

OXFORD

Get Set, GO!

Oxford English

Teacher's Guide

3



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1

At School

Learning outcomes	The children are able to ... <ul style="list-style-type: none"> • name people and objects at school; • greet others and introduce themselves; • ask and answer questions about objects in a bag.
Language items	a bag, a book, a crayon, a teacher Good morning. / My name is _____. / What is in your bag? A _____.
Text types	Stories, name badges [#]
Values and attitudes	Good manners

[#]Taught in the Activity Book

★ Materials:

- Big Book 3
- Activity Book 3
- Letter Cards Aa-Zz
- Flash Cards B3 ①-④
- Song Poster B3 ①
- Audio CD 3
- Oxford Reading Pen
- Hand Puppets

Teacher's Resource CD-ROM

- Activity Sheet B3U1

- Post-it notes
- A bag
- A book
- A crayon

Word actions



a bag



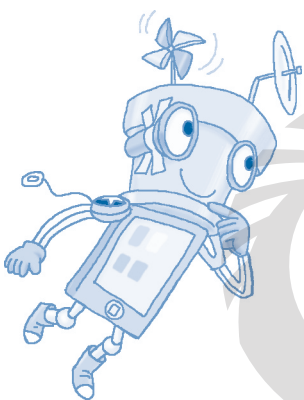
a book



a crayon



a teacher



1 Revision
Letters A a – Z z

2 Warm-up
Greeting and introducing yourself

3 Time for a Story

5 Time to Sing

4 Time to Say
1 Look and do
2 Pick and guess
3 What is in your bag?

6 Time to Do
Activity Book 3,
Unit 1

7 Wrap-up
Watch carefully

Teaching Steps:

1 Revision

- Big Book 3, pp.2-3
- Letter Cards Aa-Zz

Letters Aa – Zz

- Show the children the Big Book. Give each child a Letter Card.
- Point to a letter in the Big Book and ask *What is this?*
- Ask the child with that Letter Card to stand up and say the letter name.
- Point to the letters faster and faster to make the game more fun.

2 Warm-up

- Achoo Hand Puppet

Greeting and introducing yourself

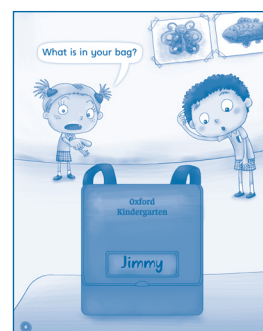
- Let Puppet Achoo say *Good morning, boys and girls.*
- Invite the children to say *Good morning, Achoo.* Ask them to wave their hand to Achoo as they greet Achoo.
- Let Achoo say *My name is Achoo.*
- Invite a child to say *My name is (child's name).* Ask the child to place one hand on his/her chest as he/she says it. Ensure that each child has a turn to introduce himself/herself.

3 Time for a Story

- Big Book 3, pp.4-6
- Oxford Reading Pen
- Hand Puppets

- Show the children the Big Book. Ask them what they can see in the classroom. Let them guess what is going to happen.

- ★ **Narrator:** It is the first day of school. Jimmy walks into the classroom.
- Jimmy:** Good morning, Teacher.
- Miss Candy:** Good morning.
(Teacher: [point to Miss Candy] Who is she?)
- Narrator:** Jimmy sees a girl.
- Jimmy:** My name is Jimmy.
- Molly:** My name is Molly.
(Teacher: [point to Jimmy on p.5] What is his name?
[point to Molly on p.5] What is her name?)
- Narrator:** Something is moving in Jimmy's bag.
- Molly:** What is in your bag?
(Teacher: Can you guess what is in Jimmy's bag?)
- Narrator:** Jimmy opens his bag.
- Jimmy:** [open the flap] A book.
- Jimmy:** [turn the flap] A crayon.
(Teacher: Can you guess what else is in Jimmy's bag?)
- Achoo:** [turn the flap] Good morning. My name is Achoo.
- Narrator:** Oh! Robot Achoo is in Jimmy's bag!
(Teacher: Do you have a robot in your bag? What is in your bag?)





