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Steps into English is a six-level series for primary level that accompanies pupils through the different stages of their learning process. The series grows together with children, both in its look and in the type of activities each level proposes.

Components overview

Pupil's Book

The Pupil's Book consists of:

- a Hello! Unit, which presents basic language such as numbers, colours and greetings, as well as the main characters;
- six core units;
- three 'Consolidation' sections (one for every two units);
- three 'Cross-curricular English' sections and three 'Everyday English' sections;
- a 'Goodbye!' page;
- an end-of-course 'Certificate';
- access to the Digital Pupil's Practice Kit which includes a wide range of interactive digital language activities.

The book also includes a set of cut-outs (one page of cards per unit) and three pages of stickers to be used in activities throughout the book as well as in the 'Mini dictionary' section.

Optional Activity Book

The **Activity Book** is an optional book which provides reading and writing practice for each unit.

Teacher's Notes

This provides the teacher with a step-by-step guide to each lesson. It includes facsimiles of the corresponding Pupil's Book for easier classroom use. The Teacher's Notes outline the main language of the lessons and provide instructions on conducting classes by providing practical classroom management tips and suggestions for extra activities. The Teacher's Notes also include the tapescripts of all of the material on the CD.

Flashcards

The flashcards illustrate the key vocabulary of the course. The Teaching Notes give instructions on how to use the cards in each unit. Each flashcard is numbered for easy identification.

Class CDs

The Class CDs contain the recordings of all the stories, songs, pronunciation and other listening activities.

Puppet

The Ben the Mouse puppet can be used to introduce the activities or stages in each lesson.

Teacher's Presentation Kit

This contains a digital version of the Pupil's Book and Activity Book with which to present the material in class and correct the activities together with the pupils. All audio and animated stories are also embedded to facilitate teaching.

Teacher's Resource Centre

The Teacher's Resource Centre contains the digital version of the Teacher's Book and downloadable audio files. It also offers extra resources such as the photocopiable activities in the 'Activity bank', worksheets, unit tests, mid-course and end-ofcourse tests, cards templates and the digital flashcards and word cards.

Pupil's Book unit walkthrough



In Levels 1 and 2, rubrics are expanded to give teachers an at-a-glance reference of the activity aims.



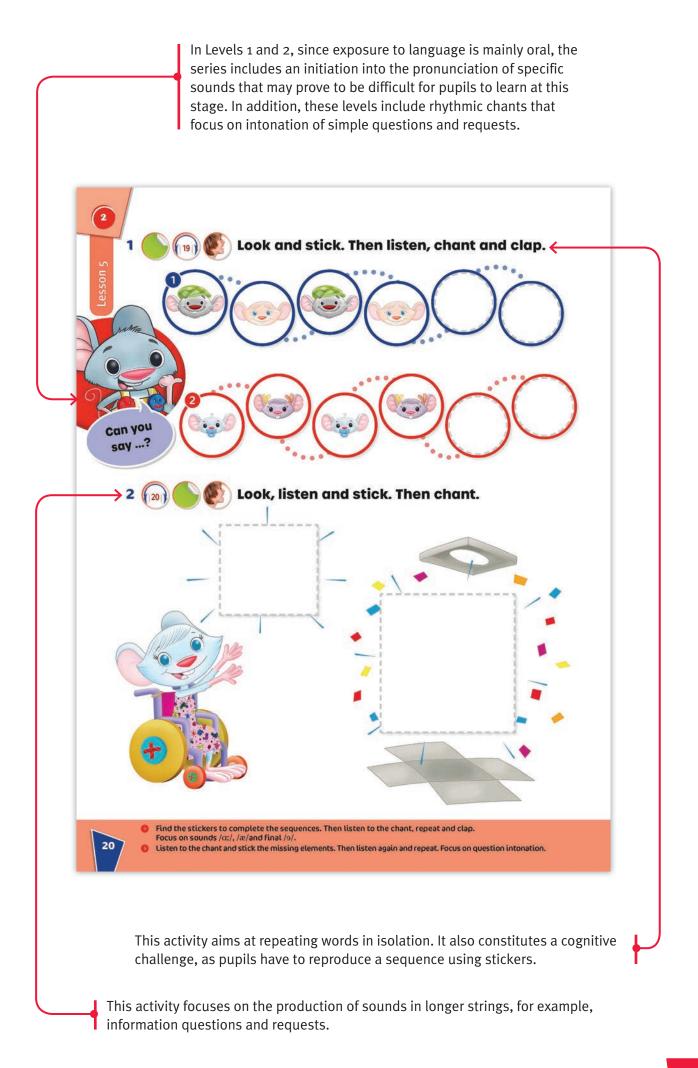
In Levels 1 and 2, the 'It's story time!' section includes fun episodes featuring the main characters. This section slowly and gradually introduces pupils to reading.

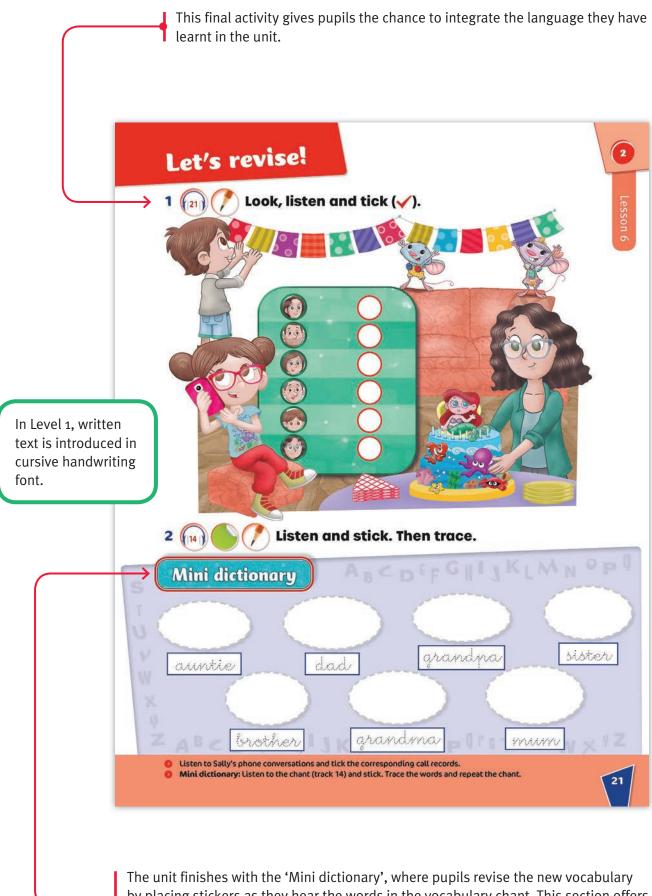


All the stories are animated and available both in the **Teacher's Presentation Kit** and the **Teacher's Resource Centre.**

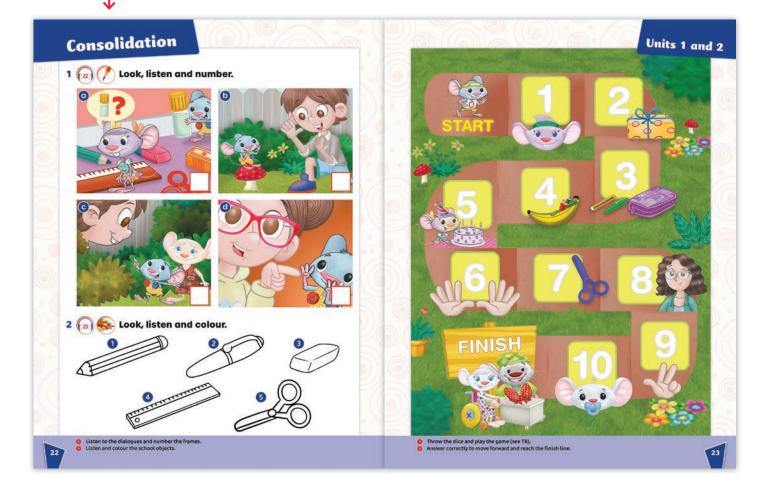


Stickers are used in various activities throughout the unit.

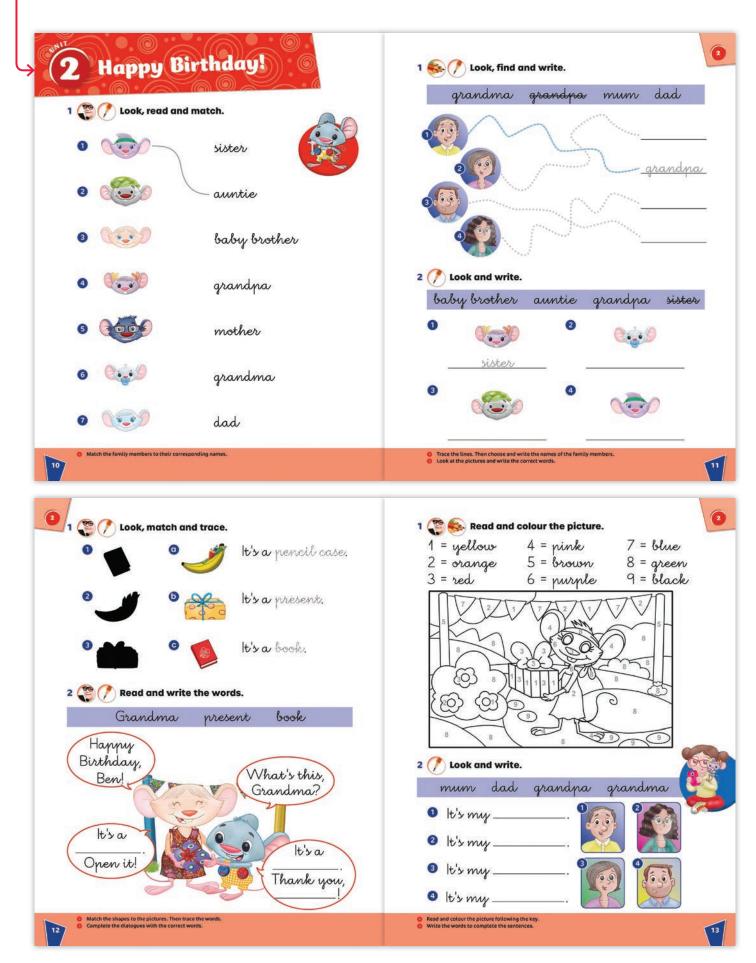




by placing stickers as they hear the words in the vocabulary chant. This section offers pupils an introduction to both to writing (pupils trace the words) and to the use of a dictionary (words appear in alphabetical order). The 'Consolidation' sections are a fun way to consolidate the language taught so far and foster pupils' interactions (with their teacher first and, eventually, with their peers).



