

**SPEC**  
**(Saxoncourt Primary English Course)**  
**Level 1**  
**Teacher's Notes**  
**Units 1 – 11**

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## UNIT ONE WEEK 1

### RESOURCES

SPEC 1 CD, FAB Blue number word flashcards *one to five*, numeral flashcards *1 to 5* (attached to these teacher's notes), SPEC character picture cards, beach ball, sticky name labels.

### TARGET LANGUAGE

*Hello, I'm (name).*

### NEW VOCABULARY

Character names (*Carol, Rodney, Rose, Chris, Leo, Jasmine*), *one, two, three, four, five* (numerals and words).

### ENTRANCE

Get the students to stand in a line outside the classroom door.

**Choral drill** *May I come in, please?* Get each student to ask you the question. Reply *Yes, come in*, and allow the students to enter the classroom. Do this quickly.

### PRESENTATION

Call out the students' names and give out sticky labels with the students' names on. Give one to yourself as well. Students will respond to you much more if you use their names consistently, so do learn them!!

**Model** *Hello, I'm (name)*, pointing to your name label at the same time.

**Chain drill** *Hello, I'm (name).*

**Triple drill race** *Hello, I'm (name).*

### PRESENTATION

Introduce the SPEC characters using the picture cards.

**Choral drill** All characters using the character picture cards.

Ask individual students to name randomly chosen character picture cards.

### PRACTICE

**Chain drill** Character names using the picture cards.

**Slap game** Character picture cards.

**Model** *Hello, I'm (SPEC character name)*. Place the picture cards face down on the table. The teacher chooses one of the character cards and models the language. The students choose a card and say *Hello, I'm (SPEC character name)*.

### STUDENT'S BOOK UNIT 1 PAGE 2

Demonstrate *Touch (SPEC character)*.

Tell the students *Touch (SPEC character)*.

### STUDENT'S BOOK UNIT 1 PAGE 3

Demonstrate the **Listen** activity. Students listen to the CD and put a tick in the correct box. Do the first one as an example together.

#### Tapescript

**Carol: Listen.**

1. *Hello, I'm Carol.*

2. **Jasmine:** *Hello, I'm Jasmine.*

3. **Chris:** *Hello, I'm Chris.*

4. **Rodney:** *Hello, I'm Rodney.*

5. **Leo:** *Hello, I'm Leo.*

6. **Rose:** *Hello, I'm Rose.*

### PRESENTATION

**Model** the target language numerals *1 to 5*. Use numeral flashcards and objects.

Get the students to stand up. Clap your hands once and jump once. At the same time say *One*.

Next clap twice, jump twice and say *Two*. Indicate that you want the students to copy you. Repeat for *three to five*.

**Beach ball dribble drill** *1 to 5, 5 to 1.*

### PRESENTATION

Introduce the number words *one to five* using number word flashcards, getting the students to chorally repeat after you.

### PRACTICE

**Slap** Number words *one to five*.

**Whiteboard relay connect** Draw a line down the centre of the whiteboard. Write the number words and the numerals on both sides of the whiteboard. In two teams the students should run and link the words to the numerals.

### STUDENT'S BOOK UNIT ONE PAGE 3

**Look and say.** The students listen to the CD and repeat. Call out the numbers at random getting the students to touch the correct picture.

### HOMEWORK

#### WORKBOOK UNIT ONE PAGE 1 EXERCISE B

Demonstrate and assign for homework.

### FINAL ACTIVITY

**Flashcard hunt** SPEC character picture flashcards.

### EXIT

Give each student a SPEC character picture card.

Get the students to line up next to the door. They should say *Hello, I'm (SPEC character name)*, and give you the picture card. Say *Thank you* and *Goodbye, see you next week*.

## UNIT ONE WEEK 2

### RESOURCES

SPEC 1 CD, numeral flashcards 1 to 10 (attached to these teacher's notes), FAB Blue number word flashcards *one* to *five*, SPEC character picture cards, beach ball, Jasmine and Leo glove puppets.

### TARGET LANGUAGE

*Hello, I'm (name). How are you? I'm fine, thank you. And you? Fine, thank you.*

### NEW VOCABULARY

6, 7, 8, 9, 10 (numerals only).

### REVIEWED LANGUAGE

Number words *one* to *five*.  
*Hello, I'm (name).*

### ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

### REVIEW

**Chain drill** *Hello, I'm (name).*

**Run and touch relay race** SPEC characters.

**Run and circle** Number words *one* to *five*.

### PRESENTATION

**Model** *How are you? I'm fine, thank you. And you? Fine, thank you.*

Draw a picture of a smiley face, point and say, *I'm fine, thank you. And you?* Mime feeling happy and well.

**Choral drill** *I'm fine, thank you. And you?*

**Chain drill** *I'm fine, thank you. And you?*

**Choral drill** *Fine, thank you.*

**Chain drill** *Fine, thank you.*

**Double-ended chain drill** *Fine, thank you and I'm fine, thank you. And you?*

**Model** with two puppets *How are you? I'm fine, thank you. And you? Fine, thank you.*

**Choral drill** *How are you?*

### PRACTICE

**Chain drill** *How are you? I'm fine, thank you. And you? Fine, thank you.*

### STUDENT'S BOOK UNIT 1 PAGE 2

Tell the students *Touch* (SPEC character). Repeat for all the characters.

Using the SPEC 1 CD follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

### Tapescript

**Carol:** *Unit One. Hello! How are you?*

**Carol:** *Dialogue. Hello, I'm Carol.*

**Rodney:** *Hello, I'm Rodney.*

**Carol:** *How are you, Rodney?*

**Rodney:** *I'm fine, thank you. And you?*

**Carol:** *Fine, thank you.*

**Carol:** *Jasmine, Rose, Chris, Leo, I am, I'm.*

**Pairwork roleplay** Assign each student a character. Get the students to stand up to do this activity.

### PRESENTATION

**Model** the target language 6, 7, 8, 9, 10. Use flashcards and objects.

**Choral drill** 6 to 10.

**Chain drill** 6 to 10.

### PRACTICE

**Clap and Jump** Numbers 1 to 10.

**Mexican Wave** Numbers 1 to 10.

### CHECK THE HOMEWORK

#### WORKBOOK UNIT 1 PAGE 1 EXERCISE B

#### WORKBOOK UNIT 1 PAGE 2

#### EXERCISE C

Demonstrate the **Listen** activity. Students listen and tick the correct box.

#### Tapescript

1. **Rodney:** *Hello, I'm Rodney.*

2. **Jasmine:** *Hello, I'm Jasmine.*

3. **Leo:** *Hello, I'm Leo.*

4. **Leo:** *Four apples.*

5. **Leo:** *Three pens.*

6. **Leo:** *One book.*

### WRITING

Get the students to stand at the whiteboard. Write each of the students' names on the board and get each student to copy their own name on the board. Get them to sit at the table and copy their own name in **WORKBOOK UNIT 1 PAGE 1 EXERCISE A.**

### HOMEWORK

#### WORKBOOK UNIT 1 PAGE 1

#### EXERCISE A

The students should draw a picture of themselves.

### HOMEWORK

#### WORKBOOK UNIT 1 PAGE 2

#### EXERCISE D

Demonstrate by getting the students to draw the shapes on the whiteboard. Trace the first example of the exercise in the book. Assign the rest for homework.

### FINAL ACTIVITY

**Beach ball dribble drill** *How are you? I'm fine, thank you. And you? Fine, thank you.*

### EXIT

Say *Goodbye*, see you next week and get the students to repeat after you.

## UNIT TWO WEEK 1

### RESOURCES

SPEC 1 CD, FAB Red CD, FAB Blue number word flashcards *one* to *ten*, numeral flashcards *1* to *10* (attached to these teacher's notes), SPEC character picture cards, beach ball.

### TARGET LANGUAGE

*Hi, I'm (name). What's your name?*  
*Hi, my name's (name).*

### NEW VOCABULARY

*book, chair, eraser, pen, pencil.*  
Number words *six* to *ten*.

### REVIEWED LANGUAGE

Numerals *1* to *10*, number words *one* to *five*,  
*How are you? I'm fine, thank you. And you?*  
*Fine, thank you.*

### ENTRANCE

Greet the sts at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

### REVIEW

**Run and circle** Number words *one* to *five*.  
**Chain drill** *How are you, (name)? I'm fine, thank you. And you? Fine, thank you.*

### PRESENTATION

**Model** the target language *Hi, I'm (name). What's your name?*  
**Choral drill** *Hi, I'm (name). What's your name?*  
**Chain drill** *Hi, I'm (name). What's your name?*

### PRESENTATION

**Model** the target language *Hi, my name's (name).*  
**Choral drill** *Hi, my name's (name).*  
**Chain drill** *Hi, my name's (name).*

### PRACTICE

**Character name slap game** SPEC characters.  
**Chain drill** Each student chooses a SPEC character picture card. The teacher looks at his or her card and says *Hi, I'm (SPEC character). What's your name?* to the first student. The student replies *Hi, my name's (SPEC character)*, turns to the next student and repeats the target language.

