المركز الوطني لتطوير المناهج
National Center for Curriculum Development

THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION

Jordan TEAM Together Grade 1

Semester 1

Teacher's Book with Digital Resources

Adaptation Committee in Jordan

Prof. Nayel Darweesh Al-Shara'h (Head)

Prof. Dina AbdulHameed Al-Jamal Dr. Hamzah Ali Omari Dr. Zeina Mohammad AlKaraki

Publisher: The National Center for Curriculum Development

The National Center for Curriculum Development is pleased to have your feedback and comments on this book through the following contact details:

06-5376262 / 237 06-5376266 P.O.Box: 2088 Amman 11941

@nccdjor feedback@nccd.gov.jo www.nccd.gov.jo

The Ministry of Education has decided to adopt this book for Jordanian schools in accordance with the approval of the Supreme Council of the National Center for Curriculum Development in its meeting No. 3/2024 on 7/5/2024 and the approval of the Board of Education decision No. 40/2024 in its meeting No. 3/2024 on 26/6/2024 for the 2024/2025 academic year.

© Pearson Education Limited and York Press Ltd. 2024

ISBN: 978-9923-41-605-1

The Hashemite Kingdom of Jordan
Deposit number by the National Library Department
(2024/4/2390)

Primary indexing data for the book

Book title	Jordan Team Together, Grade 1: Teacher's Book, Semester 1
Prepared by	Jordan National Center for Curriculum Development
Publication data	Amman: National Center for Curriculum Development, 2024
Classification number	372,6521
Descriptors	/English Language//Courses//Basic Education/
Edition data	First edition

The author bears full legal responsibility for the content of their work, and this work does not express the opinion of the National Library Department.

The right of Nick Coates to be identified as the author of this *Work has been asserted by him in accordance with the Copyright, Designs and Patents Act 1988.

The publisher would like to thank Sian Mavor and Wendy Cherry for their contribution.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers.

First edition (trial): م 2024 / هـ 1445

* The term "work" in this conlext refers to the original text (publication) before the adaptation to the Jordanian culture

المركز الوطني لتطوير المناهج
National Center for Curriculum Development

THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION

Jordan TEAM Together Grade 1

Semester 1

Teacher's Book with Digital Resources

Contents

Scope and sequence 2
Introduction 4
Course components 5
Unit walkthrough 6
Assessment 11
How to... 12
Games bank 14
Classroom language 16
Lessons notes 17
Glossary 104

Pearson

Nick Coates

YORK PRESS

Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening
Welcome **Hello!**	Introducing the characters; introducing colours and numbers	Numbers: one, two, three, four, five, six, seven, eight, nine, ten Colours: blue, green, orange, red, yellow, brown		
1 **Family and friends**	Introducing yourself; saying the names of family members	Family: boy, brother, dad, friend, girl, mum, sister Pets: cat Phonics: sing, six, sister, sun, dig, dad, doll, duck, cut, cap, cat, cup, apple, alligator, Ann, ant	What's your name? My name's …, I'm … How old are you? I'm … Who's this? This is (my) …	Recognising a few familiar everyday nouns and adjectives; understanding the main information when people introduce themselves; hearing the initial sound in simple words; recognising familiar words and phrases in short, simple songs or chants
2 **My school bag**	Talking about school objects; using *have got* for possession	Classroom objects: bag, book, crayon, eraser, pen, pencil, pencil case, ruler Phonics: pen, pencil, pencil case, pink, rabbit, red, ruler, run, egg, elbow, elephant, bag, ball, book, boy	I've got … I haven't got …	Recognising a few familiar everyday nouns and adjectives; understanding basic phrases or sentences about things people have; recognising familiar words and phrases in short, simple songs or chants; hearing the initial sound in simple words
3 **Our classroom**	Talking about things in the classroom; saying where things are	In the classroom: chair, desk, door, floor, teacher, wall, whiteboard, window Phonics: teacher, teddy, ten, two, milk, moon, mouse, mum, wall, water, wave, whiteboard, igloo, in, ink, insect	What's this? It's a … The book is on the chair. The pens are on the floor.	Recognising a few familiar everyday nouns and adjectives; understanding basic questions about what things are in their immediate surroundings or in pictures; recognising familiar words and phrases in short, simple songs or chants; understanding basic statements
4 **My favourite toy**	Talking about favourite toys and their colours	Toys: ball, car, doll, plane, robot, teddy, train, yoyo Feelings: happy, sad Phonics: bat, bed, cap, cat, map, mat, red, sad, sit, tap, web, wet	What colour is it? It's … I'm happy/sad. What's your favourite toy? It's my …	Recognising a few familiar everyday nouns and adjectives; identifying common objects from descriptions, if spoken slowly and clearly; recognising familiar words and phrases in short, simple songs or chants; understanding basic phrases or sentences about things people have; hearing the initial, medial and final sound in simple words
Meg's Learning Club				
Picture dictionary **Progress path** **Cutouts**				

	Speaking	Reading	Writing	Phonics	Project	Viewing and presenting	Functions
	Using basic informal expressions for greeting and leave-taking; using simple words to describe objects						
	Repeating single words, if spoken slowly and clearly; introducing themselves; singing a simple song, if supported by pictures; saying the sounds for the letters of the alphabet, if supported by pictures	Following simple dialogues in short, illustrated stories	Tracing individual letters to represent sounds	**s, d, c, a** sing, sister, six, sun, dad, dig, doll, duck, cap, cat, cup, cut, alligator, Ann, ant, apple,	Making finger puppets of a family	Drawing a picture and sharing with the class; sharing project work with the class; sharing project work with family members	Introducing yourself and others
	Repeating single words, if spoken slowly and clearly; talking about things they have, using a basic phrase; singing a simple song, if supported by pictures; saying the sounds for the letters of the alphabet, if supported by pictures	Following simple dialogues in short, illustrated stories	Tracing individual letters to represent sounds	**p, r, e, b** pen, pencil, pencil case, pink, rabbit, red, ruler, run, egg, elbow, elephant, bag, ball, book, boy	Making a school bag	Drawing a picture of classroom items and sharing with the class; showing and identifying items from the project; comparing items; sharing projects with family members	Naming school objects; saying what you've got
	Repeating single words, if spoken slowly and clearly; naming everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts; singing a simple song, if supported by pictures; saying the sounds for the letters of the alphabet, if supported by pictures; talking about things people have, using basic phrases	Following simple dialogues in short, illustrated stories	Tracing individual letters to represent sounds	**t, m, w, i** teacher, teddy, ten, two, milk, moon, mouse, mum, wall, water, wave, whiteboard, igloo, in, ink, insect	Making a pen pot	Drawing pictures and talking about objects and where they are; showing project work and identifying items in it; comparing items	Naming things in a classroom; describing where things are
	Repeating single words, if spoken slowly and clearly; singing a simple song, if supported by pictures; talking about things people have, using a basic phrase; saying the sounds for the letters of the alphabet, if supported by pictures	Following simple dialogues in short, illustrated stories	Tracing individual letters to represent sounds; writing familiar words	**CVC words** bat, bed, cap, cat, map, mat, red, sad, sit, tap, web, wet	Making a toy box	Sharing pictures of toys and their colours; sharing pictures of favourite toys; presenting favourite toys; asking and answering questions about pictures; sharing project work	Naming toys and their colours; naming your favourite toy; saying how you feel

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 in external examinations, including PTE Young Learners and Cambridge English Qualifications.

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 Activity Book are complemented with a wide range of multimedia and digital tools, such as videos, eBooks and digital content online 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 and an ample supply of resources will help keep pupils engaged and motivated.

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 audio scripts, but it will also give you ideas on how to extend Pupil's Book activities and how to adapt them to your pupils' level.

Course features

Skills

The main focus of *Jordan Team Together* Grade 1 is to develop listening and speaking skills alongside the acquisition of key vocabulary and structures. The course also develops pupils' fine motor skills through activities such as ticking, matching, circling and tracing. Two lessons focusing on phonics in each unit help pupils' reading skills. The Vocabulary time section in the Activity Book allows children to consolidate the vocabulary from the series and develop some early writing skills.

Vocabulary

New vocabulary consists of high-frequency items, taught in thematic sets such as food, body parts and toys. Each set is introduced gradually in each unit, with the first few words in Lesson 1 and the rest of the set in Lesson 3. All vocabulary is taught in context, with clear visuals and audio to aid comprehension.

Each Pupil's Book lesson has a corresponding Activity Book lesson allowing for lots of additional vocabulary practice, including sticker activities. In addition, the full set of vocabulary is practised at the end of the Activity Book in the Vocabulary time and Fun time activities sections.

In addition, there is a Picture dictionary at the end of the Pupil's Book, which can also be used to consolidate the vocabulary.

Language structures

Key language structures are taught in the context of a story in every unit. The new structures are presented in dialogues in Lesson 1 and Lesson 3, with language building in complexity across the unit and the book. Repetition and recycling allows pupils to retain the structures as chunks of language.

Further consolidation practice is available in the Activity Book.

Stories and values

Jordan Team Together Grade 1 stories feature two families who live in the same apartment block, and centre around the adventures of Hala and Bill and their mischievous cats, Meg and Tom. The children explore familiar settings such as home, the school and the funfair. Each story has a value which is highlighted on the Pupil's Book page.

Projects

Lesson 11 in each unit is a creative and collaborative arts and crafts project that allows pupils to make something such as a mask. Follow-up activities give children the chance to practise key language from the unit. Cut-out templates provided at the back of the Pupil's Book make the activities achievable, but still give you and your pupils the option to personalise each item.

Support for mixed-ability classes

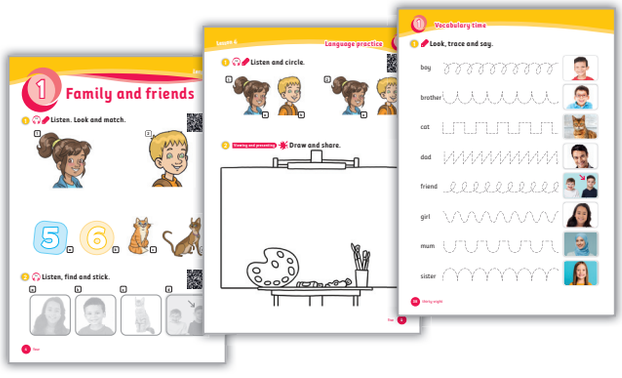
Jordan Team Together supports teachers who work with mixed-ability classes. The Teacher's Book includes teaching tips for mixed-ability classes, labelled **Diversity: Support/Challenge** and **Extra activity: Fast finishers**.

Pupil's Book

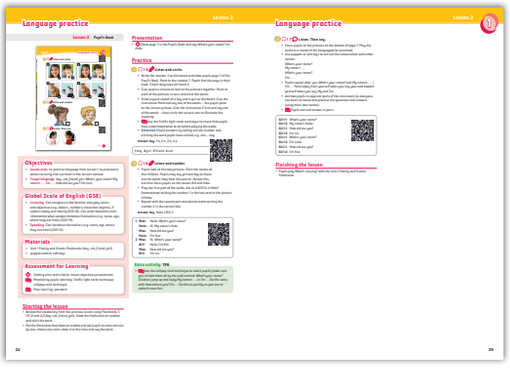
The Pupil's Book provides materials to present the target language effectively. It includes an introductory Welcome spread to introduce colours and numbers 1–10, and four main units. Cut-out templates are also provided at the end of the Pupil's Book to be used with the Project lessons. The Picture dictionary reviews all the core unit vocabulary.

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 some tracing activities. It also contains stickers for use with vocabulary exercises. There are Vocabulary time, Fun time and Letters and sounds practice sections to practise all the target vocabulary and letters.



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 provide an excellent toolkit for busy teachers who may lack time for planning.

The Introduction includes recommended procedures for effective use of projects and also contains tips on working with mixed-ability groups.

The mapping to the English Language Standards and Performance Indicators Framework for Jordanian learners can be found at the beginning of each unit.

Class Audio

The Class Audio MP3s have all the recordings for the Pupil's Book and Activity Book. 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

The Flashcards 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.

Phonics Cards

The Phonics Cards are used to present and practise the letter sounds covered in the phonics lessons (Lessons 9 and 10). Ideas for their use can be found in the *How to teach phonics* section, the Teacher's Book lesson notes and in the Games bank.

Presentation tool and digital resources

All the digital resources for *Jordan Team Together* can be found online, including a presentation tool, eBook, class audio, photocopiable resources, and more.

Photocopiable resources

A collection of useful photocopiable resources can be found online. See page 13 for more information.

Grade 1

Grade 1 has the following components:

- Pupil's Book
- Activity Book
- Teacher's Book
- Class Audio
- Flashcards
- Phonics Cards
- Photocopiables
- Posters
- Story Cards

Each main unit has 13 lessons. See below here for the distribution of the components for each lesson.

Lesson	Component and focus
1	Pupil's Book Vocabulary
2	Activity Book Vocabulary
3	Pupil's Book Language practice 1
4	Activity Book Language practice 1
5	Pupil's Book Story
6	Activity Book Story
7	Pupil's Book Language practice 2
8	Activity Book Language practice 2
9	Pupil's Book and Activity Book Phonics 1
10	Pupil's Book and Activity Book Phonics 2
11	Pupil's Book Project
12	Pupil's Book Review
13	Activity Book Review

Unit walkthrough

Notes for teachers to indicate the key vocabulary taught in each unit.

Lesson 1 introduces the unit theme.

Lesson 3 introduces the initial language for the unit.

Dialogue to introduce the first set of vocabulary and a simple language structure.

Exercises to practise new language.

Additional activities are given in lessons 2 and 4 in the Activity Book.

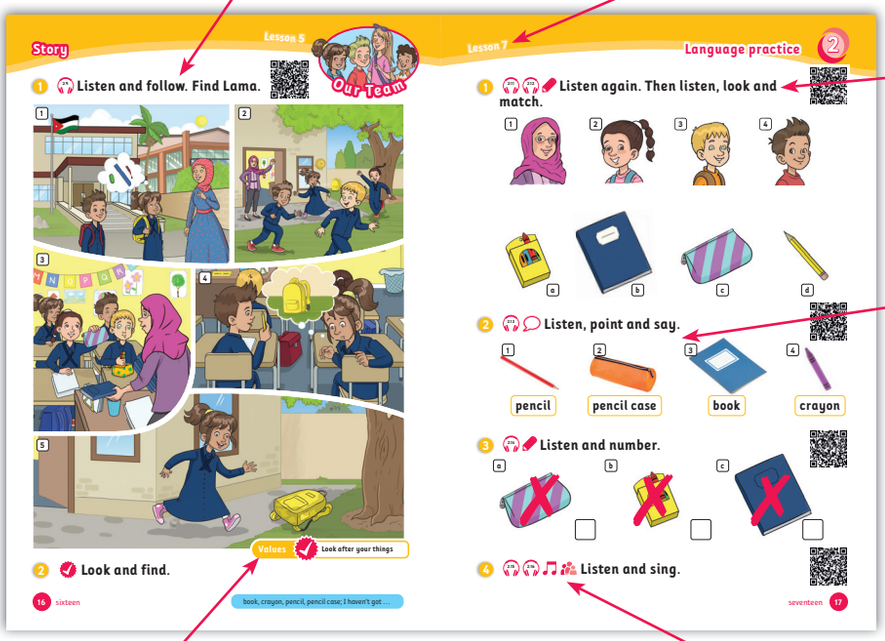
The words for the main vocabulary sets are on the page to aid word recognition.

Notes for teachers to indicate the key vocabulary and language taught on the page or spread.

Simple speaking tasks with models to practise new language.

A second set of vocabulary and language is introduced in context in the story in lesson 5.

Lesson 7 practises the language introduced in the story.



Exercises to test comprehension of the story.

Exercises to practise new language.

Additional activities are given in lessons 6 and 8 in the Activity Book.

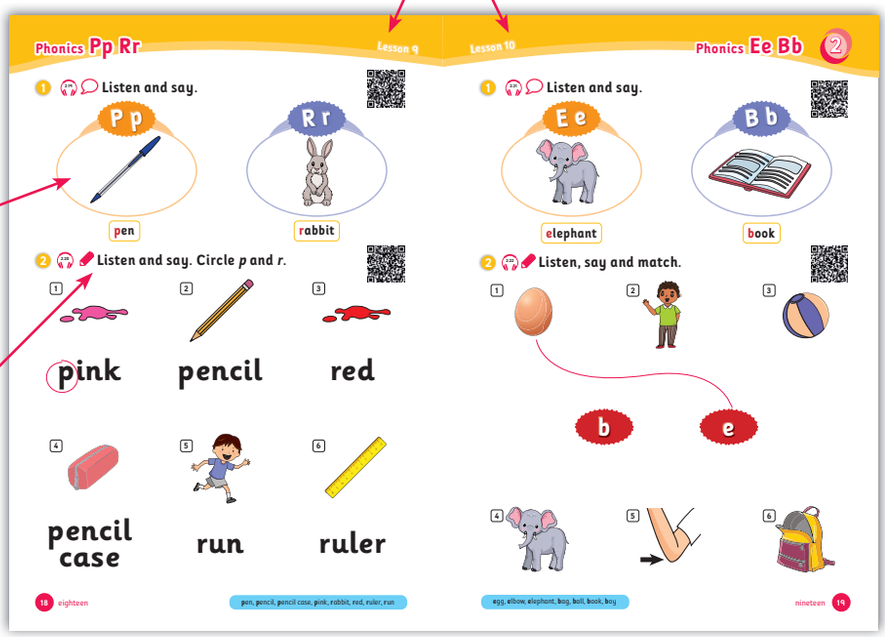
Values taught through the story. Further work on values in the Activity Book.

Engaging song to revise key language in context.

Lessons 9 and 10 introduce pupils to key letters and sounds in English with additional practice in each lesson in the Activity Book.

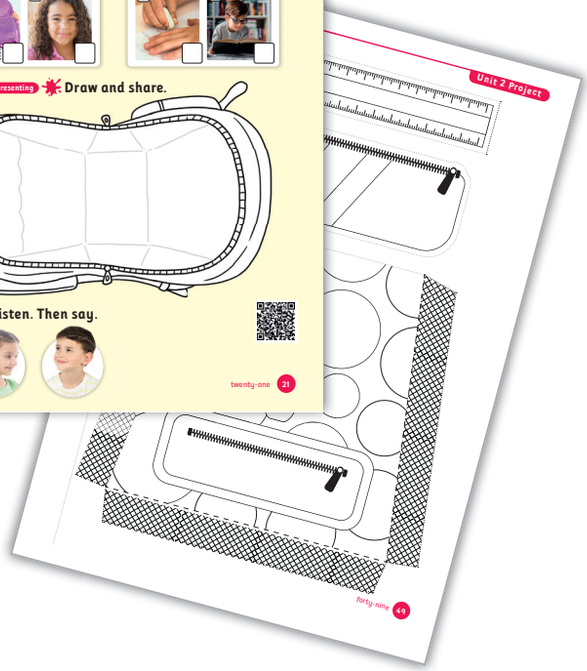
Sounds presented with example words and actions.

Exercises to build letter and sound recognition.



Arts and crafts activities in lesson 11 with cutouts to foster creativity, collaboration and communication.

Lessons 12 and 13 for Review to practise target language and vocabulary from the whole unit. Additional self-assessment activity: Progress path, at the end of each semester.

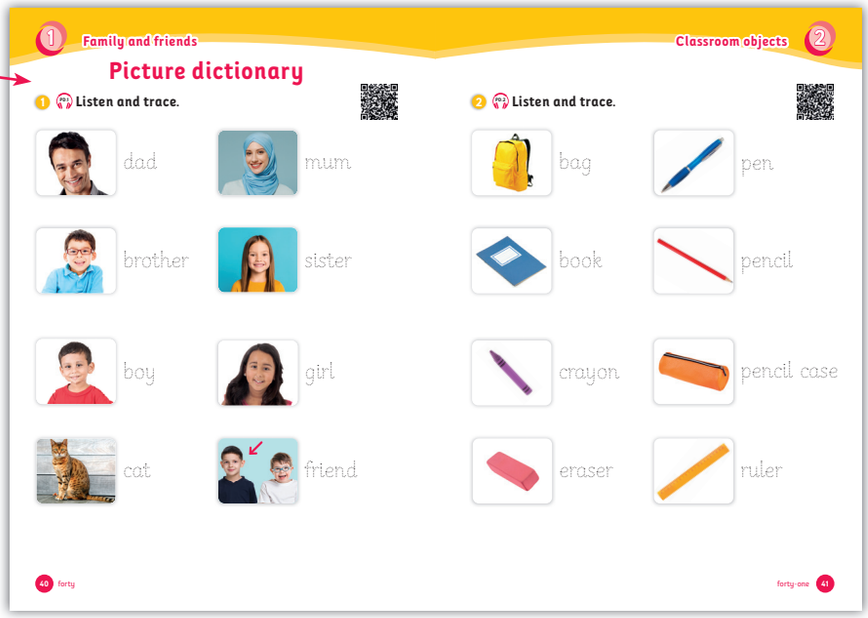


Stage to sing and share what pupils have made.

Opportunities to view work from other pupils and to present work to the class.

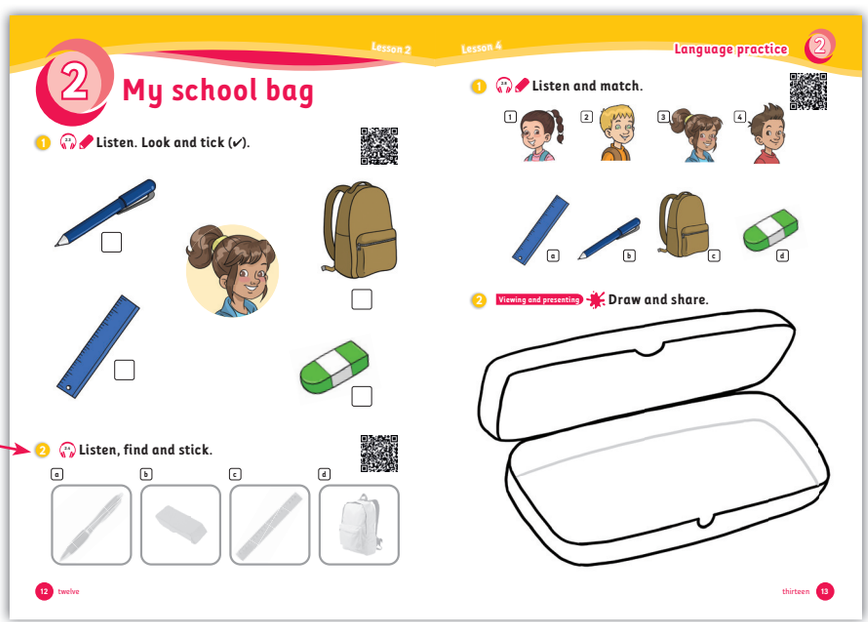
Course features

Picture dictionary activities at the back of the Pupil's Book consolidate vocabulary and develop early reading and writing skills.

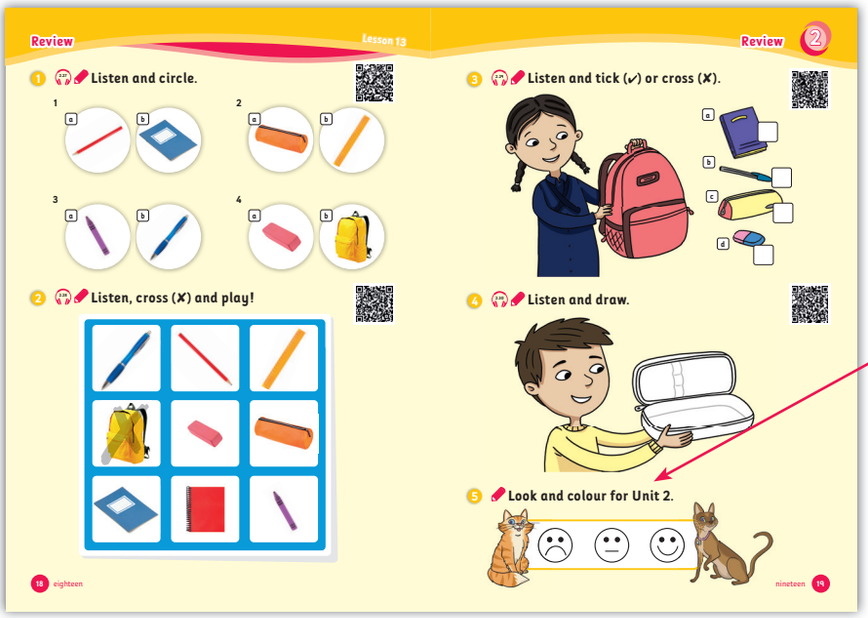


Self-assessment activity: Progress path at the back of the Pupil's Book.

Further practice in the Activity Book with fun sticker activities. The words to trace are included from Unit 3 onwards.

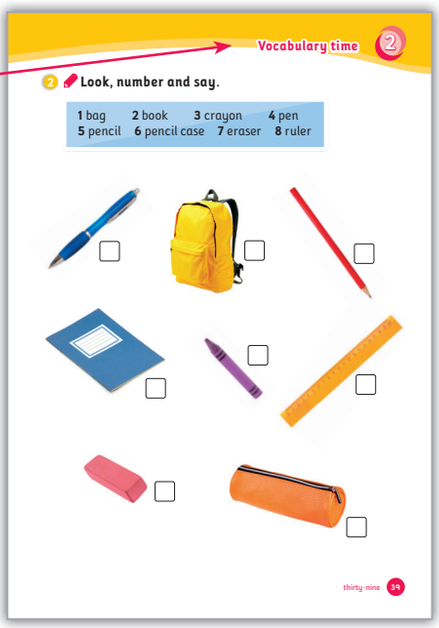


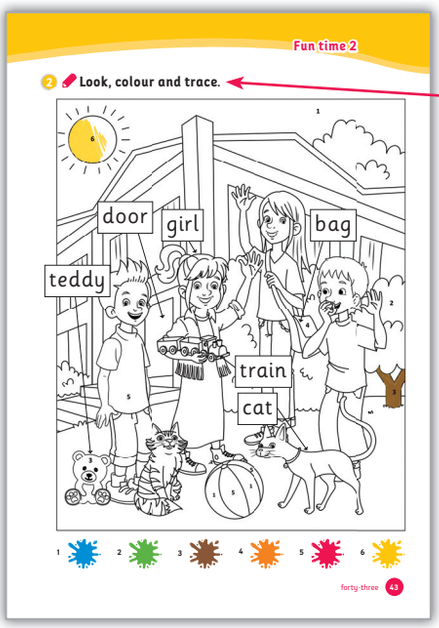
Two Review pages in the Activity Book.



Self-assessment at the end of the unit.

Vocabulary time at the back of the Activity Book offers extra practice of vocabulary and develops early reading and writing skills.





Fun time at the back of the Activity Book includes counting and colouring activities.

Letters and sounds practice activities give further practice in phonics.

Jordan Team Together Icons

Jordan Team Together uses a wide variety of icons in both the Pupil's Book and Activity Book as well as in the Teacher's Book. See below here for the icons used in Grade 1 and their functions:

Function	**Grade 1**
Audio	
Presentation of objectives	
Monitoring pupils' learning	
Pair work	
Group work	
Speaking exercises	
Writing/pencil exercises	
Creative exercises	
Values	
Songs	

Monitoring progress and exam readiness with *Jordan Team Together*

Jordan Team Together can be used for all general English courses. When the children get older, it can also be used to prepare pupils for external exams, including Cambridge English Qualifications and PTE Young Learners.

Jordan Team Together 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 whether these be general or exam-related. 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**.

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. 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.

Formative assessment / Assessment for learning

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).

Here are some suggestions on how 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 for success

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!
- **Happy/sad face technique**. 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.

Other types of assessment tools you can use 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 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 discuss their ideas in pairs and finally they present their ideas to a group or to 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.

How to work with phonics

What is phonics?

Phonics is a highly effective method of teaching pupils to read and spell. It teaches the matching of spoken sounds (phonemes) to letters (graphemes) and helps pupils to decode words instead of trying to learn them by sight.

Quality phonics teaching results in pupils who have the skills and confidence to tackle new words and to become fluent readers.

In the English language, there are 44 phonemes. *Jordan Team Together* starts by introducing the phonemes for the 26 letters of the alphabet. However, the phonemes are not introduced in alphabetical order and instead follow a specific order which enables pupils to learn more frequent letter-sound relationships early on. This means they can begin to decode words and blend sounds together much quicker than if the sounds were taught in alphabetical order.

As pupils work through the course, they will begin to learn that letters of the alphabet can also be combined to represent different phonemes and that a phoneme can be represented in more than one way by different letters.

Teaching phonemic awareness

The first step in learning to read and write is to teach the association between sounds (phonemes) and letters (graphemes).

- Phonemes should be presented alongside Phonics Cards which present the letters. There should be plenty of opportunity for pupils to listen to and produce the correct phonemes at the same time as seeing the letter.
- When phonemes are introduced, pupils should study the way the mouth moves and how the tongue position changes to produce the correct sound. Make sure these movements are exaggerated so that pupils can see them clearly as this will help them to form the sounds correctly. Pupils can put their hands on their throats to check whether a phoneme is voiced or not. This works particularly well to differentiate between the two phonemes for *th* (/θ/ and /ð/).
- Ensure that phonemes are voiced correctly without an added 'uh' (/ə/) sound at the end. Incorrect pronunciation will affect the ability to blend since it adds an extra schwa sound and makes the sound less pure. For example, say 'mmmm' not 'muh' and 'ssss' not 'suh'.
- Actions should be used to help pupils remember the sound that a letter makes. For example, teaching the action for *sing* alongside the /s/ sound will help pupils to remember the association between the letter and the sound. Actions also make the process fun and interactive. Teaching the actions should be done as part of the presentation section for each sound.
- Use phonics games and Phonics Cards regularly to model, repeat and practise the phonemes. The more familiar pupils are with the phonemes, the quicker the next stages of the process will be.

Once pupils begin to learn the association between letters and phonemes, they can start to decode simple words that contain the phonemes and letters they have learnt. This involves teaching two different but related skills: **blending** and **segmenting**.

Blending

Once pupils have learnt that phonemes are associated with specific letters, they must then learn to blend these phonemes to read words. Pupils need to be explicitly taught how to blend and repetition is the key to success.

- Modelling the blending process is crucial, so take time to show pupils how to orally blend phonemes to make words.
- It's important to make sure that the words used for blending contain only previously taught letters and sounds. Suitable words can be introduced from Grade 1, Unit 1, Lesson 10 with the number of words increasing in each unit.
- Call out words with isolated phonemes, e.g., /s/+/œ/+/d/, for pupils to say the blended form, *sad*. Explain that pupils need to 'push' the sounds closer together to form the blended word. This can be demonstrated using Phonics Cards, where the cards that represent the phonemes start off further apart and are gradually moved closer until the word is formed correctly. An oral demonstration that matches the length of the gaps between the cards as they are moved closer together will help pupils grasp the concept.
- If pupils have difficulty producing the correct blended word when they are presented with the isolated sounds, say the first phoneme louder and then reduce the volume of the remaining phonemes. Pupils often focus on the last sound they hear so this puts the emphasis back on the first sound and makes it easier for them to blend.
- Once pupils have mastered oral blending, encourage them to say the isolated sounds for the letters in CVC (consonant-vowel-consonant) words and then to blend them together. Any words that are blended should be supported by pictures initially to help encourage pupils.
- It's important to make sure that the phonemes to be blended are pronounced in their purest form, without an added schwa sound. Incorrect pronunciation can lead to '/s/+/ə/+/æ/+/d/' instead of '/s/-/æ/-/d/ (sad), which will inhibit the blending process. This issue often arises when teachers try to project their voices across the classroom, so have pupils sitting quietly and close by during phonics lessons.
- Play blending games regularly to reinforce this skill. Pupils can also make nonsense CVC words with known letters and sounds because the value is in the blending process not the final word.

Segmenting

This is the process where pupils listen to words and break them down into the individual phonemes. Eventually pupils must be able to relate the phonemes to the correct letter(s) to help them spell words correctly. Pupils need to be explicitly taught how to segment words.

- Frequent oral presentation of CVC words to model the segmenting process is crucial for pupils to grasp this skill. Words should be repeated slowly and clearly as if they are being stretched out, enabling pupils to hear the individual sounds that make up the words. As words are spoken, each phoneme can be represented by holding up a finger, clapping, or drawing a dot on the board. Picture cards can be used to elicit words to segment, but the words used must be introduced at the correct point so that only previously taught letters and sounds are included.
- Once pupils are confident with these skills, they can progress to representing the phonemes with letters. Initially phonemes should be matched with the letters on the Phonics Cards or pupils should be asked to choose letters from a selection on the board rather than writing the letter(s) themselves. This means that pupils can concentrate on the sounds they hear and the letter it represents rather than worrying about how to write the letter at this stage.
- Explain that pupils need to stretch the sounds further apart to segment a word. This can be demonstrated using Phonics Cards where the cards for each letter in a word start close together and are gradually moved further apart until the word is broken down into its separate parts. An oral demonstration that matches the length of the gaps between the cards as they are moved further apart will help pupils grasp the concept.
- Only once pupils have developed suitable handwriting skills should they be asked to represent the phonemes by writing letters.
- Pupils should be rewarded for any phonetically correct spelling attempt even if they have chosen the wrong letter(s) to represent the phoneme. For example, a child who writes *teecher* instead of *teacher* is still applying their phonetic knowledge correctly, but they've simply chosen the wrong selection of letters in this instance. Whilst you may choose to correct this sympathetically, the phonetic knowledge demonstrated should still be celebrated.
- Pupils can check their segmenting skills by blending the sounds back together to make the original word.

How to work with projects

There is a project at the heart of every unit in *Jordan Team Together* Grade 1. Each project is carefully scaffolded to enable pupils to produce something which they can then use in fun, communicative classroom activities. They can also take their finished project work home to show their families and involve them in the learning process.

Use the projects 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.

The projects in this level involve pupils working together, and so prepare them for the collaborative projects at higher levels of *Jordan Team Together*.

For successful project work in the classroom at this level, you may wish to do the following.

- Boost the quality of your pupils' work by showing them good examples of the final product before they begin.
- Prepare pupils by getting them to think about the project in advance.
- Keep a flexible project schedule and involve pupils in the project design whenever possible.
- Avoid making all the decisions for pupils. Allow them to use their own creativity, and to take the project work in directions they want to go in.
- Record evidence of progress by preparing and filling in a checklist of what pupils ought to be doing at each stage of the project.
- Be aware that it will take time for pupils to develop time management skills and learning skills. Not all pupils will be able to complete the project work at the same pace, or to the same level of quality. Provide pupils who need it with extra support during the project.

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. 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 on 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, 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 can also play particular parts of the recording and ask pupils to repeat them each time.

Next, you can 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.

How to work with photocopiables

The key focus of *Jordan Team Together* Grade 1 is on developing listening and speaking skills alongside the acquisition of key vocabulary and grammar. The photocopiables review key language taught in the series, offer some fun activities and introduce learners to some basic reading and writing skills. There are 15 photocopiable resources for pupils provided as PDFs in the teacher resources area online. Answer keys and brief teaching notes can also be found online. There is no audio to accompany the worksheets, but you may wish to read aloud to the class. The table below summarises the content of each worksheet.

Number	Content
1	Numbers 1–5
2	Numbers 6–10
3	s and d
4	c and a
5	p and r
6	e and b
7	t and m
8	w and i
9	CVC words 1
10	CVC words 2
11	Vocabulary: Family and friends
12	Vocabulary: My school bag
13	Vocabulary: Our classroom
14	Vocabulary: My favourite toy
15	Learning Club: Days of the week

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 so that pupils can see only part of the picture in the cut-out hole. Ask pupils to guess what the cards show.

Observation

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

Echo

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

What's missing?

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

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 with the card you asked for says *Me!*

Where is this card?

Stick the flashcards around the classroom. Say the words and pupils run to the appropriate cards, or point to them if there is not enough space.

Standing up

Hand out the cards from one set, e.g. toys, to individual pupils. Say the names of the toys aloud. The pupil holding the card showing the toy stands up when he/she hears its name and then shows the picture to the other pupils.

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. Pupils say *Yes!* if the picture shows the word you said. If the picture does not show the given word, pupils say *No!* Continue saying words until all the pictures are correctly named.

Numbers

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

Which is different?

Stick a set of five cards on 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 parts of the body, using the flashcards. Show pupils the flashcards and check if they can name them. Then, divide pupils into two groups and ask them to recall as many words belonging to one category as they can. Award the team one point for each correct answer.

Team race

Display the flashcards for the lesson on the board so that they are all clearly visible. Divide the class into two teams with each team standing in a line facing the board. Call out the name of one of the items. The first member of each team must run to the board. The first one who touches the correct card wins a point for his/her team and can then sit down. Continue with the second member of each team.

Phonemic Awareness Games

Match the sound and the mime

Hold up a Phonics Card and say the sound. Pupils listen to the sound and do the mime that accompanies the action for that sound, e.g. /s/ = action for *sing* (move hand from mouth up into the air while opening fingers). Repeat with all known sounds. Encourage pupils to repeat the sound and say the action word each time.

Match the letter and the sound

Show pupils a Phonics Card. They must produce the correct sound and/or action. This can also be reversed so that you say a sound and pupils must choose the Phonics Card to match the sound.

Touch the sound

Place a group of Phonics Cards on the board. Call out a sound for pupils to come and touch the correct card. Pupils then take turns to call out one of the other sounds for a different pupil to come and touch.

Find it

Call out a sound and hold up the relevant Phonics Card. Pupils must find something beginning with the correct sound.

Letter snake

Four pupils stand at the front of the class, each with a letter card. The rest of the class chants the sound for each card as you point. The pupils with the cards then change position and present the cards to the class in a new order. Pupils can also perform the action for each sound and say a word with the correct initial sound.

Odd-one out

Call out words in groups of three – two with the same initial sound and one with a different sound, e.g. bed, bat, cap. Which word is the odd one out? Identify the initial sound for each word and match to the Phonics Cards. Do the actions for the initial sounds.

Spot the sound

Give pupils a target sound to listen for, e.g. /b/. Call out a list of phonemes including /b/, e.g. /s/, /d/, /æ/, /b/. Pupils listen and raise their hand when they hear the target sound.

