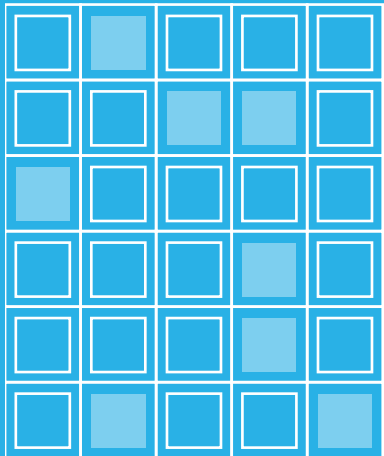
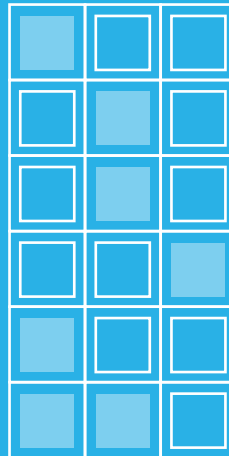




Educación General Básica



English



Level

Pre A1.2

TEACHER'S BOOK

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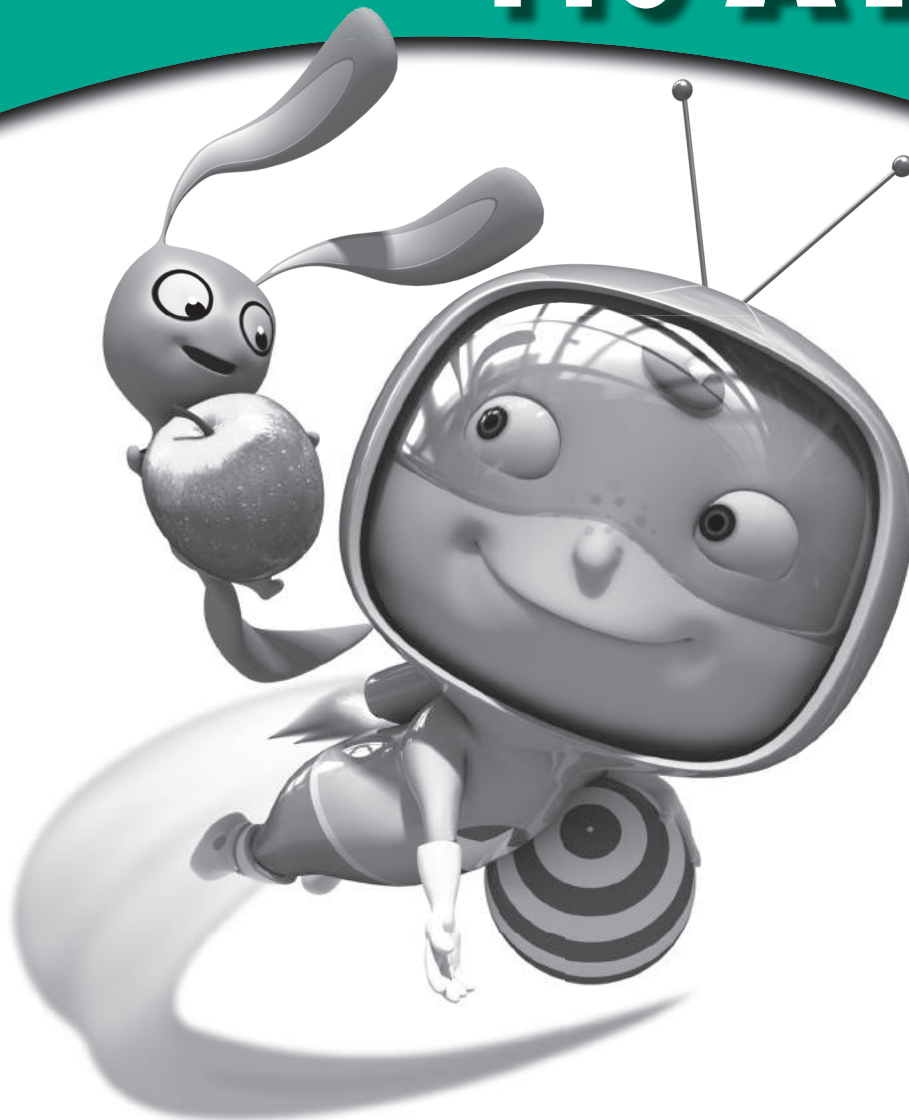
Ministerio
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Transformar la educación
MISIÓN DE TODOS

Starship English

Teacher's Book

Pre A1.2



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Introduction

Welcome to Starship English

Welcome to *Starship English*, a language program for primary and elementary school children learning American English as a second language. *Starship English* enhances English language learning with clear goals set in a variety of practical and achievable learning tasks. The student books and supporting program materials are presented in vibrant and interesting formats. *Starship English* is centered on the needs of both teachers and students, offering many interesting resources so teaching and learning are both effective and fun.



Learning English with a communicative approach

The teaching program of *Starship English* is based on the latest research into communicative language teaching but also takes the best parts of several other methodologies.

- ★ The language is functional, enabling students to use the language appropriately.
- ★ Students focus on the four skills of reading, listening, writing, and speaking, both independently and in combination.
- ★ The language is carefully and progressively introduced, in keeping with current research findings on how children learn English as a second language.
- ★ Language taught in one lesson is reinforced in subsequent units and levels.
- ★ Grammar and vocabulary are taught methodically, but without the unnecessary burden of grammatical terms that often confuse young learners.

Why students love Starship English

Students like the *Starship English* easy introduction to English that helps them progress from dependence on the teacher to independent language learning. Students who experience success in language learning learn better and faster.

A motivating way to learn

Starship English makes learning fun. Motivation is a key concern of *Starship English*. Teachers know that motivated students not only learn better, they find the best ways to learn on their own so they continuously improve their English both in and out of the classroom. Activities are structured to guarantee an easy progression through the materials with continuous opportunities for students to experience success.

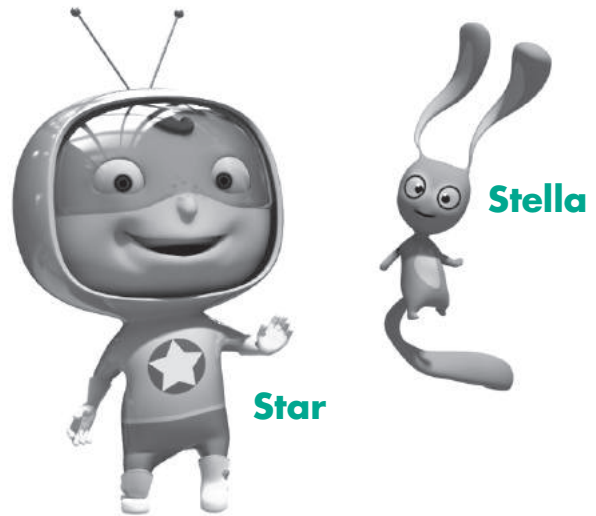
Many ways to learn

Integrated materials, such as the Student Books, Activity Books, Teacher's Books, imaginatively recorded audio CDs, puppets, and flash cards, all help support teaching and learning in the best ways possible.

Each unit is structured initially to give enormous support and progressively encourage students to stretch themselves through group, pair, and individual work and show their English language abilities. *Starship English* encourages learner independence.

Starship English features two mascots and four characters. The mascots, Star and Stella, are visitors from space who introduce innocent questions about the world in natural ways. These are the questions that students often hesitate to ask. Star and Stella hand puppets provide countless opportunities for modeling dialog and making learning fun.

The four characters, Dan, Emma, Tessa, and Tom, are firmly established as real characters with different personalities. Students learn to identify with them. Over time, the problems they have in communicating and the solutions they find, help students overcome their own language problems.



Introduction

The six teaching units

Each unit is based on the most common situations that students are likely to encounter. The unit features concise questions, answers, and statements that students are likely to use. Carefully controlled vocabulary and language structures are included in contexts and at levels that students can easily understand. Practice for speaking is built into every activity. Each listening, reading, and writing activity provides opportunities for speaking.

New vocabulary is presented with illustrations and photographs that provide clear support for the new words. Most of the same photographs and illustrations are used in the flash cards to allow flexible ways to introduce new vocabulary.

- ★ **Presentation:** the teacher uses the teaching materials to model essential language functions and vocabulary.
- ★ **Practice:** students engage in a variety of activities to establish both their understanding and mastery of the new material. *Starship English* features a natural and early introduction to reading continuous text. Supported by strong visuals, the text allows practice of reading skills and revisits the new words. Students also learn songs and play language games throughout.
- ★ **Production:** students shift from the receptive skills of reading and listening to speaking and writing. Students practice these skills in the integrated Activity Book.



Unit 2 **Is she happy?**

Look, listen, and talk Unit 13

My pet's a mouse. He's pretty.

Yes, he is.

Is your cat sad?

No, she isn't.

Is she happy?

Yes, she is. She's happy.

Are your pets sad?

No, they aren't.

Are they happy?

Yes, they are. They're happy!

Talk.

My pet's a ____.

Is your pet ____?

.....

Sing Unit 15

My pet's a cat.
My pet's a cat.

Is your cat pretty?
Yes, she is. She's pretty.

Is your cat young?
Yes, she is. She's young.

Is your cat small?
Yes, she is. She's small.

Is your cat happy?
Yes, she is. She's happy.

My pet's a cat.
My pet's a cat.
She's pretty. She's young.
She's small. She's happy.
My pet's a cat.

Listen

A. Listen and choose. Unit 16

1. A B C D

2. A B C D

3. A B C D

4. A B C D

B. Listen and check [A] or [B]. Unit 17

1. A B A B A B

2. A B A B A B

3. A B A B A B

4. A B A B A B

C. Listen and say. Unit 18

Practice

A. Look and choose.

fat small ugly
 thin pretty big

B. Read and say.

This is my pet.
My pet's a dog.
She's small.
She's happy.
Is your pet happy?

A. Ask and answer.

Is your pet ____? Yes, ____ is ____
Is your pet ____? No, ____ isn't ____

Play and learn

My pet's a cat.

Is your cat ugly?

No, she's pretty.

Unit Planning Guide

Unit 1

Lesson, Periods, and Resources	Objectives and Benchmarks	Key Performance Indicators
<p>LESSON 1: Welcome to Starship English (pp. 9–12) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Star & Stella puppets</i> • <i>Audio CD</i>: T1–6 • <i>Activity Book</i>: Act. A–D (pp. AB4–AB5); Act. A–B (p. AB6); Act. A–C (p. AB7); Act. A–B (p. AB8); Act. A–B (p. AB9) • <i>Extras</i>: the alphabet song; two set of “Characters” game cards (p. 143) for each pair of students. 	<ul style="list-style-type: none"> • <i>Students learn to</i>: greet; introduce themselves and others; ask and tell someone’s name. • <i>Global Benchmarks: Students can</i>: respond to spoken word non-verbally; recognize own name; greet, say please and thank you with prompting; repeat modeled sentences; convey meaning through personal drawings. 	<ul style="list-style-type: none"> • Exchange basic introductions and limited personal information in class using simple present tense in order to get to know their peers. • Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals or things, especially when spoken slowly and clearly. • Enjoy extensive listening in English. • Spell out key vocabulary items using the English alphabet. • Clap, move, chant or sing along with short authentic English language rhymes or songs, approximating English rhythm and intonation once familiar with the text. • Demonstrate basic reading comprehension skills by identifying the meaning of individual words, phrases, and sentences, including simple written instructions. • Generate and expand ideas by responding in a fun and playful manner to oral and written texts in order to increase enjoyment of the language through TPR, playground games, and songs and chants.
<p>LESSON 2: This is my family. (pp. 10–15) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Flash Cards 2–9</i> • <i>Star & Stella puppets</i> • <i>Audio CD</i>: T7–12 • <i>Activity Book</i>: Act. A–D (pp. AB10–AB11); Act. A–B (p. AB12); Act. A–C (p. AB13); Act. A–B (p. AB14); Act. A–B (p. AB15) • <i>Extras</i>: teacher’s family photograph; one set of “Characters” game cards (p. 143); photographs of students’ families; two sets of “Family” game cards (p. 144) for each pair of students. 	<ul style="list-style-type: none"> • <i>Students learn to</i>: introduce family members; formally greet; ask and answer questions to identify family members. • <i>Global Benchmarks: Students can</i>: recognize own name accompanied by photo; differentiate one object/picture/ letter/word from another; respond to visual cues/ gestures/objects to make a choice verbally or non-verbally. 	<ul style="list-style-type: none"> • Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. • Exchange basic introductions and limited personal information in class using simple present tense in order to get to know their peers. • Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals or things, especially when spoken slowly and clearly. • Record key items of specific information from a heard message or description, either in written form or by drawing picture. • Understand most of the details of the content of a short simple text. • Write simple words, phrases and sentences with correct use of standard writing mechanics • Apply ICT and/or other resources to communicate simple thoughts in small groups.
<p>PHONICS: Short a, Long a (a_e, ai, ay) (pp. 16–26) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Letter Cards</i> • <i>Phonics Game Cards</i> 	<ul style="list-style-type: none"> • <i>Students learn to</i>: recognize and pronounce words with the short /a/ and long /a/ sounds. • <i>Global Benchmarks: Students can</i>: distinguish between, identify, or repeat sounds. 	<ul style="list-style-type: none"> • Imitate individual English language sounds, especially those phonemes which do not exist in the student’s own L1, both in isolation and within key vocabulary items. • Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships. • Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery.

Unit Planning Guide

Unit 2

Lesson, Periods, and Resources	Objectives and Benchmarks	Key Performance Indicators
<p>LESSON 1: <i>Is she happy?</i> (pp. 24–29) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Flash Cards 10–15</i> • <i>Star & Stella puppets</i> • <i>Audio CD: T13–18</i> • <i>Activity Book: Act. A–D</i> (pp. AB16–AB17); <i>Act. A–B</i> (p. AB18); <i>Act. A–C</i> (p. AB19); <i>Act. A–B</i> (p. AB20); <i>Act. A–B</i> (p. AB21). • <i>Extras: a soft ball; a pretty, soft toy cat or picture of a pretty cat; pictures of pets; one set of “Adjectives” game cards and two sets of “Pets” game cards (p. 45) for each pair of students.</i> 	<ul style="list-style-type: none"> • <i>Students learn how to:</i> name pets, describe characteristics and emotions using pets. • <i>Global Benchmarks: Students can:</i> distinguish between, identify, or repeat sounds; respond to sign language or symbols; respond to basic questions through facial expression and gestures, with prompting use one or more words to respond to simple questions; make marks on paper with a range of materials. 	<ul style="list-style-type: none"> • Exchange basic personal preferences with peers in order to express likes and dislikes. • Collaborate in a friendly manner by sharing classroom materials and personal objects while participating in games and activities in class and on the playground. • Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals or things, especially when spoken slowly and clearly. • Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. • Ask and answer basic personal information questions, as well as simple questions about other people, animals, and possessions, provided the interaction is slow and clear. • Demonstrate basic reading comprehension skills by identifying the meaning of individual words, phrases, and sentences, including simple written instructions. • Understand the content of a simple graphic organizer. • Write simple sentences on familiar topics to communicate basic ideas. • Express emotions and feelings using basic adjectives and related images through written work on the school or class bulletin board.
<p>PHONICS: <i>Short e, Long e</i> (<i>ee, ea, ey/y</i>) (pp. 34–41) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Letter Cards</i> • <i>Phonics Game Cards</i> 	<ul style="list-style-type: none"> • <i>Students learn to:</i> recognize and pronounce words with the short /e/ and long /e/ sounds. • <i>Global Benchmarks: Students can:</i> distinguish between, identify, or repeat sounds. 	<ul style="list-style-type: none"> • Imitate individual English language sounds, especially those phonemes which do not exist in the student’s own L1, both in isolation and within key vocabulary items. • Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships. • Write simple words, phrases, and sentences with correct use of standard writing mechanics.

Unit Planning Guide

Unit 3

Lesson, Periods, and Resources	Objectives and Benchmarks	Key Performance Indicators
<p>LESSON 1: <i>I want juice, please.</i> (pp. 42–47) Six 45-minute class periods</p> <ul style="list-style-type: none"> • Flash Cards 47–60 • Star & Stella puppets • Audio CD: T23–28 • Activity Book: Act. A–D (pp. AB24–AB25); Act. A–B (p. AB26); Act. A–C (p. AB27); Act. A–B (p. AB28); Act. A–B (p. AB29). • Extras: sentences on cards: “My sister’s cat is pretty.” “Your brother’s dog is old.” “Her mother’s fish is happy.” “His father’s mouse is small.”; one set of “Food and drinks” game cards (pp. 146, 147) for each pair; two sets of “Food and drinks” game cards (pp. 146, 147) so there is one card per student; dice. 	<ul style="list-style-type: none"> • <i>Students learn how to:</i> offer food and drink; politely accept and decline offers of food and drink; politely express preferences using want. • <i>Global Benchmarks: Students can:</i> respond to spoken word non-verbally; differentiate one object/picture/letter/ word from another; greet, say please and thank you with prompting; repeat modeled sentences; convey meaning through personal drawings. 	<ul style="list-style-type: none"> • Express curiosity about the world and other cultures by asking simple WH- questions in class after reading and/ or participating in presentations or other group work. • Understand and use common expressions of politeness in class while working in pairs or groups on projects. • Exchange basic personal preferences with peers in order to express likes and dislikes. • Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. • Understand and use basic greetings, leave-taking expressions, and other simple everyday phrases to facilitate interpersonal interaction, to introduce others, and to name things. • Show the ability to use a simple learning resource. • Make a simple learning resource, in order to record and practice new words. • Complete a basic survey or a questionnaire by providing personal details. • Use audio, video, and pictures to respond to a variety of literary texts through online or in-class ICT activities.
<p>LESSON 2: <i>Where’s your bedroom?</i> (pp. 48–53) Six 45-minute class periods</p> <ul style="list-style-type: none"> • Flash Cards 61–70 • Star & Stella puppets • Audio CD: T30–35 • Activity Book: Act. A–D (pp. AB30–AB31); Act. A–B (p. AB32); Act. A–C (p. AB33); Act. A–B (p. AB34); Act. A–B (p. AB35). • Extras: box and ball; magazine pictures of rooms; a set of “Rooms” game cards (p. 148) for each pair; two to three sets of “Rooms” game cards (p. 148) so there is one card per student. 	<ul style="list-style-type: none"> • <i>Students learn how to:</i> label rooms and describe their location within the home; ask and answer questions about where rooms are located. • <i>Global Benchmarks: Students can:</i> respond to simple questions or directions supported by visual cues/ gestures/ objects; understand basic concepts of print e.g. front and back; left to right; turns pages; make a request through visual cues/gestures/ objects; begin to join in with a familiar rhyme or story; hold writing tools effectively. 	<ul style="list-style-type: none"> • Ask and answer basic personal information questions, as well as simple questions about other people, animals, and possessions, provided the interaction is slow and clear. • Recognize the differences between where people live among the regions of the country in order to appreciate their own environment. • Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals or things, especially when spoken slowly and clearly. • Understand the content in simple short written environmental print text types, using artwork, symbols and layout for support. • Read a variety of simple text-types and graphic organizers used to present cross-curricular information • Make a simple learning resource, in order to record and practice new words. • Write a short simple paragraph to convey some simple facts about people, animals, places, things, yourself or others, with the support of a model text. • Generate and expand ideas by responding in a fun and playful manner to oral and written texts in order to increase enjoyment of the language through TPR, playground games, and songs and chants.
<p>PHONICS: <i>Short i, Long i (I_e, igh, ie/y)</i> (pp. 54–61) Six 45-minute class periods</p> <ul style="list-style-type: none"> • Letter Cards • Phonics Game Cards 	<ul style="list-style-type: none"> • <i>Students learn to:</i> recognize and pronounce words with the short /i/ and long /i:/ sounds. • <i>Global Benchmarks: Students can:</i> distinguish between, identify, or repeat sounds. 	<ul style="list-style-type: none"> • Imitate individual English language sounds, especially those phonemes which do not exist in the student’s own L1, both in isolation and within key vocabulary items. • Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships. • Write simple words, phrases, and sentences with correct use of standard writing mechanics.

Unit Planning Guide

Unit 4

Lesson, Periods, and Resources	Objectives and Benchmarks	Key Performance Indicators
<p>LESSON 1: <i>How many robots do you have?</i> (pp. 62–67) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Flash Cards 71–87</i> • <i>Star & Stella puppets</i> • <i>Audio CD: T36–41</i> • <i>Activity Book: Act. A–D</i> (pp. AB36–AB37); <i>Act. A–B</i> (p. AB38); <i>Act. A–C</i> (p. AB39); <i>Act. A–B</i> (p. AB40); <i>Act. A–B</i> (p. AB41). • <i>Extras: Warm-up activity flash cards: 11, 13, 47, 51, 78, 80, 84, 86, 87: two blue toy cars or two pictures of a blue car; two sets of “Toys” and “Colors” game cards (p. 149) for each pair of students.</i> 	<ul style="list-style-type: none"> • <i>Students learn how to:</i> name toys; ask and answer questions about toys. • <i>Global Benchmarks: Students can:</i> follow a single step routine instruction; respond non-verbally to staff and other children within the classroom setting; with prompting use one or more words to respond to simple questions; make marks on paper with a range of materials. 	<ul style="list-style-type: none"> • Exchange basic personal preferences with peers in order to express likes and dislikes. • Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. • Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. • Record key items of specific information from a heard message or description, either in written form or by drawing pictures. • Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. • Ask and answer basic personal information questions, as well as simple questions about other people, animals, and possessions, provided the interaction is slow and clear. • Exchange specific information with another person, provided they talk slowly and clearly and are prepared to help. • Demonstrate basic reading comprehension skills by identifying the meaning of individual words, phrases, and sentences, including simple written instructions. • Make a simple learning resource, in order to record and practice new words. • Write a short simple paragraph to convey some simple facts about people, animals, places, things, yourself or others, with the support of a model text. • Write a short simple paragraph to describe yourself or other people, animals, places and things, with limited support. • Complete a basic survey or a questionnaire by providing personal details. • Express emotions and feelings using basic adjectives and related images through written work on the school or class bulletin board.
<p>PHONICS: <i>Short o, Long o (o_e/oe, oa, ow)</i> (pp. 72–79) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Letter Cards</i> • <i>Phonics Game Cards</i> 	<ul style="list-style-type: none"> • <i>Students learn to:</i> recognize and pronounce words with the short /o/ and long /o/ sounds. • <i>Global Benchmarks: Students can:</i> distinguish between, identify, or repeat sounds. 	<ul style="list-style-type: none"> • Imitate individual English language sounds, especially those phonemes which do not exist in the student’s own L1, both in isolation and within key vocabulary items. • Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships. • Write simple words, phrases, and sentences with correct use of standard writing mechanics.

Unit Planning Guide

Unit 5

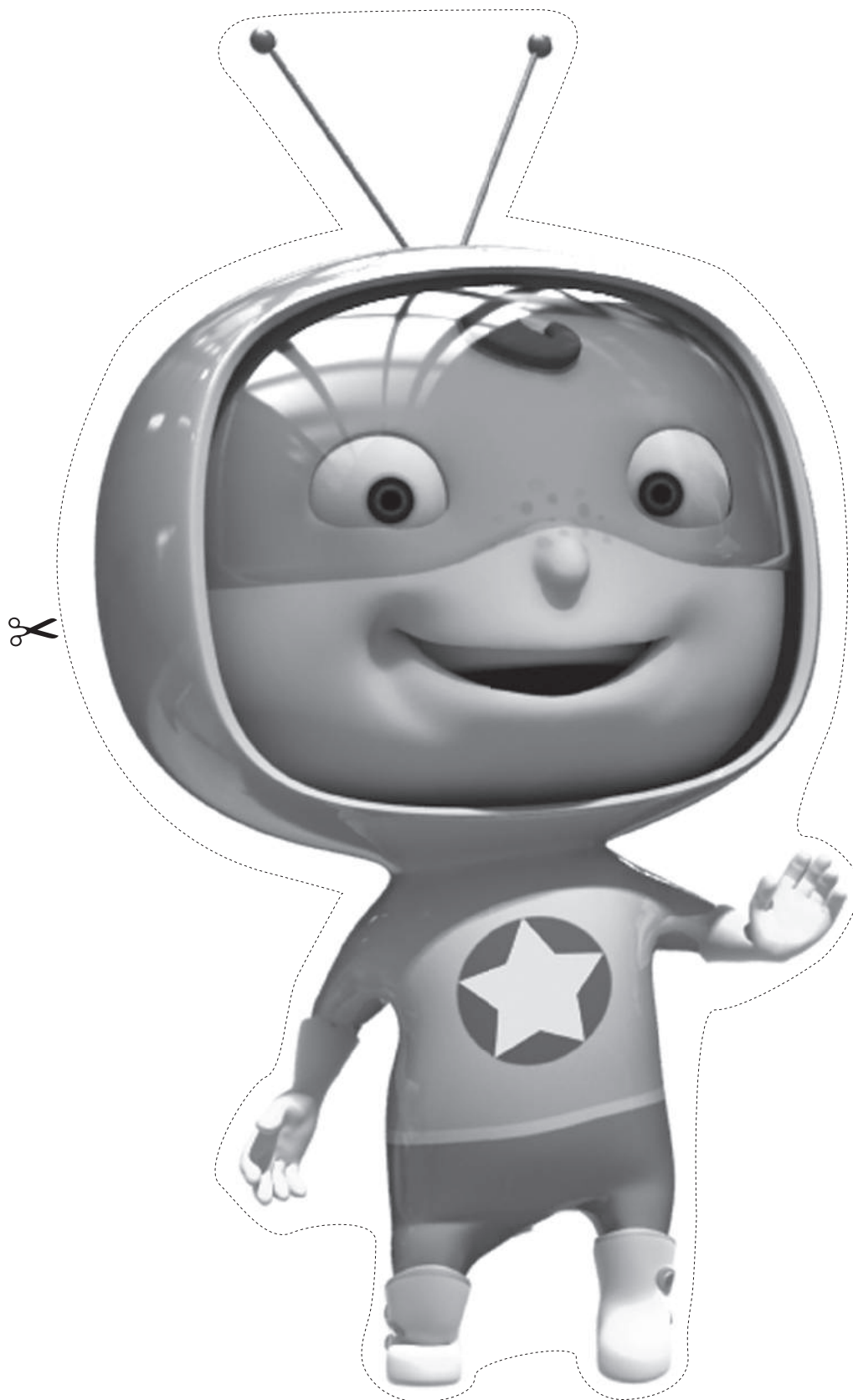
Lesson, Periods, and Resources	Objectives and Benchmarks	Key Performance Indicators
<p>LESSON 1: <i>What time is it, please?</i> (pp. 80–85) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Flash Cards</i> twelve flash cards from previous lessons • <i>Star & Stella</i> puppets • <i>Audio CD</i>: T45–50 • <i>Activity Book</i>: Act. A–D (pp. AB44–AB45); Act. A–B (p. AB46); Act. A–C (p. AB47); Act. A–B (p. AB48); Act. A–B (p. AB49). • <i>Extras</i>: an analog clock; a set of “Times” and “Daily activities” game cards (pp. 150–151) for each pair of students; dice. 	<ul style="list-style-type: none"> • <i>Students learn how to</i>: ask for and tell the time; name daily activities associated with certain times of the day. • <i>Global Benchmarks: Students can</i>: show awareness of objects of reference e.g. music signifies tidy up time; recognize a sequence; convey immediate needs using visual cues, gestures, and objects; repeat modeled sentences; convey meaning through personal drawings. 	<ul style="list-style-type: none"> • Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. • Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. • Recognize ways to relate responsibly to one’s surroundings at home and at school by exhibiting responsible behaviors towards the environment. • Understand and use common expressions of politeness in class while working in pairs or groups on projects. • Recognize when to speak and when to listen while working in pairs or small groups in class by following classroom instructions. • Exchange specific information with another person, provided they talk slowly and clearly and are prepared to help. • Read a variety of simple text-types and graphic organizers used to present cross-curricular information. • Write a short simple paragraph to convey some simple facts about people, animals, places, things, yourself or others, with the support of a model text. • Apply ICT and/or other resources to communicate simple thoughts in small groups.
<p>LESSON 2: <i>Birthday party!</i> (pp. 86–91) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Flash Cards</i> 118–135 • <i>Star & Stella</i> puppets • <i>Audio CD</i>: T51–56 • <i>Activity Book</i>: Act. A–D (pp. AB50–AB51); Act. A–B (p. AB52); Act. A–C (p. AB53); Act. A–B (p. AB54); Act. A–B (p. AB55). • <i>Extras</i>: a hat holding cards with words “Family,” “Drinks,” “Pets,” “Toys,” “Colors,” “Rooms”; a timer; a calendar; soft balls; one set of “Ages” and “Dates” game cards (p. 152) for each pair; dice. 	<ul style="list-style-type: none"> • <i>Students learn how to</i>: ask and answer questions about birthdays and age; express birthday greetings; give and receive a gift; name birthday party items. • <i>Global Benchmarks: Students can</i>: keep a steady beat; differentiate one object/picture/letter/word from another; greet, say please and thank you with prompting; make a request through visual cues/gestures/objects; begin to join in with a familiar rhyme or story; hold writing tools effectively. 	<ul style="list-style-type: none"> • Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals or things, especially when spoken slowly and clearly. • Ask and answer basic personal information questions, as well as simple questions about other people, animals, and possessions, provided the interaction is slow and clear. • Understand and use common expressions of politeness in class while working in pairs or groups on projects. • Communicate to peers and teacher when something is not understood in class through the use of simple basic questions. • Understand the content in simple short written environmental print text types, using artwork, symbols and layout for support. • Read a variety of simple text-types and graphic organizers used to present cross-curricular information. • Write a variety of short simple text-types, commonly used in print and online, with appropriate language and layout. • Identify key information such as events, characters, and objects in stories and other age-appropriate literary texts if there is visual support.
<p>PHONICS: <i>Short u, Long u (u_e, ue, ui)</i> (pp. 92–99) Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Letter Cards</i> • <i>Phonics Game Cards</i> 	<ul style="list-style-type: none"> • <i>Students learn to</i>: recognize and pronounce words with the short /u/ and long /u/ sounds. • <i>Global Benchmarks: Students can</i>: distinguish between, identify, or repeat sounds. 	<ul style="list-style-type: none"> • Imitate individual English language sounds, especially those phonemes which do not exist in the student’s own L1, both in isolation and within key vocabulary items. • Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships. • Write simple words, phrases, and sentences for controlled practice of language items.

Unit Planning Guide

Unit 6

Lesson, Periods, and Resources	Objectives and Benchmarks	Key Performance Indicators
<p>LESSON 1: <i>What's your favorite season?</i> (pp. 100–105)</p> <p>Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Flash Cards 136–153</i> • <i>Star & Stella puppets</i> • <i>Audio CD: T57–62</i> • <i>Activity Book: Act. A–D</i> (pp. AB56–AB57); <i>Act. A–B</i> (p. AB58); <i>Act. A–C</i> (p. AB59); <i>Act. A–B</i> (p. AB60); <i>Act. A–B</i> (p. AB61). • <i>Extras: a Bingo board</i> (p. 155) for each student; a set of “Weather” game cards (p. 153) and a set of “Seasons” game cards (p. 154) for each pair of students; dice. 	<ul style="list-style-type: none"> • <i>Students learn how to:</i> ask and tell about weather; identify seasons; ask and tell about seasons and preferred activities. • <i>Global Benchmarks: Students can:</i> respond to simple questions or directions supported by visual cues/ gestures/ objects; differentiate one object / picture / letter / word from another; respond to basic questions through facial expression and gestures; with prompting use one or more words to respond to simple questions; convey meaning through personal drawings. 	<ul style="list-style-type: none"> • Ask simple basic questions in class about the world beyond their own immediate environment in order to increase their understanding of different cultures. • Exchange basic personal preferences with peers in order to express likes and dislikes. • Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals or things, especially when spoken slowly and clearly. • Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. • Enjoy extensive listening in English. • Clap, move, chant or sing along with short authentic English language rhymes or songs, approximating English rhythm and intonation once familiar with the text. • Say when they do not understand and ask for slower or clearer repetition where required. • Read a short simple text and demonstrate understanding of the gist and some basic details of the content. • Read and understand the main ideas in a short simple text on a cross-curricular topic. • Write a short simple paragraph to convey some simple facts about people, animals, places, things, yourself or others, with the support of a model text. • Complete a basic survey or a questionnaire by providing personal details. • Listen to and read short narratives and/or other oral and written literary texts in class in order to stimulate imagination, curiosity, and a love for literature. • Use creative thinking skills to learn how to share and respect all ideas through brainstorming activities and pair work in class.
<p>PHONICS: <i>Short a, Long a (a_e, ai, ay)</i> (pp. 16–26)</p> <p>Six 45-minute class periods</p> <ul style="list-style-type: none"> • <i>Letter Cards</i> • <i>Phonics Game Cards</i> 	<ul style="list-style-type: none"> • <i>Students learn to:</i> recognize and pronounce words with the short /a/ and long /a/ sounds. • <i>Global Benchmarks: Students can:</i> distinguish between, identify, or repeat sounds. 	<ul style="list-style-type: none"> • Imitate individual English language sounds, especially those phonemes which do not exist in the student's own L1, both in isolation and within key vocabulary items. • Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships. • Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery.

Star Puppet



Instructions:

Cut out the puppet and attach it to a craft stick with glue or tape.

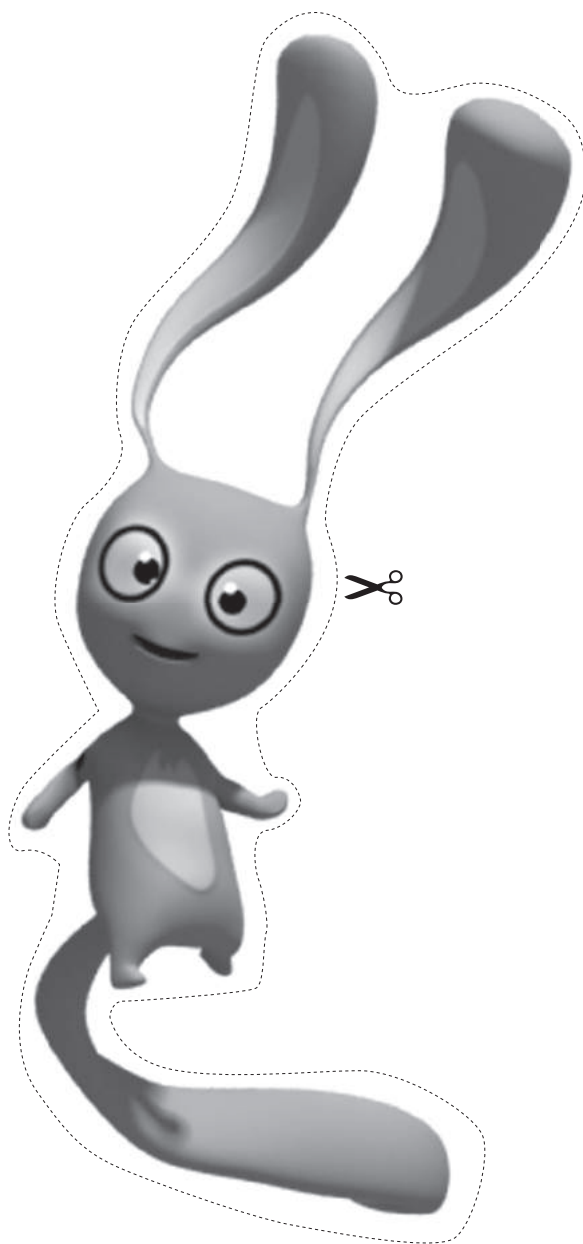
See page 15 for ideas for using the puppets to aid instruction.

Stella Puppet

Instructions:

Cut out the puppet and attach it to a craft stick with glue or tape.

See page 15 for ideas for using the puppets to aid instruction.



Using the Teacher's Book



Each lesson in the Teacher's Book starts with a list of preparations needed and a suggested warm-up activity, and ends with an extra activity (sometimes two) that can be completed in class or set for homework.

The Teacher's Book Overview (see pages 16 to 23) provides detailed explanations of how to effectively teach the activities in the Student Book.

Preparing students

Always take time to prepare students for an activity. This helps the activities run efficiently and maximises learning outcomes. Avoid long explanations when preparing students. Consider some of these ideas:

- ★ Start by grouping students so they know who they will be working with. If the activity requires students to work on their own, tell them this.
- ★ Use the worked examples in the Student Book to model activities.
- ★ Show students what to do by performing a role-play. Show what each player will do and say. Show how materials, such as game cards, are to be used and model the language you want them to use. Keep your performance clear and simple, and hold back on explanatory talk.
- ★ Ask questions to check that students know what to do. Your questions should help them to identify the aim of the activity, the procedure, and any other important details of the activity.
- ★ When the students have begun work, check that they are on the right track.

Using Star and Stella

See pages 13 and 14 for templates for creating the Star and Stella hand puppets. You may want to give each student their own copies and have them color and put the puppets together.

It is important to give students lots of praise and to correct errors in a positive and supportive way. The hand puppets, Star and Stella, can be used to great effect here.

Star and Stella can be used to help prepare and support students. You could use them in your role-play and to check that students know what to do. For example, after your role-play, you might suggest that Star and Stella look confused, and ask students to tell the puppets what to do.

There are more ideas on how to use Star and Stella on pages 16 to 22.

Concluding an activity

The way an activity is concluded can help to maximise learning. Depending on the activity, you may need to check answers as a whole class, choose students to write answers on the board, or ask pairs of students to perform in front of the class. There may also be extension tasks or references to an Activity Book exercise. At this stage, it is a good idea to assess students' progress.

Teacher's Book Overview

Unit 4 4 **How many robots do you have?**

FOCUS

Theme Toys

Aim Students learn how to name toys; ask and answer questions about toys

Structures

- Questions with *How many* (*How many robots do you have?* / *How many dinosaurs does he have?*)
- Questions about color (*What color is it?* / *What color are they?*)

Review: colors, numbers, cardinal numbers one to eight

Vocabulary balls, dolls, cars, trains, animals, robots, dinosaurs, black, blue, brown, green, pink, purple, red, white, orange, yellow, none

Lesson preparations

Starship flash cards 71 to 87: animals, cars, balls, dinosaurs, dolls, robots, trains, black, brown, green, pink, purple, red, white, orange, blue, yellow

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 36, 37

Activity Book: Activities A, B on page AB36; C, D on page AB37

Extras: Warm-up activity flash cards 11, 13, 47, 51, 78, 80, 84, 86, 87: two blue toy cars for two pictures of a blue car

Warm-up activity CT2, CT3

- Passage to read: I see a dog. I see a banana. I see an apple. It's red. I see a bird. It's green and yellow and white and black and blue!
- Place the flash cards for the ten underlined words in the passage in a line on the floor in any order. Ask ten students to stand and display one card each. Let's put the words in the right order. Read the first sentence and guide the first one into position. Continue reading. Once in order, read out passage, pausing before each flash card word, so the class can call it out.

Look, listen, and talk CT1, CT2, CT3

- Books closed.** Use the Star puppet to help model the questions and answers from the first frame on page 62. Show your students one blue toy car or one picture of a blue car. Ask Star, "Is this your car?" Have Star nod his head.
 - Ask Star, "How many cars do you have?" Tell the class his answer: "One." Next, ask, "What color is it?" Tell the class his answer: "Blue." To reinforce meaning, point out other blue objects around the room and say, "Blue."
 - Next, show a second blue toy car beside the first. Using the same procedure, model the questions and answers again, using the plural form. Ask, "How many cars do you have?" Answer, "Two." Then ask, "What color are they?" Answer, "Blue."
- Books open.** Ask students to look at the opening scene on page 62.
 - Point to each character and ask, "Who's this?" (Star, Tessa, Tom)
 - Ask, "Who is asking the questions?" (Star) Ask, "Who is answering the questions?" (Tessa)
- Play Track 36, frame by frame. Ask students to point to each speech bubble on page 62 as each part is spoken.

CURRICULAR THREADS: CT1—Communication and cultural awareness; CT2—Oral communication; CT3—Reading; CT4—Writing; CT5—Language through the arts

Warm-up activity

The warm-up activity promotes a positive learning attitude and enables students to immediately begin communicating in English. Students can talk using familiar language, often from the previous unit. Make these activities fun and minimise corrections. You can use Star and Stella to help prepare students for these activities.

Look, listen, and talk

Throughout *Starship English*, new language is introduced in the opening dialogs in each Student Book unit. There are directions for first setting the scene, then presenting the new language, and then practicing it through three controlled repetitions of the dialog.

Set the scene

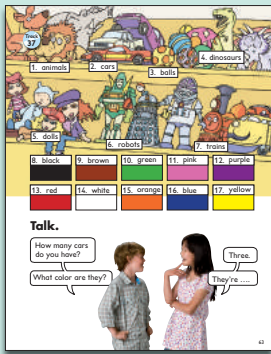
Make sure students' books are closed as you provide a sample of the language they are about to learn. At this stage, it is useful to speak in context and pre-teach a few words from the unit's vocabulary. As well as setting an appropriate learning pace, it can trigger recall of existing knowledge.

In most units, you can use the Star hand puppet to engage students. Use Star as your assistant in modeling simplified versions of the opening dialogs. Star can communicate through you, "whispering" messages to you, which you then pass on to the class. It is worth practicing this routine so you feel confident performing it in front of the class.

Present the language

Always give your students an opportunity to look over the opening scene illustrations before playing the CD recording. Ask questions to draw their attention to useful details. This will help their comprehension as they listen to and follow the dialog.

Look, listen, and talk



- Play the CD again, frame by frame. Ask the class to repeat each dialog with you.
- Divide the class into two groups. Ask Group 1 to read Star's part and Group 2 to read Tessa's part. Then ask the groups to swap parts and repeat.
- Divide the class into pairs. Ask each pair of students to take turns speaking the parts of Star and Tessa. Briefly visit each pair and correct any pronunciation errors.
- Books closed.** Say, "Let's practice some words for toys and colors." Introduce each numbered word on page 39, one by one. First, model a word as you show the matching flash card. Keep the written word covered. Ask students to repeat the word with you several times. Then show the word, model it one more time, and leave the card on display. Repeat for the other words on page 63.
- Say, "Let's practice our words again. This time, close your eyes and listen carefully to the voice on the CD." Play CD Track 37. Pause as necessary for practice.
- Return to the opening scene. Arrange the pairs of students into groups of four. Ask each pair to perform the scene for the other pair in their group.
- Activity Book.** Ask students to complete activities A and B on page AB36.

CURRICULAR THREADS: CT1—Communication and cultural awareness; CT2—Oral communication; CT3—Reading; CT4—Writing; CT5—Language through the arts 93

Talk CT1, CT2

- Books open.** Use the Stella puppet to help keep your students focused on listening to and answering the following questions. Remind students that Stella is trying to learn English names but she needs some help. Say, "I'll ask some questions—will you help Stella answer them?" (Yes.) Ask, "What are the names of the two characters? (Dan and Tessa) "Who is asking the questions? (Dan) "What is he asking about?" (Tessa's cars)
- Ask, "Who is answering the questions?" (Tessa) Tell students to complete Tessa's dialog by filling in the gap with any of the color words.
- Ask pairs of students to practice the dialog. Ask each pair to take turns speaking both parts.
- Encourage students to use different toys, numbers, and colors. Listen carefully to students' pronunciation, correcting errors and offering praise.
- Ask two or three pairs of students to perform the dialog for the class.
- Activity Book.** Ask students to complete activity C on page AB37. Check students' answers. Ask pairs of students to take turns speaking the two parts.

Phonics activity CT2

Students practice producing the /r/ and /l/ sounds in the following tongue twister: *Yellow robots, red balls.*

- Write the two sounds on the board and model them separately. Walk among the students so they can all see how you make the sounds. Ask questions to make sure students understand how the sounds are made. Have students repeat the sounds with you.
- Write the tongue twister on the board. Tell students to listen carefully. Recite the tongue twister slowly three times. Emphasize the /r/ and /l/ sounds. Tell students to repeat the tongue twister with you three times, slowly.
- Tell students to listen carefully again. Recite the tongue twister clearly as quickly as you can, three times. Ask students to repeat it with you in the same way.

Extra activities CT1, CT3, CT4

- Activity Book.** Ask students to complete activity D on page AB37.
- Ask students to bring a toy to the next class.

Talk

This activity provides a less controlled opportunity for students to practice a unit's vocabulary and structures. Students still need a great deal of support, so a lot of the language is supplied, but they get to be a little more independent as they make word choices to fill the gaps in the lines of dialog.

Make sure students realize that they can refer to the numbered words at the top of the page in each unit in making word choices.

This activity always starts by asking the names of the Starship characters pictured in the modeled dialog. In the earlier units, this reinforces the characters' names and gives practice in pronouncing them. In later units, the question signals the start of a familiar activity.

As students practice the dialog in pairs, listen carefully to their pronunciation. Consider taking Stella around with you. She can act as your listening assistant and reinforce your positive comments by nodding her head.

Phonics activity

These activities draw attention to pronunciation features of the unit's focus language. Most units give students practice in producing individual sounds through activities such as sorting and tongue twisters. In Unit 1, students are introduced to word stress, and in Units 3 and 5, they are introduced to sentence stress. As English is stress-timed, it is important that students get the chance to work with the rhythm of the language. Other opportunities are provided through the song in each unit and in the chants included in the Activity Book. After Unit 1, you can focus on word stress as you introduce the vocabulary in the illustrated dictionary section of each unit. Encourage your students to mark the words in their books using the symbols introduced in the Phonics activity in Unit 1: a large circle (O) for a strong syllable and a small circle (o) for a weak syllable.

Extra activities

Depending on the time you have available at the end of your lesson, these extra activities can either be done in class or set as homework.

Practice the language

Repetition 1—as one group:

Students repeat the modeled dialog for the first time as a whole group. Avoid focusing on any one individual at this stage. Allow your students some space as they start trying out the new language.

Repetition 2—as a dialog between groups:

Students start practicing the dialog in parts. They are still talking in a group, which allows them to build their confidence.

Repetition 3—in pairs:

Students repeat the dialog with a partner. Start focusing on pronunciation. Take a quiet, one-on-one, positive approach to correcting errors. Model correct pronunciation, listen to hear the error corrected, offer praise, and then move your attention on to the next student. You could use Star as your listening assistant, reinforcing your praise by nodding his head and clapping his hands.

Teacher's Book Overview

4
Sing

Unit
Sing

Lesson preparations

Starship flash cards 71 to 87: animals, cars, balls, dinosaurs, dolls, robots, trains, black, brown, green, pink, purple, red, white, orange, blue, yellow

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 38, 39, 40, 41

Activity Book: Activities A, B on page AB38; A, B, C on page AB39 (CD Tracks 79, 80, and 81)

Extras: one set of "Toys" and "Colors" game cards for each pair of students—animals, cars, dinosaurs, robots, purple, brown, green (see page 149)

Warm-up activity CT1, CT2

- Have students conduct an oral survey to find out how many toys their classmates have. Tell a student to ask you, "How many animals do you have?" Answer, "I have six animals."
- Ask students to move around, asking and answering questions about different toys.
- To conclude, ask two or three pairs to perform a question and answer for the class.

Sing CT3, CT5

- Books closed.** Use the flash cards to review the unit's toys and color words. Take the opportunity to provide lots of praise.
- Track 38 First listening.** Ask students to close their eyes and listen to the song. Play CD Track 38.
- Second listening.** Divide the class into pairs. Give each pair a set of "Toys" and "Colors" game cards. Ask students to use the correct colors to color in the shapes on the purple, brown, and green cards. Ask each pair to arrange the cards in order as they listen to the song. Play CD Track 38 again. Ask the class to check that their cards are in the correct order.
- Third listening.** Ask students to sing along. Tell students they can use their ordered cards as prompts. Replay CD Track 38.
- Books open.** Ask students to look at the pictures on page 40. Ask, "What toys do you see?" (robots, animals, a car) Ask students to look at the words. Read the song with the class. Have them point to each picture as they say the matching words.
- Fourth listening.** Ask students to sing along again. Replay CD Track 38.
- Activity Book.** Ask students to complete activities A and B on page AB38.
- Ask the class to stand up and sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.

Warm-up activity

This activity revises vocabulary and sentence structures introduced in the previous lesson. You can use Star and Stella to engage students, by asking the puppets a question about the previous lesson. Move them to show shyness at being asked a question and embarrassment at not knowing the answer. Acknowledge their reaction with your students. Reassure Star and Stella by telling them that the students are there to help. At this point, tell students that seeking help from classmates is allowed, even encouraged!

Sing


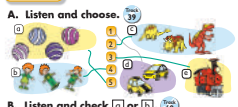
The Sing section starts with a vocabulary review. Star and Stella can be used to help provide positive feedback. You can make Stella react positively through nodding her head and clapping her hands.



This activity requires students to use sets of game cards in the second and third listenings of the song. Produce these ahead of time (see "Lesson preparations"). To reduce the time you spend preparing these, you could hand over the cutting-up task to your students as part of the vocabulary review at the start of the lesson. Students would get further opportunity to re-engage with the vocabulary before listening to the song.



To encourage enthusiastic singing, particularly towards the end, you could tell your students that Star and Stella love to hear them sing, so they should give their best performance.

Listen

Listen

A. Listen and choose.  

B. Listen and check a or b.  

C. Listen and say.  

A. Listen and choose CT1, CT2

Audio Script

Narrator: One
Girl: How many cars do you have?
Boy: Two.
Girl: What color are they?
Boy: They're black and yellow.

Narrator: Two
Boy: How many dinosaurs do you have?
Girl: Three.
Boy: What color are they?
Girl: They're red and yellow.

Narrator: Three
Girl: How many trains do you have?
Boy: One.
Girl: What color is it?
Boy: It's black and red.

Narrator: Four
Boy: How many dolls do you have?
Girl: Three.
Boy: What color are they?
Girl: They're green and orange.

Narrator: Five
Boy: How many balls do you have?
Girl: Four.
Boy: What color are they?
Girl: They're purple and white.

- Books open.** Ask students to identify the toys. Say, "Let's listen to five questions and answers." Play One on CD Track 39. Model, using the worked example.
- Check that students know what to do. Play CD Track 39. Pause for students to match the pictures with the numbered boxes. Check students' answers.
- Divide the class into pairs. Have students refer to their completed task and take turns asking and answering questions about the color of the toys in each picture.
- Ask five pairs to each perform one question and answer.
- Activity Book.** Ask students to complete activity A on page AB39 (CD Track 79).

B. Listen and check a or b CT1, CT2

Audio Script

Narrator: One
Female: How many dinosaurs does he have?
Male: Eight.

Narrator: Two
Female: How many cars do you have?
Male: One.
Female: What color is it?
Male: It's red.

