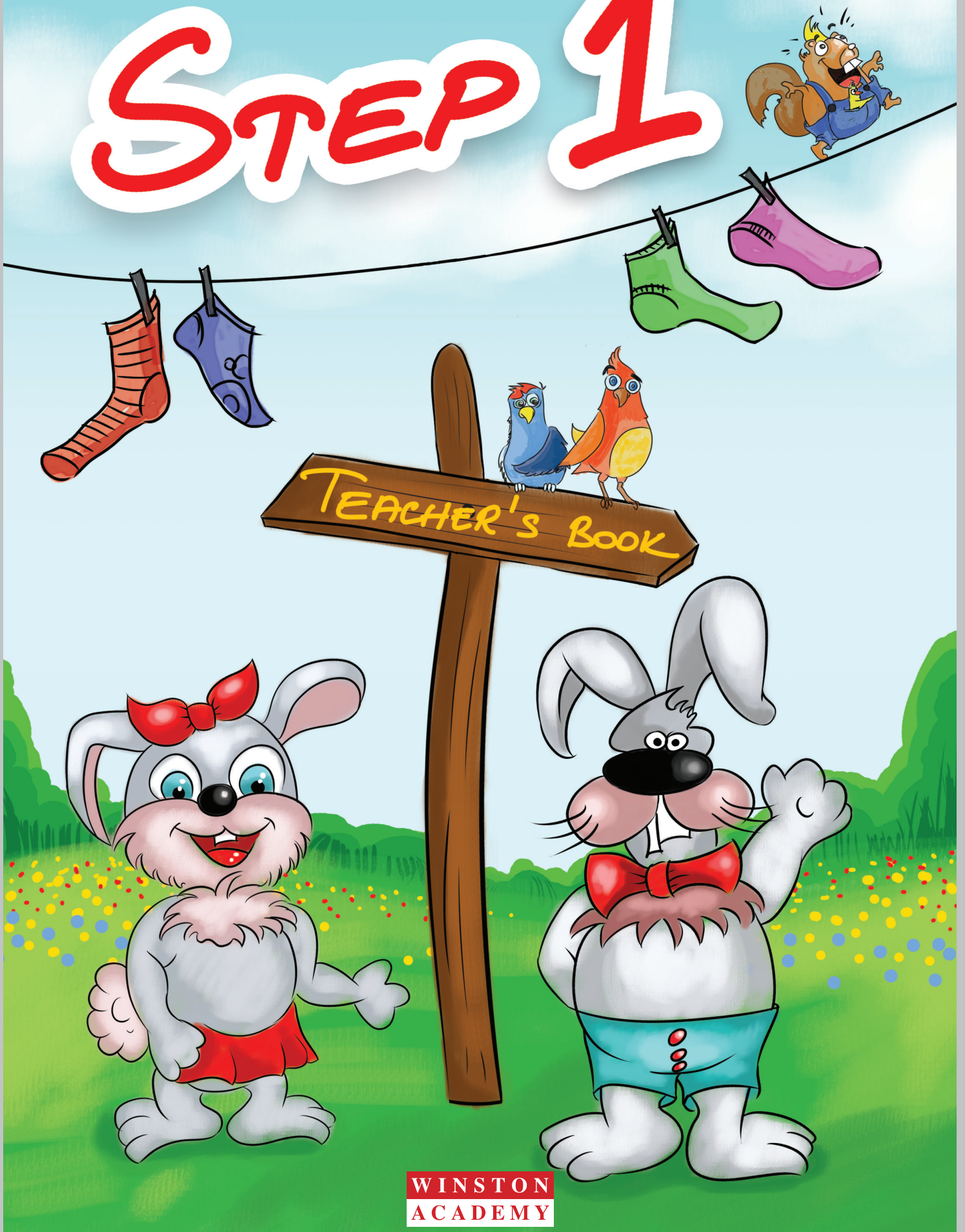


STEP 1



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HELLO!

UNIT 1
Hello!

Overview

Unit 1 mainly focuses on understanding and saying greeting expressions (e.g. Hello!, Goodbye!, Good Morning!, etc.) and understanding and giving basic personal information (i.e. name, home town, etc.) Please see the key vocabulary and language points in “Word Bank” in Student’s Book.

Materials Needed

CD player, party music CD, cardboard, smiley cards, photos/pictures of morning, afternoon, evening, and night, OHP, projector and board.

