

First Step 1

Teacher's Book



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ACADEMY

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INTRODUCTION

First Step

First Step is a three-level course for kids learning English in Primary schools. It applies to the most effective teaching methods and strategies to meet the needs of children in their early years of language learning.

Six main characters will entertain and motivate children all the way through their language journey with interesting stories and enjoyable activities. There will be games to play, stories to listen, songs to sing and chants to say.

First Step

takes the Communicative Approach to help young learners to develop their language skills. The book mainly focuses on integrating multiple intelligences in classrooms which allows pupils to use all of their senses while learning. Flashcards and posters are useful tools for the establishment of visual learning. Songs, chants and story dialogues assist pupils to improve their auditory learning skills. Involving in miming story actions and movements and playing games enable pupils to use their creativity as kinaesthetic learners. Drawing key vocabulary objects is an effective way of allowing pupils to personalise language they have learnt in each unit.

First Step Components

Pupil's Book

The Pupil's Book is the main component of **First Step**. It presents and reviews new language items. The book is backed up with flashcards and posters. The Pupil's Book consists of a wide range of activities including puzzles, songs, chants, games and stories. The stickers at the back of the Pupil's Book are designed to reinforce the target language. There is also a picture dictionary at the back of the Pupil's Book to enable pupils to revise the vocabulary they have learnt in all units.

Activity Book

The Activity Book provides language consolidation for each unit. There are a range of matching, circling, pointing, colouring, drawing, listening, singing and chanting activities and games for pupils to reinforce the language they have learnt.

Teacher's Book

The Teacher's Book focuses on lesson aims and objectives, providing information and teaching notes with every single detail for teachers to present the lesson successfully. Each lesson includes warm-ups, ways of presenting new language items, methods to follow for each task in Pupil's Book, extra activities and games to keep pupils focused.

The audio CDs contain all the chants, songs, dialogues, and stories. Pupils will be encouraged to learn songs and chants and join in with words.

Flashcards

Flashcards are useful tools for teachers to introduce and practise new vocabulary through games and activities. There are key vocabulary flashcards in every lesson to make learning process easier and fun for pupils.

Posters

The six posters are intended to be used for introducing the main characters to the class. They are effective visual tools for teachers to encourage pupils to use very basic language to introduce themselves in English.

Organisation of the Units

Lessons

There are six lessons for each unit with guided information and instructional strategies in Teacher's Book. Teachers present new language, using flashcards in Lesson 1. The new language items are practised and revised in Lesson 2. Lesson 3 contains practising and introducing additional language items. In Lesson 4, the new language items are revised and practised. Pupils personalize what they have learned mainly by drawing, colouring and saying in Lesson 5. Pupils listen to a story and follow the story frames in Lesson 6. The key language is also focused in Lesson 6.

Flashcard List

Unit 1

red
green
yellow
blue
blue balloon
red doll
yellow ball
green kite

Unit 2

1,2,3,4,5
blue teddy bear
red crayon
blue crayon
yellow crayon
green crayon
green puppet
yellow train
red kite

Unit 3

hands
feet
body
head
monster

Unit 4

sister
brother
dad
mum
granddad
grandma

Unit 5

pencil
rubber
desk
chair
book
bag
pencil case
6,7,8,9,10

Unit 6

tiger
tortoise
rabbit
monkey
horse
bird
cat
dog
big horse and small horse
small dog and big dog

Unit 7

chicken
egg
bread
cheese
apple
orange
pear
banana

Unit 8

shoes
hat
T-shirt
skirt
trousers
socks
jumper

Unit 9

triangle
rectangle
circle
square
star
pink
brown
orange
purple

Unit 10

birthday cake
candle
present



First Step 1

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WELCOME!

1



Sing.



WELCOME!

Lesson 1

Aim(s) of the lesson: Greeting, singing a song

New target language: *Hello/Goodbye! I'm ...*

Receptive language: Open your books! Look. Listen.

Materials: Posters (Pogo and Zubi). A small soft ball

Let's start!

- Welcome pupils in English. Say: *Hello, I'm (name)*. Encourage pupils to say "Hello".
- Say: *Hello, I'm (name)* again. Pupils answer: *Hello, I'm (name)*.

