

# Follow us



pre-Junior

Coursebook

Teacher's



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Coursebook

Teacher's





## Teacher's Notes

Welcome to Follow Us,  
a Coursebook specially written for young children.

The aim of this course is to introduce young learners to the English language in an engaging way through active participation. An array of lively songs, games and stories as well as role-play and craftwork activities make the English classroom a truly exciting place to be.

As we all know, young children learn most effectively when working within an organised framework. Therefore, the 30 main lessons follow a regular pattern of steps, the benefits of which are two-fold – they provide pupils with a sense of security and make the Coursebook simple for the teacher to use.

Each lesson is divided into six basic steps:

**STEP 1:**

Review of the words and structures of the previous lesson in an entertaining way.

**STEP 2:**

Presentation of the new words and structures.

**STEP 3:**

Presentation of the main part of the lesson – either a story involving the main characters or an alternative style lesson.

**STEP 4:**

Exercises of an aural, oral or creative nature based on the main part of the lesson.

**STEP 5:**

Corresponding exercises in the Activity Book to consolidate the material in the Coursebook.

**STEP 6:**

This final stage winds down the lesson with a fun activity or activities.

There is also a Review lesson designed to consolidate the words and structures taught throughout the preceding five lessons.

Various Celebration lessons are also to be found at the back of the Coursebook.

**Note:** The photocopiable materials and song can be used from the **Happy Birthday!** lesson whenever it is a pupil's birthday.

### The Characters

In the main part of the book, pupils will follow the adventures of three relatable characters: Finn and his two best friends, Lucy and Alfie. Of course, no children's book is complete without a lovable animal or two. For this reason, the friends are accompanied by Finn's two pets: a cheeky monkey called Peanut and an adorable puppy called Honey.

### Peanut the Puppet

Puppets are an excellent way to encourage and motivate young children who are learning a new language. The best way to use the class puppet is to establish routines. The puppet can greet and say goodbye to the children when they enter or leave the class, and elicit information from them by asking them questions; for example, 'What's your name?' Pupils will feel comfortable replying to the puppet, and even the shyest child will want to interact with it in this way. Therefore, it is recommended that teachers use Peanut the Puppet in their classroom.



## Visual Teaching Aids

### Flashcards

Due to their versatility, flashcards are a handy resource when it comes to teaching energetic young learners. Apart from being an effective way to focus pupils' attention, they enable the teacher to avoid the use of translation and lengthy explanations. Throughout the Coursebook, flashcards are used to present, practise and review vocabulary and structures, either in the form of drill exercises or game playing.

### IWB

The fully animated interactive whiteboard software accompanying **Follow Us** will further spark pupils' enthusiasm as they see their Coursebook come to life.

### Posters

A variety of colourful posters accompany this Coursebook to help familiarise pupils with the main vocabulary.

## Teaching Young Learners

There is no doubt that teaching young learners can be an extremely rewarding experience. This is because young children are active learners and thinkers with a vivid imagination and few inhibitions, making them naturally inquisitive and eager to learn.

The Teacher's Guide offers a comprehensive lesson plan for each lesson, though flexibility is the keyword. The teacher can take his/her time and repeat an activity as many times as he/she feels is necessary. However, since young learners tend to get bored easily and demand constant attention, the teacher should not spend too much time on one activity, especially when it is of a repetitive nature. **Follow Us** has been designed to keep pupils active and maintain their interest.

Young learners respond well to positivity, so it is important to praise them for their achievements. It is equally important to encourage them when they are struggling.

Preparation is another keyword. That is why it is recommended that the teacher keep a basic supplies box in the classroom with scissors, coloured pencils and board markers, glue, sellotape, Blu-tack and string in it.

## How to present the story-based lessons

- ➡ Tell pupils to turn to the correct page of their Coursebooks, explain what the title means and ask them what they can see in the picture(s). Encourage them to use the English words they know.

- ➡ Set the scene for that particular lesson by giving a brief summary.
- ➡ Play the recording and ask pupils to point to the correct items in the picture(s) as they hear them.
- ➡ Make sure pupils understand what is happening in the dialogue.
- ➡ Play the dialogue again line by line, pausing to allow pupils to repeat.
- ➡ In the majority of lessons, parts of the dialogue have been highlighted. It is suggested that you read out some of the highlighted lines in random order and ask pupils to tell you which character said them. If necessary, play the recording again.
- ➡ Once pupils have made their Finn, Lucy and Alfie masks in Lesson 1, it is recommended that pupils use them to act out the dialogue between the three characters wherever possible. The glove puppet could be used for Peanut's character.

