

# Unit 1

# Overview

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <b>Present simple:</b> <i>be</i> affirmative, negative and interrogative</li> <li>• <b>Questions:</b> <i>What, How many</i></li> <li>• <b>Demonstratives:</b> <i>this</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Classroom objects:</b> <i>book, chair, clock, crayon, glue stick, pen, pencil case, pencil, rubber, ruler, school bag, sharpener, shelf, table</i></li> <li>• <b>Other:</b> <i>school, cat, kitten, gorilla</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> Initial letter sounds</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Days of the week</b></li> <li>• <b>Colours</b></li> <li>• <b>Numbers 1-10</b></li> <li>• <b>Imperatives:</b> <i>take out your book, point to..., sit down, put away your pen, stand up, open your book, touch your head, show me...</i></li> </ul>

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To use <i>be</i> for affirmative, negative and interrogative statements for 1<sup>st</sup> and 3<sup>rd</sup> person</li> <li>• To practise questions using <i>What</i> and <i>How many</i></li> <li>• To use demonstratives to indicate which objects are being referred to</li> <li>• To understand and use imperatives for commands and instructions</li> </ul>	<ul style="list-style-type: none"> <li>• To make suggestions</li> <li>• To understand and give commands and instructions</li> <li>• To use the phrases to make guesses</li> <li>• To ask about quantity</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To identify and name classroom objects</li> <li>• To understand common verbs related to the classroom and school</li> </ul>	<ul style="list-style-type: none"> <li>• To highlight and practise consonant sounds at the beginning of words</li> </ul>

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To exchange information to identify objects</li> <li>• To ask and answer questions using the 3<sup>rd</sup> person</li> <li>• To sing along to a chant/song to reinforce target language</li> <li>• To use commands to play a game: <i>Simon says</i></li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the target language in the context of a story</li> <li>• To interpret and respond to questions using the target language</li> <li>• To use reading strategies to improve comprehension</li> <li>• To understand the lyrics of a song in order to join in</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To understand and use a model dialogue</li> <li>• To understand classroom objects in the context of a story</li> <li>• To identify classroom objects</li> <li>• To identify characters in a story</li> <li>• To follow a narrative of a story</li> <li>• To recognise consonants at the beginning of words</li> <li>• To identify commands</li> </ul>	<ul style="list-style-type: none"> <li>• To trace and write key vocabulary: classroom objects, characters from a story, numbers and commands</li> <li>• To write individual consonants</li> <li>• To prepare a counting book</li> </ul>

## Assessment criteria

- Check children can understand and produce oral and written messages using the unit grammar: Present simple, questions, demonstratives and imperatives.
- Check children can understand and produce oral and written messages using the unit vocabulary: classroom objects.
- Children can recognise and differentiate between initial letter sounds.
- Check children can understand and produce functional language: making suggestions, commands, guessing and asking about quantity.

## Materials

- **Teacher's i-book**
- **Student's Book 1 CD 1**
- **Teacher's Resource Book 1**  
Language worksheets Unit 1, pages 4-6: Lesson 7  
Reading worksheet Unit 1, page 36: Lesson 6  
Writing worksheet Unit 1, page 48: Lesson 4  
Speaking worksheet Unit 1, page 60: Lesson 8  
Listening worksheet Unit 1, page 70: Lesson 3  
Test Unit 1, pages 98-103: Unit 1 Review
- **Flashcards** Unit 1
- **Poster** Unit 1
- **Extra**  
Realia: pencil, rubber, pen, book, school bag, glue stick, pencil case  
Paper to wrap up items  
Stickers  
Small paper squares (10 per child)  
Paper - A4 and A5  
Pencils  
Hole-punch  
String

## Go digital!

### Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the children on the **IWB**.

Activities in **Lead-in** and **i-book** provide a digital alternative to introduce the children to lessons. See **lessons 1, 3, 4, 6, 7, 8, 9** and **Review** of this unit.

Activities with  beside the rubric offer an additional interactive activity to reinforce the activity content. See **lessons 2, 3** and **Review** of this unit.

 Provides a visual grammar presentation. See **lessons 2, 3, 4** and **7** of this unit.

 Provides extra interactive practice which can be used for **Fast finishers** or as a **Wrap up** activity. Alternatively, it can be used as homework. See **lessons 1, 2, 3, 4, 6, 7** and **8** of this unit.

 Audiovisual material is provided in **lesson 10** of this unit.

The unit review pages also offer additional **Speaking** activities to reinforce the unit content.

Use the **Vocabulary Game Generator** to create your own interactive games to review the key vocabulary from the unit at any time.

Use the **Interactive Routines Poster** at the beginning of each lesson.

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 17-23

## Key competences



### Linguistic competence

Children develop skills using stories, songs, chants and model dialogues as tools for helping language acquisition.



### Mathematical competence and basic competences in Science and Technology

Children develop numeracy and practise counting using both the written and numerical form.



### Digital competence

Children use technology as a tool to reinforce language acquisition by using audiovisual and interactive whiteboard material.



### Social and civic competence

Children practise turn-taking and learn to cooperate while playing games. Children focus on expectations of teachers and fellow students and norms of the classroom.



### Cultural awareness and expression

Using a chant exposes children to rhyme, rhythm and melody as well as aiding language acquisition. Children participate in acting out a story which provides them with controlled practice. Children produce their own pictorial reference of the classroom vocabulary.



### Competence in learning to learn

Children practise tracing as an aid to writing autonomously. Children match words with pictures or sounds.



### Sense of initiative and entrepreneurship

Children practise working alone, planning and executing a task as well as revising the unit content. Children are made aware of the importance of revision as an aid to independent learning.

# Unit 1 Time for school

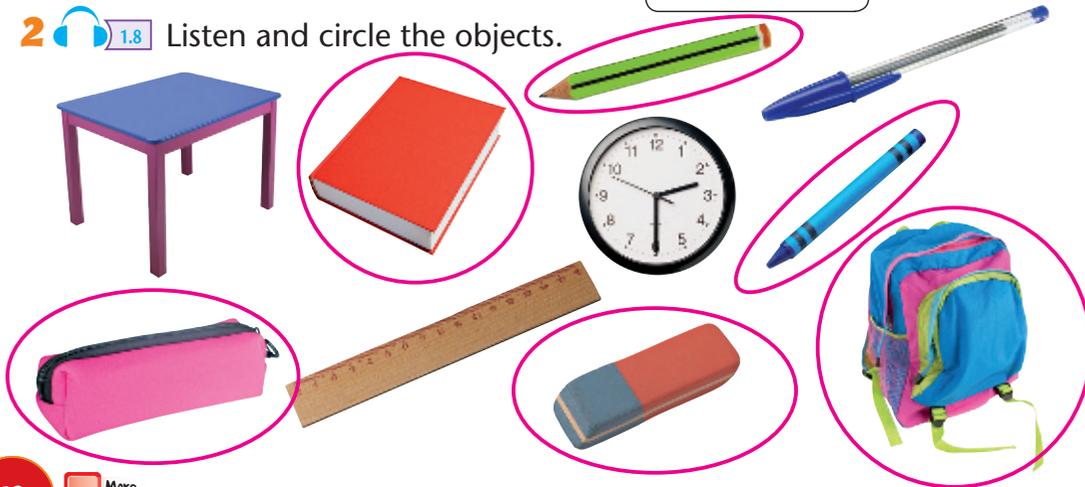
## Lesson 1



1 1.7 Read and listen.



2 1.8 Listen and circle the objects.



10



### Key competence



Children read a story which shows examples of language used to identify classroom objects and quantities.



Children use strategies to remember, expand and consolidate their vocabulary when they make associations between what they hear and what they see.

### Continuous assessment

Check children can recognise and understand the target language in the story.

Check children circle the correct objects.

