

**LISTENING** Listen and draw lines. 

**Example**



1. Have students look at the picture and call out the people they can see.
2. Play example audio and demonstrate drawing lines from the people to the names.
3. Play audio and have students draw lines from the people to the actions that are said in the audio.
4. Play audio again.
5. Play audio again and check answers as a whole class.

**Track 31** 

Narrator: Look at the pictures. Listen. There is one example.

M: What's your name?

Kim: My name's Kim.

M: Kim? How do you spell it?

Kim: K, I, M.

Narrator: Can you see the line? This is an example.

Now listen and draw lines.

1. M: And what's your name?

Alfie: My name's Alfie.

M: How do you spell it?

Alfie: A, L, F, I, E.

2. M: What's your name?

Nick: My name's Nick.

M: Ah, how do you spell it?

Nick: N, I, C, K.

3. M: And what's your name?

Tom: I'm Tom.

M: How do you spell it, Tom?

Tom: T, O, M.

4. M: What's your name?

Mai: My name's Mai.


M: How do you spell it?

Mai: M, A, I


Narrator: Now listen again.

**READING & WRITING** Look and read. Put a tick (✓) or a cross (✗) in the box.


**Example**




I'm seven.



I'm from Greenwood.



I'm from River Town.



I'm nine.

1. Demonstrate looking at the pictures, reading the statements and putting a tick or a cross in the boxes.
2. Have students look at the pictures, read the statements and put a tick in the box if the statement is true or a cross in the box if the statement is false.
3. Check answers as a whole class.
4. Afterwards, have students give new true statements for each of the false statements.

**SONG** Turn to page 102. Listen. Sing along. 




1. Have students turn to page 102.
2. Read the lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

**GAME** Ask and answer. Play the "Soccer" game.



1. Divide the class into groups of 4. Divide the groups into pairs, the red team and the white team.
  2. Have students play rock, paper, scissors. The winning team will go first.
  3. Student A looks at 1 and asks the question. Student B answers. If correct, they move forward. If incorrect, they remain where they are.
  4. Repeat process for the other team.
  5. After six correct answers, the team scores a goal.
  6. The winners are the team that has the most goals when the game ends.
- Note: swap students roles after each turn.

**I CAN...**

- I can follow and give commands. 
- I can ask and answer about personal information. 
- I can count from one to ten and say the alphabet. 

- Go through "I can" statements with students, have them color the stars to represent their understanding.
- I can follow and give commands.
  - I can ask and answer about personal information.
  - I can count from one to ten and say the alphabet.

**'Can Do' statements**

1. Read out the statements and give an example for each.
  2. In pairs, have students give a few more examples of each function, then briefly practice.
  3. Ask students to color one, two or three stars, to show how well they can perform the tasks.
    - ★★★ = Great!
    - ★★☆ = Ok
    - ★☆☆ = Needs more study
- For students with two or fewer stars, recommend that they review the theme at home, or do the Workbook or Activity Multi-ROM (if they have it).