OXFORD

Beehive

American

Teacher's Guide

Starter



- Classroom Presentation Tools
  (Student Book, Workbook, and Phonics & Literacy)
- Online Practice
- Teacher's Resources
- Assessment

Mary Roulston



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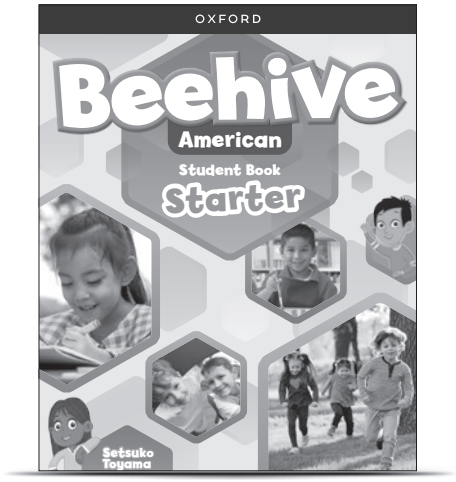
Syllabus

Starter Unit **Hello!** page 4	*Hello! / Hi!* ⬢ *I'm ...* ⬢ The Alphabet ⬢ Numbers *1–10*		
	Lesson 1 Words	**Lesson 2 Grammar**	**Lesson 3 Words and Grammar**
1 **Let's Learn!** page 6	Classroom items **Functional Language** *Where's my ...?* *Here it is.* *Thanks!*	*It's a ...*	Classroom items
2 **Colors** page 16	Colors **Functional Language** *What's your favorite color?*	*What color is it?* *It's ...*	Colors
Unit 1 and 2 Review page 26			
3 **Farm Animals** page 28	Farm animals **Functional Language** *Can I have ..., please?* *Here you go.* *Thanks.*	*What is it?* *It's a ...*	Animals
4 **Let's Eat!** page 38	Food **Functional Language** *Do you like ...?* *Yes, I do. / No, I don't.*	*I like ...* *I don't like ...*	Food and drink
Unit 3 and 4 Review page 48			
5 **Let's Play!** page 50	Actions **Functional Language** *Is it my turn?* *Yes, it is.*	*I can ...* *I can't ...*	Abilities *Can you ...?* *Yes, I can. / No, I can't.*
6 **Sea Animals** page 60	Sea animals **Functional Language** *Look at the ...!* *Wow!*	*There's a ...*	Adjectives *It's ...*
Unit 5 and 6 Review page 70			
7 **My Body** page 72	Parts of the body **Functional Language** *Touch your ...!* *OK!*	*I have (a) ...* *I have ...*	Parts of the body *I have (two) ...*
8 **Let's Celebrate!** page 82	Family **Functional Language** *This is for you.* *Thank you.*	*Who's this?* *He's / She's my ...*	Jobs *He's / She's a ...*
Unit 7 and 8 Review page 92			
You Have Learned ... page 94	The Alphabet ⬢ Numbers 1–20		

Poster	Days of the Week ⬢ The Weather	
Lesson 4 Numbers	**Lesson 5 Story**	**Lesson 6 Phonics**
1, 2, 3	**Teacher's Helper** **Emotional Well-being** Be helpful.	*Aa, Bb, Cc*
4, 5, 6	**What's Your Favorite Color?** **Emotional Well-being** Show interest in the world around you.	*Dd, Ee, Ff*
7, 8, 9	**What Is It?** **Emotional Well-being** Be imaginative.	*Gg, Hh, Ii*
10, 11, 12	**I Like Carrots!** **Emotional Well-being** Try new foods.	*Jj, Kk, Ll*
13, 14	**I Can Dance!** **Emotional Well-being** Be proud of what you can do.	*Mm, Nn, Oo*
15, 16	**There's a Fish!** **Emotional Well-being** Respect all animals.	*Pp, Qq, Rr*
17, 18	**Let's Draw a Monster!** **Emotional Well-being** Be creative.	*Ss, Tt, Uu, Vv*
19, 20	**A Surprise!** **Emotional Well-being** Work together with your family.	*Ww, Xx, Yy, Zz*

Print components

FOR STUDENTS



Student Book

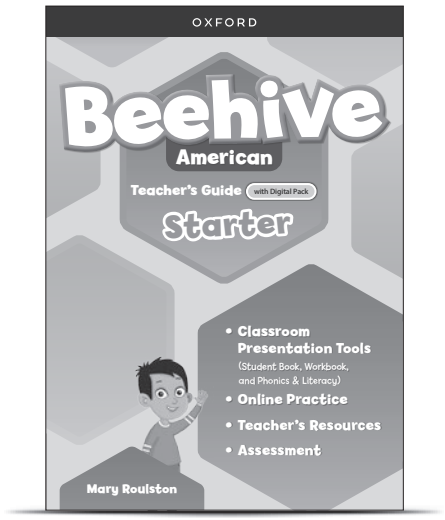
- A two-page Starter spread
- 8 units of six lessons
- Collaborative tasks to develop communication skills in every unit
- Review spreads after every second unit



Workbook

- 10 pages of activities for each unit
- 4 review spreads
- Picture Dictionary containing all key vocabulary

FOR TEACHERS

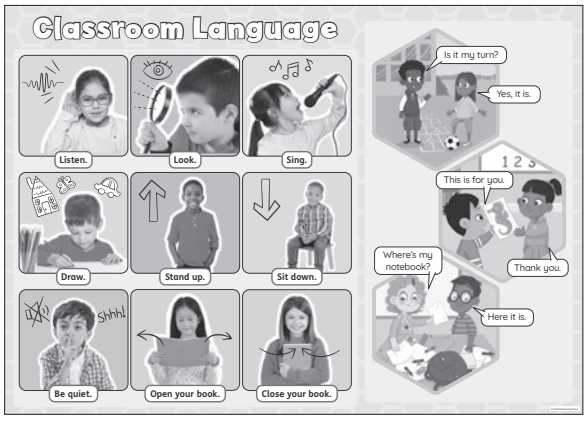


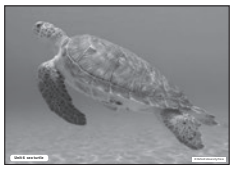
Classroom Resources Pack

- Flashcards to present key vocabulary
- One vocabulary poster per unit, plus two extra posters in Starter Level and Levels 1, 3, and 5, and one extra poster in Levels 2, 4, and 6

Teacher's Guide

- An overview of the course and its methodology
- A tour of a unit outlining the function of each lesson, resources available, and teaching steps
- Detailed lesson plans with notes, answer keys, and audio and video scripts
- An Ideas Bank with extra games and activities
- A letter to parents
- Access code for Oxford English Hub







Digital components
on Oxford English Hub

The digital materials and resources for this course can all be found at **oxfordenglishhub.com**

FOR STUDENTS

Student e-book
- A digital version of the Student Book, with audio, video, and interactive activities

Workbook e-book
- A digital version of the Workbook with interactive activities

Student Online Practice
- Extra interactive homework practice with activities to practice all four skills, grammar, and vocabulary

Student Resources
- Course audio and video to view or download



FOR TEACHERS

Teacher's Guide
- Black and white PDF version

Teacher Resources
- Course audio and video
- Downloadable flashcards and *Team Up!* worksheets

Classroom Presentation Tools
Student Book
- Student Book on screen with audio, video, and answer keys
- Extra vocabulary and grammar presentations
- Interactive games
- Toggles between Student Book and Workbook

Workbook
- Workbook on screen with answer keys
- Toggle function to the Student Book

Course Assessment
- Downloadable tests: Entry Test, Unit Tests, Progress Tests, and End-of-Year Test
- Downloadable Assessment for Learning worksheets

Teacher Online Practice
- Extra homework practice to assign to your students, enabling them to continue learning outside the classroom

Phonics and Literacy Material
- Three levels of optional, standalone phonics and literacy material
- Presentation material with audio
- Downloadable worksheets, flashcards, and cut-outs

Professional Development
- Methodology support, bite-sized training and more to maximize your teaching

About *Beehive American*

Introduction

Beehive American is a 7-level course for lower to upper elementary school students, aimed at children who are learning English for the first time. The course is teacher-led, but student-focused, with a strong emphasis on vocabulary and grammar to build a solid foundation for students' success. The practice activities are rooted in a "real world" context, to ensure that students can immediately use the language that they are learning to talk about themselves and their daily lives. ***Beehive American*** creates a strong theme of community, inclusivity, and togetherness. With colorful photos and illustrations, lively songs and chants, stories, real-world texts, and plenty of crafts and group tasks, ***Beehive American*** is an engaging and entertaining course for young learners.

The course characters are a diverse group of six children who live close to *Beehive Park*. They are brother and sister Nina and Hector, along with Tang, Omar, Emma, and May. The characters are a friendly team of children who accompany the students' learning journey throughout the series. The "team characters" tell students what they're going to learn about at the start of each lesson, they present the new grammar structures in humorous cartoons, and they feature in the *Team Up!* tasks that foster global skills and teamwork.

Beehive American enables you to:

- build a solid foundation in English to prepare your students for exam success, with a carefully staged grammar and vocabulary syllabus
- develop your students' global skills so they become empowered 21st century learners
- help your students to achieve their goals by applying *Assessment for Learning* principles
- make learning meaningful by inspiring your students to learn about the world with international culture texts, stories, and videos
- support your students' social and emotional well-being, through the *Think, Feel, Grow* feature that accompanies the stories
- foster collaboration through *Team Up!* tasks and project work
- save preparation time with an easy-to-teach approach
- find support through comprehensive teaching notes and suggestions that help you make the most of the materials
- feel confident that materials developed by Oxford University Press are underpinned by research and best practice.

Methodology

Syllabus

Cambridge English Qualifications

The ***Beehive American*** syllabus aligns with the *Cambridge English Qualifications for Schools*. Students should be ready to sit the Cambridge exams at the following points of the course:

- **Pre A1 Starters** by the end of ***Beehive American 2*** (preparation for A1 Movers starts in ***Beehive American 2***)
- **A1 Movers** by the end of ***Beehive American 4*** (preparation for A2 Flyers starts in Level 4)
- **A2 Key for Schools** by the end of ***Beehive American 5***
- **B1 Preliminary for Schools** by the end of ***Beehive American 6.***

Vocabulary

As a high-level English course, ***Beehive American*** presents, practices, and recycles plenty of vocabulary in each unit. The items are topic-related and have been selected for their frequency, usefulness, and relevance to the age group. In Starter Level, six new core items of vocabulary are presented in Lesson 1 of each unit, with a further four core items taught in Lesson 3. In Levels 1, 2, and 3, eight new core items of vocabulary are presented in Lesson 1 of each unit, with a further six core items taught in Lesson 3, and a further four core items related to the culture topic taught in Lesson 5. In Levels 4, 5, and 6, ten new core items of vocabulary are presented in Lesson 1, with a further eight items in Lesson 3, and a further four core items related to the culture topic in Lesson 5. Photo flashcards are available for each of these vocabulary sets, which allow you to present, review, and practice vocabulary as required. For the Lesson 1 vocabulary, there is also an interactive presentation on the Classroom Presentation Tool, which includes hotspots that launch a photo of the vocabulary item followed by a short video clip.

Each set of vocabulary is extensively practiced through a range of listening, speaking, reading, and writing activities in the Student Book and reading and writing activities in the Workbook.

In Starter Level, the Picture Dictionary at the back of the Workbook provides a reference for students, allowing them to review and trace vocabulary. In later levels, the Wordlist allows them to check the spelling of each new vocabulary item and write notes or translations to help them remember the meaning of each word.

In addition, in the Classroom Resources Pack, you will find ten *Vocabulary* posters featuring the vocabulary presented in each Lesson 1. You can display these posters in the classroom and use the posters to practice or review vocabulary at any time. Please see page 109 for suggestions on how best to exploit the *Vocabulary* posters.

Grammar

Beehive American is a high-level English course and therefore incorporates an extensive amount of grammar presentation and practice. Each unit of ***Beehive American*** presents and practices new grammar in Lessons 2 and 3. In Starter Level, grammar is introduced more gradually with just one grammar structure in the first four units. The new structures are presented through fun cartoons featuring the team characters, which clearly demonstrate the meaning of the new language in a humorous context. In Levels 2–6, the grammar presentation also includes clear, concise grammar overview boxes. Students practice the new structures in a range of carefully supported listening, speaking, and writing activities. Each lesson includes opportunities for students to experience and produce the language in a "real-world" communicative context.

The Workbook provides further activities to practice the new grammar. For consolidation, additional grammar practice for each unit is provided in Levels 1– 4 in the *Grammar Check* section at the end of the Workbook. In Levels 5 and 6 there is a useful *Grammar Reference* for students at the end of the Workbook.

Functional Language

Teaching functional language enables students to communicate effectively in real-world settings and gives them a motivating context for their language learning. Being able to apply what they have learned to a real-world situation gives students a sense of achievement and shows them how their learning can be used in their own lives.

The functional language practice in ***Beehive American*** provides students with the opportunity to use colloquial, idiomatic words or phrases in order to find out information or complete a task (e.g., expressing an opinion, making a suggestion, etc.). In Lesson 1 of each unit, students are taught a useful exchange related to the vocabulary topic. They hear a model exchange, then use the new functional language to practice an everyday conversation.

Global Skills

Global skills prepare students for lifelong learning and success, not only academically and professionally, but also personally. Developing these skills prepares students to become successful, fulfilled, and responsible participants in 21st century society. Global skills are desirable outcomes of learning and an enriching part of the learning process.

Oxford University Press has identified skills that are especially relevant to the context of the language classroom and has grouped them into five clusters of complementary skills:

1 Communication and Collaboration

Being able to collaborate requires effective communication skills, and communication is enhanced when a person is aware of how they can contribute to the interaction for the benefit of others. ***Beehive American*** develops these skills in particular through:

- pairwork speaking activities
- *Team Up!* tasks and projects

2 Creativity and Critical Thinking

Creativity involves thinking flexibly, generating new ideas and solutions to problems. Critical thinking requires a creative mindset to look at things differently, analyze information, and draw on problem-solving skills to form a balanced judgment. ***Beehive American*** develops these skills in particular through:

- activities that encourage students to evaluate and interpret
- *Team Up!* tasks and projects.

3 Intercultural Competence and Citizenship

Intercultural competence is concerned with the skills needed to interact appropriately and sensitively with people from diverse cultural backgrounds. The notion of citizenship typically addresses both the local and the global, focusing on social responsibility. ***Beehive American*** develops these competences in particular through:

- learning about the lives of children from other countries in Lesson 5 in Levels 1–6
- reading stories with diverse settings and characters.

4 Emotional Self-regulation and Well-being

Focusing on students' emotional well-being helps to promote learner autonomy, enhance students' sense of self-belief, and develop positive learner attitudes. Opportunities for this in ***Beehive American*** are:

- the *Think, Feel, Grow* feature
- the vocabulary presented on the *How Do You Feel?* poster (for Levels 1, 3, and 5).

5 Digital Literacies

Digital literacies include the ability to use a range of digital technologies in socially appropriate ways across a range of cultural contexts. Learners also learn how to derive information from online data and to communicate safely and effectively. ***Beehive American*** promotes digital literacy through:

- facsimiles of webpages, online forums, blog posts, emails, online messages, etc.
- Oxford Online Practice activities and games.

You might also like to consider sharing photos of project outcomes on a class blog or website.

Skills

Listening

Beehive American offers plenty of opportunities for students to listen to English for gist and for specific information. A variety of listening activities feature in Lessons 2, 3, and 5, allowing students to practice listening to the language they have learned in these lessons.

All new language is presented with clear models on the audio recordings available on the Classroom Presentation Tool or on Oxford English Hub. Listening to the recordings of the grammar cartoons in Lesson 2 and the stories in Lesson 5, also helps the students internalize the language and exposes them to native speaker pronunciation and intonation.

The listening scripts are carefully graded, starting with short, simple scripts and gradually increasing in length and complexity throughout each level and across the series.

Speaking

Throughout the course, students are encouraged to speak English individually, in pairs, and in groups as much as possible, in order to give them the confidence to communicate orally in a variety of different situations.

Through carefully staged and supported tasks, students have the opportunity to speak in every lesson of ***Beehive American Starter***. In Lesson 1, students activate the new vocabulary in an engaging pairwork activity and they practice functional language by modeling an everyday conversation. In Lesson 2 there's a song and a contextualized speaking activity to activate the unit grammar. In Lesson 3, students practice saying the new vocabulary, and in Lesson 4, they practice counting in English, and join in with a numbers chant. In Lesson 5, the students learn to express their feelings and opinions through the emotional well-being feature. In Lesson 6, students practice saying the sounds of English in the Phonics lesson and join in with a fun phonics chant. Finally, the *Team Up!* tasks accompanying Lessons 1, 2, and 5 are designed to encourage students to collaborate in pairs and groups. The teaching notes also contain suggestions for optional or extension activities to provide students with even more speaking practice.

Many of the speaking activities in the Student Book are modeled in the audio recordings. This gives students the opportunity to practice repeating example sentences in order to gain confidence before they form their own sentences in English.

Reading

Reading practice in ***Beehive American*** is carefully graded. The activities in each lesson increase steadily in level of difficulty. When new vocabulary is presented, students begin by reading at word level and progress to reading at sentence level. In later levels, reading texts are graded and increase in length and difficulty throughout each level as students' reading skills improve.

Beehive American 1–6 features a variety of text types, including cartoon stories, articles, blog or diary entries, webpages, poems, etc. Students develop their literacy skills by becoming familiar with the style and features of the different genres and the many ways in which information can be presented. They begin to learn the rules of language, how to acquire and use information, and how to construct meaning from different text types by reading for both gist and specific information.

In Levels 1–6, the *Extensive Reading* sections follow after every two core units of the course. Each section consists of one fiction text and one non-fiction text. These texts are longer than the texts in the core unit, motivating students to read for pleasure and become better, more confident readers. Each section reviews grammar and vocabulary from the preceding two units. The follow up activities check students' general understanding of the texts, andthere are suggestions on how to exploit the texts further in the teaching notes.

All reading texts are accompanied by audio recordings, as well as appealing photos or illustrations to provide visual clues to the context of the text.

Writing

In ***Beehive American Starter***, students are still at an early stage of learning to write in their own language and therefore need a lot of support to write in English. In Units 1–4, students don't write the new vocabulary or grammar. Writing practice is provided in the Numbers and Phonics lessons, where large, traceable letters and numbers support students with the correct stroke order and letter formation. In Units 5–8, writing activities increase in challenge gradually. Students begin by tracing before being asked to write individual letters, whole words, and finally, full sentences.

In Levels 1–6, students follow a carefully staged series of activities in the Workbook to develop their writing skills. Students start by writing discrete sentences in Level 1 and progress over the course of the series, steadily increasing their writing output so that they are able to write complete texts by the end of Level 6. First, they read a text describing an aspect of life in a different country. Through reading these texts, students become familiar with the language and structures they will need to prepare them for their own writing. Each unit includes a writing skills section, focusing on English punctuation, parts of speech, sentence structure, and other writing skills. Finally, students adapt a short model text with their own ideas. The model gives them the necessary support and guidance to write a few sentences, which will allow them to produce their own personalized version. In Levels 4–6, a whole lesson in every unit is devoted to developing writing skills.

Phonics and Literacy

Phonics teaches the relationship between letters or letter combinations and the sounds they make. The study of phonics enables students to decode new words, thereby improving reading skills and helping them to grasp spelling and pronunciation patterns quickly. ***Beehive American Starter*** includes a phonics lesson in every unit, to introduce students to the sounds of the English alphabet.

A comprehensive offer of phonics and literacy practice for ***Beehive American Starter***, ***1***, and ***2*** is available from the Teacher's Resources on Oxford English Hub. Fun phonics songs support the key sounds taught in the level and there are entertaining stories featuring the characters Tim and Tom (two cats) to engage students. Audio recordings are also provided for the accompanying phonics worksheets.

Stories and Emotional Well-being

Every unit in ***Beehive American*** features an engaging and thoughtful story, which provides a fun and motivating context to review the new language taught in Lessons 1–3. In Starter and Levels 1–3, animated versions of these stories are supplied on the Classroom Presentation Tool and the Student Resources on Oxford English Hub. These can be used flexibly alongside the Student Book. After reading or watching the story and completing the comprehension activities, students work in groups to act out the story.

The stories in ***Beehive American*** give students an insight into other cultures and traditions, as many of them are set in different countries around the world, or are based on traditional world stories, adapted for the modern classroom. Each story is beautifully illustrated and features a different, diverse set of characters in a range of settings, from urban to rural, science fiction to fantasy.

Each story centers on a theme that presents opportunities to foster personal growth and emotional well-being. They focus on aspects such as persevering, accepting others, respecting differences, apologizing and making amends, using your strengths, etc. In the stories, the fictional characters learn from everyday situations to strengthen their emotional well-being, just as real children do in their own lives. With this aim in mind, each story is accompanied by a *Think, Feel, Grow* feature that promotes self-awareness, helps students to manage their feelings, and teaches students empathy and social skills. They reflect on the story and explore a particular aspect of emotional well-being further by relating it to their own lives and sharing their thoughts and experiences. In Level 1, students communicate in their own language, but as the students grow older and their English skills improve, more English can be used in the conversation. The teacher's notes make suggestions to guide and support the conversation.

Songs

Every unit in ***Beehive American*** contains a song for students to practice the new language. Melody and rhythm are an essential aid to memory. By singing, students are able to address fears and shyness and practice the language together in a joyful way. They are also fun and motivating and provide a good opportunity to add movement to the lessons, which is of great benefit for kinesthetic learners. Each song is followed by a karaoke track.

All songs in ***Beehive American Starter***, ***1***, and ***2*** have an animated version that can be found on the Classroom Presentation Tool and on Oxford English Hub.

In ***Beehive American Starter***, there is also a numbers chant in Lesson 4 of each unit and two phonics chants in Lesson 6 of each unit.

Team Up!

Beehive American promotes inclusivity and collaboration through the *Team Up!* tasks that can be found at the end of Lessons 1, 2, and 5. All *Team Up!* tasks encourage students to work together to use the language they have learned in the lesson. They activate global skills such as creativity, critical thinking, communication, and collaboration.

Each *Team Up!* task is supported with a downloadable worksheet or cut-out available on the Teacher's Resources on Oxford English Hub, along with comprehensive teaching notes. As well as procedural notes and instructions, the teaching notes offer alternative approaches so that printing or photocopying can be kept to a minimum.

Although the *Team Up!* tasks are designed to be fully integrated into the lesson, they offer flexibility for different classroom situations, so they can be skipped if time is short. The teaching notes provide suggestions for extending the activities, if more time is available.

As the *Team Up!* tasks are designed to be carried out in pairs or small groups, they offer an ideal opportunity for differentiated learning. The teaching notes give tips on how to provide extra support or additional challenge to adapt them for the needs of different learners.

Projects

Project work gives students the opportunity to personalize the language they have learned and apply it to a real-life task. It is motivating, as it offers students the chance to find out about interesting topics, to be creative, and to talk about themselves. By working together, they learn to communicate and coordinate with others, to share responsibility, and to work as a team. The benefits of project work go beyond language learning. It gives students a sense of purpose and achievement and provides a bridge to independent learning as students investigate information, make their own choices, and present information in their own way.

In a mixed-ability classroom, project work has the additional advantage of being flexible for different levels, abilities, and learning styles, as the output can be adapted to suit different learners, and individual students can take on different roles with varying degrees of challenge.

Beehive American 1–6 provides a project at the end of each core unit in the *Team Up!* 5 task. Students create something, such as a poster, a time capsule, a cartoon story, a dream house, etc., and then they present it to the class as a group. Each Project lesson in the Student Book features a step-by-step guide showing students how to complete the project. A downloadable worksheet is provided for extra support or where time is short. When students have made the item, they watch a video that shows children interacting with a finished project of their own. Students listen to the model exchange, then practice talking about or playing with their own projects, following the model. The video and audio support ensure that students are prepared and have the language tools necessary to speak confidently.

Review

In a high-level course, with a challenging syllabus, recycling and review of language are essential.

At the end of every second unit in the ***Beehive American Starter*** Student Book and Workbook there is a two-page *Review* section with vocabulary and grammar activities for students to complete, as well as numbers and phonics review activities. To encourage students to reflect on their own learning, there is a self-evaluation feature in the Workbook that students can use to assess their own progress. The review pages can be used as a progress test to check that students have remembered what they have learned.

Culture

Intercultural education is an essential part of language learning. It is important for students to understand and consider the similarities and differences between their own culture and other cultures.

Each Lesson 5 in ***Beehive American 1–6*** consists of two pages dedicated to exploring a culture topic, while also developing reading, listening, speaking, and writing skills. The culture topics help students to understand that they are part of a global community by encouraging them to develop an awareness of people from other countries and gain an insight into their culture. Through videos and texts students are transported to another part of the world. They see how life in other countries can be different from or similar to their own lives.

The video and listening scripts expose students to a balance of both familiar and new language. Four new vocabulary items are presented at the beginning of the lesson, and these words are practiced through a listening activity. Students then watch a video about an aspect of life in another country, often presented by a child of the students' own age. They complete a comprehension activity, then carry out a speaking task reflecting on the video. These speaking tasks have a fluency focus, as students are encouraged to discuss their opinions about the video, compare the experiences in the video with their own experiences, or relate what they have seen in the video to their own lives. The dialogue increases in length and complexity as children progress through the series.

On the second page of the lesson in the Student Book, students read a text describing the same topic in a different country.

Real World Focus

Rooting the context of learning in the everyday world helps to make it relevant and engaging for young learners. ***Beehive American*** contains a lot of photos in the Student Book and also on the flashcards, which give the material a "real world" feel. There are also a lot of facsimilies such as recipes, advertisements, websites, diaries and journals, calendars, weather charts, meal planners, and schedules throughout the course, which are designed to replicate the materials that students might encounter in their own environment. The wealth of video content also helps to make the content engaging and relevant to students' lives.

Beehive American also aims to relate its content to the students' school life. Content Language Integrated Learning (CLIL) uses a cross-curricular framework to allow students to link what they learn in their English classes to other school subjects such as math, science, art, social studies, and health. ***Beehive American*** transfers useful, practical English language to a range of different areas of the curriculum (math, science, art, geography, etc.) wherever they are relevant. For example, math activities are included in lessons teaching numbers, or activities about animal diets in a lesson about wild animals.

Course Assessment

Beehive American offers a seamless learning and assessment experience, built on the principles of Assessment for Learning. (Please see pages 12 and 13 for more detailed information.) With regular assessment check-ins, the course provides you with the information you need to make the right decisions for your students to support better learning.

Each lesson in ***Beehive American 1–6*** is introduced by a team character, who sets out in simple language the learning objective of the lesson. You can discuss this with students so they are prepared for what they are about to learn. In order to meet the objectives, students need to be aware of the success criteria that demonstrate they have achieved the objective. You can help students to understand the success criteria for a lesson by reading the model texts and listening to the model dialogues provided for activities in ***Beehive American***. This will show students what they are expected to produce by the end of the lesson.

The self-evaluation sections at the end of each Review in the Workbook encourage students to look back through each unit and decide how well they think they met each lesson objective. Self-evaluation is useful to develop learner autonomy, and in addition students' answers will also enable you to provide extra support or reinforcement where necessary.

There are also two self-assessment worksheets per unit that support Assessment for Learning in ***Beehive American 1–6***. Students can complete a record sheet for each unit and for each project to reflect on their learning. These are available on Oxford English Hub.

Within the Assessment for Learning framework, students' progress can also be evaluated through formal testing.

The following tests are available for ***Beehive American***, and can all be accessed on Oxford English Hub. All test items are written to the specific learning objectives covered in the course and mapped to the CEFR. This principled approach gives you the information you need to guide learning progress forward and not leave students behind.

Entry Test

This short test is useful if you are unsure which is the best level for your students to begin at.

Unit Tests

There is a test for each unit in ***Beehive American***. The tests enable you to identify where learning has been successful in a specific unit and where remedial work is required. The content in the test reflects the language objectives within that particular unit.

Progress Tests

There are three Progress Tests in ***Beehive American***. These enable you to assess the progress made by students in relation to a specific group of units. In ***Beehive American Starter***, Progress Test 1 covers Units 1–3; Progress Test 2 covers Units 4–6; and Progress Test 3 covers Units 7 and 8. The content in the test reflects the language areas covered in those specific units. They are used to measure the learning that has taken place in the course of study so far.

End-of-Year Test

Beehive American also has one cumulative End-of-Year Test. The End-of-Year Test is used to summarize what students have learned during the year, and the content in the test can come from any material covered during the year. The test reports on the students' overall progress of a course level.

Practice for Cambridge English Qualifications for Schools

In addition to the tests outlined above, specific extra practice for the Cambridge exams is available on Oxford English Hub.

Inclusive Practices

Inclusive practices allow all learners to participate fully and achieve success, including learners with special education needs. Inclusive practices can be implemented at a general level, providing an accessible learning environment, and at an individual level, recognizing and embracing the individual differences that occur in any group. ***Beehive American*** aims to include all learners by:

- providing a range of interactive and participatory activities and projects
- including activities and projects that allow students to demonstrate their learning in different formats
- the *Think, Feel, Grow* feature in Lesson 4 encourages students to accept and understand difference
- offering a variety of multisensory activities, enabling students to learn through seeing, hearing, doing, and touching
- providing clear and explicit instructions for all activities.

Parental Involvement

Being able to share their learning with family members is hugely motivating to young learners, and support from parents is vital for students' progress. The *Letter to Parents* on page 111 can be photocopied and sent to all parents or guardians at the beginning of the school year to explain how they can help with their child's English learning. Encourage students to do extra practice at home, using the Workbook or Oxford Online Practice. You can also encourage students to sing the Lesson 2 songs and read the Lesson 5 stories to their families at home, and to show their families their completed *Team Up!* tasks where suitable.

School blogs can be an effective way to keep parents up-to-date, as well as highly motivating for students. If your school does not have a blog or website, you can send a regular newsletter home with students, detailing what the class has learned and what they are learning about now. If possible, you can organize a concert or parents' afternoon where the students can perform the unit stories and the songs they have learned throughout the semester. Students can make posters and tickets for this event and take them home to their families. This will give students a sense of achievement and show parents how far they have progressed in their English learning.

Assessment for Learning

What is Assessment for Learning?

Assessment for Learning is an approach that builds formal and informal assessment practices into everyday classroom activities to directly encourage learning. It is recognized by educators around the world as a way of improving students' performance and motivation and promoting high-quality teaching.

Assessment for Learning relies on a constant flow of information between you and your students. Students demonstrate their knowledge, understanding, and skills as they learn. Meanwhile, they receive specific and constructive feedback on their performance and progress, which helps them to move forward in their learning. This creates an ongoing cycle of gathering information, identifying next steps, and supporting learners to achieve the set objectives.

In an Assessment for Learning approach, it is not only the teacher who gathers and interprets evidence about what students know and can do. Students are also encouraged to do this for themselves and for each other through self-assessment and peer assessment. This helps deepen their understanding of what they are learning, why they are learning it, and what successful performance looks like.

While grades and scores inform Assessment for Learning, you are encouraged to collect evidence from other less formal activities. Often, you will collect quick insights from a warm-up activity that will then inform the rest of your lesson; or you will offer a brief comment about a student's performance on a particular task. Assessment for Learning shouldn't focus only on aspects that students need to improve. It is just as important to highlight what students have achieved and are already doing well. One way of doing this is to focus feedback on "stars" and "wishes" – what students have done successfully and how they can move their learning forward.

Once students have received feedback, they need time and opportunities to act on it. It is by putting feedback into action that students can "close the gap" between their current performance and their desired performance.

Why is Assessment for Learning useful?

For Students:

- **It improves performance**. Receiving effective feedback has a positive impact on students' achievement.
- **It deepens learning**. Students understand not only what they are learning, but also why they are learning it and what success looks like.
- **It is motivating**. Assessment for Learning emphasizes progress rather than failure, encouraging students to set goals, recognize their achievements, and develop positive attitudes to learning.
- **It prepares students for lifelong learning**. By making students more responsible and self-aware, it equips them to learn independently and proactively in the future.

For Teachers:

- **It informs teaching decisions**. Assessment for Learning provides valuable information about students' needs, allowing you to decide what to prioritize in your teaching.
- **It develops skills and confidence**. Assessment for Learning can give you a clear sense that you are helping your students succeed.
- **It allows you to teach more inclusively**. By providing more tailored support to individual students, you can feel more confident that no one is being left behind.

How can I implement Assessment for Learning in my teaching?

Assessment for Learning is based around three key classroom practices: diagnostics (where the learner is), learning objectives (what the learner needs to learn next), and success criteria (what success looks like).

Diagnostics

To be able to provide effective feedback, you need to find out what students already know. Gathering insight during the lesson allows you to see what students have learned, and also to see where they are struggling. This allows you to provide extra support, as necessary, to enable students to succeed.

You can gather this evidence in a variety of ways – not just through the formal tests that come with this course, but also through classwork and homework activities, including those that incorporate peer and self-assessment. After teaching a new piece of language, check students' understanding. Ask, e.g., *Time for feedback! How do you feel about (the new words we have learned)?* Below are a couple of suggestions for diagnostic tools you could try.

Traffic light cards: each child has a red, yellow, and green card. Red means they don't understand, yellow means it's not totally clear or they feel a little unsure about it, and green means they fully understand. Ask students to hold up the card that best shows how they feel about their learning.

Thumbs up: Children can use their thumbs to show their level of understanding. 👍 means that students have a good understanding. 👎 means that students are not confident. Holding their hand flat, facing down, and waggling it from side to side means they feel a bit insecure about it.

It's important to emphasize that the students are not doing anything wrong if they don't understand something. In some instances, children might feel embarrassed to say they don't know something. Creating a culture in the classroom where children feel comfortable saying that they do not understand is critical for the success of Assessment for Learning.

Thinking time: It is important to build thinking time into standard classroom practice. Always give students time to think of their answers before you continue, or before providing the correct answer yourself. You could use a timer to ensure that you give enough space for children to think.

During thinking time, encourage all of the students to consider their answer. You could allow them to work in pairs, or you could ask them to write their answer down. If your students have mini-whiteboards, they can write their answer on their whiteboard

and then hold them up. This a good way to establish how many children have not understood. If necessary, you can then supply extra practice or work through the teaching point again.

No hands up: To ensure that all of the students use their thinking time constructively, it is useful to employ a "no hands up" approach in the classroom. By nominating a student at random to answer the question, the teacher can ensure that all of the students are encouraged to share their ideas. There are various methods you could try to make this fun. For example, at the start of the year, students could make a name card or decorate an ice pop stick with their names on it. Choose a child to answer at random by pulling out a name card or ice pop stick.

Alongside this, there needs to be a culture of tolerance for incorrect answers. Use incorrect answers as informal feedback and try to understand what might have caused the mistake. If someone gives an incorrect answer, ask other students for an answer, then check the answer with the rest of the class.

Students should be encouraged to talk to their partners as a way of self-assessing. They can work with a partner to discuss what they have learned and whether they have any areas they don't feel confident about. They could refer to their partners in thinking time, discussing what they think the answer is. Working together could help students to come up with more answers. Pairwork can also be used to check instructions. They could discuss the instructions with their partner, and then come back to the teacher with any queries.

Learning Objectives

Students will learn better if they have a clear idea of what they are going to learn. Establish a classroom routine, where the learning objective is introduced at the beginning of the lesson in simple, easy to understand language. Write the objective on the board, e.g., *Today, we are learning about food.* Encourage the students to engage with the objective so that they are aware of what they are learning and why. How you do this will depend on the age of the students. For higher levels, you could ask students to write down the objective in their notebooks. For lower levels, you could ask students to read it out, or talk to their partner about it. With very young learners, you may choose to discuss the objective in the students' own language.

At the end of the lesson, remind students of the learning objective. Ask them to self-assess their progress with reference to the learning objective. You could ask them to decide with their partner if they have achieved the objective. Use the record sheet for each unit so that students can quickly and easily self-assess their work. You might like to provide a folder for each student to keep their record sheets in, as well as any extra worksheets or handouts. Over the course of the year, these folders will be great evidence of the students' progress.

Success Criteria

In order for students to make sense of learning objectives, these need to be linked to clear success criteria. If students understand and recognize what successful performance looks like, they will be better able to set clear goals, make use of feedback, and measure their own progress. This Teacher's Guide contains many useful tips that suggest ideas on how to focus on success criteria.

One useful approach is to discuss and agree success criteria with your students. For instance, if they are learning to write an email, you could elicit the key features of a successful email. You can then add in any key ideas they have missed. Similarly, if they are giving a verbal presentation of a project, you could elicit the elements they should include, and also elicit suggestions for best practice in delivery (e.g., making eye contact with their audience, speaking slowly and clearly, using varied intonation). Create a checklist and ask students to assess whether they have successfully achieved all the points listed and to note where they could improve. This assessment is best achieved using peer assessment as well as self-assessment, so that students can check their own impression of their performance against their classmates' opinions.

Giving Feedback

Feedback from teachers to learners can have a significant impact on teaching and learning. Providing high-quality, focused feedback and allowing learners the time and opportunity to act upon it are essential. Effective feedback needs to be specific and clear. It should provide strategies, rather than just supplying the correct answers. Focus on one change that will improve your students' performance and relate this to the success criteria.

Encourage your students to reflect on and evaluate their own performance. Students are more likely to learn if they are encouraged to correct their own mistakes. It is therefore a good idea to underline mistakes when marking work, but not supply the correct answers. In order to get real value from homework and other written activities, allow time for students to go back and correct their mistakes. At higher levels and in longer pieces of work, give suggestions for how to improve and allow time for students to implement these. Students should be encouraged to use a special color pen for corrections, so they can see where they have responded to feedback.

Is Assessment for Learning a new approach?

In many ways, Assessment for Learning reflects what most teachers have always done in the classroom. However, in an Assessment for Learning approach, the teacher consistently ensures a cycle of goal setting, reviewing success criteria, gathering information, and providing constructive supportive feedback with time for reflection.

In what contexts can I use Assessment for Learning?

Assessment for Learning can be used with students of all ages, and it is compatible with different approaches to language teaching, from grammar-based to more communicative methodologies. Research indicates that Assessment for Learning can also be beneficial in exam-oriented contexts. Students are likely to perform better in exam tasks if they understand which skills that task is assessing, why those skills are being assessed, and what a successful task response looks like.

More Information

Download our position paper ***Effective Feedback: the Key to Successful Assessment for Learning*** from www.oup.com/elt/expert

Professional Development

Methodology Support

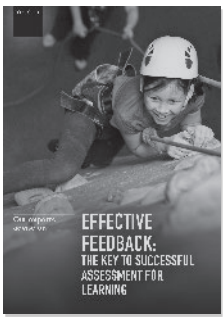
Beehive American is informed by Oxford's research and best practice from leading experts and practitioners in English language teaching and learning. Relevant to the course methodology, the *Beehive American* team have selected the following topics to help you teach with confidence:

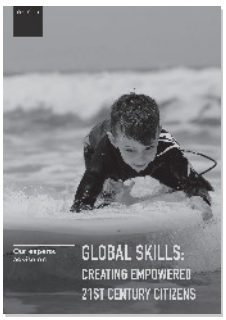
- Assessment for Learning and effective feedback
- Global skills for the language classroom
- Supporting parents

Find out more: oxfordenglishhub.com

Position Papers

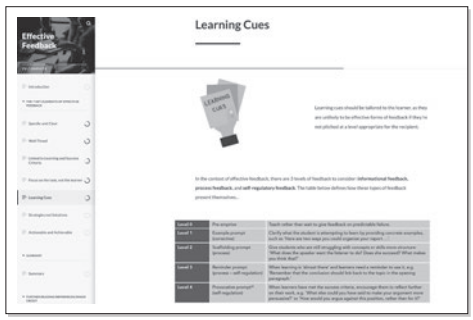
This course-specific selection includes some of our influential papers. Built on research and classroom practice, our *Position Papers* offer practical guidance on the major issues shaping language education today. Our shorter *Focus Papers* offer insights and tips on specific topics for the classroom.





Professional Development Modules

The modules consist of short introductions to topics relevant to *Beehive American*, as well as practical ideas on how to implement them into your teaching. Each module is no more than 30 minutes long.



Explore Further

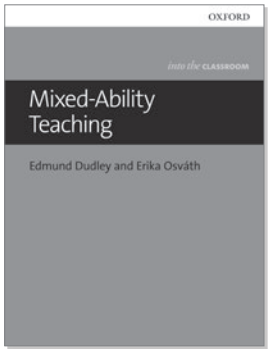
If you would like to develop your skills and knowledge beyond the professional development content offered with this course, we offer a range of materials from further reading to live professional development events.

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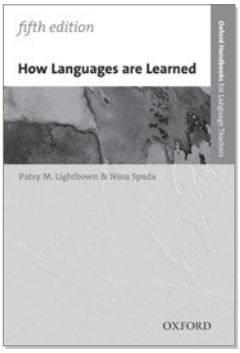
Professional Development Books

Keep up with the latest insights into English language teaching through our professional development books.

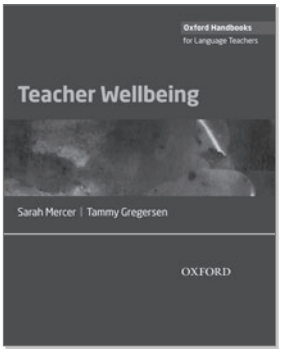
Find out more: www.oup.com/elt



ISBN: 978-0-19-420038-7



ISBN: 978-0-19-440629-1



ISBN: 978-0-19-440563-8

Supplementary Resources

Graded Readers

Here you will find additional resources for your students that best complement *Beehive American*.

Classic Tales

Bring the magic of *Classic Tales* to your classroom. This award-winning series builds language skills and introduces young students to the joy of reading.

- Develop creativity and imagination through reading, writing, and drama activities
- Support reading with picture dictionaries, glossaries, and illustrations
- Engage all your learners with an Activity Book and Play for every story.

Find out more: www.oup.com/elt/gradedreading



Oxford Read and Imagine and *Oxford Read and Discover*

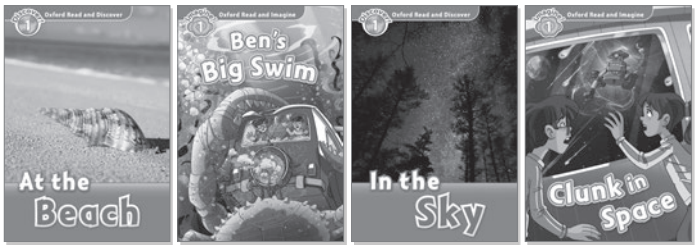
Enter a world of discovery and adventure – improve your English through fact and fiction.

Oxford Read and Imagine invites young readers into an exciting world of great stories. Follow Rosie, Ben, Grandpa, and his robot Clunk on their adventures in Grandpa's fantastic van. This series provides a motivating way to increase contact time with English, both in and out of class.

Oxford Read and Discover is perfect for CLIL. Cross-curricular topics and color photos bring excitement to learning English through other subjects.

