

First Step 2



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INTRODUCTION

First Step

First Step is a three-level course for kids learning English. 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. 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 all the way through. 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.

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.

CHARACTERS

NOTE: Use the flashcards to introduce the characters.



FLASHCARDS

Characters

1. Pogo
2. Zubi
3. Yumi
4. Buddy
5. Pomi
6. Moni

Shapes

7. star
8. circle
9. square
10. rectangle
11. Triangle

Colours

12. blue
13. red
14. green
15. yellow
16. white
17. black
18. brown
19. purple
20. pink
21. orange
22. grey

Parts of the face

23. eyes
24. ears
25. nose
26. mouth
27. hair
28. head
29. monster

Numbers

30. one
31. two
32. three
33. four
34. five
35. six
36. seven
37. eight
38. nine
39. ten
40. eleven
41. twelve
42. thirteen
43. fourteen

44. fifteen
45. sixteen
46. seventeen
47. eighteen
48. nineteen
49. twenty

Animals

50. lion
51. zebra
52. giraffe
53. elephant
54. hippo
55. rhino

Food and drink

56. pizza
57. sandwich
58. water
59. spaghetti
60. bread
61. cheese
62. egg
63. milk
64. cake
65. meat
66. apple
67. chicken
68. orange
69. pear
70. banana

Parts of the body

71. arms
72. legs
73. hands
74. feet
75. body
76. fingers
77. toes
78. short arms, long arms
79. big head, small head
80. robot

Toys

81. kite
82. car
83. train
84. teddy bear
85. ball
86. doll
87. duck
88. boat

Clothes

89. hat
90. trousers
91. shoes
92. dress
93. socks
94. skirt
95. coat
96. shirt
97. jumper

House

98. house
99. bedroom
100. living room
101. bathroom
102. kitchen
103. chair

Classroom objects

104. school
105. ruler
106. pencil
107. book
108. bag
109. rubber
110. pen
111. pencil case
112. long ruler, short ruler)
113. notebook

Seasons

114. spring
115. summer
116. winter
117. autumn
118. sun
119. snow
120. rain
121. wind

Party time!

122. party hat
123. balloon
124. chocolate
125. sweet
126. orange juice

WORD CARDS

Welcome!

star
circle
square
rectangle
triangle
blue
red
green
yellow

Unit 1

eyes
ears
nose
mouth
monster
hair

Unit 2

lion
zebra
giraffe
elephant
hippo
rhino
grey
blue
red
black
white

Unit 3

pizza
sandwich
water
spaghetti
bread
cheese
chicken
egg
milk
cake
meat
apple
orange
pear
banana

Unit 4

arms
legs
hands
feet
body
head
robot

short long
big head small head
fingers
toes
blue
yellow
pink
green
red
brown
purple

Unit 5

kite
car
train
teddy bear
ball
doll
duck
boat
red
green
yellow
blue
purple
pink
brown

Unit 6

hat
trousers
shoes
dress
socks
coat
shirt
jumper
skirt
purple
pink
white
red
orange
brown
yellow
blue
black

Unit 7

house
purple
orange
blue
bedroom
living room
bathroom
kitchen
teddy bear
banana
duck
chair

Unit 8

ruler
pencil
book
bag
rubber
pen
pencil case
book
long ruler short ruler
purple
pink
green
orange
blue
notebook

Unit 9

spring
summer
winter
autumn
sun
snow
rain
wind

Unit 10

party hat
balloon
chocolate
sweet
orange juice
water
cake
apple
pear
banana
orange

First Step 2

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WELCOME!

1



Sing.



WELCOME!

Lesson 1

Aim(s) of the lesson: Greeting. Learning colours and shapes. Learning classroom objects.

New target language: *Hello! Goodbye! I'm (name). Triangle, rectangle, star, circle, square, red, yellow, green, blue.*

Receptive language: *What is it? What colour is it? Do you like (green)? Who's this?*

Materials: Flashcards (star, circle, square, rectangle, triangle, blue, red, green, yellow). *I like (green). I don't like (blue)*

Let's start!

