

# Jordan TEAM Together Grade 1

Semester 2

Teacher's Book with Digital Resources



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# Jordan TEAM Together Grade 1 Semester 2



Teacher's Book with Digital Resources

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# Scope and sequence

| Unit                                           | Unit objectives                                                                                   | Vocabulary                                                                                                                                                                                           | Grammar                                                                                       | Listening                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Welcome</b><br><b>Who's this?</b><br>Page 4 | Recalling character names and polite interactions; recalling words for classroom objects and toys | Classroom objects: bag, book, crayon, eraser, pen, pencil, pencil case, ruler<br>Toys: ball, car, doll, plane, robot, teddy, train, yoyo                                                             | Hi! My name's ...; I'm ...; This is (my) ...; I've got ...                                    | Recognising a few familiar everyday nouns and adjectives; understanding the main information when people introduce themselves                                                                                                                                                                                                                                                                          |
| <b>5</b><br><b>My body</b><br>Page 6           | Naming body parts; talking about what body parts people have got                                  | Body: arms, body, face, feet, hair, hands, head, legs<br>Phonics: hair, hand, hat, head, leaf, legs, lion, log, gate, girl, goat, green, face, feet, five, four                                      | He's got ... / She's got ...<br>He hasn't got ... / She hasn't got ...                        | Recognising a few familiar everyday nouns and adjectives; recognising familiar key words and phrases in short, basic descriptions if spoken slowly and clearly; understanding basic phrases or sentences about things people have; hearing the initial sound in simple words; recognising familiar words and phrases in short, simple songs or chants                                                  |
| <b>6</b><br><b>My blue jacket</b><br>Page 14   | Naming clothes; talking about what you are wearing; talking about where items of clothing are     | Clothes: boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt<br>Phonics: jacket, jam, jeans, jelly, jump, umbrella, under, up, octopus, olive, on, orange, nest, net, nine, nut               | How are you?<br>I'm fine, thank you.<br>Where's my ...?<br>It's on the ...<br>I'm wearing ... | Recognising a few familiar everyday nouns and adjectives; understanding simple language related to naming and describing people's clothes; recognising familiar words and phrases in short, simple songs or chants; hearing the initial sound in simple words; understanding basic statements about where things or people are                                                                         |
| <b>7</b><br><b>They're tigers!</b><br>Page 22  | Naming animals                                                                                    | Animals: frog, giraffe, lizard, monkey, snake, spider, tiger, zebra<br>Phonics: zebra, zero, zoo, king, kite, kitten, queen, question, quiet, box, fox, six, van, vet, violin, yellow, yoghurt, yoyo | What are these?<br>They're ...                                                                | Recognising a few familiar everyday nouns and adjectives; recognising familiar words and phrases in short, simple songs or chants; understanding basic phrases or sentences about things people have; hearing the initial sound in simple words; identifying everyday objects, people or animals in their immediate surroundings or in pictures from short basic descriptions                          |
| <b>8</b><br><b>I like cakes</b><br>Page 30     | Naming food items; saying what you like and don't like                                            | Food: apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets<br>Phonics: bus, hat, hen, log, pan, vet, bag, fox, jug, pot, sun, yes                                                         | I like ...<br>I don't like ...<br>Yes, please.<br>Thank you.                                  | Understanding information in short, simple dialogues about familiar activities; recognising a few familiar everyday nouns and adjectives; understanding basic statements about where things or people are; recognising familiar words and phrases in short, simple songs or chants; understanding simple phrases about likes and dislikes; hearing the initial, medial and final sound in simple words |

**Meg's Learning Club**

**Cutouts**

|  | Speaking                                                                                                                                                                                                                                                                                                                                                                                                          | Reading                                                  | Writing                                                                | Phonics                                                                                                                                         | Project                     | Viewing and presenting                                                                                                                | Functions                                                                      |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|  | Repeating single words, if spoken slowly and clearly; giving key information to introduce themselves                                                                                                                                                                                                                                                                                                              |                                                          |                                                                        |                                                                                                                                                 |                             |                                                                                                                                       | Introducing yourself and others; naming school objects; saying what you've got |
|  | 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; describing someone's physical appearance in a basic way, if guided by questions or prompts                                                                              | Following simple dialogues in short, illustrated stories | Tracing individual letters to represent sounds; writing familiar words | <b>h, l, g, f</b><br>hair, hand, hat, head, leaf, legs, lion, log, gate, girl, goat, green, face, feet, five, four                              | Making a funny friend model | Drawing a picture and sharing with the class; sharing project work with the class; sharing project work with family members           | Naming body parts; saying what people have got and haven't got                 |
|  | Repeating single words, if spoken slowly and clearly; singing a simple song, if supported by pictures; describing someone's clothes using simple language; 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 | <b>j, u, o, n</b><br>jacket, jam, jeans, jelly, jump, umbrella, under, up, octopus, olive, on, orange, nest, net, nine, nut                     | Making a paper doll         | Drawing pictures and talking about them; viewing and presenting project work and identifying items of clothing                        | Naming clothes; saying what you are wearing; saying where things are           |
|  | Repeating single words, if spoken slowly and clearly; singing a simple song, if supported by pictures; saying the sounds for the letters of the alphabet, if supported by pictures; naming everyday objects, animals or people around them or in pictures using single words                                                                                                                                      | Following simple dialogues in short, illustrated stories | Tracing individual letters to represent sounds; writing familiar words | <b>z, k, q, x, v, y</b><br>zebra, zero, zoo, king, kite, kitten, queen, question, quiet, box, fox, six, van, vet, violin, yellow, yoghurt, yoyo | Making an animal mask       | Drawing and sharing pictures; asking and answering questions about drawings and projects                                              | Naming animals                                                                 |
|  | Naming everyday objects, animals or people around them or in pictures using single words; repeating single words, if spoken slowly and clearly; singing a simple song, if supported by pictures; expressing likes and dislikes in relation to familiar topics in a basic way; 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 | <b>CVC words</b><br>bus, hat, hen, log, pan, vet, bag, fox, jug, pot, sun, yes                                                                  | Making a food plate         | Sharing pictures and presenting work with a grammatically correct sentence; presenting project work and describing likes and dislikes | Naming food; expressing likes and dislikes                                     |

# Introduction

## About Jordan Team Together

Learn Together! Succeed Together! *Team Together!*

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

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

### For pupils

Throughout their Primary education, pupils are in a transitional period between childhood and their teens and are still developing intellectually and emotionally.

*Jordan Team Together* follows children's developmental stages by offering content that is adapted to their cognitive needs in each level through a careful choice of the main characters, the topics, the language content and the way in which it is presented.

*Jordan Team Together* has been designed to create an enjoyable and engaging environment for effective learning. A full colour Pupil's Book and 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**.

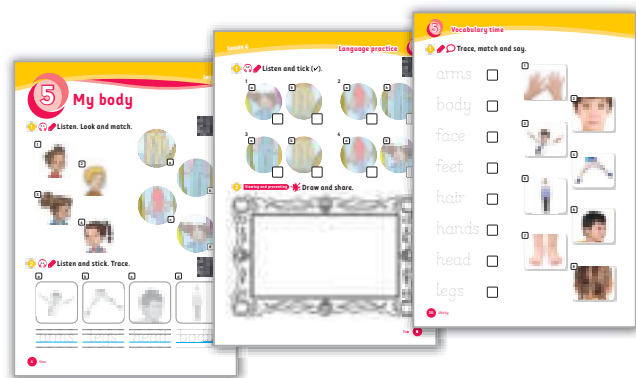
Pupil's Book

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.

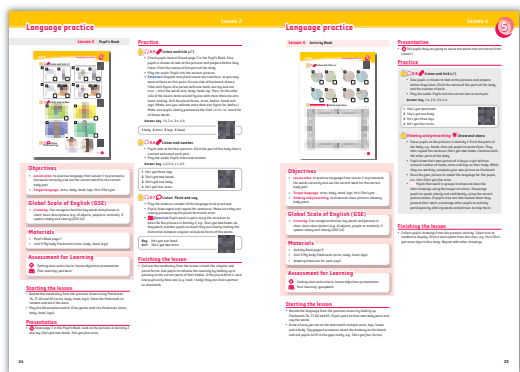


Activity Book

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 21<sup>st</sup> 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.

Interactive e-book

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

QR codes

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

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 11 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                     |

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.

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.

Exercises to practise new language.

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

6 **My blue jacket**

boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt

1 Listen and follow.

2 Listen, point and say.

14 fourteen

jacket, jumper, skirt, T-shirt, Where's my...? / It's on the...

Lesson 1

Lesson 3

Language practice 6

1 Listen and circle.

2 Listen and match.

3 Listen. Then say.

15 fifteen

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.

Story

Lesson 5

Lesson 7

Language practice 6

1 Listen and follow. Point to the blue jacket. **Our Team**

2 Look and find.

16 sixteen

Boots, dress, jeans, jacket, how are you? / I'm fine, thank you, I'm wearing...

1 Listen again. Then listen, look and match.

2 Listen, point and say.

3 Listen and number.

4 Listen and sing.

17 seventeen



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.

Phonics Jj Uu

Lesson 9

1 Listen and say.

Jj



jacket

Uu



up

2 Listen, choose and write.

1  j u

2  j u

3  j u

4  j u

5  j u

6  j u

18 eighteen

jacket, jam, jeans, jelly, jump, umbrella, under, up

Phonics Oo Nn

Lesson 10

1 Listen and say.

Oo



on

Nn



nine

2 Listen, match and say. Write.

1  o

2  n

3  o

4  o

5  n

6  n

19 nineteen

octopus, olive, on, orange, net, eat, nine, eat

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

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

Stage to sing and share what pupils have made.

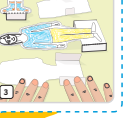
Project Paper dolls

Lesson 11

1 Viewing and presenting Make and show.

1 

2 

3 

4 

5 

6 

2 Sing and play.

20 twenty

Clothes

Picture dictionary

1 Listen and trace.

 boots

 jumper

 dress

 skirt

 jacket

 socks

 jeans

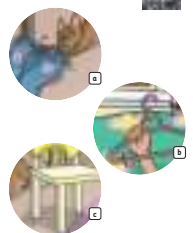
 T-shirt

21 twenty-one

Lesson 2

6 My blue jacket

1 Listen. Look and match.



2 Listen and stick. Trace.

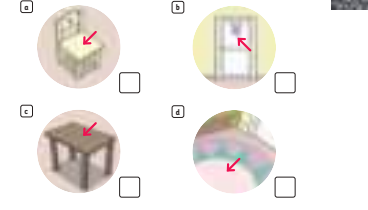
  
skirt jumper t-shirt jacket

ten

Lesson 4

Language practice 6

1 Listen and number.



2 Viewing and presenting Draw and share.

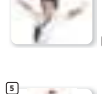
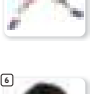
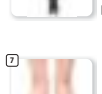
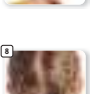


eleven

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

5 Vocabulary time

1 Trace, match and say.

|       |                          |                                                                                     |
|-------|--------------------------|-------------------------------------------------------------------------------------|
| arms  | <input type="checkbox"/> |   |
| body  | <input type="checkbox"/> |  |
| face  | <input type="checkbox"/> |  |
| feet  | <input type="checkbox"/> |  |
| hair  | <input type="checkbox"/> |  |
| hands | <input type="checkbox"/> |  |
| head  | <input type="checkbox"/> |  |
| legs  | <input type="checkbox"/> |  |

thirty

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

Fun time 1

1 Trace, match and say.

|                                                                                    |                                                                                     |                                                                                      |                                                                                      |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |  |  |
| boots                                                                              | dress                                                                               | hair                                                                                 | legs                                                                                 |



|                                                                                     |                                                                                      |                                                                                       |                                                                                       |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |
| sweets                                                                              | apples                                                                               | frog                                                                                  | snake                                                                                 |

thirty-four

Fun time at the back of the Activity Book includes matching activities and a game.

Letters and sounds practice

Trace and copy.

|    |                                                                                     |  |
|----|-------------------------------------------------------------------------------------|--|
| Hh |  |  |
| Ll |  |  |
| Gg |  |  |
| Ff |  |  |
| Jj |  |  |
| Uu |  |  |
| Oo |  |  |

thirty-six

Letters and sounds practice

|    |                                                                                     |  |
|----|-------------------------------------------------------------------------------------|--|
| Nn |  |  |
| Zz |  |  |
| Kk |  |  |
| Qq |  |  |
| Xx |  |  |
| Vv |  |  |
| Yy |  |  |

thirty-seven

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.

*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. 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](http://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/+/æ/+/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 13 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                     |
|--------|-----------------------------|
| 16     | h and l                     |
| 17     | g and f                     |
| 18     | j and u                     |
| 19     | o and n                     |
| 20     | z, k and q                  |
| 21     | x, v and y                  |
| 22     | CVC words 3                 |
| 23     | CVC words 4                 |
| 24     | Vocabulary: My body         |
| 25     | Vocabulary: My blue jacket  |
| 26     | Vocabulary: They're tigers! |
| 27     | Vocabulary: I like cakes    |
| 28     | Learning Club: Signs        |

## How to work with videos

### How is the video material presented?

In *Jordan Team Together* Grade 1, there are videos which show pupils how to do the unit projects. They contain the target vocabulary and grammar of the unit. Videos are a great tool for conveying information to young learners. A combination of images, movement, colours, sounds, music and language fulfils its educational functions at all levels of understanding. Pupils may watch the same videos many times and each time their perception of the material they watch is enhanced.