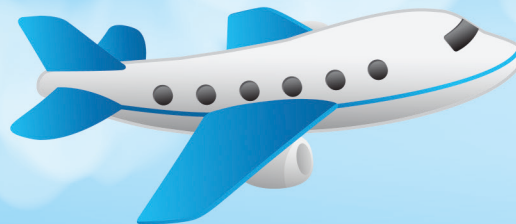
## How to teach the songs

- ➡ Tell pupils to turn to the correct page of their Coursebooks and ask them what they can see in the picture(s). Encourage them to use the English words they know.
- ➡ Tell pupils that they are going to hear a song. Ask them to point to the correct picture or item as they listen.
- ➡ Play the song, pausing after each line to make sure that pupils are pointing to the correct picture or item.
- ➡ Teach the song by telling pupils to repeat the words after you. Then play the song again line by line and encourage pupils to sing along.

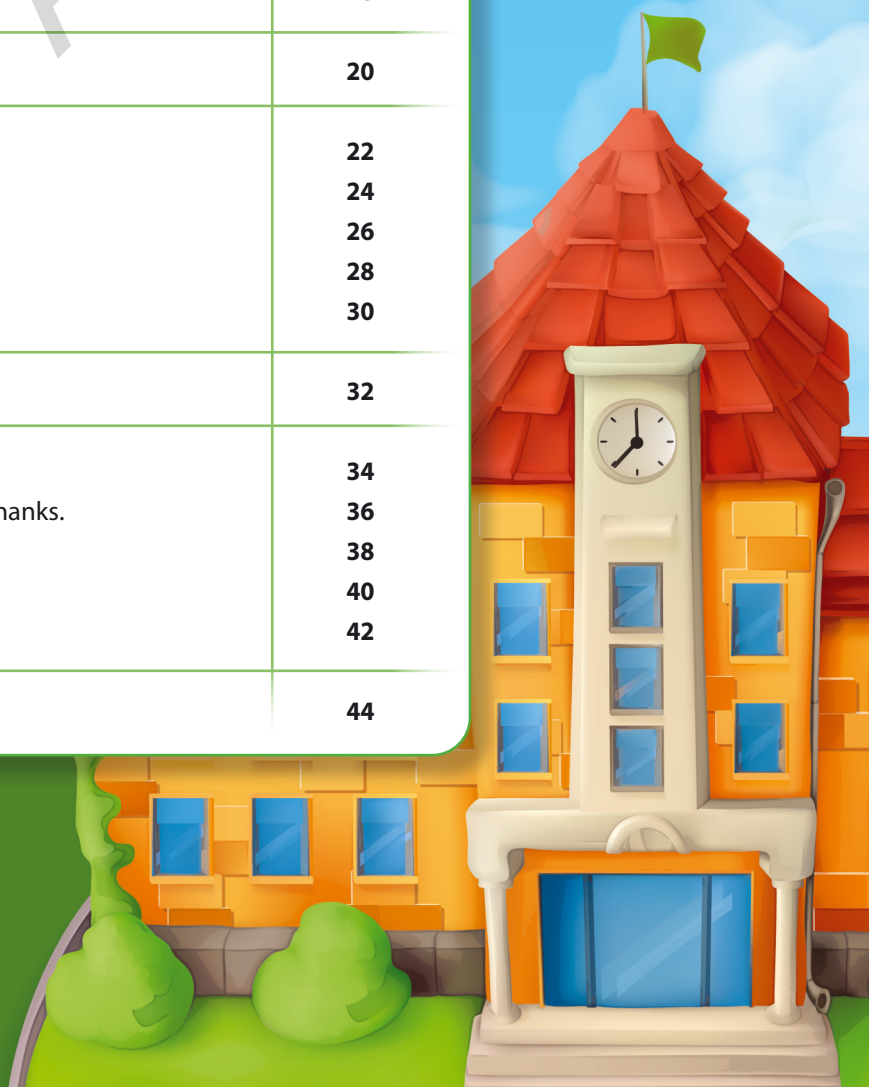




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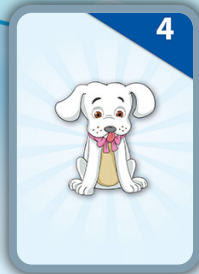


# Follow us

Sing. 