You may ask the children *What do you say when you meet someone in the morning/afternoon?* Accept any appropriate answers. Remind the children they should be polite to others. Praise them if they try to answer the question.



You may play the Oxford Reading Pen game with the children. The following sentences will be played randomly:

- (Introduction) A boy: *Let's play a game.*
 A boy: *Touch Achoo.*
 A boy: *Touch Jimmy.*
 A boy: *Touch Molly.*
 A boy: *Touch the teacher.*

4 Time to Say

Word game 1 – Look and do

- Use Post-it notes to cover the words on the Flash Cards. Stick the Flash Cards on the board. Say the words as you do the corresponding actions with the children.

- a bag** [pretend to hold onto the straps of a bag on your back]
a book [put your hands together with your palms facing upwards]
a crayon [draw in the air with a crayon]
a teacher [point to the teacher]

- Show the children the Flash Cards randomly. Ask the children to say the words as they do the corresponding actions. Show them the Flash Cards faster and faster to make the game more fun.

- Flash Cards B3 1-4
- Post-it notes

Word game 2 – Pick and guess

- Invite a child to come out and face the class. Write the target words on the board. Place the realia of the target words on the table.
- Show the other children a Flash Card. Ask them to do the corresponding action and let the child guess what it is.
- Ask the child to choose the correct realia, match it with the correct word on the board and say the word. Ask the other children to say the word as they do the corresponding action once again.
- For the target word 'a teacher', ask the child to point to you before choosing the correct word on the board.

- Flash Cards B3 1-4
- A bag
- A book
- A crayon

Sentence game – What is in your bag?

- Ask the children to sit in a circle. Put a Flash Card in a bag. Play the CD. Pass the bag around.
- Stop the music randomly. The children should then stop passing the bag. Guide the other children to ask *What is in your bag?* The child holding the bag should take out the Flash Card and answer the question, e.g. *A book.*
- Let the children repeat the answer as they do the corresponding action. Gradually add more Flash Cards to make the game more challenging.

- Flash Cards B3 1-3
- Audio CD 3, track 4
- A bag



You may include other objects, which can be put in a bag, introduced in the previous books in the sentence game.

5 Time to Sing



- Let Puppets Jimmy and Molly introduce themselves. Let Molly say *I am a girl*. Ask the girls to stand up and repeat the sentence.
- Repeat the above steps for *I am a boy*, using Jimmy.
- Let Jimmy ask *What's your name?* and Molly say reply *My name is Molly*.
- Let Jimmy ask *What's your name?* Invite a child to answer *My name is (child's name)*. Ensure that each child has a turn.
- Ask the children to do Activity Sheet B3U1.
- Stick the Song Poster on the board. Chant the lyrics with the children. Teach them the actions.

- Big Book 3, p.7
- Song Poster B3 ①
- Audio CD 3, tracks 2-4
- Oxford Reading Pen
- Jimmy and Molly Hand Puppets
- Activity Sheet B3U1



Good Morning

My name is Jimmy/Molly¹.

(1 place one hand on your chest)

My name is Jimmy/Molly.

I am a boy/girl².

(2 boys: place both hands on your hips; girls: curtsy)

I am a boy/girl.

Good morning to you³.

(3 wave your hand)

Good morning to you.

What's your name⁴?

(4 extend your hand to another child with your palm facing upwards)

What's your name?

1



2



3



4



We normally use *What's your name?* instead of *What is your name?* in everyday conversation. The former is less formal.

- Sing the song and do the actions with the children.
- **Variations:** Replace the underlined words in the lyrics with the children's names.

6 Time to Do



- Ask the children to do Unit 1 in the Activity Book.

- Activity Book 3, pp.2-5
- Oxford Reading Pen

7 Wrap-up

Flash Cards B3 1-4

Watch carefully

- Stick all the Flash Cards on the board. Choose a word and do the corresponding action. Ask the children to point to the correct Flash Card and say the word.



Ask the children to bring in a family photo to the next lesson.

