المركز الوطني لتطوير المناهج
National Center for Curriculum Development

THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION

# Jordan TEAM Together Grade 2

Semester 1



## Teacher's Book with Digital Resources


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متعة التعليم الهادف

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# Jordan TEAM Together Grade 2

Semester 1



## Teacher's Book with Digital Resources

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Catherine Zgouras
with Magdalena Custodio and Victoria Bewick

YORK PRESS

# Scope and sequence

| Unit | Unit objectives | Vocabulary | Grammar | Listening | Speaking |
|---|---|---|---|---|---|
| **Welcome Hello!** Page 4 | Introducing the characters; using polite interactions; counting and recognising numbers to 10; identifying colours | **Numbers** one-ten<br>**Colours:** black, blue, brown, green, orange, pink, purple, red, white, yellow | What's your name?<br>My name's …, I'm …<br>How old are you?<br>I'm …<br>How many …?<br>What colour is it? | Recognising familiar words and basic phrases; understanding the main information when people introduce themselves; recognising cardinal numbers up to ten; recognising a few familiar everyday nouns and adjectives; recognising familiar words and phrases in short, simple songs or chants | Introducing themselves; acting out parts of a picture story; reciting a short, simple rhyme or chant; saying how many things there are, up to ten |
| **Look at my toys!** Page 8 | | **Inside toys:** action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo<br>**Outside toys:** ball, bike, kite, scooter, slide, swing<br>**Phonics:** bike, five, cake, plane | What's this? It's a (car). It's an (action figure).<br>Is it a (swing)? Yes, it is. No, it isn't.<br>Can I play with (it), please? | Recognising a few familiar everyday nouns and adjectives; recognising familiar words and basic phrases; understanding simple questions; recognising familiar words and phrases; recognising isolated words related to familiar topics; understanding basic phrases; recognising the letters of the alphabet by their sounds | Naming everyday objects; reciting a short, simple rhyme or chant; answering simple questions about objects; acting out parts of a picture story; expressing likes and dislikes; describing objects in a basic way; saying simple tongue twisters |
| **Where's my pen?** Page 16 | Naming classroom objects; talking about classroom objects and saying where they are | **Classroom objects:** bag, book, chair, computer, crayon, cupboard, desk, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors, shelf, table<br>**Phonics:** shelf, shop, chair, chick | This is (my pencil case). These are (my books).<br>Where's (the pencil)? It's in/on/under (the desk).<br>Can I borrow (it), please? Yes. Here you are. | Recognising a few familiar everyday nouns and adjectives; recognising familiar words and phrases; recognising familiar words and basic phrases; understanding basic statements; understanding some basic words and phrases to show politeness; recognising the letters of the alphabet by their sounds | Naming everyday objects; reciting a short, simple rhyme or chant; answering simple questions about objects; acting out parts of a picture story; asking where an object is, given a model; taking part in basic games; describing objects in a basic way; giving the location of an object in a basic way; acting out parts of a picture story; saying simple tongue twisters |
| **Move your body!** Page 24 | Naming body parts; talking about movement | **Body parts:** arms, face, feet, fingers, hands, head, knees, legs, toes, tummy<br>**Body movement:** bend, clap, move, stamp, stretch, touch<br>**Phonics:** feet, knees, arms, park | I've got (one face).<br>I've got (ten toes).<br>Move (your body)!<br>Touch (your head)!<br>What a cool (dinosaur)! | Recognising familiar words and phrases in short, simple songs or chants; recognising a few familiar everyday nouns and adjectives; recognising familiar words and basic phrases; understanding basic action words; following basic instructions to colour, draw or make something; understanding basic phrases in short, simple texts; recognising the letters of the alphabet by their sounds | Using a few simple words to describe objects; reciting a short, simple rhyme or chant; describing someone's physical appearance; giving the location of an object; acting out parts of a picture story; describing someone's physical appearance; expressing likes and dislikes; acting out a short dialogue or role play, given prompts; saying simple tongue twisters |
| **Meet my family** Page 32 | Naming family members; describing family members using parts of the face | **Family:** aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle<br>**Face:** ears, eyes, fair/brown/red/black hair, mouth, nose<br>**Phonics:** brother, this, three, mouth | Who's this? It's (my uncle).<br>He's got (blue eyes). She's got (green eyes).<br>His name's …<br>Her name's … | Recognising isolated words related to familiar topics; recognising familiar words and phrases in short, simple songs or chants; recognising familiar words and basic phrases; identifying people in their immediate surroundings or in pictures from a short, simple description; understanding basic phrases in short, simple texts; understanding the main information when people introduce themselves; recognising the letters of the alphabet by their sounds | Answering simple questions about where people or things are; reciting a short, simple rhyme or chant; describing immediate family members; answering simple questions about objects; acting out parts of a picture story; using cardinal numbers up to five; reciting a short, simple rhyme or chant; describing someone's physical appearance; understanding basic phrases in short, simple texts; answering simple questions about their family and friends; introducing people using simple language; saying simple tongue twisters |

**Atomic's Learning Club:** Language booster 1

**Festivals:** Independence Day in Jordan, Earth Day, Kite Festival Day

| Reading | Writing | Phonics | Project | Viewing and presenting | Functions |
|---|---|---|---|---|---|
| Recognising key words and basic phrases in short, simple cartoon stories; understanding basic sentences introducing someone; reading cardinal numbers up to ten written as words; recognising a range of basic everyday nouns and adjectives | | | | | Introducing yourself and others; naming characters; identifying quantities and colours of objects |
| Recognising a range of basic everyday nouns and adjectives; recognising key words and basic phrases in short, simple cartoon stories; understanding basic sentences naming familiar everyday items, if supported by pictures | Writing some familiar words; writing a few basic sentences, given prompts or a model | **i_e, a_e**<br>bike, five, cake, plane | Making a poster of a toy museum | Drawing toys and presenting information about drawings using new vocabulary, including names of toys, size and colour; realising that colours have meaning and including them in oral presentations; using body language in a variety of ways such as mime and role play | naming toys; asking and answering about toys |
| Recognising a range of basic everyday nouns and adjectives; recognising key words and basic phrases in short, simple cartoon stories; understanding basic sentences naming familiar everyday items, if supported by pictures | Writing a few basic sentences, given prompts or a model; writing some familiar words | **sh, ch**<br>shelf, shop, chair, chick | Making a plan of a school | Designing objects and drawing items to present to the class; using new vocabulary to describe placement and colour; deducing the purpose of the visual text and relating it to personal experience; using body language in a variety of ways such as mime and role play | Naming classroom objects; talking about classroom objects and saying where they are |
| Recognising a range of basic everyday nouns and adjectives; recognising key words and basic phrases in short, simple cartoon stories; recognising single, familiar everyday words if supported by pictures; understanding basic sentences naming familiar everyday items; identifying familiar words in short simple texts | Writing a few basic sentences, given prompts as a model; writing some familiar words | **ee, ar**<br>feet, knees, arms, park | Making a poster about your favourite day at school | Using appropriate learned terms and expressions to discuss / present visual texts; discussing feelings by showing empathy for the way others might feel; using body language in a variety of ways such as mime and role play | Naming body parts; talking about movement |
| Recognising single, familiar everyday words if supported by pictures; recognising key words and basic phrases in short, simple cartoon stories; understanding basic sentences naming familiar everyday items, if supported by pictures; identifying familiar words in short simple texts | Writing some familiar words; writing a few basic sentences, given prompts as a model | **th, th**<br>brother, this, three, mouth | Making a class art gallery | Using role play to present a story; using appropriate learned terms and expressions to describe family members; realising that colours have meaning and using them in presentations | Naming family members; describing family members using parts of the face |

Science: What are our senses?

# Introduction

## About *Jordan Team Together*

Learn Together! Succeed Together! *Team Together!*

*Jordan Team Together* is a fast-paced, 7-level primary English course that develops language alongside future-ready skills. Pupils are challenged to communicate creatively in authentic contexts, think critically and work together to get results. *Jordan Team Together* sets out a clear path for progress and prepares children for success.

*Jordan Team Together* takes pupils from level Pre A1 to B1 of the Common European Framework of Reference for Languages (CEFR).

### For pupils

Throughout their Primary education pupils are in a transitional period between childhood and their teens and are still developing intellectually and emotionally. *Jordan Team Together* follows children's developmental stages by offering content that is adapted to their cognitive needs in each level through a careful choice of the main characters, the topics, the language content and the way in which it is presented.

*Jordan Team Together* has been designed to create an enjoyable and engaging environment for effective learning. A full-colour Pupil's Book and an Activity Book are complemented with a wide range of multimedia and digital tools, which are certain to captivate pupils' attention.

### For teachers

*Jordan Team Together* has been created using tried and tested methodology for effective language teaching. A variety of language presentation contexts will help keep pupils engaged and motivated.

A complete assessment package will help your pupils get results.

*Jordan Team Together* has also been created with busy teachers in mind. At-a-glance organisation of materials within the Teacher's Book will help you find all the necessary information such as answer keys and audioscripts, but it will also give you ideas on how to extend Pupil's Book activities and adapt them to your pupils' level.

## Course features

### Vocabulary

Each unit starts with an eye-catching visual presentation of the target vocabulary, which gets pupils' attention right from the start. The visual presentation serves a variety of purposes:

- to present new vocabulary in context
- to revise previously learnt vocabulary (*Stopwatch* feature)
- to offer speaking practice for everyday communication purposes
- to set the scene for the story in the next lesson.

It is followed by engaging step-by-step practice, including a cutout activity.

The *Think*! feature at the start of the unit allows for quick revision of the lexical items that pupils are very likely to know from previous learning, which is a great confidence-booster.

The *Communicate* activities effectively help pupils start using English in meaningful contexts from the very beginning.

Each Pupil's Book lesson has a corresponding Activity Book lesson allowing for a lot of additional vocabulary practice. Content from the main lessons is complemented by *Extra practice* sections at the end of each unit which can be done in class or at home, depending on teacher requirements.

In addition, there is a Picture Dictionary at the end of the Activity Book which can also be used to consolidate the vocabulary of each unit.

### Grammar

Grammar structures are taught in a clear, scaffolded, step-by-step approach in every unit. The term 'scaffolding' means that each element of new language carefully builds on what has been previously taught. It is also carefully presented so that no additional language or vocabulary items are taught at the same time.

The new structures presentation is contextualised through the chant, the song and the story. The term 'contextualising' means that all language is always presented in a natural way.

Grammar boxes on the Pupil's Book page contain clear, pupil-friendly examples of the target structures and provide a reference point for pupils as they learn and practise. The structures presented in the Grammar boxes are also recorded and serve as a model for the correct pronunciation. Further consolidation practice is available in the Activity Book, both in the corresponding lesson activities as well as in the *Extra practice* section at the end of each unit.

### Stories

*Jordan Team Together* Grade 2 stories feature a group of inquiry-minded children, who are keen on Science and learning new things. They are also eager to help their families and the wider community.

Polly, the eldest of the children, is a self-made scientist and a discoverer, who leads her new friends Laila, Sami and Tom on their adventures. Always accompanied by Bo the robot and Atomic the cat, the children find out where food comes from, what to do to keep fit, how to take care of animals and much more.

Each story has been built around a specific concept from Science and Social Studies curricula. To explore this concept further, please see the teaching notes for Lesson 3 in each unit.

### Skills

In *Jordan Team Together* Grade 2 the main focus is put on the listening and speaking skills, but pupils also practise reading and writing skills towards the end of each unit, further supported with the content of the Activity Book.

The speaking skill is practised through a variety of contexts:

- Lessons 1 and 5 end with a *Communicate* activity where pupils can put the newly acquired content into practice and personalise it.
- Lesson 7 contains a cutout activity which provides a fun and motivating way to get pupils to speak in a less controlled manner.
- Lesson 9, *English in action*, is dedicated to teaching functional language, which is key to successful social interaction. Exposing pupils to this language right from the start ensures that they not only acquire knowledge of grammar and vocabulary but also learn what to say and how to behave when playing with others.

### Culture

Learning a foreign language includes exposure to vocabulary and grammar, but it isn't complete without information about the culture of other countries.

The *Culture* sections in *Jordan Team Together* are designed in such a way as to bring that information closer to pupils in a friendly manner.

## Learning Club: Language Booster and CLIL

After every four units of the Pupil's Book, there is a Learning Club section. This consists of a Language Booster Lesson and a CLIL lesson.

The Language Booster lesson consolidates and extends language and topics taught in the four preceding units.

CLIL and STEAM provide a pathway to language, literacy and employability in later life, and prepare pupils for the world of work by enabling pupils to see English in context through a real-world lens.

Each of the CLIL lessons in the Learning Club sections of *Jordan Team Together* Grade 2 also includes a focus on STEAM subjects. While studying a variety of topics including Mathematics, Social Studies and Engineering, pupils also have to employ 21st-century skills like creativity and critical-thinking. As part of the lessons, they make practical yet fun models which help to reinforce the learning and bring the concepts to life.

In addition to this, each story in *Jordan Team Together* Grade 2 has been built around a key concept from common Social Studies or Science curricula. To explore this concept further, please see the teaching notes for Lesson 3 in each unit.

## 21st century skills

One of the features of *Jordan Team Together* is the focus on 21st century skills, which are a must for today's learners to allow them to thrive and succeed in the modern world. Pupils need to learn more than just vocabulary and grammar; they need to learn critical thinking and problem-solving, creativity, communication and collaboration. Many of the activities in *Jordan Team Together* serve both purposes – as pupils put new knowledge into practice, they also work on the development of the 21st century skills. These activities are easily identifiable with the following icons:

- Critical thinking
- Communication
- Problem-solving
- Collaboration
- Creativity

Other 21st century skills covered in *Jordan TeamTogether* include:

**Social and cultural awareness:** Lesson 8 of each unit enables pupils to learn about other countries, and through a project, reflect on how their own country is similar or different.

**Curiosity and Initiative:** In the project work, pupils are encouraged to find information, make decisions and present their opinions.

**Assessment for learning:** see page 12 for more information.

**Literacy, Numeracy, Scientific Literacy:** These are covered through a wide range of topics covered in the series as well as through work on specific areas such as development of the reading and writing skills.

**ICT Literacy:** In the project work, pupils are encouraged to use a variety of materials and sources, which include web searches and work with modern technologies.

## Support for mixed-ability classes and differentiation

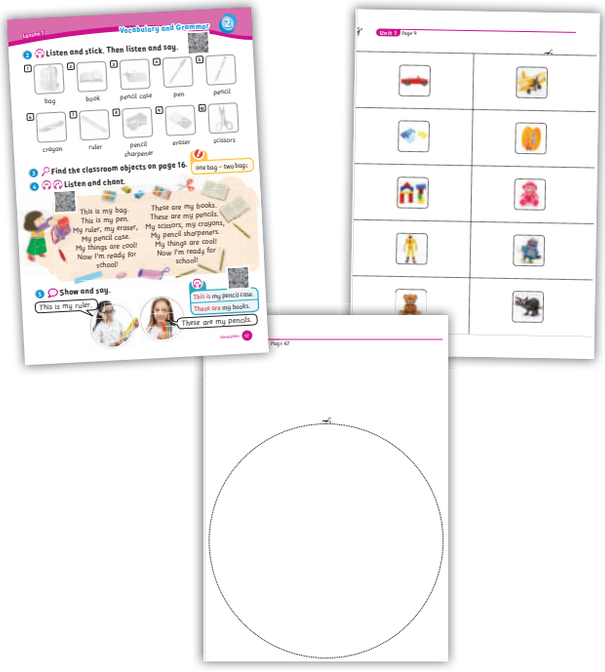
*Jordan Team Together* supports teachers who work with mixed-ability classes in a number of ways. The Teacher's Book includes teaching tips for mixed-ability classes, labelled **Diversity: Support/Challenge** and **Extra activity: Fast finishers.**

The photocopiable resources include extra worksheets for grammar, vocabulary and communication lessons to help teachers cater for the different needs of their pupils.

# Course components

## Pupil's Book

The Pupil's Book provides materials to present the target language effectively. It includes an introductory unit (*Welcome*), four main units and three additional sections related to festivals: *Independence Day in Jordan, Earth Day* and *Kite Festival Day*. Cutout materials are also provided with the Pupil's Book.



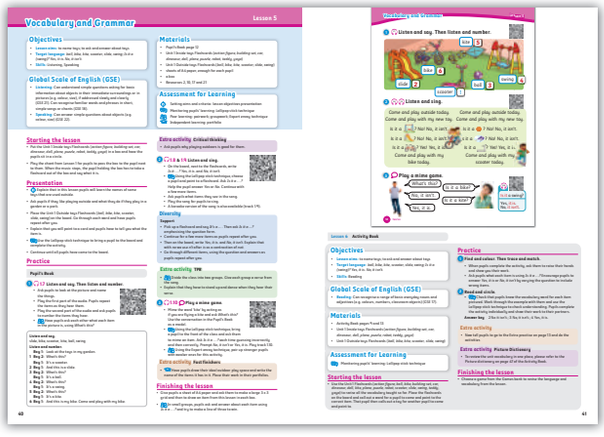

## Teacher's Book

The Teacher's Book provides step-by-step lesson plans covering all the course material. Each lesson plan is clearly structured into stages:

- Starting the lesson
- Presentation
- Practice
- Finishing the lesson.

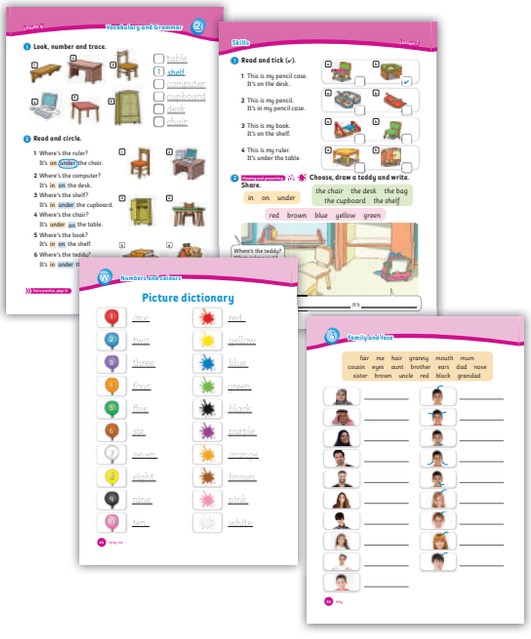
Additional ideas for Extension, TPR and 21st century skills activities, as well as suggestions on how to support or challenge mixed-ability pupils are an excellent tool for busy teachers who may lack time for planning.

The Teacher's Book introduction includes recommended procedures for effective use of games, posters and stories and also contains tips on working with mixed-ability groups.




## Activity Book

The Activity Book provides reinforcement and consolidation of the language presented in the Pupil's Book. It contains controlled and freer practice plus personalisation and further listening and reading activities. It also contains a Picture dictionary with all the target vocabulary.




## Class Audio

The Class Audio MP3s contain all the recordings for the Pupil's Book and Activity Book. They also contain karaoke versions of songs and chants, immediately after each main song or chant. In order to facilitate using the audio materials, all recordings are appropriately numbered on the pages of the Pupil's Book and the Activity Book. All audio for the series can be found online.

## Flashcards and Word Cards

The Flashcards and Word Cards present vocabulary from each unit. They help pupils learn, remember, practise and revise vocabulary. Ideas for their use can be found in the Teacher's Book lesson notes and in the Games Bank, which contains extra games and activities.



## Story Cards

The Story Cards are large, frame-by-frame versions of the cartoon stories in lesson 3 of each unit of the Pupil's Book. On the back of each card there is a transcription of the appropriate part of the story recording and questions to be asked before and after listening. More information on how to use the Story Cards during classes is available on page 17 of the Teacher's Book.




## Tests

Upon completion of each unit of the Pupil's Book, the teacher is able to check the progress pupils are making by using a test. There are four Unit tests and one End-of-semester test. All these tests are available in two versions: Standard (A) and Challenge (B) so as to allow teachers more flexibility with mixed-ability classes.

The tests and audio are available online.

## Photocopiable resources

The Photocopiable resources contains consolidation and extension worksheets for further practice of vocabulary, grammar, CLIL, English in action, phonics, stories and songs. They are all available online.

## Interactive e-book

The interactive e-book offers teachers an offline interactive version of the Pupil's Book with integrated answers, audio, video and classroom tools. Teachers can navigate the material using the interactive lesson flow or by a page view. The planning area gives a useful overview with both teacher's notes and activity previews.

## QR codes

Listening activities and videos have QR codes to launch the relevant activity from the main components.

## Posters

The Posters designed for *Jordan Team Together* are a great visual aid for presenting or consolidating vocabulary.

The level-specific posters are created from the unit opener illustrations, and provide a lot of opportunities for revision and speaking practice.

The Classroom posters contain 4 posters that can be used with any level of the course. The pack is comprised of the Alphabet, Numbers, Classroom language and Months and seasons.

The 'How to work with posters' section on page 18 details a variety of suggestions of how the posters can be used.




**There are 10 lessons in each main unit. The lesson division is as follows:**

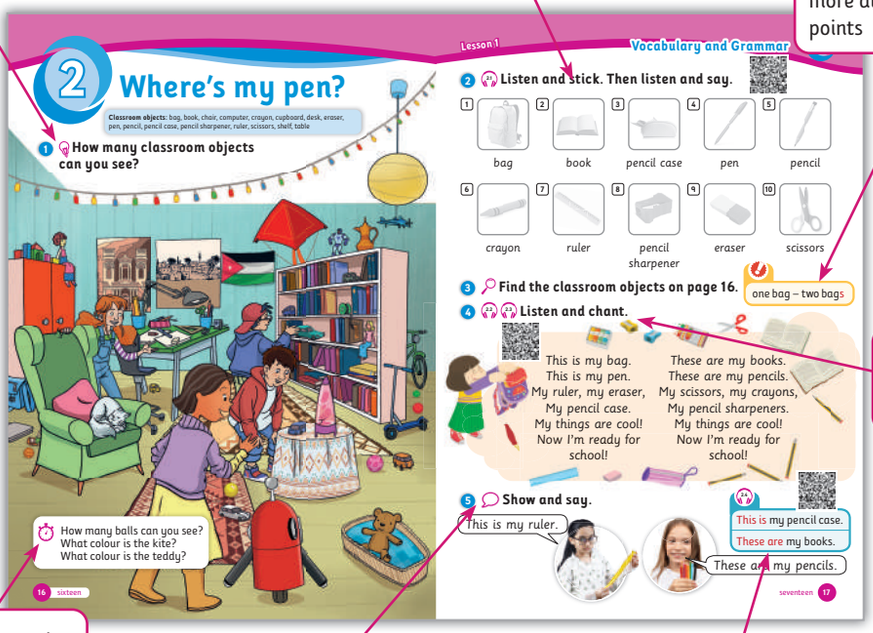
| Lessons | Component and focus |
|---|---|
| 1 | Pupil's Book Vocabulary and grammar |
| 2 | Activity Book Vocabulary and grammar |
| 3 | Pupil's Book Story |
| 4 | Activity Book Story |
| 5 | Pupil's Book Vocabulary and grammar |
| 6 | Activity Book Vocabulary and grammar |
| 7 | Pupil's Book and Activity Book Skills |
| 8 | Pupil's Book and Activity Book Culture |
| 9 | Pupil's Book and Activity Book English in action |
| 10 | Pupil's Book and Activity Book Phonics |

# Unit walkthrough

*Think!* activity to activate pupils' previous knowledge

Sticker activity to motivate pupils and make vocabulary learning more meaningful

Focus pupils' attention on more difficult language points




Chant to teach vocabulary and grammar in context

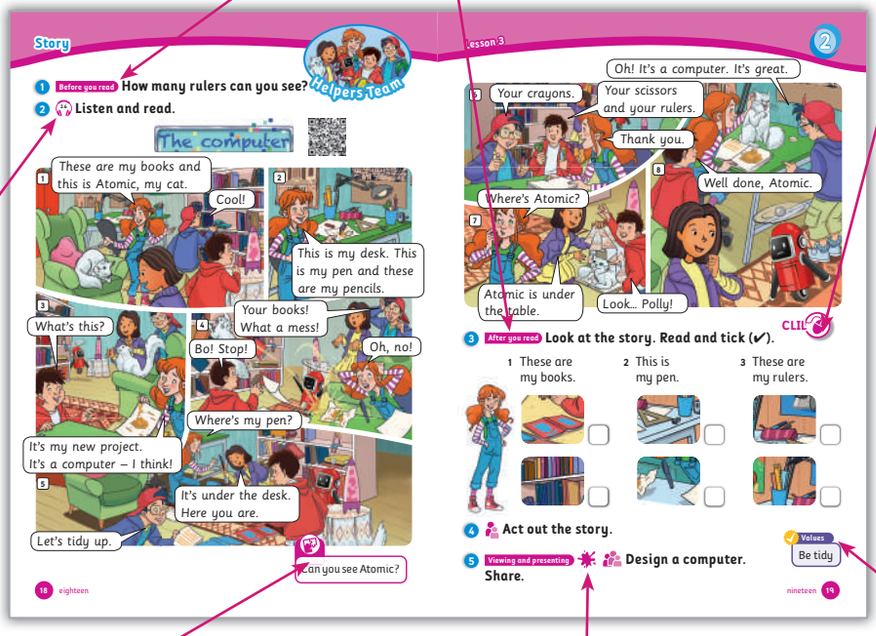
*Stopwatch* activity to revise vocabulary and language from previous units

*Communicate* activity for personalisation and speaking practice

Grammar box for extra support and scaffolding, with recorded phrases

**Before you read** and **After you read** activities for clearly staged reading practice

Social or Science topics embedded in every story




Stories available in audio format

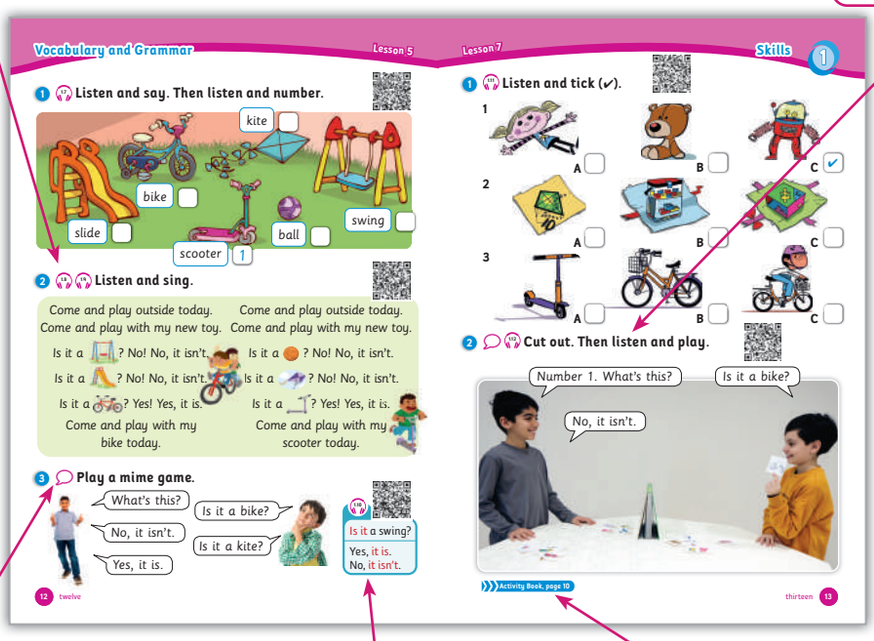
*Solve* activities encourage curiosity and stimulate critical thinking

21st century skills activities in every lesson

Further work on values in the Activity Book

Song to teach vocabulary and grammar in context

Activities with cutouts for freer speaking practice



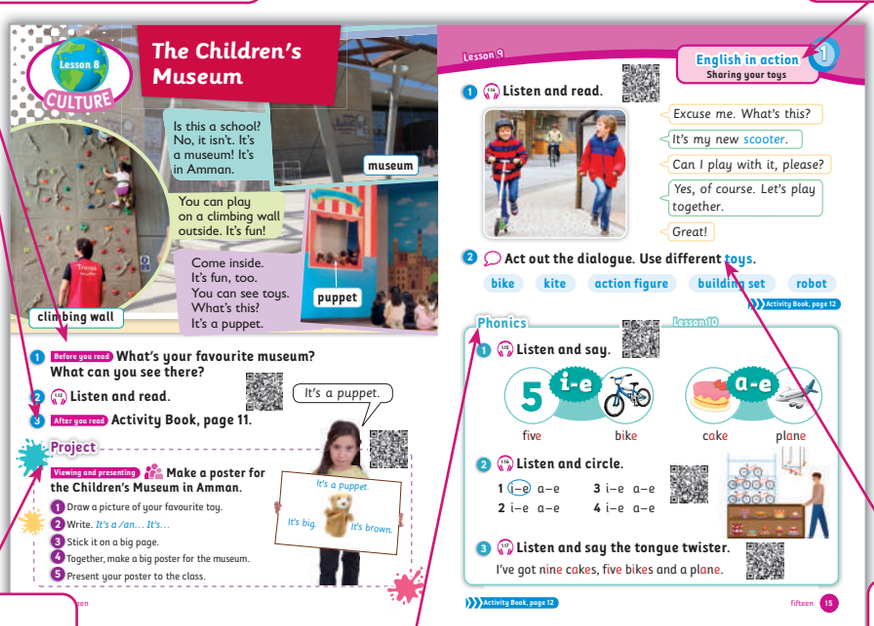

*Communicate* activity for personalisation and speaking practice

Grammar box for extra support and scaffolding, with recorded phrases

Links to the Activity Book

**Before you read** and **After you read** activities for clearly staged reading practice

Focus on functional language from early levels




Projects based on the principles of team work, to foster collaboration, creativity and initiative

Work on phonics, including sound discrimination activities and tongue twisters

Scaffolded activities to help pupils consolidate new language

Lesson 2

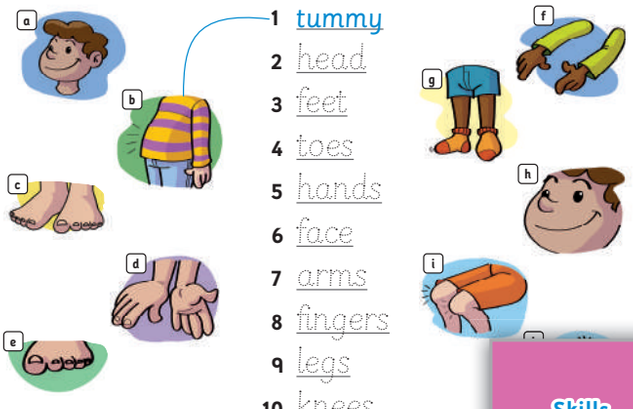
# 3 Move your body!

**1** **Look at Pupil's Book page 24. Read and write.**

red ~~bag~~ Four

1 Where's the ruler? It's in the bag.
2 What colour is the slide? It's _____.
3 How many bags can you see? _____.

**2** **Look, trace and match.**



1 tummy
2 head
3 feet
4 toes
5 hands
6 face
7 arms
8 fingers
9 legs
10 knees

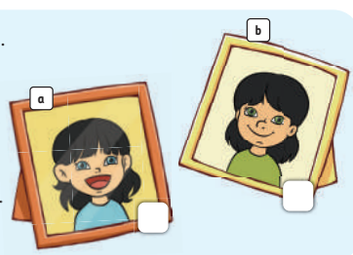


Further practice in the Activity Book

Skills Lesson 7

**1** **Read and tick (✔).**

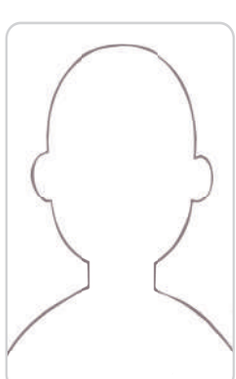
This is my sister, Anna.
She's got black hair.
She's got a big mouth.
She's got blue eyes.
She's got a small nose.
She's got big ears.



**2** Viewing and presenting **Choose and draw. Then circle and write. Share.**

mum dad brother
sister grandad granny
uncle aunt cousin

Who's this?
It's my _____.
His Her name's _____.
He's got She's got _____ hair and _____ eyes.
He's got She's got a _____ nose.



## Monitoring progress and exam readiness with *Jordan Team Together*

*Jordan Team Together* can be used for all general English courses. *Jordan Team Together* aligns with the CEFR (the Common European Framework of Reference for Languages). This framework can be used to map achievements in language learning. It provides teachers and institutions with the GSE tools that enable them to demonstrate visibility of pupil progress step by step, and a way of identifying and addressing learner needs and supporting the achievement of goals. *Jordan Team Together* is additionally aligned to English Benchmark which can provide an independent measure of learner proficiency and formative information to support planning and next steps.

The table below indicates the correlation between the course and various international frameworks and tests.

| | GSE | CEFR | PTE YL | English Benchmark |
|---|---|---|---|---|
| **Starter** | 10–22 | Pre A1 | | |
| **Level 1** | 17–29 | Pre A1/A1 | Firstwords | Level 1 |
| **Level 2** | 20–32 | A1 | Springboard | Level 2 |
| **Level 3** | 24–39 | A1/A2 | Quickmarch | Level 3 |
| **Level 4** | 30–43 | A2/A2+ | Quickmarch/ Breakthrough | Level 3/4 |
| **Level 5** | 33–46 | A2/B1 | Breakthrough | Level 5 |
| **Level 6** | 36–50 | A2+/B1 | | |

### The Global Scale of English

The Global Scale of English (GSE) is a standardised, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the Global Scale of English identifies what a learner can do at each point on the scale across speaking, listening, reading and writing skills.

The scale is designed to motivate learners by giving a more granular insight into their progress. Teachers can use the Global Scale of English to match a pupil to the right course materials for their exact level and learning goals.

The badging above and on the back of your book shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right level of support and challenge for your pupils to help them progress. It does not mean that pupils need to have mastered all the objectives below the range before starting the course, or that they will all be 'at' the top of the range by the end.

For more information about how using the GSE can support your planning and teaching, the assessment of your learners, and in selecting or creating additional materials to supplement your core programme, please go to **www.english.com/gse**.

### What is English Benchmark?

English Benchmark is a motivating English test for young learners aged 6–13, which proves pupils' English abilities to parents, monitors learning progress and ensures teaching targets the right skills. English Benchmark measures pupils' speaking, listening, reading and writing skills through fun and interactive tablet-based activities, with immediate detailed reports for teachers and parents that include pupils' strengths, suggestions for improvement and recommended activities to improve their skills.

English Benchmark and *Jordan Team Together* make the perfect partners for your language and learning assessment. As your pupils learn with *Jordan Team Together*, you can use the English Benchmark tests to measure their progress. After pupils have taken their test, you will see recommendations of which lessons to teach next in order to focus on the areas that need improvement.

In order to show progress, learners should take the test at least once at the start and once at the end of the year. If possible, teachers could ask learners to take the test again half way through the year or at the end of each semester to check they are on track.

## Formative assessment / Assessment for learning

Assessment and evaluation are frequently used as interchangeable terms. However, assessment is focused on pupil learning, whereas evaluation is focused on learning programmes and any or all their components (objectives, syllabus, teaching and assessment methods, materials, etc.).

In the classroom, what clearly differentiates these two terms is the use made of the information and data obtained from assessment or from evaluation. If you use it to improve the teaching and learning process you are developing formative assessment, or assessment for learning. If you use it to grade or measure the quality of the learning, you are developing summative assessment. This means that the same assessment tools can be summative or formative depending on the type of information they provide and the use that is made of it.

Formative assessment, or assessment for learning, is "the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there" (Assessment Reform Group, 2008). This process requires alternative assessment tools likely to be shared by teachers and pupils which are used as an ongoing process, which are flexible and adapted to the individual needs of pupils and which guarantee that all the pupils engage in the learning process.

Here are some suggestions on how to use these types of tools to implement assessment for learning in your classroom.

### Main strategies of formative assessment

The main stages of the formative assessment process are:

1 Setting the aims and criteria

2 Monitoring pupils' learning, including giving constructive feedback

3 Peer learning

4 Independent learning/long-term assessment

#### Setting aims and criteria

If you want your pupils to be successful in the learning process, you need to tell them what it is that they are going to learn and what you expect of them in terms of performance. At the beginning of each lesson, the teacher should tell the pupils what they are going to learn. This can be done by using key questions which are meant to inspire pupils' curiosity, interest and engagement.

#### Monitoring pupils' learning

This stage of assessment is used to achieve the following goals:

- to adjust ongoing teaching and learning
- to increase the level of interaction and provide for feedback loops during questioning
- to improve pupil achievement of intended outcomes.

Tools that can be used for monitoring pupils' learning are:

- **Lollipop stick technique** or **Random selection tool**. Use sticks or cards that pupils can personalise with their names at the beginning of the school year. Pick them randomly to call on pupils for questions thus ensuring that all pupils have an active role and will produce a similar amount of language, because pupil talking time (PTT) matters!
- **Mini-whiteboards**. Use them for short answers or to practise prepositions, vocabulary, comprehension, spelling, gap fills, grammar – any time you want to check understanding. Pupils write their answers individually and hold up the whiteboards and you get feedback from all your pupils at the same time!
- **Happy/sad face technique**. (also Yes/No, Stop/Go, True/ False). Use this for critical thinking development and *yes/no* answers. Make a set of cards with a happy face on one side, and a sad face on the other – one for each pupil – or pupils can make their own. After practising a skill, ask pupils *how they feel they are doing*. Alternatively, pupils can show this on a scale from 1–5 using the fingers on their hands for a deeper understanding of the *yes* and *no* answers.
- **Traffic light cards**. Use them to check that pupils know what to do on a given task. Pupils show you a green/yellow/red card, depending on their level of confidence.
- **Exit slips**. Use them to evaluate your lessons at the end of the day or session, to get feedback from the lesson, or to offer pupils the opportunity to give opinions. Exit slips can simply be post-it notes stuck on the door on their way out of class.

Other types of assessment tools you can use during instruction are those oriented towards helping you actively observe the different skills and competences that your pupils are developing while they are working in class.

- **Checklists**. These are very useful to assess different tasks or different stages of the same task at the same time. Taking note of your pupils' performance on the spot will provide you with objective evidence of their true level of competence.
- **Observation forms**. The teacher collects data on pupils' work by filling in observation forms or reading written assignments to adjust teaching procedures where necessary.
- **Video/audio recordings**. These are excellent tools to observe your pupils from a different perspective and analyse their strengths and weaknesses, behaviour and classroom relationships in depth. [Be aware that you may need parental permission to record children.]

#### Peer learning

Working together in pairs or groups gives pupils an opportunity to share knowledge and also learn from their classmates.

Tools that can be used for peer work and peer learning are:

- **Think-pair-share**. Pupils work on their own, then they discuss their ideas in pairs and finally they present their ideas to a group or the whole class.
- **Two stars and a wish**. Pupils say two positive things about the work of their partner and suggest one area for improvement.
- **Expert envoy**. This is a tool to use with mixed-ability classes. If you have pupils who are strong in some areas, you may choose them to be the 'experts' for their class or group and ask them to help their classmates.
- **Three facts and a fib**. Pupils write three true statements and one false statement about the topic of a lesson and share them with other pupils/pairs/groups to see if they can identify the false information. This technique can also be used in a summative evaluation at the end of a longer learning process, e.g. a unit.

Checklists and video recordings can also be used as peer learning tools.

### Independent learning and long-term formative assessment

Long-term formative assessment tools are used to improve the following areas of your assessment practice:

- for the pupils to develop critical thinking skills about their own performance
- to promote collaboration
- to improve pupil achievement of intended instructional outcomes.

Performance-based teaching and learning impacts strongly on the way we carry out assessment by helping pupils become autonomous and independent learners aware of the process by which they learn as well as their learning goals.

Some of the long-term assessment tools you can use in your classes are:

- **Summative and thought-provoking questions**. At the end of a lesson or a unit, pupils are asked to reflect on their learning process and to try to self-assess their performance by answering the following questions *What have I learnt? What do I need to work on? I can . . . . I'm (not) good at . . . .*
- **Portfolios**. Pupils are given the responsibility of selecting which pieces of work they produce should be placed in their portfolios to demonstrate how they are improving.
- **Checklists**. These are used to assess pupils' completion of a task. They are not rating scales and they only include *Yes/No* or ✔/✘ descriptors.
- **Projects**. Pupils present what they know through pictures and texts such as essays, research reports, or long-term projects.
- **Pupil Travel journals/Learning diaries**. Pupils create their own books, in which they chart the journey of their learning.
- **Rubrics**. They can be used when evaluating pupil performance or work resulting from a performance task. For further details see below.

It is very important to remember that before this type of assessment is implemented in the classroom, a supportive classroom environment is created and pupils are given guidance on how to reflect upon and evaluate their own performance as well as that of their peers.

## Using rubrics for assessment in CLIL

Rubrics can be very useful tools to help CLIL teachers fulfil the requirements of assessment practice in bilingual contexts. There are many reasons to use them, but these are the most important ones:

- firstly, because they suit the CLIL dual approach (content learning and language development);
- secondly, because they allow for performance-based assessment to provide qualitative feedback connected to the assessment criteria;
- thirdly, because they tell teachers, pupils and parents in advance what needs to be done to successfully perform the task;
- finally, because they give teachers and pupils a sense of direction and a context to share the learning goals from the beginning of the teaching and learning process.

Language should not be an invisible component in the bilingual classroom. Teachers in bilingual schools should be aware of the language proficiency of their pupils and systematically conduct language demands analyses of the content to provide appropriate scaffolding. Since not all pupils in the same class have the same language proficiency, effective assessment in CLIL should measure pupils' progress in the foreign language at different levels and along distinct learning paths. Rubrics are a tool that can help teachers achieve this goal of effective assessment of content, language and process in an integrated way.

Rubrics are scoring guides, which include several assessment criteria to evaluate pupil performance or work resulting from a performance task. In this sense, they are different from checklists because they are rating scales, which means that they not only contain a list of items to be checked but they also include a range of marks to assess how well each item has been performed. These rating scales can be holistic or analytic.

### Holistic rubrics

All criteria are evaluated simultaneously at a unidimensional level because each level of the rubric (1, 2, 3) includes all the descriptors for the different criteria assessed (for content, language and delivery).

**Holistic Rubric**

| **Oral Presentations** | **The three descriptors are assessed at the same time.** |
|---|---|
| **Accomplished (Level 1): content, language and delivery** | Stays on topic all the time and speaks clearly. Body language is appropriate. |
| **Developing (Level 2): content, language and delivery** | Stays on topic most of the time and speaks clearly but mispronounces some words. Body language is appropriate most of the time. |
| **Beginning (Level 3): content, language and delivery** | It was hard to tell what the topic was. Often mumbles or cannot be understood. Body language is not appropriate most of the time. |

Holistic rubrics provide an overall evaluation of quality, proficiency and understanding, thus the feedback is limited because the descriptors are not analysed in detail. This means that errors are tolerated, and no correct answer is expected. Also, the scoring process is faster.

