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CAMBRIDGE Global English

Learner's Book 1

Elly Schottman & Caroline Linse



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CAMBRIDGE Global English

for Cambridge Primary English as a Second Language

Learner's Book 1

Elly Schottman & Caroline Linse

Contents

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10–17	Starter	Greetings Parts of the body Colours Actions Objects Letters of the alphabet	Numbers 1–10	Read/Recite a poem Write name, numbers and colour words
18–33	1 Welcome to school	School objects and activities Greetings and introductions Colours Vehicles Feelings Things in nature Key words: <i>same, different; interview</i>	Singular and plural nouns Proper nouns Present simple Subject pronouns: <i>I, you, we, he, she</i> Possessive adjectives: <i>my, your, his, her</i>	Word labels, poems, songs, charts Read for information Reading strategy: Picture walk Guided writing: Poem, information about self
34–49	2 Family time	Family members Home and school activities Food: likes and dislikes Numbers 0–10 Days of the week Key words: <i>0/zero</i>	Singular and plural nouns; proper nouns Numbers: 0–10 Present simple: statements, questions, short answers Prepositions of location: <i>in, at</i> Use <i>with</i> and <i>for</i>	Poems, songs Read for information Reading strategy: Environmental print Guided writing: Cards, information about self, recipe
50–67	3 Fun and games	Actions, sports, games Parts of the body Language of good sportsmanship Point to/put Animals Feelings Key words: <i>compare</i>	<i>can/can't</i> for ability Numbers: 1–12 Prepositions of location: <i>on, under, next to</i> Possessive adjectives Present simple	Poem, story, play Read for information Reading strategy: Text features (identify characters in a play script) Guided writing: Simple words spelled aloud, information about self, new song verse, story sequel
68–83	4 Making things	Clothes Shapes Art activities Colours and other descriptive adjectives Key words: <i>shapes, square, circle, rectangle, triangle</i>	Present continuous: statements and questions Subject pronouns Contractions: <i>I'm, she's, they're</i> , etc. Connective: <i>and</i> Numbers: 1–20 Use <i>for</i> Use <i>like</i> + verb + <i>-ing</i>	Poem, song, traditional folktale Read for information Understand words through context Reading strategy: Set a purpose for reading Guided writing: Information about self, new song verse, thank you note

	Listening/Speaking	Cross-curricular links	Phonics/Word study	21st-century skills
	Greet friends Ask and answer questions Understand and repeat conversations Sing and act out TPR songs	Science: Colour-mixing experiments Maths: Count 1–10, measure (non-standard units)	Alphabet song and chant	Make new friends Play, work and learn together Critical thinking: Do experiments Record results
	Listen for details Understand words through context Follow TPR directions Ask and answer questions Spell own name Interview and introduce a friend Play a guessing game Sing a spelling song Act out a poem	Global awareness (Social studies): School children around the world Maths: Understand and enter information on a chart	Letter names Alphabet poem	Activate prior knowledge Work collaboratively Share ideas, information Critical thinking: Discuss and enter data on a chart Compare and contrast Predict story events Reflection/self-assessment Values: Appreciating the world around us
	Listen for main idea and details Ask and answer questions Participate in conversations Play a counting game, sing a counting song Say, sing, act out poems and songs	Maths: 0–10 Simple problem-solving Record and discuss information on charts	Read and write words with short <i>a</i> Consonant digraph: <i>th</i> Rhyming words	Activate prior knowledge Work collaboratively Critical thinking: Classify Conduct a survey Create and discuss charts Reflection/Self-assessment Values: We love our families
	Follow and give instructions Understand words through context Listen for details and main idea Recognise simple words spelled aloud Play games Ask and answer questions	Global awareness (Social studies): Games from different places Maths: Count 1–12 Problem-solving Use charts	Read and write words with short <i>u</i> Read and write short <i>a</i> words (revise) Read and act out a phonics story	Activate prior knowledge Work collaboratively Share ideas, information Critical thinking: Creative problem-solving Compare and contrast Sequence Reflection/Self-assessment Values: Recognise feelings, show empathy
	Listen for main idea and details Ask and answer questions Describe what people are wearing and doing Describe pictures Say, sing and act out poems, songs, stories	Maths: Count 1–20 Identify simple geometric shapes Art: Make puppets	Read and write words with a short <i>e</i> Identify rhyming words Read a phonics story	Express creativity through art Share ideas, information Critical thinking: Classify Draw conclusions Reflection/Self-assessment Values: Saying thank you