Narrator: Three
Female: How many animals do you have?
Male: Four.

Narrator: Four
Female: How many trains does he have?
Male: Two.

- Books open.** Ask students to look at the four pairs of pictures and identify the toys.
- Say, "Let's listen to four questions and answers and check the boxes that match what we hear." Play One on CD Track 40. Model, using the worked example.
- Check that students know what to do. Play CD Track 40. Pause for students to check the picture boxes. Check students' answers.
- Write, "How many ____ do you have?" on the board. Tell students to refer to their checked pictures and write questions and answers.
- Ask four students to each write one question and answer on the board.
- Activity Book.** Ask students to complete activity B on page AB39 (CD Track 80).

95

A. Listen and choose

Depending on how much time you have, and the needs of your students, you can extend learning through the speaking practice detailed in steps 3 and 4.

B. Listen and check a or b

In step 4, students extend their learning by using their checked pictures to practice writing. Before they start, ask them to suggest an example and then work with this to provide a written model on the board. Also, tell students to turn to the opening scene and the numbered words on the facing page of the lesson for further help with structure and spelling.

Listen

In the three Listen activities, use Star to help you check that your students know what to do. Try these two techniques:


- Say, "Star doesn't know what to do. Can you tell him?"
- Address questions to Star and have him turn to your students for answers.

Teacher's Book Overview


Unit
4
Listen

Listen


A. Listen and choose. 39



B. Listen and check [a] or [b]. 40



C. Listen and say. 41



C. Listen and say CT1, CT2

Track 41 Audio Script

Narrator: One
Boy: How many trains do you have?
Girl: Two.
Boy: What color are they?
Girl: They're brown and yellow.
Narrator: Two
Boy: How many robots do you have?
Girl: Four.
Narrator: Three
Boy: How many dinosaurs does he have?
Girl: One.
Boy: What color is it?
Girl: It's brown and black.
Narrator: Four
Girl: How many cars do you have?
Boy: Five.

Books open. Ask students to look at the four pictures in exercise C.

2. Ask students about the toys in the pictures. (1—trains, 2—robots, 3—a dinosaur, 4—cars) Ask students what questions they might hear on the CD. (*How many and What color questions*)

3. Say, "Let's practice speaking." Divide the class into pairs. Tell students they will listen to a dialog, and then repeat it. Tell students to listen carefully as you show them what to do. Play One on Track 41. Role-play both parts of the dialog to model the exercise.

4. Check that students know what to do. Tell students to listen carefully, and then play CD Track 41. Pause for students to repeat the parts of dialog. Write them on the board as necessary. Ask students to swap roles and repeat.


5. Ask four pairs of students to each perform one dialog.

6. **Activity Book.** Ask students to complete activity C on page AB39 (CD Track 81).

Extra activities CT2, CT4

1. Ask students to think about their own toys at home, and then write three questions and answers about them.

2. Ask students to review spelling aloud words for colors and toys. This will prepare them for the warm-up activity in the next lesson.



96

C. Listen and say

Students listen to, recall, and then practice repeating the audio with a partner. To conclude, they perform the scene to another pair of students.


Extra activity

Depending on the time you have available at the end of the lesson, students can either review spelling for the next lesson's warm-up activity in class or for homework. In Units 3 to 6, there is an additional task that gives students some practice in writing questions and answers. Again, this can be done in class or set for homework.

Practice

Practice



A. Look and choose.



pink blue brown red
 green orange yellow purple


B. Read and say.

This is my robot.
It's yellow and black.
How many robots do you have?
What color are they?



C. Ask and answer.

How many _____ do you have?
What color are they?



They're _____ and _____.

Lesson preparations

Starship flash cards 71 to 87: animals, cars, balls, dinosaurs, dolls, robots, trains, black, brown, green, pink, purple, red, white, orange, blue, yellow

Star and Stella hand puppets (see page 13)

Activity Book: Activities A, B on pages AB40, AB41

Extras: two sets of "Toys" and "Colors" game cards—animals, cars, dinosaurs, robots, purple, brown, green (see page 149)

Warm-up activity

1. Play an oral spelling game (see "How to play Spell it!" on page 21) to review words for colors and toys.

A. Look and choose

1. **Books open.** Tell students to look at the pictures and identify the pictured toy. (a ball/balls) Then, tell them to look at the words and identify the word group. (colors) Say, "Now, let's match the words to the pictures."
2. Model the exercise, using the worked example. Ask students to match the next word (blue) to a picture (picture 6). Ask them what to do next. (Write 6 in the box.)
3. Ask students to complete the exercise alone. Check students' answers by calling out each number and asking the class to say the matching color.
4. **Activity Book.** Ask students to complete activity A on page AB40.

B. Read and say

1. **Books open.** Ask students to name the toy in the picture and say who it belongs to. (a robot, the girl) Then ask students to quietly read what the girl says about her robot.
2. Say, "Let's practice reading aloud." Ask students to stand up and read the passage aloud together.
3. Divide the class into pairs. Ask students to take turns reading to each other.
4. Ask two or three students to take turns reading aloud to the class.
5. **Books open.** Ask students to complete activity B on page AB40.

C. Ask and answer

1. **Books open.** Say, "Let's practice speaking." Divide the class into pairs, student A and student B. Role-play the dialog. As student A, point to the first question and ask, "How many dolls do you have?" As student B, point to the first answer and say, "Two." Step back into the role of student A. Point to the second question and ask students what to say. (What color are they?) Continue the role-play in this way. Show taking turns. Ask questions to check that students know what to do. Make sure they know to answer the questions with many different toys, numbers, and colors as they can.
2. Move around the class and listen carefully as students practice the dialog.
3. Ask two or three pairs of students to perform the dialog for the class.

A. Look and choose

In preparing for this activity, students name what they can see in the pictures. You could use Stella to engage students. Use the technique whereby you ask the puppet questions, and then have her turn to the class for the answers. You are showing your students that you believe they know the answers, which is important at this stage.

Listen to pronunciation when you check students' responses. Model and repeat any words that might need further pronunciation practice.

B. Read and say

In preparing students to read aloud, establish Star and Stella as the audience. Motivate students to read clearly and enthusiastically for their visitors from space!

C. Ask and answer

This activity provides another opportunity for pairs of students to practice vocabulary and structures. The activity starts by role playing the dialogue and then, as for the Talk activity, move around the class monitoring students' pronunciation.

Warm-up activity

Each practice lesson starts with a game of "Spell it!" Two teams play and points are scored by correctly spelling aloud vocabulary words from the unit. Keep it fun and energetic—it is a warm-up activity, not a test. You could give bonus points to students who are trying really hard, having lots of fun, or being good team players.

How to play "Spell it!"

- The first players in each team stand. The player from team A is asked to spell a word.
- If the word is spelled correctly, a point is earned. If the word is spelled incorrectly, then the first player from team B has a chance to spell the word correctly and win the point. If neither player spells the word correctly, no point is allocated.
- The first players in each team take their seats.
- The second players in each team stand, and the player from team B is asked to spell a different word.
- The game continues until all the words have been correctly spelled. Add up the points and declare a winning team. Congratulate both teams for trying their best and having fun.

Teacher's Book Overview

Unit

4

Play and learn



Game for two players

- Player One asks a question about a group of the toys pictured, for example, "How many cars do you have?"
- Player Two answers the question, for example, "Seven."
- Player One then asks, "What color are they?"
- Player Two answers, "They're red and black."
- Players take turns as player One and Two.

1. Students play with the partner they found in the "Organizing groups" activity—one student to be player One and the other to be player Two. Show students how to play through a role-play. As player One, ask "How many cars do you have?" As player Two, count the cars in the illustration on page 43 and answer, "Seven". Return to the role of player One and ask, "What color are they?" As player Two, answer, "They're red and black." Show how to take turns. Remain as player Two and start the dialog again with a question about a different groups of toys.
2. Ask questions to check that students know what to do. Play the game.
3. To conclude, ask students from different pairs to perform one round of the game for the class.
4. **Activity Book.** Ask students to complete activities A and B on page AB41.
5. To end the unit, use the flash cards to review the unit vocabulary.

Organizing groups CT1

1. Use pairs of "Toys" and "Colors" game cards to review the unit language and regroup students for the end-of-unit game. See "Organizing groups" on page 22. Note: Students will need to color the purple, brown, and green cards in the correct colors.
2. Hand out one game card to each student. Check that students know what to do by asking them to tell Stella what to do. They should say that the aim of the activity is to find a partner through matching their "Toys" cards. Encourage students to call out their words to find their partners. Once partnered, tell them to sit together.
3. Make sure students are correctly matched by having them call out their words, pair by pair.

Extra activity CT1, CT4

1. Play a written spelling game (see "How to play Write it!" on page 22) using the vocabulary on page 63 of the Student Book.

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Organizing groups

This activity usually involves working with the game cards as a paired pack. You will need to produce enough pairs for each student in your class to have a card each. In larger classes, this might mean some pairs are duplicated. If your class size is small, make selections from the cards based on the needs of your students. For instance, if you have only a few students, consider using the words that were not used in the "Sing" activity.

Star could be used here to help introduce the upcoming Play and learn game and the idea of an activity to prepare for play with a different partner. To do this, use the technique whereby you take his whispered messages and pass them on to your students.

Use Stella to check that students know how to play the game. Say that Stella was sleeping or not paying attention while you were showing everyone what to do. Ask your students to explain the game to Stella.

Extra activity

If there's time at the end of your lesson, play one last game. "Write it!" gives your students a final opportunity to review their spelling of the unit's vocabulary. Keep it fun and energetic so the unit ends on a positive note.

How to play "Write it!"

- Use the same teams from "Spell it!" and write their names on the board. Tell the teams they will be racing to write words under their team names.
- Ask teams to stand in single file facing the board and give the first player in each team a board marker. Ask questions to check they know what to do.
- Call out a word. The first player from each team races to the board and writes the word. They return to the second player, hand over the board marker, and go to the back of their team's line. The second player then runs to the board and writes a different word. The race ends when a team completes writing all the words.
- Give a point for each correctly spelled word and bonus points for finishing first. Consider removing points for illegible handwriting and giving bonus points to students who either tried really hard, had lots of fun, or were good team players.

Grammar, Culture notes, Extension activities

Grammar ^{CT2}

Students have already encountered *how* in *How do you spell?*, but the phrase *How many...?* is new. Focus on counting and the difference between singular and plural when discussing the colors.

This unit also introduces the conjunction *and*. Play a game. Begin with the first student and say that you see him and another student. *I see (John) and (Mary)*. Each student practices the format, adding another student until everyone in the class has had a turn.

Note: Students will learn the place of *and* in a series later. If more-able students are curious, explain that we separate the first items with commas and only use *and* before the last item. *What color is it? It's black, white, and red.*

Questions

How many	animals balls cars dinosaurs dolls robots trains	do you have?
----------	--	--------------

What color	is it? are they?
------------	---------------------

Answers

One.	It's	black.
Two.	They're	blue.
Three.		brown.
Four.		green.
Five.		red.
Six.		orange.
Seven.		pink.
Eight.		purple.
Nine.		white.
Ten.		yellow.
None.		

They're _____.

Culture notes ^{CT1, CT2}

Most cultures have traditional toys. Ask students about toys their parents or grandparents played with. Are these toys, such as hula-hoops and yo-yos, still popular? In many cultures, children make their own toys.

Some colors are considered to have meanings in different cultures and are associated with different events. For example, in the United States, white is a color associated with weddings and red is associated with danger. Explore ideas students bring to lucky colors with students.

Extension activities ^{CT2, CT4, CT5}

1. Ask students to find magazine pictures or draw pictures of the toys in this unit. Label them and put them on the wall for reference.
2. Have students create a color rainbow by bringing in small objects, such as magazine pictures and disposable packaging, and putting colors together.
3. For more-able students, introduce the terms *light* and *dark* to describe different tints and shades of colors.

Grammar

The grammar tables in this section highlight and reinforce grammatical structures. Statements, questions, and answers are clearly and simply presented. You could reproduce the tables on a poster before starting a lesson. Display them in the classroom and use them to support students or to correct errors. Alternatively, you could lead your class to build the tables on the board. You could do this before the “Talk” activity.

Culture notes

Starship English supports an integrated approach to language and culture learning. The four American characters—Dan, Emma, Tessa, and Tom—present a way of life and a world of values, attitudes, and beliefs for students to explore and compare with their own culture. The notes in this section highlight and explain selected cultural content from each unit. There are also practical suggestions for how you can support culture learning as you teach language skills. See the note in Unit 1 on teaching the body language associated with the social act of greeting.

Extension activities

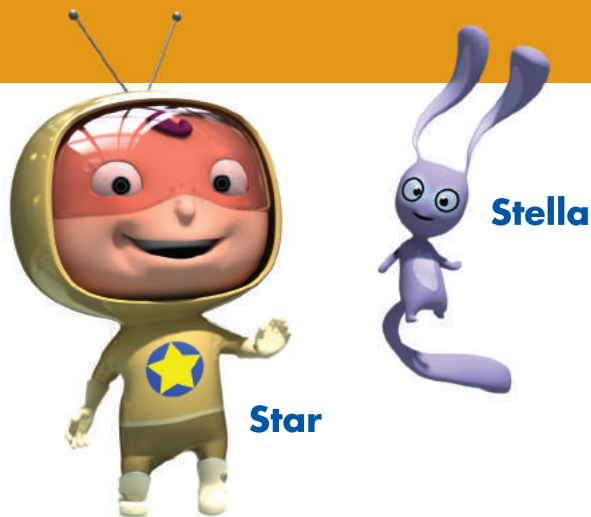
These extension activities are suggestions for how to reinforce the learning. In many cases, you can simply work the useful tips into your overall approach to teaching with *Starship English*. Where extra classroom work is suggested, choose activities depending on how much time you have and the needs of the students.

Phonics Introduction

Phonics is the foundation on which the teaching of reading and spelling is based. Students learn the letters of the alphabet and the corresponding sounds that each letter makes as well as the sounds made by combinations of letters.

Phonics involves teaching students to correlate phonemes, the sounds of English, with graphemes, letters or groups of letters of the alphabet. When students see a grapheme, they should know what sound the letter(s) make, for example, the letter *a* makes the short /a/ sound in the word **apple** and the letters *ay* make the long /a/ sound in the word **day**. In other words, beginners need to associate letters with their sounds, not their names, when learning to read and spell. Once the students have mastered the sounds and the letters, they need to apply them by combining the sounds of the letters to pronounce and spell words.

Phonics lessons in *Starship English* adopt a synthetic approach to the teaching of phonics. Synthetic phonics teaches students to put together, or blend, letters and sounds. It means that the students are taught from the beginning to form words and figure out unknown words by blending the letter sounds.



The key idea is that students who use *Starship English* are learning the letters of the English alphabet at the same time as they are learning to read (decode) and spell (encode) words. The *Starship English* series takes this into account and is designed to take students from an absolute beginner level to intermediate level. Letter learning should be multisensory. This means that letter formation should be taught right from the start; as students learn a letter sound, they also learn to form it in the air, and then on a whiteboard or piece of paper. Learning the visual appearance, the writing movement, and the sound of a letter, all at the same time, helps them to consolidate it in memory.

The design of this series ensures easy use for students and teachers, helping to make the learning of phonics efficient, effective, engaging, educational, and entertaining.

Phonics Level Pre A1.2

Level overview

Starship English Level Pre A1.2 covers the vowel sounds.

The phonics lessons first review the short vowel sounds that were learned in Level Pre A1.1. Students are presented with activities in a “Presentation, Practice, and Production” sequence. Then students find various practice exercises, including reading, writing, listening, and spelling, which reinforce their memory, understanding, and familiarity with the focus graphemes and phonemes.

The focus then turns to the long vowel sound and the letter combinations that make the long vowel sound, for example, the long /a/ sound is represented by the letter combinations a_e, ai, and ay. Each of these combinations is presented separately, allowing students to focus on the letter combinations and gain a good understanding of the concept as well as comprehensive practice to reinforce their knowledge. There are a variety of exercises, but these are rotated amongst the units to help students become familiar with how the exercises are conducted. The use of Starship

characters to explain the concepts helps students to relate to content, and aids the learning process. Teachers can take on the role of the character and provide further explanation if it is necessary.

The Reviews are a checkpoint to monitor students’ grasp of the content. Students can reflect on the work recently learned and test their own understanding and ability to use their encoding, decoding, and listening skills. Each Review contains practice exercises and ends with a reading passage. Students gain a sense of achievement from being able to read, understand, and enjoy the story.

Phonics Pre A1.2 Short Vowel Unit Overview

A. Look, listen, and say.

This exercise presents four anchor words with the short vowel sound. The four anchor words should be said aloud by the students and the teacher.

B. Listen, write, and read.

This exercise gives the students an example of the anchor words in the context of a sentence. The students listen and identify the words, write out the missing words, and then read the sentence.


Audio Support

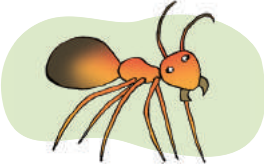
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Phonics


Unit 1

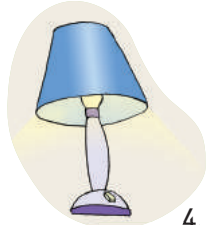
Short a


A. Look, listen, and say. 

1.  ant

2.  apple

3.  hand

4.  lamp


B. Listen, write, and read. 

1. It is an ant.

2. Here is the _____.

3. This is my _____.

4. Here is a _____.









16





Phonics Pre A1.2 Short Vowel Unit Overview

C. Listen and circle words with the short a – the same sound as *hand*.

P-CD
Track
3


1. flag 
2. snake 
3. cat 
4. stamp 
5. jar 
6. bag 

D. Read the words that sound the same.

a + n  an ran man fan	a + d  ad had sad pad	a + p  ap tap cap map	a + t  at mat hat fat
---	---	---	---

E. Match the words that sound the same.

cap	lamp
fan	map
bag	can
stamp	pad
sad	flag



17

C. Listen and circle words with the short a – the same sound as *hand*.

This exercise aims to expand students' vocabulary as well as reinforce the different sounds represented by the vowel. Students are not required to decode all the words in this section, but they should be able to discern whether each word has the short /a/ sound or not. Students can be expected to decode all the words containing the short vowel sound.

D. Read the words that sound the same.

This exercise gives students practice in reading word lists fluently. Students' ability to read words smoothly and fluently is an essential reading skill that will aid comprehension later on. The wordlists are grouped into word families, which make it easier for students to read. The more fluently the students are able to read the lists, the more motivated and confident they will become in reading.

E. Match the words that sound the same.

This exercise requires students to identify words that rhyme. Phonemic awareness is an important skill for students to learn and will help them to manage new or unfamiliar words they encounter.



Phonics Pre A1.2 Long Vowel Unit Overview

A. Look, listen, and say.

This exercise presents four anchor words with the long vowel sound, providing examples of the phoneme in the context of words. This helps students to understand the concept and how the letters work together to make the long vowel sound. The four anchor words should be said aloud by the students and the teacher.

Audio Support

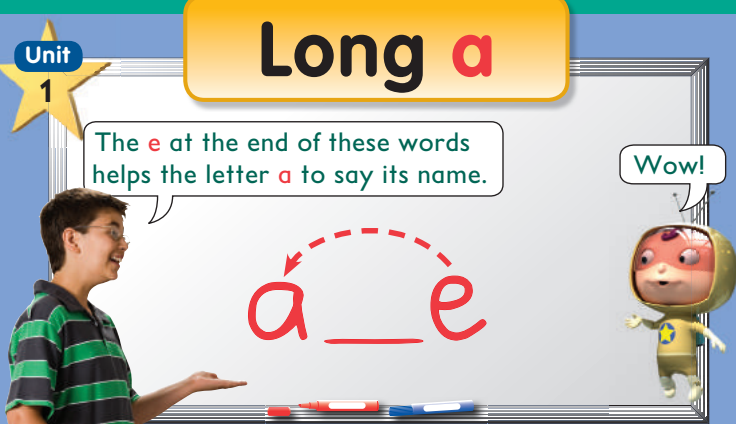
The corresponding audio track is indicated by the P-CD icon, which shows the track number on the P-CD for ease of use.

Unit 1

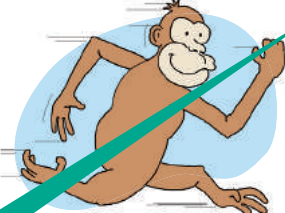
Long a

The e at the end of these words helps the letter a to say its name.


Wow!




A. Look, listen, and say. P-CD Track 4




1. **ape**



2. **cake**



3. **name**









4. **date**

18

Phonics Pre A1.2 Long Vowel Unit Overview

B. Listen, fill in the letter e, and read.

P-CD
Track
5

- tap e 
- fram _____ 
- can _____ 
- airplan _____ 
- cran _____ 
- gat _____ 

C. Listen and circle.

P-CD
Track
6

1 tap t <u>a</u> pe	2 cane c <u>a</u> n
3 Sam s <u>a</u> me	4 mat m <u>a</u> te

D. Listen, write, and read.

P-CD
Track
7

- This a big _____.
- Here is my _____.
- My _____ is Sam.
- What is the _____ today?



19

B. Listen, fill in the letter e, and read.

This exercise gives the students a chance to become more familiar with the focus letter, and how it sounds in new words. It is also meant to expand students' decodable vocabulary, as they should be expected to read all the words from this section. Writing in the missing letter and then reading the word helps students to memorize and become confident in using the new phoneme.

C. Listen and circle.

This exercise gives students a chance to practice listening comprehension and "sound spelling" skills. Students learn to listen, read both alternatives, and then differentiate between the two sounds to choose the correct one.

D. Listen, write, and read.

This exercise gives the students an example of the anchor words in the context of a sentence. The students listen and identify the words, write out the missing words, and then read the sentence.

Phonics Pre A1.2 Review Overview

A. Listen and circle.

This exercise tests students "sound spelling" skills. Students listen, read both alternatives, and then differentiate between the two sounds to choose the correct one.

Phonics Review

A. Listen and circle.



P-CD
Track
76

1 frame fat	2 tap tail	3 hand hay
4 pad play	5 mat mate	6 rain ran
7 can cane	8 play airplane	9 sail spray



B. Say and match.

This exercise tests students' vocabulary decoding ability, as well as their vocabulary comprehension.

B. Say and match.

a  b 

1. cake
2. gray
3. stamp
4. train

c  d 

110

Phonics Pre A1.2 Review Overview

C. Do the words sound the same? Write **Yes** or **No**.

1	ran / man	_____	2	grain / cane	_____
3	tap / tape	_____	4	gray / day	_____
5	date / play	_____	6	frame / paint	_____



D. Write **ai**, **ay**, or **a_e** and read the words.

- | | | |
|------------|------------|-----------|
| 1. cr__n__ | 2. gr__n__ | 3. tr__ |
| 4. sn__l | 5. g__t__ | 6. t__p__ |
| 7. spr__ | 8. m__l | 9. subw__ |

E. Read the story.

P-CD
Track
77

Playing a Game

Kate and Sam play a game.
Sam has a bat.
Kate has a ball and a cap.
Sam hits the ball with the bat.
Kate catches it in her cap.
Oh, no. I see rain.
No games today.



111

C. Do the words sound the same? Write **Yes** or **No**.

This is a phonemic awareness activity that tests students' ability to recognize rhyming words. Students have to be able to read the words, in order for them to distinguish the sounds. Phonemic awareness is an essential skill in learning to spell new words.

D. Write **ai**, **ay**, or **a_e** and read the words.

This exercise tests students' vocabulary recall and spelling abilities.

E. Read the story.

This reading exercise is the culmination of the skills the students have been acquiring and practicing in the regular units. Being able to read and understand the story is one of the two key objectives in learning phonics.

LESSON 3

Aim To introduce the grapheme “ai” and its phoneme “long /a/”

To introduce four anchor words for the grapheme: *rain, mail, tail, paint*

Materials Letter Card “a”, *Starship English Student Book*, pages 20, 21

Time 30–40 minutes


Warm-up activities CT1, CT2, CT3


1. Revise the short vowel /a/ by showing the students the Letter Card “a” and asking them to say the phoneme for that letter. Ask them if the /a/ sound is long or short.
2. Write the words *ant, apple, hand, and lamp* on the board. Ask the class to read out a word, then ask a student to come to the board and point to the letter that makes the short /a/ sound in that word. Repeat with the remaining three words.
3. Show the students the Letter Card “a”. Ask students to do one of the following:
 - Trace the letter on your hand
 - Say the letter name 3 times
 - Say the phoneme 3 times
 - Say an anchor word with the phoneme in it

Unit
1


Long a

The letters **ai** together make the “long a” sound in these words.







A. Look, listen, and say. P-CD Track 8




1. **rain**



2. **mail**



3. **tail**



4. **paint**

Presentation

Step 1

1. Begin by telling students that they are going to learn about the long /a/ sound.
2. Ask students to listen carefully as you say a word with the long /a/ sound and say,

Teacher: Rain. Rain. Now, let’s stretch this word out and make it longer – rrrraiaiainnn. (Give a visual clue that you are stretching the word by acting as if you’re stretching an elastic band.)
3. Repeat the word and then ask,

Teacher: What is the first sound I made?
Students: /r/
Teacher: What is the next sound?
Students: /ai/
Teacher: What is the last sound my mouth made when I said *rain*?
Students: /n/
4. Write the word on the board and say,

Teacher: Which letters are in the word *rain*?
Students: r, a, i, n
5. Point to the word on the board and say,

Teacher: In this word the letter *r* is making the /r/ sound. Two letters make the long /a/ sound. Those letters are *a* and *i*. The letter *n* makes the /n/ sound.

6. Write the word again, this time dividing the word into three parts with slashes to show this link – r/ai/n. Repeat the sounds as you write the word.
7. Now point to each part of the word and ask the students what sound the letters make.

Note: Neither the teacher nor the students have their books open. Students’ attention should be on the word on the board without pictures for support.

Step 2

1. Have students open their books to page 20.
2. Read the dialogue at the top of the page, providing further explanation if necessary.







A. Look, listen, and say. CT1, CT2, CT3

1. Play the P-CD Track 8. Ask the students to point to the words as they listen.
2. Play Track 8 again. Have students repeat the words after the P-CD.
3. Use each of the four focus words in a question to your students. Identify the phonics, emphasizing that the letters *ai* are used to represent the long /a/ sound in these words, for example,
 - r/ai/n – Do you like rain?
 - m/ai/l – Do you get mail?
 - t/ai/l – Do you have a tail?
 - p/ai/nt – Do you like green paint?

Sample Lesson With Teaching Notes

B. Listen, fill in the letters ai, and read.

P-CD
Track
9

1. tr____n  2. s____l 
3. r____l  4. n____ 
5. sn____l  6. gr____ns 

C. Listen and write the words.

P-CD
Track
10

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

D. Listen, write, and read.

P-CD
Track
11

1. Will it _____ today?
2. Here is the _____
3. The cat has a _____
4. I _____ pictures.



21

C. Listen and write the words. CT2, CT4

1. Explain to students that they will listen to the P-CD and write the word they hear beside each number.
2. Ask students to close their books. Play the P-CD Track 10. Have students listen to the words.
3. Ask students to open their books at page 21. Play Track 10 again. Have students write the words they hear in their books. Pause the audio between words to allow students time to write their answers. Replay each word if necessary.
4. Play Track 10 a third time. Have students listen again and check their answers. Pause after each word and ask students to spell that word as you write the answer on the board.
5. Point to each word on the board and ask students which letters make the long /a/ sound?

D. Listen, write, and read. CT2, CT3, CT4

1. Explain to students that they will listen to the P-CD, fill in the missing words, and then read the sentences.
2. Ask students to close their books. Play the P-CD Track 11. Have students listen to the sentences.
3. Ask students to open their books to page 21. Pause the audio between sentences to allow students time to write their answers. Replay each sentence if necessary.
4. Play Track 11 a third time. Have students listen again and check their answers. Pause after each missing word, and ask students to spell that word as you write it on the board.
5. Ask the students to tell you their understanding of the sentence in their own language.

Practice

B. Listen, fill in the letters ai, and read. CT2, CT3, CT4

1. Explain to students that they will listen to the P-CD and fill in missing letters.
2. Play the P-CD Track 9. Have students point to the pictures as they hear each word.
3. Play Track 9 again. Have students fill in the missing letters as they hear the words.
4. Play Track 9 a third time. Have students repeat the words after the P-CD.
5. Now have the students read the words silently to themselves, and ask for your help if they have any difficulties.
6. Ask individual students to read the words by saying,
Teacher: How do you say number 4 in English?
Student: nail
7. Call out the numbers in random order and have the class read out the word, for example,
Teacher: Number 5.
Students: snail
Teacher: Number 2.
Students: sail

Production

1. Have students read aloud each sentence from exercise D.
2. Involve students in one of the games or activities on pages 34 and 35.

Games and Activities

The use of learning aids actively engages students in the learning process, providing opportunities for them to acquire hands-on learning techniques. Letter Squares for spelling games and activities are ideal for such a hands-on approach to teaching, helping students to acquire the skills of spelling words they hear, which further supports the learning of vocabulary.

1. Spelling Blocks

The aim of this activity is to give students hands-on practice at spelling out words they hear, building their confidence and sense of achievement. Use words that are easily spelled and do not contain letter combinations that students have not yet learned, for example, students know the grapheme /ai/ in the word *paint*, but they have not learned the grapheme /ou/ so they will not be able to spell *out*.

You will need a set of Letter Squares for each student.

1. Have students place their Letter Squares on their desks, or on the floor, in alphabetical order. Ask students to put their hands on their heads when they have finished. Walk around the class to check/correct each student's order.
2. Ask students to listen carefully and look at your mouth while you say a word. Tell students they must spell the word with their Letter Squares and put their hands on their heads when they have finished.
3. Pronounce a word, saying the sound for each letter, for example, "p-e-n p-e-n pen". Then say, "Go!"
4. Walk around the class to check each student's spelling. If a student makes a mistake, point to the incorrect letter(s) and repeat the word carefully. Ask the student to try to correct the mistake. If possible, avoid correcting the mistake for the student.

2. Word Relay

You will need a set of Letter Cards.

1. Divide the class into two teams. The teams line up, facing each other. Each student holds a Letter Card with the letter facing the opposing team.
2. A student in Team 1 starts by calling out the sound of a letter held by a member of Team 2. The Team 2 member must respond with an anchor word for the letter.
3. If the word is correct, the Team 2 member wins a point, then calls out a letter held by a Team 1 student and so the game progresses. If the Team 2 member doesn't call out a correct word, then the Team 1 student wins a point and takes another turn to call out a letter held by a Team 2 member.
4. If a student's letter is called more than once, the student must respond with a different anchor word each time.

3. Slap and Spell

You will need a set of Letter Cards and a whiteboard (or something to stand the cards on).

1. Divide the class into two teams.
2. Place the Letter Cards on the board.
3. Say a long-vowel-sound word, sounding out each letter and grapheme, for example, p-ai-n-t or s-p-r-ay.
4. Choose a student from Team one to come to the board and spell out the word by slapping the Letter Cards. If the student slaps the Letter Cards in the correct order he/she earns one point for the team. You can encourage the team members to say each letter as the student slaps it. If the student can identify the grapheme in the word, he/she can earn an extra point for the team.
5. Repeat the process, alternating students from each team.

4. Listen and Spell

This is not an easy skill for students to acquire and so the words used must be simple to begin with. Spell the word in English for the students and say the word in the students' first language, as per the following example.

You will need pencils and writing paper.

1. Say, "You must write the English word for _____. (say first language word for *sand*). The English word for ____ is *sand*. S-a-n-d *sand* s-a-n-d."
2. Ask students to write the word *sand* on their paper.
3. Write the word *sand* on the board for students to check their correctness.
4. Words can be taken from this level of *Starship English* or can be words that students know from the previous level of *Starship English*.

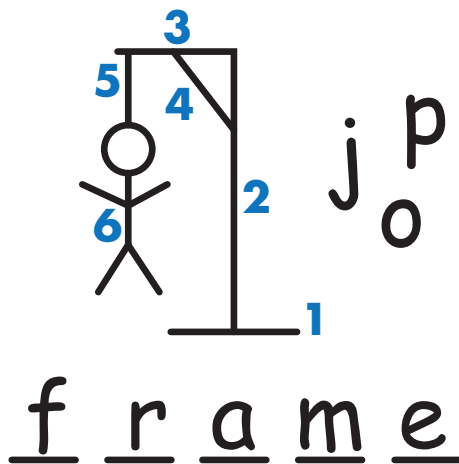


Games and Activities

5. Hangman

You will need a whiteboard and markers.

1. Choose a long-vowel-sound word from the *Starship English* units already studied, and draw a dash for each letter on the whiteboard.
2. Tell the students that they have to guess letters. If the letter is in the word, you will fill in the dash but if it isn't, you will add a line to the gallows. The students must guess all the letters for the word before you finish drawing the gallows.
3. Have the students call out letters. Fill in the dash with a correct letter or write an incorrect letter on the board, and draw one line of the gallows (as per the numbers in the example below).
4. Continue this process until the students determine the word or until you have completed the drawing of the gallows and the hanging stick man.



6. Sound

You will need a whiteboard and markers.

1. Divide the class into two teams.
2. Write a long-vowel-sound word on the board, for example, stripes. Ask a student from Team 1 to say the word and identify the letters that make the long vowel sound in the word.
3. If the student does not answer correctly, ask a student from Team 2 to answer. A point is awarded to the team that answers both parts correctly.
4. Continue the game, alternating the teams, using words that represent each of the long vowel sounds, for example, date, crane, rain, snail, subway, gray, tree, beetle, team, seal, honey, candy, kite, bright, high, pie, sky, robe, cone, boat, toad, snow, arrow, cube, flute, glue, cue, fruit, bruise.

FOCUS

Theme

Introductions, Names, Starship English kids

Aim

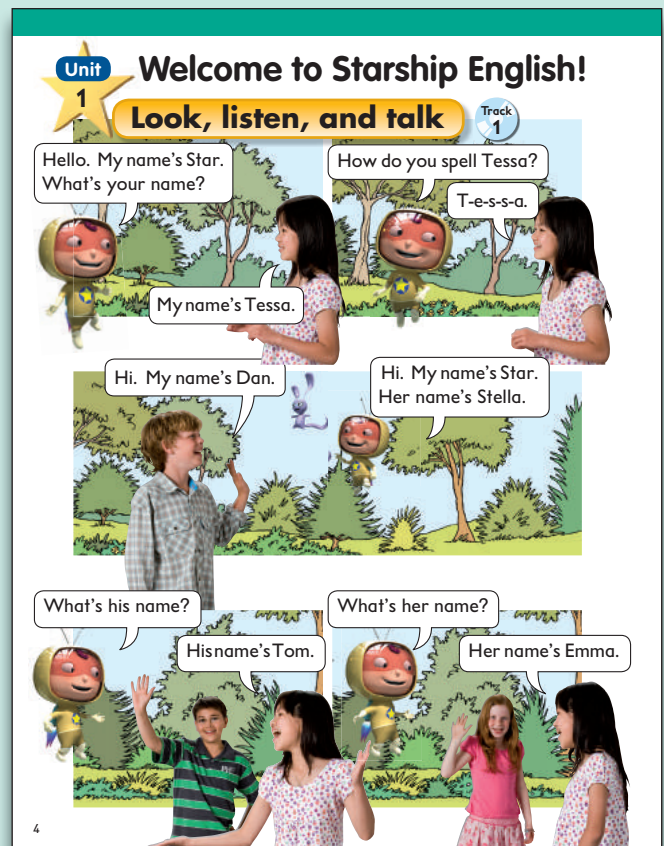
Students learn how to: greet; introduce themselves and others; ask and tell someone's name

Structures

- Contracted forms of *BE*, present tense, statements, and questions (*My name's Star.*)
- *Wh-* questions with *BE* (*What's your/his/her name?*)
- Possessive adjectives (*My name's Star. What's your/his/her name?*)

Vocabulary

hi, hello, my, name, name's, what's, his, her, your, good-bye, how, do, you, spell, letters of the alphabet



Lesson preparations

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 1, 2

Activity Book: Activities A, B on page AB4; C, D, E on page AB5

Extras: the alphabet song (for the warm-up activity)

Warm-up activity CT2, CT3, CT5

1. Write the alphabet on the board. Point to each letter as you sing the alphabet song. Ask the students to sing along.

A, B, C, D, E, F, G,

H, I, J, K, L, M, N, O, P,

Q, R, S, T, U, and V,

W, X, Y, and Z.

Now I know my ABCs.

Next time won't you sing with me?

Look, listen, and talk CT1, CT2, CT3

1. **Books closed.** Preview the language in the first three frames on page 4.
 - Use the language and the Star puppet to model introductions. Say, "Hello. My name's _____. What's your name?" Make it appear as if Star is whispering the answer in your ear, and then turn to the students and tell them his answer: "Star." Ask Star, "How do you spell Star?" Tell the students his answer: "S-t-a-r."
 - Greet your students. Say, "Hi. My name's ____." Introduce Star. Say, "His name's Star." Help students to respond with "Hello, Star". Repeat your greeting and introduction a few times, with the students responding each time.
 - Write Star's name on the board and spell the name with the class. Repeat this process to introduce Stella. Then say, "Let's meet some more Starship characters."
2. **Books open.** Ask students to look at the opening scene on page 4. Point to Star and ask, "Who's this?" (Star) Then ask, "How many people do you see?" (Four) Point to each person and ask questions. Start with "This is Tessa. Is she a boy or a girl?" (She's a girl.) Next, say, "This is Dan. Is he a boy or a girl?" (He's a boy.) Continue for Emma and Tom.
3. **Track 1** Play CD Track 1, frame by frame. Ask students to point to the matching speech bubble on page 4 as each part is spoken.

Look, listen, and talk

Track 2

Good-bye.

1. Tessa

2. Dan

3. Emma

4. Tom

5. Star

6. Stella

Good-bye.


7. Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Talk.

Hello. My name's ____.

How do you spell ____?

5

- Play the CD again, frame by frame. Ask the class to repeat each dialog with you.
- Divide the class into two groups. Ask Group 1 to read Star's part and Group 2 to read the other parts. Then ask the groups to swap parts and repeat.
- Divide the class into pairs. Ask each pair of students to take turns speaking the part of Star and the parts of the other characters—Tessa and Dan. Visit each pair and correct any pronunciation errors.
- Books closed.** Say, "Let's practice the names of the Starship characters." Point to the picture of Tessa on page 5 and model the name. Ask students to repeat the name with you several times. Then write the name on the board and model it one more time. Repeat for the other characters on page 5.
-  Say, "Let's practice the names again. This time, close your eyes and listen carefully to the voice on the CD." Play CD Track 2. Pause as necessary for practice.
- Return to the opening scene. Arrange the pairs of students into groups of four. Ask each pair to perform the scene for the other pair in their group.
- Activity Book.** Ask students to complete activities A and B on page AB4.

Talk CT1, CT2

- Books open.** Ask students the names of the two characters. (*Emma and Dan.*) Ask students to complete the dialog by filling in the gaps.
- Ask pairs of students to practice the dialog, with each pair taking turns to speak both parts. Tell students to use all the names in the unit to complete the dialog in as many different ways as they can. Listen carefully to students' pronunciation, correcting errors and offering praise as appropriate.
- Have two or three pairs of students perform the dialog for the class.
- Activity Book.** Ask students to complete activity C on page AB5. Check students' answers. Ask pairs of students to take turns speaking the parts of Emma and Star.

Phonics activity CT2

Students sort character names into two groups: those with one syllable and those with more than one.

- Draw a two-column table on the board. Write "Hi" at the top of the left column and "Hello" at the top of the right. Illustrate the syllables in these words. Draw one large circle (O) above *Hi* and a large and a small circle (O o) above *Hello*.
- Model the two words with a clap for *Hi* and a clap and click for *Hello*. Ask students to repeat with you.
- Write "Star" on the board, then say the word as you clap. Ask, "Is this name like Hi or Hello?" (*Hi.*) Write "Star" in the first column. Repeat for Stella, Tom, Tessa, Dan, and Emma.
- Model the words in the table. Say "*Hi*" before the names in the first column (Star, Tom, Dan) and "*Hello*" before those in the second (Stella, Tessa, Emma). Ask students to repeat with you.
- Divide the class into two groups to read aloud and use the gestures. One group reads from the first column, the other from the second, and then they swap. Students practice in pairs. Ask two or more pairs to perform for the class.

Extra activities CT4

- Activity Book.** Ask students to complete activities D and E on page AB5.
- Ask students to practice spelling their names aloud to prepare for the warm-up activity in the next lesson.

Sing

Track
3

Hello, hello, hi, hi, hi.
Hello, hello, hi, hi, hi.
My name's Star.
Her name's Stella.



Hello, hello, hi, hi, hi.
Hello, hello, hi, hi, hi.
My name's Tessa.
His name's Dan.

Hello, hello, hi, hi, hi.
Hello, hello, hi, hi, hi.
My name's Tom.
Her name's Emma.



Hello, hello, hi, hi, hi.
Hello, hello, hi, hi, hi.
What's your name?



Sing CT3, CT5

1. **Books closed.** Use the labeled pictures on page 5 to review the last lesson. Ask students to tell you the names of the Starship characters.
2. **Track 3 First listening.** Ask students to close their eyes and listen to the song. Play CD Track 3.
3. **Second listening.** Divide the class into pairs. Give each pair a set of six "Characters" game cards. Ask each pair to arrange the cards in order as they listen to the song. Play CD Track 3 again. Ask the class to check that their cards are in the correct order.
4. **Third listening.** Ask students to sing along. Tell students they can use their ordered cards as prompts. Replay CD Track 3.
5. **Books open.** Ask students to look at the pictures on page 6. Point to each Starship character and ask, "Who is she/he?" Ask students to look at the words. Read the words of the song with the class.
6. **Fourth listening.** Ask students to sing along again. Replay CD Track 3.
7. **Activity Book.** Ask students to complete activities A and B on page AB6.
8. Ask students to stand up and sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.

Lesson preparations

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 3, 4, 5, 6

Activity Book: Activities A, B on page AB6; A, B, C on page AB7 (CD Tracks 64, 65, 66)

Extras: one set of "Characters" game cards (*Star, Stella, Tessa, Dan, Emma, Tom*) for each pair of students (see page 143)


Warm-up activity CT1, CT2, CT3, CT4


1. Have students introduce themselves. Ask them to use the Talk dialog on page 5.
2. Divide the class into pairs, student A and student B. Role-play the activity. As student A, say, "Hello. My name's ____." As student B, ask, "How do you spell ____?" Shift back into the role of student A to give the answer (spell your name).
3. Ask questions to check that students know what to do. Make sure they know to take turns.
4. Extend this activity by having students swap partners around the class, and then ask two or three pairs to perform the dialog for the class.





Listen


Listen


A. Listen and choose. 







1. My name's Dan. 


2. My name's Emma. 

3. His name's Tom. 

4. Her name's Tessa. 

B. Listen and check a **or** b. 

 a <input checked="" type="checkbox"/>	 a <input type="checkbox"/>	 a <input checked="" type="checkbox"/>
 b <input type="checkbox"/>	 b <input checked="" type="checkbox"/>	 b <input type="checkbox"/>

C. Listen and say. 

1. Hello. What's his name?
4. His name's Dan.

2. Hi. What's her name?
5. Her name's Tessa.

3. Good-bye.

- Books open.** Say, "Let's listen to introductions and draw lines to match the pictures to the numbered boxes." Play One on CD Track 4. Use the worked example to model the activity.
- Check that students know what to do. Play CD Track 4. Pause for students to match the pictures with the numbered boxes. Check students' answers.
- Divide the class into pairs. Tell students to take turns to ask, "How do you spell Dan/Emma/Tom/Tessa?"
- Ask four students to each spell a character's name. Ask, "How do you spell _____?" Use a different name for each student.
- Activity Book.** Ask students to complete activity A on page AB7 (CD Track 64).

B. Listen and check a **or** b CT1, CT2

Audio Script

Narrator: One
Tessa: Her name's Emma.

Narrator: Two
Dan: His name's Tom.

Narrator: Three
Star: My name's Star.

A. Listen and choose CT1, CT2

Audio Script

Narrator: One
Dan: My name's Dan.

Narrator: Two
Emma: My name's Emma.

Narrator: Three
Dan: His name's Tom.

Narrator: Four
Emma: Her name's Tessa.

- Books open.** Ask students to look at the three pairs of pictures and identify the Starship characters in each.
- Say, "Let's listen to three introductions and check the boxes for the pictures that match what we hear." Play One on CD Track 5. Use the worked example to model the activity.
- Check that students know what to do. Play CD Track 5. Pause for students to check the picture boxes. Check students' answers.
- Ask students to refer to their checked pictures and write introductions. Use the first checked picture to provide an example for the board: Her name's Emma.
- Ask two students to each write one introduction on the board.
- Activity Book.** Ask students to complete activity B on page AB7 (CD Track 65).

Listen

A. Listen and choose. 

a



1. My name's Dan.

2. My name's Emma.

b



3. His name's Tom.

4. Her name's Tessa.

c



d

B. Listen and check a or b. 

1



2



3

C. Listen and say. 

1. Hello. What's his name?

2. Hi. What's her name?

3. Good-bye.

4. His name's Dan.

5. Her name's Tessa.

7

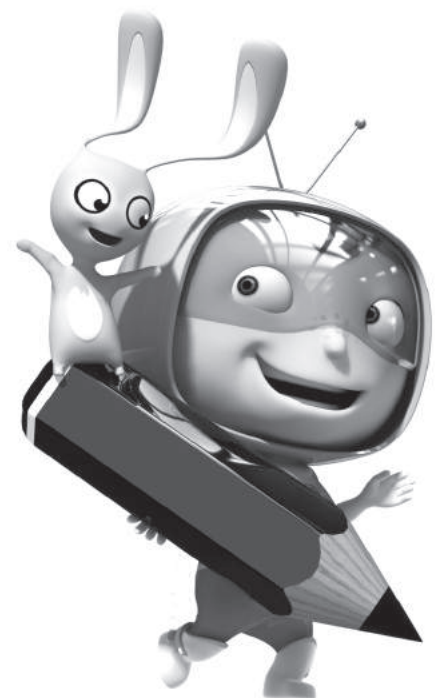
- Books open.** Ask students to quietly read the five speech bubbles.
- Talk about the statements and questions. Ask questions to help students match speech bubble 1 with 2, and 4 with 5. Check that students know when to use the word *Good-bye*.
- Say, "Let's practice speaking." Tell students they will listen to the statements, and then repeat them. Tell students to first listen carefully as you show them what do. Play One on CD Track 6. Role-play the first speech bubble to model the exercise.
- Check that students know what to do. Play CD Track 6. Pause for students to repeat the speech bubbles. Write them on the board as necessary.
- Ask five students to each perform one speech bubble.
- Activity Book.** Ask students to complete activity C on page AB7 (CD Track 66).

Extra activity 

- Ask students to quietly review spelling aloud the names of the Starship characters. This will prepare them for the warm-up activity in the next lesson.

C. Listen and say Track
6

Audio Script

Narrator: One**Male:** Hello. What's his name?**Narrator:** Two**Female:** Hi. What's her name?**Narrator:** Three**Male:** Good-bye.**Narrator:** Four**Female:** His name's Dan.**Narrator:** Five**Male:** Her name's Tessa.

Practice

Practice

A. Point and spell.



B. Read and say.

Hello. My name's Star.
S-t-a-r. Star.
Her name's Stella.
S-t-e-l-l-a. Stella.
What's your name?



C. Ask and answer.

Hi. My name's ____.
What's your name? Hello.
My name's ____.



A. Point and spell CT3

1. **Books open.** Divide the class into pairs, student A and student B. Ask students to look at the words in the colored boxes. Say, "Let's take turns spelling the words."
2. Role-play the exercise using the Star puppet as student A and yourself as student B. Have Star point to a word and then you spell it. Say to Star, "Now it's your turn." Point to the same word and encourage the class to spell the word for Star.
3. Ask questions to check that students know what to do. After pairs have completed the activity, point to each word on the page and ask the class to spell it aloud together.
4. **Activity Book.** Ask students to complete activity A on page AB8.

B. Read and say CT2, CT3

1. **Books open.** Ask students to name the two characters in the picture. (*Star and Stella*) Then ask them to quietly read what Star says to introduce himself and Stella.
2. Say, "Let's practice reading aloud." Ask them to stand up and read the passage together.
3. Divide the class into pairs. Ask students to take turns reading to each other.
4. Ask two or three students to take turns reading aloud to the class.
5. **Activity Book.** Ask students to complete activity B on page AB8.

C. Ask and answer CT1, CT2

1. **Books open.** Say, "Let's practice speaking." Divide the class into pairs, student A and student B. Role-play the dialog. As student A, say, "Hi. My name's _____. What's your name?" As student B, say, "Hello. My name's _____." Show how to take turns. Ask questions to check that students know what to do.
2. Move around the class and listen carefully as students practice the dialog.
3. Ask two or three pairs of students to perform the dialog for the class.
4. **Activity Book.** Ask students to complete activity C on page AB8.

Lesson preparations

Star and Stella hand puppets (see pages 13, 14)

Activity Book: Activities A, B, C on page AB8; A, B on page AB9

Extras: dice for Play and learn; pairs of "Characters" game cards (see page 143)—you will need one card for each student in the class

Warm-up activity CT1, CT2

1. Play an oral spelling game to review the names of the Starship characters. Divide the class into pairs, student A and student B. Group the pairs into two or three teams.
2. Model the game. Set up two chairs for each team—one facing the board and the other facing away from the board. Write *Dan* on the board. Role-play the first round of the game. As student A, sit on the chair facing the board and ask, "How do you spell Dan?" As student B, sit on the chair facing away from the board. Leap up from the chair and say, "D-a-n!"
3. The first one to spell the word correctly wins a point for the team. Continue with the next pair in each team until everyone has had a turn.

Play and learn

What's his name?

His name's Tom.

How do you spell Tom?

T-o-m.



9

Play and learn CT1, CT2, CT3

Game for two players

- Player One rolls a die, points to the picture with that number, and then asks, "What's his/her name?"
- Player Two answers, "His/Her name's ____."
- Player One then asks, "How do you spell ____?"
- Player Two answers by spelling the name.
- Players take turns as player One and Two.

1. Students play with the partner they found in the "Organizing groups" activity—one student to be player One and the other to be player Two. Show students how to play through a role-play. As player One, roll the dice and point to the picture with that number, then ask, "What's his/her name?" As player Two, answer the question, "His/Her name's ____." Return to the role of player One and ask, "How do you spell ____?" As player Two, answer by spelling the name.
2. Ask questions to check that students know what to do. Play the game.
3. To conclude, ask students from different pairs to perform one round of the game for the class.
4. **Activity Book.** Ask students to complete activities A and B on page AB9.
5. Use the frames on page 4 to do a "Point and say" activity.

