

Family and Friends Starter

Teacher's Book

Barbara Mackay

OXFORD

Family and Friends

Starter

Teacher's Book

Scope and sequence	2	Unit 5	54
Introduction	6	Unit 6	60
Flashcards and games	18	Unit 7	66
MultiROM Listen at home	23	Unit 8	72
Starter Unit	24	Unit 9	78
Unit 1	30	Review pages answer key	84
Unit 2	36	Workbook answer key	85
Unit 3	42	Photocopy Masters Book notes	91
Unit 4	48	Wordlist	92

Scope and sequence

All core language is recycled regularly throughout the course.

		Words	Grammar
Starter: Hello!	p24	Core: <i>Rosy, Tim, Billy, hello, goodbye</i> Extra: <i>everyone, English, fun, teacher, friends, has got, an, with, Mum, Miss Bell</i>	<i>What's your name?</i> <i>I'm Tim.</i>
1 What colour is this?	p30	Colours Core: <i>red, green, blue, black, white</i> Extra: <i>lots of, me, you, in, a, and</i>	<i>What colour is it?</i> <i>It's red.</i>
2 What's this?	p36	School Core: <i>desk, chair, crayon, pencil, notebook</i> Extra: <i>has got, at</i>	<i>What's this?</i> <i>It's a desk.</i>
3 Is it a plane?	p42	Toys Core: <i>plane, puppet, robot, balloon, teddy</i> Extra: <i>with, how many?, look at</i>	<i>Is it a balloon?</i> <i>Yes, it is.</i> <i>No, it isn't.</i>
Review 1		Revision of vocabulary and structures from Units 1-3	
4 This is my mum!	p48	Family Core: <i>mum, dad, brother, sister, grandpa, grandma</i> Extra: <i>cuddle, play, in, a, let's count all, look at all, arrive, in line, again, has got, look at, with. No, it isn't.</i>	<i>This is my mum.</i>
5 He's happy!	p54	Feelings Core: <i>happy, sad, hungry, thirsty, hot, cold</i> Extra: <i>happy as can be, eats, who's (hungry)?, sandwiches, bottles, Nellie, Ollie, and, my, Look! Poor Billy. Come here!</i>	<i>He's happy.</i> <i>She's hungry.</i>
6 They're bears!	p60	Zoo Core: <i>bird, bear, hippo, crocodile, tiger</i> Extra: <i>is, has got, zoo</i>	Plurals with <i>s</i> <i>What are they?</i> <i>They're bears.</i>
Review 2		Revision of vocabulary and structures from Units 1-6	

	Phonics	Numbers	Skills	Values
	Aa <i>apple, Annie</i> Bb <i>boy, bat</i>	1, 2	Reading: Left-to-right progression; visual discrimination; recognizing sequences Writing: Left-to-right progression; drawing horizontals and verticals; drawing long and short lines	Greeting people (interacting with others in a polite and friendly manner)
	Cc <i>cat, car</i> Dd <i>dog, duck</i>	3, 4	Reading: Left-to-right progression; visual discrimination; identifying the odd-one-out Writing: Left-to-right progression; drawing diagonals, curves and curve sequences; drawing downstrokes (lines, curves and diagonals)	Be clean and tidy (understanding ways of looking after yourself and your home environment)
	Ee <i>egg, elephant</i> Ff <i>fish, farm</i>	5, 6	Reading: Left-to-right progression; visual discrimination; identifying differences Writing: Left-to-right progression; large and small loops	Play respectfully (understanding appropriate behaviour required for building good family relationships)
	Gg <i>girl, guitar</i> Hh <i>hat, horse</i> li <i>insect, ill</i>	7, 8	Reading: Left-to-right progression; visual discrimination; recognizing fragments of a pattern Writing: Left-to-right progression; complex loops and pathways; wave patterns	Be kind to others (sharing and playing co-operatively)
	Jj <i>jug, juice</i> Kk <i>kangaroo, key</i> Ll <i>lion, lollipop</i>	9, 10	Reading: Word recognition (identifying words that are the same); matching words to pictures; reading simple sentence patterns Writing: Word tracing; guided word writing; completing simple sentence patterns	At other people's homes (showing respect for family and friends at home)
	Mm <i>man, mango</i> Nn <i>nose, neck</i> Oo <i>orange, octopus</i>	11, 12	Reading: Word recognition; matching words to pictures; reading simple sentence patterns Writing: Word tracing; guided word writing; completing simple sentence patterns	Take care in the park (understanding appropriate behaviour outside the home environment)
	Pp <i>panda, pen</i> Qq <i>queen, quilt</i> Rr <i>river, rainbow</i>	13, 14	Reading: Word recognition; matching words to pictures; reading simple sentence patterns Writing: Word tracing; guided word writing; completing simple sentence patterns	Be kind to animals (understanding that living creatures should be respected and treated with care)

		Words	Grammar
7	Are they teachers?	p66 Jobs Core: <i>pupil, teacher, waiter, vet, builder</i> Extra: <i>dressing up, there's, snake, in a row, let's go, goes</i>	Are they waiters? Yes, they are. No, they aren't.
8	I've got a shirt!	p72 Clothes Core: <i>jumper, shirt, jacket, hat, belt</i> Extra: <i>I've got a, Victor, Vicky, big, small</i>	I've got a hat.
9	I like plums!	p78 Food and drink Core: <i>raisins, plums, crisps, cakes, milkshake</i> Extra: <i>yum, yuk, I like, yellow</i>	I like plums. I don't like raisins.

Review 3

Revision of vocabulary and structures from Units 1-9

Phonics	Skills		Values
Ss <i>sofa, sock</i> Tt <i>towel, turtle</i> Uu <i>umbrella, up</i>	15, 16	Reading: Word recognition; reading simple sentences; reading simple dialogues Writing: Word writing; completing gap sentences; writing simple full sentences	Take care at school (learning appropriate respectful behaviour at school)
Vv <i>violin, vase</i> Ww <i>woman, wall</i> Xx <i>box, fox</i>	17, 18	Reading: Word recognition; reading simple sentences; reading simple dialogues Writing: Word writing; completing gap sentences; writing simple full sentences	Appreciate kindness from others (recognizing generosity and kindness)
Yy <i>yogurt, yo-yo</i> Zz <i>zebra, zoo</i>	19, 20	Reading: Word recognition; reading simple sentences; reading simple dialogues Writing: Word writing; completing gap sentences; writing simple full sentences	Share with others (understanding personal reward gained from sharing things with others)

Introduction

Family and Friends is a complete seven-level course of English for children in primary schools. It uses a clear grammar-based curriculum alongside parallel syllabi in skills and phonics. In this way, children develop the confidence and competence to communicate effectively in English, as well as understanding and processing information from a wide range of sources. *Family and Friends* combines the most effective literacy techniques used with native English speakers with proven techniques for teaching English as a foreign language to children.

Children have different learning styles. Some learn better by seeing (visual learners), some by listening (auditory learners), some by reading and writing, and some with movement (kinaesthetic learners). *Family and Friends* uses all of these approaches to help every child realize his or her potential.

Family and Friends also looks beyond the classroom and promotes the values of family and friendship: co-operation, sharing, helping, and appreciating those who help us.

This level of *Family and Friends* includes the following:

Class Book with Student MultiROM

Workbook

Teacher's Book

iTools (digital class resources)

Audio CDs

Alphabet Book

Teacher's Resource Pack containing:

- Photocopy Masters Book
- Testing and Evaluation Book
- Words flashcards
- Phonics cards
- Phonics poster

Methodology

Words and grammar

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

The children are first exposed to the new grammar items alongside the key words in the unit stories. They then move on to focused grammar practice, which is reinforced with a range of spoken and written activities.

Reading and writing

Family and Friends Starter offers a carefully graded introduction to reading and writing. For more details see page 10.

Phonics

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

Family and Friends draws on the principles of synthetic phonics, in which sounds and letters are combined to form whole words (i.e. synthesis).

Each unit contains two phonics lessons. Children learn the sound and letter form of initial sounds so they associate sound and letter.

Stories

Every unit contains a story which provides a fun and motivating context in which the new language appears. We meet a happy extended family and see the amusing adventures of Rosy, her cheeky one-year-old brother Billy, and her cousin Tim.

The stories also provide ideal scenarios for practising and reviewing language structures and key words in a cyclical manner.

Songs and chants

Every unit in *Family and Friends* contains two songs for children to practise the new language, as well as vocabulary and phonics chants.

Melody and rhythm are an essential aid to memory. By singing, children are able to address fears and shyness and practise the language in a joyful way together. They are also fun and motivating activities and are a good opportunity to add movement to the lessons.

Drama and Total Physical Response (TPR)

Students of any age, especially kinaesthetic learners, benefit from associating language with movement and actions. The more the body is involved in the learning process, the more likely the student is to absorb and retain the information. For this reason, children are taught series of actions to accompany the stories and songs.

In *Family and Friends* the children are also given the opportunity to act out the stories with simple drama activities. One of the main obstacles to language learning at any age is self-consciousness. Drama, by appealing to the imagination, is an excellent way for children to 'lose themselves' in the story, thereby increasing their communicative ability. Like other skills work, drama helps children to communicate and be understood. By developing performance skills, they practise and become fluent in expressing real-life situations, starting with the story in the classroom and then moving on to real-world contexts.

Games and optional activities

Games provide a natural context for language practice and are very popular with children. They promote the development of wider cognitive skills such as memory, sequencing, motor skills, and deductive skills. If required,

all the games in *Family and Friends* can take place at the children's desks with a minimum of classroom disruption.

Suggestions for optional activities are included in the teacher's notes for every lesson. They can be used according to the timing and pace of the lesson and their appropriacy to the children in the class.

Typically, optional activities are games and TPR activities that allow children to respond to the new vocabulary and sounds they are learning in a way that is fun and motivating. Games used frequently as optional activities are detailed on the *Flashcards and games* pages.

For activities which involve drawing and colouring in, it is suggested that children work in groups to share craft materials.

Review units

After every three units there is a Review unit. These are shorter units of exercises which provide additional practice of the vocabulary and structures presented in the three preceding units. No new material is presented or practised in these units. They can be used as a progress test to check that children have remembered what they have learned. A complete answer key can be found on page 84 of the Teacher's Book.

Values

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

Areas for values teaching include helping children to understand about:

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

Values are highlighted throughout the course in various places:

- In the 10 Values worksheets in the Photocopy Masters Book (PMB) – one per unit.
- In the exemplification of good behaviour throughout the course, in particular in the Class Book stories and their characters.
- In the co-operative learning activities throughout the course, which encourage children to work together and co-operate in order to complete activities.

Testing and evaluation

Children's progress can be evaluated through ongoing assessment, self-assessment, and formal testing.

The Testing and Evaluation Book offers:

- suggestions for ongoing classroom evaluation.
- an evaluation sheet to keep a record of children's progress.
- suggestions for encouraging children to self-evaluate.
- 10 unit tests.

Multimedia

Student MultiROM

The Student MultiROM contains:

- *Listen at home* target language, songs, and phonics chants for children to practise at home. They can be played on a CD player, or on a computer using the audio player. (A full list of tracks can be found on page 23 of the Teacher's Book.)
- Computer-based interactive activities which practise the vocabulary, grammar, and phonics from each unit, and karaoke versions of the songs for children to sing along to.

Family and Friends iTools

Family and Friends iTools is a CD-ROM which contains digital class resources and 'make your own' resources.

All the digital class resources on the iTools can be used interactively, either on an Interactive Whiteboard (IWB) or on a projector. These include:

- vocabulary presentation and practice.
- frame-by-frame story presentation.
- grammar presentation and practice.
- phonics presentation and practice.

Picture dictionary

A picture dictionary is provided on pages 70–72 of the Class Book for children to refer to whenever necessary. A suitable point to use the Picture dictionary would be at the end of Lesson 1 of each unit, after children have been exposed to all of the vocabulary from the unit.

Readers (levels 1–6)

Research shows that the more you read, the better you become at English. The dedicated reading sections in the Class Book and Workbook focus on reading shorter texts *intensively*, but it is also important for students to learn to read *extensively*, approaching longer texts at their own pace. Students should read at the right level, with language that is appropriate for their abilities and knowledge.

The *Family and Friends* Readers are designed for extensive reading. The stories vary between classic fairytales and modern-day stories which focus on children's lives today. They contain approximately 100 core headwords (500), and correspond with the vocabulary and grammar syllabus of the course books. They also contain integrated activities which can be used either in the classroom or for homework.

Grammar Friends

The *Grammar Friends* series can be used alongside *Family and Friends* 1–6 as an additional resource to provide more written grammar practice. The words and grammar used in each unit match the words and grammar taught in the Class Book. As in *Family and Friends*, the everyday activities of the members of an extended family and their friends provide the contexts for the presentation and the practice. The grammar rules are presented very simply, and enable children to build up a picture of the grammatical system step by step. It can be used in class or at home.

There is a CD-ROM containing additional interactive exercises and multiple-choice grammar tests with each Student's Book. A Teacher's Book for each level contains the answers to the exercises, notes on the units, and tests.

Alphabet Book

The Alphabet Book provides structured, contextualized practice in recognizing and forming upper- and lower-case letters. It can be used before starting Starter for children who are less familiar with the alphabet, or alongside Starter for children who need extra practice working with letters.

Handwriting

The handwriting section on pages 70–72 of the Workbook provides an opportunity to practise writing the upper- and lower-case forms of all the letters of the alphabet and the numbers in digit form. As with the Picture dictionary, these pages can be used in class or at home.

Drama in the classroom

How to present the stories

Each story is presented at the end of every unit and has a receptive and productive stage. In the first stage (receptive stage), children listen to the story and follow it in their Class Books. In the second stage (productive stage), children listen again and act it out.

It should be noted that children are not expected to repeat or produce all the language of the stories in the first four units. The notes for these units provide ideas for what children can do to act out these stories.

Acting out the stories

There are various ways of acting out the stories, depending on the size and nature of your class.

Acting in groups

The following procedure is suggested in the teaching notes for each unit:

- Decide as a class on actions for each character at each stage of the story (children may suggest actions which are not shown in the pictures).
- Divide the class into groups so that there is one child to play each character. To keep disruption to a minimum, children could turn their chairs to work with those behind them and remain in their seats.

- Play the recording. Children practise the story in their groups, saying their character's lines (if they have any) and doing their actions. Props can be used if you wish, or you may prefer objects from the story to remain imaginary.
- At the end of the exercise, invite some of the groups to act out their story at the front of the class.

Acting as a class

As an alternative, you may wish to act out the story as a class:

- Decide together on actions for the story which children can do at their desks without standing up (e.g. they could 'walk' their fingers to show that the character is walking).
- Play the recording to practise reciting the lines. Children mime the actions for each character as they speak.
- Play the recording again for children to give their final performance.

Acting with a 'lead group'

This is a combination of the two previous procedures:

- Decide on actions for the story as above.
- Divide the class into groups so that there is one child in each group to play each character. Children should all be facing the front of the class, and not the other people in their groups. They won't need to leave their seats.
- Ask one of the groups to come to the front of the class.
- Play the recording. The group at the front demonstrate the actions to the class.
- Play the recording again for the rest of the children to join in with the actions.