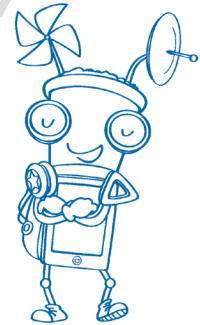
Language Points to Note

1 'What's your name?' and 'May I know your name, please?'

Both of them are grammatically correct.

'What's your name?' is a less formal way of asking someone's name. It is usually used in a more casual context.

'May I know your name, please?' is a polite way of asking someone's name. It is usually used in a more formal context.



2 Pronouncing 'name'

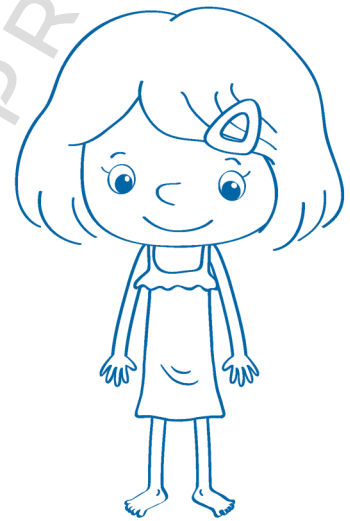
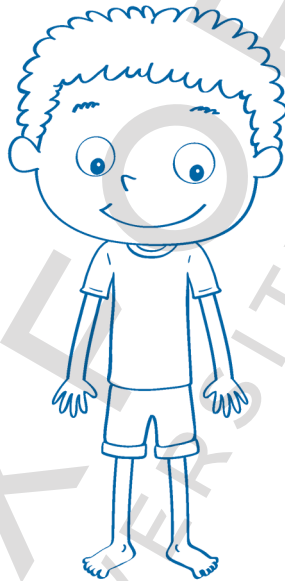
Some children may pronounce the word 'name' as 'lame'. To help them pronounce the word correctly, you can ask them to feel the difference between the sounds /n/ and /l/ by putting their finger on their nose. They will only feel the vibration as they say the sound /n/.

Name: Class: Date:

★ Colour the correct pictures. Say the words.

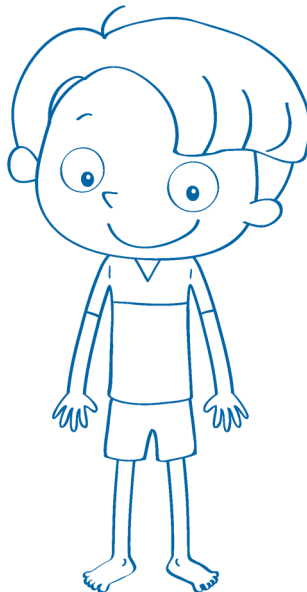
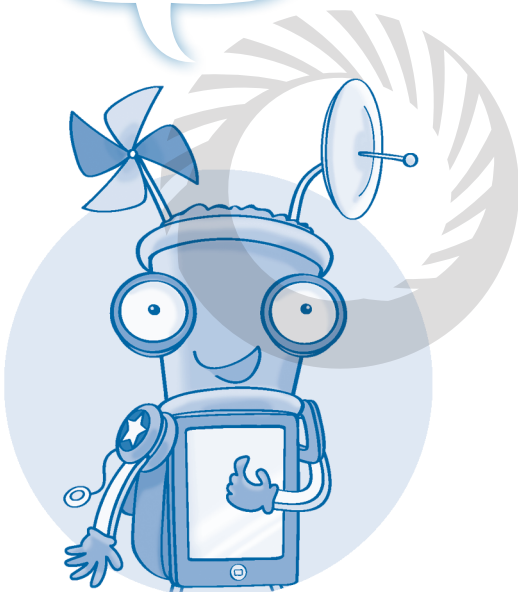
1

a girl



2

a boy



Learning Record

Name:

Class:

Date:

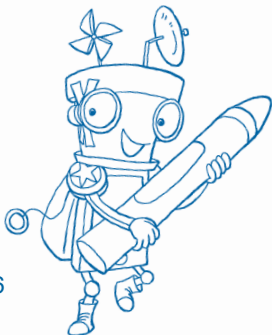
Unit 1 At School

Language items

- a bag, a book, a crayon, a teacher
- Good morning. / My name is _____. / What is in your bag? A _____.

