

CAMBRIDGE

1

Teacher's  
Book  
with Digital Pack

# Pippa and Pop

American English

**Lucy Frino**

with **Caroline Nixon & Michael Tomlinson**

Better  
Learning

**1****Teacher's  
Book**  
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**Lucy Frino****With Caroline Nixon & Michael Tomlinson****CAMBRIDGE**  
UNIVERSITY PRESS

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# Map of Student's Book 1

	VOCABULARY	LANGUAGE	SOUNDS AND LETTERS	LITERACY AND VALUE	NUMBERS	CROSS-CURRICULAR	PROJECT
<b>Introduction</b> Page 4							
<b>1 My friends</b> Page 6	<i>Hello</i> <i>Pippa, Pop, Dan, Kim</i> <i>book, crayon, pencil</i>	<i>Hello. I'm (Pippa).</i> <i>What's this?</i> <i>It's a (pencil).</i>	Distinguishing sounds	<i>Duck's friend</i> Be friendly	Numbers: 1, 2	Social studies: Sharing	Make Pippa and Pop masks
<b>2 My family</b> Page 18	<i>brother, sister,</i> <i>daddy, mommy</i> <i>boy, girl, man, woman</i>	<i>She's the (mommy).</i> <i>He's my (brother).</i> <i>He's / She's a (boy).</i>	Distinguishing sounds	<i>The big carrot</i> Help your family	Numbers: 3, 4	Science: How food grows	Make Kim, Dan, Sue, and Matt finger puppets
<b>3 My toys</b> Page 30	<i>ball, doll, teddy bear,</i> <i>train</i> <i>blue, brown, red, yellow</i>	<i>It's a (ball).</i> <i>It's (red).</i>	Distinguishing between letters and objects	<i>Big teddy bear, small teddy bear</i> Celebrate differences	Recognizing patterns	Math: Big and small	Make a toy box and toys
<b>Units 1–3 Review</b> Pages 42–43							
<b>4 My body</b> Page 44	<i>ears, eyes, mouth, nose</i> <i>arms, feet, hands, legs</i>	<i>Touch your (nose).</i> <i>Color the (arms).</i>	Distinguishing between letters and numbers	<i>Bunny's family</i> Be kind	Recognizing patterns	Social studies: Feelings	Make a happy and sad face
<b>5 Food</b> Page 56	<i>apples, bananas,</i> <i>cookies, sandwiches</i> <i>juice, milk, water</i>	<i>I like (apples).</i> <i>I don't like (juice).</i>	The letter sound <i>a</i>	<i>Picky Peter</i> Say thank you	Numbers: 5, 6	Science: Identifying fruit	Make an apple tree or a banana plant

	VOCABULARY	LANGUAGE	SOUNDS AND LETTERS	LITERACY AND VALUE	NUMBERS	CROSS-CURRICULAR	PROJECT
<b>6</b> <b>Animals</b> Page 68	<i>cat, dog, fish, rabbit chair, table; on, under</i>	<i>Where's the (cat)? Here it is. It's (under) the (chair).</i>	The letter sound e	<i>Emma's new cat</i> Be kind to animals	Numbers: 7, 8	Science: What animals need	Make a cat or a dog
<b>Units 4–6 Review</b> Pages 80–81							
<b>7</b> <b>Clothes</b> Page 82	<i>hat, jacket, shoes, socks dress, pants, skirt, T-shirt</i>	<i>(Put on / Take off) your (hat). I have (a dress).</i>	The letter sound i	<i>Tommy's T-shirt</i> Be considerate	Shapes: <i>circle, square, triangle</i>	Art: Rough and smooth	Make a doll and its clothes
<b>8</b> <b>Transportation</b> Page 94	<i>bike, bus, car, van drive a car, jump, ride a bike, run</i>	<i>I can see a (car). I can (ride a bike).</i>	The letter sound o	<i>The hare and the tortoise</i> Be careful	Numbers: 9, 10	Science: Fast and slow	Make a steering wheel
<b>9</b> <b>The park</b> Page 106	<i>bird, flower, frog, tree; green, pink butterflies, caterpillars, ladybugs, worms</i>	<i>A (green) (tree). What are these? They're (butterflies).</i>	The letter sound u	<i>Penny in the park</i> Take care of nature	One more	Math: Symmetry	Make a butterfly
<b>Units 7–9 Review</b> Pages 118–119							

### Key to teaching notes icons



Video



Presentation Plus



Interactive activity (on Presentation Plus)



Games (on Presentation Plus)



Early literacy development



Cambridge Life Competencies Framework



Learning to Learn

# Welcome to *Pippa and Pop*

## A world of stories and play

*Pippa and Pop* is a three-level English language course that takes young learners into a marvelous miniature world, kindles their curiosity and imagination, and inspires a love of stories. The course centers on a family who live above a bookstore and on two toy mice, Pippa and Pop, who come alive in a little girl's imagination, captivating learners with immersive stories.

Our research has led us to focus on three areas essential for the development of very young learners: **Early literacy**, **Learning through play**, and **Learning to Learn**.

- **Early literacy** is encouraged through stories in every unit accompanied by literacy tips, a systematic and phonological methodology for teaching letters, and a gradual, supportive introduction to writing development.
- **Learning through play** develops critical and creative thinking, communication and collaboration skills, and encourages learners to be confident and autonomous.
- **Learning to Learn** activities, informed by the Cambridge Life Competencies Framework, help learners develop the learning skills they will need to become confident in all subjects and become independent learners.

The course takes a playful approach and prepares preschool children for primary / elementary school by building their confidence, instilling an enjoyment of learning, and helping them discover the world around them. It covers the language required for the Cambridge English Pre A1 Starters test. Combined with a gradual introduction to numeracy, letters and sounds, projects, cross-curricular lessons, and values, *Pippa and Pop* is the perfect start to learning English and to the child's journey through school.



### For students:

- Student's Book with Digital Pack
- Workbook
- Letters and Numbers Workbook

### For teachers:

- Teacher's Book with Digital Pack
- Big Book
- Flashcards
- Posters
- Puppet

### Teacher's Digital Pack:

- Class audio and songs
- Presentation Plus, including:
  - Videos (four per unit)
  - Interactive routine boards
  - Interactive practice activities
  - Games
  - Answer keys



# Early literacy development

## What is early literacy?

“Early literacy” describes the development of skills and cognitive tools in young children that prepare them to learn to read and write. Fostering a joy in stories, songs, and rhymes, teaching young children that words are all around us, and making them aware of sound–spelling relationships enables them to learn to read more easily.

## How can we teach early literacy?

The English language classroom should be a place where learners hear as much authentic language as possible and encounter the patterns and “music” of the language in stories, songs, and rhymes.

Even before they start to read, children can learn about how reading works by playing with books. Plenty of picture books and simple English story books should be available for children to play with. Children can turn the pages, move their fingers across the page, refer to pictures to support meaning, and begin to tell the story themselves. Playing at writing by making marks on paper, in sand, or “drawing” letters in the air, all help prepare children to start writing.



Reading in class should be a shared experience. Reading together with the **Big Book** in *Pippa and Pop* mimics the way children engage with stories in their first language.

By interacting with stories, children develop essential oral language skills and learn to concentrate, follow a plot, and ask questions.

Early literacy skills can be assessed in a natural way by retelling a story with deliberate mistakes or blanks for children to correct or fill in. Children can respond by drawing, making models, or by using physical movement to show their understanding.

Literacy-based play sessions help children learn to express themselves. Stories can be retold over several sessions so children can join in and use props to rehearse and act out sections of the story.


<sup>1</sup>Papp, S. (2020). *Phonics and Literacy instruction for young learners in EFL*. Part of the Cambridge papers in ELT series. [pdf] Cambridge: Cambridge University Press

## Early literacy development in *Pippa and Pop*

Early literacy in *Pippa and Pop* is informed by the latest research<sup>1</sup>, which has shaped the course in the following ways:

- **Stories in every unit** of the Student’s Book are an authentic way to expose learners to plenty of target language and engage them with the meaning of words.

- **Literacy tips** in each literacy lesson in the Teacher’s Book provide guidance on how to use the story to develop early literacy skills.



**Literacy development tip**

Before you read the whole story, show the children the pictures one by one. Encourage the children to guess what will happen in the story from the pictures.

- **Additional activities** in the Teacher’s Book promote early literacy skills. Look for this icon:



- **Letters are taught systematically and phonologically**, rather than in alphabetical order. Children start by recognizing and isolating sounds before distinguishing letter shapes in general and then recognizing and forming vowels.
- **A gradual approach to writing** begins with activities to promote pencil control and familiarize children with writing from left to right, and then moves on to tracing letter shapes.

# Learning through play

## The importance of play

When preschool children play, they are completely absorbed in what they are doing. While playing, they begin to find out how to interact with classmates, follow rules, and express themselves. Children are best able to learn when their attention is fully captured, which often happens when they play.<sup>1</sup>

“Guided play,” scaffolded by the teacher, is extremely beneficial in the English language classroom. The teacher prepares the environment and materials, and children have choices and flexibility in how they take part. The teacher monitors and supports children with ideas, development of thoughts, and positive reinforcement. “Child-led” play, where children can be left to choose their own toys or games, can also be effective.