Introduction

- Show posters to introduce the characters to the class. Say: *Zubi and Pogo*.
- Hold up Pupil's Book and say: *Open your books at page 2*. Look at the picture with the class. Point to the characters. Say: *Look, Zubi. Look, Pogo*.

1. Sing.

- Tell pupils they are going to listen to a song. Say: *Listen*. Play the Hello song. Pupils listen and follow.
- Play the song again and encourage pupils to join in with the words.

RECORDING 1

Hello! Hello!
Hello! Hello!
Hello! Hello!
Hello! Hello!

- Introduce the word *Goodbye*. Wave and say *Goodbye!* Pupils wave back and say: *Goodbye!*
- Play the Goodbye song and mime the actions.
- Play the song again. Pupils join in with the words and actions.

RECORDING 2

Goodbye! Goodbye!
Goodbye! Goodbye!
Goodbye! Goodbye!
Goodbye! Goodbye!

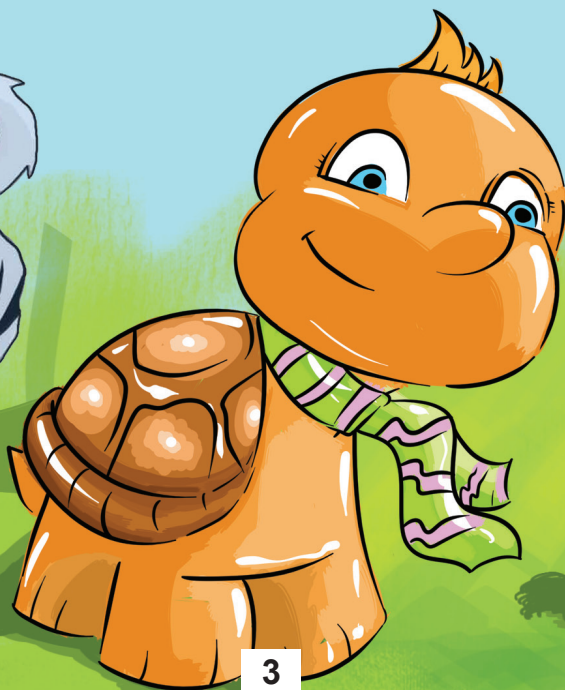
Extra Activity: A ball game

Use a soft ball for this activity. Hold the ball and say: *Hello, I'm (name)*. Then throw the ball gently to a pupil. The pupil catches the ball and says: *Hello, I'm (name)*. The pupil throws the ball gently to a new pupil. The game goes until everybody catches the ball and introduces themselves.

2



Listen and point.



3

Lesson 2

Aim(s) of the lesson: Identifying the main characters.

Recycled target language: *Hello/I'm .../Goodbye!*

Receptive language: *Look! Listen! Point!*

Materials: Posters (Yumi, Pomi, Moni, Buddy). Flashcards (Yumi, Moni, Pomi, Buddy). A soft ball

Let's Start!

- Greet individual pupils, saying: *Hello, I'm (name)*. Pupils reply.
- Play the Hello song (Recording 1) and sing along with the recording. Ask pupils to sing along with you.

Introduction

- Use posters to introduce the four animal characters to the class. Point to each character and say their names. Then give the posters to four pupils. Pupils hold the posters and introduce themselves as Yumi, Pomi, Buddy and Moni. They say: *Hello, I'm (Buddy), etc.*

2. Listen and point.

- Ask pupils to look at the pictures on page 3 . Point to the characters and say the names of the characters. Point to Buddy and say: *Buddy, etc.*
- Tell pupils they are going to listen and point to the characters.
- Introduce the word *point*. Point to a picture to make pupils understand the meaning.
- Pupils listen and point to the pictures as they are mentioned.

RECORDING 3

Yumi: Hello I'm Yumi.

Pomi: Hello! I'm Pomi.

Moni: Hello! I'm Moni.

Buddy: Hello! I'm Buddy.

Extra activity: A role play

Ask four confident pupils to play the roles of Yumi, Moni, Pomi, and Buddy. Give the flashcards to the four pupils. The pupils with the flashcards greet and introduce themselves using the name of the four animal characters. For example: *Hello, I'm Moni, etc.* Repeat the activity with other groups of pupils.

