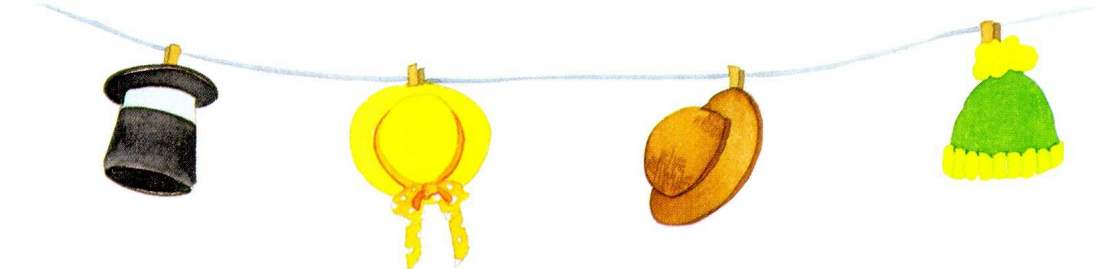
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3.



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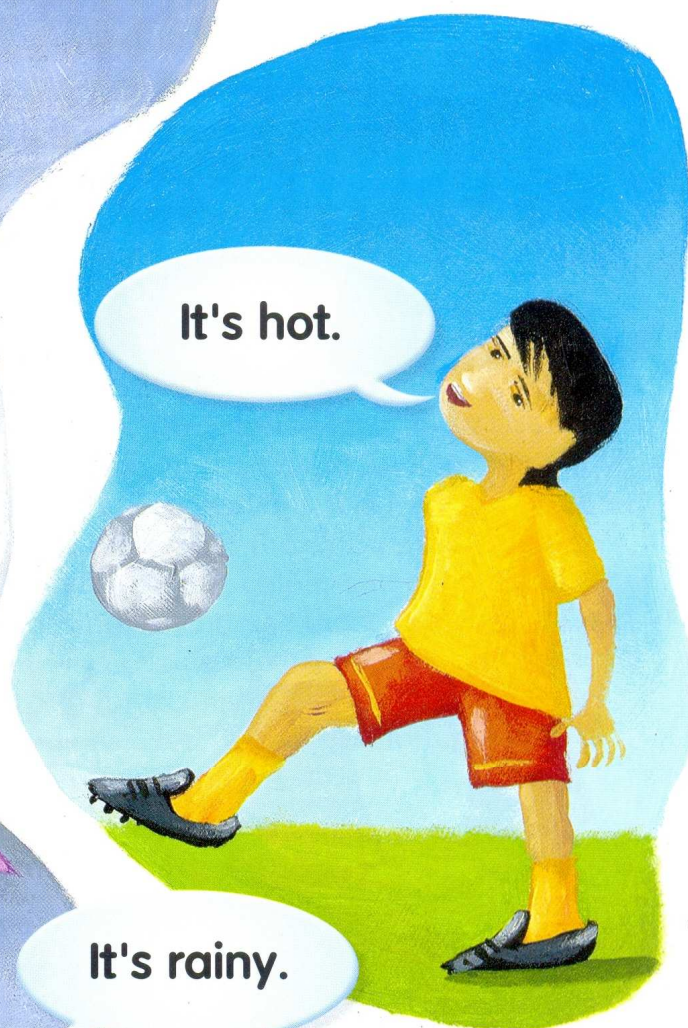
6 Cut page 43.
Glue and say.



It's hot. He's
wearing shorts.



It's cold.



It's hot.



It's rainy.

Objectives

- to identify weather and clothing
- to use the simple present tense
- to use the present continuous tense: *wearing*
- to identify and pronounce /r/ as in *rain*

Vocabulary

nouns: jacket, T-shirt, shorts, umbrella

verbs: be (*is*), wear

adjectives: cold, hot, rainy

Materials

- sunglasses
- sweater
- umbrella
- scissors
- glue
- cassette or CD player
- cassette or audio CD

Practice

Activity 6 Cut page 43. Glue and say.

1. Pretend to shiver, show students a sweater and ask *Is it hot or cold?* After students respond that it's cold, wipe your brow and show the sunglasses. Ask *Is it hot or rainy?* After students respond that it's hot, take out the umbrella and shield your head from imaginary rain. Ask *Is it rainy or hot?*
2. Point to the pictures on page 42 and the cut-outs on page 43. Read aloud the directions and make sure students understand that they are to cut out the cut-outs and glue each one on page 42 next to the picture it matches.
3. Direct students to cut out the pictures on page 43 and name each type of weather (*cold, hot, rainy*). Get students to glue the cut-outs onto the matching pictures on page 42.
4. Point out the photograph of the student holding up his work at the top of the page. Read aloud the speech bubble *It's hot. He's wearing shorts*. Invite students to talk about the pictures, following this example:
It's hot. He's wearing shorts (a T-shirt).
It's cold. He's wearing a jacket (trousers).
It's rainy. She's got an umbrella.



Workbook pages 35 and 37 may be given now. Directions and answers are on page T4D.



Extension Activities

Pronunciation: /r/ as in *rain*. Write the words *rain*, *red* and *rectangle* on the board. Say each word and ask students if they notice a common sound (the /r/). On the board, draw a red rectangle surrounded by rain clouds. Point to your picture as you play the audio or say the following, emphasising the *r* in each word. Invite students to repeat as necessary:

/r/	/r/	/r/
rain	rectangle	red
The red rectangle is in the rain.		
The red rectangle is in the rain.		

Extend vocabulary Introduce the words *hat, mittens, scarf, trainers, socks* and *boots*. Point to these objects in the pictures on page 42. Invite students to talk about the pictures using this new vocabulary.

Make a graph. On a large piece of paper create a bar graph of students' favourite weather. Choices should include *hot, rainy* and *cold*. Invite students to come to the chart, one at a time, and colour in a square for the weather category they like best. After each student marks the graph, talk about his or her choice: (*Tim*) *likes (rainy weather)*. Help students to count the boxes as they are marked off.

Objectives

- to draw clothing
- to identify clothing
- to identify and produce the letters *J*, *K* and *L*

Vocabulary

nouns: dress, jacket, trousers, T-shirt, shoes, shorts, sweater, umbrella

Materials

- cassette or CD player
- cassette or audio CD
- index cards
- trays of sand
- sticks

Practice

Activity 7 Draw your favourite clothes.

Read the directions and make sure students understand that they are to draw a picture of their favourite clothing. Prepare for the activity by brainstorming the types of clothing they might include in their drawings. Invite students to present their work to the class. Provide the following example: *I like my purple trousers. I like my black T-shirt.*

ABC Practice

Use the alphabet practice activities in the Teacher's Book and Workbook to help students learn the letters of the alphabet.

1. Begin by reviewing the letters *a–i*. Display cards with these letters in order on the board. Invite students to come to the board and identify specific letters, for example: *Point to the a. Show me the b. Where is the c?*
2. On the board, write the following upper and lower case letters: *J, j, K, k, L, l*. Then write and read the words *jacket* and *umbrella*. Invite students to come to the board and draw lines matching individual letters to letters in words. As they do so, say each letter and invite the class to repeat it after you.
3. Invite students to listen as you play the audio or sing the chant. Play it a second time as you point to the letters on the board as they are named in the chant. Play it a third time and invite students to chant along.

There are three letters that I know.

Say them with me!

Here we go!

J to the j!

K to the k!

L to the l!

J, K, L!

4. Distribute cards with the letters *J, j, K, k, L* and *l* on them. As students chant, they can hold up the appropriate cards. Alternatively, you can pause after the fourth, fifth and sixth lines and ask students to find a partner with the same letter.
5. Practise writing the letters. Provide students with shallow plates filled with sand. Invite them to write the letters in the sand with their finger. Next, they can use sticks to write in the sand.



Workbook page 38 may be given now. Directions and answers are on page T4D.

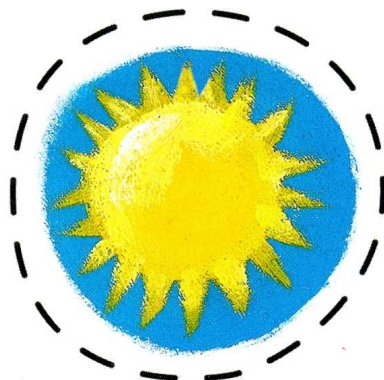
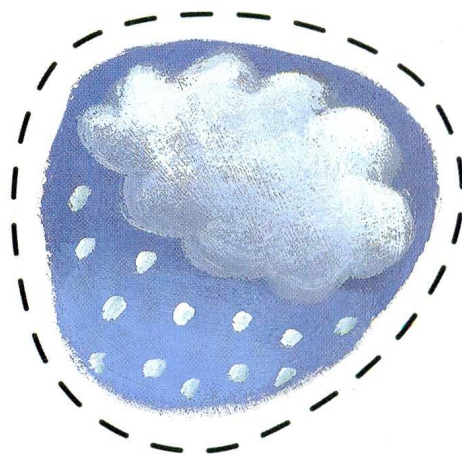
Extension Activities

Alphabet Book. Continue making the class Alphabet Book started in Unit 1. Review the order of the letters and the pronunciation of the words in the book.

7 Draw your favourite clothes.



Cut-outs for Activity 6 



Objectives

- to listen and read for enjoyment
- to make predictions
- to follow a pattern
- to identify concepts of print

Vocabulary

nouns: chair, wardrobe, desk, shoes, toy box

Materials

- cassette or CD player
- cassette or audio CD
- picture of a bedroom

Summary

My Shoes:

A boy looks for his lost shoes. He asks the reader for help.

Before Reading

1. Ask students to remove pages 45–46 from their books. Remind them how to make a Little Book by folding the page in half. Make sure all the books are ready before continuing.
2. Revisit the story *Hide and Seek* from Unit 3. As you read each page, point out that the girl is looking for her friends.
3. Hide a book in the classroom. Look all over the room for it as you say *Where is my book? Is it here? Can you see it?* Invite some volunteers to help you look.
4. Preview the pictures for the first three pages of the story, commenting on each

page and encouraging students to participate. For example: *What can you see? I can see a boy. He's looking for something.* Don't show the last page.

5. **Reading strategy awareness: Making a prediction.** After students comment on the third page, ask if anyone can guess what the boy is looking for. Ask if they think he will find what he's looking for.
6. **Reading development: Understanding concepts of print.** On the board, write a large question mark and a large full-stop. Ask questions that students know, pointing to the question mark each time. As they answer, point to the full-stop.

During Reading

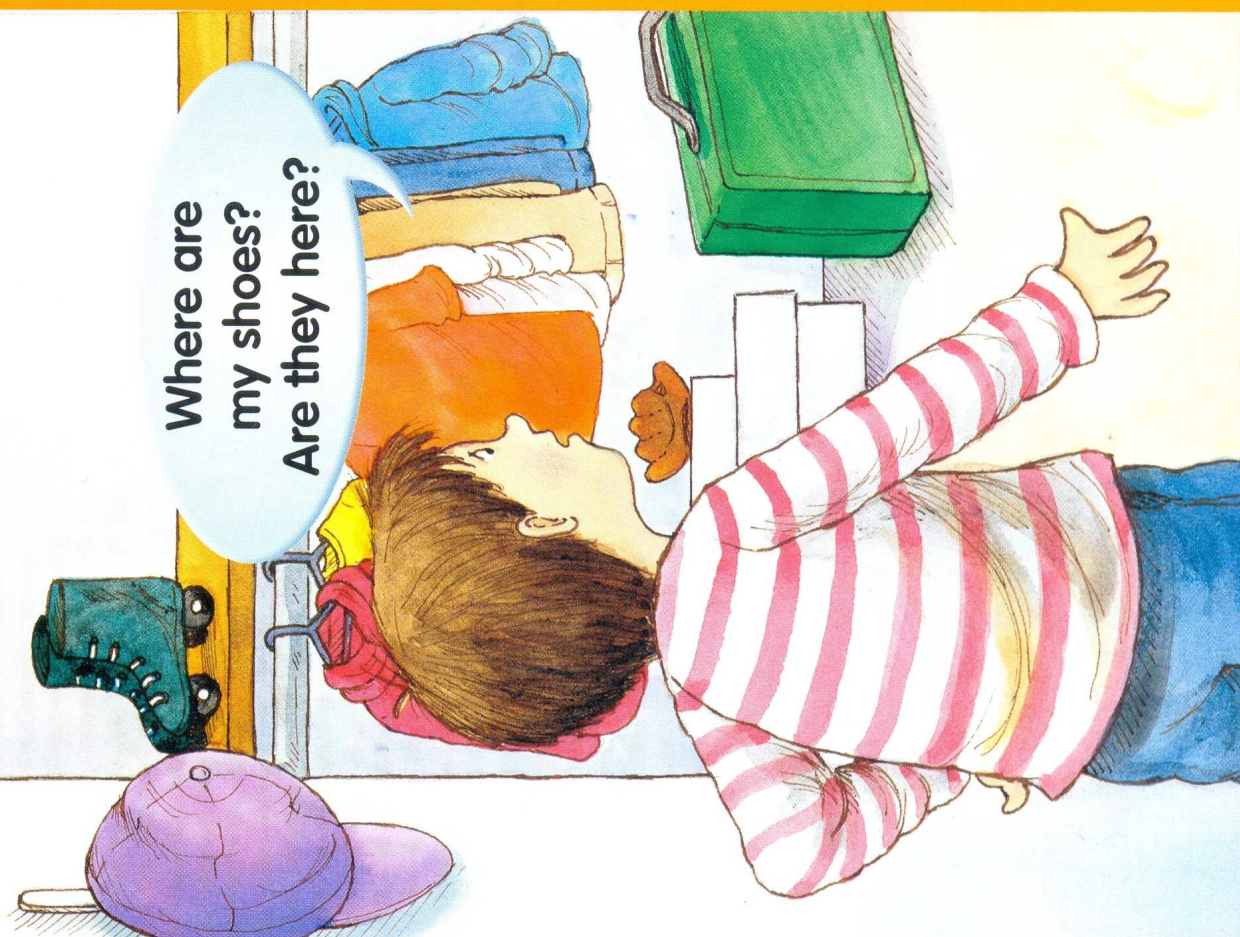
1. Invite students to relax and listen quietly as you play the audio or read the story aloud to them. Use gestures and point to the pictures to help with meaning. Explain that they can ask questions and talk about the story when you read it for a second time.
2. Read the story a second time. This time, encourage students to use gestures and point to pictures as you read. Students may also ask questions and comment on the story during this reading.
3. **Reading development: Understanding concepts of print.** As you read the story a second time, take the opportunity to

focus on the question marks. After you read each question, invite a student to point to the question mark after it. Help students appreciate how the speaker's voice changes for each question.

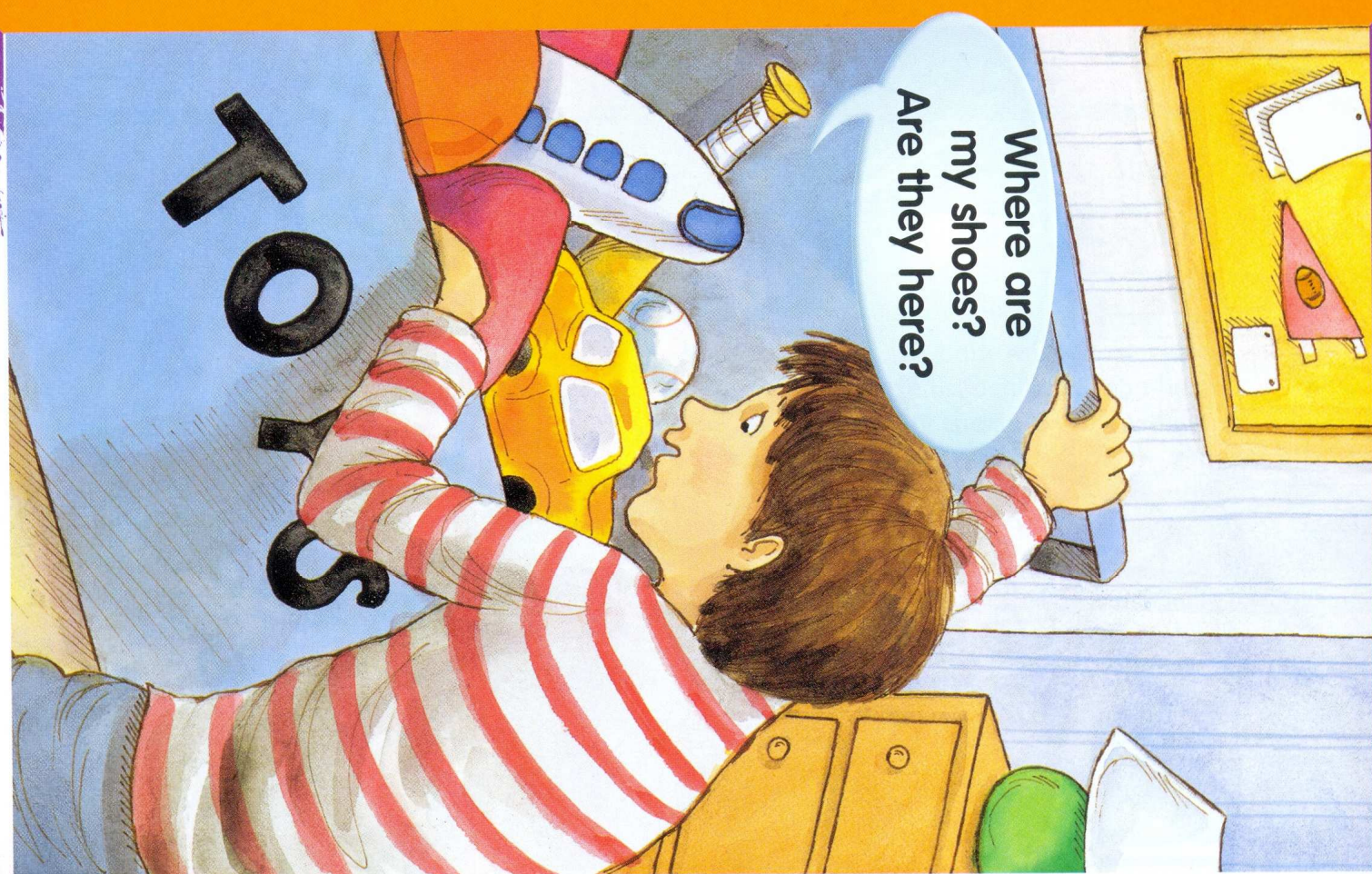
4. **Echo read.** To help students develop oral reading skills, echo read the book with them. Play the audio or read aloud the first sentence. Ask students to repeat after you as they follow the text in the story. Repeat with each sentence. Guide students to imitate the stress, rhythm and intonation patterns of each sentence.

My shoes

by Barbara Tomlin



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After Reading

Check comprehension. To check comprehension, ask questions such as the ones below. Remind students to use the illustrations and any familiar words to help them answer the questions. Make sure you point to a picture when you ask a question, and encourage students to point when they answer.

Is he looking for his trousers?

Are his shoes here?

Can you see his shoes?

Colour the frame. Return to page 1 and note the pattern of colours on the frame of the story. Display page 2. Help students decide what colour is needed on the bottom. Follow the same procedure with page 3. Then let students colour the frame on page 4 in the same pattern as the other pages.

Home-School Link. After reading the story several times, encourage students to take their Little Books home and share *My Shoes* with their families and friends.

If you feel some students would like to read the story but need more support, record the story for them. To help students of all abilities, record the story: (1) sentence by sentence, pausing for students to repeat each sentence; (2) one page at a time, pausing for students to repeat each page; (3) entirely without pausing.

Grammar connection. Get students to practise asking and answering *Where is...?* and *Where are...?* Hide pieces of clothing around the room. In a bag, place pictures of all the clothes you have hidden. Invite a volunteer to choose a picture. Demonstrate the question *Where (are the trousers/is the shirt)?* Gesture for the student to repeat the question while searching for the clothing. When he or she finds it, the response is: *Here (they are/it is)!*

Role-play. Ask two or three students at a time to take the role of the boy looking for his shoes. Read the story aloud and let them act out looking in and under things.



Workbook page 39 may be given now. Directions and answers are on page T4D.

Extension Activities

Sing a song. Invite students to sing the following song, to the tune of *Frère Jacques*:

Where are my shoes?

Where are my shoes?

They are lost.

They are lost.

Please help me to find them.

Please help me to find them.

Here they are!

Here they are!

Objectives

- to follow directions
- to make a backpack out of paper
- to identify clothing

Vocabulary

nouns: backpack, clothing

verb: have got

preposition: in

Materials

- a backpack
- paper cut-outs the same size and shape as the backpack cut-outs on Student's Book page 47
- scissors
- crayons or markers
- sticky tape

Application

Project: Make a backpack.

1. Hold up a backpack and ask students what it is.
2. Direct students' attention to the project picture. Relate the project to the rest of the unit by explaining that a backpack is like a piece of clothing and it can be used to carry some of the things from the unit, such as an umbrella or a jacket.
3. Read aloud the directions and make sure students know that they are to write their name on the line. They will cut along the dotted lines and stick the cut-out to a backing (a piece of paper that is the same size as the backpack cut-out) to make a backpack. Before beginning this activity, prepare enough backings for the cut-outs.
4. Get students to cut out their backpacks. Help them stick together their backpacks and the backings you prepared. Just stick along the edges and leave a slot at the top so students can use the backpack like an envelope.
5. Invite students to draw pictures of clothing to put in their backpacks. Students should cut out the clothing. While they are drawing, encourage students to talk to one another about their work: *It's a yellow shirt. Look at my blue trousers.* Walk around and listen to students as they work. Note errors to address later. Ask them to present their

work using this model: *I've got red trousers, a green jacket and an orange umbrella in my backpack.* Hang their backpacks on display in the classroom.



Workbook page 40 may be given now. Directions and answers are on page T4D.

Extension Activities

Extend vocabulary. Use the backpacks to review other vocabulary. Ask students to draw pictures or write words and place these in their backpacks. For example, students could include the following: school items, pictures of family members, rooms in the house, a picture of a doll with different parts of the body labelled, different letters of the alphabet, numbers, shapes. They can present their work to the class. Certain sentences may make students laugh, for example: *I have a bathroom in my backpack.*

Language point. Highlight the apostrophe before the letter *s* on the backpack. Explain that *apostrophe-s* lets us know that something belongs to someone. Give a few examples using students' names: *This is Kate's jacket. These are Mark's pens. She is Lisa's sister.*

Colour match. Play a game to practise the colours. Distribute coloured crayons, one to each student. Ask students to move around the room to find someone else with the same colour. Encourage students to say the name of their colour: *We've got a red crayon.*

Project

Make a backpack. ✂



Objectives

- to demonstrate knowledge of unit targets
- to play a game

Vocabulary

nouns: dress, hat, jacket, trousers, shirt, shoes, shorts, skirt, sweater; rectangle

verbs: be (*is*), wear

adjectives: orange, purple; cold, hot, rainy

Materials

- paper clips for students to use to cover squares on their Bingo board
- masking tape
- unit assessment materials

Assessment

Play a Game! Play Bingo.

1. Use the picture dictionary on pages 38 and 39 to review vocabulary.
2. Give each student some paper clips to use as markers.
3. Remind students how to play Bingo:
Listen. Put a paper clip on each thing I name. Say "Bingo!" when you have three in a row.
4. Say the following, pausing after each item to allow students time to find the picture and put a paper clip on it: *black shirt, blue trousers, green shorts, blue sweater, purple jacket* (Bingo: blue trousers, purple jacket, and blue sweater). Repeat as many rounds as you like, switching the order of items so you can name everything at least once.
5. Because all students have got the same board, they should all get Bingo at the same time. This makes it easier to monitor students for assessment. After Bingo, students should name the three pieces of clothing in a row.
6. As students play the game, walk around the room and monitor them to make sure they are identifying the correct clothing. Note any errors to address after the game is over. Use the Student Oral Assessment Checklist as you observe students' progress.

Now I know!

Students should feel confident that they know the following: names of clothing; weather words; the colours *orange* and *purple*; the shape *rectangle*. Students should also feel confident producing and responding to commands, questions and statements based on the following language: *What are you wearing? What's he/she wearing? It's cold/hot/rainy.* Ask students to use the self-assessment sticker when they are comfortable that they have achieved these targets. Provide them with a sticker to place in the outlined space. Help students read the *Good job!* speech balloon.

Unit Test

Ask students to complete the Unit 4 Test on page xxx. Help students prepare for the test by going over the key activities from the Student's Book and Workbook.

Extension Activities

Add to the portfolios. Add work from the unit to students' portfolios.

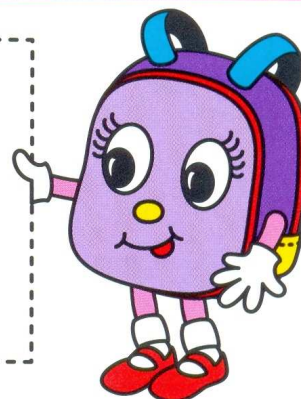
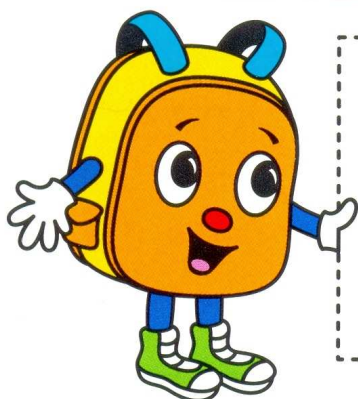
New Bingo. Here are two alternative ways to play Bingo: 1) Get students to make their own Bingo boards, choosing where to draw each item. Students will all have different boards so they won't win at the same time. 2) Create a Bingo board on the floor using masking tape. Get a student to sit in each square holding a picture of a piece of clothing. As you call out the words, the class directs the student holding that picture to stand up. Once three students in a row are standing, the class should call out *Bingo!*

Play a Game!

✓ Play Bingo.

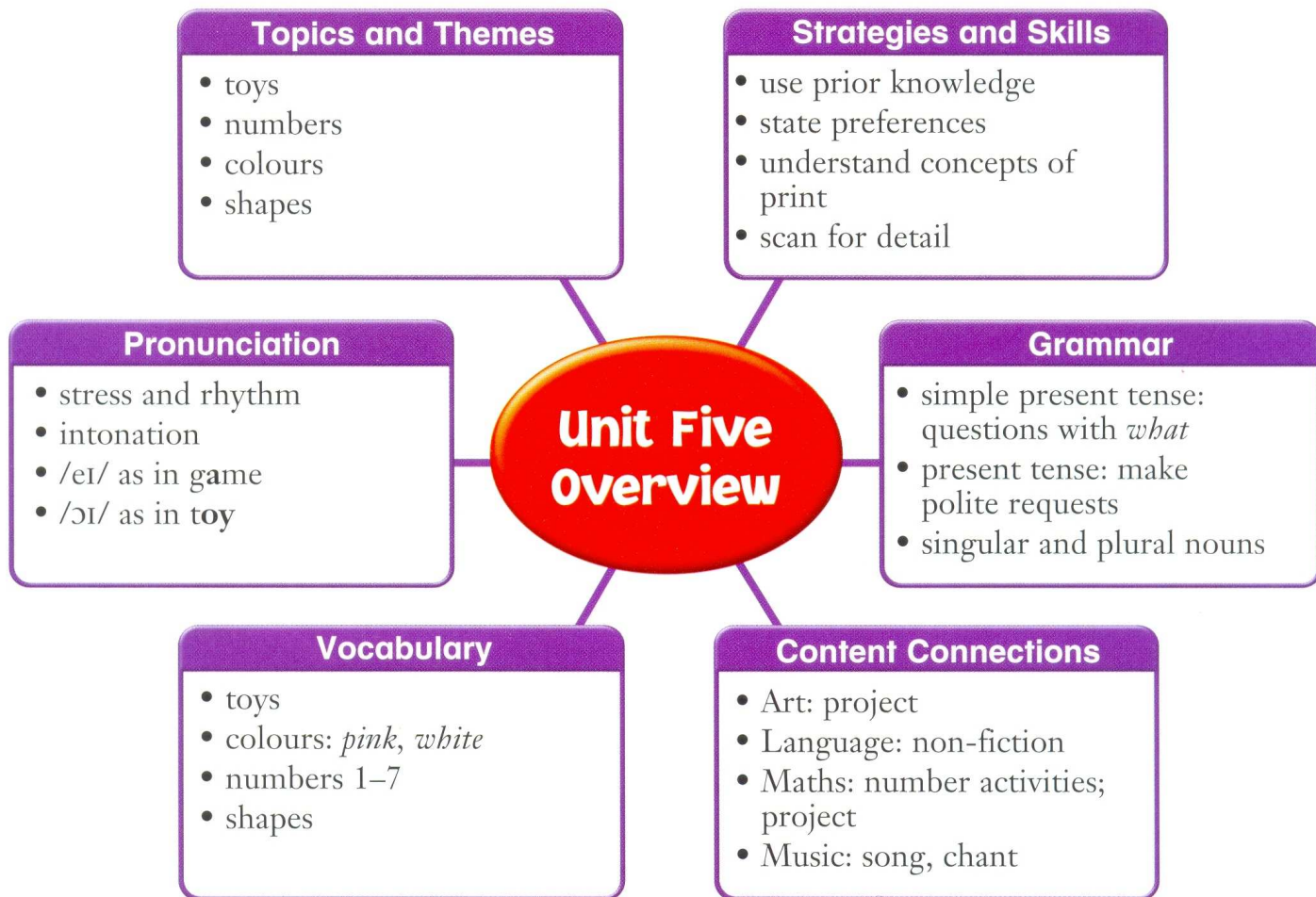


✓ NOW I KNOW! 



UNIT 5

At the Toy Shop



Key Vocabulary

Toys	Requests	Actions	Numbers	Shapes
ball block car doll game plane teddy bear truck	please thank you you're welcome	see want	one two three four five six seven	circle rectangle square triangle
		Colours		
		pink white		

General Preparation

Prepare before teaching the unit by reading through all the material and collecting the necessary supplies and components. Make sure audio and video equipment is in working order and ready to use.

Teaching Checklist

Component

☒ I Plan to Use

1. Workbook, Unit 5
2. Flashcards
3. Video, Unit 5

☐
☐
☐

Noticeboard Ideas

Prepare a noticeboard entitled *Toys*. Begin by putting up magazine pictures of popular toys. Name each one and write a label for it. Then invite students to draw other toys or bring in pictures of them. Add labels and post their work on the noticeboard.

For another noticeboard, display the numbers 1–7 in a horizontal row across the top. Review each number by counting together as a class. Then ask students to draw pictures of different numbers of things. For example, one student might draw five balls. Display their pictures beneath the appropriate numbers. Students may choose what they would like to draw, but you should check to make sure there will be at least one picture under each number.



Home-School Link

Get students to ask a family member to draw (or photograph) and label their favourite childhood toy and to write something about it. Ask students to bring the pictures to school to share with the class.

Little Book: *Let's Count!*



Summary: This is a shape-counting book. Familiar toys are made using circles, squares, rectangles and triangles.

Workbook Tapescripts

Page 41: 1. Listen and sing. Cut and glue. (Play the song.)

Page 43: 2. Listen and colour.

Colour the balls white.

Colour the teddy bears pink.

Page 44: 4. Count and circle. Listen and check.

There are six blocks.

There are five teddy bears.

There are seven dolls.

There are four cars.

Page 48: 8. Listen and chant. Draw a line and colour to match.
(Play the chant.)

Page 50: 12. Listen and circle.

1. block

2. game

3. doll

4. seven teddy bears

5. six cars

PREPARATORY NOTES

Workbook Instructions and Answers

Page 41

- Act. 1: Students listen to and sing the song. They cut out the pictures of the toys and stick them on the correct shelves above: the doll goes on the middle shelf, the lorry goes on the top shelf, the game goes on the bottom shelf.

Page 43

- Act. 2: Play the audio or read the tapescript. Students listen and colour as instructed: the balls are white; the teddy bears are pink.
- Act. 3: Students trace the numbers and write them.

Page 44

- Act. 4: Students count the items and circle the number to tell how many. They listen to check their work: six blocks, five teddy bears, seven dolls, four cars.
- Act. 5: Students join the dots to draw a toy plane.

Page 45

- Act. 6: Students cut out the cards and name each toy. Then they choose three toys to stick onto page 47 for Activity 7.

Page 47

- Act. 7: Students choose three of the vocabulary cards they cut out from page 45 and glue them onto the left side. They draw the same toy on the right. Then they name the toy.

Page 48

- Act. 8: Students listen to and say the chant. They draw lines to match upper case and lower case letters. They colour each pair of letters to match (for example, *M* and *m* in pink).
- Act. 9: Students trace the letters and write them.

Page 49

- Act. 10: Students count the shapes in the doll and write the numbers: 7 circles, 5 triangles, 4 rectangles, 1 square
- Act. 11: Students draw a face to show how much they liked the story.

Page 50

- Act. 12: Play the audio or read the tapescript. Students listen and circle the answer: 1. block 2. game 3. doll 4. seven teddy bears 5. six cars

UNIT 5

At the Toy Shop

1

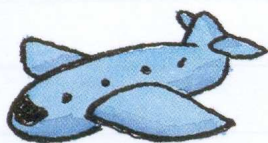
Listen and sing.

I can see a truck
in the toy shop.
I can see a doll
in the toy shop.
I can see a game
in the toy shop.
I can see a toy for me!

2

Listen and point.

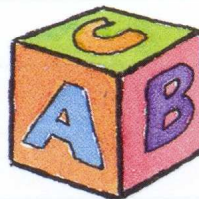
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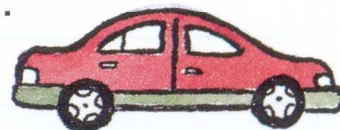
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3.



4.



Objectives

- to identify toys
- to sing a song
- to use stress, rhythm and intonation
- to identify and pronounce /ei/ as in *game*
- to use the simple present tense

Vocabulary

nouns: plane, ball, block, car, doll, game, teddy bear, toy, toy shop, truck

verb: see

pronouns: I, me

Materials

- cassette or CD player
- cassette or audio CD
- number flashcards
- assorted toys or pictures of assorted toys

Warm Up/Presentation

Creating Interest

Do one or both of the following to build up students' curiosity about the unit.

Say a chant. Distribute toys or pictures of toys to students. Then say the chant below, gesturing to clarify meaning. The following chant names *Jimmy* and a *truck*, but you should change the words to match a student in your class and the toy he or she is holding.

Jimmy's holding a truck. (Gesture to Jimmy.)

A truck, a truck, a truck! (Point to the truck in Jimmy's hands.)

Jimmy's holding a truck.

What's Jimmy holding? (Gesture to the class.)

Jimmy's holding a truck. (The class responds.)

Repeat the chant using other students' names and the toys they are holding.

Find the toy. Distribute toys or pictures of toys to students. Place your hand to your brow and pretend to see something. Say *I see a (truck). (Jimmy), show me a (truck).* Gesture for the student holding the toy you named to hold it up. Point to it and ask the class *What can you see?* Prompt them to respond *a truck, or I can see a truck.*

Activity Listen and sing.

1. Point to the name of the unit and read it aloud. Help students use picture clues to work out what a *toy shop* is.
2. Direct students' attention to the picture on pages 50–51. Get them to use picture clues to guess what the song might be about. (In the picture, the girl is looking around at all the toys in a toy shop.)

With books closed, play the song once so students can listen.

3. Play the song a second time, using gestures to clarify meaning. Play the song again if necessary.
4. When students feel ready, invite them to sing the song. You could get students to alternate verses.

Activity 2 Listen and point.

1. Point to the picture dictionary at the bottom of pages 50–51. Play the audio or read the names of the toys a few times, and ask students to point to each one and repeat each time.

Tapescript: 1. plane 2. ball 3. block 4. car
5. doll 6. game 7. teddy bear 8. truck

2. Say the name of each toy again and ask students to point to the toy in the big picture. Repeat the activity as needed.

Language presentation. Direct students' attention to the Backpack mascot and her speech balloon. Point to the picture as you read aloud the question *What can you see?* Point to a block as you say *I can see a block.* Point to other toys in the scene, ask *What can you see?* and invite students to respond together. Some may feel more comfortable using one-word answers, such as *ball* or *doll*. Students should come up with the following:

I can see a plane.

I can see a ball.

I can see a block.

I can see a car.

I can see a doll.

I can see a game.

I can see a teddy bear.

I can see a truck.



