

1

Good morning!

Lesson 1 Page 6 Page 2

Language focus Greetings

New language Good morning. How are you? I am (*I'm*) fine, thank you. I do not (*don't*) know. (*R*) Hello.

Words (*R*) Names, titles (*Mr, Mrs, Miss*)

Teaching aids Flashcards 1–4 (Andy, Sue, Meg, Tom)
Poster 1 (characters/family)
Four sheets of paper

1 Warm-up

- Put Poster 1 on the board and ask the children if they remember the characters. Point and ask **Who's this?** Elicit the names. Some of the characters are new to the children. Point and ask about these also. When the children do not know a name, teach ***I don't know***.
- Point to the poster and elicit words which the children know (boy, girl, man, woman, items of clothing, etc.).

2 Presenting greetings

- Use flashcards 1–4 to present the greetings. Hold up the flashcards and elicit the names. Hold up Andy and say to the class **Hello**. Elicit **Hello, Andy**. Repeat with flashcards 2, 3 and 4.
- Put flashcards 5, 6 and 7 on the board. Elicit the names. Make sure children know the titles **Miss, Mrs** and **Mr**.
- Hold up Mr Macaroni. Say **Good morning** and elicit **Good morning, Mr Macaroni**. Repeat with flashcards 6 and 7.
- Hold up Meg and Miss Bell. Act out the exchange **Good morning, Miss Bell. How are you? I'm fine, thank you**. Repeat with other cards. Invite children to repeat.
- Divide the class in two. Hold up cards and elicit the greeting from one half and the response from the other half. Repeat with individuals.

3 Introducing the Pupil's Book

- Hand out the books and allow a little time for the children to look through them.

- Ask children to look at the scene on page 6 and identify the characters.

 Page 6

4 Listening (1 Look and listen.)

- Explain that you are going to play the tape and that they are going to hear the characters talking. Play Tape 1. Children follow in their books.



Tape 1

Tico: Good morning!
Meg: Good morning, Miss Bell!
Miss Bell: Good morning, Meg!
Mr Macaroni: Good morning!
Mr Wood: Hello, Andy!
Andy: Hello, Mr Wood!
Café owner: Good morning, Mrs Green. How are you?
Grandma: I'm fine, thank you.

- Play the tape again. Children point to each character as he/she speaks.

5 Speaking

- Greet the children individually and elicit a response: **Good morning, Magda. Good morning, Miss ...**
- Greet the children individually: **Good morning, Mohammed. How are you?** and elicit ***I'm fine, thank you***.
- Encourage the children to greet each other and respond in the same way.



Page 2

1 Reading and matching (1 Match.)

Children name the characters and draw lines to the appropriate names.

2 Writing (2 Write.)

Children write the appropriate responses. When they have finished, ask pairs of children to read out the greetings and responses.

Language focus Asking for information, introductions

New language What is (**What's**) this in English?
(**R**) What is (**What's**) your name? My name is (**name's**) ...

New words teacher, school; (**R**) names, nouns already known (e.g. balloon, ball, bird, bike, tree, etc.)

Teaching aids Poster 1 (characters/family)
Flashcards 1–7, 26 (characters, teacher)
A sheet of stiff paper or card

Preparation Make word cards for **teacher, school**.

1 Warm-up

- Put the flashcards on the board. Point and ask **Who's this?** Elicit the names.
- Take the flashcards down. Choose one, without the children seeing, and put the sheet of paper over it. Hold it up and ask **Who is it?** Reveal the flashcard bit by bit. Children guess. Ask individuals to come to the front to do the same.

Page 7

2 Song (1 Listen and sing.)

- Children look at the picture at the top of page 7. Use flashcard 26 and the word cards to introduce **school** and **teacher**. Discuss the picture briefly. Where are the children? Who is the lady in the middle? Can they point to Tom?
- Explain that the teacher is singing and Tom is answering. Read through the words.
- Play Tape 2. Children listen and follow in their books.

Tape 2

Teacher: Good morning, Tom. How are you?
How are you? How are you?
Good morning, Tom. How are you?
Tom: I'm fine and how are you?

- Play the tape again. Children join in.