## Analytic rubrics

Each criterion is evaluated separately at a multidimensional level because each criterion of the rubric (to assess content, language and delivery) includes several descriptors at different levels of performance of the task.

**Analytic rubric**

| **Oral presentations**<br>**Criteria/ performance** | **Beginning (Level 3)** | **Developing (Level 2)** | **Accomplished (Level 1)** |
|---|---|---|---|
| **Content** | Does not seem to understand the topic very well. It was hard to tell what the topic was. | Shows a good understanding of parts of the topic. Stays on topic some (50–89%) of the time. | Shows a full understanding of the topic. Stays on topic all (90–100%) of the time. |
| **Language** | Often mumbles or cannot be understood OR mispronounces more than five words. | Speaks clearly and distinctly most (75–94%) of the time. Mispronounces no more than five words. | Speaks clearly and distinctly all (95–100%) of the time and mispronounces no words. |
| **Delivery** | Slouches and/or does not look at people during the presentation. | Sometimes stands up straight and establishes eye contact. | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. |

Analytic rubrics provide detailed information from the defined performance levels. This means that a significant degree of feedback is provided. However, the scoring process is slower.

The use of each type of rubric will depend on the nature of the task and other factors such as the time available, the need for substantial feedback, the number of pupils, different language/competence levels in the group and the assessment goal: holistic rubrics should be used for overall scores and analytic ones when detailed feedback on each criterion is desired.

For your rubrics to be valid, reliable and fair, there must be a coherent connection between the learning goals and the task, the learning goals and the assessment criteria, and the descriptors with each assessment criterion.

## Steps to make a rubric

Here are some steps to be followed when making rubrics to assess pupils in CLIL classrooms.

- First, begin by designing an authentic task likely to help pupils 1) learn the curricular content, 2) develop the necessary language to learn about that content, and 3) achieve the given learning goals and key competences at the pupils' level, e.g. Create a questionnaire for Earth Day.
- Next, define the criteria to assess pupil learning from this task. These assessment criteria will be the reference points to describe the acceptable level of performance of the task, e.g.
  - pupils know about the festival (their level of comprehension of the subject);
  - pupils are able to write questions about the festival (type of questions; tenses; number; etc.);
  - pupils are able to work in groups to create a questionnaire (contributions; quality of work; time management; attitude; etc.)
- Use the CEFR charts or the Global Scale of English (english.com/GSE) to measure learner progress on the language proficiency scale and get your assessment criteria for language from their available descriptors. Using these scales as a reference is useful for understanding your pupils' levels of proficiency more precisely, to monitor pupils' progress in a more accurate way and to make more informed choices in selecting materials or assessments, e.g. Speaking: Can ask someone simple questions about their life and experiences, GSE 37/A2(+); Can summarise the key information in basic diagrams, e.g. bar charts, timelines, GSE 54/B1(+).
- Then use a cognitive taxonomy to identify the cognitive domain and skill that your tasks involve, e.g. "interpret the information collected from the questionnaires" involves applying knowledge. Then write differentiating descriptors as you move on the scale from lower order thinking skills (LOTs) to higher order thinking skills (HOTs), e.g. the information is used to create a graph but not clearly displayed; the information is used and displayed in a graph but there are some mistakes in the interpretation of data; the information is clearly displayed and interpreted.
- Once you have defined the assessment criteria and identified possible descriptors of performance, you can:
  - make a holistic rubric, then write descriptors incorporating all criteria in each descriptor.
  - create an analytic rubric, then write descriptors for each individual criterion.
- Check that the criteria and descriptors you have included in your rubric assess pupils' content, process and language learning at the right level.
- Finally, adapt the format of the rubric to the age and language proficiency of your pupils and plan carefully the structure of the rubric. You may wish to leave space at the bottom of the rubric to write comments, add signatures, stickers, parental feedback, etc.

After having used teacher-made rubrics for some time, pupils may feel ready to have an active role in this process and create their own rubrics and checklists as guidelines for goal setting. Train your pupils to do it and they will develop a very important key competence: learning to learn.

# How to work with projects

by Magdalena Custodio Espinar

One of the key factors affecting children's ability to learn cooperation and collaboration is the type of situations they face. In other words, pupils will not learn how to be a reliable team player if they aren't exposed to tasks that require team work. There are many ways to organise pupil interaction in class and the most popular ones are collaborative and cooperative work. These two interaction systems may seem interchangeable but there are some clear differences between them:

## Collaborative work

- Group goal
- Learning takes place in a group
- The final product is co-constructed
- Roles/responsibilities are flexible and agreed
- The process is important

## Cooperative work

- Individual goals within the group
- Learning is an individual process
- The final product consists of individual contributions
- Roles and responsibilities are usually pre-defined
- The final product is important

When working on projects, collaborative work is the preferred system, giving pupils an opportunity to share ideas, verbalise opinions and interact with other classmates. Thanks to this, a real communicative context is developed in the classroom during which pupils must listen to each other and reach an agreement to create a common product.

To apply successful project work in the classroom you should:

- Keep a flexible project schedule and involve pupils in project design when possible. Promote parent involvement.
- Prepare pupils by having them thinking about the project in advance. A rubric can be very useful to show them what they are aiming for and trying to accomplish. Use negotiation strategies to help them understand the rationale for this type of work.
- Establish moments for feedback and specific products at the end of each work session to promote a sense of mission, e.g. record evidence of progress using field notes or observation templates. Keep records public so pupils have ownership of them by using rubrics or checklists.
- Avoid making decisions for pupils. It will take time for pupils to be able to develop time management skills and learning to learn competence. Promote this by providing them with support during the project, e.g. a timeline with the work sessions; worksheets with instructions or steps to follow; a project goals checklist to tick; a webquest to develop critical thinking skills, etc.
- Assess the quality of projects by using professional work as a reference. Boost the quality of your pupils' work by showing them good examples of other pupils' work. Develop scaffolding to help pupils reach the standards and include both individual and group grades.
- Promote full participation by using a checklist for active observation of pupils that will give you objective evidence of their performance. Set realistic alternatives and consequences for non-participation such as suggesting individual ways of working on the project, negative individual grades, etc.
- Foster reflection strategies both for the process and for the final product from a critical point of view to improve future performance. When deciding on how to group your pupils, you should consider your rationale so as to group pupils according to the right criterion. Here are some ideas to arrange your class for group and project work.

**Grouping for leadership**. If you have passive pupils who need someone monitoring and taking control of their active contribution in group work, pre-assign groups and make sure these pupils share groups with class leaders (those pupils who are more skilled or have more knowledge).

**Random selection groups**. If the task does not require specific pupils to be separate or together you can simply put the groups in alphabetical order, take their names from a bag or hat, use a pack of cards (group them based on having black or red cards, cards in a specific order, the same numbers …) or word-family cards, synonym word cards, date of birth, etc.

Then, you can rotate some members to create new groups. Turn and talk (front row/back row) for a quick group task is also a possibility.

If you are familiar with your pupils' interests, e.g. football teams, make cards with the names of the most popular players and use them to make the 'football teams'. You can do this with popular bands, TV series and cartoons of their interest.

**Grouping by interest**. Have your pupils complete a survey and group them based on their responses. You can also design the task according to different interests and give pupils the opportunity to join a group according to their personal interest or expectations of the task, e.g. in a presentation about their hometown, pupils interested in history can focus on historical buildings and pupils interested in sports can focus on stadiums and sports facilities.

# How to work with mixed-ability groups

by Magdalena Custodio Espinar

Teaching and learning EFL or CLIL involves many different processes such as recording observations, presentation of ideas, argumentation, modelling constructions and explanations, arriving at conclusions, obtaining, evaluating and communicating information … in English! This is a very rich and complex communicative context which requires both cognitive and language skills for learning to occur.

Pupils' engagement in the learning process can be increased significantly by analysing in advance the linguistic and cognitive demands of every task. This analysis will allow teachers to provide pupils with the necessary scaffolding to encourage them to actively participate in the lesson, regardless of the language level of that pupil.

## Language scaffolding

In EFL and CLIL, language is used for learning and communicating. This means that it is necessary to scaffold the input (the language pupils receive), the intake (the information they process) and the output (the language they are able to produce after this information processing) to ensure an effective interaction. This scaffolding is very important because the interaction promotes the necessary feedback to connect the input received and the output produced in a meaningful way by pupils. This is called interlanguage development and it is a key factor of content learning and language development.

To identify the necessary scaffolding for our pupils we can conduct a language demands analysis. It consists of identifying and describing in advance different types of language involved in CLIL lessons and performance-based tasks: language of learning, language for learning and language through learning (Coyle, Hood, Marsh, 2010).

**Language of learning** refers to the language connected with the content being learnt. Pupils will learn it to access new knowledge, e.g. learning about sound: high/low pitch, tone, volume, etc.

**Language for learning** is the language necessary to perform the communicative functions of the learning context. If pupils need to compare the waves of the sound in a graph, do they know the comparative and superlative form of adjectives? If not, scaffolding is required to complete this task.

**Language through learning** refers to language learnt due to cognitive and academic development. Each pupil will develop this type of language during the learning process in close relation to their individual cognitive development by interacting with the resources (personal, digital, etc.) and completing the tasks.

Analysing the linguistic demands of the content and the task will allow teachers to provide pupils with suitable scaffolding strategies likely to promote interaction and feedback in the classroom. In the previous example, the teacher can provide oral scaffolding by displaying visual aids such as word cards for the language of learning and the comparative and superlative structure on a poster to help pupils interact (compare the waves of the sound).

In addition, a cognitive taxonomy provides a hierarchy of thinking skills organised from lower order thinking skills (LOTs, e.g. identify) to higher order thinking skills (HOTs, e.g. compare). Bloom's revised taxonomy comprises six cognitive domains involving cognitive skills such as remembering, understanding, applying, analysing, evaluating and creating. Using a taxonomy will allow teachers to adapt the degree of difficulty of the activities they plan from a cognitive point of view by identifying the cognitive domain and skill they demand. It will also help them develop a 'continuum of practice' of always going from LOTs to HOTs, thus starting at pupils' present cognitive level (because, for example, you cannot apply if you do not first understand and remember).

## Differentiated learning

Using a taxonomy to prepare your lessons can help them be more effective and flexible and, therefore, more likely to be learnt by all the pupils. Here are some examples of strategies to cope with mixed-ability pupils in the classroom.

- **Low level pupils are a majority**. Since a taxonomy is a hierarchy of cognitive skills we must try to extend children's thinking skills from LOTs to HOTs by practising first at lower levels (remembering and understanding) and progressively moving towards higher levels (applying, analysing, evaluating and creating). Therefore, if the average level of the class is very low, we will have to take this into account and provide them with more activities from the lower levels at the beginning and gradually include some of higher levels.
- **High level pupils are a majority**. If the average of the class is very high, you should try to provide them with more activities from the higher levels in order to ensure a motivating and challenging context.
- **Heterogeneous pupils**. Prepare activities at lower levels (remembering and understanding) for some children and activities at higher levels to work and practise the same content at the same time.
- **Fast finishers**. All pupils work first on the same set of activities, then pupils who finish earlier can design their own activities at a higher level. You can teach them to use the taxonomy for this purpose.
- **Gifted pupils with a special curricular adaptation**. Prepare compulsory activities for all the children at lower levels and voluntary activities for 'those who want to go further'. This strategy will provide more pupils with the opportunity to do the higher order activities and will allow the teacher to include different activities for the class and for the gifted pupil in an easy and unforced manner.

# How to work with stories

### Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise the pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each Story Card.

### Stage 2 – Listening to the story

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each Story Card. At this stage, remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

### Stage 3 – After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each Story Card or make up your own questions.

When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage, it is best to speak English.

### Stage 4 – Acting out

After having listened to the story a few times, your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

### Suggested exercises

### Exercises with Story Cards

- Cover the numbers on the cards. Shuffle the cards, stick them to the board and ask pupils to arrange them in the correct order.
- Cover the numbers on the cards. Stick the cards to the board in the correct order. Ask pupils to close their eyes, then take away one card. The pupils are supposed to identify the missing card.
- Cover the numbers on the cards. Hide the cards in various places in the classroom. Ask pupils to find them and stick them to the board in the correct order.
- Show pupils a Story Card and read the corresponding lines. When reading, make intentional mistakes, e.g. say *red* instead of *yellow*. Pupils correct your mistakes.
- Distribute the Story Cards among a few pupils. Play the story recording. When a pupil hears the lines referring to his/her card, he/she should stand up and show it to the class.




### Exercises without Story Cards

- Ask pupils to draw a scene from the story they have heard.
- Ask pupils to invent another ending for the story they have heard.
- Pupils draw their favourite character.
- Talk to pupils about what the characters learnt.
- Ask the pupils about the way they would behave or feel if they were one of the characters.
- Read some lines from the story. Pupils should provide the name of the character who says the lines.

## How to work with videos

### How is the video material presented?

In *Jordan Team Together* Grade 2, there are videos which show pupils how to do the unit projects. They contain the target vocabulary and grammar of the unit. Videos are a great tool for conveying information to young learners. A combination of images, movement, colours, sounds, music and language fulfils its educational functions at all levels of understanding. Pupils may watch the same videos many times and each time their perception of the material they watch is enhanced.

### When can the videos be used in class?

- The Project videos can be used as part of the presentation stage for the activity in Lesson 8.
- You can also use the Project videos to revise the material. Children have got good short-term memory, but watching the same episodes again two months after new material was introduced will considerably stimulate their memorising ability.

### How should the videos be used?

- Watch the video with pupils from the beginning to the end.
- Watch the video again, stopping the recording after each scene so that you can ask pupils questions about the things they see.

# How to work with posters

Posters can be a powerful and engaging tool for presenting or consolidating the language covered in the Pupil's Book.

In *Jordan Team Together* Grade 2, there are 4 full-colour vocabulary posters per semester featuring the main characters of this level. Each poster can be used for presentation or revision of the first set of vocabulary from each unit.

The generic **Classroom posters** can be used with any level of the course.

The pack is comprised of the Alphabet, Numbers, Classroom language, Months and seasons and Common irregular verbs posters.




## Techniques of working with posters

Stick the poster to the wall in a visible place. In this way it will remind pupils of the material they have covered.

### Predicting

In order to create the atmosphere of anticipation and to invoke curiosity in children, before you show the pupils a poster, give them its title. Tell pupils that in a moment they will see a poster with e.g. toys. Ask pupils to think about the vocabulary which may be presented in the poster. Encourage pupils to provide examples of particular words related to this thematic group. In the case of toys it will be: *a teddy, a doll, a ball, a kite*, etc. Then, stick the poster to the wall and check together how many words the pupils predicted correctly.

### Asking questions

Point to the objects, persons, colours, etc. presented in the poster and ask questions: *What's this? What colour is it? How many (balls) can you see? Is it a (doll)?*, etc.

### Finding and pointing

Ask individual pupils to come to the poster, find and point to appropriate objects, e.g. *Point to the (red car),* etc. You may also divide pupils into two teams and change finding particular elements into an exciting competition. Ask one person from the team to come to the poster and find a particular object. If he/she does it correctly, the team scores a point. If he/she makes a mistake, another team takes a turn. Pupils may replace the teacher and give the commands.

### Memory game

Set a specific time limit, e.g. 30 seconds. Tell pupils to look at the poster carefully and remember as much as they can. Then, cover the poster or take it off the wall and ask pupils one by one about the objects presented in the poster. You may also ask about the features of these objects, e.g. *Is the (ball) (big)? What colour is the (kite)?* Pupils' task is to answer from memory. You may also conduct this exercise as a team competition, observing the time limit. The team who provided the biggest number of names of objects from the poster wins.

### True or false?

Point to various objects in the poster and make true or false sentences related to them. For example, point to a lion and say *It's a zebra.* Pupils answer *No.*

### Quiz

Tell pupils that you are thinking about a certain object from the poster. The pupils' task is to guess which object you mean. You may describe the object you have in mind for more advanced pupils, e.g. *It's grey. It's small. It has got a tail. What is it?* Pupils say, e.g. *It's a bird.*

### Peeping through a keyhole

Cut out a hole (5–7 cm wide) resembling a keyhole in the middle of a large sheet of paper. Place the sheet on the poster and ask pupils what they can see. Move the sheet on the poster so that each time pupils guess the name of another object.

### Singing

Use a chant related to the subject of the poster and introduced in the Pupil's Book. Ask one or more pupils to come to the poster. Play the chant; the task of pupils standing by the poster is to point to the objects mentioned in the recording.

### Placing words on the poster

If pupils can recognise written words, you may ask them to place appropriate word cards below the pictures in the poster. One by one, pupils come to the poster and place a card with the corresponding word in the appropriate place. Then you may ask all pupils to read the words aloud together.

### Make your own poster

Pupils can create their own posters, based on a similar topic.

# Classroom language

## Greeting the class

Hello. Hi!
Good morning/afternoon.
Come in.
Sit down/Stand up, please.
What day is it today?
How are you today?
Is everyone here?
Is anyone away today?
Where is (Juan)?

## Starting the lesson

Are you ready?
Let's begin/start.
Listen (to me).
Look (at me/at the board).
Take out your books/ notebooks/coloured pencils.
Give this/these out, please.
Have you got a (pencil)?
Open your books at page (4).
Turn to page (6).
Open the window/door.
Close the window/door.

## Managing the class

Be quiet, please.
Look at me/Listen to me.
Come to the front of the class.
Come to the board.
Come here, please.
Put your hands up/down.
Who's next?
Queue/Line up!
Repeat after me.
Wait a minute, please.
Hurry up.

## Words of praise

Well done!
Excellent!
Fantastic!
That's nice.
Much better.
Good job.
Congratulations!
That's correct!
Great work!
Good luck!
Thank you.

## During the lesson – instructions

Hold up your picture.
Draw/Colour/Stick/Cut out …
Write the answer on the board/ in your book.
Let's sing.
All together now.
It's break time/lunch time.
Wait a minute, please.
Be careful.
Sorry, guess/try again.
Next, please.
Again, please.

## During the lesson – questions

Are you ready?
Do you understand?
What do you think?
Anything else?
May/Can I help you?
Are you finished?
Who's finished?
What can you see?

## Pair work/Group work

Find a partner.
Get into twos/threes.
Who's your partner?
Work in pairs/groups.
Make a circle.
Work with your partner/friend/group.
Show your partner/friend/group.
Tell your partner/friend/group.
Now ask your partner/friend/group.

## Language used for playing games

It's my/your/his/her turn.
Whose turn is it?
You're out.
Don't look.
No cheating.
Turn around.
Close your eyes.
Pass the (ball, cup), etc.
Wait outside.
Roll the dice.
Move your/my counter (3) spaces.
Miss a turn.
Go back (2) spaces.
Roll again.
I've won!
You're the winner!

## Useful phrases for the pupils

May/Can I go to the toilet?
I understand/I don't understand.
Excuse me …
I'm sorry.
Can you help me?
I'm ready.
I'm finished.

## Ending the lesson

Put your books/notebooks/coloured pencils away.
Tidy up.
Put that in the bin/rubbish bin, please.
Collect the stickers/cards/spinners/scissors, please.
The lesson is finished.
That's all for today.
Goodbye!
See you tomorrow.
Have a nice weekend/holiday.

## Flashcard games

**Which card is this?**

Cut out a small square in the middle of an A4 sheet of white paper. Cover the flashcards with this sheet of paper in such a way that pupils can see only part of the picture in the cut-out hole. Ask pupils to guess what the cards present.

**Observation**

Show pupils a flashcard, but do it quickly. Then ask them *What's this?* The pupils' task is to name the object presented in the card. If pupils fail to guess it the first time, show them the card again a little slower than before.

**Guess and take it!**

Hold up a flashcard. The pupil who is first to say the word presented in the card may take it. The pupil who collects the highest number of cards wins.

**Echo**

Make sure that pupils are familiar with the echo technique. Show pupils the flashcards and speak out relevant words. Ask pupils to repeat the words after you a few times quieter and quieter, like an echo.

**Remember and say it!**

Stick four or five cards to the board. Ask pupils to remember what they present. Then, remove the cards from the board and ask pupils to say the names. Repeat with other cards.

**Remembering the order**

Select four flashcards from the same topic and stick them to the board. Ask a few volunteers to look at the pictures and say the names of the objects presented. Then, ask pupils to remember the order in which the cards are placed on the board. Stick the cards face down on the board and ask pupils to say the words in the correct order.

**What's missing?**

Stick the flashcards on the board. Give pupils a few minutes to remember the order in which they are placed. Then, ask pupils to close their eyes and remove one of the cards. Ask them *What's missing?* Pupils identify the missing card.

***Snap!***

Prepare flashcards from one vocabulary group. Say or write on the board one word from the group. Show pupils all cards from the group. When pupils see the card with the picture corresponding to the word, they call *Snap!*

**Which card have you got?**

Select a few flashcards and give them to pupils. Ask them to pass the cards on in such a way that they cannot see what they show. At some point say *Stop*, and ask *Who's got the (apple)?* The pupil who has the card you asked for says *Me!*

**Where is this card?**

Stick the flashcards all over the classroom. Say the words and pupils point to appropriate cards.

**Listen and pass it on!**

Distribute the flashcards with selected words among pupils (e.g. one card per desk). Speak out sentences including the selected words and ask the pupils to pass appropriate cards to you.

**Standing up**

Hand over the cards from one set, e.g. toys, to particular pupils. Say the names of the toys aloud. The task of the pupil holding the card presenting the toy you named is to stand up when he/she hears the name and to show the picture to the other pupils.

**Raise your card**

Distribute the cards among pupils. Tell pupils a short story in English. When a pupil hears the word depicted in his/her card, he/she raises it up.

***Yes!/No!***

Show pupils the flashcards and ask them to name the pictures together with you. Then, show pupils the cards in such a way that only they can see the pictures. Say a word in English. The pupils' task is to say aloud *Yes!* if the picture shows the word you said. If the picture does not show the given word, pupils say *No!* Continue providing words until all the pictures are correctly named.

**Numbers**

Stick five flashcards on the board, e.g. classroom objects. Ask one pupil to come to the board and to write numbers under appropriate pictures following your instructions, e.g. *the (ruler) is number (one).* Do the same with the four remaining cards. Then, ask particular pupils *What's number (three)?*

**Charades**

If it is possible, ask pupils to sit in a circle. Give one pupil the entire set of cards, e.g. from Unit 2. Play some music. Pupils pass the set on when they hear the music. Stop the music. The pupil who holds the set stands up, selects one card and mimes the word (e.g. if he/she had chosen a picture of a computer, he/she mimes using it). The task of the others is to guess the word. The card described is taken away and the game goes on.

**Which is different?**

Stick a set of five cards to the board: four from the same group and one from a different group. Ask pupils *Which is different?* The pupils' task is to find the odd card as quickly as possible.

**Categories**

Revise the vocabulary belonging to two topics, e.g. toys and family, using the flashcards. Show pupils the flashcards and check if they can provide correct names. Then, divide pupils into two groups and ask them to recall as many words belonging to one category as they remember. Award the team with one point for one correct answer.

**Game with the bag**

Put a few flashcards belonging to various categories in a non-transparent bag. Ask pupils to pick one card from the bag and name the item it presents. A pupil picks up cards and names pictures until he/she takes a picture he/she is not able to name. Count all the correctly named cards and award the pupil one point for each card. Put the cards in the bag again and repeat the game with another pupil. The winner is the pupil who scores the highest number of points.




**Countdown**

Divide the class into small groups. Give each group several shuffled flashcards relating to different units (prepare copies of cards if you want each group to have the same set). Ask the groups to divide the cards into separate categories (e.g. colours, school objects, etc.). The winner is the group which completes the task first.

**Easy or difficult?**

Divide 20 flashcards into two groups 'easy' (e.g. with vocabulary relating to the currently discussed unit) and 'difficult' (e.g. with vocabulary relating to previous units). Divide the class into two teams. Each team scores 5 points for each correctly given word from the 'difficult' group and 1 point for a word from the 'easy' group.



## Flashcard and Word Card games

**Match the cards**

Stick word cards belonging to one group on the board in one column. Stick a shuffled set of corresponding flashcards in another column. Ask pupils to come to the board one by one and match the flashcards with the appropriate words.

**Mime the word**

Stick five or six word cards to the board in one row. Prepare the corresponding flashcards and ask certain pupils to come to the board and place the pictures under the appropriate word cards. When all cards are correctly matched, point to particular words and encourage pupils to read them together. Then, take off the flashcards. Ask one pupil to come to the board and point at the word to be mimed. Do the same with the other words.

**Find a match**

Prepare five flashcards and five corresponding word cards. Distribute them among pupils and then ask them to come to the front of the class. Explain to them that you will count to ten (or fifteen, if pupils know these numbers) aloud together with other pupils and during this time they have to find their match. When they find their partners, pupils stand up and raise their cards.

***Bingo!***

Ask pupils to prepare four or five word cards related to the topic you suggest. Raise the word cards, saying the name of the depicted object. The pupils' task is to mark in their sets the words which they saw in the pictures. The pupil who marks all the pictures calls *Bingo!* Then, ask the winner to read out the marked words. You may continue the game with the other pupils.

**Music cards**

Prepare a recording with music. Distribute shuffled flashcards and corresponding word cards among pupils. Play the recording. The pupils' task is to pass cards on from one to another. When you stop the music, the pupils holding word cards stand up and read the words aloud. The pupils with flashcards stand up upon hearing a word corresponding to their picture.

**Draw the word**

Place a set of word cards on the desk. Draw a box on the board. Ask a pupil to pick up the first card and draw the object mentioned in the card in the box on the board. Other pupils guess the word. When they guess the word, the pupil shows the word card to the class.

## Games with a puppet/soft toy

**Words and scenes**

Using a soft toy, ask pupils to perform a simple task, e.g. *Find something red. Stand up. Pick up a rubber. Point to … Touch something …*, etc.

**Questions**

Using a soft toy, ask pupils simple questions, e.g. *What's your name? What colour is it? Have you got a pencil? Do you like cheese?*

***Can I have …, please?***

Distribute flashcards to pupils. Ask them to name objects presented in the cards. Then, using a soft toy ask for particular cards *Can I have the (bird), please?* The pupils' task is to give the appropriate card to the toy.

**Pass the soft toy**

If it is possible, ask pupils to sit in a circle. Play the recording of the song you want to revise and ask pupils to pass the soft toy to one another when they hear music. When you stop the recording, the task of the pupil holding the toy is to say a word or a line from the song. Start the recording again.

## Games with songs and chants

**Sing and respond**

Provide a few pupils with one word they have to remember. (The words should come from the song or chant you want to revise.) Play the recording and ask pupils to stand up and sing and sit down when they hear their word.

**Sing and stand in the correct order**

Use the flashcards with objects appearing in the song you want to revise. Ask a few pupils to come to the board. Give them the cards. Explain to pupils that their task is to listen to the lyrics carefully and to stand in the order in which the words from their cards appear. The other pupils sing the song.

**Performances**

Select a few songs or chants for which you can prepare simple costumes or props. Teach pupils to show the content of the song or chant with gestures or mimics. Invite parents, teachers or pupils from other classes to a mini-performance.

## TPR activities

**What does the picture present?**

Distribute small sheets of paper among pupils and ask them to draw one object from a vocabulary group, e.g. body. Collect the papers and stick them to pupils' backs without revealing to them what the pictures present. The aim of the game is to stimulate pupils to ask questions, thanks to which they will be able to guess which picture they have on their backs, e.g. *Is it a (leg)?* Pupils may walk around the classroom or play in pairs.

**Broken telephone**

Divide pupils into two groups. Pupils stand in two rows. First pupils in each row should stay close to the teacher's desk. Put flashcards belonging to two categories, e.g. family and body parts on the desk. Whisper one word from different categories (e.g. *1 – brother, 2 – head*) to the two last pupils in the rows. Say *Start!* Pupils whisper the word one to another to the first pupil in the row. The task of this pupil is to select the appropriate picture card from the pile lying on your desk and show it to you. A team scores one point for every correctly chosen card. Then the first pupil in a row goes to its end and the game goes on.

**Alternative bingo**

Ask each pupil to draw a picture presenting a word from a certain vocabulary group (e.g. toys). While pupils are drawing, write words belonging to this vocabulary group on small pieces of paper and put them in a box or bag. Ask pupils to stand up. Pick up one piece of paper at a time and read out the word. The pupils who drew the corresponding toy or object should sit down. Continue until you use all the pieces of paper.

**How many of us are there?**

Play a recording with lively music and ask pupils to move around the classroom in a particular way (jumping, walking, dancing). At some point stop the music and say a number between 2 and 5 in English. Pupils have to form groups composed of the appropriate number of people. Pupils who have not joined any group have to wait one turn. Continue the game. If pupils feel confident, say numbers between 6 and 10.

**Catch and say it!**

Ask pupils to stand in a big circle. Say a category of vocabulary (e.g. toys) aloud and throw a soft ball to a selected pupil. The pupil has to say a word from the category you chose. If the pupil doesn't catch the ball or say the appropriate word, he/she has to sit down. Continue the game until all pupils sit down.

**Pass the ball**

Ask pupils to sit in a circle. Choose a category of vocabulary. Give pupils a small soft ball and ask them to pass it from hand to hand. Every pupil who receives the ball has to say a word belonging to the chosen category – if he/she fails to do so, he/she drops out of the game.

**The ball is burning**

Pupils standing in a circle throw a ball or a soft toy to one another and name the colours. The ball or soft toy shouldn't be caught when somebody says *Black!* If despite that, somebody catches the ball, he/she kneels or squats down and continues playing. When he/she catches the ball properly in the next turn, he/she stands up.

**Guessing game: pictures**

Ask one pupil to slowly draw on the board a picture presenting a new word from the current lesson. Other pupils try to guess what the picture presents and say the appropriate word. The pupil who guesses the word first draws the next picture.

**I name it and you point to it**

Pupils sit in a circle. In the middle, place a few flashcards belonging to one vocabulary group. Ask pupils to keep their hands behind their backs. Say a word presented on one of the cards placed in the middle of the circle. The pupils' task is to touch it as quickly as possible. You can divide the class into teams and award points to the group whose representative touched the card first. Pupils may also play this game in pairs or in small groups.

***Simon says***

Give pupils simple instructions. Warn them, however, that they can follow the instructions only when these are preceded by the phrase Simon says, e.g. when you say *Simon says jump*, pupils can jump, but when you say only *Jump*, they cannot move (explain pupils that Simon is a king who gives them commands). The pupil who makes a mistake loses one point. Vary the speed of instructions to make the game more interesting. Later you may ask pupils to give instructions. Instead of the name *Simon* you may use the word *teacher*, your name, or the name of a toy or puppet, if you use it.

***Word Swat***

Divide pupils into two teams. Ask them to stand in a line facing the board. Give the pupil at the front of each team a fly swatter. Place the words randomly on the board. Say or describe a word. The pupil with the fly swatter must run and swat the correct word/s. The pupil who completes the task first wins a point.

## Team games

**Picture charades**

Divide the class into two teams. Invite one representative of each team to the front of the classroom. Show each of them the same word card or whisper to them the same word. Pupils draw on the board pictures presenting the word. The team which is the first to guess the meaning of the picture and provides the correct word scores one point.

**Funny race**

Divide the class into two teams. Each of the teams stands in a row behind one chair, placing another chair a few metres away. One pupil from each team sits on the chair at the front of the row. Give each group different actions (*jump, clap, stamp, dance,* etc.). Pupils have to move from the chair they sit on to the other one belonging to their team while performing the activity. The pupil who follows the instruction correctly and sits on the second chair first, scores one point for his/her team.

**Board race**

Divide the class into two teams. On the board draw a long racetrack divided into a number of stages corresponding to the number of questions prepared. Use pieces of colourful paper or magnets as counters (one for each team). Ask pupils questions, e.g. show them flashcards, Story Cards or objects located in the classroom and ask *What's this? How many?* The pupil who provides the correct answer scores one point for his/her team and may move the counter to the next field. The team that reaches the finishing line with the highest score is the winner.

**Answer and draw points**

Divide the class into two teams. Invite representatives of both teams to the board in turns. Quietly give them particular words and ask them to draw appropriate pictures on the board. If the picture depicts the word correctly, the pupil rolls the dice or spins the spinner and scores the indicated number of points for his/her team.

**Parachute**

Divide pupils into two teams. On the board draw a big falling parachute with a parachutist. Think of a word from the current unit and draw as many strokes or lines attached to the parachute, as many letters as there are in the word. Pupils from both teams try to guess the word. For each incorrect answer erase one of the lines. Grant points to the teams when they provide a correct answer. If you erase all lines before the word is guessed, the team who answered last loses a point. In order to make the game more dramatic, draw a shark emerging from the sea below the parachutist.

**Repetition game**

Divide the class into two teams. Invite one pupil from each team to the front of the class. Stick a few flashcards to the board and number them. Ask a pupil to provide the number of a picture on the board. Roll the dice or spin the spinner. The pupil has to repeat a given word the stated number of times. For correct performance of the task, the pupil scores for his/her team the number of points equal to the number on the die or spinner.

**Team quiz**

Show pupils a set of ten flashcards and ask them to name the objects presented. Raising each of the cards, ask *What is it?* The pupils' task is to name the picture *It's (a pen).* Stick the cards face down on the board. Number them from 1 to 10. Divide pupils into two teams.

The pupils' task is to guess which number represents a specific picture. If the answer is correct, the team scores 2 points. If the answer is incorrect, it's the turn of the other group to guess. The game continues until all cards are revealed.

**Noughts and crosses**

Divide the class into two teams: 'noughts' and 'crosses'. Draw a 3 x 3 grid for noughts and crosses on the board. Place one card in each square of the grid, face down to the board. Ask a pupil from the first team to reveal one card. If the pupil can say the correct word, he/she may take the card and place the symbol of his/her team in that field. Then the pupil from the other team does the same. The winner is the team that manages to put 3 symbols in a row.

**Listen and touch!**

Divide the class into two teams. Stick a number of flashcards to the board. Ask one pupil from each team to stand in front of the board. Say one of the words presented on the cards on the board. The pupil who touches the correct card first scores one point for his/her team. Repeat with other pupils and cards.

**Guess the name**

Divide the class into two teams. Ask one pupil from each team to come to the front of the class and stand with their back towards you. Hold up a flashcard, count to three and say *Turn around.* The pupil who turns around first and says the correct word scores one point for his/her team. Repeat with other pupils and cards.

Welcome

# Hello!

**Numbers:** one, two, three, four, five, six, seven, eight, nine, ten
**Colours:** black, blue, brown, green, orange, pink, purple, red, white, yellow

1 Find and circle. 7

2 W3 Listen and read.




Values
Be friendly



## Mapping

| | |
|---|---|
| **Scope and Sequence Matrix** | **Listening:** following simple short instructions of a teacher, peers or a recording in activities and games; simulating role-playing activities where pupils learn how to interact politely and with empathy; using pictures, illustrations, and visual aids to understand unfamiliar words while listening; drawing, selecting, or writing simple words as responses to questions in presented oral material<br>**Speaking:** producing formulaic exchanges<br>**Reading:** identifying elements of a story (setting, characters, plot) using wh- questions; identifying basic sentence punctuation; reading orally with reasonable fluency and correct annunciation; identifying the main idea in a text with the help of the teacher<br>**Writing:** distinguishing between complete and incomplete sentences |
| **Learning Outcomes and Performance Indicators** | **Listening:** follow simple instructions in activities and games; identify people and objects based on oral description (She wears a blue jacket.); respond to simple questions before, during and after listening; listen to, join in and recite simple chants and songs; identify words in an utterance; draw, select or write simple words in response to questions on oral material<br>**Speaking:** pronounce two-syllable words and expressions using the correct stress and intonation with teacher guidance; recite rhymes and songs, individually and in groups with correct stress and intonation; learn simple expressions and participate in exchanges following a model; partake in short formulaic exchanges using the vocabulary introduced<br>**Reading:** distinguish print lines from sentences; identify and read sight words using prior lexical knowledge, phonic knowledge, context, and sound-letter correspondences; answer simple questions about written materials; read texts aloud with expression at an appropriate and reasonable speed<br>**Writing:** spell simple words and phrases correctly |

# Hello!

## Objectives

- **Lesson aims:** to review simple cartoon stories; to recall character names and use polite interactions and greeting words
- **Target language:** *Hello! Hi! Goodbye. What's your name? My name's … How old are you? I'm …*
- **Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- **Reading:** Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24). Can understand basic sentences introducing someone (e.g. name, age) (GSE 17).
- **Listening:** Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24). Can understand the main information when people introduce themselves (e.g. name, age, where they are from) (GSE 19).
- **Speaking:** Can introduce themselves using basic phrases (GSE 11). Can act out parts of a picture story using simple actions and words (GSE 30).

## Materials

- Pupil's Book pages 4–5
- Activity Book pages 2–3
- sheets of A4 paper, enough for each pupil
- sock puppets or straw and paper to make straw puppets
- ready straw puppet (draw a head and stick it on a straw)
- glue

## Assessment for learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork; Expert envoy technique
- Independent learning: portfolio

## Starting the lesson

- **W1 & W2** Have pupils listen to a song you will always sing at the beginning of each lesson. Play the chant. Pupils do the actions as they hear them.
- A karaoke version of the chant is available (track W2).

Shake. Shake. Shake.
Clap. Clap. Clap.
It's time for English class.
Shake. Shake. Shake.
Clap. Clap. Clap.
Get ready, everyone!

Shake. Shake. Shake.
Clap. Clap. Clap.
It's time to have some fun.
Shake. Shake. Shake.
Clap. Clap. Clap.
Sit down, everyone!

## Presentation

- Explain that in this lesson pupils will learn to introduce themselves and say how old they are.
- Using two straw or sock puppets, perform a small dialogue where the puppets introduce each other.

  **Puppet 1:** Hello.

  **Puppet 2:** Hi!

  **Puppet 1:** What's your name?

  **Puppet 2:** My name's Tom.
- Give one puppet to a random pupil and repeat, helping pupils to respond with their own name. Continue with a few more pupils.
- Ask pupils to look at page 4. Pupils describe the picture, telling you where the characters in the picture are, how many characters there are and who/what else they can see.
- Ask what they think the story will be about.

## Practice

### Pupil's Book

**1 Find and circle.** 7

- Ask pupils what number they see in the rubric. Explain that they have to find it in the picture.
- Using the Lollipop stick technique, have pupils give the answer.
- Ask pupils to raise their hands if they are seven, too.

**2 W3 Listen and read.**

- After playing the audio, ask pupils what the character's names are.
- Read each line and have pupils repeat after you.
- Ask if the characters are friendly and how they know this.

### Diversity

**Support**

- Pause the audio at each frame and ask pupils different questions about the frame. Say a character's name, colour or thing, etc., and have pupils point to them as they say it, e.g. say *Point to Polly.* Pupils point to Polly and say her name.

**Challenge**

- In groups of four, pupils retell the story using their names.

### Extra activity TPR

- Give each pupil the role of either Tom, Sami, Polly or Laila and explain that when they hear their part, they have to stand up.
- Play the audio to complete the activity.

**3 W4 Listen and match.**

- Ask pupils to look at the pictures of the characters and say their names.
- **Extension** Explain that you will call out a number and pupils have to say who it is, e.g. One: Tom.

1 **Woman:** This is Tom.
**Tom:** Hello. My name's Tom.
2 **Woman:** This is Polly.
**Polly:** Hello. I'm Polly.
3 **Woman:** This is Sami.
**Sami:** Hello. My name's Sami.
4 **Woman:** This is Laila.
**Laila:** Hello. I'm Laila.
5 **Woman:** This is Bo.
**Bo:** Hello. I'm Bo.

### Values

- Look at frames 1 and 2 of the story and the audio from Activity 3. Ask pupils why it is good to be friendly. Ask how they feel when they meet new people and whether it makes a difference if people are friendly to them.

### 4 Act out the story.

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- Play the audio and pause at each section for each group to say their part after they hear it.
- Have the groups perform in front of the class.

### 5 W5 Listen and read.

- Divide the class into two groups and assign one group Jamal and the other Omar.
- Play the audio, pausing at each exchange for pupils to repeat.
- **Extension** Say a sentence and pupils say the sentence that comes after it.

### 6 Act out the dialogue. Use your names and ages.

- Using the Lollipop stick technique, invite two pupils to come to the front of the class and act out the dialogue.
- Place pupils in pairs and have them act out the dialogue.

## Activity Book

### 1 Look and trace.

- Point to the characters and elicit the names from the pupils. Then pupils open their books and read the names before tracing them.
- Praise neat handwriting.

### 2 W6 Listen and number.

- Ask pupils to look at each character in the picture. Point to the characters and say wrong names for pupils to correct you.
- Play the audio to complete the activity. Pupils check answers with their partner.

**Answer key** 2 Tom, 3 Sami, 4 Laila, 5 Bo

1 **Tom:** Hello! What's your name?
**Polly:** Hi! My name's Polly.
2 **Polly:** What's your name?
**Tom:** Hi! I'm Tom.
3 **Polly:** What's your name?
**Sami:** Hello! My name's Sami.
4 **Polly:** What's your name?
**Laila:** Hi! I'm Laila.
5 **Tom:** What's your name?
**Bo:** Bo!

### 3 Viewing and presenting Write, draw and colour. Share.

- Use the Expert envoy technique to have pupils do this activity.
- Encourage pupils to share their work with the class once finished.
- Use this as an opportunity to build on presenting skills by asking pupils to role play their conversations to the class.
- Encourage pupils to use clear voices, make eye contact and to ask and answer the questions using the correct intonation. Model this for pupils and encourage them to repeat.
- Explain that body language is important in conversations and encourage pupils to practise positive body language while taking part in the role play with their partner.
- Use audio or visual equipment to record the role plays, if required, so that you can compare progress throughout the year.

### Extra activity Fast finishers

- Have pupils write a short dialogue on a sheet of A4 paper and draw a picture for it.
- Place their work in their portfolios.

### Extra activity Communication

- Give pupils the opportunity to introduce themselves to other pupils from different classes in English.

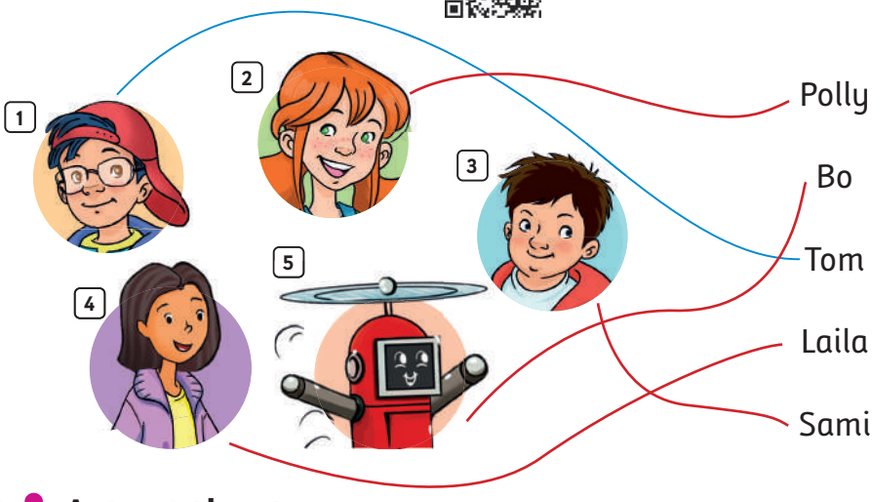
## Finishing the lesson

- Give pupils a straw and a piece of paper. Have them draw a head with a face, cut it out and stick it to the straw.
- Explain that with their straw puppets they have to act out a dialogue like the one in Activity 5.
- Invite pairs to perform their act in front of the class.
- Pupils place their straw puppets in their folders. Keep the straw puppets for lessons throughout the course.
- W7 & W8 Have pupils listen to a song that you will always sing at the end of each lesson. Play the chant. Pupils do the actions as they hear them.
- A karaoke version of the song is available (track W8).

