

SPONGE



1



SPONGE 1

TEACHER'S GUIDE



Organizado por SDA Books

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SPONGE

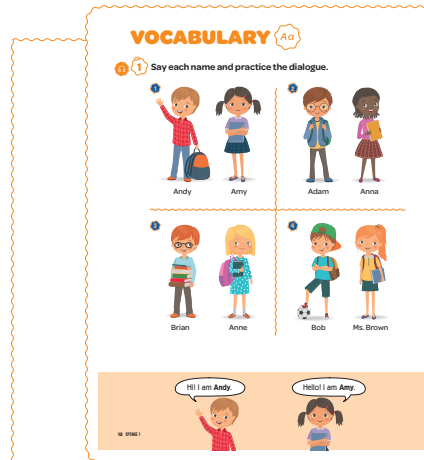
- ★ Sponge is an eight-level course designed for the primary beginners.
- ★ It consists of the basic contents in six language skill areas including vocabulary, listening, speaking, reading, writing, and phonics.
- ★ Each book consists of six essential and basic topics for daily communication.

SONG / CHANT



- 1 Introducing each unit through songs and chants
- 2 Enjoyable language learning through songs and chants

VOCABULARY



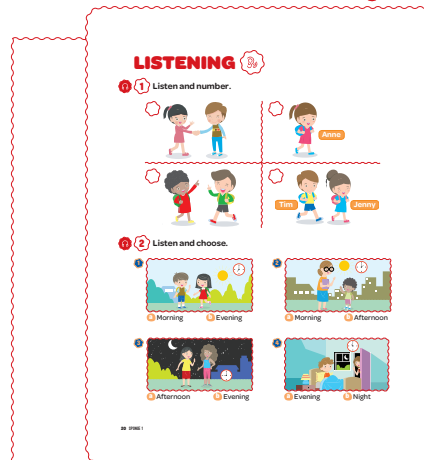
- 1 Learning basic words
- 2 Learning practical key sentence patterns

SPEAKING



- 1 Learning dialogues related to the topics
- 2 Practicing useful daily questions and answers
- 3 Interactive and communicative language learning through games

LISTENING



- 1 Listening and understanding the various dialogues related to the topics
- 2 Developing listening skills through various types of listening activities

READING



READING A

1 Talk about the pictures.
2 Read the story aloud.

WHAT'S YOUR NAME?

1 Hello, I'm Abby.
Hi. What's your name?

2 Hello, I'm Sam.
Hi. What's your name?

3 Hello, I'm Jenny.
Hi. What's your name?

4 Hello, everyone. I'm Mr. Clark.
Hi. What's your name?

- 1 Reading and understanding stories related to the topics
- 2 Balanced language skills development integrated with speaking activities

WRITING



WRITING

1 Read and write.

crayon board desk book

1 What's this?
It's a _____

2 What's this?
It's a _____

3 What's that?
It's a _____

4 What's that?
It's a _____

- 1 Writing activities related to the topics
- 2 Learning opportunities to write basic words

PHONICS



PHONICS

1 Look, listen, and repeat.

Aa ant apple arrow alligator

Bb bag bed bug bat

2 Listen and circle.

1 ant bag apple bed

2 arrow bug alligator bat

- 1 Acquiring reading skills of consonants and vowels
- 2 Pronunciation practice through reading and listening

CULTURE



CULTURE

The World School in Different Languages

Spanish Escuela	German Schule
French Ecole	Italian Scuola
Greek Σχολείο	Chinese 學校
Arabic المدرسة	Hebrew בית ספר

- Understanding interesting and various cultures around the world

Unit Test

Class: _____
Name: _____

Listening

1-2 Listen and choose the best picture.

1.

2.

3-4 Listen and choose the best picture.

3. Which animal can slither?

4. Which animal does Sam like?

Final Test

Class: _____
Name: _____

Listening

1-3 Listen and choose the best picture.

1.

2.

3.

4-6 Listen and choose the best picture.