- Greet pupils. Say: *Hello. I'm (your name).* Move around the class and encourage pupils to say hello and their names.
- Look at the name list and call out names in turn. Pupil whose name is called out stands up and says: *Hello. I'm (his/her name).*

Introduction

- Introduce the characters, using the flashcards. Hold up each flashcard and say: Zubi. Pogo. Pomi. Yumi. Buddy. Moni.
- Introduce the colours *red, green, blue, yellow*. Hold up the red flashcard and say: *Red*. Pupils repeat the word. Hold up the green, yellow and blue flashcards and say the words. Pupils repeat after you.
- Hold up the shape flashcards in turn and say the words. Encourage pupils to repeat the words.
- Have the colour and shape flashcards ready. Hold up the colour flashcards first and check if pupils can remember the colours they have learnt. Hold up red and ask: *What colour is it?* Pupils name the colour. Repeat with other colour flashcards. Then attach the cards to the board and point to your most favourite colour and say: *I like (green, etc.).* Point to your least favourite colour and say: *I don't like (red, etc.).* Ask pupils individually: *Do you like (blue)?* Pupils reply: *Yes. I like blue. No. I don't like blue.* Hold up the shape flashcards and say: *What is it?* Pupils say: *It's a (circle), etc.*
- Hold up Pupils Book and say: *Open your books at page 2.* Look at the picture with pupils and encourage them to talk about the picture. Point to the characters first. Ask: *Who's this? It's Pomi, etc.* Point to the shapes and ask: *What colour is the (circle)? It's (blue), etc.*

1. Sing.

- Play the Hello song. Encourage pupils to clap along to the rhythm. Play the song again and ask pupils to join in with the words.

RECORDING 1

Moni:

Hello, hello. Hello, hello.
Hello everybody.
Hello everybody.
Hello, hello. Hello, hello.

Extra activity

- Attach the all colour and shape flashcards face down in a random order to the board. Divide the class into two teams. Call out a word for each team and one pupil in each team comes to the board and turns round a card. If the pupils finds the correct card, the team gets one point and the whole class claps the team. If it's the wrong card then everybody says: *No!* Repeat until all cards are turned round.

Ending the lesson

- Play the Goodbye song. Encourage pupils to clap along to the rhythm. Play the song again and ask pupils to join in with the words.

RECORDING 2

Goodbye, goodbye. Goodbye, goodbye.
Goodbye everybody.
Goodbye everybody.
Goodbye, goodbye.
Goodbye, goodbye.

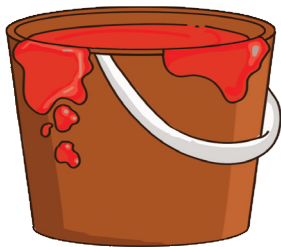
2



Match and colour. Then chant.