The optional Activity Book provides reading and writing practice of key vocabulary and language.





Confidence also grows from the way in which lessons are planned. A lesson is a unique moment that has its own unique structure. This structure, in turn, forms part of a string of other unique moments that should form a continuum. The more cyclical, the more predictable, and the more predictable lessons are, the more secure and confident pupils will feel – the only precaution is to avoid boredom in lessons, stages of a lesson, and each teacher will have his/ her own approach. A three-stage lesson suggestion has been provided below to aid lesson preparation, in addition to the detailed guidelines related to the activities outlined in this **Teacher's Book**.

Stage 1: Getting into the right mood

- · Establish a routine to start with:
 - Singing the 'It's time for English!' song is always a good way to create the right mood for an English lesson.

(55) Audioscript

It's time for English! Clap your hands! (clap your hands) It's time for English! Tum around! (tum around) It's time for English! One, two, three. (count on fingers) Stop! (stop counting) Look! (shade your eyes)

Listen to me! (cup your ear with your hand)

- Prepare a 'poster corner' in your classroom where you can record information like:
 - the date;
 - attendance;
 - the weather, the season;
 the birthdays of the day/week;
 - the birthdays of the day/week
 the current course unit;
 - the activities for the day;
- * the songs you learn.

Stage 2: Getting down to brass tacks

- Recap what was done in the previous class.
 A short game, the reconstruction of a narrative, a few questions, even the display of familiar scenes or illustrations may serve to reestablish contact with the previous lesson's contents. The choice of what to do should bridge the gap between the previous class and the present lesson.
- Pick the activity (or activities) that will constitute the core of the time available in your lesson and follow the guidelines in this Teacher's Book.

Make sure you have prepared the necessary props and equipment beforehand.

- When starting the lesson dealing with the story in each unit, sing the 'It's story time' song.
 - (57) Audioscript It's story time! It's story time! Let's listen to the story!

Stage 3: Rounding up

- To round up the lesson: Celebrate the achievements of the lesson.
 - Encourage pupils to give themselves a good clap. Sing the 'Praising' song (you can also sing it each time they finish a game or challenging activity).

(56) Audioscript

Well done! (thumbs up) Well done! (thumbs up) Well done everyone! (thumbs up) It's the end of the lesson. (wave goodbye)

- Well done everyone! (thumbs up)
- Announce that time is up and sing the 'Goodbye' song.

(58) Audioscript

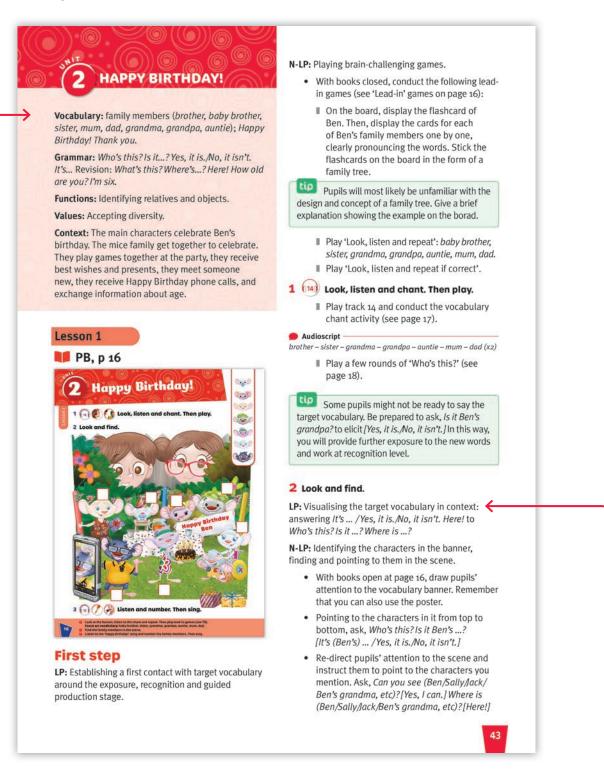
Goodbye! Goodbye! (wave) It's time to say goodbye. (point to your watch) It's time to put your things away. (mime tidying up) It's time to say goodbye. (wave)

15

This section includes general notes on how to deal with:

- each lesson;
- special sections such as 'Lead-in' and 'Make and play';
- the songs and
- the board games in the 'Consolidation' sections.

Each unit starts with a quick summary of the new language (vocabulary and grammar), the functions, the values and the context dealt with.



One outstanding feature of the activities in Levels 1 and 2 is that they have a linguistic purpose (LP) and a non-linguistic purpose (N-LP). The former serves the language learning process directly, either at its exposure, recognition or production stage. The latter makes the activity meaningful for the pupil. Pupils, at this stage, can't see language learning as an aim but they do readily find meaning in colouring, matching, discovering, tracing, ordering sequences, sorting out, singing, chanting, reporting, checking, playing games and roles, and the like. It is the non-linguistic purpose that gives the linguistic purpose a chance of being successfully realised. In the **Teacher's Book**, both purposes are explained from the point of view of the pupil and they are followed by the details of how to approach the activities.

Answer keys for the optional **Activity Book** are included at the end of each unit.

Activity bank

 Class noughts and crosses: Prepare a big noughts and crosses grid on the board with the colour flashcards to allow pupils to choose a square. Also, in each square, display a suitable flashcard to help the pupils to answer a question from the following set:

(green) What's your name?[I'm (name).]/(red) How old are you?[I'm (age).]/(yellow) What's this in English?[It's a...]/(pink) What's this?Is it a ...?[Yes, it is.,No, it isn't.]/ (blue) Who's this?[It's Ben's,Sally's (dad).]/(white) Who's this? Is it...?[Yes, it is,No, it isn't.]/(purple) How many (pencils)?[(Three,]/(brown) What colour is the (pencil case)?[It's...]/(orange) Where's my (glue)?[Here.]

 Question ping-pong challenge: Get a small soft ball and prepare each of the questions above on a large piece of paper. Then place the pieces of paper in a box or a bag. To play the game, you throw the ball to a pupil who must draw a paper slip from the bag/box and give it to you. Read the question. If he/she answers it correctly, he/she scores a point. For some questions, you will need flashcards as visual aids. Keep a score of the questions answered correctly. The optional Activity Book offers pupils extended reading and writing practice to complement the activities in the Pupil's Book.

AB, p 10	
2 Happy Bi	irthday!
1 🙄 🧷 Look, read and	I motch.
•	sister
•	auntie
•	baby brother
•	grandpa
•	mother
o 040	grandma
0 0000	dad
Mob2h the family members to their some,	pooling names.
by brother, 7 mothe	ndpa, 3 grandma, 4 sister, 5 dad, r
wers: 1 auntie, 2 gra by brother, 7 mothe AB, p 11	r 0
by brother, 7 mothe	r write.
by brother, 7 mothe AB, p 11 1 © (Look, find and v grandmar gr	r write.
AB, p 11 AB, p 11 Cook, find and gaandmax ga andmax ga 2 () Look and write.	r write.
by brother, 7 mothe AB, p 11 AB, p 11 Cook find and of grandmar go grandmar go grand grand grand grand grand grand grand grand grand grand grand grand grand grand grand grand gran	r mrtte. aardyne munn dad grandpa. grandpa.
AB, p 11	r mrte. sandya mum dad grandpa unte grandpa sister
by brother, 7 mothe AB, p 11 AB, p 11 AB, p 11 Cook, find and ghandmarge	r wrte. anadza grandza iewie iewie iewie iewie iewie

Each unit has an 'Activity bank', which includes suggestions of additional activities to be carried out throughout the unit, as well as the notes for the photocopiable activities in the **Teacher's Resource Centre**.

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📕 AB, p 10

2 Happy	
1 🙄 🧷 Look, read a	and match.
•	sister 🔯
•	auntie
•	baby brother
•	grandpa
•	mother
• •	grandma
•	dad

1 Look, read and match.

Answers: 1 auntie, 2 grandpa, 3 grandma, 4 sister, 5 dad, 6 baby brother, 7 mother

100

AB,	p	11	

	grandma	grandpa	mum	dad
		Jamin	2	grandna
0			1-	
			and the second second	
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	sister			
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	on the None. They choose and A at the allocate and write the		-	1
10.25	find an	d write.		

