

Executive
Preview



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SAMPLE

CAMBRIDGE Global English

MULTI-COMPONENT SAMPLE



Second edition



AKSORN

**Aksorn is the Sole Distributor for Cambridge
Primary Mathematics, Primary Science,
and Global English in Thailand**

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Cambridge Assessment
International Education

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Dear teacher,

Welcome to the new edition of our *Cambridge Global English* series, supporting the Cambridge Primary English as a Second Language curriculum framework (0057) from 2020.

This executive preview gives you a first look at our new resources and shows you how the key components – learner’s book, workbook and teacher’s resource – work together to support you and your learners.

In developing the series, we carried out extensive research with teachers around the world to make sure we understood your needs and challenges.

The series has been developed to support English as a Second Language learners, giving them the skills to study in English. We’ve included a range of cross-curricular topics, with vocabulary support for subject-specific terms, while our ‘*Language Detective*’ feature provides explanations of key grammar rules.

You’ll find an active learning approach throughout the resources, along with opportunities for learners to develop 21st-century skills including communication and collaboration. Alongside this, each unit includes a ‘Getting started’ feature, clear lesson objectives and activities that offer peer and self-assessment – all supporting assessment for learning. We understand that each learner has different needs, and that supporting this in the classroom can be challenging. Our learner’s books and workbooks provide differentiated activities, while the teacher’s resource offers guidance on how to bring differentiation into your lessons effectively. For example, we’ve included projects at the end of each unit which offer learners different ways to complete the activity, along with guidance in the teacher’s resource on how to support and assess learners’ work.

We’ve also included a wide range of fiction, non-fiction and poetry to give learners exposure to authentic language and texts and included lots of speaking and listening activities to develop these core skills.

The Digital Classroom resource includes video, audio and interactive activities to bring content to life for your learners. You’ll also find on-screen versions of the learner’s books and workbooks as well as answers to all activities.

Our series is complemented by baseline assessment products to help you understand your learners’ potential, along with professional development opportunities to help you bring the most effective teaching approaches into your classroom.

I hope you enjoy discovering the new series and how it can support you.

James Frith

Commissioning Editor
Cambridge University Press

New curriculum, new resources, new approach

The latest editions of our primary and lower secondary series have been fully updated to support the new curriculum frameworks for English, English as a second language, maths and science. As well as updating the content, we wanted to take the opportunity to develop and improve the resources.

We spoke to hundreds of teachers around the world, carried out lesson observations and undertook research with the Cambridge Panel to help us understand your needs and challenges. Find out more about the Cambridge Panel on page 37.

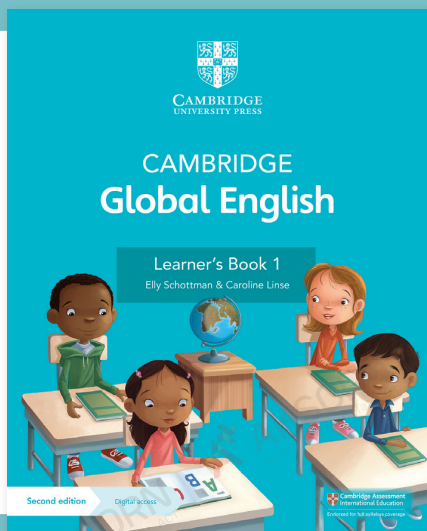
These conversations helped shape our **new series**:



A clear and consistent approach and activities to support **differentiation** help you ensure that every child can learn and progress.

More guidance and features to support **assessment for learning**, so you know your learners' strengths and weaknesses and can tailor teaching and learning activities around them.

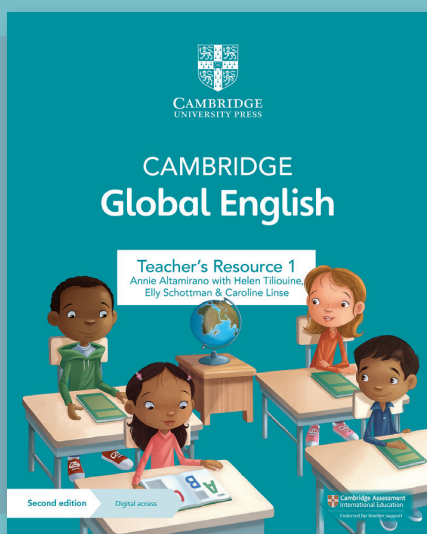
> How to use this series



The Learner's Book is designed for students to use in class with guidance from the teacher. It offers full coverage of the curriculum framework. The cross-curricular content supports success across the curriculum, with an international outlook. There is a focus on critical thinking, reading and writing skills with a literature section in every unit and a scaffolded approach the development of written skills, with model texts. End of unit projects provide opportunities for formative assessment and differentiation so that you can support each individual learners' needs.

Audio is available online. Answers and audio can also be found in the Teacher's Resource. Video can be accessed via the Digital Classroom.

Digital Access with all the material from the book in digital form, is available via Cambridge GO.



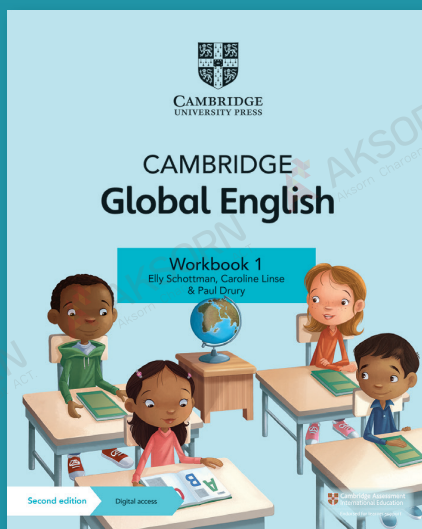
In the full colour, print Teacher's Resource you'll find everything you need to deliver the course, including teaching ideas, answers and differentiation and formative assessment support. Each Teacher's Resource includes

- A print book with detailed teaching notes for each topic
- Digital access with all the material from the book in digital form plus editable unit and progress tests, differentiated worksheets and communicative games

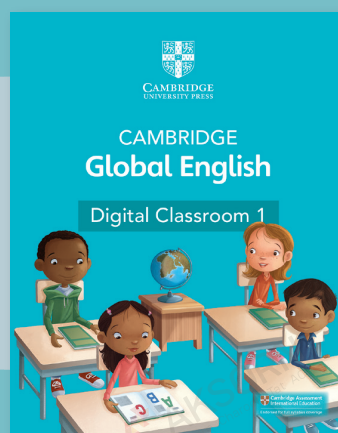
The write-in Workbook offers opportunities to help students consolidate what they have learned in the Learner's Book and is ideal for use in class or as homework. It provides grammar presentations and plenty of differentiated grammar practice at three tiers so that learners have choice and can support or extend their learning, as required. Activities based on Cambridge Learner Corpus data give unique insight into common errors made by learners.

Answers can be found in the Teacher's Resource.

Digital Access with all the material from the book in digital form, is available via Cambridge GO.



The Digital Classroom is for teachers to use at the front of the class. It includes digital versions of the Learner's Book and Workbook, complete with pop-up answers, helping you give instructions easily and check answers. Zoom in, highlight and annotate text, and support better learning with videos, grammar slideshows and interactive activities.



A letter to parents, explaining the course, is available to download from Cambridge GO (as part of this Teacher's Resource).

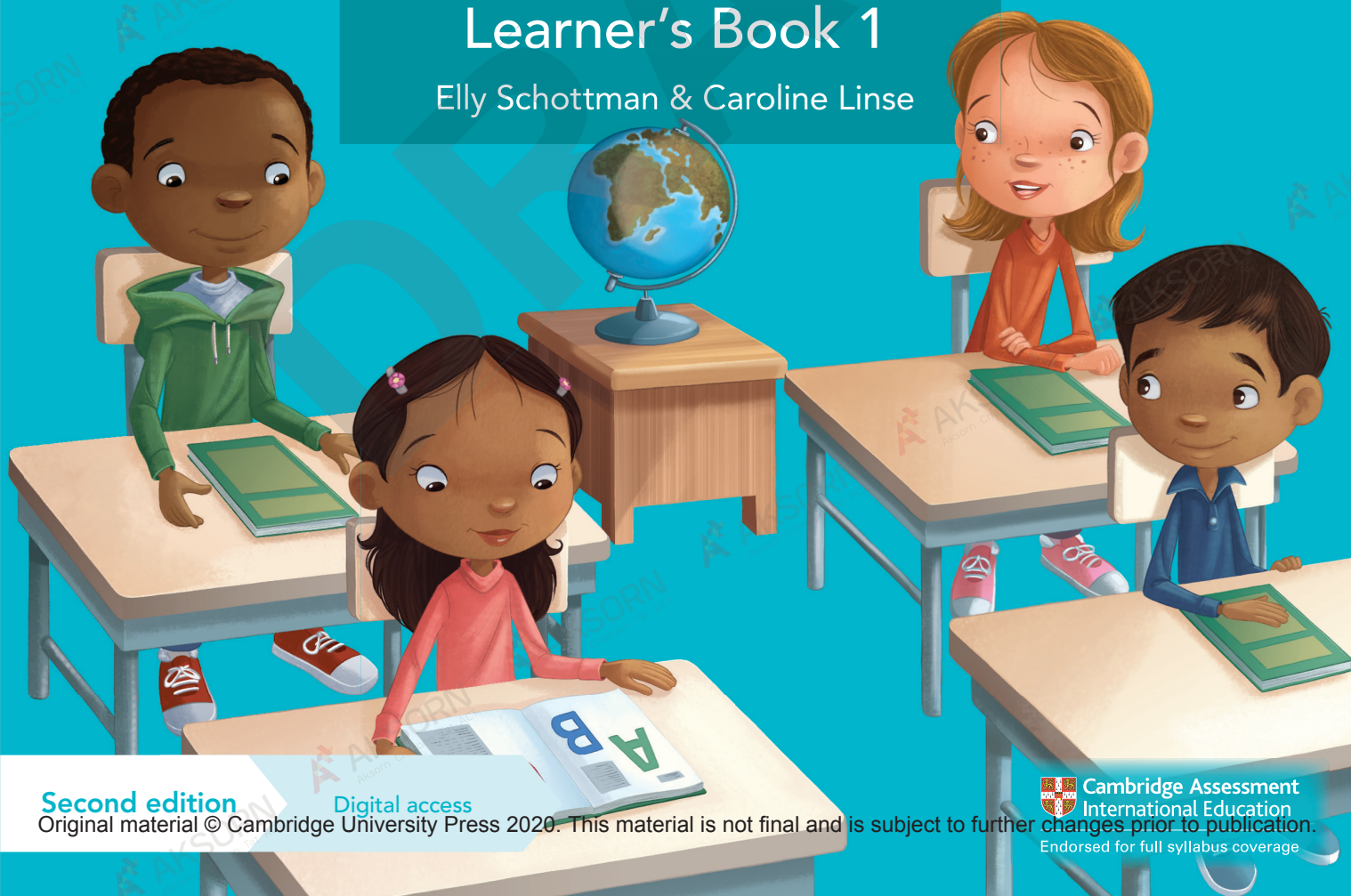


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CAMBRIDGE Global English

Learner's Book 1

Elly Schottman & Caroline Linse



Second edition

Digital access

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Page	Unit	Words and expressions	Use of English	Reading/Writing
10–17	Starter	Greetings Parts of the body Colours Actions Objects Letters of the alphabet	Numbers 1–10	Read/Recite a poem Write name, numbers and colour words
18–33	1 Welcome to school	School objects and activities Greetings and introductions Colours Vehicles Feelings Things in nature Unlock terms: same, different; interview	Singular and plural nouns Proper nouns Present simple Subject pronouns: I, you, we, he, she Possessive adjectives: my, your, his, her	Word labels, poems, songs, charts Read for information Reading strategy: Picture walk Guided writing: Poem, information about self
34–49	2 Family time	Family members Home and school activities Food: likes and dislikes Numbers 0–10 Days of the week Unlock term: 0/zero	Singular and plural nouns; proper nouns Numbers: 0–10 Present simple: statements, questions, short answers Prepositions of location: in, at Use with and for	Poems, songs Read for information Reading strategy: Environmental print Guided writing: Cards, information about self, recipe
50–67	3 Fun and games	Actions, sports, games Parts of the body Language of good sportsmanship Point to/put Animals Feelings Unlock term: compare	can/can't for ability Numbers: 1–12 Prepositions of location: on, under, next to Possessive adjectives Present simple	Poem, story, play Read for information Reading strategy: Text features (identify characters in a play script) Guided writing: Simple words spelled aloud, information about self, new song verse, story sequel
68–83	4 Making things	Clothes Shapes Art activities Colours and other descriptive adjectives Unlock terms: shapes, square, circle, rectangle, triangle	Present continuous: statements and questions Subject pronouns Contractions: I'm, she's, they're, etc. Connective: and Numbers: 1–20 Use for Use like + verb + -ing	Poem, song, traditional folktale Read for information Understand words through context Reading strategy: Set a purpose for reading Guided writing: Information about self, new song verse, thank you note