Shake. Shake. Shake.
Clap. Clap. Clap.
It's time to end the class.
Shake. Shake. Shake.
Clap. Clap. Clap.
Wave goodbye, everyone!
Wave goodbye, everyone.

**Next lesson** Remind pupils to bring their straw puppets for the next lesson.

**3** W4 **Listen and match.**

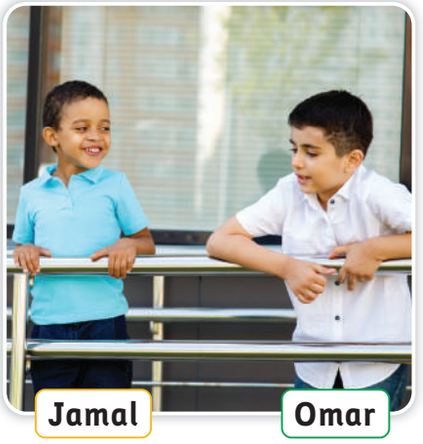



**4** **Act out the story.**

## English in action

**Meeting new friends**

**5** W5 **Listen and read.**




Hello! I'm Jamal. What's your name?

My name's Omar.

Hi, Omar. How old are you?

I'm seven. How old are you?

I'm six.

**6** **Act out the dialogue. Use your names and ages.**

# Numbers and Colours



## Objectives

- **Lesson aims:** to use numbers up to ten; to identify and say colours
- **Target language:** *one, two, three, four, five, six, seven, eight, nine, ten; How many …? black, blue, brown, green, orange, pink, purple, red, white, yellow; What colour is it?*
- **Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- **Reading:** Can read cardinal numbers up to ten written as words (GSE 12). Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17).
- **Listening:** Can recognise cardinal numbers up to ten in short phrases and sentences spoken slowly and clearly (GSE 10). Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can say how many things there are, up to ten (GSE 21). Can recite a short, simple rhyme or chant (GSE 16).

## Materials

- Pupil's Book pages 6–7
- Activity Book pages 4–5
- sheets of A4 paper with numbers 1–10 on them, enough for each pupil
- sheets of A4 paper, enough for each pupil
- straw puppets
- coloured pencils
- Welcome Unit Numbers and Colours Flashcards

## Assessment for learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; Traffic light cards technique; Thumbs up/down technique
- Peer learning: pairwork; groupwork; Expert envoy technique
- Independent learning: Summative questions technique

## Starting the lesson

- Ask pupils if they remember what they learnt in the previous lesson.
- Using the Lollipop stick technique, choose pupils to come to the front of the class and ask *What's your name? How old are you?*
- Have pupils repeat the activity in pairs, using their straw puppets.

## Numbers

### Presentation

- Explain that in this lesson pupils will revise numbers to ten and will also learn some new colours. On the board write the numbers 1–10. Say each number and have pupils repeat after you.

**Extra activity** TPR

- Give each pupil a card with a number on it. Say a number and pupils have to clap if it's their number.
- Then say the numbers in the correct order for pupils to repeat after you. As their number comes up, they stand up and raise their paper in the air.

### Practice

**Pupil's Book**

**1** W9 & W10 **Listen and chant.**

- On the board, write the numbers 1–10 as words. Point to the numbers, say them and pupils repeat. Then say a number and show it using your fingers.
- Play the chant. Pupils show their fingers as they hear the numbers.
- A karaoke version of the chant is available (track W10).
- **Extension** After pupils chant, explain that you will say a number and they have to say the number that comes after it.

### Diversity

**Support**

- Give each pupil a sheet of A4 paper and have them draw an outline of their two hands on it. Then have pupils number each finger 1–10. Under each number, they write the word, e.g. *1 – one.*
- Go through the numbers 1–10 as pupils repeat after you. Explain that you will say a number and they have to repeat after you as they point to it on their sheet.
- Place pupils in small groups for them to continue the activity. Monitor and gently correct pupils.

**Challenge**

- In pairs, pupils count forwards and backwards. Then, one pupil says a number and their partner counts forwards to 10 and backwards to 1 from that number.

**Extra activity** Critical thinking

- Ask pupils if any of the numbers sound the same as the numbers in their native language and if so, which one(s).

**2** W11 **Listen and draw. Then say.**

- Pick up three coloured pencils and ask *How many pencils?* Elicit *Three.* Repeat a few more times with different numbers.
- Direct pupils to pictures in the activity. Ask how many balloons there are in each picture.
- Play the audio for pupils to complete the first part of the activity. Check answers as a class.
- Use the Thumbs up/down technique to check if pupils are ready to do the second part of the activity.
- Then explain that pupils have to ask their partners how many balloons there are in each picture. Do the first item with the class, by picking up your book and pointing to the first image. Ask *How many balloons?* and elicit the answer.
- Using the Traffic light cards technique, ensure pupils have understood the activity before placing them in pairs to do the activity.

**Boy 1:** How many balloons?
**Boy 2:** Ten.
**Boy 1:** How many balloons?
**Boy 2:** Eight.
**Boy 1:** How many balloons?
**Boy 2:** Six.

**Boy 1:** How many balloons?
**Boy 2:** Three.
**Boy 1:** How many balloons?
**Boy 2:** One. One balloon.

**3** **Look at page 4. Count and write.**

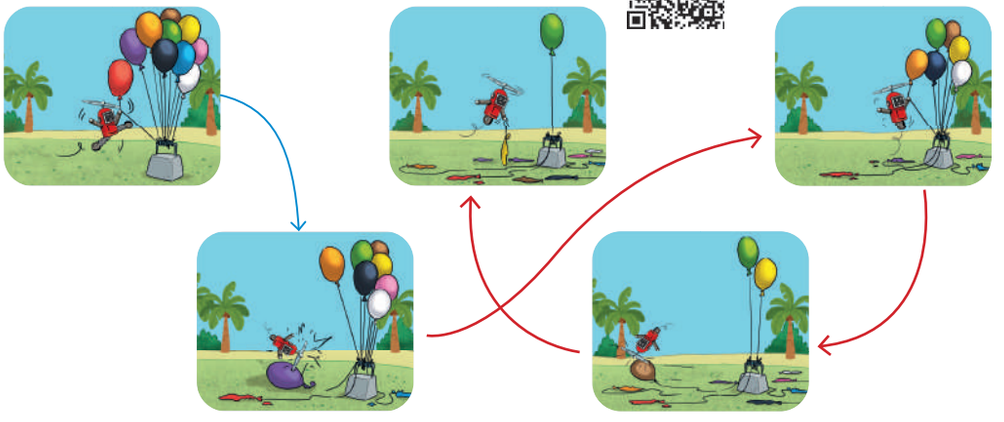
- Direct pupils to page 4. Hold up your book and point to the balloons. Ask *How many balloons?* Elicit *Ten.* Continue with a few more items.
- Have pupils complete the activity and check answers with their partners.
- Have pupils ask each other how many items there are for each picture.

## 1 W9 W10 Listen and chant.




one two three four five six seven eight nine ten

## 2 W11 Listen and draw. Then say.






## 3 Look at page 4. Count and write.



# Colours

## Presentation

- Place the Colours Flashcards on the board. Explain that pupils will revise and learn some colours.
- Point to each flashcard, say the colour and have pupils repeat after you.
- Use the Lollipop stick technique to bring a pupil to the board. Say a colour for them to point to.
- Then, using the Lollipop stick technique again, bring another pupil to the board. The first pupil now says a few colours for the new pupil to point to.

## Practice

### Pupil's Book

**4 W12 Listen and say. Then listen and point.**

- Play the audio for pupils to listen and repeat the words as you point to the correct flashcards. Then encourage them to listen again and point to the correct colour in their book. Once pupils have completed this, they can point to a colour for their partner to say.

**Extra activity Creativity**

- Ask pupils what their favourite colour is and to find an object in the classroom with that colour. On a sheet of A4 paper they draw, colour and label the item to present to the class.

**5 W13 & W14 Listen and sing.**

- Point to a flashcard on the board and ask *What colour is it?* Elicit the answer. Continue a few more times.
- Then have pupils repeat the activity, using the colours in Activity 4.
- Refer pupils to the pictures in Activity 5. Ask them to look at Tom's leaf. Ask *What colour is it?* Elicit *Green*. Continue with all the items.
- Play the song for pupils to sing. Point to the flashcards as you hear the colours.
- A karaoke version of the song is available (track W14).
- **Extension** In small groups, pupils write a verse for the song using different colours to sing to the class.

**Extra activity TPR**

- Divide the class into four groups. Name each group according to the colour group of each verse, e.g. *red*, *yellow*, *blue* and *green*.
- Explain that each group will stand up and sing their verse only.
- Play the audio and do the activity. Then allocate each group a separate set of colours and repeat.

**6 Look at page 4. Find and say.**

- Pupils look at the grey object in each circle and find the corresponding object on page 4. Ask the question, *What colour is it?* Pupils respond: *It's ...* .

### Activity Book

**1 Trace and match. Colour and say.**

- Pupils complete the activity by joining each number to the correct word. They then colour the ring around each word to match the number and say the colour. Compliment pupils on their good work.

**2 Read, trace and draw.**

- When pupils have completed the activity, pair them up with other pupils that have also completed the activity. Have them ask and answer using *How many ...?*

**3 Trace and colour.**

- When pupils complete the activity, ask them to raise their hands and show you their work.
- Ask pupils what colour each item is. Point to the first balloon and ask what colour it is.
- Place pupils in pairs and have them answer what colour each item is.

**4 Read and trace.**

- Pupils complete the activity individually and show their work to their partners.

**Extra activity Creativity**

- Have pupils draw and colour different items in their notebooks and write what colour and how many there are.

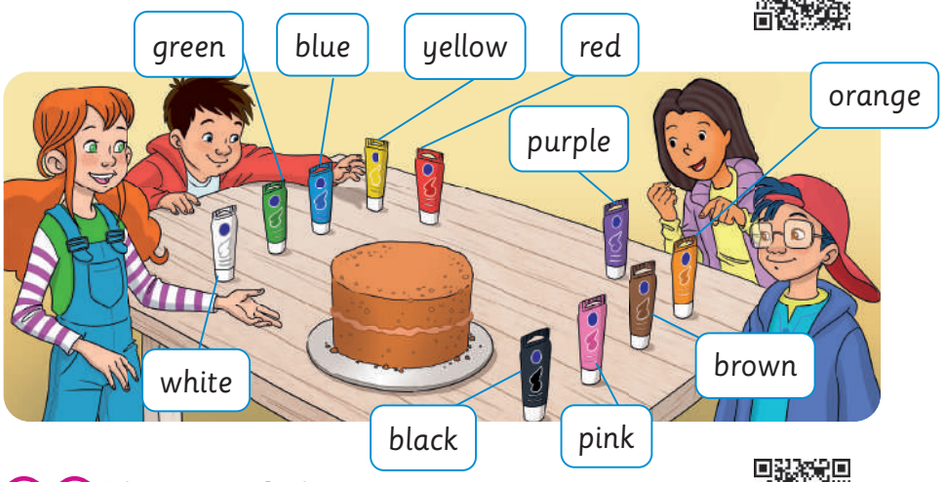
## Finishing the lesson

- Hold a class survey asking pupils to choose which activity from the whole unit they would like to do again.
- Place pupils in groups or pairs to do the chosen activity.
- Use the Summative questions technique to ask pupils what they have learnt in today's lesson, what they liked about it and what they can now do.

**Extra activity Picture dictionary**

- To review all the vocabulary in one place, go to Activity Book page 46.

## 4 W12 Listen and say. Then listen and point.




## 5 W13 W14 Listen and sing.

Red, yellow, blue or green.
What colour is it?
Green, it's green.

Black, white, pink or blue.
What colour is it?
Blue, it's blue.

Purple, orange, brown or pink.
What colour is it?
Pink, it's pink.

Green, red, brown! Oh, no!
What colour is it?
White, it's white.

## 6 Look at page 4. Find and say.




Number 1.
What colour is it?

It's purple.

# Mapping

## Topics

**Theme 1:** Recreation **Theme 2:** Culture

## Scope and Sequence Matrix

**Listening:** following simple short instructions of a teacher, peers or a recording in activities and games; simulating role-playing activities where pupils learn how to interact politely and with empathy; using pictures, illustrations, and visual aids to understand unfamiliar words while listening; drawing, selecting, or writing simple words as responses to questions in presented oral material; responding to simple yes/ no and wh-questions; recognising basic intonation patterns

**Speaking:** producing formulaic exchanges; developing intonation patterns

**Reading:** identifying elements of a story (setting, characters, plot) using wh- questions; reading orally with reasonable fluency and correct annunciation; identifying basic sentence punctuation; identifying the main idea in a text with the help of the teacher; reading orally with reasonable fluency and correct annunciation

**Writing:** distinguishing between complete and incomplete sentences; capitalising all proper nouns, words at the beginning of sentences

**Viewing and presenting:** realising that shapes, symbols, and colors have meaning and including them in short oral presentations; using body language in a variety of ways (mime, role play) to visually communicate ideas and feelings; using appropriate learned terms and expressions to discuss visual texts; deducing the purpose of the visual text and relating it to his/her personal experience




Find something purple ***a balloon***
What other colours can you see? ***red, yellow, orange, blue, green, pink, white, black, brown***
How many balloons can you see? ***six balloons***

## Learning Outcomes and Performance Indicators

**Listening:** follow simple instructions in activities and games; identify people and objects based on oral description (She wears a blue jacket.); respond to simple questions before, during and after listening; listen to, join in and recite simple chants and songs; identify words in an utterance; draw, select or write simple words in response to questions on oral material; use pictures, illustrations and visual aids to understand unfamiliar words; use words (Excuse me!) or body language (facial expressions) to demonstrate lack of understanding

**Speaking:** pronounce two-syllable words and expressions using the correct stress and intonation with teacher guidance; recite rhymes and songs, individually and in groups with correct stress and intonation; partake in short formulaic exchanges using the vocabulary introduced; learn simple expressions and participate in exchanges following a model; produce intonation for yes/no questions

**Reading:** identify and read sight words using prior lexical knowledge, phonic knowledge, context, and sound- letter correspondences; identify elements of a short story; distinguish print lines from sentences; identify basic sentence punctuation: capital letters, full stops and question marks; simply relate main idea in a text with the help of the teacher; follow and respond to two-step written instructions; make connections between instructions and short simple written materials; answer simple questions about written materials; read texts aloud with expression at an appropriate and reasonable speed

**Writing:** spell simple words and phrases correctly; write basic phrases to describe objects and pictures; revise written task based on teacher's feedback; learn to accept peer review and objectively discuss criticism; revise written task based on peer feedback; write simple sentences

**Viewing and presenting:** realise that shapes, symbols, and colours have meaning and begin to include them in short oral presentations; observe visual images and begin to appreciate that they have been created for particular purposes; deduce the purpose of visual texts relating it to his/her personal experiences; discuss his/her own feelings by showing empathy for the way others might feel; use body language in a variety of ways such as mime and role play to visually communicate ideas and feelings; begin to use new vocabulary acquired in reading texts and appropriate terms and expressions; discuss the information being conveyed in illustrations in picture books and simple reference books

## Unit objectives

to name toys; to ask and answer about toys.

## Language

| | |
|---|---|
| **Vocabulary** | **Inside toys:** *action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo*<br>**Outside toys:** *ball, bike, kite, scooter, slide, swing* |
| **Grammar** | *What's this? It's a (car). It's an (action figure).*<br>*Is it a (swing)? Yes, it is. No, it isn't.* |
| **Functions** | *Can I play with (it), please?* |
| **Phonics** | *i–e, a–e; bike, five, cake, plane* |

## Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–10)

**Mathematical, scientific and technological competences:** count to ten (L. 1); use numbers to complete an activity (L. 5)

**Digital competence:** use Pupil's Book eBook (L. 1–10)

**Social and civic competences:** learn to be creative (L. 3 and 8); learn to share (L. 9)

**Cultural awareness and expression:** raise awareness of cultural similarities and differences (L. 8)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10); personalisation of language learnt (L. 8 and 9)

**Initiative and entrepreneurship:** choose a topic for the project (L. 8)

## 21st Century Skills for Learning and Innovation

| | |
|---|---|
| **Critical thinking** | Predicting (L. 3); Problem solving (L. 3); Logical thinking (L. 3); Defining and describing (L. 1, 5, 7 and 8); Finding information (L. 3 and 8); Planning (L. 8); Reflecting on learning (L. 1–10) |
| **Creativity** | Design a new robot (L. 3) |
| **Communication** | Describing toys (L. 1 and 5); Cutouts game (L. 7); Functional dialogue (L. 9) |
| **Collaboration** | Project groupwork (L. 8); Acting out (L. 3 and 9) |

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Picture dictionary: Activity Book p. 47
- Unit 1 Extra practice: Activity Book p. 13
- Unit 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 1 Test

# Vocabulary and Grammar

## Objectives

- **Lesson aims:** to ask and answer about toys using the correct vocabulary; to use a/an with single countable nouns
- **Target language:** *action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo; What's this? It's a (car). It's an (action figure).*
- **Skills:** Listening, Speaking

## Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10).
- **Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19). Can recite a short, simple rhyme or chant (GSE 16).

## Materials

- Pupil's Book pages 8–9
- Unit 1 Inside toys Flashcards (*action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo*)
- stopwatch, different toys, pens and pencils, two fly swatters
- sheets of A4 paper, enough for each pupil
- Resources 1 and 9

## Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Lollipop stick technique; Traffic light cards technique

## Starting the lesson

- Have pupils stand in two lines. Go to the first pupil and introduce yourself, ask them their name and how old they are. Pupils now introduce themselves to the pupil opposite.

## Presentation

- Explain that in this lesson pupils will learn to talk about toys. On the board, write *What's this …? It's a … .*

## Practice

**Pupil's Book**

### 1 How many toys can you see?

- Pick up two pencils and ask *How many …?* Use the Lollipop stick technique to have a pupil answer. Continue with a few more pens and pencils.
- Refer pupils to page 8 and ask them to count how many toys there are.
- Place pupils in pairs. Go through the questions with them. Pick up the stopwatch and explain that they have one minute to answer the questions.
- Tell pupils to use the Traffic light cards technique. Explain the activity again if necessary.

**Extra activity** **Critical thinking**

- Have pupils describe the picture as best as they can, telling you who and where the characters in the picture are, how many characters there are, what colours they see, and to name any objects that they know, e.g. balloon, bike.

### 2 1.1 Listen and stick. Then listen and say.

- Place the Unit 1 Inside toys Flashcards (*action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo*) on the board. Point to each picture and say the word. Pupils repeat after you.

**Listen and stick.**

Look at my toys. It's a car. It's a plane. It's a puzzle. It's a yoyo. It's a building set. It's a doll. It's an action figure. It's a robot. It's a teddy. It's a dinosaur.

**Listen and say.**

car, plane, puzzle, yoyo, building set, doll, action figure, robot, teddy, dinosaur

**Extra activity** **TPR**

- Have the class form two lines facing the board. Hand pupils at the front of the line the fly swatters. Play the *Word swat* game with the unit vocabulary.

### 3 1.2 & 1.3 Listen and chant.

- Give each pupil a sheet of A4 paper. Ask them to draw one toy from the new words.
- Explain that you will play the chant and when they hear their toy, they should raise their illustration.
- A karaoke version of the chant is available (track 1.3).

## Diversity

**Support**

- Have pupils draw three items from the vocabulary list.
- Go around the class and ask *What's this?* as you point to their items. Encourage pupils to answer with *It's a / an …*
- Pupils continue in pairs.

**Challenge**

- Pupils write a small dialogue and illustrate their work. They read their work to their partners.

### 4 1.4 Find on page 8 and say.

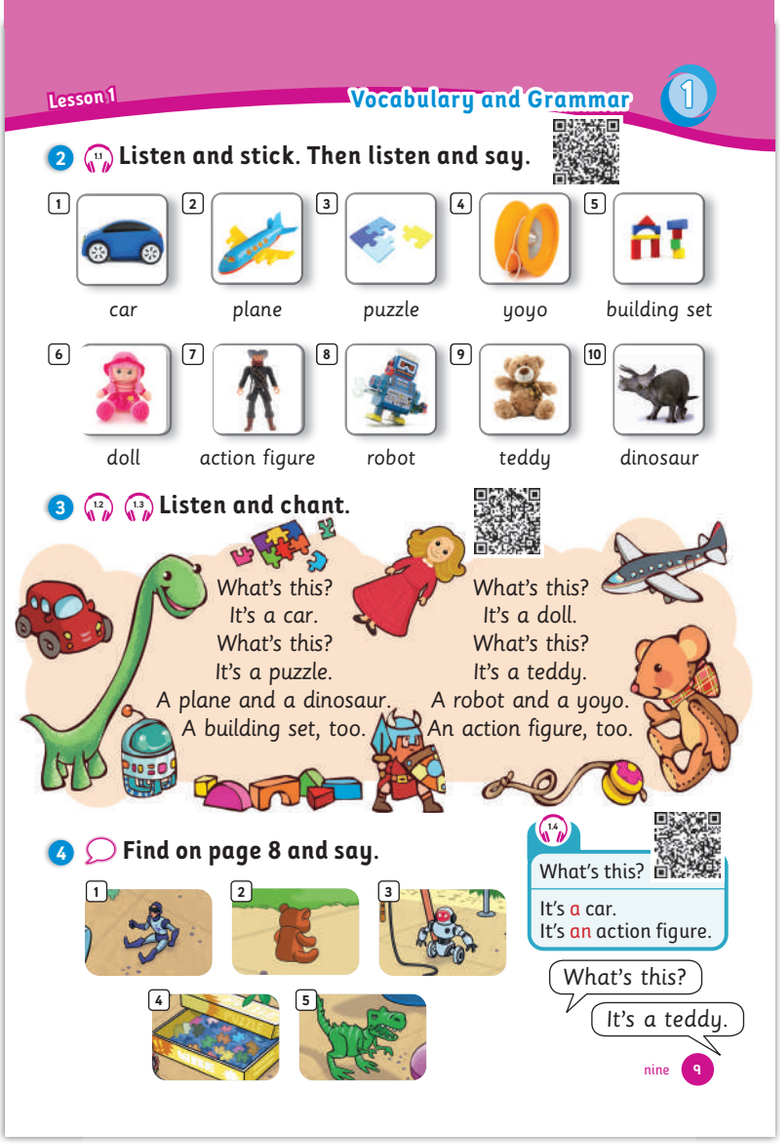
- Draw pupils' attention to the grammar box and the recorded model (track 1.4).
- Then using the flashcards, go through each item, asking *What's this?* Pupils raise their hands to answer.
- Pupils complete the activity in pairs. Make sure pupils swap roles.
- Monitor and help pupils where necessary.

**Extra activity** **Fast finishers**

- Have pupils draw their favourite toy on a sheet of A4 paper. Ask them to write what it is and what colour it is.

## Finishing the lesson

- Give pupils an Inside toys Flashcard.
- In pairs, ask and answer using *What's this?*
- Pupils then swap flashcards with another pair and repeat.




**Lesson 2** **Activity Book**

## Objectives

- **Lesson aims:** to identify, read and trace toy words.
- **Target language:** *action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo; What's this? It's a (car). It's an (action figure).*
- **Skills:** Listening, Reading

## Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10).
- **Reading:** Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17).

## Materials

- Activity Book pages 6–7
- Unit 1 Inside toys Flashcards *(action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo)*

## Assessment for Learning

Peer learning: pairwork

## Starting the lesson

- Hold up the Unit 1 Inside toys Flashcards (*action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo*) for pupils to say each word. Encourage them to respond with *It's a/an* (*car/action figure*), etc.

## Practice

**1** **Look at Pupil's Book page 8. Read and circle.**

- Give pupils a little time to complete the activity. Have pupils check their answers in pairs.

**Answer key** 2 brown, 3 yellow

**2** **Look, trace and match.**

- Pupils complete the activity individually. Have them raise their hands to show you their work.

**Answer key** 2 i, 3 j, 4 g, 5 b, 6 h, 7 d, 8 a, 9 f, 10 e

**3** **1.5 Listen and tick (✔).**

- Ask pupils to tell you what they see in each picture. Then play the audio while pupils tick the correct toy that is being talked about.
- When completed, have pupils ask and answer about each picture in pairs using *What's this?*

**Answer key** 2 b, 3 b, 4 a

1 What's this? It's an action figure.
2 What's this? It's a yoyo.
3 What's this? It's a doll.
4 What's this? It's a puzzle.

## Story




**1** **Before you read** **What colour is the dinosaur?**

*It's green.*

**2** 1.6 **Listen and read.**




What is it? Can you guess?



What is it? Can you guess?

*It's a rollercoaster.*

**4** **Read and circle.**

- Encourage pupils to look at each picture and identify the toy. Pupils then read the sentences and select the correct word to complete each one by drawing a circle.

**Answer key** 2 car, 3 building set, 4 teddy

## Finishing the lesson

- Give pupils a sheet of A4 paper. Have them fold it in half.
- Ask them to draw and colour two toys on the A4 paper, one on each side.
- In pairs, ask and answer using *What's this?*




**3** After you read **Look at the story. Read and circle.** CLIL

What's this?



1 It's a dinosaur robot.



2 It's a yoyo doll.



3 It's a car plane.

**4** **Act out the story.**

**5** Viewing and presenting **Design a new toy. Is it big or small? Share.**

Values
Be creative

# Story

## Objectives

- **Lesson aims:** to review simple cartoon stories by identifying characters and their actions, as well as different toys; to identify examples of being creative and say why it is important
- **Target language:** *action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo*
- **Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- **Reading:** Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24).
- **Listening:** Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24).
- **Speaking:** Can answer simple questions about objects (e.g. colour, size) (GSE 22). Can act out parts of a picture story using simple actions and words (GSE 30).

## Materials

- Pupil's Book pages 10–11
- Unit 1 Inside toys Flashcards (*action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo*)
- Unit 1 Story Cards
- sheets of A4 paper, enough for each pupil
- fly swatters and coloured pencils
- Resources 25 and 33

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; True/False cards technique
- Peer learning: pairwork; groupwork
- Independent learning: portfolio

## Starting the lesson

- Divide pupils in two teams and play the *Word swat* game with the unit vocabulary.

## Presentation

- Tell pupils that today's story is about a secret workshop. On the board, write *The secret workshop.* Explain in L1 what a secret workshop is.

## Practice

**Pupil's Book**

**1 Before you read What colour is the dinosaur?**

- Ask pupils to look at the story. Ask if the dinosaur is red. Continue with a few more colours.
- Using the Lollipop stick technique, elicit the correct answer.

**2 1.6 Listen and read.**

- Have pupils look at the story and ask them what they think the story will be about.
- Play the audio again and stop at frame 5. In pairs, pupils discuss the question in the box.
- **Extension** Use the Story Cards to ask about the story.
- Using the True/False cards technique, say different statements about the story.

### Diversity

**Support**

- Write a few sentences from the story on the board. Read through them as pupils repeat after you.
- Ask pupils to choose a sentence to read to their partners. Make sure pupils swap roles.

**Challenge**

- Pupils learn three sentences by heart and say them aloud.

**3 After you read Look at the story. Read and circle.**

- Pupils complete the activity and check answers with partners.

### Extra activity TPR

- Ask pupils to choose a frame from the story which they liked the best.
- Explain that you will say a random frame number and if it's their one, they have to stand up and read the lines with you.

**4 Act out the story.**

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- Have the groups perform in front of the class.

**5 Viewing and presenting Design a new toy. Is it big or small? Share.**

- Ask pupils to look at frame 3 and describe the teddy.
- Place pupils in pairs. Give them a sheet of A4 paper. Explain that they have to design a toy. Use this project as an opportunity to build on presenting skills by asking pupils to present their projects to the class and to their families and to use relevant vocabulary as they do so. Encourage pupils to use clear voices, make eye contact and to ask and answer questions. Pupils should also be encouraged to look at other pupils' projects and to engage in the viewing process by actively participating and encouraging others.
- Place their work in their portfolios.

### Extra activity Critical thinking

- Have pupils say activities which show creativity: *painting, drawing.* Ask them about their favourite creative activity.

### Extra activity Fast finishers

- Have pupils draw their favourite toys from the story. Encourage them to write what their toy is and what colour it is.

### Values

- Ask pupils why they think it's important to be creative. Ask them about their favourite creative activity.

## Finishing the lesson

- Explain that you will read the story but in some places you will make a mistake which pupils have to correct. Substitute some of the core vocabulary as you read and encourage pupils to follow along with you and correct any mistakes.

## How to work with stories

**Stage 1 – Before listening to the story**

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise the pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each Story Card.

**Stage 2 – Listening to the story**

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each Story Card. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

**Stage 3 – After listening to the story**

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each Story Card or make up your own questions.

When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is recommended to speak English.

**Stage 4 – Acting out**

After listening to the story a few times, your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

**For more ideas, see page 17.**

## CLIL Link

In Unit 1, the story is based around the concept of simple machines from the Science curriculum.

Polly uses a building set she has got in her workshop to build a giant rollercoaster on which her toys can go up and down.

To explore this concept further, you can use Resource 33.

## Lesson 4 Activity Book

### Objectives

- **Lesson aims:** to review simple cartoon stories by identifying characters and their actions, as well as different toys; to identify examples of being creative and say why it is important
- **Target language:** *action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo*
- **Skills:** Reading

### Global Scale of English (GSE)

- **Reading:** Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24).

### Materials

- Activity Book page 8
- Unit 1 Inside toys Flashcards (*action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo*)
- Unit 1 Story Cards

### Assessment for Learning

Peer learning: Think-pair-share technique

### Starting the lesson

- Use the Story Cards to recap the story. Ask and answer questions about the story and revisit the vocabulary using flashcards if required.

### Practice

**1 After you read Remember the story. Read and number.**

- Place the Story Cards in a random order on the board and encourage pupils to recall the events of the story and to order the Story Cards. Play the audio if required to check the order.
- Pupils then complete the activity by numbering the pictures in the Activity Book. Pupil should read the speech bubbles in the correct order to check their work.
- Extend the activities by choosing ideas from Teacher's Book page 17 for your class.

**Answer key** 2, 1, 3, 4

**2 Values Look and tick (✔).**

- Discuss the value of being creative and ask pupils what they do when they are being creative. Pupils tick the picture which shows the value of being creative. Discuss.

**Answer key** 2

**3 Look and colour.**

- Use the Think-pair-share technique to discuss if pupils liked the story. Ask questions about their favourite toy from the story and encourage them to think carefully about which face to colour.

### Finishing the lesson

- Play *Draw the word* from the Games bank using vocabulary from the unit.

# Vocabulary and Grammar



## Objectives

- **Lesson aims:** to name toys; to ask and answer about toys
- **Target language:** *ball, bike, kite, scooter, slide, swing; Is it a (swing)? Yes, it is. No, it isn't.*
- **Skills:** Listening, Speaking

## Global Scale of English (GSE)

- **Listening:** Can understand simple questions asking for basic information about objects in their immediate surroundings or in pictures (e.g. colour, size), if addressed slowly and clearly (GSE 21). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can answer simple questions about objects (e.g. colour, size) (GSE 22).

## Materials

- Pupil's Book page 12
- Unit 1 Inside toys Flashcards (*action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo*)
- Unit 1 Outside toys Flashcards (*ball, bike, kite, scooter, slide, swing*)
- sheets of A4 paper, enough for each pupil
- a box
- Resources 2, 10, 17 and 21

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork; Expert envoy technique
- Independent learning: portfolio

## Starting the lesson

- Put the Unit 1 Inside toys Flashcards (*action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo*) in a box and have the pupils sit in a circle.
- Play the chant from Lesson 1 for pupils to pass the box to the pupil next to them. When the music stops, the pupil holding the box has to take a flashcard out of the box and say what it is.

## Presentation

- Explain that in this lesson pupils will learn the names of some toys that are used outside.
- Ask pupils if they like playing outside and what they do if they play in a garden or a park.
- Place the Unit 1 Outside toys Flashcards (*ball, bike, kite, scooter, slide, swing*) on the board. Go through each word and have pupils repeat after you.
- Explain that you will point to a card and pupils have to tell you what the item is.
- Use the Lollipop stick technique to bring a pupil to the board and complete the activity.
- Continue until all pupils have come to the board.

## Practice

**Pupil's Book**

**1 1.7 Listen and say. Then listen and number.**

- Ask pupils to look at the picture and name the things.
- Play the first part of the audio. Pupils repeat the items as they hear them.
- Play the second part of the audio and ask pupils to number the items they hear.
- Have pupils ask each other what each item in the picture is, using *What's this?*

**Listen and say.**
slide, bike, scooter, kite, ball, swing

**Listen and number.**
**Boy 1:** Look at the toys in my garden.
1 **Boy 2:** What's this?
**Boy 1:** It's a scooter.
2 **Boy 1:** And this is a slide.
3 **Boy 2:** What's this?
**Boy 1:** It's a ball.
4 **Boy 2:** What's this?
**Boy 1:** It's a swing.
5 **Boy 2:** What's this?
**Boy 1:** It's a kite.
6 **Boy 1:** And this is my bike. Come and play with my bike.

**Extra activity Critical thinking**

- Ask pupils why playing outdoors is good for them.

**2 1.8 & 1.9 Listen and sing.**

- On the board, next to the flashcards, write *Is it …? Yes, it is.* and *No, it isn't.*
- Using the Lollipop stick technique, choose a pupil and point to a flashcard. Ask *Is it a …?* Help the pupil answer *Yes* or *No*. Continue with a few more items.
- Ask pupils what items they see in the song.
- Play the song for pupils to sing.
- A karaoke version of the song is also available (track 1.9).

### Diversity

**Support**

- Pick up a flashcard and say *It's a … .* Then ask *Is it a …?* emphasising the question form.
- Continue for a few more items as pupils repeat after you.
- Then on the board, write *Yes, it is.* and *No, it isn't.* Explain that with *no* we use *n't* after *is* as a contraction of *not*.
- Go through different items, using the question and answers as pupils repeat after you.

**Extra activity TPR**

- Divide the class into two groups. Give each group a verse from the song.
- Explain that they have to stand up and dance when they hear their verse.

**3 1.10 Play a mime game.**

- Mime the word 'kite' by acting as if you are flying a kite and ask *What's this?* Use the conversation in the Pupil's Book as a model.
- Using the Lollipop stick technique, bring a pupil to the front of the class and ask them to mime an item. Ask *Is it a …?* each time guessing incorrectly and then correctly. Prompt *No, it isn't* or *Yes, it is.* Play track 1.10.
- Using the Expert envoy technique, pair up stronger pupils with weaker ones for this activity.

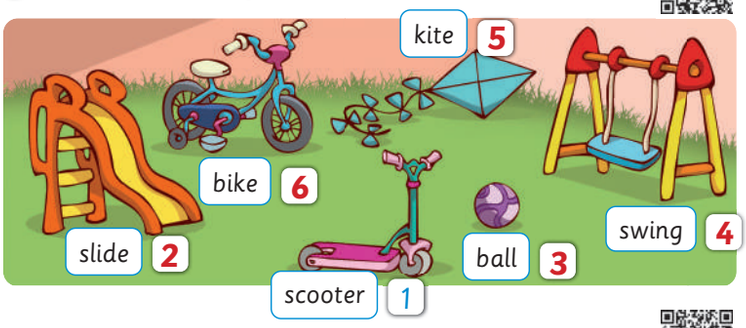
**Extra activity Fast finishers**

- Have pupils draw their ideal outdoor play space and write the name of the items it has in it. Place their work in their portfolios.

## Finishing the lesson

- Give pupils a sheet of A4 paper and ask them to make a large 3 x 3 grid and then to draw an item from this lesson in each box.
- In small groups, pupils ask and answer about each item using *Is it a …?* and try to make a line of three to win.

**1** 1.7 **Listen and say. Then listen and number.**




**2** 1.8 1.9 **Listen and sing.**

Come and play outside today.
Come and play with my new toy.
Is it a ? No! No, it isn't.
Is it a ? No! No, it isn't.
Is it a ? Yes! Yes, it is.
Come and play with my bike today.

Come and play outside today.
Come and play with my new toy.
Is it a ? No! No, it isn't.
Is it a ? No! No, it isn't.
Is it a ? Yes! Yes, it is.
Come and play with my scooter today.

**3** **Play a mime game.**




1.10
Is it a swing?
Yes, it is.
No, it isn't.



## Lesson 6 Activity Book

## Objectives

- **Lesson aims:** to name toys; to ask and answer about toys
- **Target language:** *ball, bike, kite, scooter, slide, swing; Is it a (swing)? Yes, it is. No, it isn't.*
- **Skills:** Reading

## Global Scale of English (GSE)

- **Reading:** Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17).

## Materials

- Activity Book pages 9 and 13
- Unit 1 Inside toys Flashcards (*action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo*)
- Unit 1 Outside toys Flashcards (*ball, bike, kite, scooter, slide, swing*)

## Assessment for Learning

Monitoring pupils' learning: Lollipop stick technique

## Starting the lesson

- Use the Unit 1 Flashcards (*action figure, ball, bike, building set, car, dinosaur, doll, kite, plane, puzzle, robot, scooter, slide, swing, teddy, yoyo*) to revise all the vocabulary taught so far. Place the flashcards on the board and call out a word for a pupil to come and point to the correct item. That pupil then calls out a toy for another pupil to come and point to.

## Practice

**1** **Find and colour. Then trace and match.**

- When pupils complete the activity, ask them to raise their hands and show you their work.
- Ask pupils what each item is using *Is it a …?* Encourage pupils to answer *Yes, it is* or *No, it isn't* by varying the question to include wrong items.

**2** **Read and circle.**

- Check that pupils know the vocabulary word for each item pictured. Work through the example with them and use the Lollipop stick technique to check understanding. Pupils complete the activity individually and show their work to their partners.

**Answer key** 2 No it isn't.; 3 No, it isn't.; 4 Yes, it is.

### Extra activity

- Now tell pupils to go to the Extra practice on page 13 and do the activities

### Extra activity Picture Dictionary

- To review the unit vocabulary in one place, please refer to the Picture dictionary on page 47 of the Activity Book.

## Finishing the lesson

- Choose a game from the Games bank to revise the language and vocabulary from the lesson.

## Objectives

- **Lesson aims:** to practise language from Lesson 1 and Lesson 5; to pronounce the words for toys correctly and use the correct word for the correct toy
- **Target language:** *action figure, ball, bike, building set, car, dinosaur, doll, kite, plane, puzzle, robot, scooter, slide, swing, teddy, yoyo*
- **Skills:** Listening, Speaking, Reading, Writing

## Global Scale of English (GSE)

- **Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16).
- **Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19).
- **Reading:** Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17).
- **Writing:** Can write some familiar words (GSE 20).

## Materials

- Pupil's Book page 13 and Activty Book page 10
- Unit 1 Inside toys Flashcards (*action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo*)
- Unit 1 Outside toys Flashcards (*ball, bike, kite, scooter, slide, swing*)
- Welcome Unit Colours Flashcards
- sheets of A4 paper, enough for each pupil
- Unit 1 Cutouts

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Stop/Go technique; Thumbs up/down technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique
- Independent learning: Thought-provoking questions technique

## Starting the lesson

- Draw a line in the middle of the board. On the left draw a picture of a house to represent inside, and on the right draw some flowers and trees to represent outside. Explain that you want to separate the flashcards into two sets: inside toys and outside toys. Hold up a flashcard each time and ask pupils to name it and then to place it on the correct side of the board. Once all the flashcards are placed on the board, go through each set for pupils to name them as you point.

## Presentation

- Explain that in this lesson pupils will do an activity that will help them with the Starters exam.
- Tell pupils you will show them a flashcard and say a word. They have to use the Thumbs up/down technique to answer if it's the correct word or not.
- Continue until all new words have been covered.

## Practice

### Pupil's Book

**1 1.11 Listen and tick (✔).**

- This task is based on **Pre A1 Starters Listening Part 3**.
- On the board, write *Is it a …?* and *What's this?*
- Ask pupils to look at picture 1A. Ask *Is it a teddy?* Elicit *No, it isn't.* Then ask *Is it a doll?* Elicit *Yes, it is.*
- Play the audio for pupils to complete the activity.

1 **Woman:** Hello, Eman. What's this?
**Girl:** It's my favourite toy.
**Woman:** Oh. Is it a doll?
**Girl:** No, it isn't. It's a robot.
2 **Boy 1:** Here you are, Raed.
**Boy 2:** Thank you. Is it a kite?
**Boy 1:** Yes, it is.
**Boy 2:** Wow! Thank you!
3 **Girl 1:** Come and play outside, Rana.
**Girl 2:** OK. What's this?
**Girl 1:** It's my new toy.
**Girl 2:** Is it a scooter?
**Girl 1:** No, it isn't. It's a bike. It's orange and purple.

## Diversity

**Support**

- On the board, place three flashcards and label each one A, B and C.
- Tell pupils that you will ask a question about the pictures and in their notebooks they have to write A, B or C to say which flashcard you are talking about.
- Say *What's this? Is it a (car)? Yes, it is.* Elicit the letter of the flashcard you are talking about. Pupils should have written the letter of the flashcard for the item you mentioned.
- Repeat, but this time use *Is it a (ball)? No, it isn't. It's a (kite).* Pupils should write the letter of the second item you mentioned.
- Repeat with a few more different items.

### Extra activity Critical thinking

- Ask pupils to look at Activity 1 again. Ask them to say the names of the toys they didn't tick.

**2 1.12 Cut out. Then listen and play.**

- Use the Unit 1 cutouts. Each pupil should have a set each and take turns to choose a card and ask and answer in order to guess their partner's card. They should use the audio as a model. Place pupils in pairs and play the audio.
- Using the Stop/Go technique, have pupils tell you if they are ready to proceed with the game.

### Extra activity TPR

- Have all pupils stand up. Explain that you will show a flashcard and say a word. If it's the correct word, they sit down.
- Pupils who make a mistake have to jump up and down two times. Continue until all pupils have sat down.

### Extra activity Fast finishers

- Using the Thought-provoking questions technique, have pupils think about what toys they have at home. Ask them to draw three of them and write their names.