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How to work with Steps into English 1

This section includes general notes on how to deal with:

- each lesson,
- special sections such as 'Lead-in' and 'Make and play',
- the songs and
- the board games in the 'Consolidation' sections.

The lesson stages

Given the age band of the target pupils, the activities in *Steps into English 1* have been conceived with a whole-class approach and with progressive instances of individual participation guided by the teacher in mind. The teacher leads the way at every step, engaging pupils in the proposals and setting the pace.

The reason for this is twofold: on the one hand, at such an early age, with little or no experience of learning a foreign language, pupils need the confidence provided by the larger group until they are ready to use the language in smaller groups or pairs; on the other, it is the teacher's responsibility to maximise pupils' speaking time effectively and safely.

Confidence also grows from the way in which lessons are planned. A lesson is a unique moment that has its own unique structure. This structure, in turn, forms part of a string of other unique moments that should form a continuum. The more cyclical, the more predictable, and the more predictable lessons are, the more secure and confident pupils will feel – the only precaution is to avoid boredom in lessons, stages of a lesson, and each teacher will have his/ her own approach. A three-stage lesson suggestion has been provided below to aid lesson preparation, in addition to the detailed guidelines related to the activities outlined in this **Teacher's Book**.

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- Prepare a 'poster corner' in your classroom where you can record information like:
 - the date;
 - attendance;
 - the weather, the season;
 - the birthdays of the day/week;
 - the current course unit;
 - the activities for the day;
 - the songs you learn.

Stage 2: Getting down to brass tacks

- Recap what was done in the previous class.
 A short game, the reconstruction of a narrative, a few questions, even the display of familiar scenes or illustrations may serve to reestablish contact with the previous lesson's contents. The choice of what to do should bridge the gap between the previous class and the present lesson.
- Pick the activity (or activities) that will constitute the core of the time available in your lesson and follow the guidelines in this Teacher's Book.

tip Make sure you have prepared the necessary props and equipment beforehand.

• When starting the lesson dealing with the story in each unit, sing the 'It's story time' song.

(57) Audioscript — It's story time! It's story time! Let's listen to the story!

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- To round up the lesson:
 - Celebrate the achievements of the lesson. Encourage pupils to give themselves a good clap. Sing the 'Praising' song (you can also sing it each time they finish a game or challenging activity).
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Well done! (thumbs up)
Well done! (thumbs up)
Well done everyone! (thumbs up)
It's the end of the lesson. (wave goodbye)
Well done everyone! (thumbs up)

Announce that time is up and sing the 'Goodbye' song.

(158) Audioscript —

Goodbye! Goodbye! (wave) It's time to say goodbye. (point to your watch) It's time to put your things away. (mime tidying up) It's time to say goodbye. (wave)

The 'Lead-in' games

The following are some general flashcard activities you can use as lead-in games to present the vocabulary of each unit:

- Look, listen and repeat: This is an easy way to establish a first contact with vocabulary, the aim being to expose pupils to sound and meaning at the same time. Produce the flashcards one at a time, saying the word that matches the object on display, and eliciting choral repetition. To guarantee consistency of sounds, make sure that the pronunciation pupils are exposed to at this point matches the pronunciation of the words in the chant and the forthcoming tracks. Do this several times, making sure pupils manage to produce sounds properly. In every round, change either speed, volume or pitch to add variety and fun.
- Look, listen and repeat if correct: Say the target words as you show random flashcards so that pupils recognise sound and meaning, and so that they have to decide on the sound-image correspondence to repeat or not.

tip The pronunciation provided at this point should match the pronunciation of the vocabulary chant.

Instruct pupils to look at the card you show them and to repeat the word they hear, but only if it matches the card displayed. Produce the flashcards at random, one at a time, and say the target words. Encourage pupils to react promptly to the visual aid. If it matches the word you said, they will have to repeat it. When they do so, supervise their production and gently make any necessary adjustments, immediately eliciting choral repetition. Most likely, repetition will become automatic and pupils will often repeat when they shouldn't. This is a good opportunity to work on how important it is to stay alert. At these points, make the most of the circumstance in relation to language learning by asking, What's this? Is it a ...? Elicit, No, it isn't. It's a ... (or their plural formulas when necessary). Then resume the game. Encourage pupils to beware of not falling into the 'automatic trap'. Play this game several times, changing speed, volume or pitch to add variety and fun. It can even be presented as a challenge, with a record on the board of the number of flawless rounds.

NB: When it comes to uncountable and plural nouns, make sure that the answer does not contain the indefinite article. For plural nouns, change the questions to: *Are these ...? Yes, they are./ No, they aren't. What are these?* and do not hesitate to model the answers including: *They are/aren't* ... At this point, there is no need to go into any kind of analysis – just use the opportunity to present the new exponent and encourage repetition. Pupils will easily and readily imitate your model when they feel safe.

- Memorise the sequence: Display a series of flashcards on the board as you say the target words for each. (You may add a flashcard from a different lexical set as a distractor.) While pointing, say the words several times – you may even elicit repetition. Allow a little time for pupils to memorise the distribution of the flashcards. Ask pupils to close their eyes. Meanwhile, turn the flashcards face down, hiding the pictures and keeping their order. Tell pupils to open their eyes. Explain that they will have to identify the card matching the word you say. Say a word, e.g. cheese, a bird, a chair, legs and ask two pupils to come forward and agree to point to the flashcard they think corresponds with your word. Tell them to reveal the card. If it matches the word you said, the card will remain visible for the rest of the game. Encourage the class to celebrate. If not, produce the word that corresponds to the flashcard revealed, providing further exposure, which is always an advantage, and instruct the pupils to place the card back where it belongs, face-down, and go back to their seats. Invite another pair to have a go. Proceed like this until all the flashcards have been revealed and identified correctly.
- Where's the ...?: This is a variant of 'Memorise the sequence' but it exposes pupils to the 'Where ...?' question. Arrange the target flashcards face down on the board. Ask a pair of pupils to come forward, to answer your question and to point to the corresponding card. Ask, *Where's the (chair)*?The pair of pupils will agree on the card at which to point. One of the pupils points to and reveals the chosen card. If it is correct, the card stays visible. If not, it is turned face down again. The game continues with another pair of pupils. Ask, *Where's the* ...? until all the target words have been revealed.
- Where are the ...?: This is the same game as above. The only difference is the plural formula for the question, which suits all plural lexical items presented in the book.

- **Vocabulary chant activities:** To conduct the chant activities, follow these steps:
 - Play the track once and instruct pupils to listen to the chant.
 - Play the track again and instruct pupils to listen and clap along.
 - Play the track a third time and instruct pupils to chant and clap along.
 - Repeat if willing/necessary.

The songs

It is always easier if the singing is carried out in a graded manner. To do this, play each song several times. Every time, specify which line(s) pupils are to sing. The idea is to increase the number of lines pupils will sing every time the song is played, until they manage to sing all the lyrics. This may be achieved in one or more sessions. To close the singing session, celebrate that pupils can sing a new song.

Con a poster displayed on a classroom wall, you can keep a record of which songs the class can already sing.

The 'Make and play' games

The following are some general activities you can use as games to play with the cut-out cards for each unit:

- **Bingo (all units):** Pupils pick four cards of their preference, either the picture cards or the word cards (when available). Use your own flashcards as reference if further exposure is needed. When someone calls out, *Bingo!*, pupils must say the words for the cards they have chosen to prove they have won the round.
- Sequence dictation (all units): Dictate a sequence of cards for pupils to order on their desks from left to right. After every sequence is dictated, check the order by dictating it once again and having one or two pupils demonstrate the sequence on the board with the corresponding flashcards. Involve the whole class in the supervision of the sequence on display. Alternatively, you may dictate only a few of the target elements and elicit the oral production of the objects you have left out.
 NB: At the early stages of the language learning process, play the game using the illustrated side of the cards, as pupils do not read yet.

When pupils are ready to read, encourage them to play the game using the word cards instead (when available).

- Find the match (Units 1, 2 & 4): This is an interaction between two pupils. It is not a competition - the idea is for the pair to see how many correct answers the two of them can score. It is played with two sets of cards. Hand out a piece of paper for each pair to record the number of correct matches they get. Pupils should draw a tick on the piece of paper for each correct match to keep score. They lay two sets of cards on the table between them. One set shows the pictures and the other set shows the words. Pupil A picks a picture and says, Find (two feet). Pupil B must read all the cards to find its match. If the match is correct, pupils draw a tick on the score card. Then Pupil B picks a picture and says, Find (a head). and the procedure is repeated until all the matches have been established.
- What's this? It's a ... (Units 1 & 5 animals): This is a two-player game and its aim is for pupils to guess the card that has been turned face down. It is played with one set of cards. Player A starts the game by displaying all the cards in line on the desk. Player B takes a few seconds to memorise the sequence of the cards. Then instruct all player Bs to close their eyes. Player A turns one of the cards face down. Instruct all player Bs to open their eyes and answer A's question. Instruct A to point to the face-down card, asking, What's this? Player B answers, *It's a* ... If player B's answer matches the chosen card, player A responds, Bravo! and will reveal it as evidence. At this point, the game starts again, roles swapped. Should player B's answer not match the hidden card, player A will point to that object on display on the desk and say, No, it isn't! Thus, player B will keep on asking, *Is it a* ...? until the object is finally guessed. Then roles will be swapped and a new round starts.

Lip Initially, demonstrate the game with the flashcards displayed on the board. After a few rounds, invite a few confident pupils to take over from you. This should give the class a clear idea of the expected production on their part.

