

Way Ahead

for Ukraine

1



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Mary Bowen

*Sample unit: Pupil's Book,
Workbook, Teacher's Book*

Contents

Unit	Vocabulary	Study Skills	Workbook
Welcome unit Pages 4–6	Greetings, toys, colours, classroom objects	Questions	Pages 85–86
1 Hello! My name is Meg. Pages 7–11 My name's Andy. What's your name? Look! A robot.	Toys	Questions	Pages 87–90
2 What is this? Pages 12–16 What's this? It's an owl. It's a pencil. What colour is it? It's orange.	Classroom objects, school items	Full stop	Pages 91–94
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4 How old are you? Pages 22–26 Happy birthday! How old are you? I'm six. He's seven. This is my brother. This is my friend. Who is it? What is it?	Numbers 1–10 Party items Family members	Questions and answers	Pages 99–102
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6 This is my grandfather. Pages 33–38 This is her cat. Is this his bag? These are her dolls. These are his arms.	Clothing Parts of the body	Rhyming words Learning Letters	Pages 107–110

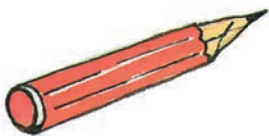
Unit	Vocabulary	Study Skills	Workbook
7 I have a rabbit. Pages 39–44 I have a bird and a grey rabbit. I have blonde hair and blue eyes.	Domestic animals Appearance	Describing Learning Letters	Pages 111–114
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11 I can run. Pages 63–68 I can't swim. He can hop. It can't fly. It cannot run. Can it walk? Can she sing?	Actions	Describing one animal Learning Letters	Pages 127–130
12 She can sleep. Pages 69–74 They can see. Can they hear? We can eat. We can drink.	Actions	Describing animal species Learning Letters	Pages 131–134
Readers. Pages 75–83 Toys, A box, What's this?, My baby brother, My friend, Sam, Who am I?, My pets, They can do lots of things!, What can animals do?			
Vocabulary. Pages 135–141 My town and my family, On the farm, In the zoo, Colours and clothes, Birthday, In the park, Christmas			

2 What is this?

1  Listen and point.



2  Listen and point.



3 Ask and answer.



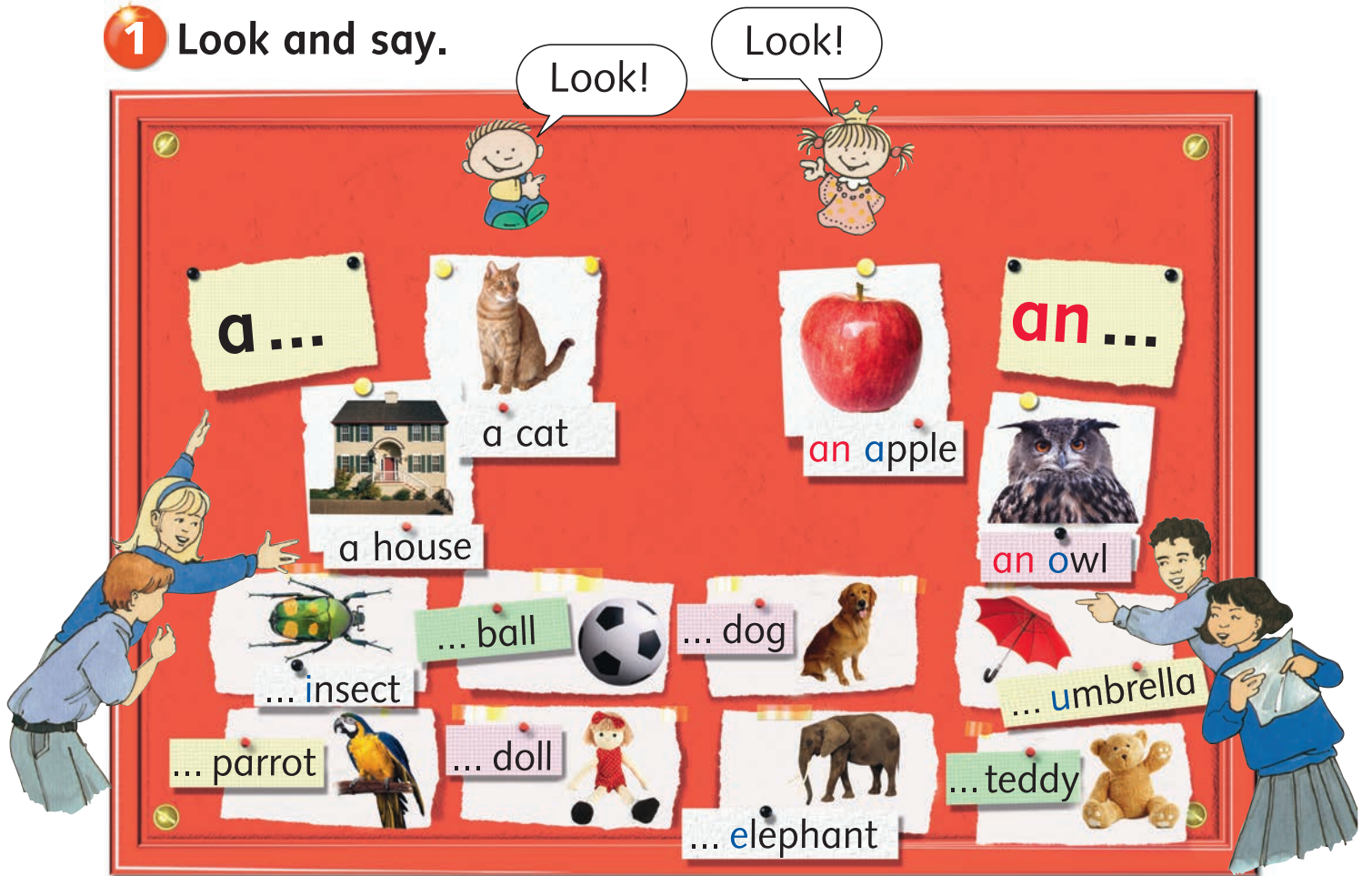
What's this?