3 Speaking (2 Ask and answer.)

- Children read the bubbles. Ask them to look in their books at both pages 6 and 7. Point to objects in the pictures, ask **What's this in English?** Elicit nouns, e.g. **a ball, a bag**.

4 Listening – speaking (3 Look and listen; 4 Now you.)

- Explain that there are two new children. Play Tape 3. Class listens and follows.

Tape 3

Tom: Hello. I'm Tom.
Pete: Hello. I'm Pete.
Sue: Hello. What's your name?
Polly: Polly. What's your name?
Sue: My name's Sue.

- Point to the new characters and ask **Who's this?** Elicit the names.
- Ask individual children **What's your name?** and elicit **My name's ...**
- Play the tape again.
- Ask pairs of children to come to the front of the class to act out the dialogue.

Pages 3, 4

1 Writing – speaking (1 Write and say.)

Children write the names of characters under the correct picture and say them.

2 Drawing – writing (2 Draw and write.)

Children draw pictures of themselves and write their names. Let them look at each other's work.

3 Spelling (3 Spelling.)

- Read the words to the children. Ask them to repeat the words, paying particular attention to the initial **p** sound.
- Ask the children to spell the words.
- Children fill in the crossword using the picture clues.

4 Study skills – alphabet practice (4 Match; Write in ABC order.)

- Children name the objects, read the words, then draw lines to join the objects with their names.
- Point to the alphabet at the bottom of the page. Ask children to call out when one of the words begins with the letter you say: begin **a** (no response), **b, b for boy, c, c for cat**, etc.
- Children write the words in alphabetical order in their books referring to the alphabet below.
- **Answers:** boy, cat, flower, girl, tree, van

Language focus Identifying and naming

New language What is (**What's**) his/her name?

His/her name is (**name's ...**) (**R**) *What's this? It's a ...*

New words blackboard, computer, desk, flask, (**R**) *his, her, pen, book, pencil, ruler, chair*

Teaching aids Flashcards 1–4, 8, 9 (characters)

Preparation Make word cards for the classroom items above.

Find a bag in which to hide classroom objects.

1 Warm-up

- Sing the *Good morning, Tom* song from Lesson 2 ( 2). Play the tape to remind children of the song. Encourage them to clap or tap the rhythm. Play it again. Children join in.
- Ask two or three volunteers to come to the front of the class. The rest of the class sings to each child in turn. He/She supplies the last line.
- Greet individual children with **Hello/Good morning** + name. **How are you?** Elicit *I'm fine, thank you.*

Page 8

2 Listening – reading – speaking (1 Listen and read.)

- Put flashcards 8 and 9 on the board. Ask **Who's this?** Elicit the names.
- Children open their books. Discuss the main picture briefly. Where are they? Who is the woman? If they are unsure, remind them of **I don't know.**
- Ask children to look and listen while you play Tape 4.

Tape 4

Teacher: Good morning!

Class: Good morning!

Teacher: This is Pete ... and this is Polly.

Boy: What's his name?

Tom: Pete.

Girl: What's her name?

Sue: Polly.

- Play the tape again, children listen and follow.
- Ask children to read the parts of the teacher and children.
- Add flashcards 1–4 to the two cards already on the board.

- Point and ask **What's his/her name?** Elicit the names and encourage children to reply in a whole sentence: **His/Her name's ...** Invite one or two children to come to the board to point and ask.

- Invite six children to come to the front of the class. They stand with their backs to the class. Two other children point and ask **What's his/her name?** The class responds.

3 Speaking – reading (2 Find and read.)

- Use objects in the classroom and word cards to revise/teach the classroom words: ask **What's this?** Elicit, e.g. **It's a book.** Pay particular attention to the new words.
- Stick all the word cards on the board. Ask children to come to the board, point to a card, read it and then find the appropriate object in the classroom.
- Hold up your book and point to the small pictures in turn. Ask **What is it?** Elicit **It's a chair.** Say **Point to 'chair'.** Children find the object in the picture and read the word.

4 Speaking (3 Ask and answer.)

- In pairs, children point to the small pictures above and ask and answer.
- A game. Gather up some classroom objects. Without the children seeing, put one of them in a bag. Walk around the class and invite the children to feel the object in the bag. They must guess what it is.