• What are these? They are ... (Units 3 & 4 – plural items): This game is identical to 'What's this?' but for plural nouns. The answer is to be started with 'They are ...'

- Where's ...? Here! (Units 1, 2 & 5 animals): This is a two-player game and its aim is for pupils to guess the card that has been removed from view. It is played with two sets of cards. Player A starts the game displaying all his/her cards in line on the desk. Player A takes a few seconds to memorise the sequence of his/her cards. Instruct player A to close his/her eyes. Player B removes one of the cards and hides it under his/her palm so that it is out of player A's sight. Instruct player A to open his/her eyes and identify the missing card by asking, Where's (the rubber)? If player A's question matches the missing card, player B responds, Here! and will produce it from under his/her hand and give it to player A. At this point, the game starts again, roles swapped. Should player A's question not match the hidden card, player B will point to the matching card on display on the desk and say, Here! Thus, player A will keep on asking questions until the card is finally guessed. Then roles will be swapped and a new round starts.
- Where are ...? (Units 3 & 4 plural items): This game is played like 'Where's ...? Here!' but substituting the formulas for the questions to suit the use of plural nouns.
- Who's this? It's ... (Unit 2): This game is identical to 'What's this?' The only difference is the answer pupils should not use the indefinite article in their answers.
- Where is Ben's mum? (Unit 2): This game is played like 'Where's ...? Here!' but with the family members cards. The question to be asked includes a possessive case, e.g.: Where's Ben's brother?
- Can I have some ..., please? (Unit 3): This game is played in pairs with two sets of cards to maximise opportunities, since the cards have different food items on each side. They are placed on the desk, showing the different food items. In turns, players request some food using the 'Can I have some ...?' question. The interlocutor responds by picking the requested food item and handing it over saying the corresponding line. To demonstrate the game, conduct it with the flashcards displayed on the board initially. After a few rounds, invite a few pupils to take over from you. Encourage the exchange as follows: PA: Can I have some bananas, please? PB: Here (you are). PA: Thank you. PB: You're welcome. You could enrich the linguistic exchange by encouraging pupils to offer options, e.g.: PA: Can I have some bananas/ tomatoes, please? PB: Yellow or green?/Big or small? PA: Yellow, please./Small, please.

PB: *How many*? PA: (quantity – depending on the picture) PB: *Here (you are)*. PA: *Thank you*. PB: *You're welcome*. The wording to be given as input should all be combinations with 'some': *some apples, some pears, some bananas, some eggs, some ham, some cheese, some bread*. Additionally, there could be a further instance in which the wording opens to include the colour: *some yellow bananas, some green apples*, etc. However, aside from the initial vocabulary chant, given the speed and ease with which children learn, we do not recommend the input of isolated words. You should encourage the use of word combinations which are naturally used in real life.

 Have you got a ...?/What have you got? (Units 4) **& 5 – animals):** This is a two-player game and its aim is to guess which card has been removed. It is played with one set of picture cards. The cards are placed with the pictures face down (in the case of the animal cards, the animals should be face down) in a stack on the desk. The centre of the desk should remain clear. Player A starts the game, picking three cards and displaying them face up before player B. Player B takes a few seconds to memorise the cards on display. Player A asks player B to close his/her eyes and to leave his/her hands on the desk, palms down. While player B's eyes are closed, player A picks one of the cards on display and hides it under B's palm so that it is no longer in sight. Player B must decide which of the three pictures he/she has got under his/her palm. To do this, the players must engage in either of these two exchanges: player A asks, *Have you got a (dog)?* and player B answers, Yes, I have./No, I haven't. Or, player A asks, What have you got? and player B responds, I've got a (turtle). To check the response, player B looks at the hidden card. If the guess is correct, player B wins a point. Then the cards go back to the stack, they are shuffled and the game starts again. Roles are swapped and it is player A's turn to guess. The game is over when you decide time is up.

tip The exchanges in this game can also be adapted to admit the use of the 'plural' cards and of descriptive adjectives – *big, small, long, short, red, yellow,* etc.

- What's the problem with the. ..? It can't ... (Unit 5): This is a two-player game and its aim is for pupils to listen and match each animal to the action it can't do by revising the introductory scene and the unit song. It is played with two sets of cards so that both the animals and the actions can be seen. The cards are laid in two stacks (animals and actions) on the desk between the two players. Player A picks an animal card and places it face up on the desk so that it is visible to both players, and asks, What's the problem with the ...? Player B must take the action cards, find the action that matches the animal according to the scene on page 34 of the Pupil's Book and make a statement beginning with It can't ... If Player B answers correctly, he/she scores one point. If he/she answers incorrectly, the animal card is placed back in the stack for another turn. Then player B has a turn. The cycle is repeated until all animals have been matched to the corresponding action cards.
- Where is the (blue) pencil? (Unit 6): This is a twoplayer game and its aim is for pupils to remember and say the location of the object the opponent asks about. It is played with one set of cards placed inside a bag. Player A starts the game by drawing a card out of a the bag and asking, *Where is the (blue) pencil?* Player B answers from memory, *It's (under/in the school bag)*. If the answer is correct, player B scores one point. Then roles will be swapped and a new round starts.
- Where are my pencils? Everywhere! (Unit 6): Play the song on track 46. Pupils first choose the cards that match the lyrics of the song. Play the track again and have pupils put the cards on their desks, in the order the pencils are mentioned in the song. The white pencil is a distractor.

The board games in the 'Consolidation' sections

These are typical board games in which players need to advance positions until they get to the 'FINISH' line. Advances are enabled by casting a dice. The number revealed leads to landing on a frame. At that point, you will ask a question which pupils must answer correctly to stay where they have landed; otherwise, they should return to their previous position.

To avoid fostering mere competition between pupils at this point of the language learning process, the game should ideally be played by the class as a team, with the game poster displayed on the classroom board and you taking the lead. Have pupils use their own markers to mark the moves on the game board in their books while you use a big marker on the game poster. The dice is cast and the marker is moved to the corresponding frame. The question is posed to the whole class so that all pupils have the chance to collaborate with one another to come up with the correct answer. This procedure increases the likelihood that the pupils will reveal the correct answer that advances along the board will always take place. Also, and very importantly, it develops a sense of togetherness and achievement among the pupils, and it reduces the unrest and frustration that accompany competition, as pupils focus on reaching the 'FINISH' line together instead of beating others.

The best way to make the most of the game is to approach it in two stages: **Preparation** (familiarisation with design and language input) and **Play time** (language production). See specific notes for each board game in the corresponding 'Consolidation' section in this Teacher's Book.

COURSE PLANNING

The following notes provide guidance on how to teach the contents of the English as a Foreign Language syllabus in Grade 1. These principles are practised and recycled at frequent intervals across units and throughout the course. Every unit has been written to develop the pupils' English ability in the four skills, plus intercultural competence.

For teachers, the course guiding principles can be summarised as follows:

LANGUAGE SKILLS DEVELOPMENT

LISTENING

- Approach listening comprehension knowing that it is not necessary to know the meaning of every word in order to understand a text, and that decoding individual words is not enough to derive the full meaning of a text.
- Stress that good oral comprehension in a foreign language also includes interpreting the body language of speakers, or other clues.
- Propose a variety of listening inputs, some to be read out loud by the teacher and others consisting of authentic sources to be played back (audio and video recordings, for example). Be sure to:
 - guide pupils to notice the overall context before they listen. This includes identifying the topic being discussed, the setting in which the conversation takes place and who the participants are;
 - vary the task objectives listening for gist, listening for detail – according to the communicative aims of the lesson and with instruction and support from the teacher.
- Practise inferencing and predicting as listening strategies, focus the pupils' attention on contextual clues: key words and phrases, discourse markers and speakers' choice of words; as well as non-verbal clues: the, tone of voice, intonation, etc.
- Include children's short fiction for global understanding, but also illustrated stories, songs, poems, tongue twisters, etc. Make sure that these listening texts are complemented by rich illustrations or visual aids to assist listening along, and plan activities that encourage listening for pleasure.

- Transmit an appreciation for the rhythm and musicality of the language.
- Point out certain characteristics of oral language, such as intonation patterns in questions and exclamations, so pupils can begin noticing these and other traits on their own.

READING

- Ensure that reading texts feature abundant visual support (realia) that can be used to construct meaning before looking at the written word.
- Practise inferencing and predicting as pre- and inreading strategies, focusing the pupils' attention on illustrations, titles and headings, text structure, discourse markers and other contextual clues.
- Present short extracts and clearly formatted texts, such as posters and announcements, to focus on headlines or titles, paragraph headings, numbering and (re)ordering of lines or paragraphs. Make the most of illustrations, photos and other visual aids.
- Approach reading as a means of experiencing a range of emotions, reflecting on our own reality and the wider world, as a resource for seeking information and as a support for carrying out other language tasks.
- Familiarise pupils with the principal characteristics of the texts they will read and the various genres they will encounter.

SPEAKING

- Provide sustained opportunities to use the language in typical exchanges relating to school life (greeting people, asking for permission, etc.).
- Guide pupils to produce the language, either in spontaneous conversations or by acting out short, modelled dialogues.
- Choose activities with a focus on pronunciation and stress patterns; such as rhymes, songs and chants, tongue twisters, poems, etc.
- Plan games or other activities in which pupils interact in the language playfully.