blue



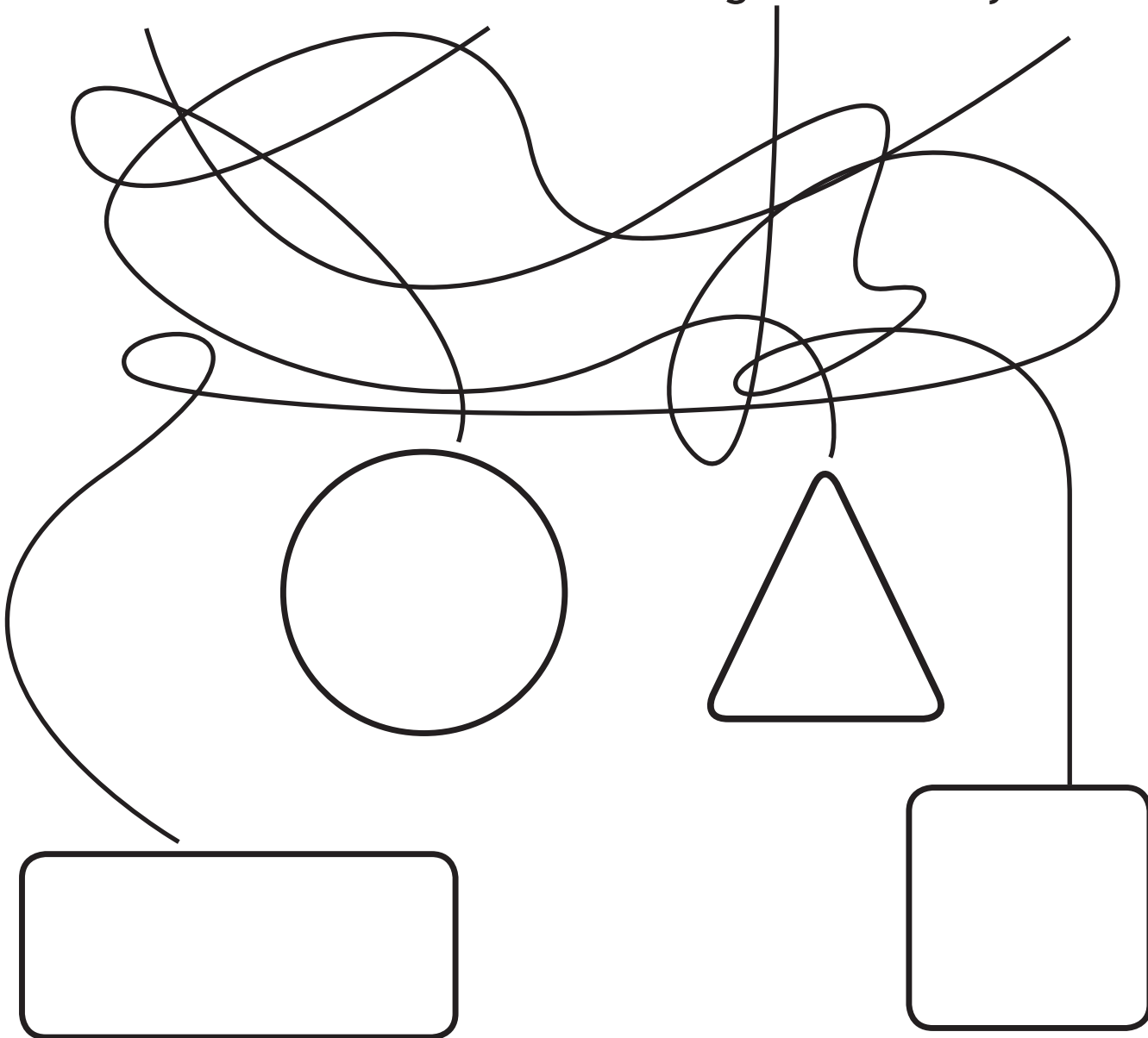
red



green



yellow



Lesson 2

Aim(s) of the lesson: Reviewing shapes and colours.

Recycled target language: *Rectangle, triangle, circle, square, star, blue, green, yellow, red.*

Receptive language: *What's this? Can you draw a (circle)? Hold up the (circle). It's your turn. What colour is the (triangle)?*

Materials: Pencils, paper. Colour word cards (blue, yellow, green, red). Colour flashcards (blue, yellow, green, red). Crayons (blue, red, yellow, green).

Let's start!

- Draw halves of the shapes on the board and ask pupils to guess the shapes. Point to each and ask: *What's this?* Pupils answer: *It's a (triangle), etc.*
- Say: *Now, it's your turn. Can you draw a circle?* Make sure each pupil has a pencil and a piece of paper. After pupils have drawn a circle say: *Hold up the circle.* Pupils show their drawings. Then say: *Well done!* Repeat with the rest of the shapes.

Introduction

- Use the word cards to introduce the colour words. Hold up each colour flashcard in turn and say: *Yellow. Red. Green. Blue.* Encourage pupils to repeat after you.
- Put the colour word cards and colour flashcards on the board in random order. Ask pupils individually to come to the board and find a matching pair. Call out (*blue*). The pupil points to the matching cards. The class claps two times if the pupil is right and claps once if the pupil is wrong. Repeat with other colours with different pupils.
- Hold up each word card in turn to check if pupils can read the word cards without flashcards.