## Language objectives

### Vocabulary

- *book, clock, crayon, pen, pencil, pencil case, rubber, ruler, school bag, table*
- Review: numbers 1-10

## Skills objectives

### Listening

- Understand and introduce classroom objects and review numbers in a story
- Recognise the key vocabulary in order to identify the image

### Reading

- Recognise the key vocabulary in the context of a story

## Materials

- Teacher's i-book
- Poster Unit 1
- Flashcards Unit 1
- Student's Book 1 CD 1
- Realia: book, rubber, glue stick, pen, pencil case, pencil, school bag

## Warmer

Slow spell the days of the week on the board for children to say the complete word. Drill *It's Monday. Hooray!*

## Lead-in

Show the class the unit 1 **Poster**. Point to different objects and say the colour: *It's blue*. Children repeat. Then point to an object and ask the children to tell you what colour it is.

 Open the **i-poster**. Listen to each word so the children can identify the colour and word. Then ask children to drag the word to correct objects in the poster.

## 1 Children read and listen to the story.

**Values:** Remind children that Trish is new at school. Ask children what they can do in order to get to know people. Point out that Leo is asking Trish questions because he's curious about her and wants to be her friend.

**Optional extra:** Hold up the following unit 1 **Flashcards**: *school bag, pencil case, book, pencils, rubbers, crayons* and ask children to tell you how many Trish has.

 Open the **i-story** by touching the first picture. Read and listen to the story with the children. Use the **i-flashcards** to introduce the new vocabulary.

## 2 Children listen and circle the objects.

**Optional extra:** Children play *Bingo*. Children draw three of the objects from activity 2 in their notebooks. Read out the objects and children cross out the pictures as they listen. The winner is the first child to cross out all their pictures and put their hands up to say *Bingo!*

## Wrap up

Put the unit 1 **Flashcards** of the items seen in the lesson on the board. Tell the children to close their eyes and count to ten. Remove a flashcard. When the children open their eyes, they must tell you which of the flashcards is missing.

 **Children listen and drag the pictures to the correct place.** Alternatively, use the **Richmond i-tools** and ask the children to listen and draw the items that they hear in the space provided. Count the items with the children and write the number on the IWB to review the key vocabulary from the previous unit.

## Initial evaluation

Dictate the items: *book, clock, crayon, pen, pencil case, pencil, rubber, ruler, school bag, table* one at a time for the children to draw in their notebooks.

## At home

- Activity Book 1 page 10



1 1.9 Listen and stick.

2 Trace the words.



1. pen



2. sharpener



3. pencil case



4. school bag



5. crayon



6. rubber



3 Point and say.

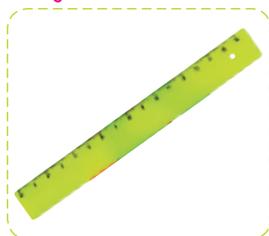
**Grammar**  
It's a pencil.  
It's = It is



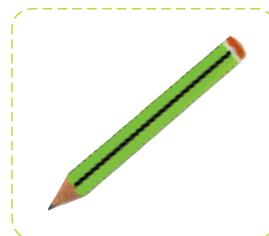
7. glue stick



8. book



9. ruler



10. pencil



**Key competence**



This activity improves children's ability to connect visual and textual information in order to match images and words.

Tracing is the first step towards learning to write autonomously.

**Continuous assessment**

Check children stick the stickers in the right box.

Check children are not having difficulties using the pencil.

## Language objectives

### Grammar

- Present simple: *be* affirmative

### Vocabulary

- Classroom objects: *book, crayon, glue stick, pen, pencil case, pencil, rubber, ruler, school bag, sharpener*

### Functions

- Identify objects: *It's a pencil.*

## Skills objectives

### Writing

- Trace key vocabulary: school objects

### Speaking

- Use target language in short sentences to identify objects

### Listening

- Identify classroom objects and match to written word

## Materials

- **Teacher's i-book**
- **Flashcards** Unit 1
- **Student's Book 1 CD 1**
- Realia: pencil, rubber, pen, book, school bag, glue stick, pencil case
- Paper to wrap up some realia

## Attention to diversity

Some children might find it difficult to keep up with the drills. If necessary, break the class into groups when drilling. Children will write at different paces.

## Warmer

Hold up the unit 1 **Flashcards** from lesson 1 for children to say the word. In pairs, children take things out of their pencil case and do the same. Children count how many pens/pencils/crayons they have.

 Use the **i-flashcards** to review lesson 1 key vocabulary.

## Lead-in

Name a classroom object and children have to find it in their pencil case, hold it up and say its name. In pairs, children take turns saying a classroom object for their partners to find in their pencil cases.

## 1 1.9 Children listen and stick.

**Optional extra:** Say the words in random order. Children call out the number of those objects that they have in their pencil case. Repeat in pairs.

 Touch  to open the memory game. This activity can be done as a whole class activity or in two teams. Children take turns to find the picture(s) for the words provided on the screen. Use the clue if needed.

## 2 Children trace the words.

**Optional extra:** Slow spell the words from activity 2 on the board. Children call out the word when they know it. Repeat in pairs.

 **Visual grammar presentation**

## 3 Children point and say.

**Optional extra:** Hold up a flashcard or object and drill *It's a ... pen/pencil/ruler*. Drill as a whole class, then boys and girls and pairs of children.

## Wrap up

Wrap up a book, crayon, glue stick, pen, pencil case, pencil, rubber, ruler and sharpener in scrap paper or newspaper. Pass the objects around the class. Children have to guess what the object is. When a child thinks they know what it is, they can unwrap the parcel.

 **Children listen and choose the correct picture.**

## Continuous assessment

Write some words as anagrams on the board. In pairs, children race to order the letters and put their hands up when finished.

## At home

- **Activity Book 1** page 11
- **Optional extra:** Children draw a picture of the contents of their pencil case and label.

## Student's Book CD 1



1 pen	5 crayon	9 ruler
2 sharpener	6 rubber	10 pencil
3 pencil case	7 glue stick	
4 school bag	8 book	

Unit 1  
Lesson 3



1 1.10 Listen and chant.

What's this?



**Grammar**  
What's this? It's a book.



2 1.11 Trace the words. Say the chant with these objects.



3 Trace and draw.

It's a *school bag*.

It's a *book*.

It's a *ruler*.



12 More practice

**Key competence**



Listening to and joining in with chants and songs help children to develop confidence in their expression and artistic interpretation skills.

Drawing activities help children to develop their imagination and creativity.



Tracing words will help the children to develop their fine motor skills.

**Continuous assessment**

Encourage children to participate and enjoy themselves.

Encourage children to be creative and to draw the school objects.

Monitor the activity checking children identify the unit vocabulary.

## Language objectives

### Grammar

- Questions with *What* and *be*
- Demonstrative: *this*

### Vocabulary

- Classroom objects: *book, chair, clock, ruler, school bag, shelf, table*

### Functions

- Ask and answer questions: *What's this? It's a...*

## Skills objectives

### Writing

- Trace and write key vocabulary: classroom objects and furniture

### Speaking

- Participate in a chant to practise key grammar and vocabulary

### Listening

- Understand and use a model dialogue

## Materials

- Teacher's i-book
- Teacher's Resource Book 1
- Flashcards Unit 1
- Student's Book 1 CD 1
- Realia: pencil, rubber, pen, book, school bag, glue stick, pencil case

## Warmer

Hold one of the unit 1 **Flashcards** facing towards you. Quickly flip the picture so children see the image for one second. Children must guess what the object is. Continue to flip the picture until they guess correctly. Repeat with other flashcards.

## Lead-in

Play *Simon says* with the instruction (*Simon says*), *point to your book, the chair, the table, the clock, the shelf*.

 Use the **i-flashcards** to introduce new vocabulary. Then open the **lead-in** activity. Children take turns to play **Simon says** on the IWB.