WRITING

- Introduce writing gradually, progressing from words to sentence and short paragraph production, and in predictable formats that also include visual prompts (posters, announcements, captions for photos or illustrations, picture dictionary entries, etc.) This includes:
 - providing repeat exposure to model texts that pupils can reproduce or adapt;
 - noticing the communicative goals and characteristics of each text type, with guidance from the teacher.
- Include dictation as a standard writing activity particularly for pupils in the early Primary grades where it is helpful for the teacher to "help write".
- Point out the relationship between reading and writing to encourage the process of learning how to write.
- Display in the classroom (and elsewhere) individual pieces of writing or the writing portfolios that pupils produce as a group.

REFLECTING ON THE LANGUAGE-LEARNING PROCESS

- Observe and discuss, with help from the teacher, some of the key features of the language; for instance: how rhythm and intonation convey meaning and emotions, or the ways sounds can be written out (phonics).
- Point out some of the similarities and differences between English and Spanish, leading pupils to appreciate the distinct aspects of the target language; for example, the phonemes that are unique to that language.

DEVELOPING INTERCULTURAL COMPETENCE

- Build awareness of the various languages and linguistic diversity that can be found in the community, at school and beyond.
- Promote encounters with other cultures to appreciate their customs, focusing on their daily routines, their attitudes toward education and leisure, their rites and celebrations, among other things.
- Develop an awareness of the different forms of bias and prejudice in intercultural relations, in such a way as to overcome them.
- Foster a spirit of dialogue to advance knowledge, encourage participation and promote harmony.

HAPPY BIRTHDAY!

Vocabulary: family members (*brother, baby brother, sister, mum, dad, grandma, grandpa, auntie*); *Happy Birthday! Thank you.*

Grammar: Who's this? Is it...? Yes, it is./No, it isn't. It's... Revision: What's this? Where's...? Here! How old are you? I'm six.

Functions: Identifying relatives and objects.

Values: Accepting diversity.

Context: The main characters celebrate Ben's birthday. The mice family get together to celebrate. They play games together at the party, they receive best wishes and presents, they meet someone new, they receive Happy Birthday phone calls, and exchange information about age.

Lesson 1

📕 PB, p 16



First step

LP: Establishing a first contact with target vocabulary around the exposure, recognition and guided production stage.

N-LP: Playing brain-challenging games.

- With books closed, conduct the following leadin games (see 'Lead-in' games on page 16):
 - On the board, display the flashcard of Ben. Then, display the cards for each of Ben's family members one by one, clearly pronouncing the words. Stick the flashcards on the board in the form of a family tree.

Pupils will most likely be unfamiliar with the design and concept of a family tree. Give a brief explanation showing the example on the borad.

- Play 'Look, listen and repeat': baby brother, sister, grandma, grandpa, auntie, mum, dad.
- Play 'Look, listen and repeat if correct'.
- **1** (14) Look, listen and chant. Then play.
 - Play track 14 and conduct the vocabulary chant activity (see page 17).

Audioscript -

brother – sister – grandma – grandpa – auntie – mum – dad (x2)

Play a few rounds of 'Who's this?' (see page 18).

Some pupils might not be ready to say the target vocabulary. Be prepared to ask, *Is it Ben's grandpa*? to elicit [*Yes, it is./No, it isn't.*] In this way, you will provide further exposure to the new words and work at recognition level.

2 Look and find.

LP: Visualising the target vocabulary in context: answering *It's* ... /*Yes*, *it is*./*No*, *it isn't*. *Here!* to *Who's this? Is it* ...? *Where is* ...?

N-LP: Identifying the characters in the banner, finding and pointing to them in the scene.

- With books open at page 16, draw pupils' attention to the vocabulary banner. Remember that you can also use the poster.
- Pointing to the characters in it from top to bottom, ask, *Who's this? Is it Ben's ...?* [*It's (Ben's) ... /Yes, it is./No, it isn't.*]
- Re-direct pupils' attention to the scene and instruct them to point to the characters you mention. Ask, *Can you see* (Ben/Sally/Jack/ Ben's grandma, etc)?[Yes, I can.] Where is (Ben/Sally/Jack/Ben's grandma, etc)?[Here!]

- **VALUES** In L1, discuss diversity by drawing pupils' attention to similarities and differences, such as physical characteristics (age, height, build), personality traits (fashion preferences, food preferences, beliefs), and other differences (for example, wearing glasses or using a wheelchair). Help pupils to accept these differences and to see them as norma.
 - Draw attention to the following aspects: Ben's name on the 'Happy Birthday' banner, the cake, and the number of candles on the cake. Elicit whose birthday it is.

tip To elicit whose birthday it is, offer a few options, asking, *Is it Lisa's birthday?* (No, it isn't.) *It is Ben's birthday? (Yes, it is.)* Do not refrain from using the possessive case in 'Ben's'. The context will make the idea clear enough for pupils.

Listen and number. Then sing.

LP: Recognising target vocabulary. Pronouncing 'th' accurately and sounds in strings.

N-LP: Numbering the family members in order of appearance in the song. Singing a song.

• Have pupils to look at the scene on page 16. Listen to the song and number the family members in the boxes provided. Play track 15 twice without stopping.

tip

When conducting listening activities, announce you are going to play the track twice for the activity, and then a third time to check. Reassure the pupils that there is no need to worry if the activity is not completed in full after the first time you play the track.

Audioscript

N: Narrator – Grandma: G1 – Grandpa: G2 – Ben: B – Sally: S – Jack: J – Auntie: A - Lisa: L - Baby brother: B2

- Happy birthday! N: Who's this?
- Who's this? **N**:
- **S & J:** Happy birthday, Ben!
- **B**: Thank you, Mum! Thank you, Mum!
- G1: Happy birthday, Ben! Happy birthday, Ben!
- Happy birthday, Ben!
- **B**: Thank you, Grandma! Thank you, Grandma!

Chorus:

- **N:** Who's this? D: Happy birthday, Ben!
- Happy birthday, Ben! **B**: Thank you, Dad! Thank you, Dad!
- Happy birthday to you, happy birthday to you! Happy birthday to you, happy birthday to you!

- N: Who's this?
- G2: Happy birthday, Ben! Happy birthday, Ben!
- **B**: Thank you, Grandpa! Thank you, Grandpa!
- N: Who's this?
- **A**: Happy birthday, Ben! Happy birthday, Ben!
- **B**: Thank you, Auntie! Thank you, Auntie!

- N: Who's this?
- L: Happy birthday, Ben! Happy birthday, Ben!
- **B1:** Thank you, Sister! Thank you, Sister!
- N: Who's this?
- Happy birthday! B2:
- **B1**: Ha ha ha! Thank you, brother! My baby brother!

(Chorus)

• Play the track a third time to allow pupils to check their numbering. Pause before every question. Ask, Who's number (1)?[It's Ben's (mum).] Play the track again to confirm.

tip | Display the family flashcards on the board to help the students. Invite various pupils to come forward in turn and write the corresponding number next to each card. If the answer is correct, mark it with a tick. If not, ask the class to work together to decide on the correct number. Pupils' first answer will most probably be the family member in isolation, without the use of the possessive form. Model the use of the possessive form and encourage the pupils to repeat the full answer.

Answers: 1 It's Ben's mum. 2 It's Ben's dad. 3 It's Ben's grandma. 4 It's Ben's grandpa. 5 It's Ben's auntie. 6 It's Ben's sister. 7 It's Ben's baby brother.

Final step

• Encourage pupils to sing along. Record the song on the classroom poster (see 'The songs' section on page 17.)

tip Play the song three times. Tell pupils which lines to sing each time. **1st time:** only 'Thank you, (Mum).'; **2nd time:** 'Happy Birthday, Ben!'; **3rd time:** whole song. To close, celebrate being able to sing a new song. Monitor the pronunciation of 'th' in 'birthday', 'Thank you', and 'brother'.



First step

With books closed, conduct the following lead-in game (see 'Lead-in' games on page 16):

- Play 'Look, listen and repeat if correct' with the flashcards of Ben and his family members.
- Show the pupils a flashcard and say one of the target vocabulary words. Then ask the pupils to repeat the word only if it matches the card you are showing them.
- Repeat the game, changing the speed or making it into a challenge by awarding pupils points for the best rounds.

1 (16) Look, listen and circle.

LP: Revisiting target vocabulary. Responding *It's* ... / *Yes, it is./No, it isn't*. to *Who's this? Is it* ...? Responding *Here!* to *Where is* ...? *Here!* Developing listening skills.

N-LP: Identifying and circling the speaker in each pair.

- With books open at page 17, draw pupils' attention to the scene in Activity 1.
- Hold your book high enough so that all the pupils can see, then point to each character and, ask, *Who's this? Is it ...?[It's ... /Yes, it is./ No, it isn't.]*

 In L1, encourage pupils to interpret what is happening in the scenes in the book. For instance, in this scene, the family is playing a game during a birthday party. Ask pupils to imagine what game it is and how it is played. Then play track 16 and tell them to listen and confirm. (They are playing Blind Man's Buff: with eyes closed, Ben must guess who wishes him a happy birthday, by identifying his/her voice. Lisa conducts the game by asking her brother, Who's this? Each time Ben answers, *It's (Mum)!'*).

🗩 Audioscript —

Ben: B – Lisa: L – Mum: M – Dad: D – Grandpa: G – Auntie: A

Shhh! Ben, listen, who's L: Shhh! Ben, who's this?

L:

A: Happy birthday, Ben!*B:* It's Auntie!

Yes, it is!

- M: Happy birthday, Ben!
- B: It's Mum!

this?

