

# Pippa and Pop

American English

**Lily Pane**

with Caroline Nixon & Michael Tomlinson



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## Contents

**Map of Pippa and Pop Student's Book 2** 2

### Introduction

Welcome to Pippa and Pop	4
Early literacy development	5
Learning through play	6
Learning to Learn	7
Effective learning with Pippa and Pop	8
How to structure lessons with Pippa and Pop	9
Unit walkthrough	10
Games bank	13

### Teaching notes

Welcome back!	14
① Hello!	19
② My family	43
③ My home	67
Units 1-3 Review	91
④ My body	95
⑤ Outdoors	119
⑥ Animals	143
Units 4-6 Review	167
⑦ My favorite food	171
⑧ My senses	195
⑨ Vacations!	219
Units 7-9 Review	243
Project photocopiable templates	246



# Map of Student's Book 2

		VOCABULARY	LANGUAGE	SOUNDS AND LETTERS	LITERACY AND VALUES	NUMBERS	CROSS-CURRICULAR	PROJECT
Introduction Page 4								
1	Hello! Page 6	Review Level 1: characters, clothes, colors, nature, objects, school, toys  <i>black, gray, orange, purple, white</i>	Review Level 1: <i>I'm (Kim). I'm a (girl). I like (books).  Draw (a butterfly). Color / Paint it (purple).</i>	Review Level 1 letter sounds: <i>a, e, i, o, u</i>	<i>The colorful chameleon</i> Celebrate differences	Review numbers: 1 – 10	Art: Mixing colors	Make a color wheel
2	My family Page 18	<i>aunt, uncle, cousin, grandma, grandpa funny, old, short, tall, young</i>	<i>Who's that? He's my (grandpa). She's my (grandma).  She's / He's / I'm (old). She isn't / He isn't / I'm not (young).</i>	Letter sounds: <i>d, m</i>	<i>Anna's baby brother</i> Be patient	Numbers: 11, 12	Science: Growing up	Make a family album
3	My home Page 30	<i>bathroom, bedroom, dining room, kitchen, living room  cooking, eating, playing, sleeping, washing</i>	<i>Where's (Kim / Dan / Dan's mommy)? She's / He's in the (kitchen).  What's she / he doing? She's / He's (sleeping).</i>	Letter sounds: <i>b, k</i>	<i>Hide-and-seek</i> Be careful	Numbers: 13, 14	Math: Shapes	Make Kim and Dan's home
Units 1–3 Review Page 42								
4	My body Page 44	<i>fingers, head, neck, shoulders, toes  blond, curly, long, short, straight (hair)</i>	<i>She / He / It has (a neck).  She / He / It has (long) hair.  She / He / It doesn't have (short) hair.</i>	Letter sounds: <i>t, n</i>	<i>Milo's shadow</i> Be resilient	One less	Science: Shadows	Make a puppet
5	Outdoors Page 56	<i>cold, hot, rainy, sunny, windy  boots, raincoat, sandals, sunglasses, sweater</i>	<i>What's the weather like? It's (hot).  I'm wearing (a raincoat).</i>	Letter sounds: <i>s, h</i>	<i>Rainy day fun</i> Celebrate nature	Numbers: 15, 16	Science: Rainbows	Make a weather wheel



	VOCABULARY	LANGUAGE	SOUNDS AND LETTERS	LITERACY AND VALUES	NUMBERS	CROSS-CURRICULAR	PROJECT
<div>6</div> <b>Animals</b> Page 68	<i>chicken, cow, goat, horse, sheep</i>  <i>fly, jump, run, swim, walk</i>	<i>It's a (horse). It has a (long) (neck).</i>  <i>A (horse) can / can't (jump).</i>	Letter sounds: c, g	<i>Stubborn goats!</i> Be considerate	More or less?	Social studies: How animals help us	Make a farm animal
Units 4–6 Review Page 80							
<div>7</div> <b>My favorite food</b> Page 82	<i>hamburger, lollipop, mango, orange, pear</i>  <i>bread, cheese, eggs, fish, fries</i>	<i>Can I have (a pear), please?</i>  <i>Do you like (fish)? Yes, I do. / No, I don't.</i>	Letter sounds: f, l, p	<i>Pea soup</i> Be helpful	Numbers: 17, 18	Science: Where food comes from	Make food and go shopping
<div>8</div> <b>My senses</b> Page 94	<i>feel, hear, see, smell, taste</i>  <i>bee, grass, leaf, lemon, watermelon</i>	<i>Can you (see) (the rain)? Yes, I can. / No, I can't.</i>  <i>What can you (hear)? I can (hear) a (bee).</i>	Letter sounds: j, z	<i>A wonderful day</i> Enjoy the world around you	Recognizing patterns	Science: Loud and quiet	Make a senses plate
<div>9</div> <b>Vacations!</b> Page 106	<i>beach, ocean; boats, kites, shells</i>  <i>drinking lemonade, eating ice cream, making sandcastles, playing with shells, taking pictures</i>	<i>How many (boats) can you see?</i> <i>I can see (four) (boats).</i>  <i>I'm (playing with shells).</i>	Letter sounds: v, w, y	<i>You can do it, Sam!</i> Persevere	Numbers: 19, 20	Science: Floating and sinking	Make a beach scene
Units 7–9 Review Page 118							

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 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

When you read a story aloud, use different voices for each character. As well as making the story come alive, it helps children identify the different characters more easily. When children are familiar with the story, you can read parts of the story in random order, using the character voices, while the children point to the character.

- **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 reviewing the vowels they learned in Level 1. Then they focus on recognizing and forming consonant letter sounds in Level 2.
- **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. Some vocabulary and structures are labeled in this level for those who want to start exposing children to the written form of the new language.



# 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 – at home



- Place the rooms flashcards in different corners of the classroom. Put the props in the relevant room.
- Invite the children to go to any of the rooms in the house and pretend they are sleeping, eating, cooking, playing, or washing their hands.
- Let the children go freely from one room to another.



<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 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 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*

