

Unit 1 Overview

Unit objectives: learn to give their name and identify others

Vocabulary: *hello, hi, goodbye, bye, mum, dad, brother, sister, grandma, grandpa*

Grammar: *I'm ..., What's your name?, My name's ..., This is my ...*

Phonics: sounds /æ/, /ɑ/, /h/, /t/

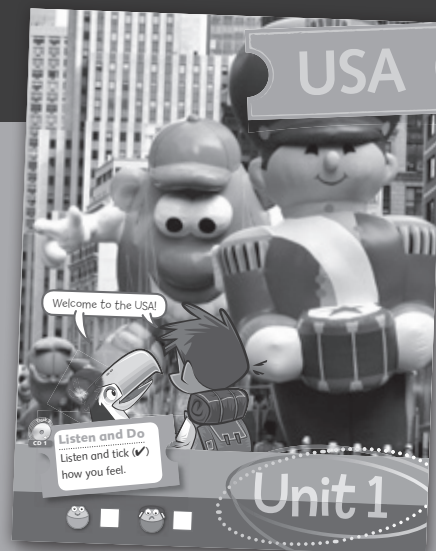
Value: Friendliness – Be friendly!

Cross-curricular focus: Social studies
– Cowboys

Country focus: the USA

Overview materials: world map or globe; realia representative of the USA (e.g. baseball cap, cowboy hat); pictures of famous places, people or events in the USA

Short lesson option:
b & c



Culture Connection

- The picture shows Macy's Thanksgiving Day parade. This parade started in 1924 and happens every year in New York City in November.
- People usually celebrate Thanksgiving with their family and have a big turkey dinner. They often go to parades or watch American football.

a Warmer

Have the children look at Eddie and Beakie on p.4 of their book. Point to Eddie and read the speech bubble aloud. Then wave and say *Hi, Eddie!* and encourage the children to repeat. Repeat with Beakie. Then ask the children in L1 what Eddie is wearing and what they think he is going to do (*go on a trip/a holiday*).

Tell the children that they are going on a journey of discovery to learn English and find out about different places and people in the world. Use the world map/globe to make sure they can identify the continents in L1. Teach them the names of the continents in English. Then point to the USA and ask the children to guess the country. Confirm or tell them that the USA is the first stop on their trip. Use the realia or pictures to generate interest and find out what the children already know about the USA. Ask questions (in L1), e.g. *What do you know about the USA? Have you eaten American food?*

b Picture activity

Ask the children to look at the picture on p.5. Point to Eddie and Beakie and say *Welcome to the USA!* holding out your arms. Draw the children's attention to the cap Beakie is wearing. Tell them to look out for Beakie's hat in all the unit opener pictures.

Ask questions about the picture, in L1 if necessary, e.g. *When do parades like this happen in the USA? What characters do you see in the picture?*

c Visual literacy: Listen and Do

This feature develops visual literacy by allowing the children to use their prior knowledge to interpret the picture.



CD 1, Track 2 The children look at the picture again. Play the CD once or twice. Indicate the happy and sad faces and have them tick one according to how the CD and picture make them feel.

Audioscript: (sounds of a parade in a city)

d Wrap up

Ask the children to draw one of the parade characters and label it, e.g. *Hi, Garfield!*, *Hi, Mr. Potato Head!*, or *Hi, Drummer Boy!*

Picture activities for Unit 1

Lesson 1, after Activity 2

Choose three children to be the characters in the picture. Have the other children wave at them and say *Hi, Garfield! Hi, Mr. Potato Head! Hi, Drummer Boy!* The three children march round the class as in a parade, stopping to say *hi* to a friend. Repeat with other children.

Lesson 2, after Activity 2

In pairs, the children practise greetings using characters from the picture, e.g. *Hello, my name's Garfield.*

Lesson 6, after Activity 2

In pairs, the children choose a cartoon character. Pairs come to the front of the class and introduce their friend, e.g. *This is my friend Garfield.*

Learning objectives: learn and practise greetings, introductions and farewell forms

New vocabulary: *hello, hi, goodbye, bye*

New grammar: *I'm ...*

Warmer

Say *Hello* to the children and have them repeat. Shake hands with one child, say *Hello* and ask the child to reply. Walk round the class greeting different children.