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

- The Project videos can be used as part of the presentation stage for the activity in Lesson 11.
- You can also use the Project videos to revise the material. Children have got good short-term memory, but watching the same episodes again two months after new material was introduced will considerably stimulate their memorising ability.

### How should the videos be used?

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

## 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

Place 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.



## Greeting the class

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

## Starting the lesson

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

## Managing the class

|                          |                        |
|--------------------------|------------------------|
| Be quiet, please.        | Who's next?            |
| Look at me/Listen to me. | Repeat after me.       |
| Come to the board.       | Wait a minute, please. |
| Put your hands up/down.  |                        |

## Words of praise

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

## During the lesson – instructions

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

## During the lesson – questions

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

## 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. | Move your/my counter (3) spaces. |
| You're out.                | Miss a turn.                     |
| Close your eyes.           | Go back (2) spaces.              |
| Pass the (ball/cup), etc.  | Roll again.                      |
| Roll the dice.             | You're the winner!               |

## Useful phrases for the pupils

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

## 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.

This image shows a full-page view of a blank sheet of lined notebook paper. At the top left, there is a pink rectangular header containing the word "Notes" in a bold, black, sans-serif font. The rest of the page is white and filled with horizontal blue lines, which are evenly spaced and extend across the width of the paper. There are no other markings, text, or illustrations on the page.



# Who's this?

## Mapping

### Scope and Sequence Matrix

#### Listening:

responding to basic greetings and polite interactions; identifying simple words; 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

#### Reading:

identifying and reading a range of simple familiar sight words with correct pronunciation; using sight words to increase a child's pace of reading

#### Writing:

developing basic handwriting patterns

### 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

#### Speaking:

produce English words and short phrases; copy basic stress and intonation patterns; recite rhymes and songs, individually and in groups

#### 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 recall character names and polite interactions; to recall words for classroom objects and toys
- Target language:** *Hi/Hello! My name's ...; This is (my) ...; I'm ...; bag, ball, book, car, crayon, doll, eraser, pen, pencil, pencil case, plane, robot, ruler, teddy, train, yoyo*

## 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 give key information to introduce themselves (e.g. name, age, where they are from) (GSE 15).

## Materials

- Pupil's Book pages 4–5
- Unit 2 My school bag Flashcards from Semester 1 (*bag, book, crayon, eraser, pen, pencil, pencil case, ruler*) and the 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: Lollipop stick technique

## Starting the lesson

### W1 'Hello' song



### Extra activity TPR

- Remind pupils of the song from Semester 1 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.  
Clap. Clap. Clap.  
It's time for English class.  
Shake. Shake. Shake.  
Clap. Clap. Clap.  
Get ready, everyone!

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

## Presentation

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

## Practice

### Who's this?

- 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 speech bubble from Malek. Say *Hi! My name's Malek*. Repeat and then ask pupils to repeat with you. Continue in the same way for the other speech bubbles.
- Divide the class into four groups. Give each group a name: Malek, Hala, Ann or Bill. Each group takes a turn to say the words in their speech bubbles in response to your questions: *What's your name? Who's this? How old are you?*
- Hold up your book and point to one of the characters randomly. Elicit the words in the speech bubble for that character.

### Extra activity TPR

- Ask pupils to recall which group they were in for the previous activity: Malek, Hala, Ann or Bill. Pupils move around the classroom to find their 'brother' or 'sister'. Once they've paired up they move around in pairs and introduce themselves to other pairs, repeating the language in the speech bubbles as they do so.

### Classroom objects

- Use the Unit 2 My school bag Flashcards from Semester 1 (35–42) to revise the classroom objects. See if pupils can find the real objects in the classroom.
- Using the Lollipop stick technique, invite a pupil to come to the board, point to a flashcard and say the word. Then ask other pupils in the class to hold up an object to match the flashcard.
- Focus on page 5 of the Pupil's Book and look at the picture of the school bag. Elicit the names of the items surrounding the bag.
- Encourage pupils to take turns to point to each toy and name it.

### Toys

- Use the Unit 4 My favourite toy Flashcards from Semester 1 (66–73) to revise toys. Place them on the board and point to each one in turn to elicit the name.
- Choose a card and say *My favourite toy is ...*. Use the Lollipop stick technique to invite other pupils to do the same.
- Help pupils to find page 5 in their Pupil's Books. Point to the toy box and the surrounding toys. Pupils take turns to point to each toy and name it.

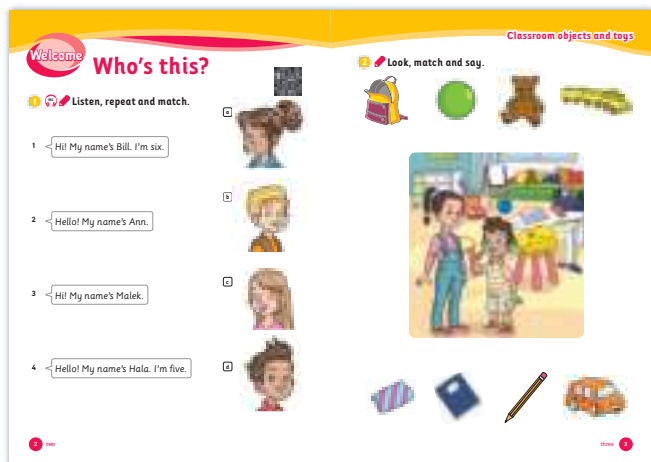
### Extra activity TPR

- Display the flashcards around the classroom. When you say a word, pupils go to the card. Pupils then call out the object on the card.
- You can return to these pages to review classroom objects and toys at any time.

## Finishing the lesson

- Ask pupils to tell you the names of the characters again and any other information about them, e.g. age and who their brother/sister is. Explain that they will see more of these characters as they work through the course.

### Activity Book



## Objectives

- Lesson aims:** to recall character names and polite interactions; to recall words for classroom objects and toys
- Target language:** *Hi/Hello! My name's ...; This is (my) ...; I'm ...; bag, ball, book, car, crayon, doll, eraser, pen, pencil, pencil case, plane, robot, ruler, teddy, train, yoyo*

## 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 give key information to introduce themselves (e.g. name, age, where they are from) (GSE 15).

## Materials

- Activity Book pages 2–3

## Assessment for Learning

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

## Starting the lesson

- Look through the Activity Book with the pupils and explain that the activities reinforce the language and skills covered in the Pupil's Book and will consolidate their knowledge. Explain to pupils how to use the Activity Book and point out the lesson numbers at the top of each page after the Welcome unit. Say a character's name and ask the rest of the class to recall the speech bubble information from the Pupil's Book.

## Presentation

- Tell pupils they are going to do some more work on introductions and also try to recall classroom objects and toy vocabulary.

## Practice

### 1 W2 Listen, repeat and match.

- Play the audio for pupils to listen and repeat. Check that they understand that they should match the speech bubbles to the right character by drawing a line.

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

- 1 **Bill:** Hi! My name's Bill. I'm six.
- 2 **Ann:** Hello! My name's Ann.
- 3 **Malek:** Hi! My name's Malek.
- 4 **Hala:** Hello! My name's Hala. I'm five.



### 2 Look, match and say.

- Pupils look at the picture. Elicit the names of the objects across the top and bottom of the page. Explain that pupils must find these objects in the main picture and match them by drawing lines. They then say the name for each item, taking care to pronounce it correctly.
- Use the Traffic light cards technique to check pupils understand what they have to do.

## Finishing the lesson

### W3 'Goodbye' song

#### Extra activity TPR

- Remind pupils of the song from Semester 1 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!





# My body

## Unit objectives

to name body parts; to talk about what body parts people have got

## Language

|                   |                                                                                                                  |
|-------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary</b> | <i>arms, body, face, feet, hair, hands, head, legs</i>                                                           |
| <b>Grammar</b>    | <i>He's/She's got ..., He/She hasn't got ...</i>                                                                 |
| <b>Functions</b>  | naming body parts; saying what people have and haven't got                                                       |
| <b>Phonics</b>    | <i>h, l, g, f (hair, hand, hat, head, leaf, leg, lion, log, gate, girl, goat, green, face, feet, five, four)</i> |

## Viewing and presenting

to draw pictures and talk about body parts; to share pictures and project work with the class and with family members

## Mapping

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topic</b>                                        | <b>Theme 5: Welfare (Health and Welfare)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Scope and Sequence Matrix</b>                    | <p><b>Listening:</b> 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</p> <p><b>Speaking:</b> 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</p> <p><b>Reading:</b> 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 pace of reading</p> <p><b>Writing:</b> developing basic handwriting patterns; printing the English alphabet correctly and legibly; applying knowledge of simple spelling and punctuation</p> <p><b>Viewing and presenting:</b> 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</p> |
| <b>Learning Outcomes and Performance Indicators</b> | <p><b>Listening:</b> follow simple instructions in activities and games (write, draw, hands up, close your eyes); listen to and recite rhymes and songs; follow 2-3 step oral directions in order (e.g., open the window and sit down); identify familiar words in a stream of speech; segment simple utterances into words (I/love/school) using fingers; recognise basic intonation patterns</p> <p><b>Speaking:</b> produce English words and short phrases; copy basic stress and intonation patterns; recite rhymes and songs, individually and in groups; 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 simple statements to identify objects, people, days of the week, and position of objects or people; answer questions by looking at pictures or cards</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



### 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 a 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 body parts; to use target language in context
- **Target language:** *arms, body, head, legs; He's/She's 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

- Pupil's Book page 6
- Unit 5 My body Flashcards (*arms, body, head, legs*)

### 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 that pupils learnt in Semester 1. (You can do this at the start of each lesson in the unit.)

### Presentation

- Show page 6 in the Pupil's Book and say *arms, legs, head, body*, indicating each as you say them. Ask pupils to repeat and to point to the body parts as they do so.

# Vocabulary

## Practice

### 1 5.1 Listen and follow.

- Before listening, introduce the key vocabulary using Flashcards 76, 77, 82 and 83 (*arms, body, head, legs*) and your body.
- Show each card and say the word, e.g. *body*. Pupils repeat. Then gesture to your body and say *Look, this is my body*. Repeat with *head, arms* and *legs*. Make sure you indicate that *body* is the whole thing and the other words are parts.

### Extra activity TPR

- Pupils stand up. Say *Shake your legs* (demonstrate the meaning of *shake*). Then count them, e.g. *one, two legs*. Do the same with *body, arms* and *head* as preparation for the pictures in the Pupil's Book.
- Guide pupils to find page 6 in the Pupil's Book. Focus them on the main picture at the top of the page. Say *Look at Malek/Hala/Bill/Lama*. Count the parts of the body in the mirrors with pupils.
- Play the audio. Pupils listen and follow the conversation.

**Hala:** Look at Malek! He's got four arms!

**Malek:** Yes! I've got four arms.

**Lama:** Look at Bill! He's got three legs!

**Bill:** Ha, ha! And look at Hala! She's got two heads!

**Hala:** Yes, I've got two heads!

**Lama:** Look ... I've got one body!



- Arrange a trip to a nearby fair with this type of attraction, if possible, in order to bring the content to life for pupils.

### 2 5.2 Listen, point and say.

### Extra activity TPR

- Place each flashcard (76, 77, 82 and 83) in different parts of the classroom. When you say one of the words, pupils must go to the correct flashcard. (If you do not have the room for this, pupils can simply stand and point to the correct card.)

-  **Extension** Choose individual pupils to do the activity using the Lollipop stick technique. The rest of the class can help by pointing to where the pupil should go.
- 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 arms 2 legs 3 head 4 body



## Finishing the lesson

- Point to each part of your body to elicit the word from the pupils. Pupils can take turns to do this for their peers, speeding up as they get better at recalling the words.

### Lesson 2 Activity Book



### Objectives

- **Lesson aims:** to name body parts; to use target language in context
- **Target language:** *arms, body, head, legs; He's/She's 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

- Activity Book page 4
- Unit 5 My body Flashcards (*arms, body, head, legs*)
- Unit 5 Stickers (back of the Activity Book)

### Assessment for Learning

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

### Starting the lesson

- Point to your arms, legs, head and body to elicit the word for each part. Call out a body part for pupils to point to on themselves. Repeat getting faster each time.

### Presentation

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

### Practice

#### 1 5.3 Listen. Look and match.

- Focus pupils on the pictures on page 4 of the Activity Book. Elicit the name of each character and parts of the body.
- Tell pupils to listen and match each character to their reflection. Use the Traffic light cards technique to check they understand what to do. Play the audio of the story again.
- **Extension** Play the audio again, but pause for pupils to complete the sentences with *I've got ...*, e.g.  
**Hala:** Look at Malek! He's got four arms!  
**Malek:** Yes! ... (*I've got four arms.*)

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

**Hala:** Look at Malek! He's got four arms!

**Malek:** Yes! I've got four arms.

**Lama:** Look at Bill! He's got three legs!

**Bill:** Ha, ha! And look at Hala! She's got two heads!

**Hala:** Yes, I've got two heads!

**Lama:** Look ... I've got one body!



#### 2 5.4 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 picture and say the word.

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

1 legs 2 body 3 arms 4 head



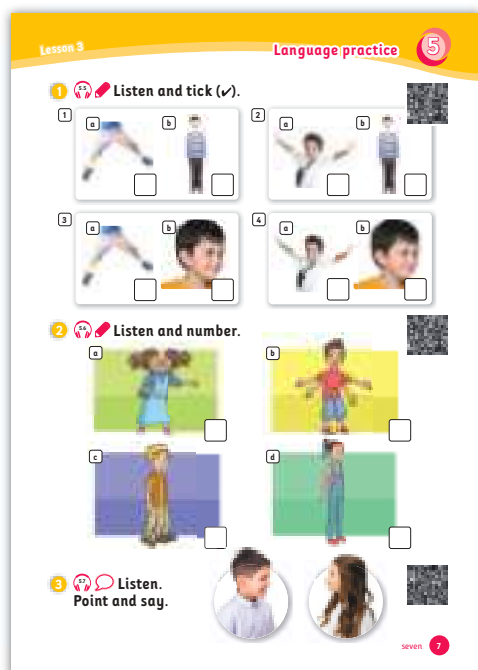
### Finishing the lesson

- Show the four flashcards for the lesson (*arms, body, head, legs*). Say the words and get pupils to repeat them after you.