Workbook page 41 may be given now. Directions and answers are on page T5D.



Extension Activity

Pronunciation: /eɪ/ as in *game*. Write the words below on the board. Say each word and ask students if they hear any sounds that are the same in each one. Emphasise the /eɪ/ sound, if necessary. Then play the audio or read aloud the following chant and let students repeat as necessary:

/eɪ/	/eɪ/	/eɪ/
game	plane	train
Game, game!		
Let's play a game.		
Plane, plane!		
Let's play with a plane.		
Train, train!		
Let's play with a train.		



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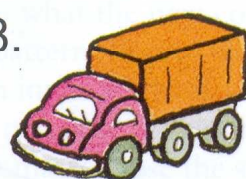
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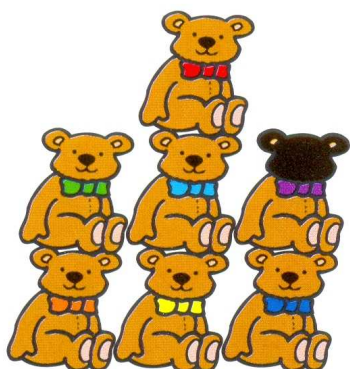
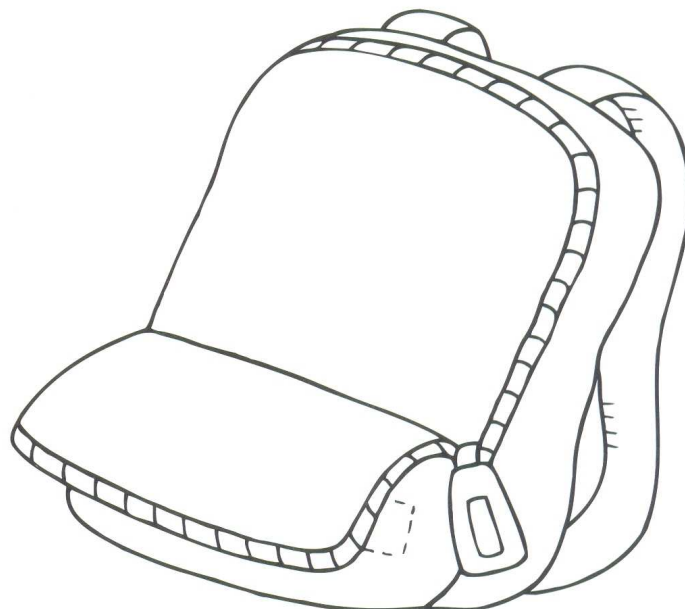
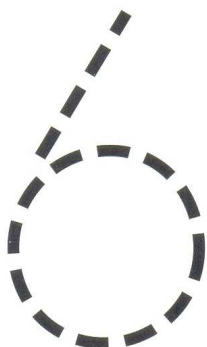
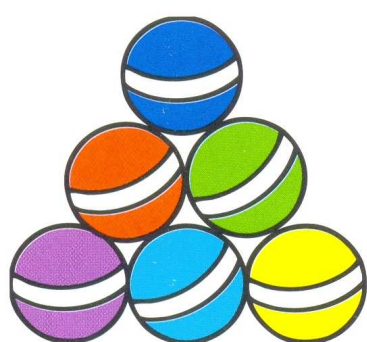
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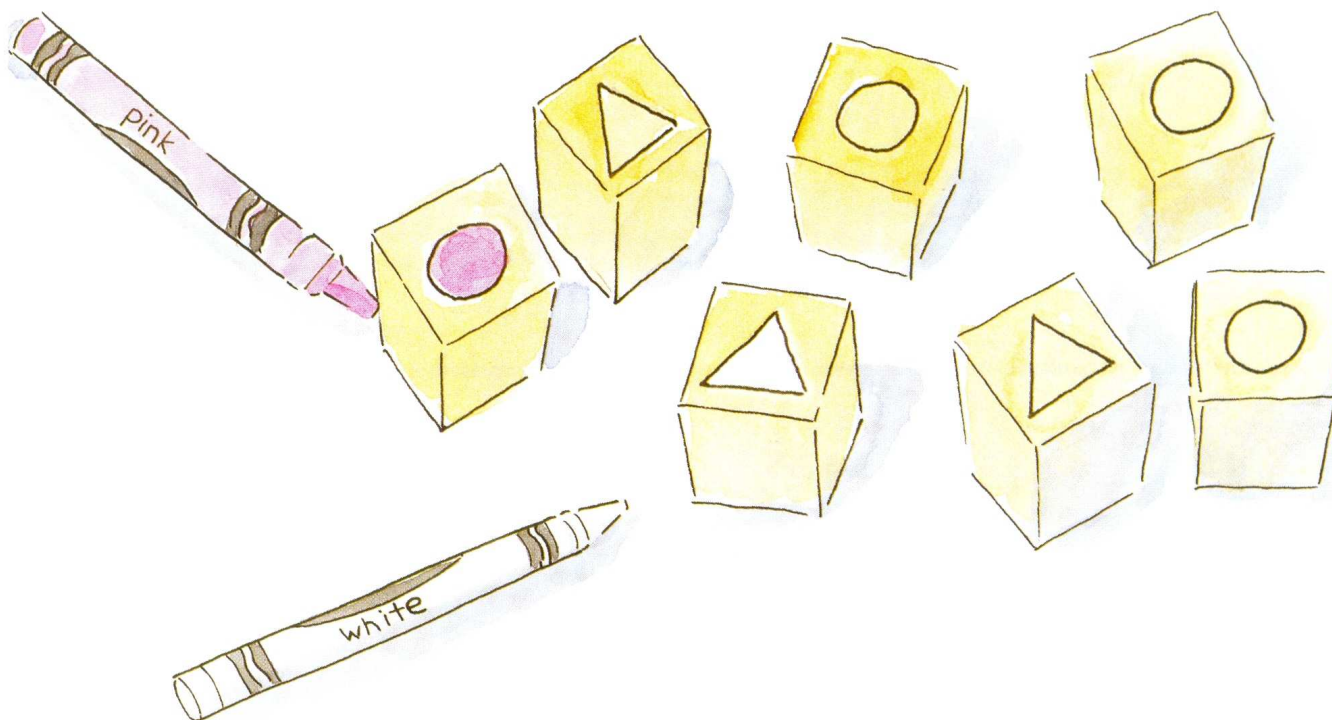
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3 Count and trace. Choose 6 or 7. Draw and say.



4 Look and colour. Say.



Objectives

- to count to seven
- to identify numbers 6 and 7
- to trace the numbers 6 and 7
- to identify the colours pink and white

Vocabulary

nouns: ball, teddy bear; circle, triangle

adjectives: six, seven; pink, white

Materials

- pink and white crayons and a big piece of coloured paper or pink and white chalk

Presentation

Activity 3 Count and trace. Choose 6 or 7. Draw and say.

1. Clap five times, counting as you do so. Do it again and invite students to clap and count with you. Then clap seven times, counting as you do so. Emphasise the new words *six* and *seven*. Do it again and invite students to clap and count with you. Then repeat the activity with other actions, such as tapping your foot or clicking your fingers.
2. Direct students' attention to Activity 3. Read the directions and guide students in counting the six balls. Then ask them to trace the number 6, first with their finger and then with a pencil. Repeat this procedure for the number seven.
3. Then point out the directions *Choose 6 or 7. Draw and say*. Students should choose the number six or seven. Then they should draw that number of items in the backpack. Finally, they should say what they have drawn, for example *(There are) six blocks* or *(There are) seven dolls*.
4. When students have finished drawing, invite them to present their work. Ask them to count the items they have drawn and then name them for the class.

Activity 4 Look and colour. Say.

1. Use either pink and white crayons and a large piece of coloured paper, or pink and white chalk and the blackboard. Draw outlines of a triangle and circle. Begin colouring the triangle in white as you say *I'm colouring the triangle in white. Look at this white triangle*. Then colour the circle pink as you say *I'm colouring the circle in pink. Look at this pink circle*.
2. When you are finished colouring, invite volunteers to point to the *white triangle* and the *pink circle*. Then point to each one as you ask *What's this?* Prompt students to respond *It's a white triangle* or *It's a pink circle*.
3. Read the directions and make sure students know they are to colour the circles in pink and the triangles white. Ask students to take turns pointing to and

identifying each shape: *It's a white triangle. It's a pink circle*.



Workbook page 43 may be given now. Directions and answers are on page T5D.

Extension Activities

Make a pattern. On the board or on a large piece of coloured paper, draw a line of triangles. Use pink and white crayons or chalk to make a colour pattern, such as *pink-white-white-pink-white-white*. Get students to name each colour, and then say what the next colour should be to follow the pattern. Repeat with a few more patterns. Then invite students to draw their own patterns on paper, using pink and white crayons. They may choose the shape and the colour pattern they want to use. Get students to show their work and name the colour pattern they used.

Objectives

- to count to seven
- to identify numbers 4–7
- to use plural nouns

Vocabulary

nouns: block, car, plane, teddy bear

verb: be (*are*)

Materials

- cards with numbers 1 to 7, one card per student
- cassette or CD player
- cassette or audio CD

Presentation/Practice

Activity **Count and draw a line.** **Listen and check.**

1. Give each student a number card.
2. Ask students to gather that many of the same item to make a set.
3. When all the items are gathered, ask students to describe what they have; for example, *six blocks* or *four pencils*.
4. Direct students' attention to Activity 5. Read the directions and make sure students know they are to draw a line from each group of toys to a number to indicate how many there are. You may complete the first one together as a class.
5. When students have finished, play the audio so they can check their work.

Tapescript: 1. There are six teddy bears.
2. There are four planes. 3. There are seven blocks. 4. There are five cars.

6. Invite students to present their answers again following the example in the audio.



Workbook page 44 may be given now. Directions and answers are on page T5D.

Extension Activities

Teach a rhyme. Print the following rhyme on large paper:

*Teddy bear, Teddy bear
turn around.*

*Teddy bear, Teddy bear
touch the ground.*

*Teddy bear, Teddy bear
tie your shoes.*

*Teddy bear, Teddy bear
we love you!*

Read it aloud twice, using gestures to clarify meaning. Track the words as you read it a third time. Then encourage students to join in when they are ready. Students could use gestures as they chant.

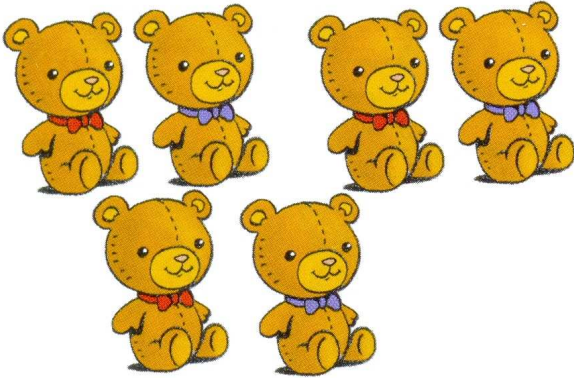
Pass it around. Ask students to each draw a picture of up to seven toys. For example, one student might draw four cars and another might draw five balls. Help them label their drawings with the appropriate number. Get students to sit in a circle. Play the unit song and prompt students to pass around their cards as the song plays. All of a sudden, stop the song and ask *Who has got one?* All the students with a picture of one toy should take turns holding up the card and naming it; for example, *(There is) one doll*. Then start the music again and repeat the activity for the numbers two to seven.



Count and draw a line. Listen and check.

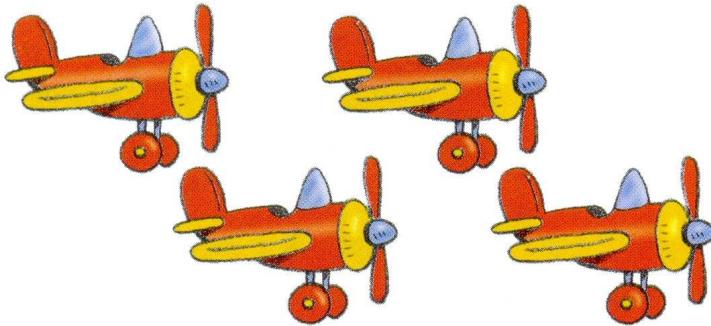


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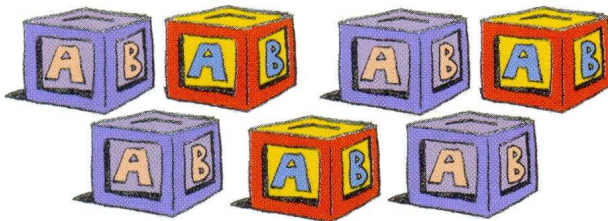
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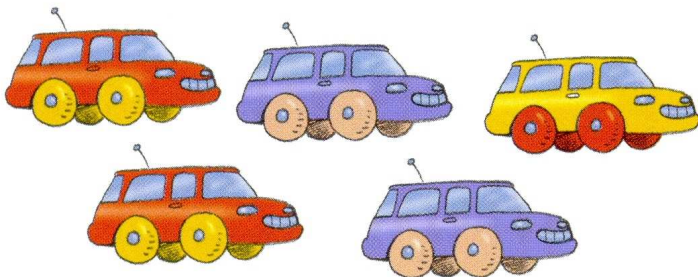
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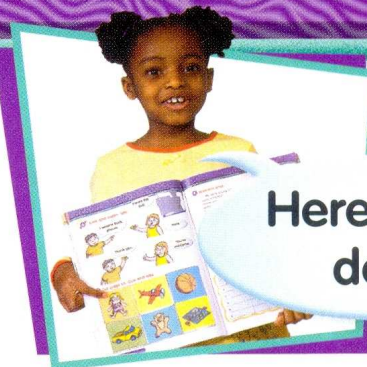
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7

6

Look and listen. Say.



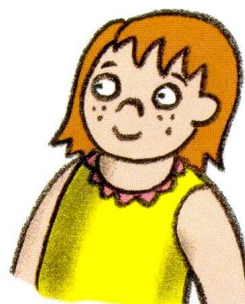
Here's the doll.

I want a truck, please.



Here.

Thank you.



You're welcome.

7 Cut page 55. Glue and say.

Objectives

- to use the simple present tense: *want*
- to use polite expressions
- to identify toys
- to identify and pronounce /ɔɪ/ as in **toy**

Vocabulary

verb: want

pronouns: I, you

polite expressions: please, thank you, you're welcome

Materials

- cassette or CD player
- cassette or audio CD
- classroom toys
- scissors
- glue

Practice

Activity 6 Look and listen. Say.

1. Invite five volunteers to the front of the room. Place a pile of toys in front of them. Say (*Polly*), *I want (a train), please*. Use gestures to indicate that the student should hand you the toy you named. Then say *Thank you*. Repeat with the remaining four students.
2. Then switch places so each student in turn asks for a toy. Introduce them to the second part of the dialogue (*Here...You're welcome.*).

3. Draw students' attention to Activity 6. Make sure students understand that you will play the dialogue on the audio twice. The first time, students just listen. The second time, students listen and repeat the lines. As they repeat after the audio, encourage students to copy the speakers' intonation patterns.

Tapescript: I want a truck, please. Here. Thank you. You're welcome.

Activity 7 Cut page 55. Glue and say.

1. Point out the grid on page 54 and the cut-outs on page 55. Read aloud the directions. Make sure students understand that they will cut out the cut-outs on page 55 and stick them on the grid on page 54. They will work with a partner to practise the dialogue from Activity 6 as they stick the cut-outs.
2. After students cut out the toys on page 55, go through one round of the activity with a volunteer. Begin by playing Student A, and then switch and repeat so you play Student B. Then get students to practise the exchange in pairs.

Student A: I want a teddy bear, please.

Student B: Here. (Hands Student A the teddy bear cut-out.)

Student A: Thank you.

Student B: You're welcome.

(Student A sticks the cut-out onto his or her grid on page 54. Then they swap roles and Student B asks for something.)



Workbook pages 45 and 47 may be given now. Directions and answers are on page T5D.



Extension Activity

Pronunciation: /ɔɪ/ as in **toy**. Write the words *boy*, *joy*, *toy* and *noise* on the board. Say each word and ask students if they notice a common sound (the /ɔɪ/). Say the following, emphasising the sound in each word, and ask students to repeat as necessary:

/ɔɪ/

boy

/ɔɪ/

joy

/ɔɪ/

toy

Oh, that boy! What a joy! (Gesture to a boy in your class and smile.)

Oh, that toy! What a joy! (Point to a toy and smile.)

Oh, that noise. (Put your hands over your ears and make a face.)

That's no joy! (Shake your head no.)

Objectives

- to draw and identify a toy
- to ask and answer questions with *what*
- to express preference
- to identify and produce the letters *M*, *N* and *O*

Vocabulary

nouns: ball, block, car, doll, game, plane, teddy bear, truck

verb: like

Materials

- cassette or CD player
- cassette or audio CD
- pipe cleaners
- pencils with rubbers

Practice

Activity 8 Draw and say.

Read the directions and make sure students understand that first they are to draw a picture of the toys they like. Prepare for the activity by brainstorming different toys that students like. Ask students to draw their toys. Then point out the mascot and her speech bubble. Read aloud the question *What toys do you like?* Invite a volunteer to present his or her drawing and answer the question. Then get students to take turns asking and answering the question as they present their work.

ABC Practice

Use the alphabet practice activities in the Teacher's Book and Workbook to help students learn the letters of the alphabet.

1. On the board, write the following upper and lower case letters: *M*, *m*, *N*, *n*, *O*, *o*. Then write the names of some students in the class. Choose names that include at least one of the target letters. Invite students to come to the board and draw lines matching individual letters to letters in names. As they do so, say each letter and invite the class to repeat it after you. Review the difference between upper and lower case letters.
2. Ask students to listen as you play the audio or sing the chant. Play it a second time as you point to the letters on the board as they are named in the chant. Play it a third time and invite students to chant along.

There are three letters that I know.

Say them with me!

Here we go!

M to the m!

N to the n!

O to the o!

M, N, O!

3. Distribute pipe cleaners to students. Show students how to bend the pipe cleaners into the target letters. Get students to follow your example to make one of each lower and upper case letter.
4. Practise the chant again and as students chant, they can hold up the appropriate pipe cleaner letters. They can also trace the letters in the air as they say them.
5. Get students to practise writing and repeating the letters with partners. Give each pair of students a pencil with a rubber. Ask them to take turns using the rubber to "write" a letter on their partner's palm. The partner guesses the letter and then they swap roles.



Workbook page 48 may be given now. Directions and answers are on page T5D.

Extension Activity

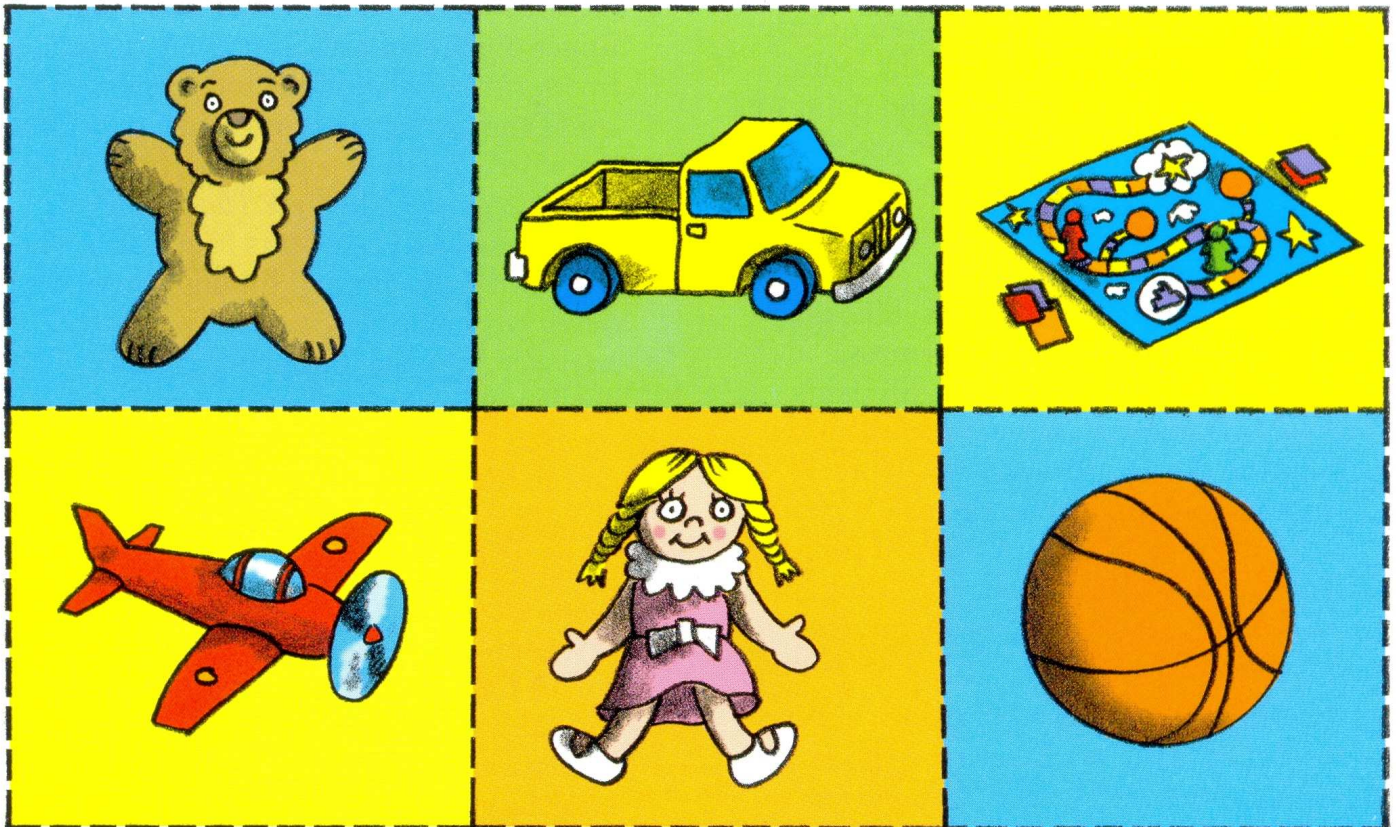
Alphabet Book. Continue making the class Alphabet Book started in Unit 1. Review the order of the letters and the pronunciation of the words.

8 Draw and say.

What toys
do you like?



Cut-outs for Activity 7 ✂



Objectives

- to listen and read for enjoyment
- to name geometric shapes
- to count to seven
- to scan for detail
- to follow a pattern

Vocabulary

nouns: circle, rectangle, square, triangle; doll's house, plane, teddy bear, train
verbs: count, see
adjectives: two, four, six, seven
pronoun: I

Materials

- cassette or CD player
- cassette or audio CD

Summary

Let's Count!

This is a shape counting book. Familiar toys are made using circles, squares, rectangles and triangles.

Before Reading

1. Ask students to remove pages 57–58 from their books. Remind them how to make a Little Book by folding the page in half. Make sure all the books are ready before continuing.
2. Draw four circles on the board. Use your arm to gesture for students to join you as you say *Let's count*. Prompt them to count with you: *one, two, three, four*. Then say *I can count four circles*. Write *four circles* under the four circles. Repeat for five triangles, six rectangles and seven squares.
3. Invite students to demonstrate their understanding of the concepts of print by pointing to the title and the author's name.

During Reading

1. Invite students to relax and listen quietly as you play the audio or read the story aloud to them. Use gestures and point to the pictures to help with meaning. Remind them that they will be able to ask questions and talk about the story when you read it a second time.
2. Read the story a second time. This time, encourage students to use gestures and point to pictures as you read. Students may also ask questions and comment on the story during this reading. Invite students to demonstrate their understanding of the concepts of print by showing you where to begin reading on each page, and by tracking the print as they listen.
3. **Reading strategy awareness: Scanning for detail.** After you have read the story a second time, ask students *How many circles?* Demonstrate scanning the text and pictures for the word *circles*. Run your finger over the words as you say *circles, circles, circles*. When you find it, stop, smile and say *circles*. Shift your finger to the word *two*, then track the print as you read *two circles*. Then ask *How many rectangles?* Guide students in scanning for the word *rectangles* and finding the answer (*seven rectangles*). Repeat for *squares* and *triangles*. To make this activity more challenging, you could cover the pictures on each page, forcing students to focus on the text.
4. **Echo read.** To help students develop oral reading skills, echo read the book with them. Play the audio or read aloud the first sentence. Get students to repeat after you as they follow the text in the story. Repeat with each sentence. Guide students to imitate the stress, rhythm and intonation patterns of each sentence.

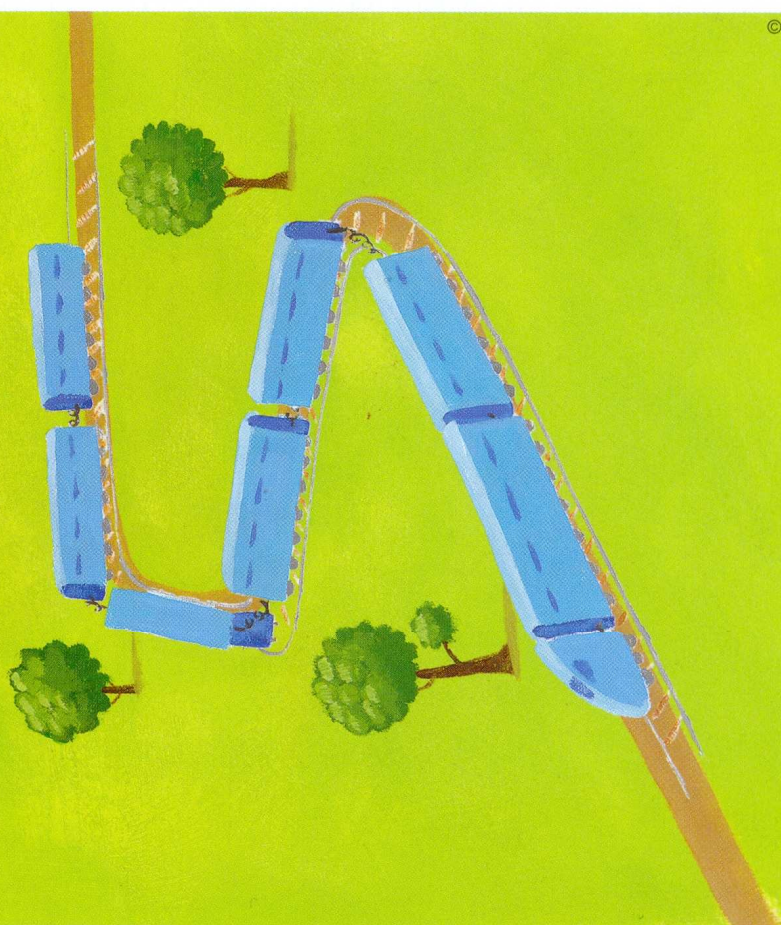
Let's Count!

by Yoko Mia Hirano



I can count two circles.

I can see a teddy bear.



© Pearson Education 2005

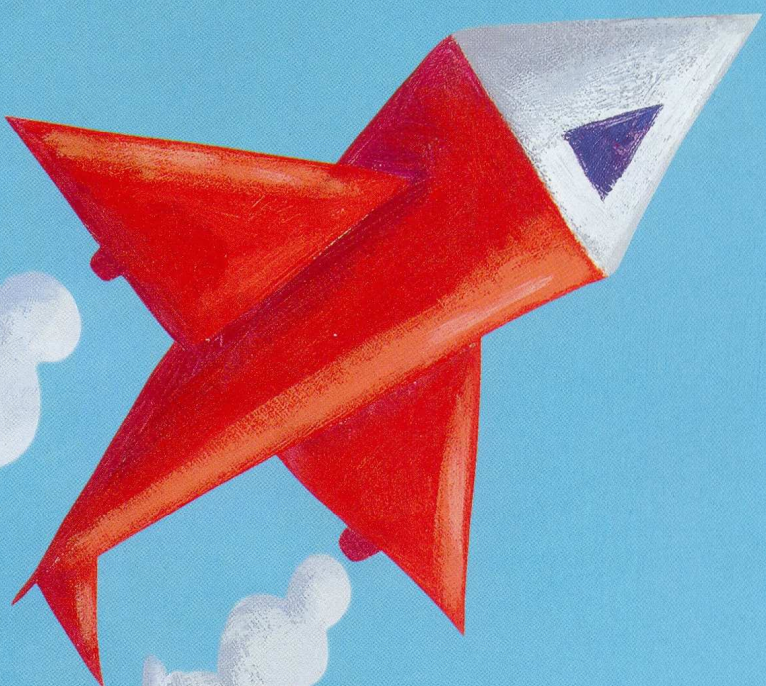
I can count seven rectangles.

What can you see?



I can count four squares.

I can see a doll's house.



I can count six triangles.

I can see a plane.

After Reading

Check comprehension. To check comprehension, ask questions such as the ones below. Remind students to use the illustrations and any familiar words to help them answer the questions. Make sure you point to a picture when you ask a question, and that students point when they answer.

What can you see?

How many circles can you see?

What can you see? Invite students to answer the question on the last page of the Little Book. (*I can see a train.*)

Colour the frame. Return to page 1 and notice the pattern of colours on the frame of the story. Display page 2. Help students decide what colour is needed on the bottom. Follow the same procedure with page 3. Then ask students to colour in the frame on page 4 in the same pattern as the other pages.

Home-School Links. After reading the story several times, encourage students to take their Little Books home and share *Let's Count!* with their families and friends.

If you feel some students would like to read the story but need more support, record the story for them. To help students of all abilities, record the story: (1) sentence by

sentence, pausing for students to repeat each sentence; (2) one page at a time, pausing for students to repeat each page; (3) entirely without pausing.



Workbook page 49 may be given now. Directions and answers are on page T5D.

Extension Activities

Pattern sorting race. Cut different-sized circles, rectangles, squares and triangles out of coloured paper. Divide the class into groups of three. Give each group a pile of shape cut-outs. Tell them to sort the cut-outs into shape categories as fast as they can. Invite a volunteer from each group to name the number of shapes in each category. You may re-use the cut-outs for the next activity.

Add more pages to the Little Book. Divide the class into groups of three. Give each group several cut-outs of different-sized shapes (circles, rectangles, squares and triangles). Ask students to create pictures of toys in the same style as those in *Let's Count!* by sticking the shapes onto paper and then drawing in details. Invite students to share their work following the pattern of the Little Book. For example, *I can count three circles. I can see a doll.*

Objectives

- to match numbers
- to follow directions

Vocabulary

nouns: arm, body, leg, robot; circle, rectangle, square, triangle

Materials

- scissors
- crayons
- glue

Application

Project: **Make a toy robot.**

1. Display a picture from a magazine of a toy robot. Show the picture and ask students *Do you like robots?*
2. Direct students' attention to the project picture. Relate the project to the rest of the unit by reminding students that they learned about toys, and now they each are going to make a toy robot by sticking the cut-outs together.
3. Read the directions aloud and make sure students know that they are to cut out the different pieces, then stick them onto a separate piece of paper to make a robot. Point out the numbers on the different limbs. Help students understand that the numbers explain where the pieces should be glued (1 to 1, 2 to 2, 3 to 3, and 4 to 4). Take this opportunity to review the different parts of the body and the shapes on the robot.
4. Demonstrate making a robot one step at a time and get students to follow along. Firstly, to make it easier to cut out the pieces, tear the entire page out of the Student's Book. Then cut along the dotted lines. Finally, match the numbers and glue the pieces in place.

5. Invite students to colour in their robots and show them to the class. Students can identify and count shapes, body parts and colours. Prompt them by asking *What can you see?* If students need more support, you can give examples of some sentences, such as the following: *I can see eyes. I can see blue ears. I can see two arms. I can see five circles.*



Workbook page 50 may be given now. Directions and answers are on page T5D.

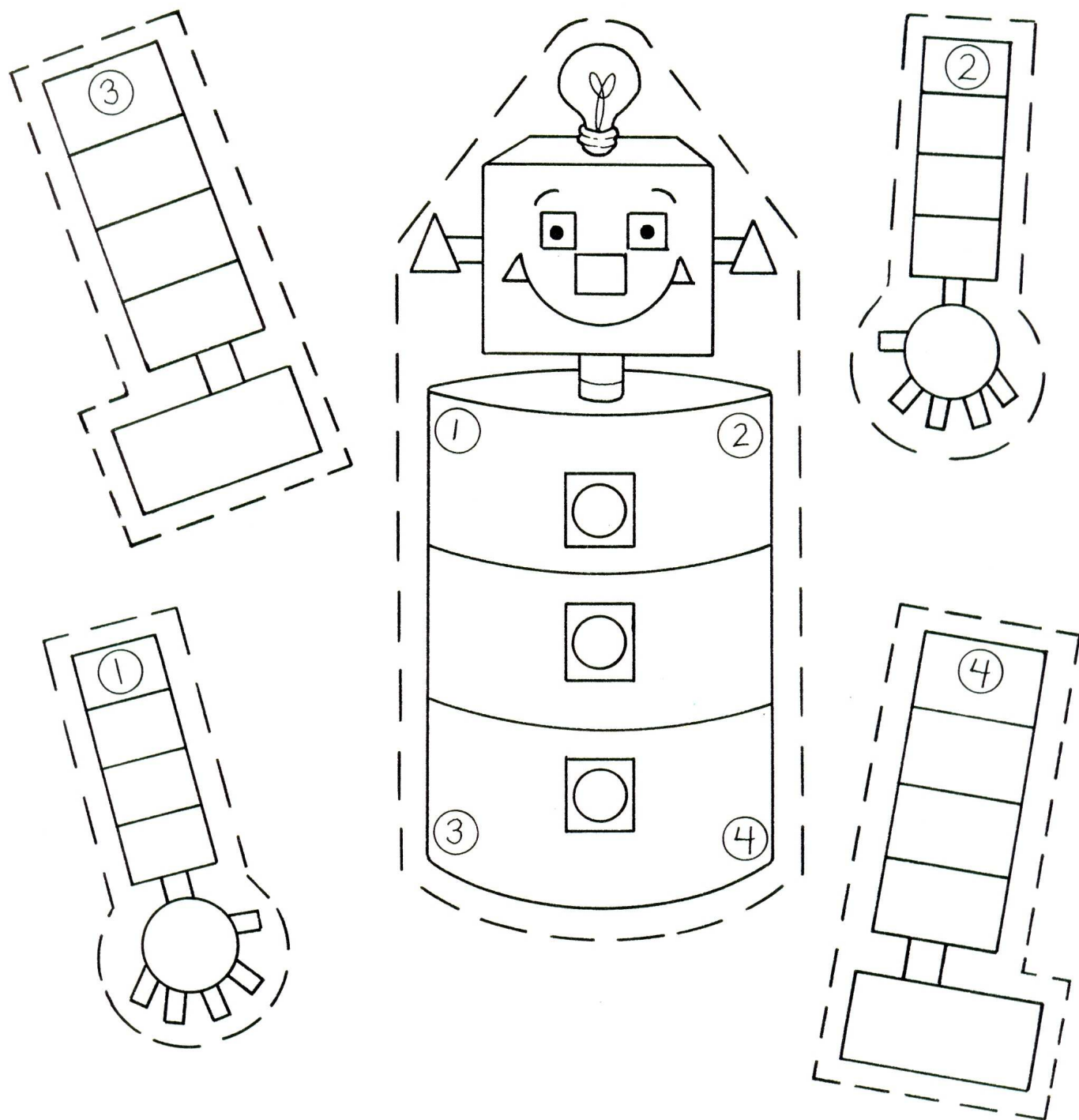
Extension Activities

Puppet show. Cut out the finished robots and fasten them to sticks to make puppets. Students can put on puppet shows in which the puppets sing the unit songs and alphabet chants. Students can also use their puppets to practise conversations that include the language they have learned in this unit. For example, two puppets can look at a group of toys and say which toys they want.

Review vocabulary. Get students to put their robots down on their desk. Give the class a command, such as *Point to the robot's feet.* Ask students to follow your command and then check with a neighbour to make sure they are pointing to the correct body part. In addition to revising vocabulary for body parts, you can use the robot to revise colour words and shape words.

Project

Make a toy robot. ✂



Objectives

- to demonstrate knowledge of unit targets
- to play a game

Vocabulary

nouns: ball, block, car, doll, game, plane, teddy bear, toy, toy shop, truck; circle, rectangle, square, triangle

adjectives: pink, white; six, seven

pronoun: my

Materials

- coins
- unit assessment materials

Assessment

Play a Game! Look and say.