Page	Unit	Words and expressions	Use of English	Reading/Writing
84–99	5 On the farm	Farm animals and crops Farming activities Describe life cycle of animals and plants Parts of a plant Ongoing actions Polite language: asking for help Key words: <i>feeding, planting, picking, driving, carrying, diagram</i>	Present continuous (statements, questions, short answers) Adverbs of place: <i>here/there</i> <i>can/can't</i> for ability Contractions Prepositions of location: <i>in, above</i>	Poem, song, stories Read for information: life cycle diagrams Understand words through context Reading strategies: Scan for main idea Guided writing: Simple words spelled aloud, word cards, life cycles, story ending
100–117	6 My five senses	Our five senses Parts of the body Musical instruments Adjectives to describe sight, sound, taste, touch Fruits Key words: <i>imagine</i>	Present continuous Present simple: positive, negative statements, questions, short answers Descriptive adjectives Ordinals: 1st–3rd <i>can/can't</i> for ability Preposition of location: <i>on</i>	Poem, song, stories Read for information Reading strategy: Making predictions Guided writing: Write about favourite sounds Write speech bubbles for a story
118–133	7 Let's go!	Vehicles and parts of vehicles Ways to move Descriptions: size, colours, numbers Safety equipment: helmets, seatbelts Key words: <i>fold</i>	<i>can</i> + verb Simple present (positive and negative statements; questions) Adjective order (<i>big blue boat, two red sails</i>) <i>like</i> + verb + <i>-ing</i> Prepositions of location: <i>on, in, under, at, near</i>	Poem, songs, simple instructions Read for information Reading strategy: Text features: headings Guided writing: Words spelled aloud Words on charts and diagram Sentences Information about self
134–149	8 City places	City sights and sounds City buildings and public places Ordinal numbers: 1st–10th Describe objects and people Opposites Key words: <i>choose</i>	Present simple <i>can/can't</i> + verb <i>like</i> + verb + <i>-ing</i> Prepositions of location: <i>in, on, next to, near</i> Demonstratives: <i>this/that</i> Pronouns: <i>this/these</i> Adverbs of place: <i>here, there</i> Connective: <i>and</i> Use <i>with</i> and <i>for</i>	Poems, song Read for information Understand words through context Reading strategy: Scanning Guided writing: Sentences about city sights and sounds Sentences to express and explain a personal preference
150–167	9 Wonderful water	Water and living things Weather and clothing Nature Days of the week <i>Morning, afternoon, night</i> Daily routines Key words: <i>look up</i> (in a dictionary)	Present simple (positive/negative statements, questions, short answers) Contractions <i>Can/can't</i> + verb <i>yes/no</i> questions <i>Don't forget ...</i> Prepositions of time: <i>in, on, at</i>	Poems, song, story Read for information Read and act out a play Reading strategy: text type – folktale Guided writing: Words spelled aloud Sentences: initial capitalisation, full stop, connective: <i>and</i> Write dialogue in speech bubbles
168–175	Picture dictionary	Review of vocabulary and themes		