4. Which sport does Sujin like to play?

Unit Test

Evaluating students' own learning after studying each unit

Final Test

Evaluating students' own learning after studying each book

LEARNING MAP

UNIT ★	TITLE ★	VOCABULARY Aa	SPEAKING 🗣️	
1	WHAT'S YOUR NAME?	Names Greetings	Asking and answering about names A: What's your name? B: My name is Andy.	Listen about
2	WHAT'S THIS?	School	Asking and answering about things for classroom objects A: What's this? B: It's a desk.	1. Listen about 2. Listen about class
3	WHO'S HE?	Family Appearances	Asking and answering about family members and appearances A: Who's he? B: He's my father.	Listen about
4	HOW OLD ARE YOU?	Numbers Toys	Asking and answering about ages A: How old are you? B: I'm six years old.	Listen about dialog
5	WASH YOUR FACE	Body parts	Giving commands A: Wash your face. B: Okay.	1. Listen about 2. Listen about
6	WHAT COLOR IS IT?	Colors	Asking and answering about colors A: What color is it? B: It's blue.	Listen about

LISTENING



Listening and understanding dialogues about names and greetings

1. Listening and understanding dialogues about classroom objects
2. Listening and understanding classroom commands

Listening and understanding dialogues about family and appearances

Listening and understanding the dialogues about ages and toys

1. Listening and understanding dialogues about body parts
2. Listening and understanding dialogues about action verbs

Listening and understanding dialogues about colors

READING



1. Reading and understanding the story *What's Your Name?*
2. Reading and understanding the story *Good Morning, Bob!*

1. Reading and understanding the story *My Desk*
2. Reading and understanding the story *Come to the Board*

1. Reading and understanding the story *My Family*
2. Reading and understanding the story *Leo and Lena*

1. Reading and understanding the story *I'm Six Years Old*
2. Reading and understanding the story *Happy Birthday!*

1. Reading and understanding the story *My Body*