1. Invite students to bring their favourite toy to school. Sort the toys by different attributes, such as size, type and colour.
2. Direct students' attention to the game board in the Student's Book. Ask them to identify the colours of the balloons.
3. Show where to start and end the game. Then act out climbing the stairs in the picture using two fingers. Demonstrate how to play the game by tossing a coin. If it's heads, you move one step. If it's tails, you move two steps. Toss a coin and use your fingers to climb to the first or second step. Name the toy on that step.
4. Then toss again, but this time make a mistake and misname the toy. Move back to your last spot. If students make a mistake or can't name a toy, they should go back to their last spot on the board.
5. Divide students into groups of two or three and use gestures to indicate that they are to take turns as they play.
6. As students play the game, walk around the room and monitor their language. Note any errors to address after the game is over. Use the Student Oral Assessment Checklist as you observe students' progress.

Now I know!

Students should feel confident that they know the following: toy vocabulary, the numbers 1–7, the colours *pink* and *white*, the shapes *circle*, *rectangle*, *square*, *triangle*. Students should also feel confident producing and responding to commands, questions, and statements based on the following language: *What can you see? What do you want?* Get students to use the self-assessment sticker when they have achieved these targets. Provide them with a sticker to place in the outlined space. Help students read the *Well done!* speech balloon.

Unit Test

Ask students to complete the Unit 5 Test on page xxxi. Help students prepare for the test by reviewing the key activities from the Student's Book and Workbook, particularly those that were the most challenging for the class.

Extension Activity

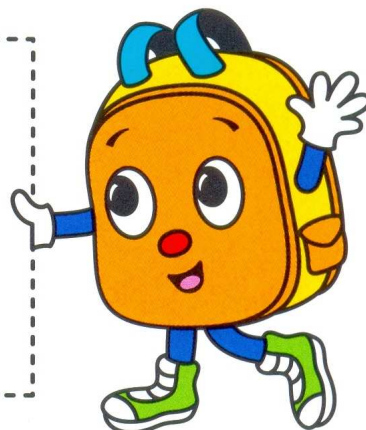
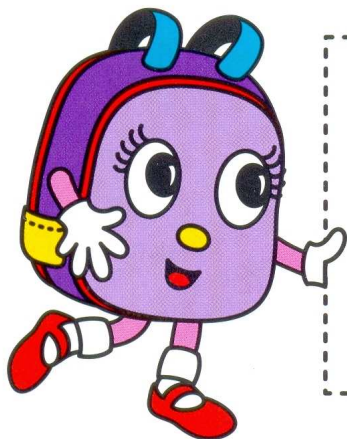
Add to the portfolios. Add work from the unit to students' portfolios.

Play a Game!

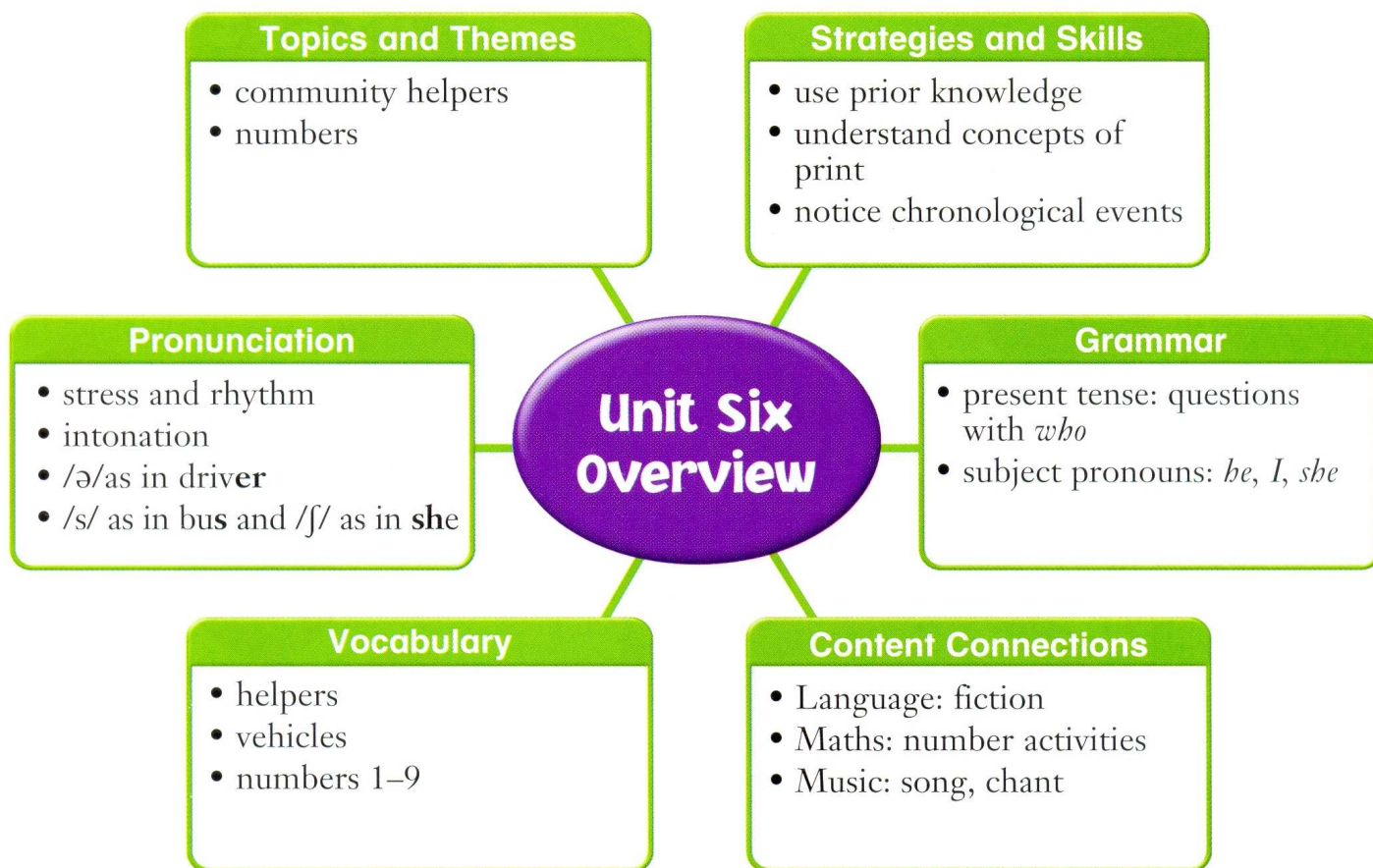
✓ Look and say.



✓ NOW I KNOW!



People Around Town



Key Vocabulary

Helpers	Vehicles	Actions	Numbers
bus driver	bus	drive	one
dentist	fire engine	help	two
doctor	taxi	need	three
firefighter		use	four
nurse			five
police officer			six
shopkeeper			seven
taxi driver			eight
			nine

General Preparation

Prepare before teaching the unit by reading through all the material and collecting the necessary supplies and components. Make sure audio and video equipment is in working order and ready to use.

Teaching Checklist

Component	<input checked="" type="checkbox"/> I Plan to Use
1. Workbook, Unit 6	<input type="checkbox"/>
2. Flashcards	<input type="checkbox"/>
3. Video, Unit 6	<input type="checkbox"/>

Noticeboard Ideas

Put the title *Helpers* on the noticeboard. Display pictures of different community helpers. These can be photographs from magazines, or photographs of actual people in your community. Under each picture of a community helper, put a number 1–9. As the unit proceeds, use the board to review by asking students questions like the following: *Who is number 4? What number is the nurse?*

Another noticeboard can be entitled *I'm a Helper*. Ask students who they like in the community. Get them to each draw a picture or bring in a photograph to answer. Display their artwork and add captions, such as *Dr. Smith is a dentist*. You could also ask students to draw themselves doing the job they would like to have. Students can dictate captions to you, such as *I am a police officer*.



Home-School Links

Get students to ask family members about the work they do. Make a *People Around Town* display of family members and the jobs they do.



Little Book: *The Shopping Trip*

Summary: A boy asks his mother about the helpers they meet when they go shopping.

Workbook Tapescripts

Page 51: 1. Listen and sing. Colour. (Play the song.)

Page 54: 5. Listen and count. Trace and write.

one, two, three, four, five, six, seven, eight, nine

Page 55: 7. Listen and point. Cut and say. Match and glue on page 57.

He's a firefighter.

He's a doctor.

She's a bus driver.

She's a police officer.

He's a shopkeeper.

She's a dentist.

Page 58: 9. Listen and chant. Draw a line to match. (Play the chant.)

Page 60: 13. Listen and circle.

1. She's a doctor.

2. He's a shopkeeper.

3. He's a firefighter.

4. She's a dentist.

5. She's a police officer.

PREPARATORY NOTES

Workbook Instructions and Answers

Page 51

- Act. 1: Students listen to and sing the song. They colour in the picture.
- Act. 2: Students colour in and cut out the pictures. Then they stick the cut-outs to the picture above and name each person.

He's a firefighter. He's a doctor. She's a bus driver. She's a police officer. He's a shopkeeper. She's a dentist. They use the cards for Activity 8.

Page 53

- Act. 3: Students count and circle the correct number to indicate how many there are: seven doctors, nine stethoscopes, eight taxis, nine car wheels.
- Act. 4: Students trace the numbers and write them.

Page 57

- Act. 8: Students match each small picture to a card they cut out from page 55. They stick the cards next to the pictures they match.

Page 54

- Act. 5: Play the audio or read the tapescript. Act out counting the dots as you do so. Students trace or write the numbers in order.
- Act. 6: Students complete the pattern by drawing in the correct number of dots. They count and say the numbers.

Page 58

- Act. 9: Students listen to and repeat the chant. They draw lines to match upper and lower case letters.
- Act. 10: Students trace the letters and write them. Then they name each one.

Page 55

- Act. 7: Play the audio or read the tapescript. Students point based on what they hear. Then they cut out the cards and say who each person is.

Page 59

- Act. 11: Students match the people in the Little Book pictures to the people below. Then they name each one.
- Act. 12: Students draw a face to show how much they liked the story.

Page 60

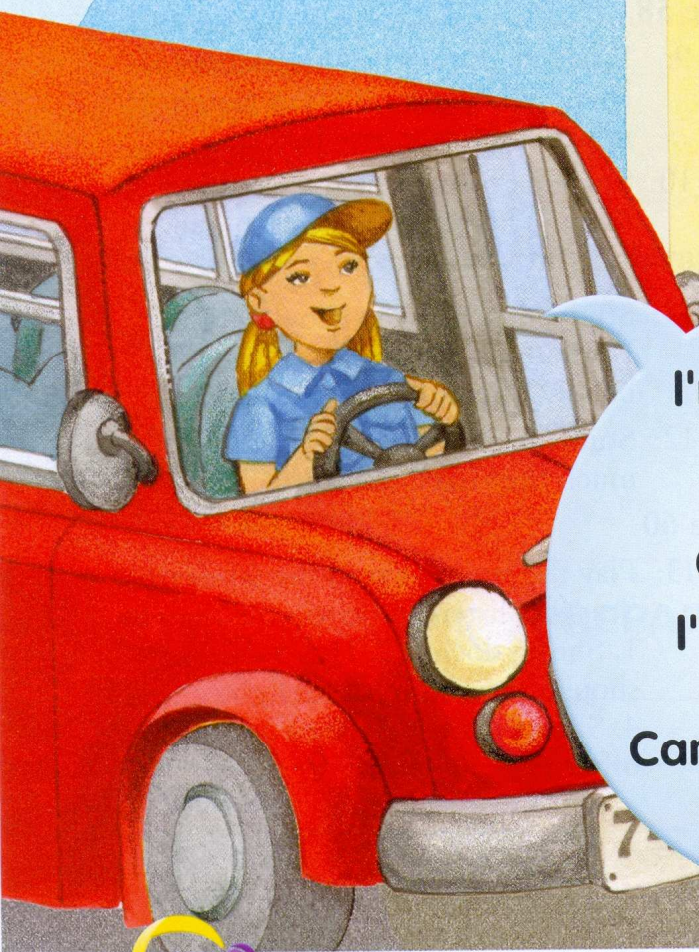
- Act. 13: Play the audio or read the tapescript. Students listen and circle the answer:
1. She's a doctor. 2. He's a shopkeeper. 3. He's a firefighter. 4. She's a dentist. 5. She's a police officer.

UNIT 6

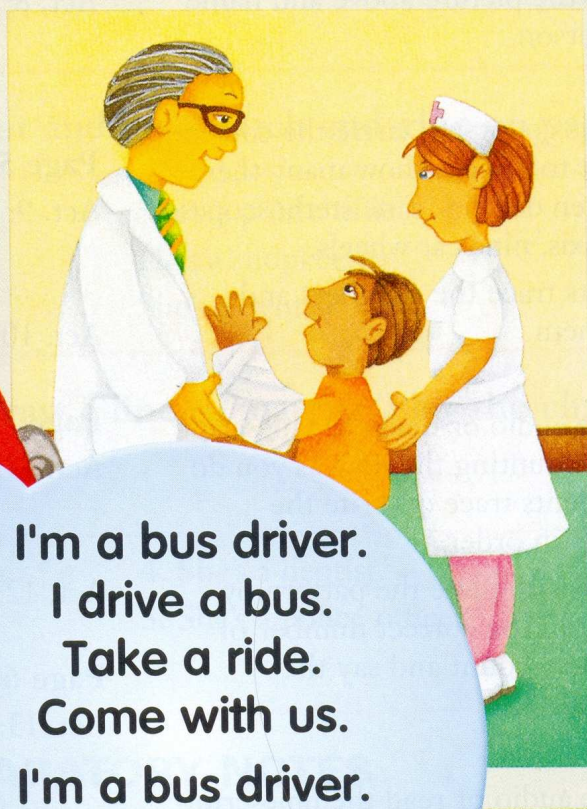
People Around Town



Listen and sing.



I'm a bus driver.
I drive a bus.
Take a ride.
Come with us.
I'm a bus driver.
Here we go.
Can you see anyone
you know?



Listen and point.

1.



2.



3.



4.



Objectives

- to identify helpers in the community
- to sing a song
- to use stress, rhythm, and intonation
- to identify and pronounce /ə/ as in driver

Vocabulary

nouns: bus driver, dentist, doctor, firefighter, nurse, police officer, shopkeeper, taxi driver; bus, fire engine, police car, taxi

verbs: be (*am, is*), see

pronouns: I, he, she, you

Materials

- cassette or CD player
- cassette or audio CD
- pictures of people and places in the community

Warm Up/Presentation

Creating Interest

Do one or both of the following to build up students' curiosity about the unit.

Ride a bus through town. Line up classroom chairs so they resemble a bus. Arrange pictures of different places and workers in the community around the "bus". Take an imaginary trip through town. Invite a volunteer to sit in the front as the bus driver and get the rest of the students to sit as passengers. Stand at the front of the bus and act as a tour guide.

Point out familiar sights and different people in the community by pointing to the pictures

you have arranged. For example, point to the picture of the hospital and the picture of the nurse and say *There is the hospital. There is the nurse. She works in the hospital.* Make the imaginary bus ride more fun by pretending to hit bumps in the road, take sharp turns or stop abruptly!

Match pictures and actions. Stick pictures of people in different jobs on the board. Number the pictures. Act out doing one of the jobs. Ask students *Who am I?* Prompt them to answer by either pointing to the picture or naming the number. Students may be able to name the profession.

Activity Listen and sing.

1. Hold up a picture of a bus driver. Pretend to drive a bus and say *I'm a bus driver.* Repeat for the other professions shown in the picture dictionary on pages 62 and 63: Hold up a picture, do a simple action associated with the profession, and then say *I'm a ____.* Pretend to hold a larger steering wheel for the bus to differentiate between bus and taxi driver.
2. Hold up each picture again, one at a time. Gesture for students to do the action and name the profession each time.
3. Direct students' attention to the picture on pages 62–63. Get them to use picture clues to guess what the song might be about. (In the picture, there are different people in the community doing different jobs.) Keeping the books closed, play the song once so students can listen.
4. Play the song a second time. Use gestures to clarify unknown language, such as *I drive a bus* and *Come with us.* At the end, ask again *Can you see anyone you know?* Invite students to point to and name any of the people they recognise in the pictures.
5. When students feel ready, invite them to sing the song. Encourage them to use gestures as they sing to demonstrate understanding.

Activity 2 Listen and point.

1. Say *Show me a bus driver*. Gesture for students to do the action you taught them during Activity 1. Then point to one student and say *He (She)'s a bus driver*. Repeat for the other professions.
2. Point to the picture dictionary at the bottom of pages 62–63. Play the audio or read the names of the workers a few times, and let students point to each one and repeat each time.

Tapescript: 1. bus driver 2. dentist 3. doctor
4. firefighter 5. nurse 6. police officer
7. shopkeeper 8. taxi driver

3. Say the jobs of each person again and ask students to point to the example of each job in the big picture. Finally, ask students to point to the people in the big picture and name their jobs.
4. Use the form in the song to teach the names of other vehicles: *I'm a taxi driver. I drive a taxi. I'm a firefighter. I drive a fire engine. I'm a police officer. I drive a police car.*

Language presentation. Direct students' attention to the Backpack mascot and his speech balloon. Point to the dentist as you read aloud the sentence *She's a dentist*. Then point to the shopkeeper and ask *Who's he?* Say *He's a shopkeeper*. Point to each person in the picture in turn and go through the same exchange: *Who's he/she? He/she's a ____*. Make sure you emphasise the subject pronoun, *he* or *she*.

Get students to work with partners and take turns pointing to, asking about and describing the people in the picture. Monitor their language and correct errors later. Students should come up with the following:

Who's she? Who's he?

She's a bus driver.

She's a dentist.

He's a doctor.

He's a firefighter.

She's a nurse.

She's a police officer.

He's a shopkeeper.

He's a taxi driver.



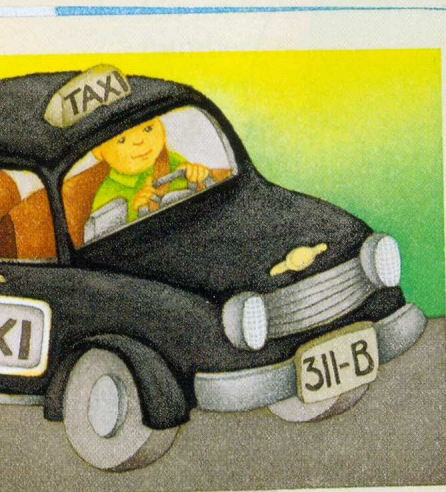
Workbook page 51 may be given now. Directions and answers are on page T6D.



Extension Activities

Pronunciation: /ə/ as in driver. Write the words *bus driver*, *firefighter*, *police officer* and *shopkeeper* on the board. Read each word and ask students if they notice a common sound (the /ə/). Then play the audio or say the following and invite students to repeat it as necessary.

/ə/	/ə/	/ə/
firefighter	police officer	taxi driver
Look at the firefighter.		
Look at the police officer.		
Look at the taxi driver.		



She's a dentist.

5.



6.



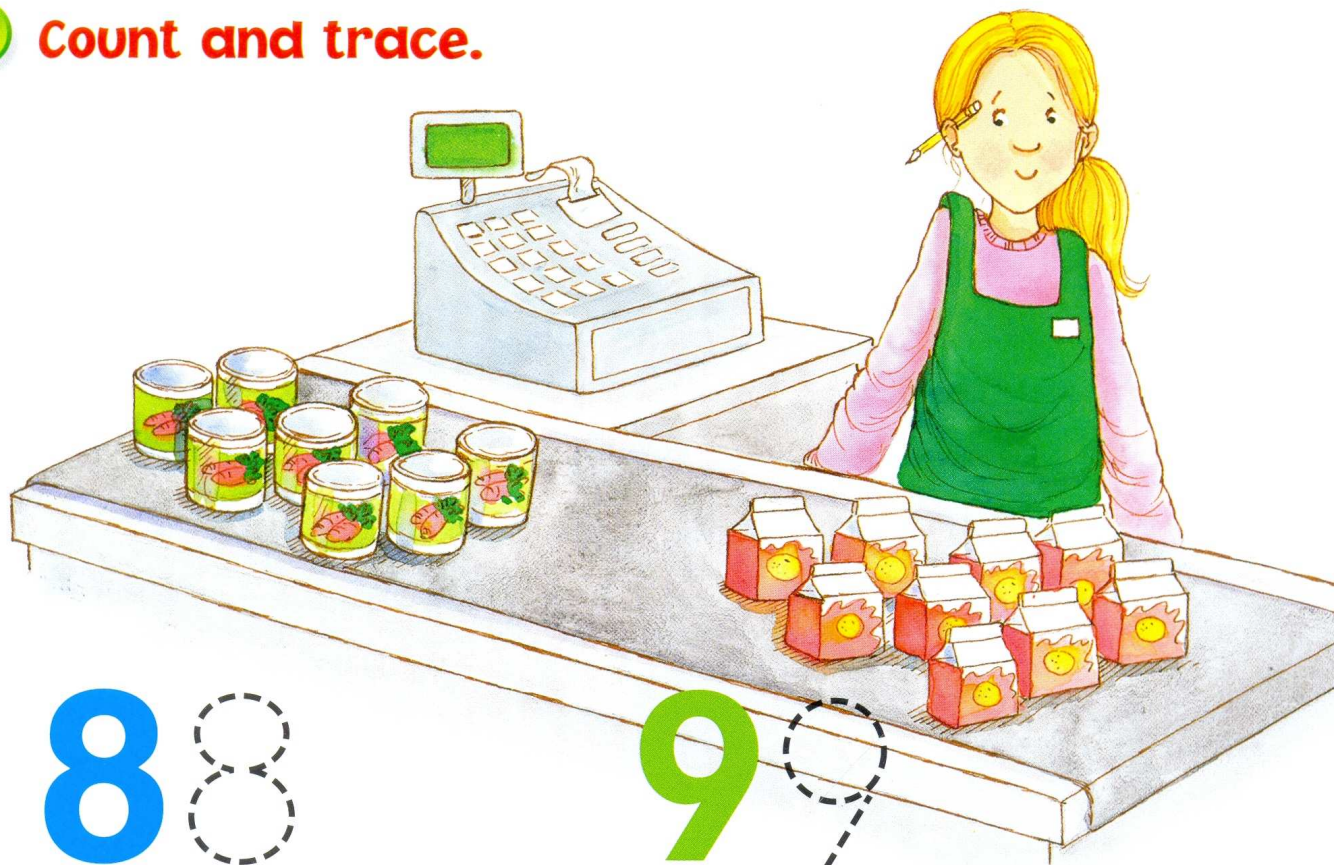
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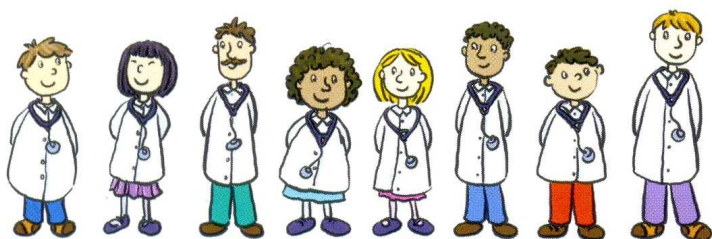
8.



3 Count and trace.



4 Count and draw lines. Say.



7



8



9

Objectives

- to count to nine
- to identify numbers 7–9
- to trace the numbers 8 and 9

Vocabulary

nouns: doctor, firefighter, shopkeeper, taxi driver

adjectives: seven, eight, nine

Presentation

Activity 3 Count and trace.

1. Count on your fingers to review the numbers one to seven. Invite students to join you. Continue counting on your fingers to eight and nine.
2. Direct students' attention to Activity 3. Read the directions and make sure students understand they are to count the items and trace the numbers.

3. Act out pointing to each can as you count all eight. Then ask students to do the same.
4. Get students to use their pencils to trace the number 8. Say *eight* and ask them to repeat it after you.
5. Repeat for the nine cartons and the number nine.

Activity 4 Count and draw lines. Say.

1. Ask students to name the helpers shown in Activity 4 (doctors, firefighters and taxi drivers).
2. Read the directions and make sure students understand that they are to count the helpers and draw a line from each group to the correct number. Do the first one together: Demonstrate counting the eight doctors and drawing a line from the last doctor to the number 8.
3. Get students to complete the activity on their own and check their work with a partner.
4. Finally, get the whole class to say their answers together: (*eight doctors, nine firefighters, seven taxi drivers*). Encourage students to present their answers in complete sentences, such as *I can see eight doctors* or *There are eight doctors*.



Workbook page 53 may be given now. Directions and answers are on page T6D.

Extension Activities

Arrange numbers. On the board, display number cards each with a number 1–9. Cards should be out of order. Get students to take turns coming to the board and putting the cards in order. Alternatively, give each student one card and ask them to arrange themselves in a line in order.

Writing practice. Give students extra practice writing the numbers 1–9. Students can use sticks to write the numbers in trays of sand, or they can use pencil rubbers to write on partner's hands.

Objectives

- to count to nine
- to identify numbers 1–9
- to identify colours

Vocabulary

nouns: square; window

adjectives: blue, brown, green, red, yellow; one, two, three, four, five, six, seven, eight, nine

Materials

- cassette or CD player
- cassette or audio CD
- coloured crayons

Presentation/Practice

Activity **Count and colour.** **Listen and check.**

1. Point to a window in the classroom and introduce the word *window*. Count the number of windows with students.
2. Direct students' attention to Activity 5. Ask them to point to the windows in the picture. Then ask *Are they circles?* (no) *Are they triangles?* (no) *Are they rectangles?* (no) *Are they squares?* (yes)
3. Point out the colour key. Help students understand that they will count the squares and colour them based on the number in the colour key. You might do one set of windows together to make sure students understand how to do the activity. For example, count the windows on the train. There are five. Look at the colour key to see that the five squares should be coloured blue.
4. When students finish colouring, play the audio so they can check their work. Then get students to take turns pointing to each set of squares and naming the number and colour, following the example in the audio.

Tapescript: There are five blue squares. There are six yellow squares. There are seven red squares. There are eight green squares. There are nine brown squares.



Workbook page 54 may be given now. Directions and answers are on page T6D.

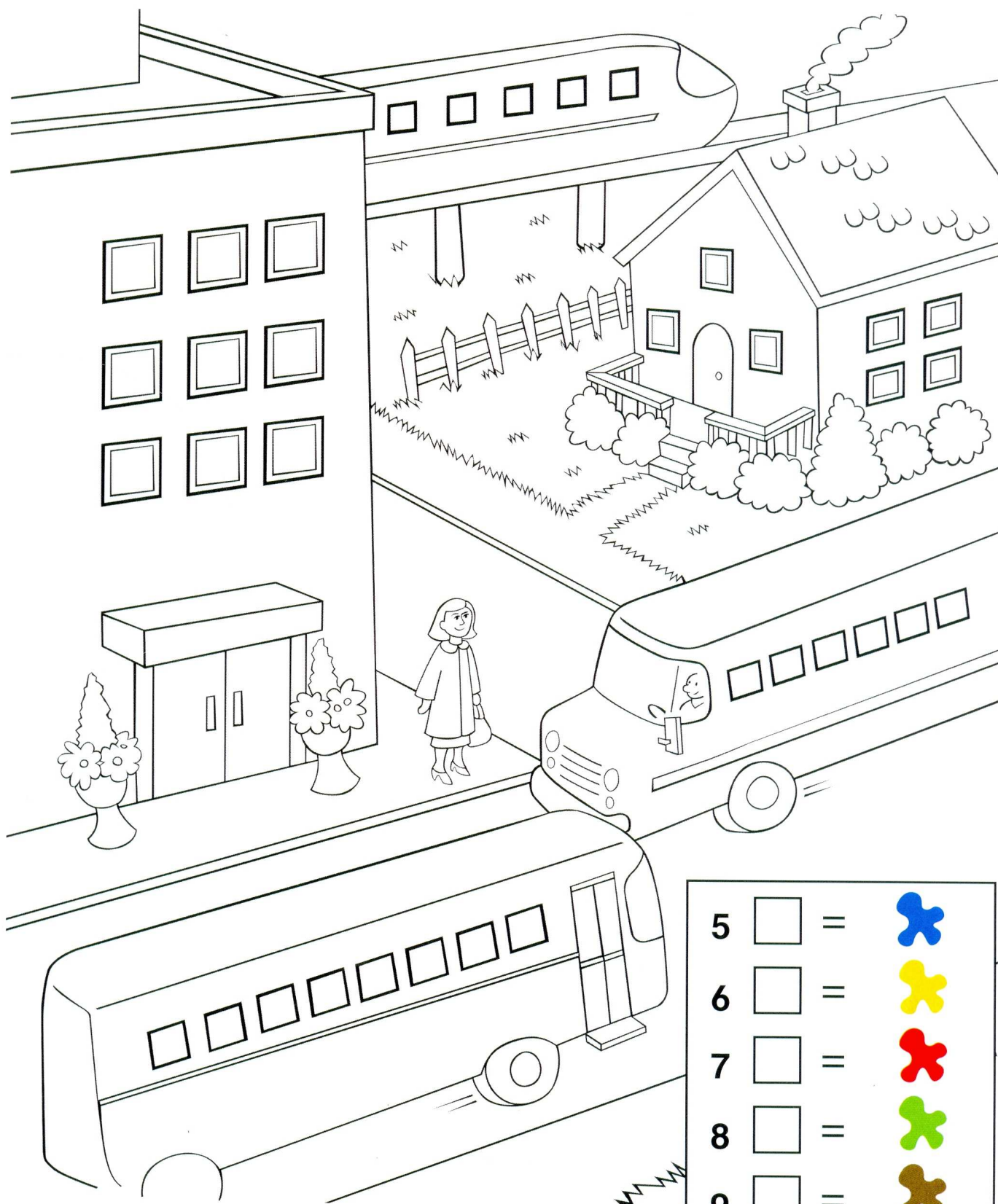
Extension Activities






Play a guessing game. Pretend that you have a stomachache. Hold your stomach and groan. Say *I've got a stomachache. Who can help?* Give the response *A doctor can help.* Gesture for students to do the action you taught them during Activity 1, as they repeat the line *A doctor can help.*

Then pretend to have toothache. Say *I've got toothache. Who can help?* Students should respond *A dentist can help* as they do the dentist action. You could demonstrate this second round if necessary. Continue the activity focusing on the other professions. For example, a firefighter can help if there is a fire and a shopkeeper can help if you need some milk.



Count and colour. Listen and check.

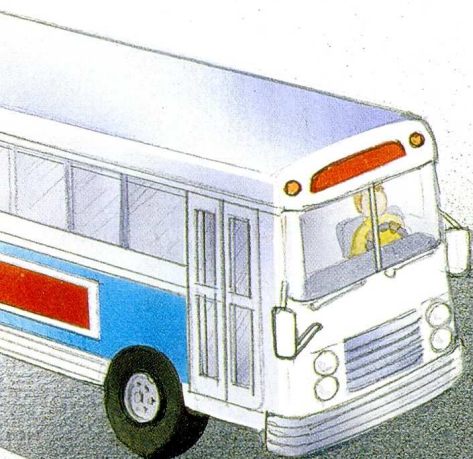
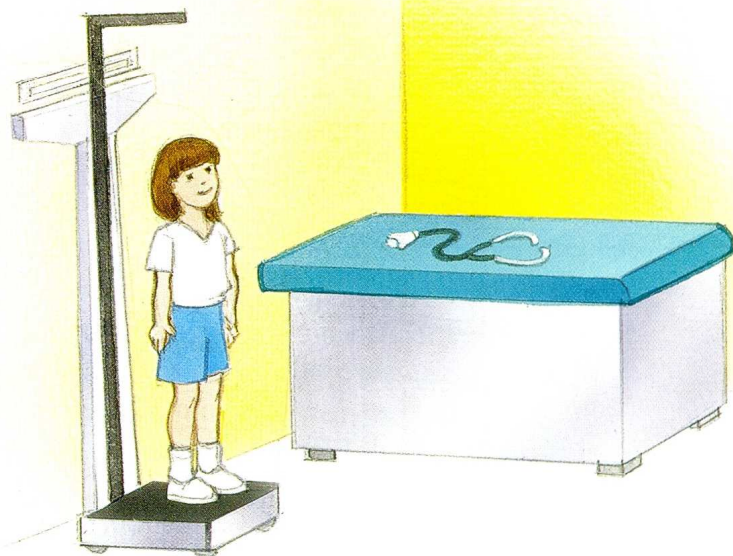
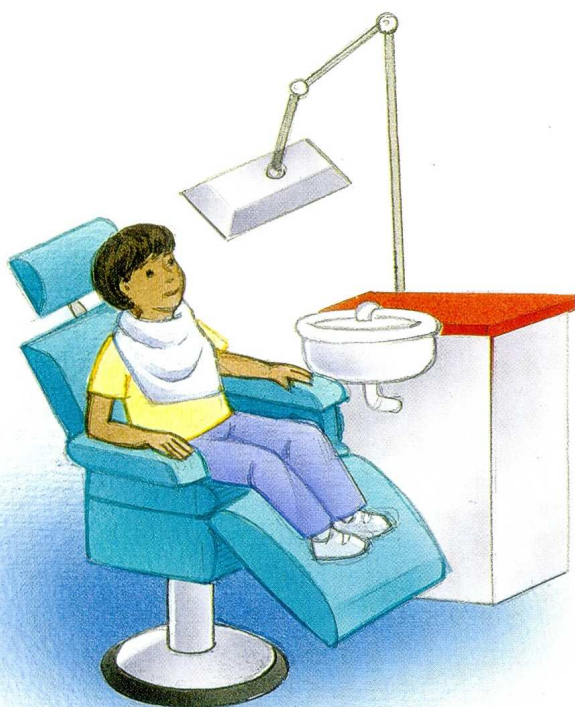


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6 Cut page 67.
Glue and say.



She's a nurse.



Objectives

- to identify community helpers
- to use the simple present tense
- to identify and pronounce /s/ as in *bus* and /ʃ/ as in *she*

Vocabulary

nouns: dentist, doctor, helper, police officer

verbs: be (*is*), help

pronouns: he, she

Materials

- scissors
- glue
- cassette or CD player
- cassette or audio CD

Practice

Activity 6 Cut page 67. Glue and say.

1. Ask students to name all the jobs in a community that they can think of. Record their responses by drawing simple pictures of each helper on a large sheet of paper. Entitle the paper *Helpers Around Town*. Point to the word *Helper* and explain that there are lots of helpers in a town.
2. Get students to look at page 66. Say *These people need help*. Ask students to try to guess what helper each picture needs.
3. Point out the cut-outs on page 67. Make sure students know they will cut out the cut-outs and stick them on the pictures on page 66, based on which helper belongs in each scene.
4. Direct students to cut out the pictures on page 67 and name each one (*dentist, nurse, police officer*). Ask students to glue the cut-outs in place.
5. Point out the photograph of the student holding up his work. Read aloud the speech bubble *She's a nurse*. Invite students to talk about their own work following this example:

She's a nurse.
He's a dentist.
She's a police officer.



Workbook pages 55 and 57 may be given now. Directions and answers are on page T6D.



Extension Activity

Pronunciation: /s/ as in *bus* and /ʃ/ as in *she*. Write the following words on the board:

/s/	/s/	/s/
bus	officer	nurse
/ʃ/	/ʃ/	/ʃ/
she	she	she
She's a bus driver.		
She's a police officer.		
She's a dentist.		
She's a nurse.		

Play the audio or say the words, emphasising the /s/ in *bus, police, officer, dentist* and *nurse*, as well as the /ʃ/ in *she*. Ask students to repeat after you. If they need extra practice, isolate the two sounds and alternate between them /s/, /ʃ/, /s/, /ʃ/, /s/, /ʃ/.

Objectives

- to draw a community helper
- to identify and produce the letters *P*, *Q* and *R*

Vocabulary

nouns: bus driver, dentist, doctor, firefighter, nurse, police officer, shopkeeper, taxi driver

Materials

- cassette or CD player
- cassette or audio CD
- index cards
- pipe cleaners

Practice

Activity 7 Draw a helper.

Read the directions and make sure students understand that they are to draw a picture of a helper. Prepare for the activity by brainstorming different helpers they might draw. Invite students to present their work to the class. They can use the following example: *He's a shopkeeper.*

ABC Practice

Use the alphabet practice activities in the Teacher's Book and Workbook to help students learn the letters of the alphabet.