	Listening/Speaking	Cross-curricular links	Phonics/Word study	21st-century skills
	Greet friends Ask and answer questions Understand and repeat conversations Sing and act out TPR songs	Science: Colour-mixing experiments Maths: Count 1–10, measure (non-standard units)	Alphabet song and chant	Make new friends Play, work and learn together Critical thinking: Do experiments Record results
	Listen for details Understand words through context Follow TPR directions Ask and answer questions Spell own name Interview and introduce a friend Play a guessing game Sing a spelling song Act out a poem	Global awareness (Social studies): School children around the world Maths: Understand and enter information on a chart	Letter names Alphabet poem	Activate prior knowledge Work collaboratively Share ideas, information Critical thinking: Discuss and enter data on a chart Compare and contrast Predict story events Reflection/self-assessment Values: Appreciating the world around us
	Listen for main idea and details Ask and answer questions Participate in conversations Play a counting game, sing a counting song Say, sing, act out poems and songs	Maths: 0–10 Simple problem-solving Record and discuss information on charts	Read and write words with short a Consonant digraph: th Rhyming words	Activate prior knowledge Work collaboratively Critical thinking: Classify Conduct a survey Create and discuss charts Reflection/Self-assessment Values: We love our families
	Follow and give instructions Understand words through context Listen for details and main idea Recognise simple words spelled aloud Play games Ask and answer questions	Global awareness (Social studies): Games from different places Maths: Count 1–12 Problem-solving Use charts	Read and write words with short u Read and write short a words (revise) Read and act out a phonics story	Activate prior knowledge Work collaboratively Share ideas, information Critical thinking: Creative problem-solving Compare and contrast Sequence Reflection/Self-assessment Values: Recognise feelings, show empathy
	Listen for main idea and details Ask and answer questions Describe what people are wearing and doing Describe pictures Say, sing and act out poems, songs, stories	Maths: Count 1–20 Identify simple geometric shapes Art: Make puppets	Read and write words with a short e Identify rhyming words Read a phonics story	Express creativity through art Share ideas, information Critical thinking: Classify Draw conclusions Reflection/Self-assessment Values: Saying thank you

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Page	Unit	Words and expressions	Use of English	Reading/Writing
84–99	5 On the farm	Farm animals and crops Farming activities Describe life cycle of animals and plants Parts of a plant Ongoing actions Polite language: asking for help Unlock terms: feeding, planting, picking, driving, carrying, diagram	Present continuous (statements, questions, short answers) Adverbs of place: here/there can/can't for ability Contractions Prepositions of location: in, above	Poem, song, stories Read for information: life cycle diagrams Understand words through context Reading strategies: Scan for main idea Guided writing: Simple words spelled aloud, word cards, life cycles, story ending
100–117	6 My five senses	Our five senses Parts of the body Musical instruments Adjectives to describe sight, sound, taste, touch Fruits Unlock term: imagine	Present continuous Present simple: positive, negative statements, questions, short answers Descriptive adjectives Ordinals: 1st–3rd can/can't for ability Preposition of location: on	Poem, song, stories Read for information Reading strategy: Making predictions Guided writing: Write about favourite sounds Write speech bubbles for a story
118–133	7 Let's go!	Vehicles and parts of vehicles Ways to move Descriptions: size, colours, numbers Safety equipment: helmets, seatbelts Unlock term: fold	can + verb Simple present (positive and negative statements; questions) Adjective order (big blue boat, two red sails) like + verb + -ing Prepositions of location: on, in, under, at, near	Poem, songs, simple instructions Read for information Reading strategy: Text features: headings Guided writing: Words spelled aloud Words on charts and diagram Sentences Information about self
134–149	8 City places	City sights and sounds City buildings and public places Ordinal numbers: 1st–10th Describe objects and people Opposites Unlock term: choose	Present simple can/can't + verb like + verb + -ing Prepositions of location: in, on, next to, near Demonstratives: this/that Pronouns: this/these Adverbs of place: here, there Connective: and Use with and for	Poems, song Read for information Understand words through context Reading strategy: Scanning Guided writing: Sentences about city sights and sounds Sentences to express and explain a personal preference
150–167	9 Wonderful water	Water and living things Weather and clothing Nature Days of the week Morning, afternoon, night Daily routines Unlock term: look up (in a dictionary)	Present simple (positive/negative statements, questions, short answers) Contractions Can/can't + verb yes/no questions Don't forget ... Prepositions of time: in, on, at	Poems, song, story Read for information Read and act out a play Reading strategy: text type – folktale Guided writing: Words spelled aloud Sentences: initial capitalisation, full stop, connective: and Write dialogue in speech bubbles
168–175	Picture dictionary	Review of vocabulary and themes		

	Listening/Speaking	Cross-curricular links	Phonics/Word study	21st-century skills
	<p>Listen for main idea and details</p> <p>Recognise simple words spelled aloud</p> <p>Ask and answer questions</p> <p>Play guessing games</p> <p>Say, sing, act out poems, songs and stories</p> <p>Discuss opinions</p>	<p>Science:</p> <p>Life cycles (plants and animals)</p> <p>Living things</p> <p>Plant growth experiments; record observations</p>	<p>Read and write words with short i and other short vowels</p> <p>Consonant digraphs: ch, sh</p> <p>Rhyming words</p> <p>Tongue twisters</p> <p>Read a phonics story</p>	<p>Activate prior knowledge</p> <p>Work collaboratively</p> <p>Share ideas, information</p> <p>Critical thinking:</p> <p>Classify</p> <p>Sequence</p> <p>Discuss a story map</p> <p>Interpret and create diagrams</p> <p>Reflection/Self-assessment</p> <p>Values: Helping others</p>
	<p>Listen for main idea and details</p> <p>Ask and answer questions</p> <p>Discuss favourite sounds and smells</p> <p>Identify objects by touch and by sound</p> <p>Describe objects using all the senses</p> <p>Express likes, dislikes</p> <p>Say, sing, act out poems, song, and stories</p>	<p>Science:</p> <p>Explore five senses with experiments and hands-on activities</p> <p>Music:</p> <p>Describe sounds</p> <p>Create musical sounds on home-made instruments</p>	<p>Read and write words with a short i and other short vowels</p> <p>Read a phonics story</p>	<p>Work collaboratively</p> <p>Share ideas, information</p> <p>Critical thinking:</p> <p>Compare and contrast</p> <p>Classify</p> <p>Identify opposites</p> <p>Enter information on charts</p> <p>Reflection/Self-assessment</p> <p>Values: Everyone is included</p>
	<p>Listen for main idea and details</p> <p>Recognise simple words spelled aloud</p> <p>Follow and give instructions</p> <p>Ask and answer questions</p> <p>Describe objects</p> <p>Discuss preferences</p>	<p>Science/Engineering: Make a helicopter and a plane</p> <p>Experiment and record results</p>	<p>Read and write words with a long e – spelling ee</p> <p>Consonant digraph: wh</p>	<p>Integrate prior knowledge</p> <p>Work collaboratively</p> <p>Share ideas, information</p> <p>Critical thinking:</p> <p>Compare</p> <p>Classify</p> <p>Predict</p> <p>Enter and interpret information on charts</p> <p>Reflection/Self-assessment</p> <p>Values: Stay safe! Seatbelts, helmets and more</p>
	<p>Listen for main idea and details</p> <p>Follow instructions</p> <p>Ask and answer questions</p> <p>Role-play; make requests</p> <p>Play a game</p> <p>Say and act out poems</p> <p>Express and explain opinions</p>	<p>Global awareness: (Social studies): City living</p> <p>Maths:</p> <p>Ordinals 1st–10th</p> <p>Identify and continue a repeating colour pattern</p>	<p>Clap and count syllables</p> <p>Sounds of final –y (long e or long i)</p> <p>Rhyming words</p>	<p>Activate prior knowledge</p> <p>Work collaboratively</p> <p>Share ideas, information</p> <p>Critical thinking:</p> <p>Opposites</p> <p>Compare and contrast</p> <p>Classify</p> <p>Sequence</p> <p>Reflection/Self-assessment</p> <p>Values:</p> <p>Appreciating where we live, respecting personal preference</p>
	<p>Listen for details</p> <p>Ask and answer questions</p> <p>Participate in discussions</p> <p>Describe weather, objects and routine actions</p> <p>conversations</p> <p>Discuss and act out stories, poems, songs</p> <p>Link phrases with connective: and</p>	<p>Science:</p> <p>Water facts: Living things need water; water comes from rain and snow; animals that live in water</p> <p>Experiments with things that float: make predictions, do experiment, record results</p>	<p>Long a spellings ai and ay</p> <p>Read and act out a phonics story</p>	<p>Apply prior knowledge</p> <p>Work collaboratively</p> <p>Share ideas, information</p> <p>Critical thinking:</p> <p>Classify</p> <p>Research</p> <p>Predict outcomes</p> <p>Distinguish between read and make-believe</p> <p>Reflection/Self-assessment</p> <p>Values: Conserving water</p>

How to use this book

In this book you will find lots of different features to help your learning.

What you will learn in the session. →

We are going to...

- say where things are
- follow instructions and play games.

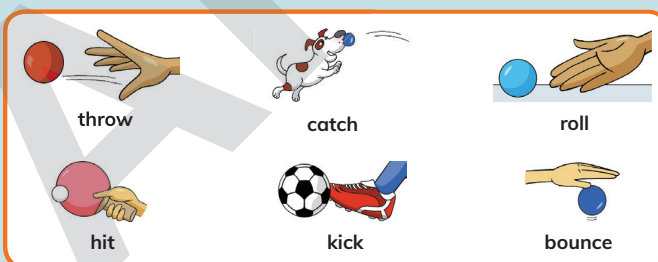
Questions to find out what you know already. →

Getting started

Talk about the things you know.

Look at the picture for more ideas.

Important words and their meanings. These words are included on wordlists in the Teacher's Resource. →



Strategies you can use to help you with your learning. →

Reading tip

As you read, think about these questions:

- How do the elves help the shoemaker?
- How does the shoemaker help the elves?

Information to help you to find out more about grammar. →

Language detective



Where is her pencil?

Her pencil is _____ her nose.



Where is his pencil?

His pencil is _____ his shoulder.





At the end of each unit,
there is a choice of projects
to work on together, using
what you have learned.
You might do some research
or make something.



How to use this book

A: Write clues for a treasure hunt

Find 3 places in your classroom to hide clues – on, under or next to things.
Write the 3 clues. Use words and pictures.
Make a 'You have found the treasure!' picture too.
Play treasure hunt with your class.

- Hide clues 2 and 3 and the 'You have found the treasure!' picture in the correct places.
- Then read the first clue to the class. Can they find the next clue?

1 Look on the



2 Look next to the



3 Look under a



Questions to help you think
about how you learn.



How did you help your group do the project?

This is what you have
learned in the unit.



Look what I can do!

- I can talk about things we can do.
- I can follow instructions and play games.
- I can read and write words with the short **u**.
- I can say where things are (on, next to, under).
- I can act out a play and talk about characters.



Games and activities that
cover what you have learned
in the previous units. If you
can answer these, you are
ready to move on to the
next unit.



Check your progress

1 Look at the picture

What is alive?







What is not alive?



Find out the meaning of
words and stick your stickers
in the Picture Dictionary.



1 Home and family

baby		bed		brother	
ceiling		children		dad/father	

The **Think About It** session introduces the topic through a big question and an image to generate discussion.

3 Fun and games

3.1 Let's have fun!

We are going to...
• talk about things we can do.

Getting started
What can we do for fun?
Talk about what you know.
Look at the picture for some ideas.

Watch this!

1 Listen and point.
Look at the children. Listen and point.
How many times can the girl bounce the ball?

2 Listen, point and say.
Act it out!

throw, catch, roll, hit, kick, bounce

3 Spelling
Listen and write the letters. What words do they spell?

4 Read and listen.
Put the stickers as you say the poem. Act it out!

Ball, ball,
Bounce the ball!
Roll it, throw it,
Catch the ball!

Chants and songs include sticker activities to reinforce topic vocabulary.

Many units include a video, available on Digital Classroom.

The **Let's Explore** session explores the unit topic further.

3 Fun and games

3.2 Can you do it?

We are going to...
• talk about things we can do
• follow instructions and play games.

1 What can you do?
Work with a partner. Try these things.
Bounce a ball 4 times.
Can you bounce a ball 4 times?
No, I can't.
Yes, I can.
Throw a ball into a box.
Catch a ball with a box.
Roll a ball and hit a box.
Tell the class one thing your partner can do.

2 Draw and write.
Work with a partner. What can you do with a ball and a box?
I can kick a ball.
I can hit a box.
I can _____

3 Share the biscuits!
Cut out 12 pieces of paper. Work in pairs. Use these pieces to solve the problems!

a There are 12 biscuits and 2 children. How many biscuits can each child have?
b There are 12 strawberries and 3 children. How many strawberries can each child have?
c There are 12 grapes and 4 children. How many grapes can each child have?

4 Play a game.
You need a paper clip, pencil and your biscuits from Activity 3.
• Spin the paper clip.
• Take that number of biscuits.
• To win, you need 12 biscuits.

The **cross-curricular** session prepares learners to learn in English across the curriculum.

A non-fiction text exposes learners to cross-curricular language.

3 Fun and games

3.3 Games from around the world

We are going to...
• follow instructions and play games.

1 Listen and read.
Play 'Rock, paper, scissors'.
a Face your partner. Say: '1, 2, 3, go!'
b Make one of these signs with your hand: rock, paper, scissors.
c Look at your partner's hand and your hand. Who wins the game?

rock, paper, scissors
paper can cover a rock, so **paper** wins.
A rock can break scissors, so **rock** wins.
Scissors can cut paper, so **scissors** win.

2 Values: Be a good sport!
Working in pairs, say, 'You win.' 'Well played!' and 'Let's play again.'

3 Read and play.
This game is called 'Bird, water, rock', and is from Malaysia.
a Face your partner. Say: '1, 2, 3, go!'
b Make one of these signs with your hand: bird, water, rock.
c Look at your partner's hand and your hand. Who wins the game?

bird, water, rock
A bird can drink water, so **bird** wins.
Water can cover a rock, so **water** wins.
A rock can hit a bird, so **rock** wins.

4 Compare the games.
How are these two games the same?
How are they different?

The **Unlock** feature presents Academic English terms, cross-curricular vocabulary and Command Words.

There will be opportunities to think critically about the information in the text.

The **Use of English** session develops grammar and language.

Stage 1 includes a TPR song or chant to practise language.

3 Fun and games

3.4 Where is the duck?

We are going to...

- say where things are
- follow instructions and play games.

