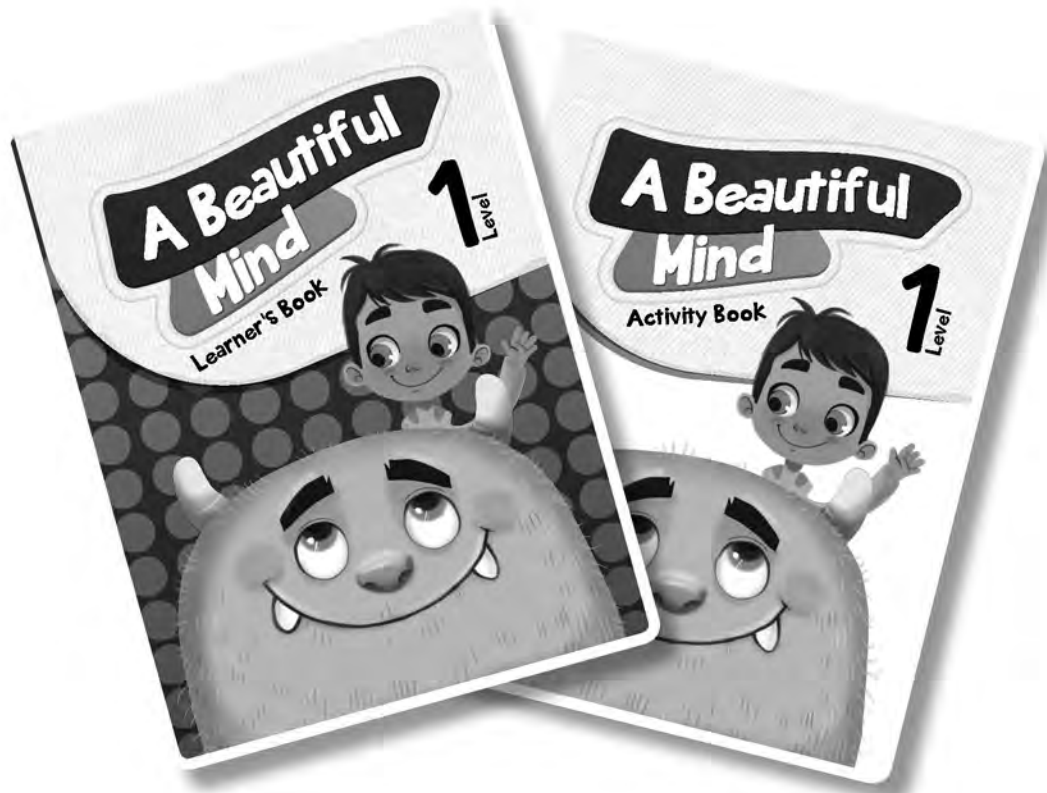


A Beautiful Mind

1
Level

Teacher's Guide





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A Beautiful Mind

is a six-level, structured series that follows the curriculum developed for Cambridge International Examinations by Cambridge English Language Assessment. It is matched to the Cambridge Primary English as a Second Language Curriculum Framework (CEFR) with defined learning outcomes.

The series introduces diverse characters who use language in a motivating and informative way. It contextualizes language and develops competence in all four skills. It, also, engages children in a 21st century learning environment and offers a language-rich, interactive approach to learning English with an international focus.

With its functional grammar and diverse features such as “Reading is fun!”, “Writing is fun!”, “Today’s word” and “Spelling Bee Lists” sections at the end of units, at the bottom of pages and/or at the end of each stage, **A Beautiful Mind** promotes a “How to learn” approach that suits different levels of ability with a focus on developing learners’ conversational and academic English.

A Beautiful Mind series, also, encourages students to approach new learning situations with confidence by helping them acquire content knowledge, develop critical thinking skills and practise English language and literacy. Learners are exposed to a range of the most frequent and commonly used vocabulary.

The series offers a (Teacher’s Guide, Learner’s Book with an Access Code to the series website, Activity Book and Three Readers) for each stage, and it can be used as a stand-alone ESL curriculum or it can be used as part of other materials for children aged (5-11).

The following is the Cambridge Primary English as a Second Language curriculum framework, designed by University of Cambridge ESOL Examinations. These frameworks offer a comprehensive set of advanced learning objectives for learners of English as a Second Language. They are based on the Council of Europe's Common European Framework of Reference for Languages (CEFR), which is used widely both inside and outside Europe to plan learners' progression in English. The curriculum frameworks are divided into five strands: Reading, Writing, Use of English, Listening and Speaking. In line with the CEFR, learning outcomes in every strand for each stage are defined in the light of what learners should be able to do in English. This framing of learning objectives as an advanced can-do arrangement should encourage the use of learning-centred, activity-based approaches by teachers in the application of the curriculum frameworks. Student progression in each strand within the curriculum frameworks is planned in terms of the common reference levels in the CEFR.

A1	A2	B1	B2	C1	C2
Basic user		Independent user		Proficient user	

The use of low, mid and high categories signifies the fact that progression across CEFR levels may usually take two or three years in each strand.

Stage						
	1	2	3	4	5	6
Reading CEFR level	working towards A1	Low A1	High A1	Low A2	Mid A2	High A2
Writing CEFR level	working towards A1	Low A1	High A1	Low A2	Mid A2	High A2
Use of English CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1
Listening CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1
Speaking CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1

It is expected that students will progress in terms of the CEFR in the varied strands of Speaking, Listening and Use of English in the curriculum at a slightly faster pace. This is mainly for the primacy of modified oral input in early years second language teaching where learners typically lack sufficient literacy skills in their mother tongue to develop English through reading and writing. This can be confusing all the more for learners whose first languages are non-Roman script languages – involving the mapping of new unfamiliar sounds to equally unfamiliar symbols. Although such early literacy concerns may differ according to the learning context, one thing remains unchanged; in the pedagogic approach within the curriculum framework, the teacher's use of structured talk will be the central facilitating factor in supporting early primary learning and that the learning process in the classroom will be noted for high-quality interaction whereby the teacher endeavours to encourage the active use of English by learners in completing all tasks.

This focus on modified oral input – which enables learners to focus on forms as well as meanings – will support the slightly faster incremental development of Speaking, Listening and Use of English skills throughout the curriculum. The assessment framework (look at the table below) is created to support the implementation of the curriculum framework by offering both teachers and learners with motivational end-of-stage objectives and to help teachers, learners and parents monitor progress being made. The assessments at integral transition points throughout the curriculum relate to Cambridge ESOL's international suite of English language assessments for learners – multi-skilled, externally certificated tests from University of Cambridge ESOL Examinations – and there are end-of-year progression tests for all stages from Stage 3 to Stage 6.

<i>Stage</i>	<i>Assessment</i>	<i>CEFR level</i>
6		
5	KET for Schools ¹	A2
4	YLE Flyers	
3	YLE Movers	
2	YLE Starters	A1
1		

¹ KET for Schools could be taken at Stage 5 or 6, depending on rate of learner progress

The Cambridge Primary English as a Second Language curriculum framework constitutes a solid ground on which the later stages of education can be built. Cambridge Primary provides an optional testing structure to evaluate learner performance and report progress for both learners and parents. Cambridge Primary Progression Tests are available to schools registered for Cambridge Primary for stages 3–6. These tests are taken in class and are accompanied with mark schemes so that teachers can mark them by themselves. At the end of Cambridge Primary, schools offering English as a Second Language can choose to enter learners for Cambridge English Language Assessment exams. These exams provide an international calibre and objective evidence that learners are making progress.

Stage 1

Reading

- **1Re1** Recognise, identify, sound and name the letters of the alphabet.
- **1Re2** Recognise, identify, sound, segment and blend phonemes in individual words.
- **1Re3** Identify and remember high-frequency sound and letter patterns.
- **1Re4** Recognise, identify and sound, with support, familiar words and sentences.
- **1Re5** Sight read high-frequency words.
- **1Re6** Recognise that some sounds have more than one spelling.
- **1Re7** Understand the meaning of very simple familiar phrases or sentences on familiar general and curricular topics by rereading them.
- **1Re8** Use, with support, a simple picture dictionary.

Writing

- **1W1** Hold a pen/pencil in a comfortable and efficient grip.
- **1W2** Form higher and lower case letters of regular size and shape.
- **1W3** Write familiar words to identify people, places.
- **1W4** Write letters and words in a straight line from left to right with regular spaces between letters and words.
- **1W5** Copy letters and familiar high frequency words and phrases correctly.
- **1W6** Copy upper and lower case letters accurately when writing names and places.
- **1W7** Spell some familiar high-frequency words accurately during guided writing activities.
- **1W8** Include a full stop when copying very high-frequency short sentences.

Stage 1

Use of English

- **1U1** Use common singular nouns, plural nouns [plural 's'] and proper names to say what things are.
- **1U2** Use numbers 1–10 to count.
- **1U3** Use basic adjectives and colours to say what someone/ something is or has.
- **1U4** Use possessive adjectives to describe objects.
- **1U5** Use determiners a, the, this, these to indicate what/where something is.
- **1U6** Use interrogative pronouns which, what, where to ask basic questions;
use the questions: What colour is it? What now?
- **1U7** Use demonstrative pronouns this, these to indicate things.
- **1U8** Use personal subject and object pronouns to give basic personal information.
- **1U9** Use imperative forms of common verbs for basic commands and instructions.
- **1U10** Use common present simple forms [positive, negative, question] to give basic personal information.
- **1U11** Use common present continuous forms [positive, negative, question] to talk about what is happening now.
- **1U14** Use can/can't to describe ability;
use have got to describe possession.
- **1U15** Use basic prepositions of location and position to describe at, in, near, next to, on to describe where people and things are;
use prepositions of time: on, in to talk about days and time;
use with to indicate accompaniment;
use for to indicate recipient.
- **1U16** Use would you like + noun, to enquire;
use let's + verb;
use like + verb + ing to express likes and dislikes.
- **1U17** Use conjunction and to link words and phrases.
- **1U18** Use me too to give short answers.

Stage 1

Listening

- **1L1** Understand a limited range of short, basic, supported classroom instructions.
- **1L2** Understand a limited range of short supported questions which ask for personal information.
- **1L3** Understand a limited range of short supported questions on general and curricular topics.
- **1L4** Understand the main points of short, supported talk on a limited range of general and curricular topics.
- **1L5** Understand some specific information and detail of short, supported talk on a limited range of general and curricular topics.
- **1L6** Use contextual clues to predict content in short, supported talk on a limited range of general and curricular topics.
- **1L7** Understand very short supported narratives on a limited range of general and curricular topics.
- **1L8** Recognise the names of letters of the alphabet.
- **1L9** Recognise the sounds of phonemes and phoneme blends.

Speaking

- **1S1** Make and respond to basic statements related to personal information.
- **1S2** Ask questions in order to find out about a limited range of personal information and classroom routines.
- **1S3** Use a limited range of basic words, phrases and sentences related to classroom objects, activities and routines.
- **1S4** Respond to basic questions on classroom and daily routines.
- **1S5** Use words and phrases to describe people and objects.
- **1S6** Contribute suitable words and phrases to pair, group and whole class exchanges.
- **1S7** Take turns when speaking with others in a limited range of short, basic exchanges.
- **1S8** Express basic likes and dislikes.

What is curriculum?

Across the globe, the term curriculum is used in varied ways. In some countries, 'curriculum' has a all-inclusive meaning, covering not only subjects, but also the connections between subjects, teaching methodology and all facets of schooling that result in the educational experience learners receive. In contrast, in other countries, a narrower interpretation is employed, referring either to a prescribed range of courses (the curriculum in Year 6 contains eight different subjects) or a certain learning programme across different years (the chemistry curriculum at secondary level). In this guide the following definitions are followed:

- A school curriculum refers to the combination of subjects studied within a school year and in sequential years as the learner advances up the educational system provided by the school.
- A subject curriculum refers to the content and skills contained within a syllabus implemented across sequential stages of student learning. These stages mostly refer to school year levels, and therefore a particular learner's age.
- Co-curricular curriculum refers to valuable educational activities that support the learning process beyond the confines of the school curriculum, which the school encourages and supports.
- The experienced curriculum refers to the learning students actually receive as an outcome of the whole educational experience. This includes the influence of the school curriculum, teaching methods, the co-curricular curriculum and the learning environment. It includes both the planned and unplanned or unintended outcomes of the curriculum. It is important to point out from the outset that planning the school curriculum, in the light of the subjects to be studied each year towards specific qualifications, is only part of the process. The school's vision and objectives will encompass personal and social outcomes as well as academic ones. Learning does not begin or end in classrooms, but it pervades the school environment and larger community. What learners actually experience may not be identical to the written objectives of the curriculum – it will be the result of a complex web of interdependent parts including:
 - teaching quality
 - learner enthusiasm and prior knowledge
 - school leadership, environment and culture

- the school's curriculum and subject curricula
- assessment practices and expectations
- the school's internal structures and operations.

Therefore, creating a curriculum from first principles, or evaluating an existing curriculum with a view to improving it, is invariably a complex and challenging task. Whereas schools may use similar or even identical written curricula, the experienced curriculum is guaranteed to be unique to each school. For this reason, you must take ownership of your curriculum and evaluate the outcomes on regular basis, against your intentions to make sure the educational experience is enhanced and in line with the school's vision and task.

The school vision is a gripping sense of the future direction of the school that should be commonly shared and must inspire commitment. Most schools also have a mission statement, which is a written declaration stating the school's educational purpose. Educational goals might be included in the mission statement or listed separately. Together with the vision and mission, they provide direction and focus on what the priorities are. The school strategic plan gives practicality to the vision, mission statement and aims. This should include a statement headlining longer term priorities/aims up to five years ahead, and a thorough, one-year implementation plan.

A *Beautiful Mind* series is remarkable for applying the Cambridge standards closely. Both the Learner's Book and the Activity Book are designed while having in mind the precise level that each grade is expected to reach. In order to highlight the use of the Cambridge standards in the series, each unit in the first three grades is preceded by a table that clarifies the progression in standards application. In the later grades, each lesson provides a list of outcomes (standards). The lessons of the book are organized smoothly through following a consistent thematic pattern for each unit. With its interactive version, the series does away with old-fashioned, teacher-oriented style, and follows a more progressive approach that places the student's participation at the heart of the learning – teaching experience. Furthermore, the Teacher Guide for each grade provides an abundance of online resources and fun games for the teacher to choose from.

Ideas and Techniques for Teaching 1st Graders

Here are some tips and techniques to make your journey with your little ones more fun and more rewarding.

1 Make their first day at school delightful by greeting them with a cute and colourful bulletin board:

Kids will feel special when they see their names on the wall. It will make it easier for you to gain their trust and make the classroom feel like home to them.

2 Another alternative is to choose a more engaging kind of bulletin board with fun puzzles to solve:

For tips, check this link: <http://www.weareteachers.com/50-tips-tricks-and-ideas-for-teaching-1st-grade>

3 Bye bye pencil-sharpening distractions!

Add two tins to your list of stuff-to-have-in-the-classroom. You will put pencils that need sharpening in the first one, and already sharpened ones in the second. This way, you will put an end to the annoying and untimely noises of pencil-sharpeners at your classroom.

4 Use free games to teach blends:

Check these six freebie, low-prep games for teaching blends.

Link: <http://www.themeasuredmom.com/6-free-games-for-teaching-beginning-blends/>

5 You can also try a high-tech version of the interactive notebook:

Websites such as Glogster offer kids the feature of making interactive posters. They can attach links, videos, and write anything they want.

Link: <http://edu.glogster.com/?ref=com>

6 Help students realize the difference between similar letters:

You can do so by creating anchor charts or other kinds of visuals that kids will find entertaining to look at.

7 Teach word families with visuals and fun stories:

The story of “Bossy E” will help your first graders remember how “sit” is different from “site.”

8 Make guided reading easier with Popsicle sticks:

Each stick provides a different question, and students can take one at a time and read it. The questions can be answered at different times (before, during and after reading). You can arrange them based on when they'd be answered, or with over a period of time, students will understand when they have to answer each question. Tip: Choosing the questions themselves will make students even more interested!

9 Encourage critical thinking through prompt writing:

Give your students questions that require more thinking efforts than usual simple discussions. In this kind of questions, they will have to apply what they knew to answer. It will help them avoid answering without thinking just for the sake of being first.

10 Keep your math manipulatives organized and easy to access:

You can put your manipulatives into clear shoe boxes and label them with words and pictures. It is important to put them in a place where kids can access them easily when they need them.

11 Read them stories every day.

This list from The Sunny Patch has tons of great suggestions your first graders will love!
<http://thesunnypatch.ca/favorite-first-grade-read-alouds/>

12 Encourage curiosity and creative questioning with a well-made anchor chart:

Keep referencing to this chart in the middle of a read-aloud, during show and tell, or during independent student work.
For ideas check this link: <http://adventuresoffirstgrade.blogspot.com/search/label/Reading%20Comprehension>

13 Differentiate math work:

Front Row Ed is an online program that allows students to work independently on core-aligned activities. The best part is that the app generates personalized worksheets created to suit every student's individual level!

Link: <https://www.frontrowed.com/>

14 Enrich your classroom library with colorful bins:

Arrange the bins based on your classroom books: by series, genre, author, etc.

For ideas, check this link:

<http://mrswheelerfirst.blogspot.com/2012/06/classroom-library-system.html>

15 Have "Number Talks":

You can develop mental math and computation skills by having Number Talks.