## 1 Children listen and chant.

**Optional extra:** Split the class into boys and girls. Drill the exchange (boys) *What's this?* (girls) *It's a...* Repeat and hold up different objects. Change roles for asking and answering. Repeat softly/loudly or quickly/slowly.

 **Visual grammar presentation**

## 2 Children trace the words. Then say the chant with the objects.

**Optional extra:** In pairs, children take turns pointing to various objects on their desk / in their pencil case and repeat the chant. Ask volunteers to demonstrate their exchanges.

 Touch  to open the karaoke activity. The children listen and join in the chant saying the missing words as the pictures are highlighted.

## 3 Children trace and draw.

**Optional extra:** Slowly draw more school items on the board and children put their hands up and say the word. In pairs, children draw more objects for their partner to guess.

## Fast finishers

Children draw and label other objects from their pencil case in their notebooks.

## Wrap up

Divide the class into two teams. Hold up one of the unit 1 **Flashcards** and ask *What's this?* The first child to raise his/her hand and answer correctly wins a point for his/her team. The first team to score ten points is the winner.

 **Children read the sentences and choose the correct answer.** Encourage them to say the correct answer: *It's a (school bag)!* Alternatively, use the **Richmond i-tools** to cover the bottom of the screen and ask children to take turns to write the correct answer on the IWB. Remove the screen shade to check their answers.

## Continuous assessment

**Teacher's Resource Book 1:** Listening worksheet Unit 1

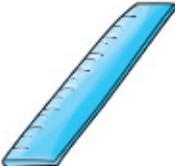
**Optional extra:** Write the following letters on the board: *b, s, c, p,* and *t*. Children open their notebooks and write the names of items that start with those letters: *book, school bag, chair* (or *clock* or *crayon*), *pencil* (or *pen* or *pencil case*), *table*. Walk around offering assistance with spelling as necessary.

## At home

- Activity Book 1 page 12



1 Look, read and circle.

1.  Is it a ruler? Yes, it is. / No, it isn't.

2.  Is it a table? Yes, it is. / No, it isn't.

3.  Is it a pen? Yes, it is. / No, it isn't.

4.  Is it a clock? Yes, it is. / No, it isn't.

5.  Is it a book? Yes, it is. / No, it isn't.

**Grammar**  
Is it a pencil? Yes, it is.  
Is it a rubber? No, it isn't.  
isn't = is not



2 Pop out and play a guessing game.



**Key competence**

 This activity helps children to interpret written concepts.

 Talk with the children about the importance of participation and cooperation in games, and resolving conflicts with a positive attitude.

**Continuous assessment**

Ask the children the questions and make sure each one answers correctly.

Monitor the activity and check the use of the grammar.

## Language objectives

### Grammar

- Yes/No questions with *be*

### Vocabulary

- Classroom objects: *book, clock, pen, ruler, table*

### Functions

- Guess: *Is it a...? Yes, it is. / No, it isn't.*

## Skills objectives

### Speaking

- Ask and answer questions using target language: *Is it a book? No, it isn't. / Yes, it is.*

### Reading

- Interpret and respond to questions using the target language

## Materials

- Teacher's i-book
- Teacher's Resource Book 1
- Flashcards Unit 1
- Realia: pencil, pen, book, school bag, pencil case
- Blank stickers

## Attention to diversity

Stretch the stronger children and use them to model activities and target language whilst simplify tasks for the weaker ones.  
Change pairs of children frequently so children work with different individuals.

### Warmer

Point to various objects and ask children *What's this?*  
Remind children to reply using the structure *It's a...*  
Children repeat the procedure in pairs.

### Lead-in

Display objects or the unit 1 **Flashcards** on a table.  
Place the word flashcards on the board. Ask a child to take a word card and match it with the corresponding object or flashcard. Once a match has been made, the child holds up the object and says *It's (a pencil).*



Use the **i-flashcards** to review the unit vocabulary. Show the pictures and ask the children to say *It's (a pencil)*. Alternatively, ask the children to come to the IWB and write the words using the **Richmond i-tools**. Show the word flashcards to check their answers.

## 1 Children look, read and circle.

**Optional extra:** Display the unit 1 **Poster** (or open the **i-poster** on the **Teacher's i-book**). Point to various objects and ask, *Is it a...?* Children put their hands up and reply *Yes, it is. / No, it isn't*. Invite children to come up to the poster and do the same.



Visual grammar presentation

## 2 Children pop out and play a guessing game using unit 1 Pop-outs.

**Optional extra:** Divide the class into two teams. Choose a pop-out and ask the teams to guess what you have. The winning team gets a point.

### Wrap up

Distribute blank stickers and children make labels for objects in their classroom: chair, table, clock, school bag, crayon, etc. Encourage children to write clearly and decorate their labels. Children attach their stickers to the corresponding object.



Children look at the pictures, listen to the questions and drag the correct answer. Repeat using your own questions (different vocabulary from previous lessons). Children answer your questions orally: *Yes, it is! No, it isn't!*

## Continuous assessment

**Teacher's Resource Book 1:** Writing worksheet Unit 1

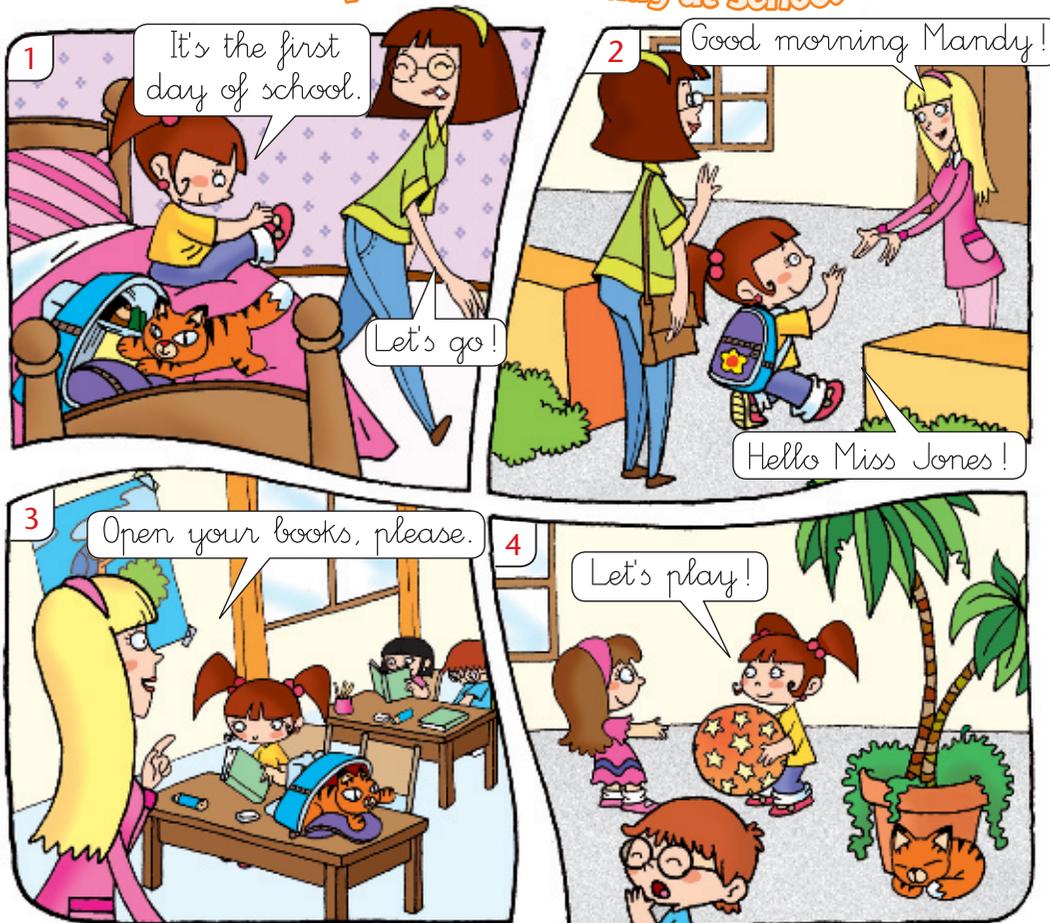
**Optional extra:** Point to an object on the child's desk and ask *Is it a ...?* If the child answers correctly they can tidy their books away.