2. Match and colour. Then chant.

- Look at the picture with the class. Point to the colour buckets and words first and get pupils to say the colours. Then point to the shapes at the bottom of the page. Ask: *What's this?* Pupils answer: *It's a (circle), etc.*
- Point to the tangled lines and tell pupils to follow the lines from the colour buckets to the shapes. Ask: *What colour is the circle?* Pupils reply: *It's red.* Then ask them to colour the circle red. Repeat with other shapes.
- Play the colour song and ask pupils to clap along to the rhythm. Play the chant again and encourage pupils to join in with the words. Play until pupils can chant confidently.

RECORDING 3

Moni, Pomi, Buddy, Yumi:

Red, green, yellow, blue.

Blue, yellow, green, red.

Moni: I like red.

Buddy: I like yellow.

Yumi: I like blue.

Pomi: I like green.

Moni, Pomi, Buddy, Yumi:

Red, green, yellow, blue.

Blue, yellow, green, red.

Extra activity

- Split the class into two groups. Give the colour flashcards to one group and give the colour word cards to the other group. Call out a word. Each group holds up the corresponding flashcard and word card. Each group gets one point for each correct answer.

1

MY FACE

1



Chant.



MY FACE

Lesson 1

Aim(s) of the lesson: Identifying parts of the face. Saying a chant.

New target language: *Eyes, ears, nose, mouth.*

Receptive language: *This is my face. My (ears). Touch. Who's this? What's this?*

Materials: Flashcards (eyes, ears, nose, mouth, Pogo, Zubi)

Let's start!

- Greet pupils. Say: *Hello*. Pupils reply: *Hello*.
- Play the Hello song (Recording 1). Sing along with the recording and encourage pupils to join you.

Introduction

- Use face flashcards to introduce the parts of the face. Hold up the eyes flashcard and say: *Eyes*. Pupils repeat: *Eyes*. Hold up the other face flashcards and say the words. Point to your eyes and ask pupils to say the word. Repeat with the *ears, nose and mouth*.
- Say: *Touch your eyes*. Make sure pupils know the word *touch*. Pupils touch their eyes. Say: *Touch your nose*. Pupils touch their noses. Say: *Touch your ears*. Pupils touch their ears. Say: *Touch your mouth*. Pupils touch their mouths.
- Indicate your own face and say: *My face*. Touch your eyes and say: *My eyes*. Repeat with the other words. Ask pupils to touch the part on their own faces. Encourage them to say: *My (eyes), etc.*

1. Chant.

- Point to Zubi and Pogo. Ask: *Who's this?* Pupils reply: *Zubi. Pogo*. Point to the eyes the on toy's face. Ask: *What are these?* Pupils answer: *Eyes*. Repeat with the other parts.
- Call out a word and ask pupils to point on the toy's face. Call out *ears*. Pupils point to the *ears*. Call out the rest of the parts and get pupils to point.
- Play the chant. Encourage pupils to clap along to the rhythm. Then play the recording again. Ask pupils to join in with the words. Play the recording until pupils can say the chant confidently.

RECORDING 4

Zubi: Eyes, ears. Eyes, ears.

Pogo: Mouth, nose. Mouth, nose.

Zubi- Pogo: One, two, three. Touch your eyes. Touch your ears.

One, two, three. Touch your mouth. Touch your nose.

Eyes, ears, mouth, nose.