1 Ask and answer questions.
Point to a picture. Ask your partner a question.

Where is the duck?
The duck is **on** the table.

a on b under c next to

Language detective

Where is her pencil?
Her pencil is **under** her nose.

Where is his pencil?
His pencil is **on** his shoulder.

3.4 Use of English

2 Play an instructions game.
Play this game with your class. Take turns giving instructions.

Put your	pencil	on	your
finger	next to		
hand	under		

foot toes knee ear nose arm

3 Wind the bobbin up.
Follow the instructions. Sing and dance!

Chorus:
Wind the bobbin up.
Wind the bobbin up.
Pull, pull. Clap, clap, clap.
Point to **your shoulders**.
Point to **your nose**.
Point to **your ears** and
Point to **your toes**.
Clap your hands together, 1, 2, 3.
Put your hands upon your knees.

Repeat chorus.
Point to the **ceiling**.
Point to the **floor**.
Point to the **window** and
Point to the **door**.
Clap your hands together, 1, 2, 3.
Put your hands upon your knees.

4 Write a new verse of the song.
Teach your new verse to a partner or your class.

Language Detective boxes present the main grammar point of each unit through an active learning approach. Digital Classroom includes grammar presentations.

In Stage 1, the **Letters and Sounds** session develops phonics.

3 Fun and games

3.5 Short u

We are going to...

- read and write words with the short u.

1 Listen, look and say.
Listen to the short u sound. Say the words.

cup bug

2 Listen to the poem. Act it out!

I can run like a puppy!
I can jump like a bug!
I can buzz like a bee!
I can sit on the rug.

3 Tic-tac-toe: a or u?
Work with a partner. Each player has 5 letter cards.
Player 1: Write **a** on your 5 letter cards. Find a gameboard space that has a word with the short **a** sound. Read the words and put a letter card on that space.
Player 2: Write **u** on your 5 letter cards. Find a gameboard space that has a word with the short **u** sound. Read the words and put a letter card on that space.
Take turns with your partner. To win, put 3 cards in a row.

4 Phonics story
Listen and read. Put your hand up when you hear a word with the short u sound. Then, act out the story!

Run, duck, run!

1 I run in the sun. It's lots of fun!
This duck runs. Run, duck, run!

2 Help! I'm stuck in the mud!
I can help. I have a truck.
The duck is in the mud. She's stuck!

3 Up, up, up!
Thank you very much!

4 Good luck!
Goodbye.
The muddy duck runs again.

5 Put stickers in your Picture Dictionary: clap, cut, jump, run.
On which page do the stickers belong? Find the correct page.

Over-matter on next page

The **Read and Respond** session includes literature. This might be a fictional story, a poem or a play.

The audio can be played the first time you meet the story, before learners read the text.

3 Fun and games

Just then, a big nut falls from a tree into the pond. Ker-PLUNK!

Help! A scary Ker-PLUNK!
Run, run, run!

Silly rabbit! A big nut fell in the pond. It made the sound Ker-PLUNK.

What? Is the Ker-PLUNK a nut?
Yes.
That's not scary.
No.
Oh, well. Let's go home.
Goodbye, wise lion!
Goodbye, silly animals. Good luck!

3.6 Read and respond

2 Explore the characters.

- Why is Rabbit scared?
- What makes the sound, Ker-PLUNK?
_____ and _____ are silly.
_____ is wise.

3 Act out the play!
Which character will you be?

4 Values: Feelings

Oh, no! Rabbit is scared!
a How does Rabbit look when he is scared?
b What do the ducks and the frogs say to Rabbit?
c Rabbit thinks the Ker-PLUNK is very scary.
d Which of these things do you think are scary?
A storm A kite A fire A lion

5 Write and draw.
Write a comic strip story about you and the silly Rabbit.
Why is Rabbit scared? Write the word and draw a picture in frame 2.
What can you say to Rabbit so he feels better? In frame 3, write sentences from the Word box or use your own ideas.

It's OK, Rabbit. Don't be scared, Rabbit. I'm here with you. We can say 'hello'.

A _____ is not scary. Let's go look at it.

The literature is used as a platform for work on values.

There is also an opportunity for creative writing. Sample answers can be found in the Teacher's Resource.

1

Welcome to school

> 1.1 What do we do at school?

We are going to...

- say the name of things in our classroom.

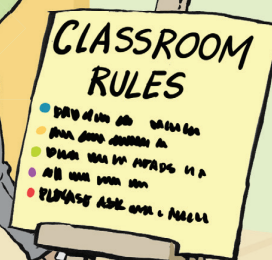
Getting started

What do we do at school?

Talk about what you know.
Look at the picture for some ideas.



CLOCK



1 Making friends

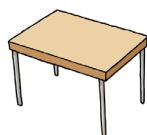
Listen. How old are the children?

Practise the conversation with your partner.

1.1 Think about it



2 Listen, point and say.



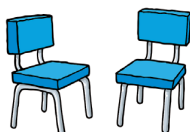
a table



a computer



a whiteboard



chair**s**



crayon**s**



book**s**

3 Look at the classroom.

Find:



the teacher



1 boy



2 girls



CLOCK

a clock



4 Read and listen.

Put the stickers on as you say the poem.



A **table** and **chairs** ,

A list of rules,

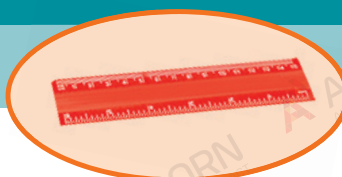
A **book** and **crayons** ,

Hello, school!

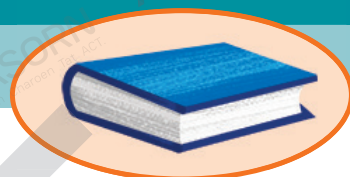
> 1.2 In the classroom

We are going to...

- name colours.



a **red** ruler



a **blue** book

1 Read the colour words.

Name something in your classroom that is each colour.

red

blue

green

yellow

brown

orange

black

purple

pink

white



2 Listen for information.


- Fatima is talking with Ben. Listen. What questions does she ask?
- Fatima talks with another friend. Listen. What is her name? What is her favourite colour?

Is it the **same** as Ben's favourite colour?

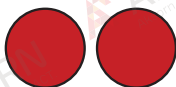
Is it **different**?



3 Try this!

- Draw your favourite colour on a piece of paper. 
- Ask a friend: What's your favourite colour? Draw the colour.
- Look at the two colours. Are they the **same** or **different**?

same



different





4 Classroom treasure hunt

Matteo is doing a treasure hunt in his classroom.

Look and listen. Which thing is **not** in his classroom?



Now do a treasure hunt in your own classroom!

5 School poem

Read the poem in Lesson 1.

Write a new school poem with your class.



> 1.3 Children around the world



We are going to...

- talk and write about what we do in school.



1 Before you read

Look at these photos.
What do the children do at school?
Listen and read.

My name is Marat.
I am 7. I read
at school.



Marat from Kazakhstan

My name is Amira.
I am 6. I use computers
at school.



Amira from Oman

My name is Zak.
I am 6. I do maths
at school.



Zak from New Zealand

2 What do you do at school?

Write about yourself. Draw a picture.

My name is _____. I am _____.

I _____ at school.

Writing tip

A name begins with a capital letter.

Amira, **M**arat, **Z**ak



Watch
this!



read



use computers



write



do maths



sing



draw



3 How do children go to school?



I go by bicycle.



We go by bus.



I go by car.



We go by boat.



We walk.

4 Put stickers in your Picture Dictionary: bicycle, boat, bus, car.

On which page do the stickers belong? Find the correct page.



5 Make a class chart.

How do you go to school? Make a chart with your class.

How do you go to school?						
I go by bus.	Lara	Aron	Tanya	Ali	Paco	
I go by car.	Kuldip	Marta	Sara			
I go by bicycle.	Lucas					
I walk.	Pablo	Dina				

> 1.4 This is my friend

We are going to...

- interview and introduce a friend.

1 Interview your partner.

Ask these questions. Write and draw the answers.

Can you spell your name, please?

How old are you?

What's your favourite colour?

2 Introduce your friend to the class.



This is my friend. He is a boy.

His name is _____.

He is _____.

His favourite colour is _____.



This is my friend. She is a girl.

Her name is _____.

She is _____.

Her favourite colour is _____.

interview



Language detective

When do we say **he** and **his**?

When do we say **she** and **her**?





3 Sing, move and point.

The more we sing together

The more we sing together, together, together

The more we sing together, the happier we'll be.

First **he**  sings and **she**  sings.

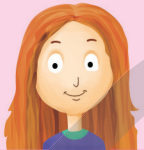
Then **I**  sing; **we**  all sing!

The more we sing together, the happier we'll be.


4 Choose a name card.

Tell your partner about the child.
Can your partner guess who it is?


This is a girl.
Her name begins with R.
Her favourite colour
is red.




Name: Anna
Age: 6
Favourite colour: yellow



Name: Rosa
Age: 7
Favourite colour: red



Name: Tomas
Age: 7
Favourite colour: green



Name: Lan
Age: 8
Favourite colour: orange

5 Make a name card. Play a game.

Draw your face. Write your name, age and favourite colour.
Play a game with some of the name cards.
Choose a card.
Tell the class about the child. Can the class guess who it is?



> 1.5 The alphabet

We are going to...

- read and write letters of the alphabet.



1 Alphabet poem

Listen and point to the letters.

A B C D E F G

We're in school, you and me.

H I J K L M N

I have a pencil. You have a pen.

O P Q R S T

Look around. What do you see?

U V W X Y Z

Put your hands on your head!

2 Word wall

Make a word wall with your class.

What's the first letter of your name? Put your name under that letter.

Aa Anil Anna Asif	Bb Bala Bruno	Cc Carol Cheng
Dd Delena	Ee Emma Eric	Ff Fernando



3 Sing a spelling song.

Make 5 letter cards.

Point to the letters as you sing.

Bingo

There was a farmer had a dog

And Bingo was its name-o.

B-I-N-G-O! B-I-N-G-O! B-I-N-G-O!

And Bingo was its name-o!



4 Make a new song.

Sing some new verses! Make letter cards. Point to the letters as you sing.

R E A D

S I N G



Every day we read at school,

We read with our teacher.

R-E-A-D. R-E-A-D. R-E-A-D.

We read with our teacher.

Every day we sing at school,

We sing with our teacher.

S-I-N-G. S-I-N-G. S-I-N-G.

We sing with our teacher.

> 1.6 What do you see?

We are going to...

- read and talk about a poem.

Reading tip

Look at the pictures.

What does the girl see on her way to school?



1 Listen and read.

What do you see?

Look left. Look right.

Look up and down.

What do you see when you look around?

On the way to school,

A surprise for you.

Tiny flowers, white and blue.





Birds in the sky.
Birds on the tree.
Birds we can hear, but cannot see.



Green, green grass.
Green, green leaves.
Look for a leaf that is NOT green.

1 Welcome to school



Up on the wall.

Do you see what I see?

A little lizard looking back at me!

2 Act it out!

Do the actions as you say this poem.

Look left. Look right.
Look up and down.



3 Values: It's a wonderful world.

How do you think the girl feels when she sees:

4 What do you see on your way to school?

Write about what you see and draw a picture.



tiny flowers?



birds?



red leaves?



a lizard?



happy



curious



surprised

On the way to school,
I see **flowers** and **a bee**.
I feel **curious**.

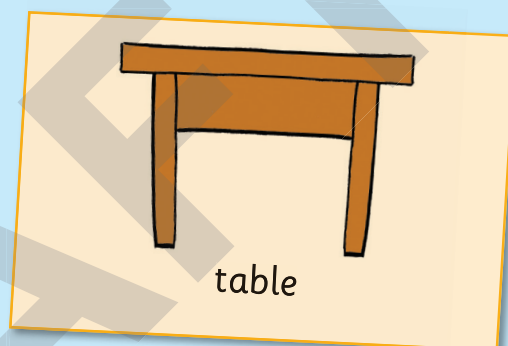


> 1.7 Project Challenge

Work with a partner or in a group. Work together to make the project. Then share the project with your class.

A: Make word cards

Write a word. Then draw a picture. What letter does the word begin with? Add the word cards to the word wall. Teach your new words to the class.



B: Write a poem and draw a picture

What do you do at school?

Write a new poem with your friends.

Practise saying your poem. Then share it with your class.

School

We **read** at school

We **write** at school

We **draw** at school

School is cool!



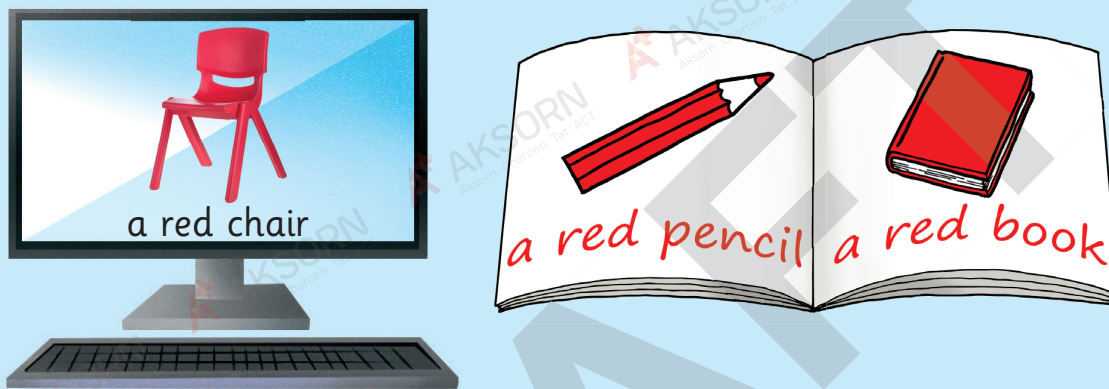
C: Make a colour book or slideshow

Choose a colour – for example, **red**.

Draw pictures or take photos of things that are **red**.