	Listening/Speaking	Cross-curricular links	Phonics/Word study	21st-century skills
	<p>Listen for main idea and details</p> <p>Recognise simple words spelled aloud</p> <p>Ask and answer questions</p> <p>Play guessing games</p> <p>Say, sing, act out poems, songs and stories</p> <p>Discuss opinions</p>	<p>Science:</p> <p>Life cycles (plants and animals)</p> <p>Living things</p> <p>Plant growth experiments; record observations</p>	<p>Read and write words with short i and other short vowels</p> <p>Consonant digraphs: ch, sh</p> <p>Rhyming words</p> <p>Tongue twisters</p> <p>Read a phonics story</p>	<p>Activate prior knowledge</p> <p>Work collaboratively</p> <p>Share ideas, information</p> <p>Critical thinking:</p> <p>Classify</p> <p>Sequence</p> <p>Discuss a story map</p> <p>Interpret and create diagrams</p> <p>Reflection/Self-assessment</p> <p>Values: Helping others</p>
	<p>Listen for main idea and details</p> <p>Ask and answer questions</p> <p>Discuss favourite sounds and smells</p> <p>Identify objects by touch and by sound</p> <p>Describe objects using all the senses</p> <p>Express likes, dislikes</p> <p>Say, sing, act out poems, song, and stories</p>	<p>Science:</p> <p>Explore five senses with experiments and hands-on activities</p> <p>Music:</p> <p>Describe sounds</p> <p>Create musical sounds on home-made instruments</p>	<p>Read and write words with a short i and other short vowels</p> <p>Read a phonics story</p>	<p>Work collaboratively</p> <p>Share ideas, information</p> <p>Critical thinking:</p> <p>Compare and contrast</p> <p>Classify</p> <p>Identify opposites</p> <p>Enter information on charts</p> <p>Reflection/Self-assessment</p> <p>Values: Everyone is included</p>
	<p>Listen for main idea and details</p> <p>Recognise simple words spelled aloud</p> <p>Follow and give instructions</p> <p>Ask and answer questions</p> <p>Describe objects</p> <p>Discuss preferences</p>	<p>Science/Engineering: Make a helicopter and a plane</p> <p>Experiment and record results</p>	<p>Read and write words with a long e – spelling ee</p> <p>Consonant digraph: wh</p>	<p>Integrate prior knowledge</p> <p>Work collaboratively</p> <p>Share ideas, information</p> <p>Critical thinking:</p> <p>Compare</p> <p>Classify</p> <p>Predict</p> <p>Enter and interpret information on charts</p> <p>Reflection/Self-assessment</p> <p>Values: Stay safe! Seatbelts, helmets and more</p>
	<p>Listen for main idea and details</p> <p>Follow instructions</p> <p>Ask and answer questions</p> <p>Role-play; make requests</p> <p>Play a game</p> <p>Say and act out poems</p> <p>Express and explain opinions</p>	<p>Global awareness: (Social studies): City living</p> <p>Maths:</p> <p>Ordinals 1st–10th</p> <p>Identify and continue a repeating colour pattern</p>	<p>Clap and count syllables</p> <p>Sounds of final –y (long e or long i)</p> <p>Rhyming words</p>	<p>Activate prior knowledge</p> <p>Work collaboratively</p> <p>Share ideas, information</p> <p>Critical thinking:</p> <p>Opposites</p> <p>Compare and contrast</p> <p>Classify</p> <p>Sequence</p> <p>Reflection/Self-assessment</p> <p>Values:</p> <p>Appreciating where we live, respecting personal preference</p>
	<p>Listen for details</p> <p>Ask and answer questions</p> <p>Participate in discussions</p> <p>Describe weather, objects and routine actions</p> <p>conversations</p> <p>Discuss and act out stories, poems, songs</p> <p>Link phrases with connective: <i>and</i></p>	<p>Science:</p> <p>Water facts: Living things need water; water comes from rain and snow; animals that live in water</p> <p>Experiments with things that float: make predictions, do experiment, record results</p>	<p>Long a spellings ai and ay</p> <p>Read and act out a phonics story</p>	<p>Apply prior knowledge</p> <p>Work collaboratively</p> <p>Share ideas, information</p> <p>Critical thinking:</p> <p>Classify</p> <p>Research</p> <p>Predict outcomes</p> <p>Distinguish between read and make-believe</p> <p>Reflection/Self-assessment</p> <p>Values: Conserving water</p>



How to use this book



In this book you will find lots of different features to help your learning.

What you will learn in the lesson.

We are going to...

- talk about things we can do.

Big questions to find out what you know already.

Getting started

What can we do for fun?

Talk about what you know.
Look at the picture for some ideas.