Extra activity: A memory game

Say: *Let's play a game!* Hold the ball and say: *Hello* and the name of a pupil. Throw the ball gently to the pupil. The pupil catches the ball and says: Hello and the name of another pupil. The pupil calls out the name and throws the ball gently. This could be an exciting way to check if pupils remember names.

- Play the Goodbye song to end the lesson.

1 COLOURS

1



Sing.



COLOURS

Lesson 1

Aim(s) of the lesson: Identifying colours, singing a song

New target language: *red, blue, green, yellow*

Recycled target language: *Hello/Goodbye/I'm ...*

Receptive Language: *Look! Open Your books. Listen! Point to ...*

Materials: Flashcards (red, blue, green, yellow). Coloured balls or balloons (red, green, yellow, blue).

Let's Start!

- Greet pupils saying : *Hello, I'm (name)*.
Encourage them to reply. Sing the hello song (Recording 1) again.

Introduction

- Introduce the colours. Show the red flashcard and say: *Red*. Pupils repeat after you. Attach the card to the board. Point to the things in the class that are red, and ask pupils to say the colour red.
- Repeat the action with *blue, green and yellow*. Attach the flashcards to the board. Point to the colours in a different order. Ask pupils to say the colours.

1. Sing

Play the colour song. Play the song until pupils are singing happily.

RECORDING 4

Red and blue. Blue and red.
Green and yellow. Yellow and green.
Blue, red. Yellow, green.
Blue, red, yellow, green