#### Extra activity TPR

- Play the 'Goodbye' song pupils learnt in Semester 1 (see also the Welcome lesson on page 19). (You can use this at the end of each lesson in this unit.)

### 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 body part
- **Target language:** *arms, body, head, legs; He's/She's got ...*

### Global Scale of English (GSE)

- **Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).

### Materials

- Pupil's Book page 7
- Unit 5 My body Flashcards (*arms, body, head, legs*)

### Assessment for Learning

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

### Starting the lesson

- Review the vocabulary from the previous lesson using Flashcards 76, 77, 82 and 83 (*arms, body, head, legs*). Show the flashcards at random and elicit the word.
- Play the Observation and/or Echo games with the flashcards (*arms, body, head, legs*).

### Presentation

- Show page 7 in the Pupil's Book. Look at the pictures in Activity 2 and say *She's got two heads. He's got four arms.*

### Practice

#### 1 Listen and tick (✓).

- Check pupils have all found page 7 in the Pupil's Book. Give pupils a minute to look at the pictures and prepare before they listen. Elicit the names of the parts of the body.
- Play the audio. Pupils tick the correct pictures.
- **Extension** Singular and plural nouns are used here, so you may want to focus on this point. On one side of the board, draw a little stick figure of a person with one head, one leg and one arm – elicit the words *arm, body, head, leg*. Then, on the other side of the board, draw several figures with more than one arm, head and leg. Drill the plural forms, *arms, bodies, heads and legs*. (Make sure you indicate more than one figure for *bodies*.) Make sure pupils clearly pronounce the final /s/ or /z/ sound for all these words.

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

1 body 2 arms 3 legs 4 head



#### 2 Listen and number.

- Pupils look at the four pictures. Elicit the part of the body that is unusual and count each part.
- Play the audio. Pupils listen and number.

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

- 1 He's got three legs.
- 2 She's got two heads.
- 3 She's got one body.
- 4 He's got four arms.



#### 3 Listen. Point and say.

- Play the audio as a model of the language to be practised.
- Pupils listen again and repeat the sentences. Make sure they are clearly pronouncing the plural form with *arms*.
- **Extension** Pupils work in pairs using the structure to describe the pictures in Activity 2, e.g. *She's got two heads*. As they work, monitor pupils to check they are clearly making the distinction between singular and plural forms of the words.

**Boy:** He's got one head.  
**Girl:** She's got two arms.

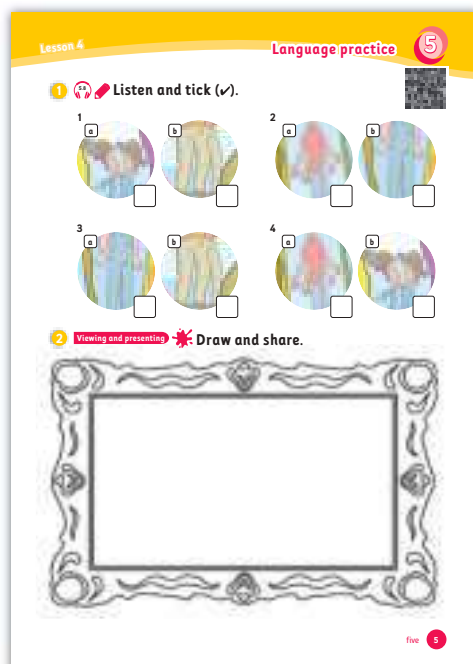


### Finishing the lesson

- Call out the vocabulary from the lesson in both the singular and plural forms. Ask pupils to indicate the meaning by holding up or pointing to the correct parts of their bodies. If the plural form is used and pupils only have one (e.g. head / body) they can find a partner to stand with.

# 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 body part
- **Target language:** *arms, body, head, legs; He's/She's got ...*
- **Viewing and presenting:** to draw and share pictures showing body parts

### Global Scale of English (GSE)

- **Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).

### Materials

- Activity Book page 5
- Unit 5 My body Flashcards (*arms, body, head, legs*)
- drawing materials for each pupil

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: groupwork

### Starting the lesson

- Review the language from the previous lesson by holding up Flashcards 76, 77, 82 and 83. Pupils point to their own body parts and say the words.
- Draw a funny person on the board with multiple arms, legs, heads and a body. Say gapped sentences about the drawing on the board and ask pupils to fill in the gaps orally, e.g. *She's got four (arms).*

### Presentation

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

### Practice

#### 1 Listen and tick (✓).

- Give pupils a minute to look at the pictures and prepare before they listen. Elicit the names of the parts of the body, and the number of each.
- Play the audio. Pupils tick the correct box in each pair.

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

- 1 She's got two heads.
- 2 She's got one body.
- 3 He's got three legs.
- 4 He's got four arms.



#### 2 Viewing and presenting Draw and share.

- Focus pupils on the pictures in Activity 1. Elicit the parts of the body, e.g. *heads*, then ask pupils to count them. They then repeat the sentence *She's got two heads*. Continue with the other parts of the body.
- Pupils draw their own picture of a boy or a girl with an unusual number of heads, arms and legs on their body. While they are working, complete your own picture on the board.
- Describe your picture to model the language for the pupils, e.g. *He's/She's got five arms*.
- Pupils then work in groups to show and describe their drawings using the target structure. Encourage pupils to speak clearly and confidently, using the correct pronunciation. If pupils miss out information when they present their work, encourage other pupils to actively participate by offering words and phrases to help them.

### Finishing the lesson

- Collect pupils' drawings from the previous activity. Select one at random to display. Elicit a description from the class, e.g. *He's/She's got seven legs/a blue body*. Repeat with other drawings.



## Lesson 5 Pupil's Book



## Objectives

- **Lesson aims:** to review a story by identifying characters and their actions, as well as different body parts; to identify examples of how to be safe
- **Target language:** *face, feet, hair, hands; He/She hasn'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

- Pupil's Book page 8
- Unit 5 My body Flashcards (*arms, body, face, feet, hair, hands, head, legs*)

## 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 the four flashcards (*arms, body, head, legs*). Show the flashcards and ask *What's this?* Elicit *arms/legs/a head/a body*.
- Use the flashcards to play the *What's missing?* or *Numbers game* (or any other flashcard game).

## Presentation

- Show page 8 in the Pupil's Book and say *face, feet, hair, hands* as you point to each body part.

## Practice

## 1 Listen and follow. Point to the train.

- Present the new vocabulary before pupils listen. Use Flashcards 78–81 for *face, feet, hair* and *hands*.
- Show each item and say the name clearly several times, e.g. *face*. Pupils repeat the words after you.
- Hold up one item and ask *Is it a face?* Pupils answer, e.g. *yes* or *no*.
- Hold up one item and ask *Face or hands?* Pupils answer, e.g. *face*.
- Tell pupils they are going to listen to a story called *He's got two heads!*
- Help pupils find page 8 in the Pupil's Book. Focus them on the pictures as preparation for the listening.
- Play the audio of the first scene and pause. Say *Point to the train*.
- Play the second and third scenes and pause. Say *Point to the heads/hair/legs*.
- Play the fourth and fifth scenes and pause. Say *Point to the face/arms/hands*.
- Play the full audio again. Pupils listen and point to the train in any of the pictures.
- 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 the train in all pictures.

## He's got two heads!

## Scene 1

**Hala:** What's this?

**Malek:** It's a fun train!

## Scene 2

**Malek:** Look! He's got two heads!

**Lama:** Cool! He hasn't got hair!

## Scene 3

**Malek:** He's got three legs.

**Lama:** But he hasn't got feet!

## Scene 4

**Hala:** She's got a green face!

## Scene 5

**Bill:** She's got three arms.

**Hala:** But she hasn't got hands!

## Fairground

**assistant:** Are you ready?

**Hala & Bill:** Yes.

## Scene 6

**Malek:** This is fun!



## 2 Look and find.

- To introduce the topic of keeping safe, set up some chairs at the front of the class to make a train, point to it and say *It's a fun train!* Then get in 'the train' and mime some dangerous things, e.g. leaning out of the window, running around while it is moving, standing on the seats and jumping from one seat to the other. Using the Happy/sad face technique, distribute the cards with faces and ask *Is it good? Is it safe?* Elicit that it isn't good.
- Sit down quietly and mime putting on a seat belt. Using the Happy/sad face technique again, elicit that this is good. Say *It is safe*.
- **Extension** You may wish to support your pupils' understanding by explaining or discussing what pupils do to stay safe, using their first language.
- Ask pupils to find examples in the story of where children are staying safe (Malek, Bill, Hala and Lama all put their safety belts on) or not staying safe (the child running). Highlight how rules are there to keep us safe.



**Answer key** Pupils point to pictures 3, 5 and 6, which show Lama and Hala with their safety belts on.

### Extra activity Creativity

- Pupils draw a picture of themselves doing something safely at home, at school or in the street.

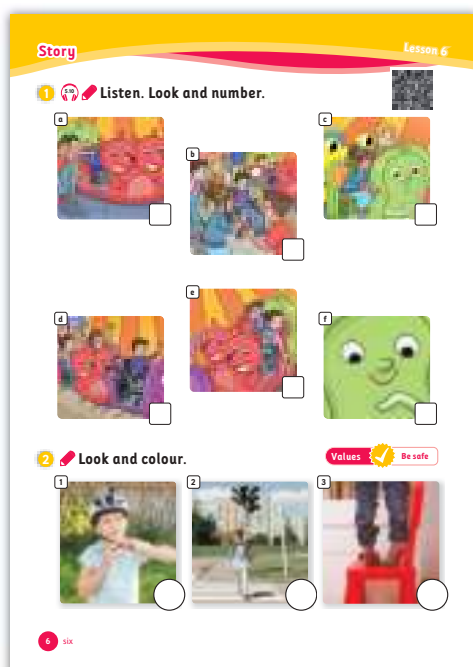
### Finishing the lesson

- Hold up each of the Unit 5 Flashcards: *arms, body, face, feet, hair, head, hands, legs*. Pupils name the body parts.



# Story

## Lesson 6 Activity Book



### Objectives

- **Lesson aims:** to review a story by identifying characters and their actions, as well as different body parts; to identify examples of how to be safe
- **Target language:** *face, feet, hair, hands; He/She hasn'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

- Activity Book page 6
- Unit 5 My body Flashcards (*arms, body, face, feet, hair, hands, head, legs*)

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: groupwork

### Starting the lesson

- Mime doing some dangerous things on 'the train' from the last lesson. Ask pupils *Is it safe?* Then mime being safe and doing up your seatbelt. Ask *Is it safe?* Remind pupils of the importance of being safe, in the first language if necessary.

### Presentation

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

## Practice

### 1 Listen. Look and number.

- Focus pupils on 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 help put them right. Point out to them where they write the numbers 1 to 6.
- Play the audio of the story. 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** 1 b, 2 a, 3 e, 4 f, 5 c, 6 d

### He's got two heads!

#### Scene 1

**Hala:** What's this?

**Malek:** It's a fun train!

#### Scene 2

**Malek:** Look! He's got two heads!

**Lama:** Cool! He hasn't got hair!

#### Scene 3

**Malek:** He's got three legs.

**Lama:** But he hasn't got feet!

#### Scene 4

**Hala:** She's got a green face!

#### Scene 5

**Bill:** She's got three arms.

**Hala:** But she hasn't got hands!

#### Fairground assistant:

Are you ready?

**Hala & Bill:** Yes.

#### Scene 6

**Malek:** This is fun!



### 2 Look and colour.

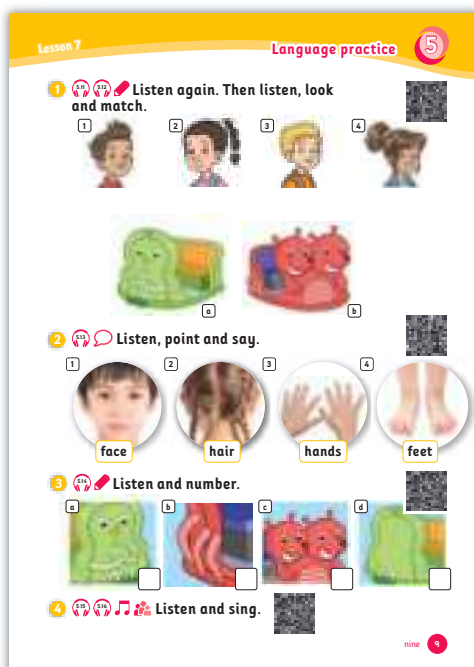
- Pupils look at the pictures and colour in the circles (using any colour they like) of those which show children keeping safe.