Using different types of play helps children to develop a range of life skills.

**Creative thinking** skills develop when children draw, model, paint, or use their imagination to think of new ideas.

**Critical thinking** skills develop in play when children consider the perspectives of other people, play with numbers, or solve problems.

**Learning to Learn** skills develop when children follow the rules of a game and pay attention to what’s happening.

**Communication** skills develop when children engage in verbal play, e.g., with rhymes, chants, or stories involving repetition.

**Collaboration** skills develop when children play together with others and share ideas.

## How can the teacher support successful learning through play?

- By using as much English as possible in teacher-directed games until this language becomes a routine part of play.
- By encouraging children to make choices about play, e.g., through bringing toys to class and using play to review and expand vocabulary.
- By monitoring play and suggesting ideas or words without leading directly.
- By allowing children to control play; for example, they can take turns as “leader” and adapt the game.
- By varying interaction and encouraging children to play in groups or pairs once they are familiar with a whole-class game.
- By creating a dedicated English play area in the classroom with a “word wall,” Pippa the puppet in her house surrounded by English storybooks, and a display of arts and crafts children have made.
- By communicating with parents / caregivers about how play can help learning.

## Play in Pippa and Pop

The teaching notes for *Pippa and Pop* include games and suggested guided-play sessions in the *Starting the class* and *Finishing the class* sections of lessons.

There are also special *Learning through play* activities in each unit, which include rhymes and chants, playing dress-up, and painting, drawing, and modeling. Some activities are child-led, enabling children to choose their own toys or games.

## Learning through play - a “making friends” game



- Mix up the colored beanbags (or crayons) and give one to every child.
- Play some music and tell the children to move around and find all their classmates who have the same color item as them.
- When children have found their group of three or four, they dance together. Stop the music. In their groups, children say, *Hello, I’m (Name).*



<sup>1</sup>Paes, T. and Eberhart, J. (2019) *Developing life skills through play*. Part of the Cambridge Papers in ELT series. [pdf] Cambridge: Cambridge University Press

# Learning to Learn

The **Cambridge Life Competencies Framework** supports teachers in using the language classroom to help students of all ages to develop key skills that go beyond learning an additional language. These skills are crucial to their future educational development.

The Materials box in the Teacher's Book highlights which tasks in the Workbook are informed by the Cambridge Life Competencies Framework. Look for this icon:



## Learning to Learn

The Cambridge Life Competencies Framework informs the Learning to Learn strand of *Pippa and Pop*. Relevant activities are highlighted clearly in the Teacher's Book with this icon:



Learning to Learn skills include being able to focus on a task, keeping motivated, being aware of and working toward learning goals, and reflecting on learning. These learning skills help students succeed in all subjects and are key to their becoming independent learners.

## Learning to Learn in the preschool classroom

Classroom routines play a vital role in helping young children develop Learning to Learn skills. Routines can be used:

- for starting a class, such as doing a chant;
- for carrying out activities, for example, choosing learners to be in charge of handing out learning tools;
- for transitioning between activities by using certain cues.

To begin reflecting on their learning, children need clear goals and to understand how to achieve those goals. At this early stage, using a variety of "visible" assessment, feedback, and reflection techniques is most effective.<sup>1</sup>

### Children can:

- draw pictures to show what they have learned;
- take part in movement activities, such as acting out a story;
- give physical signals, such as "thumbs up / down" to show how they feel;
- point to signs in the classroom (e.g., a happy, neutral, or sad face) or hold up cards (e.g., red, yellow, or green, like traffic lights) to show how they feel about their progress.

<sup>1</sup>Boyd, E. (2020). *Assessment for Young Learners in the English Language Classroom*. Part of the Cambridge Papers in ELT series. [pdf] Cambridge: Cambridge University Press

### Teachers can:

- use visual prompts, such as wall displays, to encourage children to reflect on previous work;
- use a prop or toy to ask children reflection questions (in the children's first language if necessary) such as:

- What did you learn?
- How do you feel about what you did?
- How well did you do?
- What should you do next?

## Learning to Learn in *Pippa and Pop*

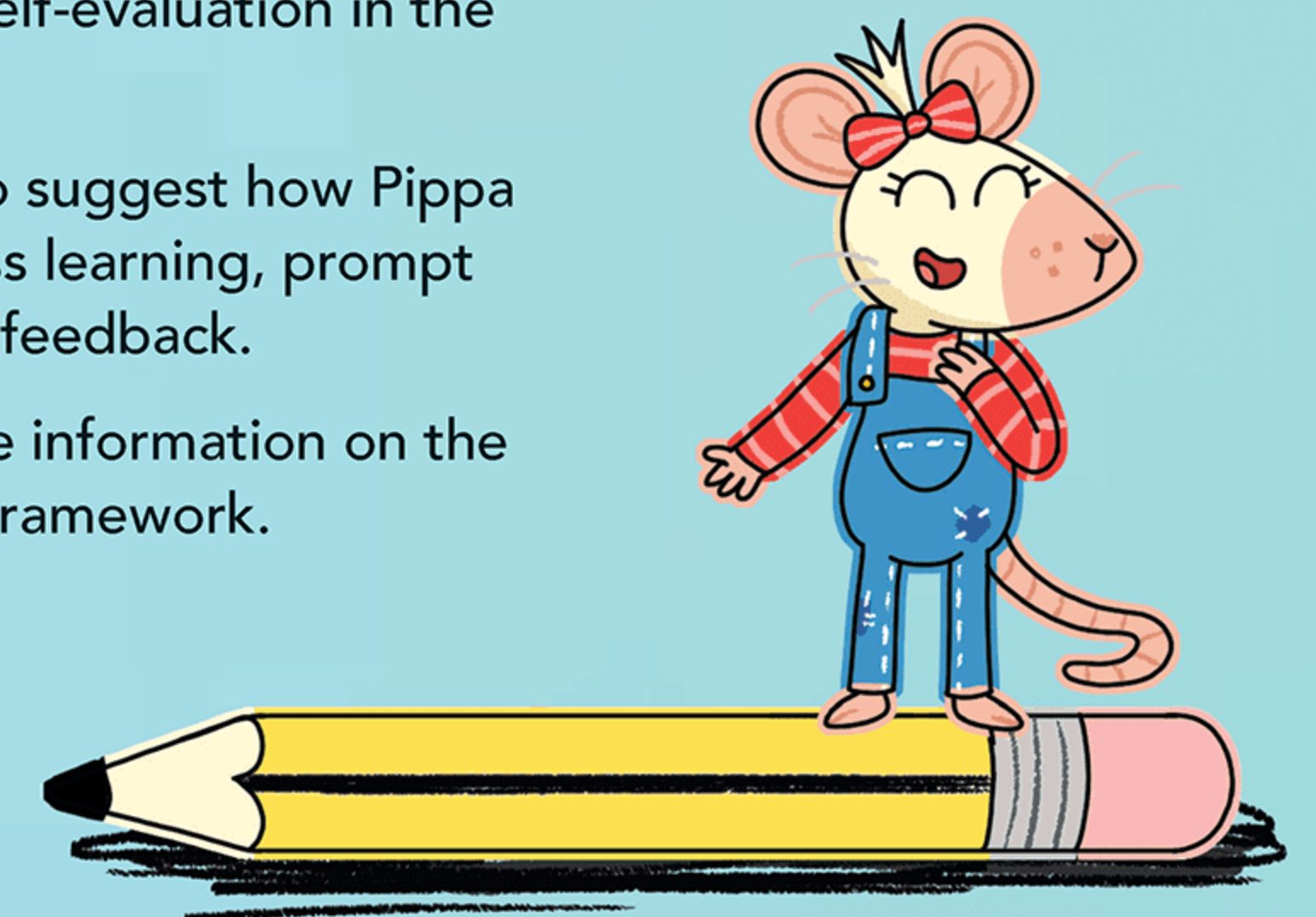
*Pippa and Pop* lays the foundations for self-reflection, so children can apply this skill during their whole school career and eventually become independent learners.

Learning to Learn activities in *Pippa and Pop* are highlighted in the teaching notes. These include:

- teachers presenting the unit goals **at the beginning of the unit**, using premade objective picture cards to represent vocabulary and language, the story, sounds and letters, the cross-curricular topic, and numbers;
- children performing self-evaluation **in the middle of the unit** to find out whether they understand the vocabulary, recognize where they need more practice, and develop the confidence to ask for help;
- teachers revisiting the unit objectives **at the end of the unit** to help children recognize what they achieved and supporting children with self-evaluation in the Workbook.

**Finishing the class** activities also suggest how Pippa the puppet can be used to assess learning, prompt self-reflection, and give positive feedback.

Visit [cambridge.org/clcf](https://www.cambridge.org/clcf) for more information on the Cambridge Life Competencies Framework.



# Effective learning with *Pippa and Pop*

**Routines.** For learning to be effective, children need to feel safe and comfortable in familiar settings. Establishing clear routines for English class is vital at the beginning of the course. Routines for starting and finishing lessons are described on pages 16–17 of this Teacher’s Book, and routine boards are available on Presentation Plus.