Organizing groups CT1

1. Use a set of pairs of "Characters" game cards to review the language and regroup the class for the culminating game. See "Organizing groups" on page 22.
2. Hand out one game card to each student. Check that students know what to do by asking them to tell Stella what to do. They should say that the aim of the activity is to find a partner through matching their "Characters" cards. Encourage students to call out their character's name to find their partners. Once partnered, tell them to sit together.
3. Make sure students are correctly matched by having them call out their characters' names, pair by pair.

Extra activity CT1, CT2, CT4

1. Play a written spelling game using the words *her, his, my, name, hello, and good-bye*. Divide the class into groups of six or more students.
2. Give one student in each group a sheet of paper. Call out a word and have them write it down.
3. These students then pass the sheet to the next student in their groups and those students write down the next word you call out. Continue playing until all students have had a turn spelling a word. Repeat words as necessary.
4. Write the words on the board. Ask groups to swap sheets and check each other's answers. Groups score a point for each correctly spelled word.

Grammar, Culture notes, Extension activities

Grammar CT2

Although all students need to learn the grammar of a language, they do not need to learn complex grammar terminology. *My, his, her,* and *your* are possessive pronouns, but forcing students to learn such terms slows the rate at which they learn them. It is better for students to learn the different classes of words and their place in sentences through constant practice.

Write one sample dialog on the board, such as *Hello. My name's Star. What's her name? Her name's Stella.* Use the puppets to practice the dialog. Use the puppets and substitute student names. Practice the other dialogs.

Statements

Hello.	My	name's	Star.	Good-bye.
Hi.	His		Stella.	
	Her		Tessa.	
	Your		Emma.	
			Dan.	
			Tom.	

Questions

What's	my	name?	How do you spell	Tessa?
	his			Emma?
	her			Dan?
	your			Tom?
				Star?
				Stella?

Answers

My	name's	Tessa.
His		Emma.
Her		Dan.
Your		Tom.
		Star.
		Stella.

Culture notes CT1, CT2

Body language is an essential part of communication. As students learn new vocabulary, such as greetings, teach them the body language at the same time. For the greetings in this unit, it is also important to teach levels of formality. *Hello* is more formal than *Hi*.

Extension activities CT1, CT2

1. Some students will already be aware of different greetings and polite language, which is covered in coming units. Encourage them to show leadership by sharing what they know. Polite language will include words and phrases such as *Please. Thank you. You're welcome. How do you do? Fine, thank you. Good morning.*
2. Encourage students to practice their greetings in every class. Teach them to use English when greeting you and other students.
3. The question *How do you spell _____?* is a powerful learning tool. Use it with all new vocabulary that students encounter.

FOCUS

Theme

Families

Aim

Students learn how to: introduce family members; formally greet; ask and answer questions to identify family members

Structures

- *BE* statements—singular and plural (*She's my mother. He's my grandpa. They're my sisters. This is my brother.*)
- *Wh-* questions with *BE* (*Who's she/he? Who are they?*)
- Subject pronouns (*Who's she? He's my grandpa. Who are they?*)
- Plural nouns (*They're my sisters.*)

Review: possessive adjectives (*my, your, his, her*); subject pronouns (*she/he, they*); demonstrative pronoun—near singular (*This is my family.*)

Vocabulary

sister, sisters, brother, brothers, mother, father, grandma, grandpa

Unit 1 **This is my family.** Track 7

Look, listen, and talk

This is my family. Who's she? She's my mother.

Who's he? He's my grandpa. Who are they? They're my sisters.

This is my brother. It's nice to meet you. It's nice to meet you too.

10

Lesson preparations

Starship flash cards 2 to 9: *grandma, grandpa, mother, father, sister, sisters, brother, brothers*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 7, 8

Activity Book: Activities A, B on page AB10; activities C, D on page AB11

Extras: teacher's family photograph; one set of "Characters" game cards for each pair (page 143)

Warm-up activity CT1, CT2

1. Review the names of the characters. Divide the class into pairs and show students what to do. Place the game cards face down on the table. As player One, pick up a card and ask, "How do you spell ____?" As player Two, spell the name and then pick up a different card.
2. Ask, "What question does player Two now ask?" (*How do you spell ____?*) "What does player One then do?" (*spell the name*)
3. This activity could be a game. The winners are the first pair to accurately spell all the names.

Look, listen, and talk CT1, CT2, CT3

1. **Books closed.** Use the language in the frames on page 10 and your family photograph to talk about your own family.
 - Use the Star puppet to talk about your family. Have Star point to people in your photograph and whisper questions in your ear. Tell the students what he asks, for example: "Who's she? Who's he? Who are they?" Answer Star's questions (*She's my mother. He's my brother. They're my sisters.*) Point to the people in the photograph as you say the family words.
2. **Books open.** Ask students to look at the opening scene on page 10.
 - Point to each of the characters and ask "Who's this?" (*Star, Emma*)
 - Ask students how many questions Star asks. Remind them to count the question marks.
3. **Track 7** Play Track 7, frame by frame. Ask students to point to the matching speech bubble on page 10 as each part is spoken.
4. Play the CD again, frame by frame. Ask the class to repeat each dialog with you.
5. Divide the class into two groups. Ask Group 1 to read Emma's part and Group 2 to read the other parts. Then ask the groups to swap parts and repeat.

Look, listen, and talk

Track 8

Talk.

11

- Divide the class into pairs. Ask each pair of students to take turns speaking the parts of Star, Emma, and the other character. Briefly visit each pair and correct any pronunciation errors.
- Books closed.** Say, "Let's practice some family words." Point to the picture of the sisters on page 11. Model the word as you show the picture on the flash card for *sisters*. Keep the written word covered. Ask students to repeat the word with you several times. Then show the word, model it one more time, and leave the card on display. Continue with the other numbered words on the page.
- Track 8** Say, "Let's practice family words again. This time, close your eyes and listen carefully to the voice on the CD." Play CD Track 8. Pause as necessary for practice.
- Return to the opening scene. Arrange the pairs of students into groups of four. Ask each pair to perform the scene for the other pair in their group.
- Activity Book.** Ask students to complete activities A and B on page AB10.

Talk CT1, CT2

- Books open.** Ask students the names of the two characters. (*Tom and Emma*.) Ask students to suggest some possible names for Tom's sister and Emma's brother, and write the names on the board. Ask students to complete Tom's dialog by filling in the gap with the name of his sister. Ask students to complete Emma's dialog by filling in the gap with the name of her brother.
- Ask pairs of students to practice the dialog. Each pair should take turns speaking both parts. Listen carefully to students' pronunciation, correcting errors and offering praise as appropriate.
- Ask two or more pairs of students to perform the dialog for the class.
- Activity Book.** Ask students to complete activity C on page AB11. Check students' answers. Ask pairs of students to practice the dialog—one student points to a picture and asks the question and the other student answers.

Phonics activity CT2

Students practice producing the /th/ and /s/ sounds in the following tongue twister: *They're my father's mother's brothers, not my mother's father's sisters.*

- Write the two sounds on the board and model them separately. Walk among your students so they can all see how you make the sounds. Ask questions to make sure students understand how the sounds are made. Ask them to repeat the sounds with you.
- Write the tongue twister on the board. Tell students to listen carefully. Recite the tongue twister slowly three times. Emphasize the /th/ and /s/ sounds. Tell students to repeat the tongue twister with you three times, slowly.
- Tell students to listen carefully again. Recite the tongue twister clearly as quickly as you can, three times. Ask students to repeat it with you in the same way.

Extra activities CT5

- Activity Book.** Ask students to complete activity D on page AB11.
- Ask students to bring in photographs of their family for the next lesson.

Sing

Track
9

My family. My family.
This is my family.

This is my mother.
This is my father.

This is my brother.
This is my sister.


This is my grandpa.
This is my grandma.
This is my family.

My family. My family.
This is my family.



12

Sing CT3, CT5

1. **Books closed.** Use the flash cards to review the family words.
2.  **First listening.** Ask students to close their eyes and listen to the song. Play CD Track 9.
3. **Second listening.** Divide the class into pairs. Give each pair a set of "Family" game cards. Ask each pair to arrange the cards in order as they listen to the song. Play CD Track 9 again. Ask the class to check that their cards are in the correct order.
4. **Third listening.** Ask students to sing along. Tell students they can use their ordered cards as prompts. Replay CD Track 9.
5. **Books open.** Ask students to look at the pictures on page 12. Ask, "Who are they?" (*Star and Stella, Emma's family, Emma*) Ask students to look at the words. Read the words of the song with the class.
6. **Fourth listening.** Ask students to sing along again. Replay CD Track 9.
7. **Activity Book.** Ask students to complete activities A and B on page AB12.
8. Ask students to stand up and sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.

Lesson preparations

Starship flash cards 2 to 9: *grandma, grandpa, mother, father, sister, sisters, brother, brothers*

Star and Stella hand puppets (see page 13)

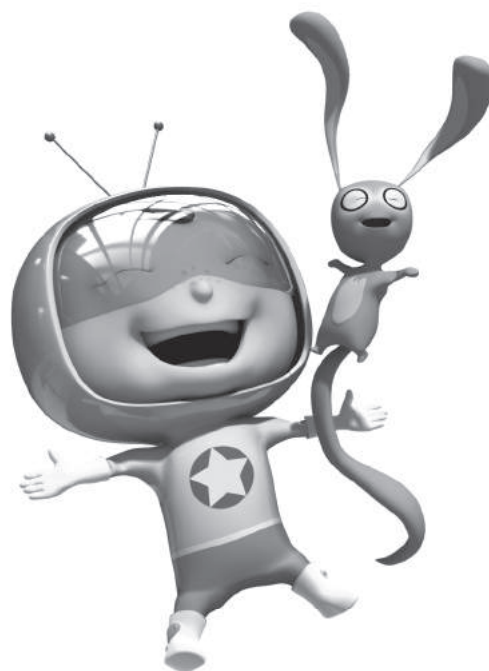
Audio CD Tracks: 9, 10, 11, 12

Activity Book: Activities A, B on page AB12; A, B, C on page AB13 (CD Tracks 67, 68, 69)

Extras: photographs of students' families; one set of "Family" game cards (*grandma, grandpa, mother, father, sister, sisters, brother, brothers, family*) for each pair of students (see page 144)

Warm-up activity CT2

1. Students introduce their families to a partner, using the work they completed in activity D on page AB11 of the Activity Book and photographs they have brought from home. To prepare students for the activity, show and talk about your own photograph. Make sure you model the language from activity D on page AB11.



Listen

Listen

B. Listen and check a or b. Track 11

C. Listen and say. Track 12

A. Listen and choose CT1, CT2

Track 10 Audio Script

Narrator: One
Male: Who's she?
Emma: She's my grandma.

Narrator: Two
Male: Who's he?
Emma: He's my father.

Narrator: Three
Male: Who's she?
Emma: She's my mother.

Narrator: Four
Male: Who's he?
Emma: He's my grandpa.

Narrator: Five
Male: Who's he?
Emma: He's my brother.

- Books open.** Ask students to look at the pictures and identify the five family members. Say, "Let's listen to five questions and answers." Play One on CD Track 10. Use the worked example to model the activity.
- Check that students know what to do. Play CD Track 10. Pause for students to match the pictures with the numbered boxes. Check students' answers.
- Divide the class into pairs. Have students refer to their completed task and take turns asking and answering the question, "Who's she/he?"
- Ask five pairs to each perform one question and answer.
- Activity Book.** Ask students to complete activity A on page AB13 (CD Track 67).

B. Listen and check a or b CT1, CT2

Track 11 Audio Script

Narrator: One
Female: Who are they?
Male: They're my brothers.

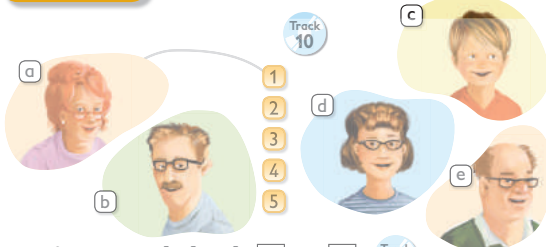
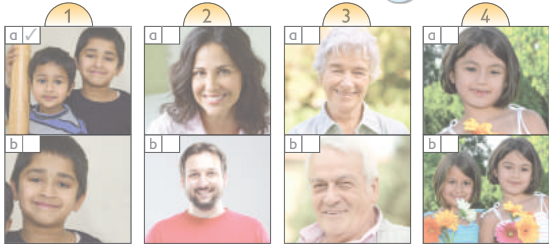
Narrator: Two
Female: Who's she?
Male: She's my mother.

Narrator: Three
Female: Who's he?
Male: He's my grandpa.

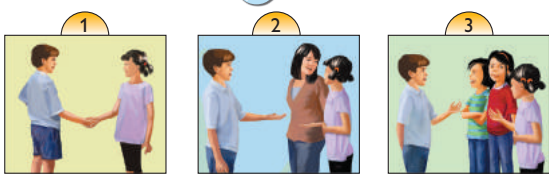
Narrator: Four
Female: Who are they?
Male: They're my sisters.

- Books open.** Ask students to look at the four pairs of pictures and identify the family members.
- Say, "Let's listen to four questions and answers and check the boxes that match what we hear." Play One on CD Track 11. Model, using the worked example.
- Check that students know what to do. Play CD Track 11. Pause for students to check the picture boxes. Check students' answers.
- Ask students to refer to their checked pictures and write questions and answers. Use the first checked picture to write an example on the board: Who are they? They're my brothers.
- Ask three students to each write one question and answer on the board.
- Activity Book.** Ask students to complete activity B on page AB13 (CD Track 68).

Listen

B. Listen and check a or b.

C. Listen and say.



13

- Books open.** Ask students to look at the three pictures in exercise C.
- Ask students about the number of people and who they are. (*Five—a boy, a girl, the girl's mother, the girl's two sisters*) Talk about what is happening in each picture. (*1—greeting one another, 2—introducing mother, 3—introducing sisters*)
- Say, "Let's practice speaking." Divide the class into pairs. Tell students they will listen to dialogs, and then repeat them. Tell students to first listen carefully as you show them what do. Play One on CD Track 12. Role-play both sides of the dialog to model the exercise.
- Check that students know what to do. Play CD Track 12. Pause for students to repeat the dialogs. Write them on the board as necessary.
- Ask three pairs of students to each perform one dialog.
- Activity Book.** Ask students to complete activity C on page AB13 (CD Track 69).

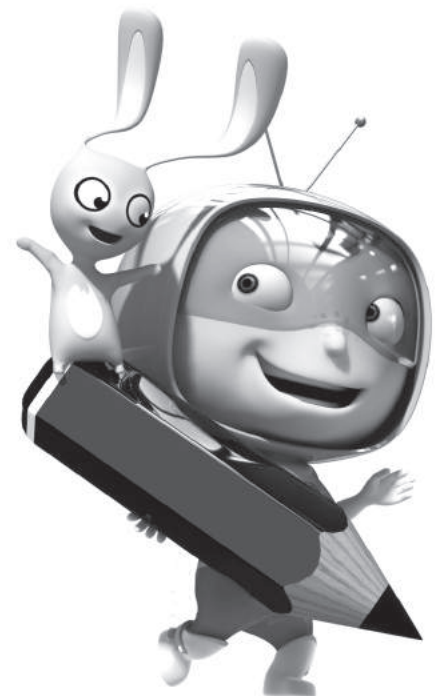
Extra activity CT2

- Ask students to quietly review spelling aloud family words. This will prepare them for the warm-up activity in the next lesson.

C. Listen and say CT1, CT2

Track
12

Audio Script

Narrator: One**Boy:** It's nice to meet you.**Girl:** It's nice to meet you, too.**Narrator:** Two**Boy:** Who's she?**Girl:** She's my mother.**Narrator:** Three**Boy:** Who are they?**Girl:** They're my sisters.

Practice

Practice

A. Look and choose.



5 father	1 mother	2 brother
4 sister	3 grandma	6 grandpa

B. Read and say.

This is my family.
She's my grandma.
He's my brother.
They're my sisters.
He's my father.



C. Ask and answer.

Who's he?	He's my ____.
Who's she?	She's my ____.
Who are they?	They're my ____.



14

A. Look and choose CT1, CT2

- Books open.** Tell students to look at the pictures and identify each family member. Say, "Let's match the words to the pictures."
- Model the exercise, using the worked example. Ask students to match the next word (*mother*) to a picture (*picture 1*). Ask them what to do next. (*Write 1 in the box.*)
- Ask students to complete the exercise alone. Check students' answers by calling out each number and asking the class to say the matching word.
- Activity Book.** Ask students to complete activity A on page 14.

B. Read and say CT2, CT3

- Books open.** Ask students to name the family members in the picture. (*grandma, brother, sisters, father*) Then ask students to quietly read what the boy says about his family.
- Say, "Let's practice reading aloud." Ask students to stand up and read the passage aloud together.
- Divide the class into pairs. Ask students to take turns reading to each other.
- Ask two or three students to take turns reading aloud to the class.
- Activity Book.** Ask students to complete activity B on page 14.

C. Ask and answer CT1, CT2

- Books open.** Say, "Let's practice speaking." Divide the class into pairs, student A and student B. Role-play the dialog. As student A, point to the first question and ask, "Who's he?" As student B, point to the first answer and say, "He's my father." Step back into the role of student A. Point to the second question and ask students what to say. (*Who's she?*) Continue the role-play in this way. Show how to take turns. Ask questions to check that students know what to do. Make sure they know to answer the questions with as many different family member words as they can.
- Move around the class and listen carefully as students practice the dialog.
- Ask two or three pairs of students to perform the dialog for the class.

Lesson preparations

Starship flash cards 2 to 9: *grandma, grandpa, mother, father, sister, sisters, brother, brothers*

Star and Stella hand puppets (see page 13)

Activity Book: Activities A and B on pages 14 and 15

Extras: two sets of "Family" game cards—*grandma, grandpa, mother, father, sister, sisters, brother, brothers* (see page 144)

Warm-up activity CT1, CT2

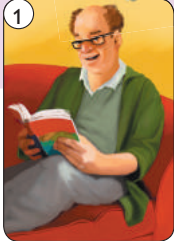
- Play an oral spelling game (see "How to play Spell it!" on page 21) to review family words.

Play and learn



Who's he?

He's my grandpa.



15

Play and learn CT1, CT2

Game for two players

- Player One points to a picture and says, "Who's he/she?"
- Player Two answers, "He's my ____."
- Players take turns as player One and Two.

1. Students play with the partner they found in the "Organizing groups" activity—one student to be player One and the other to be player Two. Show students how to play through a role-play. As player One, point to picture 1 and ask, "Who's he?" As player Two, say, "He's my grandpa." Show how to take turns. Remain as player Two, start the dialog again by pointing to another picture, and ask the question. Return to the role of player One and answer the question.
2. Ask questions to check that students know what to do. Play the game.
3. To conclude, ask students from different pairs to perform one round of the game for the class.
4. **Activity Book.** Ask students to complete activities A and B on page AB15.
5. To end the lesson, use flash cards to review vocabulary.

Organizing groups CT1

1. Use pairs of "Family" game cards to review the language and regroup the class for a game. See "Organizing groups" on page 22.
2. Hand out one game card to each student. Check that students know what to do by asking them to tell Stella what to do. They should say that the aim of the activity is to find a partner through matching their "Family" cards. Encourage students to call out their family words to find their partners. Once partnered, tell them to sit together.
3. Make sure students are correctly matched by having them call out their family words, pair by pair.

Extra activity CT1, CT4

1. Play a written spelling game (see "How to play Write it!" on page 22) using the vocabulary on page 11 of the Student Book.

Grammar, Culture notes, Extension activities

Grammar CT2

Write one sample dialog on the board, such as *This is my brother*. Use the puppets to practice the dialog. Still using the puppets, substitute the names of different family members to practice the other dialogs.

Problem areas for students may include *This is my family*. *Family* seems like a plural noun, but it is actually a collective noun, so we do not say, *These are my family*.

This unit introduces contracted versions of *who is*, *he is*, *she is*, and *they are*. The contractions are: *who's*, *he's*, *she's*, and *they're*. Make sure students use the correct constructions. Practice the full versions with more able students.

Note: *Pleased to meet you*. is an informal short form of *I'm pleased to meet you*.

Statements

This is my	brother. family. father. grandma. grandpa. mother. sister.	Pleased to meet you.
------------	--	----------------------

Questions

Who's	he? she?	Who are they?
-------	-------------	---------------

Answers

He's my	brother. father. grandpa.
---------	---------------------------------

She's my	grandma. mother. sister.
----------	--------------------------------

They're my	brothers. sisters.
------------	-----------------------

Culture notes CT1, CT2

As is the case in most languages, English features many versions of common family member names. These include *mom* or *mommy* for *mother* and *dad* or *daddy* for *father*. The more formal versions of *grandma* and *grandpa* are *grandmother* and *grandfather*. It is a difficult concept to teach, but when one of these words takes the place of a person's name, it is capitalized, for example, *She's my mom*. but *Ask Mom*.

Extension activities CT1, CT2, CT5

1. Some students will already be aware of English words for other relatives, using terms such as *aunt*, *uncle*, and *cousin*, which are introduced in a higher level. Encourage them to share these words with the class.
2. Ask students to draw or bring in photos of families or family members. Not everyone needs to bring these in, but a few students can show their pictures and introduce their family members to the class.
3. Students will be very interested to learn about your relatives. You may bring in photos of different relatives and ask students to guess who each one is.


Phonics Pre A1.2 Unit 1


Phonics


Unit 1


Short a

A. Look, listen, and say. P-CD Track 1

1.  1. **ant**

2.  2. **apple**

3.  3. **hand**

4.  4. **lamp**


B. Listen, write, and read. P-CD Track 2

1. It is an ant.

2. Here is the _____.


3. This is my _____.


4. Here is a _____.





16


C. Listen and circle words with the short a – the same sound as hand. P-CD Track 3


1.  1. **flag**

2.  2. **snake**

3.  3. **cat**

4.  4. **stamp**

5.  5. **jar**


6.  6. **bag**

D. Read the words that sound the same.

a + n an ran man fan	a + d ad had sad pad	a + p ap tap cap map	a + t at mat hat fat
----------------------------------	----------------------------------	----------------------------------	----------------------------------

E. Match the words that sound the same.

cap — lamp
fan — map
bag — can
stamp — pad
sad — flag




17

Unit 1


Long a


The e at the end of these words helps the letter a to say its name.


Wow!




A. Look, listen, and say. P-CD Track 4

1.  1. **ape**



2.  2. **cake**



3.  3. **name**



4.  4. **date**

18

B. Listen, fill in the letter e, and read. P-CD Track 5

1. tap e  2. fram _____ 

3. can _____  4. airplan _____ 

5. cran _____  6. gat _____ 

C. Listen and circle. P-CD Track 6

1 tap t <u>a</u> pe	2 cane c <u>a</u> n
3 Sam s <u>a</u> me	4 mat m <u>a</u> te


D. Listen, write, and read. P-CD Track 7

1. This a big _____.

2. Here is my _____.

3. My _____ is Sam.

4. What is the _____ today?



19

Phonics Pre A1.2 Unit 1

Unit 1

Long a

The letters **ai** together make the "long a" sound in these words.

I see.

A. Look, listen, and say. P-CD Track 8

1. **rain**
2. **mail**
3. **tail**
4. **paint**

20

B. Listen, fill in the letters ai, and read. P-CD Track 9

- tr ___ n
- s ___ l
- r ___ l
- n ___
- sn ___ l
- gr ___ ns

C. Listen and write the words. P-CD Track 10

- _____
- _____
- _____
- _____
- _____
- _____

D. Listen, write, and read. P-CD Track 11

- Will it _____ today?
- Here is the _____
- The cat has a _____
- I _____ pictures.

21

Unit 1

Long a

The letters **ay** together make the "long a" sound in these words.

That's easy.

A. Look, listen, and say. P-CD Track 12

1. **bay**
2. **day**
3. **play**
4. **subway**

22

B. Listen, fill in the letters ay, and read. P-CD Track 13

- h ___
- spr ___
- r ___
- tr ___
- M ___
- gr ___

C. Listen and circle. P-CD Track 14

1 tray gray	2 bay play	3 spray tray
4 say sad	5 bay day	6 hay hat

D. Listen, write, and read. P-CD Track 15

- This is a _____.
- What _____ is it?
- We _____ the game.
- This is the _____.

23

Phonics Pre A1.2 Unit 1 Answers

Short a (pages 16, 17)

B. 1 ant, 2 apple, 3 hand, 4 lamp; **C.** 1, 3, 4, 6; **E.** cap/ map, fan/can, bag/ ag, stamp/lamp, sad/pad; **F.** 1 ant, 2 apple, 3 hand, 4 lamp; **G.** 3; **H.** 1 bag, 2 ant, 3 cat, 4 apple, 5 hand, 6 lamp; **I.** man, map.

Long a: a_e (pages 18, 19)

B. 1–6 e; **C.** 1 tape, 2 cane, 3 same, 4 mate; **D.** 1 ape, 2 cake, 3 name, 4 date.

Long a: ai (pages 20, 21)

B. 1–6 ai; **C.** 1 mail, 2 paint, 3 tail, 4 train, 5 nail, 6 snail; **D.** 1 rain, 2 mail, 3 tail, 4 paint.

Long a: ay (pages 22, 23)

B. 1–6 ay; **C.** 1 gray, 2 bay, 3 tray, 4 say, 5 day, 6 hay; **D.** 1 bay, 2 day, 3 play, 4 subway.

FOCUS

Theme

Characteristics and emotions

Aim

Students learn how to: name pets; describe characteristics and emotions using pets

Structures

- Statements and questions with *BE*—singular and plural (*My pet's a mouse. He's/She's/They're happy. Is your cat sad? Is he/she happy?*)
- Adjectives (*He's pretty. Is your cat sad?*)
- Affirmative and negative short answers—singular and plural (*Yes, he/she is. Yes, they are. No, he/she isn't. No, they aren't.*)

Review: Possessive adjectives (*My pet's a mouse. Is your cat sad?*)

Vocabulary

cat, dog, fish, bird, mouse, turtle, big, small, pretty, ugly, thin, fat, young, old, happy, sad

Unit
2

Is she happy?

Look, listen, and talk

Track
13

My pet's a mouse. He's pretty.

Yes, he is.

Is your cat sad?

No, she isn't.

Is she happy?

Yes, she is. She's happy.

Are your pets sad?

No, they aren't.

Are they happy?

Yes, they are. They're happy!

24

Lesson preparations

Starship flash cards 10 to 15: *cat, dog, fish, bird, mouse, turtle*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 13, 14


Activity Book: Activities A, B on page AB16; C, D on page AB17

Extras: a soft ball; a pretty, soft toy cat or picture of a pretty cat

Warm-up activity CT1, CT2

1. Play a game to review possessive adjectives. Say, "Let's say hello and say our names."
2. Arrange the class in a circle. Hold a soft ball in your hands. Look at a student and say, "Hello, my name's _____. What's your name?" Pass the ball to the student, who says, "Hello my name's _____." The student then looks at another student, passes the ball, and asks, "What's your name?" The game continues until all students have introduced themselves.

Look, listen, and talk CT1, CT2, CT3

1. **Books closed.** Review the language in the first three frames on page 24.
 - Use the Star puppet and a picture of a pretty cat or a pretty, soft toy cat to talk about a pet cat. Tell the students that Star says, "My pet's a cat. She's pretty." Answer, "Yes, she is."
 - Draw a happy face and a sad face on the board. Point to the sad face and ask Star, "Is your cat sad?" Star shakes his head. Tell students his answer, "No, she isn't." Continue in this way as you model the dialog in the third frame.
 - Model the words *cat*, *pretty*, *happy*, and *sad*. Use your picture or soft toy and pictures on the board to reinforce meaning. Ask students to repeat the words with you.
2. **Books open.** Ask students to look at the opening scene on page 24. Point to each character and ask, "Who's this?" (*Tessa, Star, Dan, Emma*)
3.  Play CD Track 13, frame by frame. Ask students to point to the matching speech bubble on page 24 as each part is spoken.
4. Play the CD again, frame by frame. Ask the class to repeat each dialog with you.

Look, listen, and talk

Track 14

1. big 2. small 3. pretty 4. thin 5. old 6. young 7. ugly 8. fat 9. happy 10. sad

11. a cat 12. a dog 13. a fish 14. a bird 15. a mouse 16. a turtle

Talk.

My pet's a ____.

Is your pet ____?

....

25

Talk CT1, CT2

- Books open.** Ask students the names of the two characters. (*Dan and Tom*) Ask students to complete Dan's first sentence and Tom's question with the name of a pet and a describing word. Ask students what Dan says. (*Yes, he is./No, he isn't.*)
- Ask pairs of students to practice the dialog. Ask each pair to take turns speaking both parts. Tell students to use all the new words to complete the dialog in different ways. Listen carefully to students' pronunciation, correcting errors and offering praise.
- Ask two or more pairs of students to perform the dialog for the class.
- Activity Book.** Ask students to complete activity C on page AB17. Check students' answers. Ask pairs of students to take turns speaking the two parts.

Phonics activity CT2

This activity gives students practice producing two similar sounds, /p/ and /b/.

- Model the sounds. Ask students to listen and watch carefully. Model the /p/ sound. Walk among the students so they can all see how you make the sound. Ask, "What do I use to make this sound?" (*Your lips.*) Encourage students to point to their lips. Have students practice the /p/ sound with you.
- Repeat for the /b/ sound. Check that students realise the /b/ sound is also made with the lips.
- Explore what happens when these sounds are made. Tell students to put their hands in front of their mouths as they experiment with each sound. Ask, "Can you feel your breath on your hand?" (*Yes.*) Tell students to put their hands on their necks as they continue to experiment with the sounds. Ask, "Can you feel anything?" (*No, with /p/. Yes, with /b/.*)
- Write the following words on the board—*pet/bet* and *big/pig*. Put the /p/ words in the first column and the /b/ words in the second column. Model the /p/ sounds, then the /b/ sounds. Now model each pair of words to show the different sounds. Ask students to practice each pair with you.

Extra activities CT5

- Activity Book.** Ask students to complete activity D on page AB17.
- Ask students to bring photos of their pets or magazine pictures of pets to the next class.

- Divide the class into two groups. Ask Group 1 to read Star's part and Group 2 to read the other parts. Then ask the groups to swap parts and repeat.
- Divide the class into pairs. Ask each pair of students to take turns speaking the part of Star and the parts of the other characters—Tessa, Dan, and Emma. Walk around the classroom, visiting each pair of students and correcting any pronunciation errors.
- Books closed.** Say, "Let's practice some pet words." Introduce each pet word on page 25, one by one. First, model a word as you show the picture on the matching flash card. Keep the written word covered. Ask students to repeat the word with you several times. Then show the word, model it one more time, and leave the card on display. Repeat for the describing words on page 25, but write each word on the board as you model it.
- Track 14** Say, "Let's practice our describing words and our pet words again. This time, close your eyes and listen carefully to the voice on the CD." Play CD Track 14. Pause as necessary for practice.
- Return to the opening scene. Arrange the pairs of students into groups of four. Ask each pair to perform the scene for the other pair in their group.
- Activity Book.** Ask students to complete activities A and B on page AB16.

Sing

Track
15

My pet's a cat.
My pet's a cat.

Is your cat pretty?
Yes, she is. She's pretty.

Is your cat young?
Yes, she is. She's young.

Is your cat small?
Yes, she is. She's small.

Is your cat happy?
Yes, she is. She's happy.

My pet's a cat.
My pet's a cat.
She's pretty. She's young.
She's small. She's happy.
My pet's a cat.



Sing CT3, CT5

1. **Books closed.** Use the labeled pictures on page 25 to review the last lesson. Ask students to tell you the names of the pets and the describing words.
2. **Track 15 First listening.** Ask students to close their eyes and listen to the song. Play CD Track 15.
3. **Second listening.** Divide the class into pairs. Give each pair of students a set of "Adjectives" game cards for *pretty*, *young*, *small*, and *happy*. Ask each pair to arrange the cards in order as they listen to the song. Play CD Track 15 again. Ask the class to check that their cards are in the correct order.
4. **Third listening.** Ask students to sing along. Tell students they can use their cards as prompts. Replay CD Track 15.
5. **Books open.** Ask students to look at the pictures on page 26. Ask, "Who are they?" (*Star, Stella, Dan, and his cat*) Ask students to look at the words. Read the words of the song with the class.
6. **Fourth listening.** Ask students to sing along again. Replay CD Track 15.
7. **Activity Book.** Ask students to complete activities A and B on page AB18.
8. Ask the class to stand up and sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.

Lesson preparations

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 15, 16, 17, 18

Activity Book: Activities A, B on page AB18; A, B, and C on page AB19 (CD Tracks 70, 71, 72)

Extras: pictures of pets; one set of four "Adjectives" game cards—*pretty*, *young*, *small*, *happy*—for each pair (see page 145)

Warm-up activity CT1, CT2, CT5

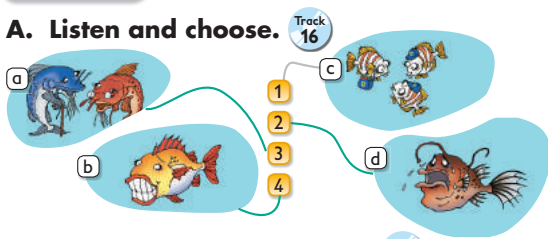
1. Have students introduce their pets to a partner. They can use the photographs they have brought from home or a picture you provide. To prepare students for the activity, show and talk about your own photograph or picture. Make sure you model the kinds of structures and vocabulary you want students to use, for example: "My pet's a cat. He's fat."



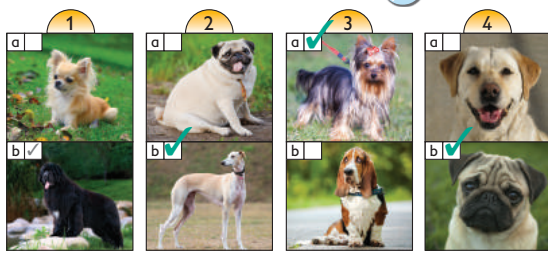
Listen

Listen

A. Listen and choose.



B. Listen and check a or b.



C. Listen and say.



27

A. Listen and choose CT1, CT2

Track 16 Audio Script

Narrator: One

Female: Are they young?

Male: Yes, they are. They're young.

Narrator: Two

Female: Is he sad?

Male: Yes, he is. He's sad.

Narrator: Three

Female: Are they old?

Male: Yes, they are. They're old.

Narrator: Four

Female: Is she happy?

Male: Yes, she is. She's happy.

- Books open.** Say, "Let's listen to four questions and answers about pets." Play One on CD Track 16. Use the worked example to model the activity.
- Check that students know what to do. Play CD Track 16. Pause for students to match the pictures with the numbered boxes. Check students' answers.
- Divide the class into pairs. Have students refer to their completed task and take turns asking questions and giving affirmative answers. (*Are they young? Yes, they are. They're young.*)
- Ask four students to each write one answer on the board.
- Activity Book.** Ask students to complete activity A on page 19 (CD Track 70).

B. Listen and check a or b CT1, CT2

Track 17 Audio Script

Narrator: One

Female: Is she big?

Male: Yes, she is. She's big.

Narrator: Two

Female: Is he fat?

Male: No, he isn't. He's thin.

Narrator: Three

Female: Is she ugly?

Male: No, she isn't. She's pretty.

Narrator: Four

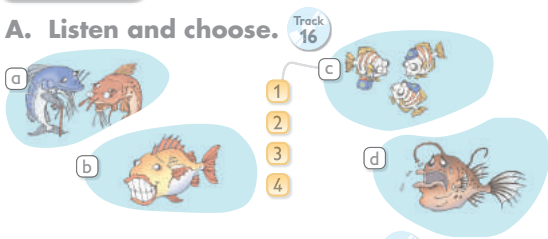
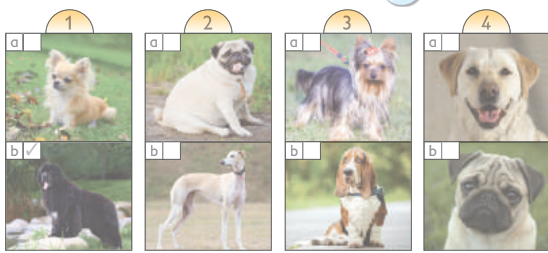
Female: Is she sad?

Male: Yes, she is. She's sad.

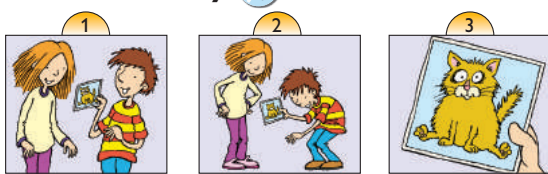
- Books open.** Ask students to look at the four pairs of pictures and identify the pets.
- Say, "Let's listen to four questions and answers about these dogs and check the boxes for the pictures that match what we hear." Play One on CD Track 17. Use the worked example to model the activity.
- Check that students know what to do. Play CD Track 17. Pause for students to check the picture boxes. Check students' answers.
- Ask students to refer to their checked pictures and write statements about the dogs. Use the first checked picture to write an example on the board: He's big.
- Ask three students to each write one answer on the board.
- Activity Book.** Ask students to complete activity B on page AB19 (CD Track 71).

Listen

A. Listen and choose.

B. Listen and check a or b.

C. Listen and say.



27

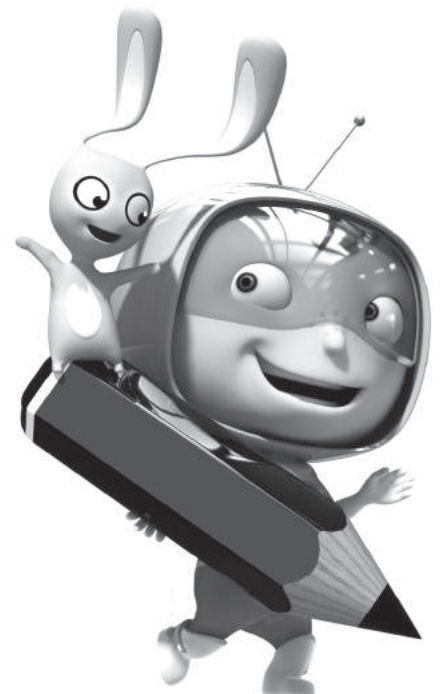
1. **Books open.** Ask students to look at the three pictures in exercise C.
2. Ask the students about the number of people and who they are. (*Two—a boy and a girl*) Talk about the situation and who is asking the questions. (*The girl is asking questions and the boy is telling her about his cat.*)
3. Say, “Let’s practice speaking.” Divide the class into pairs. Tell students they will listen to dialogs, and then repeat them. Tell students to listen carefully as you show them what to do. Play One on CD Track 18. Role-play the dialog to model the exercise.
4. Check that students know what to do. Play CD Track 18. Pause for students to repeat the dialogs. Write them on the board as necessary.
5. Ask three pairs of students to each perform one dialog.
6. **Activity Book.** Ask students to complete activity C on page AB19 (CD Track 72).

Extra activity CT2

1. Ask students to quietly review spelling aloud pet words and describing words. This will prepare them for the warm-up activity in the next lesson.

C. Listen and say CT1, CT2

Track 18 Audio Script

Narrator: One**Boy:** My pet’s a cat.**Girl:** Is she young?**Boy:** Yes, she is.**Narrator:** Two**Girl:** Is she big?**Boy:** No, she isn’t. She’s small.**Narrator:** Three**Girl:** Is she thin?**Boy:** No, she isn’t. She’s fat.

Practice

Practice

A. Look and choose.



2 fat	6 small	5 ugly
3 thin	1 pretty	4 big

B. Read and say.



This is my pet.
My pet's a dog.
She's small.
She's happy.
Is your pet happy?



A. Ask and answer.

Is your pet ____? Yes, ____ is. _____.
Is your pet ____? No, ____ isn't. _____



28

A. Look and choose CT1, CT3

- Books open.** Tell students to look at the pictures and identify each pet. Say, "Let's match the describing words to the pictures."
- Model the exercise, using the worked example. Ask students to match the next word (*small*) to a picture (picture 6). Ask them what to do next. (*Write 6 in the box.*)
- Ask students to complete the exercise alone. Check students' answers by calling out each number and asking the class to say the matching describing word.
- Activity Book.** Ask students to complete activity A on page AB20.

B. Read and say CT2, CT3

- Books open.** Ask students to name the pet in the picture and say who it belongs to. (*a dog, the boy*) Then ask students to quietly read what the boy says about his dog.
- Tell students they will practice reading aloud. Ask them to read the passage aloud together.
- Divide the class into pairs. Ask students to take turns reading to each other.
- Ask two or three students to take turns reading aloud to the class.
- Activity Book.** Ask students to complete activity B on page AB20.

C. Ask and answer CT1, CT2

- Books open.** Say, "Let's practice speaking." Divide the class into pairs, student A and student B. Role-play the dialog. As student A, point to the first question and ask, "Is your pet happy?" As student B, point to the first answer and say, "Yes, she is. She's happy." Step back into the role of student A. Point to the second question and ask students what to say. (*Is your pet _____?*) Continue the role-play in this way. Show how to take turns. Ask questions to check that students know what to do. Make sure they know to ask and answer questions with as many different words as they can.
- Move around the class and listen carefully as students practice the dialog.
- Ask two or three pairs of students to perform the dialog for the class.

Lesson preparations

Starship flash cards 10 to 15: *cat, dog, fish, bird, mouse, turtle*

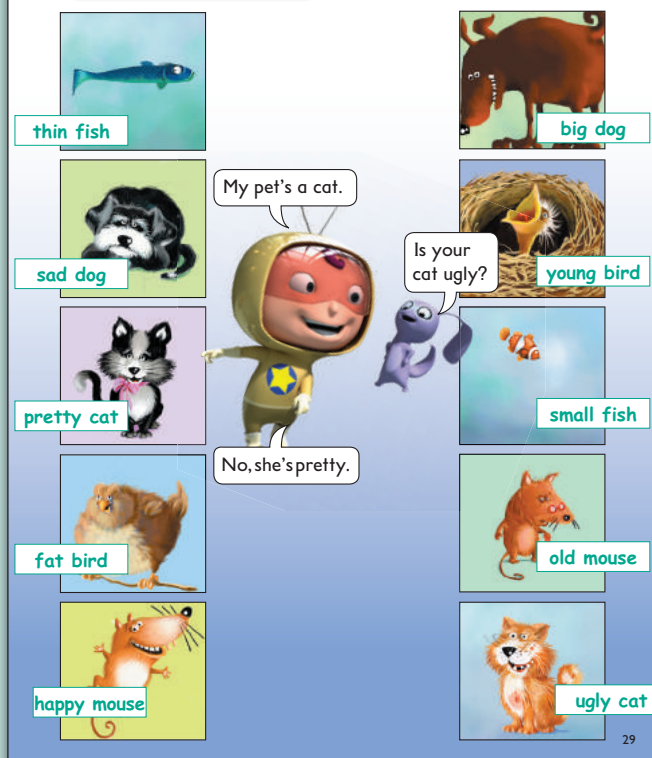
Activity Book: Activities A and B on pages AB20, AB21

Extras: two sets of "Pets" game cards—*cat, dog, mouse, turtle, fish, bird*—you may need more depending on the size of the class (see page 145)

Warm-up activity CT1, CT2

- Play an oral spelling game (see "How to play Spell It!" on page 21) to review pet words and describing words.

Play and learn



Play and learn CT1, CT2

Game for two players

- Player One points to a picture and says, "My pet's a (name of the pet in the picture)."
- Player Two asks a question about the pet, using a describing word.
- Player One answers the question in the affirmative, or in the negative, using the correct describing word.
- Players take turns as player One and Two.

1. Students should work with the partner they found in the "Organizing groups" activity—one student to be player One and the other to be player Two. Model the game, using the Star and Stella puppets. As player One (Star), point to the picture of the cat on the left and say, "My pet's a cat." As player Two (Stella), say, "Is your cat ugly?" As Star, say, "No, she's pretty." Then model taking turns. As Stella, start the dialog again by pointing to a picture on the right.
2. Ask questions to check that students know what to do. Play the game.
3. Then ask students from different pairs to perform one round of the game for the class.
4. **Activity Book.** Ask students to complete activities A and B on page 21.
5. To conclude the unit, use flash cards to review the unit language.

Organizing groups CT1

1. Use pairs of "Pets" game cards to review the unit language and regroup students for the end-of-unit game. See "Organizing groups" on page 22.
2. Hand out one game card to each student. Check that students know what to do by asking them to tell Stella what to do. They should say that the aim of the activity is to find a partner through matching their "Pets" cards. For example, a cat with a cat. Encourage students to call out their words to find their partners. Once partnered, tell them to sit together.
3. Make sure students are correctly matched. Pair by pair, have each student complete the statement, "My pet's a _____."

Extra activity CT1, CT4

1. Play a written spelling game (see "How to play Write it!" on page 22) using the vocabulary words on page 25 of the Student Book.

Grammar, Culture notes, Extension activities

Grammar CT2

The focus of this unit's grammar is adjectives, words that describe nouns.

Write a sentence on the board and leave a blank for the adjective: *He's _____*. Ask students to fill in the correct word. As students give the names of appropriate adjectives, write them on the board.

Play a game. Use the flash cards of pets that students can describe. For example, show the flash card of the cat. Students must only say the adjectives and not say any other words.

Statements				
	nouns		adjectives	
My pet's a	bird.	He's She's They're	big.	sad.
	cat.		fat.	small.
	dog.		happy.	thin.
	fish.		old.	ugly.
	mouse.		pretty.	young.
	turtle.			

Questions

	nouns	adjectives	
Is your	bird	big?	sad?
	cat	fat?	small?
	dog	happy?	thin?
	fish	old?	ugly?
	mouse	pretty?	young?
	turtle		

	adjectives	
Is he	big?	sad?
Is she	fat?	small?
Are they	happy?	thin?
Are your pets	old?	ugly?
	pretty?	young?

Answers

Yes,	he is.	No,	he isn't.
	she is.		she isn't.
	they are.		they aren't.

Culture notes CT1, CT2

This unit focuses on different pets and ways to describe them. It is natural that students will make connections between the descriptions and people. This can be used as an opportunity to teach students about appropriate and inappropriate descriptions of people. The best way to do this is to start with ideas of *empathy*.

Empathy means understanding and experiencing how others feel. Start by asking students how the cats in the labeled picture on page 25 would feel about being described in different ways. Ask students to draw happy ☺ faces and sad ☹ faces. Tell students that some cats will feel happy to be called *big*, *pretty*, *happy*, and even *young*. Other cats may feel unhappy to be called *fat*, *old*, and *ugly*. Explain that people often feel the same way. We should not use words that make other people unhappy, and we should not use unhappy words such as *ugly* to talk about other people's pets.

Extension activities CT1, CT2, CT4, CT5

- There are many pets in the unit. Ask students to count the number of each pet. Pairs of students can be asked to count different ones.
- Ask students to make a table showing the number of each pet.
- Ask students to turn the table into a bar chart, with blocks for each number. This helps teach English in a cross-curricular way. When students study math, they will think of English language ways of expressing ideas.
- Ask students to survey their pets. Tell them to ask each other, "Do you have a pet? What is it? Is it happy/sad/thin ...?"
- Ask students to identify their favorite pet in the unit. This makes students look at the pictures again and think more carefully about them.
- Ask students to describe their favorite pets, using multiple adjectives.

Lesson preparations

Star and Stella hand puppets (see page 13)

Audio CD Track: 19

Activity Book: Activities A, B, C on page AB22

Extras: Warm-up activity worksheet, make one for each group of four students [a 3-column table with the headings: Starship characters (6), family (6), pets (16).]; six questions about the content of Units 1 and 2 for the Open Book Quiz

Warm-up activity CT1, CT2, CT4

- Tell students that today's lesson is a review. Use Star and Stella. Ask students to help the puppets remember what they learned. Prompt the students with clues. (*In unit 1 we talked about the Starship characters and families. In unit 2 we talked about pets.*)
- Say, "Let's write the words we know." Divide the class into groups of four students. Show students the worksheet. Remind them that:
 - There are 6 Starship character names, for example, Stella.
 - There are 6 words about family, for example, mother.
 - There are 16 words about pets, for example, cat and happy.
- Ask the groups to think of one word for each column. Turn to Star and ask, "Is this a game?" Have him nod and say, "Yes. Let's do this quickly".
- Give each group a worksheet and check that students know where to write the words. Tell them they have 5 minutes to finish the work. Allow more time if necessary.
- The winning team is the first to complete the worksheet with correctly spelled words. Check spelling and ensure all teams have all the words in the correct places. Ask students to spell different words. Praise correct spelling and provide any missed words to complete the worksheet.

Review

A. Read and say.



B. Read again and match.

- | | |
|---|-------------------|
| 1. My pet's a bird. | a. They're happy. |
| 2. My pet's a fish. | b. He's small. |
| 3. This is my grandma.
This is my grandpa. | c. She's pretty. |

30

A. Read and say CT2, CT3

In this exercise, assess areas of your students' reading and speaking skills. First let them silently read the dialogs and look at the pictures, then note their reading fluency and their pronunciation as they read the dialogs in pairs.

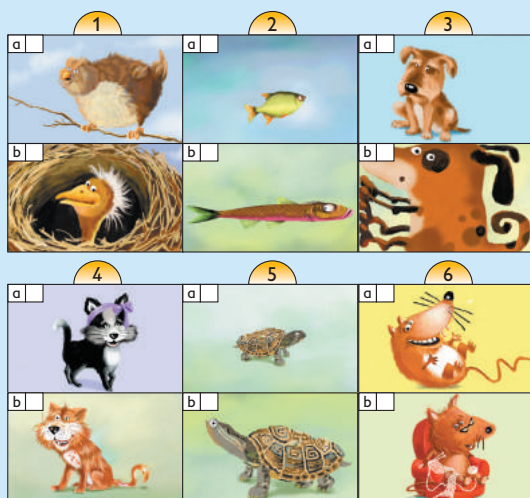
- Introduce the exercise. Use Star to praise students for learning their Starship English words. Say, "Let's look at the words we've learned. Let's read them."
- Tell students to open their books to page 30. Tell them to look at the pictures, and then read the dialogs quietly on their own.
- Ask pairs of students to take turns to read the dialogs aloud. Each pair can perform the dialogs at least twice, swapping roles each time.

B. Read again and match CT2, CT3

In this exercise, assess your students' skill in reading for detail, and matching pictures and words.

- Tell students to read the sentences, read the dialogs again, and then match the sentences on the left with those on the right.
- Check students' answers.

