As students embark on their study of English, they will benefit from practical language they can use in familiar classroom situations. In this topic, students will learn to introduce themselves, count and describe classroom objects and colors. They will also learn how to ask for words they need (What is it?). As they acquire new vocabulary, students will be encouraged to look for words they know—both to help them understand and to build their confidence by highlighting the progress they have already made. Students may be surprised to discover how quickly their knowledge of English grows.

Video
Throughout the year, students will follow the Captain and his parrot, Davy, on their adventures aboard their ship, the Compass. In this first episode, the Captain and Davy introduce themselves and set sail.

Vocabulary
Numbers
1–10
People
boy, girl, student, teacher
Colors
blue, green, orange, purple, red, yellow
Classroom Objects
book, chair, desk, pen, pencil
Plurals
Students will learn that more than one noun is normally expressed by the ending –s, as in one boy but two boys.

Grammar
We're students.
Students will learn subject pronouns and the forms of be and use them to identify people and objects: I'm a student. He's a boy. We're a class.
What is it?
Students will learn questions to ask about English words for objects they see. They will ask What is it? for one object and What are they? for more than one object. Students will also learn to ask and answer about an object’s color.

Reading
Identifying Characters
Students will be better able to follow a story if they can successfully identify the different elements, especially the characters. Beginning readers can use illustrations to support their understanding.
Finding Words You Know
Students will encounter unfamiliar words as they read, but they can use vocabulary they have already learned to help them figure out the gist of a text. The pictures can help them confirm their understanding.

Phonics
The synthetic phonics program in this level of Compass begins by giving students two small sets of the highest-frequency spelling-sound correspondences so that they can begin decoding words right away: “a” (as in map), “k” (as in Kat), “m” (as in mat), “p” (as in pat), “t” (as in tap), “d” (as in den), “e” (as in pen), “n” (as in nod) and “o” (as in dot).

Listening
Listening for Words You Know
As new language learners, students will find it difficult to follow a full conversation in English. Listening for familiar words, such as numbers and words for people and objects, will help them understand the gist of what is said and gain confidence in their English skills.

Listening for Questions and Answers
The questions What is it? and What are they? will equip students to learn new vocabulary and to demonstrate their knowledge of English words. They will also practice colors with the question What color…?

Speaking
Saying Hello and Goodbye
At the beginning of the school year, students will naturally want to introduce themselves to their classmates. This lesson provides them with language for friendly greetings and introductions that will be useful for many of their future conversations in English.

Asking Questions
Students will gain confidence conversing in English as they quiz their classmates about classroom objects. They will ask and answer questions to help them identify and describe familiar things.

Writing
Using Capital Letters
Students have introduced themselves to their classmates, and now they will write a more detailed description to share with the class. This lesson helps even beginning writers build sentences about themselves and guides them to capitalize the word I and the first letter of their name.
Objectives
Students will learn English words for people in the classroom.
Students will identify and name common classroom objects.

Teaching Resources
Track 2, Response Cards (true/false)

Lead in to the Lesson (5 min.)
- Say: Welcome to English class! Have students say the word English with you. Introduce yourself: I’m (name). I’m your teacher. Encourage students to repeat the word teacher chorally and individually. Have students say their names: I’m (name). Then say: You’re students. Have students repeat the word students chorally and individually.

1 Listen and read. (5 min.)
- Have students look at the pictures on page 6 and point to each picture as you say the word. Then play Track 2 a few times as students listen and point again.

Point and say. (10 min.)
- Read the word student aloud, pronouncing it clearly and following the letters with a finger. Have students follow the letters with a finger in the same way. Then have students point again as they sound out the word with you. Finally, have students read the word again. Follow the same procedure for the remaining words.

Take the Lesson Further (10 min.)
Get Students Thinking
- Direct students’ attention to the main photo, and practice the new vocabulary: Point to the teacher.
- Challenge students to point out as many examples of students, pencils, desks and chairs as they can.

Take the Lesson Further (10 min.)
- Prompt students to identify people and objects in the classroom: Point to a desk. Give a volunteer a vocabulary word and have him or her point to an example. Continue with other students. You may wish to add other words if students already know the ones in this lesson.

Take the Lesson Further (15 min.)
- Distribute response cards. Show students that the true side is for correct statements and the false side is for incorrect ones. Move around the room, pointing to and naming different people and objects. Have students hold up the cards to show whether you used the correct words. Invite volunteers to take turns pointing to and naming people and objects.