Classroom management

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

- Success is a great motivator. Try to make every child feel successful and praise their attempts enthusiastically. Children should all be familiar with expressions such as *Good boy / girl*, *Good work*, *Well done!* *Excellent try!* *You did that very well.*
- Errors need to be corrected, but use positive and tactful feedback so that children are not afraid of making mistakes. If a child makes a mistake, say *Good try. Try again*, then model the correct answer for the child to repeat. Avoid using words such as *No* or *That's wrong*, as these can create negative associations with learning.
- Establish a clear and consistent set of classroom rules and ensure that all the children know what to expect. Always praise good behaviour so that bad behaviour does not become a means of gaining attention.
- Ensure that you are well prepared for every lesson. Read the lesson notes and prepare any materials you will need before the lesson.

Involving parents

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

- Keep parents informed about what their children are learning and their progress. Parents might benefit from receiving newsletters listing what children are now able to do, and what words and phrases they are studying.
- Encourage extra practice at home using the MultiROM, especially the *Listen at home* sections. The children can enjoy singing the songs at home and performing the stories and plays to their families and friends.
- Show parents the completed Values worksheets from the Photocopy Masters Book.
- Show parents the children's completed Evaluation Sheet from the Testing and Evaluation Book at the end of each semester.
- Organize a concert or parents' afternoon where the children can perform the unit stories, plays from the PMB, and the songs they have learnt, along with their actions.
- Organize an Open Day where parents can come into the classroom with their children to see displays of their work and share any feedback or concerns with you in a relaxed environment.

oxfordparents

Help your child with English



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

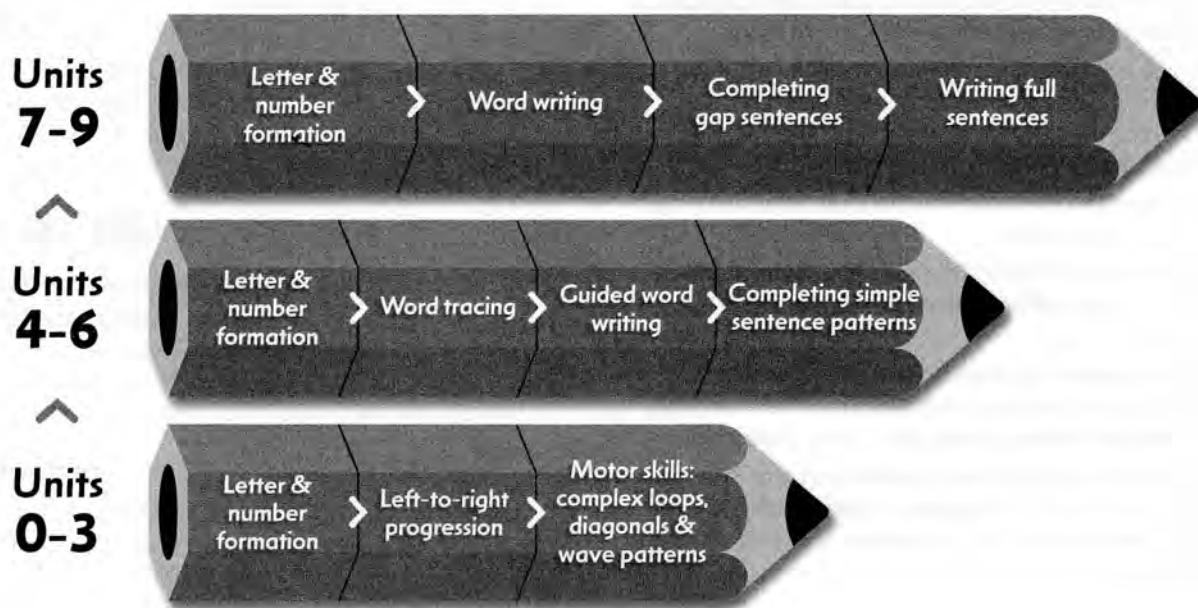
Studies have shown that practising English outside the classroom can really help children become more confident using the language. If they speak English with their parent(s), they will see how English can be used in real-life situations and this can increase the students' motivation.

Parents can help by practising stories, songs, and vocabulary that the students have already learned in the classroom. Tell your students' parents to visit www.oup.com/elt/oxfordparents and have fun helping their children with English!

Reading and writing progression

Family and Friends Starter develops children's reading and writing skills in a graded and supportive manner. Pre-reading and pre-writing skills are taught in Starter Unit to Unit 3, word reading and writing in Units 4 to 6, and controlled full sentence reading and writing in Units 7 to 9.

Writing



Starter Unit – Unit 3 (pre-writing)

Children learn single letter and number formation through tracing and copying exercises: *Aa-li, 1-8*. They are not expected to write or trace words at this stage.

Children develop their pre-writing and general motor skills, and become accustomed to left-to-right progression in English writing.

They achieve this by tracing different types of increasingly difficult, left-to-right patterns.

As well as developing children's general motor skills, these activities help children write particular letters (e.g., tracing complex loops for letter *e*) and prepare them for future letter formation (e.g., wave patterns for letters *m* and *w*).

Unit 4 – Unit 6

Children learn more single letter and number formation through tracing, copying and addition exercises: *Jj-Rr, 9-14*.

Children start tracing vocabulary words through simple 'Match and trace' or 'Choose and trace' exercises.

They progress by copying the correct word from a model to label a vocabulary item (guided word writing).

Children write one word to complete a three word sentence pattern. Picture prompts help children pick the correct word and write it to complete the sentence, which is always the target structure of the unit.

Unit 7 – Unit 9

Children learn more single letter and number formation through tracing, copying and subtraction exercises: *Ss-Zz, 15-20*.

Children write vocabulary words freely and complete gap sentences, some of which are not directly aligned to the main target structure of the unit.

In the last two units they progress a stage further by writing simple full sentences (3 to 4 word sentences) using picture prompts and word pools.

Word writing

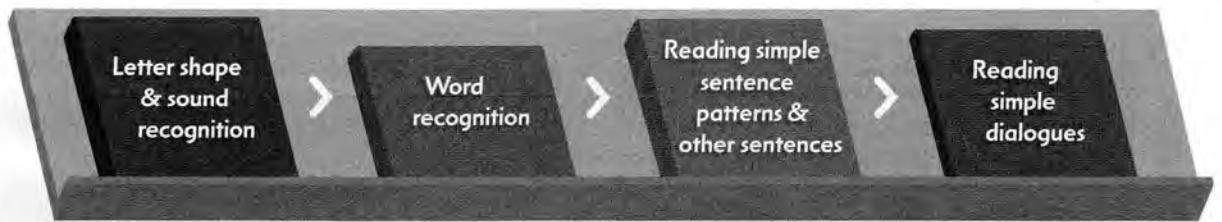
From Unit 4 children trace and copy words (as detailed in the table above). Learning to write words is a process which is different from learning to write individual letters; we should not expect children to form letters perfectly that have not yet been covered in the *Sounds and letters* lessons. As children progress through the course and learn to form the letters in more detail, their handwriting skills will progressively improve.

Additional practice

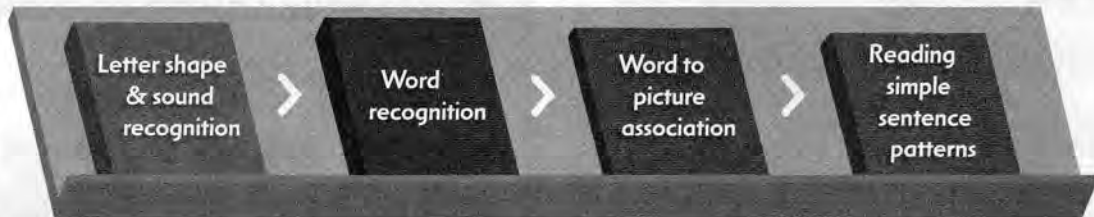
Family and Friends Starter offers lots of additional support to children's writing development. There is letter formation practice in the letter formation grids at the end of the Workbook, as well as more complex handwriting practice in the photocopiable worksheets of the Photocopy Masters Book. In addition to these, an Alphabet Book is available for the *Family and Friends* series, which provides additional letter recognition and formation practice.

Reading

Units 7-9



Units 4-6



Units 0-3



Starter Unit – Unit 3 (pre-reading)

Children learn letter shapes and initial sounds through listening and sticker exercises: sounds *a-i*.

Children develop their pre-reading skills and become accustomed to left-to-right progression in English reading. They achieve this through pre-reading activities such as recognising a fragment of a pattern or identifying the odd-one-out. These help children differentiate between shapes and, ultimately, letters and words.

The left-to-right layout of stories in the Class Book and sequences in the Workbook help in turn with their left-to-right progression.

Unit 4 – Unit 6

Children learn more letter shapes and initial sounds through listening and sticker exercises: sounds *j-r*.

Children begin to recognise words in their written form. Sticker activities and word opposites matching activities enable children to develop these skills.

Children can also associate words with their corresponding pictures/images through matching activities in the Workbook and Class Book.

Children recognise simple sentence patterns – three to four sentences reflecting the target structure of the unit. They achieve this via reading exercises in the *Story* lesson.

Unit 7 – Unit 9

Children learn more letter shapes and initial sounds through listening and sticker exercises: sounds *s-z*.

Children are now expected to recognise all new words via sticker activities in the Class Book and more complex activities in the Workbook like crosswords.

Children read sentences of three to five words, which reflect both the target structure and other types of simple sentences. These can be found in both the *Story* and *Sounds and letters* lessons of these units.

Children can listen to and read through simple dialogues – two to three short exchanges between the course characters in each frame.

Sounds and letters

Phonics are an important part of the syllabus in Starter level. Nearly a third of the course material, lessons 3 and 5 of every unit, is dedicated towards phonics instruction. Initial sounds are introduced in alphabetical order, but letter names are introduced later in *Family and Friends 1*.

Additional practice

Family and Friends Starter offers lots of additional support to help children's reading development. There are phonics cards and phonics posters available in the Teacher's Resource Pack, as well as more opportunities for reading practice in the photocopiable worksheets of the Photocopy Masters Book.

Tour of a unit

Lesson One Words

Lesson 1 teaches and practises the new vocabulary set.

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



The children practise saying and identifying the words in the family scene, using the stickers in the book.

4	mum	dad	grandma	grandpa	brother	sister	J	j	j	k	l
5	hot	cold	sad	happy	thirsty	hungry	m	m	n	o	
6	bird	bear	hippo	crocodile	tiger	P	p	q	r		
7	pupil	teacher	waiter	vet	builder						

The children practise the words with a rhythmic chant.

5 He's happy!

Lesson One Words

- 1 Listen, point and repeat. 🎧 55
- 2 Listen and chant. 🎧 56
- 3 Point and say. Stick the stickers. 📄

36 Unit 5 happy, sad, hungry, thirsty, hot, cold

Teaching the words

Words

- Play the recording and hold up the flashcards. The children repeat the words and point to the correct picture in their Class Books.
- Show the flashcards randomly and ask the class to say the words. You can hide the cards behind your back.
- Teach the chant. You can ask children to perform actions as they chant, for example eating or drinking.

Stickers

- Prepare the children by pointing to the picture and asking questions such as *Who's this? What's this?*
- Point to one of the words in the scene and elicit the answer based on the corresponding image.
- Encourage the children to point to the pictures and say the words with you in chorus.
- Show one of the word stickers and stick it on the caption box, saying the word as you do so.
- The children copy and do the same with the remaining stickers in the scene.

Workbook

The children practise recognizing and tracing the new words from the lesson. In later units children practise writing the vocabulary and doing more extensive word recognition activities.

5 He's happy!

Lesson One Words

- 1 Trace the correct word.
- 2 Read the words.

36 Unit 5 happy, sad, hungry, thirsty, hot, cold

🎧 Children use the Student MultiROM at home to practise the words.

Lesson Two Grammar and song

Lesson 2 teaches the grammar points. The children also practise the language with a song and Total Physical Response activities.

The children listen to and repeat the grammar structure.

The children learn and sing the song.

The children practise the unit's words along with the grammar structure in a speaking activity.

Lesson Two Grammar and song

- 1 Listen and repeat. 01
- 2 Listen and sing. 02

Let's sing!

3 Point and say the differences. she's sad. She's happy.

He's happy. She's hungry. Unit 5 37

Teaching the grammar and songs

Grammar

- Teach the grammar through example rather than explanation. Reinforce meaning with actions.
- Play the recording and have the children repeat the words in chorus. Use the song picture to consolidate meaning if necessary.
- Use flashcards to substitute new words. The children will see how the grammar structure works with different words. The children repeat the new sentences. (From Unit 7, read the grammar examples and write them on the board.)

Songs

- Play the song to the class. The children listen and point to the pictures to show understanding of the words.
- Recite the words of the song with the class, without the music. Say each line and ask the children to repeat.
- Now sing the song with the class a number of times with the recording.
- Teach actions to accompany the song (see the suggested actions in the lesson notes, or ask the children to suggest their own).
- Sing the song again, this time with the actions.
- You could allow some children to provide accompaniment with drums, shakers, etc.

Workbook

The children further practise recognizing and writing the unit's new words. They then use them in a speaking activity.

In later units children practise writing the full structure.

Lesson Two Grammar and song

- 1 Look and say. Then copy the words.
happy thirsty cold

- 2 Point and say.
He's happy. She's ...

- 3 Match the opposites.
1 happy ← thirsty
2 hungry ← cold
3 hot ← sad

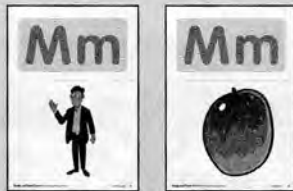
© Pearson Education 2000 Unit 5 37

Children use the Student MultiROM at home to practise the grammar or song.

Lesson Three Sounds and letters

Lesson 3 teaches phonics: the relationship between a sound, the letters that form it, and words that contain it.

The children listen to the sound, trace and point to the letters that form it. They read and repeat words that contain the sound and letters, with the help of phonics cards.



The children see these words in sentences and learn a chant. The chant provides targeted pronunciation practice within an engaging context.

The children practise recognizing letter shapes using stickers. Then they circle the letters in the context of a sentence to identify what phonics sounds they create.

The children identify the correct letters in a grid activity.

Lesson Three Sounds and letters

- 1 Listen, trace and point. Repeat.
- 2 Listen and chant.
- 3 Stick. Then circle and say.
- 4 Join the letter Mm. Help the man find the mango.

A man eats a mango.

Complete the writing task on page 71 of the Workbook

38 Unit 5 Mm - man, mango

Teaching phonics

- Introduce the new sound by showing the class the phonics card. Model the sound a number of times for children to repeat.
- Introduce the new phonics words with the flashcards and recording.
- Play the chant to the class. Talk about the picture to ensure the meaning is clear.
- Repeat the chant, this time asking the children to clap their hands (or perform another action) every time they say a word that contains the target sound.
- For Exercise 4, complete the first example as a whole class activity. Then encourage the children to work independently. Finally, check the answers with the whole class.

Children use the Student MultiROM at home to practise the sounds and letter shapes.

