

2nd Edition

First Friends

2

Teacher's Book

Susan Iannuzzi

OXFORD

2nd Edition

First Friends 2

Teacher's Book

Scope and sequence	2
Introduction	4
Unit 1 Hello!	14
Unit 2 Our School	22
Unit 3 My Feelings	30
Unit 4 I Can Jump!	38
Unit 5 My Home	46
Unit 6 My Room	54
Unit 7 On Holiday	62
Unit 8 Let's Eat!	70
Unit 9 In The Wild	78
Unit 10 Jobs	86
Progress checks (photocopiable)	94
Extra material (photocopiable)	108

Susan Iannuzzi

OXFORD
UNIVERSITY PRESS

Level 2 Scope and Sequence

Topics & objectives	Vocabulary	Structure	Letters & phonics	Values & Explore	Numbers	Songs & Projects
1 Hello! <ul style="list-style-type: none"> Talk about the days of the week Review the alphabet Review initial sounds 	<i>Sunday</i> <i>Monday</i> <i>Tuesday</i> <i>Wednesday</i> <i>Thursday</i> <i>Friday</i> <i>Saturday</i>	<i>What day is it? It's (Monday).</i>	Alphabet Revision	Explore: my week	21-22	Lesson 2 <i>It's a nice day</i> Lesson 3 <i>A-Z song</i>
2 Our School <ul style="list-style-type: none"> Ask about and identify people in school Ask about and identify places in school 	<i>classroom</i> <i>friend</i> <i>guitar</i> <i>music room</i> <i>piano</i> <i>playground</i> <i>sandbox</i> <i>school bus</i> <i>seesaw</i> <i>swing</i> <i>teacher</i>	<i>What's this? It's (a sandbox).</i> <i>Who's this? He's / She's (a teacher).</i>	Alphabet Revision	Value: taking pride in your school <i>I love (our school). Yes, it's great. The classroom looks great.</i>	23-24	Lesson 2 <i>Listen ... Listen ...</i>
3 My Feelings <ul style="list-style-type: none"> Talk about feelings Ask about other people's feelings 	<i>cold</i> <i>happy</i> <i>hot</i> <i>hungry</i> <i>sad</i> <i>scared</i> <i>shy</i> <i>sleepy</i> <i>thirsty</i> <i>tired</i>	<i>Are you (cold)? Yes, I am. / No, I'm not.</i>	digraph 'sh' <i>sheep</i> <i>shelf</i> <i>ship</i> <i>shoes</i> <i>fish</i>	Explore: music	25-26	Lesson 2 <i>If you're happy and you know it</i> Lesson 3 <i>sh song</i>
4 I Can Jump! <ul style="list-style-type: none"> Talk about abilities 	<i>catch</i> <i>climb</i> <i>draw</i> <i>jump</i> <i>kick</i> <i>read</i> <i>run</i> <i>sing</i> <i>throw</i> <i>write</i>	<i>I can (run). I can't (sing).</i>	digraph 'th' <i>thick</i> <i>thin</i> <i>throw</i> <i>thumb</i> <i>bath</i>	Value: being modest <i>Yours is, too. Good job.</i>	27-28	Lesson 2 <i>I can jump</i> Lesson 3 <i>th song</i> Lesson 6 Project: a numbers insect <i>My insect can climb</i>
5 My Home <ul style="list-style-type: none"> Describe a scene 	<i>bathroom</i> <i>bedroom</i> <i>cooker</i> <i>dining room</i> <i>fridge</i> <i>kitchen</i> <i>lamp</i> <i>living room</i> <i>plant</i> <i>sofa</i> <i>TV</i>	<i>There is (a kitchen). There are (five rooms).</i>	digraph 'ch' <i>chocolate</i> <i>beach</i> <i>kitchen</i> <i>sandwich</i>	Value: keeping your room tidy <i>Let's make the bed. Please help me. That's better.</i>	29-30	Lesson 2 <i>Look at my house</i> Lesson 3 <i>ch song</i>