# Welcoming your young learners on their very first day

## Aims

- ➡ **Teacher:** Hello! I'm ...., teacher, and, Goodbye!
- ➡ Create a happy atmosphere and make introductions
- ➡ Introduce pupils to their English course and familiarise them with the characters in their Coursebook.

## Materials & Preparation

- ➡ Flashcards: 1 [Finn], 2 [Lucy], 3 [Alfie], 4 [Honey]
- ➡ Before the lesson, hide Peanut the puppet in a bag. Should you not wish to use the puppet, use flashcard 5 [Peanut] instead.

## Getting started

- ➡ To create a warm friendly environment, play the **Follow Us** song and smile as pupils enter the classroom and you show them to their seat.
- ➡ Once pupils have settled down, explain that you are their English teacher. Ask pupils if they already know any English words. (cinema, stop, tablet, sandwich, computer, etc.)
- ➡ Introduce yourself to your pupils in the following way:

**Teacher:** *Hello!* (Point to yourself) *I'm* (your name) (If needed, explain **hello** or/and **I'm**.)

- ➡ Go round the classroom, shake your pupils' hands and carry out the following drill:

**Teacher:** *Hello! I'm* (your name).

**Pupil 1:** *Hello! I'm* (pupil's name).

- ➡ Now point to yourself again and carry out the following drill:

**Teacher:** *Teacher* (If needed, explain **teacher**.)

**Pupils:** *Teacher*

**Teacher:** *I'm* (your name). *I'm a teacher*.

**Pupils:** *I'm* (your name). *I'm a teacher*.

## Optional Exercise

- ➡ Tell pupils to go around the classroom and introduce themselves to their new classmates in a similar way.

## Meeting the characters

- ➡ Hold up the Coursebook and explain what the title **Follow Us** means.
- ➡ Tell pupils to open their Coursebooks at pages 6 and 7 to the **Follow Us** song. Ask them to tell you what they can see. Explain that the children, the monkey and the puppy in the picture are the main characters.

- ➡ Pin the flashcards of *Finn*, *Lucy*, *Alfie* and *Honey* on the board before pulling Peanut slowly out of the bag.

- ➡ Hold Peanut up to the class and carry out the following drill:

**Teacher:** *Hello, Peanut!* (Say it in a happy way. Invite the pupils to wave hello to the monkey and introduce themselves to it)

**Pupil 1:** *Hello, Peanut! I'm* (pupil's name).

- ➡ Use Peanut to point to the character flashcards one by one, and have pupils repeat what you say, both in chorus and individually:

**Teacher:** *Finn*

**Teacher:** *I'm Finn.*

**Teacher:** *Hello! I'm Finn.*

- ➡ Do the same with the other character flashcards.

- ➡ Explain that Peanut and Honey are Finn's pets and that Lucy and Alfie are his new friends.

- ➡ Play the **Follow Us** song and tell pupils to point to each character as they hear their name.

## Follow Us

### Sing [CD1 track 2]

*Hello, boys! Hello, girls!*

*Come and sing. La, la, la, la, la.* [Explain **and**.]

*Hello, boys! Hello, girls!*

*Come and clap.*

*I'm Finn. I'm Peanut. I'm Lucy. I'm Alfie.*

*Woof! Woof! And this is Honey!*

*Follow us, Follow us, Follow us, us, us, us!*

*Follow us, Follow us, Follow us, us, us, us!*

- ➡ Give the character flashcards to four pupils and ask them to stand up two at a time and introduce themselves to each other. E.g.

**Pupil 1:** *Hello! I'm Lucy.*

**Pupil 2:** *Hello! I'm Alfie.*

Repeat with all the children in the class.

## Green Hill

### Green Hill

- ▶ Tell pupils that Peanut would like to show them where he lives. Ask them to turn to pages 8 and 9 (Aerial View of Green Hill) of their Coursebooks. Explain that the picture shows Green Hill, the small town where all the characters live.

### Listen and point. [CD1 track 3]

- ▶ Play the recording and ask pupils to point to the characters as they hear their names.

**Narrator:** This is Green Hill. Hello, Finn! Hello, Alfie! Hello, Lucy! Hello, Peanut! Hello, Honey!

**Children /**

**Peanut:** *Hello!*

**Honey:** *Woof! Woof!*

### Ending the lesson

- ▶ Play the **Follow Us** song again.
- ▶ Pretend to be leaving, wave to pupils and say:  
**Teacher:** *Goodbye!* [If needed, explain **goodbye**]  
**Pupils:** *Goodbye!*
- ▶ Pin flashcards 1, 2, 3, 4 on the board again, stand at the end holding Peanut and ask pupils to walk past them and you and say:

**Pupils:** *Goodbye, Finn! Goodbye, Lucy! Goodbye, Alfie! Goodbye, Honey! Goodbye, Peanut!* and then *Goodbye, (your name)!* as they leave.