### REVIEW

**Mexican wave** Numerals *1* to *10*.

### PRESENTATION

**Model** the new vocabulary *book, chair, eraser, pen, pencil.*  
**Choral drill** New vocabulary.  
**Flashcard chain drill** New vocabulary.

### PRACTICE

**Flashcard memory game** New vocabulary.

### PRESENTATION

Present the number words *six* to *ten*, using number word cards.  
**Choral drill** *six* to *ten*.

**Chain drill** *six* to *ten*.

### PRACTICE

**Whiteboard relay connect** Using the number words and numerals *six/6* to *ten/10*.  
**Run and touch** Number words *one* to *ten*.

### CHECK THE HOMEWORK

**WORKBOOK UNIT 1 PAGES 1 AND 2**  
**EXERCISES A AND D**

### WORKBOOK UNIT 2 PAGE 3

#### EXERCISE A

Point at the number word *one* and the numeral *1*. Demonstrate that the students should connect the number word and the numeral. When they have connected *one* to *1* show the students a green pencil and say *Colour one green*. They should colour *1* and *one* the same colour. Choose colours for the different numbers/numerals and repeat for *two/2* to *five/5*.

### HOMEWORK

**WORKBOOK UNIT 2 PAGE 3**

#### EXERCISE A

Assign the numbers *six/6* to *ten/10* for homework.

### FINAL ACTIVITY

**Song 1,2,3** FAB Red CD no. 6.  
Get the students to stand up. Play the song and hold up your fingers as each number is sung. Repeat a few times, until the students are miming the actions correctly.

### EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

## UNIT TWO WEEK 2

### RESOURCES

SPEC 1 CD, FAB Red CD, SPEC flashcards, FAB Blue number word flashcards *one to ten*, numeral flashcards *1 to 10* (attached to these teacher's notes), FAB Blue and Green alphabet flashcards beach ball, fruit basket.

### TARGET LANGUAGE

*How old are you? I'm (age).*  
*A a, B b, C c (letter and phonic value).*

### NEW VOCABULARY

*Ant, apple, bag, balloon, bat, cap, cat.*

### REVIEWED LANGUAGE

Language from Units One and Two.

### ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

### REVIEW

**Chain drill** *Hi, I'm (name). What's your name? My name's (name).*

**Chain drill** *How are you? I'm fine, thank you. And you? Fine, thank you.*

**Beach ball dribble drill** Numbers *1 to 10, 10 to 1.*

### PRESENTATION

Model the target language *How old are you? I'm (age).* Say your age and write the numerals on the board. Elicit the students' ages.

**Chain drill** *I'm (age).*

**Choral drill** *How old are you?*

**Chain drill** *How old are you? I'm (age).*

### REVIEW

**Slap** Number words *one to ten.*

**Whiteboard relay connect** Number words and numerals *one/1 to ten/10.*

### STUDENT'S BOOK UNIT 2 PAGE 4

Tell the students *Touch (SPEC character).* Using the SPEC 1 CD follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

#### Tapescript

**Rodney:** *Unit Two. What's your name? How old are you?*

**Rodney:** *Dialogue. Hi, I'm Rodney. What's your name?*

**Chris:** *Hi, my name's Chris.*

**Rodney:** *How old are you?*

**Chris:** *I'm ten.*

**Rodney:** *Name is, name's; what is, what's; I am, I'm.*

**Pairwork roleplay** Assign each student a character. Get the students to stand up to do this activity.

### STUDENT'S BOOK UNIT 2 PAGE 5

**Look and say.** The students listen to the CD and repeat.

**Choral drill** 'Look and say' target language.

### PRESENTATION

Introduce the new vocabulary (*ant, apple, bag, balloon, bat, cap, cat*).

**Slap** New vocabulary.

**Model** the target phonics *a – 'a' – apple, b – 'b' – bat, c – 'c' – cat.*

**Choral drill** the target phonics.

**Substitution drill** Say a letter (*a, b, c*) and prompt the students to produce the phonic value and a corresponding noun.

### PRESENTATION

**Letter match** Get the students to match the upper and lower case letters (*A a, B b, C c*), using the FAB Blue and Green alphabet flashcards.

### PRACTICE

**Team relay run and circle** Divide the board in two. Write *A a, B b, C c* several times on the board. At your prompt (letter name and phonic value) get the students to run, circle and connect the upper and lower case letters.

### PRACTICE

**Slowly reveal** Using the target vocabulary flashcards, get the students to guess the word first. Before you award the flashcard they must tell you the letter and the phonic value.

**Writing** Demonstrate how to write each letter (*A a, B b, C c*) in turn, allowing the students to practise writing the letters on the board.

### CHECK THE HOMEWORK

#### WORKBOOK UNIT 2 PAGE 3 EXERCISE A

#### STUDENT'S BOOK UNIT 2 PAGE 5

Demonstrate the **Listen** activity. Students listen to the CD and tick the correct box.

#### Tapescript

**Rodney:** *Listen.*

1. *'b' (phonic value) bat.*
2. *How old are you? Chris: I'm three.*
3. *How old are you? Rose: I'm seven.*
4. *How old are you? Carol: I'm ten.*
5. *How many? Leo: Eight.*
6. *How many? Rose: Nine.*

### HOMEWORK

#### WORKBOOK UNIT 2 PAGE 4

#### EXERCISES B AND C

Do the first question of exercise B together as a class, and get the students to connect the *b* to *balloon* to *bat* to *B* in exercise C. Assign the rest for homework.

### FINAL ACTIVITY

**Song 1, 2, 3** FAB Red CD no. 6. Students perform actions with the CD.

### EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

## UNIT THREE WEEK 1

### RESOURCES

SPEC 1 CD, FAB Red CD, SPEC flashcards, FAB Blue and Green alphabet flashcards, beach ball.

### TARGET LANGUAGE

*What is it? It's a/an (noun).*

### NEW VOCABULARY

*Egg, eraser, ice-cream, octopus, orange, pencil case, ruler, umbrella.*

*Boy, chair, girl, teacher, window.*

### REVIEWED LANGUAGE

Language from Units One and Two.

### ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

### REVIEW

Chain drill ***What's your name? My name is (name). How are you? I'm fine, thank you. How old are you? I'm (age).***

### PRESENTATION

Introduce/Review the target vocabulary *ant, apple, egg, eraser, ice-cream, octopus, orange, umbrella* with flashcards or board drawings.

**Choral drill** *It's an (target vocabulary).*

**Chain drill** *It's an (target vocabulary).*

Write a,e,i,o,u on the board and get the students to call out a word beginning with that letter.

### PRESENTATION

Introduce/Review vocabulary from Units One and Two and the new vocabulary *pencil case* and *ruler*.

**Choral drill** *It's a/an (noun).*

**Chain drill** *It's a/an (noun).*

### PRESENTATION

Using puppets model the question *What is it? It's a/an (noun)*, and then write the question on the board.

**Choral drill** *What is it?*

**Chain drill** *What is it? It's a/an (noun).*

**Team triple drill** *What is it? It's a/an (noun).*

### PRACTICE

**Stations a/an.** Say a word and the students run to touch *a/an*.

Run and write relay Say one of the target vocabulary words and the students **should** run and write *a/an*.

**Whiteboard relay draw** *It's a/an (noun).*

### REVIEW

#### Letter match

Get the students to match the upper and lower case letters (A a, B b, C c), using the FAB Blue and Green alphabet flashcards.

### PRACTICE

**Team relay run and circle** Divide the board in two. Write A a, B b, C c several times on the board. Say the letter name and the phonic value and get the students to run, circle and connect the upper and lower case letters.

**Writing** Give the students a pen and allow them to practise writing A a, B b, C c on the whiteboard.

### REVIEW

**Substitution drill** Say a letter (a, b, c) and prompt the students to produce the phonic value.

**Run and touch** Pin a number of the letter flashcards (a, b, c) on the walls. Say a phonic value (a, b, c), the students run and touch the correct letter, saying the sound at the same time.

### STUDENT'S BOOK UNIT 3 PAGE 6

Say *Touch (SPEC character)*. Continue with a review of the new vocabulary with *Touch a/an (noun)*. Ensure all the students are touching the correct item. Using the SPEC 1 CD follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

Tapescript

**Carol: Unit Three. What is it?**

**Carol: Dialogue. What is it?**

**Rodney: It's a bag.**

**Leo: What is it?**

**Rose: It's a ruler.**

**Chris: What is it?**

**Jasmine: It's an eraser.**

**Carol: It is, It's; an a,e, i, o, u.**

### STUDENT'S BOOK UNIT 3 PAGE 7

**Look and say.** The students listen to the CD and repeat. Divide the class into pairs. Demonstrate that each student should take turns asking *What is it?* and answering *It's a/an (noun)*.