L:

- L: Yes, it is!
- L: Shhh! Ben, who's this?
- **G:** Happy birthday, Ben!
- B: It's Grandpa!
- L: Yes, it is!
- L: Shhh! Ben, who's this?D: (teasing imitating a baby's mumbling)
- **B:** Oh, it's my baby brother!
- *L:* No, it isn't! It's Dad!
- All: Ha ha ha!
- Play the track twice over and tell pupils to circle the correct option in each pair in the given options.
- Allow pupils to check their answers by playing the track again and pausing for them to identify the speaker. Ask, Number 1: *Who's this? Is it* (*Mum*)?[*It's* ... /Yes, it is./No, it isn't.]

Display the flashcards on the board to help the pupils, copying the pairs in the activity. As you play the track, pause it and get various pupils to come forward in turn to draw a circle around the corresponding flashcard. If their answer is correct, mark it with a tick; if not, ask encourage the class to collaborate to find the correct answer.

Answers: 1 It's Ben's mum. 2 It's Ben's grandpa. 3 It's Ben's auntie. 4 It's Ben's dad.

Extra activity Play 'Blind Man's Buff'. Use a scarf to blindfold a pupil or tell him/her to close his/her eyes. Instead of 'Happy Birthday', the line may be 'Hello! I'm six. How old are you?' Or encourage the whole class to say the unit chant. At a point, signal only one pupil to continue alone. Ask, *Who's this?* Encourage the use of 'It's ...'/'Is it ...?' If necessary model the answers. Not all pupils will want to be blindfolded, so it is best to ask for volunteers.

2 (17) Look, listen and number.

LP: Recognising the target vocabulary.

N-LP: Listening to and identifying Sally's relatives.

- With books open at page 17, draw pupils' attention to Activity 2.
- Draw pupils' attention to Sally and Lisa. Ask, *Who's this?* Encourage pupils to speculate about the situation. Allow the use of L1 for the explanation. (*Sally is showing Lisa some photos on her mobile phone.*)
- Focus on the photos on Sally's mobile phone. Ask, *Who's this?* Encourage prediction. Ask, *Is it Sally's mum/auntie/grandma/grandpa/dad?*
- To confirm, play track 17 once and tell the pupils to listen.

Answers: From left to right: It's Sally's grandma, grandpa and mum.

• Play the track again, then allow the pupils to number the photos.

L: Who's this?

S: It's my grandma.

🗩 Audioscript ·

Sally: S – Lisa: L **S:** Lisa, look at these photos! **L:** Wow! Who's this?

- *S*: It's my grandpa.
- L: Who's this?
- S: It's my mum.
- L: Nice photos!
 - Check the pupils' answers by asking, Who's this? Is it ...?[It's ... /Yes, it is./No, it isn't.] Who's number 1/2/3?

Answers: Number 1 is Sally's grandpa. Number 2 is Sally's grandma. Number 3 is Sally's mum.

3 Make and sing. Then play.

LP: Recognising/Producing target language: *Who's this? It's* ...

N-LP: Cutting out cards for game play.

- Instruct pupils to cut out the school object cards at the back of their books.
- While the pupils are cutting out the cards, play the vocabulary chant (track 14) and the unit song (track 15). Encourage pupils to chant/sing along.

Final step

 Conduct these games: Bingo, sequence dictation, Find the match, 'Who's this?' and 'Where is Ben's mum? Here!' (see 'Make and play games' on pages 17–19).



First step

With books closed, conduct the following lead-in game (see 'Lead-in' games on page 16):

- Play 'Memorise the sequence' with the flashcards from Lessons 1 and 2.
- Display the flashcards on the board or a table, saying the words as you show each one.
- Allow the pupils time to memorise the position of the cards, then ask the pupils to close their eyes.
- While the pupils' eyes are closed, turn the flashcards face down in the same order.
- Tell pupils to open their eyes. Explain that they will have to identify the card matching the word you say. Say a word, e.g. auntie, and ask two pupils to come forward and agree to point to the flashcard they think corresponds to your word.
- Tell them to reveal the card. If they are correct, the card remains face up for the rest of the game. If not, they must turn the card over again.
- Repeat with the rest of the words for the flashcards until the pupils have found all of them.

Look and listen.

🚺 🛯 Listen and point.

LP: Developing comprehension skills by interpreting paralinguistic features and aural input to mentally reconstruct a narrative sequence involving target language. Developing reading skills by focusing on the left-to-right/bottom-down direction in which English is read.

N-LP: Reading a comic strip and following events until their resolution.

- With books open at page 18, draw pupils' attention to the story. Remember that you can also use the poster.
- Give pupils time to explore the frames to attempt a mental reconstruction of the story plot.
- Help pupils put their observations into words by pointing to the characters and asking, Who's this? [It's Ben/Ben's (grandma)/Jack/ Sally, etc.]. While pointing to Jack and Sally's present in frame 3, ask, What's this? Is it a banana?[No, it isn't. It's a pencil case.] Can you see Lisa? [Yes, I can.] Where is Lisa? [Here!] What picture number is it? [Picture 6.]
- Encourage pupils to think about the situation, particularly the conflict and resolution of the conflict of the situation. Ask, What's the situation?

tip Allow the use of L1. When pupils have given their interpretations, tell them the main storyline as follows: *It's Ben's birthday*. Grandma, Grandpa, Mum, Dad, the baby and Auntie get together to celebrate (use your fingers to count them out) and Jack and Sally too. Lisa is in a box. She pops out of the box. Surprise!

Play track 18 once.

Audioscript

Mum: M – Grandma: G – Ben: B – Sally: S – Auntie: A – Dad: D – Jack: J - Lisa: L - All the familly: F

Er...

Hello, Ben!

G: Oh! Who's this?

G1: And who's this?

B: It's my friend, Jack.

B: It's my friend Sally.

S & J: Hello, Grandma!

G: Hello!

G:

2

J:

- 1
- **G**: Happy birthday, Ben! Here you are!
- **B**: Oh, what's this, Grandma?!
- G: It's a present. Open it!
- **B**: Oh! It's a book! Thank vou, Grandma! Lisa! Look! Grandma, where's Lisa?

- 3
- **B**: Liiisaa! It's Jack and Sally! Grandma, where's Lisa?
- **G**: Er...
- 4
- **J**: Happy birthday! Here you are!
- **B**: Is it a banana?!
- **S**:
- 5
- **B**: It's a pencil case!
 - Confirm predictions. Ask, *What's the* situation? Is Ben happy? What are Ben's presents? Where is Lisa?

tip Allow pupils to use L1 to describe the situation in the comic. Then give them a summary by saying, *It's Ben's birthday and Ben's presents* are a book, a pencil case and his sister!

- **VALUES** Use the opportunity to discuss how people are different but that everyone can still get along, despite these differences. Elicit the moral of the story, allowing pupils to use L1. You can make a banner for the classroom saying, 'Diversity is OK!'
 - Play the track again and tell pupils to listen and point to each picture.

tip Having pupils point while reading allows them to understand the direction in which English is read.

Final step

• You can have pupils watch the animated video available in the Pupil's Practice Kit or in the Teacher's Resource Centre online.

- Look, Ben! What's this! **A**:
- **B**: Wow!

6 L:

B:

М:

L:

F:

М: *It's a present!!! Open it!*

Happy birthday!!!!!

Happy birthday, Brother!

Uh?! Who's this?!

lt's Lisa!

Ha ha ha!

- - Thank you! What's this?
- No, it isn't! Open it!
- Fantastic! Thank you!

Lesson 4

🔰 PB, p 19



First step

With books closed, conduct the following lead-in game (see 'Lead-in' games on page 16):

- Play 'Look, listen and repeat if correct' with the flashcards from Lessons 1-3.
- Show pupils a flashcard. Then say one of the target vocabulary words. Ask the pupils to repeat the word only if it matches the card you are showing them.
- Repeat the game, changing the speed or making it into a challenge by giving points for the best rounds.

1 Look and stick.

2 (18) Listen again, listen and number.

LP: Developing listening skills by allowing pupils to listen to and reconstruct the main line of events (aided by modified visual input); by listening for details – recognising relatives and birthday presents.

N-LP: Completing pictures with stickers. Reconstructing a narrative sequence, numbering frames.

- With books open at page 19, draw pupils' attention to Activity 1.
- Point to each character and ask, *Who's this?*

Let pupils go back to the story to identify the characters that they have to complete with stickers. Help them put their conclusions into words and encourage choral repetition, [It's Ben's (sister/mum/grandma). It's Ben's present/a book.]

- Ask pupils to find and place the stickers.
- Play track 18 and tell pupils to listen to and number the pictures in the order.
- Check the pupils' answers by playing the track again, then pausing to allow pupils to identify the voices. At every pause, say, *Number 1* and ask, *Who's this?[It's Ben's* grandma).]

Lip Display the flashcards of Lisa, Ben's grandma and Ben's mum on the board to help the pupils. Copy the number boxes under each flashcard. Then ask, *Who's* (1)? and invite pupils to come forward and write the sequence number into the corresponding box.

Answers: A 3 (Ben's sister, Lisa); B 2 (Ben's mum); C 1 (Ben's grandma.)

3 Look and match.

LP: Developing reading skills – reading pictures. Responding *It's* ... /*Yes, it is./No, it isn't!* to *Who's this? What's this? Is it ...?*

N-LP: Matching characters to the birthday presents they give Ben.

- With books open at page 19, draw pupils' attention to Activity 3.
- Point to the characters and ask, Who's this? [It's Ben's mum/Ben's grandma/Jack and Sally.] Point to the presents and ask, What's this? [It's a ...]. Remember to model the answers by using the possessive case (Ben's), and then elicit choral repetition.
- Tell pupils to look back at the story and then to match the characters to the presents.