	Ratings				Remarks
	★★★★	★★★	★★	★	
Listening					
• able to understand the target words					
• able to understand the target sentences					
Speaking					
• able to say the target words correctly					
• able to say the target sentences fluently					
• able to use the target sentences in context					
Reading					
• able to read the target words					
• able to read the target sentences					
Writing					
• able to trace lines					
• able to print or write his/her own name					
• able to recognize the directionality of written English, from left to right					

Comments:



Ratings

★★★★ always

★★★ often

★★ sometimes

★ rarely

2

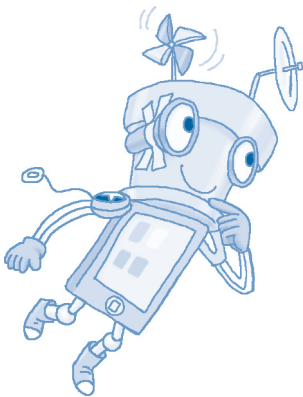
Lovely Family

Learning outcomes	The children are able to ... <ul style="list-style-type: none"> • name their family members; • introduce their family members to others; • identify the sound /m/ and words with the beginning sound /m/.
Language items	brother, father, mother, sister, grandfather*, grandmother* This is my _____.
Text type	Captions
Phonics	/m/ - mother, milk, meat
Values and attitudes	Love our family

*Supplementary words

Word actions

- Point to the Flash Cards for all the corresponding target words in this unit.



1 Revision
Pictionary

2 Warm-up
Teacher's family

4 Time to Say
1 Is Achoo correct?
2 Disappearing word game
3 Jimmy's family photos

3 Time to Play
1 Listen carefully
2 Lovely family

5 Time to Sing

6 Time to Sound
1 Sound and actions
2 Phonics song – The sound /m/

7 Time to Do
Activity Book 3, Unit 2

8 Wrap-up
Sing and raise

★ Materials:

- Big Book 3
- Activity Book 3
- Flash Cards B3 5-10
- Phonics Flash Cards B3 /m/, 1-3
- Song Poster B3 2
- Audio CD 3
- Oxford Reading Pen
- Hand Puppets

Teacher's Resource CD-ROM

- Activity Sheets B3U2 1-3
- Photocopy Masters B3U2 1-2
- Phonics Song Poster B3 1

- Teacher's family photos
- Post-it notes
- Glue
- A bag
- A4 paper
- Crayons

* Remind the children to bring in a family photo for *Time to Play*.

Teaching Steps:

1 Revision

Pictionary

- Draw a picture of a target word from Unit 1 (i.e. a bag, a book, a crayon or a teacher) on the board. Draw slowly and encourage the children to guess the word as fast as they can.
- If time allows, you may invite the children to come out and draw the pictures.

2 Warm-up

Teacher's family

- Show the children a few of your family photos. Introduce the words 'brother', 'father', 'mother' and 'sister'.
- Tell the children more about your family, e.g. how old they are, their hobbies, their look and what was happening in the photos.

- Teacher's family photos



You may also introduce the supplementary words 'grandfather' and 'grandmother' in the warm-up activity.

3 Time to Play

Listen carefully

- Use Post-it notes to cover the words on the Flash Cards. Stick the Flash Cards on the board.
- Let Puppet Molly say a target word, e.g. *father*. Ask the children to point to the correct Flash Card.

- Flash Cards B3 5-10
- Molly Hand Puppet
- Post-it notes

Lovely family

- Show the children the Big Book. Tell the children that Jimmy and Molly are showing their own family photo to Achoo. They want to introduce their family to him. Let Puppet Jimmy say *This is my father*. Let Puppet Molly say *This is my mother*.
- Tell the children to stick their family photo in the Pupil's Book.
- Invite the children to come out and introduce one of their family members by saying *This is my (father)*.