1. On the board, write the following upper and lower case letters: *P*, *p*, *Q*, *q*, *R*, *r*. On the board, write the sentence *I ask the police officer a question.* Read it aloud, following the words with your finger. Invite students to come to the board and draw lines matching individual letters to letters in the sentence. As they do so, say each letter and invite the class to repeat.
2. Invite students to listen as you play the audio or sing the chant. Play it a second time as you point to the letters on the board as they are named in the chant. Play it a third time and invite students to chant along.

There are three letters that I know.
Say them with me!
Here we go!
P to the p!
Q to the q!
R to the r!
P, Q, R!

3. Distribute cards with the letters *P*, *p*, *Q*, *q*, *R* and *r* on them. As students chant, they can hold up the appropriate cards. Alternatively, you can pause after the fourth, fifth and sixth lines and ask students to find a partner with the same letter.
4. Practise making and saying the letters using pipe cleaners. Once students have practised in this way, help them to trace and write the letters using Workbook page 58.



Workbook page 58 may be given now. Directions and answers are on page T6D.

Extension Activities

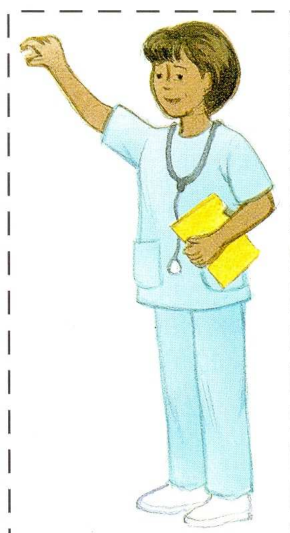
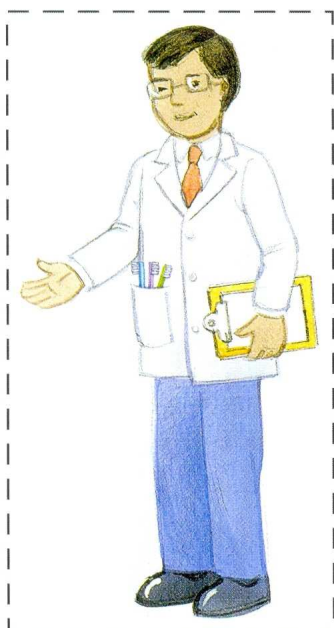
Alphabet Book. Continue making the class Alphabet Book started in Unit 1. Revise the order of the letters and the pronunciation of the words in the book.

Alphabet review. Students have learned two-thirds of the alphabet, so take this opportunity to go over the letters with them. Distribute cards with all the letters students have learned so far. Ask them to get in line in alphabetical order, based on the cards they have. Once they are in line, get students to recite the letters in order as they show their cards.

7 Draw a helper.



Cut-outs for Activity 6 ✂



Objectives

- to listen and read for enjoyment
- to understand concepts of print
- to notice chronological order
- to follow a pattern

Vocabulary

nouns: bus driver, helper, mum, police officer, shopkeeper

verbs: ask, be (*am, are, is*), say, smile

pronouns: he, I, she

Materials

- cassette or CD player
- cassette or audio CD

Summary

The Shopping Trip:
A boy asks his mother about the helpers they meet when they go shopping.

Before Reading

1. Ask students to remove pages 69–70 from their books. Show them how to make a Little Book by folding the page in half. Make sure all the books are ready before continuing.
2. Invite a volunteer to the front of the room. Ask him or her to act out one of the professions using the actions you taught during Activity 1. Ask the class *Who's he (she)?* Encourage them to answer using a complete sentence: *He (She)'s a taxi driver.*
3. Using a paper bag, walk around the room and pretend to go shopping. As you put different items in your bag, say *I'm shopping*. Once your bag is full, say *I need a helper. Who is my helper?* Invite a volunteer to help by carrying the bag as you start filling a second bag. When both bags are full, pretend to pay for your purchases at an imaginary checkout.
4. Preview the pictures for the story, commenting on each page and encouraging students to participate. For example, say *I can see a mother. Who can you see?*

During Reading

1. Invite students to relax and listen quietly as you play the audio or read the story aloud to them. Use gestures and point to the pictures to help with meaning. Explain that they will be able to ask questions and talk about the story when you read it for a second time.
2. Read the story a second time. This time, encourage students to use gestures and point to pictures as you read. Students may also ask questions and comment on the story during this reading.
3. **Reading development: Understanding concepts of print.** As you read the story a second time, take the opportunity to focus on the concepts of print. Invite students to point to the title and author's name, to tell you where to begin reading on each page, and to point to any letters they recognise in the text.
4. **Echo read.** To help students develop oral reading skills, echo read the book with them. Play the audio or read aloud the first sentence. Ask students to repeat after you as they follow the print in the story. Repeat with each sentence. Guide students to imitate the stress, rhythm and intonation patterns of each sentence.

The Shopping Trip

by Margarida Caceres



"Who is he?" I asked my mum.

"He's a police officer," she said.



"And who am I?" I asked my mum.

She smiled at me.

"You're my helper!" she said.

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"Who is she?" I asked my mum.

"She's a bus driver," she said.



"Who is he?" I asked my mum.

"He's a shopkeeper," she said.

After Reading

Check comprehension. Ask questions such as the ones below to check comprehension. Remind students to use the illustrations and any familiar words to help them answer the questions. Make sure you point to a picture when you ask a question, and let students point when they answer.

Who can you see?

Who is she?

Are they shopping?

Colour the frame. Return to page 1 and note the pattern of colours on the frame of the story. Display page 2. Help students decide how to colour in the bottom, based on the pattern. Follow the same procedure with page 3. Then ask students to colour in the frame on page 4 in the same pattern as the other pages.

Home-School Link. After reading the story several times, encourage students to take their Little Books home and share *The Shopping Trip* with their families and friends. If you feel some students would like to read the story but need more support, record the story for them. To help students of all abilities, record the story: (1) sentence by sentence, pausing for students to repeat each sentence; (2) one page at a time, pausing for students to repeat each page; (3) entirely without pausing.

Reading strategy awareness: Noticing chronological order.

1. Copy each page of the Little Book, cover the text and display the pages out of order.
2. Hold up one finger to indicate that you want to know which scene is first. Ask students to point to the first scene and then place it in the first position. Repeat for the other three scenes.

3. To help students notice the order, say *Look at the bags* as you point to the bags in the third and fourth scenes. In the second scene, the mother and son haven't gone shopping yet, so they haven't got any bags. In the third scene, the shopkeeper is filling the bags. In the fourth scene, the mother and son are holding the full bags.



Workbook page 59 may be given now. Directions and answers are on page T6D.

Extension Activities

Reading development: Understanding concepts of print.

1. On the board, write the sentence "*Who is he?*" Circle the quotation marks. Get students to follow your example and circle the quotation marks in the first sentence in their Little Books.
2. Then re-read the first sentence of the Little Book, dramatically altering your voice during the quotation. Do it again, this time pointing to the little boy in the picture as you read his line. Repeat the above procedure for the second line, dramatically altering your voice during the mother's quotation.
3. Ask students to circle the remaining quotation marks in the story. Re-read the rest of the story, altering your voice during the quotations, and ask students to point to the person who is speaking for each one.

Role-play. Act out the story by assigning roles for a narrator, a boy, a mother, a police officer, a bus driver and a shopkeeper. The narrator retells the story as the others act it out. Alternatively, if you completed the Extension activity above, students can use what they learned about quotation marks to simply read the dialogue. Don't use a narrator, and ask the boy and mother simply to read out the lines of dialogue that are within the quotation marks.

Objectives

- to role-play using props
- to identify helpers

Vocabulary

nouns: bus driver, dentist, doctor, nurse, police officer, taxi driver; bandage, steering wheel, toothbrush

pronouns: he, she

Materials

- scissors

Application

Project: Cut out and role play!

1. Direct students' attention to the cut-outs on page 71. Instruct them to colour and cut out the objects.
2. Ask students to turn to pages 62–63. Relate the project to the unit by reminding students that they have learned about helpers in the community, and now they are going to role-play the jobs of some of those helpers. Hold up the whistle cut-out and ask *Who uses a whistle? Does a police officer use a whistle?* Point to the police officer and say *Yes, a police officer uses a whistle.* Pretend to blow the whistle and direct traffic.
3. Repeat for the other items on the page. For the sticking plaster, you might get a volunteer to pretend to have a cut that needs a plaster. For the toothbrush, you could get a volunteer to pretend to sit in a dentist's chair while you mime brushing his or her teeth.
4. Then hold up each item and ask students to name the person who uses it. Note that both a doctor and a nurse can use a plaster, and both a bus driver and taxi driver can use a steering wheel.
5. Ask students to work in pairs or small groups to role-play being the helpers using the objects. Prompt them to include some language in their role-plays. If students need ideas, you can suggest the following:
 - A police officer stands in the road and directs traffic using the whistle.

He/She introduces him/herself: *I'm a police officer.* A taxi driver and a bus driver arrive at the intersection at the same time. Each one introduces him/herself: *I'm a bus/taxi driver.* The police officer blows the whistle, holds up a hand for one of them to stop, and gestures for the other to cross.

- A child goes to the dentist, holding his or her mouth and crying *My tooth! My tooth!* The dentist comes in holding a toothbrush. He or she says *I'm a dentist. Brush your teeth.* Then the dentist hands the child the toothbrush so he or she can brush.
- A parent and child take a taxi to the hospital. At the hospital, a nurse says *I'm a nurse.* The child points to a cut on his or her arm and says *My arm! My arm!* The nurse says *You need a sticking plaster.* He or she places the plaster on the arm and says *Here's a plaster.* The child can also take the bus to the doctor's office and the doctor can give him or her a plaster.



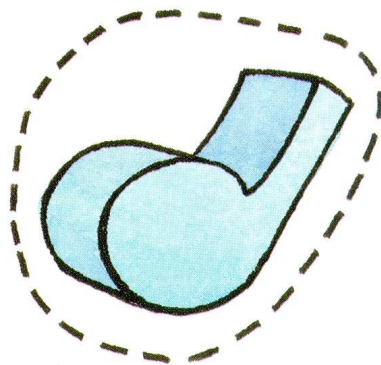
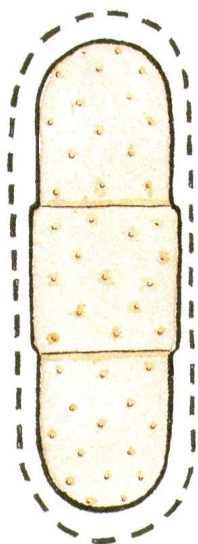
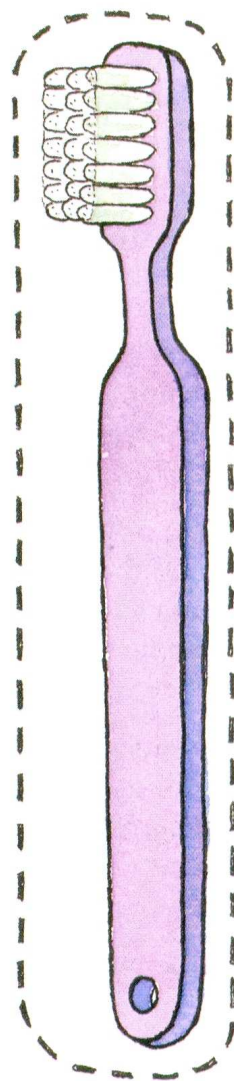
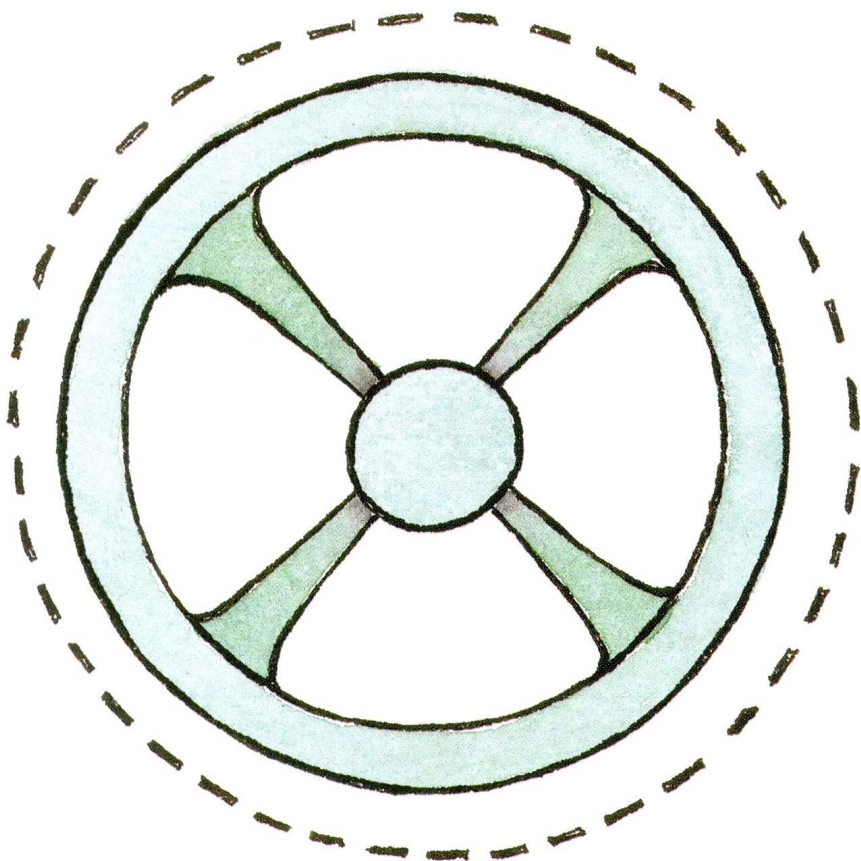
Workbook page 60 may be assigned now. Directions and answers are on page T6D.

Extension Activities

Extend vocabulary. Choose other professions that help people, such as teachers, postmen, vets or gardeners. Bring in props or pictures that relate to that person and his or her work. Encourage students to role-play being these helpers.

Project

Cut out and role play! ✂



Objectives

- to demonstrate knowledge of unit targets
- to play a game

Vocabulary

nouns: bus driver, dentist, doctor, firefighter, nurse, police officer, shopkeeper, taxi driver

verb: be (*is*)

adjectives: eight, nine

pronouns: he, she

Materials

- pencils
- paperclips
- unit assessment materials

Assessment

Play a Game! Spin and say.

1. Direct students' attention to the game board in the Student's Book. Guide students as they identify the helper shown in each picture. Point to the picture of the spinner. Show how to use a pencil and paperclip to make a similar spinner on the game board.
2. Demonstrate spinning the paperclip around the axis of the pencil. Read out the question and name the helper that the paperclip points to: *Who's he/she? He's/She's a ____.*
3. Students should play the game in pairs, or groups of three. They take turns. One student spins the paperclip and another student asks *Who's he/she?* The first student answers.
4. As students play the game, walk around the room and monitor their language. Note any errors to address after the game is over. Use the Student Oral Assessment Checklist as you observe students' progress.

Now I know!

Students should feel confident that they know the following: helper vocabulary, the numbers 1–9. Students should also feel confident producing and responding to questions and statements based on the following language: *Who's he? He's a dentist.* Ask students to use the self-assessment sticker when they are

comfortable that they have achieved these targets. Provide them with a sticker to place in the outlined space. Help students read the *Nice work!* speech balloon.

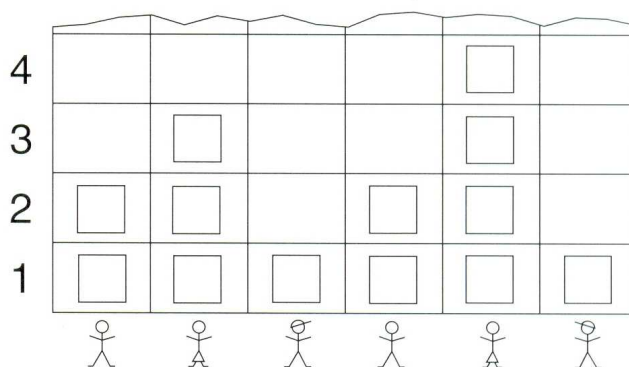
Unit and Review Tests

Get students to complete the Unit 6 Test on page xxxii. Help students prepare for the test by reviewing the key activities from the Student's Book and Workbook, particularly those that were the most challenging for the class.

Then ask students to complete the Units 4–6 Review Test. See pages xxxviii and xxxix.

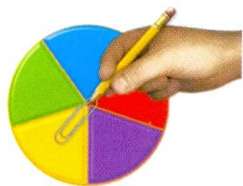
Extension Activities

Make a graph. On the horizontal axis, draw or place pictures of some community helpers students have studied. On the vertical axis, write the numbers 1–9. Give each student a sticker to place above the job the student might like to have when he or she grows up. The stickers will create a bar graph. Help students talk about the graph. For example: *There are two doctors.*

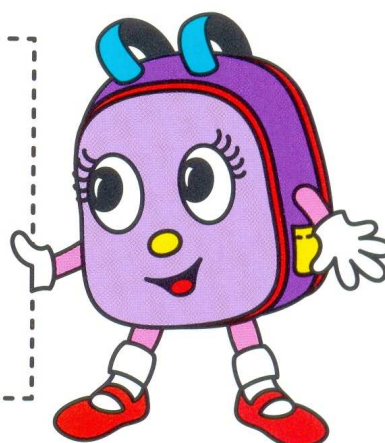


PLAY a Game!

✓ Spin and say.

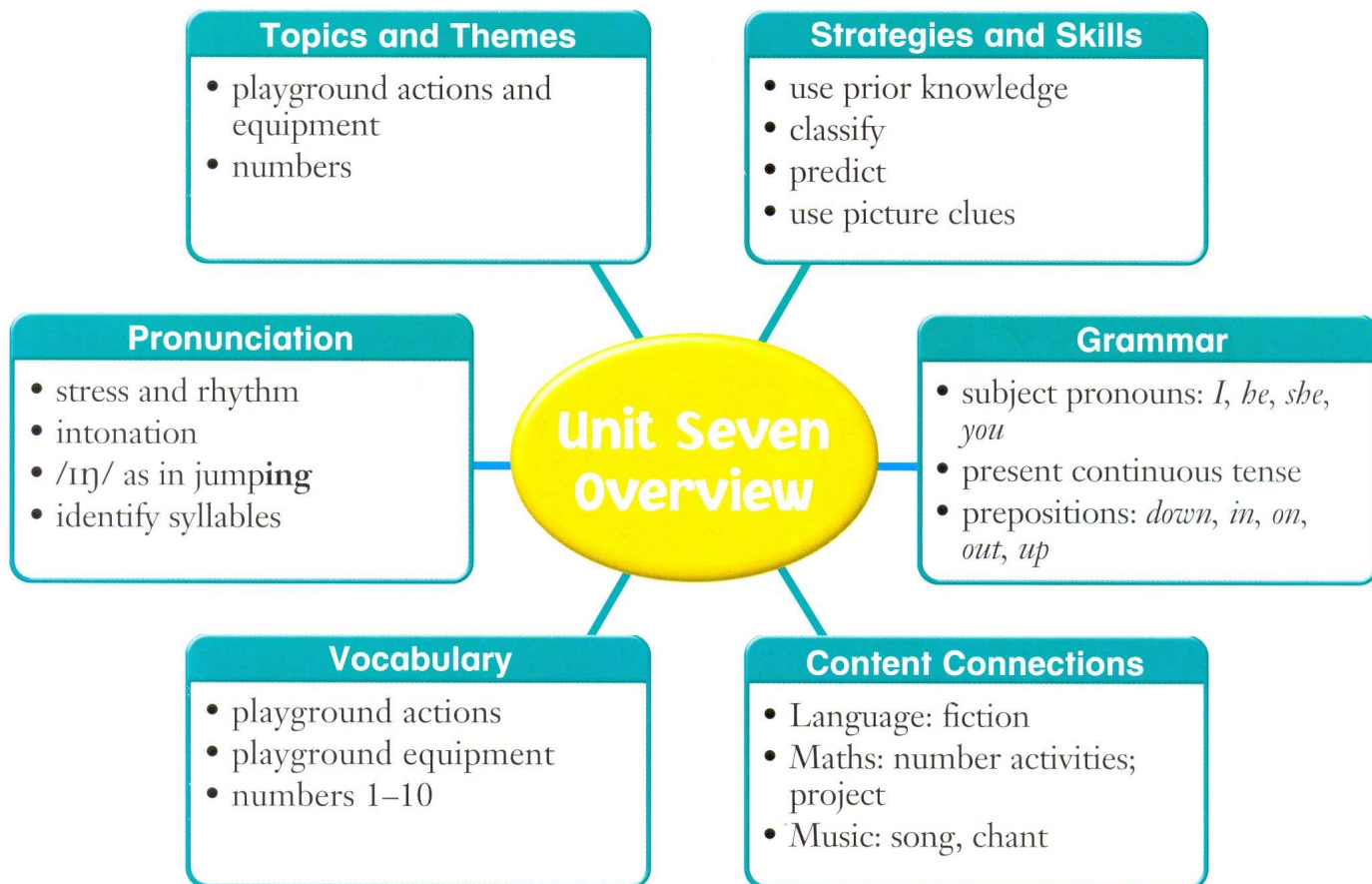


✓ NOW I KNOW!



UNIT 7

Swinging and Sliding



Key Vocabulary

Actions	Equipment	Prepositions	Numbers
bounce climb jump kick run sing skip slide swing throw	ball climbing frame slide swing	down in on out up	one two three four five six seven eight nine ten

General Preparation

Prepare before teaching the unit by reading through all the material and collecting the necessary supplies and components. Make sure audio and video equipment is in working order and ready to use.

Teaching Checklist

Component	<input checked="" type="checkbox"/> I Plan to Use
1. Workbook, Unit 7	<input type="checkbox"/>
2. Flashcards	<input type="checkbox"/>
3. Video, Unit 7	<input type="checkbox"/>

Noticeboard Ideas

Title the noticeboard display *Our Playground*. Invite students to draw different playground equipment and children playing. Help students label their pictures. Place each picture on a geometric shape. As you work through the unit, review actions and shapes by asking, for example: *Look at the girl in the blue circle. What is she doing?*

For another noticeboard idea, take photographs of students playing on the playground. Stick up the photos and invite students to say what they are doing. Write what they say in speech balloons.



Home-School Links

Encourage students to demonstrate the actions learned in this unit to their families and see if they can guess the action. The students could then teach the names of the actions.



Little Book: *Having Fun!*

Summary: A boy is having fun at the playground. Then he falls into a puddle and gets dirty. He goes home to get clean.

Workbook Tapescripts

Page 61: 1. Listen and sing. Point. (Play the song.)

Page 63: 3. Listen and write.

Number 1. in: He's going in.

Number 2. out: He's going out.

Number 3. up: She's climbing up.

Number 4. down: She's sliding down.

Page 65: 6. Listen and point. Cut and say. Glue on page 67.

She's sliding.

He's jumping.

She's running.

She's throwing.

He's catching.

He's climbing.

He's kicking.

She's swinging.

He's bouncing.

Page 68: 8. Listen and chant. Draw a line and colour to match.
(Play the chant.)

Page 70: 12. Listen and circle.

1. She's throwing.

2. He's swinging.

3. Down

4. In

5. There are ten slides.

PREPARATORY NOTES

Workbook Instructions and Answers

Page 61

- Act. 1: While students listen to and sing the song, they point to the appropriate pictures.
- Act. 2: Students cut out the action cards and glue them below the matching actions at the top of the page: girl swinging, boy jumping, girl singing.

Page 63

- Act. 3: Pre-teach the words *rope* and *ladder*. Play the audio or read the tapescript. Students listen and write numbers based on what they hear: Number 1. in: He's going in; Number 2. out: He's going out; Number 3. up: She's climbing up; Number 4. down: She's sliding down.

Page 64

- Act. 4: Students count the objects. They write the numbers and read them out loud: 9 balls, 7 swings, 10 fingers.
- Act. 5: Students trace the number 10 and write it.

Page 65

- Act. 6: Students listen to the audio and point to each picture based on what they hear. Then they cut out the cards and name each action: *She's sliding. He's jumping. She's running. She's throwing. He's catching. He's*

climbing. He's kicking. She's swinging. He's bouncing. Then they glue the cards in any order onto the game board on page 67 for Activity 7.

Page 67

- Act. 7: Students glue the cards they cut out from page 65. Students play in pairs or small groups. Players move one space at a time. If they can name the picture they land on, they stay on that space. If not, they go back one.

Page 68

- Act. 8: Students listen to and say the chant. They draw lines to match upper case and lower case letters. They colour in each pair of letters to match (for example, *S* and *s* orange).
- Act. 9: Students trace the letters and write them.

Page 69

- Act. 10: Students number the pictures to show the order of events in the Little Book story.
- Act. 11: Students draw a face to show how much they liked the story.

Page 70

- Act. 12: Play the audio or read the tapescript. Students listen and circle the answer: 1. She's throwing. 2. He's swinging. 3. Down 4. In 5. There are ten slides.

UNIT 7

Swinging and Sliding

1

Listen and sing.

She's swinging.
She's swinging
in the playground.

He's jumping.
He's jumping
in the playground.

I'm singing.
I'm singing
in the playground!



2

Listen and point.

1.



2.



3.



4.



Objectives

- to identify playground actions
- to use the present continuous tense
- to sing a song
- to use stress, rhythm, and intonation
- to identify and pronounce /ɪŋ/ as in jumping

Vocabulary

nouns: ball, climbing frame, playground, rope, slide, swings

verbs: bounce, climb, jump, kick, run, skip, slide, swing

Materials

- cassette or CD player
- cassette or audio CD
- pictures of a playground, a house, swinging, jumping and singing

Warm Up/Presentation

Creating Interest

Do one or both of the following to build students' curiosity about the unit.

Sort. Display a picture of a playground and a picture of a house. Mime a playground action, such as swinging on the swings. Ask students where you are. They can point to the picture of the playground to answer. Repeat with an activity you would do in the house, such as cooking. Repeat with a few more activities for each place.

Act and chant. Jump up and down or pretend to jump over a skipping rope as you say the following chant:

I'm jumping. I'm jumping.

Jump with me.

Invite students to jump with you and repeat the chant. Repeat for other playground actions. Then ask students what they think the unit might be about.

Activity Listen and sing.

1. Hold up a picture of a boy or girl swinging on the swings. Say *She/He's swinging*. Repeat for *jumping* and *singing*. If you haven't got pictures of these actions, volunteers can act them out for the class.
2. Direct students' attention to the picture on pages 74–75. Get them to use picture clues to guess what the song might be about. (In the picture, the children are all playing in the playground.) With books closed, play the song once so students can listen.
3. Play the song a second time, guiding students to point to the children in the picture who are doing things named in the song. Use gestures to clarify any unknown language. Play the song again if necessary.
4. When students feel ready, ask them to sing the song. If possible, let groups alternate verses, so boys sing the first verse while girls pretend to swing, girls sing the second verse while boys jump, and everyone sings the last verse together.

Activity Listen and point.

1. Point to the picture dictionary at the bottom of pages 74–75. Play the audio or read the actions a few times, and ask students to point to each one and repeat each time. (We can also use the word *skipping* in the context of jumping over a rope.)

Tapescript: 1. bouncing 2. climbing 3. jumping
4. kicking 5. running 6. sliding 7. swinging

2. Say each action again and ask students to point to an example of it in the big picture. Repeat the activity as needed.

Language presentation. Direct students' attention to the Backpack mascot and her speech balloon. Ask *What's she doing?* Prompt the class to answer *She's sliding down the slide.* Demonstrate other, more complete, descriptions of the children's actions, as shown below. Then get partners to take turns asking and answering the same question about the other children in the picture.

What's she doing? What's he doing?

She's singing.

She's swinging on the swings.

He's climbing on the climbing frame.

She's sliding down the slide.

She's running.

He's kicking a ball.

He's bouncing a ball.

Monitor students as they work and address errors later.



Workbook page 61 may be assigned now. Directions and answers are on page T7D.

Extension Activities

Pronunciation: /ɪŋ/ as in *jumping*. Write the words *jumping*, *kicking* and *running* on the board. Say each word and ask students if they notice a common sound (the /ɪŋ/). Play the audio or read the following, emphasising the target sound in each word, and invite students to repeat as necessary:

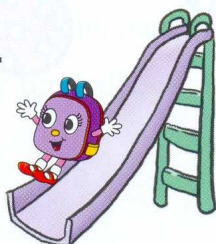
/ɪŋ/	/ɪŋ/	/ɪŋ/
jumping	kicking	running
Jump, jump, jumping.		
I'm jumping. I'm jumping.		
Kick, kick, kicking.		
I'm kicking. I'm kicking.		
Run, run, running.		
I'm running. I'm running.		



5.



6.



7.



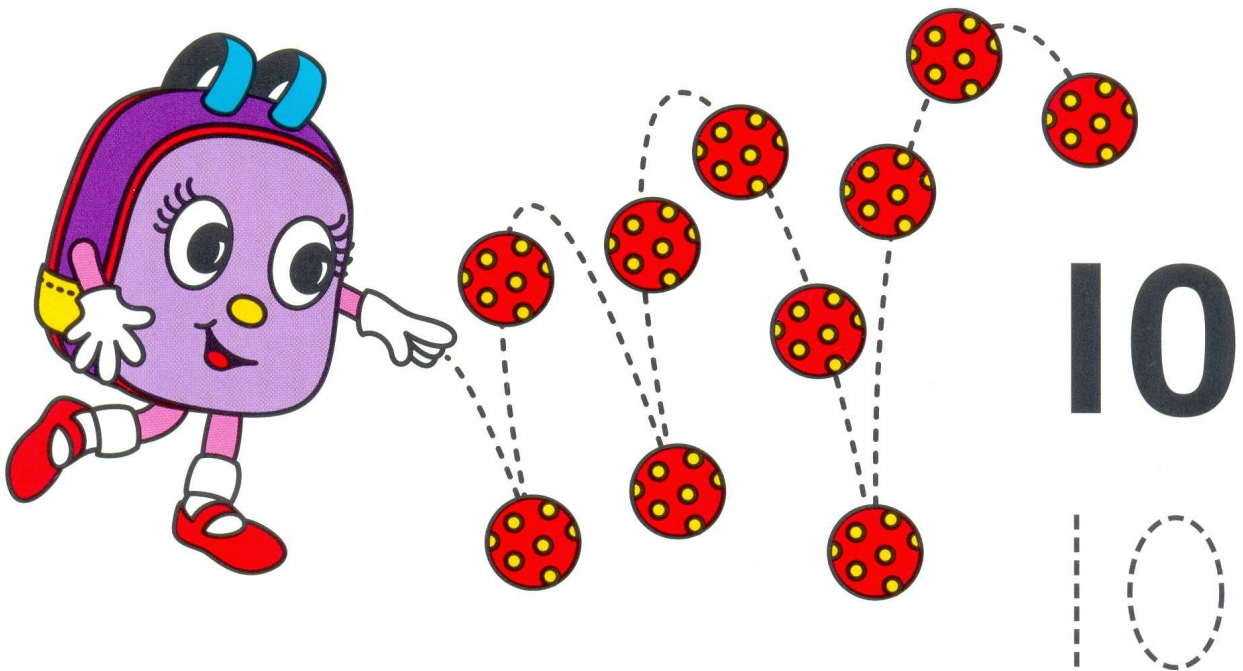
3

Listen and point. Say.



4

Count and trace. Say.



Objectives

- to count to ten
- to trace the number 10
- to use prepositions *down*, *in*, *out*, *up*

Vocabulary

adjective: ten

prepositions: down, in, out, up

Materials

- cassette or CD player
- cassette or audio CD
- box
- toys or pictures of toys

Presentation

Activity 3 Listen and point. Say.

1. Use the chant below with gestures to introduce the prepositions *down* and *up*. Get students to perform the chant with you when they are comfortable.

Down, down, down. (Point to the floor as you slowly lower yourself to a squatting position. Gradually, lower your voice as you near the floor.)

Up, up, up. (Point to the sky as you stand up from the squatting position. Your voice should get higher and faster.)

Down, down. (Repeat the above actions.)

Up, up. (Repeat the above actions.)

Down. (Point down.)

Up. (Point up.)

2. Use a box and some of the toys students learned about in Unit 5 to review the preposition *in* (*Put the doll in the toy box*) and to teach the preposition *out* (*Take the doll out of the toy box*).
3. Direct students' attention to Activity 3. Read the directions and make sure students know they are to listen to the audio and point to the picture it describes.

Tapescript: down, up, in, out

4. Then point to each picture again and ask students to say the correct word.

Activity 4 Count and trace. Say.

1. Write the numbers 1 to 9 on the board and practise counting out loud. Act out counting on your fingers as you recite the numbers. Wiggle your tenth finger as you say *ten*. Get students to repeat after you as you write the number 10.
2. Direct students' attention to Activity 4. Read the directions and make sure students know they are to count the balls, trace the number and then say its name.
3. Demonstrate counting the ten balls, if necessary.

4. If students need extra practice writing the numbers, they can practise air writing with a finger, they can use finger paint, and finally, they can use a pencil rubber.



Workbook page 63 may be given now. Directions and answers are on page T7D.

Extension Activity

Sets of 10. Ask pairs of students to gather sets of ten classroom items, such as books, crayons, markers or rubber. Encourage them to use this sentence structure to present their sets to the class: *We've got ten* ____.

Objectives

- to identify shapes
- to identify colours
- to count to ten
- to use the simple present tense

Vocabulary

nouns: circle, rectangle, square, triangle

verb: be (*are*)

adjectives: blue, green, purple, red; seven, eight, nine, ten

Materials

- white paper
- crayons
- masking tape

Presentation/Practice

Activity 5 Colour and count. Say.

1. Provide each student with a piece of paper and crayons. Call out a shape and colour and ask students to draw it, such as *yellow rectangle*. Ask students to hold up their drawings so you can check their understanding. Repeat using other colours and shapes.
2. Direct students' attention to Activity 5 in the Student's Book. Read the directions and point out the colour key. Make sure students understand that they are to colour each shape in the picture based on the colour key. Then they need to count the number of each shape.
3. Point to the speech balloon and read it aloud. Get students to repeat the words. Then let them use this as an example to talk about the other shapes: *There are 7 triangles. There are 8 squares. There are 9 rectangles. There are 10 circles.*
4. Challenge students to add colour words to the above sentences. Demonstrate and ask students to repeat after you: *There are 7 green triangles. There are 8 red squares. There are 9 purple rectangles. There are 10 blue circles.*



Workbook page 64 may be given now. Answers are on page T7D.