Write words under each picture.

Share your project with the class.



What is something new that you learned from this project?

Look what I can do!

- I can say the name of things in our classroom.
- I can name colours.
- I can talk and write about what we do in school.
- I can interview and introduce a friend.
- I can read and write the letters of the alphabet.
- I can read and talk about a poem.

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Teacher's Resource 1

Annie Altamirano with
Elly Schottman & Caroline Linse



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Digital access

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↓ Digital resources

The following items are available on Cambridge GO. For more information on how to access and use your digital resource, please see inside front cover.

Active learning

Assessment for Learning

Developing learner language skills

Differentiation

Improving learning through questioning

Language awareness

Metacognition

Skills for Life

Letter for parents – Introducing the Cambridge Primary and Lower Secondary resources

Lesson plan template and examples of completed lesson plans

Curriculum framework correlation

Scheme of work

Audio files

Audioscript

Progress quizzes and answers

Progress report

Answers to Learner's Book questions

Answers to Workbook questions

Wordlists

You can download the following resources for each unit:

Photocopiables

End-of unit quizzes and answers

Sample answers

Index of photocopiables

Sample photocopiables

Sample end-of-unit quiz

Sample progress quiz

> 1 Welcome to school

Unit plan

Lesson	Approximate number of learning hours	Outline of learning content	Learning objective	Resources
1 What do we do at school?	1.25–1.5	Say the names of things in the classroom.	1Lm.01 1Ld.03 1Sc.01 1Rd.03	Learner's Book Lesson 1.1 Workbook Lesson 1.1 Digital Classroom: Activity – What's at school?
2 In the classroom	1–1.5	Name colours.	1Sc.01 1Ld.03 1Wc.01	Learner's Book Lesson 1.2 Workbook Lesson 1.2 Digital Classroom: Slideshow – What do you see? Activity – What do you see?
3 Children around the world	1.5–2	Talk and write about what we do in school.	1Lm.01 1Sc.06 1Wc.01	Learner's Book Lesson 1.3 Workbook Lesson 1.3 Digital Classroom: Activity – Going to school Video – Hello teacher! Activity – Hello teacher!
4 This is my friend	1.5–2	Interview and introduce a friend.	1Ld.03 1Sor.02 1Us.03 1Wc.01	Learner's Book Lesson 1.4 Workbook Lesson 1.4 📄 Photocopiable 7 Digital Classroom: Grammar presentation – He or she?
5 The alphabet	1.25–1.5	Read and write letters of the alphabet.	1Wca.01 1Wca.03 1Rd.01	Learner's Book Lesson 1.5 Workbook Lesson 1.5 Digital Classroom: Activity – Missing letters
6 What do you see?	1–1.5	Read and talk about a poem.	1Rd.03 1Rd.04 1Wc.01	Learner's Book Lesson 1.6 Workbook Lesson 1.6 Digital Classroom: Slideshow – What do you see? Activity – What do you see? Activity – What do you see in the park?
7 Project challenge	1–1.5	Create a project.	1Ld.02 1Sc.06 1Wca.04	Learner's Book Lesson 1.7 Workbook Lesson 1.7 📄 Photocopiable 8 Unit 1 Quiz

BACKGROUND KNOWLEDGE

Schools around the world

Invite learners to think about what it would be like to attend a school in another country, and how it might be different.

One of the differences might be the way children travel to school. In some regions, children have to travel by boat, such as in parts of Guatemala, the Philippines and Peru. Sometimes even a boat isn't an option for crossing the water to get to school; on some of the more remote islands of Scotland, local ferries don't run during the winter, and so schoolchildren must make the short trip by aeroplane. For children living in areas that experience a lot of snow, such as parts of Canada, travelling to school by snowmobile might not be unusual. Even walking to school may be quite different elsewhere in the world – for example, in rural Tanzania, some children's journey to school on foot might take an hour or more.

Classrooms may look rather different in other parts of the world. In Spain, a typical classroom might have about 25 learners in it, whereas in China it's more likely to be nearly 50. Countries such as Denmark and Finland try to get children out of the school buildings and into the outdoors as much as possible. In parts of Afghanistan, lessons have to take place in tents, because no buildings or facilities are available.

In most western European countries, it is compulsory for children to remain in education until they are at least 16. In some regions, children as young as 10 are legally able to leave school, such as in Bangladesh and Pakistan. And in some parts of the world, such as Oman, school attendance isn't mandatory at all.

You may wish to show learners photographs of classrooms in different countries around the world. For example, visit 'The Guardian' website and search for an article titled 'Schools around the world – in pictures'.

TEACHING SKILLS FOCUS

Language awareness

Why do learners use L1 in an English class?

It is natural for learners to instinctively reach for their L1 (first language) when they are learning new things. Many English language teachers choose to 'ban' L1 in the classroom because they don't want it to take over, and also because of the substantial benefits of maintaining an environment in which only English is spoken.

The following are some of the typical reasons why learners continue to use L1 in their English language learners:

- They're afraid to experiment with the L2 (the new language being learnt). Fear of failure is very common, and some learners can be very unwilling to put themselves in a position where they might make mistakes.
- They are using L1 to perform comprehension checks. In this scenario, they may have understood most of the lesson or task, but want

the reassurance of having it confirmed in L1. Learners may direct these questions to you, or to their peers.

- They are lost, do not understand you, and are not able to follow along with the lesson. This is a situation in which you may need to allow younger learners to talk to you in L1, so you can help them to make connections between what they know in L1 and what they need to do in L2.

Advantages of L1

There is usually no need to ban L1 entirely in English language classes. Sometimes, a particular English word or phrase might require a lengthy explanation in English. If the meaning can be made clear quickly and accurately by providing the equivalent in L1, this might be a better use of class time.

L1 can be used effectively to check that learners have understood a particular learning point or idea, or a set of instructions. It is often better to allow

CONTINUED

brief and focused use of L1, than to risk a misunderstood explanation in English.

The teacher can sometimes use the L1 to help learners provide sentences beyond their ability. Learners say a sentence in L1, which the teacher translates for future use and/or reference. This proves especially beneficial with incidental language.

Your challenge

- Consider carefully the scenarios in which you will allow some use of L1 in class, and share with learners the 'rules' about when it is OK to break out of English.
- Think about how comparisons between L1 and English might help to develop learners' language acquisition.
- Some phrases in English need an understanding not only of the vocabulary, but of appropriacy – i.e. whether it is OK to use a particular phrase in certain contexts (e.g. formal or informal settings). When you come across instances like this, you could ask learners to share similar examples in their L1.
- Look out for English idioms that can be humorous when directly translated into another language. These offer a nice opportunity to allow learners to have fun with English, and share some of their own hard-to-translate idioms.

1.1 Think about it: What do we do at school?

LEARNING PLAN

Learning objective	Learning intentions	Success criteria
1Lm.01, 1Ld.03, 1Ld.05	<ul style="list-style-type: none"> Listening: Listen to a poem, listen to a dialogue, listen for detail. 	<ul style="list-style-type: none"> Learners can talk about classroom objects.
1Sc.01, 1Sc.02, 1Sc.04, 1Sc.06	<ul style="list-style-type: none"> Speaking: Speak about classroom objects, practise theme vocabulary, have a conversation with a friend, give information about themselves. 	<ul style="list-style-type: none"> Learners can talk about things they do at school.
1Rd.02, 1Rd.03	<ul style="list-style-type: none"> Reading: Recite and read a poem, read labels, read words. 	<ul style="list-style-type: none"> Learners can act out a dialogue and talk about characters.
1Ug.05, 1Uv.07	<ul style="list-style-type: none"> Language focus: singular and plural nouns (<i>chair, chairs</i>) Vocabulary: <i>table, computer, whiteboard, chairs, crayons, books</i> 	<ul style="list-style-type: none"> Learners can ask and answer questions requesting and giving basic personal information. Learners can read and recite a poem.

21st-century skills

Critical thinking: Discuss what makes a poem.

Creative thinking: Generate ideas around a topic.

Collaboration: Participate actively in shared projects.

Materials: Learner's Book pages: 18–19; Workbook page: 11; sheets of paper; drawing supplies; a set of word labels for vocabulary items (*table, computer, whiteboard, chair, crayon, book*); sticky tack; an example of a story and an example of a poem for comparison, stickers for Unit 1

Starter ideas

1 New friends (5 minutes)

- Ask a few learners: *What's your name?* Elicit answers.
- Say: *Welcome, X.*
- Invite learners to circulate and ask classmates their names.

2 Getting started (5 minutes)

- *What do we do at school?* Talk about things you did at school when you were a child, e.g. draw, read books, work with friends. Show photos if appropriate. This will help activate learners' background knowledge.
- Ask learners about the things they do at school. Ask: *Are they the same things? How are they different?* Supply additional vocabulary if necessary.
- Learners look at the picture on page 18 of the Learner's Book and identify familiar objects.
- Focus on the children in the picture and ask: *What do they do at school?* Elicit ideas. Write key vocabulary on the board for future reference.

› **Critical thinking opportunity:** You may wish to ask learners to compare this classroom with theirs. Ask: *What's similar? What's different?*

Learner's Book answers
Learner's own answers.

- Play the audio. Ask: *So, how old are they?* Elicit answers.
- Play the audio again. Pause and have learners repeat each line.
- Divide the class into two groups. Play the audio again. Group A repeats Maria's lines. Group B repeats Anna's lines. Switch roles and repeat.
- Learners role-play the dialogue in pairs.
- Lead a chain conversation. Learner A: *I'm (Tohid). I'm (six). What's your name?* Learner B: *My name is (Amira).* Learner A: *How old are you?* Learner B: *I am (six).* Class: *Hello, (Amira)!* Learner B: *Hello!*

Learner's Book answers

The children are six years old.

Audioscript: Track 1

Anna: Hi, I'm Anna. What's your name?

Maria: My name is Maria. How old are you?

Anna: I'm six.

Maria: Me too!

Anna: I like your lunchbox.

Maria: Thank you!

2 Listen, point and say (15 minutes)

- Use the pictures on page 19 of the Learner's Book to introduce the vocabulary. Say: *Look and listen.* Point at each picture, and say the word. Learners repeat after you.
- Attach word labels to the equivalent classroom items. Then point to each object and ask: *What's this?* Check for correct pronunciation.

› **Differentiation ideas:** More confident learners can make illustrated vocabulary cards for the new words and post them on the word wall (see **Lesson 5**). Remove the word labels from the objects and ask less confident learners to choose one, say the word and put it back in place. Less confident learners can draw the pictures in their notebooks and write the words next to them. They can build a vocabulary section in their notebooks.

Main teaching ideas



1 Making friends (10–15 minutes)

- Look at page 18 of the Learner's Book. Tell the learners they will be listening to a conversation between two girls.
- Ask: *How old do you think the girls might be?* Learners guess, based on the picture. Then tell learners: *Let's listen and find out.*

Audioscript: Track 2

Speaker: A table. This is a table.

A computer. This is a computer.

A whiteboard. Look at the whiteboard.

Chairs. Two chairs.

Crayons. 1 ... 2 ... 3 ... 4 ... 5. 5 crayons!

Books. Three books.

3 Look at the classroom (10 minutes)

- Focus on the small pictures and say: *Find the teacher*. Learners find the teacher in the big picture and repeat the word *teacher*.
- Repeat for the other words.
- Ask the learners to find a few additional objects in the picture: a yellow pencil, a black crayon, a purple book, a yellow chair, a green ruler, etc.
- In pairs, learners challenge each other to find more objects.

**4 Read and listen (15 minutes)**

- Ask the class if they have ever read a poem. If they have, encourage them to recite it. Tell them they are going to read and listen to a poem.

➤ **Critical thinking opportunity:** Ask learners to discuss what makes a poem. Elicit ideas, e.g. it has rhyme, it is written in verses. Encourage the class to give examples of poems they know or like.

- Point to the poem. Say: *Read and listen*. Play the audio a few times. Ask: *What does the poem tell us?* Elicit ideas and help with vocabulary.
- Tell the class to get their stickers for Unit 1. There will be one corresponding sticker for each dotted area. The sticker has the image of the word. Tell the class to listen and stick each corresponding sticker image onto the correct word in the poem.

➤ **Learning to learn:** Invite learners to navigate the Learner's Book. They look at the section where the stickers are, at the Picture Dictionary pages, titles, etc.

Discuss with them what information they can find in each section of the book. You may ask, e.g. *Where can I find names of animals / stickers for classroom objects*, etc. This will help them develop more independence as learners.

- Play the poem again a few times. When learners have finished, check their answers as a class.

➤ **Critical thinking opportunity:** Ask learners to listen and read the poem again. Ask them to find the two words that rhyme: *school* and *rules*. (If appropriate, elicit that these words do not rhyme perfectly.) Ask learners about the differences between poems and stories. Show them a story and a poem to compare, e.g. poems are written in verses that may rhyme or not, and each verse goes on a different line. A story is written as continuous text and does not rhyme.

➤ **Assessment ideas:** Circulate, observing learners while they are working. Focus on how they handle the stickers (fine motor skills) and how easily they do the task. Make notes to remind yourself of remedial actions for future classes if necessary.

➤ **Digital Classroom:** Use the activity 'What's at school?' to reinforce the vocabulary learnt so far. The i button will explain how to use the activity.

Audioscript: Track 3

See Learner's Book page 19.

Workbook

Learners do Activities 1 and 2 on page 11.

Workbook answers**Activity 1**

- a 2 rulers
- b 4 pencils
- c 3 books
- d 2 boys
- e 4 girls

Activity 2

Learners' own answers.

Plenary ideas: consolidation (10 minutes)

Write 'Things in our classroom' on a large piece of paper or the board. Ask: *What's in our classroom?* Write words the learners say on the chart.

Homework ideas

- Ask learners to find out what their parents/carers did at school when they were small, and the objects they had in class. They draw a picture and write a sentence. Have a class display of the drawings.
- Home-school link:** Tell learners to teach the poem to parents/carers/siblings.