## At home

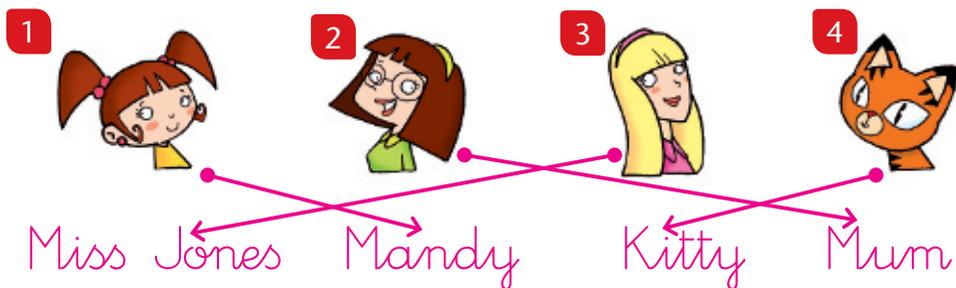
- **Activity Book 1** page 13
- **Optional extra:** Children draw a different object from lesson 4 and write next to it, *Is it a...?* and *Yes, it is. / No, it isn't.*

## Mandy's first day at school



1 1.12 Read and listen.

2 Match and trace.



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### Key competence



Stories are an important vehicle for internalising new vocabulary and structures. Children are motivated to listen to a good story, and so language is acquired naturally.



Matching activities involve learning skills and abilities such as observing and linking information.

### Continuous assessment

Check children can follow and understand the story by asking some general comprehension questions.

Check children do the activity correctly and identify the characters.

## Language objectives

### Grammar

- Imperatives
- Present simple

### Vocabulary

- Classroom objects: *book, cat, shelf*

## Skills objectives

### Reading

- Follow a narrative

### Listening

- Identify characters in a story

### Writing

- Trace the names of characters from the story in order to practise letter formation

## Materials

- Teacher's i-book
- Student's Book 1 CD 1

## Attention to diversity

Children may have difficulty in following the narrative of the story so ensure you keep checking and testing comprehension so they don't get lost. Some children read at different paces. Don't rush the slower children but give the quick finishers additional exercises.

## Warmer

Put a book behind your back. Children must put their hands up to guess what object you're hiding. Remind them of the structure, *Is it a...?*

## Lead-in

Children open their books and look at the pictures in the story on pages 14 and 15. Ask children to say what objects they can see in each picture.

**1**  **Children read and listen to the story (1-8).**  
**Optional extra:** Ask students to point to Mandy, Mum, Kitty and Miss Jones in the story.

 Open the **i-story** by touching the first picture. Read and listen to the story with the children.

## 2 Children match and trace.

**Optional extra:** Write the names of the characters slowly on the board, letter by letter but in a random order. Children guess the name of the person you are writing.

## Fast finishers

Children can read the story to themselves quietly.

## Wrap up

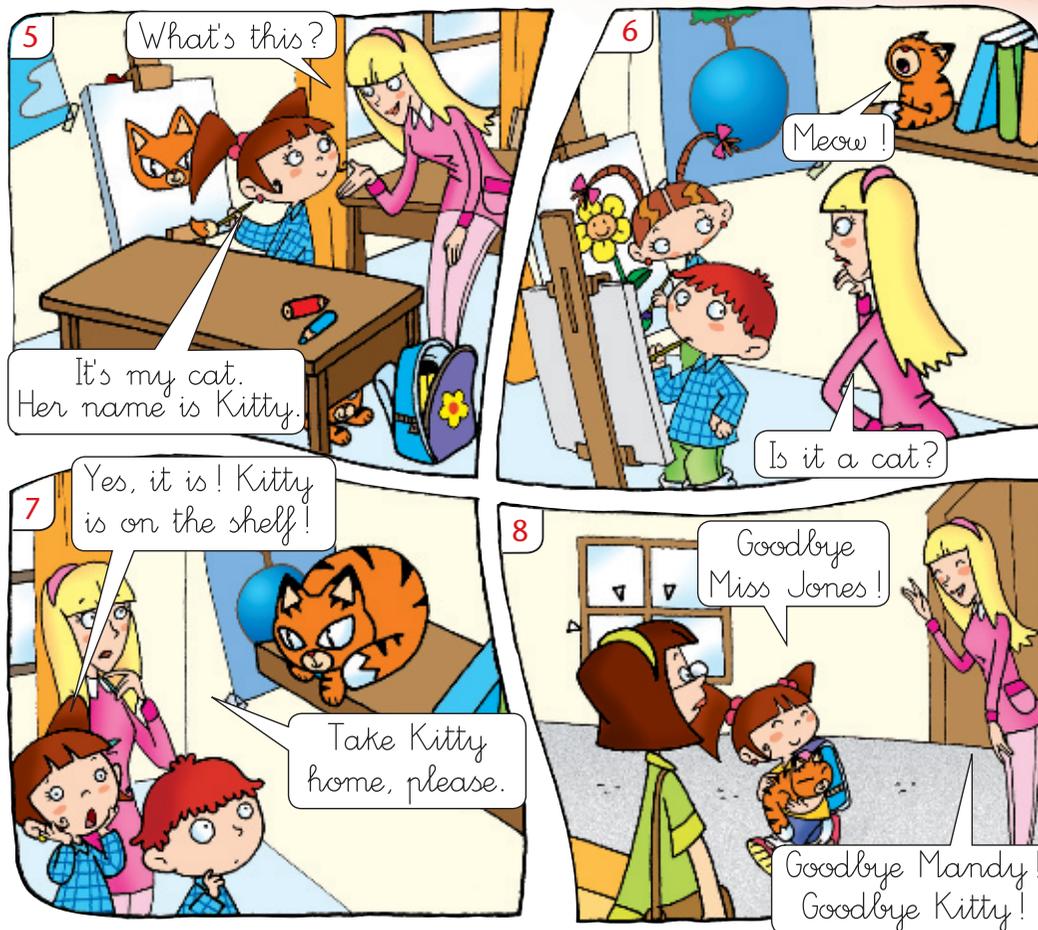
Play *Hangman* with the names of the characters.

## Continuous assessment

Read lines from the story. Children call out the person who says the line.

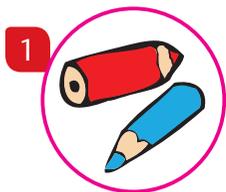
## At home

- Activity Book 1 page 14



1 1.13 Read and listen.

2 Circle the school objects.



3 Act out the story.



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### Key competence



Compare the school in the pictures with the children's school to develop an awareness of being part of a global community.



This activity helps children to see connections between concepts and images.



Encouraging the children to act out the story will help them to express feelings.

### Continuous assessment

Find out if children can see any differences and encourage them to share them with the rest of the class.

Check children do the activity correctly and identify the objects.

Encourage and observe children while they are performing.

## Language objectives

### Grammar

- Imperatives
- Present simple

### Vocabulary

- Classroom objects: *book, cat, pencil, school bag, shelf*

## Skills objectives

### Reading

- Follow a narrative
- Build confidence in reading skills

### Listening

- Use a model for production

### Speaking

- Use the text to act out the story

## Materials

- Teacher's i-book
- Teacher's Resource Book 1
- Student's Book 1 CD 1
- Realia: a mix of school and non-school objects

## Attention to diversity

Some children may have more difficulty in reproducing the script orally. Be attentive in your monitoring to assist with pronunciation.