Extension Activities

How many? Ask ten students to come to the front of the room. Ask them to count (one,

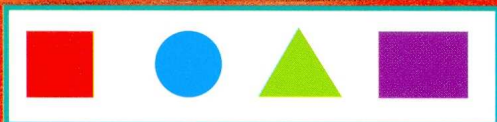
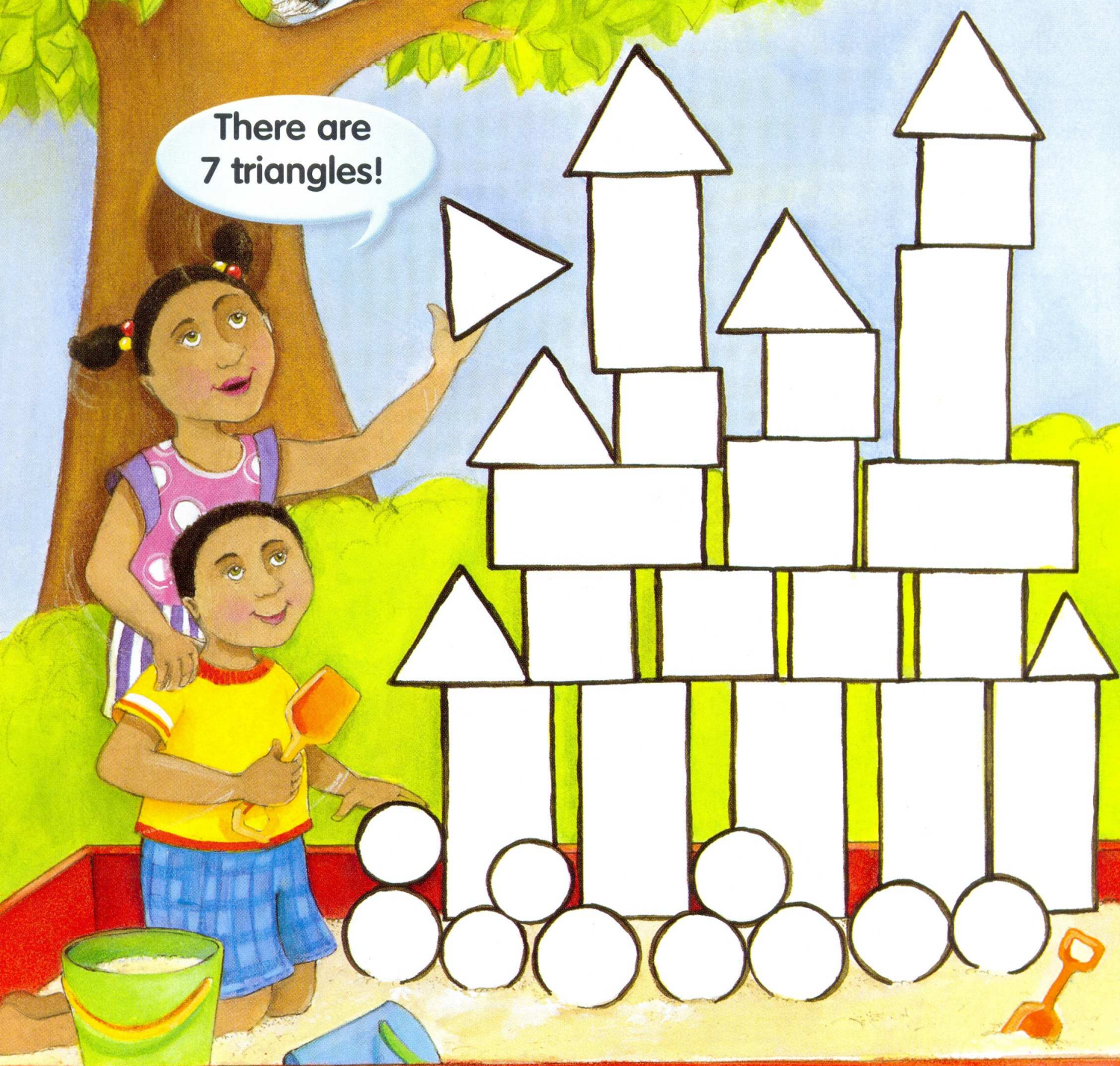
two, three...). Then ask them to jump up. Say *Ten children are jumping*. Invite the class to repeat after you. Then ask one student to sit down and ask the remaining nine to count. Ask them to pretend to run. Ask *How many are running?* *Nine children are running*. Invite the class to repeat after you. Continue until there is only one student left.

Music game

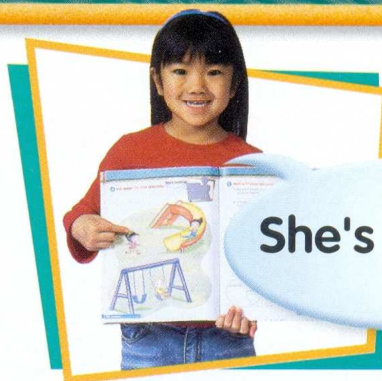
1. Use the colour/shape pictures that students created during Activity 5. Collect these and tape them in a circle on the floor, one for each student. Tape only one edge of the paper so you can easily turn it over. Make sure you use a variety of shapes and colours.
2. Get each student to stand on a different shape. Play the Unit song from page 74 and get students to walk from shape to shape. When you stop the music, students should stop walking and stand on the nearest shape. Call out a shape and colour, such as *green triangle*. All students standing on a green triangle should raise their hands. Go around, turn over the pieces of paper with green triangles, and tape the second edge so only a blank piece of paper is showing.
3. Play the song again and get students to walk from paper to paper. When you stop the song, students who are standing on the blank pieces of paper are out. Call out another colour and shape and get students standing on those shapes to raise their hands. Turn the pieces of paper over and tape them. Continue until all the students are out.

5 Colour and count. Say.

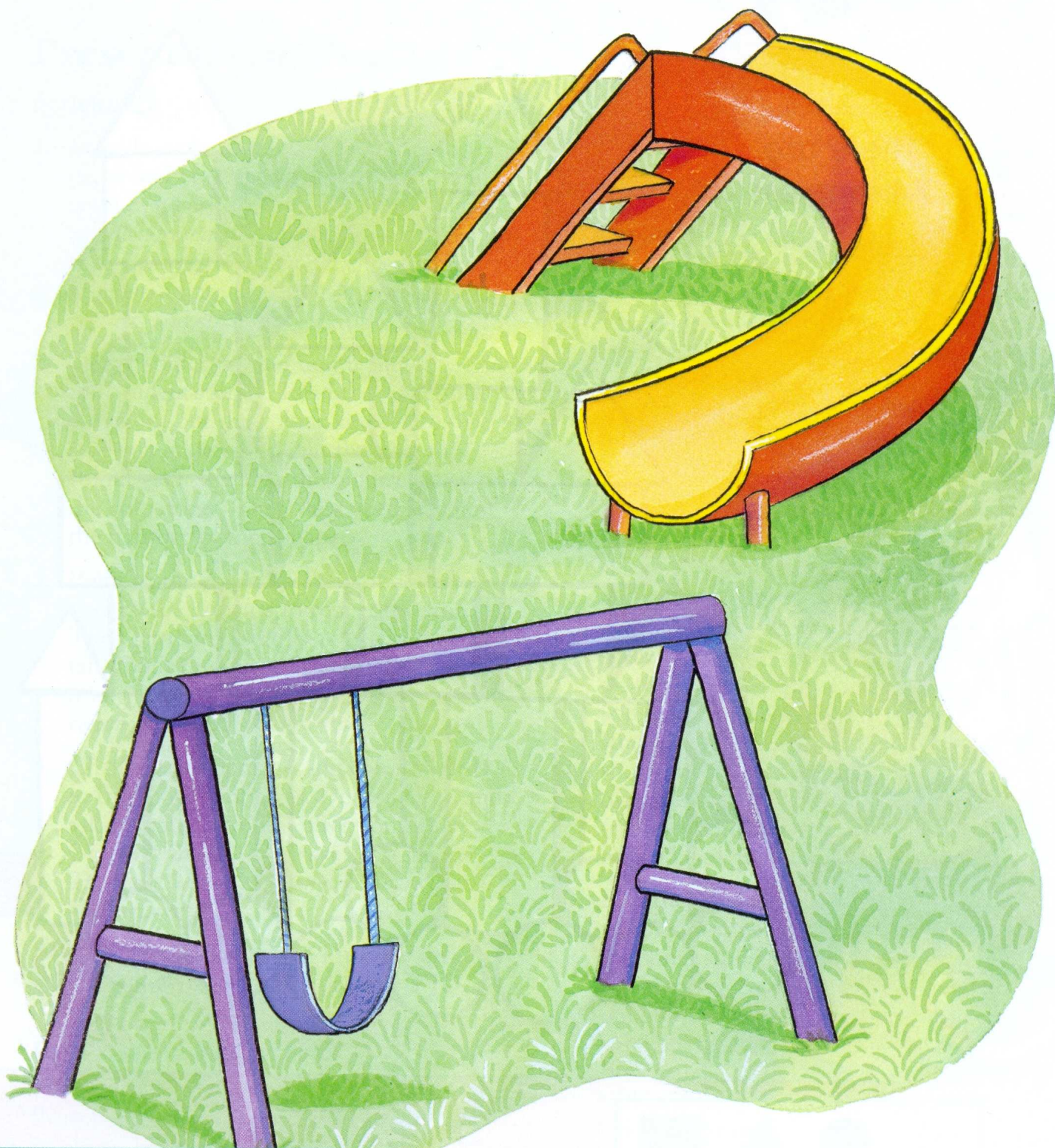
There are
7 triangles!



6 Cut page 79.
Glue and say.



She's running.



Objectives

- to identify actions
- to identify and pronounce different syllables
- to use the present continuous tense

Vocabulary

verbs: run, slide, swing

pronouns: he, she

Materials

- scissors
- glue
- cassette or CD player
- cassette or audio CD

Practice

Activity 6 Cut page 74. Glue and say.

1. Point out the picture on page 78 and the cut-outs on page 79. Read aloud the directions and make sure students know they are to cut out the cut-outs and stick them on the playground scene on page 78.
2. Direct students to cut out the pictures on page 79 and name each action. (*He's swinging. She's sliding. She's running.*) Get students to stick the cut-outs onto the playground on page 78.
3. Point to the photo of the student holding up her work. Read aloud the speech bubble *She's running*. Ask students to talk about their own work following this example:

He's swinging (on the swings).

She's running (on the grass).

She's sliding (on the slide).



Workbook pages 65 and 67 may be given now. Directions and answers are on page T7D.



Extension Activities

Pronunciation: Syllables. As you play the audio or say the sentences below, clap for each syllable. This will help students hear the different syllables that make up words. Invite students to repeat each sentence after you, following your claps. You might find it helpful to write the sentences on the board and point to each syllable as students say it.

She's swinging on the swings.

She's sliding on the slide.

She's running and kicking and bouncing a ball.

He's jumping.

He's singing a song.

He's climbing on the climbing frame.

Classify items

1. Bring in several pictures of playground equipment and classroom items. Display these randomly on the board.
2. Ask students to sort the pictures and determine whether each belongs in the playground or in the classroom. Invite students to name the items as you sort them into the correct groups. Encourage students to use complete sentences when responding, such as *The pencil is in school. The slide is in the playground.*
3. Finally, display the pictures in two groups on the board so students can visualise the two categories. Students can add drawings of other items not shown in each group.

Objectives

- to draw a playground action
- to use the present continuous tense
- to identify and produce the letters *S*, *T*, and *U*

Vocabulary

nouns: ball, climbing frame, playground, slide, swing

verbs: bounce, climb, jump, kick, run, slide, swing

Materials

- cassette or CD player
- cassette or audio CD
- glue
- dried pasta shapes
- large pieces of paper

Practice

Activity 7 What are you doing in the playground? Draw.

Read the directions and make sure students understand that they will draw themselves in the playground. Prepare for the activity by brainstorming the things they might be doing. Invite students to present their work to the class. They can use the following example: *I'm climbing on the climbing frame.* Students can dictate to you, so you can write labels on their pictures.



ABC Practice

Use the alphabet practice activities in the Teacher's Book and Workbook to help students learn the letters of the alphabet.

1. Begin by reviewing the letters *a-r*. Display cards with these letters in order on the board. Ask students to come to the board and identify specific letters, for example: *Point to the n. Show me the q. Where is the k?* Invite students to name words and names they know that begin with each letter.
2. On the board, write the following upper and lower case letters: *S, s, T, t, U, u*. Then write the names of some students in the class. Choose names that include at least one of the target letters. Ask students to come to the board and draw lines matching individual letters to letters in names. Read each letter and ask the class to repeat after you. Encourage students to point to other letters they know.

3. Invite students to listen as you play the audio or sing the chant. Play it a second time as you point to the letters on the board as they are named in the chant. Play it a third time and encourage students to chant with you.

There are three letters that I know.

Say them with me!

Here we go!

S to the s!

T to the t!

U to the u!

S, T, U!

4. Distribute cards with the letters *S, s, T, t, U* and *u* on them. As students chant, they can hold up the appropriate cards. Alternatively, you can pause after the fourth, fifth and sixth lines and ask students to find a partner with the same letter.
5. Give each student a handful of pasta shapes and show them how to stick the pieces to paper to form the letters *S, T* and *U*.

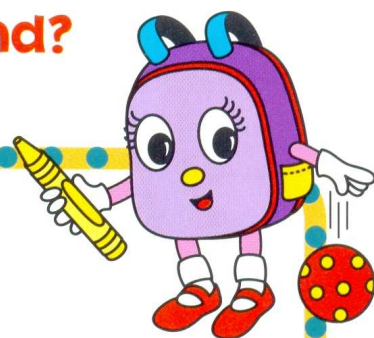


Workbook page 68 may be given now. Directions and answers are on page T7D.

Extension Activity

Alphabet Book. Continue making the class Alphabet Book started in Unit 1. Review the order of the letters.

7 What are you doing in the playground?
Draw.



Cut-outs for Activity 6 



Objectives

- to listen and read for enjoyment
- to make predictions
- to use picture clues
- to follow a pattern

Vocabulary

nouns: climbing frame, playground, puddle, slide
verbs: climb, fall, run, slide
prepositions: down, in, up

Materials

- cassette or CD player
- cassette or audio CD

Summary

Having Fun!

A boy is having fun at the playground. Then he falls into a puddle and gets dirty. He goes home to get clean.

Before Reading

1. Ask students to take out pages 81–82 from their books. Remind them how to make a Little Book by folding the page in half. Make sure all the books are ready before continuing.
2. Review the prepositions *down*, *in* and *up*. Sit down on a chair, point down as you do so, and say *I'm sitting ____*. Prompt students to fill in the word *down*. Stand up, point up as you do so, and say *I'm standing ____*. Prompt students to fill in the word *up*. Walk in the door, point inside as you do so, and say *I'm walking ____*. Prompt students to fill in the word *in*.
3. Preview the pictures for the first three pages of the story, commenting on each page and encouraging students to participate. For example: *What can you see? What's he doing?* Don't show the last page.
4. **Reading strategy awareness: Making a prediction.** After students comment on the third page, ask if they see a problem (the boy on the slide splashed mud everywhere). Students can use the facial expressions of the characters as a clue that there is a problem. Invite students to predict what will happen next.

During Reading

1. Invite students to relax and listen quietly as you play the audio or read the story aloud to them. Use gestures and point to the pictures to help with meaning. Remind them that they will be able to ask questions and talk about the story when you read it for a second time.
2. Read the story a second time. This time, encourage students to use gestures and point to pictures as you read. Students may also ask questions and comment on the story during this reading.
3. **Reading strategy awareness: Use picture clues.** As you read the story a second time, stop after reading the sentence *I'm falling in the puddle* on page 3. Demonstrate the strategy: *I don't know what falling in the puddle means. But I can look at the picture for a clue. I think he did this:* (pretend to fall). *That must be falling. And I see he is in here* (point to the puddle). *That must be a puddle.*
4. **Echo read.** To help students develop oral reading skills, echo read the book with them. Please see page T8 for an explanation of this technique.

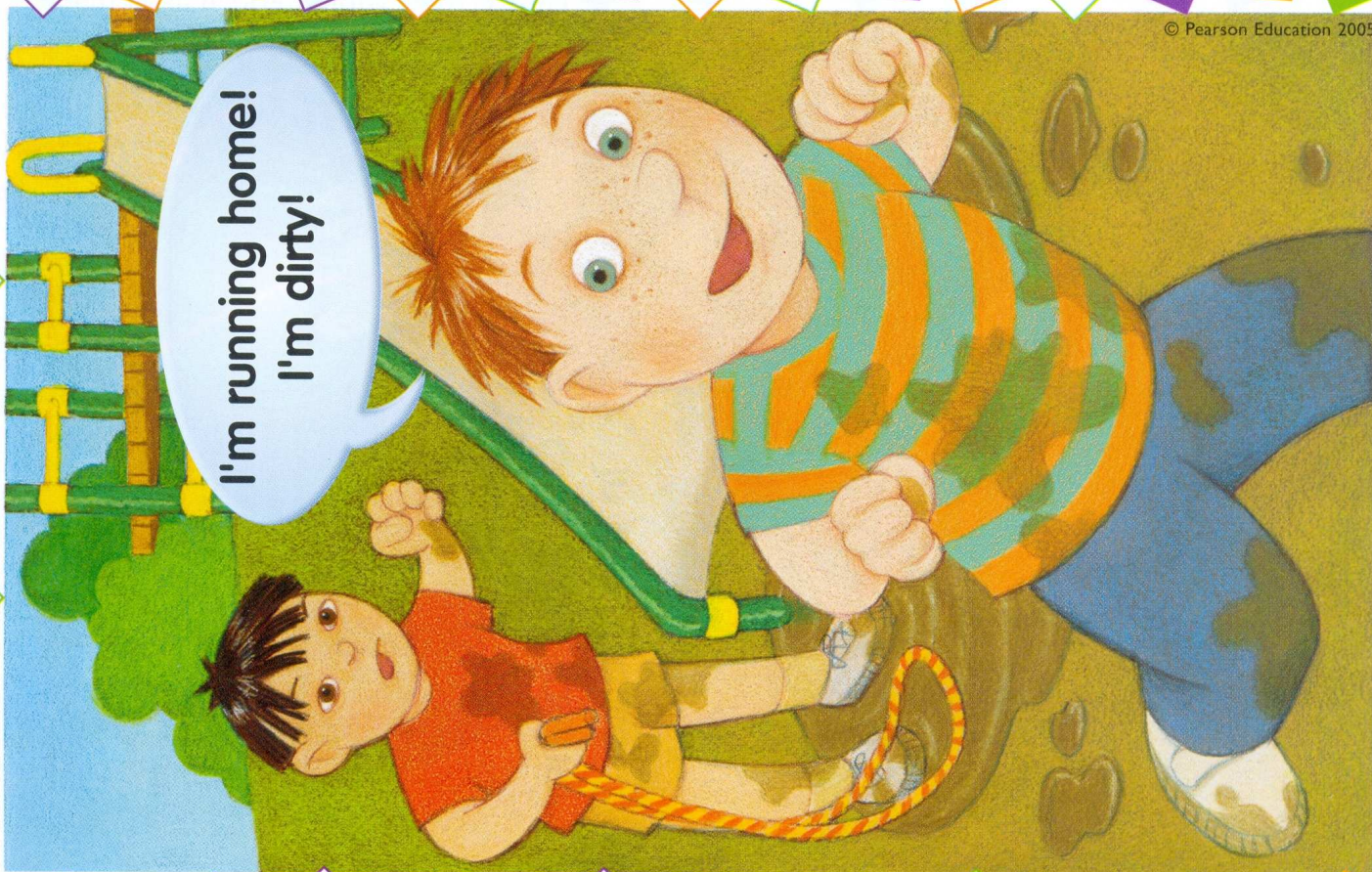
Having Fun!

by Tony Purcell

I'm climbing up
the climbing
frame.



I'm running home!
I'm dirty!





After Reading

Check comprehension. To check comprehension, ask questions such as the ones below. Remind students to use the illustrations and any familiar words to help them answer the questions. Make sure you point to a picture when you ask a question, and that students point when they answer.

How many children are there?

What's he doing?

Is he climbing on the climbing frame or on the swings?

Is he happy?

Colour in the frame. Return to page 1 and look at the pattern of colours on the frame of the story. Display page 2. Help students decide what colours are needed on the bottom. Follow the same procedure with page 3. Then ask students to colour in the frame on page 4 in the same pattern as the other pages.

Reading strategy awareness: Confirm predictions. Remind students of the predictions they made about the story. Ask them if their predictions were correct.

Home-School Link. After reading the story several times, encourage students to take their Little Books home and share *Having Fun!* with their families and friends.

If you feel some students would like to read the story but need more support, record the story for them. To help students of all abilities, record the story: (1) sentence by sentence, pausing for students to repeat each sentence; (2) one page at a time, pausing for students to repeat each page; (3) entirely without pausing.



Workbook page 69 may be given now. Directions and answers are on page T7D.

Extension Activities

Learn a song. Teach students the following song, sung to the tune of *Frère Jacques*. You may need to introduce the words *ladder* and *now*. Ask students to use gestures to clarify meaning as they sing.

Up the ladder

Up the ladder.

Down the slide

Down the slide.

We are having fun.

We are having fun.

Now let's run.

Now let's run.

Writing activity. Ask students to draw a scene from the story using themselves as the main character. Invite students to dictate a sentence. Write the dictation under each student's illustration and get the student to copy it.

Grammar review. Review *yes/no* questions using the pictures in the Little Book. Point to one of the boys and ask a *yes/no* question, such as *Is he skipping?* If necessary, demonstrate a response: *Yes, he is/No, he isn't*. Continue asking *yes/no* questions about the other pictures in the Little Book.

Objectives

- to identify numbers
- to play a game

Vocabulary

nouns: game, hopscotch;
one-ten
verb: hop

Materials

- paper or card
- scissors
- glue

Application

Project: Trace. Make a hopscotch game!

1. Get students to line up facing you. Show how to hop on one foot. As you do so, say *hop, hop, hop...* Invite students to try. Call out a number between one and ten for the number of times students should hop. Repeat a few times.
2. On the floor, create a hopscotch game by taping large number cards to the floor. Say *Let's play hopscotch. We play hopscotch on the ground.* Demonstrate hopping on one foot to each number and naming it as you land. Then invite students to take turns hopping. To save time, instead of having each student hop to all the numbers, you can call out one number for each student to hop to.
3. Direct students' attention to page 83. Relate the project to the rest of the unit by pointing out that hopscotch is a game you can play in the playground. Read the directions and make sure students know they are to trace the numbers first. After they finish tracing, students will cut out the hopscotch boards and stick them on to paper.
4. After students stick their hopscotch boards to paper, show them how to play hopscotch. Demonstrate how to use two fingers to hop from square to square.

5. Call out a number and have students "hop" to that square. Get them to check with a partner to make sure everyone is on the same number. Continue until all the numbers have been used.
6. You may extend the activity in the following ways: by getting students to call out numbers for the class, by getting students to work in pairs and calling out the numbers for each other, by getting students work in pairs and take turns "hopping" to whichever numbers they want.



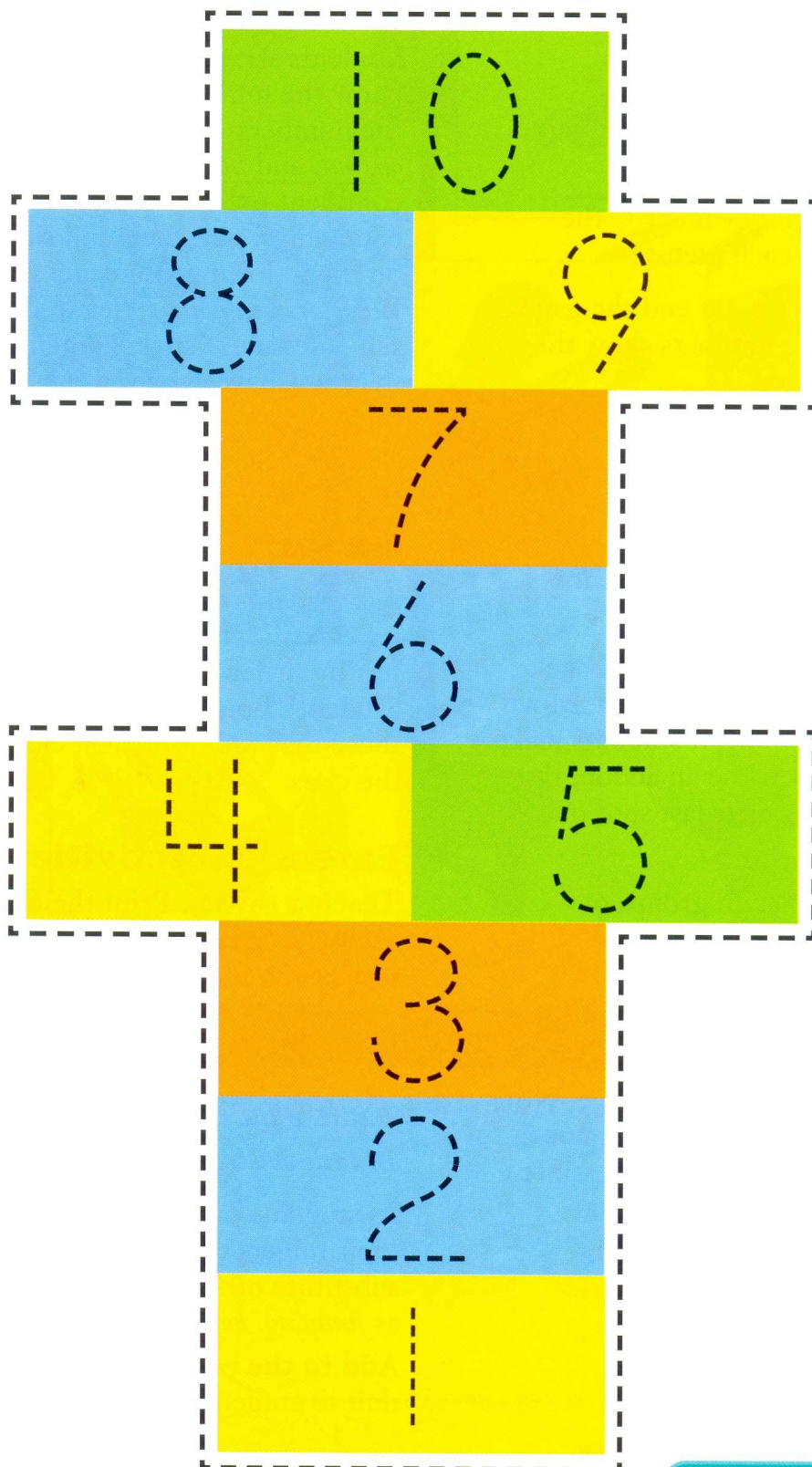
Workbook page 70 may be given now. Directions and answers are on page T7D.

Extension Activity

Make a new playground. Remind students that hopscotch is a game you can play in the playground. Ask students what other games and activities they like playing in the playground. After the class has brainstormed some playground games and activities, invite them to create the perfect playground. Ask them to draw their playgrounds. Ask them to dictate labels, such as *swings* or *slide*, for you to write on their work. Some students might like to invent new playground equipment and explain how it is used.

Project

Trace. Make a hopscotch game! ✂



Objectives

- to demonstrate knowledge of unit targets
- to play a game

Vocabulary

nouns: ball, climbing frame, rope, slide, swing

verbs: bounce, climb, jump, kick, run, skip, slide, swing

Materials

- coins
- unit assessment materials

Assessment

Play a Game! Look and say.

1. Direct students' attention to the game board in the Student's Book.
2. Guide students as they identify the actions shown in each picture.
3. Show where to start and end the game. Point out that the numbers show the order of the pictures.
4. Demonstrate tossing a coin. Show how to move one space if you get heads and two spaces if you get tails. When you land on a picture, say the number and name the action, for example: *Number 1. He's kicking a ball.*
5. Then toss again, but this time make a mistake and misname the action. Move back to your last spot. If students make a mistake or can't name an action, they should go back to their last spot on the board.
6. Get students to play in groups of three. When they get to the end of the board, they can climb up the ladder and play again.
7. As students play the game, walk around the room and monitor their language. Note any errors to address after the game is over. Use the Student Oral Assessment Checklist as you observe students' progress.

Now I know!

Students should feel confident that they know the following: playground vocabulary; the numbers *1–10*; the prepositions *down*, *in*, *on*, *out*, and *up*. Students should also feel confident producing and responding to commands, questions and statements based on the following language: *What's he doing? What are you doing?* Get students to use the self-assessment sticker when they are happy that they have achieved these targets. Provide them with a sticker to place in the outlined space. Help students read the *Good job!* speech balloon.

Unit Test

Ask students to complete the Unit 7 Test on page xxxiii. Help students prepare for the test by reviewing the key activities from the Student's Book and Workbook, particularly those that were the most challenging for the class.

Extension Activities

Teach a rhyme. Print the following rhyme on to a large piece of paper and follow the text as you introduce it.

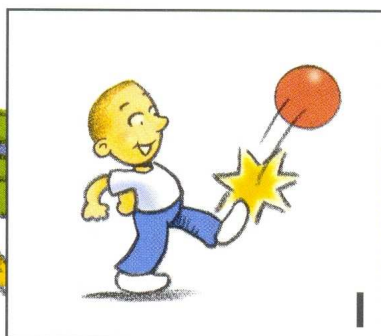
*1 little, 2 little, 3 little children
4 little, 5 little, 6 little children
7 little, 8 little, 9 little children
10 little children playing!*

As students say the rhyme, get them to use their fingers to illustrate the numbers. Then substitute other actions in the last line, such as *jumping*, *bouncing* or *running*.

Add to the portfolios. Add work from the unit to students' portfolios.

Play a Game!

✓ Look and say.



I'm sliding!

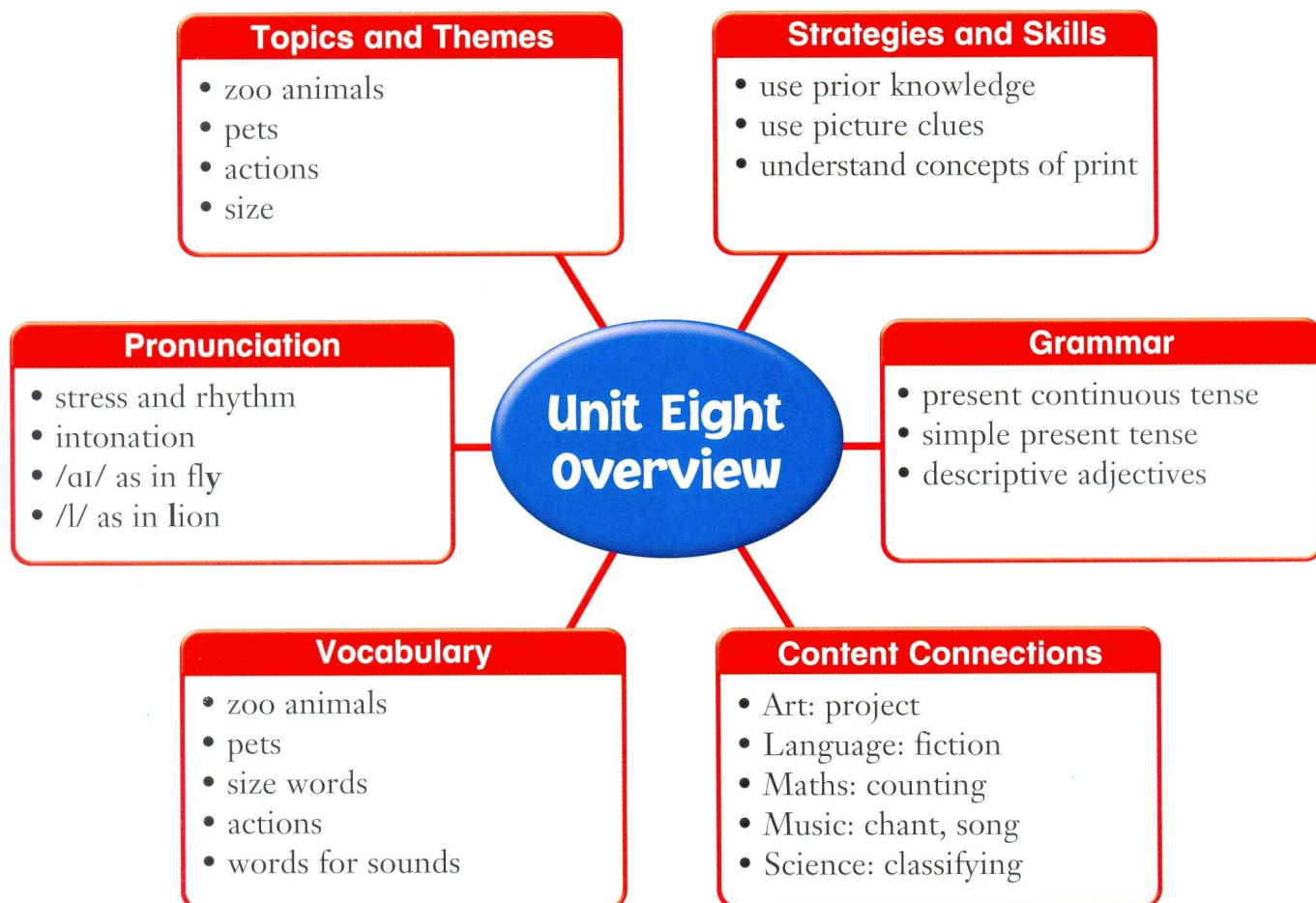


NOW I KNOW!



UNIT 8

Animal Friends



Key Vocabulary

Animals	Actions	Sizes	Sounds	Numbers
bear	climb	big	woof woof	one
bird	eat	little	meow	two
cat	fly		noisy	three
dog	play		quiet	four
elephant	sleep		tweet	five
fish	splash			six
giraffe	swim			seven
lion				eight
monkey				nine
seal				ten

General Preparation

Prepare before teaching the unit by reading through all the material and collecting the necessary supplies and components. Make sure audio and video equipment is in working order and ready to use.

Teaching Checklist

Component ☒ I Plan to Use

1. Workbook, Unit 8 ☐

2. Flashcards ☐

3. Video, Unit 8 ☐

Noticeboard Ideas

Prepare a noticeboard display to create interest in the unit. Give each student a square of coloured paper. Show students how to cut out strips so the papers look like cages. Stick the “cages” on the board under the heading *The Zoo*. Make sure you attach only the tops of the cages so pictures can be inserted beneath them. As students work through the unit, stick pictures of animals students read about in each cage. To revise colours, ask *What animal is in the yellow cage?*

Extend unit vocabulary in an interactive noticeboard display. Show different animals and ask students to come up with two or three categories in which to sort them, such as *Furry* and *Not Furry*, or *Zoo*, *Farm*, *Home*. You could change pictures a few times to focus on different animals and categories throughout the unit. This noticeboard activity requires vocabulary that is not active in the unit; to avoid overwhelming students with new vocabulary, teach only the category names because those are more universally useful. Remember that students don't need to know the name of every animal on the noticeboard to benefit from the activity.



Home-School Links

Invite students and their families to use recycled objects such as small boxes, buttons and cardboard tubes to make a model of an animal. Students can bring models to share with the class.



Little Book: *My Pets*

Summary: A girl wants to read her book, but her pets are too noisy!

Workbook Tapescripts

Page 71: 1. Listen and colour. Cut and glue. (Play the song.)

Page 73: 2. Help them out. Draw a path. What do you see? Listen and check.

1. It's an elephant. It's big.
2. It's a bear. It's little.
3. It's a giraffe. It's little.
4. It's a monkey. It's big.
5. It's a fish. It's little.
6. It's a lion. It's little.
7. It's a seal. It's big.

Page 78: 6. Listen and chant. Draw a line to match. (Play the chant.)

Page 79: 8. Listen to *My Pets*. Draw a line to match. (Play the audio for the Little Book or read it aloud.)

Page 80: 10. Listen and circle.

- | | |
|-------------------|--------------------|
| 1. It's a seal. | 4. It's a giraffe. |
| 2. It's a monkey. | 5. It's a cat. |
| 3. It's a fish. | |

PREPARATORY NOTES

Workbook Instructions and Answers

Page 71

- Act. 1: Students listen to the song and colour in the pictures. They cut out the animals and stick them in the appropriate places above: bird flying near the cloud, seal swimming in the ocean, lion sleeping on the ground, bear climbing up the tree.

Page 73

- Act. 2: Students find the way through the maze by following the numbers 1–7. As students pass each animal, they identify what it is and its size: 1. *It's an elephant. It's big.* 2. *It's a bear. It's little.* 3. *It's a giraffe. It's little.* 4. *It's a monkey. It's big.* 5. *It's a fish. It's little.* 6. *It's a lion. It's little.* 7. *It's a seal. It's big.*

Play the audio or read the tapescript so students can check their work.

Note that students may also describe each animal in one sentence: *It's a (big elephant).*

Page 74

- Act. 3: Students count the number of legs in each picture and write the number on the line: 4, 8, 10, 0.

Page 75

- Act. 4: Students cut out the cards and name each animal. Then they use the cards in Activity 5: bear, lion, elephant, seal, bird, giraffe, fish, monkey, cat.

Page 77

- Act. 5: Students play with a partner. Each student places the cards he or she cut out from page 75 face down on his or her own page. Partners take turns uncovering one card from each page to find a match. Then they name the cards they turn over.

Page 78

- Act. 6: Students listen to and say the chant. They draw lines to match upper and lower case letters.
- Act. 7: Students trace the letters and write them.

Page 79

- Act. 8: Play the audio or read the Little Book story. Students draw lines to match the character or animal with the sound.
- Act. 9: Students draw a face to show how much they liked the story.

Page 80

- Act. 10: Play the audio or read the tapescript. Students listen and circle the answer: 1. *It's a seal.* 2. *It's a monkey.* 3. *It's a fish.* 4. *It's a giraffe.* 5. *It's a cat.*

UNIT 8

Animal Friends

1 Listen and sing.

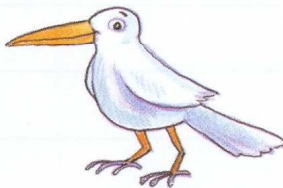
Bears are climbing.
Seals are swimming.
We're at the zoo!
Birds are flying.
Lions are sleeping.
We're at the zoo!