**Allow children to be active and hands-on.** Children learn by doing, so they need to be active and involved. Tasks that require concentration should be short and interspersed with opportunities for learners to explore and express themselves. Flashcards and many of the games and songs in *Pippa and Pop* require physical responses, and dress-up, role-play, and “making” activities can add an enjoyable physical dimension to English learning.

**Before starting to produce the language themselves,** young children learn subconsciously by interpreting the teacher’s language and showing how much they understand. Bringing Pippa the puppet to life is a great way for children to hear natural English in a playful way. They can interact physically with Pippa and respond to her emotions and requests.

Ensure Pippa speaks only in English. You can give her a life outside the lessons with a simple house made from a box so she can come out and go back at the end of a game or lesson. Let children play with Pippa or take her home as a reward for good behavior. You can use movement and tone of voice with Pippa to make children laugh and engage with the puppet emotionally.



**Help learners to express themselves.** Learners benefit from repeated exposure to language, and young children understand a lot more than they can produce. Integrate as much English input as possible into your classroom routines, including transactional and interactional language.

## Transactional language

(for instructions and suggestions)

- Let’s ...
- It’s time for ...
- Please / thank you
- Can you ...?

## Interactional language

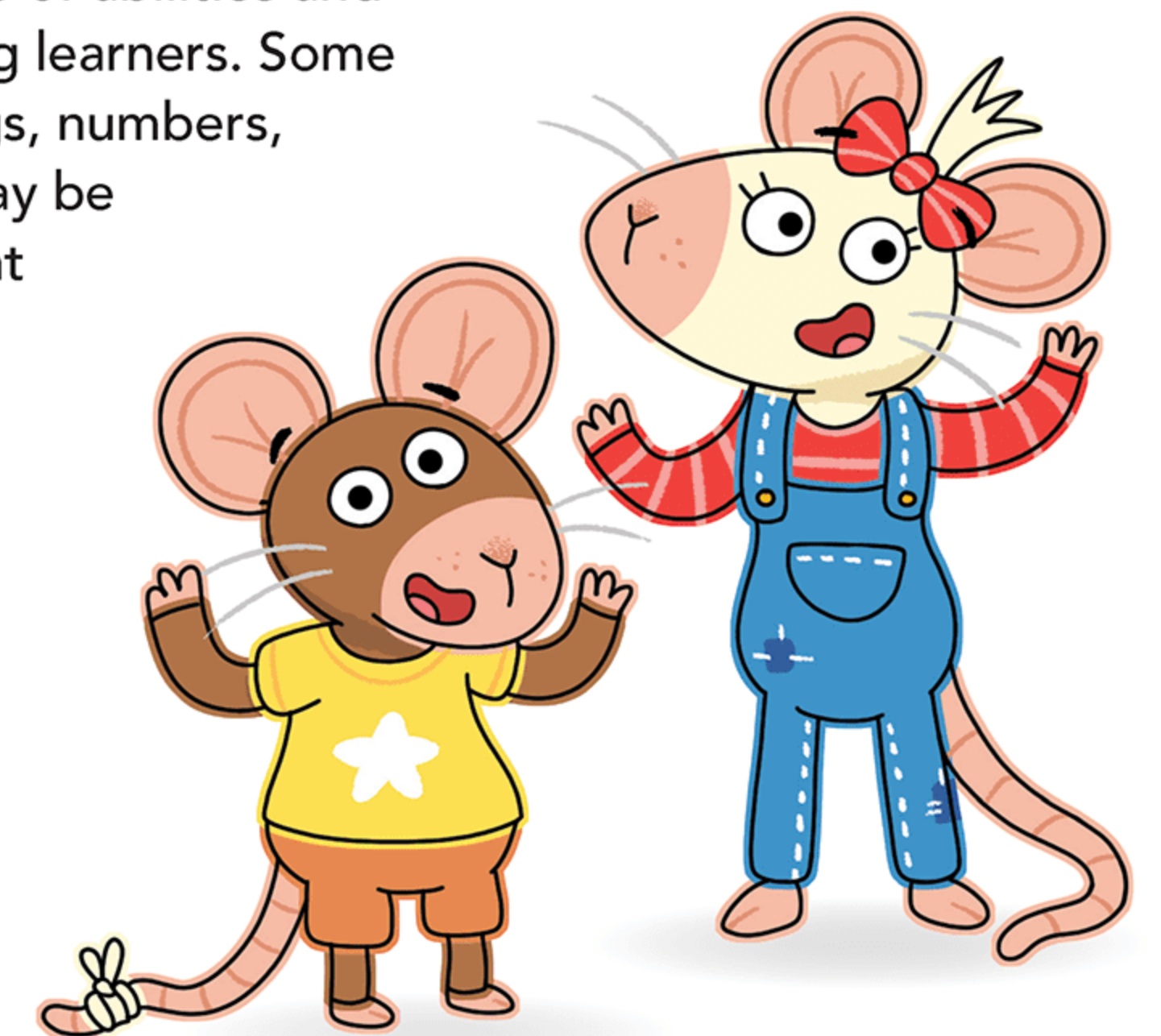
(for starting, maintaining, and finishing conversations)

- Good morning!
- See you later!
- Really?
- How are you today?

Help children communicate and express themselves by rephrasing speech. Remember, they don’t need to repeat the language perfectly – it is enough that they hear the correct English for what they want to say. Concentrate on the message and let the children express themselves freely.

The classroom environment can provide plenty of written language input, even though the learners are only just beginning to recognize letter–sound relationships. Labels, posters, a “word wall,” visual alphabet charts, weather charts, and days of the week signs all help bring English into daily life.

As in any class, there will be a range of abilities and confidence levels among very young learners. Some children may already know greetings, numbers, or colors in English, while others may be complete beginners. More confident learners can be paired with those who need more support, to act as “helpers.” In mixed-ability classes, set up ongoing activities with plenty of time for everyone to finish, and include extra tasks for fast finishers. Rather than measuring achievement against the same “end point,” praise all learners equally by recognizing individual progress.



# How to structure lessons with *Pippa and Pop*

Each lesson in the Teacher's Book is carefully structured with clear steps.

## Starting the class

These fun activities use rhymes, songs, and toys to help the children get ready to learn English. Movement-based games help prepare the children for "seated" tasks, and, in the second half of each unit, the activities integrate review.

## Before the book

This stage brings the children together while the teacher presents target language or sounds (often using flashcards), leads a fun practice activity (often with Pippa the puppet), or introduces learning objectives or topics to the class. In literacy lessons, the *Big Book* is used to identify key characters or preteach vocabulary.

## With the book

Once the children are ready to focus on the task in the Student's Book, clear, step-by-step instructions are given (with suggested instructions to give the children in English, advice for monitoring, and additional questions to ask to exploit the material further). An audio script is provided for all listening tasks.

## After the book

These activities are often game-based and provide controlled, scaffolded language practice. They review content in order to consolidate learning and help the children produce the language themselves.

The *After the book* stage in the first literacy lesson of each unit emphasizes comprehension by retelling the story or watching the literacy story video. In the second literacy lesson, the children are encouraged to think about a value and relate the message of the story to their own lives.

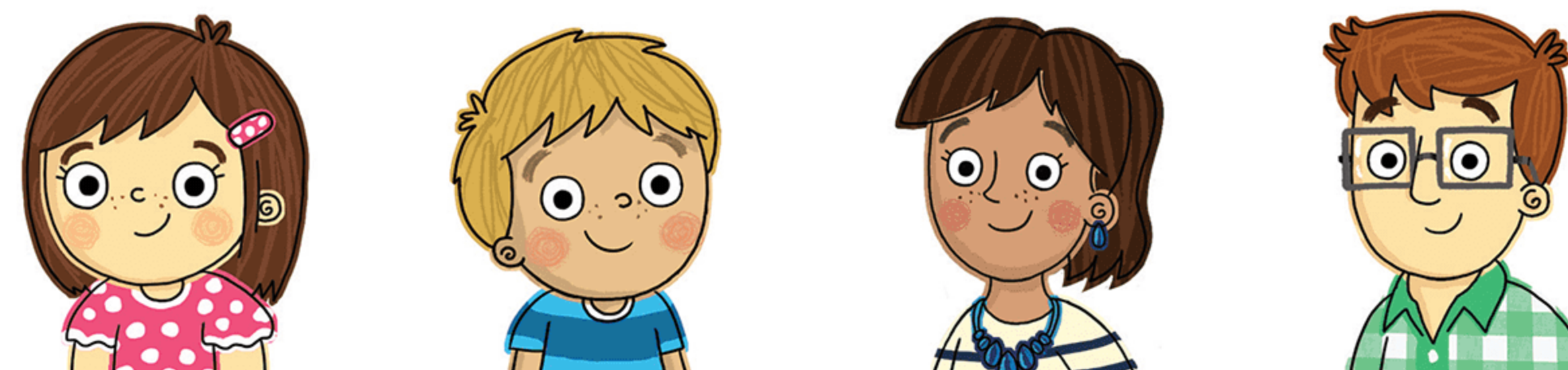


## Workbook

The Workbook further consolidates the *With the book* activities, and the teaching notes give guidance on procedure and examples of the language the children should produce.

## Finishing the class

These interactive activities review the lesson content and encourage self-reflection through interaction with Pippa the puppet, flashcards, movement-based games, songs and chants, or by revisiting the main theme of the story in literacy lessons.