C. Listen and check a **or** b Track 19



My name's _____.
 She's my sister. Her name's _____.
 He's my brother. His name's _____.
 My pet's a _____.
 My pet's _____.

31

In this exercise, test your students' listening comprehension skills as they listen to descriptions and match them to pictures.

1. Say, "Let's listen and match." Remind students that they have done this kind of activity before. Students need to look carefully at a pair of pictures and then check picture a or b.
2. Play Audio Track 19. Pause for students to check the picture boxes.
3. Check students' answers.

Your turn CT1, CT2

In this exercise, assess your students' ability to talk about themselves, using the language they've learned.

1. Divide the class into pairs. Ask students to take turns reading their introductions to each other. Encourage them to continue taking turns, using different pet names and describing words.
2. Move around the class, listening to student's introductions. Check their pronunciation and encourage and praise their use of new words.

Activity Book. Ask students to complete activities A, B, and C on page AB22. This may be done in class or for homework.

C. Listen and check a **or** b CT1, CT2



Audio Script

Narrator: One

Male: My pet's a bird. She's fat.

Narrator: Two

Female: My pet's a fish. He's thin.

Narrator: Three

Male: My pet's a dog. He's sad.

Narrator: Four

Female: My pet's a cat. She's ugly.

Narrator: Five

Male: My pet's a turtle. He's big.

Narrator: Six

Female: My pet's a mouse. She's old.

Extra activity CT1, CT2, CT4

End the Review with an Open Book Quiz.

1. Divide the class into teams of four and have them decide on a team name.
2. On the board, draw a table with 7 columns and a row for each team. Write the team names in the first column of the table on the board.
3. Describe the quiz to the students—there are six questions about Units 1 and 2. Tell students they can use their student books to search for the answers. Tell teams that one team member will need a pen and paper to write down the team's answers.
4. Ask the first question. Limit the time for searching for answers. When all the team writers have written down their team's answer and put down their pens, read out the correct answer. Award points and write them on the board.
5. Continue the quiz until all the questions have been asked. Then declare the winning team and congratulate all students for a great effort.

Learn more

FOCUS

Theme

Numbers, days of the week, and times of the day

Aim

Students learn how to: count cardinal numbers to twenty; name the days of the week; talk about times of the day

Structures

Wh- question (What day is it today?)
Short answer (It's Saturday.)
Statements about times of the day (It's eight o'clock in the morning.)

Vocabulary

Numbers 0 to 20, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, today, morning, afternoon, evening, o'clock

Learn more

A. Listen and say the numbers.



0 zero 	1 one 	2 two 	3 three 	4 four 	5 five 
6 six 	7 seven 	8 eight 	9 nine 	10 ten 	One, two, three, four, five
11 eleven 	12 twelve 	13 thirteen 	14 fourteen 	15 fifteen 	
16 sixteen 	17 seventeen 	18 eighteen 	19 nineteen 	20 twenty 	

32

Lesson preparations

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 20, 21, 22, 23


Activity Book: Activities A, B, C on page AB23

Extras: a calendar, a clock

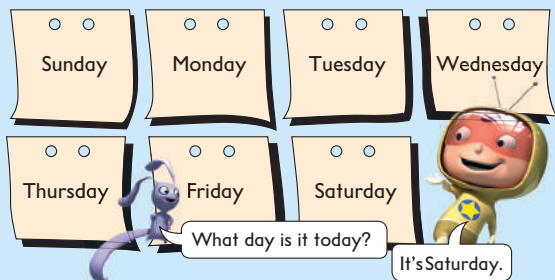
Warm-up activity CT1, CT2

1. Tell students you are going to talk about numbers and days of the week. This is an opportunity for students to show what they already know. Students should know numbers 0 through 10, and may also know some vocabulary items and structures to talk about numbers.
2. Ask students to count to ten. Correct their pronunciation as necessary.
3. Show students a calendar. Ask if anyone knows any of the days of the week.

Listen and say the numbers CT2, CT4

1.  **Books closed.** Tell students to close their eyes and listen to the numbers 0 through 20. Play CD Track 20.
2. **Books open.** Ask students to read the numbers as they listen to the CD. Play Track 20 again.
3. Play a game. Tell students that you will play the CD, stopping from time to time. Ask students to listen carefully to the numbers and quickly say the next number when you stop the CD.
4. Focus on spelling. Ask, "How do you spell four?" Then ask students to write the number in figure and word form on the board. Continue randomly for the different numbers.
5. Divide the class into pairs. Ask students to take turns saying and spelling numbers to each other. Check that students know what to do.

B. Listen and say the days of the week Track 21



C. Listen and say the times of the day. Track 22



D. Listen, read, and say. Track 23

It's eight o'clock in the morning.

It's four o'clock in the afternoon.

It's nine o'clock in the evening.



33

Listen and say times of day CT1, CT2, CT3

- Track 22** **Books closed.** Tell students to close their eyes and listen to the times of the day. Play CD Track 22.
- Books open.** Ask students to say the three times of day as they listen to the CD. Play CD Track 22 again.
- Ask students to spell the different times of day. Say, "How do you spell morning?"

Listen, read, and say CT1, CT2, CT3

- Track 23** **Books closed.** Tell students to close their eyes and listen to the times of the day. Play CD Track 23.
- Books open.** Ask students to read the times of day as they listen to the CD. Play CD Track 23 again.
- Use the clock to talk about different times of day. Indicate morning, afternoon, and evening.
- Divide the class into pairs. Ask students to take turns saying the times of day to each other.

Activity Book. Ask students to complete activities A, B, and C on page AB23. This may be done in class or for homework.

Grammar CT2

- Emphasize the capitalization of the days of the week. Point out that other words are not capitalized unless they come at the beginning of a sentence.
- Remind students to use plurals with all numbers except one when talking about numbers of items. As an example, say, "I see one book. I see twenty books."

Extension activities CT2, CT4

- Once students are confident in counting from 1 to 20, ask them to count from 20 to 1.
- Teach the abbreviations for the days of the week: Sun, Mon, Tues, Wed, Thur, Fri, Sat. Sometimes the days are written in single letter form, except for Sunday and Thursday, which need to be differentiated from Saturday and Tuesday: Su M T W Th F S.
- As a rotating job, ask students to write the day of the week on the board.
- Check that students understand different times of the day. Ask questions such as, "When it is time for breakfast, is it morning or afternoon?" (*morning*)

Listen and say the days CT1, CT2, CT3

- Track 21** **Books closed.** Ask students to close their eyes and listen to the days of the week. Play CD Track 21.
- Books open.** Ask students to read the days of the week as they listen to the CD. Play CD Track 21 again.
- Focus on the spelling. Ask, "How do you spell Monday?" Continue randomly for the different days of the week.
- Play a game. Play the CD again but stop from time to time. Students need to listen carefully and quickly say the next day of the week.
- Divide the class into pairs. Ask students to take turns saying and spelling the days of the week to each other. Check that students know what to do.
- Use a calendar to indicate different days. Ask, "What day is it today?"


Phonics Pre A1.2 Unit 2


Phonics


Unit 2


Short e

A. Look, listen, and say. P-CD Track 16

1.  **hen**

2.  **eggs**

3.  **bed**

4.  **tent**


B. Listen, write, and read. P-CD Track 17

1. I see a _____.

2. Here are the _____.



3. This is my _____.



4. Here is a _____.





34

C. Listen and circle words with the short e sound. P-CD Track 18

1. elephant  2. desk 

3. key  4. pen 


5. bell  6. zebra 

D. Read the words that sound the same.

e + t et wet pet net	e + n en pen hen ten	e + d ed red bed fed	e + nd end send bend lend
----------------------------------	----------------------------------	----------------------------------	---------------------------------------

E. Match the words that sound the same.

send	tell
bell	red
net	bend
bed	ten
pen	wet



35

Unit 2


Long e

The letters **ee** together make the "long e" sound in these words.


I see.

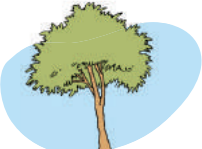
ee

A. Look, listen, and say. P-CD Track 19

1.  **feet**



2.  **green**



3.  **bee**



4.  **tree**

36

B. Listen, fill in the letters ee, and read. P-CD Track 20

1. ___ l  2. j ___ p 

3. p ___ l  4. s ___ d 

5. t ___ th  6. b ___ tle 

C. Listen and circle. P-CD Track 21

1 seed weed	2 feel feet	2 bee beetle
3 three tree	4 green greed	4 jeep keep


D. Listen, write, and read. P-CD Track 22

1. I have two _____.

2. This is _____ paint.

3. I see a _____.

4. This is a _____.



37

Phonics Pre A1.2 Unit 2

Unit 2


Long e

The letters **ea** together make the "long e" sound in these words.


That's easy.

ea


A. Look, listen, and say. P-CD Track 23




1. **beans**



2. **team**




3. **meat**





4. **read**


38


B. Listen, fill in the letters ea, and read. P-CD Track 24


1. l ___ f 

2. p ___ nut 

3. b ___ ds 

4. s ___ 

5. s ___ l 


6. p ___ s 

C. Listen and write the words. P-CD Track 25

- _____
- _____
- _____
- _____
- _____
- _____

D. Listen, write, and read. P-CD Track 26

- These are green _____
- This is my _____
- The lion eats _____
- I can _____ books.



39

Unit 2


Long e

The letters **ey** or **y** at the end of these words make the "long e" sound.

Wow!

ey/y

A. Look, listen, and say. P-CD Track 27



1. **monkey**



2. **money**




3. **happy**





4. **candy**


40


B. Listen, fill in the letters ey or y, and read. P-CD Track 28


1. k ___ 

2. wind ___ 

3. sunn ___ 

4. cloud ___ 

5. rain ___ 


6. hon ___ 

C. Listen and circle. P-CD Track 29

1 today cloudy	2 rainy gray	3 sunny money
4 monkey money	5 happy hay	6 cane candy

D. Listen, write, and read. P-CD Track 30

- This is a _____
- Here is the _____
- She is _____
- I want _____, please.



41

Phonics Pre A1.2 Unit 2 Answers

Short e (pages 34, 35)

B. 1 hen, 2 eggs, 3 bed, 4 tent; **C.** 1, 2, 4, 5; **E.** send/bend, bell/tell, net/wet, bed/red, pen/ten; **B.** 1 hen, 2 eggs, 3 bed, 4 tent; **G.** 3; **H.** 1 hen, 2 desk, 3 eggs, 4 tent, 5 bed, 6 red; **I.** red pen, desk.

Long e: ee (pages 36, 37)

B. 1–6 ee; **C.** 1 seed, 2 feet, 3 bee, 4 tree, 5 green, 6 jeep; **D.** 1 feet, 2 green, 3 bee, 4 tree.

Long e: ea (pages 38, 39)

B. 1–6 ea; **C.** 1 meat, 2 leaf, 3 team, 4 sea, 5 beans, 6 read; **D.** 1 beans, 2 team, 3 meat, 4 read.

Long e: ey/y (pages 40, 41)

B. 1 ey, 2 y, 3 y, 4 y, 5 y, 6 ey; **C.** 1 cloudy, 2 rainy, 3 money, 4 monkey, 5 happy, 6 candy; **D.** 1 monkey, 2 money, 3 happy, 4 candy.

FOCUS

Theme

Kitchen and food

Aim

Students learn how to: offer food and drink; politely accept and decline offers of food and drink; politely express preferences using *want*

Structures

- *Wh-* questions with *do* (*What do you want?*)
- Indefinite articles for countable nouns (*a* n *apple*, *a* b *banana*); no article for uncountable nouns (*milk*, *soda pop*)

Vocabulary

a, an, water, milk, juice, soda pop, banana, orange, apple, cookie, mango, hamburger, muffin, sandwich, donut, hot dog, please, thanks

Unit 3 I want juice, please. Track 24

Look, listen, and talk

Hi, Emma. What do you want?
I want juice, please.

Tessa, do you want juice?
No, thanks. I want water, please.

Tom, do you want a banana?
Yes, please.

Star, do you want a banana?
No, thanks. I want an apple, please.

42

Lesson preparations

Starship flash cards 47 to 60: *apple, orange, milk, water, banana, mango, soda pop, juice, hamburger, muffin, donut, sandwich, cookie, hot dog*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 24, 25

Activity Book: Activities A, B on page AB24; activities C, D, E on page AB25

Extras: four sentences written on separate cards—
My sister's cat is pretty. Your brother's dog is old. Her mother's fish is happy. His father's mouse is small.

Warm-up activity CT1, CT2, CT3, CT4

1. Play a dictation game using the sentence cards. Divide the class into groups of three: two readers and one writer. The first readers come to the front, memorise a sentence, then return to their writer and whisper it. The writer writes it down. The second reader takes a turn and the game continues. At the end of the game, the writers read out their versions. The winners are the group with a version closest to the original.

Look, listen, and talk CT1, CT2, CT3

1. **Books closed.** Talk to students about what happens when friends come to their homes.
 - Students may already know some of the unit vocabulary. If so, discuss some of the types of food and drinks they might have together. If not, use gestures to suggest eating and drinking together.
 - Next, use the flash cards (words covered) to introduce *juice, water, banana, and apple*. Say each word as you show the pictures and then leave them on display.
 - Before opening books, say, "Let's see what happens when friends come to Dan's house."
2. **Books open.** Ask students to look at the opening scene on page 42.
 - Point to each character and ask, "Who's this?" (*Dan, Emma, Tessa, Tom, Star*)
 - Ask, "Who's asking the questions?" (*Dan*) Ask students how many questions Dan asks. Remind them to count the question marks.
3. Play Track 24, frame by frame. Ask students to point to each speech bubble on page 42 as each part is spoken.
4. **Track 24** Play the CD again, frame by frame. Ask the class to repeat each dialog with you.

Look, listen, and talk

Track 25

1. an apple

2. an orange

3. milk

4. water

5. a banana

6. a mango

7. soda pop

8. juice

9. a hamburger

10. a muffin

11. a donut

12. a sandwich

13. a cookie


14. a hot dog

Talk.

Do you want ...?

No, thanks. I want ..., please.

43

- Divide the class into two groups. Ask Group 1 to read Dan's part and Group 2 to read the other parts. Then ask the groups to swap parts and repeat.
- Divide the class into pairs. Ask each pair of students to take turns speaking the parts of Dan, Emma, Tessa, Tom, and Star. Briefly visit each pair and correct any pronunciation errors.
- Books closed.** Say, "Let's practice some words for food and drinks." Introduce each numbered word on page 43, one by one. First, model a word as you show the picture on the matching flash card. Keep the written word covered. Ask students to repeat the word with you several times. Then show the word, model it one more time, and leave the card on display. Repeat for the other words on page 43.
-  Say, "Let's practice our food and drink words again. This time, close your eyes and listen carefully to the voice on the CD." Play CD Track 25. Pause as necessary for practice.
- Return to the opening scene. Arrange the pairs of students into groups of four. Ask each pair to perform the scene for the other pair in their group.
- Activity Book.** Ask students to complete activities A and B on page AB24.

Talk CT1, CT2

- Books open.** Ask the students the names of the two characters. (*Tessa and Dan*) Say, "Who is asking the question?" (*Tessa*) "Who is answering the question?" (*Dan*)
- Draw up three columns on the board: one for nouns preceded by the article *a*, one for those preceded by the article *an*, and the third for those that are not preceded by an article. Do not write headings on the columns.
- Ask students to suggest ways of completing Tessa's question to Dan. As suggestions are offered, focus on the article used (for countable nouns) or not used (for uncountable nouns). Write the suggested nouns in the relevant columns on the board.
- Point to the first column and ask, "What small word must go before these words?" (*a*) Write "*a*" at the top of the first column. Repeat for the other two columns. Write the heading "*an*" for the second column but leave the third column with no heading.
- Ask students to suggest ways of completing Dan's response to Tessa. Remind them to refer to the work on the board.
- Ask pairs of students to practice the dialog. Ask each pair to take turns speaking both parts. Tell students to use all the new words to complete the question and answer. Listen carefully to students' pronunciation.
- Ask two or three pairs of students to perform the dialog for the class.
- Activity Book.** Ask students to complete activity C on page AB25.

Phonics activity CT2

Students hear the difference in stress between words spoken in a list and those spoken in a sentence.

- Write a list of words down the board: *want*, *apple*, *I*, and *an*. Ask students to say the words aloud together. As a list, each word will be read with even stress.
- Say, "Make a sentence from the words." Write it on the board. (*I want an apple.*)
- Say the sentence, but stress each word equally. Ask, "Does that sound like a sentence?" (*No.*)
- Divide the class into pairs. Have them practice saying the sentence so that it sounds like a sentence. Visit each pair and help them recognise that some words are strong and some are weak.

Extra activity CT3, CT4

- Activity Book.** Ask students to complete activities D and E on page AB25.

Sing

Track
26

What do you want?
What do you want?

Do you want water?
No, thanks. No, thanks.
Do you want milk?
No, thanks. No, thanks.
Do you want soda pop?
No, thanks. No, thanks.
I want juice.
I want juice, please.
I want juice.

Do you want an apple?
No, thanks. No, thanks.
Do you want an orange?
No, thanks. No, thanks.
Do you want a banana?
No, thanks. No, thanks.
I want a mango.
I want a mango, please.
I want a mango.



Sing CT3, CT5

1. **Books closed.** Use the flash cards to review the unit's fourteen "food and drinks" words. Take the opportunity to provide lots of praise. Remind students that *a* or *an* do not come before the words *water*, *juice*, *milk*, and *soda pop*.
2. **Track 26 First listening.** Ask students to close their eyes and listen to the song. Play CD Track 26.
3. **Second listening.** Divide the class into pairs. Give each pair a set of eight "Food and drinks" game cards (see "Extras" above). Ask each pair to arrange the cards in order as they listen to the song. Play CD Track 26 again. Ask the class to check that their cards are in the correct order.
4. **Third listening.** Ask students to sing along. Tell them they can use their ordered cards as prompts. Replay CD Track 26.
5. **Books open.** Ask students to look at the pictures on page 44. Ask, "What food and drink items do you see?" (*milk*, *a banana*, *an apple*, *soda pop*, *juice*, and *a mango*) Ask students to look at the words. Read the words of the song with the students.
6. **Fourth listening.** Ask students to sing along again. Replay CD Track 26.
7. **Activity Book.** Have students complete activities A and B on page AB26.
8. Ask the class to stand up and sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.

Lesson preparations

Starship flash cards 47 to 60: *apple, orange, milk, water, banana, mango, soda pop, juice, hamburger, muffin, donut, sandwich, cookie, hot dog*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 26, 27, 28, 29

Activity Book: Activities A, B on page AB26; A, B, C on page AB27 (CD Tracks 73, 74, and 75)

Extras: one set of eight "Food and drinks" game cards (*apple, orange, milk, water, banana, mango, soda pop, juice*) for each pair of students (see page 146)

Warm-up activity CT1, CT2

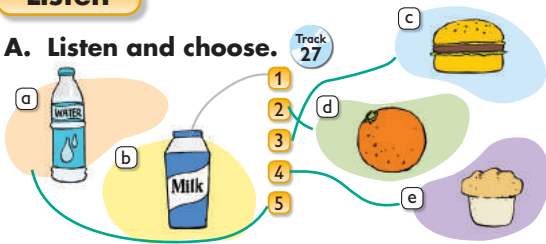
1. Have students conduct an oral survey to find out what their classmates would like to eat and drink. Walk up to a student and tell them to ask you the question, "What do you want?" Answer, "I want juice, please."
2. Ask students to move around the classroom asking and answering questions with different classmates.
3. To conclude, ask two or three pairs to perform a question and answer for the class.



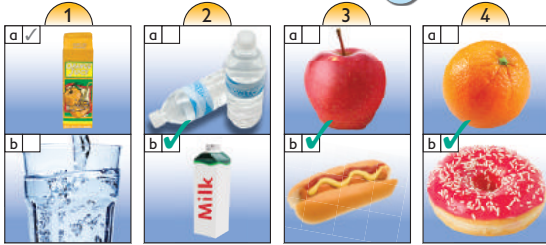
Listen

Listen

A. Listen and choose.



B. Listen and check a or b.



C. Listen and say.



45

A. Listen and choose CT1, CT2

Track 27 Audio Script

Narrator: One

Female: What do you want?

Male: I want milk, please.

Narrator: Two

Male: What do you want?

Female: I want an orange, please.

Narrator: Three

Male: Do you want a hamburger?

Female: Yes, please. I want a hamburger.

Narrator: Four

Female: What do you want?

Male: I want a muffin, please.

Narrator: Five

Male: Do you want water?

Female: Yes, please.

- Books open.** Say, "Let's listen to five questions and answers about food and drinks." Play One on Track 27. Use the worked example to model the activity.
- Check that students know what to do. Play CD Track 27. Pause for students to match the pictures with the numbered boxes. Check students' answers.
- Divide the class into pairs. Have students take turns asking and answering, "What do you want?"
- Ask five pairs to each perform one question and answer.
- Activity Book.** Ask students to complete activity A on page AB27 (CD Track 73).

B. Listen and check a or b CT1, CT2

Track 28 Audio Script

Narrator: One

Female: What do you want?

Male: I want juice, please.

Narrator: Two

Male: Do you want milk?

Female: Yes, please.

Narrator: Three

Female: Do you want a hot dog?

Male: Yes, please.

Narrator: Four

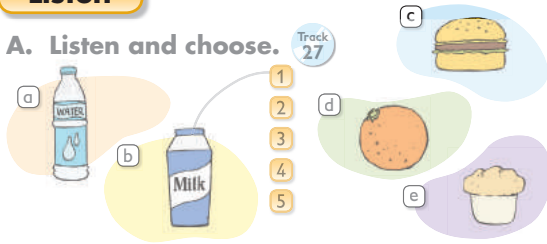
Female: What do you want?

Male: I want a donut, please.

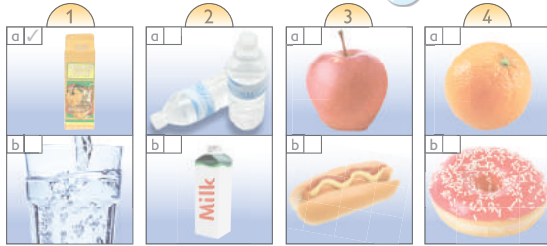
- Books open.** Ask students to look at the four pairs of pictures and identify the food and drink items.
- Say, "Let's listen to four questions and answers, and check the boxes that match what we hear." Play One on CD Track 28. Model, using the worked example.
- Check that students know what to do. Play CD Track 28. Pause for students to check the picture boxes. Check students' answers.
- Write on the board, "What do you want?" Ask students to write the answers for dialogs 1 and 4. (*I want juice, please. I want a donut, please.*) Next, write on the board, "Yes, please." Ask students to write the questions for dialogs 2 and 3. (*Do you want milk? Do you want a hot dog?*)
- Ask two students to each write one answer and two students to each write one question on the board.
- Activity Book.** Ask students to complete activity B on page AB27 (CD Track 74).

Listen

A. Listen and choose.



B. Listen and check a or b.



C. Listen and say.



45

- Books open.** Ask students to look at the three pictures in exercise C.
- Ask students about the number of people and who they are. (*Two—a boy and a girl*) Ask students to identify the food and drink items. (*soda pop, juice, an apple, a sandwich, and a cookie*)
- Say, "Let's practice speaking." Divide the class into pairs (if possible, have boy-girl pairs). Tell students they will listen to dialogs, and then repeat them. Tell students to first listen carefully as you show them what do. Play One on CD Track 29. Role-play both parts of the dialog to model the exercise.
- Check that students know what to do. Play CD Track 29. Pause for students to repeat the dialogs. Write them on the board if necessary.
- Ask three pairs of students to each perform one dialog.
- Activity Book.** Ask students to complete activity C on page AB27 (CD Track 75).

Extra activity CT2

- Ask students to quietly review spelling aloud food and drinks words. This will prepare them for the warm-up activity in the next lesson.

C. Listen and say CT1, CT2

Track 29 Audio Script

Narrator: One

Male: Do you want soda pop?

Female: No, thanks. I want juice, please.

Narrator: Two

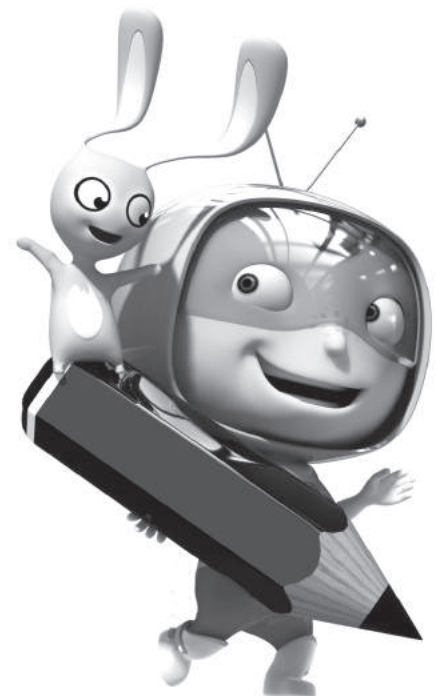
Male: Do you want a sandwich?

Female: No, thanks. I want an apple, please.

Narrator: Three

Male: Do you want a cookie?

Female: Yes, please.



Practice

Practice

A. Look and choose.

5	an apple	3	a muffin	2	juice
4	an orange	6	a sandwich	1	milk

B. Read and say.



Hello. I want milk, please.
I want a sandwich, please.
I want a donut, please.
I want an apple, please.
What do you want?



C. Ask and answer.

What do you want?



I want ..., please.

46

A. Look and choose CT1, CT2

- Books open.** Tell students to look at the pictures and identify each food and drink item. Say, "Let's match the words to the pictures."
- Model the exercise, using the worked example. Ask students to match the next word (*muffin*) to a picture (*picture 3*). Ask them what to do next. (*Write 3 in the box.*)
- Ask students to complete the exercise alone. Check students' answers by calling out each number and asking the class to say the matching word.
- Activity Book.** Ask students to complete activity A on page AB28.

B. Read and say CT2, CT3

- Books open.** Ask students to name the food and drink items in the picture. (*milk, a sandwich, an apple, a donut*) Then ask students to quietly read what the girl is saying about the food and drink items.
- Say, "Let's practice reading aloud." Ask students to stand up and read the passage aloud together.
- Divide the class into pairs. Ask students to take turns reading to each other.
- Ask two or three students to take turns reading aloud to the class.
- Activity Book.** Ask students to complete activity B on page AB28.

C. Ask and answer CT1, CT2

- Books open.** Say, "Let's practice speaking." Divide the class into pairs, student A and student B. Role-play the dialog. As student A, point to the question and ask, "What do you want?" As student B, point to the answer and say, "I want juice, please." Show how to take turns. Remain in the role of student B, point to the question and ask it. Step back into the role of student A, point to the answer, and ask students what to say (*I want ..., please.*) Ask questions to check that students know what to do. Make sure they know to answer the question with as many different food and drinks words as they can.
- Move around the class and listen carefully as students practice the dialog.
- Ask two or three pairs of students to perform the dialog for the class.

Lesson preparations

Starship flash cards 47 to 60: *apple, orange, milk, water, banana, mango, soda pop, juice, hamburger, muffin, donut, sandwich, cookie, hot dog*

Star and Stella hand puppets (see page 13)

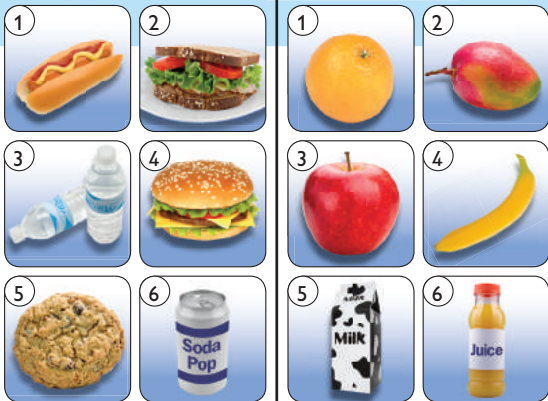
Activity Book: Activities A, B on pages AB28, AB29

Extras: dice for Play and learn; two sets of "Food and drinks" game cards—*apple, orange, milk, water, banana, mango, soda pop, juice, hamburger, muffin, donut, sandwich, cookie, hot dog* (see pages 146, 147)

Warm-up activity CT1, CT2

- Play an oral spelling game (see "How to play Spell it!" on page 21) to review food and drinks words.

Play and learn



47

Organizing groups CT1

1. Use pairs of "Food and drinks" game cards to review the unit language and regroup students for the end-of-unit game. (Note: If you have fewer than 28 students, use the game cards that were not used in the Sing activity.) See "Organizing groups" on page 22.
2. Hand out one game card to each student. Check that students know what to do by asking them to tell Stella what to do. They should say that the aim of the activity is to find a partner through matching their "Food and drinks" cards. Encourage students to call out their words to find their partners. Once partnered, tell them to sit together.
3. Make sure students are correctly matched by having them call out their food and drinks words, pair by pair.

Play and learn CT1, CT2

Game for two players

- Player One rolls the dice and asks a question about a food or drink item, depending on the number rolled. For example, if a five is rolled, player One asks, "Do you want a cookie?"
- Player Two then rolls the dice and answers the question, depending on the number rolled. For example, if a three is rolled, player Two answers, "No, thanks. I want an apple, please."
- Players take turns as player One and Two.

1. Students play with the partner they found in the "Organizing groups"—one student to be player One and the other to be player Two. Show students how to play through a role-play. As player One (Star), roll the dice then use the matching food or drink item to ask the question. As player Two (Stella), roll the dice then use the matching food or drink item to answer the question. Show how to take turns by remaining as player Two (Stella) and start the dialog again with a roll of the dice.
2. Ask questions to check that students know what to do. Play the game.
3. To conclude, ask students from different pairs to perform one round of the game for the class.
4. **Activity Book.** Ask students to complete activities A and B on page AB29.
5. To end the unit, use flash cards to review the vocabulary words.

Extra activity CT1, CT4

1. Play a written spelling game (see "How to play Write it!" on page 22) using the vocabulary on page 43 of the Student Book.

Grammar, Culture notes, Extension activities

Grammar CT2

This unit introduces the difference between the indefinite articles *a* and *an*, as well as the notion that no article is used for uncountable nouns, such as *juice*. Although we sometimes say *Do you want a juice?* it is usually meant to refer to a specific bottle or box of juice rather than an indefinite drink.

Focus on the role of the comma. Explain that students should pause when there is a comma. It is useful to ask them to take a little breath each time they see a comma and a big breath when they see a period.

Questions

What do you want?

Do you want	an apple? a banana? a cookie? a donut? a hamburger? a hot dog? a mango? a muffin? an orange? a sandwich?	juice? milk? soda pop? water?
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Answers

Yes, please.

No, thanks. I want	an apple, a banana, a cookie, a donut, a hamburger, a hot dog, a mango, a muffin, an orange, a sandwich,	juice, milk, soda pop, water,	please.
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Culture notes CT1

This unit introduces a series of food and drinks, but does not have any emphasis on which ones are healthy and which ones are not as healthy. You may want to introduce these concepts and make students aware that some foods are better for them than others.

Extension activities CT2, CT5

1. Create a pretend store and let students ask for different food items. One way to do this is to use the Starship English flash cards, or you can ask students to draw pictures of different food items and use these instead.
2. Ask students to talk about their snacks and lunches. Teach them about foods for which they might not yet have the vocabulary. Students should be able to talk about the foods and drinks that they most often eat and drink.
3. Ask students to find pictures of different foods from old magazines and bring these to class. Write the names of them in English and put them on the classroom wall.

FOCUS

Theme

Around the home

Aim

Students learn how to: label rooms and describe their location within the home; ask and answer questions about where rooms are located

Structures

- *Wh-* questions with *BE* (*Where's the living room?*)
 - Prepositions of place (*It's next to the balcony.*)
 - Prepositional phrases (*Here it is!*)
- Review: Statements with contracted forms of *BE*, singular (*It's opposite the kitchen.*); possessive adjectives (*This is my bedroom.*); demonstrative pronouns, reference to near things (*This is the dining room.*)

Vocabulary

kitchen, living room, bedroom, dining room, balcony, hall, bathroom, next to, between, opposite

Unit 3 **Where's your bedroom?** Track 30

Look, listen, and talk

This is the dining room. It's next to the balcony.

Where's your bedroom? It's between the kitchen and the bathroom.

Where's the living room? It's opposite the kitchen. Here it is!

48

Lesson preparations

Starship flash cards 61 to 70: bedroom, living room, dining room, balcony, bathroom, kitchen, hall, next to, between, opposite

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 30, 31

Activity Book: Activities A, B on page AB30; activities C, D, E on page AB31

Extras: box and ball

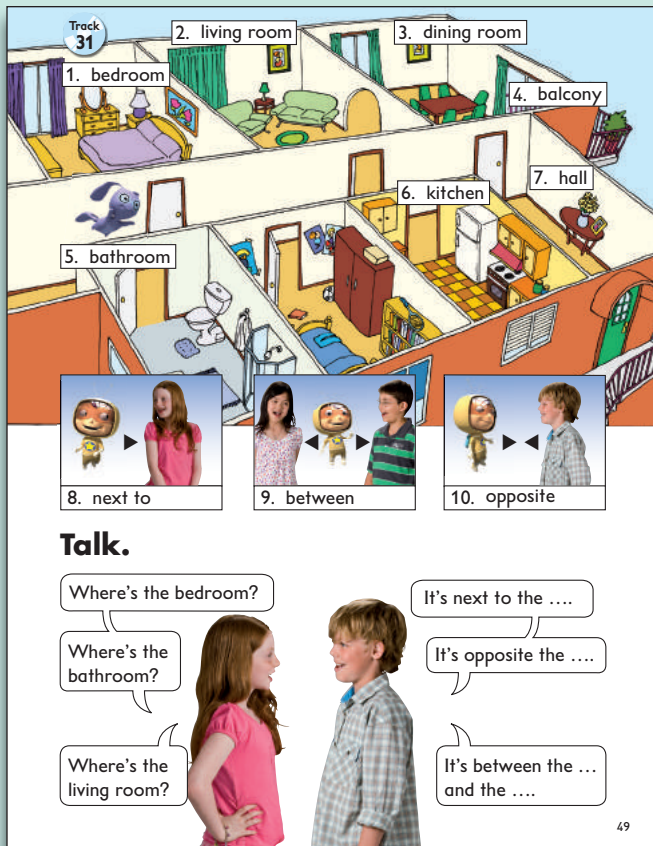
Warm-up activity CT2

1. Review the prepositions of place *in* and *on*, and the vocabulary *ball* and *box*.
2. Hold up the ball and ask, "What's this?" (*It's a ball.*) Point to the box and ask, "What's that?" (*It's a box.*) Write *ball* and *box* on the board.
3. Put the ball in the box and ask, "Where's the ball?" (*It's in the box.*) Place the ball on the box and ask, "Where's the ball?" (*It's on the box.*) Write *on* and *in* on the board.

Look, listen, and talk CT1, CT2, CT3

1. **Books closed.** Draw a sketch of a house on the board, large enough to fit the flash cards for *bedroom* and *kitchen*. Say, "This is my house."
 - Show students the flash card for *bedroom* (with the word covered) and say, "This is my bedroom." Stick the card onto the sketch of the house.
 - Next, show the flash card for *kitchen* (with the word covered) and say, "This is the kitchen." Stick the picture onto the sketch of the house next to the bedroom picture.
 - Point to the kitchen, then as you say, "It's next to the bedroom," point to the bedroom. Show the flash card for *next to* (with the words covered), and then leave it on display.
 - Before opening books, say, "Let's take a look at the rooms in Tom's house."
2. **Books open.** Ask students to look at the opening scene on page 48.
 - Point to each character and ask, "Who's this?" (*Tom, Star, Stella*)
 - Ask students to point to Tom's bedroom and the kitchen.
3. **Track 30** Play Track 30, frame by frame. Ask students to point to each speech bubble on page 48 as each part is spoken.

Look, listen, and talk



- Play the CD again, frame by frame. Ask the class to repeat each dialog with you.
- Divide the class into two groups. Ask Group 1 to read Tom's part and Group 2 to read Star's part. Then ask the groups to swap parts and repeat.
- Divide the class into pairs. Ask each pair of students to take turns speaking the parts of Tom and Star. Briefly visit each pair and correct any pronunciation errors.
- Books closed.** Say, "Let's practice some words for rooms in a house." Introduce each "room" word on page 49, one by one. Model a word as you show the matching flash card. Keep the written word covered. Ask students to repeat the word with you several times. Then show the word, model it one more time, and leave the card on display. Repeat for the other numbered words on page 49, including *next to*, *between*, and *opposite*.
- Track 31** Say, "Let's practice our words again. This time, close your eyes and listen carefully to the voice on the CD." Play CD Track 31. Pause as necessary for practice.
- Return to the opening scene. Arrange the pairs of students into groups of four. Ask each pair to perform the scene for the other pair in their group.
- Activity Book.** Ask students to complete activities A and B on page AB30.

Talk CT1, CT2

- Books open.** Ask students the names of the two characters. (*Emma and Dan*) Say, "Who is asking the questions?" (*Emma*) Ask, "What question word does she use?" (*Where's*) Draw students' attention to the room words in the questions. (*bedroom, bathroom, living room*)
- Ask, "Who is answering the questions?" (*Dan*) Draw students' attention to the position words he uses in his answers. (*next to, opposite, between*)
- Ask pairs of students to practice the dialog. Ask each pair to take turns speaking both parts. Tell students to look at the layout of the house on page 49 to complete Dan's answers.
- Encourage students to use different rooms and prepositions of place. Listen carefully to students' pronunciation, correcting errors and offering praise.
- Ask two or more pairs of students to perform the dialog for the class.
- Activity Book.** Ask students to complete activity C on page AB31. Check students' answers. Ask pairs of students to take turns speaking the two parts.

Phonics activity CT2

Students practice the long and short "i" sounds.

- Draw a two-column table on the board. Write "dining room" at the top of the first column and "living room" at the top of the second. Underline the first "i" in each word. Model the words several times, slowly and clearly. Walk among the students so they can all see how you produce the words. Point to the underlined "i"s and ask, "Do these letters sound the same? (*No.*)"
- Write "long i" above "dining room" and "short i" above "living room." Say "long" with your hands together, then draw them out away from each other. Do the same for "short", bringing your hands together as if to clap, but stop and hold before making contact.
- Model the long and short "i" sounds, using the hand movements. Ask students to do the same.

Extra activities CT5

- Activity Book.** Ask students to complete activities D and E on page AB31.
- Ask each student to bring a photo of the living room, dining room, bathroom, kitchen, or hall of their home to the next lesson.

Sing

Track
32

Where's the kitchen?
It's next to the dining room.

Where's the dining room?
It's next to the living room.

Where's the living room?
It's next to the bedroom.

Where's the bedroom?
It's next to the bathroom.

Where's the bathroom?
It's next to the kitchen.
Here it is!
Here it is!
Here it is!



50

Sing CT3, CT5

- Books closed.** Use the flash cards to review the unit's seven "rooms" words and three prepositions of place. Take the opportunity to provide lots of praise.
- Track 32 First listening.** Ask students to close their eyes and listen to the song. Play CD Track 32.
- Second listening.** Divide the class into pairs. Give each pair a set of "Rooms" game cards. Ask each pair to arrange their cards in order as they listen to the song (*kitchen* appears at the start and at the end). Play CD Track 32 again. Ask the class to check that their cards are in the correct order. Ask, "What place word was used in the song?" (*next to*)
- Third listening.** Ask students to sing along. Tell students they can use their ordered cards as prompts. Replay CD Track 32.
- Books open.** Ask students to look at the pictures on page 50. Ask, "What rooms do you see?" (*bathroom, kitchen, bedroom, hall, living room, and dining room*) Ask students to look at the words. Read the words of the song with the class. Have them point to the rooms in the picture as they say the words.
- Fourth listening.** Ask students to sing along again. Replay CD Track 32.
- Activity Book.** Ask students to complete activities A and B on page 32.
- Ask the class to stand up and sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.

Lesson preparations

Starship flash cards 61 to 70: *bedroom, living room, dining room, balcony, bathroom, kitchen, hall, next to, between, opposite*

Star and Stella hand puppets (see page 13)

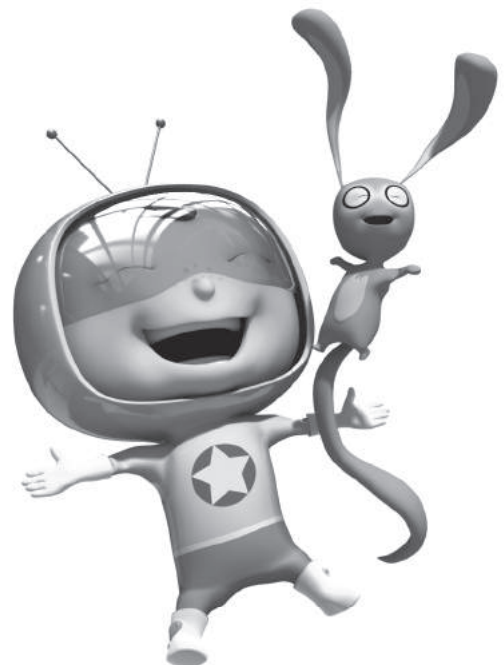
Audio CD Tracks: 32, 33, 34, 35

Activity Book: Activities A, B on page AB32; A, B, C on page AB33 (CD Tracks 76, 77, 78)

Extras: magazine pictures of rooms; a set of six "Rooms" game cards—*kitchen x 2, dining room, living room, bedroom, bathroom*—for each pair (see page 148)

Warm-up activity CT1, CT2, CT5

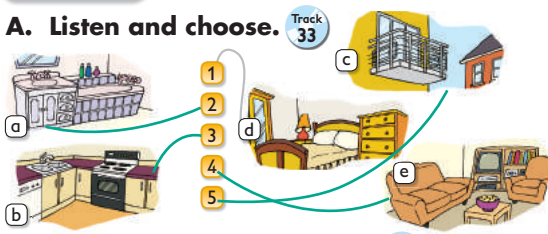
- Have students talk to a partner about the location of a room in their home. They can use their own photograph or a picture you provide. To prepare students, show and talk about the location of a room in your own photograph or magazine picture. Model the structures and language you want students to use: "This is the living room. It's next to the dining room."



Listen

Listen

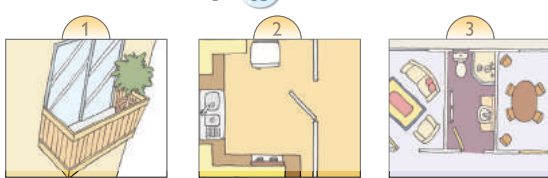
A. Listen and choose.



B. Listen and check a or b.



C. Listen and say.



51

- Books open.** Say, "Let's listen to five statements about different rooms in a house." Play One on CD Track 33. Use the worked example to model the activity.
- Check that students know what to do. Play CD Track 33. Pause for students to match the pictures with the numbered boxes. Check students' answers.
- Divide the class into pairs. Have students refer to their completed task and take turns to practice saying the statements.
- Ask five students to each perform one statement.
- Activity Book.** Ask students to complete activity A on page AB33 (CD Track 76).

B. Listen and check a or b CT1, CT2

Track 34 Audio Script

Narrator: One

Female: This is the kitchen.

Narrator: Two

Female: This is the hall.

Narrator: Three

Female: This is the dining room.

Narrator: Four

Female: This is the bedroom.

A. Listen and choose CT1, CT2

Track 33 Audio Script

Narrator: One

Female: This is my bedroom.

Narrator: Two

Male: This is the bathroom.

Narrator: Three

Female: This is the kitchen.

Narrator: Four

Male: This is the living room.

Narrator: Five

Male: This is the balcony.

- Books open.** Ask students to look at the four pairs of pictures and identify the rooms.
- Say, "Let's listen to four statements about these rooms and check the boxes for the pictures that match what we hear." Play One on CD Track 34. Use the worked example to model the activity.
- Check that students know what to do. Play CD Track 34. Pause for students to check the picture boxes. Check students' answers.
- Write, "This is ____." on the board. Tell students to refer to their checked pictures and write statements. Use the first checked picture to provide an example for the board. (*This is the kitchen.*)
- Ask three students to each write one statement on the board.
- Activity Book.** Ask students to complete activity B on page AB33 (CD Track 77).

Listen

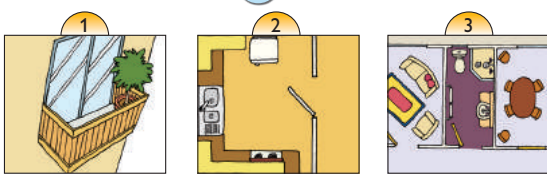
A. Listen and choose.



B. Listen and check a or b.



C. Listen and say.



51

- Books open.** Ask students to look at the three pictures in exercise C.
- Ask students which rooms are in the picture. (1—a balcony, 2—a kitchen and a hall, 3—a living room, a bathroom, and a dining room) It may help to tell students that the rooms are pictured from above.
- Ask what type of questions might be asked on the CD. (“Where is” questions) Ask what words might be used to answer the questions. (next to, between, opposite)
- Say, “Let’s practice speaking.” Divide the class into pairs. Tell students they will listen to a dialog, and repeat it. Tell students to first listen carefully as you show them what do. Play One on CD Track 35. Role-play both parts of the dialog to model the exercise.
- Check that students know what to do. Play CD Track 35. Pause for students to repeat the dialogs. Write them on the board as necessary. Ask students to swap roles and repeat.
- Ask three pairs of students to each perform a part of the dialogs.
- Activity Book.** Ask students to complete activity C on page AB33 (CD Track 78).

C. Listen and say CT1, CT2

Track 35 Audio Script

Narrator: One

Female: This is the balcony.

Narrator: Two

Male: Where’s the kitchen?

Female: It’s next to the hall.

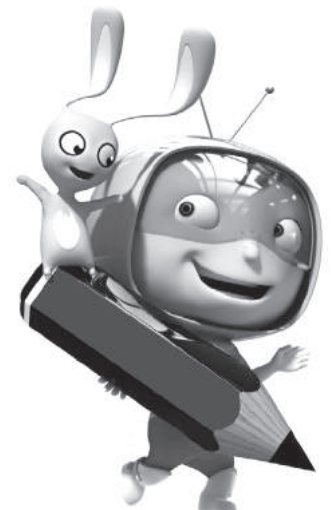
Narrator: Three

Male: Where’s the bathroom?

Female: It’s between the dining room and the living room. Here it is!

Extra activities CT2, CT4

- Ask students to think about their own homes, and then write three questions and answers about the layout of the rooms.
- Ask students to quietly review spelling aloud words for rooms in a house. This will prepare them for the warm-up activity in the next lesson.



Practice

Practice

A. Look and choose.

4 balcony	1 bathroom	6 living room
5 bedroom	3 kitchen	2 dining room

B. Read and say.

Hi. This is my bedroom.
It's between the living room
and the kitchen.
It's opposite the bathroom.
Where's your bedroom?



C. Ask and answer.

Where's your
bedroom?



It's

52

A. Look and choose CT1, CT3

- Books open.** Tell students to look at the pictures and identify each room. Say, "Let's match the words to the pictures."
- Use the worked example to model the exercise. Ask students to match the next word (*bathroom*) to a picture (*picture 1*). Ask them what to do next. (*Write 1 in the box.*)
- Ask students to complete the exercise alone. Check students' answers by calling out each number and asking the class to say the matching word.
- Activity Book.** Ask students to complete activity A on page AB34.

B. Read and say CT2, CT3

- Books open.** Ask students to name the room in the picture. (*a bedroom*) Then ask students to quietly read what the girl says about her bedroom.
- Say, "Let's practice reading aloud." Ask students to stand up and read the passage aloud together.
- Divide the class into pairs. Ask students to take turns reading to each other.
- Ask two or three students to take turns reading aloud to the class.
- Activity Book.** Ask students to complete activity B on page AB34.

C. Ask and answer CT1, CT2

- Books open.** Say, "Let's practice speaking." Divide the class into pairs, student A and student B. Role-play the dialog. As student A, point to the question and ask, "Where's your bedroom?" As student B, point to the answer and say, "It's opposite the bathroom." Show how to take turns. Remain in the role of student B, point to the question and ask it. Step back into the role of student A, point to the answer and ask students what to say (*It's*) Ask questions to check that students know what to do. Make sure they know to answer the question with as many different locations and rooms as they can.
- Move around the class and listen carefully as students practice the dialog.
- Ask two or three pairs of students to perform the dialog for the class.

Lesson preparations

Starship flash cards 61 to 70: *bedroom, living room, dining room, balcony, bathroom, kitchen, hall, next to, between, opposite*

Star and Stella hand puppets (see page 13)

Activity Book: Activities A and B on pages AB34, AB35

Extras: two sets of "Rooms" game cards—*kitchen x 2, dining room, living room, bedroom, bathroom, balcony, hall* (see page 148)

Warm-up activity CT1, CT2

- Play an oral spelling game (see "How to play Spell it!" on page 21) to review the words for rooms in a house.

Play and learn

Where's the living room?

It's next to the kitchen.



53

Play and learn CT1, CT2

Game for two players

- Player One asks a question about where a room is, for example, "Where's the living room?"
- Player Two points to the living room in the picture and answers, "It's next to the kitchen."
- Players take turns as player One and Two.

1. Students play with the partner they found in the "Organizing groups" activity—one student to be player One and the other to be player Two. Show students how to play through a role-play. As player One (Stella) ask, "Where's the living room?" As player Two (Star), point to the living room in the picture and say, "It's next to the kitchen", then point to the kitchen. Show how to take turns. Remain as player Two (Star) and start the dialog again with a question about a different room.
2. Ask questions to check that students know what to do. Play the game.
3. To conclude, ask students from different pairs to perform one round of the game for the class.
4. **Activity Book.** Ask students to complete activities A and B on page AB35.
5. To end the unit, use flash cards to review the vocabulary words.

Organizing groups CT1

1. Use pairs of "Rooms" game cards to review the unit language and regroup students for the end-of-unit game. See "Organizing groups" on page 22.
2. Hand out one game card to each student. Check that students know what to do by asking students to tell Stella what to do. They should say that the aim of the activity is to find a partner through matching their "Rooms" cards. Encourage students to call out their words to find their partners. Once partnered, tell them to sit together.
3. Make sure students are correctly matched by having them call out their words, pair by pair.

Extra activity CT1, CT4

1. Play a written spelling game (see "How to play Write it!" on page 22) using the vocabulary on page 49 of the Student Book.

Grammar, Culture notes, Extension activities

Grammar CT2

Students have already encountered *what*, and in this unit they learn the use of *where*. This unit also focuses on the use of *this* to indicate different parts of the home. Ask students to use the phrase *This is the _____*. with different objects in the classroom. When students are confident, try to communicate the difference between the concepts of *the* and *a*. *This is the* refers to a specific singular item, suggesting there is only one or there is something special about this one; *This is a* is used to indicate that there is one of many.