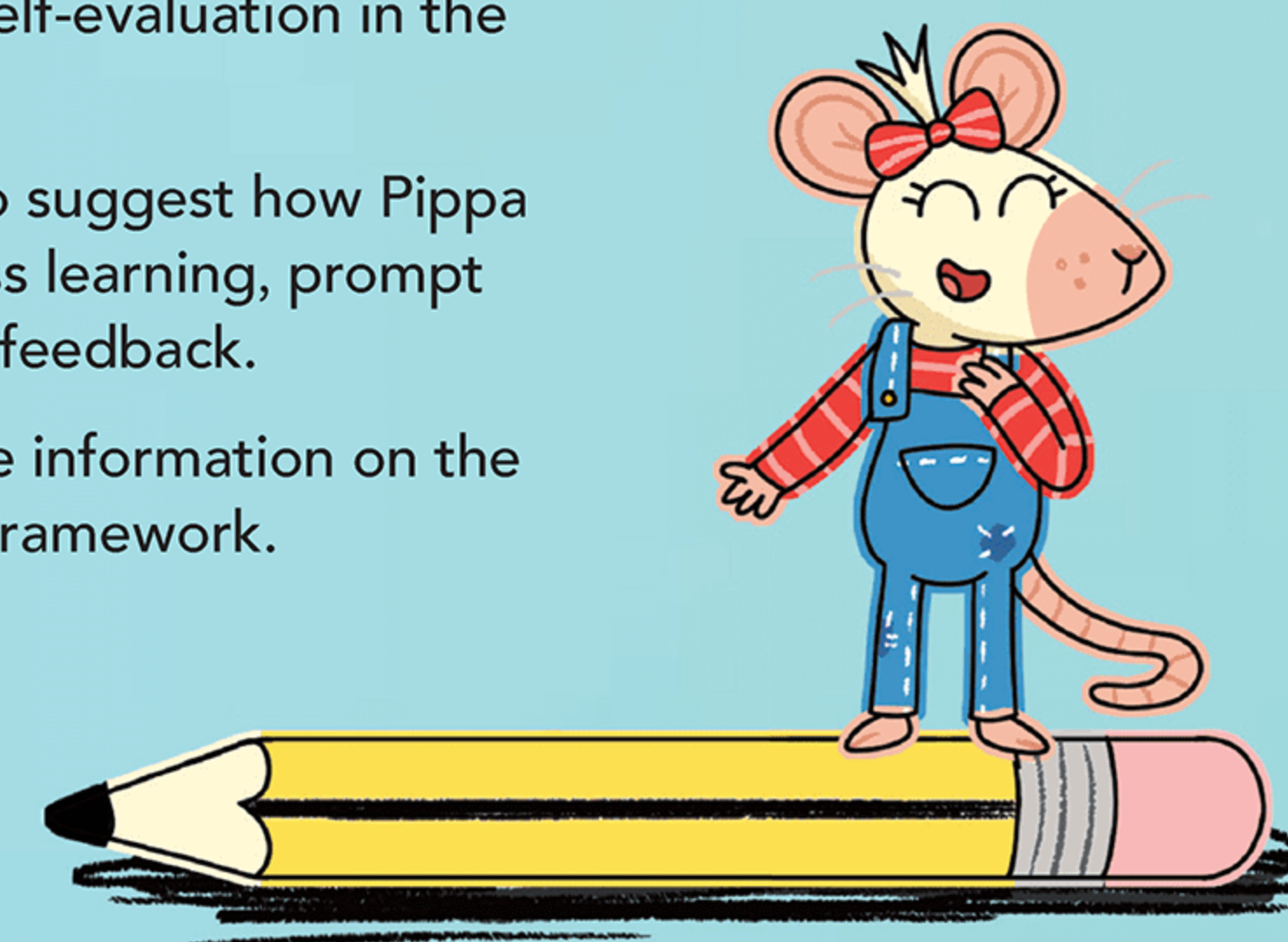
*Pippa and Pop* lays the foundations for self-reflection, so children can apply this skill during their whole school career and eventually become independent learners.

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 routines 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 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)

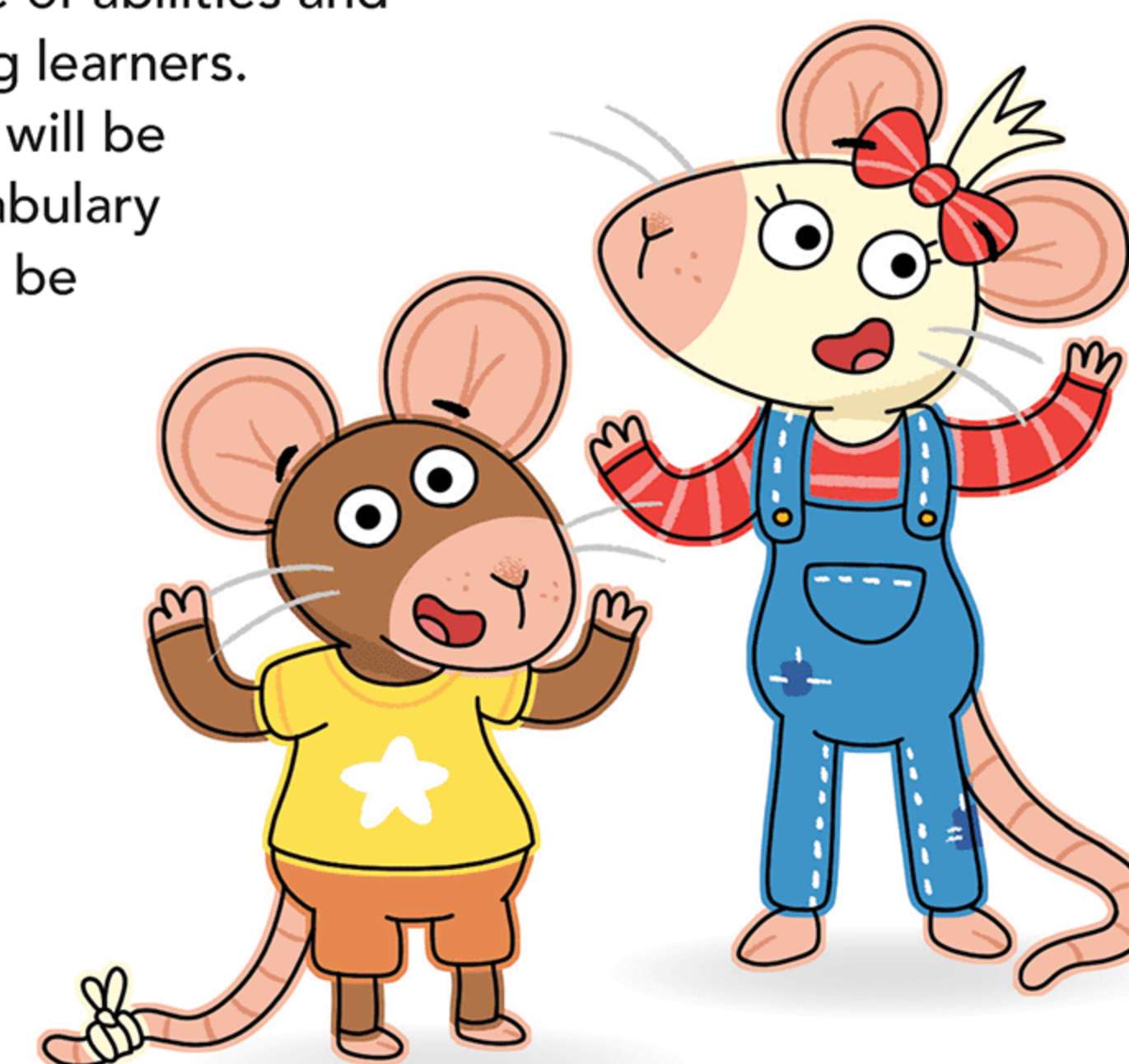
- Good morning!
- See you later!
- Really?
- How are you today?

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.

Coming into Level 2, some children will be confident in the structures and vocabulary covered in Level 1 while others may be less confident. 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.