- Stories connect to non-fiction readers
- Picture dictionaries and glossaries help build vocabulary
- Projects develop critical thinking skills
- Activities support Cambridge Young Learners English tests
- Audio in American and British English.

Find out more: www.oup.com/elt/gradedreading



Oxford Reading Club

Oxford Reading Club is a digital library from Oxford University Press that offers a smart way to read digital Graded Readers.

Students can:

- Choose from hundreds of titles covering all levels
- Use an interactive 5-step reading process that helps improve all areas of learning including listening, speaking, reading, and writing
- Use a variety of interactive features and activities including word cards, audio with adjustable speed, and voice recording
- Look up Oxford Dictionary definitions for vocabulary development
- Track their progress in a monthly report and get study buttons the more they read.

Teachers can:

- Create classes for learners depending on their level of English and schedule reading assignments for them using the Learning Management System
- Track individual student activity and progress with; the 5-step reading process; number of books read; total words read; time spent reading
- Download a report providing a summary of each learner's reading activities.

Find out more: oxfordreadingclub.com

Readers on Oxford Learner's Bookshelf

Over 400 e-books to choose from:

- Slow down audio for easier listening
- Record your voice to practice pronunciation
- Make notes and highlight on screen
- Synchronize across devices.

Oxford Readers Collections

Collections of 25 graded readers available on the Oxford Learner's Bookshelf

- Available at 4 levels from A1–B2
- Track reading progress in the reading diary.

Reading Diary

Measure reading progress and award certificates to students.

Track the number of books read, words read, and time spent reading.

Find out more: www.oup.com/elt/gradedreading

Tour of a Unit

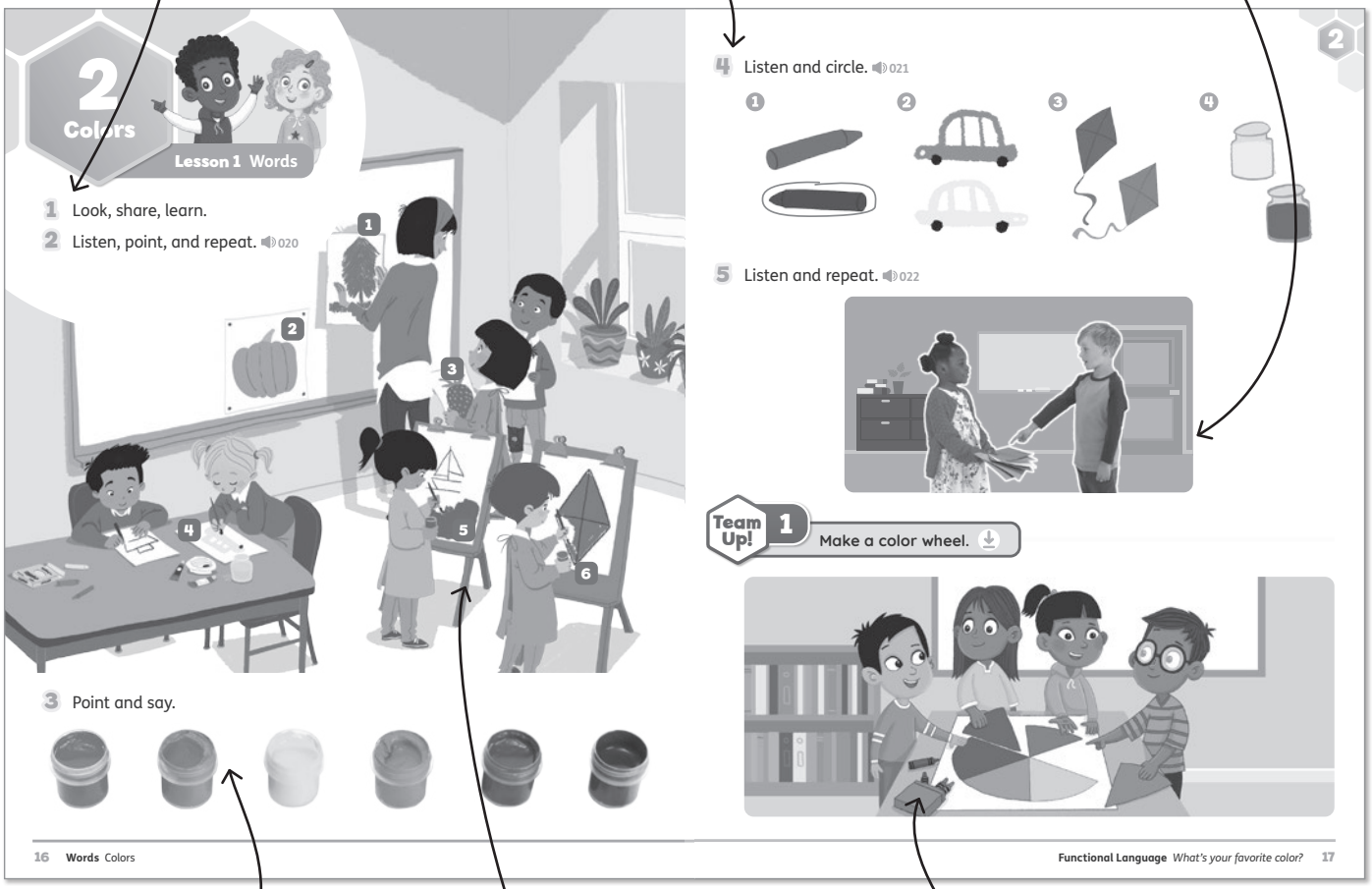
Lesson 1 Words Student Book

Lesson 1 introduces six new vocabulary items through a colorful illustration in the context of the unit topic. It provides vocabulary practice, as well as presentation and practice of functional language and a pair or group task to promote collaboration and communication.

An interactive activity on the Classroom Presentation Tool presents the new vocabulary with short video clips.

Students use the new vocabulary to complete an activity using listening, reading, or critical thinking skills.

A photograph of real children is used to present and practice a functional language exchange.



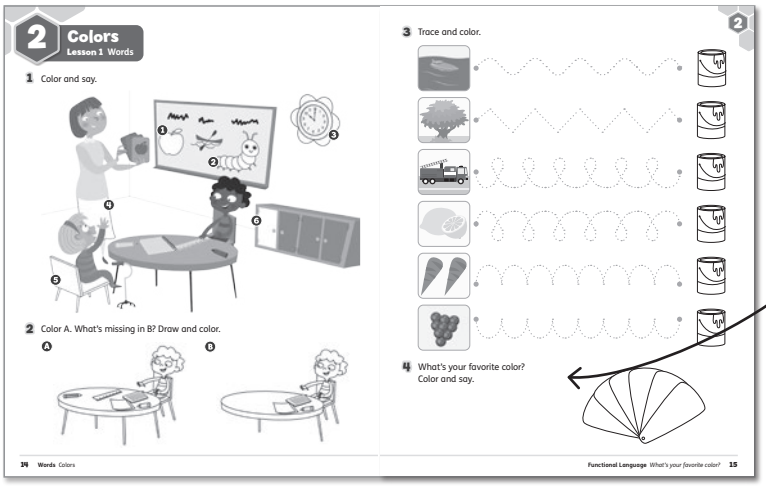
Photos further contextualize the new language in this speaking activity.

A big illustration presents the six new vocabulary items in an engaging context.

Students complete a pair or group task to review the new vocabulary, as demonstrated by the team characters in the attractive illustration.

Workbook

Students practice the new vocabulary through a variety of activity types.



This activity focuses on the functional language from the Student Book.

Please note: The Classroom Presentation Tool can be used to display the Student Book and Workbook with interactive answers.

A picture dictionary provides a record of all key vocabulary from Lessons 1 and 3.



Warm-up

- A warm-up activity is suggested in the teaching notes.

Lead-in

- Introduce the lesson objective. Tell the class ***Today we are learning about colors***. Show some of the unit flashcards and invite students to say the names of any colors they already know.

Student Book

- **Activity 1:** Students look at the picture in the Student Book or on the Classroom Presentation Tool. They share their knowledge by naming anything they can see in English.
- **Activity 2:** Students learn six new words, which are presented in an interactive activity on the Classroom Presentation Tool. Alternatively, you can use the flashcards or ***Vocabulary*** posters from the Classroom Resources Pack.
- Students listen to the new words and point to the items in the illustration.
- Students listen to the audio and repeat the new vocabulary.
- **Activity 3:** Elicit the names of the vocabulary items shown in the photographs, then ask students to point and say in pairs.
- **Activity 4:** Focus students' attention on the vocabulary practice activity. Here students listen to the colors and circle the correct toys. Do the example with the class, then allow students time to complete the activity. Check answers as a class.
- **Activity 5:** Play the audio for students to listen and repeat the exchange. Then they practice the new functional language in pairs, with the support of the the audio.
- ***Team Up!***: Students work in pairs or groups to complete the task using the downloadable worksheet. Tips about how to do the task without printing or photocopying are suggested in the teaching notes on Oxford English Hub. The teaching notes also suggest ways to provide extra support or additional challenge for differentiated learning.

Workbook

- **Activities 1–3:** Students complete the activities to practice the six new vocabulary items.
- **Activity 4:** Students complete the functional language activity.
- The **Workbook** activities can be done in class if you have extra time, or they can be set as homework. The answers can be checked as a class in the next lesson. Please see page 12–13 for tips on how to apply Assessment for Learning principles when checking students' work.

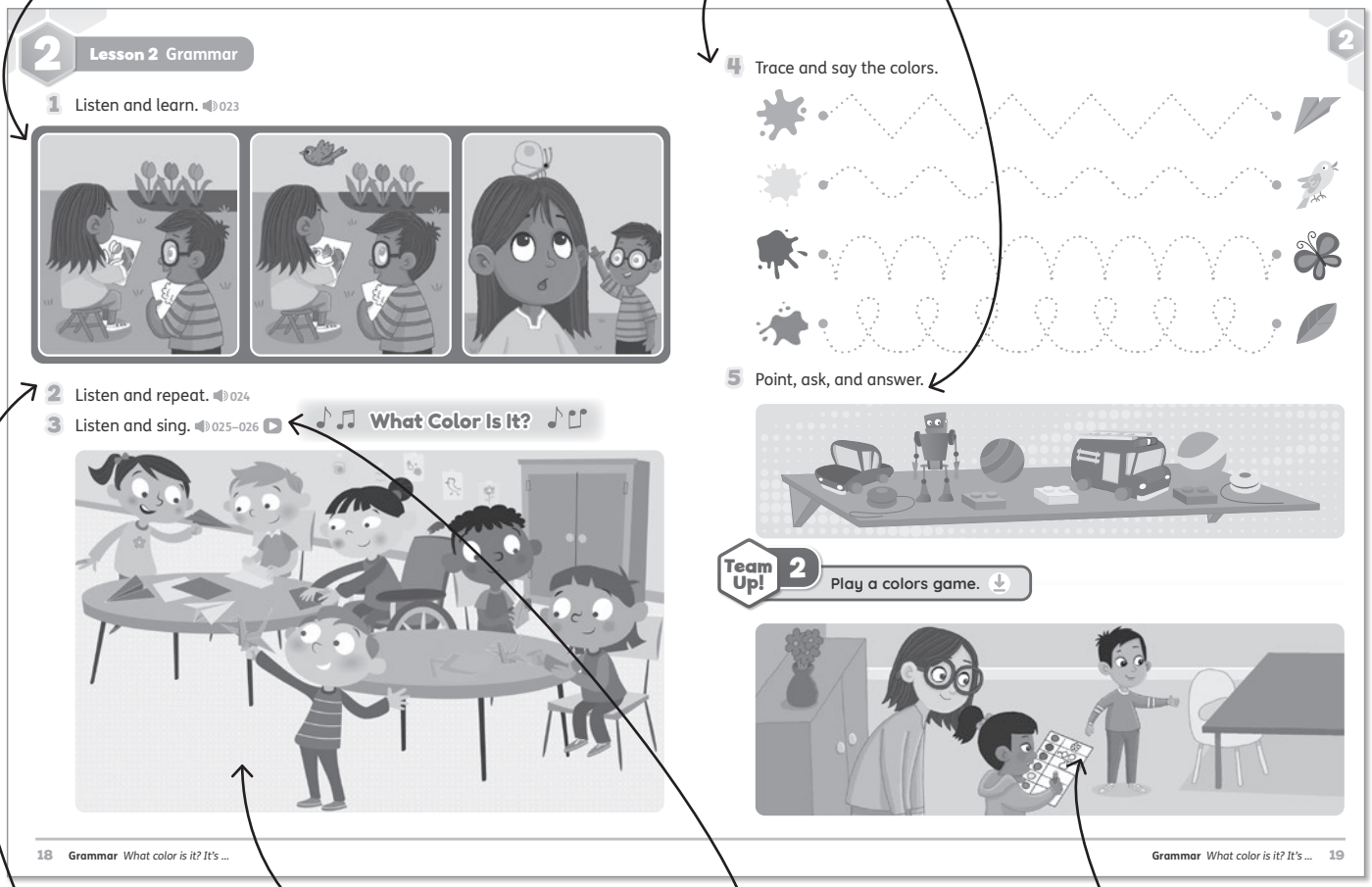
Tour of a Unit

Lesson 2 Grammar | Student Book

Lesson 2 presents a new grammar structure through a humorous cartoon featuring the team characters. The new structure is then practiced through a song and two additional activities.

The new grammar structure is presented in a fun cartoon featuring the team characters.

The new grammar is consolidated in two activities.



Students listen to and repeat the new grammar structure.

Students sing a song to practice the new vocabulary and grammar structure. A karaoke track is also available.

An animated version of the song can be found on the Classroom Presentation Tool and on Oxford English Hub.

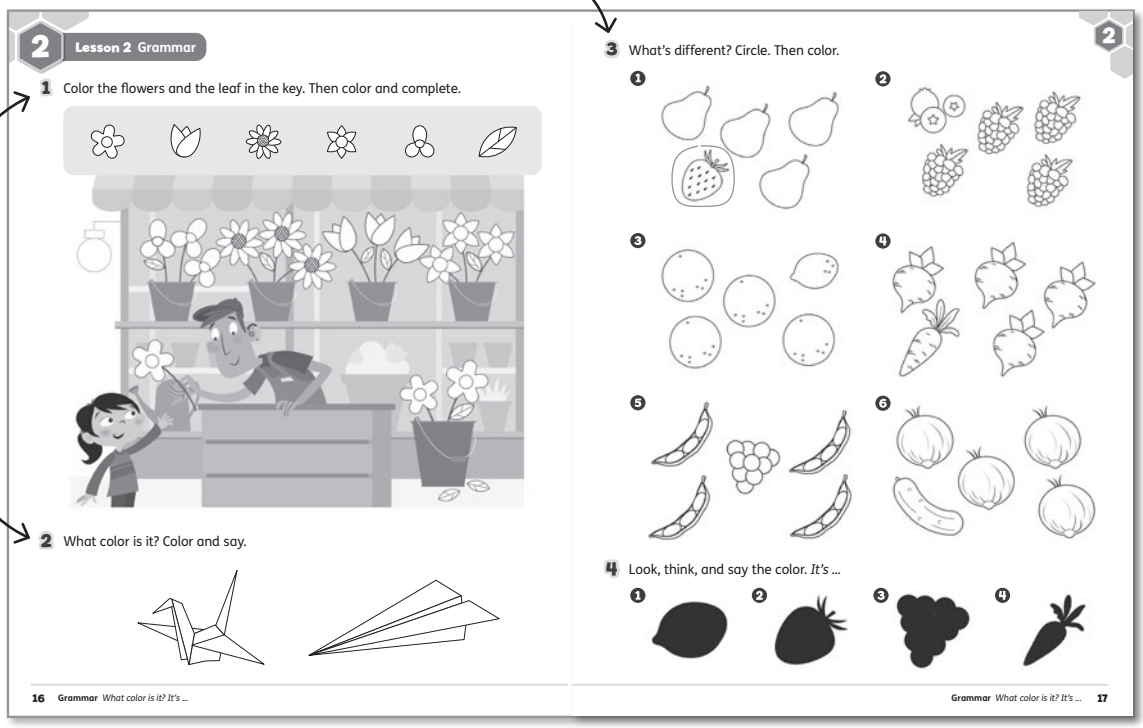
The *Team Up!* activity fosters collaborative skills through pair or group work.

A game on the Classroom Presentation Tool provides further language practice.

Workbook

The activities increase in difficulty, with more cognitive challenge.

Students complete activities to practice the new grammar structure.



Warm-up

- Play a game. There are suggestions in the teaching notes and in the ***Ideas Bank*** on page 106.

Lead-in

- Ask students to point to and name some colors.
- Introduce the lesson objective. Tell the class in their own language that today they will learn how to ask about colors. For the complete lead-in notes, please see page 44.

Student Book

- **Activity 1:** Students listen to the audio and follow the grammar cartoon story. In later units, they point to the speech bubbles as they hear them. Check students have understood. Then play the recording a second time. Play the audio a line at a time for students to repeat and act out the story in pairs. See teaching notes on page 44.
- **Activity 2:** Students listen to the recording and repeat. Then they use the new grammar stucture to ask and answer about things in the classroom.
- **Activity 3:** Focus students' attention on the illustration. Play the song audio for students to listen and point to the items as they hear them. Play the song again, as many times as necessary, for students to join in as much as they can. There is also a karaoke track to sing along to once they are confident. For ***Beehive American Starter***, ***1*** and ***2***, a song animation is included on the Classroom Presentation Tool.
- **Activities 4–5:** Support students as they complete the practice activities.
- ***Team Up!***: Students work in pairs or groups to complete the task using the downloadable worksheet.

Workbook

- **Activities 1–4:** Ask students to do the activities to practice the new grammar structure from the Student Book.

Tour of a Unit

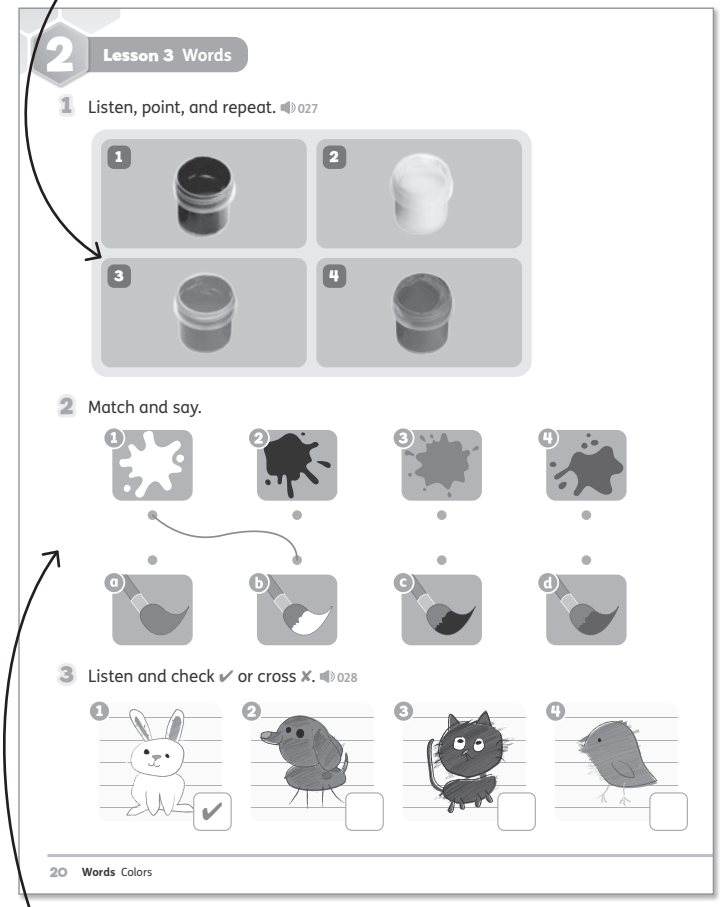
Lesson 3 Words and Grammar

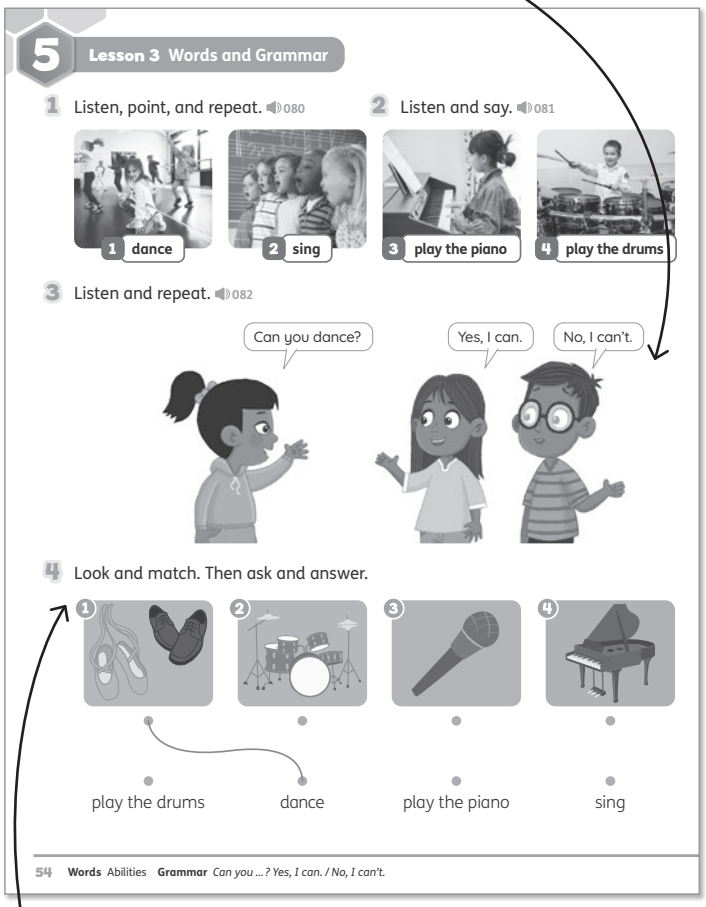
Student Book

Lesson 3 presents four new vocabulary items with color photos. In Units 1–4, the vocabulary is practiced through activities using a recycled grammar structure. In Units 5–8, Lesson 3 also presents the unit's second new grammar structure through an illustration of the team characters, and practices the structure through a reading or writing activity.

The new vocabulary items are presented with color photos.

The team characters present the new grammar structure in context.





Two activities develop students' listening and speaking skills as they practice the new vocabulary.

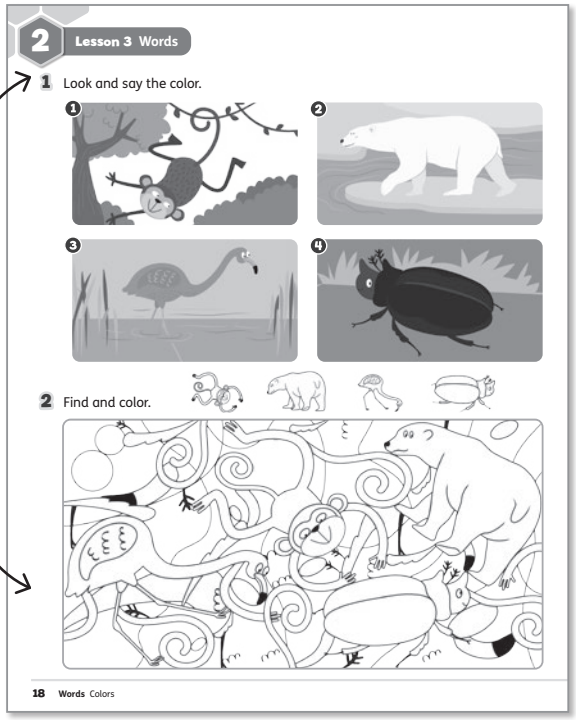
The new grammar structure is practiced through a reading or writing activity.

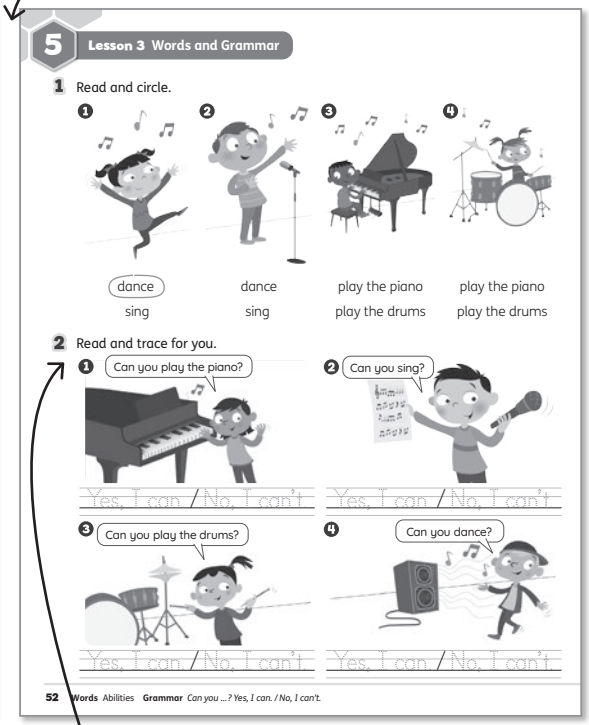
A game on the Classroom Presentation Tool provides further language practice.

Workbook

The activities increase in difficulty over the course of the year.

Varied activities enable students to practice the new vocabulary items while also developing fine motor skills and critical thinking.





In Units 5–8, activity 2 provides practice of the second grammar structure.

Warm-up

- Play a flashcard game. There are suggestions in the teaching notes and in the ***Ideas Bank*** on page 106.

Lead-in

- Introduce the lesson objective. Tell the class ***Today we are learning more colors***. Show some of the lesson flashcards and invite students to point to the colors in their classroom.

Student Book

- **Activity 1:** Students listen, point to the photos, and repeat the new vocabulary items.
- **Activity 2 (Units 1–4):** Do the example with the class, then students complete the rest of the activity individually. Then students ask and answer ***What color is it?*** in pairs.
- **Activity 2 (Units 5–8):** In Units 5–8, activity 2 is always a whole class listening activity. Students listen and say the correct answer.
- **Activity 3 (Units 1–4):** Do the example with the class, then have students complete the rest of the activity.
- **Activity 3 (Units 5–8):** Students listen and repeat the new grammar structure.
- **Activity 4 (Units 5–8):** Do the example with the class, then students complete the rest of the grammar activity.

Workbook

- **Activities 1–2:** Students complete the activities to practice the new vocabulary items (and grammar structure in Units 5–8) from the Student Book.

Tour of a Unit

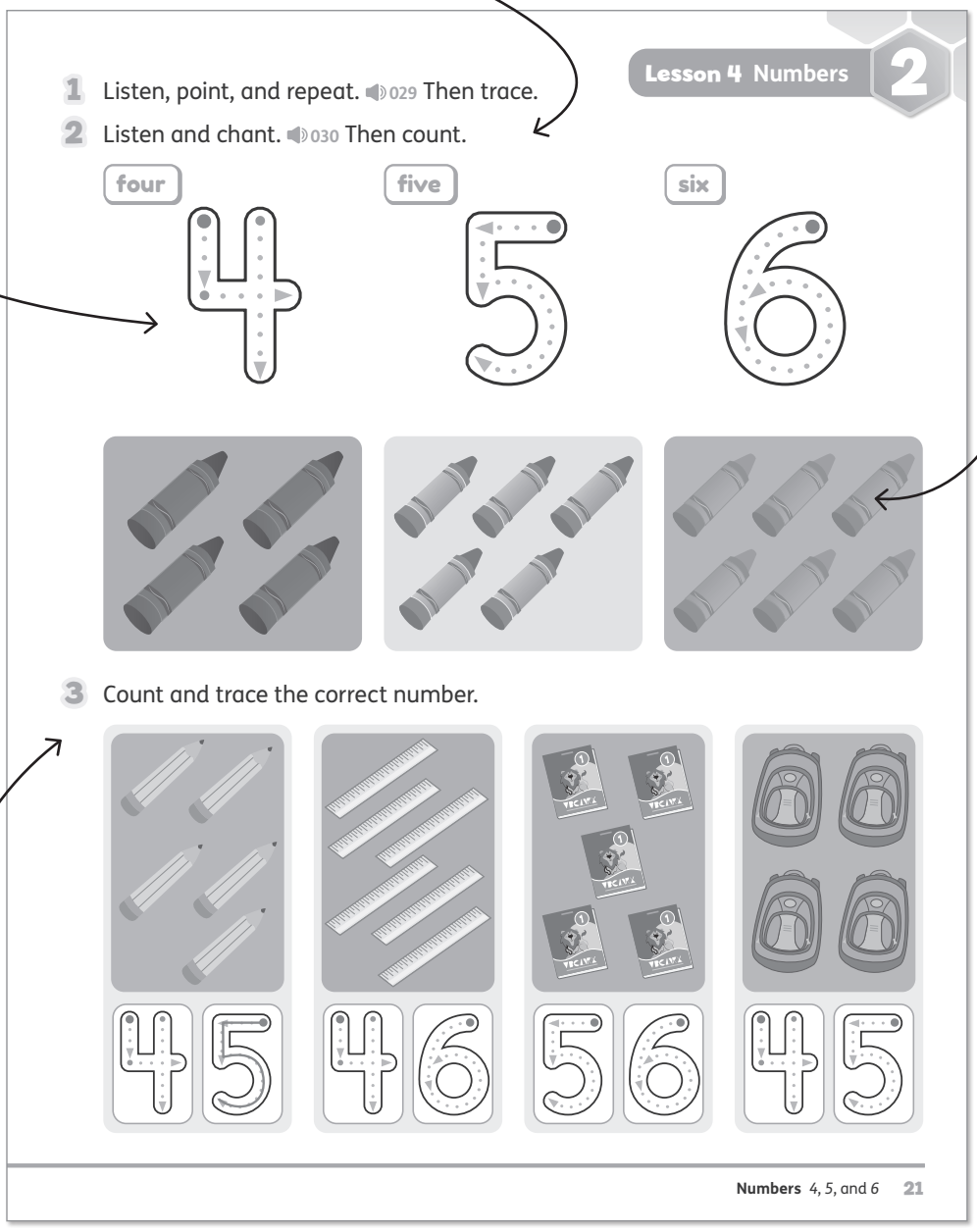
Lesson 4 Numbers | **Student Book**

Lesson 4 introduces two or three numbers through audio and a chant. Students complete a practice activity in the Student Book and further activities in the Workbook to develop numeracy and fine motor skills.

Large traceable numbers with starting dots and directional arrows support students as they learn to write the new numbers.

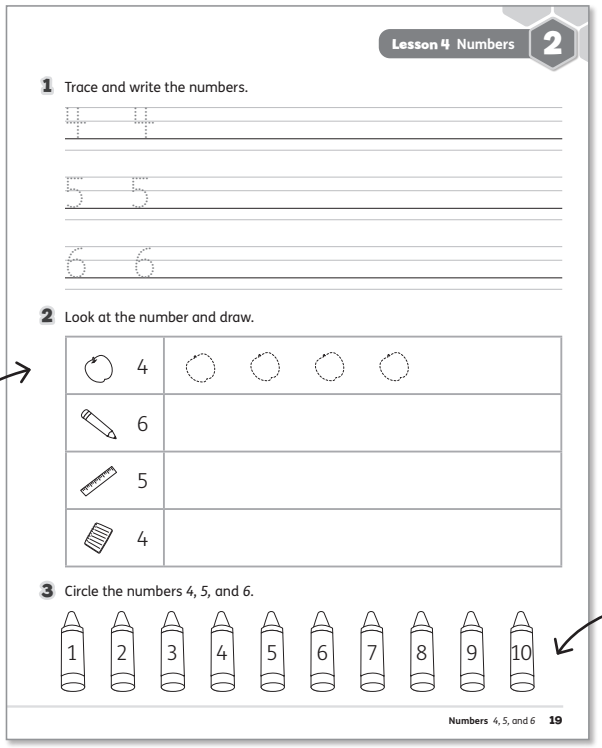
The new numbers are taught through a fun chant.

Colorful pictures illustrate the chant and help cement students' understanding of one-to-one correspondence and the value attached to each number.



An activity practices the new numbers that students have learned. The level of difficulty increases throughout the course, as students' numeracy skills progress.

Workbook



Students practice tracing and writing the new numbers.

Students complete an activity using the new numbers.

Students identify the new numbers on a number line.

Warm-up

- Review numbers from the previous unit by playing the Unit 1 number chant.

Lead-in

- Introduce the lesson objective. Tell the class ***Today we are learning more numbers.*** Count up to three to review the numbers taught in the previous lesson, then write numbers 1–6 on the board and count, encouraging students to join in.

Student Book

- **Activity 1:** Students listen to the audio and point to the large numbers. Then they listen again and repeat.
- Ask students to trace the large numbers.
- **Activity 2:** Focus attention on the pictures. Students listen to the chant and point to the items as they hear the corresponding numbers. Play the chant again, as many times as necessary, for students to join in as much as they can.
- **Activity 3:** Do the example with the class. Then students work in pairs to complete the activity.

Workbook

- **Activity 1:** Students trace, then write each of the numbers presented in the Student Book.
- **Activity 2:** Students complete the activity, practicing the new numbers.
- **Activity 3:** Students find the numbers on the number line.

Tour of a Unit

Lesson 5 Story

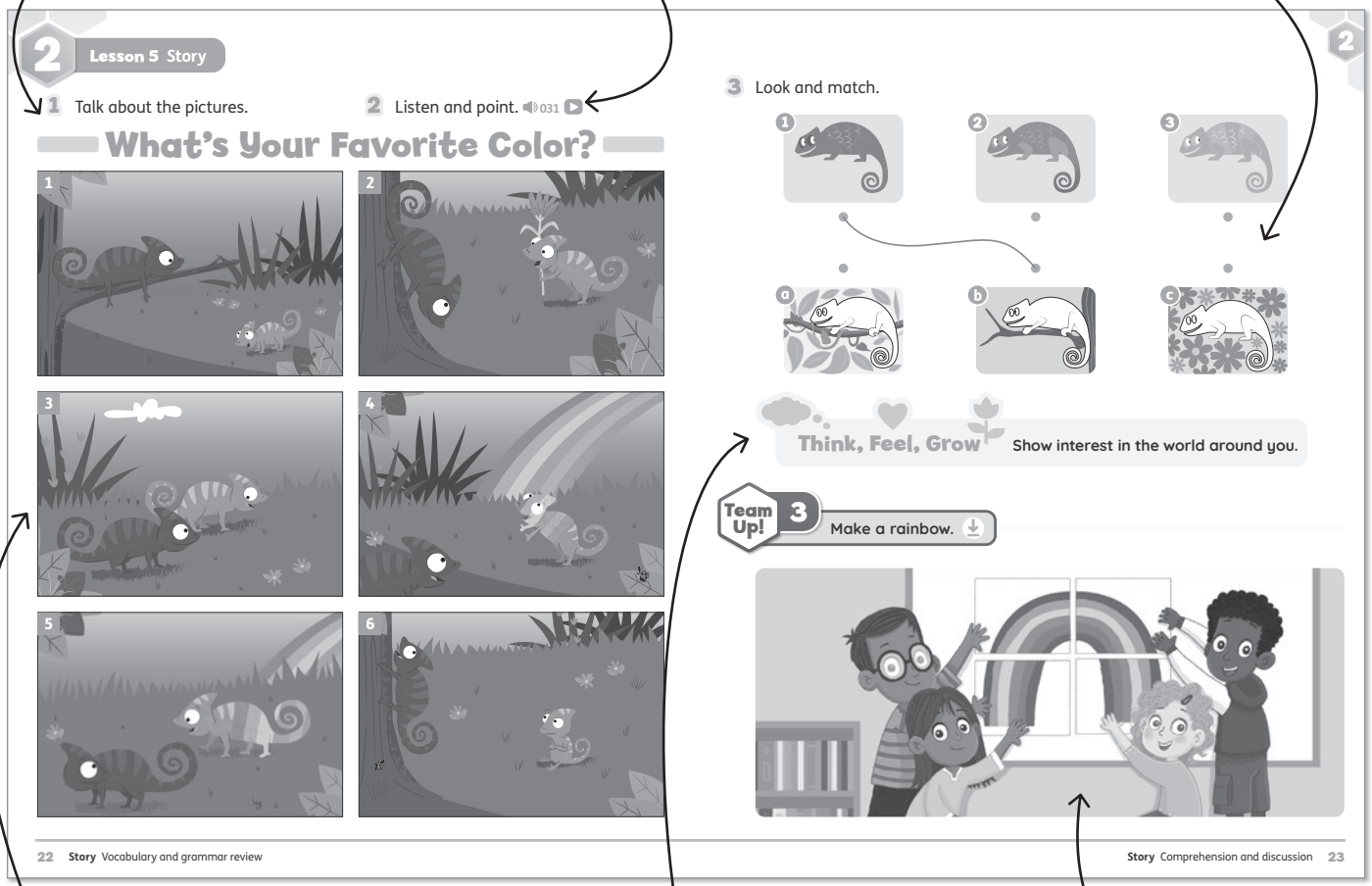
Student Book

Lesson 5 consists of a cartoon story that recycles the vocabulary and grammar from the unit. Each story features an emotional well-being theme. Students complete a comprehension activity, discuss the emotional well-being theme, then work in pairs or small groups to complete the ***Team Up!*** activity.

Students say what they can see in the story pictures, reviewing language from the course so far.

An animated version of the story is available on the Classroom Presentation Tool and Oxford English Hub.

Students do an activity related to the story.

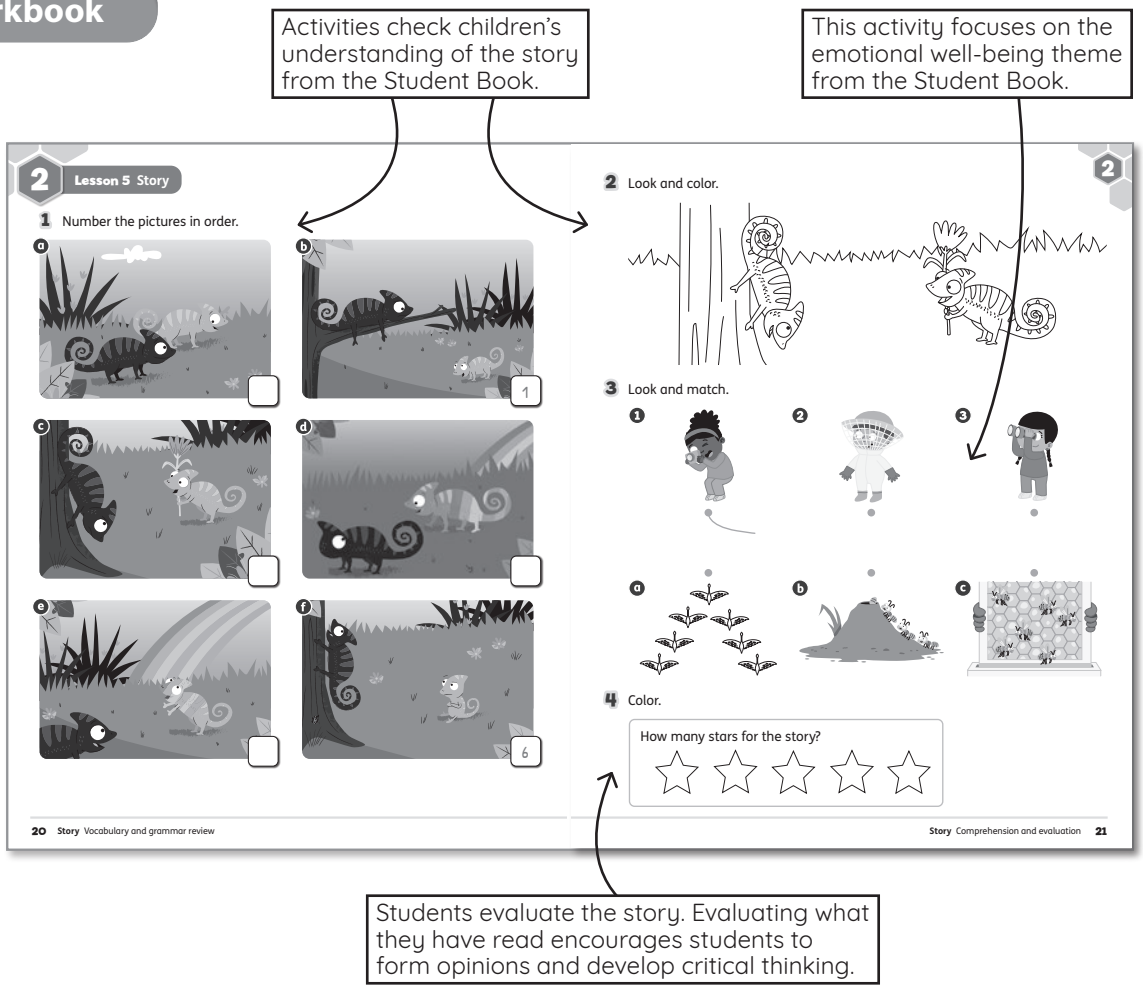


A six-frame cartoon story reviews the language from the unit in an entertaining way.

Students discuss the emotional well-being theme featured in the story.

Varied pair or group work tasks keep students motivated.

Workbook



Warm-up

- Begin the lesson by playing the Lesson 4 number chant.

Lead-in

- Introduce the lesson objective. Students look at the Student Book and say what they think they will be doing in this lesson (reading a story). Read the story title to the class. Students look at the pictures and guess what the story is about. Tell the class that they're going to hear a story about two chameleons.

Student Book

- **Activity 1:** Introduce the story. Ask the class in their own language who the characters are, and explain or elicit that chameleons can change color. Invite students to make predictions about the story. Ask students to say English words for the colors they can see.
- **Activity 2:** Students watch the video or listen to the recording and follow the story. In Units 5–8, students can point to the speech bubbles in the story as they hear them.
- **Activity 3:** Do the example with the class. Students then complete the rest of the activity individually or in pairs.
- The ***Think, Feel, Grow*** feature develops the global skill of emotional self-regulation and well-being. Elicit ideas and opinions around the class. In lower levels, these discussions will be in the students' own language, but as students progress through the course, they can use more English to share their ideas.
- ***Team Up!***: Students work in pairs or groups to complete the task using the downloadable worksheet.

Workbook

- **Activities 1–2:** Students complete activities related to the story in the Student Book.
- **Activity 3:** Students complete an activity related to the emotional well-being theme.
- **Activity 4:** Students evaluate the story and decide how many stars to color to show how much they enjoyed it.

