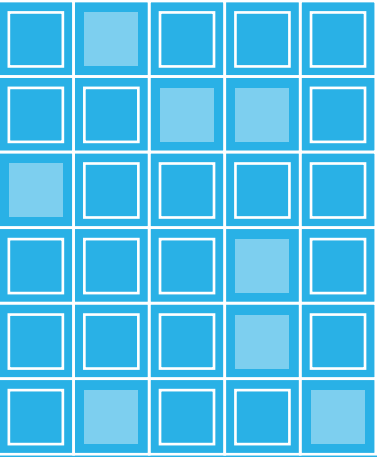
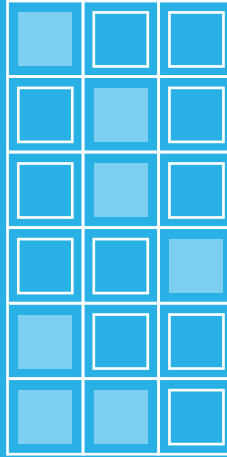




Educación General Básica



English



Level

Pre A1.1

TEACHER'S BOOK

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Ministerio
de Educación

Transformar la educación
MISIÓN DE TODOS

Starship English

Teacher's Book

Pre A1.1



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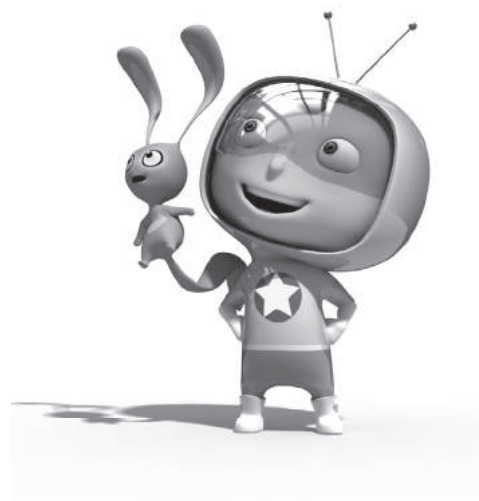
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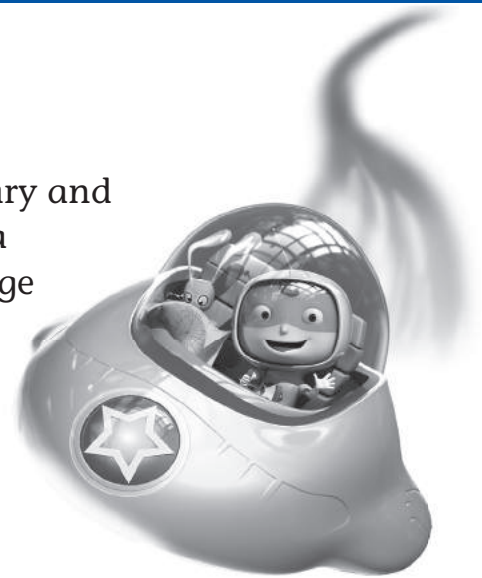
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Introduction

Welcome to Starship English

Welcome to *Starship English*, a language program for primary and elementary school children learning American English as a second language. *Starship English* enhances English language learning with clear goals set in a variety of practical and achievable learning tasks. The student books and supporting program materials are presented in vibrant and interesting formats. *Starship English* is centered on the needs of both teachers and students, offering many interesting resources so teaching and learning are both effective and fun.



Learning English with a communicative approach

The teaching program of *Starship English* is based on the latest research into communicative language teaching but also takes the best parts of several other methodologies.

- ★ The language is functional, enabling students to use the language appropriately.
- ★ Students focus on the four skills of reading, listening, writing, and speaking, both independently and in combination.
- ★ The language is carefully and progressively introduced, in keeping with current research findings on how children learn English as a second language.
- ★ Language taught in one lesson is reinforced in subsequent units and levels.
- ★ Grammar and vocabulary are taught methodically, but without the unnecessary burden of grammatical terms that often confuse young learners.

Why students love *Starship English*

Students like the *Starship English* easy introduction to English that helps them progress from dependence on the teacher to independent language learning. Students who experience success in language learning learn better and faster.

A motivating way to learn

Starship English makes learning fun. Motivation is a key concern of *Starship English*. Teachers know that motivated students not only learn better, they find the best ways to learn on their own so they continuously improve their English both in and out of the classroom. Activities are structured to guarantee an easy progression through the materials with continuous opportunities for students to experience success.

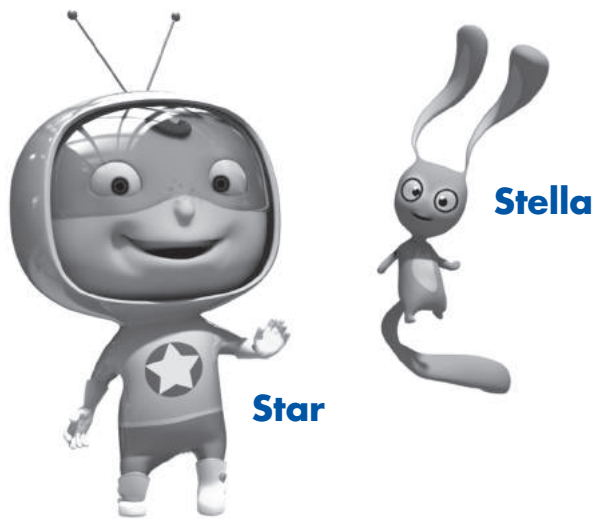
Many ways to learn

Integrated materials, such as the Student Books, Activity Books, Teacher's Books, imaginatively recorded audio CDs, puppets, and flash cards, all help support teaching and learning in the best ways possible.

Each unit is structured initially to give enormous support and progressively encourage students to stretch themselves through group, pair, and individual work and show their English language abilities. *Starship English* encourages learner independence.

Starship English features two mascots and four characters. The mascots, Star and Stella, are visitors from space who introduce innocent questions about the world in natural ways. These are the questions that students often hesitate to ask. Star and Stella hand puppets provide countless opportunities for modeling dialog and making learning fun.

Student Book Pre A1.2 introduces four characters — Dan, Emma, Tessa, and Tom — who are firmly established as real characters with different personalities. Students learn to identify with them. Over time, the problems they have in communicating, and the solutions they find, help students overcome their own language problems.



Emma

Tessa

Tom

Dan



Introduction

The six teaching units

Level Pre A1.1 consists of one pre-learning unit and five core learning units. The pre-learning unit introduces students to the language they need to start learning English, in English, and in so doing, lays the foundations for learning in the units that follow.

In the pre-learning unit—Unit 1—students learn the basic directions and instructions that make for an organized and co-operative learning environment; the simple questions that allow them to start participating actively in their own learning; and the vocabulary they need for naming items in their immediate environment.

In the core learning units—Units 2 to 6—the focus is on the letters of the alphabet. Students learn to recognize and write capital and lower-case forms, learn representative vocabulary items, and practice the sounds that the letters in these items make. Each unit also introduces students to word sets and grammar structures that are required for communication in common situations.

Practice for speaking is built into every section across all units. New vocabulary is presented with illustrations and photographs that provide clear support for the new words. Most of the same photographs and illustrations are used in the flash cards to allow flexible ways to introduce new vocabulary.

★ Presentation: the teacher uses the teaching materials to model essential language functions and vocabulary.

★ Practice: students engage in a variety of activities to establish both their understanding and mastery of the new material. *Starship English* features a natural and early introduction to reading continuous text. Supported by strong visuals, the text allows practice of reading skills and revisits the new words. Students also learn songs throughout.

★ Production: students shift from the receptive skills of reading and listening to speaking and writing. Students practice these skills in the integrated Activity Book.

Unit Planning Guide

Unit 1

Lesson, Periods, and Resources	Objectives and Benchmarks	Key Performance Indicators
<p>LESSON 1: Hello! (pp. 45–50) Six 45-minute class periods</p> <ul style="list-style-type: none"> • Flash Cards 1–10 • Star & Stella puppets • Audio CD: T1–5, 68–69 • Activity Book: pp. AB4–AB7 • Extras: box or bag, book, pencil, eraser 	<ul style="list-style-type: none"> • <i>Students learn to:</i> say hello; introduce oneself and say good-bye; follow essential directions for learning; ask and answer questions to identify essential items for learning • <i>Global Benchmarks: Students can:</i> respond to a spoken word non-verbally; respond to sign language or symbols; respond non-verbally to staff and other children within the classroom setting; repeat modelled sentences; hold writing tools effectively 	<ul style="list-style-type: none"> • Understand and use basic greetings, leave-taking expressions, and other simple everyday phrases to facilitate interpersonal interaction, to introduce others, and to name things. • Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals or things, especially when spoken slowly and clearly. • Exchange basic introductions and limited personal information in class using simple present tense in order to get to know their peers. • Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. • Demonstrate basic reading comprehension skills by identifying the meaning of individual words, phrases, and sentences, including simple written instructions. • Create picture books and/or other graphic expressions in pairs in class by varying scenes, characters, or other elements of literary texts.
<p>LESSON 2: Is your name Stella? (pp. 51–56) Six 45-minute class periods</p> <ul style="list-style-type: none"> • Flash Cards 11–18 • Star & Stella puppets • Audio CD: T6–10, 70–71 • Activity Book: pp. AB8–AB11 • Extras: Flash cards 1–7 	<ul style="list-style-type: none"> • <i>Students learn to:</i> greet someone they have recently met with <i>Hi</i> and a question to check knowledge of their name; give and follow some essential directions for learning and some other useful directions; ask questions to check knowledge of the words for recently learned objects • <i>Global Benchmarks: Students can:</i> follow a single step routine instruction; differentiate one object/picture/letter/word from another; greet, say please and thank you with prompting; use one or more words to respond to simple questions; make marks on paper with a range of materials 	<ul style="list-style-type: none"> • Exchange basic introductions and limited personal information in class using simple present tense in order to get to know their peers. • Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals or things, especially when spoken slowly and clearly. • Communicate to peers and teacher when something is not understood in class through the use of simple basic questions. • Ask and answer basic personal information questions, as well as simple questions about other people, animals, and possessions, provided the interaction is slow and clear. • Show the ability to use a simple learning resource. • Generate and expand ideas by responding in a fun and playful manner to oral and written texts in order to increase enjoyment of the language through TPR, playground games, and songs and chants.
<p>LESSON 3: I'm a boy. I'm a girl. (pp. 57–62) Six 45-minute class periods</p> <ul style="list-style-type: none"> • Flash Cards 19–26 • Star & Stella puppets • Audio CD: T11–15, 72–73 • Activity Book: pp. AB12–AB15 • Extras: Flash cards 8–16, crayon, pen, ruler 	<ul style="list-style-type: none"> • <i>Students learn to:</i> identify themselves and others as a boy or a girl; give and follow essential classroom instructions; identify things they see • <i>Global Benchmarks: Students can:</i> respond to simple questions or directions supported by visual cues/gestures/objects; differentiate one object/picture/letter/word from another; respond to basic questions through facial expression and gestures; begin to join in with a familiar rhyme or story; make marks on paper with a range of materials 	<ul style="list-style-type: none"> • Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. • Recognize when to speak and when to listen while working in pairs or small groups in class by following classroom instructions and simple commands. • Understand and use common expressions of politeness in class while working in pairs or groups on projects. • Clap, move, chant or sing along with short authentic English language rhymes or songs, approximating English rhythm and intonation once familiar with the text. • Read a variety of simple text-types and graphic organizers used to present cross-curricular information. • Use audio, video, and pictures to respond to a variety of literary texts through online or in-class ICT activities.

Unit Planning Guide

Unit 2

Lesson, Periods, and Resources	Objectives and Benchmarks	Key Performance Indicators
<p>LESSON 4: What do you see? (pp. 63–68) Six 45-minute class periods</p> <ul style="list-style-type: none"> Flash Cards 27–40 Star & Stella puppets Audio CD: T5, 16–19, 74–75 Activity Book: pp. AB16–AB19 Extras: soft ball, alphabet poster, A4 sheets, three apples 	<ul style="list-style-type: none"> <i>Students learn to:</i> describe things they see; count from 1 to 10 <i>Global Benchmarks: Students can:</i> respond to simple questions or directions supported by visual cues/gestures/objects; recognise a sequence; greet, say please and thank you with prompting; repeat modelled sentences; hold writing tools effectively 	<ul style="list-style-type: none"> Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. Collaborate in a friendly manner by sharing classroom materials and personal objects while participating in games and activities in class and on the playground. Exchange specific information with another person, provided they talk slowly and clearly and are prepared to help. Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships.
<p>LESSON 5: Where's the crayon? (pp. 69–74) Six 45-minute class periods</p> <ul style="list-style-type: none"> Flash Cards 41–46 Star & Stella puppets Audio CD: T19–23, 76–77 Activity Book: pp. AB20–AB23 Extras: Flash cards 24, 26–30, alphabet poster, A4 sheets, boxes with lids, toy duck, toy cat, doll 	<ul style="list-style-type: none"> <i>Students learn to:</i> ask and answer questions about where things are; agree <i>Global Benchmarks: Students can:</i> respond to simple questions or directions supported by visual cues/gestures/objects; respond to basic questions through facial expression and gestures; convey meaning through personal drawings 	<ul style="list-style-type: none"> Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals or things, especially when spoken slowly and clearly. Express curiosity about the world and other cultures by asking simple WH- questions in class after reading and/or participating in presentations or other group work. Recognize when to speak and when to listen while working in pairs or small groups in class by following classroom instructions and simple commands. Understand and use basic greetings, leave-taking expressions, and other simple everyday phrases to facilitate interpersonal interaction, to introduce others, and to name things. Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships.
<p>LESSON 6: What color is it? (pp. 75–80) Six 45-minute class periods</p> <ul style="list-style-type: none"> Flash Cards 47–56 Star & Stella puppets Audio CD: T24–27, 78–79 Activity Book: pp. AB24–AB27 Extras: Flash cards 10, 17, 24, 26, 41–46, alphabet poster, A4 sheets 	<ul style="list-style-type: none"> <i>Students learn to:</i> describe the color of things <i>Global Benchmarks: Students can:</i> keep a steady beat; respond to visual cues/gestures/objects to make a choice verbally or non-verbally; use one or more words to respond to simple questions 	<ul style="list-style-type: none"> Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. Collaborate in a friendly manner by sharing classroom materials and personal objects while participating in games and activities in class and on the playground. Enjoy extensive listening in English. Apply ICT and/or other resources to communicate simple thoughts in small groups.
<p>PHONICS: Aa Bb Cc Dd Ee Ff (pp. 81–84) Six 45-minute class periods</p> <ul style="list-style-type: none"> Alphabet Cards Aa to Ff Picture Cards for A to F 	<ul style="list-style-type: none"> <i>Students learn to:</i> recognize, pronounce, and form Aa through Ff; identify anchor words for each letter <i>Global Benchmarks: Students can:</i> distinguish between, identify or repeat sounds; understand basic concepts of print 	<ul style="list-style-type: none"> Imitate individual English language sounds, especially those phonemes which do not exist in the student's own L1, both in isolation and within key vocabulary items. Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. Enjoy extensive listening in English.

Unit Planning Guide

Unit 3

Lesson, Periods, and Resources	Objectives and Benchmarks	Key Performance Indicators
<p>LESSON 7: <i>Who do you see?</i> (pp. 85–90) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Flash Cards</i> 57–60 • <i>Star & Stella puppets</i> • <i>Audio CD</i>: T28–31, 80–81 • <i>Activity Book</i>: pp. AB28–AB31 • <i>Extras</i>: Flash cards 8–10, 17–18, 24–30, 41–44, 47–56, alphabet poster, A4 sheets, box 	<ul style="list-style-type: none"> • <i>Students learn to</i>: ask and answer questions about who they see • <i>Global Benchmarks</i>: <i>Students can</i>: respond to simple questions or directions supported by visual cues/gestures/objects; differentiate one object/picture/letter/word from another; respond non-verbally to staff and other children within the classroom setting; begin to join in with a familiar rhyme or story; make marks on paper with a range of materials 	<ul style="list-style-type: none"> • Imitate individual English language sounds, especially those phonemes which do not exist in the student's own L1, both in isolation and within key vocabulary items. • Identify key information such as events, characters, and objects in stories and other age-appropriate literary texts if there is visual support. • Clap, move, chant or sing along with short authentic English language rhymes or songs, approximating English rhythm and intonation once familiar with the text. • Demonstrate basic reading comprehension skills by identifying the meaning of individual words, phrases, and sentences, including simple written instructions. • Listen to and read short narratives and/or other oral and written literary texts in class (with a preference for authentic texts) in order to stimulate imagination, curiosity, and a love for literature.
<p>LESSON 8: <i>What shape is it?</i> (pp. 91–96) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Flash Cards</i> 61–68 • <i>Star & Stella puppets</i> • <i>Audio CD</i>: T32–35, 82–83 • <i>Activity Book</i>: pp. AB32–AB35 • <i>Extras</i>: Flash cards 57–60, alphabet poster, A4 sheets 	<ul style="list-style-type: none"> • <i>Students learn to</i>: ask and answer questions about shapes • <i>Global Benchmarks</i>: <i>Students can</i>: respond to spoken word non-verbally; differentiate one object/picture/letter/word from another; respond to basic questions through facial expression and gestures; with prompting use one or more words to respond to simple questions; make marks on paper with a range of materials 	<ul style="list-style-type: none"> • Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. • Identify the meaning of specific content-based words and phrases, with the aid of visual support. • Recognize the differences between where people live among the regions of the country in order to appreciate their own environment. • Say when they do not understand and ask for slower or clearer repetition when required. • Understand most of the details of the content of a short simple text (online or print). • Apply ICT and/or other resources to communicate simple thoughts in small groups.
<p>LESSON 9: <i>Is it a light?</i> (pp. 97–102) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Flash Cards</i> 69–78 • <i>Star & Stella puppets</i> • <i>Audio CD</i>: T36–39, 84–85 • <i>Activity Book</i>: pp. AB36–AB39 • <i>Extras</i>: Flash cards 65–68, alphabet poster, A4 sheets 	<ul style="list-style-type: none"> • <i>Students learn to</i>: ask and answer questions about rooms and furniture • <i>Global Benchmarks</i>: <i>Students can</i>: differentiate one object/picture/letter/word from another; respond to visual cues/gestures/objects to make a choice verbally or non-verbally; use one or more words to respond to simple questions; make marks on paper with a range of materials 	<ul style="list-style-type: none"> • Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. • Understand and use basic greetings, leave-taking expressions, and other simple everyday phrases to facilitate interpersonal interaction, to introduce others, and to name things. • Ask simple basic questions in class about the world beyond their own immediate environment in order to increase their understanding of different cultures. • Show the ability to use a simple learning resource. • Write simple words, phrases and sentences with correct use of standard writing mechanics.
<p>PHONICS: <i>Gg Hh Ii Jj Kk Ll</i> (pp. 103–106) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Alphabet Cards</i> Aa to Ll • <i>Picture Cards</i> for A to L 	<ul style="list-style-type: none"> • <i>Students learn to</i>: recognize, pronounce, and form the letters Gg through Ll; identify anchor words for each letter • <i>Global Benchmarks</i>: <i>Students can</i>: distinguish between, identify or repeat sounds; hold writing tools effectively 	<ul style="list-style-type: none"> • Imitate individual English language sounds, especially those phonemes which do not exist in the student's own L1, both in isolation and within key vocabulary items. • Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. • Spell out key vocabulary items using the English alphabet.

Unit Planning Guide

Unit 4

Lesson, Periods, and Resources	Objectives and Benchmarks	Key Performance Indicators
<p>LESSON 10: <i>What day is it today?</i> (pp. 107–112) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Flash Cards</i> 79–82 • <i>Star & Stella puppets</i> • <i>Audio CD</i>: T40–43, 86–87 • <i>Activity Book</i>: pp. AB40–AB43 • <i>Extras</i>: Flash cards 41, 43, 50, 57, 69–72, alphabet poster, four A4 sheets, calendar, seven cards with days of the week written on them 	<ul style="list-style-type: none"> • <i>Students learn to</i>: ask and answer questions about the days of the week • <i>Global Benchmarks: Students can</i>: respond to spoken word non-verbally; recognise a sequence; respond non-verbally to staff and other children within the classroom setting; repeat modelled sentences; make marks on paper with a range of materials 	<ul style="list-style-type: none"> • Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. • Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. • Express curiosity about the world and other cultures by asking simple WH- questions in class after reading and/or participating in presentations or other group work. • Clap, move, chant or sing along with short authentic English language rhymes or songs, approximating English rhythm and intonation once familiar with the text. • Understand the content in simple short written environmental print text types, using artwork, symbols and layout for support. • Write simple words, phrases and sentences with correct use of standard writing mechanics. • Generate and expand ideas by responding in a fun and playful manner to oral and written texts in order to increase enjoyment of the language through TPR, playground games, and songs and chants.
<p>LESSON 11: <i>What are these?</i> (pp. 113–118) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Flash Cards</i> 83–93 • <i>Star & Stella puppets</i> • <i>Audio CD</i>: T44–47, 88–89 • <i>Activity Book</i>: pp. AB44–AB47 • <i>Extras</i>: Five cards with days of the week written on them, flash cards 41, 43, 50, 57, 79, alphabet poster, four A4 sheets 	<ul style="list-style-type: none"> • <i>Students learn to</i>: ask and answer questions to identify different clothing items • <i>Global Benchmarks: Students can</i>: respond to spoken word non-verbally; understand basic concepts of print; respond non-verbally to staff and other children within the classroom setting; with prompting use one or more words to respond to simple questions; hold writing tools effectively 	<ul style="list-style-type: none"> • Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. • Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals or things, especially when spoken slowly and clearly. • Express curiosity about the world and other cultures by asking simple WH- questions in class after reading and/or participating in presentations or other group work. • Say when they do not understand and ask for slower or clearer repetition where required. • Show the ability to use a simple learning resource. • Write simple words, phrases and sentences with correct use of standard writing mechanics. • Generate and expand ideas by responding in a fun and playful manner to oral and written texts in order to increase enjoyment of the language through TPR, playground games, and songs and chants.
<p>PHONICS: <i>Mm Nn Oo Pp</i> (pp. 119–120) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Alphabet Cards</i> Aa to Pp • <i>Picture Cards</i> for A to P 	<ul style="list-style-type: none"> • <i>Students learn to</i>: recognize, pronounce, and form the letters Mm through Pp; identify anchor words for each letter • <i>Global Benchmarks: Students can</i>: distinguish between, identify or repeat sounds; differentiate one object/picture/letter/word from another; make marks on paper with a range of materials 	<ul style="list-style-type: none"> • Imitate individual English language sounds, especially those phonemes which do not exist in the student's own L1, both in isolation and within key vocabulary items. • Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. • Record key items of specific information from a heard message or description, either in written form or by drawing a picture.

Unit Planning Guide

Unit 5

Lesson, Periods, and Resources	Objectives and Benchmarks	Key Performance Indicators
<p>LESSON 12: <i>Can you swim?</i> (pp. 121–126) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Flash Cards</i> 94–101 • <i>Star & Stella puppets</i> • <i>Audio CD</i>: T48–51, 90–91 • <i>Activity Book</i>: pp. AB48–AB51 • <i>Extras</i>: Flash cards 83–86, alphabet poster, four A4 sheets 	<ul style="list-style-type: none"> • <i>Students learn to</i>: ask and answer questions about ability • <i>Global Benchmarks: Students can</i>: keep a steady beat; recognise a sequence; respond to visual cues/gestures/objects to make a choice verbally or non-verbally; use one or more words to respond to simple questions; hold writing tools effectively 	<ul style="list-style-type: none"> • Ask and answer basic personal information questions, as well as simple questions about other people, animals, and possessions, provided the interaction is slow and clear. • Exchange basic introductions and limited personal information in class using simple present tense in order to get to know their peers. • Respond to simple questions in quite a short time and initiate basic interaction spontaneously when there are opportunities to speak. Speech is produced a little less slowly and hesitantly. • Complete a basic survey or a questionnaire by providing personal details. • Use creative thinking skills to learn how to share and respect all ideas through brainstorming activities and pair work in class.
<p>LESSON 13: <i>Who's she? Who's he?</i> (pp. 127–132) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Flash Cards</i> 102–111 • <i>Star & Stella puppets</i> • <i>Audio CD</i>: T52–55, 92–93 • <i>Activity Book</i>: pp. AB52–AB55 • <i>Extras</i>: Flash cards 98–101, alphabet poster, four A4 sheets, family photographs 	<ul style="list-style-type: none"> • <i>Students learn to</i>: ask and answer questions to identify different family members • <i>Global Benchmarks: Students can</i>: respond to simple questions or directions supported by visual cues/gestures/objects; recognise a sequence; respond to basic questions through facial expression and gestures; repeat modelled sentences; convey meaning through personal drawings 	<ul style="list-style-type: none"> • Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. • Exchange specific information with another person, provided they talk slowly and clearly and are prepared to help. • Spell out key vocabulary items using the English alphabet. • Read a short simple text (online or print) and demonstrate understanding of the gist and some basic details of the content. • Write simple words, phrases and sentences for controlled practice of language items. • Identify key information such as events, characters, and objects in stories and other age-appropriate literary texts if there is visual support.
<p>LESSON 14: <i>She's my friend.</i> (pp. 133–138) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Flash Cards</i> 112–118 • <i>Star & Stella puppets</i> • <i>Audio CD</i>: T56–59, 94–95 • <i>Activity Book</i>: pp. AB56–AB59 • <i>Extras</i>: Flash cards 106–111, alphabet poster, four A4 sheets, photo with a friend 	<ul style="list-style-type: none"> • <i>Students learn to</i>: ask and answer questions to identify different people they know • <i>Global Benchmarks: Students can</i>: show awareness of objects of reference; recognise a sequence; respond to basic questions through facial expression and gestures; use one or more words to respond to simple questions; convey meaning through personal drawings 	<ul style="list-style-type: none"> • Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. • Ask and answer basic personal information questions, as well as simple questions about other people, animals, and possessions, provided the interaction is slow and clear. • Communicate to peers and teacher when something is not understood in class through the use of simple basic questions. • Show the ability to use a simple learning resource. • Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships. • Identify key information such as events, characters, and objects in stories and other age-appropriate literary texts if there is visual support.
<p>PHONICS: <i>Qq Rr Ss Tt Uu Vv</i> (pp. 139–142) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Alphabet Cards</i> Aa to Vv • <i>Picture Cards</i> for A to V 	<ul style="list-style-type: none"> • <i>Students learn to</i>: recognize, pronounce, and form the letters Qq through Vv; identify anchor words for each letter • <i>Global Benchmarks: Students can</i>: distinguish between, identify or repeat sounds; make marks on paper with a range of materials 	<ul style="list-style-type: none"> • Imitate individual English language sounds, especially those phonemes which do not exist in the student's own L1, both in isolation and within key vocabulary items. • Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. • Record key items of specific information from a heard message or description, either in written form or by drawing a picture.

Unit Planning Guide

Unit 6

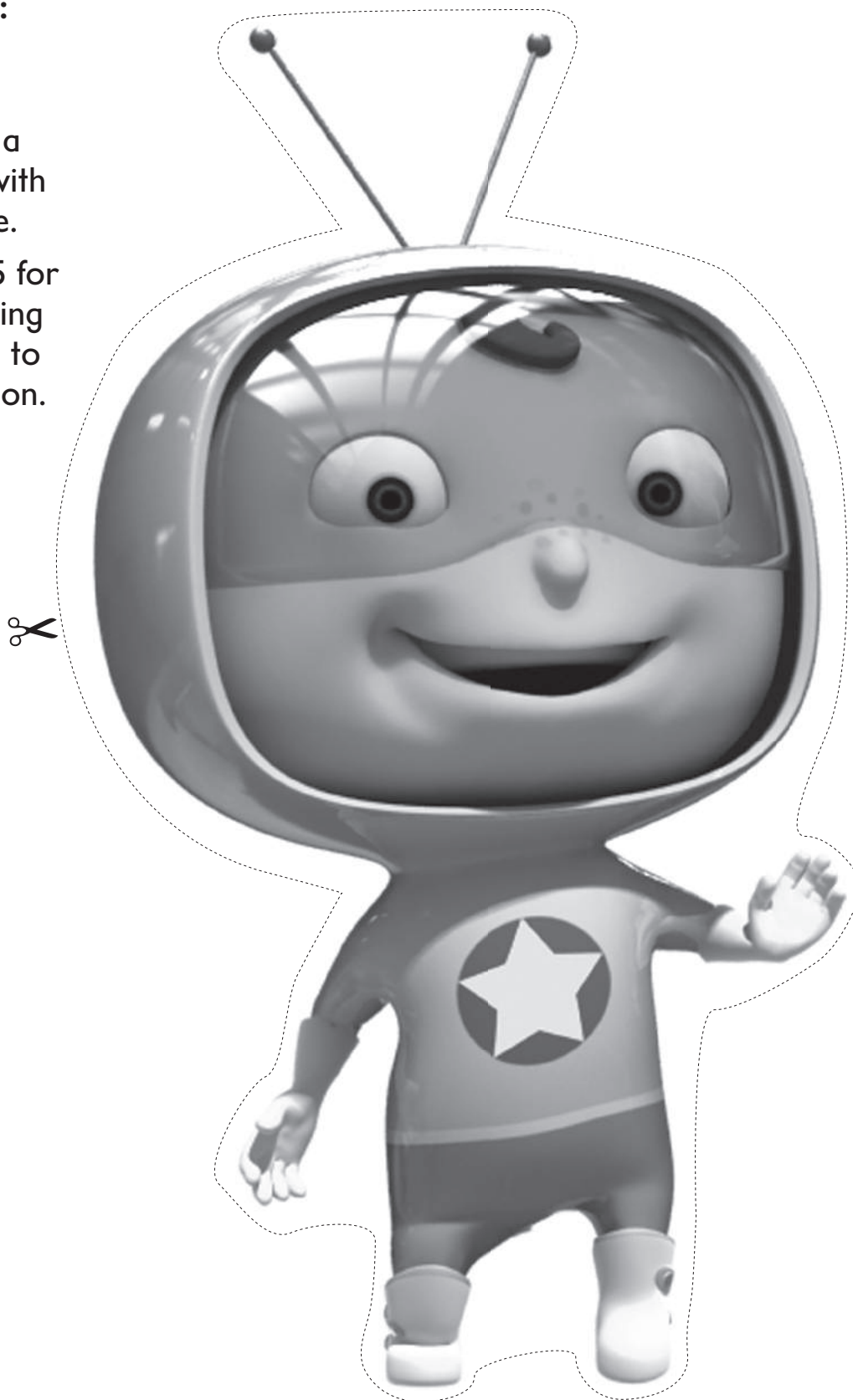
Lesson, Periods, and Resources	Objectives and Benchmarks	Key Performance Indicators
<p>LESSON 15: <i>Can you sing?</i> (pp. 143–148) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Flash Cards</i> 119–126 • <i>Star & Stella puppets</i> • <i>Audio CD</i>: T60–63, 96–97 • <i>Activity Book</i>: pp. AB60–AB63 • <i>Extras</i>: Flash cards 102–103, 116–118, four A4 sheets 	<ul style="list-style-type: none"> • <i>Students learn to</i>: ask and answer questions about ability • <i>Global Benchmarks: Students can</i>: respond to spoken word non-verbally; recognise own name accompanied by photo; make a request through visual cues/gestures/objects; repeat modelled sentences; make marks on a paper with a range of materials 	<ul style="list-style-type: none"> • Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals or things, especially when spoken slowly and clearly. • Ask and answer basic personal information questions, as well as simple questions about other people, animals, and possessions, provided the interaction is slow and clear. • Recognize when to speak and when to listen while working in pairs or small groups in class by following classroom instructions and simple commands. • Say when they do not understand and ask for slower or clearer repetition where required. • Read a short simple text (online or print) and demonstrate understanding of the gist and some basic details of the content. • Write simple words, phrases and sentences for controlled practice of language items. • Listen to and read short narratives and/or other oral and written literary texts in class (with a preference for authentic texts) in order to stimulate imagination, curiosity, and a love for literature.
<p>LESSON 16: <i>I'm happy.</i> (pp. 149–154) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Flash Cards</i> 127–134 • <i>Star & Stella puppets</i> • <i>Audio CD</i>: T64–67, 98–99 • <i>Activity Book</i>: pp. AB64–AB67 • <i>Extras</i>: Flash cards 102–103, 119–122, alphabet poster, four A4 sheets 	<ul style="list-style-type: none"> • <i>Students learn to</i>: state their mood and the speed at which they can move • <i>Global Benchmarks: Students can</i>: show awareness of objects of reference; recognise own name; convey immediate needs using visual cues/gestures/objects; begin to join in with a familiar rhyme or story; hold writing tools effectively 	<ul style="list-style-type: none"> • Express emotions and feelings using basic adjectives and related images through written work on the school or class bulletin board. • Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. • Ask simple basic questions in class about the world beyond their own immediate environment in order to increase their understanding of different cultures. • Enjoy extensive listening in English. • Show the ability to use a simple learning resource. • Write simple words, phrases and sentences with correct use of standard writing mechanics. • Use creative thinking skills to learn how to share and respect all ideas through brainstorming activities and pair work in class.
<p>PHONICS: <i>Ww Xx Yy Zz</i> (pp. 155–158) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Alphabet Cards</i> Aa to Zz • <i>Picture Cards</i> for A to Z 	<ul style="list-style-type: none"> • <i>Students learn to</i>: recognize, pronounce, and form the letters Ww through Zz; identify anchor words for each letter • <i>Global Benchmarks: Students can</i>: distinguish between, identify or repeat sounds; differentiate one object/picture/letter/word from another; make marks on paper with a range of materials 	<ul style="list-style-type: none"> • Imitate individual English language sounds, especially those phonemes which do not exist in the student's own L1, both in isolation and within key vocabulary items. • Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. • Record key items of specific information from a heard message or description, either in written form or by drawing a picture.

Star Puppet

Instructions:

Cut out the puppet and attach it to a craft stick with glue or tape.

See page 15 for ideas for using the puppets to aid instruction.

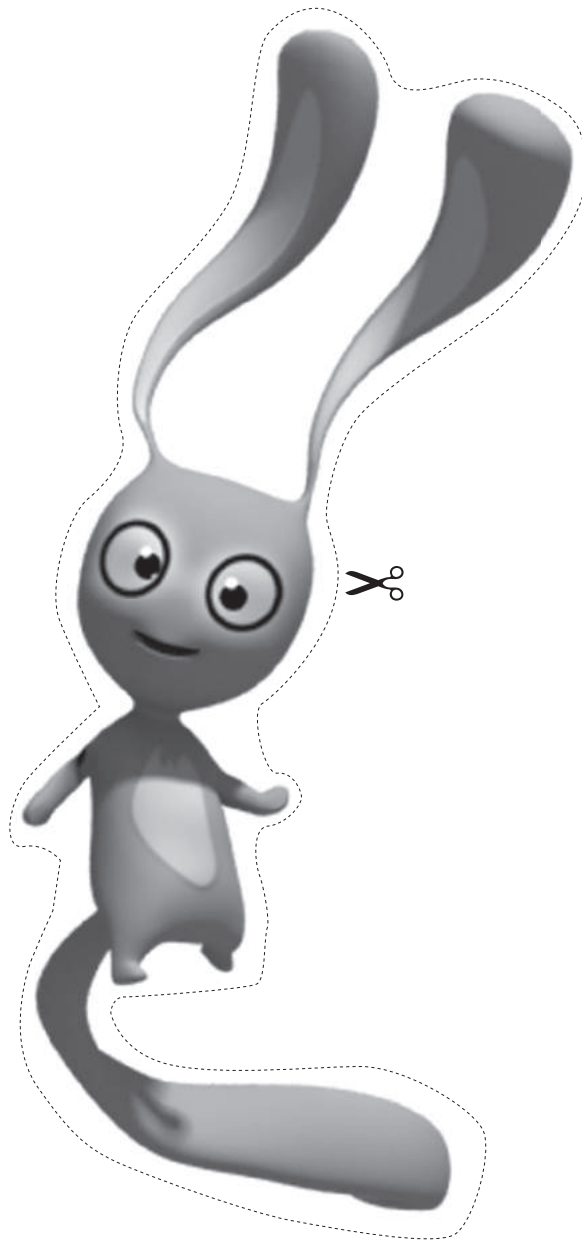


Stella Puppet

Instructions:

Cut out the puppet and attach it to a craft stick with glue or tape.

See page 15 for ideas for using the puppets to aid instruction.



Using the Teacher's Book



The Teacher's Book starts with an Overview (see pages 18 to 29) which provides useful teaching information on the different sections within each unit of the Student Book. It then continues as a step-by-step guide, each unit being divided into lessons. These lessons start with a list of preparations needed and a suggested warm-up activity; and then end with an extra activity that can be completed in class or set for homework. The focus in the last part of each lesson is the song, and the aim here is to give students an opportunity to have fun with the language they've learned through the unit. To complete this lesson, refer to the extension activities on the last page in each lesson of the Teacher's Book.

Preparing students

Always take time to prepare students for an activity. This helps the activities run efficiently and maximizes learning outcomes. Avoid long explanations when preparing students. Consider some of these ideas:

- ★ Start by grouping students so they know who they will be working with. If the activity requires students to work on their own, tell them this.
- ★ Use the worked examples in the Student Book to model activities.
- ★ Show students what to do by performing a role-play. Show what each player will do and say. Keep your performance clear and simple, and hold back on explanatory talk.
- ★ Ask questions to check that students know what to do. Your questions should help them to identify the aim of the activity, the procedure, and any other important details of the activity.
- ★ When the students have begun work, check that they are on the right track.

Gestures

When students are being taught basic directions and instructions, the use of gestures will help to communicate the meaning of the new language, and will also help students to remember new words and phrases. A glossary of useful gestures is provided on pages 16 and 17. Practice these gestures before using them in the classroom, and use them consistently as part of your teaching routine.

Using Star and Stella

See pages 13 and 14 for templates for creating the Star and Stella hand puppets. You may want to give each student their own copies and have them color and put the puppets together.

It is important to give students lots of praise, and to correct errors in a positive and supportive way. The hand puppets, Star and Stella, can be used to great effect here.

Star and Stella can be used to help prepare and support students. You could use them in your role-play, and to check that students know what to do. For example, after your role-play, you might suggest that Star and Stella look confused, and ask students to tell the puppets what to do.

There are more ideas on how to use Star and Stella in the Overview on pages 18 to 29.

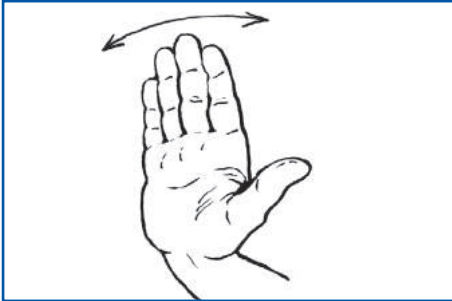
Star and Stella also feature on a certificate on page 159. This can be photocopied and awarded to recognize learning achievement. You could also give certificates to recognize, and thereby encourage, positive learning behaviors. Look for particular instances of attentiveness, outstanding effort, and active and considerate participation in group learning activities. In other words, think about the behaviors you value in your classroom and encourage them by rewarding them with a *Starship English* certificate.

Concluding an activity

The way an activity is concluded can help to maximize learning. Depending on the activity, you may need to check answers as a whole class, or ask pairs of students to perform in front of the class. There may also be extension tasks or references to an Activity Book exercise. At this stage, it is a good idea to assess students' progress.

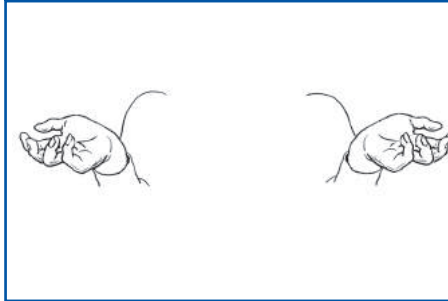
Glossary of Useful Gestures

Hello/Good-bye



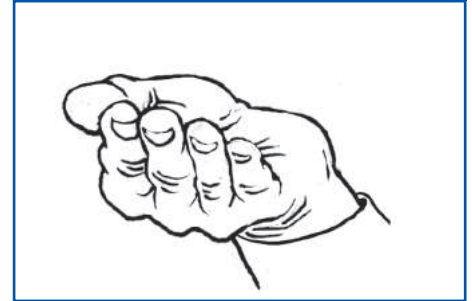
a hand wave

On asking questions



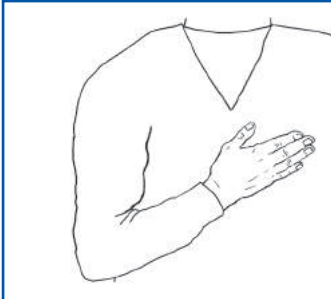
a shrug with open palms up

You/your



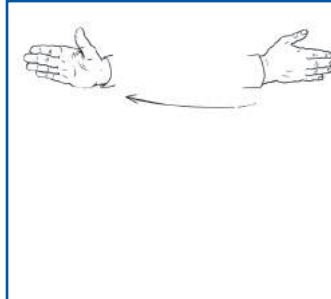
an open-hand gesture towards the person you are talking to

My/I



a hand on your chest

Everyone



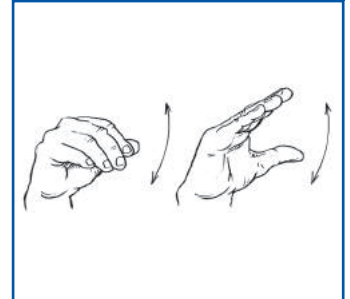
a sweeping hand gesture

Listen



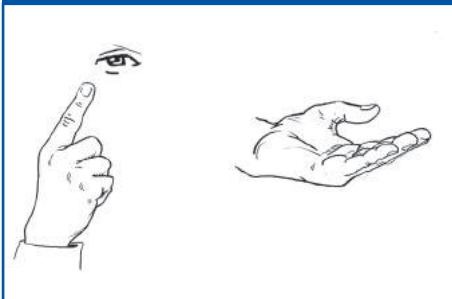
a hand to an ear

Say



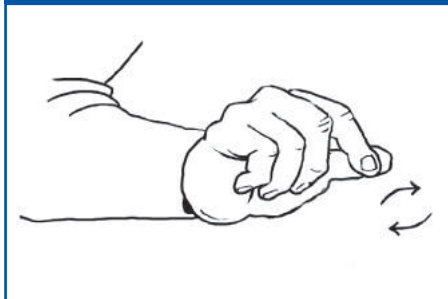
a talking hand

Look



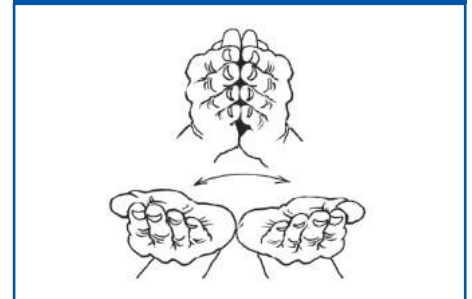
point to your eye, then to the object you want students to look at

Write



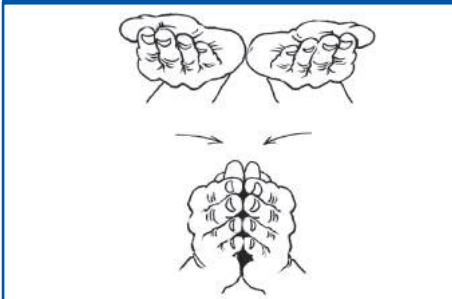
pretend to write with a real or imaginary pen

Open your book



start with two palms together and open out

Close your book



start with two hands side by side, palms up, then close them together

Stand up



an upward hand movement

Sit down



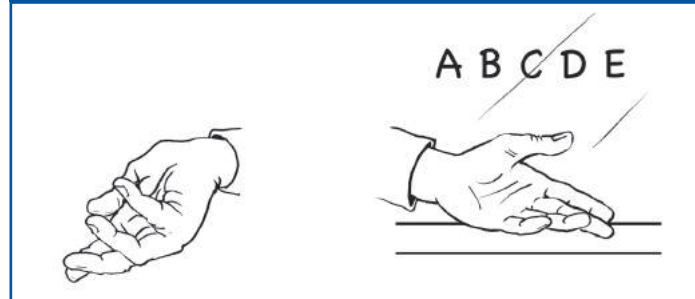
a downward hand movement

Come here



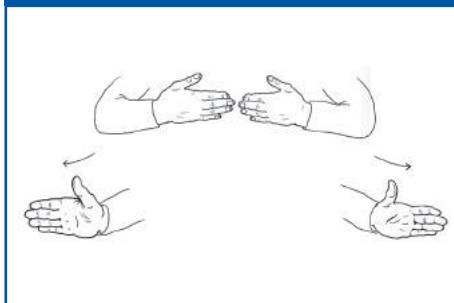
stand by the place you want the student to come to; use a beckoning gesture with one hand, and an open-hand gesture to the place with the other hand

Go to the board



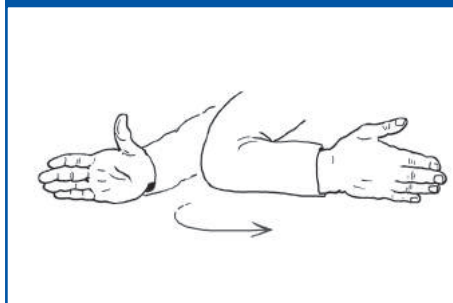
stand at a distance from the board; use an open-hand gesture to a student with one hand and gesture towards to the board with the other

Open the window



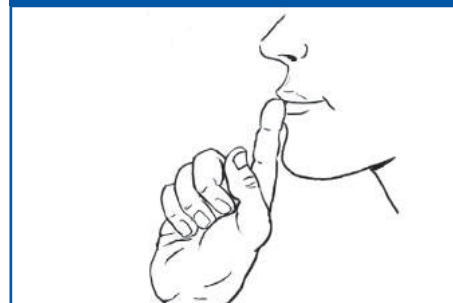
put your hands on your chest with your elbows up and then open them out

Close the door



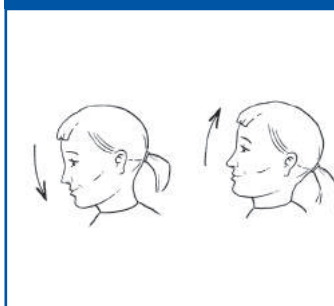
have one arm stretched out then bring it back across your body

Be quiet, please



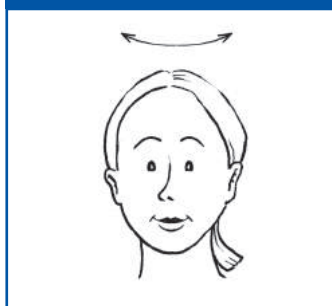
put your finger to your lips

Yes



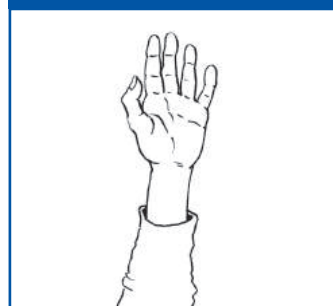
nod your head

No



shake your head

Hands up



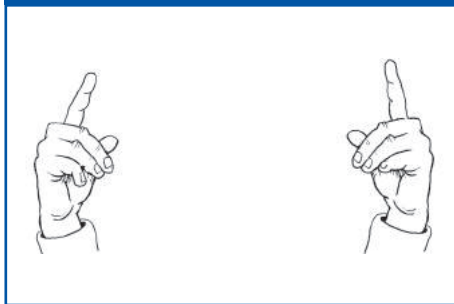
raise a hand

Hands down



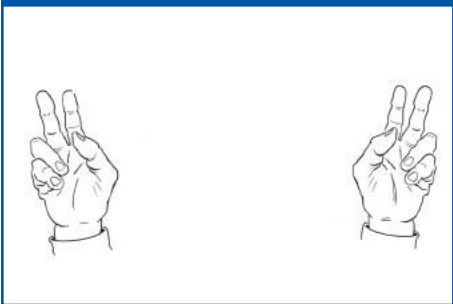
start with a raised hand and lower it

Work in pairs



hold up your index fingers

Work in groups



Hold up your index and middle fingers

See (What do you see?)



a straight hand across your forehead

Teacher's Book Overview: Unit 1

Warm-up activity


Music is particularly popular with young learners. Start the lessons in this unit in English, previewing the lesson's song. The focus in these activities is on introducing students to gestures that reinforce the meaning of the lyrics. As they listen, encourage students to follow your lead as you show them the gestures. There is no expectation that students will sing at this stage, although any attempts to sing along should be encouraged and applauded. You can use Star and Stella for this. Minimize any language correction and use the puppets, the music, and the gestures to maximize the fun!

Look, listen, and say

The opening scenes in the first three lessons introduce students to simple dialogs for getting to know one another; an essential step towards communicating and learning together in English. There are directions for first setting the scene, presenting the new language, and then practicing it. Practice at this stage is through three controlled repetitions of the dialog.

Set the scene

Before students open their books, provide a sample of the language they're about to learn. If your students are seated in a circle from the Warm-up activity, have them remain so. Speaking in context and pre-teaching a few word items from the lesson's vocabulary set(s) at this stage is particularly valuable. It sets an appropriate learning pace and can trigger recall of existing knowledge. If you give your students an opportunity to hear words before seeing them in print, it will help their pronunciation.



Unit 1

Hello!


FOCUS
Theme: Greetings; Directions

Aim
Students learn how to: say hello, introduce oneself and say good-bye; follow essential directions for learning; ask and answer questions to identify essential items for learning

Structures

- Imperatives (*Look. Open your book.*)
- Wh- questions with contracted BE (*What's your name? What's this?*)
- Statements with contracted BE (*My name's Star. It's an eraser.*)
- Demonstrative: *this (What's this?)*
- Possessives: *my and your (My name's Star. What's your name?)*
- Articles: *a, an, the (It's a pencil. It's an eraser. Point to the book.)*

Vocabulary
a, an, book, close, eraser, hello, your, good-bye, it's, listen, my, look, name, name's, open, point, say, the, this, to, what's, write



Lesson preparations

Starship flash cards 1 to 7: *Look, Listen, Write, Say book, Open your book, Close your book, Point to the book.*


Star and Stella hand puppets (see page 13)

Audio CD Tracks: 1, 2, 3, and 5


Activity Book: "Read and say" on page AB4; "Match" on page AB5

Extras: box or bag in which to hide Star and Stella

Warm-up activity CT1, CT5

1.  Preview the listening song from the lesson's Sit activity on page 7. Sit in a circle with the students. Play CD Track 5. As the song plays, introduce actions and encourage students to follow them. Wave for Hello and Good-bye; shrug with palms up for What's your name; point to different students using an open-hand gesture on your, and point to yourself on my.

Look, listen, and say CT1, CT2, CT3

1. **Books closed.** Remain seated in a circle and introduce the puppets, Star and Stella.
 - Have the puppets hidden in a box or a bag. Show the cover of the Student Book. Point to each character and say their names, slowly and clearly. Encourage students to repeat their names with you. Look around as if you're calling out and searching for the puppets.
 - Draw attention to the hiding place. Make a *Shhhhh* sound. When students are quiet, bring out Star. Say, "It's Star." Have Star wave. Say, "He says Hello." Say "Hello." Encourage students to repeat it with you several times. Repeat the routine as you introduce Stella.
 - Tell students that Star and Stella are here to learn English too. Tell students they must use English with the puppets as they don't speak any other language.
 - Put the puppets away, saying Good-bye. Repeat until students start saying Good-bye with you.
2. **Books open.** Look at the opening scene on page 4.
 - Point to each character and encourage students to say their names. (*Star, Stella*)
3.  Say, "Everyone listen." Play CD Track 1, frame by frame. Students point to each speech bubble on page 4 as each part is spoken.

CURRICULAR THREADS: CT1 = Communication and cultural awareness; CT2 = Oral communication; CT3 = Reading; CT4 = Writing; CT5 = Language through the arts 45

Engage attention by using the puppets, Star and Stella. This is your opportunity to establish the foundations of a strong, positive, and productive connection with the two *Starship English* mascots. You can have Star and Stella communicate through you by "whispering" messages to you, which you then pass on to the class. Alternatively, you can speak as Star and Stella. Choose an approach that suits your teaching style and refine your performance before taking it into your classroom.

Present the language

Always give your students an opportunity to look at the pictures and dialog in the opening scene before playing the CD recording. Ask questions to draw their attention to useful details. This will help their comprehension as they listen to and follow the dialog.

Listen and say

This section introduces students to the basic directions and instructions that they need to know in order to start learning English. As in the previous section, language is purposefully introduced before books are opened. Use gestures to help communicate the meaning of the language and to help students remember the new language. Refer to the glossary on pages 16 and 17 to become familiar with how to perform these gestures. Practice them before taking them into the classroom, and then use them consistently and regularly as part of your teaching routine.



Listen and say CT2, CT3

- Books closed.** Introduce the first four learning directions on page 5 (*Look*, *Listen*, *Write*, and *Say book*).
 - Point to your eye and then to an object in the room and say, "Look." When all students are looking at the object, give positive reinforcement. Next, point from your eye and then to your mouth, and say, "Look." When students are all looking at your mouth, model the word *look*. Encourage students to say the word with you several times. Show the flash card and leave it on display.
 - Hold your hand to your ear and say, "Listen." When students appear to be listening, model the word *listen*. Encourage students to say the word with you several times. Show the flash card and leave it on display.
 - Pick up an imaginary pen, pretend to write, and say, "Write." When students are doing the same, model the word *write*. Encourage students to say the word with you several times. Show the flash card and leave it on display.
 - Do a role-play with Star. While he is off your hand, say to him with a talking hand gesture, "Say Hello." Shift into the role of Star by moving position and putting the puppet on your hand. As Star says, "Hello." Give your students a turn. Say, "Say Hello." (*hello*) Hold up a book. Say, "Say book." (*book*) Model the word *say*. Encourage students to say the word with you several times. Show the flash card and leave it on display.

- Play a game to practice the directions *Look*, *Listen*, *Write*, and *Say* (*book*). Perform the gestures, one by one, and wait for students to call out the word. Have two or three students lead the class through rounds of the game.
 - Introduce the last three learning directions on page 5 (*Open your book*, *Close your book*, *Point to the book*). Use the gestures as you say, "Look and listen." Hold up a book and as you open it, say, "Open your book." Repeat until all students are following. With a talking hand, say, "Say Open your book." (*Open your book*) Encourage students to say the phrase with you several times. Show the flash card and leave it on display. Adapt the routine to introduce *Close your book* and *Point to the book*.
 - Track 2 Say, "Let's listen and say." Encourage students to close their eyes and listen carefully to the voice on the CD. Play CD Track 2. Pause as necessary for practice.
- Say, "Listen." Play the first frame. Say, "Say it with me." Encourage the class to repeat the two sentences with you. Use the puppets to communicate meaning—they can wave for *Hello*. Play the second frame and then the third—Star can point to himself on *My name's Star* and to Stella on *What's your name?* They can wave for *Good-bye*.
 - Divide the class into two groups—group 1 is Star and group 2 is Stella. Encourage the use of the gestures as the parts are said. Students swap parts and repeat.
 - Divide the class into pairs. Ask each pair of students to take turns speaking the part of Star and the part of Stella. Correct pronunciation errors.
 - Books closed.** Have students introduce themselves to a partner. Show them what to do through a role-play with Star. On the board write, A: *My name's _____ What's your name?* B: *My name's _____ Point to A and say to Star, "My name's [your name]. What's your name?" Point to B and as Star say, "My name's Star."* Put students into pairs. Check that they know to use their own names as they take turns reading A and B.
 - Activity Book.** Ask students to complete "Read and say" on page AB4.

Practice the language

Repetition 1—as one group:

Students repeat the modeled dialog for the first time as a whole group, one frame at a time. Avoid focusing on any individual at this stage. Allow your students some space as they start trying out the new language.

Repetition 2—as a dialog between two groups:

In the second repetition in Lessons 1 and 2, students practice the dialog in parts. They're still talking in a group, which allows them to build their confidence in using the new language. This outcome is met through an alternative approach in Lesson 3.

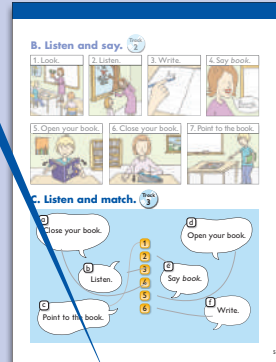
Repetition 3—in pairs:

Students repeat the dialog with a partner. Start focusing on pronunciation. Take a quiet, one-on-one, positive approach to correcting errors. Model correct pronunciation, listen to hear the error corrected, offer praise, and then move your attention on to the next student. You could use Star as your listening assistant, reinforcing your praise by nodding his head and clapping his hands. After this repetition in pairs, students practice the language with closed books. In Lessons 1 and 2 this is done in pairs; in Lesson 3 students are called upon to use the language in front of the class.

Teacher's Book Overview: Unit 1

Listen and match (Lesson 1); Look and say (Lessons 2 and 3)

In this section, students practice the directions and instructions introduced in the previous section. In Lesson 1, this is done through a listening activity. In Lessons 2 and 3, students use the language in a communicative activity. As you monitor their pair-work, consider taking Stella around with you. She can act as your listening assistant, and reinforce your positive comments by nodding her head.



- Students take turns to stand in front of the class and hold up a number of fingers (1 to 6). They choose a student with a raised hand to say and act out the direction that matches the number. That student then comes to the front to take the next turn.
5. **Activity Book.** Ask students to complete "Match" on page AB5.

Extra activity CT2, CT3

1. Tell students to practice following the directions on page 5. This will prepare them for the warm-up activity in the next lesson and can be done in class or for homework.
 - In class, students can take turns practicing in pairs. One student calls out a direction and the other acts out the direction.
 - As homework, students can cover a picture, read the direction, act it out, and then uncover the picture to check their accuracy. Show them how to do this in class.

Listen and match CT2, CT3

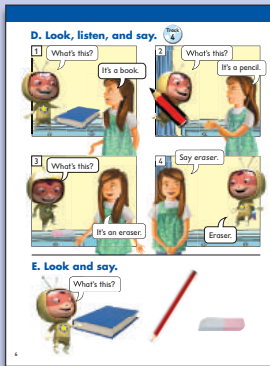
1. **Books open.** Say, "Listen." Point to a speech bubble and read it aloud. Encourage students to say it with you. Repeat this routine for all the speech bubbles.
2. **Track 3** Say, "Let's listen and match." As you say, match, trace with your finger the line from 1 to c. Play One on CD Track 3. Hold up one finger and say "Point to the 1." Wait until you see that students are all pointing to the number 1. Say, "One matches ..." (pause to allow students to finish the sentence) (Point to the book)." Pick up a pencil and trace the line from 1 to c.
3. Check that students know to have one pencil in hand, to look at their books, and to listen to the CD. Play CD Track 3. Pause for students to match the numbered boxes to the speech bubbles.
4. Play a game to first check students' answers and then give further practice.
 - Hold up a number of fingers between 1 and 6. Encourage students to say and act out the directions that match.
 - Put students into pairs. They take turns saying and acting out the directions. One student indicates a number. The other says and acts out the matching direction. They switch when you tell them to.



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Extra activity

Students practice giving and responding to directions or instructions learned through this lesson in preparation for the Warm-up activity at the start of the next lesson. Depending on the time you have available, this extra activity can either be done in class or set as homework.



Look, listen, and say CT1, CT2, CT3

- Books closed.** Preview book, pencil, and eraser. Hold up the book and say, "Say book." (book) Move around the group as you model the word book. Let students see how your mouth moves as you say the word. Encourage students to practice with you. Show the flash card and leave it on display. Repeat the procedure with the words pencil and eraser.
- Books open.** Say, "A book," and then point to the picture and then the word. Say, "A pencil." Encourage students to point to the picture and then the word. Repeat the procedure for eraser.
- Track 4.** Say, "Look, listen, and say" and make the learned gestures. Play One on CD Track 4. Have the class repeat the question and answer with you. Shrug as you ask the question. Continue this procedure for frames 2, 3, and 4.
- Divide the class into two groups—Group 1 is Star and group 2 is the girl. Groups then swap roles and repeat.
- Divide the class into pairs, with student A as Star and student B as the girl in each pair. They practice and then swap roles and repeat. Correct pronunciation errors.
- Activity Book.** Ask students to complete "Listen and check" on page AB6 (CD Track 68).

Look and say CT1, CT2

- Activity Book.** Ask students to complete "Listen and say" on page AB6 (CD Track 69).
- Books closed.** Hold up a book, a pencil, and an eraser in turn as you ask the question, "What's this?" (a book; a pencil; an eraser)
- Books open.** Put students in pairs to practice asking and answering the question about the three pictured items. Correct pronunciation errors.
- Students take turns to stand in front of the class, hold up one of the three items, and ask, "What's this?" They choose a student with a raised hand to say what it is. That student then comes to the front of the class to take the next turn.

Lesson preparations

Starship flash cards 1 to 10: Look, Listen, Write, Say book, Open your book, Close your book, Point to the book, book, pencil, eraser

Star and Stella hand puppets (see page 13)

Audio CD Track: 4

Activity Book: "Listen and check" and "Listen and say" on page AB6 (CD Tracks 68 and 69)

Extras: a book (other than the Student Book), a pencil, and an eraser for "Look, listen, and say"

Warm-up activity CT2, CT3

- Review the directions learned in the previous lesson. Sit with the students in a circle. They will need their Student Books.
 - Students act out directions as you call them out. For Look, Listen, and Write they should use the learned gestures.
 - Place flash cards 1 to 7 face down in a pile in the middle of the circle. Have students take turns to pick up a card and call out the direction for their classmates to act out.

Look, listen, and say

In this section, each lesson introduces students to a core language learning question and answer. They use these questions and answers to learn vocabulary for some of the basic items they use in learning (a book, a pencil, an eraser, a desk, a chair, a crayon, a pen, and a ruler).

In Lesson 1, students learn the question *What's this?* and the answer *It's a/an* _____. Note that this question and answer are used to introduce new vocabulary in every odd-numbered lesson in core learning units (Units 2 to 6).

In Lesson 2, show students how to ask and answer the *Yes/No* question to the *Wh-* question learned in the previous lesson: *Is this a* _____? *No, it isn't./Yes, it is.* Note that *Yes/No* questions are frequently practiced throughout the core learning units, generally in the Listen and match activity.

In Lesson 3, students learn the question *What do you see?* and the answer *I see a* _____. Note that this question and answer are used to introduce new vocabulary in every even-numbered lesson in core learning units (Units 2 to 6).

Warm-up activity

Students revise the directions or instructions learned in the previous lesson. First, students respond to these as you call them out randomly. To create energy and encourage fun, increase the pace as you go along. Different students then take turns to choose a flash card and call out the direction or instruction; the class responds with the relevant learned gesture. Use the puppet, Star, to help each student read their selected card, as necessary.