This unit also introduces the contraction *it's* for *it is* and the exclamation mark. Use the puppets to explain to students that it is used to express surprise or happiness.

Statements

This is the	balcony. bathroom. bedroom. dining room. hall. kitchen. living room.	Here it is!
-------------	--	-------------

Questions

Where's	the your	balcony? bathroom? bedroom? dining room? hall? kitchen? living room?
---------	-------------	--

Answers

It's	next to opposite	the	balcony. bathroom. bedroom. dining room. hall. kitchen. living room.
------	---------------------	-----	--

It's between the _____ and the _____.

Culture notes CT1

Many American homes have storage spaces. In some homes, this space is an underground room under the house. This is called a basement. The storage space can also be in the roof of the house. This is called an attic. Within the house, rooms may vary. There may not be a separate dining room. Instead, the family may eat at a table in either the kitchen or the living room. Some homes have an informal living area called a family room or rec room—*rec* is the short form of *recreation*. This is often where the family will gather in the evening to play games or watch TV together.

Extension activities CT2, CT4, CT5

1. Ask students to draw their own homes and label the rooms.
2. Ask students to collect magazine pictures of rooms and put them up on the board. Label the rooms and, if students are comfortable with more language, the names of specific pieces of furniture.
3. Label parts of your school in English to encourage students to see and recognize the words in context.
4. As an art project, ask students to make signs for their bedrooms. The sign can simply be: *My bedroom*, or feature the name of the student: *Jane's bedroom*. Encourage them to hang their sign on their door or in their room at home.


Phonics Pre A1.2 Unit 3


Phonics


Unit 3


Short i

A. Look, listen, and say. P-CD Track 31

1.  **milk**

2.  **ring**

3.  **swim**

4.  **insect**


B. Listen, write, and read. P-CD Track 32

1. I like _____.

2. This _____ is very pretty.



3. I can _____.



4. Here is an _____.





54

C. Listen and circle words with the short i sound. P-CD Track 33

1. pin  2. five 


3. tin  4. ink 

5. stripes  6. crib 

D. Read the words that sound the same.

i + g ig big fig dig	i + t it fit sit kit	i + n in pin fin bin	i + nk ink pink sink wink
----------------------------------	----------------------------------	----------------------------------	---------------------------------------

E. Match the words that sound the same.

fit	sink	
pink	kit	
big	fin	
pin	bring	
ring	dig	

55


Unit 3


Long i


The e at the end of these words helps the letter i to say its name.


Just like e helps a.

A. Look, listen, and say. P-CD Track 34

1.  **bike**



2.  **stripes**



3.  **kite**



4.  **slide**

56

B. Listen, fill in the letter e, and read. P-CD Track 35

1. lim_____  2. rid_____ 

3. fiv_____  4. tim_____ 

5. ric_____  6. nin_____ 

C. Listen and circle. P-CD Track 36

1 rice ice	2 side ride	3 lime time
4 hike bike	5 nine mine	6 ripe stripe


D. Listen, write, and read. P-CD Track 37

1. This is my _____.

2. The mat has _____.

3. I like to fly my _____.

4. I play on the _____.



57

Phonics Pre A1.2 Unit 3

Unit 3

Long i

The letters **igh** together make the "long i" sound in these words.

I see.

A. Look, listen, and say. P-CD Track 38

1. **high**

2. **night**

3. **light**

4. **right**

58

B. Listen, fill in the letters **igh, and read.** P-CD Track 39

1. l _ _ _ t 2. h _ _ _ _ 3. r _ _ _ _ t

4. n _ _ _ _ t 5. s _ _ _ _ t 6. t _ _ _ _ t

7. m _ _ _ _ t 8. s _ _ _ _ 9. br _ _ _ _ t

C. Listen and write the words. P-CD Track 40

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

D. Listen, write, and read. P-CD Track 41

1. He can jump _____.

2. I can see stars at _____.

3. Here is the _____.

4. This is left and that is _____.

59

Unit 3

Long i

The letters **ie** or **y** in these words make the "long i" sound.

Wow!

A. Look, listen, and say. P-CD Track 42

1. **tie**

2. **pie**

3. **July**

4. **sky**

60

B. Listen, fill in the letters **ie or **y**, and read.** P-CD Track 43

1. t _ _ _ 2. sk _ _ 3. p _ _ _

4. Jul _ 5. cr _ 6. cr _ _ _ d

7. bu _ 8. tr _ _ _ s 9. fl _

C. Listen and circle. P-CD Track 44

1 dried cried	2 fly July	3 buy my
4 tie pie	5 tries pies	6 sky cry

D. Listen, write, and read. P-CD Track 45

1. My dad's _____ has stripes.

2. I like apple _____.

3. My birthday is in _____.

4. The _____ is blue today.

61

Phonics Pre A1.2 Unit 3 Answers

Short i (pages 54, 55)

B. 1 milk, 2 ring, 3 swim, 4 insect; **C.** 1, 3, 4, 6; **E.** t/kit, pink/sink, big/dig, pin/fin, ring/bring; **F.** 1 milk, 2 ring, 3 swim, 4 insect; **G.** 4; **H.** 1 swim, 2 insect, 3 milk, 4 ring, 5 pin, 6 crib; **I.** has, pink crib.

Long i: i_e (pages 56, 57)

B. 1–6 e; **C.** 1 rice, 2 ride, 3 time, 4 bike, 5 nine, 6 stripe; **D.** 1 bike, 2 stripes, 3 kite, 4 slide.

Long i: igh (pages 58, 59)

B. 1–9 igh; **C.** 1 high, 2 bright, 3 night, 4 right, 5 sigh, 6 tight; **D.** 1 high, 2 night, 3 light, 4 right.

long i: ie/y (pages 60, 61)

B. 1 ie, 2 y, 3 ie, 4 y, 5 y, 6 ie, 7 y, 8 ie, 9 y; **C.** 1 cried, 2 July, 3 buy, 4 pie, 5 tries, 6 sky; **D.** 1 tie, 2 pie, 3 July, 4 sky.

FOCUS

Theme

Toys

Aim

Students learn how to: name toys;
ask and answer questions about toys

Structures

- Questions with *How many*
(*How many robots do you have?*
How many dinosaurs does he have?)
- Questions about color (*What color is it?*
What color are they?)

Review: colors, numbers, cardinal
numbers one to eight

Vocabulary

balls, dolls, cars, trains, animals,
robots, dinosaurs, black, blue, brown,
green, pink, purple, red, white,
orange, yellow, none

Unit 4 **How many robots do you have?** **Track 36**

Look, listen, and talk

How many robots do you have?
One.

What color is it?
It's red.

How many dinosaurs do you have?
Seven.

What color are they?
They're green and yellow.

How many dinosaurs does he have?
None!

62

Lesson preparations

Starship flash cards 71 to 87: *animals, cars, balls, dinosaurs, dolls, robots, trains, black, brown, green, pink, purple, red, white, orange, blue, yellow*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 36, 37

Activity Book: Activities A, B on page AB36;
C, D on page AB37

Extras: Warm-up activity flash cards: 11, 13, 47, 51, 78, 80, 84, 86, 87: two blue toy cars or two pictures of a blue car

Warm-up activity CT2, CT3

1. Passage to read: I see a dog. I see a banana. I see an apple; it's red. I see a bird; it's green and yellow and white and black and blue!
2. Place the flash cards for the ten underlined words in the passage in a line on the floor in any order. Ask ten students to stand and display one card each. Say, "Let's put the words in the right order." Read the first sentence and guide the first one into position. Continue reading. Once in order, read out the passage, pausing before each flash card word, so the class can call it out.

Look, listen, and talk CT1, CT2, CT3

1. **Books closed.** Use the Star puppet to help model the questions and answers from the first frame on page 62. Show your students one blue toy car or one picture of a blue car. Ask Star, "Is this your car?" Have Star nod his head.
 - Ask Star, "How many cars do you have?" Tell the class his answer: "One." Next, ask, "What color is it?" Tell the class his answer: "Blue." To reinforce meaning, point out other blue objects around the room and say, "Blue."
 - Next, show a second blue toy car beside the first. Using the same procedure, model the questions and answers again, using the plural form. Ask, "How many cars do you have?" Answer, "Two." Then ask, "What color are they?" Answer, "Blue."
 - Before opening books, say, "Let's look at some other toys." Write the word *toys* on the board.
2. **Books open.** Ask students to look at the opening scene on page 62.
 - Point to each character and ask, "Who's this?" (*Star, Tessa, Tom*)
 - Ask, "Who is asking the questions?" (*Star*) Ask, "Who is answering the questions?" (*Tessa*)
3. **Track 36** Play Track 36, frame by frame. Ask students to point to each speech bubble on page 62 as each part is spoken.

Look, listen, and talk

Track 37

1. animals 2. cars 3. balls 4. dinosaurs

5. dolls 6. robots 7. trains

8. black 9. brown 10. green 11. pink 12. purple

13. red 14. white 15. orange 16. blue 17. yellow

Talk.


How many cars do you have? Three.

What color are they? They're

63

Talk CT1, CT2

- Books open.** Use the Stella puppet to help keep your students focused on listening to and answering the following questions. Remind students that Stella is trying to learn English names but she needs some help. Say, "I'll ask some questions—will you help Stella answer them?" (Yes.) Ask, "What are the names of the two characters? (*Dan and Tessa*)" "Who is asking the questions? (*Dan*)" "What is he asking about?" (*Tessa's cars*)
- Ask, "Who is answering the questions?" (*Tessa*) Tell students to complete Tessa's dialog by filling in the gap with any of the color words.
- Ask pairs of students to practice the dialog. Ask each pair to take turns speaking both parts.
- Encourage students to use different toys, numbers, and colors. Listen carefully to students' pronunciation, correcting errors and offering praise.
- Ask two or three pairs of students to perform the dialog for the class.
- Activity Book.** Ask students to complete activity C on page AB37. Check students' answers. Ask pairs of students to take turns speaking the two parts.

- Play the CD again, frame by frame. Ask the class to repeat each dialog with you.
- Divide the class into two groups. Ask Group 1 to read Star's part and Group 2 to read Tessa's part. Then ask the groups to swap parts and repeat.
- Divide the class into pairs. Ask each pair of students to take turns speaking the parts of Star and Tessa. Briefly visit each pair and correct any pronunciation errors.
- Books closed.** Say, "Let's practice some words for toys and colors." Introduce each numbered word on page 39, one by one. First, model a word as you show the matching flash card. Keep the written word covered. Ask students to repeat the word with you several times. Then show the word, model it one more time, and leave the card on display. Repeat for the other words on page 63.
-  Say, "Let's practice our words again. This time, close your eyes and listen carefully to the voice on the CD." Play CD Track 37. Pause as necessary for practice.
- Return to the opening scene. Arrange the pairs of students into groups of four. Ask each pair to perform the scene for the other pair in their group.
- Activity Book.** Ask students to complete activities A and B on page AB36.

Phonics activity CT2

Students practice producing the /r/ and /l/ sounds in the following tongue twister: *Yellow robots, red balls.*

- Write the two sounds on the board and model them separately. Walk among the students so they can all see how you make the sounds. Ask questions to make sure students understand how the sounds are made. Have students repeat the sounds with you.
- Write the tongue twister on the board. Tell students to listen carefully. Recite the tongue twister slowly three times. Emphasize the /r/ and /l/ sounds. Tell students to repeat the tongue twister with you three times, slowly.
- Tell students to listen carefully again. Recite the tongue twister clearly as quickly as you can, three times. Ask students to repeat it with you in the same way.

Extra activities CT1, CT3, CT4

- Activity Book.** Ask students to complete activity D on page AB37.
- Ask students to bring a toy to the next class.

Sing

Track
38

How many robots
do you have?
One, two, three.
What color are they?
They're purple.



How many animals
do you have?
One, two.
What color are they?
They're brown.



How many cars
do you have?
One.
What color is it?
It's green.

How many dinosaurs
do you have?
None!



64

Sing CT3, CT5

1. **Books closed.** Use the flash cards to review the unit's toys and color words. Take the opportunity to provide lots of praise.
2. **Track 38 First listening.** Ask students to close their eyes and listen to the song. Play CD Track 38.
3. **Second listening.** Divide the class into pairs. Give each pair a set of "Toys" and "Colors" game cards. Ask students to use the correct colors to color in the shapes on the *purple*, *brown*, and *green* cards. Ask each pair to arrange the cards in order as they listen to the song. Play CD Track 38 again. Ask the class to check that their cards are in the correct order.
4. **Third listening.** Ask students to sing along. Tell students they can use their ordered cards as prompts. Replay CD Track 38.
5. **Books open.** Ask students to look at the pictures on page 64. Ask, "What toys do you see?" (*robots, animals, a car*) Ask students to look at the words. Read the song with the class. Have them point to each picture as they say the matching words.
6. **Fourth listening.** Ask students to sing along again. Replay CD Track 38.
7. **Activity Book.** Ask students to complete activities A and B on page AB38.
8. Ask the class to stand up and sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.

Lesson preparations

Starship flash cards 71 to 87: *animals, cars, balls, dinosaurs, dolls, robots, trains, black, brown, green, pink, purple, red, white, orange, blue, yellow*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 38, 39, 40, 41

Activity Book: Activities A, B on page AB38; A, B, C on page AB39 (CD Tracks 79, 80, and 81)

Extras: one set of "Toys" and "Colors" game cards for each pair of students—*animals, cars, dinosaurs, robots, purple, brown, green* (see page 149)

Warm-up activity CT1, CT2

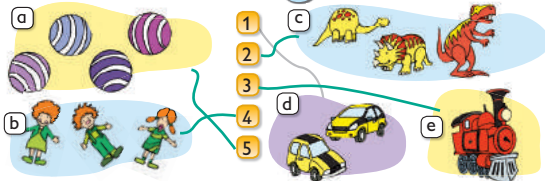
1. Have students conduct an oral survey to find out how many toys their classmates have. Tell a student to ask you, "How many animals do you have?" Answer, "I have six animals."
2. Ask students to move around, asking and answering questions about different toys.
3. To conclude, ask two or three pairs to perform a question and answer for the class.



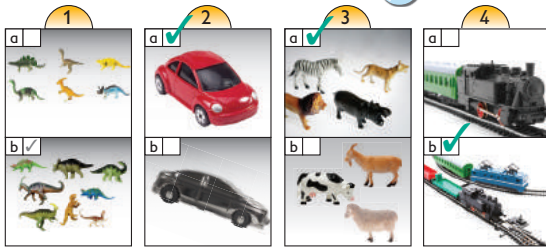
Listen

Listen

A. Listen and choose.



B. Listen and check a or b.



C. Listen and say.



- Books open.** Ask students to identify the toys. Say, "Let's listen to five questions and answers." Play One on CD Track 39. Model, using the worked example.
- Check that students know what to do. Play CD Track 39. Pause for students to match the pictures with the numbered boxes. Check students' answers.
- Divide the class into pairs. Have students refer to their completed task and take turns asking and answering questions about the color of the toys in each picture.
- Ask five pairs to each perform one question and answer.
- Activity Book.** Ask students to complete activity A on page AB39 (CD Track 79).

B. Listen and check a or b CT1, CT2

Track 40 Audio Script

Narrator: One

Female: How many dinosaurs does he have?

Male: Eight.

Narrator: Two

Female: How many cars do you have?

Male: One.

Female: What color is it?

Male: It's red.

Narrator: Three

Female: How many animals do you have?

Male: Four.

Narrator: Four

Female: How many trains does he have?

Male: Two.

- Books open.** Ask students to look at the four pairs of pictures and identify the toys.
- Say, "Let's listen to four questions and answers and check the boxes that match what we hear." Play One on CD Track 40. Model, using the worked example.
- Check that students know what to do. Play CD Track 40. Pause for students to check the picture boxes. Check students' answers.
- Write, "How many ____ do you have?" on the board. Tell students to refer to their checked pictures and write questions and answers.
- Ask four students to each write one question and answer on the board.
- Activity Book.** Ask students to complete activity B on page AB39 (CD Track 80).

A. Listen and choose CT1, CT2

Track 39 Audio Script

Narrator: One

Girl: How many cars do you have?

Boy: Two.

Girl: What color are they?

Boy: They're black and yellow.

Narrator: Two

Boy: How many dinosaurs do you have?

Girl: Three.

Boy: What color are they?

Girl: They're red and yellow.

Narrator: Three

Girl: How many trains do you have?

Boy: One.

Girl: What color is it?

Boy: It's black and red.

Narrator: Four

Boy: How many dolls do you have?

Girl: Three.

Boy: What color are they?

Girl: They're green and orange.

Narrator: Five

Boy: How many balls do you have?

Girl: Four.

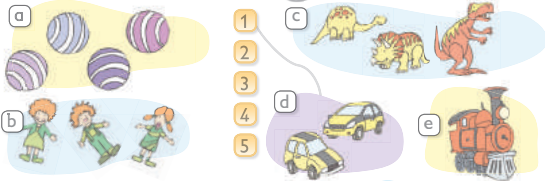
Boy: What color are they?

Girl: They're purple and white.

Listen

A. Listen and choose.

Track 39

B. Listen and check a or b.

Track 40



C. Listen and say.

Track 41



65

- Books open.** Ask students to look at the four pictures in exercise C.
- Ask students about the toys in the pictures. (1—trains, 2—robots, 3—a dinosaur, 4—cars) Ask students what questions they might hear on the CD. (*How many* and *What color* questions)
- Say, “Let’s practice speaking.” Divide the class into pairs. Tell students they will listen to a dialog, and then repeat it. Tell students to listen carefully as you show them what do. Play One on Track 41. Role-play both parts of the dialog to model the exercise.
- Check that students know what to do. Tell students to listen carefully, and then play CD Track 41. Pause for students to repeat the parts of dialog. Write them on the board as necessary. Ask students to swap roles and repeat.
- Ask four pairs of students to each perform one dialog.
- Activity Book.** Ask students to complete activity C on page AB39 (CD Track 81).

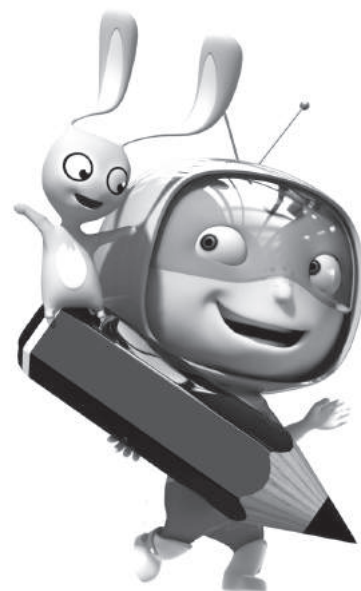
Extra activities CT2, CT4

- Ask students to think about their own toys at home, and then write three questions and answers about them.
- Ask students to review spelling aloud words for colors and toys. This will prepare them for the warm-up activity in the next lesson.

C. Listen and say CT1, CT2

Track 41

Audio Script

Narrator: One**Boy:** How many trains do you have?**Girl:** Two.**Boy:** What color are they?**Girl:** They’re green and yellow.**Narrator:** Two**Girl:** How many robots do you have?**Boy:** Four.**Narrator:** Three**Boy:** How many dinosaurs does he have?**Girl:** One.**Boy:** What color is it?**Girl:** It’s brown and black.**Narrator:** Four**Girl:** How many cars do you have?**Boy:** Five.

Practice

Practice

A. Look and choose.

1 pink	6 blue	4 brown	3 red
5 green	8 orange	2 yellow	7 purple

B. Read and say.



This is my robot.
It's yellow and black.
How many robots do you have?
What color are they?



C. Ask and answer.

How many ____
do you have?

What color
are they?



____.
They're ____
and ____.

66

A. Look and choose CT1, CT3

- Books open.** Tell students to look at the pictures and identify the pictured toy. (*a ball/balls*) Then, tell them to look at the words and identify the word group. (*colors*) Say, "Now, let's match the words to the pictures."
- Model the exercise, using the worked example. Ask students to match the next word (*blue*) to a picture (*picture 6*). Ask them what to do next. (*Write 6 in the box.*)
- Ask students to complete the exercise alone. Check students' answers by calling out each number and asking the class to say the matching color.
- Activity Book.** Ask students to complete activity A on page AB40.

B. Read and say CT2, CT3

- Books open.** Ask students to name the toy in the picture and say who it belongs to. (*a robot, the girl*) Then ask students to quietly read what the girl says about her robot.
- Say, "Let's practice reading aloud." Ask students to stand up and read the passage aloud together.
- Divide the class into pairs. Ask students to take turns reading to each other.
- Ask two or three students to take turns reading aloud to the class.
- Books open.** Ask students to complete activity B on page AB40.

C. Ask and answer CT1, CT2

- Books open.** Say, "Let's practice speaking." Divide the class into pairs, student A and student B. Role-play the dialog. As student A, point to the first question and ask, "How many dolls do you have?" As student B, point to the first answer and say, "Two." Step back into the role of student A. Point to the second question and ask students what to say. (*What color are they?*) Continue the role-play in this way. Show taking turns. Ask questions to check that students know what to do. Make sure they know to answer the questions with as many different toys, numbers, and colors as they can.
- Move around the class and listen carefully as students practice the dialog.
- Ask two or three pairs of students to perform the dialog for the class.

Lesson preparations

Starship flash cards 71 to 87: *animals, cars, balls, dinosaurs, dolls, robots, trains, black, brown, green, pink, purple, red, white, orange, blue, yellow*

Star and Stella hand puppets (see page 13)

Activity Book: Activities A, B on pages AB40, AB41

Extras: two sets of "Toys" and "Colors" game cards—*animals, cars, dinosaurs, robots, purple, brown, green* (see page 149)

Warm-up activity CT1, CT2

- Play an oral spelling game (see "How to play Spell it!" on page 21) to review words for colors and toys.



Organizing groups CT1

1. Use pairs of “Toys” and Colors” game cards to review the unit language and regroup students for the end-of-unit game. See “Organizing groups” on page 22. Note: Students will need to color the *purple*, *brown*, and *green* cards in the correct colors.
2. Hand out one game card to each student. Check that students know what to do by asking them to tell Stella what to do. They should say that the aim of the activity is to find a partner through matching their “Toys” cards. Encourage students to call out their words to find their partners. Once partnered, tell them to sit together.
3. Make sure students are correctly matched by having them call out their words, pair by pair.

Game for two players

- Player One asks a question about a group of the toys pictured, for example, “How many cars do you have?”
 - Player Two answers the question, for example, “Seven.”
 - Player One then asks, “What color are they?”
 - Player Two answers, “They’re red and black.”
 - Players take turns as player One and Two.
1. Students play with the partner they found in the “Organizing groups” activity—one student to be player One and the other to be player Two. Show students how to play through a role-play. As player One, ask “How many cars do you have?” As player Two, count the cars in the illustration on page 43 and answer, “Seven”. Return to the role of player One and ask, “What color are they?” As player Two, answer, “They’re red and black.” Show how to take turns. Remain as player Two and start the dialog again with a question about a different groups of toys.
 2. Ask questions to check that students know what to do. Play the game.
 3. To conclude, ask students from different pairs to perform one round of the game for the class.
 4. **Activity Book.** Ask students to complete activities A and B on page AB41.
 5. To end the unit, use the flash cards to review the unit vocabulary.

Extra activity CT1, CT4

1. Play a written spelling game (see “How to play Write it!” on page 22) using the vocabulary on page 63 of the Student Book.

Grammar, Culture notes, Extension activities

Grammar CT2

Students have already encountered *how* in *How do you spell?*, but the phrase *How many ...?* is new. Focus on counting and the difference between singular and plural when discussing the colors.

This unit also introduces the conjunction *and*. Play a game. Begin with the first student and say that you see him and another student, *I see (John) and (Mary)*. Each student practices the format, adding another student until everyone in the class has had a turn.

Note: Students will learn the place of *and* in a series later. If more-able students are curious, explain that we separate the first items with commas and only use *and* before the last item. *What color is it? It's black, white, and red.*

Questions

How many	animals balls cars dinosaurs dolls robots trains	do you have?
What color	is it? are they?	

Answers

One.	It's	black.
Two.	They're	blue.
Three.		brown.
Four.		green.
Five.		red.
Six.		orange.
Seven.		pink.
Eight.		purple.
Nine.		white.
Ten.		yellow.
None.		

They're _____ and _____.

Culture notes CT1, CT2

Most cultures have traditional toys. Ask students about toys their parents or grandparents played with. Are these toys, such as hula-hoops and yo-yos, still popular? In many cultures, children make their own toys.

Some colors are considered to have meanings in different cultures and are associated with different events. For example, in the United States, white is a color associated with weddings and red is associated with danger. Explore ideas such as lucky colors with students.

Extension activities CT2, CT4, CT5

1. Ask students to find magazine pictures or draw pictures of the toys in this unit. Label them and put them on the wall for reference.
2. Have students create a color rainbow by bringing in small objects, such as magazine pictures and disposable packaging, and putting colors together.
3. For more-able students, introduce the terms *light* and *dark* to describe different tints and shades of colors.

Lesson preparations

Star and Stella hand puppets (see page 13)

Audio CD Track: 42

Activity Book: Activities A, B, C on page AB42

Extras: Warm-up activity worksheet, make one for each group of four students [a 3-column table with the headings: food and drinks (14), rooms (10), toys (17).]; six questions about the content of Units 3 and 4 for the Open Book Quiz

Warm-up activity CT1, CT2, CT4

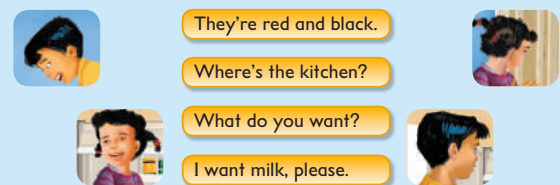
- Tell students that today's lesson is a review. Use Star and Stella. Ask students to help the puppets remember what they learned. Prompt the students with clues. (*In unit 3 we talked about food and drinks and rooms. In unit 4 we talked about toys and colors.*)
- Say, "Let's write the words we know." Divide the class into groups of four students. Show students the worksheet. Remind them that:
 - There are 14 words about food and drinks, for example, an apple or juice.
 - There are 10 words about rooms, for example, kitchen and opposite.
 - There are 7 words about toys, for example, dinosaurs, and 10 words about colors, for example, green.
- Ask the groups to think of one word for each column. Turn to Star and ask, "Is this a game?" Have him nod and say, "Yes. Let's do this quickly".
- Give each group a worksheet and check that students know where to write the words. Tell them they have 5 minutes to finish the work. Allow more time if necessary.
- The winning team is the first to complete the worksheet with correctly spelled words. Check spelling and ensure all teams have all the words in the correct places. Ask students to spell different words. Praise correct spelling and provide any missed words to complete the worksheet.

Review

A. Read and say.



B. Read again and match.



A. Read and say CT2, CT3

In this exercise, assess areas of your students' reading and speaking skills. First let them silently read the dialogs and look at the pictures, then note their reading fluency and their pronunciation as they read the dialogs in pairs.



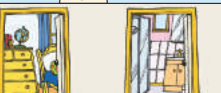




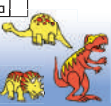




- Introduce the exercise. Use Star to praise students for learning their Starship English words. Say, "Let's look at the words we've learned. Let's read them."
- Tell students to open their books to page 68. Tell them to look at the pictures, and then read the dialogs quietly on their own.
- Ask pairs of students to take turns to read the dialogs aloud. Each pair can perform the dialogs at least twice, swapping roles each time.

B. Read again and match CT2, CT3

In this exercise, assess your students' skill in reading for detail, and matching pictures and words.

- Tell students to read the sentences, read the dialogs again, and then match the sentences with the pictures to show who said what.
- Check students' answers.

C. Listen and check a or b. Track 42

1	2	3
a 	a 	a 
b 	b 	b 
4	5	6
a 	a 	a 
b 	b 	b 



Where's your bedroom?
Where's the kitchen?
How many animals do you have?
What color are they?

69

In this exercise, test your students' listening comprehension skills as they listen to descriptions and match them to pictures.

1. Say, "Let's listen and match." Remind students that they have done this kind of activity before. Students need to look carefully at a pair of pictures and then check picture a or b.
2. Play Audio Track 42. Pause for students to check the picture boxes.
3. Check students' answers.

Your turn CT1, CT2

In this exercise, assess your students' ability to talk about themselves, using the language they've learned.

1. Divide the class into pairs. Ask students to take turns asking and answering questions. Encourage them to continue taking turns, using as many different words in the questions and answers as they can.
2. Move around the class, listening to students asking and answering questions. Check their pronunciation and encourage and praise their use of new words.

Activity Book. Ask students to complete activities A, B and C on page AB42. This may be done in class or for homework.

C. Listen and check a or b CT1, CT2

Track 42 Audio Script

Narrator: One

Male: How many hamburgers do you have?

Female: Two.

Narrator: Two

Female: How many trains do you have?

Male: One.

Female: What color is it?

Male: It's green and yellow.

Narrator: Three

Male: Where's the bedroom?

Female: It's next to the bathroom.

Narrator: Four

Female: Where's the kitchen?

Male: It's between the living room and the dining room.

Narrator: Five

Male: How many dinosaurs do you have?

Female: Three.

Narrator: Six

Female: Do you want milk?

Male: No, thanks. I want water, please.

Extra activity CT1, CT2, CT4

End the Review with an Open Book Quiz.

1. Divide the class into teams of four and have them decide on a team name.
2. On the board, draw a table with 7 columns and a row for each team. Write the team names in the first column of the table on the board.
3. Describe the quiz to the students—there are six questions about Units 3 and 4. Tell students they can use their student books to search for the answers. Tell teams that one team member will need a pen and paper to write down the team's answers.
4. Ask the first question. Limit the time for searching for answers. When all the team writers have written down their team's answer and put down their pens, read out the correct answer. Award points and write them on the board.
5. Continue the quiz until all the questions have been asked. Then declare the winning team and congratulate all students for a great effort.

Learn more


FOCUS

Theme	Ordinal and cardinal numbers
Aim	Students learn how to: count cardinal numbers 20 to 100 and ordinal numbers 1 to 31
Structures	Statement about order (She is first!)
Vocabulary	Cardinal numbers 20 to 100, ordinal numbers 1st to 31st

Learn more



A. Listen and say the numbers.

20 twenty ***** *****	21 twenty-one ***** ***** *	22 twenty-two ***** ***** **	23 twenty-three ***** ***** ***
24 twenty-four ***** ***** ****	25 twenty-five ***** ***** *****	26 twenty-six ***** ***** *****	27 twenty-seven ***** ***** *****
28 twenty-eight ***** ***** *****	29 twenty-nine ***** ***** *****	30 thirty ***** ***** *****	31 thirty-one ***** ***** ***** *
40 forty ***** ***** ***** *****	50 fifty ***** ***** ***** *****	60 sixty ***** ***** ***** *****	70 seventy ***** ***** ***** *****
80 eighty ***** ***** ***** *****	90 ninety ***** ***** ***** *****	100 one hundred ***** ***** ***** *****	

70

Lesson preparations

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 43 and 44


Activity Book: Activities A, B, C on page AB43

Extras: countable objects

Warm-up activity CT2

1. Tell students you are going to talk about numbers. This is an opportunity for students to show what they already know. Students should know numbers 0 through 20, and may also know some vocabulary items and structures to talk about numbers.
2. Ask students to count to twenty. Correct their pronunciation as necessary.
3. Ask students to count different objects in the class.

Listen and say the numbers CT1, CT2

1.  **Books closed.** Tell students to close their eyes and listen to the numbers 20 through 100. Play CD Track 43.
2. **Books open.** Ask students to read the numbers as they listen to the CD. Play Track 43 again.
3. Play a game. Tell students that you will play the CD, stopping from time to time. Ask students to listen carefully to the numbers and quickly say the next number when you stop the CD.
4. Focus on spelling. Ask, "How do you spell twenty?" Then ask students to write the number in figure and word form on the board. Continue randomly for the different numbers.
5. Divide the class into pairs. Ask students to take turns saying and spelling numbers to each other. Check that students know what to do.

B. Listen and say the numbers.

Track
44

She is first!



1st	first	17th	seventeenth
2nd	second	18th	eighteenth
3rd	third	19th	nineteenth
4th	fourth	20th	twentieth
5th	fifth	21st	twenty-first
6th	sixth	22nd	twenty-second
7th	seventh	23rd	twenty-third
8th	eighth	24th	twenty-fourth
9th	ninth	25th	twenty-fifth
10th	tenth	26th	twenty-sixth
11th	eleventh	27th	twenty-seventh
12th	twelfth	28th	twenty-eighth
13th	thirteenth	29th	twenty-ninth
14th	fourteenth	30th	thirtieth
15th	fifteenth	31st	thirty-first
16th	sixteenth		

71


Grammar CT2

1. Emphasize the pattern of first, second, third, fourth in the 20s: 21st, 22nd, 23rd, 24th up to 31st.
2. Remind students to use plurals with all numbers except one when talking about numbers of items. As an example, say, "I see one book. I see twenty books."

Extension activities CT2

1. Once students are confident in counting from 20 to 100, ask them to count backwards from 100 to 20.
2. Revise the days of the week by asking about the first to seventh days of the week.
3. Find groups of objects that students can use to count in steps to 100, for example, 20 pencils and 100 pebbles. For more able students, encourage them to count to higher numbers.

Listen and say the numbers CT1, CT2

1. **Books closed.** Ask students to close their eyes and listen to the numbers. Play CD Track 44.
2.  **Books open.** Ask students to read the numbers as they listen to the CD. Play Track 44 again.
3. Play a game. Tell students that you will play the CD, stopping from time to time. Ask students to listen carefully to the numbers and quickly say the next number when you stop the CD.
4. Focus on spelling. Ask, "How do you spell first?" Then ask students to write the number in figure and word form on the board. Continue randomly for the different numbers.
5. Divide the class into pairs. Ask students to take turns saying and spelling numbers to each other. Check that students know what to do.

Activity Book. Ask students to complete activities A, B, and C on page AB43. This may be done in class or for homework.

Phonics Pre A1.2 Unit 4

Phonics

Unit
4

Short o

A. Look, listen, and say.

P-CD
Track
46



1. dog



2. doll



3. fox



4. socks

B. Listen, write, and read.

P-CD
Track
47

- Here is my _____.
- This is her _____.
- The _____ is brown.
- These are my _____.



72

C. Listen and circle words with the short o sound.

P-CD
Track
48

- box
- dots
- mop
- potato
- log
- hose

D. Read the words that sound the same.

o + d od cod rod nod	o + p op hop top mop	o + t ot cot hot pot	o + ck ock lock sock rock
----------------------------------	----------------------------------	----------------------------------	---------------------------------------

E. Match the words that sound the same.

mop	cod	fox	lock
rock	fox	lock	rod
hot	top	rod	
box			

73

Unit
4

Long o

The e at the end of these words helps the letter o to say its name.

o _ e / oe

Oh!

A. Look, listen, and say.

P-CD
Track
49



1. nose



2. smoke



3. robe



4. bone

74

B. Listen, fill in the letter e, and read.

P-CD
Track
50

- to _____
- con _____
- ros _____
- rop _____
- ho _____
- hos _____

C. Listen and circle.

P-CD
Track
51

1 cone bone	2 hose pose	3 robe rope
4 hoe toe	5 rose nose	6 smoke choke

D. Listen, write, and read.

P-CD
Track
52

- This is my _____.
- I see _____.
- My _____ is red and blue.
- The dog has a big _____.



75

Phonics Pre A1.2 Unit 4

Unit 4


Long o

The letters **oa** together make the "long o" sound in these words.

Okay.

oa

A. Look, listen, and say. P-CD Track 53



1. **boat**



2. **road**





3. **float**







4. **goat**

76

B. Listen, fill in the letters **oa, and read.** P-CD Track 54

1. t ___ st  2. c ___ l 

3. s ___ p  4. t ___ d 

5. ___ ts  6. c ___ t 

C. Listen and write the words. P-CD Track 55

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____


D. Listen, write, and read. P-CD Track 56

1. I play with my _____.

2. The car is on the _____.

3. I _____ on my back.

4. This _____ is brown.



77

Unit 4

Long o

The letters **ow** together make the "long o" sound in these words.

I see.

ow

A. Look, listen, and say. P-CD Track 57



1. **elbow**



2. **snow**





3. **rainbow**







4. **shadow**

78

B. Listen, fill in the letters **ow, and read.** P-CD Track 58

1. b ___  2. yell ___ 

3. pill ___  4. arr ___ 

5. cr ___  6. bl ___ 

C. Listen and circle. P-CD Track 59

1 blow crow	2 yellow pillow	3 elbow arrow
4 rainbow shadow	5 bow mow	6 snow flow


D. Listen, write, and read. P-CD Track 60

1. This is my _____.

2. The _____ is on the trees.

3. The _____ is in the sky.

4. She can see her _____.



79

Phonics Pre A1.2 Unit 4 Answers

Short o (pages 71, 72)

B. 1 dog, 2 doll, 3 fox, 4 socks; **C.** 1, 2, 3, 5; **E.** mop/top, rock/lock, cod/rod, hot/cot, box/fox; **F.** 1 dog, 2 doll, 3 fox, 4 socks; **G.** 5; **H.** 1 fox, 2 doll, 3 socks, 4 rock, 5 dots, 6 log; **I.** socks, on, box.

Long o: o_e/oe (pages 73, 74)

B. 1-6 e; **C.** 1 bone, 2 hose, 3 rope, 4 toe, 5 nose, 6 smoke; **D.** 1 nose, 2 smoke, 3 robe, 4 bone.

Long o: oa (pages 75, 76)

B. 1-6 oa; **C.** 1 goat, 2 road, 3 toast, 4 soap, 5 coat, 6 toad; **D.** 1 boat, 2 road, 3 float, 4 goat.

Long o: ow (pages 77, 78)

B. 1-6 ow; **C.** 1 crow, 2 pillow, 3 elbow, 4 shadow, 5 bow, 6 snow; **D.** 1 elbow, 2 snow, 3 rainbow, 4 shadow.

FOCUS

Theme

Telling time

Aim

Students learn how to: ask for and tell the time (from both analog and digital clocks); name daily activities associated with certain times of the day

Structures

- *Wh-* questions with *BE*
(*What time is it, please?*)

Review: Statements with *BE*
(*It's seven o'clock.*)

Vocabulary

time, breakfast, lunch, dinner, o'clock, school, recess, homework, bed

Unit 5 What time is it, please? Track 45

Look, listen, and talk

What time is it, please?
It's seven o'clock.
It's time for breakfast.

What time is it, please?
It's eight o'clock.
It's time for school.

What time is it, please?
It's ten fifteen.
It's time for recess.

What time is it, please?
It's twelve thirty.
It's time for lunch.

What time is it, please?
It's six forty-five.
It's time for dinner.

80

Lesson preparations

Starship flash cards: twelve flash cards from previous lessons

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 45, 46

Activity Book: Activities A, B on page AB44; C, D, E on page AB45

Extras: an analog clock

Warm-up activity CT1, CT2, CT4

1. Play a memory game. Divide the class into pairs and have one student in each pair write the numbers from 1 to 12 down the length of a piece of paper. Display the flash cards.
2. Give students one to two minutes to memorise the words. Hide the cards and have the pairs write down as many words as they can.
3. The winners are the pair who recalls the most words. Ask them to read out their list. Complete the list as necessary. Ask three or four students to use one of their words in a sentence.

Look, listen, and talk CT1, CT2, CT3

1. **Books closed.** Preview some language on pages 80 and 81. Draw a clock on the board, or show a real clock. If necessary, ask questions to establish that this is a clock and that clocks keep time.
 - Write the word *clock* on the board. Draw in the clock hands, or move the hands on the clock, to the nearest hour to the current time.
 - Use the Star puppet to model the question and answer. Ask Star, "What time is it, please?" Have Star look uncertain and then help him with the answer: "It's ___ o'clock."
2. **Books open.** Ask students to look at the opening scene on pages 80 and 81.
 - Point to each character and ask, "Who's this?" (*Star, Dan*)
 - Ask, "Who is asking the questions? (*Star*)" "Who is answering the questions?" (*Dan*)
3. **Track 45** Play Track 45, frame by frame. Ask students to point to each speech bubble on pages 80 and 81 as each part is spoken. Point out that when Dan answers Star's questions, he first tells the time on the clock and then names the activity.
4. Play the CD again, frame by frame. Ask the class to repeat each dialog with you.

Look, listen, and talk

What time is it, please?

It's seven fifteen.
It's time for homework.

What time is it, please?

It's nine o'clock.
It's time for bed.

Track 46

1. one o'clock 1:00	2. one fifteen 1:15
3. one thirty 1:30	4. one forty-five 1:45

Talk.

What time is it, please?

It's _____.
It's time for _____.

81

Talk CT1, CT2

1. **Books open.** Ask students the names of the two characters. (*Emma and Tom*) Ask, "Who is asking the question?" (*Emma*) "What does she want to know?" (*the time*)
2. Say, "Look at Tom. What's he doing?" (*answering Emma's questions*) Ask, "How many answers does he give?" (*Two—the time on the clock and the daily activity it's time for*) Discuss the daily activities that Tom could mention. (*breakfast, school, recess, lunch, dinner, homework, bed*)
3. Ask pairs of students to practice the dialog. Ask each pair to take turns speaking both parts. Students can look at clock times and activities on pages 80 and 81 for ideas.
4. Encourage students to use different times and daily activities. Listen carefully to students' pronunciation, correcting errors and offering praise.
5. Ask two or three pairs to perform the dialog for the class.
6. **Activity Book.** Ask students to complete activity C on page AB45. Check students' answers. Ask pairs of students to take turns speaking the two parts.

Phonics activity CT2

1. In a list on the board write: 1. *one o'clock*, 2. *one fifteen*, 3. *one thirty*, 4. *one forty-five*. Leave space for stress symbols to be added above at a later stage.
2. Say, "One o'clock." Draw in stress circles above the phrase on the board (O o o). Say the phrase again, this time with the accompanying gestures—clap, click, click. Say, "Let's see if I'm right." Play the first recording on CD Track 46. Confirm with your students that your stress pattern is correct.
3. Say, "Now it's your turn." Divide the class into pairs. Tell them to work out the stress pattern for *one fifteen*. Encourage them to say the phrase aloud, use gestures, and write down the symbols. Play the audio recording on Track 46 and allow pairs time to make any revisions. Ask for a volunteer to draw the stress pattern above the phrase on the board. Correct as necessary. Continue this process with the remaining two clock times.

5. Divide the class into two groups. Ask Group 1 to read Star's part and Group 2 to read Dan's part. Then ask the groups to swap parts and repeat.
6. Divide the class into pairs. Ask each pair of students to take turns speaking the parts of Star and Dan. Briefly visit each pair and correct any pronunciation errors.
7. **Books closed.** Say, "Let's practice some times on the clock." Introduce the four time phrases on page 81, one by one. First, model a time phrase as you show the time on your clock. Ask students to repeat the phrase with you several times. Then write the time phrase on the board and model it one more time.
8. **Track 46** Say, "Let's practice our times on the clock again. This time, close your eyes and listen carefully to the voice on the CD." Play CD Track 46. Pause as necessary for practice.
9. Return to the opening scene. Arrange the pairs of students into groups of four. Ask each pair to perform the scene for the other pair in their group.
10. **Activity Book.** Ask students to complete activities A and B on page AB44.

Extra activity CT3, CT4

1. **Activity Book.** Ask students to complete activities D and E on page AB45.

Sing

Track
47

What time is it, please?
It's seven o'clock.
Thanks. It's time for breakfast.



What time is it, please?
It's ten fifteen.
Thanks. It's time for recess.



What time is it, please?
It's twelve thirty.
Thanks. It's time for lunch.



What time is it, please?
It's six forty-five.
Thanks. It's time for dinner.



What time is it, please?
It's nine o'clock. It's time for bed.
It's nine o'clock. It's time for bed.

Sing CT3, CT5

- Books closed.** Use an analog clock or a clock drawn on the board to review times that fall *on the hour*, *fifteen minutes past the hour*, *thirty minutes past the hour*, and *forty-five minutes past the hour*. To do this, show different times on your clock. When you show a different time, ask, "What time is it, please?" Take the opportunity to provide lots of praise.
- Track 47 First listening.** Ask students to close their eyes and listen to the song. Play CD Track 47.
- Second listening.** Divide the class into pairs. Give each pair a set of "Times" game cards. Ask each pair to arrange their cards in order as they listen to the song. Play CD Track 47 again. Ask the class to check that their cards are in the correct order.
- Third listening.** Ask students to sing along. Tell students they can use their ordered cards as prompts. Replay CD Track 47.
- Books open.** Ask students to look at the pictures on page 50. Ask, "What do you see?" (*five children doing different daily activities*) Ask students to look at the words. Read the song with the students. Have them point to each activity in the pictures as they say the matching words.
- Fourth listening.** Ask students to sing along again. Replay CD Track 47.
- Activity Book.** Ask students to complete activities A and B on page AB46.
- Ask the class to stand up and sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.

Lesson preparations

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 47, 48, 49, and 50

Activity Book: Activities A, B on page AB46; A, B, C on page AB47 (CD Tracks 82, 83, and 84)

Extras: a set of "Times" and "Daily activities" game cards—*seven o'clock*, *ten fifteen*, *twelve thirty*, *six forty-five*, *nine o'clock*, *breakfast*, *recess*, *lunch*, *dinner*, *bed*—for each pair (see pages 150 and 151)

Warm-up activity CT1, CT2

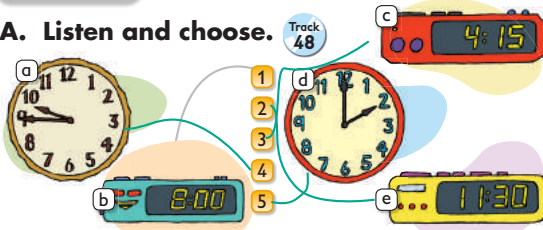
- Have students conduct an oral survey to find out what time it is. Walk up to a student and tell them to ask you the question, "What time is it, please?" Answer, "It's eight o'clock. It's time for school."
- Ask students to move around the classroom asking and answering questions about different times and daily activities with different classmates.
- To conclude, ask two or three pairs to perform a question and answer for the class.



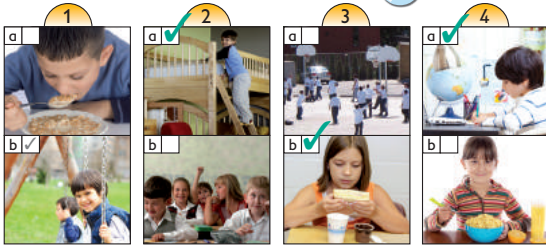
Listen

Listen

A. Listen and choose.



B. Listen and check a or b.



C. Listen and say.



83

A. Listen and choose CT1, CT2

Track 48 Audio Script

- Narrator:** One
Boy: What time is it, please?
Girl: It's eight o'clock.
- Narrator:** Two
Girl: What time is it, please?
Boy: It's eleven thirty.
- Narrator:** Three
Girl: What time is it, please?
Boy: It's four fifteen.
- Narrator:** Four
Girl: What time is it, please?
Boy: It's nine forty-five.
- Narrator:** Five
Boy: What time is it, please?
Girl: It's two o'clock.

- Books open.** Ask students to identify the times on the five clocks. (a—nine forty-five, b—eight o'clock, c—four fifteen, d—two o'clock, e—eleven thirty) Say, "Let's listen to five questions and answers about the time." Play One on CD Track 48. Use the worked example to model the exercise.
- Check that students know what to do. Play CD Track 48. Pause for students to match the pictures with the numbered boxes. Check students' answers.
- Divide the class into pairs. Have students refer to their completed task and take turns asking and answering questions about the time shown in each picture. (For example, 1b: *What time is it, please? It's eight o'clock.*)
- Ask five pairs to each perform one question and answer.
- Activity Book.** Ask students to complete activity A on page AB47 (CD Track 82).

B. Listen and check a or b CT1, CT2

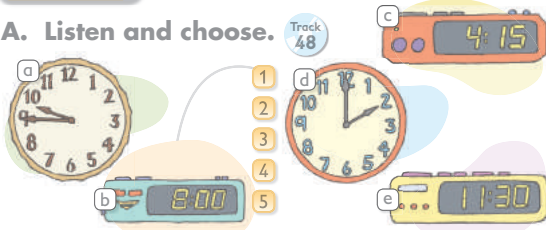
Track 49 Audio Script

- Narrator:** One
Boy: What time is it, please?
Girl: It's ten fifteen. It's time for recess.
- Narrator:** Two
Girl: What time is it, please?
Male: It's nine thirty. It's time for bed.
- Narrator:** Three
Girl: What time is it, please?
Female: It's twelve forty-five. It's time for lunch.
- Narrator:** Four
Boy: What time is it, please?
Male: It's eight o'clock. It's time for homework.

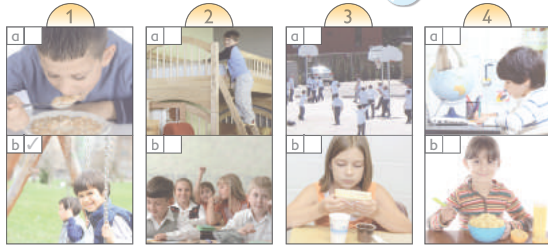
- Books open.** Ask students to look at the four pairs of pictures and identify the daily activities in each.
- Say, "Let's listen to four questions and answers and check the boxes that match what we hear." Play One on CD Track 49. Model, using the worked example.
- Check that students know what to do. Play CD Track 49. Pause for students to check the picture boxes. Check students' answers.
- Tell students to refer to their checked pictures and write statements about the time of day. Use the first one to write an example on the board: *It's time for recess.*
- Ask three students to each write one answer on the board.
- Activity Book.** Ask students to complete activity B on page AB47 (CD Track 83).

Listen

A. Listen and choose.



B. Listen and check a or b.



C. Listen and say.

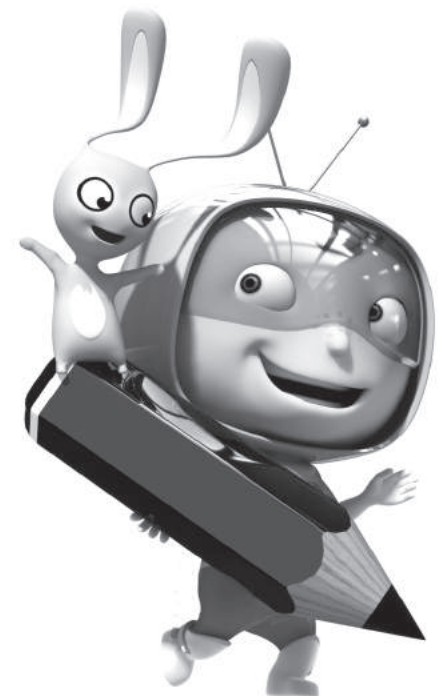


83

1. **Books open.** Ask students to look at the three pictures in exercise C.
2. Ask students to identify the daily activities in each picture. (*breakfast, lunch, dinner*)
3. Say, "Let's practice speaking." Divide the class into pairs. Tell students they will listen to dialogs, and then repeat them. Tell students to listen carefully as you show them what do. Play One on Track 50. Role-play both parts of the dialog to model the exercise.
4. Check that students know what to do. Play CD Track 50. Pause for students to repeat the dialogs. Write them on the board as necessary. Ask students to swap roles and repeat.
5. Ask three pairs of students to each perform a dialog.
6. **Activity Book.** Ask students to complete activity C on page AB47 (CD Track 84).