Students should be able to explain their thinking on math assessments. Therefore, this is an excellent way to help them feel comfortable with reasoning aloud. They will learn to explain clearly and logically. It will also make it easier for them to recognize their errors since you will write down the problem exactly the way they explain it. If they can't perceive the errors, other students can help clarify. Also, it is important to add that as children develop a deeper number sense, they will decompose and manipulate numbers in more sophisticated ways.

For ideas, check this link: http://www.mathperspectives.com/num_talks.html

16 Personalize the class word-wall:

Rather than having a single class word-wall, encourage students to create and post their own personal word-walls in the classroom. Your first graders will love showing their talent!

Check out the First Grade Parade for a personal word wall freebie:

<http://thefirstgradeparade.blogspot.com/search/label/freebies>

17 Organize your class jobs with a cute "Colorful Little Helpers" poster:

Keep track of who is participating in which roles through a given week with a colorful poster. Very handy!

18 Create math journals:

Making a chart that integrates the numeral, words, and pictures for each number will help instill number concepts within your little ones. Check Miss Van Maren's Fantastic First Grade for more excellent examples of ways to use math journals!

Link: <http://missvanmarensfantasticfirstgrade.blogspot.com/2012/08/math-journal-tools-for-your-tool>

19 Teach the seasons:

Help your kids to brainstorm pictures, adjectives, and other mediums as a class, and then have students work on Science Journals from Today... in First Grade! Students will love to draw trees in each season, describe what they wear through the different seasons, and journal about the differences that characterize winter, spring, summer, and fall.

Today... in First Grade! Link: <http://todayinfirstgrade.blogspot.com/>

20 Turn learning into a fun process with games for every subject:

BrainPOP Junior allows you to select interactive games and activities based on subject and topic, like science, art & technology, reading & writing, and health.

Link: <https://jr.brainpop.com/>

Establish a culture of kindness:

21 Read stories that help instill this mentality in your kids. For example, read them something like The Hundred Dresses by Eleanor Estes. Focusing on similar themes of compassion really teaches them how to look for positive things in each other. Also, bring a smile jar into the classroom. Students nominate each other throughout the week based on the good behavior they witnessed each other exhibit. Open the jar once a week and read some of the notes out loud to the entire class.

22 Let your kids decorate the classroom:

Start with a clean slate and allow your students to fill the classroom with their creations throughout the year. However, don't fall into the mistake of covering the walls entirely because you still need space for anchor charts!

You don't need to go overboard with themes. Keep it cute and simple.

23 Prepare your students for the day's activities:

An objectives-and-agenda board, paired with a morning message, will give students a heads up at the beginning of each day. Students can copy down the message and daily plans, then respond to them. For ideas, check this link:

<http://firstgradefresh.blogspot.com/2011/08/lets-give-them-something-to-talk-about.html>

genres, from poems to simple notes.

24 Use “absent folders” to help students catch up when they return to school:

Partner up students at the beginning of the year. When one student is absent, have their partner put work in the Absent Folder. When the absent student returns to school, send the folder home with him/her overnight. This will save both time and effort!

For ideas, check this link:

<http://mrsterhune.blogspot.com.au/search/label/Absent%20Folders>

25 Develop students’ writer identities with a lovely pencil poster:

This poster will help your kids understand that writers write on a variety of topics and genres, from poems to simple notes.

26 Get to know your parents with a “Parent Wishes” jar:

This is a fun activity that gets the parents involved in their kids’ learning process. It is special for Back to School Night. Parents write their objectives and concerns for the year on index cards and put them in this lovely jar. Tip: Parents can write the wish on the front side and add two or three ideas on how to make the wish come true on the back side!

For ideas, check this links:

<http://funkyfirstgradefun.blogspot.jp/2012/08/parent-wish-jar-freebie.html?m=1>

27 Minimize stress during dismissal:

Dismissal time at 3 PM doesn’t have to be so chaotic! Check the blog Heidi Songs for some useful tips on Getting Control of Your Classroom Dismissal Time.

Links: <http://www.heidisongs.com/>

<http://blog.heidisongs.com/2015/02/getting-control-of-your-classroom-dismissal-time.html>

28 Teach them how to retell a story:

Use this anchor chart to review stories with your little ones and sharpen their narration skills after reading.

29 Use paint swatches to teach the parts of speech:

Color code parts of speech and sentence components and then let students create silly sentences to tell funny stories! Students can copy down their sentences and then illustrate them (Paint Swatches is a cool free tool for this).

Link: <http://www.upcyclededucation.com/2011/02/paint-swatch-activities.html>

30 Use number puzzles:

These easy-to-make games will help students see what one more, ten more, one less and ten less look like.

Link: <http://mrstfirstgrade-class-jill.blogspot.com/2012/11/number-puzzles-in-th-bag.html>

31 Teach punctuation with a cute owl anchor chart:

Link: <http://firstgrade-glitterandgiggles.blogspot.com/2013/02/im-back-plus-owl-punctuation.html>

32 Keep organized with a labeled, three-drawer bin:

Get rid of all these scattered messy piles.

33 Use morning messages to strengthen skills:

Your morning message can serve as a way to practice punctuation, capital letters and spacing.

34 Classroom management: Choose some management techniques that suit your personality:

It is essential that you have a sense of your classroom management techniques before school begins. If you are still a fresh new teacher, start out with a few things that you feel you can easily implement. Research the many management techniques out there and select whatever you find appropriate and compatible with who you are as a person and an educator. The next step is to have some material ready in order for you to try these strategies.

Two Useful Teaching Tools: Interactive Notebooks & Anchor Charts

1 Interactive Notebooks

Interactive Notebooks (INB) are your students' "go to" resource, as they allow them to easily refer back to any concepts they have learnt in class. It's a more fun and interactive method of taking notes. Every year, students will be adding more pages that function as a quick personal reference to skills and concepts they have studied through the years. In other words, students will be creating their own textbook as time passes. This textbook, however, will be tailored specifically to suit their needs.

How Much Time Does it Take?

That really hinges on you, your class, and how much time you are willing to put into this. Start small and build it up from there. The more your students get used to their notebooks, the easier it will get, and the faster they will be with the cutting and gluing. If you spend lots of time teaching them the rules and at the beginning of the year, your work will definitely pay off.

What Do I Need to Get Started?

All you need is a simple copy book for each student! There are lots of interactive notebooks available online. Just do a quick search on the web, and choose what you like.

- 1 Leave the first couple of pages at the front of each notebook blank. As time passes by and your students add pages to their notebook, they can add new titles in the table of contents. This will help them find pages more easily when the book starts getting bigger.
- 2 Whenever your students add a new page to their notebooks, ask them to write the page number in the bottom corner. Then they will be able to add page numbers next to each title in their table of contents, which will come in handy when they are looking for a certain page.

- ③ Create easy bookmarks by sticking a piece of yarn or string to the spine of the notebook. Students will find this bookmark useful to avoid getting lost between the pages when they are starting a new project.
- ④ Whenever your students are working on a new project, always provide them with a model they can refer to. This will save you the many questions that may arise and will give you more time to spend on helping the kids with the skill or concept, rather than the layout of the page.
- ⑤ When it comes to glue, it's really up to you! Some teachers prefer roll on glue because it isn't as messy as white glue. It may not be as sticky and you may have pieces that fall out in the long run ... The best solution could be sponge glue.
- ⑥ Have a pocket at the front of the notebook. If students are not finished with an activity, they will be able to keep their extra pieces there!
- ⑦ You don't have to spend any of your class time on colouring if you don't want to! All you have to do is to just send it home. It's wonderful for our students to have a beautifully coloured and decorated page, but that is not really the objective of interactive notebooks. The point of it is that your students are learning and creating a book that they will be able to refer to as a reference. When you let your kids colour their pages, they become proud of their notebooks because they have worked hard to make them their own. However, if you don't have enough class time, you can either send the colouring home or allow your students to colour their notebooks during their free time.
- ⑧ Finally, it is important that your students take pride in their work! That's really an integral part of the process! When kids create something that they are proud of, it is more likely that they will use it as their "go to" resource!

2-Anchor Charts

As part of a literacy-rich environment, anchor charts cue students about prior learning, helping them remember certain strategies, procedures and concepts.

- When to use anchor charts: Teachers and students create anchor charts together and revisit them throughout the lesson. Gradually, they turn them into independent practice.

How to Use Anchor Charts

- **Teacher's Role:**
 - Identify focus and topic of anchor chart (strategy, procedure, concept).
 - Involve all students in creation process.
 - Include only the essential information (not a narrative).
 - Organize information to make it neat and easy to refer to.
 - Use simple icons and graphs to maximize usefulness.
 - Place anchor chart in strategic locations where students can visually access it easily.
 - Refer students to anchor chart frequently.
- **Students' Role:**
 - Get involved in the creation process.
 - Refer to anchor chart to gain clarity.
 - Use anchor chart as a tool to become more independent.

Tips for Teaching the Alphabet to Young Learners of English

Teaching the alphabet to ESL students can be a daunting task. How can we teach our students the 26 alphabet letters till they can read and write them by themselves? How can we make sure our students will not easily forget these letters? Most importantly, how can we make sure that we have instilled in them the right steps towards learning how to read?

Here are a few tips that will help you as a teacher to teach the alphabet to your young ESL students:

1 Different Learner Types

When you teach the alphabet to someone the first time, you have to keep in mind that people learn in different ways. Some students will find flashcards of letters sufficient, while others may be “tactile learners,” meaning those who learn by touching and manipulating objects. So here are some methods that can help you teach the alphabet the best way you can to different types of learners:

- **Visual Method:** Show alphabet flashcards that have letter on the front and a picture on the back (e.g. a / apple). You can use alphabet posters on the walls and alphabet picture books.
- **Listening Method:** Pronounce the sounds of each letter slowly and clearly and repeat a few times so your students can clearly hear the sounds. Also, you can play the ABC song.
- **Touch and Manipulation Method:** Use alphabet blocks which students can touch and pass around. Encourage them to use the blocks in order to arrange the letters in the right order. Let students trace the shape of the letters on the flashcards and then “draw” the shapes with their fingers in the air. Play the ABC song; let students sing and touch the letters simultaneously.
- **Movement Method:** Let students make the shapes of the letters with their hands and bodies. For instance, for the letter “c”, students can cup their hands or bend their bodies into a “c” shape. Also, they can bend their bodies and raise an arm for an “h” shape. For more complicated letters, students may make the shapes in pairs or larger groups. For example, two students can make the body shapes for “b”, “d”, “m” etc. by working together.

2 Teach Sounds

As you teach each letter of the alphabet, always teach its corresponding sound. Each time you introduce a letter, teach 3 sounds:

- The pronunciation of the letter (E.g. “E”)
- The sound of the letter (“Eh”)
- A word which begins with the sound (“envelope”)

Therefore, a teacher may teach as follows for the letter “E”:

T: (showing a flashcard of the letter E) “E ... E ... E ... repeat, E”

Ss: “E”

T: “E”

Ss: “E”

T: “E”

Ss: “E”

T: “E is for eh ... eh ... eh. Repeat eh

” Ss: “Eh”

T: “Eh”

Ss: “Eh”

T: "Eh"

Ss: "Eh"

T: "E, is for eh, is for (turning the card over) envelope ... envelope ... envelope ... Repeat, envelope"

Ss: "Envelope"

T: "Envelope"

Ss: "Envelope"

T: "Envelope"

Ss: "Envelope"

T: "Good! What's this?" (showing "E")

Ss: "E"

T: "Is for?"

Ss: "Eh"

T: "Is for?" (turning the card)

Ss: "Envelope"

T: "Well done!" (now asks individual students)

3 Use Worksheet Printing Exercises

- Use letter tracing worksheets to let students practice tracing the correct shapes. As students trace each letter, encourage them to say the letter out loud simultaneously (e.g. "A, B, C, ..."). Also, ask your students questions while they are tracing (e.g. what's this letter? What sound is it?).
- Use worksheets for copying letters. Again, ask questions while they are writing the letters. Check that the letters are correct in terms of shape and size and that they are written on the line.
- Have matching exercises where students can match capital letters to their small letter version (e.g. B to b) and letters to pictures.

4 Implement Posters and Real Materials

For example, if you are teaching letter "C" ask your students to find and trace the letter on posters. Bring in magazines and ask your students to find and touch (or cut out) letter Cs.

5 Play Lots of Alphabet Games

Each week, play a game the class has already learned. Also, teach new ones. In a matter of no time, your class will have learned many great alphabet games to play.

6 Start Teaching Common Letter Clusters Early on

Kids are surprisingly good at catching clusters. This practice will help them when they begin to read. For example, when you teach letter “h” introduce “ch” (you will have taught “c” in a previous lesson). Teach the cluster in the same way as individual letters (see point 2 above). Other clusters include: sh, th, ch, st, oo, ee, ou.

7 Start Teaching How to Read Simple Words from Early on

You’ll be amazed with how quickly your kids will be able to read simple words. For example, by the time you have taught the letter “O”, put the flashcard of letters “d – o – g” on the board. Produce the sound of each letter, and then see if the students can arrange the letters in the correct order to make the word.

8 Review and Practice Regularly

Learning to recognize, read and write 26 letters is not an easy task. Therefore, don’t simply expect your students to remember all letters you have taught previously. At the beginning of each lesson, give a quick review of previous letters. Play weekly games that can help you with the revision process. Do lots of worksheets which include letters from previous lessons. Keep looking back and going forward, and slowly but certainly, your students will internalize the alphabet (some faster than others). It’s an ongoing process and should be kept fun and interesting.

Teaching Numbers

- 1 Teach counting: Teach children to count from one to ten; most kids can remember the ten numbers fairly easily and learn to recite them in the form of a catchy song. Practice this basic skill at whenever you have the chance.
 - Many children maximize their learning abilities when they are using their sense of touch. Encourage children to touch the items they have been counting. This will help them develop a sense of numbers.
- 2 Introduce the numbers themselves: To begin, write the numbers from one to twenty on the board or on a piece of paper. Say each number out loud, and point at them as you count in order. This practice links the counting skill with visual imagery.
- 3 You can also use number cards: Lift a number up, say its name out loud, and then ask each child to look for the same number in his or her set of cards. Have each child practice saying its name.
- 4 Discuss each individual number: Starting with number 1, devote reasonable time to

- teaching each number. Write both the number and the word; demonstrate its meaning by showing a tangible object, for example, one cube, one finger, or one of some other item. Then move on to the number 2.
- Try not to jump to another number until you are certain that each child understands. The best way to master these numbers is by introducing one at a time.
- ④ Incorporate images: Children in general find it easier to learn when they can visualize a concept. For each number, write the number itself and a drawing that represents it. If you teach the number 2, for example, draw two hands, two oranges, or two ears. For great results, encourage the children to draw the visuals themselves.
 - ⑤ Engage the sense of touch: Using chickpeas, cubes, or other tangible items may help children internalize these concepts. When you teach number 3, for example, have each child count out three of something. Also, let them touch the items one at a time.
 - ⑥ Be creative and entertaining: Tell the children that number 5 has a fat belly for a body and then add a slash for a big nose. A little bit of silliness and goofiness goes a does wonder to the children's ability to memorize.
 - ⑦ Emphasize the importance of the sequence of numbers: The sequence of numbers is essential. Begin teaching this concept by drawing a number line on the board; it should be a straight line where numbers appear at regular intervals from left to right.
 - Test students' comprehension of sequencing by having them arrange number cards in the right order, or by you counting incorrectly and letting them point out your mistakes.
 - ⑧ Teach the concept of "counting on": Once children comprehend numbers and their sequence, they can start to count from any number, not just from number 1. Illustrate this concept with cards or other tools. For instance, if a child has a collection of 6 cubes and adds 2, it would be more efficient for the kid not to have to start counting the first 6 cards all over again. Instead, he or she can simply count two more: "seven, eight". Later, this concept will constitute a solid base for learning addition.

Games to Reinforce Number Skills

- ① Play basic number games: After you have introduced the basic concepts of counting and number sequence, try to reinforce them with number games. There are endless possibilities. To begin with, try:
 - Building a tower of cubes: Choose a certain number or a number you are currently studying, and ask your students to build a cube tower using that number of cubes.
 - Build stairs: Using cubes, make towers and group them by size. First a single cube, then, next door, two cubes, then, next to that, three cubes. This will reinforce sequencing and the link to physical size and amounts.
 - Playing board games: A lot of board games require kids to recognize the number of dots shown on the dice and then count the appropriate spaces to move forward.
- ② Sing counting songs: Easy and catchy counting songs and rhymes can help children remember numbers and their sequence.
- ③ Use picture books: There are a huge amount of counting and number books available for kindergartners and first graders. Choose some with bright colors and delightful pictures.
- ④ Ask “how many?” as often as possible: Whenever you face a situation that requires counting, ask children to do it for you. How cups do you need to serve tea? How many plates did you take from the cupboard? How many pieces of chocolate do you have?
- ⑤ Emphasize the relationship between numbers and quantities: Play games that require children to understand the relationship between numbers and their corresponding quantities. For example, have children count out a certain number of beans; then ask them to add some or take some away. Have them figure out the new number and tell you if it is more or less.
- ⑥ Introduce ten frames: Make a rectangle made up of 10 smaller squares (two rows of five). Mark or colour sections of the rectangle to correspond with particular numbers.
- ⑦ Practice comparing numbers: Explain to students that numbers get bigger moving from 1 to 10. Using beans, cubes, or some other material, make two separate groups on a table. Ask children to tell you which side has more; then ask them to count and tell you the exact number. Make a point that the number is bigger than that of the other side.
 - This game can also be useful to introduce the concept of equality. Sometimes, make the two groups equal, for example, seven beans in each group, eight cubes in each group, etc. Let children discover this, and explain what it means.