Look and say (Lesson 1); Listen and match (Lessons 2 and 3)

In this section, students practice the vocabulary introduced in the previous section. In Lesson 1, this is done through a simple communicative activity in which students ask and answer the learned question as they point to different pictures. In Lessons 2 and 3, it is through a listening activity; students match a number with a picture labeled with a letter. As you monitor their pair-work, consider taking Stella around with you. She can act as your listening assistant, and reinforce your positive comments by nodding her head. When it comes to checking answers, keep in mind that students have not yet been introduced to the vocabulary for numbers and letters of the alphabet. As you say the numbers and letters in this section, either point to the numbers and letters on the page or have them written on the board for reference.

Teacher's Book Overview: Unit 1

Warm-up activity

Every Sing section starts with a review of some of the vocabulary that is used in the song. Consider using the puppets at this stage to help provide positive feedback. Both Star and Stella can be made to react positively through nodding their heads. Star can also be made to clap his hands.

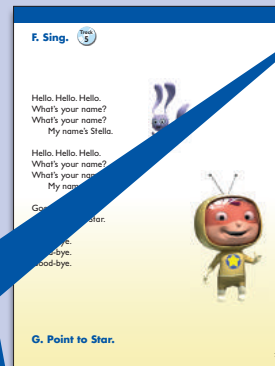
Sing

There are directions to play the song four times. The first time, students simply listen with closed eyes. In the second listening, they show their comprehension by doing actions that accompany the words. In the third and fourth listenings, students both sing and perform the actions. In the first of these, you may need to take the lead. By the last, students should be singing confidently.

To encourage enthusiastic singing, particularly towards the end, you could tell your students that Star and Stella love to hear them sing so they should give their best performance.

Extra activity

The final activity in these three lessons is one last opportunity to perform the song.



Sing

- Track 5** **First listening.** Say, "Listen to the song." Show students you want them to close their eyes. Play CD Track 5.
- Second listening.** Remind students of the gestures they have learned. Show waving for *Hello* and *Good-bye*; a shrug with palms up for *What's your name?*; an open-hand gesture to another student for *you*; and point to yourself for *my*. Say, "Listen to the song. Do the actions." Play CD Track 5 again. Take the lead to encourage using the actions.
- Third listening.** Say, "Sing and do the actions." Replay CD Track 5. Again, take the lead to encourage singing and using the actions.
- Books open.** Ask students to look at the pictures on page 7. Say, "Point to Stella." Wait to see all students pointing to the picture of Stella. Say, "Point to Star." Wait to see all students pointing to the picture of Star. Ask students to look at the words. Read the words of the song with the students.
- Fourth listening.** Ask students to sing along using actions again. Replay CD Track 5.
- Activity Book.** Have students complete "Read and match" on page AB7.

Lesson preparations

Starship flash cards 1 to 10: Look., Listen., Write., Say book., Open your book., Close your book., Point to the book., book, pencil, eraser

Star and Stella hand puppets (see page 13)

Audio CD Track: 5

Activity Book: "Read and match" on page AB7

Warm-up activity

- Use the flash cards to review the lesson's vocabulary. Take the opportunity to provide lots of praise.

Extra activity

- To conclude the lesson, have the class stand up to sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.

Extension activities

- Teach students to substitute their own names when singing the song. Have them sit in a circle. Choose a starting point and then move around the circle repeating the first verse for each student. The last line of each verse should be sung by the student whose turn it is to introduce himself or herself. Conclude the round with a verse each for Star and Stella. Choose two students to handle the puppets and sing their introduction line.
- Ask students to draw Star and Stella or take photos of Star and Stella with the students. Display their drawings and photos on the walls around the classroom.

Grammar, Pronunciation, Culture notes

Grammar CT2

Starship English teaches language that fluent speakers use. The opening dialogs throughout the series consistently model contracted forms of *BE*. For example, in this very first lesson, students learn: *My name's Star. What's your name? What's this? It's an eraser.* Show students that the apostrophe "s" (*'s*) represents the word *is*. On the board, write: *name's = name is; What's = What is; It's = It is.* Model the difference in pronunciation between the two forms. Always draw students' attention to instances where contracted forms of *BE* are modeled. Frequently check that students are aware that *'s* represents *is*. This will help them to understand the

difference between the plural and possessive *s* at the ends of words when they appear in later units and levels. Another point of grammar to focus on in this lesson is the introduction of the articles *a* and *an*. Use the relevant grammar table below. Draw students' attention to *an eraser*. Highlight the letter *e* in *eraser* and then say *a eraser* in a way that shows the disjointedness between *a* and the "e" sound in *eraser*. Frown and shake your head. Next, model *an eraser* in a way that shows a smooth connection. Smile and nod your head.

Statements		Questions	
Hello.	Star.	What's	your name?
Good-bye.	Stella.		this?

Statements/Answers	
My name's	Star.
	Stella.

It's	a book.
	a pencil.
	an eraser.

Statements (Imperatives)

Look.		
Listen.		
Write.		
Say	eraser.	
	book.	
	pencil.	
Open	your	book.
Close		
Point to	the	eraser.
		book.
		pencil.

Pronunciation CT2

- The opening scene helps students pronounce the subject-verb agreement "s" as in *name's*. This is because the next words start with an "s" sound. Consider *My name's Star*. If the words are correctly connected, the "s" sound falls easily into place. Listen closely to hear that the "s" is pronounced in instances where the following word does not start with an "s" sound, as in *What's your name?* If students are having trouble with the sound in this position, model it and provide opportunities for plenty of practice.
- Give students practice in pronouncing particular vowel sounds by grouping words containing similar sounds. For example: *bagk, lak, ogad-by; hello, open, close; say, name; Hello, Stella; Write, good-bye*. Focus on particular sounds as necessary. Choose one group at a time. Model the sound and then have students practice it. Say the words in the group slowly and clearly and then have students repeat them with you.
- Make sure students are expelling air on the "p" sound in *pencil*. Have students see what happens when they lightly hold a piece of paper in front of their mouths as they say *pencil*. Tell them to compare what happens when they say *book*.

Culture notes CT1

The gestures suggested in this lesson to help communicate meaning are used in many English-speaking cultures. Compare these gestures to those used by your students in speaking their own language. Is hand-waving associated with greetings and farewells? Does a shrug indicate a question?

Pronunciation

This section draws attention to the important pronunciation features of the lesson's focus language. There are suggestions for what to watch out for and ideas for helping students in this area.

Culture notes

Starship English supports an integrated approach to language and culture learning. In Level Pre A1.1, the notes in this section highlight the more obvious aspects of culture for students to explore and compare. In the early units there is a focus on gestures. With young learners at this level, it is reasonable to allow discussion in their own language.

Grammar

The notes in this section summarize the main grammar features in each lesson. In many lessons, there are also ideas for how to address these features, and potential areas of confusion are noted.

The grammar tables highlight and reinforce each lesson's grammatical structures. Statements, questions, and answers are clearly and simply presented. You could reproduce the tables on a poster before starting a lesson. Display them in the classroom and use them to support students or to correct errors. Alternatively, you could lead your class to build the tables on the board.

Teacher's Book Overview: Units 2–6

Unit 2

What do you see?

FOCUS

Theme Letter forms and numbers

Aim Students learn how to: describe things they see; count from 1 to 10

Structures

- Letters Aa and Bb
- Numbers and numerals 1 to 10

Review: article an with words that start with a vowel sound (*an apple, an alligator*); Wh- questions with DO (*What do you see?*)

Vocabulary apple, alligator, box, ball, do, you, one, two, three, four, five, six, seven, eight, nine, ten, what

Figures: 1 2 3 4 5 6 7 8 9 10

Warm-up activity

As in Unit 1, the lessons in these core units start with a song. Here, however, it is a review of the previous lesson's song, and so the focus is on recall of language learned through the previous lesson. Starting a lesson with an activity that involves familiar content builds confidence and establishes a positive attitude to learning. You can further enhance this upbeat start by including Star and Stella in the singing of the song and by encouraging the use of any known relevant gestures.

Lesson preparations

Starship flash cards 27 to 30: *apple, alligator, box, ball*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 5 and 16

Activity Book: "Trace" and "Write the missing letter" on page AB16; "Write" and "Write the missing letters" on page AB17

Extras: a soft ball; an alphabet poster displayed on a classroom wall

Warm-up activity CT1, CT2, CT5

1. **Track 5** Sing a round of the greeting song from Lesson 1, adding verses for students to introduce themselves (see the first extension activity on page 49). Have students sit in a circle. They can choose the order of their introductions as they go, starting by rolling a ball from one to another after each verse. Alternatively, they could ask each others' names in a round of introductions from Lesson 2.

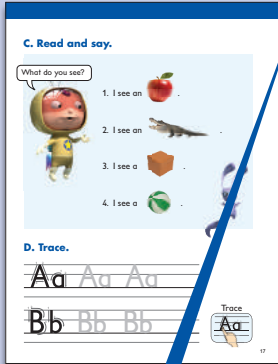
Look, listen, and say CT1, CT2, CT3

1. **Books closed.** On the board, write: *Aa Bb*. Say, "Let's learn the letters A and B." Point to each A in turn and say, "Big A. Little a." Circle *Aa* with your finger and then model the name of the letter; say, "A." Encourage students to repeat it with you. Repeat this procedure for the letter B.
2. Refer to the board and the displayed alphabet poster. Ask different students to come to the front. Gesture to the board and say, "Point to A." Gesture to the poster and say, "Point to A." Repeat for B.
3. Introduce the lesson's four alphabet words. Use Star here. Cover the words on the four flash cards. Put them on display but with the pictures facing away from the class. Point to *Aa* on the board and say, "A." As you look to the cards say to Star, "What do you see?" Have him look at the images on the cards and choose *apple*. Hold up the card and say, "You see an apple." Model *apple* slowly and clearly. Have students repeat and practice the word with you and then leave the card on display. Repeat this procedure to introduce *alligator*, then *Bb*, *box*, and *ball*.
4. **Books open.** Say, "Point to A." Check that students point to the *Aa* in the alphabet box in addition to any other *Aa* on the page. Say, "Point to the apple." Check that students are pointing to the picture. Say, "Point to the word *apple*." Check that students are pointing to

CURRICULAR THEMES: CT1—Communication and cultural awareness; CT2—Oral communication; CT3—Reading; CT4—Writing; CT5—Language through the arts 63

Look, listen, and say

In this section, students are introduced to two letters of the alphabet, along with two vocabulary items for each letter. Students learn to pronounce the names as well as the sounds the letters make in the related vocabulary items. When you introduce these four items, use Star and Stella to engage the attention of your students. The modeling and repetitions are particularly important for both practicing pronunciation and helping students to memorize the letters and words. The direction *Point to ...* is used to give practice in identifying the form of letters and words. When you give the direction, model pointing to a letter on the page. You can use your index finger in this instance.



Read and say CT2, CT3

- Books open.** Point to each picture and ask, "What's this?" (*an apple, an alligator, a box, a ball*)
- Point to Star and ask, "What's his name?" (*Star*) Point to Stella and ask, "What's her name?" (*Stella*) Divide the class into pairs—student A to be Star and student B to be Stella.
 - Say, "Hands up, Stars." Wait for a student in each pair to raise their hands. Point to Star again and say, "Star asks the question." As you say *the question*, point to the speech bubble.
 - Say, "Hands up, Stellas." Wait for the other students in each pair to raise their hands. Point to Stella and say, "Stella answers the question. As you say *answers*, point to each of the four answers."
- Show students what to do using Star and Stella. Have Star ask, "What do you see?" Show Stella choosing answer 3, and then have her say, "I see a box." Show students how to take turns. Have Stella point to the question and encourage the "Stellas" to ask it. Have Star choose answer 1 and encourage the "Stars" to say it.
- As pairs practice asking and answering questions, make sure they're taking turns and practicing all four answers.
- Have different pairs come to the front of the class to take turns performing a question and answer.

Trace CT2, CT4

- Books closed.** Draw a large *Aa* on the board and mark the letters with the trace guides (the numbers and directional arrows). Next to it, write a second *Aa* of equal size but without the trace guides.
- Show students what to do. Say, "Let's trace the letter A." Use your finger to follow the trace guides on the first *A* and *a*. Do this slowly and say the number of each stroke. Next, use a marker to trace over the second *A* and *a*. Again, do this slowly and say the number of each stroke.
- Books open.** Tell students to trace the letter A. As they do this, clear the board and write two pairs of *Bb*, one with trace guides and the other without. Once students have completed tracing *Aa*, check their work and give positive feedback, and have them close their books. Show them how to trace *B* and *b* following the procedure for *A* and *a*. Students then complete the exercise in their books. Again, check their work and give positive feedback.
- Activity Book.** Ask students to complete "Trace" and "Write the missing letter" on page AB16, and "Write" and "Write the missing letters" on page AB17.

Extra activity CT1, CT2

- Play "Catch the Leader" (see "How to Play Catch the Leader" on page 25) to practice producing the "a" and "b" sounds.

Read and say

Students use question-and-answer structures to practice using the vocabulary introduced in the previous section. There are two structures: in the even-numbered lessons in core units, students practice *What do you see?/I see a/an ...*; in the odd-numbered lessons, they practice *What's this? / It's a/an* Arrange students into pairs to practice the modeled question and answers. If you feel your students need further support, particularly in the earlier units, consider using a whole-group repetition of the question and answers and then a divided class repetition before having students practice in pairs (see the explanations for repetitions 1, 2, and 3 on pages 18 and 19 of the Teacher's Book).

Trace

This section gives practice in forming the letters of the alphabet. It is important to show students how to follow the directional arrows.

Extra activity

Students play "Catch the Leader" to practice producing the sounds of the lesson's two alphabet letters. If you can, sit with students in a circle.

How to play "Catch the Leader"

- Establish and practice hand-clapping for the first sound and clicking for the second sound.
- Show students how to play. Start saying and clapping to the first sound. Encourage students to do the same. When they're all clapping to this sound, change to saying and clicking to the second sound. When all students are doing this, swap between clapping to the first sound and clicking to the second sound at random.
- Practice:** Choose an able student to be the leader and say, "Let's follow [their name]." Start clapping to the first sound and when everyone is doing likewise, encourage the leader to change to clicking to the second sound. Continue until the leader is comfortably swapping between clapping to the first sound and clicking to the second sound at random.
- Round 1:** Choose two or three students to catch the leader. Move them to another part of the classroom while you choose a leader who begins the round. Make sure they don't see who you choose. Bring them back to sit in the centre of the circle. The round ends when the leader is correctly identified.
- Round 2:** The leader from the previous round chooses one or two others to take a turn catching the new leader.

The game can be gradually introduced as follows:

Lesson 4: Do steps 1 and 2 only.

Lesson 5: Do steps 1, 2, and 3.

Lesson 6: Do steps 1 to 5.

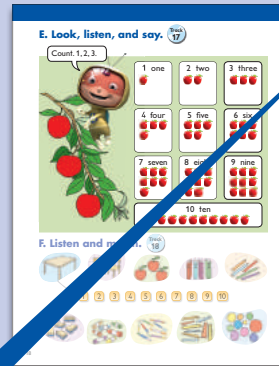
Lesson 7: Do steps 4 and 5 only.

Note: By Lesson 7, students will be familiar with the game and may not need the earlier steps. In these later units, you could vary the game and have students produce words that represent the sounds rather than just the sounds.

Teacher's Book Overview: Units 2–6

Warm-up activity

This Warm-up activity reviews the letters and words learned in the previous lesson. Students are asked to recall the pronunciation of the names of the letters, their sounds, and their written form. In the last step, selected students match the alphabet words to their corresponding pictures and then answer the question, *What do you see?* Repeat this routine so that as many students as possible have the opportunity to match words to pictures and answer the question. Keep up the pace by making it a race to match the word to the picture. This has the added advantage of energizing your students, which is great preparation for the learning they're about to do in the rest of the lesson.



Warm-up activity

1. Review the previous lesson. Sit in a circle with the students. Students will need their Student Books open to pages 16 and 17.
2. Focus on the letter *Aa*. Indicate the alphabet box on page 16 and say:
 - "Point to the letter *A*."
 - "Say the letter *A*." Make sure students say the name of the letter, rather than the sound. (*A*)
 - "Say the 'a' in *apple*." Make sure students say the sound of the letter as it is in *apple*. (*a*) Repeat the direction, substituting *alligator* for *apple*.
 - Indicate the "Trace" exercise on page 17, hold up a finger, and say, "Trace the letter *A*."
3. Focus on the letter *Bb*. Repeat the above procedure.
4. Have the lesson's four alphabet words written on separate A4 sheets. Spread them out face up in the center of the circle. Give the four flash cards for *apple*, *alligator*, *box*, and *ball* (the words should still be covered from the previous lesson) to four different students and have them place their cards next to the right words. Point to different flash cards and ask students, "What do you see?" Repeat this routine a few times with different groups of four students.

Lesson preparations

Starship flash cards 27 to 40: *apple, alligator, box, ball, one, two, three, four, five, six, seven, eight, nine, ten*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 17 and 18

Activity Book: "Listen and match" and "Listen and match" on page AB18 (CD Tracks 74 and 75)

Extras: four A4 sheets, each with one of the following words written on it—*apple, alligator, box, ball*; three apples

Look, listen, and say

1. **Books closed.** Students might already know some numbers in English. Give them an opportunity to show what they know.
 - Hold up an apple and ask, "What do you see?" (*I see an apple*.) Respond positively to their correct answer and then introduce them to the alternative answer, *I see one apple*.
 - Hold up two apples and ask, "What do you see?" (*I see two apples*.) Help with the answer as necessary; emphasize the sound of the plural *s*.
 - Repeat the procedure for three apples.
2. **Track 17**
Say, "Listen and look." As you say look, hold up your right fist and point to it with your left hand. Play CD Track 17. As the numbers are spoken, count off from your thumb on your right hand through to your little finger on your left hand. Say, "Listen and count 1, 2, 3 with me." Show that you want students to count on their own fingers. Play the track again.

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Look, listen, and say


In this section, students are introduced to a new language usage, for example, naming the color of things in Lesson 6, naming the days of the week in Lesson 10, and expressing ability in Lessons 12 and 15. In all but Lessons 4 and 16, the target function is communicated through a question and answer. The numbers 1 to 10 in Lesson 4 and moods and speed in Lesson 16 are simply communicated through statements. The modeling and repetition of the questions and answers or statements in these units is important, as is the progression from practicing as a whole group to a divided class and then as pairs. In the last part of this section, there are directions for a simple game. This enables students to have fun with the language they've learned and practiced.

Listen and match


This section continues the routine of listening activities that was introduced in Lessons 2 and 3. Apart from practicing aural recognition of language learned in each lesson, students become familiar with what to do through following simple directions. The suggested language will help ensure that you deliver these directions clearly and consistently.


Extra activity


At the end of each lesson, there is a boxed section that suggests two or more extension activities. Some aim to extend learning while others simply consolidate content learned through the lesson. Conclude this lesson by selecting one of these activities according to the needs of your students.

E. Look, listen, and say. 

Count 1, 2, 3.



F. Listen and match. 



Listen and match CD

Audio Script

Narrator: One
Boy: I see one desk.

Narrator: Two
Girl: I see two chairs.

Narrator: Three
Boy: I see three apples.

Narrator: Four
Girl: I see four books.

Narrator: Five
Boy: I see five pencils.

Narrator: Six
Girl: I see six erasers.

Narrator: Seven
Boy: I see seven crayons.

Narrator: Eight
Girl: I see eight pens.

Narrator: Nine
Boy: I see nine rulers.

Narrator: Ten
Girl: I see ten balls.

- Books open.** Say, "Let's count apples. Look, listen, and say." Play CD Track 17. Pause after each number is spoken for students to repeat.
- Say, "Let's count together." Have your students count with you from 1 to 10. Divide the class into pairs and have them take turns counting from 1 to 10 to each other.
- Say, "Say the number." Hold up the numbers flash cards in random order. Help students with pronouncing the words as necessary.
- Write the numbers, in figure form, randomly on the board. Say, "Point to the numbers," and then call them out one by one in random order. Choose students to come to the board and point to the numbers.
- Activity Book.** Ask students to complete "Listen and match" at the top of page AB18 (CD Track 74).

- Books open.** Tell students to look at the pictures. Ask, "What do you see?" (*one desk, two chairs, three apples, four books, five pencils, six erasers, seven crayons, eight pens, nine rulers, ten balls*)
- Say, "Let's listen and match." Play One on CD Track 18. Say, "Say the number." Prompt the answer by pointing to the number. (*one*) Say, "The boy sees ... [pause to allow students to finish the sentence] (*one desk*)."
Prompt the answer by pointing to the picture. Say, "Draw a line from the number ... [pause for students to answer] (*one*) to the picture of ... [pause] (*one desk*)."
Prompt the answer by tracing your finger over the line.
- Check that students know what to do. Play CD Track 18. Pause for students to match the numbers to the pictures. Check their answers—call out numbers in any order and have students respond with the numbered item. For example, call out "Four." (*four books*)
- Activity Book.** Ask students to complete "Listen and match" at the bottom of page AB18 (CD Track 75).

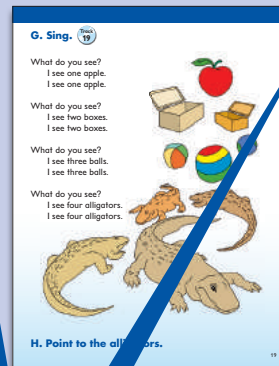
Extra activity


- Conclude the lesson and extend the students' learning by using one of the extension activities on page 68.

Teacher's Book Overview: Units 2-6

Warm-up activity

This Warm-up activity uses the Starship flash cards to review the lesson's vocabulary. Show each card more than once, change the order, and increase the pace as you go. As in the first unit, consider using the puppets to help provide positive feedback. To do this, call upon two volunteer students to wear Star and Stella. Both Star and Stella can be made to react positively through nodding their heads. Star can also be made to clap his hands.



G. Sing.  **Track 19**

What do you see?
I see one apple.
I see one apple.

What do you see?
I see two boxes.
I see two boxes.

What do you see?
I see three balls.
I see three balls.

What do you see?
I see four alligators.
I see four alligators.

H. Point to the alligators.

Lesson preparations

Starship flash cards 27 to 40: *apple, alligator, box, ball, pig, two, three, four, five, six, seven, eight, nine, ten*

Star and Stella hand puppets (see page 13)

CD Track: 19

Activity Book: "Draw a line" and "Read and match" on page AB19

Warm-up activity

1. Use the flash cards to review the lesson's vocabulary. Take the opportunity to provide lots of praise.

Sing **Track 19** **CT3, CT5**

1. **First listening.** Say, "Listen to the song." Show students you want them to close their eyes. Play CD Track 19.
2. **Second listening.** Give four different students a flash card (*apple, alligator, box, ball*) each. Have them stand at the front of the class in any order. Play CD Track 19 again. Guide the card-holders into position from left to right as each verse is sung.
3. **Third listening.** Say, "Let's sing and show 1, 2, 3, and 4." As you say the numbers, show them with your fingers. Replay CD Track 19. Prompt the words of the song by encouraging each card-holder to raise their card as their word is sung.
4. **Books open.** Ask students to look at the pictures on page 19.
 - Say, "Point to one apple." Wait to see all students pointing to the picture of one apple. Ask students to look at the words. Say, "Point to the words *one apple*." Wait to see all students pointing to the words *one apple* in the first verse.
 - Repeat the procedure for the other three items (pictures and words).
 - Read the words of the song with the students.
5. **Fourth listening.** Ask students to sing along showing numbers on their fingers again. Replay CD Track 19.
6. **Activity Book.** Ask students to complete "Draw a line" and "Read and match" on page AB19.

Extra activity

1. To conclude the lesson, have the class stand up to sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.



67

Sing

Every Sing section starts with a review of some of the vocabulary that is used in the song. Consider using the puppets at this stage to help provide positive feedback through having them nod and clap.

There are directions to play the song four times. The first time, students simply listen with closed eyes. In the second listening, they show their comprehension by doing actions that accompany the words. In the third and fourth listenings, students both sing and perform the actions. In the first of these, you may need to take the lead. By the last, students should be singing confidently.

To encourage enthusiastic singing, particularly towards the end, you could tell your students that Star and Stella love to hear them sing so they should give their best performance.

Extra activity

The final activity in these units is one last opportunity to perform the song.

Grammar, Culture notes, Extension activities

Grammar CT2

The articles *a* and *an* were introduced in Lesson 1. Students learned to say *an eraser* (not *a eraser*) due to the “a” sound at the start of the word *eraser*. Highlight the “a” sound in the words *apple* and *alligator* and again show how using the article *an* helps with connected speech. Tell them that they now know that the article *an* (not *a*) comes before words starting with the sounds “e” (as in *eraser*) and “a” (as in *apple*).

In this lesson, students learn to count and at the same time, they’re introduced to plurals. In expressing these, focus

Questions

What do you see?

Statements

I see
an apple.
an alligator.
a box.
a ball.

I see	one	apple. alligator. box. ball.
-------	-----	---------------------------------------

I see	two three four five six seven eight nine ten	apples. alligators. boxes. balls.
-------	--	--

attention on pronouncing the “s” sound clearly at the ends of words. This starts in the “Look, listen, and say” exercise on page 18 of the Student Book, with the word *apples*. In the “Listen and match” activity at the bottom of page AB18, students revisit words learned in previous lessons and hear and practice these words in their plural forms. In the “Sing” exercise on page 19 of the Student Book, they hear the plural of *box* for the first time: *boxes*. Draw attention to the different end spelling (*es* rather than *s*) and the different final sound (“es” rather than “s”).

Culture notes CT1

The way in which numbers are counted on fingers can differ between cultures. In some cultures, each section of each finger is used, while in others the spaces between the fingers are used as well. In most English-speaking cultures, one finger represents one number and both hands are used. Before the “Look, listen, and say” exercise on page 18 of the Student Book, ask students to show you how they count using their fingers. If it’s different, encourage them to try using the English custom when they’re counting in English.

Extension activities CT1, CT2

1. Divide the class into small groups and give each group a direction to arrange a number of items, for example, four books, five pencils, two chairs. Give them time to arrange their items. Each group then presents their items to the class with the question, “What do you see?”
2. When grouping students for an activity, have students count themselves off. To arrange groups of four in a class of twenty, students would need to count off to five. Once each student in the class has a number, have the ones sit together, the twos sit together, and so on.

Grammar

The notes in this section summarize the main grammar features in each lesson. In many lessons, there are also ideas for how to address these features, and potential areas of confusion are noted.

The grammar tables highlight and reinforce each lesson’s grammatical structures. Statements, questions, and answers are clearly and simply presented. You could reproduce the tables on a poster before starting a lesson. Display them in the classroom and use them to support students or to correct errors. Alternatively, you could lead your class to build the tables on the board.

Culture notes

Starship English supports an integrated approach to language and culture learning. In Level Pre A1.1, the notes in this section highlight the more obvious aspects of culture for students to explore and compare. Some lessons draw attention to word variations across English-speaking cultures. In Lesson 9, native animal species are considered, and in other lessons other aspects of culture, including clothing and housing, are discussed. With young learners at this level, it is reasonable to allow discussion in their own language.

Extension activities

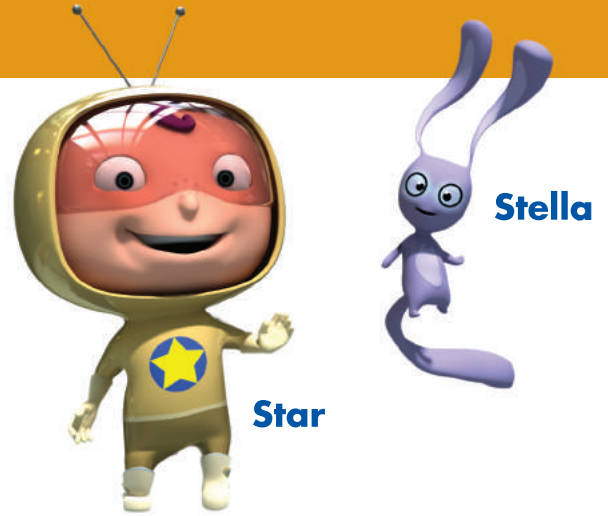
These extension activities are suggestions for how to reinforce the learning in each lesson. In many cases, you can adapt these ideas to suit the language and contexts in different lessons. Where extra classroom work is suggested, choose activities depending on how much time you have and the needs of the students.

Introduction

Phonics is the foundation on which the teaching of reading and spelling is based. Students learn the letters of the alphabet and the corresponding sounds that each letter makes as well as the sounds made by combinations of letters.

Phonics involves teaching students to correlate phonemes, the sounds of English, with graphemes, letters or groups of letters of the alphabet. When students see a grapheme, they should know what sound the letter(s) make, for example, the letter *a* makes the short /a/ sound in the word *apple* and the letters *ay* make the long /a/ sound in the word *day*. In other words, beginners need to associate letters with their sounds, not their names, when learning to read and spell. Once the students have mastered the sounds and the letters, they need to apply them by combining the sounds of the letters to pronounce and spell words.

Phonics lessons in *Starship English* adopt a synthetic approach to the teaching of phonics. Synthetic phonics teaches students to put together, or blend, letters and sounds. It means that the students are taught from the beginning to form words and figure out unknown words by blending the letter sounds.



The key idea is that students who use *Starship English* are learning the letters of the English alphabet at the same time as they are learning to read (decode) and spell (encode) words. The *Starship English* series takes this into account and is designed to take students from an absolute beginner level to intermediate level. Letter learning should be multisensory. This means that letter formation should be taught right from the start; as students learn a letter sound, they also learn to form it in the air, and then on a whiteboard or piece of paper. Learning the visual appearance, the writing movement, and the sound of a letter, all at the same time, helps them to consolidate it in memory.

The design of this series ensures easy use for students and teachers, helping to make the learning of phonics efficient, effective, engaging, educational, and entertaining.

Phonics Level Pre A1.1

Level overview

In *Starship English Level Pre A1.1*, students are introduced to the twenty-six letters of the alphabet, as well as their corresponding sounds. The letters are taught in alphabetical order to make it easier for young learners, who are learning both the alphabet and the phonemic code at the same time, to see the letters in a logical linear format. Introducing the letters in alphabetical order helps learners to see a clear progression and at the same time gain an understanding of the sequence of the letters in the alphabet. Students are also taught how to write the uppercase and the lowercase of each letter.

Each unit provides a solid introduction to the letters in the form of a “Presentation, Practice, and Production” sequence.

Each unit also provides students with various practice exercises meant to reinforce students’ memory, understanding, and familiarity with the focus graphemes and phonemes.

Each unit has a similar format, which makes it easy for teachers to prepare and teach the lessons, as well as making it easy for students to identify the focus of the lesson and to grasp the content.

The Reviews contain practice exercises and are a checkpoint to monitor students’ grasp of the content of the previous units. Students can reflect on the work recently learned and test their own understanding and ability to use their encoding, decoding, and listening skills.

Phonics Pre A1.1 Overview

A. Look, listen, and say.

This exercise presents two anchor words for the first focus letter. An anchor word is a typical example of a word beginning with the focus letter. The words *apple* and *alligator* are anchor words for the letter *Aa*. The association of the anchor words to the focus letter should be emphasized, and they can be used as a reference when dealing with the letter *Aa*. When these anchor words are first introduced, the initial sound of each word, the /a/ sound, should be clearly emphasized and enunciated, to reinforce the concept that these two words begin with the focus phoneme.

B. Circle the letters Aa.

This exercise reinforces students' recognition of the letter shapes for both uppercase and lowercase letters. This is a natural next step for students who have just been introduced to the new letter. Identifying the letters helps reinforce the letterforms, as well as the concept of uppercase and lowercase letters in the minds of the students.

Phonics


Unit 2

Aa Bb

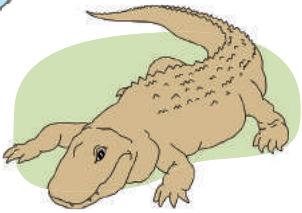
P-CD Track 1

A. Look, listen, and say.

Aa



apple

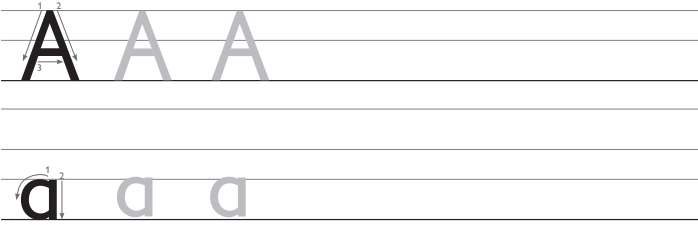


alligator

B. Circle the letters Aa.

A	V	A	H	A	K	R	A
a	c	d	a	a	b	e	a

C. Trace and write.



28

C. Trace and write.

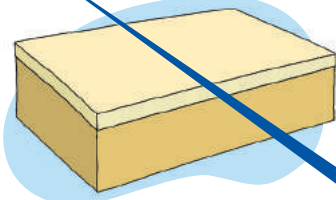
Following on from the previous exercise in which students practiced recognizing the shapes of the letters, in this exercise they practice forming the letters through writing. The use of motor skills in this activity serves to further cement the focus letters in the minds of the students.

Phonics Pre A1.1 Overview

D. Look, listen, and say.



Bb



box



ball

E. Circle the letters Bb.

B B D P B R B B
b d b b p b d b

F. Trace and write.

B B B
b b b

29

Audio Support

The corresponding audio track is indicated by the CD icon, which shows the track number on the Phonics CD for ease of use.

D, E, F.

These exercises repeat A, B, and C for the second focus letter of the unit.



Phonics Pre A1.1 Overview

G. Look, listen, and say.

This exercise reviews the sounds of the focus letters and their anchor words, and it introduces a third anchor word. This helps students to understand that the focus sound appears in many different words and is not just limited to the two anchor words introduced before.

H. Trace and match.

This exercise gives students practice in letter writing and vocabulary. The use of photographs of objects provides a contrast to the illustrations, and helps students to bridge the gap between pictures and real objects.

G. Look, listen, and say.

P-CD
Track
3

Aa



Bb



H. Trace and match.

a

B

b

A



B

a

A

b

I. Write the missing letters.

B b

A _

B _

_ a

30

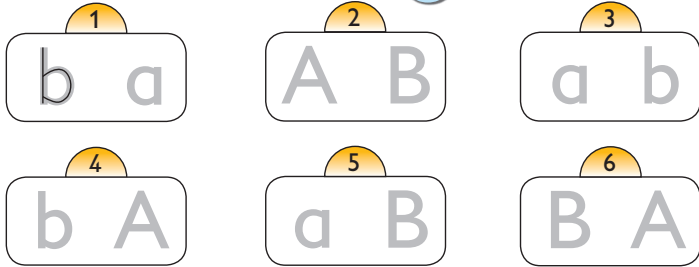
I. Write the missing letters.

In this exercise students need to write the matching uppercase or lowercase letter. It helps students to think and make the connection between the two types of letters and familiarizes them with the letter shapes.

Phonics Pre A1.1 Overview

J. Listen and trace the letter.

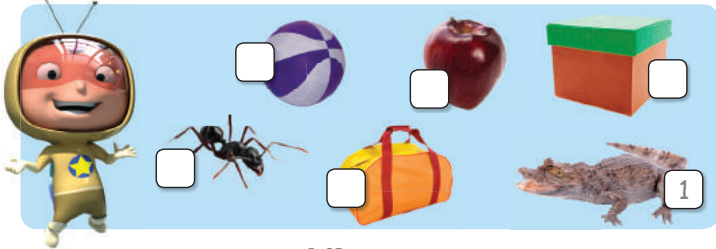
P-CD
Track
4



K. Listen and number.

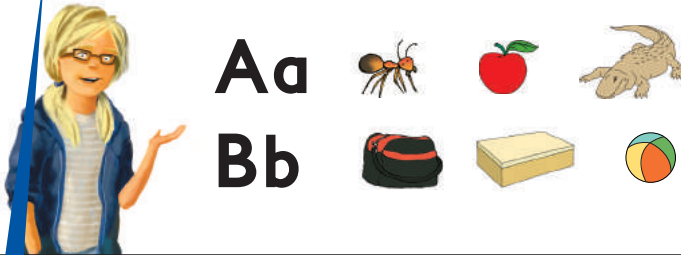
P-CD
Track
5

What do you see?



L. Listen and chant.

P-CD
Track
6



31

J. Listen and trace the letter.

This is a listening exercise where students practice aurally differentiating between the sounds of the two different letters.

K. Listen and number.

This listening exercise gives students practice in listening and in identifying the vocabulary that has been introduced in this section. The use of photographs of objects provides a contrast to the illustrations, and helps students to bridge the gap between pictures and real objects.

L. Listen and chant.

The chant gives the students practice in pronouncing the letters and words fluently in the form of a chant. The rhythm of the chant guides the students to say the words smoothly with natural intonation and stress. The chant also aids students' memory of the vocabulary items.

Phonics Pre A1.1 Review Overview

A. Write, match, and say the letters.

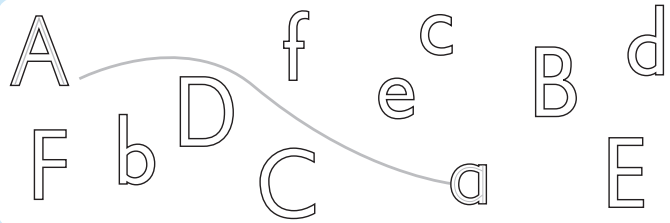
This exercise gives students practice in letter writing, uppercase and lowercase letter correlation, and pronunciation. The multisensory aspect of the activity greatly reinforces students' grasp of the content of the previous three units.

B. Listen and circle the picture that doesn't belong.

This exercise tests students' vocabulary knowledge. It is a phonemic awareness exercise where, in order to identify which word does not belong, the students have to know how each word is pronounced.

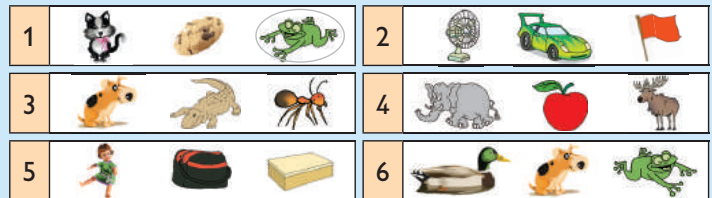
Phonics Review

A. Write, match, and say the letters.



B. Listen and circle the picture that doesn't belong.

P-CD
Track
29



C. Match the pictures that have the same beginning letter.



60

C. Match the pictures that have the same beginning letter.

This is a phonemic awareness exercise that tests students' vocabulary recall. They need to know how each of the focus words is pronounced, and then figure out which words begin with the same sound in order to join them.

Phonics Pre A1.1 Review Overview

D. Circle the correct picture for each letter.

A a



B b



C c



D d



E e



F f

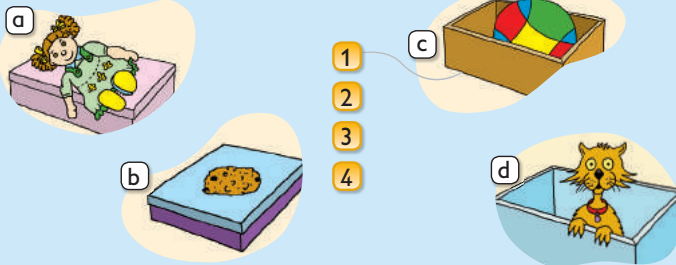


D. Circle the correct picture for each letter.

This exercise gives students letter-word correlation practice.

E. Listen and match.

P-CD
Track
30



E. Listen and match.

This is a listening exercise in which students have to listen and identify the words they hear and match them to the correct number.

LESSON

Aim

To introduce the shape, pronunciation, and written formation of the letters Mm and Nn
To introduce two anchor words for each letter: *monkey, mouth; nose, nest*

Materials

Alphabet Cards Aa to Nn, Picture Cards for A to N, *Starship English Student Book Pre A1.1*

Time

30–40 minutes

Warm-up activities

1. Revise the letters Aa to Ll using the Alphabet Cards by showing the students each letter and asking them to say the phoneme for that letter.
2. Place the Alphabet Cards on the board in a random order. Point to the letters in random order and ask the students to say the phoneme for that letter.
3. Hand out the Alphabet Cards to the students. Play some music or sing a song while the students pass the Alphabet Cards around. Once the music stops, all the students sit down. The student holding the Alphabet Card A stands up and holds the card in the air while saying the phoneme of the letter A, and then sits down. The student is followed in the same way by the student holding the Alphabet Card B and then C, D, E and so on.

Phonics


Unit 4

Mm Nn


P-CD Track 33

A. Look, listen, and say.

Mm



monkey

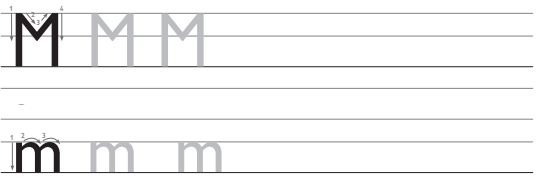


mouth

B. Circle the letters Mm.

M	N	M	H	M	W	N	M
m	m	n	h	m	w	m	n

C. Trace and write.



72

Presentation

Step 1

1. Show the Alphabet Card Mm to the students and say,
Teacher: This letter's name is M but when M gets together with other letters it says /m/ /m/
Student: /m/
Teacher: Yes, the letter M says /m/.
2. Show the monkey Picture Card and say,
Teacher: This letter says /m/ as in monkey. (Repeat the word, emphasizing the /m/ sound, "mmmmonkey", so students can see how the letter is pronounced.)
Student: Monkey.
Teacher: Yes. That's right.
3. Show the Alphabet Card Mm and say,
Teacher: /m/
4. Then show the monkey Picture Card and say,
Teacher: Monkey.
5. Repeat this process a few times with students saying, "/m/ monkey, /m/ monkey, /m/ monkey" as your flip between the Alphabet Card and the Picture Card. Do this until you feel the students understand and can produce both the phoneme and the noun.
6. Follow the same procedure in Step 1 to introduce the letter Nn.

Step 2

1. Have students open their Student Books at page 72.
2. Point to the letters Mm and Nn in the heading and ask the students what the letters' names are and what sound they make.

A. Look, listen, and say.

1. Point to the monkey and ask the students,
Teacher: What do you see?
Student: (I see a) monkey.
Teacher: Yes, /m/ monkey.
2. Now point to the picture of the mouth and say,
Teacher: Another word beginning with the /m/ sound is mouth – /m/ mouth.
Student: /m/ mouth.
3. Now play the Phonics CD Track 33. Have students repeat the words after the CD.

Sample Unit With Teaching Notes

D. Look, listen, and say.

P-CD
Track
34

Nn



nose



nest

E. Circle the letters Nn.

N M N Z N N H N
n h n m n m n u

F. Trace and write.



73

Practice

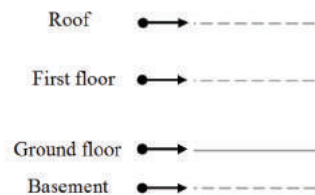
B. Circle the letters Mm.

- Point to the circled uppercase letter M and say, **Teacher:** The letter M has an uppercase letter and a lowercase letter. Please point to the uppercase letter in your books.
- Ask the students to point to all the other uppercase Ms in that row, saying /m/ as they point.
- Point to the circled lowercase letter m and say, **Teacher:** This is the lowercase letter M. Please point to the lowercase letter in your books.
- Ask the students to point to all the other lowercase Ms in that row, saying /m/ as they point.
- Ask the students to then circle all the uppercase and lowercase Ms with their pencils.
- Ask the students to say the phonemes of all the un-circled letters that they have already learned.

Production

Step 1

- Explain to students that the writing guidelines are like a house in which the letters live.



- Draw a picture of a house (see below). Explain that the uppercase letters are bigger, so they reach from the ground floor to the roof. Lowercase letters are smaller, but some are as tall as uppercase letters and touch the roof. The basement is dark and cold so only five letters are brave enough to go down to the basement (g, j, p, q, and y).



Step 2

- Draw the writing guidelines on the board. Students should have their books closed and pencils down.
- Draw the students' attention to the board and write each line of the uppercase letter in the correct order, counting out the lines as you write them.
- Have the students write in the air with their fingers as you write the same letter again.
- Point out mistakes students might make, for example, lines do not touch the guideline or each other and lines are not straight.

C. Trace and write.

- Have the students trace the first letter with the numbered sequence arrows, as you go around the class, checking their writing. Reinforce the letter starting point and direction of writing as you go. Students can then go on to trace the next two letters.
- When you are satisfied that the students know how to write the letter, have them try to write the remaining letters by themselves.
- Repeat the process with the lowercase letter.
- Praise students' efforts and if they make a mistake help them to erase the mistake and rewrite the letter.

Repeat the "Presentation, Practice, and Production" sequence for exercises D, E, and F to introduce the second focus letter Nn.

Sample Unit With Teaching Notes

LESSON

Aim

To practice the pronunciation, written formation and recognition of the letters Mm and Nn as well as practice the vocabulary: *monkey, mouth, nose and nest*

To introduce one more anchor word for each letter: *mouse* and *net*

Materials

Starship English Student Book Pre A1.1

Time


30–40 minutes


Warm-up activities

1. Revise the letters M and N using the Alphabet Cards and Picture Cards by showing the students each card and having them say the phoneme for that letter and for the picture.
2. Ask the students if they know any other words that start with /m/ and /n/. (*mouth* and *nest*)

Once you are sure the students know the four words – *monkey, mouth, nose, and nest* – tell the students that they are going to learn two more words starting with /m/ and /n/.

G. Look, listen, and say. P-CD Track 35

Mm 

Nn 

H. Trace and match.

n M
M n
m N
N m

I. Write the missing letters.

n M N m

74

G. Look, listen, and say.

1. Ask the students to open their Student Books at page 74 and point to the letters Mm and Nn.
2. Play the Phonics CD Track 35 once, having the students listen.
3. Play Track 35 a second time and ask the students to listen and point to the pictures.
4. Play Track 35 a third time and have the students repeat the words after the CD.
5. Ask the students what new words they just learned. (*mouse* and *net*)

H. Trace and match.

1. Before asking the students to trace the letters and match them to the pictures, have the students sound out the phonemes of the letters in the two letter columns.
2. Ask the students to name the items in the pictures (*nose, mouse, monkey, and nest*).
3. Then say,

Teacher: What sound does *nose* begin with?

Student: /n/

Teacher: What sound does *mouse* begin with?

Student: /m/

4. Repeat with the rest of the pictures.
5. Once you have verbally gone through the exercise, ask the students to trace the letters and match them to the correct pictures. Ask the students to sound out the phonemes as they write the letters, and say the name of the picture as they match the letters to the pictures.

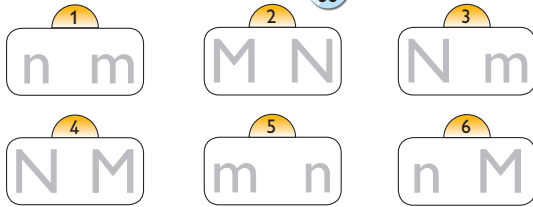
I. Write the missing letters.

Ask the students to fill in the missing letters. Remind the students to sound out the phonemes as they write the letters.

Sample Unit With Teaching Notes

J. Listen and trace the letter.

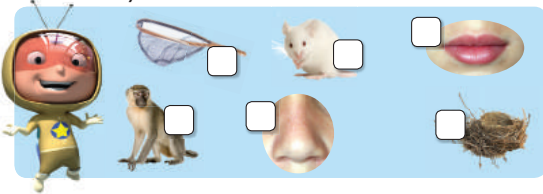
P-CD
Track
36



K. Listen and number.

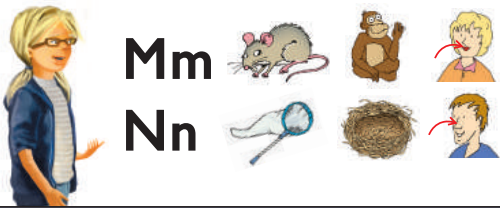
What do you see?

P-CD
Track
37



L. Listen and chant.

P-CD
Track
38



75

J. Listen and trace the letter.

1. Start by having students make the phonemes for the letters in this exercise by asking,

Teacher: What sounds do the letters in number 1 make?

Student: /n/ and /m/

Teacher: What sounds do the letters in number 2 make?

Student: /m/ and /n/

2. Repeat for the remaining items.
3. Play the Phonics CD Track 36 once, having the students point to the correct letters on the page while they listen.
4. Play Track 36 a second time and have the students trace the letter they hear. Pause the CD to give students enough time to finish tracing each letter choice before listening to the next item.

K. Listen and number.

1. Have the students look at the pictures in exercise K as you point to the question and ask, "What do you see?" Let the students try to answer by using any of the words seen in the exercise. One word answers are fine.
2. Play the Phonics CD Track 37 once, having the students look at the exercise in their books while they listen.
3. Play Track 37 a second time and have the students point to the correct pictures while they listen.
4. Play Track 37 a third time and have the students repeat the words after the CD as they fill in the numbers.
5. Check the answers with the class by asking,

Teacher: What number is the net?

Student: Five

Teacher: What number is the monkey?

Student: Three

L. Listen and chant.

1. Play the Phonics CD Track 38 once.
2. Say the letters and words in the chant in the same rhythmical way as the CD.
3. Play Track 38 a second time, having the students listen.
4. Play Track 38 a third time, having the students chant along with the CD.
5. Play Track 38 again and have the students stand up and dance while they chant along with the CD. Repeat the chant as many times as you want, but remember that the chant should be a fun activity, so students should not be forced to participate.

Games and Activities

1. Magic Memory

You will need a set of Alphabet Cards, Picture Cards, and a whiteboard (or something to stand the cards on).

1. After drilling all of the letter-sounds on the Alphabet Cards, place all of the Alphabet Cards on the marker holder (the shelf on the white board that is in place to hold all of your markers) in a line so that all of the cards can be seen.
2. Re-drill the letters and the corresponding pictures.
3. Now replace one of the Alphabet Cards with the corresponding Picture Card and then go along the line of Alphabet Cards again with the students saying what is on each card, including the letter for the Picture Card.
4. The process is then repeated until all of the Alphabet Cards have been replaced with Picture Cards. By this time all of the students should be able to say the letter for each Picture Card even though they are unable to see the letters.



2. Slap and Spell

You will need Alphabet Cards and a whiteboard.

1. Divide the class into two teams.
2. Place some Alphabet Cards on the board (the Alphabet Cards must include consonants [C] and vowels [V] for some of the following CVC words: (bag, box, car, cat, dog, fan, fox, hat, jar, jug, key, net, pen, sun, six, web, yak).
3. Say each letter from a CVC word, for example, s-u-n, then pick a student from one team to come to the board and slap the Alphabet Cards in the order that you said them – s then u then n. If the student slaps the cards in the correct order he/she earns one point for the team. You can encourage the team members to say each letter as the student slaps it. If the student can combine the letters to say the word, he/she can earn an extra point for the team.
4. Repeat the process, alternating students from each team.

3. Basketball

You will need Alphabet Cards, a ball, and a basket.

1. Divide the class into two teams and have each team stand in a line.
2. Choose one team to go first. Show the student at the front of the line an Alphabet Card. If the student says the correct letter name, sound, and anchor word, for example, “M says /m/ in *mouse*,” then he/she scores a point and gets the chance to throw the ball in the basket. If the student succeeds then the team scores two points.
3. If the student does not say the correct letter then the teacher moves onto the next team and repeats the process.
4. After each turn, the student moves to the back of the line.

4. Missing Memory

You will need Alphabet Cards and a whiteboard (or you can use the floor).

1. Divide the class into two teams.
2. Place some Alphabet Cards on the board or floor (so all the students can see them).
3. Ask the students to look at the cards for 45 seconds. Then ask them to close their eyes while you remove one card.
4. Tell the students to open their eyes and try to identify which card is missing. The student who answers correctly earns a point for their team.

Variation: After removing the card the teacher can mix up the cards before telling the students to open their eyes. Once the students are familiar with the game, the teacher can remove two or three cards at one time.

5. Back Scratch Guessing Game

1. Divide students into pairs.
2. Student A turns around and student B uses his/her finger to write a letter on student A's back.
3. Student A must then guess what letter student B wrote.
4. When Student A guesses correctly, the two students swap roles and repeat the process.

Games and Activities

6. Phonics Express

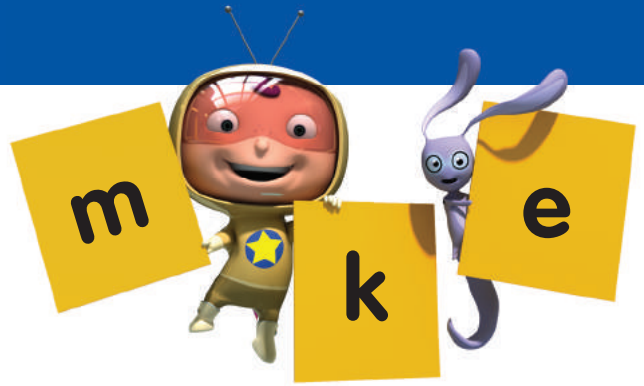
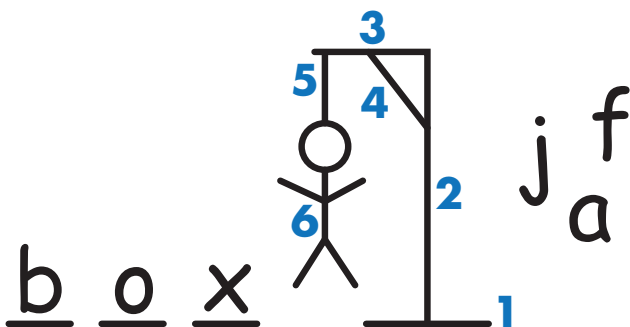
You will need a set of Alphabet Cards.

1. Divide the class into two cities. City A has ten players and City Z has sixteen players.
2. Explain that the students in City A work for an express delivery company, and you want to hire them to transport missing letters of the alphabet to City Z.
3. Shuffle the Alphabet Cards. Give sixteen cards to City Z and the remaining ten cards to City A.
4. City Z must ask for the missing cards in alphabetical order, by saying the relevant anchor word, for example, if they find that the Alphabet Card Mm is missing they must say, "Please transport the card for mouse to City Z."
5. The City A student who has the Alphabet Card Mm must take the card to City Z and say the name of the letter and its sound, for example, "The letter M says /m/."
6. When all the cards have been transported to City Z, ask the class to hold up the cards and arrange themselves in alphabetical order.

7. Hangman

You will need a whiteboard and markers.

1. Choose a word from the Student Book Pre A1.1 phonics lessons already studied and draw a dash for each letter on the whiteboard.
2. Tell the students that they have to guess letters. If the letter is in the word, you will fill in the dash but if it isn't, you will add a line to the gallows. The students must guess all the letters for the word before you finish drawing the gallows.
3. Have the students call out letters. Fill in the dash with a correct letter or write an incorrect letter on the board, and draw one line of the gallows (as per the numbers in the example below).
4. Continue this process until the students determine the word or until you have completed the drawing of the gallows and the hanging stick man.



8. Alphabet Dodge Ball

You will need a set of Alphabet Cards.

1. Divide the class into two teams. The teams line up, facing each other. Each student holds an Alphabet Card with the letter facing the opposing team.
2. A student in Team 1 starts by calling out the sound of a letter held by a member of Team 2. The Team 2 student with that Alphabet Card has 3 seconds to "dodge the ball" by calling out a letter held by a member of Team 1.
3. In turn, the student in Team 1 has 3 seconds to "dodge the ball" by calling out another letter held by Team 2.
4. This back and forth continues until a mistake is made. Mistakes include:
 - Calling out the letter of the student who just called your letter, for example,
Team 1 student holding Alphabet Card Mm: "F"
Team 2 student holding Alphabet Card Ff: "M"
Note: Team 2 student should have called out any letter in Team 1, except M
 - Taking longer than 3 seconds to react to one's letter being called
 - Calling out the letter of a student in one's own team
5. The student who makes the mistake gets "hit by the ball" and the teacher draws a circle on the board under that team's flag. The team with the least circles wins the game.
6. The player who gets "hit by the ball" restarts the game after the mistake, and he/she continues to participate in the game.
7. The faster the students react, the more exciting the game gets, and the more chance of mistakes being made. The game should be fun, and conducted in an enjoyable way.

Variation: After a few mistakes have been made, have students swap cards among their own team members or with the other team, so they have the opportunity to interact with different letters.

FOCUS

Theme

Greetings; Directions

Aim


Students learn how to: say hello, introduce oneself and say good-bye; follow essential directions for learning; ask and answer questions to identify essential items for learning

Structures

- Imperatives (*Look. Open your book.*)
- *Wh-* questions with contracted *BE* (*What's your name? What's this?*)
- Statements with contracted *BE* (*My name's Star. It's an eraser.*)
- Demonstrative: *this* (*What's this?*)
- Possessives: *my* and *your* (*My name's Star. What's your name?*)
- Articles: *a, an, the* (*It's a pencil. It's an eraser. Point to the book.*)

Vocabulary

a, an, book, close, eraser, hello, your, good-bye, it's, listen, my, look, name, name's, open, point, say, the, this, to, what's, write




Unit
1

Hello!

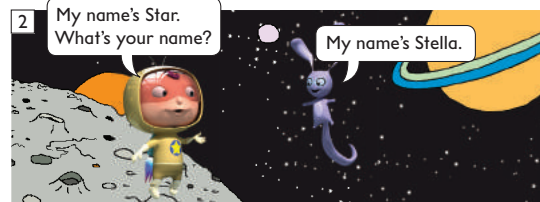
A. Look, listen, and say. Track 1

1




Hello. Hello.

2



My name's Star. What's your name? My name's Stella.

3



Good-bye, Stella. Good-bye, Star.

4

Lesson preparations

Starship flash cards 1 to 7: *Look., Listen., Write., Say book., Open your book., Close your book., Point to the book.*


Star and Stella hand puppets (see page 13)

Audio CD Tracks: 1, 2, 3, and 5


Activity Book: "Read and say" on page AB4; "Match" on page AB5

Extras: box or bag in which to hide Star and Stella

Warm-up activity CT1, CT5

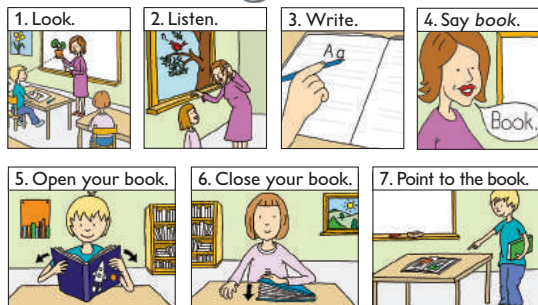
-  Preview the greeting song from the lesson's Sing activity on page 7. Sit in a circle with the students. Play CD Track 5. As the song plays, introduce actions and encourage students to follow them. Wave for *Hello* and *Good-bye*; shrug with palms up for *What's your name*; point to different students using an open-hand gesture on *your*, and point to yourself on *my*.

Look, listen, and say CT1, CT2, CT3

- Books closed.** Remain seated in a circle and introduce the puppets, Star and Stella.
 - Have the puppets hidden in a box or a bag. Show the cover of the Student Book. Point to each character and say their names, slowly and clearly. Encourage students to repeat their names with you. Look around as if you're calling out and searching for the puppets.
 - Draw attention to the hiding place. Make a *Shhhhh* sound. When students are quiet, bring out Star. Say, "It's Star." Have Star wave. Say, "He says *Hello*." Say "Hello." Encourage students to repeat it with you several times. Repeat the routine as you introduce Stella.
 - Tell students that Star and Stella are here to learn English too. Tell students they must use English with the puppets as they don't speak any other language.
 - Put the puppets away, saying *Good-bye*. Repeat until students start saying *Good-bye* with you.
- Books open.** Look at the opening scene on page 4.
 - Point to each character and encourage students to say their names. (*Star, Stella*)
-  Say, "Everyone listen." Play CD Track 1, frame by frame. Students point to each speech bubble on page 4 as each part is spoken.

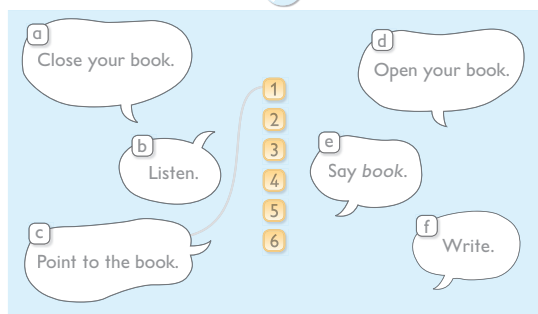
B. Listen and say.

Track 2



C. Listen and match.

Track 3



5

Listen and say CT2, CT3

- Books closed.** Introduce the first four learning directions on page 5 (*Look., Listen., Write., and Say book.*).

 - Point to your eye and then to an object in the room and say, "Look." When all students are looking at the object, give positive reinforcement. Next, point from your eye and then to your mouth, and say, "Look." When students are all looking at your mouth, model the word *look*. Encourage students to say the word with you several times. Show the flash card and leave it on display.
 - Hold your hand to your ear and say, "Listen." When students appear to be listening, model the word *listen*. Encourage students to say the word with you several times. Show the flash card and leave it on display.
 - Pick up an imaginary pen, pretend to write, and say, "Write." When students are doing the same, model the word *write*. Encourage students to say the word with you several times. Show the flash card and leave it on display.
 - Do a role-play with Star. While he is off your hand, say to him with a talking hand gesture, "Say Hello." Shift into the role of Star by moving position and putting the puppet on your hand. As Star say, "Hello." Give your students a turn. Say, "Say Hello." (*hello*) Hold up a book. Say, "Say book." (*book*) Model the word *say*. Encourage students to say the word with you several times. Show the flash card and leave it on display.
- Play a game to practice the directions *Look, Listen, Write, and Say (book)*. Perform the gestures, one by one, and wait for students to call out the word. Have two or three students lead the class through rounds of the game.
- Introduce the last three learning directions on page 5 (*Open your book., Close your book., Point to the book.*). Use the gestures as you say, "Look and listen." Hold up a book and as you open it, say, "Open your book." Repeat until all students are following. With a talking hand, say, "Say Open your book." (*Open your book.*) Encourage students to say the phrase with you several times. Show the flash card and leave it on display. Adapt the routine to introduce *Close your book* and *Point to the book*.
- Track 2

Say, "Let's listen and say." Encourage students to close their eyes and listen carefully to the voice on the CD. Play CD Track 2. Pause as necessary for practice.