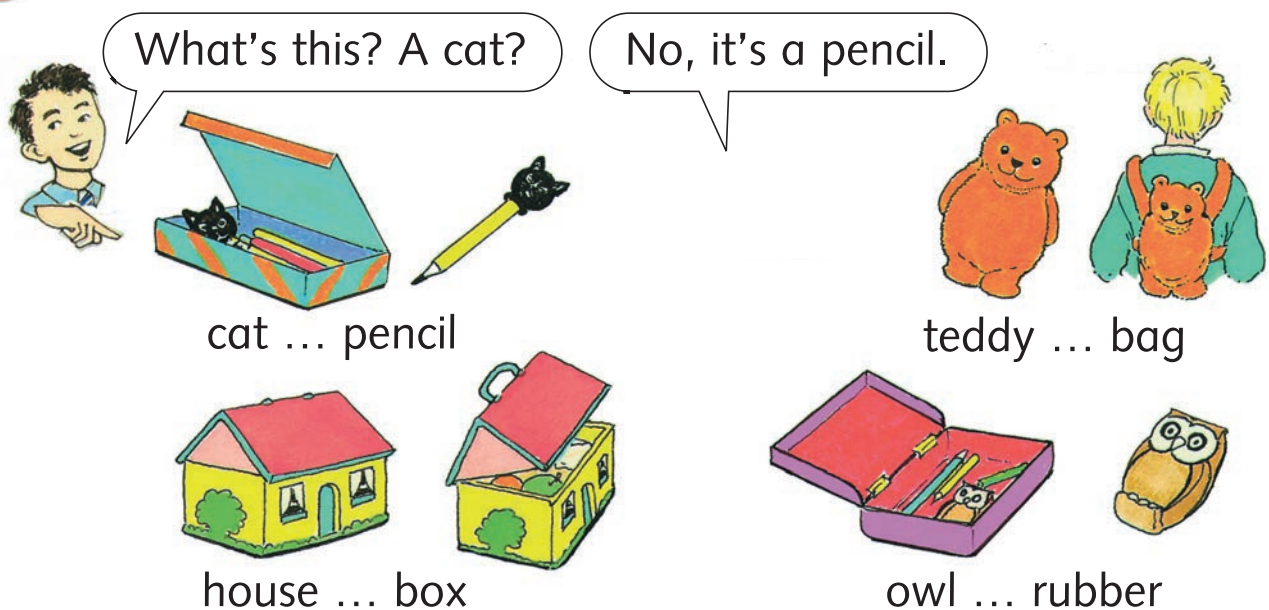
It's a ...