Welcome Activities: Plan and Have Welcome Activities Ready for the First Week:

Prepare a few fun ice breaker games and welcome activities that will aid you on one hand and your students on the other to get to know each other and learn each other's names. Light group games will break the ice and make the kids feel excited and welcome in your class. It's a wonderful way to reduce anxiety in students. Make sure you plan a lot of activities. Even if you do not use all of them, it's always better to save some extra ones up your sleeve than to run out of ideas in class!

It is important to give children time to get to know each other through play. Encourage them to explore the classroom and the new exciting materials that they can use. They will begin to build relationships with new people who share similar interests. Playtime is also a great way to start building their problem solving abilities.

School usually starts when it is nice and sunny outside. Take them outside to read and play before the weather changes and there are more inside days. If you can manage it, go on a beginning of the year field trip. Create an environment for learning, but at the same time organize activities to have fun together. This will help students build and strengthen friendships, make connections, and bond with each other.

Ice-Breaker Games

1 My Favourite things

This is a nice game for young or shy children who may find it daunting to participate confidently in a group.

You will need:

- A piece of paper divided into four sections for each child
- Pen and pencils for colouring

Instructions:

Ask the children to draw one of their favorite things in each section, for example, an animal, a toy, a person, etc. When they are finished, have them sit in a circle with their drawings tossed at the centre. Can they guess whose is whose?

2 Who Am I?

This is a fun way of calming down a group of little children. It tests both their powers of observation and their ability to listen carefully. It can be adapted to suit different age groups.

You Will Need:

A recording device.

Instruction:

Each child has to record a sentence or two describing themselves in a place where they cannot be overheard by their classmates. For example: "I am six years old, have black hair and am wearing black pants. Who am I?" When you play back the tape for the children, they have to guess who is speaking.

Hints:

This game can be made more sophisticated to suit older children by having students add something that others may not be able to see or guess easily, for example, "I have a cat named Jackie and like to go hiking at the weekends. Who am I?"

Or, for a group that knows one another well enough, you can ask them to try disguising their voice. Can they fool anyone?

3 Wipe that Smile Off Your Face

Best played with a large group of kids but it can still be fun with smaller groups. It works with any age, but is more suitable to younger children.

Instructions:

Have the children sit in a circle. Let the youngest start. He/she smiles his/her biggest, silliest smile at everyone sitting in the circle, trying to make someone else laugh. He/she gets a point for everyone who can't keep a totally straight face. After a little time, he/she uses one hand to "wipe" the smile off his/her face, and pass it to the person next to him/her, and so on.

When played with little children, this game can be quite entertaining, especially if you are playing with mixed ages. Most children will not be able to keep a straight face when they see someone grinning at them.

4 Seat tickets

Greet your students at the classroom door. Hand each student a “ticket” that has her or his name on the front and a picture, a shape, a colour, or some other symbol on the back. Ask students to find their names and the pictures or symbols on one of the desks in the classroom. This activity is a warm-up practice in recognizing names and matching, which are two important skills to master in first grade.

5 Meeting your Match

A smart way to break the ice and get students to socialize on the first day of school is to challenge each student to find another classmate who matches them.

Instructions:

As students enter the classroom, hand each one of them a puzzle piece. Once students are settled in their seats, have them walk around the room and check with other classmates to see if their puzzle piece fits with another student's piece. As they move from one student to another, they must introduce themselves and tell one important fact about themselves. At the end of the activity, each student must introduce their match and tell the class about the facts that they have learned. This exercise can be done using other materials than puzzles, such as cards with varying colours or shapes, etc.

Unit 1 Standards**Reading****Use of English****Listening****Speaking**

1Re1

1U1

1W1

1L1

1S1

1Re4

1U2

1W2

1L2

1S2

1Re7

1U3

1W3

1L3

1S3

1U4

1W4

1L4

1S5

1U5

1W5

1L7

1S6

Lesson's Theme: Greetings, introducing yourself

New Words: Hi
Hello
Name

Sentence Structure: My name's ...I'm ...

1 Listen and repeat

- Greet class. Say hello and wave your hand. Through your hand gestures, students will understand that you are greeting them. Point to yourself and introduce your name, "I'm Sarah". Since students' knowledge of language at this level is very simple, make sure you use a lot of hand gestures and the simplest possible vocabulary. Articulate words slowly and clearly.
- Repeat previous activity a few times. Pick a random student. Wave your hand at them to encourage them to greet, then point at them so that they would understand that they have to say their name. Repeat practice with a number of students.
- Divide students into pairs and ask them to practice together. Start by monitoring pairs through waving your hand at each student and then pointing at them. Then encourage them to follow your example among themselves. It's okay if students make some mistakes or start giving short answers. Most importantly, encourage them to speak as much as possible.

Hold up your book to class at page 6 and ask them to open their books. Tell them to listen to the recording and repeat it a few times.

Tip

Encourage students to smile, sustain eye contact, and use proper gestures.

Teacher's Resources

- ① <https://www.youtube.com/watch?v=OQvTtk4w-SY>
- ② <https://www.youtube.com/watch?v=Rh8fl5ulxYs>

Today's Word

Boy: noun [C] UK /bɔɪ/ US /bɔɪ/
A male child or, more generally, a male of any age

Examples:

- ① There are boys and girls in our class.
- ② Our neighbours have two little boys.

Lesson 2

Page 7

What's your Name?

Lesson's Theme: Greetings, introducing yourself

New Words: Hi, Hello, Name

Sentence Structures: What's your name?/My name's...

2 Listen and say

- In lesson 1, students learned how to greet and introduce themselves. In lesson 2, students will learn how to ask questions about names and how to answer them.
- Start by reviewing lesson 1. You can hold students' attention by presenting the conversation with a hand puppet (Puppetry Method). Hold the puppet and let greet the class and introduce itself (see lesson 1). "Hi, I'm Jack".
- Employ gestures from lesson one:
- Wave your hand at the puppet and say "Hello".
- Make a questioning gesture with your hand and ask the puppet, "What's your name? "My names is Jack. What's your name?" Point to yourself and say, "My name is Miss Sarah".
- Practice conversation using the puppet with a number of students.
- Hold up your book to class at page 7 and ask them to open their books. Ask them to listen to conversation.

Today's Word

Girl: noun [C]UK /gɜːl/ US /gɜːl/

Female child or young woman, especially one still at school

Examples:

- ① There are boys and girls in our class.
- ② A girl is standing in front of the window.

Activity Book, Page 11

1-Write and say

My name's Oscar.
My name's Max.

My name's Emily.
My name's Jack.

Teacher's Resources

- ① <http://www.freddiesville.com/videos/whats-your-name/>
- ② <https://www.fredisalearns.com/unit-3-whats-your-name/>
- ③ <https://www.youtube.com/watch?v=Uv1JkBL5728>

Lesson's Theme: Naming classroom objects

New Words: Door, clock, window, bag, pencil, book, chair

3 Listen and spell

- Show the whole class a picture of a classroom, with the items you have chosen to teach. You could take a photo of your own classroom and project it if possible, or find a generic classroom image with some of the items you are teaching in it. Use a projector if possible.
- Find out which words they know by pointing to parts of the picture and asking what things are.
- Say the names of the objects and get them to repeat the words they don't know or have trouble saying and label them on the picture.
- Write the words on the board over the projected image. You should get them to say the words before they see them written down, as it's easier for them to remember the correct pronunciation.
- Give out the sticky labels to students and get them to go round the actual classroom and stick them on the correct objects.
- Give this task to the better-behaved pupils. They love responsibility and this may inspire rowdy ones to be better behaved for the next time (The labels could stay there for the year).
- Spelling Game: Prepare alphabet flashcards. Draw an object and pick students to choose the flashcards that make up the object's name.

Today's Word

Baby: noun [C]UK /'beɪ.bi/ US /'beɪ.bi/

A very young child, especially one that has not yet begun to walk or talk

Examples:

- ① There's a baby in the bed.
- ② A baby is small.

Teacher's Resources

- ① <https://www.youtube.com/watch?v=41cJ0mqWses>
- ② www.eslkidstuff.com/lesson-plans/pdf/classroom-objects-lesson-plan.pdf

Classroom Objects

End of Unit Fun Game

<http://www.ultimatecampresource.com/site/camp-activity/peek-a-who.html>



Unit 2 Standards

<i>Reading</i>	<i>Use of English</i>		<i>Listening</i>	<i>Speaking</i>
1Re1	1U1	1W1	1L1	1S1
1Re4	1U2	1W2	1L2	1S2
1Re7	1U3	1W3	1L3	1S3
	1U4	1W4	1L4	1S5
	1U5	1W5	1L5	1S6
			1L6	1S7
			1L7	
			1L8	



It's a Doll.

Lesson's Theme: Identifying objects

New Words: Robot, doll, car, plane, ball, bicycle, computer

Sentence Structures: What is this? It's a ...

1 Listen and say

- Use flashcards depicting images of the objects. Hold up each image to class and pronounce the name of the object. Ask students to repeat words after you a few times.
- Mix flashcards again. This time ask students to identify objects themselves.
- Write the name of one object on the blackboard. Display flashcards to class and ask them to choose the corresponding picture.
- Say the name of an object. Display flashcards to class and ask them to choose the corresponding picture.
- Say open your books at page 10 and show the page to students. Read the names of objects and ask class to repeat after you.

2 Ask and answer

- Hold up one flashcard to class. Point at it and ask, "What is this?" Help students to give a complete answer. Repeat activity with the rest of flashcards. Through this activity, students are supposed to understand the question, "What is this?".
- Divide class into pairs and give one flashcard per pair. Ask students to form and answer questions about the objects in flashcards. Monitor their answers and provide help when necessary.

Today's Word

Father: noun [C] UK /'fa:.ðər/ /'fa:.ðə-/

A male parent

Examples:

- ① My father is strong.
- ② My father is tall.

Activity Book, Page 11

1- Write and Say

- ① What is this?
It's a bicycle.
- ② What is this?
It's a computer.
- ③ What is this?
It's a ball.

Teacher's Resources

- ① <https://www.youtube.com/watch?v=Edf5CHtdTJQ>
- ② <https://www.youtube.com/watch?v=mTisVqSrfF0>

Lesson 2

Page 11

What Colour is It?

Lesson's Theme: Colours

New Words: Red, Yellow, Blue, Orange, Green, Black

Sentence Structures: What is this? What colour is it? It's ...

1 Listen and spell

- Use flashcards depicting colours. Hold up each image to class and pronounce the name of the colour. Ask students to repeat words after you a few times.
- Mix flashcards again. This time ask students to identify colours themselves.
- Write the name of one colour the blackboard. Display flashcards to class and ask them to choose the corresponding picture.
- Say the name of a colour. Display flashcards to class and ask them to choose the corresponding picture.
- Say open your books at page 11 and show the page to students. Read the names of colours and ask class to repeat after you.

2 Ask and answer

- In this exercise students should revise words and sentence structures from the previous lesson. Show flashcards of objects learnt in the previous lesson and ask, "What is this?" Then ask class about the colour of the object, "What colour is it?"
- Point to objects in the classroom that students have learnt from the previous lesson. Ask students about the objects' names and colours.

Today's Word

Mother: noun [C] UK /'mʌð.ə/ US /'mʌð.ə/
A female parent

Examples:

- ① My mother is kind.
- ② My mother's name is Judy.

Teacher's Resources

- ① <https://www.youtube.com/watch?v=jYAWf8Y91hA>
- ② <http://www.education.com/worksheets/first-grade/coloring/>

Activity Book, Page 15

1-Read, colour and write:

- ① This is a pencil
- ② Plane
- ③ Laptop
- ④ Bicycle

Lesson's Theme: Colours and adjectives

New Words: Red, Yellow, Blue, Orange, Green, Black

Sentence Structures: What is this? What colour is it? It's ...

1 Listen and repeat

- Hold up flashcards depicting the images in page 12. Start by revising the questions learned in the previous lessons. For example, Teacher, "What is this?" Student, "It's a bag". Teacher, "What colour is it?" Student, "It's green". After finishing the conversation say, "It's a green bag". Repeat the same activity with the rest of the flashcards and let the students finish the conversation with a similar sentence containing a colour.
- Repeat the same activity pointing to classroom objects learned in a previous lesson. Students will be practicing colours, classroom objects, and adjectives.
- **Paired adjectives:**
Hold a flashcard depicting a bicoloured object, for example, a black and white cat. Point to the black part and say "black", and point to the white one and say, "white". Then say, "It's a black and white cat".

Possible Challenges

While in Arabic the adjective follows the noun it's the other way round in English. This is why it wouldn't be possible for students to think in Arabic when dealing with adjectives. Continuous practice will help students get familiarized with the difference between the two languages.

Today's Word

Son: noun [C] UK /sʌn/ US /sʌn/

Your male child

Examples:

- ① This is our son Adam.
- ② We have two sons and three daughters.

Related words: Daughter, Father, Mother, Family

Colours Adjectives

Activity Book, Page 16

2-Match

- ① A black and orange bag (3)
- ② A green and red computer (1)
- ③ An orange and blue car (2)
- ④ A blue and red doll (4)

2-Read, draw and write

It is a bag.

It is red and blue.

Teacher's Resources

- ① [http://www.write.com/writing-guides/ general-writing/punctuation/mastering- general-writing/punctuation/mastering- the-art-of-comma-usage/ commas- coordinate-adjectives/](http://www.write.com/writing-guides/general-writing/punctuation/mastering-general-writing/punctuation/mastering-the-art-of-comma-usage/commas-coordinate-adjectives/)
- ② [https://www.youtube.com/watch? v=d_ WQEw13TCo](https://www.youtube.com/watch?v=d_WQEw13TCo)

End of Unit Fun Game

You can play a game of colour mixing with your class. Show students how mixing primary colours can result in new secondary ones.

<http://www.learning4kids.net/2015/06/16/exploring-mixing-primary-colours-activity/>

How Many Clowns?

Unit 3 Standards

<i>Reading</i>	<i>Use of English</i>		<i>Listening</i>	<i>Speaking</i>
1Re1	1U1	1W1	1L1	1S1
1Re4	1U2	1W2	1L2	1S2
1Re7	1U3	1W3	1L3	1S3
	1U6	1W4	1L4	1S5
	1U7	1W5	1L5	1S6
	1U8		1L6	1S7
			1L7	
			1L8	

Lesson's Theme: Counting numbers

New Words: One : 1

Two : 2

Three : 3

Four : 4

Five : 5

Sun - Related word: Moon

Tree - Related word: Forest

Clown - Related word: Circus

Shoe

More

Alive

1 Listen and count

- Hold up flashcards depicting numbers from 1 to 5. Hold the first one and make a number one hand sign and say "one". Let students imitate and repeat after you. Continue with the rest of the flashcards.
- Divide class into pairs. Give each pair a flashcard depicting a clown or more, up to five clowns. Ask students to give the corresponding number.
- **Activity:**
Bring an abacus. On the blackboard, write a number between 1-5 in digit form, and ask students to move beads on the abacus correspondingly.

2 Listen and sing

Sing song with students and each time you mention a number hold a corresponding flashcard. This way you will be engaging students' both auditory and visual abilities, making it easier for them to learn.

Today's Word

Brothers: Plural of brother: Noun [C] UK /'brʌð.ə/ US /'brʌð.ə/

A man or boy with the same parents as another person

Examples:

- 1 Do you have any brothers and sisters?
- 2 I have three brothers and a sister.

Activity Book, Page 18

1-Count and match

- ① Flowers (5)
- ② Laptop (1)
- ③ Balls (3)
- ④ Pencils (4)
- ⑤ Books (2)

2-Read, match and write

- ① laptop: One
- ② books: Two
- ③ balls: Three
- ④ pencils: Four
- ⑤ flowers: Five

3-Read, answer and write

Five pencils
Three books

Teacher's Resources

- ① <http://www.education.com/activity/kindergarten/counting/>
- ② <https://www.youtube.com/watch?v=SV6iC34a46w>
- ③ <http://www.jumpstart.com/common/counting-fun-1-5-view>

Lesson 2

Page 15

How Many

Lesson's Theme: Numbers

New Words: Horse

Cat

Bird

Elephant

Lion

Cow

Related words: Zoo, animal

Sentence Structure: How many...?

1 Look and match

- Ask students to work individually. Check some of their answers.

One: 1

Two: 2

Three: 3

Four: 4

Five: 5

2 Listen and say + Ask and answer

- Prepare star-shaped stickers. Show flashcards depicting the pictures on the book: One horse, five cats, two cows, five birds, one elephant, three cats, and four lions.
- Divide class into two groups and give each of them a name. Show flash cards to students one by one. Pick a student from each group to post a corresponding number of star stickers on the blackboard.
- The winning group, which gets all the answers right, will get their name written on a big star sticker that will be posted in class for the rest of the year. If both teams win, they will both get stickers.
- After the game is over, introduce the "How many" question. Don't forget the importance of hand gestures when explaining new ideas to students. With a questioning hand gestures ask students, "How many horses?" and then say "two", making a number two hand sign. Let class repeat after you.
- Ask students to practice in pairs. In each desk, students on the right will ask the "How many" question, and students on the left will answer. Then they exchange roles.

How Many

Today's Word

Sisters: Plural of sister: noun [C]UK /'sɪs.tər/ US /'sɪs.tə/

A girl or woman who has the same parents as another person

Examples:

- ① Sophie and Emily are sisters
- ② I have one sister.