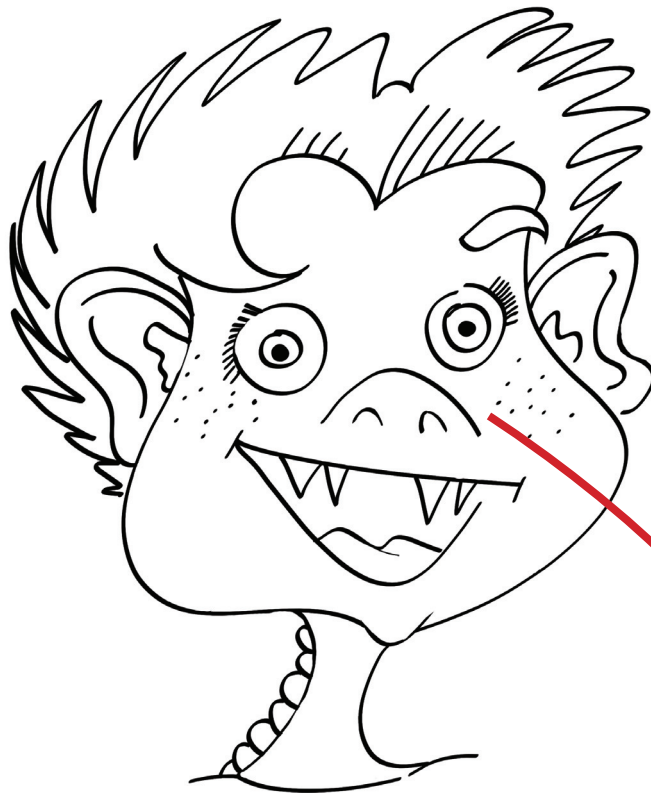
A face game

- Tell pupils that you are going to play a game with them. Touch your nose and say: *Mouth*. Pupils say: *No! Nose*. Touch your ears and say: *Eyes*. Pupils say: *No! Ears*.
- Ask a pupil to come to the front of the class to play the same game. The pupil touches the parts of his/her face and say the wrong words. Then the class corrects the pupil.

2



Listen and colour. Then match.



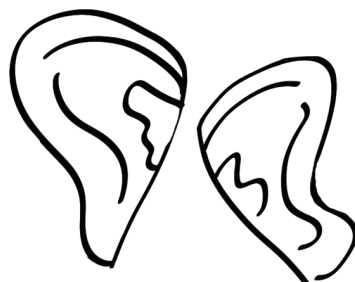
mouth



eyes



nose



ears



hair

Lesson 2

Aim(s) of the lesson: Practising parts of the face. Listening and colouring parts of the face.

New target language: *Hair.*

Recycled target language: *Ears, eyes, mouth, nose.*

Receptive language: *My (eyes) are green. My (nose) is yellow. What's this? It's a monster.*

Materials: Flashcards (monster, hair, mouth, ears, eyes, nose). Crayons (blue, green, red, yellow, orange). Word cards (monster, hair, mouth, ears, eyes, nose).

Let's start!

- Draw a face on the board. Point to the parts of the face and ask pupils to say the words.

Introduction

- Teach the word *hair*, using the hair flashcard. Point to your hair and say: *Hair*. Ask pupils to repeat the word.
- Hold up the monster flashcard and check if pupils can remember the word. Ask: *What's this?* Pupils reply: *It's a monster.*

2. Listen and colour. Then match.

- Tell pupils to look at the monster's face. Say: *Point to the hair*. Pupils point to the hair.
- Make sure all pupils have blue, red, green, yellow and orange crayons.
- Play the recording. Pupils listen and point to the parts of the monster's face as they hear them mentioned.
- Play the recording again. Pupils colour the parts of the face.

RECORDING 5

Boy: This is my face.

My eyes. My ears. My mouth.

My nose. My hair.

My eyes are green. My ears are red.

My mouth is blue. My nose is yellow.

My hair is orange.

- Hold up the face word cards in turn and read the words. Pupils repeat the words.
- Draw pupils' attention to the separate parts of the monster's face and the words. Encourage pupils to read the words.
- Ask pupils to do the matching. Hold up your book and take a pencil as you are going to draw a line to match the parts of the face.

Extra activity

- Distribute the five face flashcards and five face word cards to ten pupils. Call out the parts of the face in order. Pupils come to the board and attach their flashcards and word cards to the board. Repeat until all words have been called out.

3



Stick.



4



Read and match.

mouth

eyes

ears

hair

nose



Lesson 3

Aim(s) of the lesson: Reviewing parts of the face.

Recycled target language: *Eyes, ears, nose, mouth, hair.*

Receptive language: *Read. Who's this? It's (Yumi). What's this? Nose. What are these? Eyes. Point to (Pomi).*

Materials: Flashcards (eyes, ears, nose, mouth, hair). Flashcards (Yumi, Pomi, Moni, Buddy). Word cards (hair, eyes, ears, mouth, nose).

Let's start!

- Play the Hello song (Recording 1). Join in with the words and encourage pupils to sing along with you.
- Ask pupils to stand up. Say: *One, two, three! Touch your nose! Touch your hair! Touch your eyes! Touch your mouth! Touch your ears!* Pupils obey your instructions.