Tour of a Unit

Lesson 6 Phonics

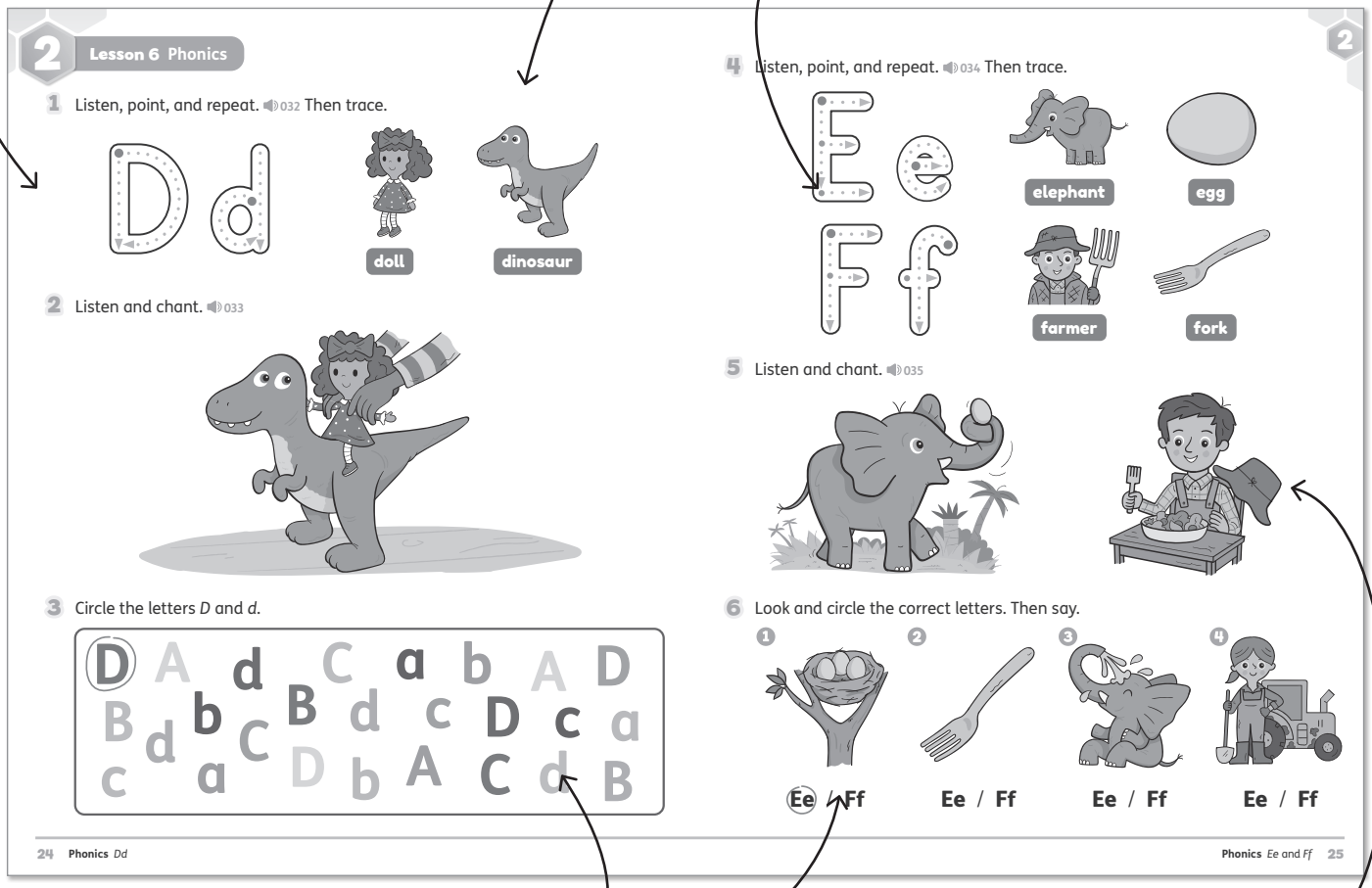
Student Book

Lesson 6 presents three or four letters and their corresponding sounds, along with two keywords and pictures for each letter. The letters are first introduced through the audio and large traceable letters. A chant provides a further opportunity for students to hear the sounds and keywords before they move on to the practice activities.

Large traceable letters with starting dots and directional arrows support students as they write the new letters.

Each letter is introduced alongside two keywords and pictures.

Two more letters are introduded, along with their keywords.

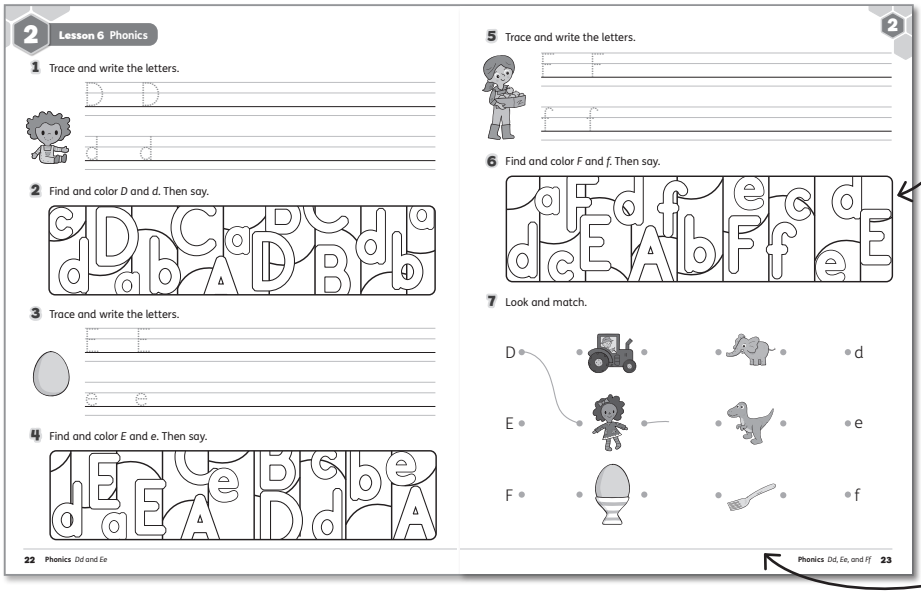


These activities give students the opportunity to identify the new letters aurally and visually. The level of challenge progresses throughout the year, so in later units, the activities require students to identify individual letters in words and to match keywords to the relevant pictures.

Each chant is accompanied by an attractive illustration.

A game on the Classroom Presentation Tool provides further language practice.

Workbook



Students trace, then write the new letters.

There's an activity to practice each new letter or pair of letters.

The final activity provides practice of all the new letters.

Warm-up

- Begin the lesson with a game. There are suggestions in the teaching notes and in the ***Ideas Bank*** on page 106.

Lead-in

- Play the alphabet chant and encourage students to join in.
- Write ***Dd***, ***Ee***, and ***Ff*** on he board and tell students that they will be learning to say and write these letters.

Student Book

- **Activity 1:** Elicit the name of the letter and say the sound. Then play the audio for students to listen and point to the letters and pictures. Students listen again and repeat. Model how to write the uppercase and lowercase letters. Students practice air tracing the letters, then trace in their books.
- **Activity 2:** Students listen to the phonics chant and point to the pictures. Play the chant again, as many times as necessary, for students to join in.
- **Activity 3:** Do the example with the class, then have students complete the rest of the activity.
- **Activity 4:** Play the audio for students to listen and point to the next two letters. Then students listen and repeat. Model how to write the letters. Students practice air tracing before tracing in their books.
- **Activity 5:** Students listen to the chant and point to the pictures. Play the chant several more times for students to join in as much as possible.
- **Activity 6:** Elicit the names of the items in the pictures. Do the example with the class, then students complete the activity in pairs.

Workbook

- **Activities 1, 3, and 5:** Students trace, then write the letters.
- **Activities 2, 4, and 6:** Students find and color the correct letters in the puzzles.
- **Activity 7:** Students complete the activity to review all the letters learned in the lesson.

Tour of a Unit

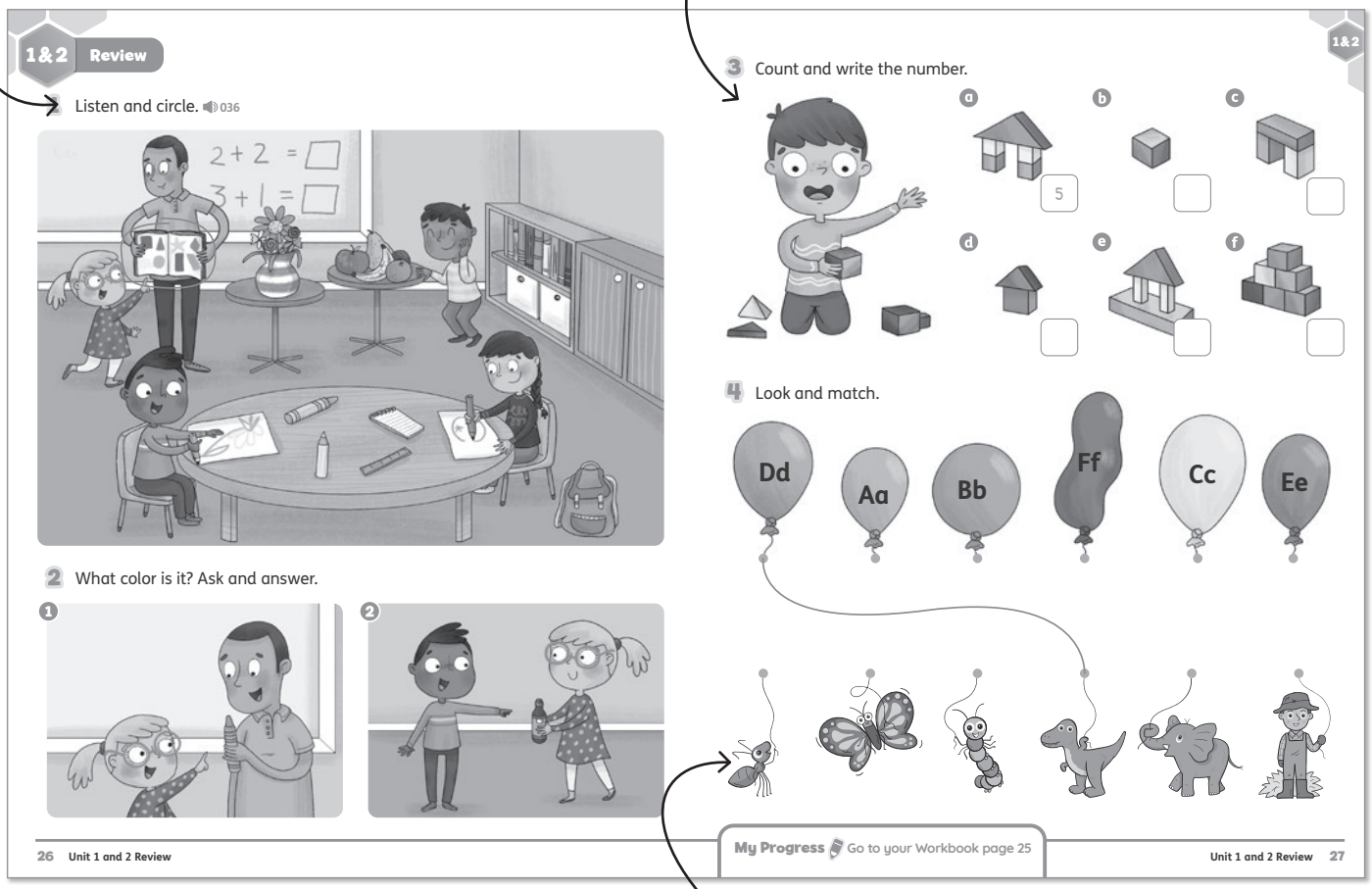
Review

Student Book

The review spreads allow students to recap the vocabulary and grammar from the previous two units. Students complete various activities, including a number and a phonics activity, in both the Student Book and the Workbook. There's also a self-evaluation activity, to allow students to reflect on their own learning.

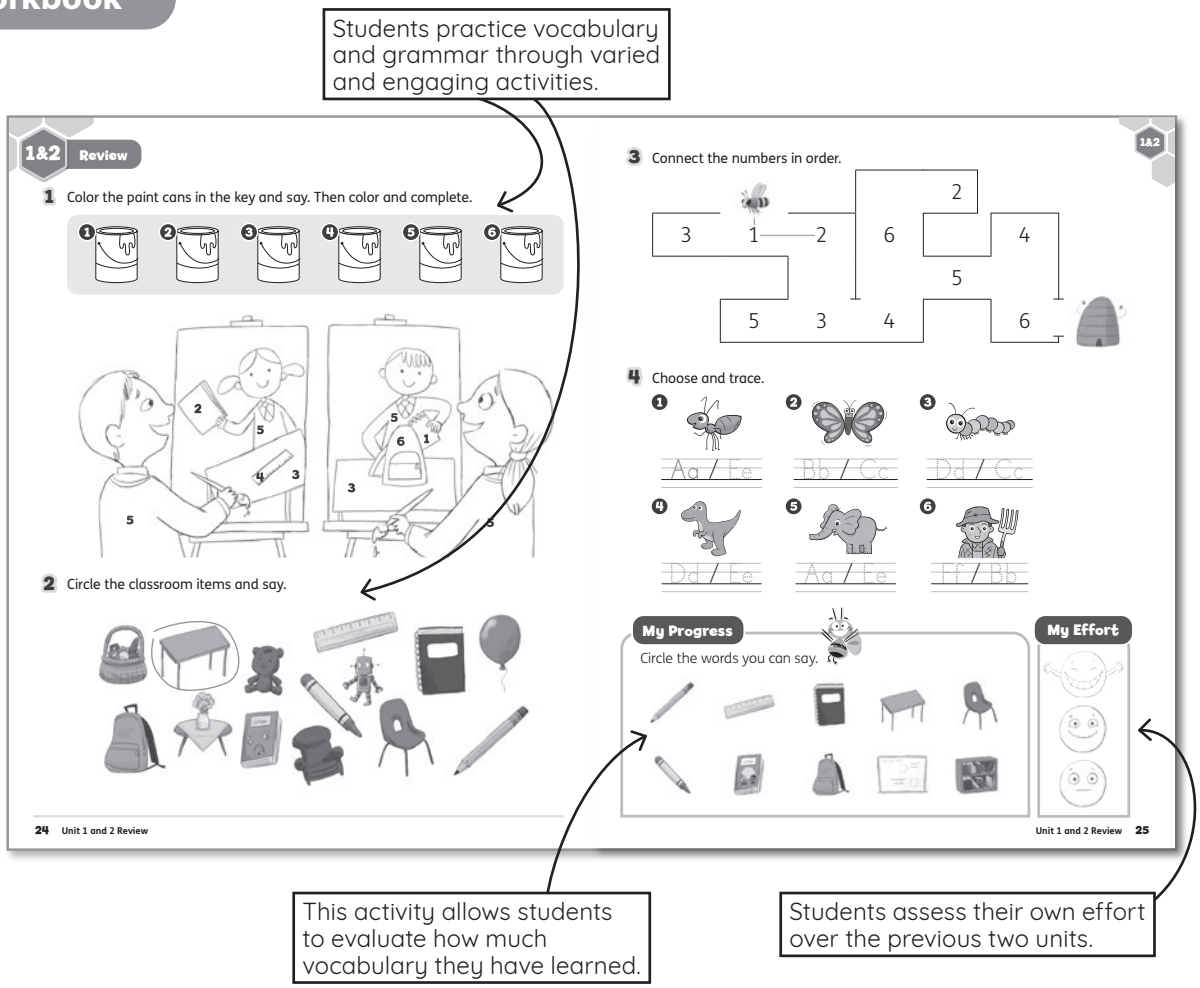
Activities 1 and 2 review vocabulary and grammar.

This activity practices numbers learned in the previous two units.



This activity focuses on phonics. Students recognize or write the letters they've learned in the previous two units and associate them with the relevant keywords.

Workbook



Warm-up

- Play a flashcards game. There are suggestions in the teaching notes and in the ***Ideas Bank*** on page 106.

Lead-in

- Introduce the lesson objective. Display the Unit 1 and Unit 2 vocabulary posters. Tell the class ***Today we are remembering classroom items and colors.***
- Review the vocabulary items with the class, then play a game of Poster Race.

Student Book

- **Activity 1:** Focus students' attention on activity 1 and encourage them to share their knowledge with the class by naming the things they know in the picture. Students complete the activity.
- **Activity 2:** Elicit the words for the classroom items from the students. Students then work in pairs to ask and answer for each picture.
- **Activity 3:** Do the example with the class. Then students complete the rest of the counting activity.
- **Activity 4:** Point to the letters and pictures and review the sounds and keywords shown in the activity. Students work individually to complete the activity, then compare answers in pairs.

Workbook

- **Activities 1–2:** Students complete the activities to review the vocabulary and grammar.
- **Activity 3:** Students complete the activity to review numbers from the previous two units.
- **Activity 4:** Students complete the activity to review the letters, sounds, and keywords from the previous two units.
- Students evaluate their progress by completing the My Progress and My Effort activities.

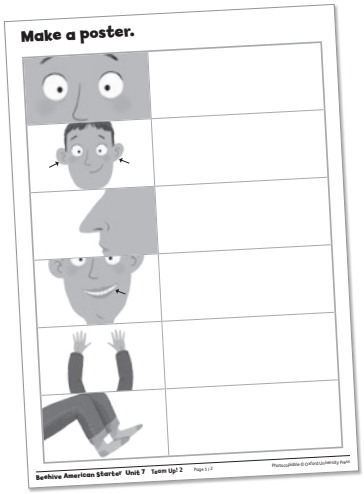
Tour of a Unit

Team Up! Worksheets

There are three ***Team Up!*** tasks in each main unit of ***Beehive American Starter***. In Lessons 1, 2, and 5 of each unit, students complete pair or group work tasks to review the vocabulary and grammar of the lesson.



- Each ***Team Up!*** task is supported with downloadable worksheets.
- The ***Team Up!*** tasks cover a wide range of activities, such as cut-outs, guessing games, finger puppets, craft templates, etc.
- The teaching notes on Oxford English Hub contain detailed instructions on how to complete the tasks. Where suitable, the teaching notes also provide suggestions on how to adapt the tasks if printing or photocopying isn't available.



Flashcards

Each unit is accompanied by flashcards providing attractive visual materials for presentation and practice.







The flashcards show all key vocabulary presented in Lessons 1 and 3. The *Ideas Bank* on page 106 provides an array of engaging flashcard games for consolidation and revision.

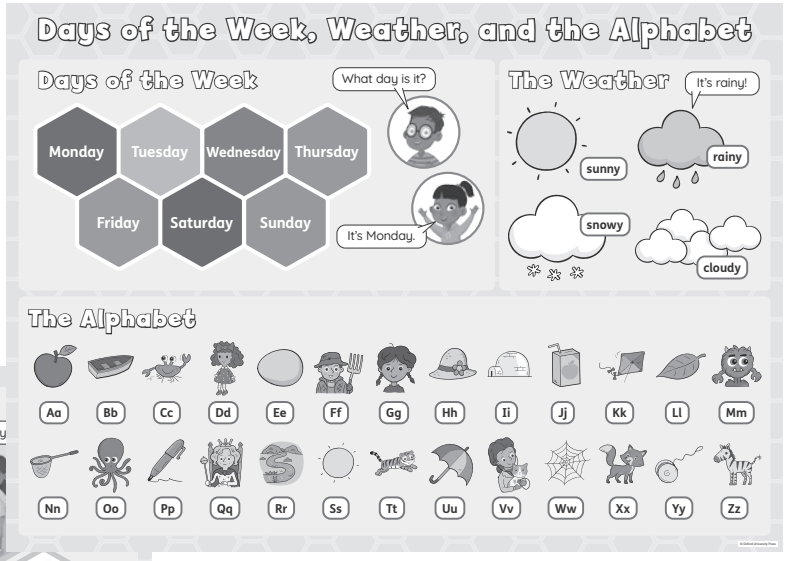
Posters

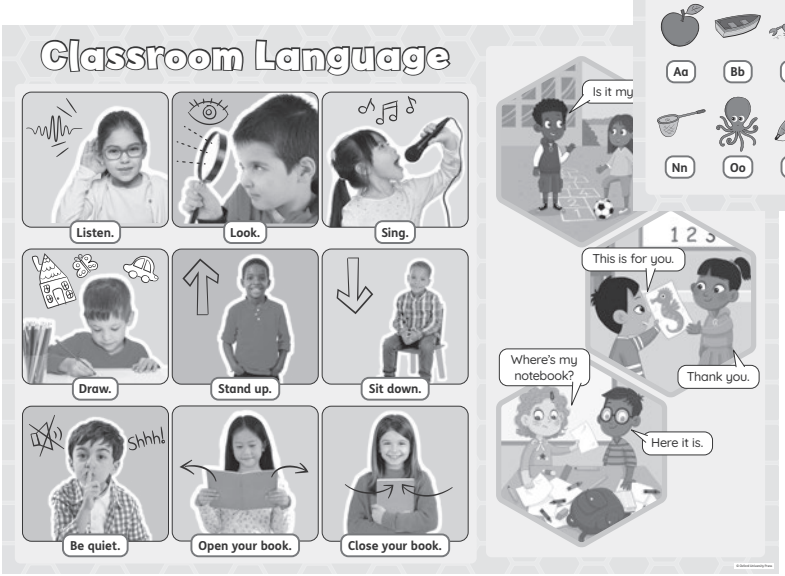
The large, colorful posters provide an attractive way to present and practice the unit vocabulary, as well as other useful classroom language.

Vocabulary posters present Lesson 1 vocabulary with attractive photographs and stimulate students' interest in the unit topic.



This poster presents high-frequency vocabulary providing on-going support throughout the year.





The Classroom language poster supports communication in the classroom and presents useful vocabulary for everyday classroom activities and instructions, as well as functional language dialogues.

S Hello!

Learning Objectives
Students will learn the names of the team characters.
Students will start to introduce themselves.
Students will start to say the alphabet.
Students will start to count from *1–10*.

Language
Team Characters: *Nina*, *Tang*, *May*, *Hector*, *Emma*, *Omar*
Alphabet: *a–z*
Numbers: *1–10*
Functional Language: *Hello! / Hi! I'm (Nina).*

Warm-up

- Greet the students as they come into the classroom. Say *Hello!* and encourage students to say *Hello!* to you in return. Give each student a blank sticky label. Ask them to draw a picture of themselves and to write their name (if they can). Ask students to hold up their labels and say their names. Students can then wear their name labels.
- Arrange students in a circle. Hold up a soft ball or beanbag. Point to one student and say *Hello (student's name)*. Gently toss the ball or beanbag to that student. Encourage the student to greet another student and throw the ball or beanbag to them. Repeat until all students have had a chance to greet someone.

Lead-in

- Tell the class, in the students' own language, *Today, we are meeting some new children. We will learn some letters and numbers in English.* Say the alphabet in English. Ask students if they know any letters of the alphabet in English.
- Display the *Classroom Language* poster to begin to familiarize students with classroom language in English. Point to each action and say the word or phrase. Encourage students to do the same actions as the children in the poster. Discuss what each child is doing in the students' own language. Play a game of *Simon Says* using the action words and phrases, pointing to the poster for support (see *Ideas Bank* page 106).

Optional Activity

If you want to discuss the days of the week and the weather in your morning routine, you can start to introduce this language now. Display the *Days of the Week, Weather, and the Alphabet* poster. Introduce the days of the week (you will need to use students' own language for this as it is hard to represent visually) and the weather using the weather pictures. Teach the questions *What day is it today?* and *What's the weather like?* as receptive language. Point to each corresponding item on the poster and use gestures when you ask the questions. Students can answer by pointing or giving one-word answers. As the semester progresses, you can begin to introduce *It's + day of the week / weather* for students' responses.

Assessment for Learning

- By preparing students for what they are going to learn in each lesson, you set clear objectives. These objectives are also called learning intentions. Knowing what the learning intention of each lesson is helps students to feel more confident about what they are going to learn.
- Establishing an English-speaking classroom environment from the start will help students to learn. Continue to use the *Classroom Language* poster for support during the year when giving instructions in English.
- Use flashcards, posters, and other visuals, games, gestures, and mime, as well as the students' own language, so that students don't feel overwhelmed. Set realistic expectations and realize that different students will learn at different rates and in different ways.

Student Book pages 4–5

1 Listen and learn. 001

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Books.
- Tell students that they are going to meet the team characters. The team characters are six children who play together in the Beehive Park. Students will meet these characters in every unit throughout the series.
- Play the recording and point to the characters using the Classroom Presentation Tool or your copy of the Student Book as they say their names (from left to right: Nina, Tang, May, Hector, Emma, Omar).
- Play the recording again for students to listen and point to the characters in their Student Books.
- Point to each of the characters and ask *Who's this?* using gestures or the students' own language to make the meaning clear. Encourage students to say the names.

Audio Transcript

Nina Hi! I'm Nina.
Tang Hi! I'm Tang.
May Hello! I'm May.
Hector Hi! I'm Hector.
Emma Hello! I'm Emma.
Omar Hi! I'm Omar.

2 Listen, find, and repeat. 002

- Point to the pictures of the team characters and elicit the names from the class in chorus. Then call on individual students to say the name of the team character.
- Play the recording for students to listen and point to the correct character.
- Play the recording again, pausing after each character to check the answers.

Audio Transcript
Tang I'm Tang.
May I'm May.
Omar I'm Omar.
Nina I'm Nina.
Hector I'm Hector.
Emma I'm Emma.

Optional Activity
Arrange students in a circle. Take a place in the circle yourself. Turn to the student on your right and say *Hello! I'm (your name)*. Encourage the student to say their name to the student on their right. Students continue around the circle until the last student says their name to you.

3 Listen and chant. 003

- Focus students' attention on the alphabet. Tell students that they are going to hear the letters.
- Display the poster showing the letters of the alphabet. Play the recording and point to each letter of the alphabet in turn as you chant, and students listen.
- Play the recording again for students to listen and point to the letters in their Student Books.
- Play the recording again, encouraging students to join in as much as possible as each line is repeated.
- Play the recording again. Chant the alphabet as a class until students are more confident saying the letters.
- If students seem confident, say an alphabet letter and invite a student to continue with a few more letters. Continue in this way around the class, as many times as necessary, for all students to have a turn at saying some of the letters.

Audio Transcript
Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz

Optional Activity
Say the alphabet as a chain around the classroom, with one student saying each letter. Then ask each student in the chain to say three letters. Repeat as many times as necessary until students are confident saying the alphabet.

Mixed Ability
If students don't use the Roman alphabet in their own language, spend extra time following the chant in the Student Book and on the poster showing the letters of the alphabet so students begin to understand the left-right and top-bottom conventions of English.

4 Listen, point, and repeat. 004

- Focus attention on the numbers. Tell students that they are going to hear the numbers.
- Write the numbers *1–10* on the board, counting as you write. Play the recording and point to the numbers on the board as you chant.
- Play the recording again for students to listen and point to the numbers in their Student Books.
- Play the recording again, pausing after each number and encouraging students to repeat the numbers.

Audio Transcript
one, two, three, four, five, six, seven, eight, nine, ten

Mixed Ability
Students will learn the numbers in each unit, so keep this activity light and fun. Don't expect students to be able to remember or produce all the numbers just yet. If some students can already count to ten in English, praise them for their learning and make sure the other students who can't count to ten yet understand that they will soon learn, too.

Assessment for Learning
Time for feedback! Ask the class, in their own language, *How do you feel about introducing your name and saying the letters and numbers?* Using your usual feedback routine, e.g., traffic light cards (see *Assessment for Learning* page 12), ask students to show you whether they understand the new language or whether they need more help. Make sure students know that it is OK not to understand something – they are here to learn.

Workbook pages 2–3

1 Match and say *Hi, I'm …*

- Students look at the headshots and draw lines to match them to the team characters in the group.
- Students then say the introduction *Hi, I'm …* from the point of view of each child.

2 Look and color.

- Students look at the letters and color them. You can play the *Alphabet Chant* (track 003) for the students to point and chant.

3 Trace and match.

- Students trace along the lines to match the numbers to the same number of items.

Assessment for Learning
Tell students to take out their traffic light cards. Ask the class how well they think they can introduce themselves and say the alphabet and numbers now. Students hold up the traffic light card to show how they feel they are doing. Explain they will get a lot more practice with letters and numbers during the course. Students then complete the record sheet to assess their learning for the lesson.

1 Let's Learn!

Lesson 1: Words

Learning Objective

Students will be able to talk about classroom items.

Language

Classroom Items: *bag*, *crayon*, *ruler*, *book*, *pencil*, *notebook*

Functional Language: *Where's my (notebook)? Here it is. Thanks!*

Warm-up

- Play a game of *Pass the Ball!* with students to review how to introduce themselves by asking and answering about their names. Encourage students to say *Hello! / Hi! I'm (name)* as they pass the ball in the circle (see *Ideas Bank* page 106).

Lead-in

- Tell the class *Today we are going to learn about classroom items*. Write *Classroom Items* on the board. Show the unit flashcards or the *Vocabulary* poster and invite students to name the classroom items that they know. Students take turns pointing to the classroom items on their desks or in the classroom and naming what they know.

Assessment for Learning

To encourage diversity in the class, use the *No Hands Up* method from the beginning of the lesson. Otherwise, you will notice that the same students give answers and volunteer for activities all the time and others never do. Ask students to write their names on an ice pop stick and decorate it. Take in all the sticks and place them in a pot on your desk. See the *No Hands Up* section in the *Assessment for Learning* page 12 for more ideas.

Student Book pages 6–7

1 Look, share, learn.

- If you are using the Classroom Presentation Tool, ask students to now close their books and show them the picture. Alternatively, students look at the picture in their Student Book.
- Encourage students to share their knowledge with the class, in their own language, by talking about the things they can see.
- Tell students that they are going to learn six new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards or *Vocabulary* poster to present the new words.

2 Listen, point, and repeat. 005

- Play the recording for students to listen and point to the things in the picture.
- Play the recording again for students to repeat the words.

Audio Transcript

1 bag **2** crayon **3** ruler **4** book **5** pencil **6** notebook

Optional Activity

- Play a game of *Draw and Guess*, slowly drawing classroom items on the board for students to guess (see *Ideas Bank* page 106).

3 Point and say.

- Point to the pictures of the classroom items and elicit the names from the class in chorus. Then call on individual students to say the words.
- Students work in pairs. Have one student point to the pictures for their partner to say and then switch roles.

4 What's different? Circle. Then say.

- Point to the groups of classroom items. Tell students that four of the classroom items are the same but one is different.
- Point to the example circled in the first group. Ask *What is it?* (a crayon) and elicit that the other classroom items are pencils.
- Students work individually to circle the word that is different in each group and then compare their answers in pairs.

ANSWERS

1 crayon **2** book **3** pencil **4** notebook

Mixed Ability

- Weaker students can work with a partner to decide which object is different. They can then join with another pair to check answers as a group before taking turns pointing to the classroom items in each group and saying the words.
- Stronger students, who finish the task quickly, can draw their own group of classroom items with one that is different. They then exchange with a partner and point to the different ones and say the words.

5 Listen and repeat. 006

- Pretend you can't find one of your classroom items (but have it somewhere the students can see, for example, your pencil behind your ear). Say *Where's my (pencil)?* and search around for it. Encourage students to call out or point to where it is.
- Point to the children in the picture. Elicit the name of the classroom item the boy is holding (notebook).
- Play the recording for the students to listen.
- Play the recording again, pausing after each line for the students to repeat. Then students work in pairs and, with the support of the audio recording, act out the question, answer and response in the dialogue.
- Have students create a new dialogue by replacing *notebook* with one of the other new classroom items. They can act out the dialogue using their own classroom items.

Audio Transcript
Girl Where's my notebook?
Boy Here it is.
Girl Thanks!

Global Skills: Communication and Collaboration
Build communication skills using the recording (track 006). Have students listen and repeat the questions, answers and responses until they are comfortable using the new structures. Then allow students to practice communicating more freely once they feel confident using the new functional language.

Assessment for Learning
- Time for feedback! Ask students, in their own language, *How do you feel about the new words for classroom items?* Using your usual feedback routine (see *Assessment for Learning* page 12), ask students to show you whether they understand the new language or whether they need more help.
- If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play some more flashcard games (see *Ideas Bank* pages 107–108) to provide further practice of the new words.
- Repeat the feedback routine after students have had some further practice.

Team Up! 1 DOWNLOAD
- Download the worksheet and cut out the cards. Use the classroom items from the first template or use the flashcards. Hide them around the classroom.
- Students look around the classroom in teams to find the items. Assign a specific item for each team to find and repeat several times with different items assigned to the teams.
- Encourage students to say the names of the objects they find.

Workbook pages 4–5

1 Trace and say.
- Students look at the pictures and trace the classroom items. They then say each word.

ANSWERS
(left to right) book, ruler, crayon, pencil, bag, notebook

2 What's next? Look and circle.
- Students look at the picture patterns and say what comes next in the pattern. They then circle the correct picture.

ANSWERS
1 crayon 2 book 3 notebook

3 Look and trace.
- Students trace the lines between the items. Encourage students to work slowly and neatly so that they trace on the lines.

4 Find and circle the classroom items. Say *Here it is!*
- Students look at the boy's thought bubble and say what he's looking for. They then find and circle the items in his bedroom.
- Encourage students to point to the items they circled and say *Here it is!*

ANSWERS
Circle the ruler next to the soccer ball, the book under the pillows, the backpack under the bed, the pencil next to the socks, and the notebook behind the curtain.

Assessment for Learning
- Tell students to take out their traffic light cards. Ask students how well they think they can talk about classroom items now. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for this lesson.
- Help students to understand that it's OK to say if they don't know something yet and to tell you if they are unsure. Create a culture of openness in your classroom where students can give honest feedback to help them with their learning.

Lesson 2: Grammar

Learning Objective
Students will be able to talk about classroom items.

Language
It's a (pencil).

Warm-up
- Play a game of *What's in the Bag?* (see *Ideas Bank* page 107) with classroom items to review the vocabulary from lesson 1.

Lead-in
- Ask students to point to and name some classroom items. Say *Show me a (crayon)!* Ask students to point to the correct items in the classroom and to say their names.
- Tell students, in their own language, that today they will learn how to ask about classroom items.
- Slowly start to draw a classroom item from lesson 1 on the board. As you draw, ask *What is it?* and point to your picture. Have students think in pairs, then call on pairs to guess the item. Recast their answers in the lesson grammar, for example, *Yes! It's a (ruler).* Repeat with other known classroom items.

Assessment for Learning
Allow time for students to think of their answers. During thinking time, encourage all students to think of the answer. You can use a timer on your phone or count to 20 in your head. To make sure all students are thinking of the answer, you can ask them to draw the answer if working individually or talk with their partner. Alternatively, students can just think quietly. Make sure students know that you will call on them randomly, so they should all think of the answer.

Student Book pages 8–9

1 Listen and learn. 007
- Focus on the pictures in the grammar cartoon. Choose students to identify the characters. Ask *Who's this?* (Emma; Tang). Encourage them to say the classroom items they can see.

- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Play the recording again for students to follow and point to each frame.
- Students work in pairs to act out the grammar cartoon. In their pairs, students choose which character they are going to play.
- Play the recording one line at a time for students to repeat and act out the story in pairs.
- Invite some of the pairs to act out the story for the class.

Audio Transcript

Emma Look!
Tang It's a crayon.
Emma No. It's a pencil.
Tang It's a book.
Emma No.
Emma It's a notebook.

2 Listen and repeat. 008

- Focus on the pictures in the grammar cartoon. Point to each classroom item in the story and ask *What is it?* Choose students at random to answer. Encourage students to answer using *It's a . . . .*
- Play the recording for students to listen. Tell students to point to the crayon in the grammar cartoon. Elicit from students where it is (in Tang's thought bubble).
- Play the recording again for students to repeat the sentence. Then show the lesson flashcards and invite students to say what it is using the new language, for example, *It's a (bag)*.

Audio Transcript

It's a crayon.
It's a pencil.

3 Listen and sing. 009–010

- Tell students they are going to sing a song. Point to the picture and elicit the names of the classroom items students know.
- Play the video or recording of the song for students to watch or listen and point to the items in the picture as they hear them.
- Play the video or recording of the song again for students to sing along.
- Once students are confident, you could play the karaoke version of the song for students to sing, using the pictures in the Student Book as prompts.

Audio Transcript

It's a Pencil
It's a pencil. It's a pencil.
It's a crayon. It's a crayon.
It's a ruler. It's a ruler.
It's a bag. It's a bag.
It's a notebook. It's a notebook.
It's a book. It's a book.
It's a ruler. It's a ruler.
It's a bag. It's a bag.

Optional Activity

To support early literacy skills, place the flashcards on the board from left to right, in the order they are mentioned in the *It's a Pencil* song. Play the recording of the song (track 009) and point to each flashcard for students to 'read' and sing. This helps to establish some of the conventions of literacy in English, such as directionality, and shows that words carry meaning.

4 Trace and say.

- This visual discrimination task helps students to understand that one item can look different but still be the same thing.
- Do the first example with the class. Show students how to trace the line with their fingers first and then carefully with their pencils.
- Students then do the activity individually. Check the answers as a class.

ANSWERS

1 crayon 2 pencil 3 ruler 4 notebook
5 book 6 bag

Mixed Ability

- Some students won't yet have the fine motor skills for tracing lines. Help these students by showing them how to hold their pencils correctly in their preferred hand. Let them trace the lines with the non-writing end of the pencil to practice before they mark the page.
- Have stronger students say how the items in the top row and bottom row are different.

5 Look and say.

- Point to the pictures and have students say the names of the classroom items in chorus.
- Have students work in pairs and take turns pointing at a picture for their partner to say.

ANSWERS

1 ruler 2 pencil 3 notebook 4 bag 5 crayon
6 book

Assessment for Learning

Assign each student a partner. Encourage students to discuss ideas with their partners when they are thinking of an answer or an idea, trying to understand the instructions for an activity or assessing what they have learned. Having a partner to discuss things with makes students feel more confident and allows them to support each other in their learning.

Global Skills: Creativity and Critical Thinking

Make a poster of classroom objects. Provide magazines or catalogues from stationery stores. Divide the class into six groups. Assign one of the classroom items to each group and have them find and cut out as many different examples of their object as they can find and glue them onto a sheet of paper. Display the collages together to make a classroom poster.

Team Up! 2 DOWNLOAD

- Download the worksheet and have students cut out the cards. Name the items on the cards with students.

- Students then use the cards to play a matching game in pairs or small groups.

Assessment for Learning

When you have set Workbook activities for homework, take students' Workbooks in and check their work. Circle or mark their mistakes, but don't correct them. Allow some time in class for students to look over their work and try to correct their mistakes. Students can work in pairs to do this, but make sure they are all kind about helping their classmates to correct their mistakes. Teach them words of praise to say in English, such as *Good work!* and *Good job!*

Workbook pages 6–7

1 Match and say.

- Students look at the pictures and draw lines to match the items.
- Students then say the name of each item using *It's a* . . . .

ANSWERS

1 e It's a book.
2 a It's a crayon.
3 f It's a ruler.
4 b It's a pencil.
5 c It's a notebook.
6 d It's a bag.

2 What's missing? Look and draw.

- Students look at the items in the first picture, then draw what's missing in the other three boxes. Remind students that all the boxes should look similar to the first picture.

ANSWERS

Draw: 1 the notebook 2 the crayon 3 the bag

3 Trace and say.

- Students trace and complete the items in the pictures.
- Students then say what each picture is using *It's a* . . . .

ANSWERS

1 It's a ruler. 2 It's a pencil. 3 It's a book.
4 It's a crayon. 5 It's a notebook. 6 It's a bag.

4 Look and circle.

- Students look at the pictures and guess what the present is by looking at the shape of the item.
- Students circle the correct object below each child.

ANSWERS

1 a bag 2 b book 3 a ruler

Assessment for Learning

- Use the traffic light cards and the record sheet to check the learning objective for this lesson.
- If further practice of the new language is needed, ask students to go to the Picture Dictionary on page 92 of their Workbooks and say what each of the classroom items is using *It's a* . . . . Repeat the feedback routine after students have had some further practice.

Lesson 3: Words

Learning Objective

Students will be able to say four more classroom items.

Language

Classroom items: *table*, *chair*, *board*, *bookcase*

Warm-up

- Play the *Memory Game* (see *Ideas Bank* page 108) with the unit flashcards to review the vocabulary and grammar for the classroom items from lesson 1.

Lead-in

- Tell the class *Today we are going to learn more classroom items.* Show some of the lesson flashcards and invite students to point to the similar objects in their classroom.
- Ask the class a simple question about the lesson topic, for example, *What items can you see in the classroom?* Elicit answers from different students. If necessary, prompt students by asking *Can you see (a table / a chair)?*

Student Book page 10

1 Listen, point, and repeat. 011

- Focus students' attention on the photos. Play the recording for students to listen, point to the photos, and repeat the words.
- Play the recording again for students to point and say the words.

Audio Transcript

1 table 2 chair 3 board 4 bookcase

2 Look and say.

- Tell students that there's one of the new classroom items in each picture.
- Point to each picture in turn and have students say the objects. Encourage them to say *It's a* . . . .
- In pairs, have students take turns pointing to one of the pictures for their partner to say *It's a* . . . .

ANSWERS

1 It's a chair. 2 It's a board. 3 It's a bookcase.
4 It's a table.

3 What's different? Look and circle. Then listen and check. 012

- Point to each of the pictures and ask students to say what classroom items they can see in each one, first chorally, then individually.
- Tell students to find four differences between the two pictures and to circle them.
- Play the recording for students to listen and check their answers. Point to the things that are different in the two pictures.

Audio Transcript

1 chair 2 board 3 table 4 bookcase

ANSWERS

Circle: the board, the table, the chair, the bookcase

Workbook page 8

1 Match and say.

- Students match the smaller pictures on either side to the main picture in the middle. They then say each word using *It's a . . . .*

ANSWERS

1 match to the board
2 match to the chair
3 match to the table
4 match to the bookcase

2 Look and trace.

- Students carefully trace the lines between the matching items. If necessary, they can first trace with their finger and then with their pencil.

Assessment for Learning

- Ask the class *Do you know more classroom items?* Using your usual feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new words, you can repeat the vocabulary presentation using the flashcards.
- If only a few students need extra practice, you can ask them to work in pairs to help and support each other. They take turns pointing to the objects in your classroom (or pointing to one of the photos in lesson 3 exercise 1). Their partner tries to remember and then says the word.
- Repeat the feedback routine after students have had some further practice.

Lesson 4: Numbers

Learning Objective

Students will be able to say, trace, and count the numbers *1*, *2*, and *3*.

Language

Numbers: *1*, *2*, and *3*

Warm-up

- Play track 004 to review counting numbers *1–10*.
- Play the recording again, encouraging students to join in as much as possible.

Lead-in

- Tell the class *Today we are going to learn three numbers.*
- Write the numbers *1–3* on the board and count, encouraging students to count along with you.

Student Book page 11

1 Listen, point, and repeat. 013 Then trace.

- Focus students' attention on the big numbers.
- Play the recording for students to listen and point to the numbers.
- Choose different students and ask *What number is this?*
- Play the recording again for students to repeat the numbers.
- Tell students to trace the lines in each number, starting at the dark circle and following the direction of the arrows. Encourage them to say the number as they trace.