### Your Teaching Tip!

- ▶ During these initial stages, your young pupils may not have the confidence to produce very much in the target language. This is a natural period of adjustment and nothing to be alarmed about.



# Green Hill



Listen and point.











## New friends

1 Listen and say.



4



5



6

## Lesson 1 - New friends

### Aims

- ➡ **Teacher:** What's your name?/ My name's.... Look!, puppy, monkey, bag

### Materials & Preparation

- ➡ Flashcards: New Words: 4 [Honey], 5 [Peanut], 6 [bag]  
Also: 1 [Finn], 2 [Lucy], 3 [Alfie]
- ➡ Character Masks - Photocopiable Material pages 90-92 of this Teacher's Book.
- ➡ Scissors
- ➡ Coloured pencils
- ➡ Elastic or string

### STEP 1: Review

- ➡ To greet pupils, hold Peanut and carry out the following drill as they enter the classroom.

**Teacher:** Hello, (pupil's name)!

**Pupil:** Hello, (your name)! Hello, Peanut!

### Flashcard Game

- ➡ Pupils sit in a circle and pass the flashcard of *Finn* around the circle as you play the **Follow Us** song. When you stop the music, the pupil holding the flashcard looks at the picture and says, 'Hello, Finn! I'm (pupil's name).' Repeat with the other character flashcards until all pupils have had a turn.

### STEP 2: Presentation

#### a) Paper Ball Game

- ➡ Pupils remain sitting in a circle. Make a paper ball by scrunching up some paper. Hold the ball, point to yourself and say:

**Teacher:** Hello! My name's (your name) (If needed, explain **my name's**.)  
What's your name? (If needed, explain **what's your name?**)

Then pass the ball to each pupil in turn and carry out the following drill:

**Teacher:** Hello! My name's (your name). What's your name?

**Pupil 1:** Hello! My name's (pupil's name).

Pupils then pass the paper ball to each other until they have all had a turn.

#### b) Flashcard Game

- ➡ To practise asking questions, place the flashcards of *Alfie*, *Lucy* and *Finn* face down in the middle of the circle. Ask two pupils at a time to choose a flashcard each and role-play the same drill until all pupils have had a turn.

**Pupil 1:** Hello! My name's (Lucy, etc.). What's your name?

**Pupil 2:** Hello, (Lucy)! My name's (Alfie, etc.).

- c) Hold up the flashcards of *Honey* and *Peanut* in turn and have your pupils repeat what you say, both in chorus and individually:

**Teacher:** Puppy (If needed, explain **puppy**.)

**Teacher:** A puppy

**Teacher:** Look! (mime the action) A puppy.

**Teacher:** Monkey (If needed, explain **monkey**.)

**Teacher:** A monkey

**Teacher:** Look! A monkey.

- ➡ Do the same with the *bag* flashcard.

### STEP 3: New friends IWB

#### 1 Listen and say. [CD1 track 4]

**Setting the scene:** Explain that in this lesson, it is the first day of school. Finn and Peanut are outside the school. They are introducing themselves to Alfie and Lucy. Finn's mother has Honey on a lead.

**Finn:** Hello! My name's Finn. What's your name?

**Alfie:** My name's Alfie.

**Lucy:** My name's Lucy. Oh, look! A puppy.

**Alfie:** Look! A monkey and a bag. Ha, ha!

**Peanut:** Hello, I'm Peanut!

**Lucy /**

**Alfie:** Hello, Peanut!

**Optional Question:** Ask pupils whether they would like to take their pets to school, too.

### Make a Mask and Role-play

- ➡ Explain to pupils that they are going to make face masks of Finn, Lucy and Alfie. Pupils colour and cut out the character face masks and attach some elastic or string.



## STEP 4: Exercises IWB

### 2 Listen and circle. [CD1 track 5]

- ➡ Tell pupils to circle the correct picture, according to what they hear.

Pupils will hear:

- 1 Look! A monkey.
- 2 Look! A puppy.
- 3 Look! A bag.

### 3 Listen and stick. [CD1 track 6]

- ➡ Tell pupils to stick the character stickers in the correct spaces, in the order in which they hear them.