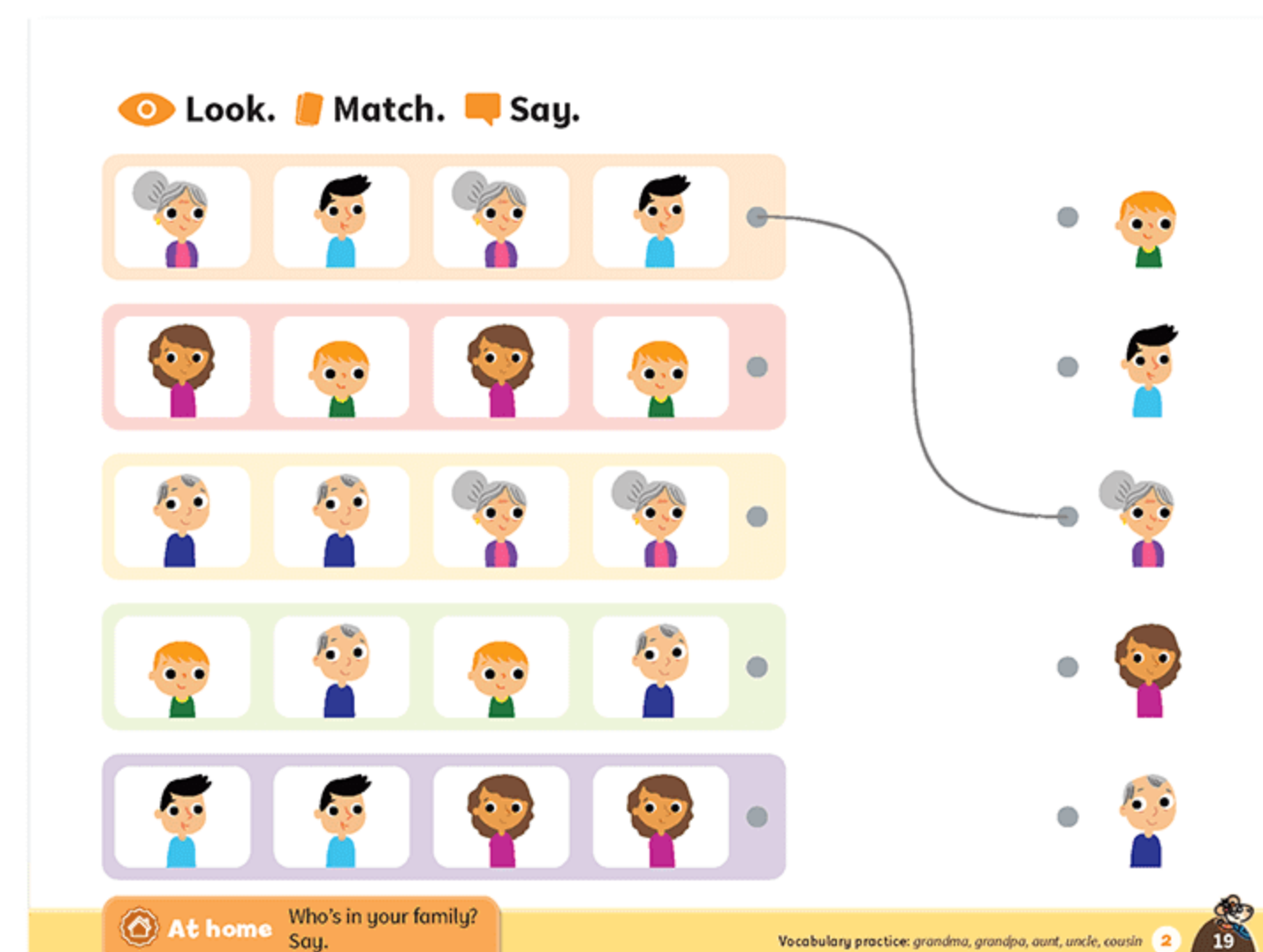
## With the book

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.

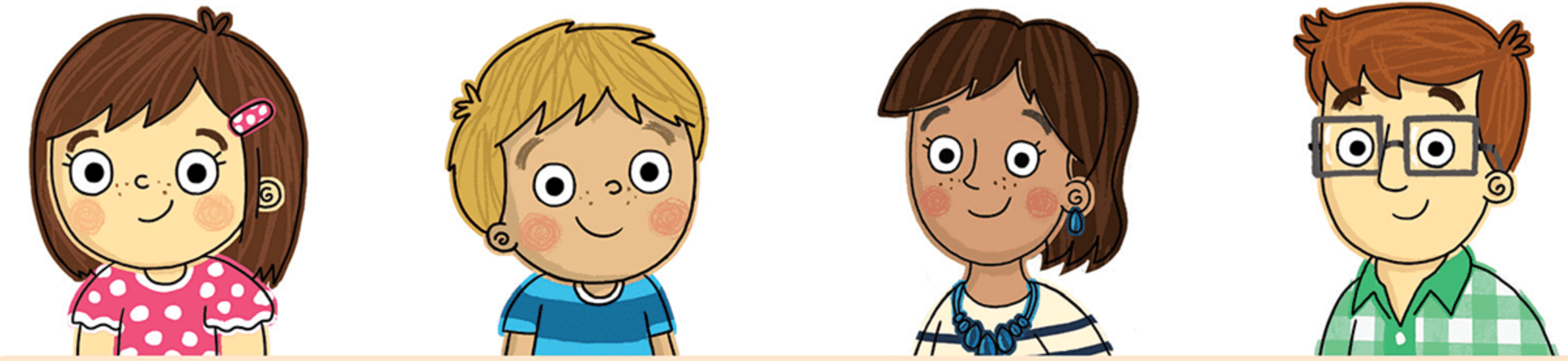


## Workbook

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 90 full-color flashcards are available for this 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

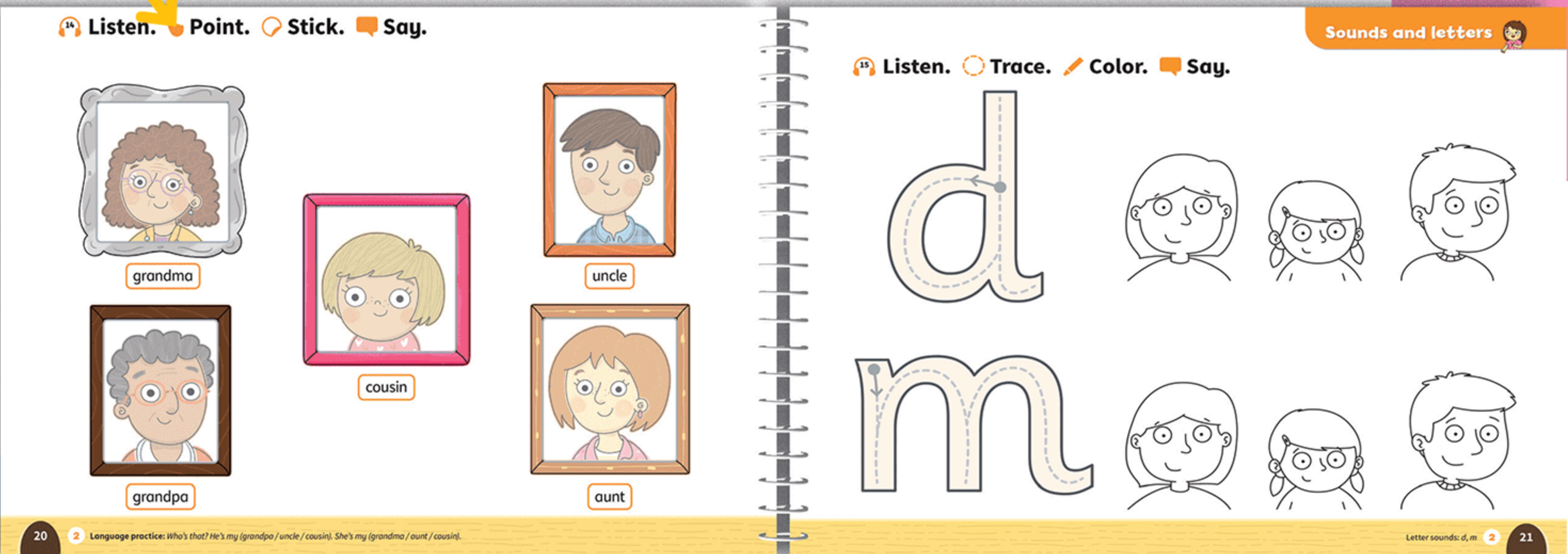
In Lesson 3, children practice vocabulary and grammar with a listening task and a sticker activity. Each child has their own sticker sheet of clear, high-quality images with one set for each unit.