Topics & objectives	Vocabulary	Structure	Letters & phonics	Values & Explore	Numbers	Songs & Projects
6 My Room <ul style="list-style-type: none"> Describe the location of objects in a room using prepositions 	<i>bed</i> <i>blanket</i> <i>pillow</i> <i>rug</i> <i>shelf</i> <i>wardrobe</i> <i>behind</i> <i>next to</i> <i>in</i> <i>on</i> <i>under</i>	<i>Where is it?</i> <i>It's in / on / under</i> ...	CVC with 'a' <i>cat</i> <i>hat</i> <i>mat</i> <i>fat</i>	Explore: beds	40-50	Lesson 2 Put your hand on your head Lesson 3 a song
7 On Holiday <ul style="list-style-type: none"> Ask about quantity Count the number of objects in the scene 	<i>beach</i> <i>bucket</i> <i>crab</i> <i>sand</i> <i>sandcastle</i> <i>sea</i> <i>shell</i> <i>spade</i> <i>towel</i> <i>umbrella</i>	<i>How many (shells) are there? There are (three shells).</i>	CVC with 'e' <i>jet</i> <i>net</i> <i>wet</i> <i>pet</i>	Explore: plants and flowers	60-70	Lesson 2 Ten umbrellas Lesson 3 e song
8 Let's Eat! <ul style="list-style-type: none"> Describe what food people have 	<i>bread</i> <i>butter</i> <i>cheese</i> <i>chicken</i> <i>fish</i> <i>milk</i> <i>potato</i> <i>rice</i> <i>salad</i> <i>soup</i>	<i>She / He has got (rice).</i>	CVC with 'i' <i>big</i> <i>dig</i> <i>fig</i> <i>wig</i>	Value: respecting your elders <i>Watch me.</i> <i>Go ahead.</i> <i>Now you try.</i>	80-90	Lesson 2 I love food Lesson 3 i song Lesson 6 Project: grow your own bean plant Bean plant, bean plant
9 In The Wild <ul style="list-style-type: none"> Talk about abilities 	<i>crocodile</i> <i>elephant</i> <i>giraffe</i> <i>hippo</i> <i>lion</i> <i>monkey</i> <i>parrot</i> <i>snake</i> <i>tiger</i> <i>zebra</i>	<i>She / He / It can (jump).</i>	CVC with 'o' <i>hop</i> <i>mop</i> <i>top</i> <i>chop</i>	Explore: pets	100	Lesson 2 In the wild Lesson 3 o song
10 Jobs <ul style="list-style-type: none"> Ask about people and identify their jobs 	<i>builder</i> <i>doctor</i> <i>farmer</i> <i>firefighter</i> <i>nurse</i> <i>pilot</i> <i>police officer</i> <i>singer</i> <i>taxi driver</i> <i>teacher</i>	<i>Is she / he (a doctor)?</i> <i>Yes she / he is.</i> <i>No, she / he isn't.</i>	CVC with 'u' <i>bun</i> <i>run</i> <i>sun</i>	Value: being safe <i>Wait. It is not safe.</i> <i>Yes, sir. It's safe now.</i> <i>Let's cross.</i>	Numbers revision	Lesson 2 How are you today? Lesson 3 u song

1 Hello!

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

Lesson objectives

- To recognise and say the days of the week in order
- To practise greetings and introducing someone
- To recognise English sounds and spoken words.
- To develop fine motor control
- To write one's name

Vocabulary: *Welcome back. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*

Materials: CD tracks 1–2; (optional) glue, buttons, beads, dried beans or sand

Class Book CB PAGES 4–5

Warm-up

- Ask children what they remember about the characters from *First Friends* Level 1 (*Baz, Adam and Tess are brothers and sister. Jig is a rabbit, and Pat is a cat.*)
- Ask if they can remember the teacher's name (*Mrs Woodward*).