### CHECK THE HOMEWORK WORKBOOK UNIT 2 PAGE 4 EXERCISES B AND C

Tapescript

**Rodney: Workbook. Listen.**

1. 'b' (phonic value).
2. 'a' (phonic value).
3. *How old are you? Jasmine: I'm 6.*
4. *How old are you? Rose: I'm 7.*
5. *Nine bags.*
6. *Seven books.*

### HOMEWORK

#### WORKBOOK UNIT 3 PAGE 5 EXERCISES A AND B

Do exercise A sentence (1) together as a class. Show the students that you want them to write *a/an* on the lines for exercise B. Assign the rest for homework.

### FINAL ACTIVITY

Introduce/Review *bag, book, boy, chair, girl, pen, pencil case, ruler, teacher, window* using the real object or flashcards.

**Choral drill** Vocabulary.

**Chain drill** Vocabulary.

**Song Tables and chairs** FAB Red CD no. 3. Get the students to touch the classroom objects as they hear them on the CD.

### EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

## UNIT THREE WEEK 2

### RESOURCES

SPEC 1 CD, FAB Red CD, SPEC flashcards, FAB Blue and Green alphabet flashcards, beach ball.

### TARGET LANGUAGE

*Stand up, sit down.*

### NEW VOCABULARY

*Drum, down.*

*D d (letter and phonic value).*

### REVIEWED LANGUAGE

Language from Units One to Three.

### ENTRANCE

**Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.***

### REVIEW

Chain drill ***What's your name? My name's (name).***

***How are you? I'm fine, thank you. And you?***

***How old are you? I'm (age).***

Live this up by using a piece of plastic corn or a plastic ice-cream as a microphone.

**Choral drill** *What is it? It's a/an (noun),* using previously taught flashcards.

**Turn and face** *What is it? It's a/an (noun).*

### PRESENTATION

**TPR** Introduce *Stand up* and *Sit down*.

Simon says ***Stand up, Sit down.***

### PRESENTATION

**Writing** Get all the students to stand at the whiteboard. Demonstrate how to write the letter *D, d*, give the students a pen and allow them to practise writing the letters on the whiteboard.

### PRACTICE

**Letter match** Get the students to match the upper and lower case letters (A a, B b, C c, D d), using the FAB Blue and Green alphabet flashcards.

**Team relay run and circle** Divide the board in two. Write the upper and lower case letters *a, b, c* and *d* several times on the board. At your prompt get the students to run, circle and connect the upper and lower case letters.

### PRESENTATION

Introduce the initial phonic 'd'. Draw a drum on the board and an arrow pointing down.

**Choral drill** *down, drum* pointing at the pictures.

### PRACTICE

**Pelmanism** *a, b, c, d* phonic value using SPEC flashcards (*ant, apple, book, balloon, bag, bat, cap, cat, down, drum*).

### CHECK THE HOMEWORK

#### WORKBOOK UNIT 3 PAGE 5

#### EXERCISES A AND B

### HOMEWORK

#### WORKBOOK UNIT 3 PAGE 6

### EXERCISES C AND D

Do the first examples together as a class and assign the rest for homework.

### PRACTICE

Whiteboard relay connect **Numbers words *One/1 to Ten/10.***

**Song 1, 2, 3** FAB Red CD no. 6. Students follow the instructions on the CD.

### STUDENT BOOK UNIT 3 PAGE 7

**Listen.** Demonstrate the **listen** activity. Students listen to the CD and put a tick in the correct box.

Tapescript

**Carol: Listen.**

1. 'c' (phonic value) *cat.*
2. *What is it? Rodney: It's an eraser.*
3. *What is it? Rodney: It's a pencil.*
4. *What is it? Rodney: It's a book.*
5. *What is it? Rodney: It's a pen.*
6. *What is it? Rodney: It's a pencil case.*

### FINAL ACTIVITY

Revise *Stand up* and *Sit down*. Then say *Touch the table etc.*, using previously taught language. Get the students to take turns being teacher.

### EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

## UNIT FOUR WEEK 1

### RESOURCES

SPEC 1 CD, SPEC flashcards, FAB Yellow colour flashcards, beach ball.

### TARGET LANGUAGE

*What colour is it? It's (colour).*

### NEW VOCABULARY

*Black, blue, brown, color, gray, green, orange, pink, purple, red, white, yellow.*

*Fan.*

*E e, F f (letter and phonic value).*

### REVIEWED LANGUAGE

Language from Units One to Three.

### ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

### REVIEW

**Chain drill** *What's your name? My name's (name).*

*How are you? I'm fine, thank you.*

*How old are you? I'm (age).*

**Slap** SPEC flashcards initial letters a to d.

**Touch** Review the classroom vocabulary taught in Unit Three.

### PRESENTATION

Introduce the colours with the full *It's (colour).*

**Choral drill** *It's (colour).*

**Chain drill** *It's (colour).*

**Model** *What colour is it?*

**Choral drill** *What colour is it?*

**Team triple drill** *What colour is it? It's (colour).*

**Chain drill** *What colour is it? It's (colour).* **Double-ended chain drill**

### STUDENT'S BOOK UNIT 4 PAGE 8

Using the SPEC 1 CD follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

#### Tapescript

**Jasmine:** *Unit Four. What colour is it?*

*Dialogue.*

**Rose:** *It's brown.*

**Chris:** *What colour is it?*

**Carol:** *It's blue.*

**Jasmine:** *It is, it's.*

**Pairwork roleplay** Assign each student a character or characters. Get the students to stand up to do this activity.

### STUDENT'S BOOK UNIT 4 PAGE 9

**Look and say.** The students listen to the CD and repeat.

**Choral drill** the target language.

**Pairwork** In pairs the students point at the colour and use the target language.

### PRACTICE

**Picture dictation** In their notebooks get the students to draw a picture following your instructions. Tell the students which colour to use for each picture. Allow more confident students to take the role of teacher.

### PRESENTATION

Introduce each colour **word**.

**Choral drill** *It's (colour word).*

**Slap** Colour words.

### PRESENTATION

Introduce the initial phonics 'e' and 'f.'

**Model** the target phonics e – 'e' – egg and f – 'f' – fan.

**Choral drill** The target phonics.

**Substitution drill** Say a letter (e, f) and prompt the students to produce the phonic value and a corresponding noun.

**Writing** Demonstrate how to write the letters E e and F f, give the students a pen and allow them to practise writing them on the whiteboard.

**Team relay run and circle** Divide the board in two. Write A a to F f on the board. At your prompt get the students to run, circle and connect the upper and lower case letters.

### PRACTICE

**Review** The colour words.

Write the colour words on the board in a line above the ledge and get the students to place each colour card under the correct word. Once all the cards are on the board take one card away, point at the colour word and ask *What colour is it?* Go through all the colour words. Make sure that you do this randomly. Hand the board eraser to a student, mime and say *Please rub off red.* Get the student to rub off the word. Continue with the other students and the other colour words.

### CHECK THE HOMEWORK

#### WORKBOOK UNIT 3 PAGE 6

#### EXERCISES C AND D

**Carol:** *Workbook. Listen.*

1. 'd' (phonic value).
2. 'c' (phonic value).
3. *What is it?* **Rodney:** *It's an eraser.*
4. *What is it?* **Rodney:** *It's a pencil.*
5. *What is it?* **Rodney:** *It's a book.*
6. *What is it?* **Rodney:** *It's a pencil-case.*

### HOMEWORK

#### WORKBOOK UNIT 4 PAGE 7

#### EXERCISES A AND B

Demonstrate that the students need to colour each of the bats for exercise A and trace the patterns for exercise B.

### FINAL ACTIVITY

**Beach ball dribble drill** 1 to 10, 10 to 1.

### EXIT

Say **Goodbye, See you next week.** and get the students to repeat after you.

## UNIT FOUR WEEK 2

### RESOURCES

SPEC 1 CD, FAB Red CD, SPEC flashcards, FAB Yellow colour flashcards, FAB Blue and Green alphabet flashcards, FAB Blue and Green number word flashcards.

### TARGET LANGUAGE

Actions *Run, jump, sleep, skip, hop, go to sleep, wake up.*

### REVIEWED LANGUAGE

Language from Units One to Four.

### ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

### REVIEW

**Chain drill** *Hi, I'm (name). What's your name? My name's (name).*

*How are you? I'm fine, thank you. And you?*

*How old are you? I'm (age).*

**Heidi's game** Number words *one to ten*. Ensure the numbers are not in numerical order.

**Stations** Say a word from Units One to Four and students run to touch *a* or *an*.

### PRESENTATION

**TPR** *Run, jump, sleep, skip, hop, go to sleep, wake up.*

**Choral drill** All actions.

**Song** *We like to walk* FAB Red CD no. 5. Students follow the instructions on the CD.

### REVIEW

**Letter match** Get the students to match the upper and lower case flashcards *a* to *f*, using FAB Blue and Green flashcards.