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

New vocabulary is labeled for those who want to start familiarizing children with the written form.

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 color, circle, or match key items.



## 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 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. New vocabulary is labeled for those who want to start familiarizing children with the written form.

## 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 coloring or circling.





# Unit walkthrough (Lessons 9–12)

## Numbers

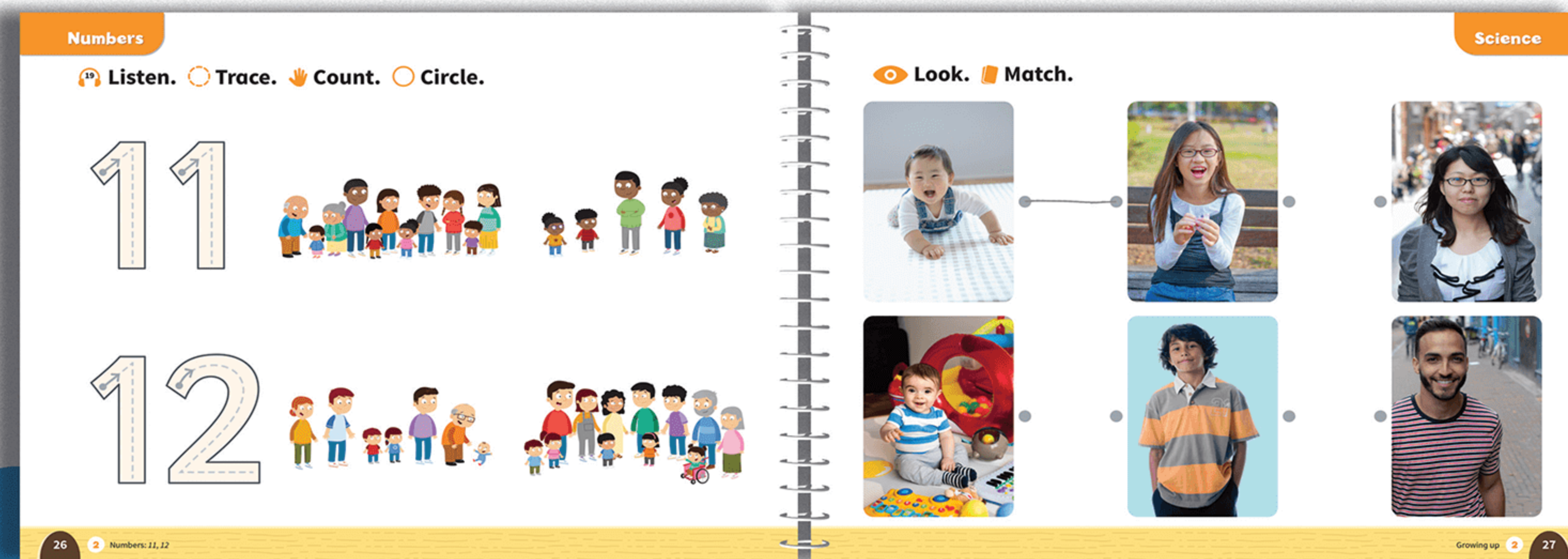
Lesson 9 of each unit focuses on numeracy. English numbers are introduced (gradually, two at a time). There is also work on patterns, which fosters critical thinking skills and develops shape recognition. There is also work on the concept of “one less” and “more or less.”

## 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 2 the subjects are: social studies, science, art, and math. Colorful photos 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.



“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.



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.





# Games bank

## Flashcard games

### What is it?

Show the flashcards to the class and then place them in a pile face down. Make two groups, A and B. A child from group A takes a flashcard, looks at it without showing it to the class, and draws just a part or detail of the original picture on the flashcard on the board. Both groups A and B try to guess the flashcard word. The group that guesses correctly gets a point. If they both guess correctly, they both get points. Continue with a child from group B.



### What's missing?

Lay out the flashcards on the floor or display them on the board. Say each flashcard in turn and have the children repeat it. Then ask the children to close their eyes (or turn around so they are not looking at the floor or board). Remove one of the cards. Ask the children to open their eyes and say the name of the missing flashcard. Repeat the activity, removing a different flashcard each time.

### Be fast!

Display a set of flashcards around the classroom. Make two groups. Name a flashcard. A child from each group runs to touch the corresponding flashcard. The first one to touch it gets a point for his / her group. Continue with more pairs of children until there is a winning group.

### Pairs

Take two sets of flashcards, e.g., members of the family flashcards and body part flashcards. Put the two sets of flashcards face down on the floor in random order.

Make two groups. Groups take turns to turn two flashcards over and see if they belong to the same set, e.g., *aunt* and *uncle*. If they do, and children can name both the flashcards, they keep them. The winning group is the one with the most flashcards.

### Hit it!

Display a set of flashcards on the board. Make two groups, A and B. Give a soft ball to group A. A child from group B names a flashcard for a child in group A to try and hit the corresponding flashcard with the soft ball. Then a child from group A names a flashcard for a child in group B to hit with the ball.

### Categorize

Display two sets of flashcards in random order on the board. Make two groups and assign a category and a color to each group, e.g., family / green, rooms in the house / blue. Groups take turns to draw a circle around the flashcards that correspond to their category, e.g., the “family” group circles the *grandma*, *grandpa*, *aunt*, *uncle*, and *cousin* flashcards green.

## Just act

Make two groups, A and B. Ask three children from group A to the front. Whisper the name of a flashcard to each child, e.g., *run*, *swim*, *walk*. They have to act out their flashcard and their group has to guess the words. Repeat with group B.

## Traditional games

### Freeze dance

If possible, create an open space for this game. Play music and let the children dance freely. When you stop the music, the children have to freeze. Anyone who moves after the music stops is out of the game. You could use this game to ask the children to perform new vocabulary, e.g., *fly*. The children act out flying until the music stops and they freeze. When the music starts again, they have to act out another thing, e.g., *swim*.

### The telephone game

The children form a line or circle. The first player whispers a message or word to the next child in line and the game continues this way until the last child says the final version of the message or word out loud.

## Pronunciation games

### Which doesn't belong?

Display the flashcards of words associated with one sound on the board together with others that have other sounds, e.g., *white*, *windy*, *washing*, *watermelon* flashcards (w) with *young*, *yellow* flashcards (j).

Say the words out loud. The children stand up and clap when the words have the right sound or remain seated when they don't. Repeat and say the words out loud more quickly a few more times.

### Stop and say

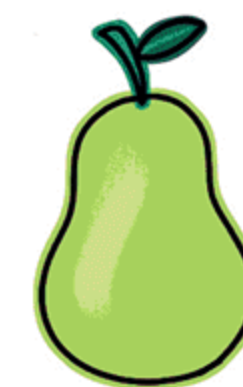
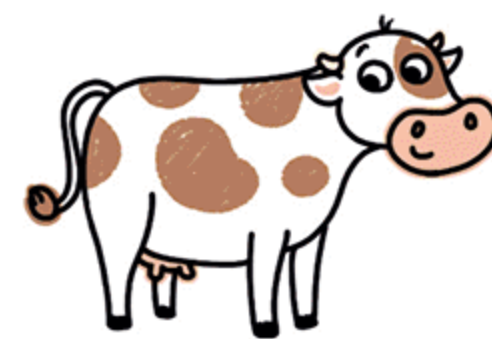
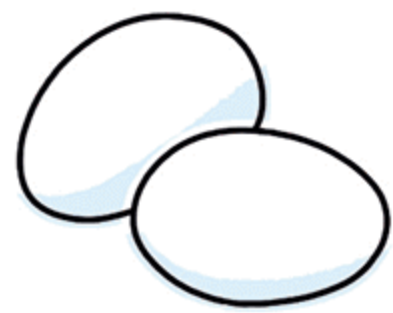
Ask the children to sit in a circle. Take a flashcard that represents a sound, e.g., *grandma* flashcard for g. The children pass the flashcard around the circle while you play music. When you stop the music, the child holding the flashcard has to say the word once and the sound three times, e.g., *grandma g g g*. Repeat with other flashcards.