 Play track 18 to allow pupils to check their answers by pausing when the characters speak. Each time, ask, *Who's this?[It's Ben's Grandma.]* Resume the listening until the present is revealed – ask, *What's Grandma's present for Ben?[It's a book.]* Once again, elicit choral repetition. Continue to model the possessive case (Ben's/Grandma's/Mum's/ Jack and Sally's) so that pupils become more familiar with its use.

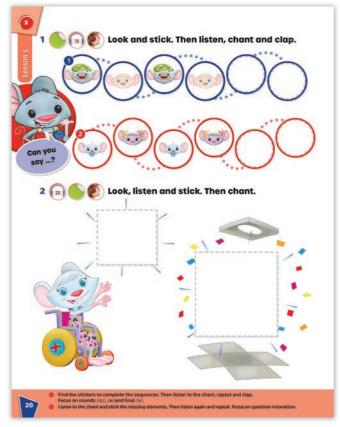
Answers: 1 Mum's present is 'Lisa'. 2 It's a distractor. 3 Grandma's present is a book. 4 Jack and Sally's present is a pencil case.

Final step

• Telephone: Whisper the name of a family member or present. pupils watch your mouth movements very carefully and guess which word you are saying.

Lesson 5

🔰 PB, p 20



First step

With books closed, conduct the following lead-in game (see 'Lead-in' games on page 16):

• Play 'Memorise the sequence' with the flashcards from Lessons 1-4.

- Display the flashcards on the board or a table, saying the words as you show each one.
- Allow the pupils time to memorise the position of the cards, then ask the pupils to close their eyes.
- While the pupils' eyes are closed, turn the flashcards face down in the same order.
- Tell pupils to open their eyes. Explain that they will have to identify the card matching the word you say. Say a word, e.g. auntie, and ask two pupils to come forward and agree to point to the flashcard they think corresponds with your word.
- Tell them to reveal the card. If they are correct, the card remains face up for the rest of the game. If not, they must turn the card over again.
- Repeat with the rest of the words for the flashcards until the pupils have found all of them.
- **1** (19) Look and stick. Then listen, chant and clap.

LP: Focusing on pronunciation of vowels $/\alpha$ / and $/\alpha$:/ in *grandpa/grandma*, and final $/\partial$ / in *brother/sister*.

N-LP: Completing the logical sequences with stickers. Chanting along.

- With books open at page 20, draw pupils' attention to Activity 1.
- While pointing to each item in the sequence, ask, Who's this? [It's Grandpa/Grandma.] until you get to the first empty circle. Elicit the completion of the logical sequence. Focus on the correct pronunciation of the vowel sounds in these words /æ/ and /ɑː/ and final /ə/ in brother and sister.
- To confirm, play track 19.

📕 Audioscript -

grandpa, grandma, grandpa, grandma, grandpa, grandma

- *2* brother, sister, brother, sister, brother, sister
 - Tell pupils to find the corresponding stickers at the back of the book and to stick them in the correct position.
 - Play the track again and encourage pupils to chant along monitor sounds. Encourage clapping.

2 (19)) Look, listen and stick. Then chant.

LP: Focusing on the pronunciation of question words 'Who's' and 'What's', and falling intonation of information questions.

N-LP: Listening and completing a scene with stickers. Chanting along.

- With books open at page 20, draw pupils' attention to Activity 2. Ask, Who's this? [It's Mum.]
- While pointing to the places for the stickers, ask, What's this? Who's this? Give a few possibilities, Is it a pencil case? Is it a book? Is it Ben's auntie? Each time, make a gesture to denote 'We don't know!'.
- Play track 20 for confirmation and elicit the answers.

🗩 Audioscript

Mum: M – Ben: B **B:** What's this? **M:** It's a present.

B: Who's this? **M:** It's Lisa. (repeated)

- Play the track again and encourage pupils to chant along monitor sounds.
- Tell pupils to find the corresponding stickers at the back of the book and to stick them in the correct position.

Answers: (Sticker on the left:) It's a present. (Sticker on the right:) It's Lisa.

Final step

• Close by pointing at the picture and asking, *Who's this? What's this?*

Lesson 6

📕 PB, p 21



First step

This task can be introduced with:

- Produce the flashcards of Sally's family members one at a time.
- Ask, Who's this? ... to identify all the characters. Then ask, Is it Ben's/Lisa's/Jack's/Sally's birthday? [It's Sally's birthday.]

1 (21) Look, listen and tick.

LP: Responding *It's Sally's (grandpa). Yes, it is./ No, it isn't.* to *Who's this? Is it ...?* Producing target vocabulary.

N-LP: Listening to and identifying callers.

- With books open at page 21, draw pupils' attention to the scene.
- Draw attention to the call records on Sally's phone. Play track 21 twice and tell pupils to listen and tick the records.
- Play the track again to check the pupils' answers, pausing to ask, Who's this? Is it Sally's (dad)?[It's Sally's grandpa. /No, it isn't./Yes, it is.]

Audioscript

Grandma: G1 – Sally: S – Auntie: A – Grandpa: G2

1			
G2:	Sally?	G1:	Happy birthday!
S :	Hello, Grandpa!	<i>S</i> :	Thank you, Grandma!
G2:	Happy birthday!	3	
S :	Thank you, Grandpa!	A:	Sally?
2		<i>S</i> :	Hello, Auntie!
G1:	Sally?	A :	Happy birthday!
S :	Hello, Grandma!	<i>S</i> :	Thank you, Auntie!

Answers: 🗸 Grandpa, Grandma, Auntie

Mini dictionary

LP: Recognising and repeating vocabulary items, focusing on pronunciation. Tracing the words under each sticker as an introduction to writing.

N-LP: Completing the 'Mini dictionary' by placing the stickers in order according to the unit chant. Chanting along.

- With books open at page 21, draw pupils' attention to the 'Mini dictionary'.
- Tell pupils they will complete this section with the corresponding stickers at the back of their books.
- Play track 14 and allow pupils to stick the stickers.
- Encourage pupils to repeat the words to learn the correct pronunciation.
- Instruct pupils to trace words in a dark pencil. While the pupils are tracing the words, play the unit chant (Track 14) and song (Track 15).

Final step

Activity bank

- **Drawing in pairs:** Ask pupils to draw a scene of Sally's birthday party. They can include up to four characters of their choice. When drawing is over, ask, *Who's this?[It's ...]*
- **Roleplay:** Put on a show encourage pupils to act out the unit story, imitating pronunciation and attitudes.

Step 1: Conduct listen-and-repeat exercises by eliciting choral repetition of the story script.
Step 2: Play the track and get pupils to perform the physical actions described.
Step 3: When suitable, assign roles and guide

pupils through the roleplay.

- Photocopiable activities on the Teacher's Resource Centre:
 - Who's this? What's this? Listen, tick and answer. Revisit the chant in Lesson 5, Activity 1. Highlight the difference in sound between 'Who's' and 'What's'. Hand out the photocopies. Give pupils time to familiarise themselves with the pictures. Then tell them they will have to listen to you and tick the picture corresponding to the correct answer. Read out the questions below, drawing attention to each pair of pictures before you say each question.

Script (to be read by the teacher)

- 1 What's this?/What's this?
- 4 What's this? /What's this?5 Who's this? /Who's this?
- 2 Who's this?/Who's this?3 What's this?/What's this?

To check the pupils' answers, ask the questions again and elicit the answers, *It's a* (object). or *It's* (character). In addition, you can check the answers again and help them to understand the questions better by asking, *Is it a* (object)? or *Is it* (character)? eliciting, *[Yes, it is./No, it isn't.]*

Rhyming sounds! Listen and match. **Then answer:** Hand out the photocopies and allow pupils some time to familiarise themselves with the pictures. Read out the words for the items on the page. Tell pupils to listen, look at the items on display and match them according to their final sound. When they are done, ask, Who's this? What's this? [It's (a)...] Monitor their pronunciation. You can decide whether to allow pupils to work on their own, in groups, or with the class as a whole to find the correct answers. If a pupil mispronounces a word or makes an incorrect match, model the pronunciation and allow the pupil time to reconsider his/her answer. Encourage pupils to start responses with 'It's ...' or 'It's a ...'.

Answers: final /ɑː/ grandma, grandpa; final /ə/ rubber, ruler, sister, brother, sharpener

Who's this? Look and match. Then write: Hand out the photocopies and give pupils some time to familiarise themselves with the pictures. Tell pupils to look at the six partial views of Ben's family members and then to match them with the complete pictures. The pupils must identify the family members and, with the aid of the 'Mini dictionary', label each picture. To check, ask, Who's this?[It's Ben's (baby brother).]

Consolidation Units 1 and 2

Vocabulary: numbers 1–10 and colours; *Hello!*; names: *Sally, Jack, Ben, Lisa*; school objects; family members

Grammar: How many? What colour is it/the ...? What's your name? How old are you? I'm (name/ age). Where is my ...? (Here.) What's this? Who's this? Is it (a) ...? Yes, it is. No, it isn't. It's (a) ... Possessive case 's

Functions: Sequencing and counting. Identifying quantity, colours, objects, characters, family members. Personal introductions. Looking for, finding, handing objects.



1 (22)) Look, listen and number.

LP: Recognising basic social formulae to exchange basic personal information about name and age: *What's your name? How old are you? Where's my* (glue)? Who's this? [I'm ... Here. It's ...]

N-LP: Listening to social exchanges and numbering frames in order.