This game can also be played with Phonics Cards and instead of an oral cue, pupils look at the cards that are held up and when they see the letter that makes the target sound, they raise their hand and call out the sound or do the mime for that letter.

What's missing?

Place four Phonics Cards on the board. Call out three of the phonemes but miss the fourth one out. Pupils identify which card hasn't been called. They then do the action and say the sound for that card.

This can be adapted so that you ask pupils to say the sounds for each card on the board, then ask them to close their eyes while you remove a card. Pupils must identify which card is missing and do the action and say the sound to get it back.

Stand up and show

Hand out all the known Phonics Cards to the pupils. Call out a sound and encourage the pupil with the matching card to stand up. The rest of the pupils say the sound and do the action.

Match the mime

Hand out five Phonics Cards to pupils who stand at the front of the class. Have five other pupils in the middle of the classroom doing an action for each of the cards. (Whisper one sound to each pupil who is doing an action so that all sounds are covered.) The pupils who are not holding cards or acting must match the actions to the cards by saying the names of the pupils. Pupils stand in pairs when they are matched and then when prompted they do the action and say the sound for the rest of the class to see and hear.

Blending Games

I can see

The teacher produces the following sentence where the focus CVC word is presented in the segmented form: I can see a (c-a-t). Pupils blend the word, call it out and find the object or picture to match it. When pupils are confident, they can take turns to say the sentence, choosing their own CVC word, but make sure they are choosing from a list of words/ pictures that contain only known sounds and letters

Blend and mime

Three letter cards spaced out on the board in the order to make a known CVC word. Gradually move the cards closer together and ask pupils to blend the letters, say the word, and then do an action or point to the correct picture to show the meaning of the word.

Circle the word

Write three CVC words on the board. Call out one of the words and ask pupils to choose the correct word from the board that matches the word you've called out. Explain that they need to sound out the words on the board to choose the correct one. You can vary the difficulty by starting with words with different initial sounds, e.g., *dad*, *red*, *cap* and *can* then move on to a harder version where the words are quite similar and need to be checked carefully, e.g., *mat, map, tap*. Pupils then circle the correct word and check by blending again.

Finish my word

Write a gapped CVC word on the board, e.g., _at. Choose different Phonics Cards to fill the gap (e.g., m, b, p, s) and ask pupils to blend the sounds to make different words (mat, bat, pat, sat). Encourage pupils to sound out the words you make.

Segmenting Games

Segment and say

Start with a CVC word on the board which is made using the Phonics Cards. Make sure the cards are touching to start with. Say the word and then gradually move the cards apart to show separate sounds. See if pupils can identify the three separate sounds and then blend them back together again.

Finger phonemes

Call out a CVC word that contains previously taught phonemes. Stretch the word as you say it and ask pupils to hold up a finger for each phoneme they hear.

Anagrams

Mix up a CVC word and put the Phonics Cards for each letter on the board. Pupils say the word, identify the phonemes and order the Phonics Cards to make the word.

Find the letters

Place a selection of known letter cards on the board, e.g., *d, e, a, p, r*. Call out a CVC word that contains three of the letters, e.g., *red* or *pad*. Ask pupils to segment the word and to find the correct letters to represent each phoneme. Place the cards in order and then ask pupils to blend the letters and say the word.

Write the word

Place a picture card on the board to represent a known CVC word. Ask pupils to say the word and then segment it to identify the phonemes. They can then attempt to write each letter in the word.

Classroom language

Greeting the class

Hello!/Hi!
Good morning/afternoon.
Come in.
Sit down/Stand up, please.
Where is (Jamal)?

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.
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 board.
Put your hands up/down.
Who's next?
Repeat after me.
Wait a minute, please.

Words of praise

Well done!
That's correct!
Great work!
Good luck!
Thank you.

During the lesson – instructions

Draw/Colour/Stick/Press out …
Write the answer on the board/in your book.
Let's sing.
It's break time/lunchtime.
Be careful.
Again, please.

During the lesson – questions

Are you ready?
Do you understand?
Anything else?
May/Can I help you?
Are you finished?

Pairwork/Groupwork

Work in pairs/groups.
Make a circle.
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.
You're out.
Close your eyes.
Pass the (ball/cup), etc.
Roll the dice.
Move your/my counter (3) spaces.
Miss a turn.
Go back (2) spaces.
Roll again.
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, please.
Collect the stickers/cards/spinners, please.
Goodbye!
See you tomorrow.
Have a nice weekend/holiday.

Hello!

Mapping

Scope and Sequence Matrix	**Listening**: responding to basic greetings and polite interactions; demonstrating understanding of familiar words or phrases following 2-3 steps in order **Speaking**: participating in rhymes and songs that reinforce basic values; participating in guided short exchanges **Reading**: identifying and reading a range of simple familiar sight words with correct pronunciation; using sight words to increase a child's space of reading **Writing**: developing basic handwriting patterns
Learning Outcomes and Performance Indicators	**Listening**: respond to simple greetings (Hello! Goodbye! How are you today?); follow 2-3 step oral directions in order (e.g., open the window and sit down); respond to simple yes/no and *wh*-questions about name, likes, dislikes, feelings, and classroom objects; listen to and recite rhymes and songs **Speaking**: recite rhymes and songs, individually and in groups; produce English words and short phrases; copy basic stress and intonation patterns **Reading**: identify and read a range of simple familiar sight words with correct pronunciation; recognise a range of simple familiar words **Writing**: match words with pictures

Pupil's Book

Objectives

- **Lesson aims:** to introduce and use the names of the main characters; to use informal greetings in conversation; to introduce and recall colours and numbers
- **Target language:** *Hello!, Good morning!, Hi!; blue, brown, green, orange, red, yellow; one, two, three, four, five, six, seven, eight, nine, ten*

Global Scale of English (GSE)

- **Speaking:** Can use basic informal expressions for greeting and leave-taking (e.g. 'hello', 'hi', 'bye') (GSE 10). Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures (GSE 19).

Materials

- Colours Flashcards (*blue, brown, green, orange, red, yellow*)
- Numbers Flashcards (*one, two, three, four, five, six, seven, eight, nine, ten*)
- items for pupils to count (e.g. pens, crayons)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Lollipop stick technique

Starting the lesson

W1 'Hello' song

Extra activity TPR

- Teach pupils a song that you will always sing at the beginning of each lesson. Play the song. Demonstrate the actions for pupils to perform as they hear them. (They stand up, then shake their bodies and clap on the appropriate lines. They sit down on the final line.)

- Play the song again for pupils to sing along and do the actions.

Shake. Shake. Shake.	Shake. Shake. Shake.
Clap. Clap. Clap.	Clap. Clap. Clap.
It's time for English class.	It's time to have some fun.
Shake. Shake. Shake.	Shake. Shake. Shake.
Clap. Clap. Clap.	Clap. Clap. Clap.
Get ready, everyone!	Sit down, everyone!

Presentation

- Show pages 4 and 5 in the Pupil's Book and say *Hala, Lama, Meg, Malek, Bill, Tom.*

Practice

Welcome

- Greet pupils by saying *Hello!, Good morning!* and *Hi!* (alternate with different pupils) to introduce the words. Say the words and wave to pupils. Encourage them to repeat the words and to wave back to you.
- Encourage pupils to open the Pupil's Book and look through it to find pictures they like. Ask them to show any pictures they like to the rest of the class. Elicit any words they can say in English.
- Guide pupils to find page 4 in the Pupil's Book. Give them a minute to look at the pictures.
- Show your book and point to the girl at the top left. Say *This is Hala.* Repeat *Hala* several times and then ask pupils to repeat with you. Continue in the same way to introduce the other characters, *Lama* (Hala's friend), *Meg* (Hala's cat), *Malek* (Hala's brother), *Bill* (Malek's friend) and *Tom* (Bill's cat).
- Say *Point to Meg.* Demonstrate pointing to the picture of Meg the cat. Pupils point in the book. Repeat with the other characters. Check that pupils are pointing to the correct picture.
- Hold up your book and point to one of the characters. Elicit the correct name.
- Greet each pupil by saying *Hello! Good morning!* or *Hi!* and waving. Ask *What's your name?* Elicit the pupil's name and ask the rest of the class to say *Hello, …* to that pupil.
- Present *Good morning!*.
- If pupils can cope with additional new vocabulary, introduce them to other greetings such as *Good afternoon!* and *Good evening!* Check that pupils understand how the different greetings are used at different times of the day.

Extra activity TPR

- Pupils move around the classroom saying *Hello, …* to all the pupils they can remember the name of.

Colours

- Draw six coloured blobs on the board (blue, green, orange, red, yellow, brown) or use Flashcards 1–6 to introduce colours.
- Point to each blob, say the colour and have pupils repeat after you.
- Say *Point to blue.* Pupils point and repeat the colour. Repeat this with the other colours.
- Use the Lollipop stick technique to invite a pupil to the board. Say a colour and ask the pupil to point to it.
- Using the Lollipop stick technique again, invite a second pupil to come to the board. The first pupil now says a colour for the new pupil to point to. Then ask other pupils in the class to say a colour for the two pupils to point to.
- Point to a colour on the board and ask *What colour is it?* Elicit the answer from the whole class. Continue a few more times.

Numbers

- Write the numbers 1–10 in order on the board or use Flashcards 7–16 to introduce the numbers. Elicit the words in English from pupils, if possible.
- Point to the numbers in order, say them and pupils repeat.
- Chant them with the class.
- Count with your fingers and elicit the numbers. Hold up different numbers of pens, pencils, crayons, etc. for pupils to count.

Extra activity TPR

- Display the Numbers Flashcards (Flashcards 7–16) around the classroom. When you say a number, pupils run to the card. Pupils then call out the number.
  - **Extension** Say a number between 1 and 9 and elicit from pupils the number that comes after it.

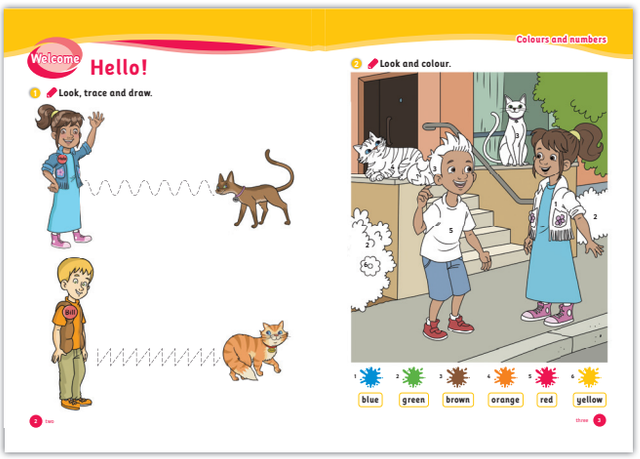
Extra activity TPR

- Pupils stand up. Choose one of the colours, e.g. green. Say *Go to green!* Pupils go to and touch anything green in the room (e.g. clothes, crayons, books, posters). Check they have found the correct colour. Pupils repeat the word *green*.
  - You can return to these pages to review these colours and numbers at any time.

Finishing the lesson

- Ask pupils to tell you the names of the main characters again.

Activity Book



Objectives

- **Lesson aims:** to introduce and use the names of the main characters; to use informal greetings in conversation; to introduce and recall colours and numbers
- **Target language:** *Hello! Good morning!, Hi!; blue, brown, green, orange, red, yellow; one, two, three, four, five, six, seven, eight, nine, ten*

Global Scale of English (GSE)

- **Speaking:** Can use basic informal expressions for greeting and leave-taking (e.g. 'hello', 'hi', 'bye') (GSE 10). Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures (GSE 19).

Materials

- Colours Flashcards (*blue, brown, green, orange, red, yellow*)
- Numbers Flashcards (*one, two, three, four, five, six, seven, eight, nine, ten*)
- items for pupils to count (e.g. pens, crayons)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique

Starting the lesson

- Say a pupil's name and ask the rest of the class to say *Hello, …* to that pupil.

Presentation

- Tell pupils they are going to do more to practise the character names, colour and numbers.

Practice

1 Look, trace and draw.

- Pupils trace the lines as neatly as they can.
- Focus pupils on their finished pictures and ask them to point to each character in turn and say their names.

2 Look and colour.

- Pupils look at the picture. Elicit the names of the characters. Introduce the colour code. Elicit the numbers and the names of the colours.
- Use the Traffic light cards technique to check pupils understand what they have to do. They then colour in the picture using the correct colours.
- **Extension** When pupils have finished, ask them to point to the items they have coloured and name the colour used.

Finishing the lesson

W2 'Goodbye' song

Extra activity TPR

- Teach pupils a song that you will always sing at the end of each lesson. Play the song. Demonstrate the actions for pupils to perform as they hear them. (They stand up, then shake their bodies and clap on the appropriate lines. They wave goodbye on the final lines.)
  - Play the song again for pupils to sing along and do the actions.

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!

Photocopiable resources
If appropriate for your class, you may wish to use the following photocopiable resources now or later in the course:
Resource 1: Numbers 1–5
Resource 2: Numbers 6–10

1 Family and friends

Unit objectives

to introduce yourself; to say the names of family members

Language

Vocabulary	*boy, brother, cat, dad, friend, girl, mum, sister*
Grammar	*What's your name? My name's … I'm … Who's this? This is (my) … How old are you? I'm (six).*
Functions	introducing yourself and others
Phonics	*s, d, c, a (sing, sister, six, sun, dad, dig, doll, duck, cap, cat, cup, cut, alligator, Ann, ant, apple)*

Viewing and presenting

to draw pictures and share with the class; share project work with the class and with family members

Mapping

Topic	**Theme 1**: Society
Scope and Sequence Matrix	**Listening**: identifying simple words; recognising basic intonation patterns; responding to basic greetings and polite interactions; segmenting simple spoken sentences into words; listening to others with care; demonstrating understanding of familiar words or phrases following 2-3 steps in order **Speaking**: participating in rhymes and songs that reinforce basic values; producing simple formulaic utterances; participating in guided short exchanges; producing simple sentences using subjective personal pronouns; using simple sentences to identify objects and people; answering questions about pictures or cards **Reading**: identifying sound-letter correspondence; identifying and reading a range of simple familiar sight words with correct pronunciation; retelling simple texts with the help of the teacher; speed and fluency in reading; using sight words to increase a child's space of reading **Writing**: developing basic handwriting patterns; printing the English alphabet correctly and legibly; applying knowledge of simple spelling and punctuation **Viewing and presenting**: examining illustrations in English picture books (with Arabic guidance, if needed) and discussing ideas; using body language in a variety of ways to visually communicate the understanding of ideas and feelings; understanding simple questions and responding with actions or words introduced in KG with forms of politeness and empathy; using forms of appreciation and compassion
Learning Outcomes and Performance Indicators	**Listening**: respond to simple greetings (Hello! Goodbye! How are you today?); follow simple instructions in activities and games (write, draw, hands up, close your eyes); listen to and recite rhymes and songs; respond to simple yes/no and *wh*-questions about names, likes, dislikes, feelings, and classroom objects; identify familiar words in a stream of speech; segment simple utterances into words (I/love/school) using fingers; recognise basic intonation patterns; follow 2-3 step oral directions in order (e.g., open the window and sit down) **Speaking**: recite rhymes and songs, individually and in groups; produce English words and short phrases; copy basic stress and intonation patterns; use and respond to simple formulaic utterances (Hello! Goodbye! What is your name? How are you? How old are you?); use simple sentences with subjective personal pronouns (He is a boy. She is my sister.); use cardinal numbers to describe age, quantity (I have two brothers. I am four years old); respond to simple question-and-response exchanges (Is it Saturday? Is this a boy? What is this?); answer questions by looking at pictures or cards

Vocabulary

Learning Outcomes and Performance Indicators	**Reading**: identify sound-letter correspondence; recognise spaces between words; use pictures and other visual cues to better understand simple written material; identify the letters of the English alphabet by their names, sounds and shapes; distinguish between small and capital letters; identify and read a range of simple familiar sight words with correct pronunciation; recognise a range of simple familiar words; distinguish reading-related vocabulary (page, line, title, next, turn over); practise reading aloud to develop reading speed; practise sight words to enhance fluency in sight reading; read and respond to simple instructions written with familiar words (e.g. open, close, hold, raise, etc.); answer simple yes/no and *wh*-questions about simple written material (texts and stories) with the help of picture clues and key vocabulary; classify, match and order classroom labels, captions, and keywords from familiar reading materials; retell short texts with the help of the teacher and peers **Writing**: match words with pictures; print the English alphabet, using small and capital letters correctly; spell grade-appropriate words correctly **Viewing and presenting**: begin to connect visual information with his/her own experiences to construct meaning (relating a picture book about children making friends in new situations to his/her own experience); use drawings or other visual display when sharing information to clarify ideas, thoughts, and feelings; observe and discuss illustrations in picture books in English (with Arabic guidance, if needed) to explain ideas; show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages (with the help of the teacher and use of Arabic, if necessary); express his/her own feelings in response to visual messages in posters, cartoons or illustrations using the mother tongue, if necessary; use body language in a variety of ways to communicate and convey understanding of ideas and feelings visually; understand simple questions and respond with actions or vocabulary words introduced in KG

Lesson 1 **Pupil's Book**

Objectives

- **Lesson aims:** to ask and answer about names and ages; to use target language in context
- **Target language:** *boy, cat, friend, girl; What's your name? My name's …, I'm …, How old are you? I'm (six).*

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 understand the main information when people introduce themselves (e.g. name, age, where they are from) (GSE 19).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 10).

Materials

- Unit 1 Family and friends Flashcards (*boy, cat, friend, girl*)
- puppets and/or soft toys

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork

Starting the lesson

- Sing and do the actions for the 'Hello' song pupils learnt in the Welcome lesson (you can do this at the start of each lesson in the unit).

Presentation

- Show page 6 in the Pupil's Book and say *girl, boy, cat, friend.* Ask pupils to repeat *Good morning!/Good afternoon!* after you.

Vocabulary

Practice

1 1.1 **Listen and follow.**

- Use puppets or soft toys to perform the following conversation for the class:
  Hello!/Hi!/Good morning!/Good afternoon!
  I'm … What's your name? My name's …
- Introduce another toy by saying:
  Say hello to my friend, …
  Hello, …
- Say *Hello!/Hi!/Good morning! What's your name?* to some pupils and encourage them to reply. Guide them to reply *I'm …* or *My name's …* Repeat with several pupils.
- Ask two pupils on opposite sides of the classroom to stand up (so that everyone can hear them). Get one to say *Hello!/Hi!/Good morning! What's your name?* The other replies *I'm …* or *My name's …* Repeat several times with different pupils, using the Lollipop stick technique.

Extra activity TPR

- Pupils walk around the classroom and find partners. They have this conversation with each partner they meet. *Hello!/Hi!/Good morning! I'm … What's your name? My name's …*

- Write the number 6 on the board and show pupils page 6 of the Pupil's Book. Point to the number 6. Pupils find the page in their book. Check they have all found it.
- Pupils look at the big picture at the top of the page together. Elicit the names of the four characters (Malek, Hala, Bill and Lama) and the cats (Meg and Tom). Give them the opportunity to call out any other words they know (e.g. *boy, cat, girl*).
- Introduce the vocabulary *boy, cat, friend, girl.* Point to Malek and say *boy*, etc. Pupils repeat after you.
- Tell pupils to look at you and listen. Play the audio. Point to each character in the Pupil's Book as the characters speak (and to the cats as they make a noise).
- Get pupils to look at their books. This time, they listen and point to the character who speaks. Play again, if necessary.

Hala: Hello! Good morning!
Lama: Hello!
Hala: I'm Hala. What's your name?
Lama: My name's Lama. How old are you?
Hala: I'm five.
Bill: Hi!
Malek: Hi!
Bill: I'm Bill. What's your name?
Malek: I'm Malek. How old are you?
Bill: I'm six.
Hala: Say hello to my cat, Meg.
Children: Hello, Meg!
Bill: Say hello to my cat, Tom.
Children: Hello, Tom!
Hala: One girl, two girls. Friends!
Bill: One boy, two boys. Friends!
Hala: Look, one cat, two cats. Friends!
Children: Ha, ha!

2 1.2 **Listen, point and say.**

- Focus pupils on the pictures at the bottom of the page. Point to each in turn and say the word. Pupils repeat after you.
- Play the audio as pupils look at their books. The first time tell them to point to the correct picture as they listen.
- Play the audio again for the pupils to repeat the words.

1 girl **2** boy **3** cat **4** friend

Extra activity TPR

- Introduce Flashcards 17, 19, 21 and 22 (*boy, cat, friend, girl*) for the lesson. Show the flashcards and get pupils to repeat each word after you.
- Place each card in different parts of the classroom. When you say one of the words, pupils must run to the correct flashcard. (If you do not have enough space for this in your room, pupils can simply stand and point to the correct card.)

Finishing the lesson

- Ask pupils to tell you what they remember about Hala.

Vocabulary

Lesson 2 **Activity Book**

Objectives

- **Lesson aims:** to ask and answer about names and ages; to use target language in context
- **Target language:** *boy, cat, friend, girl; What's your name? My name's …, I'm …, How old are you? I'm (six).*

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 understand the main information when people introduce themselves (e.g. name, age, where they are from) (GSE 19).

Materials

- Unit 1 Family and friends Flashcards (*boy, cat, friend, girl*)
- paper and drawing materials for each pupil
- Unit 1 Stickers (back of the Activity Book)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Ask pupils to walk around the class and introduce themselves to each other (and other class members) using the structures they learnt in the last lesson.

Presentation

- Tell pupils they are going to learn more about friends, families and pets.

Practice

1 **1.3** **Listen. Look and match.**

- Focus pupils on page 4 of the Activity Book. Elicit the names of the children and cats.
- Play the audio. Pupils match each child to his/her cat and their ages.

Answer key 1 a, d
2 b, c

Hala: Hello! Good morning!
Lama: Hello!
Hala: I'm Hala. What's your name?
Lama: My name's Lama. How old are you?
Hala: I'm five.
Bill: Hi!
Malek: Hi!
Bill: I'm Bill. What's your name?
Malek: I'm Malek. How old are you?
Bill: I'm six.
Hala: Say hello to my cat, Meg.
Children: Hello, Meg!
Bill: Say hello to my cat, Tom.
Children: Hello, Tom!
Hala: One girl, two girls. Friends!
Bill: One boy, two boys. Friends!
Hala: Look, one cat, two cats. Friends!
Children: Ha, ha!

2 **1.4** **Listen, find and stick.**

- This activity reinforces the lesson vocabulary and uses the stickers for the first time. Make sure pupils have the correct stickers. Demonstrate how to use the stickers correctly as once they are stuck on, they cannot be moved.
- Play the audio. Pause to allow pupils time to put the stickers in the correct place.

Answer key 1 b, 2 a, 3 d, 4 c

1 boy **2** girl **3** friend **4** cat

Finishing the lesson

- Hold up Flashcards 17, 19, 21 and 22 (*boy, cat, friend, girl*) one by one and elicit the words.
- Distribute drawing paper and materials. Pupils make their own drawing of one of the four things from the flashcards.
- **Extension** When pupils have finished, ask them to show each other their picture and say the word.

Extra activity TPR

- Play the 'Goodbye' song that pupils learnt in the Welcome lesson. (You can use this at the end of each lesson in this unit.)

Language practice

Lesson 3 **Pupil's Book**

Objectives

- **Lesson aims:** to practise language from Lesson 1; to pronounce words correctly and use them in the correct context
- **Target language:** *boy, cat, friend, girl; What's your name? My name's …, I'm …, How old are you? I'm (six).*

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 understand the main information when people introduce themselves (e.g. name, age, where they are from) (GSE 19).
- **Speaking:** Can introduce themselves (e.g. name, age, where they are from) (GSE 15).

Materials

- Unit 1 Family and friends Flashcards (*boy, cat, friend, girl*)
- puppets and/or soft toys

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique; Lollipop stick technique
Peer learning: pairwork

Starting the lesson

- Review the vocabulary from the previous lesson using Flashcards 7, 19, 21 and 22 (*boy, cat, friend, girl*). Show the flashcards at random and elicit the word.
- Put the flashcards face down on a table and ask pupils to come out one by one, choose one card, show it to the class and say the word.

Presentation

- Show page 7 in the Pupil's Book and say *What's your name? I'm Hala.*

Practice

1 1.5 Listen and circle.

- Write the number 7 on the board and show pupils page 7 of the Pupil's Book. Point to the number 7. Pupils find the page in their book. Check they have all found it.
- Give pupils a minute to look at the pictures together. Point to each of the pictures in turn and elicit the words.
- Draw a quick sketch of a boy and a girl on the board. Give the instruction *Point* and say one of the words – the pupils point to the correct picture. Give the instruction *Circle* and say one of the words – then circle the correct one to illustrate the meaning.
- Use the Traffic light cards technique to check that pupils have understood what to do before playing the audio.
- **Extension** Check answers by calling out the number and eliciting the word pupils have circled, e.g. *one – boy*

Answer key 1 b, 2 a, 3 b, 4 a

1 boy **2** girl **3** friend **4** cat

2 1.6 Listen and number.

- Pupils look at the two pictures. Elicit the names of the children. Pupils may say *girl* and *boy* as these are the words they have focused on. Accept this, but then focus pupils on the names Bill and Hala.
- Play the first part of the audio. Ask *Is it Bill? Is it Hala?* Demonstrate writing the number 1 in the box next to the picture of Hala.
- Repeat with the second part and demonstrate writing the number 2 in the correct box.

Answer key Hala 1, Bill 2

1 **Man:** Hello. What's your name?
Hala: Hi. My name's Hala.
Man: How old are you?
Hala: I'm five.
2 **Man:** Hi. What's your name?
Bill: Hello, I'm Bill.
Man: How old are you?
Bill: I'm six.

Extra activity TPR

- Use the Lollipop stick technique to select pupils (make sure you include them all by the end) and ask *What's your name?* Children jump up and reply *My name's … or I'm …* Do the same with *How old are you? I'm …* Do this as quickly as you can to make it more fun.

Language practice

3 1.7 **Listen. Then say.**

- Focus pupils on the pictures at the bottom of page 7. Play the audio as a model of the languageto be practised.
- Use puppets or soft toys to act out the conversation with other names:
  What's your name?
  My name's …
  What's your name?
  I'm … .
- Pupils repeat after you *What's your name?* and *My name's … / I'm …* Point away from yourself when you say *your* and toward yourself when you say *My* and *I'm*.
- Ask two pupils in opposite parts of the classroom (so everyone can hear) to stand and practise the questions and answers (using their own names).
- Pupils ask and answer in pairs.

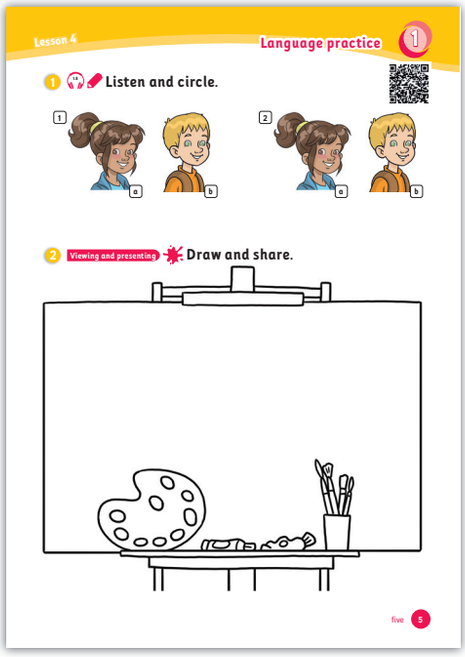
Girl 1: What's your name?
Girl 2: My name's Dalia.
Girl 1: How old are you?
Girl 2: I'm six.
Girl 1: What's your name?
Girl 2: I'm Laila.
Girl 1: How old are you?
Girl 2: I'm five.

Finishing the lesson

- Pupils play What's missing? with the Unit 1 Family and friends Flashcards.

Language practice

Lesson 4 **Activity Book**



Objectives

- **Lesson aims:** to practise language from Lesson 1; to pronounce words correctly and use them in the correct context
- **Target language:** *boy, cat, friend, girl; What's your name? My name's …, I'm …, How old are you? I'm (six).*
- **Viewing and presenting:** to draw and share a picture of themselves

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 understand the main information when people introduce themselves (e.g. name, age, where they are from) (GSE 19).
- **Speaking:** Can introduce themselves (e.g. name, age, where they are from) (GSE 15).

Materials

- a soft ball
- Numbers Flashcards (*one, two, three, four, five, six, seven, eight, nine, ten*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Lollipop stick technique

Starting the lesson

- Sing and do the actions for the 'Hello' song pupils learnt in the Welcome lesson.

Presentation

- Explain that in this lesson pupils will revise things they learnt in Lesson 3.
- Place the Numbers Flashcards on the board. Pupils repeat after you.
- Use the Lollipop stick technique to choose a pupil to answer *How old are you? (six)*

Practice

1 1.8 Listen and circle.

- Pupils look at the pictures. Elicit the names of the children and their ages.
- Play the audio.
- **Extension** Elicit what the people say in the audio.

Answer key 1 b, 2 a

1	**Woman:**	What's your name?
	Bill:	Hi, I'm Bill.
	Woman:	How old are you?
	Bill:	I'm six.
2	**Woman:**	What's your name?
	Hala:	Hello. My name's Hala.
	Woman:	How old are you?
	Hala:	I'm five.

2 Viewing and presenting Draw and share.

- Pupils draw and present a picture of themselves. They say their names and ages when they present their work, while other pupils view the pictures and evaluate the likeness.

Extra activity **TPR**

- Place half the pupils around the outside of the classroom and ask them to hold up their pictures. The rest of the pupils move around and 'meet' those with pictures. They start with *Hello. My name's …*, but can continue with *What's your name?*

Finishing the lesson

- Ask pupils to stand in a circle. Throw the ball to one pupil and ask *What's your name?* The catcher answers *My name's …* and then throws the ball to someone else, asking the same question. Continue the game and encourage pupils to gradually get faster and faster.

Story

Lesson 5 **Pupil's Book**

Objectives

- **Lesson aims:** to review a story by identifying characters and their actions; to identify examples of how to be helpful
- **Target language:** *brother, dad, mum, sister; Who's this? This is (my) …*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26).

Materials

- paper and drawing materials for each pupil
- a photo of your family if possible

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Happy/sad face technique

Starting the lesson

- If possible, show a photograph of your parents, brother or sister. If not, draw a sketch of your family as you talk about them. Introduce the word *family* and some of the target language for the lesson, e.g. say *This is my brother/dad/mum/sister.*

Presentation

- Show page 8 in the Pupil's Book and say *brother, dad, mum, sister.*

Practice

1 1.9 Listen and follow. Find Ann.

- Tell pupils they are going to listen to a story called *This is my family.*
- Write the number 8 on the board and tell pupils to find page 8 in the Pupil's Book. Check they have all found it. Give pupils a minute to look at the pictures.
- Focus pupils on the pictures. Ask *Who's this?* pointing to the characters pupils already know and eliciting answers.
- Play the title and Scene 1. Say *Find Ann.*
- Play the rest of the story. Tell pupils to point to the correct picture as they listen to each scene.
- Play the audio again and this time use the Story Cards. Pause the audio before and after each scene and refer to the instructions on the back of each card.

This is my family

Scene 1

Bill: Hi, Malek. This is my sister.
Ann: Hi! My name's Ann.
Malek: I'm Malek. This is my sister.
Hala: I'm Hala. Malek is my brother.

Scene 2

Bill: This is my mum.
Mum: Hello. Who's this?
Bill: This is my friend, Malek .
Mum: Hello, Malek. Oh, thank you, Malek. Thank you, Bill.

Scene 3

Bill: This is my dad.
Malek: Hello. My name's Malek.
Dad: Hi, Malek.

Scene 4

Malek: This is my family.
Everyone: Hello! Hi!

Scene 5

Bill: Tom! No!
Malek: Meg! No!
Dad: Thank you, Malek. Thank you, Bill.

2 Look and find.

- Introduce the topic of being helpful. Start by getting pupils to help you. Get some pupils to help you carry books, or hand them out. Drop some pieces of paper on the floor and get some pupils to help you pick them up. Use the situation to introduce the words *help/helping.*
- Using the Happy/sad face technique, distribute the cards with faces and ask *Is it good to help?*
- You may wish to support your pupils' understanding of the value of being helpful by explaining, or discussing, it with your class in their first language. Elicit various ways of being helpful, appropriate to your pupils.
- Focus pupils again on the picture story and find examples of where Malek and Bill are being helpful.

Answer key Pupils point to scenes 2 and 5, which show Bill and Malek helping.

Finishing the lesson

- Distribute paper and drawing materials to all the pupils. Ask them to draw a picture of themselves being helpful (e.g. with their family). Make a class display. Encourage pupils to share their pictures with the class and to explain what they are doing and who the family members are.

Story

Lesson 6 Activity Book

Objectives

- **Lesson aims:** to review a story by identifying characters and their actions; to identify examples of how to be helpful
- **Target language:** *brother, dad, mum, sister; Who's this? This is (my) …*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26).

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique

Starting the lesson

- Sing and do the actions for the 'Hello' song pupils learnt in the Welcome lesson.

Presentation

- Explain that in this lesson pupils will revise things they learnt in Lesson 5.

Practice

1 1.10 Listen. Look and number.

- Pupils look at the pictures on page 6. Elicit the names of the characters, and any of the words and sentences from the story that they remember.
- Explain that the pictures are in the wrong order and they have to help put them right. Point out to them where they write the numbers 1 to 5. Use the Traffic light cards technique to check they understand what to do.
- Play the audio of the story again. Pupils point to the correct picture as they listen. Monitor that pupils are doing this correctly.
- Play the audio again for pupils to number the pictures.

Answer key a 4, b 3, c 5, d 2, e 1

This is my family

Scene 1

Bill: Hi, Malek. This is my sister.
Ann: Hi! My name's Ann.
Malek: I'm Malek. This is my sister.
Hala: I'm Hala. Malek is my brother.

Scene 2

Bill: This is my mum.
Mum: Hello. Who's this?
Bill: This is my friend, Malek .
Mum: Hello, Malek. Oh, thank you, Malek. Thank you, Bill.

Scene 3

Bill: This is my dad.
Malek: Hello. My name's Malek.
Dad: Hi, Malek.

Scene 4

Malek: This is my family.
Everyone: Hello! Hi!

Scene 5

Bill: Tom! No!
Malek: Meg! No!
Dad: Thank you, Malek. Thank you, Bill.

2 Look and colour.

- Use the pictures from the Finishing the lesson activity in the previous lesson to elicit some of the things pupils can do to be helpful.
- Pupils look at the pictures and find those which show examples of being helpful. Make sure pupils know that they should colour in the circles.

Answer key Pupils colour pictures 2 and 3.

Finishing the lesson

- Read the story to pupils again, but this time pause for pupils to complete the gaps. Choose key words that pupils have heard and used already, e.g.
  Bill: Hi, Malek. This is my … (*sister*).
  Ann: Hi! My name's Ann.

Language practice

Lesson 7 **Pupil's Book**

Objectives

- **Lesson aims:** to practise language from Lesson 6; to pronounce words correctly and use them in the correct context
- **Target language:** *brother, dad, mum, sister; Who's this? This is (my) …*

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 understand the main information when people introduce themselves (e.g. name, age, where they are from) (GSE 19).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 10). Can sing a simple song, if supported by pictures (GSE 22).

Materials

- Unit 1 Family and friends Flashcards (*brother, dad, mum, sister*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique
Peer learning: pairwork

Starting the lesson

- Use Flashcards 18, 20, 23 and 24 (*brother, dad, mum, sister*) to revise the vocabulary from the previous lesson. Show each card and ask *Who's this?* Elicit the word and get pupils to repeat it after you.

Presentation

- Show page 9 in the Pupil's Book and say *Who's this? This is my mum. This is my dad. It's my brother. This is my sister.*

Practice

1 1.11 1.12 Listen again. Then listen, look and match.

- Play the audio of the story again (1.11) to remind pupils what happens.
- Focus the pupils on the pictures and point to each character in turn, ask *Who's this?* If pupils can't remember, give them a choice, e.g. *Is this Ann or Meg?*
- Explain the activity carefully. Start with the picture of Ann. Ask *Is this Ann? Is she Bill's sister?* Play the audio of the first line and pause. Use the Traffic light cards technique to check that pupils are ready to do the activity.
- Play the audio (1.12). Pupils match the characters to Bill and Malek. They compare their answers in pairs.

Answer key 1 a, d, e (Bill – Ann, Bill's mum, Bill's dad); 2 b, c (Malek – Hala, Meg the cat)

This is my family

Scene 1

Bill: Hi, Malek. This is my sister.
Ann: Hi! My name's Ann.
Malek: I'm Malek. This is my sister.
Hala: I'm Hala. Malek is my brother.

Scene 2

Bill: This is my mum.
Mum: Hello. Who's this?
Bill: This is my friend, Malek .
Mum: Hello, Malek. Oh, thank you, Malek. Thank you, Bill.

Scene 3

Bill: This is my dad.
Malek: Hello. My name's Malek.
Dad: Hi, Malek.

Scene 4

Malek: This is my family.
Everyone: Hello! Hi!

Scene 5

Bill: Tom! No!
Malek: Meg! No!
Dad: Thank you, Malek. Thank you, Bill.

1 Bill: This is my sister.
This my mum.
This is my dad.

2 Malek: This is my sister.
This is Meg.

2 1.13 Listen, point and say.

- Focus pupils on the four pictures and give them a minute to look at them.
- Elicit the words before pupils listen – they have heard them a few times now and seen the flashcards (*mum, dad, brother, sister*). Praise them if they can remember them.
- Play the audio. Pupils repeat the words.

1 mum **2** dad **3** brother **4** sister

Language practice

3 1.14 Listen and number.

- Elicit the vocabulary words before pupils listen.
- Use the Traffic light cards technique to check pupils understand that they have to listen and number the pictures, from 1 to 4.
- Play the audio. Pupils number the pictures.

Answer key a 2, b 3, c 1, d 4

1 Man: Who's this?
Bill: This is my sister, Ann.

2 Man: Who's this?
Bill: This is my dad.

3 Man: Who's this?
Hala: This is my brother, Malek.

4 Man: Who's this?
Hala: This is my mum.

4 1.15 1.16 Listen and sing.