## 1 1.11 Listen and tick (✔).

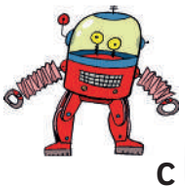
1



A ☐

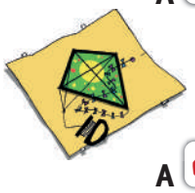


B ☐



C ✔

2



A ✔

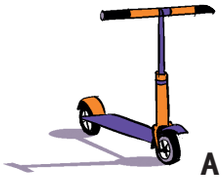


B ☐



C ☐

3



A ☐

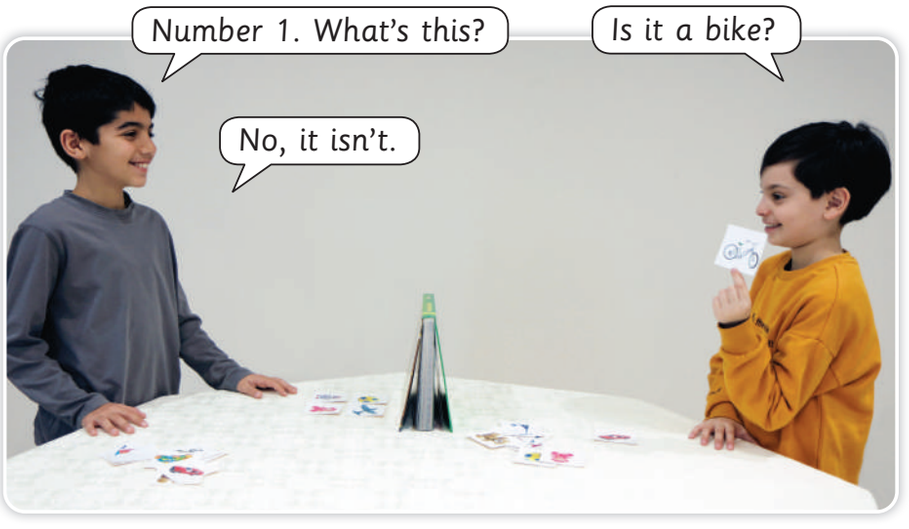


B ✔



C ☐

## 2 1.12 Cut out. Then listen and play.




Activity Book, page 10



### Activity Book

**1 Look, read and write. Then circle.**

- Use the Welcome Unit Colour Flashcards to revise colours. When pupils complete the activity, ask them to raise their hands and show you their work.

**Answer key** 2 robot, purple; 3 car, No, it isn't.; 4 teddy, Yes, it is.

**2 Viewing and presenting Trace. Draw a toy. Write, colour and share.**

- Pupils complete the activity individually and show their work to their partners.
- Encourage pupils to present their work clearly and confidently and to include information on the name of the toy and the colour. Check pronunciation of these key words and model, if required, for pupils to repeat. Ideally pupils will use a toy which they own as the basis of the activity.
- Use the Two stars and a wish technique for pupils to assess each other's work and presentations.

## Finishing the lesson

- On the board, write nine words from this unit. Ask each pupil to write six words from the board.
- Explain that you will say six words from the list and if the pupils have them on their lists, they have to tick them off.
- The first pupil to tick off all the words comes to the front to call out the words for the next round. Continue for a few rounds.
- End by using the Thought-provoking questions technique. Ask pupils what they liked about this lesson, if it helped them learn successfully and what else they would like to learn.

# Culture



## Objectives

- **Lesson aims:** to review a simple text about a museum; to describe a favourite museum
- **Target language:** *climbing wall, museum, puppet*
- **Skills:** Listening, Speaking, Reading, Writing

## Materials

- Pupil's Book page 14 and Activity Book page 11
- Unit 1 Inside and Outside toys Flashcards
- sheets of A4 paper, enough for each pupil
- strips of paper with a lesson word

## Global Scale of English (GSE)

- **Listening:** Can understand basic phrases in short, simple texts (GSE 24).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29). Can describe objects in a basic way (eg. colour, size) (GSE 25).
- **Reading:** Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24).
- **Writing:** Can write a few basic sentences, given prompts or a model (GSE 13).

## Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring students' learning: Traffic light cards technique; Lollipop stick technique
Peer learning: pairwork; groupwork; Expert envoy technique; Two stars and a wish technique
Independent learning: portfolio

## Starting the lesson

- Explain that you will sing the song from Lesson 5.
- Divide the class into two groups. Give each group the sentences or questions.
- Play the song. Have groups swap roles and play once more.

## Presentation

- Explain that in this lesson pupils will learn about a special museum in Amman.

### Culture notes

- The Children's Museum in Amman, Jordan was the idea of Her Majesty Queen Rania Al Abdullah. The museum is for children under the age of 12 and it helps them learn through play. There are over 185 exhibits and there is also a garden, an art studio and a puppet theatre. The idea is to make learning fun.

## Practice

### Pupil's Book

**1 Before you read What's your favourite museum? What can you see there?**

- Ask pupils if they go to museums and what they can see there.
- Ask if they have a favourite museum and why they like it.

**2 1.13 Listen and read.**

- After reading or listening to the text, ask pupils what they found interesting about the museum and if they would like to visit it.

## Diversity

**Support**

- Give pupils three strips of paper and ask them to write on each one the words which they have found difficult to read in the text.
- Collect all strips and pick up one. Write the word on the board, spell it and then say it as pupils repeat after you. Continue with all the words.

**Challenge**

- Have pupils choose three sentences to learn and write by heart.

### Activity Book

**1 Look and match.**

- Pick up the Activity Book and point to each item to recap the new vocabulary. Ask *Is it a …?* or *What's this?* for each item.

**Answer key** 2 puppet; 3 climbing wall

**2 After you read Read and circle.**

- Use the Traffic light cards technique to make sure pupils have understood the vocabulary. Pupils complete the activity and check answers with a partner.

**Answer key** 2 climbing wall, 3 puppet

## Extra activity TPR

- Pupils could undertake a community interview project where they ask elders about favourite toys and games from their past.
- If pupils are able to bring in photos, drawings or examples of these toys and games, encourage them to present them to the rest of the class in English. To ensure the use of the present tense, pupils will need to have items or pictures to show so that they can use known grammatical structures, e.g. *It's a / an … It's …*

Lesson 8

CULTURE

# The Children's Museum




1 Before you read **What's your favourite museum? What can you see there?**

2 1.13 **Listen and read.**

3 After you read **Activity Book, page 11.**




## Project

Viewing and presenting **Make a poster for the Children's Museum in Amman.**

1. Draw a picture of your favourite toy.
2. Write. *It's a /an… It's…*
3. Stick it on a big page.
4. Together, make a big poster for the museum.
5. Present your poster to the class.



## Project

**Viewing and presenting Make a poster for the Children's Museum in Amman.**

- Place pupils in small groups, using the Expert envoy technique for each one.
- Give each pupil a sheet of A4 paper and using the Lollipop stick technique, have a pupil read through the instructions.
- Walk around and help groups with various stages of their projects.
- Pupils present their work to the class when ready. Use this project as an opportunity to build on presenting skills by asking pupils to present their projects to the class and to their families and to use relevant vocabulary as they do so. Encourage pupils to use clear voices, make eye contact and to ask and answer questions. Pupils should also be encouraged to look at other pupils' projects and to engage in the viewing process by actively participating and encouraging others.
- Use the Two stars and a wish technique for pupils to assess each other's work and presentations.
- Place their work in their portfolios.

**Extra activity Fast finishers**

- Have pupils think about two toys they have. Ask them to draw and colour them in their notebooks, then write a few sentences about them.

## Finishing the lesson

- Divide pupils into small groups. Give each group a picture from a random page from this unit in the Pupil's Book.
- Explain that they have to write the names of the toys they see, what colour they are and how many there are.
- Give each group a sheet of A4 paper and have them write their description. Have a group member read out their sentences to the class.

# English in action



## Objectives

- **Lesson aims:** to use the language for sharing in the right context
- **Target language:** *Can I play with (it), please?*
- **Skills:** Reading, Speaking, Writing

## Global Scale of English (GSE)

- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 25).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).
- **Writing:** Can write some familiar words (GSE 20).

## Materials

- Pupil's Book page 15 and Activity Book page 12
- a die for each pair
- straw puppets
- Resource 29

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Stop/Go technique; Lollipop stick technique
- Peer learning: pairwork; groupwork

## Starting the lesson

- Place pupils in pairs and give each pair a die. Explain that they have to throw the die and then say as many words from the unit as the number on the die shows.

## Presentation

- Explain that in this lesson pupils will learn about sharing.

### Extra activity Critical thinking

- Ask pupils if they share their toys and who with. Continue by asking why it is good to share your toys and what we should do when we play with other people's toys.
- Ask pupils if there are other things they can share with friends apart from toys (*pencils, books, food*).

## Practice

**Pupil's Book**

**1** **1.14 Listen and read.**

- Ask pupils what toy the boys share.
- Ask pupils if they think they are both happy and why.
- Read each line of the text and have pupils read after you. Then explain you will read one line and pupils have to read the next one in unison.
- Place pupils in pairs and have them read the dialogue as best as they can.

**2** **Act out the dialogue. Use different toys.**

- Using the Stop/Go technique, have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use their straw puppets if they like.
- Using the Lollipop stick technique, invite pupils to come to the front of the class and act out the dialogue. Repeat with as many pupils as possible.

**Activity Book**

**1** **Write, draw and colour. Then act out.**

- Pupils complete the activity in pairs.
- When pupils complete the activity, ask them to raise their hands to act out their dialogue.

## Finishing the lesson

- Have pupils walk around the classroom with a flashcard from the unit. When they 'meet' another pupil, they must practise the dialogue from the lesson in order to share toys.
- Ask pupils to share their conversations with the class and encourage clear speech and accurate pronunciation of the words.

## English in action 1
Sharing your toys

**1** 1.14 **Listen and read.**



Excuse me. What's this?

It's my new scooter.

Can I play with it, please?

Yes, of course. Let's play together.

Great!

**2** **Act out the dialogue. Use different toys.**

bike kite action figure building set robot

Activity Book, page 12

## Phonics Lesson 10

**1** 1.15 **Listen and say.**




five bike

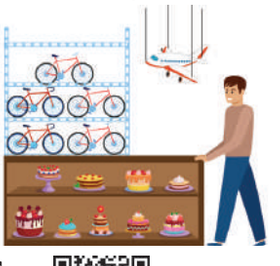



cake plane

**2** 1.16 **Listen and circle.**

**1** (i–e) a–e **3** i–e a–e

**2** i–e a–e **4** i–e a–e



**3** 1.17 **Listen and say the tongue twister.**

I've got nine cakes, five bikes and a plane.

Activity Book, page 12

# Phonics i–e a–e



## Objectives

- **Lesson aims:** to pronounce and practise the sounds for the digraphs i–e and a–e; to differentiate between the sounds learnt
- **Target language:** the sounds for the digraphs i–e and a–e
- **Skills:** Listening, Speaking

## Global Scale of English (GSE)

- **Listening:** Can recognise the letters of the alphabet by their sounds (GSE 10).
- **Speaking:** Can say simple tongue twisters and other types of playful language (GSE 27).

## Materials

- Pupil's Book page 15 and Activity Book page 12
- phonics notebook for each pupil

## Assessment for Learning

Peer learning: pairwork

## Starting the lesson

- Revise the sounds for letters of the alphabet by writing letters on the board for pupils to say each sound.
- Practise blending and segmenting sounds from CVC words such as *pan, net, pot, bag, sun.*

## Presentation

- On the board, write i–e and a–e. Explain that these are split digraphs and that the letter e at the end makes the first vowel have a long vowel sound instead of the short sound that they are used to.
- Say the phonics sounds and demonstrate the difference by reading *kit* and *kite* and *plan* and *plane*. Have pupils repeat after you.

## Practice

### Pupil's Book

**1** 1.15 **Listen and say.**

- On the board, write i–e and a–e. Say the target words with the phonetic sounds and have pupils repeat after you.
- Play the audio for pupils to listen and say.
- Have pupils say the phonic sounds and words in pairs.
- **Extension** Pupils write sentences with the new phonics words.

**2** 1.16 **Listen and circle.**

- Play the audio for pupils to listen and circle the sounds from the words they hear.

**1** nine
**2** gate
**3** kite
**4** snake

- **Extension** Play the audio again, with pauses for pupils to write and say the words they hear.
- Have pupils take out their phonics notebooks and write the phonics they have learnt.

**3** 1.17 **Listen and say the tongue twister.**

- Ask pupils to listen to and read the tongue twister and find and say words with the phonics from today's lesson. Use the picture to help pupils understand the tongue twister.

### Activity Book

**1** 1.18 **Listen, trace and match.**

**Answer key** 2 cake, a–e; 3 nine, i–e; 4 gate, a–e; 5 kite, i–e; 6 five, i-e; 7 plane, a–e; 8 snake, a–e

**1** bike, **2** cake, **3** nine, **4** gate, **5** kite, **6** five, **7** plane, **8** snake

### Extra activity

- **Pronunciation** Ask pupils questions about each of the pictures. For example, Is it a bike? Does it have the sound i–e? Focus on the intonation of your voice when asking the question and see if pupils can identify how the intonation changes. (It goes up at the end of Yes/No questions, so it has rising intonation.) Focus on intonation when pupils ask Yes/No questions in the future.

### Extra practice

**1** **Find and colour. Then trace and tick (✔).**

- Explain to pupils that this activity will help them with their handwriting so the neater it is, the more chances they have of getting a sticker or stamp.
- Check pupils' work and give them a stamp, star or sticker as praise.

**Answer key** teddy, doll, bike

**2** **Look and trace.**

- Repeat as above. Pupils then show their work to their partners.

## Finishing the lesson

- Say one of the words containing a–e or i–e. Pupils clap if they hear a–e and stand up if they hear i–e words.

**Next lesson** Unit 1 test.

# English in action 1
Sharing your toys

## 1 1.14 Listen and read.



Excuse me. What's this?

It's my new scooter.

Can I play with it, please?

Yes, of course. Let's play together.

Great!

## 2 Act out the dialogue. Use different toys.

bike kite action figure building set robot

Activity Book, page 12

## Phonics



### 1 1.15 Listen and say.



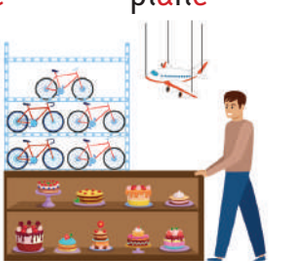

five bike




cake plane

### 2 1.16 Listen and circle.

1 (i–e) a–e
2 i–e (a–e)
3 (i–e) a–e
4 i–e (a–e)



### 3 1.17 Listen and say the tongue twister.

I've got nine cakes, five bikes and a plane.

Activity Book, page 12

# Mapping

## Topics

**Theme 1:** Society **Theme 2:** Culture

## Scope and Sequence Matrix

**Listening:** following simple short instructions of a teacher, peers or a recording in activities and games; simulating role-playing activities where pupils learn how to interact politely and with empathy; using pictures, illustrations, and visual aids to understand unfamiliar words while listening; drawing, selecting, or writing simple words as responses to questions in presented oral material; responding to simple yes/ no and wh-questions; recognising basic intonation patterns

**Speaking:** producing formulaic exchanges; developing intonation patterns; producing intonation for yes/no questions

**Reading:** identifying elements of a story (setting, characters, plot) using wh- questions; reading orally with reasonable fluency and correct annunciation; identifying basic sentence punctuation; identifying the main idea in a text with the help of the teacher

**Writing:** distinguishing between complete and incomplete sentences; capitalising all proper nouns, words at the beginning of sentences

**Viewing and presenting:** realising that shapes, symbols, and colors have meaning and including them in short oral presentations; using body language in a variety of ways (mime, role play) to visually communicate ideas and feelings; using appropriate learned terms and expressions to discuss visual texts; deducing the purpose of the visual text and relating it to his/her personal experience




How many balls can you see? *five balls*
What colour is the kite? *It's red.*
What colour is the teddy bear? *It's brown.*

## Learning Outcomes and Performance Indicators

**Listening:** follow simple instructions in activities and games; respond to simple questions before, during and after listening; listen to, join in and recite simple chants and songs; identify words in an utterance; draw, select or write simple words in response to questions on oral material; use pictures, illustrations and visual aids to understand unfamiliar words

**Speaking:** pronounce two-syllable words and expressions using the correct stress and intonation with teacher guidance; recite rhymes and songs, individually and in groups with correct stress and intonation; partake in short formulaic exchanges using the vocabulary introduced; learn simple expressions and participate in exchanges following a model; segment words into syllables

**Reading:** identify and read sight words using prior lexical knowledge, phonic knowledge, context, and sound-letter correspondences; identify elements of a short story (e.g., setting, characters, plot) using *wh*-questions; answer simple questions about written materials; identify basic sentence punctuation: capital letters, full stops and question marks; simply relate main idea in a text with the help of the teacher; follow and respond to two-step written instructions; answer simple questions about written materials; make connections between instructions and short simple written materials

**Writing:** spell simple words and phrases correctly; write basic phrases to describe objects and pictures; revise written task based on teacher's feedback; learn to accept peer review and objectively discuss criticism; revise written task based on peer feedback; write simple sentences

**Viewing and presenting:** realise that shapes, symbols, and colours have meaning and begin to include them in short oral presentations; observe visual images and begin to appreciate that they have been created for particular purposes; deduce the purpose of visual texts relating it to his/her personal experiences; discuss his/her own feelings by showing empathy for the way others might feel; use body language in a variety of ways such as mime and role play to visually communicate ideas and feelings; begin to use new vocabulary acquired in reading texts and appropriate terms and expressions; discuss the information being conveyed in illustrations in picture books and simple reference books

## Unit objectives

to name classroom objects; to talk about classroom objects and say where they are.

## Language

| | |
|---|---|
| **Vocabulary** | **Classroom objects:** *bag, book, chair, computer, crayon, cupboard, desk, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors, shelf, table* |
| **Grammar** | *This is (my pencil case). These are (my books).*<br>*Where's (the pencil)? It's in/on/under (the desk).* |
| **Functions** | *Can I borrow (it), please? Yes. Here you are.* |
| **Phonics** | *sh, ch; shelf, shop, chair, chick* |

## Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–10)

**Mathematical, scientific and technological competences:** use numbers to complete an activity (L. 2)

**Digital competence:** use Pupil's Book eBook (L. 1–10)

**Social and civic competences:** learn to be creative (L. 3 and 8); learn to ask for things politely (L. 9)

**Cultural awareness and expression:** raise awareness of cultural similarities and differences (L. 8)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10); personalisation of language learnt (L. 8 and 9)

**Initiative and entrepreneurship:** choose a topic for the project (L. 8)

## 21st Century Skills for Learning and Innovation

| | |
|---|---|
| **Critical thinking** | Predicting (L. 3); Problem solving (L. 3); Logical thinking (L. 3); Defining and describing (L. 1, 5, 7 and 8); Finding information (L. 3 and 8); Planning (L. 8); Reflecting on learning (L. 1–10) |
| **Creativity** | Design a computer (L. 3) |
| **Communication** | Presenting and describing classroom objects (L. 1 and 5); Asking and answering about where an item is (L. 5); Cutouts game (L. 7); Functional dialogue (L. 9) |
| **Collaboration** | Project groupwork (L. 8); Acting out (L. 3 and 9) |

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Picture dictionary: Activity Book p. 48
- Unit 2 Extra practice: Activity Book p. 21
- Unit 2 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 2 Test

# Vocabulary and Grammar

## Objectives

- **Lesson aims:** to name classroom objects; to pronounce the words correctly
- **Target language:** *bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors; This is (my pencil case). These are (my books).*
- **Skills:** Listening, Speaking

## Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19). Can recite a short, simple rhyme or chant (GSE 16).

## Materials

- Pupil's Book pages 16–17
- Welcome Unit Colours Flashcards; Unit 1 Inside and Outside toys Flashcards
- Unit 2 Classroom objects Flashcards (*bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors*)
- stopwatch, counters
- sheets of A4 paper, enough for each pupil
- classroom objects
- Resources 3 and 11

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; Thumbs up/down technique
- Peer learning: pairwork; groupwork
- Independent learning: portfolio

## Starting the lesson

- Place the Colours and Toys Flashcards on the board.
- Have pupils form two lines. Say a word and the first person from each line runs to the board and points to it. If it is correct, they win a point for their team.

## Presentation

- Explain that in this lesson pupils will learn to talk about classroom objects. On the board, write *This is my . . . .*

## Practice

**Pupil's Book**

**1 How many classroom objects can you see?**

- Using the Lollipop stick technique, ask pupils to name a few toys in the picture. Then ask them to point to objects that they might find in a classroom.
- Place pupils in pairs. Go through the questions with them. Pick up the stopwatch and explain that they have one minute to answer the questions.
- Tell pupils to use the Thumbs up/down technique to show you if they have understood the activity.

**Extra activity Critical thinking**

- Ask if this picture is in a home or in a classroom. Ask them to think of a room in their home and say the things they have in it using numbers and colours.

**2 2.1 Listen and stick. Then listen and say.**

- Place the Classroom objects Flashcards (*bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors*) on the board. Ask pupils to look at them and name the classroom objects.
- Then point at each classroom object and say its name. Have pupils repeat after you. Use the stickers to complete the activity.

**Listen and stick.**
This is my bag. This is my book. This is my pencil case. This is my pen. This is my pencil. This is my crayon. This is my ruler. This is my pencil sharpener. This is my eraser. These are my scissors.

**Listen and say.**
bag, book, pencil case, pen, pencil, crayon, ruler, pencil sharpener, eraser, scissors

**Extra activity TPR**

- Place pupils in small groups and give each member a counter.
- One member of each group has to say a classroom object for you to point at. Tell pupils that you will sometimes point at an incorrect item, and they have to stand up and clap. If they don't, their team loses a counter. The team with the most counters wins.

**3 Find the classroom objects on page 16.**

- Pupils work in pairs. They point to each item and say what colour it is, e.g. *It's a pencil case. It's pink.*

### Diversity

**Support**

- Show each Classroom objects Flashcard for pupils to name and point to in the main picture.
- Pupils continue in pairs.

**Challenge**

- In pairs, pupils point to a classroom object and say *What's this? It's (a book).*

**4 2.2 & 2.3 Listen and chant.**

- Explain that pupils will learn a new song that includes lots of classroom objects. Play the song for them to listen and then chant.
- Point out the information box that shows how to make a plural noun. Demonstrate this with singular and plural objects e.g. pen/pens, book/books, etc.

**5 2.4 Show and say.**

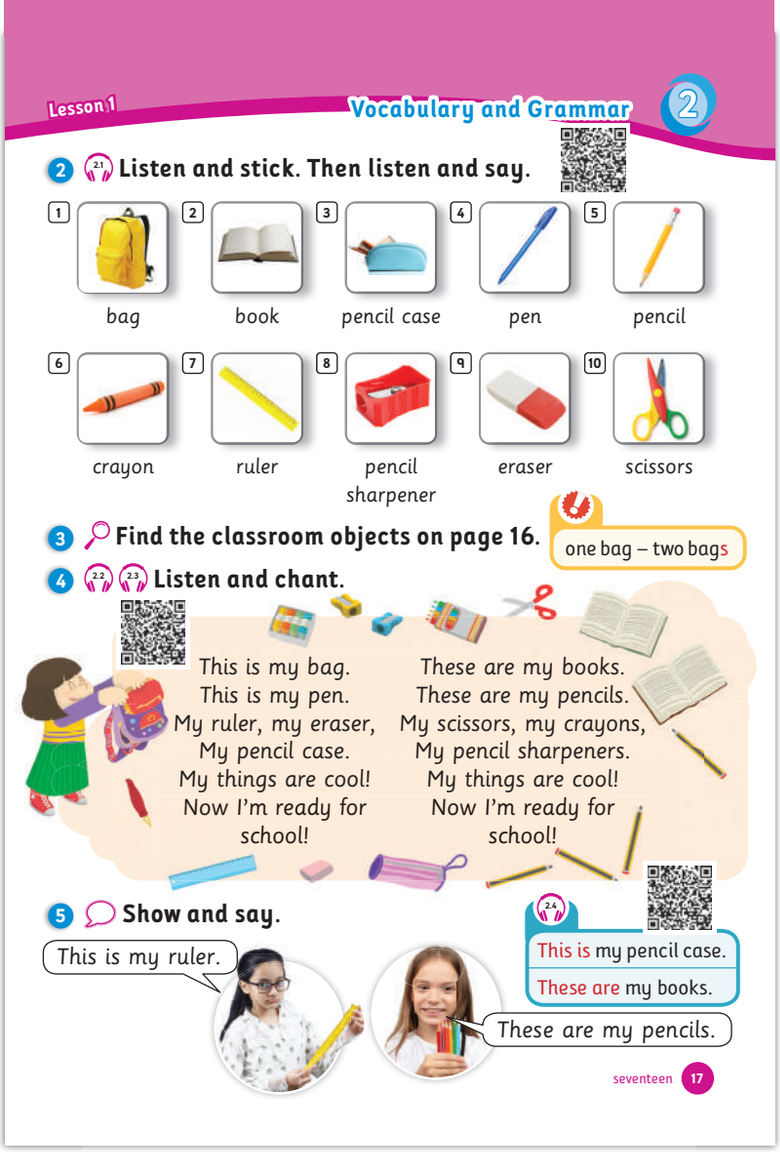
- Draw pupils' attention to the grammar box and the recorded model (track 2.4).
- Then using the flashcards, go through each item, asking *What's this?* Pupils raise their hands to answer using the grammar model as a guide.
- Pupils complete the activity in pairs. Make sure pupils swap roles.
- Monitor and help pupils where necessary.
- Using the Lollipop stick technique, ask pupils to come to the front and show the class a few of their items.

**Extra activity Fast finishers**

- Have pupils make a list of classroom objects they have and write a sentence underneath using the grammar box as a guide.

## Finishing the lesson

- Ask pupils to draw and colour classroom objects and describe them.
- Place their work in their portfolios.




**Lesson 2** **Activity Book**

## Objectives

- **Lesson aims:** to name classroom objects; to pronounce the words correctly
- **Target language:** *bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors; This is (my pencil case). These are (my books).*
- **Skills:** Listening, Reading

## Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10).
- **Reading:** Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17).

## Materials

- Activity Book pages 14–15
- Unit 2 Classroom objects Flashcards (*bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors*)
- real objects of the classroom objects from the flashcards

## Assessment for Learning

Peer learning: pairwork

## Starting the lesson

- Use the Unit 2 Classroom objects Flashcards to revise the vocabulary from Lesson 1. Then hold up some of the real objects for pupils to practise plural forms of each word. Encourage pupils to hold up their own matching items and respond with *This is my ...* or *These are my ...*

## Practice

**1 Look at Pupil's Book page 16. Read and circle.**

- Have pupils check their answers with their partners and then as a class.

**Answer key** 2 blue, 3 one

**2 Look, trace and match.**

- Explain that pupils must read each word, trace it, and match it to an item/items in the picture. Pupils complete the activity individually.

**Answer key** 2 bag, 3 ruler, 4 pens, 5 crayons, 6 pencil case, 7 scissors, 8 pencil, 9 pencil sharpener, 10 eraser

### Diversity

**Challenge**

- In pairs, pupils can describe the items that are stored in the pencil case making sure to include the plural form if it's relevant. (*This is ... / These are ...*)

## Story




**1** **Before you read** **How many rulers can you see?**

*I can see three rulers.*

**2** 2.6 **Listen and read.**

### The computer




Can you see Atomic?



Can you see Atomic?

*Atomic is under the table.*

**3** 2.5 **Listen and number.**

- Play the audio for pupils to listen and choose the correct picture. They number the pictures accordingly.
- Pupils describe each picture using *This is* or *These are*.

**Answer key** 2 d, 3 c, 4 a

**1** These are my crayons. **2** This is my book.
**3** These are my pencils. **4** This is my bag.

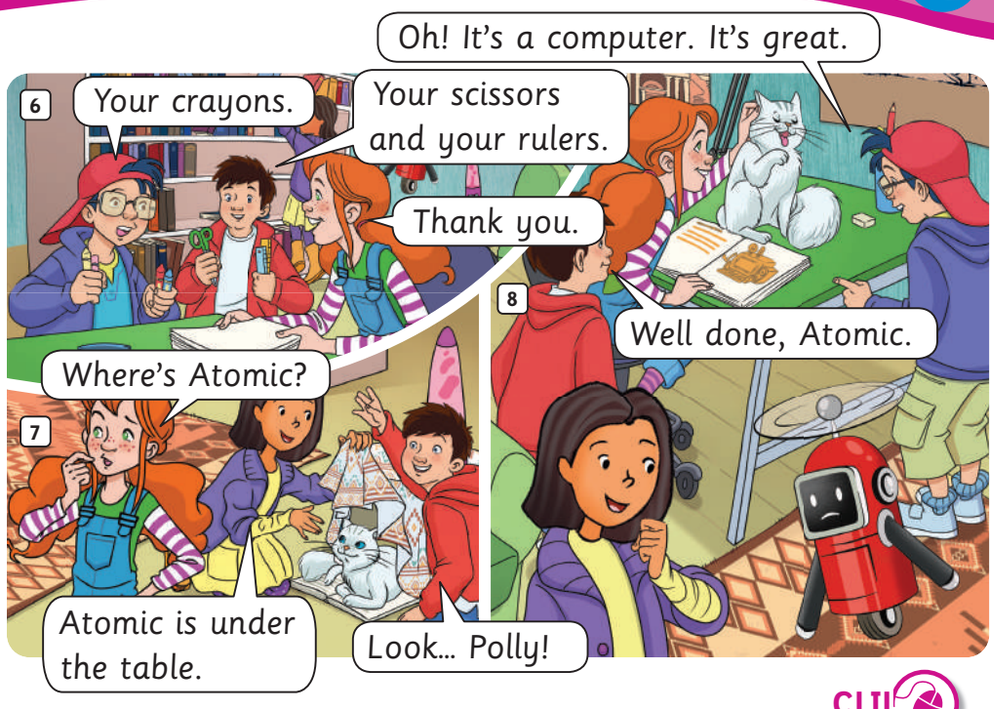
**4** **Read, match and colour.**

- Pupils complete the activity individually.

**Answer key** 2 d, 3 a, 4 b

## Finishing the lesson

- Ask pupils to hold up an object from their own pencil case and to say a sentence about it using Activity 4 as a model. For example, *This is my yellow pencil.* If other pupils also have a matching object they can hold it up too.
- Ask pupils to continue until all the known objects and colours have been discussed.




CLIL

**3** After you read **Look at the story. Read and tick (✔).**

1 These are my books.

2 This is my pen.

3 These are my rulers.















**4** **Act out the story.**

**5** Viewing and presenting **Design a computer. Share.**

Values

Be tidy

# Story

## Objectives

- **Lesson aims:** to review simple cartoon stories by identifying characters and their actions, as well as different classroom objects; to identify examples of being tidy
- **Target language:** *bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors; This is my desk. These are my books.*
- **Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- **Reading:** Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24).
- **Listening:** Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24).
- **Speaking:** Can answer simple questions about objects (e.g. colour, size) (GSE 22). Can act out parts of a picture story using simple actions and words (GSE 30).

## Materials

- Pupil's Book pages 18–19
- Unit 2 Classroom objects Flashcards (*bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors*)
- Unit 2 Story Cards
- sheets of A4 paper, enough for each pupil
- strips of paper with classroom objects written on them
- coloured pencils
- Resources 26 and 34

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Stand up and change places technique
- Independent learning: portfolio

## Starting the lesson

- Give each pupil two strips of paper with a classroom object on it. Show a flashcard. Pupils with that object stand up and say the word.

## Presentation

- Explain that in this lesson pupils will read and review a story and design a computer. On the board, write *The computer*.
- Tell pupils to imagine they have a powerful computer. Using the Lollipop stick technique ask pupils what things it can do.

## Practice

**Pupil's Book**

**1 Before you read How many rulers can you see?**

- Ask pupils to find the rulers and raise their hands when they are ready to answer.

**2 2.6 Listen and read.**

- Have pupils read and listen to the story. Ask them what happens in it.
- Play the audio again and stop at frame 5. In pairs, pupils discuss the question in the *Solve box*.
- Using the Stand up and change places technique, say different statements about the story.
- **Extension** Use the Story Cards to ask about the story.

**3 After you read Look at the story. Read and tick (✔).**

- Pupils complete the activity and check answers with partners.

### Diversity

**Support**

- Use two books, two pens and two rulers to revise vocabulary and the singular and plural forms.

**Challenge**

- Tell pupils to write sentences for the odd pictures.

**4 Act out the story.**

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- Have the groups perform in front of the class.

### Extra activity TPR

- Give pupils a strip of paper to write a sentence from the story.
- Read the story in the correct order. When pupils hear their sentence, they have to act their sentence out.

**5 Viewing and presenting Design a computer. Share.**

- Ask pupils to look at frame 3 and describe the computer.
- Place pupils in pairs. Give them a sheet of A4 paper. Explain that they have to design a computer that can do whatever they want it to. Pupils present their work to the class. Use this project as an opportunity to build on presenting skills by asking pupils to present their projects to the class and to their families and to use relevant vocabulary as they do so. Encourage pupils to use clear voices, make eye contact and to ask and answer questions. Pupils should also be encouraged to look at other pupils' projects and to engage in the viewing process by actively participating and encouraging others.
- Place their work in their portfolios.

### Extra activity Critical thinking

- Ask pupils how often they play computer games and for how long. Ask if it's better to play on computers or to play with friends.

### Values

- Look at frame 4 of the story. Ask pupils if it's good to be messy or tidy and why. Have pupils say two good reasons as to why we should be tidy.

### Extra activity Fast finishers

- Have pupils look at the story and make a list of all the items they know the names of. They can write or draw.

## Finishing the lesson

- Have a class vote on which story the pupils liked better, Unit 1 or Unit 2. Listen to the story with the most votes.

## How to work with stories

**Stage 1 – Before listening to the story**

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise the pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each Story Card.

**Stage 2 – Listening to the story**

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each Story Card. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

**Stage 3 – After listening to the story**

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each Story Card or make up your own questions.

When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is recommended to speak English.

**Stage 4 – Acting out**

After listening to the story a few times, your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

**For more ideas, see page 17.**

## CLIL Link

In Unit 2, the story is based around the concept of living in society: working together and helping each other from the Social Science curriculum.

Atomic the cat and Bo the robot upset all of Polly's books and stationery plus the prototype for a new computer that she's working on. Her friends help her tidy up.

To explore this concept further, you can use Resource 34.

## Lesson 4 Activity Book

### Objectives

- **Lesson aims:** to review simple cartoon stories by identifying characters and their actions, as well as different classroom objects; to identify examples of being tidy
- **Target language:** *bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors; This is my desk. These are my books.*
- **Skills:** Reading

### Global Scale of English (GSE)

- **Reading:** Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24).

### Materials

- Activity Book page 16
- Unit 2 Classroom objects Flashcards (*bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors*)
- Unit 2 Story Cards

### Assessment for Learning

Peer learning: Think-pair-share technique

### Starting the lesson

- Use the Story Cards to recap the story. Ask and answer questions about the story and revisit the vocabulary using flashcards if required.

### Practice

**1 After you read Remember the story. Read and match.**

- Place the Story Cards in a random order on the board and encourage pupils to recall the events of the story and to order the Story Cards. Play the audio if required to check the order.
- Pupils then complete the activity by matching the speech bubbles and the pictures in the Activity Book.
- Extend the activities by choosing ideas from Teacher's Book page 17 for your class.

**Answer key** 2 a, 3 d, 4 b

**2 Values Look and match.**

- Explain to pupils that in this activity they have to help tidy up the classroom. Ask pupils why it's important to be tidy.

**Extra activity Critical thinking**

- Ask pupils to think about how tidy they are and if they can improve themselves.

**3 Look and colour.**

- Use the Think-pair-share technique to discuss if pupils liked the story. Ask questions about their favourite part from the story and encourage them to think carefully about which face to colour.

### Finishing the lesson

- Recap the reasons for being tidy and ask pupils to help you tidy the classroom. Show them how labels help to keep things tidy to ensure that things can be found easily next time. Ask pupils to say what they have tidied up and encourage them to be tidy at home as well.

# Vocabulary and Grammar

## Objectives

- **Lesson aims:** to name classroom objects; to ask and answer where things are
- **Target language:** *chair, computer, cupboard, desk, shelf, table; Where's the (pencil)? It's in/on/under the (desk).*
- **Skills:** Listening, Speaking

## Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if given guided questions or prompts (GSE 19). Can recite a short, simple rhyme or chant (GSE 16). Can answer simple questions about where people or things are, using basic phrases (GSE 24). Can ask where an object is, given a model (GSE 26).

## Materials

- Pupil's Book page 20
- Unit 2 Classroom objects (1) Flashcards (*bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors*) and Classroom objects (2) Flashcards (*chair, computer, cupboard, desk, shelf, table*)
- sheets of A4 paper, enough for each pupil
- Resources 4, 12, 18 and 22

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork; Expert envoy technique
- Independent learning: portfolio; Summative questions technique

## Starting the lesson

- Give each pupil a sheet of A4 paper and ask them to draw or write six classroom objects from Lesson 1.
- Say and show a Classroom objects (1) Flashcard (*bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors*). If pupils have that object, they tick it off. The first person to tick all their items calls out *Bingo!*

## Presentation

- Explain that in this lesson pupils will learn the words for more classroom objects and about words that express position.
- Place the Classroom objects (2) Flashcards (*chair, computer, cupboard, desk, shelf, table*) on the board. Go through each word and have pupils repeat after you.
- Explain that you will point to one card and pupils have to tell you what the item is.
- Refer pupils to Activity 1. Explain that they have to point to an item for their partner to say what it is. Ensure pupils swap roles.

## Practice

### Pupil's Book

**1 2.7 Listen and say. Then listen and tick (✔). What's missing?**

- Ask pupils to look at the picture and name the items.
- Play the first part of the audio. Explain to pupils that they have to repeat the items as they hear them. Then play the second part. Pupils have to find out which item is missing.
- Ask pupils to first check answers with their partners.

**Listen and say.**
shelf, computer, cupboard, desk, table, chair

**Listen and tick.**
- Look at my classroom.
- This is a chair.
- This is a desk.
- This is a computer.
- This is a cupboard.
- This is a shelf.
- My classroom is tidy today.

- **Extension** Ask pupils if the classroom in the picture is tidy or messy. Refer pupils to their own classroom and ask if it is tidy or messy. Say the words in the picture for pupils to point to a real object in class.

### Extra activity Critical thinking

- Ask pupils what they do to keep their classroom tidy. Is there a daily routine for tidying up? Can they think of any jobs to add?

**2 2.8 & 2.9 Listen and find in Activity 1. Then listen and sing.**

- On the board, draw a box with a ball on it, a box with a ball under it, and a box with a ball in it. Write *in, on, under* and *Where's …?* on the board.
- Point to each picture and ask *Where's the ball?* Help pupils to answer by teaching the new vocabulary.
- Refer pupils to the song and ask what items they see in it.
- Play the song for pupils to listen and sing.
- A karaoke version of the song is also available (track 2.9).

### Extra activity TPR

- Divide the class into three groups. Give each group a preposition: *in, on* or *under*.
- Explain that they have to clap when they hear their preposition.

**3 2.10 Look at Activity 1. Ask and answer.**

- Play the grammar audio (track 2.10) for pupils to listen to.
- Refer pupils to Activity 1. Ask *Where's the book?* Using the Lollipop stick technique, elicit the answer. Repeat for all the items. Then tell pupils to complete Activity 3. Check answers with the class by asking pairs of pupils to ask and answer each question.

### Diversity

**Support**
- Using the Expert envoy technique, pair up stronger pupils with weaker ones for this activity.

**Challenge**
- Pupils use their own classroom objects to go on with extra practice for the activity.

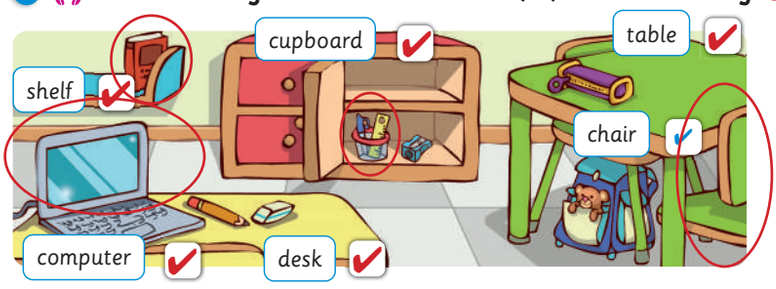
### Extra activity Fast finishers

- Ask pupils to look around the classroom and choose six objects. Explain that they have to write where they are, what colour they are and how many there are.

## Finishing the lesson

- On the board, write *Where's?, This is, These are, in, on, under, How many?* and *What colour?*
- Using the Summative questions technique, ask pupils which grammar point they found the easiest to understand and which one the most difficult.
- On a sheet of A4 paper, ask pupils to draw and write a few sentences, using the grammar points and the vocabulary they have learnt so far in the two units. They can look back in their books. Place their work in their portfolios.

**1** 2.7 **Listen and say. Then listen and tick (✔). What's missing?** table




**2** 2.8 2.9 **Listen and find in Activity 1. Then listen and sing.**

My classroom is tidy.
It's tidy today.
My classroom is tidy.
Hip, hip hooray!

Where's the ruler?
It's in the cupboard.
Where's the book?
It's on the shelf.

Where's the chair?
It's under the table.
Where's the computer?
It's on the desk.

My classroom is tidy.
It's tidy today.
My classroom is tidy.
Hip, hip hooray!

**3** **Look at Activity 1. Ask and answer.**




Where's the pencil case?
It's on the table.

2.10

Where's the pencil?
It's in the desk.
It's on the desk.
It's under the desk.



## Lesson 6 Activity Book

## Objectives

- **Lesson aims:** to name classroom objects; to ask and answer where things are
- **Target language:** *chair, computer, cupboard, desk, shelf, table; Where's the (pencil)? It's in/on/under the (desk).*
- **Skills:** Reading

## Global Scale of English (GSE)

- **Reading:** Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17). Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 25).

## Materials

- Activity Book page 17
- Classroom objects (1) Flashcards (*bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors*); Classroom objects (2) Flashcards (*chair, computer, cupboard, desk, shelf, table*)

## Starting the lesson

- Use the Classroom objects Flashcards to revise all the vocabulary taught so far. Place the flashcards on the board and call out a word for a pupil to come and point to the correct item. That pupil then calls out an object for another pupil to come and point to.

## Practice

**1** **Look, number and trace.**

- Ask pupils what each item is using *What's number (1)?* Explain that pupils must find the word to match each picture and write the number in the box. Then they trace the word.

**Answer key** 2 desk, 3 chair, 4 computer, 5 table, 6 cupboard

**2** **Read and circle.**

- Explain that each question and answer goes with the picture of the same number. Work through the example with pupils, helping them to read the words. Explain that they must circle the correct preposition to make the answer correct once they've checked the position of the item in the relevant picture.