Workbook

The children practise recognizing and tracing the letters that create the phonics sound(s).

In later units the children write these letters on the words.

Lesson Three Sounds and letters

- 1 Trace.
- 2 Trace and write the letter Mm.
- 3 Trace the letters on the words.
- 4 Find and colour the letter Mm.

A man eats a mango.

Jj Kk Ll Mm Nn
Oo Pp Qq Rr

39 Unit 5 Mm - man, mango

Lesson Four Numbers

Lesson 4 teaches the two numbers for the unit and their written form.

The children listen to the number, trace its form and repeat.

The children learn and sing a song relating to the numbers and unit vocabulary.

The children use the numbers learned in exercises such as counting, simple addition and simple subtraction.

Lesson Four Numbers

1 Listen, trace and repeat. 45

2 Point and sing. 46

eleven

twelve

3 Count and add.

7

+

□

=

□

□

+

□

=

□

Numbers: 11, 12 Unit 5 39

Teaching numbers

- Review the numbers learned so far and introduce the new ones for this lesson using the audio as a model.
- Practise tracing the numbers with the children in the air first and then on the page.
- Repeat the audio and use the actions suggested in the notes to help count out the effects after each number.
- Play and teach the song to the children (please see lesson notes on page 13).
- For Exercise 3, complete the first example as a whole class activity. Then encourage the children to work independently. Finally, check the answers with the whole class.

Children use the Student MultiROM at home to practise the numbers.

Workbook

The children practise recognising and writing the numbers from the lesson.

Lesson Four Numbers

1 Trace and write the number.

11 eleven eleven

12 twelve twelve

2 Read and draw.

1 Twelve sad ☹️○○○○○○○○○○

2 Eleven happy 😊

3 Colour the numbers 11 and 12.

11 12 13 14 15

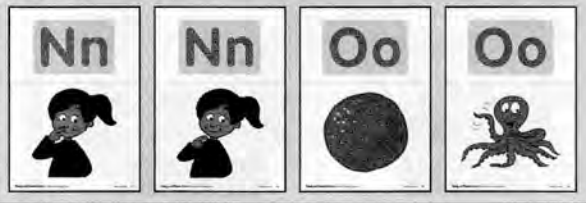
16 17 18 19 20

Numbers: 11, 12 Unit 5 39

Lesson Five Sounds and letters

Lesson 5 teaches phonics: the relationship between a sound, the letters that form it, and words that contain it.

The children listen to the sound, trace and point to the letters that form it. They read and repeat words that contain the sound and letters, with the help of phonics cards.





The children learn a chant. The chant provides targeted pronunciation practice within an engaging context.


Children practise identifying the correct initial sounds for words using stickers.


The children identify the correct letters in a sentence activity.


Lesson Five Sounds and letters

1 Listen, trace and point. Repeat.  17



2 Listen and chant.  18

3 Stick and say. 



4 Circle the letters Nn and Oo.

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

Complete the writing task on page 71 of the Workbook

40 Unit 5 Ne - nose, neck; Oo - orange, octopus

Teaching phonics

- Introduce the new sound by showing the class the phonics card. Model the sound a number of times for children to repeat.
- Introduce the new phonics words with the flashcards and recording.
- Play the chant to the class. Talk about the picture to ensure the meaning is clear.
- Repeat the chant, this time asking the children to clap their hands (or perform another action) every time they say a word that contains the target sound.
- For Exercise 4, complete the first example as a whole class activity. Then encourage the children to work independently. Finally, check the answers with the whole class.

Workbook

The children practise recognizing and tracing the letters that create the phonics sound(s).

In later units the children write these letters on the words.

Lesson Five Sounds and letters

1 Write the letters Nn and Oo.



2 Trace the letters on the words.


I'm Nellie.
This is my neck.
This is my nose.

I'm Ollie.
This is my orange.
This is my octopus.

3 Find and colour the letters Nn and Oo.

Jj Kk Ll Mm Nn
Oo Pp Qq Rr

Unit 5 Workbook © 2014 Pearson Education Ltd

 Children use the Student MultiROM at home to practise the sounds and letter shapes.

Lesson Six Story

Lesson 6 consolidates children's understanding of the unit vocabulary set and grammatical structure using a story.

The children listen to the story and point to the pictures.

The children practise reading the grammar structure.

The children listen to the story again and produce the language by repeating and then acting out the story (see page 8).

Lesson Six Story

1 Listen to the story.
 2 Read and say.
 3 Listen again and repeat. Act.

1

She's happy.

2

He's sad.

3

She's hungry.

4

Consolidation: He's happy. She's hungry. Unit 5 47

Acting out the stories and teaching the grammar

Story

- Prepare the children for the story and talk about each frame with the class. Ask simple questions such as *Who's this? Where are they? What's this?*
- Play the recording the whole way through.
- Play the recording again. The children point to the pictures as they hear the text.
- Teach the written grammar structure and practise reading aloud with the children, as a class and individually (see 'Grammar' section below).
- Play the recording. Pause after each dialogue for the children to repeat.
- Play the recording again. This time ask children to mime actions as they speak (there are suggested actions in the lesson notes). Allow the children to make suggestions and demonstrate the actions.
- Divide the class into groups, with each child having a different role in the story. Play the recording. Each child says the lines of his / her assigned character. Encourage children to perform actions as they speak.
- Repeat without the recording, encouraging the children to remember the sentences.

Grammar

- Teach the grammar through example rather than explanation. Reinforce meaning with actions.
- Play the recording and have the children repeat the words in chorus.
- Use flashcards to substitute new words. The children will see how the grammar structure works with different words. The children repeat the new sentences. (From Unit 7, read the grammar examples and write them on the board.)

Workbook

The children practise recognizing and writing the unit grammar structure.

Lesson Six Story

1 Look, trace and write. He's She's

1		cold.
2		happy.
3		hungry.
4		thirsty.
5		sad.
6		hat.

2 Read the sentences.

Consolidation: He's happy. She's hungry. Unit 5 48

Children use the Student MultiROM at home to practise the grammar structure.

Classroom language

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

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

Showing children how to do something

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

Giving instructions for moving around and helping in class

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

Giving encouragement and praise

Well done, (name) ... That's very good, (name) ... Excellent, (name) ...	you're really good at this! you know five animal words. your picture is really neat.
That's ...	very nice. very neat work. really good. fantastic!

Asking for recall of words, phrases, and activities

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

Encouraging good behaviour

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

Setting up pairs and groups

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

Ending an activity / a lesson

OK, ...	we're going to stop now. just one more time before we finish.
Now let's ...	pick up all our things. put the flashcards here.

Flashcards and games

Words flashcards

1	Rosy	Hello
2	Tim	Hello
3	Billy	Hello
4	Hello	Hello
5	Goodbye	Hello
6	red	Colours
7	green	Colours
8	blue	Colours
9	black	Colours
10	white	Colours
11	desk	School things
12	chair	School things
13	crayon	School things
14	pencil	School things
15	notebook	School things
16	plane	Toys
17	puppet	Toys
18	robot	Toys
19	balloon	Toys
20	teddy	Toys
21	mum	Family
22	dad	Family
23	brother	Family
24	sister	Family
25	grandma	Family
26	grandpa	Family
27	happy	Feelings
28	sad	Feelings
29	hungry	Feelings
30	thirsty	Feelings
31	hot	Feelings
32	cold	Feelings
33	bird	Zoo animals
34	bear	Zoo animals
35	hippo	Zoo animals
36	crocodile	Zoo animals
37	tiger	Zoo animals
38	pupil	Jobs
39	teacher	Jobs
40	waiter	Jobs
41	vet	Jobs
42	builder	Jobs
43	jumper	Clothes
44	shirt	Clothes
45	jacket	Clothes
46	hat	Clothes
47	belt	Clothes
48	raisins	Food and drink
49	plums	Food and drink
50	crisps	Food and drink
51	cakes	Food and drink
52	milkshake	Food and drink

Phonics cards

1	Aa	apple
2	A	Annie
3	Bb	boy
4	Bb	bat
5	Cc	cat
6	Cc	car
7	Dd	dog
8	Dd	duck
9	Ee	egg
10	Ee	elephant
11	Ff	fish
12	Ff	farm
13	Gg	girl
14	Gg	guitar
15	Hh	hat
16	Hh	horse
17	Ii	insect
18	Ii	ill
19	Jj	jug
20	Jj	juice
21	Kk	key
22	Kk	kangaroo
23	Ll	lion
24	Ll	lollipop
25	Mm	man
26	Mm	mango
27	Nn	nose
28	Nn	neck
29	Oo	orange
30	Oo	octopus
31	Pp	panda
32	Pp	pen
33	Qq	queen
34	Qq	quilt
35	Rr	river
36	Rr	rainbow
37	Ss	sofa
38	Ss	sock
39	Tt	towel
40	Tt	turtle
41	Uu	umbrella
42	Uu	up
43	Vv	violin
44	Vv	vase
45	Ww	woman
46	Ww	wall
47	Xx	box
48	Xx	fox
49	Yy	yo-yo
50	Yy	yogurt
51	Zz	zebra
52	Zz	zoo

Warmers, games, and optional activities

The purpose of warmers is to stimulate the class at the beginning of a lesson and prepare them for learning. An interactive activity such as a song or game, especially one involving movement, is often a very successful way of achieving alertness.

The lesson notes suggest warmers for each lesson. These are often songs or chants learned previously, along with their corresponding actions. A second song or chant can also be chosen for review.

Children also enjoy Total Physical Response activities, especially when there is a competitive element. These could include some of the activities below. Many of these games can also be used as optional activities in the lessons.

Flashcard games

Listen, point and say

- Place flashcards or objects for the key vocabulary around the classroom.
- Call out a vocabulary word, e.g. *crayon*. The children point to the correct flashcard or object. Alternatively, play the chant from Lesson 1 of the unit. Children point to the correct flashcard when they hear the word.
- Now point to the flashcard or object. The children say the word.

Option: Describe the location of the card, e.g. *It's next to the door. What is it?* The children then say the word.

Word chain

- Place four or five flashcards on the board in a given sequence, e.g. *chair, crayon, desk, pencil*.
- Point to a child. He / She says the first word in the sequence, i.e. *chair*.
- Point to another child. He or she says the next word in the sequence, i.e. *crayon*.
- Continue with each child saying the next word in the sequence, returning to the beginning when necessary.

Option: Remove one flashcard. The class repeats the sequence, including the missing word. Remove one more flashcard each time, until children are saying the whole sequence from memory.

Jump

- Ask the children to stand at their desks.
- Hold up a flashcard from the vocabulary set and say a word.
- If the word is the same as the flashcard, they jump. If it isn't, they keep still.
- Alternatively, ask children to put their hands up if the word you say and the flashcard are the same.

Snap!

- Write one of the items from the vocabulary set on the board, e.g. *teddy*. Say the word aloud.
- Put the flashcards in a pile and hold them up so that the children can only see the facing card. Reveal the cards one at a time by putting the front card to the back. When children see the teddy, they shout *Snap!*
- Repeat with the rest of the words in the set.

Musical cards

- Play lively music, ideally the target unit's song.
- Hand the unit flashcards out to different children around the class. They pass the cards to children next to them around the class while the music is playing.
- Stop the music suddenly. Ask the children who are holding cards, *What's this?* (or another appropriate question) to elicit the words.
- Play the music and continue in this way.

Whispers (reading required)

- Organize children in groups of at least six. Show a flashcard to the first child in each group. This child whispers the word to the child next to him / her.
- Children continue whispering the word to the child next to them until the word reaches the final child.
- The final child says the word aloud, and the first child holds up the flashcard to see whether the word and the flashcard are the same.

Where was it? (reading required)

- Lay a number of flashcards face up on your table or on the board. Give the class five seconds to look at the cards.
- Now turn all the cards over so that they are face down.
- Ask e.g. *Where's the hat?* The children try to remember the position of the card.
- Give several children an opportunity to guess. Ask them to say the word before they point to the card.

What have I got?

- Use the flashcards to elicit the vocabulary for the game.
- Hold up one card so that the class can only see the back of it.
- Ask *What have I got?* for children to make guesses.
- When the card has been guessed correctly, put it on the board.
- Hold up a second card and repeat the procedure.
- Continue until all the cards are on the board.

Option: To make the game more exciting, limit children to three guesses. If they name the card within three guesses, the class win the card. If they don't, the teacher wins the card.

Put the cards the class has won and the cards the teacher has won on opposite sides of the board.

At the end of the game add up the scores with the class.

What's missing?

- Display the flashcards from the vocabulary set on the board. Point to each one in turn for children to say the words. Give the class a few seconds to look at them.
- Ask children to turn around. Remove a card.
- Display the cards again and ask *What's missing?*
- When children have identified the missing card, shuffle the cards again and repeat the procedure.

Option: To make the game harder, add a new card from a related lexical set each time.

Slow reveal

- Put a flashcard on the board and cover it with a piece of paper or card.
- Very slowly move the paper to reveal the picture, bit by bit.
- Ask *What's this?* or another appropriate question, such as *What does he like?* The first child to guess correctly comes to the front to choose the next card.
- Continue the game until you have practised all of the words from the vocabulary set.

Order the letters (reading and writing required)

- Show the class a flashcard and elicit the word. Hide the card. Write the jumbled-up letters of that word on the board, followed by the correct number of lines for the number of letters.
- Call children to come to the board to write one letter at a time to complete the word.

Match (reading required)

- Take a set of flashcards and write the words in a column on the left of the board.
- Place the flashcards in a column on the right, jumbling them up so the word and card don't match.
- Point to a flashcard. Say the word for the class to repeat in chorus. Point to the matching word and say the word for the class to repeat in chorus. Remove the matching flashcard from the board.
- Repeat in the same way until all the cards have been removed.

Option: Continue the game by shuffling the flashcards and placing them face downwards in a pile on the desk.

Call children up, one at a time, and ask them to pick up a card, look at it and place it next to the correct word on the board.

Children say the word in chorus. Continue until all flashcards are on the board again.

Odd-one-out

- Put a set of flashcards on the board plus one 'odd' one from another set.
- Point to each card in turn and say the word for the class to repeat in chorus.
- Take away the odd card from the board.
- Repeat with different cards. This time ask a child to identify the odd-one-out for the class.
- Repeat as many times as you wish with different word sets.

Phonics card games

Point to the correct card

- Display some phonics cards on the board or around the classroom, one of which contains the target sound. Say the target sound, e.g. /g/.
- The children point to the card that contains the sound. Elicit the words from the class chorally.

Phonics matching

- Display the phonics sound cards on the board. Place the phonics picture cards on your table.

- Call children to come to the front of the class to match the cards to the correct sounds on the board.

Find your partner

- Give phonics sound cards to individual children around the class. Give the corresponding phonics picture cards to different children.
- Ask the children with the sound cards to stand up one at a time and say the sounds on their cards.
- The children with the picture cards listen. If the sound is in their word, they stand up, show the card to the class, and say the word.

More games

Do it!

- You can play this game with any vocabulary set.
- Assign each child a word from the vocabulary you are covering, e.g. *blue, green, red, white*, etc.
- Give instructions, e.g. *Reds, jump! Blues, stamp your feet!* Children who have that word assigned to them do the action.