1.2 Let's explore: In the classroom

LEARNING PLAN

Learning objective	Learning intentions	Success criteria
1Ld.03	<ul style="list-style-type: none"> Listening: Listen and follow instructions, listen and understand simple questions requesting personal information. 	<ul style="list-style-type: none"> Learners can give basic information about themselves using simple words and phrases.
1Sc.01	<ul style="list-style-type: none"> Speaking: Practise vocabulary, talk about things in the classroom, talk about favourite colours. 	<ul style="list-style-type: none"> Learners can understand short, simple questions which ask for simple information.
1Rd.03	<ul style="list-style-type: none"> Reading: Read instructions. 	
1Wc.01	<ul style="list-style-type: none"> Writing: Write a poem, write simple phrases to give personal information. 	<ul style="list-style-type: none"> Learners can write simple phrases to give personal information.
1Uv.01, 1Ug.04, 1Uv.01	<ul style="list-style-type: none"> Language focus: <i>What's your favourite colour?</i> Vocabulary: colours: red, yellow, blue, green, purple, orange, black, white, brown, pink 	<ul style="list-style-type: none"> Learners can write a short poem using a model.

21st-century skills

Critical thinking: Sort by key features, compare different types of information.

Learning to learn: Complete tasks in class as required.

Collaboration: Participate actively in group and whole activities.

Materials: Learner's Book pages: 20–21; Workbook pages: 12–13; objects in a range of colours; crayons or markers in ten colours: red, yellow, blue, green, purple, orange, black, white, brown, pink; A4 sheets of paper

Begin to draw a picture on the board, e.g. a computer, and ask: *What's this?* The first group that gives a correct answer in the fewest attempts gets a point.

Starter ideas

1 Guessing game (5 minutes)

- Play a guessing game to revise classroom objects. Divide the class into two groups.

Main teaching ideas

1 Read the colour words (10 minutes)

- Ask learners to sit in a circle, and place a collection of coloured objects in the middle.

Say: *Put your hand on something (red).*
Learners put their hands on the object.

- Ask the class to open the Learner's Book at page 20. Ask learners to look at the images of the red ruler and the blue book. Learners point to each as they read the captions aloud. Say: Ask learners to look around their classroom. Say: *Name something that is (blue/red).* Write learners' contributions on the board.
- Focus on the list of colour words and ask the class to find an object of each colour. They point at it or hold it and say, e.g. *a yellow book*.



2 Listen for information (10–15 minutes)

- Point to the picture of the girl holding a clipboard. Say: *This is Fatima. She is interviewing Ben. Fatima asks him two questions. Listen to Fatima. What questions does she ask?*
- Play the first part of the interview at least twice and elicit the answer.
- Point to Ben's name card and ask: *What's Ben's favourite colour?* Elicit the answer: *Black*.

Learner's Book answers

Fatima asks: What is your name? What is your favourite colour?

- Point to Lena's name card and to the questions (What is her name? What is her favourite colour?). Say: *Fatima interviews another friend. Listen and find the answers.*
- Play the second part of the interview several times. Learners listen and write the answers on a piece of paper. Discuss the answers together.

Audioscript: Track 4

Fatima: What's your name?

Ben: My name's Ben.

Fatima: What's your favourite colour?

Ben: Black.

Fatima: What's your name?

Lena: My name is Lena.

Fatima: What's your favourite colour?

Lena: Pink.

Learner's Book answers

Fatima's friend's name is Lena and her favourite colour is pink. This is different from Ben's favourite colour.

3 Try this! (10–15 minutes)

- Give learners a piece of paper and ask them to draw their favourite colour.
- Then, they ask their partner: *What's your favourite colour?* They draw the colour.
- They look at their favourite colours and decide if they are the same or different.

➤ **Critical thinking opportunity:** Learners sort by key features, e.g. by colour. They compare different types of information, e.g. their partner's information and theirs.

- You may wish to ask learners to ask others in the class: *What's your favourite colour?* and get together with learners whose favourite colour is the same.

➤ **Digital Classroom:** Use the slideshow and accompanying activity sheet 'What do you see?' to reinforce the vocabulary used in the lesson. The i button will explain how to use the slideshow and activity.

4 Classroom treasure hunt (10 minutes)

- Point to the boy in the picture. Ask: *What's his name?* Elicit the name: Matteo.
- Say: *Matteo is doing a classroom treasure hunt. Look at the picture. Which thing is not in his classroom?*
- A classroom treasure hunt checklist is provided in the Workbook (page 12). Learners read and search for each item and circle Yes or No.
- Play the audio several times to help learners discover the answers. Check as a class.
- When they have finished, they do a treasure hunt in their own classroom.

➤ **Critical thinking opportunity:** Explain that you can use a table or a chart to organise information. Ask: *How many columns and rows are there in this chart? What other types of information could you organise in this way?*

Audioscript: Track 5

Matteo: In my classroom, there are tables and chairs.

There are lots of books and 2 computers.

There's also a whiteboard.

What do you have in your class?

learners find a way to include colours? You may wish to ask them to illustrate their poem.

- When they have finished, they read their poem to the class.

Learner's Book answers

Learners write their own class poem.

Workbook

Learners do Activity 1 on page 12.

Workbook answers**Activity 1**

Learner's own answers.

Workbook

Learners do Activity 2 on page 13.

Workbook answers**Activity 2**

Learner's own answers.

5 School poem (15 minutes)

- Read the poem *'Hello school'* from **Lesson 1** as a class.
- Learners work in small groups and write their own class poem. They will base the poem on the model on page 21 of the Learner's Book and on the poem in **Lesson 1** but using different objects from the classroom. Can

Plenary ideas: reflection (5 minutes)

- As a class, invite learners to reflect which activities were the most difficult and which the easiest.

Homework ideas

- **Home-school link:** Ask learners to do a treasure hunt at home with parents/carers/siblings.

1.3 Global awareness: Children around the world

LEARNING PLAN		
Learning objective	Learning intentions	Success criteria
1Ld.01	Listening: Listen and understand the main points of a short talk.	Learners can follow instructions and conduct a survey.
1Sc.02	Speaking: Compare and contrast, practise vocabulary.	Learners can talk about what children do at school and how children travel to school.
1Rd.03, 3Rd.02	Reading: Read for information.	Learners can write simple phrases to give personal and factual information.
1Wca.02, 1Wca.05	Writing: Use upper- and lower-case letters, write simple phrases.	Learners can sort and classify information.
1Ug.04	Language focus: simple present, subject pronouns Vocabulary: <i>read, use computers, write, do maths, sing, draw</i>	
21st-century skills		
Critical thinking: Chart and analyse data, compare and contrast.		
Learning to learn: Complete a task as required, search for information on a specific topic.		
Social responsibilities: Understand and describe own and others' cultures.		

Materials: Learner's Book pages: 22–23; Workbook pages: 14–15; vocabulary cards for; *read, do maths, write, use computers, draw, sing, walk, bus, car, bicycle, boat*; strips of paper with the names of all the learners in the class, world map or globe, sticky notes, drawing supplies, stickers for Unit 1

Starter ideas

1 Let's do maths! (5 minutes)

- Write on the board: $2 + 1 =$. Say: *Let's do maths. Two add one is ...* Learners raise hands to answer.
- Ask a volunteer to write the answer on the board. The class repeat: *Two add one is three.*
- Draw groups of objects, e.g. six pens and eight chairs. Ask learners to decide if groups are similar or different, and in which group there are more objects.
- Do more sums to practise saying numbers one to ten.

2 Introducing new vocabulary (10 minutes)

- Introduce the words *read, use computers, write, do maths, sing, draw* using the vocabulary cards. Say the word and mime the action. Learners repeat.
- Point to yourself and say: *I (read) at school. And you?* Gesture to include the whole class as you say: *We*. Then say: *We (read) at school.* Learners repeat.

Main teaching ideas

1 Before you read (10 minutes)

- Ask the class to open the Learner's Book at page 22. Tell learners to look at the photos. Ask: *What do the children do at school?* Elicit answers.
- Ask the class if they do the same things. What other things do they do? Supply additional vocabulary if necessary.



- Point to each photo on page 22. Say: *This (girl's/boy's) name is (Amira/Marat/Zak). What does (Amira/Marat/Zak) do at school?* Learners answer.
- Play the audio. Point to the pictures in turn. Play the audio again, pausing to allow learners to repeat each line. Learners follow the words in their book.
- Ask learners to read the lines individually or in pairs.

CROSS-CURRICULAR LINKS

Social Studies: Refer to the Background knowledge section at the beginning of the unit. Discuss with learners what children learn in schools around the world. Almost every child around the world will learn to read and write in their native language – and many schools will teach children more than one language. What language(s) do your learners use in class / at home / in the community?

Learner's Book answers

Amira uses computers at school.
Marat reads at school.
Zak does maths at school.

Audioscript: Track 6

See Learner's Book page 22.

Writing tip

Ask learners to look at the words in the sentences above each picture, and ask why they think some words are written in a different way, e.g. Amira, computer, Marat.

Read the Writing tip aloud. Explain 'capital letters'. Hand each learner a strip of paper with their name on it. Ask: *What capital letter does your name begin with?*

2 What do you do at school? (15 minutes)

- Point to each of the six vocabulary pictures at the bottom of Learner's Book page 22. Ask: *What do you do at school?* Learners respond using these vocabulary words.
- Direct their attention to the writing activity. Model an answer with one of the learners.

- Ask individual learners to say the complete sentences to the class. Then they write their sentences.

› **Learning to learn:** Ask what words are hard for them to understand. Explain that they should always ask if they are not sure about the meaning of a word. Teach: *What does ___ mean?*

› **Assessment ideas:** Circulate, observing how learners work. Pay special attention to fine motor skills, e.g. how they handle their pens/pencils.

› **Digital Classroom:** Use the video and accompanying activity sheet 'Hello teacher!' to show children doing activities at school. The i button will explain how to use the video and activity.

Workbook

Learners do Activity 1 on page 14.

Workbook answers

Activity 1

Learner's own answers.

3 How do children go to school? (15 minutes)

- Use the photos and the vocabulary cards to introduce the new vocabulary. Point to each photo, say the word (e.g. *bicycle*) and mime. Learners repeat the word and action.
- Ask: *How do children go to school?* Point to yourself and say: *I go by bicycle.* Mime to make the meaning clear.
- Learners repeat and mime. Invite several learners to join you and pretend to ride a bicycle. Gesture to the group and say: *We go by bicycle.* Have the class repeat and mime. Repeat with the other four photos.
- Play the audio and point to the picture that goes with each sentence. Play the audio again, pausing to allow learners to repeat each line.
- Read the sentences out at random. Learners point to the matching picture and repeat the sentence.

› **Critical thinking opportunity:** Ask learners to look at the pictures and compare what children do in other countries with what they do themselves. How similar or different are they?

Audioscript: Track 7

See Learner's Book page 23.

4 Stickers (10 minutes)

- Tell learners to get their stickers for Unit 4: bicycle, boat, bus, car. Ask them to find on which page in the Picture Dictionary the stickers belong.
- Learners stick the stickers in the correct place on the Picture Dictionary page.

› **Digital Classroom:** Use the activity 'Going to school' to reinforce vocabulary about travel. The i button will explain how to use the activity.

Learner's Book answers

Picture dictionary page 175

5 Make a class chart (20 minutes)

- Draw attention to the chart on page 23 of the Learner's Book. Read the chart title and the heading for the first row. Ask: *How many children go to school by bus? Let's count.* Repeat these steps with the other rows.
- Draw a large version of the chart on the board, to complete as a class. Encourage oral practice of question and answer. Start a chain conversation: have one learner ask another: *How do you go to school?* The learner who answers can then write their answer on a sticky note and add it to the chart in the correct row. They then ask another learner the question *How do you go to school?*, and so on.
- Ask volunteers to record the results for the whole class on the board. Discuss the chart as a class. Ask: *How many children go to school (by bus)? Do more children go to school by bus or by car?*

› **Differentiation ideas:** More confident learners write their answers and the results in their notebooks. Circulate to help with spelling if necessary.

Workbook

Learners do Activity 2 and the Challenge on page 15.

Workbook answers**Activity 2**

- 5
- 3
- 1
- 2
- Learner's own answer.

Challenge

Learner's own answers.

Plenary ideas: consolidation (10 minutes)

- Read the captions under the photos on Learner's Book page 22. Ask: *Are any of the children from the country we are in? Are any from a nearby country? What is the name of this country in English?* Help learners locate the three countries on a map or globe. Trace the route from their country to each of the other countries.

Homework ideas

- Home-school link:** Learners ask parents/carers how they go to work, and write a sentence in their notebooks.

1.4 Use of English: This is my friend

LEARNING PLAN		
Learning objective	Learning intentions	Success criteria
1Ld.03	<ul style="list-style-type: none"> Listening: Listen and understand questions. 	<ul style="list-style-type: none"> Learners can listen and understand a limited range of short, simple questions which ask for simple information.
Sor.03	<ul style="list-style-type: none"> Speaking: Interview a friend, introduce your friend, spell your name. 	<ul style="list-style-type: none"> Learners can take turns when speaking and interview each other.
1Rd.02	<ul style="list-style-type: none"> Reading: Read and match. 	<ul style="list-style-type: none"> Learners can write short, simple phrases to give personal information.
1Wc.01	<ul style="list-style-type: none"> Writing: Write your name, your partner's name, and your favourite colours. 	<ul style="list-style-type: none"> Learners can use personal subject and object pronouns to give personal information.
1Ug.01, 1Ug.02, 1Us.03	<ul style="list-style-type: none"> Language focus: present simple possessive adjectives (<i>my, your, his, her. This is my friend. His/Her name is ... Can you spell your name, please?, information questions (What's your favourite colour?)</i>) Vocabulary: colours 	<ul style="list-style-type: none"> Learners can use present simple forms to give basic personal information. Learners can sing a song.
21st-century skills		
Critical thinking: Solve simple puzzles.		
Creative thinking: Respond to songs, rhymes and poems in a variety of ways.		
Learning to learn: Complete tasks in class as required, take notes about key information.		