Take the Lesson Further (5 min.)
- Read the topic question with students. Ask: What English words do you know? Have students list the words they have learned so far. Hold up five fingers and say: You already know five English words! Good job!
Vocabulary

1 Listen and point.

1 boy
2 boys

1 Listen and circle.

1 one teacher / teachers
2 three girl / girls
3 one boy / boys
4 four student / students

3 Count your classmates.

8 Lesson 1
**Vocabulary**

**Objectives**
Students will learn to count from one to ten.
Students will use plurals with –s to refer to more than one person or thing.

**Teaching Resources**
Tracks 3 and 4, Vocabulary Worksheet 1, Flashcards Topic 1, Digital Teaching Resources

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**Lead in to the Lesson** (5 min.)
- Write numerals 1–10 on the board in a row out of order.
- Invite volunteers to point to them in order.
- Have students count with their fingers as you point to each numeral. Erase everything and write the numerals on the board in order.

**Present the Vocabulary** (10 min.)
- Point to numbers 1–10 on the board, and tell students they are numbers.
- Use the flashcards to review the words student and teacher. Then point to yourself, and say: I’m a (teacher). Point to students, and say: You’re (students).
- Use the flashcards to present boy and girl. Have all the girls in the class stand up. Repeat for the boys.

1 **Listen and point.** (10 min.)
- Point to each picture and have students count the items and hold up fingers to show how many there are.
- Play Track 3, and have students point to the pictures as they listen. Play the track again, pausing after each number so that students can repeat.

2 **Trace the words.** (5 min.)
- Say the word trace as you demonstrate tracing the word one on the page or the board. Have students complete the rest.
- Play Track 3 again. Have students listen to each number as they look at the word they traced.

**Take the Lesson Further** (10 min.)
- Display or project page 8 and say: Let’s count! Point to each picture and count the items. For example, point to the teddy bear and say: One. Point to each balloon and say: One, two. You may wish to tell students the words for these items.
- Display the poster, and have students count groups of people and things: colored pencils, purple books and so on. To demonstrate, point to people in the poster and say: Three girls. One, two, three.

2 **Listen and circle.** (20 min.)
- Have students look at the photo. Say: Point to the students. Point to the teacher. Point to the girls. Point to the boys. Find a number. What is it? (Six.)

**Present the Skill** (10 min.)
- Have students count back at each set of options in activity 2. Ask: Which letter is different? Have students point to s. Say: One girl, three (girls). One student, four (students).
- Use the example in the entry to help students understand that the ending –s is used to refer to more than one. Say and have students repeat: One boy, Two boys. Then count up to ten, having students fill in the word boys each time.

**Take the Lesson Further** (10 min.)
- Have students count the people in the photo. Say each word (teacher, girl, boy, student), and count as a class: Teacher: One teacher. Girls: One, two, three girls. You may wish to call on individual students to count so you can check that they are using the correct word.

**Take the Lesson Further** (25 min.)
1 Trace the first matching pair as a class. Then have students do the rest in pairs. Use the numbers flashcard to review numbers, first pointing to the numerals in order for students to call out and then doing the same with the words.
2 Distribute colored pencils. Read the words as a class and have students point to the picture they think is correct. Walk around and check, and then have students color. Point out the plural –s on boys, students and teachers.

Answers 1—one, 2—two, 3—three, 4—four, 5—five, 6—six, 7—seven, 8—eight, 9—nine, 10—ten 2 1 right picture 2 left picture 3 right picture 4 right picture

**3 Count your classmates.** (15 min.)

**Manage Your Class**
- You may choose to call on students by name to stand individually or in groups. Then you could count them together as a class or invite volunteers to count them.
- Or have small groups count themselves. Ask each group to say the total number of students in their group. More advanced students could also count the numbers of boys and girls in their group.
- With some classes, you may need to model counting several times before students feel confident to do the same.
Grammar

**Objectives**
Students will learn words to refer to themselves and others.
Students will use subject pronouns and forms of be to describe themselves and others.

**Teaching Resources**
Track 5, Grammar Worksheet 1, eleven index cards or sheets of paper for Sentence Builder (each with one of the following in large print: I’m, You’re, He’s, She’s, We’re, a boy, a girl, a student, boys, girls, students)

**Lead in to the Lesson** (5 min.)
• Have students listen and raise a hand when they hear a word that describes them. Say these words in random order: boy, chair, desk, girl, pencil, student, teacher. Continue playing, faster and faster, until students can’t keep up.

1 **Listen and follow.** (15 min.)
• Help students understand the form of a comic. Have them follow each row of panels from left to right with a finger. Then point out the speech bubbles. Read the words in the first speech bubble, and point to the character who says it.
• Have students preview the pictures in the comic: **Point to the students.**
• Play Track 5, and have students follow the words with a finger.