**Answer key** Pupils colour pictures 1 and 2.

## Finishing the lesson

- Play the Team race game with the eight flashcards for the unit (*arms, body, face, feet, hair, head, hands, legs*).

## 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 body part
- Target language:** *face, feet, hair, hands; He/She hasn'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).
- Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 10). Can sing a simple song, if supported by pictures (GSE 22).

### Materials

- Pupil's Book page 9
- Unit 5 My body Flashcards (*arms, body, face, feet, hair, hands, head, legs*)

### Assessment for Learning

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

### Starting the lesson

- Play any of the following games: What's missing?, Which card have you got?, Where is this card?
- Revise the vocabulary for the unit using Flashcards 76–83 (*arms, body, face, feet, hair, hands, head, legs*).

### Presentation

- Show page 9 in the Pupil's Book and point to the red train carriage. Say *He's got two heads. He hasn't got hair.*

### Practice

- 5.11** **5.12** Listen again. Then listen, look and match.

- Play the audio of the story again (5.11) to remind pupils what happens.
- Focus pupils on the pictures on page 9 in the Pupil's Book, point to each character in turn, and ask *Who's this?* Then look at the two train carriages and say *Point to the hair/heads, etc.*
- Explain the activity carefully. Use the Traffic light cards technique to check pupils are ready to start.
- Play audio 5.12.
- Pupils match the characters to the carriage they are talking about. Pupils compare their answers in pairs.

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

#### He's got two heads!

##### Scene 1

**Hala:** What's this?

**Malek:** It's a fun train!

##### Scene 2

**Malek:** Look! He's got two heads!

**Lama:** Cool! He hasn't got hair!

##### Scene 3

**Malek:** He's got three legs.

**Lama:** But he hasn't got feet!

##### Scene 4

**Hala:** She's got a green face!

##### Scene 5

**Bill:** She's got three arms.

**Hala:** But she hasn't got hands!

##### Fairground

**assistant:** Are you ready?

**Hala & Bill:** Yes.

##### Scene 6

**Malek:** This is fun!



**1 Malek:** Look! He's got two heads!

**2 Lama:** Cool! He hasn't got hair!

**3 Bill:** She's got three arms!

**4 Hala:** But she hasn't got hands!

- 5.13** 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 (*face, hair, hands, feet*). Praise pupils if they can remember them.
- Play the audio. Pupils repeat the words.

1 face 2 hair 3 hands 4 feet



# Language practice

## 3 5.14 Listen and number.

- Focus pupils on the pictures. Elicit what the first picture shows, e.g. *a head*. Focus on what it hasn't got. Say *Point to the hands*. *Oh, no! She hasn't got hands*. Continue with other pictures until you are sure pupils understand the meaning of *hasn't got*.
- Play the audio. Pupils number the pictures.

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

- 1 He hasn't got hair.
- 2 He hasn't got feet.
- 3 She hasn't got hands.
- 4 She hasn't got a face.



## 4 5.15 5.16 Listen and sing.

- Play the whole song as pupils listen.
- Then play each line and pause for pupils to repeat.
- Pupils sing along with the whole song.
- A karaoke version of the song is available (track 5.16).

### Extra activity TPR

- Pupils stand up. Divide the class into three parts to sing one part each.

**Boy 1:** Funny friend, funny friend!  
This is Fred.  
He's got a body,  
But he hasn't got a head!

**Girl 1:** Funny friend, funny friend!  
This is Grace.  
She's got blue hair,  
But she hasn't got a face!

**Boy 2:** Funny friend, funny friend!  
This is Peg.  
She's got four feet,  
But she hasn't got legs!



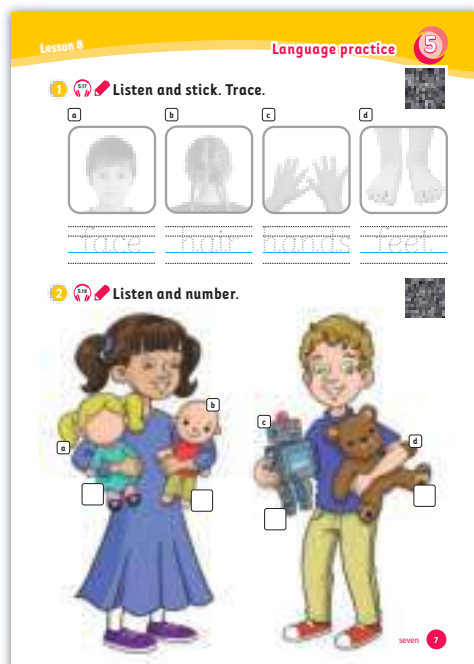
### Extra activity Creativity

- Play the song again. Pause at the end of each verse for pupils to draw the funny friend they hear described.
- Pupils then share their pictures and see if they are the same.

## Finishing the lesson

- Play the song again. Encourage pupils to point to each body part that is mentioned.

### 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 body part
- **Target language:** *face, feet, hair, hands; He/She hasn'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).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 10). Can sing a simple song, if supported by pictures (GSE 22).

### Materials

- Activity Book page 7
- Unit 5 My body Flashcards (*arms, body, face, feet, hair, hands, head, legs*)
- Vocabulary time (back of the Activity Book)
- Unit 5 Stickers (back of the Activity Book)

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation

### Starting the lesson

- Play the song from the last lesson again. Encourage pupils to point to the body parts as they sing.

### Presentation

- Show pupils Flashcards 76–83 and play Echo (see Games bank, page 13).

### Practice

#### 1 Listen and stick. Trace.

- Play the audio. Pause to allow pupils time to put the stickers in the correct place and then to trace each word.
- **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 hair 2 feet 3 face 4 hands



#### 2 Listen and number.

- Give pupils a minute to look at the picture and prepare before they listen.
- Play the audio. Pupils listen and write numbers in the boxes.
- **Extension** Check answers by saying the numbers and eliciting the sentence, e.g. *one – He hasn't got feet.*

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

- Boy:** He hasn't got feet.
- Girl:** He hasn't got hands.
- Girl:** He hasn't got hair.
- Boy:** She hasn't got a face.



### Finishing the lesson

- Pupils look again at the picture story on page 8 or the pictures on page 9 in the Pupil's Book. Point to a picture and say, e.g. *She's got three hands.* Pupils correct you. Guide them to use a full sentence, e.g. *No, she hasn't got hands.*

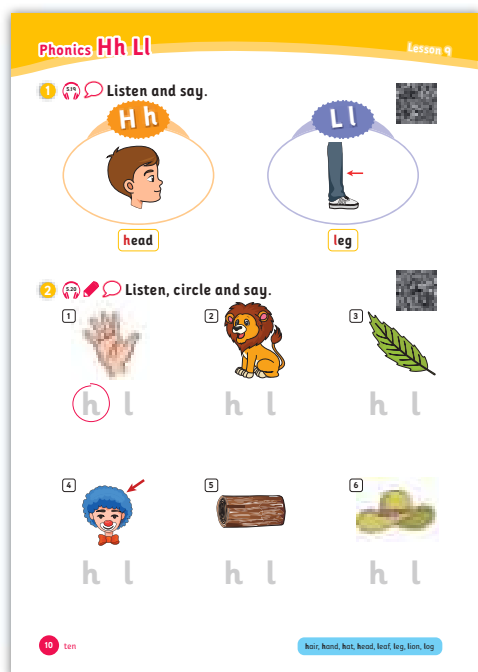
#### Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 13 of the Pupil's Book.

#### Extra activity Vocabulary time

- To practise all the unit vocabulary, go to the Vocabulary time section on page 30 of the Activity Book.

## Lesson 9 Pupil's Book



## Objectives

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

## 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

- Pupil's Book page 10
- Unit 5 Phonics Cards (h, l)
- Unit 5 Phonics Flashcards (hair, head, hand, hat, leaf, leg, lion, log)
- Semester 1 Phonics Cards

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation

## Starting the lesson

- Refer to page 11 in the Introduction for more guidance 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 in Semester 1 (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

- Show page 10 in the Pupil's Book and say /h/, /h/, head. Write the letters h and H on the board and repeat the /h/ sound.

- Point to the picture and present the action for the word *head* – put both hands on each side of your head. Encourage pupils to copy the action while saying the /h/ sound.
- Repeat with the sound for l and L. Say /l/, /l/, leg, write the letters on the board and model the action – point to your leg.

## Practice

## 1 Listen and say.

- Focus pupils on page 10, 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.

/h/ /h/ head  
/l/ /l/ leg



## 2 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 word for *hand* and may already know some of the other words. Elicit the initial sound for each of the words they know.
- Use the Phonics Flashcards (80, 84, 85, 86, 88, 89) to help teach the words.
- 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.

**Answer key** 1 h, 2 l, 3 l, 4 h, 5 l, 6 h

1 /h/ /h/ hand  
2 /l/ /l/ lion  
3 /l/ /l/ leaf  
4 /h/ /h/ hair  
5 /l/ /l/ log  
6 /h/ /h/ hat



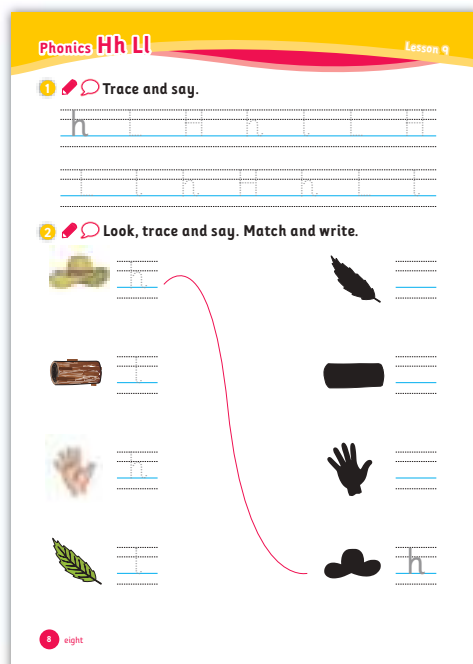
## Extra activity TPR

- 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 /h/ and /l/ sounds. Get pupils to repeat these words for further practice with the initial /h/ and /l/ sounds.

## Blending and Segmenting

- Pupils now know the sounds for the letters s, d, c, a, p, r, e, b, t, m, w, i, h, l 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 support these skills.
- Model the process and give plenty of practice in a supportive environment.
- Words for blending and segmenting include *hat* and *leg* as well as words from Semester 1 (*dad, sad, red, bed, pad, cap, cat, web, wet, mat, map, sit, tap, bat*).

## Lesson 9 Activity Book



## Objectives

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

## 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

- Activity Book page 8
- Unit 5 Phonics Cards (h, l)
- Unit 5 Phonics Flashcards (hair, head, hand, hat, leaf, leg, lion, log)

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation

## Starting the lesson

- Ask pupils to say all the words they can remember that begin with /h/ and /l/. Use the Unit 5 Phonics Flashcards to elicit words if necessary.

## Presentation

- Explain that in this lesson pupils will learn to write the letters h, H and l, L
- 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 elicit the sound and the action for each one.
- 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 8 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 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 check their answers in pairs before reviewing as a class.

**Answer key** Check pupils have matched the pictures correctly.  
hat (h), log (l), hand (h), leaf (l)

## Finishing the lesson

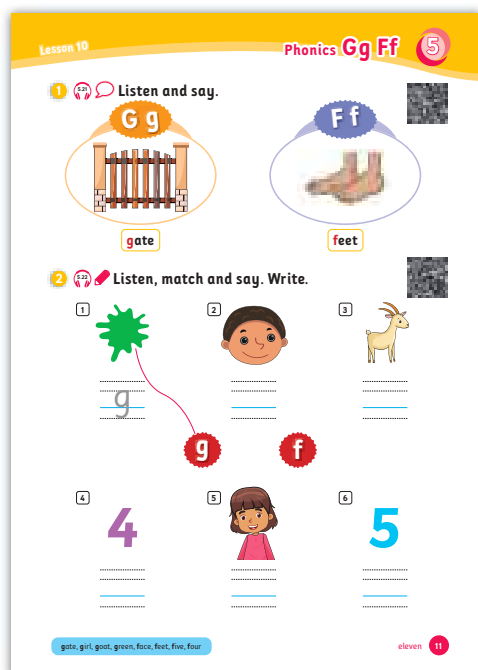
- Use the Phonics Cards to reinforce the new sounds and to revise previously taught sounds.
- Select a game from the phonics section of the Games bank and work on phonemic awareness or blending and segmenting using the sounds and letters that pupils have learnt so far.
- Focus on clear, correct pronunciation 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 16: h and l



### Lesson 10 Pupil's Book



### Objectives

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

### 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

- Pupil's Book page 11
- Unit 5 Phonics Cards (h, l, g, f)
- Unit 5 Phonics Flashcards (gate, girl, goat, green, face, feet, five, four)
- Semester 1 Phonics Cards

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation

### Starting the lesson

- Review the letters and sounds from Lesson 9 (h, l) 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 /g/, /g/, gate. Write the letters g and G on the board and repeat the /g/ sound.
- Point to the picture and present the action for the word gate – put your lower arms in front of your body on top of each other. Move the top arm as if it's a gate opening. Encourage pupils to copy the action while saying the /g/ sound.

- Repeat with the sound for f and F. Say /f/, /f/, feet, write the letters on the board and model the action – point to your feet.

### Practice

#### 1 Listen and say.

- Focus pupils on page 11, 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.
- 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.