- 1** **CD 1, Track 3** Ask the children to describe the pictures, allowing them to use L1. Ask them where Eddie and Beakie are (*at the amusement park*). Ask *Do you like amusement parks? What's your favourite ride?* Play the CD. Ask the children to listen and point to the words. Play the CD again with pauses and have the children repeat. Then practise round the class chorally and individually.

Activity extender

In pairs, the children shake hands and say *Hello* or *Hi, I'm ...* Then have them wave at each other and say *Goodbye* or *Bye*.

Blended Teaching Tip

Display the Interactive Pupil's Book page and play the audio for the children to follow the greetings on the board. Follow up the activity by having a child come to the board and highlight the two words for greeting someone (*Hello, Hi*). Invite a different child to come to the board and highlight the two words for saying goodbye (*Goodbye, Bye*).

- 2** Ask the children to look at the picture. Read the dialogue aloud. Have the children turn to greet their neighbour in the same way. Then have the children form a line in small groups and practise greeting their friends and introducing themselves.



You can also divide the class into two groups and have the groups stand across from each other. Have one group stand still and the children from the other group step slowly; with each step they greet a different friend.

Competency development: Collaborate and Communicate

In this activity, the children are **recreating a real or almost real situation** by practising introducing themselves in English in a realistic way. The activity familiarises them with polite language and behaviour when meeting and greeting people. Try to make the activity as natural as possible and encourage the children to shake hands and/or make friendly eye contact. You could extend the activity by acting out meeting other people, e.g. a teacher, a friend's parents, etc.

← You can now go back to the unit opener (*Teacher's Book Pack p.21, Pupil's Book p.5*) and do the additional picture activity for this lesson.

Wrap up

Use the *Goodbye* and *Bye* greetings for real communication to dismiss the class. Say *Goodbye* to individual children and have them answer *Goodbye* or *Bye* as they leave.

Learning objectives: practise introducing themselves and learn to ask people's names

New grammar: *What's your name? My name's ...*

Vocabulary review: *hi*

Grammar review: *I'm ...*

Materials: prepare cards with the question and answers from Activity 2; paper for name labels

Warmer

Point to a child and have him/her stand up and say *Hi, I'm ...* Other children wave back and say *Hi*. Repeat with other children. Point faster and faster to make this more fun.



1 CD 1, Track 4 Ask the children to look at the pictures and describe in L1 what they see. Play the CD. Ask the children to listen and point to the pictures. Play the CD again with pauses and have the children repeat. Point to each character in turn and have the children say their name. Write *What's your name? My name's Hannah.* on the board. Ask the question, emphasising *your* and pointing at a child. Encourage them to say their name. Then point to yourself, saying *My name's _____*, emphasising *my*. Tell the children to look at the grammar box. Read the question aloud and answer, explaining that *My name's ...* means the same as *I'm ...* Ask children their name, allowing them to use either form when answering.

Activity extender

Divide the class into groups of three. Allocate the parts of Hannah, Eddie and Beakie to the children of each group. Have the children act out the dialogues and then change parts.



2 Tape the question and answer cards randomly on the board. Ask the children to find the question and the two correct answers. Then ask the children to match the question to the two correct answers in their book. Practise the question and answers chorally.

Answers: I'm Hannah. My name's Beakie.

Unit 1 Lesson 2 Grammar

What's your name?
My name's Hannah.
My name's Beakie.
(My name's Beakie. = I'm Beakie.)

1 Listen and read.

1 Hi, I'm Hannah. What's your name?
My name's Beakie.
Bye, Hannah!

2 Look! Eddie!
Hi, Eddie.
Goodbye, Hannah!

2 Match to the correct answers.

What's your name?

I'm Hannah.
Bye, Eddie!
Hello, Hannah!
My name's Beakie.