2 **Circle these words in the comic.** (10 min.)
• Read the word bank as students follow. Write the first sentence on the board, and find the word I in I’m as a class. Tell students to look for one example of each word in the comic.

3 **Present the Grammar** (15 min.)
• Point out that the circled words refer to people. Write each contraction on the board beside its full form: I’m—I am, You’re—You are. Say each one for students to repeat. Point out that I in English is always capitalized.
• Teach students a chant, using these words and motions: I’m a student. (point to yourself)
  You’re a student. (point to your neighbor)
  He’s a student. (point to a boy)
  She’s a student. (point to a girl)
  We’re students! (circle arms wide)
• Say one line at a time for students to repeat. Then say the chant several times as a class.

4 **Take the Lesson Further** (10 min.)
• Have small groups act out the comic for the class. You or a student may play the part of the teacher. Each time, have the whole class join in saying the last line.

5 **Mark ✓ about you and a classmate.** (20 min.)
• Tell students that now they are going to talk about themselves. Place students in pairs. Then read the headings on the chart, and have students point to themselves (me), point to their partner (my classmate) and link arms with their partner (my classmate and me).
• Read the sentences in each column, and explain that students should mark the ones that describe them. Demonstrate the activity with a student before pairs begin working.
• Invite pairs to share their responses with the class. Check that students are using plurals when describing more than one: We’re students.

**Know Your Students**
• Most students will be able to share their responses nonverbally. You may wish to project or display the chart and have students come up and point to the sentences they chose.
• Some students will be able to respond verbally. Encourage them to speak in full sentences.

6 **Take the Lesson Further** (25 min.)
1 Complete the activity as a class, reading the options as students follow. You may wish to have students make the gestures to help them understand who the children are pointing to.
• Help students match each picture on the left with the appropriate speech bubble on the right.

Answers
1 I 2 we 3 you 4 he 5 she 6 I’m a student. 2 We’re students. 3 You’re a teacher. 4 She’s a girl. 5 He’s a boy.

2 **Point and say.** (10 min.)
• Demonstrate the activity using the sample language in the speech bubbles. Have students repeat.
• Read the options in the word bank for students to repeat. Explain that students are going to talk about their classmates. Provide sentence frames: I’m a… You’re a… He’s a… She’s a… We’re…

3 **Point to the classmate.** (10 min.)
• Demonstrate the activity using the sample language in the speech bubbles. Have students repeat.
• Read the options in the word bank for students to repeat. Explain that students are going to talk about their classmates. Provide sentence frames: I’m a… You’re a… He’s a… She’s a… We’re…

4 **Manage Your Class**
• Students may work in their pairs from the previous activity or form new pairs.
• Another option is to have students sit in a circle. One student can point to and describe a classmate. That classmate is the next to have a turn. Make sure all students have a chance to speak.

5 **Integrate Learning Styles**
• Play Sentence Builder (see page XIX) with Topic 1 vocabulary to support students who learn best by reading and writing. Have students point to themselves or others to illustrate the meaning of their sentences.
1 Listen and follow. 

Circle these words in the comic.

he I she we you

2 Mark (✓) about you and a classmate.

<table>
<thead>
<tr>
<th>Me</th>
<th>My Classmate</th>
<th>My Classmate and Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m a girl.</td>
<td>He’s a boy.</td>
<td>We’re students.</td>
</tr>
<tr>
<td>I’m a boy.</td>
<td>She’s a girl.</td>
<td></td>
</tr>
</tbody>
</table>

3 Point and say.

boy girl student teacher

You’re a student. She’s a girl.

We’re students.

I’m a teacher.
You’re a student.
He’s a boy.
She’s a girl.
We’re a class.
“Hello. I’m the Captain. It’s nice to meet you!”

“Hi. I’m Davy. I’m a boy.”

“No, you’re a parrot!”

“Look! It’s our ship.”

“Compass!”

“Six boxes. Check! One, two, three bags. Check! And your mat. Check!”
1 Listen and follow. 

2 Read the story. Mark (✓) the characters.

3 Find in the story. Point and count.

boys     girls     parrots

“Goodbye, boys! Goodbye, girls! Goodbye, parrots!”
“Let’s go!”

Identifying Characters

Characters are people or animals in a story.
**Reading**

**Objectives**
Students will watch a dramatic narration of a story.
Students will listen to a story as they follow the text and illustrations.
Students will learn to identify the characters in a story.

