

2nd Edition

First Friends

1

Teacher's Book

Susan Iannuzzi

OXFORD

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1

Teacher's Book

Scope and Sequence	2
Introduction	4
Unit 1 Hello	14
Unit 2 My Classroom	22
Unit 3 My Toys	30
Unit 4 My Things	38
Unit 5 Shapes and Colours	46
Unit 6 My Farm	54
Unit 7 My Clothes	62
Unit 8 My Body	70
Unit 9 My Family	78
Unit 10 My Party	86
Progress checks (photocopiable)	94
Extra material (photocopiable)	108

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Level 1 Scope and Sequence

Topics & objectives	Vocabulary	Structure	Letters & phonics	Values & everyday English	Numbers	Songs & Projects
1 Hello <ul style="list-style-type: none"> Say hello and introduce yourself 	<i>Adam</i> <i>Baz</i> <i>Jig</i> <i>Pat</i> <i>Tess</i>	<i>I'm ...</i> <i>Hello</i> <i>Bye</i> <i>How are you?</i> <i>I'm fine, thank you.</i> <i>Point to, Stand up, Sit down, Clap</i>	Aa /æ/ <i>ant, apple</i> Bb /b/ <i>bag, bird</i>	Being friendly <i>Nice to see you.</i> <i>Nice to see you, too.</i>	1 (one) - 2 (two)	Lesson 2 Hello, how are you? Lesson 3 Letter song Lesson 5 Number song
2 My Classroom <ul style="list-style-type: none"> Ask about and identify things 	<i>bin</i> <i>board</i> <i>chair</i> <i>clock</i> <i>cupboard</i> <i>door</i> <i>floor</i> <i>picture</i> <i>table</i> <i>window</i>	<i>What's this?</i> <i>It's a ...</i>	Cc /k/ <i>cat, coat</i> Dd /d/ <i>date, dog</i>	Listening to the teacher <i>Please put away your books and come here.</i> <i>Miss.</i>	3 (three) - 4 (four)	Lesson 3 Letter song Lesson 5 One, two, three, four
3 My Toys <ul style="list-style-type: none"> Identify possessions 	<i>ball</i> <i>balloon</i> <i>bicycle</i> <i>boat</i> <i>car</i> <i>doll</i> <i>puzzle</i> <i>robot</i> <i>teddy bear</i> <i>train</i>	<i>This is my ...</i> <i>This is your ...</i>	Ee /e/ <i>egg, elephant</i> Ff /f/ <i>fan, fig</i>	Sharing <i>Let's share.</i> <i>Here you are.</i> <i>Here you go.</i>	5 (five) - 6 (six)	Lesson 3 Letter song Lesson 5 Doll and teddy bear
4 My Things <ul style="list-style-type: none"> Ask someone's age Ask about quantities 	<i>book</i> <i>crayon</i> <i>lunchbox</i> <i>notebook</i> <i>pen</i> <i>pencil</i> <i>pencil box</i> <i>rubber</i> <i>water bottle</i>	<i>How many?</i> <i>Plurals</i> <i>How old are you?</i>	Gg /g/ <i>girl, glove</i> Hh /h/ <i>hand, horse</i>	Taking care of your things <i>Take care of your ...</i>	7 (seven) - 8 (eight)	Lesson 3 Letter song Lesson 5 How many pencils? Lesson 6 Project: a number collage Count with me
5 Shapes and Colours <ul style="list-style-type: none"> Describe the shape and colour of objects 	<i>blue, brown, green, orange, pink, red, yellow</i> <i>circle</i> <i>diamond</i> <i>heart</i> <i>rectangle</i> <i>star</i> <i>square</i> <i>triangle</i>	<i>It's (red).</i> <i>It's a (blue) (triangle).</i>	Ii /i/ <i>insect, igloo</i> Jj /dʒ/ <i>jam, jar</i> Kk /k/ <i>kangaroo, kite</i>	Being neat and tidy <i>Clean up.</i> <i>Let's work together.</i>	9 (nine) - 10 (ten)	Lesson 3 Letter song Lesson 5 Ten birds