- Big Book 3, p.8
- Oxford Reading Pen
- Jimmy and Molly Hand Puppets
- Glue

2 **Lovely Family**

Stick a family photo below. Talk about your family.

This is my father. This is my mother.

Stick your family photo here.

Alternative – Jimmy’s family

If it is inconvenient to ask the children to bring in a family photo, you can do another activity with them. This also applies to the case when some children live in a single-parent family:

- Show the children the pictures of Jimmy’s family (Photocopy Master). Let Puppet Jimmy introduce his family members one by one by saying *This is my (sister)*.
- Put the pictures in a bag. Invite a child to come out and draw a picture from the bag. Encourage the child to use Jimmy to say *This is my (brother)*.

- Jimmy Hand Puppet
- Photocopy Master B3U2 ①
- A bag

4 Time to Say

Word game 1 – Is Achoo correct?

- Use Post-it notes to cover the words on the Flash Cards. Let Puppet Achoo pick a Flash Card and say the target word, e.g. *brother*.
- Ask the children *Is Achoo correct?* If Achoo says a correct word, they should clap their hands. If Achoo says a wrong word, they should say the correct word.

- Flash Cards B3 ⑤–⑩
- Achoo Hand Puppet
- Post-it notes

Word game 2 – Disappearing word game

- Stick the Flash Cards on the board. Point to the words on the Flash Cards and review the words with the children a few times.
- Place the Flash Cards in different corners of the classroom. Write the target words on the board.
- Erase one of the words without the children seeing it. Ask them to find out what the word is.
- Ask the children to find the correct Flash Card in the classroom and say the word.

- Flash Cards B3 ⑤–⑩
- Activity Sheet B3U2 ①



If the supplementary words ‘grandfather’ and ‘grandmother’ have been introduced, include them in the games. Let the children put the word stickers next to the photo on p.8. Ask them to do Activity Sheet B3U2 ①.

Sentence game – Jimmy’s family photos

- Show the children the pictures of Jimmy’s family (Photocopy Master). Let Puppet Jimmy say *This is my (father)*. Once the children are familiar with the target sentence pattern, give each child a piece of A4 paper and one of the pictures of Jimmy’s family. Ask him/her to pick the correct sentence strip (Photocopy Master).
- Ask the children to stick the picture on the paper and the sentence strip under the picture as a photo caption.
- Invite the children to come out and use Jimmy to say *This is my (mother)*.

- Jimmy Hand Puppet
- Photocopy Master B3U2 ①
- A4 paper
- Glue

Optional activity

Family headbands

- Let the children put on the family headbands (Photocopy Master). Let Puppet Jimmy say *This is my (father)*. Ask the children who wear the corresponding headbands to stand up.

- Jimmy Hand Puppet
- Photocopy Master B3U2 ②

5 Time to Sing



- Stick the Song Poster on the board. Chant the lyrics with the children. Teach them the actions.

- Big Book 3, p.9
- Song Poster B3 ②
- Audio CD 3, tracks 5-7
- Oxford Reading Pen



My Family

This is my father¹. This is my father.

I love my father. Kiss², kiss, kiss.

This is my mother³. This is my mother.

I love my mother. Hug⁴, hug, hug.

(1 move the thumb of your right hand up and down)

(2 kiss the thumb of your right hand)

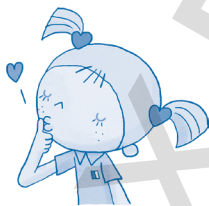
(3 move the thumb of your left hand up and down)

(4 put the thumb of your left hand against your chest and hug it)

1



2



3



4



- Sing the song and do the actions with the children.
- Variations:** Replace the underlined words in the lyrics with other target words, e.g. 'brother' and 'sister'.



Ask the children how they can show their love to their family. Accept any appropriate answers. Praise them if they try to make suggestions.