Materials: Learner's Book pages: 24–25, Workbook pages: 16–17; Photocopiable 7; a collection of objects learners know the names of in English; drawing supplies; A4 sheets of paper or card

Common misconceptions

Misconception	How to identify	How to overcome
Confusing <i>his</i> and <i>her</i>	Circle the word and ask, e.g. <i>Is Michael a boy or a girl?</i> Elicit the answer.	Say, for example, <i>What word do we use for a boy? And for a girl?</i> If the learners can't remember, add (for example) <i>Do we use her or his?</i> Elicit the answer and ask the learners to provide additional examples.

Starter ideas

1 I spy (5 minutes)

- Play a few rounds of *I spy*. Put a number of objects learners know the names of in English around the room. Incorporate both object names and colours, e.g. *I spy ... a pencil*, or *I spy ... something blue*. Learners point to an object that matches your description.
- Ask volunteers to take up your role.

Main teaching ideas

1 Interview your partner (10 minutes)

- Ask the class to look at page 24 of the Learner's Book.
- Focus on the three questions in the speech bubbles and ask a few volunteers. Elicit the answers.
- Ask learners to work in pairs. They ask each other the questions and record their partner's answers.

2 Introduce your friend to the class (10–15 minutes)

- Ask partners to stand up and introduce each other to the class, using the notes they have written.

Language detective

Draw attention to the Language detective question. Learners will use the word *his* if their friend is a boy. If their friend is a girl, they will use the word *her*. They fill in the blanks with the correct word.

> **Digital Classroom:** Use the grammar presentation 'He or she?' to teach and practise subject pronouns *he* and *she*, and possessive adjectives *his* and *her*. The i button will explain how to use the grammar presentation.

Learner's Book answers

Learner's own answers.

Workbook

Learners do Activities 1 and 2 and the Challenge on pages 16–17.

Workbook answers

Activity 1

Learner's own answers.

Activity 2

Lara, 7, blue
Aron, 6, green

Challenge

Learner's own answers.

3 Sing, move and point (15 minutes)

- Tell the class they are going to listen to a song, and play the audio once. Mime to make the meaning clear. Then ask the class to sing along.
- Play the audio a few times and have the class sing together, pointing at other learners (he/she), themselves and at all the class.
- Play the karaoke version. Learners add a new verse to the song and call out learners in the class by name: *There's Tomas and Daniel / There's Marta and Farah*. Then conclude with a repeat of the last verse.

> **Differentiation ideas:** Ask more confident learners to write the new verse on the board for everyone to see.

Audioscript: Track 8

See Learner's Book page 25.

4 Choose a name card (10–15 minutes)

- Read the name and favourite colour on each name card with the learners. Say: *This is a girl. Her name begins with R. Her favourite colour is red. Can you find her?*
- Ask learners to point to the matching name card. Invite a learner to describe another name card. Prompt as needed.
- Learners continue to play this game with a partner.

5 Make a name card (20 minutes)

- Give learners a copy of **Photocopiable 7**.
- Ask learners to draw a picture of themselves. They write their name, age and favourite colour.

› **Differentiation ideas:** Less confident learners may use the cards in the book as a model for their card.

- Play a game with the class using the class name cards.
- Learners take turns choosing a card. They say something about the child, e.g. the favourite colour or the age. The class guesses who it is.

Plenary ideas: consolidation (15 minutes)

- Learners choose a favourite fictional character and write a similar name card for them. They could omit the age or give them a fictional age between 1 and 10.
- They play the guessing game with their new cards.

Homework ideas

- **Home-school link:** Learners teach the new song to their family.

1.5 Letters and sounds: The alphabet

LEARNING PLAN

Learning objective	Learning intentions	Success criteria
1Ld.01	• Listening: Identify the letters of the alphabet.	• Learners can recognise simple words that are spelled out slowly and clearly.
1Sc.04	• Speaking: Reproduce correctly a limited range of sounds in simple, familiar words and phrases.	• Learners can say the letters of the alphabet.
1Rd.01	• Reading: Recognise sounds and name the letters of the alphabet.	• Learners can spell simple words.
1Wca.01, 1Wca.03	• Writing: Write letters and words. Spell simple words accurately.	• Learners can recognise, identify, sound and name the letters of the alphabet.
1Ug.01, 1Ug.04	• Language focus: spell names and words • Vocabulary: letters of the alphabet, <i>farmer, dog</i>	• Learners can write letters and words correctly.

21st-century skills

Learning to learn: Participate in shared guided writing activities, show awareness of own progress in learning a subject.

Creative thinking: Respond to rhymes and songs in a variety of ways, write own song to reflect personal interest.

Collaboration: Participate actively in group and whole-class activities, such as games and songs.

Materials: Learner's Book pages: 26–27, Workbook pages: 18–19; large capital letter cards A–Z; blank cards; sticky tack; A4 sheets of paper; word cards: *draw, read, write, sing*

Starter ideas

1 Alphabet names (5 minutes)

- Ask: *Do you remember the letters of the alphabet?* Elicit the alphabet from the class. Write the letters on the board as learners say them.
- Hold up a learner's name card (from **Lesson 4**). Ask: *Whose name is this? What's the first letter of (learner's) name?* Repeat with several other names.

Main teaching ideas



1 Alphabet poem (10 minutes)

- Ask the class to open the Learner's Book at page 26. Point to the first row of alphabet letters in the poem. Say: *Let's listen!* Play the audio. Learners point to the letters as they listen and chant along.
- Play the audio again. Chant the words and mime. Pause after each line for learners to repeat the letters, words and gestures.
- Hand the letter cards A to G to seven learners. They arrange themselves in alphabetical order. Let the class chant the letters. Repeat with letters H to N, O to T and U to Z.
- Place all the letters in order in a row, and then remove several letters. Learners chant the alphabet. When they come to a gap, they choose the right letter to place in the gap.
- Practise the poem until learners have memorised it. Then ask pairs or groups to recite it.

Audioscript: Track 9

See Learner's Book page 26.

Workbook

Learners do Activities 1 and 2 on page 18.

Workbook answers

Activity 1

C F

I K M

P S

W Z

Activity 2

Bb book, Cc computer, Ff four, Hh hand, Tt table, Ll lunchbox, Rr ruler, Pp pencil

2 Word wall (15 minutes)

- Point to the word wall on page 26 of the Learner's Book. Ask: *How many cards do you see under Aa? How many under Bb?*
- Give each learner a blank card and ask them to write their name on it. Circulate and ask: *What's the first letter in your name?*
- When name cards are completed, say: *Look at the first letter in your name. Is it A? Let's put names that begin with A on the word wall.* Continue through the alphabet.

► **Assessment ideas:** Pay attention to how learners write their name, i.e. fine motor skills, order of letters, etc. as it might reveal problems such as poor eyesight or dyslexia.

► **Digital Classroom:** Use the activity 'Missing letters' to reinforce the names of the letters of the alphabet. The i button will explain how to use the activity.

Workbook

Learners do Activity 3 and the Challenge on page 19.

Workbook answers

Activity 3

Bb: boy, bus, book

Cc: computer, car, clock

Challenge

Learner's own answers.



3 Sing a spelling song (15 minutes)

- Draw attention to the juggling balls at the top of page 27 of the Learner's Book. Point to the first ball. Ask: *What's this letter? (B)*. Say: *Let's write the letter B in the air*. Learners copy your actions. Repeat with the remaining four balls.
- Give each learner five blank cards. Model writing each letter on your own set of cards and say: *Write the letter (B)*.
- Point at the *farmer* and the *dog* in the picture. Teach the words. Explain that the letters B-I-N-G-O spell *Bingo*, the name of the dog.
- Learners arrange their letter cards to spell BINGO. They practise saying and spelling the name aloud.
- Say: *Let's listen to Bingo's song*. Play the song and sing along, pointing to the letter cards.
- Explain that learners are to sing the song but clap once instead of saying B.
- Explain that in the next verse you will clap for the first two letters, in the following verse you will clap for three letters, then four letters, then finally all five letters. Practise doing this.
- Sing the song from the beginning. Sing and clap along.

Audioscript: Track 10

Speaker: Bingo

There was a farmer had a dog
And Bingo was its name-o.
B-I-N-G-O! B-I-N-G-O! B-I-N-G-O!
And Bingo was its name-o!

There was a farmer had a dog
And Bingo was its name-o.
[clap]-I-N-G-O! [clap]-I-N-G-O! [clap]-I-N-G-O!
And Bingo was its name-o!

There was a farmer had a dog
And Bingo was its name-o.
[clap]-[clap]-N-G-O! ...
And Bingo was its name-o!

There was a farmer had a dog
And Bingo was its name-o.
[clap]-[clap]-[clap]-G-O! ...
And Bingo was its name-o!

There was a farmer had a dog
And Bingo was its name-o.
[clap]-[clap]-[clap]-[clap]-O! ...
And Bingo was its name-o!

There was a farmer had a dog
And Bingo was its name-o.
[clap]-[clap]-[clap]-[clap]-[clap] ...
And Bingo was its name-o!

4 Make a new song (15–20 minutes)

- Point to the picture of children reading. Ask: *What do these children do at school?*
- Point to the letters. Say: *Yes, R-E-A-D spells read*. Learners spell the word. Repeat with the next picture.
- Sing the words of the READ verse to the tune of Bingo. Sing again, pausing for learners to repeat.
- Show letter cards: R E A and D. Point at each letter as you spell.
- Learners mix up the four letter cards and try to put the letters in the right order again to spell READ.
- Follow the same steps with the SING verse. Using the letter cards for BINGO and READ, ask what other letter learners need to make the word SING, and then show the letter card for S.
- Ask the class to think of other things they do at school, e.g. play, write. Can they add a new verse to the song?
- Learners work in small groups or pairs and create a new verse with a verb of their choice. They form the word with their letter cards.

› **Differentiation ideas:** More confident learners can write their verse in full on an A4 sheet of paper and show it to the class while they sing. Less confident learners can write their verb on a card after forming it with their letter cards.

Workbook

Learners do Activity 4 on page 19.

Workbook answers**Activity 4**

- a I can see a table.
- b I can see a pencil.
- c I can see a car.

Plenary ideas: consolidation (10 minutes)

- Display these word cards: *draw, read, write, sing*. Give learners spelling dictation, for example: D-R-A-W. Can they identify the word they have written?
- Ask learners to look in **Lesson 1–3** for more words to include on the word wall.

Homework ideas

- Home-school link:** Learners play a spelling game with their parents/carers/siblings.

1.6 Read and respond: *What do you see?*

LEARNING PLAN

Learning objective	Learning intentions	Success criteria
1Lm.01	<ul style="list-style-type: none"> Listening: Listen to and understand a story poem. 	<ul style="list-style-type: none"> Learners can listen and understand what happens in a story poem.
1Sc.02	<ul style="list-style-type: none"> Speaking: Talk about a poem, act out the poem, discuss values in the poem. 	<ul style="list-style-type: none"> Learners can recite a story poem.
1Rd.03, 1Rd.04	<ul style="list-style-type: none"> Reading: Begin to deduce the meaning of a limited range of simple, familiar words, with support, by linking them to pictures. 	<ul style="list-style-type: none"> Learners can read and talk about a story poem.
1Wca.03, 1Wca.05	<ul style="list-style-type: none"> Writing: Spell some simple high-frequency words accurately during guided writing activities, write a personal narrative. Language focus: present simple, information questions (<i>What do you see ...?</i>) Vocabulary: <i>flowers, birds, tree, grass, lizard, leaves, leaf, hear, see, left, right, up, down, around, curious, surprised, happy</i> 	<ul style="list-style-type: none"> Learners can write about the world around them. Learners can recognise different feelings in characters. Learners can write, with support, words and simple phrases.

21st-century skills

Collaboration: Give simple feedback and suggest simple ways to improve an idea.

Learning to learn: Look at pictures in sequence to follow a storyline.

Creative thinking: Substitute words and lines in a poem.

Values: Recognise feelings.

Materials: Learner's Book pages: 28–31; Workbook pages: 20–21; puppet or toy animal; blank cards; drawing supplies; sticky tack; A4 sheets of paper

Starter ideas

1 Hello! ideas (5 minutes)

- Use a puppet or toy animal to revise questions: *Hello! What's your name? How old are you? What's your favourite colour?*
- Play a few rounds of 'Make a name card' (see **Lesson 4**).

2 Reading tip (5 minutes)

- This previewing strategy is often called a 'Picture walk'. Learners look at pictures or graphics and predict what they think happens in the story. When they read/listen to the story, they confirm or correct their predictions.
- Ask the class to open the Learner's Book to page 28. They look at the pictures. Ask: *What does the girl see on her way to school?*

Main teaching ideas



1 Listen and read (10–15 minutes)

➤ **Critical thinking opportunity:** Learners look at the text. Ask: *Is this a song? Is it a poem? A story?* Elicit the answer.

- Introduce the vocabulary. Point to the pictures on Learner's Book pages 28–31 and ask *What does the girl see?* Introduce *flowers, birds, sky, tree, grass, leaves, wall, lizard*.
- Revise colours. Ask: *What colour are the leaves? What colour is the lizard?*
- Play the audio. Point to the pictures in turn. Tell the learners to listen to the poem and follow in their books.
- Play the audio again, pausing to allow learners to repeat each line. Mime the situations to make the meaning of words clear: *left, right, up, down, see, here, look for*.
- Point at the pictures and ask questions to check comprehension, e.g. *Where's the lizard? How many birds are there? Where are the birds?*
- Invite pairs of learners to read the verses aloud.