Extra activities CT2, CT4

1. Ask students to think about the times they eat their main meals at home, and then have them write three questions and answers about them.
2. Ask students to quietly review spelling aloud words for telling the time and daily activities. This will prepare them for the warm-up activity in the next lesson.



C. Listen and say CT1, CT2

Track 50 Audio Script

Narrator: One

Female: What time is it, please?

Male: It's eight thirty.

Female: It's time for breakfast.

Narrator: Two

Female: What time is it, please?

Male: It's twelve thirty.

Female: It's time for lunch.

Narrator: Three

Female: What time is it, please?

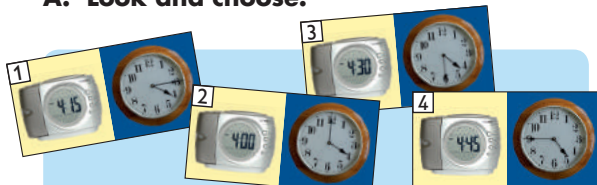
Male: It's six forty-five.

Female: It's time for dinner.

Practice

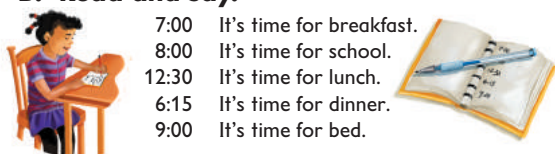
Practice

A. Look and choose.



- | | |
|----------------|-------------------|
| 2 four o'clock | 4 four forty-five |
| 3 four thirty | 1 four fifteen |

B. Read and say.



C. Ask and answer.

What time is it, please?

Thanks. It's time for ____.

It's



84

A. Look and choose CT1, CT3

- Books open.** Tell students to look at the pictures and identify the times on each of the four pairs of clocks. (1—four fifteen, 2—four o'clock, 3—four thirty, 4—four forty-five) Say, "Now let's match the words to the pictures."
- Model the exercise, using the worked example. Ask students to match the next time (*four forty-five*) to a picture (*picture 4*). Ask them what to do next. (*Write 4 in the box.*)
- Ask students to complete the exercise alone. Check students' answers by calling out each number and asking the class to say the matching written time.
- Activity Book.** Ask students to complete activity A on page AB48.

B. Read and say CT2, CT3

- Books open.** Ask students to look at the pictures. Let them know that the book is called a diary. Ask students to quietly read what the girl writes besides the times in her diary. (*She writes the daily activities that happen at the different times.*)
- Say, "Let's practice reading aloud." Ask students to stand up and read the passage aloud together.
- Divide the class into pairs. Ask students to take turns reading to each other.
- Ask two or three students to take turns reading aloud to the class.
- Books open.** Ask students to complete activity B on page AB48.

C. Ask and answer CT1, CT2

- Books open.** Say, "Let's practice speaking." Divide the class into pairs, student A and student B. Role-play the dialog. As student A, point to the first question and ask, "What time is it, please?" As student B, point to the answer and say, "It's seven o'clock."
- Step back into the role of student A. Point to the statement and ask students what to say. (*Thanks. It's time for breakfast.*) Show how to take turns. Ask questions to check that students know what to do. Make sure they know to answer the question with as many different times as they can, and to respond to the answer by noting the daily activity that matches the time.
- Move around the class and listen carefully as students practice the dialog.
- Ask two or three pairs of students to perform the dialog for the class.

Lesson preparations

Star and Stella hand puppets (see page 13)

Activity Book: Activities A and B on pages AB48 and AB49

Extras: two sets of "Times" game cards—*seven o'clock, ten fifteen, twelve thirty, six forty-five, nine o'clock* (see page 150); dice for Play and learn

Warm-up activity CT1, CT2

- Play an oral spelling game (see "How to play Spell it!" on page 21) to review words for telling the time and daily activities.

Play and learn

What time is it, please?



It's six fifteen.
It's time for dinner.



85

Play and learn CT1, CT2, CT3

Game for two players

- Player One asks “What time is it, please?” and rolls the dice.
- Player Two answers the question, depending on the number showing on the dice. For example, if a two is rolled, player Two’s answer needs to match the pictures marked “2”—“It’s six fifteen. It’s time for dinner.”
- Players take turns as player One and Two.

1. Students play with the partner they found in the “Organizing groups” activity—one student to be player One and the other to be player Two. Show students how to play through a role-play. As player One (Stella), roll the dice to “2” and show your students. Ask, “What time is it, please?” As player Two (Star), point to picture 2 and answer, “It’s six fifteen. It’s time for dinner.” Show how to take turns. Remain as player Two (Star) and start the dialog again with a roll of the dice.
2. Ask questions to check that students know what to do. Play the game.
3. To conclude, ask students from different pairs to perform one round of the game for the class.
4. **Activity Book.** Ask students to complete activities A and B on page AB49.
5. To end the unit, use the times on the game cards to review the unit vocabulary.

Organizing groups CT1

1. Use pairs of “Times” game cards to review the unit language and regroup students for the end-of-unit game. See “Organizing groups” on page 22.
2. Hand out one game card to each student. Check that students know what to do by asking them to tell Stella what to do. They should say that the aim of the activity is to find a partner through matching times. As students look for their partners, have them ask, “What time do you have?” Once they have found their partners, have them sit together.
3. Make sure that students are partnered according to their matching cards. To do this, ask each pair, “What time is it, please?”

Extra activity CT1, CT4

1. Play a written spelling game (see “How to play Write it!” on page 22) using the vocabulary on page 81 of the Student Book.

Grammar, Culture notes, Extension activities

Grammar CT2

This unit introduces time in terms of the hours and the quarter hours. Students have already learned *it's*, but remind them that it is a contraction of *it is*. The word *o'clock* is also a contraction, but the full form *of the clock*, is no longer used.

Use the puppets and a clock to practice substitutions with the students. Encourage them to identify both the time on the clock and what specific activity it is time for.

Questions

What time is it, please?

Answers

It's	one	o'clock.
	two	fifteen.
	three	thirty.
	four	forty-five.
	five	
	six	
	seven	
	eight	
	nine	
	ten	
	eleven	
	twelve	

It's time for	breakfast.
	school.
	recess.
	lunch.
	homework.
	dinner.
	bed.

Culture notes CT1

When asking the time, there are several answers one might receive other than the time on the clock. These might include terms like *noon* and *midnight* as well as responses such as *It's time for a break*. Or *It's early*. Or *It's late*.

Extension activities CT2, CT5

1. Each day, fit a reference to the time into usual activities. Ask students what time it is before it's time for different subjects (*It's time for math.*), recess, and lunch. Never be afraid to teach students new vocabulary when they need it.
2. Ask students to create a large paper clock for the classroom with moveable hands. Have them draw pictures of different activities and paste them around the clock according to when these activities occur.

FOCUS

Theme

Age and birthdays

Aim

Students learn how to: ask and answer questions about birthdays and age; express birthday greetings; give and receive a gift; name birthday party items

Structures

- *Wh-* questions with *BE* (*When's your birthday?* *How old are you?*)
- Short answers (*I'm eight.*)

Review: Statements with *BE* (*It's September 16th.*)

Vocabulary

January, February, March, April, May, June, July, August, September, October, November, December, birthday party, birthday card, birthday present, birthday cake, party hat, balloon

Unit
5

Birthday party!

Look, listen, and talk

Track
51

86

Lesson preparations

Starship flash cards 118 to 135: *January, February, March, April, May, June, July, August, September, October, November, December, balloon, birthday party, birthday cake, birthday card, party hat, birthday present*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 51, 52

Activity Book: Activities A, B on page AB50; C, D, E on page AB51

Extras: a hat holding cards on which are written "Family," "Drinks," "Pets," "Toys," "Colors," and "Rooms"; a timer; a calendar; soft balls

Warm-up activity

CT1, CT2

1. Review sets of words from previous units. Divide the class into groups. Each group takes turns to draw a card from a hat and brainstorm as many related words they can in half a minute.
2. Start the timer from the moment a group member draws a card. As each team calls out words, write them on the board.
3. Give a point for each word.

Look, listen, and talk

CT1, CT2, CT3

1. **Books closed.** Preview the language on page 86. Hold up a calendar and ask, "What's this?" Write the word *calendar* on the board. Turn the calendar to the month of your birthday and display it.
 - Use the Star puppet to model the first question. Ask Star, "When's your birthday?" Communicate the meaning of the word *birthday* by showing the *birthday* party flash card (word covered). Leave it on display.
 - Ask Star the question again and tell the class his answer, "It's June 8th." Turn the calendar pages to the month of June.
 - Say, "Let's find out about someone else's birthday."
2. **Books open.** Ask students to look at the opening scene on page 86.
 - Point to each character and ask, "Who's this?" (*Star, Emma, Tom*)
 - Ask, "Who is asking the questions? (*Star*) Ask, "Whose birthday it?" (*Emma's*)
3. **Track 51** Play CD Track 51, frame by frame. Ask students to point to the matching speech bubble on page 86 as each part is spoken. Point out that Star asks Emma a second question.

Look, listen, and talk

Talk.

How old are you?

When's your birthday?

I'm ____.

It's ____.

Talk CT1, CT2

- Books open.** Say, "Let's practice speaking." Divide the class into pairs, student A and student B. Role-play the dialog. As student A point to the first question and ask, "How old are you?" As student B, point to the second answer and say, "I'm ____." Continue the role-play in this way. Show how to take turns. Ask questions to check that students know what to do. Make sure they know to answer the questions with as many different ages and birthday dates as they can.
- Move around the class and listen carefully as students practice the dialog.
- Ask two or three pairs to perform the dialog for the class.
- Activity Book.** Ask students to complete activity C on page AB51. Check students' answers. Ask pairs of students to take turns speaking the two parts.


Phonics activity CT2

Students practice producing pairs of similar sounds: /th/ as in *throw* and /th/ as in *the*; /t/ as in *to* and /d/ as in *second*. You will need two to four soft balls.

- Make a circle with your students. Point to yourself and say "first", then count-off around the circle using ordinals.
- Turn to the person next to you. Throw a ball and say, "The first throws to the second." Emphasize the underlined sounds.
- Say, "The second throws to the ..." Pause as the second student throws to the third student, saying, "The second throws to the third."
- Continue playing around the circle. Encourage students to speak with you.
- Play another round of the game in groups of about six. Make sure students know what to do. Tell them that the game is to continue once the ball arrives back to the first. If it is a group of six, on the second round the first will be the seventh, the second will be the eighth, and so on. Move around the groups and listen carefully to pronunciation of the sounds. Correct as necessary.
- Ask one group to perform the ball game for the class. Encourage the whole class to report on the action.

Extra activity CT3, CT4

- Activity Book.** Ask students to complete activities D and E on page AB51.

- Play the CD again, frame by frame. Ask the class to repeat each dialog with you.
- Divide the class into two groups. Ask Group 1 to read the parts of Star and Emma in the first two frames and Group 2 to read the parts of Tom and Emma in the last frame. Then ask the groups to swap parts and repeat.
- Divide the class into pairs. Ask each pair of students to take turns speaking the parts of Star, Emma, and Tom. Briefly visit each pair and correct any pronunciation errors.
- Books closed.** Say, "Let's practice the months of the year." Introduce each month on page 87, one by one. First, model a month as you show the matching flash card. Keep the written word covered. Ask students to repeat the word with you several times. Then show the word, model it one more time, and leave the card on display. Repeat this routine for the birthday phrases.
-  Say, "Let's practice our months of the year and birthday phrases again. This time, close your eyes and listen carefully to the voice on the CD." Play CD Track 52. Pause as necessary for practice.
- Return to the opening scene. Arrange the pairs of students into groups of four. Ask each pair to perform the scene for the other pair in their group.
- Activity Book.** Ask students to complete activities A and B on page AB50.

Sing

Track
53

How old are you?
I'm six.
When's your birthday?
January, February, March.
It's March 21st.

How old are you?
I'm seven.
When's your birthday?
April, May, June.
It's June 22nd.

How old are you?
I'm eight.
When's your birthday?
July, August, September.
It's September 23rd.

How old are you?
I'm nine.
When's your birthday?
October, November, December.
It's December 24th.



Sing CT3, CT5

- Books closed.** Ask students, "When's Emma's birthday?" (*September 16th*) and "How old is she?" (*eight*) Say, "Let's listen to a song about some other children who are telling us their ages and birthdays."
- Track 53 First listening.** Ask students to close their eyes and listen to the song. Play CD Track 53.
- Second listening.** Divide the class into pairs. Give each pair a set of "Ages" and "Dates" game cards. Ask each pair to arrange the cards in order as they listen to the song. Play CD Track 53 again. Ask the class to check that their cards are in the correct order.
- Third listening.** Ask students to sing along. Tell students they can use their ordered cards as prompts. Replay CD Track 53.
- Books open.** Ask students to look at the pictures on page 88. Ask, "How many children are there?" (*four*) Ask students to look at the words. Ask, "How many groups of words (verses) are there?" (*four*) Point out that there is a verse for each child. Read the song with the students. Have them point to each child as they read the matching verse.
- Fourth listening.** Ask students to sing along again. Replay CD Track 53.
- Activity Book.** Ask students to complete activities A and B on page AB52.
- Ask the class to stand up and sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.

Lesson preparations

Starship flash cards 118 to 135: *January, February, March, April, May, June, July, August, September, October, November, December, balloon, birthday party, birthday cake, birthday card, party hat, birthday present*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 53, 54, 55, 56

Activity Book: Activities A and B on page AB52; A, B, and C on page AB53 (CD Tracks 85, 86, 87)

Extras: one set of "Ages" and "Dates" game cards for each pair—*six, seven, eight, nine, March 21st, June 22nd, September 23rd, December 24th* (see page 152)

Warm-up activity CT1, CT2

- Have students conduct an oral survey to find out the ages and birthdays of their classmates. Walk up to a student and tell them to ask you, "How old are you?" Answer, "I'm ____ years old." Tell them to ask you, "When's your birthday?" Answer, "It's ____."
- Ask students to move around asking and answering questions about ages and birthdays.



Listen

Listen

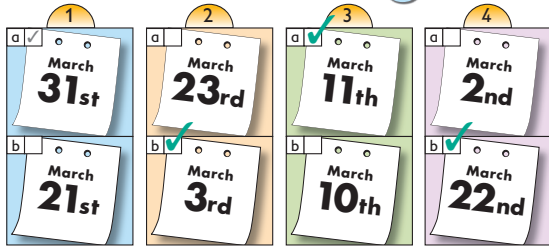
A. Listen and choose.

Track 54



B. Listen and check a or b.

Track 55



C. Listen and say.

Track 56



89

- Books open.** Ask students to count and write down the numbers of candles on each birthday cake. (*a—six, b—seven, c—five, d—nine, e—eight*) Say, “Let’s listen to five questions and answers about birthdays, then match the dates to the birthday cakes.” Play One on CD Track 54. Use the worked example to model the activity.
- Check that students know what to do. Play CD Track 54. Pause for students to match the pictures with the numbered boxes. Check students’ answers.
- Divide the class into pairs. Have students refer to their completed task and take turns asking and answering the second question, “How old are you?”
- Ask five pairs to each perform one question and answer.
- Activity Book.** Ask students to complete activity A on page AB53 (CD Track 85).

B. Listen and check a or b

CT1, CT2

Track 55 Audio Script

Narrator: One

Girl: When’s your birthday?

Boy: It’s March thirty-first.

Narrator: Two

Boy: When’s your birthday?

Girl: It’s March third.

Narrator: Three

Girl: When’s your birthday?

Boy: It’s March eleventh.

Narrator: Four

Girl: When’s your birthday?

Boy: It’s March twenty-second.

A. Listen and choose

CT1, CT2

Track 54

Audio Script

Narrator: One

Boy: When’s your birthday?

Girl: It’s January thirty-first.

Boy: How old are you?

Girl: I’m nine.

Narrator: Two

Girl: When’s your birthday?

Boy: It’s February twenty-second.

Girl: How old are you?

Boy: I’m five.

Narrator: Three

Boy: When’s your birthday?

Girl: It’s October second.

Boy: How old are you?

Girl: I’m eight.

Narrator: Four

Girl: When’s your birthday?

Boy: It’s August thirteenth.

Girl: How old are you?

Boy: I’m six.

Narrator: Five

Boy: When’s your birthday?

Girl: It’s November third.

Boy: How old are you?

Girl: I’m seven.

- Books open.** Read each pair of dates aloud. Tell students that the pairs of dates sound almost the same and that they need to listen carefully.
- Say, “Let’s listen to four questions and answers about birthdays and check the boxes to match what we hear.” Play One on CD Track 55. Use the worked example to model the activity.
- Check that students know what to do. Play CD Track 55. Pause for students to check the boxes. Check students’ answers.
- Tell students to refer to their checked pictures and write statements. Use the first checked picture to provide an example for the board: His birthday’s March thirty-first.
- Ask three students to each write one statement.
- Activity Book.** Ask students to complete activity B on page AB53 (CD Track 86).

Listen

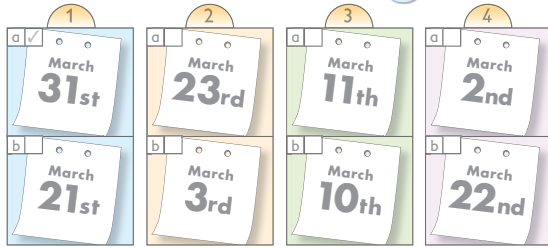
A. Listen and choose.

Track 54



B. Listen and check a or b.

Track 55



C. Listen and say.

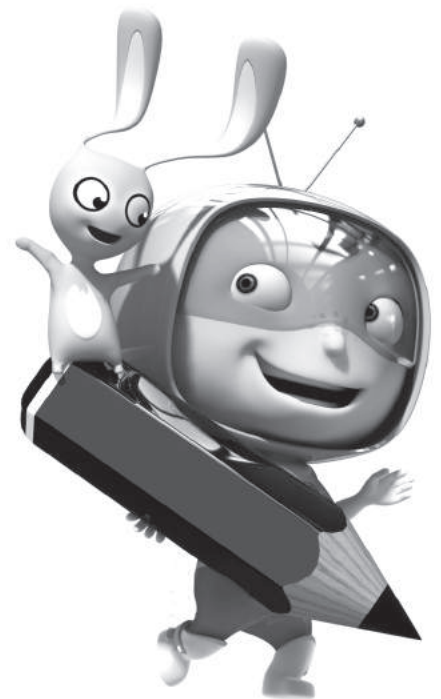
Track 56



1. **Books open.** Ask students to look at the three pictures in exercise C.
2. As they look at each picture, ask “What might be said here?” (1—Here’s a birthday present; 2—It’s July 23rd; 3—When’s your birthday?)
3. Say, “Let’s practice speaking.” Divide the class into pairs. Tell students they will listen to dialogs, and then repeat them. Tell students to listen carefully as you show them what do. Play One on CD Track 56. Role-play both parts of the dialog to model the exercise.
4. Check that students know what to do. Play CD Track 56. Pause for students to repeat the dialogs. Write them on the board as necessary. Ask students to swap roles and repeat.
5. Ask three pairs of students to each perform one dialog.
6. **Activity Book.** Ask students to complete activity C on page AB53 (CD Track 87).

Extra activities CT2, CT4

1. Ask students to write an age and birthday statement about each person in their family. For example: This is my sister. She’s three. Her birthday’s May 10th.
2. Ask students to quietly review spelling aloud the months of the year. This will prepare them for the warm-up activity in the next lesson.



C. Listen and say CT1, CT2

Track 56 Audio Script

Narrator: One

Girl: Happy birthday. Here’s a birthday present.

Boy: Thank you.

Narrator: Two

Boy: When’s your birthday?

Girl: It’s July twenty-third.

Boy: How old are you?

Girl: I’m eight.

Narrator: Three

Boy: When’s your birthday?

Girl: It’s January sixteenth. It’s my birthday today.

Boy: How old are you?

Girl: I’m twelve.

Practice

Practice

A. Look and choose.



3 Happy birthday! Here's a birthday card.

1 Happy birthday! Here's a birthday cake.

2 Happy birthday! Here's a birthday present.

B. Read and say.



It's April 19th.
It's my birthday today.
I'm eight.
This is my birthday cake.

C. Ask and answer.

When's your birthday?

Here's a



It's _____.

Thank you.

90

A. Look and choose CT1, CT3

1. **Books open.** Tell students to look at the three pictures and identify them. (1—a birthday cake; 2—a birthday present; 3—a birthday card) Say, "Now let's match the sentences to the pictures."
2. Model the exercise, using the worked example. Tell students to choose a picture for the next two birthday statements. Ask students to complete the exercise alone.
3. Check students' answers by calling out each number and asking the class to say the matching statements.
4. **Activity Book.** Ask students to complete activity A on page AB54.

B. Read and say CT2, CT3

1. **Books open.** Ask students to look at the picture. Ask them to quietly read what the girl in the picture says. Ask, "When's her birthday?" (*April 19th*) and "How old is she?" (*eight*)
2. Say, "Let's practice reading aloud." Ask students to stand up and read the passage aloud together.
3. Divide the class into pairs. Ask students to take turns reading to each other.
4. Ask two or three students to take turns reading aloud to the class.
5. **Activity Book.** Ask students to complete activity B on page AB54.

C. Ask and answer CT1, CT2

1. Ask students and Star to look at the pictures. Ask Star to point to the boy on the left and then turn to the students to ask, "What does he want to know?" (*the date of the other boy's birthday*) Ask students to give some possible dates that the boy on the right might give. Ask, "What's the boy on the left giving to his friend?" (*a birthday present or a birthday card*)
2. Divide the class into pairs. Say, "Let's have this conversation with our partners."
3. Ask two or three pairs of students to perform the dialog for the class.

Lesson preparations

Starship flash cards 118 to 135: *January, February, March, April, May, June, July, August, September, October, November, December, balloon, birthday party, birthday cake, birthday card, party hat, birthday present*

Star and Stella hand puppets (see page 13)

Activity Book: Activities A and B on pages AB54 and AB55

Extras: die for Play and learn

Warm-up activity CT1, CT2

1. Play an oral spelling game (see "How to play Spell it!" on page 21) to review the names of the months.

Play and learn

When's his birthday?
It's April 10th.
How old is he?
He's six.

1. Happy Birthday 38
November 2nd

2. 72
June

3. April

4. May 23rd
My Birthday

5. Happy Birthday 70
December

6. 14 Happy Birthday
October 11th

91

Play and learn CT1, CT2**Game for two players**

- Player One rolls the dice and asks a question, depending on the number showing on the dice. For example, if a three is rolled, the question needs to match the person in picture 3: "When's his birthday?"
- Player Two answers, with the answer matching the other part of picture 3, "It's April 10th."
- Player One then asks, "How old is he?"
- Player Two finds the clue in picture 3 (the number of candles on the cake) and answers, "He's six."
- Players take turns as player One and Two.

Play and learn CT1, CT2, CT3

1. Students play with the partner they found in the "Organizing groups" activity—one student to be player One and the other to be player Two. Show students how to play through a role-play. As player One (Stella), roll the dice to "3" and show your students. Point to the boy in picture 3 and ask "When's his birthday?" As player Two (Star), point to the calendar in picture 3 and answer, "It's April 10th." Return to the role of player One (Stella) and ask "How old is he?" As player Two (Star), count the candles on the cake and answer, "He's six." Show how to take turns. Remain as player Two (Star) and start the dialog again with a roll of the dice.
2. Ask questions to check that students know what to do. Play the game.
3. To conclude, ask students from different pairs to perform one round of the game for the class.
4. **Activity Book.** Ask students to complete activities A and B on page AB55.
5. To end the unit, use the flash cards to review the unit vocabulary.

Extra activity CT1, CT4

1. Play a written spelling game (see "How to play Write it!" on page 22) using the vocabulary on page 87 of the Student Book.

Organizing groups CT1

1. Have students review the unit language and regroup for the end-of-unit game by establishing their birthday order. Tell students that they are going to arrange themselves in a line from left to right across the front of the classroom, starting from those born in January to those born in December. Show students what to do. Tell your birthday and then stand in the appropriate place. Tell Star's birthday and have a student position him accordingly. Do the same with Stella.
2. Check that students know what to do by asking a student, "When's your birthday?" Once the student has answered, ask him or her to move into place. Repeat this step a couple of times, before getting all students up and asking and answering the question to find their place. Remove yourself, Star, and Stella from the line.
3. Make sure students are correctly ordered by having them call out their birthdays, starting from the earliest birth date in the year. Pair students while they stand in line and then tell them to take a seat with their new partners.

Grammar, Culture notes, Extension activities

Grammar CT2

Explain the contraction *Here's* as *Here is* and practice the different sentences using the Starship English flash cards to practice the substitutions.

Students have the opportunity to practice both cardinal numbers (1, 2, 3 ...) and ordinal numbers (1st, 2nd, 3rd ...). Play a game. Write these two sentences on the board: *I'm ____.* and *It's January ____.* Point to one of the sentences and numbers on the board or use the Starship English flash cards. Students must use the correct ordinal or cardinal form of each number.

Statements

Happy birthday.	Here's a	balloon. birthday cake. birthday card. birthday present. party hat.
-----------------	----------	---

Thank you.	You're welcome.
------------	-----------------

Questions

When's your	birthday? birthday party?	How old are you?
-------------	------------------------------	------------------

Answers

It's	January 1st. February __. March __. April __. May __. June __. July __. August __. September __. October __. November __. December __.	I'm eight.
------	---	------------

Culture notes CT1

Different cultures have different ways of celebrating birthdays. The traditional way for children in the US is with cards, gifts, and a birthday cake with candles—one candle for each year of age. Children sometimes have parties—either a family party or a party with friends at which games are played.

Extension activities CT2, CT5

1. It is natural for students to associate different seasons with different holidays and activities. You may want to create a calendar with students drawing or collecting pictures to show each season.
2. Add each student's birthday to the calendar or under months. Some teachers have a monthly birthday party for all students born in that month.
3. Each day, ask students to announce the date, using the month and day.


Phonics Pre A1.2 Unit 5


Phonics


Unit 5


Short u

A. Look, listen, and say. P-CD Track 61

1.  1. **run**

2.  2. **drum**

3.  3. **duck**

4.  4. **jump**


B. Listen, write, and read. P-CD Track 62

1. I like to _____.

2. This is a _____.



3. The _____ is yellow.



4. I can _____.





92

C. Listen and circle words with the short u sound. P-CD Track 63

1. slug  2. June 

3. bus  4. flute 


5. mug  6. truck 

D. Read the words that sound the same.

u + t ut nut hut cut	u + g ug jug mug slug	u + n un run sun fun	u + mp ump jump lump bump
----------------------------------	-----------------------------------	----------------------------------	---------------------------------------

E. Match the words that sound the same.

jug	run
nut	truck
bump	mug
sun	cut
duck	lump



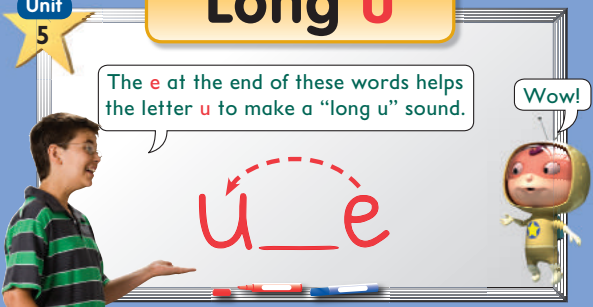
93

Unit 5


Long u


The **e** at the end of these words helps the letter **u** to make a "long u" sound.


Wow!

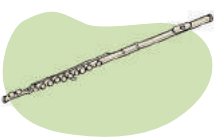


A. Look, listen, and say. P-CD Track 64

1.  1. **cute**



2.  2. **cube**



3.  3. **June**



4.  4. **flute**

94

B. Listen, fill in the letter e, and read. P-CD Track 65

1. mul _____  2. dun _____ 

3. prun _____  4. fus _____ 

5. tub _____  6. bugl _____ 

C. Listen and circle. P-CD Track 66

1 use fuse	2 tune dune	3 tube cube
4 cute flute	5 rule mule	6 prune June


D. Listen, write, and read. P-CD Track 67

1. My lizard is _____.

2. This is an ice _____.

3. My birthday is _____ 19th.

4. I play the _____.



95

Phonics Pre A1.2 Unit 5

Unit 5

Long u

The letters **ue** together make a "long u" sound in these words.

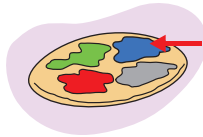
Okay.

A. Look, listen, and say.

P-CD Track 68



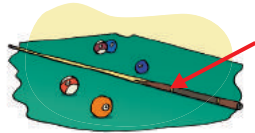
1. glue



2. blue



3. tissue



4. cue

96

B. Listen, fill in the letters ue, and read.

P-CD Track 69

- gl_____
- bl_____
- fiss_____
- c_____
- tr_____
- resc_____
- h_____
- cl_____
- aven_____

C. Listen and write the words.

P-CD Track 70

- _____
- _____
- _____
- _____
- _____
- _____

D. Listen, write, and read.

P-CD Track 71

- Here is my _____.
- This paint is _____.
- Here is the _____ box.
- This is a _____.



97

Unit 5

Long u

The letters **ui** together make a "long u" sound in these words.

Yes.

A. Look, listen, and say.

P-CD Track 72



1. fruit



2. juice



3. bruise



4. suit

98

B. Listen, fill in the letters ui, and read.

P-CD Track 73

- s_____t
- fr_____t
- j_____ce
- br_____se
- j_____cy
- cr_____se
- fr_____ty
- wets_____t
- recl_____t

C. Listen and write.

P-CD Track 74

- _____
- _____
- _____
- _____
- _____
- _____

D. Listen, write, and read.

P-CD Track 75

- I like to eat _____.
- I'll have _____, please.
- I have a _____ on my arm.
- My dad has a _____.



99

Phonics Pre A1.2 Unit 5 Answers

Short u (pages 92, 93)

B. 1 run, 2 drum, 3 duck, 4 jump; **C.** 1, 3, 5, 6; **E.** jug/mug, nut/cut, bump/lump, sun/run, duck/truck; **F.** 1 run, 2 drum, 3 duck, 4 jump; **G.** 3; **H.** 1 drum, 2 jug, 3 duck, 4 sun, 5 jump, 6 truck; **I.** duck, jump, drum.

Long u: u_e (pages 94, 95)

B. 1-6 e; **C.** 1 fuse, 2 dune, 3 tube, 4 cute, 5 rule, 6 June;
D. 1 cute, 2 cube, 3 June, 4 flute.

Long u: ue (pages 96, 97)

B. 1-6 ue; **C.** 1 true, 2 clue, 3 blue, 4 rescue, 5 glue, 6 hue;
D. 1 glue, 2 blue, 3 tissue, 4 cue.

Long u: ui (pages 98, 99)

B. 1-6 ui; **C.** 1 fruit, 2 bruise, 3 recruit, 4 wetsuit, 5 cruise, 6 juicy; **D.** 1 fruit, 2 juice, 3 bruise, 4 suit.

FOCUS

Theme

Talking about weather and seasons

Aim

Students learn how to: ask and tell about weather; identify seasons; ask and tell about seasons and preferred activities

Structures

- *Wh-* questions with *BE* (*What's your favorite season?*)
- Statements with *BE* (*It's cold and snowy.*) and *Y/N* questions (*Is it cold today?*)

Review: Affirmative and negative short answers (*Yes, it is. No, it isn't.*)

Vocabulary

favorite, season, weather, today, like, winter, spring, summer, fall, hiking, ice-skating, skateboarding, swimming, sunny, cloudy, rainy, windy, foggy, snowy, hot, cold, cool, warm

Unit 6 **What's your favorite season?** Track 57

Look, listen, and talk

What's your favorite season?

My favorite season is winter. I like ice-skating.

What's the weather like today?

It's cold and snowy.

Is it cold today?

No, it isn't. It's warm and sunny today.

100

Lesson preparations

Starship flash cards 136 to 153: *spring, hiking, summer, swimming, fall, skateboarding, winter, ice-skating, sunny, cloudy, rainy, windy, foggy, snowy, hot, warm, cool, cold*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 57, 58

Activity Book: Activities A, B on page AB56; C, D on page AB57

Extras: a Bingo board for each student (see page 155)

Warm-up activity CT1, CT2, CT4

1. Review the months of the year through a game of Bingo. Each student will need a Bingo board.
2. Students move around the room, asking others, "Is your birthday in [month]?" If the answer is "Yes, it is," that student's name is written on the Bingo board, in the same square as the month. The aim is to get five positive responses in a row—either down, across, or on a diagonal.
3. The game ends when the first person to get five positive responses in a row calls out "Bingo!"

Look, listen, and talk CT1, CT2, CT3

1. **Books closed.** Preview the language in the first two frames on page 100.
 - Ask Star, "What's your favorite season?" Tell the class his answer: "My favorite season is summer. I like swimming." Ask Star: "What's the weather like today?" Again, tell the class his answer: "It's hot and sunny." As you ask and answer these questions, show the flash cards for *summer, swimming, hot, and sunny* (words covered). Leave the cards on display.
 - Say, "Let's find out someone else's favorite season."
2. **Books open.** Ask students to look at the opening scene on page 100.
 - Ask, "Whose favorite season is winter?" (*Tom's*)
 - "Who's asking Tom the questions?" (*Star*)
 - "Who is Star talking to in the last frame?" (*Emma*)
3. **Track 57** Play CD Track 57, frame by frame. Ask students to point to the matching speech bubble on page 100 as each part is spoken.
4. Play the CD again, frame by frame. Ask the class to repeat each dialog with you.
5. Divide the class into two groups. Ask Group 1 to read the parts of Star and Tom in the first two frames and Group 2 to read the parts of Star and Emma in the last frame. Then ask the groups to swap parts and repeat.

Look, listen, and talk

Track 58


1. spring 2. hiking 3. summer 4. swimming
5. fall 6. skateboarding 7. winter 8. ice-skating
9. sunny 10. cloudy 11. rainy 12. windy 13. foggy 14. snowy
15. hot 16. warm 17. cool 18. cold

Talk.

What's your favorite season?

My favorite season is ____.

101

6. Divide the class into pairs. Ask each pair of students to take turns speaking the parts of Star, Tom, and Emma. Visit each pair of students and correct any pronunciation errors.
7. **Books closed.** Say, "Let's practice words for seasons and seasonal activities." Introduce the numbered words on page 101, one by one. First, model a word as you show the matching flash card. Keep the written word covered with your hand. Ask students to repeat the word with you several times. Then show the word, model it one more time, and leave the card on display. Repeat for the weather conditions and temperatures.
8.  Say, "Let's practice our words again. This time, close your eyes and listen carefully to the voice on the CD." Play CD Track 58. Pause as necessary for practice.
9. Return to the opening scene. Arrange the pairs of students into groups of four. Ask each pair to perform the scene for the other pair in their group.
10. **Activity Book.** Ask students to complete activities A and B on page AB56.

Talk CT1, CT2

1. **Books open.** Ask students the names of the two characters. (*Tessa and Dan*) Ask, "Who is asking the question?" (*Tessa*) "What does she want to know?" (*Dan's favorite season*) Ask students to complete Dan's dialog by filling in the gap with the name of a season. (*summer, fall, winter, spring*)
2. Ask pairs of students to practice the dialog. Ask each pair to take turns speaking both parts, and to choose different seasons. Listen carefully to students' pronunciation, correcting errors and offering praise.
3. Ask two or more pairs of students to perform the dialog for the class.
4. **Activity Book.** Ask students to complete activity C on page AB57. Check students' answers. Ask pairs of students to take turns speaking the two parts.

Phonics activities CT2

Students practice the /f/ and /v/ sounds in the following tongue twister: *I've five very fat fish for five favorite friends.*

1. Write the two sounds on the board. Model the /f/ sound. Walk among the students so they can all see how you make the sound. Ask, "What do I use to make this sound?" (*teeth on lips*) Have students practice the /f/ sound with you.
2. Repeat with the /v/ sound. Check that students realise the /v/ sound is also made with the teeth and lips.
3. Tell students to put their hands in front of their mouths as they make each sound. Ask, "Can you feel your breath on your hand?" (*Yes.*) Tell students to put their hands on their necks as they make the sounds. Ask, "Can you feel anything?" (*No, with /f/. Yes, with /v/.*)
4. Write the tongue twister on the board. Tell students to listen carefully. Say the tongue twister slowly three times. Emphasize /f/ and /v/ sounds. Tell students to repeat the tongue twister with you three times, slowly.
3. Tell students to listen carefully again. Say the tongue twister three times, clearly and quickly. Ask students to repeat it with you in the same way.

Extra activity CT3, CT4

1. **Activity Book.** Ask students to complete activity D on page AB57.

Sing

Track
59

What's the weather like today?

It's cool and foggy.
It's cool and foggy.
It's cool and foggy today.



What's the weather like today?

It's hot and sunny.
It's hot and sunny.
It's hot and sunny today.



What's the weather like today?

It's windy and cloudy.
It's windy and cloudy.
It's windy and cloudy today.



What's the weather like today?

It's cold and snowy.
It's cold and snowy.
It's cold and snowy today.



102

Sing CT3, CT5

1. **Books closed.** Use the flash cards to review the unit's eight "weather" words. Provide lots of praise. Say, "Let's listen to a song about what the weather is like today."
2. **Track 59 First listening.** Ask students to close their eyes and listen to the song. Play CD Track 59.
3. **Second listening.** Divide the class into pairs. Give each pair a set of "Weather" game cards. Ask each pair to arrange the cards in order as they listen to the song. Play CD Track 59 again. Ask the class to check that their cards are in the correct order.
4. **Third listening.** Ask students to sing along. Tell students they can use their cards as prompts. Replay CD Track 59.
5. **Books open.** Ask students to look at the pictures on page 102. Talk about the weather conditions in the pictures and point out that there is a picture for every verse in the song. Read the song with the students. Have them point to each picture as they read the matching verse.
6. **Fourth listening.** Ask students to sing along again. Replay CD Track 59.
7. **Activity Book.** Ask students to complete activities A and B on page AB58.
8. Ask the class to stand up and sing the song together. Encourage their best performance with Star and Stella as the audience. Play the CD as necessary.

Lesson preparations

Starship flash cards 136 to 153: *spring, hiking, summer, swimming, fall, skateboarding, winter, ice-skating, sunny, cloudy, rainy, windy, foggy, snowy, hot, warm, cool, cold*

Star and Stella hand puppets (see page 13)

Audio CD Tracks: 59, 60, 61, 62

Activity Book: Activities A, B on page AB58; A, B, C on page AB59 (CD Tracks 88, 89, 90)

Extras: a set of "Weather" game cards—*cool, foggy, hot, sunny, windy, cloudy, cold, snowy*—for each pair (see page 153)

Warm-up activity CT1, CT2

1. Have students conduct an oral survey to find out their classmates' favorite seasons and what they like to do. Walk up to a student and tell them to ask you the question, "What's your favourite season?" Answer, "My favorite season is summer. I like swimming."
2. Ask students to move around the classroom asking and answering questions about favorite seasons with different classmates.

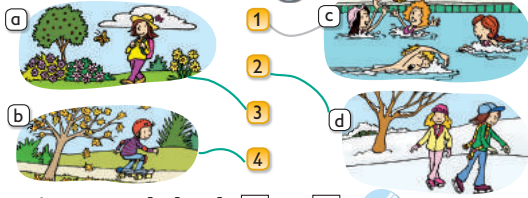


Listen

Listen

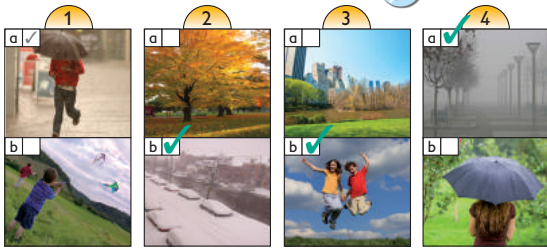
A. Listen and choose.

Track 60



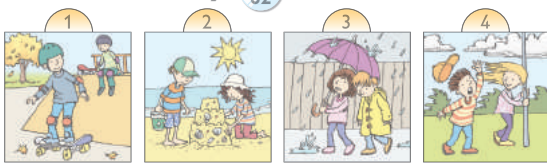
B. Listen and check a or b.

Track 61



C. Listen and say.

Track 62



103

2. Check that students know what to do. Play CD Track 60. Pause for students to match the pictures with the numbered boxes. Check students' answers.
3. Divide the class into pairs. Have students refer to their completed task and take turns asking and answering the question, "What's your favorite season?"
4. Ask four students to each perform one question and answer.
5. **Activity Book.** Ask students to complete activity A on page AB59 (CD Track 88).

B. Listen and check a or b CT1, CT2



Audio Script

Narrator: One

Male: Is it rainy today?

Female: Yes, it is.

Narrator: Two

Female: What's the weather like today?

Male: It's cold and snowy.

Narrator: Three

Male: Is it windy today?

Female: No, it isn't. It's cloudy today.

Narrator: Four

Female: What's the weather like today?

Male: It's cool and foggy.

A. Listen and choose CT1, CT2



Audio Script

Narrator: One

Boy: What's your favorite season?

Girl: My favorite season is summer. I like swimming.

Narrator: Two

Girl: What's your favorite season?

Boy: My favorite season is winter. I like ice-skating.

Narrator: Three

Boy: What's your favorite season?

Girl: My favorite season is spring. I like hiking.

Narrator: Four

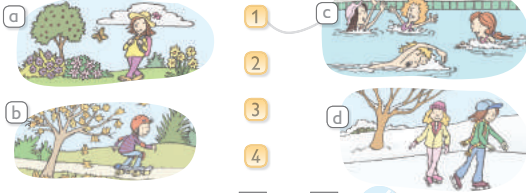
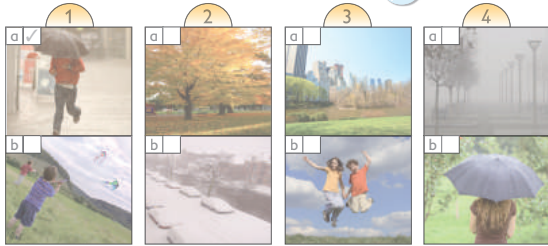
Girl: What's your favorite season?

Boy: My favorite season is fall. I like skateboarding.

1. **Books open.** Ask students to identify the seasons and activities in each of the four pictures. (a—spring/hiking, b—fall/skateboarding, c—summer/swimming, d—winter/ice-skating) Say, "Let's listen to four questions and answers about people's favorite seasons." Play One on CD Track 60. Use the worked example to model the activity.
2. Check that students know what to do. Play CD Track 60. Pause for students to match the pictures with the numbered boxes. Check students' answers.
3. Divide the class into pairs. Have students refer to their completed task and take turns asking and answering the question, "What's your favorite season?"
4. Ask four students to each perform one question and answer.
5. **Activity Book.** Ask students to complete activity A on page AB59 (CD Track 88).

Listen

A. Listen and choose.

Track
60B. Listen and check a or b.Track
61

C. Listen and say.

Track
62

103

1. **Books open.** Ask students to look at the four pictures in exercise C.
2. As students look at each picture, ask, "What can you say about this picture?" Have them consider season, activities, and weather conditions.
3. Say, "Let's practice speaking. First, listen to me." Tell students they will listen to statements, and then repeat them. Tell students to listen carefully as you show them what do. Play One on CD Track 62, and then repeat the statements.
4. Check that students know what to do. Play CD Track 62. Pause for students to repeat the sentences. Write them on the board as necessary.
5. When students have completed the exercise, work with them to suggest questions for each picture. (1—*What's your favorite season?* 2 to 4—*What's the weather like today?*) Divide the class into pairs and have them take turns to say the questions and answers.
6. Ask two or three pairs of students to perform the questions and answers.
7. **Activity Book.** Have students complete activity C on page AB59 (CD Track 90).

C. Listen and say CT1, CT2

Track
62

Audio Script

Narrator: One**Boy:** My favorite season is fall. I like skateboarding.**Narrator:** Two**Girl:** It's hot and sunny today.**Narrator:** Three**Girl:** It's cool and rainy.**Narrator:** Four**Boy:** It's cloudy and windy today.

Extra activities CT2, CT4

1. Ask students to write statements about their family members' favorite seasons. For example: My sister's favorite season is fall. She likes skateboarding.
2. Ask students to quietly review spelling aloud words for the seasons, activities, and weather conditions. This will prepare them for the warm-up activity in the next lesson.



Practice

Practice

A. Look and choose.

2 cloudy	1 snowy	4 windy
6 cold	3 sunny	5 rainy

B. Read and say.



Is it cool and cloudy today?
No, it isn't. It's warm and sunny.
My favorite season is fall.
I like skateboarding.
What's your favorite season?

C. Ask and answer.

What's the weather like today?



It's

104

Lesson preparations

Starship flash cards 136 to 153: *spring, hiking, summer, swimming, fall, skateboarding, winter, ice-skating, sunny, cloudy, rainy, windy, foggy, snowy, hot, warm, cool, cold*

Star and Stella hand puppets (see page 13)

Activity Book: Activities A, B on pages AB60, AB61

Extras: a set of "Seasons" game cards—*winter, spring, summer, fall*—for each pair (see page 154); dice for Play and learn

Warm-up activity

CT1, CT2

1. Play an oral spelling game (see "How to play Spell it!" on page 21) to review seasons, activities, and weather conditions.

A. Look and choose

CT1, CT3

1. **Books open.** Tell students to look at the six pictures and identify what they show. (*different weather conditions*) Say, "Let's match the words to the pictures."
 2. Model the exercise, using the worked example. Ask students to match the next weather condition (*snowy*) to a picture (*picture 1*). Ask them what to do next. (*Write 1 in the box.*)
 3. Ask students to complete the exercise alone. Check students' answers by calling out each number and asking the class to say the matching words.
4. **Activity Book.** Ask students to complete activity A on page AB60.

B. Read and say

CT2, CT3

1. **Books open.** Ask students to quickly look at the passage to find out what activity the boy likes. (*skateboarding*) Ask students to quietly read what the boy in the picture says. Ask, "What does he say the weather's like today?" (*warm and sunny*) "What's his favorite season?" (*fall*)
2. Say, "Let's practice reading aloud." Ask students to stand up and read the passage aloud together.
3. Divide the class into pairs. Ask students to take turns reading to each other.
4. Ask two or three students to take turns reading aloud to the class.
5. **Activity Book.** Ask students to complete activity B on page AB60.

C. Ask and answer

CT1, CT2

1. **Books open.** Say, "Let's practice speaking." Divide the class into pairs, student A and student B. Role-play the dialog. As student A, point to the question and ask, "What's the weather like today?" As student B, point to the answer and say, "It's windy." Show how to take turns. Remain in the role of student B, point to the question, and ask it. Step back into the role of student A, point to the answer, and ask students what to say. (*It's _____.*) Ask questions to check that students know what to do. Make sure they know to answer the question with as many different weather conditions as they can.
2. Move around the class and listen carefully as students practice the dialog.
3. Ask two or three pairs of students to perform the dialog for the class.

Play and learn

1		sunny
2		cool and windy
3		warm and cloudy
4		cold and snowy
5		cloudy and rainy
6		foggy

105

Play and learn CT1, CT2, CT3

Game for two players

- Player One rolls the dice and asks, “What’s the weather like today?”
- Player Two answers the question, depending on the number showing on the dice. For example, if a two is rolled, player Two needs to choose the words on the right that match picture “2”—*cloudy and rainy*. Player Two then uses those words to answer “It’s cloudy and rainy.”
- Players take turns as player One and Two.

1. Students play with the partner they found in the “Organizing groups” activity—one student to be player One and the other to be player Two. Show students how to play through a role-play. As player One (Stella), roll the dice to “2” and show your students. Point to picture 2 and ask, “What’s the weather like today?” As player Two (Star), point to the *cloudy and rainy* word box on the right and answer, “It’s cloudy and rainy.” Show how to take turns. Remain as player Two (Star) and start the dialog again with a roll of the dice.
2. Ask questions to check that students know what to do. Play the game.
3. To conclude, ask students from different pairs to perform one round of the game for the class.
4. **Activity Book.** Ask students to complete activities A and B on page AB61.
5. To end the unit, use flash cards to review the unit’s vocabulary.

Organizing groups CT1

1. Use pairs of “Seasons” game cards to review the unit language and regroup the students for the end-of-unit game. See “Organizing groups” on page 22.
2. Hand out one game card to each student. Check that students know what to do by asking them to tell Stella what to do. They should say that the aim of the activity is to find a partner through matching their cards. To find their partners, tell students to ask others, “What’s your favorite season?” Once partnered, tell them to sit together.
3. Make sure that students are partnered according to their matching cards. To do this, ask each student, pair by pair, “What’s your favorite season?”

Extra activity CT1, CT4

1. Play a written spelling game (see “How to play Write it!” on page 22) using the vocabulary on page 101 of the Student Book.

Grammar, Culture notes, Extension activities

Grammar CT2

This unit introduces the idea of preferences with the question *What's your favorite _____?* It also features an answer that uses the core words from the question: *My favorite season is _____.* Students will increasingly encounter versions of this structure in future levels of Starship English books.

Practice the questions and answers asking students to substitute the seasons and the adjectives describing the weather.

Statements

My favorite season is	fall. spring. summer. winter.
-----------------------	--

I like	hiking. ice-skating. skateboarding. swimming.
--------	--

Questions

What's your favorite season?

What's the weather like today?

Is it	cloudy cold cool foggy hot	rainy snowy sunny warm windy	today?
-------	--	--	--------

Answers

Yes, it is.

No, it isn't. It's	cold cool hot warm	and	cloudy foggy rainy snowy sunny windy	today.
-----------------------	-----------------------------	-----	---	--------

Culture notes CT1, CT2

Discussing the weather is a common conversational gambit used to fill in time and make small talk. For this reason, speakers will often state the obvious, noting the rain when two people are standing looking at it. It is a polite conversation filler.