Optional activity

Show your love

- Give each child a card (Activity Sheet). Tell the children to show their love to their family.
- Draw picture(s) to show the recipient(s), e.g. mother, and the sender (i.e. the children) of the card with crayons. Decorate the card.

- Activity Sheet B3U2 ②
- Crayons

6 Time to Sound

Sound and actions

- Use a Post-it note to cover the word 'mother' on the Phonics Flash Card. Show the children the Flash Card. Guide the children to say /m/, *mother*.
- Repeat the steps for the words 'milk' and 'meat'. Tell the children that these words begin with the sound /m/.
- Say the following words one by one. Ask the children to clap their hands when they hear a word with the beginning sound /m/:
mother, sister, milk, book, meat
- Repeat the game by changing the order of the words or adding more words.
- Once the children can differentiate the target sound from the other letter sounds, let Puppet Achoo show them the Phonics Flash Card /m/. Play the sound by pointing to the letter on the Phonics Flash Card with Oxford Reading Pen. Ask the children to listen to the letter sound.
- Let Achoo say the sound /m/. Tell the children '*m*' makes the sound /m/. '*m*' is the letter name and /m/ is the letter sound.
- Write the letter m in the air with the children. Say the sound /m/ as you do so.
- Remove the Post-it note from the Phonics Flash Card 'mother' and ask the children if they can spot the letter m. Repeat the same steps for 'milk' and 'meat'.
- Let the children put the word stickers 'mother' and 'milk' on p.9.
- Show the children the Phonics Flash Cards. Point to the first letter or the word and give them one of the following instructions:
Say the letter name/letter sound/whole word.
- Give the instructions at a varying pace to make the game more fun.



If time allows, ask the children to create an action for the sound, e.g. rubbing their stomach with their hand as they imagine tasting yummy food.

- Big Book 3, p.9
- Phonics Flash Cards B3 /m/, ①-③
- Oxford Reading Pen
- Achoo Hand Puppet
- Post-it notes

Phonics song – The sound /m/

- Stick the Phonics Song Poster on the board.
- Play the phonics song by touching Achoo in the Big Book with Oxford Reading Pen. Alternatively, you can play the CD.

Mother, milk and meat

Begin with the letter m.

'm' makes the sound /m/.

'm' makes the sound /m/.

- Ask the children to do Activity Sheet B3U2 ③.

- Big Book 3, p.9
- Audio CD 3, tracks 8-10
- Oxford Reading Pen
- Activity Sheet B3U2 ③
- Phonics Song Poster B3 ①

7 Time to Do



- Ask the children to do Unit 2 in the Activity Book.

- Activity Book 3, pp.6-9
- Oxford Reading Pen

8 Wrap-up

- Flash Cards B3 6-7
- Audio CD 3, tracks 6-7

Sing and raise

- Draw a line on the board. Stick the Flash Card 'father' on one side and the Flash Card 'mother' on the other side.
- Play the CD. Sing the song *My Family* with the children.
- Encourage them to point to the corresponding Flash Cards when they hear the target words.

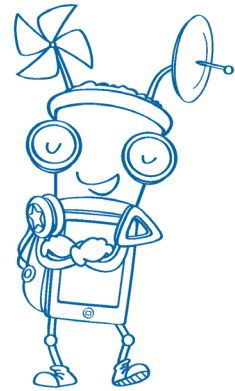
Language Points to Note

1 Concept of 'grandparents' in English and Chinese

In English, grandparents refer to both maternal and paternal ones. This is different from Chinese where grandparents are further distinguished as either maternal or paternal grandparents.

2 'Mummy' or 'mommy'?

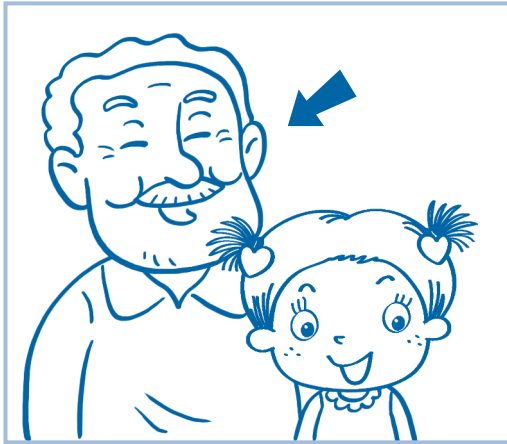
The former is British English whereas the latter is American English. Both are used informally.