Important words and their meanings. These words are included on wordlists in the Teacher's Resource.



The key words include vocabulary from other subjects, instruction words and Academic English terms.

Key word

compare



Tips you can use to help you with your learning.

Reading tip

As you read, think about these questions:

- How do the elves help the shoemaker?
- How does the shoemaker help the elves?

Be a Language detective!
Find out more about grammar.

Language detective



Where is her pencil?

Her pencil is _____ her nose.



Where is his pencil?

His pencil is _____ his shoulder.







At the end of each unit, there is a choice of projects to work on together, using what you have learned. You might do some research or make something.


Project A: Write clues for a treasure hunt

Find 3 places in your classroom to hide clues – on, under or next to things. Write the 3 clues. Use words and pictures. Make a 'You have found the treasure!' picture too. Play treasure hunt with your class.

- Hide clues 2 and 3 and the 'You have found the treasure!' picture in the correct places.
- Then read the first clue to the class. Can they find the next clue?

1 Look on the 

2 Look next to the 



3 Look under a 

Questions help you think about how you learn.

What is something new that you learned from this project?

Look at what you have learned in the unit! Think about which skills you do well and which you need more practice with.

Look what I can do!

I can talk about things I can do.		
I can follow instructions and play games.	<input type="radio"/>	<input type="radio"/>
I can read and write words with the short u.	<input type="radio"/>	<input type="radio"/>
I can say where things are (on, next to, under).	<input type="radio"/>	<input type="radio"/>
I can read, talk about and act out a play.	<input type="radio"/>	<input type="radio"/>

At the end of every 3 units, stop and check your progress! Play games and do activities to review what you have learned.

Check your progress

Let's go to the park!

We can go to the park by bicycle, by bus, or by car!

You need:




- 2 to 3 players
- a different game marker for each player

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clap 

Use stickers to complete poems and to add to the Picture dictionary.

5 Actions

catch 	clap 	cut 
---	--	---

Audio is available with the Teacher's Resource or Digital Classroom



Video is available with Digital Classroom



3 Fun and games

> 3.1 Let's have fun!

We are going to...
• talk about things we can do.

Getting started

What can we do for fun?
Talk about what you know.
Look at the picture for some ideas.



Watch this!

- 1 Listen and point.
Look at the children. Listen and point.
How many times can the girl bounce the ball?

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3 Fun and games

> 3.2 Can you do it?

We are going to...
• talk about things we can do

1 What can you do?

Work with a partner. Try these things.

Bounce a ball 4 times.



Can you bounce a ball 4 times?

No, I can't.



Throw a ball into a box.



Catch a ball with a box.



Roll a ball and hit a box.

Tell the class one thing your partner can do.

2 Draw and write.

Work with a partner.
What can you do with a ball and a box?

I can kick a ball.
I can hit a box.
I can _____

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3.2 Let's explore

3 Share the biscuits!

Cut out 12 pieces of paper.
Work in pairs.
Use these pieces to solve the problems!



- a There are 12 biscuits and 2 children.
How many biscuits can each child have?



- b There are 12 strawberries and 3 children.
How many strawberries can each child have?

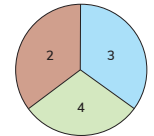


- c There are 12 grapes and 4 children.
How many grapes can each child have?

4 Play a game.

You need a paper clip, pencil and your biscuits from Activity 3.

- Spin the paper clip.
- Take that number of biscuits.
- To win, you need 12 biscuits.



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Lesson 1: The Think About It lesson introduces the topic through a big question and an image to generate discussion.

Lesson 3: The cross-curricular lesson prepares learners to learn in English across the curriculum.

A non-fiction text exposes learners to cross-curricular language.

Lesson 4: The Use of English lesson develops grammar and language.

Language detective boxes present the main grammar point of each unit through an active learning approach. Digital Classroom includes grammar presentations.

3 Fun and games

> 3.3 Games from around the world

We are going to...
• follow instructions and play games.

1 Listen and read.

Play 'Rock, paper, scissors'.