Listen and say. 1

- Tell children to look at the picture on pages 4 and 5. Ask children which character they recognise (*Baz*). Ask what they think is happening (*Baz and the class are meeting a new boy*). Play the CD once to check the answer.
- Play the CD again, pausing after each phrase. Children repeat the phrases chorally and individually.

Transcript 1

Listen and say.

Mrs Woodward Hello, everyone. Welcome back!

Class Hello, Mrs Woodward!

Mrs Woodward Baz, this is Sam.

Baz Hello, Sam! I'm Baz.

Say and do.

- Ask children how Mrs Woodward greeted the class (*Hello*).
- Ask if they can remember what Mrs Woodward said after that (*Welcome back*). Present *Welcome back*.
- Call a child who was at the school last year to the front. Say *Hello, (child's name). Welcome back*. Explain to children that the child is coming back for another year of school.
- Call a child who is new to the school to the front to join the first child. Act out the dialogue with the children using their own names. Take this opportunity to introduce the new child to the class.
- Repeat with other new children so that everyone is introduced.

Listen and say. 2

- Tell children to look at pages 4 and 5 in their books. Direct their attention to the word on the board in the classroom. Explain that this is the day of the week for Baz.

- Tell children that they are going to learn the words for the days of the week. Write the days of the week on the board. Point out that the first day of the week is Sunday.
- Play the CD, pointing to each day of the week on the board as it is said. Pause after each word so that children can point to the word in their books. .
- Play the CD again, pausing after each word. Children repeat the words chorally and individually.

Transcript 2

Listen and say.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Activity Book AB PAGE 4

1 Trace and colour.

- Tell children to look at page 4.
- Ask children the names of the characters (*Baz and Sam*).
- Model the activity. Write the name *Baz* on the board. Point to each letter and ask children to say its name and sound.
- Ask children if they know what kind of letter *B* is at the beginning of Baz's name (*a capital letter*). Tell children that names in English always begin with capital letters.
- Trace the name *Baz* on the board as children trace in their books with their fingers. Be sure to use the directions for the letters given in Class Book 1 (see also Teacher's Book 1 page 119 for a reference model of how to form the letters).
- Tell children to trace the names in their books with their pencils and then trace the lines on the characters to complete the pictures, before colouring them.

2 Draw yourself. Write and say.

- Tell children to look at the bottom of the page. Explain that they should draw a picture of themselves in the frame and write their name in the speech bubble.
- As children are drawing, write their names on the board. Point to each child's name and have that child stand up and say his or her name.
- Children write their names next to the picture.
- Call a few children to the front to share their pictures and say *I'm (name)*.

Optional activity

- Give each child a sheet of paper. Tell them to write the first letter of their name in the centre of the paper (remind them that it needs to be a capital letter). Tell them to make the letter very large.
- Help children to glue buttons, beads, dried beans or sand to the shape of the letter.
- Call children to the front to show their letter and give its name and sound.

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

Lesson objectives

- To talk about days of the week
- To practise capital letters
- To develop fine motor skills

Structure: *What day is it? It's (Monday).*

Materials: CD tracks 3–4; (optional) a calendar

Class Book CB PAGES 4–5

Warm-up

- Ask children to say the days of the week.
- Ask them how many days there are in a week (*seven*).
- Ask them what the first day of the week is (the answer will vary depending on your location).

Listen and say. 3

- Tell children to look at the picture on pages 4 and 5.
- Ask children to say who the characters are (*Mrs Woodward, Baz and Sam*).
- Ask if any children can remember the day of the week written on the board. Remind them that it is Monday.
- Tell children that they are going to listen to a conversation between Mrs Woodward and Baz.
- Play the CD, pausing after each phrase. Children repeat the phrases chorally and individually.
- Check understanding by asking *Is it Saturday?* Shake your head and encourage the class to say *No, it isn't*. Ask *Is it Monday?* Smile and encourage the class to say *Yes, it is*.