Freeze

- Ask the children to stand at their desks.
- Give a series of instructions, e.g. *wave, run, jump*. Children mime the actions.
- When you say *Freeze!*, the children must stop what they are doing and stand still.
- The children who are slowest to stop are out and have to sit down.
- Continue the game until there is one winner left standing, or a group of winners if you prefer.

Simon says ...

- Ask the children to stand at their desks.
- Explain that you are going to give instructions. If the instruction begins with the words *Simon says ...*, children must do as you ask. If not, they should stand still and wait for the next instruction. Any child who gets this wrong is out of the game and has to sit down.
- Give an instruction that is relevant to the unit's language, e.g. *Simon says ... point to your nose; Simon says ... point to something red; Simon says ... eat an apple.*
- Intermittently insert an instruction which is not preceded by *Simon says ...* to see which children are really paying attention.
- Continue the game until there is one winner left standing, or a group of winners if you prefer.

Mime the word

- Ask the children to stand at their desks.
- Say a word or sentence, e.g. *It's a lion*. The children repeat and perform a simple action, i.e. children say *It's a lion* and mime being lions for a few seconds.

NOTE: This activity is particularly suitable for animal words, job words, body words (children point to the correct body part) and feeling words (e.g. *happy, cold*, etc.) or any vocabulary set in which mime is possible.

Smiley face (reading required)

- This game can be played as a whole-class activity, or in teams or pairs.
- Think of a word and draw a short line for each letter on the board, one next to the other.
- Ask the children to guess the letters that are in the secret word, one by one.
- If a child guesses a letter correctly, write the letter on the correct line.
- If a child guesses incorrectly, write the letter on the board with a cross through it, and draw a large circle to represent a face. With each letter that is guessed incorrectly, add another feature to the face (two eyes, a nose, a smile, two ears, a neck, and hair).
- The game continues until either the word or the face is complete. If the word is completed, the class have won; if the face is completed, the teacher has won.

What's the picture?

- Invite a child to come to the front of the class and whisper the name of an object he / she has to draw.
- The child draws the picture on the board for the rest of the class to guess what it is.
- The first child to guess the object correctly comes to the front of the class to draw the next picture.
- Repeat until all of the target vocabulary has been used.

A long sentence

- Say a sentence that ends with a word from the vocabulary set that you want to practise, e.g. *My coat is red.*
- Choose a child to continue the sentence, adding a new word to the end, e.g. *My coat is red and blue.* This child then chooses another child, who says the sentence, adding another word to the end of it.
- Continue the game until you have practised all the words from the vocabulary set, or until someone forgets the words in the chain.

Bingo (reading and writing required)

- Ask the children to draw a grid, three by three (or three by two) squares. In each of the squares, they write a different word from the vocabulary set they are studying.
- Call out words from the vocabulary set in any order. Keep a record of the words as you say them, so that you don't say the same word twice. The children cross off the words in their grids as they hear them. The first child to complete a line of three shouts *Bingo!*

Forwards and backwards

- Make sure the children are in rows so that they can count around the class.
- Ask the children to start counting, with each child saying the next number.
- Before they get to ten, say *Change!* The children then have to start counting backwards from whatever number they reached.
- Say *Change!* again and the children start counting forwards again.

Rolling question and answer

- Divide the class into two teams.
- The first child in the team turns to the child next to him / her and asks a question, e.g. *What's your name?* The next child answers, e.g. *I'm (Lola)* and quickly turns to ask the next child. The game continues as fast as possible until every child has asked and answered the question.
- Go around and monitor carefully, making sure children repeat the sentence if they haven't spoken clearly and correctly.
- The first team to finish is the winner.

One, Two and Three

- Children count around the class from 1 to the target number, e.g. 12.
- When you reach the target number, start again from the beginning but this time count in multiples of two starting from 2.
- When you reach the target number, start again from the beginning but count in multiples of three starting from 3.
- Finish by counting around the class again from 1 to the target number.

MultiROM Listen at home

The Student MultiROM includes a *Listen at home* section containing target language, songs, and phonics chants for children to practise at home. It can be played on an audio CD player, or on a computer using the audio player.

Track listing

Starter Unit

- Track 1: target language
- Track 2: Chant: *Rosy, Tim, Billy*
- Track 3: Song: *What's your name?*
- Track 4: Chant: The *a* chant
- Track 5: Song: *1 apple*
- Track 6: Chant: The *b* chant

Unit 1

- Track 7: target language
- Track 8: Chant: *Red, green ...*
- Track 9: Song: *It's red!*
- Track 10: Chant: The *c* chant
- Track 11: Song: *3 white cats*
- Track 12: Chant: The *d* chant

Unit 2

- Track 13: target language
- Track 14: Chant: *Crayon, pencil ...*
- Track 15: Song: *What's this?*
- Track 16: Chant: The *e* chant
- Track 17: Song: *5 little crayons*
- Track 18: Chant: The *f* chant

Unit 3

- Track 19: target language
- Track 20: Chant: *Plane, plane ...*
- Track 21: Song: *Is it a plane?*
- Track 22: Chant: The *g* chant
- Track 23: Song: *How many cars?*
- Track 24: Chant: The *h & i* chant

Unit 4

- Track 25: target language
- Track 26: Chant: *Mum, mum ...*
- Track 27: Song: *This is my mum!*
- Track 28: Chant: The *j* chant
- Track 29: Song: *9 mums, 10 dads*
- Track 30: Chant: The *k & l* chant

Unit 5

- Track 31: target language
- Track 32: Chant: *Happy, happy ...*
- Track 33: Song: *He's happy!*
- Track 34: Chant: The *m* chant
- Track 35: Song: *Who's hungry?*
- Track 36: Chant: The *n & o* chant

Unit 6

- Track 37: target language
- Track 38: Chant: *Hippo, tiger ...*
- Track 39: Song: *What are they?*
- Track 40: Chant: The *p* chant
- Track 41: Song: *They're lions!*
- Track 42: Chant: The *q & r* chant

Unit 7

- Track 43: target language
- Track 44: Chant: *Teacher, teacher ...*
- Track 45: Song: *Dressing up*
- Track 46: Chant: The *s* chant
- Track 47: Song: *15 builders*
- Track 48: Chant: The *t & u* chant


Unit 8

- Track 49: target language
- Track 50: Chant: *Jumper, jumper ...*
- Track 51: Song: *I've got a shirt*
- Track 52: Chant: The *v* chant
- Track 53: Song: *Look at the belts*
- Track 54: Chant: The *w & x* chant

Unit 9

- Track 55: target language
- Track 56: Chant: *Raisins, plums ...*
- Track 57: Song: *I like raisins*
- Track 58: Chant: The *y* chant
- Track 59: Song: *Twenty cakes*
- Track 60: Chant: The *z* chant

Lesson One CB page 4

Oxford  Digital classroom • Starter • Words

Lesson objectives

To introduce the Class Book characters and common greetings.


To practise the character names and common greetings in the form of a chant

Language

Core: *Rosy, Tim, Billy, hello, goodbye*

Extra: *everyone, English, fun, teacher, friends*

Materials

CD  01–04; Hello flashcards 1–5

Warmer 01

- Play the *Hello* song to introduce the lesson. (In future, this song can be played at the start of every unit.)
- Encourage the children to join in with the words and to mime the actions as they sing.
- When they sing the last line of the song, get the children to jump up with their arms in the air as they say *fun*.
- Begin the class by smiling and saying *Hello* to the children.
- Hold up flashcard 4 and say *Hello* for children to repeat as a class. Smile and wave as you say *Hello*.
- Hold up flashcard 5 and say *Goodbye* for children to repeat as a class. Wave goodbye as you say *Goodbye*.
- Take turns to hold up flashcards 4 and 5 to practise *Hello* and *Goodbye* more quickly. Encourage children to do the correct action as they say the word.

Transcript 01

Hello, hello
To everyone.
It's English time.
Let's have fun!
(Repeat)

Lead-in

- Hold flashcards 1 to 3 behind your back.
- Show them to the class one at a time and say the names *Rosy, Tim* and *Billy* for children to repeat in chorus.
- Go around the class practising with individual children.

1 Listen, point and repeat. 03

- Say *Open your books* and model the action for children to copy. Hold up your book and point to the characters.
- Play the first part of the recording (*Listen and point*). Point to the pictures in time with the audio. Children listen and point to the appropriate pictures.
- Play the second part of the recording (*Listen and repeat*) for children to repeat the words in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.

- Hold up the flashcards one at a time and ask individual children to say the words.

Transcript 03

Listen and point.

Rosy, Tim, Billy, hello, goodbye

Listen and repeat.

Rosy, Tim, Billy, hello, goodbye

2 Listen and chant. 04

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Encourage them to mime the actions for *Hello* and *Goodbye* as they say the words. Repeat as necessary.
- Divide the class into groups of three. Give each group a character's name.
- Say the chant with the class. Every time a group hears their 'name' they stand up and sit down quickly.

Transcript 04

Listen and chant.

Rosy, Tim, Billy.

Rosy, Tim, Billy.

Hello, hello, hello.

Goodbye, goodbye, goodbye.

Optional activity

- Play the recording for children to listen and repeat the chant.
- Say the chant slowly and help the class memorize it. Repeat if necessary.
- Repeat the chant more quickly and encourage the class to say it with you at a faster pace.
- Continue in this way until the chant is so fast that children can't keep up.

3 Point and say. Stick the stickers.


- Hold up your book and point to the picture. Point to each character in turn and say the names *Tim, Billy, Rosy*.
- Repeat and encourage the children to point to the pictures and say the names with you in chorus.
- Say *Let's stick the stickers*. Take the sticker of Tim and show it to the class. Place the sticker on the picture of Tim and say *Tim*.
- Repeat with the stickers of Billy and Rosy.
- Children copy you and put their stickers in the correct places.
- Go around the class and check.

Further practice

Workbook page 4

 Student MultiROM • Starter Unit • Words

Lesson Two CB page 5

Oxford
iTools  Digital classroom • Starter • Grammar and song

Lesson objectives

To ask the question *What's your name?*

To answer *I'm (Rosy)*.


To review and consolidate the main character names

To sing a song

Language

Core: *What's your name? I'm (Tim)*.

Materials

CD  05–06; Hello flashcards 1–5

Warmer

- Begin the class by saying *Hello* and smiling at the children. Encourage them to say *Hello* in response and then to greet each other in pairs.

Lead-in

- Put the *Hello!* flashcards 1–3 around the class. Point to each one in turn and say the names, *Rosy*, *Tim* and *Billy*. Encourage the children to say the names with you.
- Point to each flashcard in turn and say *Hello (Rosy)* and do the action. Children repeat in chorus.
- Children take turns to stand up and point to a card and say *Hello (Rosy)* and do the action.

1 Listen and repeat. 05

- Put flashcard 1 on the board. Turn towards the flashcard and say *What's your name?* Take the flashcard and hold it up in front of yourself. Say *I'm Rosy*.
- Play the recording and say the words in time with the audio.
- Play the recording again for children to repeat the words in chorus.
- Repeat with flashcards 2 and 3.

Transcript 05

Listen and repeat.

What's your name?

I'm Rosy.

2 Listen and sing. 06

- Say *Open your books* and model the action for children to copy.
- Hold up the book and point to the picture of Rosy and say *What's your name?* Say *I'm Rosy*. Point to the characters in turn and repeat. Practise with the class.
- Point to the *Let's sing* tab and say *Let's sing!* Play the recording all the way through for the children to listen to. At verse 3, pause the recording and remind children that Billy is only a baby and so he can't speak yet. Tell them to copy the sounds he makes when they sing the song.
- Play the recording again and sing along. Hold up flashcards 1–5 as you sing the words and do the actions for *Hello* and *Goodbye*.
- Play the recording again for the children to sing the song and do the actions.

Transcript 06

Listen and sing.

Hello, hello.

What's your name?

I'm Rosy. I'm Rosy.

Hello, hello.

Hello, hello.

What's your name?

I'm Tim. I'm Tim.

Hello, hello.

Hello, hello.

What's your name?

ga ga, ga ga

Hello, hello.

Goodbye, goodbye.

Goodbye to you.

Rosy, Tim and Billy.

Goodbye, goodbye.

Optional activity

- Display the flashcards of Rosy, Tim and Billy in different places around the room.
- Play the recording again. Children point to the correct flashcard as they sing the line with the name.

Optional activity

- Put flashcards 1–5 on the board.
- Demonstrate an action for each one: *Rosy* (stand up), *Billy* (stamp your foot), *Tim* (tap the desk), *Hello*, (wave), *Goodbye* (wave and turn away). Practise them with the class.
- Play the recording again. Children do the actions as they sing the song.

3 Trace the lines and say.

- Hold up your book. Point to the silhouette of Rosy to the left of the page.
- Say *What's your name?* Look puzzled, as though you can't remember.
- Trace the path of the dotted line from left to right with your finger until you reach the picture of Rosy. Say *I'm Rosy*.
- Repeat and this time get the class to trace the line with their fingers and say the words with you in chorus.
- Children go over the trace line with a pencil or crayon.
- Repeat the same procedure with the picture of Tim.
- Go around the class and check.

Further practice

Workbook page 5

 Student MultiROM • Starter Unit • Song

Lesson Three

CB page 6

Oxford iTools Digital classroom • Starter • Sounds and letters

Lesson objectives

To recognize and trace the upper- and lower-case forms of the letter *a* and associate them with the sound /æ/

To pronounce the sound /æ/

Language

Core: *apple, Annie*

Extra: *has got, an*

Materials

CD 07–08; Hello flashcards 1–5; Phonics cards 1–2 (Aa apple, A Annie); coloured crayons; a sheet of paper for each child (optional)

Warmer

- Play *What have I got?* with flashcards 1–5 to revise the vocabulary from the previous lesson (see page 25).

Lead-in

- Draw dotted outlines of the letter *A* and *a* on the board.
- Facing the board, draw the letters in the air as you say the sound /æ/. Children draw the letters in the air with you.
- Then join the dotted lines on the board and complete the letters *A* and *a*.
- Draw more dotted examples on the board and ask different children to come and join the dots.

1 Listen, trace and point. Repeat. 07

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /æ/. Point to the letters *A* and *a*.
- Point to the upper-case *A* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the lower-case *a* and trace the letter with your finger. Children trace the letter with their finger in their books (pause the track while they trace, if necessary).
- Then listen and point to the words *apple* and *Annie* as you hear the words.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

NOTE:

- Explain to the children that in English people's names begin with a capital letter.
- Point to the case *A* and *Annie* phonics card to show this visually.

Transcript 07

Listen, trace and point.

/æ/
/æ/ apple
/æ/ Annie

Listen and repeat.

/æ/
/æ/ apple
/æ/ Annie

Optional activity

- Divide the class into two groups: 'apple' and 'Annie'.
- Play the recording again.
- Children repeat the sound and the word for their group. The 'apple' groups draws the lower-case *a* in the air as they say the word, and the 'Annie' group draws the upper-case *A* in the air as they say the word.
- Swap groups and repeat.