Audio Transcript

one, two, three

2 Listen and chant. 014 Then count.

- Tell students to look at the pictures and say what object they can see. Tell them to say the colors. Students can count how many objects there are in each box.
- Tell students that they are going to hear the numbers and objects in a chant. Play the recording for students to listen and point to the pictures in their Student Books.
- Play the chant a few more times for students to join in as much as possible. Then chant the numbers from *1–3* as a class.

Audio Transcript

Adult One, two, three.
Children One, two, three.
Adult One pencil.
Children One pencil.
Adult Two crayons.
Children Two crayons.
Adult Three rulers.
Children Three rulers.
Adult One, two, three.
Children One, two, three.

Global Skills: Creativity and Critical Thinking

Encourage creativity with songs and chants. For this chant (track 014), tell students to clap out each spoken number in the chant.

3 Count and trace the correct number.

- Ask students to name the objects in each picture using *It's a . . . .*
- Do the first picture together as a class. Point and ask *How many bags?* and elicit that there's one bag. Tell students to point to the number *1*. Show them that it has been traced as an example.
- Tell students to do the other pictures in pairs and then check the answers as a class. Encourage students to say the number and the object in their answers, for example, *one bag*.

ANSWERS

bag – 1 notebooks – 3 chairs – 2 table – 1

Optional Activity

Play a game. Display number cards or pieces of paper with the numbers *1*, *2*, and *3* written on them on the classroom walls. Ask students to stand in the middle of the classroom. Say one of the numbers at random and have the students go to (or point to) the correct number. Repeat a few times and then clap the numbers instead of saying them.

Workbook page 9

1 Trace and write the numbers.

- Students trace the numbers, focusing on the correct directionality. They then write the numbers along the rest of the lines. Encourage students to have a finger space between each number.

2 Look at the number and circle.

- Students look at the picture on the left and say the object. They then look at the number and say the number.
- Students count and circle the same number of small pictures.

ANSWERS

Circle: one chair, three tables, two pencils, three books

3 Color the numbers *1*, *2*, and *3*.

- Students look at the number line and color the numbers *1*, *2*, and *3*. They can then count the numbers.

Mixed Ability

Check students' learning. Adapt to suit students with different learning styles and present the numbers in different ways for the students to say, for example, clap out the numbers, air trace the numbers, or show fingers or number cards. Praise students for their learning.

Assessment for Learning

- Use the traffic light cards and complete the record sheet to check how students are progressing as they will now have been introduced to all the new core language in this unit. Checking students' understanding allows time to work on any areas the students are not secure with.
- If further practice of the new language is needed, revisit the presentations in the vocabulary and grammar lessons or number lesson. Repeat the feedback routine after students have had some further practice.

Lesson 5: Story

Learning Objective

Students will be able to understand and talk about a story on being helpful in class.

Language

Vocabulary and grammar from lessons 1–4

Warm-up

- Play the *Number Chant* from the previous lesson (track 014) and encourage students to join in as much as possible.
- If students have their own classroom items, or have access to them, say a number and an item, for example, *three crayons*, and have students hold up the corresponding number of items.

Lead-in

- Tell students to look at the Student Book page and say what they think they will be doing in this lesson (reading a story). Read aloud the story title to the class: *Teacher's Helper*.
- Ask students to look at the pictures and guess what the story is about in their own language (animals / children at school). Tell students, in their own language, that they are going to read a story about a helpful class.

Student Book pages 12–13

1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say, in their own language, who the people in the story are (children / animals and a teacher).
- Ask students to say English words for the classroom items that they know (table, board). Tell them that some of the classroom items in this classroom look a little different (see if they can guess what is a crayon, a pencil, a chair, and a bag in the story).
- Invite students to make predictions about what happens in the story in their own language.

2 Listen and point. 015

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording for students to follow the story pictures. Encourage students to point to the pictures in their Student Book as they follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.

Audio Transcript

Teacher's Helper

1
Teacher Good morning, class.
Children Good morning!
Teacher It's a crayon.
Rabbit No! It's a pencil.
2
Teacher Hmm. Where's my crayon?
Rabbit Here it is.
Teacher Thanks. It's a crayon.
3
Teacher It's a table.
Children Yes! It's a table.
4
Teacher Where's my bag?
Squirrel Here it is.
Teacher Thanks.
5
Teacher Phew! Where's my chair?
6
Bear Here it is. It's a chair.
Teacher Yes, it's a chair. Thank you!

3 Look and match.

- Tell students to look at the pictures. Ask students at random to name the classroom items in the top row.
- Tell students to match each of the items to the corresponding items in the story.
- Check the answers as a class. Say *Where's my (crayon)?* like the teacher in the story. Encourage students to point to the item in the story and say *Here it is*.

ANSWERS
1 b 2 a 3 d 4 c

Optional Activity

- Students work in groups of four, with one student for each of the following parts: Teacher, Rabbit, Squirrel, and Bear. As a group, students decide who should take each part.
- Play the recording of the story (track 015) and ask students to act it out while they are listening. They can act out just the actions using their own classroom items or stronger students can say some of the words.
- Invite different groups to act out the story for the class.

Global Skills: Communication and Collaboration

Working together to act out the story requires the participation of every member of the group. Giving students responsibility not only for performing the story, but for planning it (for example, deciding who should play each part) increases opportunity for collaboration, while building a sense of independence.

Think, Feel, Grow

- Talk about being helpful. In the students' own language, explain what this means.
- Ask, in the students' own language, how the children in the story are helpful (they help the teacher find his things). Ask what the teacher says when the children are helpful (Thanks). Explain that it's polite to say *Thanks* when someone is helpful.
- In their own language, ask students how they are helpful in class. Invite students at random to share their ideas. Ask students to give examples of how they are helpful at home. Ask them to think of other ways they can be helpful and how it makes them feel to be helpful to others.

Global Skills: Emotional Self-regulation and Well-being

- Discussing the emotional well-being features in the story lessons helps students to express their own thoughts and feelings and share their opinions and beliefs with others. Each of the stories has a positive message that students can apply to their own lives, and which will help them to develop a positive attitude and important social skills.
- Thinking about being helpful is very important, especially when children are perhaps learning in a more formal classroom setting for the first time. Encourage students to think of ways in which they can be helpful to each other and to the teacher in the classroom and how the teacher can help them. Also focus on the way students feel when they are helpful, and how they feel when someone is helpful to them.

Team Up! 3 DOWNLOAD

- Download the worksheet and cut out the bag template and the cards.
- Have students sit around a table in small groups to play. Give the bag template to one member of each group, and give the classroom item cards to the other members of the group.
- The student with the bag asks for each of the classroom items in turn using *Where's my (crayon)?* The student with the crayon card gives it to them, saying *Here it is*. Each group continues until they have collected all the items. Then students switch roles.

Workbook pages 10–11

1 Look and check ✓.

- Students look and check the picture in each pair that is in the story.

ANSWERS
1 b 2 a 3 b

2 Color and say.

- Students color the scene. They then point to the classroom items from the story and say *It's a (board, table, crayon, pencil)*.

ANSWERS
It's a table.
It's a crayon.
It's a pencil.

3 Who's helpful? Look and circle.

- Students say what is happening in the picture. Elicit examples from students of students who are being helpful in the classroom picture.
- Students then circle the children who are being helpful in the picture.

ANSWERS
Circle the girl picking up a pencil and giving it to a friend, the boy cleaning the board with a board eraser, the girl returning a book to the bookcase, and the boy putting crumpled paper into a recycle bin.

4 Color.

- Students rate how much they liked and learned from the story by coloring the stars.

ANSWERS
Students' own answers

Assessment for Learning

- Students use the traffic light cards and the record sheet to check the learning objective for this lesson. Play *Who Said It?* to check students' understanding of the story (see *Ideas Bank* page 108).
- If further practice is needed, see *Ideas Bank* pages 106–108 for ideas for games to help practice the new vocabulary and grammar from the unit.
- Repeat the assessment after students have had some further practice.

Lesson 6: Phonics

Learning Objective

Students will learn to write and say the letters *A a*, *B b*, and *C c*.

Language

Phonics words: *apple*, *ant*, *boat*, *butterfly*, *crab*, *caterpillar*

Warm-up

- Play *Word Chain* (see *Ideas Bank* page 106) to review classroom items.
- Play the recording of the song *It's a Pencil* (track 009) from lesson 2. Encourage students to join in and sing. Play *Pass the Flashcards* with the students (see *Ideas Bank* page 107).

Lead-in

- Display the poster with the alphabet on. Play the *Alphabet Chant* (track 003) and point to the letters on the poster. Encourage students to join in.
- Write *A a*, *B b*, and *C c* on the board. Tell students, in their own language, that they will be learning to say and write these letters and will learn some words that begin with these letters.
- Explain, in the students' own language, the difference between the uppercase and lowercase letters in written English in a simple way. Ensure that students understand they are the same letter and have the same sound.

Student Book pages 14–15

1 Listen, point, and repeat. 016 Then trace.

- Elicit the name of the letter *A a*. Say the sound of the letter /æ/.
- Play the recording for students to listen and point to the letter and pictures. Play the recording again for students to repeat the letter, sound, and words.
- Slowly model how to write each letter on the board. Then tell students to air trace the letters using the correct stroke order, before tracing the letters in their Student Book. Show students the starting dots and directional arrows to help them trace.
- Tell students to trace the letters.

Audio Transcript

A says /æ/.
/æ/, /æ/, apple.
/æ/, /æ/, ant.

2 Listen and chant. 017

- Tell students to look at the pictures and say, in their own language, what they can see.
- Tell students that they are going to listen to a chant. Play the recording for students to listen and point to the pictures in their Student Book.
- Play the recording a few more times for students to join in as much as possible.

Audio Transcript

/æ/, /æ/, apple.
/æ/, /æ/, ant.
/æ/, /æ/, /æ/.
An apple and an ant.

3 Circle the letters *A* and *a*.

- This activity helps students to recognize the uppercase and lowercase forms of the letter among other shapes and symbols.
- Point to the example. Then tell students to circle the other letters *A* and *a*. Students then compare answers with a partner.

ANSWERS

Circle five *A* and five *a*.

Optional Activity

Students work in pairs. They take turns tracing *A* and *a* and other shapes on the back of their partner's hand or on the desk. If they trace *A* or *a*, their partner says the sound; if they trace another shape their partner says *No*.

4 Listen, point, and repeat. 018 Then trace.

- Tell students they are going to learn to say and write the next two letters of the alphabet, *B b* and *C c*.
- Play the recording for students to listen and point to the letter and pictures.
- Play the recording again for students to repeat the letter, sound, and words.
- Tell students to air trace the letters using the correct stroke order, before tracing the letters in their Student Books. Show students the starting dots and directional arrows to help them trace.
- Tell students to trace the letters in their Student Books.

Audio Transcript

B says /b/.
/b/, /b/, boat.
/b/, /b/, butterfly.
C says /k/.
/k/, /k/, crab.
/k/, /k/, caterpillar.

5 Listen and chant. 019

- Tell students to look at the picture and say, in their own language, what they can see.
- Tell students that they are going to listen to a chant. Play the recording for students to listen and point to the pictures in their Student Book.
- Play the recording a few more times for students to join in as much as possible.

Audio Transcript

/b/, /b/, butterfly.
/b/, /b/, boat.
/b/, /b/, /b/.
A butterfly in a boat.
/k/, /k/, crab.
/k/, /k/, caterpillar.
/k/, /k/, /k/.
A crab and a caterpillar.

6 Look and circle the correct letters. Then say.

- Point to each picture in turn and ask students at random *What's this?*
- Focus on the example. Say *Butterfly.* /b/, /b/, *butterfly or* /k/, /k/, *butterfly?* Establish that the initial sound is /b/ and show the students that *B b* has been circled.
- Tell students to work in pairs. Encourage them to say the words aloud to each other to help them choose the correct initial letters.

ANSWERS

1 Bb 2 Cc 3 Cc 4 Bb

Optional Activity

- Play a game. Display pieces of paper with the letters *A a*, *B b*, and *C c* written on them on the classroom walls. Ask students to stand in the middle of the classroom. Say one of the letter sounds at random and have the students go to (or point to) the correct letter. Repeat a few times and then say words that begin with these letter sounds.
- Early finishers can draw pictures of items from this unit that begin with *b* or *c* (bag, book, board, bookcase, crayon).

Global Skills: Digital Literacies

Find a phonics app or computer game for the students to play on class tablets or computers.

Workbook pages 12–13

1 Trace and write the letters.

- Students trace the letters and then write more letters on the lines. Encourage students to leave a finger space between the letters.

2 Find and color *A* and *a*. Then say.

- Students look at what they see in the picture. They find and color the letters *A* and *a* hidden in the picture.

ANSWERS

Students color the *A* in the step ladder and the *a* in the tree. Students say *ant* and *apple*.

3 Trace and write the letters.

- Students trace the letters and then write more letters on the lines. Encourage students to leave a finger space between the letters.

4 Find and color *B* and *b*. Then say.

- Students look at what they see in the picture. They find and color the letters *B* and *b* hidden in the picture.

ANSWERS

Students color the *B* in the butterfly and the *b* on the boat. Students say *butterfly* and *boat*.

5 Trace and write the letters.

- Students trace the letters and then write more letters on the lines.

6 Find and color *C* and *c*. Then say.

- Students look at what they see in the picture. They find and color the letters *C* and *c* hidden in the picture.

ANSWERS

Students color the *C* in the grass and the *c* on the crab's claw. Students say *caterpillar* and *crab*.

7 What's different? Circle.

- Point to each picture in turn and ask students at random *What's this?*
- Focus on the example. Establish which pictures have the initial sound /æ/. Elicit from students that the crab is the sound that is different and it has been circled.
- Encourage students to say the words aloud to help them choose the different word.

ANSWERS

1 crab 2 caterpillar 3 apple

Assessment for Learning

- Using your usual feedback routine, ask students to show you how confident they are about the letters and sounds. From the students' feedback, think about which aspect of the lesson needs more practice: grapheme-phoneme correspondence, auditory discrimination, pronunciation or letter formation, and tailor the further practice accordingly, for example, with matching sounds to letters, repeating the chants, or tracing the letters.
- If further practice is needed, present the new sounds and phonics words again.
- Repeat the feedback routine after students have had some further practice.

Global Skills: Emotional Self-regulation and Well-being

Developing a growth mindset is vital for a happy, successful life. Students who have a growth mindset believe that they can get better at things with practice and work. Teach students that it doesn't matter if they can't remember all the words from the unit now. They can practice, and they will get there.

Unit Test DOWNLOAD

- The students are now ready to do the Unit 1 Test, downloadable from Oxford English Hub.

2 Colors

Lesson 1: Words

Learning Objective

Students will be able to talk about colors.

Language

Colors: *green*, *orange*, *red*, *yellow*, *blue*, *purple*

Functional Language: *What's your favorite color?*

Warm-up

- Play a game of *True or False?* with the class to review classroom objects. Pick up objects, or show flashcards, and make true and false statements using *It's a …* (see *Ideas Bank* page 106).

Lead-in

- Tell the class *Today we are going to learn about colors.* Show the unit flashcards and invite students to say the names of any colors they already know.

Assessment for Learning

Students may already be familiar with some of the colors from pre-primary or other previous experience of English. To encourage prior knowledge, allow students thinking time to remember the words, but don't expect them to remember or be disappointed if they don't. It's normal for young children to learn quickly but also to forget some prior learning.

Student Book pages 16–17

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to name the classroom items and colors they know. Prompt students, if necessary, by asking *Point to (a table)?*
- Tell students that they are going to learn six new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards or *Vocabulary* poster to present the new words.

2 Listen, point, and repeat. 020

- Play the recording for students to listen and point to the colors in the picture.
- Play the recording again for students to repeat the words.

Audio Transcript

1 green **2** orange **3** red **4** yellow **5** blue **6** purple

Optional Activity

- Play a game of *I Spy Colors!* with students pointing to the colors they can see around the classroom (see *Ideas Bank* page 106). You can also display the *Vocabulary* poster and spy the colors there.

3 Point and say.

- Point to the pictures of the colored paint pots and elicit the color names from the class in chorus. Then call on individual students to say the colors.
- Students work in pairs. Have one student point to the pictures for their partner to say and then switch roles.

4 Listen and circle. 021

- Point to the objects in each pair and elicit the colors.
- Do the example with students. Play the first item on the recording and show students that the blue crayon is circled.
- Play the rest of the recording for students to listen and circle the picture.
- Play the recording again for the students to check their answers. Then check the answers as a class.

Audio Transcript

1 blue **2** green **3** orange **4** yellow

ANSWERS

1 blue **2** green **3** orange **4** yellow

5 Listen and repeat. 022

- Show a flashcard or a classroom item of your favorite color. Say *My favorite color is … .* Use gestures to help students understand you like the color.
- Point to the children in the picture. Elicit the colors of the papers they can see in the girl's hand.
- Play the recording for the students to listen.
- Play the recording again, pausing after each line for students to repeat. Then students work in pairs and, with the support of the audio, act out the question and response in the dialogue.
- Have students personalize the dialogue by replacing *red* with their favorite color. They can act out the dialogue with colored items.

Audio Transcript

Girl What's your favorite color?
Boy Red.

Mixed Ability

- Weaker students can indicate their favorite color nonverbally by pointing to their favorite color in the Student Book. This also demonstrates understanding.
- Stronger students can ask and answer in pairs. Ask confident students to perform their dialogue to the class.

Assessment for Learning

- Time for feedback! Ask students, in their own language, *How do you feel about the new words for colors?* Using your usual feedback routine (see *Assessment for Learning* page 12), ask students to show you whether they understand the new language or whether they need more help.

- If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play some more flashcard games (see *Ideas Bank* pages 107–108) to provide further practice of the new words.
- Repeat the feedback routine after students have had some further practice.

Team Up! 1 DOWNLOAD

- Download Worksheet 1 or Worksheet 2. If necessary, help the students cut out the sections for them to color. Show the students how to put the colors together in a circle to create a color wheel. Glue the color wheel onto a larger piece of paper.

Global Skills: Creativity and Critical Thinking

Experiment with color mixing. Provide paper and paints in the primary colors of blue, yellow, and red. Tell students to paint a rainbow with red, orange, yellow, green, blue, and purple using only the three primary colors. They will need to mix the primary colors to create orange, green, and purple.

Workbook pages 14–15

1 Color and say.

- Point to the things in the picture that students can color. Students can name them and say what color they can be. Students color each of the things using one of the six new colors they learned in the lesson. They then point and say the color name and object.

ANSWERS

Students' own answers

2 Color A. What's missing in B? Draw and color.

- Students color picture A. Then they look at the two pictures and say what's missing in picture B. Students then draw the missing items and color picture B to match picture A.

ANSWERS

Students color pictures A and B in matching colors. The two legs of the table, the ruler, and the pencil are missing.

3 Trace and color.

- Students trace the lines between the items. They then color each can of paint on the right in the color that the object usually is.

ANSWERS

From top to bottom, the paint cans should be colored: blue, green, red, yellow, orange, purple.

4 What's your favorite? Color and say.

- Students color the fan in their favorite color.
- Ask each student *What's your favorite color?*

Assessment for Learning

Tell students to take out their traffic light cards. Ask the class how well they think they can talk about colors now. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for this lesson.

Lesson 2: Grammar

Learning Objective

Students will be able to ask about colors.

Language

What color is it? It's (red).

Warm-up

- Play a game of *Touch Words* (see *Ideas Bank* page 107) with colors around the classroom or using the *Vocabulary* poster to review the vocabulary from lesson 1.

Lead-in

- Ask students to point to and name some colors. Say *Point to something (blue)! What color is it?*
- Tell the class, in the students' own language, that today they are going to learn how to ask about colors.
- Hold a color flashcard behind your back. Ask the class *What color is it?* Then students guess the color using *It's (red)*.

Assessment for Learning

Use the *No Hands Up* method (see *Assessment for Learning* page 12) when selecting students to guess. Encourage students to apply previous learning to make a guess using *It's . . . .* Praise all guesses and attempts to speak.

Student Book pages 18–19

1 Listen and learn. 023

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters. Ask *Who's this?* (Nina and Hector). Encourage them to name anything else they can see and to name the colors they know.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Play the recording again for students to point to each picture as they listen.
- Students work in pairs to act out the grammar cartoon. In their pairs, students choose which character they are going to play.
- Play the recording one line at a time for students to repeat and act out the story in pairs.
- Invite some of the pairs to act out the story for the class.

Audio Transcript

Hector What color is it?
Nina It's orange.
Hector What color is it?
Nina It's blue.
Nina What color is it?
Hector It's yellow.

2 Listen and repeat. 024

- Focus on the pictures in the grammar cartoon. Point to the colors in the pictures and ask *What color is it?* Choose students to answer at random. Encourage students to answer using *It's (color)*.

- Play the recording for students to listen. Then play the question and answer again for students to repeat chorally.
- Tell students to point at something orange (the flower) in the first frame of the grammar cartoon.
- Play the recording again for students to repeat the question and answer.
- Students ask and answer the question using the new language about the colors of classroom items.

Audio Transcript

Adult 1 What color is it?
Adult 2 It's orange.

3 Listen and sing. 025–026

- Tell the students they are going to sing a song. Point to the picture and elicit the names of the colors they know.
- Play the video or recording of the song for students to watch or listen and point to the colors in the picture as they hear them.
- Play the video or recording of the song again for students to sing along.
- Once students are confident, you could play the karaoke version of the song for students to sing, using the pictures in the Student Book as prompts.

Audio Transcript

What Color Is It?
What color is it? What color is it?
It's red. It's red.
What color is it? What color is it?
It's yellow. It's yellow.
What color is it? What color is it?
It's blue. It's blue.
What color is it? What color is it?
It's green. It's green.

Optional Activity

Use the karaoke version of the song *What Color Is It?* and the flashcards for *orange* and *purple* to make a new verse of the song with the class. Then sing again using the flashcards on the board for support.

4 Trace and say the colors.

- Students match the color splotches on the left to the colored items on the right. Do the first one with the class as an example.
- Ask *What color is it?* Show students how to trace the line with their fingers first and then with their pencils. They could trace the line with the same-colored crayon.
- Students then do the activity individually.

5 Point, ask, and answer.

- Model the activity with a confident student. Point to one of the objects in the picture. Ask *What color is it?* and have the student answer *It's (red)*.
- Students work in pairs. They take turns pointing to an object to ask and answer the question.

Mixed Ability

Students work in mixed ability pairings. Have the stronger student in each pair ask all the questions first. Students then switch roles. This gives the weaker student a chance to hear the language of the question before they must ask it themselves.

Team Up! 2 DOWNLOAD

- Download the worksheet. Help students color the circles according to the color key. Then tell students to move around the classroom in pairs or small groups looking for objects of each color. Tell them to draw a picture of the colored objects they find.

Workbook pages 16–17

1 Color the flowers in the key. Then color and complete.

- Students color the flowers in the key and then color the flowers in the picture according to their key.
- If you are doing this in class, students can create a color key for their partner and then exchange books to color each other's flowers.

2 What color is it? Color and say.

- Students color the pictures using the color of their choice. They then ask and answer using *What color is it? It's (red).*

3 What's different? Circle. Then color.

- If you're doing this in class, model the activity with students. Ask *Which object is different?* Do the first one with the class. Show students that the strawberry is different and is circled.
- Students then circle the different word in each group. They color the different object the color that it usually is.

ANSWERS
1 strawberry (red) **2** blueberry (blue) **3** lemon (yellow) **4** carrot (orange) **5** grapes (purple or green) **6** cucumber (green)

4 Look, think, and say the color. *It's …*

- Students look at the pictures and say what color the fruit or vegetable usually is, using *It's* … .

ANSWERS
1 yellow (lemon) **2** red (strawberry) **3** purple or green (grapes) **4** orange (carrot)

Assessment for Learning

- Use the traffic light cards and the record sheet to check the learning objective for this lesson.
- If further practice of the new language is needed, play *Race Game* with the class (see *Ideas Bank* page 106), using the Unit flashcards or other items in the classroom. Ask *What color is it?* and encourage teams to answer using *It's* … . Repeat the feedback routine after students have had some further practice.

Lesson 3: Words

Learning Objective

Students will be able to say four more colors.

Language

Colors: *black*, *white*, *pink*, *brown*

Warm-up

- Play *Pass the Flashcards* (see *Ideas Bank* page 107) with the flashcards to review the colors from lesson 1. Ask and answer *What color is it?*

Lead-in

- Tell students *Today we are going to learn four more colors*. Encourage students to predict which other colors you will learn today. Students can show a colored pencil to guess the color if they do not know the vocabulary.
- Show some of the lesson flashcards and invite students to point to the colors in their classroom.

Student Book page 20

1 Listen, point, and repeat. 027

- Focus students' attention on the photos. Play the recording for students to listen, point to the photos, and repeat the words.
- Play the recording again for students to point and say the words.

Audio Transcript

1 black **2** white **3** pink **4** brown

2 Match and say.

- Point to the example with the students and elicit the color (white).
- Tell students to match the color splotches with the paint brushes.
- In pairs, have students take turns asking and answering *What color is it? It's (pink).*

ANSWERS

1 b **2** c **3** a **4** d

3 Listen and check ✓ or cross ✗. 028

- Point to each of the pictures and ask students *What color is it?* Have them first answer chorally, then individually using *It's (pink).*
- Play the first item on the recording and look at the example with students. Establish that the rabbit is white. Show students that the rabbit has a check.
- Play the rest of the recording for students to listen and check or cross the pictures.
- Play the recording again for students to check their answers. Then check the answers as a class.

Audio Transcript

1 It's white. **2** It's brown. **3** It's pink. **4** It's black.

ANSWERS

1 ✓ **2** ✓ **3** ✗ **4** ✗

Workbook page 18

1 Look and say the color.

- Students look at the pictures of each animal and say the color that they usually are.

ANSWERS

1 brown **2** white **3** pink **4** black

2 Find and color.

- Students find the animals from the key in the picture puzzle.
- Students then color the animals according to the colors that they usually are.

ANSWERS

Students color the monkey brown, the polar bear white, the flamingo pink, and the beetle black.

Assessment for Learning

- Ask the class *Do you know more colors?* Using your usual feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new words, you can repeat the vocabulary presentation using the flashcards.
- If only a few students need extra practice, you can ask them to work in pairs to support each other. They take turns pointing to the objects in the classroom (or pointing to one of the photos in lesson 3 exercise 1). Their partner tries to remember and say the word.
- Repeat the feedback routine after students have had some further practice.

Lesson 4: Numbers

Learning Objective

Students will be able to say, trace, and count the numbers *4*, *5*, and *6*.

Language

Numbers: *4*, *5*, and *6*

Warm-up

- Play the *Number Chant* from Unit 1 (track 014) to review numbers *1–3*.
- Hold up number cards *1–3* at random, or write the numbers on the board. Tell students to say the number and clap the corresponding number of times.

Lead-in

- Tell the class *Today we are going to learn more numbers.* Count up to *3* with students to review the numbers they have learned so far.
- Then write the numbers *1–6* on the board and count, encouraging students to count along with you.

Student Book page 21

1 Listen, point, and repeat. 029 Then trace.

- Focus students' attention on the big numbers.
- Play the recording for students to listen and point to the numbers.

- Choose different students and ask *What number is this?*
- Play the recording again for students to repeat the numbers.
- Tell students to trace the lines in each number, starting at the dark circle and following the direction of the arrows. Encourage them to say the number as they trace.

Audio Transcript
four, five, six

2 Listen and chant. 030 Then count.
- Tell students to look at the pictures and say what objects they can see. Tell them to say the colors. Students can count how many objects there are in each box.
- Tell students that they are going to hear the numbers and objects in a chant. Play the recording for students to listen and point to the pictures in their Student Book.
- Play the chant a few more times for students to join in as much as possible. Then chant the numbers from *1–6* as a class.

Audio Transcript
Adult Four, five, six.
Children Four, five, six.
Adult Four red crayons.
Children Four red crayons.
Adult Five green crayons.
Children Five green crayons.
Adult Six pink crayons.
Children Six pink crayons.
Adult Four, five, six.
Children Four, five, six.

Assessment for Learning
Continue to practice counting from *1* when learning numbers. This not only reviews prior learning and builds on what students already know, but also keeps the numbers in context (place order) rather than treating them as separate parts of language.

3 Count and trace the correct number.
- Ask students to name the classroom items in each picture.
- Do the first picture together as a class. Point and ask *How many pencils?* and elicit that there are five pencils. Tell students to point to the number *5* under the picture of the pencils. Show them that it has been traced as an example.
- Tell students to count and trace the other pictures in pairs. Then check the answers as a class.

ANSWERS
5, 6, 5, 4

Mixed Ability
- Weaker students can say the number to answer or indicate their understanding by showing you the number using their fingers.
- Encourage stronger students to say the number and the object in their answers, for example, *five pencils*.

Workbook page 19

1 Trace and write the numbers.
- Students trace the numbers, focusing on the correct directionality. They then write the numbers along the rest of the lines. Encourage students to have a finger space between each number.

2 Look at the number and draw.
- Students look at the picture and the number on the left. They then draw that number of the objects on the right.

ANSWERS
Students draw four apples, six pencils, five rulers, and four notebooks.

3 Circle the numbers *4*, *5*, and *6*.
- Students look at the number line and circle the numbers *4*, *5*, and *6*. They then count the numbers from *1*.

ANSWERS
Students circle the numbers *4*, *5*, and *6*.

Assessment for Learning
- Use the traffic light cards and complete the record sheet to check how students are progressing as they will now have been introduced to all the new core language in this unit. Checking students' understanding allows time to work on any areas the students are not secure with.
- If further practice of the new language is needed, revisit the presentations in the vocabulary and grammar lessons or number lesson. Repeat the feedback routine after students have had some further practice.

Lesson 5: Story

Learning Objective
Students will be able to understand a story about colors in nature.

Language
Vocabulary and grammar from lessons 1–4

Warm-up
- Play the *Number Chant* from the previous lesson (track 030). Encourage students to join in as much as possible.
- If students have their own classroom items, say a number, a color, and an item, for example *four blue crayons*. Have groups of students work together to find and hold up the corresponding number of classroom items.

Lead-in
- Tell students to look at the Student Book page and say what they think they will be doing in this lesson (reading a story). Read aloud the story title to the class: *What's your favorite color?*
- Ask students to look at the pictures and guess what the story is about in their own language (colors in nature). Tell students, in their own language, that they are going to read a story about two chameleons.

Student Book pages 22–23

1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say, in their own language, who the characters in the story are (chameleons). Explain or elicit that chameleons can change their color to be the same color as their background.
- Ask students to say English words for the colors they can see. Use the pictures to introduce the words *sky* and *rainbow*.
- Invite students to make predictions about what happens in the story in their own language.

2 Listen and point. 031

- Tell the class that they are going to watch or listen to the story. Focus on the pictures and ask the question *What's your favorite color?* Invite different students to make predictions.
- Play the video or the recording for students to follow the story pictures. Encourage students to point to the pictures in their Student Book as they follow the story. Choose different students and repeat the question *What's your favorite color?*
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.

Audio Transcript

What's Your Favorite Color?

1
Chameleon 1 Hi! What's your favorite color?
Chameleon 2 Brown. What's your favorite color?
Chameleon 1 Green! Come on down!
2
Chameleon 1 Look! What color is it?
Chameleon 2 Pink.
Chameleon 1 Yes! It's pink!
3
Chameleon 1 Look at the sky. What color is it?
Chameleon 2 It's blue.
Chameleon 1 Yes! It's blue!
4
Chameleon 1 Look! A rainbow!
5
Chameleon 2 What's your favorite color?
Chameleon 1 Red, orange, yellow, green, blue, and purple!
6
Chameleon 1 What's your favorite color?
Chameleon 2 Brown.

3 Look and match.

- Tell students to look at the pictures. Ask students at random to name the colors of the chameleons in the top row.
- Remind students that chameleons change color to match their background. Show them the first example (the chameleon is brown like the branch of the tree).
- Tell students to work individually to match the other two chameleons.
- Check the answers as a class. Ask *What color is it?* and encourage students to answer using *It's* . . . .

ANSWERS
1 b 2 c 3 a

Optional Activity

- Students work in pairs. Each student in the pair decides who should take each role.
- Play the recording (track 031) and ask students to act out the story. Encourage stronger students to say some of the words, or play the recording again, pausing for students to repeat.
- Invite different pairs to act out the story for the class.

Global Skills: Communication and Collaboration

Have students work with a partner they don't usually work with. This will help them to get to know other classmates and boost a sense of community and collaboration in the class.

Think, Feel, Grow

- Talk about taking an interest in the world around you. In the students' own language, explain what this means.
- Ask, in the students' own language, which of the chameleons they think takes an interest in the world around them (the one who likes all the colors).
- In the students' own language, ask what they like the most about the world around them. Ask *What's your favorite color?* Also ask about their favorite animals and other favorite things around them. Tell students to think about all the things they see around their home and at school and to tell you the things they like.

Global Skills: Emotional Self-regulation and Well-being

Showing an interest in the world around them sparks a natural curiosity that children have. Curiosity and interest will help students to be enthusiastic learners. Don't dismiss any questions students have about the world but help them to find the answers themselves. This will also promote critical thinking skills.

Team Up! 3 DOWNLOAD

- Download the worksheet and cut out the template.
- Students work in groups of four and each color in a section of the rainbow. They then put their sections together to make a full rainbow. Check that all the colors match up.

Workbook pages 20–21

1 Number the pictures in order.

- Students look at the pictures and number the story frames in the order they appear in the story. They can use the Student Book to check their answers.

ANSWERS
1 b 2 c 3 a 4 e 5 d 6 f

2 Look and color.

- Students color the scene from the story.

ANSWERS
The tree trunk and the chameleon on the left are brown.
The flower is pink.
The chameleon on the right is green.

3 Look and match.

- Students match the children to the things they think they are interested in. Encourage students to use visual clues by looking at what the children are wearing or holding.

ANSWERS
1 b 2 c 3 a

4 Color.

- Students rate how much they liked and learned from the story by coloring the stars.

ANSWERS
Students' own answers

Assessment for Learning

- Students use the traffic light cards and the record sheet to check the learning objective for this lesson. Play *What's Next?* to check comprehension of the story, with students pointing at the story frames to say what comes next (see *Ideas Bank* page 108).
- If further practice is needed, see *Ideas Bank* pages 106–108 for ideas of games to help practice the new vocabulary and grammar from the unit.
- Repeat the assessment after students have had some further practice.

Lesson 6: Phonics

Learning Objective
Students will learn to write and say the letters *d*, *e*, and *f*.

Language
Phonics words: *doll*, *dinosaur*, *egg*, *elephant*, *farmer*, *fork*

Warm-up

- Play *Bingo!* (see *Ideas Bank* page 107) to review colors.
- Play the song *What Color Is It?* (track 025) from lesson 2. Encourage students to join in and sing. Play *Singing Groups* (see *Ideas Bank* page 108).

Lead-in

- Play the *Alphabet Chant* (track 003). Encourage students to join in as much as possible.
- Write *D d*, *E e*, and *F f* on the board. Tell students, in their own language, that they will be learning to say and write these letters. They will also learn some words that begin with these letters.

Student Book pages 24–25

1 Listen, point, and repeat. 032 Then trace.

- Elicit the name of the letter *D d*. Say the sound /d/.
- Play the recording for students to listen and point to the letter and pictures.
- Play the recording again for students to repeat the letter, sound, and words.
- Slowly model how to write each letter on the board. Then tell students to air trace the letters using the correct stroke order, before tracing the letters in their Student Book. Show students the starting dots and directional arrows to help them trace.
- Tell students to trace the letters.

Audio Transcript
D says /d/.
/d/, /d/, doll.
/d/, /d/, dinosaur.

2 Listen and chant. 033

- Tell students to look at the picture and say, in their own language, what they can see.
- Tell students that they are going to listen to a chant. Play the recording for students to listen and point to the picture in their Student Book.
- Play the recording a few more times for students to join in as much as possible.

Audio Transcript
/d/, /d/, doll.
/d/, /d/, dinosaur.
/d/, /d/, /d/.
A doll on a dinosaur.

3 Circle the letters *D* and *d*.

- This activity helps students to recognize the uppercase and lowercase forms of the letter.
- Point to the example. Then tell students to find and circle the letters *D* and *d*. Students then compare answers with a partner.
- Tell students to say the sounds of the other letters that they can see.

ANSWERS
Circle four *D* and four *d*.

4 Listen, point, and repeat. 034 Then trace.

- Tell students they are going to learn to say and write the next two letters of the alphabet, *E e* and *F f*.
- Play the recording for students to listen while they point to the letter and pictures.
- Play the recording again for students to repeat the letter, sound, and words.
- Tell students to air trace the letters using the correct stroke order, before tracing the letters in their Student Books. Show students the starting dots and directional arrows to help them trace.
- Tell students to trace the letters in their Student Books.

Audio Transcript
E says /e/.
/e/, /e/, elephant.
/e/, /e/, egg.
F says /f/.
/f/, /f/, farmer.
/f/, /f/, fork.

5 Listen and chant. 035

- Tell students to look at the picture and say in their own language what they can see.
- Tell students that they are going to listen to a chant. Play the recording for students to listen and point to the pictures in their Student Book.

- Play the recording a few more times for students to join in as much as possible.

Audio Transcript

/e/, /e/, elephant.
/e/, /e/, egg.
/e/, /e/, /e/.
An elephant with an egg.
/f/, /f/, farmer.
/f/, /f/, fork.
/f/, /f/, /f/.
A farmer with a fork.

6 Look and circle the correct letters. Then say.

- Point to each picture in turn and ask students at random *What's this?*
- Focus on the example. Say *Egg.* /e/, /e/, *egg or* /f/, /f/, *egg?* Establish that the initial sound is /e/ and show students that the *E e* has been circled.
- Tell students to work in pairs. Encourage them to say the words aloud to each other to help them choose the correct letters.

ANSWERS

1 Ee 2 Ff 3 Ee 4 Ff

Optional Activity

- Play a game of *Silent Words* to practice the new sounds. Mouth the letter sounds /æ/ to /f/ for students to guess. Then have students play the game in pairs. This will help students to make the correct mouth shapes to pronounce the sounds correctly (see *Ideas Bank* page 107).

Workbook pages 22–23

1 Trace and write the letters.

- Students trace the letters and then write more letters on the lines.

2 Find and color *D* and *d*. Then say.

- Students look at the picture. They find and color the hidden letters *D* and *d* in the picture. They then say the sounds of the other letters that they can see.

3 Trace and write the letters.

- Students trace the letters and then write more letters on the lines.

4 Find and color *E* and *e*. Then say.

- Students look at the picture. They find and color the letters *E* and *e* hidden in the picture. They then say the sounds of the other letters that they know.

5 Trace and write the letters.

- Students trace the letters and then write more letters on the lines.

6 Find and color *F* and *f*. Then say.

- Students look at the picture. They find and color the letters *F* and *f* hidden in the picture. They then say the sounds of the other letters that they know.

7 Look and match.

- Students match the letters to the items that begin with each letter.

ANSWERS

D – doll – dinosaur – d
E – egg – elephant – e
F – farmer – fork – f

Assessment for Learning

- Using your usual feedback routine, ask students to show you how confident they are about the letters and sounds. From the students' feedback, think about which aspect of the lesson needs more practice: grapheme-phoneme correspondence, auditory discrimination, pronunciation or letter formation, and tailor the further practice accordingly, for example, with matching sounds to letters, repeating the chants, or tracing the letters.
- If further practice is needed, present the new sounds and phonics words again.
- Repeat the feedback routine after students have had some further practice.

Global Skills: Emotional Self-regulation and Well-being

Developing a growth mindset is vital for a happy, successful life. Students who have a growth mindset believe that they can get better at things with practice and work. Teach students that it doesn't matter if they can't remember all the words from the unit now. They can practice and they will get there.

Unit Test DOWNLOAD

- The students are now ready to do the Unit 2 Test, downloadable from Oxford English Hub.

Unit 1 and 2 Review

Learning Objective

Students will review vocabulary and grammar from Units 1 and 2.

Language

Review: *classroom items, colors*

Letters and sounds: *a–f*

Numbers: *1–6*

Warm-up

- Play a game of *What's Different?* using the flashcards from Units 1 and 2 to review classroom items and colors (see *Ideas Bank* page 108). Ask students to say *It's a …* and *It's …* for the classroom items and colors.

Lead-in

- Display the Unit 1 and Unit 2 *Vocabulary* posters. Tell the class *Today we are going to remember classroom items and colors.* Point to the different classroom items and colors and ask students to say the words.
- Display one or both of the *Vocabulary* posters at the front of the classroom. Invite two students to stand about 2 meters from the posters. Call out one of the words shown on the posters. The students race to be the first to touch the correct picture on the poster. Repeat with other students. You could play this as a team game, with students racing to touch the item on the poster first to win a point for their team.

Student Book pages 26–27

1 Listen and circle. 036

- Tell students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming the classroom items and colors they know.
- Play the recording for students to listen and point to the things in the picture.
- Play the recording again for students to circle the classroom items that they hear.

Audio Transcript

1 It's a book.
2 It's a bookcase.
3 It's a bag.
4 It's a crayon.
5 It's a ruler.
6 It's a pencil.

ANSWERS

Circle the book, bookcase, bag, crayon, ruler, and pencil.

Mixed Ability

- Pause the recording (track 036) after each item to give students time to find the item and circle it. Many students will still find it difficult to draw circles so you can let these students mark the page in a different way to show their understanding.
- Tell stronger students to circle the items using different colors. Pause the recording to tell them the color you want them to use before they hear each item and give them a moment to find the right color crayon.

2 What color is it? Ask and answer.

- Point to the pictures of the child and teacher and elicit the words for the classroom items they are holding. Tell students the children in the pictures are asking about colors. Elicit the question *What color is it?*
- Students work in pairs to act out asking and answering *What color is it? It's (red)* for each picture.
- Students then act out the question and response with a partner using their own classroom items.

3 Count and write the number.

- Point to the boy playing with blocks, and ask students to name the color of each block.
- Students count the number of blocks in each structure and write the number in the box. Do the example with the class.
- Check the answers as a class by counting together in chorus.

ANSWERS

a 5 **b** 1 **c** 3 **d** 2 **e** 4 **f** 6

4 Look and match.

- Point to the alphabet letters and say the sounds in chorus with the class. Point to the pictures below the letters and elicit the names.
- Have students work individually to match the letters to the objects with the same sounds.
- Students then compare their answers in pairs.

ANSWERS

Dd – dinosaur Aa – ant Bb – butterfly
Ff – farmer Cc – caterpillar Ee – elephant

Assessment for Learning

- Use the review as a formative assessment of students' learning. Revisit the learning objectives for each lesson of the units to assess individual students and record your observations.
- Ask students, in their own language, *How do you feel about what you have learned in Units 1 and 2?*
- Using your usual feedback routine (see *Assessment for Learning* page 12), ask students to show you whether they understand the new language or whether they need more help.

Workbook pages 24–25

1 Color the paint pots in the key and say. Then color and complete.

- Students color the paint pots in the key in the colors of their choice. They then say the colors.
- Students use the color key to color the big picture.