Extension activities CT2, CT5

1. Ask students to draw or find magazine pictures of different types of weather. Label the pictures and display on a classroom wall.
2. Keep a graph to show the weather each day. You may want to add thermometers showing that each day is cold, cool, hot, or warm.
3. As a rotating job, ask students to give a weather report each day. They can talk about the weather and use any visual aids in the class or Starship English flash cards.

Lesson preparations

Star and Stella hand puppets (see page 13)

Audio CD Track: 63

Activity Book: Activities A, B, C on page AB42

Extras: Warm-up activity worksheet, make one for each group of four students [a 3-column table with the headings: time (11), birthdays (18), seasons and weather (18).]; six questions about the content of Units 5 and 6 for the Open Book Quiz

Warm-up activity CT1, CT2, CT4

- Tell students that today's lesson is a review. Use Star and Stella. Ask students to help the puppets remember what they learned. Prompt the students with clues. (*In unit 5 we talked about time and birthdays. In unit 6 we talked about seasons and weather.*)
- Say, "Let's write the words we know." Divide the class into groups of four students. Show students the worksheet. Remind them that:
 - There are 4 words about time, for example, one o'clock, and 7 words about what it's time for, for example, breakfast and recess.
 - There are 12 words about months, for example, January, and 6 words about birthdays, for example, balloon.
 - There are 4 words about seasons and what you like, for example, spring and hiking, and 10 words about weather, for example, sunny and hot.
- Ask the groups to think of one word for each column. Turn to Star and ask, "Is this a game?" Have him nod and say, "Yes. Let's do this quickly".
- Give each group a worksheet and check that students know where to write the words. Tell them they have 5 minutes to finish the work. Allow more time if necessary.
- The winning team is the first to complete the worksheet with correctly spelled words. Check spelling and ensure all teams have all the words in the correct places. Ask students to spell different words. Praise correct spelling and provide any missed words to complete the worksheet.

Review

A. Read and say.

B. Read again and match.

A. Read and say CT2, CT3

In this exercise, assess areas of your students' reading and speaking skills. First let them silently read the dialogs and look at the pictures, then note their reading fluency and their pronunciation as they read the dialogs in pairs.

- Introduce the exercise. Use Star to praise students for learning their Starship English words. Say, "Let's look at the words we've learned. Let's read them."
- Tell students to open their books to page 106. Tell them to look at the pictures, and then read the dialogs quietly on their own.
- Ask pairs of students to take turns to read the dialogs aloud. Each pair can perform the dialogs at least twice, swapping roles each time.

B. Read again and match CT2, CT3

In this exercise, assess your students' skill in reading for detail, and matching pictures and words.

- Tell students to read the sentences, read the dialogs again, and then match the sentences with the pictures to show who said what.
- Check students' answers.

C. Listen and check a or b. Track 63



What time is it, please?
How old are you?
When's your birthday?
What's your favorite season?

Your turn

107

In this exercise, test your students' listening comprehension skills as they listen to descriptions and match them to pictures.

1. Say, "Let's listen and match." Remind students that they have done this kind of activity before. Students need to look carefully at a pair of pictures and then check picture a or b.
2. Play Audio Track 63. Pause for students to check the picture boxes.
3. Check students' answers.

Your turn CT1, CT2, CT3

In this exercise, assess your students' ability to talk about themselves, using the language they've learned.

1. Divide the class into pairs. Ask students to take turns asking and answering questions. Encourage them to continue taking turns, using as many different words in the questions and answers as they can.
2. Move around the class, listening to students asking and answering questions. Check their pronunciation and encourage and praise their use of new words.

Activity Book. Ask students to complete activities A, B, and C on page AB62. This may be done in class or for homework.

C. Listen and check a or b CT1, CT2

Track 63 Audio Script

Narrator: One

Male: What time is it, please?

Female: It's four forty-five.

Narrator: Two

Female: How old are you?

Boy: I'm nine.

Narrator: Three

Female: Is it rainy today?

Male: Yes, it is.

Narrator: Four

Female: What time is it, please?

Male: It's seven fifteen. It's time for homework.

Narrator: Five

Male: What's the weather like today?

Female: It's cold and snowy.

Narrator: Six

Female: What time is it, please?

Male: It's six o'clock. It's time for dinner.

Extra activity CT1, CT2, CT3, CT4

End the Review with an Open Book Quiz.

1. Divide the class into teams of four and have them decide on a team name.
2. On the board, draw a table with 7 columns and a row for each team. Write the team names in the first column of the table on the board.
3. Describe the quiz to the students—there are six questions about Units 5 and 6. Tell students they can use their student books to search for the answers. Tell teams that one team member will need a pen and paper to write down the team's answers.
4. Ask the first question. Limit the time for searching for answers. When all the team writers have written down their team's answer and put down their pens, read out the correct answer. Award points and write them on the board.
5. Continue the quiz until all the questions have been asked. Then declare the winning team and congratulate all students for a great effort.

About me

Lesson preparations

Star and Stella hand puppets (see page 13)

Activity Book: Activity on page AB63

Extras: pictures of family members and famous people such as a king or queen.

Warm-up activity CT2

1. Tell students you will ask questions about them. This is an opportunity for students to show what they already know.
2. Ask students about their names, pets, relatives, and birthdays.
3. Ask students to interview each other with similar questions.

About me

Read, write, and draw.

Hello. My name's _____

My birthday is _____

I'm _____

My favorite season is _____

This is me.

This is my _____.
Her name's _____.

This is my _____.
His name's _____.

This is my pet.
It's a _____.

108

Read, write, and draw CT2, CT3, CT4, CT5

1. **Books open.** Ask students to look at the page and explain what they must do. These are exercises for students to write about themselves. They also need to draw pictures.
2. Play a game. Give different students one minute each to draw a picture of a pet or a person on the board. Let other students guess who or what the picture shows.
3. Focus on spelling. Ask, "How do you spell favorite?" Then ask students to write the word on the board. Continue randomly for the different vocabulary items.
4. Divide the class into pairs. Ask students to take turns saying and spelling the words to each other. Check that students know what to do.
5. Ask students to complete the exercises, drawing the pictures and filling in the blanks.

Activity Book. Ask students to complete the activity on page AB63. This may be done in class or for homework.

Extension activities CT2, CT4, CT5

1. In language students can understand, talk about pictures of family members or famous people. Show some pictures and ask students questions about them. For example, show pictures of a king or queen and ask students to describe the pictures. Students may use terms like *king* and *queen* if they have learned them elsewhere, but they might also talk about the pictured person's place in a family (such as mother or father), clothing, colors, and so on.
2. Discuss pets and encourage students to make a list of unusual pets.

Phonics Pre A1.2 Review Units 1-2


Phonics Review




A. Listen and circle.

P-CD
Track
76

1 frame fat	2 tap tail	3 hand hay
4 pad play	5 mat mate	6 rain ran
7 can cane	8 play airplane	9 sail spray

B. Say and match.

a  1. cake 2. gray 3. stamp 4. train

b  c  d 

110

C. Do the words sound the same? Write Yes or No.

1 ran / man	_____	2 grain / cane	_____
3 tap / tape	_____	4 gray / day	_____
5 date / play	_____	6 frame / paint	_____

D. Write ai, ay, or a_e and read the words.

1. cr___n___ 2. gr___n___ 3. tr___
4. sn___l___ 5. g___t___ 6. t___p___
7. spr___ 8. m___l___ 9. subw___

E. Read the story. Playing a Game

P-CD
Track
77

Kate and Sam play a game.
Sam has a bat.
Kate has a ball and a cap.
Sam hits the ball with the bat.
Kate catches it in her cap.
Oh, no. I see rain.
No games today.



111


Phonics Review




A. Listen and circle.

P-CD
Track
78

1 feel seal	2 sea peas	3 happy candy
4 team meat	5 windy sunny	6 seed read
7 wet pet	8 money honey	9 lend send

B. Say and match.

a  1. jeep 2. candy 3. desk 4. peanut

b  c  d 

112

C. Fill in the word that sounds the same.

read meat sunny sea bend tree

1. feet _____ 2. send _____
3. bead _____ 4. monkey _____
5. three _____ 6. pea _____

D. Write ee, ea, ey, or y and read the words.

1. gr___n___ 2. s___l___ 3. wind___
4. l___f___ 5. t___th___ 6. hon___
7. rain___ 8. t___m___ 9. b___tle

E. Read the story. A Sunny Weekend

P-CD
Track
79

It is the weekend.
It is a sunny day.
We go to the sea in a jeep.
I see three seals in the sea.
The seals want to play with me.
I am so happy! Yippee!



113

Phonics Pre A1.2 Review Units 3-4

Phonics Review

A. Listen and circle.



P-CD
Track
80

1 right night	2 tie pie	3 lime time
4 cry try	5 rice ice	6 fly sky
7 dried dry	8 kite bike	9 high sigh

B. Say and match.

a  1. crib 2. rice 3. light 4. pie

b 

c  d 

114

C. Fill in the word that sounds the same.

dried cry time slide right high

- lime _____
- tried _____
- ride _____
- night _____
- sigh _____
- try _____

D. Write i_e, igh, ie, or y and read the words.

- t__m__
- n____t
- m__
- t____
- f__v__
- str__p__
- dr__
- p____
- l____t

E. Read the story.

P-CD
Track
81

Flying High

It is a windy day today.
Mike and I will fly our kites.
Mike has a red kite.
I like my pink kite.
Mike's kite flies high in the sky.
My kite flies higher.



115

Phonics Review

A. Listen and circle.

P-CD
Track
82

1 boat float	2 bow blow	3 hose rose
4 toe hoe	5 cone bone	6 sock rock
7 smoke choke	8 pose nose	9 toast oats

B. Say and match.

a  1. socks 2. arrow 3. rope 4. coat

b 

c  d 

116

C. Fill in the word that sounds the same.

goat fox crow yellow rock rose

- snow _____
- nose _____
- elbow _____
- coat _____
- lock _____
- socks _____

D. Write oa, ow, or o_e and read the words.

- g____t
- c__n__
- yell____
- h__s__
- bl____
- fl____t
- elb____
- r____d
- r__p__

E. Read the story.

P-CD
Track
83

At the Pond

It's hot today.
I can play with my boat.
It has a rope.
It floats on the pond.
I see a shadow on the pond.
It's a toad on a log!



117

Phonics Pre A1.2 Review Unit 5


Phonics Review


A. Listen and circle.

P-CD
Track
84

1 flute cute	2 mug jug	3 juice juicy
4 true clue	5 tube cube	6 fruit suit
7 prune June	8 jump drum	9 tune dune

B. Say and match.

a 


c 


1. truck

2. cue

3. fruit

4. prune

b 

d 

118

C. Fill in the word that sounds the same.

truck suit cruise lump glue June

1. blue _____
2. tune _____
3. duck _____
4. fruit _____
5. bruise _____
6. bump _____

D. Write u, e, ui, or ue and read the words.

1. s____t
2. m__l__
3. tiss____
4. aven____
5. f__s__
6. fr____t
7. resc____
8. b__gl__
9. br____se

E. Read the story.

P-CD
Track
85

Making Music

Sue has a drum.
She has a flute and a bugle too.
Sue can play a tune on her flute.
She can play a tune on her bugle too.
But Sue likes to bang on her drum!



119

Phonics Pre A1.2 Review Units 1–5 Answers

Unit 1 (pages 110, 111)

A. 1 frame, 2 tail, 3 hay, 4 play, 5 mate, 6 rain, 7 cane, 8 airplane, 9 sail; **B.** 1 c, 2 d, 3 a, 4 b; **C.** 1 Yes, 2 Yes, 3 No, 4 Yes, 5 No, 6 No; **D.** 1 a_e, 2 ai, 3 ay, 4 ai, 5 a_e, 6 a_e, 7 ay, 8 ai, 9 ay.

Unit 2 (pages 112, 113)

A. 1 seal, 2 sea, 3 happy, 4 meat, 5 sunny, 6 seed, 7 wet, 8 honey, 9 send; **B.** 1 c, 2 d, 3 a, 4 b; **C.** 1 meat, 2 bend, 3 read, 4 sunny, 5 tree, 6 sea; **D.** 1 ee, 2 ea, 3 y, 4 ea, 5 ee, 6 ey, 7 y, 8 ea, 9 ee.

Unit 3 (pages 114, 115)

A. 1 night, 2 tie, 3 time, 4 cry, 5 rice, 6 sky, 7 dried, 8 kite, 9 sigh; **B.** 1 b, 2 d, 3 a, 4 c; **C.** 1 time, 2 dried, 3 slide, 4 right, 5 high, 6 cry; **D.** 1 i_e, 2 igh, 3 y, 4 ie, 5 i_e, 6 i_e, 7 y, 8 ie, 9 igh.

Unit 4 (pages 116, 117)

A. 1 float, 2 blow, 3 hose, 4 hoe, 5 bone, 6 sock, 7 smoke, 8 nose, 9 toast; **B.** 1 b, 2 d, 3 a, 4 c; **C.** 1 crow, 2 rose, 3 yellow, 4 goat, 5 rock, 6 fox; **D.** 1 oa, 2 o_e, 3 ow, 4 o_e, 5 ow, 6 oa, 7 ow, 8 oa, 9 o_e.

Unit 5 (pages 118, 119)

A. 1 flute, 2 jug, 3 juicy, 4 true, 5 cube, 6 suit, 7 June, 8 jump, 9 dune; **B.** 1 c, 2 d, 3 b, 4 a; **C.** 1 glue, 2 June, 3 truck, 4 suit, 5 cruise, 6 lump; **D.** 1 ui, 2 u_e, 3 ue, 4 ue, 5 u_e, 6 ui, 7 ue, 8 u_e, 9 ui.

"Characters" game cards



Tessa



Dan



Emma



Tom



Star



Stella

"Family" game cards



mother



father



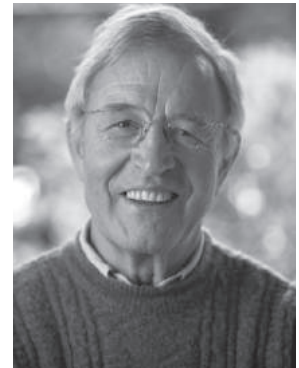
grandma



sister



brother



grandpa



sisters



brothers



family

"Pets" and "Adjectives" game cards



a cat



a dog



a fish



a bird



a mouse



a turtle

pretty

small

young

happy

"Food and drinks" game cards



an apple



an orange



milk



water



a banana



a mango



soda pop



juice

"Food and drinks" game cards



a hamburger



a muffin



a donut



a sandwich



a cookie



a hot dog

"Rooms" game cards



kitchen



dining room



living room



bedroom



bathroom



balcony



hall



kitchen

"Toys" and "Colors" game cards



animals



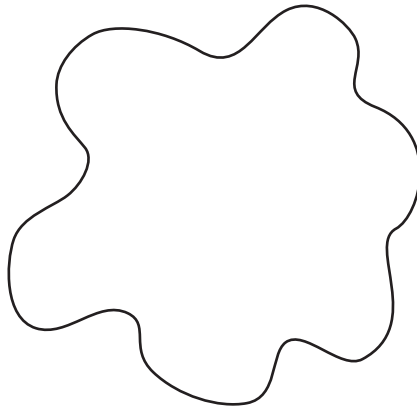
cars



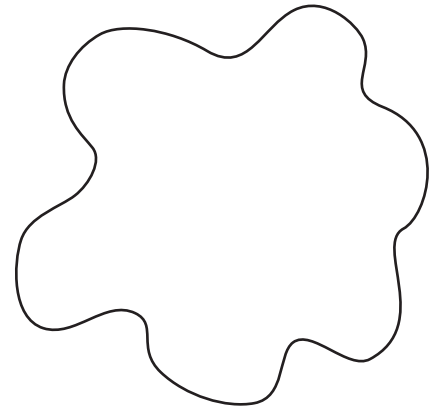
dinosaurs



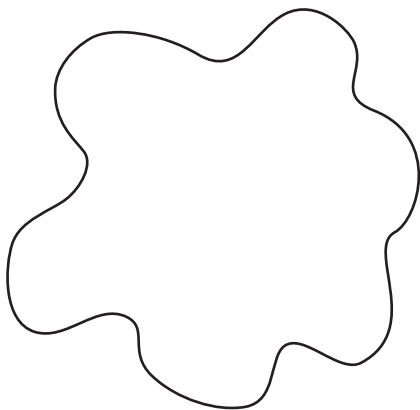
robots



purple



brown



green

"Times" game cards



seven o'clock



ten fifteen



twelve thirty



six forty-five



nine o'clock

"Daily activities" game cards



breakfast



recess



lunch



dinner



bed

"Ages" and "Dates" game cards



six



seven



eight



nine



March 21st



June 22nd



September 23rd



December 24th

"Weather" game cards



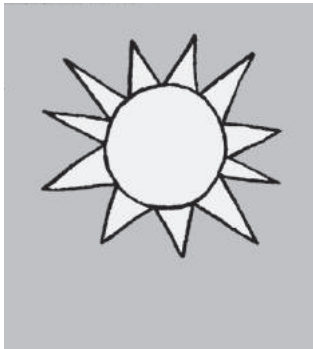
cool



foggy



hot



sunny



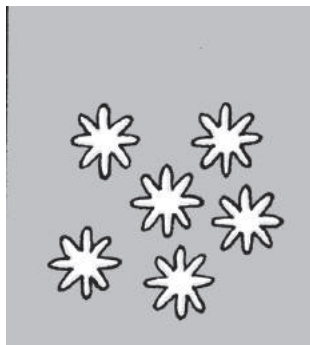
windy



cloudy



cold

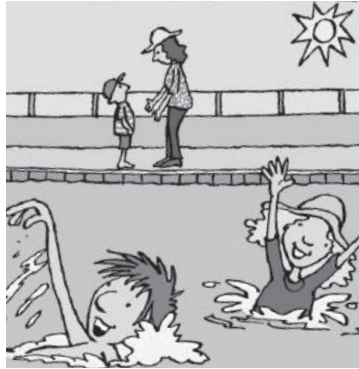


snowy

"Seasons" game cards



spring



summer



winter



fall

Bingo board

January	October	July	May	February
August	February	March	April	July
March	December	FREE	September	April
June	March	May	August	January
December	July	October	February	November



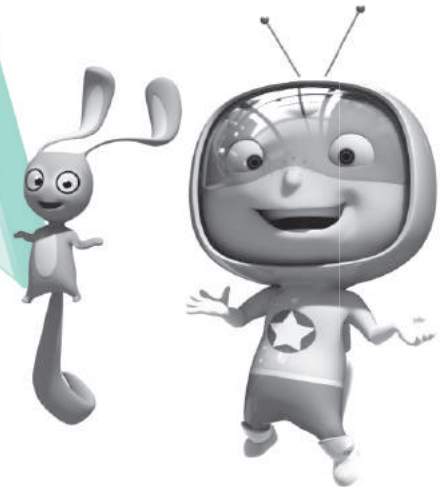
Starship
English

Well Done

This certificate is awarded to

for

signed: _____



Word list

A

a
afternoon
and
animals
apple
April
an
are
aren't
August

B

balcony
balloon
balls
banana
bathroom
bed
bedroom
between
big
bird
birthday
birthday cake
birthday card
birthday party
birthday present
black
blue
breakfast
brother
brothers
brown

C

cars
cat
cloudy
cold
color
cookie
cool

D

day
December
dining room
dinner
dinosaurs
do

does
dog
dolls
donut

E

eight
eighteen
eighteenth
eighth
eighty
eleven
eleventh
evening

F

fall
family
fat
father
favorite
February
fifteen
fifteenth
fifth
fifty
first
fish
five
foggy
for
forty
forty-five
four
fourteen
fourteenth
fourth
Friday

G

good-bye
grandma
grandpa
green

H

hall
hamburger
happy
have
he

hello
her
here
here's
he's
hi
hiking
his
homework
hot
hot dog
how

I

I
ice-skating
I'm
in
is
isn't
it
it's

J

January
juice
July
June

K

kitchen

L

like
living room
lunch

M

mango
many
March
May
meet
milk
Monday
morning
mother
mouse
muffin
my

N

name
name's
next to
nice
nine
nineteen
nineteenth
ninth
ninety
no
none
November

O

o'clock
October
old
one
one hundred
opposite
orange

P

party hat
pet
pet's
pets
pink
please
pretty
purple

R

rainy
recess
red
robots

S

sad
sandwich
Saturday
school
season
second
September
seven
seventeen
seventeenth

seventh
seventy
she
she's
skateboarding
sister
sisters
six
sixteen
sixteenth
sixth
sixty
small
snowy
soda pop
spell
spring
summer
Sunday
sunny
swimming

T

ten
tenth
thanks
thank you
the
they
they're
thin
third
thirteen
thirteenth
thirtieth
thirty
thirty-first
thirty-one
this
three
Thursday
time
to
today
too
trains
Tuesday
turtle
twelfth
twelve
twentieth
twenty

twenty-eight
twenty-eighth
twenty-fifth
twenty-first
twenty-five
twenty-four
twenty-fourth
twenty-nine
twenty-ninth
twenty-one
twenty-second
twenty-seven
twenty-seventh
twenty-six
twenty-sixth
twenty-third
twenty-three
twenty-two
two

U

ugly

W

want
warm
water
weather
Wednesday
welcome
what
what's
when's
where's
white
who
who's
windy
winter

Y

yellow
yes
you
young
your
you're

Z

zero

Scope and sequence

Unit 1

Theme	Functions	Structure	Language Items	Vocabulary
Welcome to Starship English!				
Introductions Names Starship English kids	Greetings <ul style="list-style-type: none"> Introducing oneself and others Asking and telling someone's name 	<ul style="list-style-type: none"> Contracted forms of <i>BE</i>, present tense, statements and questions <i>Wh</i>- questions with <i>BE</i> (<i>What's</i>) Possessive adjectives: <i>my, your, his, her</i> 	Hi. Hello. What's his/her/your name? How do you spell _____? His/her/my name's____. Good-bye.	Words hi, hello, my, name, name's, what's, his, her, your, good-bye, how, do, you, spell, letters of the alphabet
This is my family.				
Families	<ul style="list-style-type: none"> Greetings, formal introductions Introducing family members Asking about people 	<ul style="list-style-type: none"> <i>BE</i> statements (singular and plural) <i>Wh</i>- questions with <i>BE</i> (<i>Who's, Who are</i>) Subject pronouns: <i>she, he, they</i> Possessive adjectives and nouns 	This is my family. Who's he/she? Who are they? She's my mother. He's my grandpa. They're my sisters. This is my brother. It's nice to meet you. It's nice to meet you, too.	Words sister(s), brother(s), mother, father, grandma, grandpa
Phonics				
Short a, Long a – a_e, Long a – ai, Long a – ay				

Unit 2

Theme	Functions	Structure	Language Items	Vocabulary
Is she happy?				
Characteristics and emotions	<ul style="list-style-type: none"> Describing characteristics and emotions (using pets) 	<ul style="list-style-type: none"> Statements and questions with <i>BE</i> (singular and plural) Predicate adjectives Affirmative and negative short answers (singular and plural) 	My pet's a mouse. He's pretty. Yes, he is. Is your cat/Are your pets sad? No, she isn't. No, they aren't. Is she/Are they happy? Yes, she is. She's happy. Yes, they are. They're happy.	Words big, small, pretty, ugly, thin, fat, young, old, happy, sad, bird, fish, cat, dog, mouse, turtle
Phonics				
Short e, Long e – ee, Long e – ea, Long e – ey/y				

Unit 3

Theme	Functions	Structure	Language Items	Vocabulary
I want juice, please.				
Kitchen and food	<ul style="list-style-type: none"> Asking about and expressing preferences Talking about different food 	<ul style="list-style-type: none"> Wh- questions with <i>do</i> Indefinite articles <i>a, an</i> 	What do you want? I want juice, please. _____, do you want juice/a banana? No, thanks, I want water/an apple, please. Yes, please.	Words a, an, water, milk, juice, soda pop, banana, orange, apple, cookie, mango, hamburger, muffin, sandwich, donut, hot dog, please, thanks
Where's your bedroom?				
Around the home	<ul style="list-style-type: none"> Asking about places Describing locations 	<ul style="list-style-type: none"> Wh- questions with <i>BE</i> (<i>Where's</i>) Prepositions of place Prepositional phrases 	This is the dining room. It's next to the balcony. Where's your bedroom/the living room? It's between the kitchen and the bathroom. It's opposite the kitchen.	Words kitchen, living room, bedroom, dining room, balcony, hall, bathroom, next to, between, opposite
Phonics				
Short i, Long i – i_e, Long i – igh, Long i – ie/y				

Unit 4

Theme	Functions	Structure	Language Items	Vocabulary
How many robots do you have?				
Toys	<ul style="list-style-type: none"> Asking about toys 	<ul style="list-style-type: none"> Questions with <i>how many</i> Questions about color 	How many robots/dinosaurs do you have? One/Seven. What color is it? It's red. What color are they? They're green and yellow. How many dinosaurs does he have? None!	Words balls, dolls, cars, trains, animals, robots, dinosaurs, black, blue, brown, green, pink, purple, red, white, orange, yellow, none
Phonics				
Short o, Long o – o_e/oe, Long o – oa, Long o – ow				

Unit 5

Theme	Functions	Structure	Language Items	Vocabulary
What time is it, please?				
Telling time	<ul style="list-style-type: none"> Asking and telling time Digital time Analog time 	<ul style="list-style-type: none"> Wh- questions (<i>What</i>) with <i>BE</i> Statements with <i>BE</i> 	What time is it, please? It's seven/eight/nine o'clock. It's time for breakfast/ school/ bed/ recess/ lunch/ dinner/ homework. It's ten fifteen/ twelve thirty/ six forty-five/ seven fifteen.	Words time, breakfast, lunch, dinner, o'clock, school, recess, homework, bed
Birthday party!				
Age and birthdays	<ul style="list-style-type: none"> Birthday greetings Asking and telling about age Identifying one's birthday 	<ul style="list-style-type: none"> Wh- questions (<i>how old, when</i>) with <i>BE</i> and short answers 	When's your birthday? It's September 16th. It's my birthday today. How old are you? I'm eight. Happy birthday! Here's a birthday present. Thank you. You're welcome.	Words months of the year, birthday party, card, present, cake, hat, balloon Expressions Happy birthday, Thank you, You're welcome
Phonics				
Short u, Long u – u_e, Long u – ue, Long u – ui				

Unit 6

Theme	Functions	Structure	Language Items	Vocabulary
What's your favorite season?				
Talking about weather and seasons	<ul style="list-style-type: none"> Asking and telling about the weather Identifying seasons Asking and telling about seasons and preferred activities 	<ul style="list-style-type: none"> Wh- questions (<i>What's</i>) with <i>BE</i> Statements with <i>BE</i> and Y/N questions. 	What's your favorite season? My favorite season is winter. I like ice-skating. What's the weather like today? It's cold and snowy. Is it cold today? No, it isn't. It's warm and sunny today.	Words favorite, season, weather, today, like, winter, spring, summer, fall, hiking, ice- skating, skateboarding, swimming, sunny, cloudy, rainy, windy, foggy, snowy, hot, cold, cool, warm
Phonics				
Review: Short and Long Vowels				

Activity Book Pre A1.2 Answers

Unit 1 Welcome to Starship English!

Page AB4: A. 1 c; 2 a; 3 f; 4 b; 5 d; 6 e
B. a; B; d; e; F; H; j; m; P; R; t; w; Y; z

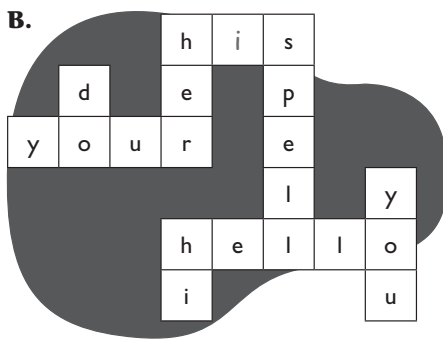
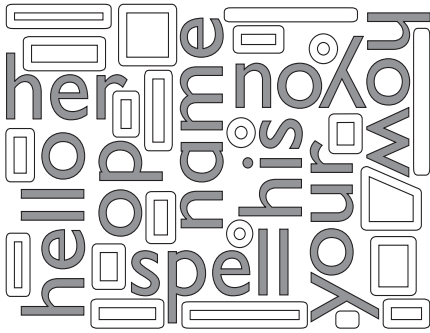
Page AB5: C. 2; 1; 4; 3 **D.** 1 Star; 2 Emma **E.** Answers will vary.

Page AB6: A. 1 My; 2 Hello; 3 her; 4 name's; 5 His; 6 Good-bye **B.** Tessa

Page AB7: A. 1 d; 2 a; 3 c; 4 b **B.** 1 C. a 6; b 2; c 4; d 1; e 5; f 3

Page AB8: A. 1 o, y; 2 e; 3 i; 4 e
B. 1 What's your name? 2 What's her name? 3 Her name's Stella.
C. Stella, Star

Page AB9: A.



Unit 1 This is my family.

Page AB10: A. 1 c; 2 b; 3 d; 4 a; 5 f; 6 e
B. 1 i, s; 2 s, i, e, o; 3 h, y m

Page AB11: C. 3, 1, 2 **D.** Answers will vary.

Page AB12: A. 1 father; 2 mother; 3 grandma; 4 grandpa; 5 brother; 6 sisters

Page AB13: A. 1 a; 2 c; 3 e; 4 b; 5 d
B. 1 C. a 1; b 4; c 6; d 3; e 2; f 5

Page AB14: B. mother, father, brother

Page AB15: A.

x	c	s	f	a	t	h	e	r	a
v	g	r	a	n	d	m	a	x	c
a	d	s	s	r	c	a	y	o	d
s	s	i	s	t	e	r	s	b	z
f	n	g	r	a	n	d	p	a	a
m	o	t	h	e	r	v	s	d	m
q	e	r	t	y	u	i	o	p	r
a	b	r	o	t	h	e	r	s	t
d	f	g	h	j	k	l	n	x	t
u	t	h	e	y	y	t	r	z	f
m	y	t	v	a	z	b	s	h	e

B. 1 a; 2 o; 3 e; 4 r; 5 t; 6 d

Unit 2 Is she happy?

Page AB16: A. 1 a; 2 e; 3 d; 4 b; 5 c; 6 f
B. 1 a, p; 2 e; 3 a; 4 g; 5 i; 6 u; 7 l; 8 a

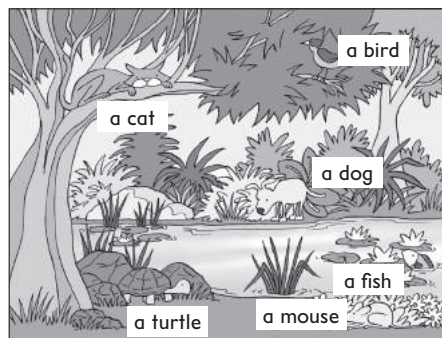
Page AB17: C. 3, 2, 1 **D.** 1 No, she isn't. 2 Are your pets happy? 3 Yes, they are. 4 No, they aren't. 5 My pet's a dog. 6 Is your pet young?

Page AB18: A. 1 turtle; 2 cat; 3 dog; 4 fish; 5 bird; 6 mouse **B.** bird

Page AB19: A. 1 b; 2 d; 3 e; 4 c; 5 a
B. 3 C. a 1; b 2; c 5; d 4; e 3; f 6

Page AB20: A. 1 My; 2 dog; 3 pretty; 4 She's **B.** happy (dog), fat (cat), pretty (fish), big (turtle).

Page AB21: A.



B. My pet's old.

Review Units 1, 2

Page AB22: A. 1 Hello. My name is Tom. 2 He's my grandfather. 3 This is my turtle. **B.** 1 e, u; 2 e; 3 h **C.** 1 your; 2 happy; 3 she; 4 Is; 5 sad; 6 isn't

Learn more

Page AB23: A. 1 twenty; 2 thirteen; 3 one; 4 8; 5 16 **B.** Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday **C.** nine, three, seven

Unit 3 I want juice, please.

Page AB24: A. 1 d; 2 c; 3 e; 4 f; 5 a; 6 b
B. an apple, a muffin, a mango

Page AB25: C. 3, 1, 2 **D.** 1 a, a, l; 2 o, o, a; 3 o, a, a; 4 n, i, a **E.** Answers will vary.

Page AB26: A. 1 water; 2 milk; 3 orange; 4 apple; 5 hot dog; 6 cookie **B.** orange, banana, milk

Page AB27: A. 1 a; 2 d; 3 e; 4 b; 5 c
B. 1 C. 1 b; 2 d; 3 a; 4 c

Page AB28: A. 1 want; 2 orange; 3 No; 4 please **B.** a sandwich, a cookie, soda pop, a hot dog

Page AB29: A. Across 1 mango; 4 apple; 5 water; Down 1 milk; 2 orange; 3 sandwich **B.** thanks

Unit 3 Where's your bedroom?

Page AB30: A. 1 e; 2 c; 3 b; 4 f; 5 a; 6 d
B. 1 Where's; 2 dining room; 3 next to

Page AB31: C. 2, 3, 1 **D.** 1 Where's your bedroom? 2 It's next to the living room. 3 Where's the dining room? **E.** Answers will vary.

Page AB32: A. 1 bedroom; 2 living room; 3 dining room; 4 bathroom; 5 kitchen; 6 balcony

Page AB33: A. 1 c; 2 d; 3 b; 4 a **B.** 2 C. 1 opposite; 2 next to; 3 opposite; 4 between

Page AB34: A. 1 balcony; 2 opposite, room **B.** living room, kitchen, balcony

Page AB35: A.

b	a	t	h	r	o	o	m	f
h	o	p	p	o	s	i	t	e
s	g	h	i	j	k	c	w	q
d	k	i	t	c	h	e	n	f
d	b	s	e	s	b	p	o	z
b	e	d	r	o	o	m	a	c
b	d	s	e	s	n	r	b	s
d	g	b	a	l	c	o	n	y
e	a	d	k	x	d	b	e	s
s	b	e	t	w	e	e	n	x

B. 1 h, i, m; 2 i, s, i, o; 3 e, e, i; 4 e, t

Unit 4 How many robots do you have?

Page AB36: A. 1 f; 2 a; 3 c; 4 b; 5 e; 6 d **B.** 1 o, m, o, o, o, v; 2 e; 3 h, o, e; 4 l, o, n, l

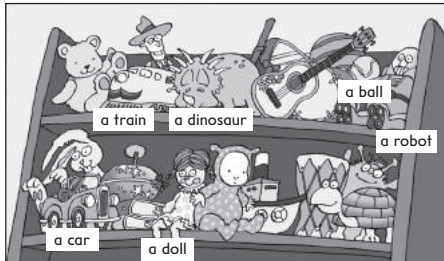
Page AB37: C. 1 How many robots do you have? 3 How many dinosaurs do you have? 4 Two. 2 Three. **D.** Answers will vary.

Page AB38: A. 1 animals; 2 Three; 3 color; 4 Black; 5 red

Page AB39: A. 1 d; 2 e; 3 c; 4 a; 5 b **B.** 3 **C.** 1 2; 2 6; 3 5; 4 3; 5 1; 6 4

Page AB40: A. dinosaurs, Nine, color, Red, yellow **B.** a car, a train, a dinosaur

Page AB41: A.



B. dinosaurs

Review Units 3, 4

Page AB42: A. 1 Where is your bedroom? 2 It's next to the kitchen.

3 Do you want juice? 4 I want water, please. **B.** 1 e, e, e, i, e; 2 e, o, i, o; **C.** 1 you; 2 mango; 3 thanks; 4 apple

Learn more

Page AB43: A. sixty-one 61; twenty-three 23; twenty-third 23rd; seventy-first 71st; ninety-nine 99; eighty-second 82nd **B.** 51, fifty-two, fifty-three, 54, 55, fifty-six, 57, fifty-eight, 59, sixty **C.** first, second, third, fourth

Unit 5 What time is it, please?

Page AB44: A. 1 b; 2 f; 3 d; 4 c; 5 e; 6 a **B.** 1 h, i, e, l; 2 t, c; 3 h; 4 r, e, r

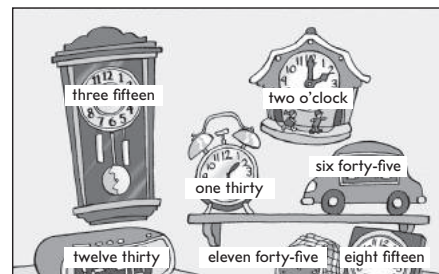
Page AB45: C. 3, 1, 2 **D.** Answers will vary. **E.** 10:00, 9:30, 6:15

Page AB46: A. 1 eight o'clock; 2 school; 3 ten fifteen; 4 recess; 5 nine o'clock; 6 bed **B.** six forty-five

Page AB47: A. 1 c; 2 a; 3 e; 4 b; 5 d **B.** 1 **C.** 1 nine o'clock; 2 4:45; 3 6:15; 4 twelve thirty; 5 10:15; 6 seven o'clock

Page AB48: A. twelve, lunch, six thirty, time **B.** breakfast, lunch, dinner

Page AB49: A.



B. It's time for bed.

Unit 5 Birthday party!

Page AB50: A. 1 c; 2 b; 3 a; 4 f; 5 d; 6 e **B.** 1 r; 2 h; 3 a; 4 c, b; 5 l; 6 e, m; 7 e; 8 p

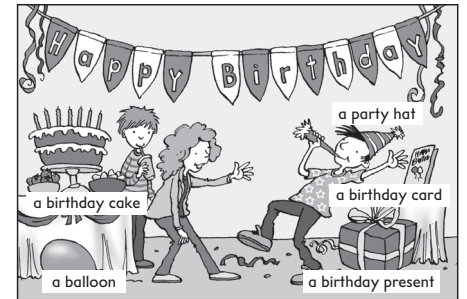
Page AB51: C. 2, 1, 3 **D.** 1 When's your birthday? 2 How old are you? **E.** Answers will vary.

Page AB52: A. 1 balloon; 2 birthday card; 3 birthday present; 4 birthday cake **B.** eight

Page AB53: A. 1 d; 2 f; 3 a; 4 c; 5 b; 6 e **B.** 3 **C.** 1 1st; 2 30th; 3 3rd; 4 21st; 5 23rd

Page AB54: A. April, birthday, eight, old **B.** a birthday card, a birthday cake, a party hat

Page AB55: A.



B. 1 January, 2 February, 3 March, 4 April, 5 May, 6 June, 7 July, 8 August, 9 September, 10 October, 11 November, 12 December

Unit 6 What's your favorite season?

Page AB56: A. 1 f; 2 b; 3 a; 4 e; 5 c; 6 d **B.** 1 My favorite season is summer. 2 What's the weather like today? 3 It's hot and sunny.

Page AB57: C. 1, 4, 2, 3 **D.** 1 i, o, l; 2 s, o, a; 3 t, l, a

Page AB58: A. 1 sunny; 2 windy; 3 rainy; 4 snowy

Page AB59: A. 1 a; 2 d; 3 c; 4 b **B.** 1 **C.** a 1; b 4; c 3; d 2; e 5

Page AB60: A. weather, windy, today, favorite **B.** fall, spring, summer, winter

Page AB61: A. a rainy; b cloudy; c snowy; d sunny **B.** ice-skating

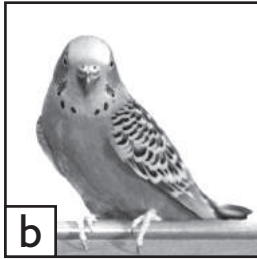
Review Units 5, 6

Page AB62: A. 1 What's the weather like today? 2 It's warm and sunny. 3 What time is it? 4 It's twelve o'clock. **B.** 1 l, u, t; 2 n **C.** 1 time; 2 thirty; 3 breakfast

About me

Page AB63: A. Answers will vary.

A. Read and match.



1 a bird

2 mother

3 brother

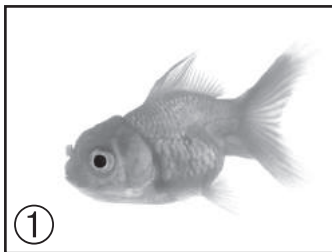
4 a mouse

5 grandma

6 grandpa



B. Write the missing words. Read the chant.



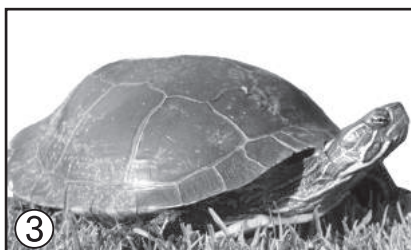
My pet's a ①



My pet's a ②

My pet's a ③

My pet's a ④



C. Unscramble the sentences.

1. sad? Is bird your

2. name? his What's

3. family. This my is

4. Tessa? spell do How you

D. Write the missing letters.

1	g__ od-b__ e
---	--------------

2	fat__ e__
---	-----------

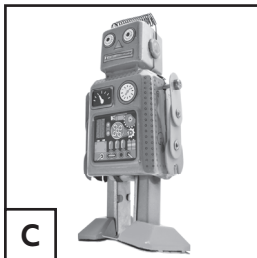
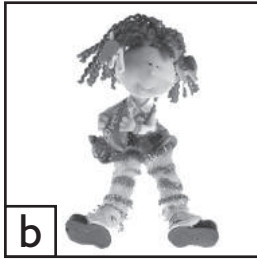
3	pr__ tt__
---	-----------

4	si__ t__ rs
---	-------------

5	you__ g
---	---------

6	h__ pp__
---	----------

A. Read and match.



1 a doll

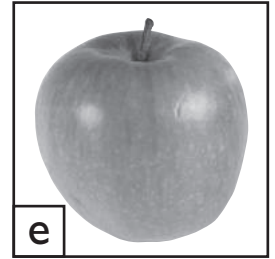
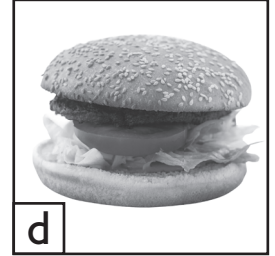
2 milk

3 a hamburger

4 a robot

5 a car

6 an apple



B. Read and write the words.

cookie

color

next

bananas

1. How many _____ do you have?

2. I want a _____, please.

3. The hall is _____ to the bedroom.

4. What _____ is your car?

C. Unscramble the sentences.

1. cookies How have? do many you

2. color What it? is

3. room. opposite It's dining the

4. balcony. It's to next the

D. Write the missing letters.

1	b ___ dro ___ m
---	-----------------

2	sa ___ dwi ___ h
---	------------------

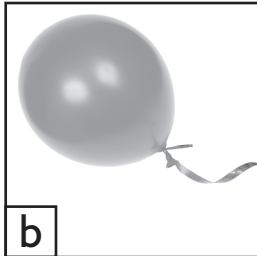
3	d ___ no ___ aurs
---	-------------------

4	ma ___ go
---	-----------

5	a ___ imal ___
---	----------------

6	ki ___ ch ___ n
---	-----------------

A. Read and match.



1 sunny

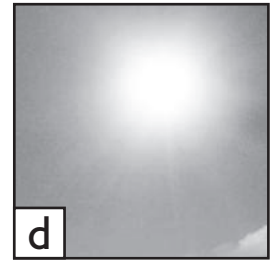
2 a birthday card

3 a balloon

4 a birthday cake

5 cloudy

6 windy



B. Write the missing letters.

1 It's ti__e f__r br__ak__ast.

2 W__en's yo__r b__rth__ay?

3 My fa__o__ite se__s__n is s__m__er.

4 W__at t__me is it, ple__s__?

C. Unscramble the sentences.

1. birthday a card. Here's.

2. today? like the What's weather

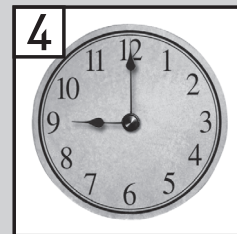
3. my It's today. birthday

4. for time school. It's.

5. warm it today? Is

6. It's snowy. cold and

D. Look and choose.



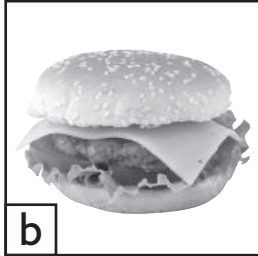
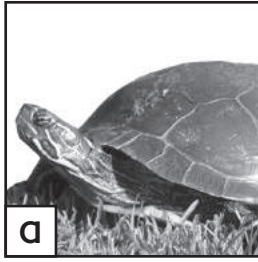
one thirty

four forty-five

nine o'clock

one forty-five

A. Read and match.



1 a hamburger

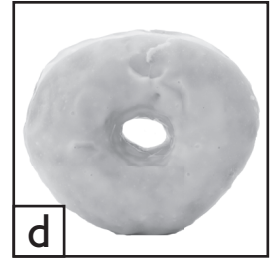
2 mother

3 a mouse

4 a turtle

5 father

6 a donut



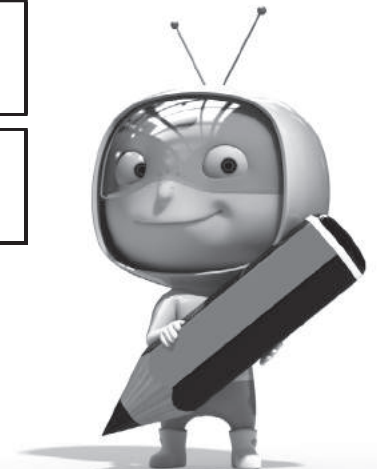
B. Write the missing letters.

1 Th__s is my f__mi__y.

2 I w__nt m__lk, p__eas__.

3 W__at's hi__ n__me?

4 My p__t's a bi__d.



C. Unscramble the sentences.

1. in one It's the afternoon. o'clock

2. you an want orange? Do

3. is grandpa. This my

4. cat your Is pretty?

5. you. It's meet to nice

6. spell How Star? you do

D. Write the words.









fish

brothers

water

soda pop

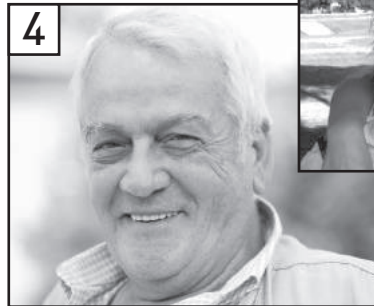
E. Number the sentences.

Who's he?
He's my grandpa.

Who are they?
They're my sisters.

Who's she?
She's my mother.

Who's he?
He's my brother.



F. Read and write the words.

do old nice morning name want

1. Is your turtle _____ ?

2. It's seven o'clock in the _____ .

3. I _____ a sandwich, please.

4. What _____ you want?

5. What's her _____ ?

6. It's _____ to meet you.

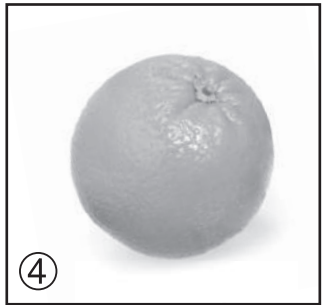
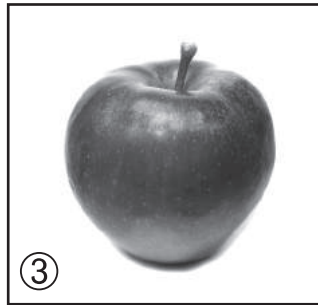
G. Write the missing words. Read the chant.

1. I want a ① _____, please.

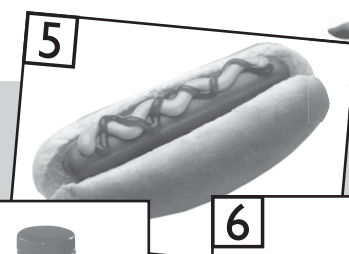
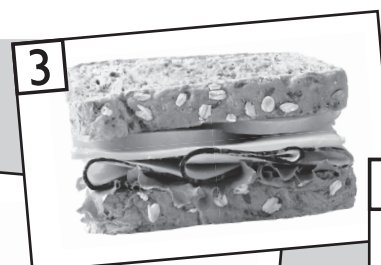
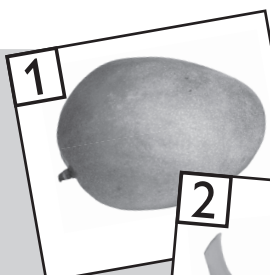
2. Do you want a ② _____ ?

3. I want an ③ _____, please.

4. Do you want an ④ _____ ?



H. Look and choose.



mango

banana

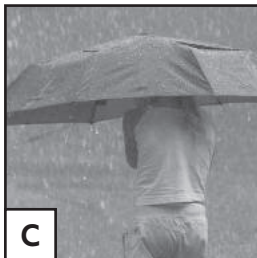
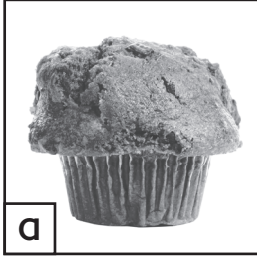
juice

water

sandwich

hot dog

A. Read and match.



1 bedroom

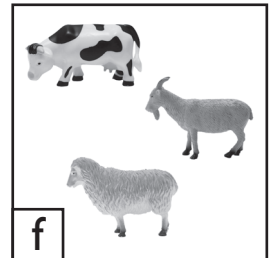
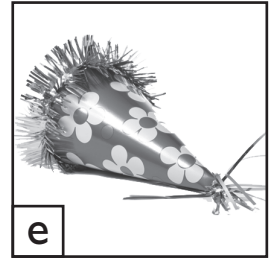
2 a muffin

3 animals

4 a party hat

5 father

6 rainy



B. Read and write the words.



your

weather

opposite

want

1. What's the _____ like today?

2. It's _____ the kitchen.

3. Do you _____ a mango?

4. Is _____ dog young?

C. Draw a line.

20th •

twenty-second •

nineteenth •

eighteenth •

17th •

21st •

D. Unscramble the sentences.

1. recess. time It's for

2. you It's nice meet to too.

3. your Where's room? dining

4. do many have? you How dinosaurs

E. Look and choose.

1

2

3

4

ice-skating

hiking

swimming

skateboarding

F. What time is it?

It's _____ o'clock in the morning.

It's _____.

It's _____ in the evening.

It's _____ in the morning.



four forty-five

eight

eight thirty

ten fifteen

G. Write the missing words. Read the chant.



This is my ① _____ .



This is my ② _____ .

This is my ③ _____ .



This is my ④ _____ .

This is my ⑤ _____ .

This is my ⑥ _____ !