Pupils will hear:

- 1 Hello! My name's Alfie.
- 2 My name's Finn. What's your name?
- 3 Hello! I'm Lucy.

## STEP 5: Activity Book IWB

### Look and match.

- ➡ Ask pupils to name the characters.
- ➡ Tell them to draw a line from each character to the correct picture.

## STEP 6: Ending the lesson.

- ➡ Play the **Follow Us** song again and encourage pupils to join in. IWB

### Saying Goodbye!

As each pupil is leaving, stand near the door holding Peanut and say:

**Teacher:** *What's your name?*

**Pupil:** *My name's (pupil's name).*

**Teacher:** *Goodbye, (pupil's name).*

**Pupil:** *Goodbye, (your name)! Goodbye, Peanut!*

## Your Teaching Tips!

### Exercises:

- ➡ Before each exercise, it is always best to ask pupils to look at it and tell you what they can see.
- ➡ It is important not to rush through the exercises. Always go through the rubrics and explain what pupils have to do.
- ➡ You are advised to check pupils' answers once they have completed an exercise.
- ➡ With sticker exercises, it is a good idea to help pupils find the stickers at the back of their books.



**2** Listen and circle.

1

2

3

1

2

3

1

2

3



**3** Listen and stick.

1

2

3





What's this?

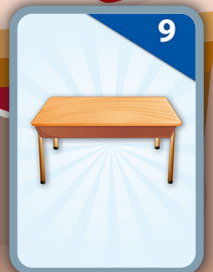
1 Sing.



7



8



9

## Lesson 2 - What's this?

### Aims

**Teach:** What's this? It's a ... yes, no, pencil, book, desk

### Materials & Preparation

- Flashcards: New Words: 7 [pencil], 8 [book], 9 [desk]  
Also: 4 [Honey], 6 [bag]

### STEP 1: Review

- Hold Peanut and carry out the following drill:

**Teacher:** *What's your name?*

**Pupil:** *My name's* (pupil's name).

**Teacher:** *Hello*, (pupil's name)!

**Pupil:** *Hello*, (your name)! *Hello, Peanut!*

### Flashcard Activity

- Pin the flashcards of the *bag* and *Honey* at either end of the board. Then, holding Peanut, stand a short distance away. Point to the *Honey* flashcard, and have your pupils repeat what you say, both in chorus and individually:

**Teacher:** *Look! A puppy.*

- Do the same with the *bag* flashcard.

- Hold Peanut at arm's length, point to him and say:

**Teacher:** *Look! A monkey.*

### STEP 2: Presentation

#### Flashcard Activity

- Using Peanut to help you, hold up the flashcard of the *pencil* and have pupils repeat what you say, both in chorus and individually:

**Teacher:** *Pencil*

**Teacher:** *A pencil*

**Teacher:** *It's a pencil.* (If needed, explain **it's**.)

**Teacher:** (with a puzzled expression) *What's this?*  
(If needed, explain **what's this?**)

**Teacher:** *It's a pencil.*

- Do the same drill with the flashcards for the *book* and the *desk*. Then hold up the *pencil* flashcard again for pupils to repeat.

**Teacher:** *A pencil?*

**Teacher:** (nodding your head) *Yes. A pencil.*  
(If needed, explain **yes**)

**Teacher:** *A book?*

**Teacher:** (shaking your head) *No. A pencil.*  
(If needed, explain **no**)

### Flashcard Game

Tell pupils to stand in a circle. Play the **Follow Us** song and ask pupils to start waving their arms in the air. Tell them that you will say a sentence. If it is true, they should keep waving their arms in the air, say **yes** and repeat the sentence. If not, they should stop waving their arms, and correct the sentence.

**Teacher:** (using Peanut to hold up the flashcard of the pencil) *It's a pencil.*

**Pupils:** *Yes.* (pupils keep waving their arms in the air) *It's a pencil.*

**Teacher:** (holding up the flashcard of the desk). *It's a book.*

**Pupils:** *No.* (pupils stop waving their arms in the air) *It's a desk.*

- Do the same with the *book* flashcard.