Transcript 3

Listen and say.

Mrs Woodward What day is it? Is it Saturday?

Baz No, it isn't!

Mrs Woodward What day is it, Baz?

Baz It's Monday.

Mrs Woodward That's right!

Listen, sing and do. 4

- Tell children that they are going to learn a special song for the days of the week.
- 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. When you hear the word *nice*, smile and look happy to demonstrate the meaning.
- Tell children to point to the days of the week in their books as they sing them.
- Point out that the song is about the school day for Baz. It's Monday in that picture.
- Play the CD again and ask children to sing the song.

Transcript 4

Listen, sing and do.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

It's a nice day!

It's Monday.

Activity Book AB PAGE 5

1 Trace and say. Draw.

- Tell children to look at page 5.
- Model the activity by writing *Sunday* on the board. Write the S in dotted form.
- Say *Sunday*. Emphasise the first sound. Ask children the name of the letter (S).
- Trace the capital S at the beginning of the word as children trace it with their fingers in their books.
- Ask children to write the letter S at the beginning of *Sunday* with their pencils.
- Children complete the activity.
- Check by writing the days of the week on the board with the first letter in dotted form. Call children to the front to trace the letter and say the day.
- Ask children to choose their favourite day of the week, and to draw something to illustrate it on the right side of the calendar (for example, if they go swimming on Wednesday, they could draw themselves swimming, etc.).
- Call on a few children to share their drawings with the whole class.

Optional activity

- Split the children into seven groups. Prepare seven large sheets of paper with one of the days of the week written on each.
- Give each group one of the sheets of paper.
- Ask each group to work together and draw something that they typically do on that day.
- Say the days of the week as each group stands and shows its pictures. Ask children to describe them.

Lesson 3 Phonics CB PAGE 6, AB PAGE 6

Lesson objectives

To say and recognise letters Aa–Zz

To recognise and say the sounds /æ/–/z/

To develop fine motor control

Vocabulary: *apple, bird, cat, dog, egg, fan, girl, hand, insect, jar, kite, lion, moon, nose, octopus, pen, queen, radio, star, tent, umbrella, van, water, fox, yogurt, zebra*

Materials: CD track 5

Class Book CB PAGE 6

Warm-up

- Write the names *Adam, Baz* and *Tess* on the board. Point to the first letter in each name, and ask children to name the letter. Sound out the letters *a /æ/, b /b/,* and *t /t/*, and encourage the class to repeat.
- Ask children to think of other words that start with the same letters, e.g. *apple, ball, Tuesday*.

Look and say.

- Tell children to look at page 6 in their books.
- Review the letters of the alphabet. Write the letters Aa–Zz on the board.
- Say the name and sound of the first letter (*a, /æ/*). Point to it on the board, and ask children to point to it in their books. Check they are pointing to the correct letter.
- Say the name and sound of the second letter (*b, /b/*). Point to it on the board, and ask children to point to it in their books. Check that they are pointing to the correct letter.
- Continue in this way until you reach the letter Zz.

Listen and sing. 5

- Say *a, /æ/, apple*. Children repeat chorally and individually.
- Call on children to give the name and sound for *Bb (b, /b/)*. Look at the picture and elicit the word *bird*.
- 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 point to the letters in their books as they sing.
- Play the CD again, and ask children to sing the song.

Transcript 5

Listen and sing.

A /æ/	apple	N /n/	nose
B /b/	bird	O /ɒ/	octopus
C /k/	cat	P /p/	pen
D /d/	dog	Q /kw/	queen
E /e/	egg	R /r/	radio
F /f/	fan	S /s/	star
G /g/	girl	T /t/	tent
H /h/	hand	U /ʌ/	umbrella
I /ɪ/	insect	V /v/	van
J /dʒ/	jar	W /w/	water
K /k/	kite	X /ks/	fox
L /l/	lion	Y /j/	yogurt
M /m/	moon	Z /z/	zebra

Find and say.