**Answer key** 2 on, 3 in, 4 under, 5 on, 6 in

### Extra activity

- Now tell pupils to go to the Extra practice on page 21 and do the activities.

### Extra activity Picture Dictionary

- To review the unit vocabulary in one place, please refer to the Picture dictionary on page 48 of the Activity Book.

## Finishing the lesson

- Choose a game from the Games bank to revise the language and vocabulary from the lesson.

## Objectives

- **Lesson aims:** to practise language from Lesson 1 and Lesson 5; to pronounce the words correctly and use the correct word for the correct object/position
- **Target language:** *bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors; chair, computer, cupboard, desk, shelf, table; in, on, under*
- **Skills:** Listening, Speaking, Reading, Writing

## Global Scale of English (GSE)

- **Listening:** Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (GSE 24).
- **Speaking:** Can take part in basic games that use fixed expressions or rhymes (GSE 19). Can give the location of an object in a basic way (GSE 29).
- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 25).
- **Writing:** Can write a few basic sentences, given prompts or a model (GSE 13).

## Materials

- Pupil's Book page 21 and Activty Book page 18
- Classroom objects (1) Flashcards (*bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors*); Classroom objects (2) Flashcards (*chair, computer, cupboard, desk, shelf, table*)
- two fly swatters
- sheets of A4 paper, enough for each pupil
- Unit 2 Cutouts

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Yes/No technique; Lollipop stick technique
- Peer learning: pairwork; groupwork; Expert envoy technique; Think-pair-share technique
- Independent learning: Thought-provoking questions technique

## Starting the lesson

- On the board, represent the three prepositions (*in, on, under*) using a box and ball as images.
- Divide the class into two teams and have them line up in front of the board. Give each team a fly swatter.
- Say a preposition, the leader of each team has to run up and swat it on the board. If a pupil swats the incorrect picture to represent the preposition, they go back to the end of the line. Pupils hand the fly swatter to the next player and sit down after their turn.
- The team that finishes first wins.

## Presentation

- Explain that in this lesson pupils will do an activity that will help them with the Starters exam.
- Place all flashcards from this unit on the board.
- Point at random words and using the Lollipop stick technique, have pupils give answers.

## Practice

### Pupil's Book

**1 2.11 Listen and draw lines.**

- This task is based on **Pre A1 Starters Listening Part 1**.
- Ask pupils to look at Activity 1. Ask *Where's the pencil case?* Elicit *It's in the cupboard.* Continue with *bag, computer* and *chair.*
- Play the audio for pupils to complete the activity.

**1 Boy:** The bag is under the chair. Where's the book?
**Man:** The book? It's in the bag.
**Boy:** In the bag. OK.
**2 Boy:** Where's the crayon?
**Man:** It's in the pencil case.
**Boy:** The crayon is in the pencil case, OK.
**3 Boy:** Where's the eraser?
**Man:** It's in the desk.
**Boy:** OK. The eraser is in the desk.
**Man:** That's right.
**4 Boy:** Where's the ruler?
**Man:** It's on the shelf.
**Boy:** On the shelf?
**Man:** That's right.
**5 Boy:** Where's the action figure?
**Man:** It's on the computer.
**Boy:** On the computer?
**Man:** Yes, that's right. Well done!

### Diversity

**Support**

- Before pupils start the activities, have them draw on a sheet of A4 paper three pictures that will help them remember the prepositions. Have pupils place the sheet in front of them as they do the activities.

**Challenge**

- When they finish, place pupils in pairs and ask them to say true and false sentences about the picture.

**2 2.12 Cut out. Then listen and play.**

- Use the Unit 2 cutouts. Each pupil should have a set of cutouts and a scene on which to place them. Listen to the audio and encourage pupils to follow the audio and place the pink pencil on the table.
- Using the Yes/No technique, have pupils tell you if they are ready to proceed with the game.
- They then take turns to place a card on their own scene. The other pupil asks questions about where the object is and then listens to the answer and tries to match the placement on their scene. Once all objects have been placed, pupils check that their scenes match.
- Use the Expert envoy technique to help weaker pupils.

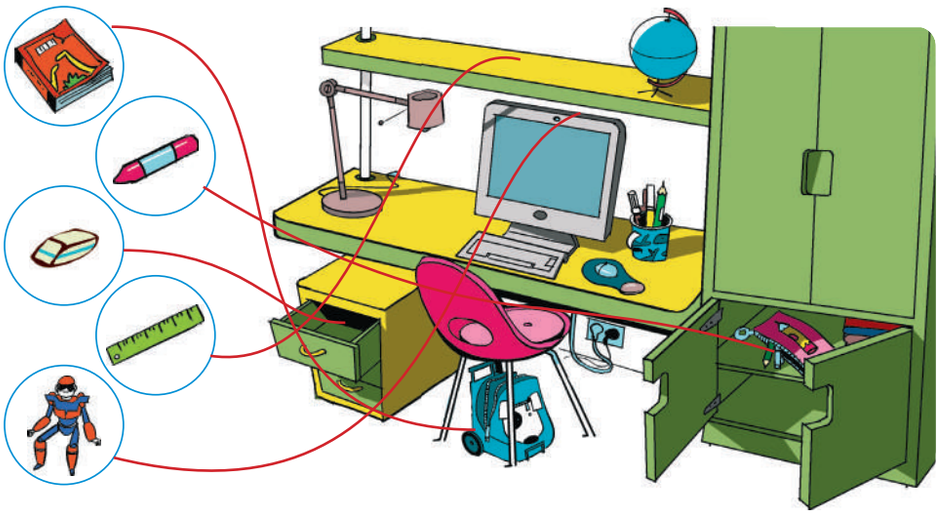
**Extra activity Critical thinking**

- Ask pupils if they enjoy playing games with the cutouts. Why?/Why not? Using the Thought-provoking questions technique, ask how these games help them learn.

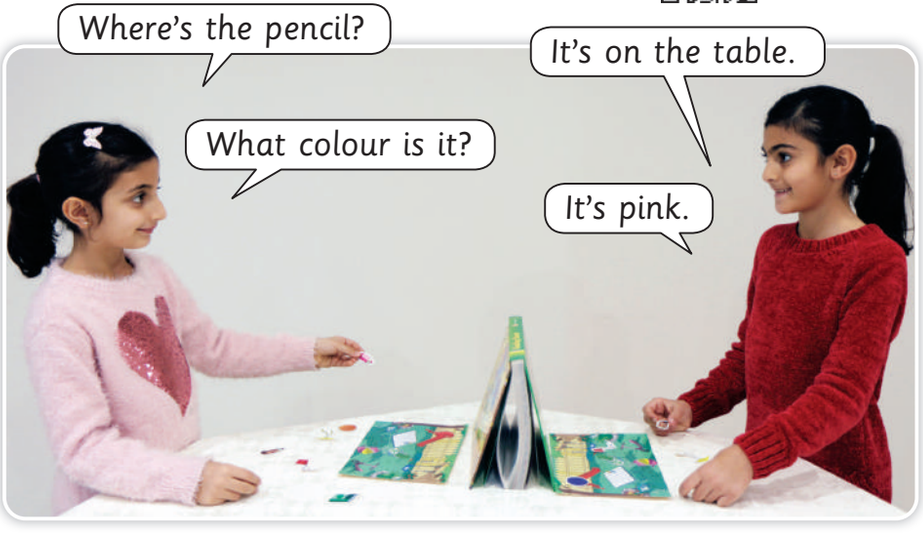
**Extra activity Fast finishers**

- Have pupils write and illustrate a dialogue like the one in Activity 2 of the Pupil's Book on a sheet of A4 paper.

## 1 2.11 Listen and draw lines.



## 2 2.12 Cut out. Then listen and play.




Activity Book, page 18



**Activity Book**

**1 Read and tick (✔).**

- Use the Think-pair-share technique for the activity and check answers as a class.

**Answer key** 2 a, 3 a, 4 a

**2 Viewing and presenting Choose, draw a teddy and write. Share.**

- Use the Think-pair-share technique for the activity. Pupils swap partners and read their sentences to each other.
- Encourage pupils to share their work with the class by reading the sentences. A clear assessment of clarity and ability to convey information in presentations would be to see if other pupils can identify where they have drawn the teddy from oral cues only, and then confirming by looking at the picture.
- Encourage correct intonation and model this if necessary. Ask pupils to practice the sentences as a conversation and repeat to improve their presentation skills.

## Finishing the lesson

- On the board, write *Where's the …? What colour is it? How many?* and *What's this?*
- Bring pupils to the front of the class and have them form three lines. Explain that the first person in each line has to make a question to the answer you give them. If they give the correct answer, the person behind them plays next and they sit down. If they make a mistake, they go to the back of the line.
- Stand in front of the first player of one line and say *It's an eraser*. Elicit *What's this?* Then move to the first person of the next line. Say *It's red*. Elicit *What colour is it?*

# Culture

## Objectives

- **Lesson aims:** to review a simple text about a school in Jordan; to describe their school
- **Target language:** *classroom, hall, library, playground, school, teacher*
- **Skills:** Listening, Speaking, Reading, Writing

## Global Scale of English (GSE)

- **Listening:** Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 25).
- **Speaking:** Can describe objects in a basic way (e.g. colour, size) (GSE 25).
- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 25).
- **Writing:** Can write a few basic sentences, given prompts as a model (GSE 13).

## Materials

- Pupil's Book page 22 and Activity Book page 19
- flashcards from Lessons 1 and 5
- sheets of A4 paper, big piece of card, one for each group of pupils
- strips of paper with classroom objects and school vocabulary on them
- a box
- scissors, glue, coloured pencils

## Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique; Lollipop stick technique
Peer learning: pairwork; groupwork; Expert envoy technique; Two stars and a wish technique; Three facts and a fib technique

## Starting the lesson

- Divide the class into two groups: toys and classroom objects.
- Explain that you will say a toy or a classroom object in a sentence. The group with that name has to stand up.
- If the group makes a mistake, they lose a point. Award six points on the board for each group before you begin.

## Presentation

- Explain that in this lesson pupils will learn about other schools in Jordan.

### Culture notes

- Discuss how the school in the photos differs or is the same as the pupils' school. Compare their school day to a day in an English school: In the UK, pupils usually start school at 8:55 and end at 3:15. Primary school starts when you are 5 and ends when you are 11 or 12. Most schools have uniforms. Pupils have an hour lunch break, and eat in the canteen where a warm or cold lunch is served. They pay for their lunch or can bring food from home.

## Practice

**Pupil's Book**

**1 Before you read Is your school big or small?**

- Ask pupils if they think their class and school are big or small.
- Ask if they like the size of their class and school.

**2 2.13 Listen and read.**

- Have pupils read and listen to the text. Ask pupils what they found interesting about the school.
- **Extension** Ask how their school is similar and/or different to Jamal's.

### Diversity

**Support**

- Read the sentences slowly with the pupils tracking the words. Play the audio again if necessary.

**Challenge**

- Ask comprehension questions about the text.

### Extra activity Critical thinking

- Ask pupils if they prefer their school or if they would like to go to a different school in Jordan. Encourage pupils to give reasons.

**Activity Book**

**1 Look and match.**

- Use the Traffic light cards technique to make sure pupils have understood the vocabulary.
- Pupils check answers with partners.

**Answer key** 2 library, 3 playground, 4 classroom, 5 teacher, 6 hall

**2 After you read Read and write *Yes* or *No*.**

- Pupils complete the activity individually.

**Answer key** 2 Yes, 3 Yes, 4 No

### Extra activity TPR

- Place strips of paper in a box, with words for classroom objects or school vocabulary. Divide the classroom into two areas: classroom objects and parts of a school. Place one pupil in each part of the room.
- Pupils pick a strip, read what's on it and place it in the correct part of the classroom.
- When all strips of paper have been placed, the pupils with the collected strips read out the words. If there is an incorrect word, pupils have to hop three times.




1 **Before you read** **Is your school big or small?**

2 2.13 **Listen and read.**

3 **After you read** **Activity Book, page 19.**




## Project

**Viewing and presenting** **Make a plan of your school.**

1. Choose a room in your school.
2. Draw the room.
3. Write. *This is the… This is our…*
4. Together, make a plan of your school.
5. Present your plan to the class.



## Project

**Viewing and presenting** **Make a plan of your school.**

- Place pupils in small groups, using the Expert envoy technique for each one.
- Assign each pupil in the group a role.
- Give each pupil a sheet of A4 paper and using the Lollipop stick technique, pupils read through the instructions.
- Use the Two stars and a wish technique for pupils to assess each other's work.
- Pupils present their work to the class. Use this project as an opportunity to build on presenting skills by asking pupils to present their projects to the class and to their families and to use relevant vocabulary as they do so. Encourage pupils to use clear voices, make eye contact and to ask and answer questions. Pupils should also be encouraged to look at other pupils' projects and to engage in the viewing process by actively participating and encouraging others.

### Diversity

- Ask pupils to think about the different rooms and places in their school. Write them on the board.
- Have pupils make sentences with the words on the board.
- Explain that pupils can use these sentences in their project.

### Extra activity **Fast finishers**

- Have pupils think about the different parts of their school and what's in them. Ask them to write a few sentences.

## Finishing the lesson

- Have pupils think about their ideal school: how big or small it is, how many rooms it has and what facilities it has.
- In small groups, pupils make sentences about their ideal school and choose a leader who reads the sentences to the class.

# English in action



## Objectives

- **Lesson aims:** to use the correct language to ask for things politely
- **Target language:** *Can I borrow (it), please?*
- **Skills:** Reading, Listening, Speaking, Writing

## Global Scale of English (GSE)

- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 25).
- **Listening:** Can understand some basic words and phrases to show politeness (e.g. *Please, Thank you, Excuse me, Sorry*) (GSE 20).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).
- **Writing:** Can write some familiar words (GSE 20).

## Materials

- Pupil's Book page 23 and Activity Book page 20
- straw puppets
- a die per pair of pupils
- Resource 30
- a bag or a box
- two fly swatters

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Stop/Go technique; Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Place pupils in pairs and give each pair a die. Explain that they have to throw the die and then say as many words from the unit as the number on the die shows.

## Presentation

- Explain that in this lesson pupils will learn about asking politely when borrowing things.

### Extra activity Critical thinking

- Explain to pupils that you will ask for a pen in two different ways. Say *Give me a pen!*, in a rough way and then *Can I borrow your pen, please?* in a polite way. Ask pupils which way was nicer and why.

## Practice

**Pupil's Book**

**1 2.14 Listen and read.**

- Ask the pupils to look at the picture and say what they think the characters are doing.
- Play the audio for pupils to listen and read.
- Have pupils read the dialogue in pairs.

### Diversity

**Support**

- Write the dialogue on the board, with a space where *pen* is. Go through the dialogue with pupils, adding a word from classroom vocabulary (where *pen* is). Repeat and change the classroom object.

**Challenge**

- Pupils learn the dialogue by heart and act it out in pairs, in front of the class.

**2 Act out the dialogue. Use different classroom objects.**

- Using the Stop/Go technique, have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use their straw puppets if they like as they work in pairs.
- Using the Lollipop stick technique, invite pupils to come to the front of the class and act out the dialogue. Repeat with as many pairs as possible.

**Activity Book**

**1 Write, draw and colour. Then act out.**

- Pupils complete the activity in pairs.
- When pupils complete the activity, ask them to raise their hands to act out their dialogue.

## Finishing the lesson

- Have pupils walk around the classroom with half of the pupils with flashcards from the unit and half with nothing. When a pupil without a flashcard meets a pupil with a flashcard, they must practise the dialogue from the lesson in order to ask politely if they can borrow the object.
- Using the Summative questions technique, ask pupils to share their conversations with the class and encourage clear speech and accurate pronunciation of the words.

## English in action 2
**Borrowing things**

**1** 2.14 **Listen and read.**



Excuse me. Is this your pen?

Yes, it is.

Can I borrow it, please?

Yes. Here you are.

Thank you.

**2** **Act out the dialogue. Use different classroom objects.**

pencil | eraser | ruler | book | crayon

Activity Book, page 20

## Phonics
Lesson 10

**1** 2.15 **Listen and say.**



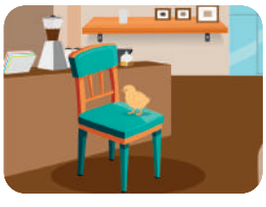

shelf shop




chair chick

**2** 2.16 **Are the sounds the same? Listen and tick (✓) or cross (✗).**

1 ✓ 2 ☐ 3 ☐ 4 ☐



**3** 2.17 **Listen and say the tongue twister.**

A shelf in a shop and a chick
on a chair.

Activity Book, page 20

# Phonics sh ch



## Objectives

- **Lesson aims:** to pronounce and practise the sounds for the digraphs *sh* and *ch*; to differentiate between the sounds learnt
- **Target language:** the sounds for the digraphs *sh* and *ch*
- **Skills:** Listening, Speaking

## Global Scale of English (GSE)

- **Listening:** Can recognise the letters of the alphabet by their sounds (GSE 10).
- **Speaking:** Can say simple tongue twisters and other types of playful language (GSE 27).

## Materials

- Pupil's Book page 23 and Activity Book page 20
- phonics notebook for each pupil

## Assessment for Learning

Monitoring learning: Lollipop stick technique
Peer learning: pairwork; groupwork

## Starting the lesson

- Divide the class into small groups. Give each group a die.
- Tell pupils you will say a sound. Pupils then throw the die, and they have to say as many words with that sound as the number on the die. Revise words from Unit 1 containing the sounds for the letters *a–e* and *i–e*.
- Use the Lollipop stick technique to have groups say the words aloud.

## Presentation

- On the board, write *sh* and *ch*. Explain that these are digraphs and that the letters when combined make a different sound to the individual letters.
- Say the phonics sounds and have pupils repeat after you.

## Practice

### Pupil's Book

**1 2.15 Listen and say.**

- On the board, write *sh* and *ch*. Say the target words with the phonetic sounds and have pupils repeat after you.
- Play the audio for pupils to listen and say.
- Have pupils say the phonic sounds and words in pairs.
- **Extension** Pupils write sentences with the new phonics words.

**2 2.16 Are the sounds the same? Listen and tick (✔) or cross (✗).**

- Play the audio for pupils to listen and identify whether the sounds they hear are the same or different.

| | | |
|---|---|---|
| 1 ch | ch | ✔ |
| 2 sh | ch | ✗ |
| 3 ch | sh | ✗ |
| 4 sh | sh | ✔ |

- **Extension** Play the audio again, with pauses for pupils to write and say words for the sounds they hear. They may use the words from Activity 1.
- Have pupils take out their phonics notebooks and write the phonics they have learnt.

**3 2.17 Listen and say the tongue twister.**

- Ask pupils to listen to and read the tongue twister and find and say words with the phonics from today's lesson. Use the picture to help pupils understand the tongue twister.

### Activity Book

**1 2.18 Listen, trace and match.**

**Answer key** 1 shelf, sh; 2 chair, ch; 3 shell, sh; 4 chick, ch; 5 cheese, ch; 6 shirt, sh; 7 shop, sh; 8 chain, ch

**1** shelf, **2** chair, **3** shell, **4** chick, **5** cheese, **6** shirt, **7** shop, **8** chain

### Extra activity

- **Pronunciation** Call out each of the words from the lesson and identify that they all have one syllable (one clap). Introduce two new words (*cherry* and *chicken*). Elicit the meaning of each word and whether they start with a *ch* or a *sh* sound.
  Now clap the new words and identify that these words have two syllables (two claps). Use other known vocabulary words to identify syllables using clapping. See if pupils can split lists of known words into those that have one syllable and those that have two or more. Continue to draw attention to syllables with any known vocabulary words.

### Extra practice

**1 Find and colour. Then count.**

- Ask pupils to look at the picture and tell you how many of the items they see.
- Pupils complete the activity and then check answers with their partners.

**Answer key** b 1, c 6, d 1, e 4, f 1

**2 Look at Activity 1. Read and write.**

- Do a quick revision of the prepositions, using different classroom objects.
- Pupils complete the activity and then check answers with their partners.

**Answer key** 2 under, chair; 3 on, desk; 4 in, cupboard

## Finishing the lesson

- Say one of the words containing *sh* or *ch*. Pupils repeat the phonetic sound from the lesson for each word then they clap the number of syllables.

**Next lesson** Unit 2 test.

## English in action 2
**Borrowing things**

**1** 2.14 **Listen and read.**



Excuse me. Is this your pen?

Yes, it is.

Can I borrow it, please?

Yes. Here you are.

Thank you.

**2** **Act out the dialogue. Use different classroom objects.**

pencil | eraser | ruler | book | crayon

Activity Book, page 20

## Phonics
Lesson 10

**1** 2.15 **Listen and say.**




shelf shop




chair chick

**2** 2.16 **Are the sounds the same? Listen and tick (✓) or cross (✗).**

1 ✓ 2 ✗ 3 ✗ 4 ✓



**3** 2.17 **Listen and say the tongue twister.**

A shelf in a shop and a chick
on a chair.

Activity Book, page 20

# Mapping

## Topics

**Theme 1:** Welfare **Theme 2:** Culture

## Scope and Sequence Matrix

**Listening:** following simple short instructions of a teacher, peers or a recording in activities and games; simulating role-playing activities where pupils learn how to interact politely and with empathy; using pictures, illustrations, and visual aids to understand unfamiliar words while listening; drawing, selecting, or writing simple words as responses to questions in presented oral material; responding to simple yes/ no and wh- questions; recognising short emergency warnings and commands (e.g., Stop! Wait!); recognising basic intonation patterns

**Speaking:** producing formulaic exchanges; developing intonation patterns; expressing habits and facts using the simple present; producing intonation for yes/no questions

**Reading:** identifying elements of a story (setting, characters, plot) using wh- questions; identifying basic sentence punctuation; reading orally with reasonable fluency and correct annunciation; identifying the main idea in a text with the help of the teacher

**Writing:** distinguishing between complete and incomplete sentences; capitalising all proper nouns, words at the beginning of sentences

**Viewing and presenting:** realising that shapes, symbols, and colors have meaning and including them in short oral presentations; using body language in a variety of ways (mime, role play) to visually communicate ideas and feelings; using appropriate learned terms and expressions to discuss visual texts; deducing the purpose of the visual text and relating it to his/her personal experience




## Learning Outcomes and Performance Indicators

**Listening:** follow simple instructions in activities and games; identify people and objects based on oral description (She wears a blue jacket.); respond to simple questions before, during and after listening; listen to, join in and recite simple chants and songs; identify words in an utterance; draw, select or write simple words in response to questions on oral material; use pictures, illustrations and visual aids to understand unfamiliar words

**Speaking:** pronounce two-syllable words and expressions using the correct stress and intonation with teacher guidance; recite rhymes and songs, individually and in groups with correct stress and intonation; partake in short formulaic exchanges using the vocabulary introduced; learn simple expressions and participate in exchanges following a model; express habits and facts in positive and negative statements using the simple present tense

**Reading:** identify and read sight words using prior lexical knowledge, phonic knowledge, context, and sound- letter correspondences; identify elements of a short story (e.g., setting, characters, plot) using *wh*-questions; answer simple questions about written materials; identify basic sentence punctuation: capital letters, full stops and question marks; simply relate main idea in a text with the help of the teacher; follow and respond to two-step written instructions; answer simple questions about written materials; make connections between instructions and short simple written materials

**Writing:** spell simple words and phrases correctly; write basic phrases to describe objects and pictures; revise written task based on teacher's feedback; learn to accept peer review and objectively discuss criticism; revise written task based on peer feedback; write simple sentences

**Viewing and presenting:** realise that shapes, symbols, and colours have meaning and begin to include them in short oral presentations; observe visual images and begin to appreciate that they have been created for particular purposes; deduce the purpose of visual texts relating it to his/her personal experiences; discuss his/her own feelings by showing empathy for the way others might feel; use body language in a variety of ways such as mime and role play to visually communicate ideas and feelings; begin to use new vocabulary acquired in reading texts and appropriate terms and expressions; discuss the information being conveyed in illustrations in picture books and simple reference books

## Unit objectives

to name body parts; to talk about movement

## Language

| | |
|---|---|
| **Vocabulary** | **Body parts:** *arms, face, feet, fingers, hands, head, knees, legs, toes, tummy*<br>**Body movement:** *bend, clap, move, stamp, stretch, touch* |
| **Grammar** | *I've got (one face). I've got (ten toes).*<br>*Move (your body)! Touch (your head)!* |
| **Functions** | *What a cool (dinosaur)!* |
| **Phonics** | *ee, ar; feet, knees, arms, park* |

## Key competences

**Linguistic competence:** use language as an instrument for communication (L 1–10)

**Mathematical, scientific and technological competences:** use numbers to complete an activity (L. 2, 4 and 6)

**Digital competence:** use Pupil's Book eBook (L. 1–10)

**Social and civic competences:** learn to be creative (L. 3, 5 and 8); learn to pay a compliment (L. 9)

**Cultural awareness and expression:** raise awareness of cultural similarities and differences (L. 8)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1 and 2); follow instructions (L. 1–10); personalisation of language learnt (L. 9)

**Initiative and entrepreneurship:** choose a topic for the project (L. 8)

## 21st Century Skills for Learning and Innovation

| | |
|---|---|
| **Critical thinking** | Predicting (L. 3); Problem solving (L. 3); Logical thinking (L. 3 and 8); Defining and describing (L. 1, 5, 7, 8 and 9); Finding information (L. 3 and 8); Planning (L. 5 and 8); Reflecting on learning (L. 1–10) |
| **Creativity** | Design a robot (L. 3) |
| **Communication** | Presenting and describing body parts and actions (L. 1 and 5); Asking and answering about body parts (L. 7); cutouts game (L. 7); Functional dialogue (L. 9) |
| **Collaboration** | Project groupwork (L. 8); Acting out (L. 3 and 9) |

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Picture dictionary: Activity Book p. 49
- Unit 3 Extra practice: Activity Book p. 29
- Unit 3 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 3 Test

# Vocabulary and Grammar

## Objectives

- **Lesson aims:** to name body parts; to pronounce the words correctly
- **Target language:** *arms, face, feet, fingers, hands, head, knees, legs, toes, tummy; I've got (one face). I've got (ten toes).*
- **Skills:** Listening, Speaking

## Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures (GSE 23). Can recite a short, simple rhyme or chant (GSE 16). Can describe someone's physical appearance using one or two words (GSE 26).

## Materials

- Pupil's Book pages 24–25
- Unit 3 Body parts Flashcards (*arms, face, feet, fingers, hands, head, knees, legs, toes, tummy*)
- Welcome Unit Colours (*black, blue, brown, green, orange, pink, purple, red, yellow, white*) and Numbers (1–10) Flashcards
- stopwatch
- sheets of A4 paper, enough for each pupil
- coloured pencils
- Resources 5 and 13

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique
- Peer learning: pairwork
- Independent learning: portfolio

## Starting the lesson

- Place the Colours and Numbers Flashcards on the board in random order.
- Give each pupil a sheet of A4 paper to write four numbers and draw four colour blots.
- Point and say a colour and a number. If pupils have them, they raise their hands and repeat the words.

## Presentation

- Explain that in this lesson pupils will learn about body parts.

## Practice

**Pupil's Book**

### 1 How many body words do you know?

- Using the Lollipop stick technique, ask pupils to name a few body parts in the picture. They may remember some vocabulary from Grade 1.
- Place pupils in pairs. Go through the questions with them. Pick up the stopwatch and explain that they have one minute to answer the questions.
- Tell pupils to use the Traffic light cards technique to show you if they have understood the activity.

**Extra activity Critical thinking**

- Ask pupils to look at page 24. Ask where the characters are, why going outside to play is fun and what kind of things they can do at the park or playground.

### 2 3.1 Listen and stick. Then listen and say.

- Place the Unit 3 Body parts Flashcards (*arms, face, feet, fingers, hands, head, knees, legs, toes, tummy*) on the board. Point to each picture and say the word. Pupils repeat after you.
- Play the audio for pupils to listen and stick, pausing to allow enough time for them to complete the task.
- Pupils then listen to the second part of the audio and say the words.

**Listen and stick.**
This is my head. This is my face. This is my tummy. These are my arms. These are my hands. These are my fingers. These are my legs. These are my knees. These are my feet. These are my toes.

**Listen and say.**
head, face, tummy, arms, hands, fingers, legs, knees, feet, toes

**Extra activity TPR**

- Ask pupils to come to the front of the class and stand in a circle. Play a game of *Simon says* with the body words.

### 3 Find the body parts on page 24.

- Using the flashcards, go through each item, asking *What's this?* Pupils raise their hands to answer.
- Pupils then complete the activity in pairs by looking for each body part on page 24 and repeating the word each time. See if they can find multiple examples and take turns to point and say.
- Monitor and help pupils where necessary.

### 4 3.2 & 3.3 Listen and chant.

- Play the chant. When pupils hear a body part, they have to point to it on their body.
- A karaoke version of the chant is available (track 3.3).

### 5 3.4 Point and say.

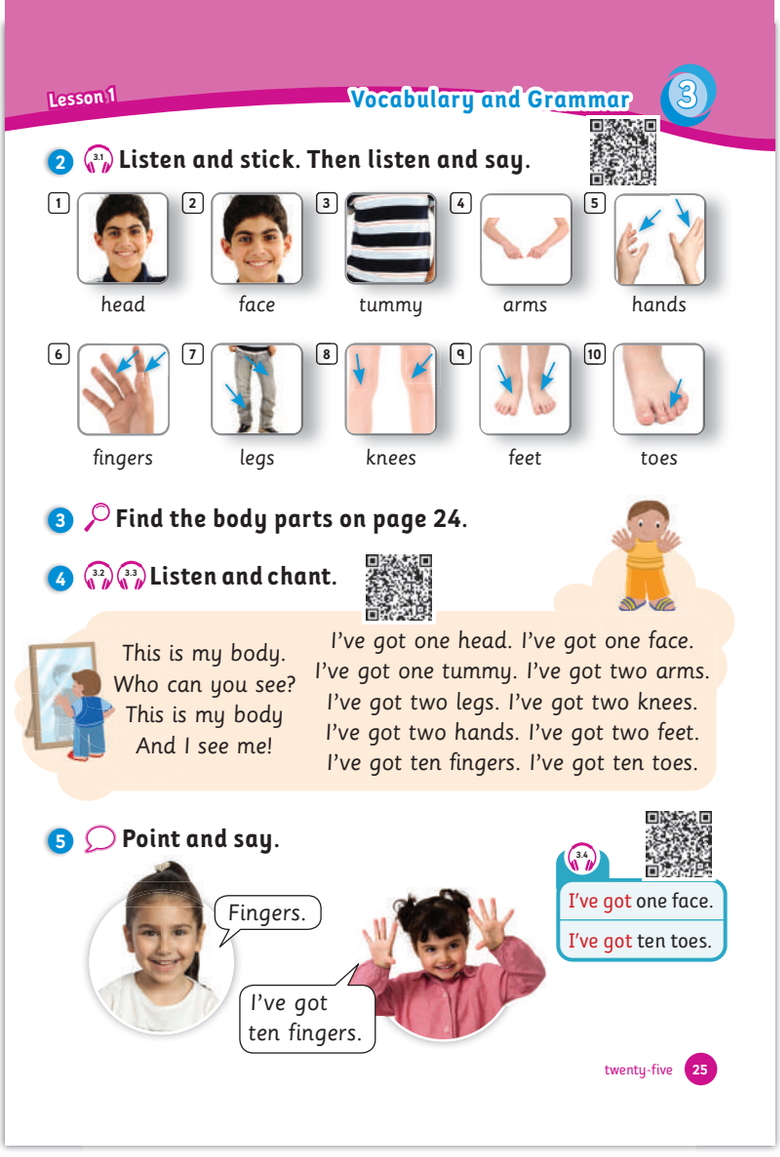
- On the board, write *I've got.* Show your fingers and say *I've got ten fingers.*
- Draw pupils' attention to the grammar box and the recorded model (track 3.4).
- Ask pupils to choose a body part and present it to you, using *I've got.* Use the Traffic light cards technique for pupils to show if they have understood the activity.
- In pairs, pupils complete the activity.

**Extra activity Fast finishers**

- Have pupils draw themselves on a sheet of A4 paper and name their different body parts.

## Finishing the lesson

- Give each pupil a sheet of A4 paper.
- Ask them to draw and colour different body parts. Then ask pupils to show their partners their pictures and name their body parts. Place their work in their portfolios.




**Lesson 2** **Activity Book**

## Objectives

- **Lesson aims:** to name body parts; to pronounce the words correctly
- **Target language:** *arms, face, feet, fingers, hands, head, knees, legs, toes, tummy; I've got (one face). I've got (ten toes).*
- **Skills:** Listening, Reading

## Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10).
- **Reading:** Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17).

## Materials

- Activity Book pages 22–23
- Unit 3 Body parts Flashcards (*arms, face, feet, fingers, hands, head, knees, legs, toes, tummy*)
- Welcome Unit Colours Flashcards (*black, blue, brown, green, orange, pink, purple, red, yellow, white*); Welome Unit Numbers Flashcards (1–10)

## Assessment for Learning

Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique

## Starting the lesson

- Use the Unit 3 Body parts Flashcards to revise the vocabulary from Lesson 1. Then point to parts of your body to elicit the words and encourage pupils to do the same.
- Repeat with the Colours Flashcards in preparation for Activity 4.

## Practice

**1 Look at Pupil's Book page 24. Read and write.**

- Check answers as a class. Write answers on the board for weaker pupils to copy.

**Answer key** 2 red, 3 Four

**2 Look, trace and match.**

- Pupils complete the activity individually. Praise neat handwriting and accurate matching of vocabulary. Encourage pupils to say the word each time to practise pronunciation.

**Answer key** 2 a, 3 c, 4 e, 5 d, 6 h, 7 f, 8 j, 9 g, 10 i

### Diversity

**Support**

- Place the flashcards on the board with the words written below and keep them there during Activity Book completion. Pupils can look at the board as they work.

**Challenge**

- Pupils complete the activities with no point of reference and then check their work by referring to their Pupil's Books.

## Story




**1** Before you read **Look at picture 1. What's in the box?**

**2** 3.6 **Listen and read.**






What can the robot do? Can you guess?

**It can create an exercise routine.**

**3** 3.5 **Listen and number.**

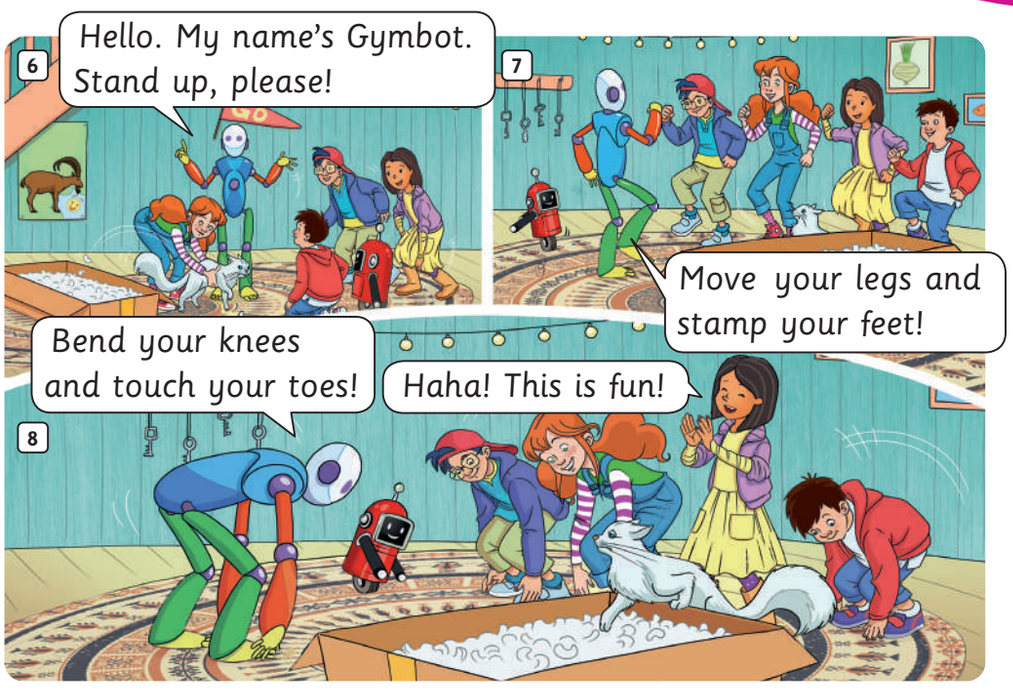
- Ask pupils to look at each picture and guess which body part is represented.
- Play the audio to complete the activity.

**Answer key** 2 c, 3 d, 4 b

| | |
|---|---|
| **1** I've got one face. | **2** I've got ten fingers. |
| **3** I've got two arms. | **4** I've got two knees. |

**4** **Viewing and presenting** **Choose and write. Then colour and share.**

- Use the Lollipop stick technique to ask a pupil to read the words in the box. Raise the corresponding flashcard.
- Read the text with the pupils, pausing where there is a gap. Ask pupils to pick out a Colour Flashcard that matches a word in the box to fill each gap. Pupils then say the corresponding words to complete the sentences.
- Check that pupils understand the task by using the Traffic lights technique and then ask them to complete the activity independently, taking care to colour the correct parts in the correct colour according to their sentences.
- Pupils can compare and share their work in pairs.
- Remind pupils that proper nouns must start with a capital letter and that they must check any names in their writing to make sure this is the case.
- Use this activity as an opportunity to build on presenting skills by asking pupils to present their work to the class. Encourage pupils to use clear voices, make eye contact and to ask and answer questions.




**3** After you read **Look at the story. Read and circle.** CLIL



Hello! My name is Gymbot.

1 I've got a white head body.

2 I've got a blue head body.

3 I've got red arms legs.

4 I've got eight hands fingers.

**4** **Act out the story.**

**5** Viewing and presenting **Draw a robot. What can it do? Share.**

Values: Do exercise



## Finishing the lesson

- Ask pupils to share their work from Activity 4 with the rest of the class. If pupils who are listening have chosen matching colours for body parts, they can raise their hands and hold up their drawings too to identify which parts match.

# Story

## Objectives

- **Lesson aims:** to review simple cartoon stories by identifying characters and their actions, as well as different body parts; to identify examples of doing exercise
- **Target language:** body parts (*arms, face, feet, fingers, hands, head, knees, legs, toes, tummy*); *I've got a (white head).*
- **Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- **Reading:** Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24).
- **Listening:** Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24).
- **Speaking:** Can give the location of an object in a basic way (GSE 29). Can act out parts of a picture story using simple actions and words (GSE 30).

## Materials

- Pupil's Book pages 26–27
- Unit 3 Body parts Flashcards (*arms, face, feet, fingers, hands, head, knees, legs, toes, tummy*)
- Welcome Unit Colours Flashcards (*black, blue, brown, green, orange, pink, purple, red, yellow, white*); Welcome Unit Numbers Flashcards (1–10)
- Unit 3 Story Cards
- sheets of A4 paper, enough for each pupil
- strips of paper
- coloured pencils
- Resources 27 and 35

## Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: True/False cards technique
Peer learning: pairwork; groupwork
Independent learning: portfolio

## Starting the lesson

- Say three words twice (e.g. *head, tummy, green*). Pupils raise their hands when they hear the odd word out and explain why it is different, e.g. *It's a colour. The rest are body parts.*
- Continue with different word groups to revise body parts, colours and numbers.

## Presentation

- Explain that in this lesson pupils will read a story and design a robot. On the board, write *The robot.*

## Practice

**Pupil's Book**

**1 Before you read Look at picture 1. What's in the box?**

- Ask pupils to look at picture 1. Ask what they think is in the box.
- Then have pupils look at pictures 3 and 4. Ask what body parts they see.

**2 3.6 Listen and read.**

- Have pupils read or listen to the story. Ask them what happens in it.
- Play the audio again and stop at frame 5. In pairs, pupils discuss the question in the *Solve* box.
- Using the True/False cards technique, say different statements about the story.
- **Extension** Use the Story Cards to ask about the story.

### Diversity

**Support**

- To help improve pronunciation and reading skills, pause the audio after each sentence and have pupils read it out loud.

**Challenge**

- Pupils learn a frame to act out in front of the class.

**3 After you read Look at the story. Read and circle.**

- Pupils do the activity individually. Check comprehension and answers to the questions by reading the sentence starters and ask pupils to orally provide the answers that they've circled. Show them how to check by comparing the sentences to the picture.

### Extra activity TPR

- Give pupils a strip of paper to write a sentence from the story on it.
- Read the story in the correct order. When pupils hear their sentence they have to act it out.

**4 Act out the story.**

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- Help pupils memorise their lines and perform them.

**5 Viewing and presenting Draw a robot. What can it do? Share.**

- Place pupils in pairs. Give them a sheet of A4 paper to design their own robot.
- Use this project as an opportunity to build on presenting skills by asking pupils to present their projects to the class and to their families and to use relevant vocabulary as they do so. Encourage pupils to use clear voices, make eye contact and to ask and answer questions. Pupils should also be encouraged to look at other pupils' projects and to engage in the viewing process by actively participating and encouraging others.
- Place their work in their portfolios.

### Extra activity Critical thinking

- Ask pupils if they think robots will be a very important part of the future and if they will be good for people.

### Values

- Ask pupils to say why they think exercising is a good value. Ask them what exercise they do on a weekly basis.

### Extra activity Fast finishers

- Have pupils make a poster showing the different ways they exercise.

## Finishing the lesson

- Ask pupils to open their Pupil's Books to the story page. Read a sentence and pupils have to say which picture.
- Then place pupils in small groups and have them continue the game.

## How to work with stories

**Stage 1 – Before listening to the story**

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise the pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each Story Card.

**Stage 2 – Listening to the story**

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each Story Card. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

**Stage 3 – After listening to the story**

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each Story Card or make up your own questions.

When answering, pupils additionally practise and consolidate the previously introduced language material.
At this stage it is recommended to speak English.

**Stage 4 – Acting out**

After listening to the story a few times, your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

**For more ideas, see page 17.**

### CLIL Link

In Unit 3, the story is based around the concept of healthy bodies from the Science curriculum.

Polly and her friends assemble a robot which turns out to be an exercise robot and gives them an exercise routine to follow.

To explore this concept further, you can use Resource 35.

## Lesson 4 Activity Book

### Objectives

- **Lesson aims:** to review simple cartoon stories by identifying characters and their actions, as well as different body parts; to identify examples of doing exercise
- **Target language:** body parts (*arms, face, feet, fingers, hands, head, knees, legs, toes, tummy*); *I've got a (white head).*
- **Skills:** Reading, Listening, Speaking

### Global Scale of English (GSE)

- **Reading:** Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24).
- **Listening:** Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24).
- **Speaking:** Can give the location of an object in a basic way (GSE 29). Can act out parts of a picture story using simple actions and words (GSE 30).

### Materials

- Activity Book page 24
- Unit 3 Body parts Flashcards (*arms, face, feet, fingers, hands, head, knees, legs, toes, tummy*)
- Unit 3 Story Cards

### Assessment for Learning

Peer learning: groupwork; Think-pair-share technique

### Starting the lesson

- Use the Story Cards to recap the story. Ask and answer questions about the story and revisit the vocabulary using flashcards if required.

