



Introduction

Scope and sequence	2
Welcome!	4
Component overview	6
Unit walkthrough	8
Time guidelines	13
Classroom management	14
Games bank	16
Course features	18

Lesson notes

1 Hello!	21
2 My school	39
3 My family	57
4 My body	75
5 My home	93
6 My pets	111
7 My toys	129
8 My food	147
9 My clothes	165
Phonics and letters	183

1

Hello!

We know books

Unit Overview

Vocabulary

hello, goodbye, I'm happy, green, I'm friendly

Grammar

I'm (Danny)

Key GSE Learning Objectives

Speaking

- Can recite a short, simple rhyme or chant.
- Can use a few basic words to say how they feel, if supported by pictures.
- Can use a few basic words and phrases to talk about a familiar topic.

Listening

- Can understand basic fixed expressions for greeting and leave-taking (e.g., "Hello," "Goodbye").
- Can recognize a few basic words and phrases about a familiar topic.

Phonics and letters

- Gg; goodbye



Happy is always smiling. He is very friendly and he likes parties, food, and dancing.

Bashful is very shy. He giggles a lot and he sometimes hides behind his beard.

Sneezy is always sneezing. Sometimes, he can't speak because he needs to sneeze.

Dopey is the youngest dwarf, so he doesn't have a beard yet.

Snow White is beautiful because she is good, kind, and never negative.

Grumpy likes to complain about everything and he can be very rude.

Doc is very smart, but he sometimes forgets where he is or he gets confused when he is speaking.

Sleepy is always tired. He just wants to sleep all the time.



Disney movie lesson

Finding Nemo



Lesson aims

- to introduce the main unit characters
- to introduce *hello* and *goodbye* in context

Target language

- hello, goodbye

Main GSE Learning Objective

- Can use basic informal expressions for greeting and leave-taking (e.g., "hello," "hi," "bye").

Future Skills

- Social awareness
- Persistence and growth

Materials

- Unit 1 Picture Cards (hello, goodbye)
- Sticker (bird)
- Mickey Mouse puppet



Student's Book






Workbook

1.1
Hello! Hello!
Goodbye! Goodbye!




1.2 Hello! Goodbye!
Hello, hello, hello!
Hello, hello, hello!

Goodbye, goodbye, goodbye!
Goodbye, goodbye, goodbye!


Hello

-  **0.1** Greet students and sing the Hello song.
-  Look at each student and greet them by name.
-  Look at the Teacher Talk icons and see page 15 for ideas on how to create an English-language environment in your classroom.



Circle time



-  Circle time encourages good group communication. Arrange chairs or mats so that you can all see each other. Allocate a space for each child.
- Choose a pretend home for the Mickey Mouse puppet, e.g., a bag or a box. Make him come out of his home to see you and the students.
-  Hello, Mickey!
- Make Mickey say Hello, (your name).
 - Then make him say Hello to each student.
 - Have students say Hello to Mickey.
 - Show the Unit 1 Picture Cards and make Mickey look enthusiastic.
-  Look, Mickey. Snow White says "Hello!" Bashful says "Goodbye!"
- Say Hello! and make Mickey point to the correct card and say Hello! Have students join in. Repeat several times with both Hello and Goodbye. Make Mickey hesitate as if he's finding it difficult and encourage students to help him.

Book time



-  Make sure each student has found the correct page.


Student's Book p4



-  **1**  **1.1 Listen and say.**
- Play the audio. When it says Hello! open the Student's Book and wave at the characters. When it says Goodbye!, wave at the characters and close the book.
 - Play the audio again. Have students point to the characters on the page and say Hello and Goodbye.



-  **2**  **1.2 Hello! Goodbye! Chant and move.**
- Play the chant and mime. Wave Hello with one hand and Goodbye with the other. Step back when you say Goodbye.
 - Play the chant again. Have students join in with actions and say the words if they can.

-  **Social awareness:** Knowing how to greet people appropriately is an essential relationship-building skill in any language.

-  **3** **Stick.**
- Have students find the sticker of the bird.
-  Show students how to press the paper and unpeel the sticker.
- Students can stick this anywhere on the page.


-  **Persistence and growth:** As students begin to associate task completion with the reward of getting a sticker, they will be motivated to maintain and repeat their efforts in subsequent lessons and units of the course.

-  **4**  **Marching Play.**
- Have students stand up in a row or line.
 - Play the Hello! Goodbye! chant again. [1.2]
 - When students hear or chant Hello, they march towards you. When they hear or chant Goodbye, they march back again.
 - Have them wave Hello and Goodbye as they march and chant.



-   Walk in and out of a real or pretend door to demonstrate greeting and leave taking.

Workbook p2

-  Make sure each student has a pencil or a crayon.

-  **1** **Match and say.**
- Point to Snow White on the left, wave, and say Hello! Point to the silhouette of Snow White on the right and say Hello? Hello? (Yes)
 - Show students how to trace the line between the two pictures.
 - Repeat for Bashful and Goodbye.
 - Have students point to the pictures and say Hello and Goodbye.