- Say *c*. Ask children to tell you the sound for *c (/k/, cat)*. Make a miaow sound and say *cat* to reinforce the meaning.
- Ask children to find the letter *c* on the page and point to it. Check they are pointing correctly.
- Say *l*. Ask children to tell you the sound for *l (/l/, lion)*. Make a roaring sound and say *lion* to reinforce the meaning.
- Ask children to find the letter *l* on the page and point to it. Check they are pointing correctly.
- Repeat with other letters Aa–Zz. Mime the words or draw pictures to reinforce the words and their meanings.
- Vary the activity by saying a word and asking children to say, then find the letter.

Activity Book AB PAGE 6

1 Say and circle.

- Tell children to look at page 6.
- Point to each picture. Ask *What's this?* Children say the name of the picture (*date, fig, bird, scandbox, volcano, octopus, kite, water, umbrella*).
- Explain that children should circle the initial letter for each word.
- Look at the example. Say the word *date*, then the sound for the initial letter (*/d/*).
- Children circle the correct letter *d* with their pencils. Check that they are holding their pencils correctly.

Optional activity

- Tell children they are going to play a game to review the sounds and names for letters Aa–Zz.
- Quickly remind children of *yes* and *no* by repeating the words and using appropriate gestures (nodding / shaking your head, etc.).
- Write the letters Aa–Zz on the board. Point to the letter *f* and say */f/*. Ask *Yes?* Children should say *yes*.
- Point to the letter *g* and say */b/*. Ask *Yes?* Children should say *no*. Ask them to tell you the sound for the letter *g (/g/)*. Repeat with other letters.

Lesson 4 Explore CB PAGE 7, AB PAGE 7

Lesson objectives

To begin to understand the relationship between text and meaning

To begin to develop decoding skills in order to eventually become an independent reader

To use English to learn about weekly routines

To write simple words

Vocabulary: *week, school, home*

Materials: CD tracks 4 and 6; (optional) a sheet of paper for each child

Class Book CB PAGE 7

Warm-up 4

- Ask children *What day is it today?* Children respond. Write the day on the board.
- Sing the song for the days of the week from Lesson 2.

Look and listen. 6

- Tell children to look at pages 6 and 7 in their books.
- Ask children questions about each picture: *How old is the girl in the first picture? (about 6), Where is she? (at school), Where is the man in the second picture? (at home), What is he doing? (working on his computer), Who are the people in the third picture? (grandparents), Where are they? (their home or someone's home).*
- Tell children they are going to listen to the information about a week in the life of the girl in the first picture.
- Play the CD. Pause after the text for each picture to help focus children's attention and give them time to look at the pictures.

Transcript 7

Look and listen. My week.

It's Monday.

I'm at school.

My dad is at home.

It's Sunday.

My grandma and grandpa are here.

Listen and read. 7

- Tell children they are going to listen again and try to read along with it.
- Ask children if they can recognise any of the words on the page, for example the days of the week. Write any of these words on the board so that all the children can locate them on the page.
- Reassure children that they are not expected to be able to read the text entirely on their own. Point out that you will pause the CD after each picture so that they can catch up if necessary.
- Encourage children to run their fingers under the words as they hear them.
- Play the CD while children read along using their fingers to guide them. Remember to pause after the text for each picture.

Read and say.