## Warmer

Children tell you the characters they remember from *Mandy's first day at school*. On the board draw simple pictures of the key elements of the story as children mention them. Elicit the girl's name. Write *Mandy* on the board.

## Lead-in

Draw a happy and an angry face on the board. Mime and teach the words *happy* and *angry*. Children look at picture 2 on page 14. Ask them if the teacher is happy. Then ask them if the teacher is happy in picture 6 on page 15.

## 1 L13 Children read and listen to the story (1-8).

**Optional extra:** Read and listen to the story again, but pause at different points, children say the next word in the story.

 Open the **i-story** by touching the first picture. Read and listen to the story with the children again.

## 2 Children circle the school objects.

**Optional extra:** Tell children to write the names of each of the objects.

## 3 In small groups, children act out the story.

**Optional extra:** Ask children to come to the front of the class and act out the story.

 Open the **i-story** and show the pictures without text or audio as a prompt as children act out the story.

## Wrap up

Read a line from the story. Children call out who said the line.



Children drag the numbers to order the story.

## Continuous assessment

**Teacher's Resource Book 1:** Reading worksheet Unit 1

**Optional extra:** Show students a mix of school and non-school objects. Ask children to point to the objects that are for school.



## At home

- **Activity Book 1** page 15
- **Optional extra:** Children draw their favourite scene from the story.

# Unit 1

## Lesson 7



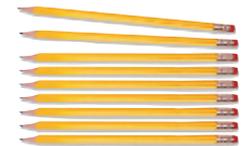
1 Trace the words.

1 one 2 two 3 three 4 four 5 five  
6 six 7 seven 8 eight 9 nine 10 ten

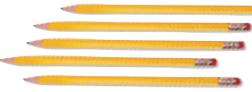


2 Answer the questions.

1.  How many pencils are there? Three

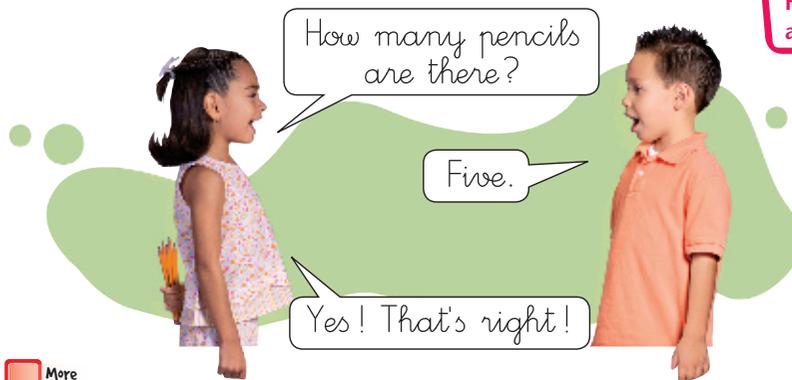
2.  How many pencils are there? Nine

3.  How many pencils are there? Seven

4.  How many pencils are there? Five



3 Play a guessing game.



**Grammar**  
How many pencils are there? Six



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### Key competence



Tracing the words for the numbers encourages children to see the link between the figure and the written word.

Children develop mathematical thinking: counting, recognising, writing figures and using number patterns 1-10.



Playing games helps children to learn vocabulary and grammar and practise turn-taking and how to encourage each other rather than compete.

### Continuous assessment

Check children can write, identify and express numbers 1-10.

Check children answer and write the correct numbers.

If possible get the students to do the interactive practice in front of you to check grammar comprehension.

## Language objectives

### Grammar

- Questions with *How many* and *be*

### Vocabulary

- Review: numbers 1-10, classroom objects

### Functions

- Ask about quantity: *How many?*

## Skills objectives

### Writing

- Trace and write key vocabulary: numbers

### Reading

- Answer questions with the target language

### Speaking

- Ask and answer questions with target language: *How many...?*

## Materials

- Teacher's i-book
- Teacher's Resource Book 1
- Poster Unit 1
- Flashcards Unit 1
- Realia: several pencils/pens

## Attention to diversity

Some children might be more confident at counting than others and work at a different pace. Children retain vocabulary differently. Reassure the children who are struggling to remember the classroom items.

## Warmer

Review days of the week by asking children to finish the sentence, *Hooray, today is...* Children repeat together with enthusiastic stress on *hooray*.

## Lead-in

Review the classroom objects. In pairs, children take turns closing their eyes and their partner puts something from their pencil case in their hand. They must guess what the object is.

## 1 Children trace the words.

**Optional extra:** Slow trace the numbers on the board and children shout out the number before you finish.

## 2 Children answer the questions.

**Optional extra:** Choral and individual drill, *How many pencils are there?* Hold up the unit 1 **Flashcards** and children substitute the word *pencils* accordingly and repeat the question. Repeat with more objects using the flashcards.

 Open the **i-poster**. Choral and individual drill, *How many pencils are there?* Use the **Richmond i-tools** to circle the objects and help them count. Repeat with more objects from the **i-poster**.

 **Visual grammar presentation**

## 3 Children play a guessing game.

**Optional extra:** Hold up a unit 1 **Flashcard**, for example, a rubber. Tell children you're going to think of a number. Children put their hands up to volunteer a number. Say *Yes, that's right!* when you are given the right number. Distribute the unit 1 flashcards and repeat the procedure. Redistribute the flashcards until every child has a turn to think of a number.

## Fast finishers

Children draw a number of objects from their pencil case and write the name of the object and the number next to the drawing.

## Wrap up

Ask children a *How many...?* question about the classroom. Children race to count.

 **Children take turns to count the items in each picture and match the pictures with the numbers.** Use the **Richmond i-tools** to write the numbers (7, 4, 3, 9) on the IWB.

## Continuous assessment

**Teacher's Resource Book 1:** Language worksheet Unit 1

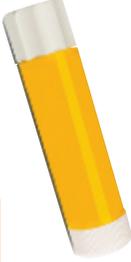
**Optional extra:** Use the unit 1 **Poster**. Ask the following questions: *How many chairs/clocks/tables/children are there?*

## At home

- **Activity Book 1** page 16
- **Optional extra:** Children draw a number of objects of their choice. Underneath, they write, for example, *How many pencils are there?* as well as the number of objects they have drawn.

LC 

1  1.14 Listen and write the first letter.

1  <input type="text" value="p"/>	2  <input type="text" value="t"/>	3  <input type="text" value="r"/>	4  <input type="text" value="c"/>
5  <input type="text" value="b"/>	6  <input type="text" value="s"/>	7  <input type="text" value="g"/>	8  <input type="text" value="c"/>

LL 

2 Circle the first letter.

1  <input type="radio"/> r <input type="radio"/> b <input type="radio"/> w <input type="radio"/> m	2  <input type="radio"/> t <input type="radio"/> n <input type="radio"/> f <input type="radio"/> l <input type="radio"/> v	3  <input type="radio"/> l <input type="radio"/> v
4  <input type="radio"/> n <input type="radio"/> d <input type="radio"/> g <input type="radio"/> u	5  <input type="radio"/> t <input type="radio"/> z <input type="radio"/> b	6  <input type="radio"/> p <input type="radio"/> d

DC 

 More phonics

17

### Key competence



Phonics activities help children to reflect, interiorise and apply the language pronunciation rules.



This activity helps children to make links between sounds and words developing deduction strategies and practising basic pronunciation language objectives.

### Continuous assessment

Check children write the correct letter.

Check children circle the correct letter.