/g/ /g/ gate  
/f/ /f/ feet



#### 2 Listen, match and say. Write.

- Focus pupils on page 11 of the Pupil's Book and point to each picture in turn. Do some repetition practice of all six words (green, face, goat, four, girl, five) using the Phonics Flashcards (78, 91–95).
- Say the three words starting with g (green, goat, girl) and ask pupils to look at your lips and mouth as you make the initial g sound. Get pupils to repeat the sound.
- Repeat with the pictures beginning with f (face, four, five).
- Make sure pupils understand how the throat is used to make the /g/ sound and how the teeth and lips are used to make the /f/ sound.
- 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 (green) to the letter g and say /g/, /g/, green. Explain that pupils should then write the correct letter on the stave next to each picture. Ask pupils to draw lines from the remaining pictures to the letter g or f and then to write the letters on the staves.
- Play the audio again and pause after each item to allow pupils time to check their answers.

**Answer key** 1 g, 2 f, 3 g, 4 f, 5 g, 6 f

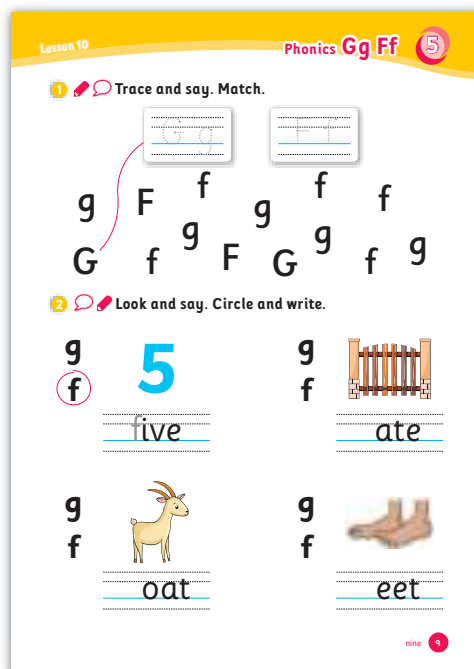
1 /g/ /g/ green  
2 /f/ /f/ face  
3 /g/ /g/ goat  
4 /f/ /f/ four  
5 /g/ /g/ girl  
6 /f/ /f/ five



### Blending and Segmenting

- Pupils now know the sounds for the letters s, d, c, a, p, r, e, b, t, m, w, i, h, l, g, f 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 support these skills.
- Model the process and give plenty of practice in a supportive environment.
- Words for blending and segmenting include hat and leg from Lesson 9 as well as words from Semester 1 (dad, sad, red, bed, pad, cap, cat, web, wet, mat, map, sit, tap, bat, bag).

### Lesson 10 Activity Book



### Objectives

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

### 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

- Activity Book page 9
- Unit 5 Phonics Cards (*h, l, g, f*)
- Unit 5 Phonics Flashcards (*gate, girl, goat, green, face, feet, five, four*)
- Semester 1 Phonics Cards

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation

### Starting the lesson

- Use the Phonics Cards and actions to review the sounds for the letters *h, l, g, f*.
- Give each Phonics Card to a pupil and ask them to stand at the front of the class. As each pupil 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 /g/ and /f/.
- Write the letters G, g, F and f 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 9 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** five, gate, goat, feet

### 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:

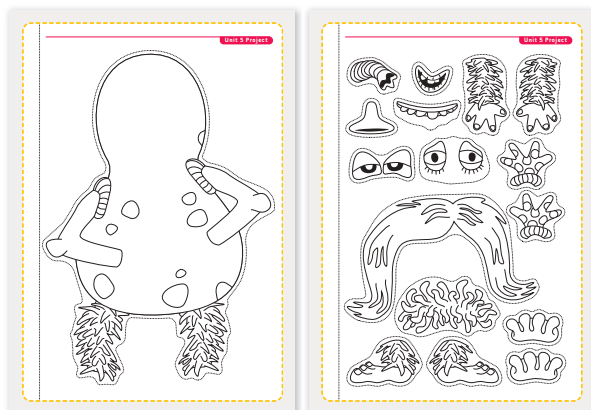
Resource 17: *g* and *f*

# Project: A funny friend

## 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:** *arms, body, face, feet, hair, hands, head, legs; He's/She's got ..., He/She hasn't got ...*
- **Viewing and presenting:** to show and identify body parts using 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). Can describe someone's physical appearance in a basic way, if guided by questions or prompts (GSE 29).

### Materials

- Pupil's Book page 12
- Unit 5 My body Flashcards (*arms, body, face, feet, hair, hands, head, legs*)
- templates of the funny friend and body parts to press out
- a completed model of a funny friend
- glue
- crayons or coloured pencils

### Assessment for Learning

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

### Starting the Starting the lesson

- Use the Flashcards 76–83 (*arms, body, face, feet, hair, hands, head, legs*) 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 funny friend for demonstration. You will need to glue the body parts on it to make sure you can hold it up.
- Show pupils page 12 in the Pupil's Book and say *Look! Show them an example of the funny friend model they are going to make. Hold it up and say, e.g. Hello, I'm Boo. I've got three arms. I've got four legs. I haven't got hair.*

### Practice

#### 1 Viewing and presenting Make and show.

- Show the funny friend you have prepared to the class. Present and drill *funny friend*. Demonstrate what pupils can do with them, e.g. the funny friend introduces himself: *Hello, I'm Boo.*
- Focus pupils on the illustrations on page 12 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. 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 the procedure.
- Refer pupils to the 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 can choose to make a boy or girl funny friend. They can also choose how many arms, legs, etc. they want to use.
- Pupils colour in the parts of the body they have pressed out and then put them on top of the main body.



#### 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 funny friend, 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.
- Model how the funny friends can introduce themselves by repeating your introductions to your figure, e.g. *Hello, I'm Boo. I've got three arms. I've got four legs. I haven't got hair.*

# Project: A funny friend

-  Pupils work in pairs to introduce their funny friends. Monitor them as they work and assist as necessary, but don't interrupt to correct unnecessarily. At this stage, pupils will make errors with singular and plural forms, or with the use of articles with countable and uncountable nouns (e.g. *a hair, hairs*), but don't worry about this too much. The objective at this early stage should be for them to successfully communicate with each other and enjoy using the language.
- Show your funny friend again, and this time introduce it using the third person, e.g. *Who's this? This is my funny friend, Boo. He's got three arms. He's got four legs. He hasn't got hair.*

## 2 5.23 5.24 Sing and play.

- Play the song. Pupils sing along.
- A karaoke version of the song is available (track 5.24).

**Boy 1:** Funny friend, funny friend!

This is Fred.

He's got a body,

But he hasn't got a head!

**Girl 1:** Funny friend, funny friend!

This is Grace.

She's got blue hair,

But she hasn't got a face!

**Boy 2:** Funny friend, funny friend!

This is Peg.

She's got four feet,

But she hasn't got legs!



## Finishing the lesson

- Play a simple game in which pupils correct your mistakes. Make statements about parts of the body and touch them, e.g. *This is my arm/face/hair/leg*. After a few instructions, make a mistake and say, e.g. *This is my head* while touching your leg. Pupils correct you.

### Extra activity TPR

- Pupils stand up. They touch the body part and repeat the sentence only if it is correct. When you make a mistake, they must do and say nothing. If they do touch the wrong part, or repeat the sentence, then they are out of the game and sit down. Continue until you have a winner. After you make a mistake, make sure to then repeat the sentence with the appropriate gesture to reinforce the correction.
- Find out how happy pupils are with what they have learnt in the unit. Ask *Do you know the names of body parts?* Draw three smileys on the board (one with a sad face, one with a straight face, and one with a happy face). Ask pupils to point to the face they want to, to show how they feel about the unit.
- Ask pupils what their favourite part of the unit was. Give pupils the opportunity to repeat the popular activities. (If they say the project, allow them to practise conversations with their funny friends again.)

### Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 13 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 24: Vocabulary *My body*

## 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. The projects encourage values such as working together, sharing materials and helping others. They are a way to celebrate success as well as showing pupils the importance of learning through doing. 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.



# My blue jacket

## Unit objectives

to name clothes; to talk about what you are wearing; to talk about where items of clothing are

## Language

|                   |                                                                                                                            |
|-------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary</b> | <i>boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt</i>                                                          |
| <b>Grammar</b>    | <i>How are you? I'm fine, thank you.; Where's my ...? It's on the ..., I'm wearing ...</i>                                 |
| <b>Functions</b>  | naming clothes; saying what you are wearing; saying where things are                                                       |
| <b>Phonics</b>    | <i>j, u, o, n (jacket, jam, jeans, jelly, jump, umbrella, under, up, octopus, olive, on, orange, nest, net, nine, nut)</i> |

## Viewing and presenting

to draw pictures and talk about your work; to view and present project work and identify items of clothing

## Mapping

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topic</b>                                        | <b>Theme 1: Society</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Scope and Sequence Matrix</b>                    | <p><b>Listening:</b> 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</p> <p><b>Speaking:</b> participating in rhymes and songs that reinforce basic values; producing simple formulaic utterances; responding to simple yes/no and <i>wh</i>-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</p> <p><b>Reading:</b> identifying sound-letter correspondence; identifying and reading a range of simple familiar sight words with correct pronunciation; answering simple yes/no and <i>wh</i>-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 pace of reading</p> <p><b>Writing:</b> developing basic handwriting patterns; printing the English alphabet correctly and legibly; applying knowledge of simple spelling and punctuation</p> <p><b>Viewing and presenting:</b> 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</p> |
| <b>Learning Outcomes and Performance Indicators</b> | <p><b>Listening:</b> 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; follow 2-3 step oral directions in order (e.g., open the window and sit down); identify familiar words in a stream of speech; segment simple utterances into words (I/love/school) using fingers; recognise basic intonation patterns</p> <p><b>Speaking:</b> produce English words and short phrases; copy basic stress and intonation patterns; recite rhymes and songs, individually and in groups; 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; answer questions by looking at pictures or cards</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



### 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 a 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



### 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

- Pupil's Book page 14
- Unit 6 My blue jacket Flashcards and real clothes (*jacket, jumper, skirt, T-shirt*)

### 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. (You can do this at the start of each lesson in the unit.)

### Presentation

- Show page 14 in the Pupil's Book and say *skirt, jumper, T-shirt, jacket*. Hold up an example of each item as you say the word.

### Objectives

- Lesson aims:** to name clothes; to pronounce the words correctly; to say where things are
- Target language:** *jacket, jumper, skirt, T-shirt; Where's my ...? It's on the ...*



# Vocabulary

## Practice

### 1 6.1 Listen and follow.

- Before listening to the audio, introduce the key vocabulary using clothes and/or Flashcards 98, 100, 101 and 103 (*skirt, jumper, T-shirt, jacket*). Show each item of clothing or card and present the word, e.g. *T-shirt*. Pupils repeat. Repeat with *jacket, jumper* and *skirt*.
- Display the clothing or flashcards (*skirt, jumper, T-shirt, jacket*) around the classroom. Say the word and ask pupils to point to the correct item. They repeat the words again.
- Revise colours using the clothes. Point to each item of clothing and ask *What colour is it?* Elicit answers from pupils. Use skirts, jumpers, etc. that pupils are wearing also.
- Guide pupils to find page 14 in the Pupil's Book. Focus them on the main picture at the top of the page.
- Play the audio. Pupils listen and follow the conversation.
- Play the audio again. This time pupils point to the clothes in the picture as they hear them.

**Dad:** Are you ready for the school show, Hala?

**Hala:** Yes! I've got my red skirt. I've got my brown jumper.  
Oh, no! Where's my T-shirt?

**Dad:** What colour is it?

**Hala:** It's yellow.

**Dad:** Look! It's on the chair!

**Hala:** Oh, yes! Where's my blue jacket?

**Dad:** It's on the floor!

**Hala:** Oh, no! Meg! No!



### 2 6.2 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** Use the pictures of clothes to do more practice with colours, e.g.

*Look at one. What is it?*

*It's a skirt.*

*What colour is the skirt?*

*It's green.*

1 skirt 2 jumper 3 T-shirt 4 jacket



### Extra activity TPR

- Use Flashcards 98, 100, 101 and 103 (*jacket, jumper, skirt, T-shirt*). Show the flashcards and get pupils to repeat the words after you.
- Place each card in a different part of the classroom. When you say one of the words, pupils must go to the correct flashcard. (If you do not have the room for this, pupils 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: skirt, jacket, T-shirt, jumper. Pupils name the items.

### Lesson 2 Activity Book



### Objectives

- Lesson aims:** to name clothes; to pronounce the words correctly; to say where things are
- Target language:** *jacket, jumper, skirt, T-shirt; Where's my ...? It's on the ...*

### 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

- Activity Book page 10
- Unit 6 My blue jacket Flashcards and real clothes (*jacket, jumper, skirt, T-shirt*)
- Unit 5 My body Flashcards (*arms, body, face, feet, hair, hands, head, legs*)
- Unit 6 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 skirt and say *It's a T-shirt*. Pupils say *No, it's a skirt!* Do the same with the other items (*jacket, jumper, T-shirt*).

### Presentation

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

### Practice

#### 1 Listen. Look and match.

- Focus pupils on the pictures on page 10 of the Activity Book. Elicit the name of each item of clothing.
- Tell pupils to listen and match each item of clothing to a location. Use the Traffic light cards technique to check pupils understand what to do.
- Play the audio from Lesson 1 again. Pupils draw lines to match.