- a Face your partner. Say: '1, 2, 3, go!'
- b Make one of these signs with your hand: rock, paper, scissors.
- c Look at your partner's hand and your hand. Who wins the game?

paper rock Paper can cover a rock, so **paper** wins.

rock scissors A rock can break scissors, so **rock** wins.

scissors paper Scissors can cut paper, so **scissors** win.

2 **Values: Be a good sport!**
Working in pairs, say, 'You win.' 'Well played!' and 'Let's play again.'

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3.3 Global awareness

3 Read and play.

This game is called 'Bird, water, rock', and is from Malaysia.



- a Face your partner. Say: '1, 2, 3, go!'
- b Make one of these signs with your hand: bird, water, rock.
- c Look at your partner's hand and your hand. Who wins the game?

bird water A bird can drink water, so **bird** wins.

water rock Water can cover a rock, so _____

rock bird A rock can hit a bird, so _____

4 Compare the games.

How are these two games the same?
How are they different?



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In this lesson you'll find the key words.

There will be opportunities to think critically about the information in the text.

3 Fun and games

> 3.4 Where is the duck?

We are going to...
• say where things are

1 Ask and answer questions.

Point to a picture. Ask your partner a question.

Where is the duck? The duck is on the table.



Language detective

Where is her pencil?
Her pencil is _____ her nose.

Where is his pencil?
His pencil is _____ his shoulder.

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3.4 Use of English

2 Play an instructions game.

Play this game with your class. Take turns giving instructions.

Put your	pencil	on	your _____
	finger	next to	
	hand	under	



3 Wind the bobbin up.

Follow the instructions. Sing and dance!

Chorus:
Wind the bobbin up.
Wind the bobbin up.
Pull, pull. Clap, clap, clap.
Point to **your shoulders**.
Point to **your nose**.
Point to **your ears** and
Point to **your toes**.
Clap your hands together, 1, 2, 3.
Put your hands upon your knees.

Repeat chorus.
Point to the **ceiling**.
Point to the **floor**.
Point to the **window** and
Point to the **door**.
Clap your hands together, 1, 2, 3.
Put your hands upon your knees.



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Stage 1 includes a TPR song or chant to practise language.

Lesson 5:
In Stage 1,
the **Letters and
Sounds** lesson
develops phonics.

3 Fun and games

3.5 Short u

We are going to...

- read and write words with the short u.

1 Listen, look and say.
Listen to the short u sound. Say the words.

2 Listen to the poem. Act it out!

I can run like a puppy!
I can jump like a bug!
I can buzz like a bee!
I can sit on the rug.

3 Tic-tac-toe: a or u?

Player 1: Write a on 5 letter cards. Find a gameboard space that has a word with the short a sound. Read the words and put a letter card on that space.
Player 2: Write u on 5 letter cards. Find a space that has a word with the short u sound. Read the words and put a letter card on that space.
Take turns with your partner. To win, put 3 cards in a row.

The cat can cut.	clap	A fun is fun!
run	a bug on a rug	nut
a cup and a cup	clap	Mud makes me mud!

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4 Phonics story

Listen and read. Put your hand up when you hear a word with the short u sound. Then, act out the story!

Run, duck, run!

1 I run in the sun. It's lots of fun!

2 Help! I'm stuck in the mud!

I can help. I have a truck.

The duck runs. Run, duck, run!

The duck is in the mud. She's stuck!

3 Up, up, up!

Thank you very much!

The duck goes up.

4 Good luck!

Goodbye.

The muddy duck runs again.

5 Put stickers in your Picture dictionary: clap, cut, jump, run. On which page do the stickers belong? Find the correct page.

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Lesson 6:
The **Read and Respond** lesson includes literature. This might be a fictional story, a poem or a play.

3 Fun and games

Just then, a big nut falls from a tree into the pond. Ker-PLUNK!

Help! A scary Ker-PLUNK! Run, run, run!

Silly rabbit! A big nut fell in the pond. It made the sound Ker-PLUNK.

What? Is the Ker-PLUNK a nut?

Yes.

That's not scary.

No.

Oh, well. Let's go home.