- With books open at page 22, draw pupils' attention to Activity 1. Give the pupils enough time to look at the frames in detail.
- In the meantime, on the board, draw rectangles for each frame and boxes for numbering.

- Help pupils to put their observations into words. Draw their attention to each frame by pointing to characters, their hands and the objects on display. Ask, Who's this? [It's (Jack).] How many?[Six.] What's this? [It's a (ruler).]
- Lead a discussion about the possible exchanges between the characters in every frame. Then conduct listening exercises to check the pupils' predictions.

Tell the class that you will be playing the track twice without stopping to give them time to understand.

• Play track 24 twice without stopping.

🗩 Audioscript

- Jack: J Sally: S Ben: B Grandma: G Lisa: L
- J: Hello! I'm Jack. What's L: Where's my glue? your name? B: Here.
- your name? **B:** I'm Ben.
 - *G:* Oh! Who's this? *B:* It's my friend Jack.
- S: How old are you?
- B: I'm six.
 - Tell pupils to listen again and number the frames according to the audio.

Answers: 1 B; 2 D; 3 A; 4 C

 Play the track a fourth time, pausing when necessary. At every pause, point to the frames on the board and ask, *Is this number* (1)? and elicit Yes, it is./No, it isn't. Then invite a pupil to come forward and write the number in the corresponding box. Tell pupils to tick their numbering if it's correct or to correct the numbering if it's incorrect. Supervise the activity.

Extra activity Conduct a roleplay activity.

2 (23) Look, listen and colour.

LP: Recognising school objects and their colours. Responding *It's (red)*. to *What colour is the rubber? What colour is the pair of scissors?*

N-LP: Listening and then colouring the school objects in according to instructions given orally by the teacher.

- With books open at page 22, draw pupils' attention to Activity 2.
- Tell pupils they are going to colour the school objects according to your instructions. Ask them to prepare the following colours: red, blue, pink, green, brown, black. Say that 'white' is also mentioned (no pencil is needed for this).

 Read out the script below and monitor that pupils are actually marking the items with a cross in the colour you have indicated, and not colouring them straight away until they have had an opportunity to check.

Script (to be read by the teacher)

Look! Can you see a pair of scissors? (pause) Can you see a pair of scissors? (pause). (Elicit the imitation of the answer:) Yes, I can! It's red.

Look! Can you see a ruler? (pause) Can you see a ruler? (pause). (Elicit the imitation of the answer:) Yes, I can! It is blue and pink. Look! Can you see a rubber? (pause) Can you see a rubber? (pause). (Elicit the imitation of the answer:) Yes, I can! It is green and white.

Look! Can you see a pen? (pause) Can you see a pen? (pause). (Elicit the imitation of the answer:) Yes, I can! It is brown. Look! Can you see a pencil? (pause) Can you see a pencil? (pause). (Elicit the imitation of the answer:) Yes, I can! It is black.

• Conduct checking. For each item, ask, What colour is the (pair of scissors)?[It's (red).]

Board game 1

LP: Answering questions orally. Saying numbers.

N-LP: Playing a board game: answering correctly to advance positions along the game board and reaching the 'FINISH' line.

NB: For general notes on how to play the game, see page 19.

Preparation

- Get hold of a dice ideally, a big Styrofoam cube so the whole class can see the quantity cast each time. Display the Consolidation Units 1 and 2 poster on the board.
- Tell the class that you are all going to play a game together. Tell pupils to open their books at page 23. Give pupils time to familiarise themselves with the design and pictures.
- Ask pupils to put their forefinger on 'START' and 'walk' along the path, following the order of the numbers and saying them aloud as they go. Do the same on the Consolidation Units 1 and 2 poster.
- Instruct pupils to prepare coloured pencils to colour the numbers as you say them. Warn pupils that 'white' will also be mentioned but that no pencil is necessary for it.
- Dictate colours of your choice.

Focus on language

- Aid checking by using colour flashcards. Ask, *What colour is one?[It's (red).]*
- Allow time for colouring set a time limit.

- Help pupils put their observations into words; point to 'START' and 'FINISH' and ask, Who's this? [It's Ben.] Who's this? Is it Ben's dad? [No, it isn't. It's Ben's grandpa.] Who's this? [It's Ben's mum.] What's this? [It's Ben's present./It's a box.] Who's in the box? [Lisa!]
- Play 'I spy' to elicit the numbers in the boxes.
 NB: This opportunity provides plenty of aural input and, thus, develops listening comprehension even further. It is also an opportunity to monitor pupils' pronunciation of numbers.

Script (to be read by the teacher)-

I spy with my little eye Ben's baby brother! [Ten.]
I spy with my little eye Sally and Jack's mum! [Eight.]
I spy with my little eye Ben's auntie! [One.]
I spy with my little eye Ben's sister, Lisa! [Five.]
I spy with my little eye a purple pencil case! [Three.]
I spy with my little eye a yellow pencil case! [Four.]
I spy with my little eye a red pencil! [Four.]
I spy with my little eye a green pen! [Three.]
I spy with my little eye a green pencil! [Four.]
I spy with my little eye a blue pair of scissors! [Seven.]
I spy with my little eye a blue pencil! [Four.]
I spy with my little eye a blue pencil! [Four.]
I spy with my little eye a blue pencil! [Four.]
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I spy with my little eye a blue pencil! [Four.]
I spy with my little eye a blue pencil! [Four.]
I spy with my little eye a blue pencil! [Four.]
I spy with my little eye a blue p

Play time

- Tell pupils to make a little paper ball and place it on 'START'. Find a marker and rest it on START on the poster.
- Cast the dice. Draw pupils' attention to the number cast: ask, *How many?* Pupils count the dots and say the number. Move your marker along, counting aloud as you go. Encourage pupils to do the same, following your lead.
- Landing on the corresponding frame, ask the question as shown in the table below.

Questions

Frame	Teacher's input	Pupils' expected output
1	Who's this?	(It's) Ben's auntie.
2	What's this?	(It's) a present!
3	What colour is the pen/ the pencil case/the pencil?	(It's) green/purple/black and yellow.
4	What's this? Is it a banana?	No, it isn't. It's a pencil case.
5	How old are you, Lisa?	I'm six.
6	How many?	Ten.
7	What's this?	(It's) a pair of scissors.
8	Who's this?	(It's) Jack and Sally's mum.
9	How many?	Three.
10	Who's this?	(It's) Ben's baby brother.

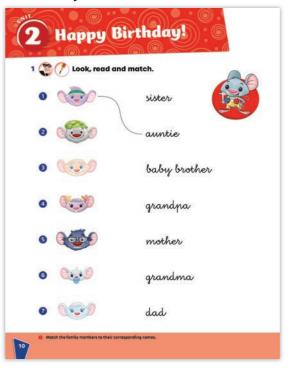
Activity bank

• **Class noughts and crosses:** Prepare a big noughts and crosses grid on the board with the colour flashcards to allow pupils to choose a square. Also, in each square, display a suitable flashcard to help the pupils to answer a question from the following set:

(green) What's your name?[I'm (name).]/(red) How old are you?[I'm (age).]/(yellow) What's this in English?[It's a ...]/(pink) What's this? Is it a ...?[Yes, it is./No, it isn't.]/ (blue) Who's this?[It's Ben's/Sally's (dad).]/(white) Who's this? Is it ...?[Yes, it is./No, it isn't.]/(purple) How many (pencils)?[(Three.)]/(brown) What colour is the (pencil case)?[It's ...]/(orange) Where's my (glue)?[Here.]

• Question ping-pong challenge: Get a small soft ball and prepare each of the questions above on a large piece of paper. Then place the pieces of paper in a box or a bag. To play the game, you throw the ball to a pupil who must draw a paper slip from the bag/box and give it to you. Read the question. If he/she answers it correctly, he/she scores a point. For some questions, you will need flashcards as visual aids. Keep a score of the questions answered correctly. The optional Activity Book offers pupils extended reading and writing practice to complement the activities in the Pupil's Book.

🔰 AB, p 10



1 Look, read and match.

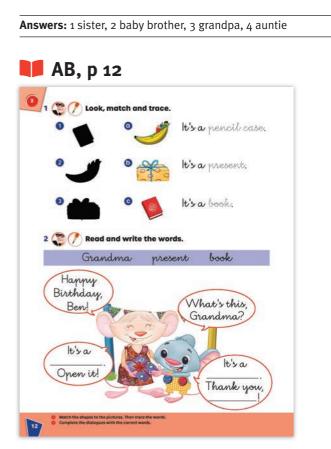
Answers: 1 auntie, 2 grandpa, 3 grandma, 4 sister, 5 dad, 6 baby brother, 7 mother

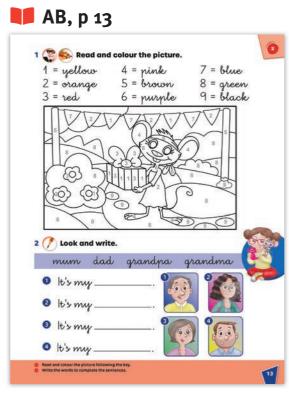


1 Look, find and write.

Answers: 1 grandpa, 2 grandma, 3 dad, 4 mum

2 Look and write.





1 Read and colour the picture.

Answers: Pupils to colour picture according to key.

1 Look, match and trace.

Answers: 1 c, 2 a, 3 b

2 Look and write the words.

Answers: 1 present, 2 book, 3 Grandma

2 Look and write.

Answers: 1 grandpa, 2 mum, 3 grandma, 4 dad