### Practice

**1 After you read Remember the story. Look and number.**

- Place the Story Cards in a random order on the board and encourage pupils to recall the events of the story and to order the Story Cards. Play the audio if required to check the order.
- Pupils then complete the activity by numbering the pictures in the Activity Book according to the order they appear in the story.
- Extend the activities by choosing ideas from Teacher's Book page 17 for your class.

**Answer key** 3, 1, 4, 2

**2 Values Look and tick (✔) or cross (✘).**

- Discuss the value of doing exercise and why it is important. Pupils tick the pictures which show the good value of exercise.

**Answer key** 2 ✘, 3 ✘, 4 ✔

**3 Look and colour.**

- Use the Think-pair-share technique to discuss if the pupils liked the story. Ask questions about their favourite part of the story and encourage them to think carefully about which face to colour.

### Finishing the lesson

- Recap the reasons for doing exercise and ask pupils to give examples of how to stay fit. Discuss what exercise pupils do regularly and whether they should do more.

# Vocabulary and Grammar

## Objectives

- **Lesson aims:** to name body parts; to describe movement of those body parts using action words
- **Target language:** *bend, clap, move, stamp, stretch, touch; Move your (body)! Touch your (head)!*
- **Skills:** Listening, Speaking

## Materials

- Pupil's Book page 28
- Unit 3 Body movement Flashcards (*bend, clap, move, stamp, stretch, touch*)
- sheets of A4 paper, enough for each pupil
- Resources 6, 14, 19 and 23

## Global Scale of English (GSE)

- **Listening:** Can understand basic action words (e.g. *clap, stamp, jump, walk*) (GSE 15). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Thumbs up/down technique
- Peer learning: pairwork; groupwork; Expert envoy technique
- Independent learning: Summative questions technique; portfolio

## Starting the lesson

- Ask a pupil to come to the front of the class. Say a body part for them to point to it. If it's correct, pupils put their thumbs up. If not, they use thumbs down.
- Use the Lollipop stick technique to bring another pupil to the front and repeat with all the body parts from Lesson 1.

## Presentation

- Explain that in this lesson pupils will learn words that express body movements.
- Place the lesson flashcards on the board. Go through each word and have pupils repeat after you.

## Practice

### Pupil's Book

**1 3.7 Listen and say. Then listen and do.**

- Ask pupils to look at the pictures and say the body movements.
- Play the first part of the audio. Pupils repeat the words as they hear them.
- Play the audio again and this time encourage pupils to do the body movements they hear. If necessary have the Body parts Flashcards on the board and point to the correct body part for each instruction to help with comprehension.

**Listen and say.**
move, bend, stretch, touch, stamp, clap

**Listen and do.**
Let's do some exercise.
**1** Move your arms.
**2** Bend your body.
**3** Stretch your body.
**4** Touch your toes.
**5** Stamp your feet.
**6** Clap your hands.

### Diversity

**Support**

- Pair weaker pupils with stronger pupils. The expert says and mimes the body movement for their partner to copy and say. Pupils swap roles.

**Challenge**

- Pupils say and mime each body movement to the class.

**2 3.8 & 3.9 Listen and sing.**

- Refer pupils to the song and recap the new words from the lesson.
- Read the song words slowly and encourage pupils to mime the body movements.
- Play the song for pupils to sing and mime.
- A karaoke version of the song is also available (track 3.9).

**Extra activity TPR**

- Divide the class into six groups and give each group a body movement. Explain that you will play the song again and when they hear their body movement, they have to mime it.

**3 3.10 Make up an exercise routine for a friend.**

- Place pupils in pairs. Ask them to discuss which body movements they find easy and which difficult.
- Explain that they have to make a small exercise routine for their partners. Have them listen to the grammar audio (track 3.10).
- Pupils then write a routine on a sheet of A4 paper.
- Use the Lollipop stick technique to bring pairs to the front to read and act out their exercise routines.
- Pupils place their work in their portfolios.

**Extra activity Critical thinking**

- Ask pupils if they enjoy exercising with their friends or on their own. Accept answers in L1.

**Extra activity TPR**

- You may wish to focus on movement words by teaching the traditional dance, the dabke.
- Ask which body movement words can be used for this dance, e.g. clap your hands, move your feet, bend your knees. Encourage pupils to respond and use the relevant words as they dance.

**Extra activity Fast finishers**

- Ask pupils to look at their exercise routines and to draw and write instructions to make them clear enough to leave in the classroom for others to follow when they have a spare five minutes.

## Finishing the lesson

- On the board, write *move, stretch, touch, clap, stamp* and *bend*.
- Point to a word for pupils to say the body part they can use with it. Ask pupils to demonstrate the actions.
- Using the Summative questions technique, ask pupils which grammar point they found the easiest to understand and which one the most difficult.




**Lesson 6** **Activity Book**

## Objectives

- **Lesson aims:** to name body parts; to describe movement of those body parts using action words
- **Target language:** *bend, clap, move, stamp, stretch, touch; Move your (body)! Touch your (head)!*
- **Skills:** Reading

## Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).

## Materials

- Activity Book page 25
- Unit 3 Body parts Flashcards (*arms, face, feet, fingers, hands, head, knees, legs, toes, tummy*); Unit 3 Body movement Flashcards (*bend, clap, move, stamp, stretch, touch*)

## Assessment for Learning

Peer learning: pairwork; groupwork; Think-pair-share technique; Traffic light cards technique

## Starting the lesson

- Use the flashcards to revise all the vocabulary taught so far.

## Practice

**1 Look, trace and number.**

- Check that pupils can read the words and find the matching picture for each one by writing the correct number in each box.

**Answer key** 2 touch, 3 stretch, 4 stamp, 5 clap, 6 bend

- **Extension:** Ask pupils to make action sentences using the tracing words and the matching pictures. Pupils can take turns to pick a number and say the sentence, e.g. 3. Stretch your arms, for their partner to follow.

**2 Look, read and match.**

- Using the Think-pair-share technique, pupils check answers with their partners.

**Answer key** 2 stretch your legs, 3 move your arms, 4 clap your hands, 5 stamp your feet, 6 bend your knees

### Extra activity

- Now tell pupils to go to the Extra practice on page 29 and do the activities.

### Extra activity Picture Dictionary

- To review the unit vocabulary in one place, please refer to the Picture dictionary on page 49 of the Activity Book.

## Finishing the lesson

- Choose a game from the Games bank to review the language and vocabulary from the lesson.

## Objectives

- **Lesson aims:** to practise language from Lesson 1 and Lesson 5; to pronounce the words correctly and use the correct word for the correct body part or action
- **Target language:** *arms, face, feet, fingers, hands, head, knees, legs, toes, tummy; bend, clap, move, stamp, stretch, touch*
- **Skills:** Listening, Speaking, Reading

## Global Scale of English (GSE)

- **Listening:** Can follow basic instructions to colour, draw or make something (GSE 23).
- **Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts (GSE 29).
- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 24).

## Materials

- Pupil's Book page 29 and Activity Book page 26
- Unit 3 Body parts Flashcards (*arms, face, feet, fingers, hands, head, knees, legs, toes, tummy*); Unit 3 Body movement Flashcards (*bend, clap, move, stamp, stretch, touch*)
- Welcome Unit Colours Flashcards (*black, blue, brown, green, orange, pink, purple, red, yellow, white*)
- sheets of A4 paper, enough for each pupil
- coloured pencils
- Unit 3 Cutouts
- a soft ball

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Yes/No questions technique; Lollipop stick technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique; Expert envoy technique; Think-pair-share technique
- Independent learning: Thought-provoking questions technique

## Starting the lesson

- In pairs, pupils write down as many words as they can remember from this unit in one minute.
- Place the unit flashcards on the board. Then using the Lollipop stick technique, ask pairs to come to the front of the class, read their words and point to the matching flashcards.

## Presentation

- Explain that in this lesson pupils will do an activity that will help them with the Starters exam.
- Place the Colours flashcards on the board. Point to random colours and using the Lollipop stick technique, have pupils tell you what they are.

## Practice

### Pupil's Book

**1 3.11 Listen and colour.**

- This task is based on **Pre A1 Starters Listening Part 4**.
- Tell pupils that they have to colour the parts of the robot with the colours they hear.
- Ask them to guess what colours or body parts they might hear.
- Tell pupils to place their coloured pencils in front of them.
- Use the Two stars and a wish technique for pupils to check each other's work.
- Monitor and gently point out any errors.

**Robot:** Hello! My name's Helpbot. I'm a robot.
**Girl:** Hello!
**Robot:** Look at my head.
**Girl:** What colour is your head?
**Robot:** It's yellow. Colour my head yellow.
**Girl:** OK. A yellow head. And what colour is your tummy?
**Robot:** It's blue.
**Girl:** A blue tummy. Good.
**Robot:** And look. I've got blue arms and legs, too.
**Girl:** OK, blue arms. Blue legs.
**Robot:** And look at my bag.
**Girl:** What colour is it?
**Robot:** It's a green bag. Colour the bag green.
**Girl:** OK.
**Robot:** And colour my book orange.
**Girl:** OK. Thank you. It's a nice picture!

## Diversity

**Support**

- Before pupils start doing the activities, have them look at Lesson 1 vocabulary. Say the words from the lesson to help pupils remember them and to point to the correct body parts.

**Challenge**

- Pupils make a colour blot list with all the colour words they know. On one side, they write the colour and on the other, they make a colour blot.

**2 3.12 Cut out. Then listen and play.**

- Place pupils in pairs and play the audio.
- Ask what this game is about. Show pupils the cutouts and explain that they must help each other build a robot but that they have to use words to give instructions to their partner to build the same robot with the same body parts.
- Make sure that pupils are ready with their cutouts and play the audio for them to practise finding the correct pieces and building a robot that matches the description.
- Check answers as a class to make sure everyone has a robot that matches the description.
- Using the Yes/No questions technique, have pupils tell you if they are ready to proceed with the game. Support pupils if they get stuck with the language and ask them to describe the robots they make to you.
- Use the Expert envoy technique to help weaker pupils.

**Extra activity Critical thinking**

- Ask pupils how this game has helped them learn about body parts. Ask if they think it is a good game to play.

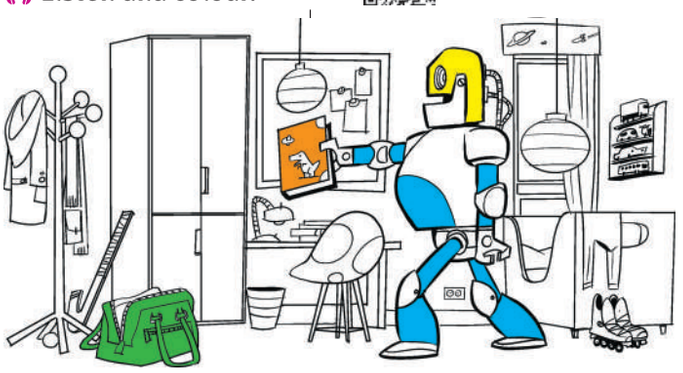
**Extra activity TPR**

- Have pupils form a circle. Say a category (*Toys, Classroom objects, Body parts, Body movement*) and throw the ball to a random pupil. They catch the ball and say a word from that category. If it's wrong, they drop out of the game. Use words from Units 1–3.

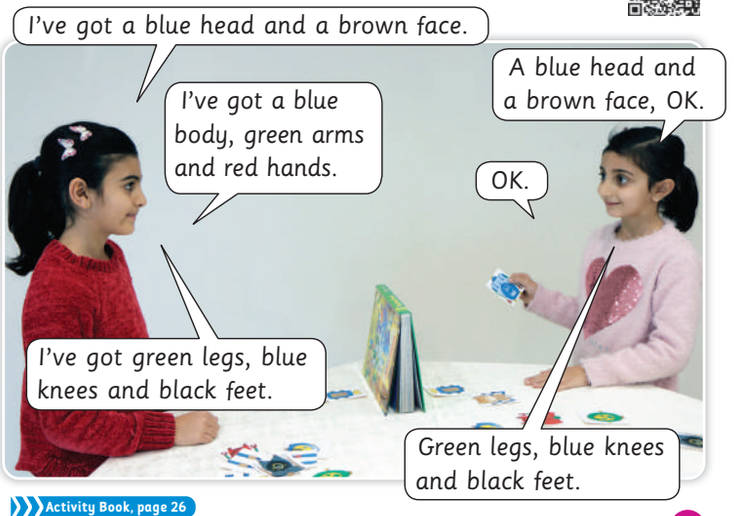
**Extra activity Fast finishers**

- Have pupils pretend they are a robot and ask them to write a few sentences about themselves. Have them illustrate their work. Make a classroom display.

**1** 3.11 **Listen and colour.**



**2** 3.12 **Cut out. Then listen and play.**




Activity Book, page 26



**Activity Book**

**1** **Read and tick (✔) or cross (✘).**

- Describe the robot using true or false sentences. If you are wrong, pupils have to call out *No!*
- Explain that pupils must read the sentences and if they are correct, they tick the box but if they are wrong, they put a cross. Encourage pupils to orally correct the sentences that are wrong.
- **Extension** Pupils can write their own true or false sentences about the robot and can incorporate colours too. Encourage them to read their sentences out to the class who can answer with *Yes* or *No* accordingly.
- Use the Think-pair-share technique for pupils to check each other's work.

**Answer key** 2 ✘, 3 ✔, 4 ✘

**2** **Viewing and presenting** **Choose, draw and write. Share.**

- Write *I've got* on the board and say sentences for pupils about body parts as you draw a robot. For example, *I've got three arms.* Continue until you've drawn a robot and then give it a name.
- Explain that pupils will now do the same using the prompts in the Activity Book.
- Pupils work individually. Praise neat handwriting.
- Pupils show their work to their partners. They read their sentences to each other.
- Use audio or visual equipment for pupils to record their sentences so that they can evaluate their work as a pair. Encourage them to aim for clear pronunciation of key words and to check that they are not rushing and speak with appropriate intonation. Pupils can use body language and mime to convey meaning too.

## Finishing the lesson

- On the board, write three true sentences about yourself and one false. Ask pupils to find the false sentence.
- Pupils write four sentences about themselves, making sure one is false.
- Pupils show their sentences to their partners to find the false sentence.
- Using the Thought-provoking questions technique, have pupils tell you what they enjoyed best about this lesson.

# Culture

## Objectives

- **Lesson aims:** to read a simple text about Teachers' Day; to describe celebrations on Teachers' Day
- **Target language:** *Thank you*
- **Skills:** Listening, Speaking, Reading, Writing

## Global Scale of English (GSE)

- **Listening:** Can understand basic phrases in short, simple texts (GSE 24).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).
- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 25).
- **Writing:** Can write a few basic sentences, given prompts as a model (GSE 13).

## Materials

- Pupil's Book page 30 and Activity Book page 27
- sheets of A4 card
- scissors, glue, coloured pencils

## Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique; Lollipop stick technique
Peer learning: pairwork; groupwork; Expert envoy technique; Two stars and a wish technique

## Starting the lesson

- Ask pupils to stand in front of the class in one line. Invite the first pupil to stand next to you.
- Walk around the class and ask pupils four different questions.
- Pupils who get all the questions correct, sit down. Pupils with incorrect answers go to the back of the line.

## Presentation

- Explain that in this lesson pupils will learn about Teachers' Day in Jordan.

### Culture notes

- Teachers' Day is celebrated all over the world and is a day to celebrate people in education and to thank teachers for everything they do. In Jordan it is celebrated on 5th October. There may be concerts, performances, speeches and presentations in schools. There are also professional discussions and meetings that take place to discuss new teaching methods and innovations.

## Practice

### Pupil's Book

**1 Before you read What's your favourite day at school? What do you do on that day?**

- Ask pupils to tell you about their favourite days at school, either linked to Festivals or other occasions such as a sports day or school trips.
- Ask pupils what they do on these days. Ask if they wear different clothes or do anything different to normal and if so, to describe them.

**2 3.13 Listen and read.**

- After listening to the text, ask pupils what they found interesting about it. Ask what body movements were mentioned. Ensure that pupils understand what a poem is.
- Ask pupils if they like celebrating Teachers' Day and why.

**Extra activity Critical thinking**

- Ask pupils if they have ever celebrated a special day from another country and if they enjoyed it. Ask pupils why it is good to learn about special days in other countries.

### Activity Book

**1 Look and colour.**

- Say a number and pupils tell you the colour. Use the Lollipop stick technique to elicit answers. Elicit the word in the picture and ask pupils when they would use the word. Pupils then colour the card according to the key and compare their pictures at the end.

**2 After you read Read and write *Yes* or *No*.**

- Use the Traffic light cards technique to make sure pupils have understood the activity.
- Pupils complete the activity individually and check answers with a partner.

**Answer key** 1 Yes, 2 Yes, 3 No, 4 Yes, 5 Yes, 6 No

## Project

**Viewing and presenting Make a poster about your favourite day at school.**

- Place pupils in small groups, using the Expert envoy technique for each one.
- Give pupils a sheet of A4 paper and using the Lollipop stick technique, pupils read through the instructions.
- Walk around the class and help groups prepare their posters.
- Pupils present their work to the class. Use this project as an opportunity to build on presenting skills by asking pupils to present their projects to the class and to their families and to use relevant vocabulary as they do so. Encourage pupils to use clear voices, make eye contact and to ask and answer questions. Pupils should also be encouraged to look at other pupils' projects and to engage in the viewing process by actively participating and encouraging others.
- Use the Two stars and a wish technique for pupils to assess each other's work and presentations.

## Diversity

**Support**

- As you discuss different days, write key words on the board to help pupils with the project.

**Challenge**

- Pupils make a list of as many words as they can to use in the project.

Lesson 8

CULTURE

# Teachers' Day



My name's Zeina. I like Teachers' Day at school.



Teachers' Day is on 5th October. I've got a great teacher. She helps me to learn at school.

We say 'thank you' to our teacher. We sing songs and clap hands. We write poems, too.

1 **Before you read** **What's your favourite day at school? What do you do on that day?**

2 3.13 **Listen and read.**

3 **After you read** **Activity Book, page 27.**

My favourite day is Mother's Day.




## Project

**Viewing and presenting** **Make a poster about your favourite day at school.**

1. Choose your favourite day at school.
2. Draw what you do.
3. Write. *My favourite day at school is...*
4. Together, make a poster of your favourite days.
5. Present your poster to the class.



## Finishing the lesson

- Pupils vote on the best Culture lesson they have had so far.
- Revisit that lesson.

# English in action



## Objectives

- **Lesson aims:** to use language to learn how to pay a compliment
- **Target language:** *What a cool (dinosaur)!*
- **Skills:** Listening, Reading, Speaking, Writing

## Global Scale of English (GSE)

- **Listening:** Can understand basic phrases in short, simple texts (GSE 24).
- **Reading:** Can identify familiar words in short simple texts (GSE 23).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).
- **Writing:** Can write some familiar words (GSE 20).

## Materials

- Pupil's Book page 31 and Activity Book page 28
- Unit 3 Body parts Flashcards (*arms, face, feet, fingers, hands, head, knees, legs, toes, tummy*); Unit 3 Body movement Flashcards (*bend, clap, move, stamp, stretch, touch*)
- a box
- straw puppets
- fly swatters
- Resource 31

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Stop/Go technique; Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Place the unit flashcards on the board.
- Ask pupils to form one line in front of the board. Say a word for a pupil to run to the board, swat the word in 5 seconds, pass the fly swatter to another pupil and sit down.

## Presentation

- Explain that in this lesson pupils will learn how to pay a compliment.

### Extra activity Critical thinking

- Ask pupils if you should pay a compliment even if you think the other person's work, haircut, etc. isn't so good.

## Practice

### Pupil's Book

**1** **3.14 Listen and read.**

- Play the audio. Ask pupils which line pays a compliment. Ask pupils what the answer to the compliment is.
- Have pupils read the dialogue in pairs.

### Diversity

**Support**

- Write the dialogue on the board, without the sentence *Yes. Look at the body. It's big.* Leave a space where *dinosaur* is. Read the dialogue with pupils, adding a new word in the gap. Then reinstate the missing sentence and read the dialogue with the pupils, again substituting body parts.

**2** **Act out the dialogue. Use different toys and body parts.**

- Using the Stop/Go technique, have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use their straw puppets if they like.
- Using the Lollipop stick technique, invite pupils to come to the front of the class and act out the dialogue.

### Activity Book

**1** **Write, draw and colour. Then act out.**

- Pupils complete the activity in pairs and raise their hands to act out their dialogue.
- Ask class members to pay a compliment at the end of their dialogue.

## Finishing the lesson

- Have pupils walk around the classroom with their pictures. When they meet another pupil they should stop, look at their picture and pay a compliment by practising the dialogue from the lesson.
- Using the Summative questions technique, ask pupils to share their conversations with the class and encourage clear speech and accurate pronunciation of the words.

## English in action 3
Paying a compliment

**1** 3.14 **Listen and read.**



Look at my picture.

It's a dinosaur!

Yes. Look at the body. It's big.

Wow! What a cool dinosaur!

Thank you.

**2** **Act out the dialogue. Use different toys and body parts.**

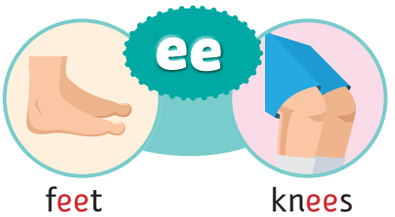
robot | action figure | doll | head | tummy | face

## Phonics

Lesson 10

Activity Book, page 28

**1** 3.15 **Listen and say.**




feet knees




arms park

**2** 3.16 **Listen and circle *ee* or *ar*.**

1 (ee) ar
2 ee ar
3 ee ar
4 ee ar

**3** 3.17 **Listen and say the tongue twister.**

In the park I touch my feet, stretch my arms and bend my knees.



Activity Book, page 28

# Phonics ee ar

## Objectives

- **Lesson aims:** to pronounce and practise the sounds for the digraphs *ee* and *ar*; to differentiate between the sounds learnt
- **Target language:** the sounds for the digraphs *ee* and *ar*
- **Skills:** Listening, Speaking

## Global Scale of English (GSE)

- **Listening:** Can recognise the letters of the alphabet by their sounds (GSE 10).
- **Speaking:** Can say simple tongue twisters and other types of playful language (GSE 27).

## Materials

- Pupil's Book page 31 and Activity Book page 28
- phonics notebook for each pupil

## Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Peer learning: pairwork; groupwork
Independent learning: Portfolios

## Starting the lesson

- Divide the pupils into small groups. Say a letter sound from a previous lesson (*a–e*, *i–e*, *ch* or *sh*) Pupils write as many words as they can with that sound.
- The group with the most words wins.

## Presentation

- On the board, write *ee* and *ar*. Explain that these are digraphs and that the letters when combined make a different sound to the individual letters.
- Say the phonics sounds and have pupils repeat after you.

## Practice

### Pupil's Book

**1 3.15 Listen and say.**

- On the board, write *ee* and *ar*. Say the target words with the phonetic sounds and have pupils repeat after you.
- Play the audio for pupils to listen and say.
- Have pupils say the phonic sounds and words in pairs.
- Walk around the class and say different words containing the target phonics for pupils to say what the focus sound is (*ee* or *ar*).
- **Extension** Pupils write sentences with the new phonics words.

**2 3.16 Listen and circle *ee* or *ar*.**

- Play the audio for pupils to listen and circle the sounds from the words they hear.

1 bee
2 sheep
3 park
4 shark

- **Extension** Play the audio again, with pauses for pupils to write and say the words they hear.
- Have pupils take out their phonics notebooks and write the phonics they have learnt.

**3 3.17 Listen and say the tongue twister.**

- Ask pupils to listen to and read the tongue twister and find and say words with the phonics from today's lesson.
  Use the picture to help pupils understand the tongue twister.

### Activity Book

**1 3.18 Listen, write and match.**

**Answer key** 1 feet, ee; 2 arms, ar; 3 park, ar; 4 knees, ee; 5 bee, ee; 6 shark, ar; 7 farm, ar; 8 sheep, ee

**1** feet, **2** arms, **3** park, **4** knees, **5** bee, **6** shark, **7** farm, **8** sheep

#### Extra practice

**1 Read and number.**
**Answer key** 3, 1, 4, 2

**2 Make up an exercise routine for a friend. Draw and act out.**

- Pupils complete the activity and then act out the routines with their partners.
- Have pupils swap partners and repeat their acting of the routine they have written.

## Finishing the lesson

- Give each pupil a sheet of A4 paper. Ask them to write their favourite phonic words and a sentence with them in.
- Pupils read them to the class and take them home to show their parents.
- Collect them in the next lesson and place them in their portfolios.

**Next lesson** Unit 3 test.

## English in action 3
**Paying a compliment**

**1** 3.14 **Listen and read.**



Look at my picture.

It's a dinosaur!

Yes. Look at the body. It's big.

Wow! What a cool dinosaur!

Thank you.

**2** **Act out the dialogue. Use different toys and body parts.**

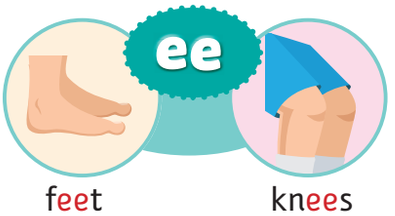
robot | action figure | doll | head | tummy | face

## Phonics

Lesson 10

Activity Book, page 28

**1** 3.15 **Listen and say.**




feet knees




arms park

**2** 3.16 **Listen and circle *ee* or *ar*.**

1 (ee) ar
2 (ee) ar
3 ee (ar)
4 ee (ar)

**3** 3.17 **Listen and say the tongue twister.**

In the park I touch my feet, stretch my arms and bend my knees.



Activity Book, page 28

# Mapping

## Topics

**Theme 1:** Society **Theme 2:** Culture

## Scope and Sequence Matrix

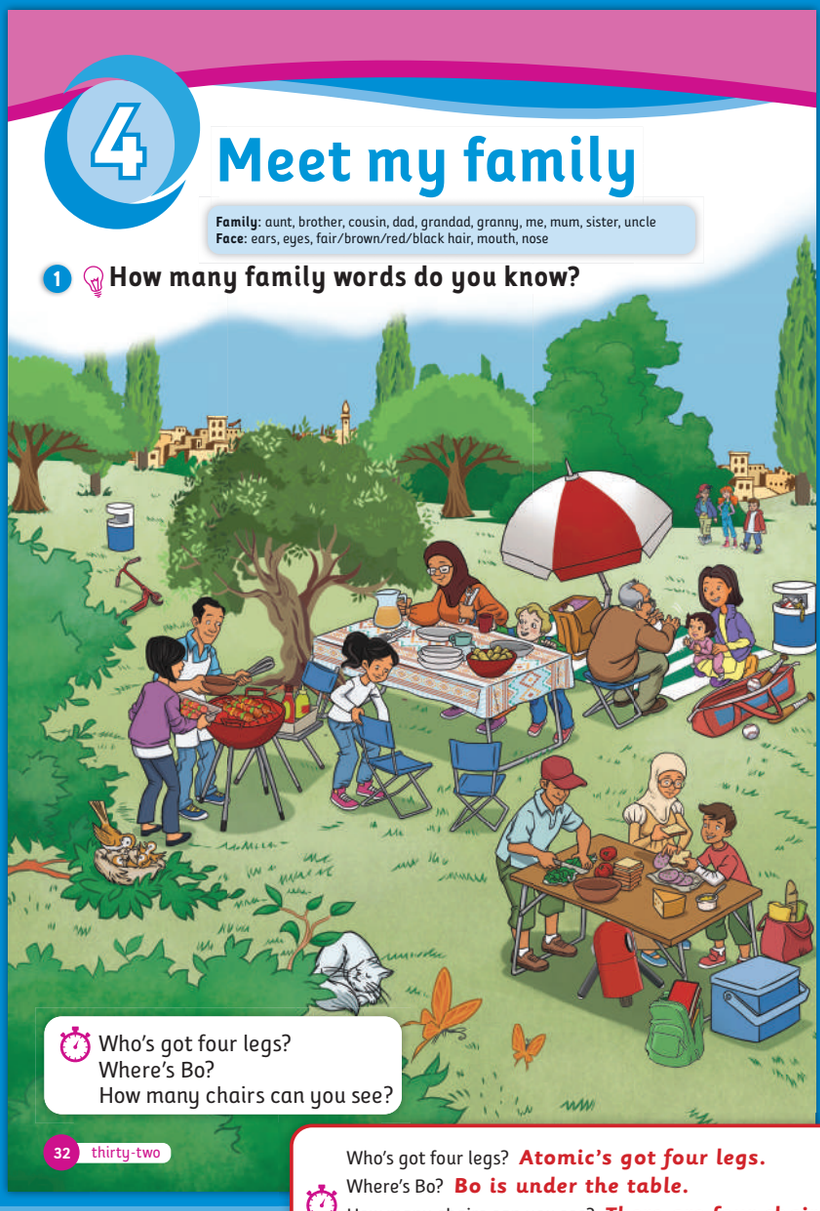
**Listening:** following simple short instructions of a teacher, peers or a recording in activities and games; simulating role-playing activities where pupils learn how to interact politely and with empathy; using pictures, illustrations, and visual aids to understand unfamiliar words while listening; drawing, selecting, or writing simple words as responses to questions in presented oral material; responding to simple yes/ no and wh-questions; recognising basic intonation patterns

**Speaking:** producing formulaic exchanges; developing intonation patterns; expressing habits and facts using the simple present; producing intonation for yes/no questions

**Reading:** identifying elements of a story (setting, characters, plot) using wh- questions; identifying basic sentence punctuation; reading orally with reasonable fluency and correct annunciation; identifying the main idea in a text with the help of the teacher

**Writing:** distinguishing between complete and incomplete sentences; capitalising all proper nouns, words at the beginning of sentences

**Viewing and presenting:** realising that shapes, symbols, and colors have meaning and including them in short oral presentations; using body language in a variety of ways (mime, role play) to visually communicate ideas and feelings; using appropriate learned terms and expressions to discuss visual texts; deducing the purpose of the visual text and relating it to his/her personal experience




Who's got four legs? **Atomic's got four legs.**
Where's Bo? **Bo is under the table.**
How many chairs can you see? **There are four chairs.**

## Learning Outcomes and Performance Indicators

**Listening:** follow simple instructions in activities and games; identify people and objects based on oral description (She wears a blue jacket.); respond to simple questions before, during and after listening; listen to, join in and recite simple chants and songs; identify words in an utterance; draw, select or write simple words in response to questions on oral material; use pictures, illustrations and visual aids to understand unfamiliar words

**Speaking:** pronounce two-syllable words and expressions using the correct stress and intonation with teacher guidance; recite rhymes and songs, individually and in groups with correct stress and intonation; partake in short formulaic exchanges using the vocabulary introduced; learn simple expressions and participate in exchanges following a model; express habits and facts in positive and negative statements using the simple present tense

**Reading:** identify and read sight words using prior lexical knowledge, phonic knowledge, context, and sound-letter correspondences; identify elements of a short story (e.g., setting, characters, plot) using *wh*-questions; answer simple questions about written materials; identify basic sentence punctuation: capital letters, full stops and question marks; simply relate main idea in a text with the help of the teacher; follow and respond to two-step written instructions; answer simple questions about written materials; make connections between instructions and short simple written materials; read phonetically regular words having the same letters with different sounds

**Writing:** spell simple words and phrases correctly; write basic phrases to describe objects and pictures; revise written task based on teacher's feedback; learn to accept peer review and objectively discuss criticism; revise written task based on peer feedback; write simple sentences (Activity Book)

**Viewing and presenting:** realise that shapes, symbols, and colours have meaning and begin to include them in short oral presentations; observe visual images and begin to appreciate that they have been created for particular purposes; deduce the purpose of visual texts relating it to his/her personal experiences; discuss his/her own feelings by showing empathy for the way others might feel; use body language in a variety of ways such as mime and role play to visually communicate ideas and feelings; begin to use new vocabulary acquired in reading texts and appropriate terms and expressions; discuss the information being conveyed in illustrations in picture books and simple reference books

## Unit objectives

to name family members; to describe family members using parts of the face

## Language

| | |
|---|---|
| **Vocabulary** | **Family:** *aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle*<br>**Face:** *ears, eyes, fair/brown/red/black hair, mouth, nose* |
| **Grammar** | *Who's this? It's (my uncle).*<br>*He's got (blue eyes). She's got (green eyes).* |
| **Functions** | *His name's (Imad). Her name's (Heba).* |
| **Phonics** | *th, th; brother, this, three, mouth* |

## Key competences

**Linguistic competence:** use language as an instrument for communication (L 1–10)

**Mathematical, scientific and technological competences:** use numbers to complete an activity (L. 2)

**Digital competence:** use Pupil's Book eBook (L. 1–10)

**Social and civic competences:** learn to be creative (L. 8); learn to introduce family and friends (L. 5, 7 and 9)

**Cultural awareness and expression:** raise awareness of cultural similarities and differences (L. 8)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1 and 2); follow instructions (L. 1–10); personalisation of language learnt (L. 8 and 9)

**Initiative and entrepreneurship:** choose a topic for the project (L. 8)

## 21st Century Skills for Learning and Innovation

| | |
|---|---|
| **Critical thinking** | Predicting (L. 3); Problem solving (L. 3); Logical thinking (L. 3 and 8); Defining and describing (L. 1–10); Finding information (L. 1, 2, 5 and 8); Planning (L. 5 and 8); Reflecting on learning (L. 1–10) |
| **Creativity** | Make a class art gallery (L. 8) |
| **Communication** | Presenting and describing family members (L. 1 and 5); Asking and answering about family members (L. 7); Cutouts game (L. 7); Functional dialogue (L. 9) |
| **Collaboration** | Project groupwork (L. 8); Acting out (L. 3 and 9) |

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Picture dictionary: Activity Book p. 50
- Unit 4 Extra practice: Activity Book p. 37
- Unit 4 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 4 Test
- End of Semester 1 Test

# Vocabulary and Grammar



## Objectives

- **Lesson aims:** to name family members
- **Target language:** *aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle; Who's this? It's (my uncle).*
- **Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- **Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can answer simple questions about where people or things are, using basic phrases (GSE 24). Can recite a short, simple rhyme or chant (GSE 16). Can describe immediate family members, using basic fixed expressions (GSE 28).

## Materials

- Pupil's Book pages 32–33
- Unit 4 Family Flashcards (*aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle*)
- Flashcards from Units 1–3
- family members word cards
- stopwatch
- six strips of paper per pupil
- sheets of A4 paper, enough for each pupil
- two fly swatters
- family photos, family tree printouts
- Resources 7 and 15

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: portfolio

## Starting the lesson

- Start by using the flashcards from Units 1–3 to revise the vocabulary.
- Have pupils form two lines and play the *Word swat* game with the vocabulary from these units.

## Presentation

- Explain that in this lesson pupils will learn about family. On the board, write *Who's this? It's my uncle.*

## Practice

**Pupil's Book**

**1 How many family words do you know?**

- Using the Lollipop stick technique, have pupils name any of the family members that they know the words for in the picture.
- Check pupils understand the questions. Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions.
- Check answers as a class.

**Extra activity Critical thinking**

- Ask pupils why it is important to spend time together as a family.

**2 4.1 Listen and stick. Then listen and say.**

- Place the Unit 4 Family Flashcards (*aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle*) on the board. Reinforce by pointing, saying a word and having pupils repeat after you.
- Point to a flashcard and use the Lollipop stick technique to have pupils tell you what it is.
- Play the audio for pupils to listen and stick and then listen and say, pausing to allow enough time for them to complete the tasks.

**Listen and stick.**

Come and meet my family. This is my granny. This is my grandad. This is my mum. This is my dad. This is my uncle. This is my aunt. This is my brother. This is my sister. This is me. This is my cousin.

**Listen and say.**

granny, grandad, mum, dad, uncle, aunt, brother, sister, me, cousin

**Extra activity Fast finishers**

- Use basic family tree printouts from the internet. Pupils draw and label their own family trees.
- Place them in their portfolios.

**3 Who are the family members on page 32?**

- Pupils work in pairs to find and say the family members.

### Diversity

**Support**

- Show each family member flashcard and word card for pupils to point to them in the picture. Pupils repeat after you.

**Challenge**

- Tell pupils they are Laila. They point to a family member and say *It's my granny.* They repeat with all family members.

**4 4.2 & 4.3 Listen and chant.**

- Play the chant. When pupils hear a family member, they clap.
- A karaoke version of the chant is available (track 4.3).

**Extra activity TPR**

- Pupils stand in a line. Explain that if you say a male family member, they jump to the left. If you say a female family member, they jump to the right.

**5 4.4 Show and say.**

- On the board, write *It's my.* Show the uncle flashcard and say *It's my uncle.* Draw pupils' attention to the grammar box and the recorded model (track 4.4).
- Ask pupils to take out their family photos, or give each pupil a sheet of A4 paper, and ask them to draw and label it with their family members.
- In pairs, pupils complete the activity.

**Extra activity Fast finishers**

- Pupils draw and label their own family, showing them doing something special together. Place it in their portfolios.

## Finishing the lesson

- Give pupils six strips of paper. In small groups, pupils say one family word to the person on the left, who spells it.

**2** 4.1 **Listen and stick. Then listen and say.**




**3** **Who are the family members on page 32?**

**4** 4.2 4.3 **Listen and chant.**



Who's this?
It's my granny.
I'm happy! You can see
My grandad, my mum,
my dad and me.

Who's this?
It's my brother.
I'm happy! You can see
My sister, my aunt,
my uncle and me.

Who's this?
It's my cousin.
I'm happy! You can see
This is my family
and me!

**5** **Show and say.**




4.4
Who's this?
It's my uncle.



## Lesson 2 Activity Book

## Objectives

- **Lesson aims:** to name family members
- **Target language:** *aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle; Who's this? It's (my uncle).*
- **Skills:** Reading, Listening, Writing

## Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- **Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16).
- **Writing:** Can write some familiar words (GSE 20)

## Materials

- Activity Book pages 30–31
- Unit 4 *Family Flashcards (aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle)*

## Assessment for Learning

Monitoring pupils' learning: Lollipop stick technique

## Starting the lesson

- Use the Flashcards to review the language from Lesson 1. You may wish to choose a game from the Games bank.

## Practice

**1** **Look at Pupil's Book page 32. Read and write.**

- Check answers as a class.

**Answer key** 2 Two, 3 red

**2** **Look, write and match.**

- Give pupils time to complete the activity individually.

**Answer key** 1 uncle, 2 aunt, 3 me, 4 mum, 5 dad, 6 grandad, 7 granny, 8 sister, 9 cousin, 10 brother

**3** 4.5 **Listen and number.**

- Ask pupils to guess the family members.
- Play the audio to complete the activity.

**Answer key** 2 d, 3 a, 4 b

**1** Who's this?
It's my dad.
**2** Who's this?
It's my sister.
**3** Who's this?
It's my aunt.
**4** Who's this?
It's my grandad.

## Story




**1** **Before you read** **What colour is the ball?**

*It's white.*

**2** 4.6 **Listen and read.**

### The game






Where's the ball? Can you guess?

**It's in the pond.**

**4** **Look and match.**

- Pupils complete the activity individually.

**Answer key** 2 It's my brother.; 3 It's my granny.; 4 It's my uncle.

## Finishing the lesson

- Using the Lollipop stick technique, hand out the Unit 4 Family Flashcards to pupils and invite them to come and stick them on the board one at a time. Pupils hold the flashcard up when they get to the front so that the class can see, and say a sentence about it, e.g. *It's my (brother).*




CLIL

**3** After you read **Look at the story. Read and match.**

1 Who's this?
2 Who's this?
3 Who's this?
4 Who's this?



a It's my cousin.
b It's my grandad.
c It's my sister.
d It's my uncle.



**4** **Act out the story.**

**5** **How many people in Laila's family play the game?**

**5 people: her mum, sister, cousin, aunt and grandad**

Values

Love your family

# Story

## Objectives

- **Lesson aims:** to review simple cartoon stories by identifying characters and their actions, as well as different family members; to identify examples of loving your family
- **Target language:** *aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle*; *She's got (big brown eyes). He's got (the ball).*
- **Skills:** Reading, Listening, Speaking

## Global Scale of English (GSE)

- **Reading:** Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24). Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- **Listening:** Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24).
- **Speaking:** Can answer simple questions about objects (e.g. colour, size) (GSE 22). Can act out parts of a picture story using simple actions and words (GSE 30). Can use cardinal numbers up to five (GSE 10).

## Materials

- Pupil's Book pages 34–35
- Unit 4 Family Flashcards (*aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle*)
- Flashcards from Units 1–3
- Unit 4 Story Cards
- sheets of A4 paper, enough for each pupil
- a soft ball
- Resources 28 and 36

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Stop/Go technique
- Peer learning: pairwork; groupwork
- Independent learning: portfolio

## Starting the lesson

- On the board, write the word *brother*. Ask pupils to look at the t and suggest a word that starts with it (*three*). Write the word vertically below it in the form of a crossword.
- Pupils continue the game in pairs writing words of their choice.

## Presentation

- Explain that in this lesson pupils will read a story about a game. On the board, write *The game.*
- Tell pupils to look at the pictures and guess the game.

## Practice

**Pupil's Book**

**1 Before you read What colour is the ball?**

- Have pupils look at the story. Ask who the characters are. Encourage them to use the family vocabulary.
- Ask pupils to look for the ball in the story and say what colour it is.

**2 4.6 Listen and read.**

- Have pupils read or listen to the story. Ask them what happens in it.
- Play the audio again and stop at frame 5. In pairs, pupils discuss the question in the box.
- **Extension** Use the Story Cards to ask about the story.
- Using the Stop/Go technique, say different statements about the story.

**3 After you read Look at the story. Read and match.**

- Pupils check answers with their partners.

**Extra activity TPR**

- Place a soft ball in a visible place. Tell pupils you will read different frames from the story for them to mime, e.g. *Look! He's got the ball.* Pupils should point to the ball when it is mentioned.

**4 Act out the story.**

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- Have the groups perform in front of the class.

**Diversity**

**Support**

- Pupils choose one sentence from each frame and write them. Read the sentences slowly with the pupils tracking the words. They can act out the sentences.

**Challenge**

- Pupils write two extra sentences for their characters on a sticky note and stick it in the correct frame.

**5 How many people in Laila's family play the game?**

- Use the Lollipop stick technique to elicit the answer.

**Extra activity Critical thinking**

- Ask pupils how important it is to have and to follow the rules in any team game. Ask them to think of some general rules we need in team games.

**Values**

- Ask pupils how they show their family members that they love them. Ask how they feel knowing that their family loves them and why it's important to love our families.

**Extra activity Fast finishers**

- Have pupils draw their favourite part of the story and write speech bubbles. Place it in their portfolios.

## Finishing the lesson

- Give pupils a sheet of A4 paper. Ask pupils to draw the different things they enjoy with their families.