2. Reading and understanding the story *Sam's Day!*

1. Reading and understanding the story *My Story Book*
2. Reading and understanding the story *The Big Green Table*

WRITING



Writing words and names

Writing words about classroom objects

Writing words about family

Writing words about ages and toys

Writing words about body parts and actions

Writing words about colors

PHONICS



Aa
Bb

Cc
Dd

Ee
Ff

Gg
Hh

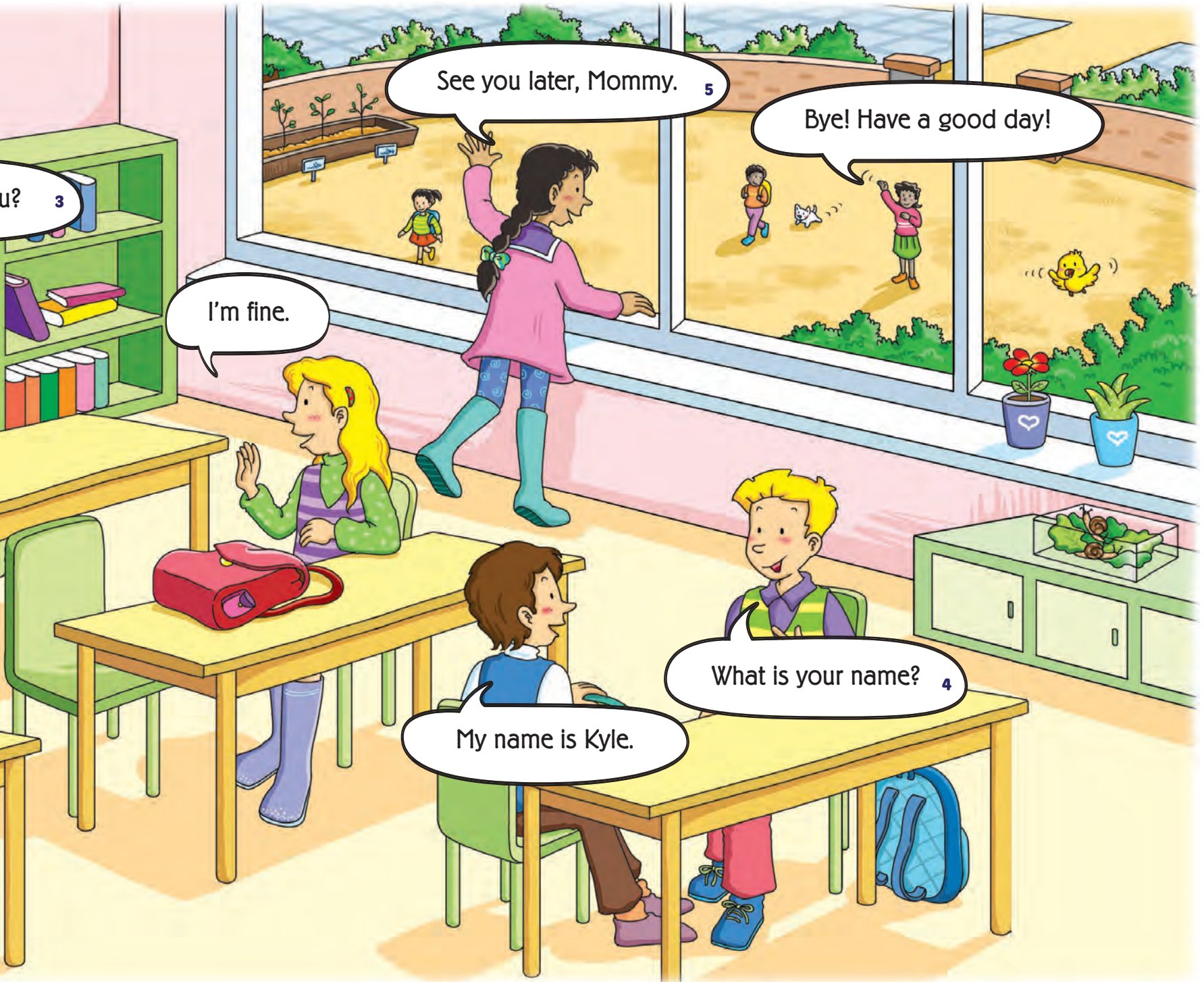
Ii
Jj

Kk
Ll

GREETINGS

 Listen and role-play the dialogue.





u? 3

See you later, Mommy. 5

Bye! Have a good day! 6

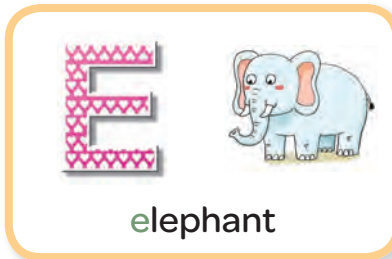
I'm fine. 7

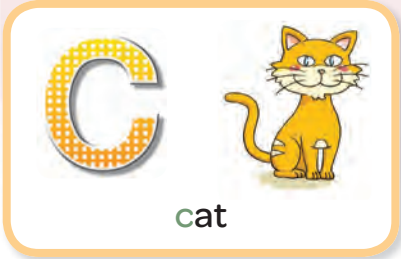
What is your name? 4

My name is Kyle. 8

ALPHABET

Look and say.





cat



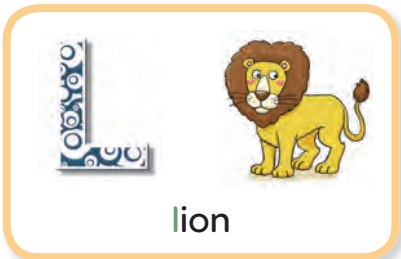
dog



gorilla



horse



lion



monkey



newt



rabbit



skunk



tiger



ox



yak



zebra

STUDY GOALS

- Introduce this lesson's study goals briefly.
- Have the students point to each skill area while it's being introduced.
- Tell the specific vocabulary words or key sentences below.
- Encourage the students about what they will learn in this lesson.

unit ★

WHAT'S YOUR NAME?

1

STUDY GOALS

VOCABULARY Aa

- ★ Names
- ★ Greetings

SPEAKING 1)

- ★ Identifying names
I am Andy.
- ★ Asking and answering about names
What's your name?

LISTENING 2)

- ★ Listening and understanding dialogues about greetings
- ★ Listening and understanding dialogues about names

READING 3)

- ★ Reading and understanding the story *What's Your Name?*
- ★ Reading and understanding the story *Good Morning, Bob!*

WRITING 4)

- ★ Writing words and names

PHONICS 5)

- ★ Aa, Bb



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Access the website english.cpb.com.br or scan the QR Code below to access the Guide of Methodological Approach of the collection and the teacher's resources for this unit.



SONG

ALPHABET SONG

A-B-C-D-E-F-G,

H-I-J-K-L-M-N-O-P,

Q-R-S-T-U-V, W-X-Y and Z.

Now I know my ABC's,

Won't you sing along with me?