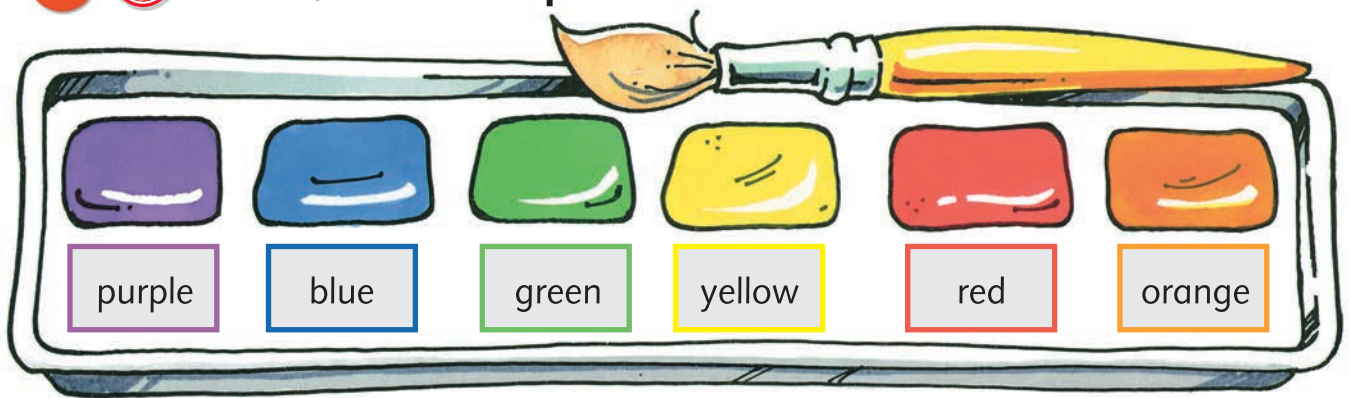
1 Look and say.




2 Ask and answer.



1  ¹⁴ Listen, look and point.



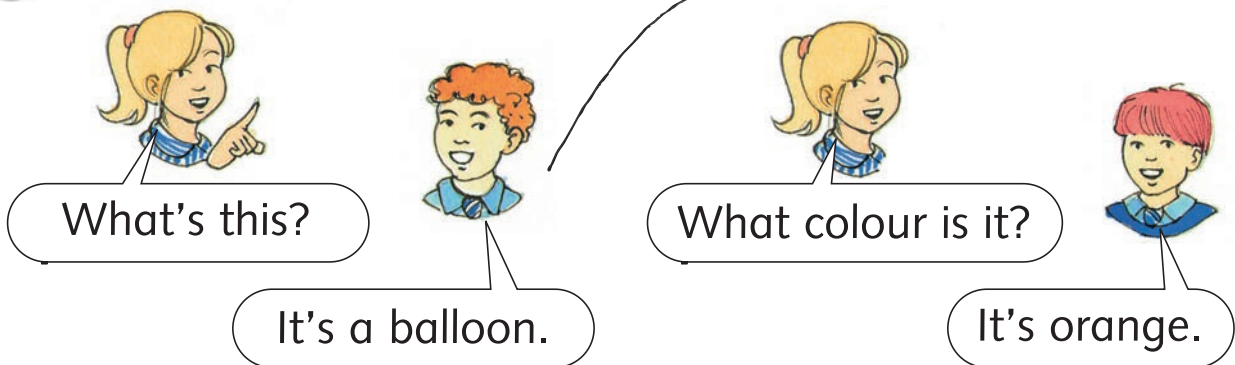
2  ¹⁵ Listen and sing.



My box of colours,
Purple and blue.
My box of colours,
Green and yellow too.

My box of colours,
Purple and blue.
My box of colours,
Red and orange too.

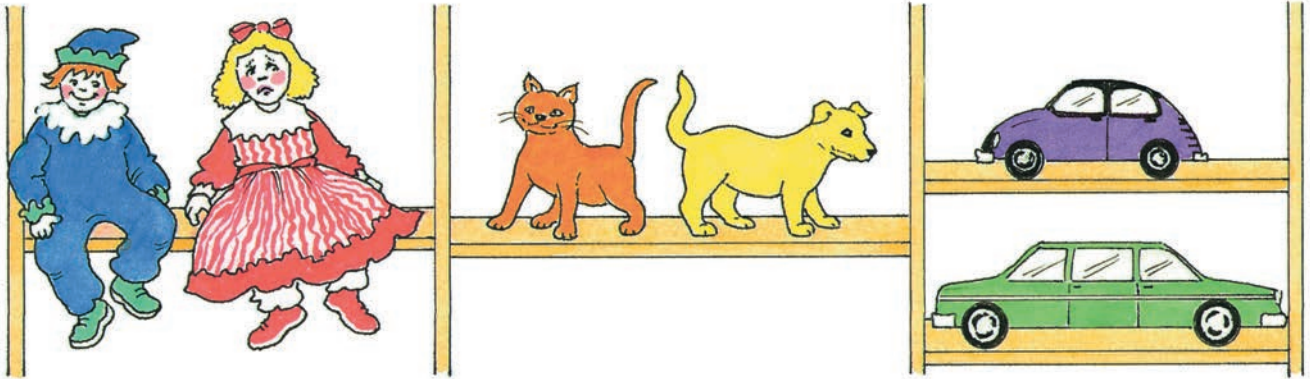
3 Point, ask and answer.