**Answer key** 1 b, 2 c, 3 a

**Dad:** Are you ready for the school show, Hala?

**Hala:** Yes! I've got my red skirt. I've got my brown jumper. Oh, no! Where's my T-shirt?

**Dad:** What colour is it?

**Hala:** It's yellow.

**Dad:** Look! It's on the chair!

**Hala:** Oh, yes! Where's my blue jacket?

**Dad:** It's on the floor!

**Hala:** Oh, no! Meg! No!



#### 2 Listen and stick. Trace.

- Play the audio. Pause to allow pupils time to put the stickers in the correct place. Pupils then trace the word below each sticker.
- 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 T-shirt 2 jacket 3 skirt 4 jumper

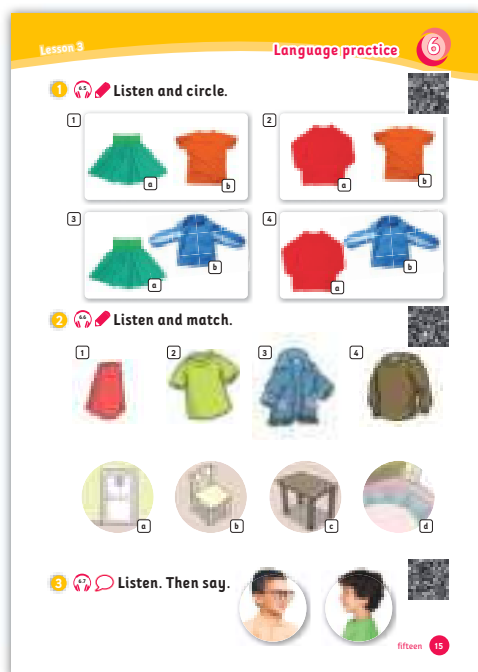


### Finishing the lesson

#### Extra activity TPR

- Play the Team race game with the four flashcards (*jacket, jumper, skirt, T-shirt*) for the lesson (or items of clothing). Use the flashcards from Unit 5 (*arms, body, face, feet, hair, hands, head, legs*) to extend the game and do some revision.
- Play the 'Goodbye' song pupils learnt in Semester 1. (You can use this at the end of each lesson in this unit.)

### 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:** *jacket, jumper, skirt, T-shirt; Where's my ...? It's on the ...*

### Global Scale of English (GSE)

- Listening:** Can understand simple language related to naming and describing people's clothes (GSE 26). Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (GSE 24).

### Materials

- Pupil's Book page 11
- Unit 6 My blue jacket Flashcards (*jacket, jumper, skirt, T-shirt*)
- real objects (*jacket, jumper, T-shirt, skirt*)

### 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 using real clothes and/or Flashcards 98, 100, 101 and 103 (*jacket, jumper, skirt, T-shirt*). Ask *What's this?* Elicit *It's a ...*. Ask *What colour is it?* Elicit *It's ...*.

### Presentation

- Show page 15 in the Pupil's Book and say *Where's my skirt? It's on the chair.*

### Practice

#### 1 6.5 Listen and circle.

- Guide pupils to find page 15 in the Pupil's Book. Give pupils a minute to look at the pictures and prepare before they listen.
- Elicit the names of the clothes.
- Play the audio. Pupils circle the correct pictures.
- Extension** Check the answers by calling out the numbers and eliciting the words.

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

1 T-shirt 2 jumper 3 skirt 4 jacket



#### 2 6.6 Listen and match.

- Focus pupils on the pictures. Elicit the names of the clothes and the places.
- Explain to pupils that they are going to listen to where the clothes are. Use the Traffic light cards technique to check they understand what they have to do. Play the audio. Pupils draw lines to match.

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

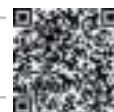
- 1 Girl: Where's my skirt?  
Woman: It's on the chair.
- 2 Boy: Where's my T-shirt?  
Woman: It's on the floor!
- 3 Boy: Where's my jacket?  
Woman: It's on the door.
- 4 Girl: Where's my jumper?  
Woman: It's on the desk.



#### 3 6.7 Listen. Then say.

- Play the audio as a model of language to be practised. Pupils repeat the question and answer.
- Extension** Pupils work in pairs to ask and answer questions using the pictures in Activity 2. Drill the question *Where's the ...?* (rather than *Where's my ...?*) before pupils start.

- Boy 1: Where's my jacket?  
Boy 2: It's on the desk.



### Finishing the lesson

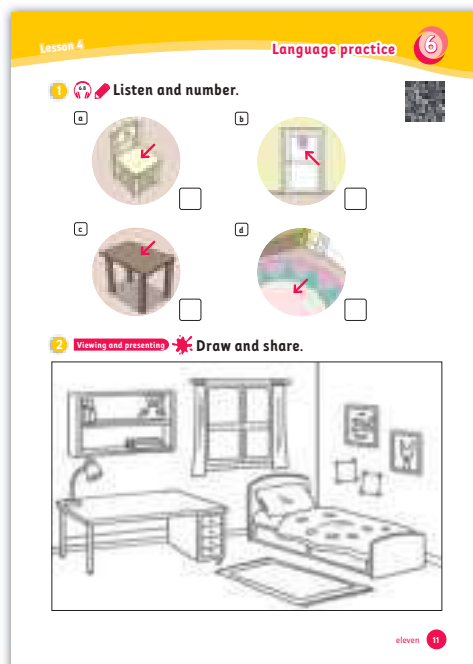
- Hold up a flashcard (98, 100, 101 or 103) and place it on a chair, desk, door or the floor. Ask *Where's the (jacket)?* Encourage pupils to respond with the correct answer.

#### Extra activity TPR

- Pupils place their jackets and jumpers on chairs, desks, hooks on doors and the floor.
- They move around and ask other pupils *Where's the ...?* The other pupil points and replies *It's on the ...*.

# 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:** *jacket, jumper, skirt, T-shirt; Where's my ...? It's on the ...*
- **Viewing and presenting:** to draw pictures and talk about their work

## Global Scale of English (GSE)

- **Listening:** Can understand simple language related to naming and describing people's clothes (GSE 26). Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (GSE 24).

## Materials

- Activity Book page 11
- Unit 6 My blue jacket Flashcards (*jacket, jumper, skirt, T-shirt*)
- drawing materials for each pupil
- real objects (*jacket, jumper, T-shirt, skirt*)

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: groupwork

## Starting the lesson

- Review the vocabulary from the previous lesson, using real objects. Say *What's this?* as you hold up an item (*skirt, T-shirt, jumper or jacket*). Place the item on a chair, desk, door or the floor and ask, *Where's the ...?*

## Presentation

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

## Practice

### 1 6.8 Listen and number.

- Pupils look at each picture in turn. Point to each picture and ask *Where is it?* Elicit the answer indicated by the picture, i.e. *It's on the chair/door/desk/floor.*
- Play the audio. Pupils listen and number the pictures.

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

- 1 **Girl:** Where's my skirt?  
**Man:** It's on the floor.
- 2 **Girl:** Where's my T-shirt?  
**Man:** It's on the chair.
- 3 **Girl:** Where's my jumper?  
**Man:** It's on the door.
- 4 **Girl:** Where's my jacket?  
**Man:** It's on the desk.



### 2 Viewing and presenting Draw and share.

- Display the four lesson flashcards (*jacket, jumper, skirt, T-shirt*) and tell pupils to draw and colour two of the items of clothing where they like in the drawing.

### Extra activity Fast finishers

- Some pupils may have time to draw three or more items of clothing in their rooms.
- Pupils work in groups to show their pictures and talk about them. Encourage pupils to speak clearly and confidently, using the correct pronunciation. They should use the phrases taught in the lesson to describe where the items are. If pupils miss out information when they present their work, encourage other pupils to ask questions such as *What colour is it?*
- **Extension** Collect pupils' drawings. Select some at random to display. Ask *Where's the ...?* and *What colour is it?* and elicit answers about each.

## Finishing the lesson

- Place a few items of clothing around the classroom (on chairs, desks, the floor) and ask *Where's the ...?* Elicit answers. Then do the same with some of the classroom objects taught in Unit 2 (*bag, book, crayon, pen, pencil, pencil case, rubber, ruler*).

### Extra activity TPR

- Pupils put one or two of their own classroom objects around the classroom. They then point to it and ask another pupil *Where's my ...?*

## Lesson 5 Pupil's Book



## Objectives

- Lesson aims:** to review a story by identifying characters and their actions, as well as items of clothing; to identify the importance of being on time
- Target language:** *boots, dress, jeans, socks; How are you? I'm fine, thank you; I'm wearing ...*

## Global Scale of English (GSE)

- Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26).
- Listening:** Can understand simple language related to naming and describing people's clothes (GSE 26).

## Materials

- Pupil's Book page 16
- Unit 6 My blue jacket Flashcards or real clothes (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*)
- a picture of a school show

## Assessment for Learning

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

## Starting the lesson

- Say *Hello, how are you?* to the pupils. Encourage them to reply with *I'm fine, thank you*. Use this greeting regularly with the class. Review the language from the previous lessons using Flashcards 98, 100, 101 and 103 (*jacket, jumper, skirt, T-shirt*). Show the flashcards and ask *What's this?* Elicit *jacket, jumper, skirt, T-shirt*.

## Presentation

- Show page 16 in the Pupil's Book and say *boots, dress, jeans, socks*.

## Practice

## 1 Listen and follow. Point to the blue jacket.

- Present the new key vocabulary before pupils listen to the audio. Use real clothes and/or Flashcards 96, 97, 99 and 102 of *boots, dress, jeans* and *socks*.
- Show each item and say the name clearly several times, e.g. *dress*. Pupils repeat the words after you.
- Hold up one item and ask *Is it a dress?* Pupils answer *yes* or *no*.
- Hold up one item and ask *Is it a dress or socks?* Pupils answer *It's a dress*.
- Hold up one item and ask *What is it?* Pupils answer *It's a dress*.
- Tell pupils they are going to listen to a story called *The school show*. If possible, show a picture of a school show to introduce the word *show*.
- Guide pupils to find page 16 in the Pupil's Book. Focus pupils on the pictures.
- Play the audio of the first scene and pause. Say *Point to the blue jacket*.
- Play the second and third scenes and pause. Say *Point to Malek/Lama*.
- Play the fourth scene and fifth scene, pausing after each and saying *Point to the blue jacket*.
- 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 the blue jacket in pictures 1, 2, 4 and 5.

## The school show

## Scene 1

**Miss Fatima:** Hello, Hala! How are you?  
**Hala:** I'm fine, thank you.  
**Miss Fatima:** Are you ready for the show?

**Hala:** Yes! Look! I'm wearing a yellow T-shirt. I'm wearing a red skirt and a brown jumper. Great!

## Scene 2

**Miss Fatima:** Are you ready, Malek?  
**Malek:** Yes! I'm wearing blue jeans. I'm wearing a green T-shirt and orange socks.  
**Miss Fatima:** OK!

## Scene 3

**Miss Fatima:** Are you ready, Lama?  
**Lama:** Yes, Miss Fatima! I'm wearing a green dress and brown boots.

**Miss Fatima:** Great!

## Scene 4

**Miss Fatima:** Where's Bill?

**Lama, Malek & Hala:** Errrrr.

**Miss Fatima:** Bill? Bill?

**Bill:** Hi! I'm here! Sorry, Miss Fatima!

## Scene 5

**Miss Fatima:** Come on, Bill! Are you ready?

**Bill:** Yes! I'm wearing red jeans and a green T-shirt and errrr ...

**Hala:** My blue jacket!

**Bill:** Sorry, Hala!



# Story

## 2 Look and find.

- Use the story to introduce the unit value of being on time. Using the Happy/sad face technique, distribute the cards with faces and look at the story frame by frame. Ask *Is Bill here?* Elicit the answers. Pupils show a sad face for frames 1–3 and a happy face for frames 4 and 5. To reinforce the value, for each time the answer is *no*, look at your watch angrily. In frame 4 when Bill arrives, mime looking relieved.
- **Extension** You may wish to support your pupils' understanding by explaining or discussing what it is to be on time, using their first language. Ask pupils if they have ever been late for something.

**Answer key** Pupils point to pictures 1, 2 and 3, which show that Hala, Malek and Lama are on time.

## Extra activity Creativity

- Pupils draw a picture of themselves arriving somewhere, but not being on time.
- If time allows, you may wish to introduce a second value linked to looking after the environment. Point out the recycling sign on the box in picture 1 of the story and ask pupils what they think has been recycled (the clothes for the show). Ask if pupils recycle any of their clothes by donating them to charity or giving them to friends. Explain why recycling clothes is good for the environment (reduces carbon emissions, reduces the demand for new clothes, reduces landfill). Discuss ways in which pupils can help the environment in this way at home.

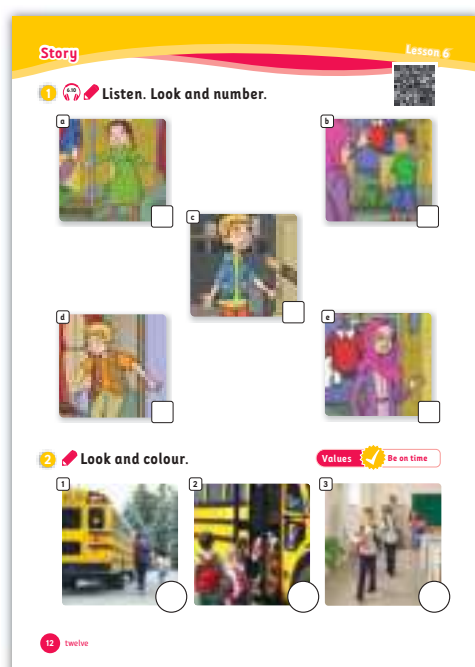
## Finishing the lesson

- Hold up examples of each item of clothing: jeans, socks, dress and boots. 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 items of clothing; to identify the importance of being on time
- Target language:** boots, dress, jeans, socks; How are you? I'm fine, thank you; I'm wearing ...