- Call on volunteers to read any parts of the text they feel comfortable reading. Praise all attempts, even if a child can only recognise one or two words.
- Ask children questions about the text that cannot be easily determined from the pictures, e.g. *What day of the week is it in the first picture? (Monday), Who is the man in the second picture? (the girl's dad), What day is it in the third picture? (Sunday), Who are the elderly people? (the girl's grandma and grandpa), Are the grandparents in their own home? (No, they are at the girl's house).*

Activity Book AB PAGE 7

1 Trace and draw.

- Tell children to look at page 7.
- Ask children which two days of the week are printed on the page (*Tuesday, Saturday*).
- Write the words *Tuesday* and *Saturday* on the board. Run your finger under each as you say the words.
- Model tracing the words on the board for children. Encourage them to trace in their books, first with their fingers and then with their pencils.
- Tell children to look at the two sentences on the page. Copy them on the board.
- Read them aloud as you run your finger under each word.
- Model tracing the words *school* and *home* for children. Encourage them to trace in their books, first with their fingers and then with their pencils.
- Tell children to draw a picture of something they do at school in the box next to the sentence *I'm at school*. Tell them to draw something they do at home in the box next to the sentence *I'm at home*.
- When children have finished, prompt them to tell you which day they are at school, Tuesday or Saturday.
- Call children to come to the front to talk about their pictures.

Optional activity

- Write another day of the week on the board, e.g. *Sunday*.
- Give each child a sheet of paper. Ask them to copy the word on the paper. Tell them to draw something that they usually do on that day.
- Call children to the front to describe their pictures.

Lesson 5 Numbers CB PAGE 8, AB PAGE 8

Lesson objectives

To identify, write and use numbers 21 and 22

To write numbers *twenty-one* and *twenty-two*

Vocabulary: numbers 21–22

Materials: a large poster with 21 circles and 22 circles

Class Book CB PAGE 8

Warm-up

- Review the numbers from 1 to 20.
- Lead the children in reciting the numbers in order from 1 to 20, chorally and individually.
- Repeat by having the children say the numbers in order from 20 to 1.

Learn the numbers.

- Before the class, prepare a poster with separate groups of 21 circles and 22 circles respectively. Arrange the circles in two rows or columns of 10 with the remaining circles on a separate line.
- Tell children they are going to learn to count in English. Ask children 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 today.
- Write the numbers 21 and 22 on the board. Write the numbers exactly as they are presented in the Class Book. Point to the 21 and say *twenty-one*.
- Put the poster you made of the circles on the board. Point to each circle as you count to 21. Then direct children's attention to the two groups of 10 circles and count *ten, twenty*. Continue counting to 21 as you point to the remaining circle.
- Repeat with 22.
- Tell children to look at the numbers 21 and 22 with the dotted lines and arrows on the page.
- Stand with your back to the children as you use your finger to 'write' number 21 in the air.
- Tell children to copy you and write 21 in the air. Check that they are forming the number correctly.
- Repeat the procedure for number 22.
- Tell children to practise tracing over the numbers in their books with their fingers, then with their pencils.

Count.

- Direct children's attention to the picture. Ask what they can see (*a train*). Tell children not to worry about the numbers on the carriages at this time.
- Tell children to count the number of carriages on the train (21). Encourage them to put their finger on each one. Demonstrate as you hold your book up.
- Give children time to count. Help as necessary.

Look and find.

- Direct children's attention to the numbers on the train carriages.
- Ask children to say the numbers they can see.

- Tell children to find the numbers 21 and 22 on the carriages. Model the activity by pointing to the first carriage in the upper left. Ask *What's the number?* Children respond *11*. Move your finger to the next carriage and repeat the question. Continue until you come to the first carriage with the number 21.
- Children continue the activity on their own, identifying numbers 21 and 22.
- Check the activity by asking children to point to the numbers in their books. Depending on the level of your class, you may want to ask *How many 21s? (3); How many 22s? (4)*.

Activity Book AB PAGE 8

1 Trace and write. Count and match.

- Draw writing lines on the board. Put a dot on the lines to show the starting point for forming the number 21. 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 22.
- Draw more writing lines on the board. Call children to the board to write 21 and 22 on the lines. Correct as necessary.
- Ask them to tell you the names of the things in the pictures (*rubbers, pencils*).
- Explain that children are going to count the number of each item and then match the box to the correct number.
- Lead children in counting the rubbers. Ask *How many rubbers?* Children respond *22*. Tell children to draw a line from the rubbers to the model of 22.
- Ask children to count and match the pencils on their own.