Goodbye

-  **0.2** Sing the Goodbye song.
-  Make the Goodbye song part of your routine.

Lesson aims

- to introduce the grammar structure *I'm ...*

Target language

- I'm (Danny)*

Recycled language

- hello, goodbye

Main GSE Learning Objective

- Can recite a short, simple rhyme or chant.

Future Skills

- Social awareness

Materials

- Unit 1 Picture Cards (hello, goodbye)
- Mickey Mouse puppet

Student's Book



Workbook



1.3

- A: Hello. I'm Danny.
B: Hello. I'm Ella.

1.4 Hello! Goodbye!

Hello, I'm Ella. Hello! Hello!
Hello, I'm Danny. Hello! Hello!
Hello, hello, hello!
Hello, hello, hello!

Goodbye, Ella!
Goodbye! Goodbye!
Goodbye, Danny!
Goodbye! Goodbye!
Goodbye, goodbye, goodbye!
Goodbye, goodbye, goodbye!

Hello. I'm ...
Hello, Hello.
Hello, I'm ...
Hello! Hello!
Hello, hello, hello!
Hello, hello, hello!
Goodbye, ...
Goodbye! Goodbye!
Goodbye, ...
Goodbye! Goodbye!
Goodbye, Goodbye, Goodbye!
Goodbye, Goodbye, Goodbye!

Hello

- 0.1** Greet students and sing the Hello song.

Point to a student and say Hello (student's name). Have all the other students in the class repeat this. Then do the same for each of the other students in the class.

Circle time

- Make Mickey come out of his home and greet you and the students.
- Show Mickey and the students the Picture Cards to review the vocabulary.
- Point to yourself.

I'm (your name).

- Make Mickey say I'm Mickey! Say Hello, Mickey! Then have Mickey reply Hello, (your name).
- Make Mickey turn to the students and say I'm Mickey! Have a student greet Mickey in the same way. Repeat with as many students as are happy to talk to Mickey in this way.

Book time

Student's Book p5

- 1** **1.3 Listen and say.**

- Play the audio. Point to each child in the picture as they speak.
- Play the audio again and have students

point to the pictures in their Student's Books, repeating what they hear.

- 2** **1.4 Hello! Goodbye! Sing and move.**

If you can't play the video in class, play the audio version of the song instead and add appropriate actions (Wave when you hear Hello and Goodbye. Point to yourself when you hear I'm) If possible, try to watch the video before the class to get some ideas for actions.

- Play the video and join in with the actions on the screen.
- Play the video again. Students join in doing the actions and singing the song if they can.
- Sing the song again and add your own name where there is a gap after Hello, I'm Look at a student and say the student's name where there is a gap after Goodbye

Let students join in speaking and singing when they are ready. At this very early stage in their education, they may not all be ready to do this from their first few English lessons.

Social awareness: Knowing how to introduce yourself is an essential relationship-building skill in any language, and helps build self-confidence.

- 3** **Hello, I'm ... Play.**

- Say a child's name, e.g., Anna. (Anna) stands up and says I'm (Anna)!
- Repeat with other students.

Workbook p3

If you wish students to do the Workbook for homework, date the activity page and inform parents/carers.

- 1 Draw and color.**

- Draw a simple head and shoulders sketch of yourself on the board.
- Point to the picture on the board.

Hello! I'm (your name).

- Students complete the outline in their Workbooks with their own eyes, nose, mouth, and hair. They can add things they wear (e.g., glasses), too.
- Encourage them to position their features correctly, e.g., eyes above the nose and mouth beneath the nose.
- Let students decide what colors they want to use when they draw their faces and hair.
- Then have students color their picture.

- 2 Say.**

- Have students point to their picture and say I'm (Marcos).

Goodbye

- 0.2** Sing the Goodbye song.

- You can now do the Unit 1 Phonics lesson (see Student's Book page 76 and Teacher's Book page 183).

Lesson aim

- to introduce the word *happy* and recognize, understand, and express the feeling of happiness

Target language

- I'm happy

Recycled language

- I'm (*Danny*)

Main GSE Learning Objective

- Can use a few basic words to say how they feel, if supported by pictures.

Future Skills

- Self-awareness
- Persistence and growth
- Social awareness

Materials

- Sticker (Happy the dwarf)
- Mickey Mouse puppet
- Feelings poster

Lesson 3 • Feelings
I'm happy

Student's Book

6

1 Listen. 2 Sing and move. 3 Stick.

Lesson 3 • Feelings
I'm happy

Workbook

4

1 Who is happy? Circle. 2 Say.

1.5

Picture 1:
I'm happy! Whee!

Picture 2:
I'm happy!

Picture 3:
I'm happy!

Picture 4:
A: Look!
B: I'm happy!

1.6 I'm happy

I'm happy! I'm happy!
I'm happy today!

I'm happy! I'm happy!
I'm happy today!