Name: Class: Date:

★ Draw lines to match the pictures with the correct words.

1



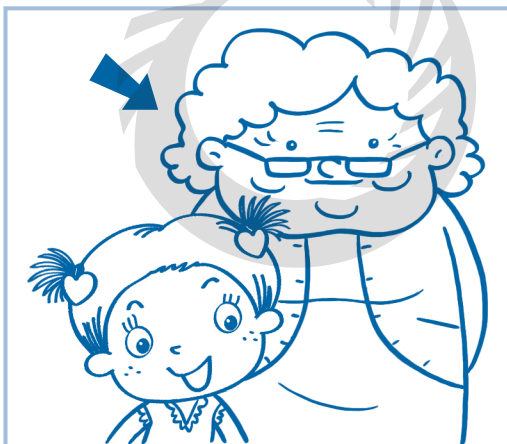
• brother

2



• grandmother

3



• grandfather

Name: Class: Date:

★ Show your love to your family. Decorate the card.

Dear _____,

I love you!

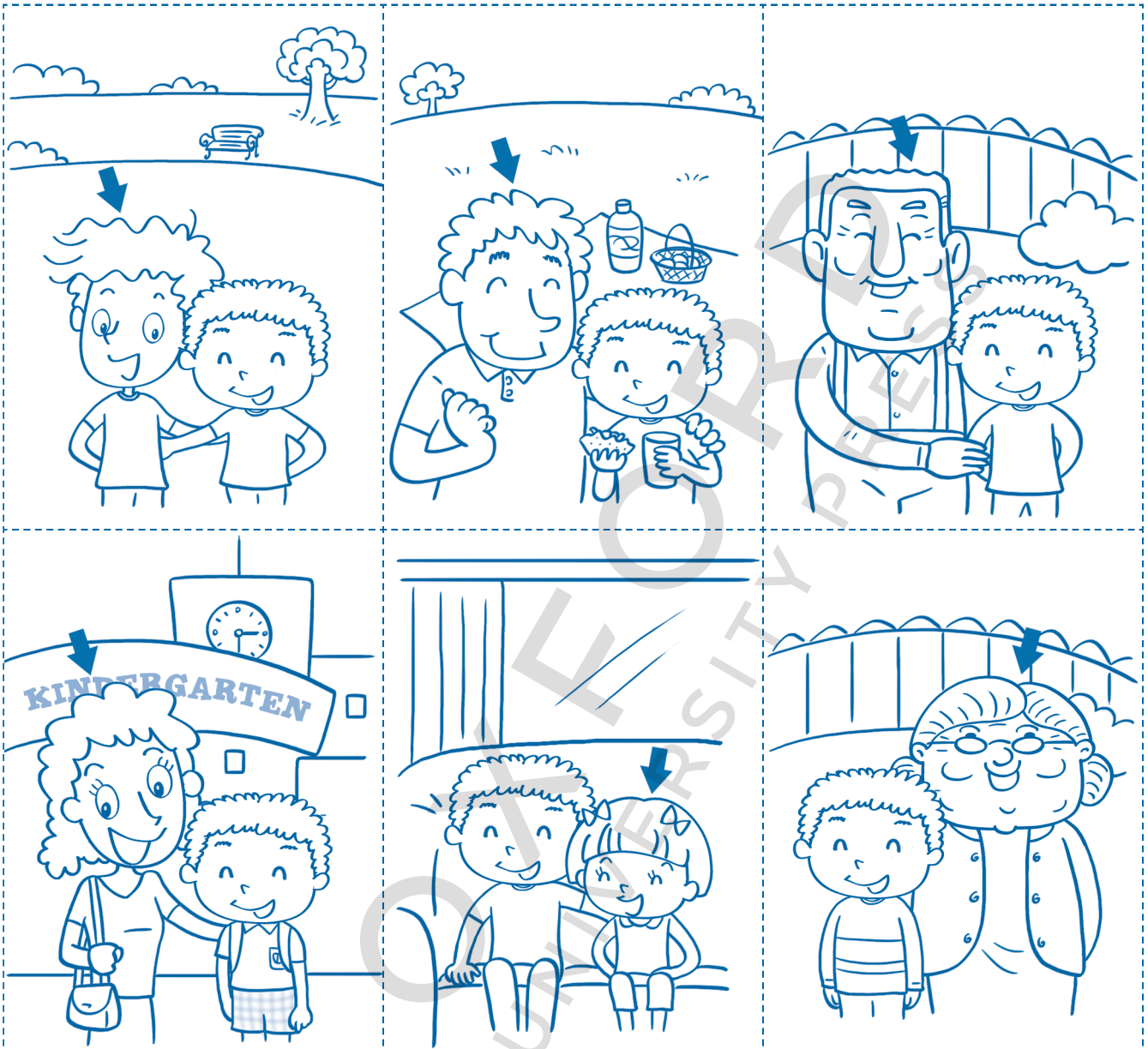


Name: Class: Date:

★ Colour the things or people with the beginning sound /m/.
Say the words.



Jimmy's family photos



This is my brother.

This is my father.

This is my mother.

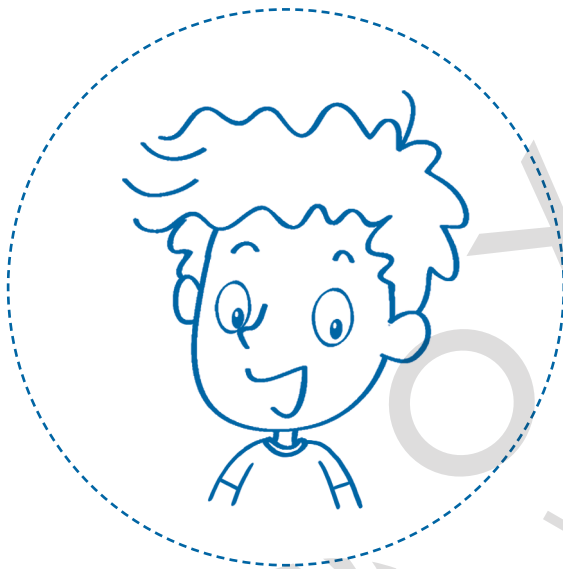
This is my sister.

This is my grandfather.

This is my grandmother.

Headbands

★ Paste the picture on a strip of paper and make a headband.



Learning Record

Name:

Class:

Date:

Unit 2 Lovely Family

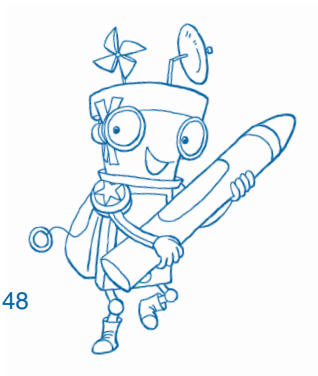
Language items

- brother, father, mother, sister, grandfather*, grandmother*
- This is my _____.

*Supplementary words

	Ratings				Remarks
	★★★★ ★★★★	★★★ ★	★★★ ★★	★	
Listening					
• able to understand the target words					
• able to understand the target sentences					
Speaking					
• able to say the target words correctly					
• able to say the target sentences fluently					
• able to use the target sentences in context					
Reading					
• able to read the target words					
• able to read the target sentences					
Writing					
• able to trace the letters in the target words					
• able to recognize the directionality of written English, from left to right					
Phonics					
• able to identify and say the sound /m/					
• able to associate the sound /m/ with the letter m					
• able to identify words with the beginning sound /m/					

Comments:



Ratings

★★★★ always

★★★ often

★★ sometimes

★ rarely