What's this?
It's a balloon.

What colour is it?
It's orange.

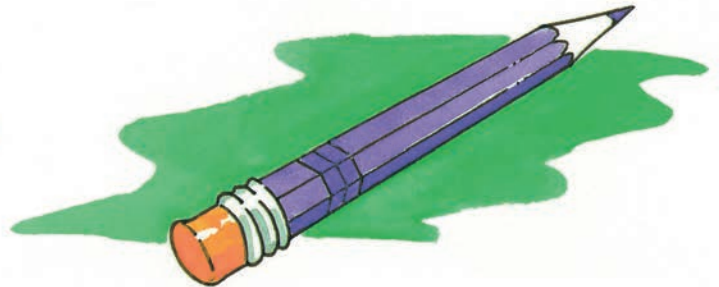
16
1 Listen and point.



2 Say this.



A blue balloon.



A purple pencil.

17
3 Listen and circle.



Yes, it is. No, it isn't.

Yes, it is. No, it isn't.



Yes, it is. No, it isn't.

Yes, it is. No, it isn't.



Yes, it is. No, it isn't.



Picture dictionary



bag



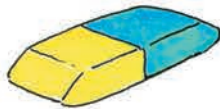
box



cat



pencil



rubber

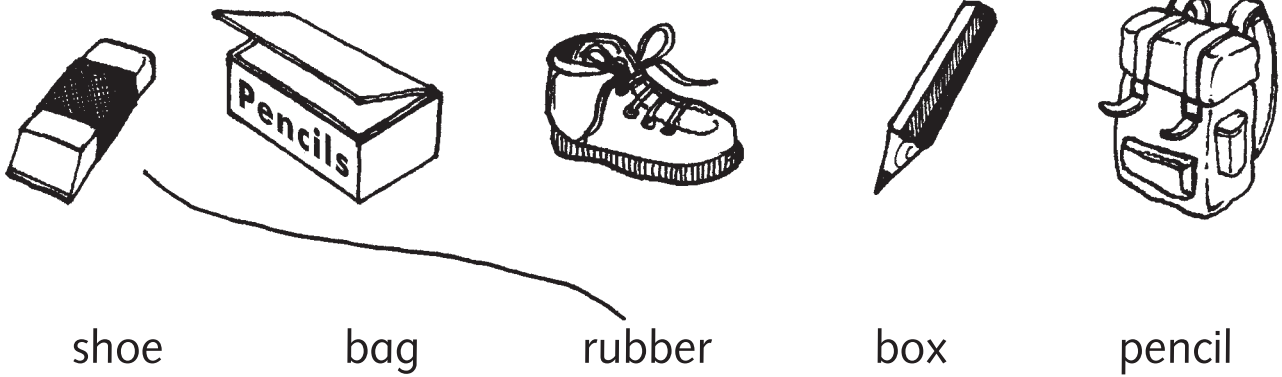


shoe

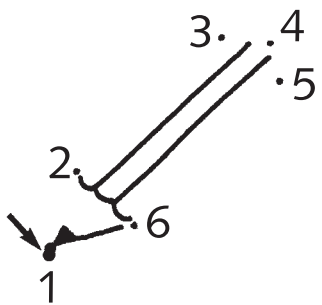


2 What is this?

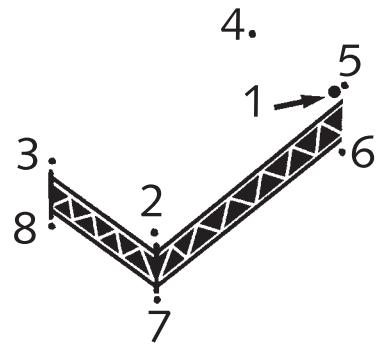
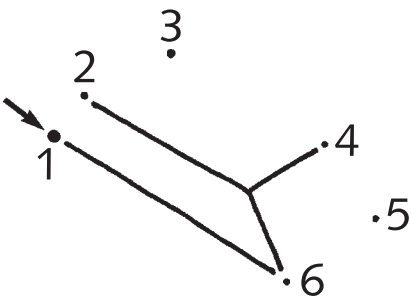
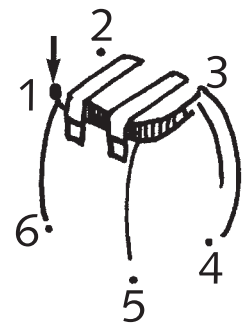
1 Match.