- Play the whole song as pupils listen.
- Teach pupils the chorus of the song by getting them to repeat the words after you. Then play the song again with pupils joining in with the chorus.
- Play each line of the verses and pause for pupils to repeat.
- Pupils sing along with the whole song.
- A karaoke version of the song is available (track 1.16).

Extra activity TPR

- Pupils stand up. Divide up the class, boys and girls or two halves, to sing the parts of Hala and Bill. They all sing the chorus and you sing Ann's and Malek's lines.

Chorus: Hello, hello! What's your name?
Hello, hello! What's your name?

Bill: My name's Bill.
Hala: Hello, hello, hello!
Bill: And this is my sister.
Ann: Hi, I'm Ann. Hi, I'm Ann.

Chorus: Hello, hello! What's your name?
Hello, hello! What's your name?

Hala: My name's Hala.
Bill: Hello, hello, hello!
Hala: And this is my brother.
Malek: Hi, I'm Malek. Hi, I'm Malek.

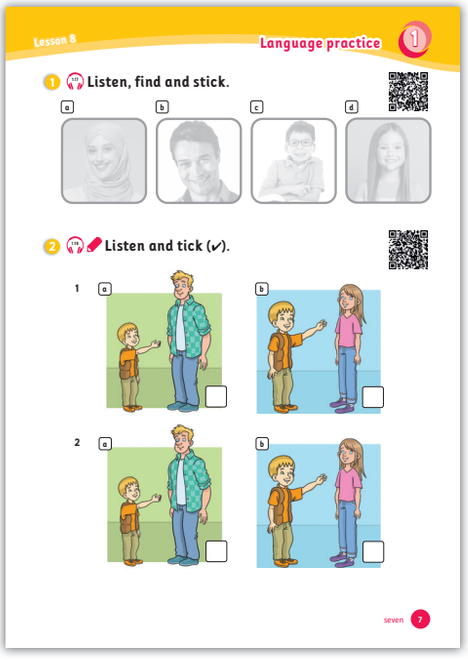
Chorus: Hello, hello! Hello, family!
Hello, hello! Hello, friends!

Finishing the lesson

- Put pupils into pairs and have them act out the conversation (1.11). Call on volunteers to perform the conversation for the rest of the class. Monitor and help where necessary. Correct pronunciation.

Language practice

Lesson 8 **Activity Book**



Objectives

- **Lesson aims:** to practise language from Lesson 6; to pronounce words correctly and use them in the correct context
- **Target language:** *brother, dad, mum, sister; Who's this? This is (my) …*

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 understand the main information when people introduce themselves (e.g. name, age, where they are from) (GSE 19).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 10). Can sing a simple song, if supported by pictures (GSE 22).

Materials

- Unit 1 Family and friends Flashcards (*brother, dad, mum, sister*)
- Vocabulary time (Activity Book page 38)
- Unit 1 Stickers (back of the Activity Book)

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Happy/sad face technique
- Peer learning: groupwork

Starting the lesson

- Sing and do the actions for the 'Hello' song pupils learnt in the Welcome lesson.

Presentation

- Place the flashcards on the board. Pupils repeat after you.
- Use the Lollipop stick technique to choose a pupil to answer *Who is this? (dad).*

Practice

1 **1.17** **Listen, find and stick.**

- Play the audio. Pause to allow pupils time to put the stickers in the correct place.

Answer key 1 c, 2 b, 3 a, 4 d

1 brother **2** dad **3** mum **4** sister

2 **1.18** **Listen and tick (✓).**

- Play the audio. Pupils listen and tick the correct picture for each item.
- Elicit what the people say in the audio. Pupils repeat after you the question and answers, *Who's this? This is my …*

Answer key 1 b, 2 a

1 **Man:** Who's this?
Bill: This is my sister, Ann.

2 **Man:** Who's this?
Bill: This is my dad.

Finishing the lesson

- Pupils work in groups of three or four to introduce each other. Demonstrate with two pupils first, e.g.
  Who's this?
  This is my friend, …
- Use the Happy/sad face technique to elicit from pupils what they think of the story.

Extra activity **Picture dictionary**

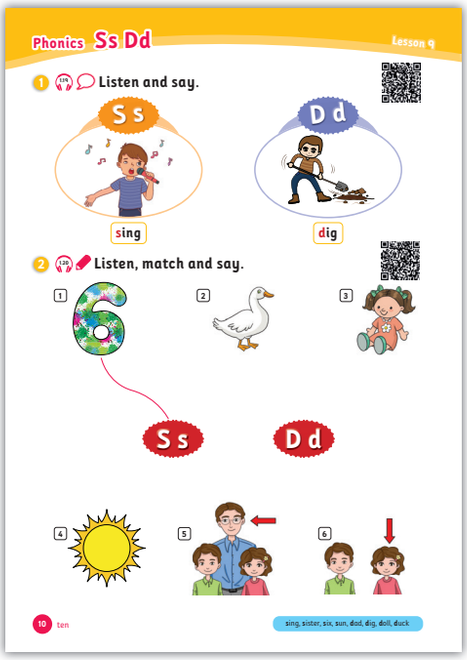
- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 40 in the Pupil's Book.

Extra activity **Vocabulary time**

- To practise all the unit vocabulary, go to the Vocabulary time section on page 38 in the Activity Book.

Phonics Ss Dd

Lesson 9 **Pupil's Book**



Objectives

- **Lesson aims:** to pronounce and practise the sounds for the letters *Ss* and *Dd*; to differentiate between the sounds learnt
- **Target language:** the sounds for the letters *Ss* and *Dd*

Global Scale of English (GSE)

- **Listening:** Can hear the initial sound in simple words (GSE 10).
- **Speaking:** Can say the sounds for the letters of the alphabet, if supported by pictures (GSE 13).

Materials

- Unit 1 Family and friends Flashcards (*boy, brother, cat, dad, friend, girl, mum, sister*)
- Unit 1 Phonics Cards (*s, d*) and Unit 1 Phonics Flashcards (*sing, sister, six, sun, dad, dig, doll, duck*)
- pens/pencils

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Refer to page 12 in the Introduction for more guidelines on how to teach phonics.
- Use your fingers and pens/pencils to revise the numbers 1 to 10 as introduced in the Welcome lesson. Hold up a number of fingers, pens or pencils, and ask pupils to call out the number. Focus on the word *six* and write it on the board. Circle the *s* and say */s/ six*.
- Use Flashcards 17–24 (*boy, brother, cat, dad, friend, girl, mum, sister*) to revise the words. Write the word *sister* on the board. Circle the *s* and say */s/ sister*. Explain that both words on the board start with the same sound (/s/) and that you will be looking at the sounds some letters make in this lesson.

Presentation

- Show page 10 in the Pupil's Book and say */s/, /s/, sing*. (Make sure to use the sound of the letter and not its name.) Write the letters *S* and *s* on the board and repeat the */s/* sound.
- Point to the picture and present the action for the word *sing* – move your hand from your mouth up into the air while opening your fingers. Encourage pupils to copy the action while saying the /s/ sound.
- Repeat with the sound for *d* and *D*. Say */d/, /d/, dig* and model the action – pretend to dig with a spade.

Practice

1 1.19 Listen and say.

- Focus pupils on page 10 and point to the pictures in turn. Ask pupils to say the sound, the word, and to do the action each time.
- Introduce the Phonics Card for each letter and hold them up alternately for pupils to say the correct sound for each letter.
- Ask pupils to listen and say the sounds and words.
- Play the audio. Pupils point to the correct picture as they listen. They repeat the sounds and words.

/s/ /s/ sing
/d/ /d/ dig

2 1.20 Listen, match and say.

- Focus pupils on page 10 in the Pupil's Book and point to each picture in turn. Do some repetition practice of all six words (*six, duck, doll, sun, dad, sister*) using the Phonics Flashcards (12, 20, 24, 26, 28, 68).
- Say the three words starting with *s* (*six, sun, sister*) and ask pupils to look at your lips and mouth as you make the initial *s* sound. Get pupils to repeat the sound.
- Repeat with the pictures beginning with *d* (*duck, doll, dad*). Make sure pupils understand how the tongue moves to make this sound and show how it starts on the roof of the mouth and then moves to the middle.
- Play the audio. Pupils point to the correct picture as they listen. They repeat the sounds and words.
- Draw a matching line from picture 1 (six) to the letter *s* and say */s/, /s/, six*. Ask pupils to draw lines from the remaining pictures to the letter *s* or *d*.
- Play the audio again and pause after each item to allow pupils time to check their answers. Ask them to say the sound and letter for each item and then to choose the correct Phonics Card to go with each one.

1 /s/ /s/ six
2 /d/ /d/ duck
3 /d/ /d/ doll
4 /s/ /s/ sun
5 /d/ /d/ dad
6 /s/ /s/ sister

Answer key 1 s (six), 2 d (duck), 3 d (doll), 4 s (sun), 5 d (dad), 6 s (sister)

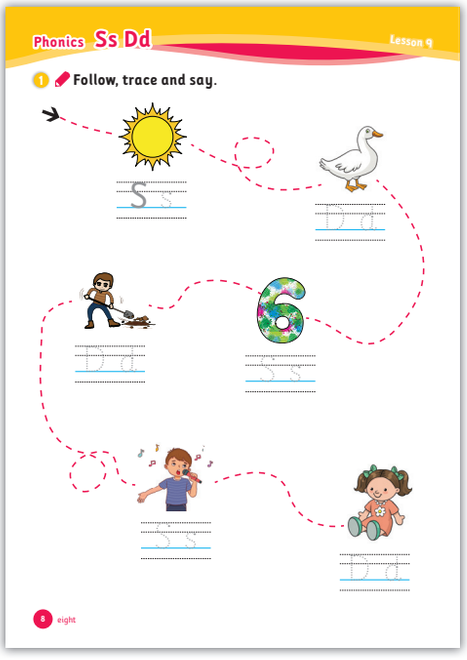
Extra activity TPR

- Choose one of the Phonemic Awareness Games from the Games bank to play with the class.

- **Extension** Elicit any other English words pupils know that start with the */s/* and */d/* sounds (they may know a few words or names, e.g. *say, Salah, do, Dina*). Get pupils to repeat these words for further practice with the initial */s/* and */d/* sounds.

Phonics Ss Dd

Lesson 9 Activity Book



Objectives

- **Lesson aims:** to pronounce and practise the sounds for the letters *Ss* and *Dd*; to differentiate between the sounds learnt
- **Target language:** the sounds for the letters *Ss* and *Dd*

Global Scale of English (GSE)

- **Speaking:** Can say the sounds for the letters of the alphabet, if supported by pictures (GSE 13).
- **Writing:** Can trace individual letters (GSE 10).

Materials

- Unit 1 Phonics Cards (*s*, *d*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Ask pupils to say all the words that they can remember that begin with */s/* and */d/*.

Presentation

- Explain that in this lesson pupils will learn to write the letters *s,S* and *d,D*.
- Write the letters on the board and point to each one to elicit the sound that each letter makes.
- Hold up the Phonics Cards and ask pupils to say the sounds and do the action for each letter.

Practice

1 Follow, trace and say.

- Guide pupils to find page 8 in their Activity Book.
- Explain that pupils must start by following the trail with their finger and should stop when they come to each picture. They should then say the word and the initial sound for each picture.
- Point out the letters below each picture and explain that there is one lowercase letter and one uppercase letter for each picture. Explain that we normally use a lowercase letter for words within sentences and that uppercase letters are used for words at the start of a sentence or for names.
- Show pupils how to write the letters by modelling each one on the board. Check that they know where to start each letter and encourage them to 'write' the letters in the air with their fingers as you write them on the board. Point out the position of each letter on the stave and the differences in height.
- Once pupils are confident with this, ask them to follow the trail and trace with their pencils. When they get to each picture they should then trace the letters below each one. As they trace the letters encourage them to say the sound each time.

Finishing the lesson

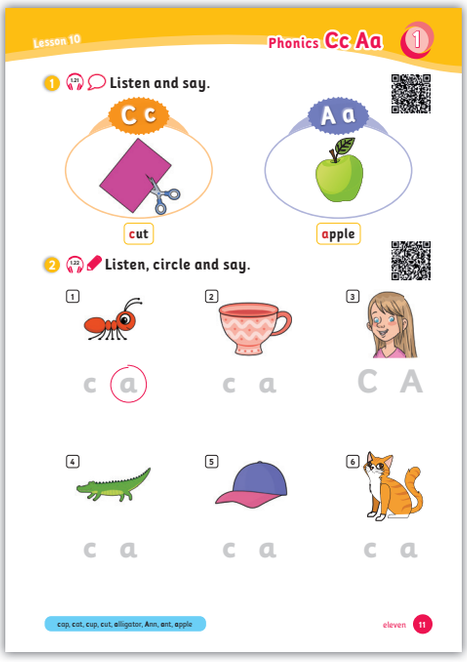
- Play one of the Phonemic Awareness Games from the Games bank to practise the sounds covered.

Photocopiable resources

If appropriate for your class, you may wish to use the following photocopiable resource now or later in the course:
Resource 3: *s* and *d*

Phonics Cc Aa

Lesson 10 **Pupil's Book**



Objectives

- **Lesson aims:** to pronounce and practise the sounds for the letters *Cc* and *Aa*; to differentiate between the sounds learnt
- **Target language:** the sounds for the letters *Cc* and *Aa*

Global Scale of English (GSE)

- **Listening:** Can hear the initial sound in simple words (GSE 10).
- **Speaking:** Can say the sounds for the letters of the alphabet, if supported by pictures (GSE 13).

Materials

- Unit 1 Phonics Cards (*s, d, c, a*) and Phonics Flashcards (*cap, cup, cut, Ann, alligator, ant, apple*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Review the letters and sounds from Lesson 9 (*s, d*) using the Phonics Cards and the associated actions.
- Choose one of the Phonemic Awareness Games from the Games bank to reinforce and practise these sounds.

Presentation

- Show page 11 in the Pupil's Book and say */k/, /k/, cut*. Write the letters *C* and *c* on the board and repeat the */k/* sound.
- Point to the picture and present the action for the word *cut* – show your index and middle finger held sideways to show a cutting action like a pair of scissors. Encourage pupils to copy the action while saying the */k/* sound.
- Repeat with the sound for *a* and *A*. Say */æ /, /æ /, apple* and model the action – pretend to hold up an apple and take a bite out of it.

Practice

1 1.21 Listen and say.

- Focus pupils on page 11 and point to the pictures in turn. Ask pupils to say the sound, the word, and to do the action each time.
- Introduce the Phonics Card for each letter and hold them up alternately for pupils to say the correct sound for each letter.
- Ask pupils to listen and say the sounds and words.
- Play the audio. Pupils point to the correct picture as they listen. They repeat the sounds and words.

/k/ /k/ cut
/æ/ /æ/ apple

2 1.22 Listen, circle and say.

- Help pupils to focus on Activity 2 and point to each picture in turn. Elicit the words. Do some repetition practice of all six words using Phonics Flashcards 29–34 (*ant, cup, Ann, alligator, cap, cat*). Use the audio to help you present the words and ask pupils to point to the correct picture each time.
- Hold up the Phonics Card for /k/ and ask pupils to select the pictures that begin with that sound. Say the three words (*cup, cap, cat)* and ask pupils to look at your lips and mouth as you make the initial *c* sound. They repeat the sound.
- Hold up the Phonics Card for /æ / and ask pupils to select the pictures that begin with that sound. Say the three words starting with *a* (*ant, Ann, alligator*) and ask pupils to look at your lips and mouth as you make the initial *a* sound. They repeat the sound.
- Explain that pupils will now listen to the audio again and should choose and circle the correct letter that represents the initial sound for each picture. Play the audio. Pupils circle the correct letter and repeat the sounds and words.

Extra activity TPR

- Choose one of the Phonemic Awareness Games from the Games bank to play with the class.

- **Extension** Elicit any other English words pupils know that start with the */k/* and */æ/* sounds (they may know a few words or names, e.g. *cake, Cristina* and *Ana*). All pupils repeat these words for further practice with the initial sounds.

1	/æ/ /æ/	ant
2	/k/ /k/	cup
3	/æ/ /æ/	Ann
4	/æ/ /æ/	alligator
5	/k/ /k/	cap
6	/k/ /k/	cat

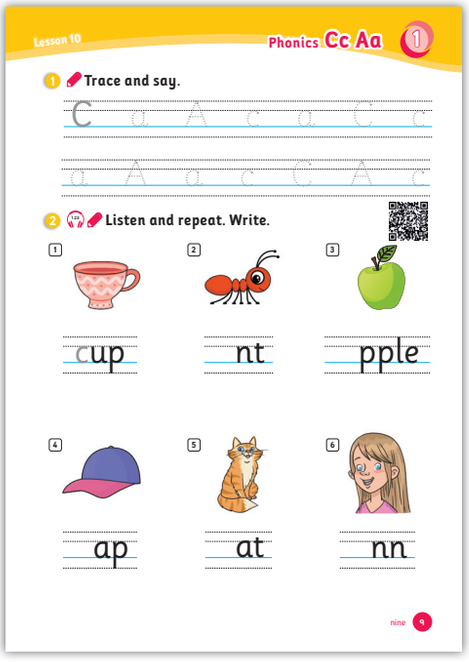
Answer key a (ant - example), 2 c (cup), 3 A (Ann), 4 a (alligator), 5 c (cap), 6 c (cat)

Blending and Segmenting

- Pupils now know the sounds for the letters *s, d, c,* and *a* and can start to blend these sounds together to make words.
- Refer to the *How to work with phonics* section in the Introduction and the Blending Games in the Games bank to start teaching this skill.
- Model the process and give plenty of practice in a supportive environment.
- Words for blending and segmenting: dad, sad.

Phonics Cc Aa

Lesson 10 **Activity Book**



Objectives

- **Lesson aims:** to pronounce and practise the sounds for the letters *Cc* and *Aa*; to differentiate between the sounds learnt
- **Target language:** the sounds for the letters *Cc* and *Aa*

Global Scale of English (GSE)

- **Listening:** Can hear the initial sound in simple words (GSE 10).
- **Speaking:** Can say the sounds for the letters of the alphabet, if supported by pictures (GSE 13).
- **Writing:** Can trace individual letters (GSE 10).

Materials

- Unit 1 Phonics Cards (*s, d, c, a*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Peer learning: pairwork

Starting the lesson

- Use the Phonics Cards and actions to review the sounds for the letters *s, d, c, a*.
- Give each Phonics Card to a pupil and ask them to stand at the front of the class. As each child raises their card, encourage the others to do the action and to say the sound in chorus.

Presentation

- Explain that in this lesson pupils will practise writing the letters for the sounds */k/ and /æ/*.
- Write the letters *c, C, a* and *A* on the board and point to each one to elicit the sound that each letter makes.
- Show pupils how to write the letters by modelling each one on the board. Check that they know where to start each letter and encourage them to 'write' the letters in the air with their fingers as you write them on the board. Point out the position of each letter on the stave and the differences in height, size and shape.

Practice

1 Trace and say.

- Guide pupils to find page 9 in their Activity Book. Tell pupils they will practise writing the uppercase and lowercase letters for the sounds */æ/* and */k/*.
- Ask pupils to trace the first two letters and say the sounds as they trace the letters.
- Explain that we normally use a lowercase letter for words in sentences and that an uppercase letter is used at the start of the sentence or for names.
- Pupils then trace the letters and say the sound of each letter as they trace.

2 1.23 Listen and repeat. Write.

- Ask pupils to look at the six pictures as you play the audio and to repeat the words as they point to them (*cup, ant, apple, cap, cat, Ann*).
- Repeat each word in turn and say, e.g. */k/, /k/, cup. Is the sound /k/ or /æ/?* and repeat for the other five words.
- Tell pupils they will listen again and should choose the correct letter to write at the start of each word to make a whole word.
- Play the audio again, pausing to allow pupils to say the sounds and write the letters.
- Have pupils check their answers in pairs. You can also check as a whole class by pointing to the pictures out of turn and asking *What's/Who's this? Does the first letter of the word make a /k/ sound or an /æ/ sound? Which letter makes that sound?*

1 /k/ cup
2 /æ/ ant
3 /æ/ apple
4 /k/ cap
5 /k/ cat
6 /æ/ Ann

Answer key 1 **c**up, 2 **a**nt, 3 **a**pple, 4 **c**ap, 5 **c**at, 6 **A**nn

Finishing the lesson

- Play the Which letter? game to give further practice of the letter sounds and words. Start with the sounds, move on to words that pupils know, e.g. *cat, Ann, cup, arrow*, and then move on to other words, e.g. *class, apple, colour, Abdul*.

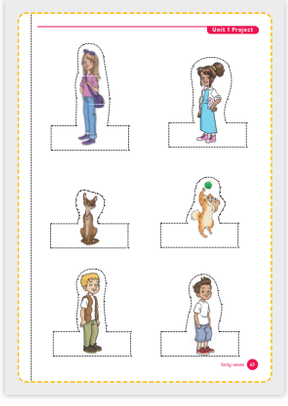
Photocopiable resources

If appropriate for your class, you may wish to use the following photocopiable resource now or later in the course: Resource 4: *c* and *a*

Project: Finger puppets

Lesson 11 **Pupil's Book**

Cutouts



Objectives

- **Lesson aims:** to practise language from the unit; to pronounce words correctly and use them in the correct context
- **Target language:** *boy, brother, cat, dad, friend, girl, mum, sister; I'm …, My name's …, Who's this? This is my …*
- **Viewing and presenting:** to view, present and evaluate project work

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can sing a simple song, if supported by pictures (GSE 22).

Materials

- Unit 1 Family and friends Flashcards (*boy, brother, cat, dad, friend, girl, mum, sister*)
- completed finger puppets from the project for demonstration
- templates of the finger puppets for pupils to press out
- sticky tape

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique

Starting the lesson

- Pupils repeat */æ/, /æ/, /æ/*. Then ask pupils *Tell me a word that starts with a.* Elicit words. Use flashcards or pictures as prompts.
- Repeat with the */s/* sound.

Presentation

- Before the lesson, prepare all the materials and make two finger puppets of your own for demonstration.
- Show the puppets to the class and demonstrate what pupils can do with them. For example, put one puppet on each hand and have a conversation between them, e.g. *What's your name? I'm Fadi.*

Practice

1 Viewing and presenting Make and show.

- Focus pupils on the illustrations on page 12. Introduce and talk through each stage of the process so pupils know what they are going to do before they start. You may wish to support your pupils' understanding by explaining or discussing this with your class in L1. Use the Traffic light cards technique to check pupils understand what to do.
- Refer pupils to the cutout templates at the back of the Pupil's Book and ask them to press out and stick the puppets.
- Pupils press out the shapes. Monitor closely and help wherever necessary.
- Demonstrate how, and where, the puppet figures should be stuck together. Demonstrate how to cut the sticky tape carefully. Do this for pupils, if necessary.

Extra activity Fast finishers

- Encourage fast finishers to start having conversations between two puppets on different hands, while others are completing their puppets. Alternatively, ask more confident pupils to help other pupils who have yet to finish.

- If any pupils have not been successful at creating a usable puppet, encourage them by saying they will have the chance to make something else in the next project and then put them to work with a partner who has created a few puppets for the following activities.
- Make a note of pupils who struggle with the practical tasks and encourage the peer learning technique, *Expert envoy* in the next project lesson to enable them to be more successful (see page 11 of the Introduction).
- When the puppets are complete, ask pupils to choose a few, put them on and hold up their hands. Use your own puppets to start conversations, e.g. *Hello. What's your name? I'm Hala.*
- Encourage pupils to use the *Two stars and a wish* technique to evaluate the project. Make sure they start with two positive comments and then move on to one suggested area of improvement.
- All pupils should have an opportunity to share their puppets and should be encouraged to interact confidently with others when viewing and presenting their project work.

Project: Finger puppets

Extra activity TPR

- Pupils stand up and move around the classroom to hold conversations between puppets. They recycle the conversations they have learnt in the unit. Keep the finished puppets somewhere safe so that they can be used again to act out further stories in the Pupil's Book.

2 1.24 1.25 **Sing and play.**

- Play the song. Elicit from pupils who the characters in the song are and choose finger puppets for each one.
- Play the audio again. Pupils make the finger puppets and sing along to the song, making the right characters move or dance at the right parts of the song.
- A karaoke version of the song is available (track 1.25).

Chorus: Hello, hello! What's your name?
Hello, hello! What's your name?

Bill: My name's Bill.
Hala: Hello, hello, hello!
Bill: And this is my sister.
Ann: Hi, I'm Ann. Hi, I'm Ann.

Chorus: Hello, hello! What's your name?
Hello, hello! What's your name?

Hala: My name's Hala.
Bill: Hello, hello, hello!
Hala: And this is my brother.
Malek: Hi, I'm Malek. Hi, I'm Malek.

Chorus: Hello, hello! Hello, family!
Hello, hello! Hello, friends!

Extra activity TPR

- You can use the puppets to sing other well-known popular songs with the class. Encourage the class to sing along.

Finishing the lesson

- Review the story from Lesson 5. Pupils work in groups. Ask pupils to look at the pictures on page 8 and act out the story using their puppets.
- Encourage pupils to present and share their project work with family members using vocabulary from the unit.

How to work with projects

There is a project at the heart of every unit in *Jordan Team Together* Grade 1. Each project is carefully scaffolded to enable pupils to produce something which they can then use in fun, communicative classroom activities. They can also take their finished project work home to show their families and involve them in the learning process.

Use the projects 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.

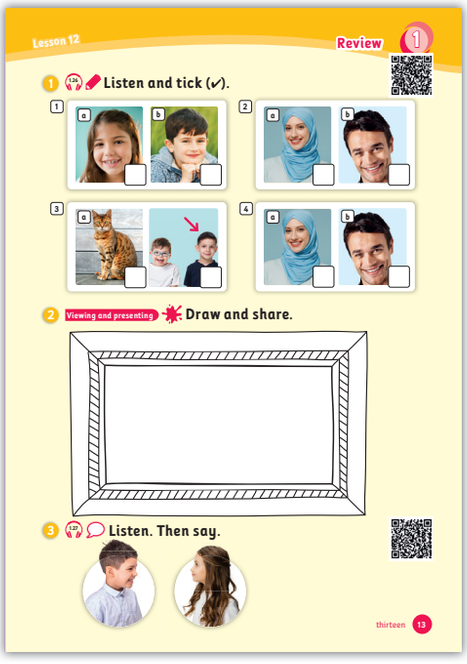
The projects in this level involve pupils working together, and so prepare them for the collaborative projects at higher levels of *Jordan Team Together*.

For successful project work in the classroom at this level, you may wish to do the following:

- Boost the quality of your pupils' work by showing them good examples of the final product before they begin.
- Prepare pupils by getting them to think about the project in advance.
- Keep a flexible project schedule and involve pupils in the project design whenever possible.
- Avoid making all the decisions for pupils. Allow them to use their own creativity, and to take the project work in directions they want to go in.
- Record evidence of progress by preparing and filling in a checklist of what pupils ought to be doing at each stage of the project.
- Be aware that it will take time for pupils to develop time management skills and learning skills. Not all pupils will be able to complete the project work at the same pace, or to the same level of quality. Provide pupils who need it with extra support during the project.

Review

Lesson 12 **Pupil's Book**



Objectives

- **Lesson aims:** to review language from the unit; to pronounce words correctly and use them in the correct context
- **Target language:** *boy, brother, cat, dad, friend, girl, mum, sister; I'm …, My name's …, Who's this? This is my …*
- **Viewing and presenting:** to view and present drawings of family members

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 understand the main information when people introduce themselves (e.g. name, age, where they are from) (GSE 19).
- **Speaking:** Can introduce themselves (e.g. name, age, where they are from) (GSE 15).

Materials

- finger puppets from Lesson 11
- drawing materials for each pupil

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Peer learning: pairwork

Starting the lesson

- Get pupils to use the puppets they made in the previous lesson to revise language from the unit. Put them into pairs to practise asking and answering, e.g. *Who's this? This is …*

Presentation

- Show page 13 in the Pupil's Book and say *Who's this? This is a girl.*

Practice

1 1.26 Listen and tick (✓).

- Guide pupils to find page 13 in the Pupil's Book. Focus pupils on the pictures and elicit what they show (e.g. *girl, boy, cat, mum, dad, friend*). Pupils repeat the words.
- Play the audio. Pupils listen and tick the correct picture.
- **Extension** To check answers, call out each number and elicit the word pupils have ticked, e.g. *one – girl.*

Answer key 1 a, 2 b, 3 a, 4 a

1 girl **2** dad **3** cat **4** mum

2 Viewing and presenting Draw and share.

- Distribute drawing materials.
- Pupils draw a picture of the people in their families. They should include themselves and can include mum, dad, brothers, sisters (if they have them all) and any pets they have. You may need to supply new words for pets, but pupils can also use their pets' names.
- Pupils should share their drawings and say who is in their picture. Encourage pupils to speak clearly and confidently and to use the lesson vocabulary where possible. See if pupils can guess who the family members are in other pupils' drawings.

Diversity

Support
- Pupils work at their own pace. Some can draw just one or two family members.

Challenge
- Pupils could include grandparents, guardians or others that they live with (help them with the words they need in English).

3 1.27 Listen. Then say.

- Play the audio and pause after each line for pupils to repeat.
- Take one of the drawings that a pupil drew in the previous activity. Hold it up and ask the pupil *Who's this?* and elicit the answer.
- Pupils work in pairs to show their drawings and talk about them with a partner.

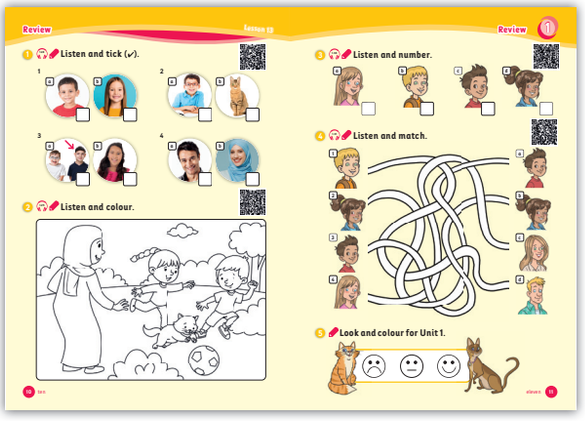
Boy: Who's this?
Girl: This is my dad.
Boy: Who's this?
Girl: This is my sister.

Finishing the lesson

- Place pupils in pairs and have them make a list of all the new words they have learnt from the unit in their notebooks. Have them illustrate the words and display them on the classroom walls.

Review

Lesson 13 **Activity Book**



Objectives

- **Lesson aims:** to review language from the unit; to pronounce words correctly and use them in the correct context
- **Target language:** *boy, brother, cat, dad, friend, girl, mum, sister; I'm …, My name's …, Who's this? This is my …*

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 understand the main information when people introduce themselves (e.g. name, age, where they are from) (GSE 19).
- **Speaking:** Can introduce themselves (e.g. name, age, where they are from) (GSE 15).

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique

Starting the lesson

- Separate the class into two corners, *a* and *s*. Say a word beginning with *a* or *s* and have pupils run to the correct corner. Repeat with letters *c* and *d*.

Presentation

- Explain that in this lesson, pupils will review what they have learnt in Unit 1.

Practice

1 1.28 Listen and tick (✓).

- Play the audio. Pupils listen and tick the correct picture.

Answer key 1 b, 2 b, 3 a, 4 a

1 sister **2** cat **3** friend **4** dad

2 1.29 Listen and colour.

- Pupils look at the outlines of the pictures and identify what they see.
- Play the first phrase from the audio. Elicit this before pupils colour the cat blue.
- Use the Traffic light cards technique to check pupils understand the task before continuing with the rest.

Answer key Pupils colour the cat blue, the mum yellow, the girl red and the boy green.

a blue cat
a yellow mum
a red girl
a green boy

3 1.30 Listen and number.

- Play the audio. Pupils listen to each conversation and number the pictures.

Answer key a 4, b 1, c 3, d 2

1 **Woman:** Hello. What's your name?
Bill: Hi, I'm Bill.

2 **Woman:** Hi, what's your name?
Hala: Hello. My name's Hala.

3 **Woman:** Hello, what's your name?
Malek: Hi, I'm Malek.

4 **Woman:** Hi, what's your name?
Ann: Hello. My name's Ann.

4 1.31 Listen and match.

- Pupils point to the top picture on the left. Ask *Who's this?* Elicit *It's Bill.*
- Pupils follow the lines to find the pictures at the end.
- Play the first part of the audio. Pupils listen and match.
- Use the Traffic light cards technique to check pupils understand before continuing with the rest of the activity.

Answer key 1 d, 2 a, 3 b, 4 c

1 **Woman:** Who's this?
Bill: This is my dad.

2 **Woman:** Who's this?
Hala: This is my brother.

3 **Woman:** Who's this?
Malek: This is my sister.

4 **Woman:** Who's this?
Ann: This is my mum.

5 Look and colour for Unit 1.

- Discuss with pupils how happy they are with what they have learnt in the unit. Find out how many words they can remember. Explain that if they are happy with what they have learnt, they can colour the smiley face. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like something or can't remember the words, they colour the unhappy face. Monitor and find out if any pupils are unhappy, and why. Aim to give these pupils more support in the next lesson.

Finishing the lesson

- Find out what pupils' favourite part of the unit was. Give pupils the opportunity to repeat any popular activities. (If they say the project, allow them to practise conversations with their finger puppets again.)

Extra activity **Picture dictionary**

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 40 in the Pupil's Book.

Photocopiable resources
If appropriate for your class, you may wish to use the following photocopiable resource now or later in the course:
Resource 11: Vocabulary *Family and friends*

2 My school bag

Unit objectives

to talk about school objects and to use *have got* for possession

Language

Vocabulary	*bag, book, crayon, eraser, pen, pencil, pencil case, ruler*
Grammar	*I've got … I haven't got …*
Functions	naming school objects; saying what you've got
Phonics	*p, r, e, b (pen, pencil, pencil case, pink, rabbit, red, ruler, run, egg, elbow, elephant, bag, ball, book, boy)*

Viewing and presenting

to draw and share pictures; to show and identify items from the project; to compare items; to share projects with family members

Mapping

Topic	**Theme 1**: Society
Scope and Sequence Matrix	**Listening**: responding to basic greetings and polite interactions; identifying simple words; segmenting simple spoken sentences into words; listening to others with care; recognising basic intonation patterns; demonstrating understanding of familiar words or phrases following 2-3 steps in order **Speaking**: participating in rhymes and songs that reinforce basic values; producing simple formulaic utterances; participating in guided short exchanges; producing simple sentences using subjective personal pronouns; using simple sentences to identify objects and people; answering questions about pictures or cards **Reading**: identifying sound-letter correspondence; identifying and reading a range of simple familiar sight words with correct pronunciation; retelling simple texts with the help of the teacher; speed and fluency in reading; using sight words to increase a child's space of reading **Writing**: developing basic handwriting patterns; printing the English alphabet correctly and legibly; applying knowledge of simple spelling and punctuation **Viewing and presenting**: examining illustrations in English picture books (with Arabic guidance, if needed) and discussing ideas; using body language in a variety of ways to visually communicate the understanding of ideas and feelings; understanding simple questions and responding with actions or words introduced in KG with forms of politeness and empathy; using forms of appreciation and compassion
Learning Outcomes and Performance Indicators	**Listening**: respond to simple greetings (Hello! Goodbye! How are you today?); follow simple instructions in activities and games (write, draw, hands up, close your eyes); listen to and recite rhymes and songs; respond to simple yes/no and *wh*-questions about names, likes, dislikes, feelings, and classroom objects; identify familiar words in a stream of speech; segment simple utterances into words (I/love/school) using fingers; recognise basic intonation patterns; follow 2-3 step oral directions in order (e.g., open the window and sit down) **Speaking**: recite rhymes and songs, individually and in groups; produce English words and short phrases; copy basic stress and intonation patterns; use and respond to simple formulaic utterances (Hello! Goodbye! What is your name? How are you? How old are you?); use simple sentences with subjective personal pronouns (He is a boy. She is my sister.); use cardinal numbers to describe age, quantity (I have two brothers. I am four years old); use simple statements to identify objects, people, days of the week, and position of objects or people; answer questions by looking at pictures or cards

Vocabulary

Learning Outcomes and Performance Indicators	**Reading**: identify sound-letter correspondence; recognise spaces between words; use pictures and other visual cues to better understand simple written material; identify the letters of the English alphabet by their names, sounds and shapes; distinguish between small and capital letters; identify and read a range of simple familiar sight words with correct pronunciation; recognise a range of simple familiar words; distinguish reading-related vocabulary (page, line, title, next, turn over); practise reading aloud to develop reading speed; practise sight words to enhance fluency in sight reading; read and respond to simple instructions written with familiar words (e.g. open, close, hold, raise, etc.); answer simple yes/no and *wh*-questions about simple written material (texts and stories) with the help of picture clues and key vocabulary; classify, match and order classroom labels, captions, and keywords from familiar reading materials; retell short texts with the help of the teacher and peers **Writing**: match words with pictures; print the English alphabet, using small and capital letters correctly; spell grade-appropriate words correctly **Viewing and presenting**: begin to connect visual information with his/her own experiences to construct meaning (relating a picture book about children making friends in new situation to his/her own experience); use drawings or other visual display when sharing information to clarify ideas, thoughts, and feelings; observe and discuss illustrations in picture books in English (with Arabic guidance, if needed) to explain ideas; show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages (with the help of the teacher and use of Arabic, if necessary); express his/her own feelings in response to visual messages in posters, cartoons or illustrations using the mother tongue, if necessary; use body language in a variety of ways to communicate and convey understanding of ideas and feelings visually; understand simple questions and respond with actions or vocabulary words introduced in KG

Lesson 1 **Pupil's Book**

Objectives

- **Lesson aims:** to name things we use at school; to pronounce the words correctly
- **Target language:** *bag, eraser, pen, ruler; I've got …*

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 repeat single words, if spoken slowly and clearly (GSE 10).