## Language objectives

### Vocabulary

- Review: Classroom objects, numbers

### Pronunciation

- Phonics: initial consonant sounds - *b, c, f, g, n, p, r, s, t*

## Skills objectives

### Speaking

- Produce initial consonant sounds

### Listening

- Recognise consonant sounds

### Writing

- Practise letter formation

## Materials

- Teacher's i-book
- Teacher's Resource Book 1
- Student's Book 1 CD 1
- Poster Unit 1
- Flashcards Unit 1

## Attention to diversity

Some children may find it difficult to differentiate between the *b* and *p* sound. Allow plenty of drilling opportunities, draw attention to the position of your mouth and exaggerate so that children can see clearly and are able to copy.

## Warmer

Display the unit 1 **Poster** for counting practice. Say *Three*. Individual children name the objects that appear three times in the poster: *Three rulers*. Continue with other numbers.

## Lead-in

Stick the unit 1 **Flashcards** of a pencil, rubber, book, school bag, glue stick and crayon on the board. Tell the children they have thirty seconds to remember where the cards are. Children close their eyes. Turn the flashcards over. When the children open their eyes, point to each flashcard and invite children to tell you what the object is before turning it over.

 To review the key vocabulary covered in previous lessons use the **Vocabulary Game Generator**. See page 22 for interactive games descriptions and ideas.

## 1 Children listen and write the first letter.

**Optional extra:** Hold up a unit 1 **Flashcard** and elicit the first letter only. Drill the first letter, chorally and individually. Repeat the procedure but elicit the first letter and then the entire word.

## 2 Children circle the first letter.

**Optional extra:** Hold up a unit 1 **Flashcard** and tell children to write the first letter in their notebooks.

 Open the **i-flashcards** and elicit the first letter of the word. Drill the first letter, chorally and individually. Ask children to take turns to write the letter on the IWB using the **Richmond i-tools**. Repeat the procedure with the entire word.

## Fast finishers

Children practise saying the first letters of other objects in the classroom and write them down in their notebooks.

## Wrap up

Play *I spy*. Display the unit 1 **Poster** (or open the **i-poster** on the **Teacher's i-book**). Describe an item from the poster: *I spy with my little eye something that has the beginning sound t. What is it?* Children give their answers. Allow the child who guesses correctly to choose the next item and repeat. Help him/her with the first letters of each word.

 Children listen to the words and choose the correct initial sound for each word.

## Continuous assessment

**Teacher's Resource Book 1:** Speaking worksheet Unit 1

**Optional extra:** Dictate the sounds *p, t, r, c, b, s* and children write the letters down in their notebook.

## At home

- **Activity Book 1** page 17
- **Optional extra:** Children draw objects that start with each of the letters they have written down at the assessment stage.

## Student's Book CD 1



1 p, pencil	3 r, rubber	5 b, book	7 g, glue stick
2 t, table	4 c, clock	6 s, school bag	8 c, crayon



1 Count and write.



*five* rubbers      *six* glue sticks      *nine* crayons  
*four* pens      *one* pencil case      *three* rulers



2 Make a class counting book.

1. Draw.

2. Write.

3. Make a cover.



3 Read the book with your classmates.

One pencil

Two rulers

### Key competence



This activity develops various basic mathematical skills and thought processes such as locating, counting, relating, etc.



Doing craft work improves artistic creativity, as well as enhancing skills of perception and communication.



Pair work activities help children to cooperate and teach important social skills, such as turn-taking and respect.

### Continuous assessment

Check children write the numbers properly.

Let children express themselves with this activity.

Observe the children without interfering in the communication.

## Language objectives

### Vocabulary

- Review: numbers 1-10, classroom objects

### Functions

- Count school objects

## Skills objectives

### Writing

- Identify and write key vocabulary freehand

### Reading

- Understand and use child's own counting book

### Speaking

- Exchange information using counting book

## Materials

- **Teacher's i-book**
- **Flashcards** Unit 1
- 10 A5 pieces of paper per group
- Hole-punch
- String

## Attention to diversity

Ensure that all children are comfortable collaborating and are involved.

In group/project work, more confident children may dominate. Monitor to ensure all children are contributing.

## Warmer

Tell children to write down any number between 1 and 10. Say a number and if the child has written that number they put their hands up. Repeat with different single numbers and groups of numbers.

## Lead-in

Hold up a unit 1 **Flashcard**, e.g. *pencil* and ask *How many...?* Children look in their pencil cases and count their own pencils. Children compare with their partner. Repeat with another flashcard.

 Open the **lead-in** activity. Children listen to the question, count the objects and answer orally or come to the IWB to choose the correct answer. Use the **Richmond i-tools** to write the numbers (3, 8, 4, 2, 5, 6) on the board.

## 1 Children count and write.

**Optional extra:** Children count how many of each item they have in their pencil case.

## 2 Children make a class counting book.

Divide the class into groups and distribute a sheet of paper to each child. Go over the instructions in the Student's Book. Groups work together to make their books. Each page should include a number, the word and a drawing of the number of school objects. Distribute an extra sheet of paper to each group and assign one child in each group to design the cover. Punch holes in the left-hand margin of the pages once they are finished and help children assemble their books with string.

## 3 Children read the book with their classmates.

**Optional extra:** Ask a group to read out their counting book to the rest of the class, each child reads one of the pages.

## Wrap up

Hold up one of the class counting books and call on volunteers to read different pages out loud.

## Continuous assessment

Hold up a unit 1 **Flashcard**, for example, a rubber. Children turn to the corresponding page in their counting book and tell you how many of that item there are. Continue with more objects.

## At home

- **Activity Book 1** page 18
- **Optional extra:** Children make their own counting book.

# Simon says



Unit 1  
Lesson 10  
Culture



1 1.15 Listen and tick (✓).

1

Take out your book.

Point to...

2

Sit down.

Put away your pen.

3

Stand up.

Open your book.

4

Touch your head.

Show me your pencil.



2 Play *Simon says*.



19

## Key competence



Children learn to use the correct vocabulary, functional language and expressions to optimise the communication and the learning process.



Playing games is important to develop attention, concentration and observation. All this will help children to remember and assimilate classroom instructions easily.

## Continuous assessment

Check children do the right actions or movements.

Use the *Simon says* game to check children are applying what they have learnt.

## Language objectives

### Vocabulary

- *open, put away, show me, sit down, stand up, take out, touch your head*
- Review: numbers 1-10, classroom objects, colours

### Functions

- Use imperatives for commands

## Skills objectives

### Reading

- Identify commands

### Speaking

- Use imperatives to play a game

### Listening

- Identify commands

## Materials

- **Teacher's i-book**
- **Student's Book 1 CD 1**

## Warmer

Children stand up. Tell them that they are robots. Practise walking around the class with them as robots. Then say *Stop!* and children remain perfectly still. Give children the following commands, encouraging them to do the actions like robots: *Sit down. Take out your book. Open your book. Show me your pencil. Put away your book. Touch your head.*

## Lead-in

Say: *Point to the clock.* Children point to the clock. Then say: *Open your...* and use an appropriate gesture for 'book'. Children finish your sentence. Repeat the command: *Show me your pencil.* Repeat using the verbs *show* and *point* with other classroom objects.

## 1 Children listen and tick (✓).

**Optional extra:** In pairs, children take turns finishing the sentence *Point to...* / *Show me...* with various objects.

## 2 Children play *Simon says*.

**Optional extra:** In groups of four, children play *Simon says*. Allow one minute for each child to be 'Simon'. Say *change* to indicate another child to take on the role of 'Simon'.

  **Watch the video *School is fun!*** Complete the comprehension activity with the children.

## Wrap up

Play *Charades*. Ask a child to come to the front of the class. Whisper one of the commands from activity 1 for them to act out. Children put their hands up and say the corresponding command. The child who guesses correctly, goes up and acts out another command provided by the teacher.

## Continuous assessment

Write all the commands jumbled up on the board. Children rearrange the words and write the list of commands in their notebooks.