## Home-school link ideas

Research shows the positive impact of involving parents and caregivers in children's learning. This can be achieved by:

- creating an "Our English Lessons" display in the drop-off / pick-up area and keeping it updated to show the current unit topic;
- displaying the children's work in communal areas;
- encouraging the children to share course songs, chants, and stories and practice new language chunks at home.



Every unit of the Workbook has three *At home* features.

*At home* tasks encourage the children to find examples of language outside the classroom, connect the value in the story to their home, or repeat an activity at home and share it in the next class. The children are also frequently encouraged to personalize the unit topic, e.g., by bringing something in for "show and tell."

# Unit walkthrough (Lessons 1–4)

## Unit opener

A list of unit objectives is provided in the teaching notes for the teacher to share with the class (promoting *Learning to Learn*).

**Photographs** on the opening page introduce the topic and encourage children to relate it to their own lives.

## Language presentation

Lesson 2 of each unit presents key vocabulary, using appealing and beautifully illustrated course characters (Kim, Dan, and their parents). Teachers can introduce new vocabulary, using flashcards, and over 70 full-color flashcards are available for this initial level.

A **video** introduces each unit topic as a fun way to engage children with the unit theme.

There is an **original song** in Lesson 1 of every unit. Children listen and begin to pick out key words, responding to visual prompts (flashcards) and the teacher's actions. They learn the song gradually as the unit progresses, with the learning outcome of joining in with both words and actions.



## Language practice

In Lesson 3, children practice vocabulary and grammar with a listen-and-point task and a sticker activity. Each child has their own sticker sheet of clear, high-quality images, with one set for each unit.

Children then use the new language in a follow-up speaking task.

Children interact with the picture by first listening to a short scene featuring the first set of target language.

Then they listen again and point to key words. Finally, they trace around key items (in Units 1–4) or color or circle them (from Unit 5 onward).



## Sounds and letters

Children gradually learn to distinguish between phonemes, recognize letter shapes, associate sounds with letters, and can practice tracing letter shapes. This can be finger tracing or with a pencil, depending on what is most appropriate for the class.

# Unit walkthrough (Lessons 5–8)

## Literacy

Each unit has an appealing story that reinforces the unit language and uses repetition and rhythm in real-world speech, ideal for children to learn and play with. The story is also a genuine opportunity to introduce new secondary vocabulary.



## Values

The second literacy lesson revisits the story (teachers can use the **literacy story video** to keep the children engaged).

Then they focus on the value that drives the narrative (and is further explored in the Workbook). The teaching notes for lesson 6 suggest a *Learning through play* activity that encourages children to approach the story's theme and content using different cognitive skills.

In the first literacy lesson, the focus is on authentic enjoyment of the story and understanding the plot. Children listen to the recording of the story and then the teacher can retell the story, using the specially designed **Big Book**.

## Language practice

Children practice new language with an **original chant**. The rhyme and rhythm of each chant help the children repeat the lyrics and remember new language in an entertaining way. The **chant video** aids memory and adds variety of input.

## Language presentation

The second set of key language and vocabulary is presented using the lovable mouse characters who inhabit Kim's dreams (Pippa and Pop) or Kim, Dan, and family. Again, flashcards offer the opportunity to introduce the vocabulary before listening.

Teachers can also choose to use the **character story video** to begin this lesson.



To help develop *Learning to Learn* skills, children follow the same classroom routine as in Lesson 2 when interacting with the picture: first listening, then listening and pointing, and then tracing, coloring, or circling.

# Unit walkthrough (Lessons 9–12)

## Numbers

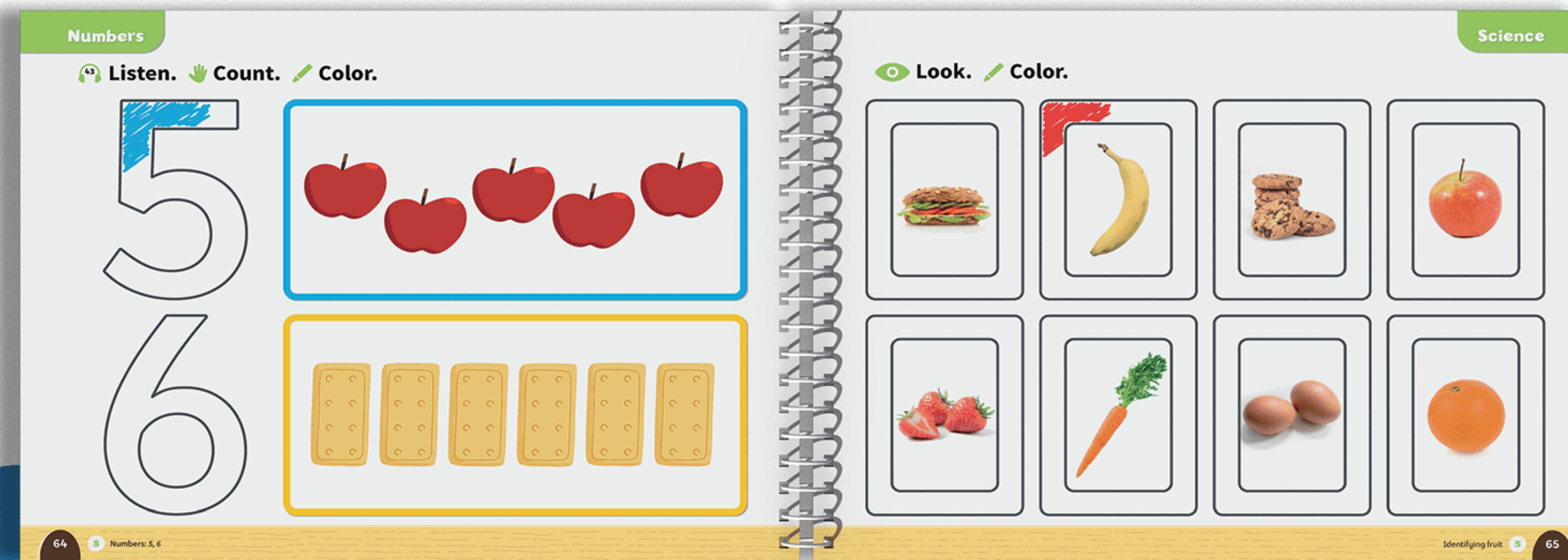
Lesson 9 of each unit focuses on numeracy. English numbers are introduced (gradually, two at a time). There is also work on patterns, which fosters critical thinking skills, develops shape recognition, and explores the concept of “one more.”

## Review

Lesson 11 is a chance to review learning and progress. Pen-to-paper tasks are often supported by listening and become progressively more challenging through the level.

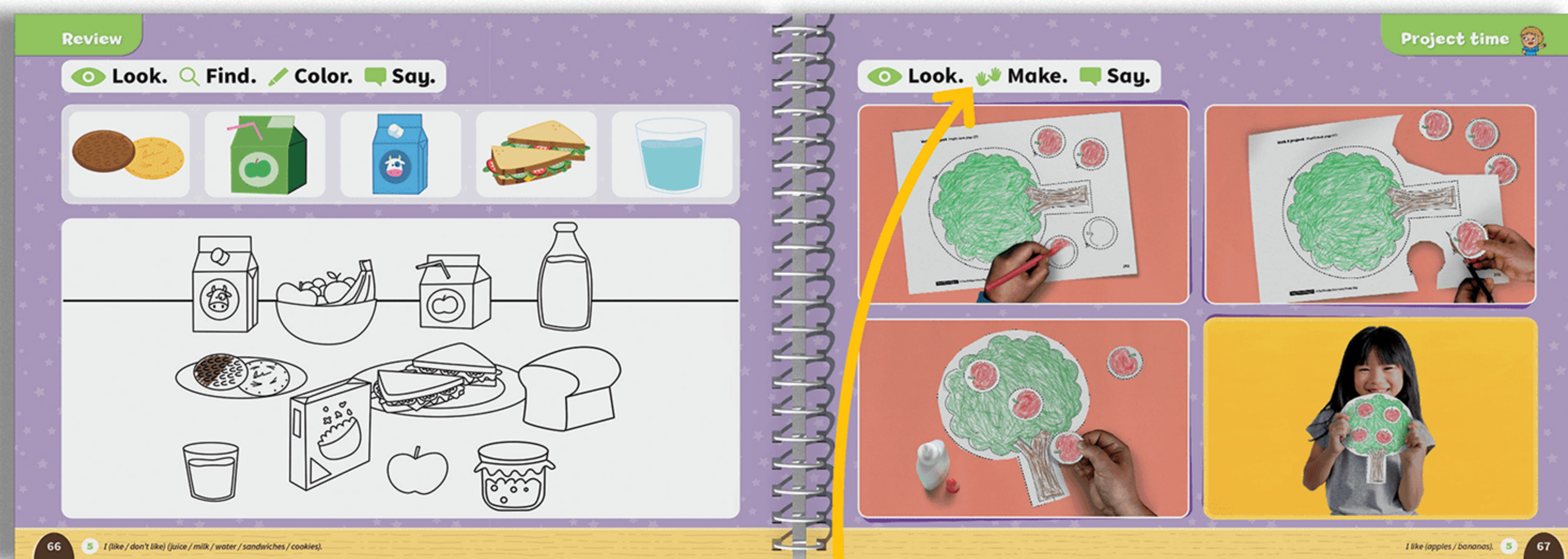
## Cross-curricular

Lesson 10 gives children the opportunity to explore other subjects in the curriculum through the medium of English. In Level 1 the subjects are: social studies, science, art, and math. Colorful photographs bring the real world into the classroom and present additional receptive vocabulary. The teaching notes for Lesson 10 sometimes include a *Learning through play* activity that enables children to explore the topic using physical, intellectual, or social–emotional play.