Materials

- Unit 1 Family and friends Flashcards (*boy, brother, cat, dad, friend, girl, mum, sister*)
- Unit 2 My school bag Flashcards (*bag, eraser, pen, ruler*)
- real objects (a pen, an eraser, a ruler and a bag)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Lollipop stick technique

Starting the lesson

Extra activity **TPR**

- Sing and do the actions for the 'Hello' song. (You can do this at the start of each lesson in the unit.)

- Use the Unit 1 Family and friends Flashcards (*boy, brother, cat, dad, friend, girl, mum, sister*) and games to revise the vocabulary from Unit 1. Choose one or more of these games: Observation, Which card have you got?, Where is this card?, Standing up.

Vocabulary

Presentation

- Show page 14 in the Pupil's Book and say *pen, eraser, ruler, bag.* Hold up an example of each item as you say the word.

Practice

1 2.1 **Listen and follow.**

- Guide pupils to find page 14 in the Pupil's Book. Check that all the pupils have found it. Focus pupils on the big picture at the top of the page. Point to the main characters and say *Who's this?* Elicit the words *Hala, mum* and *Meg.*
- Teach the new vocabulary *pen, eraser, ruler* and *bag,* using real objects. Hold up each item and say the name clearly several times, e.g. *pen.* Pupils repeat the words after you. Hold up one item and ask *Is it a pen?* Pupils answer *yes* or *no.* Hold up one item and ask *Is it a pen or a ruler?* Pupils answer *It's a (pen).* Hold up one item and ask *What is it?* Pupils answer *It's a (pen).*
- Tell pupils to look at you. Play the audio.
- Pupils listen again. This time they point to the character who speaks.

Hala's mum: Let's go, Hala.
Hala: OK. I'm ready for school. I've got a pen. I've got a ruler. I've got an eraser.
Hala's mum: And your school bag?
Hala My school bag? No! Ummmm. Oh, Meg!

2 2.2 **Listen, point and say.**

Extra activity **TPR**

- Revise the vocabulary items. Say *Show me an eraser/a pen/ ruler/bag.* Pupils stand up and show you their pens, erasers, etc.

- Focus pupils on the pictures at the bottom of the page. Point to each in turn and say the word. Pupils repeat after you.
- Play the audio as pupils look at their books. The first time tell them to point to the correct picture as they listen.
- Play the audio again for pupils to repeat the words.

Answer key Pupils point and say *pen, eraser, ruler, bag.*

1 pen **2** eraser **3** ruler **4** bag

Extra activity **TPR**

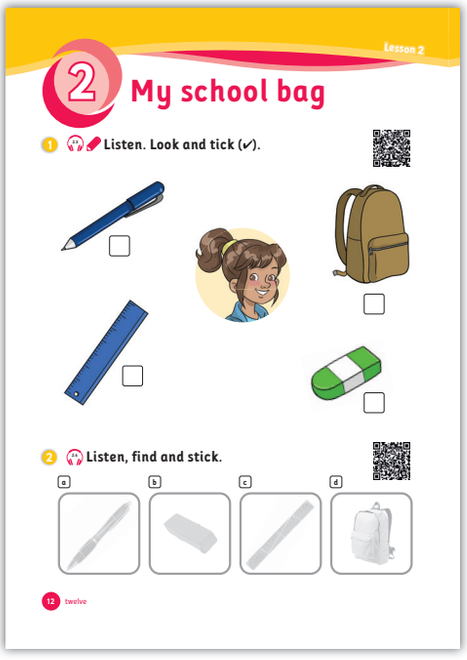
- Introduce Flashcards 35, 38, 39 and 42 (*bag, pen, eraser, ruler*). Say the vocabulary and get pupils to repeat after you.
- Place each card in a different part of the classroom. When you say one of the objects, pupils must run to the correct flashcard. (If you do not have the room for this, they can simply stand and point to the correct card.)
- **Extension** Choose individual pupils to do the activity, using the Lollipop stick technique. Get the rest of the class to help by pointing to where the pupil should go.

Finishing the lesson

- Hold up an example of each item: pen, eraser, ruler, bag. Pupils name the items.

Vocabulary

Lesson 2 **Activity Book**



Objectives

- **Lesson aims:** to name things we use at school; to pronounce the words correctly
- **Target language:** *bag, eraser, pen, ruler; I've got …*

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).

Materials

- a pen, an eraser, a ruler and a bag
- Unit 2 My school bag Flashcards (*bag, eraser, pen, ruler*)
- Unit 2 Stickers (back of the Activity Book)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique
Peer learning: groupwork

Starting the lesson

- Hold up a bag and say, *It's a pen.* Pupils say *No, it's a bag!* Do the same with the other items (pen, eraser, ruler).

Presentation

- Tell pupils they are going to revise the words from Lesson 1.

Practice

1 2.3 Listen. Look and tick (✓).

- Focus pupils on the pictures. Elicit the names of the items pupils know.
- Tell pupils to listen and tick the items that Hala has got. Use the Traffic light cards technique to check they understand what they have to do.
- Play the audio. Pupils listen and tick the correct pictures.

Answer key Pupils tick the pen, the ruler and the eraser.

Hala's mum: Let's go, Hala.
Hala: OK. I'm ready for school. I've got a pen. I've got a ruler. I've got an eraser.
Hala's mum: And your school bag?
Hala My school bag? No! Ummmm. Oh, Meg!

2 2.4 Listen, find and stick.

- Play the audio. Pause to allow pupils time to put the stickers in the correct place.
- **Extension** When pupils have finished, ask them to point to each picture and say the word.

Answer key 1 b, 2 d, 3 a, 4 c

1 eraser
2 bag
3 pen
4 ruler

Finishing the lesson

- Play the Team race game with Flashcards 35, 38, 39 and 42 (*bag, pen, eraser, ruler*).

Extra activity **TPR**

- Play the 'Goodbye' song pupils learnt in the Welcome lesson. (You can use this at the end of each lesson in this unit.)

Language practice

Lesson 3 **Pupil's Book**

Objectives

- **Lesson aims:** to practise language from Lesson 1; to pronounce the words correctly and use the correct word for the correct item
- **Target language:** *bag, eraser, pen, ruler; I've got …*

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 understand basic phrases or sentences about things people have, if supported by pictures (GSE 24).
- **Speaking:** Can talk about things they have, using a basic phrase (GSE 28).

Materials

- real objects (bag, pen, eraser, ruler)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique
Peer learning: groupwork

Starting the lesson

- Revise the colours *red, blue, green, yellow.* Focus pupils on the colours on page 5 and say *Point to red/blue/green/yellow.*
- Review the vocabulary from the previous lesson, using real objects. Say *Show me a bag/pen/eraser/ruler.* Pupils hold up their own items.

Presentation

- Show page 15 in the Pupil's Book and say *I've got a pen. I've got an eraser. I've got a ruler. I've got a bag.* Hold up an example of each item as you say the sentences.

Practice

1 2.5 Listen and circle.

- Focus pupils on the pictures. Elicit the name of the item in each one.
- Tell pupils to listen and circle the correct picture. Use the Traffic light cards technique to check they understand what they have to do.

Answer key 1 b, 2 b, 3 a, 4 a

1 eraser **2** ruler **3** pen **4** bag

2 2.6 Listen and number.

- Pupils look at each picture in turn. Ask *What is it?* and elicit the name. Then ask about the colour, e.g. *Is it red or yellow?* and elicit the colour. Pupils repeat the full description, e.g. *It's a red pen.*
- Play the audio. Pupils listen and number.

Answer key a 1, b 4, c 2, d 3

1 I've got a red pen.
2 I've got a green eraser.
3 I've got a blue ruler.
4 I've got a yellow bag.

3 2.7 Listen. Then say.

- Play the audio as a model of the language to be practised.
- Pupils listen again and repeat.
- Hold up real items and say *I've got an eraser/a pen/ruler/bag.*
- Say *Hold up a pen* and get pupils to all hold up one of their pens. They repeat after you *I've got a pen.* Repeat with other items.
- **Extension** Pupils work in groups to show their items and say what they have got (*I've got a pen*, etc.). Encourage pupils to use colours, e.g. *I've got a blue pencil. I've got a red bag.*

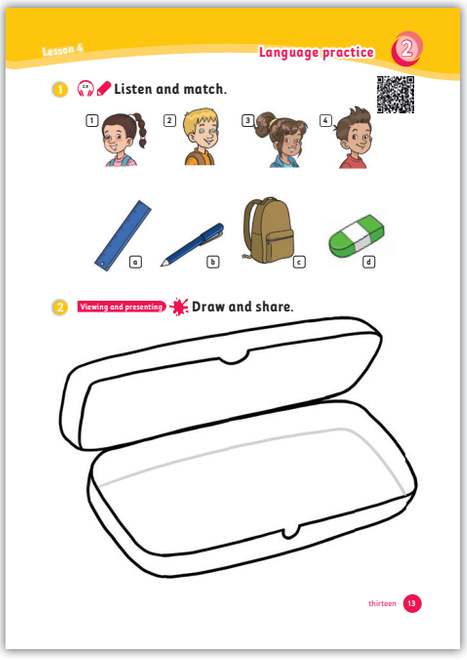
Boy 1: I've got a pen.
Boy 2: I've got a ruler.

Finishing the lesson

- Say, *I've got a red pen.* Pupils with a red pen hold it up. Do the same with the other items and colours.

Language practice

Lesson 4 **Activity Book**



Objectives

- **Lesson aims:** to practise language from Lesson 1; to pronounce the words correctly and use the correct word for the correct item
- **Target language:** *bag, eraser, pen, ruler; I've got …*
- **Viewing and presenting:** to draw and share pictures of classroom items

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 understand basic phrases or sentences about things people have, if supported by pictures (GSE 24).
- **Speaking:** Can talk about things they have, using a basic phrase (GSE 28).

Materials

- Unit 2 My school bag Flashcards (*bag, eraser, pen, ruler*)
- real objects (bag, pen, eraser, ruler)
- drawing materials for each pupil

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique; Lollipop stick technique
Peer learning: groupwork

Starting the lesson

- Review the vocabulary from the previous lesson, using real objects. Say *Show me a bag/pen/eraser/ruler*. Pupils hold up their own items.
- Revise the known colours and then say *Show me a [red] bag/eraser/pen/ruler*. Pupils hold up items if they can match what you ask for.

Presentation

- Tell pupils they are going to revise the words from Lesson 1.

Practice

1 2.8 Listen and match.

- Focus pupils on the activity. Elicit the names of the items in the pictures.
- Use the Traffic light cards technique to check that pupils understand what they have to do before you play the audio.
- **Extension** To give pupils more practice, call out the numbers and elicit the sentences, e.g. *one – I've got a pen.*

Answer key 1 b, 2 a, 3 d, 4 c

1 Lama: I've got a pen.
2 Bill: I've got a ruler.
3 Hala: I've got an eraser.
4 Malek: I've got a bag.

2 Viewing and presenting Draw and share.

- Display Flashcards 35, 38, 39 and 42 (*bag, pen, eraser, ruler*) and tell pupils to draw two of the items. They can colour in their drawings.
- Pupils work in groups to show their pictures and talk about them, e.g. *I've got a green pen. I've got a blue bag.* Encourage pupils to speak clearly and confidently, using the correct pronunciation for the classroom objects. If pupils miss out information when they present their work, encourage other pupils to actively participate and ask questions such as *What colour is it?*

Finishing the lesson

- Invite a pupil to the front of the class, using the Lollipop stick technique. Give the pupil one of the flashcards (*bag, pen, eraser, ruler*) for the lesson. The rest of the class should not see it. The pupil says *I've got …*, but not complete the sentence. Choose another pupil to guess what the flashcard shows, e.g. *a bag.* The pupil at the front says *No* to incorrect guesses and, for a correct guess, uses a whole sentence, e.g. *Yes, I've got a pen.* The pupil who made the correct guess then comes to the front and is given a different flashcard. Continue the game with other pupils.

Story

Lesson 5 **Pupil's Book**

Objectives

- **Lesson aims:** to review a story by identifying characters and their actions as well as objects; to identify examples of how to look after your things
- **Target language:** *book, crayon, pencil, pencil case; I haven't got …*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26).

Materials

- real objects (book, crayon, pencil, pencil case)
- drawing materials for each pupil

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Happy/sad face technique

Starting the lesson

- Review the vocabulary from the previous lesson and colours, using pupils' belongings. Say *Show me a blue bag/red pen/green eraser/yellow ruler*, etc. Pupils find and hold up their own items. They say *I've got …*.

Presentation

- Show page 16 in the Pupil's Book and say *book, crayon, pencil, pencil case*. Hold up examples of the items as you say the words.

Practice

1 2.9 Listen and follow. Find Lama.

- Tell pupils they are going to listen to a story called *I haven't got my bag!*
- Guide pupils to find page 16 in the Pupil's Book. Focus them on the pictures. Ask *Who's this? / What's this?* pointing to the characters and objects pupils already know.
- Play the introduction and Scene 1. Elicit what Hala says.
- Play the audio of the rest of the story. Tell pupils to point to the correct picture as they listen to each scene. Say *Find Lama.*
- Play the audio again and this time use the Story Cards. Pause the audio before and after each scene and refer to the instructions on the back of each card.

Answer key Pupils point to Lama in pictures 2 and 3.

I haven't got my bag!

Scene 1

Hala: I've got a pen, an eraser and a ruler. I've got my school bag!
Hala's mum: Good girl! Bye, Hala! Bye, Malek!
Hala, Malek: Bye, Mum!

Scene 2

Hala: Hi, Bill! Hi, Lama!
Bill, Lama: Hello, Hala!
Miss Fatima: Hello, children!
Children: Hello, Miss Fatima!

Scene 3

Miss Fatima: I've got books. Let's draw! Lama, are you ready?
Lama: Yes! I've got a pencil case.
Miss Fatima: Bill, are you ready?
Bill: Yes! I've got crayons.

Scene 4

Miss Fatima: Malek, are you ready?
Malek: Yes! I've got a pencil.
Miss Fatima: Hala?
Hala: Oh, no! I haven't got a pencil case. I haven't got crayons. I haven't got my bag! Oh! Excuse me, please.

Scene 5

Hala: I've got my bag! I've got a pencil! And I've got crayons!

2 Look and find.

- Introduce the topic of looking after your things. Mime stuffing things into your bag carelessly – crumpling up some paper as you do it. Then drop the bag in a corner and walk off and leave it. Go somewhere else and look thoughtful. Say *I haven't got my bag.* Then find the bag (or get pupils to find and return it to you). Unpack the bag and show the crumpled paper. Look disappointed and say *No, no, no.*
- Using the Happy/sad face technique, distribute the cards with faces and ask *Is it good to look after your things?* Crumple up the paper again and ask *Is it good?* Then put things away tidily and ask *Is it good?*
- **Extension** You may wish to support your pupils' understanding by explaining or discussing ways to look after things at home or in school with their first language.
- Focus pupils on the picture story and get them to find an example of where Hala looks after her things.

Answer key Pupils point to picture 1.

Extra activity Creativity

- Pupils draw a picture of themselves looking after something, e.g. packing their school bag, putting things away at home.

Finishing the lesson

- Hold up an example of each item: books, crayons, pencil case, school bag. Pupils name the items.

Story

Lesson 6 Activity Book

Objectives

- **Lesson aims:** to review a story by identifying characters and their actions as well as objects; to identify examples of how to look after your things
- **Target language:** *book, crayon, pencil, pencil case; I haven't got …*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26).

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique

Starting the lesson

- Crumple up some paper and put it carelessly in your bag. Ask pupils, *Is it good?* Then put things away tidily in your bag and ask *Is it good?* Then remind pupils of the importance of looking after their things, in first language if necessary.

Presentation

- Tell pupils they are going to revise the words and values from Lesson 5.

Practice

1 2.10 Listen. Look and number.

- Pupils look at the pictures. Elicit the names of any characters, and any of the words and sentences from the story that they remember.
- Explain that the pictures are in the wrong order and they have to help put them right. Point out to them where they write the numbers 1 to 5. Use the Traffic light cards technique to check they understand.
- Play the audio again. Pupils point to the correct picture as they listen. Monitor that they are doing this correctly.
- Play the audio again for pupils to number the pictures.

Answer key a 3, b 1, c 5, d 4, e 2

I haven't got my bag!

Scene 1

Hala: I've got a pen, an eraser and a ruler. I've got my school bag!
Hala's mum: Good girl! Bye, Hala! Bye, Malek!
Hala, Malek: Bye, Mum!

Scene 2

Hala: Hi, Bill! Hi, Lama!
Bill, Lama: Hello, Hala!
Miss Fatima: Hello, children!
Children: Hello, Miss Fatima!

Scene 3

Miss Fatima: I've got books. Let's draw! Lama, are you ready?
Lama: Yes! I've got a pencil case.
Miss Fatima: Bill, are you ready?
Bill: Yes! I've got crayons.

Scene 4

Miss Fatima: Malek, are you ready?
Malek: Yes! I've got a pencil.
Miss Fatima: Hala?
Hala: Oh, no! I haven't got a pencil case. I haven't got crayons. I haven't got my bag! Oh! Excuse me, please.

Scene 5

Hala: I've got my bag! I've got a pencil! And I've got crayons!

2 Look and colour.

- Pupils look at the pictures and colour in the circles at the bottom of those which show examples of looking after things.

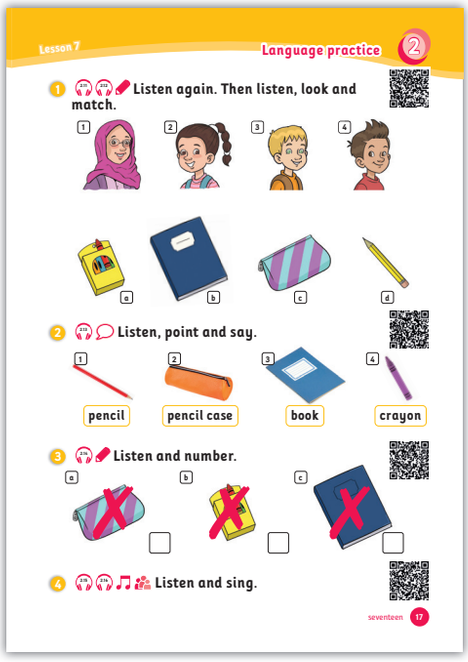
Answer key Pupils colour pictures 1 and 3.

Finishing the lesson

- Read the story to pupils again, but this time pause for pupils to fill the gaps. Choose the key words pupils have learnt and used already, e.g.
  Hala: I've got a pen, an eraser and a ruler. I've got my school … (*bag*)!

Language practice

Lesson 7 **Pupil's Book**



Objectives

- **Lesson aims:** to practise language from Lesson 5; to pronounce the words correctly and use the correct word for the correct item
- **Target language:** *book, crayon, pencil, pencil case; I haven't got …*

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). Can understand basic phrases or sentences about things people have, if supported by pictures (GSE 24).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 10). Can sing a simple song, if supported by pictures (GSE 22).

Materials

- Unit 2 My school bag Flashcards (*bag, book, crayon, eraser, pen, pencil, pencil case, ruler*)
- real objects (*bag, book, crayon, pen, pencil, pencil case, eraser, ruler*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique
Peer learning: pairwork

Starting the lesson

- Revise the vocabulary for the lesson, using Flashcards 36, 37, 40 and 41 (*book, crayon, pencil, pencil case*). Use the Yes/No flashcard game to practise passive knowledge of the four new words introduced in the previous lesson.

Presentation

- Show page 17 in the Pupil's Book and say *I've got a book. I haven't got a crayon. I've got a pencil. I haven't got a pencil case.*

Practice

1 2.11 2.12 Listen again. Then listen, look and match.

- Play the audio of the story again (2.11) to remind pupils of what happens.
- Focus pupils on the pictures and point to each character in turn. Ask *Who's this?* Then, after each object, ask *What's this?* Pupils repeat after you the names of the objects.
- Explain the activity carefully. Use the Traffic light cards technique to check that pupils are ready to do the activity. Play the audio (2.12).
- Pupils draw lines to match the characters to the objects. They can compare their answers in pairs.

Answer key 1 b, 2 c, 3 a, 4 d

I haven't got my bag!

Scene 1

Hala: I've got a pen, an eraser and a ruler.
I've got my school bag!
Hala's mum: Good girl! Bye, Hala! Bye, Malek!
Hala, Malek: Bye, Mum!

Scene 2

Hala: Hi, Bill! Hi, Lama!
Bill, Lama: Hello, Hala!
Miss Fatima: Hello, children!
Children: Hello, Miss Fatima!

Scene 3

Miss Fatima: I've got books. Let's draw! Lama, are you ready?
Lama: Yes! I've got a pencil case.
Miss Fatima: Bill, are you ready?
Bill: Yes! I've got crayons.

Scene 4

Miss Fatima: Malek, are you ready?
Malek: Yes! I've got a pencil.
Miss Fatima: Hala?
Hala: Oh, no! I haven't got a pencil case. I haven't got crayons. I haven't got my bag!
Oh! Excuse me, please.

Scene 5

Hala: I've got my bag! I've got a pencil! And I've got crayons!

Miss Fatima: I've got books. Let's draw!
Lama: Yes! I've got a pencil case.
Bill: Yes! I've got crayons.
Malek: Yes! I've got a pencil.

Language practice

2 2.13 **Listen, point and say.**

- Focus pupils on the four pictures. Elicit the words before pupils listen – they have heard them a few times now. Praise them if they can remember them. Before they listen, drill all the words in the singular form (they have only heard the plural *books* and *crayons* before).
- Play the audio. Pupils point to the words and repeat them.

1 pencil **2** pencil case **3** book **4** crayon

3 2.14 **Listen and number.**

- Hold up a mixture of items and say what you've got, e.g. *I've got a pen and an eraser.* Then say what you haven't got, e.g. *I haven't got crayons.* Repeat a few times.
- Say *Show me a pen and a pencil.* Pupils repeat after you *I've got a pen and a pencil. I haven't got a pencil case.* Repeat with other items.
- Focus pupils on the pictures and elicit the names of the items.
- Use the Traffic light cards technique to check pupils understand that they have to listen and number the pictures from 1 to 3.
- Play the audio. Pupils number the pictures.

Answer key a 3, b 1, c 2

1 I haven't got crayons.
2 I haven't got a book.
3 I haven't got a pencil case.

4 2.15 2.16 **Listen and sing.**

- Play the song as pupils listen.
- Teach pupils the chorus of the song by getting them to repeat the words after you. Then play the song again with pupils joining in with the chorus.
- Play each line of the verses and pause for pupils to repeat.
- A karaoke version of the song is available (track 2.16).

Extra activity **TPR**

- Pupils stand up. Divide up the class, boys and girls or two halves, to sing the chorus and the verses.

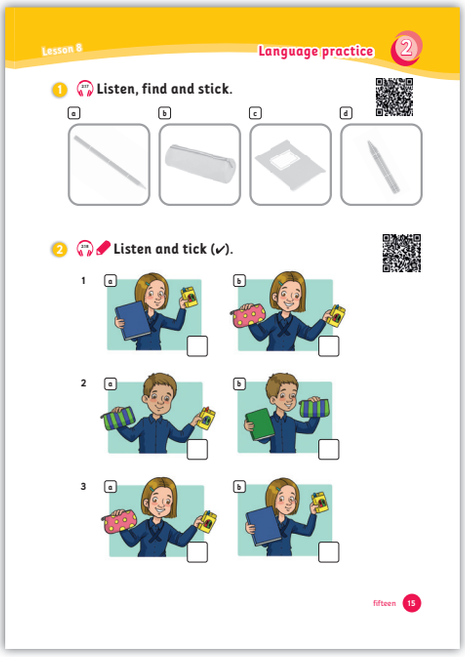
Chorus: I'm ready, ready, ready. I'm ready for school.
I've got my school bag. Look! It's cool!
Verse 1: I've got a pencil case,
Look, look, look!
I've got crayons,
But I haven't got a book!
Chorus: I'm ready, ready, ready. I'm ready for school.
I've got my school bag. Look! It's cool!
Verse 2: I've got a ruler,
Look, look, look!
I've got an eraser,
But I haven't got a pen!
Chorus: I'm ready, ready, ready. I'm ready for school.
I've got my school bag. Look! It's cool!

Finishing the lesson

- Play the song again. Encourage pupils to hold up real items every time they hear *I've got a …* They should not hold up anything when they hear *I haven't got a …*

Language practice

Lesson 8 **Activity Book**



Objectives

- **Lesson aims:** to practise language from Lesson 5; to pronounce the words correctly and use the correct word for the correct item
- **Target language:** *book, crayon, pencil, pencil case; I haven't got …*

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). Can understand basic phrases or sentences about things people have, if supported by pictures (GSE 24).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 10).

Materials

- Unit 2 My school bag Flashcards (*bag, book, crayon, eraser, pen, pencil, pencil case, ruler*)
- real objects (*bag, book, crayon, pen, pencil, pencil case, eraser, ruler*)
- Vocabulary time (Activity Book page 39)
- Unit 2 Stickers (back of the Activity Book)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique; Happy/sad face technique

Starting the lesson

- Play the song from the last lesson again. Encourage pupils to hold up real items every time they hear *I've got a …* When they hear *I haven't got a …*, they shake their heads.

Presentation

- Show pupils Flashcards 35–42 and play Echo (see Games bank, page 14).

Practice

1 2.17 Listen, find and stick.

- Play the audio. Pause to allow pupils time to put the stickers in the correct place.

Answer key 1 c, 2 b, 3 d, 4 a

1 book **2** pencil case **3** crayon **4** pencil

2 2.18 Listen and tick (✓).

- Play the first sentence of the audio. Pupils listen and tick the correct box. Check pupils have understood that the girl said *I haven't got …* and that they have the correct answer before continuing. Use the Traffic light cards technique to check.
- Play the rest of the audio. Pupils tick the correct boxes.

Answer key 1 a, 2 b, 3 a

1 I haven't got a pencil case.
2 I haven't got crayons.
3 I haven't got a book.

Finishing the lesson

- Use the Happy/sad face technique to elicit from pupils what they think of the story.

Extra activity **Picture dictionary**

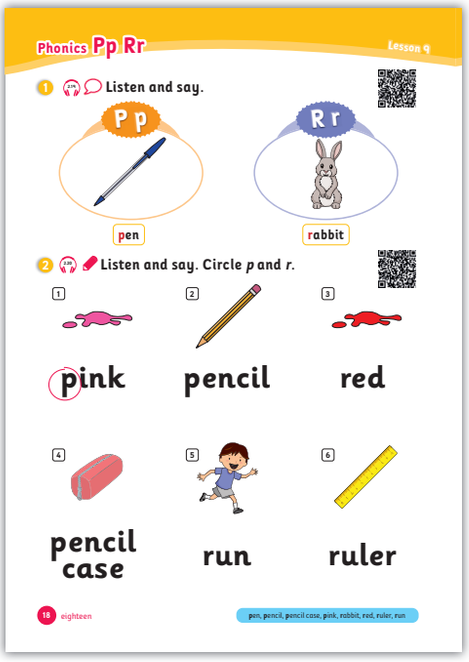
- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 41 in the Pupil's Book.

Extra activity **Vocabulary time**

- To practise all the unit vocabulary, go to the Vocabulary time section on page 39 in the Activity Book.

Phonics Pp Rr

Lesson 9 **Pupil's Book**



Objectives

- **Lesson aims:** to pronounce and practise the sounds for the letters *Pp* and *Rr*; to differentiate between the sounds learnt
- **Target language:** the sounds for the letters *Pp* and *Rr*

Global Scale of English (GSE)

- **Listening:** Can hear the initial sound in simple words (GSE 10).
- **Speaking:** Can say the sounds for the letters of the alphabet, if supported by pictures (GSE 13).

Materials

- Unit 1 and Unit 2 Phonics Cards (*s, d, c, a, p, r*)
- Unit 2 Phonics Flashcards (*pen, pencil, pencil case, pink, rabbit, red, run, ruler*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Refer to page 12 in the Introduction for more guidelines on how to teach phonics.
- Use the Unit 1 Phonics Cards to reinforce the known sounds and actions for the letters *s, d, c, a* from Unit 1.
- Choose one of the Phonemic Awareness Games from the Games bank to reinforce and practise these sounds.

Presentation

- Show page 18 in the Pupil's Book and say */p/, /p/, pen*. Write the letters *p* and *P* on the board and repeat the */p/* sound.
- Point to the picture and present the action for the word *pen* – pretend to write with a pen using the tripod grip. Encourage pupils to copy the action while saying the */p/* sound.
- Repeat with the sound for *r* and *R*. Say */r/, /r/, rabbit*, write the letters on the board and model the action – position your fingers as rabbit ears on the top of your head using the index and middle finger on each hand.

Practice

1 2.19 Listen and say.

- Focus pupils on page 18 and point to the pictures in turn. Ask pupils to say the sound, the word, and to do the action each time.
- Introduce the Phonics Card for each letter and hold them up alternately for pupils to say the correct sound for each letter.
- Play the audio. Pupils point to the correct picture as they listen. They repeat the sounds and words.
- **Extension** Elicit any other English words pupils know that start with the *p* sound (they may know a few words, e.g. *paper, pasta*). Avoid any words that start with a blend of letters, e.g. *play*, at this level. All pupils repeat these words for further practice with the initial *p* sound.

/p/ /p/ pen
/r/ /r/ rabbit

2 2.20 Listen and say. Circle *p* and *r*.

- Write the words *pen* and *rabbit* on the board and draw a picture underneath to represent each word. Elicit the initial sounds */p/* and */r/*. Ask pupils which letters represent the initial sounds and then circle the *p* and the *r*.
- Look at the pictures in Activity 2 and play the audio to introduce the words. You can also use the Unit 2 Phonics Flashcards (5 and 39–45) to help you. Pupils point to each picture and repeat the word for each one.
- Play the audio a second time and ask pupils to circle the letter that makes the intial sound for each word. Pupils say the sound and the word.
- **Extension** Pupils take turns to point to one of the pictures in Activity 2 and say the initial sound followed by the word. They then swap to doing an action for the intial sound while their partner chooses a picture that matches the sound represented by the action.

Answer key 1 **p**ink, 2 **p**encil, 3 **r**ed, 4 **p**encil case, 5 **r**un, 6 **r**uler

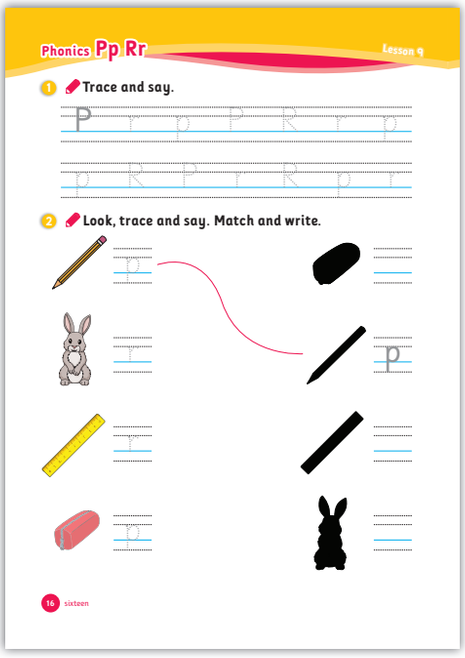
1	/p/	/p/	pink
2	/p/	/p/	pencil
3	/r/	/r/	red
4	/p/	/p/	pencil case
5	/r/	/r/	run
6	/r/	/r/	ruler

Blending and Segmenting

- Pupils now know the sounds for the letters *s, d, c, a, p, r* and can start to blend these sounds together to make words. Refer to the *How to work with phonics* section in the Introduction and the Blending and Segmenting Games in the Games bank to start teaching this skill. Model the process and give plenty of practice in a supportive environment.
- Words for blending and segmenting: dad, sad, pad, cap.

Phonics Pp Rr

Lesson 9 **Activity Book**



Objectives

- **Lesson aims:** to pronounce and practise the sounds for the letters *Pp* and *Rr*; to differentiate between the sounds learnt
- **Target language:** the sounds for the letters *Pp* and *Rr*

Global Scale of English (GSE)

- **Speaking:** Can say the sounds for the letters of the alphabet, if supported by pictures (GSE 13).
- **Writing:** Can trace individual letters (GSE 10).

Materials

- Unit 1 and Unit 2 Phonics Cards (*s, d, c, a, p, r*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Peer learning: pairwork

Starting the lesson

- Use the Phonics Cards and actions to review the sounds for the letters *s, d, c, a, p, r*.
- Give each Phonics Card to a pupil and ask them to stand at the front of the class. As each child raises their card, encourage the others to do the action and to say the sound in chorus.

Presentation

- Explain that in this lesson pupils will practise writing the letters for the sounds */p/* and */r/*.
- Write the letters *p, P, r* and *R* on the board and point to each one to elicit the sound that each letter makes.
- Show pupils how to write the letters by modelling each one on the board. Check that they know where to start each letter and encourage them to 'write' the letters in the air with their fingers as you write them on the board. Point out the position of each letter on the stave and the differences in height, size and shape.

Practice

1 Trace and say.

- Guide pupils to find page 16 in their Activity Book. Tell pupils they will practise writing uppercase and lowercase letters for the sounds they've learnt in this lesson.
- Ask pupils to trace the first two letters and say the sounds they make as they trace them.
- Explain that we normally use lowercase letters for words within sentences and that an uppercase letter is used at the start of a sentence or for names.
- Pupils then trace the letters and say the sound of each letter as they trace. Make sure that pupils hold their pencils with the correct grip (a tripod grip) and that they form the letters accurately, positioning them correctly on the stave.

2 Look, trace and say. Match and write.

- Encourage pupils to look at the pictures on the left and to identify the word for each one.
- Elicit the initial sound for each picture and practise saying the sounds and then 'writing' the letters in the air before asking pupils to trace them on the page.
- Pupils should then find the matching silhouette on the right and draw a line to match the two pictures, repeating each word and its initial sound.
- Pupils write the correct letter next to each of the silhouettes on the right.
- They can check their answers in pairs before reviewing as a class.

Answer key Check pupils have matched the pictures correctly. pencil (p), rabbit (r), ruler (r), pencil case (p)

Finishing the lesson

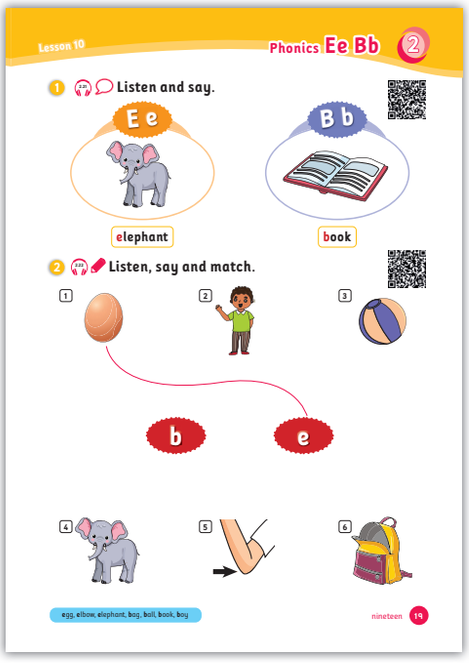
- Take time to identify any sounds that pupils find difficult to remember and reinforce these sounds using the Phonics Cards, actions, and by playing one of the games from the Phonemic Awareness section of the Games bank.
- Focus on clear, correct pronunciation and note any difficulties that can be addressed in the next lesson.

Photocopiable resources

If appropriate for your class, you may wish to use the following photocopiable resource now or later in the course:
Resource 5: *p* and *r*

Phonics Ee Bb

Lesson 10 **Pupil's Book**



Objectives

- **Lesson aims:** to pronounce and practise the sounds for the letters *Ee* and *Bb*; to differentiate between the sounds learnt
- **Target language:** the sounds for the letters *Ee* and *Bb*

Global Scale of English (GSE)

- **Listening:** Can hear the initial sound in simple words (GSE 10).
- **Speaking:** Can say the sounds for the letters of the alphabet, if supported by pictures (GSE 13).

Materials

- Unit 1 and 2 Phonics Cards (*s, d, c, a, p, r, e, b*)
- Unit 2 Phonics Flashcards (*egg, elbow, elephant, bag, ball, book, boy*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Peer learning: pairwork

Starting the lesson

- Use the Phonics Cards from Unit 1 and from Unit 2, Lesson 9 (*s, d, c, a, p, r*).
- Identify any sounds that pupils have difficulty remembering or pronouncing and focus on these sounds while you play a game from the Phonics section of the Games bank. These games can now include blending and segmenting games.

Presentation

- Show page 19 in the Pupil's Book and say */ɛ/, /ɛ/, elephant.* Write the letters *e* and *E* on the board and repeat the */ɛ/* sound.
- Point to the picture and present the action for the word *elephant* – place your arm in front of your nose and wave it like an elephant's trunk. Encourage pupils to copy the action while saying the */ɛ/* sound.
- Repeat with the sound for *b* and *B*. Say */b/, /b/, book*, write the letters on the board and model the action – put your hands together with palms facing upwards to show an open book, then close the palms together to close the book.

Practice

1 2.21 Listen and say.

- Focus pupils on page 19, Activity 1 and point to the pictures in turn. Ask pupils to say the sound, the word, and to do the action each time.
- Introduce the Phonics Card for each letter and hold them up alternately for pupils to say the correct sound for each letter.
- Play the audio. Pupils point to the correct picture as they listen. They repeat the sounds and words.
- **Extension** Elicit any other English words pupils know that start with the sounds (they may know a few words or names, e.g. *run, rice, egg*). All pupils repeat these words for further practice with the initial sounds.

/ɛ/ /ɛ/ elephant
/b/ /b/ book

2 2.22 Listen, say and match.

- Look at the pictures in Activity 2 and see if pupils can identify any of the words beginning with the initial sounds for this lesson. Use the Unit 2 Phonics Flashcards (17, 35, 36, 46–48 and 66) to help you.
- Play the audio and encourage pupils to listen and repeat. Play the audio again and encourage pupils to point to each picture.
- Ask pupils to look at the letters in the middle between the pictures and to say the sounds they make. Explain that they must match each picture to the correct letter for the initial sound.
- Pupils check their work in pairs and then as a class. You could ask them to do the action for the letter sound each time or to hold up the correct Phonics Card.