Activity Book, Page 19

1-Count, ask and answer

- ① How many cows?
Two cows
- ② How many elephants?
One elephant
- ③ How many birds?
Five birds
- ④ How many cats?
Four cats
- ⑤ How many lions?
Three lions

2-Write and say

- ① How many lions?
Two lions
- ② How many birds?
Four birds
- ③ How many cats?
Five cats

Teacher's Resources

- ① <https://www.youtube.com/watch?v=i7bjpemlfxc>
- ② <http://www.help-teaching.com/questions/Math/Kindergarten>

Lesson's Theme: Introducing verb to be

Sentence Structure: Is it ...? No, it isn't/Yes, it is.

- In order to explain how to use verb to be to students, start with a sentence structure they have already learned. Use flashcards depicting pictures of different objects. Show the first one to class and say, "It is a cat". Show them the next one, point at it, and say, "It is a ...?" Make a questioning hand gesture so that students would understand that you want them to fill in the gap. Hold a third flashcard, point at it, and then make a questioning hand gesture. Students should say, "It is a ball". If students hesitate, help them.
- Go back to the first flashcard and ask, "Is it a cat?" Answer the question, "Yes, it is". Continue in the same way. You may help them by either nodding or shaking your head.

1 Listen and say

- Open your book at page 16 and ask students to open their books at the same page. Read the conversation and ask students to repeat after you.

2 Ask and answer

- Hold up your book to class and point at the first picture. Ask class, "Is it red?" If students are hesitant or slow to react, help them with gestures. Repeat the right question after them.

- ① Is it red?
Yes, it is.
- ② Is it a pencil?
No, it isn't. It's a doll.
- ③ Is it a ball?
Yes, it is.
- ④ Is it number five?
No, it isn't. It is number 4.

Today's Word

Family: noun UK /'fæm.əl.i/ US /'fæm.əl.i/

[C or U + sing/pl verb] a group of people who are related to each other, such as a mother, a father, and their children

Examples:

- ① I love my family.
- ② There's a baby in my family.

Activity Book, Page 20

1-Read, answer and write

- ① Is it a monkey?
Yes, it is.
- ② Is it a dog?
No, it isn't.
- ③ Is it a bear?
No, it isn't.
- ④ Is it number 5?
Yes, it is.

2-Write, ask and answer

- ① Is it a doll?
Yes, it is.
- ② Is it a robot?
No, it isn't.
- ③ Is it a plane?
No, it isn't.

Teacher's Resources

- ① <http://busyteacher.org/3934-how-to-teach-the-verb-to-be-to-beginners.html>
- ② <https://www.youtube.com/watch?v=PZCcRzgr8Y>

End of Unit Fun Game

<http://www.topmarks.co.uk/learning-to-count/teddy-numbers>

Unit 4 Standards

Reading	Use of English		Listening	Speaking
1Re1	1U1	1W1	1L1	1S1
1Re4	1U2	1W2	1L2	1S2
1Re7	1U3	1W3	1L3	1S3
	1U4	1W4	1L4	1S5
	1U5	1W5	1L5	1S6
	1U7		1L6	1S7
	1U8		1L7	
			1L8	

Lesson's Theme: Numbers

New Words: Six : 6

Seven : 7

Eight : 8

Nine : 9

Ten : 10

Sentence Structure: How old are you? I'm ...

- Hold up flashcards depicting numbers from 6 to 10. Hold the first one and make a number 6 hand sign and say "one". Let students imitate and repeat after you. Continue with the rest of the flashcards.
- Divide class into pairs. Give each pair a flashcard depicting six birthday cakes or more, up to 10 cakes. Ask students to give the corresponding number.
- **Activity:**
 - ① Bring an abacus. On the blackboard, write a number between 1-10 in digit form, and ask students to move beads on the abacus correspondingly.
 - ② Ask students to draw their favorite number between 1-10 and to colour it.

① Listen and repeat

Read numbers for students and ask them to repeat after you.

② Ask and answer

- **Suggestion (Use of Movie Teaching Method):** Introduce the concept of age through a birthday party song. Therefore, later when you introduce the "How old are you question?" It would be easier for students to understand the theme.

Suggested video: <https://www.youtube.com/watch?v=yS7x1Omijow>

- You can use hand puppets to demonstrate conversation to class.

Puppet 1: How old are you?

Puppet 2: I'm six. How old are you?

Puppet 1: I'm six, too!

- Hold up your book to class at page 18 and ask them to open their books at the same page. Read conversation and ask students to repeat every sentence after you.
- Ask "how old are you?" to a number of students. Then ask them to practice conversation in pairs and monitor their answers.

Today's Word

Grandfather: Noun [C] UK /'græn.fɑː.ðər/ US /'græn.fɑː.ðə-/

The father of a person's mother or father

Examples:

- ① I love my grandfather.
- ② I have two grandfathers.

Related words: Grandmother.

Teacher's Resources

- ① <http://www.topmarks.co.uk/learning-to-count/ladybird-spots>
- ② <http://www.activityvillage.co.uk/birthday-colouring-cards>

Activity Book, Page 22

2-Read, draw and colour:

How many candles?

Six red candles.

Lesson's Theme: Family

New Words: Father = Dad
Mother = Mom
Sister
Brother

Related words: Parents, grandfather, grandmother, grandparents, aunt, uncle

Sentence Structure: How old are you? I'm/This is my...

1 Listen and say

- **Suggestion (Use of Movie Teaching Method):** Begin the lesson by showing the class an animated video about family.
- Hold up your book at page 19 and ask students to open their books at the same page.
- Read sentences to class. Use choral drilling method to help students memorize new words.

2 Listen and sing

- Ask students to listen to the song and sing along.

Grammar tip: As students have not studied possessive adjectives nor adjective pronouns yet, try to explain the difference through gestures. For example, if you want to explain the possessive adjective “my” hold your bag to your chest and say, “this is my bag”. When you want to explain “me”, point to yourself and say “me”, then point to the students and say, “you”. This lesson does not focus on neither possessive adjectives nor adjective pronouns. Therefore, don't worry much about explaining the difference thoroughly.

3 Look and match

- Ask students to match pictures with the corresponding sentence. This practice tests student's ability to make the mental connection between numbers in words and numerals. It also tests their understanding of family vocabulary.
- This is my brother. He's seven (7).
- This is my brother. He's ten (10).
- This is my sister. She's four (4).

Today's Word

Grandmother: noun [C]UK /'græn.mʌð.ər/ /'græm.mʌð.ər/ US /'græn.mʌð.ər/

The mother of a person's father or mother

Examples:

- ① My grandmother's name is Lina.
- ② My grandmother is 49 years old.

Activity Book, Page 23

1-Read, write and say

This is my sister.
This is my mother.
This is my father.

2-Look, write and say

I'm six.
I'm seven.

3-Look, write and say

This is my brother.
This is my sister.
This is my sister.
This is my brother.

Teacher's Resources

- ① <http://azcoloring.com/kids-printable-family-tree>
- ② <http://firstgradewow.blogspot.com/2012/10/me-and-my-family.html>

Is It Red?

Lesson's Theme: Review of previous lessons

New Words: Plane

Car

Frog

Basketball

Hat

Candles

Sentence Structure: Is it ...? Yes, it is/No, it isn't.

1 Ask and answer

- Use flashcards to explain the meaning of new words. Use choral drilling method to help students memorize them.
- Explain activity to class by doing the first picture.

How many planes?

One Plane.

Ask students to work in pairs and check their answers.

① How many frogs?

Two frogs.

② How many basketballs?

Three basketballs.

③ How many hats?

Four hats.

④ How many candles?

Five candles.

⑤ How many pencils?

Six pencils.

⑥ How many books?

Seven books.

⑦ How many laptops?

Eight laptops.

⑧ How many bags?

Nine bags.

⑨ How many cars?

Ten cars.

Is It Red?

- Read conversation to students. Choose a pair of students to enact conversation no. 1. Ask class to guess objects from the previous activity.

Hats, books.

- Read conversation to students. Choose a pair of students to enact conversation no. 2. Ask class to guess objects from the previous activity.

Laptops.

Today's Word

Neighbour: noun [C] us neighbor UK /'nei.bə/ bər/ US /'nei.bə/

Someone who lives very close to you

Examples:

- ① Neighbours live next to us.
- ② Our neighbours have one son.

Teacher's Resources

- ① http://www.first-school.ws/theme/cp_colors.htm
- ② http://www.education.com/activity/article/namethatnumber_preschool/

Activity Book, Page 24

2-Read, colour and write

- ① How many colours?

Five colours.

- ② What is this?

A house.

End of Unit Fun Game

<http://www.education.com/game/food-number-recognition/>

Listening Skills, Page 22

1-Listen and number

One: Hello! My name's Sophie.

Two: How many cats? 4 cats.

Three: This is Jack and this is Lily.

Four: How old are you? I'm five years old.

Five: Oh! What's this? Yes! This is a book.

Reading Skills, Page 23

1-Look and match

- Ask students to work individually on this exercise.
- Two orange flowers (4)
- Three red flowers (3)
- One Yellow flower (5)
- Four blue flowers (2)
- Five green flowers (1)

2-Look, ask and answer

- How many green cars?
Three green cars
- How many yellow cars?
Four yellow cars
- How many orange cars?
Five orange cars
- How many blue cars?
One blue car

Speaking Skills, Page 24

1-Ask and answer

Pick six well-behaved students to participate in a role-play game. Each couple can enact a conversation in front of the class.

Vocabulary, Page 25

1-Look and complete

Window

Door

Table
Chair
Clock
Pencil
Car
Bag
Ball
Doll
Robot

Oscar – Emily – Max – Sophie – Jack – Lily

Activity Book, Page 26

1-Listen and Mark

One: Hello! My name's Sophie.

Two: This is Jack. He is five years old.

Three: How many cats? 4 cats.

Four: How old are you? I'm five years old.

Five: Oh! What's this? Yes! This is a red book.

Activity Book, Page 27

2-Look, read and write

Two bicycles

One flower

How many monkeys?

How many balls?

Activity Book, Page 29

1-Write

It's a table.

It's a chair.

It's a clock.

It's a pencil.

It's a bag.

It's a robot.

It's a doll.

It's a ball.

It's an airplane.

It's a car.

Unit 6 Standards**Reading****Use of English****Listening****Speaking**

1Re1

1U1

1W1

1L1

1S1

1Re4

1U2

1W2

1L2

1S2

1Re7

1U3

1W3

1L3

1S3

1U6

1W4

1L4

1S5

1U7

1W5

1L5

1S6

1U8

1L6

1S7

1U9

1L7

1L8

Lesson's Theme: Imperatives

New Words: Stand up = Sit down
Close = Open
Good morning # Good night
Count - Related word: Numbers
Draw - Related words: Colour, crayon

1 Listen, read and act

Introducing imperatives to students for the first time might sound challenging. However, the key to it is to invite students to emulate your actions. For example, when you're sitting down, say, "Stand up, please," and then stand up and make a stand-up hand motion. Students will understand that you want them to act the same way.

- Sit down, and say, "Sit down, please," making the appropriate hand gesture.
- Open/close your book, and say, "Open/close your books, please," making the appropriate hand gesture.
- Say, "Write your name," then write your name on the board.
- Say, "Count to ten," then start counting slowly and gesture to students to count with you.
- Say, "Draw a doll," then draw a doll on the board.
- Say, "Sing!" then start singing the alphabet.

Today's Word

Hands: Plural of hand: nounUK /hænd/ US /hænd/

The part of the body at the end of the arm that is used for holding, moving, touching, and feeling things

Examples:

- ① We have two hands.
- ② I wash my hands with soap.

Teacher's Resources

- ① <http://www.english-grammar-revolution.com/imperative-sentence.html>
- ② <http://busyteacher.org/3902-how-to-teach-the-imperative-form.html>

Activity Book, Page 30

2- Write and say

- ① Open your book!
- ② Sit down!

Lesson's Theme: Imperatives + Numbers

New Words: Touch

Body Parts: Nose
 Knees

Fruits: Apples
 Oranges

1 Sing and play

Play lively music. Practice imperatives with students through singing a song. Collective and interactive activities like this one help you assess students' comprehension.

2 Listen and read

Six cats
Seven apples
Eight balls
Nine oranges
Ten dolls

- Test students' comprehension of the previous lesson by asking them to count to 10. You can play a counting song and ask them to sing along.

- **Song Suggestion**

<https://www.youtube.com/watch?v=voCrQ1ebEdU>

3 Ask and answer

Teacher's Resources

Today's Word

Legs: Plural of leg: noun [C]UK /leg/ US /leg/

One of the parts of the body of a human or animal that is used for standing or walking

Examples:

- 1 I have two legs.
- 2 My legs are long.

Related words: Nose, knees, hands, arms, head (body parts)

- 1 https://en.islcollective.com/resources/printables/worksheets_doc_docx/imperatives/imperative-classroom-beginner/32683

- 2 <http://www.eslteachersboard.com/cgi-bin/lessons/index.pl?read=4361>

Activity Book, Page 31

2-Count, write and do the crossword

Six balloons
Eight balloons
Ten balloons
Nine balloons

Lesson's Theme: Adding numbers

New Words: Plus +

1 Look and say

- Use demonstration method to explain addition to students. Use objects that would hold students' interest. For example, basketballs, dolls, car toys ...
- Present three basketballs to students, and ask, "How many basket balls?" Students should say, "Three basketballs". Then present one basketball and say, "How many basketballs?" Students should say, "One basketball". Finally, add the fourth basketball to the first three ones. Ask with a questioning hand gesture, "One basketball plus three basket balls?"
- Repeat activity to add different numbers.
- **Song Suggestion:**
<https://www.youtube.com/watch?v=INHYb1RNaMM>

2 Read and match

- You can write practice on the board in numerals to help students:
 $1+1=?$
 - Read each exercise to class and allow them to answer collectively to test their general comprehension. Correct them when they give wrong answers.
- ① One plus one are 2.
 - ② Two plus two are 4.
 - ③ Three plus three are 6.
 - ④ Four plus four are 8.

3 Ask and answer

Ask students to work in pairs, and check their answer.

Today's Word

Fingers: Plural of finger: noun [C] UK /'fɪŋ.gə/ US /'fɪŋ.gə/
Any of the long, thin, separate parts of the hand, especially those that are not thumbs

Examples

- ① I have ten fingers.
- ② My fingers are cold.

Related words: Nose, knees, hands, arms, head, back, belly (body parts)

Lesson 3

Page 28

Imperatives + Adding 5-10

Activity Book, Page 32

1-Read and write

Two plus two are four.

Three plus three are six.

Four plus four are eight.

Teacher's Resources

- ① <https://www.youtube.com/watch?v=A5IST4zcPaE>
- ② <https://www.youtube.com/watch?v=SDWZR DG2wxM>

End of Unit Fun Game

<https://www.ixl.com/math/grade-1/add-with-pictures-sums-up-to-10>

Unit 7 Standards

Reading	Use of English		Listening	Speaking
1Re1	1U1	1W1	1L1	1S1
1Re4	1U2	1W2	1L2	1S2
1Re7	1U3	1W3	1L3	1S3
	1U6	1W4	1L4	1S5
	1U7	1W5	1L5	1S6
	1U8		1L6	1S7
	1U9		1L7	
			1L8	

Lesson's Theme: Introducing family

New Words: Father=dad

Mother=mom

Family

Grandfather=grandpa

Grandfather=grandma

Sentence Structure: This is my ...

- You can bring photos of your own family. Present a picture of your father. Point at yourself and say, "Father, this is my father".
- Present a picture of your mother. Point at yourself and say, "Mother, this is my mother".
- Present a picture of your Grandfather. Point at yourself and say, "Grandfather, this is my grandfather".
- Present a picture of your grandmother. Point at yourself and "Grandmother, this is my grandmother".
- After you present the four picture, say, "This is my family".

1 Listen and read

- Read sentences and ask class to repeat each one after you. Use choral drilling method.
- Present flashcards depicting similar pictures. Point at the first one and say, "Mother". Then gesture to class to continue, "This is my mother". If they hesitate, help them with the first flashcard.

2 Listen and say

- Go back to the photos you used in the beginning of the lesson. Point at your mother's photo and say, "This is my mother," then point at something that belongs to her in the photo; for example, her bag, and say, "and this is her bag".
- Pick well-behaved student to help you demonstrate. Students feel special when the teacher asks for their help. Say "... is a good student, so I'm going to ask him to help me".
- Point at the student and say, "This is my student," then point at something that belongs to him; for example, his book, and say, "and this is his book".
- Encourage students to participate. As them, "Who wants to help me?"
- You can bring students to practice conversation in front of the class.
- Reward good students by writing their names on a star sticker and sticking it to the wall.

Today's Word

Hair: noun [C or U] UK /heər/ US /her/

The mass of thin thread-like structures on the head of a person, or any of these structures that grow out of the skin of a person or animal

Related words: Lashes, nails

Examples:

- ① My hair is short.
- ② My sister's hair is dark.

Activity Book, Page 34

1-Look, write and say

This is my father.

This is my grandmother.

This is my grandfather.

2-Read and match

- ① This is my sister. This is her cat (3).
- ② This is my father. This is his friend (1).
- ③ This is my brother. This is his book (4).
- ④ This is my mother. This is her bag (2).