2 Draw and say.



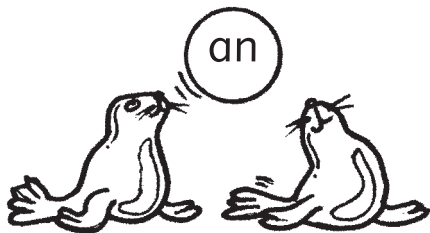
What's this?



1 Look and say.

a

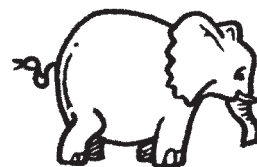
It is



bear.



elephant.



2 Colour *a* or *an*.

It is a
an

owl.



It is a
an

teddy.



It is a
an

bag.



It is a
an

apple.

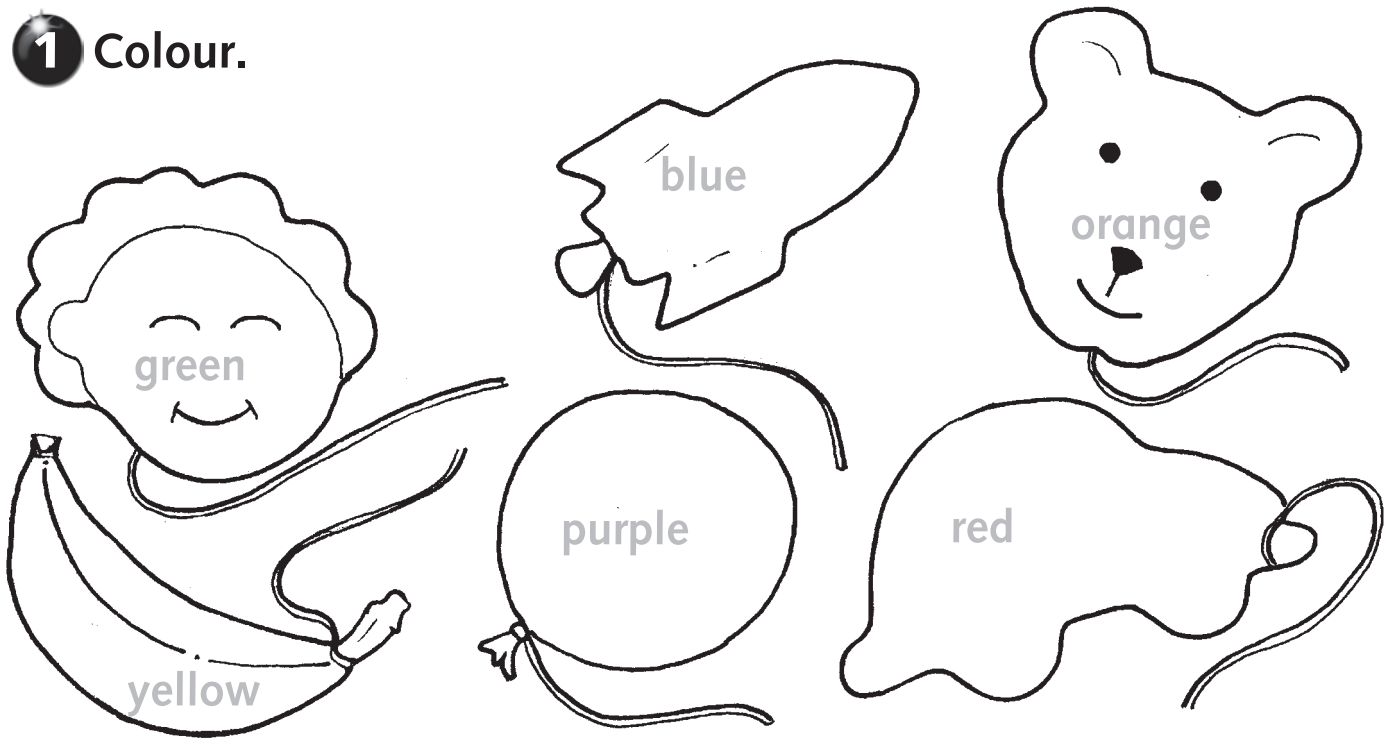


It is a
an

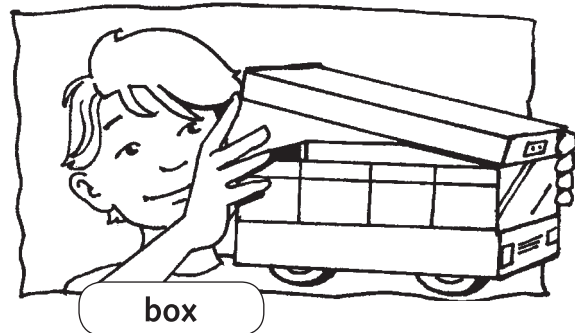
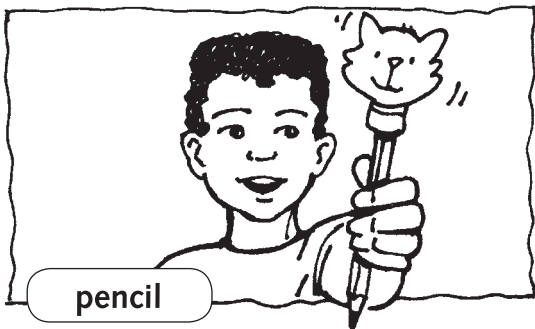
cat.



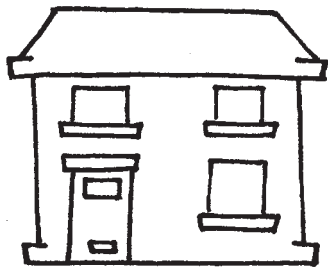
1 Colour.



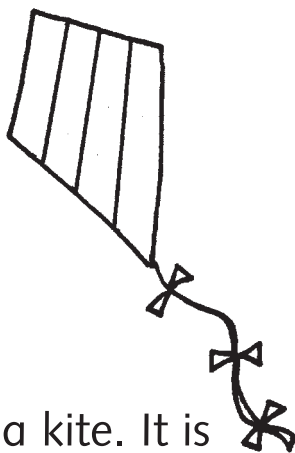