Goodbye, wise lion!

Goodbye, silly animals. Good luck!

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3.6 Read and respond

2 Explore the characters.

- Why is Rabbit scared?
- What makes the sound, Ker-PLUNK?
- _____ and _____ are silly.
- _____ is wise.

3 Act out the play!
Which character will you be?

4 Values: Feelings

- Oh, no! Rabbit is scared. How does Rabbit look when he is scared?
- What do the ducks and the frogs say to Rabbit?
- Rabbit thinks the Ker-PLUNK is very scary. Which of these things do you think are scary?
A storm A kite A fire A lion

5 Write and draw.
Why is Rabbit scared? Write the word in the comic strip and draw a picture.
What can you say to Rabbit so he feels better? Write sentences from the Word box or use your own ideas.

Don't be scared, Rabbit. I'm here with you.
A _____ is not scary.

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The literature is used as a platform for work on values.

There is also an opportunity for creative writing.

The audio can be played the first time you meet the story, before learners read the text.

The **Global Challenge** session includes choice of projects.

3 Fun and games

3.7 Project challenge

Work with a partner or in a group. Then share the project with your class.

Project A: Write clues for a treasure hunt
Find 3 places in your classroom to hide clues – on, under or next to things.
Write the 3 clues. Use words and pictures. Make a 'You have found the treasure!' picture too.
Play treasure hunt with your class.
• Hide clues 2 and 3 and the 'You have found the treasure!' picture in the correct places.
• Then read the first clue to the class. Can they find the next clue?

1 Look on the

2 Look next to the

3 Look under a

Project B: Make a 'Parts of the body' poster
Draw hair, eyes, ears, nose and a mouth on a big body shape.
Write words for parts of the body.
Read the words to your class.
Then play 'Point to Knee!' with the paper body.

Point to Knee!

Project C: Make up a clapping pattern
Think up a clapping pattern. For example:

clap	right hands	clap	left hands	clap	right hands
------	-------------	------	------------	------	-------------

Here are some other moves you can include:

both hands	knees	shoulders	head
------------	-------	-----------	------

Teach your hand-clapping game to the class.

What is something new that you learned from this project?

Look what I can do!

- I can talk about things we can do.
- I can follow instructions and play games.
- I can read and write words with the short u.
- I can say where things are (on, next to, under).
- I can act out a play and talk about characters.

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Projects encourage 21st century skills such as research, collaboration, and creativity.

Self and peer-evaluation checklists for projects are available in the Teacher's Resource.

Starter unit

> 1 Hello!

We are going to...

- say hello and make new friends
- name parts of the body.

Getting started

Talk about the things you know.

Look at the picture for more ideas.



1 Learn a 'hello' poem.

Hi! Hello! How are you?
How are you today?
I'm fine, thank you. How are you?
Do you want to play?
Yes! Let's play!



2 Listen, point and say.

Listen to the boys talking.
Practise the conversation.



What's that?

It's a...



3 Listen, point and say.

Listen to the girls talking.
Practise the conversation.





4 Head, shoulders, knees and toes

Listen to the song. Do the actions. Sing along!



head



shoulders



knees



toes



5 Play 'Simon Says!'

Listen carefully! If you hear 'Simon says, "Hop!"', do what Simon says. If you hear 'Hop!', don't do it! Wait to hear 'Simon says, "Hop!"'



> 2 Colours

We are going to...

- talk about colours
- learn how to mix colours.



1 Sami has a **blue** hat.

Listen and say.

Point to Sami, Meg and Liem.

Sing the song.

2 Make a paper hat.

You need:

- red, blue or green paper 

- scissors 

- paper clips or tape 

- a name tag 

What colour is your hat?



3 If you have a **red** hat...

You will need your paper hats for this activity.

Listen to the song. Do the actions!



4 Colour words

Point and say the colour words.