### Playing the drums

Hand out pencils for the children to use as drum sticks. Otherwise, the children can use their fingers. Pretend you are playing the drums by hitting pencils on your desk and saying words and sounds, e.g., *grandma (drum) g (drum) grandma (drum) g (drum)*. Encourage the children to copy you. Invent new patterns and invite the children to suggest new ones.



# Welcome back!







Welcome back to Pippa and Pop

5



# Welcome back!



## Lesson objective

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

## Vocabulary

Vocabulary from *Pippa and Pop* Level 1

## Materials

Pippa puppet; cardboard box made into a house for the puppet; character flashcards (Unit 1); crayons (red, yellow, blue, brown, green, pink); four flashcards from *Pippa and Pop* Level 1 that represent different vocabulary sets (if you don't have access to the Level 1 flashcards, make pictures) (optional)

To be used throughout the year:

**Icons poster:** Make a poster with the same icons from the Student's Book instructions, i.e., headphones, circle, sticker, tracing circle, crayon, hand for pointing, musical note, etc. Icons should be big enough for the children to see them from where they are sitting.

**Routines icons:** Make three big icons representing routines the children are supposed to follow before leaving the classroom, for example, an icon of a backpack to show they have to take their backpacks with them. Display the icons in a row on the wall.

Use this 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 from some of the ideas for routines below. You can build on these over time as the children become more familiar and comfortable with the English classroom. The 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:

- **Say a welcoming rhyme**, e.g., *Hello! I say! (Wave hands.) Let's have fun today! (Use your fingers to draw a smile on your face.)*
- **Show a box with realia** related to the lesson theme in it. Open the box and invite the children to look inside. Use props, e.g., an orange, for the children to guess what the lesson will be about.
- **Draw weather icons** on the board to show what the weather is like, e.g., a sun, clouds, rain. Invite the children to draw on the board as well.
- **Use props** to give instructions, e.g., point to a chair and say *Sit down, please!* Show a drawing of two eyes and say *Look at me, please.*
- **Say a rhyme for the children to be quiet** to start the lesson. Say *Zip, zip, zip. Be quiet, please* and model "zipping shut" your mouth.

- **Help the children relax** by asking them to rest their heads on the tables and close their eyes while you play soft music. Start a countdown before they can open their eyes.
- **Introduce the unit songs with a rhyme.** Say *Ding-dong, ding-dong, let's sing a song.* Ring a bell as you say the rhyme.
- **Play The hello song** for the children to listen only. 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 any birthdays** and introduce days of the week, months, and seasons, or review these if the children covered them in Level 1. You can 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 the Pippa puppet in the house.
- Explain in Language 1 (L1) that an old friend is in the house and elicit who it may be (*Pippa*).
- Call for Pippa by saying *Pippa, Pippa, my friend. Please come out of your house again!*
- Have the children sing part of The hello song to Pippa: *Hello, good morning. How are you?* Pippa answers *Hello, good morning. I'm fine, thank you.*
- Ask the children if they remember the names of Pippa's friends. Use the character flashcards to elicit their names and attach them to the board for the With the book section.
- Remind the children that Kim's family runs a bookstore and live in an apartment above it. When Kim goes to bed, she dreams about Pippa and Pop coming to life. Pippa and Pop love reading stories, just like Kim. Ask the children if they remember the name of any of the stories from Level 1.



## With the book

### Student's Book pages 4–5

- Ask the children to open their books to pages 4 and 5. Alternatively, use Presentation Plus.
- Ask questions about the picture in L1: *What can you see? What do they sell in the store? How many children are there?*
- Point to one of the character flashcards on the board and say *Look at the picture. Where is (Pippa)?* The children point to Pippa in the living room and in the thought bubble and say *Here she is*. Continue with the rest of the characters.
- Ask the children to find items in the picture that they already know from Level 1, e.g., *cat, shoes, tree, house, milk, water, table, chair, T-shirt*, etc.
- Point to a small picture at the bottom of the pages and say, e.g., *Find the (boat)*. The children find the item in the big picture. They don't need to know the words in English at this stage because they will learn them throughout the year.
- Hand out crayons. Point to one of the character flashcards on the board and ask the children to circle the character a certain color in the book scene. For example, say *Circle Kim red*.
- **With the book Routine:** From now on, use the icons poster (see Materials) to guide the children on what they have to do in each activity in both the Student's Book and the Workbook. Teach icons gradually so that the children become familiar with them. You can always use the poster when giving the children instructions.

### 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 *Who's that? She's (young). She's (grandma)* in Unit 2, *Where's (Kim)? She's in the (kitchen)* in Unit 3, or *How many (boats) can you see?* in Unit 9.

- Also use these pages to play games to review vocabulary. For example, play *I spy ...* or *Find something (blue)*, etc.

### 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. Circle.

- Point to the first group of pictures and say the words: *Boots, hat, leaf, glasses*, either in English or L1. Do not expect the children to say the words.
- Ask the children to find the objects in each group in the picture on Student's Book pages 4–5.
- In L1, ask the children to tell you which item does not belong in the group (*Leaf*), and point out the example circle.
- Continue with the rest of the groups of objects.

#### Look. Match. Say.

- Point to the first picture at the top of the page and say *Match*. Finger-trace the example line and ask *Who's this?* The children say *Kim*.
- Continue with the rest of the characters.

## Finishing the class

### Learning through play - categories

- Put a flashcard to represent four vocabulary sets from Level 1 in each corner of the classroom, e.g., the *eyes* flashcard in one corner. (Possible vocabulary sets: animals, colors, people, clothes, food, etc.)
- Call out another word from a set, e.g., *nose*. The children move to the correct corner of the room.
- Allow the children to take your role.

Use a lesson closing routine to finish the class:

- **The children say goodbye to Pippa:** *Goodbye, Pippa, bye-bye, my friend. See you tomorrow again. Put Pippa inside her house.*
- **Say the Clean up! chant:** *Clean up! Clean up! Put everything away. Hooray! Hooray! We had fun today!*
- **Use the routine icons** on the wall (see Materials). Point to each of them one at a time for the children to follow the routines before leaving the classroom. Follow a fixed sequence every class.
- **Get the children to line up.** Choose a stop line where they line up. You can put masking tape on the floor for the children to know where the start of the line is. Call the children by small groups. For example, hand out color cards first and then call groups by color.
- **The children give you a “high five”** as they go. They have to say a word or phrase in English before they can leave.
- **Play The goodbye song** as the children gather their things.

### Track 2

#### The goodbye song

*(Act out picking up items.)*

Clean up, clean up

Let's go! Let's go!