## At home

- **Activity Book 1 page 19**

## Student's Book CD 1



1 Point to...

2 Sit down.

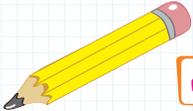
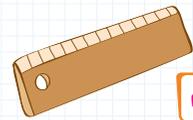
3 Open your book.

4 Touch your head.

# Unit 7 Review



1 1.16 Listen and tick (✓). Then listen and sing.



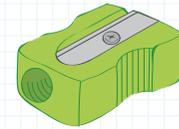
## School objects

What's in the pencil case? Let me see!

I see school objects just for me!

Is it a ...? Can it be?

Yes, it's a ..., just for me!



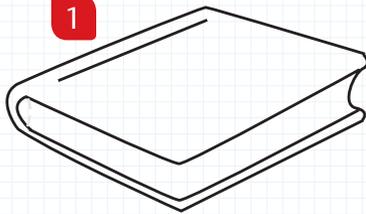
2 Point and say. Then colour.

## Child's own colouring

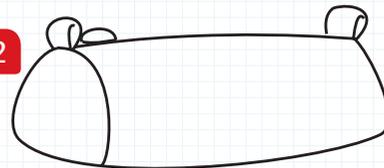
What's this?

It's a ...

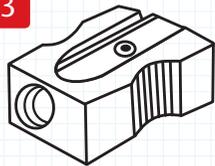
1



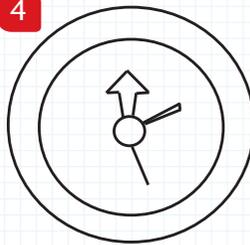
2



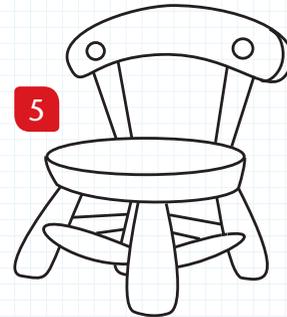
3



4



5



20

### Key competence



Activities 1-4 of the review lesson provide a comprehensive review of all four language skills.

### Continuous assessment

Check children's progress in each skill.

## Language objectives

### Grammar

- Present simple: *be* affirmative, negative and interrogative
- Questions: *What, How many*
- Demonstratives: *this*

### Vocabulary

- Classroom objects

### Functions

- Ask and answer questions to identify objects

## Skills objectives

### Listening

- Review the target vocabulary and grammar in a song

### Speaking

- Ask and answer questions using the target vocabulary and grammar

### Reading

- Match pictures with the vocabulary in structures using the target grammar of the unit

### Writing

- Write target vocabulary: classroom objects

## Materials

- Teacher's i-book
- Student's Book 1 CD 1
- Poster Unit 1
- Flashcards Unit 1
- A4 paper

## Attention to diversity

Some children might find it difficult to keep up with the chants when you review them so ensure you keep them all together.

## Warmer

Shuffle the unit 1 **Flashcards**. Choose a flashcard and slowly draw the object on the board, children must guess what you are drawing. The child who guesses correctly comes to the front of the class and repeats the game.

 To review the key vocabulary covered in previous lessons use the **Vocabulary Game Generator**. See page 22 for interactive games descriptions and ideas.

## Lead-in

Display the unit 1 **Poster**. In pairs, children face each other and draw an object from the poster in the air for their partner to guess. Explain that they have three guesses. They must use the structure: *Is it a ruler? Yes it is. / No, it isn't.*

 Open the **i-poster**. Children drag the words to the objects.

## 1 Children listen and tick (✓). Then listen and sing.

**Optional extra:** Divide the class into two groups. Play the song. One group sings the questions; the other group sings the answers. Play the song again and swap.

 Touch  to open the karaoke activity. Play the complete song to demonstrate the activity. Play again and the children listen and sing the song saying the missing words as they see them.

## 2 Children point and say. Then colour.

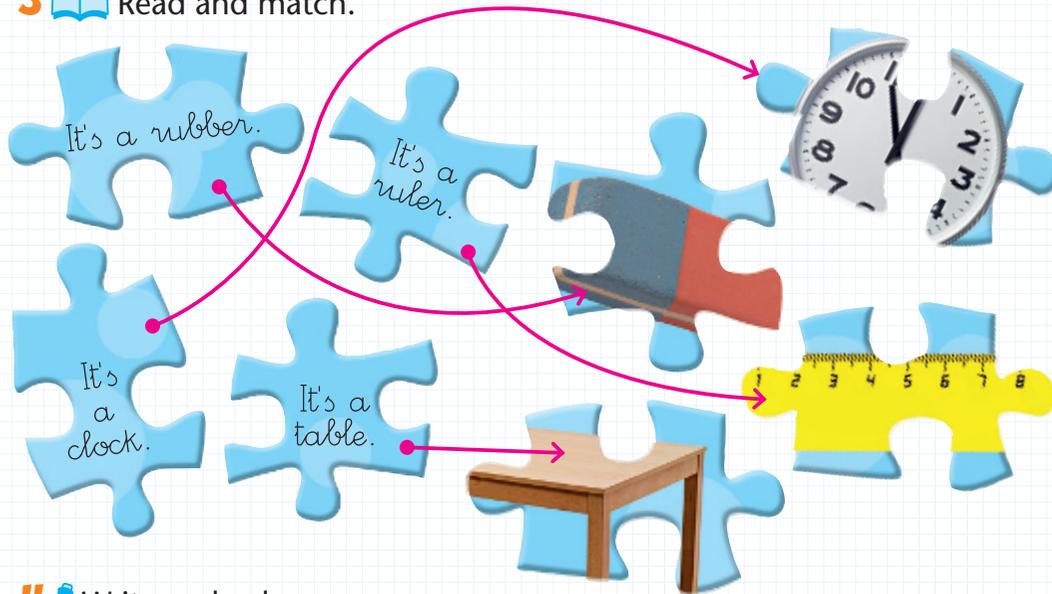
**Optional extra:** In pairs, children take turns to point to objects in the classroom and ask and answer their partner, *What's this? It's a...* Go round the class and children ask and answer as many questions as they can in a minute. Count how many each pair gets through. The winning pair is the pair with the most questions asked and answered.

 Open the **Speaking** activity. Play **What's this?** Children have to guess what the object is using the visual clues.

# Unit 7 Review

IE 20.0

3  Read and match.



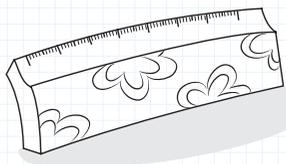
IE 20.0

4  Write and colour.

glue stick   pen   rubber   ~~ruler~~

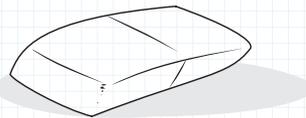
1. Is it a ruler ?

Yes, it is.



2. Is it a rubber ?

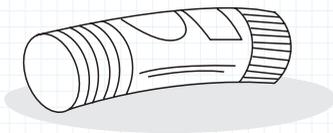
Yes, it is.



*Child's own colouring*

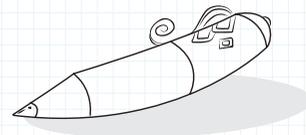
3. Is it a glue stick ?

Yes, it is.



4. Is it a pen ?

Yes, it is.



21

## Key competence

IE 20.0

Reading and writing activities develop a positive personal attitude towards independent learning and make children aware of their own capacities, limitations and achievements. Children learn about their common mistakes and how to work in order to improve them.

## Continuous assessment

Check and correct children's work.