Introduction

- Distribute the parts of the face flashcards and the word cards to 10 pupils. Call out *eyes*. The pupils who have the eyes flashcard and word card hold up their cards. Repeat with the other parts of the face.
- Hold up the flashcards of the four characters in turn. Ask: *Who's this. It's (Pomi).*

1. Stick.

- Ask pupils to look at the picture. Say: *Point to Pomi*. Pupils point to Pomi. Repeat with Yumi, Moni and Buddy. Point to the parts on each character's face and ask: *What's this? Nose*. Point to the eyes and ask: *What are these? Eyes, etc.* Point to the missing parts on the characters' faces. Get pupils to name the missing parts.
- Tell pupils to turn to the sticker page. Hold up your sticker page and say: *Take out the stickers*. Say: *Hold up Pomi's ears. Hold up Buddy's mouth. Hold up Moni's nose. Hold up Yumi's eyes*. Pupils place the stickers in the correct place to complete the characters' faces.

2. Read and match.

- Read the words at the top. Then ask the class to read the words out loud.
- Ask pupils to match the words to the parts of the face. Pupils look at the example and do the matching.

5



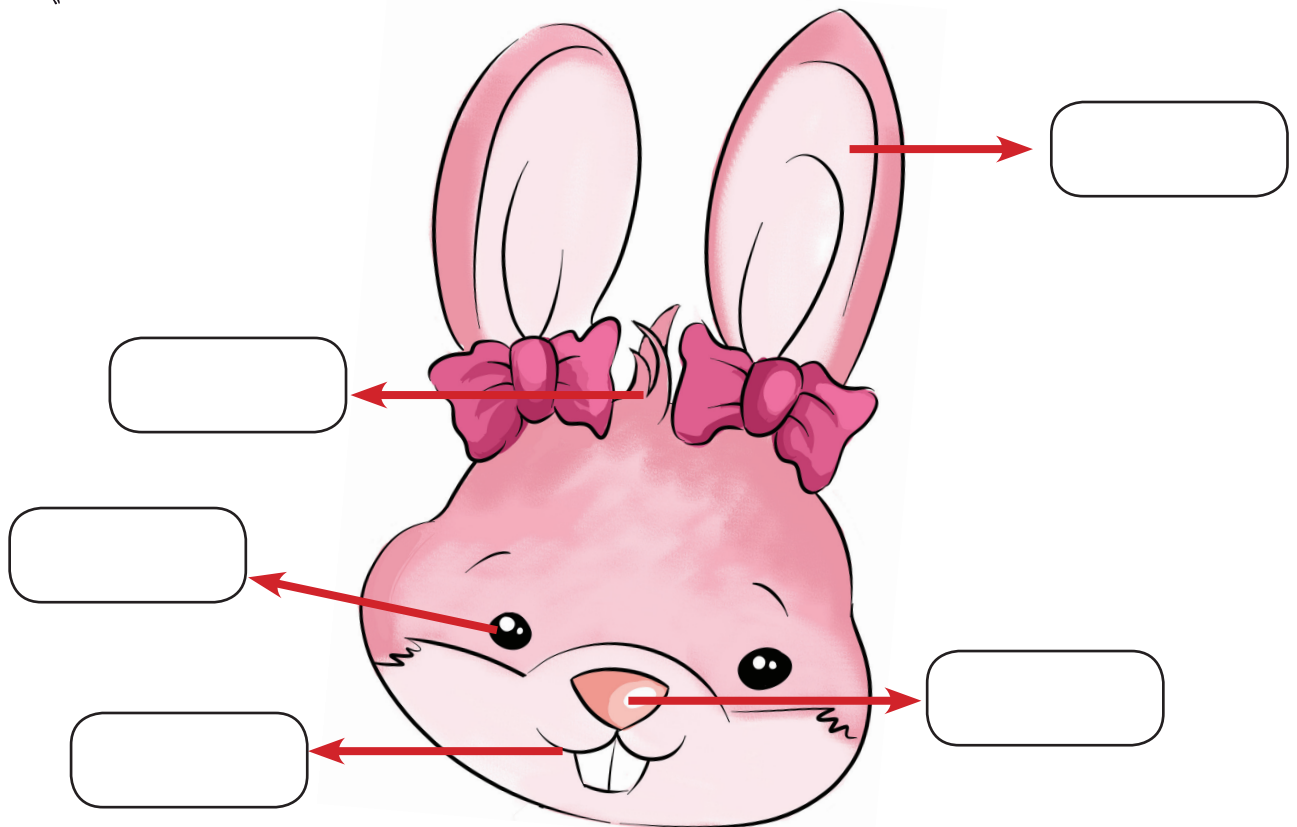
Listen and point.