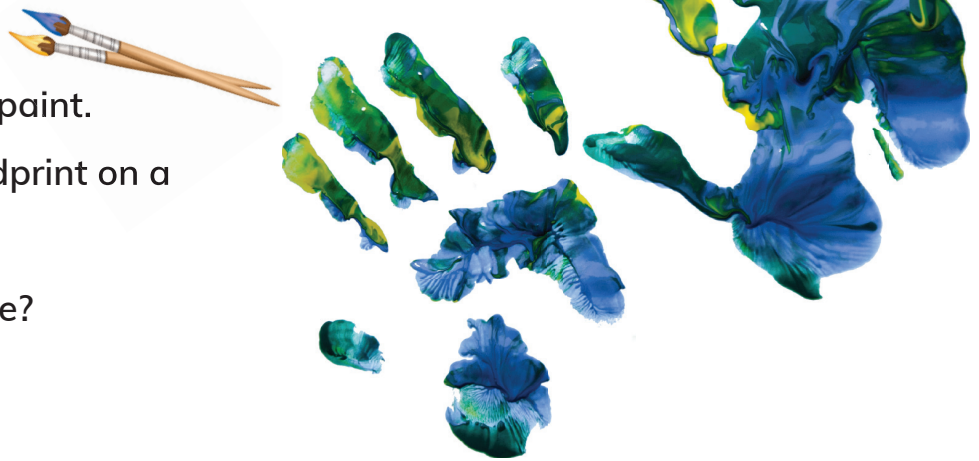
red **yellow** **blue** **orange** **green** **purple**

5 Mix blue and yellow.

Make handprints with paint.

Put a **yellow**  handprint on a **blue**  handprint.

What colour do you see?



6 Mix red and yellow.

Mix **red** modelling dough and **yellow** modelling dough together.

What colour do you see?



7 Mix red and blue.

Pour some **red** water and some **blue** water into a cup.

What colour do you see?



> 3 Numbers 1–10











We are going to...

- count from 1 to 10
- use paper clips to measure.



1 Ten fish

Put a fish sticker in each box. Count the fish.

 1 one	 2 two	 3 three	 4 four	 5 five
 6 six	 7 seven	 8 eight	 9 nine	 10 ten

How many fish are **blue**? How many fish are **yellow**?

How many fish are **green**? How many fish have stripes?



2 Sing a counting song.

1, 2, 3, 4, 5,
Once I caught a fish alive.
6, 7, 8, 9, 10,
Then I let it go again.

Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on my right.

3 How tall is the pencil?

We can use paper clips to measure a pencil.

How tall is this pencil? _____ paper clips.

4 Measure some more!

Work with a partner.

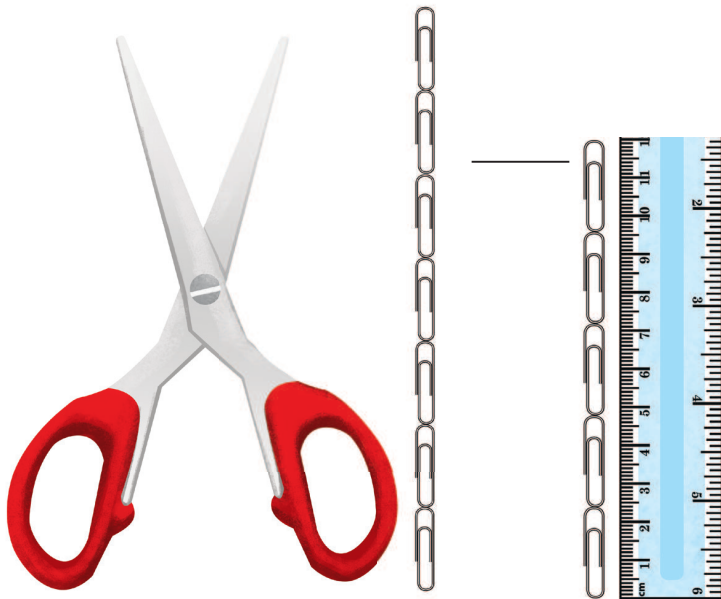
Use paper clips  to measure.

Write the missing numbers.

a How tall are the scissors?  _____ paper clips

b How tall is the ruler?  _____ paper clips

c How tall is your book?  _____ paper clips



5 Put stickers in your Picture dictionary: book, pencil, ruler, scissors.

On which page do the stickers belong?