Teacher's Resources

- ① <http://dictionary.cambridge.org/grammar/british-grammar/pronouns-possessive-my-mine-your-yours-etc>
- ② <https://www.youtube.com/watch?v=wdv59REiNZQ>

Clothes and Demonstrative Pronouns

Lesson's Theme: Clothing items

New Words: T-shirt

Pants

Dress

Clothes Jacket

Shoes

Socks

Glasses

Watch

Blouse

This-that # That-those

Sentence Structure: This is my .../these are my

1 Listen and read

- Start by displaying a short video of clothing items as a warm-up exercise.

Suggested video: <https://www.youtube.com/watch?v=AxPOEUwTBvc>

- Display flashcards depicting the items in this exercise. Display flashcards one by one, and gesture to class encouraging them to guess the names of the items.
- You can give stickers to students who give correct answers as a reward.
- Rearrange flashcards. Pronounce the name of each item and ask students to repeat after you.
- Give each pair of students two flashcards facedown. Ask them to show cards to each other and say what item they see on them.

2 Read and say

- Demonstrate the activity to class. Hold up your hand and say, "this is my hand". Students already know how to make similar sentences. Then hold up both your hands and say, "these are my hands".
- Hold up on hand and say "this", then hold up both and say "these".
- Ask students to repeat after you. Continue practice with other clothing items/body parts to test students' comprehension. For example, point at one shoe and say, "this is my shoe". Bring your feet close together and point at both shoes, then hold your hand to your ear gesturing that you want to hear an answer.

Today's Word

Head: noun UK /hed/ US /hed/

The part of the body above the neck where the eyes, nose, mouth, ears, and brain are

Examples:

- ① I have two hands and one head.
- ② I have hair on my head.

Related words: Hair, bald

Activity Book, Page 35

2-Look, write and say

This is my leg.
These are my legs.

Teacher's Resources

- ① <http://www.jumpstart.com/common/fun-with-clothes-view>
- ② <https://www.englishclub.com/efl/tefl-articles/clothes-vocabulary/>

This/These

Lesson's Theme: Clothing items

New Words: T-shirt

Pants

Dress

Clothes

Jacket

Shoes

Socks

Glasses

Watch

Blouse

This - That # That - Those

Sentence Structure: This is my .../these are my

1 Listen and read

Bring a few clothing items to class. Distribute them among well-behaved students and ask them to help you present.

- You can start by revising information from previous lessons; for example, ask one of the students:

Teacher: "What's your name?"

Student: "My name is ..."

Teacher: "This is ..." Then point at his shoes and say, "These are his shoes".

- Ask next student:

Teacher: "What's your name?"

Student: "My name is ..."

Teacher: "This is ..." Then point at her socks, look at the class, and make a questioning gesture with your hand. Students should say, "These are her socks".

- Read conversation to students and ask them to repeat after you. Ask a few students to read to class, one sentence each. Correct them kindly when they make mistakes.

2 Practice

- Write names of clothing items on the board. Divide students into groups of three and ask them to refer to the corresponding clothes their friends are wearing.

Today's Word

Eyes: Plural of eye: noun [C]UK /aɪ/ US /aɪ/
One of the two organs in your face that are used for seeing

Examples:

- ① have two eyes.
- ② My eyes are black.

Teacher's Resources

- ① <https://learnenglish.britishcouncil.org/en/english-grammar/pronouns/that-these-and-those>
- ② <http://data.grammarbook.com/blog/adjectives-adverbs/thisthatthesethose-demonstrative-adjectives/>

Activity Book, Page 36

1-Read and write

This is her dress.
These are her glasses.
These are her socks.
This is her bag.
These are his pants.

2-Write and say

This is my T-shirt.
This is her T-shirt.
This is his T-shirt.

End of Unit Fun Game

<http://www.themagiccrayons.com/games/clothes/>

*Unit 8 Standards**Reading**Use of English**Listening**Speaking*

1Re1

1U1

1W1

1L1

1S1

1Re4

1U2

1W2

1L2

1S2

1Re7

1U3

1W3

1L3

1S3

1U4

1W4

1L4

1S5

1U5

1W5

1L5

1S6

1U7

1L6

1S7

1U9

1L7

1L8

Lesson's Theme: Food

New Words: Apples

Fruits: Bananas

Oranges

Sandwiches

Cake

Biscuits

Sentence Structure: This is .../these are ...

1 Listen and point

- Stick flashcards of items on the board. Read the description of each item and ask students to circle the correct answer on their books. Check students' answers.
- Even though these are new words for students, but the numbers are clues for answers.
- Read new words and use choral drilling method to help students memorize new vocabulary.
- **Suggestion:** You can bring one piece of each item (1 banana, 1 orange, 1 sandwich, 1 piece of cake, 1 biscuit).
- Divide class into 6 groups. Give each group mixed-up flashcards with only the names of the items written on them. Groups should be able to choose the right word for the item they have.

2 Point and say

- Use flashcards depicting pictures of the items.
- Point at the first one and say, "This is a ...?" Students should be able to continue the sentence.
- Point the second one and make a gesture to class to give the answer, "These are bananas".
- Point the third one and make a gesture to class to give the answer, "These are apples".

Today's Word

Ears: Plural of ear: noun [C] UK /ɪər/ US /ɪr/
Either of the two organs, one on each side of the head, by which people or animals hear sounds, or the piece of skin and tissue outside the head connected to this organ

Examples:

- ① I have two ears.
- ② I hear with my ears.

Activity Book, Page 38

2-Read, write and colour

- These are bananas.
- They are green and yellow.
- This is a cake.
- It's yellow and red.

Teacher's Resources

- ① <https://www.youtube.com/watch?v=mfReSbQ7jzE>
- ② <http://www.superkidsnutrition.com/kidsactivities/>

What is this?
What are these?

Lesson's Theme: Food

New Words: Milk

Vegetables Potatoes

Tomatoes - Related words: Onions, garlic

Chocolate

Sweets - Related words: Candy, dessert

Sentence Structure: What is this? What are these?

1 Listen and say

- Use flashcards to ask about items. Students have already learned about “What questions” in Unit 1. Present first flash card and ask, “What are these?” Students should answer, “These are apples”.
- Present a flashcard displaying one apple and another displaying more. Compare the two flashcards and say, “this,” pointing to the first one, and “these,” pointing to the second. Ask class to repeat after you.
- Then hold the first flashcard and say, “This is one apple”. The hold the second and say, “These are four apples”.
- Present a flashcard of the next item. Ask class, “What is this?” The class should answer, “This is a cake”.
- With the third flashcard, encourage students to ask the question themselves by making a questioning hand gesture.

2 Ask and answer

- Having done something similar in the previous activity, students should do this one by themselves.
- Ask students to work in pairs and monitor their answers.

Today's Word

Nose: noun [C]UK /nəʊz/ US /noʊz/

The part of the face that sticks out above the mouth, through which you breathe and smell

Examples:

- ① I have one nose.
- ② I can smell with my nose.

Related words: Mouth, eyes, ears (body parts)

Lesson 2

Page 35

What is this?
What are these?

Activity Book, Page 39

1-Listen, read and write

What are these?

These are sandwiches.

What is this?

This is milk.

2-Ask and answer

① What are these?

These are potatoes.

② What are these?

These are tomatoes.

③ What is this?

This is chocolate.

Teacher's Resources

① <http://www.grammarbook.com/grammar/subjectVerbAgree.asp>

② <https://www.youtube.com/watch?v=BcxmWhY-zx8>

Lesson's Theme: Doing activities

New Words: Jump – Related word: Walk
Sleep # wake up
Write – Related word: Draw

Sentence Structure: Let's + Verb

1 Listen and read

- Ask students to open their books at page 35. Use demonstration method to explain activity to class.
- Read first sentence "Let's sing," and then start singing the alphabet and invite class to join in.
- Read second sentence, "Let's count," and start counting to 10. Invite class to join in.
- Read third sentence, "Let's read," then read something to class.
- Read fourth sentence, "Let's draw," and draw something on the board.
- Read fifth sentence, "Let's jump," then jump and invite class to join in.
- Read sixth sentence, "Let's sleep," then tilt your head to the side, close your palms together and bring them under the side of your head.
- Read seventh sentence, "Let's write," and write something on the board.
- Say to class, "Let's repeat!" Read sentences again and ask them to repeat after you.

2 Write

Ask students to work individually on this exercise. Check some of their answers.

- ② Let's sing.
- ③ Let's draw.
- ④ Let's jump.

Today's Word

Mouth: noun UK /maʊθ/ US /maʊθ

The opening in the face of a person or animal, consisting of the lips and the space between them, or the space behind containing the teeth and the tongue

Related words: Teeth, tongue, lips (body parts)

Examples:

- ① My teeth are in my mouth.
- ② I eat with my mouth.

Let's + Verb

Activity Book, Page 40

1-Look, write and do

- Let's draw.
- Let's jump.
- Let's count.
- Let's sing.
- Let's sleep.

Teacher's Resources

- ① <http://dictionary.cambridge.org/grammar/british-grammar/let-lets?q=Let%2C+let%E2%80%99s>
- ② <http://firstgradeblueskies.com/verbs-are-action-words-freebie/>

End of Unit Fun Game

<https://learnenglishkids.britishcouncil.org/en/games/trolley-dash>

Unit 9 Standards

Reading	Use of English		Listening	Speaking
1Re1	1U1	1W1	1L1	1S1
1Re4	1U2	1W2	1L2	1S2
1Re7	1U3	1W3	1L3	1S3
	1U4	1W4	1L4	1S5
	1U5	1W5	1L5	1S6
	1U6		1L6	1S7
	1U7		1L7	
	1U8		1L8	
	1U9			

Lesson's Theme: Body parts

New Words: Eyes

Mouth

Teeth

Nose

Ears

Chin

Hair

Sentence Structure: I have ...

1 Listen and read

- Use demonstration method to present lesson to class.
- Point to your body parts and say, "I have ..."
- Encourage students to imitate you.
- Present flashcards depicting body parts and encourage students to form the right sentence. For example, present a card showing teeth, students should point to their teeth and say, "I have teeth".

Today's Word

Nose: noun [C] UK /nəʊz/ US /noʊz/

The part of the face that sticks out above the mouth, through which you breathe and smell

Examples:

- ① I have one nose.
- ② I can smell with my nose.

Related words: Mouth, eyes, ears (body parts)

This is/These are

Activity Book, Page 42

1-Write and colour

- I have ears.
- I have a nose.
- I have a mouth.
- I have brown hair.
- have white teeth.
- I have a chin.

Teacher's Resources

- ① <https://www.youtube.com/watch?v=5by510SQuvA>
- ② <http://www.education.com/lesson-plan/my-body/>

Lesson 2

Page 39

I Have + Description

Lesson's Theme: Giving basic personal information

Sentence Structure: I have .../I'm/My name is ...

1 Listen and read

- Ask class to open their books at page 39.
- Read each description to class. Point to yourself and give a similar personal description.
- Pick a well-behaved student and ask, "And you?"
- If students hesitate or act shy, try to break conversation down by asking questions, "What's your name?" "How old are you?" "What do you have" (Pointing to a body part).
- Repeat activity with a number of students, then ask them to work in pairs and monitor their exchange.

Today's Word

Baby: noun [C]UK /'beɪ.bi/ US /'beɪ.bi/

A very young child, especially one that has not yet begun to walk or talk

Examples:

- ① There's a baby in the bed.
- ② A baby is small.

Teacher's Resources

- ① <https://learnenglishkids.britishcouncil.org/en/games/face-match>
- ② <https://www.youtube.com/watch?v=KCZAfgacc7I>

Lesson 3

Page 40

I Have + Description

Lesson's Theme: Possessions and colours

Sentence Structure: I have ...

1 Look and write

- Students have already learned how to make similar sentences in previous lessons.
- Ask class to work individually and check their answers.

Key

- I have a yellow and red pencil.
- I have a black and red bag.
- I have a green and red dress.
- I have a blue and black bike.

2 Sing

Suggestion: You can add items of your choice to the song to help class practice. For example, you can present flashcards of these items and ask class to continue singing about them.

Today's Word

Neck: noun [C]UK /nek/ US /nek/

The part of the body that joins the head to the shoulders

Examples:

- ① My neck is under my chin.
- ② I wear a necklace around my neck.

Teacher's Resources

- ① <http://www.education.com/worksheet/article/pair-2/>
- ② <https://www.youtube.com/watch?v=HvDmGYdQP7Y>

End of Unit Fun Game

<http://www.freddiesville.com/games/body-parts-crossword-puzzle-online/>

Listening Skills, Page 42

1-Listen and number

Key:

One: Good morning! Stand up please.

Two: Open your books please.

Three: Please write your name.

Four: Count to ten please.

Five: Draw a robot please.

Reading Skills, Page 43

1-Read and match

- Ask class to work individually on this exercise.

● Key:

- These are his glasses (5)
- These are her socks (4)
- This is her bag (1)
- This is his blouse (2)
- This is my grandmother (3)

2-Look, ask and answer

- Ask class to work in pairs.

● Key:

- What are these?
- These are sandwiches.
- What are these?
- These are bananas.
- What are these?
- These are oranges.
- What is this?
- This is milk.

Speaking Skills, Page 44

1-Read and match

- Ask class to work individually.

① My name's Max.

I'm six.

I have blue eyes. (3)

② My name's Sophie.

I'm nine.

I have white teeth. (2)

③ My name's Jim.

I'm eight.

I have black hair. (1)

Vocabulary, Page 55

1-Look and complete

- Ask class to work individually.

6: Six

7: Seven

8: Eight

9: Nine

10: Ten

Jacket

Mother

Watch

Cake

Pants

Father

Teeth

Eyes

Ears

Activity Book, Page 48**1-Read and write**

- My name's Jim.
I'm eight.
I have black hair.
- My name's Oscar.
I'm seven.
I have a nice nose.

Activity Book, Page 49**1-Look and write**

- 6: Six
- 7: Seven
- 8: Eight
- 9: Nine
- 10: Ten
- Pants
- Jacket
- Shoes
- Socks
- Cake
- Biscuits
- Sandwiches
- Apples
- Bananas
- Nose
- Eyes
- Teeth
- Lips
- Ears

Unit 11 Standards**Reading****Use of English****Listening****Speaking**

1Re1

1U1

1W1

1L1

1S1

1Re4

1U2

1W2

1L2

1S2

1Re7

1U3

1W3

1L3

1S3

1U4

1W4

1L4

1S5

1U5

1W5

1L5

1S6

1U6

1L6

1S7

1U7

1L7

1U8

1L8

1U9

Lesson's Theme: Personal objects

Sentence Structure: This is (Oscar's) hat.

1 Listen and point

- Hold an item that belongs to a random student. For example, hold a student's book and say, "This is (Adam's) book." Repeat activity a few times. Start holding items for class without saying anything. Students would understand you want them to make the connection by themselves.
- Distribute flashcards among students, each depicting an item that everyone has in class. Ask students to work in pairs to imitate activity no.1. For example, the student who gets a flashcard depicting a pencil should say, "This is (my friend's) pencil."

Common Mistakes

Students may confuse the plural (S) with the possessive one. If something like this happens you can clarify the difference through an example. Draw apples on the board and write, "These are apples." Draw a matchstick boy next to the apples and write, "These are (Oscar's apples). It is okay if students at this level make similar mistakes. More practice would make the difference more obvious.

2 Look and write

Ask students to answer chorally to test their comprehension. Repeat correct answer after them.

- This is Max's bike.
- These are Lily's shoes.

Today's Word

Room: noun UK /ru:m/ /rʊm/ US /ru:m/ /rʊm/

A part of the inside of a building that is separated from other parts by walls, floor and ceiling

Example:

- 1 There are five rooms in my house.
- 2 I have a small room.

Related words: House, attic

Teacher's Resources

- 1 <http://www.k12reader.com/term/possessive-nouns/>
- 2 <https://www.youtube.com/watch?v=Fa3-ibgps-A>

Lesson's Theme: Personal objects

Sentence Structure: Is it (Sam's) car? Yes, It is/No, It isn't

1 Listen and point

- In Unit 3, Lesson 2, students learnt how to make yes/no questions relating to colours. In this lesson, student will continue to make yes/no questions relating to possessions.
- Read conversation and ask class to repeat after you.
- Choose an object that belongs to a random student and ask, "Is this your (pen)?" The student should be able to give an appropriate answer.
- Distribute flashcards depicting images of different objects. Ask students to work in pairs in asking and answering similar questions. Monitor their interaction.
- You can interfere and help students if necessary.

Things to keep in mind when checking students' exchanges:

- ① Correct use of plural and singular (Is this/Are these?)
- ② Correct use of possessive ('s)
- ③ Giving the complete right answer if the short one is "no"

Today's Word

Garden: noun UK /'gɑ:.dən/ US /'gɑ:r.dən/

A piece of land next to and belonging to a house, where flowers and other plants are grown, and often containing an area of grass

Examples:

- ① The house has a large garden.
- ② The children were playing in the garden.

Lesson 2

Page 47

To be Questions

Activity Book, Page 51

1-Read and mark

- Yes, it is.
- No, they aren't.
- Yes, it is.

2-Look, write and say

- This is Lily's dress.
- This is my blouse.
- These are Max's shoes.
- These are Jack's books.

Teacher's Resources

- ① <https://www.pinterest.com/pin/310255861812826024/>
- ② https://www.youtube.com/watch?v=F_QM-yjNPio

Lesson's Theme: Colours and personal objects

New Words: Gloves

Sentence Structure: (Dan's) pants are blue.

- Read sentences to class and ask them to repeat after you.
- **Game:** Write down a few clothing items on the board. For example: Socks, pants, shoes ...
Ask well-behaved students to help you present. Point to a clothing item you have listed on the board, and let class describe it on the students you have chosen.