Answer key 1 egg (e), 2 boy (b), 3 ball (b), 4 elephant (e), 5 elbow (e), 6 bag (b)

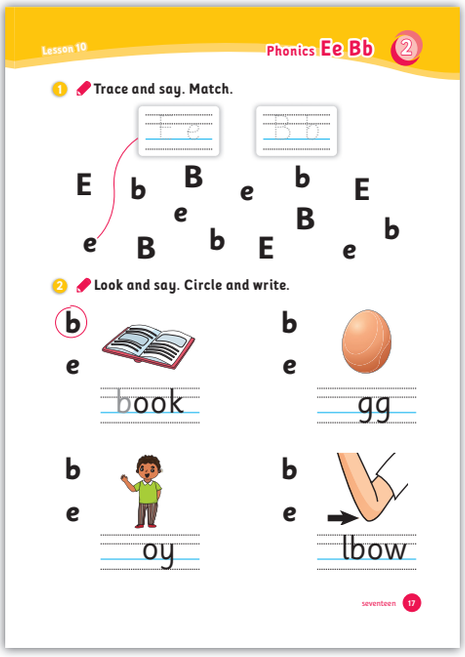
1 /ɛ/ /ɛ/ egg
2 /b/ /b/ boy
3 /b/ /b/ ball
4 /ɛ/ /ɛ/ elephant
5 /ɛ/ /ɛ/ elbow
6 /b/ /b/ bag

Blending and Segmenting

- Pupils now know the sounds for the letters *s, d, c, a, p, r, e, b* and can start to blend these sounds together to make words. Refer to the *How to work with phonics* section in the Introduction and the Blending and Segmenting Games in the Games bank to reinforce this skill. Model the process and give plenty of practice in a supportive environment.
- Words for blending and segmenting: dad, sad, pad, cap, red, bed.

Phonics Ee Bb

Lesson 10 **Activity Book**



Objectives

- **Lesson aims:** to pronounce and practise the sounds for the letters *Ee* and *Bb*; to differentiate between the sounds learnt
- **Target language:** the sounds for the letters *Ee* and *Bb*

Global Scale of English (GSE)

- **Speaking:** Can say the sounds for the letters of the alphabet, if supported by pictures (GSE 13).
- **Writing:** Can trace individual letters (GSE 10).

Materials

- Unit 1 and 2 Phonics Cards (*s, d, c, a, p, r, e, b*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Use the Phonics Cards and games in the phonics section of the Games bank to revise the letters and sounds covered so far (*s, d, c, a, p, r, e, b*). Take time to revise the individual letter sounds and to practise blending and segmenting, making sure to refer to the *How to work with phonics* section on page 12.

Presentation

- Explain that in this lesson pupils will practise writing the letters for the sounds /ɛ/ and /b/.
- Write the letters *E, e, B* and *b* on the board and point to each one to elicit the sound that each letter makes.
- Show pupils how to write the letters by modelling each one on the board. Check that they know where to start each letter and encourage them to 'write' the letters in the air with their fingers as you write them on the board. Point out the position of each letter on the stave and the differences in height, size and shape.

Practice

1 Trace and say. Match.

- Guide pupils to find page 17 in their Activity Book. Tell pupils they will practise writing uppercase and lowercase letters for the sounds they've learnt in this lesson.
- Ask pupils to trace the letters in the boxes and say the sounds they make as they trace them. Explain that we normally use lowercase letters for words within sentences and that an uppercase letter is used at the start of a sentence or for names.
- Once pupils have traced the letters, they should match each of the letters below to the letters in the box by drawing matching lines. They should say the sound of each letter as they match.

2 Look and say. Circle and write.

- Elicit the word for each picture from the pupils and identify the initial sound. Point out the two letters next to each picture and explain that pupils must choose the correct letter to represent the initial sound and should circle it. Check that pupils can identify the sound made by each letter before they begin circling and then encourage them to check their choices with a partner.
- Once pupils have circled all four letters, they should copy the circled letter onto the stave below each picture to complete the word. Encourage pupils to say the initial sound followed by the word for each picture.

Answer key **b**ook, **e**gg, **b**oy, **e**lbow

Finishing the lesson

- Use the Phonics Cards to reinforce the new sounds and to revise previously taught sounds.
- Select a game from the phonics section of the Games bank and work on phonemic awareness or blending and segmenting using the sounds and letters that pupils have learnt so far.

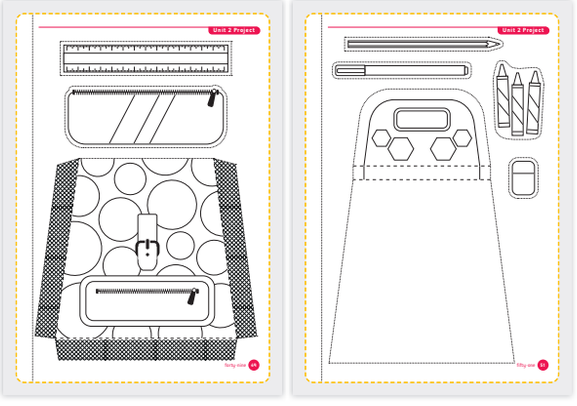
Photocopiable resources

If appropriate for your class, you may wish to use the following photocopiable resource now or later in the course.
Resource 6: *e* and *b*

Project: A school bag

Lesson 11 **Pupil's Book**

Cutouts



Objectives

- **Lesson aims:** to practise language from the unit; to pronounce words correctly and use them in the correct context
- **Target language:** *bag, book, crayon, eraser, pen, pencil, pencil case, ruler; I've got …, I haven't got …*
- **Viewing and presenting:** to show and identify classroom items from the project

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can sing a simple song, if supported by pictures (GSE 22).

Materials

- Unit 2 My school bag Flashcards (*bag, book, crayon, eraser, pen, pencil, pencil case, ruler*)
- templates of the school bag and school objects for pupils to press out
- a completed model school bag with objects for demonstration
- glue
- crayons or 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; Two stars and a wish technique

Starting the lesson

- Use Flashcards 35–42 (*bag, book, crayon, eraser, pen, pencil, pencil case, ruler*) to revise the key vocabulary. Use the Where is this card? and/or What's missing? games.

Presentation

- Before the lesson, prepare all the materials and make a model school bag for demonstration.
- Show page 20 in the Pupil's Book and say *Look!* Show pupils an example of the completed model school bag and say *I've got a bag.*

Practice

1 Viewing and presenting Make and show.

- Show the bag to the class and demonstrate what you have got. Pull out the items one by one and say *I've got an eraser/a pencil/ruler.* Then look inside and say sadly *I haven't got a pen/pencil case.*
- Focus pupils on the illustrations on page 20. Introduce and talk through each stage so pupils know what they are going to do before they start. You may wish to support your pupils' understanding by explaining or discussing this with your class in their language. Use the Traffic light cards technique to check pupils understand what to do.
- Refer pupils to the cutout templates at the back of the Pupil's Book and distribute the materials needed.
- Pupils press out the shapes. Monitor closely and help wherever necessary.
- Pupils colour in their bags. They then colour in the classroom items.
- Demonstrate how to glue the front and back of the school bag to make into a bag shape. Show pupils how to leave the top open so that they will be able to put the classroom items in the bag. Demonstrate how to use the glue carefully.

Extra activity Fast finishers

- Ask more confident pupils to help other pupils who have yet to finish.

- If any pupils have not been successful at creating a usable model school bag, encourage them by saying they will have the chance to make something else in the next project and then put them to work with a partner who has created something usable for the following activities.
- Make a note of pupils who struggle with the practical tasks and encourage the peer learning technique, *Expert envoy* in the next project lesson to enable them to be more successful (see page 11 of the Introduction).
- Choose pupils, using the Lollipop stick technique, and ask them to show and name objects, e.g. elicit *I've got a blue eraser.* Encourage pupils to speak clearly when they present their items.
- Hold up an item of yours, e.g. a red pencil case. Say *I've got a red pencil case. And you?* Choose pupils to answer, using the Lollipop stick technique. Then elicit either *I've got a red pencil case* or *I haven't got a red pencil case.*

Project: A school bag

Extra activity **TPR**

- Pupils put some of their items into their bags. They then move around the classroom and show each other what they have got. They take out the items and say, e.g. *I've got a blue pencil.*

- Compare what you have got with one pupil. Say *I've got a yellow bag. I haven't got a green bag.* Pupils do the same in pairs.
- Encourage pupils to use the Two stars and a wish technique to evaluate the project. Make sure they start with two positive comments and then move on to one suggested area of improvement.
- Pupils pack away all their items in their model school bags. They will need to keep them for use in the next lesson.

2 2.23 2.24 Sing and play.

- Play the song. Pupils listen and hold up their bags and classroom items as they hear them named.
- Pupils sing the song and put the items in their bag as each is mentioned. You may need to pause the song to give them time.
- A karaoke version of the song is available (track 2.24).

Chorus: I'm ready, ready, ready. I'm ready for school.
I've got my school bag. Look! It's cool!

Verse 1: I've got a pencil case,
Look, look, look!
I've got crayons,
But I haven't got a book!

Chorus: I'm ready, ready, ready. I'm ready for school.
I've got my school bag. Look! It's cool!

Verse 2: I've got a ruler,
Look, look, look!
I've got an eraser,
But I haven't got a pen!

Chorus: I'm ready, ready, ready. I'm ready for school.
I've got my school bag. Look! It's cool!

Finishing the lesson

Extra activity **TPR**

- Tell pupils to get their own school bags and to pack their school equipment into it carefully (remind them to look after their things) as if they are going home. They then move around the classroom to find a partner.

- Pupils show each other what they have and haven't got in their bags.

How to work with projects

There is a project at the heart of every unit in *Jordan Team Together* Grade 1. Each project is carefully scaffolded to enable pupils to produce something which they can then use in fun, communicative classroom activities. They can also take their finished project work home to show their families and involve them in the learning process.

Use the projects 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.

The projects in this level involve pupils working together, and so prepare them for the collaborative projects at higher levels of *Jordan Team Together*.

For successful project work in the classroom at this level, you may wish to do the following:

- Boost the quality of your pupils' work by showing them good examples of the final product before they begin.
- Prepare pupils by getting them to think about the project in advance.
- Keep a flexible project schedule and involve pupils in the project design whenever possible.
- Avoid making all the decisions for pupils. Allow them to use their own creativity, and to take the project work in directions they want to go in.
- Record evidence of progress by preparing and filling in a checklist of what pupils ought to be doing at each stage of the project.
- Be aware that it will take time for pupils to develop time management skills and learning skills. Not all pupils will be able to complete the project work at the same pace, or to the same level of quality. Provide pupils who need it with extra support during the project.

Review

Lesson 12 **Pupil's Book**

Objectives

- **Lesson aims:** to review language from the unit; to pronounce words correctly and use them in the correct context
- **Target language:** *bag, book, crayon, eraser, pen, pencil, pencil case, ruler; I've got …, I haven't got …*
- **Viewing and presenting:** *to draw and share pictures of classroom items*

Global Scale of English (GSE)

- **Listening:** Can understand basic phrases or sentences about things people have, if supported by pictures (GSE 24).
- **Speaking:** Can talk about things they have, using a basic phrase (GSE 28).

Materials

- model bags made in the project lesson
- drawing materials for each pupil

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Lollipop stick technique
Peer learning: pairwork

Starting the lesson

- Pupils use the bags and school items they made in the previous lesson. Say *Find a green pen/red crayon,* etc. Pupils take out and hold up any items of the correct colour.
- Use the Lollipop stick technique to select some pupils to tell each other what they have got. Pupils say *I've got …* Encourage them to use the colours.

Presentation

- Show page 21 in the Pupil's Book and say *I've got a book. I haven't got a crayon.*

Practice

1 2.25 Listen and tick (✓).

- Guide pupils to find page 21 in the Pupil's Book. Focus pupils on the pictures and elicit what they illustrate.
- Play the audio. Pupils listen and tick the correct picture.

Answer key 1 b, 2 a, 3 a, 4 a

1 I've got a pen.
2 I've got a book.
3 I've got a bag.
4 I've got an eraser.

2 Viewing and presenting Draw and share.

- Distribute drawing materials.
- Pupils draw and colour pictures of three classroom items in the bag.
- Pupils then share their work and name each item that they've drawn (e.g. *I've got a pen*). Encourage pupils to speak clearly and confidently and to project their voices across the classroom. Encourage other pupils to actively engage in the presentation by asking them to compare items in different bags.

Diversity

Support
- Pupils work at their own pace. Some can draw just one or two classroom items.

Challenge
- Pupils could include more items. They could be put to work with another pupil to show their drawings and say what they have got.

3 2.26 Listen. Then say.

- Play the audio and pause after each line for pupils to repeat.
- Take one of the drawings that a pupil drew in the previous activity. Hold it up and ask the pupil to tell you what they have got in the bag.
- Pupils work in pairs to show their drawings and talk about them with a partner, using *I've got …* and *I haven't got …*

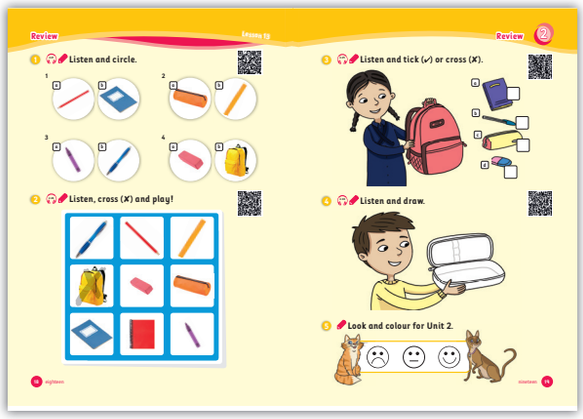
Girl: I've got a pencil case. I haven't got a book.
Boy: I've got a pencil. I haven't got a ruler.

Finishing the lesson

- Ask pupils to look in their real school bags and to say *I've got …* and *I haven't got …*
- Encourage pupils to show their model bags and the contents to their family members at home and to describe what they have in their bag.

Review

Lesson 13 Activity Book



Objectives

- **Lesson aims:** to review language from the unit; to pronounce words correctly and use them in the correct context
- **Target language:** *bag, book, crayon, eraser, pen, pencil, pencil case, ruler; I've got …, I haven't got …*

Global Scale of English (GSE)

- **Listening:** Can understand basic phrases or sentences about things people have, if supported by pictures (GSE 24).
- **Speaking:** Can talk about things they have, using a basic phrase (GSE 28).

Materials

- model bags made in the project lesson
- drawing materials for each pupil

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique

Starting the lesson

- Separate the class into two corners, *p* and *r*. Say a word beginning with *p* or *r* and have pupils run to the correct corner. Repeat with letters *e* and *b*.

Presentation

- Explain that in this lesson, pupils will review what they have learnt in Unit 2.

Practice

1 2.27 Listen and circle.

- Play the audio. Pupils listen and circle the correct picture.

Answer key 1 b, 2 a, 3 a, 4 b

1 book **2** pencil case **3** crayon **4** bag

2 2.28 Listen, cross (X) and play!

- Focus the pupils on the pictures, and elicit the colour and name of each.
- Explain that when they hear the name on the audio, they must cross out the picture. Demonstrate with the first item (*a yellow bag*) – play the first part of the audio and show pupils the cross in the Activity Book.
- Play the audio and pause after each phrase to give pupils time to find and cross out the picture. Tell them to put up their hands when they have crossed out all the pictures.

a yellow bag
a pink eraser
a green ruler
a blue book
a red pencil
a blue ruler
an orange pencil case
a blue pen
a purple crayon
a red pen
an orange ruler
a red book

3 2.29 Listen and tick (✓) or cross (X).

- Pupils look at the picture. Point and ask *What's this?* Elicit *girl* and the names of the items.
- Explain to pupils that they will hear what the girl has and hasn't got. If she has got it, they must tick the box. Use the Traffic light cards technique to check if pupils understand the task. If she hasn't got it, they must cross the box.

Answer key a ✓, b ✗, c ✓, d ✗

1 I've got a book.
2 I haven't got a pen.
3 I've got a pencil case.
4 I haven't got an eraser

4 2.30 Listen and draw.

- Focus pupils on the drawing of the pencil case. Tell them to listen and draw.

Answer key Pupils draw a ruler and a pencil.

1 I've got a ruler. I haven't got a pen.
2 I've got a pencil. I haven't got an eraser.

5 **Look and colour for Unit 2.**

- Find out how happy pupils are with what they have learnt in the unit. Find out if they can name things in the classroom and say what they have and haven't got. Explain that if they are happy, they can colour the smiley face. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like something or can't remember the words, they colour the unhappy face. Aim to give these pupils more support in the next lesson.

Finishing the lesson

- Find out what pupils' favourite part of the unit was. Give pupils the opportunity to repeat any popular activities. (If they say the project, allow them to practise conversations with the school bags again.)

Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 41 in the Pupil's Book.

Photocopiable resources

If appropriate for your class, you may wish to use the following photocopiable resource now or later in the course:
Resource 12: Vocabulary *My school bag*

3 Our classroom

Unit objectives

to talk about things in the classroom; to say where things are

Language

Vocabulary	*chair, desk, door, floor, teacher, wall, whiteboard, window*
Grammar	*What's this? It's a … The book is on the chair. The pens are on the floor.*
Functions	naming things in a classroom; describing where things are
Phonics	*t, m, w, i (teacher, teddy, ten, two, milk, moon, mouse, mum, wall, water, wave, whiteboard, igloo, in, ink, insect)*

Viewing and presenting

to draw pictures and talk about objects and where they are; to show project work and identify items in it; to compare items

Mapping

Topic	**Theme 1**: Society
Scope and Sequence Matrix	**Listening**: responding to basic greetings and polite interactions; identifying simple words; recognising basic intonation patterns; segmenting simple spoken sentences into words; listening to others with care; demonstrating understanding of familiar words or phrases following 2-3 steps in order **Speaking**: participating in rhymes and songs that reinforce basic values; producing simple formulaic utterances; responding to simple yes/no and *wh*-questions; participating in guided short exchanges; producing simple sentences using subjective personal pronouns; using simple sentences to identify objects and people; answering questions about pictures or cards **Reading**: identifying sound-letter correspondence; identifying and reading a range of simple familiar sight words with correct pronunciation; answering simple yes/no and *wh*-questions about simple written material (texts and stories) with the help of picture clues and key vocabulary; retelling simple texts with the help of the teacher; speed and fluency in reading; using sight words to increase a child's space of reading **Writing**: developing basic handwriting patterns; printing the English alphabet correctly and legibly; applying knowledge of simple spelling and punctuation **Viewing and presenting**: examining illustrations in English picture books (with Arabic guidance, if needed) and discussing ideas; using body language in a variety of ways to visually communicate the understanding of ideas and feelings; understanding simple questions and responding with actions or words introduced in KG with forms of politeness and empathy; using forms of appreciation and compassion
Learning Outcomes and Performance Indicators	**Listening**: respond to simple greetings (Hello! Goodbye! How are you today?); follow simple instructions in activities and games (write, draw, hands up, close your eyes); listen to and recite rhymes and songs; respond to simple yes/no and *wh*-questions about names, likes, dislikes, feelings, and classroom objects; identify familiar words in a stream of speech; segment simple utterances into words (I/love/school) using fingers; recognise basic intonation patterns; follow 2-3 step oral directions in order (e.g., open the window and sit down) **Speaking**: recite rhymes and songs, individually and in groups; produce English words and short phrases; copy basic stress and intonation patterns; use and respond to simple formulaic utterances (What's this? How are you? How old are you?); use simple statements to identify objects, people, days of the week, and position of objects or people; respond to simple question-and-response exchanges (Is it Saturday? Is this a boy? What is this?); answer questions by looking at pictures or cards

Vocabulary

Learning Outcomes and Performance Indicators	**Reading**: identify sound-letter correspondence; recognise spaces between words; use pictures and other visual cues to better understand simple written material; identify the letters of the English alphabet by their names, sounds and shapes; distinguish between small and capital letters; identify and read a range of simple familiar sight words with correct pronunciation; recognise a range of simple familiar words; distinguish reading-related vocabulary (page, line, title, next, turn over); practise reading aloud to develop reading speed; practise sight words to enhance fluency in sight reading; read and respond to simple instructions written with familiar words (e.g. open, close, hold, raise, etc.); answer simple yes/no and *wh*-questions about simple written material (texts and stories) with the help of picture clues and key vocabulary; classify, match and order classroom labels, captions, and keywords from familiar reading materials; retell short texts with the help of the teacher and peers **Writing**: match words with pictures; print the English alphabet, using small and capital letters correctly; spell grade-appropriate words correctly **Viewing and presenting**: begin to connect visual information with his/her own experiences to construct meaning (relating a picture book about children making friends in new situations to his/her own experience); use drawings or other visual display when sharing information to clarify ideas, thoughts, and feelings; observe and discuss illustrations in picture books in English (with Arabic guidance, if needed) to explain ideas; show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages (with the help of the teacher and use of Arabic, if necessary); express his/her own feelings in response to visual messages in posters, cartoons or illustrations using the mother tongue, if necessary; use body language in a variety of ways to communicate and convey understanding of ideas and feelings visually; understand simple questions and respond with actions or vocabulary words introduced in KG

Lesson 1 **Pupil's Book**

Objectives

- **Lesson aims:** to name things in a classroom; to pronounce the words correctly
- **Target language:** *door, teacher, whiteboard, window; What's this? It's a ...*

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 repeat single words, if spoken slowly and clearly (GSE 10).

Materials

- Unit 2 My school bag Flashcards (*bag, book, crayon, eraser, pen, pencil, pencil case, ruler*)
- Unit 3 Our classroom Flashcards (*door, teacher, whiteboard, window*)
- a hand puppet or soft toy
- real objects (pen, eraser, ruler)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Lollipop stick technique

Starting the lesson

Extra activity **TPR**

- Sing and do the actions for the 'Hello' song. (You can do this at the start of each lesson in the unit.)

- Use Flashcards 35–42 (*bag, book, crayon, eraser, pen, pencil, pencil case, ruler*) and games to revise the vocabulary from Unit 2. Choose one or more of these flashcard games: Observation, Which card is this?, Standing up.

Vocabulary

Presentation

- Show page 22 in the Pupil's Book and say *teacher, whiteboard, door, window.* Point to each item as you say the words. Use Flashcards 51, 53, 55 and 56 to help you introduce the vocabulary.

Practice

1 3.1 Listen and follow.

- Guide pupils to find page 22 in the Pupil's Book. Pupils look at the main picture together. Point to Hala and Meg and ask *Who's this?* Elicit the names. Point to the younger boy and explain that Hala also has a much younger brother called Salah. He doesn't go to school yet.
- Point to the teacher in the picture and ask *Who's this?* Give the answer *It's a teacher.* Pupils repeat the answer after you.
- Hold up any objects pupils know, e.g. *pen, eraser, ruler,* and ask *What's this?* Elicit answers and guide pupils to reply *It's a* … Do some repetition practice with the answers.
- Use a hand puppet or soft toy to touch objects around the room and ask the following questions. You answer the questions.
  What's this? It's a whiteboard.
  What's this? It's a door.
  What's this? It's a window.
- Drill the question and answers.
- Tell pupils to look at you. Play the audio.
- Pupils then look at their books and listen again. They point to the character who speaks.

Hala: Look, Salah. This is my classroom!
Salah: Oh! Who's this?
Hala: It's my teacher, Miss Fatima.
Salah: Oh! And what's this?
Hala: It's a whiteboard.
Salah: Oh! And what's this?
Hala: It's a door.
Salah: Oh! And what's this?
Hala: It's a window.

2 3.2 Listen, point and say.

- Focus pupils on the pictures at the bottom of the page. Point to each in turn and say the word. Pupils repeat after you.
- Play the audio as pupils look at their books. The first time tell them to point to the correct picture as they listen.
- Play the audio again for pupils to repeat the words.

1 teacher **2** whiteboard **3** door **4** window

Extra activity TPR

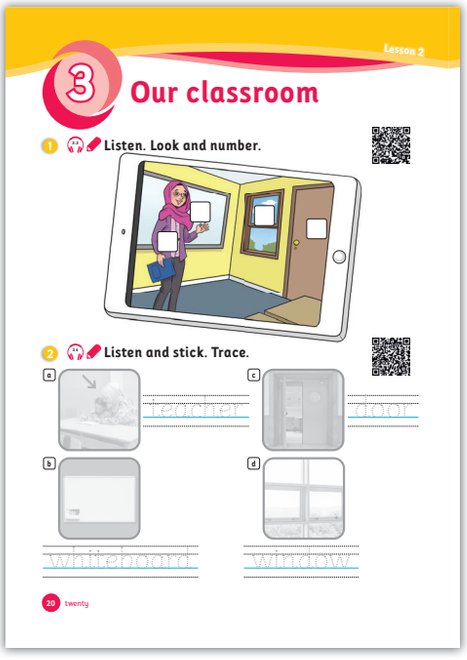
- Use Flashcards 51, 53, 55 and 56. Show the flashcards and get pupils to repeat the words after you.
- Place each card in different parts of the classroom. When you say one of the words, pupils must run to the correct flashcard. (If you do not have the room for this, they can simply stand and point to the correct card.)
- **Extension** Choose individual pupils to do the activity, using the Lollipop stick technique. Get the rest of the class to help by pointing to where the pupil should go.

Finishing the lesson

- Say *whiteboard, door, window.* Pupils point to the correct objects in the classroom.

Vocabulary

Lesson 2 **Activity Book**



Objectives

- **Lesson aims:** to name things in a classroom; to pronounce the words correctly
- **Target language:** *door, teacher, whiteboard, window; What's this? It's a …*

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 repeat single words, if spoken slowly and clearly (GSE 10).
- **Writing:** Can trace individual letters (GSE 10).

Materials

- Unit 2 My school bag Flashcards (*bag, book, crayon, eraser, pen, pencil, pencil case, ruler*)
- Unit 3 Our classroom Flashcards (*door, teacher, whiteboard, window*)
- Unit 3 Stickers (back of the Activity Book)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique
Peer learning: groupwork

Starting the lesson

- Move around the classroom and stand next to items pupils have been introduced to. Take turns to point to each item, saying e.g. *It's a window.* If it's not a *(window)*, pupils say *No, it's a (door)!*

Presentation

- Tell pupils they are going to revise and practise the words from Lesson 1.

Practice

1 3.3 Listen. Look and number.

- Focus pupils on the picture. Elicit the names of the items pupils know.
- Tell pupils to listen and number the items that Hala says. Use the Traffic light cards technique to check they understand what they have to do.
- Play the audio. Pupils listen and number the correct picture for each.

Answer key 1 teacher, 2 whiteboard, 3 door, 4 window

1 Hala: Look, Salah. This is my classroom!
Salah: Oh! Who's this?
Hala: It's my teacher, Miss Fatima.
2 Salah: Oh! And what's this?
Hala: It's a whiteboard.
3 Salah: Oh! And what's this?
Hala: It's a door.
4 Salah: Oh! And what's this?
Hala: It's a window.

2 3.4 Listen and stick. Trace.

- Play the audio. Pause to allow pupils time to put the stickers in the correct place.
- Ask pupils to trace and write the letters for each word next to or under the pictures.
- **Extension** When pupils have finished, ask them to point to each in turn and say the word.

Answer key 1 b, 2 a, 3 d, 4 c

1 whiteboard **2** teacher **3** window **4** door

Finishing the lesson

Extra activity TPR

- Play the Team race game with Flashcards 51, 53, 55 and 56 (*door, teacher, whiteboard, window*).

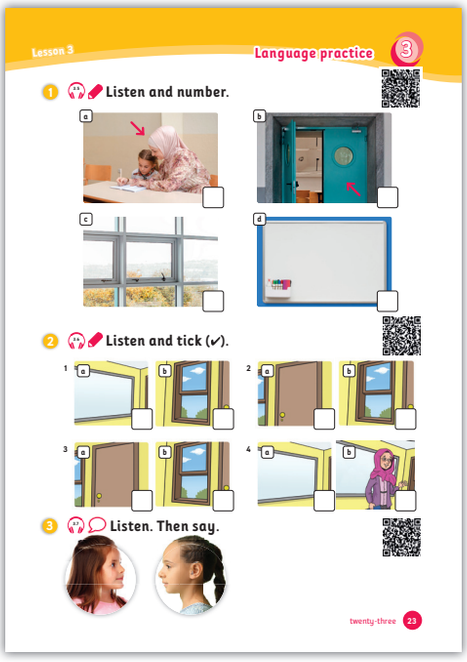
- **Extension** Use all the flashcards from Unit 2 to extend the game and do some revision.

Extra activity TPR

- Play the 'Goodbye' song pupils learnt in the Welcome lesson. (You can use this at the end of each lesson in this unit.)

Language practice

Lesson 3 **Pupil's Book**



Objectives

- **Lesson aims:** to practise language from Lesson 1; to pronounce the words correctly and use the correct word for the correct item
- **Target language:** *door, teacher, whiteboard, window; What's this? It's a …*

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 understand basic questions about what things are in their immediate surroundings or in pictures (e.g. 'What's this?') (GSE 22).
- **Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19).

Materials

- Unit 3 Our classroom Flashcards (*door, teacher, whiteboard, window*)
- Unit 2 My school bag Flashcards and real classroom objects (*bag, book, crayon, eraser, pen, pencil, pencil case, ruler*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique
Peer learning: pairwork

Starting the lesson

- Review the vocabulary from the previous lesson and unit. Hold up or touch objects (e.g. *door, window, whiteboard*) and ask *What's this?* Elicit *It's a …* Then hold up Flashcard 53 for the word *teacher* and ask *Who's this?* Elicit *It's a teacher.* (Avoid using yourself for this as the answer would need to be *You're a teacher.*)

Presentation

- Show page 23 in the Pupil's Book and say *What's this? It's a door. What's this? It's a window.* Go to and touch each item as you ask the questions or hold up the correct flashcard each time.

Practice

1 3.5 Listen and number.

- Point to each picture in the book and, ask *What's this?* and elicit the name.
- Tell pupils to listen and number the pictures. Use the Traffic light cards technique to check all pupils have understood what to do before playing the audio.
- **Extension** Check answers by calling out the numbers and eliciting the words, e.g. *one – window.*

Answer key a 2, b 4, c 1, d 3

1 window **2** teacher **3** whiteboard **4** door

2 3.6 Listen and tick (✓).

- Give pupils a minute to look at the pictures. Elicit the names of the objects.
- Explain that pupils listen and tick the box with the correct picture. Use the Traffic light cards technique to check pupils understand what to do before playing the audio.
- Play the audio. Pupils tick the correct boxes.

Answer key 1 a, 2 b, 3 a, 4 b

1 Salah: What's this?
Hala: It's a whiteboard.
2 Salah: What's this?
Hala: It's a window.
3 Salah: What's this?
Hala: It's a door.
4 Salah: Who's this?
Hala: It's a teacher.

3 3.7 Listen. Then say.

- Play the audio as a model of the language to be practised.
- Pupils listen again and repeat the question and answer.
- Pupils work in pairs asking and answering the question using the pictures in Activities 1 and 2.

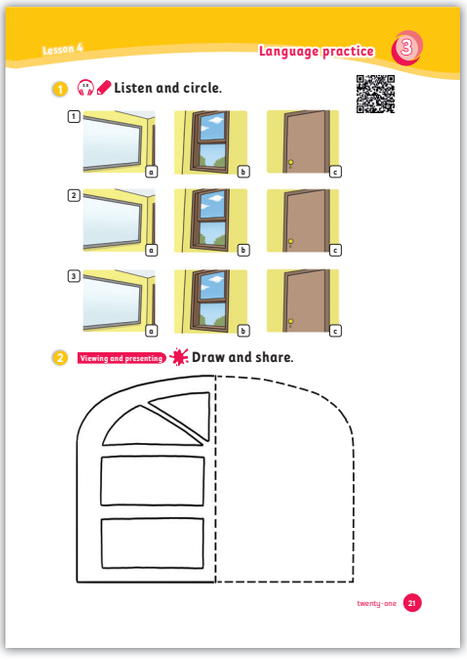
Girl 1: What's this?
Girl 2: It's a door.

Finishing the lesson

- Pupils walk around the classroom in pairs to ask and answer the questions using real objects in the classroom.

Language practice

Lesson 4 **Activity Book**



Objectives

- **Lesson aims:** to practise language from Lesson 1; to pronounce the words correctly and use the correct word for the correct item
- **Target language:** *door, teacher, whiteboard, window; What's this? It's a …*
- **Viewing and presenting:** to draw pictures and talk about their work

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 understand basic questions about what things are in their immediate surroundings or in pictures (e.g. 'What's this?') (GSE 22).
- **Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19).

Materials

- Unit 3 Our classroom Flashcards (*door, teacher, whiteboard, window*)
- Unit 2 My school bag Flashcards (*bag, book, crayon, eraser, pen, pencil, pencil case, ruler*)
- drawing materials for each pupil

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Lollipop stick technique
Peer learning: groupwork

Starting the lesson

- Point to the whiteboard and ask pupils *What's this?* Pupils answer *It's a whiteboard.* The first pupil to give the correct answer then takes the role of the teacher. They should point to something else in the classroom or hold up a flashcard and ask *What's this?* for others to guess. Repeat this sequence.

Presentation

- Tell pupils that they are going to review the language from Lesson 3.

Practice

1 3.8 Listen and circle.

- Pupils look at the pictures. Elicit the name of the item in each picture.
- Tell pupils to listen and circle the correct picture. Play the audio.

Answer key 1 b, 2 a, 3 c

1 Girl: What's this?
Man: It's a window.
2 Girl: What's this?
Man: It's a whiteboard.
3 Girl: What's this?
Man: It's a door.

2 Viewing and presenting Draw and share.

- Focus pupils on the partial drawing. Ask *What is it?* Elicit *It's a window/door.*
- Pupils complete the drawing and colour it.
- Pupils work in groups to show their pictures and talk about them, e.g. *It's a window/door.* Encourage clear, confident speech with correct pronunciation. Pupils should listen carefully to each other and should take pride in presenting their work.

Finishing the lesson

- Using the Lollipop stick technique, choose one pupil to stand at the front of the class and give them one of the flashcards from Unit 2 or Unit 3, Lesson 1 – the rest of the class should not see what it is.
- The pupil asks *What's this?* Using the Lollipop stick technique again, choose pupils to guess what the flashcard shows, e.g. *It's a window/whiteboard.* The pupil at the front says *No* to incorrect guesses and, for a correct guess, uses a whole sentence, e.g. *Yes, it's a door.*
- The pupil who made the correct guess then comes to the front and is given a different flashcard. Continue the game.

Story

Lesson 5 **Pupil's Book**

Objectives

- **Lesson aims:** to review a story by identifying characters and their actions as well as known objects; to identify examples of how to be tidy
- **Target language:** *chair, desk, floor, wall; The book is on the chair. / The pens are on the floor.*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26).

Materials

- Unit 3 Our classroom Flashcards (*chair, desk, floor, wall*)
- Unit 2 My school bag Flashcards and real classroom objects (*bag, book, crayon, eraser, pen, pencil, pencil case, ruler*)
- paper and drawing materials for each pupil

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Happy/sad face technique

Starting the lesson

- Review the language from the previous lessons using real objects and flashcards. Hold or touch objects and ask *What's this?* Elicit *It's a . . . .*

Presentation

- Show page 24 in the Pupil's Book and say *The crayons are on the desk.* Point to crayons on a desk as you say it. Introduce the new vocabulary using Flashcards 49, 50, 52 and 54 (*chair, desk, floor, wall*).

Practice

1 3.9 Listen and follow. Find the pens.

- Tell pupils they are going to listen to a story called *Let's tidy up!*
- Guide pupils to find page 24 in the Pupil's Book. Focus them on the pictures. Ask *Who's this?* and *What's this?*, pointing to the characters and objects pupils already know. Elicit answers using *It's . . . .*
- Play the audio of the first scene and pause. Say *Point to the pens.*
- Play the second scene and pause. Repeat the three sentences, demonstrating what they mean, e.g. put some crayons on a desk and say *The crayons are on the desk.* Say *Point to the pens.*
- Play the rest of the story, pausing after each scene. Say *Point to the pens* after each scene.
- Play the audio again and this time use the Story Cards. Pause the audio before and after each scene and refer to the instructions on the back of each card.

Answer key Pupils point to all the pens in each picture of the story.

Let's tidy up!

Scene 1

Miss Fatima: Oh, no! Look at the classroom!
Children: Oh, no!

Scene 2

Lama: The crayons are on the desk.
Hala: The book is on the chair.
Malek: The pens are on the floor.

Scene 3

Hala: Let's tidy up.
Lama & Malek: OK!
Malek: I've got the crayons.
Lama: I've got the pens.

Scene 4

Malek: The classroom is tidy!
Miss Fatima: Thank you, children.

Scene 5

Lama: Oh! Look at the pens!
Malek: Oh, no!

2 Look and find.

- Introduce the topic of being tidy. Create some mess in the classroom (use items pupils can name, e.g. books, crayons, pens, pencils, erasers). Then point to the mess and say *Oh, no! Look. Let's tidy up.* Have pupils repeat *Let's tidy up!* and then help you tidy up the classroom. When finished, say *The classroom is tidy. Thank you!*
- Using the Happy/sad face technique, distribute the cards with faces. Show pupils an untidy desk and ask *Is it good?* Then do the same with a tidy desk. Finally ask *Is it good to tidy up?*
- **Extension** You may wish to support your pupils' understanding by explaining or discussing what pupils do to tidy up at school and at home in their first language. Discuss why it is good to tidy up.
- Focus the pupils on the picture story and say *Show me the children tidying up.*

Answer key Pupils point to picture 3.

Extra activity Creativity

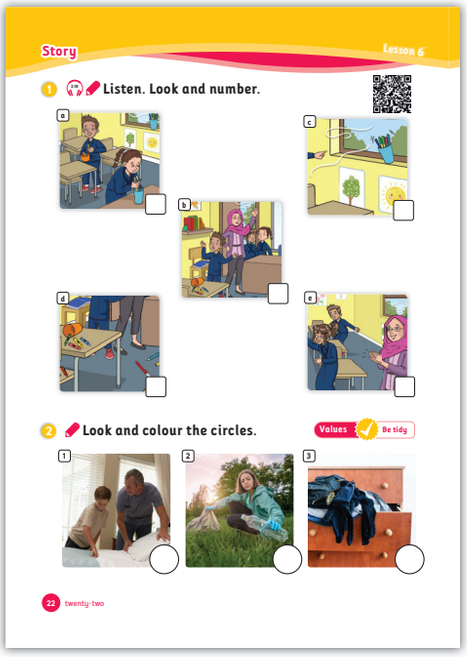
- Pupils draw a picture of themselves tidying up at home. Ask pupils to share these pictures and talk about them.