6



Listen and number.



Lesson 4

Aim(s) of the lesson: Practising parts of the face and numbers. (1-5)

New target language: *Numbers 1-5.*

Recycled target language: *Eyes, ears, mouth, nose, hair.*

Receptive language: *Mouth is number one. My (eyes). Point to the (hair). Open/Close your (eyes)*

Materials: Flashcards (1-5, mouth, ears, eyes, nose, hair).

Let's start!

- Greet pupils in English.
- Open and close your eyes to introduce the words. Say: *Open. Close.* Ask pupils to repeat the words. Then say: *Open your eyes. Close your eyes. Open your mouth. Close your mouth.* Say the instructions faster to make it more fun for pupils.
- Play the instruction game with the whole class. Call out the instructions and pupils obey them. Say: *Close your eyes. Touch your nose. Open your mouth. Touch your ears. Open your eyes. Close your mouth.*
- Stand up in front of the class. Touch your eyes and say: *My eyes.* Touch your ears and say: *My ears.* Touch your nose and say: *My nose.* Touch your mouth and say: *My mouth.* Touch your hair and say: *My hair.*
- Ask a confident pupil to come to the front of the class and do the same. Then ask different pupils to come to the front of the class and introduce the parts of their faces to the class.

Introduction

- Divide pupils into two teams. Give the five face flashcards to one team and five word cards to the other team. Call out *ears*. One pupil in each team comes to the board with the correct flashcard and word card and holds it up. Repeat with the rest of the cards. Each team gets one point for each correct answer.

5. Listen and point.

- Tell pupils to look at Pogo's face. Say: *Point to the hair.* Pupils point to the hair. Repeat with the other parts of the face.
- Play the recording. Pupils listen and point to the parts of Pogo's face as they hear them mentioned.

RECORDING 6

Pogo: This is my face. My ears.
My nose. My eyes. My hair. My mouth.
This is my face.

6. Listen and number.

- Hold up number flashcards and say the numbers (1-5). Then ask pupils to repeat.
- Ask pupils to look at Yumi's face. Hold up your book and point to the parts on Yumi's face. Pupils name the face parts.
- Play the recording. Tell pupils to number the parts of Yumi's face as they listen.

RECORDING 7

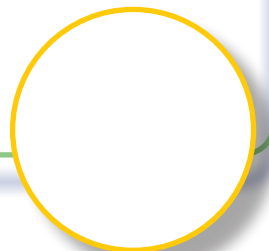
Woman: Mouth, eyes, hair, ears, nose.
Mouth is number one.
Eyes are number two.
Hair is number three.
Ears are number four.
Nose is number five.

Fun Time

7



Draw and colour. Then say.



Lesson 5

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

New target language: *Big, small.*

Recycled target language: *Eyes, ears, hair, nose, mouth.*

Receptive language: *Open your (mouth). Close your (eyes). Touch your (nose). What's this? Is your (mouth) big or small? What colour is your nose? What colour are your eyes? Are you happy? Are you sad? My eyes are (blue). My nose is (small).*

Materials: Pencils and crayons.

Let's start!

- Greet pupils in English.
- Tell pupils that you are going to play a game with them. Ask a confident pupil to come to the front of the class. Demonstrate the activity. Ask: *Touch your ears.* The pupil touches his/her ears. Say: *Close your eyes.* The pupil closes his/her eyes. Ask different pupils to come to the front of the class. Two pupils who sit next to each other call out instructions and the pupil in front of the class obeys the instructions.