2 Listen and point.

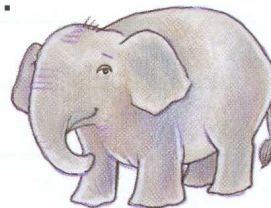
1.



2.



3.



4.



Objectives

- to identify animals
- to identify actions
- to use the present continuous tense
- to sing a song
- to use stress, rhythm and intonation
- to identify and pronounce /aɪ/ as in fly

Vocabulary

nouns: animals, bear, bird, elephant, fish, giraffe, lion, monkey, seal, zoo

verbs: climb, eat, fly, sleep, swim

pronoun: we

Materials

- cassette or CD player
- cassette or audio CD
- pictures of animals

Warm Up/Presentation

Creating Interest

Do one or both of the following to build up students' curiosity about the unit.

Guessing game. Display pictures of animals that are found in the zoo. Perform an action and sound that is associated with one of the animals. For example, pretend to fly and make a tweeting noise for a bird. Then walk to one of the pictures, point to it and ask *Am I a (cat)?* Shake your head no as you say *no*. Repeat a few times before pointing to a bird and asking *Am I a bird?* Repeat with other animals and slowly encourage students to answer *yes* and *no* on their own. Ask students what they think this unit will be about.

Act it out. Display pictures of animals that can be found in the zoo. Point to one, identify it, and say a simple chant as you do an action associated with it. For example, point to a seal and say the following chant:

I'm a seal. (Point to yourself and to the seal.)

I'm a seal.

I'm swimming. (Pretend to swim like a seal.)

I'm swimming.

Gesture for students to join in. Then repeat the chant for other animals and actions.

Activity 1 Listen and sing.

1. Use actions and gestures to teach or review *eating*, *climbing*, *swimming*, *flying* and *sleeping*.
2. Direct students' attention to the picture on pages 86–87. Get them to use picture clues to guess what the song might be about. (In the picture, the animals are at the zoo.) Point to the word *zoo*, say it aloud, and ask students to repeat it after you. Help students understand that the picture shows a zoo. With the books closed, play the song once so students can listen.
3. Play the song a second time, using gestures to clarify meaning. For example, during the word *We're* in the line *We're at the zoo*, gesture to the whole class to clarify the pronoun *we*. Invite students to point to animals in the picture that are named in the song. Play the song again if necessary.
4. When students are ready, invite them to sing the song. You could get groups to alternate lines within each verse, so the first group sings the first line, the second group sings the second line, and both groups sing the third line together.

Activity 2 Listen and point.

1. Point to the picture dictionary at the bottom of pages 86–87. Play the audio or read the names of the animals a few times, and get students to point to each one and repeat each time.

Tapescript: 1. bear 2. bird 3. elephant 4. fish
5. giraffe 6. lion 7. monkey 8. seal

2. Say the name of each animal again and ask students to point to an example of it in the big picture. Repeat the activity as needed.

Language presentation. Direct students' attention to the Backpack mascot and his speech balloon. Point to the giraffes as you read aloud the sentence *The giraffes are eating*. Keep pointing as you ask *What are the giraffes doing?* Then repeat *The giraffes are eating*. Invite two students to repeat the exchange for the class. Repeat for other animals in the picture. Each time, get students to repeat the exchange after you. After demonstrating questions and responses, you can divide students into pairs and ask them to practise the exchange on their own.

What are the giraffes doing?

The giraffes are eating.

What are the bears/monkeys doing?

The bears/monkeys are climbing.

What are the seals/fish doing?

The seals/fish are swimming.

What are the birds doing?

The birds are flying.

What are the lions doing?

The lions are sleeping.

Walk around to monitor students as they practise the exchange. Review errors later.



Workbook page 71 may be given now. Directions and answers are on page T8D.

Extension Activities

Pronunciation: /aɪ/ as in *fly*. Write the words *lion*, *climbing* and *flying* on the board. Say each word and ask students if they notice a common sound (the /aɪ/). Play the audio or say the following sentences, emphasising the long *i* in each word, and invite students to repeat as necessary:

/aɪ/	/aɪ/	/aɪ/
lion	climbing	flying
Is the lion flying? (Pretend to fly.)		
No, it's not! The lion is climbing. (Pretend to climb.)		
Is the lion crying? (Pretend to cry.)		
No, it's not! The lion is climbing. (Pretend to climb.)		

Grammar point. Extend the target language in one of the following two ways:

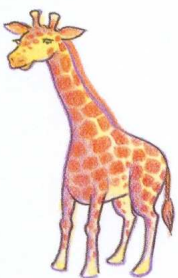
1) Ask and answer questions about single animals: *What is the seal doing? The seal is eating*. Help students contrast the plural with the singular by presenting the two versions one after the other: *What is the seal doing? The seal is eating. What are the seals doing? The seals are eating*. Point to pictures in the Student's Book to clarify this language further.

2) Ask *yes/no* questions about the animals in the picture. Again, you could contrast the singular and plural: *Is the lion sleeping? Are the lions sleeping?*



The giraffes
are eating.

5.



6.



7.

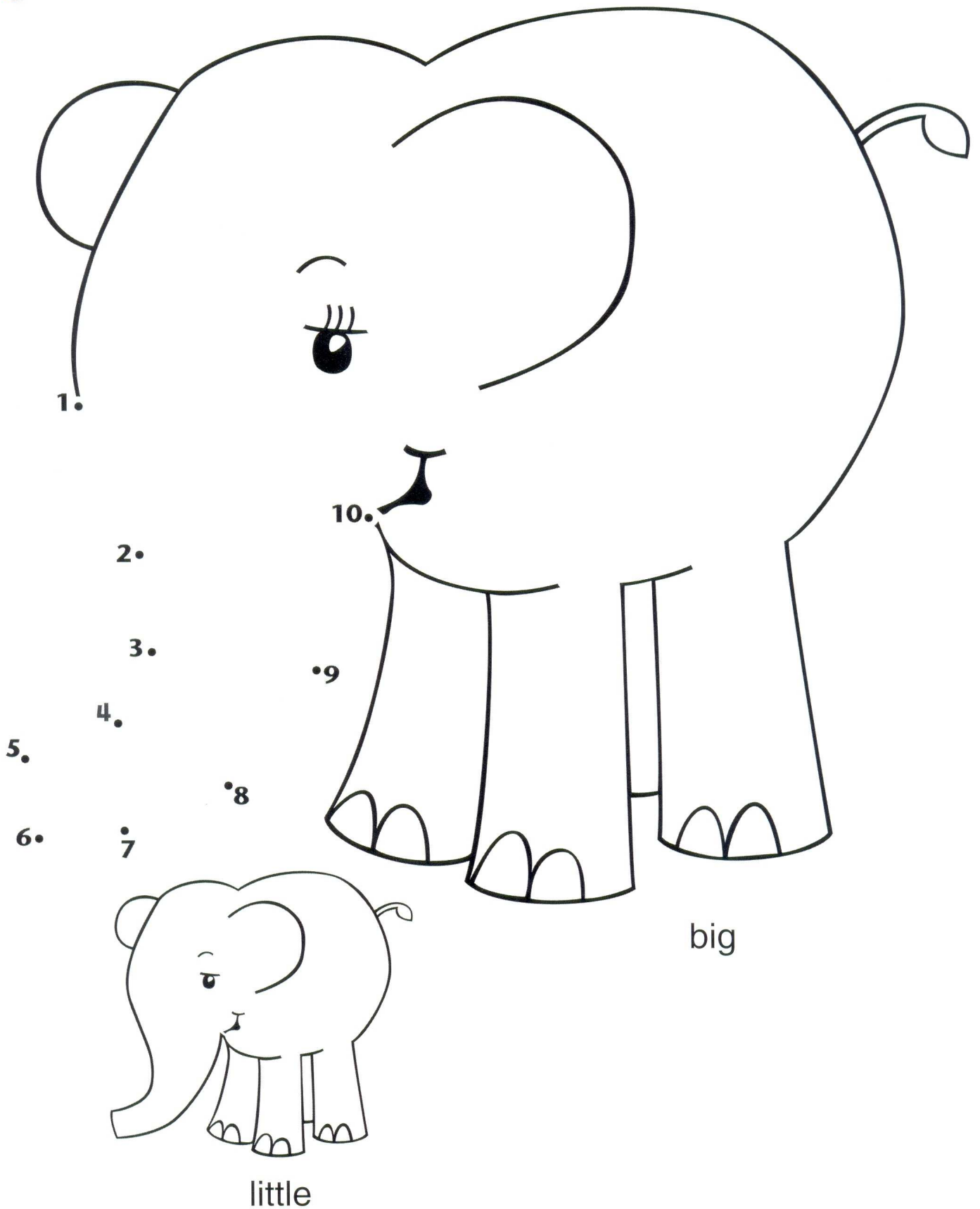


8.





Draw lines. Listen and point. Say.



Objectives

- to identify size
- to use adjectives
- to use the simple present tense

Vocabulary

noun: elephant
verb: be (*is*)
adjectives: big, little

Materials

- cassette or CD player
- cassette or audio CD
- crayons

Presentation

Activity  **Draw lines. Listen and point. Say.**

1. On the board draw a big circle. As you do this, make your voice loud and say *Look at this **big** circle!* Then draw a little circle. As you do this, make your voice high-pitched like a child's and say *Look at this **little** circle.* Invite students to the board to trace your big and little circles and repeat your sentences. You may repeat the activity with other shapes.
2. Draw students' attention to Activity 3. Read aloud the directions and make sure students know they are to draw lines from the numbers to connect the dots and finish the picture.
3. When they have finished, play the audio as you demonstrate pointing first to the big elephant and then to the little elephant. Play it again and get students to point. Finally, get students to point to each elephant as they repeat the audio on their own.

Tapescript: It's big. It's a big elephant. It's little. It's a little elephant.

4. Students colour in the picture for fun.



Workbook page 73 may be given now. Directions and answers are on page T8D.

Extension Activities

Extend vocabulary. The word *small* is a synonym for the word *little*. You could teach the word *small* by repeating the circle drawing activity and using the word *small* with the word *little*: *Look at this little circle. Look at this small circle.* Then describe the elephant on page 88: *It's little. It's small.* If necessary to further clarify the meaning, use your fingers to show a small amount as you say these sentences.

Grammar point. Ask *yes/no* questions about pictures or realia to reinforce the adjectives *big* and *little*: *Is it big? Is it a big table? Is it little? Is it a little bird?* If necessary, demonstrate the responses a few times before asking students to respond on their own: *Yes, it is. No, it isn't.*

Objectives

- to count to ten
- to write numbers 5, 6, 8, 10
- to identify animals
- to use the simple present tense

Vocabulary

nouns: bird, cat, dog, fish

verb: be (*are, is*)

adjectives: five, six, eight, ten

Materials

- pictures of bird, cat, dog and fish

Presentation/Practice

Activity 4 Count. Write the number.

1. Review counting by writing numbers from 1 to 10 on the board. Hold up three fingers and invite a volunteer to come to the board to circle and name the number that illustrates how many fingers you are showing. Then ask that student to hold up a different number of fingers and get another volunteer to circle the number on the board and name it. Continue until all the numbers are circled.
2. If necessary, revise the words *fish* and *bird* that students learned on pages 86 and 87. Introduce the words *cat* and *dog* using pictures cards. Point to a picture of a cat and then ask a student to *Point to the cat* while he or she says *I'm pointing to the cat*.
3. Direct students' attention to the pictures in Activity 4. Help students understand what is happening by pointing to the prize ribbon in each cage. If necessary, make a prize ribbon and act out a pet contest in the classroom. Stick up three pictures you have drawn of the same pet. Make one of your pictures clearly better than the other two and award yourself the prize for the best picture. Place the prize ribbon next to the winner and say *You win the prize!*

4. Read aloud the directions and make sure students know they are to count the animals. They will write the number next to the animal at the bottom of the page to illustrate how many there are.
5. When students have finished, invite them to share their answers. Demonstrate a response for the first one and encourage students to follow your example as they present the other answers: *There are six dogs. There are five cats. There are ten birds. There are eight fish.*

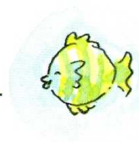
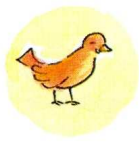
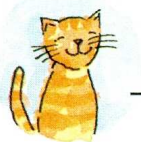


Workbook page 74 may be given now. Directions and answers are on page T8D.

Extension Activities

Have a "pet" show. Ask students to bring in a favourite soft toy from home. You may want to tag each with the student's name. Group the "pets" by type and ask students to talk about them, for example: *I've got a cat. It's white. It's big.*

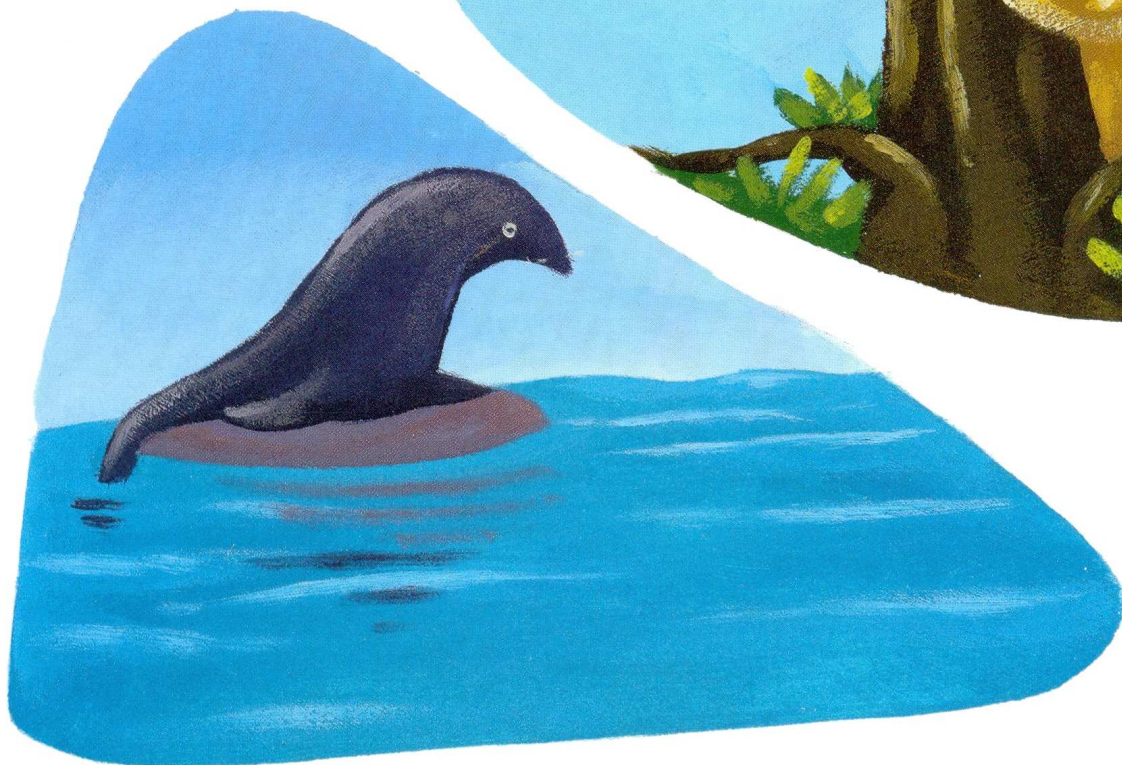
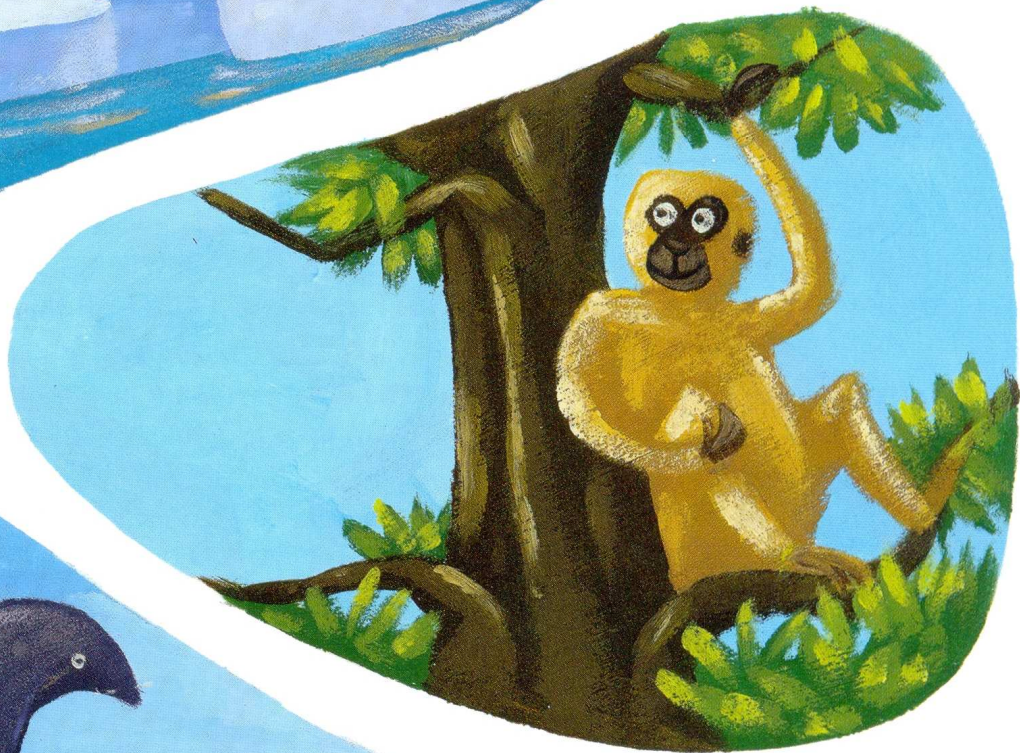
4 Count. Write the number.



5 Cut page 91.
Glue and say.



It's big.



Objectives

- to identify size
- to identify animals
- to use the simple present tense
- to identify and pronounce /l/ as in lion

Vocabulary

nouns: (polar) bear, monkey, seal

verb: be (*is*)

adjectives: big, little

Materials

- scissors
- glue
- cassette or CD player
- cassette or audio CD

Practice

Activity 5 Cut page 91. Glue and say.

1. Point to the picture on page 90 and the cut-outs on page 91. Get students to name the animals on each page (*bear, monkey, seal*). Read aloud the directions and make sure students know they will cut out the cut-outs and match and glue them to the pictures on page 90.
2. Direct students to cut out the pictures on page 91 and name each one again. Encourage them to use full sentences: *It's a bear*. Ask students to stick the cut-outs next to the animals they match on page 90.
3. Point out the photograph of the student holding up his work. Read aloud the speech bubble *It's big*. Invite students to talk about their own work by pointing to different animals and following this example:

It's big.

It's little.

When students present their work, challenge them to use more difficult sentences: *It's a big bear. It's a little bear.*



Workbook pages 75 and 77 may be given now. Directions and answers are on page T8D.



Extension Activities

Pronunciation: /l/ as in lion. Write the words *circle, little, lion, pencil, and umbrella* on the board. Say each word, emphasising the /l/ in each one. Show students correct mouth and tongue formation for the /l/ by touching your tongue to the bottom edges of your top front teeth. Invite a student to circle each letter *l* in the words on the board. Play the audio or say the following sentences, emphasising the /l/ in each word, and invite students to repeat as necessary:

/l/	/l/	/l/
lion	pencil	umbrella
It's a little circle.		
It's a little lion.		
It's a little pencil.		
It's a little umbrella.		

Expand vocabulary. Contrast the bear on page 86 with the polar bear on page 90. Say that this kind of bear is a *polar bear*.

Objectives

- to draw an animal
- to identify animals
- to use the simple present tense
- to use the present continuous tense
- to identify and produce the letters *V*, *W* and *X*

Vocabulary

nouns: bear, bird, elephant, fish, giraffe, lion, monkey, seal

Materials

- modelling clay
- cassette or CD player
- cassette or audio CD

Practice

Activity 6 Draw your favourite animal.

Read the directions and make sure students understand that they are to draw a picture of their favourite animal doing something. Prepare for the activity by brainstorming animals and actions they might draw. Invite students to present their work to the class. They can use the following example: *It's a giraffe. It's sleeping.*



ABC Practice

Use the alphabet practice activities in the Teacher's Book and Workbook to help students learn the letters of the alphabet.

1. On the board, write the following upper and lower case letters: *V*, *v*, *W*, *w*, *X*, *x*. Then write the following sentences on the board and read them aloud: *Victor is a taxi driver. He's watching TV.* Invite students to come to the board and draw lines matching individual letters to letters in sentences. As they do so, read each letter and invite the class to repeat it after you. Remind students that the first letter in the name *Victor* is an upper case letter, as are the letters in *TV*.
2. Invite students to listen as you play the audio or sing the chant. Play it a second time as you point to the letters on the board as they are named in the chant. Play it a third time and invite students to chant along.

There are three letters that I know.

Say them with me!

Here we go!

V to the v!

W to the w!

X to the x!

V, W, X!

3. Distribute cards with the letters *V*, *v*, *W*, *w*, *X* and *x* on them. As students chant, they can hold up the appropriate cards. Alternatively, you can pause after the fourth, fifth and sixth lines and ask students to find a partner with the same letter.
4. Practise making and saying the letters using modelling clay. Once students have practised in this way, help them to trace and write the letters using Workbook page 78.



Workbook page 78 may be given now. Directions and answers are on page T8D.

Extension Activity

Alphabet Book. Continue making the class Alphabet Book started in Unit 1. Take this opportunity to revise the different sounds the letters make in the words. Note that the letter *X* usually appears in the middle or at the end of words, such as *taxi*, *fox* and *box*.

6 Draw your favourite animal.



Cut-outs for Activity 5 ✂



Objectives

- to listen and read for enjoyment
- to use picture clues
- to follow a pattern
- to identify concepts of print

Vocabulary

nouns: bird, cat, dog
verbs: be (*is*), say
adjectives: noisy, quiet

Materials

- cassette or CD player
- cassette or audio CD

Summary

My Pets:

A girl wants to read her book, but her pets are too noisy!

Before Reading

1. Ask students to remove pages 93–94 from their books. Make a Little Book by folding the page in half. Make sure all the books are ready before continuing.
2. Find something to make a noise, such as a bell or a whistle. Give it to one of the students. While the student is making a noise, cover your ears and say *It's noisy!* Then gesture for the student to stop as you put your finger to your lips and say *Shhhhh*. When the student stops, say *It's quiet*.
3. Repeat the above activity and invite students to say whether it's noisy or quiet.

4. **Reading strategy awareness: Using prior knowledge.** Point to the animals in the Little Book and ask students to name each one. Invite students to make the sounds the animals make. Note that animals speak different languages, too. For example, a cat says *meow* in English, but in Japanese, a cat says *nyaa*.
5. **Reading strategy awareness: Using picture clues.** Read aloud the title and demonstrate using the strategy to figure out the word *pets*: *I don't know the word pets, but I can see the girl is in a house. The animals are in the house, too. I think pets are animals that live in the house with you.*

During Reading

1. Invite students to relax and listen quietly as you play the audio or read the story aloud to them. Use gestures and point to the pictures to help with meaning. Explain that they will be able to ask questions and talk about the story when you read it for a second time.
2. Read the story a second time. This time, encourage students to use gestures and point to pictures as you read. Students may also ask questions and comment on the story during this reading.
3. **Reading development: Understanding concepts of print.** As you read the story a second time, take the opportunity to

focus on the concepts of print, such as using an upper case letter to begin a sentence. Point to the first letter in each sentence. Ask students *Is it big or little?* Students should recognise the pattern that sentences begin with upper case letters. Take the opportunity to review the name of the letter at the beginning of each sentence.

4. **Echo read.** To help students develop oral reading skills, echo read the book with them. Play the audio or read aloud the first sentence. Ask students to repeat after you as they follow the text in the story. Repeat with each sentence. Guide students to imitate the stress, rhythm and intonation patterns of each sentence.

My Pets

by Yoko Mia Hirano



Meow.

My cat says, "Meow."

© Pearson Education 2005

Shhh!



I say, "Shhhh!"
Now it's quiet.

Tweet, tweet.

Meow.

My cat says, "Meow."
My bird says, "Tweet, tweet."

Tweet, tweet.

Meow.

Woof, woof.

My cat says, "Meow."
My bird says, "Tweet, tweet."
My dog says, "Woof, woof."
It's noisy.

After Reading

Check comprehension. To check comprehension, ask questions such as the ones below. Remind students to use the illustrations and any familiar words to help them answer the questions. Make sure you point to a picture when you ask a question, and that students point when they answer.

What does a cat say?

Who says meow?

Is it noisy or quiet?

Colour in the frame. Return to page 1 and look at the pattern of colours on the frame of the story. Display page 2. Help students decide what colours are needed on the bottom. Follow the same procedure with page 3. Then ask students to colour in the frame on page 4 in the same pattern as the other pages.

Home-School Links. After reading the story several times, encourage students to take their Little Books home and share *My Pets* with their families and friends.

If you feel some students would like to read the story but need more support, record the story for them. To help students of all abilities, record the story: (1) sentence by sentence, pausing for students to repeat each sentence; (2) one page at a time, pausing for students to repeat each page; (3) entirely without pausing.

Role-play. Role-play the story by assigning roles for the girl, the cat, the dog and the bird.



Workbook page 79 may be given now. Directions and answers are on page T8D.

Extension Activity

Animal sounds. Teach the following animal sounds in English by sticking up a picture of the animal and attaching a speech bubble with the English sound word:

Bear: *grrrr*

Bird: *tweet tweet*

Cat: *meow*

Cow: *moo*

Dog: *woof woof* or *bow wow*

Duck: *quack quack*

Frog: *ribbit ribbit*

Lion: *roar*

Owl: *t-wit t-woo*

Rooster: *cock-a-doodle-doo*

Sheep (and goat): *baah*

Invite students to choose an animal, draw it and present it to the class, making the new sound. Create a noticeboard display by sticking up students' drawings and getting them to dictate to you the sound their animal makes. Write the animal sound in a speech balloon that you put up by the drawing. Some students may be able to write the speech balloon themselves.

Objectives

- to identify animals
- to identify actions
- to use the present continuous tense
- to make and solve a puzzle

Vocabulary

nouns: elephant, giraffe, monkey, lion

verbs: climb, eat, play, sleep, splash

Materials

- scissors
- glue
- coloured paper
- sticky tape

Application

Project: Make a puzzle!

1. Show students a simple puzzle. Pass it around so students become familiar with how puzzle pieces fit together.
2. Ask students to open their Student's Books to page 95. Ask them to describe the animals they see and what they are doing. You might introduce the words *playing* and *splashing* to describe the elephants' actions.
3. Read aloud the directions. Relate the project to the unit by reminding students that they have learned about animals, and now they are going to put together a puzzle with animal pictures on it.
4. Demonstrate cutting out the puzzle, and then its pieces. Let students follow your example.
5. Students should work together to mix up their puzzle pieces and then reassemble them in order. As they do so, encourage them to talk about the picture: *Where is the monkey? What's the lion doing?*
6. After students have played with their puzzle pieces, distribute coloured paper and get students to use sticky tape to make envelopes to keep their puzzle

pieces in. They can bring the puzzles home to do with their families and friends. Make sure students are able to describe the animals and their actions to their families.



Workbook page 80 may be given now. Directions and answers are on page T8D.

Extension Activities

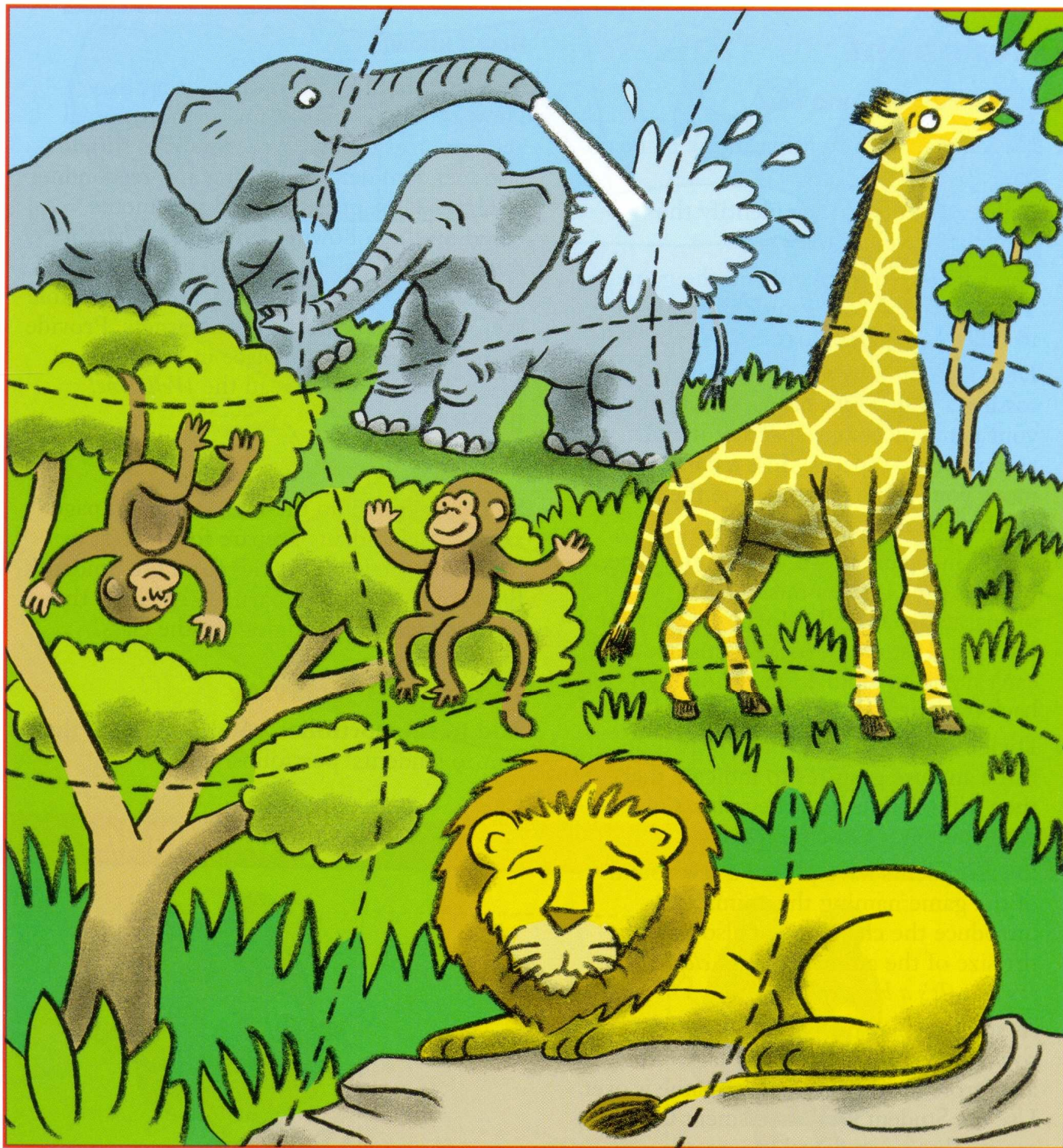
Write a sentence. Guide students to write about the puzzle. Provide a word bank on the board with the animal names and another with the actions. Provide the sentence structure *The ____ is ____* for students to copy. Students can keep their sentences in the envelope with their puzzles.

Teach letter sounds. Write a letter on the board. Get students to name the letter, then assist them in saying the sound for that letter. Give students a choice of words and ask which word starts with that sound. For example, say *B, /b/, lion, seal, bear*. Students should identify *bear* as the word with the */b/*.

Make more puzzles. Provide magazine pages and encourage students to cut out large pictures and turn them into new puzzles. You could get students to glue the magazine paper to thin card before they cut so the puzzles don't rip apart.

Project

Make a puzzle! ✂



Objectives

- to demonstrate knowledge of unit targets
- to play a game

Vocabulary

nouns: bear, bird, dog, elephant, fish, giraffe, lion, monkey, seal, tiger

verb: be (*is*)

adjectives: big, little

Materials

- coins
- unit assessment materials

Assessment

Play a game! Look and say.

1. Direct students' attention to the game on page 97.
2. Guide students as they identify the animals, as well as their sizes.
3. Show where to start and end the game. Then trace the route students would take to follow the game board.
4. Demonstrate how to play the game by tossing a coin. If it's heads, you move your game piece one space. If it's tails, you move two spaces. Toss a coin and move your game piece. Name the animal on that section: *It's an elephant.*
5. Then flip again, move your game piece, but this time make a mistake and misname the animal. Move back to your last spot. If students make a mistake or can't name an animal, they should go back to their last spot on the board.
6. Divide students into groups of two or three and use gestures to indicate that they will take turns as they play. Give each student a game piece to use.
7. Once students have played a few rounds of the game naming the animals, introduce the challenge of also naming the size of the animals: *It's an elephant. It's big. (It's a big elephant.)*
8. As students play the game, walk around the room and monitor their language. Note any errors to address after the game is over. Use the Student Oral Assessment Checklist as you observe students' progress.

Now I know!

Students should feel confident that they know the following: animal names, animal actions, sizes *big* and *little*. Students should also feel confident producing and responding to commands, questions and statements based on the following language: *What's it doing? It's big.* Ask students to use the self-assessment sticker when they are comfortable that they have achieved these targets. Provide them with a sticker to place in the outlined space. Help students read the *Well done!* speech balloon.

Unit Test

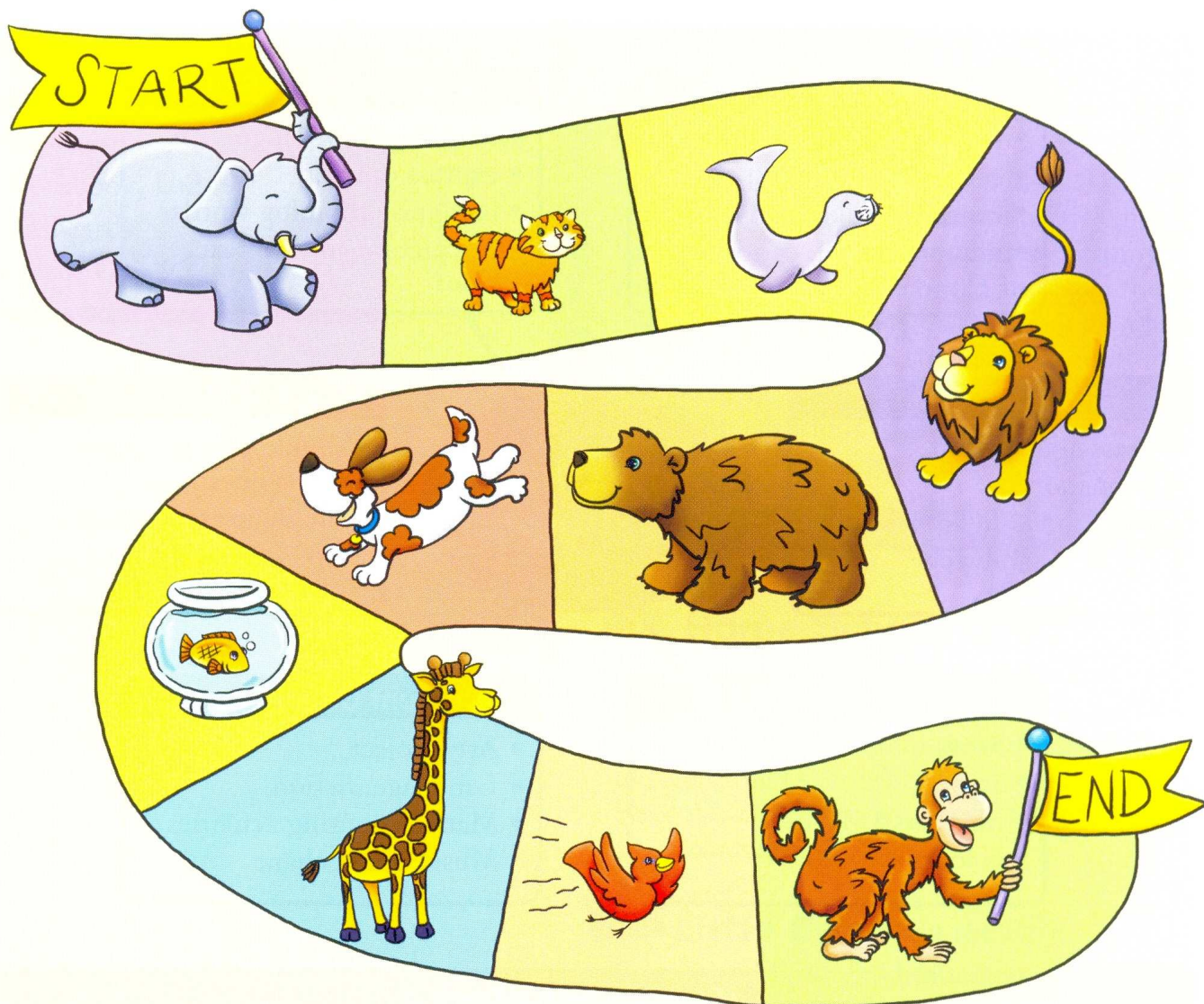
Students should do the Unit 8 Test on page xxxiv. Help students prepare for the test by reviewing the key activities from the Student's Book and Workbook, particularly those that were the most challenging for the class.