Clean up, clean up

*(Act out walking slowly.)*

Don't be slow! (x2)

*(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.)*

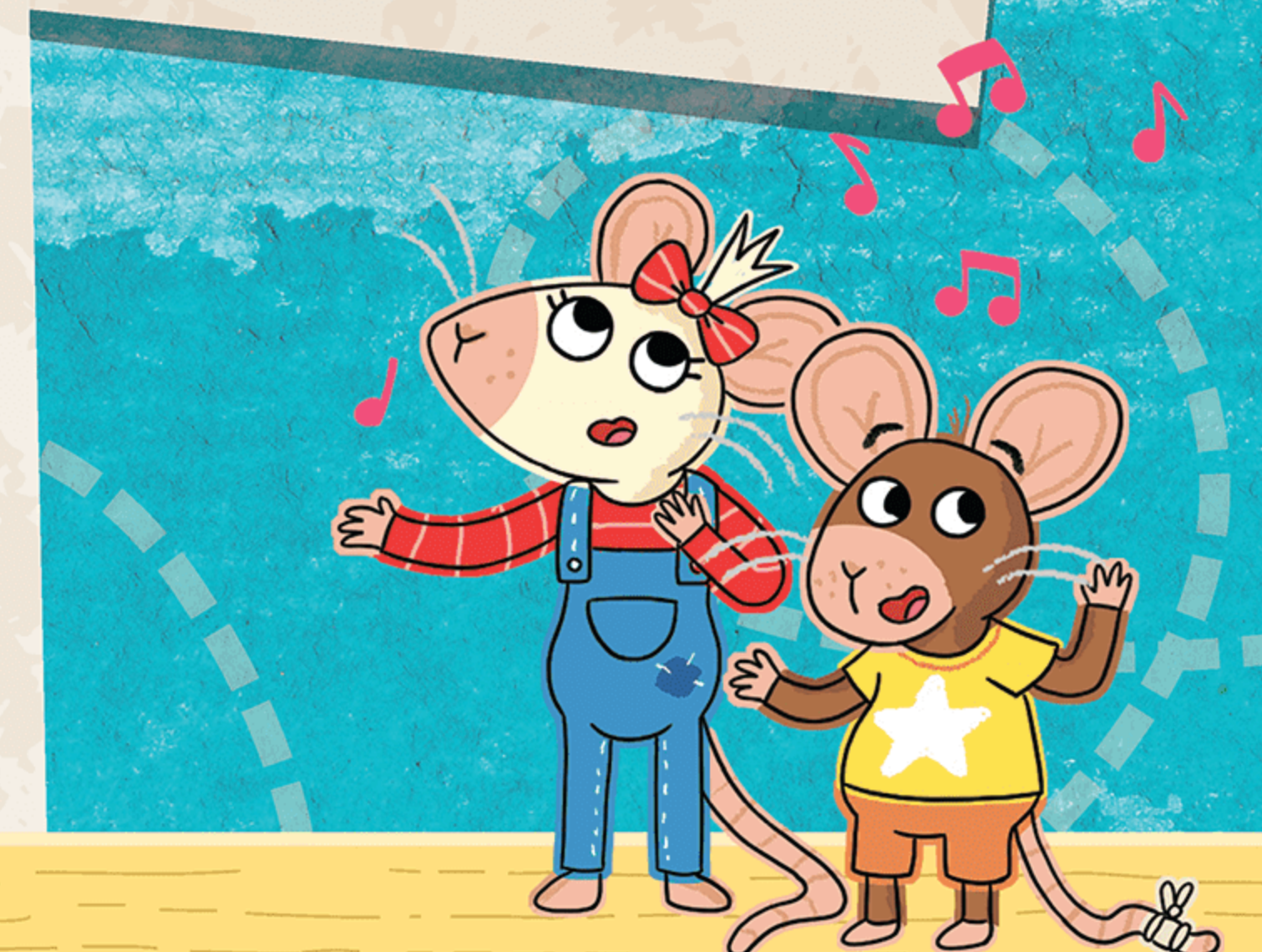
See you soon.



# 1 Hello!



Listen to the song.



6

1

Introduction and language review: Hello. I'm (Kim / Dan / Pop / Pippa). I'm a (girl / boy / mouse). I like (bikes).



# 1

# Hello!

## Lesson 1



### Unit objectives

- Introduce yourself, say what you like, and follow instructions
- Review vocabulary and learn new colors
- Follow a story about celebrating differences
- Review letter sounds *a, e, i, o, u*
- Review numbers 1–10
- Art: mixing colors
- Review learning and progress

### Lesson objective

Review *Pippa and Pop* Level 1 language and listen to a song

### Vocabulary


*ball, bike, book, boy, car, Dan, girl, Kim, mouse, Pippa, Pop*

### Materials

premade unit objective picture cards; puppet; flashcards *Dan, Kim, Pippa,*

*Pop*; color and food flashcards from *Pippa and Pop* Level 1; flashcards *ball, bike, book, car* from *Pippa and Pop* Level 1; Unit 1 introduction video


Note: If you don't have access to Level 1 flashcards, use pictures or draw pictures.


 Use Presentation Plus to watch the video

### Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Welcome the class and play The hello song (Track 1). Encourage the children to join in.

### 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 bike; sounds and letters: things starting with the letter sounds; the story: a chameleon; numeracy: numbers; the cross-curricular topic: a child doing art. Use objective cards for every unit so the children become familiar with this technique. Display the relevant card on the board during each lesson so the children become aware of which skills they need to focus on.
- Say *Pippa, Pippa, my friend. Please come out of your house again!* Have Pippa greet different children.
- Review *Kim, Dan,* and *Pop* by holding up the flashcards and having the children name them.
- Hold up one of the flashcards, but don't show it. Ask *Who is it?* The children guess who it is. The first child to guess correctly comes to the front and continues the activity.
- Hold up the *Dan* and *Kim* flashcards and say *boy* and *girl*. The children repeat. Call volunteers to the front. They point to themselves and say *I'm (Valeria). I'm a (girl).*

- Review *I like* by using the color and food flashcards from *Pippa and Pop* Level 1.
-  Play the Unit 1 introduction video to introduce the unit topic. In this unit, and in subsequent units, you can pause the video and ask the children what they 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.

- Have the children look at the pictures.
- Display the *ball, bike, car,* and *book* flashcards on the board. Play the song. As Kim says *I like cars*, point to the *car* flashcard. Repeat with the rest of the flashcards.

### Track 3

#### The welcome back song

**Kim / Dan / Pippa / Pop:** Hello!

**Pippa:** Let's sing a song!

**Kim:** Hello, I'm Kim. (x2)  
I'm a girl, and I like cars. (x2)

**Dan:** Hello, I'm Dan. (x2)  
I'm a boy, and I like balls. (x2)

**Pippa:** Hello, I'm Pippa. (x2)  
I'm a mouse, and I like bikes. (x2)

**Pop:** Hello, I'm Pop. (x2)  
I'm a mouse, and I like books. (x2)

### After the book

- Give the character flashcards to some children and ask others to stand next to the flashcards that are already on the board. Play the song again.
- When the children hear a character's name, they hold up the flashcards. When they hear an object, they touch the flashcard on the board.

#### Workbook page 6

#### Listen again. Look. Stick. Point.

- Ask the children to name the objects they can see.
- Help the children find the Unit 1 stickers.
- Play the song again while the children find and place the stickers.
- Say words in random order for the children to point to.

### Finishing the class

- Say the *Clean up!* chant for the children to clean up (see Teacher's Book page 17).
- Use the *Goodbye, Pippa!* routine to end the class (see Teacher's Book page 17).



## Lesson 2 Language review



### Lesson objective

Review introducing yourself, talk about what you like and have

### Language

*Hello. I'm (Dan). I'm a (boy). I like (trains). I have a (green) (train).*

### Vocabulary

*book, car, flower, hat, teddy bear, train*

### Materials

character flashcards; crayons (red, blue, yellow, green, pink, brown); flashcards *book, car, flower, hat, teddy bear, train* from Pippa and Pop Level 1; bag; puppet  
Note: If you don't have access to Level 1 flashcards, use pictures or draw pictures.

### Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Ask four children to step outside the classroom with you and give a character flashcard to each of them.
- Go back inside, but leave the door slightly open.
- Say *Dan, Dan, where are you?* The child holding Dan's flashcard comes inside. Say *Hello, Dan!* The child answers back *Hello, (Ms. Wan).*
- Have the children call the rest of the characters and greet them.
- Play The welcome back song (Track 3) and encourage the children to join in.

### Before the book

- Give the children crayons. Review colors and contrast *have* and *like*. Hold up a red crayon and say *I have a red crayon.* Then say *I like red.* Have the children hold up their red crayon and repeat. Continue with different colored crayons.
- For stronger classes, say *green* and have the whole class say together: *I have a green crayon. I like green.* Continue by just giving the one-word color prompt.
- Review the objects (*train, hat, teddy bear, flower, car, and book*) by holding up the flashcards and having the children name them.
- Look at the flashcards as if making a decision. Smile and then pick up a flashcard. Show it to the children and say *I have a (hat). I like (hats).*
- The children take turns coming to the front, choosing the picture they like the best, and saying *I have a (teddy bear). I like (teddy bears).*



### With the book

#### Student's Book page 7

**Listen.** **Point.** **Color.**

- Look at the picture together. Ask *What can you see? Where are Dan and Kim?*
- Play the audio for the children to listen to. Point to Kim's speech bubble. Follow the words with your finger as you hear them.
- Play the audio again. For this and other listening activities, pause after each key item to allow the children time to point.
- Play the audio again. Pause after each character for the children to color the item the correct color.
- Ask *What color is the train?* Continue with the rest of the pictures.

#### Track 4

**Kim:** Hello, I'm Kim.  
I'm a girl. I like cars.  
I have a car, a yellow car.  
And I have a teddy bear, a brown teddy bear.

**Dan:** Hello, I'm Dan.  
I'm a boy. I like trains.  
I have a train, a green train.  
And I have a hat, a blue hat.

**Pop:** Hello, I'm Pop.  
I'm a mouse. I like books.  
I have a book, a red book.

**Pippa:** Hello, I'm Pippa.  
I'm a mouse. I like flowers.  
I have a flower, a pink flower.

### After the book

- Take out the bag and put the *train, hat, teddy bear, flower, car, and book* flashcards inside it.
- Ask the children to stand in a circle. The children take turns to take out a flashcard and say *I have a (green hat).*



#### Workbook page 7

**Listen again.** **Match.** **Say.**

- Use the example to explain how the activity works.
- Play the audio again. The children match the characters to the items they have.
- Say incomplete sentences as you point to the pictures, e.g., *I'm Kim. I like ... I have a ... car.* The children provide the missing words.

### Finishing the class

- Take out Pippa. Make her look nervous and angry because there are too many flashcards on your desk. Pippa says the *Clean up!* chant (see Teacher's Book page 17).
- Open the bag for the children to help you put the flashcards inside.
- Remind the children to practice at home (see Home-school link section on Teacher's Book page 9).
- Use a lesson closing routine to finish the lesson (see Teacher's Book page 17).





**Listen. Point. Color.**



Hello. I'm Kim.  
I'm a girl. I like cars.

Language review: Hello. I'm (Dan / Kim / Pop / Pippa). I'm a (boy / girl / mouse). I like (trains). I have a (green) (train).

