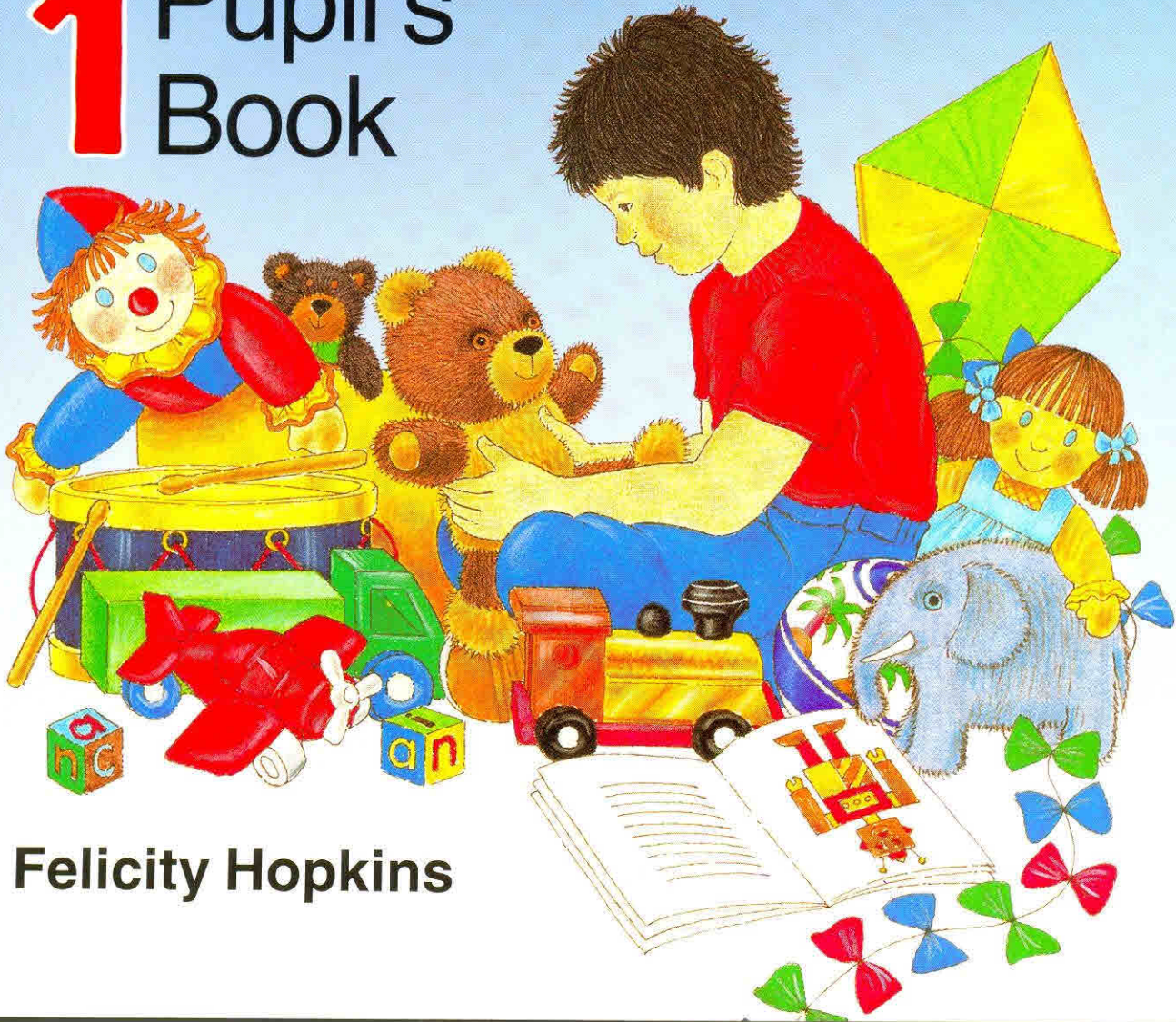


Get Ready!

1 Pupil's
Book



Felicity Hopkins

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Note

Most of the activities in this book are oral. The words printed in black are there to guide the teacher. Only the words or letters printed in a colour are for the pupil to read or recognize.

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Notes for the teacher

Get Ready! aims to give pupils a feel for English and to establish a sound basis for later learning. Pupil's Book 1 can be used alone or in conjunction with the Activity Book, Handwriting Book and Numbers Book. A cassette has recordings of all the dialogues and songs in the Pupil's Book. Where an item has been recorded a cassette symbol (📻) appears in the Pupil's Book.

Oral work

Most of the work based on Pupil's Book 1 is oral. Only the words or letters printed in a colour are for the pupil to read. The words in black are there to guide the teacher.

The pictures are to help the pupil, and the teacher should encourage the pupils to point to the pictures when reciting rhymes or singing songs. The expressions shown in the Language Summary do not all appear in the text of the Pupil's Book, but they should be used orally by the teacher. The Picture Practice pages are designed to practise vocabulary and these expressions. The Teacher's Book provides detailed notes on when to introduce them.

Reading

There is no 'real' reading in *Get Ready! 1* but pupils will learn to recognize the letters of the alphabet and know the sound each one makes. They will also learn some whole words and acquire left-right orientation. These first reading skills are developed in both the Pupil's Book and the Activity Book.

The alphabet

It is suggested that the sounds of the letters should be taught first of all, using the formula 'a' for apple, 'b' for boy, etc. The names of the letters can be taught later, through exercises in the Activity Book.

The approach

The teacher should use choral and individual repetition and question and answer routines. Whenever possible, pupils should take on the role of the teacher and ask the questions. Games, such as the one in Step 14, are particularly suitable for this.

The songs are a very important element of *Get Ready!* and teachers should regularly use songs from earlier in the course. While singing, pupils should point to the pictures or perform the suggested actions. These reinforce meaning as well as make learning more enjoyable. Do not expect pupils to understand every word in the songs.

Accuracy

Do not be too concerned about accuracy. *Get Ready!* progresses slowly and pupils will gradually become aware of small differences and more able to imitate the teacher's model. Never try to explain language rules to very young learners.

Mother tongue

Most of the lesson should be in English but do use the pupils' own language when it would be helpful. You might use it, for example, when explaining a game or the meaning of a song.

Language summary

	Functional areas	Expressions*	Vocabulary*
Steps 1–15	Identification Quantity	<i>Look/Look at I am, it is What is this? Is it a . . . ? Yes/No How many?</i>	Small letters <i>a–s</i> Numbers 1–6 Nouns beginning with <i>a–s</i>
Steps 16–30	Description	<i>What colour is . . . ? What is this word/ letter/number? Point to . . .</i>	Small letters <i>t–z</i> Nouns beginning with <i>t–z</i> Classroom objects Colours <i>big/little</i>
Steps 31–45	Possession	<i>I have, Sue has How old are you?</i>	Toys <i>my</i>
Steps 46–60	Revision of Steps 1–45	Revision of Steps 1–45	Numbers 7–10 Parts of the body Shapes

*At the back of this book there is a complete list of the words used in the text of the Pupil's Book. The Teacher's Book gives full guidance on the language syllabus and its presentation to the pupils.

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