Extension Activity

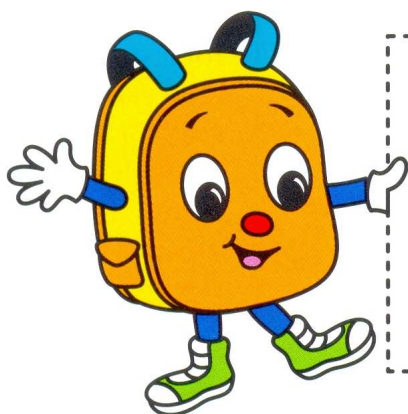
Add to the portfolios. Add work from the unit to students' portfolios.

PLAY a Game!

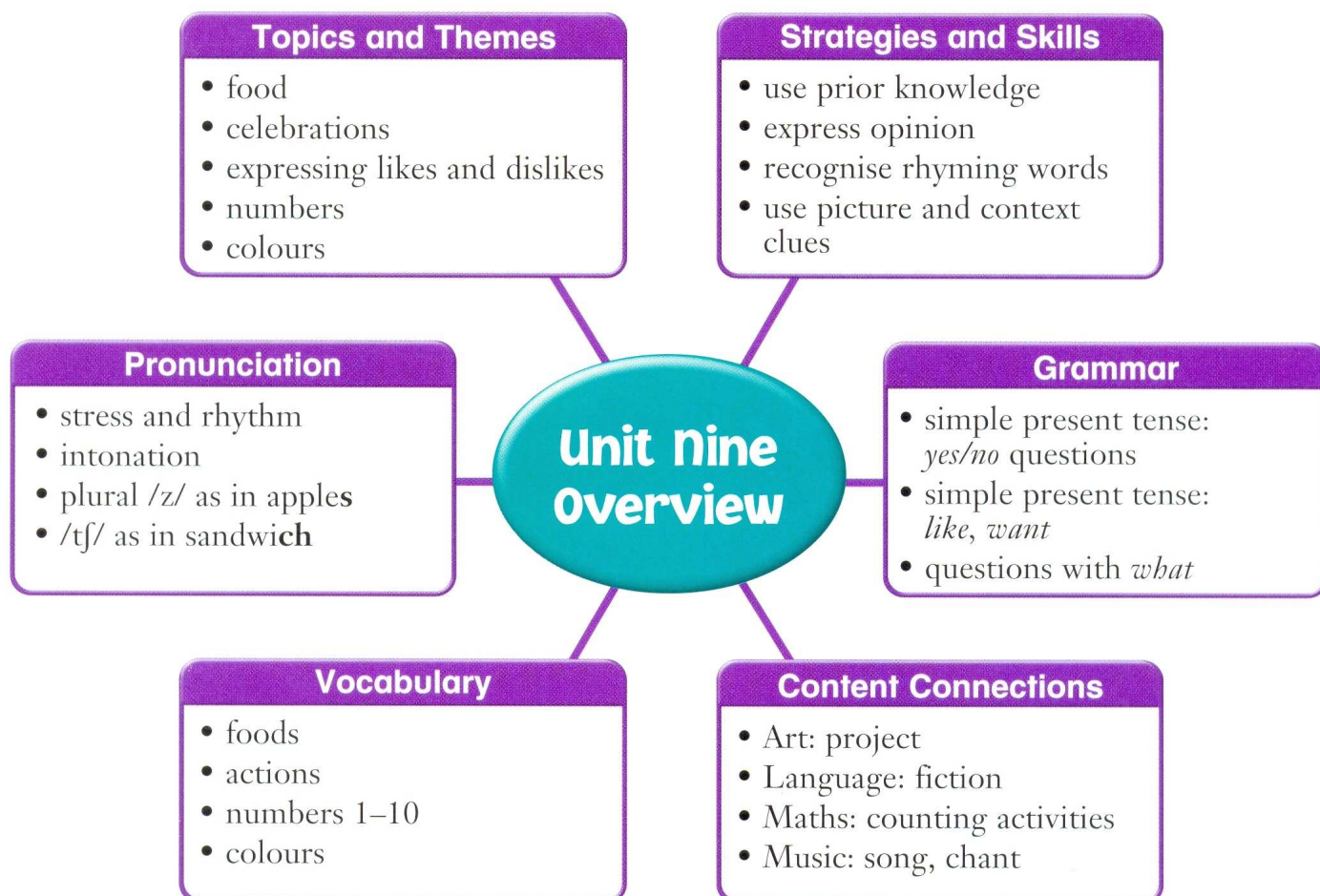
✓ Look and say.



✓ NOW I KNOW!



Food I Like



Key Vocabulary

Foods	Celebration Words	Actions	Numbers
apple banana biscuit cake ice cream lemonade orange sandwich	ball balloon picnic	bounce like sit stand want	one two three four five six seven eight nine ten

General Preparation

Prepare before teaching the unit by reading through all the material and collecting the necessary supplies and components. Make sure audio and video equipment is in working order and ready to use.

Teaching Checklist

Component	<input checked="" type="checkbox"/> I Plan to Use
1. Workbook, Unit 9	<input type="checkbox"/>
2. Flashcards	<input type="checkbox"/>
3. Video, Unit 9	<input type="checkbox"/>

Noticeboard Ideas

To draw students' attention to the unit, create a noticeboard entitled *It's a Party!* Make a party table and fix pictures of the different kinds of food taught in the unit. Draw pictures of some children around the table. As the unit progresses, move the food pictures near specific children and ask: *What is she eating? What has he got? Do you like ____?*

For an additional noticeboard idea, ask students to bring in pictures of parties they have had or to draw themselves at a family party. Put them on the board and label the display *We're at a Party!* Add captions under each student's picture, such as *I'm eating cake. I've got ice cream. I like biscuits.* Students can dictate the captions to you, or they can write them themselves if they are able.



Home-School Links

Ask students to teach their families the names of the foods they learn in this unit. They can ask their families which foods they like, and then share this information with the class: *My father likes ice cream. My mother likes sandwiches.*



Little Book: In the Park

Summary: Four children enjoy games, food and a picnic in the park.

Workbook Tapescripts

Page 81: 1. Listen and sing. Cut and glue. (Play the song.)

Page 84: 3. Listen and point. Ask and answer.

What do you want?

I want the bananas.

What do you want?

I want the lemonade.

What do you want?

I want the apples.

What do you want?

I want the oranges.

What do you want?

I want the sandwiches.

What do you want?

I want the biscuits.

What do you want?

I want the salad.

What do you want?

I want the soup.

Page 87: 5. Listen. Ask and answer. Glue.

Do you like apples?

Yes, I do. I like apples.

Do you like bananas?

No, I don't. I don't like bananas.

Page 88: 6. Listen and chant. Draw a line and colour to match. (Play the chant.)

Page 89: 8. Listen to *In the Park*. Draw a line to match.
(Play the audio for the Little Book or read it aloud.)

Page 90: 10. Listen and circle.

1. banana

2. ice cream

3. orange

4. sandwich

5. eight apples

PREPARATORY NOTES

Workbook Instructions and Answers

Page 81

- Act. 1: Students listen to and sing the song. They cut out the pictures and glue each in the appropriate place above.

Page 83

- Act. 2: Students count each kind of food. They write how many there are next to the pictures at the bottom. Then they name each: *There are seven oranges. There are two ice-creams. There is one sandwich. There are five apples. There are ten biscuits. There are eight bananas.*

Page 84

- Act. 3: Play the audio or read the tapescript. Students point to each food that they hear. Then they work with a partner to practise the dialogue.

Page 85

- Act. 4: Students cut out the cards and name them: *lemonade, apple, banana, orange, cake, sandwich, ice cream, balloon, biscuit*. Then they use the cards for Activity 5.

Page 87

- Act. 5: Play the audio or read the tapescript as an example. Students hold up a cut-out and ask their partners *Do you like (apples)?* The partners answer and stick the cut-out into the correct column, based on whether or not they like the food. Then students swap roles. Continue until all of the cut-outs are stuck on the chart.

Page 88

- Act. 6: Students listen to and repeat the chant. They draw lines and colour them in to match upper and lower case letters.
- Act. 7: Students trace the letters and write them.

Page 89

- Act. 8: Play the audio or read the Little Book story. Students listen and draw a line to match rhyming words: *lemonade-shade; sandwiches and cake-lake; blanket and ball-wall; me-tree.*
- Act. 9: Students draw a face to show how much they liked the story.

Page 90

- Act. 10: Play the audio or read the tapescript. Students listen and circle the answer:
1. banana
 2. ice cream
 3. orange
 4. sandwich
 5. eight apples.

UNIT 9

Food I Like

Ha

1 Listen and sing.

One cake.
Two balloons.
Three friends.
Three friends.
Hooray!
Let's have a party
today!

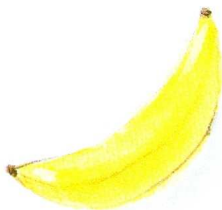


2 Listen and point.

1.



2.



3.



4.



Objectives

- to identify foods
- to answer *yes/no* questions
- to use the simple present tense
- to sing a song
- to use stress, rhythm and intonation
- to identify and pronounce plural /z/ as in apples

Vocabulary

nouns: apple, balloon, banana, biscuit, cake, friend, ice cream, lemonade, orange, party, sandwich

verb: like

Materials

- cassette or CD player
- cassette or audio CD
- pictures of food or real items of food

Warm Up/Presentation

Creating Interest

Do one or more of the following to build up students' curiosity about the unit.

A is for apple. Revise the letters of the alphabet that students know as you introduce some thematic vocabulary. Hold up a picture of an apple as you say *A is for apple*. Ask students to repeat after you. Continue with a few more letters of the alphabet. Then show the apple again and say *A is for _____*. Prompt students to fill in the blank. Repeat for the other letters. You could use the following letters and food/drink: *apple, banana, biscuit, noodles, pizza, rice, tomato*.

Focus on colour. Hold up an apple or a picture of one. Say *This is an apple. The apple is red*. Ask the class to repeat after you. Then hold up a banana. Say *This is a banana. What colour is the banana?* Encourage students to answer in a complete sentence: *The banana is yellow*. Repeat with other foods and drinks, such as an orange, milk, lemonade, ice cream and cake.

Activity Listen and sing.

1. Say *Let's have a party*. Use gestures to invite some students to sit at a table as you repeat the line *Let's have a party*. Pretend to blow up a balloon, then hand it to one of the "guests" as you say *Here's a balloon*. Repeat for the other guests so everyone has a balloon. Then pretend to cut a cake and give all your guests a slice as you say *Here's cake*. Pretend to eat your piece of cake and say *I like cake*. Then ask each guest *Do you like cake?* Finally, put your arm around each guest in a friendly gesture and say *You're my friend*.
2. After the above role-play, say to the class *Show me a balloon*. Gesture for them to pretend to blow up a balloon and say *Here's a balloon*. Say *Show me cake*. Gesture for them to pretend to cut and eat a piece of cake and say *Here's cake*. Say *Show me a friend*. Gesture for them to put an arm around another student in a friendly way.
3. Direct students' attention to the picture on pages 98–99. Get them to use picture clues to guess what the song might be about. (In the picture, the children are at a birthday party.) With books closed, play the song once so students can listen.

4. Play the song a second time, using gestures to clarify meaning. Invite students to point to things in the picture that are named in the song. Guide them in counting one cake, two balloons and three friends. Play the song again if necessary.

5. When students are ready, invite them to sing the song. You could ask students to use gestures as they sing to reinforce the meaning in the song.

Activity Listen and point.

1. Point to the picture dictionary at the bottom of pages 98–99. Play the audio or read the names of the items a few times, and get students to point to each one and repeat after you each time.

Tapescript: 1. apple 2. banana 3. cake 4. biscuit
5. ice cream 6. lemonade 7. orange 8. sandwich

2. Repeat the name of each item and ask students to point to an example of it in the big picture. Repeat the activity as needed.

Language presentation. Direct students' attention to the Backpack mascot and his speech balloon. Point to the apples and then follow the text as you read it aloud: *I like apples.* Then ask the question *Do you like apples?* Point to yourself and say *Yes, I do. I like apples.* Rub your stomach and smile to help clarify the word *like*. Then point to the banana in the picture dictionary, and ask the question *Do you like bananas?* Make a face to indicate you don't, and say *No, I don't. I don't like bananas.* Then ask the class *What about you? Do you like apples?* Prompt a few students to respond with short answers: *Yes/No*, or *Yes, I do/No, I don't*. Then ask the class *What about bananas? Do you like bananas?*

Continue through the picture dictionary in this way. Finally, divide students into pairs and get them to take turns asking and answering *Do you like ___?* about the food in the picture dictionary. Monitor students as they work and make corrections later. Students should come up with the following:

Do you like apples?

Do you like bananas?

Do you like cake?

Do you like biscuits?

Do you like ice cream?

Do you like lemonade?

Do you like oranges?

Do you like sandwiches?

Yes, I do.

No, I don't.

I like (apples, bananas, cake...)

I don't like (apples, bananas, cake...)



Workbook page 81 may be given now. Directions and answers are on page T9D.

Extension Activity

Pronunciation: plural /z/ as in *apples*.

Write the words *apples*, *bananas* and *oranges* on the board. Play the audio or say the words below, emphasising the plural ending in each one. Invite students to repeat as necessary:

/z/	/z/	/z/
apples	bananas	oranges
There are two apples.		
There are three bananas.		
There are four oranges.		



5.



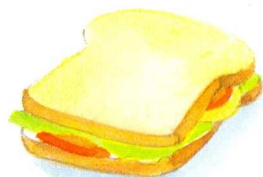
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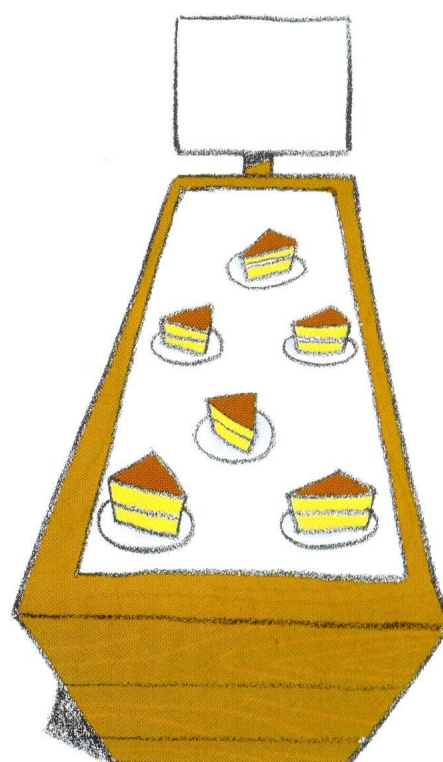
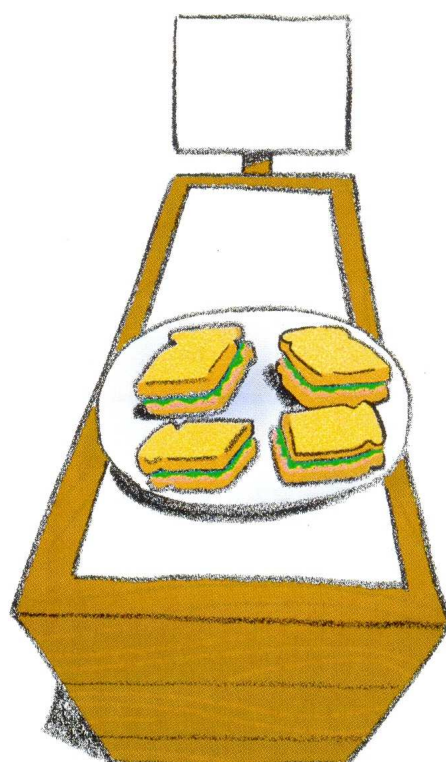
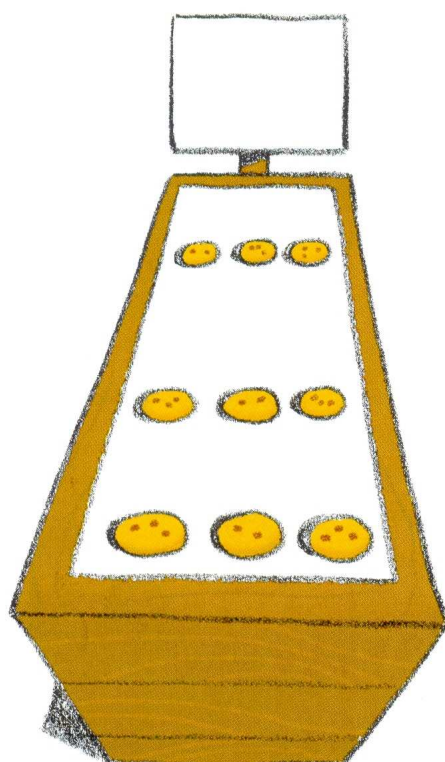
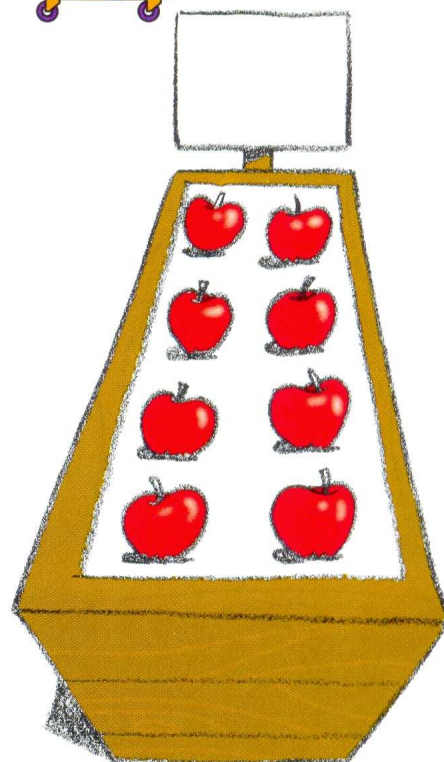
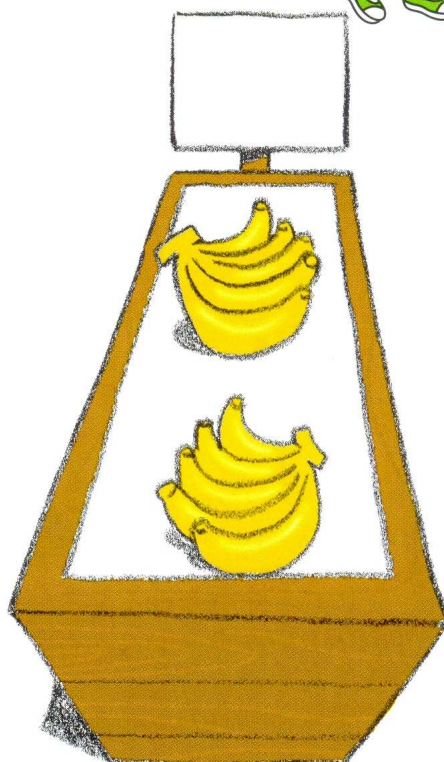
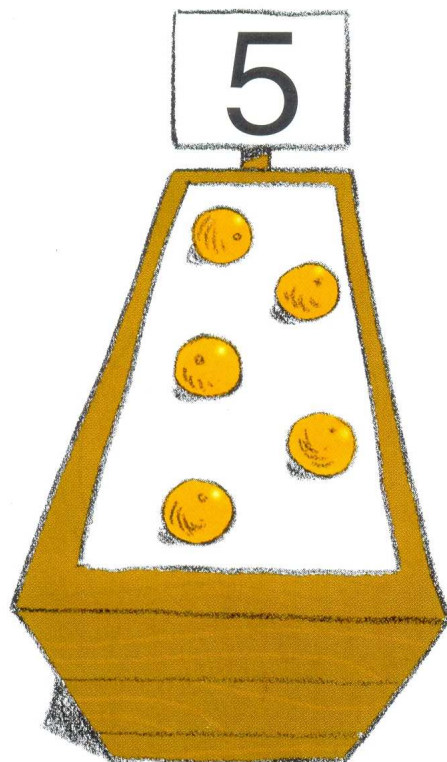
7.



8.



3 Count and write. Say.



Objectives

- to count to ten
- to identify and use numbers 1–10
- to use the simple present tense
- to use plural nouns

Vocabulary

nouns: apple, banana, biscuit, cake, orange, sandwich

verb: be (*are, is*)

adjectives: one, two, three, four, five, six, seven, eight, nine, ten

Materials

- assorted classroom items, clothing and food

Presentation

Activity 3 Count and write. Say.

1. To do the following warm-up activity, students will need to walk around and gather groups of different items, such as school supplies, clothing or food.
2. On the board, write the numbers 1–10. Point to the 1 and say *Find one (pencil)*. Invite a few students to walk around the room until they find one (pencil). Ask them to bring the item back to their desk.
3. Then point to the 2 and invite different students to find two of another item. Continue until all the numbers have been used.
4. At the end, review the numbers by getting students to stand up and name what they have (*one pencil*).
5. Ask students to open page 100 and look at the pictures. Point to the mascot with the shopping trolley. Pretend to push a shopping trolley around the room as you collect the items that students gathered above. (You could ask a helper to walk around with a bag to help you carry things.) As you collect each students' items, say *There are (two bananas)*.

6. Read aloud the directions for Activity 3. Help students understand that they are to count the number of food items in each bin and then write the correct number to indicate how many. Point out that the first one has been done as an example. If necessary, revise the names of the food shown.
7. Get students to check their answers with a partner, and then invite them to share their answers following your example: *There are five oranges. There are ten bananas. There are eight apples. There are nine biscuits. There are four sandwiches. There are six cakes/six pieces of cake.*



Workbook page 83 may be given now. Directions and answers are on page T9D.

Extension Activity

Grammar point. Extend the question and short answer *Do you like ____?* *Yes, I do/No, I don't.* Point to the oranges on page 100 and ask one student *Do you like oranges?* After he or she answers, gesture to him or her, and ask the class *Does he/she like oranges?* Demonstrate the response *Yes, he/she does* or *No, he/she doesn't.* Repeat with other students and food.

Objectives

- to identify food
- to identify colours
- to use the simple present tense
- to ask and answer *What do you want?*

Vocabulary

nouns: apple, banana, biscuit, cake, lemonade, orange, sandwich

verb: want

Materials

- cassette or CD player
- cassette or audio CD

Presentation/Practice

Activity 4 Look and colour.

1. Display page 101, point to the different fruits, lemonade and sandwich in turn and ask *What's this?* Then point to and name the things shown in the Activity.
2. Read the directions and point to the colour key. Make sure students understand that they are to colour the picture in using the colour key.
3. Allow students to work independently or with partners. When they are finished, go over the final colours of the picture together. Ask *What colour is the apple?* and so on.

Activity 5 Look and listen. Say.

1. On the board, display pictures of different food items. Touch your chin and pretend you are thinking hard about something. Then say *I want an apple.* Take the apple picture and hold it close to you. Repeat the procedure for a few other pictures.
2. Invite a volunteer to the board. Ask *What do you want?* Prompt him or her to follow your example and respond *I want a/an ____*. Hand him or her the food named.
3. Repeat with a few other volunteers. Then direct students' attention to Activity 5. Read the directions and make sure students know they are to look at the picture while they listen to the audio. Then ask them to repeat it.
4. Play the audio or read the tapescript and ask students to point to the text as they listen. Then play it again and ask students to repeat it, copying the intonation patterns of the speakers.

Tapescript: What do you want? I want a sandwich.

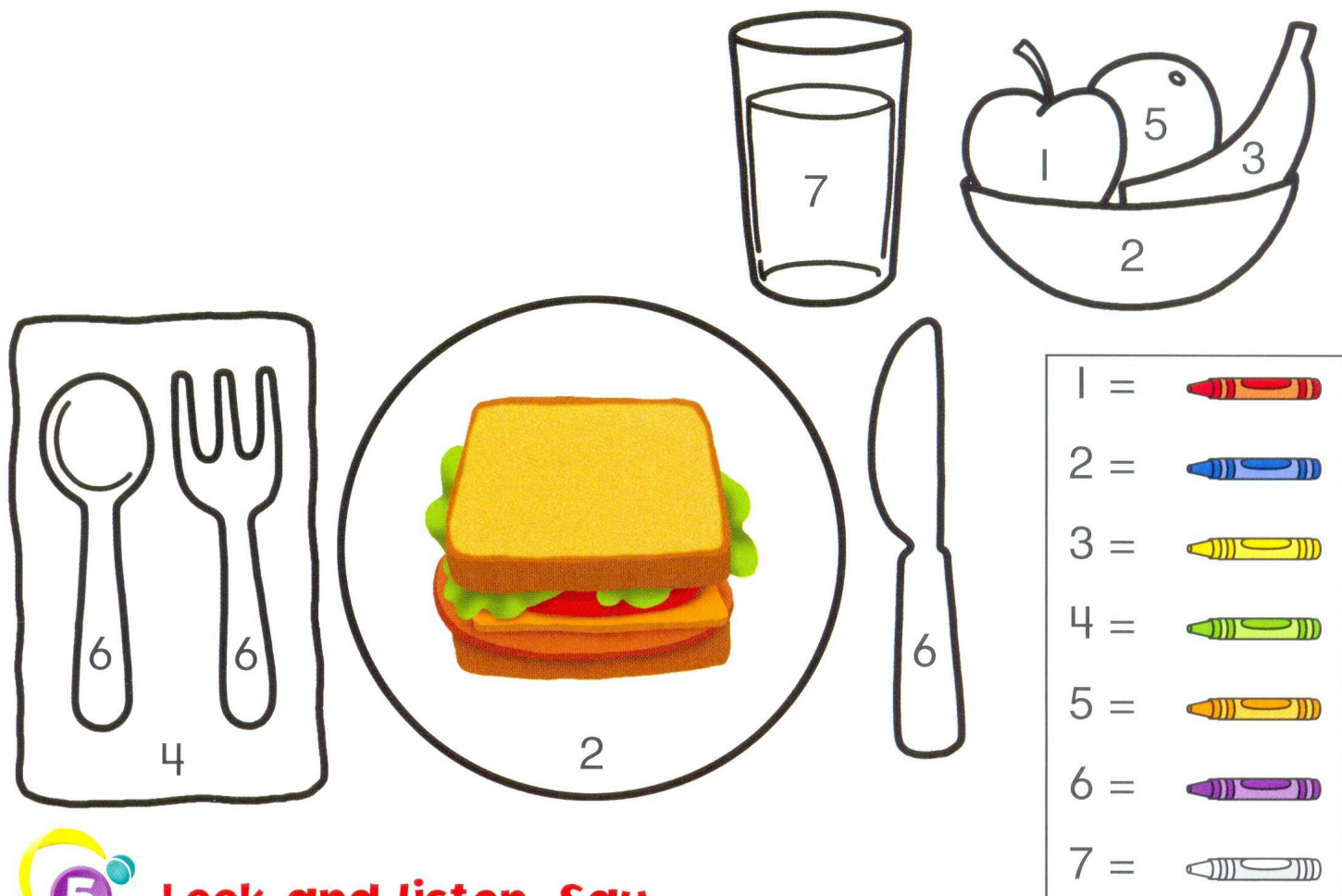


Workbook page 84 may be given now. Directions and answers are on page T9D.

Extension Activity

Use colour. To extend Activity 4, use the known (colours) to reinforce the new and unknown vocabulary. For example, say *The napkin is green. Point to the napkin.* Get students to point to the napkin and show a neighbour as they repeat *The napkin is green.*

4 Look and colour.



5 Look and listen. Say.



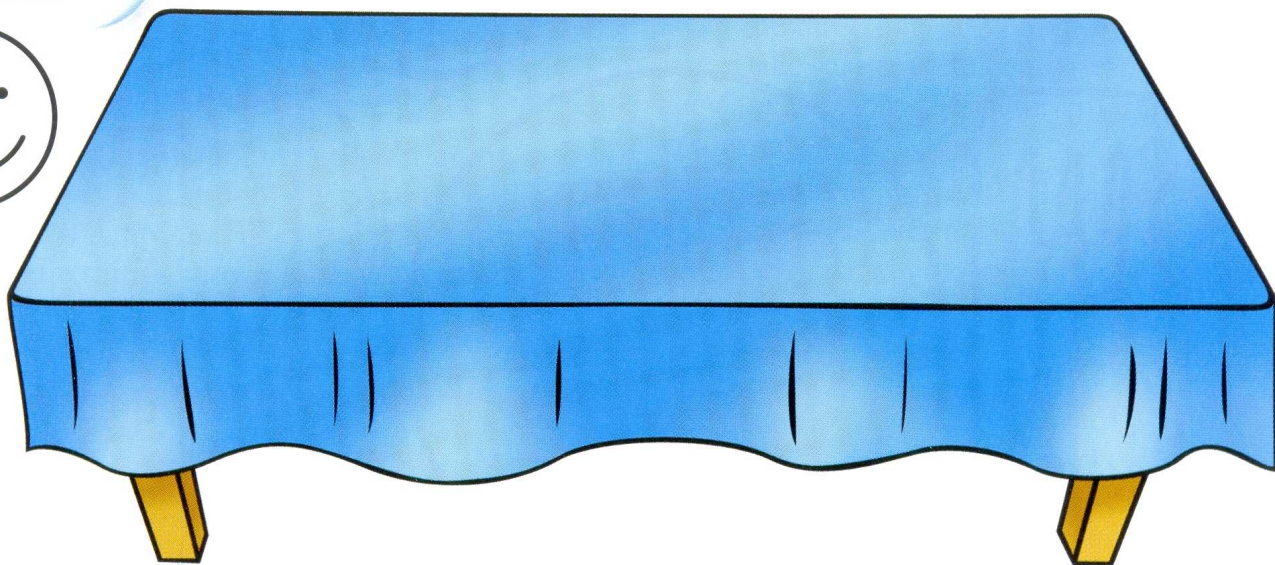


**Listen. Cut page 103.
Glue and say.**

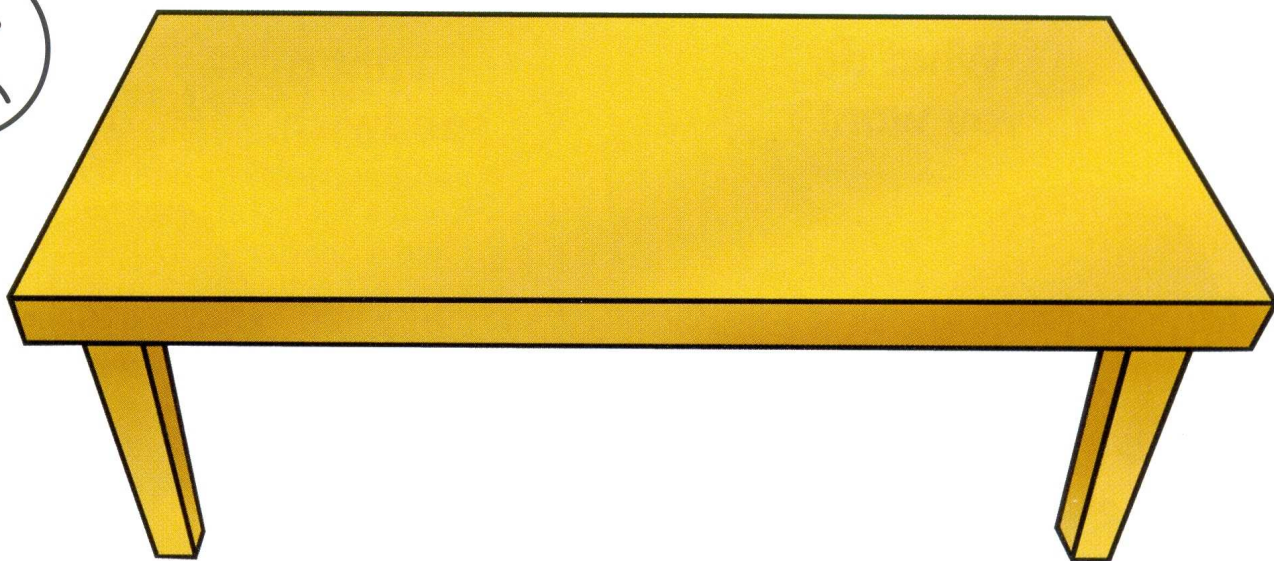


I like ice cream.

I like ____.



I don't like ____.



Objectives

- to use the simple present tense
- to ask and answer *Do you like ____?*
- to identify food
- to identify and pronounce /tʃ/ as in **sandwich**

Vocabulary

nouns: apple, banana, biscuit, cake, ice cream, lemonade, orange, sandwich
verb: like

Materials

- cassette or CD player
- cassette or audio CD
- glue
- scissors

Practice

Activity  **Listen. Cut page 103. Glue and say.**

1. Point out the picture on page 102 and the cut-outs on page 103. Revise the names of the food on the cut-outs and review the short answer exchanges students used on pages 98 and 99 by pointing to each one and saying *I like ____*. *Do you like ____?* or *I don't like ____*. *Do you like ____?* Use gestures, such as shaking your head or making a face to help clarify language.
2. Point out the two tables on page 102. Read aloud each phrase (*I like ____*; *I don't like ____*.) as you point to the faces on the page and gesture to clarify meaning.
3. Read aloud the directions and make sure students know they need to listen to the audio as an example. Then they will cut out the cut-outs, stick them on the tables on page 103, and follow the example to explain what they like and don't like.
4. Play the audio or read the tapescript. Point to the top table during the line *I like ice cream*. Point to the bottom table during the line *I don't like cake*. Play the audio again and ask students to repeat it.

Tapescript: I like ice cream. I don't like cake.

5. Direct students to cut out the cut-outs and stick them on the tables based on whether or not they like each item.
6. When students are finished, direct their attention to the photograph of the student holding up her work. Invite students to

show their own work in small groups following this example and the one on the audio. Monitor students as they work and correct errors later. Students' responses should resemble the following:

I like sandwiches.

I like biscuits.

I like cake.

I like bananas.

I don't like ice cream.

I don't like apples.

I don't like lemonade.

I don't like oranges.

7. Finally, ask students to present their work to the whole class. Challenge them to follow up each statement with a question. For example: *I like lemonade. Do you like lemonade?*



Workbook pages 85 and 87 may be given now. Directions and answers are on page T9D.



Extension Activity

Pronunciation: /tʃ/ as in *sandwich*. Write the following words on the board: *sandwich*, *kitchen*, *teacher*. Read each one aloud and ask students to repeat after you. Ask if they notice a common sound (the /tʃ/). Play the audio or say the following, emphasising the /tʃ/. Get students to repeat as necessary.

/tʃ/	/tʃ/	/tʃ/
sandwich	kitchen	teacher
My teacher is eating a sandwich in the kitchen.		
My teacher is eating a sandwich in the kitchen.		

Objectives

- to draw food
- to identify food
- to identify and produce the letters *Y* and *Z*

Vocabulary

nouns: apple, banana, biscuit, cake, ice cream, lemonade, orange, sandwich
verb: want

Materials

- cassette or CD player
- cassette or audio CD
- pipe cleaners

Practice

Activity 7 What do you want? Draw.

1. Pretend to think about something, then smile and say *I want a biscuit*. On the board, draw a biscuit. Then gesture to the class and ask *What do you want?* Invite a few students to respond.
2. Direct students' attention to Activity 7. Read the directions and the speech balloon. Make sure students understand that they are to draw a picture of some food they want. When they have finished, let them share their pictures using the speech bubble as an example. Students may also colour in the face on the page for fun.

ABC Practice

Use the alphabet practice activities in the Teacher's Book and Workbook to help students learn the letters of the alphabet.