- Say, "Listen." Play the first frame. Say, "Say it with me." Encourage the class to repeat the two sentences with you. Use the puppets to communicate meaning—they can wave for *Hello*. Play the second frame and then the third—Star can point to himself on *My name's Star* and to Stella on *What's your name?* They can wave for *Good-bye*.
- Divide the class into two groups—group 1 is Star and group 2 is Stella. Encourage the use of the gestures as the parts are said. Students swap parts and repeat.
- Divide the class into pairs. Ask each pair of students to take turns speaking the part of Star and the part of Stella. Correct pronunciation errors.
- Books closed.** Have students introduce themselves to a partner. Show them what to do through a role-play with Star. On the board write, A: *My name's _____. What's your name?* B: *My name's _____. Point to A and say to Star, "My name's [your name]. What's your name?" Point to B and as Star, say, "My name's Star."* Put students into pairs. Check that they know to use their own names as they take turns reading A and B.
- Activity Book.** Ask students to complete "Read and say" on page AB4.

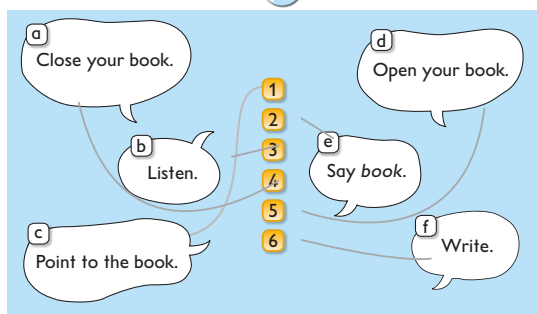
B. Listen and say.

Track 2



C. Listen and match.

Track 3



5


- Students take turns to stand in front of the class and hold up a number of fingers (1 to 6). They choose a student with a raised hand to say and act out the direction that matches the number. That student then comes to the front to take the next turn.

5. **Activity Book.** Ask students to complete “Match” on page AB5.


Extra activity CT2, CT3

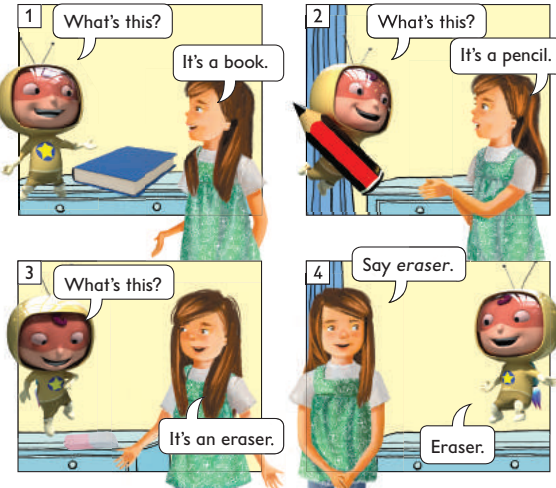
1. Tell students to practice following the directions on page 5. This will prepare them for the warm-up activity in the next lesson and can be done in class or for homework.
 - In class, students can take turns practicing in pairs. One student calls out a direction and the other acts out the direction.
 - As homework, students can cover a picture, read the direction, act it out, and then uncover the picture to check their accuracy. Show them how to do this in class.

Listen and match CT2, CT3

1. **Books open.** Say, “Listen.” Point to a speech bubble and read it aloud. Encourage students to say it with you. Repeat this routine for all the speech bubbles.
2.  Say, “Let’s listen and match.” As you say *match*, trace with your finger the line from 1 to c. Play One on CD Track 3. Hold up one finger and say “Point to the 1.” Wait until you see that students are all pointing to the number 1. Say, “One matches ... [pause to allow students to finish the sentence] (*Point to the book*).” Pick up a pencil and trace the line from 1 to c.
3. Check that students know to have a pencil in hand, to look at their books, and to listen to the CD. Play CD Track 3. Pause for students to match the numbered boxes to the speech bubbles.
4. Play a game to first check students’ answers and then give further practice.
 - Hold up a number of fingers, between 1 and 6. Encourage students to say and act out the directions that match.
 - Put students into pairs to take turns saying and acting out the directions. One student indicates a number. The other says and acts out the matching direction. They swap when you tell them to.



D. Look, listen, and say. 




1 What's this? It's a book.

2 What's this? It's a pencil.

3 What's this? It's an eraser.


4 Say eraser. Eraser.

E. Look and say.



What's this?

Look, listen, and say CT1, CT2, CT3

- Books closed.** Preview *book*, *pencil*, and *eraser*. Hold up the book and say, "Say book." (*book*) Move around the group as you model the word *book*. Let students see how your mouth moves as you say the word. Encourage students to practice with you. Show the flash card and leave it on display. Repeat the procedure with the words *pencil* and *eraser*.
- Books open.** Say, "A book," and then point to the picture and then the word. Say, "A pencil." Encourage students to point to the picture and then the word. Repeat the procedure for *eraser*.
-  Say, "Look, listen, and say" and make the learned gestures. Play One on CD Track 4. Have the class repeat the question and answer with you. Shrug as you ask the question. Continue this procedure for frames 2, 3, and 4.
- Divide the class into two groups—Group 1 is Star and group 2 is the girl. Groups then swap roles and repeat.
- Divide the class into pairs, with student A as Star and student B as the girl in each pair. They practice and then swap roles and repeat. Correct pronunciation errors.
- Activity Book.** Ask students to complete "Listen and check" on page AB6 (CD Track 68).

Look and say CT1, CT2

- Activity Book.** Ask students to complete "Listen and say" on page AB6 (CD Track 69).
- Books closed.** Hold up a book, a pencil, and an eraser in turn as you ask the question, "What's this?" (*a book; a pencil; an eraser*)
- Books open.** Put students in pairs to practice asking and answering the question about the three pictured items. Correct pronunciation errors.
- Students take turns to stand in front of the class, hold up one of the three items, and ask, "What's this?" They choose a student with a raised hand to say what it is. That student then comes to the front of the class to take the next turn.

Lesson preparations

Starship flash cards 1 to 10: *Look., Listen., Write., Say book., Open your book., Close your book., Point to the book., book, pencil, eraser*

Star and Stella hand puppets (see page 13)

Audio CD Track: 4

Activity Book: "Listen and check" and "Listen and say" on page AB6 (CD Tracks 68 and 69)

Extras: a book (other than the Student Book), a pencil, and an eraser for "Look, listen, and say"

Warm-up activity CT2, CT3

- Review the directions learned in the previous lesson. Sit with the students in a circle. They will need their Student Books.
 - Students act out directions as you call them out. For *Look*, *Listen*, and *Write* they should use the learned gestures.
 - Place flash cards 1 to 7 face down in a pile in the middle of the circle. Have students take turns to pick up a card and call out the direction for their classmates to act out.

F. Sing.



Hello. Hello. Hello.
What's your name?
What's your name?
My name's Stella.



Hello. Hello. Hello.
What's your name?
What's your name?
My name's Star.



Good-bye Stella.
Good-bye Star.

Good-bye.
Good-bye.
Good-bye.


G. Point to Star.

7

Sing

SONG CD

CT3, CT5

1.  **First listening.** Say, "Listen to the song." Show students you want them to close their eyes. Play CD Track 5.
2. **Second listening.** Remind students of the gestures they have learned. Show waving for *Hello* and *Good-bye*; a shrug with palms up for *What's your name?*; an open-hand gesture to another student for *your*; and point to yourself for *my*. Say, "Listen to the song. Do the actions." Play CD Track 5 again. Take the lead to encourage using the actions.
3. **Third listening.** Say, "Sing and do the actions." Replay CD Track 5. Again, take the lead to encourage singing and using the actions.
4. **Books open.** Ask students to look at the pictures on page 7. Say, "Point to Stella." Wait to see all students pointing to the picture of Stella. Say, "Point to Star." Wait to see all students pointing to the picture of Star. Ask students to look at the words. Read the words of the song with the students.
5. **Fourth listening.** Ask students to sing along using actions again. Replay CD Track 5.
6. **Activity Book.** Have students complete "Read and match" on page AB7.

Lesson preparations

Starship flash cards 1 to 10: *Look., Listen., Write., Say book., Open your book., Close your book., Point to the book., book, pencil, eraser*

Star and Stella hand puppets (see page 13)

Audio CD Track: 5

Activity Book: "Read and match" on page AB7

Warm-up activity CT3

1. Use the flash cards to review the lesson's vocabulary. Take the opportunity to provide lots of praise.

Extra activity CT5

1. To conclude the lesson, have the class stand up to sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.

Extension activities CT5

1. Teach students to substitute their own names when singing the song. Have them sit in a circle. Choose a starting point and then move around the circle repeating the first verse for each student. The last line of each verse should be sung by the student whose turn it is to introduce himself or herself. Conclude the round with a verse each for Star and Stella. Choose two students to handle the puppets and sing their introduction line.
2. Ask students to draw Star and Stella or take photos of Star and Stella with the students. Display their drawings and photos on the walls around the classroom.

Grammar, Pronunciation, Culture notes

Grammar CT2

Starship English teaches language that fluent speakers use. The opening dialogs throughout the series consistently model contracted forms of *BE*. For example, in this very first lesson, students learn: *My name's Star. What's your name? What's this? It's an eraser.* Show students that the apostrophe "s" (*'s*) represents the word *is*. On the board, write: *name's = name is; What's = What is; It's = It is.* Model the difference in pronunciation between the two forms. Always draw students' attention to instances where contracted forms of *BE* are modeled. Frequently check that students are aware that 's represents *is*. This will help them to understand the

Statements

Hello.
Good-bye,

Star.
Stella.

Questions

What's your name?
this?

Statements/Answers

My name's

Star.
Stella.

It's

a book.
a pencil.
an eraser.

Statements (Imperatives)

Look.
Listen.
Write.

Say

eraser.
book.
pencil.

Open
Close

your book.

Point to

the eraser.
book.
pencil.

difference between the plural and possessive *s* at the ends of words when they appear in later units and levels.

Another point of grammar to focus on in this lesson is the introduction of the articles *a* and *an*. Use the relevant grammar table below. Draw students' attention to *an eraser*. Highlight the letter *e* in *eraser* and then say *a eraser* in a way that shows the disjointedness between *a* and the "e" sound in *eraser*. Frown and shake your head. Next, model *an eraser* in a way that shows a smooth connection. Smile and nod your head.

Pronunciation CT2

1. The opening scene helps students pronounce the subject-verb agreement "s" as in *name's*. This is because the next words start with an "s" sound. Consider *My name's Star*. If the words are correctly connected, the "s" sound falls easily into place. Listen closely to hear that the "s" is pronounced in instances where the following word does not start with an "s" sound, as in *What's your name?* If students are having trouble with the sound in this position, model it and provide opportunities for plenty of practice.
2. Give students practice in pronouncing particular vowel sounds by grouping words containing similar sounds. For example: *book, look, good-bye; hello, open, close; say, name; Hello, Stella; Write, good-bye*. Focus on particular sounds as necessary. Choose one group at a time. Model the sound and then have students practice it. Say the words in the group slowly and clearly and then have students repeat them with you.
3. Make sure students are expelling air on the "p" sound in *pencil*. Have students see what happens when they lightly hold a piece of paper in front of their mouths as they say *pencil*. Tell them to compare what happens when they say *book*.

Culture notes CT1

The gestures suggested in this lesson to help communicate meaning are used in many English-speaking cultures. Compare these gestures to those used by your students in speaking their own language. Is hand-waving associated with greetings and farewells? Does a shrug indicate a question?

Is your name Stella?

FOCUS

Theme

Questions; Directions

Aim

Students learn how to: greet someone they have recently met with *Hi* and a question to check knowledge of their name; give and follow some essential directions for learning and some other useful directions; ask questions to check knowledge of the words for recently learned objects

Structures

- Imperatives (*Stand up. Open the window.*)
- Yes/No questions with *is* (*Is your name Stella? Is this a chair?*)
- Full Yes/No answers with contracted BE in the negative (*No, it isn't. Yes, it is.*)
- Simple phrasal verbs (*Stand up. Sit down. Come here.*)

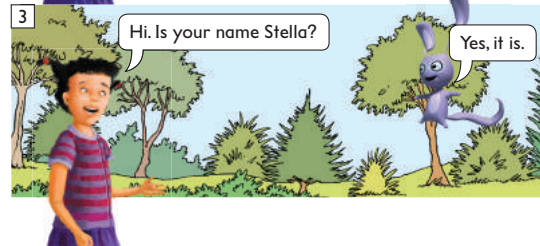
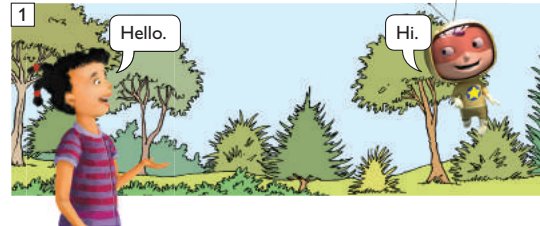
Vocabulary

board, come, here, door, go to, is, isn't, no, sit, down, stand, up, window, yes, it, open, close, chair, desk, hi

Unit
1

Is your name Stella?

A. Look, listen, and say.

Track
6

8

Lesson preparations

Starship flash cards 11 to 16: *Stand up., Sit down., Come here., Go to the board., Open the window., Close the door.*

Star and Stella hand puppets (see page 13)


Audio CD Tracks: 6, 7, and 10

Activity Book: “Read and say” on page AB8; “Match” on page AB9

Extras: flash cards 1 to 7 from Lesson 1


Warm-up activity

CT5

1.  Preview the greeting song from the lesson's Sing activity on page 11. Sit in a circle with the students. Play CD Track 10. As the song plays, introduce actions for students to follow. Have Star on your left hand for the first verse and Stella for the second. Point to the puppets using an open-hand gesture on *your* in the first line of each verse, nod your head and have the puppets do the same on *Yes*, and put the puppets forward on *My*. Star can gesture to himself.

Look, listen, and say

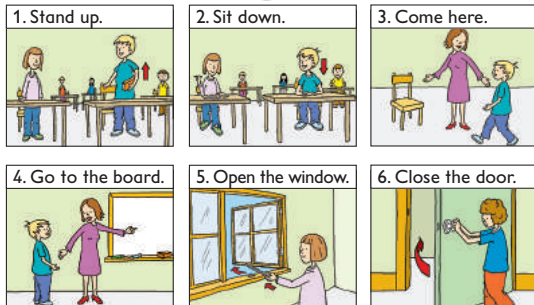
CT1, CT2, CT3

1. **Books closed.** Remain seated in a circle. Put on the puppets, Star and Stella.
 - Have Star and Stella say *Hello* to the class. Encourage students to respond with *Hello* and a wave. Have the puppets say *Hi* to the class a few times. Encourage students to respond by saying *Hi* and waving. Then, have Star and Stella greet each other using both *Hello* and *Hi*, and their names—*Stella: Hello Star. Star: Hi Stella.* Next, have Star and Stella take turns to greet individual students using their names. Have the puppets use *Hello* and *Hi* randomly and encourage students to choose *Hello* or *Hi* in response.
2. **Books open.** Look at the opening scene on page 8.
 - Point to each puppet and encourage students to say their names. (*Star, Stella*)
3.  Ask students to listen. Play Track 6, frame by frame. Encourage them to point to each speech bubble on page 8 as each part is spoken.
4. Ask students to listen again. Play the first frame. Have students repeat the two lines with you. Continue in this way as you play the second frame and then the third. Use gestures to help communicate meaning. Wave for *Hello* and *Hi*. Use an open-hand gesture on *your*. Shake your head on *No*, and nod on *Yes*.

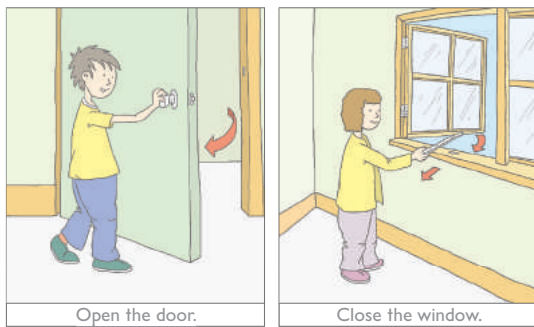
Listen and say CT2, CT3

B. Listen and say.

Track
7



C. Look and say.



9

- Divide the class into two groups—group 1 is the girl and group 2 is Star or Stella. Encourage the use of the gestures as the parts are said. Give directions to swap parts and repeat.
- Divide the class into pairs. Ask each pair of students to take turns speaking the part of the girl and the parts of Star and Stella. Correct pronunciation errors.
- Books closed.** Have students check their partner's name. Show students what to do through a role-play with Star. On the board write, A: *Is your name Star?* B: *Yes, it is.* Point to A and ask Star the question. Point to B and, as Star, answer the question. Put students into pairs, check that they know to use each other's names as they take turns saying parts A and B.
- Activity Book.** Ask students to complete "Read and say" on page AB8.
- Books closed.** Review the directions from Lesson 1 using the flash cards. Hold up each card, with the words covered, and have students call out each word or phrase.
- Introduce *Stand up* and *Sit down* as follows:
 - With an upward hand movement, say "Stand up." Continue the gesture and direction until all students are standing. Ask them to look and listen. Model the phrase *Stand up*. Encourage students to say the phrase with you several times. Show the flash card and then leave it on display.
 - Repeat the process to introduce *Sit down*, using a downward hand movement.
 - Practice these first two directions. Without using gestures, call them out randomly and wait for students to stand or sit. Increase the pace.
- Introduce *Come here* and *Go to the board* as follows:
 - Stand beside a chair. Call out a student's name and say, "Come here." Use a beckoning gesture with one hand, followed by an open-hand gesture to the chair. Ask them to sit down. Go to another place in the room, call out another student's name and then, along with the gesture, say "Come here." Give students positive feedback and have them return to their chairs. Have students look and listen as you model the phrase *Come here*, and then encourage them to repeat it several times with you. Show the flash card and then leave it on display.
 - Repeat the process to introduce *Go to the board*. You will need to stand at a distance from the board. Use an open-hand gesture to a student with one hand and towards the board with the other.
- Practice the first four directions (*Stand up*, *Sit down*, *Come here*, *Go to the board*). Address different students and give different directions.
- Introduce *Open the window* and *Close the door* as follows:
 - Say, "Open the window." Put your hands on your chest with your elbows up and then open out to an outstretched position. Then demonstrate using a classroom window. Ask different students to "Open the window." Give positive feedback. Complete the model-and-practice routine, using the gesture. Display the flash card.
 - Repeat the process to introduce *Close the door*. Have both arms outstretched and bring one arm straight around, across your body, to meet the other.
- Practice all six directions with different students, using gestures as necessary.
- Books open.** Say, "Let's listen and say." Tell students to close their eyes and listen carefully to the voice on the CD. Play CD Track 7. Pause after each direction for practice with gestures.

B. Listen and say.

Track
7

1. Stand up.



2. Sit down.



3. Come here.



4. Go to the board.



5. Open the window.



6. Close the door.



C. Look and say.



Open the door.



Close the window.

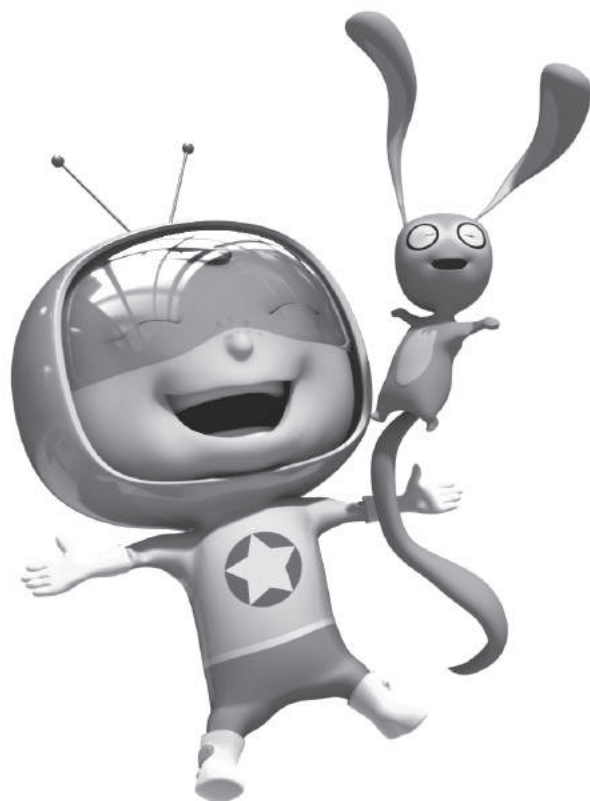
9

Extra activity CT2, CT3

1. Tell students to practice saying and following the directions on page 9. This will prepare them for the warm-up activity in the next lesson and can be done in class or for homework.
 - In class, students can take turns practicing in pairs. One student gives a direction and the other acts out the direction or simply points to the corresponding picture on page 9.
 - As homework, students can cover the words on page 9, look at the pictures, say the corresponding direction, and then reveal the picture to check their accuracy. Show them how to do this in class.

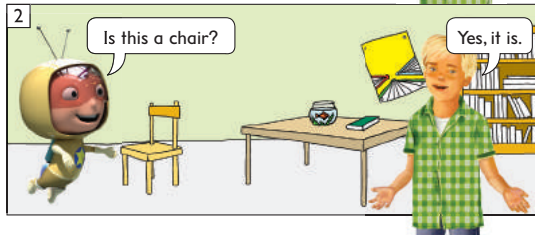
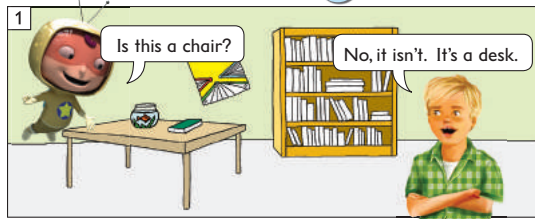
Look and say CT1, CT2

1. **Books open.** Say, "Look and say." Point to the first picture and say the direction, "Open the door." Repeat the direction and encourage students to say it with you.
2. Point to the second picture and say the direction, "Close the window." Repeat the direction and encourage students to say it with you.
3. Put students into pairs to take turns pointing to each picture and saying "Open the door" and "Close the window" to each other.
4. In turn, whisper one of the four following directions to different students: *Open the door; Close the door; Open the window; Close the window.* The student you have whispered to then acts out the direction. Encourage the class to call out the direction that each student is following.
5. **Activity Book.** Ask students to complete "Match" on page AB9.



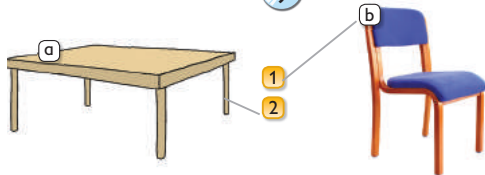
D. Look, listen, and say.

Track 8



E. Listen and match.

Track 9



10

Lesson preparations

Starship flash cards 11 to 18: *Stand up., Sit down., Come here., Go to the board., Open the window., Close the door., desk, chair*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 8 and 9

Activity Book: “Listen and check” and “Listen and say” on page AB10 (CD Tracks 70 and 71)

Warm-up activity CT2, CT3

1. Review the directions learned in the previous lesson. Sit with the students in a circle. They will need their Student Books.
 - Call out directions in a random order. Praise students as they correctly use the learned gestures.
 - Shuffle flash cards 11 to 16 and place them face down in a pile in the middle of the circle. Have students take turns to pick up a card and call out the direction for their classmates to respond to. You can use Star to help students as necessary.

Look, listen, and say CT1, CT2, CT3

1. **Books closed.** Preview *chair* and *desk*. Point to your chair and say, “a chair.” Hold up the flash card, with the word covered, and move around the group as you model a *chair*. Let students see how your mouth moves as you speak. Point to different chairs to show that a *chair* is any chair. Encourage students to practice the word with you. Show the word on the flash card and then leave it on display. Repeat for *desk*.
2. **Books open.** Hold up the *chair* flash card and say, “a chair.” Slowly and clearly point to the picture and then the word. Encourage students to say the word and point to the picture and the word in their books. Repeat for *desk*.
3. **Track 8** Say, “Look, listen, and say” along with the learned gestures. Play One on CD Track 8. Have the class repeat the question and answer with you. Hold up the *desk* flash card and shrug as you ask, “Is this a chair?” Shake your head as you answer the question. Continue for frame 2. Hold up the *chair* flash card and nod your head when you answer. Play Two on CD Track 8.
4. Divide the class into two groups—group 1 is Star and group 2 is the boy. Groups then swap roles and repeat.
5. Divide the class into pairs, with student A as Star and student B as the boy in each pair. They practice and then swap roles and repeat. Correct pronunciation errors.
6. **Activity Book.** Ask students to complete “Listen and check” on page AB10 (CD Track 70).

Listen and match CT2

Track 9

Audio script

Narrator: One

Boy: This is a chair.

Narrator: Two

Star: Is this a desk?

Boy: Yes, it is.

1. **Books closed.** Move around the classroom pointing to different chairs and desks as you ask, “Is this a chair?” and “Is this a desk?” Give students equal opportunity to answer both affirmatively and negatively.
2. **Books open.** Hold up the book and a pencil and say, “Listen and match.” Play One on CD Track 9. Ask, “Is 1 a match with a?” (*No, it isn't.*) “Is 1 a match with b?” (*Yes, it is.*) Show students how to match 1 and b by drawing a line between them. Play Two on CD Track 9. Ask them to complete the task. Check their response.
3. **Activity Book.** Ask students to complete “Listen and say” on page AB10 (CD Track 71).

F. Sing.

Track 10

Is your name Star?
Yes, it is.
Yes, it is.
My name's Star!

Is your name Stella?
Yes, it is.
Yes, it is.
My name's Stella!



G. Point to Stella.

11

Sing

SONG CD

CT3, CT5

1. **Track 10** **First listening.** Say, "Listen to the song." Show and tell your students you want them to close their eyes. Play CD Track 10.
2. **Second listening.** Remind students of the gestures for *your*, *my*, and *yes*. Say, "Listen to the song. Do the actions." Play CD Track 10 again. Take the lead to encourage using the actions.
3. **Third listening.** Say, "Sing and do the actions." Replay CD Track 10. Again, take the lead to encourage singing and using the actions.
4. **Books open.** Ask students to look at the pictures on page 11. Say, "Point to Stella." Wait to see all students pointing to the picture of Stella. Say, "Point to Star." Wait to see all students pointing to the picture of Star. Ask students to look at the words. Read the words of the song, using actions, with the students.
5. **Fourth listening.** Ask students to sing along using actions again. Replay CD Track 10.
6. **Activity Book.** Have students complete "Look and circle the words," "Draw a chair," and "Draw a desk" on page AB11.

Lesson preparations

Starship flash cards 11 to 18: *Stand up., Sit down., Come here., Go to the board., Open the window., Close the door., desk, chair*

Star and Stella hand puppets (see page 13)

Audio CD Track: 10

Activity Book: "Look and circle the words," "Draw a chair," and "Draw a desk" on page AB11

Warm-up activity

CT2

1. Put on the puppets. Hold up Star and ask, "What's his name?" (*Star*) Hold up Stella and ask, "What's her name?" (*Stella*)

Extra activities

CT3, CT5

1. Use the flash cards to review the lesson's vocabulary. Take the opportunity to provide lots of praise.
2. To conclude the lesson, have the class stand up to sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.

Extension activities

CT2, CT3, CT5

1. Give various students different classroom instructions flash cards. Have each student give the instruction to a classmate. The classmates follow the directions. Take back the flash cards, shuffle them, and give them to a different set of students to continue the game.
2. Teach students to substitute their own names when singing the song. Have them sit in a circle. Choose a starting point and then move around the circle repeating the first verse for each student. Students should all sing together, but gesture towards the student whose name is in question when they sing *your*. When it comes to the last line, the student should point to themselves as they sing, *My name's ...!*

Grammar, Pronunciation, Culture notes

Grammar CT2

In this lesson, students are introduced to full affirmative and negative responses to *Yes/No* questions. As students come across the word *it*, ask questions to make sure they know what *it* refers to.

Focus on the directions *Come here* and *Go to the board*. It is important that students understand the difference in

Statements

Hello.
Hi.

Questions

Is	your name	Stella?
	this	a chair? a desk?

Statements/Answers

Yes, it is.

No, it isn't.	It's a desk. It's a chair.
---------------	-------------------------------

Statements (Imperatives)

Stand up.
Sit down.
Come here.
Go to the board.

Open	the window.
Close	the door.

meaning between the verbs *come* and *go*. With *Come here*, the place to move towards is close to the person giving the direction. With *Go to the board*, the place (the board) is at a distance from the speaker. Consistent and clear use of the gestures for each of these directions will help students to understand the difference.

Pronunciation CT2

1. Give students practice in pronouncing particular vowel sounds by grouping words containing similar sounds. For example: *is, it, sit; hello, open, close, window, go; your, door, board; Hello, Stella, desk*. Focus on particular sounds as necessary. Choose one group at a time. Model the sound and then have students practice it. Say the words in the group slowly and clearly and then have students repeat them with you.
2. Make sure students are clearly producing the "th" sound in *this*. Their tongues must be slightly visible between their teeth and a steady stream of air must be expelled when making the sound. Have students practice close to a mirror. If they position their tongues correctly then produce the sound, they will create a fog on the mirror.

Culture notes CT1

In many English-speaking cultures, it is acceptable to beckon with the palm of the hand faced upwards (rather than down) and the hand or all fingers waving towards the speaker. Even waving one index finger can be appropriate. However, in many other cultures, a beckoning gesture with the palm up, particularly with one index finger waving, is considered extremely rude. Take time to explore different cultural attitudes towards the right and wrong way to beckon.

FOCUS

Theme

Identification and classroom instructions

Aim

Students learn how to: identify themselves and others as a boy or a girl; give and follow essential classroom instructions; identify things they see

Structures

- Personal pronouns with contracted BE (*I'm a boy. He's a boy. She's a girl.*)
- Personal pronouns (*What do you see? I see a pen.*)
- Imperatives (*Hands up. Work in pairs. Be quiet, please.*)
- Wh- question with *What* (*What do you see?*)

Vocabulary

be quiet, boy, crayon, girl, hands up/down, he's, she's, I, I'm, pen, ruler, see, work in pairs/groups, please, what, do, you

Unit 1 I'm a boy. I'm a girl. Track 11

A. Look, listen, and say.

1

2

3

12

Lesson preparations

Starship flash cards 19 to 23: *Hands up., Hands down., Be quiet, please., Work in pairs., Work in groups.*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 11, 12, and 15

Activity Book: "Read and say" on page AB12; "Listen and check" on page AB14 (CD Track 72)

Extras: directions flash cards from Lesson 2

Warm-up activity CT5

- Preview the song from the lesson's Sing activity on page 15. Sit in a circle with the students. Play CD Track 15. As the song plays, introduce actions for each of the five phrases in the song. Encourage students to follow them. On *Work in pairs*, hold up the index fingers on both hands. On *Work in groups*, have both your index and middle fingers up.

Look, listen, and say CT1, CT2, CT3

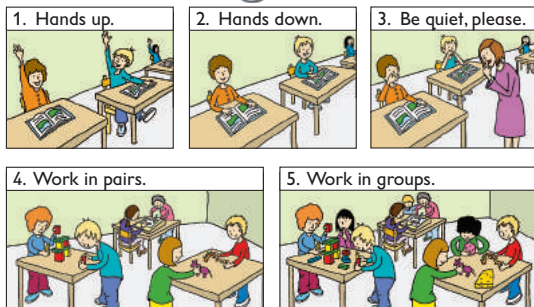
- Books closed.** Remain seated in a circle. Put on the puppets, Star and Stella.

 - Have Star and Stella greet the whole class. Encourage students to respond with *Hello* and a wave. Next, have the puppets take turns greeting individual students by name, using *Hello* and *Hi* randomly. Have them occasionally ask, "Is your name ...?" Students respond to the greetings and questions.
 - Have Star say, "I'm a boy." Move around the outside of the circle with Star. Pause behind a boy, and have Star sit on his shoulder and say, "He's a boy." Repeat several times as you move around the circle back to your place. Next, have Stella say, "I'm a girl." Repeat the routine, this time with Stella identifying girls.
- Books open.** Direct students to the opening scene on page 12.

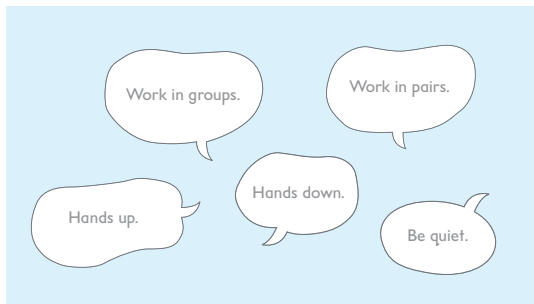
 - Point to each puppet and encourage students to say their names. (*Star, Stella*)
- Ask students to listen. Play Track 11, frame by frame. Encourage them to point to each speech bubble on page 12 as each part is spoken.
- Ask students to listen again. Play the first frame. Have students repeat the line with you. Continue in this way as you play the second frame and then the third.

B. Listen and say.

Track
12



C. Look and say.



13

Listen and say CT2, CT3

- Books closed.** Review the directions from Lesson 2 using the flash cards. Hold up each card in turn, with the words covered, and have students call out each phrase.
- Introduce *Hands up* and *Hands down* as follows:
 - Raise your hand and say, “Hands up.” Continue the gesture and direction until all students have their hands up. Ask them to look and listen. Model the phrase *Hands up* slowly and clearly. Encourage students to say the phrase with you several times. Show the flash card and then leave it on display.
 - Repeat the process to introduce *Hands down*, starting with your hand up and then lower it.
 - Practice these first two directions. Without using gestures, call them out randomly and wait for students to raise or lower their hands. Increase the pace.
- Introduce *Work in pairs* and *Work in groups* as follows:
 - Hold up your index fingers and say, “pairs.” Go around the room dividing the class into pairs. Count off saying, “One, two—a pair.” Use open-hand gestures to clearly show who you are counting and then hold out your arms to show that each two students you count is a pair. Hold up the flash card for *Work in pairs*, with the words covered. Model the phrase slowly and clearly. Encourage students to say the phrase with you several times. Show the words on the flash card and then leave it on display.
 - Repeat the process to introduce *groups*. Have your index and middle fingers up when you first say the word. When you count off, say “One, two, three—a group.” Try to make different-sized groups.
- Practice the first four directions. Students raise their hands on *Hands up*, lower them on *Hands down*, hold up their index fingers on *Work in pairs*, and their index and middle fingers on *Work in groups*.
- Introduce *Be quiet, please*. Put your index finger to your lips and make a long “shhh” sound. In a quiet voice say, “Be quiet, please.” Move around the room, modeling the phrase slowly and clearly. Encourage students to say the phrase with you several times. Show the flash card and then leave it on display.
- Practice all five directions. On *Be quiet, please*, students put their index fingers to their lips and make a long “shhh” sound.
- Track 12 Books open.** Say, “Let’s listen and say.” Tell students to close their eyes and listen carefully to the voice on the CD. Play CD Track 12. Pause after each direction for practice with gestures.
- Play a game. Have Star whisper a direction in your ear. Perform the gesture and have students call out which direction you are following. Continue with other directions.

B. Listen and say.

Track
12

1. Hands up.



2. Hands down.



3. Be quiet, please.



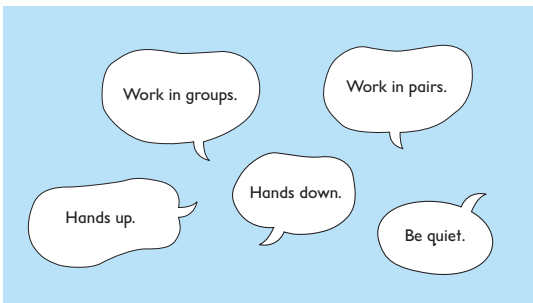
4. Work in pairs.



5. Work in groups.



C. Look and say.



13

Extra activity CT2, CT3

1. Tell students to practice saying and following the directions on page 13. This will prepare them for the warm-up activity in the next lesson and can be done in class or for homework.
 - In class, students can take turns practicing in pairs. One student gives a direction and the other acts out the direction or simply points to the corresponding picture on page 13.
 - As homework, students can cover the words on page 13, look at the pictures, say the corresponding direction, and then reveal the picture to check their accuracy. Show them how to do this in class.

Look and say CT1, CT2

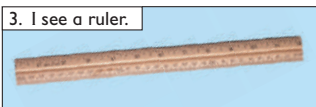
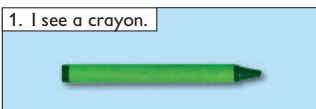
1. **Books open.** Say, "Look and say." Point to a speech bubble and then to the matching picture in the "Listen and say" exercise. Say the direction and then repeat it, encouraging students to say it with you. Point to another speech bubble and do the same. Continue on, randomly.
2. Put students into pairs to take turns pointing to speech bubbles and their matching pictures, and saying the directions to each other.
3. To conclude, move around the class addressing different students as you point to different speech bubbles. Have them point to the matching picture and say the direction.
4. **Activity Book.** Ask students to complete "Listen and check" on page AB14 (CD Track 72).



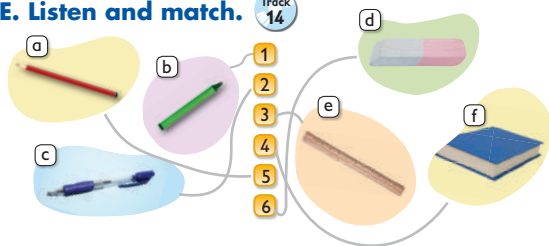
D. Look, listen, and say. Track 13



What do you see?



E. Listen and match. Track 14



14

Lesson preparations

Starship flash cards 19 to 26: *Hands up., Hands down., Be quiet, please., Work in pairs., Work in groups., crayon, pen, ruler*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 13 and 14

Activity Book: "Match" on page AB13; "Listen and match" on page AB14 (CD Track 73)

Extras: a crayon, a pen, and a ruler; Lesson 1 flash cards for *pencil, eraser, book*

Warm-up activity CT2, CT3

- Review the directions learned in the previous lesson. Sit with the students in a circle. They will need their Student Books.
 - Students use the learned gestures as you call out directions.
 - Place the lesson's flash cards face down in a pile in the middle of the circle. Have students take turns to pick up a card and call out the direction for their classmates to respond to. You can use Star to help students as necessary.

Look, listen, and say CT1, CT2, CT3

- Books closed.** Preview *crayon, pen, and ruler*. Hold up a crayon and say, "a crayon." Move around the group as you model *crayon*. Ask students to practice the word with you. Show the flash card and then leave it on display. Repeat for *pen* and *ruler*.
 - Preview *What do you see?* and an answer. As Star, first say "Look," as you have him gesture towards the crayon, pen, and ruler, and then ask the question. Have him make an open-hand gesture to you on the word *you*. Look over the three items as you answer the question. Say, "I see ... a crayon," and hold up the item.
- Track 13 Say, "Look, listen, and say." Play One on CD Track 13. Have the class repeat the question and answer with you. Play the rest of CD Track 13, pausing for students to repeat.
- Divide the class into pairs. Encourage one student in each pair to ask the question and the other to give the answers. Make sure they take turns.
- Activity Book.** Ask students to complete "Match" on page AB13.

Listen and match CT2

Track 14 Audio Script

Narrator: One.

Man: What do you see?

Girl: I see a crayon.

Narrator: Four

Man: Is this a book?

Girl: Yes, it is.

Narrator: Two

Man: Is this a pen?

Girl: Yes, it is.

Narrator: Five

Man: What do you see?

Girl: I see a pencil.

Narrator: Three

Man: What do you see?

Girl: I see a ruler.

Narrator: Six

Man: Is this an eraser?

Girl: Yes, it is.

- Books closed.** Show the following flash cards: *pencil, crayon, pen, eraser, ruler, book*. As you show each card ask, "What's this?" Show two cards again. Ask, "Is this ...?" questions for one affirmative answer and one negative answer. Display the six cards and ask different students, "What do you see?"
- Books open.** Hold up the book and the pen and say, "Listen and match." Play One on CD Track 14. Point to 1 and then to picture b as you ask, "Is 1 and b a match?" (*Yes, it is.*) Trace the line from 1 to b. Play Two on CD Track 14. Encourage students to point to the picture of the item they heard. Say, "Draw a line between 2 and c." Continue playing the track, pausing after each question and answer for students to complete the task. Check their responses.
- Activity Book.** Ask students to complete "Listen and match" on page AB14 (CD Track 73).

F. Sing.

Hands up.
Hands up.

Hands down.
Hands down.

Work in pairs.
Work in pairs.

Work in groups.
Work in groups.


Be quiet.
Shhhhhh!



G. Point to the girls.

15

Sing CT3, CT5

1.  **First listening.** Say, "Listen to the song." Show and tell your students you want them to close their eyes. Play CD Track 15.
2. **Second listening.** Say, "Listen to the song. Do the actions." Play CD Track 15 again. Take the lead to encourage using the actions.
3. **Third listening.** Say, "Sing and do the actions." Replay CD Track 15. Again, take the lead to encourage singing and using the actions.
4. **Books open.** Ask students to look at the pictures on page 15. Say, "Point to the girls." Wait to see all students pointing to pictures of girls. Say, "Point to the boys." Wait to see all students pointing to pictures of boys. Ask students to look at the words. Read the words of the song, using actions, with the students.
5. **Fourth listening.** Ask students to sing along using actions again. Replay CD Track 15.
6. **Activity Book.** Have students complete "Look and circle the words" and "Read and match" on page AB15.

Extra activities CT3, CT5

1. Use the flash cards to review the lesson's vocabulary. Take the opportunity to provide lots of praise.
2. To conclude the lesson, have the class stand up to sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.

Lesson preparations

Starship flash cards 19 to 26: *Hands up., Hands down., Be quiet, please., Work in pairs., Work in groups., crayon, pen, ruler*

Star and Stella hand puppets (see page 13)

Audio CD Track: 15

Activity Book: "Look and circle the words" and "Read and match" on page AB15

Warm-up activity CT3

1. Use the flash cards to review the phrases and actions for classroom instructions. Take the opportunity to provide lots of praise.

Extension activities CT2

1. From time to time, ask students to say what they see. This will enable them to revise the vocabulary in the first three lessons and to show you what other vocabulary they have.
2. On page 13, there are pictures showing students working on their own. If students express interest, introduce them to the direction *Work on your own.*
3. While students are introduced to *I'm* and *he's/she's*, the personal pronoun *you* with contracted *BE (you're)* has not been introduced yet, to avoid confusion with *your*. Some students might try to say *You're a boy/girl*. If this happens, make sure they know they're pronouncing *you're* by writing on the board *you're = you are*. Provide further reinforcement by expanding the first grammar table on page 62 by writing *you're* under *I'm*.

Grammar, Pronunciation, Culture notes

Grammar CT2

This lesson introduces students to the personal pronouns *I*, *you*, *he*, and *she*. *I*, *he*, and *she* are met in the opening scene with contracted forms of BE: *I'm* a boy; *I'm* a girl; *He's* a boy; *She's* a girl. The context clearly shows students that *I* is used to talk about themselves, whether they're a boy or a girl (see frames 1 and 2); whereas *he* and *she* are used to talk about a boy and girl respectively—*he* or *she* being someone other than themselves or the person they're talking to (see frame 3). Make sure students recall that the apostrophe *s* (*'s*) represents *is*: *She's* = *She is*; *He's* = *He is*. On the board, write *She's* = and *He's* = , one under the other. Have a student fill in *She is* and *He is*. Show students that the apostrophe *m* (*'m*) represents *am*: *I'm* = *I am*. Write the equation on the board above the other two.

Statements

He's	a boy.
She's	a girl.
I'm	

Statements (Imperatives)

Hands up.
Hands down.
Be quiet, please.
Work in pairs.
Work in groups.

Questions

What do you see?

Answers

I see	a crayon.
	a pen.
	a ruler.

In Lesson 1, students learned the direction *Look*. The context, illustration, and gestures helped students understand that they were being asked to turn their eyes and their attention to something. In this lesson, they learn the verb *see* in the question and answer: *What do you see? I see a crayon/a pen/a ruler*. In this context, the verb *see* refers only to looking at an object. Learners often confuse *look* and *see*. To help avoid confusion, try to always give the direction *Look* before asking the question *What do you see?*

At the very end of the lesson, students are shown the plural form when they're asked to point to the girls and then the boys in the pictures on page 15. This previews the next lesson's grammar focus on plurals. Don't spend too much time exploring the form and concept here. Simply ensure that students point to *both* the girls and *both* the boys when responding to your directions.

Pronunciation CT2

1. When learning personal pronouns, it is not uncommon for learners to mix up *he* and *she*. However, if you notice students are using *he* when referring to both boys and girls, it is more likely to be a pronunciation issue. Give plenty of practice with producing the "sh" sound. You can do this quite naturally when practicing the phrase *Be quiet* with *Shhh!*
2. Focus on the production of the final "s" sound in *he's*, *she's*, *hands*, *please*, *pairs*, and *groups*. When you hear a student drop the sound, model the word correctly for them and have them repeat it back to you. Give plenty of positive feedback when a student then effectively inserts the sound.

Culture notes CT1

In English, the word *please* is used to be polite. When you use *please* with *Be quiet*, reinforce the effect by speaking calmly and gently.

FOCUS

Theme

Letter forms and numbers

Aim

Students learn how to: describe things they see; count from 1 to 10

Structures

- Letters Aa and Bb
- Numbers and numerals 1 to 10

Review: article *an* with words that start with a vowel sound (*an apple*, *an alligator*); *Wh-* questions with *DO* (*What do you see?*)

Vocabulary

apple, alligator, box, ball, do, you, one, two, three, four, five, six, seven, eight, nine, ten, what

Figures: 1 2 3 4 5 6 7 8 9 10

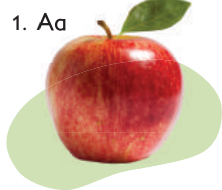
Unit
2

What do you see?


A. Look, listen, and say.

Track
16

1. Aa

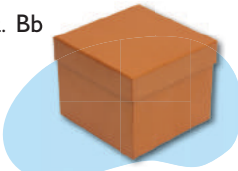


apple




alligator

2. Bb



box

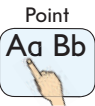


ball

B. Point to Aa and Bb.

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

Point



16

Lesson preparations

Starship flash cards 27 to 30: *apple, alligator, box, ball*


Star and Stella hand puppets (see page 13)

Audio CD Tracks: 5 and 16

Activity Book: “Trace” and “Write the missing letter” on page AB16; “Write” and “Write the missing letters” on page AB17

Extras: a soft ball; an alphabet poster displayed on a classroom wall

Warm-up activity CT1, CT2, CT5

- 

Sing a round of the greeting song from Lesson 1, adding verses for students to introduce themselves (see the first extension activity on page 49). Have students sit in a circle. They can choose the order of their introductions as they go along by rolling a ball from one to another after each verse. Alternatively, they could check each others' names in a round of the song from Lesson 2.

Look, listen, and say CT1, CT2, CT3

- Books closed.** On the board, write: *Aa Bb*. Say, “Let’s learn the letters *A* and *B*.” Point to each *A* in turn and say, “Big *A*. Little *a*.” Circle *Aa* with your finger and then model the name of the letter; say, “*A*.” Encourage students to repeat it with you. Repeat this procedure for the letter *B*.
- Refer to the board and the displayed alphabet poster. Ask different students to come to the front. Gesture to the board and say, “Point to *A*.” Gesture to the poster and say, “Point to *A*.” Repeat for *B*.
- Introduce the lesson’s four alphabet words. Use Star here. Cover the words on the four flash cards. Put them on display but with the pictures facing away from the class. Point to *Aa* on the board and say, “*A*.” As you look to the cards say to Star, “What do you see?” Have him look at the images on the cards and choose *apple*. Hold up the card and say, “You see an *apple*.” Model *apple* slowly and clearly. Have students repeat and practice the word with you and then leave the card on display. Repeat this procedure to introduce *alligator*, then *Bb*, *box*, and *ball*.
- Books open.** Say, “Point to *A*.” Check that students point to the *Aa* in the alphabet box in addition to any other *Aa* on the page. Say, “Point to the *apple*.” Check that students are pointing to the picture. Say, “Point to the word *apple*.” Check that students are pointing to

C. Read and say.

What do you see?

1. I see an 
2. I see an 
3. I see a 
4. I see a 

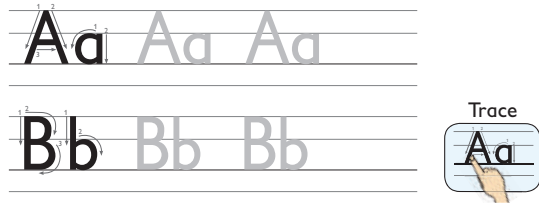


D. Trace.

Aa Aa Aa


Bb Bb Bb

Trace Aa



17

the word. Repeat this routine for *alligator*, then for *Bb*, *box*, and *ball*. Next, give single directions to point to either one of the two letters, one of the four pictures, or one of the four words. Use *apple*, *alligator*, *box*, and *ball* randomly and increase the pace.

5.  Say, "Look, listen, and say." Play CD Track 16, pausing after each item for students to say the word. Play the track again. This time, pause after each two items for students to practice saying *apple* and *alligator* and then *box* and *ball*. Play the track one last time, this time from start to end for students to practice saying all four words one after the other.
6. **Books closed.** Present the sounds of the letters. Say, "a-a-apple." Model the repetition of the sound then say the word slowly and clearly a few times, then have students repeat it with you several times. Repeat this procedure to practice the "a" sound in *alligator*, and then the "b" sound in *box* and *ball*.
7. Write the four words across the board. Give the four flash cards (with the words still covered) to four different students and have them place their cards under the right words. Repeat this routine a few times with different groups of four students.

Read and say CT2, CT3

1. **Books open.** Point to each picture and ask, "What's this?" (*an apple, an alligator, a box, a ball*)
2. Point to Star and ask, "What's his name?" (*Star*) Point to Stella and ask, "What's her name?" (*Stella*) Divide the class into pairs—student A to be Star and student B to be Stella.
 - Say, "Hands up, Stars." Wait for a student in each pair to raise their hands. Point to Star again and say, "Star asks the question." As you say *the question*, point to the speech bubble.
 - Say, "Hands up, Stellas." Wait for the other students in each pair to raise their hands. Point to Stella and say, "Stella answers the question." As you say *answers*, point to each of the four answers.
3. Show students what to do using Star and Stella. Have Star ask, "What do you see?" Show Stella choosing answer 3, and then have her say, "I see a box." Show students how to take turns. Have Stella point to the question and encourage the "Stellas" to ask it. Have Star choose answer 1 and encourage the "Stars" to say it.
4. As pairs practice asking and answering questions, make sure they're taking turns and practicing all four answers.
5. Have different pairs come to the front of the class to take turns performing a question and answer.

Trace CT2, CT4

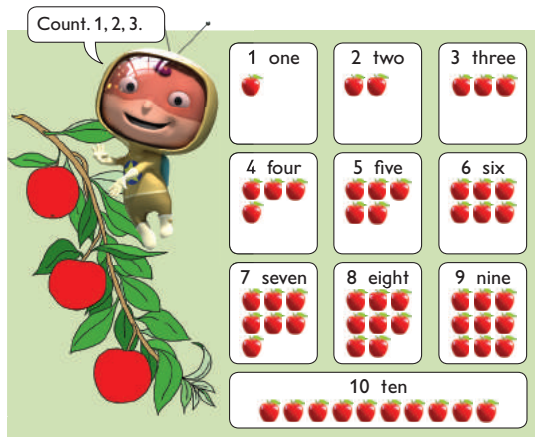
1. **Books closed.** Draw a large Aa on the board and mark the letters with the trace guides (the numbers and directional arrows). Next to it, write a second Aa of equal size but without the trace guides.
2. Show students what to do. Say, "Let's trace the letter A." Use your finger to follow the trace guides on the first A and a. Do this slowly and say the number of each stroke. Next, use a marker to trace over the second A and a. Again, do this slowly and say the number of each stroke.
3. **Books open.** Tell students to trace the letter A. As they do this, clear the board and write two pairs of Bb, one with trace guides and the other without. Once students have completed tracing Aa, check their work and give positive feedback, and have them close their books. Show them how to trace B and b following the procedure for A and a. Students then complete the exercise in their books. Again, check their work and give positive feedback.
4. **Activity Book.** Ask students to complete "Trace" and "Write the missing letter" on page AB16, and "Write" and "Write the missing letters" on page AB17.

Extra activity CT1, CT2

1. Play "Catch the Leader" (see "How to play Catch the Leader" on page 25) to practice producing the "a" and "b" sounds.

E. Look, listen, and say.

Count. 1, 2, 3.



F. Listen and match.



Warm-up activity CT2, CT3, CT4

- Review the previous lesson. Sit in a circle with the students. Students will need their Student Books open to pages 16 and 17.
- Focus on the letter *Aa*. Indicate the alphabet box on page 16 and say:
 - “Point to the letter *A*.”
 - “Say the letter *A*.” Make sure students say the name of the letter, rather than the sound. (*A*)
 - “Say the ‘*a*’ in *apple*.” Make sure students say the sound of the letter as it is in *apple*. (“*a*”) Repeat the direction, substituting *alligator* for *apple*.
 - Indicate the “Trace” exercise on page 17, hold up a finger, and say, “Trace the letter *A*.”
- Focus on the letter *Bb*. Repeat the above procedure.
- Have the lesson’s four alphabet words written on separate A4 sheets. Spread them out face up in the center of the circle. Give the four flash cards for *apple*, *alligator*, *box*, and *ball* (the words should still be covered from the previous lesson) to four different students and have them place their cards next to the right words. Point to different flash cards and ask students, “What do you see?” Repeat this routine a few times with different groups of four students.

Lesson preparations

Starship flash cards 27 to 40: *apple, alligator, box, ball, one, two, three, four, five, six, seven, eight, nine, ten*


Star and Stella hand puppets (see page 13)

Audio CD Tracks: 17 and 18

Activity Book: “Listen and match” and “Listen and match” on page AB18 (CD Tracks 74 and 75)

Extras: four A4 sheets, each with one of the following words written on it—*apple, alligator, box, ball*; three apples

Look, listen, and say CT1, CT2, CT3

- Books closed.** Students might already know some numbers in English. Give them an opportunity to show what they know.
 - Hold up an apple and ask, “What do you see?” (*I see an apple.*) Respond positively to their correct answer and then introduce them to the alternative answer, *I see one apple.*
 - Hold up two apples and ask, “What do you see?” (*I see two apples.*) Help with the answer as necessary; emphasize the sound of the plural *s*.
 - Repeat the procedure for three apples.
-  Say, “Listen and look.” As you say *look*, hold up your right fist and point to it with your left hand. Play CD Track 17. As the numbers are spoken, count off from your thumb on your right hand through to your little finger on your left hand. Say, “Listen and count 1, 2, 3 with me.” Show that you want students to count on their own fingers. Play the track again.

E. Look, listen, and say. Track 17

Count. 1, 2, 3.

F. Listen and match. Track 18

Listen and match CT2

Track 18 Audio Script

Narrator: One

Boy: I see one desk.

Narrator: Two

Girl: I see two chairs.

Narrator: Three

Boy: I see three apples.

Narrator: Four

Girl: I see four books.

Narrator: Five

Boy: I see five pencils.

Narrator: Six

Girl: I see six erasers.

Narrator: Seven

Boy: I see seven crayons.

Narrator: Eight

Girl: I see eight pens.

Narrator: Nine

Boy: I see nine rulers.

Narrator: Ten

Girl: I see ten balls.

- Books open.** Say, "Let's count apples. Look, listen, and say." Play CD Track 17. Pause after each number is spoken for students to repeat.
- Say, "Let's count together." Have your students count with you from 1 to 10. Divide the class into pairs and have them take turns counting from 1 to 10 to each other.
- Say, "Say the number." Hold up the numbers flash cards in random order. Help students with pronouncing the words as necessary.
- Write the numbers, in figure form, randomly on the board. Say, "Point to the numbers," and then call them out one by one in random order. Choose students to come to the board and point to the numbers.
- Activity Book.** Ask students to complete "Listen and match" at the top of page AB18 (CD Track 74).

- Books open.** Tell students to look at the pictures. Ask, "What do you see?" (*one desk, two chairs, three apples, four books, five pencils, six erasers, seven crayons, eight pens, nine rulers, ten balls*)
- Say, "Let's listen and match." Play One on CD Track 18. Say, "Say the number." Prompt the answer by pointing to the number. (*one*) Say, "The boy sees ... [pause to allow students to finish the sentence] (*one desk*)."
Prompt the answer by pointing to the picture. Say, "Draw a line from the number ... [pause for students to answer] (*one*) to the picture of ... [pause] (*one desk*)."
Prompt the answer by tracing your finger over the line.
- Check that students know what to do. Play CD Track 18. Pause for students to match the numbers to the pictures. Check their answers—call out numbers in any order and have students respond with the numbered item. For example, call out "Four." (*four books*)
- Activity Book.** Ask students to complete "Listen and match" at the bottom of page AB18 (CD Track 75).

Extra activity

- Conclude the lesson and extend the students' learning by using one of the extension activities on page 68.

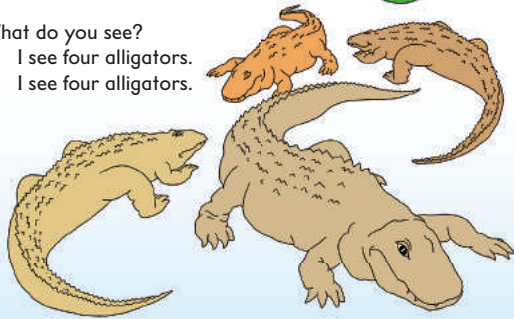
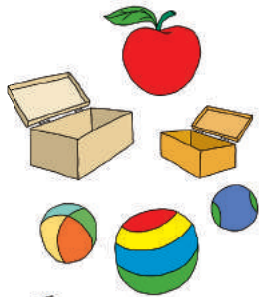
G. Sing.

What do you see?
I see one apple.
I see one apple.

What do you see?
I see two boxes.
I see two boxes.

What do you see?
I see three balls.
I see three balls.


What do you see?
I see four alligators.
I see four alligators.



H. Point to the alligators.

19

Sing CT3, CT5

1.  **First listening.** Say, "Listen to the song." Show students you want them to close their eyes. Play CD Track 19.
2. **Second listening.** Give four different students a flash card (*apple, alligator, box, ball*) each. Have them stand at the front of the class in any order. Play CD Track 19 again. Guide the card-holders into position from left to right as each verse is sung.
3. **Third listening.** Say, "Let's sing and show 1, 2, 3, and 4." As you say the numbers, show them with your fingers. Replay CD Track 19. Prompt the words of the song by encouraging each card-holder to raise their card as their word is sung.
4. **Books open.** Ask students to look at the pictures on page 19.
 - Say, "Point to one apple." Wait to see all students pointing to the picture of one apple. Ask students to look at the words. Say, "Point to the words *one apple*." Wait to see all students pointing to the words *one apple* in the first verse.
 - Repeat the procedure for the other three items (pictures and words).
 - Read the words of the song with the students.
5. **Fourth listening.** Ask students to sing along showing numbers on their fingers again. Replay CD Track 19.
6. **Activity Book.** Ask students to complete "Draw a line" and "Read and match" on page AB19.

Lesson preparations

Starship flash cards 27 to 40: *apple, alligator, box, ball, one, two, three, four, five, six, seven, eight, nine, ten*

Star and Stella hand puppets (see page 13)

Audio CD Track: 19

Activity Book: "Draw a line" and "Read and match" on page AB19

Warm-up activity CT3

1. Use the flash cards to review the lesson's vocabulary. Take the opportunity to provide lots of praise.

Extra activity CT5

1. To conclude the lesson, have the class stand up to sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.



Grammar, Culture notes, Extension activities

Grammar CT2

The articles *a* and *an* were introduced in Lesson 1. Students learned to say *an eraser* (not *a eraser*) due to the “e” sound at the start of the word *eraser*. Highlight the “a” sound in the words *apple* and *alligator* and again show how using the article *an* helps with connected speech. Tell them that they now know that the article *an* (not *a*) comes before words starting with the sounds “e” (as in *eraser*) and “a” (as in *apple*).

In this lesson, students learn to count and at the same time, they’re introduced to plurals. In expressing these, focus

Questions

What do you see?

Statements

I see	an apple. an alligator. a box. a ball.
-------	---

I see	one	apple. alligator. box. ball.
-------	-----	---------------------------------------

I see	two three four five six seven eight nine ten	apples. alligators. boxes. balls.
-------	--	--

attention on pronouncing the “s” sound clearly at the ends of words. This starts in the “Look, listen, and say” exercise on page 18 of the Student Book, with the word *apples*. In the “Listen and match” activity at the bottom of page AB18, students revisit words learned in previous lessons and hear and practice these words in their plural forms. In the “Sing” exercise on page 19 of the Student Book, they hear the plural of *box* for the first time: *boxes*. Draw attention to the different end spelling (*es* rather than *s*) and the different final sound (“es” rather than “s”).

Culture notes CT1

The way in which numbers are counted on fingers can differ between cultures. In some cultures, each section of each finger is used, while in others the spaces between the fingers are used as well. In most English-speaking cultures, one finger represents one number and both hands are used. Before the “Look, listen, and say” exercise on page 18 of the Student Book, ask students to show you how they count using their fingers. If it’s different, encourage them to try using the English custom when they’re counting in English.

Extension activities CT1, CT2

1. Divide the class into small groups and give each group a direction to arrange a number of items, for example, four books, five pencils, two chairs. Give them time to arrange their items. Each group then presents their items to the class with the question, “What do you see?”
2. When grouping students for an activity, have students count themselves off. To arrange groups of four in a class of twenty, students would need to count off to five. Once each student in the class has a number, have the ones sit together, the twos sit together, and so on.

Where's the crayon?

FOCUS

Theme

Letter forms and where things are

Aim

Students learn how to: ask and answer questions about where things are; agree

Structures

- Letters Cc and Dd
- *Wh-* questions with *Where* contracted with *BE* (*Where's the duck?*)
- Prepositions of place (*It's in the box. It's on the box.*)

Review: Yes/No questions with *is* (*Is it on the box?*); Yes/No answers with contracted *BE* in the negative (*Yes, it is. No, it isn't.*)

Vocabulary

duck, doll, cookie, cat, where's, in, on

Where's the crayon?