**Team relay run and circle** Divide the board in two. Write the upper and lower case letters *a* to *f* on the board. At your prompt get the students to run, circle and connect the upper and lower case letters.

### PRESENTATION

**Writing** Give the students a pen and allow them to practise writing the letters *A a* to *F f* on the whiteboard.

### REVIEW

Review/Introduce each colour word.

**Choral drill** *It's (colour word).*

**Slap** Colour words.

### PRACTICE

Write the colour words on the board in a line above the ledge and get the students to place each colour card under the correct word. Once all the cards are on the board take one card away. Make sure you do this randomly. Point at the colour word and ask *What colour is it?* Go through all the colour words. Hand the board eraser to a student, mime and say *Please rub off red.* Get the student to rub off the word. Continue with the other students and the other colour words.

## STUDENT'S BOOK UNIT 4 PAGE 9

Demonstrate the **Listen** activity. Students listen to the CD and put a tick in the correct box.

### Tapescript

**Jasmine: Listen.**

1. 'f' (phonic value) *fan*.
2. *What colour is it?* **Leo: It's red.**
3. *What colour is it?* **Rose: It's black.**
4. *What colour is it?* **Leo: It's green.**
5. *What colour is it?* **Rose: It's white.**
6. *What colour is it?* **Leo: It's pink.**

### CHECK THE HOMEWORK

#### WORKBOOK UNIT 4 PAGE 7

#### EXERCISES A AND B

### HOMEWORK

#### WORKBOOK UNIT 4 PAGE 8

#### EXERCISES C AND D

Do the first example in each exercise together and assign the rest for homework.

### FINAL ACTIVITY

**Simon says** *Stand up* and *Sit down*, and *Touch (classroom vocabulary).*

### EXIT

Say **Goodbye, see you next week**, and get the students to repeat after you.

## UNIT FIVE WEEK 1

### RESOURCES

SPEC 1 CD, FAB Red CD, SPEC flashcards, FAB Yellow colour flashcards, animal flashcards, FAB Blue and Green alphabet flashcards, beach ball.

### TARGET LANGUAGE

*Is it a/an (animal)? Yes, it is / No, it isn't.*

### NEW VOCABULARY

*Bird, cat, cow, dog, fish, horse, pig, rabbit.*  
G g, H h (letter and phonic value).

### REVIEWED LANGUAGE

Language from Units One to Five.

### ENTRANCE

Greet the students at the door and get them to ask *May I come in?* Answer *Yes, come in.*

### REVIEW

**Beach ball dribble drill** *Hi, I'm (name). What's your name?*

*My name's (name).*

*How are you? I'm fine, thank you. And you?*

*How old are you? I'm (age).*

**Choral drill** Colour words.

**Slap** Colour words.

### PRESENTATION

Introduce the animals, using animal flashcards.

**Choral drill** *It's a/an (animal).*

**Chain drill** *It's a/an (animal).*

Point at a classroom object and ask *Is it a cat?*

Then say to the students *Yes, it is* or *No, it isn't*, using the thumbs up and thumbs down sign whilst nodding or shaking your head. Repeat with other objects and elicit *Yes, it is* or *No, it isn't*.

**Choral drill** *Yes, it is* and *No, it isn't*. Encourage the students to do the thumbs up or thumbs down sign whilst nodding or shaking their heads.

### PRACTICE

**Stations** *Yes, it is* and *No, it isn't*. Ask questions about the animal flashcards.

**Slap** Introduce the animal word flashcards alongside the animal picture flashcards (make sure that the students have made a link between the words and the pictures). Place all the flashcards face up on the table and get the students to slap both the picture and the word flashcards. Give the flashcards to the first student who slaps the correct cards.

**Slowly reveal** the animal word flashcards. Give the flashcard to the first student who calls out the correct animal word.

### REVIEW

Beach ball dribble drill **1 to 10, 10 to 1.**

Team relay run and connect **one/1 to ten/10.**

### PRESENTATION

Writing Demonstrate how to write the letter G g and H h. Give the students a pen and allow them to practise writing the letters on the whiteboard.

### PRACTICE

**Letter match** Get the students to match the upper and lower case letters flashcards (letters a to h), using FAB Blue and Green flashcards.

**Team relay run and circle** Divide the board in two. Write the upper and lower case letters a to h on the board. At your prompt get the students to run, circle and connect the upper and lower case letters.

### PRESENTATION

Introduce the new vocabulary (*glass* and *hat*).

**Choral drill** *glass* and *hat*.

**Model the target phonics** g - 'g' - *glass* and h - 'h' - *hat*.

**Phonic pictures** Say a letter (a to h) and the students should draw a picture in their notebooks of a corresponding vocabulary item and write the initial letter next to it.

### STUDENT'S BOOK UNIT 5 PAGE 11

Demonstrate the **Listen** activity. Students listen to the CD and put a tick in the correct box.

**Rodney: Listen.**

1. 'h' (phonic value) *hat*.
2. *Is it a horse?*
3. *Is it a rabbit?*
4. *Is it a fish?*
5. *Is it a dog?*
6. *Is it a cat?*

### CHECK THE HOMEWORK

#### WORKBOOK UNIT 4 PAGE 8

#### EXERCISES C AND D

##### Tapescript

**Rose: Workbook. Listen.**

1. 'e' (phonic value).
2. 'f' (phonic value).
3. *Colour the cat yellow.*
4. *Colour the drum green.*
5. *Colour the cap purple.*
6. *Colour the bag blue and red.*

### HOMEWORK

#### WORKBOOK UNIT 5 PAGE 10 EXERCISES C AND D

Do the first example in each exercise together and assign the rest for homework.

### FINAL ACTIVITY

**Actions miming game** Revise all the action words.

**Song *We like to walk*** FAB Red CD no. 5. Students follow the instructions on the CD.

### EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

## UNIT FIVE WEEK 2

### RESOURCES

SPEC 1 CD, FAB Red CD, SPEC flashcards, animal flashcards, FAB Blue and Green alphabet flashcards.

### TARGET LANGUAGE

*Is it a/an (animal)? Yes, it is / No, it isn't.*

### REVIEWED LANGUAGE

Language from Units One to Five.

### ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

### REVIEW

**Chain drill** *I'm (name). What's your name?*

*My name's (name).*

*How are you? I'm fine, thank you. And you?*

*How old are you? I'm (age).*

**Chain drill** animal flashcards.

*What is it? It's a/an (animal).*

### PRESENTATION

**Model** the target question *Is it a/an (animal)?* using animal flashcards.

**Choral drill** *Is it a/an (animal)?*

**Model** the target answer *Yes, it is* and *No, it isn't*.

Point at an animal flashcard and ask *Is it a cat?*

Then say to the students *Yes, it is* or *No, it isn't*, using the thumbs up and thumbs down sign whilst nodding or shaking your head. Repeat with other animal flashcards and elicit *Yes, it is* or *No, it isn't*.

**Chain drill** the target question and answer using the animal flashcards.

### PRACTICE

**Stations** *Yes, it is* and *No, it isn't* asking *Is it a/an (animal)?*

### STUDENT'S BOOK UNIT 5 PAGE 10

Using the SPEC 1 CD follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

**Tapescript**

**Rodney:** *Unit Five. Is it a dog?*

**Dialogue.** *Is it a dog?*

**Carol:** *Yes, it is.*

**Chris:** *Is it a horse?*

**Rose:** *No, it isn't. It's a cow.*

**Rodney:** *It is, it's; is not, isn't.*

**Pairwork roleplay** Assign each student a character or characters. Get the students to stand up to do this activity.

### STUDENT'S BOOK UNIT 5 PAGE 11

**Look and say.** The students listen to the CD and repeat. Divide the class into pairs. Demonstrate that each student should take turns pointing and asking *Is it a/an (animal)?* and answering *Yes, it is* or *No, it isn't*.

**Memory game** Write the animal words on the board and drill each one. The students close their eyes and the teacher erases one of the words. The students

open their eyes and say which word has been erased. Repeat with the other animal words.

### CHECK THE HOMEWORK

#### WORKBOOK UNIT 5 PAGE 10

#### EXERCISES C AND D

**Tapescript**

**Rodney:** *Workbook. Listen.*

1. 'g' (phonic value).
2. 'h' (phonic value).
3. *Is it a fish?*
4. *Is it a horse?*
5. *Is it a pencil?*
6. *Is it an eraser?*

### HOMEWORK

#### WORKBOOK UNIT 5 PAGE 9

#### EXERCISES A AND B

Do exercise A (1) as an example and practise the pattern in exercise B on the board with the students. Assign the rest for homework.