2 Ask and answer

- Read example to class and ask them to work in pairs in forming similar questions and answers about the items listed below.
- What is this?
This is (Lily's) doll.
- What is this?
This is (Max's) T-shirt.
- What are these?
These are (Jack's) gloves.
- What are these?
These are (Oscar's) bananas.

Suggestion: Another idea to do this exercise would be through giving flashcards of these items to four students. Let class answer chorally.

Today's Word

Balcony: noun [C] UK /'bæl.kə.ni/ US /'bæl.kə.ni/

An area with a wall or bars around it that is joined to the outsidewall of a building on an upper level

Examples:

- ① We have two balconies at our house.
- ② Our balcony is small.

Activity Book, Page 52

2-Write and say

- What are these?
These are pants.
- What is this?
This is a computer.
- What are these?
These are biscuits.
- What is this?
This is milk.

Teacher's Resources

- ① https://www.youtube.com/watch?v=SE_2sZY4Cs
- ② <http://dictionary.cambridge.org/grammar/british-grammar/possession-john-s-car-a-friend-of-mine?q=Possession+%28John%E2%80%99s+car%2C+a+friend+of+mine%29>

End of Unit Fun Game

http://www.learninggamesforkids.com/memory_games/possessive-nouns-card-flip.html

Unit 12 Standards**Reading****Use of English****Listening****Speaking**

1Re1

1U1

1W1

1L1

1S1

1Re4

1U2

1W2

1L2

1S2

1Re7

1U3

1W3

1L3

1S3

1U4

1W4

1L4

1S5

1U5

1W5

1L5

1S6

1U6

1L6

1S7

1U7

1L7

1U8

1L8

1U9

1U15

Lesson's Theme: Inside the house

New Words: Bedroom

Bathroom

Rooms:

Living room

Kitchen – Related words: Basement, attic, balcony

Appliances:

Spoon – Related words: Knife, fork

Fridge

TV

Phone

Sofa = Couch

Table – Related words: Chair

Bed

Lamp

Bath

Shampoo – Related words: Soap

1 Look and say

Start lesson by showing an introductory video to class.

Suggestion: <https://www.youtube.com/watch?v=sE2GEaQJrwc>

Game: Divide class into two groups. Present flashcards depicting rooms and house equipment without mentioning their names. Whenever one of the groups gives a correct answer, draw a line on the board to build a house for each group. The group that gets their house complete first is the winner.

- Rearrange flashcards and read words to class. Use choral drilling method to help students memorize.

Game:

Draw a column chart on the board. Divide columns into bedroom, bathroom, living room and kitchen. Ask class to choose the right room for each appliance:

Bedroom: Bed, lamp

Bathroom: Bath, shampoo

Living room: Sofa, table, phone, TV

Kitchen: Spoon, fridge

Home Appliances

Today's Word

Door: noun [C]UK /dɔːr/ US /dɔːr/
A flat object that is used to close the entrance of something such as a room or building, or the entrance itself

Examples:

- ① The classroom has a brown.
- ② The door is open.

Teacher's Resources

- ① <http://www.scholastic.com/teachers/lesson-plan/my-home>
- ② http://edhelper.com/English_themes_HouseholdAppliances.htm

Activity Book, Page 54

1-Read and circle

- ② in
- ③ in
- ④ under
- ⑤ on

Lesson's Theme: Inside the house

New Words:

Prepositions: In

On

Under

1 Look, point and say

- Bring a puppet and a basket to help you demonstrate to class and put them on the table. Hold the puppet up. Begin by making an introduction, "Hello, my name's (Izzy). I'm six. How old are you? ..."
- Put the puppet under the table and ask, "Where is Izzy? Izzy is under the table".
- Put the puppet on the table and ask, "Where is Izzy? Izzy is on the table".
- Put the puppet in the basket and ask, "Where is Izzy? Izzy is in the basket".
- Present flashcards demonstrating corresponding pictures for each preposition.
- Test class's comprehension by repeating a similar activity and encouraging students to answer chorally.

2 Look and describe

Game: Prepare flashcards of objects demonstrating prepositions of place.

Divide class into six groups and ask them to stand at the back of the classroom. Ask every two groups to compete together, and appoint a representative for each. Give each group flashcards with prepositions written on them (On, In, Under). Stand at the front of the class room and hold up a flashcard of an object. Representatives of groups should run bringing the right preposition card to the front of the class. The group that accumulates the more correct answers wins.

- Ask students to work individually on exercise no.2. Check some of their answers.

● **Key:**

- The bag is on the table.
- The pencil is on the table.
- The socks are in the basket.
- The shoes are under the table.
- The robot is under the table.

Lesson 2

Page 51

Prepositions of Place

● **Describe your room:** Answer the question in the form of short sentences and encourage class to give similar answers:

- ① My room is white.
- ② There is a bed in my room.
- ③ There is a table in my room.
- ④ There are books on the table.

Today's Word

Window: noun UK /'wɪn.dəʊ/ US /'wɪn.dəʊ/

A space usually filled with glass in the wall of a building or in a vehicle, to allow light and air in and to allow people inside the building to see out

Examples:

- ① The window is closed.
- ② There are two windows in the classroom.

Teacher's Resources

- ① <http://busyteacher.org/3630-how-to-teach-prepositions-of-place.html>
- ② <https://www.youtube.com/watch?v=8F0NYBBKczM>

Activity Book, Page 55

1-Look and write

- ① The soap is in the bath.
- ③ The TV is on the table.
- ④ The phone is under the TV.

Where is

Lesson's Theme: Inside the House

New Words:

Prepositions: In
On
Under

Sentence Structure: Where's it?

1 Ask and answer

- Ask students to work in pairs and monitor some of their answers.

Key:

- Where is the bed?
It's in the bedroom.
- Where's the sofa?
It's in the living room.
- Where's the spoon?
It's in the kitchen.
- Where's the fridge?
It's in the kitchen.
- Where's the phone?
It's in the living room.
- Where's the bathtub?
It's in the bathroom.
- Where's the table?
It's in the living room.

Where is

Today's Word

Floor: noun UK /flɔːr/ US /flɔːr/

The flat surface of a room on which you walk

Examples:

- ① The floor is wet.
- ② The children are sitting on the floor.

Activity Book, Page 56

1-Write and say

- Where is the TV?
It is on the table.
- Where is the car?
It is on the chair.
- Where is the robot?
It is under the table.
- Where are the pants?
They are in the closet.

Teacher's Resources

- ① <http://learnenglishkids.britishcouncil.org/en/grammar-practice/prepositions-place>
- ② <https://www.turtlediary.com/worksheet/complete-the-sentences-using-preposition-in-on-and-under.html>

End of Unit Fun Game

http://www.abcya.com/build_a_house.htm

Unit 13 Standards

Reading	Use of English		Listening	Speaking
1Re1	1U1	1W1	1L1	1S1
1Re4	1U2	1W2	1L2	1S2
1Re7	1U3	1W3	1L3	1S3
	1U4	1W4	1L4	1S5
	1U5	1W5	1L5	1S6
	1U6		1L6	1S7
	1U7		1L7	
	1U8		1L8	
	1U9			
	1U10			

What is the Time?

Lesson's Theme: Telling time by the hour and half hour

New Words: Time – Related words: Clock, watch

Sentence Structure: What is the time? It's ... o'clock/It's half past ...

1 Listen and point

Bring a clock with you to class. Start a simple conversation about it to encourage students to speak. You can ask the following questions:

- ① What is this?
- ② What does it do?
- ③ Do you have one in the living room?

Give students time to guess and allow them to make mistakes. The purpose of this warm-up exercise is helping students be more confident to speak.

- Use flashcards to demonstrate the difference between o'clock/half past.
- Hold the first flashcard and say, "It's nine o'clock". Hold the second one and say, "It's half past nine". Go back to the first flashcard, point at the big hand and say, "O'clock". Then hold the second flashcard, point at the big hand and say, "Half past". Go over the flashcards several times and ask students to repeat after you. Pronounce the words slowly and clearly.
- Hold another couple of flashcards and let students guess what time it is.

2 Ask and answer

Ask students to work in pairs. Check their answers and help them when you think it is necessary.

Key:

- It's three o'clock.
- It's five o'clock.
- It's half past two.
- It's half past four.

What is the Time?

Today's Word

House: noun UK /haʊs/ US /haus/ plural houses UK /'haʊzɪz/ US_

A building that people, usually one family, live in

Examples:

- ① She lives in a small house.
- ② There are four rooms in our house.

Teacher's Resources

- ① https://www.youtube.com/watch?v=__5QbFwr7kl

Activity Book, Page 58

2-Write and say

- It's three o'clock.
- It's half past four.
- It's two o'clock.
- It's seven o'clock

Lesson's Theme: Adjectives and subject pronouns

New Words:

Feelings Sad # Happy – Related words: Hungry, sleepy, tired

Age/Size Little # Big - Related words: Tall # Short

Profession Doctor

Sentence Structure: I am

You are

We are

They are

He is

She is

1 Listen, read and say

- Present flashcards to help you demonstrate.
- Hold up the first flashcard, depicting a sad face and say “sad” while showing a sad expression.
- Hold up the second flashcard, depicting a happy face and say “happy” while showing a happy face.
- Draw sad/happy faces on the board and ask students to give corresponding adjective.
- Repeat same technique in explaining age adjectives.

2 Listen and read

- Ask two students, a boy and a girl, to help you demonstrate. Ask another two students to stand aside.
- Point at yourself and say, “I am”.
- Point at the girl and say, “she is”.
- Point at the boy and say, “he is”.
- Point at the three of you and say, “we are”.
- Point at the class and say, “you are”.
- Point at the two students standing aside and say, “they are”.
- Repeat activity by pointing and let students guess the right pronoun.
- Read sentences on page 55 and use choral drilling method.

Today's Word

School: noun UK /sku:l/ US /sku:l/

A place where children go to be educated

Examples:

- ① I love my school.
- ② I go to school five days a week.

Teacher's Resources

- ① <http://dictionary.cambridge.org/grammar/british-grammar/pronouns/pronouns-personal-i-me-you-him-it-they-etc>
- ② <https://www.youtube.com/watch?v=UsISd1AMNYU>

Big and Little

Lesson's Theme: Forming short narratives about others

New Words:

Feelings Sad # Happy – Related words: Hungry, sleepy, tired

Age/Size Little # Big – Related words: Tall # Short

Sentence Structure: Pronoun + verb to 'be'

1 Talk about your friends

The activities in this lesson are a revision of previous lessons. Therefore, give students a chance to participate as much as they can to test their comprehension.

- Read sentences and ask class to repeat.
- Distribute flashcards among students and ask them to work in pairs to make similar sentences. Monitor students' answers.

Suggestion: You can choose well-behaved students as a model for class to describe.

List of things to describe:

Feeling

Size

Age

2 Read and match

Ask students to work individually on this exercise.

Key

- She's little. She's happy. She's six (2).
- He's sad. He's big. He's ten (1).
- He's happy. He's little. He's eight (3).

Big and Little

Today's Word

Classroom: noun [C] UK /'kla:s.ru:m/ /'kla:s.rʊm/ US /'klæs.ru:m/ /'klæs.rʊm/

A room in a school or college where groups of students are taught

Examples:

- ① Our classroom is big.
- ② There are ten classrooms in my school.

Activity Book, Page 60

2-Look, write and say

- ② He's sad.
- ③ He's happy.

Teacher's Resources

- ① <https://www.youtube.com/watch?v=37w9JjUWN30>
- ② <http://dictionary.cambridge.org/grammar/british-grammar/present/present-simple-i-work>

End of Unit Fun Game

<http://www.primarygames.com/time/1a.htm>

*Unit 14 Standards**Reading**Use of English**Listening**Speaking*

1Re1

1U1

1W1

1L1

1S1

1Re4

1U2

1W2

1L2

1S2

1Re7

1U3

1W3

1L3

1S3

1U4

1W4

1L4

1S5

1U5

1W5

1L5

1S6

1U6

1W8

1L6

1S7

1U7

1L7

1U8

1L8

1U9

1U10

1U16

Lesson's Theme: Different drinks and their colours

New Words: Tea

Hot drinks Coffee

Cold drinks Orange juice – Related words: Thirsty

Milk

Water

Yoghurt

Ice cream

Sentence Structure: Pronoun + verb to 'be'

1 Read and match

You can use either flashcards or a short movie to introduce the lesson.

Suggested videos: <https://www.youtube.com/watch?v=YXW6BbbZpnQ>

<https://www.youtube.com/watch?v=fFjM28h5TuQ>

- You may bring some drinks if possible to demonstrate. For example, a bottle of water, a carton of milk ...
- Ask students to work individually on this exercise. Ask them if they can name the drinks as well.

2 Listen, point and say

- Read to class and ask them to repeat after you.
- Ask students to listen and choose the right answer.

Today's Word

Shop: noun [C] UK /ʃɒp/ US /ʃɑ:p/

A place where you can buy goods or services

Examples:

- 1 My brother works at a shop.
- 2 There are a lot of shops near my house.

Drinks

Activity Book, Page 62

2-Write and say

- Yoghurt
- Tea
- Milk

Teacher's Resources

- ① http://bogglesworldesl.com/kids_worksheets/foodanddrink.htm
- ② <https://www.youtube.com/watch?v=VMYQMGWm8yk>

Lesson's Theme: Different drinks you like

New Words: Tea

Hot drinks Coffee

Cold drinks Orange juice – Related words: Thirsty

Water

Yoghurt

Ice cream

Like # Hate

Please - Related words: Thank you

Sentence Structure: Would you like ...?

1 Listen, read and say

You can use a hand puppet to demonstrate conversation. Start the lesson by introducing a brief conversation with the puppet as a kind of revision, "Hello, what's your name? ..."

- As in the previous lesson, you may bring some drinks if possible to demonstrate. Hold a cup and ask puppet, "Would you like tea?"

Puppet: "Yes, please".

Teacher: "Would you like ice cream?"

Puppet: "No, thank you".

- Hold another item, for example, bottle of water and ask, "Would you like water?"

Puppet: "Yes, please".

Teacher, "Would you like orange juice?"

Puppet: "No, thank you".

2 Ask and answer

Ask students to work in pairs in answering this exercise.

Monitor their answers.

Would you like coffee?

Yes, please.

Would you like yoghurt?

No, thank you.

Lesson 2

Page 59

Would You Like Tea?

Today's Word

Hospital: noun [C or U] UK /'hɒs.pɪ.təl/ US /'hɑː.spɪ.təl/

A place where people who are ill or injured are treated and taken care of by doctors and nurses

Examples:

- ① My sister works at a hospital.
- ② Doctors work at hospitals.

Related words: Nurse, doctor, clinic

Teacher's Resources

- ① <http://www.englishpedia.net/my-grammar/basic/would-you-like/would-you-like-noun-use.html>
- ② <http://dictionary.cambridge.org/grammar/british-grammar/verb-patterns/would-like>

Activity Book, Page 63

1-Read and write

- Would you like ice cream?
Yea, please.
- Would you like water?
No, thank you.
- Would you like coffee?
Yes, please.
- Would you like yoghurt?
No, thank you.
- Would you like orange juice?
Yes, please.

Lesson 3

Page 60

Cats are Small.

Lesson's Theme: Animals and sizes

New Words: Horse

Animals Bird
 Cow
 Bear
 Crocodile
 Ant - Related word: Insect
 Squirrel
 Lion - Related word: Zoo

Sizes: Small # Big

Sentence Structure: Cats are small.

1 Look, point and say

- You can start the lesson with a song about animals in order to introduce the theme of animals.
Suggested video: <https://www.youtube.com/watch?v=OwRmivbNgQk>
- Present flashcards of animals to class and read their names. Use choral drilling method to help students memorize new words.
- Compare two flashcards of different animals to explain the concept of size. For example, hold a flashcard of a cow and say, "Cows are big". Hold another flashcard, for example, of a cat, and say, "Cats are small".
- **Grammar Tip:** On the difference between little and small: <http://www.englishpractice.com/grammar/small-difference/> Still, you don't need to worry about this kind of differences at this level.

2 Look and say

- Start exercise by an example; say, "Bears are ...?" Make the appropriate gesture with your hands. Students are supposed to respond with the right size.
- You can continue the rest of the exercise by presenting flashcards to class and asking them to respond collectively.
- Crocodiles are big.
- Ants are small.
- Squirrels are small.
- Lions are big.

Lesson 3

Page 60

Cats are Small.

Today's Word

Library: noun [C] UK /'laɪ.brər.i/ US /'laɪ.brer.i/

A building, room, or organization that has a collection, especially of books, for people to read or borrow, usually without payment

Examples:

- ① My school has a big library.
- ② Libraries have lots of books.

Related word: Book, map, bookshop ...

Activity Book, Page 64

1-Look, write and say

- Horses are big.
- Cows are big.

2-Look, write and say

- Crocodiles are big.
- Ants are small.
- Zebras are big.
- Lions are big.
- Squirrels are small.
- Bears are big.

Teacher's Resources

- ① <http://www.education.com/lesson-plan/comparing-big-and-small/>
- ② <https://www.youtube.com/watch?v=XAMtgyiUhlo>

End of Unit Fun Game

<http://cleverlearner.com/number-activities/big-and-small-size-worksheets-for-preschoolers.html>

Listening Skills, Page 62

1-Listen and match

One: This is Lily's dress. It's yellow.

Two: Emily's socks are green.