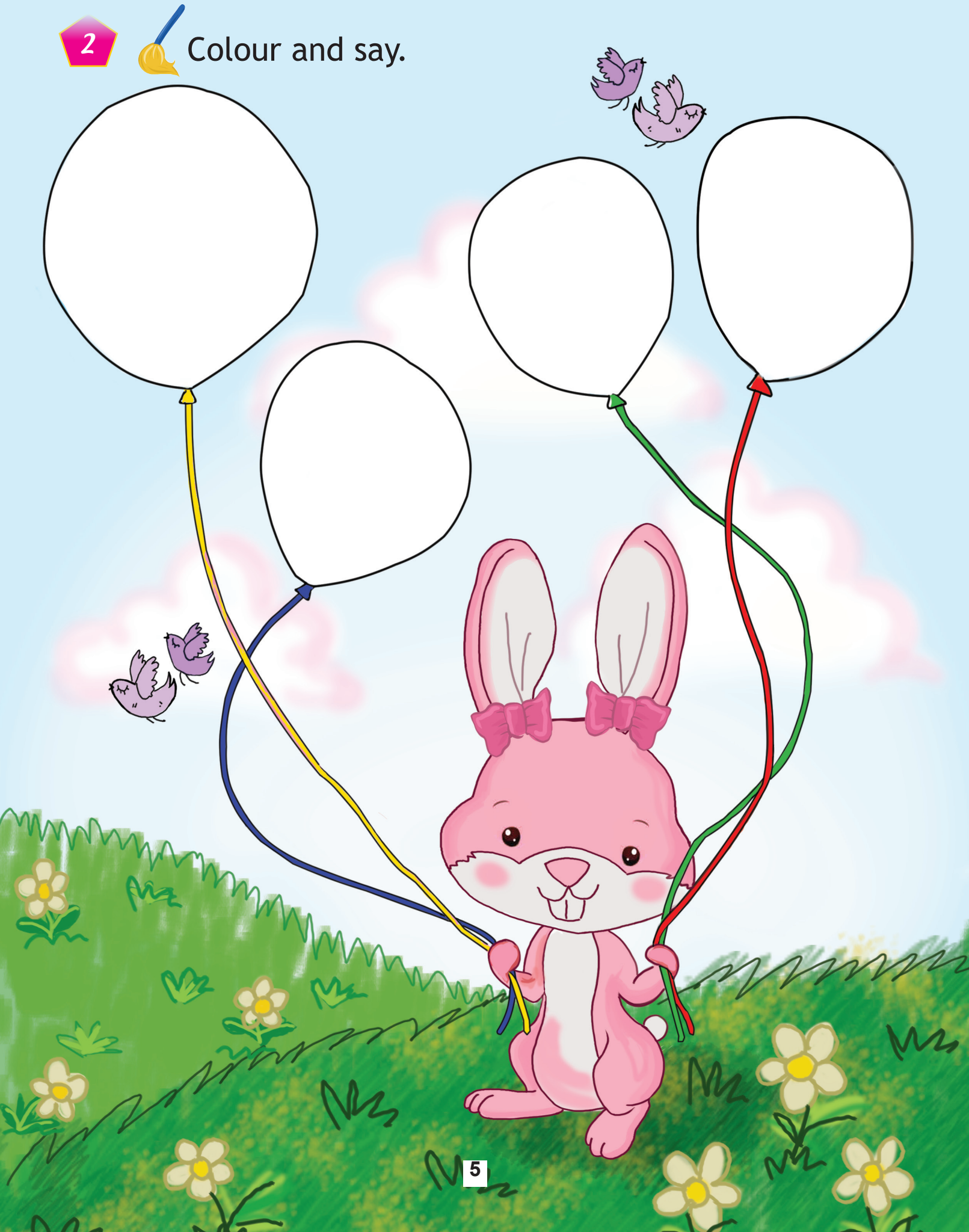
Extra activity: A colour game

Pupils find objects in red, yellow, blue and green in the class. Call out the colours in a sequence *red, green, blue, yellow*. After each call, pupils raise the correct item. Repeat the activity with a different colour sequence.

2



Colour and say.



Lesson 2

Aim(s) of the lesson: Practicing colours

New target Language: *Balloon*

Recycled target language: *Red, green, yellow, blue*

Receptive Language: *Colour. Say. A blue balloon. What colour is it?*

Materials: Flashcards (blue balloon). Crayons (red, blue, yellow, green)

Let's Start!

- Ask pupils to find *red, blue, green, yellow* objects in the class.

Introduction

- Show the flashcard (balloon) and say: *Balloon*. Encourage pupils to repeat after you. Ask each individual to say the word.
- Attach the flashcard to the board, saying: *Balloon. A blue balloon*. Pupils repeat after you.
- Ask the question: *What colour is it?* Make sure pupils understand your question. (Answer: *Blue. A blue balloon*).

2. Colour and say

- Point to Pupil's Book on page 5. Ask pupils to look at the coloured lines and the balloons. Explain that pupils should follow the lines and colour the balloons. Make sure each pupil has red, blue, yellow and green crayons.

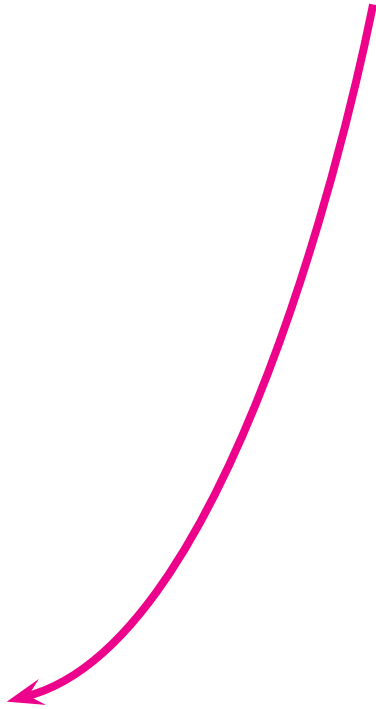
Extra activity: A pairwork activity

- Tell pupils that they are going to work in pairs. Demonstrate the activity with an example. Point to a balloon and say: *Blue. A blue balloon*.
- Divide pupils into pairs. Explain that each pupil points to a balloon and say the colour.

3



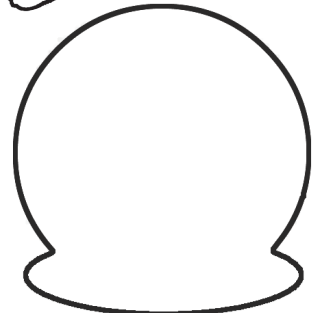
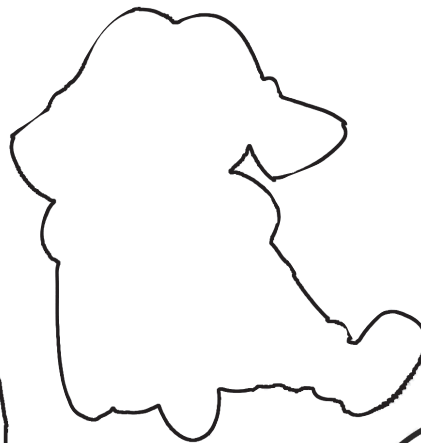
Listen and point. Then match.