ANSWERS

Students' own colors

2 Circle the classroom items and say.

- Students look at the items and circle the ones they would find in a classroom. Students ask and answer using *What is it? It's a . . . .*

ANSWERS

Circle: table, ruler, notebook, bag, book, crayon, chair, pencil

Say: It's a table. It's a ruler. It's a notebook. It's a bag. It's a book. It's a crayon. It's a chair. It's a pencil.

3 Connect the numbers in order.

- Students connect the numbers in the correct order from *1–6* to get the bee to its beehive.

ANSWERS

Draw a path to connect the bee to *1, 2, 3, 4, 5, 6*, and then the beehive.

4 Choose and trace.

- Students look at the pictures. They choose and trace the letters below each picture that have the same sound as the initial letters of the words.

ANSWERS

1 Aa **2** Bb **3** Cc **4** Dd **5** Ee **6** Ff

My Progress

Ask students to look at the pictures and circle the ones they can say. Then have them circle the face that reflects how they feel about their learning in Units 1 and 2.

Assessment for Learning

Use the traffic light method or the faces in the *My Progress* section of the Workbook review to assess students' learning. Ask the class how well they think they can talk about classroom objects and colors now. Students hold up the traffic light card or circle a face to indicate how they feel they are doing.

3 Farm Animals

Lesson 1: Words

Learning Objective

Students will be able to talk about farm animals.

Language

Farm animals: *horse*, *duck*, *cow*, *chicken*, *goat*, *sheep*

Functional Language: *Can I have a (horse), please? Here you go. Thanks.*

Warm-up

- Play a game of *True or False?* with students to review classroom objects and colors. Pick up objects and make true and false statements using *It's a …* and *It's + (color)* (see *Ideas Bank* page 106).

Lead-in

- Tell students *Today we are learning about farm animals*. Show some of the unit flashcards and invite students to say the names of any farm animals they already know or to say the names in their own language. They can make the animal noises as well.

Assessment for Learning

Ensure that students are familiar with all the animals in their own language. Generate interest by asking *What's your favorite farm animal?* Personalizing new language will help students to develop interest in learning about the farm animals in English.

Student Book pages 28–29

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or tell students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming the colors they can see and counting items in English. Prompt students, if necessary, by asking *How many animals are there? What color is it?*
- Tell students that they are now going to learn six new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new words.

2 Listen, point, and repeat. 037

- Play the recording for students to listen and point to the corresponding farm animals in the picture.
- Play the recording again for students to repeat the words.

Audio Transcript

1 horse **2** duck **3** cow **4** chicken **5** goat **6** sheep

Global Skills: Creativity and Critical Thinking

Encourage students to act out the farm animals in pairs and to make the noises for their partner to guess the animal. Having fun with new language and expressing themselves creatively will help make new language more memorable for students.

3 Point and say.

- Point to the photos of the farm animals and elicit the names from the class in chorus. Then call on individual students to say the words.
- Students work in pairs. Have one student point to the photos for their partner to say the names. They then switch roles.

4 Listen and circle. 038

- Point to the animals in each pair and elicit the names.
- Do the example with students. Play the first item on the recording, and show students that the goat is circled.
- Play the rest of the recording for students to listen and circle the picture.
- Play the recording again for students to check their answers. Then check the answers as a class.

Audio Transcript

1 goat **2** sheep **3** duck **4** cow

ANSWERS

1 goat **2** sheep **3** duck **4** cow

5 Listen and repeat. 039

- Place the flashcards of the farm animals or some farm animal toys on a table in front of you. Invite a student to the front and say *Can I have a (chicken), please?* Use gestures to make sure the meaning is clear. As the students hand you the flashcard or toy, encourage them to say *Here you go.*
- Point to the children in the picture. Explain that they are playing with farm animal toys.
- Play the recording for students to listen to the dialogue.
- Play the recording a second time, pausing after each line for the students to repeat.
- Students work in pairs. With the support of the audio recording, they act out the request and responses in the dialogue.
- During circle time, place the flashcards of the farm animals or farm animal toys in the middle of the circle. Say to a student *Can I have the (sheep), please*? Encourage them to say *Here you go* as they pass it to you. Say *Thanks!* Then have students take turns asking for different farm animals.

Audio Transcript

Boy Can I have a horse, please?
Girl Here you go.
Boy Thanks!

Assessment for Learning

- Time for feedback! Ask students, in their own language, *How do you feel about the new words for farm animals?* Using your usual feedback routine (see *Assessment for Learning* page 12), ask students to show you whether they understand the new language or whether they need more help.
- If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play some more flashcard games (see *Ideas Bank* pages 107–108) to provide further practice of the new words.

- Repeat the feedback routine after students have had some further practice.

Team Up! 1 DOWNLOAD

- Download the worksheet. If necessary, help students to cut out the animals. Show students how to fold the animals and fences so they stand upright.

Global Skills: Communication and Creativity

Students work in groups to play with their farms together. Allow students to create their own games. Encourage them to collaborate by asking one another in English for the animals and items, for example, *Can I have a (cow), please?*

Workbook pages 26–27

1 Look and number. Then say.

- Students look at the big picture and number the animals.

ANSWERS

1 duck 2 cow 3 chicken 4 horse 5 goat 6 sheep

2 Is it the same? Look and check ✓ or cross ✗.

- Students look at the pictures on the right and check the one that is the same as the bigger picture on the left. They cross the pictures that are different.

ANSWERS

1 ✗ 2 ✗ 3 ✗ 4 ✓

3 Look and match.

- Students draw lines to match the animals.

ANSWERS

1 b 2 d 3 a 4 c 5 e 6 f

4 Match and say *Can I have a …, please?*

- Students match the children in the pictures to what they are asking for. Ask students to act out the children's dialogues using *Can I have a …, please?*

ANSWERS

1 a Can I have a horse, please?
2 d Can I have a duck, please?
3 f Can I have a sheep, please?

Assessment for Learning

Tell students to take out their traffic light cards. Ask the class how well they think they can talk about farm animals now. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for this lesson.

Lesson 2: Grammar

Learning Objective

Students will be able to ask about animals.

Language

What is it? It's a (horse).

Warm-up

- Play a game of *Draw and Guess* (see *Ideas Bank* page 106) with animals to review the vocabulary from lesson 1.

Lead-in

- Show the farm animal flashcards from lesson 1. Do a slow reveal of each flashcard and ask *What is it?* as you show each part of the animal. Use gestures to ensure that students understand what you're asking. Pause as you reveal each part and call on students to make their guesses. Repeat with other flashcards.
- Tell students, in their own language, that today they will learn how to ask and answer questions about farm animals.

Assessment for Learning

Use the *No Hands Up* method when selecting students to guess. Encourage students to apply previous learning and make a guess using *It's a …* . Praise all guesses and attempts to speak.

Student Book pages 30–31

1 Listen and learn. 040

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters. Ask *Who's this?* (Hector, May, Omar, and Emma). Encourage them to say what animal the magician has in his hat.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Play the recording again for students to follow again and point to each picture.
- Students work in groups of five to act out the grammar cartoon. In their groups, students choose the character they are going to play.
- Play the recording as students act out the story in groups. Walk around the classroom as students practice, helping with pronunciation where necessary.
- Invite some groups to act out the story for the class.

Audio Transcript

Magician What is it?
Hector, May, Omar, and Emma It's a duck!
Magician Yes, it's a duck! Ta-dah!

2 Listen and repeat. 041

- Tell students to look at the third picture of the grammar cartoon. Point to the animal in the picture and ask *What is it?* Choose a student at random and encourage them to answer using *It's a …* .
- Play the recording for students to listen and follow the story. Then model the question and answer for students to repeat chorally.
- Tell students to point to the duck in the grammar cartoon.
- Play the recording again for students to repeat the question and answer.
- Students ask and answer the question using the new language about farm animal toys or the pictures in their Student Book.

Audio Transcript
Adult 1 What is it?
Adult 2 It's a duck.

3 Listen and sing. 042–043

- Tell the students they are going to sing a song. Point to the picture and elicit the names of the animals they know.
- Play the video or the recording of the song for students to listen, and point to the animals in the picture as they hear them.
- Play the video or recording again for students to sing along.
- Once students are confident, you could play the karaoke version of the song for students to sing, using the pictures in the Student Book as prompts.

Audio Transcript
What Is It?
(sound of horse neighing)
What is it?
It's a horse. It's a horse. It's a horse.
What is it?
It's a horse. It's a horse.
(sound of cow mooing)
What is it?
It's a cow. It's a cow. It's a cow.
What is it?
It's a cow. It's a cow.
(sound of sheep baaing)
What is it?
It's a sheep. It's a sheep. It's a sheep.
What is it?
It's a sheep. It's a sheep.
(sound of goat bleating)
What is it?
It's a goat. It's a goat. It's a goat.
What is it?
It's a goat. It's a goat.

Optional Activity
If you have farm animal toys, play *What's in the Bag?* Tell students to ask *What is it?* as the student is taking their turn and making a guess (see *Ideas Bank* page 107).

4 Listen and check ✓ or cross ✗. 044

- Tell students they are going to listen to children asking what animal is in each picture. Play the recording and look at the example with students.
- Play the rest of the recording for students to check or cross each picture.
- Play the recording again for students to check their answers.
- Check students' answers as a class.

Audio Transcript
1
What is it?
It's a horse.
2
What is it?
It's a goat.
3
What is it?
It's a chicken.
4
What is it?
It's a sheep.

ANSWERS
1 ✓ **2** ✗ **3** ✗ **4** ✓

5 Point, ask, and answer.

- Ask a stronger student to help you model the activity for the class. Point to one of the animals in the picture. Ask *What is it?* and have the student answer *It's a . . . .*
- Students work in pairs. They take turns pointing to an animal and asking and answering the question.

Team Up! 2 DOWNLOAD

- Download the worksheet. Give each group a set of farm animal cards to cut out. Place the cards face down on the table in the center of each group. Invite students to turn over two cards to try to find the matching pair.
- If you like, you could display the cards on the board and play the game once as a whole class, to model what to do.

Workbook pages 28–29

1 Find and circle six animals. Then say.

- Students find and circle the six farm animals hiding in the picture. They then say what the farm animals are using *It's a . . . .*

ANSWERS
Circle the goat in the barn, the chicken behind the bush, the horse in the barn, the cow next to the barn, the sheep between the bushes, and the duck in the pond.

2 What's next? Look and circle.

- Students look at the picture patterns and circle the farm animal that comes next in the sequence.

ANSWERS
1 sheep **2** cow **3** chicken

3 Color and say.

- Students color the shapes with a dot inside to reveal three farm animals in the picture puzzle. They then say what farm animals there are.

ANSWERS
It's a chicken. It's a sheep. It's a duck.

4 What is it? Think and match.

- Students look at the animal footprints and match to the animals.

ANSWERS
1 b cow **2** a chicken **3** d duck **4** c horse

Assessment for Learning
- Use the traffic light cards and the record sheet to check the learning objective for this lesson.
- If further practice of the new language is needed, tell students to go to the Picture Dictionary on page 93 of their Workbooks. They should ask about each farm animal using *What is it?* and *It's . . . .* Repeat the feedback routine after students have had some further practice.

Lesson 3: Words

Learning Objective

Students will be able to say four more animals.

Language

Animals: *dog*, *cat*, *bird*, *rabbit*

Warm-up

- Play the recording of the song *What Is It?* (track 042) and encourage students to sing along.
- Play *Actions* (see *Ideas Bank* page 108). Tell the students to think of an action or a dance move for each of the animals in the song. Play the recording again and have the students do their actions.

Global Skills: Creativity and Critical Thinking

Encouraging creativity and expression in music and movement is an important way to support students' learning as well as their enjoyment in the classroom environment.

Lead-in

- Tell students *Today we are learning four more animals*. Encourage students to predict which other animals you will learn today.
- Show some of the lesson flashcards and invite students to say the names of the animals in their own language, or in English if they know them.

Student Book page 32

1 Listen, point, and repeat. 045

- Focus students' attention on the photos. Play the recording for students to listen, point to the photos, and repeat the words.
- Play the recording again for students to point and say the words again.

Audio Transcript

1 dog **2** cat **3** bird **4** rabbit

2 Listen and number. 046

- Point to the example with the students and elicit the animal (bird). Play the first item on the recording and show students example number 1.
- Play the rest of the recording for students to listen and number the pictures.
- Play the recording again for students to check their answers.
- In pairs, have students take turns asking and answering *What is it?*

Audio Transcript

1 bird **2** cat **3** rabbit **4** dog

ANSWERS

a 4 **b** 1 **c** 2 **d** 3

3 Find the animals. Then point and say.

- Tell students that the animals in the small pictures on the left are hiding in the big picture.
- In pairs, ask students to find the animals and then say what they are.

ANSWERS

The dog is near / in front of the tree. The rabbit is on the rocks. The cat is in the bushes. The bird is in the tree.

- Tell students to ask and answer questions about the animals and colors.

Workbook page 30

1 Look and trace.

- Students trace the dotted lines to complete the pictures of the animals.

2 Match and say.

- Students match the animals to the picture scene they belong to.

ANSWERS

1 b dog **2** a rabbit **3** d bird **4** c cat

Assessment for Learning

- Ask the class *Do you know more animals?* Using your usual feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new words, you can repeat the vocabulary presentation using the flashcards.
- If only a few students need extra practice, you can ask them to work in pairs to support each other. They take turns pointing to the animals in the photos in lesson 3 exercise 1. Their partner tries to remember and say the word.
- Repeat the feedback routine after students have had some further practice.

Lesson 4: Numbers

Learning Objective

Students will be able to say, trace, and count the numbers *7*, *8*, and *9*.

Language

Numbers: *7*, *8*, and *9*

Warm-up

- Play *Number Words* (see *Ideas Bank* page 107) with flashcards to review the animals from lesson 1 and numbers *1–6*.

Lead-in

- Tell the class *Today we are learning more numbers*. Count up to *6* with students to review the numbers they have learned so far.
- Invite students to each write a number on the board until you get to *6*.

Student Book page 33

1 Listen, point, and repeat. 047 Then trace.

- Focus students' attention on the big numbers.

- Play the recording for students to listen and point to the numbers.
- Choose different students and ask *What number is this?*
- Play the recording again for students to repeat.
- Tell students to trace the lines in each number, starting at the dark circle and following the direction of the arrow. Encourage them to say the number as they trace.

Audio Transcript
seven, eight, nine

2 Listen and chant. 048 Then count.
- Ask students to look at the pictures and say what animals they can see. Ask what colors the animals are.
- Tell students that they are going to hear the numbers and animals in a chant. Play the recording for students to listen and point to the pictures in their Student Book.
- Play the chant a few more times for students to join in as much as possible. Then chant the numbers from *1–9* as a class.

Audio Transcript
Adult Seven, eight, nine.
Children Seven, eight, nine.
Adult Seven white cats.
Children Seven white cats.
Adult Eight brown cats.
Children Eight brown cats.
Adult Nine black cats.
Children Nine black cats.
Adult Seven, eight, nine.
Children Seven, eight, nine.

3 Count and write the number.
- Ask students to name the animals in the picture.
- Tell students to count the cows, ducks, and goats and to write the numbers.
- Check the answers as a class. Ask *How many (cows)?* and encourage students to answer *Eight cows.*

ANSWERS
8 cows, 7 ducks, 9 goats

Mixed Ability
- Allow weaker students to answer the question using the singular forms of the nouns. They will learn and notice plural forms over time through practice.
- Stronger students can use the plural forms of the nouns with *s* (for example, *one cow, two cows*).

Optional Activity
Invite nine students to the front of the classroom. Give them each a piece of paper with the numbers *1–9* on. Tell them to organize themselves into the correct order with the help of the rest of the class. When they are happy with the order, they count the numbers together.

Workbook page 31

1 Trace and write the numbers.
- Students trace the numbers and then write the numbers along the rest of the lines.

2 Count and write the number.
- Students count the animals and then write the numbers.

ANSWERS
7 (seven rabbits) 9 (nine butterflies) 8 (eight elephants) 7 (seven ants)

3 Color the numbers *7*, *8*, and *9*.
- Students look at the number line and color the numbers *7*, *8*, and *9*.

Assessment for Learning
- Use the traffic light cards and complete the record sheet to check how students are progressing as they will now have been introduced to all the new core language in this unit. Checking students' understanding allows time to work on any areas the students are not secure with.
- If further practice of the new language is needed, revisit the presentations in the vocabulary and grammar lessons or number lesson. Repeat the feedback routine after students have had some further practice.

Lesson 5: Story

Learning Objective
Students will be able to understand a story about being imaginative.

Language
Vocabulary and grammar from lessons 1–4

Warm-up
- Play a game of *Stop the Cards* to practice talking about farm animals (see *Ideas Bank* page 107).
- Students work in pairs to ask and answer *What's your favorite animal?*

Lead-in
- Ask students to look at the Student Book page and say what they think they will be doing in this lesson (reading a story). Read aloud the story title to the class: *What Is It?*
- Ask students to look at the pictures and guess what the story is about in their own language (a puppet show, animals). Tell students, in their own language, that they're going to read a story about a shadow puppet show.

Student Book pages 34–35

1 Talk about the pictures.
- Focus students' attention on the story. Ask them to say, in their own language, who the characters in the story are (children, a teacher).
- Ask students to say the English words for the animals they can see.
- Invite students to make predictions about what happens in the story in their own language.

2 Listen and point. 049

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording for students to follow the story pictures. Encourage students to point to the pictures in their Student Book as they follow the story.
- Play the video or recording again for students to follow again. If you wish, play the story a final time for students to enjoy.

Audio Transcript

What Is It?

1
Teacher Let's have a shadow show.
Children Yes!
Teacher Look. What is it?
Girl It's a sheep!
2
Teacher Yes! It's a sheep.
3
Teacher Look. What is it?
Boy It's a horse.
4
Teacher Yes! It's a horse.
Girl Hmmm.
5
Teacher Look. What is it?
Children Hmmm … It's a rabbit!
6
Girl Yes, it's a rabbit. AND, it's me!

3 Find and number.

- Ask students to look at the pictures. Tell them that each picture is from the story. Point to the example and have students find the picture in the story. When they have found the picture in frame 1, show them the example number 1.
- Tell students to work individually to find the pictures in the story and write the numbers. Check the answers as a class.

ANSWERS

a 6 **b** 3 **c** 2 **d** 1 **e** 4 **f** 5

Optional Activity

- Students work in groups of five, with one student for each of the following parts: the teacher and the four children.
- Play the recording of the story again as students act out the story. Encourage stronger students to say some of the words, pausing the recording for students to repeat.
- Invite different groups to act out the story for the class.

Think, Feel, Grow

- Talk about being imaginative with the class.
- Ask, in the students' own language, how the children in the story are imaginative (they guess what the shadows are, the girl finds an imaginative way to be a rabbit).
- Ask students, in their own language, how they are imaginative and what sparks their imagination. Accept all ideas and answers.

Global Skills: Emotional Self-regulation and Well-being

Being imaginative gives children a love of reading and learning through creativity. Help make your classroom an environment that nurtures children's imagination by providing areas, such as art areas and reading corners, where students can express themselves creatively and enjoy books.

Optional Activity

Play the shadow game from the story *What Is It?* with the class. You can use a large sheet of white paper and the flashlight from a smartphone to make the shadows. If you don't have any animal toys, you can make shadow animals and shapes using your hands.

Team Up! 3 DOWNLOAD

- Download the worksheet and cut out the template.
- Students work in groups, taking turns choosing a card and acting out the animal shown on the card for the others to guess.

Workbook pages 32–33

1 Look and check ✓ or cross ✗.

- Students look at the pictures and check the frames that appeared in the story and cross the frames that didn't.

ANSWERS

1 ✓ 2 ✗ 3 ✗ 4 ✓ 5 ✗ 6 ✓

2 Trace and say.

- Students trace the lines from the shadows to the toys. They then ask and answer *What is it?*

ANSWERS

elephant, duck, dog

3 Look and number.

- Students look at the children and guess what animals they are acting out.

ANSWERS

(left to right) 2, 1, 4, 3

4 Color.

- Students rate the story by coloring the stars.

ANSWERS

Students' own answers

Assessment for Learning

- Students use the traffic light cards and the record sheet to check the learning objective for this lesson. Play *Who Said It?* to check students' understanding of the story (see *Ideas Bank* page 108).
- If further practice is needed, see *Ideas Bank* pages 106–108 for ideas for games to help practice the new vocabulary and grammar from the unit.
- Repeat the assessment after students have had some further practice.

Lesson 6: Phonics

Learning Objective

Students will learn to write and say the letters *g*, *h*, and *i*.

Language

Phonics words: *girl*, *gorilla*, *hat*, *hippo*, *insect*, *igloo*

Warm-up

- Play the phonics chants from Unit 1 and Unit 2 (tracks 017, 019, 033, and 035). Encourage students to join in as much as possible.

Lead-in

- Display the poster with the alphabet on. Play the *Alphabet Chant* (track 003). Encourage the students to join in as you point to the letters.
- Write *G g*, *H h*, and *I i* on the board. Tell students, in their own language, that they will be learning to say and write these letters. They will also learn some words that begin with these letters.

Student Book pages 36–37

1 Listen, point, and repeat. 050 Then trace.

- Elicit the name of the letter *G*. Say the sound /g/.
- Play the recording for students to listen to while they point to the letter and pictures.
- Play the recording again for students to repeat the letter, sound, and words.
- Slowly model how to write each letter on the board. Then tell students to air trace the letters using the correct stroke order, before tracing the letters in their Student Book. Show students the starting dots and directional arrows to help them trace.
- Tell students to trace the letters.

Audio Transcript

G says /g/.
/g/, /g/, girl.
/g/, /g/, gorilla.

2 Listen and chant. 051

- Tell students that they are going to listen to a chant. Play the recording for students to listen to while they point to the pictures in their Student Book.
- Play the recording a few more times for students to join in as much as possible.

Audio Transcript

/g/, /g/, girl.
/g/, /g/, gorilla.
/g/, /g/, /g/.
A girl and a gorilla.

3 Look and circle the word. Then say.

- This activity helps students to begin to recognize words.
- Students look at each picture and circle the correct word below each picture.
- Ask students to say the words to check their answers.

ANSWERS

1 girl 2 gorilla

4 Join the letters *G* and *g*. Help the girl find the gorilla.

- Tell students they are going to find the path of letter *G* and *g* to get the girl to the gorilla.
- Ask students to draw the path and say the /g/ sound as they work.
- Have students compare their answers in pairs.

ANSWERS

Draw a path to connect the girl to *g*, *G*, *g*, *G*, and then the gorilla.

5 Listen, point, and repeat. 052 Then trace.

- Tell the students they are going to learn to say and write the next two letters of the alphabet, *H h* and *I i*.
- Play the recording for students to listen to while they point to the letters and pictures.
- Play the recording again for students to repeat the letter, sound and words.
- Tell students to air trace the letters using the correct stroke order, before tracing the letters in their Student Book. Show students the starting dots and directional arrows to help them trace.
- Tell students to trace the letters in their Student Book.

Audio Transcript

H says /h/.
/h/, /h/, hat.
/h/, /h/, hippo.
I says /ɪ/.
/ɪ/, /ɪ/, insect.
/ɪ/, /ɪ/, igloo.

6 Listen and chant. 053

- Ask students to look at the picture and say in their own language what they can see.
- Tell students that they are going to listen to a chant. Play the recording for students to listen and point to the pictures in their Student Book.
- Play the recording a few more times for students to join in as much as possible.

Audio Transcript

/h/, /h/, hat.
/h/, /h/, hippo.
/h/, /h/, /h/.
A hat on a hippo.
/ɪ/, /ɪ/, insect.
/ɪ/, /ɪ/, igloo.
/ɪ/, /ɪ/, /ɪ/.
An insect in an igloo.

7 Match and say.

- Point to each picture in turn and ask students, at random, if they remember the word. Ask *What's this?*
- Students match the letters to the pictures and then the words.
- Tell students to compare answers in pairs. Encourage them to say the words aloud to each other to help them choose the correct letters.

ANSWERS
i – insect h – hippo

Optional Activity
Review the alphabet letters *a*–*i*. Students work in pairs, taking turns tracing the uppercase letters and lowercase letters on each other's backs or on the tabletop. Students say the letter sounds to guess.

Workbook pages 34–35

1 Trace and write the letters.
- Students trace the letters and then write more letters on the lines.

2 Which pictures begin with *g*? Circle and say.
- Students look at the pictures and circle the pictures of things that begin with *g*. They then say the words.

ANSWERS
1 gorilla 3 girl

3 Trace and write the letters.
- Students trace the letters and then write more letters on the lines.

4 Which pictures begin with *h*? Circle and say.
- Students look at the pictures and circle the pictures of things that begin with *h*. They then say the words.

ANSWERS
1 hippo 4 hat

5 Trace and write the letters.
- Students trace the letters and then write more letters on the lines.

6 Which pictures begin with *i*? Circle and say.
- Students look at the pictures and circle the pictures of things that begin with *i*. They then say the words.

ANSWERS
2 igloo 4 insect

7 Follow and write the letters.
- Students follow the maze paths and then write the letters.

ANSWERS
1 gorilla – Gg 2 hat – Hh 3 igloo – Ii

Assessment for Learning
- Using your usual feedback routine, ask students to show you how confident they are about the letters and sounds. From students' feedback, think about which aspect of the lesson needs more practice: grapheme-phoneme correspondence, auditory discrimination, pronunciation, or letter formation, and tailor the further practice accordingly, for example, matching sounds to letters, repeating the chants, or tracing the letters.
- If further practice is needed, present the new sounds and phonics words again.
- Repeat the feedback routine after students have had some further practice.

Tests DOWNLOAD
- The students are now ready to do the Unit 3 Test or the Progress Test 1, downloadable from Oxford English Hub.

4 Let's Eat!

Lesson 1: Words

Learning Objective

Students will be able to talk about food items.

Language

Food: *cake*, *potatoes*, *carrots*, *beans*, *rice*, *meat*

Functional Language: *Do you like (carrots)? Yes, I do. / No, I don't.*

Warm-up

- Play a game of *Pass the Ball!* with the class to review farm animals. If the students are confident, you can ask *What's your favorite animal?* as they pass the ball (see *Ideas Bank* page 106).

Lead-in

- Tell the class *Today we are going to learn about food.* Show the unit flashcards or the *Vocabulary* poster and invite students to indicate if they like the food or not using gestures.

Student Book pages 38–39

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or tell students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming any food or colors they know. Prompt students, if necessary, by asking *Point to (something blue).*
- Tell students that they are going to learn six new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards or poster to present the new words.

2 Listen, point, and repeat. 054

- Play the recording for students to listen and point to the food in the picture.
- Play the recording again for students to repeat the words.

Audio Transcript

1 cake **2** potatoes **3** carrots **4** beans **5** rice **6** meat

3 Point and say.

- Point to the pictures of the food and elicit the names from the class in chorus. Then call on individual students to say the name of the food.
- Students work in pairs. Have one student point to the pictures for their partner to say and then they switch roles.

4 Listen and check ✓ or cross ✗. 055

- Point to the food in each picture and elicit the names.
- Do the example with students. Play the first item on the recording and show students that the cake is checked.
- Play the rest of the recording for students to listen and check or cross.
- Play the recording again for students to check their answers. Then check the answers as a class.

Audio Transcript

1 cake **2** rice **3** potatoes **4** meat **5** beans **6** carrots

ANSWERS

1 ✓ **2** ✗ **3** ✓ **4** ✗ **5** ✓ **6** ✗

Mixed Ability

- Pause the recording after each picture for weaker students and repeat the words, if necessary.
- Play the recording twice through without pauses for stronger students. Tell them to check their answers when they listen for the second time, even if they think they know the answers.

5 Listen and repeat. 056

- Show each of the food flashcards in turn. Ask *Do you like … ?* for each one. Explain, in the students' own language, that they stand up if they like the food and stay seated if they don't.
- Point to the children in the picture. Elicit the name of the foods in the picture.
- Play the recording for the students to listen.
- Play the recording again for students to repeat. Then students work in pairs and, with the support of the audio, act out the questions and answers in the dialogue.
- Have students create a new dialogue by replacing the food words with other foods.

Audio Transcript

Boy Do you like carrots?
Girl Yes, I do.
Girl Do you like beans?
Boy No, I don't.

Global Skills: Communication and Collaboration

Build communication skills using the recording (track 056). Have students listen and repeat the questions and responses until they are comfortable using the new structures. Then allow students to practice communicating more freely once they feel confident using the new functional language.

Assessment for Learning

- Time for feedback! Ask students, in their own language, *How do you feel about the new words for food?* Using your usual feedback routine (see *Assessment for Learning* page 12), ask students to show you whether they understand the new language or whether they need more help.
- If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play some more flashcard games (see *Ideas Bank* pages 107–108) to provide further practice of the new words.
- Repeat the feedback routine after students have had some further practice.

Team Up! 1 DOWNLOAD

- Download the worksheet and cut out the food cards. Have students work in groups to play *What's Missing?* with the cards (see *Ideas Bank* page 108).

Workbook pages 36–37

1 Color and say.

- Students look at the picture and color the food. They then say each word.

ANSWERS

cake, rice, beans, meat, potatoes, carrots

2 Look and number.

- Students look at the picture puzzle and number the corresponding matching squares.

ANSWERS

(left to right) 4, 1, 3, 2, 5, 6

3 Trace and say.

- Students trace the line from the food on the plate to how the food grows.

ANSWERS

potatoes, rice, carrots, beans

4 Look and say *Do you like … ?*

- Students look at the facial expressions of the children on the right in each picture and decide if they like the food or don't like the food. Then students say the question and answer aloud for each picture.

ANSWERS

1 Do you like cake? Yes, I do.
2 Do you like carrots? No, I don't.
3 Do you like meat? Yes, I do.
4 Do you like rice? No, I don't.

Assessment for Learning

Tell students to take out their traffic light cards. Ask the class how well they think they can talk about food now. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for this lesson.

Lesson 2: Grammar

Learning Objective

Students will be able to say if they like or don't like a food item.

Language

I like (meat). I don't like (rice).

Warm-up

- Play a game of *Find the Cards* (see *Ideas Bank* page 107) using the food flashcards to review the vocabulary from lesson 1.

Lead-in

- Show the flashcards in turn and ask students to name the foods.
- Tell students, in their own language, that today they are going to learn how to talk about what they like and don't like.
- Show a food flashcard and say *I like (beans)*. Show another flashcard and say *I don't like (meat)*. Use gestures to help the students to understand.

Student Book pages 40–41

1 Listen and learn. 057

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters. Ask *Who's this?* (Tang, Emma and Hector). Encourage them to name anything else they can see and to name the foods.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Play the recording again for students to point to each frame.
- Students work in groups of three to act out the grammar cartoon. In their groups, students choose which character they are going to play.
- Play the recording one line at a time for students to repeat and act out the story.
- Invite some of the groups to act out the story for the class.

Audio Transcript

Tang I like meat. I don't like rice.
Emma I don't like meat. I like rice.
Hector I don't like rice. I like cake!
Emma Oh, Hector!

2 Listen and repeat. 058

- Focus on the pictures in the grammar cartoon. Point to each food in the pictures and ask *What is it?* Choose students to answer at random, using name cards or colored ice pop sticks. Encourage students to answer using *It's … .*
- Play the recording for students to point to the corresponding picture in the story as they listen.
- Play the recording again for students to repeat. Then show the flashcards and invite students to say what they like and don't like, for example, *I like carrots. I don't like potatoes.*

Audio Transcript

I like meat.
I don't like rice.

3 Listen and sing. 059–060

- Tell the students they are going to sing a song. Point to the picture and elicit the names of the foods that they know.
- Play the video or recording of the song for students to watch or listen and point to the items in the picture as they hear them. Explain, in the students' own language, what *I try everything* means. Ask students if they try new things.
- Play the video or recording of the song again for students to sing along.
- Once students are confident, you could play the karaoke version of the song for students to sing, using the pictures in the Student Book as prompts.

Audio Transcript

I Like Beans

I like beans. I like beans.
I like meat. I like meat.
I don't like carrots. I don't like carrots.
I like beans. But I try everything!
I like beans. I like beans.
I like rice. I like rice.
I don't like potatoes. I don't like potatoes.
I like beans. But I try everything!

4 Listen and number. 061

- Tell students they are going to listen to children saying the foods they like and don't like.
- Do the first one with the class as an example. Play the first item on the recording. Tell students to point to the plate of food they think this child has. Establish that it is plate b because the child likes beans and rice (so has a lot of them) but doesn't like potatoes (so only has one).
- Play the rest of the recording for the students to listen and number the pictures.
- Play the recording again for students to check their answers.

Audio Transcript

1
I like beans.
I like rice.
I don't like potatoes.
2
I like potatoes.
I like meat.
I don't like carrots.
3
I like carrots.
I don't like meat.
I don't like beans.

ANSWERS
a 2 **b** 1 **c** 3

Mixed Ability

- Work through each part of the recording (track 061) with weaker students, following the same process used for the example above.
- Have stronger students talk about the foods they think the child with each plate likes and doesn't like before you do the listening activity.

5 Look and draw ☺ or ☹. Then say.

- Students look at the pictures of food. Tell them to draw a smile on the face if they like the food and a sad face if they don't.
- Students work in pairs to talk about the food using *I like …* and *I don't like … .*

Assessment for Learning

Have students do the speaking part of the activity with a partner. Having a partner to discuss things with makes students feel more confident and allows them to support each other in their learning.

Team Up! 2 DOWNLOAD

- Download the worksheet. Tell the students to draw their favorite lunch on the plates. They then work in groups to say what they like and don't like.

Global Skills: Creativity and Critical Thinking

Personalizing the new language in a creative way helps to make the new language more memorable to students. You could provide food magazines or grocery brochures for students to cut out and glue food items that they like on their plates.

Workbook pages 38–39

1 Look at the children and draw ☺ or ☹. Say *I like …* or *I don't like …*

- Students look at the expressions of the children in the pictures and draw a happy face or sad face depending on whether the child likes the food or not.
- Then students say *I like …* or *I don't like …* from each child's point of view.

ANSWERS
1 ☺ I like cake. **2** ☹ I don't like rice.
3 ☹ I don't like meat. **4** ☺ I like potatoes.

2 Choose three foods you like and write the numbers.

- Students write the numbers of the three foods they like the best in the boxes.

ANSWERS
Students' own answers

3 Follow and say.

- Students follow the maze paths to find the foods the children like or don't like.
- Then students say *I like …* or *I don't like …* from each child's point of view.

ANSWERS
1 rice – "I like rice."
2 potatoes – "I don't like potatoes."
3 beans – "I like beans."
4 carrots – "I don't like carrots."

4 What's different in B? Circle and say.

- Students find the differences between the two pictures. They then circle the differences in picture B.
- Based on the foods in picture B, students say *I like …* or *I don't like …* from the child's point of view.

ANSWERS
Circle: meat, carrots, cake.
I don't like meat. I like carrots. I like cake.

Assessment for Learning

- Use the traffic light cards and the record sheet to check the learning objective for this lesson.
- If further practice of the new language is needed, hold up each of the food flashcards in turn and ask students to move to the right of the classroom if they like the food and to the left of the classroom if they don't like the food. For each food, ask the groups on either side of the classroom to call out in chorus *I like (potatoes)* or *I don't like (potatoes)*. Repeat the feedback routine after students have had some further practice.
- Ask students to tell you one food they like and one food they don't like as they leave the classroom.

Lesson 3: Words

Learning Objective

Students will be able to say two drink items and two more food items.

Language

Food and Drink: *milk, water, yogurt, cookies*

Warm-up

- Play the recording of the song *I Like Beans* (track 059). Play *Song Flashcards* as students listen and sing (see *Ideas Bank* page 108).

Lead-in

- Tell students *Today we are going to learn two drinks and two more foods.* Show some of the lesson flashcards and invite students to indicate, using appropriate gestures, if they like or don't like each one.
- Ask the class a simple question about the lesson topic, for example, *What do you like to drink?* Ask students to indicate their preference by gesturing at the flashcards.

Student Book page 42

1 Listen, point, and repeat. 062

- Focus students' attention on the photos. Play the recording for students to listen to the words and point to the pictures. Play the recording again for students to point and say the words.

Audio Transcript

1 milk **2** water **3** yogurt **4** cookies

2 Listen and number. 063

- Point to each of the items and ask students to name them.
- Play the recording and have students listen and number the pictures.
- Play the recording again for students to check their answers. Then check the answers as a class.

Audio Transcript

1 yogurt **2** milk **3** water **4** cookies

ANSWERS

a 3 **b** 1 **c** 2 **d** 4

3 Match and say.

- Point to the example with the students and elicit the drink (water).
- Tell students to match the children to the drink or food they have. Have students work individually and then compare their answers in pairs.
- Ask students to make sentences using *I like …* from the children's point of view.

ANSWERS

1 water **2** milk **3** cookies **4** yogurt

Workbook page 40

1 Find, circle, and say.

- Students look and find the outline shapes of the food and drink items in the big picture. They circle the items in the picture and say the words.

ANSWERS

(left to right) cookies, yogurt, milk, water

2 Look and match.

- Students look at the pictures of the food and drink items and think about the different containers they come in. They then draw lines between the matching items.

ANSWERS

1 b **2** a **3** d **4** c

Assessment for Learning

- Ask the class *Do you know more food and drink items?* Using your usual feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new words, you can repeat the vocabulary presentation using the flashcards.
- If only a few students need extra practice, you can ask them to work in pairs to support each other. They take turns pointing to the photos in lesson 3 exercise 1. Their partner tries to remember and say the word.
- Repeat the feedback routine after students have had some further practice.

Lesson 4: Numbers

Learning Objective

Students will be able to say, trace, and count the numbers *10*, *11*, and *12*.

Language

Numbers: *10*, *11*, and *12*

Warm-up

- Play *Number Words* (see *Ideas Bank* page 107) using flashcards to review the food from lessons 1–3 and numbers *1–9*.

Lead-in

- Tell the class *Today we are going to learn more numbers.* Count up to *9* with students to review the numbers they have learned so far.

- Invite different students to write a number on the board until you get to *9*.

Student Book page 43

1 Listen, point, and repeat. 064 Then trace.

- Focus students' attention on the big numbers.
- Play the recording for students to listen and point to the numbers.
- Choose students and ask *What number is this?*
- Play the recording again for students to repeat the numbers.
- Tell students to trace the lines in each number, starting at the dark circle and following the direction of the arrows. Encourage them to say the number as they trace.

Audio Transcript

ten, eleven, twelve

2 Listen and chant. 065 Then count.

- Tell students to look at the pictures below the numbers and say what foods they can see.
- Tell students that they are going to hear the numbers and foods in a chant. Play the recording for students to listen and point to the pictures in their Student Book.
- Play the recording a few more times for students to join in as much as possible. Then chant the numbers from *1–12* as a class.

Audio Transcript

Adult Ten, eleven, twelve.
Children Ten, eleven, twelve.
Adult Ten potatoes.
Children Ten potatoes.
Adult Eleven carrots.
Children Eleven carrots.
Adult Twelve cookies.
Children Twelve cookies.
Adult Ten, eleven, twelve.
Children Ten, eleven, twelve.

3 Count and write the number.

- Tell students to look at the picture and count the foods each chef is preparing and write the numbers in the boxes below.

ANSWERS

12 eggs, 11 apples, 10 beans

Optional Activity

Play a game. Display number cards or pieces of paper with the numbers *10*, *11*, and *12* written on them on the classroom walls. Tell students to stand in the center of the classroom. Say one of the numbers at random and have the students go to (or point to) the correct number. Repeat a few times and then clap the numbers instead of saying them.

Workbook page 41

1 Trace and write the numbers.

- Students trace the numbers, focusing on tracing the numbers in the correct direction. They then write the numbers along the rest of the lines. Encourage students to have a finger space between each number.

2 Look at the number and draw.

- Students look at the picture and the number on the left. They then draw that number of the food items on the right.

ANSWERS

Students draw 10 carrots, 11 eggs, 12 apples, and 10 cookies.

3 Circle the numbers *10*, *11*, and *12*.

- Students look at the number line and circle the numbers *10*, *11*, and *12*. They then count the numbers from *1*.

Mixed Ability

Check students' learning. Adapt to suit students with different learning styles and present the numbers in different ways for students to say, for example, clap out the numbers, air trace the numbers and show fingers or number cards. Praise students for their learning.

Assessment for Learning

- Use the traffic light cards and complete the record sheet to check how students are progressing as they will now have been introduced to all the new core language in this unit. Checking students' understanding allows time to work on any areas the students are not secure with.
- If further practice of the new language is needed, revisit the presentations in the vocabulary and grammar lessons or number lesson. Repeat the feedback routine after students have had some further practice.

Lesson 5: Story

Learning Objective

Students will be able to understand a story about trying new food.

Language

Vocabulary and grammar from lessons 1–4

Warm-up

- Play the song *I Like Beans* from lesson 1 (track 059) and encourage students to join in. Play *Singing Stars* (see *Ideas Bank* page 108).

Lead-in

- Tell students to look at the Student Book page and say what they think they will be doing in this lesson (reading a story).
- Tell students to look at the pictures and guess what the story is about in their own language (food, mealtimes).
- Tell students, in their own language, that they are going to listen to a story about trying new food.

Student Book pages 44–45

1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say, in their own language, who the people in the story are

(children / a prince / a princess / a mom / a queen). Read aloud the story title *I Like Carrots!*

- Ask students to say English words for the food they can see (carrots, beans, potatoes, cake).
- Invite stronger students to make predictions about what happens in the story in their own language.

2 Listen and point. 066

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording for students to follow the story pictures. Encourage students to point to the pictures in their Student Book as they follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.

Audio Transcript

I Like Carrots!

1
Prince I don't like beans.
Woman Do you like potatoes?
Prince No, I don't.
Princess Yes, I do.
2
Princess I like potatoes.
Prince I don't like potatoes. I like cake.
3
Woman Do you like carrots?
Princess Yes, I do.
Prince No, I don't.
4
Prince I don't like carrots. Where's my cake?
5
Prince Mmm. I like cake!
Woman It's carrot cake.
Prince Carrot cake?
6
Prince I like carrots. They're delicious!

Optional Activity

- Students work in groups of three, with one student for each of the parts. Each student in the group decides who should take each role.
- Play the recording (track 066) and ask students to act out the story. Encourage stronger students to say some of the words, or play the recording again, pausing for students to repeat.
- Invite different groups to act out the story for the class.

3 Listen and draw ☺ or ☹. 067

- Tell students to look at the prince from the story. See if they can remember which of the foods he likes and doesn't like.
- Play the recording for students to listen and check their predictions. Play the recording again and ask students to draw a happy face or a sad face next to the food items.
- Check the answers as a class. Ask students to make sentences using *I like …* and *I don't like … .*

Audio Transcript

I don't like beans. I don't like potatoes. I like cake.