2 Listen and chant. 08

- Hold up your Class Book and point to the picture of Annie holding the apple.
- Point to the apple and say *apple*. Point to Annie and say *Annie*. Children repeat in chorus. Then say *Annie's got an apple*. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Put the phonics cards 1–2 in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing after each line for children to repeat.

Transcript 08

Listen and chant.

/æ/, /æ/, /æ/
apple, apple, apple
Annie's got an apple.
/æ/, /æ/, /æ/
(Repeat)

3 Stick. Then circle and say.

- Hold up your Class Book and point to the picture of Annie holding the apple. Point to the lower case *a* and elicit /æ/.
- Say *Let's stick the sticker*. Hold up the *a* sticker and encourage children to place it on their books in the correct position.
- Then point to the example circle and say *Circle /æ/*. Trace the circle with your finger as you say the word *circle*. Point and say /æ/ – *apple*. Children repeat in chorus.
- Repeat with upper case *A* and *Annie*.
- Give children enough time to draw a circle around the letter.

4 Circle the letter Aa.

- Hold up phonics cards /æ/ *apple* and say the letter sound /æ/ for children to repeat.
- Point to the example circle around the *A* and say *Circle the letter a*. Trace the circle with your finger as you say the word *circle*.
- Point to a lower case letter *a*. Say *Circle the letter a*. Trace the circle again as you say the word *circle*.
- Children find other examples of *A* and *a* and draw circles.

Further practice

Workbook page 6

Handwriting, Workbook page 70

Handwriting practice, PMB page 2

Student MultiROM • Starter Unit • Sounds and letters

Lesson objectives

To learn the numbers 1 and 2


To introduce the concept of counting and plurals

Language

Core: 1, 2, one, two

Recycled: apple(s)

Materials

CD  9–10; Phonics cards 1–2 (Aa apple, A Annie)

Warmer

- Use phonics cards 1–2 to revise the letter sound /æ/.
- Hold up the cards, one at a time and point to the letters. Say the sound /æ/ for children to repeat. Point to the pictures and say the words *apple* and *Annie* for children to repeat.

Lead-in

- Write numbers 1 and 2 on the board.
- Point to each number and model the words for children to repeat.
- Draw one apple, one pen, one book, one flower on the board. Leave enough room to draw a second picture next to each one later. Point to each in turn and say *one*.
- Draw a second apple, pen, book and flower next to the first. Point to each in turn and say *two*.
- Draw dotted outlines of the numbers 1 and 2 on the board and demonstrate how to write them. Children draw the numbers in the air.

1 Listen, trace and repeat. 09

- Say *Open your books* and model the action for children to copy.
- Play the recording and point to numbers 1 and 2 as you hear the words.
- Trace the number 1 with your finger. Give children enough time to trace the number 1 with their finger in their books. Then mime eating an apple as you hear the singular apple crunch after 1.
- Trace the number 2 your finger. Give children enough time to trace the number 2 with their finger in their books. Then mime eating an apple from each hand as you hear the two apple crunch sounds after 2.
- Play the recording again. Point to the numbers in turn and say 1, 2. Children repeat in chorus.

Transcript 09

Listen, trace and repeat.

1
2

2 Point and sing. 10

- Point to the picture of the apple and say *one apple*. Point to the picture of two apples and say *two apples*.
- Practise for the children to repeat in chorus.

- Play the recording all the way through for the children to listen to and point to the pictures as they hear the words.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song.

Transcript 10

Point and sing.

1, 1, 1

1, 1, 1

1 apple

1, 1, 1

2, 2, 2

2, 2, 2

2 apples

2, 2, 2

Optional activity

- Play the song again.
- Demonstrate some actions for children to do when they sing the numbers in the song: *one* (clap both hands), *two* (stamp one foot).
- Play the song again. Children do the actions as they sing the song.

Optional activity

- Divide the class into two groups. Give each group a verse of the song to sing.
- Play the song again. Each group sings their own verse.
- Finish with the whole class singing the complete song.

3 Count and trace the correct number.


- Ask children to look at the pictures of the apples.
- Point to the first picture. Point to each of the two apples and count them. Say *one ... two ... two apples*.
- Then trace the number 2 with your finger.
- Give children time to count the apples in each picture and trace the correct number with a pencil or crayon.
- Go through the answers with the class. Count the apples and say *one apple* or *two apples* as appropriate. Then trace the number with your finger. Encourage the children to speak in chorus with you.

4 Circle the apples and say.


- Point to the number 2 next to the example and say *two*.
- Trace the example circles around the two apples with your finger. Count *one ... two* and then say *two apples*.
- Point to the picture next to it. Point to the number 1 and say *one*. Trace a circle around one of the apples with your finger. Count *one* and then say *one apple*.
- Give children time to circle the correct number of apples in each picture.
- Check the answers with the class.

Further practice

Workbook page 7

 Student MultiROM • Starter Unit • Numbers

Lesson Five CB page 8

Oxford  Digital classroom • Starter • Sounds and letters

Skills development

To recognize and trace the upper- and lower-case forms of the letter *b* and associate them with the sound /b/

To pronounce the sound /b/

Language

Core: *boy, bat*

Extra: *with*

Materials

  11–12; Phonics cards 3–4 (Bb boy, bat)

Warmer

- Play a mime game to revise numbers 1 and 2. Hold up the first finger of one hand and say *one*. Hold up the first finger of both hands and elicit *two* from the class.
- Say *one* or *two* in turn, at different speeds, loudly and softly. Children hold up the correct number of fingers as they hear the word.
- Invite individual children to say a number for the class.

Lead-in

- Draw dotted outlines of the letter *B* and *b* on the board.
- Facing the board draw the letters in the air for children to copy. Then join the dotted lines on the board and complete the letters.
- Draw more dotted outlines of the letter *B* and *b* on the board and ask different children to come and join the dots.

1 Listen, trace and point. Repeat. 11

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /b/. Point to the letters *B* and *b*.
- Point to the upper-case *B* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the lower-case *b* and trace the letter with your finger. Children trace the letter with their finger in their books (pause the track while they trace, if necessary).
- Then listen and point to the words *boy* and *bat* as you hear the words. Children repeat in chorus.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

NOTE:

- Remind the children that in English people's names begin with a capital letter.
- Review *A* and *Annie* from Lesson 3.
- Point to upper case *B* and *Billy* (flashcard 3) to give another visual example.

Transcript 11

Listen, trace and point.

/b/
/b/ boy
/b/ bat

Listen and repeat.

/b/
/b/ boy
/b/ bat

2 Listen and chant. 12

- Hold up your Class Book and point to the picture of the boy holding the bat.
- Point to the boy and say *boy*. Point to the bat and say *bat*. Children repeat in chorus. Then say *A boy with a bat*. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics card 3 or 4 when you hear the word.
- Play the chant again, pausing after each line for children to repeat.
- Play the chant once more all the way through for children to repeat as they listen.

Transcript 12

Listen and chant.

A boy with a bat

/b/, /b/, /b/

(Repeat)

A boy with a bat

/b/, /b/, /b/

Optional activity

- Play the chant again.
- Demonstrate some actions for children to do when they say the words *boy* and *bat*:
boy (put both hands on hips)
bat (mime hitting a ball)
- Play the chant again. Children do the actions as they say the chant.

3 Stick. Then circle and say.

- Hold up your Class Book and point to the picture of the boy holding the bat. Point to the lower-case *b* and elicit /b/.
- Say *Let's stick the sticker*. Hold up the *b* sticker and encourage children to place it on their books in the correct position.
- Then point to the example circle and say *Circle /b/*. Trace the circle with your finger as you say the word *circle*. Point to the sticker and say /b/ – *boy*. Children repeat in chorus.
- Repeat with *bat*.
- Give children enough time to draw a circle around the letter.

4 Join the letter Bb.


- Point to the upper-case letter *B* on the page and say the letter sound *b*.
- Say *Join the letter B*. Trace the letter with your finger.
- Give children time to trace the letter in their books.
- Point to the lower-case letter *b* and say the letter sound /b/.
- Say *Join the letter b*. Trace the letter with your finger.
- Give children time to trace the letter in their books.
- Go around the class and check.

Further practice

Workbook page 8

Handwriting, Workbook page 70

Handwriting practice, PMB page 2

 Student MultiROM • Starter Unit • Sounds and letters


Skills development

- To follow the left-to-right sequence of English
- To develop listening skills by listening to a short story
- To revise and consolidate language introduced in the unit

Language

- Recycled: vocabulary and structures from the unit
- Extra: *Mum, Miss Bell*

Materials

- CD  06, 13; Hello flashcards 1–3

Warmer

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

Lead-in

- Use flashcards 1–3 to revise the structure for this lesson.
- Give each card to a different child. Say the words in turn. The child with the card stands up and shows the card to the class. Encourage the class to say with you *What's your name?* The child says *I'm (Rosy)*.
- Children then take it in turns to answer with their real names.

1 Point and say.

- Say *Open your books* and model the action for children to copy.
- Point to each frame of the story in turn and identify the characters. Point to Tim and say *What's your name?* Say *I'm Tim*. Point to Rosy and Billy in turn and do the same. Introduce Miss Bell and Mum in the same way.
- Point to the characters for children to ask and answer the questions in chorus.
- In open pairs, children stand up and ask and answer the question.

Optional activity

- Play *Rolling question and answer* to practise the structure (see page 21).

2 Listen to the story.  13

- Play the recording. Remind children that stories in English go from left to right. Pause after each frame for children to listen and point to the pictures.
- Play the recording again. This time pause after each line for children to listen and point to the characters as they hear the words.

Transcript 13**Listen.**

Frame 1

Teacher Hello, I'm Miss Bell. What's your name?**Tim** I'm Tim.

Frame 2

Teacher And what's your name?**Rosy** I'm Rosy.

Frame 3

Teacher And what's your name?**Billy** Beee!**Teacher** Beee! Hello, Beee!

Frame 4

Rosy and Tim Billy!**Teacher** Oh, Billy! Goodbye, Billy.**Mum** Bye.**3 Listen and act.**  13

- Play the recording once all the way through.
- Divide the class into groups of five to play the parts of Rosy, Tim, Billy, Miss Bell and Mum. If the class doesn't divide exactly some children can play more than one character.
- Play the recording again. Demonstrate some actions for the story.
- Children practise acting the story with the help of the audio. Monitor and help where necessary.
- If you wish, ask one or two groups to come to the front of the class to act out the story.
- At the end of the lesson play the *Goodbye* song.
- Encourage the children to join in with the words and to mime the actions as they sing.

Transcript 02

Goodbye, goodbye

It's time to say goodbye.


To my teacher,

To my friends,

Goodbye, goodbye.

Story actions

- Picture 1: Miss Bell holds her arms outstretched as she welcomes Tim to class. Tim waves as he introduces himself.
- Picture 2: Miss Bell holds her arms outstretched as she welcomes Rosy to class. Rosy waves as she introduces herself.
- Picture 3: Miss Bell bends down as she says hello to Billy. Billy laughs and waves his rattle.
- Picture 4: Rosy, Tim and Miss Bell wave goodbye to Billy and Mum. Mum waves goodbye and Billy waves his rattle.

Further practice**Workbook page 9****Values worksheet, PMB page 3****Starter Unit test, Testing and Evaluation Book page 4**** Student MultiROM • Listen at home • Track 1 (Words and phrases), Tracks 3, 5 (Songs), Tracks 4, 6 (Phonics)**

1

What colour is this?

Lesson One CB page 10

Oxford  Digital classroom • Unit 1 • Words

Lesson objectives


To learn five colours

To practise the colour words in the form of a chant

Language

Core: *red, green, blue, black, white*

Materials

CD  01, 14–15; Colours flashcards 6–10; coloured crayons (red, green, blue, black, white)

Warmer 01

- Play the *Hello* song to introduce the lesson.
- Play *Freeze* to energize the class (see page 20).

Lead-in

- Use Colours flashcards 6–10 to introduce the vocabulary for this lesson.
- Hold them up one at a time and ask *What colour is this?* Say the words for children to repeat in chorus.
- Once children have learnt the words, go around the class practising with individual children.

1 Listen, point and repeat. 14

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

Transcript 14

Listen and point.

red, green, blue, black, white

Listen and repeat.

red, green, blue, black, white

2 Listen and chant. 15

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Demonstrate actions for each line of the chant. After line 1, clap your hands three times. After line 2, stamp your foot three times. After line 3, tap the desk three times.
- Divide the class into groups of three. Give each group a line from the chant.

- Say the chant with the class. Hold up a coloured crayon when you say the colour word, and do the actions.
- Each group says their line and does the correct action.

Transcript 15

Listen and chant.

red, green

blue, red

black, white

Optional activity

- Put the Colours flashcards in different places around the room.
- Play the chant again. Children say the chant in time with the audio and point to the correct flashcards when they say the word.

3 Point and say. Stick the stickers.

- Hold up your book and point to the picture. Point to each character in turn and elicit the names *Rosy, Billy, Tim*.
- Point to the coloured bricks in turn and say the colours.
- Repeat and encourage the children to point to the pictures and say the colours with you.
- Say *Let's stick the stickers*. Take the red sticker and show it to the class. Place the sticker on the picture of the red bricks and say *red*.
- Repeat with the green, blue, black and white stickers.
- Children copy you and put the stickers in the correct places and say the colours.
- Go around the class and check.

Optional activity

- Give the Colours flashcards to five children and ask them to come to the front of the class.
- Demonstrate an action for each colour: red (clap), green (stamp), blue (jump), black (wave), white (hop).
- Play the chant again. When the five children hear their word they hold up their card. The rest of the class does the action.

Further practice

Workbook page 10

 Student MultiROM • Unit 1 • Words

Lesson objectives

- To ask the question *What colour is it?*
- To answer *It's (green).*
- To sing a song

Language

- Core: *What colour is it? It's (red).*
- Recycled: *red, black, green, blue*
- Extra: *lots of, me, you*

Materials

- CD 16–17; Colours flashcards 6–10; coloured crayons (red, green, blue, black, white)

Warmer

- Play *Word Chain* to revise the vocabulary from the previous unit (see page 19).

Lead-in

- Hold up your red crayon and say *red*. Children repeat in chorus. Hold up the other coloured crayons in turn and elicit the colours from the class.
- Hand out the crayons to children around the class.
- Children take turns to stand up and show the class their crayon and say the word. The rest of the class holds up their own crayon in that colour, if they have one, and repeats the word.

1 Listen and repeat. 16

- Hold up flashcard 6 (red) and say *What colour is it?* Point to it and say *It's red*.
- Play the recording and say the words in time with the audio.
- Play the recording again for children to repeat the words in chorus.
- Repeat with flashcards 7–10 to practise all the colours.

Transcript 16

Listen and repeat.

What colour is it?
It's red.

2 Listen and sing. 17

- Say *Open your books* and model the action for children to copy.
- Hold up the book and point to the colour blobs. Point to each of the colours in turn and say *What colour is it?* In turn say *It's red, It's black, It's green, It's blue*.
- Practise with the class.
- Play the recording all the way through for the children to listen to. Demonstrate an action for each colour. Do the same actions you made in the chant in the previous lesson, e.g. *red* (clap), *black* (wave), *green* (stamp), *blue* (jump).
- Play the recording again and sing along. Hold up flashcards 6–10 as you sing the words and do the actions.