A. Look, listen, and say.

Track
20

1. Cc

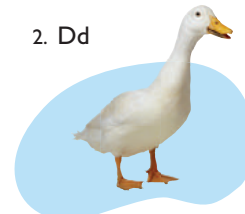


cat



cookie

2. Dd



duck



doll

B. Point to Cc and Dd.

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

20

Lesson preparations

Starship flash cards 41 to 44: *cat, cookie, duck, doll*

Star and Stella hand puppets (see page 13)


Audio CD Tracks: 19 and 20

Activity Book: "Trace" and "Write the missing letter" on page AB20; "Write" and "Write the missing letters" on page AB21

Extras: Lesson 4 flash cards—*apple, alligator, box, ball*; an alphabet poster displayed on a classroom wall

Warm-up activity

CT2, CT3, CT5

1.  Sing a round of the Lesson 4 song on page 19. Have students sit in a circle. In the center, spread the Lesson 4 flash cards (*apple, alligator, box, ball*) face down. Ask a student to turn over a card and have all students say the word. Ask what letter the word starts with and then ask them to make the sound of the letter. Repeat with different students for the other three cards. Make sure students recall the order and the quantity of each item in the song. (*one apple, two boxes, three balls, four alligators*) Play CD Track 19 again. Sing along with students.

Look, listen, and say

CT1, CT2, CT3

1. **Books closed.** Present the lesson's two letters of the alphabet. On the board, write: *Cc Dd*. Say, "Let's learn the letters C and D." Point to each C in turn and say, "Big C. Little c." Circle Cc with your finger and then model the name of the letter: Say, "C." Encourage students to repeat it with you. Repeat this procedure for the letter D.
2. Refer to the board and the displayed alphabet poster. Ask different students to come to the front. Gesture to the board and say, "Point to C." Gesture to the poster and say, "Point to C." Repeat for D.
3. Introduce the lesson's four alphabet words. Use Star here. Cover the words on the four flash cards. Put them on display but with the pictures facing away from the class. Point to Cc on the board, say "C." As you point to the *cat* flash card say to Star, "What's this?" Hold up the card and say, "It's a cat." Model *cat* slowly and clearly. Have students repeat and practice the word with you and then leave the card on display. Repeat this procedure to introduce *cookie*, then *Dd, duck*, and *doll*.
4. **Books open.** Say, "Point to C." Check that students point to the Cc in the alphabet box in addition to any other Cc on the page. Say, "Point to the cat." Check that students are pointing to the picture. Say, "Point to the word *cat*." Check that students are pointing to the word. Repeat this routine for *cookie*, then for *Dd, duck*, and *doll*. After the first round, continue giving the directions but substitute the words randomly and increase the pace.


C. Read and say.



D. Trace.



21

5.  Say, "Look, listen, and say." Play CD Track 20, pausing after each item for students to say the word. Play the track again. This time, pause after each two items for students to practice saying *cat* and *cookie*, then *duck* and *doll*. Play the track one last time, this time from start to end for students to practice saying all four words one after the other.
6. **Books closed.** Present the sounds of the letters. Say, "c-c-cat." Model the repetition of the sound then say the word slowly and clearly a few times, then have students repeat it with you several times. Repeat this procedure to practice the "c" sound in *cookie*, and then the "d" sound in *duck* and *doll*.
7. Write the four words across the board. Give the four flash cards (with the words still covered) to four different students and have them place their cards under the right words. Repeat this routine a few times with different groups of four students.

Read and say CT2, CT3

1. **Books open.** Point to the page. Say, "Look. What do you see?" Encourage students to make different statements about what they see. (*I see Star. I see a cat. I see a cookie. I see a duck. I see a doll.*)
2. Say, "Let's work in pairs as Star and Stella." Divide the class into pairs—student A to be Star and student B to be Stella.
 - Say, "Hands up, Stars." Wait for a student in each pair to raise their hands. Point to Star again and say, "Star asks the question." As you say *the question*, point to the speech bubble.
 - Say, "Hands up, Stellas." Wait for the other students in each pair to raise their hands. Say, "Stella answers the question." As you say *answers*, point to each answer.
3. Show students what to do using Star and Stella. Have Star point to the picture of the duck and ask, "What's this?" Show Stella looking at the duck, and then have her say, "It's a duck." Show students how to take turns. Have Stella point to a picture and encourage the "Stellas" to ask the question. Show Star looking at the same picture and encourage the "Stars" to say what it is.
4. As pairs practice asking and answering questions, make sure they're taking turns and practicing all four answers.
5. Have different pairs come to the front of the class to take turns performing a question and answer.

Trace CT2, CT4

1. **Books closed.** Draw a large Cc on the board and mark the letters with the trace guides (the numbers and directional arrows). Next to it, write a second Cc of equal size but without the trace guides.
2. Show students what to do. Say, "Let's trace the letter C." Use your finger to follow the trace guides on the first C and c. Do this slowly and say the number of each stroke. Next, use a marker and trace over the second C and c. Again, do this slowly and say the number of each stroke.
3. **Books open.** Tell students to trace the letter C. As they do this, clear the board and write two pairs of Dd, one with trace guides and the other without. When students have completed tracing Cc, check their work, give positive feedback, and then have them close their books. Show them how to trace D and d following the procedure for C and c. Students then complete the exercise in their books. Again, check their work and give positive feedback.
4. **Activity Book.** Ask students to complete "Trace" and "Write the missing letter" on page AB20; and "Write" and "Write the missing letters" on page AB21.

Extra activity CT1, CT2

1. Play "Catch the Leader" (see "How to play Catch the Leader" on page 25) to practice producing the "c" and "d" sounds.

E. Look, listen, and say.

Track 21

Where's the duck?

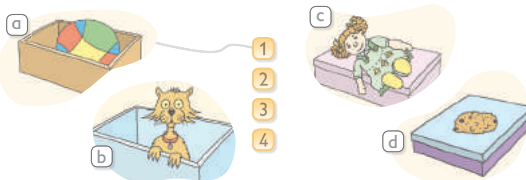


1. It's in the box.

2. It's on the box.

F. Listen and match.

Track 22



22

Lesson preparations

Starship flash cards 41 to 46: *cat, cookie, duck, doll, in, on*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 21 and 22


Activity Book: "Listen and match" and "Listen and circle *in* or *on*" on page AB22 (CD Tracks 76 and 77)

Extras: four A4 sheets, each with one of the following words written on it—*cat, cookie, duck, doll*; four boxes with lids; a toy duck; a toy cat; a doll

Warm-up activity CT2, CT3, CT4

1. Review the previous lesson. Sit in a circle with the students. Students will need their Student Books open to pages 20 and 21.
2. Focus on the letter Cc. Indicate the alphabet box on page 20 and say:
 - "Point to the letter C."
 - "Say the letter C." Make sure students say the name of the letter rather than the sound. (C)
 - "Say the 'c' in *cat*." Make sure students say the sound of the letter as it is in *cat*. ("c") Repeat the direction, substituting *cookie* for *cat*.
 - Indicate the "Trace" exercise on page 21, hold up a finger, and say, "Trace the letter C."
3. Focus on the letter Dd. Repeat the above procedure.
4. Have the lesson's four alphabet words written on separate A4 sheets. Spread them out face up in the center of the circle. Give the four alphabet flash cards (the words should still be covered from the previous lesson) to four different students and have them place their cards next to the right words. Point to different flash cards and ask students, "What do you see?" Repeat this routine a few times with different groups of four students.

Look, listen, and say CT1, CT2, CT3

1. **Books closed.** Have a toy duck inside a box and place the box somewhere for all to see. With your palms up, shrug your shoulders and ask, "Where's the duck?" Repeat the question as you look around the room, getting closer to the box. Look around the box, open it, and take out the duck. Say, "It's in the box." Model the word *in*, slowly and clearly, as you put the duck back in the box. Have students repeat and practice the word with you, show the flash card, and then leave it on display.
 - Put the duck on the box and ask, "Where's the duck?" then answer, "It's on the box." Model the word *on*, slowly and clearly, as you put the duck back on the box. Have students repeat and practice the word with you, show the flash card, and then leave it on display.
2.  Say, "Look and listen." As you say *look*, point to the duck and the box. Play CD Track 21. Each time the question is answered, place the duck in the correct position.

E. Look, listen, and say.

Track 21

Where's the duck?

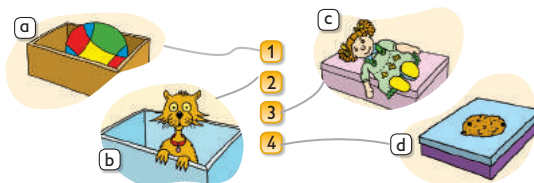


1. It's in the box.

2. It's on the box.

F. Listen and match.

Track 22



22

- Books open.** Say, "Let's look, listen, and say." Play CD Track 21 again. Pause after each question and answer for students to repeat. Divide the class into two groups and have them take turns asking the question twice and answering it with *in* and then *on*.
- Put students into pairs to again take turns practicing the question and answers.
- Play a game using the *cookie* flash card, a toy duck, a toy cat, and a doll. Hold up each item and ask students, "What's this?" (*a duck, a cat, a doll, a cookie*) Divide the class into four groups. Give each group a box and an item. Have students in each group take turns placing their group's item either in or on the box and asking a question for the group to answer. Move the items from group to group, so that all groups have a turn asking and answering questions with different items.
- Activity Book.** Ask students to complete "Listen and circle *in* or *on*" on page AB22 (CD Track 77).

Listen and match CT2

Track 22 Audio Script

Narrator: One

Man: Where's the ball?

Woman: It's in the box.

Narrator: Two

Man: Is the cat in the box?

Woman: Yes, it is.

Narrator: Three

Man: Is the doll on the box?

Woman: Yes, it is. It's on the box.

Narrator: Four

Man: Where's the cookie?

Woman: It's on the box.

- Books open.** Tell students to look at the pictures. Ask, "What do you see?" (*a ball, a cat, a doll, a cookie, four boxes*) As you point to the ball in the box, ask, "Is the ball in the box?" (*Yes, it is.*) Point to the doll and ask, "Is the doll in the box?" (*No, it isn't. It's on the box.*)
- Say, "Let's listen and match." Play One on CD Track 22. Say, "Say the number." Prompt the answer by pointing to the number. (*one*) Ask, "Where's the ball?" Prompt the answer by pointing to the picture. (*It's in the box.*) Say, "Draw a line from the number ... [pause to allow students to answer] (*one*) to the picture of ... [pause] (*the ball in the box.*)" Prompt the answer by tracing your finger over the line.
- Check that students know what to do. Play CD Track 22. Pause for students to match the numbers to the pictures. Check students' answers. Call out numbers in order and have students respond with letters that match.
- Activity Book.** Ask students to complete "Listen and match" on page AB22 (CD Track 76).

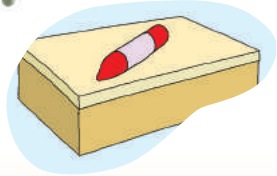
Extra activity

- Conclude the lesson and extend students' learning by using one of the extension activities on page 74.

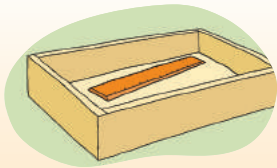
G. Sing.



Where's the crayon?
Where's the crayon?
Is it on the box?
Yes, it is.
Yes, it is.
Yes, it's on the box.




Where's the ruler?
Where's the ruler?
Is it in the box?
Yes, it is.
Yes, it is.
Yes, it's in the box.



H. Point to the crayon.

23

Sing CT3, CT5

1.  **First listening.** Say, "Listen to the song." Show students you want them to close their eyes. Play CD Track 23.
2. **Second listening.** Give four different students a flash card (*crayon, ruler, in, on*) each. Have them stand at the front of the class in any order. Play CD Track 23 again. Help the card-holders as they move into position from left to right as each word is sung.
3. **Third listening.** Say, "Let's sing." Replay CD Track 23. Prompt the words of the song by encouraging each card-holder to raise their card as their word is sung.
4. **Books open.** Ask students to look at the pictures on page 23.
 - Say, "Point to the crayon." Wait to see all students pointing to the picture of the crayon. Ask, "Where's the crayon?" (*It's on the box.*) Ask students to look at the words. Say, "Point to the word *on*." Wait to see all students pointing to the word *on* in the first verse.
 - Say, "Point to the ruler." Wait to see all students pointing to the picture of the ruler. Ask, "Where's the ruler?" (*It's in the box.*) Ask students to look at the words. Say, "Point to the word *in*." Wait to see all students pointing to the word *in* in the second verse.
 - Read the words of the song with the students.
5. **Fourth listening.** Ask students to sing along. Replay CD Track 23.
6. **Activity Book.** Ask students to complete "Look and circle the words" and "Draw a cat in a box" on page AB23.

Lesson preparations

Starship flash cards 41 to 46: *cat, cookie, duck, doll, in, on*

Star and Stella hand puppets (see page 13)

Audio CD Track: 23

Activity Book: "Look and circle the words" and "Draw a cat in a box" on page AB23

Extras: Lesson 3 flash cards for *crayon* and *ruler*

Warm-up activity CT3

1. Use the flash cards to review the lesson's vocabulary. Include the Lesson 3 flash cards for *crayon* and *ruler*. Take the opportunity to provide lots of praise.

Extra activity CT5

1. To conclude the lesson, have the class stand up to sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.



Grammar, Culture notes, Extension activities

Grammar CT2

Students have learned that the apostrophe *s* in *What's* and *It's* is a contraction of *is* (*What is* and *It is*). Recall this knowledge during the “Read and say” activity. Encourage students to say what they know about the apostrophe *s* in *Where's* when they meet the word in the “Look, listen, and say” exercise on page 22.

Questions

What's this?

Where's	the cat? the cookie? the duck? the doll?
---------	---

Is it	on in	the box?
-------	----------	----------

Statements/Answers

It's	a cat. a cookie. a duck. a doll.
------	---

It's	in on	the box.
------	----------	----------

Yes, it is.

*No, it isn't.

*Note: students have learned the response *No, it isn't* in Lesson 2.

Culture notes CT1

Students with prior learning in English might be familiar with the word *biscuit* for *cookie*. Let them know that *cookie* and *biscuit* can be different words for the same sweet treat.

Extension activities CT1, CT2, CT3

1. Give students directions to draw various items in different positions. For example, *Draw a duck on a box* and *Draw a doll in a box*. Display their pictures on the classroom walls. Have pairs of students move around the classroom taking turns to ask and answer questions about different pictures.
2. This activity could be done before “Listen and match.”
 - Make a poster. At the top, write the question *Is the duck in the box?* Below that, draw a duck in a box with the answer *Yes, it is*. On the same poster, draw a duck on a box, with the answer *No, it isn't. It's on the box*. Model the question and answers and have students repeat them with you. Ask different students the question as you point to a picture.
 - Replay the game from “Look, listen, and say” (see Teacher's Book, page 72). Divide the class into four groups and give each group a box with a lid and one of the items (the *cookie* flash card, a toy duck, a toy cat, or a doll). Students take turns placing their item and asking, “Is the ____ in/on the box?” Encourage students to be tricky, for example, by putting their item *in* the box and asking, “Is the ____ *on* the box?”
3. Sing verses of the song on page 23 substituting different items. Have a pile of flash cards with items that can go on or in a box and another pile with the flash cards for *in* and *on*. Ask different students to choose a card from each pile. Have them ask the class the relevant *Where?* question, and then have the whole class respond by singing a verse of the song using the words on the flash cards as prompts.
4. Vary the above activity. Divide the class into two groups—one sings the questions and the other sings the answers. A member of the group asking the questions chooses two flash cards—an item and a preposition—for the group to follow. Groups swap roles after each verse.

FOCUS

Theme

Letter forms and colors

Aim

Students learn how to: describe the color of things

Structures

- Letters Ee and Ff
- *Wh-* questions about color (*What color is it?*)
- Color adjectives (*It's blue.*)

Review: article *an* with words that start with a vowel sound (*an egg, an elephant*); *Wh-* questions with *DO* (*What do you see?*)

Vocabulary

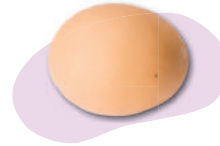
egg, elephant, flag, frog, black, blue, green, red, white, yellow

What color is it?

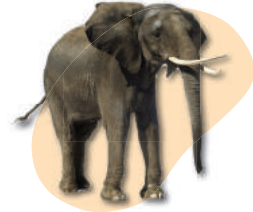
A. Look, listen, and say.

Track
24

1. Ee



egg



elephant

2. Ff



flag



frog

B. Point to Ee and Ff.

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

24

Lesson preparations

Starship flash cards 47 to 50: *egg, elephant, flag, frog*

Star and Stella hand puppets (see page 13)

Audio CD Track: 24

Activity Book: “Trace” and “Write the missing letters” on page AB24; “Write” and “Write the missing letters” on page AB25

Extras: Lesson 5 flash cards—*cat, cookie, duck, doll, in, on*; a box; an alphabet poster on a wall

Warm-up activity CT2, CT5





1. Sing a four-verse round of the Lesson 5 song using *cat, cookie, duck, and doll*. Have students sit in a circle. In the center, spread the Lesson 5 flash cards (*cat, cookie, duck, doll*) face down. Ask a student to turn over a card and encourage all students to say the word. Ask what letter the word starts with and then ask them to make the sound of the letter. Repeat this process for the remaining three cards. Use a box and one of the flash cards to recall *in* and *on*. To prompt each verse of the song, have different students choose a card and place it either in or on the box.

Look, listen, and say CT1, CT2, CT3

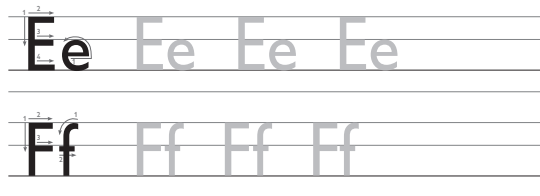
1. **Books closed.** Present the lesson’s two letters of the alphabet. On the board, write: *Ee Ff*. Say, “Let’s learn the letters *E* and *F*.” Point to each *E* in turn and say, “Big *E*. Little *e*.” Circle *Ee* with your finger and then model the name of the letter: Say, “*E*.” Encourage students to repeat it with you. Repeat this procedure for the letter *F*.
2. Refer to the board and the displayed alphabet poster. Ask different students to come to the front. Gesture to the board and say, “Point to *E*.” Gesture to the poster and say, “Point to *E*.” Repeat for *F*.
3. Introduce the lesson’s four alphabet words. Use Star here. Cover the words on the four flash cards. Put them on display but with the pictures facing away from the class. Point to *Ee* on the board, say “*E*.” Look to the cards and say to Star, “What do you see?” Have the puppet look at the images on the cards and choose *egg*. Hold up the card and say, “You see an egg.” Model *egg* slowly and clearly. Have students repeat and practice the word with you and then leave the card on display. Repeat this procedure to introduce *elephant*, then *Ff, flag*, and *frog*.
4. **Books open.** Say, “Point to *E*.” Check that students point to the *Ee* in the alphabet box in addition to any other *Ee* on the page. Say, “Point to the egg.” Check that students are pointing to the picture. Say, “Point to the word *egg*.” Check that students are pointing to the word.

C. Read and say.

What do you see?


1. I see an 
2. I see an 
3. I see a 
4. I see a 

D. Trace.



25

Repeat this routine for *elephant*, then for *Ff*, *flag*, and *frog*. Next, give single directions to point to either one of the two letters, one of the four pictures, or one of the four words. Use *egg*, *elephant*, *flag*, and *frog* randomly and increase the pace.

5.  Say, "Look, listen, and say." Play CD Track 24, pausing after each item for students to practice saying the word. Play the track again. This time, pause after each two items for students to practice saying *egg* and *elephant*, then *flag* and *frog*. Play the track one last time, this time from start to end for students to practice saying all four words one after the other.
6. **Books closed.** Present the sounds of the letters. Say, "e-e-egg." Model the repetition of the sound then say the word slowly and clearly a few times; then have students repeat it with you several times. Repeat this procedure to practice the "e" sound in *elephant*, and then the "f" sound in *flag* and *frog*.
7. Write the four words across the board. Give the four flash cards (with the words still covered) to four different students and have them place their cards under the right words. Repeat this routine a few times with different groups of four students.

Read and say CT2, CT3

1. **Books open.** Point to each picture and ask, "What's this?" (*an egg, an elephant, a flag, a frog*)
2. Point to Star and ask, "What's his name?" (*Star*) Point to Stella and ask, "What's her name?" (*Stella*) Divide the class into pairs—student A to be Star and student B to be Stella.
 - Say, "Hands up, Stars." Wait for a student in each pair to raise their hands. Point to Star again and say, "Star asks the question." As you say *the question*, point to the speech bubble.
 - Say, "Hands up, Stellas." Wait for the other students in each pair to raise their hands. Point to Stella again and say, "Stella answers the question." As you say *answers*, point to each of the four answers.
3. Show students what to do using Star and Stella. Have Star ask, "What do you see?" Show Stella choosing answer 3, and then have her say, "I see a flag." Show students how to take turns. Have Stella point to the question and encourage the "Stellas" to ask it. Have Star choose answer 1 and encourage the "Stars" to say it.
4. As pairs practice asking and answering questions, make sure they're taking turns and practicing all four answers.
5. Have different pairs come to the front of the class to take turns performing a question and answer.

Trace CT2, CT4

1. **Books closed.** Draw a large *Ee* on the board and mark the letters with the trace guides (the numbers and directional arrows). Next to it, write a second *Ee* of equal size but without the trace guides.
2. Show students what to do. Say, "Let's trace the letter *E*." Use your finger to follow the trace guides on the first *E* and *e*. Do this slowly and say the number of each stroke. Next, use a marker and trace over the second *Ee*. Again, do this slowly and say the number of each stroke.
3. **Books open.** Tell students to trace the letter *E*. As they do this, clear the board and write two pairs of *Ff*, one with trace guides and the other without. Once students have completed tracing *Ee*, check their work and give positive feedback, and then have them close their books. Show them how to trace *F* and *f* following the procedure for *E* and *e*. Students then complete the exercise in their books. Again, check their work and give positive feedback.
4. **Activity Book.** Ask students to complete "Trace" and "Write the missing letters" on page AB24 and "Write" and "Write the missing letters" on page AB25.

Extra activity CT1, CT2

1. Play "Catch the Leader" (see "How to play Catch the Leader" on page 25) to practice producing the "e" and "f" sounds.

E. Look, listen, and say.

Track 25



What color is it?

1. It's black.



2. It's white.



3. It's red.



4. It's blue.



5. It's green.

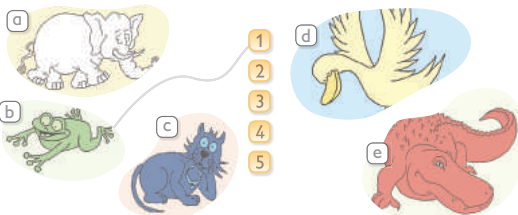


6. It's yellow.



F. Listen and match.

Track 26



Warm-up activity

CT2, CT3, CT4

1. Review the previous lesson. Sit in a circle with the students. Students will need their Student Books open to pages 24 and 25.
2. Focus on the letter *Ee*. Indicate the alphabet box on page 24 and say:
 - “Point to the letter *E*.”
 - “Say the letter *E*.” Make sure students say the name of the letter rather than the sound. (*E*)
 - “Say the ‘e’ in *egg*.” Make sure students say the sound of the letter as it is in *egg*. (“e”) Repeat the direction, substituting *elephant* for *egg*.
 - Indicate the “Trace” exercise on page 25, hold up a finger, and say, “Trace the letter *E*.”
3. Focus on the letter *Ff*. Repeat the above procedure.
4. Have the lesson’s four alphabet words written on separate A4 sheets. Spread them out face up in the center of the circle. Give the four flash cards (the words should still be covered from the previous lesson) to four different students and have them place their cards next to the right words. Point to different flash cards and ask students, “What do you see?” Repeat this routine a few times with different groups of four students.

Lesson preparations

Starship flash cards 47 to 56: *egg, elephant, flag, frog, black, white, red, blue, green, yellow*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 25 and 26

Activity Book: “Listen and check” (CD Track 78), “Color the pictures,” and “Listen and match” (CD Track 79) on page AB26

Extras: four A4 sheets, each with one of the following words written on it—*egg, elephant, flag, frog*

Look, listen, and say

CT1, CT2, CT3

1. **Books closed.** Students might already know some English words for colors. Give them an opportunity to show what they know as you introduce the colors in two groups of three.
 - Hold up the *red* flash card with the word covered and ask, “What color is it?” (*It’s red.*) If the answer’s known, respond positively, otherwise provide the answer. Model the word *red* slowly and clearly. Have students repeat and practice the word with you, then show the word on the flash card and leave it on display. Repeat the procedure for *black* and *white*.
 - Repeatedly show the three cards in random order as students call out the colors. Increase the pace.
 - Repeat the procedure to introduce *blue, green, and yellow*.
 - Give the six color flash cards to six different students. Call out the colors in random order. Each student stands when their color is called. Give the whole class directions to point to different cards and then say the color, for example: “Point to the red card. Say *red*.”

E. Look, listen, and say.

Track 25

What color is it?

1. It's black.	2. It's white.	3. It's red.
4. It's blue.	5. It's green.	6. It's yellow.

F. Listen and match.

Track 26

1 2 3 4 5

a b c d e

26

Listen and match CT2

Track 26

Audio Script

Narrator: One

Woman: What do you see?

Girl: I see a frog.

Woman: What color is it?

Girl: It's green.

Narrator: Two

Woman: What do you see?

Boy: I see a blue cat.

Narrator: Three

Woman: What do you see?

Girl: I see a white elephant.

Narrator: Four

Woman: What do you see?

Boy: I see an alligator.

Woman: What color is it?

Boy: It's red.

Narrator: Five

Woman: What do you see?

Boy: I see a yellow duck.

2. **Track 25** **Books open.** Say, "Look, listen, and say." Play CD Track 25. Pause after the question and then after each answer for students to repeat.
3. Divide the class into two groups—one group to be Stars and one to be Stellas. Give a member of each group three color flash cards. Each group takes turns asking and answering the question, "What color is it?" As the question's asked, the group member shows one of the group's three cards. The other group answers with the color on the card.
4. Divide the class into pairs—student A to be Star and student B to be Stella. They take turns asking, "What color is it?" as they point to a color square on page 26.
5. Give six students a different color flash card and have them ask the class, "What color is it?"
6. **Activity Book.** Ask students to complete "Listen and check" (CD Track 78) and "Color the pictures" on page AB26.

1. **Books open.** Tell students to look at the pictures. Ask, "What do you see?" and "What color is it?" (*An elephant; it's white. A frog; it's green. A cat; it's blue. A duck; it's yellow. An alligator; it's red.*)
2. Say, "Let's listen and match." Play One on CD Track 26. Say, "Say the number." Prompt the answer by pointing to the number. (*one*) Say, "The girl sees ... [pause to allow students to finish the sentence] (*a frog*)." Prompt the answer by pointing to the picture. Ask about its color. (*It's green.*) Say, "Draw a line from the number ... [pause] (*one*) to the picture of ... [pause] (*the [green] frog*)." Prompt the answer by tracing your finger over the line.
3. Check that students know what to do. Play CD Track 26. Pause for students to match the numbers to the pictures. Check students' answers. Call out numbers in any order and have students respond with the correct picture. For example, call out "Four." (*An alligator. It's red./A red alligator.*)
4. **Activity Book.** Ask students to complete "Listen and match" on page AB26 (CD Track 79).

Extra activity

1. Conclude the lesson and extend students' learning by using one of the extension activities on page 80.

G. Sing.

What do you see?
I see a desk.
What color is it?
It's green. It's green.

What do you see?
I see a ruler.
What color is it?
It's blue. It's blue.

What do you see?
I see an eraser.
What color is it?
It's white. It's white.

What do you see?
I see a crayon.
What color is it?
It's yellow. It's yellow.




H. Point to the eraser.

27

Sing

SONG CD

CT3, CT5

1.  **First listening.** Say, "Listen to the song." Show students you want them to close their eyes. Play CD Track 27.
2. **Second listening.** Give eight different students a flash card each as follows: *desk*, *ruler*, *eraser*, *crayon*, *green*, *blue*, *white*, and *yellow*. Have them stand at the front of the class in any order. Play CD Track 27 again. Guide the first two card-holders (*desk* and *green*) into a pair as the verse is sung. Encourage the other students to arrange themselves into pairs from left to right as each verse is sung.
3. **Third listening.** Say, "Let's sing." Replay CD Track 27. Prompt the words of the song by encouraging each card-holder to raise their card as their word is sung.
4. **Books open.** Ask students to look at the pictures on page 27.
 - Say, "Point to the eraser." Wait to see all students pointing to the picture of the eraser. Ask students to look at the words of the song. Say, "Point to the word eraser." Wait to see all students pointing to the word eraser in the third verse.
 - Repeat the procedure for the other three items (pictures and words).
 - Ask about the color of each item in the picture and then ask students to point to the color word in the song.
 - Read the words of the song with the students.
5. **Fourth listening.** Ask students to sing along. Have them point to different color squares on page 26 as each verse is sung. Replay CD Track 27.
6. **Activity Book.** Ask students to complete "Color the picture" on page AB27.

Lesson preparations

Starship flash cards 47 to 56: *egg*, *elephant*, *flag*, *frog*, *black*, *white*, *red*, *blue*, *green*, *yellow*

Star and Stella hand puppets (see page 13)

Audio CD Track: 27

Activity Book: "Color the picture" on page AB27

Extras: flash cards from earlier lessons—*eraser* (Lesson 1); *desk* (Lesson 2); *ruler* and *crayon* (Lesson 3)

Warm-up activity CT3

1. Use the flash cards to review the lesson's vocabulary. Take the opportunity to provide lots of praise.

Extra activity CT5

1. To conclude the lesson, have the class stand up to sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.



Grammar, Culture notes, Extension activities

Grammar CT2

Focus on the article *an* before *egg* and *elephant*. Students know that *an* comes before words that start with the “e” sound, as in *eraser*, and with the “a” sound, as in *apple* and *alligator*. In this lesson, they learn that words starting with the “e” sound, as in *egg* and *elephant*, also take the article *an*.

This lesson introduces students to structures in which objects are described by their color. Make sure articles are not used before a color in statements such as *It’s white*—words that

Questions

What do you see?
What color is it?

Statements/Answers

I see	an egg. an elephant. a flag. a frog.
-------	---

It’s	black. white. red. blue. green. yellow.
------	--

describe (adjectives) **don’t** take articles. If there is any confusion, be aware that in the “Listen and match” section, students hear *I see a white elephant*. In this example, the article before the word *white* refers to the word *elephant*, not the word *white*—words that name things (nouns) **do** take articles. Only address this particular sentence structure if absolutely necessary. It is better to simply allow students to experience hearing the structure at this stage. Hearing it in this lesson is a step towards knowing and producing it at a later learning stage.

Culture notes CT1

In Level Pre A1.2, students will learn that certain colors can signify different things in different cultures. However, at this stage, focus on color associations that are similar between cultures. For example, consider the colors of the pictured animals in the “Listen and match” exercise. Students will readily tell you that living cats are not actually blue and living alligators are not red. Make sure your students realize that this is also true for living cats and alligators in English-speaking cultures!

Extension activities CT2

1. Use colors to divide the class for group activities. For example, to divide the class into four groups, allocate red, blue, green, and yellow until all students have a color. Hold up the yellow flash card and ask the “yellows” to gather where you stand. Move to a different position and hold up another color. Repeat this process until all students are sitting together in their color group.
2. Have students complete color-by-number worksheets. These can be found on the Internet.
3. Give your students opportunities to share names of other colors they know.

Phonics Pre A1.1 Unit 2

Phonics

Unit
2

Aa Bb

A. Look, listen, and say.

P-CD
Track
1

Aa



apple



alligator

B. Circle the letters Aa.

(A) V A H A K R A
(a) c d a a b e a

C. Trace and write.

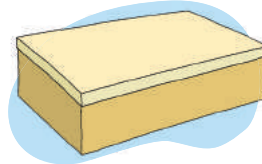


28

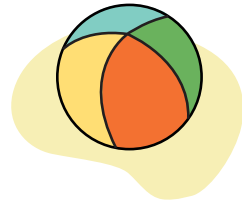
D. Look, listen, and say.

P-CD
Track
2

Bb



box

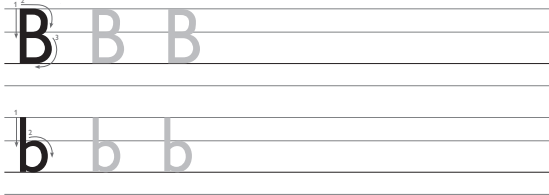


ball

E. Circle the letters Bb.

(B) B D P B R B B
(b) d b b p b d b

F. Trace and write.



29

G. Look, listen, and say.

P-CD
Track
3



H. Trace and match.



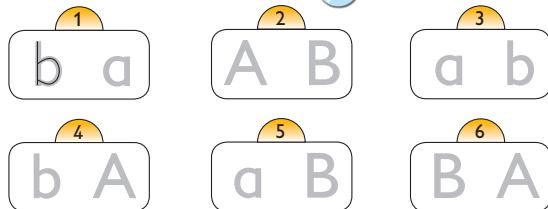
I. Write the missing letters.



30

J. Listen and trace the letter.

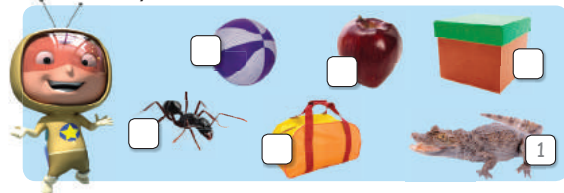
P-CD
Track
4



K. Listen and number.

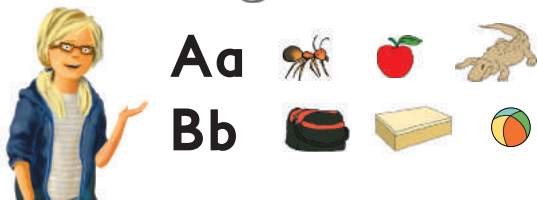
P-CD
Track
5

What do you see?



L. Listen and chant.

P-CD
Track
6



31

Phonics Pre A1.1 Unit 2

Unit
2

Cc Dd

A. Look, listen, and say.

P-CD
Track
7

Cc



cat



cookie

B. Circle the letters Cc.

Ⓒ K C O G C S C
Ⓒ e c o c g c c

C. Trace and write.

C C C
c c c

32

D. Look, listen, and say.

P-CD
Track
8

Dd



duck



doll

E. Circle the letters Dd.

Ⓓ D P D B D O D
Ⓓ b d b d p b d

F. Trace and write.

D D D
d d d

33

G. Look, listen, and say.

P-CD
Track
9



H. Trace and match C to c and D to d.



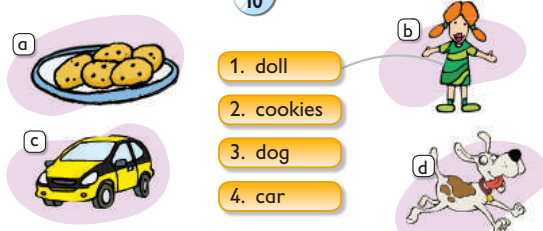
I. Write the missing letters.

1. cat 2. uck 3. og

34

J. Listen and match.

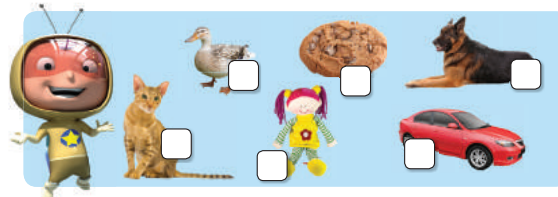
P-CD
Track
10



K. Listen and number.

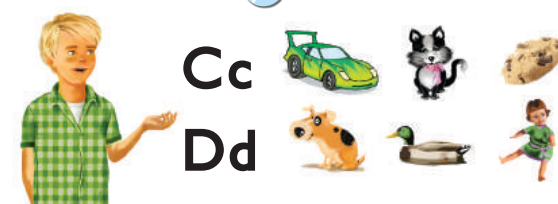
P-CD
Track
11

What's this?



L. Listen and chant.

P-CD
Track
12



35

Phonics Pre A1.1 Unit 2

Unit
2

Ee

Ff

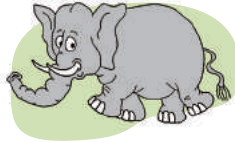
A. Look, listen, and say.

P-CD
Track
13

Ee



eggs



elephant

B. Circle the letters Ee.

(E) E F P E F E B
(e) c e e a e o e

C. Trace and write.

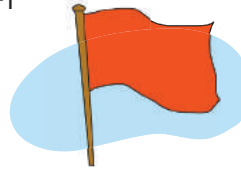
E E E
e e e

36

D. Look, listen, and say.

P-CD
Track
14

Ff



flag



frog

E. Circle the letters Ff.

(F) F E P F B F F
(f) h f t f k t f

F. Trace and write.

F F F
f f f

37

Phonics Pre A1.1 Unit 2 Answers

pages 28–31

B. A x 3, a x 3; **E.** B x 4, b x 4; **H.** a – alligator – A, B – ball – b, b – box – B, A – apple – a; **I.** B, a, b, A; **J.** 1 b, 2 A, 3 a, 4 b, 5 B, 6 A; **K.** 1 alligator, 2 box, 3 apple, 4 bag, 5 ball, 6 ant.

pages 32–35

B. C x 3, c x 4; **E.** D x 4, d x 3; **H.** C – cat – cookie – car – c, D – duck – doll – dog – d; **I.** 1 c, 2 d, 3 d; **J.** 1 b, 2 a, 3 d, 4 c; **K.** 1 car, 2 doll, 3 duck, 4 cat, 5 dog, 6 cookie.

pages 36–37

B. E x 3, e x 4; **E.** F x 4, f x 3.

FOCUS

Theme

Letter forms and people

Aim

Students learn how to: ask and answer questions about who they see

Structures

- Letters Gg and Hh
- Wh- questions with *Who* (*Who do you see?*)

Review: Wh- questions with *What* contracted with *BE* (*What's this?*)

Vocabulary

goat, grasshopper, hat, hand, who



Who do you see?

A. Look, listen, and say.

Track 28

1. Gg



goat



grasshopper

2. Hh



hat



hand

B. Point to Gg and Hh.

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

38

Lesson preparations

Starship flash cards 57 to 60: *goat, grasshopper, hat, hand*

Star and Stella hand puppets (see page 13)

Audio CD Track: 28

Activity Book: “Trace” and “Write the missing letters” on page AB28; “Write” and “Write the missing letters” on page AB29

Extras: Lesson 6 flash cards—*egg, elephant, flag, frog*, as well as four of the color flash cards; an alphabet poster displayed on a classroom wall

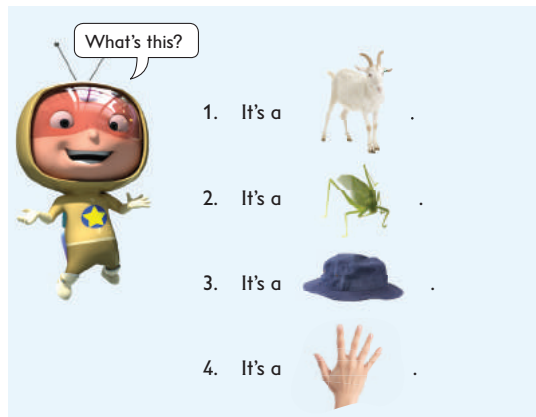
Warm-up activity CT2, CT3

1. Sing a round of the Lesson 6 song, using *egg, elephant, flag, and frog*. Have students sit in a circle. In the center, spread the flash cards for *egg, elephant, flag, and frog* face down. Ask a student to turn over a card and have all students say the word. Leave the card face up. Repeat for the other cards. Place a color flash card next to each alphabet card. Point to each card and ask, “What do you see? What color is it?” Sing the song with students.

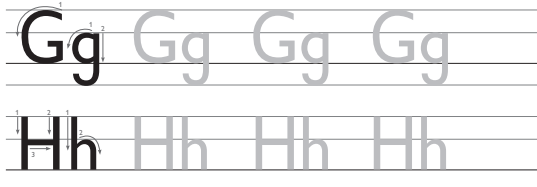
Look, listen, and say CT1, CT2, CT3

1. **Books closed.** Present the lesson’s two letters of the alphabet. On the board, write: *Gg Hh*. Say, “Let’s learn the letters *G* and *H*.” Point to each *G* in turn and say, “Big *G*. Little *g*.” Circle *Gg* with your finger and then model the name of the letter: Say, “*G*.” Encourage students to repeat it with you. Repeat this procedure for the letter *H*.
2. Refer to the board and the displayed alphabet poster. Ask different students to come to the front. Gesture to the board and say, “Point to *G*.” Gesture to the poster and say, “Point to *G*.” Repeat for *H*.
3. Introduce the lesson’s four alphabet words. Use *Star* here. Cover the words on the four flash cards. Put them on display but with the pictures facing away from the class. Point to *Gg* on the board and say, “*G*.” Then, as you point to the *goat* flash card, say to *Star*, “What’s this?” Hold up the card and say, “It’s a goat.” Model *goat* slowly and clearly. Have students repeat and practice the word with you and then leave the card on display. Repeat this procedure to introduce *grasshopper*, then *Hh, hat, and hand*.
4. **Books open.** Say, “Point to *G*.” Check that students point to the *Gg* in the alphabet box in addition to any other *Gg* on the page. Say, “Point to the goat.” Check that students are pointing to the picture. Say, “Point to the word *goat*.” Check that students are pointing to the word.

C. Read and say.




D. Trace.



39

Repeat this routine for *grasshopper*, then for *Hh*, *hat*, and *hand*. Next, give single directions to point to either one of the two letters, one of the four pictures, or one of the four words. Use *goat*, *grasshopper*, *hat*, and *hand* randomly and increase the pace.

-  Say, "Look, listen, and say." Play CD Track 28, pausing after each item for students to practice saying the word. Play the track again. This time, pause after each two items for students to practice saying *goat* and *grasshopper*, then *hat* and *hand*. Play the track one last time, this time from start to end for students to practice saying all four words one after the other.
- Books closed.** Present the sounds of the letters. Say, "g-g-goat." Model the repetition of the sound, then say the word slowly and clearly a few times; then have students repeat it with you several times. Repeat this procedure to practice the "g" sound in *grasshopper*, and then the "h" sound in *hat* and *hand*.
- Write the four words across the board. Give the four flash cards (with the words still covered) to four different students and have them place their cards under the right words. Repeat this routine a few times with different groups of four students.

Read and say CT2, CT3

- Books open.** Point to the page. Say, "Look. What do you see?" Encourage students to make different statements about what they see. (*I see Star. I see a goat. I see a grasshopper. I see a hat. I see a hand.*)
- Say, "Let's work in pairs as Star and Stella." Divide the class into pairs—student A to be Star and student B to be Stella.
 - Say, "Hands up, Stars." Wait for a student in each pair to raise their hands. Point to Star again and say, "Star asks the question." As you say *the question*, point to the speech bubble.
 - Say, "Hands up, Stellas." Wait for the other students in each pair to raise their hands. Say, "Stella answers the question." As you say *answers*, point to each answer.
- Show students what to do using Star and Stella. Have Star point to the picture of the goat and ask, "What's this?" Show Stella looking at the goat, and then have her say, "It's a goat." Show students how to take turns. Have Stella point to a picture and encourage the "Stellas" to ask the question. Show Star looking at the same picture and encourage the "Stars" to say what it is.
- As pairs practice asking and answering questions, make sure they're taking turns and practicing all four answers.
- Have different pairs come to the front of the class to take turns performing a question and answer.

Trace CT2, CT4

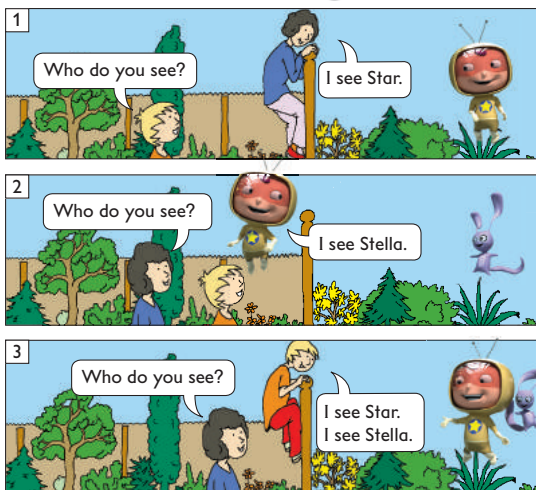
- Books closed.** Draw a large *Gg* on the board and mark the letters with the trace guides (the numbers and directional arrows). Next to it, write a second *Gg* of equal size but without the trace guides.
- Show students what to do. Say, "Let's trace the letter G." Use your finger to follow the trace guides on the first *G* and *g*. Do this slowly and say the number of each stroke. Next, use a marker and trace over the second *Gg*.
- Books open.** Tell students to trace the letter *G*. As they do this, clear the board and write two pairs of *Hh*, one with trace guides and the other without. When students have traced *Gg*, check their work, give positive feedback, and then have them close their books. Show them how to trace *H* and *h* following the procedure for *G* and *g*. Students then complete the exercise in their books. Check their work and give positive feedback.
- Activity Book.** Ask students to complete "Trace" and "Write the missing letters" on page AB28 and "Write" and "Write the missing letters" on page AB29.

Extra activity CT1, CT2

- Play "Catch the Leader" (see "How to play Catch the Leader" on page 25) to practice producing the "g" and "h" sounds.

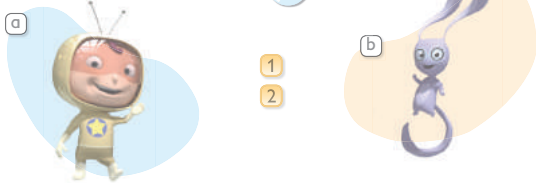
E. Look, listen, and say.

Track 29



F. Listen and match.

Track 30



Warm-up activity CT2, CT3

1. Review the previous lesson. Sit in a circle with the students. Students will need their Student Books open to pages 38 and 39.
2. Focus on the letter Gg. Indicate the alphabet box on page 38 and say:
 - "Point to the letter G."
 - "Say the letter G." Make sure students say the name of the letter rather than the sound it makes. (G)
 - "Say the 'g' in goat." Make sure students say the sound of the letter as it is in *goat*. ("g") Repeat the direction, substituting *grasshopper* for *goat*.
 - Indicate the "Trace" exercise on page 39, hold up a finger, and say, "Trace the letter G."
3. Focus on the letter Hh. Repeat the above procedure.
4. Have the lesson's four alphabet words written on separate A4 sheets. Spread them out face up in the center of the circle. Give the four flash cards (the words should still be covered from the previous lesson) to four different students and have them place their cards next to the right words. Point to different flash cards and ask students, "What do you see?" Repeat this routine a few times with different groups of four students.

Lesson preparations

Starship flash cards 57 to 60: *goat, grasshopper, hat, hand*


Star and Stella hand puppets (see page 13)

Audio CD Tracks: 29 and 30

Activity Book: "Listen and check" and "Listen and match" on page AB30 (CD Tracks 80 and 81)

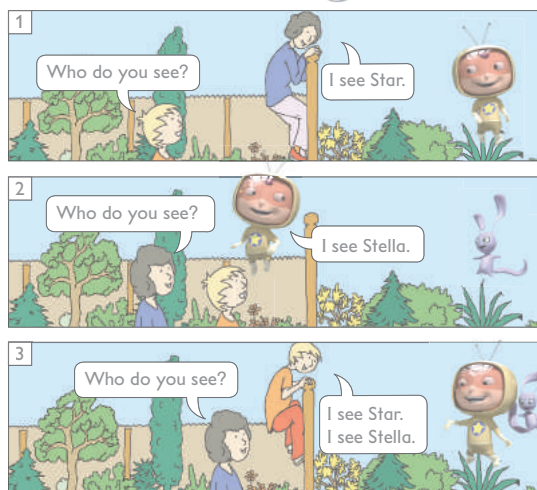
Extras: four A4 sheets, each with one of the following words written on it—*goat, grasshopper, hat, hand*; a box; flash cards from earlier lessons—*book, pencil, eraser* (Lesson 1); *desk, chair* (Lesson 2); *crayon, pen, ruler* (Lesson 3); *apple, alligator, box, ball* (Lesson 4); *cat, cookie, duck, doll* (Lesson 5); *egg, elephant, flag, frog* (Lesson 6)

Look, listen, and say CT1, CT2, CT3

1. **Books closed.** Have Star hidden from view inside a box and place it somewhere for all to see. Point to the box and ask, "What do you see?" (a box) Without looking into the box, point inside and ask, "Who do you see?" With your palms up, shrug your shoulders. Repeat the question slowly and clearly, as you look into the box. Pull out Star and say, "I see Star."
 - Ask students to close their eyes. Show them what you mean by doing the action yourself as you give the direction. When all eyes are closed, remove Star and put Stella in the box. Ask students to open their eyes. When all eyes are open ask, "Who do you see?" Encourage students to repeat the question with you. Pull out Stella and encourage the class to give the answer. (*I see Stella.*) Put both puppets in the box.
2.  Say, "Look and listen." As you say *look*, point to the box. Play CD Track 29. Each time the question is answered, pull out Star, Stella, or Star and Stella, and hold them up.

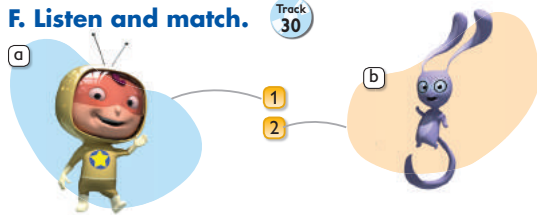
E. Look, listen, and say.

Track 29



F. Listen and match.

Track 30



- Books open.** Say, "Look, listen, and say." Play CD Track 29 again. Pause after each question and answer for students to repeat. Divide the class into two groups and have them take turns asking and answering the question. Put students into pairs to again take turns practicing the question and answers.
- Play a game using all the flash cards for items from Lessons 1 to 7 (24 cards). Put the cards in the middle of the room. Ask two students to come to the front. Have one student pick up a card and then hold it up in front of their face, with the picture facing outwards. Ask the other student, "What do you see?" They answer with the name of the item on the card. Then ask, "Who do you see?" The student holding the card reveals themselves and the other student answers. The student with the flash card returns it to the pile. Pick another card; the student who answered your questions in the last round holds the card and asks the questions while the other gives the answers. Make sure students know to continue taking turns in this way. Divide the class into groups of three to play the game. To conclude, ask two or three pairs to perform a round of the game for the class.
- Activity Book.** Ask students to complete "Listen and check" on page AB30 (CD Track 80).

Listen and match CT2

Track 30

Audio Script

Narrator: One

Girl: Who do you see?

Boy: I see Star.

Narrator: Two

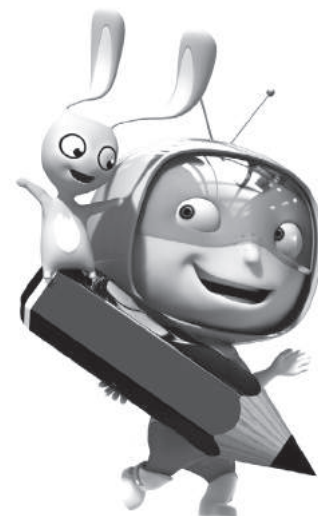
Girl: Who do you see?

Boy: I see Stella.

- Books open.** Tell students to look at the pictures. Ask, "Who do you see?" (*I see Star. I see Stella.*)
- Say, "Let's listen and match." Play One on CD Track 30. Say, "Say the number." Prompt the answer by pointing to the number. (*one*) Say, "What does the boy say?" Prompt the answer by pointing to the picture. (*I see Star.*) Say, "Draw a line from the number ... [pause to allow students to answer] (*one*) to the picture of ... [pause] (*Star*)." Prompt the answer by drawing an imaginary line.
- Check that students know what to do. Play CD Track 30. Pause for students to match 2 to picture b. Ask, "What's the question?" (*Who do you see?*) "What's the answer?" (*I see Stella.*)
- Activity Book.** Ask students to complete "Listen and match" on page AB30 (CD Track 81).

Extra activity

- Conclude the lesson and extend students' learning by using one of the extension activities on page 90.



G. Sing.

Track
31

What do you see?
I see a cookie.
Who do you see?
I see Star.

What do you see?
I see an apple.
Who do you see?
I see Stella.



H. Point to the cookie.

41

Sing

SONG CD

CT3, CT5

1. **Track 31** **First listening.** Say, "Listen to the song." Show students you want them to close their eyes. Play CD Track 31.
2. **Second listening.** Give two different students a puppet and a flash card each: Star and the *cookie* flash card to one, Stella and the *apple* flash card to the other. Have them stand at the front of the class. Play CD Track 31 again. As the answers to the questions in each verse are sung, encourage the students at the front to hold up their flash card and puppet at the correct time.
3. **Third listening.** Say, "Let's sing." Replay CD Track 31. Prompt the words of the song by encouraging the students at the front to raise their card and puppet as in the previous listening.
4. **Books open.** Ask students to look at the pictures on page 41.
 - Say, "Point to the cookie." Wait to see all students pointing to the picture of the cookie. Ask students to look at the words. Say, "Point to the word *cookie*." Wait to see all students pointing to the word *cookie* in the first verse.
 - Say, "Point to the apple." Wait to see all students pointing to the picture of the apple. Ask students to look at the words. Say, "Point to the word *apple*." Wait to see all students pointing to the word *apple* in the second verse.
 - Read the words of the song with the students.
5. **Fourth listening.** Ask students to sing along. Replay CD Track 31.
6. **Activity Book.** Have students complete "Look and match" and "Draw your hand" on page AB31.

Lesson preparations

Starship flash cards 57 to 60: *goat, grasshopper, hat, hand*

Star and Stella hand puppets (see page 13)

Audio CD Track: 31

Activity Book: "Look and match" and "Draw your hand" on page AB31

Extras: *apple* flash card (Lesson 4) and *cookie* flash card (Lesson 5); a box

Warm-up activity

CT3

1. Use the flash cards to review the lesson's vocabulary. Include the *apple* flash card from Lesson 4 and the *cookie* flash card from Lesson 5. Take the opportunity to provide lots of praise.

Extra activity

CT5

1. To conclude the lesson, have the class stand up to sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.

Grammar, Culture notes, Extension activities

Grammar CT2

In this lesson students learn a new *Wh-* question. They practice using *Who* to ask and answer questions about people. This is in contrast to asking and answering questions about things, using *What*. Make sure students recognize that *Who* is used to ask about people and *What* is used to ask about things. The game in “Look, listen, and say” on page 87 of the Teacher’s Book helps to illustrate the difference, as does the song at the end of the lesson.

Questions

What’s this?
What do you see?
Who do you see?

Statements/Answers

It’s	a goat.
I see	a grasshopper.
	a hat.
	a hand.
	a cookie
	an apple.

I see	Star.
	Stella.

Culture notes CT1

Turn students’ attention to the word *goat*. Show the flash card. Ask students if they know any stories about goats. They may know the fairytale, *Three Billy Goats Gruff*. Tell and/or discuss the story. Ask students about old stories from their own culture. Let students know that many old stories (fairytales or folktales) from different parts of the world, such as *Three Billy Goats Gruff* from Norway, are told in English to children in English-speaking countries.

Extension activities CT2, CT3, CT5

1. Create a photo gallery of students on a classroom wall. Refer to these photos to encourage practice in asking and answering the question *Who do you see?*
2. Divide the class into two groups to sing the lesson’s song. One group asks the question *What do you see?* and the other answers. To prompt the answers, first choose four students and have them randomly select one of the 24 flash cards for items from Lessons 1 to 7. Have them stand in a line with their cards displayed. Starting from left to right, they each raise their cards to prompt the answers to the two questions in each verse.

What shape is it?

FOCUS

Theme

Letter forms and shapes

Aim

Students learn how to: ask and answer questions about shapes

Structures

- Letters Ii and Jj
- *Wh-* questions about shape (*What shape is it?*)
- Statements that name shapes (*It's a circle.*)

Review: article *an* with words that start with a vowel sound (*an igloo*, *an insect*); *Wh-* questions with *DO* (*What do you see?*)

Vocabulary

igloo, insect, jar, juggler, circle, rectangle, shape, square, triangle

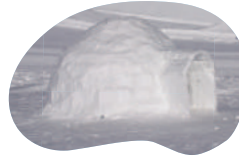


What shape is it?

A. Look, listen, and say.

Track 32

1. Ii



igloo



insect

2. Jj



juggler



jar

B. Circle Ii and Jj.

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

42

Lesson preparations

Starship flash cards 61 to 64: *igloo, insect, juggler, jar*

Star and Stella hand puppets (see page 13)

Audio CD Track: 32

Activity Book: “Trace” and “Write the missing letters” on page AB32; “Write” and “Write the missing letters” on page AB33

Extras: Lesson 7 flash cards—*goat, grasshopper, hat, hand*; an alphabet poster on a classroom wall

Warm-up activity

CT3, CT5

1. Sing a four-verse round of the song on page 41 of the Student Book, using *What do you see?* and *goat, grasshopper, hat, and hand*. Have students sit in a circle. In the center, spread the flash cards for *goat, grasshopper, hat, and hand* face down. Ask a student to turn over a card and have all students say the word. Ask what letter the word starts with and then ask them to make the sound of the letter. Select four students to hold a card each and, at the start of each verse, have them prompt the answers to the two questions.

Look, listen, and say

CT1, CT2, CT3

1. **Books closed.** Present the lesson's two letters of the alphabet. On the board, write: *Ii Jj*. Say, “Let's learn the letters *I* and *J*.” Point to each *I* in turn and say, “Big *I*. Little *i*.” Circle *Ii* with your finger and then model the name of the letter: Say, “*I*.” Encourage students to repeat it with you. Repeat this procedure for the letter *J*.
2. Refer to the board and the displayed alphabet poster. Ask different students to come to the front. Gesture to the board and say, “Point to *I*.” Gesture to the poster and say, “Point to *I*.” Repeat for *J*.
3. Introduce the lesson's four alphabet words. Use Star here. Cover the words on the four flash cards. Put them on display but with the pictures facing away from the class. Point to *Ii* on the board and say, “*I*.” Then, as you point to the *igloo* flash card, say to Star, “What's this?” Hold up the card and say, “It's an igloo.” Model *igloo* slowly and clearly. Have students repeat and practice the word with you and then leave the card on display. Repeat this procedure to introduce *insect*, then *Jj*, *juggler*, and *jar*.
4. **Books open.** Say, “Point to *I*.” Check that students point to the *Ii* in the alphabet box in addition to any other *Ii* on the page. Say, “Point to the igloo.” Check that students are pointing to the picture. Say, “Point to the word *igloo*.” Check that students are pointing to the word.

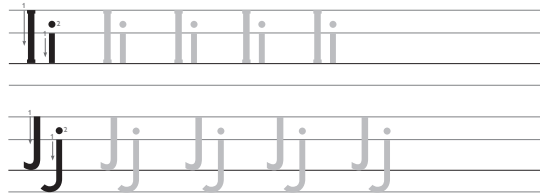
C. Read and say.

What do you see?

1. I see an 
2. I see an 
3. I see a 
4. I see a 




D. Trace.



43

Repeat this routine for *insect*, then for *Jj*, *juggler*, and *jar*. Next, give single directions to point to either one of the two letters, one of the four pictures, or one of the four words. Use *igloo*, *insect*, *juggler*, and *jar* randomly and increase the pace.

5.  Say, "Look, listen, and say." Play CD Track 32, pausing after each item for students to practice saying the word. Play the track again. This time, pause after each two items for students to practice saying *igloo* and *insect*, then *juggler* and *jar*. Play the track one last time, this time from start to end for students to practice saying all four words one after the other.
6. **Books closed.** Present the sounds of the letters. Say, "i-i-igloo." Model the repetition of the sound, then say the word slowly and clearly a few times; then have students repeat it with you several times. Repeat this procedure to practice the "i" sound in *insect*, and then the "j" sound in *juggler* and *jar*.
7. Write the four words across the board. Give the four flash cards (with the words still covered) to four different students and have them place their cards under the right words. Repeat this routine a few times with different groups of four students.

Read and say CT2, CT3

1. **Books open.** Point to each picture and ask, "What's this?" (*an igloo, an insect, a jar, a juggler*)
2. Point to Star and ask, "What's his name?" (*Star*) Point to Stella and ask, "What's her name?" (*Stella*) Divide the class into pairs—student A to be Star and student B to be Stella.
 - Say, "Hands up, Stars." Wait for a student in each pair to raise their hands. Point to Star again and say, "Star asks the question." As you say *the question*, point to the speech bubble.
 - Say, "Hands up, Stellas." Wait for the other students in each pair to raise their hands. Point to Stella again and say, "Stella answers the question." As you say *answers*, point to each of the four answers.
3. Show students what to do using Star and Stella. Have Star ask, "What do you see?" Show Stella choosing answer 3, and then have her say, "I see a jar." Show students how to take turns. Have Stella point to the question and encourage the "Stellas" to ask it. Have Star choose answer 1 and encourage the "Stars" to say it.
4. As pairs practice asking and answering questions, make sure they're taking turns and practicing all four answers.
5. Have different pairs come to the front of the class to take turns performing a question and answer.

Trace CT2, CT4

1. **Books closed.** Draw a large *Ii* on the board and mark the letters with the trace guides (the numbers and directional arrows). Next to it, write a second *Ii* of equal size but without the trace guides.
2. Show students what to do. Say, "Let's trace the letter *I*." Use your finger to follow the trace guides on the first *I* and *i*. Do this slowly and say the number of each stroke. Next, use a marker and trace over the second *Ii*. Again, do this slowly and say the number of each stroke.
3. **Books open.** Tell students to trace the letter *I*. As they do this, clear the board and write two pairs of *Jj*, one with trace guides and the other without. When students have completed tracing *Ii*, check their work and give positive feedback, and then have them close their books. Show them how to trace *J* and *j* following the procedure for *I* and *i*. Students then complete the exercise in their books. Again, check their work and give positive feedback.
4. **Activity Book.** Ask students to complete "Trace" and "Write the missing letters" on page AB32 and "Write" and "Write the missing letters" on page AB33.

Extra activity CT1, CT2

1. Play "Catch the Leader" (see "How to play Catch the Leader" on page 25) to practice producing the "i" and "j" sounds.

E. Look, listen, and say.

Track 33

What shape is it?

1. It's a circle.

2. It's a rectangle.

3. It's a square.

4. It's a triangle.

F. Listen and match.

Track 34

a

b

c

d

1

2

3

4

Warm-up activity CT2, CT3

1. Review the previous lesson. Sit in a circle with the students. Students will need their Student Books open to pages 42 and 43.
2. Focus on the letter *Ii*. Indicate the alphabet box on page 42 and say:
 - “Point to the letter *I*.”
 - “Say the letter *I*.” Make sure students say the name of the letter rather than the sound it makes. (*I*)
 - “Say the ‘i’ in *igloo*.” Make sure students say the sound of the letter as it is in *igloo*. (“*i*”) Repeat the direction, substituting *insect* for *igloo*.
 - Indicate the “Trace” exercise on page 43, hold up a finger, and say, “Trace the letter *I*.”
3. Focus on the letter *Jj*. Repeat the above procedure.
4. Have the lesson’s four alphabet words written on separate A4 sheets. Spread them out face up in the center of the circle. Give the four flash cards (the words should still be covered from the previous lesson) to four different students and have them place their cards next to the right words. Point to different flash cards and ask students, “What do you see?” Repeat this routine a few times with different groups of four students.