## How to work with stories

**Stage 1 – Before listening to the story**

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for tchis stage can be found at the back of each Story Card.

**Stage 2 – Listening to the story**

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each Story Card. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

**Stage 3 – After listening to the story**

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each Story Card or make up your own questions.

When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is recommended to speak English.

**Stage 4 – Acting out**

After listening to the story a few times, your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

**For more ideas, see page 17**.

### CLIL Link

In Unit 4, the story is based around the concept of family and what families do together from the Social Science curriculum.

Laila and her family are in a park to play a game of rounders. Laila invites her friends to come and play too.

To explore this concept further, you can use Resource 36.

## Lesson 4 Activity Book

### Objectives

- **Lesson aims:** to review simple cartoon stories by identifying characters and their actions, as well as different family members; to identify examples of loving your family
- **Target language:** *aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle*; *She's got (big brown eyes). He's got (the ball).*
- **Skills:** Reading

### Global Scale of English (GSE)

- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 25).

### Materials

- Activity Book page 32
- Unit 4 Family Flashcards (*aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle*)
- Unit 4 Story Cards

### Assessment for Learning

Peer learning: Think-pair-share technique

### Starting the lesson

- Use the Story Cards to recap the story. Ask and answer questions about the story and revisit the vocabulary using flashcards if required.

### Practice

**1 After you read Remember the story. Read, write and match.**

- Place the Story Cards in a random order on the board and encourage pupils to recall the events of the story and to order the Story Cards. Play the audio if required to check the order.
- Pupils then complete the activity by completing the speech bubbles in the Activity Book and matching each one to a picture.
- Extend the activities by choosing ideas from Teacher's Book page 17 for your class.

**Answer key** 2 mum, dad, d; 3 cousin, a; 4 uncle, c

**2 Values Draw and write.**

- Pupils choose and draw themselves with a family member and complete the sentence.

**3 Look and colour.**

- Use the Think-pair-share technique to discuss if pupils liked the story.
- Ask questions about their favourite part of the story and encourage them to think carefully about which face to colour.

### Finishing the lesson

- Ask pupils about the value for this lesson and encourage them to give examples of how they show they love their families. Ask why it is important and what they could do when they go home to show this value.

# Vocabulary and Grammar



## Objectives

- **Lesson aims:** to use the correct vocabulary to name parts of the face and describe features
- **Target language:** *ears, eyes, fair, hair, mouth, nose; He's got (blue eyes). She's got (green eyes).*
- **Skills:** Listening, Speaking

## Global Scale of English (GSE)

- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 27).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can describe someone's physical appearance in a basic way, if guided by questions or prompts (GSE 29).

## Materials

- Pupil's Book page 36
- Unit 4 Face Flashcards (*ears, eyes, fair/brown/red/black hair, mouth, nose*)
- Unit 3 Body parts Flashcards (*arms, face, feet, fingers, hands, head, knees, legs, toes, tummy*)
- sheets of A4 paper, enough for each pupil
- Resources 8, 16, 20 and 24

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique; portfolio

## Starting the lesson

- Place the Unit 3 Body parts Flashcards on the board and revise the words. Say a body part and pupils point to it on their bodies.

## Presentation

- Explain that in this lesson pupils will learn more body words and a new colour.
- Place the Unit 4 Face Flashcards (*ears, eyes, fair/brown/red/black hair, mouth, nose*) on the board. Go through each word and have pupils repeat after you.
- Place pupils in pairs and give each one a sheet of A4 paper. One pupil says a new word for the other pupils to draw. Pupils check their partner's work and swap roles.

## Practice

### Pupil's Book

**1 4.7 Listen and say. Then listen and circle.**

- Ask pupils to look at the picture and describe it.
- Play the first part of the audio. Pupils repeat the items as they hear them.
- On the second listening, they circle the words they hear.
- **Extension** In pairs, pupils describe themselves using hair and eye colours and *big* or *small*, too.

**Listen and say.**
hair, eyes, mouth, ears, nose, fair, brown, red, black

**Listen and circle.**
Look at this picture of me. It's my face! Look. I've got fair hair. I've got big brown eyes and a small nose. I've got big ears and I've got a big mouth. It's a funny picture!

**2 4.8 & 4.9 Listen and find. Then listen and sing.**

- Ask pupils what new words they expect to see in the song. Explain that they have to find the two people the song is about. Play the audio for pupils to complete the first part of the activity.
- Then play the song for pupils to sing.
- A karaoke version of the song is available (track 4.9).

### Extra activity TPR

- Divide the class into five groups. Give each group a word for one of the new face words. Play the audio again and when they hear their face word, they stand up and point to it. Repeat by having groups change face words.

**3 4.10 Look at Activity 2. Say and find.**

- Play the grammar audio (track 4.10) for pupils to listen to. Give more examples with *he/she/it* and *has got* or *'s got* and focus on the verb form. Use the Traffic light cards technique to check understanding.
- **Extension** Refer pupils to the song. Pupils find examples of *'s got*.
- Explain that they have to describe a person from Activity 2 for their partners to find.

## Diversity

**Support**

- Pupils look at the grammar box to locate the model sentences. Play the audio again as necessary. Write the sentence frame on the board for pupils to copy and complete.

**Challenge**

- Call different pupils to the front of the class one by one. Point to one picture from Activity 2 and have them describe the picture to the class.

### Extra activity Critical thinking

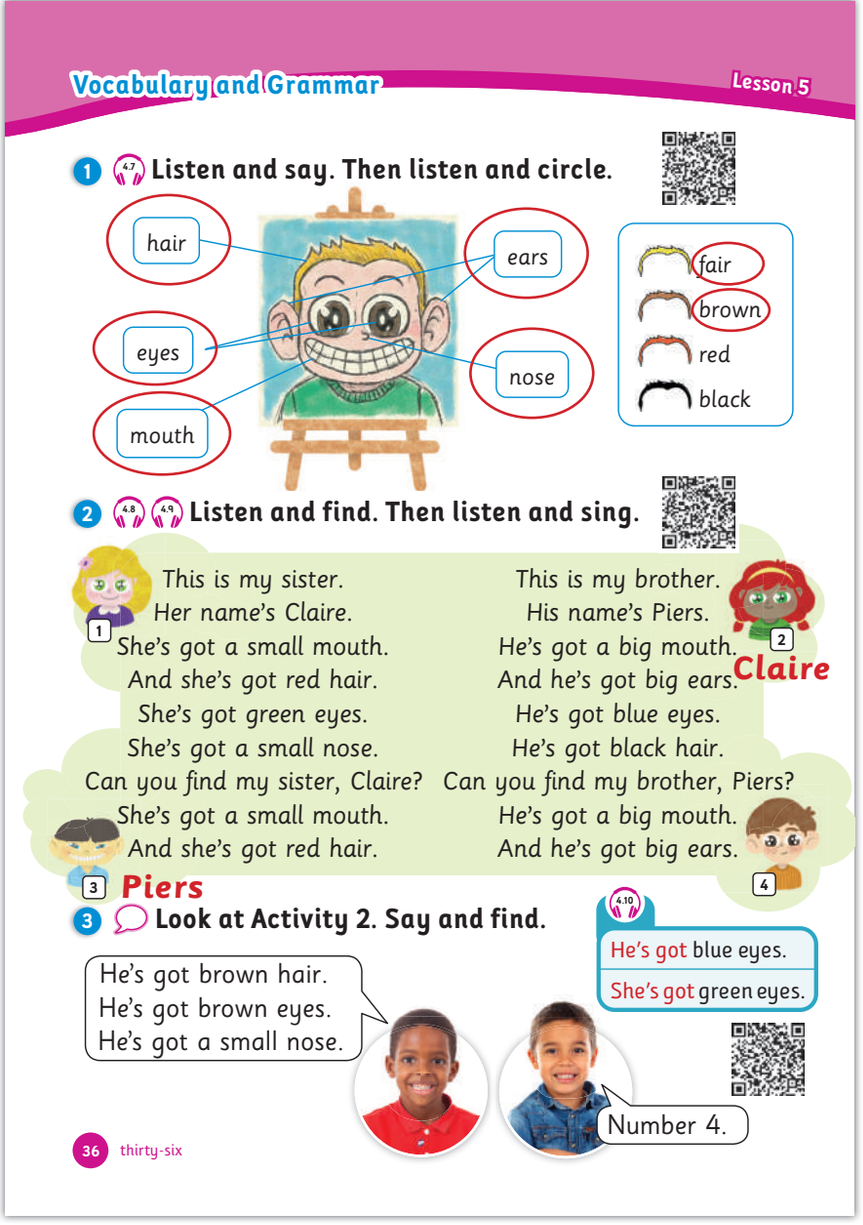
- Ask pupils to look at the different people in Activity 2. Ask how they are different. Explain that we are all different. Ask why it is OK to be different.

### Extra activity Fast finishers

- Ask pupils to draw their face and label it. Place it in their portfolios.

## Finishing the lesson

- Use the Summative questions technique to ask pupils how confident they feel now about describing people. Ask if they think their English is improving.
- Have a class vote on which song they like best so far. Pupils sing and mime or dance to it.




**Lesson 6** **Activity Book**

## Objectives

- **Lesson aims:** to use the correct vocabulary to name parts of the face and describe features
- **Target language:** *ears, eyes, fair/brown/red/black hair, mouth, nose; He's got (blue eyes). She's got (green eyes).*
- **Skills:** Reading, Writing

## Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- **Writing**: Can write some familiar words (GSE 20)

## Materials

- Activity Book page 33
- Unit 4 Face Flashcards (*ears, eyes, fair/brown/red/black hair, mouth, nose*)

## Assessment for Learning

- Peer learning: Think-pair-share technique

## Starting the lesson

- Use the Unit 4 Face Flashcards to revise the vocabulary taught so far. Place the flashcards on the board and call out a word for a pupil to come and point to the correct item. That pupil then calls out a word for another pupil to come and point to. The rest of the class can point to the part of their face.

## Practice

**1 Find, circle and write.**

- Ask pupils to name the different parts of the face they see.
- Pupils complete the activity and check answers as a class.

**Answer key** 2 mouth, 3 ears, 4 nose, 5 hair

**2 Read and circle.**

- Pupils complete the activity individually.
- Using the Think-pair-share technique, pupils check answers with their partners and read the sentences.

**Answer key** 2 small, 3 red, 4 blue

### Extra activity

- Now tell pupils to go to the Extra practice on page 37 and do the activity.

### Extra activity Picture Dictionary

- To review the unit vocabulary in one place, please refer to the Picture dictionary on page 50 of the Activity Book.

## Finishing the lesson

- Choose a game from the Games bank to review the language and vocabulary from the lesson.

## Objectives

- **Lesson aims:** to practise language from Lesson 1 and Lesson 5; to pronounce the words correctly and use the correct word for the correct family member or part of the face
- **Target language:** *aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle; ears, eyes, fair/brown/red/black hair, mouth, nose*
- **Skills:** Listening, Speaking, Reading, Writing

## Global Scale of English (GSE)

- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 27).
- **Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts (GSE 29).
- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 24).
- **Writing:** Can write some familiar words (GSE 20)

## Materials

- Pupil's Book page 37 and Activity Book page 34
- Unit 4 Face Flashcards
- sheets of A4 paper, enough for each pupil
- coloured pencils
- Unit 4 Cutouts
- pictures of indigenous people from all over the world, with different hair and eye colours

## Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique
Peer learning: pairwork; groupwork; Expert envoy technique; Two stars and a wish technique
Independent learning: Thought-provoking questions technique; Summative questions technique

## Starting the lesson

- Using the Unit 4 Face Flashcards, review vocabulary from Lesson 5.
- Give each pupil a sheet of A4 paper to draw a person and colour it. Pupils swap papers with a different member of the class. Pupils mustn't show the picture to their partners.
- In pairs, pupils describe their picture for their partner to draw it. Then pupils compare the pictures.

## Presentation

- Explain that in this lesson pupils will do an activity that will help them with the Starters exam.
- On the board, draw a family tree with only *me* labelled on it. Use the Lollipop stick technique to complete it. At times, intentionally write the wrong word under the family member for pupils to correct you.

## Practice

### Pupil's Book

**1 4.11 Listen and draw lines.**

- This task is based on **Pre A1 Starters Listening Part 1**.
- Refer pupils to the picture and have pupils describe one of the people in it.
- **Extension** Then explain that you will describe a person, who they have to point to.
- Use the Traffic light cards technique to check pupils understand the activity. Explain that they must listen to the audio and join the labels to the people who are being discussed. Repeat the audio for pupils to check answers.

**1** **Boy:** This is my family.
**Woman:** Who's this?
**Boy:** Who?
**Woman:** This girl. She's got brown hair and big eyes. She's wearing blue jeans.
**Boy:** Brown hair and big eyes? It's my sister.

**2** **Woman:** Great! Now, who's this? He's got black hair and brown eyes.
**Boy:** Black hair and brown eyes. It's my brother.
**Woman:** What's his name?
**Boy:** His name's Sameer. Look! He's got a dinosaur!

**3** **Woman:** Is this your mum?
**Boy:** Who?
**Woman:** Here. She's got brown hair. She's got a small nose and big green eyes.
**Boy:** Brown hair, a small nose and big green eyes. Yes, that's my mum.

**4** **Woman:** And who's this over here?
**Boy:** Who?
**Woman:** This woman with a baby. She's got brown eyes. She's wearing a pink dress.
**Boy:** Oh yes. It's my aunt. And the baby is my cousin.

### Diversity

**Support**

- Before pupils start the activity, place the Lesson 5 flashcards on the board. In pairs, pupils describe a person in Activity 1 for their partner to find. Pupils swap roles.

**Challenge**

- With books closed, pupils write the family members words as you say them.

**2 4.12 Cut out. Then listen and play.**

- Explain that pupils will now play a game with the cutouts and that pupils must take turns to choose people from the cutouts to fill the spaces of mum, dad, sister and brother. They then describe each person to their partner who tries to find the right person to match the description.
- Place pupils in pairs and play the audio. Ask pupils to hold up the matching card. They then continue in pairs to play the game.
- Use the Expert envoy technique to help pupils who haven't understood the game.

**Extra activity Critical thinking**

- Show pupils pictures of people from all over the world. As you show them, point to where they live in the world. Ask pupils to describe them and tell you how they are different from them, using *I have got/He/She's got* . . . . Explain to pupils that people all over the world are different and this is why each and every one of us is special.

**Extra activity TPR**

- Tell pupils you are going to play a game. Pupils quietly walk around the class while you say sentences. If the sentence is wrong, they have to stop and clap. Pupils who don't stop, sit down and lose a turn. Slowly speed up the game to make it more exciting.

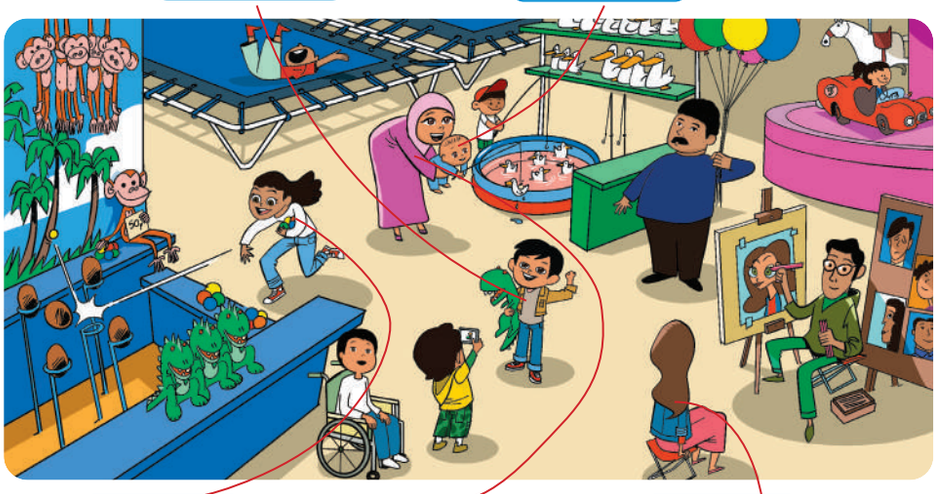
**Extra activity Fast finishers**

- Pupils write all the family members words in the form of a crossword.

## 1 4.11 Listen and draw lines.

my brother

my cousin

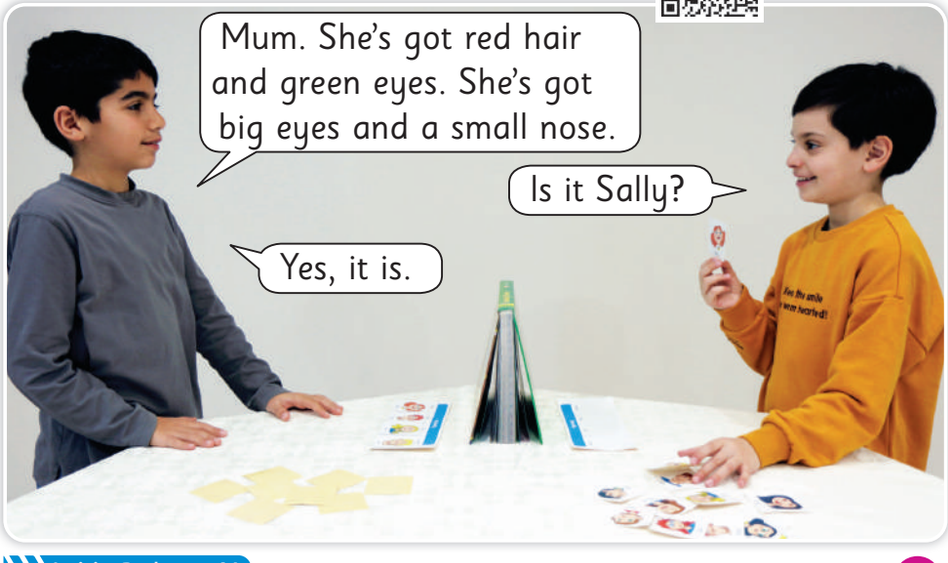


my sister

my aunt

my mum

## 2 4.12 Cut out. Then listen and play.




Activity Book, page 34



### Activity Book

**1 Read and tick (✔).**

- Have pupils look at the pictures and find the differences. They then read the sentences and tick which picture matches the description.

**Answer key** a

**2 Viewing and presenting Choose and draw. Then circle and write. Share.**

- Ask pupils to say as many new words from the unit as they can. Write them on the board. Then go through the unit flashcards and check if all unit words are on the board.
- Explain that pupils can draw whoever they like. Pupils show their work to their partners and use the Two stars and a wish technique to comment on each other's work. They read their sentences to each other.
- Encourage pupils to use the new vocabulary in their presentations and to focus on the pronunciation. Model pronunciation, if required, for pupils to practise.

## Finishing the lesson

- Describe a pupil in the class and pupils guess who it is.
- Place pupils in small groups and have them play, describing members of their groups.
- Use the Summative questions technique to have pupils reflect on the lesson and how well they have done in it. Encourage them to say what they have managed to do, where they had difficulty and what they were really good at.

# Culture

## Objectives

- **Lesson aims:** to review a simple text about a family; to describe a family
- **Target language:** *grey, happy smile, picture*
- **Skills:** Listening, Reading, Speaking, Writing

## Global Scale of English (GSE)

- **Listening/Reading:** Can understand basic phrases in short, simple texts (GSE 24).
- **Speaking:** Can answer simple questions about their family and friends, using basic phrases (GSE 26).
- **Writing:** Can write a few basic sentences, given prompts as a model (GSE 13).

## Materials

- Pupil's Book page 38 and Activity Book page 35
- sheets of A4 paper, enough for each pupil
- Photos of different family units

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique; Lollipop stick technique
- Peer learning: pairwork; groupwork

## Starting the lesson

- Refer pupils to the cutouts from Lesson 7. Describe one of the characters for pupils to guess who it is.
- Play for a few rounds. Place pupils in pairs to continue.

## Presentation

- Explain that in this lesson pupils will learn about different families and will draw a poster.
- Ask pupils if they have a different family set up. Encourage them to tell you who they live with.

### Culture notes

- Explain that sometimes family units can be very different and made up of mutliple generations. Some people live with grandparents, cousins, aunts or uncles. It is common for family members to buy or make presents for each other when they have celebrations or just to show that they love them. Show photos of different family units.

## Practice

### Pupil's Book

**1 Before you read How many people live in your home? Who are they?**

- Explain that some families are big because they live with their grandparents. Ask pupils if they have any grandparents living with them. Have pupils describe them.
- **Extension** On the board, draw a house with two parents, and a grandmother. Say that this is your family. Describe the people in it.
- Have pupils describe the people who live in their home.

**2 4.13 Listen and read.**

- Ask pupils to describe the pictures in the text and if the grandparents resemble their ones.
- After listening to the text, ask pupils what they found interesting about it.
- To help with pronunciation and intonation, play the audio again, pausing between sentences or mid-way through them, for pupils to repeat.

## Diversity

**Support**

- Read the sentences slowly with the pupils tracking the words. Play the audio again if necessary. Tell pupils to point to the family members in the photo as they read them.

**Challenge**

- Ask comprehension questions about the text: *Who lives with Nada? What's Nada's present? What is Nada's grandfather like?*

## Extra activity Critical thinking

- Ask pupils why it is important to spend time with our grandparents and take care of them. Ask what kind of things we can learn from older people.

### Activity Book

**1 Read and match.**

- Recap the new vocabulary from the Pupil's Book (*grey hair, happy smile, picture*) and ask pupils to put each one into a sentence to check their comprehension of the words.
- Explain that they should then match each word to the correct picture by drawing lines.
- Pupils check answers with their partners.

**Answer key** 2 a happy smile, 3 picture

**2 After you read Read and circle.**

- Use the Traffic light cards technique to make sure pupils have understood the activity.
- Pupils check answers with a partner. Tell pupils that they can refer to the Pupil's Book.

**Answer key** 2 grandad, 3 grey, 4 smile

Lesson 8

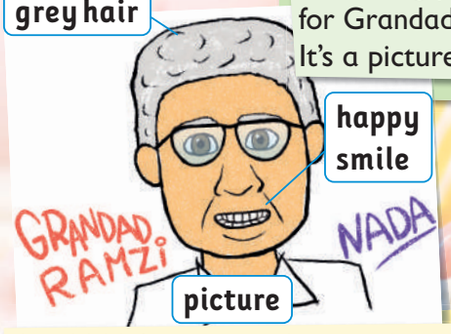
CULTURE

# Grandad's present

Hi! My name's Nada. This is me and my family – my granny, grandad and my sister. We live together.



Look at Grandad. I love my Grandad Ramzi!




This is my present for Grandad Ramzi. It's a picture.

Look! He's got grey hair and brown eyes. He's got a happy smile. Who is it? Yes! It's Grandad Ramzi!

1 Before you read **How many people live in your home? Who are they?**

2 4.13 **Listen and read.**

3 After you read **Activity Book, page 35.**




## Project

Viewing and presenting **Make a class art gallery.**

1 Draw your family doing something fun.
2 Write. *This is my…*
3 Together, make a class art gallery.
4 Present your picture to the class.



## Project

Viewing and presenting **Make a class art gallery.**

- Explain to pupils that they are going to work on their own to make an art gallery to decorate their classroom.
- Give each pupil a sheet of A4 paper and using the Lollipop stick technique, pupils read through the instructions.
- Pupils present their work to the class.
- Use this project as an opportunity to build on presenting skills by asking pupils to present their projects to the class and to their families and to use relevant vocabulary as they do so. Encourage pupils to use clear voices, make eye contact and to ask and answer questions. Pupils should also be encouraged to look at other pupils' projects and to engage in the viewing process by actively participating and encouraging others.
- You may wish to record pupil's presentations, asking pupils to rehearse what they want to say, and to use this as an assessment tool to monitor their viewing and presenting skills.

**Extra activity** **Fast finishers**

- Have pupils write full sentences in speech bubbles on their project before handing it in.

## Finishing the lesson

- Start writing a family word on the board one letter at a time. Pupils should be in two teams and have one guess per letter to say which word you are writing. The first team to give the correct answer gets a point. Continue with all the family words.

# English in action

## Objectives

- **Lesson aims:** to use language in the correct context to learn how to introduce family and friends
- **Target language:** *His name's (Imad). Her name's (Rahma).*
- **Skills:** Reading, Listening, Speaking, Writing

## Global Scale of English (GSE)

- **Reading:** Can identify familiar words in short simple texts (GSE 23).
- **Listening:** Can understand the main information when people introduce themselves (e.g. name, age, where they are from) (GSE 19).
- **Speaking:** Can introduce people using simple language (GSE 30)
- **Writing:** Can write some familiar words (GSE 20)

## Materials

- Pupil's Book page 39 and Activity Book page 36
- two strips of paper for each pupil
- straw puppets
- family photos or drawings
- a box or bag for each group
- Resource 32

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Stop/Go technique; Lollipop stick technique
- Peer learning: pairwork
- Independent learning: Summative questions technique

## Starting the lesson

- Write the words, *Hi, Hello* and *Goodbye* on the board. Ask pupils when they use these words. Ask for other conversational phrases that pupils use when they meet someone (*How old are you? I'm …; What's your name? My name's …*)
- Practice using these in conversation.

## Presentation

- Explain that in this lesson pupils will learn how to introduce family and friends to other people.

### Extra activity Critical thinking

- Explain to pupils that introducing people is part of being social. Ask pupils why it is important to have social skills. Ask pupils if they think they are social and if they like to make new friends. Ask pupils why making new friends is good for you.

## Practice

### Pupil's Book

**1 4.14 Listen and read.**

- On the board, write *His name's … and Her name's … .*
- Introduce some pupils to the class using *His/Her name's … .*
- Play the audio once for pupils to read and listen to.
- **Extension** In pairs, pupils show each other their family photos. Have them introduce the people in the photos.

**2 Act out the dialogue. Use different names and family members.**

- Using the Stop/Go technique, have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use their straw puppets if they like.
- Using the Lollipop stick technique, invite pupils to come to the front of the class and act out the dialogue.

### Diversity

**Support**

- Write a short version of the dialogue on the board for pupils to practise in pairs.

**Challenge**

- Pupils memorise the dialogue. Ask three pupils each time to come to the front of the class and introduce themselves without using their books.

### Activity Book

**1 Write, draw and colour. Then act out.**

- Pupils complete the activity in pairs. Remind pupils that proper nouns must have a capital letter.
- Ask them to raise their hands to act out their dialogue in groups of three.

## Finishing the lesson

- Have pupils walk around the classroom with a partner. When they meet another pair they should stop and introduce their partner using the language from the lesson.
- Ask pupils to share their conversations with the class and encourage clear speech and accurate pronunciation of the words.
- Using the Summative questions technique, ask pupils to tell you what they have learnt today, what they think they are good at and in what area they need a little more practice.

# English in action

Introducing family and friends

4

**1** 4.14 **Listen and read.**



Salwa Heba Rahma

Hi, Heba. Who's this?

Hi, Salwa. This is my sister. Her name's Rahma.

Hello, Rahma. Nice to meet you.

Hi, Salwa. Nice to meet you, too.

**2** **Act out the dialogue. Use different names and family members.**

His name's Imad.
Her name's Rahma.

brother cousin aunt uncle friend

Activity Book, page 36

## Phonics

Lesson 10

**1** 4.15 **Listen and say.**




brother this




three mouth

**2** 4.16 **Are the sounds the same? Listen and tick (✔) or cross (✘).**

1 ✘ 2 ☐ 3 ☐ 4 ☐



**3** 4.17 **Listen and say the tongue twister.**

This is my brother. He's three and he's got a big mouth.

Activity Book, page 36

# Phonics th th

## Objectives

- **Lesson aims:** to pronounce and practise the sounds for the digraph th; to differentiate between the sounds learnt
- **Target language:** the sounds for the digraph *th*
- **Skills:** Listening, Speaking

## Global Scale of English (GSE)

- **Listening:** Can recognise the letters of the alphabet by their sounds (GSE 10).
- **Speaking:** Can say simple tongue twisters and other types of playful language (GSE 27).

## Materials

- Pupil's Book page 39 and Activity Book page 36
- phonics notebook for each pupil

## Assessment for Learning

Monitoring pupils' learning: Lollipop stick technique
Peer learning: pairwork; groupwork

## Starting the lesson

- Divide the class into six groups. Give each group a phonetic sound from Units 1–3 (*a–e, i–e, ch, sh, ee, ar*).
- Pupils have one minute to write down as many words as they can with that sound. Then swap the sounds for each group and repeat until all the sounds have been covered. The group with the highest number of words at the end of six minutes is the winner
- Use the Lollipop stick technique to have groups say the words aloud.

## Presentation

- On the board, write *th* and ***th***. Make one of the sounds bolder looking than the other. Explain that although the letters are the same, these are digraphs that make a different sound depending on the word they are in.
- Say the phonics sounds and have pupils repeat after you, making sure they can hear the difference between the voiced and unvoiced sound and can make the different sounds required for correct pronunciation.

## Practice

### Pupil's Book

**1** 4.15 **Listen and say.**

- On the board, write *th and* ***th***. Say the target words with the phonetic sounds and have pupils repeat after you.
- Play the audio for pupils to listen and say.
- Have pupils say the phonic sounds and words in pairs.
- **Extension** Pupils write sentences with the new phonics words.

**2** 4.16 **Are the sounds the same? Listen and tick (✔) or cross (✗).**

- Play the audio for pupils to listen and identify whether the sounds they hear are the same or different.

| | | |
|---|---|---|
| **1** | th | **th** |
| **2** | th | th |
| **3** | **th** | **th** |
| **4** | **th** | th |

- **Extension** Play the audio again, with pauses for pupils to write and say words for the sounds they hear. They may use the words from Activity 1.
- Have pupils take out their phonics notebooks and write the phonics they have learnt.

**3** 4.17 **Listen and say the tongue twister.**

- Ask pupils to listen to and read the tongue twister and find and say words with the phonics from today's lesson. Use the picture to help pupils understand the tongue twister.

### Activity Book

**1** 4.18 **Listen, write and say.**

- Play the audio for pupils to hear the words and write the missing letters. Encourage them to repeat the words.
- Pupils then work in pairs to point and say, making sure they choose the correct pronunciation for the letters *th*. Encourage them to correct each other as needed and check their answers as you walk around.

**Answer key** 1 brother, 2 three, 3 this, 4 thorn, 5 thumb, 6 mouth

**1** brother, **2** three, **3** this, **4** thorn, **5** thumb, **6** mouth

### Extra practice

**1** **Read, find and write.**

- Ask pupils to look at the pictures and describe them to their partners.
- Check pupils' work and give them a stamp, star or sticker as praise.

**Answer key** 2 brother, 3 baby cousin, 4 grandad, 5 granny, 6 cousin

## Finishing the lesson

- Ask pupils to identify the number of syllables in each word from the lesson by clapping the words. Can they identify the word with two syllables? (*Brother*)
- Revise all the phonics sounds from this semester (*i–e, a–e, sh, ch, ee, ar,* ***th****, th*) and write words on the board that pupils can blend and segment, e.g. *five, cake, shop, feet, park, this, three.*

**Next lesson** Unit 4 test.

# English in action

Introducing family and friends

4

**1** 4.14 **Listen and read.**



Salwa Heba Rahma

Hi, Heba. Who's this?

Hi, Salwa. This is my sister. Her name's Rahma.

Hello, Rahma. Nice to meet you.

Hi, Salwa. Nice to meet you, too.

**2** **Act out the dialogue. Use different names and family members.**

His name's Imad.
Her name's Rahma.

brother cousin aunt uncle friend

Activity Book, page 36

## Phonics

Lesson 10

**1** 4.15 **Listen and say.**




brother this




three mouth

**2** 4.16 **Are the sounds the same? Listen and tick (✔) or cross (✘).**

1 ✘ 2 ✔ 3 ✔ 4 ✘



**3** 4.17 **Listen and say the tongue twister.**

This is my brother. He's three and he's got a big mouth.

Activity Book, page 36

# Language booster 1



## Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 1–4
- **Target language:** *puppet, monster, helicopter, funny, scary, fantastic, noisy; The robot is cool.*
- **Revised language:** *robot, book, computer, cool, great*

## Materials

- Pupil's Book pages 40–41 and Activity Book pages 38–39
- Unit 1 Toys Flashcards
- Unit 2 Classroom objects Flashcards
- sheets of A4 paper, enough for each pupil
- stopwatch or a timer

## Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10).
- **Reading:** Can understand basic sentences describing familiar everyday items (e.g. colour, size), if supported by pictures (GSE 27).
- **Grammar:** Can ask questions with 'Is it/that/this a(n) …?' to identify objects (GSE 25).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique
- Peer learning: pairwork
- Independent learning: portfolio; Summative questions technique

## Mapping

| | |
|---|---|
| **Scope and Sequence Matrix** | **Listening:** following simple short instructions of a teacher, peers or a recording in activities and games; using pictures, illustrations, and visual aids to understand unfamiliar words while listening; drawing, selecting, or writing simple words as responses to questions in presented oral material; responding to simple yes/ no and *wh*- questions<br>**Speaking:** producing formulaic exchanges; expressing likes and dislikes in positive and negative sentences<br>**Reading:** identifying basic sentence punctuation; identifying the main idea in a text with the help of the teacher<br>**Writing:** distinguishing between complete and incomplete sentences; capitalising all proper nouns, words at the beginning of sentences<br>**Viewing and presenting:** using appropriate learned terms and expressions to discuss visual texts; delivering a short oral presentation about an object or event of interest |
| **Learning Outcomes and Performance Indicators** | **Listening:** follow simple instructions in activities and games; identify words in an utterance; practice social (communicative) skills such as nodding, smiling, and giving feedback<br>**Speaking:** pronounce two-syllable words and expressions using the correct stress and intonation with teacher guidance; learn simple expressions and participate in exchanges following a model; express likes and dislikes in positive and negative statements; partake in short formulaic exchanges using the vocabulary introduced<br>**Reading:** identify and read sight words using prior lexical knowledge, phonic knowledge, context, and sound-letter correspondences; identify basic sentence punctuation: capital letters, full stops and question marks; answer simple questions about written materials<br>**Writing:** spell simple words and phrases correctly<br>**Viewing and presenting:** observe visual images and begin to appreciate that they have been created for particular purposes; discuss the information being conveyed in illustrations in picture books and simple reference; begin to use new vocabulary acquired in reading texts and appropriate terms and expressions |

## Starting the lesson

- Have pupils sit in a circle. Hand out the flashcards of toys and classroom objects to each pupil. Pupils say the object they've got, e.g. *I've got a car. I've got a crayon.*

## Presentation

- Explain that in this lesson pupils will learn more vocabulary related to toys, classroom objects and adjectives.

**How many toys can you say?**

- Set a timer to one minute and ask pupils to say as many toys as possible. Count as they say them. Then say how many.
- Pupils can do this alone, in pairs or in groups.

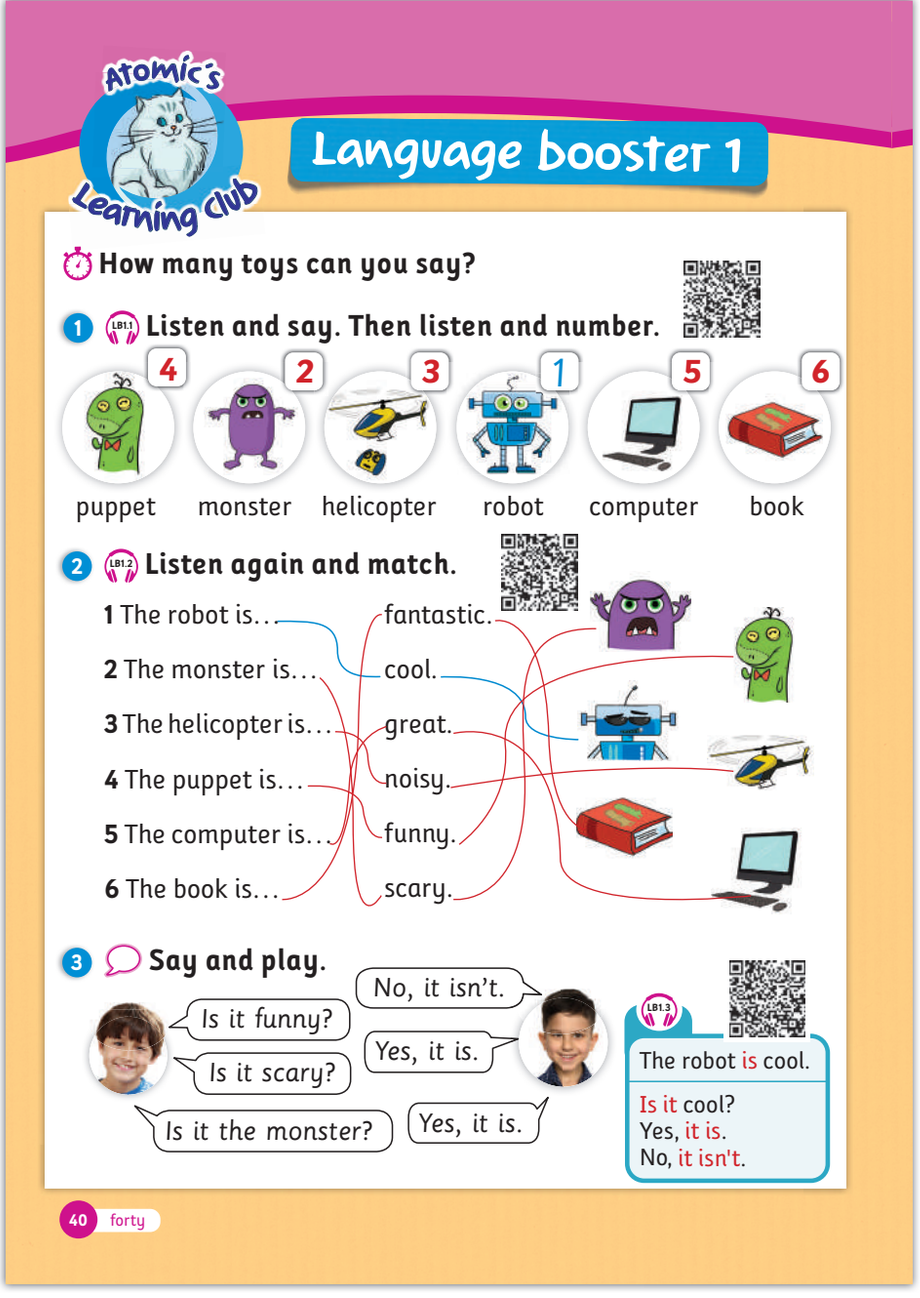
## Practice

### Pupil's Book

**1 LB1.1 Listen and say. Then listen and number.**

- Ask pupils to look at the pictures. Play the audio. Pupils repeat the items as they hear them.
- Play the audio again and this time pupils listen and write the correct number in the box. Check answers as a class.
- In pairs, have pupils ask each other about the items. One pupil points and asks *What's this?* and the other replies *It's a …*.

**1** This is my favourite toy. It's a robot. It's cool.
**2** My favourite toy is a monster. It's scary.
**3** My favourite toy is a helicopter. It's yellow and it's noisy.
**4** My favourite toy is a puppet. It's green and it's funny!
**5** My favourite thing isn't a toy. It's my computer. It's great!
**6** This is my favourite book. It's about dinosaurs. It's fantastic!




## Diversity

**Support**

- Practise reading the items. Then point to an item and ask *Is it a (robot)?* Pupils answer *Yes* or *No*.

**Challenge**

- Pupils work in pairs. One says a word and the other writes it down with the correct spelling.

### 2 LB1.2 Listen, again and match.

- Ask pupils to look at the adjectives. Point to each one and say them. Pupils repeat. Explain meanings in L1 if necessary.
- Play the audio and pupils match the three columns. Check answers as a class having pupils read the complete sentence, e.g. *The robot is cool.*
- **Extension** Pupils draw emojis on a sheet of A4 paper and label them with the correct adjective. Keep them in their portfolios.

### 3 LB1.3 Say and play.

- Play audio LB1.3. Pupils listen and repeat so they have a model to follow for the main exercise.
- Put the following flashcards on the board: *puppet, monster, helicopter, robot, computer* and *book*. Point to one and ask *Is it a ...?* Pupils answers *Yes, it is* or *No, it isn't* depending on the item.
- Ask pupils to look at the speech bubbles. Have two volunteers read them aloud. Explain that one pupil chooses an item and the other asks questions to find out what it is.
- Use the Traffic light cards technique to check pupils understand what to do.
- **Extension** Pupils ask and answer about other toys and/or classroom items.

## Extra activity TPR

- Ask pupils to mime one of the toys in the Pupil's Book or from the flashcards. The rest of the class guess what it is. Encourage them to say the toy and an adjective.
- Alternatively, pupils can work in pairs or small groups. They decide on a toy and mime it for the rest of the class.

### 4 LB1.4 Listen and read.

- Ask pupils what they can see in the picture. Ask if they think the characters are happy and why.
- Point to the picture of the book *Jack and the Beanstalk* and ask pupils if they know the story.
- Play the audio and pupils follow in their Pupil's Books. Play the audio again and pupils read along.
- Place pupils in pairs and they practise the dialogue as best they can.

### 5 Act out the dialogue. Use different books and adjectives.

- Ask pupils to look at the two titles. Read them aloud and ask if they know the stories and if they like them.
- In pairs, pupils replace the stories in Activity 4 with new information.
- Using the Lollipop stick technique, invite pupils to come to the front of the class and act out their dialogues. Repeat with as many pupils as possible.

**6** **Draw a picture of your favourite book. Then complete the sentences.**

- Show pupils your favourite book. Say, e.g. *My favourite book is The Jungle Book. It's fantastic.* Then write the two sentences on the board. Ask pupils what their favourite book is.
- Pupils draw a picture and write sentences about their favourite book.
- Pupils write their descriptions on a sheet of A4 paper. They keep them in their portfolios.
- **Extension** Write the titles of three well-known stories on the board. Ask pupils to give adjectives to describe them. Then they vote for their favourite.

### Show what you know Write, tick (✔) and stick.

- Pupils read and complete the Show what you know box. Check what pupils have learnt. Praise the pupils and tell them to add the relevant sticker from their sticker sheet in the Pupil's Book.
- **Extension** Use games in the Games Bank to review any new words.

### Extra activity Critical thinking

- Have pupils think about the importance of playing and sharing toys with their friends. Ask *Do you play with your friends? Do they play with your toys? Do you play with their toys? Is it fun?*

## Activity Book

**1** **Look and write.**

- Ask pupils to look at the pictures and say what they are.
- Pupils complete the crossword with the correct words. Ask pupils to spell the words. Say, e.g. *How do you spell 'monster'?*

**2** **Look at Activity 1. Read and circle.**

- Ask pupils to look at the first sentence and question. Read aloud and have pupils point to the puppet in Activity 1. Elicit the answer.
- In pairs, pupils complete the activity. Check answers as a class.