ANSWERS

beans ☹, potatoes ☹, cake ☺

Think, Feel, Grow

- Read out the value *Try new foods* and explain, in the students' own language, what the phrase means.
- Ask, in the students' own language, which of the children tries all the food (the girl / princess) and who doesn't (the boy / prince).
- In their own language, ask students if they try new foods. Explain that it's OK if they don't like something and don't want to eat it, if they have tried it first. They should always try new food and drink items before they make an opinion about it. Also mention that it is bad manners to show disgust at food that someone has taken time to prepare for you. Discuss polite ways to say *no* to a food that you really don't like or can't eat.

Global Skills: Emotional Self-regulation and Well-being

Discussing the emotional well-being features in the story lessons helps students to express their own thoughts and feelings and to share their opinions and beliefs with others. Each of the stories has a positive message that students can apply to their own lives, which will help them to develop a positive attitude and important social skills.

Global Skills: Intercultural Competence and Citizenship

Being open to trying new foods extends to being open to trying any new experience as children go through life and learn. Trying new foods and new experiences also encourages students to appreciate the diversity of the world around them.

Team Up! 3 DOWNLOAD

- Download the worksheet. Cut out and distribute the bingo boards to students at random.
- Call out the food items that feature on the boards in random order. Students circle the foods on their board as they hear them. The first student to circle all their pictures can call out *"Bingo!"*

Workbook pages 42–43

1 Look and write the letter.

- Students look at the pictures of the prince and the frames of the story. They match the prince's reaction to the story frames by writing the letter in the boxes.

ANSWERS

1 c **2** a **3** d **4** b

2 Circle the foods they like.

- Students circle the foods the princess and prince like in the story.

ANSWERS

The princess likes beans, potatoes, carrots, and cake.
The prince likes carrots and cake.

3 Who likes trying new food? Check ✓. Then circle the foods you want to try.

- Students check the children who look like they're enjoying trying new foods. They then circle the foods they'd like to try.

ANSWERS

Students check the girl on the left and the boy in the middle.

4 Color.

- Students rate how much they liked and learned from the story by coloring the stars.

ANSWERS

Students' own answers

Assessment for Learning

- Asking students to rate the story is a good way of tracking and assessing their understanding and engaging them in their learning.
- Students use the traffic light cards and the record sheet to check the learning objective for this lesson. Play *Who Said It?* to check students' understanding of the story (see *Ideas Bank* page 108).
- If further practice is needed, see *Ideas Bank* pages 106–108 for ideas of games to help practice the new vocabulary and grammar from the unit.
- Repeat the assessment after students have had some further practice.

Lesson 6: Phonics

Learning Objective

Students will learn to write and say the letters *j*, *k*, and *l*.

Language

Phonics words: *juice*, *jacket*, *kite*, *kangaroo*, *leaf*, *lion*

Warm-up

- Play *Word Chain* (see *Ideas Bank* page 106) to review food and drink items.
- Ask students individually about different foods using *Do you like … ?* Have them answer using *Yes, I do* or *No, I don't*.

Lead-in

- Display the poster with the alphabet on. Play the *Alphabet Chant* (track 003) and point to the letters on the poster. Encourage the students to join in.
- Write *J j*, *K k*, and *L l* on the board. Tell students, in their own language, that they will be learning to say and write these letters. They will also learn some words that begin with them.

Student Book pages 46–47

1 Listen, point, and repeat. 068 Then trace.

- Elicit the name of the letter *J j*. Say the sound /ʤ/.
- Play the recording for students to listen and point to the letter and pictures.
- Play the recording again for students to repeat the letter, sound, and words.
- Slowly model how to write each letter on the board. Then tell students to air trace the letters using the correct stroke order, before tracing the letters in their Student Book. Show students the starting dots and directional arrows to help them trace.
- Tell students to trace the letters.

Audio Transcript

J says /ʤ/.
/ʤ/, /ʤ/, juice.
/ʤ/, /ʤ/, jacket.

2 Listen and chant. 069

- Tell students to look at the pictures and say, in their own language, what they can see.
- Tell students that they are going to listen to a chant. Play the recording for students to listen and point to the pictures in their Student Book.
- Play the recording a few more times for students to join in as much as possible.

Audio Transcript

/ʤ/, /ʤ/, juice.
/ʤ/, /ʤ/, jacket.
/ʤ/, /ʤ/, /ʤ/.
Juice and a jacket.

3 Look and circle the word. Then say.

- Students look at each picture and circle the correct word below the pictures.
- Ask students to say the words to check their answers.

ANSWERS

1 juice 2 jacket

4 Join the letters *J* and *j*. Help the juice find the jacket.

- Tell the students they are going to find the path of letters *J* and *j* to get the juice to the jacket.
- Ask students to draw the path and say the /j/ sound as they work.
- Have students compare their answers in pairs.

ANSWERS

Draw a path to connect the juice to *J*, *j*, *J*, *j*, and then the jacket.

5 Listen, point, and repeat. 070 Then trace.

- Tell the students they are going to learn to say and write the next two letters of the alphabet, *K k* and *L l*.
- Play the recording for students to listen and point to the letters and pictures. Play the recording again for students to repeat the letter, sound, and words.
- Tell students to air trace the letters using the correct stroke order, before tracing the letters in their Student Book. Show students the starting dots and directional arrows to help them trace.
- Tell students to trace the letters in their Student Book.

Audio Transcript

K says /k/.
/k/, /k/, kangaroo.
/k/, /k/, kite.

L says /l/.
/l/, /l/, lion.
/l/, /l/, leaf.

6 Listen and chant. 071

- Tell students to look at the picture and say, in their own language, what they can see.
- Tell students that they are going to listen to a chant. Play the recording for students to listen and point to the pictures in their Student Book.
- Play the recording a few more times for students to join in as much as possible.

Audio Transcript

/k/, /k/, kangaroo.
/k/, /k/, kite.
/k/, /k/, /k/.
A kangaroo and a kite.
/l/, /l/, lion.
/l/, /l/, leaf.
/l/, /l/, /l/.
A lion and a leaf.

7 Match and say.

- Tell students to match the pictures and words individually and then check their answers in pairs.
- Ask students to say the words in chorus.

ANSWERS
1 kite 2 leaf 3 kangaroo 4 lion

Optional Activity

Play a game. Display letter cards or pieces of paper with the letters *j*, *k*, and *l* written on them on the classroom walls. Tell students to stand in the center of the classroom. Say one of the letter sounds at random and have students go to (or point to) the correct letter. Repeat a few times and then say words that start with the letter sounds.

Global Skills: Digital Literacies

Find a phonics app or computer game for students to play on class tablets or computers.

Workbook pages 44–45

1 Trace and write the letters.

- Students trace the letters and then write more letters on the lines.

2 Which pictures begin with *j*? Check ✓ or cross ✗.

- Students look at the pictures and say them out loud. They check the pictures that begin with *j* and cross the pictures that don't begin with *j*.

ANSWERS
1 ✗ 2 ✓ 3 ✗ 4 ✓

3 Trace and write the letters.

- Students trace the letters and then write more letters on the lines.

4 Which pictures begin with *k*? Check ✓ or cross ✗.

- Students look at the pictures and say them out loud. They check the pictures that begin with *k* and cross the pictures that don't begin with *k*.

ANSWERS
1 ✓ 2 ✗ 3 ✗ 4 ✓

5 Trace and write the letters.

- Students trace the letters and then write more letters on the lines.

6 Which pictures begin with *l*? Check ✓ or cross ✗.

- Students look at the pictures and say them out loud. They check the pictures that begin with *l* and cross the pictures that don't begin with *l*.

ANSWERS
1 ✗ 2 ✓ 3 ✗ 4 ✓

7 Trace and say.

- Students look at the pictures and then trace the initial letters of the words below the pictures. They then say the words.

Assessment for Learning

- Using your usual feedback routine, ask students to show you how confident they are about the letters and sounds. From the students' feedback, think about which aspect of the lesson needs more practice: grapheme-phoneme correspondence, auditory discrimination, pronunciation, or letter formation, and tailor the further practice accordingly, for example, with matching sounds to letters, repeating the chants, or tracing the letters.
- If further practice is needed, present the new sounds and phonics words again.
- Repeat the feedback routine after students have had some further practice.

Global Skills: Emotional Self-regulation and Well-being

Developing a growth mindset is vital for a happy, successful life. Students who have a growth mindset believe that they can get better at things with practice and work. Teach students that it doesn't matter if they can't remember all the words from the unit now. They can practice and they will get there.

Unit Test DOWNLOAD

- The students are now ready to do the Unit 4 Test, downloadable from Oxford English Hub.

Unit 3 and 4 Review

Learning Objective

Students will review vocabulary and grammar from Units 3 and 4.

Language

Review: *animals, food and drink items*

Letters and sounds: *g–l*

Numbers: *7–12*

Warm-up

- Play a game of *Listen and Draw* to review animals from Unit 3 and food and drink items from Unit 4 (see *Ideas Bank* page 106). Ask students to say *It's a* … and *I like* … for the animals and food and drink items.

Lead-in

- Display the Unit 3 and Unit 4 *Vocabulary* posters. Tell the class *Today we are going to remember animals and food.* Point to the different animals and foods on the posters and ask students to say the words.
- Display one or both of the *Vocabulary* posters at the front of the classroom. Invite two students to stand about 2 meters from the posters. Call out one of the words shown on the posters. The students race to be the first to touch the correct picture on the poster. Repeat with other students. You could play this as a team game, with students racing to touch the item on the poster first to win a point for their team.

Student Book pages 48–49

1 Listen and circle. 072

- Tell students to look at the pictures in their Student Book. Encourage them to share their knowledge with the class by naming the animals and foods that they know.
- Play the recording for students to listen and point to the items in the picture.
- Play the recording again for students to circle the animal that they hear in each group or the plate of food the child likes.
- Check the answers as a class.

Audio Transcript

1
What is it?
It's a horse.
2
What is it?
It's a duck.
3
What is it?
It's a cat.
4
I like carrots. I don't like beans.
5
I like potatoes. I don't like meat.
6
I like rice. I don't like carrots.

ANSWERS

1 horse **2** duck **3** cat **4** top plate **5** bottom plate **6** bottom plate

2 Draw ☺ or ☹. Then ask and answer in pairs.

- Point to the pictures of the food and elicit the words for each one. Tell students to draw a happy face in the first row if they like the food, or a sad face if they don't.
- Students work in pairs. Have them ask and answer using *Do you like … ?* and *I like …* or *I don't like …* . and record their partner's answer in the second row with happy and sad faces.
- Ask students to share their answers with the class.

ANSWERS

Students' own answers

Mixed Ability

Have weaker students share the activity nonverbally by showing the class their work or saying single words and expressing their likes and dislikes using gestures.

3 Count and write the number.

- Point to the foods on the shopping list and have students say the names.
- Students complete the shopping list by counting the food items in the list and writing the number. Do the example with the class.
- Check the answers as a class by counting together in chorus.

ANSWERS

9 potatoes 10 cookies 8 apples 7 carrots 12 eggs

4 Match and say.

- Point to the items and elicit the names. Point to the letters and say the sounds in chorus with the class.
- Have students work individually to match the letters to the objects with the same sounds.
- Students then compare their answers in pairs.

ANSWERS

gorilla – Gg hippo – Hh igloo – Ii kangaroo – Kk
lion – Ll jacket – Jj

Assessment for Learning

- Use the review as a formative assessment of students' learning. Revisit the learning objectives for each lesson of the units to assess individual students and record your observations.
- Ask students, in their own language, *How do you feel about what you have learned in Units 3 and 4?*
- Using your usual feedback routine (see *Assessment for Learning* page 12), ask students to show you whether they understand the new language or whether they need more help.

Workbook pages 46–47

1 Look and number. Then say.

- Students look at and number the shadow animals to match the animals in the big picture. They then say the names of the animals.

ANSWERS

(left to right) 4 goat, 1 horse, 6 chicken, 3 sheep, 2 cow, 5 duck

2 Circle the foods you like. Say *I like …* or *I don't like …*

- Students look at the food and drink items and circle the ones they like. Students say what they like and don't like using the correct sentence structure.

ANSWERS

Students' own answers

3 Look, circle, and say the number.

- Students look at and say the number above the box. They then count that number of items in each box and circle them. Encourage students to count aloud. Students repeat the numbers.

ANSWERS

Circle: 7 kites, 10 leaves, 11 hats.

4 Look and write the letters.

- Students look at the items and write the letters that correspond to the sound of the initial letter of each word.

ANSWERS

1 Hh **2** Gg **3** Ii **4** Ll **5** Jj **6** Kk

My Progress

Ask students to think about the words and circle the ones they can say. Then have them circle the face that reflects how they feel about their learning in Units 3 and 4.

Assessment for Learning

Use the traffic light method or the faces in the *My Progress* section of the Workbook review to assess students' learning. Ask the class how well they think they can talk about animals and food. Students hold up the traffic light card or circle a face to indicate how they feel they are doing.

5 Let's Play!

Lesson 1: Words

Learning Objective

Students will be able to talk about actions.

Language

Actions: *walk, kick, climb, jump, run, throw*

Functional Language: *Is it my turn? Yes, it is.*

Warm-up

- Play a game of *Draw and Guess* with the class to review food (see *Ideas Bank* page 106). Ask *Do you like … ?* for each food item.

Lead-in

- Tell the class *Today we are going to learn about actions*. Write *actions* on the board. Show the unit flashcards and mime the actions. Encourage students to copy you.

Student Book pages 50–51

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or tell students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming anything they know, for example, objects or colors. Point at the children playing and elicit from students what they are doing.
- Tell students that they are going to learn six new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards or *Vocabulary* poster to present the new words.

2 Listen, point, and repeat. 073

- Play the recording for students to listen and point to the actions in the picture.
- Play the recording again for students to repeat the words.

3 Point and say.

- Point to the pictures of the actions and elicit the names from the class in chorus. Then call on individual students to say the words.
- Students work in pairs. Have one student point to the pictures for their partner to say and then switch roles.

4 Look and circle.

- Point to the action in each picture and elicit the words.
- Do the example with students. Show them that the word *climb* is circled.
- Students do the activity individually and then compare answers in pairs.

ANSWERS

1 climb 2 run 3 throw 4 kick

Mixed Ability

- Read each of the options aloud for weaker students before they do the activity.
- Stronger students can work without support, using the picture and labels on page 50 to help them.

5 Listen and repeat. 074

- Sit the students in a circle. Give one student a ball to play with. Gesture to the ball and say *Is it my turn?* and encourage the student to give the ball to you. Play with the ball and then pass it on to another student and say *Your turn*.
- Point to the children in the picture. Play the recording for the students to listen and follow the dialogue.
- Play the recording again, pausing after each line for the students to repeat. Then students work in pairs and, with the support of the audio, act out the question and answer.
- They can act out the dialogue with other toys or play items.

Global Skills: Communication and Collaboration

Learning to take turns and wait for one's turn helps students to delay gratification and control impulses. It also helps them to collaborate and work well with others in the classroom community. Display the *Classroom language* poster and draw students' attention to this exchange on the poster.

Assessment for Learning

- Time for feedback! Ask students, in their own language, *How do you feel about the new words for actions?* Using your usual feedback routine (see *Assessment for Learning* page 12), ask students to show you whether they understand the new language or whether they need more help.
- If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play some more flashcard games (see *Ideas Bank* pages 107–108) to provide further practice of the new words.
- Repeat the feedback routine after students have had some further practice.

Team Up! 1 DOWNLOAD

- Download the worksheet and cut out the template.
- Students work in small groups. Give one member of each group a set of the action cards and tell them to say the actions on the cards. Their teammates must listen and do the actions. Students then switch roles so everyone has a turn speaking and acting out.

Workbook pages 48–49

1 Look and match.

- Students look at the picture and match the silhouettes of the children doing the actions to the children in the picture. They then say each word.

ANSWERS

1 the child running on the track
2 the child walking at the bottom of the running track
3 the child jumping to the left of the running track
4 the teacher on the stepladder
5 the child throwing a ball
6 the child kicking a soccer ball

2 Read and circle.

- Students look at the pictures and circle the correct verb below.

ANSWERS

1 jump 2 walk 3 climb

3 Trace and say.

- Students trace the initial letters of the action words. They then say the action words.

ANSWERS

1 jump 2 run 3 walk 4 kick 5 climb 6 throw

4 Trace and say.

- Students look at the picture and trace the lines to match the speech bubbles to the children. They then say the question and answer.

ANSWERS

"Is it my turn?" (to the boy)
"Yes, it is." (to the girl)

Assessment for Learning

Tell students to take out their traffic light cards. Ask the class how well they think they can talk about actions now. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for this lesson.

Lesson 2: Grammar

Learning Objective

Students will be able to talk about what they can and can't do.

Language

I can (run). I can't (kick).

Warm-up

- Play a game of *Simon Says* (see *Ideas Bank* page 106) using actions to review the vocabulary from lesson 1.

Lead-in

- Use the action flashcards. Show students each flashcard and ask them to say the actions.
- Tell the class, in their own language, that today they will learn how to talk about what we can and can't do.
- Show an action flashcard and say *I can (run)* and pretend to run around the classroom. Show another flashcard and say *I can't (kick)* and pretend to kick a ball badly.

Student Book pages 52–53

1 Listen and learn. 075

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters. Ask *Who's this?* (Omar and Nina). Encourage them to name anything else they can see in the picture.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Point to the speech bubbles in the story. Play the recording again for students to follow the dialogue.
- Students work in pairs to act out the grammar cartoon. In their pairs, students choose which character they are going to play.
- Play the recording one line at a time for students to repeat and act out the story in pairs.
- Invite some of the pairs to act out the story for the class.

Mixed Ability

Students work in mixed ability pairs, with the stronger student taking the role of Omar and the weaker student taking the role of Nina.

2 Listen and repeat. 076

- Ask students to look at the grammar cartoon and name the action in each frame.
- Play the recording. Tell students to point to the corresponding pictures in the story as they listen.
- Play the recording again for students to repeat the sentences. Then show the unit flashcards and invite students to say what they can and can't do, for example, *I can (jump). I can't (climb).*

Audio Transcript

I can run.
I can't kick.

3 Listen and sing. 077–078

- Tell the students they are going to sing a song. Point to the picture and elicit the actions students know.
- Play the video or recording of the song for students to watch or listen and point to the actions in the picture as they hear them.
- Play the video or recording of the song again for students to sing along.
- Once students are confident, you could play the karaoke version of the song for students to sing, using the pictures in the Student Book as prompts.

Audio Transcript

I Can Walk

I can walk.
I can run.
I can jump.
I can't climb. No, no, I can't climb.
I can jump.
I can kick.
I can throw.
I can't climb. No, no, I can't climb.

4 Listen and number. 079

- Tell students they are going to listen to children saying the actions they can and can't do.
- Do the first one with the class as an example. Play the first item on the recording. Ask students to point to the boy walking on the balance beam and the number 1 in the box next to him.
- Play the recording all the way through for the students to first listen. Play the recording again for students to number the pictures.
- Check the answers as a class.

Audio Transcript

1 I can walk.
2 I can climb.
3 I can jump.
4 I can't climb.

ANSWERS

(left to right) 2, 4, 1, 3

5 Match and say.

- Students look at the pictures of people doing actions and match them to the sentences below the pictures.
- Check the answers as a class, asking individual students to say the sentences.

ANSWERS

1 I can kick. 2 I can't jump. 3 I can climb.

Team Up! 2 DOWNLOAD

- Download the worksheet and cut out the template. Tell students to play the game in groups, using an eraser as their counter.
- Students use the spinner and move around the game board saying and doing the actions they land on.
- Encourage students to use the language structures *Is it my turn? / Yes, it is* from lesson 1 as they play.

Global Skills: Communication and Collaboration

Playing board games and card games in class is a great way for students to put turn-taking and collaborative skills into practice in a real-life situation.

Workbook pages 50–51

1 Match and say.

- Students look at the key and read the sentences. They then match them to the pictures.

ANSWERS

1 b 2 c 3 a 4 d

2 Think and number for you.

- Students write the numbers of three actions they can do and one action they can't do.

ANSWERS

Students' own answers

3 Read and circle.

- Students read the speech bubbles and find the matching picture of the child on the right doing (or trying to do) the action.

ANSWERS

1 the image on the left of a boy walking
2 the image on the right of a boy unable to run
3 the image in the middle of a girl kicking a soccer ball

4 Color and say. Then trace.

- Tell students to color the elements the children are using to do the actions in the picture. They then say the action each child is doing.
- Students read the sentences below the picture and trace the action words.

ANSWERS

1 I can throw. 2 I can't climb. 3 I can jump.

Assessment for Learning

- Use the traffic light cards and the record sheet to check the learning objective for this lesson.
- If further practice of the new language is needed, tell students to go to the Picture Dictionary on page 94 of their Workbooks and talk about their abilities using *I can …* and *I can't …* . Repeat the feedback routine after students have had some further practice.

Lesson 3: Words and Grammar

Learning Objective

Students will be able to say four more action words.

Language

Abilities: *dance*, *sing*, *play the piano*, *play the drums*

Warm-up

- Play *Mime the Word* to review the actions from lesson 1 (see *Ideas Bank* page 106).

Lead-in

- Tell students *Today we are going to learn more action words.* Show some of the lesson flashcards and invite students to act out each action word.
- Ask the class a simple question about the lesson topic using *Can you … ?* Ask students to think about their answers.

Student Book page 54

1 Listen, point, and repeat. 080

- Focus students' attention on the photos. Play the recording for students to listen, point to the photos, and repeat the words and phrases.
- Play the recording again for students to point and say the words and phrases, focusing on correct pronunciation.

2 Listen and say. 081

- Point to each of the actions in the photos and ask students to name them.
- Play the recording and have students listen to the sound effects. Choose students at random to say the action.
- Play the recording again and encourage students to act out the actions.

ANSWERS

1 play the piano 2 dance 3 play the drums 4 sing

3 Listen and repeat. 082

- Tell students they are going to listen to May, Nina, and Hector asking and answering questions. Read the speech bubbles aloud with the class.
- Play the recording and have students listen and follow the dialogue.
- Play the recording again, pausing for students to repeat the question and answers.

Mixed Ability

- Weaker students can act out the dialogue in groups of three using the audio recording as a model.
- Stronger students can act out the dialogue and then make new dialogues by substituting with other verbs and activities.

4 Look and match. Then ask and answer.

- Tell students to look at the pictures and match them to the correct action.
- Have students compare their answers in pairs and then ask and answer for each action using *Can you … ? Yes, I can. / No, I can't.*

ANSWERS

1 dance 2 play the drums 3 sing 4 play the piano

Workbook page 52

1 Read and circle.

- Students look at each picture and circle the correct matching word or phrase below the picture.

ANSWERS

1 dance 2 sing 3 play the piano 4 play the drums

2 Read and trace for you.

- Students use the pictures to help them to read the questions. They then answer by tracing the correct answer for them.

ANSWERS

Students' own answers

Assessment for Learning

- Ask the class *Do you know action words?* Using your usual feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new words, you can repeat the vocabulary presentation using the Student Book and audio or flashcards.
- If only a few students need extra practice, you can ask them to work in pairs to support each other. They take turns pointing to the photos in lesson 3 exercise 1. Their partner tries to remember and say the word.
- Repeat the feedback routine after students have had some further practice.

Lesson 4: Numbers

Learning Objective

Students will be able to say, trace, and count the numbers *13* and *14*.

Language

Numbers: *13* and *14*

Warm-up

- Play track 004 to review counting numbers *1–10*.
- Ask students to count on from *10* to *12*.

Lead-in

- Tell the class *Today we are going to learn more numbers.* Count up to *12* from *1* with students to review the numbers they have learned so far.
- Invite different students to each write a number on the board until you get to *12*.

Student Book page 55

1 Listen, point, and repeat. 083 Then trace.

- Focus students' attention on the big numbers.
- Play the recording for students to listen and point to the numbers.
- Choose different students and ask *What number is this?*
- Play the recording again for students to repeat the numbers.
- Tell students to trace the lines in each number, starting at the dark circle and following the direction of the arrows. Encourage them to say the number as they trace.

Audio Transcript

thirteen, fourteen

2 Listen and chant. 084 Then count.

- Tell students to look at the pictures and say what objects they can see. Tell them to say the colors. Students can count how many objects there are in each box.
- Tell students that they are going to hear the numbers and objects in a chant. Play the recording for students to listen and point to the pictures in their Student Book.
- Play the chant a few more times for students to join in as much as possible.

Audio Transcript

Adult Thirteen, fourteen.
Children Thirteen, fourteen.
Adult Thirteen soccer balls.
Children Thirteen soccer balls.
Adult Fourteen tennis balls.
Children Fourteen tennis balls.
Adult Thirteen, fourteen.
Children Thirteen, fourteen.

3 Circle and say *13 pianos* and *14 drums*.

- Tell students to look at the pictures and count and circle *13 pianos* and *14 drums*.
- Have students say the number and items in chorus.

Optional Activity

Tell students to form a group in the center of the classroom. Say numbers between *1* and *14*. Students must quickly form groups to match the numbers you say. Move on quickly so students aren't left out for long when you say a number that doesn't divide the class evenly. Encourage the students who are not part of a group each time to take turns counting and checking the groupings.

Workbook page 53

1 Trace and write the numbers.

- Students trace the numbers, focusing on the correct directionality. They then write the numbers along the rest of the lines. Encourage students to have a finger space between each number.

2 Count and write the number. Then add.

- Students count the children doing the activities and write the numbers in the boxes. They then add the two numbers in each row. Show students how to count on from the first group to add the next group.

ANSWERS

10 + 3 = 13
10 + 4 = 14

3 Color the numbers *13* and *14*.

- Students look at the number line and color the numbers *13* and *14*. They then count the numbers from *10*.

ANSWERS

Students color the numbers *13* and *14*.

Assessment for Learning

- Check students' learning. Make sure they are learning the numbers in a cumulative way by always counting on from *1* to the last number they have learned.
- Use the traffic light cards and complete the record sheet to check how students are progressing as they will now have been introduced to all the new core language in this unit. Checking students' understanding allows time to work on any areas the students are not secure with.
- If further practice of the new language is needed, revisit the presentations in the vocabulary and grammar lessons or number lesson. Repeat the feedback routine after students have had some further practice.

Lesson 5: Story

Learning Objective

Students will be able to understand a story about everyone having different abilities.

Language

Vocabulary and grammar from lessons 1–4

Warm-up

- Play the recording of the song *I Can Walk* from lesson 2 (track 077) and encourage the students to join in.
- Ask different students questions using *Can you … ?*

Lead-in

- Tell students to look at the Student Book and say what they think they will be doing in this lesson (reading a story). Read aloud the story title to the class: *I can dance!*
- Ask students to look at the pictures and guess what the story is about in their own language (animals, actions, abilities).
- Write the word *Story* on the board. Tell students, in their own language, that they are going to listen to a story about people having different abilities.

Student Book pages 56–57

1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say, in their own language, who the characters in the story are (a monkey, a bird).
- Ask students what actions and abilities they think the characters can do. Discuss how everyone has different abilities that make them unique.
- Invite students to make predictions about what happens in the story in their own language.

2 Listen and point. 085

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording for students to follow the story pictures. Encourage students to point to the pictures in their Student Book as they follow the story.
- Play the video or recording again for students to follow the dialogue. If you wish, play the story a final time for students to enjoy.

3 Look and trace. Then say.

- Tell students to look at the pictures of the characters from the story.
- Students look at the action each character is doing and then trace the words to complete the sentences below the pictures.
- Tell students to read and say the sentences below the pictures.

ANSWERS

1 I can jump. 2 I can dance. 3 I can climb.

Think, Feel, Grow

- Write *Be proud of what you can do* on the board. In the students' own language, explain what it means.
- Ask, in the students' own language, why the characters are proud of their abilities. Accept all suggestions and ideas.
- In their own language, ask students what they can do that they are proud of. If possible, create a class talent showcase where students can show the abilities they are proud of. It doesn't have to be any of the actions or abilities from the unit – it could be a picture they have drawn or a photo of them doing one of their favorite things.

Global Skills: Emotional Self-regulation and Well-being

- Discussing the emotional well-being features in the story lessons helps students to express their own thoughts and feelings, and to share their opinions and beliefs with others. Each of the stories has a positive message that students can apply to their own lives, which will help them to develop a positive attitude and important social skills.
- Focusing on the things that the students can do well, and instilling a sense of pride in their work, helps their self-esteem and helps to develop a growth mindset. When students are finding new things difficult, you can remind them of the things they are good at and help them to realize they probably weren't good at these things to begin with but they tried hard and learned. Students can use this positive mindset to help overcome difficulties and give themselves new things to be proud of.

Team Up! 3 DOWNLOAD

- Download the worksheet. Have students cut out the finger puppets. Help them to glue the two sides together.
- Divide the class into two groups, with half the students taking each role.
- Invite students to act out the story using their finger puppets. They can act out just the actions and stronger students can say some of the words.
- Students work in pairs to practice acting out the story using their finger puppets.

Workbook pages 54–55

1 Look, read, and circle.

- Students look at the story frames and circle the correct words in the speech bubbles.

ANSWERS

1 climb 2 climb 3 kick 4 jump 5 Yes 6 dance

2 Read and match.

- Students read the speech bubbles and match them to the story characters.

ANSWERS

The monkey: I can climb. I can kick. I can jump.
The bird: I can dance.

3 Look and say. Draw what you can do.

- Students look at the pictures and think about whether they can do each of the activities.
- Students then draw a picture of something they can do well.

ANSWERS

1 I can run.
2 I can dance.
3 I can play the piano.
4 Students' own answers

4 Check ✓ and color.

- Students check their favorite character from the story and then rate the story by coloring the stars.

ANSWERS

Students' own answers

Assessment for Learning

- Students use the traffic light cards and the record sheet to check the learning objective for this lesson. Play *Who Did It?* (see *Ideas Bank* page 108) to check students' understanding of the story, asking *Who can … ?*
- If further practice is needed, see *Ideas Bank* pages 106–108 for ideas of games to help practice the new vocabulary and grammar from the unit.
- Repeat the assessment after students have had some further practice.

Lesson 6: Phonics

Learning Objective

Students will learn to write and say the letters *m*, *n*, and *o*.

Language

Phonics words: *monster*, *moon*, *net*, *nest*, *octopus*, *otter*

Warm-up

- Play the recording of the song *I Can Walk* (track 077) and encourage students to join in.
- Play the recording again. Then play *Singing Groups* (see *Ideas Bank* page 108).

Lead-in

- Display the poster with the alphabet on and play the *Alphabet Chant* (track 003). Encourage students to join in as you point to the letters on the poster in turn.
- Write *M m, N n*, and *O o* on the board. Tell students, in their own language, that they will be learning to say and write these letters and will learn some words that begin with these letters.

Student Book pages 58–59

1 Listen, point, and repeat. 086 Then trace.

- Elicit the name of the letter *M m*. Say the sound /m/.
- Play the recording for students to listen and point to the letter and pictures.
- Play the recording again for students to repeat the letter, sound and words.
- Slowly model how to write each letter on the board. Then tell students to air trace the letters using the correct stroke order, before tracing the letters in their Student Book. Show students the starting dots and directional arrows to help them trace.
- Tell students to trace the letters.

Audio Transcript

M says /m/.
/m/, /m/, monster.
/m/, /m/, moon.

2 Listen and chant. 087

- Tell students to look at the pictures and say, in their own language, what they can see.

- Tell students that they are going to listen to a chant. Play the recording for students to listen and point to the pictures in their Student Book.
- Play the recording a few more times for students to join in as much as possible.

Audio Transcript

/m/, /m/, monster.
/m/, /m/, moon.
/m/, /m/, /m/.
A monster under the moon.

3 Listen and circle. 088 Then say.

- This activity helps students to start recognizing words.
- Students look at the picture and the words below it. Play the recording. Students listen and circle the correct words.
- Ask students to say the words to check their answers.

Audio Transcript

I'm a monster.
It's a moon.

ANSWERS

monster, moon

4 Join the letters *M* and *m*. Help the monster find the moon.

- Tell students they are going to follow the path of the letters *M* and *m* to get the monster to the moon.
- Ask students to draw the path and say the /m/ sound as they work.
- Have students compare their answers in pairs.

ANSWERS

Draw a path to connect the monster to *M*, *m*, *M*, *m*, and then the moon.

5 Listen, point, and repeat. 089 Then trace.

- Tell students they are going to learn to say and write the next two letters of the alphabet, *N n* and *O o*.
- Play the recording for students to listen and point to the letter and pictures.
- Play the recording again for students to repeat the letter, sound and words.
- Tell students to air trace the letters using the correct stroke order, before tracing the letters in their Student Book. Show students the starting dots and directional arrows to help them trace.
- Tell students to trace the letters in their Student Book.

Audio Transcript

N says /n/.
/n/, /n/, nest.
/n/, /n/, net.
O says /ɔː/.
/ɔː/, /ɔː/, otter.
/ɔː/, /ɔː/, octopus.

6 Listen and chant. 090

- Tell students to look at the pictures and say in their own language what they can see.
- Tell students that they are going to listen to a chant. Play the recording for students to listen and point to the pictures in their Student Book.
- Play the recording a few more times for students to join in as much as possible.

Audio Transcript

/n/, /n/, net.
/n/, /n/, nest.
/n/, /n/, /n/.
A net and a nest.
/ɔː/, /ɔː/, otter.
/ɔː/, /ɔː/, octopus.
/ɔː/, /ɔː/, /ɔː/.
An otter and an octopus.

7 Match and say.

- Tell students to match the pictures with the words individually and then check their answers in pairs.
- Ask students to say the words in chorus and individually.

ANSWERS

1 octopus 2 nest 3 net 4 otter

Optional Activity

- This activity helps students use the reading strategies of using pictures and initial letters to decode words.
- Practice decoding consonant-vowel-consonant (CVC) words using sounding out and blending. Use letter sounds that the students know. Use letter cards (or write words on the board), for example *can*, *dog*, and *net*. Sound out the letters chorally with the class, for example, *c-a-n* a few times and then blend the letters to say the word. Practice with the other words.

Workbook pages 56–57

1 Trace and write the letters.

- Students trace the letters and then write more letters on the lines.

2 Look and trace.

- Students look at the pictures and trace the letters to write the words below the pictures.

3 Trace and write the letters.

- Students trace the letters and then write more letters on the lines.

4 Look and trace.

- Students look at the pictures and trace the letters to write the words below the pictures.

5 Trace and write the letters.

- Students trace the letters and then write more letters on the lines.

6 Look and trace.

- Students look at the pictures and trace the letters to write the words below the pictures.

7 Write the letter.

- Students look at the pictures and then write the initial lowercase letters for each word below the pictures. They then say the words.

ANSWERS

1 m 2 o 3 n 4 m 5 n 6 o

Assessment for Learning

- Using your usual feedback routine, ask students to show you how confident they are about the letters and sounds. From the students' feedback, think about which aspect of the lesson needs more practice: grapheme-phoneme correspondence, auditory discrimination, pronunciation, or letter formation, and tailor the further practice accordingly, for example, with matching sounds to letters, repeating the chants, or tracing the letters.
- If further practice is needed, present the new sounds and phonics words again.
- Repeat the feedback routine after students have had some further practice.

Global Skills: Emotional Self-regulation and Well-being

Developing a growth mindset is vital for a happy, successful life. Praise the students for how much they have learned so far this year and help them to realize how much they have improved.

Unit Test DOWNLOAD

- The students are now ready to do the Unit 5 Test, downloadable from Oxford English Hub.

6 Sea Animals

Lesson 1: Words

Learning Objective

Students will be able to talk about sea animals.

Language

Sea animals: *dolphin*, *fish*, *seal*, *penguin*, *sea turtle*, *seahorse*

Functional Language: *Look at the (dolphin)! Wow!*

Warm-up

- Play a game of *Minute Race!* with the class to review the actions and abilities from Unit 5 (see *Ideas Bank* page 106). Ask *Can you … ?* for each one.

Lead-in

- Tell the class *Today we are going to learn about sea animals*. Write the words *sea animals* on the board. Show some of the unit flashcards to generate interest.

Student Book pages 60–61

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming anything they know, for example, actions or colors.
- Tell students that they are going to learn six new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards or *Vocabulary* poster to present the new words.

2 Listen, point, and repeat. 091

- Play the recording for students to listen and point to the things in the picture.
- Play the recording again for students to repeat the words.

3 Point and say.

- Point to the pictures of the sea animals and elicit the names from the class in chorus. Then call on individual students to say the words.
- Students work in pairs. Have one student point to the pictures for their partner to say and then switch roles.

4 Read and match.

- Point to the sea animal in each picture and elicit the names.
- Do the example with students. Show them that the word *dolphin* is matched to the picture of the dolphin.
- Students do the activity individually and then compare answers in pairs.

ANSWERS

1 sea turtle 2 dolphin 3 fish 4 seahorse
5 penguin 6 seal

Mixed Ability

- Tell students to look at the initial letters to help them to work out the words. Explain that they should do the words or letters they are sure about first and then work by a process of elimination.
- Stronger students can copy and write the words in their notebooks.

5 Listen and repeat. 092

- Show students the unit flashcards at random. For each flashcard, say aloud *Look at the … !* and then *Wow!* Encourage students to say *Wow!* too.
- Point to the children in the picture. Point to the photo the boy is holding and ask *What is it?* (It's a dolphin.)
- Play the recording for the students to listen.
- Play the recording again, pausing after each line for the students to repeat. Then students work in pairs and, with the support of the audio, act out the dialogue.
- Pairs can add to the dialogue using flashcards or other images of sea animals.

Global Skills: Creativity and Critical Thinking

Sea animals spark fascination in many children. Have students paint or draw their favorite sea animal. Create a classroom display with their paintings and drawings. Use the functional language *Look at the … !* as you look at each piece of art and encourage students to respond using *Wow!*

Assessment for Learning

- Time for feedback! Ask students, in their own language, *How do you feel about the new words for sea animals?* Using your usual feedback routine (see *Assessment for Learning* page 12), ask students to show you whether they understand the new language or whether they need more help.
- If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play some more flashcard games (see *Ideas Bank* pages 107–108) to provide further practice of the new words.
- Repeat the feedback routine after students have had some further practice.

Team Up! 1 DOWNLOAD

- Download the worksheet and cut out the template. Give each group two sets of the cards. Place the cards face down on a desk. Students take turns turning over two cards. If they have a matching pair, they can keep the cards. If the cards don't match, they turn them back over and another student has a turn.
- Alternatively, this could be a whole class game. Display both sets of cards face down on the board and label the columns and rows. Encourage students to use coordinates to tell you which card to turn over.

Workbook pages 58–59

1 Look, read, and number.

- Students look at the key and the words below the big picture.
- Encourage students to read the names of the sea animals.
- Students number the sea animals in the big picture.

ANSWERS
(top to bottom, left to right) 6, 1, 3, 4, 2, 5

2 Read and circle.

- Students look at the pictures and circle the correct word below each picture.

ANSWERS
1 dolphin 2 seal 3 penguin 4 fish

3 Match and say. Then trace.

- Students match the pictures and words and say the words. Students then trace the words.

ANSWERS
1 dolphin 2 fish 3 penguin 4 seal 5 sea turtle
6 seahorse

4 Read and say. Then check ✓.

- Students look at the picture and read the dialogue aloud. They then check the page of the book the children are looking at.

ANSWER
b

Assessment for Learning
Tell students to take out their traffic light cards. Ask the class how well they think they can talk about sea animals now. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for this lesson.

Lesson 2: Grammar

Learning Objective
Students will be able to talk about sea animals.

Language
There's a (penguin).

Warm-up

- Play a game of *Catch the Cards* (see *Ideas Bank* page 107) with sea animals to review the vocabulary from lesson 1.

Lead-in

- Use the sea animal flashcards. Tell students, in their own language, *Today we are going to talk about sea animals.*
- Show a sea animal flashcard and say *There's a (dolphin).* Repeat with the other flashcards.

Student Book pages 62–63

1 Listen and learn. 093

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters. Ask *Who's this?* (Hector and Nina). Encourage them to name anything else they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Point to the dialogue in the cartoon. Play the recording again for students to follow the dialogue.
- Students work in pairs to act out the grammar cartoon. In their pairs, students choose which character they are going to play.
- Play the recording one line at a time for students to repeat and act out the story in pairs.
- Invite some of the pairs to act out the story for the class.

2 Listen and repeat. 094

- Ask students to look at the grammar cartoon and name the sea animal in each frame.
- Play the recording and tell students to point to the corresponding picture in the story as they listen.
- Play the recording again for students to repeat the sentence.
- Show the unit flashcards and invite students to say what sea animal there is, for example, *There's a penguin.*

Audio Transcript
There's a sea turtle.

3 Listen and sing. 095–096

- Tell students they are going to sing a song. Point to the picture and song words and elicit the sea animals the students can see.
- Play the video or recording for students to watch or listen and read the lines of the song as they hear them.
- Play the video or recording of the song again for students to sing along.
- Once students are confident, you could play the karaoke version of the song for students to sing, using the pictures in the Student Book as prompts.

4 Read and circle.

- Tell students to look at the pictures and elicit the names of the sea animals.
- Do the example with the class. Read the sentence and show that the word *seahorse* has been circled.
- Students read and circle the correct words. Then ask students to read out the sentences to check the answers as a class.

ANSWERS
1 seahorse 2 sea turtle 3 dolphin 4 seal

5 Look and say.

- Students look at the parts of the sea animals the girl is seeing through her telescope.
- Point to the first picture together and elicit *There's a sea turtle.*
- Students work in pairs to talk about the other pictures.

ANSWERS
1 There's a sea turtle. 2 There's a penguin.
3 There's a seal.

Team Up! 2 DOWNLOAD

- Download the worksheet.
- Students work in groups to create a poster showing their favorite sea animals with labels. They can cut out pictures of sea animals from magazines or from the matching game (see lesson 1), or they can draw their own pictures (or do all three). They then glue the pictures on the poster template.
- If necessary, help students to label the sea animals and add other animals that they find.
- Stronger students can present the poster to the class. For weaker students, point to the sea animal and ask students to say the name of the animal.

Global Skills: Creativity and Critical Thinking

Creating mixed media collages enables students to express themselves creatively and allows for students with different art skills. Display the completed posters in the classroom and encourage students to talk about them.

Workbook pages 60–61

1 Read and check ✓ or cross ✗.

- Students look at each picture and read the sentence below it. They then check the box if the sentence about the picture is true, or cross if the sentence is false.

ANSWERS

1 ✓ 2 ✗ 3 ✓

2 Look, read, and circle. Then say.

- Students look at the scene and read the sentences to the right of the picture. They then circle the correct picture in each sentence.
- Students say what there is in the picture by reading the sentences aloud.

ANSWERS

There's a dolphin.
There's a seal.
There's a fish.
Look! There's a sea turtle, too!

3 What's different? Circle. Then write.

- Students look at the pictures and circle the word that is different in each group. They then complete the sentences.