Lesson preparations

Starship flash cards 61 to 68: *igloo, insect, juggler, jar, circle, square, rectangle, triangle*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 33 and 34

Activity Book: “Listen and match” and “Listen and draw” on page AB34 (CD Tracks 82 and 83)

Extras: four A4 sheets, each with one of the following words written on it—*igloo, insect, juggler, jar*

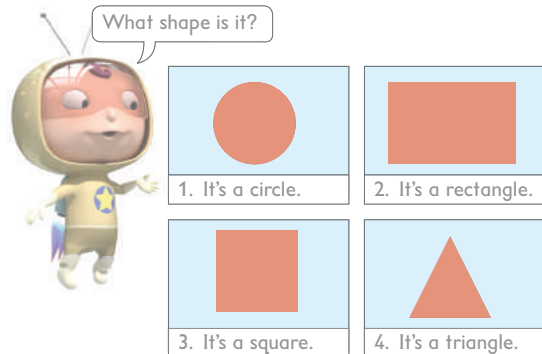
Look, listen, and say CT1, CT2, CT3

1. **Books closed.** Students might already know some English words for shapes. Give them an opportunity to show what they know as you introduce them.
 - Hold up the *circle* flash card with the word covered and ask, “What shape is it?” (*It’s a circle.*) If the answer’s known, respond positively, otherwise provide the answer. Model the word *circle* slowly and clearly. Have students repeat and practice the word with you, reveal it on the flash card, and then leave it on display. Repeat the procedure for *rectangle, square, and triangle*.
 - Repeatedly show the four cards in random order as students call out the shapes. Increase the pace.
 - Give the four shapes flash cards to four different students. Call out the shapes in random order. Each student stands when their shape is called. Give the whole class directions to point to different cards and then say the shape, for example: “Point to the circle. Say *circle*.”

E. Look, listen, and say.

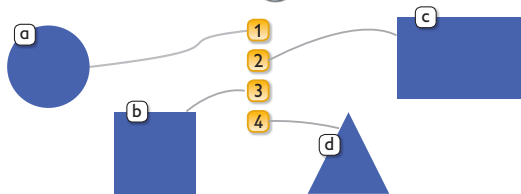
Track 33

What shape is it?



F. Listen and match.

Track 34



44

2. **Track 33** **Books open.** Say, "Look, listen, and say." Play CD Track 33. Pause after the question and then after each answer for students to repeat.
3. Divide the class into two groups—one group to be Stars and one to be Stellas. Give two shapes flash cards to a member of each group. Each group takes turns asking and answering the question, "What shape is it?" As the question's asked, the group member shows one of the group's two cards. The other group answers with the shape on the card.
4. Divide the class into pairs—student A to be Star and student B to be Stella. They take turns asking, "What shape is it?" as they point to a shape on page 34.
5. Give four students a different shape flash card and have them ask the class, "What shape is it?"
6. **Activity Book.** Ask students to complete "Listen and match" (CD Track 82) on page AB34.

Listen and match CT2

Track 34

Audio Script

Narrator: One

Man: What shape is it?

Boy: It's a circle.

Narrator: Two

Man: Is it a rectangle?

Girl: Yes, it is.

Narrator: Three

Man: Is it a square?

Boy: Yes, it is.

Narrator: Four

Man: What shape is it?

Girl: It's a triangle.

1. **Books open.** Tell students to look at the pictures. Use Star to help model a question and answer: Ask, "Do you see a circle?" Have Star point to the circle as he answers the question, "Yes, I do."
 - Use the same question structure to ask about a square. Encourage students to point to the square and answer, "Yes, I do."
 - Point to the rectangle and ask, "What shape is it?" (*It's a rectangle.*)
 - Point to the triangle and ask, "Is it a triangle?" (*Yes, it is.*)
2. Say, "Let's listen and match." Play One on CD Track 34. Say, "Say the number." Prompt the answer by pointing to the number. (*one*) Say, "What shape is it?" Prompt the answer by pointing to the picture. (*a circle*) Say, "Draw a line from the number ... [pause for students to answer] (*one*) to the picture of ... [pause] (*the circle*)." Prompt the answer by tracing your finger over the line.
3. Check that students know what to do. Play CD Track 34. Pause for students to match the numbers to the pictures. Check students' answers. Call out numbers in any order and have students respond with the numbered item. For example, call out "Four." (*a triangle*)
4. **Activity Book.** Ask students to complete "Listen and draw" (CD Track 83) on page AB34.

Extra activity

1. Conclude the lesson and extend students' learning by using one of the extension activities on page 96.

G. Sing.

Rectangle. Circle. Triangle. Square.
Rectangle. Circle. Triangle. Square.

What shape is it?
What do you see?

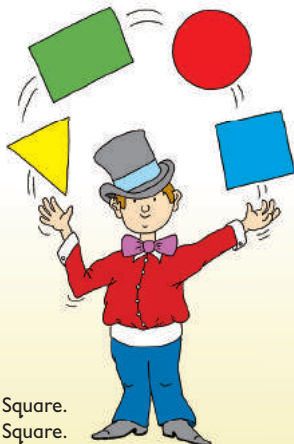
Do you see a rectangle?
Yes, I do. Yes, I do.

Do you see a circle?
Yes, I do. Yes, I do.

Do you see a triangle?
Yes, I do. Yes, I do.

Do you see a square?
Yes, I do. Yes, I do.


Rectangle. Circle. Triangle. Square.
Rectangle. Circle. Triangle. Square.



H. Point to the triangle.

45

Sing CT3, CT5

1.  **First listening.** Say, "Listen to the song." Show students you want them to close their eyes. Play CD Track 35.
2. **Second listening.** Give four students a shape flash card. Have them stand at the front of the class in any order. Play CD Track 35 again. Guide the first card-holder (*rectangle*) into position. Encourage the other students to arrange themselves from left to right as the song is sung.
3. **Third listening.** Say, "Let's sing." Replay CD Track 35. Prompt the words of the song by encouraging each card-holder to raise their card each time their shape is sung.
4. **Books open.** Ask students to look at the pictures on page 45.
 - Say, "Point to the triangle." Wait to see all students pointing to the picture of the triangle. Ask students to look at the words of the song, "Point to the word *triangle*." Wait to see all students pointing to the *triangle* words throughout the song.
 - Repeat the procedure for the other three items (pictures and words).
 - Ask about the color of the shapes in the picture.
 - Read the words of the song with the students.
5. **Fourth listening.** Ask students to sing along. Have them point to the shapes as they sing the words. Replay CD Track 35.
6. **Activity Book.** Ask students to complete "Color the shapes" and "Draw the shape" on page AB35.

Lesson preparations

Starship flash cards 61 to 68: *igloo, insect, juggler, jar, circle, square, rectangle, triangle*

Star and Stella hand puppets (see page 13)

Audio CD Track: 35

Activity Book: "Color the shapes" and "Draw the shape" on page AB35

Warm-up activity CT3

1. Use the flash cards to review the lesson's vocabulary. Take the opportunity to provide lots of praise.

Extra activity CT5

1. To conclude the lesson, have the class stand up to sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.



Grammar, Culture notes, Extension activities

Grammar CT2

Focus on the article *an* before *igloo* and *insect*. Students know that *an* comes before words that start with three other vowel sounds—the “e” in *eraser*, the “e” in *egg* and *elephant*, and the “a” in *apple* and *alligator*. In this lesson, they learn that words starting with another vowel sound, “i,” also take the article *an*.

This lesson introduces students to words that name shapes. Make sure articles are always used before a shape in statements such as *It’s a circle*. Words that name (nouns) take articles.

Questions

What do you see?
What shape is it?

Statements/Answers

I see	an igloo. an insect. a jar. a juggler.
-------	---

It’s	a circle. a rectangle. a square. a triangle.
------	---

Culture notes CT1

The Inupiat and Inuit peoples live in northern Alaska, Canada, and Greenland. They speak traditional languages and many live by hunting and fishing. Some build igloos from blocks of snow as temporary shelters. Share this information with your students, and ask about different groups of people in their country. Consider their traditional languages and lifestyles; in particular, ask about any special types of housing.

Extension activities CT2, CT3

1. Use shapes to divide the class for group activities. For example, to divide the class into four groups, allocate *circles*, *rectangles*, *squares*, and *triangles* until all students have a shape. Hold up the *circle* flash card and ask the “circles” to gather where you stand. Move to a different position and hold up another shape. Repeat this process until all students are sitting together in their shape group.
2. Play a game where students are asked to hunt around the classroom looking for different shapes (rectangle desks, the circle of the sticky tape reel, and so on).
3. Review colors and shapes together. Produce a worksheet with various circles, squares, rectangles, and triangles (use different sizes and, with triangles and rectangles, different dimensions). Give directions to color each shape a different color.

Is it a light?

FOCUS

Theme

Letter forms and parts of a room

Aim

Students learn how to: ask and answer questions about rooms and furniture

Structures

• Letters Kk and Ll

Review: *Wh-* questions with *What* contracted with *BE* (*What's this?*); *Yes/No* questions with *Is* (*Is this a light?*); *Yes/No* answers with contracted *BE* in the negative (*Yes, it is;* *No, it isn't.*)

Vocabulary

kangaroo, kite, ladder, lizard, light, table, wall

Unit
3

Is it a light?

A. Look, listen, and say.

Track
36

1. Kk



kangaroo



kite

2. Ll



ladder



lizard

B. Point to Kk and Ll.

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

46

Lesson preparations

Starship flash cards 69 to 72: kangaroo, kite, ladder, lizard

Star and Stella hand puppets (see page 13)

Audio CD Track: 36

Activity Book: "Trace" and "Write the missing letters" on page AB36; "Write" and "Write the missing letters" on page AB37

Extras: Lesson 8 flash cards—circle, square, rectangle, triangle; an alphabet poster on a classroom wall

Warm-up activity

CT2, CT3, CT5

1. Sing a round of the song on page 45 of the Student Book. Use the Lesson 8 shapes flash cards to prompt the words. Have students sit in a circle. In the center, spread the flash cards face up. Ask a student, "Do you see a rectangle?" (*Yes, I do.*) Have the student take the card. Repeat with different students for the other three cards. Have the four students sit together in order (rectangle, circle, triangle, square). Sing the song with students. Prompt the words by pointing to different flash cards.





Look, listen, and say

CT1, CT2, CT3

1. **Books closed.** Present the lesson's two letters of the alphabet. On the board, write: *Kk Ll*. Say, "Let's learn the letters *K* and *L*." Point to each *K* in turn and say, "Big *K*. Little *k*." Circle *Kk* with your finger and then model the name of the letter: Say, "*K*." Encourage students to repeat it with you. Repeat this procedure for the letter *L*.
2. Refer to the board and the displayed alphabet poster. Ask different students to come to the front. Gesture to the board and say, "Point to *K*." Gesture to the poster and say, "Point to *K*." Repeat for *L*.
3. Introduce the lesson's four alphabet words. Use Star here. Cover the words on the four flash cards. Put them on display but with the pictures facing away from the class. Point to *Kk* on the board and say, "*K*." Then, as you point to the kangaroo flash card, say to Star, "What's this?" Hold up the card and say, "It's a kangaroo." Model kangaroo slowly and clearly. Have students repeat and practice the word with you and then leave the card on display. Repeat this procedure to introduce kite, then *Ll*, ladder, and lizard.
4. **Books open.** Say, "Point to *K*." Check that students point to the *Kk* in the alphabet box in addition to any other *Kk* on the page. Say, "Point to the kangaroo." Check that students are pointing to the picture. Say, "Point to the word kangaroo." Check that students are pointing to the word. Repeat this routine for kite, then

C. Read and say.

What's this?


1. It's a 
2. It's a 
3. It's a 
4. It's a 

D. Trace.



47

for *Ll*, *ladder*, and *lizard*. Next, give single directions to point to either one of the two letters, one of the four pictures, or one of the four words. Use *kangaroo*, *kite*, *ladder*, and *lizard* randomly and increase the pace.

5.  Say, "Look, listen, and say." Play CD Track 36, pausing after each item for students to practice saying the word. Play the track again. This time, pause after each two items for students to practice saying *kangaroo* and *kite*, then *ladder* and *lizard*. Play the track one last time, this time from start to end for students to practice saying all four words one after the other.
6. **Books closed.** Present the sounds of the letters. Say, "k-k-kangaroo." Model the repetition of the sound, then say the word slowly and clearly a few times; then have students repeat it with you several times. Repeat this procedure to practice the "k" sound in *kite*, and then the "l" sound in *ladder* and *lizard*.
7. Write the four words across the board. Give the four flash cards (with the words still covered) to four different students and have them place their cards under the right words. Repeat this routine a few times with different groups of four students.

Read and say CT2, CT3

1. **Books open.** Point to the page. Say, "Look. What do you see?" Encourage students to make different statements about what they see. (*I see Star. I see a kangaroo. I see a kite. I see a ladder. I see a lizard.*)
2. Say, "Let's work in pairs as Star and Stella." Divide the class into pairs—student A to be Star and student B to be Stella.
 - Say, "Hands up, Stars." Wait for a student in each pair to raise their hands. Point to Star again and say, "Star asks the question." As you say *the question*, point to the speech bubble.
 - Say, "Hands up, Stellas." Wait for the other students in each pair to raise their hands. Say, "Stella answers the question." As you say *answers*, point to each answer.
3. Show students what to do using Star and Stella. Have Star point to the picture of the kangaroo and ask, "What's this?" Show Stella looking at the kangaroo, and then have her say, "It's a kangaroo." Show students how to take turns. Have Stella point to a picture and encourage the "Stellas" to ask the question. Show Star looking at the same picture and encourage the "Stars" to say what it is.
4. As pairs practice asking and answering questions, make sure they're taking turns and practicing all four answers.
5. Have different pairs come to the front of the class to take turns performing a question and answer.

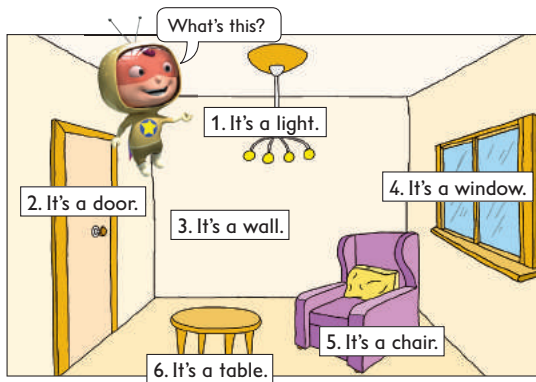
Trace CT2, CT4

1. **Books closed.** Draw a large *Kk* on the board and mark the letters with the trace guides (the numbers and directional arrows). Next to it, write a second *Kk* of equal size but without the trace guides.
2. Show students what to do. Say, "Let's trace the letter *K*." Use your finger to follow the trace guides on the first *K* and *k*. Do this slowly and say the number of each stroke. Next, use a marker and trace over the second *Kk*.
3. **Books open.** Tell students to trace the letter *K*. As they do this, clear the board and write two pairs of *Ll*, one with trace guides and the other without. When students have completed tracing *Kk*, check their work and give positive feedback, and then have them close their books. Show them how to trace *L* and *l* following the procedure for *K* and *k*. Students then complete the exercise in their books. Again, check their work and give positive feedback.
4. **Activity Book.** Ask students to complete "Trace" and "Write the missing letters" on page AB36 and "Write" and "Write the missing letters" on page AB37.

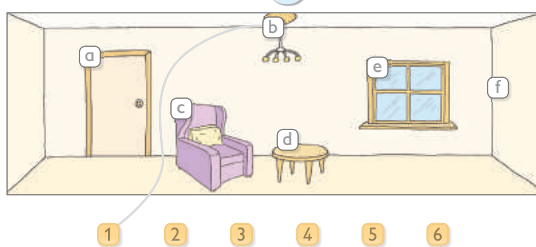
Extra activity CT1, CT2

1. Play "Catch the Leader" (see "How to play Catch the Leader" on page 25) to practice producing the "k" and "l" sounds.

E. Look, listen, and say. Track 37



F. Listen and match. Track 38



Warm-up activity CT2, CT3

1. Review the previous lesson. Sit in a circle with the students. Students will need their Student Books open to pages 46 and 47.
2. Focus on the letter *Kk*. Indicate the alphabet box on page 46 and say:
 - “Point to the letter *K*.”
 - “Say the letter *K*.” Make sure students say the name of the letter rather than the sound it makes. (*K*)
 - “Say the ‘k’ in *kangaroo*.” Make sure students say the sound of the letter as it is in *kangaroo*. (“*k*”) Repeat the direction, substituting *kite* for *kangaroo*.
 - Indicate the “Trace” exercise on page 47, hold up a finger, and say, “Trace the letter *K*.”
3. Focus on the letter *Ll*. Repeat the above procedure.
4. Have the lesson’s four alphabet words written on separate A4 sheets. Spread them out face up in the center of the circle. Give the four flash cards (the words should still be covered from the previous lesson) to four different students and have them place their cards next to the right words. Point to different flash cards and ask students, “What do you see?” Repeat this routine a few times with different groups of four students.

Lesson preparations

Starship flash cards 69 to 78: *kangaroo, kite, ladder, lizard, light, door, wall, window, chair, table*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 37 and 38

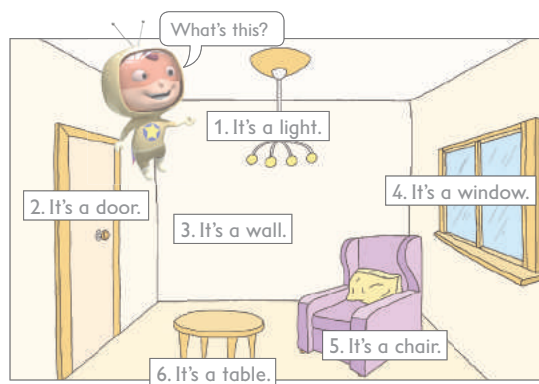
Activity Book: “Listen and number” and “Listen and match” on page AB38 (CD Tracks 84 and 85)

Extras: four A4 sheets, each with one of the following words written on it—*kangaroo, kite, ladder, lizard*

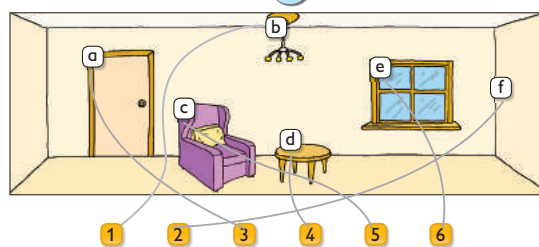
Look, listen, and say CT1, CT2, CT3

1. **Books closed.** Walk over to a classroom window and ask, “What’s this?” (*It’s a window.*) Walk over to the door and ask the same question. (*It’s a door.*) Walk up to a chair and ask the question again. (*It’s a chair.*)
2. Introduce the three new words: *light, wall, and table*.
 - Point to the classroom light and ask, “What’s this?” Give students an opportunity to show what they know by giving them time to answer the question. Provide or repeat the answer as necessary. (*It’s a light.*) Model the word *light* slowly and clearly as you show the flash card, with the word covered. Have students repeat and practice the word with you, show the word, and then leave the card on display.
 - Repeat the process for *wall* and *table*.
3. Track 37 Say, “Look and listen.” Play CD Track 37. Each time the question is answered, point to the item in the classroom. Encourage students to do the same.

E. Look, listen, and say. Track 37



F. Listen and match. Track 38



48

Listen and match CT2, CT3



Audio Script

Narrator: One
Woman: What's this?
Boy: It's a light.

Narrator: Two
Woman: Is this a wall?
Girl: Yes, it is.

Narrator: Three
Woman: Is this a door?
Boy: Yes, it is.

Narrator: Four
Woman: What's this?
Girl: It's a table.

Narrator: Five
Woman: Is this a chair?
Girl: Yes, it is.

Narrator: Six
Woman: What's this?
Girl: It's a window.

4. **Books open.** Say, "Look, listen, and say." Play CD Track 37 again. Pause after the question and then after each answer for students to repeat.
 5. Divide the class into two groups—one group to be Stars and one to be Stellas. Give a member of each group three flash cards for furniture and parts of a room. Each group takes turns asking and answering the question, "What's this?" As the question's asked, the group member shows one of the group's three cards. The other group answers with the furniture or room part on the card.
 6. Divide the class into pairs—student A to be Star and student B to be Stella. Students take turns asking, "What's this?" as they point to a piece of furniture or a part of a room on page 38.
 7. Give six students a different flash card and have them ask the class, "What's this?"
 8. **Activity Book.** Ask students to complete "Listen and number" on page AB38 (CD Track 84).
1. **Books open.** Tell students to look at the pictures. Point to different pictures and alternately ask, "What's this?" and "Is this a ___?"
 2. Say, "Let's listen and match." Play One on CD Track 38. Say, "Say the number." Prompt the answer by pointing to the number. (one) Ask, "What does the boy say?" Prompt the answer by pointing to picture b. (It's a light.) Say, "Draw a line from the number ... [pause for students to answer] (one) to picture ... [pause] (b)." Prompt the answer by tracing the line between 1 and b.
 3. Check that students know what to do. Play CD Track 38. Pause for students to match the numbers to the lettered pieces of furniture and parts of the room. Check students' answers. Call out numbers in any order and have students respond with the letter of each item and then the name of the item. For example, call out "Four." (d) Ask, "What's d?" (It's a table.)
 4. **Activity Book.** Ask students to complete "Listen and match" on page AB38 (CD Track 85).

Extra activity

1. Conclude the lesson and extend students' learning by using one of the extension activities on page 102.

G. Sing.

Track
39

What's this?
What's this?
Is it a lizard?
Yes, it is.
Yes, it is.
It's a lizard.

What's this?
What's this?
Is it a ladder?
Yes, it is.
Yes, it is.
It's a ladder.



H. Point to the ladder.

49

Sing

SONG CD

CT3, CT5

1. **Track 39** **First listening.** Say, "Listen to the song." Show students you want them to close their eyes. Play CD Track 39.
2. **Second listening.** Give two different students a flash card each: *lizard* to one and *ladder* to the other. Have them stand at the front of the class. Play CD Track 39 again. As the "Is it ...?" question in each verse is sung, encourage the student holding the relevant card to hold it up.
3. **Third listening.** Say, "Let's sing." Replay CD Track 39. Prompt the words of the song by encouraging the students at the front to raise their card as in the previous listening.
4. **Books open.** Ask students to look at the pictures on page 49.
 - Say, "Point to the ladder." Wait to see all students pointing to the picture of the ladder. Ask students to look at the words. Say, "Point to the word *ladder*." Wait to see all students pointing to the word *ladder* in the second verse.
 - Say, "Point to the lizard." Wait to see all students pointing to the picture of the lizard. Ask students to look at the words. Say, "Point to the word *lizard*." Wait to see all students pointing to the word *lizard* in the first verse.
 - Read the words of the song with the students.
5. **Fourth listening.** Ask students to sing along. Replay CD Track 39.
6. **Activity Book.** Ask students to complete "Look and circle the words" and "Draw a line" on page AB39.

Lesson preparations

Starship flash cards 69 to 78: kangaroo, kite, ladder, lizard, light, door, wall, window, chair, table

Star and Stella hand puppets (see page 13)

Audio CD Track: 39

Activity Book: "Look and circle the words" and "Draw a line" on page AB39

Warm-up activity CT3

1. Use the flash cards to review the lesson's vocabulary. Take the opportunity to provide lots of praise.

Extra activity CT5

1. To conclude the lesson, have the class stand up to sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.



Grammar, Culture notes, Extension activities

Grammar CT2

Make sure students recall that the apostrophe s ('s) in the question *What's this?* and in the answer *It's a ...* are contractions of *is*.

What's this = What is this?

It's a ... = It is a

Questions

What's this?

Is this

a light?
a door?
a wall?
a window?
a chair?
a table?

Is it

a ladder?
a lizard?

Statements/Answers

It's

a kangaroo.
a kite.
a ladder.
a lizard.
a light.
a door.
a wall.
a window.
a chair.
a table.

Yes, it is.

*No, it isn't.

*Note: students have learned the response *No, it isn't* in Lesson 2.

Culture notes CT1

Different parts of the world have their own unique native animal species. Some of these animals have become cultural emblems. For example, the kangaroo is a native Australian animal and its image is used on the Australian one-dollar coin and on the Australian coat of arms. Similarly, the bald eagle is the national emblem of the United States. Talk to your students about native animal species in their own country. Do these animals have cultural significance?

Extension activities CT2, CT3, CT5

1. Sing an alternative version of the lesson's song using *kangaroo* and *kite* instead of *lizard* and *ladder*.
2. Divide the class into two groups to sing the lesson's song. One group asks the question and the other answers. Choose four students to prompt the questioned items. Give each of them one of the lesson's alphabet flash cards and have them stand in a line in the order in which the words occur in the song.
3. Put students in pairs to practice asking and answering *Is it ...?* questions about the furniture and room parts on page 48. They will need to point to an item and then ask a question. Encourage students to ask questions for both affirmative (*Yes, it is.*) and negative (*No, it isn't.*) responses.

Phonics Pre A1.1 Unit 3

Phonics

Unit
3

Gg Hh

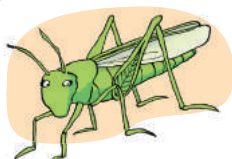
A. Look, listen, and say.

P-CD
Track
15

Gg



goat



grasshopper

B. Circle the letters Gg.

Ⓒ C G G O C G Q
Ⓓ g j q g p g g

C. Trace and write.

G G G
g g g

50

D. Look, listen, and say.

P-CD
Track
16

Hh



hat



hand

E. Circle the letters Hh.

Ⓗ A B H P H H T
Ⓖ h n b h k d h

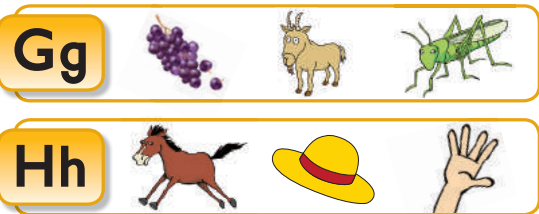
F. Trace and write.

H H H
h h h

51

G. Look, listen, and say.

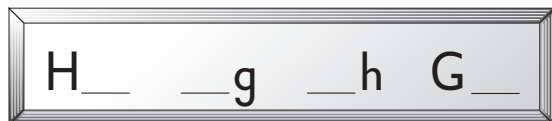
P-CD
Track
17



H. Trace and match.



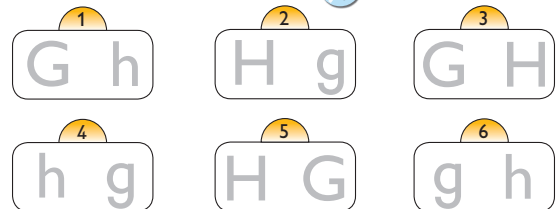
I. Write the missing letters.



52

J. Listen and trace the letter.

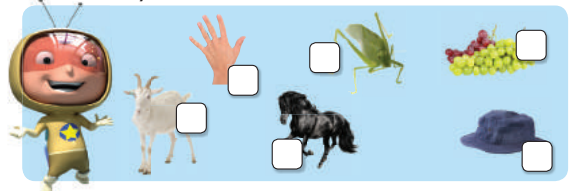
P-CD
Track
18



K. Listen and number.

P-CD
Track
19

What do you see?



L. Listen and chant.

P-CD
Track
20



53

Phonics Pre A1.1 Unit 3

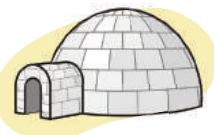
Unit
3

l i J j

A. Look, listen, and say.

P-CD
Track
21

l i



igloo



insect

B. Circle the letters l i.

l J l L l T L l
i i l j i i t i

C. Trace and write.

l l l
i i i

54

D. Look, listen, and say.

P-CD
Track
22

J j



juggler



jar

E. Circle the letters J j.

J J T J L J l J
j g j p j g q j

F. Trace and write.

J J J
j j j

55

G. Look, listen, and say.

P-CD
Track
23

l i ink igloo insect
J j jug juggler jar

H. Trace and match l to i and J to j.

l j
J i

I. Write the missing letters.

1. ug 2. nk 3. ar

56

J. Listen and match.

P-CD
Track
24

a insect b igloo
c juggler d jug
1. juggler
2. igloo
3. jug
4. insect

K. Listen and number.

P-CD
Track
25

What's this?

L. Listen and chant.

P-CD
Track
26

l i ink igloo insect
J j jug juggler jar

57

Phonics Pre A1.1 Unit 3

Unit
3

Kk Ll

A. Look, listen, and say.

P-CD
Track
27

Kk



kangaroo



kite

B. Circle the letters Kk.

(K) H K W K F K K
(k) k l b k d k t

C. Trace and write.



58

D. Look, listen, and say.

P-CD
Track
28

Ll



ladder

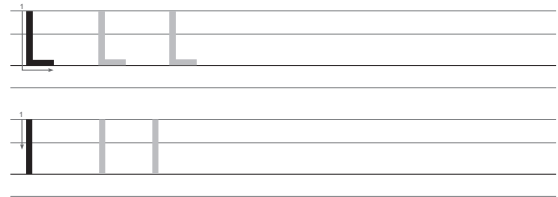


lizard

E. Circle the letters Ll.

(L) L I H L M L K
(l) i l k l l b l

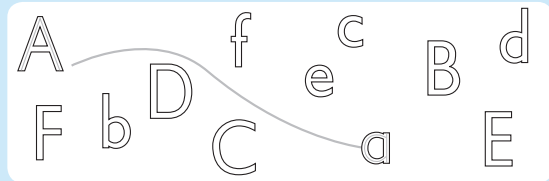
F. Trace and write.



59

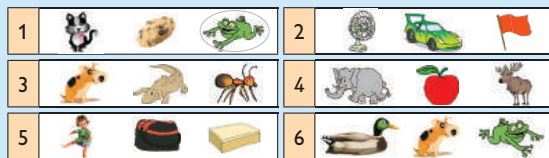
Phonics Review

A. Write, match, and say the letters.



B. Listen and circle the picture that doesn't belong.

P-CD
Track
29



C. Match the pictures that have the same beginning letter.



60

D. Circle the correct picture for each letter.



E. Listen and match.

P-CD
Track
30



61

Phonics Pre A1.1 Unit 3 Answers

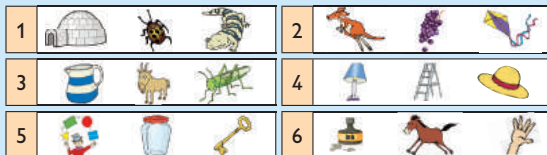
Phonics Review

A. Write, match, and say the letters.

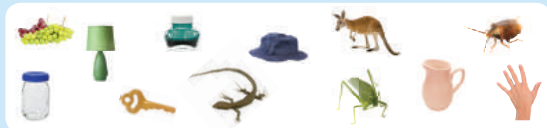


B. Listen and circle the picture that doesn't belong.

P-CD
Track
31



C. Match the pictures that have the same beginning letter.



D. Circle the right picture for each letter.



E. Listen and match.

P-CD
Track
32



62

63

pages 50–53

B. G x 3, g x 3; **E.** H x 3, h x 3; **H.** H – hand – h, g – grapes – G, G – goat – g, h – horse – H; **I.** h, G, H, g; **J.** 1 G, 2 H, 3 H, 4 g, 5 G, 6 h; **K.** 1 grasshopper, 2 grapes, 3 horse, 4 goat, 5 hat, 6 hand.

pages 54–57

B. I x 3, i x 4; **E.** J x 3, j x 3; **H.** I – ink – insect – igloo – i, J – jug – jar – juggler – j; **I.** 1 j, 2 i, 3 j; **J.** 1 c, 2 b, 3 d, 4 a; **K.** 1 insect, 2 jar, 3 igloo, 4 ink, 5 juggler, 6 jug.

pages 58–59

B. K x 4, k x 3; **E.** L x 3, l x 4.

pages 60–61

A. Aa, Bb, Cc, Dd, Ee, Ff; **B.** 1 frog, 2 car, 3 dog, 4 apple, 5 doll, 6 frog; **C.** ant/apple, elephant/egg, dog/doll, bag/ball, flag/frog, car/cat; **D.** Aa alligator, Bb box, Cc cat, Dd duck, Ee elephant, Ff flag; **E.** 1 c, 2 b, 3 d, 4 a.

pages 62–63

A. Gg, Hh, Ii, Jj, Kk, Ll; **B.** 1 lizard, 2 grapes, 3 jug, 4 hat, 5 key, 6 ink; **C.** grapes/grasshopper, jar/jug, lamp/lizard, key/kangaroo, ink/insect, hat/hand; **D.** Gg goat, Hh horse, Ii igloo, Jj juggler, Kk kangaroo, Ll ladder; **E.** 1 d, 2 a, 3 c, 4 b.

What day is it today?

FOCUS

Theme

Letter forms and days of the week

Aim

Students learn how to: ask and answer questions about the days of the week

Structures

- Letters Mm and Nn
- Wh- questions (*What day of the week is it?*)
- Statements that name the day of the week (*It's Monday.*)

Review: *Is it ...?* questions (*Is it Monday today?*); *What do you see?* and *Do you see ...?* questions

Vocabulary

monkey, mouth, nest, nose, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, today, day

Unit
4

What day is it today?

A. Look, listen, and say.

Track
40

1. Mm



monkey



mouth

2. Nn



nose



nest

B. Point to Mm and Nn.

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

64

Lesson preparations

Starship flash cards 79 to 82: *monkey, mouth, nose, nest*

Star and Stella hand puppets (see page 13)

Audio CD Track: 40

Activity Book: “Trace” and “Write the missing letters” on page AB40; “Write” and “Write the missing letters” on page AB41

Extras: Lesson 9 flash cards—*kangaroo, kite, ladder, lizard*; an alphabet poster on a classroom wall

Warm-up activity

CT3, CT5

1. Sing a four-verse round of the song on page 49 of the Student Book, using the words *kangaroo, kite, ladder, and lizard*. Have students sit in a circle. Show the flash cards for *kangaroo, kite, ladder, and lizard* one at a time. Ask students to say each word. Ask what letter the word starts with and to make the sound of the letter. Select four students to hold a card each. At the start of each verse, point to a card-holding student to prompt the answer.

Look, listen, and say

CT1, CT2, CT3

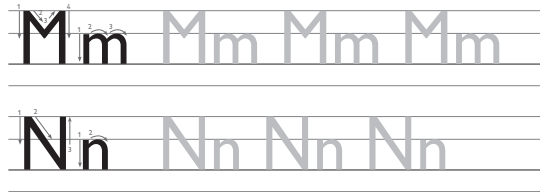
1. **Books closed.** Present the lesson’s two letters of the alphabet. On the board, write: *Mm Nn*. Say, “Let’s learn the letters *M* and *N*.” Point to each *M* in turn and say, “Big *M*. Little *m*.” Circle *Mm* with your finger and then model the name of the letter: Say, “*M*.” Encourage students to repeat it with you. Repeat this procedure for the letter *N*.
2. Refer to the board and the displayed alphabet poster. Ask different students to come to the front. Gesture to the board and say, “Point to *M*.” Gesture to the poster and say, “Point to *M*.” Repeat for *N*.
3. Introduce the lesson’s four alphabet words. Use Star here. Cover the words on the four flash cards. Put them on display but with the pictures facing away from the class. Point to *Mm* on the board and say, “*M*.” Then, as you point to the *monkey* flash card, say to Star, “What’s this?” Hold up the card and say, “It’s a monkey.” Model *monkey* slowly and clearly. Have students repeat and practice the word with you and then leave the card on display. Repeat this procedure to introduce *mouth*, then *Nn, nose, and nest*.
4. **Books open.** Say, “Point to *M*.” Check that students point to the *Mm* in the alphabet box in addition to any other *Mm* on the page. Say, “Point to the monkey.” Check that students are pointing to the picture. Say,

C. Read and say.

What do you see?


1. I see a 
2. I see a 
3. I see a 
4. I see a 

D. Trace.



65

“Point to the word *monkey*.” Check that students are pointing to the word. Repeat this routine for *mouth*, then for *Nn*, *nose*, and *nest*. Next, give single directions to point to either one of the two letters, one of the four pictures, or one of the four words. Use *monkey*, *mouth*, *nose*, and *nest* randomly and increase the pace.

5.  Say, “Look, listen, and say.” Play CD Track 40, pausing after each item for students to practice saying the word. Play the track again. This time, pause after each two items for students to practice saying *monkey* and *mouth*, then *nose* and *nest*. Play the track one last time, this time from start to end for students to practice saying all four words one after the other.
6. **Books closed.** Present the sounds of the letters. Say, “m-m-monkey.” Model the repetition of the sound, then say the word slowly and clearly a few times; then have students repeat it with you several times. Repeat this procedure to practice the “m” sound in *mouth*, and then the “n” sound in *nose* and *nest*.
7. Write the four words across the board. Give the four flash cards (with the words still covered) to four different students and have them place their cards under the right words. Repeat this routine a few times with different groups of four students.

Read and say CT2, CT3

1. **Books open.** Point to each picture and ask, “What’s this?” (*a monkey, a mouth, a nose, a nest*)
2. Point to Star and ask, “What’s his name?” (*Star*) Point to Stella and ask, “What’s her name?” (*Stella*) Divide the class into pairs—student A to be Star and student B to be Stella.
 - Say, “Hands up, Stars.” Wait for a student in each pair to raise their hands. Point to Star again and say, “Star asks the question.” As you say *the question*, point to the speech bubble.
 - Say, “Hands up, Stellas.” Wait for the other students in each pair to raise their hands. Point to Stella again and say, “Stella answers the question.” As you say *answers*, point to each of the four answers.
3. Show students what to do using Star and Stella. Have Star ask, “What do you see?” Show Stella choosing answer 3, and then have her say, “I see a nose.” Show students how to take turns. Have Stella point to the question and encourage the “Stellas” to ask it. Show Star choosing answer 1 and encourage the “Stars” to say it.
4. As pairs practice asking and answering questions, make sure they’re taking turns and practicing all four answers.
5. Have different pairs come to the front of the class to take turns performing a question and answer.

Trace CT2, CT4

1. **Books closed.** Draw a large *Mm* on the board and mark the letters with the trace guides (the numbers and directional arrows). Next to it, write a second *Mm* of equal size but without the trace guides.
2. Show students what to do. Say, “Let’s trace the letter *M*.” Use your finger to follow the trace guides on the first *M* and *m*. Do this slowly and say the number of each stroke. Use a marker and trace over the second *Mm*. Again, do this slowly and say the number of each stroke.
3. **Books open.** Tell students to trace the letter *M*. As they do this, clear the board and write two pairs of *Nn*, one with trace guides and the other without. When students have completed tracing *Mm*, check their work and give positive feedback, and then have them close their books. Show them how to trace *N* and *n* following the procedure for *M* and *m*. Students then complete the exercise in their books. Again, check their work and give positive feedback.
4. **Activity Book.** Ask students to complete “Trace” and “Write the missing letters” on page AB40 and “Write” and “Write the missing letters” on page AB41.

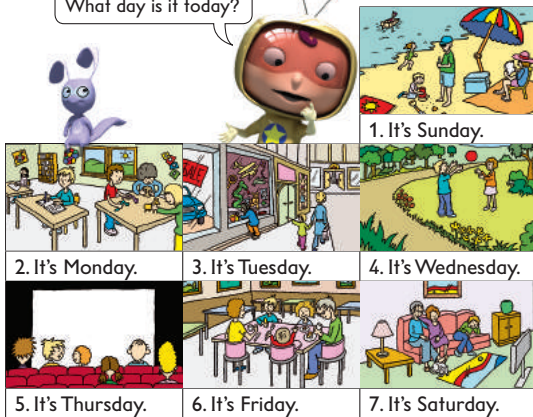
Extra activity CT1, CT2

1. Play “Catch the Leader” (see “How to play Catch the Leader” on page 25) to practice producing the “m” and “n” sounds.

E. Look, listen, and say.

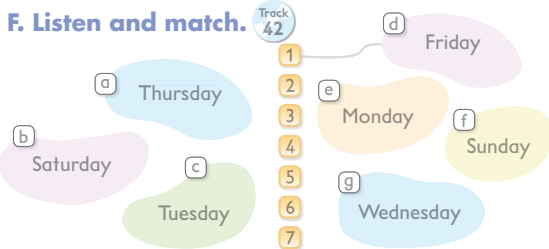
Track 41

What day is it today?



F. Listen and match.

Track 42



Warm-up activity CT2, CT3, CT4

- Review the previous lesson. Sit in a circle with the students. Students will need their Student Books open to pages 64 and 65.
- Focus on the letter *Mm*. Indicate the alphabet box on page 64 and say:
 - “Point to the letter *M*.”
 - “Say the letter *M*.” Make sure students say the name of the letter rather than the sound it makes. (*M*)
 - “Say the ‘m’ in *monkey*.” Make sure students say the sound of the letter as it is in *monkey*. (“*m*”) Repeat the direction, substituting *mouth* for *monkey*.
 - Indicate the “Trace” exercise on page 65, hold up a finger, and say, “Trace the letter *M*.”
- Focus on the letter *Nn*. Repeat the above procedure.
- Have the lesson’s four alphabet words written on separate A4 sheets. Spread them out face up in the center of the circle. Give the four flash cards (the words should still be covered from the previous lesson) to four different students and have them place their cards next to the right words. Point to different flash cards and ask students, “What do you see?” Repeat this routine a few times with different groups of four students.

Lesson preparations

Starship flash cards 79 to 82: *monkey, mouth, nose, nest*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 41 and 42

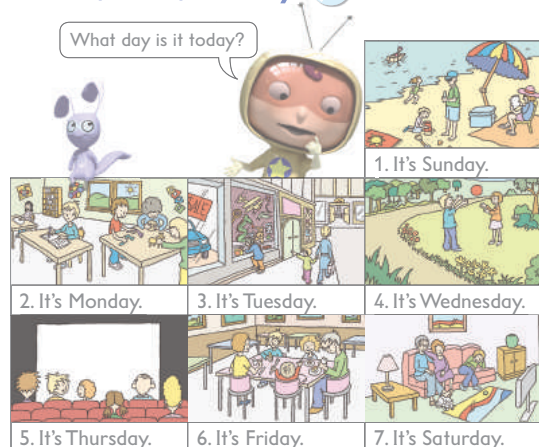
Activity Book: “Listen and match” and “Listen and number” on page AB42 (CD Tracks 86 and 87)

Extras: four A4 sheets, each with one of the following words written on it—*monkey, mouth, nose, nest*; a calendar that clearly shows the names of the days of the week; seven cards, each with a day of the week written on them

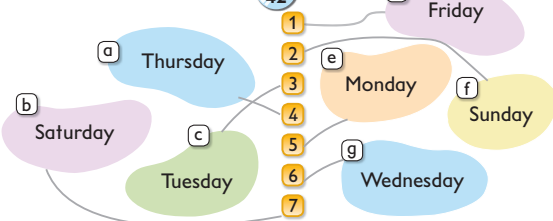
Look, listen, and say CT1, CT2, CT3

- Books closed.** Students might be familiar with the English words for the days of the week. Give them an opportunity to show what they know as you introduce them.
 - Refer to a calendar as you slowly and clearly show and say the days of the week. Encourage students to say each day after you. Ask, “What day is it today?” Leave some time for students to answer the question. Repeat or provide the answer, as necessary. Model the day of the week slowly and clearly as you show the card with the day written on it. Have your students repeat the day with you and then leave the card on display.
 - Use Star and Stella to role-play the question and answer. Have students repeat the question and answer, with you and together. Divide the class into two groups—one group to be Stars and one to be Stellas—to continue asking and answering the question.
 - Put the students into pairs—student A to be Star and student B to be Stella—to continue practicing the question and answer in turn.

E. Look, listen, and say.



F. Listen and match.



Listen and match CT2, CT3

Track 42 Audio Script

Narrator: One

Man: What day is it today?

Woman: It's Friday.

Narrator: Two

Man: What day is it today?

Woman: It's Sunday.

Narrator: Three

Man: Is it Tuesday today?

Woman: Yes, it is. It's Tuesday.

Narrator: Four

Man: What day is it today?

Woman: It's Thursday.

Narrator: Five

Man: Is it Monday today?

Woman: Yes, it is. It's Monday.

Narrator: Six

Man: What day is it today?

Woman: It's Wednesday.

Narrator: Seven

Man: Is it Saturday today?

Woman: Yes, it is. It's Saturday.

- Track 41 Books open.** Say, "Look, listen, and say." Play CD Track 41. Pause after the question and then after each answer for students to repeat.
- Play CD Track 41 again, pausing from time to time to allow students to call out the next day of the week.
- Divide the class into two groups—one group to be Stars and one to be Stellas. Give a member of each group three cards with days of the week written on them (leave the card for the current day of the week on display). Each group takes turns asking and answering the question, "What day is it today?" As the question's asked, the group member reveals one of the group's three cards. The other group answers with the day of the week on the card.
- Put the students into pairs—student A to be Star and student B to be Stella. Students take turns asking, "What day is it today?" as they point to a day on page 66.
- Give seven students a day-of-the-week card and have them ask the class, "What day is it today?"
- Activity Book.** Ask students to complete "Listen and match" (CD Track 86) on page AB42.

- Books open.** Tell students to look at the days of the week. Point to the current day, and use Star to help model the following question and answer: "Is it _____ today?" "Yes, it is."
- Say, "Let's listen and match." Play One on CD Track 42. Say, "Say the number." Prompt the answer by pointing to the number. (*one*) Ask, "What day is it today?" Prompt the answer by pointing to the word. (*It's Friday.*) Say, "Draw a line from the number ... [pause for students to answer] (*one*) to the word ... [pause] (*Friday*)."
Prompt the answer by tracing your finger over the line.
- Check that students know what to do. Play CD Track 42. Pause for students to match the numbers to the pictures. Check students' answers. Call out numbers in any order and have students respond with the day of the week. For example, call out "Four." (*Thursday*)
- Activity Book.** Ask students to complete "Listen and number" (CD Track 87) on page AB42.

Extra activity

- Conclude the lesson and extend students' learning by using one of the extension activities on page 112.

G. Sing.

What day is it today?
It's Monday. It's Monday.
What do you see?
I see a cat.

Is it Tuesday today?
Yes, it is. It's Tuesday.
Do you see a duck?
Yes, I do. Yes, I do.

What day is it today?
It's Wednesday. It's Wednesday.
What do you see?
I see a frog.

Is it Thursday today?
Yes, it is. It's Thursday.
Do you see a goat?
Yes, I do. Yes, I do.

What day is it today?
It's Friday. It's Friday.
What do you see?
I see a monkey.




H. Point to the monkey.

67

Sing

SONG CD

CT3, CT5

1.  **First listening.** Say, "Listen to the song." Show students you want them to close their eyes. Play CD Track 43.
2. **Second listening.** Give five students a weekday card (*Monday, Tuesday, Wednesday, Thursday, Friday*) and five other students one of the following flash cards: *cat, duck, frog, goat, monkey*. Have all ten students stand at the front of the class in any order. Play CD Track 43 again. Guide the first card-holder (*Monday*) into position. Encourage the other students to arrange themselves from left to right as the song is sung.
3. **Third listening.** Say, "Let's sing". Replay CD Track 43. Prompt the words of the song by encouraging each card-holder to raise their card each time their day or animal is sung.
4. **Books open.** Ask students to look at the pictures on page 67.
 - Say, "Point to the monkey." Wait to see all students pointing to the picture of the monkey. Ask students to look at the words of the song. Say, "Point to the word *monkey*." Wait to see all students pointing to the word *monkey* in the last verse.
 - Repeat the procedure for the other four animals (pictures and words).
 - Ask students what animals they see on different days of the week.
 - Read the words of the song with the students.
5. **Fourth listening.** Ask students to sing along. Have them point to the animals as they sing the words. Replay CD Track 43.
6. **Activity Book.** Ask students to complete "Draw a line" on page AB43.

Lesson preparations

Starship flash cards 79 to 82: *monkey, mouth, nose, nest*

Star and Stella hand puppets (see page 13)

Audio CD Track: 43

Activity Book: "Draw a line" on page AB43

Extras: seven cards, each with a day of the week written on them; flash cards from earlier lessons—*cat, duck* (Lesson 5), *frog* (Lesson 6), *goat* (Lesson 7)

Warm-up activity CT2, CT3

1. Use the flash cards and the cards with the days of the week written on them to review the lesson's vocabulary. Take the opportunity to provide lots of praise. Focus on *monkey*. Have students recall other words for animals that they know.

Extra activity CT5

1. To conclude the lesson, have the class stand up to sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.

Grammar, Culture notes, Extension activities

Grammar CT2

Focus on the days of the week. Draw attention to the fact that these words are capitalized. Have students consider what they already know about capitalization. Help them to recognize that words that start sentences and names (such as Star and Stella) are also capitalized.

Questions

What do you see?
What day is it today?

Is it	Sunday Monday Tuesday Wednesday Thursday Friday Saturday	today?
-------	--	--------

Statements/Answers

I see	a monkey. a mouth. a nose. a nest.
It's	Sunday. Monday. Tuesday. Wednesday. Thursday. Friday. Saturday.
Yes, it is.	

*No, it isn't.

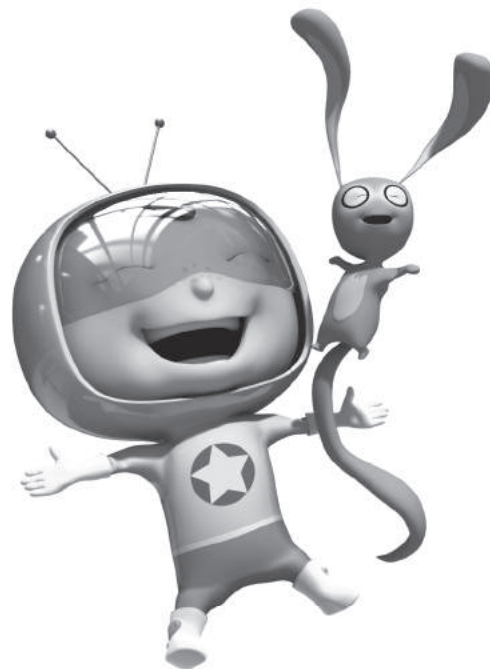
*Note: students have learned the response *No, it isn't* in Lesson 2.

Culture notes CT1

In many English-speaking cultures, office work days and school days are Monday through to Friday. These are called weekdays. Saturday and Sunday are called the weekend and are considered time to enjoy activities with family and friends.

Extension activities CT2

1. Put students into pairs to focus on the question, "Is it ____ today?" They should substitute as many different days of the week as they can to practice answering, "No, it isn't. It's ____."
2. If you meet with students on more than one day a week, always ask, "What day is it today?" at the start of each lesson.
3. Have students practice reciting the days of the week in order, starting from days other than Sunday.



FOCUS

Theme

Letter forms and clothing items

Aim

Students learn how to: ask and answer questions to identify different clothing items

Structures

- Letters Oo and Pp
- Wh- questions with *What* to ask about plural items (*What are these?*)
- Statements that identify plural items (*They're socks.*)

Review: Wh- questions with *What* contracted with *BE* (*What's this?*); *Yes/No* questions with *is* (*Is this a light?*); *Yes/No* answers with contracted *BE* in the negative (*Yes, it is; No, it isn't.*)

Vocabulary

orange, otter, panda, parrot, pants, shirt, shoes, skirt, socks, sweater, T-shirt

What are these?

A. Look, listen, and say.

Track
44

1. Oo



otter



orange

2. Pp



parrot



panda

B. Point to Oo and Pp.

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

68

Lesson preparations

Starship flash cards 83 to 86: *otter, orange, parrot, panda*

Star and Stella hand puppets (see page 13)

Audio CD Track: 44

Activity Book: “Trace” and “Write the missing letters” on page AB44; “Write” and “Write the missing letters” on page AB45

Extras: five cards, each with a day of the week written on it; flash cards—*cat* and *duck* (Lesson 5), *frog* (Lesson 6), *goat* (Lesson 7), *monkey* (Lesson 10); an alphabet poster displayed on a classroom wall

Warm-up activity CT3, CT5





1. Sing a round of the song on page 67 of the Student Book. Give the flash cards for *cat*, *duck*, *frog*, *goat*, and *monkey* to five students. Have the five students sit together in order (*cat, duck, frog, goat, monkey*). Give the days-of-the-week cards to five different students and have them sit between the students holding the animal flash cards. Sing the song with students. Prompt the words by pointing to different cards.

Look, listen, and say CT1, CT2, CT3

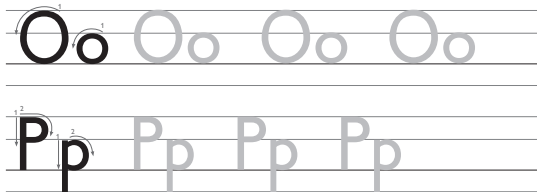
1. **Books closed.** Present the lesson’s two letters of the alphabet. On the board, write: *Oo Pp*. Say, “Let’s learn the letters *O* and *P*.” Point to each *O* in turn and say, “Big *O*. Little *o*.” Circle *Oo* with your finger and then model the name of the letter: Say, “*O*.” Encourage students to repeat it with you. Repeat this procedure for the letter *P*.
2. Refer to the board and the displayed alphabet poster. Ask different students to come to the front. Gesture to the board and say, “Point to *O*.” Gesture to the poster and say, “Point to *O*.” Repeat for *P*.
3. Introduce the lesson’s four alphabet words. Use *Star* here. Cover the words on the four flash cards. Put them on display but with the pictures facing away from the class. Point to *Oo* on the board and say, “*O*.” Then, as you point to the *otter* flash card, say to *Star*, “What’s this?” Hold up the card and say, “It’s an otter.” Model *otter* slowly and clearly. Have students repeat and practice the word with you and then leave the card on display. Repeat this procedure to introduce *orange*, then *Pp*, *parrot*, and *panda*.
4. **Books open.** Say, “Point to *O*.” Check that students point to the *Oo* in the alphabet box in addition to any other *Oo* on the page. Say, “Point to the otter.” Check that students are pointing to the picture. Say, “Point to the word *otter*.” Check that students are pointing to the word.

C. Read and say.

What's this?


1. It's an 
2. It's an 
3. It's a 
4. It's a 

D. Trace.



69

Repeat this routine for *orange*, then for *Pp*, *parrot*, and *panda*. Next, give single directions to point to either one of the two letters, one of the four pictures, or one of the four words. Use *otter*, *orange*, *parrot*, and *panda* randomly and increase the pace.

5.  Say, "Look, listen, and say." Play CD Track 44, pausing after each item for students to practice saying the word. Play the track again. This time, pause after each two items for students to practice saying *otter* and *orange*, then *parrot* and *panda*. Play the track one last time, this time from start to end for students to practice saying all four words one after the other.
6. **Books closed.** Present the sounds of the letters. Say, "o-o-otter." Model the repetition of the sound, then say the word slowly and clearly a few times; then have students repeat it with you several times. Repeat this procedure to practice the "o" sound in *orange*, and then the "p" sound in *parrot* and *panda*.
7. Write the four words across the board. Give the four flash cards (with the words still covered) to four different students and have them place their cards under the right words. Repeat this routine a few times with different groups of four students.

Read and say CT2, CT3

1. **Books open.** Point to the page. Say, "Look. What do you see?" Encourage students to make different statements about what they see. (*I see Star. I see an otter. I see an orange. I see a parrot. I see a panda.*)
2. Say, "Let's work in pairs as Star and Stella." Divide the class into pairs—student A to be Star and student B to be Stella.
 - Say, "Hands up, Stars." Wait for a student in each pair to raise their hands. Point to Star again and say, "Star asks the question." As you say *the question*, point to the speech bubble.
 - Say, "Hands up, Stellas." Wait for the other students in each pair to raise their hands. Say, "Stella answers the question." As you say *answers*, point to each answer.
3. Show students what to do using Star and Stella. Have Star point to the picture of the otter and ask, "What's this?" Show Stella looking at the otter, and then have her say, "It's an otter." Show students how to take turns. Have Stella point to a picture and encourage the "Stellas" to ask the question. Show Star looking at the same picture and encourage the "Stars" to say what it is.
4. As pairs practice asking and answering questions, make sure they're taking turns and practicing all four answers.
5. Have different pairs come to the front of the class to take turns performing a question and answer.

Trace CT2, CT4

1. **Books closed.** Draw a large *Oo* on the board and mark the letters with the trace guides (the numbers and directional arrows). Next to it, write a second *Oo* of equal size but without the trace guides.
2. Say, "Let's trace the letter *O*." Use your finger to follow the trace guides on the first *O* and *o*. Do this slowly and say the number of each stroke. Next, use a marker and trace over the second *Oo*.
3. **Books open.** Tell students to trace the letter *O*. As they do this, clear the board and write two pairs of *Pp*, one with trace guides and the other without. When students have completed tracing *Oo*, check their work and give positive feedback, and then have them close their books. Show them how to trace *P* and *p* following the procedure for *O* and *o*. Students then complete the exercise in their books. Again, check their work and give positive feedback.
4. **Activity Book.** Ask students to complete "Trace" and "Write the missing letters" on page AB44 and "Write" and "Write the missing letters" on page AB45.

Extra activity CT1, CT2

1. Play "Catch the Leader" (see "How to play Catch the Leader" on page 25) to practice producing the "o" and "p" sounds.

E. Look, listen, and say. Track 45

What's this?

1. It's a shirt. 2. It's a skirt.
3. It's a T-shirt. 4. It's a sweater.

What are these?

5. They're socks. 6. They're shoes.
7. They're pants.

F. Listen and match. Track 46

70

Warm-up activity CT2, CT3, CT4

- Review the previous lesson. Sit in a circle with the students. Students will need their Student Books open to pages 68 and 69.
- Focus on the letter *Oo*. Indicate the alphabet box on page 68 and say:
 - “Point to the letter *O*.”
 - “Say the letter *O*.” Make sure students say the name of the letter rather than the sound it makes. (*O*)
 - “Say the ‘o’ in *otter*.” Make sure students say the sound of the letter as it is in *otter*. (“*o*”) Repeat the direction, substituting *orange* for *otter*.
 - Indicate the “Trace” exercise on page 69, hold up a finger, and say, “Trace the letter *O*.”
- Focus on the letter *Pp*. Repeat the above procedure.
- Have the lesson’s four alphabet words written on separate A4 sheets. Spread them out face up in the center of the circle. Give the four flash cards (the words should still be covered from the previous lesson) to four different students and have them place their cards next to the right words. Point to different flash cards and ask students, “What do you see?” Repeat this routine a few times with different groups of four students.

Lesson preparations

Starship flash cards 83 to 93: *otter, orange, parrot, panda, shirt, skirt, T-shirt, sweater, pants, socks, shoes*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 45 and 46

Activity Book: “Listen and number” and “Listen and match” on page AB46 (CD Tracks 88 and 89)

Extras: four A4 sheets, each with one of the following words written on it—*otter, orange, parrot, panda*

Look, listen, and say CT1, CT2, CT3

- Books closed.** Introduce the four new singular clothing items: *shirt, skirt, T-shirt, and sweater*.
 - Walk over to a student wearing a shirt, point to the shirt, and ask, “What’s this?” Give students an opportunity to show what they know by giving them time to answer the question. Provide or repeat the answer as necessary. (*It’s a shirt.*) Model the word *shirt* slowly and clearly as you show the flash card, with the word covered. Have students repeat and practice the word with you, show the word, and then leave the card on display.
 - Repeat for *skirt, T-shirt, and sweater*. Refer to different items worn by students each time you ask, “What’s this?” Alternatively, just use the flash cards.
- Introduce the three new plural clothing items: *socks, shoes, and pants*.
 - Walk over to a student wearing socks, point to them, and ask, “What are these?” Provide or repeat the answer as necessary. (*They’re socks.*) Model the word *socks* slowly and clearly as you show the flash card,

E. Look, listen, and say.

Track 45

What's this?

1. It's a shirt.

2. It's a skirt.

3. It's a T-shirt.

4. It's a sweater.

What are these?

5. They're socks.

6. They're shoes.

7. They're pants.

F. Listen and match.

Track 46

a



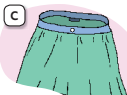
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2

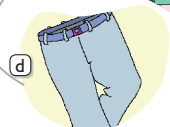
3

4

c



d



70

with the word covered. Have students repeat and practice the word with you, show the word, and then leave the card on display.

- Repeat the process for *shoes* and *pants*.

- Track 45** Say, "Look and listen." Play CD Track 45. Each time the question is answered, point to the item worn by a student or the relevant flash card. Encourage students to do the same.
- Books open.** Say, "Look, listen, and say." Play CD Track 45 again. Pause after the first question and then after each answer for students to repeat. Do the same for the second question.
- Divide the class into two groups—one group to be Stars and one to be Stellas. Give a member of each group three clothing items flash cards. Each group takes turns asking and answering the question "What's this?" or "What are these?" As a question's asked, the group member shows one of the group's three cards. The other group answers with the clothing item on the card. Make sure students are asking a plural or a singular question according to the clothing item they are showing.
- Divide the class into pairs—student A to be Star and student B to be Stella. Students take turns asking, "What's this?" or "What are these?" as they point to a clothing item on page 70.
- Activity Book.** Ask students to complete "Listen and number" on page AB46 (CD Track 88).

Listen and match CT2, CT3

Track 46

Audio Script

Narrator: One

Woman: What's this?

Man: It's a sweater.

Narrator: Two

Woman: What are these?

Man: They're shoes.

Narrator: Three

Woman: Is this a skirt?

Man: Yes, it is.

Narrator: Four

Woman: What are these?

Man: They're pants.

- Books open.** Tell students to look at the pictures. Point to different pictures and ask, "What's this?" or "What are these?" Address the singular items again. This time ask, "Is this a ___?"
- Say, "Let's listen and match." Play One on CD Track 46. Say, "Say the number." Prompt the answer by pointing to the number. (*one*) Ask, "What does the man say?" Prompt the answer by pointing to the picture. (*It's a sweater.*) Say, "Draw a line from the number ... [pause for students to answer] (*one*) to picture ... [pause] (*a*)." Prompt the answer by tracing the line between 1 and a.
- Check that students know what to do. Play CD Track 46. Pause for students to match the numbers to the lettered items of clothing. Check students' answers. Call out numbers in any order and have students respond with the letter of each item and then the name of the item. For example, call out "Four." (*d*) Ask, "What's d?" (*They're pants.*)
- Activity Book.** Ask students to complete "Listen and match" on page AB46 (CD Track 89).