Three: These are Jack's books. They're blue.

Four: Max's pants are red.

Five: Oscar's jacket is black.

Reading Skills, Page 63

1-Read and match

Would you like orange juice? (2)

They're kids (1)

Horses are big (5)

She's a teacher (4)

It's five o'clock (3)

2-Write and say

Ask students to work individually.

It's ten o'clock.

What's the time?

It's eight o'clock.

What's the time?

It's eight and a half.

Writing Skills, Page 64

1-Read and write

① On

② In

③ In

④ In

⑤ Under

Vocabulary: Page 65

1-Look and write

Ask class to work individually.

Key

Milk
Bear
Ants
Snake
Lion
Sad
Happy
Boy
Little
Spoon
Phone
Table
Sofa
Bed
Water
Bath

Activity Book, Page 66

1-Listen and number

One: This is Lily's dress.

Two: Emily's socks are green.

Three: These are Jack's books.

Four: The clown's pants are red.

Five: Oscar's jacket is black.

Activity Book, Page 67

1-Look, ask and answer

- What's the time?
It's ten o'clock.
- What's the time?
It's eight o'clock.
- What's the time?
It's nine and a half.

Activity Book, Page 68

1-Read and match

- She's little.
She's happy.
She's five. (2)
- He's little.
He's happy.
He's eight. (3)
- He's big.
He's sad.
He's ten. (1)

2-Read and write

- ① On - in
- ② In
- ③ In - Under

Activity Book, Page 69

1-Look and write

Tea	Dance
Coffee	Bed
Milk	Bath
Sad	Spoon
Ants	Fridge
Snake	Sofa

*Unit 16 Standards**Reading**Use of English**Listening**Speaking*

1Re1

1U1

1W1

1L1

1S1

1Re4

1U2

1W2

1L2

1S2

1Re7

1U3

1W3

1L3

1S3

1U4

1W4

1L4

1S5

1U5

1W5

1L5

1S6

1U6

1W8

1L6

1S7

1U7

1L7

1U8

1L8

1U9

1U15

1U16

There's a River.

Lesson's Theme: Nature

New Words: Sun - Related word: Moon

Sky

Tree - Related word: Bush

River - Related word: Sea

Frog

Fish

Adverb Too

Sentence Structure: There's a ...

- Hang a picture of a natural scene on the board.
- Point at items in the picture and name the, "tree, river ..." and ask students to repeat after you.
- Go through the same items again, but this time, let students try to name them by themselves.
- Start making descriptive sentences about the picture, point at an item and describe. For example, "There's a tree," "There's a frog," "There's a river, and there's a fish in the river too".
- Go through the items again and let students try to form sentences about them by themselves.
- **Suggested Activity:** Take students on a picnic and ask them to describe the surrounding scene. Take pictures for later revision.

Today's Word

Open: noun UK /'əʊ.pən/ US /'oʊ.pən/

To move something to a position that is not closed, or to make something change to a position that is not closed

Examples:

- ① The door is open.
- ② The windows are open.

Related words: Open # Closed

There's a River.

Activity Book, Page 70

1-Look and write

- ② Sun
- ③ Frog
- ④ Sky
- ⑤ Tree
- ⑥ Fish

2-Write and say

- There's a sun.
There's a river, too.
- There's a sky.
There's a frog, too.

Teacher's Resources

- ① <https://www.youtube.com/watch?v=PaiNKEcaHEc>
- ② <http://www.education.com/worksheets/first-grade/nature/>

Lesson 2

Page 67

There is, There are

Lesson's Theme: Nature

Sentence Structure: There is/There are

1 Ask and answer

Use the picture from the previous lesson. Ask class, "Is there a frog?" and point to the frog. Class should answer, "Yes, there is". If students hesitate, nod to encourage them say yes.

- Ask another question whose answer would be in the negative, "Is there a lion?" If students hesitate, shake your head.
- Focus on helping students give full answers.
- You use the same sentence structure, "Is there ..." to revise vocabulary from previous lessons, for example, classroom objects.

2 Sing

Sing song with class.

Today's Word

Close: verb UK /KLƏʊZ/ US /KLOʊZ/

To (cause something to) change from being open to not being open

Examples:

- ① Could you close the door/window please?
- ② Close your eyes.

There's a River.

Activity Book, Page 71

1-Look, write and say

- ② Yes, there is.
- ③ Is there a bird?
No, there isn't.
- ④ Is there a frog?
Yes, there is.
- ⑤ Is there a boy?
Yes, there is.
- ⑥ Is there a squirrel?
No, there isn't.

2-Write about Jack's room

- ① There's a clock.
- ② There's a door.
- ③ There's a bed.
- ④ There are cars.
- ⑤ There are shoes.
- ⑥ There are balls.

Teacher's Resources

- ① http://www.englisch-hilfen.de/en/exercises/various/there_is_there_are2.htm
- ② <http://www.grammar.cl/Present/ThereIsThereAre.htm>

Lesson's Theme: Nature

Sentence Structure: There is/There are

1 Ask and answer

- Present flashcards of the words mentioned in this activity.
- Hold the first one of horses and ask, "How many horses?" Class should answer, "There are three horses".
- Hold a second flashcard and encourage class to ask and answer by themselves, "How many birds?"
"There are ten birds".

Key:

- Is there a house?
Yes, there is.
 - How many trees?
There are three trees.
 - How many cows?
There are two cows.
 - How many frogs?
There are five frogs.
 - How many cats?
There is one cat.
 - How many boys?
There are four boys.
 - How many girls?
There are two girls.
- Present flashcards of non-existing items in the picture. Hold the first one, for example, of a river, and ask, "Is there a fish?" Students should answer, "No, there isn't".
 - Distribute the rest of the cards among students and ask them to work in pairs in asking "Is there/Are there" questions. Monitor their conversation.

Today's Word

Draw: verb UK /drɔː/ US /draː/ drew, drawn

To make a picture of something or someone with a pencil or pen

Examples:

- ① Jonathan can draw very well.
- ② The children like to draw.

Activity Book, Page 72

1-Look, write and match

- ① How many frogs?
There are five frogs.
- ② Is there a lion?
No, there isn't.
- ③ How many birds?
There are ten birds.
- ④ Is there a house?
Yes, there is a house.
- ⑤ Are there horses?
Yes, there are three horses.
- ⑥ Is there a dog?
Yes, there is a dog.

2-Ask and answer

- ① Is there a crocodile?
No, there isn't.
- ② Are there bears?
No, there aren't.
- ③ How many boys?
There are four boys.

Teacher's Resources

- ① <http://www.language-worksheets.com/there-is-there-are-elementary.html>
- ② http://bogglesworldesl.com/kids_worksheets/howmany.htm

End of Unit Fun Game

<http://www.eslgamesworld.com/members/games/grammar/sentences/how%20many/how%20many.html>

Unit 17 Standards

Reading	Use of English		Listening	Speaking
1Re1	1U1	1W1	1L1	1S1
1Re4	1U2	1W2	1L2	1S2
1Re7	1U3	1W3	1L3	1S3
	1U4	1W4	1L4	1S5
	1U5	1W5	1L5	1S6
	1U6	1W8	1L6	1S7
	1U7		1L7	1S8
	1U8		1L8	
	1U9			
	1U10			
	1U15			
	1U16			

Where are You?

Lesson's Theme: Locations and occupations

New Words: Zoo – Related word: Animals

Places

Circus - Related word: Clown

Park – Related word: Swings

Police station – Related word: Cop

Hospital – Related word: Doctor

Sentence Structure: Where is/Where are

1 Listen, look and point

- You can introduce new places to class by either showing videos or presenting flashcards.
- If possible, arrange a class trip to the park/circus/zoo.
- Revise sentence structures learnt in previous lessons through this activity. For example, ask class:

“Are there clowns in the circus?”

“How many giraffes in the zoo?”

Through this kind of questions, students will learn to associate people/plants/animals with the proper place.

Today's Word

Smell: UK /smel/ US /smel/ smelled or uk also smelt, smelled or uk smelt
To have a particular quality that others can notice with their noses

Examples:

- 1 My hands smell nice.
- 2 That cake smells good.

Related Words: Five senses, touch, hearing, sight, taste.

Teacher's Resources

- 1 http://edhelper.com/English_themes_AtThePark.htm
- 2 <https://www.youtube.com/watch?v=5mHE0mJyYdU>

Lesson's Theme: Locations and occupations

New Words: Gym

Sentence Structure: Where is/Where are

1 Listen, look and point (Continuation on page 71)

Present flashcards of new words and read the words to class. Ask students to repeat new words after you. Arrange flashcards on the board; each person next to their proper location. For example, the teacher's flashcard should be next to the school's one.

Ask class and let them answer collectively. This activity is a warm-up before the next exercise. .

- ① Where is the teacher?
She's in school.
- ② Where are the doctors?
They're in the hospital.
- ③ Where's the cop?
He's in the police station.
- ④ Where's the athlete?
He's in the gym.

1 Find, ask and answer

Ask class to work in pairs. Check their conversations.

- ① Where's the athlete?
He's in the gym.
- ② Where's the giraffe?
It's in the zoo.
- ③ Where's the teacher?
She's in school.
- ④ Where are the doctors?
They're in the hospital.
- ⑤ Where are the clowns?
They're in the circus.
- ⑥ Where's the cat?
It's in the park.

Where are You?

Today's Word

Hear: verb UK /hɪər/ US /hɪr/ heard, heard

To receive or become conscious of a sound using your ears

Examples:

- ① Can you hear the footsteps on the stairs?
- ② Raise your voice, please. I can't hear you.

Teacher's Resources

- ① <https://www.turtlediary.com/game/professions.html>
- ② <http://www.childfun.com/themes/people/doctors/>

Lesson's Theme: Locations and occupations

Sentence Structure: Where is/Where are

1 Listen and read

Game: On the board, write down a number of locations. The first locations group is called, "In my house". It includes names of all the rooms inside the house. The second collection is called, "outside the house". It includes locations of your choice, such as the hospital, school, etc. Distribute flashcards of these locations among a few students. Students are not supposed to show their cards to class. Other classmates should guess the locations on the flashcards. For example:

Class: Where are you?

Student with flashcard: I'm in my house.

Class: Is it the kitchen?

Student with flashcard: No, it isn't.

Class: Is it your room?

Student with flashcard: Yes, I am.

2 Ask and answer

Ask class to work in groups of three.

Key

- ① Where are you?
I'm at school.
- ② Where are you?
I'm at the zoo.
- ③ Where are you?
I'm at the gym.

Today's Word

Touch: verb UK /tʌtʃ/ US /tʌtʃ/

To put your hand or another part of your body lightly onto and off something or someone

Examples:

- ① The paint is wet. Don't touch it.
- ② You shouldn't touch the water heater.

Where are You?

1 Activity Book, Page 76

1-Listen, write and say

② Where are you?

I'm in the bathroom.

③ Where are you?

I'm in the living room.

2-Read and match

Max is in the bathroom - 5 - 2

Sophie is at the library - 4 - 5

Lily is at the school - 3-4

The mother is at the kitchen – 2 – 3

The father is in the bedroom - 1 -1

Teacher's Resources

① <https://www.youtube.com/watch?v=JIKANbZ7Vpg>

② <https://www.youtube.com/watch?v=9ENVJM55mLY>

End of Unit Fun Game

Play a game of hide and seek with class. Let students employ sentence structures they have learnt in this unit

Unit 18 Standards

Reading	Use of English		Listening	Speaking
1Re1	1U1	1W1	1L1	1S1
1Re4	1U2	1W2	1L2	1S2
1Re7	1U3	1W3	1L3	1S3
	1U4	1W4	1L4	1S5
	1U5	1W5	1L5	1S6
	1U6	1W8	1L6	1S7
	1U7		1L7	1S8
	1U8		1L8	
	1U9			
	1U10			
	1U14			
	1U15			
	1U16			

Lesson's Theme: Abilities

Sentence Structure: I can/can't ...

New Words: Can/Can't

1 Listen and say

Use demonstration method and facial expressions to present this lesson. For example, say, "I can write," and write something on the board, smile, and give the class a thumbs-up. Then say, "I can't run". Run for a second, shake your head and frown.

Give other examples using the same technique.

2 Listen and say

Read sentences with the appropriate demonstration and facial gestures. Ask class to repeat after you.

Exercise: Give class an exercise to test their comprehension. Write down two columns of can/can't, and ask students to give the right sentences.

Today's Word

Stand: verb UK /stænd/ US /stænd/ stood, stood
To be in a vertical state or to put into a vertical state, especially (of a person or animal) by making the legs straight

Stand # Sit

Examples:

- ① When I stand for a long time I feel tired.
- ② When the teacher comes into class, we have to stand up.

1 Activity Book, Page 78**1-Write and say**

- ② I Can run – I can't jump.
- ③ I Can swim – I can't swim.

2-Read and match

- ① I can run – 5.
- ② I can jump – 1.
- ③ I can't jump – 2.
- ④ I can't swim – 3.
- ⑤ I can't run – 4.

Teacher's Resources

- ① <http://dictionary.cambridge.org/dictionary/english/can>
- ② http://www.grammar.cl/Basic/Can_Cannot.htm

Lesson's Theme: Abilities

Sentence Structure: I can/can't ...

New Words: Can/Can't

1 Listen, read and say

Pick a couple of well-behaved students to demonstrate conversations to class.
Add extra words of your choice to give more students a chance to demonstrate.
Award good students with a star sticker.

2 Ask and answer

Ask class to work in pairs. Encourage students to enact the corresponding gestures to each verb. Check their conversations and interfere when you think it is necessary. Remember to give students space to learn and make mistakes. Keep in mind that praising students for their effort is important.

Key

- ① I can't swim.
- ② I can sing.
- ③ I can run.
- ④ I can't jump.

3 Sing

Sing song with class. Encourage them to move around a bit and have fun. Keep song fun and lively.

Today's Word

Sit: Verb UK /sɪt/ US /sɪt/ present participle sitting, past tense and past participle sat
To (cause someone to) be in a position in which the lower part of the body is resting on a seat or other type of support, with the upper part of the body vertical

Examples:

- ① After we salute our teacher, we sit down.
- ② We're trying to train our dog to sit.

Sit # stand

Activity Book, Page 79

2-Unscramble the sentences

- ② Can they swim in the river?
- ③ Can the big elephant jump?
- ④ Cant you open that door?

Teacher's Resources

- ① http://bogglesworldesl.com/kids_worksheets/can.htm
- ② <http://www.esl-lounge.com/student/grammar/1g102-elementary-can-cant-exercise.php>

Lesson's Theme: Abilities

Sentence Structure: Can + Pronoun + Verb

New Words: Sheep

Animals Horse
 Cow
 Snake
 Lion

Movement Walk

Verbs Run
 Fly

1 Listen, read and say

- Read to class and ask them to repeat after you.
- Give special emphasis to pronouns. Make sure students can differentiate between singular/plural and masculine/feminine pronouns. You can pick a few students to help you demonstrate.
- Pick a few students to read sentences to class.
- Encourage students to enact the appropriate gestures and facial expressions.

2 Ask and answer

Present flashcards of different animals and ask class questions about them. It's okay if students start by answering only with a "yes" or "no". Little by little introduce complete answers to them. After listening to you ask questions using "can", students will learn how to ask as well. Present the flashcards a second round. This time let class ask and answer "can" questions themselves. Help them if necessary.

Key

- | | |
|---|---|
| <p>① Can it run?
 Yes, it can.
 Can it sing?
 No, it can't.</p> <p>② Can it fly?
 No, it can't.
 Can it sing?
 No, it can't.</p> <p>③ Can it run?</p> | <p>No, it can't.
 Can it walk?
 No, it can't.</p> <p>④ Can it jump?
 Yes, it can.
 Can it walk?
 Yes, it can.</p> |
|---|---|

Today's Word

Jump: verb UK /dʒʌmp/ US /dʒʌmp/

To push yourself suddenly off the ground and into the air using your legs.

Examples:

- ① I like to jump and run.
- ② My sister is a baby. She cannot jump.

Activity Book, Page 80

1-Read and choose

- ① He
- ② She
- ③ They
- ④ He
- ⑤ She
- ⑥ They

2- Look, write and say

- ① Can it run?
Yes, it can.
- ② Can it fly?
No, it can't.
- ③ Can it sing?
No, it can't.
- ④ Can it jump?
Yes, it can.

Teacher's Resources

- ① https://www.youtube.com/watch?v=_Ir0Mc6Qilo
- ② http://www.grammar.cl/Basic/Can_Cannot.htm

End of Unit Fun Game

Mime: Pick students to mime actions they can/can't do. The class has to guess the sentence and give an answer in the form of a complete sentence.

Unit 19 Standards**Reading****Use of English****Listening****Speaking**

1Re1

1U1

1W1

1L1

1S1

1Re4

1U2

1W2

1L2

1S2

1Re7

1U3

1W3

1L3

1S3

1U4

1W5

1L4

1S4

1U5

1W6

1L5

1S5

1U6

1W8

1L6

1S6

1U7

1L7

1S7

1U8

1L8

1L8

1U9

1L9

1U10

1U11

1U14

1U15

1U16

Lesson's Theme: Present continuous activities

Sentence Structure: I'm + verb + ing

New Words: Eat – Related words: Food

Play - Related words: Game

1 Listen, point and say

Useful elements for demonstration:

Cup

Cards

Spoon

Book

Enact activities to students. Drink from the cup and say, "I'm drinking".

Hold the cards and say, "I'm playing".

Hold the spoon, move it to your mouth and say, "I'm eating".