Finishing the lesson

- Put some crayons on a desk and a book on the floor. Say, *The crayons are on the desk.* Pupils say *Yes.* Now say *The book is on the chair.* Pupils say *No!* Do the same with other objects and positions.

Story

Lesson 6 **Activity Book**



Objectives

- **Lesson aims:** to review a story by identifying characters and their actions as well as known objects; to identify examples of how to be tidy
- **Target language:** *chair, desk, floor, wall; The book is on the chair. / The pens are on the floor.*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26).

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique

Starting the lesson

- Focus pupils on the story in Lesson 5 again. Say, *Show me the children tidying up.* Pupils point to picture 3.

Presentation

- Tell pupils they are going to look at the story from Lesson 5 again.

Practice

1 3.10 Listen. Look and number.

- Pupils look at the pictures from the story. Elicit the names of the characters, and any of the words and sentences from the story that they remember.
- Explain that the pictures are in the wrong order and they have to number them in the correct order. Point out to them where they write the numbers 1 to 5. Use the Traffic light cards technique to check they understand.
- Play the audio. Pupils point to the correct picture as they listen. Monitor that they are doing this correctly.
- Play the audio again for pupils to number the pictures.

Answer key a 3, b 1, c 5, d 2, e 4

Let's tidy up!

Scene 1

Miss Fatima: Oh, no! Look at the classroom!
Children: Oh, no!

Scene 2

Lama: The crayons are on the desk.
Hala: The book is on the chair.
Malek: The pens are on the floor.

Scene 3

Hala: Let's tidy up.
Lama & Malek: OK!
Malek: I've got the crayons.
Lama: I've got the pens.

Scene 4

Malek: The classroom is tidy!
Miss Fatima: Thank you, children.

Scene 5

Lama: Oh! Look at the pens!
Malek: Oh, no!

2 Look and colour the circles.

- Pupils look at the pictures and think about which show tidying up. Make sure pupils know to colour in the circles only, and that they can use any colour they like.

Answer key Pupils colour pictures 1 and 2.

Finishing the lesson

- Read the story to pupils again, but this time pause for them to fill the gaps. Choose the key words they have learnt and used already, e.g.

Miss Fatima: Oh, no! Look at the classroom!
Children: Oh, no!
Lama: The … (*crayons*) are on the desk.
Hala: The … (*book*) is on the chair.

Language practice

Lesson 7 **Pupil's Book**

Objectives

- **Lesson aims:** to practise language from Lesson 5; to pronounce the words correctly and use the correct word for the correct item
- **Target language:** *chair, desk, floor, wall; The book is on the chair. / The pens are on the floor.*

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). 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 repeat single words, if spoken slowly and clearly (GSE 10). Can sing a simple song, if supported by pictures (GSE 22).

Materials

- Unit 3 Our classroom Flashcards (*chair, desk, floor, wall*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Peer learning: pairwork

Starting the lesson

- Revise the vocabulary for the lesson using Flashcards 49, 50, 52 and 54 (*chair, desk, floor, wall*). Use the *Yes!/No!* flashcard game to practise knowledge of the four new words introduced in the previous lesson.

Presentation

- Show page 25 in the Pupil's Book and say *The crayon is on the desk.* Point to a crayon on a desk as you say it.

Practice

1 3.11 3.12 Listen again. Then listen, look and match.

- Play the audio of the story again (3.11) to remind pupils of what happens.
- Focus the pupils on pictures 1–3 and point to each character in turn. Ask *Who's this?* Then focus on pictures a–c and elicit the names of the objects (*crayons, pens, book*).
- Play each line of audio 3.12 and elicit the name of the speaker, e.g. *It's Lama.*
- Play audio 3.12 again. Pupils match the speaker to the picture they are talking about.

Answer key 1 a, 2 c, 3 b

Let's tidy up!

Scene 1

Miss Fatima: Oh, no! Look at the classroom!
Children: Oh, no!

Scene 2

Lama: The crayons are on the desk.
Hala: The book is on the chair.
Malek: The pens are on the floor.

Scene 3

Hala: Let's tidy up.
Lama & Malek: OK!
Malek: I've got the crayons.
Lama: I've got the pens.

Scene 4

Malek: The classroom is tidy!
Miss Fatima: Thank you, children.

Scene 5

Lama: Oh! Look at the pens!
Malek: Oh, no!

Lama: The crayons are on the desk.
Hala: The book is on the chair.
Malek: The pens are on the floor.

2 3.13 Listen, point and say.

- Focus the pupils on the four pictures. Elicit the words before pupils listen – they have heard them a few times now and have seen the flashcards. Praise them if they can remember them.
- Play the audio. Pupils repeat the words.
- **Extension** Pupils work in pairs to touch the items in the classroom and ask *What's this?*

1 chair **2** floor **3** desk **4** wall

Language practice

3 3.14 **Listen and tick (✓).**

- Give pupils a minute to look at the pictures and think about what they show. Play the audio. Pupils tick the correct boxes.
- **Extension** Play the audio again and have pupils repeat the sentences as they point to the correct picture.

Answer key 1 b, 2 b, 3 a, 4 b

1 The bag is on the floor.
2 The crayons are on the desk.
3 The book is on the chair.
4 The pencils are on the desk.

4 3.15 3.16 **Listen and sing.**

- Play the whole song as pupils listen.
- Teach pupils the chorus of the song by getting them to repeat the words after you. Then play the song again with pupils joining in with the chorus.
- Play each line of the verses and pause for pupils to repeat.
- Pupils sing along with the whole song.
- A karaoke version of the song is available (track 3.16).

Extra activity **TPR**

- Pupils stand up. Divide up the class, boys and girls or two halves, to sing verses 1 and 2. They all sing the chorus.

Chorus: Look! Look! Look!
What's this? What's this? What's this?
Boy: It's a window.
It's a floor.
It's a whiteboard.
It's a door.
Chorus: Look! Look! Look!
What's this? What's this? What's this?
Girl: It's a chair.
It's a wall.
It's a desk.
It's a book.
Chorus: Look! Look! Look!
What's this? What's this? What's this?

Finishing the lesson

- Play the song again. Encourage pupils to point to the correct objects in the classroom as they hear them.

Language practice

Lesson 8 **Activity Book**

Objectives

- **Lesson aims:** to practise language from Lesson 5; to pronounce the words correctly and use the correct word for the correct item
- **Target language:** *chair, desk, floor, wall; The book is on the chair. / The pens are on the floor.*

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 understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (GSE 24).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 10).
- **Writing:** Can trace individual letters (GSE 10).

Materials

- Unit 3 Our classroom Flashcards (*chair, desk, floor, wall*)
- Vocabulary time (Activity Book page 40)
- Unit 3 Stickers (back of the Activity Book)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Monitoring pupils' learning: Traffic light cards technique; Happy/sad face technique

Starting the lesson

- Put some crayons on the desk and say *The crayons are …* Elicit *on the desk*. Then put a book on a chair and say *The book is …* Pupils complete the sentence (*on the chair*).

Presentation

- Show pupils Flashcards 49, 50, 52 and 54 (*chair, desk, floor, wall*) and play Which card is this?

Practice

1 3.17 Listen and stick. Trace.

- Play the audio. Pause to allow pupils time to put the stickers in the correct place.
- Ask pupils to write and trace the words under each picture.
- **Extension** When pupils have finished, ask them to point to each picture and say the word.

Answer key 1 c, 2 d, 3 a, 4 b

1 desk **2** wall **3** chair **4** floor

2 3.18 Listen and match.

- Give pupils a minute to look at the pictures and prepare before they listen. Elicit the name of each object.
- Play the first line of the audio. Pupils listen and draw a line from the crayons to the desk. Use the Traffic light cards technique to check pupils understand what they have to do.
- Play the rest of the audio. Pupils draw lines to match objects according to what they hear.

Answer key 1 b, 2 d, 3 a, 4 c

1 The crayons are on the desk.
2 The pen is on the bag.
3 The pencils are on the floor.
4 The book is on the chair.

Finishing the lesson

- Use the Happy/sad face technique to elicit from pupils what they think of the story.
- Revise the unit vocabulary. Touch a desk and ask *What's this?* Hold up a crayon and ask *What's this?*
- Put the crayon on the desk. Say *The crayon is …* and elicit *on the desk*. Pupils repeat the whole sentence.
- Repeat with other objects, e.g. *The book is on the desk. The bag is on the floor.*

Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 42 in the Pupil's Book.

Extra activity Vocabulary time

- To practise all the unit vocabulary, go to the Vocabulary time section on page 40 in the Activity Book.

Phonics Tt Mm

Lesson 9 **Pupil's Book**

Objectives

- **Lesson aims:** to pronounce and practise the sounds for the letters *Tt* and *Mm*; to differentiate between the sounds learnt
- **Target language:** the sounds for the letters *Tt* and *Mm*

Global Scale of English (GSE)

- **Listening:** Can hear the initial sound in simple words (GSE 10).
- **Speaking:** Can say the sounds for the letters of the alphabet, if supported by pictures (GSE 13).

Materials

- Units 1–3 Phonics Cards (*s, d, c, a, p, r, e, b, t, m*)
- Unit 3 Phonics Flashcards *(teacher, teddy, ten, two, milk, moon, mouse, mum)*

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Refer to page 12 in the Introduction for more guidelines on how to teach phonics.
- Use the Phonics Cards and games in the phonics section of the Games bank to revise the letters and sounds covered so far (*s, d, c, a, p, r, e, b*). Take time to revise the individual letter sounds and to practise blending and segmenting.

Presentation

- Show page 26 in the Pupil's Book and say */t/*, */t/*, teddy. Write the letters *t* and *T* on the board and repeat the */t/* sound.
- Point to the picture and present the action for the word *teddy* – pretend to cuddle a teddy with both hands. Encourage pupils to copy the action while saying the */t/* sound.
- Repeat with the sound for *m* and *M*. Say */m/*, */m/*, *mouse*, write the letters on the board and model the action – pull your fingers away from your cheeks to imitate the whiskers of a mouse.

Practice

1 3.19 Listen and say.

- Focus pupils on page 26, Activity 1 and point to the pictures in turn. Ask pupils to say the sound, the word, and to do the action each time.
- Introduce the Phonics Card for each letter and hold them up alternately for pupils to say the correct sound for each letter.
- Play the audio. Pupils point to the correct picture as they listen. They repeat the sounds and words.

/t/ /t/ teddy
/m/ /m/ mouse

2 3.20 Listen, circle and say.

- Look at the pictures with the pupils and see if they know the words for any of them. Explain that the word for each picture starts with one of the new sounds. Pupils should be able to identify the words for each of the number words (two, ten) at least. Elicit the initial sound for each of the number words plus any of the other words they know. Use the Unit 3 Phonics Flashcards (8, 16, 53 and 57–59) to help you introduce the vocabulary.
- Play the audio while pupils listen.
- Check that they can recall the word for each picture and then identify the initial sound. Point out the two letters below each picture and explain that pupils must choose the correct letter to represent the initial sound and should circle it. Encourage them to check their choices with a partner.
- Once pupils have circled all six letters, play the audio for a final time so that they can check their work.

1 /t/ /t/ two
2 /m/ /m/ milk
3 /t/ /t/ ten
4 /m/ /m/ moon
5 /m/ /m/ mum
6 /t/ /t/ teacher

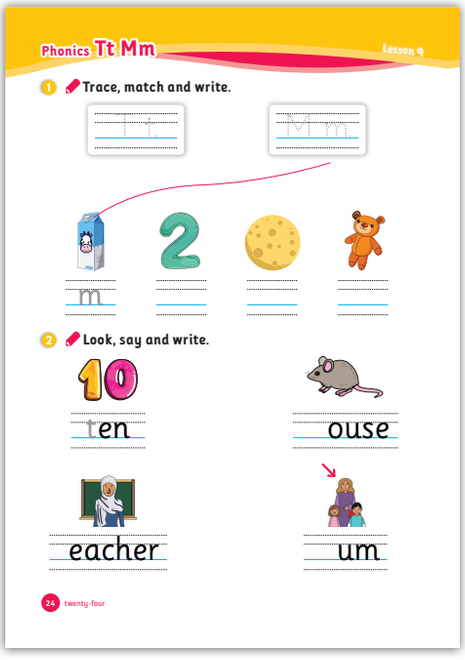
Answer key 1 t, 2 m, 3 t, 4 m, 5 m, 6 t

Blending and Segmenting

- Pupils now know the sounds for the letters *s, d, c, a, p, r, e, b, t, m* and can start to blend these sounds together to make words. Refer to the *How to work with phonics* section in the Introduction and the blending and segmenting games in the Games bank to start teaching this skill. Model the process and give plenty of practice in a supportive environment.
- Words for blending and segmenting: dad, sad, red, bed, pad, cap, cat, mat, map, tap, bat.

Phonics Tt Mm

Lesson 9 Activity Book



Objectives

- **Lesson aims:** to pronounce and practise the sounds for the letters *Tt* and *Mm*; to differentiate between the sounds learnt
- **Target language:** the sounds for the letters *Tt* and *Mm*

Global Scale of English (GSE)

- **Speaking:** Can say the sounds for the letters of the alphabet, if supported by pictures (GSE 13).
- **Writing:** Can trace individual letters (GSE 10).

Materials

- Units 1–3 Phonics Cards (*s, d, c, a, p, r, e, b, t, m*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Use the Phonics Cards and games in the phonics section of the Games bank to revise the letters and sounds covered so far (*s, d, c, a, p, r, e, b, t, m*). Take time to revise the individual letter sounds and to practise blending and segmenting, making sure to refer to the *How to work with phonics* section in the Introduction.

Presentation

- Explain that in this lesson pupils will practise writing the letters for the sounds */t/* and */m/*.
- Write the letters *T, t, M* and *m* on the board and point to each one to elicit the sound that each letter makes.
- Show pupils how to write the letters by modelling each one on the board. Check that they know where to start each letter and encourage them to 'write' the letters in the air with their fingers as you write them on the board. Point out the position of each letter on the stave and the differences in height, size and shape.

Practice

1 Trace, match and write.

- Guide pupils to find page 24 in their Activity Book. Tell pupils they will practise writing uppercase and lowercase letters for the sounds they've learnt in this lesson.
- Ask pupils to trace the letters in the boxes and say the sounds they make as they trace them. Explain that we normally use lowercase letters for words within sentences and that an uppercase letter is used at the start of a sentence or for names.
- Once pupils have traced the letters, they should match the letters in each box to two of the pictures below. Start by eliciting the word for each picture followed by the initial sound. Ask pupils to match each picture to a Phonics Card and to 'write' the initial letter in the air with their finger.
- Once pupils can identify each picture and the initial sound, ask them to match the letters in the box to each picture by drawing lines and then to write the initial letter for each one on the stave below, taking care with letter formation and placement on the stave.
- Check the answers as a class and work through the activity together.

Answer key m, t, m, t

2 Look, say and write.

- Elicit the word for each picture and identify the initial sound by asking pupils to choose the correct Phonics Card and say the sound.
- Explain that pupils should then write the correct letter to complete each word.
- Once pupils have completed each word, they can take turns to point to a picture and then 'write' the letter for initial sound in the air with their finger. Encourage pupils to say the initial sound followed by the word for each picture.

Answer key **t**en, **m**ouse, **t**eacher, **m**um

Finishing the lesson

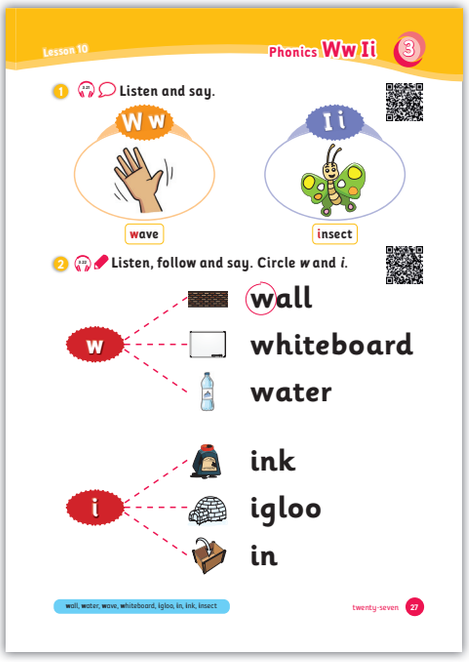
- Use the Phonics Cards to reinforce the new sounds and to revise previously taught sounds.
- Select a game from the phonics section of the Games bank and work on phonemic awareness or blending and segmenting using the sounds and letters that pupils have learnt so far.

Photocopiable resources

If appropriate for your class, you may wish to use the following photocopiable resource now or later in the course.
Resource 7: *t* and *m*

Phonics Ww Ii

Lesson 10 **Pupil's Book**



Objectives

- **Lesson aims:** to pronounce and practise the sounds for the letters *Ww* and *Ii*; to differentiate between the sounds learnt
- **Target language:** the sounds for the letters *Ww* and *Ii*

Global Scale of English (GSE)

- **Listening:** Can hear the initial sound in simple words (GSE 10).
- **Speaking:** Can say the sounds for the letters of the alphabet, if supported by pictures (GSE 13).

Materials

- Units 1–3 Phonics Cards (*s, d, c, a, p, r, e, b, t, m, w, i*)
- Unit 3 Phonics Flashcards (*wall, water, wave, whiteboard, igloo, in, ink, insect*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Use the Phonics Cards and games in the phonics section of the Games bank to revise the letter and sounds covered so far (*s, d, c, a, p, r, e, b, t, m*). Take time to revise the individual letter sounds and to practise blending and segmenting, making sure to refer to the *How to work with phonics* section in the Introduction.

Presentation

- Show page 27 in the Pupil's Book and say */w/, /w/, wave*. Write the letters *w* and *W* on the board and repeat the */w/* sound.
- Point to the picture and present the action for the word *wave* – wave with your hand as if saying hello. Encourage pupils to copy the action while saying the */w/* sound.
- Repeat with the sound for *i* and *I*. Say */ɪ/, /ɪ/, insect*, write the letters on the board and model the action – position one hand palm up while the other hand moves like an insect that is crawling on it.

Practice

1 3.21 Listen and say.

- Focus pupils on page 27, Activity 1 and point to the pictures in turn. Ask pupils to say the sound, the word, and to do the action each time.
- Introduce the Phonics Card for each letter and hold them up alternately for pupils to say the correct sound for each letter.
- Play the audio. Pupils point to the correct picture as they listen. They repeat the sounds and words.

/w/ /w/ wave
/ɪ/ /ɪ/ insect

2 3.22 Listen, follow and say. Circle *w* and *i*.

- Look at the letters with the pupils and see if they can identify the sound and the action for each one.
- Explain that they will hear some new words on the audio that start with the initial sound for each letter and that they should follow the lines to each picture and repeat the word they hear.
- Check that pupils can recall each word and then ask them to start with the letter on the left, trace the lines to each picture and then circle the initial letter each time as they say the word.
- Hold up a Phonics Card for either *w* or *i* and ask pupils to say one of the words to go with it. Continue until pupils have recalled all three words and then change the Phonics Card and repeat with the other letter.
- Use the Unit 3 Phonics Flashcards (54, 55, 60 and 62–64) to help you introduce the new vocabulary (*wall, whiteboard, water, ink, igloo, in*).

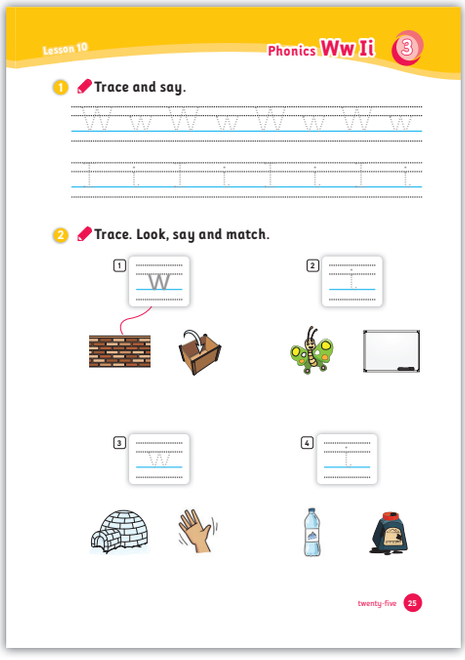
1 /w/ /w/ wall
2 /w/ /w/ whiteboard
3 /w/ /w/ water
4 /ɪ/ /ɪ/ ink
5 /ɪ/ /ɪ/ igloo
6 /ɪ/ /ɪ/ in

Blending and Segmenting

- Pupils now know the sounds for the letters s, *d, c, a, p, r, e, b, t, m, w, i* and can start to blend these sounds together to make words. Refer to the *How to work with phonics* section in the Introduction and the blending and segmenting games in the Games bank to start teaching this skill. Model the process and give plenty of practice in a supportive environment.
- Words for blending and segmenting: dad, sad, red, bed, pad, cap, cat, mat, map, tap, bat, pat, web, wet, sit.

Phonics Ww Ii

Lesson 10 **Activity Book**



Objectives

- **Lesson aims:** to pronounce and practise the sounds for the letters *Ww* and *Ii*; to differentiate between the sounds learnt
- **Target language:** the sounds for the letters *Ww* and *Ii*

Global Scale of English (GSE)

- **Speaking:** Can say the sounds for the letters of the alphabet, if supported by pictures (GSE 13).
- **Writing:** Can trace individual letters (GSE 10).

Materials

- Units 1–3 Phonics Cards (*s, d, c, a, p, r, e, b, t, m, w, i*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Use the Phonics Cards and games in the phonics section of the Games bank to revise the letter and sounds covered so far *(s, d, c, a, p, r, e, b, t, m, w, i)*. Take time to revise the individual letter sounds and to practise blending and segmenting, making sure to refer to the *How to work with phonics* section in the Introduction.

Presentation

- Explain that in this lesson pupils will practise writing the letters for the sounds */w/* and */ɪ/*.
- Write the letters *W, w, I* and *i* on the board and point to each one to elicit the sound that each letter makes.
- Show pupils how to write the letters by modelling each one on the board. Check that they know where to start each letter and encourage them to 'write' the letters in the air with their fingers as you write them on the board. Point out the position of each letter on the stave and the differences in height, size and shape.

Practice

1 Trace and say.

- Guide pupils to find page 25 in their Activity Book. Tell pupils they will practise writing uppercase and lowercase letters for the sounds they've learnt in this lesson.
- Ask pupils to trace the letters and say the sounds as they trace them. Explain that we normally use lowercase letters for words within sentences and that an uppercase letter is used at the start of a sentence or for names.

2 Trace. Look, say and match.

- Elicit the word for each picture and identify the initial sound by asking pupils to choose the correct Phonics Card and say the sound.
- Identify that within each pair of pictures, only one has the initial sound that matches the letter in the box.
- Explain that pupils should trace each letter and then choose the picture that has the initial sound that matches the letter. They should draw a line to the correct picture and say the word.
- Once pupils have completed the task, they can take turns to point to a picture and then 'write' the letter for initial sound in the air with their finger. Encourage pupils to say the initial sound followed by the word for each picture.

Answer key w – wall, i – insect, w – wave, i – ink

Finishing the lesson

- Use the Phonics Cards to reinforce the new sounds and to revise previously taught sounds.
- Select a game from the phonics section of the Games bank and work on phonemic awareness or blending and segmenting using the sounds and letters that pupils have learnt so far.

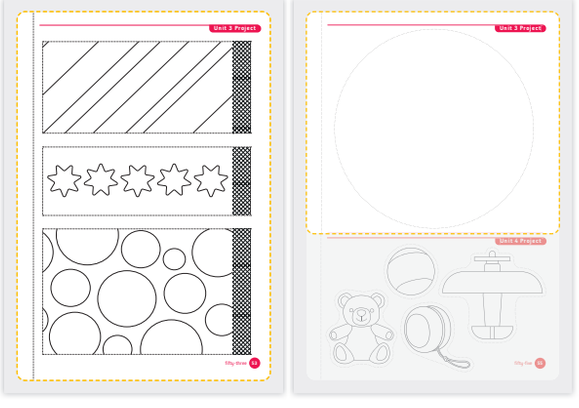
Photocopiable resources

If appropriate for your class, you may wish to use the following photocopiable resource now or later in the course.
Resource 8: *w* and *i*

Project: A pen pot

Lesson 11 **Pupil's Book**

Cutouts



Objectives

- **Lesson aims:** to practise language from Units 2 and 3; to pronounce words correctly and use them in the correct context
- **Target language:** *crayon, eraser, pen, pencil, ruler; I've got a …, What's this? It's a …*
- **Viewing and presenting:** to view and present project work and identify items

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 understand basic phrases or sentences about things people have, if supported by pictures (GSE 24).
- **Speaking:** Can talk about things they have, using a basic phrase (GSE 28).

Materials

- Unit 2 My school bag Flashcards or real objects (*bag, book, crayon, eraser, pen, pencil, pencil case, ruler*)
- templates of the pen pot for pupils to press out
- a completed pen pot for demonstration
- glue
- crayons or coloured pencils
- a soft ball

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique
- Peer learning: pairwork; Two stars and a wish technique

Starting the lesson

- Say *Tell me a word that starts with /t/.* Elicit words. Use flashcards or pictures as prompts. Repeat with other known phonics sounds.
- Use the Unit 2 My school bag Flashcards (*bag, book, crayon, eraser, pen, pencil, pencil case, ruler*) to revise the vocabulary needed for the project. Use the Where is this card? and/or What's missing? games.

Presentation

- Before the lesson, prepare all the materials and make a pen pot for demonstration.
- Show page 28 in the Pupil's Book and say *Look!* Show an example of the pen pot that pupils are going to make. Put some real pens or pencils in it. Take one object out of the pen pot and say, e.g. *I've got a pencil.*

Practice

1 Viewing and presenting Make and show.

- Show the pen pot to the class and say what it is. Relate it to the unit value of being tidy. Demonstrate what pupils can do with it, e.g. show a pencil and say *I've got a pencil* and put it in the pen pot.
- Focus pupils on the illustrations on page 28 in the Pupil's Book. Introduce and talk through each stage of the process so pupils know what they are going to do before they start. Use the Traffic light cards technique to check pupils understand the procedure.
- Refer pupils to the cutout templates at the back of the Pupil's Book and distribute the materials needed.
- Pupils press out the shapes. Monitor closely and help wherever necessary.
- Pupils colour the sides as they wish. There's no need to colour the bases as they won't be seen.
- Demonstrate how to glue the bases to the sides. Make sure pupils use the correct base for each side. Demonstrate how to use the glue carefully.

Extra activity **Fast finishers**

- Ask more confident pupils to help other pupils who have yet to finish.

Project: A pen pot

- Pupils put items into their pen pots. They can use real items or the cutouts of pens, pencils, etc. they made in the Unit 2 project. If any pupils have not been successful at creating a usable pen pot, encourage them by saying they will have the chance to make something else in the next project. Then put them to work with a partner who has created something usable for the following activities.
- Make a note of pupils who struggle with the practical tasks and encourage the peer learning technique, *Expert envoy* in the next project lesson to enable them to be more successful (see page 11 of the Introduction).
- Pupils should share their finished projects with the class, presenting their work and naming some of the items in their pen pot. They can also hold items up for the class to name to encourage a more interactive presentation for the viewers. Encourage pupils to compare different pen pots and the items inside them.

2 3.23 Listen and play.

- Play the audio to demonstrate the language. Pupils repeat the question and answer.
- Using the Lollipop stick technique, choose or two pupils to ask about their pen pots. Ask one *What's this?* Elicit answers following the pattern *It's a pen pot. I've got …*
- Choose pupils, using the Lollipop stick technique, and ask them to show and name objects in their pen pot, e.g. *I've got a blue pencil.*
- Pupils put some of their items into their pen pots. They then show each other what they have got, i.e. they take out the items and say, e.g. *I've got a green eraser.*
- Pupils exchange empty pen pots and put some items in their partner's pen pot. They then take back their pen pots and unpack them saying, e.g. *I've got a red ruler.*
- Compare what you have got with one pupil. Say *I've got a yellow ruler. I haven't got a green pen.* Pupils do the same in pairs.
- Encourage pupils to use the Two stars and a wish technique to evaluate the project. Make sure they start with two positive comments and then move on to one suggested area of improvement.

Girl: What's this?
Boy: It's a pen pot. I've got pencils. I've got a ruler.

Finishing the lesson

- Pupils stand in a circle. Give them a small soft ball and ask them to pass it from hand to hand. Every pupil who receives the ball has to say any word in English. If he/she fails to do so or repeats one which has already been used, he/she sits down and drops out of the game.

How to work with projects

There is a project at the heart of every unit in *Jordan Team Together* Grade 1. Each project is carefully scaffolded to enable pupils to produce something which they can then use in fun, communicative classroom activities. They can also take their finished project work home to show their families and involve them in the learning process.

Use the projects 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.

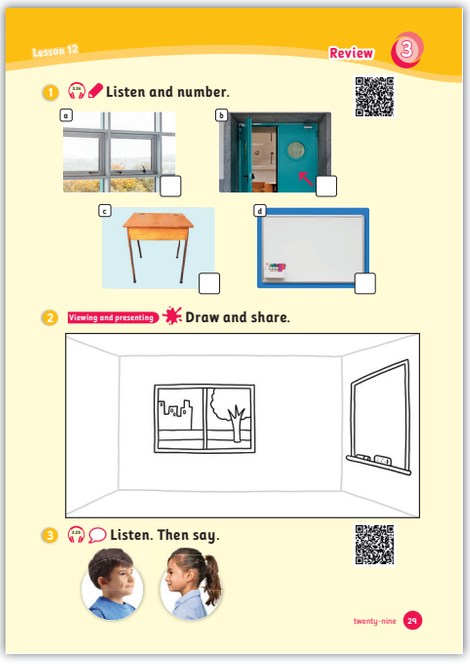
The projects in this level involve pupils working together, and so prepare them for the collaborative projects at higher levels of *Jordan Team Together*.

For successful project work in the classroom at this level, you may wish to do the following:

- Boost the quality of your pupils' work by showing them good examples of the final product before they begin.
- Prepare pupils by getting them to think about the project in advance.
- Keep a flexible project schedule and involve pupils in the project design whenever possible.
- Avoid making all the decisions for pupils. Allow them to use their own creativity, and to take the project work in directions they want to go in.
- Record evidence of progress by preparing and filling in a checklist of what pupils ought to be doing at each stage of the project.
- Be aware that it will take time for pupils to develop time management skills and learning skills. Not all pupils will be able to complete the project work at the same pace, or to the same level of quality. Provide pupils who need it with extra support during the project.

Review

Lesson 12 **Pupil's Book**



Objectives

- **Lesson aims:** to review language from the unit; to pronounce words correctly and use them in the correct context
- **Target language:** *chair, desk, floor, wall, whiteboard, window; What's this? It's a …*
- **Viewing and presenting:** to complete pictures and present their work, talking about where objects are

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 understand basic questions about what things are in their immediate surroundings or in pictures (e.g. 'What's this?') (GSE 22).
- **Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19).

Materials

- pen pots and items to put in them (from previous projects)
- drawing materials for each pupil

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Peer learning: pairwork

Starting the lesson

- Pupils use the pen pots and school items they made in the previous project lessons. Tell them to put some of the items in their pen pots.
- Go around the classroom and take out items from the pen pots, hold each one up and ask *What's this?* Elicit *It's a … .* Encourage pupils to use colours, e.g. *a blue pen, a red pencil.*
- Pupils continue to do the same in pairs.

Presentation

- Show page 29 in the Pupil's Book and say *What's this? It's a window. The pens are on the whiteboard.*

Practice

1 3.24 Listen and number.

- Guide pupils to find page 29 in the Pupil's Book. Focus the pupils on the pictures and elicit what they illustrate.
- Play the audio. Pupils listen and number the pictures in the order they hear them.

Answer key a 2, b 3, c 1, d 4

1 It's a desk.
2 It's a window.
3 It's a door.
4 It's a whiteboard.

2 Viewing and presenting Draw and share.

- Pupils complete a picture of a classroom. Elicit some of the items they can include first, e.g. *chair, desk and also things on the desk, e.g. pen, ruler.* Distribute drawing materials.
- Ask pupils to share their pictures and name the objects. If relevant they can say where the objects are. When pupils share their work, encourage them to speak clearly and confidently, using the correct pronunciation. Pupils who are receiving the presentation should look and listen carefully so that they can repeat some of the information back to the speaker.

Diversity

Support
- Pupils work at their own pace. Some can draw just one or two items.

Challenge
- Pupils could include more items, e.g. a bag and a pen pot with items in it.

3 3.25 Listen. Then say.

- Play the audio and pause after each line for pupils to repeat.
- Take one of the drawings that a pupil drew in the previous activity. Hold it up and ask the pupil *What's this?* Elicit *It's a … .*
- Pupils work in pairs to show their drawings and talk about them with a partner.

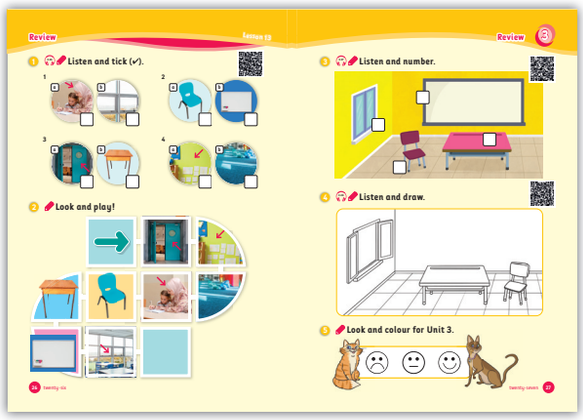
Boy: What's this?
Girl: It's a chair.
Boy: What's this?
Girl: It's a door.

Finishing the lesson

- Point to things around the classroom that pupils know and ask *What's this?* Pupils answer *It's a …*

Review

Lesson 13 **Activity Book**



Objectives

- **Lesson aims:** to review language from the unit; to pronounce words correctly and use them in the correct context
- **Target language:** *chair, desk, floor, wall, whiteboard, window; What's this? It's a …*

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 understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (GSE 24).
- **Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19).

Materials

- pen pots and items to put in them (from previous projects)
- coins (for a game)
- drawing materials for each pupil

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique
Peer learning: pairwork

Starting the lesson

- Separate the class into two corners, *t* and *m*. Say a word beginning with *t* or *m* and have pupils run to the correct corner. Repeat with letters *w* and *i*.

Presentation

- Explain that in this lesson, pupils will review what they have learnt in Unit 3.

Practice

1 3.26 Listen and tick (✓).

- Play the audio. Pupils listen and tick the correct picture in each pair.

Answer key 1 a, 2 b, 3 b, 4 a

1 teacher **2** whiteboard **3** desk **4** wall

2 Look and play!

- Explain how to play. Give each pair of pupils a coin. Show them the two different sides of the coin. Pupils take it in turns to drop the coin on the desk. If it comes up heads (or side A), the pupil moves one square forward. If it comes up tails (or side B), they move two squares forward. When they land on the square, they must say the word, e.g. *It's a door.* The winner is the first to land on the final square. Use the Traffic light cards technique to check pupils understand how to play the game before they start.
- Pupils play the game in pairs.

Answer key door, wall, floor, teacher, chair, desk, whiteboard, window

3 3.27 Listen and number.

- Play the audio. Pupils listen and number the pictures in the order they hear them.

Answer key 1 chair, 2 window, 3 desk, 4 whiteboard

1 **Boy:** What's this?
Woman: It's a chair.
2 **Boy:** What's this?
Woman: It's a window.
3 **Boy:** What's this?
Woman: It's a desk.
4 **Boy:** What's this?
Woman: It's a whiteboard.

4 3.28 Listen and draw.

- Ask pupils to listen and draw what they hear. Use the Traffic light cards technique to check they understand before continuing with the activity.
- Distribute drawing materials. Play the audio several times, if necessary. Pause after each instruction for pupils to draw.

Answer key Pupils draw books on the floor and a whiteboard on the wall.

1 The books are on the floor.
2 The whiteboard is on the wall.

5 Look and colour for Unit 3.

- Find out how happy pupils are with what they have learnt in the unit. Find out if they can name things in the classroom. Explain that if they are happy, they can colour the smiley face. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like something or can't remember the words, they colour the unhappy face.

Review

Finishing the lesson

- Find out what pupils' favourite part of the unit was. Give pupils the opportunity to repeat any popular activities. (If they say the project, allow them to ask and answer questions about their pen pots again.)

Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 42 in the Pupil's Book.