1

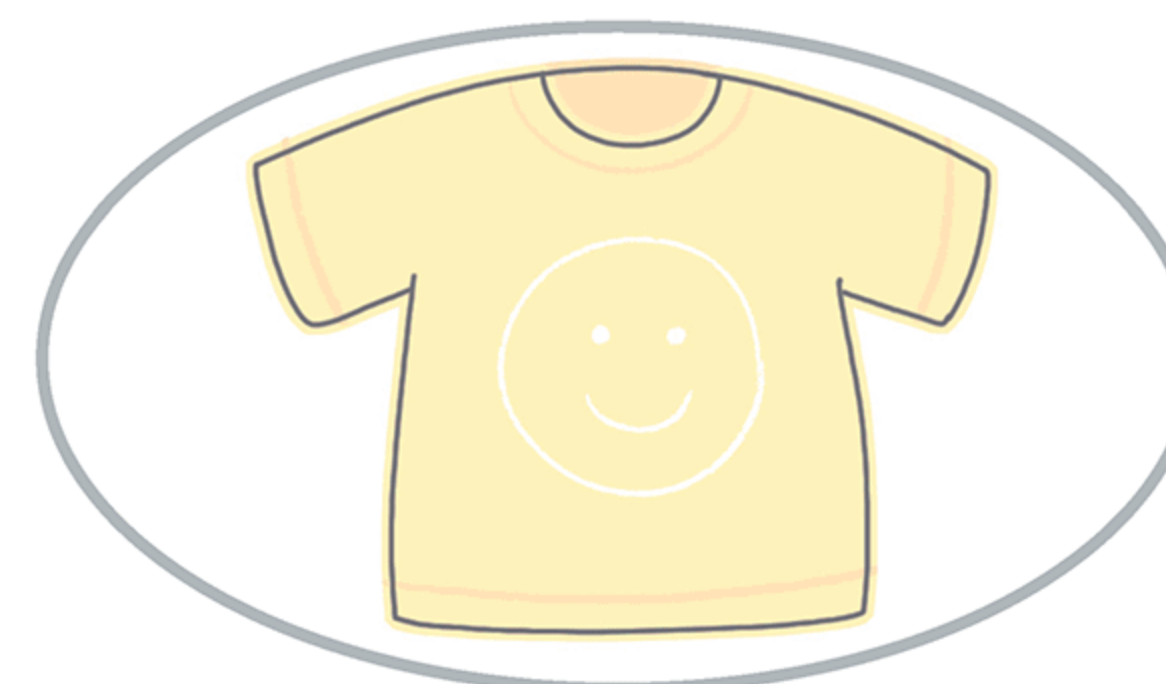
7



 **Listen.**  **Match.**  **Stick.**  **Say.**



Kim



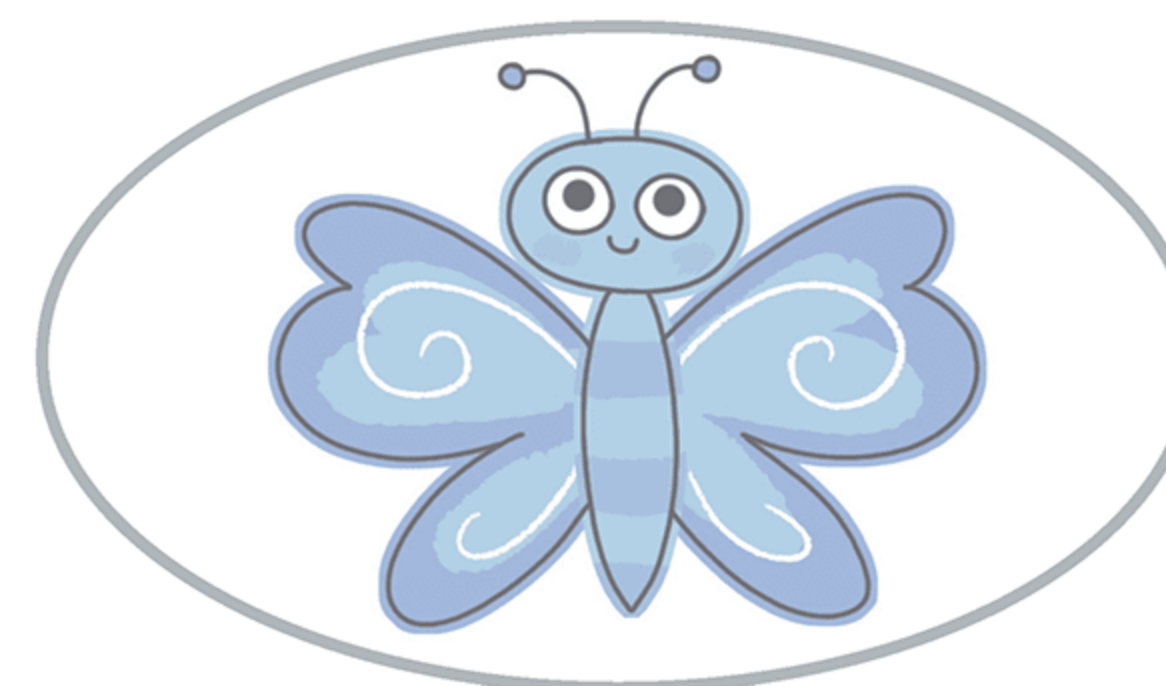
Dan



Matt



Sue





## Lesson 3 Language review

### Lesson objective

Practice introducing yourself, talk about what you like and have

### Language

*Hello. I'm (Matt). I'm a (man). I like (cats).*

### Vocabulary

*butterfly, cat, frog, T-shirt*

### Materials

flashcards *butterflies, cat, frog* from *Pippa and Pop* Level 1; large piece of paper; pictures of frogs, butterflies, and cats on paper squares of around 4 x 4 cm (at least one per child); glue

Note: If you don't have access to Level 1 flashcards, use pictures or draw pictures.



Use Presentation Plus to do the interactive activity

### Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).

### Before the book

- Review the animals the children know from Level 1. Hold up the *frog, cat, and butterflies* flashcards and have the children name them.
- Call some children to the front and whisper the name of an animal. The children pretend they are that animal, e.g., they croak to pretend they are frogs.
- Ask the class to guess the animal and pretend they are that animal.
- Ask the children what their favorite animals are. Encourage them to use *I like* to tell you about them and also tell you if they have a pet by using *I have (a cat)*. You may want to write an example of these two structures on the board for children to see the written form.



### With the book

#### Student's Book page 8

**Listen.** **Match.** **Stick.** **Say.**

- Point to Kim and underline her name. Ask *What's her name? Is she a woman or a girl?* Ask questions about Dan: *What's his name? Is he a man or a boy?*
- Point to Sue and Matt and underline their names. Ask the children to say their names. Ask if they remember who they are (Kim and Dan's mommy and daddy).

- Have the children use their fingers to trace the horizontal lines from the characters to the drawings on the right.
- Play the audio. Pause after each character speaks for the children to match.
- Help the children find the sticker page at the back of their books.
- Play the audio again, pausing for the children to put their stickers in place.
- Point to each character and have the children say sentences as if they are the character, e.g., *Hello, I'm (Sue). I'm a (woman). I like (blue butterflies).*

### Track 5

**Kim:** Hello, I'm Kim. I'm a girl. I like T-shirts. I have a yellow T-shirt.

**Dan:** Hello, I'm Dan. I'm a boy. I like green frogs.

**Matt:** Hello, I'm Matt. I'm a man. I like cats. I have a white cat.

**Sue:** Hello, I'm Sue. I'm a woman. I like blue butterflies.

### After the book

- Point to Kim and move your finger from left to right, following the line to the T-shirt. Say *I'm Kim. I'm a girl. I like ...* The children provide the answer: *T-shirts.* Ask *What color is the T-shirt?* (*Yellow.*)
- Continue with the rest of the characters.



### Workbook page 8

**Look.** **Find.** **Circle.** **Say.**

- Explain to the children that they need to find the picture that is different in each row. Point out the example circle.
- Go through the rows and prompt the children to practice *Hello. I'm (Sue). I'm a (woman)* in the first two rows, and *Hello. I'm (Dan). I like (frogs)* in rows 3 and 4.



### At home

- Ask the children to choose one of their toys and have them talk to people at home. For example, they choose a doll and say *I'm (Valeria). I'm a (girl). I like (hats). I have a (red hat).*

### Finishing the class

- Take out the pictures and place the large piece of paper somewhere visible at the children's eye-level.
- Show pictures of a frog, a butterfly, and a cat. Each child says what they like: *I like (cats)*. Give each child the corresponding picture with glue on the back of it.
- The children stand up and stick the drawings on the large paper.
- As a class, discuss which is the most popular animal in the class.
- Ask the children in L1 *Can you talk about what you like and have now?* Encourage the children to self-evaluate (for suggested techniques, see the Learning to Learn section on Teacher's Book page 7).



# Lesson 4 Sounds and letters



## Lesson objective

Review letter sounds

## Sounds and letters focus

Review letter sounds *a, e, i, o, u* with the words *apple, elephant, insect, orange, umbrella*

## Materials

drawings of an apple, an elephant, an insect, an orange, and an umbrella; puppet

## Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Play The welcome back song (Track 3) for the children to sing with you.
- Ask the children to stand in two rows facing each other and hold hands to make a bridge.
- The first pair of children in the row walk "under" the bridge and stand at the end of the row.
- The rest of the pairs walk under the bridge while they sing with you.

## Before the book

- Write the letters "a," "e," "i," "o," "u" on the board.
- Point to the letter "a" and say the letter sound /æ/, not the name of the letter.
- Continue with the other letter sounds and encourage the children to repeat after you.
- Note: Leave the letters on the board during the lesson.

## With the book

### Student's Book page 9

**Listen.** **Trace.** **Match.** **Say.**

- Play the audio and point to the letters on the board as each sound is mentioned.
- Trace the letter "a" with your finger to show the right tracing direction. Optional: Invite a child to trace the letter with you. Repeat with the rest of the letters.
- Optional: The children trace the letters in their books, following the arrows.

- Show how to match letters with drawings by saying: /æ/, *apple*. Move your finger from the letter "a" to the apple as you hold up the book.
- After the children match the letters and drawings, ask individual children to say the letter sounds and the words.

### Track 6

æ æ æ

apple apple apple

æ apple

e e e

elephant elephant elephant

e elephant

i i i

insect insect insect

i insect

o o o

orange orange orange

o orange

u u u

umbrella umbrella umbrella

u umbrella

## After the book

- Ask the children to stand in a circle so that they can touch another child's back.
- Move your finger slowly around the letter "a" on the board. Show the direction to follow.
- If appropriate for your class, the children do the same on another child's back and say the letter sound.
- Repeat with the other four letter sounds.

## Workbook page 9

**Listen again.** **Look.** **Circle.**

**Say.**

- Play the audio again. The children look at the two options and circle the correct one.
- To check performance, go through each letter sound and ask the children to say the word and point to it.

## Finishing the class

### Learning through play - What's the sound?



- Take out the drawings. Elicit the names of the objects and animals. Say the words clearly and emphasize the beginning letter sounds.
- Hand out the drawings to pairs of children.
- Say *E, e, elephant, elephant*. The pair holding the drawing of the elephant run to the board, touch the corresponding letter, and return.
- Repeat with the rest of the sounds and new pairs of children.

- Take out Pippa. Encourage the children to show Pippa what they know.
- Point to the letters on the board so that the children teach Pippa the sounds.
- Pippa says the sounds as if she was a child and the children the teachers.
- Use the *Goodbye, Pippa!* routine to end the class (see Teacher's Book page 17).