## Project

The final lesson supports children in putting together the knowledge and skills they have gained throughout the unit and applying them to an exciting project.



The Workbook for Lesson 12 is dedicated to self-evaluation. It reviews the unit language and, at the same time, trains children to be reflective and more autonomous learners. Children can use the **unit sticker** to mark their progress.



“Hands-on” creative tasks give a clear learning outcome to the unit, and children can then play with what they make. Photocopiable templates for these activities are found in the Teacher’s Book. Through guided play, language from the unit is reproduced spontaneously in a realistic context.

# Games bank

## Flashcard games

### Disappearing cards

Display the flashcards in a row on the board and point to each in turn, saying the word for the children to repeat. Then point while the children say the word without you. Remove one flashcard, but keep pointing to the space so that the children still say the word, along with the rest in the set. Repeat until there are no flashcards left on the board and the children are saying all the words from memory. Then hold up each flashcard in turn for the children to say the word as you return it to the board to make the full set.



### Flashcard reveal

Hide the picture on the flashcard with a piece of cardboard. Hold it up and very slowly reveal it to the class. Ask questions, e.g., *Who / What is it? or What can you see / do you think?*

### Pass the card

The children sit in a circle. Play music as they pass around a selection of flashcards. When the music stops, the children holding a flashcard say the word on their flashcard.

### Is it me?

Hand out flashcards the children know, at random. Say one of the words (e.g., *Train!*). The child with the correct flashcard stands up and says the word.

### Find the card

Place flashcards on or under chairs or tables around the classroom, where they can easily be seen. Say, e.g., *It's under the chair*. Learners find the correct flashcard, point, and say what it is.

### One doesn't belong

Display four or five flashcards connected to a theme, with "one doesn't belong." Learners say all the words together. They raise their hands when they find the one that doesn't belong and explain their reasons in L1.

### Categories

Mix up different flashcard sets and invite learners to the board to sort them into categories. They say the words as they sort and then explain their choices.

## Traditional games

### I spy

The leader begins by saying the rhyme *I spy with my little eye ...* and then describes something they can see, e.g., *... something yellow! / ... something with four legs! / ... a fruit! / ... something beginning with p!* The class guesses what it is. Whoever guesses the word leads the next turn. The items to "spy" can be actual things in the classroom or images on posters or the whiteboard.

### Follow the leader

The children stand in a line, one behind the other, in an open space (such as the playground or school gym). The "leader" stands at the front and walks, dances, or moves around the space. Everyone else follows, in a line, copying exactly what the leader says and does (e.g., *Touch your nose! / Put on a hat! / Drive a car!* or a key word that lends itself to a sound effect or action for others to copy, e.g., *Cat!*) The teacher should lead a few rounds, and then volunteers take over at the front.

## Pronunciation games

### Varied repetition

Say words for the children to repeat at different speeds, at different volumes, or with different emotions (e.g., happily, angrily).

### Circle repetition

Practice pronunciation in a circle. Say a word for the first child in the circle to repeat and then go around the circle encouraging each child to repeat the word.

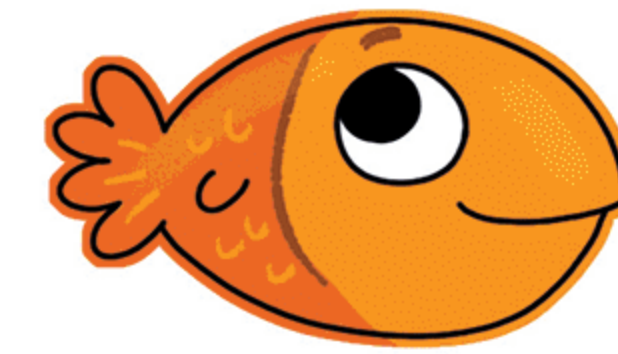
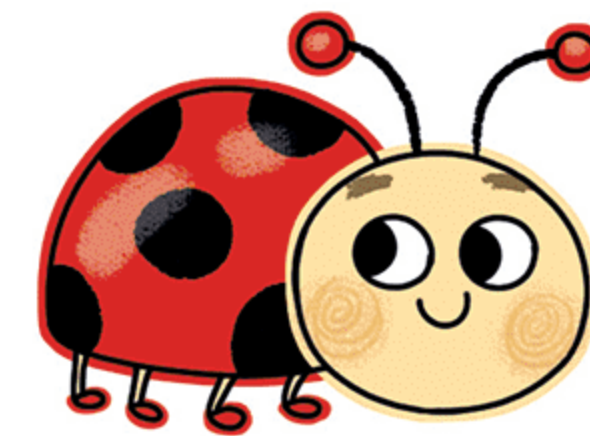
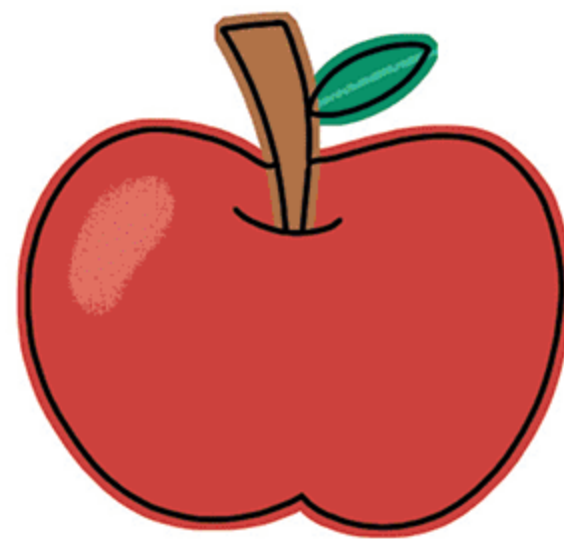
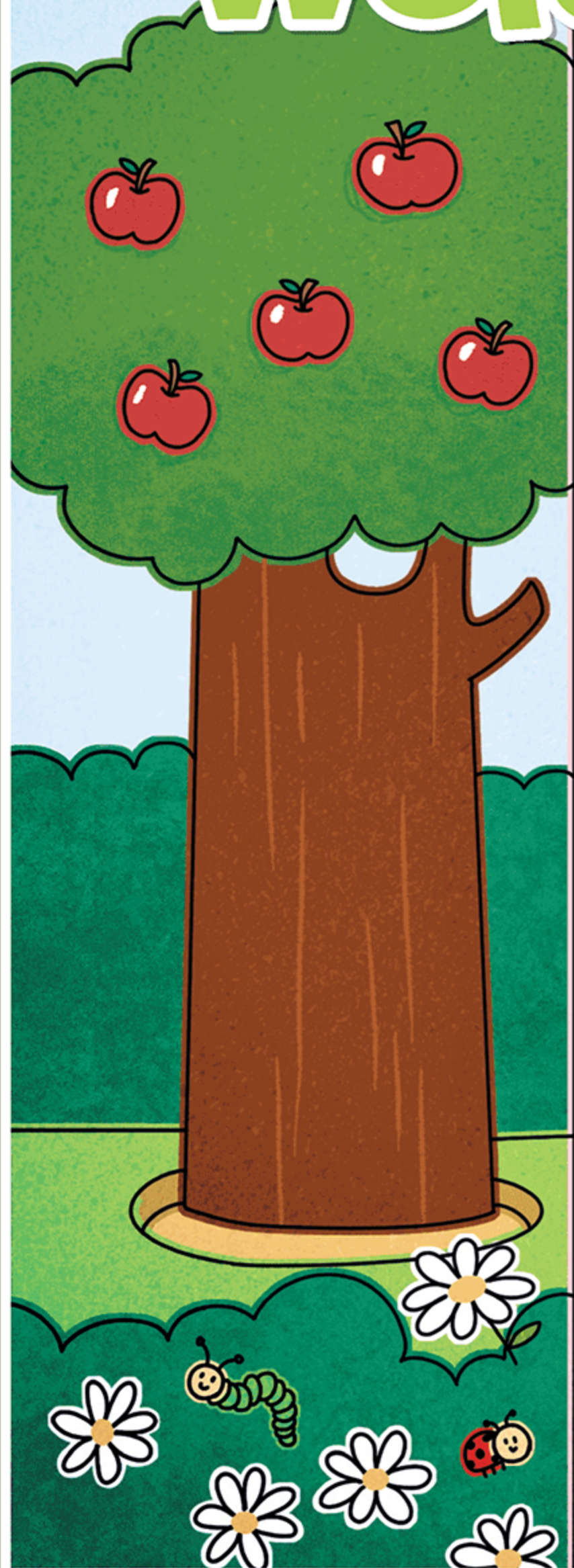
### Group repetition