Photocopiable resources

If appropriate for your class, you may wish to use the following photocopiable resource now or later in the course.
Resource 13: Vocabulary *Our classroom*

4 My favourite toy

Unit objectives

to talk about favourite toys and their colours

Language

Vocabulary	*ball, car, doll, happy, plane, robot, sad, teddy, train, yoyo*
Grammar	*What colour is it? It's … What's your favourite toy? It's my … I'm happy/sad.*
Functions	naming toys and their colours; naming your favourite toy; saying how you feel
Phonics	CVC words *(bat, bed, cap, cat, map, mat, red, sad, sit, tap, web, wet)*

Viewing and presenting

to share pictures; to present favourite toys; to ask and answer questions about pictures; to share project work

Mapping

Topic	**Theme 6**: Recreation
Scope and Sequence Matrix	**Listening**: responding to basic greetings and polite interactions; listening and responding to the expression of feelings; identifying simple words; recognising basic intonation patterns; segmenting simple spoken sentences into words; listening to others with care; demonstrating understanding of familiar words or phrases following 2-3 steps in order **Speaking**: participating in rhymes and songs that reinforce basic values; producing simple formulaic utterances; participating in guided short exchanges; producing simple sentences using subjective personal pronouns; using simple sentences to identify objects and people; answering questions about pictures or cards; recognising intonational patterns for yes/no questions **Reading**: identifying sound-letter correspondence; identifying and reading a range of simple familiar sight words with correct pronunciation; answering simple yes/no and *wh*-questions about simple written material (texts and stories) with the help of picture clues and key vocabulary; retelling simple texts with the help of the teacher; speed and fluency in reading; using sight words to increase a child's space of reading **Writing**: developing basic handwriting patterns; printing the English alphabet correctly and legibly; applying knowledge of simple spelling and punctuation **Viewing and presenting**: examining illustrations in English picture books (with Arabic guidance, if needed) and discussing ideas; using body language in a variety of ways to visually communicate the understanding of ideas and feelings; understanding simple questions and responding with actions or words introduced in KG with forms of politeness and empathy; using forms of appreciation and compassion
Learning Outcomes and Performance Indicators	**Listening**: respond to simple greetings (Hello! Goodbye! How are you today?); listen and respond to expression of feelings (How are you feeling today?); follow simple instructions in activities and games (write, draw, hands up, close your eyes); listen to and recite rhymes and songs; respond to simple yes/no and *wh*-questions about names, likes, dislikes, feelings, and classroom objects; segment simple utterances into words (I /love/school) using fingers; recognise basic intonation patterns; follow 2-3 step oral directions in order (e.g., open the window and sit down); identify familiar words in a stream of speech **Speaking**: recite rhymes and songs, individually and in groups; produce English words and short phrases; copy basic stress and intonation patterns; use and respond to simple formulaic utterances (Hello! Goodbye! What is your name? How are you? How old are you?); use simple statements to identify objects, people, days of the week, and position of objects or people; respond to simple question-and-response exchanges (Is it Saturday? Is this a boy? What is this?); answer questions by looking at pictures or cards; ask and answer simple yes/no questions using proper intonation

Vocabulary

Learning Outcomes and Performance Indicators	**Reading**: identify sound-letter correspondence; recognise spaces between words; use pictures and other visual cues to better understand simple written material; identify the letters of the English alphabet by their names, sounds and shapes; distinguish between small and capital letters; identify and read a range of simple familiar sight words with correct pronunciation; recognise a range of simple familiar words; distinguish reading-related vocabulary (page, line, title, next, turn over); practise segmenting and blending of words through games and activities; practise reading aloud to develop reading speed; practise sight words to enhance fluency in sight reading; read and respond to simple instructions written with familiar words (e.g. open, close, hold, raise, etc.); answer simple yes/no and *wh*-questions about simple written material (texts and stories) with the help of picture clues and key vocabulary; classify, match and order classroom labels, captions, and keywords from familiar reading materials; retell short texts with the help of the teacher and peers; adding or substituting individual sounds (phonemes) in simple, one-syllable words to produce new words; recognising short vowel sounds in simple words (i, e, a) **Writing**: match words with pictures; print the English alphabet, using small and capital letters correctly; spell grade-appropriate words correctly **Viewing and presenting**: begin to connect visual information with his/her own experiences to construct meaning (relating a picture book about children making friends in new situations to his/her own experience); use drawings or other visual display when sharing information to clarify ideas, thoughts, and feelings; observe and discuss illustrations in picture books in English (with Arabic guidance, if needed) to explain ideas; show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages (with the help of the teacher and use of Arabic, if necessary); express his/her own feelings in response to visual messages in posters, cartoons or illustrations using the mother tongue, if necessary; use body language in a variety of ways to communicate and convey understanding of ideas and feelings visually; understand simple questions and respond with actions or vocabulary words introduced in KG

Lesson 1 **Pupil's Book**

Objectives

- **Lesson aims:** to name toys; to pronounce the words correctly
- **Target language:** *ball, car, robot, teddy; What colour is it? It's … I'm happy. I'm sad.*

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 repeat single words, if spoken slowly and clearly (GSE 10).

Materials

- Colours Flashcards (*blue, brown, green, orange, red, yellow*)
- toys (ball, car, robot, teddy – several of different colours, if possible)
- Unit 4 My favourite toy Flashcards (*ball, car, robot, teddy, happy, sad*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Lollipop stick technique

Starting the lesson

Extra activity **TPR**

- Sing and do the actions for the 'Hello' song. (You can do this at the start of each lesson in the unit.)

- Revise the colours as introduced in the Welcome unit. Use the Colours Flashcards to help you. Point to something in the room or hold up something which is blue. Say *blue*. Pupils repeat *blue* after you. Point to or hold up the object and ask *Is it red or blue?* Elicit *It's blue*. Ask *What colour is it?* Elicit *It's blue*. Do the same with other colours.

Vocabulary

Presentation

- Show page 30 in the Pupil's Book and say *ball, car, teddy, robot.* Hold up an example of each item as you say the word. Then put a smiley face on the board. Smile and say *I'm happy.* Do the same with a sad face on the board. Pull a sad face and say *I'm sad.* Check comprehension also by using Flashcards 74–75 for *happy* and *sad.*

Practice

1 4.1 Listen and follow.

- Display a ball, toy car and a teddy on a desk at the front or use Flashcards 66, 67 and 71. Have a toy robot hidden away. Say *Look at my toys* and bring out the toys for pupils to have a look.
- Hold up each in turn and present the name of the toy, i.e. *This is my ball/car/teddy.*
- Say *I've got a robot, too* and bring out your robot (or Flashcard 70). Pupils say *Hello, robot.*
- Put a smiley face on the board and ask *Happy* or *sad?* Elicit *happy.* Then do the same with a sad face.
- Guide pupils to find page 30 in the Pupil's Book. Focus them on the main picture. Say *Tom, robot, teddy, ball, car, Bill, Salah.*
- Play the audio. Pupils listen and follow the conversation.
- **Extension** Use the pictures to revise the colours and use the target structure. Point to the ball and ask *What's this?* Elicit *It's a ball.* Ask *What colour is it?* Elicit *It's green.* Repeat with the car, teddy and robot.

Salah: Look at my toys.
Bill: Wow! I'm sad.
Salah: Look! This is my ball. This is my car. This is my teddy.
Bill: Hello, teddy!
Salah: I've got a robot, too.
Bill: What colour is it?
Salah: It's red. Look!
Bill: Oh, yes! Hello, robot!
Salah: Ha, ha!
Bill: I'm happy!

2 4.2 Listen, point and say.

- Focus pupils on the pictures at the bottom of the page. Point to each in turn and say the word. Pupils repeat after you.
- Play the audio as pupils look at their books. The first time, tell them to point to the correct picture as they listen.
- Play the audio again for pupils to repeat the words.
- **Extension** Point again to each object and ask *What colour is it?* Pupils reply *It's* . . .

1 ball **2** car **3** teddy **4** robot

Extra activity TPR

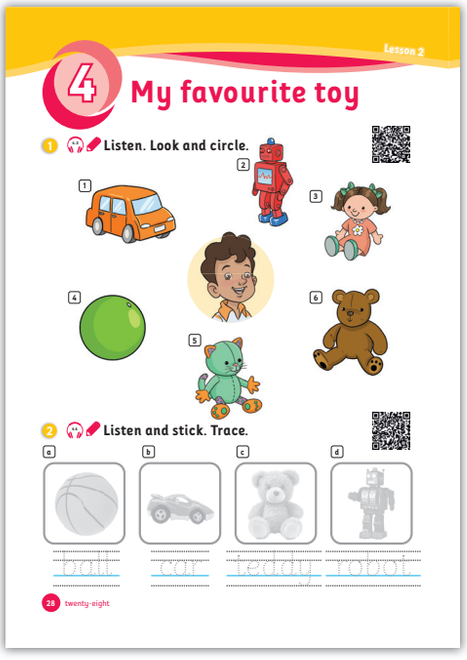
- Use Flashcards 66, 67, 70 and 71 (*ball, car, robot, teddy*). Show the flashcards and get pupils to repeat the words after you.
- Place each card in different parts of the classroom. When you say one of the words, pupils must run to the correct flashcard. (If you do not have the room for this, they can simply stand and point to the correct card.)
- **Extension** Choose individual pupils to do the activity, using the Lollipop stick technique. Get the rest of the class to help by pointing to where the pupil should go.

Finishing the lesson

- Give pupils a big smile and then ask *Happy or sad?* Do the same with a sad face. Now get pupils to do the same.

Vocabulary

Lesson 2 **Activity Book**



Objectives

- **Lesson aims:** to name toys; to pronounce the words correctly
- **Target language:** *ball, car, robot, teddy; What colour is it? It's … I'm happy. I'm sad.*

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 repeat single words, if spoken slowly and clearly (GSE 10).
- **Writing:** Can trace individual letters (GSE 10).

Materials

- toys (ball, car, robot, teddy – several of different colours, if possible)
- Unit 4 My favourite toy Flashcards (*ball, car, robot, teddy*)
- Unit 4 Stickers (back of the Activity Book)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Peer learning: groupwork

Starting the lesson

- Place or stick Flashcards 66, 67, 70 and 71 (*ball, car, robot, teddy*) on each wall of the classroom (one card for each wall). Ask pupils to either point or walk to the flashcard that you call out.

Presentation

- Ask pupils to look at page 28 and encourage them to name any of the people or objects. Say they will practise these words in the lesson.

Practice

1 4.3 Listen. Look and circle.

- Focus pupils on the pictures on page 28 in the Activity Book. Elicit the name of each object.
- Tell pupils to listen and circle Salah's toys. Play the audio again.

Answer key 1, 2, 4, 6

Salah: Look at my toys.
Bill: Wow! I'm sad.
Salah: Look! This is my ball. This is my car. This is my car. This is my teddy.
Bill: Hello, teddy!
Salah: I've got a robot, too.
Bill: What colour is it?
Salah: It's red. Look!
Bill: Oh, yes! Hello, robot!
Salah: Ha, ha!
Bill: I'm happy!

2 4.4 Listen and stick. Trace.

- Play the audio. Pause to allow pupils time to put the stickers in the correct place.
- Ask pupils to trace and write the letters for each word under the pictures.
- **Extension** When pupils have finished, ask them to point to each in turn and say the word.

Answer key 1 c, 2 a, 3 d, 4 b

1 teddy **2** ball **3** robot **4** car

Finishing the lesson

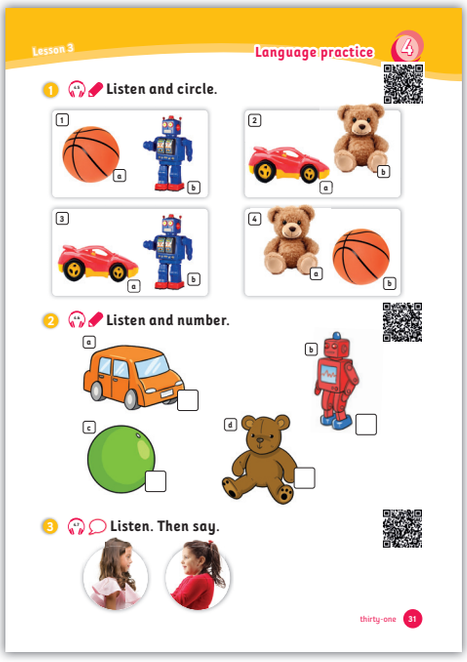
Extra activity TPR

- Play the Team race game adapted to use real toys around the classroom (balls, cars, dolls, robots and teddies of different colours, i.e. you can have a blue, green and brown ball).

- Play the 'Goodbye' song pupils learnt in the Welcome lesson. (You can use this at the end of each lesson in this unit.)

Language practice

Lesson 3 **Pupil's Book**



Objectives

- **Lesson aims:** to practise language from Lesson 1; to pronounce the words correctly and use the correct word for the correct item
- **Target language:** *ball, car, robot, teddy; What colour is it? It's …*

Global Scale of English (GSE)

- **Listening:** Can identify common objects from descriptions, if spoken slowly and clearly (GSE 28).

Materials

- toys or pictures of toys (*ball, car, cat, teddy, doll, robot*)
- Unit 4 My favourite toy Flashcards (*ball, car, robot, teddy*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Peer learning: pairwork

Starting the lesson

- Review the vocabulary from the previous lesson using the real toys and/or Flashcards 66, 67, 70 and 71 (*ball, car, robot, teddy*). Show them at random and elicit the word.
- Play the Observation game with the flashcards (*ball, car, robot, teddy*).

Presentation

- Show page 31 in the Pupil's Book. Look at the toys and say *What colour is it? It's …*

Practice

1 4.5 Listen and circle.

- Focus pupils on the pictures on page 31 in the Pupil's Book. Elicit the name of the item in each picture.
- Tell pupils to listen and circle the correct picture. Play the audio. Pupils circle the toy they hear in each pair of pictures.
- **Extension** Pupils work in pairs. One pupil points to any of the pictures and asks *What's this?* The other answers and then asks the next question.

Answer key 1 b, 2 b, 3 a, 4 b

1 robot **2** teddy **3** car **4** ball

2 4.6 Listen and number.

- Pupils look at each picture in turn. Point to the picture and ask *What's this?* and elicit the name. Then ask *What colour is it?* and elicit the colour.
- Explain to pupils that in this activity they are listening for the colour, not the name, of the toy. Play the audio. Pupils number the pictures.

Answer key a 4, b 1, c 3, d 2

1 Man: What colour is it?
Salah: It's red.
2 Man: What colour is it?
Salah: It's brown.
3 Man: What colour is it?
Salah: It's green.
4 Man: What colour is it?
Salah: It's orange.

3 4.7 Listen. Then say.

- Play the audio as a model of the language to be practised.
- Pupils listen again and repeat the question and answer.
- Pupils work in pairs asking and answering the question using the pictures in Activities 1 and 2.

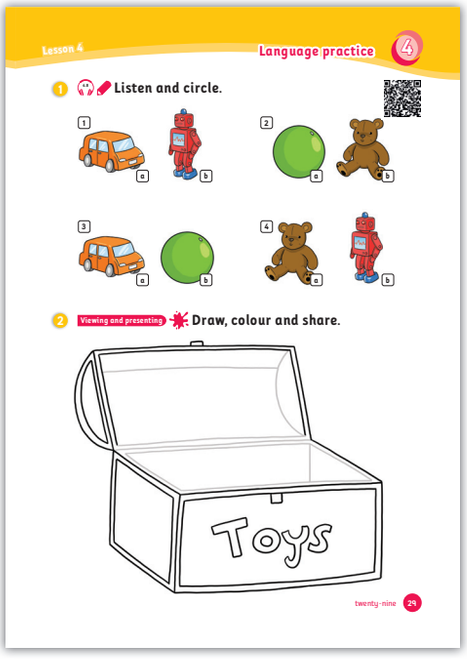
Girl 1: What colour is it?
Girl 2: It's blue.

Finishing the lesson

- Point to different objects in the classroom (using colours the pupils know) and ask *What colour is it?* Pupils answer.

Language practice

Lesson 4 **Activity Book**



Objectives

- **Lesson aims:** to practise language from Lesson 1; to pronounce the words correctly and use the correct word for the correct item
- **Target language:** *ball, car, robot, teddy; What colour is it? It's …*
- **Viewing and presenting:** to share pictures; to ask and answer questions about their pictures

Global Scale of English (GSE)

- **Listening:** Can identify common objects from descriptions, if spoken slowly and clearly (GSE 28).

Materials

- toys or pictures of toys (*ball, car, cat, teddy, doll, robot*)
- Colours Flashcards (*blue, brown, green, orange, red, yellow*)
- Unit 4 My favourite toy Flashcards (*ball, car, robot, teddy*)
- drawing materials for each pupil

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Lollipop stick technique
Peer learning: groupwork

Starting the lesson

- Drop Colours Flashcards and the Unit 4 My favourite toy Flashcards (*ball, car, robot, teddy*) one at a time into a large box in front of the class. As you drop each card, pupils call out *teddy, green, red …* etc.

Presentation

- Explain that in this lesson pupils will revise things they learnt in Lesson 1.
- Place Flashcards 66, 67, 70 and 71 (*ball, car, robot, teddy*) on the board. Pupils repeat after you.
- Use the Lollipop stick technique to choose a pupil to answer *What is this?* (*A robot.*)

Practice

1 4.8 Listen and circle.

- Focus pupils on the pictures on page 29 in the Activity Book. Point to each picture and ask *What's this?* and elicit the name.
- Explain to pupils that in this activity they are listening for the colour, not the name, of the toy. Play the audio. Pupils circle the toy they hear in each pair of pictures.

Answer key 1 a, 2 b, 3 b, 4 b

1 Woman: What colour is it?
Girl: It's orange.
2 Woman: What colour is it?
Girl: It's brown.
3 Woman: What colour is it?
Girl: It's green.
4 Woman: What colour is it?
Girl: It's red.

2 Viewing and presenting Draw, colour and share.

- Display the four lesson flashcards (*ball, car, robot, teddy*) and tell pupils to draw two of the items. They can colour in their drawings.
- Pupils work in groups to show their pictures and ask and answer questions about them, e.g. *What's this? What colour is it?* Encourage pupils to speak clearly and confidently and to help each other with pronunciation and vocabulary.

Finishing the lesson

- Pupils work in groups at a table. Ask one pupil from each group to come out. Give them a toy, flashcard or other picture of a toy (ball, car, doll, robot or teddy) of different colours (blue, green, yellow, orange, red, brown). To check that pupils know what they are, ask *What's this?* and *What colour is it?*
- The pupils return to their groups and show their toy or picture to their groups. They ask *What's this?* and *What colour is it?* Members of the group answer.
- The next member of each group then returns the toy to you, and gets another.

Story

Lesson 5 **Pupil's Book**

Objectives

- **Lesson aims:** to review a story by identifying characters and their actions as well as objects; to identify examples of how to share
- **Target language:** *doll, plane, train, yoyo; What's your favourite toy? It's my … I'm happy/sad.*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26).

Materials

- Unit 4 My favourite toy Flashcards or real toys (*ball, car, doll, plane, robot, teddy, train, yoyo*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Happy/sad face technique

Starting the lesson

- Review the language from the previous lessons using real toys and/or Flashcards 66, 67, 70 and 71 (*ball, car, robot, teddy*). Show the toys and ask *What's this?* Elicit *It's a …* Ask *What colour is it?* Elicit *It's …*

Presentation

- Show page 32 in the Pupil's Book and say *doll, plane, train, yoyo.*
- Point to Malek in picture 4 and say *Happy or sad?* Pupils say *Sad.*

Practice

1 4.9 Listen and follow. Find Sue.

- Present the new vocabulary before pupils listen to the audio. Use real toys or Flashcards 68, 69, 72 and 73 of a *doll, plane, train* and *yoyo.* Remind pupils that *doll* was introduced in the phonics lesson in Unit 1.
- Hold up each item and say the name clearly several times, e.g. *plane.* Pupils repeat the words after you.
- Hold up one item and ask *Is it a plane?* Pupils answer *Yes* or *No.*
- Hold up one item and ask *Is it a plane or a train?* Pupils answer *It's a plane.*
- Hold up one item and ask *What is it?* Pupils answer *It's a plane.*
- Tell pupils they are going to listen to a story called *The green yoyo.*
- Guide pupils to find page 32 in the Pupil's Book. Focus them on the pictures. Ask *Who's this?* and *What's this?*, pointing to the characters and objects pupils already know. Elicit answers using *It's … .*
- Play the audio of the first two scenes and pause. Say *Point to Malek.*
- Play the third scene and pause. Say *Point to Sue.*
- Play the rest of the story. For picture 5, say *Point to Malek. Happy or sad?* Pupils say *Happy.*
- Play the audio again and this time use the Story Cards. Pause the audio before and after each scene and refer to the instructions on the back of each card.

Answer key Sue is in pictures 1, 2, 3 and 5.

The green yoyo

Scene 1
Hala: Let's play!
Scene 2
Malek: What's your favourite toy? Is it a yoyo?
Bill: No. It's my plane.
Lama: What's your favourite toy?
Hala: It's my train.
Scene 3
Hala: What's your favourite toy? Is it a doll?
Lama: Yes! It's my doll. Say hello to Sue.
Hala: Hello, Sue!
Scene 4
Bill: What's your favourite toy?
Malek: It's my yoyo. I'm sad.
Bill: What colour is it?
Malek: It's green.
Scene 5
Bill: Let's share!
Malek: Thank you! I'm happy.

2 Look and find.

- Introduce the topic of sharing. Take one of the toys and play with it alone. Mime turning your back and keeping the toy to yourself. Say *I'm not sharing.* Then invite one or two pupils to share the toy and play with you. Say *I'm sharing.*
- Using the Happy/sad face technique, distribute the cards with faces. Play alone again and say *I'm not sharing. Is it good?* Pupils show their cards. Share the toy with others and ask *I'm sharing. Is it good?* Pupils show their cards.
- **Extension** You may wish to support your pupils' understanding by explaining or discussing the importance of sharing in their first language. Discuss why it is good to share (e.g. you have more things to play with, you make friends, you have more fun). Ask pupils of examples of when they share things, at home and at school.
- Focus pupils on the first two pictures of the story and Malek. Explain that Malek has no toys. Use the Happy/sad face cards again. Ask *Is Malek happy?* or *Is Malek sad?* Pupils show their cards.
- Do the same with pictures 2 and 4. Then focus on picture 5. Using the Happy/sad face cards, elicit that Malek is happy at the end when all the children share.

Answer key Pupils point to picture 5.

Finishing the lesson

- Ask pupils if they enjoyed the story. Encourage them to say why.

Story

Lesson 6 **Activity Book**

Objectives

- **Lesson aims:** to review a story by identifying characters and their actions as well as objects; to identify examples of how to share
- **Target language:** *doll, plane, train, yoyo; What's your favourite toy? It's my … I'm happy/sad.*

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26).

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Focus pupils on the story in Lesson 5 again. Ask pupils to say why Malek is happy in picture 5 (because they are sharing toys). Remind them of the importance of sharing.

Presentation

- Tell pupils they are going to look at the story from Lesson 5 again.

Practice

1 4.10 **Listen. Look and number.**

- Explain that the pictures are in the wrong order and pupils have to help put them right. Point out to them where they write the numbers 1 to 5.
- Play the audio of the story again. Pupils point to the correct picture as they listen. Monitor that they are doing this correctly.
- Play the audio again for pupils to number the pictures.

Answer key a 2, b 4, c 5, d 1, e 3

The green yoyo

Scene 1
Hala: Let's play!
Scene 2
Malek: What's your favourite toy? Is it a yoyo?
Bill: No. It's my plane.
Lama: What's your favourite toy?
Hala: It's my train.
Scene 3
Hala: What's your favourite toy? Is it a doll?
Lama: Yes! It's my doll. Say hello to Sue.
Hala: Hello, Sue!
Scene 4
Bill: What's your favourite toy?
Malek: It's my yoyo. I'm sad.
Bill: What colour is it?
Malek: It's green.
Scene 5
Bill: Let's share!
Malek: Thank you! I'm happy.

2 **Look and colour.**

- Pupils look at the pictures and colour in the circles of those which show children sharing. They can use any colour.

Answer key Pupils colour pictures 1 and 3.

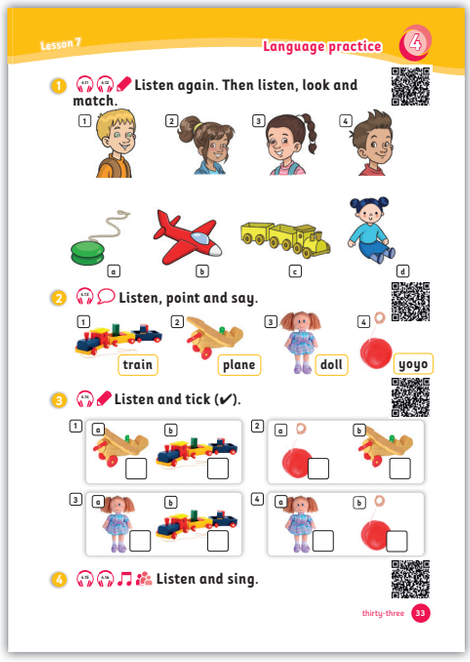
Finishing the lesson

- Read the story to pupils again, but this time pause for them to fill the gaps. Choose the key words pupils have learnt and used already, e.g.

Hala: Let's play!
Malek: What's your favourite … (*toy*)? Is it a yoyo?
Bill: No. It's my … (*plane*).

Language practice

Lesson 7 **Pupil's Book**



Objectives

- **Lesson aims:** to practise language from Lesson 5; to pronounce the words correctly and use the correct word for the correct item
- **Target language:** *doll, plane, train, yoyo; What's your favourite toy? It's … I'm happy/sad.*

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 repeat single words, if spoken slowly and clearly (GSE 10). Can sing a simple song, if supported by pictures (GSE 22).

Materials

- toys, if possible (*ball, car, doll, plane, robot, teddy, train, yoyo*)
- Unit 4 My favourite toy Flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique; Lollipop stick technique

Starting the lesson

- Revise the vocabulary for the unit using real toys or Flashcards 66–73 (*ball, car, doll, plane, robot, teddy, train, yoyo*). Play any of the following games: Which card is this?, What's missing, Which card have you got?, Where is this card?, Standing up.

Presentation

- Show page 33 in the Pupil's Book and say *What's your favourite toy? It's my train.*

Practice

1 4.11 4.12 Listen again. Then listen, look and match.

- Play the audio of the story (4.11) to remind pupils of what happens.
- Focus pupils on pictures 1–4 and point to each character in turn. Ask *Who's this?* Then point to toys a–d and ask *What's this?* for each one.
- Explain the activity carefully. Pupils have to match the character to their toy. Use the Traffic light cards technique to check that pupils are ready to do the activity.
- Play audio 4.12. Pupils match the characters and toys.

Answer key 1 b, 2 c, 3 d, 4 a

The green yoyo

Scene 1
Hala: Let's play!
Scene 2
Malek: What's your favourite toy? Is it a yoyo?
Bill: No. It's my plane.
Lama: What's your favourite toy?
Hala: It's my train.
Scene 3
Hala: What's your favourite toy? Is it a doll?
Lama: Yes! It's my doll. Say hello to Sue.
Hala: Hello, Sue!
Scene 4
Bill: What's your favourite toy?
Malek: It's my yoyo. I'm sad.
Bill: What colour is it?
Malek: It's green.
Scene 5
Bill: Let's share!
Malek: Thank you! I'm happy.

Man: What's your favourite toy?
Bill: It's my plane.
Hala: It's my train.
Lama: It's my doll.
Malek: It's my yoyo.

2 4.13 Listen, point and say.

- Focus pupils on the four pictures and give them a minute to look at them. Elicit the words before pupils listen.
- Play the audio. Pupils point to the words and repeat them.

1 train **2** plane **3** doll **4** yoyo

Language practice

3 4.14 Listen and tick (✓).

- Teach the meaning of the word *favourite* using some real toys. Put them all in front of you and name each item. Then mime thinking and picking one up with enthusiasm. Say *This is my favourite toy.*
- Focus pupils on the eight pictures and give them a minute to look at them. Elicit the names of the toys before they listen.
- Play the audio. Pupils tick the correct picture from each pair.
- **Extension** Using the Lollipop stick technique, select some pupils and ask them *What's your favourite toy?* Elicit *It's my . . . .*

Answer key 1 b, 2 b, 3 a, 4 b

1 Woman: What's your favourite toy?
Boy 1: It's my train!
2 Woman: What's your favourite toy?
Girl 1: It's my plane!
3 Woman: What's your favourite toy?
Girl 2: It's my doll!
4 Woman: What's your favourite toy?
Boy 2: It's my yoyo!

4 4.15 4.16 Listen and sing.

- Play the song as pupils listen.
- Teach pupils the chorus of the song by getting them to repeat the words after you. Then play the song again with pupils joining in with the chorus.
- Play each line of the verses and pause for pupils to repeat.
- Pupils sing along with the whole song.
- A karaoke version of the song is available (track 4.16).

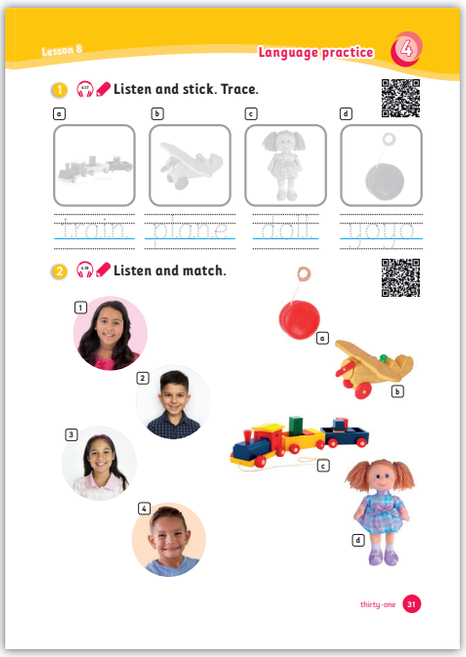
Chorus: Let's play! Let's play! Hooray! Hooray!
Verse 1: What's your favourite toy?
It's my train.
What's your favourite toy?
It's my plane.
Chorus: Let's play! Let's play! Hooray! Hooray!
Verse 2: What's your favourite toy?
It's my doll.
What's your favourite toy?
It's my yoyo.
Chorus: Let's play! Let's play! Hooray! Hooray!
Let's play! Let's play! Hooray! Hooray!

Finishing the lesson

- Place Flashcards 68, 69, 72 and 73 of the *train*, *plane*, *doll* and *yoyo* at different corners of the room. Play the song again. When pupils hear one of the toys, they point to the correct picture.

Language practice

Lesson 8 **Activity Book**



Objectives

- **Lesson aims:** to practise language from Lesson 5; to pronounce the words correctly and use the correct word for the correct item
- **Target language:** *doll, plane, train, yoyo; What's your favourite toy? It's … I'm happy/sad.*

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 repeat single words, if spoken slowly and clearly (GSE 10).
- **Writing:** Can trace individual letters (GSE 10).

Materials

- Unit 4 My favourite toy Flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*)
- Vocabulary time (Activity Book page 41)
- Unit 4 Stickers (back of the Activity Book)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Happy/sad face technique

Starting the lesson

- Tell pupils that you have a favourite toy on a flashcard and they must guess what it is. Place the flashcard of, for example, a *train* face down on the desk. Pupils guess what it is: *It's a* (*doll*). Continue until a pupil guesses correctly, then show them the card.

Presentation

- Show pupils Flashcards 68, 69, 72 and 73 (*train, plane, doll, yoyo*) and get pupils to repeat the words. Then say *What's your favourite toy? Is it a train?* Pupils put up their hands if they agree. Do the same for *plane, doll, yoyo* and find the class' favourite toy.

Practice

1 4.17 Listen and stick. Trace.

- Play the audio. Pause to allow pupils time to put the stickers in the correct place.
- Ask pupils to trace and write each word under the pictures.

Answer key a 4, b 1, c 3, d 2

1 plane **2** yoyo **3** doll **4** train

2 4.18 Listen and match.

- Give pupils a minute to look at the pictures and prepare before they listen.
- Play the audio. Pupils listen and draw lines to match the children and their favourite toys.
- **Extension** Check answers by saying the numbers and eliciting the word, e.g. *one – doll.*

Answer key 1 d, 2 c, 3 b, 4 a

1 Man: What's your favourite toy?
Girl 1: It's my doll!
2 Man: What's your favourite toy?
Boy 1: It's my train!
3 Man: What's your favourite toy?
Girl 2: It's my plane!
4 Man: What's your favourite toy?
Boy 2: It's my yoyo!

Finishing the lesson

- Focus pupils on the picture story on page 32 in the Pupil's Book (4.9). Play the beginning of each line of the audio, but pause for pupils to fill in what is said, e.g.
  Bill: What's your … (*favourite toy*)?
  Malek: It's my yoyo. I'm ... (sad).
  Bill: What … (*colour is it*)?
  Malek: It's … (*green*).
- Use the Happy/sad face technique to elicit from pupils what they think of the story.

Extra activity Picture dictionary

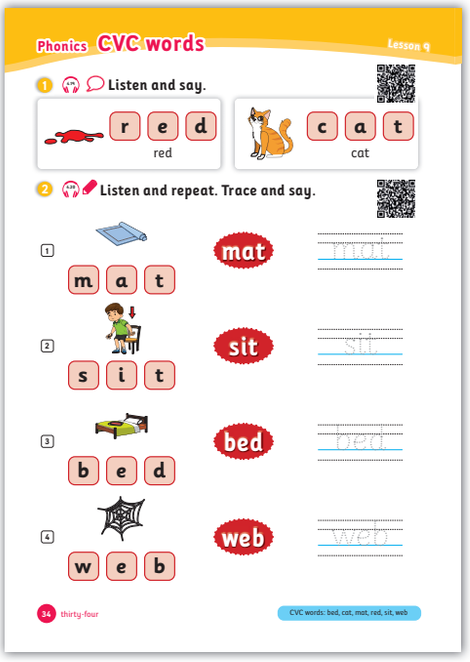
- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 43 in the Pupil's Book.

Extra activity Vocabulary time

- To practise all the unit vocabulary, go to the Vocabulary time section on page 41 in the Activity Book.

Phonics CVC words

Lesson 9 **Pupil's Book**



Objectives

- **Lesson aims:** to pronounce and practise the sounds within CVC words and to blend and segment these sounds; to read and write known words
- **Target language:** the sounds for the letters in CVC words (*s, d, c, a, p, r, e, b, t, m, w, i*)

Global Scale of English (GSE)

- **Listening:** Can hear the initial, medial and final sounds in simple words (GSE 10).
- **Speaking:** Can say the sounds for the letters of the alphabet, if supported by pictures (GSE 13).
- **Writing:** Can trace individual letters (GSE 10).

Materials

- Units 1–3 Phonics Cards (*s, d, c, a, p, r, e, b, t, m, w, i, bed, cat, mat, red, sit, web*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Refer to page 12 in the Introduction for more guidelines on how to teach phonics.
- Use the Phonics Cards and games in the phonics section of the Games bank to revise the letters and sounds covered so far *(s, d, c, a, p, r, e, b, t, m, w, i)*. Take time to revise the individual letter sounds and to practise oral blending and segmenting, making sure to refer to the *How to work with phonics* section in the Introduction.

Presentation

- Use the Phonics Cards for three letters to make a CVC word using known letters, e.g. r / e / d. Encourage pupils to say each individual sound and then to blend the letters together to make a word as per the *How to work with phonics* procedure.
- Explain that all the tasks in this lesson focus on blending and that pupils will only be working with previously taught letters and sounds.

Practice

1 4.19 Listen and say.

- Focus pupils on page 34, Activity 1 and point to the pictures in turn. Ask pupils to listen to the audio and to repeat what they hear.
- Place the Phonics Cards on the board to make each word and demonstrate how to blend and segment.

/r/ /ɛ/ /d/ red
/k/ /æ/ /t/ cat

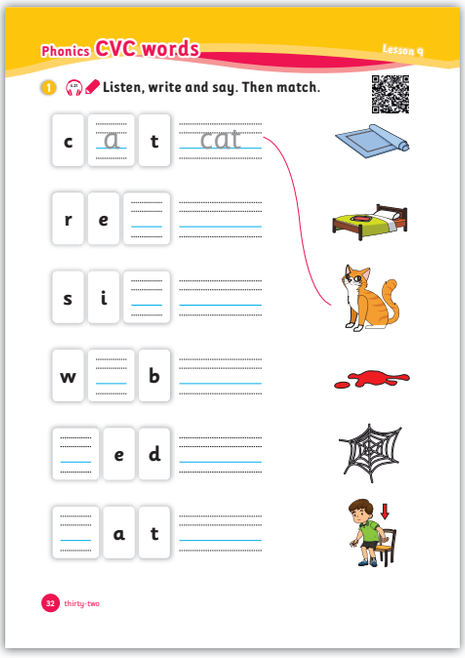
2 4.20 Listen and repeat. Trace and say.

- Look at the pictures with the pupils and see if they know the words for any of them. Explain that the word for each picture contains only known letters and sounds and that pupils should be able to sound out the words to read them.
- Play the audio and then demonstrate the blending and segmenting process according to the *How to work with phonics* guide. Start by saying the word for each picture slowly to encourage pupils to segment. Pupils will find this tricky initially so model the process and help where needed, taking care to pronounce the words clearly. Once the words have been segmented, encourage pupils to blend the sounds again to make the word.
- Look at the letter tiles and the complete words in the Pupil's Book to differentiate between blending and segmenting.
- Once pupils have orally blended and segmented the words encourage them to trace the words and sound the letters out as they do so.
- Point to the words in a random order and see if pupils can read them to you and then segment them.

1	/m/	/æ/	/t/	mat
2	/s/	/ɪ/	/t/	sit
3	/b/	/ɛ/	/d/	bed
4	/w/	/ɛ/	/b/	web

Phonics CVC words

Lesson 9 **Activity Book**



Objectives

- **Lesson aims:** to pronounce and practise the sounds within CVC words and to blend and segment these sounds; to read and write known words
- **Target language:** the sounds for the letters in CVC words *(s, d, c, a, p, r, e, b, t, m, w, i)*

Global Scale of English (GSE)

- **Listening:** Can hear the initial, medial and final sounds in simple words (GSE 10).
- **Speaking:** Can say the sounds for the letters of the alphabet, if supported by pictures (GSE 13).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- Units 1–4 Phonics Cards (*s, d, c, a, p, r, e, b, t, m, w, i, bed, cat, mat, red, sit, web*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Use the Phonics Cards and games in the phonics section of the Games bank to revise the letters and sounds covered so far (*s, d, c, a, p, r, e, b, t, m, w, i*). Take time to revise the individual letter sounds and to practise blending and segmenting, making sure to refer to the *How to work with phonics* section in the Introduction.

Presentation

- Start by writing four known CVC words on the board, e.g. *mat, red, cap, web*.
- Blend the letters to read each word with the pupils and then ask them to close their eyes while you delete a letter from each word. Ask pupils to recall each word and then to segment them to find the missing letters.
- Support pupils as much as necessary and encourage those that find the process tricky – the skills will develop with time and practice.

Practice

1 4.21 Listen, write and say. Then match.

- Guide pupils to find page 32 in their Activity Book. Tell pupils they will practise blending and segmenting and that they must identify the missing letter each time.
- Play the audio and work through the example together, listening to the separate sounds and pointing to each letter tile as a sound is heard. Pupils identify the sound they hear when they point to the empty tile and identify the letter that makes the sound. They then write the letter in the gap.
- Play the audio as many times as needed until all the gaps are filled, then encourage pupils to write the letters for each CVC word on the longer staves and to sound them out and say the word as they do so.
- Once pupils have written the words, they can match them to the correct picture by drawing lines.
- Check their work as a class and work through each set of letters slowly and clearly to help those that may find this tricky.