Workbook page 5 Grammar Guide page 106 7



Competency development:

Think

In this activity, the children are analysing the purpose of the question in order to identify the appropriate answers. This **develops critical thinking**. Help the children to recognise that the question is asking for personal information, so the answers must provide that information.



You can now go back to the unit opener (Teacher's Book Pack p.21, Pupil's Book p.5) and do the additional picture activity for this lesson.

Lesson extender

Write some English names on the board, e.g. *Anne, Sue, Katy, Paul, Lee, Dave*. Elicit any other names the children know. Ask the children to choose a 'new' name for themselves. Pause for a few seconds to allow children time to think. In pairs, the children ask and answer about their new names.

Wrap up

Say *I'm* (your name). Say *Bye* and wave. Ask the children to line up and do the same, one by one, as they leave the classroom. Wave back.

Learning objectives: introduce the sounds /æ/, /ɑ/, /h/, /t/ and practise them through a chant

New phonics sounds: /æ/, /ɑ/, /h/, /t/

New vocabulary: *cat, hat, hot*

Grammar review: *I'm ...*

Warmer

Review *Hi, I'm ...* from Lesson 1. Write an example on the board, e.g. *Hi, I'm Tom*. Clap the syllables and chant. Then repeat using names of children in the class. Have the children chant and clap together.

- 1** **CD 1, Track 5** Pre-teach *cat, hat* and *hot* by acting the words out. Play the CD and ask the children to look at the picture and point. Then play the CD again with pauses and have the children chant along.

Activity extender

Write the chant on the board. Then have the children say the chant. Start quietly and build up to a loud last line. You could use four groups to choral practise the four lines.

- 2** **CD 1, Track 6** Play the CD and ask the children to listen and repeat the sounds and the words. Have the children point to the letters and words in their book. Then practise the words round the class chorally and individually.

- 3** **CD 1, Track 7** Write *hot* across the board as separate letters. Play the first part of the CD and have the children listen to the sounds. Ask one child to connect the letters on the board with a line. Then play the CD again and have the children connect the letters in their book.

Answers: 1 hot 2 hat

- 4** Point to the chant on the board and invite the children to underline the letters *a, o, h* and *t*. Then ask them to underline the letters in their book using a different colour for each one.

Answers: Hi!, Oscar, a, cat, hot, Look, at, hat

Competency development: Learn

In this activity, the children are identifying the sounds studied in the lesson and recognising them in different words to **demonstrate previously acquired understanding**. Using a different colour to underline the letters will help them to remember the sound/spelling combinations. Encourage the children to say the sounds as they underline them to show that they can hear the difference.

Lesson extender

Ask the children to draw a head-only picture of themselves wearing a big hat. Have the children colour the face red and label it *I'm hot*. Look at my hat.

Wrap up

Divide the class into two teams. Call out *hat* or *hot*. A child from each team writes *a* or *o* on the board. Give one point for a correct answer. Repeat with more words, e.g. *cat, cot, pat, pot, map, mop, tap, top, cap, cop*.

Learning objectives: read a story about making friends and explore the value of friendliness

New vocabulary: *friends, friendly*

New grammar: *Let's be ...*

Vocabulary review: *Hi, I'm (name).*

Grammar review: *I'm ... What's your name? My name's ...*

Materials: prepare four cards with *Ken, Oliver, Andy, Tim* written on them

Warmer

Ask two children that you know are friends to come up to the front of the classroom to introduce themselves. Then point to the children and say *They're friends*. Repeat with another pair and have the class repeat *friends* out loud.

- 1** **CD 1, Track 8** Ask the children to describe in L1 what they see in the pictures. Play the CD and ask the children to listen and read. Then play the CD again with pauses and have the children repeat.

Ask four children to come to the front of the class. Give each one a card with one of the characters' names. Play the CD again. Have the children act out the story. Repeat with different children. Encourage them to act out the story with the CD.