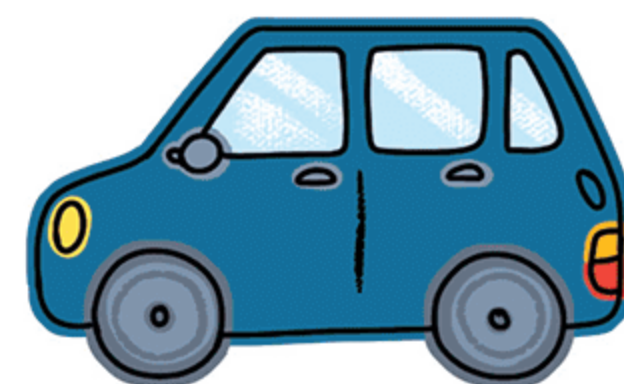
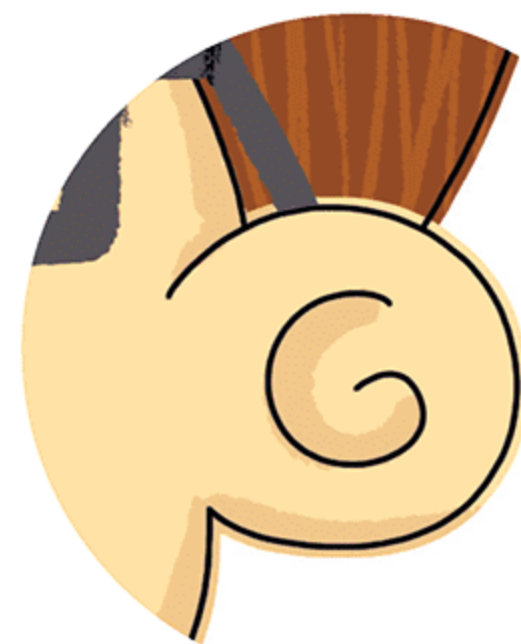
Split the class into groups and ask each group to repeat the target language separately (or to repeat a different word from a set of flashcards). Change the groups for variety (e.g., *Just the girls! Everyone with black shoes!*).

### Say and do

Do an action every time you say the word. Learners copy both the word and the action.

# Welcome





# Welcome



## Lesson objective

Become familiar with the course setting and characters and establish learning routines

## Vocabulary

*Goodbye, Hello, Pippa, Pop, Kim, Dan*

## Materials

felt; glue; hook-and-loop tape; puppet; cardboard box made into a house for the puppet (optional); flashcards *Pippa, Pop, Kim, Dan* (Unit 1) and flashcards of the

items on pages 4 and 5 (various units) (*pencil, shoes, doll, apple, ladybug, fish, ball, ears, car, bike, flower, milk*); picture books; *tree* flashcard; plastic flowers/plants (optional); toys and toy food

Use this very first English lesson to set up classroom routines. Young children respond well to structure and repetition. Scaffolding makes children feel secure and allows them to learn successfully. Choose your routines from some of the ideas below. You can build on these over time as the children become more familiar and comfortable with the English classroom. This first lesson is also an ideal time to introduce Pippa the puppet. See some suggestions in the *Before the book* section.

## Starting the class

Start the class with a lesson opening routine:

- **Clap a set rhythm**, e.g., clap three times and say *English time!* Repeat and clap the same rhythm as the phrase, until everyone is clapping along.
- **Say a longer rhyme**, e.g., *Come on, everyone! Are you OK? We have our English class today.* The children will join in a little more each time you say it.
- **Ring a bell or sound a chime** for English class to get the children's attention.
- **Give clear instructions**, e.g., *Find your book. Sit down. It's time to sing The hello song!* Use a countdown, e.g., *Five, four, three, two, one! Who's ready?*
- **Have the children show you they are ready to learn** by sitting in an attentive way and folding their arms. Say, e.g., *Good job, Virginia. You're first today!* or *I can see Hector is ready.*
- **Play The hello song** for the children to listen to. Divide the class down the middle. They turn and face one another. Play the song again. The children sing the questions and answers as a dialogue, nodding, smiling, and waving at each other.

- **Discuss the weather and any birthdays** in L1 and then in English once the children are more confident. To do this, make your own "Today" chart and cut-out pictures using felt and hook-and-loop tape. Each lesson, invite a child to stick a weather picture onto the chart. Any children with a birthday that day can stick on their name and a felt cake. Later on, you can introduce the days of the week, seasons, and the months of the year. You can also use the classroom poster pack or the digital routine boards on Presentation Plus.

## Track 1

### The hello song

(Suggested actions appear in parentheses.)

**Group 1:** Hello, good morning.  
How are you?

**Group 2:** Hello, good morning.  
I'm fine, thank you.

**Group 1:** Hello, good morning.  
How are you?

**Group 2:** Hello, good morning.  
I'm fine, thank you.

(Point to clock.)

**All:** It's time for English!  
(Jump in the air.)

Let's start our day.  
(Point to clock.)

It's time for English!  
(Jump in the air.)

Hip hip hooray!

## Before the book

- Hide Pippa the puppet in a large box. Explain in L1 (the students' first language) that a very important friend of yours lives in this house and she speaks English. Tell the children it's an animal and let them guess what kind. Do actions and make mouse noises as clues.
- Say *Little mouse, little mouse! Please come out of your house!*
- Bring out the puppet, look excited and say *Pippa! Hello, Pippa!*
- Help the children to practice the name *Pippa*. Let them pet the puppet or shake her paw.



## With the book

### Student's Book pages 4–5

- Say in L1 and English *Open your books. Find pages 4 and 5.* Alternatively, use Presentation Plus.
- Stick the Pippa flashcard on the board and ask *Where's Pippa? Pippa the mouse ... Find and point.* Praise the children for pointing to the flashcard.
- Help children find the large version of Pippa (the female mouse in the thought bubble on page 5). Confident learners can circle her in pencil if appropriate. Point to the smaller brown mouse next to her and say *This is Pop. Pop.* Explain in L1 that the two mice are friends. Practice the names.
- In L1, explain that the mice are toys. Ask who they think owns them (the girl). Teach the girl's name (Kim) and stick the character flashcard on the board. Ask the class if they have a favorite toy / toys, like Kim. What kind of toys are they? Do they have names?

- Ask children to find and point to the girl's brother and parents on page 4. Teach the boy's name (Dan) and add his flashcard to the board.
- In L1, explain that Kim's family runs a bookstore and lives in an apartment above it. Ask the children if they have ever been to a bookstore. What did they do there? Did they buy a book? Can they remember what the book was called?
- Tell the class that when Kim goes to sleep she dreams about Pippa and Pop coming to life. Pippa and Pop love reading stories, just like Kim. Ask the children what their favorite stories are.
- Give the children some time to look at the big picture. Then point to a small picture at the bottom of the pages (or use Presentation Plus) and say, e.g., *Find the pencil*. The children find the item in the big picture. Repeat with the rest of the items. They don't need to know the words in English at this stage.

### After the book

- Return to these pages as the children acquire more vocabulary and language skills, throughout the course. After teaching a new vocabulary set at the beginning of a unit, ask the children to look at the picture and find items from that category. Use the picture to practice *Where's the ...?* and prepositions of place during Unit 6, or for practice of *I can see a ...* in Unit 8.

#### **Workbook pages 4–5**

- You may want to complete one of the Workbook tasks in the next lesson if you are spending two lessons on pages 4 and 5.

#### **Look.** **Find.** **Color.**

- Point to the pictures for coloring; then point to the large picture in the Student's Book and say *Look and find. What color?* Show colored pencils. The children color the fish, pencil, hat, ladybug, and juice to match the colors in the Student's Book.
- They compare their pictures in pairs.

#### **Look.** **Find.** **Trace.** **Say.**

- Point to the first picture on the left and ask *Who's this?* The children say *Kim*. Show the example and say *Find and trace. Look! Kim*.
- The children trace around the correct character in each row to match the picture on the left, using their finger or a pencil. Check pencil hold and direction.
- After tracing, point to the characters and say the names together (*Kim, Pippa, Pop, Dan*).

### Finishing the class

#### Learning through play - bookstore, house, or yard?



- Show the large picture on Student's Book pages 4 and 5 on the whiteboard or in your book. Explain in L1 that there are three different places in the picture: the bookstore, the house, and the yard.
- Teach an action for each place, e.g., opening your hands like a book for *bookstore*, making your hands into a roof shape for *house*, and putting your arms above your head like a tree for *yard*. Say *Bookstore, house, yard* several times while the class practices the actions.
- Display the flashcard of one of the items in the small pictures at the bottom of pages 4 and 5. Ask *Bookstore, house, or yard?* The children find the item in the picture and do the correct action.
- Set up three areas in the classroom to represent a bookstore, a house, and a yard. Put some objects or flashcards in each area, e.g., some picture books in the bookstore, flashcards showing a flower and a tree in the yard (or some plastic flowers and plants), toy food and toys in the house. Encourage the children to go to each area, play with the objects, and pretend to be in each place. Let them move between each area freely.