Page 5

1 Reading – writing – colouring (1 Read, write and colour.)

- You may wish to revise colours (red, yellow, green, blue, black and white) before children do the exercise.
- Children read the text, complete the names on the labels, then colour the items in the pictures according to the text.

2 Writing (2 Write His or Her.)

Children choose the correct possessive pronoun according to the pictures.

Reminder Ask children to find pictures of things they can name in English and pictures of famous people for the next lesson (Noticeboard). Find some yourself.

Language focus Identifying people

New language Who is (**Who's**) this? (**R**) *What is (What's) this? It is (It's) ...*

Words (**R**) *names + hat, shoe, boat, train, horse*

Teaching aids Poster 1 (characters/family)
Otto and Princess puppets

Preparation Bring to class pictures of things children can name in English and pictures of famous people. Make 2 sentence cards: **What is this? Who is this?**

 **17, 18** Make Otto and Princess puppets.

1 Warm-up

- Play a drawing game. Think of an object which the children can name and start to draw it on the board. Stop from time to time and ask **What's this?** Children guess **It's a ...** Continue until the correct object is guessed. Include some of the classroom items practised in Lesson 3.
- Invite one or two children to come to the board to do the same.

 Page 9

2 Speaking (1 Ask and answer.)

- Put Poster 1 on the board. Point to a character, ask **Who's this?** and elicit, e.g. **It's Mr Macaroni.**
- Children open their books. Hold up your book and point to Mrs Green. Ask **Who's this?** Elicit **It's Mrs Green.** Continue with the other characters.

3 Speaking (2 Look at this; 3 Ask and answer.)

- Re-introduce the children to Otto and Princess. The puppets point to classroom objects and children. Contrast the questions **What is this?** and **Who is this?**
- Children look in their books. Point out the two questions on the Noticeboard and the pictures below.
- Point to the small pictures and elicit the appropriate questions and answers. Children can also ask and answer in pairs.

4 Writing (4 Write.)

Ask children to draw one person and one object in their notebooks or on a piece of paper. Above the drawings they write **Who is this?** and **What is this?** They swap books with a friend and write the answer **It is ...** Remind them that the long forms of verbs are generally used in writing: **What is, Who is, It is** not **What's, Who's, It's**, which occur in conversations.

Noticeboard Replicate the Noticeboard in the book with your own in the classroom. Divide the board in two and put up the sentence cards **What is this?** and **Who is this?** Invite children to stick their own pictures on the board and to ask and answer.

 Page 6

1 Drawing – matching – reading (1 Draw, match and read.)

Children complete the drawings and then draw lines to the correct sentences.

2 Writing (2 Write **Who is this?** or **What is this?**)

Children write the appropriate question under each picture.

3 Reading – colouring – writing (page 7)

- Children read the names of the colours and colour the balloons accordingly.
- Children colour the pictures as they wish, using the six colours on the balloons.
- They then complete the sentences according to their own pictures and the colours they have chosen.

 Reading for pleasure: **Where is Mr Strong?**  page 10

 **19, 20**

- 1 Give children a few moments to look at the picture. Point out the title and read it to the class. Ask them to find Mr Strong in the picture. Hold up your book and point to some of the objects. Ask **What is it?** Elicit, e.g. **It's an umbrella.** Point to Mr Strong. Ask **Who is it?** Elicit **It's Mr Strong.**
- 2 Play the tape. Children follow and listen. Check that they are pointing to the correct part of the text as they listen. If you wish, play the tape a second time.
- 3 If your class is confident, read the text aloud and prompt them to join in with you. Alternatively, read the text line by line. Class repeat. Check that children are pointing to the correct words as they read/repeat.
- 4 Children cut out and colour Mr Strong and Mickey the monkey. They can use the items on page 20, pictures cut from a magazine or they can draw their own to build up a collage of objects held by Mr Strong.
- 5 Children work in pairs to ask about items and answer using on or under, e.g. **Where is the umbrella? It's under the ball (on the kite).** Pairs can exchange their finished pictures so they ask different questions. Use one or two pictures to ask and answer with the whole class.