- 2** Have the children read the story again. Read aloud the two values and check understanding. Ask the children to think about the story and decide which box to tick. Invite children to say which box they ticked and why they chose it (L1).

Ask the children how they can be friendly (*smile, share, be polite*). Allow the children to answer in L1 to help them better understand the importance of the value. Ask the children how many friends they have, how many of them are boys and how many are girls. Then ask the children to draw a picture of themselves with friends smiling together and label it *Be friendly!*

Answer: Be friendly.

- 3** Read the words aloud while the children follow in their book. Ask them to think about the words and decide which ones to circle in their book. Invite a child to tell the class their answers and have the class agree or disagree.

Answers: Hi! Welcome!

Competency development: Me

Here, the children are identifying friendly words to **build moral development and pro-social skills**. Ask them to talk about when they might use these words in their daily activities and encourage them to use them in the classroom in an appropriate way.

Blended Teaching Tip

Review the sounds from Lesson 3. You can play the Animated Phonics Presentation again if you wish. Then display the Interactive Pupil's Book page and zoom in on the story. Ask a child to come to the board and find and highlight the words from Lesson 3 (*hat* and *hot*). Encourage the class to say the words with you.

Wrap up

Invite a child to walk round the class introducing himself/herself. Encourage the other children to shake hands and practise *What's your name? I'm ... Let's be friends!* Repeat with other children.

Learning objectives: learn the names for family members

New vocabulary: *brother, mum, dad, grandpa, sister, grandma*

New grammar: *you, I*

Vocabulary review: *Hello*

Materials: some pictures of your family; prepare simple drawings of a grandma, mum, grandpa, dad; letter-size paper and scissors for game (optional)

Warmer

Show the children some pictures of your family saying, e.g. *This is my brother. This is my mum.* Encourage the children to repeat after you.

1 **CD 1, Track 9** Play the CD and ask the children to listen and point to the family members. Play the CD again with pauses and have the children point and repeat. Then practise saying the words round the class chorally and individually.

2 **CD 1, Track 10** Write *sister/brother* on the board. Say *brother* and demonstrate circling *brother*. Then play the CD and ask the children to listen and circle the correct word. Check answers orally.

Audioscript and answers: 1 *brother* 2 *mum*
3 *grandma* 4 *sister*

Activity extender

Divide the class into two teams and ask them to close their book. Draw sketches of the family members from the lesson. The first team to say the correct family word wins a point.

3 **CD 1, Track 11** Tape the pictures of grandma, grandpa, mum and dad on the wall around the room. Play the CD and have the children point to the correct family member. Play the CD again and have the children sing along. Ask the children to sing their own verse of the song, changing the family member and using their name instead of Jim.

Vocabulary

Unit 1 Lesson 5

1 Listen, point and say.
2 mum 3 dad 4 grandpa

1 brother

2 Listen and circle.
1 sister / brother 3 grandma / grandpa
2 mum / dad 4 sister / brother

3 Sing. *I Love My Family*

Hello, Grandma. I love you. Hello, Jim. I love you, too.	Hello, Grandpa. I love you. Hello, Jim. I love you, too.
Hello, Mum. I love you. Hello, Jim. I love you, too.	Hello, Dad. I love you. Hello, Jim. I love you, too.

10 Workbook page 8

Blended Teaching Tip

Display the Interactive Pupil's Book. Play the *I Love My Family* song. Invite a child to the board. Have the child circle the picture of Grandma, Mum, Grandpa and Dad in Activity 1 as they are mentioned in the song. Encourage the other children to join in with the song and do the actions.

Wrap up

Play 'Hands on head': say family words and get the boys to repeat *brother, dad* and *grandpa* and the girls to repeat *sister, mum* and *grandma*. For the words that they don't say, the children have to put their hands on their head. Repeat many times faster and faster to make it fun!

Ask the children to bring some family pictures for the next class.