4



Stick and say.



Lesson 3

Aim(s) of the lesson: Learning toys vocabulary, practising colours.

New target language: *Car, doll, ball, kite*

Recycled target language: *Hello!, Goodbye!, I'm ... balloon, a blue car, green, yellow, red, blue*

Receptive Language: *What's this? What colour is it? Take the stickers out! Let's play a game!*

Materials: Flashcards (red doll, yellow car, green kite, blue balloon and a ball yellow). Flashcards (red, blue, green, yellow, ball).

Let's Start!

- Play the colour song (Recording 4). Encourage pupils to sing the song along with the recording.

Introduction

- Introduce the words *car, doll, ball* to the class by showing flashcards and saying: *Car. Doll. Ball*. Pupils say the words individually. Then the whole class says the words.
- Attach the flashcards of car, ball, doll and balloon to the board. Ask: *What colour is it?* Pupils say the colours.

3. Listen and point. Then match.

- Say: *Open your books at page 6*. Ask pupils to listen and point to the objects. Explain that pupils should match the objects to the colour buckets after listening.

RECORDING 5

Blue. A blue car.

Yellow. A yellow doll.

Red. A red ball.

Green. A green balloon.

Extra Activity: A pair work activity

Explain that pupils are going to work in pairs. Demonstrate the task with a pupil. Point to an object on page 6. Then the pupil names the object. Then swap roles. The pupil points to an object and you name the object. (Example: *Ball. A red ball*)

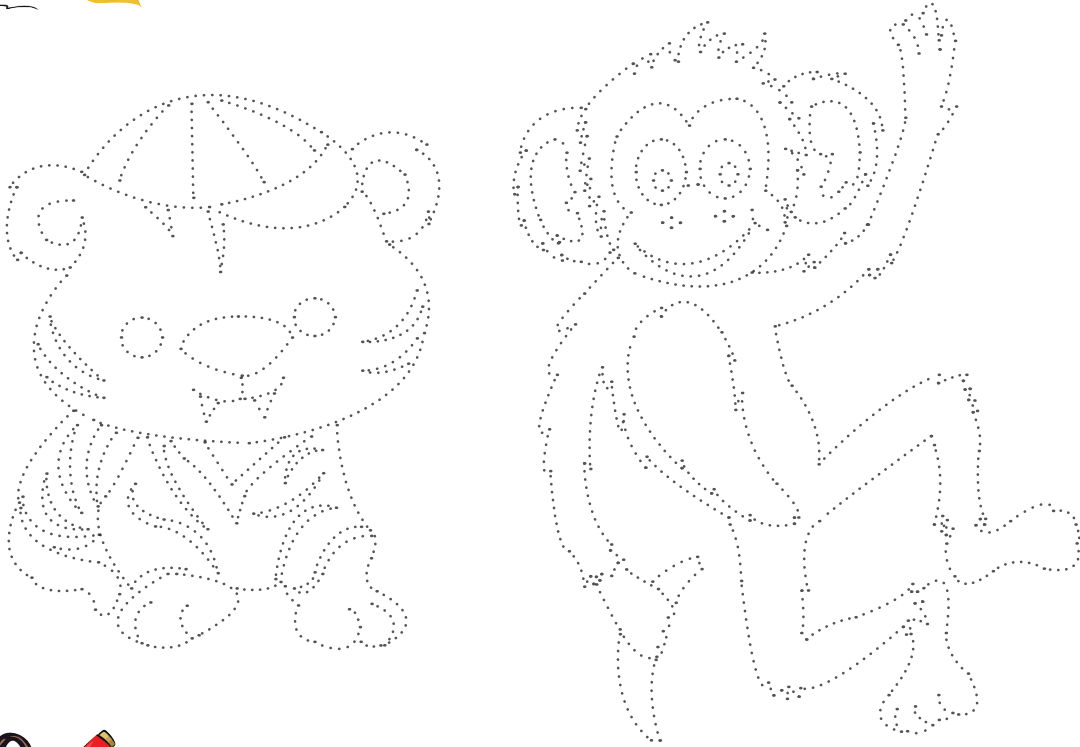
4. Stick and say.