### Global Scale of English (GSE)

- Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26).
- Listening:** Can understand simple language related to naming and describing people's clothes (GSE 26)

### Materials

- Activity Book page 12

### Assessment for Learning

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

### Starting the lesson

- Look at your watch and then act as if you are late for something. Put on your coat quickly and pretend to rush off. Ask pupils *Is it good?* Remind pupils of the importance of being on time, in the first language if necessary.

### Presentation

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

## Practice

### 1 Listen. Look and number.

- Pupils look at the pictures of 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 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. 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 2, c 5, d 4, e 1

### The school show

#### Scene 1

**Miss Fatima:** Hello, Hala! How are you?

**Hala:** I'm fine, thank you.

**Miss Fatima:** Are you ready for the show?

**Hala:** Yes! Look! I'm wearing a yellow T-shirt. I'm wearing a red skirt and a brown jumper.

**Miss Fatima:** Great!

#### Scene 2

**Miss Fatima:** Are you ready, Malek?

**Malek:** Yes! I'm wearing blue jeans. I'm wearing a green T-shirt and orange socks.

**Miss Fatima:** OK!

#### Scene 3

**Miss Fatima:** Are you ready, Lama?

**Lama:** Yes, Miss Fatima! I'm wearing a green dress and brown boots.

**Miss Fatima:** Great!

#### Scene 4

**Miss Fatima:** Where's Bill?

**Lama, Malek & Hala:** Errrrr.

**Miss Fatima:** Bill? Bill?

**Bill:** Hi! I'm here! Sorry, Miss Fatima!

#### Scene 5

**Miss Fatima:** Come on, Bill! Are you ready?

**Bill:** Yes! I'm wearing red jeans and a green T-shirt and errrr ...

**Hala:** My blue jacket!

**Bill:** Sorry, Hala!

### 2 Look and colour.

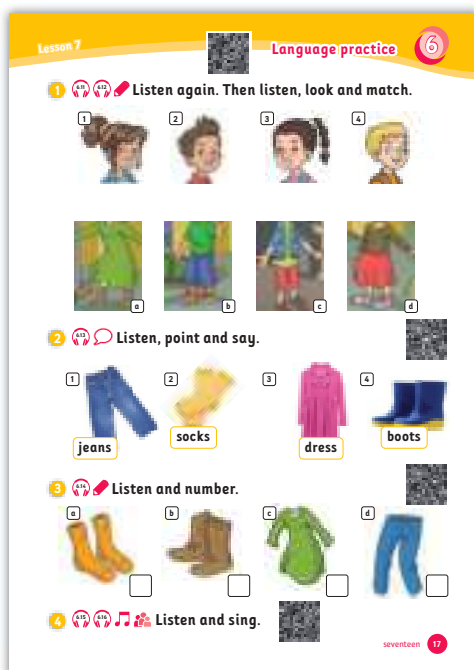
- Pupils look at the pictures and colour in the circles (in any colour they like) on those which show children being on time.

**Answer key** Pupils colour pictures 2 and 3.

## Finishing the lesson

- Read the story to pupils again, but this time leave out words and pause for pupils to fill the gaps. Pupils can choose the names of clothes they have learnt and used already, e.g.  
**Miss Fatima:** Hello, children! Are you ready for the show?  
**Hala:** Yes! Look! I'm wearing a yellow ... (hat). I'm wearing a red skirt and a brown ... (T-shirt).  
**Miss Fatima:** Great!

### 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:** boots, dress, jeans, socks; How are you? I'm fine, thank you; I'm wearing ...

### 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

- Pupil's Book page 17
- Unit 6 My blue jacket Flashcards or real clothes (boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt)

### Assessment for Learning

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

### Starting the lesson

- Revise the vocabulary for the unit using real clothes or the Flashcards 96–103 (boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt). Play any of the following games: What's missing?, Which card have you got?, Where is this card?, Yes/No!

### Presentation

- Show page 17 in the Pupil's Book and say *I'm wearing a yellow T-shirt. I'm wearing a red skirt.*

### Practice

1. Listen again. Then listen, look and match.
  - Play the audio of the story again (6.11) to remind pupils what happens.
  - Focus pupils on pictures 1–4 at the top of page 17 in the Pupil's Book and point to each character in turn, asking *Who's this?* Then point to each item of clothing a–d and ask *What's he/she wearing?*
  - Explain the activity carefully. Pupils have to match the characters to the clothes they are wearing for the school show.
  - Play audio 6.12. Pupils match the characters to the clothes they are wearing.

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

#### The school show

##### Scene 1

**Miss Fatima:** Hello, Hala! How are you?  
**Hala:** I'm fine, thank you.  
**Miss Fatima:** Are you ready for the show?  
**Hala:** Yes! Look! I'm wearing a yellow T-shirt. I'm wearing a red skirt and a brown jumper. Great!

##### Scene 2

**Miss Fatima:** Are you ready, Malek?  
**Bill:** Yes! I'm wearing blue jeans. I'm wearing a green T-shirt and orange socks.  
**Miss Fatima:** OK!

##### Scene 3

**Miss Fatima:** Are you ready, Lama?  
**Lama:** Yes, Miss Fatima! I'm wearing a green dress and brown boots.  
**Miss Fatima:** Great!

##### Scene 4

**Miss Fatima:** Where's Bill?  
**Lama, Malek & Hala:** Errrrr.  
**Miss Fatima:** Bill? Bill?  
**Bill:** Hi! I'm here! Sorry, Miss Fatima!

##### Scene 5

**Miss Fatima:** Come on, Bill! Are you ready?  
**Bill:** Yes! I'm wearing red jeans and a green T-shirt and errrr ...  
**Hala:** My blue jacket!  
**Bill:** Sorry, Hala!

**Miss Fatima:** Are you ready for the show?  
**Hala:** Yes! Look! I'm wearing a yellow T-shirt. I'm wearing a red skirt and a brown jumper.  
**Malek:** I'm wearing a green T-shirt and orange socks.  
**Lama:** Yes, Miss Fatima! I'm wearing a green dress and brown boots.  
**Bill:** Yes! I'm wearing red jeans and a green T-shirt.

# Language practice

## 2 🎧 6.13 🗨️ Listen, point and say.

- Focus pupils on the four pictures. Elicit the words first.
- Play the audio. Pupils repeat the words.

1 jeans 2 socks 3 dress 4 boots



## 3 🎧 6.14 🖍️ Listen and number.

- 🗨️ Focus pupils on the pictures. 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 4, c 3, d 1

- 1 **Boy 1:** I'm wearing jeans.  
 2 **Girl 1:** I'm wearing socks.  
 3 **Girl 2:** I'm wearing a dress.  
 4 **Boy 2:** I'm wearing boots.



## 4 🎧 6.15 🎧 6.16 🎵 👤 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 6.16).

- Chorus:** Hooray, hooray, hooray,  
It's the school show today!
- Verse 1:** I'm wearing blue jeans,  
I'm wearing a red T-shirt.  
I'm wearing a brown jumper,  
And a yellow skirt.
- Chorus:** Hooray, hooray, hooray,  
It's the school show today!
- Verse 2:** I'm wearing blue socks,  
I'm wearing a red jacket.  
I'm wearing a green dress,  
And orange boots.
- Chorus:** Hooray, hooray, hooray,  
It's the school show today!



### Extra activity Creativity

- Play the song and pause at the end of each verse for pupils to draw and colour a picture of people wearing the clothes described.

## Finishing the lesson

- Play the song again. Encourage pupils to point to items of clothing or flashcards as they hear them mentioned.

### 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:** *boots, dress, jeans, socks; I'm wearing ...*

### 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

- Activity Book page 13
- Unit 6 My blue jacket Flashcards or real clothes (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*)
- drawing materials for each pupil
- Vocabulary time (back of the Activity Book)
- Unit 6 Stickers (back of the Activity Book)

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: groupwork

### Starting the lesson

- Play the song from the last lesson again. If you have pictures from the extra activity in Lesson 7, hold one of these up for each verse and ask pupils if the picture matches the song. Point to the different items of clothing in the pictures and ask pupils to say the word for each item.

### Presentation

- Use Flashcards 96–103 and play Echo (see Games bank page 13).

### Practice

#### 1 Listen and stick. Trace.

- Play the audio. Pause to allow pupils time to put the stickers in the correct place. Then ask pupils to trace each word.

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

1 dress 2 boots 3 jeans 4 socks

#### 2 Listen and draw.

- Give pupils a minute to look at the pictures. Make it clear that the first teddy on the left is a girl and the teddy on the right is a boy.
- Play the audio. Pupils listen and point to the correct teddy. Play the audio again. Pupils draw the clothes.

**Answer key** female bear – skirt, socks, T-shirt; male bear – jeans, boots, T-shirt

**Girl:** Hello! I'm wearing a skirt. I'm wearing socks. I'm wearing a T-shirt.

**Boy:** Hi! I'm wearing jeans. I'm wearing a T-shirt. I'm wearing boots.

### Finishing the lesson

- Play the Team race game with the eight Unit 6 My blue jacket Flashcards (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*) on the board.

#### Extra activity Picture dictionary

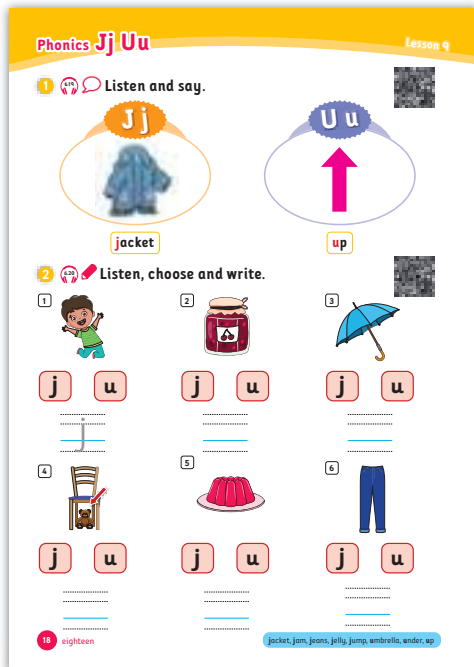
- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 21 of the Pupil's Book.

#### Extra activity Vocabulary time

- To practise all the unit vocabulary, go to the Vocabulary time section on page 31 of the Activity Book.

## Phonics Jj Uu

## Lesson 9 Pupil's Book



## Objectives

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

## 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

- Pupil's Book page 18
- Unit 6 Phonics Cards (j, u)
- Unit 6 Phonics Flashcards (jacket, jam, jeans, jelly, jump, umbrella, under, up)
- Unit 5 Phonics Cards (h, l, g, f)
- Semester 1 Phonics Cards

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation

## Starting the lesson

- Refer to page 11 in the Introduction for more guidance on how to teach phonics.
- Use the Unit 5 Phonics Cards to reinforce the known sounds and actions for the letters h, l, g, f from Unit 5.
- 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 /dʒ/, /dʒ/, jacket. Write the letters j and J on the board and repeat the /dʒ/ sound.
- Point to the picture and present the action for the word jacket – mime putting a jacket on. Encourage pupils to copy the action while saying the /dʒ/ sound.
- Repeat with the sound for u and U. Say /ʌ/, /ʌ/, up, write the letters on the board and model the action – point upwards.

## Practice

## 1 Listen and say.

- Focus pupils on page 18, 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 that pupils know that start with the /dʒ/ sound. All pupils repeat these words for further practice.

/dʒ/ /dʒ/ jacket  
/ʌ/ /ʌ/ up



## 2 Listen, choose and write.

- Elicit or teach the word for each picture and identify the initial sound. Use the Phonics Flashcards (99 and 104–108) to teach each word if necessary.
- Point out the two letter tiles under each picture and explain that pupils must choose the correct letter to represent the initial sound and should copy it onto the stave.
- Play the audio for pupils to listen and choose the correct letter.
- Check that pupils can identify the sound made by each letter before they write. Once pupils have written all four letters, encourage them to say the initial sound followed by the word for each picture and then to check their choices with a partner.

**Answer key** 1 j, 2 j, 3 u, 4 u, 5 j, 6 j

1 /dʒ/ /dʒ/ jump  
2 /dʒ/ /dʒ/ jam  
3 /ʌ/ /ʌ/ umbrella  
4 /ʌ/ /ʌ/ under  
5 /dʒ/ /dʒ/ jelly  
6 /dʒ/ /dʒ/ jeans



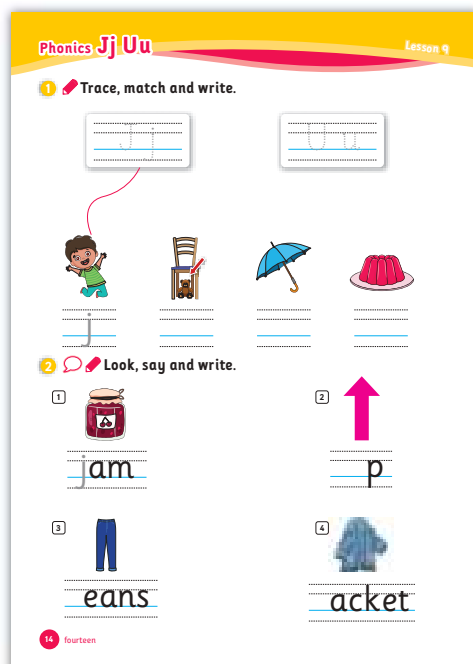
## Extra activity TPR

- Choose one of the Phonemic Awareness Games from the Games bank on page 13 to play with the class.