/k/ /æ/ /t/	cat
/r/ /ɛ/ /d/	red
/s/ /ɪ/ /t/	sit
/w/ /ɛ/ /b/	web
/b/ /ɛ/ /d/	bed
/m/ /æ/ /t/	mat

Answer key cat, red, sit, web, bed, mat

Finishing the lesson

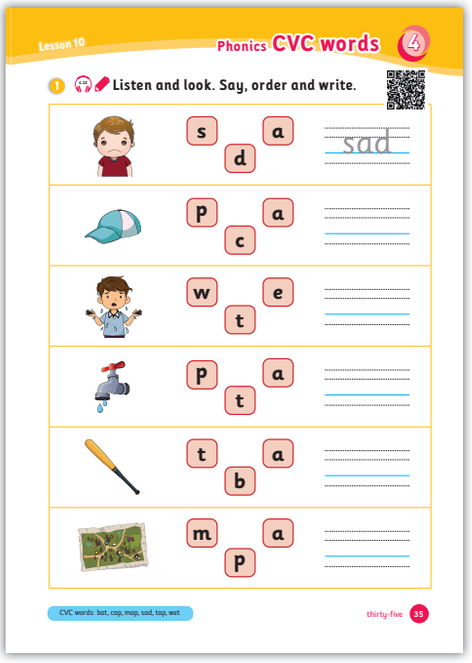
- Use the Phonics Cards to reinforce the letter sounds.
- Select an appropriate game from the phonics section of the Games bank that develops the skills that your class needs.
- You may also wish to use Phonics Cards 14, 16, 17, 19, 21 and 23 (CVC words: *bed, cat, mat, red, sit, web*) to practise reading CVC words.

Photocopiable resources

If appropriate for your class, you may wish to use the following photocopiable resource now or later in the course.
Resource 9: CVC words 1

Phonics CVC words

Lesson 10 **Pupil's Book**



Objectives

- **Lesson aims:** to pronounce and practise the sounds within CVC words and to blend and segment these sounds; to read and write known words
- **Target language:** the sounds for the letters in CVC words *(s, d, c, a, p, r, e, b, t, m, w, i)*

Global Scale of English (GSE)

- **Speaking:** Can say the sounds for the letters of the alphabet, if supported by pictures (GSE 13).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- Units 1–4 Phonics Cards (*s, d, c, a, p, r, e, b, t, m, w, i, bat, cap. map, sad, tap, wet*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Use the Phonics Cards and games in the phonics section of the Games bank to revise the letters and sounds covered so far *(s, d, c, a, p, r, e, b, t, m, w, i)*. Take time to revise the individual letter sounds and to practise blending and segmenting, making sure to refer to the *How to work with phonics* section in the Introduction.

Presentation

- Choose Phonics Cards that when put together make a known CVC word, e.g. s / i / t but put them in a jumbled order on the board.
- Say the word (sit) and ask pupils to listen as you orally segment it.
- Challenge pupils to order the Phonics Cards to make the word and make note of any difficulties with this task that you can address during the lesson.

Practice

1 4.22 **Listen and look. Say, order and write.**

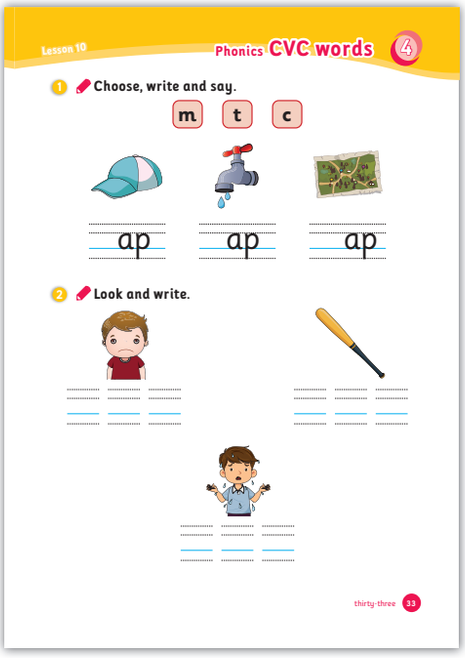
- Focus pupils on page 35 and point to the pictures in turn to elicit each word. Explain that the letters have been jumbled and that pupils must segment the word they hear and order the letters to make the words.
- Play the audio and work through the first one together.
- Play the audio as many times as needed, pausing to give pupils time to write the letters in the correct order.
- Once pupils have written the words, practise orally blending and segmenting the words with the Phonics Cards to give a visual representation of the activity

/s/ /æ/ /d/	sad
/k/ /æ/ /p/	cap
/w/ /ɛ/ /t/	wet
/t/ /æ/ /p/	tap
/b/ /æ/ /t/	bat
/m/ /æ/ /p/	map

Answer key sad, cap, wet, tap, bat, map

Phonics CVC words

Lesson 10 **Activity Book**



Objectives

- **Lesson aims:** to pronounce and practise the sounds within CVC words and to blend and segment these sounds; to read and write known words
- **Target language:** the sounds for the letters in CVC words *(s, d, c, a, p, r, e, b, t, m, w, i)*

Global Scale of English (GSE)

- **Speaking:** Can say the sounds for the letters of the alphabet, if supported by pictures (GSE 13).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- Units 1–4 Phonics Cards (*s, d, c, a, p, r, e, b, t, m, w, i, bat, bed, cap, cat, mat, map, red, sad, sit, tap, web, wet*)

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Starting the lesson

- Use the Phonics Cards and games in the phonics section of the Games bank to revise the letters and sounds covered so far *(s, d, c, a, p, r, e, b, t, m, w, i)*. Take time to revise the individual letter sounds and to practise blending and segmenting, making sure to refer to the *How to work with phonics* section in the Introduction.

Presentation

- Choose Phonics Cards that when put together make a known CVC word, e.g. m / a / t but only put the medial and final letters on the board and draw a line where the first letter should go.
- Ask pupils for suggestions of letters to complete the word and for each suggestion, blend the letters to read the word. Change the word when pupils guess the correct letter (m).

Practice

1 Choose, write and say.

- Focus on page 33 and explain to pupils that the initial letter is missing from each word. Explain that they must choose the correct letter from the three letter tiles to complete each word and encourage them to try the different letters and sound the words out to see if they can make the correct word to go with each picture.
- If pupils find this tricky, demonstrate on the board by placing Phonics Cards in the gap at the start of each word until pupils identify that the correct Phonics Card is in place.
- Spend time blending and segmenting the words and identify that the words rhyme.
- If time allows present other rhyming CVC words with the initial letters missing (e.g. mat, cat, bat) and ask pupils to complete the words with a consonant and then to read them. This helps to develop fluency and confidence when reading as only the initial sound is different.

Answer key cap, tap, map

2 Look and write.

- Elicit the word for each picture and demonstrate how to segment each word to identify the sounds and letters within it.
- If pupils find this tricky, support them with practical demonstrations on the board using the Phonics Cards.

Answer key sad, bat, wet

Finishing the lesson

- Identify a skill that the pupils need to work on and choose a phonics game from the Games bank to play with the class.
- Use Phonics Cards 13–24 (CVC words*: bat, bed, cap, cat, mat, map, red, sad, sit, tap, web, wet*) to practise reading CVC words.
- Make a note of any difficulties with phonics and try to spend time each day blending and segmenting words that contain the letters and sounds that pupils have been taught in Units 1–4.

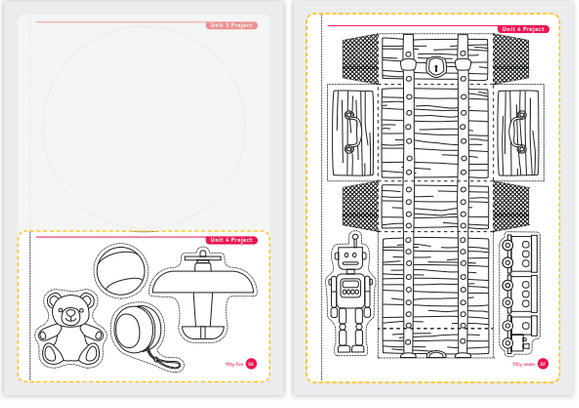
Photocopiable resources

If appropriate for your class, you may wish to use the following photocopiable resource now or later in the course.
Resource 10: CVC words 2

Project: A toy box

Lesson 11 **Pupil's Book**

Cutouts



Objectives

- **Lesson aims:** to practise language from the unit; to pronounce words correctly and use them in the correct context
- **Target language:** *ball, car, doll, plane, robot, teddy, train, yoyo; red, blue, orange, brown, green, yellow; What colour is it? It's …, What's your favourite toy? It's …, I've got a …*
- **Viewing and presenting:** to present the project to the class; to present a favourite toy

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can sing a simple song, if supported by pictures (GSE 22).

Materials

- Unit 4 My favourite toy Flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*)
- templates of the toy box and toys for pupils to press out
- a completed model toy box and toys
- glue
- crayons or coloured pencils
- two puppets or soft toys

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Checklists; Traffic light cards technique; Lollipop stick technique
- Peer learning: pairwork; Two stars and a wish technique

Starting the lesson

- Use Flashcards 66–73 (*ball, car, doll, plane, robot, teddy, train, yoyo*) to revise the key vocabulary. Use the Where is this card? and/or What's missing? games.

Presentation

- Before the lesson, prepare all the materials and make a toy box and some cutout toys for demonstration.
- Show pupils page 36 in the Pupil's Book and then an example of the toy box and toys they are going to make. Say *Look! I've got my robot.*

Practice

1 Viewing and presenting Make and show.

- Prepare checklists of the stages of making the toy box so that you can keep a record of what pupils achieve. You could include:
  (name) can:
  1 press out the shapes.
  2 colour the boxes and toys.
  3 glue the sections carefully.
  4 name their toys and their colours.
  5 ask and answer questions about favourite toys and colours.
- Show the model toy box to the class, saying *This is a box.* Pupils repeat the word *box.* Then say *It's a toy box. Look, I've got my toys.* Then take out and show each toy and say *I've got a … .*

Project: A toy box

- When you have shown all the toys, hold them up again one by one and ask *What is it?* Elicit the answer and then put it back in the box. Explain that pupils will be presenting their project in a similar way once they have completed it.
- Focus pupils on the illustrations on page 36 in the Pupil's Book. Introduce and talk through each stage of the process so pupils know what they are going to do before they start. Use the Traffic light cards technique to check they understand the procedure.
- Refer pupils to the cutout templates at the back of the Pupil's Book and distribute the materials needed.
- Pupils press out the shapes. Monitor closely and help wherever necessary.
- Pupils colour their boxes and toys.
- Demonstrate how to glue the box. Make it clear that they leave the top of the box open. Demonstrate how to use the glue carefully.

Extra activity **Fast finishers**

- Ask more confident pupils to help other pupils who have yet to finish.

- If any pupils have not been successful at creating a usable toy box and toys, encourage them by saying they will have the chance to make something else in the next project. Put them with a partner who has created something usable for the following activities.
- Make a note of pupils who struggle with the practical tasks and encourage the peer learning technique, *Expert envoy* in the next project lesson to enable them to be more successful (see page 11 of the Introduction).
- Pupils work in pairs to show their toys and to talk about what they've made. Model what you want them to say, using your box and toys. Say, e.g. *I've got a robot. It's blue.*

Extra activity **TPR**

- Pupils exchange empty toy boxes and put some toys in their partner's box. They then take back their boxes and unpack them saying, e.g. *I've got a red robot.* Praise the pupils for sharing their toys.

- Pupils work in pairs to talk about their favourite toy in their toy box. Model the conversation using two puppets or soft toys, e.g.

  What's your favourite toy?
  It's my …
  What colour is it?
  It's …
- Encourage pupils to use the Two stars and a wish technique to evaluate the project. Make sure they start with two positive comments and then move on to one suggested area of improvement.

2 4.23 4.24 **Sing and play.**

Extra activity **TPR**

- Play the audio. Pupils hold up their toys as they hear them named in the song.

- Play the audio again. Pupils sing along and put the toys back in the box as they sing about them.
- A karaoke version of the song is available (track 4.24).

Chorus: Let's play! Let's play!
Hooray! Hooray!

Boy: What's your favourite toy?
It's my train.
What's your favourite toy?
It's my plane.

Chorus: Let's play! Let's play!
Hooray! Hooray!

Girl: What's your favourite toy?
It's my doll.
What's your favourite toy?
It's my teddy.

Chorus: Let's play! Let's play!
Hooray! Hooray!
Let's play! Let's play!
Hooray! Hooray!

Finishing the lesson

- Draw a toy box on the board. Place Flashcards 66–73 (*ball, car, doll, plane, robot, teddy, train, yoyo*) face down on a table at the front. Using the Lollipop stick technique, select a pupil to come out, take any card, look at it, then draw the toy in the outline of the toy box. As the pupil is drawing, ask the other pupils *What is it?* When they get the correct answer, the pupil drawing stops and says, *Yes, it's a …* Continue with other pupils.

How to work with projects

There is a project at the heart of every unit in *Jordan Team Together* Grade 1. Each project is carefully scaffolded to enable pupils to produce something which they can then use in fun, communicative classroom activities. They can also take their finished project work home to show their families and involve them in the learning process.

Use the projects 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.

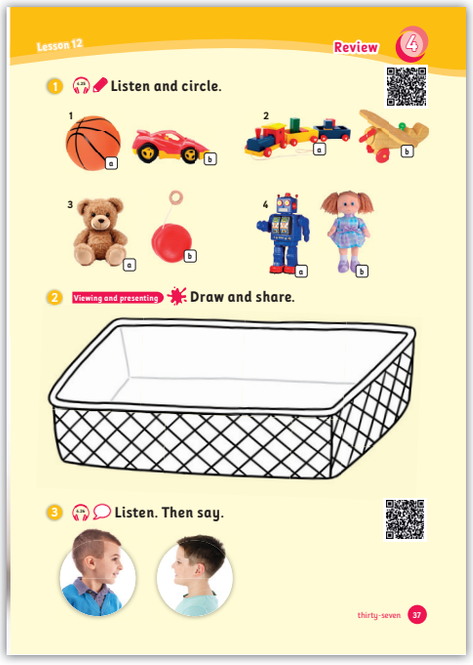
The projects in this level involve pupils working together, and so prepare them for the collaborative projects at higher levels of *Jordan Team Together*.

For successful project work in the classroom at this level, you may wish to do the following:

- Boost the quality of your pupils' work by showing them good examples of the final product before they begin.
- Prepare pupils by getting them to think about the project in advance.
- Keep a flexible project schedule and involve pupils in the project design whenever possible.
- Avoid making all the decisions for pupils. Allow them to use their own creativity, and to take the project work in directions they want to go in.
- Record evidence of progress by preparing and filling in a checklist of what pupils ought to be doing at each stage of the project.
- Be aware that it will take time for pupils to develop time management skills and learning skills. Not all pupils will be able to complete the project work at the same pace, or to the same level of quality. Provide pupils who need it with extra support during the project.

Review

Lesson 12 Pupil's Book



Objectives

- **Lesson aims:** to review language from the unit; to pronounce words correctly and use them in the correct context
- **Target language:** *ball, car, doll, plane, robot, teddy, train, yoyo; What colour is it? It's …, What's your favourite toy? It's my …*
- **Viewing and presenting:** to draw and present pictures of favourite toys

Global Scale of English (GSE)

- **Listening:** Can understand basic phrases or sentences about things people have, if supported by pictures (GSE 24).
- **Speaking:** Can talk about things they have, using a basic phrase (GSE 28).

Materials

- Unit 4 My favourite toy Flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*)
- drawing materials for each pupil

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Peer learning: pairwork

Starting the lesson

- Pupils use the toy boxes they made in the previous lesson to do some revision of the target language for the unit. Put them into pairs to practise talking about the toys, e.g. *What's this? It's my … What colour is it? It's … What's your favourite toy? It's my …*

Presentation

- Show page 37 in the Pupil's Book and say *What's your favourite toy? It's my red car.*

Practice

1 4.25 Listen and circle.

- Help pupils find page 37 in the Pupil's Book. Focus pupils on the pictures and elicit what they illustrate. Pupils repeat the words.
- Play the audio. Pupils listen and circle the correct picture.
- **Extension** Point to one of the pictures and ask *What colour is it?* Elicit answers.
- Pupils work in pairs to ask and answer about the colours of the toys in the pictures.

Answer key 1 b, 2 a, 3 b, 4 a

1 **Man:** What's your favourite toy?
Girl 1: It's my car.
2 **Man:** What's your favourite toy?
Boy 1: It's my train.
3 **Man:** What's your favourite toy?
Girl 2: It's my yoyo.
4 **Man:** What's your favourite toy?
Boy 2: It's my robot.

2 Viewing and presenting Draw and share.

- Distribute drawing materials.
- Pupils draw a picture of their favourite toy (a real toy from home, not one made in the project). Ideally, this will be something they have learnt the name of in the unit, but if they choose to draw something else, teach them the name of the toy.
- When pupils have finished drawing, ask them to share their work. Pupils should talk clearly and confidently to the class and should listen respectfully to other pupils, asking questions if appropriate to engage in the presentation.

3 4.26 Listen. Then say.

- Play the audio and pause after each line for pupils to repeat.
- Take one of the drawings that a pupil drew in the previous activity. Hold it up and ask *What's your favourite toy?*
- Pupils work in pairs to show their drawings and talk about them with a partner using *What's your favourite toy* and *It's my …*

Boy 1: What's your favourite toy?
Boy 2: It's my green train.

Finishing the lesson

- Display Flashcards 66–72 (*ball, car, doll, plane, robot, teddy, train, yoyo*). Say, *What's your favourite toy?* Get pupils to answer by pointing to a flashcard and saying *It's my …*

Review

Lesson 13 **Activity Book**

Objectives

- **Lesson aims:** to review language from the unit; to pronounce words correctly and use them in the correct context
- **Target language:** *ball, car, doll, plane, robot, teddy, train, yoyo; What colour is it? It's …, What's your favourite toy? It's my …*

Global Scale of English (GSE)

- **Listening:** Can understand basic phrases or sentences about things people have, if supported by pictures (GSE 24).
- **Speaking:** Can talk about things they have, using a basic phrase (GSE 28).

Materials

- drawing materials for each pupil

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Traffic light cards technique
Peer learning: pairwork

Starting the lesson

- Tell pupils you are thinking of a colour. Write *r e d* on the board and elicit the answer: *red*. Now tell them you are thinking of an animal. Write *c a t* on the board and elicit *cat*. Praise pupils who are able to blend the letters and say the words..

Presentation

- Explain that in this lesson, pupils will review what they have learnt in Unit 4.

Practice

1 4.27 Listen and tick (✓).

- Play the audio. Pupils listen and tick the correct picture.

Answer key 1 b, 2 b, 3 b, 4 a

1 teddy **2** doll **3** yoyo **4** robot

2 Look, count and match. Then say.

- Pupils find and count the items in the picture. They say, e.g. *Three trains*
- Using the Traffic light cards technique, check pupils understand the task before continuing with the rest. They then match the toys to the numbers.

Answer key ball 4, plane 1, car 6, train 3

3 4.28 Listen and number.

- Play the audio. Pupils listen and number the correct picture.

Answer key a 2, b 1, c 3, d 4

1 Man: What colour is it?
Girl 1: It's brown.
2 Man: What colour is it?
Boy 1: It's orange.
3 Man: What colour is it?
Girl 2: It's red.
4 Man: What colour is it?
Boy 2: It's red and yellow.

4 Find, colour and say.

- Pupils find the toys in the puzzle and colour them in as they like.
- Pupils work in pairs to show their drawing. They name each toy they have found and its colour, for example *I've got a … It's …*

Answer key a car, a doll, a robot, a plane

5 Look and colour for Unit 4.

- Find out how happy pupils are with what they have learnt in the unit. Ask *Can you ask about colours? Can you talk about your favourite toys? Can you say I'm happy or sad?* Ask them to colour the face they want to, to show how they feel about the unit.

Finishing the lesson

- Find out what pupils' favourite part of the unit was. Give them the opportunity to repeat any popular activities. (If they say the project, allow them to ask and answer questions about their toy boxes again.)

Extra activity **Picture dictionary**

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 43 of the Pupil's Book.

Photocopiable resources
If appropriate for your class, you may wish to use the following photocopiable resource now or later in the course:
Resource 14: Vocabulary *My favourite toy*

Meg's Learning Club

Mapping

Scope and Sequence Matrix	**Listening:** identifying simple words; segmenting simple spoken sentences into words; listening to others with care; recognising basic intonation patterns **Speaking:** using simple sentences to identify objects and people; responding to simple yes/no and *wh*-questions **Reading:** using sight words to increase a child's space of reading; identifying and reading a range of simple familiar sight words with correct pronunciation **Writing:** developing basic handwriting patterns; printing the English alphabet correctly and legibly; applying knowledge of simple spelling and punctuation
Learning Outcomes and Performance Indicators	**Listening:** follow simple instructions in activities and games (write, draw, hands up, close your eyes); listen to and recite rhymes and songs; respond to simple yes/no and *wh*-questions about names, likes, dislikes, feelings, and classroom objects; **Speaking:** use simple statements to identify objects, people, days of the week, and position of objects or people; respond to simple question-and-response exchanges (Is it Saturday? Is this a boy? What is this?) **Reading:** classify, match and order classroom labels, captions, and keywords from familiar reading materials; distinguish between small and capital letters; identify and read a range of simple familiar sight words with correct pronunciation **Writing:** match words with pictures; print the English alphabet, using small and capital letters correctly; spell grade-appropriate words correctly

Meg's Learning Club Pupil's Book

Objectives

- **Lesson aims:** to recall the days of the week; to recite the days of the week in the correct order
- **Target language:** *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*

Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, number, clasroom objects), if spoken slowly and clearly (GSE 10).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 10).

Materials

- a set of cards with the days of the week written on them

Assessment for Learning

Setting aims and criteria: lesson objectives presentation
Peer learning: pairwork

Starting the lesson

- On the board, write down the days of the week in English *(Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday)*. As you write, say the words, and ask pupils to repeat the words after you. After you have finished writing the words, point to the words in turn and ask pupils to tell you which day it is.
- Tell pupils that they are going to learn the days of the week in English.

Presentation

- Point to different days on a calendar and ask *What day is it?* You can point to the words you have written on the board to help pupils to answer. Allow pupils to answer in their first language if they don't know the day in English and translate their answer into English.
- If pupils seem confident in being able to name the days of the week in English, ask *What days are the weekend?*

Practice

1 LC1.1 Listen and follow.

- Guide pupils to find page 38 in their Pupil's Book. Tell pupils they will hear the days of the week and need to follow the words in the picture. They should move their fingers across the picture as the words are spoken.
- Play the audio and monitor that pupils are following the words in their book.
- Play the audio one more time, and ask pupils to repeat what they hear.

- For fun, ask pupils to close their eyes and to try and move their finger correctly across the picture on the page as they hear the words.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

2 LC1.2 Listen, point and say.

- Tell pupils they will listen to the days of the week. They should follow the words being spoken by pointing to each word on the page.
- Play the audio and check that pupils are pointing to each word.
- Play the audio again and pause after each word. Ask pupils to repeat each word as they hear it.
- Play the audio again, and if you are able to adjust the speed, play it at a slower or faster speed. Pupils should try to copy the words they hear.
- If you have a confident pupil, you could ask them to say all the words aloud.

1 Sunday, **2** Monday, **3** Tuesday, **4** Wednesday, **5** Thursday, **6** Friday, **7** Saturday

3 LC1.3 Listen and circle.

- Guide pupils to find page 39 in their Pupil's Book.
- Tell pupils that they will hear the days of the week. They need to circle the day of the week they hear.
- Play the audio and check that pupils are circling words on the page.
- Play the audio again, pausing after each set of words.
- Check the answers with the class.

1 Sunday
2 Saturday
3 Monday
4 Friday
5 Wednesday
6 Saturday
7 Thursday
8 Tuesday

Answer key 1 Sunday, 2 Saturday, 3 Monday, 4 Friday, 5 Wednesday, 6 Saturday, 7 Thursday, 8 Tuesday

4 Look, order and say.

- If you think your pupils need more guidance with learning the days of the week, put days of the week cards on the board in the same order as on page 39. Ask pupils to help you arrange the days of the week in the correct order, starting with *Sunday*.
- Ask pupils to look at Activity 2 in their Pupil's Book and to work with a friend to take turns to point and say the days in the correct order.

Answer key Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

5 LC1.4 Listen. Then say.

- Put pupils into pairs. Ask them to stand up. Play the audio and ask them to take turns to repeat what they hear to their partner.
- Monitor to check that pupils are saying the days of the week in the correct order.

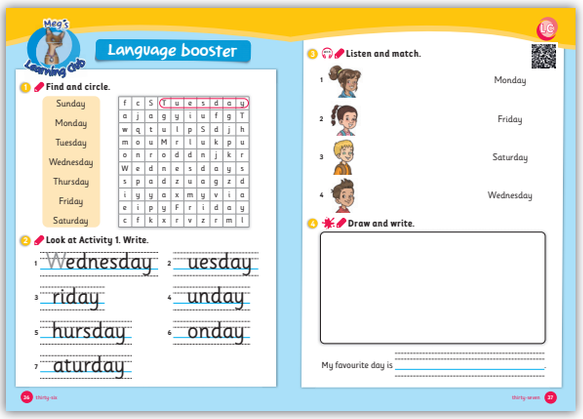
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Finishing the lesson

- Hold up days of the week cards in turn, and ask pupils to say the word that you hold up.

Meg's Learning Club

Meg's Learning Club **Activity Book**



Objectives

- **Lesson aims:** to recall the days of the week; to recite the days of the week in the correct order
- **Target language:** *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*

Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, number, clasroom objects), if spoken slowly and clearly (GSE 10).
- **Writing:** Can write the letters of the alphabet in upper case (GSE 10). Can write some familiar words (GSE 20).

Materials

- a set of cards with the days of the week written on them
- a poster to show uppercase and lowercase letters
- drawing materials for each pupil

Assessment for Learning

Peer learning: pairwork; groupwork

Starting the lesson

- Tell pupils that they are going to review the days of the week in English.

Presentation

- Put cards for the days of the week (*Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*) on the board. Ask pupils to come to the board in small groups and to point to the day of the week card that you call out.
- Ask the class to say the days of the week in the correct order. Turn it into a chant if you can.

Practice

1 Find and circle.

- Guide pupils to find page 36 in their Activity Book. Tell pupils they will find and circle the days of the week in the puzzle. Show them the example *Tuesday*, and if your pupils need more support, show them a second example.
- Pupils should circle the days of the week in the puzzle. They could work with a partner if you think that would motivate them more.
- When pupils are finished, ask them to hold up their books with all of the words circled.
- Check answers as a class.

Answer key

f	c	S	T	u	e	s	d	a	y
a	j	a	g	y	i	u	f	g	T
w	q	t	u	l	p	S	d	j	h
m	o	u	M	r	l	u	k	p	u
o	n	r	o	d	d	n	j	k	r
W	e	d	n	e	s	d	a	y	s
s	p	a	d	z	u	a	g	z	d
i	y	y	a	x	m	y	v	i	a
e	i	p	y	F	r	i	d	a	y
c	f	k	x	r	v	z	r	m	l

2 Look at Activity 1. Write.

- Guide pupils to find page 36 in their Activity Book. Tell them that they will practise writing the first letter of each day of the week.
- If your pupils need more practice to write capital letters in English, you can review capital letters with the use of a poster. You can ask pupils to review capital initial letters by asking them to write their names in English with a capital initial letter.
- When pupils are ready, they should work individually to complete Activity 2. Tell them that they should look and match each word to a word they circled in the puzzle in Activity 1. Then they can copy the initial capital letters from there as well.

Answer key **1** Wednesday, **2** Tuesday, **3** Friday, **4** Sunday, **5** Thursday, **6** Monday, **7** Saturday

3 LC1.5 Listen and match.

- Guide pupils to find page 37 in their Activity Book. Tell them they will listen to children talking about days of the week. Pupils need to match each speaker with a day of the week.
- Play the audio and check that pupils have matched the speakers to days of the week.
- Play the audio again, pausing after each speaker.
- Check answers as a class.
- You could play the audio again and ask pupils to repeat what they hear.

1 Hello. Today is Friday.
2 My favourite day is Monday.
3 It's Wednesday.
4 Hi. Today is Saturday.

Answer key 1 Friday, 2 Monday, 3 Wednesday, 4 Saturday

4 **Draw and write.**

- Say *My favourite day is Sunday.* Draw a simple picture on the board of you arriving with a smiling face in the classroom on a Sunday morning. Ask pupils *What is your favourite day?* Allow a few pupils to take turns to answer your question. If you have very confident pupils, you can ask them *Why?*
- Ask pupils to draw their favourite day and then to complete the sentence by writing the day of the week.
- Monitor and check that pupils are able to write the day of the week correctly with an initial capital letter.

Finishing the lesson

- If pupils are finding it difficult to write the days of the week by themselves, you could ask them to contribute to a days of the week poster. Pupils can write a day of the week on a large sheet of paper, and then find and cut out (from a magazine or holiday brochure) and stick on an activity that they do or like, associated with a particular day.

Photocopiable resources

If appropriate for your class, you may wish to use the following photocopiable resource now or later in the course.
Resource 15: Learning Club *Days of the week*

Extra resources

Pupil's Book Progress path

- On pages 44 and 45 of the Pupil's Book are the Progress path pages. These pages can be used when pupils have finished all of the lessons in the Pupil's Book and Activity Book. Progress path provides a fun review game for pupils.
- Guide pupils to pages 44 and 45 of their Pupil's Book. Put pupils into pairs or small groups. Show them the Unit 1 picture. Point to the girl and say *It's a girl.* Point to the boy and say *It's a* … Pupils should finish your sentence with the word *boy*. Tell them that when they have said the correct sentences for each picture, they should colour in the star in each shape. They should take turns in their pairs or groups to colour all the stars on the pages.

Activity Book Fun time 1

- Guide pupils to page 42 of their Activity Book. This page can be used when pupils have finished all of the lessons in the Pupil's Book and Activity Book.
- Tell pupils that they are going to count and write the number of each object.
- Ask pupils to read out all of the words at the bottom of the page.
- Give pupils an example of what to do. Trace the word *cats* on the page for the class to see. Then ask *How many cats?* (*Three.*) Point to all the cats in the picture and say *One. Two. Three.* Write the number 3 in the box above cats.
- Ask pupils to complete the activity. Monitor and check the answers.

Activity Book Fun time 2

- Prepare enough crayons for pupils to complete this activity, if they don't have their own crayons.
- Guide pupils to page 43 of their Activity Book.
- Tell pupils that they need to match the colours with the numbers.
- Give pupils an example of what to do. Point to the colour area next to the number 6 at the bottom of the page and ask *What colour?* (*Yellow.*) What number? (Six.) Tell pupils that they should colour all the items in the picture with a number 6 in yellow. Complete the colouring of the sun at the top.
- Pupils should colour the picture. Monitor that they are colouring correctly.
- When they are finished colouring, ask them what each word in the picture is. Pause for each word, and when pupils have said the correct word, they should trace the letters for that word.

Glossary

Welcome

blue — /bluː/
brown — /braʊn/
eight — /eɪt/
five — /faɪv/
four — /fɔːr/
green — /griːn/
nine — /naɪn/
one — /wʌn/
orange — /'ɒr.ɪndʒ/
red — /red/
seven — /'sev.ən/
six — /sɪks/
ten — /ten/
three — /θriː/
two — /tuː/
yellow — /'jel.əʊ/

Unit 1

alligator — /'æl.ɪ.geɪ.tər/
ant — /ænt/
apple — /'æp.əl/
boy — /bɔɪ/
brother — /'brʌð.ər/
cap — /kæp/
cat — /kæt/
cup — /kʌp/
cut — /kʌt/
dad — /dæd/
dig — /dɪg/
doll — /dɒl/
duck — /dʌk/
friend — /frend/
girl — /gɜːl/
mum — /mʌm/
sing — /sɪŋ/
sister — /'sɪs.tər/
six — /sɪks/
sun — /sʌn/

Unit 2

bag — /bæg/
ball — /bɔːl/
book — /bʊk/
boy — /bɔɪ/
crayon — /'kreɪ.ɒn/
egg — /eg/
elbow — /'el.bəʊ/
elephant — /'el.ɪ.fənt/
eraser — /ɪ'reɪ.zər/
pen — /pen/
pencil — /'pen.səl/
pencil case — /'pen.səl ˌkeɪs/
pink — /pɪŋk/
rabbit — /'ræb.ɪt/
red — /red/
ruler — /'ruː.lər/
run — /rʌn/

Unit 3

chair — /tʃeər/
desk — /desk/
door — /dɔːr/
floor — /flɔːr/
igloo — /'ɪg.luː/
in — /ɪn/
ink — /ɪŋk/
insect — /'ɪn.sekt/
milk — /mɪlk/
moon — /muːn/
mouse — /maʊs/
mum — /mʌm/
teacher — /'tiː.tʃər/
teddy — /'ted.i/
ten — /ten/
two — /tuː/
wall — /wɔːl/
water — /'wɔː.tər/
wave — /weɪv/
whiteboard — /'waɪt.bɔːd/
window — /'wɪn.dəʊ/

Unit 4

ball — /bɔːl/
bat — /bæt/
bed — /bed/
cap — /kæp/
car — /kɑːr/
cat — /kæt/
doll — /dɒl/
happy — /'hæp.i/
map — /mæp/
mat — /mæt/
plane — /pleɪn/
red — /red/
robot — /'rəʊ.bɒt/
sad — /sæd/
sit — /sɪt/
tap — /tæp/
teddy — /'ted.i/
train — /treɪn/
web — /web/
wet — /wet/
yoyo — /'jəʊ.jəʊ/

Learning Club

Friday — /'fraɪ.deɪ/
Monday — /'mʌn.deɪ/
Saturday — /'sæt.ə.deɪ/
Sunday — /'sʌn.deɪ/
Thursday — /'θɜːz.deɪ/
Tuesday — /'tʃuːz.deɪ/
Wednesday — /'wenz.deɪ/

Notes

Notes

Notes

Notes

Notes

Image Credit(s):

Pupil's Book:

123RF.com: acies 22, 23, 29, 42, Irina Schmidt 21, pockygallery 17, 41; **Alamy:** Pixel-Shot 23; **Getty Images:** Getty Images Incorporated 33, 37, 43, in4mal 25, itsabreeze photography 7, 13, 40, JGI 21, JGI/Jamie Grill 7, 13, 42, kupicoo 9, 13, 40, Laurence Mouton 21, Ryan McVay 14, 15, 41, SerrNovik 21, SolStock 22, 23, 29, 42; **Pearson Education Ltd:** Jon Barlow 20, 28, 36, Studio 8 6, 40; **Shutterstock.com:** Africa Studio 21, Anna Nahabed 7, 13, Arctic ice 14, 15, 41, Bjoern Wylezich 17, 41, Christian Delbert 22, 23, 29, 42, Dakalova Iuliia 33, 37, 43, Deep OV 6, DesignSpread 30, 31, 37, 43, dezign56 14, 15, 41, diegorayaces 21, ESB Professional 9, 30, 31, 37, 40, 43, fred Goldstein 15, Gelpi 15, 23, Ground Picture 39, Ivonne Wierink 33, 37, 43, Jeka 37, Jinga 37, Krakenimages.com 29, 31, LightField Studios 13, 21, Ljupco Smokovski 29, 31, Lopolo 6, 7, 13, 40, MalikNalik 22, 23, 42, Margo Harrison 25, 29, 42, Marko Poplasen 25, 42, Miljan Zivkovic 21, oksana2010 14, 15, 41, Rahhal 6, 40, Richard Peterson 33, 37, 43, Roman Samborskyi 9, 40, Rozochkalvn 13, 39, RTimages 30, 31, 37, 43, SergiyN 6, 7, 13, 40, StockBox24 30, 31, 37, 43, ViDI Studio 9, 13, 40, VIS Fine Art 25, 42, Vladvm 17, 41, Yellow Cat 17, 41; **York Press Ltd.:** 7, 23

Activity Book:

123RF.com: acies 20, 26, 40, 49, pockygallery 15, 18, 39, 47; **Getty Images:** Andrew Olney 22, Getty Images Incorporated 31, 34, 41, 49, in4mal 23, 40, 49, itsabreeze photography 38, 47, kupicoo 7, 10, 26, 38, 47, monkeybusinessimages 31, Ryan McVay 12, 18, 39, 47, SolStock 20, 26, 40, 49; **Pearson Education Ltd:** Studio 8 4, 10, 31, 38, 47; **Shutterstock.com:** Andrzej Rostek 14, Arctic ice 12, 18, 39, 47, BearFotos 6, Bjoern Wylezich 15, 18, 39, 47, Christian Delbert 20, 26, 40, 49, Dakalova Iuliia 31, 34, 41, 49, Deep OV 4, 10, DesignSpread 28, 34, 35, 41, 49, dezign56 12, 18, 39, 47, ESB Professional 7, 10, 28, 34, 35, 38, 41, 47, 49, Irina Wilhauk 6, iVazoUSky 14, Ivonne Wierink 31, 34, 41, 49, LightField Studios 14, Lopolo 4, 10, 38, 47, MalikNalik 20, 26, 40, 49, Margo Harrison 23, 26, 40, 49, Marko Poplasen 23, 26, 40, 49, oksana2010 12, 18, 39, 47, pcruciatti 22, polya_olya 31, Prostock-studio 6, Rahhal 4, 10, 38, 47, Rawpixel.com 31, Richard Peterson 31, 34, 35, 41, 49, Roman Rybaleov 22, Roman Samborskyi 7, 10, 38, 47, RTimages 28, 34, 41, 49, SergiyN 4, 10, 38, 47, StockBox24 28, 34, 35, 41, 49, ViDI Studio 7, 10, 38, 47, VIS Fine Art 23, 26, 40, 49, Vladvm 15, 18, 39, 47, Yellow Cat 15, 18, 39, 47

Illustrated by Rafa & Nathalie Studio, Tamara Joubert and Christos Skaltsas (Hyphen)

Cover Image: Rafa & Nathalie Studio, Robert Harding