### 3 Children read and match.

**Optional extra:** Using the unit 1 **Flashcards**, play *Pelmanism* as a class, inviting one child up at a time.

### 4 Children write and colour.

**Optional extra:** In pairs, children play a guessing game. Children take turns putting an object from their pencil case in their partner's hands. The child, who is guessing, must shut his/her eyes and only use touch to guess what the object is. They must use the structure, *Is it a...? Yes, it is. / No, it isn't.*

### Fast finishers

Children write more questions with the structure, *Is it a...?*

### Wrap up

Give each child some A4 paper. Tell children to copy the song from activity 1 and to complete the verse with a classroom object and draw a picture.

### Final evaluation

Teacher's Resource Book 1: Test Unit 1



### At home

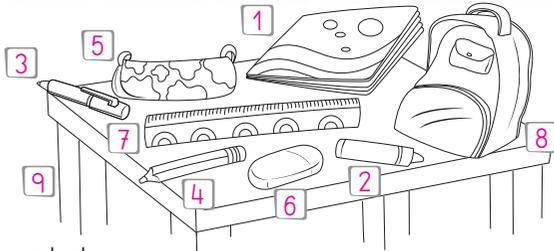
• Activity Book 1 pages 20-21

Unit 1 Time for school

Lesson 1

1 Number the objects.

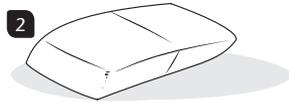
1. a book    2. a crayon    3. a pen    4. a pencil  
5. a pencil case    6. a rubber    7. a ruler    8. a school bag    9. a table



2 Trace and colour.



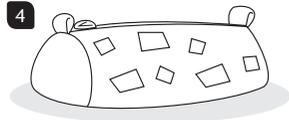
a pencil



a rubber



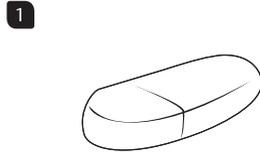
a ruler



a pencil case

Unit 1  
Lesson 2

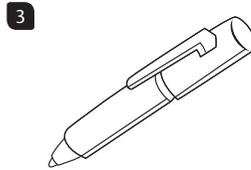
1 Read, write and draw.



It's a rubber.



It's a crayon.



It's a pen



It's a ruler.



Unit 1  
Lesson 3

1 Read and complete the sentences.

book clock

1 What's this?



It's a clock.

2 What's this?



It's a book.

2 Read and circle.

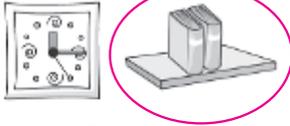
1. It's a pencil case.



2. It's a school bag.



3. It's a shelf.



4. It's a chair.



12

Unit 1  
Lesson 4

1 Read and trace.

1 Is it a pencil case?

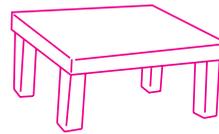


2 Is it a pencil case?



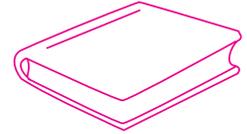
2 Trace and answer.

1 Is it a table?



Yes, it is.

2 Is it a pen?



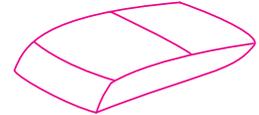
No, it isn't.

3 Is it a glue stick?



No, it isn't.

4 Is it a rubber?

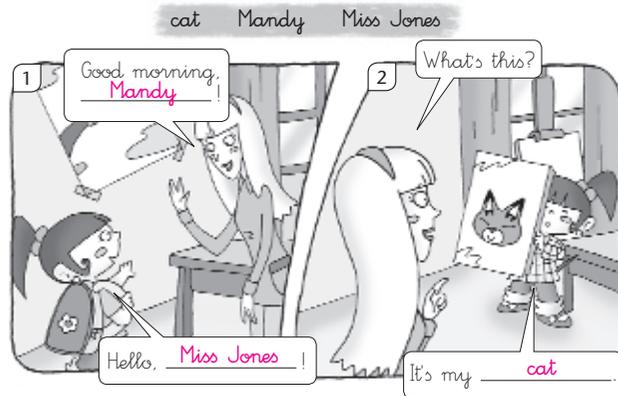


Yes, it is.

13

### Unit 1 Lesson 5

1 2 Listen and complete.



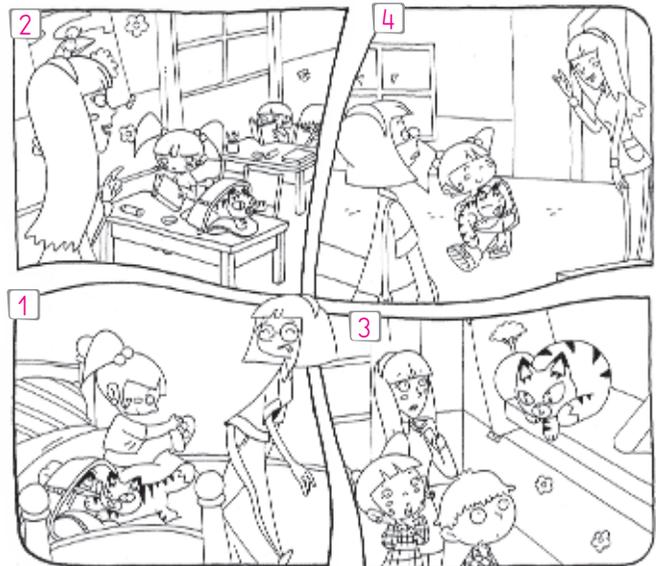
2 Draw a pet and write its name.

My pet's name is \_\_\_\_\_ *Child's own writing*

*Child's own drawing*

### Unit 1 Lesson 6

1 3 Listen and order.



2 4 Listen and number.

- 4 Goodbye Mandy! Goodbye Kitty!    2 Open your books, please.
- 3 Kitty is on the shelf!    1 It's the first day of school.

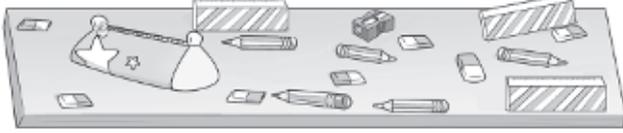
## Transcript



See pages 14-15 of the **Student's Book** for the transcript.

Unit 1  
Lesson 7

1 Count and write.



- How many and are there? ten
- How many and are there? six
- How many and are there? four

2 Trace and draw.

1  
Child's  
own drawing

four pencils

2  
Child's  
own drawing

eight books

3  
Child's  
own drawing

two rulers

4  
Child's  
own drawing

six pens

16

Phonics

Unit 1  
Lesson 8

1 Complete the words.

b b c e g k l n o p r r s t

- pencil
- school bag
- pen
- bok
- table
- clock
- rubber
- sharpener

2 Number the objects.



17



## Unit 1 Review

1 Listen, look and circle.

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

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

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

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

2 Complete and trace.

Hello Good

1. Good morning!

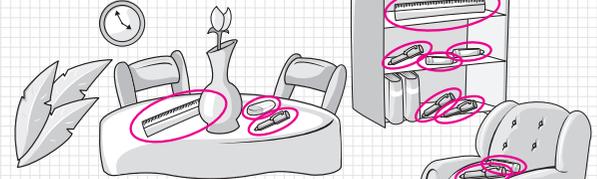
2. Hello ! My name's Sally

20

## Unit 1 Review

3 Find and circle.

crayons pens rubbers rulers



4 Count and match.

- 1. two → crayons
- 2. three → pens
- 3. four → rubbers
- 4. five → rulers

5 Look, read and colour the correct option.

1

Sit down.

Take out  
your pencil.

2



Close  
your book.

Put away  
your book.

21

## Transcript



1

Teacher: Is it a book?

Boy: Yes, it is.

2

Teacher: Is it a pen?

Boy: No, it isn't.

3

Teacher: Is it a rubber?

Boy: No, it isn't.

4

Teacher: Is it a clock?

Boy: Yes, it is.