2 Colour and say.



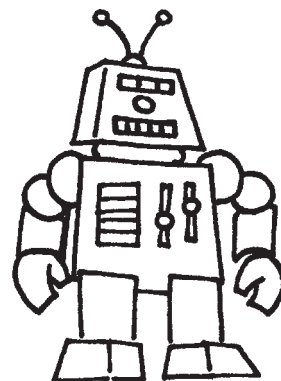
1 Colour.



It is a house. It is yellow and green.



It is a kite. It is orange and purple.



It is a robot. It is red and blue.

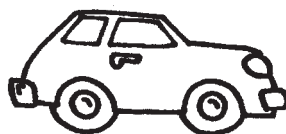
2 Choose, draw and say.



teddy



plane

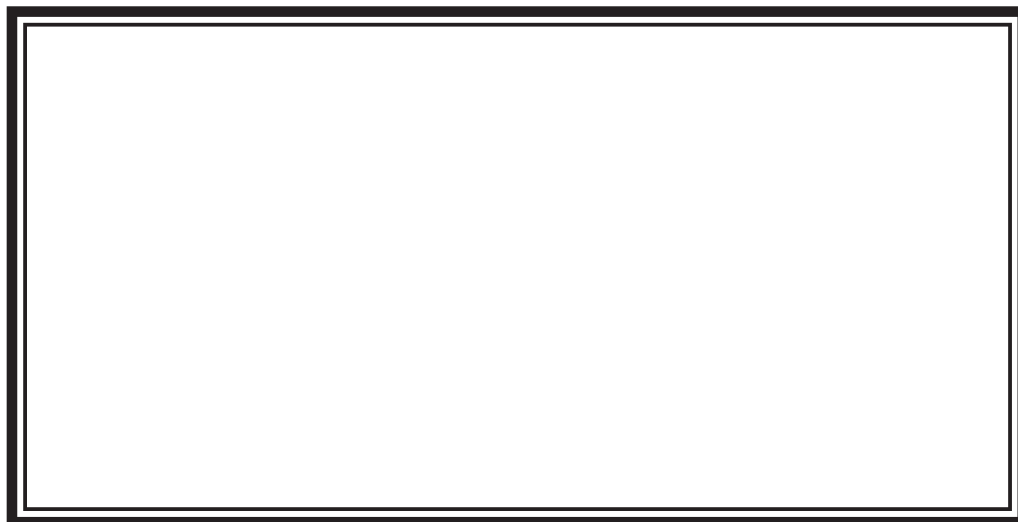


car



doll

It is ...



Lesson 1  Page 12  Page 91

Language focus Identifying school items

New language What is (**What's**) this? Look!
It is (**It's**) a ...