ANSWERS

1 There's a seahorse.
2 There's a dolphin.
3 There's a seal.
4 There's a penguin.

4 Color. Then read and circle.

- Students color the areas of the pattern with dots. They then read the sentence and circle the correct sea animal.

ANSWER

There's a sea turtle.

Assessment for Learning

- Use the traffic light cards and the record sheet to check the learning objective for this lesson.
- If further practice of the new language is needed, ask students to go to the Picture Dictionary on page 94 of their Workbooks and talk about the sea animals using *There's a … !* Repeat the feedback routine after students have had some further practice.

Lesson 3: Words and Grammar

Learning Objective

Students will be able to use four adjectives.

Language

Adjectives: *big*, *small*, *fast*, *slow*

It's (slow).

Warm-up

- Play *Mime the Word* (see *Ideas Bank* page 106) to review the sea animals from lesson 1. Students invent mimes for each of the animals.

Lead-in

- Tell the class *Today we are going to learn four describing words*. Show the lesson flashcards. Use gestures and mime to make it clear that the words describe the animals and aren't the animals' names. Make sure this is clear each time you present the words with the pictures and flashcards.
- Have students copy your gestures for *big*, *small*, *fast*, and *slow*.

Student Book page 64

1 Listen, point, and repeat. 097

- Focus students' attention on the photos. Play the recording for students to listen, point to the photos, and repeat the words.
- Play the recording again for students to point and say the words.

2 Listen and say the opposite. 098

- Point to each of the photos and say the adjective they represent.
- Explain the concept of *opposites*, giving an example using two of the adjectives.
- Play the recording, pausing after each word for students to say the opposite.

Audio Transcript

1 small 2 fast 3 big 4 slow

ANSWERS

1 big 2 slow 3 small 4 fast

3 Listen and repeat. 099

- Tell students they are going to listen to Hector and Nina. Read the speech bubble aloud with the class.

- Play the recording for students to listen and follow the text in the speech bubble. Check their understanding by asking *What is big?* (the walrus).
- Play the recording again, pausing for students to repeat the words.

Global Skills: Communication and Collaboration

Students work in pairs to act out the dialogue using the photos in the Student Book and saying the different adjectives. After they have practiced a few times, tell them to start saying the sentences in different styles to match the adjectives, for example, a big, loud voice for *big* and a fast voice for *fast*. This will help with linguistic skills and make the adjectives more memorable.

4 Look and write.

- Tell students to look at the pictures and say which adjective they think each one shows.
- Have students work individually to write the words to complete the sentences below each picture. They then compare their answers in pairs. Encourage students to read the sentences.

ANSWERS

1 slow 2 fast 3 big 4 small

Workbook page 62

1 Look and match.

- Students match the pictures to the adjectives that describe each animal and then they match to the other animal the same adjective describes.

ANSWERS

1 elephant – big – hippo
2 mouse – small – ant
3 cheetah – fast – rabbit
4 turtle – slow – snail

2 Look and write.

- Students look at the pictures and complete the sentences using the adjectives.

ANSWERS

1 It's big. 2 It's small. 3 It's fast. 4 It's slow.

Assessment for Learning

- Ask the class *Can you describe the animals?* Using your usual feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new words, you can repeat the vocabulary presentation using the flashcards.
- If only a few students need extra practice, you can ask them to work in pairs to support each other. They take turns pointing to the photos in lesson 3 exercise 1. Their partner tries to remember and say the word.
- Repeat the feedback routine after students have had some further practice.

Lesson 4: Numbers

Learning Objective

Students will be able to say, trace, and count the numbers *15* and *16*.

Language

Numbers: *15* and *16*

Warm-up

- Play track 004 to review counting numbers *1–10*.
- Ask students to count on from *10* to *14*.

Lead-in

- Tell the class *Today we are going to learn more numbers*. Count from *1* to *14* with students to review the numbers they have learned so far.
- Invite different students to write a number on the board, starting with *1* until you get to *14*.

Student Book page 65

1 Listen, point, and repeat. 100 Then trace.

- Focus students' attention on the big numbers.
- Play the recording for students to listen and point to the numbers.
- Choose different students and ask *What number is this?*
- Play the recording again for students to repeat the numbers.
- Tell students to trace the lines in each number, starting at the dark circle and following the direction of the arrows. Encourage them to say the number as they trace.

Audio Transcript

fifteen, sixteen

2 Listen and chant. 101 Then count.

- Tell students to look at the pictures below the numbers and say what sea animals they can see.
- Tell students that they are going to hear the numbers and sea animals in a chant. Play the recording for students to listen and point to the pictures in their Student Book.
- Play the chant a few more times for students to join in as much as possible. Then chant the numbers from *1–16* as a class.

Audio Transcript

Adult Fifteen, sixteen.
Children Fifteen, sixteen.
Adult Fifteen dolphins.
Children Fifteen dolphins.
Adult Sixteen penguins.
Children Sixteen penguins.
Adult Fifteen, sixteen.
Children Fifteen, sixteen.

3 Circle and say *15 seals* and *16 otters*.

- Tell students to look at the pictures and count and circle *15 seals* and *16 otters*.
- Have students say the numbers and items in chorus.

Optional Activity

Give 16 students a piece of paper with a number from *1–16* written on it. Have these students stand in the correct order at the front of the classroom. Have the rest of the class count, by saying the numbers on each paper, to check that the students are in the correct order.

Workbook page 63

1 Trace and write the numbers.

- Students trace the numbers, focusing on the correct directionality. They then write the numbers along the rest of the lines. Encourage students to have a finger space between each number.

2 Count and write the number. Then add.

- Students count the sea animals and write the numbers in the boxes. They then add the two numbers in each row.

ANSWERS

1 10 + 5 = 15
2 10 + 6 = 16
3 8 + 8 = 16

3 Circle the numbers *15* and *16*.

- Students look at the number line and circle the numbers *15* and *16*. They then count the numbers from *1*.

ANSWERS

Students circle the numbers *15* and *16*.

Assessment for Learning

- Check students' learning. Make sure they are learning the numbers in a cumulative way by always counting on from *1* to the last number they learned. This helps them to appreciate how much they have learned as well as reaffirming the significance of the numbers.
- Use the traffic light cards and complete the record sheet to check how students are progressing as they will now have been introduced to all the new core language in this unit. Checking students' understanding allows time to work on any areas the students are not secure with.
- If further practice of the new language is needed, revisit the presentations in the vocabulary and grammar lessons or number lesson. Repeat the feedback routine after students have had some further practice.

Lesson 5: Story

Learning Objective

Students will be able to understand a story about respecting and describing sea animals.

Language

Vocabulary and grammar from lessons 1-4

Warm-up

- Play the recording of the song *There's a Dolphin* from lesson 2 (track 095). Encourage students to join in as much as possible.
- Play a game of *Pass the Flashcards* with students saying *There's a …* when they get the flashcard (see *Ideas Bank* page 107).

Lead-in

- Ask students to look at the Student Book page and say what they think they will be doing in this lesson (reading a story). Read aloud the story title to the class: *There's a Fish!*
- Ask students to look at the pictures and guess what the story is about in their own language (sea animals / a boat trip / scuba diving).
- Write the word *story* on the board. Tell students, in their own language, *We are going to listen to a story about respecting and describing sea animals.*

Student Book pages 66–67

1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say, in their own language, who the characters in the story are (a father and daughter).
- Ask students what sea animals the characters see in the story.
- Invite students to make predictions about what happens in the story in their own language.

2 Listen and point. 102

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording for students to follow the story pictures. Encourage students to point to the pictures in their Student Book as they follow the story.
- Play the video or recording again for students to follow the speech bubbles.
- If you wish, play the story a final time for students to enjoy.

3 Listen and number. 103 Then point and say in pairs.

- Tell students they are going to listen to a recording and number the sea animals in the picture. Do the example with the students. Stop the recording after the first sentence and show students that number 1 has been filled in for the dolphin.
- Play the recording twice for the students to complete the activity and check answers.
- Students work in pairs to talk about the picture using *There's a … .*

Audio Transcript

1 There's a dolphin.
2 There's a seal.
3 There's a sea turtle.
4 There's a fish.

ANSWERS

seal 2 fish 4 sea turtle 3 dolphin 1

Think, Feel, Grow

- Write *Respect all animals* on the board. In the students' own language, explain what it means.
- Ask, in the students' own language, how the characters in the story respect the sea animals. Accept all suggestions and ideas.

- In their own language, ask students what they can do to respect animals. Focus first on the small things they can do, for example, treat animals they meet with kindness; watch them quietly; take care of any family pets by giving them food, water, and exercise; and cleaning them. Then talk about things they can do on a larger scale, for example, care for the environment, don't drop trash, help recycle garbage, and plant flowers.
- Discuss how doing things to help the environment helps animals (by protecting their habitats). You might want to discuss plastic pollution in the oceans and its effect on sea animals.

Global Skills: Intercultural Competence and Citizenship

Focusing on the things that children can do to show respect to animals and their environment, on both a small scale and a larger one, helps them to appreciate their role in the world. They see how even little things they do can make a big difference, especially if other people do them, too.

Team Up! 3 DOWNLOAD

- Download the worksheet and cut out the template. Give the story frames to groups of students in a mixed up order and have them sort into the correct order to tell the story.
- Stronger students can present the story to the class using the picture cards.

Workbook pages 64–65

1 Look, read, and circle.

- Students remember the story, look at the story frames, and read the sentences aloud. They then circle the correct phrases.

ANSWERS

1 It's big!
2 It's fast!
3 It's big and green!
4 There's a fish!

2 Match and trace. Then say *It's …*

- Students match the sea animals to the words and then trace the words. They then read the words and make sentences using *It's* … .

ANSWERS

1 big 2 fast 3 big and green 4 small

3 Circle the children showing respect for animals.

- Students look at the picture and circle the children who are showing respect for animals. Discuss, in the students' own language, how they are showing respect in each case.

ANSWERS

The boy on the left is looking at ants with a magnifying glass.
The boy is feeding birds.
The girl is brushing her dog.
The girl is feeding fish in the pond.

4 Check ✓ and color.

- Students check their favorite sea animal from the story and then rate the story by coloring the stars.

ANSWERS

Students' own answers

Assessment for Learning

- Students use the traffic light cards and the record sheet to check the learning objective for this lesson. Play *Yes or No?* to check students' understanding of the story (see *Ideas Bank* page 108).
- If further practice is needed, see *Ideas Bank* pages 106–108 for ideas of games to help practice the new vocabulary and grammar from the unit.
- Repeat the assessment after students have had some further practice.

Lesson 6: Phonics

Learning Objective

Students will learn to write and say the letters *p*, *q*, and *r*.

Language

Phonics words: *pen*, *pumpkin*, *queen*, *quilt*, *river*, *robot*

Warm-up

- Play the *Alphabet Chant* (track 003). Encourage the students to join in as much as possible.

Lead-in

- Write the letters *a–o* on the board. Ask students to say the sounds and a word that begins with the sound for each letter.
- Write *P p, Q q*, and *R r* on the board. Tell students, in their own language, that they will be learning to say and write these letters. They will also learn some words that begin with these letters.

Student Book pages 68–69

1 Listen, point, and repeat. 104 Then trace.

- Elicit the name of the letter *P p*. Say the sound /p/.
- Play the recording for students to listen and point to the letter and pictures.
- Play the recording again for students to repeat the letter, sound and words.
- Slowly model how to write each letter on the board. Then tell students to air trace the letters using the correct stroke order, before tracing the letters in their Student Book. Show students the starting dots and directional arrows to help them trace.
- Tell students to trace the letters in their Student Books.

Audio Transcript

P says /p/.
/p/, /p/, pen.
/p/, /p/, pumpkin.

2 Listen and chant. 105

- Tell students to look at the picture and say, in their own language, what they can see.

- Tell students that they are going to listen to a chant. Play the recording for students to listen and point to the pictures in their Student Book.
- Play the recording a few more times for students to join in as much as possible.

Audio Transcript

/p/, /p/, pen.
/p/, /p/, pumpkin.
/p/, /p/, /p/.
A pen and a pumpkin.

3 Read, circle, and say.

- This activity helps students to begin to recognize words in phrases.
- Students look at each picture and read the sentences below the pictures. They then circle the correct words.
- Ask students to say the phrases to a partner to check their answers.

ANSWERS

There's a **pen**.
There's a **pumpkin**.

4 Join the letters *P* and *p*. Help the pen get to the pumpkin.

- Tell students they are going to find the path of the letters *P* and *p* to get the pen to the pumpkin.
- Ask students to draw the path and say the /p/ sound as they work.
- Have students compare their answers in pairs.

ANSWERS

Draw a path to connect the pen to *P*, *p*, *P*, *p*, and then the pumpkin.

Optional Activity

Blow bubbles for students and tell them to chase the bubbles to try and pop them. Encourage students to say /p/, /p/, /p/, *pop!* as they play. If possible, do this activity in a large area such as a gym or the playground.

5 Listen, point, and repeat. 106 Then trace.

- Tell students they are going to learn to say and write the next two letters of the alphabet, *Q q* and *R r*.
- Play the recording for students to listen and point to the letters and pictures. Play the recording again for students to repeat the letters, sounds, and words.
- Tell students to air trace the letters using the correct stroke order, before tracing the letters in their Student Book. Show students the starting dots and directional arrows to help them trace.
- Tell students to trace the letters in their Student Book.

Audio Transcript

Q says /kw/.
/kw/, /kw/, quilt.
/kw/, /kw/, queen.
R says /r/.
/r/, /r/, robot.
/r/, /r/, river.

6 Listen and chant. 107

- Ask students to look at the picture and say, in their own language, what they can see.
- Tell students that they are going to listen to a chant. Play the recording for students to listen and point to the pictures in their Student Books.
- Play the recording a few more times for students to join in as much as possible.

Audio Transcript

/kw/, /kw/, queen.
/kw/, /kw/, quilt.
/kw/, /kw/, /kw/.
A queen and a quilt.
/r/, /r/, robot.
/r/, /r/, river.
/r/, /r/, /r/.
A robot in a river.

7 Match and say.

- This activity helps students use the reading strategies of using pictures and initial letters to decode words. Point out that we always write the letter *u* after the letter *q* in words.
- Tell students to match the pictures and words individually and then check their answers in pairs.
- Ask students to say the words in chorus and individually.

ANSWERS

1 queen **2** robot **3** river **4** quilt

Optional Activity

Display pieces of paper with the letters *P p*, *Q q*, and *R r* on different walls of the classroom. Say one of the letter sounds and have students go to (or point to) the correct letter. Repeat a few times and then say words with the initial letter sounds.

Workbook pages 66–67

1 Trace and write the letters.

- Students trace the letters and then write more letters on the lines.

2 Trace and match.

- Students trace the words and then match them to the pictures.

ANSWERS

pen – 1 pumpkin – 2

3 Trace and write the letters.

- Students trace the letters and then write more letters on the lines.

4 Trace and match.

- Students trace the words and then match them to the pictures.

ANSWERS

queen – 2 quilt – 1

5 Trace and write the letters.

- Students trace the letters and then write more letters on the lines.

6 Trace and match.

- Students trace the words and then match them to the pictures.

ANSWERS

river – 1 robot – 2

7 Write the letters and match.

- Students write the correct lowercase letters in the spaces. They match the letters to the pictures. They then say the words.

ANSWERS

Pp – 2 and 3
Qq – 1 and 5
Rr – 4 and 6

Assessment for Learning

- Using your usual feedback routine, ask students to show you how confident they are about the letters and sounds. From the students' feedback, think about which aspect of the lesson needs more practice: grapheme-phoneme correspondence, auditory discrimination, pronunciation, or letter formation, and tailor the further practice accordingly, for example, with matching sounds to letters, repeating the chants, or tracing the letters.
- If further practice is needed, present the new sounds and phonics words again.
- Repeat the feedback routine after students have had some further practice.

Global Skills: Emotional Self-regulation and Well-being

Developing a growth mindset is vital for a happy, successful life. Praise students for how much they have learned so far this year and help them to realize how much they have improved.

Tests DOWNLOAD

- The students are now ready to do the Unit 6 Test or the Progress Test 2, downloadable from Oxford English Hub.

Unit 5 and 6 Review

Learning Objective

Students will review vocabulary and grammar from Units 5 and 6.

Language

Review: *actions*, *abilities*, *sea animals*, *adjectives*

Letters and sounds: *m–r*

Numbers: *13–16*

Warm-up

- Play a game of *What's Different?* to review actions and abilities from Unit 5 and sea animals and adjectives from Unit 6 using different combinations of flashcards from the sets (see *Ideas Bank* page 108).
- Ask students to say *I can …* for the abilities and *There's a …* for the sea animals.

Lead-in

- Display the Unit 5 and the Unit 6 *Vocabulary* posters. Tell the class *Today we are going to remember actions and sea animals*. Point to the different actions and sea animals on the posters and ask students to say the words.
- Display one or both of the *Vocabulary* posters at the front of the classroom. Invite two students to stand about 2 meters from the posters. Call out one of the words shown on the posters. The students race to be the first to touch the correct picture on the poster. Repeat with other students. You could play this as a team game, with students racing to touch the item on the poster first to win a point for their team.

Student Book pages 70–71

1 Read and circle.

- Ask students to look at the pictures in their Student Book. Encourage students to share their knowledge with the class by naming the actions and sea animals they know.
- Do the example with the class. Read the sentence and point to the picture of the child running that has been circled.
- Have students work individually and then compare their answers in pairs.

ANSWERS

1 right picture 2 right picture 3 middle picture
4 bottom right 5 bottom left 6 left

2 Match and say.

- Point to the pictures of the children and, in the students' own language, talk about what's happening in each one.
- Students match the speech bubbles to the people in the pictures.
- Students work in pairs to act out the exchanges in each picture.

ANSWERS

1 **Boy** Is it my turn?
Girl Yes, it is.
2 **Woman** Look at the dolphin!
Boy Wow!

3 Count and circle.

- Point to the picture of the aquarium and have students say the sea animals they can see.
- Ask students to count the sea animals and circle the corresponding number below the picture of each sea animal.
- Check the answers as a class by counting together in chorus.

ANSWERS

16 blue fish 10 seahorses 13 orange fish

4 Write the letter.

- Point to the letters and say the sounds in chorus with the class. Point to the pictures below the letters and elicit the names.
- Have students work individually to write the initial letters to make each word.
- Students then read and compare their answers in pairs.

ANSWERS

pen, **m**onster, **q**ueen, **n**et, **o**tter, **r**iver, **r**obot, **p**umpkin

Assessment for Learning

- Use the review as a formative assessment of students' learning. Revisit the learning objectives for each lesson of the units to assess individual students and record your observations.
- Ask students, in their own language, *How do you feel about what you have learned in Units 5 and 6?*
- Using your usual feedback routine (see *Assessment for Learning* page 12), ask students to show you whether they understand the new language or whether they need more help.

Workbook pages 68–69

1 Order the words.

- Students order the words to make sentences about the pictures.

ANSWERS

1 I can run. 2 I can't climb. 3 I can sing.
4 I can't play the piano.

2 Match and say.

- Students look at the pictures and think what each child is saying. They then match the pictures to the correct sentences.

ANSWERS

1 There's a dolphin. 2 There's a seal. 3 It's fast.
4 It's small.

3 Connect the dots. Then write.

- Students connect the dots in the correct order. Encourage students to say the numbers as they connect them. They then write the name of the sea animal they have drawn.

ANSWER

There's a dolphin.

4 Look and circle the picture that begins with the letter.

- Students look at the letters and circle the picture below each letter that begins with the same sound.

ANSWERS

m monster **n** net **o** otter **p** pumpkin **q** queen **r** robot

My Progress

Ask students to look at the pictures and circle the ones they can say. Then have them circle the face that reflects how they feel about their learning in Units 5 and 6.

Assessment for Learning

Use the traffic light method or the faces in the *My Progress* section of the Workbook review to assess students' learning. Ask the class how well they think they can talk about actions, abilities, sea animals and adjectives now. Students hold up the traffic light card or circle a face to indicate how they feel they are doing.

7 My Body

Lesson 1: Words

Learning Objective

Students will be able to talk about parts of the body.

Language

Parts of the body: *eyes*, *mouth*, *ears*, *nose*, *legs*, *arms*

Functional Language: *Touch your (nose)! OK!*

Warm-up

- Play a game of *Draw and Guess* with the class to review sea animals (see *Ideas Bank* page 106). Ask students to say *There's a …* for each animal.

Lead-in

- Tell the class *Today we are going to learn about parts of the body*. Write the words *my body* on the board. Show some of the unit flashcards and have students point to the relevant parts of their bodies.

Student Book pages 72–73

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming anything they know, for example, objects or colors.
- Tell students that they are going to learn six new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards or *Vocabulary* poster to present the new words.

2 Listen, point, and repeat. 108

- Play the recording for students to listen and point to the parts of the body in the picture and the word labels.
- Play the recording again for students to repeat the words.

3 Point and say.

- Point to the pictures of the parts of the body and elicit the names from the class in chorus. Then call on individual students to say the words.
- Students work in pairs. Have one student point to the pictures for their partner to say and then switch roles.

4 Read and number.

- Point to the body part in each picture and elicit the names.
- Do the example with students. Read aloud the word *ears* and find the picture with the arrows pointing to the ears.
- Students do the activity individually and then compare answers in pairs.

ANSWERS

a 2 **b** 6 **c** 1 **d** 5 **e** 3 **f** 4

Mixed Ability

- The initial vowel sounds at the start of the words *eyes*, *ears,* and *arms* don't sound like the initial *e* and *a* sounds that the students have learned. Read each of the options aloud for weaker students before they do the activity.
- Stronger students can work without support, using the picture on page 72 of the Student Book to help them.

5 Listen and repeat. 109

- Use a puppet or a cuddly toy if you have one. Have the toy say *Touch your (mouth)!* Respond with *OK!* and then pretend you have forgotten where your mouth is. Have students say *Yes!* or *No!* as you touch different parts of your body.
- Play the recording for the students to listen and read the dialogue.
- Play the recording again, pausing after each line for students to repeat. Then students work in pairs and, with the support of the audio recording, act out the instruction and response.
- Students can act out the instruction and response with different parts of the body.

Assessment for Learning

- Time for feedback! Ask students, in their own language, *How do you feel about the new words for the parts of the body?* Using your usual feedback routine (see *Assessment for Learning* page 12), ask students to show you whether they understand the new language or whether they need more help.
- If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play some more flashcard games (see *Ideas Bank* pages 107–108) to provide further practice of the new words.
- Repeat the feedback routine after students have had some further practice.

Team Up! 1 DOWNLOAD

- Download the worksheet with the templates of the face and the parts of the face for each group of three or four students. Students then take turns placing the parts of the face on the face template while wearing a blindfold. The rest of the group can help them by telling them which part of the face they're holding each time.

Workbook pages 70–71

1 Read and number.

- Elicit from students the parts of the body of the robot.
- Students look at the picture. They then read and number the words.

ANSWERS

1 ears **2** eyes **3** nose **4** mouth **5** arms **6** legs

2 Look, write, and say.

- Students look at the pictures of the parts of the body. They then copy and write the words below each picture.

3 What's different? Circle. Then match.

- Students circle the picture that's different in each group. Students think about what makes it different, then match it to the word.

ANSWERS

1 eyes 2 nose 3 arms 4 legs

4 Read and circle. Then say.

- Students look at the cartoon frames and circle the name of the body part the child is touching. They then read the complete instruction aloud.

ANSWERS

1 ears 2 mouth

Assessment for Learning

Write the phrase *My Body* on the board. Tell students to take out their traffic light cards. Ask the class how well they think they can talk about parts of the body now. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for the lesson.

Lesson 2: Grammar

Learning Objective

Students will be able to talk about which parts of the body they have.

Language

I have a (nose). I have (eyes).

Warm-up

- Play a game of *Simon Says* (see *Ideas Bank* page 106) with actions to review the parts of the body from lesson 1.

Lead-in

- Use the flashcards for parts of the body. Show them in turn and ask students to say the words.
- Tell students, in their own language, *We are going to talk about what parts of the body we have.*
- Show a flashcard of a singular body part and say *I have a (nose)* and point to your nose. Show a plural body part flashcard and say *I have (arms)* and point to your arms.

Student Book pages 74–75

1 Listen and learn. 110

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters. Ask *Who's this?* (Tang, Nina, and Emma). Encourage them to say anything else they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Play the recording again for students to follow the dialogue.
- Students work in groups of three to act out the grammar cartoon. In their groups, students choose which character they are going to play.
- Play the recording one line at a time for students to repeat and act out the story in groups.
- Invite some of the groups to act out the story for the class.

Mixed Ability

Now that the students have been studying English for almost a year, they will be growing in confidence. Call on students who were previously less confident to act out the story with their groups for the class.

2 Listen and repeat. 111

- Ask students to look at the grammar cartoon and name the body part in each frame.
- Play the recording and tell students to point to the corresponding pictures in the story as they listen.
- Play the recording again for students to repeat the sentences.
- Show the unit flashcards and invite students to say what they have, for example, *I have (legs). I have a (mouth).*

Audio Transcript

I have a nose.
I have eyes.

3 Listen and sing. 112–113

- Tell students they are going to sing a song. Point to the song words and pictures and elicit the parts of the body the students know the names of.
- Play the video or recording of the song for students to watch or listen and follow the song words and pictures.
- Play the video or recording of the song again for students to sing along and touch the parts of the body as they are mentioned.
- Once students are confident, you could play the karaoke version of the song for students to sing, using the pictures in the Student Book as prompts.

4 Read and circle.

- Tell students they are going to look at the pictures, then read and circle the correct words.
- Do the example with the class. Look at the picture and read the caption. Ask which word is circled (ears).
- Have students work individually and then check the answers with the class.

ANSWERS

1 I have ears. 2 I have eyes.
3 I have a nose. 4 I have a mouth.

5 Trace and write.

- Students trace the body part on the robots and then complete the sentences.
- Check the answers as a class, asking different students to read the sentences.

ANSWERS

1 I have a nose. 2 I have legs. 3 I have ears.

Team Up! 2 DOWNLOAD

- Download the worksheet with the poster template. Give groups the second page and encourage them to work together to cut out and glue the pictures on the poster next to the part of the body used to do or experience the thing in each picture.

Workbook pages 72–73

1 Read and trace.

- Read the sentences. Students point to the corresponding body part, then trace the parts of the body on the toys.

ANSWERS

1 nose 2 eyes 3 legs

2 Read and match.

- Students read the picture sentences and match to the pictures of the children using the corresponding body part.

ANSWERS

1 I have a nose. – b 2 I have a mouth. – a
3 I have eyes. – c 4 I have ears. – e
5 I have arms. – d 6 I have legs. – f

3 Look and write.

- Students look at the pictures and the part of the body indicated in each one. They then complete the sentences.

ANSWERS

1 I have a nose. 2 I have a mouth. 3 I have ears.
4 I have eyes. 5 I have legs. 6 I have arms.

4 Read and check ✓ or cross ✗. Then say.

- Students look at the picture and then read the sentences. They check the parts of the body the seal has and cross the parts of the body it doesn't have.

ANSWERS

I have eyes. ✓ I have arms. ✗ I have a mouth. ✓
I have legs. ✗

Assessment for Learning

- Use the traffic light cards and the record sheet to check the learning objective for this lesson.
- If further practice of the new language is needed, play *Race Game* (see *Ideas Bank* page 106). Show the teams the unit flashcards in turn or point to parts of the body using a puppet or toy. Students win a point if they name the part of the body correctly, or two points if they can say a complete sentence using *I have* … . Repeat the feedback routine after students have had some further practice.

Lesson 3: Words and Grammar

Learning Objective

Students will be able to say four more parts of the body.

Language

Parts of the body: *hands*, *fingers*, *feet*, *toes*

Warm-up

- Play *Pass the Flashcards* to review the parts of the body from lesson 1 (see *Ideas Bank* page 107).

Lead-in

- Tell the class *Today we are going to learn four more parts of the body*. Show some of the lesson flashcards and invite students to touch the corresponding parts on their body.
- Ask the class a simple question about the lesson topic using *Do you have … ?* Ask students to think about their answers before responding.

Student Book page 76

1 Listen, point, and repeat. 114

- Focus students' attention on the photos. Play the recording for students to listen, point to the photos, and repeat the words.
- Play the recording again for students to point and say the words.

2 Listen and say what's missing. 115

- Point to each part of the body in exercise 1 and ask students to name them.
- Play the recording and have students listen and point to the pictures or the parts on their own bodies.
- Play the recording again and ask students which body part is missing each time.

Audio Transcript

1 Hands, fingers, feet.
2 Fingers, feet, toes.
3 Hands, feet, toes.
4 Hands, fingers, toes.

ANSWERS

1 toes 2 hands 3 fingers 4 feet

3 Listen and repeat. 116

- Tell students they are going to listen to Hector and Nina. Read the speech bubbles aloud with the class.
- Play the recording and have students listen and follow the dialogue. Check their understanding.
- Play the recording again, pausing for students to repeat the sentences. Ask students to count their hands, feet, fingers, and toes.

Optional Activity

Give students some body part math problems. For example: *How many fingers and hands do you have?* (12). *How many hands and feet altogether?* (4). *Toes take away arms* (8). You could ask students to make their own body part math problems for a partner to solve.

4 Look, match, and complete.

- Tell students to read the sentences and match them to the parts of the body.
- Then tell students to complete the sentences with the numbers.

ANSWERS

1 I have two hands. 2 I have ten fingers.
3 I have two feet. 4 I have ten toes.

Workbook page 74

1 Look and write.

- Students look at the pictures and write the matching word.

ANSWERS
1 fingers 2 hands 3 feet 4 toes

2 Circle the words. Then write.

- Students look at the pictures and sentences. They circle each word in the sentence and then write the sentence with spaces between the words.

ANSWERS
1 I have two hands. 2 I have ten fingers.
3 I have two feet. 4 I have ten toes.

Assessment for Learning

- Ask the class *Do you know more parts of the body?* Using your usual feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new words and language, you can repeat the vocabulary presentation using the Student Book and audio or flashcards.
- If only a few students need extra practice, you can ask them to work in pairs to support each other. They take turns pointing to the photos in lesson 3 exercise 1. Their partner tries to remember and say the word.
- Repeat the feedback routine after students have had some further practice.

Lesson 4: Numbers

Learning Objective

Students will be able to say, trace, and count the numbers *17* and *18*.

Language

Numbers: *17* and *18*

Warm-up

- Play track 004 to review counting numbers *1–10*.
- Ask students to count on from *10* to *16*.

Lead-in

- Tell the class *Today we are going to learn two more numbers.*
- Invite different students to write a number on the board, starting with *1* until you get to *16*.

Student Book page 77

1 Listen, point, and repeat. 117 Then trace.

- Focus students' attention on the big numbers.
- Play the recording for students to listen and point to the numbers.
- Choose different students and ask *What number is this?*
- Play the recording again for students to repeat the numbers.
- Tell students to trace the lines in each number, starting at the dark circle and following the direction of the arrows. Encourage them to say the number as they trace.

Audio Transcript

seventeen, eighteen

2 Listen and chant. 118 Then count.

- Tell students to look at the pictures below the numbers and say what sea animals they can see and their colors.
- Tell students that they are going to hear the numbers and sea animals in a chant. Play the recording for students to listen and point to the pictures in their Student Book.
- Play the chant a few more times for students to join in as much as possible. Then chant the numbers from *1–18* as a class.

Audio Transcript

Adult Seventeen, eighteen.
Children Seventeen, eighteen.
Adult Seventeen blue fish.
Children Seventeen blue fish.
Adult Eighteen yellow fish.
Children Eighteen yellow fish.
Adult Seventeen, eighteen.
Children Seventeen, eighteen.

3 Count and add.

- Tell students to look at the pictures and count the items and then write the number in each box. Students then add the two numbers together.
- Have students say the number calculations in chorus.

ANSWERS
10 + 7 = 17
9 + 9 = 18

Optional Activity

Place number cards for *17* and *18* on opposite walls of the classroom. Say the numbers and have the students go to (or point to) the correct number. Practice with more numbers up to *18*.

Workbook page 75

1 Trace and write the numbers.

- Students trace the numbers and then write the numbers along the rest of the lines. Check that students are writing the numbers in the correct direction.

2 Count and write the number.

- Students look at the toys and count all the parts of the body they have between them. They then write the numbers in the boxes.

ANSWERS
18 arms 17 eyes 18 ears 17 legs

3 Color the numbers *17* and *18*.

- Students look at the number line and color the numbers *17* and *18*. Students then count the numbers from *1*.

ANSWERS
Students color the numbers *17* and *18*.

Assessment for Learning

- Check students' learning. Make sure they are learning the numbers in a cumulative way by always counting on from *1* to the last number they learned.
- Use the traffic light cards and complete the record sheet to check the learning objective at this mid-stage of the unit. If further practice of the new language is needed, revisit the presentations in the vocabulary, grammar and numbers lessons. Repeat the feedback routine after students have had some further practice.

Lesson 5: Story

Learning Objective

Students will be able to understand a story about creating a monster with different parts of a body.

Language

Vocabulary and grammar from lessons 1–4

Warm-up

- Play the recording of the song *I Have a Nose* from lesson 2 (track 112) and encourage the students to join in. Play *Next Lines* with the song (see *Ideas Bank* page 108).
- Ask different students questions, for example, *How many (feet) do you have?* Answer the questions yourself to begin with so that students understand how to respond with a number.

Lead-in

- Ask students to look at the Student Book page and say what they think they will be doing in this lesson (reading a story). Read aloud the story title to the class: *Let's Draw a Monster!*
- Ask students to look at the pictures and guess what the story is about in their own language (children, making monster pictures).
- Write the word *story* on the board. Tell students, in their own language, *We are going to listen to a story about being creative.*

Student Book pages 78–79

1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say, in their own language, who the characters in the story are (four children).
- Ask students what parts of the body the children's monsters have.
- Invite students to make predictions about what happens in the story in their own language.

2 Listen and point. 119

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording for students to follow the story pictures. Encourage students to point to the pictures in their Student Book as they follow the story.
- Play the video or recording again for students to follow the dialogue.
- If you wish, play the story a final time for students to enjoy.

Optional Activity

- Divide the class into groups of four, with one student playing each of the parts. Ask students to act out the story. Encourage stronger students to say some of the words and / or play the recording, pausing for students to repeat.
- Invite some of the groups to act out the story for the class.

3 Listen and circle. 120

- Tell students to look at the characters from the story wearing their monster masks.
- Ask students to say what parts of the body they have from the point of view of the child in each picture.
- Play the recording twice and have students circle the corresponding picture.

Audio Transcript

1 I have three eyes.
2 I have two mouths.
3 I have four arms.

ANSWERS

1 top picture 2 bottom picture 3 bottom picture

Think, Feel, Grow

- Write the phrase *Be creative* on the board. In the students' own language, explain what it means.
- Ask, in the students' own language, how the characters are creative. Accept all suggestions and ideas.
- In their own language, ask students in what ways they are creative. If possible, have an art session with the class where they create their own monsters. Provide as many different art and craft media as you can so that students can express themselves creatively.

Global Skills: Emotional Self-regulation and Well-being

Make sure that students understand they don't have to be talented in art and crafts to be creative. They can also be creative in many other ways, such as in dance and movement, drama, cooking, and playing music.

Team Up! 3 DOWNLOAD

- Download the worksheet with the template for the monster. Students cut out the template.
- Provide paper plates to groups of students to color and glue on the parts of the body to create different monsters.

Workbook pages 76–77

1 Read and draw.

- Students look at the characters from the story and read their speech bubbles. They then complete the monster masks by drawing the relevant parts of the body.

ANSWERS
Students draw: 1 three eyes 2 two mouths
3 two noses 4 two arms

2 Look and write.

- Students look at the monster mask and complete the sentences to describe the parts of the body on it.

ANSWERS
I have one eye.
I have three noses.
I have two mouths.

3 Circle the children being creative.

- Look at the pictures and ask the students to circle the child being creative.

ANSWERS
Students circle: Boy and girl in picture 1
Boy in picture 2
Girl in picture 3
Girl in picture 4

4 Check ✓ and color.

- Students check their favorite character from the story and then rate the story by coloring the stars.

ANSWERS
Students' own answers

Assessment for Learning

- Students use the traffic light cards and the record sheet to check the learning objective for this lesson. Play *Who Said It?* to check students' understanding of the story (see *Ideas Bank* page 108).
- If further practice is needed, see *Ideas Bank* pages 106–108 for ideas for games to help practice the new vocabulary and grammar from the unit.
- Repeat the assessment after students have had some further practice.

Lesson 6: Phonics

Learning Objective

Students will learn to write and say the letters *s*, *t*, *u*, and *v*.

Language

Phonics words: *sun*, *spider*, *tiger*, *tent*, *umbrella*, *up*, *vet*, *van*

Warm-up

- Play the recording of the song *I Have a Nose* (track 112) and encourage the students to join in. Play it again and do *Singing Stars* (see *Ideas Bank* page 108).

Lead-in

- Play the *Alphabet Chant* (track 003) and encourage the students to join in.
- Write *S s*, *T t*, *U u*, and *V v* on the board. Tell students, in their own language, that they will be learning to say and write these letters. They will also learn some words that begin with these letters.

Student Book pages 80–81

1 Listen, point, and repeat. 121 Then trace.

- Elicit the name of the letters *S s* and *T t*. Say the sound of the letters /s/ and /t/.
- Play the recording for students to listen and point to the letters and pictures.
- Play the recording again for students to repeat the letters, sounds, and words.
- Slowly model how to write each letter on the board. Then tell students to air trace the letters using the correct stroke order, before tracing the letters in their Student Book. Show students the starting dots and directional arrows to help them trace.
- Tell students to trace the letters in their Student Books.

Audio Transcript
S says /s/.
/s/, /s/, spider.
/s/, /s/, sun.
T says /t/.
/t/, /t/, tiger.
/t/, /t/, tent.

2 Listen and chant. 122

- Tell students that they are going to listen to a chant. Play the recording for students to listen and point to the pictures in their Student Books.
- Play the recording a few more times for students to join in as much as possible.

Audio Transcript
/s/, /s/, spider.
/s/, /s/, sun.
/s/, /s/, /s/.
A spider in the sun.
/t/, /t/, tiger.
/t/, /t/, tent.
/t/, /t/, /t/.
A tiger in a tent.

3 Look and circle *s* and *t*.

- This activity helps students to start recognizing letters in sentences and in different positions in words.
- Students look at each picture and the words below it. Tell them to circle all the *s* letters in the first phrase and all the *t* letters in the second phrase.
- Ask students to read out the phrases. Encourage them to say the sentences faster and faster, like tongue twisters.

ANSWERS
a spider in the sun
a tiger in a tent

4 Circle the words that begin with *s* and underline the words that begin with *t*. Then point and say.

- Tell students to read the words.
- They then work individually to circle the words that begin with *s* and underline the words that begin with *t*.
- Have students compare their answers in pairs.

ANSWERS
Circle: sun, seal, spider
Underline: tiger, tent, toes

5 Listen, point, and repeat. 123 Then trace.

- Tell the students they are going to learn to say and write the next two letters of the alphabet, *U u* and *V v*.
- Play the recording for students to listen and point to the letters and pictures. Play the recording again for students to repeat the letters, sounds, and words.
- Tell students to air trace the letters using the correct stroke order, before tracing the letters in their Student Book. Show students the starting dots and directional arrows to help them trace.
- Tell students to trace the letters in their Student Book.

Audio Transcript

U says /ʌ/.
/ʌ/, /ʌ/, umbrella.
/ʌ/, /ʌ/, up.
V says /v/.
/v/, /v/, vet.
/v/, /v/, van.

6 Listen and chant. 124

- Ask students to look at the pictures and say, in their own language, what they can see.
- Tell students that they are going to listen to a chant. Play the recording for students to listen and point to the pictures in their Student Books.
- Play the recording a few more times for students to join in as much as possible.

Audio Transcript

/ʌ/, /ʌ/, umbrella.
/ʌ/, /ʌ/, up.
/ʌ/, /ʌ/, /ʌ/.
An umbrella goes up.
/v/, /v/, vet.
/v/, /v/, van.
/v/, /v/, /v/.
A vet in a van.

7 Find and circle.

- Point to the pictures and have students say the words.
- Tell students to find the four words individually and then check their answers in pairs.
- Students work in pairs to compare their answers.

ANSWERS

1 vet (bottom row) 2 van (middle row)
3 umbrella (top row) 4 up (bottom row)

Optional Activity

Practice decoding consonant-vowel-consonant (CVC) words using sounding out and blending. Use letter sounds that the students know. Use letter cards (or write words on the board), for example, *cat*, *van*, *vet*, *sit*, *sun*. Sound out the letters chorally with the class, for example, *c-a-t* a few times and then blend the letters to say the word. Practice with the other words.

Workbook pages 78–79

1 Trace and write the letters.

- Students trace the letters and then write more letters on the lines.

2 Trace and match.

- Students trace the words and then match them to the pictures.

ANSWERS

spider – 2 sun – 1 tiger – 4 tent – 3

3 Read and write *s* or *t*.

- Students look at the pictures and read the captions. They then complete the words with the correct initial letters.

ANSWERS

1 There's a **s**pider in the **t**ent.
2 A **t**iger and the **s**un.

4 Trace and write the letters.

- Students trace the letters and then write more letters on the lines.

5 Trace and match.

- Students trace the words and then match them to the pictures.

ANSWERS

up – 2 vet – 4 umbrella – 1 van – 3

6 Read and write *u* or *v*.

- Students look at the pictures and read the captions. They then complete the words with the correct initial letters.

ANSWERS

1 A **v**et is in a **v**an. 2 I have an **u**mbrella.

Assessment for Learning

- Using your usual feedback routine, ask students to show you how confident they are about the letters and sounds. From the students' feedback, think about which aspect of the lesson needs more practice: grapheme-phoneme correspondence, auditory discrimination, pronunciation, or letter formation, and tailor the further practice accordingly, for example, with matching sounds to letters, repeating the chants, or tracing the letters.
- If further practice is needed, present the new sounds and phonics words again.
- Repeat the feedback routine after students have had some further practice.

Global Skills: Emotional Self-regulation and Well-being

Developing a growth mindset is vital for a happy, successful life. Praise the students for how much they have learned so far this year and help them to realize how much they have improved.

Unit Test DOWNLOAD

- The students are now ready to do the Unit 7 Test, downloadable from Oxford English Hub.

8 Let's Celebrate!

Lesson 1: Words

Learning Objective

Students will be able to talk about members of the family.

Language

Family: *mom*, *dad*, *grandpa*, *grandma*, *brother*, *sister*

Functional Language: *This is for you. Thank you.*

Warm-up

- Play a game of *Simon Says* with the class to review body parts (see *Ideas Bank* page 106). Ask students to say *I have* … for each body part.

Lead-in

- Tell the class *Today we are going to learn about family.* Write *Family* on the board. Show some of the unit flashcards and have students think about their own family members.

Student Book pages 82–83

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming anything they know, for example, objects, foods, or colors.
- Tell students that they are going to learn six new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards or *Vocabulary* poster to present the new words.