2 Say, trace and write.

- Ask children to look at the second activity. Explain that these are the words for 21 and 22.
- Write the word *twenty-one* on the board. Ask children to trace the word in their books with their fingers.
- Check that children are tracing over the letters correctly and from left to right.
- Children trace and write the word with their pencils. Check that they are holding their pencils correctly and forming the letters correctly.
- Tell children to write the number 21 in the box to the right of the line. Check that they are forming the numbers correctly.
- Repeat the procedure for *twenty-two*.

Lesson 6 Story CB PAGE 9, AB PAGE 9

Lesson objectives

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

Vocabulary: *Let's play, Give me . . . , kick, ball*

Materials: CD track 7, a ball, a calendar (in English if possible); (optional) a piece of paper for each child

Class Book CB PAGE 9

Warm-up

- Hold up a ball or draw a picture of a ball on the board. Ask *What's this?* Children respond *A ball.*
- Review the word *kick* by pretending to kick a ball.
- Review the word *give* by asking *Give me your book. Give me your pencil, etc.*
- Review the days of the week using a calendar. Point to each day as you say its name.

Look and say.

- Tell children to open their books at page 9.
- Remind children that English stories are presented from left to right. Hold up your book and point at the frames in order.
- Say *Point to picture 1.* Check that children are pointing to the picture with the 1 in the corner. Say *Point to picture 2.* Check that children are pointing to the picture with the 2 in the corner. Repeat with pictures 3 and 4.
- Ask children questions about the story: *Who are the children? (Tess, Baz and Adam), What day of the week is it? (Saturday), What are the children doing? (They are playing with a ball), Are they playing nicely with their little brother? (Yes, they are), Why is it important for older children to include their younger brothers and sisters in their games? (It is kind. It teaches the younger children about different games, etc.).*

Listen. 7

- Tell children that they are going to listen to the story. Explain that all the sentences they hear are on the page, in the speech bubbles.
- Play the CD and pause between each frame. Don't ask children to repeat at this stage of the lesson.
- Ask children to tell you what they understood. Play the CD again if necessary.

Transcript 7

Listen. It's Saturday!

Tess It's Saturday!

Baz Let's play.

Baz Give me the ball.

Tess Kick, Adam. Kick!

Listen and act. 7

- Tell children they are going to hear the story again. Tell them to run their fingers under each word as they listen.
- Play the CD again, pausing after each frame. Children repeat the sentences chorally and individually as they point to the words.
- Tell the class that they are going to act out the story. Call three children to the front to model the story with you. Give the child playing Tess the calendar and help him or her find Saturday. You may want the children to simply hold the ball and pretend to kick it.
- Call other children to the front to act out the story.
- Help children to perform by prompting the lines and telling them to repeat and point to the props.

Activity Book AB PAGE 9

1 Match.

- Tell children to look at page 9.
- Ask children what is happening in the first picture (*Baz is running towards a ball*).
- Ask children what they think will happen next. Accept all answers (*Baz might kick the ball; he might pick up the ball; he might fall on the ball, etc.*).
- Ask children to look at the pictures in the right column. Ask them which picture is the best match for what happens to Baz and the ball next (*the picture of Baz kicking the ball*).
- Tell children to trace the line between the two pictures.
- Children complete the activity. Ask children to say the characters' names quietly to themselves as they do the matching (*Baz, Sam, Adam, Tess*).
- Check by asking children to describe the matching pictures (*Sam is about to open a door. Sam is walking through the open door; Adam is walking up to Tess with a ball. Tess has the ball; Tess is running up a hill. Tess is on top of the hill*).

Optional activity

- Give each child a sheet of paper.
- Ask them to draw two pictures. The pictures should show a sequence. Give some examples: a child throwing a ball / a child catching a ball; a child with a full plate of food / a child with an empty plate of food, etc.