1 Hello

Lesson 1 Vocabulary CB PAGES 4–5, AB PAGE 4

Lesson objectives

- To identify the course characters
- To recognise English sounds and spoken words
- To prepare to write in English by practising the left to right pencil movement

Vocabulary: *Adam, Baz, Jig, Pat, Tess*

Materials: CD tracks 1–2, flashcards 1–5, cut-out of Baz (from AB p77)

Class Book CB PAGES 4–5

Warm-up

- Tell children to look at the picture on pages 4 and 5. Ask the following questions: *How old are the children in the picture? (6, 4, and 2 years old), What's their relationship? (brothers and sister).*

Listen and say. 1

- Tell children that they are going to meet the course characters.
- Play the CD, holding up the flashcard of the character as its name is said. Pause after each name so children can point to the character in their books. Check children are pointing to the correct character.
- Play the CD again, pausing after each name. Children repeat the names chorally and individually.

Transcript 1

Listen and say.

Tess, Baz, Adam, Pat, Jig

Listen and find. 2

- Tell children that you are going to say a character's name and they should point to that character in their books.
- Say the characters' names at random, e.g. *Baz, Tess, Pat, Jig, Adam*. As you say each name, you may like to hold up the flashcard of the character to give children visual support.
- Check children are pointing to the correct character in their books.
- Play the CD and pause after each name. Children listen and point to the character in their books.

Transcript 2

Listen and find.

Baz, Pat, Tess, Adam, Jig

Look and say.

- Hold up the flashcard of Tess and ask the children to look and say the name Tess. Do the same for the rest of the characters.
- Put the flashcards on the board. Point to them randomly, and ask the children to look and say the names.

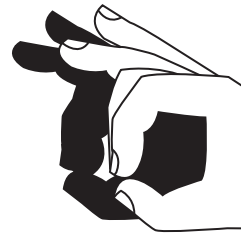
Activity Book AB PAGE 4

1 Match and say.

- Tell children to look at page 4.
- Children name the characters they can see. Explain that the same character is on both sides of the line.
- Model the activity. Stick the cut-out of Baz from the back of the Activity Book on one end of the board and the flashcard of Baz on the other. Move your finger in a straight line from the cut-out on the left to the flashcard on the right.
- Tell children to copy your action and move their fingers from left to right in the air.
- Children practise tracing the lines in their books with their fingers. Check that they are moving their fingers from left to right. Ask children to say the characters' names as they trace.
- Tell children to trace the lines with their pencils, saying the characters' names as they do so.

Optional activity

- If children need help holding their pencils, reassure them that Jig can help them to write.
- Explain that Jig is a rabbit and he has got long ears.
- Show children how to make the shape of a rabbit with their fingers by putting their first two fingers on the tip of their thumb as they point their ring and little fingers upwards to make Jig's ears.



- Tell children to repeat the action while holding their pencils between their fingers. Help children as necessary.

Lesson 2 Structure CB PAGES 4–5, AB PAGE 5

Lesson objectives

- To introduce oneself in English
- To greet and say goodbye in English
- To learn to ask *How are you?* and respond politely to the question
- To prepare to read in English by practising moving the eye from left to right
- To develop fine motor control

Structure: *How are you? I'm fine, thank you.*

Vocabulary: *I'm ... This is ... Hello. Hi. Bye.*

Materials: CD tracks 3–4, flashcards 1–5

Class Book CB PAGES 4–5

Warm-up

- Tell children that they are going to play a game.
- Say the name of a course character and hold up a character flashcard at the same time. If the two match, children say *Yes*. If the flashcard and the name are different, children say *No*.

Point and say.

- Tell children to look at the picture on pages 4 and 5.
- Tell the children to look at the characters in the picture. Say *Point to Baz*. Children point to Baz in their books and say the word.

Listen and say. 3

- Ask children to guess what they think the characters are doing (*Baz is greeting Pat and Jig, and Tess is leaving and saying goodbye*). Play the CD once to check the answer.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

Transcript 3

Listen and say.