➤ **Differentiation ideas:** Invite more confident learners to recite the poem. Meanwhile the rest of the class mimes. Miming allows less confident learners to demonstrate understanding of the story by responding non-verbally.

➤ **Digital Classroom:** Use the slideshow 'What do you see?' plus the activity sheet 'What do you see in the park?' to reinforce vocabulary learnt so far and reading comprehension. The *i* button will explain how to use the slideshow, activity and image.

Audioscript: Track 11

See Learner's Book pages 28–30.

2 Act it out! (10 minutes)

- Read the poem aloud. With the class, do the actions as you say them.
- Divide the class into two teams. They take turns, with one team reading the poem and the other team miming the actions.
- Play a round of Simon Says to practise the new vocabulary.

➤ **Differentiation ideas:** Give more confident learners drawing supplies and ask them to choose two words they like from this lesson. They make illustrated vocabulary cards for these words and add them to the word wall (see **Lesson 5**).

Workbook

Learners do Activities 1 and 2 on page 20.

Workbook answers

Activity 1

Learners draw lines between the corresponding objects.

Activity 2

Learner's own answers.

3 Values: It's a wonderful world (10 minutes)

- Ask learners to look at the pictures and phrases that describe things the girl sees in the poem. Ask: *How do you think the girl feels when she sees these things?* Draw learners' attention to the emoticons and elicit answers.
- Note that there are no correct answers to this. It is personal interpretation of how learners think the character feels.



- Personalise the experience. Ask the class: *How do you feel when you see these things?* Elicit answers. Supply additional vocabulary if necessary and write it on the board for future reference.

Learner's Book answers

Learner's own answers.

4 What do you see on your way to school? (15–20 minutes)

- Read the text 'On the way to school...' and brainstorm with the class what they see on their way to school. Write them on the board where they can serve as a 'word pool' reference for the learners.

› **Differentiation ideas:** More confident learners can use the Picture Dictionary to search for additional vocabulary related to things they see on their journey to school.

- Working individually, learners write their text. They substitute the blue words on Learner's Book page 31 with their own choice of things they see and how they feel. Then they can share their work with a partner.

› **Assessment ideas:** In pairs or groups of three, learners discuss their work. Invite them to use the 'Three stars and a wish' mode of assessment: make three positive comments, three things they like

about each other's work and one thing they wish was different or could be improved. When learners get their work back, they make corrections based on the feedback and write the final version.

Workbook

Learners do Activity 3 on page 21.

Workbook answers

Activity 3

Learner's own answers.

Plenary ideas: consolidation (10 minutes)

- Ask learners to draw something in the world around them that makes them feel curious, happy or surprised. When they have finished, they share their pictures with the class.

Homework ideas

- Home-school link:** Learners read the poem to their family. Encourage them to act it out with their parents/carers/siblings.

1.7 Project challenge

LEARNING PLAN		
Learning objective	Learning intentions	Success criteria
1Ld.02	• Listening: Listen and follow directions.	• Learners can listen and follow instructions.
1Sc.06, 1Sor.02	• Speaking: Present your project to the class, take turns when speaking with others in a limited range of short, basic exchanges.	• Learners can do a comprehension quiz.
1Rd.03, 1Rd.04	• Reading: Read sentences to do a matching activity in the Workbook quiz.	• Learners can prepare a project and present it to the class.
1Wca.02, 1Wca.03, 1Wca.04	• Writing: Form upper- and lower-case letters, write familiar words accurately.	• Learners can make word cards / write a poem / make a colour book.
1Uv.07, 1Ug.05	• Language focus: Unit 1 review	
21st-century skills		
Critical thinking: Recognise a problem, reflect on your learning.		
Collaboration: Participate actively in group tasks, participate in shared projects, collaborate with others to ensure the task is completed successfully.		
Communication: Share ideas with a peer before writing and speaking tasks.		

Materials: Learner's Book pages: 32–33; Workbook pages: 22–23; drawing supplies including brown and blue pencils/crayons

A Make word cards: 2–4 blank word cards for each learner, drawing supplies, old magazines (optional), scissors (optional), glue (optional), computer and printer (optional)

B Write a poem: Photocopiable 8, drawing supplies

C Make a colour book or slideshow: drawing supplies, sheets of paper, camera or smartphone (optional), computer and printer (optional)

Starter ideas

1 Language review (5 minutes)

- Play a guessing game to revise actions learnt in this unit. Mime an action, e.g. riding a bicycle, and encourage the class to say the words. Then, ask more confident learners to take up your role. You may wish to divide the class into two groups and turn the activity into a class competition.

- Play a game of Simon Says to review action words, colours, alphabet and classroom objects. Say, e.g. *Simon says look around you / point to something blue / beginning with A*, etc.

Main teaching ideas

1 Introduce projects (60 minutes)

- Learners choose an end-of-unit project to work on. They look at the learner-made samples on pages 32–33 of the Learner's Book and choose. Explain that they are going to work together to make the project. Move the children into groups depending on their choices. Provide materials.

› **Assessment ideas:** While learners are working, circulate, ask questions and assess their receptive and productive language skills. Take notes on their responses and feed them into your planning. If possible, leave the learner projects on display, then consider filing the projects, photos or scans of the work in learners' portfolios. Write the date and names on the work.

A: Make word cards

- Read the instructions with the class and make sure learners understand what they have to do. Each learner will make two to four word cards.
- Encourage learners to look for words in the Learner's Book and Workbook pages for this unit and/or in the Picture Dictionary.

> **Differentiation ideas:** With less confident learners, review the vocabulary pictures in the unit and the School section in the Picture Dictionary.

- If learners have access to computers and a printer, they can write the clues in a Word document and insert clipart or copyright-free pictures from the Internet. Supervise groups so that they cannot access inappropriate content.
- Otherwise, provide drawing and writing supplies, old magazines to cut out pictures, etc.
- When they have finished, learners teach the words to the class.

> **Assessment ideas:** Groups evaluate whether their images are clear enough for everyone to understand.

B: Write a poem and draw a picture

- Read the instructions with the class and make sure learners understand what they have to do. Read and practise the poem together.
- Give each learner a copy of **Photocopiable 8** with the template for the poem and the word bank with a choice of words to substitute.
- Ask: *What do we do in school? Where can we find words?* Ask them if they know more words. Direct them to the Picture Dictionary to find more.
- When they have finished, give out drawing materials. Learners draw a picture to go with their poem.
- They read the poem to the class and show their pictures.

C: Make a colour book or slideshow

- Read the instructions. Ask: *What colours can you choose? What things can you draw?* Draw attention to the word labels around the room and the vocabulary they have learnt in the unit.
- Learners take photos or draw pictures of the things they have chosen. They write the words under each picture.
- When they have finished, they present their project to the class.

Plenary ideas: project reflection (10 minutes)

- Ask learners to work in pairs. They read and answer the question: *What is something new that you learnt from this project?*

Look what I can do! (15 minutes)

- Review the *I can ...* statements on page 33 of the Learner's Book. Learners demonstrate what they can do and colour the circles to show their confidence levels.
- Direct learners to page 10 of the Workbook. Ask them to colour in the stars to show what they have learnt to do.

Workbook

Learners do the quiz and 'Reflection' on pages 22–23.

Workbook answers

Check your progress quiz

- 1 b
- 2 a
- 3 a
- 4 Learners colour the table brown.
- 5 Learners colour the chair blue.
- 6 Learners write their own name.

Reflection

Learner's own answers.

Teacher script – Check your progress quiz

Read the script aloud, slowly and clearly. Learners complete questions.

Teacher: Listen. Tick the correct pictures.

- 1 I see 2 computers. [pause and repeat]
- 2 We read at school. [pause and repeat]
- 3 This is my friend. She is a girl. Her name is Tina. [pause and repeat]

Listen and colour.

- 4 This is a brown table. Colour the table brown. [pause and repeat]
- 5 This is a blue chair. Colour the chair blue. [pause and repeat]
- 6 Write your name.

› **Assessment ideas:** Review the learners' work on the quiz, noting areas where they demonstrate strength, and areas where they need additional instruction and practice. Use this information to customise your teaching as you continue to Unit 2.

Homework ideas

- **Home-school link:** Learners can show the project to their family and explain what they have done.



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Workbook 1

Elly Schottman, Caroline Linse
& Paul Drury



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Cambridge Assessment
International Education

Course for learner support

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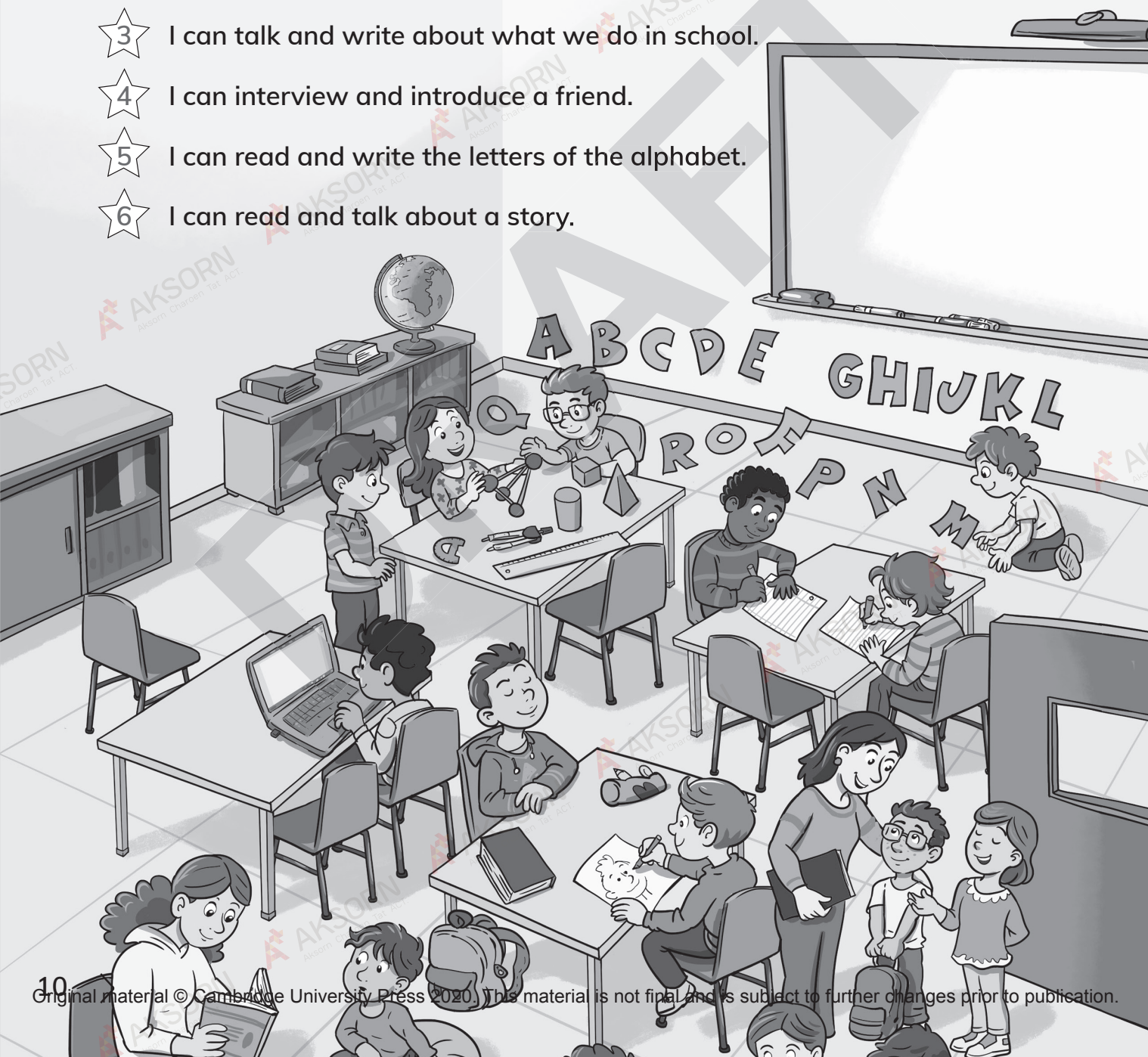
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1

Welcome to school

Colour in the stars as you learn to do each thing.

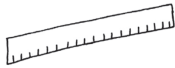
- 1 I can say the name of things in our classroom.
- 2 I can name colours.
- 3 I can talk and write about what we do in school.
- 4 I can interview and introduce a friend.
- 5 I can read and write the letters of the alphabet.
- 6 I can read and talk about a story.



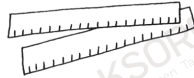
> 1.1 What do we do at school?

1 Count and write.

Write the numbers. Add an -s at the end of the words to show more than one.