Open your book and say, "I'm reading".

- Read sentences in this activity to class and ask them to repeat after you.

Game: Use mime as an activity to encourage students form sentences using present continuous.

2 Listen, point and say

Present flashcards of the activities mentioned in this exercise. Form the first present continuous sentence yourself as an example to class. Let class answer collectively to flashcards. Go through this exercise a second round. This time write down verbs on the board. Pick students and choose a verb for them to make a present continuous sentence.

Due to the importance of this lesson, make sure you give your class sufficient practice. Always test the degree of their comprehension through the number of students who participates in collective answering.

Game: Sit with your class in a circle. Throw a soft small ball on a random student. Give him/her a verb in zero form and ask them to use it in a present continuous sentence.

Today's Word

Drink: verb UK /drɪŋk/ US /drɪŋk/ drank, drunk

To take liquid into the body through the mouth

Examples:

- ① He drinks juice everyday.
- ② The animals go to the lake to drink.

Activity Book, Page 82

1-Match and write

- ① Eat
- ② Sing
- ③ Drink
- ④ Walk
- ⑤ Study
- ⑥ Run

2-Look and write

I'm singing.
I'm drinking.
I'm walking.
I'm reading.
I'm running.

Teacher's Resources

- ① <http://dictionary.cambridge.org/grammar/british-grammar/present/present-continuous-i-am-working>
- ② <http://www.englishhints.com/present-continuous-tense.html>

Lesson's Theme: Present continuous activities

Sentence Structure: I'm + verb + ing

New Words: Next to
Prepositions With
 At

1 Listen, point and say

Ask well-behaved students to help you demonstrate.

- **Ideas:** Bring three spoons. Hold one, and give the other two to a couple of students standing next to you and say, "We're eating"
- With the help of another couple of students, mime swimming. Ask class, "What are we doing?" with a questioning hand gesture. Even though students haven't learnt this question yet, they will understand from the context what you want them to say. If they hesitate, help them with the beginning of the sentence, "We're ..."

2 Listen, look and read

Introduce new prepositions to class through demonstration.

Next to: Stand next to the table and say, "I'm next to the table".

At: Get out of class for a second then re-enter it and say, "I'm at school".

With: Bring your puppet with you and say, "I'm at school with Sally".

Use different situations to demonstrate. You need to repeat activity several times.

After you finish demonstrating, re-enact the same situations and ask students, "Where am I?"

3 Ask and answer

Ask students to work in pairs and monitor their conversations.

② Where's Jack?

He's at the library.

③ Where's Jack?

Jack is next to the library.

④ Where's Oscar?

He's with his sister.

Today's Word

Eat: verb [I or T] UK /i:t/ US /i:t/ ate, eaten

To put or take food into the mouth, chew it (= crush it with the teeth), and swallow it

Examples:

- ① Do you eat meat?
- ② I love to eat vegetables.

Related words: Drink, food, lunch, breakfast, dinner .

Activity Book, Page 83

1-Look, write and say

- ① We're eating.
- ② I'm swimming.
- ③ We're swimming.

2-Look and choose

- ① Where are you?
I'm at the hospital.
- ② Where are you?
I'm next to the hospital.
- ③ I'm next to the hospital with my friend.

3-Look and match

- ② With grandmother
- ③ At home
- ④ Next to my friend

Teacher's Resources

- ① https://www.youtube.com/watch?v=Ja0xp2j_JhM
- ② <http://dictionary.cambridge.org/grammar/british-grammar/prepositions?q=Prepositions>

Lesson's Theme: Present continuous activities
Compound sentences
Prepositional phrases

Sentence Structure: Independent clause + and + independent clause + prepositional phrase

New Words: Next to

Prepositions With
 At

Nouns Friend – Related word: Family

Verbs Study – Related words: Play

1 Match

This exercise is a review of the previous lesson's information. Use it as an opportunity to test students' comprehension. Ask class to work individually and check their answers.

Key

- ① With grandmother
- ② At home
- ③ Next to my friend

2 Sing

Sing song with class. Keep it lively and fun. Singing will help students recognize the new sentence structure. Give them examples of the same sentence structure. For example, "My names is Miss ..., and I'm standing next to the window with a student.

● You can write hints on the board, for example:

- ① My name is ...
- ② And I'm ...
- ③ With a ...

Encourage students to give their own sentences. The new sentence structure may seem a bit difficult to students. Therefore, focus more on encouraging them to speak regardless of the mistakes they make.

Students will come to learn how to form compound sentences through continuous practice.

Prepositions

Today's Word

Sleep: noun UK /sli:p/ US /sli:p//

The resting state in which the body is not active and the mind is unconscious

Examples:

- ① It's eight o'clock. I need to sleep.
 - ② Everyone goes to sleep at night.
- Sleep # wake up

Activity Book, Page 84

1-Match and say

- ① At the hospital
- ② Next to the police station
- ③ Sophie is with Lily

2-Read and choose

- ① Is
- ② Eating
- ③ Next to
- ④ With

2-Read and choose (Continuation)

- ⑤ Is
- ⑥ Reading
- ⑦ At
- ⑧ With

Teacher's Resources

- ① <http://dictionary.cambridge.org/grammar/british-grammar/word-formation/compounds>
- ② <http://dictionary.cambridge.org/grammar/british-grammar/prepositional-phrases?q=Prepositional+phrases>

End of Unit Fun Game

<http://www.eslgamesplus.com/preposition-interactive-grammar-game-for-esl-wheel-game/>

Listening Skills, Page 82

1-Listen and number

One: Hello! Where are you? I'm at the Library.

Two: Where are you, Max? I'm with Sophie.

Three: Oscar, where are you? I'm next to the Police Station.

Four: I'm eating a sandwich.

Five: I'm playing football and having much fun!

Reading Skills, Page 83

1-Read and match

Ask students to work individually and check their answers.

- ① He's Running – 2.
- ② He's swimming – 3.
- ③ She's jumping – 1.
- ④ He can eat – 5.
- ⑤ Can you write? – 4.

Yes, I can

② Look and answer

Ask students to work in pairs.

- ① How many ducks?

Two ducks.

- ② How many cows?

Two cows.

- ③ How many sheep?

Three sheep.

- ④ How chicks?

Five chicks.

- ⑤ How many dogs?

Two dogs.

- Is there a monkey?

No, there isn't.

- Is there a bear?

No, there isn't.

- Is there a chicken?

Yes, there is.

Speaking Skills, Page 84

1-Point and say

Ask students to raise their hands and give answers.

Look! There is a dog!

Look! There is a cow!

Look! There are two horses!

Vocabulary, Page 85

1-Look and write

Ask students to work individually.

Key

- Hospital
- Circus
- Drink
- Eat
- Fish
- Frogs
- Gym
- Jump
- Play
- Sun
- School
- Run
- Study
- Swim
- Tree
- Zoo
- Sun
- Walk

Activity Book, Page 86**1-Listen and match**

- ① At the zoo – 5.
- ② Next to the police station – 1.
- ③ Eating a sandwich – 2.
- ④ Playing football – 3.
- ⑤ With Sophie – 4.

Activity Book, Page 87**1-Look and write**

- ① He can run.
- ② He can swim.
- ③ She can write.

2-Ask and answer

- How many cows?
There are two cows.
- How many frogs?
There are two frogs.
- How many birds?
There are seven birds.
- Is there a house?
Yes, there is.
- How many trees?
There are three trees.
- Is there a cat?
Yes, there is.

- Is there a dog?
Yes, there is.
- How many boys?
There are three boys.
- How many girls?
There are two girls.

Activity Book, Page 88

1-Look, write and say

- There are birds.
- There are cows.
- There are chickens.
- There are swans.
- There is a dog.
- There is a lake.

Cows can't sing.

Birds can't dance.

chickens can't swim.

Swans can't read.

Dogs can't fly.

Today's Words!

in Order of Appearance:

Unit
1

Boy, Girl, Baby

Unit
3

Brothers, Sisters,
Family

Unit
2

Father, Mother, Son

Unit
4

Grandfather, Grandmother,
Neighbour

Unit
7

Hair, Head, Eyes

Unit
6

Hands, Legs, Fingers

Unit
8

Ears, Nose, Mouth

Unit
11

Room, Garden, Balcony

Unit
9

Lips, Chin, Neck

Unit
12

Door, Window, Floor

Unit
13

House, School, Classroom

Unit
14

Shop, Hospital, Library

Unit
16

Open, Close, Draw

Unit
17

Smell, Hear, Touch

Unit
19

Drink, Eat, Sleep

Unit
18

Stand, Sit, Jump

Teacher's Resources in Order of Appearance:

- ① <https://www.youtube.com/watch?v=OQvTtk4w-SY>
- ② <https://www.youtube.com/watch?v=Rh8fl5ulxYs>
- ③ <http://www.freddiesville.com/videos/whats-your-name/>
- ④ <https://www.fredisalearns.com/unit-3-whats-your-name/>
- ⑤ <https://www.youtube.com/watch?v=Uv1JkBL5728>
- ⑥ <https://www.youtube.com/watch?v=41cJ0mqWses>
- ⑦ www.eslkidstuff.com/lesson-plans/pdf/classroom-objects-lesson-plan.pdf
- ⑧ <https://www.youtube.com/watch?v=Edf5CHtdTJQ>
- ⑨ <https://www.youtube.com/watch?v=mTisVqSrfF0>
- ⑩ <https://www.youtube.com/watch?v=jYAWf8Y91hA>
- ⑪ <http://www.education.com/worksheets/first-grade/coloring/>
- ⑫ <http://www.write.com/writing-guides/general-writing/punctuation/mastering-the-art-of-comma-usage/commas-coordinate-adjectives/>
- ⑬ https://www.youtube.com/watch?v=d_WQEw13TCo
- ⑭ <http://www.education.com/activity/kindergarten/counting/>
- ⑮ <https://www.youtube.com/watch?v=SV6iC34a46w>
- ⑯ <http://www.jumpstart.com/common/counting-fun-1-5-view>
- ⑰ <https://www.youtube.com/watch?v=i7bjpemlfxc>
- ⑱ <http://www.helpteaching.com/questions/Math/Kindergarten>
- ⑲ <http://busyteacher.org/3934-how-to-teach-the-verb-to-be-to-beginners.html>
- ⑳ <https://www.youtube.com/watch?v=PZCcRzgr8Y>
- ㉑ <http://www.topmarks.co.uk/learning-to-count/ladybird-spots>
- ㉒ <http://www.activityvillage.co.uk/birthday-colouring-cards>
- ㉓ <http://azcoloring.com/kids-printable-family-tree>
- ㉔ <http://firstgradewow.blogspot.com/2012/10/me-and-my-family.html>
- ㉕ http://www.first-school.ws/theme/cp_colors.htm
- ㉖ http://www.education.com/activity/article/namethatnumber_preschool/
- ㉗ <http://www.english-grammar-revolution.com/imperative-sentence.html>
- ㉘ <http://busyteacher.org/3902-how-to-teach-the-imperative-form.html>
- ㉙ https://en.islcollective.com/resources/printables/worksheets_doc_docx/imperatives/imperative-classroom-beginner/32683
- ㉚ <http://www.eslteachersboard.com/cgi-bin/lessons/index.pl?read=4361>
- ㉛ <https://www.youtube.com/watch?v=A5IST4zcPaE>
- ㉜ <https://www.youtube.com/watch?v=SDWZRDRG2wxM>
- ㉝ <http://dictionary.cambridge.org/grammar/british-grammar/pronouns-possessive-my-mine-your-yours-etc>

Teacher's Resources in Order of Appearance:

- 34 <https://www.youtube.com/watch?v=wdv59REiNZQ>
- 35 <http://www.jumpstart.com/common/fun-with-clothes-view>
- 36 <https://www.englishclub.com/efl/tefl-articles/clothes-vocabulary/>
- 37 <https://learnenglish.britishcouncil.org/en/english-grammar/pronouns/that-these-and-those>
- 38 <http://data.grammarbook.com/blog/adjectives-adverbs/thisthatthesethose-demonstrative-adjectives/>
- 39 <https://www.youtube.com/watch?v=mfReSbQ7jzE>
- 40 <http://www.superkidsnutrition.com/kidsactivities/>
- 41 <http://www.grammarbook.com/grammar/subjectVerbAgree.asp>
- 42 <https://www.youtube.com/watch?v=BcxmWhY-zx8>
- 43 <http://dictionary.cambridge.org/grammar/british-grammar/let-let-s?q=Let%2C+let%E2%80%99s>
- 44 <http://firstgradeblueskies.com/verbs-are-action-words-freebie/>
- 45 <https://www.youtube.com/watch?v=5by510SQuvA>
- 46 <http://www.education.com/lesson-plan/my-body/>
- 47 <https://learnenglishkids.britishcouncil.org/en/games/face-match>
- 48 <https://www.youtube.com/watch?v=KCZAfgacc7l>
- 49 <http://www.education.com/worksheet/article/pair-2/>
- 50 <https://www.youtube.com/watch?v=HvDmGYdQP7Y>
- 51 <http://www.k12reader.com/term/possessive-nouns/>
- 52 <https://www.youtube.com/watch?v=Fa3-ibgps-A>
- 53 <https://www.pinterest.com/pin/310255861812826024/>
- 54 https://www.youtube.com/watch?v=F_QM-yjNPio
- 55 <https://www.pinterest.com/pin/310255861812826024/>
- 56 https://www.youtube.com/watch?v=F_QM-yjNPio
- 57 https://www.youtube.com/watch?v=SE_2sZYZ4Cs
- 58 <http://dictionary.cambridge.org/grammar/british-grammar/possession-john-s-car-a-friend-of-mine?q=Possession+%28John%E2%80%99s+car%2C+a+friend+of+mine%29>
- 59 <http://www.scholastic.com/teachers/lesson-plan/my-home>
- 60 http://edhelper.com/English_themes_HouseholdAppliances.htm
- 61 <http://learnenglishkids.britishcouncil.org/en/grammar-practice/prepositions-place>
- 62 <https://www.turtlediary.com/worksheet/complete-the-sentences-using-preposition-in-on-and-under.html>
- 63 https://www.youtube.com/watch?v=__5QbFwr7kl
- 64 <https://www.youtube.com/watch?v=hnbxgVswN00&t=166s>
- 65 <http://dictionary.cambridge.org/grammar/british-grammar/pronouns/pronouns-personal-i-me-you-him-it-they-etc>

Teacher's Resources in Order of Appearance:

- 66 <https://www.youtube.com/watch?v=UsISd1AMNYU>
- 67 <https://www.youtube.com/watch?v=37w9JjUWN30>
- 68 <http://dictionary.cambridge.org/grammar/british-grammar/present/present-simple-i-work>
- 69 http://bogglesworldesl.com/kids_worksheets/foodanddrink.htm
- 70 <https://www.youtube.com/watch?v=VMYQMGWm8yk>
- 71 <http://www.englishpedia.net/my-grammar/basic/would-you-like/would-you-like-noun-use.html>
- 72 <http://dictionary.cambridge.org/grammar/british-grammar/verb-patterns/would-like>
- 73 <http://www.education.com/lesson-plan/comparing-big-and-small/>
- 74 <https://www.youtube.com/watch?v=XAMtgyiUhlo>
- 75 <https://www.youtube.com/watch?v=PaiNKEcaHEc>
- 76 <http://www.education.com/worksheets/first-grade/nature/>
- 77 http://www.englisch-hilfen.de/en/exercises/various/there_is_there_are2.htm
- 78 <http://www.grammar.cl/Present/ThereIsThereAre.htm>
- 79 <http://www.language-worksheets.com/there-is-there-are-elementary.html>
- 80 http://bogglesworldesl.com/kids_worksheets/howmany.htm
- 81 http://edhelper.com/English_themes_AtThePark.htm
- 82 <https://www.youtube.com/watch?v=5mHE0mJyYdU>
- 83 <https://www.turtlediary.com/game/professions.html>
- 84 <http://www.childfun.com/themes/people/doctors/>
- 85 <https://www.youtube.com/watch?v=JIKANbZ7Vpg>
- 86 <https://www.youtube.com/watch?v=9ENVJM55mLY>
- 87 <http://dictionary.cambridge.org/dictionary/english/can>
- 88 http://www.grammar.cl/Basic/Can_Cannot.htm
- 89 http://bogglesworldesl.com/kids_worksheets/can.htm
- 90 <http://www.esl-lounge.com/student/grammar/1g102-elementary-can-cant-exercise.php>
- 91 https://www.youtube.com/watch?v=_Ir0Mc6Qilo
- 92 http://www.grammar.cl/Basic/Can_Cannot.htm
- 93 <http://dictionary.cambridge.org/grammar/british-grammar/present/present-continuous-i-am-working>
- 94 <http://www.englishhints.com/present-continuous-tense.html>
- 95 https://www.youtube.com/watch?v=Ja0xp2j_JhM
- 96 <http://dictionary.cambridge.org/grammar/british-grammar/prepositions?q=Prepositions>
- 97 <http://dictionary.cambridge.org/grammar/british-grammar/prepositional-phrases?q=Prepositional+phrases>

Reading is Fun Titles in Order of Appearance

- Hello! How are You?
- Yes, It is ... No, It isn't.
- Do You Know these Animals?
- My Family
- Put your Hands up.
- He's a Doctor.
- What are these?
- I'm the Cow.
- Is this ... Are these?
- My Room
- Talk about your Friends
- The Farm
- Yes, there is. No, there isn't.
- Play!
- Lions are Big.
- At the Gym