Baz Hello, Pat! I'm Baz. This is Adam.

Tess Hi, Baz! Hi, Adam!

Baz Look, Adam. It's Tess!

Tess Bye, Jig! Bye, Pat! Bye, boys!

Sing. 4

- Tell children that they are going to learn a greeting song in English. Explain that it is polite to ask a person how they are.
- Present the phrase *How are you?* by holding up the flashcard of Baz and looking at it. Say *Hello, Baz. How are you?* Answer in Baz's voice. Say *I'm fine, thank you*. Encourage individual children to repeat the exchange with Baz.
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you.
- Play the CD again and ask children to sing the song.

Transcript 4

Sing.

Jig Hello, Pat! How are you?

Pat Hello, Jig! I'm fine, thank you.

Baz Hello, Adam! How are you?

Adam Hello, Baz! I'm fine, thank you.

Activity Book AB PAGE 5

1 Find and circle.

- Tell children to look at page 5.
- Tell children to put their finger on Baz's picture on the left. Tell them to move their finger to the right and name the characters they touch (*Tess, Baz, Adam*). Explain why there is a circle around Baz's picture (*because it matches the picture on the left*).
- Tell children to do the same with the other characters' pictures, saying the names as they touch them. For each set of characters, ask children which they should circle.
- Children complete the activity by circling the correct characters. Check the answers.

2 Draw and colour.

- Copy part of the fence onto the board.
- Use your finger to show children how they are going to trace the outline of the fence in their books.
- Tell children to practise tracing the outline of the fence with their fingers before tracing it with their pencils.

Optional activity

- Ask the children to draw a picture of Jig or Pat. Encourage them to look carefully at the pictures in their Class Book to help them draw the character.
- Ask children to come to the front of the class and hold up their pictures. Prompt the children to identify the character and say *Hello, (Pat)!*

Lesson 3 Phonics CB PAGE 6, AB PAGE 6

Lesson objectives

- To say, recognise and write the letters *Aa* and *Bb*
- To recognise and say the sounds /æ/ and /b/
- To develop fine motor control

Vocabulary: *ant, apple, bag, bird*

Materials: CD track 5, flashcards 1–5 and 99–100; (optional) dried macaroni or dried beans, paper, glue

Class Book CB PAGE 6

Warm-up

- Remind children of the instructions *stand up, sit down* and *clap*. Say these at random and ask children to do the correct action for each one. Vary the order and the speed.
- Now repeat the game, but this time ask the children to repeat the instructions with you as they do the actions.

Learn the sounds.

- Hold up the flashcard of the apple. Say *apple*. Children repeat the word in chorus and individually. Put the card on the board.
- Hold up the flashcard of Adam. Say *Adam*. Children repeat the word in chorus and individually. Put the flashcard of Adam next to the apple on the board.
- Tell children to listen again to the first sound of *apple* and *Adam*. Explain that the first sound is the same in each word.
- Write the letter *a* on the board under the apple. Write the letter exactly as it is presented in the Class Book (see also TB page 119). Point to it, and say /æ/ *apple*. Write a capital *A* under *Adam*. Say /æ/ *Adam*. Explain that the letters have the same sound.
- Remind children that we use capital letters for names and lower-case letters for other words.
- Explain that although the sound of the letter is /æ/, the name of the letter is *a*. Ask children to repeat the letter name and letter sound, along with the words, several times.
- Present the sound /b/, repeating the steps above using the flashcard of the bird and the flashcard for Baz.
- Tell children that they are going to learn how to write the letters *Aa* and *Bb*. Tell them to look at page 6, and look at the letters with the dotted lines and arrows.
- Stand with your back to the children as you use your finger to 'write' a capital *A* in the air.
- Tell children to copy you and write a capital *A* in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case *a* and for *Bb*.
- Tell children to practise tracing over the letters in their books with their fingers. They then trace over the letters with their pencils.

Sing. 5

- Tell children that they are going to sing a song to help them learn the letters.
- Play the CD. Children listen to the song.