### STEP 3: What's this? IWB

#### 1 Sing. [CD1 track 7]

*Hello! I'm a teacher, I'm a teacher. A teacher.*

*Hello! I'm a teacher. I'm Miss Brown. (x2)*

*What's this? It's a pencil. It's a pencil. A pencil.*

*What's this? It's a pencil. It's a pencil.*

*What's this? It's a desk. It's a desk. A desk.*

*What's this? It's a desk. It's a desk.*

*What's this? It's a book. It's a book. A book.*

*What's this? It's a book. It's a book.*

*Hello, I'm a teacher. I'm a teacher. A teacher.*

*Hello, I'm a teacher. I'm Miss Brown. (x2)*



#### STEP 4: Exercises IWB

##### 2 Follow, say and colour.

- ➡ Tell pupils to follow the path from each character by joining the dotted lines. Ask them to name the object and colour the picture any colour they choose.

##### 3 Look and stick.

- ➡ Tell pupils to find the correct sticker at the back of their books to complete the sequence each time.

#### STEP 5: Activity Book IWB

##### Follow, circle and say.

- ➡ Tell pupils to circle the items they pass as they go through the maze.
- ➡ Ask them to name the items they pass. (eg. *It's a bag.*)

#### STEP 6: Ending the lesson.

- ➡ Play the song from the Lesson again. IWB

##### Flashcard Activity

- ➡ Using Peanut to help you, hold the *bag*, *desk*, *pencil* and *book* flashcards facing towards you so pupils cannot see them. Have pupils line up at your desk. Each student chooses a flashcard and tries to guess what it is.

**Teacher:** *What's this?*

**Pupil:** *It's a desk.*

**Teacher:** *Yes. It's a desk. OR No. It's a bag, etc.*

##### Saying Goodbye!

- ➡ As each pupil is leaving, stand near the door holding Peanut and say:

**Teacher:** *Goodbye, (pupil's name)!*

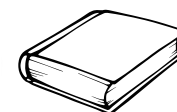
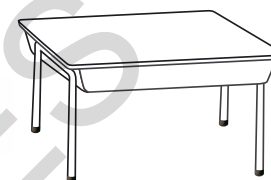
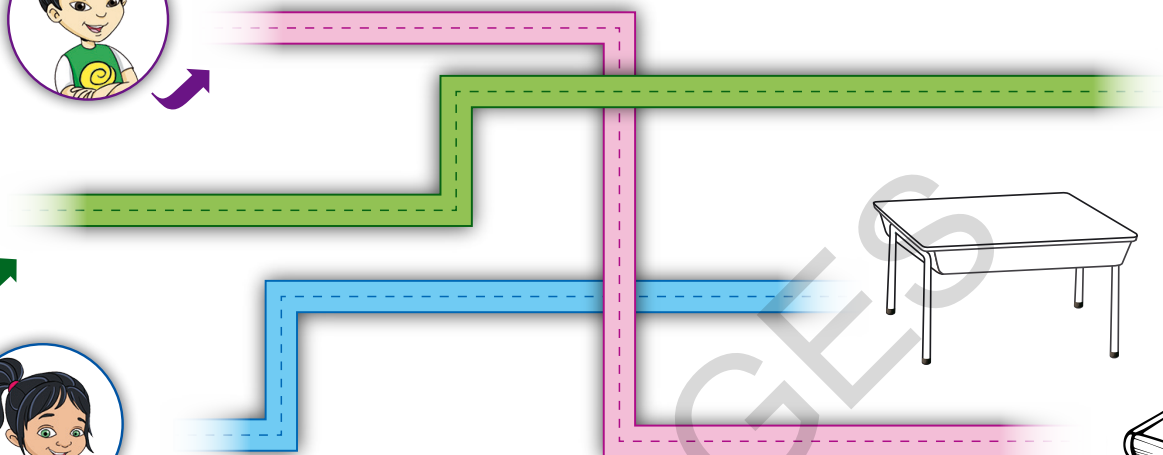
**Pupil:** *Goodbye, (your name)! Goodbye, Peanut!*

#### Your Teaching Tip!

- ➡ It is a good idea not to ask less confident pupils to provide answers first as this will put them on the spot and lower their self-confidence.



2 Follow, say and colour.

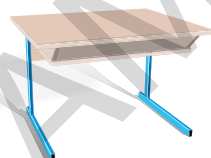


3 Look and stick.

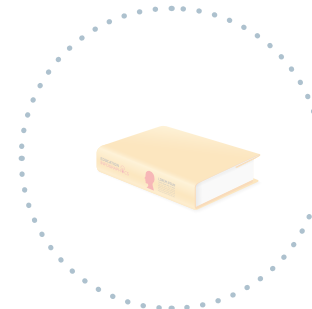
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