Introduction

- Draw a face of a monster on the board. Make the monster's ears big, eyes small, mouth big and nose big. Put a big smile on monster's face. Stand up in front of the board and turn your face to the class. Point to the whole picture on the board and say: *I'm a monster.* Point to the eyes and say: *My eyes are small.* Point to the ears and say: *My ears are big.* Point to the mouth and nose. Say: *My mouth and my nose are big.*
- Draw a happy and sad face on the board to introduce the two expressions. Then point to the monster on the board and ask: *Is the monster happy or sad?* Pupils reply: *Happy.*

7. Draw and colour. Then say.

- Pupils draw and colour their own monster (face only).
- Make sure all pupils have crayons.
- Walk around the class and ask questions about their drawings. *What's this? Is your (nose) big or small? What colour is your (hair)? Are you (happy)?*
- Ask pupils to work in pairs. Pupils show their pictures to each other and describe them. *I'm a monster. My hair is (pink). My ears are (small).*
- Ask pupils to draw a happy face in the space provided. Say: *Well done!*

Story Time

8



Listen.

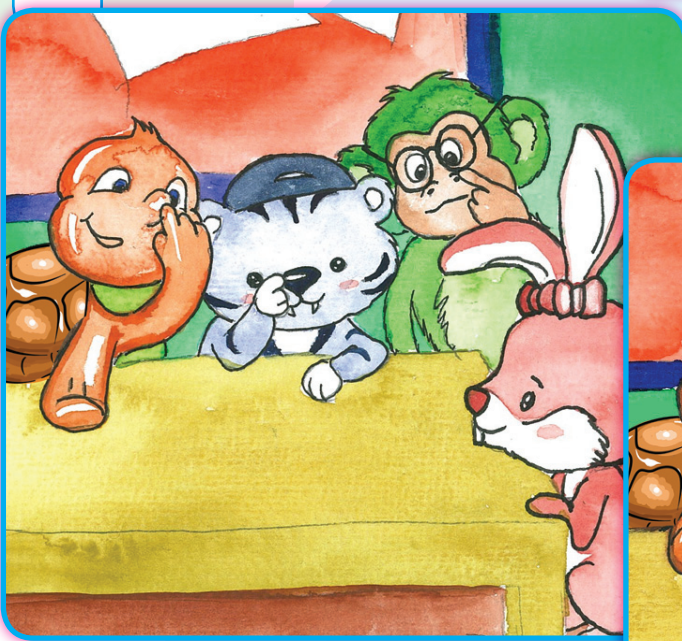
1



2



3



4



Lesson 6

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

Recycled target language: Eyes, ears, nose, mouth.

Receptive language: Touch your ears. Close your eyes. Good morning.

Let's start!

- Greet pupils in English. Say: *Good morning*.
- Play the parts of the face song from Lesson 1 (Recording 4).

Story preparation

- Say: *It's story time!* Open the story page and Hold up your book.
- Look at the story frames with pupils. Point to the characters and ask: *Who's this? It's (Pomi)*. Point to Yumi in the first frame and ask: *Is Yumi happy?* Pupils reply: *Yes*. Point to Moni in the second frame and say: *Close*. Close your eyes to demonstrate the action. Point to Moni's, Buddy's and Pomi's noses in the third frame and say: *Nose*. Point to Yumi and say: *Is Yumi happy?* *Yes*. Point to Pomi's, Buddy's and Moni's mouths and say: *Mouth*.

8. Listen.

- Say: *Let's listen to the story*. Play the recording. Hold up your book and point to the frames. Encourage pupils to follow the story in their books. Play the recording again to make sure pupils understand the story fully.

RECORDING 8

1

Yumi: Good morning everybody!

2

Yumi: Let's play a game! Close your eyes Moni.

Moni: Ooo! My eyes. Okay.

Yumi: Touch your ears Buddy.

Buddy: Ooo. My ears. Okay.

3

Yumi: Now, everybody. Touch your nose.

Moni, Pomi, Buddy: Okay.

4

Yumi: Now, touch your mouth. (Pause) Well done!

Act out the story

- Divide the class into four groups: Yumi, Pomi, Buddy and Moni. Play the recording again and encourage pupils to repeat their lines in the story. Pupils practice their lines with the actions and movements.