**Answer key** 1 Yes, it is., 2 No, it isn't., 3 Yes, it is.

**3** **Draw three toys. Then write and circle.**

- Place the Unit 1 flashcards on the board and review what each one shows.
- Ask pupils to look at Activity 3. Explain that they should draw three toys in the toy box.
- Have pupils have completed the sentences and read about what they have written.

**4** **Read and order the dialogue.**

- Pupils complete the activity in pairs.
- When pupils have completed the activity, they practise reading the dialogue.

**Answer key** 3, 2, 1

**5** **Read and write. Use different books and adjectives.**

- Pupils remember their favourite book from the Pupil's Book. They use the information to complete the activity and ask and answer with a partner.
- Check answers as a class by having pairs read out their dialogues.

### Extra activity TPR

- Ask pupils to stand in a circle. Say one of the adjectives and pupils act it out. Say, e.g. *noisy* and pupils make lots of noise.

## Finishing the lesson

- Pupils sit in a circle. Sit in the circle, too. Demonstrate the activity. Walk round the outside of the circle saying a toy and an adjective, e.g. a scary monster. Then touch someone on the head. You have to run back to your spot before the pupil gets to your sitting spot. Then the pupil does the same, walking round and saying a toy and an adjective.
- Use the Summative questions technique to ask pupils what they think about what they learnt today.

## 4 LB1.4 Listen and read.




What's your favourite book?

Jack and the Beanstalk. It's scary. What's yours?

My favourite book is The Jungle Book. It's fantastic!

## 5 Act out the dialogue. Use different books and adjectives.

The Gingerbread Man  The Jungle Book

funny  great  cool

## 6 Draw a picture of your favourite book. Then complete the sentences.



1 My favourite book is _____.

2 It's _____.

### Show what you know

**Write, tick (✓) and stick.**

Can you say more than ten toy words? ☐

Can you talk about your favourite toy? ☐

Can you talk about your favourite book? ☐




Activity Book, page 38

# What are our senses?



## Objectives

- **Lesson aims:** to learn words for the five senses and the parts of the body we use for each one five senses.
- **Target language:** *sight, hearing, smell, taste, touch, tongue*

## Global Scale of English (GSE)

- **Reading:** Can understand a few simple phrases related to familiar, everyday activities (GSE 27).
- **Listening:** Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 25).
- **Speaking:** Can ask simple questions about very familiar topics (GSE 29).

## Materials

- Pupil's Book pages 42–43
- sheets of A4 paper, enough for each pupil
- Unit 3 flashcards
- pencils, scissors, glue, card, etc.
- old magazines – should have flowers, food, animals, gadgets and clothes as topics
- different fruit, a few flowers, a phone or tablet, music from a CD player, radio or phone, classroom items
- blindfolds, enough for half the class

## Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique; Three facts and a fib technique
Peer learning: pairwork; groupwork

## Starting the lesson

- Place the Unit 3 Body parts Flashcards and the Unit 3 Face Flashcards on the board. Point to each picture in random order and use the Lollipop stick technique to have pupils tell you what the word is.

## Presentation

- Explain that in this lesson pupils will learn about the five senses.
- In L1, ask why the senses are important and what they help us with.
- On the board, write the five senses. Go through each one and have pupils repeat after you.

## Practice

**Pupil's Book**

### 1 Think How many senses have we got?

- Have pupils look at the senses on the board. Ask how many there are.
- Ask pupils to think about which sense they use the most and why.
- Pick up a piece of fruit and ask pupils what sense they use with it. Smell or taste the fruit. Continue with music, a flower and other items you have brought in.

### Diversity

**Support**

- Play the Spelling bee game with the senses. Write words on flashcards, show them to pupils and spell each word. Place pupils in pairs and have them repeat.

### Extra activity Critical thinking

- Ask pupils to think about blind or deaf people. Ask how they think they see or hear. Explain that these people have heightened their other senses. Explain that you will ask a pupil to come forward and place a blindfold on them. Hand them a piece of fruit to guess what it is by using their senses. Continue with other pupils using a phone, food, clothes and classroom items.

### 2 Learn LC1.1 Listen, read and check.

- On the board, write *eyes, ears, noses, tongues, hands* and *feet*.
- Point to *eyes*. Ask pupils what sense we use with it. Continue with all the body parts on the board.
- Play the audio and ask pupils to read along with it.
- In pairs, pupils read two senses of their choice to their partners.

### Extra activity TPR

- Ask pupils to come to the front of the class and stand in a circle. Say a sentence about the senses. If it is correct, pupils jump up and down or dance. If you are wrong, pupils mustn't move. The pupils who move sit down on the spot and lose a turn.

### 3 Check Match the senses with the body parts.

- Have pupils check their answers with a partner.
- Place pupils in pairs. One pupil points to a body part, and their partner has to say what sense is associated with it.

### 4 Ask and answer.

- Do the first two items with the class. Use the Traffic light cards technique to ensure all pupils understand the activity.
- Place pupils in pairs. Use the Lollipop stick technique to bring pupils to the front and role play the game.
- Place pupils in small groups. Give each group one of the following questions to discuss. *What can we hear with our ears? What can we see with our eyes? What can we taste with our tongues? What can we smell with our noses?*
- Have pupils use the Three facts and a fib technique to check and assess what they have learnt.

### Extra activity Fast finishers

- Have pupils draw themselves on a sheet of A4 paper and make sentences about what sense they use with different parts of their bodies.

Science

# What are our senses?

**Think** **1** How many senses have we got? *five senses*

**Learn** **2** LC1.1 Listen, read and check.

**How many senses have we got?**

We've got five senses. They are sight, hearing, smell, taste and touch.

**sight**



We can see with our **eyes**.

**hearing**



We can hear with our **ears**.

**smell**



We can smell with our **noses**.

**taste**



We can taste with our **tongues**.

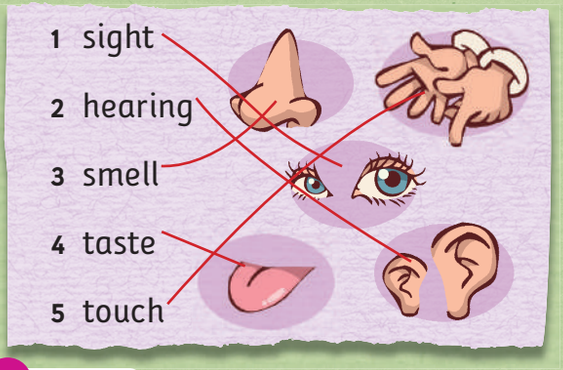
**touch**



We can touch with our **hands** and **feet**.

**Check**

**3** Match the senses with the body parts.




**4** Ask and answer.

What can we touch with:

our hands?
our fingers?
our feet?
our faces?

What can we touch with our feet?

A ball!

**5 Let's practise! Look at the diagram. What senses can you see?**

- Refer pupils to the diagram and ask if they have ever seen or used one like this before. Ask what they think the middle circle is.
- Ask pupils to think about what they can hear and touch.
- Place pupils in pairs and give them a sheet of A4 paper.
- Ask pupils to make their own Venn diagram and around it write what items they can use each sense with. Have pupils illustrate their work and present it to the class.
- Pupils place their work in their portfolios.

### Diversity

**Support**

- To help pupils understand how Venn diagrams work, bring in printed examples from the internet showing different topics. Do an example. Work with how many pupils like *vanilla ice cream, chocolate ice cream* or *both*. Then do one with the senses.

**6 What sense is it? Write the number.**

- Explain that pupils have to number each picture according to the senses in the Venn diagram. For example, a baby crying is *hearing*.
- Pupils complete the activity in pairs.
- Using the True/False cards technique, check answers by going through each item and stating what sense it is.

### Extra activity Fast finishers

- Have pupils draw different pictures showing the different senses they use. Encourage pupils to make sentences.

### Show what you know Make a sense box.

- Explain that pupils are going to make a sense box. Give each pupil a box or container.
- First, have the pupils cover their box or container with different types of paper, e.g. aluminium foil, felt or rough paper.
- Then, have pupils place their beans, straws cut in small pieces, rice or chickpeas in it.
- Have pupils seal the box with glue and spray it with some perfume or put a few drops of essential oil on it.
- Ask pupils to shake their box. What sense are they using? (*Hearing*). Ask pupils to run their fingers across the box. What sense are they using? (*Touch*). Ask the pupils to explain how they are using sight (*They can see different colours*). Then have pupils smell it. Ask what it smells like.
- Pupils take their sense box home to show their parents.

### Extra activity TPR

- Explain to pupils that they can use their sense box to play music as well. Play a song from any of the previous lessons for pupils to move their sense box, or tap a straw on it, to the song's beat as they sing.

### Extra activity Critical thinking

- Show pupils a book or sample with braille. Ask if they know what it is. Explain that blind people can read with their fingers, just as deaf people can use sign language to 'hear'. Ask why it is important for people with a disability to have things like braille and sign language.

## Finishing the lesson

- Have pupils take out their Learning diaries from their portfolios.
- Explain that they have to write what they have learnt so far in each unit and in the CLIL lesson.
- On the board, write *What I learnt*. Have pupils say words or sentences and write them on the board.
- Pupils present their work to their partners and then show their parents.
- Place the Learning diaries in their portfolios.

## Let's practise!

**5** **Look at the diagram. What senses can you see?**

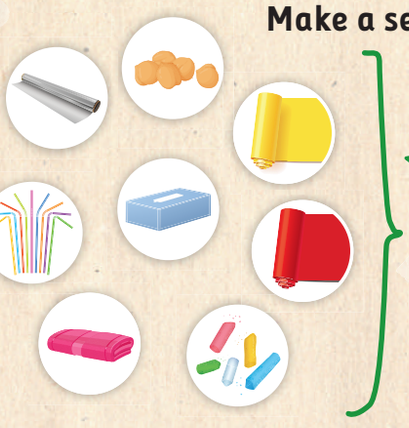



**6** **What sense is it? Write the number.**




## Show what you know

**Make a sense box.** 1





2



# Independence Day in Jordan

**1** F1.1 **Listen and stick. Then listen and say.**

1 
*fireworks*

2 
*parade*

3 
*night*

4 
*air show*

5 

*May*

6 
*flag*

7 
*celebration*

8 
*decorations*

**2** F1.2 F1.3 **Listen and chant.**

*Independence Day is fun for me,*
*Look at the fireworks! Yippee!*
*I see flags. One, two, three.*
*Independence Day is fun for me.*

**3** **Say the chant again. Use different Independence Day words.**

**decorations** **celebrations** **parades**

## 4 F1.4 Listen and read.

## 5 F1.5 Listen and number.



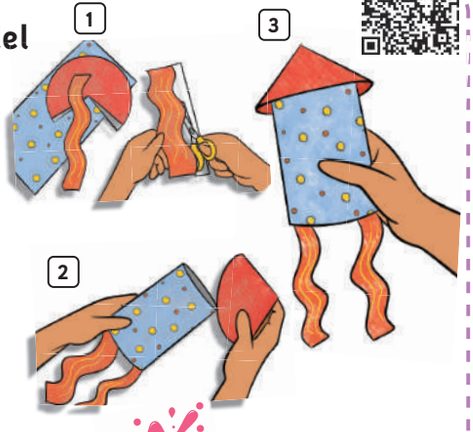

Point to the fireworks.
What colour are the fireworks? red, yellow, purple and orange
How many flags can you see? six

## Project

Viewing and presenting **Make a model of a firework.**

1. Colour the firework and the streamers.
2. Cut and glue them.
3. Present your firework to the class.
4. In groups, say the chant in Activity 2.

This is my firework.
It's blue, red and yellow.



# Independence Day in Jordan

## Objectives

- **Lesson aims:** to learn about Independence Day and fireworks.
- **Target language:** *air show, celebration, decorations, fireworks, flag, May, night, parade*

## Global Scale of English (GSE)

- **Reading:** Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16).

## Materials

- Pupil's Book pages 44–45 and Activity Book pages 40–41
- Independence Day Flashcards (*air show, celebration, decorations, fireworks, flag, May, night, parade*)
- sheets of A4 paper, enough for each pupil
- coloured pencils
- two fly swatters

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards; Lollipop stick technique
- Peer learning: pairwork; groupwork; Lollipop stick technique
- Independent learning: portfolio

## Starting the lesson

- Place the Independence Day Flashcards on the board. Point to each one in turn and pupils say the words.
- Have pupils form a line in front of the board. Give each leader a fly swatter. Play the Word swat game with pupils.

## Presentation

- Explain that this lesson is about Independence Day and ask if pupils can name some festivals where fireworks commonly take place in Jordan. Elicit that Independence Day is a popular day for firework displays. Ask pupils what they know about Independence Day.

### Culture notes

- Independence Day in Jordan is held on 25th May and marks independence and freedom from British rule. Independence was declared in 1946 and Independence Day marks a very important date in the Jordanian calendar. Celebrations often include large firework displays. Flags are seen out on the streets and parades and exhibitions of Jordanian culture, arts and music are commonplace.

## Practice

**Pupil's Book**

**1 F1.1 Listen and stick. Then listen and say.**

- Pupils look at page 44.
- Point to the flashcards on the board again and pupils compare with their stickers. Tell pupils they are going to listen and stick.
- Play the audio and pupils put their stickers in the correct place. Play the audio again and pupils repeat the words.
- **Extension** Put pupils in pairs. They say and point with their partner. One pupil says number 4. The other one points and says *air show* and so on.

### Extra activity Critical thinking

- Ask pupils why they think there are often fireworks on special occasions. Ask them if they think it's a good idea. Point out that fireworks can be dangerous and only adults should use them.

**2 F1.2 & F1.3 Listen and chant.**

- Ask pupils to look at the chant. Ask *What can you see in the pictures? Do you like fireworks?*
- Play the audio and pupils listen and follow in their Pupil's Books. Play the audio again and pupils listen and say the chant.
- A karaoke version of the chant is available (F1.3). Use the karaoke version to check that pupils know the words.

## Diversity

**Support**

- Say each line of the chant separately and have pupils repeat. First say line one and pupils repeat, then say lines one and two and pupils repeat and so on.

**Challenge**

- Have pupils write the chant but using pictograms for the new vocabulary words. Pupils can choose whether to keep this piece of work in their portfolios.

### Extra activity Fast finishers

- Ask pupils to write as many words as they can using the letters in the words *Independence Day*.

**3 Say the chant again. Use different Independence Day words.**

- Have pupils look at the words in Activity 3. Ask a pupil to come to the board and draw pictures to represent them.
- Explain the activity. Use the Traffic light cards technique to check understanding of the activity.
- Place pupils in small groups to complete the activity. Have small groups say their chant.
- **Extension** Ask pupils to practise spelling the new words in pairs.

**4 F1.4 Listen and read.**

- Tell pupils to look at the picture on page 45. They say as many words as they can about the picture.
- Play the audio for the pupils to follow. Then have pupils read the text in pairs.
- Ask questions about the picture: *How many children are there? (Nine) Are there flags? (Yes, there are.) What has the woman got? (A box of fireworks.) What time of year is it? (It's May) What time of day is it? (It's night.)*
- Ask pupils what they like about the picture of Independence Day.

**5 F1.5 Listen and number.**

- Play the audio. Pupils listen and write the numbers in the correct boxes.
- Check answers as a class.
- Pupils answer the questions in the box in 60 seconds.

1 It's Independence Day. I'm so excited! Weeeeeeeeee!
2 Yippee! I like fireworks.
3 What a big flag!

## Diversity

**Support**

- Read the sentences in the Pupil's Book and pupils repeat. Write on the board: *Look! There are fireworks.* Ask pupils what words we can use to replace 'fireworks' (e.g. sparklers, children, trees).

**Challenge**

- Pupils write more sentences to go with the picture. They choose three people and imagine what they are saying.

## Project

### Viewing and presenting Make a model of a firework.

- Explain that pupils are going to make a firework.
- Place pupils in small groups. Using the Lollipop stick technique, ask a pupil to read through the instructions. Make sure they understand what they will do.
- Remind pupils they will talk about their firework to the class. They can use sentences like *This is my firework. It is (red, blue and yellow). It's got (spots) on it. I like my firework.*
- If pupils have time, they can also draw, colour and cut out a picture of a Jordanian flag which can also be used in the activity.
- Pupils present and describe their firework to the class.

**Activity Book**

**1 Match, trace and colour.**

- Point to the items in the pictures and elicit what they are. Then pupils trace the words, match each word to a picture and colour the items according to the key.

**Answer key** 2 night, 3 air show, 4 parade, 5 May, 6 celebration, 7 flag, 8 decoration

**2 Read and match.**

- Point to the pictures and elicit what they are.
- Pupils read the sentences individually and draw lines to the pictures. Check as a class, asking pupils to read the sentences and say the letter.

**Answer key** 2 g, 3 a, 4 f, 5 d, 6 c, 7 e, 8 h

**3 Viewing and presenting Draw a firework. Then write and share..**

- Ask pupils to draw a firework. Tell them it can be any colour or any size.
- They show their work to different class members.
- Remind pupils to say nice things about other pupils' work.

## Extra activity Fast finishers

- Ask pupils to draw an Independence Day scene and label it. Place it in their portfolios.

## Finishing the lesson

- Have pupils come to the front of the class in groups of four or five with their fireworks.
- Play the chant from Activity 2.

# Earth Day

**1** F2.1 **Listen and stick. Then listen and say.**

1 
pick up

2 
recycle

3 
rubbish

4 
cans

5 
bottles

6 
paper

7 
plant

8 
tree

**2** F2.2 F2.3 **Listen and chant.**





Earth Day, Earth Day in my town.
I pick up rubbish from the playground.
In the school garden, I plant a tree.
The Earth is home for you and me.

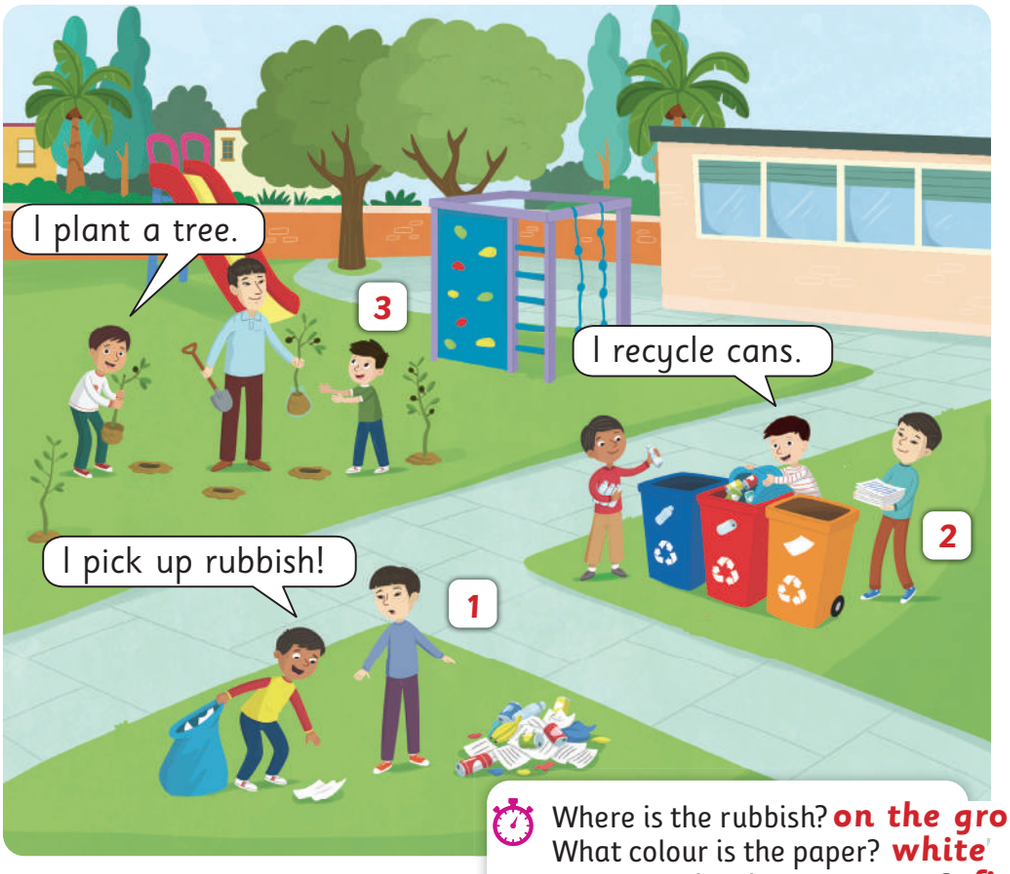


**3** **Say the chant again. Use different Earth Day actions and words.**

recycle | paper | cans | bottles

## 4 F2.4 Listen and read.

## 5 F2.5 Listen and number.




Where is the rubbish? **on the ground**
What colour is the paper? **white**
How many bottles can you see? **five**

## Project

Viewing and presenting

**Make an Earth Day handprint.**

1. Cut out the circle.
2. Draw and colour the Earth.
3. Put your handprint on the Earth.
4. Talk about Earth Day. Present your handprint to the class.



# Earth Day

## Objectives

- **Lesson aims:** to learn about Earth Day
- **Target language:** *pick up, recycle, rubbish, cans, bottles, paper, plant, tree; I pick up rubbish. I plant a tree. I recycle cans.*

## Global Scale of English (GSE)

- **Reading:** Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16).

## Materials

- Pupil's Book pages 46–47 and Activity Book pages 42–43
- Earth Day Flashcards
- a sheet of A3 paper
- sheets of A5 paper or scrap paper, enough for each pupil

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Stop/Go technique
- Peer learning: pairwork; groupwork
- Independent learning: portfolio; Summative questions technique

## Starting the lesson

- Place pupils in pairs. Take them out to the playground and point out the trees, plants and so on. Tell pupils about the importance of looking after our planet. Play *I spy* in the playground with the things they can see there. Alternatively, stand up and look through the classroom window. Point to examples of where people are looking after the planet (e.g. point to recycling bins, clean patches of grass) and where they are not (e.g. point to littering).

## Presentation

- Explain that this lesson is about recycling. Ask pupils to think about how they recycle. Ask *Do we recycle in the classroom? Do we recycle paper?*

### Culture notes

- Earth Day is celebrated on April 22 every year. It was first celebrated in 1970 and is now celebrated in almost 200 countries. Earth Day exists to raise awareness of the importance of environmental issues and the need to protect our planet. Many communities come together on this day and have outdoor events. People plant trees and flowers and clean up parks and other public places. Some communities hold recycling events to encourage people to recycle and reuse plastic, paper and aluminium.

## Practice

### Pupil's Book

**1 F2.1 Listen and stick. Then listen and say.**

- Pupils look at page 46. Read the title and have pupils repeat. Ask *What is Earth Day?*
- Place the flashcards on the board. Point to each picture and say the word. Pupils repeat after you.
- Point to an item and use the Lollipop stick technique to have pupils tell you what it is.
- Play the audio and pupils stick their stickers in the correct place. Play the audio again and pupils repeat the words.
- **Extension** Ask pupils what words can be put together. Say *We can say 'Pick up …'.* Pupils finish the sentence, e.g. *cans.* Repeat with other examples. For example, say *Recycle …* and *Plant … .* Use mime to help pupils if necessary.

### Extra activity Critical thinking

- Have pupils think about the importance of planting trees. Ask *Why are trees essential for our planet?* (They give us oxygen to breathe.)

**2 F2.2 & F2.3 Listen and chant.**

- Ask pupils to look at the chant. Ask questions about the pictures, such as *Can you see some bottles? Point to the bottles. Can you see a tree? Point to the tree. Can you see children?* Point out that some of the answers will be negative.
- Play the audio and pupils listen and follow in their Pupil's Books. Play the audio again and pupils listen and say the chant. Allow them to come up with actions to go with the chant.
- A karaoke version of the chant is available (F2.3). Play the karaoke version for further practice.

### Diversity

**Support**

- Play the audio, pausing it or turning down the volume and the pupils finish each line by themselves.

**Challenge**

- In pairs, pupils practise saying the chant. Then ask pupils to come to the front of the class and say the chant. Play the audio to help them.

### Extra activity Fast finishers

- Have pupils draw a picture of the Earth with trees and plants. They write sentences underneath. For example, *Look after the Earth. Pick up rubbish. Plant a tree. Recycle cans.*
- Pupils can place the work in their portfolios.

**3 Say the chant again. Use different Earth Day actions and words.**

- Have pupils look at the words. Practise saying the words together, e.g. *recycle paper.* Have pupils repeat. Continue with all the words.
- Explain the activity using the Stop/Go technique to check pupils understand what they have to do.
- Place pupils in small groups. They practise one new version of the chant. They perform it for the class.

**4 F2.4 Listen and read.**

- Tell pupils to look at page 47. They say as many words as they can about the picture.
- Play the audio and pupils repeat.
- Ask pupils to describe the picture. Use the True/False cards technique to ask questions about the picture.
- Ask *Is there an Earth Day festival where you live?*

**5** F2.5 **Listen and number.**

- Play the audio. Pupils listen and write the number in the correct squares.
- Check answers as a class.
- Pupils answer the questions in the box in 60 seconds.
- **Extension** Pupils work in pairs. On a sheet of A4 paper, have pupils write three things for their partners to find.

**1** Oh, no! Look at the rubbish!
**2** Look! I've got paper!
**3** Here you are. A tree.
Thank you!

## Diversity

**Support**

- On the board, write lines from the audio script in a different order. Play the audio and pupils say the order. Write numbers next to the sentences to show the order.

**Challenge**

- In pairs, pupils write questions for each other. They use the stopwatch questions to help them or write question types on the board, e.g. *Where is the …? What colour is the …? How many … can you see?*

## Extra activity Collaborative work

- Make a large poster with the pupils' names down the side and the activities along the top. Write *I pick up rubbish. I recycle cans. I recycle bottles. I recycle paper. I look after plants.*
- Explain that the poster is to see how much we recycle. Each morning for a week, ask pupils to put a tick if they have done the activities.

## Project

**Viewing and presenting** **Make an Earth Day handprint.**

- Explain that pupils are going to make an Earth Day handprint.
- Place pupils in small groups. Using the Lollipop stick technique, ask a pupil to read through the instructions. Make sure they understand what they have to do.
- Remind pupils they have to talk about their handprint to the class. They can use sentences like *This is my handprint. It is (purple). I recycle (paper).*
- Pupils present their work to the class.
- Ask pupils what they want to do to help the Earth. For example, ask *Do you recycle, or plant flowers or trees?*

### Activity Book

**1** **Trace and match.**

- Pupils complete the activity individually. Have them raise their hands to show you their work.

**2** **Find, count and write.**

- Pupils find the items hidden in the picture. They count how many trees, bottles and cans there are and write the number.

**Answer key** trees – 1, bottles – 3, cans – 5

**3** **Trace and match.**

- Ask pupils what they can see in the pictures.
- Pupils trace the words and match to the pictures. Check answers as a class.

**Answer key** 2 a, 3 d, 4 b

**4** **Viewing and presenting** **What is in your recycle bin? Draw and write. Share.**

- Ask pupils to think about what they recycle. Write the words on the board.
- They complete the activity and show their work to different class members.
- Remind pupils to say nice things about other people's work.

## Finishing the lesson

- Divide the class into groups of four with their handprints.
- Allocate one activity to each group: pick up rubbish, recycle paper, recycle cans, recycle bottles. Play the karaoke version of the chant from Activity 2. Pupils stand up and say their own version of the chant, holding their handprint.

# Kite Festival Day

**1** F3.1 **Listen and stick. Then listen and say.**

1 
kite

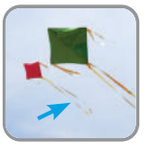
2 
bird

3 
fish

4 
horse

5 
string

6 
sky

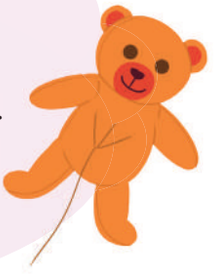
7 
tail

8 
teddy

**2** F3.2 F3.3 **Listen and chant.**



It's Kite Festival day. I see many kites.
Big kites. Small kites. Red, yellow, white.
Tree kites. Teddy kites, in the sky today.
Kite Festival is cool. Hip! Hip! Hooray!

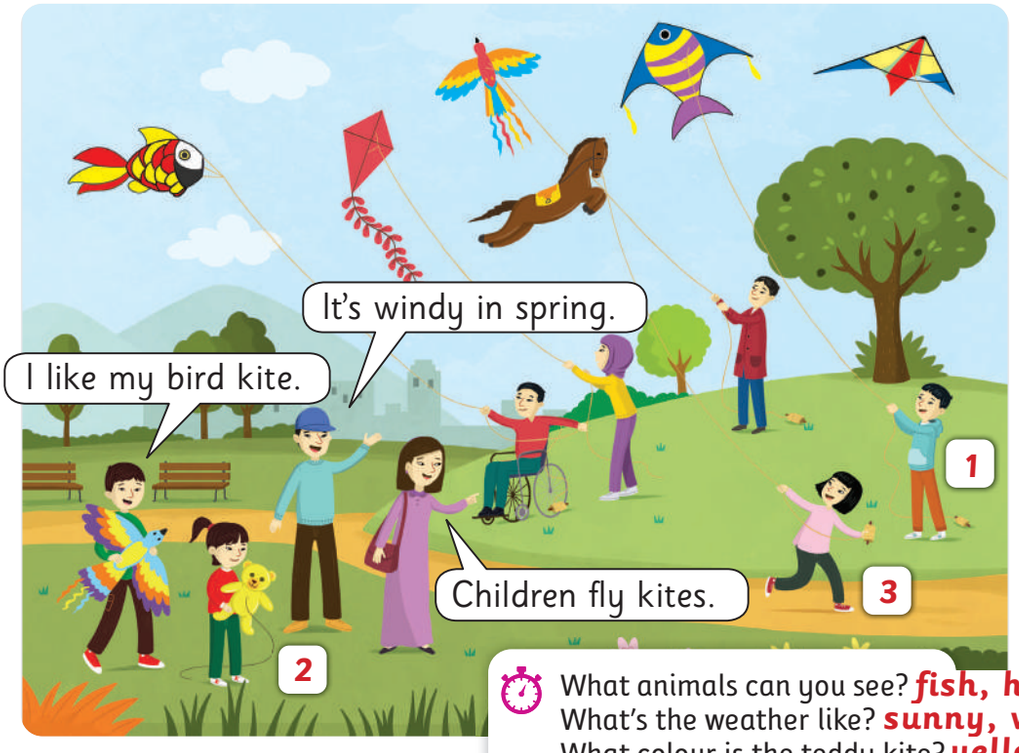


**3** **Say the chant again. Use different colours and animals.**

blue green pink fish horse bird

## 4 F3.4 Listen and read.

## 5 F3.5 Listen and number.



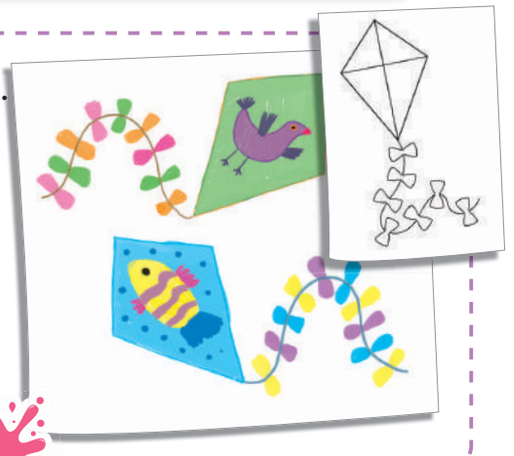

What animals can you see? ***fish, horse, bird***
What's the weather like? ***sunny, windy***
What colour is the teddy kite? ***yellow***

## Project

Viewing and presenting

### Make a kite.

1. Cut out your kite.
2. Choose, draw and colour an animal on it.
3. Glue the tail on your kite.
4. Present your kite to the class.



My kite is a bird.

My kite is a fish.

# Kite Festival Day

## Objectives

- **Lesson aims:** to learn about Kite Festival Day
- **Target language:** *kite, bird, fish, horse, string, sky, tail, teddy, big, small*

## Global Scale of English (GSE)

- **Reading:** Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16).

## Materials

- Pupil's Book pages 48–49 and Activity Book pages 44–45
- Kite Festival Flashcards
- sheets of A4 paper, enough for each pupil
- coloured pencils
- a kite and a stone

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique
- Peer learning: pairwork; groupwork; Three facts and a fib technique
- Independent learning: Summative questions technique

## Starting the lesson

- Draw a kite on the board. Ask pupils if they know what it is. Point to the tail and string and explain what they are. Ask *What do we do with kites? Where do we fly them?* Teach the word *fly*.

## Presentation

- Explain that this lesson is about kite flying. Ask pupils if they have a kite and if they like to fly it.

### Culture notes

- The Weifang International Kite Festival has been held each year in China since 1984. The city is considered to be the birthplace of kites, and the International Kite Federation has its headquarters there. The designs on many Chinese kites have a symbolic meaning or include illustrations from Chinese folklore or history.

## Practice

**Pupil's Book**

### 1 F3.1 Listen and stick. Then listen and say.

- Pupils look at page 48. Read the title and have pupils repeat. Ask *Do you like kites? Is there a festival near you? Do you go to kite festivals?*
- Place the Kite Festival Flashcards on the board. Say *I can see a (bird).* Have a pupil come and touch the flashcard and say the word. Do the same with all the flashcards.
- Play the audio and pupils stick their stickers in the correct place. Play the audio again and pupils repeat the words.

### Extra activity Critical thinking

- Ask pupils to think about how kites fly. Show them the stone and say *This is heavy.* Show them the kite and say *This is light.* Ask *Do you think a stone flies like a kite?* Ask *What do we need to fly a kite? (wind)*

### 2 F3.2 & F3.3 Listen and chant.

- Ask pupils to look at the chant and the pictures and tell you what they can see.
- Play the audio and pupils listen and follow in their Pupil's Books. Play the audio again and pupils listen and say the chant. They clap when they hear the words *kite* and *kites*.
- A karaoke version of the chant is available (F3.3). Divide the class into four groups. Allocate one line to each group. Play the karaoke version and pupils chant their line.

### Diversity

**Support**

- Play the chant with pauses for pupils to repeat slowly.
- Have them read three lines of their choice to their partners.

**Challenge**

- In groups of four, pupils choose and learn one line. Allow them time to practise. Then they say the chant in front of the class, saying one line each.

### 3 Say the chant again. Use different colours and animals.

- Have pupils look at the words in the boxes in Activity 3.
- Explain the activity. Use the Traffic light cards technique to check understanding of the activity.
- Ask pupils what to replace the words in the chant with. As a class, decide on the new version. Play the karaoke version (F3.3) and pupils chant the new version.

### Extra activity TPR

- Tell pupils they are going to say the chant again but this time, they mime the animals in line three. Then they chant the new version with *fish* and *horse* and mime those animals.

### 4 F3.4 Listen and read.

- Tell pupils to look at page 49. They say as many words as they can about the things in the picture.
- Play the audio and pupils repeat.
- Say statements for pupils to respond to with *yes* or *no*, e.g. *There are five bird kites. A girl has got a teddy bear kite. There are five trees.*
- **Extension** On a sheet of A4 paper, pupils write sentences about the picture using *I can see …, There is …, There are …* .

### 5 F3.5 Listen and number.

- Play the audio. Pupils listen and write the number in the correct squares.
- Check answers as a class.
- Pupils answer the questions in the box in 60 seconds.
- **Extension** Pupils work in pairs. On a sheet of A4 paper, ask pupils to write three things for their partners to find.

**1** Look at my big fish kite. It's cool.
**2** I've got a teddy kite.
**3** My horse kite is brown.

## Diversity

**Support**

- Place the Colours Flashcards on the board. Point to each one and pupils say the colour. Then ask pupils to find the colours in the picture, e.g. *The trees are green. The horse kite is brown.*

**Challenge**

- Using the Three facts and a fib technique, pupils write three sentences about the picture that are true and one that isn't true. They swap with a partner and correct each other's sentences.

## Extra activity Collaborative work

- Tell pupils they are going to sing the chant together. Put pupils in groups of seven. Hand out the following flashcards to one group: kite, bird, fish, horse, sky, teddy, red, yellow, white. Ask the first group to come to the front. The class chants as the pupils who are at the front of the class with the flashcards hold them up at the correct moment in the chant. Then repeat with the other groups.

## Project

### Viewing and presenting Make a kite.

- Explain that pupils are going to make a kite.
- Tell pupils to find the kite cutouts at the back of the Pupil's Book.
- Place pupils in small groups. Use the Traffic light cards technique to make sure that they understand what they have to do.
- Remind pupils they have to talk about their kite to the class. They can use sentences such as *My kite is a (bird). It's (green) and (purple). It's got a (tail). I like my kite.*
- Pupils present and describe their kite to the class.

**Activity Book**

**1 Look and write.**

- Ask pupils to read the words in the box.
- They write the words next to the numbers. Check as a class.

**Answer key** 2 fish, 3 tail, 4 kite, 5 horse, 6 bird, 7 teddy, 8 string

**2 Look and colour.**

- Review the colours. Say a colour and pupils point and repeat.
- Ask pupils to colour the bird kite using the key.

**3 Read and write. Then match.**

- Ask pupils what they can see in the pictures. Ask, e.g. *Can you see a teddy?*
- Pupils complete the sentences and match them to the pictures. Check answers as a class.

**Answer key** 2 spring – d, 3 kite – b, 4 tail – c, 5 teddy – a

**4 Viewing and presenting Draw a kite. Then write and share.**

- Ask pupils to think about what shapes of kite are popular in their country.
- They complete the activity and show their work to different class members.
- Remind pupils to say nice things about other people's work.

## Extra activity Picture Dictionary

- To review the unit vocabulary in one place, please refer to the Picture dictionary on page 51 of the Activity Book.

## Extra activity Fast finishers

- Ask pupils to write extra sentences about when they fly their kite, e.g. *I fly my kite in the (park). I fly my kite with my (sister). I fly my kite when it's windy.*

## Finishing the lesson

- Using the Summative questions technique, have pupils come to the front of the class in groups of four or five with their kite.
- Play the karaoke version of the chant from Activity 2. Pupils repeat the chant aloud.v

# Glossary

## Welcome

**black** – /blæk/
**blue** – /bluː/
**brown** – /ˈbraʊn/
**eight** – /eɪt/
**five** – /faɪv/
**four** – /fɔː/
**green** – /griːn/
**nine** – /naɪn/
**one** – /wʌn/
**orange** – /ˈɒrɪnʤ/
**pink** – /pɪŋk/
**purple** – /ˈpɜːpᵊl/
**red** – /rɛd/
**seven** – /ˈsɛvᵊn/
**six** – /sɪks/
**ten** – /tɛn/
**three** – /θriː/
**two** – /tuː/
**white** – /waɪt/
**yellow** – /ˈjɛləʊ/

## Unit 1

**action figure** – /ˈækʃᵊn ˈfɪgə/
**ball** – /bɔːl/
**bike** – /baɪk/
**building set** – /ˈbɪldɪŋ sɛt/
**cake** – /keɪk/
**car** – /kɑː/
**dinosaur** – /ˈdaɪnəsɔː/
**doll** – /dɒl/
**kite** – /kaɪt/
**plane** – /pleɪn/
**puzzle** – /ˈpʌzᵊl/
**robot** – /ˈrəʊbɒt/
**scooter** – /ˈskuːtə/
**slide** – /slaɪd/
**swing** – /swɪŋ/
**teddy** – /ˈtɛdi/
**yoyo** – /ˈjəʊjəʊ/

## Unit 2

**bag** – /bæg/
**book** – /bʊk/
**chair** – /ʧeə/
**chick** – /ʧɪk/
**classroom** – /ˈklɑːsruːm/
**computer** – /kəmˈpjuːtə/
**crayon** – /ˈkreɪɒn/
**cupboard** – /ˈkʌbəd/
**desk** – /dɛsk/
**eraser** – /ɪˈreɪzə/
**pen** – /pɛn/
**pencil** – /pencil/
**pencil case** – /ˈpɛnsᵊl keɪs/
**pencil sharpener** – /ˈpɛnsᵊl ˈʃɑːpᵊnə/
**ruler** – /ˈruːlə/
**scissors** – /ˈsɪzəz/
**shelf** – /ʃɛlf/
**table** – /ˈteɪbᵊl/

## Unit 3

**arms** – /ɑːmz/
**bend** – /bɛnd/
**clap** – /klæp/
**face** – /feɪs/
**feet** – /fiːt/
**fingers** – /ˈfɪŋgəz/
**hands** – /hændz/
**head** – /hɛd/
**knees** – /niːz/
**legs** – /lɛgz/
**move** – /muːv/
**park** – /pɑːk/
**stamp** – /stæmp/
**stretch** – /strɛʧ/
**toes** – /təʊz/
**touch** – /tʌʧ/
**tummy** – /ˈtʌmi/

## Unit 4

**aunt** – /ɑːnt/
**brother** – /ˈbrʌðə/
**cousin** – /ˈkʌzᵊn/
**dad** – /dæd/
**ears** – /ɪəz/
**eyes** – /aɪz/
**fair** – /feə/
**grandad** – /ˈgrændæd/
**granny** – /ˈgræni/
**hair** – /heə/
**me** – /miː/
**mouth** – /maʊθ/
**mum** – /mʌm/
**nose** – /nəʊz/
**sister** – /ˈsɪstə/
**this** – /ðɪs/
**uncle** – /ˈʌŋkᵊl/

## Learning Club

**book** – /bʊk/
**computer** – /kəmˈpjuːtə/
**fantastic** – /fænˈtæstɪk/
**funny** – /ˈfʌni/
**hearing** – /ˈhɪərɪŋ/
**helicopter** – /ˈhɛlɪkɒptə/
**monster** – /ˈmɒnstə/
**noisy** – /ˈnɔɪzi/
**puppet** – /ˈpʌpɪt/
**robot** – /ˈrəʊbɒt/
**scary** – /ˈskeəri/
**sight** – /saɪt/
**smell** – /smɛl/
**taste** – /teɪst/
**tongue** – /tʌŋ/
**touch** – /tʌʧ/

## Festivals

**air show** – /ɛr ˈʃəʊ/
**big** – /bɪg/
**bird** – /bɜːd/
**bottle** – /ˈbɒtᵊl/
**can** – /kæn/
**celebration** – /ˌsɛlɪˈbreɪʃn/
**decoration** – /ˈdɛkəˈreɪʃn/
**firework** – /ˈfaɪəwɜːk/
**fish** – /fɪʃ/
**flag** – /flæg/
**horse** – /hɔːs/
**kite** – /kaɪt/
**May** – /meɪ/
**night** – /naɪt/
**paper** – /ˈpeɪpə/
**parade** – /pəˈreɪd/
**pick up** – /pɪk ʌp/
**plant** – /plɑːnt/
**recycle** – /ˌriːˈsaɪkᵊl/
**rubbish** – /ˈrʌbɪʃ/
**sky** – /skaɪ/
**small** – /smɔːl/
**string** – /strɪŋ/
**tail** – /teɪl/
**teddy** – /ˈtɛdi/
**tree** – /triː/

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