New words pencil, shoe, bag, box, teddy

Teaching aids Flashcards 1–4 (Andy, Meg, Tom, Sue)

Preparation Gather together a pencil, a rubber, a schoolbag, a pencil box, a shoe and a teddy.

1 Warm-up

- Greet several children by name and encourage them to respond.
- Use flashcards 1–4 and ask children to say **Hello** to the characters.

2 Introducing the new words

- Hold up the real objects (pencil, etc.) and name them.
- Children repeat after you.

3 Introducing the new language

- Hold up the pencil box to introduce the question and answer, **What's this?/It's a ... (box)**. Put a pencil in the box (don't show the children). Shake the box and look puzzled. Ask the question several times. Then open the box and take the item out slowly. Act surprised and say **It's a pencil!** Repeat with the rubber.

 Page 12

4 Listening (1 Listen and point.)

- Play Track 12. Children listen while looking at their books.

 **Track 12**

Sue: Hello, Meg.

Meg: Hello, Sue. What's this? A teddy?

Sue: It's a bag. Look!

Meg: Oh! Hmm. What's this? A shoe?

Sue: It's a box. Look! Pencils.

- Play the CD again. Pause the track and ask children to repeat.

2 Listen and point.

- Play Track 13. Children listen and point to the images in their books.

 **Track 13**

Teacher:

pencil

teddy

shoe

bag

box

(allow a pause and repeat in a different order):

teddy

bag

shoe

box

pencil

- Children should point to the objects mentioned.

3 Ask and answer.

- Drill the question and answer **What's this?** (point to the pencil) **It's a pencil.**
- Repeat with each of the objects.
- Ask the children to work in pairs by asking and answering the questions.

 Page 91

1 Matching (1 Match.)

- The Teacher reads out the words, children point to the object and draw lines. The first one is done as an example.
- Monitor their work.

2 Drawing – speaking (2 Draw and say.)

- Starting at the arrow, children follow the numbers to draw the pictures (pencil, bag, rubber, box). Monitor their work.
- Children say the sentences.

Lesson 2 Page 13 Page 92

Language focus Indefinite articles **a** and **an**

New language a cat, an apple; (R) *What is this?*
It is a ...; Yes/No

New words dog, owl, cat, apple, elephant, house, insect; (R) *ball, doll, parrot, umbrella*

Preparation Use pictures from the noticeboard from PB p13: apple, ball, doll, elephant, house, insect, parrot, umbrella.

Make word cards for **a** and **an** (for the noticeboard).

1 Warm-up

- Quickly drill the words to remind the children of the object names, e.g. **umbrella, ball**, etc. Distribute Flashcards of ball, doll, house, parrot.
- Children hold up their cards and ask **What's this?** Other children answer, e.g. **It's a ball.**

2 Introducing the indefinite article – *an*

- Draw an owl on the board, asking what it is. Then say **an owl**. Say it several times, showing the elision between **n** and **o**; children repeat.
- Repeat, drawing a picture of an apple.

 Page 13

3 Speaking (1 Look and say.)

Read the examples on the noticeboard. Ask the children to point to the different objects you mention.

Point to the noticeboard and say **a cat**. Ask the children to point to the cat and repeat. Continue with all the images on the noticeboard.

- Write the word **a** on the left of the board and **an** on the right. Lay the pictures down on a table or desk. Children take turns coming forward and holding one up. The class names it, e.g. **an elephant**. The child places it on the appropriate side of the board.

4 Speaking (2 Ask and answer.)

- Children look at the talking heads in the book. Read out the speech bubbles. Then help them to create the remaining questions and answers, before choosing pairs to ask and answer.

 Page 92

1 Speaking (1 Look and say.)

- Children open their Workbooks and look at the seals at the top of the page. Help children to say the two sentences. Remind them of **an** before the words which start with a vowel.

2 Colouring (2 Colour a or an.)

- Do the first *Colour* as an example before children work in their books. Monitor their work.

Language focus Naming colours

New language What colour is it? It is (*It's*) orange;
(*R*) What is this? It is a ...

New words purple, blue, green, yellow, orange, red

Preparation Bring in a scarf and five things children can name, e.g. an apple, a ball, a shoe, a rubber, a doll. Prepare word cards for **purple, blue, green, yellow, orange, red.**

1 Warm-up

- Play a game with the scarf and the five objects you have brought in. Put the five things on a table and name them: **an apple, a ball, etc.**
- Ask children to put their heads down on their desks so they can't see you. Mix the objects up and cover one of them with the scarf. Children look; point to the scarf over the object and ask what it is. Children guess; answer **Yes/No.** Continue with other items.