© Lorenz Medina / Adobe Stock



Scan the QR Code to download the flash cards.

STEP 1

- Point to the pictures. Have the students talk about each picture.
- Suggested dialogue:
Teacher: What do you see in the picture?
Students: I see the letters a, b, c, d...
- Play the audio track *Alphabet Song*. Have the students listen to the song.

STEP 2

- Show the flash cards and have the students repeat each letter.
- Have the students point to each letter of the alphabet.
Point to each letter as you sing along.
- Play the recording and show each flash card.
- Have the students sing along.

STEP 3

- Form groups of four students.
- Have each group come to the front and sing along with the flash cards.
Teacher: Which group wants to sing first?
Students: We do!
Teacher: You did a good job! (After singing)

STEP 1

- With books closed, say each word.

Teacher: Please listen. Andy, Amy, Adam, Anna. These are names. Repeat with me.

Students: Names.

Teacher: Names. Right! This time you will learn how to introduce yourselves and say your name.

- Have the students look at the pictures.

Look at the pictures. The first picture is a boy, and the second one is a girl.

- Have the students repeat each name and point to each picture while they repeat after you.

Listen and repeat. Point to each picture.

- Point to the key sentences and have the students look at them.

- Have the students repeat the key sentences after you.

Teacher: Listen and repeat the sentences. Hi, I'm Andy.

Students: Hi, I'm Andy.

Teacher: Hello, I'm Amy.

Students: Hello, I'm Amy.

- Have the students practice the key sentences by substituting each name.

Teacher: Let's practice the dialogue with numbers 2, 3, and 4.

Teacher: Hi, I'm Adam.

Students: Hi, I'm Adam.

Teacher: Hello, I'm Anna.

Students: Hello, I'm Anna...

- Practice the dialogue with the whole class.

Teacher: I'll say the first sentence. Then you say the second sentence.

Teacher: Hi, I'm Andy.

Students: Hello, I'm Amy.

- Practice the dialogue using your own name and the students' names. Invite one of the students to help you.

Teacher: Hello, I'm _____ (pointing to your chest). Now, you answer with your name (pointing to the students).

Student 1: Hi, I'm _____.

VOCABULARY Aa

1 Say each name and practice the dialogue.



Andy



Amy



Adam



Anna



Brian



Anne



Bob



Ms. Brown

Hi! I am Andy.



Hello! I am Amy.



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- Pair up the students and have each pair practice the dialogue.
- Walk around the class and check each pair. Watch them practice the dialogue and help them if necessary.
- After observing each pair, give them compliments.

Great! You're doing a great job!



2

Say each sentence and practice the dialogue.

1



I am fine.

2



I'm okay.

3



Pretty good!

4



Great!

5



Not bad.

6



Not well.

How are you?



I am fine.



UNIT 1 15



Flash cards

STEP 2

- With books closed, say each word. Show the flash cards at the same time. Listen: I'm fine. I'm okay. Pretty good. Great! What are these? This time we will learn how to greet people.
- Use gestures and facial expressions to help the class understand what a greeting is. How are you, class? Are you okay? I'm okay (sign thumbs-up with your hand).
- Have the students look at the pictures. Look at the pictures.
- Have the students repeat each expression and point to each picture while repeating after you. Listen and repeat. Point to each picture.
- Have the students repeat the key sentences after you. Teacher: Listen and repeat the sentences. Teacher: How are you? Students: How are you? Teacher: I am fine. Students: I am fine.
- Have the students say the key sentences substituting each greeting. Teacher: Let's practice the dialogue with numbers 2, 3, and 4. Teacher: How are you? Students: How are you? Teacher: I'm okay. Students: I'm okay.
- Practice the dialogue with the whole class. Teacher: I'll say the first sentence. Then you say the second sentence. Teacher: How are you? Students: I am fine. Teacher: How are you? Students: I'm okay...
- Invite one of the students and practice the dialogue with him/her. Teacher: Hi, I'm Ana. How are you, Rebeca? Student: I'm great!
- Pair up the students and have each pair practice the dialogue. Teacher: Students 1, say the first sentence. Students 2, say the second sentence. Student 1: How are you? Student 2: I am fine. Student 1: How are you? Student 2: I'm okay...
- Have the students change roles. Teacher: Students 2, say the first sentence. Students 1, say the second sentence.