Use a lesson closing routine to finish the class:

- **Say Goodbye, Pippa!** Make Pippa the puppet say *Goodbye* and wave. Walk around, having Pippa say *Goodbye* to individual children, and sit on their shoulders or heads. Make the class laugh. The children wave or say *Goodbye*.
- **Say Little mouse, little mouse! Please go back inside your house!** as you put the puppet away.
- **Learners line up and give you a "high five,"** as they go. They have to say a word or phrase in English before they can leave.
- **Say Please clean up and don't take long! It's time to sing the Goodbye song.** Then play the *Goodbye* song as the children gather up their things.

### Track 2

#### The goodbye song

*(Pretend to pick up items.)*

Clean up, clean up

Let's go! Let's go!

Clean up, clean up

*(Pretend to walk slowly.)*

Don't be slow!

*[Repeat]*

*(Wave and smile.)*

Goodbye, goodbye

*(Wave and gesture toward the rest of the class.)*

Goodbye everyone.

*(Wave and smile.)*

Goodbye, goodbye.

*(Point to own eyes and then the class.)*

See you soon.

# 1 My friends



Listen to the song.



## 1

## My friends

## Lesson 1



## Unit objectives

- Learn greetings *Hello*, *Goodbye* and introductions (*I'm ...*) and name things (*It's a ...*)
- Name course characters and some classroom items
- Follow a story about being friendly
- Practice auditory discrimination
- Learn numbers 1 and 2
- Social studies: sharing
- Review learning and progress

## Lesson objective

Become familiar with the topic of friends and listen to a song

## Vocabulary

*Hello, Pippa, Pop*

## Materials

premade unit objective picture cards; puppet; Pippa's house; Unit 1 introduction video; Workbook stickers



Use Presentation Plus to watch the video

## Starting the class

- Welcome the class and play The hello song (Track 1).
- Settle the class with another lesson opening routine (see Teacher's Book page 16).

## Before the book

- Present the unit objectives using premade picture cards representing the topic of each lesson. The following are possible examples for Unit 1—vocabulary / language: someone saying “hello,” a pencil case; sounds and letters: a duck saying “quack”; the story: a book; numeracy: numbers; the cross-curricular topic: a child passing something to another child. Use objective cards for every unit so that the children become familiar with this technique. Display the relevant card on the board during each lesson so that the children become aware of which skills they need to focus on.
- Say *Little mouse, little mouse! Please come out of your house!*
- Bring out the puppet, look excited, and say *Pippa! It's my friend Pippa! Hello, Pippa!* Repeat *Pippa! My friend! Friends!* Smile and hug the puppet.
- Encourage any children who want to try saying *Pippa* or *friend*.
- Make the puppet say *Hello* to the class several times.
- Play the Unit 1 video to introduce the unit topic. Pause the video at different points and ask in L1 what the children can see and what they think they will learn about in this unit.



## With the book

## Student's Book page 6



## Listen to the song.

- Point to the photographs and say *Look! Friends! They're friends. They're playing together. They're happy. Friends together.* Encourage the children to tell you what's happening in each photograph in L1. Ask what they like doing with their friends.
- Ask *Pippa? Where's Pippa?* Have the children all point to Pippa on the page. Say *Yes! My friend Pippa.* Make the puppet look excited.
- Point to Pop and say *Pop! Hello, Pop!* Practice *Pop* and *Pippa* using choral repetition games (see Pronunciation games in the *Games bank*, Teacher's Book page 13).
- Ask in L1 what Pop and Pippa are doing (singing). Make the puppet sing. Say *Song time!*
- Play The friends song for the children to listen to.

## Track 3

## The friends song

**Pippa:** Let's sing about friends!

**Pop:** Ooh, yes!  
(The puppet waves.)

**Pippa and Pop:** Hello, hello, we're your friends. (x3)  
We're your friends.

(The puppet points to herself.)

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

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

(Smile.)

**Pippa and Pop:** Hello, hello, we're your friends.  
Friends, friends, FRIENDS!

## After the book

- Say *Dance time!* Play the song again for the children to dance or do actions and encourage them to sing.
- Play a dancing game. Play the song. When you say *Just you!* the children dance on their own, but when you say *Friends!* the children join with one or more others and dance together.



## Workbook page 6



Listen again. Look. Stick.

## Point.

- Play the song again. Encourage the children to sing along and dance.
- Look at the picture of the children and say *Look, they're friends!*
- Help them find the Unit 1 stickers and stick them on the picture.
- Say *I'm Pippa, I'm Pop* and ask the children to point to the pictures of Pippa and Pop at the bottom of the page.

## Finishing the class

- Use a lesson closing routine to end the class (see Teacher's Book page 17).

# Lesson 2 Language presentation



## Lesson objective

Practice introducing yourself

## Language

*Hello. I'm (Pippa).*

## Vocabulary

*Dan, Kim, Pippa, Pop*

## Materials

puppet; Pippa's house; character flashcards

### Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Play The friends song (Track 3). Encourage the children to join in with the words if they can.
- When you say *Just you!* the children dance on their own, but when you say *Friends!* the children dance together.

### Before the book

- Say *My friend is a mouse.* Act out being a mouse. Ask *What's her name?* Display the flashcard of Pippa and encourage different children to say her name.
- Have the class call for Pippa. When the whole class is saying *Pippa!* bring her out of her "house."
- Make the puppet say *Hello, I'm Pippa!* several times to the whole class.
- Walk around and have Pippa introduce herself to different children and shake their hands. Praise any children who say *Hello* back. If you are not using the puppet, introduce yourself.
- Show the flashcard of Pop and ask the children if they remember his name. Have Pippa look excited and say *He's my friend! He's Pop!* Add the flashcard of Pippa and ask *Who's this?* Pippa says *It's me! It's me! Pippa!*
- Present Dan and Kim using the flashcards. Point and say the four names in turn. Do this several times. Then point to the pictures for the whole class to say the names.

### With the book

#### Student's Book page 7

#### Listen. Point. Trace.

- Ask *Pippa? Where's Pippa?* Have the children all point to Pippa in the picture. Say *Hello, Pippa! She's my friend. And Pop?* The children find Pop in the picture. Remind the children that Pippa and Pop are toys that come to life in Kim's dreams.
- Point to the new characters and say. *Look! New friends!* The children talk in L1 about where they are (inside the bookstore) and what they can see (a reading corner with pillows, the register, the door, etc.).
- Play the audio for the children to listen to.
- Play the audio again while the children listen and point to the characters. For this and other listening activities, pause the audio after each key word to give the children time to point to the correct picture in their books.
- Say *Trace.* Show the children how to trace around the dotted ovals, starting at the dot and following the arrow. Play the audio again as they trace the outlines. For this and other listening activities, pause the audio to give the children time to trace. Make sure they are starting at the top and tracing counterclockwise.

#### Track 4

**Dan:** Hello. I'm Dan.

**Kim:** Hello. I'm Kim.

**Pippa:** Hello. I'm Pippa!

**Pop:** Hello. I'm Pop!

### After the book

- Display the four character flashcards on the board at a height the children can reach.

- Call a child to the front and say, e.g., *I'm ... Dan!* The child points to or takes the correct flashcard from the board. Repeat so that each child has a turn.
- Stronger learners can lead by saying the names or *I'm (Pippa).*

### Workbook page 7

#### Look. Trace. Say.

- Have the children look at the pictures and identify the characters.
- Let them trace from left to right with a finger or a pencil.
- Each time they get to the end of a line, encourage half the class to say *Hello. I'm (Kim)* and the other half to wave and say *Hello, (Kim).* They can switch roles.

#### At home

- Tell the children to practice by showing the characters to their family and friends and saying, e.g., *Hello, (Kim).*

### Finishing the class

- Display the character flashcards on the board. Point and say the names, encouraging the children to join in. Ask how confident they feel about saying the names.
- Pippa points to the flashcards and gives the class a round of applause (or point and clap yourself). Explain in L1 that Pippa is impressed that the children know the names and how to say *Hello* in English.
- Use a lesson closing routine to end the class (see Teacher's Book page 17).