### FINAL ACTIVITY

**Song 1, 2, 3** FAB Red CD no.6. Follow instructions in Unit Two week 1.

### EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

## UNIT SIX WEEK 1

### RESOURCES

SPEC 1 CD, FAB Red CD, animal flashcards, SPEC flashcards, beach ball.

### TARGET LANGUAGE

Classroom instructions.

### NEW VOCABULARY

*Listen, be quiet, look at, take out, touch, open, close, good morning.*

### REVIEWED LANGUAGE

Language from Units One to Five.

### ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

### REVIEW

**Chain drill** *Hi, I'm (name). What's your name?*

*My name's (name).*

*How are you? I'm fine, thank you. And you? Fine, thank you.*

*How old are you? I'm (age).*

**Double-ended chain drill** animal picture flashcards.

**Run and match** animal picture flashcards with the animal word flashcards.

**Beach ball dribble drill** (letter and phonic value a to h).

### PRESENTATION

Call out the classroom instructions and do the actions together with the students.

**Choral drill** Classroom instructions.

**Triple drill** Classroom instructions.

**Charades** Mime the actions for one of the classroom instructions and all the students must call out the correct instruction. Students should take turns miming.

Draw a picture on the whiteboard of the sun rising and a clock. Mime waking up and getting out of bed and say *Good morning* to the students.

**Choral drill** *Good morning.*

### STUDENT'S BOOK UNIT 6 PAGE 12

Using the SPEC 1 CD follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

#### Tapescript

**Rose:** *Unit Six. Good morning! Listen please. Dialogue. Good morning!*

**Chris, Leo, student:** *Good morning!*

**Rose:** *Close the book please, Rodney.*

*Look at the board please, Jasmine.*

*Listen please.*

**Pairwork roleplay** Assign each student a character or characters. Get the students to stand up to do this activity.

### READING

**Run and circle** Write the classroom instructions on the board. Drill each instruction. Divide the class into two teams. Say an instruction and the students must run and circle the correct word.

**Slap** Classroom instruction words.

### STUDENT'S BOOK UNIT 6 PAGE 13

'**Look and say.**' Students listen to the CD and repeat. Divide the class into pairs and demonstrate that each student should take turns giving instructions.

**Song** *Tables and chairs* FAB Red CD no. 3.

Students should run and touch the objects when they hear them mentioned on the CD.

### CHECK THE HOMEWORK WORKBOOK UNIT 5 PAGE 9 EXERCISES A AND B

### HOMEWORK WORKBOOK UNIT 6 PAGE 11 EXERCISES A AND B

Do exercise A (1) as an example with the students and assign the rest for homework.

### FINAL ACTIVITY

**Stations** *Yes, it is* and *No, it isn't.*

Hold up the animal word flashcards and ask the question *Is it a/an (animal)?*

### EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

## UNIT SIX WEEK 2

### RESOURCES

SPEC 1 CD, FAB Red CD, SPEC flashcards, animal flashcards, FAB Blue and FAB Green alphabet flashcards, beach ball.

### NEW VOCABULARY

I i, J j (letter and phonic value).  
*Flag, ghost, guitar, ink, jacket.*

### REVIEWED LANGUAGE

Language from Units One to Six.

### ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

### REVIEW

**Beach ball dribble drill** *Hi, I'm (name). What's your name?*

*My name's (name).*

*How are you? I'm fine, thank you. And you? Fine, thank you.*

*How old are you? I'm (age).*

**Slowly reveal** animal picture flashcards.

*Is it a/an (animal)? Yes, it is or No, it isn't.*

**Charades** Mime the classroom instructions and the students shout out the correct instructions.

### PRESENTATION

**Writing** Demonstrate how to write the letters I i and J j. Give the students a pen and allow them to practise writing them on the whiteboard.

**Letter match** Place the FAB Blue and FAB Green alphabet flashcards face up on the table. Say a letter and the students have to match the upper and lower case letters.

### PRACTICE

Introduce the new vocabulary (*ink* and *jacket*).

**Choral drill** *It's ink, it's a jacket.*

**Model** the target phonics *i - 'i' - ink* and *j - 'j' - jacket*.

**Choral drill** the target phonics.

**Phonics slap** Use FAB Blue alphabet flashcards (*a* to *j*). Say a word and the students should slap the corresponding phonic flashcard. All students then repeat the letter, phonic value and the corresponding noun.

### STUDENT'S BOOK UNIT 6 PAGE 13

**Listen.** Students listen to the CD and either circle the correct phonic or put a tick in the correct box.

#### Tapescript

**Rose:** *Listen.*

1. *'j'* (phonic value).
2. *Close the book please.*
3. *Good morning.*
4. *Listen please.*
5. *Look at the board please.*
6. *Take out a book please.*

### PRESENTATION

Introduce the new vocabulary *flag, ghost, guitar* by drawing pictures on the board.

**Choral drill** *It's a (flag, ghost, guitar, jacket) and it's ink.*

### PRACTICE

**Whiteboard relay draw** *flag, ghost, guitar, ink, jacket.*

### CHECK THE HOMEWORK

**WORKBOOK UNIT 6 PAGE 11 EXERCISES A AND B**

### HOMEWORK

**WORKBOOK UNIT 6 PAGE 12 EXERCISES C AND D**

Do the first example of each exercise together as a class and assign the rest for homework.

### FINAL ACTIVITY

**Pelmanism** Use animal picture and word flashcards.

### EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

## UNIT SEVEN WEEK 1

### RESOURCES

SPEC 1 CD, FAB Red CD, SPEC flashcards, animal flashcards, adjective flashcards, FAB Blue and Green alphabet flashcards, beach ball.

### TARGET LANGUAGE

*Are you (adjective)? Yes, I am and No, I'm not.*

### NEW VOCABULARY

*Fat, thin, happy, sad, old, young, short, tall.*

K k, L l (letter and phonic value).

*Key, ladder.*

### REVIEWED LANGUAGE

Language from Units One to Six.

### ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

### REVIEW

**Beach ball dribble drill** *Hi, I'm (name). What's your name?*

*How are you? I'm fine, thank you. And you? Fine, thank you.*

*How old are you? I'm (age).*

**Simon says** Classroom instructions and *Touch (classroom objects).*

### PRESENTATION

**TPR** Introduce the adjectives.

**Choral drill** *Fat, thin, happy, sad, old, young, short, tall.*

**Flashcard chain drill** *Fat, thin, happy, sad, old, young, short, tall.*

**Charades** Mime an adjective and get the students to call out the correct answer. Get the students to take the role of teacher.

### PRESENTATION

**Model** the target language *Are you (adjective)? Yes, I am and No, I'm not.*

**TPR** to demonstrate the different answers (e.g. thumbs up for *Yes, I am* and thumbs down for *No, I'm not*).

**Choral drill** *Yes, I am and No, I'm not.*

**Triple drill** *Yes, I am and No, I'm not.*

### PRACTICE

**Stations** *Are you (adjective)? Yes, I am and No, I'm not.* Make sure that the students shout out the answers. Get students to take the role of teacher.

### PRESENTATION

**Writing** Demonstrate how to write the letters K k and L l. Give the students pen and allow them to practise writing them on the whiteboard.

### PRESENTATION

Introduce the new vocabulary (*key and ladder*).

**Choral drill** *It's a key and it's a ladder.*

**Model** the target phonics *k - 'k' - key and l - 'l' -*

*ladder.*

**Choral drill** the target phonics.

**Letter match** FAB Blue and Green alphabet flashcards (a to l).

### STUDENT'S BOOK UNIT 7 PAGE 15

**Listen** Students listen to the CD and either circle the correct phonic or put a tick in the correct box.

#### Tapescript

**Carol: Listen.**

1. 'i' (phonic value).
2. *Are you young?* **Boy:** *Yes, I am.*
3. *Are you thin?* **Leo:** *No, I'm not.*
4. **Girl:** *I'm tall.*
5. *Are you happy?* **Girl:** *No, I'm not. I'm sad.*
6. *Are you short and fat?* **Man:** *No, I'm not. I'm thin and tall.*

### CHECK THE HOMEWORK

#### UNIT 6 PAGE 12 EXERCISES C AND D

##### Tapescript

**Rose: Workbook. Listen.**

1. 'i'.
2. 'j'.
3. *Be quiet please.*
4. *Close the book please.*
5. *Take out a book please.*
6. *Look at the board please.*

### HOMEWORK

#### WORKBOOK UNIT 7 PAGE 14

##### EXERCISES C AND D

Do the first example in each exercise together and assign the rest for homework.

### FINAL ACTIVITY

**Song 1, 2, 3** FAB Red CD no. 6. Follow the instructions in Unit 2 week 1.

### EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

## UNIT SEVEN WEEK 2

### RESOURCES

SPEC 1 CD, FAB Red CD, SPEC flashcards, animal word flashcards, beach ball.