- Introduce the word *kite* using the flashcard.
- Explain that they are going to use stickers for the task. Show them the stickers page at the back of the Pupil's Book. Say: *Take the stickers out*.
- Pupils take the stickers and stick them into the space provided.

5



Draw and colour.



6



Listen and point. Then match.



Lesson 4

Aim(s) of the lesson: Practicing colours (green-blue), reviewing previous unit.

Recycled target language: *Hello, I'm (name). Green, blue.*

Receptive Language: *What's this? What colour is it? Take the stickers out! This is (Pomi) etc.*

Materials: Flashcards (Yumi, Pomi, Buddy, Moni). Crayons (Green and blue).

Let's Start!

- Show pupils *red, green, blue, yellow* flashcards in sequence. Pupils say the colours altogether.

Introduction

- Use the Pomi and Buddy flashcards. Say: *This is Pomi and this is Buddy.* Ask pupils to repeat after you.
- Ask: *What colour is Pomi?* (raising one flashcard at every turn).

5. Draw lines and colour.

- Explain that pupils should follow the dots to find the hidden pictures. After drawing ask pupils to say the names of the animals. Hold up the flashcards and ask: *What colour is Buddy? What colour is Pomi?* Then ask pupils to colour the pictures.
- Make sure each pupil has access to coloured crayons.
- Pupils do the task (help if necessary).

6. Listen and point. Then match.

- Show the flashcards (Yumi, Pomi, Moni, Buddy). Make the animal characters say: *Hello, I'm (Yumi).* (holding the each character flashcard and pointing to each in turn)
- Pupils listen carefully and point to the characters. Explain that pupils should match the animal characters to their shadows.

RECORDING 6

Pomi: Hello! I'm Pomi.

Buddy: Hello! I'm Buddy.

Moni: Hello! I'm Moni.

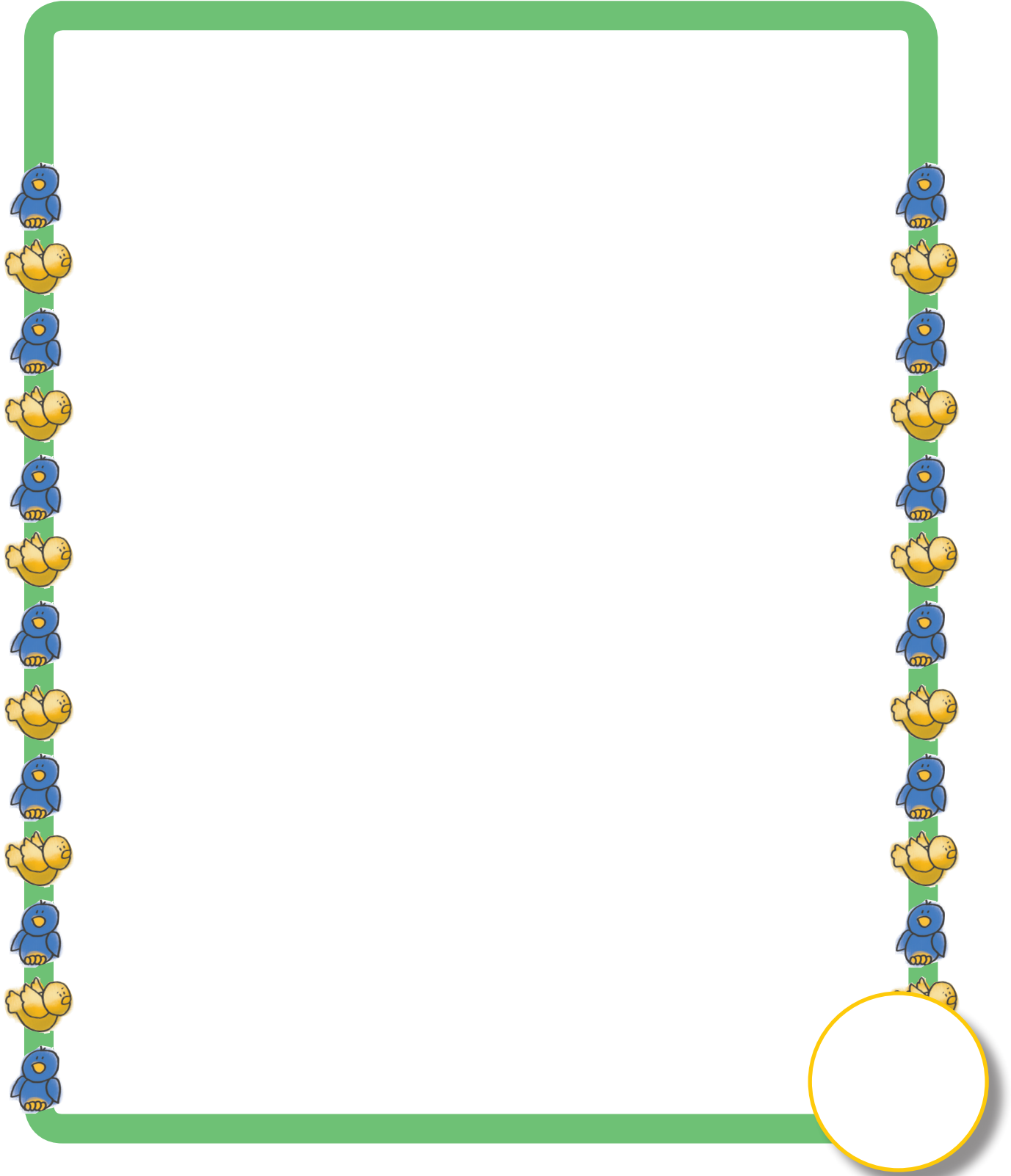
Yumi: Hello! I'm Yumi.