Extra activity

- Conclude the lesson and extend students' learning by using one of the extension activities on page 118.

G. Sing.

What's this?
What's this?
It's a skirt.
It's a sweater.



What are these?
What are these?
They're pants.
They're socks.



What's this?
What's this?
Is it a shirt?
It's a shirt.
Yes, it is.
Yes, it is.
Yes, it is.




H. Point to the skirt.

71

Sing

SONG CD

CT3, CT5

1.  **First listening.** Say, "Listen to the song." Show students you want them to close their eyes. Play CD Track 47.
2. **Second listening.** Give five different students a flash card each: *skirt*, *sweater*, *pants*, *socks*, and *shirt*. Have them stand at the front of the class. Play CD Track 47 again. As the question in each verse is sung, encourage the student with the relevant card to hold it up.
3. **Third listening.** Say, "Let's sing." Replay CD Track 47. Prompt the words of the song by encouraging the students at the front to raise their cards as in the previous listening.
4. **Books open.** Ask students to look at the pictures on page 71.
 - Say, "Point to the skirt." Wait to see all students pointing to the picture of the skirt. Ask students to look at the words. Say, "Point to the word *skirt*." Wait to see all students pointing to the word *skirt* in the first verse.
 - Repeat the routine, substituting *sweater*, *pants*, *socks*, and *shirt*.
 - Read the words of the song with the students.
5. **Fourth listening.** Ask students to sing along. Replay CD Track 47.
6. **Activity Book.** Ask students to complete "Read and match" on page AB47.

Lesson preparations

Starship flash cards 83 to 93: *otter, orange, parrot, panda, shirt, skirt, T-shirt, sweater, pants, socks, shoes*

Star and Stella hand puppets (see page 13)

Audio CD Track: 47

Activity Book: "Read and match" on page AB47

Warm-up activity CT3

1. Use the flash cards to review the lesson's vocabulary. Take the opportunity to provide lots of praise.

Extra activity CT5

1. To conclude the lesson, have the class stand up to sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.



Grammar, Culture notes, Extension activities

Grammar CT2

As you introduce *otter* and *orange*, highlight that the “o” sound at the start of these words means that the article *an* rather than *a* is used (*an otter*, *an orange*). Ask students to recall other words they know that take *an* rather than *a*. (*an eraser*, *an apple*, *an alligator*, *an egg*, *an elephant*, *an igloo*, *an insect*)

In the second part of the lesson, students use their first set of plural words: *socks*, *pants*, and *shoes*. With this, they learn the question, “What are these?” and the answer, “They’re _____.” Highlight that the *’re* in *They’re* is the contracted form of *are*. Throughout the lesson, note that when we talk about

Questions

What’s this?

What are these?

Is this	a shirt?
Is it	a T-shirt?
	a skirt?
	a sweater?

Statements/Answers

It’s	an otter.
	an orange.
	a parrot.
	a panda.
	a shirt.
	a T-shirt.
	a skirt.
	a sweater.

They’re	socks.
	shoes.
	pants.

Yes, it is.

*No, it isn’t.

*Note: students have learned the response *No, it isn’t* in Lesson 2.

one item we use *is*, and when we talk about more than one we use *are*. Focus on *pants*. This is an unusual plural given that it is really one item of clothing, unlike *socks* and *shoes*, which exist as two separate pieces, one for each foot! Make sure students realize that *pants* are considered plural. Draw attention to the letter *s* at the end of *socks*, *pants*, and *shoes*.

Focus on the capital *T* in *T-shirt*. Note that *T-shirt* is the only clothing item that is capitalized, because it starts with an initial. Some students may have encountered *T-shirts* written as *tee shirts*.

Culture notes CT1

Ask students if they know why a T-shirt is called a *T-shirt*. Help them along by asking them to imagine a T-shirt laid flat. Draw a T-shirt on the board and ask what letter it looks like. Some students may know the letter *T*.

Extension activities CT1, CT2, CT3, CT5

1. Sing alternative versions of the lesson’s song substituting different clothing items.
2. Divide the class into three groups to sing the lesson’s song. Two groups ask the question in each verse and the other answers. Choose two students in each of the first two groups and one in the third to prompt the items. Give each of them one of the lesson’s clothing items flash cards and have them stand in a line in the order in which the words occur in the song. Make sure the two students in the first group have singular items, the two in the second have plural items, and the student in third group has a singular item.
3. Put students in pairs to practice asking and answering *Is it ...?* questions about the singular clothing items introduced on page 70. They will need to point to an item and then ask a question. Encourage students to ask questions for both affirmative (*Yes, it is.*) and negative (*No, it isn’t.*) responses.
4. For more able students, introduce *Are they ...?* questions and *They’re* answers and then have them use the structures to ask and answer about the plural clothing items introduced on page 70.
5. Find out if your students know other words for *sweater*. They may know *jumper* or *pullover*, which are words from different parts of the English-speaking world, for the same item of clothing.

Phonics Pre A1.1 Unit 4

Phonics

Unit

4

Mm Nn

A. Look, listen, and say.

P-CD
Track
33

Mm



monkey

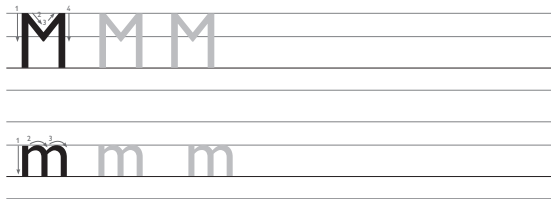


mouth

B. Circle the letters Mm.

(M) N M H M W N M
(m) m n h m w m n

C. Trace and write.



72

D. Look, listen, and say.

P-CD
Track
34

Nn



nose

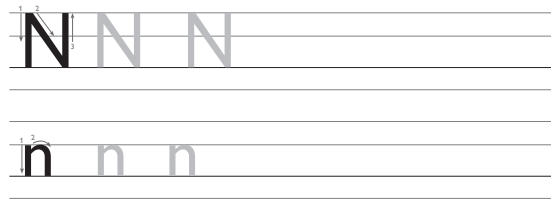


nest

E. Circle the letters Nn.

(N) M N Z N N H N
(n) h n m n m n u

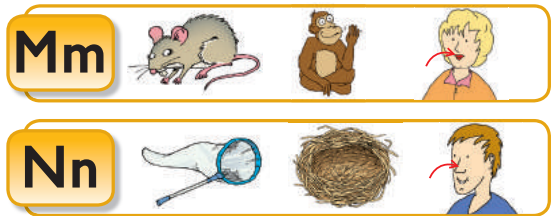
F. Trace and write.



73

G. Look, listen, and say.

P-CD
Track
35



H. Trace and match.



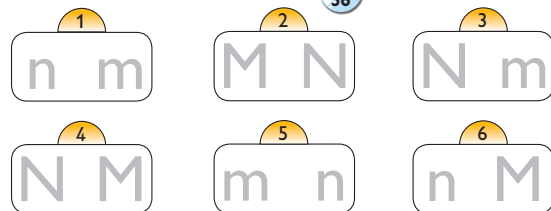
I. Write the missing letters.



74

J. Listen and trace the letter.

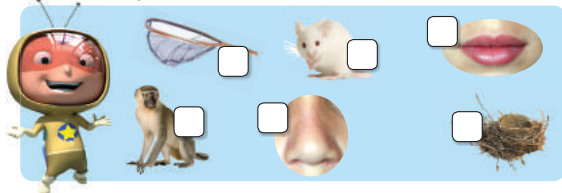
P-CD
Track
36



K. Listen and number.

P-CD
Track
37

What do you see?



L. Listen and chant.

P-CD
Track
38



75


Phonics Pre A1.1 Unit 4 Answers

Unit 4


Oo Pp

A. Look, listen, and say. P-CD Track 39

Oo



otter



orange

B. Circle the letters Oo.

⊙ Q ⊙ C ⊙ O ⊙ Q ⊙
 ⊙ o ⊙ e ⊙ o ⊙ c ⊙ o ⊙ a ⊙ o

C. Trace and write.


O O O

o o o


76

D. Look, listen, and say. P-CD Track 40

Pp



parrot



panda

E. Circle the letters Pp.

⊙ P ⊙ P ⊙ R ⊙ P ⊙ P ⊙ D ⊙ P ⊙ R
 ⊙ p ⊙ q ⊙ p ⊙ d ⊙ p ⊙ q ⊙ p ⊙ p

F. Trace and write.

P P P

p p p

77

pages 72–75

B. M x 3, m x 3; **E.** N x 4, n x 3; **H.** n – nose – N, M – mouse – m, m – monkey – M, N – nest – n; **I.** N, m, n, M; **J.** 1 n, 2 M, 3 N, 4 M, 5 m, 6 n; **K.** 1 nest, 2 mouth, 3 monkey, 4 nose, 5 net, 6 mouse.

pages 76–77

B. O x 4, o x 4; **E.** P x 4, p x 4.

FOCUS

Theme

Letter forms and abilities

Aim

Students learn how to: ask and answer questions about ability

Structures

- Letters Qq and Rr
- Questions with *can* (*Can you walk?*)
- Yes/No answers with *can* and *can't* (*Yes, I can. No, I can't.*)

Review: *Wh-* questions with *DO* (*What do you see?*)

Vocabulary

queen, quilt, robot, rocket, can, can't, jump, run, swim, walk

Can you swim?

A. Look, listen, and say.

Track
48

1. Qq

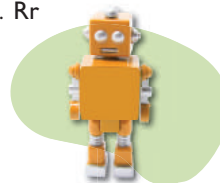


quilt



queen

2. Rr



robot



rocket

B. Point to Qq and Rr.

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

78

Lesson preparations

Starship flash cards 94 to 97: *quilt, queen, robot, rocket***Star and Stella hand puppets** (see page 13)**Audio CD Track:** 48**Activity Book:** "Trace" and "Write the missing letters" on page AB48; "Write" and "Write the missing letters" on page AB49**Extras:** Lesson 11 flash cards—*otter, orange, parrot, panda*; an alphabet poster on a classroom wall

Warm-up activity CT3, CT5

1. Sing a four-verse round of the song on page 71 of the Student Book using the question *What's this?* and *otter, orange, parrot, and panda* to answer. Have students sit in a circle. In the center, spread the flash cards for *otter, orange, parrot, and panda* face down. Ask different students to turn over a card and have everyone say the word. Ask what letter the word starts with and then ask them to make the sound of the letter. Select four students to hold a card each. Point to a card-holding student to prompt the answers.

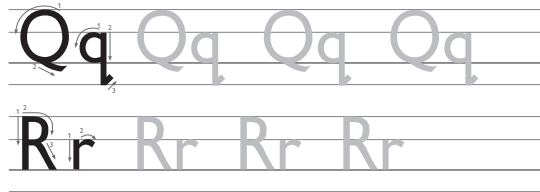
Look, listen, and say CT1, CT2, CT3

1. **Books closed.** Present the lesson's two letters of the alphabet. On the board, write: *Qq Rr*. Say, "Let's learn the letters Q and R." Point to each Q in turn and say, "Big Q. Little q." Circle *Qq* with your finger and then model the name of the letter: Say, "Q." Encourage students to repeat it with you. Repeat this procedure for the letter R.
2. Refer to the board and the displayed alphabet poster. Ask different students to come to the front. Gesture to the board and say, "Point to Q." Gesture to the poster and say, "Point to Q." Repeat for R.
3. Introduce the lesson's four alphabet words. Use Star here. Cover the words on the four flash cards. Put them on display but with the pictures facing away from the class. Point to *Qq* on the board and say, "Q." Then, as you point to the *quilt* flash card, say to Star, "What's this?" Hold up the card and say, "It's a quilt." Model *quilt* slowly and clearly. Have students repeat and practice the word with you and then leave the card on display. Repeat this procedure to introduce *queen*, then *Rr, robot, and rocket*.
4. **Books open.** Say, "Point to Q." Check that students point to the *Qq* in the alphabet box in addition to any other *Qq* on the page. Say, "Point to the quilt." Check that students are pointing to the picture. Say, "Point to the word *quilt*." Check that students are pointing to the

C. Read and say.




D. Trace.



79

word. Repeat this routine for *queen*, then for *Rr*, *robot*, and *rocket*. Next, give single directions to point to either one of the two letters, one of the four pictures, or one of the four words. Use *quilt*, *queen*, *robot*, and *rocket* randomly and increase the pace.

-  Say, "Look, listen, and say." Play CD Track 48, pausing after each item for students to practice saying the word. Play the track again. This time, pause after each two items for students to practice saying *quilt* and *queen*, then *robot* and *rocket*. Play the track one last time, this time from start to end for students to practice saying all four words one after the other.
- Books closed.** Present the sounds of the letters. Say, "qu-qu-quilt." Model the repetition of the sound, then say the word slowly and clearly a few times; then have students repeat it with you several times. Repeat this procedure to practice the "qu" sound in *queen*, and then the "r" sound in *robot* and *rocket*.
- Write the four words across the board. Give the four flash cards (with the words still covered) to four different students and have them place their cards under the right words. Repeat this routine a few times with different groups of four students.

Read and say CT2, CT3

- Books open.** Point to each picture and ask, "What's this?" (*a quilt, a queen, a robot, a rocket*)
- Point to Star and ask, "What's his name?" (*Star*) Point to Stella and ask, "What's her name?" (*Stella*) Divide the class into pairs—student A to be Star and student B to be Stella.
 - Say, "Hands up, Stars." Wait for a student in each pair to raise their hands. Point to Star again and say, "Star asks the question." As you say *the question*, point to the speech bubble.
 - Say, "Hands up, Stellas." Wait for the other students in each pair to raise their hands. Point to Stella again and say, "Stella answers the question." As you say *answers*, point to each of the four answers.
- Show students what to do using Star and Stella. Have Star ask, "What do you see?" Show Stella choosing answer 3, and then have her say, "I see a robot." Show students how to take turns. Have Stella point to the question and encourage the "Stellas" to ask it. Show Star choosing answer 1 and encourage the "Stars" to say it.
- As pairs practice asking and answering questions, make sure they're taking turns and practicing all four answers.
- Have different pairs come to the front of the class to take turns performing a question and answer.

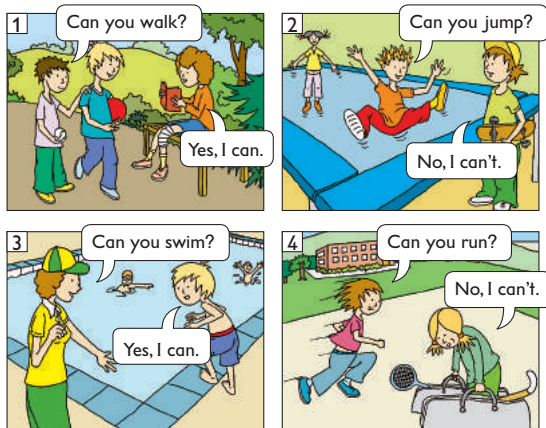
Trace CT2, CT4

- Books closed.** Draw a large *Qq* on the board and mark the letters with the trace guides (the numbers and directional arrows). Next to it, write a second *Qq* of equal size but without the trace guides.
- Show students what to do. Say, "Let's trace the letter Q." Use your finger to follow the trace guides on the first *Q* and *q*. Do this slowly and say the number of each stroke. Next, use a marker and trace over the second *Qq*. Again, do this slowly and say the number of each stroke.
- Books open.** Tell students to trace the letter *Q*. As they do this, clear the board and write two pairs of *Rr*, one with trace guides and the other without. When students have completed tracing *Qq*, check their work and give positive feedback, and then have them close their books. Show them how to trace *R* and *r* following the procedure for *Q* and *q*. Students then complete the exercise in their books. Again, check their work and give positive feedback.
- Activity Book.** Ask students to complete "Trace" and "Write the missing letters" on page AB48 and "Write" and "Write the missing letters" on page AB49.

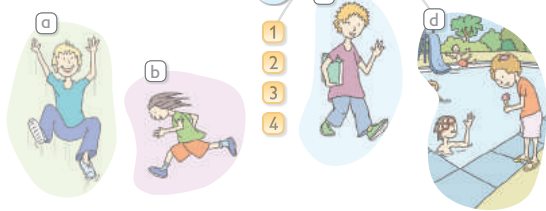
Extra activity CT1, CT2

- Play "Catch the Leader" (see "How to play Catch the Leader" on page 25) to practice producing the "q" and "r" sounds.

E. Look, listen, and say. Track 49



F. Listen and match. Track 50



Warm-up activity CT2, CT3, CT4

- Review the previous lesson. Sit in a circle with the students. Students will need their Student Books open to pages 78 and 79.
- Focus on the letter Qq. Indicate the alphabet box on page 78 and say:
 - “Point to the letter Q.”
 - “Say the letter Q.” Make sure students say the name of the letter rather than the sound it makes. (Q)
 - “Say the ‘qu’ in quilt.” Make sure students say the sound of the “qu” as it is in *quilt*. (“qu”) Repeat the direction, substituting *queen* for *quilt*.
 - Indicate the “Trace” exercise on page 79, hold up a finger, and say, “Trace the letter Q.”
- Focus on the letter Rr. Repeat the above procedure.
- Have the lesson’s four alphabet words written on separate A4 sheets. Spread them out face up in the center of the circle. Give the four flash cards (the words should still be covered from the previous lesson) to four different students and have them place their cards next to the right words. Point to different flash cards and ask students, “What do you see?” Repeat this routine a few times with different groups of four students.

Lesson preparations

Starship flash cards 94 to 101: *quilt, queen, robot, rocket, walk, jump, swim, run*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 49 and 50

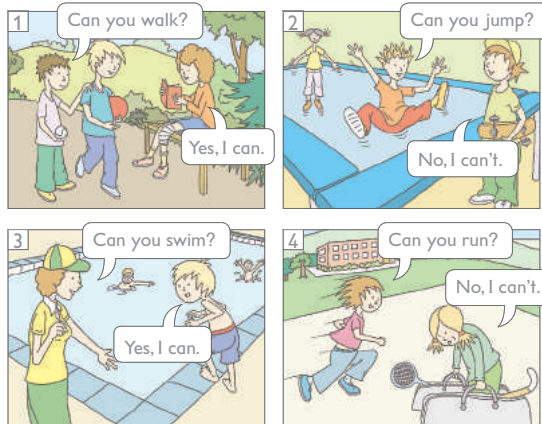
Activity Book: “Listen and number” and “Listen and check” on page AB50 (CD Tracks 90 and 91)

Extras: four A4 sheets, each with one of the following words written on it—*quilt, queen, robot, rocket*

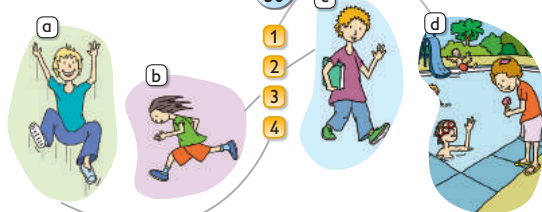
Look, listen, and say CT1, CT2, CT3


- Books closed.** Students might already know some or all of the four actions in this lesson. Give them an opportunity to show what they know as you introduce them.
 - Say, “I can ...” and then jump. Encourage students to complete your statement by naming your action. If they say *jump*, respond positively, otherwise give the answer. Model the word *jump* slowly and clearly. Have students repeat and practice the word with you, show the flash card, and then leave it on display. Repeat the procedure for *walk, swim, and run*.
 - Repeatedly show the four cards in random order as students call out and perform the actions. Increase the pace.
 - Give the four action flash cards to four different students. Call out the actions in random order. Each student stands and performs the action on their card when it is called. Give the whole class directions to point to different cards, ask them to say the action, and then ask them to do the action. For example: “Point to *jump*. Say *jump*. Jump!”

E. Look, listen, and say. 



F. Listen and match. 



2.  **Books open.** Say, "Look, listen, and say." Play CD Track 49. Pause after each question and answer for students to repeat.
3. Divide the class into two groups—one group to be Stars and one to be Stellas. First, the Stars ask each question and the Stellas answer. The Stellas then ask the questions and the Stars answer.
4. Divide the class into pairs—student A to be Star and student B to be Stella. They take turns asking and answering the four questions.
5. Give four students a different flash card and have them ask different students, "Can you _____?" (Yes, I can./No, I can't.)
6. **Activity Book.** Ask students to complete "Listen and number" (CD Track 90) on page AB50.

Listen and match CT2

 **Audio Script**

Narrator: One

Man: Can you swim?

Girl: No, I can't.

Narrator: Two

Man: Can you walk?

Boy: Yes, I can.

Narrator: Three

Man: Can you run?

Girl: Yes, I can.

Narrator: Four

Man: Can you jump?

Boy: Yes, I can.

1. **Books open.** Tell students to look at the pictures. Point to each picture and encourage students to say the actions. (*jump, run, walk, swim*)
2. Say, "Let's listen and match." Play One on CD Track 50. Say, "Say the number." Prompt the answer by pointing to the number. (*one*) Say, "What was the question?" Prompt the answer by pointing to the picture. (*Can you swim?*) Say, "What was the answer?" Prompt the answer by pointing to the girl holding an ice-cream. (*No, I can't.*) Say, "Draw a line from the number ... [pause for students to answer] (*one*) to picture ... [pause] (*d*)."
Prompt the answer by tracing your finger over the line.
3. Check that students know what to do. Play CD Track 50. Pause for students to match the numbers to the pictures. Check students' answers. Call out numbers in any order and have students respond with letters that label the pictures. For example, call out, "Four." (*a*)
4. **Activity Book.** Ask students to complete "Listen and check" (CD Track 91) on page AB50.

Extra activity

1. Conclude the lesson and extend students' learning by using one of the extension activities on page 126.

G. Sing.

Can you walk?
Can you walk?
Yes, I can.
Yes, I can.



Can you swim?
Can you swim?
No, I can't.
No, I can't.



Can you run?
Can you run?
Yes, I can.
Yes, I can.



Can you jump?
Can you jump?
No, I can't.
No, I can't.




H. Point to the panda.

81

Sing

 SONG CD CT3, CT5

1.  **First listening.** Say, "Listen to the song." Show students you want them to close their eyes. Play CD Track 51.
2. **Second listening.** Give four students an action flash card. Have them stand at the front of the class in any order. Play CD Track 51 again. Guide the first card-holder (*walk*) into position. Encourage the other students to arrange themselves from left to right as the song is sung. As the answer to the question in each verse is sung, have students nod or shake their head accordingly.
3. **Third listening.** Say, "Let's sing." Replay CD Track 51. Prompt the words of the song by encouraging each card-holder to raise their card each time their action is sung.
4. **Books open.** Ask students to look at the pictures on page 81.
 - Say, "Point to the panda." Wait to see all students pointing to the picture of the panda. Say, "Ask the panda a question." (*Can you swim?*) Say, "Point to the question." Wait to see all students pointing to the question in the second verse. Say, "What does the panda say?" (*No, I can't.*)
 - Repeat the procedure for the other three animals (the parrot, the monkey, and the elephant).
 - Read the words of the song with the students.
5. **Fourth listening.** Ask students to sing along. Have them act out the actions as they sing the words. Replay CD Track 51.
6. **Activity Book.** Ask students to complete "Look and circle the words" and "Check" on page AB51.

Lesson preparations

Starship flash cards 94 to 101: *quilt, queen, robot, rocket, walk, jump, swim, run*

Star and Stella hand puppets (see page 13)

Audio CD Track: 51

Activity Book: "Look and circle the words" and "Check" on page AB51

Warm-up activity CT3

1. Use the flash cards to review the lesson's vocabulary. Take the opportunity to provide lots of praise.

Extra activity CT5

1. To conclude the lesson, have the class stand up to sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.



Grammar, Culture notes, Extension activities

Grammar CT2

Tell students that words in English that start with a “q” are almost always followed by a “u” (see *quilt* and *queen*).

This lesson introduces students to questions and answers with *can* to talk about ability. Use the illustrations on pages 80 and 81 to reinforce meaning; they suggest a range of reasons why one might or might not be able to do something. For example, in picture 1 on page 80, the girl with a bandaged leg can walk, even though her

Questions

What do you see?

Can you	walk?
	jump?
	swim?
	run?

Statements/Answers

I see	a quilt.
	a queen.
	a robot.
	a rocket.

Yes, I can.

No, I can't.

leg is injured. The boy in picture 3 on the same page says he can swim. In contrast, the panda on page 81 says he can't swim—the expression on his face and his flotation devices suggest that he doesn't know how. Give students an opportunity to explore, in their own language, the reasons why the people and animals on pages 80 and 81 can or can't do the named actions.

Culture notes CT1

Talk to students about learning to swim. Can they swim? Are they taking lessons? Tell them that many children in English-speaking countries start learning to swim at quite a young age. For example, in Australia, where an ability to swim is highly valued, children can learn from three years old; before they learn to read and write!

Extension activities CT1, CT2, CT3, CT5

1. Have students draw a queen or a robot. Display their drawings on the classroom wall.
2. Play a game where students move freely around the classroom in the manner you command (*walk, jump, swim, run*). When they understand the game, give different students a turn to call out commands for their classmates to follow.
3. Give your students opportunities to share other action words that they might know. There are actions from previous units that they can substitute into the lesson's new question structure. For example: “Can you write?” “Can you stand up?” “Can you see a chair?”
4. Play a game using the question, “Can you see ____?” Sit in a circle with the students. Spread a selection of flash cards from previous units face up in the center of the circle. Take the first turn. Identify an item on a flash card and ask the question. The first student to raise their hand has the opportunity to answer, “Yes, I can,” and point to the right flash card. If they do so, then they take the next turn. Continue playing.

FOCUS

Theme

Letter forms and family members

Aim

Students learn how to: ask and answer questions to identify different family members

Structures

- Letters Ss and Tt
- Wh- questions with *Who* + contracted *BE* (*Who's she?*)

Review: *Wh-* questions with *What* contracted with *BE* (*What's this?*); Possessive statements with *my* (*She's my mom.*); Personal pronouns with contracted *BE* (*She's my mom.*)

Vocabulary

snake, spider, tiger, turtle, mom, dad, sister, brother, grandma, grandpa, who's

Who's she? Who's he?

A. Look, listen, and say.

Track
52

1. Ss



spider



snake

2. Tt



tiger



turtle

B. Point to Ss and Tt.

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

82

Lesson preparations

Starship flash cards 102 to 105: *spider, snake, tiger, turtle*

Star and Stella hand puppets (see page 13)

Audio CD Track: 52

Activity Book: "Trace" and "Write the missing letter" on page AB52; "Write" and "Write the missing letters" on page AB53

Extras: Lesson 12 flash cards—*walk, jump, swim, run*; an alphabet poster displayed on a classroom wall

Warm-up activity CT2, CT3, CT5

1. Sing a round of the song on page 81 of the Student Book. Have students sit in a circle. In the center, spread the flash cards for *walk, swim, run, and jump* face up. Ask a student, "Can you walk?" (*Yes, I can*). Have the student take the card. Repeat with other students for the remaining cards. Have the four students sit together in order (*walk, swim, run, jump*). Recall the responses in the song (*Yes, I can. No, I can't*). Sing the song with students. Prompt the words by pointing to different flash cards.


Look, listen, and say CT1, CT2, CT3

1. **Books closed.** Present the lesson's two letters of the alphabet. On the board, write: *Ss Tt*. Say, "Let's learn the letters *S* and *T*." Point to each *S* in turn and say, "Big *S*. Little *s*." Circle *Ss* with your finger and then model the name of the letter: Say, "*S*." Encourage students to repeat it with you. Repeat this procedure for the letter *T*.
2. Refer to the board and the displayed alphabet poster. Ask different students to come to the front. Gesture to the board and say, "Point to *S*." Gesture to the poster and say, "Point to *S*." Repeat for *T*.
3. Introduce the lesson's four alphabet words. Use Star here. Cover the words on the four flash cards. Put them on display but with the pictures facing away from the class. Point to *Ss* on the board and say, "*S*." Then, as you point to the *spider* flash card, say to Star, "What's this?" Hold up the card and say, "It's a spider." Model *spider* slowly and clearly. Have students repeat and practice the word with you and then leave the card on display. Repeat this procedure to introduce *snake*, then *Tt, tiger*, and *turtle*.
4. **Books open.** Say, "Point to *S*." Check that students point to the *Ss* in the alphabet box in addition to any other *Ss* on the page. Say, "Point to the spider." Check that students are pointing to the picture. Say, "Point to the word *spider*." Check that students are pointing to the word. Repeat this routine for *snake*, then for *Tt, tiger*, and *turtle*.

C. Read and say.



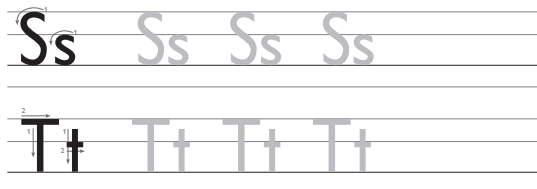
1. It's a  .

2. It's a  .

3. It's a  .


4. It's a  .

D. Trace.



83

Next, give single directions to point to either one of the two letters, one of the four pictures, or one of the four words. Use *spider*, *snake*, *tiger*, and *turtle* randomly and increase the pace.

5.  Say, "Look, listen, and say." Play CD Track 52, pausing after each item for students to practice saying the word. Play the track again. This time, pause after each two items for students to practice saying *spider* and *snake*, then *tiger* and *turtle*. Play the track one last time, this time from start to end for students to practice saying all four words one after the other.
6. **Books closed.** Present the sounds of the letters. Say, "s-s-spider." Model the repetition of the sound, then say the word slowly and clearly a few times; then have students repeat it with you several times. Repeat this procedure to practice the "s" sound in *snake*, and then the "t" sound in *tiger* and *turtle*.
7. Write the four words across the board. Give the four flash cards (with the words still covered) to four different students and have them place their cards under the right words. Repeat this routine a few times with different groups of four students.

Read and say CT2, CT3

1. **Books open.** Point to the page. Say, "Look. What do you see?" (*I see Star. I see a spider. I see a snake. I see a tiger. I see a turtle.*)
2. Say, "Let's work in pairs as Star and Stella." Divide the class into pairs—student A to be Star and student B to be Stella.
 - Say, "Hands up, Stars." Wait for a student in each pair to raise their hands. Point to Star again and say, "Star asks the question." As you say *the question*, point to the speech bubble.
 - Say, "Hands up, Stellas." Wait for the other students in each pair to raise their hands. Say, "Stella answers the question." As you say *answers*, point to each answer.
3. Show students what to do using Star and Stella. Have Star point to the picture of the spider and ask, "What's this?" Show Stella looking at the spider, and then have her say, "It's a spider." Show students how to take turns. Have Stella point to a picture and encourage the "Stellas" to ask the question. Show Star looking at the same picture and encourage the "Stars" to say what it is.
4. As pairs practice asking and answering questions, make sure they're taking turns and practicing all four answers.
5. Have different pairs come to the front of the class to take turns performing a question and answer.

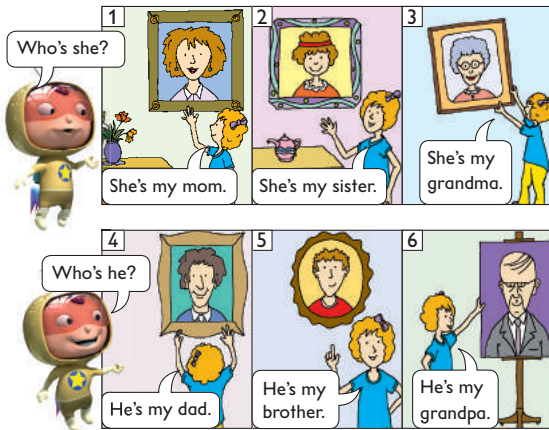
Trace CT2, CT4

1. **Books closed.** Draw a large Ss on the board and mark the letters with the trace guides (the numbers and directional arrows). Next to it, write a second Ss of equal size but without the trace guides.
2. Show students what to do. Say, "Let's trace the letter S." Use your finger to follow the trace guides on the first S and s. Do this slowly and say the number of each stroke. Next, use a marker and trace over the second Ss. Again, do this slowly and say the number of each stroke.
3. **Books open.** Tell students to trace the letter S. As they do this, clear the board and write two pairs of Tt, one with trace guides and the other without. When students have completed tracing Ss, give positive feedback, and then have them close their books. Show them how to trace T and t following the procedure for S and s. Students then complete the exercise in their books. Again, give positive feedback.
4. **Activity Book.** Ask students to complete "Trace" and "Write the missing letter" on page AB52 and "Write" and "Write the missing letters" on page AB53.

Extra activity CT1, CT2

1. Play "Catch the Leader" (see "How to play Catch the Leader" on page 25) to practice producing the "s" and "t" sounds.

E. Look, listen, and say. Track 53



F. Listen and match. Track 54



Warm-up activity CT2, CT3, CT4

- Review the previous lesson. Sit in a circle with the students. Students will need their Student Books open to pages 82 and 83.
- Focus on the letter Ss. Indicate the alphabet box on page 82 and say:
 - “Point to the letter S.”
 - “Say the letter S.” Make sure students say the name of the letter rather than the sound it makes. (S)
 - “Say the ‘s’ in *spider*.” Make sure students say the sound of the letter as it is in *spider*. (“s”) Repeat the direction, substituting *snake* for *spider*.
 - Indicate the “Trace” exercise on page 83, hold up a finger, and say, “Trace the letter S.”
- Focus on the letter Tt. Repeat the above procedure.
- Have the lesson’s four alphabet words written on separate A4 sheets. Spread them out face up in the center of the circle. Give the flash cards for *spider*, *snake*, *tiger*, and *turtle* (the words should still be covered from the previous lesson) to four different students and have them place their cards next to the right words. Point to different flash cards and ask students, “What do you see?” Repeat this routine a few times with different groups of four students.
- Activity Book.** Ask students to complete “Listen and number” on page AB54 (CD Track 92).

Lesson preparations

Starship flash cards 102 to 111: *spider*, *snake*, *tiger*, *turtle*, *mom*, *sister*, *grandma*, *dad*, *brother*, *grandpa*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 53 and 54

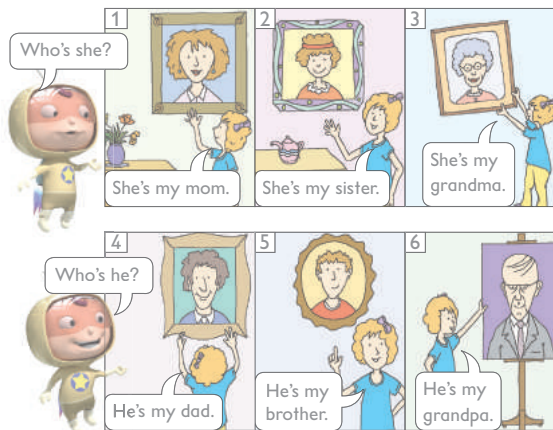
Activity Book: “Listen and number” and “Listen and match” on page AB54 (CD Tracks 92 and 93)

Extras: four A4 sheets, each with one of the following words written on it—*spider*, *snake*, *tiger*, *turtle*; photographs from your family album

Look, listen, and say CT1, CT2, CT3

- Books closed.** Use photographs from your family album to introduce some members of your family. Select some or all of the following: *mom*, *dad*, *sister*, *brother*, *grandma*, and *grandpa*.
 - Show a photo of your mom (or dad) and ask, “Who’s she/he?” Students might be able to guess who she or he is, and they might know the word *mom* or *dad*. Give them an opportunity to guess and show what they know. (*She’s your mom/dad.*) Provide or rephrase the answer as necessary. Model the word *mom/dad* slowly and clearly as you show the flash card, with the word covered. Have students repeat and practice the word with you, show the word, and then leave the card on display.
 - Repeat the process for your other family members. For any other family member words, simply use the flash cards.

E. Look, listen, and say. Track 53



F. Listen and match. Track 54



2. Track 53 Say, "Look and listen." Play CD Track 53. Each time a question is answered, point to one of your photographs or to a flash card.
3. **Books open.** Say, "Look, listen, and say." Play CD Track 53 again. Pause after the first question and then after each answer for students to repeat. Do the same for the second question.
4. Divide the class into two groups—one group to be Stars and one to be Stellas. Give a student in each group three family member flash cards. Make sure that both groups have a mix of male and female members. Each group takes turns asking and answering the question, "Who's she?" or "Who's he?" The group taking a turn to ask a question waits for a family member to be shown by the student in their group. The other group refers to the family member on the card and answers, "She's/He's my ____." Make sure students are using *he* or *she* correctly.
5. Divide the class into pairs—student A to be Star and student B to be Stella. Students take turns asking, "Who's she?" or "Who's he?" as they point to a picture of a family member on page 84. Students answer using the possessive *my*.
6. Give six students a different flash card and have the class ask, "Who's she?" or "Who's he?" The students holding the flash cards answer the question using *my*.

Listen and match CT2

Track 54 Audio Script

Narrator: One
Girl: Who's she?
Boy: She's my sister.

Narrator: Two
Girl: Who's he?
Boy: He's my brother.

Narrator: Three
Girl: Is he your dad?
Boy: Yes, he is. He's my dad.

Narrator: Four
Girl: Is she your mom?
Boy: Yes, she is. She's my mom.

1. **Books open.** Tell students to look at the pictures. Point to different pictures and ask, "Who's she?" or "Who's he?" Point to the pictures again. This time ask, "Is she your ____?" or "Is he your ____?" Encourage positive answers (*Yes, she/he is.*) followed by possessive statements (*She's/He's my ____.*)
2. Say, "Let's listen and match." Play One on CD Track 54. Say, "Say the number." Prompt the answer by pointing to the number. (*one*) Ask, "What question does the girl ask?" (*Who's she?*) Ask, "What answer does the boy give?" Prompt the answer by pointing to picture of the girl. (*She's my sister.*) Say, "Draw a line from the number ... [pause for students to answer] (*one*) to picture ... [pause] (*d*)." Prompt the answer by tracing the line between 1 and d.
3. Check that students know what to do. Play CD Track 54. Pause for students to match the numbers to the lettered pictures of different family members. Check students' answers. Call out numbers in any order and have students respond with the letter that labels the pictures that match. For example, call out "Four." (*c*)
4. **Activity Book.** Ask students to complete "Listen and match" on page AB54 (CD Track 93).

Extra activity

1. Conclude the lesson and extend students' learning by using one of the extension activities on page 132.

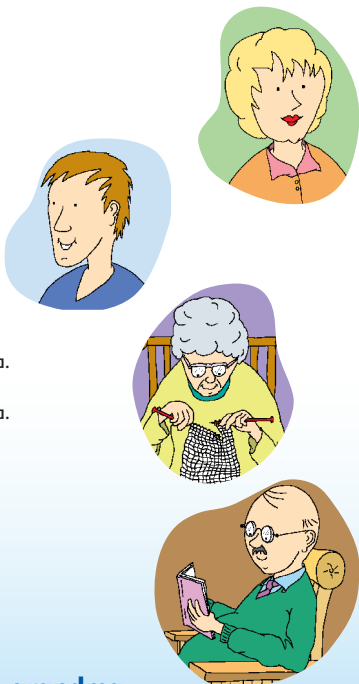
G. Sing.

Who's she?
She's my mom.
Yes, she is.
She's my mom.

Who's he?
He's my dad.
Yes, he is.
He's my dad.

Who's she?
She's my grandma.
Yes, she is.
She's my grandma.

Who's he?
He's my grandpa.
Yes, he is.
He's my grandpa.




H. Point to the grandma.

85

Sing

SONG CD

CT3, CT5

1.  **First listening.** Say, "Listen to the song." Show students you want them to close their eyes. Play CD Track 55.
2. **Second listening.** Give four different students a flash card each: *mom*, *dad*, *grandma*, and *grandpa*. Have them stand at the front of the class. Play CD Track 55 again. As the question in each verse is sung, encourage the student with the relevant card to hold it up, and move into order from left to right.
3. **Third listening.** Say, "Let's sing." Replay CD Track 55. Prompt the words of the song by encouraging the students at the front to raise their card as in the previous listening. Help students use *she* and *he* appropriately (verses 1 and 3 use *she*; verses 2 and 4 use *he*).
4. **Books open.** Ask students to look at the pictures on page 85.
 - Say, "Point to the grandma." Wait to see all students pointing to the picture of the grandma. Ask students to look at the words. Say, "Point to the word *grandma*." Wait to see all students pointing to the word *grandma* in the third verse.
 - Repeat the routine, substituting *mom*, *dad*, and *grandpa*.
 - Read the words of the song with the students.
5. **Fourth listening.** Ask students to sing along. Replay CD Track 55.
6. **Activity Book.** Ask students to complete "Look and circle the words" and "Write" on page AB55.

Lesson preparations

Starship flash cards 102 to 111: *spider, snake, tiger, turtle, mom, sister, grandma, dad, brother, grandpa*

Star and Stella hand puppets (see page 13)

Audio CD Track: 55

Activity Book: "Look and circle the words" and "Write" on page AB55

Warm-up activity CT3

1. Use the flash cards to review the lesson's vocabulary. Take the opportunity to provide lots of praise.

Extra activity CT5

1. To conclude the lesson, have the class stand up to sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.



Grammar, Culture notes, Extension activities

Grammar CT2

In learning to ask and answer questions about family members, students practice using *he* and *she* correctly. Listen carefully as students use these pronouns as they are often confused. Incorrect usage can be a matter of mispronunciation or an error of understanding.

Questions

What's this?

Who's	she? he?	
Is	she he	your mom? your sister? your grandma? your dad? your brother? your grandpa?

Statements/Answers

It's	a spider. a snake. a tiger. a turtle.
She's	my mom. my sister my grandma.
He's	my dad. my brother. my grandpa.
Yes,	she is. he is.
*No,	she isn't. he isn't.

*Note: students have learned the response *No, it isn't* in Lesson 2. Use this last table if you choose to teach students the negative response to the question *Is she/he your _____?*

Focus on the questions *Who's she?* and *Who's he?* Give students an opportunity to show that they know that the apostrophe *s* ('s) in these questions is a contraction of *is*. Ask students to identify other questions and statements in the lesson that use contractions of *is*.

Culture notes CT1

This lesson teaches the terms *mom* and *dad*. However, students may know some alternatives, such as *mother* and *father*. It is more common for people in the United States to call their parents *mom* and *dad*, although they might talk about them as their *mother* and *father*. Students may also know *mommy* and *daddy*, which are often used by younger children. Some might also know the term *mum* (*mummy*) for *mom* (*mommy*). This spelling and pronunciation is used by English speakers in Britain and Australia.

Extension activities CT1, CT2, CT5

1. Sing two alternative verses of the song on page 85, substituting *sister* and *brother*.
2. Ask students to bring in photos of people in their families. In pairs, they can ask and answer *Who's she/he?* and *Is she/he your _____?* about the people in the photographs. Alternatively, have students draw family portraits. Display the photographs or portraits on a classroom wall.
3. For more able students, introduce the negative response to the question, *Is she/he your _____?* (*No, she/he isn't*). Show students how to practice this response when asking questions about their family photos or portraits.
4. The culture notes in this lesson explore alternative words for *mom* and *dad*. Find out if students know alternative words for other family members. For example, they may know *grandmother*, *granny*, *gran*, *nan*, or *nanna* for *grandma*; *grandfather* or *grandad* for *grandpa*.

FOCUS

Theme

Letter forms and people you know

Aim

Students learn how to: ask and answer questions to identify different people they know

Structures

• Letters Uu and Vv

Review: *Wh-* questions with *DO* (*What do you see?*); *Wh-* questions with *Who* + contracted *BE* (*Who's she?*); Possessive statements with *my* (*She's my friend.*); Personal pronouns with contracted *BE* (*She's my friend.*)

Vocabulary

umbrella, umpire, violin, volcano, classmate, friend, teammate

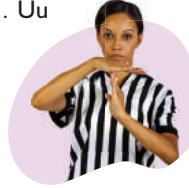


She's my friend.

A. Look, listen, and say.

Track 56

1. Uu



umpire



umbrella

2. Vv



violin



volcano

B. Point to Uu and Vv.

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

86

Lesson preparations

Starship flash cards 112 to 115: *umpire, umbrella, violin, volcano*

Star and Stella hand puppets (see page 13)

Audio CD Track: 56

Activity Book: “Trace” and “Write the missing letters” on page AB56; “Write” and “Write the missing letters” on page AB57

Extras: Lesson 13 flash cards—*mom, dad, grandma, grandpa*; an alphabet poster on a classroom wall

Warm-up activity CT3, CT5





- Sing a round of the song on page 85 of the Student Book. Have students sit in a circle. In the center, spread the flash cards for *mom, dad, grandma, and grandpa* face down. Ask different students to turn over a card and encourage all students to say the word. Select four students to hold a card each and have them sit together in order (*mom, dad, grandma, grandpa*). Sing the song with students. Point to card-holding students to prompt the questions and answers.

Look, listen, and say CT1, CT2, CT3

- Books closed.** Present the lesson's two letters of the alphabet. On the board, write: *Uu Vv*. Say, “Let's learn the letters *U* and *V*.” Point to each *U* in turn and say, “Big *U*. Little *u*.” Circle *Uu* with your finger and then model the name of the letter: Say, “*U*.” Encourage students to repeat it with you. Repeat this procedure for the letter *V*.
- Refer to the board and the displayed alphabet poster. Ask different students to come to the front. Gesture to the board and say, “Point to *U*.” Gesture to the poster and say, “Point to *U*.” Repeat for *V*.
- Introduce the lesson's four alphabet words. Use Star here. Cover the words on the four flash cards. Put them on display but with the pictures facing away from the class. Point to *Uu* on the board and say, “*U*.” Then, as you point to the *umpire* flash card, say to Star, “What do you see?” Hold up the card and say, “I see an umpire.” Model *umpire* slowly and clearly. Have students repeat and practice the word with you and then leave the card on display. Repeat this procedure to introduce *umbrella*, then *Vv, violin, and volcano*.
- Books open.** Say, “Point to *U*.” Check that students point to the *Uu* in the alphabet box in addition to any other *Uu* on the page. Say, “Point to the umpire.” Check that students are pointing to the picture. Say, “Point to the word *umpire*.” Check that students are

C. Read and say.

What's this?

1. I see an 
2. I see an 
3. I see a 
4. I see a 


D. Trace.

Uu Uu Uu Uu

Vv Vv Vv Vv

87

pointing to the word. Repeat this routine for *umbrella*, then for *Vv*, *violin*, and *volcano*. Next, give single directions to point to either one of the two letters, one of the four pictures, or one of the four words. Use *umpire*, *umbrella*, *violin*, and *volcano* randomly and increase the pace.

5.  Say, "Look, listen, and say." Play CD Track 56, pausing after each item for students to practice saying the word. Play the track again. This time, pause after each two items for students to practice saying *umpire* and *umbrella*, then *violin* and *volcano*. Play the track one last time, this time from start to end for students to practice saying all four words one after the other.
6. **Books closed.** Present the sounds of the letters. Say, "u-u-umpire." Model the repetition of the sound, then say the word slowly and clearly a few times; then have students repeat it with you several times. Repeat this procedure to practice the "u" sound in *umbrella*, and then the "v" sound in *violin* and *volcano*.
7. Write the four words across the board. Give the four flash cards (with the words still covered) to four different students and have them place their cards under the right words. Repeat this routine a few times with different groups of four students.

Read and say CT2, CT3

1. **Books open.** Point to each picture and ask, "What do you see?" Encourage students to make different statements about what they see. (*I see Star. I see an umpire. I see an umbrella. I see a violin. I see a volcano.*)
2. Point to Star and ask, "What's his name?" (*Star*) Show the Stella puppet and ask, "What's her name?" (*Stella*) Divide the class into pairs—student A to be Star and student B to be Stella.
 - Say, "Hands up, Stars." Wait for a student in each pair to raise their hands. Point to Star again and say, "Star asks the question." As you say *the question*, point to the speech bubble.
 - Say, "Hands up, Stellas." Wait for the other students in each pair to raise their hands. Show Stella again and say, "Stella answers the question." As you say *answers*, point to each of the four answers.
3. Show students what to do using Star and Stella. Have Star ask, "What do you see?" Have Stella choose answer 3, and then have her say, "I see a violin." Show students how to take turns. Have Stella ask the question "What do you see?" and encourage the "Stellas" to ask. Have Star choose answer 1 and encourage the "Stars" to say it.
4. As pairs practice asking and answering questions, make sure they're taking turns and practicing all four answers.
5. Have different pairs come to the front of the class to take turns performing a question and answer.

Trace CT2, CT4

1. **Books closed.** Draw a large *Uu* on the board and mark the letters with the trace guides (the numbers and directional arrows). Next to it, write a second *Uu* of equal size but without the trace guides.
2. Show students what to do. Say, "Let's trace the letter *U*." Use your finger to follow the trace guides on the first *U* and *u*. Do this slowly and say the number of each stroke. Next, use a marker and trace over the second *Uu*.
3. **Books open.** Tell students to trace the letter *U*. As they do this, clear the board and write two pairs of *Vv*, one with trace guides and the other without. When students have traced *Uu*, give positive feedback, and then have them close their books. Show them how to trace *V* and *v* following the procedure for *U* and *u*. Students then complete the exercise in their books. Again, give positive feedback.
4. **Activity Book.** Ask students to complete "Trace" and "Write the missing letters" on page AB56 and "Write" and "Write the missing letters" on page AB57.

Extra activity CT1, CT2

1. Play "Catch the Leader" (see "How to play Catch the Leader" on page 25) to practice producing the "u" and "v" sounds.

E. Look, listen, and say.

Track 57



F. Listen and match.

Track 58



88

Lesson preparations

Starship flash cards 112 to 118: *umpire, umbrella, violin, volcano, friend, classmate, teammate*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 57 and 58

Activity Book: “Listen and match” and “Listen and check” on page AB58 (CD Tracks 94 and 95)

Extras: four A4 sheets, each with one of the following words written on it—*umpire, umbrella, violin, volcano*; a photograph of yourself with a friend


Warm-up activity

CT2, CT3, CT4

1. Review the previous lesson. Sit in a circle with the students. Students will need their Student Books open to pages 86 and 87.
2. Focus on the letter *Uu*. Indicate the alphabet box on page 86 and say:
 - “Point to the letter *U*.”
 - “Say the letter *U*.” Make sure students say the name of the letter rather than the sound it makes. (*U*)
 - “Say the ‘u’ in *umbrella*.” Make sure students say the sound of the letter as it is in *umbrella*. (“*u*”) Repeat the direction, substituting *umbrella* for *umpire*.
 - Indicate the “Trace” exercise on page 87, hold up a finger, and say, “Trace the letter *U*.”
3. Focus on the letter *Vv*. Repeat the above procedure.
4. Have the lesson’s four alphabet words written on separate A4 sheets. Spread them out face up in the center of the circle. Give the four flash cards (the words should still be covered from the previous lesson) to four different students and have them place their cards next to the right words. Point to different flash cards and ask students, “What do you see?” Repeat this routine a few times with different groups of four students.

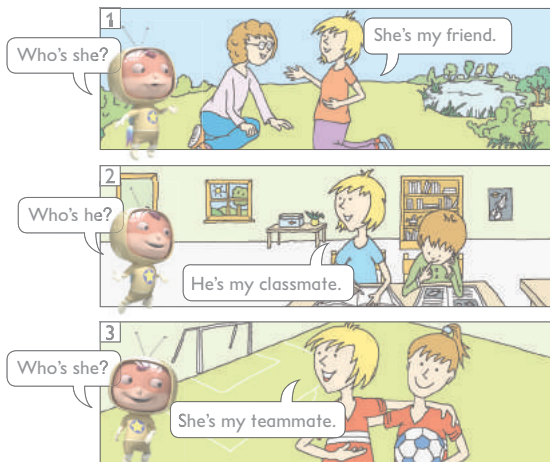
Look, listen, and say

CT1, CT2, CT3

1. **Books closed.** Have students recall the question they asked to identify family members. (*Who’s she? Who’s he?*) Show a photograph of yourself and a friend. Encourage students to ask “Who’s she?” or “Who’s he?” Answer, “She’s/He’s my friend.” Model the word *friend* slowly and clearly as you show the flash card, with the word covered. Have students repeat and practice the word with you, show the word, and then leave the card on display.
 - Repeat the process as you introduce *classmate* and *teammate*, using the relevant flash cards.
2.  Say, “Look and listen.” Play CD Track 57. Each time a question is answered, point to the relevant flash card.
3. **Books open.** Say, “Look, listen, and say.” Play CD Track 57 again. Pause after each question and answer for students to repeat.

E. Look, listen, and say.

Track 57



F. Listen and match.

Track 58



4. Divide the class into two groups—one group to be Stars and one to be Stellas. First, the Stars ask each question and the Stellas answer. The Stellas then ask the questions and the Stars answer.
5. Divide the class into pairs—student A to be Star and student B to be Stella. They take turns asking and answering the three questions.
6. Give three students a different flash card and have the class ask, “Who’s she?” or “Who’s he?” The students holding the flash cards answer the question using the possessive *my*.
7. **Activity Book.** Ask students to complete “Listen and match” (CD Track 94) on page AB58.

Listen and match CT2

Track 58

Audio Script

Narrator: One

Man: Is he your friend?

Girl: Yes, he is. He’s my friend.

Narrator: Two

Man: Who’s she?

Girl: She’s my classmate.

Narrator: Three

Man: Is he your teammate?

Boy: Yes, he is. He’s my teammate.

1. **Books open.** Tell students to look at the pictures. Point to different pictures and ask, “Who’s she?” or “Who’s he?” Point to the pictures again. This time ask, “Is she your _____?” or “Is he your _____?” Encourage positive answers (*Yes, she/he is.*) followed by possessive statements (*She’s/He’s my _____.*)
2. Say, “Let’s listen and match.” Play One on CD Track 58. Say, “Say the number.” Prompt the answer by pointing to the number. (*one*) Ask, “What was the question?” (*Is he your friend?*) Ask, “What was the answer?” Prompt the answer by pointing to the picture of the pair playing a board game together. (*Yes, he is. He’s my friend.*) Say, “Draw a line from the number ... [pause for students to answer] (*one*) to picture ... [pause] (*b*).” Prompt the answer by tracing the line between 1 and b.
3. Check that students know what to do. Play CD Track 58. Pause for students to match the numbers to the pictures. Check students’ answers. Call out numbers in any order and have students respond with letters that label the pictures. For example, call out “Three.” (*a*)
4. **Activity Book.** Ask students to complete “Listen and check” (CD Track 95) on page AB58.

Extra activity

1. Conclude the lesson and extend students’ learning by using one of the extension activities on page 138.

G. Sing.

Track 59

Who's she?
She's my classmate.
Who's she?
She's my teammate.
Who's she?
She's my friend.



Who's he?
He's my classmate.
Who's he?
He's my teammate.
Who's he?
He's my friend.



Who's she? Who's she?
She's my classmate.
She's my teammate.
She's my friend.



Who's he? Who's he?
He's my classmate.
He's my teammate.
He's my friend.



H. Point to the books.

89

Sing

SONG CD

CT3, CT5

1. **Track 59** **First listening.** Say, "Listen to the song." Show students you want them to close their eyes. Play CD Track 59.
2. **Second listening.** Give three different students a flash card each—*classmate*, *teammate*, and *friend*. Have them stand at the front of the class. Play CD Track 59 again. As the question in each verse is sung, encourage the student with the relevant card to hold it up, and move into order from left to right.
3. **Third listening.** Say, "Let's sing." Replay CD Track 59. Prompt the words of the song by encouraging each cardholder to raise their card each time their word is sung. Help students use *she* and *he* appropriately (verses 1 and 3 use *she*; verses 2 and 4 use *he*).
4. **Books open.** Ask students to look at the pictures on page 89.
 - Say, "Point to the books." Wait to see all students pointing to the books held by the first child in each frame.
 - Say, "Point to the classmates." Wait to see all students pointing to those children holding books. Ask students to look at the words. Say, "Point to the word *classmate*." Wait to see all students pointing to the word *classmate* in each verse.
 - Repeat the routine, substituting *teammates* and *friends*.
 - Read the words of the song with the students.
5. **Fourth listening.** Ask students to sing along. Replay CD Track 59.
6. **Activity Book.** Ask students to complete "Draw lines" on page AB59.

Lesson preparations

Starship flash cards 112 to 118: *umpire, umbrella, violin, volcano, friend, classmate, teammate*

Star and Stella hand puppets (see page 13)

Audio CD Track: 59

Activity Book: "Draw lines" on page AB59

Warm-up activity CT3

1. Use the flash cards to review the lesson's vocabulary. Take the opportunity to provide lots of praise.

Extra activity CT5

1. To conclude the lesson, have the class stand up to sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.



Grammar, Culture notes, Extension activities

Grammar CT2

As you introduce *umpire* and *umbrella*, highlight that the “u” sound at the start of these words means that the article *an* rather than *a* is used (*an umpire*, *an umbrella*). Ask students to recall other words they know that take *an* rather than *a*. (*an eraser*, *an apple*, *an alligator*, *an egg*, *an elephant*, *an igloo*, *an insect*, *an otter*, *an orange*)

In this lesson, students learn that we use the terms *friend*, *classmate*, and *teammate* for both males and females. They also learn that a classmate, a teammate, and a friend can either be three different people or one person.

Questions

What do you see?

Who's	she? he?
Is	she he
	your friend? your classmate? your teammate?

Statements/Answers

I see	an umpire. an umbrella. a violin. a volcano.
She's He's	my friend. my classmate. my teammate.
Yes,	she is. he is.
*No,	she isn't. he isn't.

* Note: students have learned the response *No, it isn't* in Lesson 2. Use this last table if you choose to teach students the negative response to the question *Is she/he your ____?*

This is reinforced by the arrangement of the words in the verses of the song on page 89, along with the accompanying illustrations. Continue to listen carefully to make sure students are using *he* and *she* correctly as they practice asking *Who's she/he?* and answering *She's/He's my ____*. You can confirm correct associations by regularly asking a follow-up question. For example, follow the statement “*She's my friend*” with the question “*Is she a girl?*” (*Yes, she is.*)

Culture notes CT1, CT2

Have students think about the words they use in their own language to refer to a friend, a classmate, and a teammate. Do they use different words or the same word? Is the word for a friend who's a girl the same as the word for a friend who's a boy, as it is in English?

Extension activities CT1, CT2, CT5

1. Sing a round of the song on page 89. Divide the class into two groups and have them take turns singing the questions and answers.
2. Ask students to draw a picture of someone they know. The person might be a friend, a classmate, a teammate, any combination of the three, or all of the three. In pairs, students can ask and answer *Who's she/he?* and *Is she/he your ____?* about the person in the picture. Display the pictures on a classroom wall.
3. For more able students, introduce the negative response to the question, *Is she/he your ____?* (*No, she/he isn't.*) If you introduced this in the previous lesson, revise the response and provide students with more practice.

Phonics Pre A1.1 Unit 5

Phonics

Unit
5

Qq Rr

A. Look, listen, and say.

P-CD
Track
41

Qq

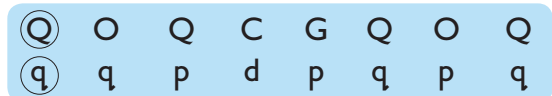


quilt

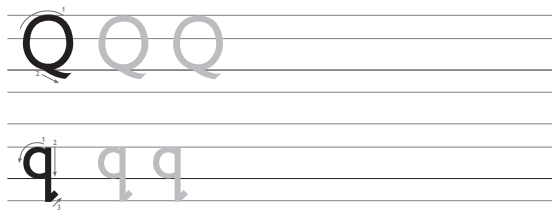


queen

B. Circle the letters Qq.



C. Trace and write.

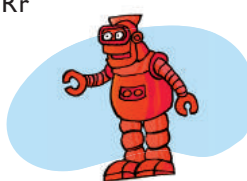


90

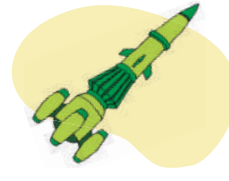
D. Look, listen, and say.

P-CD
Track
42

Rr

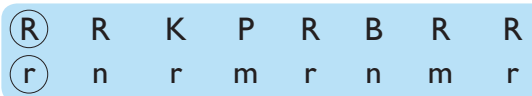


robot



rocket

E. Circle the letters Rr.



F. Trace and write.



91

G. Look, listen, and say.

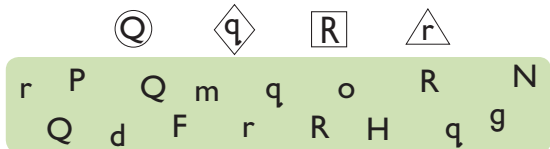
P-CD
Track
43



H. Write the letters Qq or Rr.



I. Find the letters and draw the shapes.



92

J. Listen and check the beginning letter q or r.

P-CD
Track
44

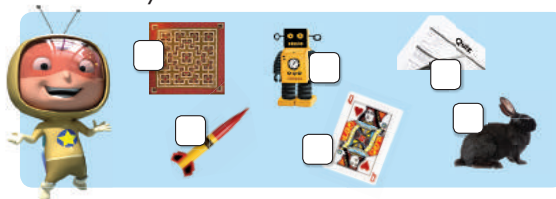
	q	r
1		
2		
3		
4		
5		
6		



K. Listen and number.

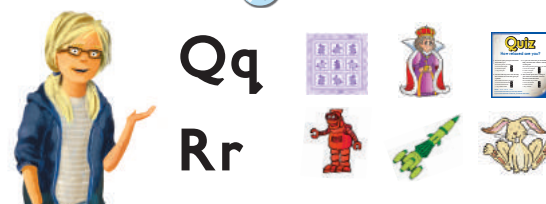
P-CD
Track
45

What do you see?



L. Listen and chant.

P-CD
Track
46



93

Phonics Pre A1.1 Unit 5

Unit
5

Ss Tt

A. Look, listen, and say.

P-CD
Track
47

Ss



spider



snake

B. Circle the letters Ss.

(S) Z S F H S K S
(s) e s z s s a s

C. Trace and write.

S S S
S S S

94

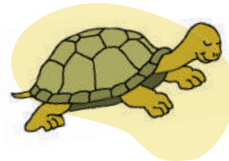
D. Look, listen, and say.

P-CD
Track
48

Tt



tiger



turtle

E. Circle the letters Tt.

(T) T T F J T L R
(t) j t f t l t f

F. Trace and write.

T T T
t t t

95

G. Look, listen, and say.

P-CD
Track
49

Ss



Tt



H. Trace and match.

T S
s T
t t
S S



I. Write the missing letters.

S _ _ t _ s T _

96

J. Listen and trace the letter.

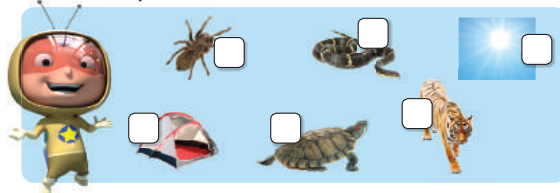
P-CD
Track
50

1 T S
2 S T
3 s T
4 t s
5 s t
6 S t

K. Listen and practice.

P-CD
Track
51

What do you see?