2 Introducing names of colours

Teaching note It is assumed that many children will already know these colours, so an introduction should be quick. If this is not the case, spend more time.

- Use crayons to introduce the six colours. Select a colour and name it; children repeat. Then ask a child to choose a colour; the class names it.
- Point to objects in the room; children name the colours.

 Page 14

3 Listening (1 Listen, look and point.)


- Tell the children they are going to hear the colour names. Ask them to point to the colour and repeat the word. Play Track 14.

 **Track 14**

purple
blue
green
yellow
red
orange

4 Listening – singing (2 Listen and sing.)

- Tell the children they will hear a song on the CD. Play Track 15; children point to the objects in their books while listening

 **Track 15**

My box of colours, Purple and blue, My box of colours, Green and yellow too.	My box of colours, Purple and blue. My box of colours, Red and orange too.
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- Play the CD again. Encourage children to sing along.

5 Speaking (3 Point, ask and answer.)

- Use items in the classroom to introduce the questions. Point to an item and ask what it is and what colour it is. Children answer.
- Point to the talking heads, read the questions and answers and ask the children to repeat after you.
- Children point to the other pictures round the song and ask and answer.

 Page 93

1 Colouring (1 Colour.)

- Revise the words for colours again, using Flashcards. The teacher reads out the names of colours. Children point, repeat and colour. Monitor their work.
- Children say the colours in the balloons and then colour them. Monitor their work.

2 Colouring – speaking (2 Colour and say.)

- Read out the script to children. While reading, the children colour the pictures. Repeat if necessary.

Script

Point to Andy. What is it? A cat? No, it's a pencil. It's blue.
Point to Sue. What is it? A teddy? No, it's a bag. It's yellow.
Point to Meg. What is it? A cat? No, it's a balloon. It's green.
Point to Tom. What is it? A bus? No, it's a box. It's red.

- To check, ask the children the questions; they give you the answers.

Language focus Speaking skills

New language It is a/an + colour + noun; and

New words (R) *purple, blue, green, yellow, orange, red; doll, car, dog, cat, balloon, pencil, bag, box, rubber*

Teaching aids Colour wheel

Preparation Bring crayons in the six colours.

1 Warm-up

- Sing *My box of colours* from Lesson 3.
- Revise **a** and **an**: write them on the board and draw a simple picture (e.g. apple, insect, ball, cat) next to the appropriate article. Children name it.

 Page 15

2 Listening (1 Listen and point.)

- Make sure children can name the objects in the pictures as they will hear them in a different order.
- Play Track 16. Children listen and point; the sound effects should tell them if they are pointing to the right picture.

Track 16

An orange cat. (*meow*) A yellow dog. (*woof*)
A blue doll. (*Mama!*) A red doll. (*waaaaaaa!*)
A green car. (*da- da- da- da*) A purple car. (*parp, parp*)

- Play the CD again. Then children take turns pointing to and naming the items, e.g. **a red doll, a blue doll**, etc.

3 Speaking (2 Say this.)

Teaching note Don't worry if children find this pronunciation exercise difficult at first. It is something you can keep practising.

- Demonstrate the difference between the two phrases by holding a piece of paper in front of your mouth while you say them. Show that it moves only when you say **A purple pencil**. Get children to say the phrases and try to make a piece of paper move when they say the /p/ sound.
- Point to the pictures to cue the phrases.

4 Listening (3 Listen and circle.)

- Introduce **“and”**. Choose two Flashcards with colours, e.g. purple and red. Show one card and say “Purple”. Show the second card and say “Red”. Show both cards and say “Purple and Red”, emphasizing “and”. Repeat with other simple pictures.
- Tell the children they will hear a description of the objects with two colours. They have to circle the object if the answer is “yes” and cross the object if the answer is “no”

Track 17

Teacher:
It is a blue and red bag.
It is an orange and green car.
It is a purple and red box.
It is a blue and yellow rubber.
It is a purple pencil.

 Page 94

1 Colouring (1 Colour.)

- Read out the descriptions for the children. Children colour the pictures on their own. Monitor their work.

2 Drawing – speaking (2 Choose, draw and say.)

- Help children say the names of the toys below. They choose one of the pictures and draw it in the frame. They colour it in two colours then say the description, following the models above.
- Walk around and ask them to say their descriptions out loud.

Picture dictionary Page 16

- Remind the children of the dictionary they saw on p11. Remind them they can use this page to check the words they have learnt.
- Ask a child to say the name of any object shown on the page and ask another child to point to the object just mentioned.