Fun Time

7



Draw and colour.



Lesson 5

Aim(s) of the lesson: Personalising language they have learnt.

Recycled target language: *Ball, doll, kite, balloon, green, yellow, red, blue.*

Receptive Language: *Draw! Colour. Well done! Look! Now.*

Materials: Red, blue, yellow, green crayons. Flashcards (kite, balloon, doll, ball).

Let's Start!

- Show pupils the flashcards (*kite, doll, balloon, ball*) and ask: *What's this?* Pupils say the objects. Praise pupils and say: *Well Done!*

Introduction

- Draw a simple picture of an object (a kite, a ball, a doll, a car or a balloon) on the board. Colour the object. Point to it and say: *Look! Kite. A kite. A green kite, etc.*

7. Draw and colour.

- Pupils draw a picture of a *kite, a doll, a ball* and *a car*. Make sure pupils use the space efficiently. Say: *Draw a kite. Now draw a doll. Now draw a ball. Now draw a car.* After drawing ask pupils to colour the pictures. Make sure each pupil has red, green, yellow and blue crayons.
- Show them the little smiley face box on page 8 and smiley face stickers at the back of the Pupil's Book. Explain that pupils will get a smiley face sticker for this task. Say: *Take out the sticker!* Pupils stick the stickers in the correct place.

Story Time

8



Listen.

1



2



3



4



Lesson 6

Aim(s) of the lesson: Following a story in English and acting out the story.

Recycled target language: *Ball, doll, kite, balloon, green, yellow, red, blue.*

Receptive Language: *It's story time. What's this? Who is this? What colour is it?*

Let's Start!

- Play the colour song (Recording 4). Pupils sing the colour song along with the recording.

Introduction

- Explain that they are going to listen to a story in English. Say: *It's story time.*
- Look at the story and talk about it with the class. Ask: *Who's this?* (Pomi, etc.)
- Point to the objects in the story. Ask: *What colour is it?*

8. Listen.

- Pupils listen to the story. Encourage pupils to follow it in their books. Hold up the book and point to the story frames as they listen.

RECORDING 7

Pomi: Hello Moni. What's this?

Moni: Doll. A green doll.

Moni: Hello Yumi. What's this?

Yumi: Car. A blue car.

Yumi: Hello Buddy. What's this?

Buddy: Kite. A yellow kite.

Buddy: Hello Pomi! What's this?

Pomi: Ball. A red ball.

Act it out

- Arrange pupils into groups of four. Each pupil plays the role of a character. Organise the characters first and make sure everyone is happy with their role. Demonstrate the activity with a pupil. You play the role of Pomi. Say: *Hello Moni. What's this?* The pupil plays role of Moni and says: *Doll.* Pupils act out the story.