L. Listen and chant.

P-CD
Track
52



97

Phonics Pre A1.1 Unit 5

Unit
5

Uu Vv

A. Look, listen, and say.

P-CD
Track
53

Uu



umpire

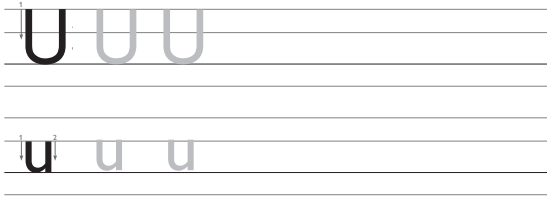


umbrella

B. Circle the letters Uu.

U Y U V U W U X
u n u m u n u u

C. Trace and write.



98

D. Look, listen, and say.

P-CD
Track
54

Vv



violin

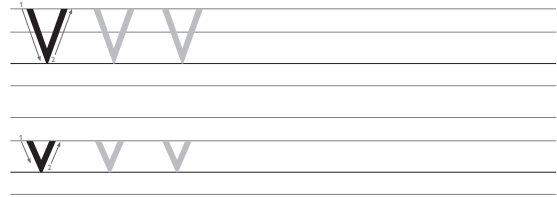


volcano

E. Circle the letters Vv.

V V W Y V U W V
v x v v w v w v

F. Trace and write.



99

Phonics Pre A1.1 Unit 5 Answers

pages 90–93

B. Q x 3, q x 3; **E.** R x 4, r x 3; **H.** Qq, Rr, Qq, Rr; **I.** Q x 2, q x 2, R x 2, r x 2; **J.** 1 q, 2 r, 3 r, 4 q, 5 r, 6 q; **K.** 1 queen, 2 rabbit, 3 quilt, 4 rocket, 5 robot, 6 quiz.

pages 94–97

B. S x 3, s x 4; **E.** T x 3, t x 3; **H.** T – tiger – t, s – spider – S, t – turtle – T, S – snake – s; **I.** s, T, S, t; **J.** 1 S, 2 T, 3 s, 4 s, 5 t, 6 t; **K.** 1 turtle, 2 sun, 3 spider, 4 tiger, 5 tent, 6 snake.

pages 98–99

B. U x 3, u x 4; **E.** V x 3, v x 4.

FOCUS

Theme

Letter forms and abilities

Aim

Students continue learning how to: ask and answer questions about ability

Structures

- Letters Ww and Xx
- Statements with *can* and *can't* (*I can laugh. I can't laugh.*)

Review: *Wh-* questions with *What* contracted with *BE* (*What's this?*); Questions with *can* (*Can you laugh?*); Yes/No answers with *can* and *can't* (*Yes, I can. No, I can't.*)

Vocabulary

web, watch, box, fox, laugh, sing, skip, dance

Unit
6

Can you sing?

A. Look, listen, and say.

Track
60

1. Ww

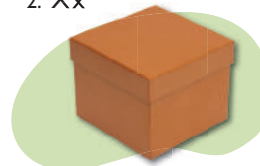


web



watch

2. Xx



box



fox

B. Point to Ww and Xx.

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

100

Lesson preparations

Starship flash cards 119 to 122: *web, watch, box, fox*

Star and Stella hand puppets (see page 13)

Audio CD Track: 60

Activity Book: "Trace" and "Write the missing letter" on page AB60; "Write" and "Write the missing letters" on page AB61

Extras: Lesson 14 flash cards—*friend, classmate, teammate*


Warm-up activity CT2, CT5


1. Sing a round of the song on page 89 of the Student Book. Have students sit in a circle. In the center, spread the flash cards for *classmate, teammate, and friend* face up. Ask all students to say the words. Give three students a card each and have them sit together in order (*classmate, teammate, friend*). Write the numbers 1 to 4 on the board. Point to each number and then to the corresponding verse on page 89 as you ask, "What's the question?" Write the questions next to the numbers. As each question is sung, point to a card-holding student to prompt the answer.


Look, listen, and say CT1, CT2, CT3


1. **Books closed.** Present the lesson's two letters of the alphabet. On the board, write: *Ww Xx*. Say, "Let's learn the letters *W* and *X*." Point to each *W* in turn and say, "Big *W*. Little *w*." Circle *Ww* with your finger and then model the name of the letter: Say, "*W*." Encourage students to repeat it with you. Repeat this procedure for the letter *X*.
2. Refer to the board and the displayed alphabet poster. Ask different students to come to the front. Gesture to the board and say, "Point to *W*." Gesture to the poster and say, "Point to *W*." Repeat for *X*.
3. Introduce the lesson's four alphabet words. Use Star here. Cover the words on the four flash cards. Put them on display but with the pictures facing away from the class. Point to *Ww* on the board and say, "*W*." Then, as you point to the *web* flash card, say to Star, "What's this?" Hold up the card and say, "It's a web." Model *web* slowly and clearly. Have students repeat and practice the word with you and then leave the card on display. Repeat this procedure to introduce *watch*, then *Xx*, *box*, and *fox*.
4. **Books open.** Say, "Point to *W*." Check that students point to the *Ww* in the alphabet box in addition to any other *Ww* on the page. Say, "Point to the web." Check that students are pointing to the picture. Say, "Point to the word *web*." Check that students are pointing to the

C. Read and say.

1. It's a 

2. It's a 

3. It's a 

4. It's a 


D. Trace.

1 2 3 W w W w W w

1 2 3 X x X x X x

101

word. Repeat this routine for *watch*, then for *Xx*, *box*, and *fox*. Next, give single directions to point to either one of the two letters, one of the four pictures, or one of the four words. Use *web*, *watch*, *box*, and *fox* randomly and increase the pace.

5.  Say, "Look, listen, and say." Play CD Track 60, pausing after each item for students to practice saying the word. Play the track again. This time, pause after each two items for students to practice saying *web* and *watch*, then *box* and *fox*. Play the track one last time, this time from start to end for students to practice saying all four words one after the other.
6. **Books closed.** Present the sounds of the letters. Say, "w-w-web." Model the repetition of the sound, then say the word slowly and clearly a few times; then have students repeat it with you several times. Repeat this procedure to practice the "w" sound in *watch*, and then the "x" sound in *fox* and *box* ("x-x-fox" and "x-x-box").
7. Write the four words across the board. Give the four flash cards (with the words still covered) to four different students and have them place their cards under the right words. Repeat this routine a few times with different groups of four students.

Read and say CT2, CT3

1. **Books open.** Point to the page. Say, "Look. What do you see?" Encourage students to make different statements about what they see. (*I see Star. I see a web. I see a watch. I see a box. I see a fox.*)
2. Say, "Let's work in pairs as Star and Stella." Divide the class into pairs—student A to be Star and student B to be Stella.
 - Say, "Hands up, Stars." Wait for a student in each pair to raise their hands. Point to Star again and say, "Star asks the question." As you say *the question*, point to the speech bubble.
 - Say, "Hands up, Stellas." Wait for the other students in each pair to raise their hands. Say, "Stella answers the question." As you say *answers*, point to the answers.
3. Show students what to do using Star and Stella. Have Star point to the picture of the web and ask, "What's this?" Show Stella looking at the web, and then have her say, "It's a web." Show students how to take turns. Have Stella point to a picture and encourage the "Stellas" to ask the question. Show Star looking at the same picture and encourage the "Stars" to say what it is.
4. As pairs practice asking and answering questions, make sure they're taking turns and practicing all four answers.
5. Have different pairs come to the front of the class to take turns performing a question and answer.

Trace CT2, CT4

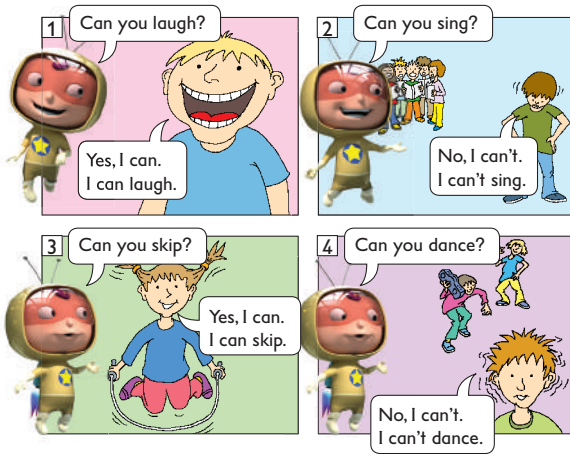
1. **Books closed.** Draw a large *Ww* on the board and mark the letters with the trace guides (the numbers and directional arrows). Next to it, write a second *Ww* of equal size but without the trace guides.
2. Show students what to do. Say, "Let's trace the letter *W*." Use your finger to follow the trace guides on the first *W* and *w*. Do this slowly and say the number of each stroke. Next, use a marker and trace over the second *Ww*.
3. **Books open.** Tell students to trace the letter *W*. As they do this, clear the board and write two pairs of *Xx*, one with trace guides and the other without. When students have completed tracing *Ww*, give positive feedback, and then have them close their books. Show them how to trace *X* and *x* following the procedure for *W* and *w*. Students then complete the exercise in their books. Again, give positive feedback.
4. **Activity Book.** Ask students to complete "Trace" and "Write the missing letter" on page AB60 and "Write" and "Write the missing letters" on page AB61.

Extra activity CT1, CT2

1. Play "Catch the Leader" (see "How to play Catch the Leader" on page 25) to practice producing the "w" and "x" sounds.

E. Look, listen, and say.

Track 61



F. Listen and match.

Track 62



Warm-up activity

CT2, CT3

1. Review the previous lesson. Sit in a circle with the students. Students will need their Student Books open to pages 100 and 101.
2. Focus on the letter *Ww*. Indicate the alphabet box on page 100 and say:
 - “Point to the letter *W*.”
 - “Say the letter *W*.” Make sure students say the name of the letter rather than the sound it makes. (*W*)
 - “Say the ‘w’ in *web*.” Make sure students say the sound of the letter as it is in *web*. (“w”) Repeat the direction, substituting *watch* for *web*.
 - Indicate the “Trace” exercise on page 101, hold up a finger, and say, “Trace the letter *W*.”
3. Focus on the letter *Xx*. Repeat the above procedure.
4. Have the lesson’s four alphabet words written on separate A4 sheets. Spread them out face up in the center of the circle. Give the four flash cards (the words should still be covered from the previous lesson) to four different students and have them place their cards next to the right words. Point to different flash cards and ask students, “What do you see?” Repeat this routine a few times with different groups of four students.

Lesson preparations

Starship flash cards 119 to 126: *web, watch, box, fox, laugh, sing, skip, dance*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 61 and 62

Activity Book: “Listen and check” and “Listen and write the missing letters” on page AB62 (CD Tracks 96 and 97)

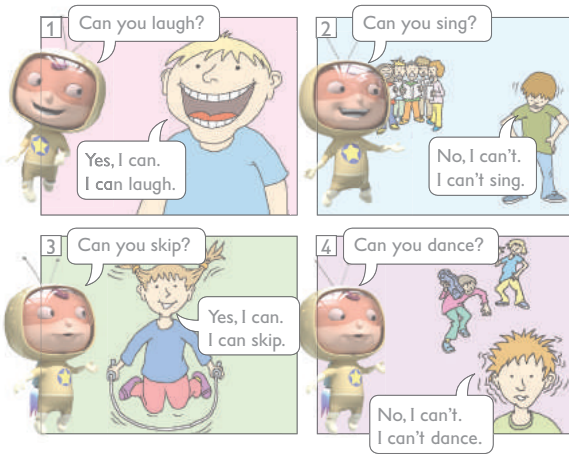
Extras: four A4 sheets, each with one of the following words written on it—*web, watch, box, fox*

Look, listen, and say

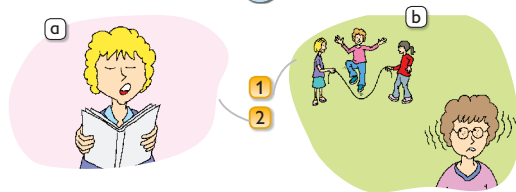
CT1, CT2, CT3

1. **Books closed.** Students might already know some or all of the four actions in this lesson. Give them an opportunity to show what they know as you introduce them.
 - Say, “I can ...” and then laugh. Encourage students to complete your statement by naming your action. If they say *laugh*, respond positively, otherwise provide the answer. Model the word *laugh* slowly and clearly. Have students repeat and practice the word with you, show the flash card, and then leave it on display. Repeat the procedure for *sing*, *skip*, and *dance*.
 - Show the four cards in random order as students call out and perform the actions. Repeat and increase the pace.
 - Give the four action flash cards to four different students. Call out the actions in random order. Each student stands and performs the action on their card when it is called. Give the whole class directions to point to different cards, ask them to say the action, and then ask them to do the action. For example: “Point to laugh. Say *laugh*. Laugh!”

E. Look, listen, and say. Track 61



F. Listen and match. Track 62



102

2. Track 61 **Books open.** Say, "Look, listen, and say." Play CD Track 61. Pause after each question and answer for students to repeat.
3. Divide the class into two groups to take turns asking and answering the questions.
4. Divide the class into pairs to take turns asking and answering the questions.
5. Give four students a different flash card and have them ask different students, "Can you ____?" (Yes, I can. I can ____./No, I can't. I can't ____.)
6. **Activity Book.** Ask students to complete "Listen and check" (CD Track 96) on page AB62.

Listen and match CT2

Track 62 **Audio Script**

Narrator: One
Man: Can you skip?
Girl: No, I can't. I can't skip.

Narrator: Two
Man: Can you sing?
Girl: Yes, I can. I can sing.

1. **Books open.** Tell students to look at the pictures. Point to each picture and encourage students to say the relevant actions. (*sing, skip*)
2. Say, "Let's listen and match." Play One on CD Track 62. Say, "Say the number." Prompt the answer by pointing to the number. (*one*) Say, "What was the question?" Prompt the answer by pointing to the picture. (*Can you skip?*) Say, "What was the answer?" Prompt the answer by pointing to the girl shaking her head. (*No, I can't. I can't skip.*) Say, "Draw a line from the number ... [pause for students to answer] (*one*) to picture ... [pause] (*b*)." Prompt the answer by drawing an imaginary line between the number 1 and picture b.
3. Check that students know what to do. Play CD Track 62. Pause for students to match the number 2 to picture a. Check students' answer.
4. **Activity Book.** Ask students to complete "Listen and write the missing letters" (CD Track 97) on page AB62.

Extra activity

1. Conclude the lesson and extend students' learning by using one of the extension activities on page 148.



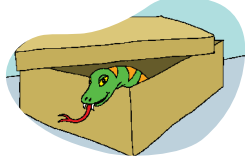
G. Sing.

Track
63

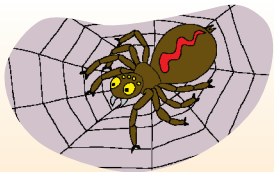
What do you see?
I see a fox.
I see a fox.
I see a watch on a fox.



What do you see?
I see a box.
I see a box.
I see a snake in a box.



What do you see?
I see a web.
I see a web.
I see a spider in a web.



H. Point to the watch.

103

Sing

SONG CD

CT3, CT5

- Track 63** **First listening.** Say, "Listen to the song." Show students you want them to close their eyes. Play CD Track 63.
- Second listening.** Give six different students a flash card each: *fox*, *watch*, *box*, *snake*, *web*, and *spider*. Have them stand at the front of the class. Play CD Track 63 again. As each verse is sung, encourage students to hold up their cards as they hear their word and to move into order from left to right.
- Third listening.** Say, "Let's sing." Replay CD Track 63. Prompt the words of the song by encouraging the students at the front to raise their card as in the previous listening.
- Books open.** Ask students to look at the pictures on page 103.
 - Say, "Point to the watch." Wait to see all students pointing to the picture of the watch. Ask students to look at the words. Say, "Point to the word *watch*." Wait to see all students pointing to the word *watch* in the first verse.
 - Repeat the routine, substituting *fox*, *box*, *snake*, *web*, and *spider*.
 - Read the words of the song with the students.
- Fourth listening.** Ask students to sing along. Replay CD Track 63.
- Activity Book.** Ask students to complete "Look and circle the words" and "Read and write" on page AB63.

Lesson preparations

Starship flash cards 119 to 126: *web*, *watch*, *box*, *fox*, *laugh*, *sing*, *skip*, *dance*

Star and Stella hand puppets (see page 13)

Audio CD Track: 63

Activity Book: "Look and circle the words" and "Read and write" on page AB63

Extras: Lesson 13 flash cards—*spider*, *snake*

Warm-up activity

CT3

- Use the flash cards to review the lesson's vocabulary. Include the *spider* and *snake* flash cards from Lesson 13. Take the opportunity to provide lots of praise.

Extra activity

CT5

- To conclude the lesson, have the class stand up to sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.

Grammar, Culture notes, Extension activities

Grammar CT2

In Lesson 12, students learned to ask and answer questions with *can* to talk about ability. In this lesson, students revisit *can* with a new set of actions. In Lesson 12, *can* was used to suggest a range of reasons for why one might or might not be able to do something. In this lesson, *can* is used to communicate whether or not someone knows how to do something.

Questions

What's this?

Can you	laugh? sing? skip? dance?
---------	------------------------------------

Statements/Answers

It's	a web. a watch. a box. a fox.
------	--

I can I can't	laugh. sing. skip. dance.
------------------	------------------------------------

Yes, I can.

No, I can't.

Culture notes CT1

Foxes are found all over the world and they feature in the folklore of many different cultures. In many stories, the fox is sneaky or dishonest. There is an English saying, *as cunning as a fox*. Tell your students about *The Tale of Jemima Puddle-Duck* by Beatrix Potter. The fox appears as a charming gentleman who tries to trick the duck, Jemima, into laying her eggs in his home so he can eat them. Ask your students if they know any stories about foxes.

Extension activities CT1, CT2, CT5

1. Play a game where students move freely around the classroom in the manner you command (*laugh, sing, skip, dance*). You could also include the actions learned in Lesson 12 (*walk, jump, swim, run*). When they're familiar with the game, give different students a turn to call out commands for their classmates to follow.
2. Give your students opportunities to share other action words that they might know. If they know *laugh* they may also know *smile* and *cry*; and if they know *skip*, they may also know *hop*.
3. Play a game using the question, "What do you see?" Sit in a circle with the students. Spread some flash cards from previous units, face up, in the center of the circle. Have the student on your right ask you the question. Select two flash cards (*egg* and *nest*) and answer, "I see an egg in a nest." Return the cards to the center and then ask the question to the student on your left. Help them to select two cards and give an answer. Continue on around the circle.
4. Sing an alternative version of the song using some of the sentences made in point 3. For example: *What do you see?/I see a nest./I see a nest./I see an egg in a nest.*

FOCUS

Theme

Letter forms, emotions, and ability

Aim

Students learn how to: state their mood and the speed at which they can move

Structures

• Letters Yy and Zz

Review: *Wh-* questions with *DO* (*What do you see?*)

Vocabulary

yak, yo-yo, zebra, zipper, happy, sad, fast, slow

Unit
6

I'm happy.

A. Look, listen, and say.

Track
64

1. Yy



yo-yo



yak

2. Zz



zebra



zipper

B. Point to Yy and Zz.

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

104

Lesson preparations

Starship flash cards 127 to 130: *yo-yo, yak, zebra, zipper*

Star and Stella hand puppets (see page 13)

Audio CD Track: 64

Activity Book: “Trace” and “Write the missing letters” on page AB64; “Write” and “Write the missing letters” on page AB65

Extras: Lesson 15 flash cards—*web, watch, box, fox*; Lesson 13 flash cards—*snake, spider*; an alphabet poster displayed on a classroom wall

Warm-up activity CT2, CT3

1. Sing a round of the song on page 103 of the Student Book. Have students sit in a circle. In the center, display these flash cards as pairs: *fox, watch*; *box, snake*; *web, spider*. Ask, “What do you see?” *I see a watch on a fox. I see a snake in a box. I see a spider in a web.* Select three students to hold a pair of flash cards each. At the start of each verse, point to a card-holding student to prompt the answer.

Look, listen, and say CT1, CT2, CT3

1. **Books closed.** Present the lesson’s two letters of the alphabet. On the board, write: *Yy Zz*. Say, “Let’s learn the letters *Y* and *Z*.” Point to each *Y* in turn and say, “Big *Y*. Little *y*.” Circle *Yy* with your finger and then model the name of the letter: Say, “*Y*.” Encourage students to repeat it with you. Repeat this procedure for the letter *Z*.
2. Refer to the board and the displayed alphabet poster. Ask different students to come to the front. Gesture to the board and say, “Point to *Y*.” Gesture to the poster and say, “Point to *Y*.” Repeat for *Z*.
3. Introduce the lesson’s four alphabet words. Use Star here. Cover the words on the four flash cards. Put them on display but with the pictures facing away from the class. Point to *Yy* on the board and say, “*Y*.” Then, as you point to the *yo-yo* flash card, say to Star, “What’s this?” Hold up the card and say, “It’s a *yo-yo*.” Model *yo-yo* slowly and clearly. Have students repeat and practice the word with you and then leave the card on display. Repeat this procedure to introduce *yak*, then *Zz*, *zebra*, and *zipper*.
4. **Books open.** Say, “Point to *Y*.” Check that students point to the *Yy* in the alphabet box in addition to any other *Yy* on the page. Say, “Point to the *yo-yo*.” Check that students are pointing to the picture. Say, “Point to the word *yo-yo*.” Check that students are pointing to the word. Repeat this routine for *yak*, then for *Zz*, *zebra*, and *zipper*.

C. Read and say.

What do you see?

1. I see a



2. I see a



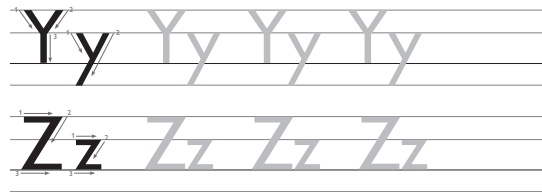
3. I see a



4. I see a




D. Trace.



105

Next, give single directions to point to either one of the two letters, one of the four pictures, or one of the four words. Use *yo-yo*, *yak*, *zebra*, and *zipper* randomly and increase the pace.

-  Say, "Look, listen, and say." Play CD Track 64, pausing after each item for students to practice saying the word. Play the track again. This time, pause after each two items for students to practice saying *yo-yo* and *yak*, then *zebra* and *zipper*. Play the track one last time, this time from start to end for students to practice saying all four words one after the other.
- Books closed.** Present the sounds of the letters. Say, "y-y-yo-yo." Model the repetition of the sound, then say the word slowly and clearly a few times; then have students repeat it with you several times. Repeat this procedure to practice the "y" sound in *yak*, and then the "z" sound in *zebra* and *zipper*.
- Write the four words across the board. Give the four flash cards (with the words still covered) to four different students and have them place their cards under the right words. Repeat this routine a few times with different groups of four students.

Read and say CT2, CT3

- Books open.** Point to each picture and ask, "What's this?" (*a yo-yo, a yak, a zebra, a zipper*)
- Point to Star and ask, "What's his name?" (*Star*) Point to Stella and ask, "What's her name?" (*Stella*) Divide the class into pairs—student A to be Star and student B to be Stella.
 - Say, "Hands up, Stars." Wait for a student in each pair to raise their hands. Point to Star again and say, "Star asks the question." As you say *the question*, point to the speech bubble.
 - Say, "Hands up, Stellas." Wait for the other students in each pair to raise their hands. Point to Stella again and say, "Stella answers the question." As you say *answers*, point to each of the four answers.
- Show students what to do using Star and Stella. Have Star ask, "What do you see?" Show Stella choosing answer 3, and then have her say, "I see a zebra." Show students how to take turns. Have Stella point to the question and encourage the "Stellas" to ask it. Show Star choosing answer 1 and encourage the "Stars" to say it.
- As pairs practice asking and answering questions, make sure they're taking turns and practicing all four answers.
- Have different pairs come to the front of the class to take turns performing a question and answer.

Trace CT2, CT4

- Books closed.** Draw a large Yy on the board and mark the letters with the trace guides (the numbers and directional arrows). Next to it, write a second Yy of equal size but without the trace guides.
- Show students what to do. Say, "Let's trace the letter Y." Use your finger to follow the trace guides on the first Y and y. Do this slowly and say the number of each stroke. Next, use a marker and trace over the second Yy. Again, do this slowly and say the number of each stroke.
- Books open.** Tell students to trace the letter Y. As they do this, clear the board and write two pairs of Zz, one with trace guides and the other without. When students have traced Yy, give positive feedback, and then have them close their books. Show them how to trace Z and z following the procedure for Y and y. Students then complete the exercise in their books. Again, give positive feedback.
- Activity Book.** Ask students to complete "Trace" and "Write the missing letters" on page AB64 and "Write" and "Write the missing letters" on page AB65.

Extra activity CT1, CT2

- Play "Catch the Leader" (see "How to play Catch the Leader" on page 25) to practice producing the "y" and "z" sounds.

E. Look, listen, and say.

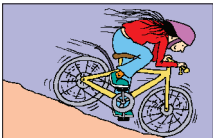
Track
65



1. I'm happy.



2. I'm sad.



3. I'm fast.



4. I'm slow.

F. Listen and match.

Track
66



- 1
- 2
- 3
- 4



106

Lesson preparations

Starship flash cards 127 to 134: *yo-yo, yak, zebra, zipper, happy, sad, fast, slow*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 65 and 66

Activity Book: "Listen and number" and "Listen and write the missing letters" on page AB66 (CD Tracks 98 and 99)

Extras: four A4 sheets, each with one of the following words written on it—*yo-yo, yak, zebra, zipper*

Warm-up activity CT2, CT3

1. Review the previous lesson. Sit in a circle with the students. Students will need their Student Books open to pages 104 and 105.
2. Focus on the letter Yy. Indicate the alphabet box on page 104 and say:
 - "Point to the letter Y."
 - "Say the letter Y." Make sure students say the name of the letter rather than the sound it makes. (Y)
 - "Say the 'y' in yo-yo." Make sure students say the sound of the y as it is in yo-yo. ("y") Repeat the direction, substituting *yak* for yo-yo.
 - Indicate the "Trace" exercise on page 105, hold up a finger, and say, "Trace the letter Y."
3. Focus on the letter Zz. Repeat the above procedure.
4. Have the lesson's four alphabet words written on separate A4 sheets. Spread them out face up in the center of the circle. Give the four flash cards (the words should still be covered from the previous lesson) to four different students and have them place their cards next to the right words. Point to different flash cards and ask students, "What do you see?" Repeat this routine a few times with different groups of four students.

Look, listen, and say CT1, CT2, CT3

1. **Books closed.** Students might already know some words for describing mood and pace. Give them an opportunity to show what they know as you introduce them.
 - Put on a happy face and say, "I'm ha-ha-" Encourage students to complete the word. If they say *happy*, respond positively, otherwise give the answer. Model the word *happy* slowly and clearly. Have students repeat and practice the word with you, show the flash card, and then leave it on display. Put on a sad face and repeat the procedure for *sad*.
 - Run slowly on the spot. Say, "I'm s-s-" Encourage students to complete the word. If they say *slow*, respond positively, otherwise give the answer. Model the word *slow* slowly and clearly. Have students repeat and practice the word with you, show the flash card, and then leave it on display. Repeat the procedure for *fast*. Demonstrate by running as fast as you can, on the spot.
 - Show the four cards in random order as students call out the words and show the mood on their faces or run on the spot in the manner shown. Repeat and increase the pace.

E. Look, listen, and say.

Track 65



1. I'm happy.



2. I'm sad.



3. I'm fast.



4. I'm slow.

F. Listen and match.

Track 66



1
2
3
4

106

- Give the four flash cards to four different students. Call out the words in random order. Each student stands and performs the mood or pace when the action is called. Give the whole class directions to point to different cards, ask them to say the word, and then ask them to show the mood or pace. For example: "Point to fast. Say *fast*. Be fast!"
2. **Track 65** **Books open.** Say, "Look, listen, and say." Play CD Track 65. Pause after each statement for students to repeat.
 3. Divide the class into two groups—Stars and Stellas. The groups take turns: one says all four statements as the other shows the mood or pace.
 4. Divide the class into pairs—Stars and Stellas. Students take turns: one says all four statements as the other shows the mood or pace.
 5. Have four students come to the front of the class. Ask them to choose one of the four flash cards and to then tell the class their mood or pace; for example, "I'm happy." In response to the statement, the class shows the mood or pace.
 6. **Activity Book.** Ask students to complete "Listen and number" (CD Track 98) on page AB66.

Listen and match CT2

Track 66

Audio Script

Narrator: One

Woman: I'm slow.

Narrator: Two

Man: I'm fast.

Narrator: Three

Man: I'm happy.


Narrator: Four

Woman: I'm sad.

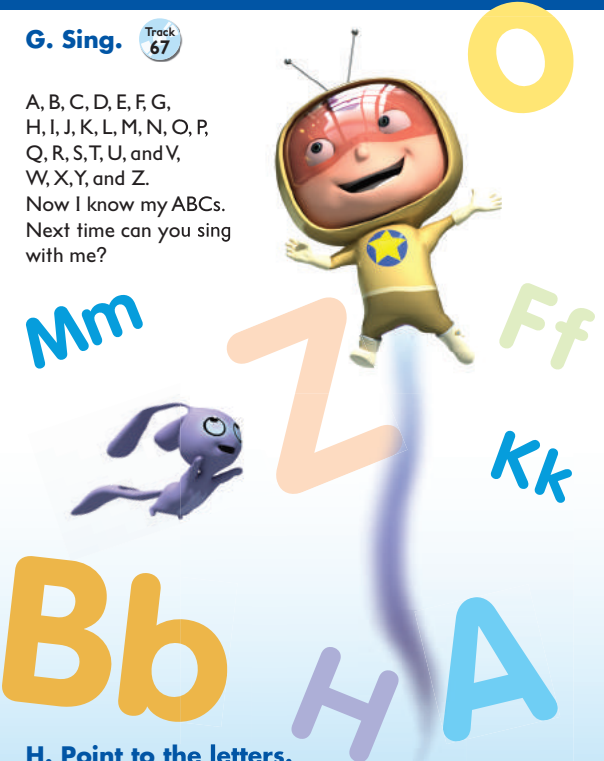
1. **Books open.** Tell students to look at the pictures. Encourage them to name the animals. Point to each picture and ask, "What's this?" (a—It's a monkey; b—It's a turtle; c—It's a tiger; d—It's an elephant) Point to the elephant and say, "The elephant is" (*sad*). Repeat this process with the other three animals. Help students to complete your statements by showing the mood or pace, as necessary.
2. Say, "Let's listen and match." Play One on CD Track 66. Say, "Say the number." Prompt the answer by pointing to the number. (*one*) Say, "What did she say?" (*I'm slow.*) and then, "Who's slow?" Prompt the answer by pointing to the picture. (*the turtle*) Say, "Draw a line from the number ... [pause for students to answer] (*one*) to picture ... [pause] (b)." Prompt the answer by tracing your finger over the line.
3. Check that students know what to do. Play CD Track 66. Pause for students to match the numbers to the pictures. Check students' answers. Call out numbers in any order and have students respond with letters that label the pictures. For example, call out "Four." (*d*)
4. **Activity Book.** Ask students to complete "Listen and write the missing letters" (CD Track 99) on page AB66.

Extra activity

1. Conclude the lesson and extend students' learning by using one of the extension activities on page 154.

G. Sing.  Track 67

A, B, C, D, E, F, G,
H, I, J, K, L, M, N, O, P,
Q, R, S, T, U, and V,
W, X, Y, and Z.
Now I know my ABCs.
Next time can you sing
with me?



H. Point to the letters.

107

Lesson preparations

Starship flash cards 127 to 134: *yo-yo, yak, zebra, zipper, happy, sad, fast, slow*

Star and Stella hand puppets (see page 13)

Audio CD Track: 67


Activity Book: “Match the letters” on page AB67

Extras: an alphabet poster displayed on a classroom wall

Warm-up activity CT3

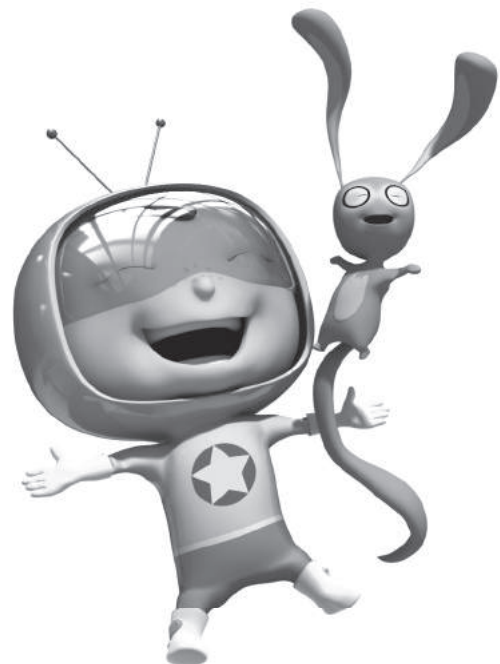
1. Use the flash cards to review the lesson’s vocabulary. Take the opportunity to provide lots of praise.

Sing SONG CD CT3, CT5

1.  **First listening.** Say, “Listen to the song.” Show students you want them to close their eyes. Play CD Track 67.
2. **Second listening.** Point to the alphabet poster and ask students to look. Play CD Track 67 again. Point to each letter as it is sung.
3. **Third listening.** Say, “Let’s sing.” Replay CD Track 67. Prompt the words of the song by pointing to each letter on the poster as it is sung.
4. **Books open.** Ask students to look at the pictures on page 107.
 - Say, “Point to the letter *M*.” Wait to see all students pointing to the letter *M*, either the *Mm* in the picture or the letter within the song. Continue to ask students to point to different letters.
 - Read the words of the song with the students.
5. **Fourth listening.** Ask students to sing along. Have them point to the letters as they sing. Replay CD Track 67.
6. **Activity Book.** Ask students to complete “Match the letters” on page AB67.

Extra activity CT5

1. To conclude the lesson, have the class stand up to sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.



Grammar, Culture notes, Extension activities

Grammar CT2

In Lesson 3, students learned that the apostrophe *m* (*'m*) in *I'm* represents *am*: *I am = I'm*. Make sure students recall this knowledge as you introduce them to the statements *I'm happy/sad/fast/slow*.

Question

What do you see?

Statements/Answers

I see	a yo-yo. a yak. a zebra. a zipper.
-------	---

I'm	happy. sad. fast. slow.
-----	----------------------------------

Culture notes CT1

Ask students if they know where zebras and yaks come from. Zebras are wild animals from Africa. Yaks are kept as farm animals in parts of Asia. Yaks are kept for their milk and meat. They are also working animals used to draw plows and transport goods. Working animals are used in many cultures around the world. For example, the Inuit people who live in northern Alaska once bred and used dogs to pull sleds. Dogs are widely used in Australia, New Zealand, and the United States to herd cattle and sheep. Ask your students if they know of any working animals from their own culture.

Extension activities CT2

1. Put students into pairs to take turns naming animals. Challenge them to name as many as they can.
2. Teach the statements, *You're happy/sad /fast/slow*. Play a game in which pairs of students take turns to show a mood or a fast or slow action while the other observes and then states the mood or pace.
3. Play a game using the alphabet. Sit in a circle with the students. Take the first turn. Say a word that starts with *A*, for example, *apple*. The student to your left then says a word that starts with *B*. Continue around the circle for all the letters of the alphabet. Encourage the game to move quickly.

Phonics Pre A1.1 Unit 6

Phonics

Unit
6

Ww Xx

A. Look, listen, and say.

P-CD
Track
55

Ww



web

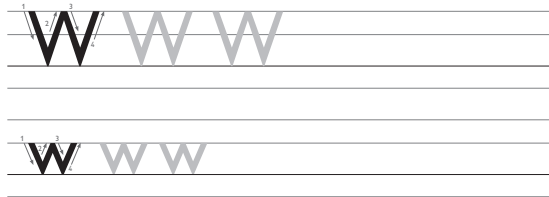


watch

B. Circle the letters Ww.

W W X V W V W Y
w v y w x w v w

C. Trace and write.

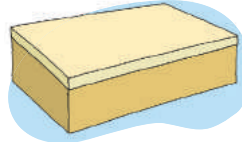


108

D. Look, listen, and say.

P-CD
Track
56

Xx



box

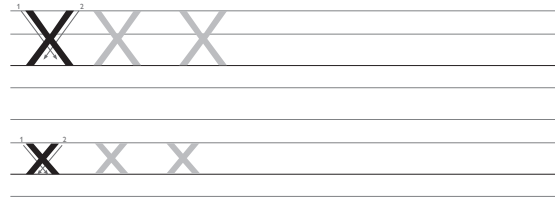


fox

E. Circle the letters Xx.

X Y X K X Y X X
x y v x w x v


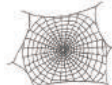

F. Trace and write.






109

G. Look, listen, and say.

P-CD
Track
57

Ww   

Xx   

H. Fill in the letters Ww or Xx.



I. Find the letters and draw the shapes.

W w X x

w P x W q X l W r
D x W s t v w X

110

J. Listen and check.

P-CD
Track
58

	W	X
1		
2		
3		

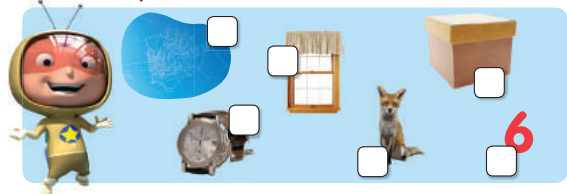
	W	X
4		
5		
6		



K. Listen and number.

P-CD
Track
59

What do you see?



L. Listen and chant.

P-CD
Track
60




111


Phonics Pre A1.1 Unit 6 Answers

Unit 6

Yy Zz

A. Look, listen, and say. P-CD Track 61

Yo-yo  yo-yo

Yak  yak

B. Circle the letters Yy.

Y X Y V W Y T
y v y w y y g y

C. Trace and write.


Y Y Y


y y y

112

D. Look, listen, and say. P-CD Track 62

Zz

Zebra  zebra

Zipper  zipper

E. Circle the letters Zz.

Z S Z X Z H S Z
z s x z v z s z

F. Trace and write.

Z Z Z

z z z

113

pages 108–111

B. W x 3, w x 3; **E.** X x 3, x x 3; **H.** Ww, Ww, Xx, Xx; **I.** W x 2, w x 2, X x 2, x x 2; **J.** 1 x, 2 w, 3 w, 4 x, 5 x, 6 w; **K.** 1 watch, 2 fox, 3 window, 4 box, 5 six, 6 web.

pages 112–113

B. Y x 3, y x 4; **E.** Z x 3, z x 3.

Phonics Pre A1.1 Unit 6

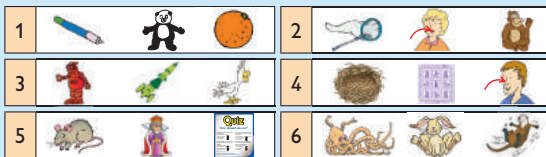
Phonics Review

A. Write, match, and say the letters.



B. Listen and circle the picture that doesn't belong.

P-CD
Track
63

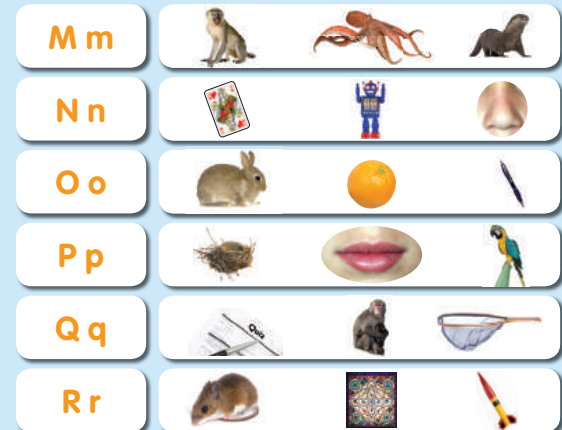


C. Match the pictures that have the same beginning letter.



114

D. Circle the right picture for each letter.



E. Listen and match.

P-CD
Track
64



115

Phonics Review

A. Write, match, and say the letters.

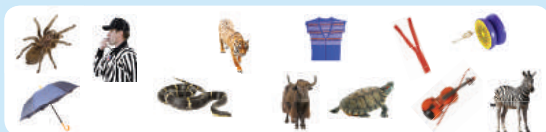


B. Listen and circle the picture that doesn't belong.

P-CD
Track
65



C. Match the pictures that have the same beginning letter.



116

D. Circle the right picture for each letter.



E. Listen and match.

P-CD
Track
66



117

Phonics Pre A1.1 Review Answers

pages 114–115

A. Mm, Nn, Oo, Pp, Qq, Rr; **B.** 1 orange, 2 net, 3 parrot, 4 quilt, 5 mouse, 6 rabbit; **C.** quilt/queen, net/nest, octopus/otter, pen/panda, robot/rabbit, mouse/mouth; **D.** Mm monkey, Nn nose, Oo orange, Pp parrot, Qq quiz, Rr rocket; **E.** 1 b, 2 c, 3 a, 4 d.

pages 116–117

A. Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz; **B.** 1 tent, 2 watch, 3 zipper, 4 zoo, 5 six, 6 zebra; **C.** spider/snake, umbrella/umpire, tiger/turtle, yak/yo-yo, vest/violin, zipper/zebra; **D.** Ss snake, Tt tent, Uu umpire, Vv vest, Ww window, Xx fox, Yy yellow, Zz zebra; **E.** 1 b, 2 d, 3 a, 4 c.



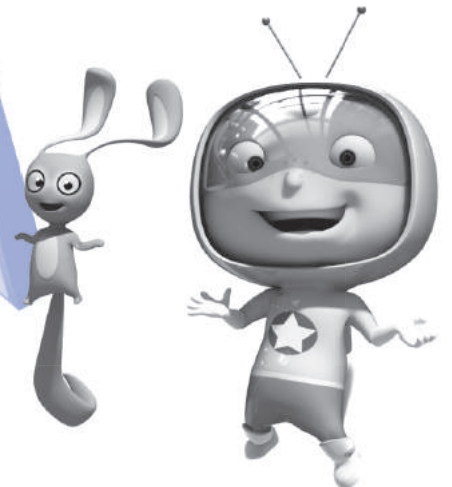
Starship
English

Well Done

This certificate is awarded to

for

signed: _____



Word list

A

a
alligator
an
apple

B

ball
be quiet
black
blue
board
book
box
boy
brother

C

can
can't
cat
chair
circle
classmate
close
color
come here
cookie
count
crayon

D

dad
dance
day
desk
do
doll
door
duck

E

egg
eight
elephant
eraser

F

fast
five
flag
four
fox
Friday
friend
frog

G

girl
go to
goat
good-bye
grandma
grandpa
grasshopper
green

H

hand
hands down
hands up
happy
hat
hello
he's
hi

I

I
igloo
I'm
in
insect
is
isn't
it
it's

J

jar
juggler
jump

K

kangaroo
kite
know

L

ladder
laugh
light
listen
lizard
look

M

mom
Monday
monkey
mouth
my

N

name
name's
nest
next
nine
no
nose
now

O

on
one
open
orange
otter

P

panda
pants
parrot
pen
pencil
please
point

Q

queen
quilt

R

rectangle
red
robot
rocket
ruler
run

S

sad
Saturday
say
see
seven
shape
she's
shirt
shoes
sing
sister
sit down
six
skip
skirt
slow
snake
socks
spider
square
stand up
Sunday
sweater
swim

T

table
teammate
ten
the
this
three
Thursday
tiger
time
to
today
triangle
T-shirt
Tuesday
turtle
two

U

umbrella
umpire

V

violin
volcano

W

walk
wall
watch
web
Wednesday
what
what's
where's
white
who
who's
window
with
work in groups
work in pairs
write

Y

yak
yellow
yes
yo-yo
you
your

Z

zebra
zipper

Scope and Sequence

Unit 1

Theme	Functions	Structure	Language Items	Vocabulary
Hello!				
Greetings Directions	<ul style="list-style-type: none"> Greetings Asking others to do things 	<ul style="list-style-type: none"> Imperatives Wh- questions with <i>BE</i> (<i>What's</i>) 	Hello. My name's Star/Stella. What's your name? Good-bye, Stella/Star. Open your book. Close your book. Point to the book. Look. Listen. Write. Say <i>book</i> . What's this? It's a book/pencil/an eraser.	Words a, an, book, close, eraser, hello, your, good-bye, it's, listen, my, look, name, name's, open, point, say, the, this, to, what's, write
Is your name Stella?				
Questions Directions	<ul style="list-style-type: none"> Greetings Questions about names and things Simple phrasal verbs Asking others to do things 	<ul style="list-style-type: none"> Imperatives Questions and answers with <i>is</i> 	Hello. Hi. Is your name Stella? No, it isn't. Yes, it is. Stand up. Sit down. Come here. Go to the board. Open the window. Close the door. Is this a chair? No, it isn't. It's a desk. Yes, it is.	Words board, come, here, door, go, to, is, isn't, no, sit, down, stand, up, window, yes, it, open, close, chair, desk
I'm a boy. I'm a girl.				
Identification and classroom instructions	<ul style="list-style-type: none"> Describing oneself and others Asking others to do things Describing things you see 	<ul style="list-style-type: none"> Descriptions with personal pronouns Imperatives Wh- questions with <i>what</i> 	I'm a boy. I'm a girl. He's a boy. She's a girl. Hands up. Hands down. Be quiet, please. Work in pairs. Work in groups. What do you see? I see a crayon/pen/ruler.	Words be quiet, boy, crayon, girl, hands up/down, he's, she's, I, I'm, pen, ruler, see, work, in, pairs, groups, please, what, do, you

Unit 2

Theme	Functions	Structure	Language Items	Vocabulary
What do you see?				
Letter forms and numbers	<ul style="list-style-type: none"> Describing things you see Counting 	<ul style="list-style-type: none"> Letters Aa and Bb Numbers and numerals 1 to 10 	What do you see? I see a ball/box/an apple/alligator. Count. 1, 2, 3.	Words apple, alligator, box, ball, do, you, one, two, three, four, five, six, seven, eight, nine, ten, what Figures 1 2 3 4 5 6 7 8 9 10
Where's the crayon?				
Letter forms and where things are	<ul style="list-style-type: none"> Describing where things are Agreeing and disagreeing 	<ul style="list-style-type: none"> Letters Cc and Dd Prepositions of place with <i>in</i> and <i>on</i> 	What's this? It's a cat/cookie/duck/doll. Where's the duck? It's in/on the box.	Words duck, doll, cookie, cat, where's, in, on
What color is it?				
Letter forms and colors	<ul style="list-style-type: none"> Describing the color of things 	<ul style="list-style-type: none"> Letters Ee and Ff Colors 	What do you see? I see an egg/elephant/a flag/frog. What color is it? It's black/white/red/green/blue/yellow.	Words egg, elephant, flag, frog, black, blue, green, red, white, yellow
Phonics				
Aa Bb Cc Dd Ee Ff				

Unit 3

Theme	Functions	Structure	Language Items	Vocabulary
Who do you see?				
Letter forms and people	• Asking about who you see	• Letters Gg and Hh • <i>Wh-</i> questions with <i>who</i>	What's this? It's a goat/grasshopper/hat/hand. Who do you see? I see Star/Stella.	Words goat, grasshopper, hat, hand, who
What shape is it?				
Letter forms and shapes	• Asking about shapes	• Letters li and Jj • Shapes	What do you see? I see an igloo/insect/a jar/juggler. What shape is it? It's a circle/rectangle/square/triangle.	Words igloo, insect, jar, juggler, circle, rectangle, shape, square, triangle
Is it a light?				
Letter forms and parts of a room	• Asking about rooms and furniture	• Letters Kk and Ll	What's this? It's a kangaroo/kite/ladder/lizard/wall/light/door/window/chair/table	Words kangaroo, kite, ladder, lizard, light, table, wall
Phonics				
Gg Hh li Jj Kk Ll				

Unit 4

Theme	Functions	Structure	Language Items	Vocabulary
Phonics				
Review				
What day is it today?				
Letter forms and days of the week	• Asking about the days of the week	• Letters Mm and Nn • <i>Wh-</i> questions with <i>what</i>	What do you see? I see a monkey/mouth/nose/nest. What day is it today? It's Sunday/Monday/Tuesday/Wednesday/Thursday/Friday/Saturday.	Words monkey, mouth, nest, nose, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, today, day
What are these?				
Letter forms and clothing items	• Asking about clothes	• Letters Oo and Pp • <i>Wh-</i> questions with <i>what</i>	What's this? It's an otter/orange/a panda/parrot/shirt/skirt/T-shirt/sweater. What are these? They're socks/pants/shoes.	Words orange, otter, panda, parrot, pants, shirt, shoes, skirt, socks, sweater, T-shirt
Phonics				
Mm Nn Oo Pp				

Unit 5

Theme	Functions	Structure	Language Items	Vocabulary
Can you swim?				
Letter forms and abilities	• Asking about ability	• Letters Qq and Rr • Questions with <i>can</i>	What do you see? I see a quilt/queen/robot/rocket. Can you walk/jump/swim/run? Yes, I can. No, I can't.	Words queen, quilt, robot, rocket, can, can't, jump, run, swim, walk
Who's she? Who's he?				
Letter forms and family members	• Asking about family members	• Letters Ss and Tt • <i>Wh-</i> questions with <i>who</i>	What's this? It's a spider/snake/tiger/turtle. Who's she? She's my mom/sister/grandma. Who's he? He's my dad/brother/grandpa.	Words snake, spider, tiger, turtle, mom, dad, sister, brother, grandma, grandpa, who's
She's my friend.				
Letter forms and people you know	• Asking about associates	• Letters Uu and Vv • <i>Wh-</i> questions with <i>who</i>	What do you see? I see an umpire/umbrella/a violin/volcano. Who's she? She's my friend/teammate. Who's he? He's my classmate.	Words umbrella, umpire, violin, volcano, classmate, friend, teammate
Phonics				
Qq Rr Ss Tt Uu Vv				

Unit 6

Theme	Functions	Structure	Language Items	Vocabulary
Can you sing?				
Letter forms and simple abilities	• Asking about ability	• Letters Ww and Xx • Questions with <i>can</i>	What's this? It's a web/watch/box/fox. Can you laugh/sing/skip/dance? Yes, I can. I can laugh/skip. No, I can't. I can't dance/sing.	Words box, dance, fox, laugh, sing, skip, watch, web
I'm happy.				
Letter forms, emotions, and abilities	• Statements about how you feel and describing what you can do	• Letters Yy and Zz	What do you see? I see a yo-yo/yak/zebra/zipper. I'm happy/sad/fast/slow.	Words yak, yo-yo, zebra, zipper, happy, sad, fast, slow
Phonics				
Ww Xx Yy Zz				

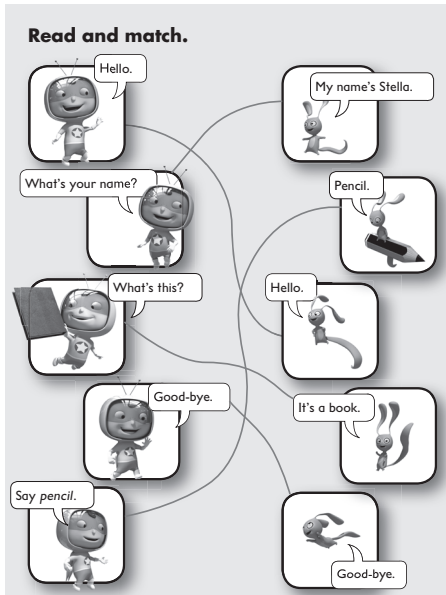
Answers for Activity Book

Unit 1: Hello!

Page AB5, Match: 1 b; 2 d; 3 f; 4 c; 5 g; 6 e; 7 a

Page AB6, Listen and say: 1 pencil; 2; eraser; 3 book

Page AB7, Read and match:



Unit 1: Is your name Stella?

Page AB9, Match: 1 c; 2 d; 3 a; 4 e; 5 f; 6 b

Page AB10, Listen and check:
1 Yes, it is. 2 No, it isn't. 3 Yes, it is. 4 Yes, it is.

Page AB11, Look and circle the words:

t	c	h	a	i	r	b	h	s
s	s	r	e	r	a	s	e	r
s	t	a	n	d		u	p	r
x	z	p	t	d	e	s	k	d
f	s	i	t		d	o	w	n
e	e	w	i	n	d	o	w	x
p	e	n	c	i	l	b	p	d
q	h	x	c	d	o	o	r	a

Unit 1: I'm a boy. I'm a girl.

Page AB13, Match: 1 b; 2 a; 3 f; 4 d; 5 e; 6 c

Page AB14, Listen and match: 1 d; 2 a; 3 c; 4 b; 5 e; 6 f

Page AB15, Look and circle the words:

s	c	r	a	y	o	n
w	i	n	d	o	w	r
s	t	r	u	l	e	r
p	e	n	v	a	c	f
w	t	i	b	o	o	k
g	p	e	n	c	i	l

Read and match: 1 a; 2 d; 3 b; 4 e; 5 c

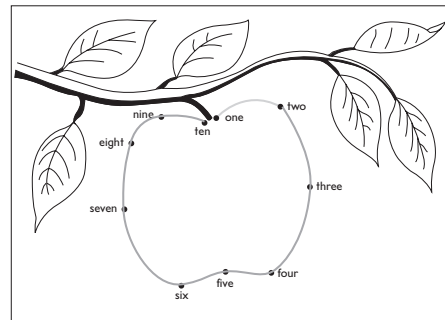
Unit 2: What do you see?

Page AB16, Write the missing letter: a, a

Page AB17, Write the missing letters: 1 a; 2 a; 3 b; 4 b

Page AB18, Listen and match: a 1 one; b 2 two; c 3 three; d 4 four; e 5 five; f 6 six; g 7 seven; h 8 eight; i 9 nine; j 10 ten **Listen and match:** 1 a; 2 d; 3 c; 4 b

Page AB19, Draw a line:



Read and match: 1 c; 2 d; 3 a; 4 b

Unit 2: Where's the crayon?

Page AB20, Write the missing letter: c, a

Page AB21, Write the missing letters: 1 c; 2 c; 3 d, c; 4 d

Page AB22, Listen and match: 1 a; 2 b; 3 c; 4 d **Listen and circle in or on:** 1 on; 2 in; 3 in

Page AB23, Look and circle the words:

t	c	o	n	p	r	b	j	s
s	c	o	o	k	i	e	y	v
t	t	e	i	n	d	u	p	r
c	a	t	t	d	e	s	k	d
l	s	d	u	c	k	y	w	p
e	e	u	i	d	o	l	l	n
b	b	o	x	i	l	b	p	d
q	h	w	h	e	r	e	r	a

Unit 2: What color is it?

Page AB24, Write the missing letters: e, e, a

Page AB25, Write the missing letters: 1 f; 2 e; 3 f; 4 e, e

Page AB26, Listen and check: 1 It's yellow. 2 It's green. 3 It's black. 4 It's white. **Listen and match:** 1 b; 2 a; 3 d; 4 c

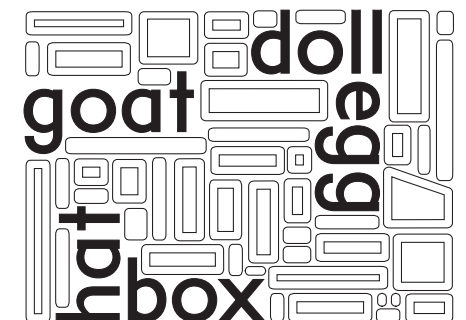
Unit 3: Who do you see?

Page AB28, Write the missing letters: g, a, h, e

Page AB29, Write the missing letters: 1 g, a; 2 g, a, h, e; 3 h; 4 h, a, d

Page AB30, Listen and match: 1 a; 2 b

Page AB31, Look and match:



Unit 3: What shape is it?

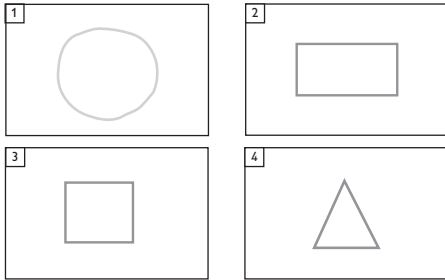
Page AB32, Write the missing letters: i, e, c

Page AB33, Write the missing letters: 1 i; 2 j; 3 j, g, e; 4 i, e

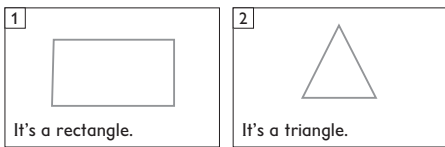
Page AB34, Listen and match: 1 a; 2 d; 3 b; 4 c

Answers for Activity Book

Page AB34, Listen and draw:



Page AB35, Draw the shape:



Unit 3: Is it a light?

Page AB36, Write the missing letters: k, a, a

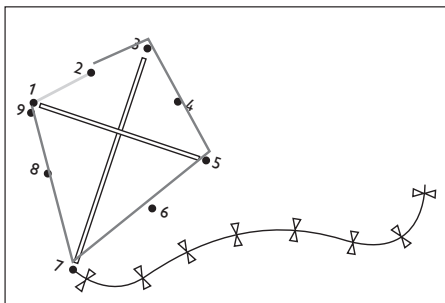
Page AB37, Write the missing letters: 1 k; 2 l, a; 3 k, a, a; 4 l, a, e

Page AB38, Listen and number: 1 door; 2 chair; 3 wall; 4 window; 5 table; 6 light **Listen and match:** 1 b; 2 a; 3 d; 4 f; 5 e; 6 c

Page AB39, Look and circle the words:

a	c	h	a	i	r	a	c
b	x	l	i	g	h	t	t
w	f	b	d	o	o	r	z
e	l	i	z	a	r	d	s
c	x	t	a	b	l	e	y
i	w	i	n	d	o	w	o
m	l	a	d	d	e	r	b
k	i	t	e	w	a	l	l

Draw a line:



Unit 4: What day is it today?

Page AB40, Write the missing letters: m, n, e

Page AB41, Write the missing letters: 1 n; 2 m; 3 n, e; 4 m, n, e

Page AB42, Listen and match: 1 b; 2 c; 3 d; 4 e; 5 a **Listen and number:** 1 Sunday; 2 Monday; 3 Tuesday; 4 Wednesday; 5 Thursday; 6 Friday; 7 Saturday

Page AB43, Draw a line: Sunday—Monday—Tuesday—Wednesday—Thursday—Friday—Saturday

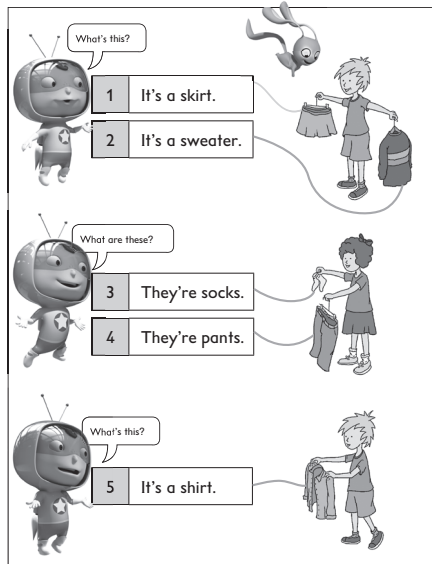
Unit 4: What are these?

Page AB44, Write the missing letters: p, a, o

Page AB45, Write the missing letters: 1 o, e; 2 p, a; 3 p, a, o; 4 o, a, e

Page AB46, Listen and number: 1 skirt; 2 T-shirt; 3 sweater; 4 shirt; 5 pants; 6 shoes; 7 socks **Listen and match:** 1 d; 2 e; 3 b; 4 a; 5 c

Page AB47, Read and match:



Unit 5: Can you swim?

Page AB48, Write the missing letters: r, o, o

Page AB49, Write the missing letters: 1 q, e, e; 2 r, b; 3 r, o, e; 4 q, l

Page AB50, Listen and number: a 3; b 4; c 2; d 1 **Listen and check:** 1 Yes, I can. 2 Yes, I can. 3 No, I can't. 4 No, I can't.

Page AB51, Look and circle the words:

t	c	r	u	n	r	b	j	s
s	w	i	m	k	w	a	l	k
t	r	o	b	o	t	u	p	r
c	d	t	t	q	u	e	e	n
l	q	u	i	l	t	y	w	p
e	r	o	c	k	e	t	l	g
b	b	e	w	i	l	b	p	d
q	h	j	u	m	p	e	r	a

Check: Answers will vary.

Unit 5: Who's she? Who's he?

Page AB52, Write the missing letters: t, g

Page AB53, Write the missing letters: 1 s, a, k; 2 t, r, t; 3 t, i, e; 4 s, i, e

Page AB54, Listen and number: 3; 2; 1 **Listen and match:** 1 e; 2 f; 3 a; 4 b; 5 d; 6 c

Page AB55, Look and circle the words:

v	m	o	m	z	g	j	d	g
c	d	c	v	g	d	a	d	x
f	f	s	i	s	t	e	r	s
g	r	a	n	d	m	a	l	d
x	e	b	n	m	b	j	l	f
g	u	b	r	o	t	h	e	r
h	g	r	a	n	d	p	a	y
j	a	d	r	g	h	j	w	w

Write: She's my mom. He's my dad.

Unit 5: She's my friend.

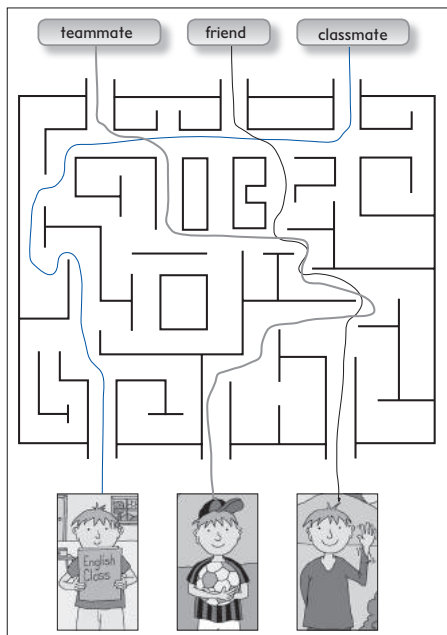
Page AB56, Write the missing letters: v, a, o

Page AB57, Write the missing letters: 1 u, i, e; 2 v, i; 3 v, o; 4 u, e, a

Page AB58, Listen and match: 1 a; 2 c; 3 b **Listen and check:** 1 She's my classmate. 2 She's my friend. 3 She's my mom. 4 He's my grandpa.

Answers for Activity Book

Page AB59, Draw lines:



Unit 6: Can you sing?