4 Listen. Point. Trace.



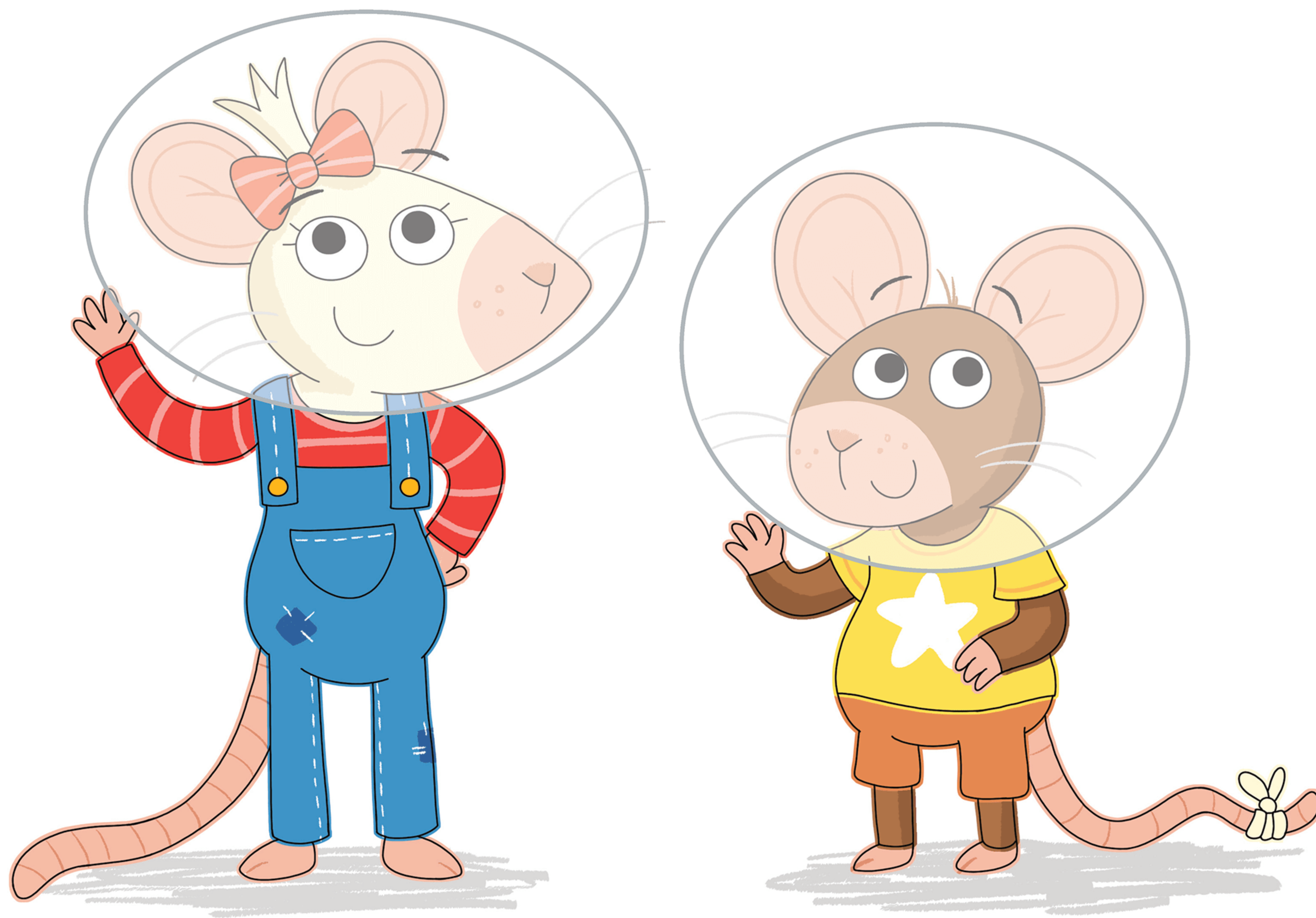
Hello. I'm Dan.

Language presentation: Hello. I'm (Dan / Kim / Pippa / Pop).

1

7

5 Listen. Stick. Point. Say.



# Lesson 3 Language practice

## Lesson objective

Practice introducing yourself

## Language

*Hello. I'm (Pippa).*

## Vocabulary

*Pippa, Pop*

## Materials

phone / tablet (optional); character flashcards, Student's Book stickers

 Use Presentation Plus to do the interactive activity 

## Starting the class

- Play The hello song (Track 1). Move around the classroom in time (just you). Stop the music and say *Hello, I'm (your name)* to the child nearest to you. Repeat several times.
- Play the same game as a whole class. When you stop the music, the children say *Hello, I'm (name)* to their nearest neighbor(s). If they can't dance around the classroom, the children can walk.
- You can video the children greeting each other and show it to the class later in the lesson.

## Before the book

- Hold the flashcard of Dan in front of your face and say *Hello. I'm Dan!* Repeat with the flashcard of Kim, (*Hello. I'm Kim!*).
- Hold the Dan flashcard in front of your face again and say *Hello. I'm ...* The children say the missing name. Repeat several times, changing the flashcards.

## With the book

### Student's Book page 8

 **Listen.**  **Stick.**  **Point.**  **Say.**

- Say *Look! Our friends!* Point to the mice in turn and ask *Who's this?*
- Help the children to find the sticker page at the back of the Student's Book.
- Play the audio while the children listen and point to the correct sticker. Hold up the correct sticker to confirm. Play the audio again, pausing while they position the stickers.


- Hold up your book, point to the pictures, and say *Hello! I'm Pippa. Hello! I'm Pop.* Repeat with the children joining in.
- The children point and say on their own.

## Track 5

**Pippa:** Hello. I'm Pippa.

**Pop:** Hello. I'm Pop.

## After the book

- Display the four character flashcards on the board at a height the children can reach. Point and say each name in turn. Do this several times. Then point to the pictures for the whole class to say the name.
- Call a child to the front and say, e.g., *I'm ... Dan!* The child points to or takes the correct flashcard from the board. Repeat so that each child has a turn.
- After one round of the game, any child who wants to lead by saying the names (or *I'm (Pippa)*) can take turns being "teacher" at the front.
-  Play the video you took at the beginning of the lesson. Ask in L1, *Can you tell someone your name in English now?* Encourage the children to self-evaluate (see the *Learning to Learn* section on Teacher's Book page 7 for techniques).

## Workbook page 8

 **Look.**  **Find.**  **Trace.**  **Say.**

- Explain, in L1 if necessary, that the children need to find the "one that doesn't belong" in each row. Point to the pictures in the first row and say the names, encouraging the children to join in. Point out the example circle around Pop.

- Practice drawing a circle in the air counterclockwise, beginning at the top.
- Say the character names in each row with the class. The children circle the one that doesn't belong with their finger or a pencil.
- After tracing, the children point to the one that doesn't belong in each row and say the name (*Pop, Dan, Pippa, Kim*).

## Finishing the class

### Learning through play - a flashcard game

- Hand out the flashcards of Kim, Pop, Pippa, and Dan to four children. These children squat behind their chairs holding their flashcards.
- Say, e.g., *Hello, Kim!* The child with the Kim flashcard stands up and says *Hello, (your name)!* Repeat, varying the names. Then change the children who have flashcards.
- Play The friends song (Track 3) while the children get their things, or use a lesson closing routine (see Teacher's Book page 17).

# Lesson 4 Sounds and letters



## Lesson objective

Practice distinguishing sounds

## Sounds and letters focus

Recognizing isolated sounds and their sources

## Materials

flashcards *cat, dog* (Unit 6), *bird, frog* (Unit 9); colored pencils or crayons; pictures of animals that make distinctive sounds (or stuffed toys) (optional); puppet

## Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Act out being a mouse and say *Hello, I'm Pippa*. The children copy your actions and repeat what you say.
- Be yourself again and say *Hello, I'm (your name)*. The children copy but say their names.
- Repeat for other characters, varying the volume and speed at which you say *Hello, I'm ...* Encourage the children to listen and copy the way you speak each time.

## Before the book

- Show the cat flashcard and say *Listen to the cat!* Make a noise like a cat. Have the children copy.
- Show the dog flashcard. Have the children make the correct noise.
- Repeat with the bird and frog flashcards. Say *Listen to the ...* as you show the pictures.
- Put your finger to your lips. Then point to your ear and say *Listen!* Explain in L1 that the children need to listen very carefully today because they are going to think about different sounds.

## With the book

### Student's Book page 9

 Listen.  Point.  Color.

- Point to each picture and encourage the children to think and make the correct sound.
- Say *Listen! Point!* Play the first sound and pause for the children to point to the correct picture. Repeat with the other sounds.

- Hand out a colored pencil or crayon to each child to use or allow them to choose their favorite color.
- Play the audio again while the children color the correct frames.

## Track 6

[A girl laughing]

[A duck quacking]

[A mouse squeaking]

## After the book

- Say *Listen and show me. What am I?* Make one of the sounds from the lesson, e.g., quack like a duck. The children act out being that animal. Say *Yes, I'm a duck!*
- As the children get used to the activity, make the sounds more and more quietly so that they have to listen very carefully to figure out the correct action. Praise the children for listening well.
- Display the flashcards for further practice of the animal sounds in later lessons (or use pictures or stuffed toys to include more animals).
- You could introduce the children to English animal sounds, e.g., *woof* for a dog, *meow* for a cat, *chirp* for a bird, *ribbit* for a frog. Do these animals make a different sound in L1?

## Workbook page 9

 Listen again.  Look.  Trace.

- Play the audio again. The children connect the pictures with their finger or a pencil / crayon as they hear the sounds. Make sure they trace from left to right.
- After tracing, they practice making the sounds in pairs (one child makes a sound, the other points to the correct picture on the right).

## Finishing the class

### Learning through play - a movement game



- Display flashcards or pictures of a cat, dog, bird, and frog, one on each wall of the classroom. Have the children gather in a group in the center of the room (or stand up at their desks).
- Say, e.g., *cat* and make the correct noise. The children run to touch the wall with the correct picture. Elicit the correct noise from one of the children. If the children can't run / move to the wall, they can point.
- Repeat, speeding up and mixing the order of the animals.
- Have children call for Pippa to show her what they learned today.
- Show the *frog* flashcard. The children make the correct sound (in English or L1) and do actions. Pippa looks excited, claps her hands, and praises the class. Repeat with *bird* and *dog*.
- When you show the *cat* flashcard and the children make the noise, have the puppet run away.
- The children call Pippa back to say "Goodbye!"
- Use a lesson closing routine to end the class (see Teacher's Book page 17).