Learning objectives: learn to talk about and introduce their family

New grammar: *This is ...*

Vocabulary review: *brother, sister, mum, dad, grandma, grandpa, hello/hi*

Grammar review: *my*

Materials: ask the children to bring in pictures of their family, Language File template 1

Warmer

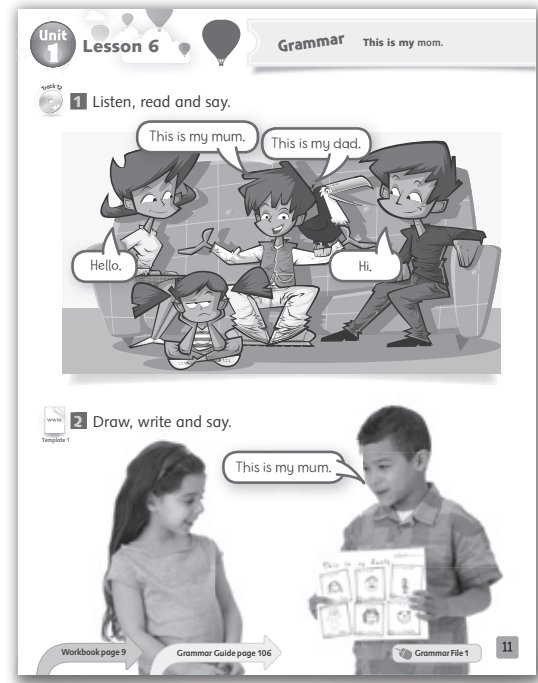
Say family words from Lesson 5 and ask the children to draw one family member in their notebook. Monitor and praise their drawings.

1 **CD 1, Track 12** Play the CD and ask the children to read and point to Eddie's family members. Play the CD again and have the children repeat. Explain that when we present our family in English, we say *This is my ...*. Invite children to stand up, show the class their family picture and present the family members, saying *This is my ...*

2 Write *This is my family* as a heading on the board and simply draw five or six different members of your family. Write *This is my ...* below each drawing.

Distribute the Language File template to each child or have them use their notebook. Ask the children to draw members of their family and circle the correct word or write who they are, e.g. *This is my sister*. Monitor to make sure they are using *This is my ...* correctly and help as necessary. In pairs, the children use their drawing to present the members of their family to their friend.

← You can now go back to the unit opener (*Teacher's Book Pack p.21, Pupil's Book p.5*) and do the additional picture activity for this lesson.



Lesson extender

Draw your family tree on the board. Ask the children to draw their family tree in their notebook. Help as necessary. They can use the pictures they brought to make their family tree.

Wrap up

Invite children to stand at the front in pairs, ready to leave. Ask them to present each other by saying *This is my friend* (child's name), wave goodbye and leave the classroom.

Learning objectives: learn about a family in the USA and find out about cowboys

New vocabulary: *cowboy, famous for, burger, Look! Delicious! fries, hot dog*

Vocabulary review: *brother, sister, hello, hi*

Grammar review: *I'm ..., This is ..., His/Her name's ..., my*

Warmer

Write this chant on the board and have the children chant together: 5, 4, 3, 2, 1 – *Let's have fun! Let's explore the USA!*

- 1 Ask the children to look at the picture and tell you what they can see. Point to the *burger* and elicit or tell the children the word. Point to Al and elicit or tell the children *cowboy*. Read the speech bubbles with the children. Point to the picture of Greg and ask a child *What's his name?* Elicit *His name's Greg*. Repeat for Al and Helen.

Think Twice

- 1 Read the first question with the children. In pairs, the children decide on the answer. Invite pairs to tell the class their answer.
- 2 Read the second question with the children. In pairs, the children discuss what other things they think the USA is famous for. Encourage them to use English, but if they use L1, that's fine, too. Invite children to tell the class their ideas and write a list on the board. Have a class vote to see which thing the children think is most famous.

Answers: 1 True 2 Children's own answers.

Stop and Reflect

Reflect back on what the children have learnt about the USA. Pause for ten seconds to allow the children time to think. Ask questions, e.g. *What is Thanksgiving? Why is it important? What holidays do you celebrate? What food is the USA famous for?*



Lesson extender

Cross-curricular focus: Social studies – Cowboys

Ask the children to imagine how cowboys live. Have them draw a picture of a cowboy in the countryside with a horse, a campfire, food and other animals (e.g. cows, dogs).