### TARGET LANGUAGE

*Are you (adjective)? Yes, I am or No, I'm not.*

### REVIEWED LANGUAGE

Language from Units One to Seven.

### ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

### REVIEW

**Beach ball dribble drill** *Hi, I'm (name). What's your name?*

*How are you? I'm fine, thank you. And you? Fine, thank you.*

*How old are you? I'm (age).*

**Slowly reveal** animal word flashcards.

**Review** Colour word recognition. See Unit 4 week 1 for ideas of how to practise this.

### REVIEW

**Model** the target language *Are you (adjective)? Yes, I am and No, I'm not.*

Choral drill **Are you (adjective)?**

Team triple drill **Are you (adjective)? Yes, I am and No, I'm not.**

**Chain drill** *Are you (adjective)? Yes, I am and No, I'm not.*

### STUDENT'S BOOK UNIT 7 PAGE 14

Using the SPEC 1 CD follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

#### Tapescript

**Carol: Unit Seven. Are you tall?**

*Dialogue. Are you tall, Leo?*

**Leo:** *Yes, I am.*

**Carol:** *Chris. Are you tall?*

**Chris:** *No, I'm not. I'm short.*

**Carol:** *I am, I'm.*

**Pairwork roleplay** Assign each student a character or characters. Get the students to stand up to do this activity.

### STUDENT'S BOOK UNIT 7 PAGE 15

**Look and say.** The students listen to the CD and repeat. Divide the class into pairs. Demonstrate that each student should take turns pointing and asking *Are you (adjective)?* And answering *Yes, I am or No, I'm not.*

### PRESENTATION

**Memory game** Write the adjective words on the board and drill the words as you write them. Get the students to close their eyes. The teacher erases one of the words. The students open their eyes and say which of the words have been erased. Repeat with the other adjectives.

### CHECK THE HOMEWORK

## WORKBOOK UNIT 7 PAGE 14 EXERCISES C AND D

### Tapescript

**Carol: Workbook. Listen.**

1. 'k' (phonic value).

2. 'l' (phonic value).

3. *Are you sad?*

4. *Are you short?*

5. *Are you old?*

6. *Are you happy?*

### HOMEWORK

## WORKBOOK UNIT 7 PAGE 13 EXERCISES A AND B

Do the first example of each exercise together and assign the rest for homework.

### FINAL ACTIVITY

**Charades** Action words.

**Song** *We like to walk* FAB Red CD no. 5. Students follow the instructions on the CD.

### EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

## UNIT EIGHT WEEK 1

### RESOURCES

SPEC 1 CD, FAB Red CD, SPEC flashcards, FAB Blue and Green alphabet flashcards, FAB Blue number word flashcards.

### TARGET LANGUAGE

*Is he / she / it (adjective)?*

*Yes, he / she / it is or No, he / she / it isn't.*

### NEW VOCABULARY

*Handsome, pretty, ugly, big, small.*

*M m, N n (letter and phonic value).*

*Monkey, nose.*

### REVIEWED LANGUAGE

Language from Units One to Seven.

### ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

### REVIEW

**Chain drill** *Hi, I'm (name). What's your name? How are you? I'm fine, thank you. And you? Fine, thank you.*

*How old are you? I'm (age).*

**Slap** Number words *one to ten.*

### PRESENTATION

Introduce the target adjectives (*handsome, pretty, ugly, big, small*) by using flashcards or drawing pictures on the board.

**Choral drill** *Handsome, pretty, ugly, big, small.*

**Chain drill** *Handsome, pretty, ugly, big, small.*

### PRACTICE

**Charades** Mime one of the adjectives from this lesson and Unit 7 and get the students to call out the correct answer. The students should take turns to mime the adjectives.

### PRESENTATION

Introduce *he, she* and *it* using board drawings, mimes and drill.

**Model** the target language *Is he / she / it (adjective)?*

*Yes, he / she / it is and No, he / she / it isn't.*

Draw pictures, use flashcards or use students to illustrate the pronouns.

**Choral drill** *Yes, he / she / it is and No, he / she / it isn't.* Point at the pictures, flashcards or students and use the thumbs up and down sign to prompt the students.

### PRACTICE

**Stations** *Yes, he / she / it is. No, he / she / it isn't.*

Place all six answers round the room. Holding up a flashcard ask the question *Is he / she / it (adjective)?* The students run to stand by the correct station and shout the correct answer.

### PRESENTATION

Introduce the new vocabulary (*monkey and nose*).

**Choral drill** *It's a monkey and it's a nose.*

**Model** the target phonics *m - 'm' - monkey and n - 'n' - nose.*

**Choral drill** the target phonics.

### PRESENTATION

**Writing** Demonstrate how to write the letter *M m*, and *N n*. Give the students a pen and allow them to practise writing the letters on the whiteboard.

### PRACTICE

**Letter match** Get the students to match the upper and lower case letters (*a to n*), using FAB Blue and Green alphabet flashcards.

### STUDENT'S BOOK UNIT 8 PAGE 17

**Listen** Students listen to the CD and circle the correct phonic or put a tick in the correct box.

#### Tapescript

**Jasmine: Listen**

1. 'm' (phonic value).
2. *It's big.*
3. *Is he ugly?* **Chris:** *Yes, he is.*
4. *Is she ugly?* **Chris:** *No, she isn't. She's pretty.*
5. *Is it thin?* **Chris:** *Yes, it is.*
6. *Draw a big, fat bird.*

### CHECK THE HOMEWORK

#### WORKBOOK UNIT 7 PAGE 13

#### EXERCISES A AND B

### HOMEWORK

#### WORKBOOK UNIT 8 PAGE 16

#### EXERCISES C AND D

Do the first example of each exercise together and assign the rest for homework.

### FINAL ACTIVITY

**Mexican wave** Numbers *1 to 10, 10 to 1.*

**Song 1, 2, 3** FAB Red CD no. 6. Follow the instructions for this activity in Unit 2 week 1.

### EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

## UNIT EIGHT WEEK 2

### RESOURCES

SPEC flashcards, animal flashcards, beach ball.

### TARGET LANGUAGE

*Is he / she / it (adjective)?*

*Yes, he / she / it is and No, he / she / it isn't.*

### REVIEWED LANGUAGE

Language from Units One to Eight.

### ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* **Answer** *Yes, come in.*

### REVIEW

**Beach ball dribble drill** *Hi, I'm (name). What's your name?*

*How are you? I'm fine, thank you. And you? Fine, thank you.*

*How old are you? I'm (age).*

**Simon says** Classroom instructions and *Touch (classroom objects).*

### REVIEW

**Model** the target language *Is he / she / it (adjective)?*

*Yes, he / she / it is and No, he / she / it isn't.*

**Choral drill** *Is he / she / it (adjective)?*

**Chain drill** *Is he / she / it (adjective)?*

*Yes, he / she / it is. No, he / she / it isn't.*

### PRACTICE

**Stations** *Is he / she / it (adjective)?*

*Yes, he / she / it is. No, he / she / it isn't.*

Place all six answers round the room. Ask the question *Is he / she / it (adjective)?* The students run to stand by the correct station and shout the correct answer.

### STUDENT'S BOOK UNIT 8 PAGE 16

Using the SPEC 1 CD follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

#### Tapescript

**Carol:** *Unit Eight. Is it big?*

*Dialogue. Is it big?*

**Chris:** *Yes, it is.*

**Leo:** *Is it thin?*

**Chris:** *No, it isn't.*

**Jasmine:** *Is it a cow.*

**Chris:** *Yes, it is. Here you are.*

**Carol:** *is not, isn't.*

**Pairwork roleplay** Assign each student a character or characters. Get the students to stand up to do this activity.

### STUDENT'S BOOK UNIT 8 PAGE 17

**Look and say.** The students listen to the CD and repeat. Divide the class into pairs. Demonstrate that the students should take turns pointing and asking *Is he / she / it (adjective)?* Answering *Yes, he / she / it is* or *No, he / she / it isn't.*

### PRACTICE

**Guessing Game** Use animal flashcards.

Demonstrate the activity using the picture in the student's book on **page 16**. When you have

demonstrated the activity a few times and you are sure that the students understand, get them to take turns being teacher.

### CHECK THE HOMEWORK WORKBOOK UNIT 8 PAGE 16 EXERCISES C AND D

#### Tapescript

**Carol:** *Workbook. Listen.*

1. 'n' (phonic value).

2. 'i' (phonic value).

3. *Is it fat?*

4. *Is he handsome?*

5. *Draw a big fish.*

6. *Draw a thin boy.*

### HOMEWORK WORKBOOK UNIT 8 PAGE 15 EXERCISES A AND B

Do the first example of each exercise together and assign the rest for homework.

### FINAL ACTIVITY

Colour word recognition. See Unit 4 week 1 for ideas of how to practise this.

### EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

## UNIT NINE WEEK 1

### RESOURCES

SPEC 1 CD, FAB Red CD, people and object flashcards, animal flashcards, beach ball.

### TARGET LANGUAGE

*Are you a (noun)? Yes, I am / No, I'm not.  
Is / he / she / it a (noun)? Yes, he / she / it is.  
No, he / she / it isn't.*

### NEW VOCABULARY

*Robot, student.*

### REVIEWED LANGUAGE

Language from Units One to Eight.

### ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

### REVIEW

**Beach ball dribble drill** *Hi, I'm (name). What's your name?*

*How are you? I'm fine, thank you. And you? Fine, thank you.*

*How old are you? I'm (age).*

**Simon says** Classroom instructions.

**Stations** *Is he / she / it (adjective)? Yes, he / she / it is and No, he / she / it isn't.*

Use flashcards or draw pictures as prompts.

### PRESENTATION

Introduce/Review the target vocabulary using flashcards or board drawings.

**Choral drill** *Boy, girl, robot, student, teacher.*

**Chain drill** *Boy, girl, robot, student, teacher.*

### PRESENTATION

Introduce the target language *Are you a (noun)? Yes, I am / No, I'm not.*

**Choral drill** *Are you a (noun)?*

**Chain drill** *Are you a (noun)? Yes, I am / No, I'm not.*

### PRACTICE

**Charades** Target vocabulary.

### PRESENTATION

Introduce the target language *Is / he / she / it a (noun)?*

**Choral drill** *Is / he / she / it a (noun)? Yes, he / she / it is.*

**Chain drill** *Is / he / she / it a (noun)? Yes, he / she / it is. No, he / she / it isn't.*

### PRACTICE

**Stations** Using the answers *Yes, he / she / it is / No, he / she / it isn't / Yes, I am / No, I'm not*, ask the target questions using people and object flashcards. The students run to stand under the correct answer card and shout the answer.

### STUDENT'S BOOK PAGE 18

Using the SPEC 1 CD follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

### Tapescript

**Jasmine:** *Unit nine. Are you a teacher? Is she a student?*

**Dialogue.** *Are you a bird?*

**Leo:** *No, I'm not.*

**Chris:** *Are you a robot?*

**Robot:** *Yes, I am.*

**Chris:** *Is he a teacher?*

**Robot:** *No, he isn't. He's a student.*

**Jasmine:** *I am, I'm; He is, he's; is not, isn't.*

**Pairwork roleplay** Assign each student a character or characters. Get the students to stand up to do this activity.

### STUDENT'S BOOK PAGE 19

**Look and say.** The students listen to the CD and repeat.

**Choral drill** the target language.

**Pairwork** In pairs the students point and ask *is he / she / it a (noun)?*

### PRACTICE

**Team relay run and circle Write the answers** *Yes, he / she / it is. No, he / she / it isn't. And Yes, I am / No, I'm not, on the board.* Ask the target questions the students run and circle the correct answer. Get students to take the role of teacher.

### CHECK THE HOMEWORK

#### WORKBOOK UNIT 8 PAGE 15

#### EXERCISES A AND B

### HOMEWORK

#### WORKBOOK UNIT 9 PAGE 17

#### EXERCISE A

Do the first example in exercise A (1) together and assign the rest for homework.

### FINAL ACTIVITY

**Song Tables and chairs** FAB Red CD no. 3.

Students run and touch the objects when they hear them mentioned on the CD.

### EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

## UNIT NINE WEEK 2

### RESOURCES

SPEC 1 CD, FAB Red CD, People and object flashcards, FAB Yellow colour word flashcards, FAB Blue and Green alphabet flashcards, beach ball.

### NEW VOCABULARY

*O o, P p* (letter and phonic value).  
*Octopus, piano.*

### REVIEWED LANGUAGE

Language from Units One to Nine.

different people and object flashcards.

### CHECK THE HOMEWORK WORKBOOK UNIT 9 PAGE 17 EXERCISE A

### HOMEWORK WORKBOOK UNIT 9 PAGE 18 EXERCISES B AND C

Do the first examples together as a class and assign the rest for homework.

### FINAL ACTIVITY

**Charades** Classroom instructions.

### EXIT

Say *Goodbye*, see you next week, and get the students to repeat after you.

### ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

### REVIEW

**Chain drill** *Hi, I'm (name). What's your name? How are you? I'm fine, thank you. And you? Fine thank you. How old are you? I'm (age).*  
**Bingo** Colour words.

### PRESENTATION

Introduce the new vocabulary (*octopus* and *piano*).

**Choral drill** *It's an octopus, it's a piano.*

**Model** the target phonics *o - 'o' - octopus* and *p - 'p' - piano*.

**Choral drill** the target phonics

**Triple drill** *o - 'o' - octopus* and *p - 'p' - piano*.

### PRESENTATION

**Writing** Demonstrate how to write the letter *O o* and *P p*. Give the students a pen and allow them to practise writing the letters on the whiteboard.

### PRACTICE

**Letter match** Get the students to match the upper and lower case letters (*a to p*), using FAB Blue and Green alphabet flashcards.

### PRACTICE

**Choral drill** action words.

**Song** *We like to walk* FAB Red CD no. 5. Students follow instructions on the CD.

### STUDENT'S BOOK UNIT 9 PAGE 19

**Listen** Students listen to the CD and circle the correct phonic or put a tick in the correct box.

**Jasmine: Listen.**

1. 'o' (phonic value).
2. *Are you a student?*
3. *Is he a fat teacher?*
4. *Is she a tall teacher?*
5. *Is he a student?*
6. *Are you a girl?*

### REVIEW

**Team relay run and circle** Write the answers *Yes, he/ she/ it is* and *No, he/ she/ it isn't* on the board. Hold up people and object flashcards and ask the question *Is he/ she/ it a (noun)?* The students should run and circle the correct answer. Repeat using

## UNIT TEN WEEK 1

### RESOURCES

SPEC 1 CD, FAB Red CD, people and object flashcards, FAB Blue number word flashcards, FAB Yellow colour word flashcards, beach ball.

### TARGET LANGUAGE

*The (noun) is (preposition) the (noun).*

### NEW VOCABULARY

*Ball, box, house, roof, tree, by, in, on, under.*

### REVIEWED LANGUAGE

Language from Units One to Nine.

### ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

### REVIEW

**Chain drill** *Hi, I'm (name). What's your name? My name's (name).*

*How are you? I'm fine, thank you. And you? Fine, thank you.*

*How old are you? I'm (age).*

**Stations** Using the answers *Yes, he/ she/ it is / No, he/ she/ it isn't* and *Yes, I am / No, I'm not*, ask the questions *Are you a (noun)? Is he/ she/ it a (noun)?* (from Unit 9). Use the People and object flashcards to prompt the responses. The students run to stand under the correct answer card and shout the answer.

**Slap** Number words.

### PRESENTATION

**N.B** Although the question form "Where is...." is not expected to be produced until Unit 12, the structure should be used to build up passive understanding. Use two objects (a ball and a box are good) and place the ball in different positions whilst modelling the target language.

**Choral drill** *The (noun) is (preposition) the (noun).*

**Chain drill** *The (noun) is (preposition) the (noun).*

Pass the 2 items around the table.

**Triple drill** *The (noun) is (preposition) the (noun).*

### PRACTICE

**Picture Dictation** Students draw a picture in their notebooks at your prompt using the target language *The (noun) is (preposition) the (noun)*. Encourage the students to give suggestions.

### PRESENTATION

**Reading** Write the target prepositions on the board and drill. Leave the words on the board.

**Memory game** Get the students to close their eyes. Rub off one of the words and when the students open their eyes at your prompt they tell you which one has been erased.

**Writing** Write the prepositions on the board and get the students to copy the words on the board.

### STUDENT'S BOOK UNIT 10 PAGE 20

Using the SPEC 1 CD follow the **Listen, Listen and Touch, Listen and Repeat, Read** procedure.

#### Tapescript

**Chris:** *Unit Ten. Under, in, on, by.*

*Dialogue. I'm on the roof.*

**Jasmine:** *I'm under the tree.*

**Rose:** *I'm in the house.*

**Leo:** *I'm by the house.*

**Chris:** *I am, I'm.*

**Pairwork roleplay** Assign each student a character or characters. Get them to stand up to do this activity.

### STUDENT'S BOOK UNIT 10 PAGE 21

**Look and say.** Students listen to the CD and repeat. Divide the class into pairs. Demonstrate that the students should point and take turns saying *The (ball) is (preposition) the (box).*

### FOLLOW-UP ACTIVITY

**Run and touch** classroom objects.

**Song *Tables and chairs*** FAB Red CD no. 3.

Students should run and touch the objects when they hear them mentioned on the CD.