- Play the recording again for the children to sing the song and do the actions.

NOTE: White will be actively practised in Lesson 4.

Transcript 17

Listen and sing.

It's red.
It's black.
It's green.
It's blue.

Lots of colours
for me and you.

It's red.
It's black.
It's green.
It's blue.

Lots of colours
for me and you.

Optional activity

- Display the Colours flashcards in different places around the room.
- Play the recording again. Children point to the correct flashcard as they sing the line with the colour.

Optional activity

- Check that all the children have a red, blue, black and green crayon. Hand out crayons to those who don't.
- Play the recording again. Children hold up the correct colour crayons as they sing the colours.

3 Trace the lines and say.

- Hold up your book. Point to the red colour blob at the top of the page.
- Say *What colour is it?*
- Trace the path of the dotted line with your finger until you reach the red bricks below. Say *It's red*.
- Repeat and this time get the class to trace the lines with their fingers and say the words with you in chorus.
- Children go over the trace line with a red crayon.
- Repeat the same procedure with each colour blob making sure the children use the correct coloured crayon.
- Go around the class and check.

Further practice

Workbook page 11

Student MultiROM • Unit 1 • Song

Lesson objectives

To recognize the upper- and lower-case forms of the letter *c* and associate them with the sound /k/


To pronounce the sound /k/

Language

Core: *cat, car*

Extra: *in, a*

Materials

CD  18–19; Colours flashcards 6–10; Phonics cards 5–6 (Cc *cat, car*)

Warmer

- Play *What's missing?* to revise the vocabulary from the previous lesson (see page 19).

Lead-in

- Draw dotted outlines of the letter *C* and *c* on the board.
- Facing the board, draw the letters in the air as you say the sound /k/. Children draw the letters in the air with you.
- Then join the dotted lines on the board and complete the letters *C* and *c*.
- Draw more dotted examples on the board and ask different children to come and join the dots.

1 Listen, trace and point. Repeat. 18

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /k/. Point to the letters *C* and *c*.
- Point to the *C* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *c* and trace the letter with your finger. Children trace the letter with their finger in their books (pause the track while they trace, if necessary).
- Then listen and point to the words *cat* and *car* as you hear the words.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

Transcript 18

Listen, trace and point.

/k/
/k/ *cat*
/k/ *car*

Listen and repeat.

/k/
/k/ *cat*
/k/ *car*

Optional activity

- Play the recording again.
- When the children hear the /k/ sound they jump in the air with their arms outstretched.

2 Listen and chant. 19

- Hold up your Class Book and point to the picture of the cat in the car.

- Point to the cat and say *cat*. Point to the car and say *car*. Children repeat in chorus. Then say *A cat in a car*. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Put phonics cards 5–6 in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing after each line for children to repeat.
- Place the chant once more all the way through for children to repeat as they listen.

Transcript 19

Listen and chant.

A cat in a car	cat, cat, cat
/k/, /k/, /k/	car, car, car

A cat in a car	A cat in a car
/k/, /k/, /k/	/k/, /k/, /k/

3 Stick. Then circle and say.

- Hold up your Class Book and point to the picture of the cat in the car.
- Point to the lower-case *c* and elicit /c/.
- Say *Let's stick the sticker*. Hold up the *c* sticker and encourage children to place it on their books in the correct position.
- Then point to the example circle and say *Circle /k/*. Trace the circle with your finger as you say the word *circle*. Point and say /k/ – *cat*. Children repeat in chorus.
- Repeat with *car*.
- Give children enough time to draw a circle around the letter.

Optional activity

- Divide the class into two groups: cats and cars.
- Demonstrate an action for each group, for example: *cats* (a cat stroking its ears with its paws), *cars* (driving a car steering wheel).
- Play the chant again. Each group does the action as they hear their word.
- Swap groups and repeat.

4 Circle the letter Cc.


- Hold up phonics cards /k/ *car* and say the letter sound /k/ for children to repeat.
- Point to the example circle around the letter *C*. Say *Circle the letter c*. Trace the circle with your finger as you say the word *circle*.
- Point to a lower case *c*. Say *Circle the letter c*. Trace the circle again as you say the word *circle*.
- Children find other examples of *C* and *c* and draw circles.
- Go around the class and check.

Further practice

Workbook page 12

Handwriting, Workbook page 70

Handwriting practice, PMB page 4

 **Student MultiROM • Unit 1 • Sounds and letters**

Lesson objectives

To learn the numbers 3 and 4

To use the numbers 3, 4 in the context of a song

Language

Core: 3, 4, three, four

Recycled: 1–2, one – two, count, cats, cars, red, white

Materials

CD 20–21; Phonics cards 1–6 (Aa apple, A Annie, Bb boy, bat, Cc cat, car)

Warmer

- Use phonics cards 1–6 to revise the letter sounds /æ/, /b/ and /k/.
- Hold up the cards one at a time and point to the letters.
- Children shout out the sound in chorus.

Lead-in

- Write numbers 1 and 2 on the board. Pause and then write 3 and 4.
- Count the numbers in sequence and model the new words for children to repeat.
- Draw dotted outlines of the numbers 3 and 4 on the board and demonstrate how to write them. Children draw the numbers in the air.

1 Listen, trace and repeat. 20

- Say *Open your books* and model the action for children to copy.
- Play the recording and point to numbers 3 and 4 as you hear the words.
- Trace the number 3 with your finger. Give children enough time to trace the number 3 with their finger in their books.
- Encourage students to point to the cats in the book as they hear the meows after 3 on the track.
- Trace the number 4 with your finger. Give children enough time to trace the number 4 with their finger in their books.
- Encourage students to point to the cars in the book as they hear the horns after 4 on the track.
- Play the recording again. Point to the numbers in turn and say 3, 4. Children repeat in chorus.

Transcript 20

Listen, trace and repeat.

3
4

2 Point and sing. 21

- Hold up your book and point to the picture of the cats. Count them slowly and encourage the children to count with you. Say *one ... two ... three ... three cats!* Do the same with the cars.
- Practise for the children to repeat in chorus.

- Play the recording all the way through for the children to listen to and point to the pictures as they hear the words.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song.

Transcript 21

Point and sing.

3 white cats

3 white cats

Count the cats

1, 2, 3

4 red cars

4 red cars

Count the cars

1, 2, 3, 4

Optional activity

- Children draw the numbers 3 and 4 in the air, when they sing the first two lines of each verse. They clap in time with the numbers when they sing the last line of each verse.
- Play the song again. Children do the actions as they sing.

3 Count and say.

- Ask children to look at the pictures in the box.
- Point to them in turn and say them with the class: *boy, apple, car, bat, cat*.
- Point to the main picture and point to the two boys. Say *one ... two ... two boys*. Encourage the children to count with you.
- Point to the *apple* in the box and then point to the apple in the main picture. Say *one ... one apple*.
- Continue in this way, until you have counted the number of cars, bats and cats that appear in the picture.
- Encourage the children to count with you.
- Write the answers on the board and go through the answers with the class.

ANSWERS

two boys, one apple, four cars, three bats, two cats

Optional activity

- Ask ten children to come to the front of the class. Give each child a word. Whisper in their ear so that the class can't hear: *cat* (four children), *bat* (three children), *boy* (two children), *car* (one child).
- Turn to the class and say one of the four words. The children who have been given that word hold up their hands.
- The rest of the class counts the children in chorus.
- Continue with the rest of the words. Write the answers on the board.

Further practice

Workbook page 13

Student MultiROM • Unit 1 • Numbers

Skills development

To recognize and trace the upper- and lower-case forms of the letter *b* and associate them with the sound /b/

To pronounce the sound /b/

Language

Core: *boy, bat*

Extra: *with*

Materials

CD 11–12; Phonics cards 3–4 (Bb boy, bat)

Warmer

- Play a mime game to revise numbers 1 and 2. Hold up the first finger of one hand and say *one*. Hold up the first finger of both hands and elicit *two* from the class.
- Say *one* or *two* in turn, at different speeds, loudly and softly. Children hold up the correct number of fingers as they hear the word.
- Invite individual children to say a number for the class.

Lead-in

- Draw dotted outlines of the letter *B* and *b* on the board.
- Facing the board draw the letters in the air for children to copy. Then join the dotted lines on the board and complete the letters.
- Draw more dotted outlines of the letter *B* and *b* on the board and ask different children to come and join the dots.

1 Listen, trace and point. Repeat. 11

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /b/. Point to the letters *B* and *b*.
- Point to the upper-case *B* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the lower-case *b* and trace the letter with your finger. Children trace the letter with their finger in their books (pause the track while they trace, if necessary).
- Then listen and point to the words *boy* and *bat* as you hear the words. Children repeat in chorus.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

NOTE:

- Remind the children that in English people's names begin with a capital letter.
- Review *A* and *Annie* from Lesson 3.
- Point to upper case *B* and *Billy* (flashcard 3) to give another visual example.

Transcript 11

Listen, trace and point.

/b/
/b/ boy
/b/ bat

Listen and repeat.

/b/
/b/ boy
/b/ bat

2 Listen and chant. 12

- Hold up your Class Book and point to the picture of the boy holding the bat.
- Point to the boy and say *boy*. Point to the bat and say *bat*. Children repeat in chorus. Then say *A boy with a bat*. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics card 3 or 4 when you hear the word.
- Play the chant again, pausing after each line for children to repeat.
- Play the chant once more all the way through for children to repeat as they listen.

Transcript 12

Listen and chant.

A boy with a bat

/b/, /b/, /b/

(Repeat)

A boy with a bat

/b/, /b/, /b/

Optional activity

- Play the chant again.
- Demonstrate some actions for children to do when they say the words *boy* and *bat*:
boy (put both hands on hips)
bat (mime hitting a ball)
- Play the chant again. Children do the actions as they say the chant.

3 Stick. Then circle and say.

- Hold up your Class Book and point to the picture of the boy holding the bat. Point to the lower-case *b* and elicit /b/.
- Say *Let's stick the sticker*. Hold up the *b* sticker and encourage children to place it on their books in the correct position.
- Then point to the example circle and say *Circle /b/*. Trace the circle with your finger as you say the word *circle*. Point and say /b/ – *boy*. Children repeat in chorus.
- Repeat with *bat*.
- Give children enough time to draw a circle around the letter.

4 Join the letter Bb.

- Point to the upper-case letter *B* on the page and say the letter sound *b*.
- Say *Join the letter B*. Trace the letter with your finger.
- Give children time to trace the letter in their books.
- Point to the lower-case letter *b* and say the letter sound /b/.
- Say *Join the letter b*. Trace the letter with your finger.
- Give children time to trace the letter in their books.
- Go around the class and check.

Further practice


Workbook page 8

Handwriting, Workbook page 70

Handwriting practice, PMB page 2

Student MultiROM • Starter Unit • Sounds and letters

Lesson Six CB page 15

Oxford  Digital classroom • Unit 1 • Story


Skills development

- To follow the left-to-right sequence of English
- To develop listening skills by listening to a short story
- To revise and consolidate language introduced in the unit

Language

Recycled: vocabulary and structures from the unit

Materials

CD  17, 24; Colours flashcards 6–10

Warmer 17

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

Lead-in

- Use flashcards 6–10 to revise the structure for this lesson.
- Put the flashcards on the board. Point to a card and ask *What colour is it?* Elicit the answer *It's (green).*
- Ask individual children to come to the board, point to a card and ask the question.
- The first child to say the correct answer comes to the board and asks the next question.

1 Point and say.

- Say *Open your books* and model the action for children to copy.
- Point to each frame of the story in turn and identify the characters. Point to the paint pots in turn and say *What colour is it?* Say *It's red, green, etc.*
- Point to the paint pots for children to ask and answer the questions in chorus.
- In open pairs, children stand up and ask and answer the question.

Optional activity

- Play *What's missing?* with flashcards 6–10 to practise and reinforce the colour words.

2 Listen to the story. 24

- Play the recording. Remind children that stories in English go from left to right. Pause after each frame for children to listen and point to the pictures.
- Play the recording again. This time pause after each line for children to listen and point to the characters as they hear the words.

Transcript 24

Listen.

Frame 1

Rosy What colour is it, Billy?

Billy ga ga

Tim It's green. Green.

Billy Green, Green. Green.

Rosy Good boy.

Frame 2

Tim Billy. What colour is it?

Tim It's red. Red.

Billy Red. Red.

Rosy Good boy.

Frame 3

Rosy What colour is it?

Billy ga ga

Tim It's blue. Blue.

Billy Blue. Blue. Blue.

Frame 4

Billy I'm blue. I'm blue.

Mum Oh, Billy!

3 Listen and act. 24

- Play the recording once all the way through.
- Divide the class into groups of four to play the parts of Rosy, Tim, Billy and Mum. If the class doesn't divide exactly some children can play more than one character.
- Play the recording again. Demonstrate some actions for the story.
- Children practise acting the story. Monitor and help where necessary.
- If you wish, ask one or two groups to come to the front of the class to act out the story.
- At the end of the lesson play the *Goodbye* song.
- Children mime the actions as they sing.

Story actions


- Picture 1: Rosy and Tim are drawing and colouring in their books. Billy is waving his arms around.
- Picture 2: Billy is painting with a paintbrush. Tim is bending down towards Billy. Rosy is clapping.
- Picture 3: Billy is looking at the paint on his paintbrush. Rosy and Tim are leaning towards Billy.
- Picture 4: Billy is holding both his hands to the side as though covered with paint. Mum is wiping his face. Rosy and Tim have their hands over their mouths because they're laughing.

Further practice

Workbook page 15

Values worksheet, PMB page 5

Unit 1 test, Testing and Evaluation Book page 6

 Student MultiROM • Listen at home • Track 7 (Words and phrases), Tracks 9, 11 (Songs), Tracks 10, 12 (Phonics)

Lesson One CB page 16

Oxford
iTools  Digital classroom • Unit 2 • Words


Lesson objectives

- To learn five school words
- To practise the school words in the form of a chant

Language

Core: *desk, chair, crayon, pencil, notebook*

Materials

CD  01, 25–26; School things flashcards 11–15

Warmer 01

- Play the *Hello* song to introduce the lesson.
- Play *Do it!* to energize the class (see page 20).

Lead-in

- Use School things flashcards 11–15 to introduce the vocabulary for this lesson.
- Hold them up one at a time and ask *What's this?* Say the words for children to repeat in chorus.
- Once children have learnt the words, put the flashcards in different places around the room. Turn to the class and say a word. Children point to the card and repeat in chorus.
- Repeat with all the words.

1 Listen, point and repeat. 25

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

Transcript 25

Listen and point.

desk, chair, crayon, pencil, notebook

Listen and repeat.

desk, chair, crayon, pencil, notebook

2 Listen and chant. 26

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Demonstrate actions for each word: *crayon* (wave), *pencil* (hop), *notebook* (clap), *desk* (tap desk), *chair* (stamp foot).
- Divide the class into groups of three. Give each group a line from the chant. There are only three groups because *notebook* is repeated.

- Say the chant with the class.
- Each group says their line and does the correct action.