2 Listen, point, and repeat. 125

- Play the recording for students to listen and point to the people in the picture and the word labels.
- Play the recording again for students to repeat the words.

3 Point and say.

- Point to the pictures of the family and elicit the names from the class in chorus. Then call on individual students to say the words.
- Students work in pairs. Have one student point to the pictures for their partner to say and then switch roles.

4 Look and circle.

- Point to the boy gesturing to his family members and elicit their names.
- Do the example with students. Read aloud the words *dad* and *mom* and show students that *dad* has been circled.
- Students do the activity individually and then compare answers in pairs.

ANSWERS

1 dad 2 grandma 3 sister 4 brother

5 Listen and repeat. 126

- Use a toy if you have one. Give the toy to one student and say *This is for you*. Encourage the student to say *Thanks* or *Thank you* if they remember this expression.
- Point to the children in the picture. Display the *Language* poster and invite a student to find the exchange on the poster.
- Play the recording for students to listen and read the dialogue.
- Play the recording again, pausing after each line for students to repeat. Then students work in pairs and, with the support of the audio recording, act out the phrase and response.
- Students can act out by giving each other objects.

Assessment for Learning

- Ask students, in their own language, *How do you feel about the new words for family?*
- Using your usual feedback routine (see the Introduction for ideas on how to have students show how well they have understood something), ask the students to show you if they have understood, or if they need more help.
- If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play some more flashcard games (see *Ideas Bank* pages 107–108) to provide further practice of the new words.
- Repeat the feedback routine after students have had some further practice.

Team Up! 1 DOWNLOAD

- Download one worksheet for each group of four students. Hand them out and let students cut out the family members. Show them how to fold the cards so that they stand up.
- Encourage students to use their imaginations and play creatively with the family member cards.

Workbook pages 80–81

1 Look and write.

- Students look at the picture and write the name of the family members next to the corresponding numbers.

ANSWERS

1 grandpa 2 grandma 3 dad 4 mom 5 brother 6 sister

2 Find and circle the family words.

- Students look at the puzzle and circle the family words.

ANSWERS

Circle grandma (top row), dad (top row), mom (middle row), grandpa (middle row), brother (bottom row), and sister (bottom row).

3 Order the letters. Then match.

- Students write the letters in the correct order to make the family words. They then match the words to the pictures.

ANSWERS

1 brother – b 2 mom – e 3 sister – a 4 dad – c
5 grandpa – f 6 grandma – d

4 Match and say.

- Students look at the picture and choose the speech bubbles and match them to the correct person. They then practice saying the dialogue in pairs.

ANSWERS

Boy This is for you.
Grandma Thank you.

Assessment for Learning

Use the traffic light method and ask students how well they think they can talk about family members now. Praise them for their hard work. Students then complete the record sheet to assess their learning for this lesson.

Lesson 2: Grammar

Learning Objective

Students will be able to ask and answer about family members.

Language

Who's this? (He's) my (dad).

Warm-up

- Play a game of *Tic-tac-toe* (see *Ideas Bank* page 107) with family members to review vocabulary from lesson 1.

Lead-in

- Use the family flashcards. Show them in turn and ask students to say the words.
- Tell students, in their own language, *Today we will learn how to ask and answer about family.*
- If possible, show students photos of your family (it doesn't have to be your real family; you can choose photos from the Internet). Point to family members and ask *Who's this?* and have students guess. Confirm or correct their guesses by saying *(He's) my (brother).*

Student Book pages 84–85

1 Listen and learn. 127

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters. Ask *Who's this?* (Nina and Emma). Encourage them to say anything else they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Point to the speech bubbles in the story. Play the recording again for students to follow the dialogue.
- Students work in groups of three to act out the grammar cartoon. In their groups, students choose which character they are going to play.
- Play the recording one line at a time for students to repeat and act out the story in groups. Walk around the classroom as students practice, helping with pronunciation where necessary.
- Ask some of the groups to act out the story for the class.

2 Listen and repeat. 128

- Ask students to look at the grammar cartoon and name the family members in each frame.
- Play the recording and tell students to point to the corresponding pictures in the story as they listen.
- Play the recording again for students to repeat the sentences.
- Show the unit flashcards and invite students to ask and answer *Who's this? (She's) my (sister).*

Audio Transcript

Adult 1 Who's this?
Adult 2 He's my brother.
Adult 2 She's my sister.

3 Listen and sing. 129–130

- Tell the students they are going to sing a song. Point to the song words and pictures and elicit the family words the students know.
- Play the video or recording of the song for students to watch or listen and follow the song words.
- Play the video or recording of the song again for students to sing along and point to the pictures.
- Play the karaoke version of the song for students to sing the words from memory or put the flashcards on the board as prompts.

4 Look and match. Then ask and answer.

- Tell students they are going to look at the pictures and match them to the correct answer for the question *Who's this?*
- Have students work individually and then check their answers by asking and answering in pairs.

ANSWERS

1 She's my mom. 2 He's my dad. 3 He's my brother.
4 She's my grandma.

5 Look and write.

- Students look at the pictures of the children showing photos of their family members. They complete and write sentences to say who the family members are.
- Check the answers as a class by asking individual students to read their sentences.

ANSWERS

1 She's my mom. 2 He's my grandpa. 3 She's my mom.

Team Up! 2 DOWNLOAD

- Download the worksheet with the family tree template and hand one out to each student. Ask them to draw pictures of their own family members in the family tree.
- Students work in pairs to ask and answer about the family members in their family trees.

Workbook pages 82–83

1 Look, read, and check ✓.

- Students look at the pictures and recall the family members in each grammar cartoon. They read and check the correct response to the question *Who's this?*

ANSWERS

1 He's my grandpa. 2 She's my sister. 3 He's my brother.

2 Look and write.

- Students look at the pictures. They then complete and write the questions and answers.

ANSWERS

1 He's my dad. 2 Who's this? She's my grandma.
3 Who's this? She's my sister.

3 What's different? Circle. Then read and circle.

- Students look at the pictures and circle the word that is different in each group. They then circle the name of the family member who is different.

ANSWERS

1 grandpa 2 mom 3 dad 4 grandma

4 Look and number. Then say *He's / She's my …*

- Students look at the big picture and then number the small pictures according to the family members. They then point and talk about the picture as if it's their family photo using *He's / She's my (mom).*

ANSWERS

(left to right): 2, 5, 1, 4, 3, 6
1 dad 2 grandpa 3 mom 4 sister 5 brother and grandma 6 brother

Assessment for Learning

Use the traffic light method and the record sheet to check the learning objective for this lesson. If further practice of the new language is needed, ask students to go to the Picture Dictionary on page 95 of their Workbooks and talk about their family members using *He's / She's my . . . .* Repeat the feedback routine after students have had some further practice.

Lesson 3: Words and Grammar

Learning Objective

Students will be able to say four jobs.

Language

Jobs: *builder, cook, firefighter, pilot*

Warm-up

- Play the recording of the song *Who's This?* from lesson 2 (track 129) and encourage the students to join in.
- Play *Next Lines* with the song (see *Ideas Bank* page 108).

Lead-in

- Tell the class *Today we are going to learn four jobs.* Show some of the lesson flashcards. Have students stand up or raise their hands if they know anyone who does each of the jobs.

Student Book page 86

1 Listen, point, and repeat. 131

- Focus students' attention on the photos. Play the recording for students to listen, point to the photos, and repeat the words.
- Play the recording again for students to point and say the words. Concentrate on the pronunciation by clapping the syllables as they say each word.

2 Listen and say. 132

- Point to each of the jobs in exercise 1 and ask students to name them.
- Play the recording and have students listen to the sound effects and point to the associated jobs.
- Play the recording again and ask students to say the jobs.

Audio Transcript

1 *Sound of a fire engine siren followed by doors opening and water spraying*
2 *Sounds of someone cooking, for example, pouring liquid, whisking and chopping, and general kitchen sounds*
3 *Sounds from a building site, for example, hammering, sawing, and drilling*
4 *Sound of an airplane taking off*

ANSWERS

1 firefighter 2 cook 3 builder 4 pilot

3 Listen and repeat. 133

- Tell students they are going to listen to May. Read the dialogue aloud with the class.
- Play the recording and have students listen and follow the dialogue. Check their understanding.
- Play the recording again, pausing for students to repeat the sentences. Ask students, in their own language, why one sentence begins with *He* and the other with *She.* (*He* refers to a man and *She* refers to a woman.) Focus on the /sh/ sound in the word *she.*

Optional Activity

Practice differentiating between *he* and *she.* Have students sit in a circle. Call out the pronouns *he* and *she* in turn. When you call *he*, all the boys jump up and switch places. When you call *she*, all the girls jump up and switch places. Occasionally call *he* and *she* and all the students switch places.

4 Match and circle.

- Tell students to read the sentences and match them to the pictures.
- Students then circle the correct pronoun, *He* or *She*, depending on whether the person is male or female.

ANSWERS

Students circle *He's* or *She's* for each sentence.
1 **She's** a cook. 2 **He's** a builder. 3 **She's** a pilot.
4 **He's** a firefighter.

Workbook page 84

1 Look and write.

- Students look at the details of the pictures showing people doing their jobs. They write the jobs below each picture.

ANSWERS

1 pilot 2 cook 3 firefighter 4 builder

2 Read and circle. Then say.

- Students look at the pictures and sentences. They circle the correct pronouns and jobs for each one. Students then read the sentences.

ANSWERS

Students circle *He's* or *She's* for each sentence.

1 **She's** a cook. 2 **She's** a firefighter. 3 **He's** a pilot.
4 **He's** a builder.

Assessment for Learning

- Ask the class *Do you know jobs?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new words and language, you can repeat the vocabulary presentation using the Student Book and audio or flashcards.
- If only a few students need extra practice, you can ask them to work in pairs to support each other. They take turns pointing to the photos in lesson 3 exercise 1. Their partner tries to remember and say the word.
- Repeat the feedback routine after students have had some further practice.

Lesson 4: Numbers

Learning Objective

Students will be able to say, trace, and count the numbers *19* and *20*.

Language

Numbers: *19* and *20*

Warm-up

- Display the Unit 8 *Vocabulary* poster. Students name the family members they know. They then count the people in the poster up to *18*. Ask questions, for example, *How many grandmas?* (6) *How many brothers and sisters?* (12).
- Play the *Number Chant* from Unit 7 (track 118) to practice counting to *17* and *18*.

Lead-in

- Tell the class *Today we are going to count to 20*. Count from *1* to *18* with students to review the numbers they have learned so far.
- Invite different students to write a number on the board, starting with *1* until you get to *18*.

Student Book page 87

1 Listen, point, and repeat. 134 Then trace.

- Focus students' attention on the big numbers.
- Play the recording for students to listen and point to the numbers.
- Choose different students and ask *What number is this?*
- Play the recording again for students to repeat the numbers.
- Tell students to trace the lines in each number, starting at the dark circle and following the direction of the arrows. Encourage them to say the number as they trace.

Audio Transcript

nineteen, twenty

2 Listen and chant. 135 Then count.

- Tell students to look at the pictures below the numbers and say what items they can see.
- Tell students that they are going to hear the numbers and items in a chant. Play the recording for students to listen and point to the pictures in their Student Book.
- Play the chant a few more times for students to join in as much as possible. Then chant the numbers from *1–20* as a class.

Audio Transcript

Adult Nineteen, twenty.
Children Nineteen, twenty.
Adult Nineteen cakes.
Children Nineteen cakes.
Adult Twenty hats.
Children Twenty hats.
Adult Nineteen, twenty.
Children Nineteen, twenty.

3 Count and add.

- Tell students to look at the pictures and count the items and then write the number in each box. Students then add the two numbers together.
- Have students say the number calculations in chorus.

ANSWERS

10 + 10 = 20
9 + 10 = 19

Optional Activity

Place the number cards for *19* and *20* on opposite walls of the classroom. Say the numbers and have the students go to (or point to) the correct number. Practice with more numbers up to *20*.

Workbook page 85

1 Trace and write the numbers.

- Students trace the numbers and then write the numbers along the rest of the lines.

2 Count and write the number. Then circle the cakes with 19 and 20 candles.

- Students look at the cakes, count the candles and write the numbers. They circle the cakes that have *19* and *20* candles.

ANSWERS

1 9 2 19 (circle) 3 20 (circle) 4 10

3 Circle the numbers *19* and *20*.

- Students look at the number line and circle the numbers *19* and *20*. Count the numbers on the number line as a class.

ANSWERS

Students circle the numbers *19* and *20*.

Assessment for Learning

- Count from *1–20* with the class. Praise them for learning all the numbers. Help them to appreciate their achievement.
- Do a mid-unit assessment. It is a good moment to check how students are progressing as they will have been introduced to all the new core language and checking now allows time to work on any areas the students are not secure with.
- Use the traffic light method and the record sheet to check the learning objective at this mid-stage of the unit. If further practice of the new language is needed, revisit the presentations in the vocabulary, grammar and numbers lessons. Repeat the feedback routine after students have had some further practice.

Lesson 5: Story

Learning Objective

Students will be able to understand a story about working together with your family.

Language

Vocabulary and grammar from lessons 1–4

Warm-up

- Play a game of *Number Words* using the family flashcards (see *Ideas Bank* page 107).

Lead-in

- Ask students to look at the Student Book page and say what they think they will be doing in this lesson (reading a story). Read aloud the title of the story to the class: *A Surprise!* Explain what a surprise is.
- Ask students to look at the pictures and guess what the story is about in their own language (a family, a party, a birthday).
- Write the word *Story* on the board. Tell students, in their own language, that they're going to listen to a story about working together with your family.

Student Book pages 88–89

1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say, in their own language, who the characters in the story are (mom, dad, grandma).
- Ask students to look for clues as to each adult's job and make predictions.

2 Listen and point. 136

- Tell the class that they are going to watch or listen to and read the story.
- Play the video or the recording for students to follow the story pictures. Encourage students to point to the pictures in their Student Book as they follow the story.
- Play the video or recording again for students to follow the dialogue.
- If you wish, play the story a final time for students to enjoy.

3 Listen and number. 137

- Tell students to look at the family photo and name the family members from the story.
- Tell the students they are going to hear Tim's sister talking about her family. Students then number the family members in the photo.
- Play the recording twice and have students number the pictures. They then compare their answers in pairs.

Audio Transcript

1 He's my brother.
2 She's my grandma.
3 She's my mom.
4 He's my dad.

ANSWERS

(left to right) 3, 1, 2, 4

Think, Feel, Grow

- Write the phrase *Work together with your family* on the board. In the students' own language, explain what it means.
- Talk, in the students' own language, about how the story characters work together to make a surprise for the sister.
- In their own language, ask students how they work together with their families and other things they do together as a family.

Global Skills: Emotional Self-regulation and Well-being

Discussing the emotional well-being features in the story lessons helps students to express their own thoughts and feelings and share their opinions and beliefs with others. Each of the stories has a positive message that students can apply to their own lives, and which will help them to develop a positive attitude and important social skills.

Global Skills: Intercultural Competence and Citizenship

Take the chance to celebrate students' families and appreciate the diversity of their families and the different things they do together and ways they work together.

Team Up! 3 DOWNLOAD

- Download the story props for each character in the story *A Surprise!* for students to cut out.
- Divide the class into groups of seven, with one student playing each of the parts (or smaller groups, if students play more than one role) using the props.
- Ask students to act out the story. Encourage more confident students to use the Student Book as a prompt.
- Ask some of the groups to act out the story for the class.

Workbook pages 86–87

1 Look and write.

- Students look at the story frames and complete the captions. Students can check their answers by looking at the story in the Student Book.

ANSWERS

1 She's my grandma. She's a cook.
2 He's my grandpa. He's a firefighter.
3 She's my mom. She's a builder.
4 Thank you.

2 Read and match.

- Students read the sentences and match them to the story characters.

ANSWERS

1 b 2 a 3 c

3 How do you work together with your family? Circle and draw.

- Look at the pictures and ask the students to circle the ways they work together with their family. They then draw something else they do with their family.

ANSWERS

Students' own answers

4 Check ✓ and color.

- Students check their favorite character from the story and then rate the story by coloring the stars.

ANSWERS

Students' own answers

Assessment for Learning

- Use the traffic light method and the record sheet to check the learning objective for this lesson.
- Talk about the stories students have enjoyed this school year. Revisit any stories students would like to read and listen to again. Help students to see how much more they understand now compared to when they started the book and praise them for being good learners.
- Ask students to say a phrase from the story and act it out as an exit pass when they leave the classroom.
- If further practice is needed, see *Ideas Bank* pages 106–108 for ideas for games to help practice the new vocabulary and grammar from the unit.
- Repeat the assessment after students have had some further practice.

Lesson 6: Phonics

Learning Objective

Students will learn to write and say the letters *w*, *x*, *y*, and *z*.

Language

Phonics Words: *web*, *wolf*, *fox*, *box*, *yo-yo*, *yak*, *zebra*, *zigzag*

Warm-up

- Display the *Alphabet* poster and say the sounds of the letters in order with the class in chorus. Then point to the letters in random order and ask students to say the sound and a word that begins with that sound.

Lead-in

- Play the *Alphabet Chant* (track 003) and encourage the students to join in.
- Write *W w, X x, Y y*, and *Z z* on the board. Tell students, in their own language, that they will be learning to say and write these letters. They will also learn some words that begin with these letters, or, in the case of *x*, that end with the letter.

Student Book pages 90–91

1 Listen, point, and repeat. 138 Then trace.

- Elicit the name of the letters *W w* and *X x*. Say the sound of the letters *w* and *x*. Explain that not many words begin with the /ks/ sound, so students are going to learn words that end in *x* for this sound.
- Play the recording for students to listen and point to the letters and pictures.
- Play the recording again for students to repeat the letters, sounds, and words.
- Slowly model how to write each letter on the board. Then tell students to air trace the letters using the correct stroke order, before tracing the letters in their Student Book. Show students the starting dots and directional arrows to help them trace.
- Tell students to trace the letters in their Student Books.

Audio Transcript

W says /w/.
/w/, /w/, wolf.
/w/, /w/, web.
X says /ks/.
/ks/, /ks/, fox.
/ks/, /ks/, box.

2 Listen and chant. 139

- Tell students that they are going to listen to a chant. Play the recording for students to listen and point to the pictures in their Student Book.
- Play the recording a few more times for students to join in as much as possible.

Audio Transcript

/w/, /w/, wolf.
/w/, /w/, web.
/w/, /w/, /w/.
A wolf on a web.
/ks/, /ks/, fox.
/ks/, /ks/, box.
/ks/, /ks/, /ks/.
A fox in a box.

3 Look and circle *w* and *x*.

- This activity helps students to start recognizing letters in sentences and in different positions in words.

- Students look at each picture and the words below it. Tell them to circle all the *w* letters in the first phrase and all the *x* letters in the second phrase.
- Ask students to read out the phrases. Encourage them to say the phrases faster and faster, like tongue twisters.

ANSWERS
a wolf on a web
a fox in a box

4 Find and circle the words.

- Tell the students to look at the pictures and say the words.
- Ask students to work individually to circle the words in the word puzzle.
- Have students compare their answers in pairs.

ANSWERS
1 web (top row) 2 box (bottom row) 3 fox (top row)
4 wolf (bottom row)

5 Listen, point, and repeat. 140 Then trace.

- Tell the students they are going to learn to say and write the last two letters of the alphabet, *Y y* and *Z z*.
- Play the recording for students to listen and point to the letter and pictures. Play the recording again for students to repeat the letters, sounds, and words.
- Tell students to air trace the letters using the correct stroke order, before tracing the letters in their Student Book. Show students the starting dots and directional arrows to help them trace.
- Tell students to trace the letters in their Student Book.

Audio Transcript

Y says /j/.
/j/, /j/, yak.
/j/, /j/, yo-yo.
Z says /z/.
/z/, /z/, zebra.
/z/, /z/, zigzag.

6 Listen and chant. 141

- Ask students to look at the pictures and say, in their own language, what they can see.
- Tell students that they are going to listen to a chant. Play the recording for students to listen and point to the pictures in their Student Books.
- Play the recording a few more times for students to join in as much as possible.

Audio Transcript

/j/, /j/, yak.
/j/, /j/, yo-yo.
/j/, /j/, /j/.
A yak with a yo-yo.
/z/, /z/, zebra.
/z/, /z/, zigzag.
/z/, /z/, /z/.
A zebra with a zigzag.

7 Look and write.

- Point to the pictures and have students say the words.
- Tell students to put the letters in order and write the words.
- Ask students to compare their answers in pairs.

ANSWERS
1 yo-yo 2 zebra 3 zigzag 4 yak

Optional Activity

Display the *Alphabet* poster. Ask the students to sit in a circle. Point to the letters of the alphabet in turn and go around the circle with the students saying a word that begins with each letter sound (or ends in the sound in the case of *x*) for each letter in turn.

Workbook pages 88–89

1 Trace and write the letters.

- Students trace the letters and then write more letters on the lines.

2 Find and circle. Then match.

- Students find and circle the words in the puzzle. They then match the words to the pictures below the puzzle.

ANSWERS
box fox web wolf

3 Read and write *w* or *x*.

- Students look at the pictures and read the captions. They then complete the words using the correct letters.

ANSWERS
1 wolf, web 2 fox, box

4 Trace and write the letters.

- Students trace the letters and then write more letters on the lines.

5 Find and circle. Then match.

- Students find and circle the words in the puzzle. They then match the words to the pictures below the puzzle.

ANSWERS
yo-yo zebra yak zigzag

6 Read and write *y* or *z*.

- Students look at the pictures and read the captions. They then complete the words using the correct letters.

ANSWERS
1 yak, yo-yo 2 zebra, zigzag

Assessment for Learning

- Using your usual feedback routine, ask students to show you how confident they are about the letters and sounds. From the students' feedback, think about which aspect of the lesson needs more practice: grapheme-phoneme correspondence, auditory discrimination, pronunciation, or letter formation, and tailor the further practice accordingly, for example, with matching sounds to letters, repeating the chants, or tracing the letters.
- If further practice is needed, present the new sounds and phonics words again.
- Repeat the feedback routine after students have had some further practice.

Global Skills: Emotional Self-regulation and Well-being

Developing a growth mindset is vital for a happy, successful life. Praise the students for how much they have learned this year and help them to realize how much they have improved.

Tests DOWNLOAD

- The students are now ready to do the Unit 8 Test, the Progress Test 3, or the End-of-Year Test, downloadable from Oxford English Hub.

Unit 7 and 8 Review

Learning Objective

Students will review vocabulary and grammar from Units 7 and 8.

Language

Review: *parts of the body, family members, jobs*

Letters and sounds: *s–z*

Numbers: *17–20*

Warm-up

- Play a game of *Basketball Words* to review body parts, family members and jobs from Units 5 and 6 using different combinations of flashcards from the sets (see *Ideas Bank* page 107).
- Ask students to say *I have …* for the body parts and *He / She's my … He / She's a …* for the family members and jobs.

Lead-in

- Display the Unit 7 and Unit 8 *Vocabulary* posters. Tell the class *Today we are going to remember body parts, family members and jobs.* Point to the different body parts and family members on the posters and ask students to say the words.
- Display one or both of the *Vocabulary* posters at the front of the classroom. Invite two students to stand about 2 meters from the posters. Call out one of the words shown on the posters. The students race to be the first to touch the correct picture on the poster. Repeat with other students. You could play this as a team game, with students racing to touch the item on the poster first to win a point for their team.

Student Book pages 92–93

1 Listen and check ✓ or cross ✗. 142

- Tell students to look at the pictures in their Student Book. Encourage students to share their knowledge with the class by naming the family members and jobs they know.
- Do the example with the class. Play the first item of the recording. Establish that what the girl says is true for the picture so there's a check in the box.
- Play the recording twice for students to listen and check or cross. Then check the answers as a class.

Audio Transcript

1
Who's this?
He's my brother.
2
Who's this?
She's my grandma.
3
She's a pilot.
4
He's a firefighter.

ANSWERS
1 ✓ **2** ✗ **3** ✗ **4** ✓

2 Read and number.

- Point to the pictures of the monsters and elicit the names of their body parts and how many they have of each part.
- Students read the sentences and number the pictures. They then compare answers in pairs.

ANSWERS
a 3 **b** 1 **c** 4 **d** 2

3 Count the legs.

- Point to the pictures of the animals and have students count the number of legs each one has.
- Ask students to count the total number of legs of the animals in each big box and to write the numbers in the small boxes.
- Check the answers as a class by counting together in chorus.

ANSWERS
a 18 **b** 20

4 Color *Ss*, *Tt*, *Uu*, *Vv*, *Ww*, *Xx*, *Yy*, and *Zz*. What letter can you see? Circle the correct picture.

- Point to the letters and say the sounds in chorus with the class.
- Tell students they are going to color all the squares with the letters *Ss–Zz* in them to reveal a mystery letter. When they find the mystery letter, they circle the animal on the right that begins with that letter.
- Students then compare their answers in pairs.

ANSWERS
Students circle the zebra.
Students color in all boxes with *Ss*, *Tt*, *Uu*, *Vv*, *Ww*, *Xx*, *Yy*, and *Zz* to form the shape of a capital Z.

Assessment for Learning

- Use the review as a formative assessment of students' learning. Revisit the learning objectives for each lesson of the units to assess individual students and record your observations.
- Ask students, in their own language, *How do you feel about what you have learned in Units 7 and 8?*
- Using your usual feedback routine (see *Assessment for Learning* page 12), ask students to show you whether they understand the new language or whether they need more help.

Workbook pages 90–91

1 Look and write.

- Students look at the picture and follow the lines for each number. They then complete the sentences with the correct part of the body.

ANSWERS

1 I have ten fingers.
2 I have two eyes.
3 I have a nose.
4 I have a mouth.
5 I have two arms.
6 I have two legs.

2 Match and say.

- Students look at the pictures and think what each child is saying. They then match the pictures to the correct sentences.

ANSWERS

1 He's my brother. 2 She's my mom. 3 He's a cook.
4 She's a pilot.

3 Write the numbers.

- Students write the missing numbers in the number line.

ANSWERS

2, 4, 6, 8, 12, 15, 17, 19

4 Which picture has the same sound? Circle and write.

- Students look at the pictures and circle the item that has the same letter sound (at the beginning of the word, except for *x* at the end of the word). They then write the letter.

ANSWERS

1 spider – *s* 2 umbrella – *u* 3 web – *w* 4 zigzag – *z*

My Progress

Ask students to think about the words and circle the ones they can say. Then have them circle the face that reflects how they feel about their learning in Units 7 and 8.

Assessment for Learning

Use the traffic light method or the faces in the *My Progress* section of the Workbook review to assess students' learning. Ask the class how well they think they can talk about body parts, family members and jobs now. Students hold up the traffic light card or circle a face to indicate how they feel they are doing.

Ideas Bank

The *Ideas Bank* contains ideas for warm-up activities. These activities practice and reinforce the target language of the unit in a fun and engaging way. Warm-up activities are a great way to start the lesson, or you can also use them for extra practice where you choose.

Vocabulary Games

Simon Says

- Tell the students that they should follow your instruction if you first say the words *Simon says*. Tell them that they are out of the game if they follow an instruction that doesn't begin with *Simon says*, or if they fail to do what Simon says to do. Begin by saying *Simon says stand up*. Look to make sure everybody is doing the action.
- Give another instruction such as *Simon says run*. Check again.
- Continue giving instructions. Mix it up and say something like *Sit down*, without the preface *Simon says*. Call out the students who do the action.
- Play until one student is left. This student is the winner.

True or False?

- Tell the students that you will say a sentence and they should repeat the sentence if it's true, but stay quiet if it's false. Say sentences using the target language of the unit, e.g., *I have two eyes*. / *I have ten hands*. etc.
- You can also play this game using flashcards, and saying true or false sentences about what is on each flashcard, e.g., *It's red*. / *It's a cow*.

Mime the Word

- Divide the class into two teams.
- Give the class a topic (e.g., actions). Invite students from each team in turn to come to the front of the class and mime a word related to the topic for their team to guess.
- If their team can't guess the word, the other team can guess the answer. Award one point for each correct word.
- The team with the most points wins.

Draw and Guess

- Divide the class into two teams.
- Start drawing a known item on the board. Students from each team call out and guess what the item is.
- The student who guesses correctly wins a point for their team and takes a turn to draw an item on the board.

I Spy Colors!

- Think of an object in the classroom and say *I spy something (blue)!*
- The students look around the classroom and try to guess the object. The first student to guess correctly can choose another object for the rest of the class to guess.

Word Chain

- Point to a student and give them a category (e.g., school things / animals / food). The student says a word from that category (e.g., *pencil*). The next student then says the first student's word, and a word of their own (e.g., *pencil, bag*).
- Continue around the class until the students run out of words. Then repeat with a new category, starting with a different student.

Minute Race!

- Seat the students in a circle.
- Set a timer for one minute. You can use a timer on your phone or watch, or use a sand timer.
- Call out a vocabulary set, e.g., *animals*. The students take turns calling out words / phrases for animals around the circle. They have to try to get all the way around the circle before the minute is up.
- Alternatively, in a large class, students can try to say as many words as they can in one minute.
- Play the game again and see if they can beat their record with the same vocabulary. Alternatively, play the game again using a different set of words.

Listen and Draw

- Describe an animal / a monster / a person / an object / a scene to the class and tell them to draw what you are describing.
- See how accurately the students draw what you are describing.
- If you have confident students, you can invite a student to describe something to the class.

Pass the Ball!

- Seat the students in a circle. Pass or throw a soft ball or beanbag to one student. Say a word in English as you throw.
- The student then throws the ball / beanbag to another student and says a different English word. If a student drops the ball / beanbag, he / she is out.
- The game keeps going until you have one winner.
- You can play this game with different vocabulary sets, such as colors, numbers, school things, etc.
- Alternatively, do the game with introductions where students say *Hello, I'm …* and their name when they pass the ball.

Race Game

- Draw a race track across the board, and draw or display two pictures (one to represent each team) at the start of the race track.
- Divide the class into two teams. Ask *What's this?* to each team in turn, then draw or mime a word, or show a flashcard from a previous unit. If the team answers correctly, move their picture one step towards the finish line.
- The first team to reach the finish line wins the race.

What's in the Bag?

- Place a small object which students know the word for (a classroom item, a plastic toy animal, etc.) in a cloth bag.
- Invite a student to put his / her hand inside the bag and feel the object. The student must guess what the object is just by feeling its shape.
- You can play this game in two teams, inviting students from each team to guess an object and awarding one point for each correct guess.

Silent Words

- Divide the class into two teams.
- Mouth a word to each team in turn. The students try to guess the word you are mouthing. Award one point for each correct guess.
- If you like, you can give clues, e.g., *It's an animal*.
- You can also do this with mouthing letter sounds to help practice pronunciation.

Touch Words

- Give students instructions, e.g., *Touch a book!*, *Touch a pen!*, *Touch something red!*
- Students run around the classroom touching the correct items.
- You can also display flashcards around the classroom to play this game.

Flashcard Games

Bingo!

- Show a set of flashcards and ask students to say the words.
- Ask students to write four or five of the words in their notebooks or on a piece of paper. Alternatively, students can draw pictures to illustrate the words.
- Call out the words or show the flashcards in a random order. When a student hears or sees a word on their list, they cross it out.
- The first student to cross out all their words wins the game, but continue playing until all students have crossed out all their words.
- You can also play this game to review numbers (students write four or five numbers) or colors (students color four or five circles).

Slow Reveal

- Cover a flashcard with a sheet of paper and hold it up in front of the class. Start to move the paper very slowly and ask the students *What's this?*
- Carry on sliding the paper further down the flashcard, stopping now and then to ask the students *What's this?* and to allow the class to offer their ideas, e.g., *It's a (pencil)!*

Find the Cards

- Display a set of flashcards on the board. Point to each flashcard and ask the class *What is it?* Repeat the correct word for each flashcard with the students, then turn each flashcard over.
- When the flashcards are all face down, ask again and see how many students can remember which flashcard is which.

Number Words

- Display a set of flashcards on the board. Write a number under each flashcard. Say the word for one of the flashcards and ask *What number is it?* Alternatively, say the number and ask *What is it?*

Tic-tac-toe

- Play a game of Tic-tac-toe using a set of flashcards.
- Divide the class into two teams. Assign crosses to one team and circles to the other team.
- Draw a 3x3 grid on the board and display a flashcard in each square. Students from each team in turn say the word for one of the flashcards and draw a cross or circle in the cell. The first team to get three in a row wins.

Basketball Words

- Place two lines of several flashcards leading up to a box / basket. Divide the class into two teams.
- Invite a player from each team to stand at the start of the row of flashcards. Hand each player a ball. The players take turns saying the words on the flashcards. Each time they say a correct word, they move closer to the box / basket.
- When they feel that they are close enough to throw their ball into the box / basket, they can make their shot. If they throw the ball into the box / basket, they win a point for their team. Repeat with other students from each team.

Catch the Cards

- Set flashcards face up on the floor. Divide the class into two teams.
- Students from each team in turn throw a beanbag onto one of the flashcards, then say the word for that flashcard. If they say the correct word, they can keep the flashcard. If they say an incorrect word, the flashcard stays on the floor.
- When all the cards have been collected, the teams count their flashcards to see who has the most.

Pass the Flashcards

- Arrange the students in a circle. Hand out flashcards to the students. Play a song from a previous unit.
- The students pass the flashcards around the circle. Stop the music at random points. The students hold up the flashcards they have and say the correct words.
- Alternatively, when you stop the music, you can call out a word, and the student with that flashcard must hold it up.

Jump the Rope

- Put a length of rope or a line of tape on the floor. Designate one side "Yes" and the other side "No."
- Hold up a flashcard and say the correct word or an incorrect word. If students think that you have said the correct word, they jump onto the "Yes" side of the rope. If they think you have said an incorrect word, they jump onto the "No" side.

Stop the Cards

- Show a set of flashcards one after the other, pretty fast, saying the name of the item on one of the flashcards as you go. The students call *Stop!* when the word and the picture match.

What's Missing?

- Display ten flashcards on the board. Point to the flashcards and ask the class to say the words.
- Tell the class to close their eyes. Remove two or three of the flashcards.
- The students open their eyes and say which flashcards are missing.

Memory Game

- Display six or eight flashcards on the board. Point to the flashcards and ask students to say the words.
- Tell students to look at the flashcards for about 20 seconds. Tell students to close their eyes. Remove the flashcards from the board.
- Tell students to open their eyes. Ask students to tell you which flashcards were on the board.
- If you like, you can play this game in two teams. Once you have removed the flashcards and students have opened their eyes, ask students from each team in turn to say the word for one of the flashcards.
- Award one point for each correct answer. If students in one team can't remember any more flashcards, pass to the other team.

What's Different?

- Choose three flashcards from one vocabulary set, and one flashcard from a different vocabulary set.
- Display the flashcards on the board. The students have to say which flashcard does not belong with the others in the group.
- Encourage students to say why this card is different, e.g., *They're colors. This is an animal.*
- You can play this game in two teams if you like, showing sets of flashcards to each team in turn.
- Award one point for each correct answer. The team with the most points wins.

Song Activities

Song Flashcards

- Hand out the flashcards for the vocabulary set featured in the song. Play the song and tell students to hold up their flashcards when they hear that word in the song.
- You can shuffle the flashcards and hand them out to different students to repeat the game. Alternatively, you can pin flashcards around the classroom and tell the students to point to the flashcards when they hear that word in the song.

Next Lines

- When students have sung a song a couple of times and become familiar with the lyrics, play the song again, pausing at random points for students to sing the next line.

Singing Groups

- Divide the class into groups. Play a song for students to familiarize themselves with the lyrics, then play the song again, pointing to each group in turn. When you point to a group, only that group should sing along with the recording.
- Start by pointing to groups in order, then point to groups at random to make the game more exciting.

Actions

- Divide the class into groups and tell each group to think of actions for the song. Play the song a few times for the students to practice singing the song and doing the actions in their groups.
- Invite groups to perform their song for the class along with the recording.

Singing Stars

- Divide the class into groups. Students should take turns singing lines from the song verses, then the whole group should sing the chorus. The students can practice singing the song, then perform it for the class, along with the recording.
- If you like, you can have a class vote for the best performance.

Story Animation Activities

Who Said It?

- Say sentences from the story. Ask students to watch or remember the story animation and call out the name of the character who said each sentence.
- You can play this game in two teams if you like, saying sentences to students from each team in turn and awarding one point for each correct answer.

Who Did It?

- Ask questions about actions in the story, e.g., *Who can jump / has a crayon?*
- Students watch or remember the story animation and point to the character who did the action.
- You can play this game in two teams if you like, asking questions to students from each team in turn and awarding one point for each correct answer.

What's Next?

- On the second viewing of the story animation, pause the story at random points and ask students to say what line comes next. Try to do this with memorable lines or answers to questions.

Yes or No?

- Divide the class into two teams. Say true or false sentences about the story animation to students from each team in turn. The students respond with *Yes* or *No*.
- Award one point for each correct answer. Award extra points if students can correct the false sentences. The team with the most points wins.

Who / What Is It?

- Describe a character or an item from the story animation for the class to guess. Invite a volunteer to stand up and describe a character for the class to guess. Repeat with other students.

Days of the Week, Weather, and the Alphabet Poster

Days of the week

- You can use the *Days of the Week, Weather, and the Alphabet* poster to introduce the days of the week at any time during the year. Point to the days of the week on the poster and say each one aloud. Then model the pronunciation of each day again for students to repeat. Use the students' own language to make sure they understand what they're learning. Once students are more confident, introduce the question *What day is it today?* as receptive language. Encourage students to respond initially by saying the day. As the semester progresses, you can introduce the structure *It's (Monday)*.

Weather

- Point to the pictures on the poster and model the words for students to repeat.
- Ask *What's the weather like today?* Students answer *It's sunny / cloudy / raining / snowing* and point to the correct picture on the poster.
- You can then ask students what the weather is like in each subsequent lesson.

Alphabet

- Point to the letters in order and ask students to say the sounds with you. Then point to letters in random order and ask students to say them.
- Play *Poster race* (see below) with letter sounds.

Classroom Language Poster

- Using English for classroom routines is an excellent way to introduce and recycle important natural language. See the ***Beehive American*** *Classroom Language* poster for useful high-frequency expressions.
- If English is used for organizing activities and giving instructions, students will develop a passive understanding of the expressions, and be able to produce many of them by the end of the first year.
- Encourage students to use the functional exchanges modeled on the poster when talking to each other. If students use any of the phrases on the poster in their own language, recast their answers in English and point to the correct part of the *Classroom Language* poster as you do so.

Vocabulary Posters

- You can use the *Vocabulary* posters to practice and review Lesson 1 vocabulary at any time. Point to known items on the poster and ask *What's this?* Encourage students to say the words. Alternatively, you can use the posters to play one of the vocabulary games below.

Poster Race

- Display one or two of the *Vocabulary* posters at the front of the classroom.
- Invite two students to stand about 2 meters from the posters. Call out one of the words shown on the posters. The students race to be the first to touch the correct picture on the poster. Repeat with other students.
- You could play this as a team game, with students racing to touch the item on the poster first to win a point for their team.

Colors

- Use the Unit 2 *Colors* poster and ask the students to say the colors.
- Ask students around the class *What's your favorite color?* Elicit the answer *It's (orange)*.
- Students can make a poster showing their favorite colors by drawing, coloring and cutting out pictures of items in their favorite colors, and gluing them onto a large sheet of paper.
- Display the poster in the classroom. Ask students to point to their items and say *My favorite color is (red)*.

Yes or No?

- Point to a picture on the poster and *say It's a (duck)*. Look questioningly around the class and encourage students to say *Yes*. or *No*., then say the correct word if necessary. You can also play this game in teams.

Key Vocabulary

All the key vocabulary items have accompanying flashcards.

Unit 1

Lesson 1

bag
book
crayon
notebook
pencil
ruler

Lesson 3

board
bookcase
chair
table

Unit 2

Lesson 1

blue
green
orange
purple
red
yellow

Lesson 3

black
brown
pink
white

Unit 3

Lesson 1

chicken
cow
duck
goat
horse
sheep

Lesson 3

bird
cat
dog
rabbit

Unit 4

Lesson 1

beans
cake
carrots
meat
potatoes
rice

Lesson 3

cookies
milk
water
yogurt

Unit 5

Lesson 1

climb
jump
kick
run
throw
walk

Lesson 3

dance
play the drums
play the piano
sing

Unit 6

Lesson 1

dolphin
fish
penguin
sea turtle
seahorse
seal

Lesson 3

big
fast
slow
small

Unit 7

Lesson 1

arms
ears
eyes
legs
mouth
nose

Lesson 3

feet
fingers
hands
toes

Unit 8

Lesson 1

brother
dad
grandma
grandpa
mom
sister

Lesson 3

builder
cook
firefighter
pilot

Letter to Parents

Dear parents,

This year, your child will be learning English using ***Beehive American*** Starter Level. ***Beehive American*** provides a modern, motivating and fun presentation of topics that students can relate to their own studies or to their daily lives.

Beehive American recognizes that your support and encouragement are important to your child's success, and the course provides plenty of ways for you to join in actively with the ***Beehive American*** community of learners, even if you don't speak English.

Interactive games, exciting stories, videos and entertaining songs will enrich your child's learning of English and improve their understanding of a variety of topics. Make time to read the stories with your child and encourage them to sing you the songs they learn in class. Ask them to tell you about the games they have played, and invite them to tell you what topics they have learned about in ***Beehive American***. Try to look at their work regularly, and ask them to tell you their favorite activities in each unit. Remember to give them a lot of praise for their efforts!

The stories in ***Beehive American*** teach important values that promote good citizenship. They provide an opportunity to talk about emotions and social skills that will promote your child's emotional well-being. ***Beehive American*** also has a strong focus on the development of your child's literacy skills, with a phonics lesson in every unit. Get involved by looking at and reading the stories together, and practicing the phonics chants.

In each unit of ***Beehive American***, students carry out three *Team Up!* tasks, which enable them to take the language they have learned and use it during a collaborative activity or game. Ask your child to describe what they've been doing, so that they can show you how much they have learned.

Beehive American provides individual digital learning, too. Your child will have access to Oxford Online Practice that supports students' learning outside the classroom with varied and engaging practice activities.

In addition to the material they will encounter in the ***Beehive American*** course, you can help to expose your child to the English language by finding English movies, or online videos to watch and English comic books, magazines, or children's websites to read. Encountering English outside the classroom will help your child to see English as a real means of communication in the modern world.

Your child will be encouraged to self-evaluate his / her progress at the end of each unit and to ask for help in any areas in which he / she has difficulties. Encourage your child to tell you about any problems he / she may have with the material covered in class, and feel free to contact me at any time to ask for any extra help and support necessary.

Please do not hesitate to ask me anything about your child's progress this year.

Welcome to our community of learners!

Yours sincerely,

Class teacher

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Classroom Language Poster

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Vocabulary Posters

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Beehive American Starter Level Flashcards

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