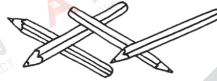
a ruler



2 rulers



a pencil



a book



a boy

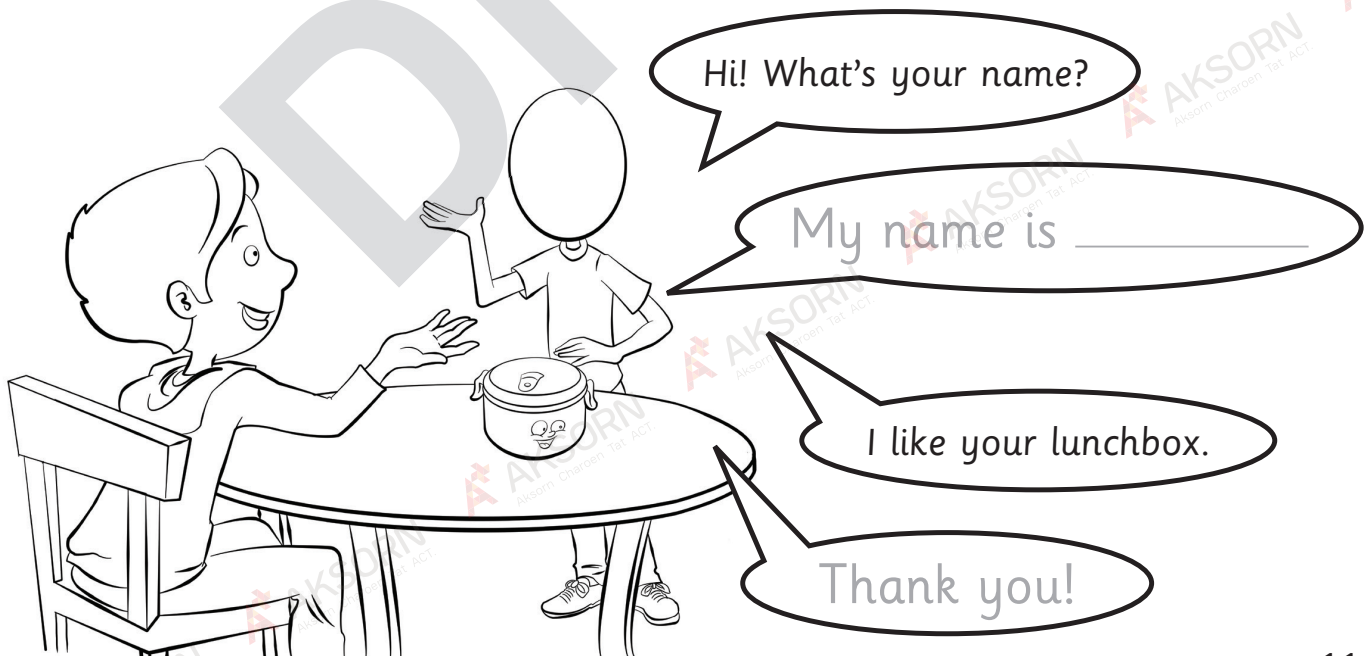


a girl










2 Draw your face and colour your lunchbox.

Trace the words in the speech bubbles.



> 1.2 In the classroom












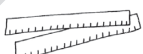
1 What's in your classroom? Trace the words and circle yes or no.

Classroom treasure hunt		
an orange chair Colour the chair. 	yes	no
a green pencil Colour the pencil. 	yes	no
a red book Colour the book. 	yes	no
a brown table Colour the table. 	yes	no
a black crayon Colour the crayon. 	yes	no
a clock 	yes	no
a computer 	yes	no

2 Write your own *Hello school!* poem.

Choose words from the box.

Draw a picture. Read your poem to a partner.

boys 	books 	a clock 
girls 	chairs 	pencils 
children 	a table 	crayons 
a teacher 	a computer 	rulers 

_____ and _____

A list of rules

_____ and _____

Hello, school!

> 1.3 Children around the world

1 Write and draw.

Write 3 sentences about you. Draw a picture of you.

Choose words from the box.

What's your name?

My name is _____.

How old are you?

I am _____.

What do you do at school?

_____ at school.

Large dotted box for drawing a picture of the student.



Writing tip

A name begins with a capital letter.

Adam

read



write



draw



sing



do maths

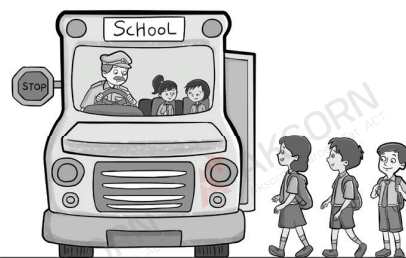


use computers



2 Fill in the chart.

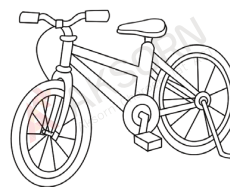
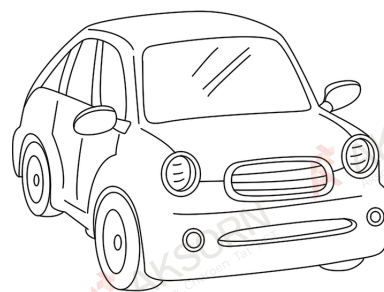
Look at the chart. Answer the questions.



How do you go to school?						
I go by bus.	Lara	Aron	Tanya	Ali	Paco	
I go by car.	Kuldip	Marta	Sara			
I go by bicycle.	Lucas					
I walk.	Pablo	Dina				

Write your name on the chart.

- a How many children go by bus? 5
- b How many children go by car? _____
- c How many children go by bicycle? _____
- d How many children walk? _____
- e How do you go to school? _____



Challenge

Talk to your friend.

How does your friend go to school? _____

➤ 1.4 This is my friend

Focus

1 His and her.

Trace and complete the sentences.



My name is Fatima.
I am 7. My favourite
colour is red.

This is Fatima. She's 7.

Her favourite colour is red.



My name is Marat.
I am 8. My favourite
colour is green.

This is Marat. He's 8.

His favourite colour is green.

My name is _____. I'm _____.

My favourite colour is _____.



My name is Anuman.
I am 7. My favourite
colour is blue.

This is Anuman.

He's 7. His favourite
colour is blue.

Practice

2 Read and match.

Read the sentences carefully. Then colour and complete the pictures.

My name is _____

My name is _____



Her name is Lara.

His book is green.

His name is Aron.

Her book is blue.

He is 6.

She is 7.



Challenge

3 Write about your friend.

Describe and draw your partner. Use his or her.

This is my friend.

_____ name is _____.

_____ favourite colour is _____.

_____ is 6 7 8 9.

> 1.5 The alphabet

1 Capital letters.

Trace and then write the missing capital letters. Say the rhyme.

A B _ D E _ G

We're in school, you and me.

H _ J _ L _ N

I have a pencil. You have a pen.

O _ Q R _ T

Look around. What do you see?

U V _ X Y _

Put your hands on your head!



2 Trace and match.

Trace the letters. Match the letters to the pictures.

Bb Cc Ff Hh Tt Ll Rr Pp



3 Word wall.

Look at the box. What letter do the words begin with?

Write the words under **Bb** or **Cc** and draw pictures.

boy	bus
computer	clock
car	book

Bb

Cc

Challenge

Add one more word for each letter. Draw a picture.

b _____

--

c _____

--

4 Mystery words.

Look at the first letter of the missing words.

Draw a line to the picture that begins with that letter.

a

I see a t _____.

b

I see a p _____.

c

I see a c _____.



> 1.6 What do you see?

1 Would you see it in the classroom or outside?

Draw a line from the small pictures to the big picture.



clock



whiteboard



car



flowers



birds

2 How do you feel when you see these things?

Write the word and draw the face.



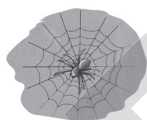
happy



curious



surprised











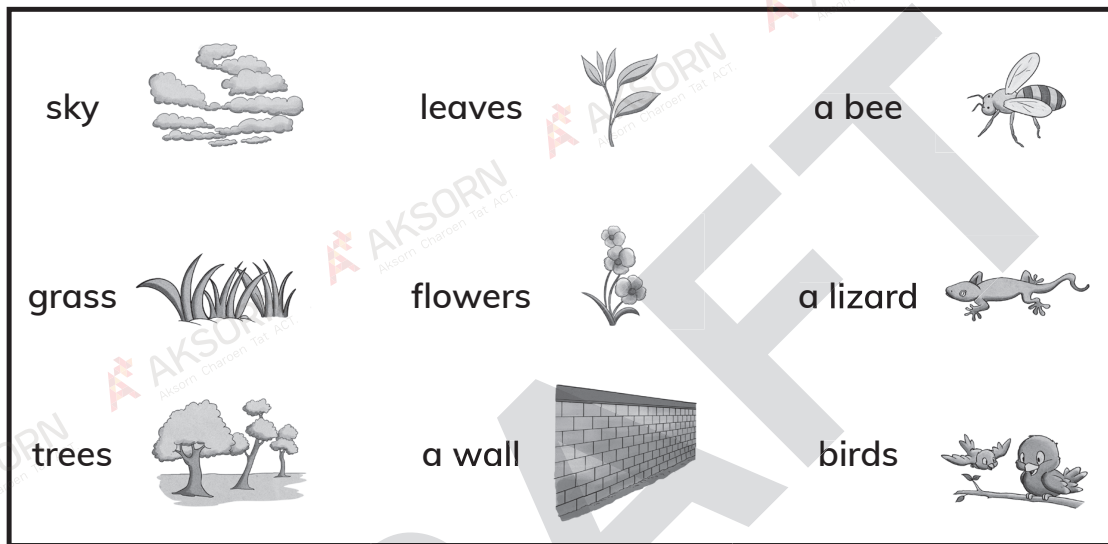
3 Write and draw.

What do you see on your way to school, and how do you feel?

Choose words from the box.

Draw a picture.

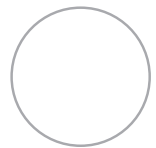
Read your story to a partner.



A large rectangular area with a dotted border, intended for drawing a picture related to the story.










On the way to school, I see _____

I feel _____

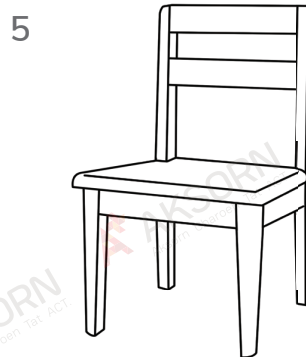
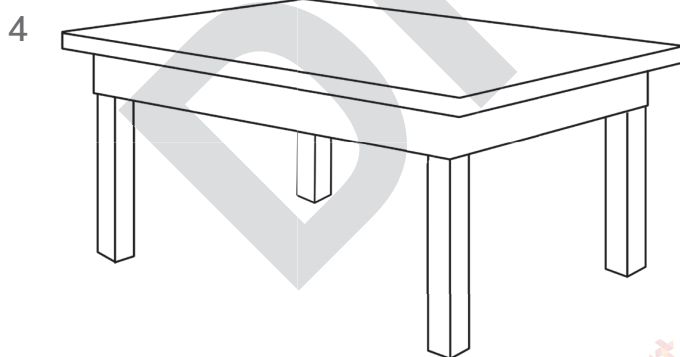


> 1.7 Check your progress

Listen to your teacher. Tick (✓) the correct pictures.

1	<p>a</p>  <input type="checkbox"/>	<p>b</p>  <input type="checkbox"/>	<p>c</p>  <input type="checkbox"/>
2	<p>a</p>  <input type="checkbox"/>	<p>b</p>  <input type="checkbox"/>	<p>c</p>  <input type="checkbox"/>
3	<p>a</p>  <input type="checkbox"/>	<p>b</p>  <input type="checkbox"/>	<p>c</p>  <input type="checkbox"/>

Listen and colour.



6 Read and write.

Write your name.

My name is _____.

Reflection**Talk with a partner.**

What was your favourite activity in this unit?

What activity was the hardest?

Name 3 new words you learned.



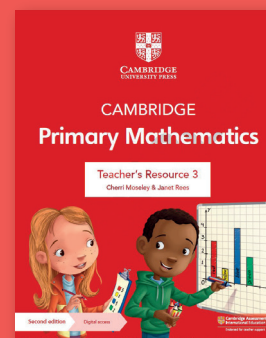
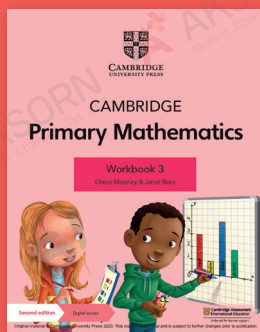
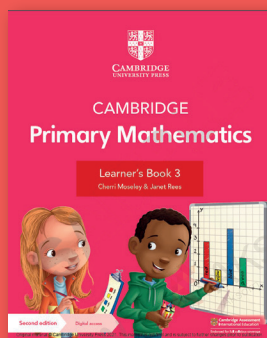
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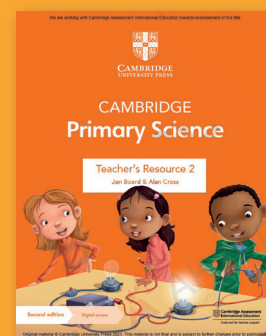
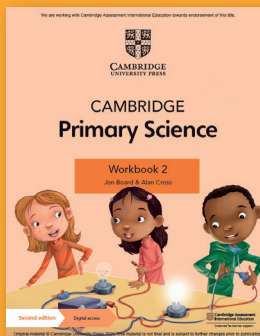
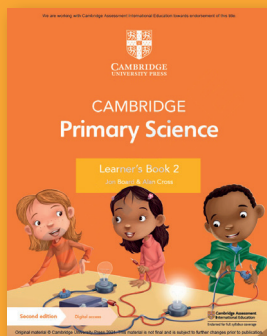


- ▶ New curriculum, new resources and new approach
- ▶ Focus on developing language, knowledge, and skills across English, Maths and Science
- ▶ More guidance and features to support assessment for learning
- ▶ Increased support in our teacher's resource
- ▶ Downloadable digital editions for remote learning

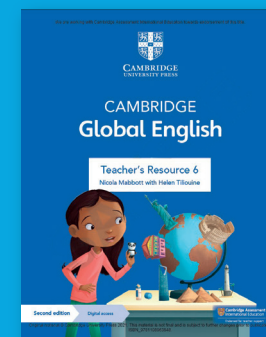
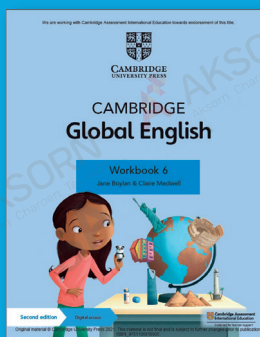
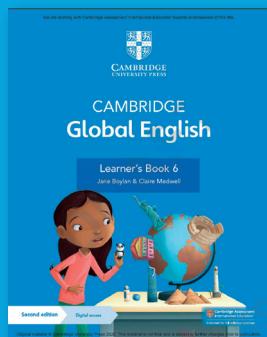
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