Warm - up

(Books closed)

- When you enter the classroom, say “Hello” and make students repeat by using your gestures.
- Write “Hello” on the board and draw two people on the board shaking hands. Draw speech bubbles and write “Hello” in the bubbles.
- Then, quickly go around the class, say and elicit “Hello” by shaking hands with some students randomly.
- Put students into pairs by pointing to the people in your drawing on the board. Make one pair say “Hello” to each other as an example. Then, ask all pairs to do the same.
- Finally, elicit what “Hello” means.
- Next, write your name on the board. Then, say “Hello, I’m” by pointing to your name.
- Then, write “Hello, I’m ..Funny Bunny...” and “Hello, I’m ...Pink Bunny...” into the speech bubbles of the people on the board. Act the dialogue out yourself and divide the class into two and get them to repeat the dialogue.
- Then, quickly go around the class, say and elicit “Hello, I’m” by shaking hands with some students randomly.
- Put students into pairs by pointing to the people in your drawing on the board. Make one pair say “Hello, I’m” to each other as an example. Then, ask all pairs to do the same.
- Finally, elicit what “Hello, I’m” means.
- Make sure students understand the meaning and function of “Hello, I’m”

1. Listening Corner

Listen and sing.

First Listening (Books Closed)

- Play the CD (Track 1) and ask students to listen. Replay the CD and ask students to listen and sing. Repeat this once/twice.

Second Listening (Books open)

- Play the CD and ask students to read and listen. Replay the CD and ask students to listen, read and sing. Repeat this once/twice.
- Ask students to sing the song as a whole class.
- Ask students to practice the song for five minutes. Then, pairs test each other.
- Call some pairs to the front and ask them to sing.
- Teach the words "*great, fine, OK, happy, wonderful, tired, bored, angry, sad*" with the help of smiley face cards. (Hang the smiley faces on the walls). Drill the words and test students randomly.
- Mime and act the words and elicit from the students "*I'm great, I'm tired, I'm angry, ...*"
- Write "*How are you?*" in the speech bubble of Funny Bunny on the board and write "*I'm great, I'm tired, I'm angry ...*" in the speech bubble of Pink Bunny. Elicit what "*How are you?*" means.
- Put students into pairs and ask them to draw smiley faces on pieces of paper. (If you want, you could ask them to colour them.)
- Then, ask them to practice the dialogue they see on the board by changing the words (i.e. I'm ... **great**..., I'm ...**tired**..., I'm ...**angry**..., etc.)
- Call some pairs to the front and ask them to act out.
- Test students randomly by asking the question "*How are you?*".

2. Speaking Corner

A. Look and Read. Then say your name.

- Say "*Hello! My name's*" and then "*Hello! I'm*" and write on the board "*I'm = My name's...*". Drill "*My name's....*" with the whole class. Elicit sentences with "*My name's....*" from each student in turns.
- Tell students to look and read. Mime the words "*look*" and "*read*". Elicit "*What's your name?*" and elicit answers from the students. Put students into pairs and ask them to practice it.
- Check understanding by asking several students "*What's your name?*" randomly.

B. Read and say.

- Read the phrases and ask students to repeat as a whole class.
- Write "*Hello! = Hi!*" on the board and explain that "*Hi!*" is the short form and used with friends and family members.
- Write "*Good bye!*" on the board and mime it (Wave your hand and go out the classroom). Then, you could re-enter the class and say "*Hello!*" Write on the board "*Hello! X Good bye!*" Check understanding.

HELLO!

- Write “Good bye! = See you!” Drill the new phrase and check.
- Show the pictures/photos of morning, afternoon, evening, and night. Point to the pictures and get the students to say the words. Repeat this for several times.
- Ask students to test each other in pairs. Then, you could test several students.
- Next, mime the expressions “Good Morning, Good Afternoon, Good Evening, Good Night” and explain that these are also greeting words.
- Point to the pictures and elicit the expressions.
- Put students into pairs and ask them to practice.
- Check.

3. Writing Corner

Find and write. Then say.

- Prepare “Word Label Soup” without blank words for each pair of students.
- Write blank words on small pieces of paper. Cut out one set of blank words for each pair.
- Ask pairs to look at the words in the soup and fill in the blanks in the words.
- You could do this as a competition. The pair which finishes earlier and correctly can run to the board and slam on the board. That pair can be given chocolate/candies as a small reward.

Answer Key:

What’s your name?
Good morning!
Good afternoon!
Hi!

Hello!
Good night!
My name’s

4. Reading Corner

Read. Then find and write.

(Books closed)

- Write your name in capital letters on the board and write your hometown and country under your name:

... YOUR NAME ...
... Turkey
... Istanbul ...

- Say “My name’s I’m **from Turkey**. I’m **from Istanbul**” and write on the board.
- Elicit the similar sentences from several students. Then, ask them to say similar sentences to their partners.
- Draw Funny Bunny and Pink Bunny with speech bubbles on the board and write “What’s

- *your name?*” in Funny Bunny’s bubble and elicit the answer in Pink Bunny’s bubble. Then, write “*I’m from Ankara*” in Pink Bunny’s bubble and then write “*Where are you from?*” in Funny Bunny’s bubble. Check understanding and drill the question and answer “Where are you from?” “*I’m from....*”
- Put students in pairs and ask them to practice.
- Next, go to the board and write in both bubbles. Mime the meaning and explain. Drill the phrase several times with the whole class and check it with several students.