Transcript 26

Listen and chant.

crayon, pencil
notebook
desk, chair
notebook

Optional activity

- Give the School things flashcards (11–15) to five children.
- Play the chant again. The class says the chant in time with the audio and the children hold up their flashcards when they say the word.

Optional activity

- Make sure each child has a notebook, crayon and pencil on their desk.
- Play the chant again. When the children hear the word they hold up their notebook, crayon or pencil, or tap their desk or chair.

3 Point and say. Stick the stickers.

- Hold up your book and point to the picture.
- Point to the school pictures in turn and say the words.
- Repeat and encourage the children to point to the pictures and say the words with you.
- Say *Let's stick the stickers*. Take the desk sticker and show it to the class. Place the sticker on the picture of the desk and say *desk*.
- Repeat with the chair, crayon, pencil and notebook stickers.
- Children copy you and place the stickers in the correct places and say the words.
- Go around the class and check.

Culture note: Nursery schools

- In Britain, children usually start primary school at the age of four or five. Many children go to nursery schools or playgroup before they start primary school. In British families, often both parents work, and so nursery provides important child care and educational opportunities for their children. Most nurseries are privately funded which means the parents pay for their children to attend. The daily routine usually includes lots of free-play, singing, listening to stories and other indoor and outdoor activities.

Further practice

Workbook page 16

Cut and make 1, PMB page 22

 Student MultiROM • Unit 2 • Words

Lesson objectivesTo ask the question *What's this?*To answer *It's a (notebook)*.

To sing a song

LanguageCore: *What's this? It's a (desk)*.Recycled: *chair, crayon, desk, pencil, notebook***Materials**

CD 27–28; School things flashcards 11–15

Warmer

- Play *Where was it?* to revise the vocabulary from the previous unit (see page 19).

Lead-in

- Hold up your notebook and say *notebook*. Encourage them to hold up their notebooks as they say the word.
- In turn say *pencil* and *crayon*. Children hold up their pencils and crayons as they say the word.
- Point to your desk but don't say anything. Elicit the word *desk*. Point to your chair and elicit the word *chair* in the same way. Repeat as necessary.

1 Listen and repeat. 27

- Hold up flashcard 11 (desk) and say *What's this?* Point to it and say *It's a desk*.
- Play the recording and say the words in time with the audio.
- Play the recording again for children to repeat the words in chorus.
- Repeat with flashcards 12–15 to practise all the words.

Transcript 27**Listen and repeat.**

What's this?

It's a desk.

2 Listen and sing. 28

- Say *Open your books* and model the action for children to copy.
- Hold up the book and point to the pictures at the bottom right of the page. Point to each of the pictures in turn and say *What's this?* In turn say *It's a desk, It's a chair, It's a notebook, It's a crayon, It's a pencil*.
- Practise with the class.
- Play the recording all the way through for the children to listen to. Point to your chair and desk, and hold up your crayon and pencil as you say the words.
- Play the recording again and sing along. Point to or hold up the objects as you sing the words.
- Play the recording again for the children to sing the song and do the actions.

Transcript 28**Listen and sing.**

What's this?

What's this?

It's a chair.

A chair. A chair.

It's a chair.

(Repeat for desk, pencil, crayon)

Optional activity

- Divide the class into four groups. Give each group a verse to sing. Give one child in each group one of the School flashcards.
- Play the recording again. Each group sings their verse and the child in the group holds up the flashcard when they sing the word.

3 Help Rosy and Tim. Trace the lines and say.

- Hold up your book. Point to Rosy and Tim at the top of the page.
- Say *What's this?*
- Trace the path of the dotted line with your finger until you reach the picture of the desk below. Say *It's a desk*. Point to the notebook and crayon in turn and elicit *It's a notebook, It's a crayon*.
- Repeat and this time get the class to trace the line with their fingers and say the words with you in chorus.
- Children go over the trace line with a pencil or crayon.
- Repeat the same procedure with the trace line from Tim to the chair and pencil.
- Go around the class and check.

Optional activity


- Choose five pairs of children. Give one child in each pair one of the School things flashcards and tell them to hold them in front of themselves.
- Child one asks the questions *What's this?* Child two gives the answer *It's a (notebook)*.
- Practise around the class.

Further practice

Workbook page 17

Student MultiROM • Unit 2 • Song

Lesson Three CB page 18

Oxford iTools  Digital classroom • Unit 2 • Sounds and letters

Lesson objectives

To recognize the upper- and lower-case forms of the letter *e* and associate them with the sound /e/


To pronounce the sound /e/

Language

Core: *egg, elephant*

Extra: *has got*

Materials

CD  29–30; School things flashcards 11–15; Phonics cards 9–10 (Ee egg, elephant); Phonics cards 1–8 (optional)

Warmer

- Play *Listen, point and say* to revise the vocabulary from the previous lesson (see page 19).

Lead-in

- Draw dotted outlines of the letter *E* and *e* on the board.
- Facing the board, draw the letters in the air as you say the sound /e/. Children draw the letters in the air with you.
- Then join the dotted lines on the board and complete the letters *E* and *e*.
- Draw more dotted examples on the board and ask different children to come and join the dots.

1 Listen, trace and point. Repeat. 29

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /e/. Point to the letters *E* and *e*.
- Point to the *E* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *e* and trace the letter with your finger. Children trace the letter with their finger in their books (pause the track while they trace, if necessary).
- Then listen and point to the words *egg* and *elephant* as you hear the words.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

Transcript 29

Listen, trace and point.

/e/
/e/ egg
/e/ elephant

Listen and repeat.

/e/
/e/ egg
/e/ elephant

2 Listen and chant. 30

- Hold up your Class Book and point to the picture of Ellie the elephant holding an egg.
- Point to the egg and say *egg*. Point to the elephant and say *elephant*. Children repeat in chorus. Then say *The elephant has got an egg*. Encourage the class to repeat as a chorus.

- Point to yourself and say your name. Then point to the elephant and say *Ellie. Ellie the elephant*. Children repeat in chorus.
- Play the recording for children to listen to the chant.
- Put the phonics cards 9–10 in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing after each line for children to repeat.
- Play the chant once more all the way through for children to repeat as they listen.

Transcript 30

Listen and chant.

Ellie the elephant
has got an egg
/e/, /e/, /e/
/e/, /e/, /e/
(Repeat)

3 Stick. Then circle the beginning e sound and say.

- Hold up your Class Book and point to the picture of Ellie the elephant with the egg. Point to the upper-case *E* and elicit /e/.
- Say *Let's stick the sticker*. Hold up the *E* sticker and encourage children to place it on their books in the correct position.
- Then point to the example circle and say *Circle /e/*. Trace the circle with your finger as you say the word *circle*. Point and say /e/ – *Ellie*. Children repeat in chorus.
- Repeat with lower-case *e* and *elephant, egg*.
- Give children enough time to draw a circle around the corresponding letter in blue.

Optional activity

- Play *Phonics matching* to revise the phonics sounds the children have learnt so far (see page 20).

4 Join the letter e. Help the elephant find the egg.


- Point to the picture of the elephant on the left of the page and the picture of the egg on the right.
- Point to the example line. Say *Join the letter e*. Trace the line from the egg to the letter *e* with your finger.
- Point to the next letter *e* in the line below and continue tracing the line with your finger.
- Children find the letters *e* and join them with a continuous line until they reach the picture of the egg.
- Go around the class and check.

Further practice

Workbook page 18

Handwriting, Workbook page 70

Handwriting practice, PMB page 6

 Student MultiROM • Unit 2 • Sounds and letters

Lesson objectives

To learn the numbers 5 and 6

To use the numbers 5, 6 in the context of a song

Language

Core: 5, 6, five, six

Recycled: 1–4, count, crayons, pencils

Materials

CD 31–32; School things flashcards 11–15; Sounds and letters poster

Warmer

- Use Sounds and letters poster to revise the letter sounds /a/ and /e/.
- Children take it in turns to come to the front of the class. Point to the phonics /a/ and /e/ in turn for the child to say.
- Alternatively say a sound and the child points to a corresponding word.

Lead-in

- Write numbers 1 and 2 on the board. Elicit 3 and 4 from the class before writing 5 and 6.
- Count the numbers in sequence and model the new words for children to repeat.
- Ask a child to come to the board and draw the correct number of dots next to the number 5. Do the same with number 6.
- Draw dotted outlines of the numbers 5 and 6 on the board and demonstrate how to write them. Children draw the numbers in the air.

1 Listen, trace and repeat. 31

- Say *Open your books* and model the action for children to copy.
- Play the recording and point to numbers 5 and 6 as you hear the words.
- Trace the number 5 with your finger. Give children enough time to trace the number 5 with their finger in their books.
- Encourage students to clap in time with the audio after they hear 5.
- Repeat for number 6.
- Play the recording again. Point to the numbers in turn and say 5, 6. Children repeat in chorus.

Transcript 31**Listen, trace and repeat.**5
6**2 Point and sing.** 32

- Hold up your book and point to the picture of the crayons. Count them slowly and encourage the children to count with you. Say *one ... two ... three ... three ... four ... five crayons!* Do the same with the pencils.

- Practise for the children to repeat in chorus.
- Play the recording all the way through for the children to listen to and point to the pictures as they hear the words.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song.

Transcript 32**Point and sing.**

1, 2, 3, 4	1, 2, 3, 4, 5
5 little crayons	6 little pencils
1, 2, 3, 4	1, 2, 3, 4, 5
5 little crayons	6 little pencils
1, 2, 3, 4	1, 2, 3, 4, 5
5 little crayons	6 little pencils
5, 5, 5, 5	6, 6, 6

3 Circle the differences.

- Hold up your book and point to the two pictures.
- Say *How many notebooks?* Point to picture one and count the notebooks. Encourage the children to count with you. Say *three*. Point to picture two and say *How many notebooks?* Count the notebooks and encourage the children to count with you. (*four*)
- Say *Circle the difference*. Draw a circle around the example circle in picture two as you say the word *circle*.
- Give children time to look at pictures and draw circles around the single pencil and the sixth crayon in picture two.
- Monitor and help if necessary. Write the answers on the board and go through the answers with the class.

ANSWERS**Picture 2: one pencil, four notebooks, six crayons****4 Count and trace.**

- Hold up your book and point to the notebooks.
- Say *How many notebooks?* Count the notebooks with the class and encourage the children to count with you.
- Point to the number 6 and trace it with your finger. Give children time to trace the number with a pencil or crayon.
- Say *How many chairs?* Count the chairs with the class and encourage the children to count with you.
- Give children time to trace the number 5 with a pencil or crayon.
- Go through the answers with the class.


Optional activity

- Put the children in pairs. Check that all the children have pencils and crayons. Hand out some to those who don't.
- Say *five crayons*. Hold up five crayons and count them with the class. Turn to the class and give different commands, e.g. *two pencils, three crayons, five pencils, etc.*
- One child holds up the correct number of crayons or pencils. The other child counts them.

Further practice**Workbook page 19**

Student MultiROM • Unit 2 • Numbers

Lesson Five CB page 20

Oxford iTools  Digital classroom • Unit 2 • Sounds and letters

Skills development

To recognize the upper- and lower-case forms of the letter *f* and associate them with the sound /f/


To pronounce the sound /f/

Language

Core: *fish, farm*

Extra: *at*

Materials

CD  33–34; Phonics cards 11–12 (Ff fish, farm)

Warmer

- Play *Find your partner* to revise the phonics sounds the children have learnt so far (see page 20).

Lead-in

- Draw dotted outlines of the letter *F* and *f* on the board.
- Facing the board, draw the letters in the air for children to copy. Then join the dotted lines on the board and complete the letters.
- Draw more dotted outlines of the letter *F* and *f* on the board and ask different children to come and join the dots.

1 Listen, trace and point. Repeat. 33

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /f/. Point to the letters *F* and *f*.
- Point to the *F* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *f* and trace the letter with your finger. Children trace the letter with their finger in their books (pause the track while they trace, if necessary).
- Then listen and point to the words *fish* and *farm* as you hear the words. Children repeat in chorus.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

Transcript 33

Listen, trace and point.

/f/
/f/ fish
/f/ farm

Listen and repeat.

/f/
/f/ fish
/f/ farm

Optional activity

- Write *fish* and *farm* on the board. Write the letters *f* in dotted 'tracing' lines.
- Hold up phonics card 11 (fish) and 12 (farm) in turn. Invite a child to come to the front of the class and trace the letter *f* of the correct word.

2 Listen and chant. 34

- Hold up your Class Book and point to the picture of the fish in the pond.

- Point to the fish and say *fish*. Point to the farm in the background and say *farm*. Children repeat in chorus. Then say *A fish at the farm*. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics card 11 or 12 when you hear the word.
- Play the chant again, pausing after each line for children to repeat.
- Play the chant once more all the way through for children to repeat as they listen.

Transcript 34

Listen and chant.

A fish, fish, fish
At the farm, farm, farm
A fish, fish, fish
At the farm, farm, farm

/f/, /f/, /f/
/f/, /f/, /f/

A fish, fish, fish
At the farm, farm, farm

Optional activity

- Divide the class into two groups.
- Give group one the line *A fish, fish, fish* to sing. Give group two the line *At the farm, farm, farm*. Everyone sings the sound /f/, /f/, /f/.
- Play the chant again. Each group sings their own line and they all sing the sound /f/, /f/, /f/ together.
- Hold up phonics cards 11 and 12 when you hear the words.

3 Stick and say.


- Hold up your Class Book. Point to the pictures in turn and say the words *fish*, *egg*, *farm* and *elephant*. Encourage the children to say the words with you.
- Say *Let's stick the stickers*. Hold up the *f* sticker. Say the sound /f/.
- Put it on the letter *f* under the picture of the fish. Say /f/ – *fish*. Children copy and repeat in chorus.
- Children put the *e*, *f* and *e* stickers on the correct letter under each picture. Go around the class and check.

Further practice

Workbook page 20

Handwriting, Workbook page 70

Handwriting practice, PMB page 6

 Student MultiROM • Unit 2 • Sounds and letters


Skills development

- To follow the left-to-right sequence of English
- To develop listening skills by listening to a short story
- To revise and consolidate language introduced in the unit

Language

Recycled: vocabulary and structures from the unit

Materials

CD  28, 35; School things flashcards 11–15; PMB page 22 (Cut and make 1) pages and materials (see Teacher's Book page 91)

Warmer  28

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

Lead-in

- Play *Slow Reveal* with flashcards 11–15 to revise the structure *What's this?* for this lesson (see page 20).

1 Point and say.

- Say *Open your books* and model the action for children to copy.
- Point to each frame of the story in turn and identify the characters. Point to the school objects in turn and say *What's this?* Say *It's a notebook, It's a crayon, etc.*
- Point to the school objects for children to ask and answer the questions in chorus.
- In open pairs, children stand up and ask and answer the question.

Optional activity

- See instructions for PMB Cut and make activity 1 on Teacher's Book page 91.

2 Listen to the story.  35

- Play the recording. Remind children that stories in English go from left to right. Pause after each frame for children to listen and point to the pictures.
- Play the recording again. This time pause after each line for children to listen and point to the characters as they hear the words.