### CHECK THE HOMEWORK

WORKBOOK UNIT 9 PAGE 18

EXERCISES B AND C

#### Tapescript

**Jasmine:** *Workbook. Listen.*

1. 'p' (phonic value).
2. 'e' (phonic value).
3. *Is he a boy?*
4. *Is it a robot?*
5. *Is she a student?*
6. *Are you a boy?*

### HOMEWORK

WORKBOOK UNIT 10 PAGE 19

#### EXERCISE A

Do the first example in exercise A (1) together.

Assign the rest for homework.

### FINAL ACTIVITY

**Team whisper chain drill run and draw**

*The (noun) is (preposition) the (noun).* The students run and draw an appropriate picture.

### EXIT

Say, *Goodbye, see you next week*, and get the students to repeat after you.

## UNIT TEN WEEK 2

### RESOURCES

SPEC 1 CD, FAB Red CD, people and object flashcards, FAB Blue and green alphabet flashcards, animal flashcards, phonics flashcards, beach ball.

### NEW VOCABULARY

Q q and R r (*letter and phonic value*).  
Fish, question, roof.

### REVIEWED LANGUAGE

Language from Units One to Ten.

### ENTRANCE

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

### REVIEW

**Chain drill** *Hi, I'm (name). What's your name? My name's (name).*

*How are you? I'm fine, thank you. And you? Fine, thank you.*

*How old are you? I'm (age).*

**Stations** Place preposition word cards around the room. Draw a picture or use 2 items to illustrate a sentence using the target language from Unit 10 week 1 (*The (noun) is (preposition) the (noun)*). Students must run to the correct station and chorally produce the full target sentence.

### PRESENTATION

Introduce the new vocabulary (*question and roof*).

**Choral drill** *question and it's a roof.*

**Model** the target phonics *q – 'q' – question* and *r – 'r' – roof.*

**Choral drill** the target phonics.

### PRESENTATION

**Writing** Demonstrate how to write the letters Q q and R r. Give the students a pen and allow them to practise writing the letters on the whiteboard.

### PRACTICE

**Beach ball dribble drill** phonics (*a to q*). Get the first student to say the letter and throw the ball. The next student says the phonic value and the last student says a corresponding item of vocabulary. Repeat from *a to q*.

**Picture dictation** Say a phonic value (*a to q*) and the students write the corresponding letter and draw an item of vocabulary in their notebooks.

### STUDENT'S BOOK UNIT 10 PAGE 21

**Listen.** Students listen to the CD and circle the correct phonic or put a tick in the correct box.

#### Tapescript

Chris: *Listen.*

1. 'r' (phonic value).
2. *The bird is under the tree.*
3. *The boy is by the house.*
4. *The fish is in the cat*
5. *The boy is on the roof*
6. *Jasmine is under the cow.*

### FOLLOW-UP ACTIVITY

**Write, rub, write** prepositions.

### CHECK THE HOMEWORK

WORKBOOK UNIT 10 PAGE 19  
EXERCISE A

### HOMEWORK

WORKBOOK UNIT 10 PAGE 20  
EXERCISES B AND C

Do the first example of each exercise together and assign the rest for homework.

### FINAL ACTIVITY

**Charades** Action words.

**Song** *We like to walk* FAB Red CD no. 5. Students follow the instructions on the CD.

### EXIT

Say *Goodbye, see you next week*, and get the students to repeat after you.

**UNIT ELEVEN WEEK 1  
REVIEW LESSON**

**RESOURCES**

FAB Red CD, people and object flashcards, FAB Yellow colour word flashcards, FAB Blue and Green alphabet flashcards, classroom dice, counters.

**NEW VOCABULARY**

*Finish, ladder, snake, start.*

**REVIEWED LANGUAGE**

Language from Units One to Ten.

**HOMEWORK  
WORKBOOK UNIT 11 PAGE 21**

**EXERCISE B**

Demonstrate exercise B by connecting the lower case letter *a* to the picture of an apple to the upper case letter *A*, and assign the rest for homework.

**FOLLOW-UP ACTIVITY**

**Mexican wave numbers 1 to 10.**

**Song 1, 2, 3** FAB Red CD no. 6. Students should do the actions with the CD.

**EXIT**

Say *Goodbye, see you next week*, and get the students to repeat after you.

**ENTRANCE**

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

**REVIEW**

**Chain drill** Race against the clock. *Hi, I'm (name).*

*What's your name? My name's (name).*

*How are you? I'm fine, thank you. And you? Fine, thank you.*

*How old are you? I'm (age).*

**Run and grab** Colour words.

**Slap** Place FAB Blue or FAB Green flashcards (*a* to *r*) face up on the table. Call out a letter and the students slap the corresponding card and say the phonic value and a corresponding noun.

**STUDENT'S BOOK UNIT 11**

**PAGES 22 AND 23**

**Snakes and Ladders** Play the game as a class. When a student's counter lands on a question ask the student that question. If the student gets the answer wrong they should miss a go (don't be too harsh)! If the counter lands on a letter get the student to say the letter, the phonic value and a corresponding noun beginning with the letter. Ask the students the colour of the letters or of any of the pictures too.

**WORKBOOK UNIT 11 PAGE 21**

**EXERCISE A**

Read through the sentences together. Help the students to read the questions and the answers. Help them to complete the 'Trace/ Connect/ Trace' exercise.

**REVIEW**

**Charades** Action words.

**Song *We like to walk*** FAB Red CD no. 5.

Students follow the instructions on the CD.

**CHECK THE HOMEWORK**

**WORKBOOK UNIT 10 PAGE 20**

**EXERCISES B AND C**

**Tapescript**

**Chris: *Workbook. Listen.***

1. 'r' (phonic value).
2. 'm' (phonic value).
3. *The boy is in the house.*
4. *Jasmine is under the horse.*
5. *The cat is on the book.*
6. *The pencil is by the bag.*

**UNIT ELEVEN WEEK 2  
REVIEW LESSON**

**RESOURCES**

SPEC 1 CD, FAB Red CD, People and object flashcards, Shane animal flashcards.

**REVIEWED LANGUAGE**

All language from Units One to Eleven.

**ENTRANCE**

Greet the students at the door and get them to ask *May I come in, please?* Answer *Yes, come in.*

**REVIEW**

**Beach ball dribble drill** Race against the clock *Hi, I'm (name). What's your name? My name's (name). How are you? I'm fine, thank you. And you? Fine, thank you.*

*How old are you? I'm (age).*

**Commands** Mime classroom instructions (from Unit 6) and get the students to call out the answers. Get the students to take the role of teacher.

**Lightning Pelmanism** Shane animal word and picture flashcards.

**PRACTICE**

**Charades** Mime the adjectives and ask the students *Is it (adjective)?* And they should answer *Yes it is, or No, it isn't.*

**Memory game** Write the adjectives from Units Seven and Eight on the board and drill the students as you write them. Get the students to close their eyes and erase one of the adjectives. They open their eyes and they should say which adjective has been erased.

**Picture Dictation** The students should draw pictures in their note books on your prompt, using *draw a/an (adjective) (colour) (noun) (preposition) the (noun).*

**CHECK THE HOMEWORK**

**WORKBOOK UNIT 11 PAGE 21**

**EXERCISE B**

**REVIEW**

**Slowly reveal** FAB Blue or Green alphabet flashcards.

**Guessing game** Look at a people and animal picture flashcard and the students ask the question *Is it a/an (animal)?* You answer *Yes, it is* or *No it isn't.* If a student guesses correctly he/she keeps the flashcard.

**Chain drill** Give each student a noun picture card and ensure that they know what the word is by asking *What is it?* Ask the first student *Are you a/an (noun)?* The student answers *Yes, I am* or *No, I'm not.*

**WORKBOOK UNIT 11**

**PAGE 22 EXERCISE C**

Do the exercise examples (1 to 10) together. Students tick in the correct box or colour the picture. Check the answers as a class.

**Tapescript**

**Chris: Unit Eleven. Workbook. Listen.**

1. *What's your name? Carol: My name's Carol.*
2. *How old are you? Carol: I'm 8.*

3. *Are you 6? Carol: No, I'm not. I'm 7.*
4. *'e' (phonic value).*
5. *What is it? Carol: It's a ruler.*
6. *Is it a bag? Carol: Yes, it is.*
7. *'i' (phonic value).*
8. *What colour is it? Carol: It's purple.*
9. *Is it a rabbit? Carol: No, it isn't. It's a horse.*
10. *Is it a bird? Carol: Yes, it is.*

**HOMEWORK**

**WORKBOOK UNIT 11**

**PAGE 22 EXERCISE C**

Get the students to complete the exercise (11 to 20) for homework.

**FINAL ACTIVITY**

**Mexican wave** Numbers 1 to 10 and 10 to 1.

**Run and circle** Number words *One* to *Ten*.

**Song 1, 2, 3** FAB Red CD no. 6. Students follow the instructions on the CD.

**EXIT**

Say *Goodbye, see you next week*, and get the students to repeat after you.