1. Invite students to recite the letters of the alphabet that they know in order. Guide them by reciting the letters and getting them to join in (*a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x*). After *x*, continue reciting the last two letters, *y* and *z*, and then say *The end*.
2. Write the upper and lower case letters on the board: *Y, y, Z, z*. Then write the following sentence on the board: *You're at the zoo*. Invite students to come to the board and draw lines matching individual letters to letters in the words. As they do so, read each letter and invite the class to repeat it after you.

3. Invite students to listen as you play the audio or sing the chant. Play it a second time as you point to the letters on the board as they are named in the chant. Play it a third time and invite students to chant along.

There are two letters that I know.
Say them with me!
Here we go!
Y to the y
and Z to the z.
Y and Z!

4. Distribute pipe cleaners to students. Show students how to bend the pipe cleaners into the target letters. Let students follow your example to make one of each lower and upper case letter.
5. Practise the chant again and, as students chant, they can hold up the appropriate pipe cleaner letters.
6. Give each pair of students a pencil with a rubber. Get them to take turns to "write" a letter on their partner's palm using the rubber. The partner guesses the letter and then they swap.



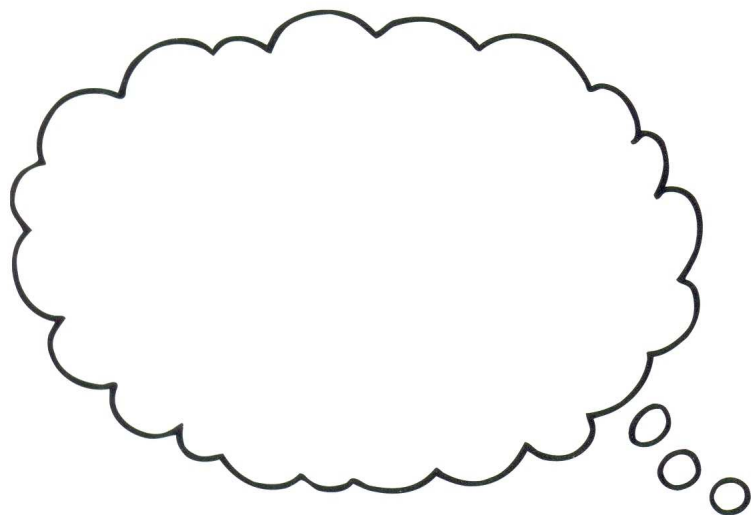
Workbook page 88 may be given now. Directions and answers are on page T9D.

Extension Activity

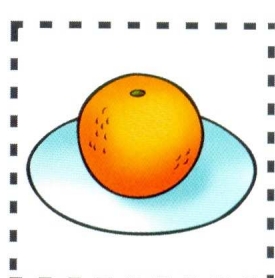
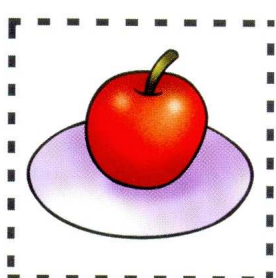
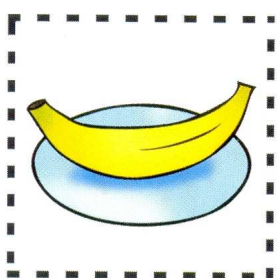
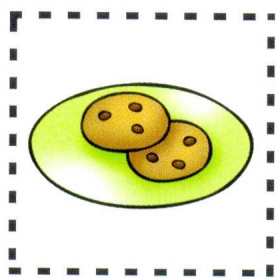
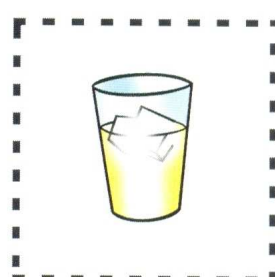
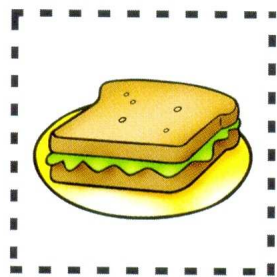
Alphabet Book. Complete the class Alphabet Book. Invite students to name the word or words shown on each page, and to suggest other words they could add to each page. You could photocopy the book and ask students to bring it home to share with their family and friends.

7 What do you want? Draw.

I want ____.



Cut-outs for Activity 6 



Objectives

- to listen and read for enjoyment
- to follow a pattern
- to use context and picture clues

Vocabulary

nouns: blanket, cake, lake, lemonade, picnic, sandwich, shade, tree, wall
verbs: bounce, have got, sit, stand

Materials

- cassette or CD player
- cassette or audio CD
- picnic blanket
- pictures of food

Summary

In the Park:

Four children enjoy games, food and a picnic at the park.

Before Reading

1. Ask students to remove pages 105–106 from their books. Make a Little Book by folding the page in half. Make sure all the books are ready before continuing.
2. Draw a simple tree on the board. Lay down a blanket on the floor in front of the tree. Invite a few students to sit on the blanket with you. Hand out some pictures of food, including lemonade, cake and sandwiches; ask students to identify each picture. Gesture for students to pretend to eat the food shown on the picture cards. Use gestures to clarify meaning as you say *We're sitting on a blanket. We're having a picnic.*
3. Go around to each student and ask *What have you got?* After he or she answers, say what the student has: (*Philip*) *has got (lemonade).*
4. Preview the pictures in the Little Book. Invite students to name items that they know in the pictures. Point out that in the last scene, the children and mother are having a picnic.

During Reading

1. Invite students to relax and listen quietly as you play the audio or read the story aloud to them. Use gestures and point to the pictures to help with meaning. Explain that they can ask questions and talk about the story when you read it for a second time.
2. Read the story a second time. This time, encourage students to use gestures and point to pictures as you read. Students may also ask questions and comment on the story during this reading. Remind students that they learned the word *friends* in the Little Book from Unit 1, *One, Two, Three.*
3. **Reading strategy awareness: Using context and picture clues.** As you read the story a second time, demonstrate using context and picture clues to figure out the meaning of unknown vocabulary. For example, point to the important parts of the picture and use gestures to clarify as you demonstrate the strategy on page 1: *I don't know the word shade. But I see that Rosa is sitting. She's sitting under a tree. It's dark because the tree blocks the sun. I think shade is what happens when something blocks the sun.* Students can use a similar strategy to figure out the words *lake* and *wall*.
4. **Echo read.** To help students develop oral reading skills, echo read the book with them. Play the audio or read aloud the first sentence. Ask students to repeat after you as they follow the text in the story. Repeat with each sentence. Guide students to imitate the stress, rhythm, and intonation patterns of each sentence.

At lunch my friends join me.
We have a picnic under a tree.

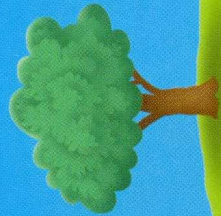


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In the Park

by Derek Dutton

Rosa has got lemonade.
She's sitting in the shade.



Tony has got sandwiches and cake.
He's standing by the lake.



Pam has got a blanket and ball.
She bounces the ball on the wall.



After Reading

Check comprehension. To check comprehension, ask questions such as the ones below. Remind students to use the illustrations and any familiar words to help them answer the questions. Make sure you point to a picture when you ask a question, and that students point when they answer.

What has Rosa got?

What's she doing?

Where's she sitting?

Colour in the frame. Return to page 1 and look at the pattern of colours on the frame of the story. Display page 2. Help students decide what colours are needed on the bottom. Follow the same procedure with page 3. Then ask students to colour in the frame on page 4 in the same pattern as the other pages.

Home-School Link. After reading the story several times, encourage students to take their Little Books home and share *In the Park* with their families and friends.

If you feel some students would like to read the story but need more support, record the story for them. To help students of all abilities, record the story: (1) sentence by sentence, pausing for students to repeat each sentence; (2) one page at a time, pausing for students to repeat each page; (3) entirely without pausing.

Role-play. Role-play the story by assigning roles for a narrator (the boy), his mother, Rosa, Tony and Pam. The narrator retells the story as the others act it out. Students can make props to make the role-playing activity more theatrical. You can extend this role-play by letting all the characters talk about themselves: *I am Rosa. I've got lemonade. I'm sitting in the shade.*

Focus on rhyme. Reread the first page of the Little Book. Then point to and read aloud the final word in each sentence: *lemonade* and *shade*. Ask students if they notice anything special about these two words. (They rhyme: they have the same ending sound.) Re-read the rest of the story and ask students to identify other pairs of rhyming words (*cake* and *lake*, *ball* and *wall*, *me* and *tree*).



Workbook page 89 may be given now. Directions and answers are on page T9D.

Extension Activity

Writing activity. Ask students to draw a picture of food they would like to eat at a picnic. Write the following structure on the board: *I like eating ____ at a picnic.* Ask students to copy the sentence as a caption for their picture, or write it for them. Dictate the letters students should write to spell out the food they want, or write for them.

Objectives

- to play a game
- to identify food
- to use the simple present tense

Vocabulary

nouns: apple, banana, biscuit, cake, ice cream, lemonade, orange, sandwich

Materials

- scissors

Application

Project: **Cut and play.**

1. Show the project cards on page 107. Remind students that they learned the names of food, and now they are going to play a game using some of these names.
2. Demonstrate cutting out a set of project cards. Then ask students to cut out their cards and place them in a pile.
3. Divide the class into groups of four. Ask each group to combine their cards and shuffle them into one pile. Then assign one student per group to deal the cards, without looking at them, so everyone has eight new cards.
4. The goal of the game is to get eight cards that are the same, such as *eight apples*. Students take turns asking the other group members for cards, trying to make sets of eight. Review the language presented on page 101, as well as on page 54, so students have an example of the language to use.
5. For example, Lucy is given two apples (and six other cards) and she decides to collect apples. When it is her turn, she says to Robert *I want an apple, please*. If Robert has got any apples, he must give them to Lucy and say *Here's an apple*. (*Here are two apples...*) If he's got one, he gives one; if he's got two, he gives two; and so on. Lucy says *Thank you*. Then Lucy selects some cards from her cards to give Robert, so they both always have eight. If Robert hasn't got any apples, Lucy has to hold her cards until it is her turn again.

6. Students may also extend the language they learned in the Little Book (*Have you got apples? Yes, I have. I've got one apple.*)
7. Groups can play until the first student gets a complete set of eight. Then they collect and shuffle the cards and play again.
8. You could choose three students to demonstrate one round of the game with you before you ask students to play on their own.
9. Walk around the room to monitor students as they play. Make note of any corrections to address later on.



Workbook page 90 may be given now. Directions and answers are on page T9D.

Extension Activity

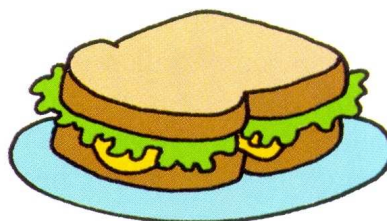
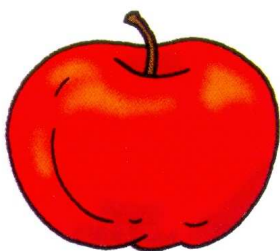
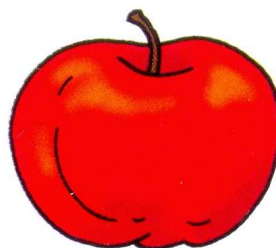
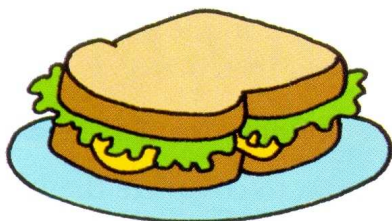
Extend the game. Here are two ways to play the game differently:

Option A. Change the rules so students play to collect two sets of four: for example, *four apples* and *four lemonades*.

Option B. Ask a group to choose four new food items. Each student draws two cards with each new food item on it. Then they replace the cards from the Student's Book with the new cards and play the game with the new food. For example, if a group plays the game with the Student's Book cards, they play with eight apples, eight ice cream cones, eight sandwiches and eight glasses of lemonade. If they play Option B, they set aside the original cards and play with the ones they made: eight biscuits, eight glasses of milk, eight bananas and eight pieces of cake.

Project

Cut and play. ✂



Objectives

- to demonstrate knowledge of unit targets
- to play a game

Vocabulary

nouns: apple, banana, biscuits, cake, ice cream, lemonade, orange, sandwich

adjectives: blue, green, orange, pink, purple, red, white, yellow

Materials

- unit assessment materials

Assessment

Play a Game! Look and say.

1. Direct students' attention to the game board in the Student's Book.
2. Guide students as they identify the colours of the balloons and the picture on each.
3. Read the directions and demonstrate with another student how to play the game. Each player uses a game piece. Both players start on the first balloon. They take turns hopping from one balloon to another. As they land on a new balloon, they name the food item shown. Invite students to begin playing.
4. After students play one round of the game as described above, get them to repeat the game adding some more target language. Demonstrate this with a volunteer before asking students to do it on their own. Move your game piece to one of the balloons, such as the lemonade, and ask your partner *Do you like (lemonade)?* Your partner answers (*Yes, I do. No, I don't. Yes. I like lemonade. No. I don't like lemonade.*). Then your partner moves his or her game piece to another balloon and asks you *Do you like ____?*
5. As students play the game, walk around the room and monitor their language. Note any errors to address after the game is over. Use the Student Oral Assessment Checklist as you observe students' progress.

Now I know!

Students should feel confident that they know the food vocabulary. Students should also feel confident producing and responding to commands, questions, and statements based on the following language: *What do you want? Do you like apples? I like apples.* Ask students to use the self-assessment sticker when they are confident that they have achieved these targets. Provide them with a sticker to place in the outlined space. Help students read the *Nice work!* speech balloon.

Unit and Review Tests

Ask students to complete the Unit 9 Test on page xxxv. Help students prepare for the test by reviewing the key activities from the Student's Book and Workbook, particularly those that were the most challenging for the class.

Then ask students to complete the Units 7–9 Review Test. See pages xl and xli.

Extension Activity

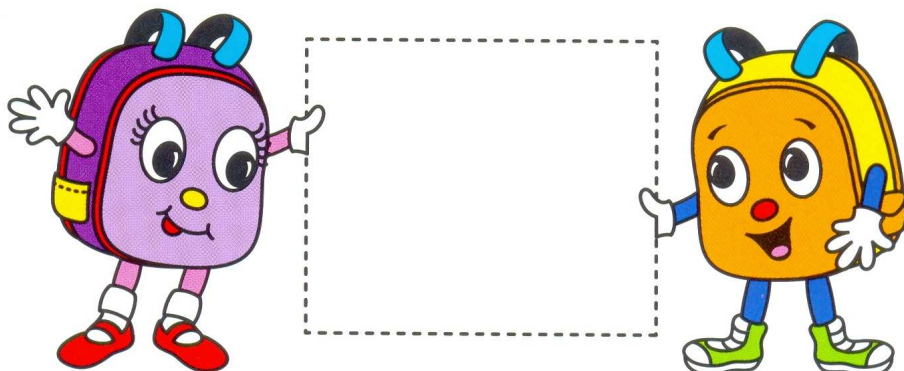
Revise the alphabet. Students now know all 26 letters of the alphabet. Invite students to recite the alphabet chant they've used throughout the year to name all the letters. Get partners to play one final game of ghost writing. One partner uses a pencil rubber to write any letter on the palm of his or her partner. The partner guesses the letter and they swap. More advanced students may be able to spell whole words for this exercise.

Play a Game!

✓ Look and say.



✓ NOW I KNOW!



Word List

(Numbers indicate the unit in which an item first appears.)

a 1
an 1
apple 9
are 3
arm 3
at 9

ball 5
balloon 9
banana 9
bathroom 2
bear 8
bed 2
bedroom 2
bend 3
big 8
bird 8
biscuit 9
black 3
blink 3
block 5
blue 1
book 1
bounce 7
brother 2
brown 3
bus 6
bus driver 6
by 9

cake 9
car 5
cat 8
chair 1
children 1
circle 1
class 1

classroom 1
climb 7
climbing frame 7
cold 4

dentist 6
dirty 7
do 5
doctor 6
dog 8
doll 5
doll's house 5
down 7
dress 4

ear 3
eat 8
eight 6
elephant 8
eye 3

family 2
father 2
favourite 4
feet 3
fire engine 6
firefighter 6
fish 8
five 3
fly 8
four 2
friend 1

game 5
giraffe 8
glue 1
goodbye 2

grandfather 2
grandmother 2
green 1

hand 3
has 9
hat 4
have 2
he 4
hello 2
helper 6
here 4
hopscotch 7
hot 4
house 2

I 2
ice cream 9
in 2
is 1
it 1

jacket 4
jump 7

kick 7
kitchen 2

legs 3
lemonade 9
like 5
lion 8
little 8
living room 2
look 3

Word List, *continued*

marker 1
me 1
monkey 8
mother 2
mouth 3
my 2

new 1
nine 6
noisy 8
nose 3
nurse 6

on 9
one 1
open (the umbrella) 4
orange 4
out 7

paper 1
party 9
pencil 1
picnic 9
pink 5
plane 5
playground 7
please 5
point 3
police officer 6
purple 4
put on (the jacket) 4

quiet 8

rainy 4
rectangle 4
red 1

robot 5
room 2
run 7

sandwich 9
school 1
scissors 1
seal 8
see 2
seven 5
shake 3
she 4
shirt 4
shoes 4
shopkeeper 6
shorts 4
sister 2
skipping rope 7
sleep 8
slide 7
smile 3
square 2
sweater 4
swim 8
swing 7
swings 7

T-shirt 4
take off (the sweater) 4
taxi 6
taxi driver 6
teacher 1
teddy bear 5
ten 7
thank you 5
the 1
there 3

they 7
three 1
throw 7
touch 3
toy 5
toy shop 5
triangle 3
trousers 4
truck 5
two 1

umbrella 4
up 7

want 5
we 2
wear 4
what 4
where 4
white 5
who 2
wiggle 3
with 9

yellow 1
you 2
your 1

zoo 8

Lists of Flashcards

The Backpack Flashcards consist of 46 cards providing 92 full-colour images, which can be used for language development activities. They illustrate several concepts and themes (such as animals, food and action verbs).

In the flashcard pack, the cards are presented alphabetically. The categories below list words (as numbered in the pack) which represent the primary target vocabulary. Those followed by an asterisk (*) are additional, and may be taught when presenting/using the cards.

Activities

cook (15)*
draw (27)
fly*
 [bird (7), kite (57)]
jump (53)
 [frog (39)]
kick (55)
listen (59)
play a game (41)
play catch (66)
play on swings (67)
read (70)
ride bikes (71)
run (72)
sing (79)
skate (80)
slide (83)
talk (86)
computer (16)*
walk (91)
watch TV (60, 92)
write (23)*

Animals

bear (4)
bird (7)
cows (17)
crocodile (19)
dog (25)
duck/s (29)
elephant (32)
frog (39)
giraffe (44)
hippo (49)
horse (50)
kangaroo (54)
lioness (58)*
monkey (62)
seal (74)

Body

arm (9)*
foot (9)*
hand (9)*
leg (9)*

Classroom

backpack (1)
chair (13)
computer (16)
draw (27)
pencil (27)*
paper (27)*
read (70)

Clothing

cardigan (12)
dress (28)
gloves (45)
hats (48)
jacket (52)
shirt (75)
shoes (76)
shorts (78)
skirt (81)
socks (84)
trainers (87)
trousers (88)
umbrella (89)

People at work

chef (15)
dentist (21)
doctor (24)
farmer (36)
firefighter (37)
nurse (63)
policeman (68)
shopkeeper (77)

Daily routines

do homework (23)
eat breakfast (30)
eat lunch (31)
get dressed (42)
get up (43)
go to bed (46)
go to school (47)
sleep (82)

Desserts*

biscuits (8)
cake (11)
fruit (40)
ice cream (51)

Face

ear (33)*
eye (33)*
mouth (33)*
nose (33)*

Family

brother (22, 34, 56)
father (22, 34)
grandfather (22)
grandmother (22)
mother (22, 34, 56)
sister (5, 22, 34, 56)

Food

apple (40)*
banana (40)*
biscuits (8)
bread (31)*
burger (10)
cake (11)
cheese (14)
crisps (18)
cucumber (73, 90)*
fizzy drink (38)
fruit (40)
green/red pepper (73, 90)*
ice cream (51)
lettuce (31, 73)*
milk (61)
onion (73, 90)*
pear (40)*
pizza (64)
popcorn (69)
salad (73)
sandwich (31)*
tomato (10, 73, 90)*
vegetables (90)

Fruit

apple (40)*
banana (40)*
pear (40)*

Furniture

bed (5)
bedside table (5)
chair (5, 13, 22, 60)

clock (5)
coffee table (60)
cupboards (56)
curtains (3, 5)
desk (5)
dressing table (5)
lamp (5, 60)
phone (5)
picture (22)
plant (22)
rug (22, 60)
shelves (60)
sofa (60)
table (22, 60, 85)
TV (60, 92)

Home

bathroom (3)
 bath (3)
 comb (3)
 curtains (3, 5)
 hairbrush (3)
 mirror (3)
 shower (3)
 toilet (3)
 toothbrush and toothpaste (3)
 towels (3)
bedroom (5)
 [furniture]
dining room (22)
 [furniture]
kitchen (56)
 cooker (56)
 cupboards (56)
 fridge (56)
 sink (56)
 tea towels (56)
living room (60)
 [furniture]

Places

bank (65)
cinema (65)
countryside (35)*
farm (35)
fire station (37)
greengrocer's (65)*
hospital (24, 65)

museum (65)
police station (65)
post office (65)

Playtime

ball (2)
bike (6)
dance (20)
doll (26)
football (2, 55)*
game (41)
kick (55)
kite (57)
play catch (66)
ride bikes (71)
run (72)
sing (79)
skate (80)
skipping rope (53)*
slide (83)
swings (67)
walk (91)
watch TV (92)

Snacks

biscuits (8)
cake (11)
cheese (14)
crisps (18)
fizzy drink (38)
ice cream (51)
milk (61)
pizza (64)
popcorn (69)

Toys

ball (2)
bike (6)
computer (16)
doll (26)
football (2, 55)*
game (41)
kite (57)
roller skates (80)
skipping rope (53)*
teddy bear (5)*

Transport

bike (6)
taxi (65)*

Suggested activities for using the flashcards

This section contains simple activities that are helpful to use as students are being introduced to words that describe the flashcards. They can be used with any group of flashcards, such as toys, animals, clothing or people at work.

Teacher-directed/Class activities

Show me

Display a number of flashcards. Say the name of an object on one of the cards. Ask individual students to come to the front of the class and point to the appropriate card which has that named object on it.

What's this?

The students say the name of the object in unison or individually as you show flashcards. You could ask the students either to say the words in full sentences, such as "It's a ball/It's an orange." or to say the word on its own, such as "orange" or "ball".

Is this a-?

Show flashcards. For each card, ask "Is this a/an-?" Prompt the students to answer "Yes, it's a/an-." or "No. It's a/an- (correct name)." Deliberately give the wrong names so that the students need to correctly identify and name objects.

Name bee

Conduct this activity like a spelling bee. Divide the class into two teams. Show a flashcard to a member of one team and ask the student to identify it. Alternate showing cards to teams and calling on team members. A team gets one point for each correctly named object. The team with the most points wins.

Naming by initial letter

Display a selection of flashcards, including a number of items that begin with the same letter. Ask the students to name all the objects beginning with the same letter.

Pair or small group activities

Most of the class activities described above can be adapted to pair or small group work, such as 'Is this a-?'. Here is an additional activity that can be used by pairs or small groups.

Picking and naming

Put the flashcards for at least ten words that the students know in a large box or bag. The students in a pair or group take turns picking out cards at random and naming the object on the card. To make this into a game, the students can keep the cards that they can identify. The student with the most cards after all the cards are picked wins the game.

Individual activities

Most of the class activities described above can be adapted to individual work, such as 'show me'. Here is an additional activity that can be used by students working on their own.

Draw the setting

Show the students a flashcard. Indicate the word for them to focus on. Ask them to draw another setting for the object. For example, the monkey (Card 62) could be drawn in the rain forest. Ask the students to label their pictures.

Backpack Starter Scope and Sequence

Unit	Theme	Communication Objectives	Language Objectives	Learning Strategies/ Thinking Skills
1. Fun in Class	school	<ul style="list-style-type: none"> to identify classroom objects to identify colours to count how many to identify circles 	<ul style="list-style-type: none"> simple present tense <i>yes/no</i> questions subject pronoun <i>it</i> colours <i>blue, green, red</i> and <i>yellow</i> numbers <i>one</i> to <i>three</i> 	to use prior knowledge; to predict; to use picture clues; to understand concepts of print; to use music and rhyme; to listen for gist and details
2. My Family	family and home	<ul style="list-style-type: none"> to identify family members to identify rooms in the house greeting and leaving to count how many to identify squares 	<ul style="list-style-type: none"> simple present tense questions with <i>where</i> questions with <i>who</i> subject pronouns <i>I</i> and <i>you</i> number <i>four</i> 	to use prior knowledge; to understand concepts of print; to classify; to identify the main idea; to use picture clues; to use music and rhyme; to listen for gist and details
3. All About Me	parts of the body	<ul style="list-style-type: none"> to identify parts of the body to give and follow commands to identify feelings to identify colours to count how many to identify triangles 	<ul style="list-style-type: none"> simple present tense imperative adjectives <i>happy</i> and <i>sad</i> possessive adjectives <i>my</i> and <i>your</i> <i>there are</i> singular and plural nouns colours <i>black</i> and <i>brown</i> number <i>five</i> 	to use prior knowledge; to predict; to understand concepts of print; to relate to personal experience; to use music and rhyme; to listen for gist and details
4. My Clothes	clothing	<ul style="list-style-type: none"> to identify clothes to describe what one is wearing to identify and talk about weather to identify colours to identify rectangles 	<ul style="list-style-type: none"> present continuous simple present tense questions with <i>what</i> subject pronouns <i>he, she, I</i> and <i>you</i> colours <i>orange</i> and <i>purple</i> 	to use prior knowledge; to predict; to understand concepts of print; to use music and rhyme; to listen for gist and details

Backpack Starter Scope and Sequence, *continued*

Unit	Theme	Communication Objectives	Language Objectives	Learning Strategies/ Thinking Skills
5. At the Toy Shop	toys	<ul style="list-style-type: none"> to identify toys to ask politely to talk about what people want to talk about what people like to count how many to identify colours 	<ul style="list-style-type: none"> simple present tense questions with <i>what</i> <i>there are</i> <i>pink</i> and <i>white</i> <i>six</i> and <i>seven</i> <i>please; thank you; you're welcome</i> <i>like; want</i> 	to use prior knowledge; to state preferences; to understand concepts of print; to scan for detail; to use music and rhyme; to listen for gist and details
6. People Around Town	community	<ul style="list-style-type: none"> to identify and talk about community helpers to identify vehicles and places in the community to count how many 	<ul style="list-style-type: none"> simple present tense questions with <i>who</i> <i>eight</i> and <i>nine</i> subject pronouns <i>I, he</i> and <i>she</i> 	to use prior knowledge; to understand concepts of print; to notice chronological events; to use music and rhyme; to listen for gist and details
7. Swinging and Sliding	playground	<ul style="list-style-type: none"> to identify and talk about playground actions to describe location using prepositions to count how many 	<ul style="list-style-type: none"> present continuous questions with <i>what</i> prepositions <i>up, down, in, on, out</i> <i>ten</i> <i>there is/there are</i> subject pronouns <i>I, you, he</i> and <i>she</i> 	to use prior knowledge; to classify; to predict; to use picture clues; to use music and rhyme; to listen for gist and details
8. Animal Friends	zoo animals	<ul style="list-style-type: none"> to identify and talk about zoo animals to describe animal actions to talk about size to identify the sounds animals make 	<ul style="list-style-type: none"> present continuous simple present tense adjectives <i>big</i> and <i>little</i> 	to use prior knowledge; to use picture clues; to understand concepts of print; to use music and rhyme; to listen for gist and details
9. Food I Like	food	<ul style="list-style-type: none"> to identify and talk about food to talk about what one likes and dislikes to talk about what one wants 	<ul style="list-style-type: none"> simple present tense questions with <i>what</i> questions with <i>do</i> <i>like/don't like</i> <i>want</i> subject pronouns <i>I</i> and <i>you</i> 	to use prior knowledge; to express opinion; to use picture and context clues; to recognise rhyming words; to use music and rhyme; to listen for gist and details

Time Guidelines

	Two lessons per week (50–60 minutes)	Three lessons per week (40–60 minutes)
Week 1	Warm Up and Presentation <ul style="list-style-type: none"> • One page per lesson • Corresponding Workbook pages at end of 2nd lesson 	Warm Up and Presentation <ul style="list-style-type: none"> • One page per lesson • Corresponding Workbook pages on 3rd lesson • Flashcards
Week 2	Presentation/Practice <ul style="list-style-type: none"> • One page per lesson • Corresponding Workbook pages at end of each lesson • Flashcards • Video 	Presentation/Practice <ul style="list-style-type: none"> • One page per lesson • Corresponding Workbook pages on 3rd lesson • Flashcards • Video
Week 3	Language Practice and Reading <ul style="list-style-type: none"> • 1st lesson for two Language Practice pages • 2nd lesson for Little Book and corresponding Workbook pages • Flashcards 	Language Practice and Reading <ul style="list-style-type: none"> • 1st lesson for two Language Practice pages • 2nd lesson for Little Book • 3rd lesson for corresponding Workbook pages • Flashcards • Teacher's Bonus Backpack activities
Week 4	Application and Assessment <ul style="list-style-type: none"> • 1st lesson for Project • 2nd lesson for Workbook and Student's Book Assessment pages • Unit Test from TE • Video • Flashcards for pre-assessment review 	Application and Assessment <ul style="list-style-type: none"> • 1st lesson for Project • 2nd lesson for Workbook Assessment page • 3rd lesson for Student's Book Assessment page and Unit Test from TB • Video • Flashcards

Time Guidelines, *continued*

	Four lessons per week (40–50 minutes)	Five lessons per week (40–60 minutes)
Week 1	Warm Up and Presentation <ul style="list-style-type: none"> • One page per lesson • Corresponding Workbook pages on 3rd lesson • 4th lesson for oral or written practice • Flashcards 	Warm Up and Presentation <ul style="list-style-type: none"> • One page per lesson • Corresponding Workbook pages on 3rd and 4th lessons • 5th lesson for oral and written practice • Flashcards
Week 2	Presentation/Practice <ul style="list-style-type: none"> • One page per lesson • Corresponding Workbook pages on 3rd lesson • 4th lesson for oral or written practice • Flashcards • Video 	Presentation/Practice <ul style="list-style-type: none"> • One page per lesson • Corresponding Workbook pages on 3rd and 4th lessons • 5th session for oral and written practice • Flashcards • Video
Week 3	Language Practice and Reading <ul style="list-style-type: none"> • 1st lesson for first Language page • 2nd lesson for second Language page • 3rd lesson for Little Book • 4th lesson for corresponding Workbook pages • Flashcards 	Language Practice and Reading <ul style="list-style-type: none"> • 1st and 2nd lessons for Language pages • 3rd lesson for Little Book • 4th lesson for corresponding Workbook pages • 5th lesson for oral and written practice • Flashcards
Week 4	2nd Application and Assessment <ul style="list-style-type: none"> • 1st lesson for Project • 2nd lesson for Workbook Assessment page • 3rd lesson for first and second Assessment pages • 4th lesson for Unit Test from TB • Flashcards • Video 	Application and Assessment <ul style="list-style-type: none"> • 1st lesson for Project • 2nd lesson for Workbook Assessment page • 3rd lesson for Extension Activities and review • 4th lesson for Assessment page • 5th lesson for Unit Test from TB • Flashcards • Video

The International Phonetic Alphabet

IPA Symbols

Consonants

/p/	p en, p aper, map
/b/	b ack, b aby, club
/t/	t en, material
/d/	d own, d ay, sad
/k/	k ey, chocolate, bl ack
/g/	g ood, be gin, dog
/f/	f un, pr ef er , la gh
/v/	v ery, travel, of
/θ/	th ing, healt h y, bat h
/ð/	this , moth er , bat h e
/s/	s alt, medic i ne, bus
/z/	z oo, cou s in, al ways
/ʃ/	sug ar, spec i al, fish
/ʒ/	pleas ur e, meas ur e
/h/	h ome, b eh ind
/x/	l och
/tʃ/	ch eck, wat ch
/dʒ/	j ob, or ang e
/m/	m ay, wom a n, sw i m
/n/	n o, op i n i on
/ŋ/	ang r y, lon g
/w/	w ay, any o ne
/l/	l ate, pol i ce
/r/	r ain, par e nt
/j/	y es, on i on

Vowels

/ɪ/	i n, bi g
/e/	e gg, s ays, leat h er
/æ/	a nd, cas h
/ʌ/	o n, hot
/ʊ/	y oung, sun
/ʊ/	put , co ok, w ou ld
/ə/	a bout, p encil, moth er , Sat ur day, doct or
/i/	i n, bi g
/u/	act u al
/i:/	e ven, s peak, tr ee
/ɑ:/	f ather, la ugh
/ɔ:/	d aughter, p oor, f our
/u:/	bo ot, d o, thr ough
/ɜ:/	e arth, bi rd, bu rn, h er

Diphthongs

/eɪ/	A pril, tr a in, st a y, m a ke
/aɪ/	i ce, st y le, li e
/ɔɪ/	oi l, no i se, bo y
/əʊ/	o pen, cl o se, sh ow
/aʊ/	ou t, d ow n, h ow
/ɪə/	r eal, cl ear
/eə/	h air, air , st are
/ʊə/	s ure
/uə/	act u al
/iə/	pec u liar

The English Alphabet

Here is the pronunciation of the letters of the English alphabet, written in International Phonetic Alphabet Symbols.

a	/eɪ/
b	/bi:/
c	/sɪ:/
d	/di:/
e	/i:/
f	/ef/
g	/dʒɪ:/
h	/eɪtʃ/
i	/aɪ/
j	/dʒeɪ/
k	/keɪ/
l	/el/
m	/em/
n	/en/
o	/əʊ/
p	/pi:/
q	/kju/
r	/ɑ:/
s	/es/
t	/ti:/
u	/ju/
v	/vi:/
w	/dʌbəlju/
x	/eks/
y	/waɪ/
z	/zed/

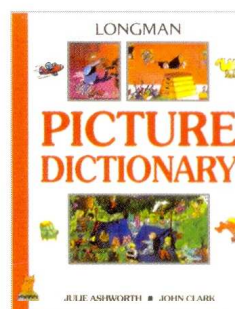
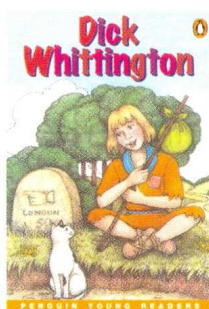
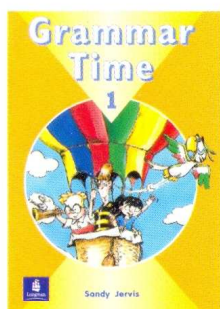
BACKPACK

Reach into *Backpack* and discover a course packed full of exciting activities and bursting with opportunities to learn and use English.

This 7-level course focuses on getting young learners to enjoy communicating in English and takes a highly integrated approach to developing grammar, vocabulary and all four language skills.

Throughout *Backpack* there is a lively mix of illustrations, photography, chants, songs, games, TPR and project work. Teachers will find it clear and logical to teach with, and learners will love its exciting and dynamic activities.

- ★ **Enjoyable topics and activities** involve learners straightaway
- ★ **Clear and logical lesson plans** that are easy to follow
- ★ Pull-out **Little Books** (Starter to level 3) and themed-based **Magazine pages** (levels 4-6) provide motivation for enjoyable reading
- ★ **Workbooks and Flashcards** provide opportunities for extra practice and reinforcement
- ★ **Videos and CD-Roms** offer variety and additional input
- ★ The **Teacher's Book** includes tests and extra ideas and the **Audio material** features all the dialogues, chants and pronunciation activities



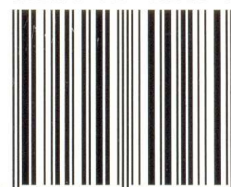
We recommend *Grammar Time 1*, *Penguin Young Readers Level 1* and the *Longman Picture Dictionary* to accompany this course.



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