Transcript 35

Listen.

Frame 1

Tim Billy. What's this?

Billy Caaa ...

Tim It's a crayon.

Billy Crayon. It's a crayon.

Frame 2

Rosy And what's this?

Billy Nooo ...

Rosy It's a notebook.

Billy Notebook. It's a notebook.

Frame 3

Rosy My pencils?

Billy Choo ... choo ...

Tim Billy!

Frame 4

Tim Billy! What's this?

Billy Choo ... choo ...

Rosy Look! It's a train!

Billy Choo, choo train. Choo, choo train.

Optional activity

- Play the recording again.
- Pause once in frames 1, 2 and 3 before the target words *It's a ... (crayon), It's a ... (notebook) and My ... (pencils).*
- Children guess and shout out the word. When they have guessed the correct word they repeat the full sentence in chorus.

3 Listen and act.  35

- Play the recording once all the way through.
- Divide the class into groups of three to play the parts of Rosy, Tim and Billy. If the class doesn't divide exactly some children can play more than one character.
- Play the recording again. Demonstrate some actions for the story.
- Children practise acting the story. Monitor and help where necessary.
- If you wish, ask one or two groups to come to the front of the class to act out the story.
- At the end of the lesson play the *Goodbye* song.
- Children mime the actions as they sing.

Story actions


- Picture 1: Rosy and Tim are drawing and colouring in their books. Billy is pointing to Tim.
- Picture 2: Rosy is showing Billy a notebook. Billy is pointing to it.
- Picture 3: Rosy and Tim look puzzled when Rosy's pencil case goes missing. Rosy looks in her bag and Tim looks under the table.
- Picture 4: Rosy and Tim are laughing. Billy is waving his arms to show them his train.

Further practice

Workbook page 21

Values worksheet, PMB page 7

Unit 2 test, Testing and Evaluation Book page 8

 **Student MultiROM • Listen at home • Track 13 (Words and phrases), Tracks 15, 17 (Songs), Tracks 16, 18 (Phonics)**

3 Is it a plane?

Lesson One CB page 22

Oxford  Digital classroom • Unit 3 • Words

Lesson objectives

To learn five toy words

To practise the toy words in the form of a chant

Language

Core: *plane, puppet, robot, balloon, teddy*

Materials

CD  01, 36–37; Toys flashcards 16–20

Warmer 01

- Play the *Hello* song to introduce the lesson.
- Play *Simon says ...* to energize the class and revise school vocabulary (see page 20). Use the structure *Point to your ... (notebook)* to give instructions.

Lead-in

- Use Toys flashcards 16–20 to introduce the vocabulary for this lesson.
- Hold them up one at a time and ask *What's this?* Say the words for children to repeat in chorus.
- Give the flashcards to five children. Turn to the class and say a word. The child with the card holds it up for the rest of the class. Children shout out the word.

1 Listen, point and repeat. 36

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

Transcript 36

Listen and point.

plane, puppet, robot, balloon, teddy

Listen and repeat.

plane, puppet, robot, balloon, teddy

2 Listen and chant. 37

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Demonstrate actions for each word:
 - plane* (put both arms outstretched like wings)
 - puppet* (move floppy arms up and down)
 - robot* (move stiff arms up and down)
 - balloon* (draw a circle in the air)
 - teddy* (mime a hug)

- Divide the class into groups of five. Give each group a line from the chant.
- Say the chant with the class.
- Each group says their line and does the correct action.

Transcript 37

Listen and chant.

plane, plane, plane

puppet, puppet

robot, robot

balloon, balloon

teddy, teddy

Optional activity

- Play a guessing game.
- Start drawing one of the toys on the board. Draw it very slowly and encourage the children to guess what it is by shouting out *Is it a ...?* Repeat with all the toys in the list.
- If you wish, ask a confident and able child to come to the front of the class and draw a toy for the class to guess.

Optional activity

- Play a miming game.
- Do one of the mimes the children learnt for the chant. See if they can remember what toy it represents. Encourage children to shout out *Is it ...?* with their suggestions.

3 Point and say. Stick the stickers.


- Hold up your book and point to the picture.
- Point to the school pictures in turn and say the words.
- Repeat and encourage the children to point to the pictures and say the words with you.
- Say *Let's stick the stickers*. Take the plane sticker and show it to the class. Place the sticker on the picture of the desk and say *plane*.
- Repeat with the puppet, robot, balloon and teddy stickers.
- Children copy you and place the stickers in the correct places and say the words.
- Go around the class and check.

Further practice

Workbook page 22

 Student MultiROM • Unit 3 • Words

Lesson Two CB page 23

Oxford
iTools  Digital classroom • Unit 3 • Grammar and song

Lesson objectives

To ask the question *Is it a plane?*

To answer *Yes, it is. No, it isn't.*


To sing a song

Language

Core: *Is it a (balloon)? Yes, it is. No, it isn't.*

Recycled: *plane, car, robot, puppet, balloon, teddy*

Materials

CD  38–39; Toys flashcards 16–20; Phonics picture card 6 (Cc car); one of the toys in the list

Warmer

- Play *Slow reveal* with flashcards 16–20 to revise the vocabulary from the previous unit and to prepare for Exercise 3 (see page 20).

Lead-in

- Bring in one of the toys in the list to class. Before you come to class put the toy in a bag.
- Show the bag to the class, but make sure the children can't see what's inside.
- Turn to the class, look inside the bag and say *It's a toy!* Encourage the children to ask you questions *Is it a ...?* to find out what it is.

1 Listen and repeat. 38

- Hold up the balloon flashcard and say *Is it a balloon?* Point to it and nod your head up and down. Say *Yes, it is.* Hold up the puppet flashcard and say *Is it a balloon?* Shake your head from side to side. Say *No, it isn't.*
- Play the recording and say the words in time with the audio.
- Play the recording again for children to repeat the words in chorus.
- Repeat with flashcards 16–20 to practise all the words and both short answers. Practise with phonics card 6 too, in order to revise all the words for the song in Exercise 2.

Transcript 38

Listen and repeat.

Is it a balloon?

Yes, it is. No, it isn't.

2 Listen and sing. 39

- Say *Open your books* and model the action for children to copy.
- Hold up the book and point to the *Let's sing!* pictures. Point and say *Is it a (plane)?* Say *Yes, it is. No, it isn't,* depending in what picture you point to. Repeat with all the pictures and practise with the class.
- Play the recording all the way through for the children to listen to. Demonstrate an action for each toy. Do the same actions you made in the chant in the previous lesson (see Lesson 1).
- Play the recording again and sing along. Hold up the following flashcards with each verse: verse 1 (plane), verse

2 (robot), verse 3 (puppet), verse 4 (balloon) as you sing the words and do the actions. These flashcards will elicit the correct response in the song.

- Play the recording again for the children to sing the song and do the actions.

Transcript 39

Listen and sing.

Is it a plane?

Is it a plane?

Yes, it is.

It's a plane.

[*woosh, woosh, woosh, woosh*]

Is it a robot?

Is it a robot?

No, it isn't.

It's a car.

[*broom, broom, broom, broom*]

Is it a puppet?

Is it a puppet?

No, it isn't.

It's a teddy.

[*hug, hug, hug, hug*]

Is it a balloon?

Is it a balloon?

Yes, it is.

It's a balloon.

[*pop, pop, pop, pop*]

Optional activity

- Play the recording again. Then sing the song once more without the music. When you come to each target word, don't say it. Hold up the flashcard and elicit the words.
- Play the recording again and sing along with the children.

3 Match, ask and answer.

- Hold up your book. Point to the two rows of pictures. Explain that the pictures on the top row are fragments of the toys below.
- Point to the top picture and say *Is it a plane?* Elicit *No, it isn't.* Say *Is it a teddy?* and elicit the same answer. Ask *Is it a balloon?* Nod your head to encourage children to say *Yes, it is.*
- Trace the path of the dotted line with your finger until you reach the picture of the balloon. Repeat *Yes, it is. It's a balloon.*
- Repeat and this time get the class to trace the line with their fingers and say the words with you in chorus.
- Children go over the trace line with a pencil or crayon.
- Repeat the same procedure with the rest of the pictures.
- Go around the class and check.

Optional activity

- Ask five children to come to the front of the class. Give each child a toy word. Remind them of the mime to go with it. Give Toys flashcards 16–20 to five different children.
- Children take it in turns to do the mime. The child with the matching flashcard stands up and holds up the flashcard. Then both children sit down.

Further practice

Workbook page 23

 Student MultiROM • Unit 3 • Song

Lesson Three

CB page 24

Oxford iTools Digital classroom • Unit 3 • Sounds and letters

Lesson objectives

To recognize the upper- and lower-case forms of the letter *g* and associate them with the sound /g/

To pronounce the sound /g/

Language

Core: *girl, guitar*

Extra: *with*

Materials

CD 40–41; Toys flashcards 16–20; Phonics cards 13–14 (Gg girl, guitar)

Warmer

- Play *Whispers* to revise the vocabulary from the previous lesson (see page 19).

Lead-in

- Draw dotted outlines of the letter *G* and *g* on the board.
- Facing the board, draw the letters in the air as you say the sound /g/. Children draw the letters in the air with you.
- Then join the dotted lines on the board and complete the letters *G* and *g*.
- Draw more dotted examples on the board and ask different children to come and join the dots.

1 Listen, trace and point. Repeat. 40

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /g/. Point to the letters *G* and *g*.
- Point to the *G* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *g* and trace the letter with your finger. Children trace the letter with their finger in their books (pause the track while they trace, if necessary).
- Then listen and point to the words *girl* and *guitar* as you hear the words.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

Transcript 40

Listen, trace and point.

/g/
/g/ girl
/g/ guitar

Listen and repeat.

/g/
/g/ girl
/g/ guitar

Optional activity

- Play the recording again.
- Give two children the phonics cards 13–14 (*girl, guitar*). When they hear their word they hold up their card. The rest of the class points to it.

2 Listen and chant. 41

- Hold up your Class Book and point to the picture of the girl playing the guitar.

- Point to the girl and say *girl*. Point to the guitar and say *guitar*. Children repeat in chorus. Then say *A girl with a guitar*. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Put the phonics cards 13–14 in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing after each line for children to repeat.
- Play the chant once more all the way through for children to repeat as they listen.

Transcript 41

Listen and chant.

girl, girl, girl
/g/, /g/, /g/
guitar, guitar
/g/, /g/, /g/
A girl with a guitar
/g/, /g/, /g/
A girl with a guitar
/g/, /g/, /g/

3 Stick. Then circle and say.

- Hold up your Class Book and point to the picture of the girl with a guitar. Point to the lower-case *g* and elicit /g/.
- Say *Let's stick the sticker*. Hold up the *g* sticker and encourage children to place it on their books in the correct position.
- Then point to the example circle and say *Circle /g/*. Trace the circle with your finger as you say the word *circle*. Point and say /g/ – *girl*. Children repeat in chorus.
- Repeat with *guitar*.
- Give children enough time to draw a circle around the letter.

Optional activity

- Play the recording again. Demonstrate two actions for the children to do when they hear the word: *girl* (wave with both hands), *guitar* (mime playing guitar).
- Children do the actions when they hear the words.

4 Join the letter Gg. Help the girl find the guitar.

- Point to the picture of the girl on the left of the page and the picture of the guitar on the right.
- Point to the example line. Say *Join the letter g*. Trace the line from the girl to the letter *g* with your finger.
- Point to the next letter *g* in the line below and continue tracing the line with your finger.
- Children find the letters *g* and join them with a continuous line until they reach the picture of the guitar.
- Go around the class and check.

Further practice

Workbook page 24

Handwriting, Workbook page 70

Handwriting practice, PMB page 8

Student MultiROM • Unit 3 • Sounds and letters

Lesson objectives

To learn the numbers 7 and 8

To use the numbers 7, 8 in the context of a song


Language

Core: 7, 8, seven, eight

Recycled: 1–6, one – six, count, cars, balloons

Extra: How many?

Materials

CD  41–43; Toys flashcards 16–20; Phonics cards 9–10 (Gg girl, guitar)

Warmer 41

- Play the chant from Lesson 3 again to revise the /g/ sound. When children hear the /g/ sound they jump in the air with both hands on their heads.

Lead-in

- Revise numbers 1–6 by unfolding the fingers on your hands and counting them. Encourage the class to count with you.
- Unfold two more fingers in sequence for 7 and 8 and model the new words for children to repeat.
- Ask eight children to come to the front of the class and stand in line. Each child has a number from 1 to 8 which they say in sequence to the class.
- Draw dotted outlines of the numbers 7 and 8 on the board and demonstrate how to write them. Children draw the numbers in the air.

1 Listen, trace and repeat. 42

- Say *Open your books* and model the action for children to copy.
- Play the recording and point to numbers 7 and 8 as you hear the words.
- Trace the number 7 with your finger. Give children enough time to trace the number 7 with their finger in their books.
- Trace the number 8 your finger. Give children enough time to trace the number 8 with their finger in their books.
- Play the recording again. Point to the numbers in turn and say 7, 8. Children repeat in chorus.

Transcript 42

Listen, trace and repeat.

7
8

Optional activity

- Demonstrate actions to match the sound effects 'beep' and 'pop'. Mime pressing a car horn for 'beep' and mime popping a balloon with a pin for 'pop'.
- Play the recording again. The children do the actions in time with the audio.

2 Point and sing. 43

- Hold up your book and point to the picture of the cars. Count them slowly and encourage the children to count with you. Say *one ... two ... three ... three ... four ... five ... six ... seven ... cars!* Do the same with the balloons.
- Practise for the children to repeat in chorus.
- Play the recording all the way through for the children to listen to and point to the pictures as they hear the words.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song and do the actions for 'beep' and 'pop'.

Transcript 43

Point and sing.

How many cars?

How many cars?

1, (beep) 2, (beep) 3, (beep) 4, (beep) 5, (beep)

6, (beep) 7, (beep)

7 cars. 7 cars.

How many balloons?

How many balloons?

1, (pop) 2, (pop) 3, (pop) 4, (pop) 5, (pop)

6, (pop) 7, (pop) 8, (pop)

8 balloons. 8 balloons.

3 Find, circle and say. 8 cars, 7 balloons.

- Hold up your book and point to the picture.
- Say *How many cars?* Point to each car and encourage the children to count them with you. Elicit *eight cars* from the class. Say *Circle the cars*. Draw a circle around the example as you say the word *circle*.
- Give children enough time to draw circles around the eight cars. Monitor and help if necessary.
- Say *How many balloons?* Point to each balloon and encourage the children to count them with you. Elicit *seven balloons*. Say *Circle the balloons*. Draw a circle around the example as you say the word *circle*.
- Give children enough time to draw circles around the seven balloons. Monitor and help if necessary.
- Go through the answers with the class.

Optional activity

- Point to the picture. Ask children to count the planes, robots and teddies. Tell them to count quietly on their own.
- Go through the answers with the class and write them on the board. (planes 5, robots 2, teddies 4)
- Ask individual children to stand up and show the answers by counting on their fingers to the class.

Further practice

Workbook page 25

 Student MultiROM • Unit 3 • Numbers