- Play the CD again and pause after each line. Sing the line and tell children to repeat after you. Tell them to point to the letters and words in their books as they sing them.
- Play the CD again and ask children to sing the song.

Transcript 5

Sing.

a, a, a	b, b, b
/æ/, /æ/, /æ/	/b/, /b/, /b/
/æ/ apple, /æ/ apple	/b/ bird, /b/ bird
/æ/, /æ/, /æ/	/b/, /b/, /b/

Find and say.

- Tell children to find the letter *a* in the alphabet at the top of the page. Point out that *a* is the first letter of the alphabet.
- Tell them to look at the main picture on the page. Say *Point to Adam*. Check that they are pointing to Adam.
- Say *apple*. Check that they are pointing to the apple.
- Repeat with the letter *b*. Explain that it is the second letter of the alphabet. Say *Point to Baz*. Check that they are pointing to Baz. Say *bird*. Children point to the bird.
- Ask children to identify other things in the picture that begin with *a* and *b*. For the objects which are labelled on the picture, write the word on the board. Run your finger under the word as you say it. Ask children to point to the pictures of the objects as you say the words.

Activity Book AB PAGE 6

1 Trace and write.

- Tell children to look at page 6.
- Draw writing lines on the board (see TB page 109 for a model). Put dots on the lines to show the starting points for forming the capital *A*. Write the letter on the lines exactly as it is presented in the Class Book.
- Tell children to practise tracing over the letters in their books with their fingers.
- Children trace and write the letters with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Repeat the procedure for the lower case *a*.
- Draw more writing lines on the board. Call children to the board to write *A* and *a* on the lines. Correct as necessary.

2 Trace and say. Colour.

- Tell children to look at the pictures and say the words.
- Children trace over the first letter of each word with their pencils. Check that they are forming the letters correctly.
- Tell children to trace the big letters in the pictures with their fingers, and then colour them.
- Tell children to colour the rest of the pictures. They should try not to colour outside the lines.

Optional activity

- Write the letters *A* and *B* on the board. Give children a sheet of paper and tell them to write one of the letters onto it as large as they can.
- Show children how to apply glue to their letters and to stick macaroni or dried beans onto it.

Lesson 4 Values CB PAGE 7, AB PAGE 7

Lesson objectives

- To consider the importance of being friendly
- To understand everyday language used to be friendly
- To greet others appropriately

Everyday English: *Nice to see you. Nice to see you, too.*

Materials: CD tracks 4 and 6

Class Book CB PAGE 7

Warm-up 4

- Ask the children if they can remember the *Hello* song (from Lesson 2). Play the CD (track 4) and encourage them to sing along.
- Sing the song again, but this time substitute the children's names for the characters' names.

Listen and say. 6

- Tell the children to look at page 7.
- Ask questions about the photo: *Who is the girl? (a student), Who is the woman? (a teacher), What are they doing? (saying hello), Are they happy? (yes).*
- Tell the children that it is important to be friendly to others, including adults, such as teachers and friends' parents.
- Explain that they are going to listen to the teacher, Miss Page, and the girl, Hannah.
- Play the CD. The children listen carefully.
- Play the CD again. Pause after each line, and ask the children to repeat it.

Transcript 6

Listen and say.

Miss Page Hello, Hannah. Nice to see you.

Girl Hello, Miss Page. Nice to see you, too.

Say and do.

- Repeat the conversation with the class in chorus. Say the first line and prompt the children to respond.
- Walk up to a child and say *Hello, (child's name). Nice to see you.*
- Prompt the child to respond. If necessary, remind him or her to add *too* to the end of the sentence: *Nice to see you, too.*
- Repeat with other children.

Act.

- Tell the class that they are going to act out the conversation. Call two children to the front of the class. Allow one of them to sit behind your desk and be the teacher. Tell the other to stand near the door.
- The child standing by the door approaches the table and greets the 'teacher'.
- Help the children perform by prompting the lines as necessary.
- Repeat with other children.
- Vary the activity by allowing the children to pretend to be parents or other adults.