**Teaching Resources**
Track 6, Video Episode 1, Davy puppet, Response Cards (true/false), paper or card and colored pencils to make flashcards (four sheets or cards per group)

**Lead in to the Lesson (10 min.)**
- Engage students' interest by having the Davy puppet introduce himself to the class: *Hello, I'm Davy! I'm a parrot! Squawk!* Encourage students to wave to Davy and say hello.
- Go around the room and have the Davy puppet greet each student. Allow students to gently pat Davy and interact with him. Tell students they are going to watch and then read a story about Davy. As you put the Davy puppet away, have him wave to the class and say: *Goodbye!* Encourage students to respond in the same way. Tell students they will get to spend more time with Davy throughout the year.

**Manage Your Class**
- You may wish to have the Davy puppet exchange greetings with students at the beginning and end of each class. This can help establish a classroom routine and will encourage students to practice greetings in natural conversation.

**Watch the Video (15 min.)**
- Play the video once while students just watch quietly.
- Distribute response cards and play the video again. Pause the video at relevant points, read one of the following statements, and have students hold up a true or false card: *Davy is a boy. Davy is a parrot. The Compass is a ship. There are ten boxes. There are two girls and two boys. There are two parrots.*
- Play the video again, pausing and pointing at items for students to identify: the Captain, Davy, the ship, parrots, boys, girls.
- After students have read the story and done the activities, play the video again for students to watch and enjoy.

**Know Your Students**
- Some students may need help understanding the direction of the text and the order of the panels in the story. Follow the text with a finger to demonstrate, and have students copy you. Count the panels in order and encourage students to do the same.
- Help students who are just learning to read access the text by pointing out words they are already familiar with, such as numbers, *hello, Davy, boys, girls, parrots* and *goodbye*. Write the words on the board and sound them out phonetically for students to repeat. Help students progress to reading full words.

**Take the Lesson Further (20 min.)**
- Read each part of the story aloud as students follow. Encourage students to respond to the story to demonstrate comprehension. Lead students in waving and saying: *Hello, Captain! Hi, Davy! Ask: Is Davy a boy? (No.) Say: He's a parrot.*
- Help students use context to understand unfamiliar words in the story. Point out the name of the ship, and help students relate it to the word *Compass* in the text. Say: *Point to the ship. Point to the mat.* Count the boxes with students. Then count the bags.
- Use gestures to demonstrate word meanings. Point or shade your eyes as you say: *Look!* Mime checking off items on a list and say: *Check!* Gesture as if asking students to come along with you and say: *Let's go!*
- Play Track 6 again or read the complete story a final time as students follow along.

**Present the Skill (10 min.)**
- Write characters on the board, and say it for students to repeat. Explain that characters are people or animals in a story.
- Give some examples of characters from fairy tales and other familiar stories: Little Red Riding Hood, the Big Bad Wolf. Encourage students to name characters from their favorite stories. Point out that characters in stories have names.

**2 Read the story. Mark (✓) the characters. (5 min.)**
- Have students look at the pictures and mark the two characters in the story. Check answers as a class. Ask: *Is there a person from the story? Point to the character. What's his name? (The Captain.) Is there an animal from the story? Point to the character. What's his name? (Davy.)*

**Answers** Students should check the pictures of the Captain and Davy.
3 Find in the story. Point and count. (10 min.)

- Read the words in the word bank with students. Ask: Are there any boys in the story? Where? Have students point. Then count them as a class: One, two. Two boys.

Manage Your Class
- Have students find and count girls and parrots. You may wish to continue as a class, or students could work in pairs.
- Alternatively, one student could count while the other checks in the book. Then students could switch roles. Walk around and monitor students’ counting, correcting as needed.

Answers: two boys, two girls, four parrots (including Davy, who appears five times)

Take the Lesson Further (10 min.)

- Bring out the Davy puppet again to help students reflect on the story. Read the story to Davy as students follow along, and have Davy react to people and events (waving at the Captain, excited to see the ship, checking off the luggage and then exhausted by loading the ship, and thrilled to be going on an adventure). Encourage students to join in with Davy’s responses.

Take the Lesson Further (15 min.)

Integrate Learning Styles
- To support students with a kinesthetic learning style, have small groups act out the story, including motions (such as smiling and holding out a hand to shake for introductions, pointing at the ship, loading boxes and bags, and waving goodbye). Encourage groups to choose at least one motion for each panel of the story.

Take the Lesson Further (10 min.)

- Place students in small groups, and distribute paper or cards and colored pencils. Have students make flashcards for new words in the story, such as parrot, ship, box, bag and mat.
- Write the word on one side of the paper for students, and have them draw a picture of it on the other. Encourage students to use the illustrations in the story as a guide.
- Have groups display the picture side of their flashcards for the rest of the class to guess the words.