H. Write the missing letters.

1 F__ br__ ary

4 Dec__ m__ er

2 Thu__ sd__ y

5 Wed__ e__ day

3 S__ tur__ ay

6 S__ pt__ m__ er

Progress tests

Units 1, 2: A. 1 b; 2 d; 3 a; 4 e; 5 f; 6 c B. 1 fish; 2 dog; 3 turtle; 4 cat C. 1 Is your bird sad? 2 What's his name? 3 This is my family. 4 How do you spell Tessa? D. 1 o, y; 2 h, r; 3 e, y; 4 s, e; 5 n; 6 a, y

Units 3, 4: A. 1 b; 2 a; 3 d; 4 c; 5 f; 6 e B. 1 bananas; 2 cookie; 3 next; 4 color C. 1 How many cookies do you have? 2 What color is it? 3 It's opposite the dining room. 4 It's next to the balcony. D. 1 e, o; 2 n, c; 3 i, s; 4 n; 5 n, s; 6 t, e

Units 5, 6: A. 1 d; 2 a; 3 b; 4 f; 5 c; 6 e B. 1 m, o, e, f; 2 h, u, i, d; 3 v, r, a, o, u, m; 4 h, i, a, e C. 1 Here's a birthday card. 2 What's the weather like today? 3 It's my birthday today. 4 It's time for school. 5 Is it warm today? 6 It's cold and snowy. D. 3 one thirty; 4 nine o'clock; 2 four forty-five; 1 one forty-five

Mid-term test

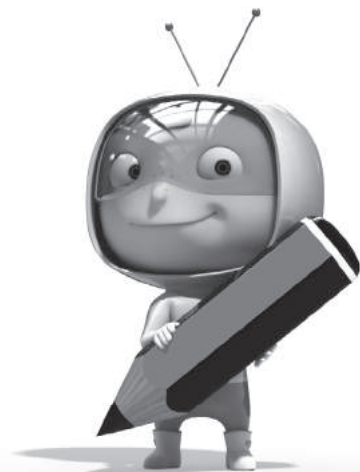
A. 1 b; 2 f; 3 e; 4 a; 5 c; 6 d B. 1 i, a, l; 2 a, i, l, e; 3 h, s, a; 4 e, r C. It's one o'clock in the afternoon. 2 Do you want an orange? 3 This is my grandpa. 4 Is your cat pretty? 5 It's nice to meet you. 6 How do you spell Star? D. 1 soda pop; 2 brothers; 3 fish; 4 water E. 4; 3; 1; 2 F. 1 old; 2 morning; 3 want; 4 do; 5 name; 6 nice G. 1 cookie; 2 muffin; 3 apple; 4 orange H. 1 mango; 4 juice; 3 sandwich; 2 banana; 6 water; 5 hot dog

Final test

A. 1 b; 2 a; 3 f; 4 e; 5 d; 6 c B. 1 weather; 2 opposite; 3 want; 4 your C. Line should be drawn from 17th to eighteenth to nineteenth to 20th to 21st to twenty-second. D. 1 It's time for recess. 2 It's nice to meet you too. 3 Where's your dining room? 4 How many dinosaurs do you have? E. 1 ice-skating; 4 swimming; 2 hiking; 3 skateboarding F. eight; four forty-five; eight thirty; ten fifteen G. 1 birthday card; 2 birthday present; 3 party hat; 4 balloon; 5 birthday cake; 6 birthday party H. 1 e, u; 2 r, a; 3 a, d; 4 e, b; 5 n, s; 6 e, e, b



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 grandpa © LdF/iStockphotos, mother © KemterKemter/iStockphotos, mouse
 © Isselee/Dreamstime, grandma © Maliketh/iStockphotos, fish
 © Isselee/Dreamstime, dog © Dreamstime/Dreamstime, turtle © Brandon Tucker/
 Dreamstime, cat © Tatiana Lebedeva/Dreamstime, 3 milk carton
 © Diane39diane39/iStockphotos, doll © Dreamstime/Dreamstime, hamburger ©
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 © ROMAOSLO/iStockphotos, grandpa © LdF/iStockphotos, 10 cookie © Piotr
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Alphabet Cards

A a

C c

B b

D d



Alphabet Cards

E e

G g

F f

H h



Alphabet Cards

I i

K k

J j

L l



Alphabet Cards

M m

O o

N n

P p



Alphabet Cards

Q q

S s

R r

T t



Alphabet Cards

U u

W w

V v

X x



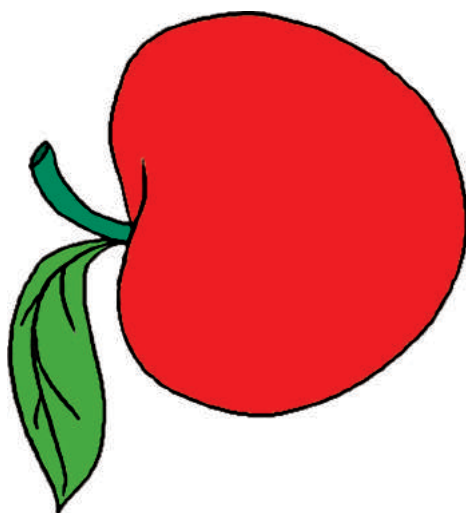
Alphabet Cards

Y y



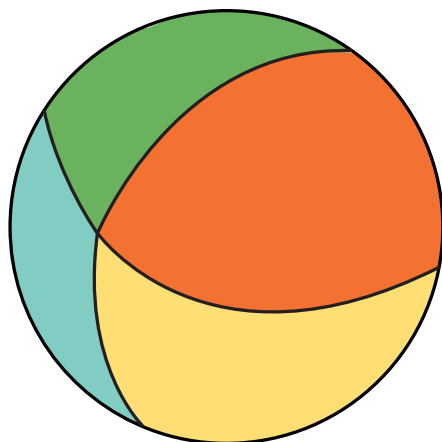
Z z

Picture Cards



apple

fold



ball

fold



Picture Cards



fold

cat



fold

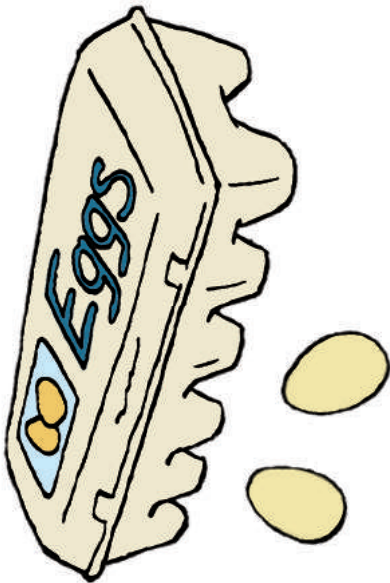
duck

Picture Cards



frog

fold



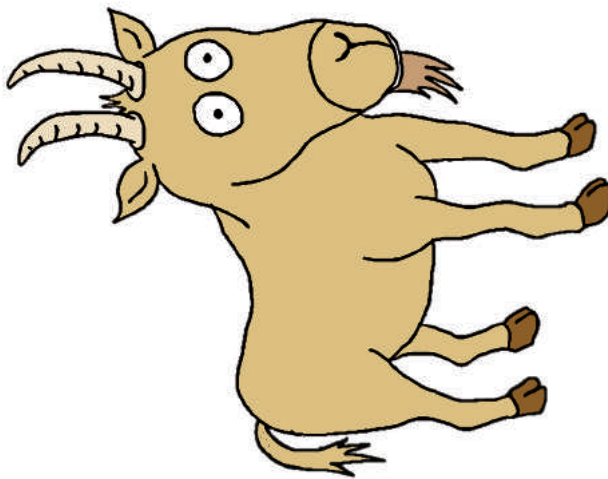
eggs

fold

Picture Cards



hat



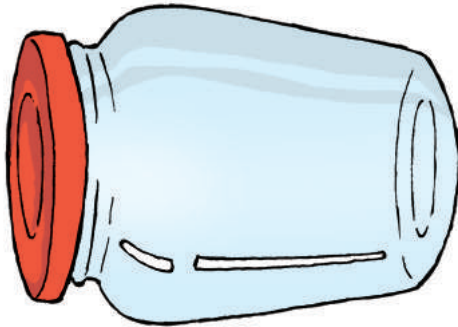
goat



fold

fold

Picture Cards



jar



insect

fold

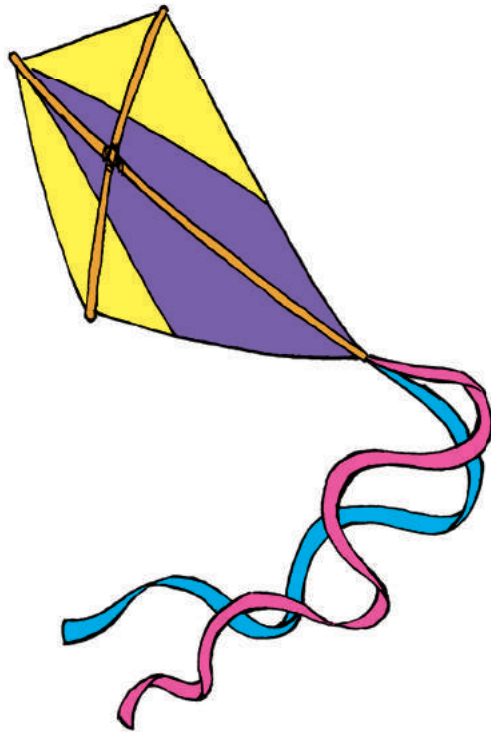
fold



Picture Cards



lizard



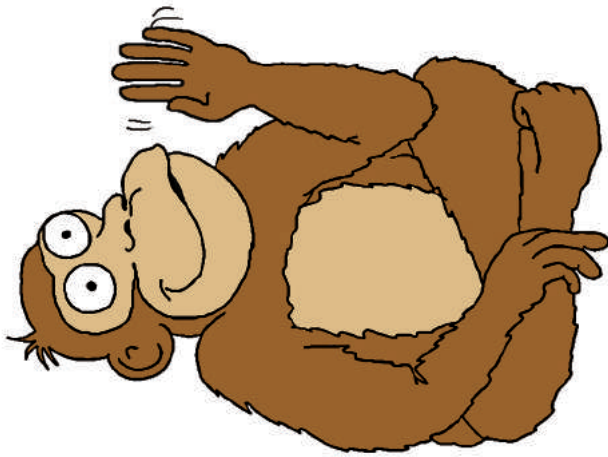
kite



fold

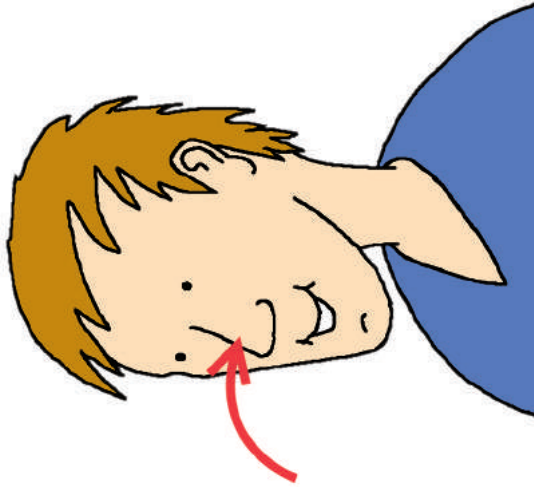
fold

Picture Cards



fold

monkey



fold

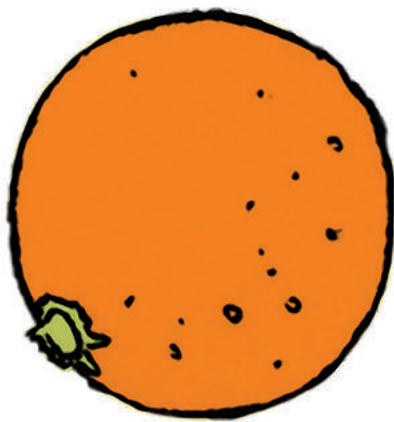
nose



Picture Cards



panda



orange



fold

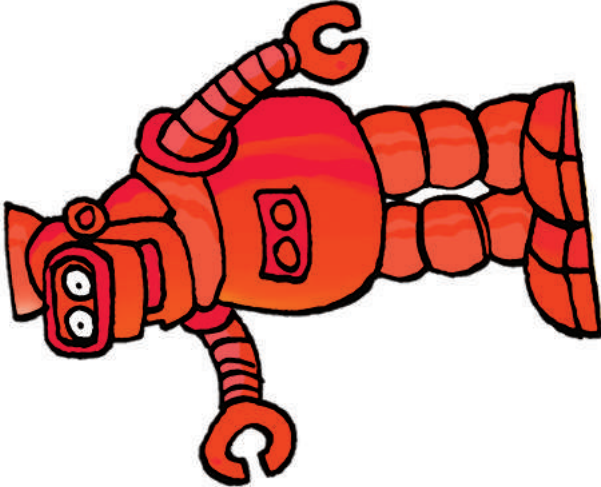
fold

Picture Cards



fold

queen

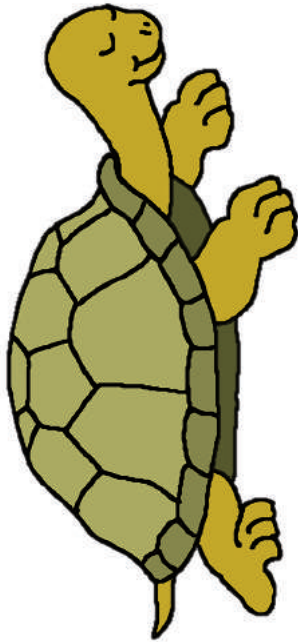


fold

robot



Picture Cards



turtle

fold



snake

fold



Picture Cards



violin

fold



umbrella

fold



Picture Cards



fox



watch



fold

fold

Picture Cards



zebra



yo-yo

fold

fold



Letter Cards

a

b

c

d



Letter Cards

e

f

g

h



Letter Cards

i

j

k

l



Letter Cards

m

n

o

p



Letter Cards

q

r

s

t



Letter Cards

u

v

w

x



Letter Cards

y

z



Letter Squares

a

a

b

c

d

e

e

f

g

g

h

h

i

i

j

k

l

l

m

m



Letter Squares

n

n

o

o

p

p

q

r

r

s

s

t

t

u

u

v

w

x

y

z



Word Hunt Cards

ing sing

cl cloud

sp sport

gl glass

tw twig

squ square

scr scrub

ck ticket

ft left

lk milk

nd pond

mp lamp

el kennel









sn snacks

mb lamb

dr dress



Typhoon Teacher's Grid

	A	B	C	D	E
1	plum 3	ball 1	belt 2		scrub 4
2		pink 2	help 5	song 1	
3	black 4		slug 3		plants 2
4	brick 1		swims 2	split 3	lamb 4
5	sing 2	comb 5			glass 1

Consonant Cluster Die

bl

fl

br

fr

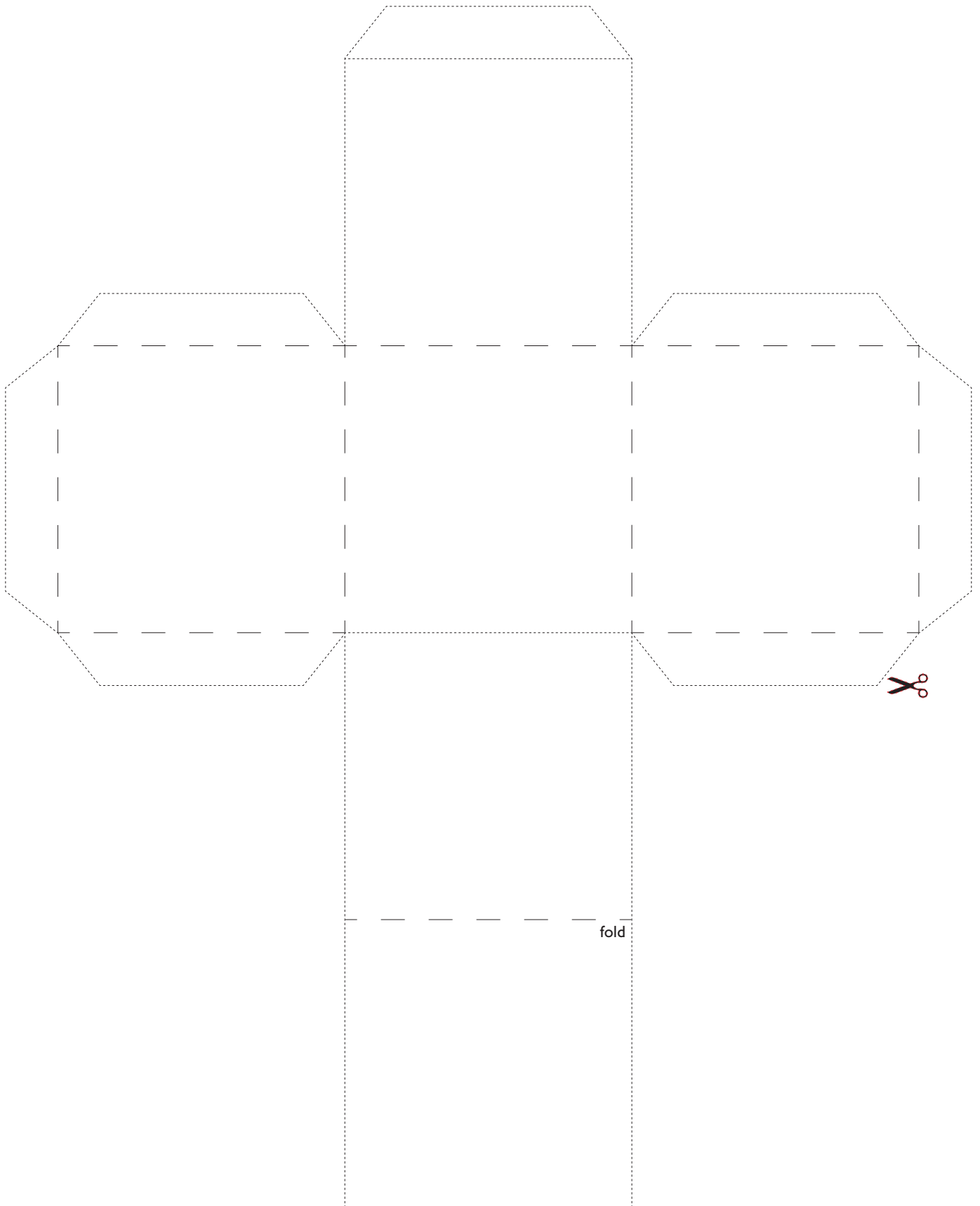
cl

fold

cr



Consonant Cluster Die Template



Domino Cards

I have a 	Who has an elephant?	I have a 	Who has a farm?
I have a 	Who has a computer?	I have a 	Who has shorts?
I have 	Who has a whale?	I have a 	Who has a fish?
I have a 	Who has noodles?	I have 	Who has a shop?
I have a 	Who has a motorcycle?	I have a 	Who has a horse?
I have a 	Who has a mountain?	I have a 	Who has flowers?
I have 	Who has a doctor?	I have a 	Who has a ship?



Domino Cards

I have a 	Who has a wheel?	I have a 	Who has a clown?
I have a 	Who has a chair?	I have a 	Who has gloves?
I have 	Who has a hamburger?	I have a 	Who has a sculpture?
I have a 	Who has a harmonica?	I have a 	Who has a hare?
I have a 	Who has a book?	I have a 	Who has a spider?
I have a 	Who has a waterfall?	I have a 	Who has carrots?
I have 	Who has an umbrella?	I have an 	Who has a bath?





Word Race Game

GO

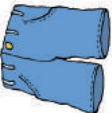
STOP

stairs  **moon** 

lion  **vacation**  **weather** 

picture  **lunch**  **famous** 

dirty  **zebra** 



division  **park** 

coins 

GO

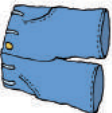
STOP

stairs  **moon** 

lion  **vacation**  **weather** 

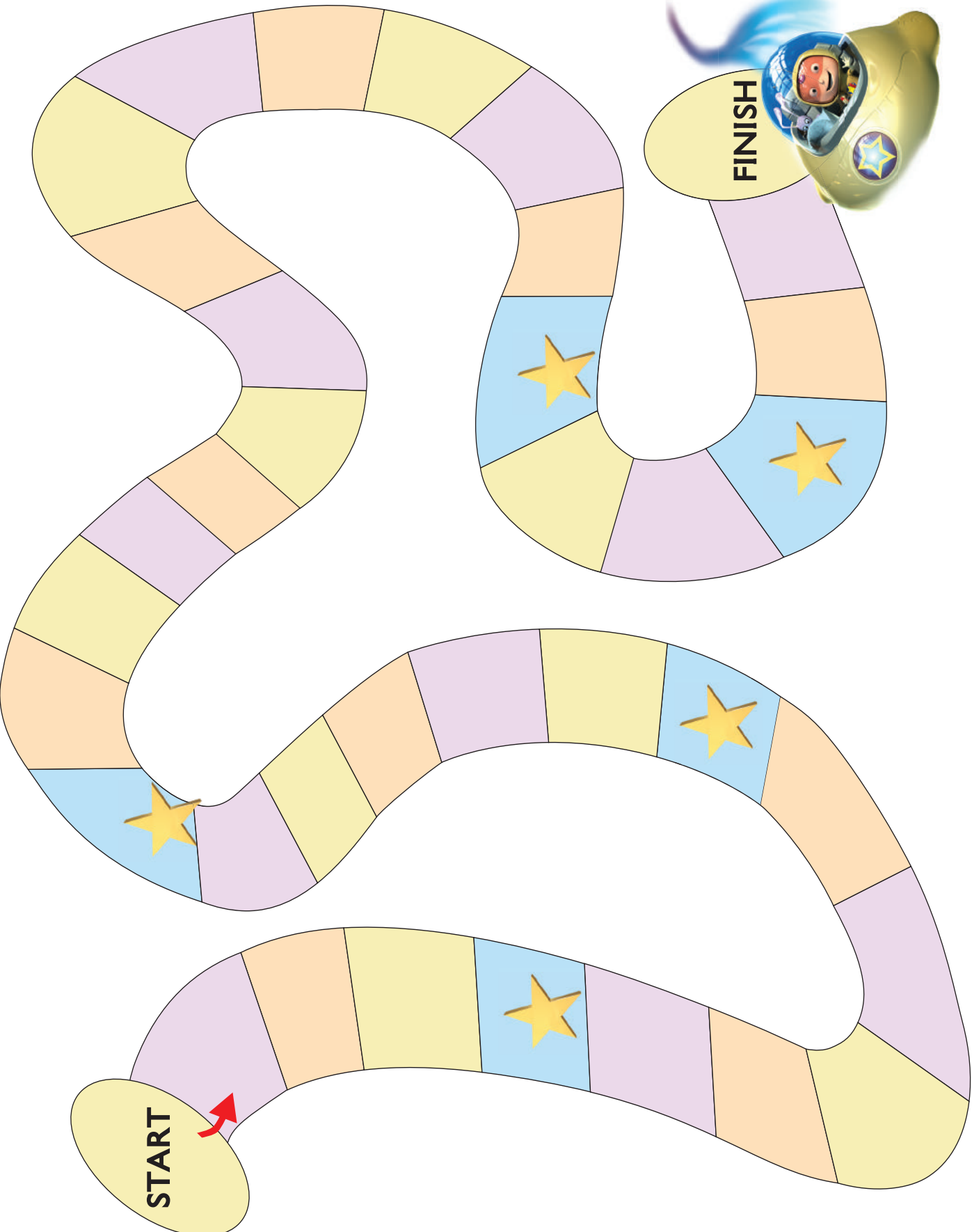
picture  **lunch**  **famous** 

dirty  **zebra** 

division  **park** 

coins 

Syllables in Space Game



Syllables in Space Word Cards

father

chair

alphabet

dirty

hair

spider

photograph

cook

square

noodles

mountain

elephant

oyster

soil

oven

astronaut



Syllables in Space Word Cards

magazine

motorcycle

alligator

hamburger

bear

pets

pony

jacket

butterfly

window

computer

airplane

hamster

basket

circus

bicycle



Flash Cards

Unit 1

Card 1



family

Unit 1

Card 2



grandma

Unit 1

Card 3



grandpa

Unit 1

Card 4



mother

Unit 1

Card 5



father

Unit 1

Card 6



brother

Unit 1

Card 7



brothers

Unit 1

Card 8



sister

Unit 1

Card 9



sisters

Flash Cards

Unit 2

Card 10



a cat

Unit 2

Card 11



a dog

Unit 2

Card 12



a fish

Unit 2

Card 13



a bird

Unit 2

Card 14



a mouse

Unit 2

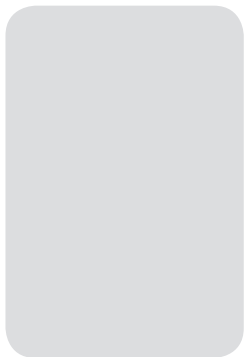
Card 15



a turtle

Learn more

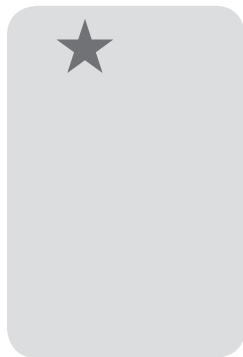
Card 16



0 zero

Learn more

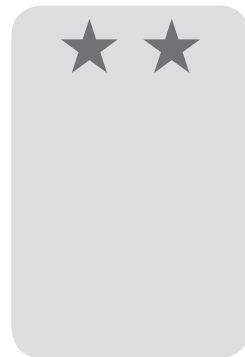
Card 17



1 one

Learn more

Card 18

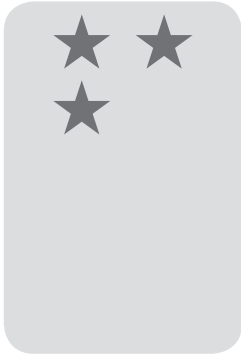


2 two

Flash Cards

Learn more

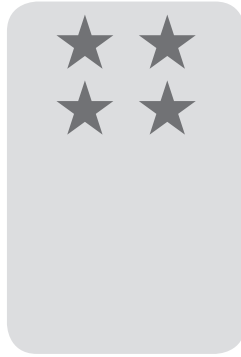
Card 19



3 three

Learn more

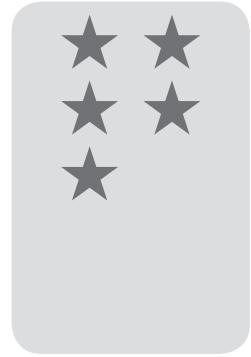
Card 20



4 four

Learn more

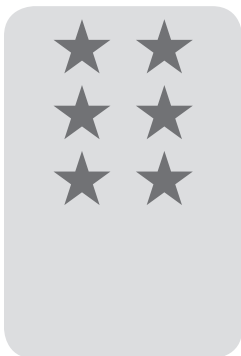
Card 21



5 five

Learn more

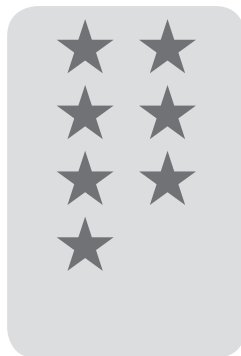
Card 22



6 six

Learn more

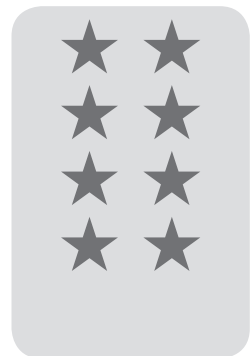
Card 23



7 seven

Learn more

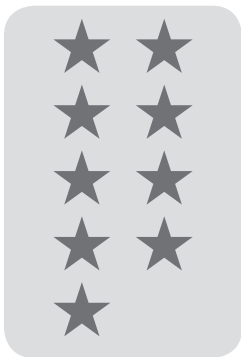
Card 24



8 eight

Learn more

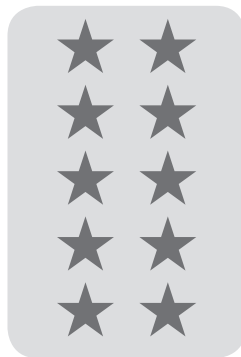
Card 25



9 nine

Learn more

Card 26



10 ten

Learn more

Card 27



11 eleven

Flash Cards

Learn more

Card 28



12 twelve

Learn more

Card 29



13 thirteen

Learn more

Card 30



14 fourteen

Learn more

Card 31



15 fifteen

Learn more

Card 32



16 sixteen

Learn more

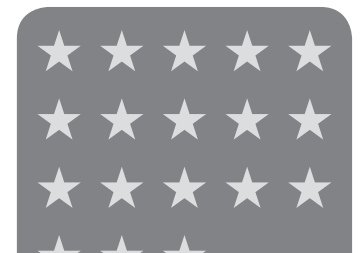
Card 33



17 seventeen

Learn more

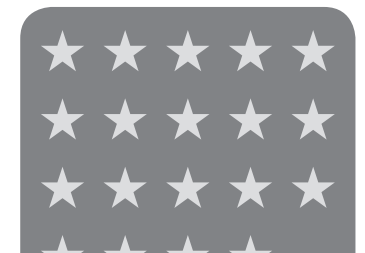
Card 34



18 eighteen

Learn more

Card 35



19 nineteen

Learn more

Card 36

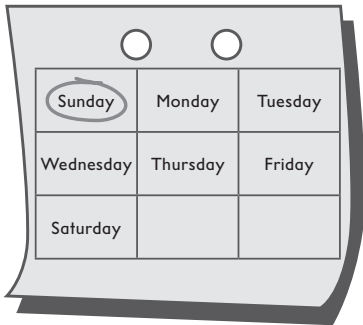


20 twenty

Flash Cards

Learn more

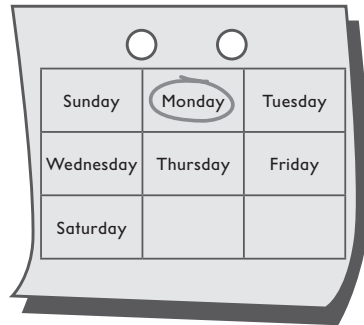
Card 37



Sunday

Learn more

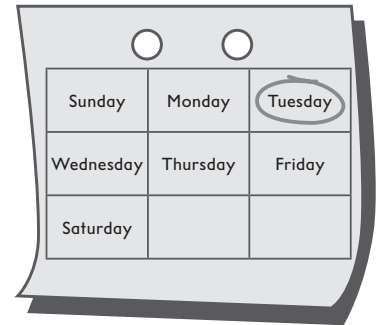
Card 38



Monday

Learn more

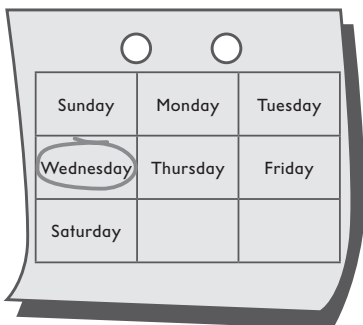
Card 39



Tuesday

Learn more

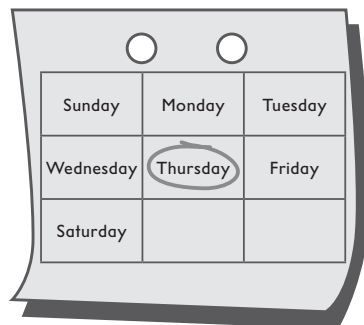
Card 40



Wednesday

Learn more

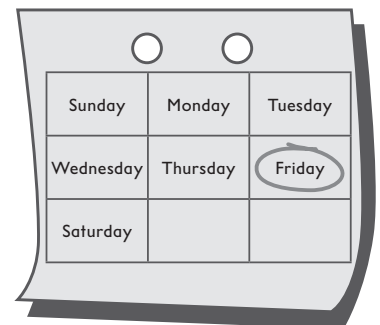
Card 41



Thursday

Learn more

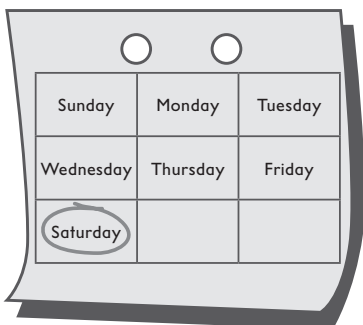
Card 42



Friday

Learn more

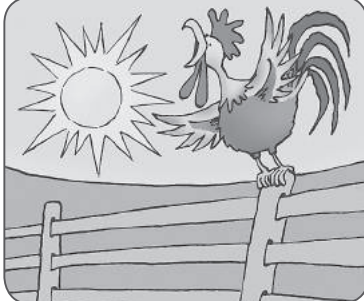
Card 43



Saturday

Learn more

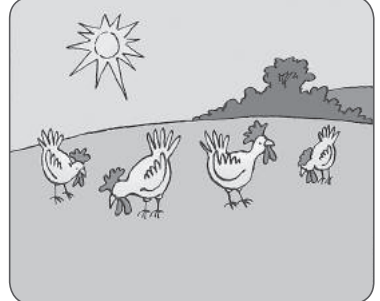
Card 44



morning

Learn more

Card 45



afternoon

Flash Cards

Learn more

Card 46



evening

Unit 3

Card 47



an apple

Unit 3

Card 48



an orange

Unit 3

Card 49



milk

Unit 3

Card 50



water

Unit 3

Card 51



a banana

Unit 3

Card 52



a mango

Unit 3

Card 53



soda pop

Unit 3

Card 54



juice

Flash Cards

Unit 3

Card 55



a hamburger

Unit 3

Card 56



a muffin

Unit 3

Card 57



a donut

Unit 3

Card 58



a sandwich

Unit 3

Card 59



a cookie

Unit 3

Card 60



a hot dog

Unit 3

Card 61



bedroom

Unit 3

Card 62



living room

Unit 3

Card 63



dining room

Flash Cards

Unit 3

Card 64



balcony

Unit 3

Card 65



bathroom

Unit 3

Card 66



kitchen

Unit 3

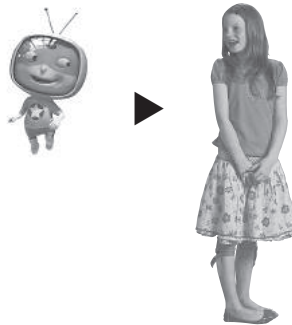
Card 67



hall

Unit 3

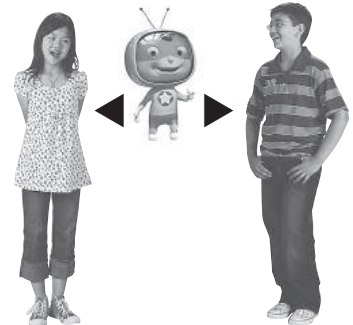
Card 68



next to

Unit 3

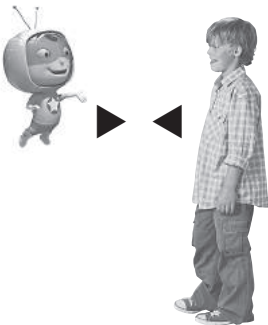
Card 69



between

Unit 3

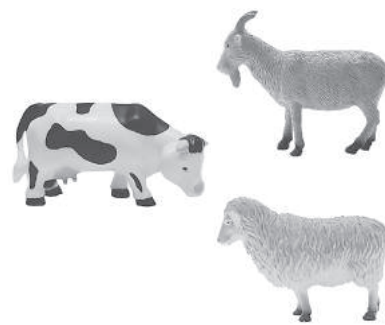
Card 70



opposite

Unit 4

Card 71



animals

Unit 4

Card 72



cars

Flash Cards

Unit 4

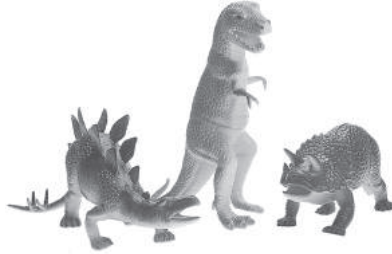
Card 73



balls

Unit 4

Card 74



dinosaurs

Unit 4

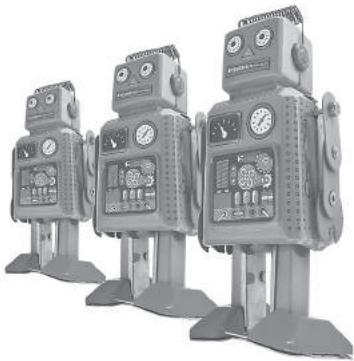
Card 75



dolls

Unit 4

Card 76



robots

Unit 4

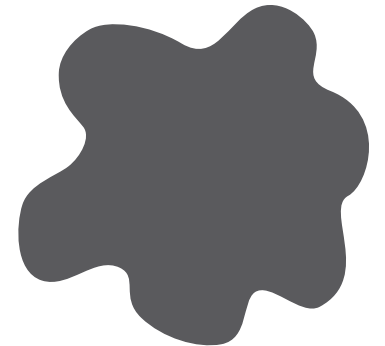
Card 77



trains

Unit 4

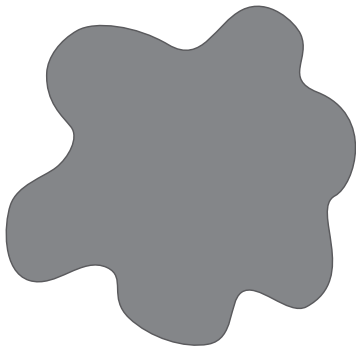
Card 78



black

Unit 4

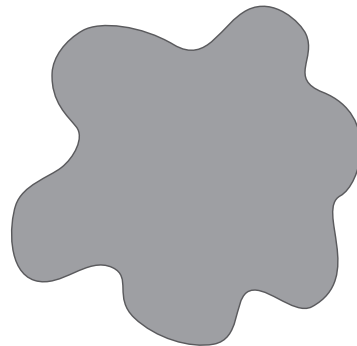
Card 79



brown

Unit 4

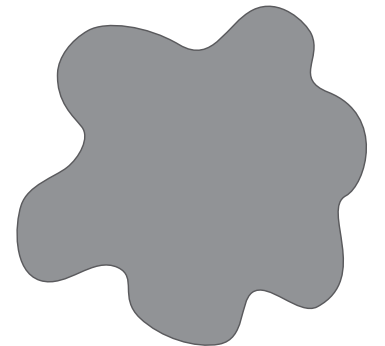
Card 80



green

Unit 4

Card 81

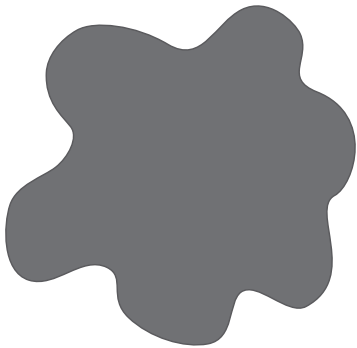


pink

Flash Cards

Unit 4

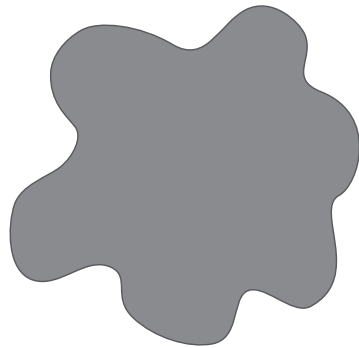
Card 82



purple

Unit 4

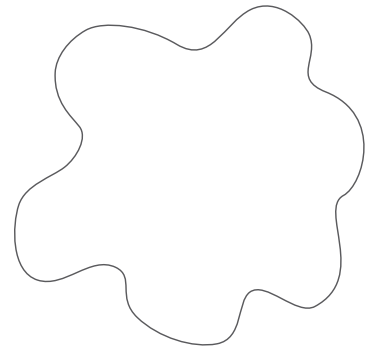
Card 83



red

Unit 4

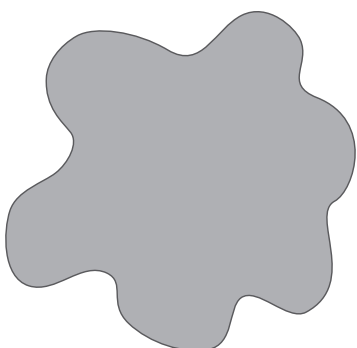
Card 84



white

Unit 4

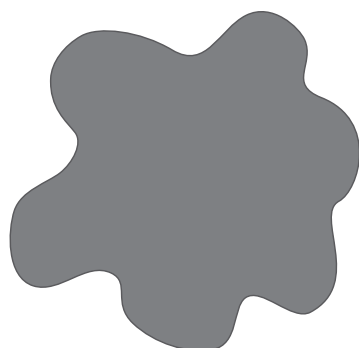
Card 85



orange

Unit 4

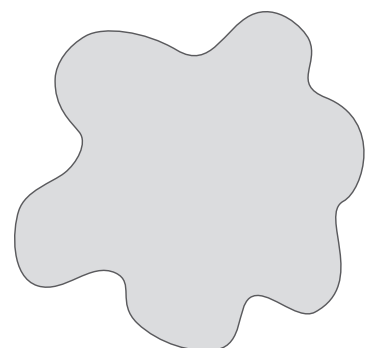
Card 86



blue

Unit 4

Card 87



yellow

Learn more

Card 88



20 twenty

Learn more

Card 89



21 twenty-one

Learn more

Card 90



22 twenty-two

Flash Cards

Learn more

Card 91



23 twenty-three

Learn more

Card 92



24 twenty-four

Learn more

Card 93



25 twenty-five

Learn more

Card 94



26 twenty-six

Learn more

Card 95



27 twenty-seven

Learn more

Card 96



28 twenty-eight

Learn more

Card 97



29 twenty-nine

Learn more

Card 98



30 thirty

Learn more

Card 99



31 thirty-one

Flash Cards

Learn more

Card 100



40 forty

Learn more

Card 101



50 fifty

Learn more

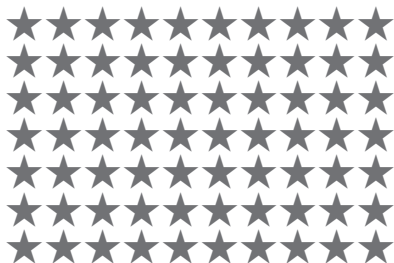
Card 102



60 sixty

Learn more

Card 103



70 seventy

Learn more

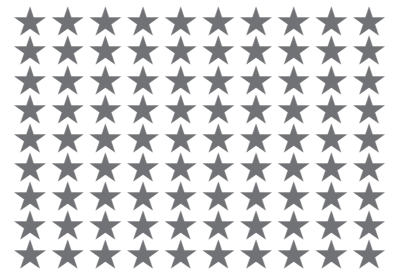
Card 104



80 eighty

Learn more

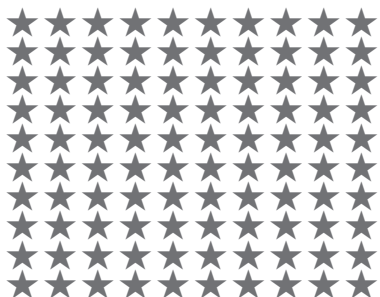
Card 105



90 ninety

Learn more

Card 106



100 one hundred

Unit 5

Card 107



breakfast

Unit 5

Card 108



school

Flash Cards

Unit 5

Card 109



recess

Unit 5

Card 110



lunch

Unit 5

Card 111



dinner

Unit 5

Card 112



homework

Unit 5

Card 113



bed

Unit 5

Card 114



one o'clock

Unit 5

Card 115



one fifteen

Unit 5

Card 116



one thirty

Unit 5

Card 117

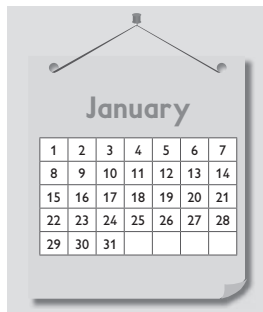


one forty-five

Flash Cards

Unit 5

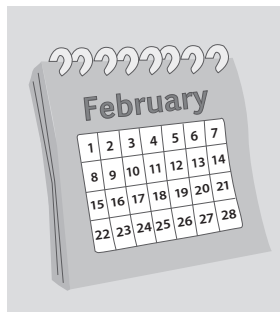
Card 118



January

Unit 5

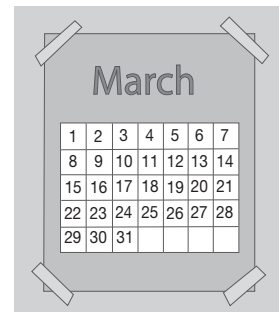
Card 119



February

Unit 5

Card 120



March

Unit 5

Card 121



April

Unit 5

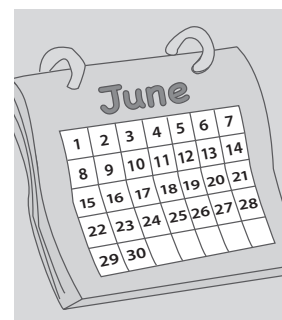
Card 122



May

Unit 5

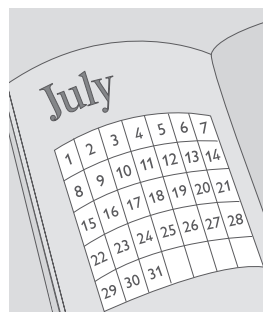
Card 123



June

Unit 5

Card 124



July

Unit 5

Card 125



August

Unit 5

Card 126



September

Flash Cards

Unit 5

Card 127



October

Unit 5

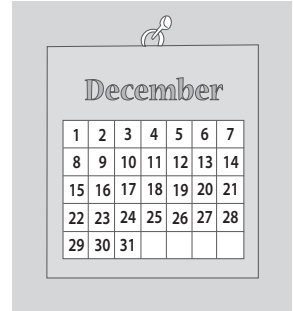
Card 128



November

Unit 5

Card 129



December

Unit 5

Card 130



a balloon

Unit 5

Card 131



a birthday party

Unit 5

Card 132



a birthday cake

Unit 5

Card 133



a birthday card

Unit 5

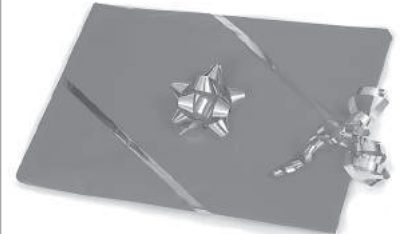
Card 134



a party hat

Unit 5

Card 135



a birthday present

Flash Cards

Unit 6

Card 136



spring

Unit 6

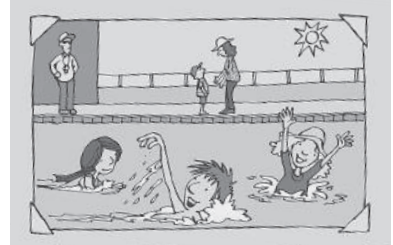
Card 137



hiking

Unit 6

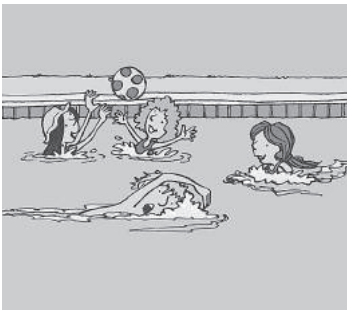
Card 138



summer

Unit 6

Card 139



swimming

Unit 6

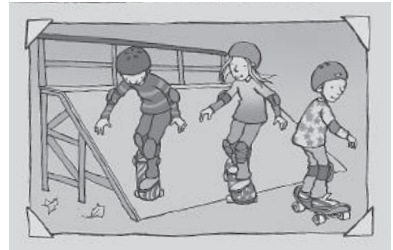
Card 140



fall

Unit 6

Card 141



skateboarding

Unit 6

Card 142



winter

Unit 6

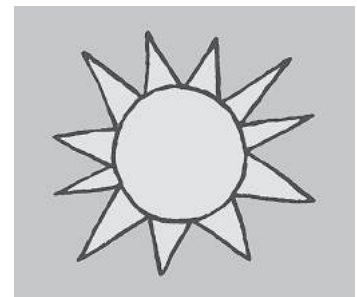
Card 143



ice-skating

Unit 6

Card 144



sunny

Flash Cards

Unit 6

Card 145



cloudy

Unit 6

Card 146



rainy

Unit 6

Card 147



windy

Unit 6

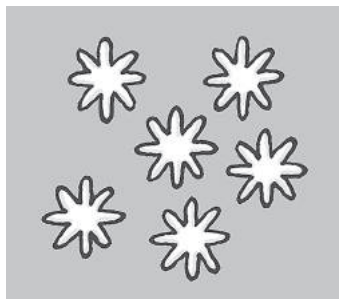
Card 148



foggy

Unit 6

Card 149



snowy

Unit 6

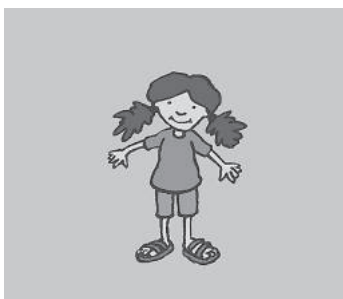
Card 150



hot

Unit 6

Card 151



warm

Unit 6

Card 152



cool

Unit 6

Card 153



cold

MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

SCHOOL LOGO	NAME OF THE SCHOOL			SCHOOL YEAR
PLANNING BY SKILLS AND PERFORMANCE CRITERIA				
1. INFORMATIONAL DATA				
Teacher:	Name of the teacher who enters the information	Area/Subject:	Grade:	Class:
Unit No.	Unit Title:	Unit Specific Objectives:		
2. UNIT PLAN				
SKILLS AND PERFORMANCE CRITERIA TO BE DEVELOPED		KEY PERFORMANCE INDICATORS		
<p>The learning skills with performance criteria (SPC) are described below as the current curricular documents to require.</p> <p>Some SPC are set out according to the specifics of the subject, which have to be developed throughout the school year, so they may be repeated as many times as necessary.</p> <p>It is important to consider that all subjects have some skills and performance criteria connected; therefore, for the planning of different subjects there may be more than one SPC repeated to be developed.</p>				

TRANSVERSAL AXES:	Those selected to be developed in the Unit Plan.	PERIODS:	The number of hours required to work this skill with students will be calculated based on the total of teaching hours allocated to each teaching unit and the number of selected skills.	INITIAL WEEK: According to the number of weeks established in the annual curriculum.
Methodological Strategies Methodology and strategies proposed to develop the selected skills with performance criteria, taking into account the scope of each one of these skills, the articulation of the activities and the different moments for their development.	Resources Resources needed to develop the students' skills with performance criteria.	Performance Indicators Indicators needed to assess the progress of students in acquiring skills with performance criteria as proposed in the unit plan.	Evaluation Activities/Techniques/Instruments Description of the techniques and specific instruments/tools that will be used to assess learning achievement through the proposed indicators. Activities that will demonstrate and validate student learning.	

3. ADAPTED CURRICULUM

Specification of Educational Needs

Specification of the adapted material to be applied

PREPARED BY:

REVISED BY:

APPROVED BY:

Teacher:

Area Director:

Vice-Principal:

Signature:

Signature:

Signature:

Date:

Date:

Date:

SCHOOL LOGO

NAME OF THE SCHOOL

SCHOOL YEAR