Find the correct page.

> 4 The alphabet

We are going to...

- practise the letters of the alphabet.

Aa



apple

Bb



book

Cc



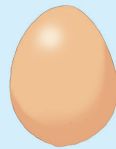
cat

Dd



duck

Ee



egg

Ff



fish

Gg



guitar

Hh



hand

Ii



insect

Jj



jacket

Kk



kite

Ll



leaf

<p>Mm</p>  <p>mouth</p>	<p>Nn</p>  <p>nine</p>	<p>Oo</p>  <p>octopus</p>
<p>Pp</p>  <p>pencil</p>	<p>Qq</p>  <p>quilt</p>	<p>Rr</p>  <p>rain</p>
<p>Ss</p>  <p>sun</p>	<p>Tt</p>  <p>table</p>	<p>Uu</p>  <p>umbrella</p>
<p>Vv</p>  <p>violin</p>	<p>Ww</p>  <p>window</p>	<p>Xx</p>  <p>box</p>
<p>Yy</p>  <p>yellow</p>	<p>Zz</p>  <p>zoo</p>	



- 1** The alphabet song
Listen, point and sing along.



- 2** An alphabet chant
Listen, point and say.

1

Welcome to school

> 1.1 What do we do at school?

We are going to...

- say the name of things in our classroom.

Getting started

What do we do at school?

Talk about what you know.
Look at the picture for some ideas.



CLOCK

CLASSROOM RULES

- Listen to your teacher.
- Raise your hand to ask a question.
- Be kind.



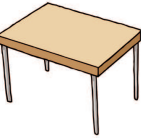
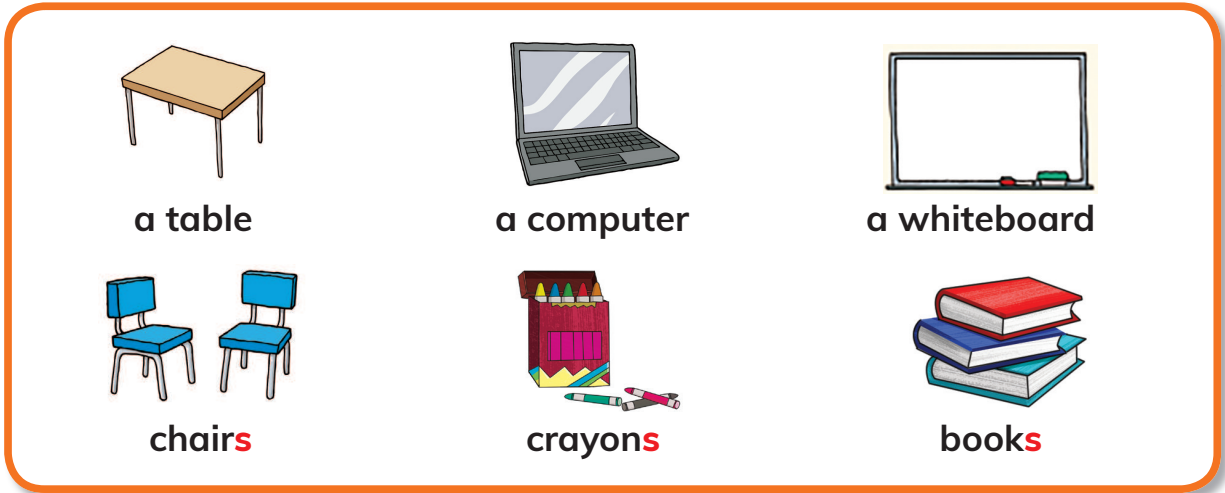
1 Making friends

Listen. How old are the children?

Practise the conversation with your partner.



2 Listen, point and say.



a table



a computer



a whiteboard



chairs



crayons



books

3 Look at the classroom.

Find:



the teacher



1 boy



2 girls



a clock



4 Read and listen.

Put the stickers on as you say the poem.

A table and chairs,

A list of rules,

A book and crayons,

Hello, school!