Page AB60, Write the missing letter: x

Page AB61, Write the missing letters: 1 f, x; 2 w, e; 3 b, x; 4 w, c, h

Page AB62, Listen and check:
 1 Yes, I can. 2 No, I can't. 3 Yes, I can.
 4 No, I can't. **Listen and write the missing letters:** 1 i, n; 2 k, i; 3 a, u; 4 a, n

Page AB63, Look and circle the words:

b	o	x	w	p	r	b	j	s
i	c	z	p	p	s	i	n	g
l	a	u	g	h	d	u	p	r
l	a	t	t	d	s	k	i	p
d	a	n	c	e	k	y	w	p
e	e	s	v	x	w	e	b	e
b	b	o	h	f	o	x	p	d
w	a	t	c	h	a	e	x	a

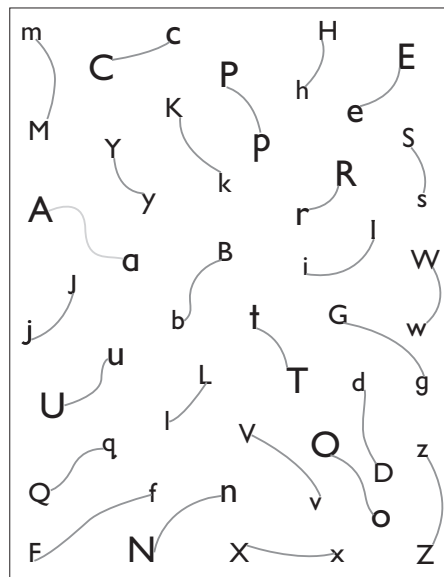
Unit 6: I'm happy.

Page AB64, Write the missing letters: z, a

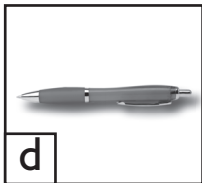
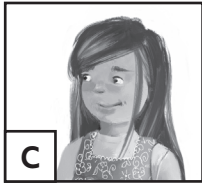
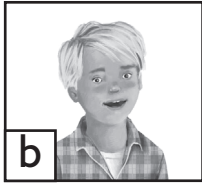
Page AB65, Write the missing letters: 1 y, a; 2 z, r; 3 z, i, e, r; 4 o, o

Page AB66, Listen and number: a 2; b 1; c 3; d 4 **Listen and write the missing letters:** 1 a, t; 2 h, p; 3 l, w; 4 a, d

Page AB67, Match the letters:



A. Read and match.



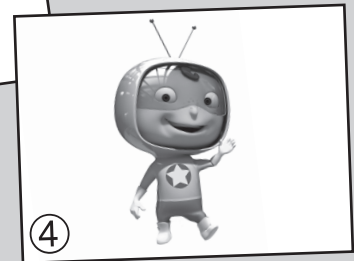
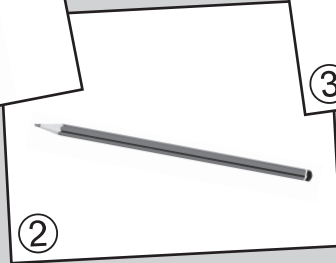
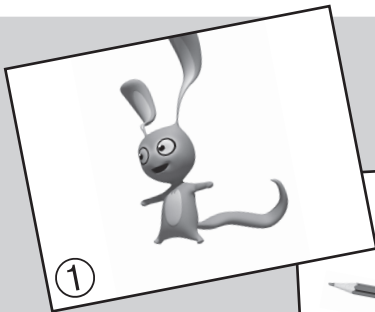
1 girl

2 book

3 pen

4 boy

B. Look and choose.



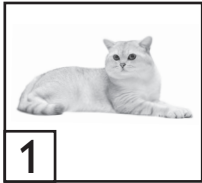
It's Star.

It's Stella.

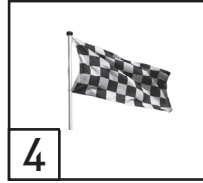
It's a chair.

It's a pencil.

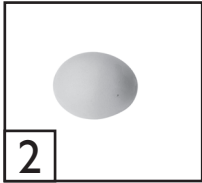
A. Write the missing letters.



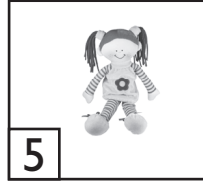
___ at



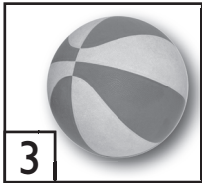
___ lag



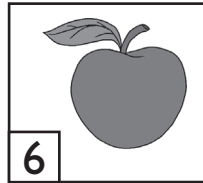
___ gg



___ oll



___ all



___ pple

B. Draw a line.

1 one

2 two

3 three

4 four

5 five

6 six







7 seven

8 eight

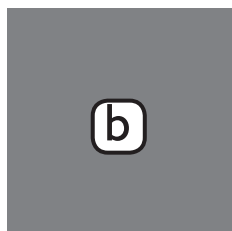
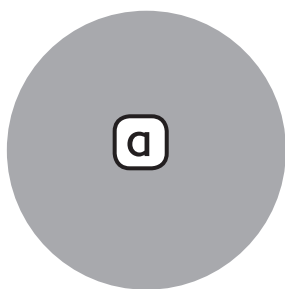
9 nine

10 ten

A. Write the missing letters.

1	___r	
2	___t	
3	___loo	
4	___t__	
5	__o__t	
6	___z__r__	

B. Read and match.

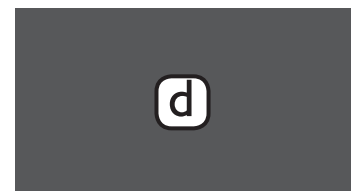
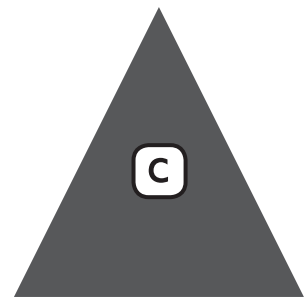


1 triangle

2 circle

3 square

4 rectangle

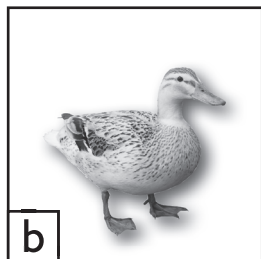
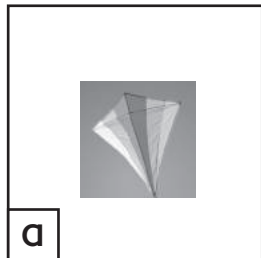


A. Write the missing letters.

1	__ and
2	__ ar
3	__ ox
4	__ lligator
5	__ oat
6	__ rog



B. Read and match.

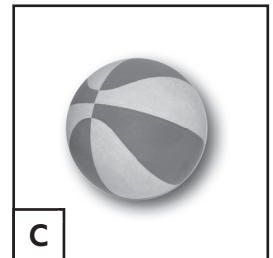


1 duck

2 hat

3 ball

4 kite



C. Draw a line.

• Hh

Aa

• Ee

Dd •

• Ff

• Cc

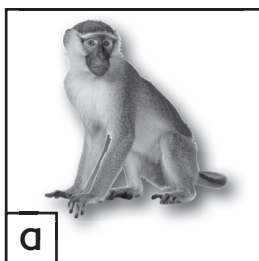
• Gg

• Bb

D. Look and choose.

<input type="checkbox"/> It's a ladder.	<input type="checkbox"/> It's a kangaroo.
<input type="checkbox"/> It's a flag.	<input type="checkbox"/> It's an igloo.

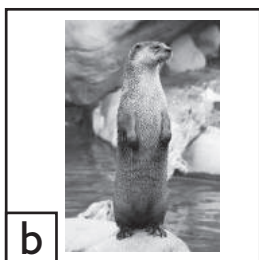
A. Read and match.



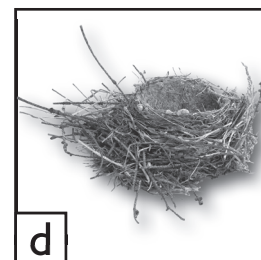
1 parrot



2 nest

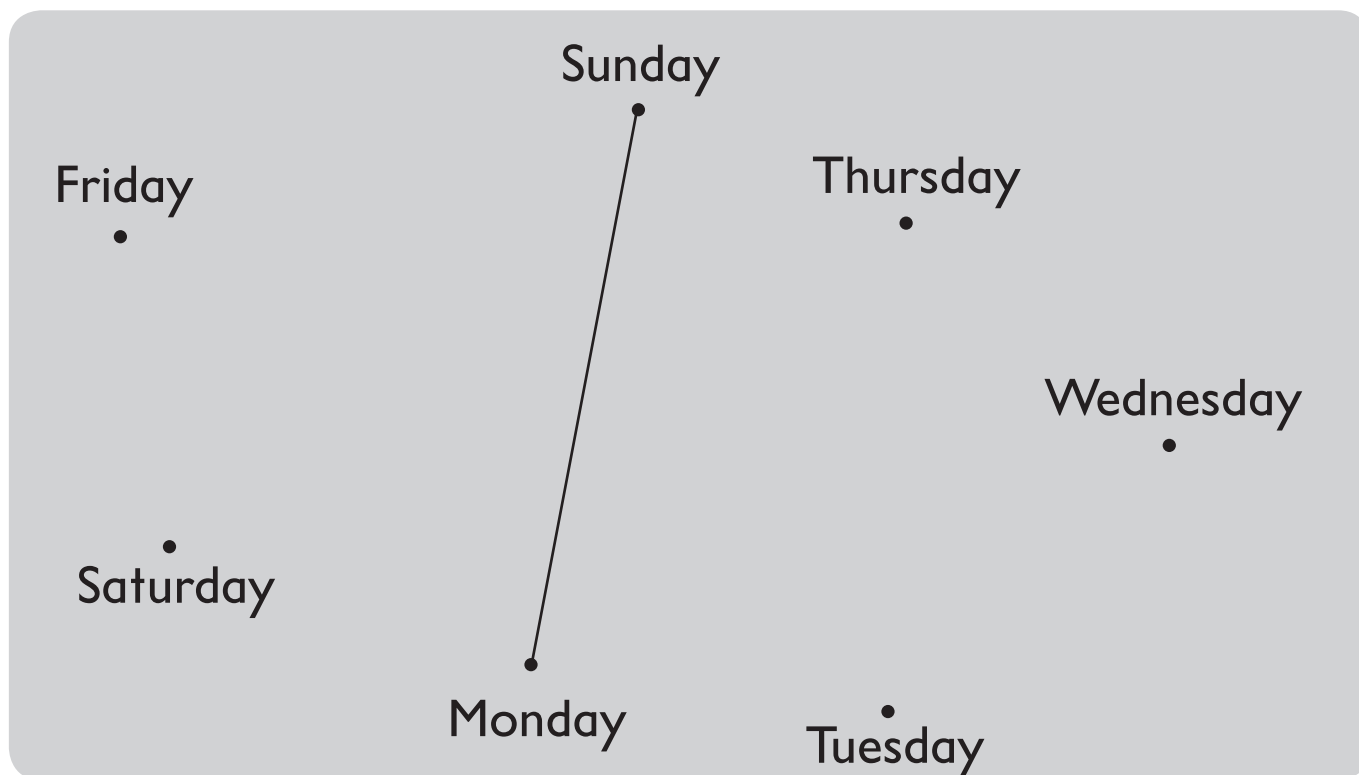


3 otter

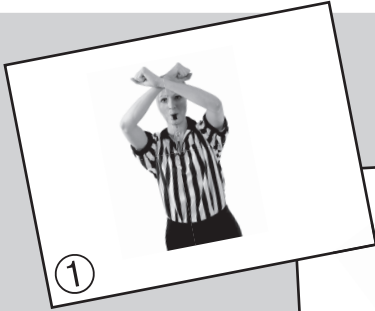


4 monkey

B. Draw a line.



A. Look and choose.



①



②



③



④

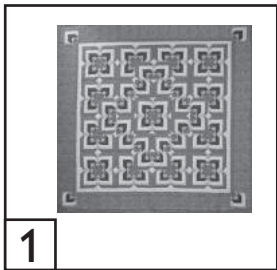
volcano

umpire

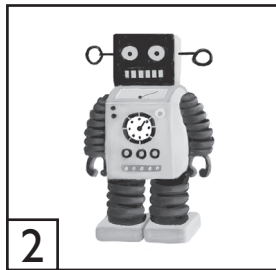
spider

rocket

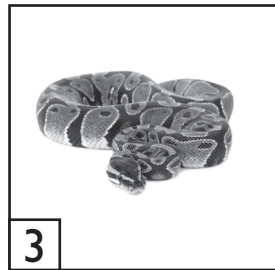
B. Read and write the words.



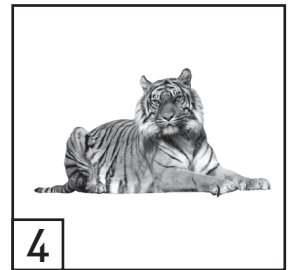
1



2



3



4

robot

snake

quilt

tiger

A. Unscramble the sentences.

1. see a I web.



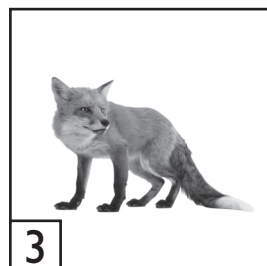
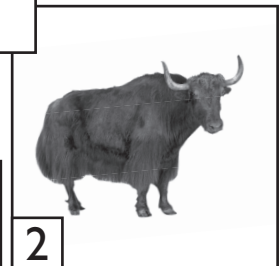
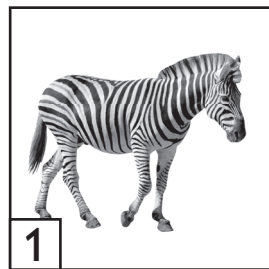
2. box. a It's

B. Number the sentences.

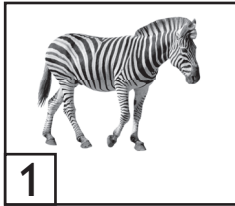
I see a yak.

I see a zebra.

I see a fox.

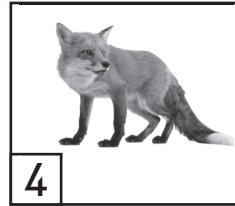


A. Write the missing letters.



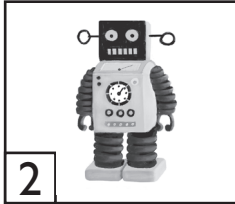
1

___ebra



4

___ox



2

___obot



5

___atch



3

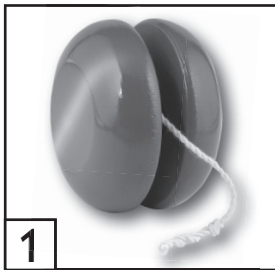
___anda



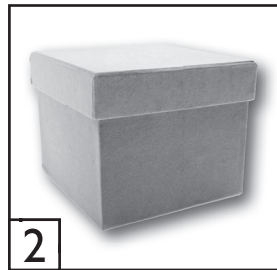
6

___tter

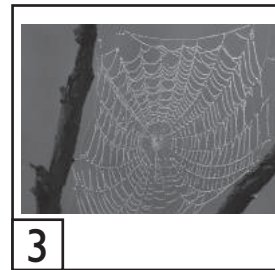
B. Read and write the words.



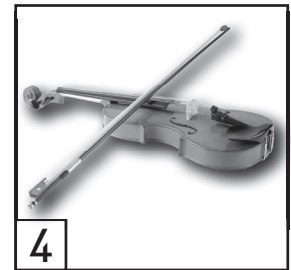
1



2



3



4

web

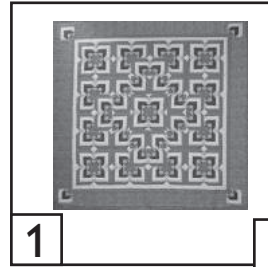
yo-yo

violin

box

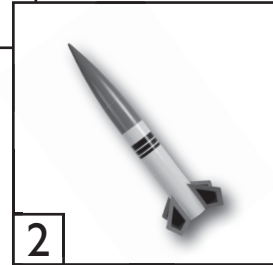
C. Number the sentences.

I can see a rocket.



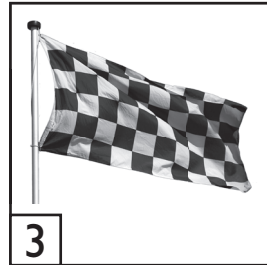
1

I can see a quilt.



2

I can see a flag.



3

D. Unscramble the sentences.



1. tiger. a It's



2. a I monkey. see

Progress tests

167 A. 1. c, 2. a, 3. d, 4. b **B.** 1. Stella, 2. pencil, 3. chair, 4. Star **168 A.** 1. cat, 2. egg, 3. ball, 4. flag, 5. doll, 6. apple **B.** line by numbers in order from 1 to 10 **169 A.** 1. jar, 2. hat, 3. igloo, 4. kite, 5. goat, 6. lizard **B.** 1. c, 2. a, 3. b, 4. d **172 A.** 1. c, 2. d, 3. b, 4. a **B.** line by days of week in order—Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday **173 A.** 1. umpire, 2. rocket, 3. volcano, 4. spider **B.** 1. quilt, 2. robot, 3. snake, 4. tiger **174 A.** 1. I see a web. 2. It's a box. **B.** 1. I see a zebra. 2. I see a yak. 3. I see a fox.

Mid-term test

170 A. 1. hand, 2. jar, 3. box, 4. alligator, 5. goat, 6. frog **B.** 1. b, 2. d, 3. c, 4. a **171 C.** line by letters in order from Aa to Hh **D.** 1. kangaroo, 2. flag, 3. igloo, 4. ladder

Final test

175 A. 1. zebra, 2. robot, 3. panda, 4. fox, 5. watch, 6. otter **B.** 1. yo-yo, 2. box, 3. web, 4. violin **176 C.** 1. I can see a quilt. 2. I can see a rocket. 3. I can see a flag. **D.** 1. It's a tiger. 2. I see a monkey.

171 kangaroo © Isselee | Dreamstime, flag © Jesse | Dreamstime, igloo © Andrew Buckin | Dreamstime, ladder © Dreamstime

172 monkey © Isselee | Dreamstime, otter © Daveg08 | Dreamstime, parrot © Sarininka | Dreamstime, nest © Dennis Oblander | Dreamstime

173 umpire © Dreamstime, rocket © twilightproductions | iStockphotos, volcano © Pemmett | Dreamstime, tarantula © Wayne Mckown | Dreamstime, quilt © Palms | Dreamstime, robot © Dreamstime, snake © Photobunnyuk | Dreamstime, tiger © Ben Mcleish | Dreamstime

174 web © Dreamstime, box © Mikko Pitkannen | Dreamstime, zebra © Musat Christian | Dreamstime, yak © Isselee | Dreamstime, fox © Isselee | Dreamstime

175 zebra © Musat Christian | Dreamstime, robot © Dreamstime, panda © Dreamstime, fox © Isselee | Dreamstime, wrist watch © Nelli Shuyskaya | Dreamstime, otter © Daveg08 | Dreamstime, yo-yo © Dana Rothstein | Dreamstime, box © Mikko Pitkannen | Dreamstime, web © Dreamstime, violin © Dreamstime

176 quilt © Palms | Dreamstime, rocket © twilightproductions | iStockphotos, flag © Jesse | Dreamstime, tiger © Ben Mcleish | Dreamstime, monkey © Isselee | Dreamstime

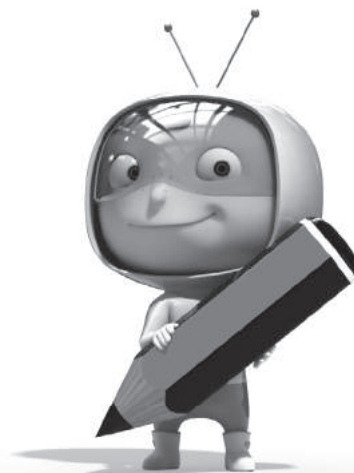
Progress tests, Mid-term test, and Final test

167 book © Aleksandr Ugorenkov | Dreamstime, pen © Les Cunliffe | Dreamstime, pencil © Robyn Mackenzie | Dreamstime, chair © Glo5 | Dreamstime

168 cat © tatianalebedeva | iStockphotos, egg © Bernd Juergens | Dreamstime, flag © Jesse | Dreamstime, ragdoll © Alejandro Duran | Dreamstime

169 jar © Cammeraydave | Dreamstime, hat © Luminis | Dreamstime, igloo © Andrew Buckin | Dreamstime, kite © Dreamstime, goat © Isselee | Dreamstime, lizard © Milosluz | Dreamstime

170 hands © Monika Adamczyk | Dreamstime, jar © Cammeraydave | Dreamstime, box © Mikko Pitkannen | Dreamstime, alligator © Isselee | Dreamstime, goat © Isselee | Dreamstime, frog © Dreamstime, kite © Dreamstime, duck © Lidian Neeleman | Dreamstime, basketball © Albo | Dreamstime, hat © Luminis | Dreamstime



Alphabet Cards

A a

B b



Alphabet Cards

C c

D d



Alphabet Cards

E e

F f



Alphabet Cards

G g

H h



Alphabet Cards

I i

J j



Alphabet Cards

K k

L l



Alphabet Cards

M m

N n



Alphabet Cards

O o

P p



Alphabet Cards

Q q

R r



Alphabet Cards

S s

T t



Alphabet Cards

U u

V v



Alphabet Cards

W w

X x



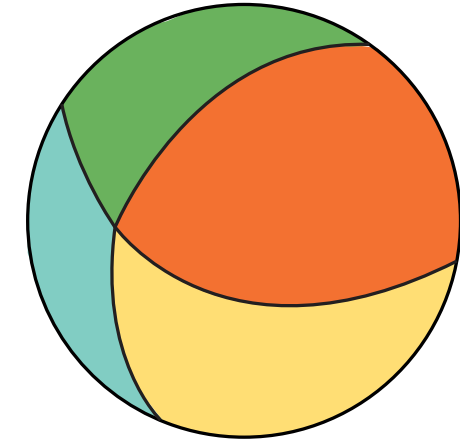
Alphabet Cards

Y y

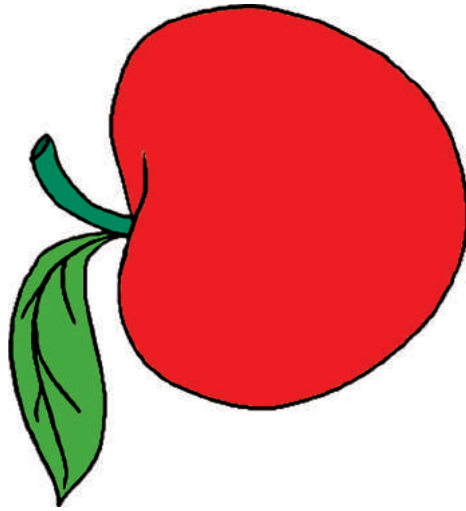
Z z



Picture Cards



ball



apple

fold

fold



Picture Cards



cat



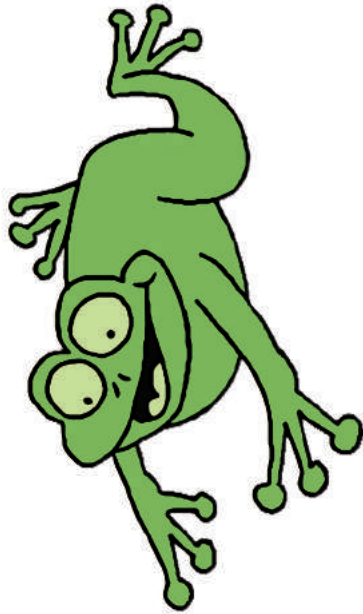
duck



fold

fold

Picture Cards



frog

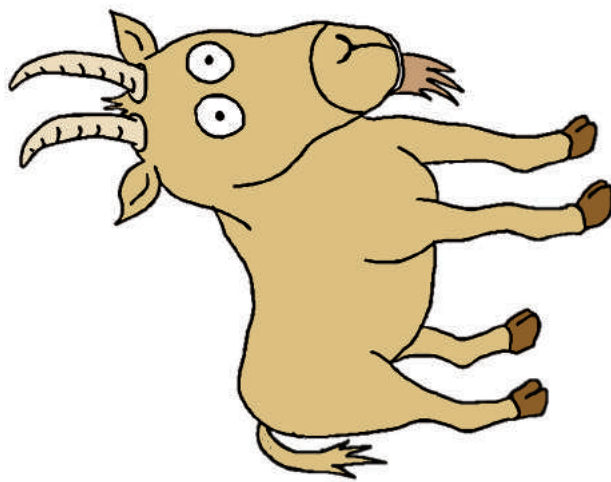
fold



eggs

fold

Picture Cards



goat



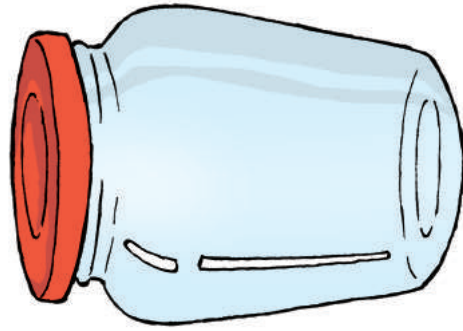
hat



fold

fold

Picture Cards



jar

fold



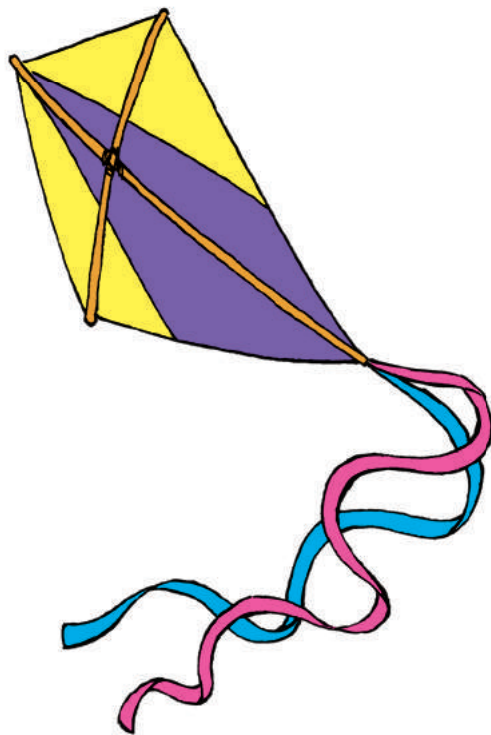
insect

fold

Picture Cards



lizard



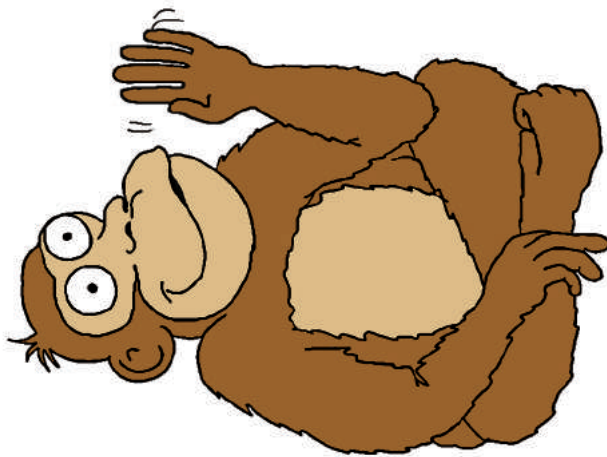
kite



fold

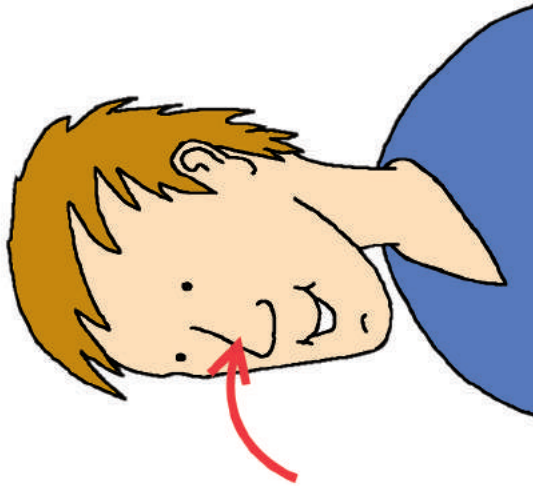
fold

Picture Cards



fold

monkey



fold

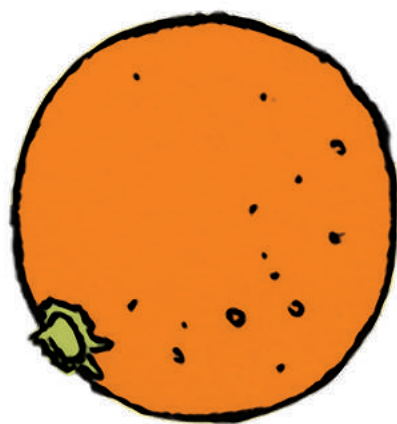
nose



Picture Cards



panda



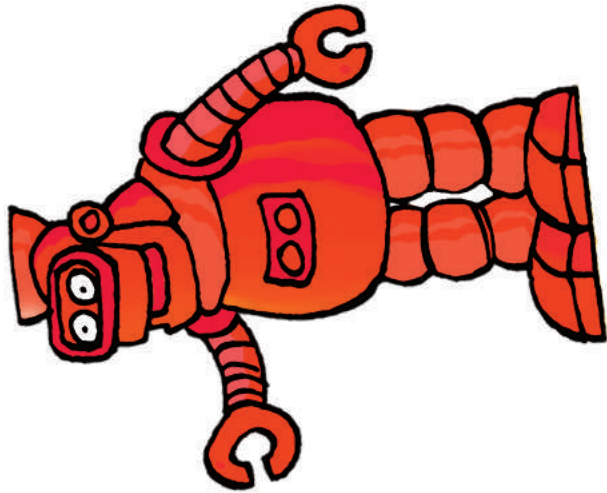
orange



fold

fold

Picture Cards



fold

robot

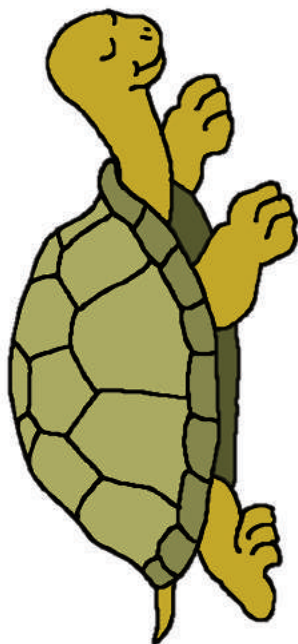


fold

queen



Picture Cards



turtle

fold



snake

fold



Picture Cards



fold



fold

violin

umbrella



Picture Cards



fox



watch



fold

fold

Picture Cards



fold

zebra



fold

yo-yo



Letter Cards

a

b



c

d

Letter Cards

e

f

g

h



Letter Cards

i

j

k

l



Letter Cards

m

n

o

p



Letter Cards

q

r

s

t



Letter Cards

u

v

w

x



Letter Cards

y

z



Letter Squares

a

a

b

c

d

e

e

f

g

g

h

h

i

i

j

k

l

l

m

m



Letter Squares

n

n

o

o

p

p

q

r

r

s

s

t

t

u

u

v

w

x

y

z



Word Hunt Cards

ing sing

cl cloud

sp sport

gl glass

tw twig

squ square

scr scrub

ck ticket

ft left

lk milk

nd pond

mp lamp

el kennel









sn snacks

mb lamb

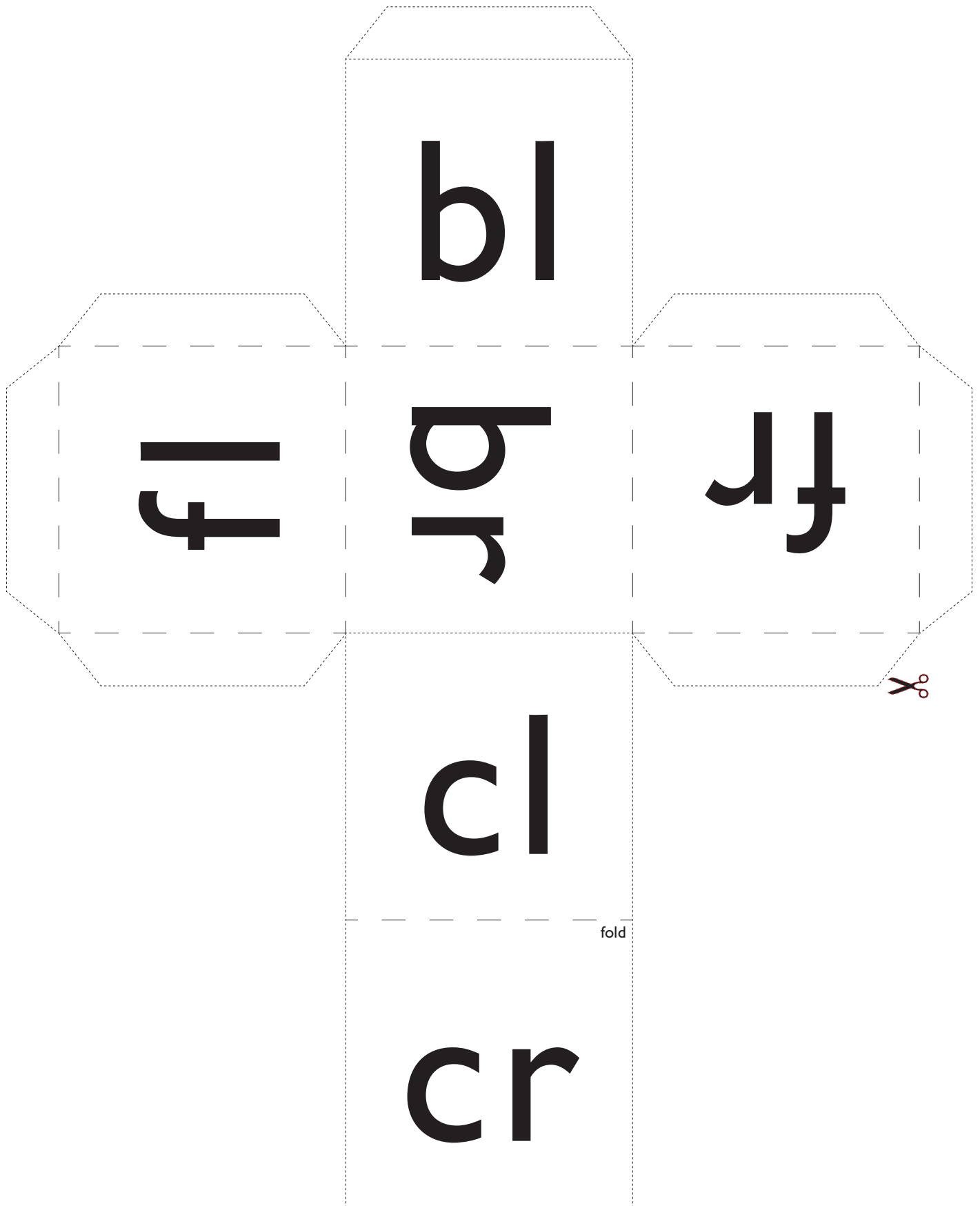
dr dress



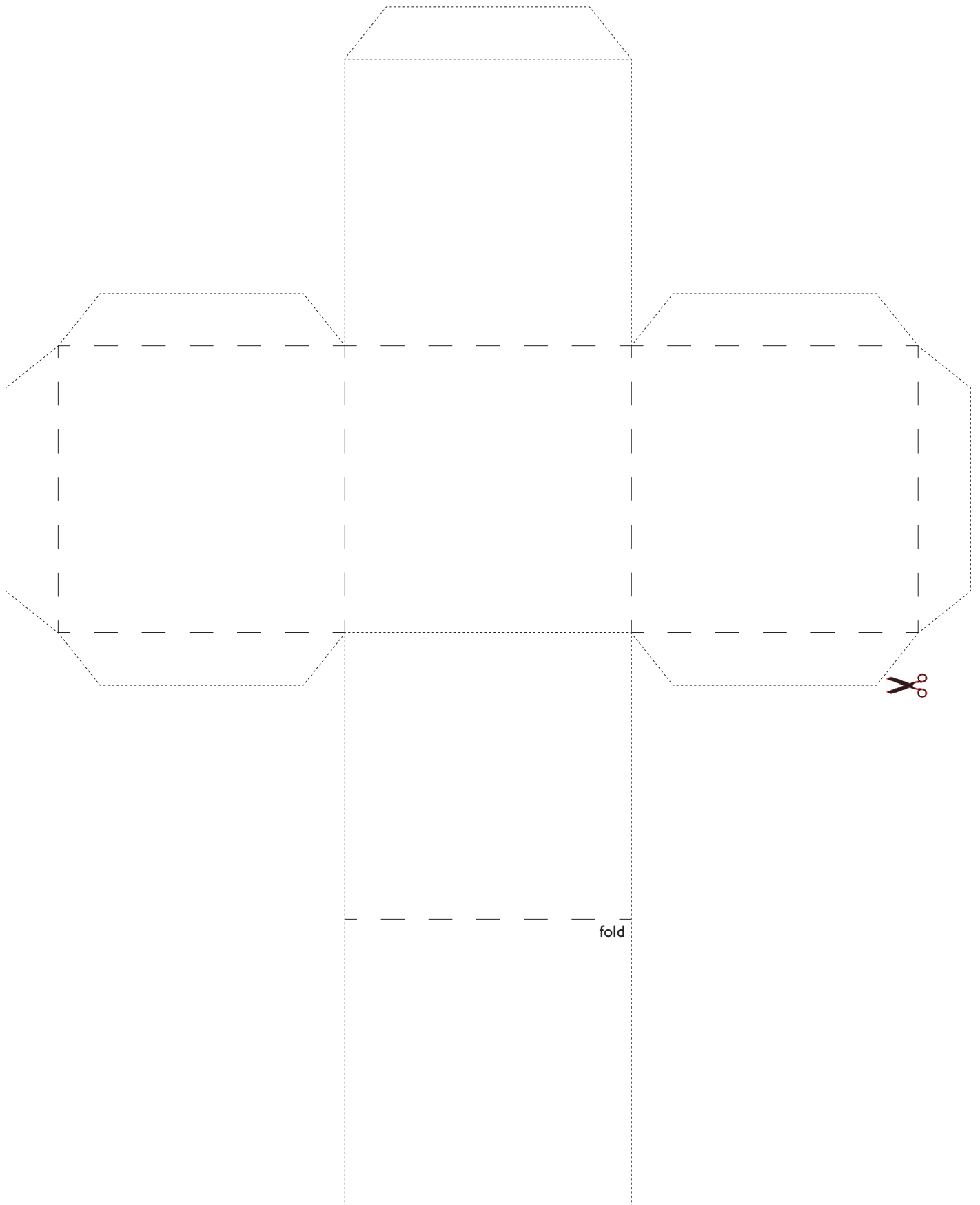
Typhoon Teacher's Grid

	A	B	C	D	E
1	plum 3	ball 1	belt 2		scrub 4
2		pink 2	help 5	song 1	
3	black 4		slug 3		plants 2
4	brick 1		swims 2	split 3	lamb 4
5	sing 2	comb 5			glass 1

Consonant Cluster Die



Consonant Cluster Die Template



Domino Cards

I have a 	Who has an elephant?	I have a 	Who has a farm?
I have a 	Who has a computer?	I have a 	Who has shorts?
I have 	Who has a whale?	I have a 	Who has a fish?
I have a 	Who has noodles?	I have 	Who has a shop?
I have a 	Who has a motorcycle?	I have a 	Who has a horse?
I have a 	Who has a mountain?	I have a 	Who has flowers?
I have 	Who has a doctor?	I have a 	Who has a ship?



Domino Cards

I have a 	Who has a wheel?	I have a 	Who has a clown?
I have a 	Who has a chair?	I have a 	Who has gloves?
I have 	Who has a hamburger?	I have a 	Who has a sculpture?
I have a 	Who has a harmonica?	I have a 	Who has a hare?
I have a 	Who has a book?	I have a 	Who has a spider?
I have a 	Who has a waterfall?	I have a 	Who has carrots?
I have 	Who has an umbrella?	I have an 	Who has a bath?

Word Race Game

GO

stairs

moon

lion

picture

dirty

division

STOP

yawn

weather

vacation

lunch

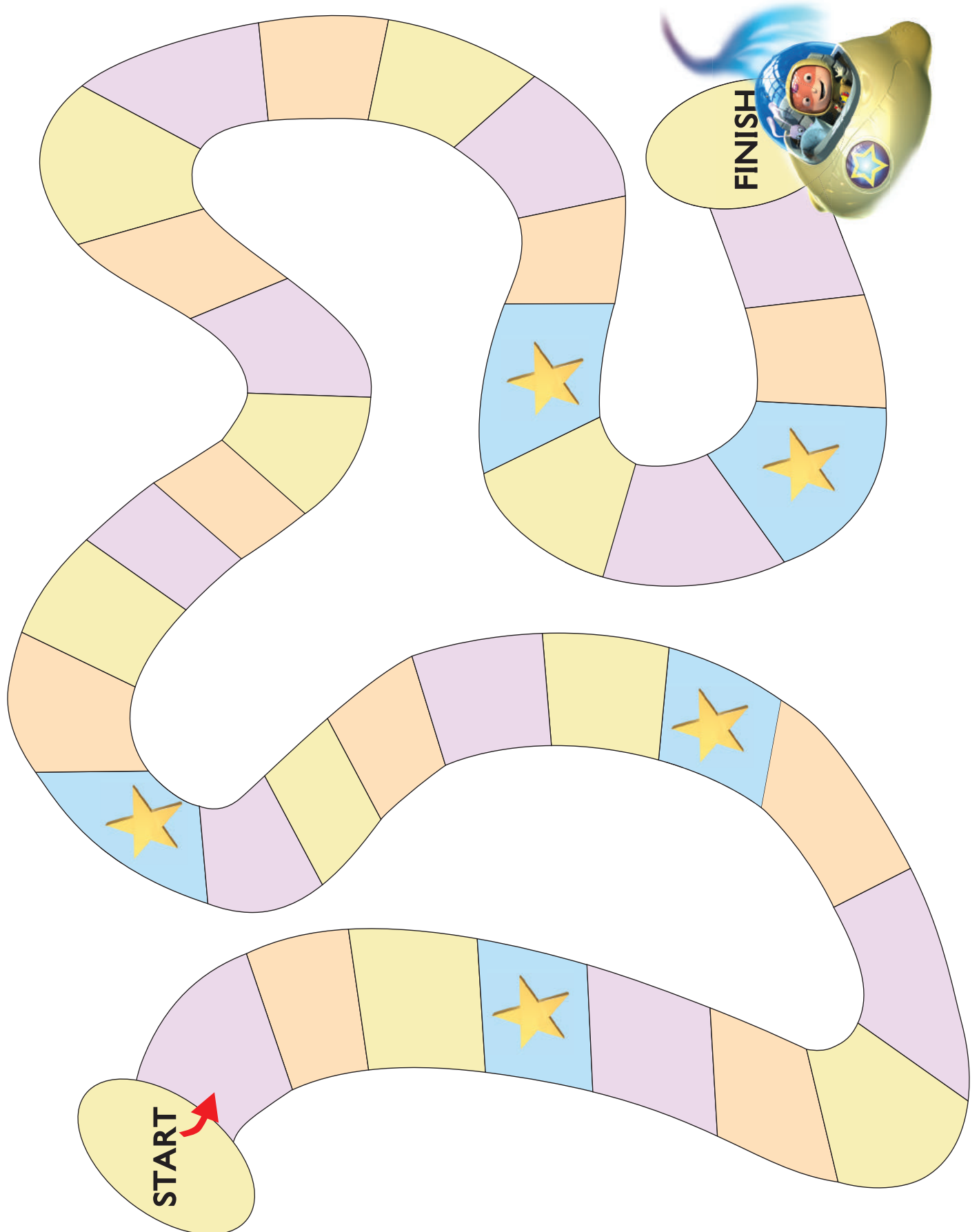
famous

coins

zebra

park

Syllables in Space Game



Syllables in Space Word Cards

father

chair

alphabet

dirty

hair

spider

photograph

cook

square

noodles

mountain

elephant

oyster

soil

oven

astronaut



Syllables in Space Word Cards

magazine

motorcycle

alligator

hamburger

bear

pets

pony

jacket

butterfly

window

computer

airplane

hamster

basket

circus

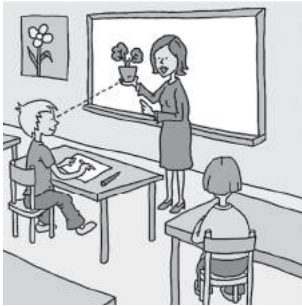
bicycle



Flash Cards

Unit 1

Card 1



Look.

Unit 1

Card 2



Listen.

Unit 1

Card 3



Write.

Unit 1

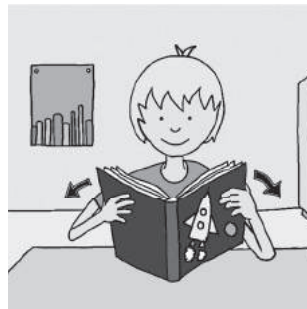
Card 4



Say *book*.

Unit 1

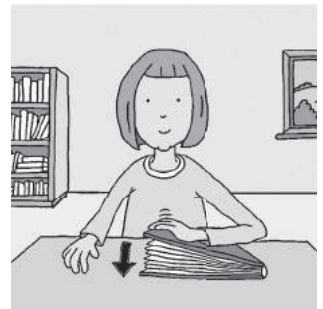
Card 5



Open your book.

Unit 1

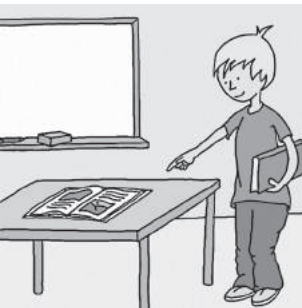
Card 6



Close your book.

Unit 1

Card 7



Point to the book.

Unit 1

Card 8



a book

Unit 1

Card 9



a pencil

Flash Cards

Unit 1

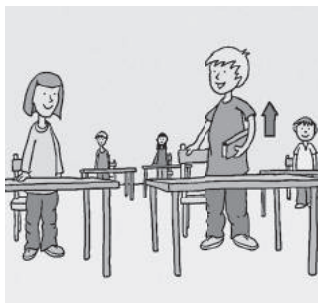
Card 10



an eraser

Unit 1

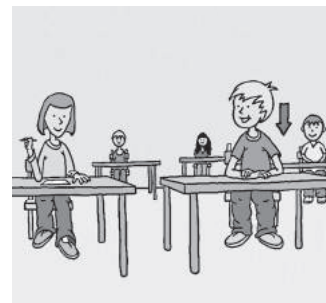
Card 11



Stand up.

Unit 1

Card 12



Sit down.

Unit 1

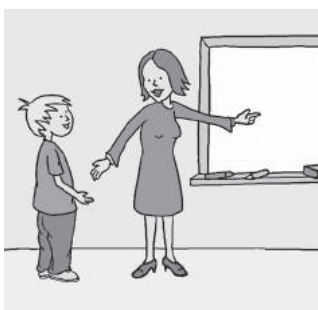
Card 13



Come here.

Unit 1

Card 14



Go to the board.

Unit 1

Card 15



Open the window.

Unit 1

Card 16



Close the door.

Unit 1

Card 17



a desk

Unit 1

Card 18

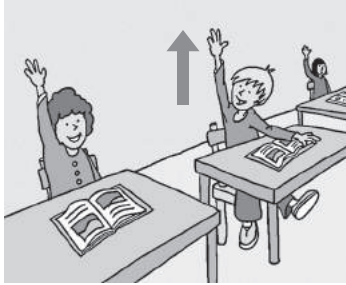


a chair

Flash Cards

Unit 1

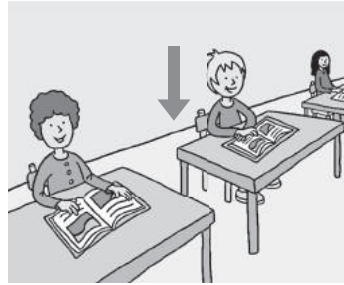
Card 19



Hands up.

Unit 1

Card 20



Hands down.

Unit 1

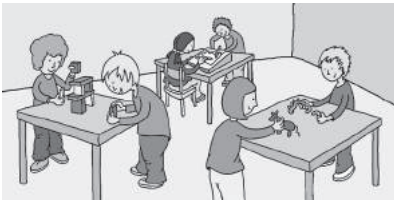
Card 21



Be quiet, please.

Unit 1

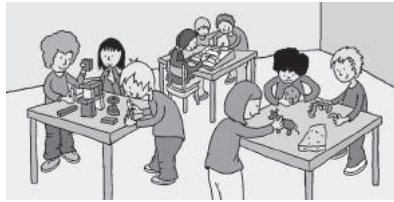
Card 22



Work in pairs.

Unit 1

Card 23



Work in groups.

Unit 1

Card 24



a crayon

Unit 1

Card 25



a pen

Unit 1

Card 26



a ruler

Unit 2

Card 27



an apple

Flash Cards

Unit 2

Card 28



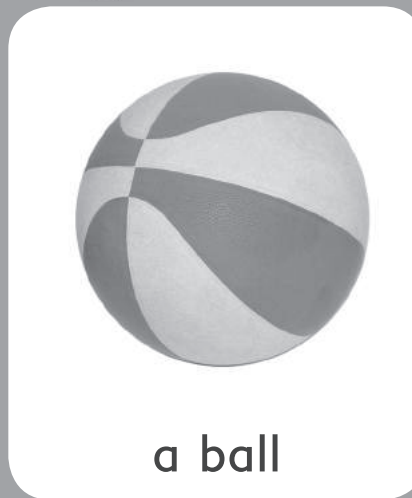
Unit 2

Card 29



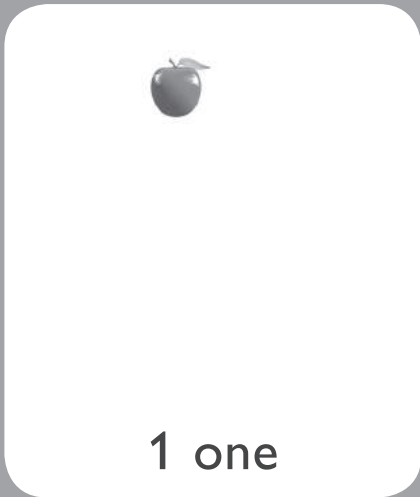
Unit 2

Card 30



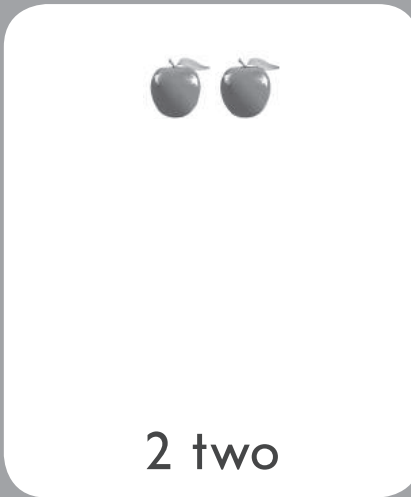
Unit 2

Card 31



Unit 2

Card 32



Unit 2

Card 33



Unit 2

Card 34



Unit 2

Card 35



Unit 2

Card 36



Flash Cards

Unit 2

Card 37



7 seven

Unit 2

Card 38



8 eight

Unit 2

Card 39



9 nine

Unit 2

Card 40



10 ten

Unit 2

Card 41



a cat

Unit 2

Card 42



a cookie

Unit 2

Card 43



a duck

Unit 2

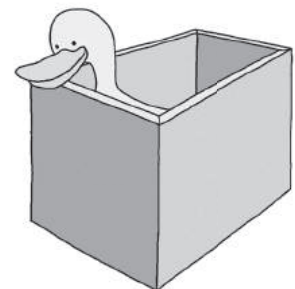
Card 44



a doll

Unit 2

Card 45



in

Flash Cards

Unit 2

Card 46



on

Unit 2

Card 47



an egg

Unit 2

Card 48



an elephant

Unit 2

Card 49



a flag

Unit 2

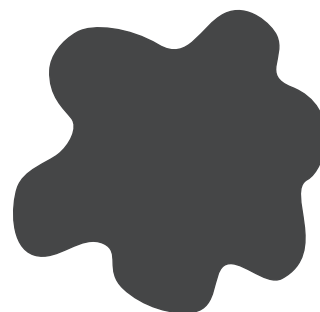
Card 50



a frog

Unit 2

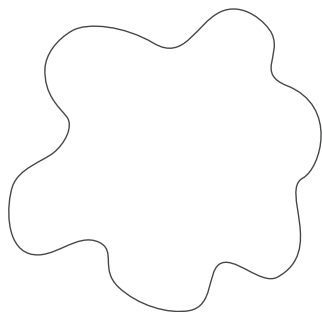
Card 51



black

Unit 2

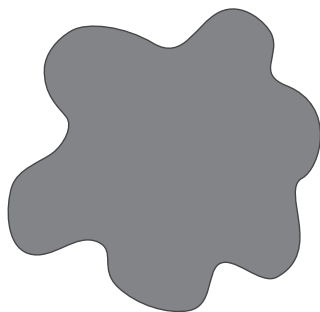
Card 52



white

Unit 2

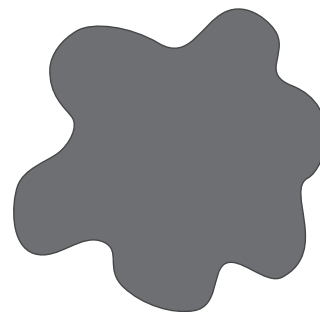
Card 53



red

Unit 2

Card 54

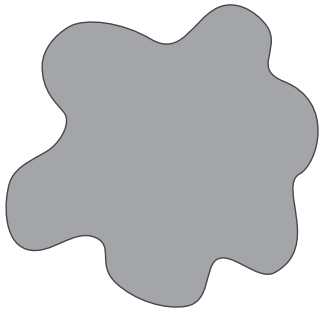


blue

Flash Cards

Unit 2

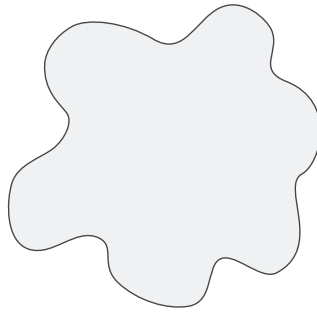
Card 55



green

Unit 2

Card 56



yellow

Unit 3

Card 57



a goat

Unit 3

Card 58



a grasshopper

Unit 3

Card 59



a hat

Unit 3

Card 60



a hand

Unit 3

Card 61



an igloo

Unit 3

Card 62



an insect

Unit 3

Card 63



a juggler



Flash Cards

Unit 3

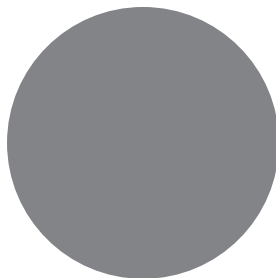
Card 64



a jar

Unit 3

Card 65



circle

Unit 3

Card 66



square

Unit 3

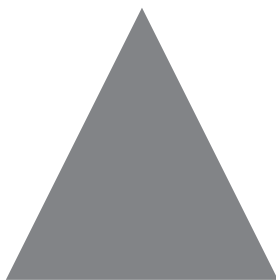
Card 67



rectangle

Unit 3

Card 68



triangle

Unit 3

Card 69



a kangaroo

Unit 3

Card 70



a kite

Unit 3

Card 71



a ladder

Unit 3

Card 72

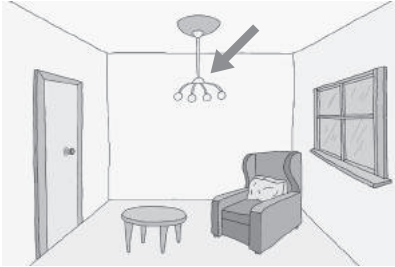


a lizard

Flash Cards

Unit 3

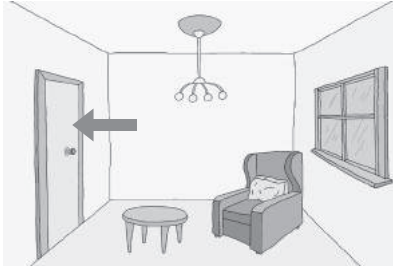
Card 73



a light

Unit 3

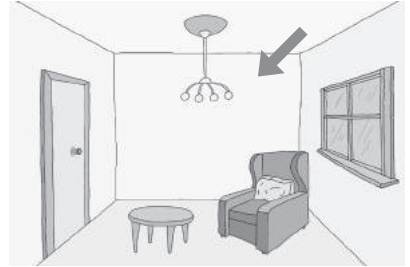
Card 74



a door

Unit 3

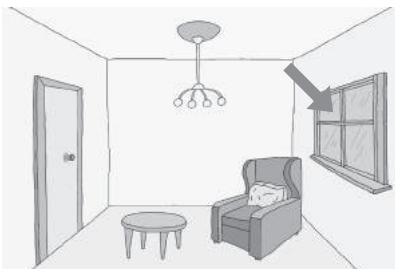
Card 75



a wall

Unit 3

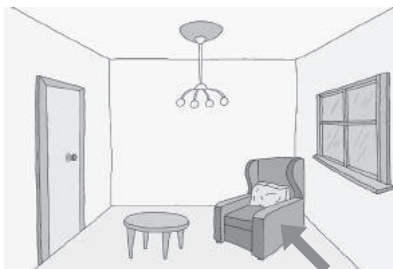
Card 76



a window

Unit 3

Card 77



a chair

Unit 3

Card 78



a table

Unit 4

Card 79



a monkey

Unit 4

Card 80



a mouth

Unit 4

Card 81



a nose

Flash Cards

Unit 4

Card 82



a nest

Unit 4

Card 83



an otter

Unit 4

Card 84



an orange

Unit 4

Card 85



a parrot

Unit 4

Card 86



a panda

Unit 4

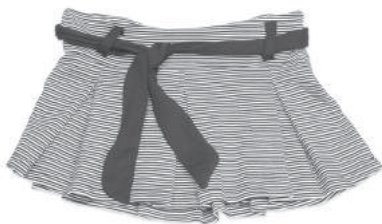
Card 87



a shirt

Unit 4

Card 88



a skirt

Unit 4

Card 89



a T-shirt

Unit 4

Card 90



a sweater

Flash Cards

Unit 4

Card 91



pants

Unit 4

Card 92



socks

Unit 4

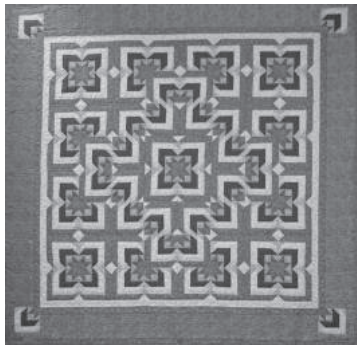
Card 93



shoes

Unit 5

Card 94



a quilt

Unit 5

Card 95



a queen

Unit 5

Card 96



a robot

Unit 5

Card 97



a rocket

Unit 5

Card 98



walk

Unit 5

Card 99



jump

Flash Cards

Unit 5

Card 100



swim

Unit 5

Card 101



run

Unit 5

Card 102



a spider

Unit 5

Card 103



a snake

Unit 5

Card 104



a tiger

Unit 5

Card 105



a turtle

Unit 5

Card 106



mom

Unit 5

Card 107



sister

Unit 5

Card 108



grandma

Flash Cards

Unit 5

Card 109



dad

Unit 5

Card 110



brother

Unit 5

Card 111



grandpa

Unit 5

Card 112



an umpire

Unit 5

Card 113



an umbrella

Unit 5

Card 114



a violin

Unit 5

Card 115



a volcano

Unit 5

Card 116



friend

Unit 5

Card 117



classmate

Flash Cards

Unit 5

Card 118



teammate

Unit 6

Card 119



a web

Unit 6

Card 120



a watch

Unit 6

Card 121



a box

Unit 6

Card 122



a fox

Unit 6

Card 123



laugh

Unit 6

Card 124



sing

Unit 6

Card 125



skip

Unit 6

Card 126



dance

Flash Cards

Unit 6

Card 127



a yo-yo

Unit 6

Card 128



a yak

Unit 6

Card 129



a zebra

Unit 6

Card 130



a zipper

Unit 6

Card 131



happy

Unit 6

Card 132



sad

Unit 6

Card 133



fast

Unit 6

Card 134



slow

MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

SCHOOL LOGO	NAME OF THE SCHOOL	SCHOOL YEAR
PLANNING BY SKILLS AND PERFORMANCE CRITERIA		
1. INFORMATIONAL DATA		
Teacher:	Name of the teacher who enters the information	Area/Subject:
		Grade:
		Class:
Unit No.	Unit Title:	Unit Specific Objectives:
2. UNIT PLAN		
SKILLS AND PERFORMANCE CRITERIA TO BE DEVELOPED	KEY PERFORMANCE INDICATORS	
<p><i>The learning skills with performance criteria (SPC) are described below as the current curricular documents to require.</i></p> <p><i>Some SPC are set out according to the specifics of the subject, which have to be developed throughout the school year, so they may be repeated as many times as necessary.</i></p> <p><i>It is important to consider that all subjects have some skills and performance criteria connected; therefore, for the planning of different subjects there may be more than one SPC repeated to be developed.</i></p>		

TRANSVERSAL AXES:	Those selected to be developed in the Unit Plan.	PERIODS: The number of hours required to work this skill with students will be calculated based on the total of teaching hours allocated to each teaching unit and the number of selected skills.	INITIAL WEEK:	According to the number of weeks established in the annual curriculum.
Methodological Strategies Methodology and strategies proposed to develop the selected skills with performance criteria, taking into account the scope of each one of these skills, the articulation of the activities and the different moments for their development.	Resources Resources needed to develop the students' skills with performance criteria.	Performance Indicators Indicators needed to assess the progress of students in acquiring skills with performance criteria as proposed in the unit plan.	Evaluation Activities/Techniques/Instruments	Description of the techniques and specific instruments/tools that will be used to assess learning achievement through the proposed indicators. Activities that will demonstrate and validate student learning.

3. ADAPTED CURRICULUM	
Specification of Educational Needs	Specification of the adapted material to be applied
<p>PREPARED BY:</p> <p>Teacher:</p> <p>Signature:</p> <p>Date:</p> <p>SCHOOL LOGO</p>	<p>REVISED BY:</p> <p>Area Director:</p> <p>Signature:</p> <p>Date:</p> <p>NAME OF THE SCHOOL</p>
	<p>APPROVED BY:</p> <p>Vice-Principal:</p> <p>Signature:</p> <p>Date:</p> <p>SCHOOL YEAR</p>