Activity Book AB PAGE 7

1 Trace and say.

- Tell the children to look at page 7.
- Ask them questions about the picture: *Who is the boy? (a student), Who is the woman? (a teacher), What are they doing? (saying hello), Are they happy? (yes).*
- Tell the children to trace the line around the boy's hand in their books. Ask *What is he doing? (saying hello).*
- Read the text in the speech bubble aloud (*Hello, Miss Lee*). Prompt the children to repeat it.

2 Trace and colour.

- Point to the activity at the bottom of the page.
- Explain that they should look at the small picture and see whether it shows good behaviour or bad behaviour.
- Ask what kind of behaviour the small picture shows (*good behaviour*). Ask what kind of mouth is on the face (*smiling*).
- The children trace the smile. They then colour the picture.

Optional activity

- Ask the children to draw a picture of a child being friendly to an adult. Encourage them to choose a different situation, for example, greeting a friend's mother or father, being friendly to the school bus driver, etc.

Lesson 5 Numbers CB PAGE 8, AB PAGE 8

Lesson objectives

To identify, write and use numbers 1 and 2

Vocabulary: numbers 1–2, *count, for you*

Materials: CD track 7

Class Book CB PAGE 8

Warm-up

- Review the words for *ant* and *bird*.
- Ask children to look at the picture at the bottom of page 8. Ask them to identify as many things in the picture in English as they can.

Learn the numbers.

- Tell children they are going to learn to count in English. Ask them to look at page 8 in their books.
- Explain that the number line at the top of the page shows many numbers, but that they will only be learning the two numbers in the box.
- Write the numbers 1 and 2 on the board. Write the numbers exactly as they are presented in the Class Book.
- Hold up one finger, point to the 1 and say *one*. Prompt children to hold up one finger and say *one* as you point to the number on the board. Repeat with 2.
- Write the word *one* under the written number 1 on the board. Point to it and say *one*. Repeat with the word *two*.
- Call a child to the front. Say *one / two*. Encourage the child to point to the correct number and word.
- Point to the picture of the ant. Say *One ant*. Repeat with the birds, saying *Two birds*.
- Tell children that they are going to learn how to write the numbers 1 and 2. Tell them to look at the numbers with the dotted lines and arrows on the page.
- Stand with your back to the children as you use your finger to 'write' a number 1 in the air.
- Tell children to copy you and write a 1 in the air. Check that they are forming the number correctly.
- Repeat the procedure for number 2.
- Tell children to practise tracing over the numbers in their books with their fingers, then with their pencils.

Find and count.

- Draw an ant, an apple, a bird and a bag on the board. Point to each and prompt children to say the words.
- Tell children to look at the picture at the bottom of the page. Ask them to find the items in the picture.
- Find the ant with them as an example. Hold up the book and point to the ant. Write the number 1 next to the picture of the ant on the board.
- Ask children to count the number of bags and birds, then the number of apples on each tree. Elicit the answers and write the numbers on the board next to the pictures.

Sing. 7

- Ask children to tell you what the children are doing in the picture (*A boy is holding a bag and the girls are collecting apples*).

- Write numbers 1 and 2 on the board.
- Check that children can identify the numbers and pictures. Say *Point to the apple*. Check that children are pointing to the apple. Repeat with *bag* and the numbers.
- Tell children they are going to learn a song with numbers 1 and 2.
- Play the CD. Tell children to listen to the song.
- Play the CD again and pause after each line. Sing the line and tell children to repeat after you. Tell children to hold up one and then two fingers as they sing *Count one and two*.
- Encourage them to point to themselves when they sing *for me* and to point at you when they sing *for you*.
- Play the CD again and ask children to sing the song as they do the actions.

Transcript 7

Count one and two.
Count one and two.
One for me,
Two for you.

Count one and two.
Count one and two.
One bag for me,
Two apples for you.