Wrap up

Write *Thisismybrother* on the board. Ask four children to come up to the board and circle a word each. Then have the class repeat the sentence. Repeat with different sentences.

Learning objectives: focus on famous things from their country; act out meeting someone and introducing themselves

New vocabulary: *country, fine*

New grammar: *How are you?*

Vocabulary review: *famous for, burgers, hello, hi*

Grammar review: *I'm ..., What's your name? My name's ...*

Materials: pictures of things their country is famous for

Warmer

Ask individual children to draw something the USA is famous for on the board, e.g. a burger, a cowboy, a hot dog. Have other children guess what it is.

- 1 Read the speech bubble aloud. Ask the children in L1 what their own country is famous for. Talk about food, activities, places, etc. Use magazine pictures as prompts and help with new words.

Have the children draw a picture of a famous thing from their country. Then they complete the sentence. Monitor and help. Pairs show each other their picture and say their sentence *My country is famous for ...*

Competency development: Act

Here, the children are comparing their country's culture to another country, to **identify their own circumstances in a wider context**. Children should be aware of their own national culture and what elements make it famous. Encourage them to think about what similarities and differences they have with other countries.

New Friends

- 1 Take the part of Al and act out the conversation with a child, encouraging them to say their name. Indicate the two choices for the answer to *How are you?* Ask the children to complete the dialogue by writing in their name and ticking the box they choose.

- 2 In pairs, the children act out the conversation. Monitor and help as necessary. Change the pairs and have the children work with a different partner to make a new friend.

Activity extender

Write the words from *What's your name? How are you? I'm fine.* on the board in jumbled order. Invite children to connect the words and make sentences.

Blended Teaching Tip

Display the Interactive Pupil's Book page. Invite a child to the board and ask them to draw a picture of something their country is famous for using the pen/pencil tools. Ask the class *What is it?* and have them guess. When they have guessed correctly, the child at the board completes the speech bubble and says it. Repeat with other children and more famous things.

Wrap up

Have the children ask the question *How are you?* to a partner of their choice. The partner answers *I'm fine* and asks another partner and so on.

Learning objectives: review grammar and vocabulary from Unit 1

Vocabulary review: *name, brother, sister, mum, dad, grandma, grandpa*

Grammar review: *What's your name? My name's ..., I'm ..., This is my ...*

Materials: magazine/newspaper pictures (optional), cowboy hat (optional)

Warmer

Have a child stand up. Ask *What's your name?* and have the child answer *My name's/I'm* (name). Repeat with different children. Then invite children to ask the question.

- 1 Write *What's your name?* on the board with *My name's ..., This is my sister* under it. Ask the class which is the correct answer to that question. Now ask the children to look at the pictures. Ask them which picture is of a girl and which is of a boy. Have the children read and tick the correct boxes. Monitor and check with the class.

Answers: 1 My name's Anna. 2 This is my brother.

- 2 Say the first word from each sentence and ask children to point to and say the correct ending. Then have the children match the words in their book.

Answers: 1 My name's Rob. 2 This is my sister. 3 What's your name?

Think Again!

Read the beginnings of the three sentences and make sure the children understand them. Explain that they have to look through Unit 1 only and complete the sentences in their book. Invite children to share their answers with the class. Ask the children what they found interesting, what they found easy and what they found difficult in the unit. Congratulate them on completing Unit 1.

Possible answers: burgers; children's own answer; New York

Blended Teaching Tip

After the children have completed Activities 1 and 2 in their book, display the Interactive Pupil's Book page. Elicit their answers for both activities and mark the correct answers on the board using the pen tool. This is a good way to check answers as a class.

Wrap up

Ask a child to come up to the board and draw a picture of a member of his/her family. Have the child say *This is my ...* and the class call out who they think it is, e.g. *brother, dad*.