(Books open)

- Tell students to open their books and read Funny Bunny’s speech bubble. Elicit “*Where are you from, Funny Bunny?*”
- Ask students to fill in Pink Bunny’s bubble with the words in the boxes.
- Go around the class and check.
- Then, personalize the dialogue by showing an example.
- Ask students to stand up. Play the party music CD. Ask them to go around the classroom and make the dialogue with any person they meet when the music stops. If a person can’t meet anyone, s/he is out of the game. For this, students have to hurry and run in the classroom.

Answer Key:

Hi! My name is Pink Bunny.

I’m from Ankara.

Nice to meet you.

What’s your name?

Where **are** you from?

5. Language Corner

A. Look.

- Get students’ attention to the short forms of “am” and “are,”
I am = I’m
You’re = You’re
- and the similarity between the expressions:
I’m = My name is
You’re.... = Your name is

B. Read and write.

- Ask students to fill in the blanks in the dialogue with the words from the box.
- Check their answers and drill the dialogues with the students.

HELLO!

Answer Key:

Hello! I am Bunny.

What's **your** name?

Goodbye!

Hello! **My** name's Evee.See **you**!**6. Listening Corner****Choose and say. Then listen and check.**

- Ask students to read the dialogue and choose the correct answer.
- Play the recording (Track 2) to check the answers.
- Then, divide the class into two; first for dialogues 1-2 and then for dialogues 3-4 and ask them to act out the dialogues for practice. For more practice, put students into pairs and ask them to practice the dialogues.
- Call several pairs to the board and ask them to act out the dialogue.

Answer Key:

1. a 3. a, a

7. Language Corner**Order and write.**

- You could do this activity more lively by preparing cardboards on which one word is written as in the book.
- Prepare four/five sets of cardboards depending on the number of your students and divide the class into four/five groups.
- Hang the cardboards randomly on the walls.
- Tell students to run to the board and write the sentences in the correct order.
- The group which finishes first is the winner.

Answer Key:

What's your name?

My name's Evee.

8. Word Corner**Find and circle the words. Then write.**

- Put students into pairs and ask them to find the words and write them.
- Call out several pairs and ask each to write one word on the board.

9. Writing Corner

Look and write.

- Ask students to find the correct sentences in the speech bubble.
- Draw the bubbles on the board and elicit the answers.
- Write their answers and check.

Answer Key:

Hello!

I'm Pink Bunny

Hello, Funny Bunny!

Good evening!

10. Speaking Corner

Talk with a partner.

- Give students pictures of Funny Bunny and Pink Bunny.
- Put students in pairs. (This is a role-play)
- Ask them to role-play the characters and act out the dialogues in "9. Writing Corner". Act out as an example.

11. Listening Corner

A. Listen and say.

- Play the CD (Track 3) and ask students to repeat the letters. Repeat this several times.
- Point to the letters and test students.
- Ask students to test each other in pairs.

B. Listen and sing.

- Play the CD (Track 4) and ask students to repeat. Repeat this several times.
- Point to the letters and test students.
- Ask students to test each other in pairs.

12. Writing Corner

Write the letters.

- Teach students the upper case and lower case letters.
- Read the letters to them and ask them to write the lower case letters.
- Check the answers on the board.

HELLO!

13. Speaking Corner

A. Read and write. Then spell your name.

- Teach the word “*spell*” and spell your name on the board.
- Ask students to spell your name.
- Then, put students in pairs and ask them to act out the dialogue.

B. Now work with a partner. Make a similar dialogue.

- Call several pairs to the board and ask them to spell each other’s names.

14. Word Corner

Find and write.

- Put students into pairs and ask them to find the words and write them.
- Call out several pairs and ask each to write one word on the board.

Answer Key:

What’s your name	hi	hello	good morning	afternoon	evening
your	my	spell	from		

15. Fun Corner

Colour.

Ask students to colour the picture of Funny Bunny.

16. WORKBOOK

Assign daily/weekly homework from the related exercises of the Workbook. You could grade this as homework grade.

Suggestion:

You could write/print the “**Word Bank**” on a colour cardboard and hang it on the wall to use it to wrap up the unit and to revise the unit next day/week.

Extra Activity 1: Role Play

Three students come to the front. Give each student a character flashcard. Students show their flashcards to the class and say, eg. *“Hello! I’m Funny Bunny. I’m from Antalya. And you?”* and ask the next student eg. *“What’s your name?, Where are you from?”*. Repeat this with other students in groups of three.

Extra Activity 2: Air Drawing Game

Draw upper case letters with your finger in the air. Students repeat your action and try to spell the letter. Repeat it with all letters twice randomly. Then, draw letters of several objects in the air and ask students to spell the letters and find the word.

NOTES



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