Activity Book AB PAGE 8

1 Count and circle.

- Tell children to look at page 8.
- Ask them to tell you the names of the things in the pictures (*Jig, Pat, bird, apples*). Do not worry about the plural forms at this time.
- Model the activity. Draw two squares on the board. Write the numbers 1 and 2 under them. Point to the squares and ask *One?* Encourage the children to say *No*.
- Continue pointing to the squares. Ask *Two?* Encourage the children to say *Yes*. Circle the number 2. Count the squares, saying *One, two*.
- Ask children to do the activity. Tell them to count the objects as they decide which number to circle. Check that children circle the correct number.

2 Trace and write.

- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the number 1. Write the number on the lines exactly as it is presented in the Class Book.
- Tell children to practise tracing over the numbers in their books with their fingers.
- Children trace and write the numbers with their pencils. Check that they are holding their pencils correctly and forming the numbers correctly.
- Repeat the procedure for the number 2.
- Draw more writing lines on the board. Call children to the board to write 1 and 2 on the lines. Correct as necessary.

Lesson 6 Story CB PAGE 9, AB PAGE 9

Lesson objectives

- To follow the left-to-right sequence of English
- To develop listening skills in English
- To understand and enjoy a story
- To develop fine motor control
- To revise and consolidate language introduced in the unit

Vocabulary: *Sit down, Stand up, Clap.*

Materials: CD tracks 4 and 8, flashcards 1–5

Class Book CB PAGE 9

Warm-up 4

- Tell children that they are going to sing the song they learned in Lesson 2. Choose four children to hold flashcards of Pat, Jig, Tess and Baz. Each child should stand in a different part of the room holding up his or her flashcard.
- Play the CD and ask children to sing the song. Children point to the correct character as they sing.

Look and say.

- Tell children to look at page 9.
- Say *Point to (Jig)*, etc. Check that they are pointing to the correct character in their books. Repeat for all the characters in the story.
- Explain that English stories are presented from left to right. Hold up your book and point to the frames in order.
- Say *Point to the first picture*. Check that the children are pointing to the picture in the upper left-hand corner. Say *Point to the second picture*. Check that they are pointing to the picture in the upper right-hand corner. Repeat with the third (bottom left corner) and fourth (bottom right corner) pictures.
- Ask children questions about the story: *Who can you see in the pictures? (Pat, Jig and Baz), What are Jig and Pat doing? (playing and clapping), What happens at the end of the story? (Baz opens the door so Pat and Jig have to quickly sit down and not move).*

Listen. 8

- Tell children that they are going to listen to the story.
- Play the CD and pause between each frame. Don't ask the children to repeat the text at this stage of the lesson.
- Ask them to tell you what they understood. Play the CD again if necessary.

Transcript 8

Listen. Sit down, Jig.

Jig Hello, Pat! Stand up!

Jig Clap, Pat, clap!

Pat It's Baz! Sit down, Jig!

Baz Hello, Pat! Hello, Jig!

Listen and act. 8

- Play the CD again, pausing after each frame. Children repeat the sentences in chorus and individually.
- Say *Stand up*. The children listen and do the action. Repeat for *Clap* and *Sit down*.
- Tell the class that they are going to act out the story. Call three children to the front of the class and give each of them a flashcard showing Baz, Pat or Jig. Each child will take the role of the character on his / her card.
- Help them perform by prompting the lines and telling them to repeat and do the actions.
- Ask other groups of children to act out the story.

Activity Book AB PAGE 9

1 Match and say.

- Tell children to look at page 9.
- Ask children to identify the characters in the picture halves.
- Draw a dotted wavy line on the board. Move your finger from left to right along the line.
- Tell children to copy your action and move their fingers along an imaginary wavy line in the air.
- Children practise tracing the lines in their books with their fingers. Check that they are moving their fingers from left to right.
- Tell children to trace the lines with their pencils and say the characters' names quietly to themselves.

Optional activity

- Play a game using the instructions children have learnt. Explain to the class that they need to follow your instructions very quickly, and if they are too slow they will be out of the game.
- Call out *Stand up!* The child that is last to stand up is out of the game.
- Continue with other instructions: *sit down* and *clap*. Eliminate one or two children each time until you have a winner.