## Blending and Segmenting

- Pupils now know the sounds for the letters s, d, c, a, p, r, e, b, t, m, w, i, h, l, g, f, j, u 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 support these skills.
- Model the process and give plenty of practice in a supportive environment.
- New words for blending and segmenting include mug, mum, jug, jam, up, bus.

## Lesson 9 Activity Book



## Objectives

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

## 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

- Activity Book page 14
- Unit 6 Phonics Cards (*j, u*)
- Unit 5 Phonics Cards (*h, l, g, f*)
- Semester 1 Phonics Cards

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation

## Starting the lesson

- Use the Phonics Cards and actions to review the sounds for the letters *h, l, g, f, j, u*.
- Give each Phonics Card to a pupil and ask them to stand at the front of the class. As each pupil 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 /dʒ/ and /ʌ/.
- Write the letters *J, j, U* and *u* 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 14 in their Activity Books. Look at the tracing letters at the top of the page and establish the sounds they make. Ask pupils to trace each letter.
- Then look at each picture below and elicit the word and initial sound for each one.
- Explain that pupils must join each picture to the correct letter, based on the initial sound, and then write the correct letter on the stave below each picture.

**Answer key** j – jump, jelly; u – under, umbrella

## 2 Look, say and write.

- Elicit the word for each picture from the pupils and identify the initial sound. Explain that pupils must write the correct letter (*j* or *u*) to complete each word.
- Encourage them to say each word aloud to identify the initial sound and letter more easily.

**Answer key** 1 jam, 2 up, 3 jeans, 4 jacket

## 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.

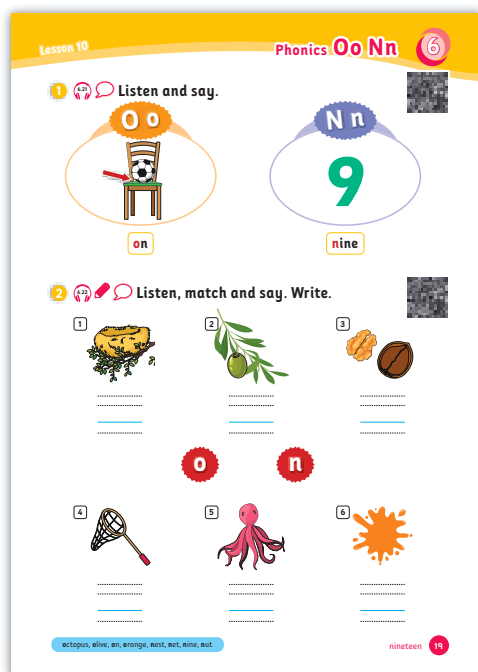
## Photocopiable resources

If appropriate for your class, you may wish to use the following photocopiable resource now or later in the course:

Resource 18: *j* and *u*



## Lesson 10 Pupil's Book



## Objectives

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

## 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

- Pupil's Book page 19
- Unit 6 Phonics Cards (*j, u, o, n*)
- Unit 6 Phonics Flashcards (*octopus, olive, on, orange, nest, net, nine, nut*)
- Unit 5 Phonics Cards (*h, l, g, f*)
- Semester 1 Phonics Cards

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation

## Starting the lesson

- Use the Phonics Cards from Unit 5 and from Unit 6, Lesson 9 (*h, l, g, f, j, u*).
- 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 include blending and segmenting games.

## Presentation

- Show page 19 in the Pupil's Book and say /ɒ/, /ɒ/, *on*. Write the letters *o* and *O* on the board and repeat the /ɒ/ sound.

- Point to the picture and present the action for the word *on* – hold one hand out with palm facing up and place the fist of your other hand on your palm. Encourage pupils to copy the action while saying the /ɒ/ sound.
- Repeat with the sound for *n* and *N*. Say /n/, /n/, *nine*, write the letters on the board and model the action – hold up nine fingers.

## Practice

## 1 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 that pupils know that start with the /ɒ/ or /n/ sounds. All pupils repeat these words for further practice.

/ɒ/ /ɒ/ on  
/n/ /n/ nine

## 2 Listen, match and say. Write.

- Focus pupils on page 19 of the Pupil's Book and point to each picture in turn. Do some repetition practice of all six words (*nest, olive, nut, net, octopus, orange*) using the Phonics Flashcards (110, 111, 113, 114, 115, 117).
- Say the three words starting with *o* (*olive, octopus, orange*) and ask pupils to look at your lips and mouth as you make the initial /ɒ/ sound. Get pupils to repeat the sound.
- Repeat with the pictures beginning with *n* (*nest, nut, net*).
- Make sure pupils understand the tongue placement when making the /n/ sound and show them how your tongue is touching the roof of your mouth but take care not to produce an *uh* sound at the end.
- Play the audio. Pupils point to the correct picture as they listen. They repeat the sounds and words.
- Explain that pupils should draw matching lines from the pictures to the correct letter. They should then write the correct letter on the stave under each picture to represent the initial sound.
- Play the audio again and pause after each item to allow pupils time to check their answers.

**Answer key** 1 n, 2 o, 3 n, 4 n, 5 o, 6 o

|       |     |       |       |     |         |
|-------|-----|-------|-------|-----|---------|
| 1 /n/ | /n/ | nest  | 4 /n/ | /n/ | net     |
| 2 /ɒ/ | /ɒ/ | olive | 5 /ɒ/ | /ɒ/ | octopus |
| 3 /n/ | /n/ | nut   | 6 /ɒ/ | /ɒ/ | orange  |

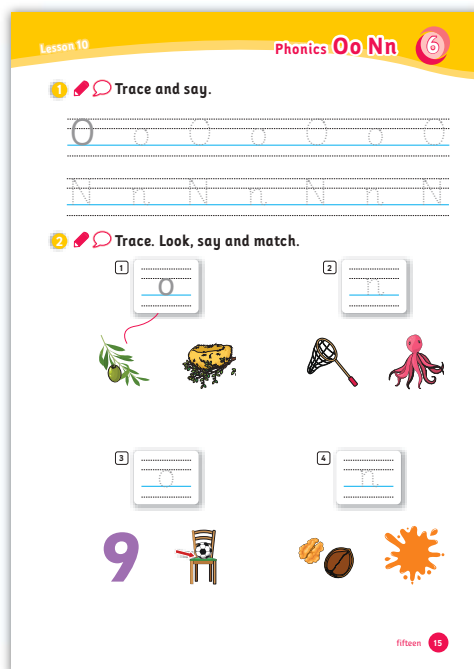
## Extra activity TPR

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

## Blending and Segmenting

- Pupils now know the sounds for the letters *s, d, c, a, p, r, e, b, t, m, w, i, h, l, g, f, j, u, o, n* 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 support these skills.
- New words for blending and segmenting include *log, on, pot, net, ten, pan, hen, sun, nut*.

## Lesson 10 Activity Book



## Objectives

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

## 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

- Activity Book page 15
- Unit 6 Phonics Cards (*j, u, o, n*)
- Unit 5 Phonics Cards (*h, l, g, f*)
- Semester 1 Phonics Cards

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation

## Starting the lesson

- Use the Phonics Cards and actions to review the sounds for the letters *h, l, g, f, j, u, o, n*.
- 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 11.

## Presentation

- Explain that in this lesson pupils will practise writing the letters for the sounds /ɒ/ and /n/.

- Write the letters *O, o, N* and *n* 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 15 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 sound for each tracing letter and encourage pupils to trace the letters correctly.
- Then look at the pair of pictures for each letter and elicit the word for each picture. Explain that pupils must identify which picture starts with the initial sound they've just traced and that they must draw a matching line to the correct one.

**Answer key** 1 olive, 2 net, 3 on, 4 nut

## 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 19: *o* and *n*

# Project: Paper dolls

## 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:** boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt; Where's my ...? It's on the ...; I'm wearing ...
- **Viewing and presenting:** to view and present project work and identify items of clothing

## 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). Can describe someone's clothes using simple language (GSE 33).

## Materials

- Pupil's Book page 20
- a completed model of two paper dolls
- templates of the paper dolls to press out
- crayons or coloured pencils
- Unit 5 My body Flashcards (arms, body, face, feet, hair, hands, head, legs)
- Unit 6 My blue jacket Flashcards (boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt)
- Unit 5 and 6 Phonics Cards (h, l, g, f, j, u, o, n)

## 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

- Revise the phonics sounds from Lessons 9 and 10 using the Phonics Cards. Choose a game to play from the Games bank on pages 13 and 14.

## Presentation

- Before the lesson, prepare all the materials and make one boy and one girl paper doll with clothes for demonstration.
- Show page 20 in the Pupil's Book and the paper dolls and their clothes pupils are going to make. Hold one up and say *I'm wearing ...*

## Practice

### 1 Viewing and presenting Make and show.

- Show the paper dolls to the class and introduce the word *clothes*. Say *Look at the clothes*. Point to individual clothes and ask *What's this?* Elicit the clothes and then say, e.g. *He's got blue jeans. She's got red boots. He's got a blue striped jumper. She's got a yellow skirt with spots.* (Avoid using *He's/She's wearing ...* at this stage as it hasn't been taught.) Pupils will make errors with articles and plurals, but don't try to explain the grammar at this point. Simply say the correct form of the sentence back to pupils, and ask them to repeat the correct form.
- Focus pupils on the illustrations on page 20 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. 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 the procedure.
- Refer pupils to the 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 the clothes. As they work, go around to monitor and ask questions to individual pupils, e.g. *What's this? What colour is it?*
- Show pupils how to use the tabs to wrap around the bodies to keep the clothes on – there should be no need for glue.



# Project: Paper dolls

## 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 paper doll and clothes, 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.
- Introduce your paper dolls again, give them a name, e.g. say *This is Heba. She's got a yellow skirt with spots. She's got red boots.*
- Using the Lollipop stick technique, choose a few pupils to hold up and introduce their dolls in the same way.
- Pupils then work in pairs to introduce and describe their dolls to a partner.
- Show your dolls again as though they are puppets so that they introduce themselves using the first person, e.g. *Hi! I'm Heba. I'm wearing a yellow skirt with spots. I'm wearing red boots.*
- Pupils repeat each introduction to practise the structure.
- Using the Lollipop stick technique, choose a few pupils to hold up their dolls. Say *Hello. Who are you?* and elicit the introduction from the pupil.
- 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.

## Extra activity TPR

- Pupils move around the classroom. Their dolls talk to each other.

## 2 6.23 6.24 Sing and play.

- Play the song. Pupils sing along and hold up their paper dolls.
- A karaoke version of the song is available (track 6.24).

**Chorus:** Hooray, hooray, hooray,  
It's the school show today!

**Boy 1:** I'm wearing blue jeans,  
I'm wearing a red T-shirt.

**Girl 1:** I'm wearing a brown jumper,  
And a yellow skirt.

**Chorus:** Hooray, hooray, hooray,  
It's the school show today!

**Boy 2:** I'm wearing blue socks,  
I'm wearing a red jacket.

**Girl 2:** I'm wearing a green dress,  
And orange boots.

**Chorus:** Hooray, hooray, hooray,  
It's the school show today!



## Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 21 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 25: Vocabulary *My blue jacket*

## 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. The projects encourage values such as working together, sharing materials and helping others. They are a way to celebrate success as well as showing pupils the importance of learning through doing. 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.

## Finishing the lesson

- Using the flashcards, revise the Unit 5 vocabulary (*arms, body, face, feet, hair, hands, head, legs*) and the Unit 6 vocabulary (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*). Then play the game Which is different?
- Find out how happy pupils are with what they have learnt in the unit. Ask *Do you know the names of clothes? What are you wearing?* Draw three smileys on the board (one with a sad face, one with a straight face, and one with a happy face). Ask pupils to point to the face they want to, to show how they feel about the unit.
- Ask pupils what their favourite part of the unit was. Give pupils the opportunity to repeat the popular activities. (If they say the project, allow them to practise with their paper dolls and clothes again.)



# They're tigers!

## Unit objectives

to name animals

## Language

|                   |                                                                                                                                                |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary</b> | <i>frog, giraffe, lizard, monkey, snake, spider, tiger, zebra</i>                                                                              |
| <b>Grammar</b>    | <i>What are these? They're ...</i>                                                                                                             |
| <b>Functions</b>  | naming animals                                                                                                                                 |
| <b>Phonics</b>    | <i>z, k, q, x, v, y (zebra, zero, zoo, king, kite, kitten, queen, question, quiet, box, fox, six, van, vet, violin, yellow, yoghurt, yoyo)</i> |

## Viewing and presenting

to draw and share pictures; to ask and answer questions about drawings and projects

## Mapping

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topic</b>                                        | <b>Theme 4:</b> Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Scope and Sequence Matrix</b>                    | <p><b>Listening:</b> 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</p> <p><b>Speaking:</b> participating in rhymes and songs that reinforce basic values; producing simple formulaic utterances; responding to simple yes/no and <i>wh</i>-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</p> <p><b>Reading:</b> identifying sound-letter correspondence; identifying and reading a range of simple familiar sight words with correct pronunciation; answering simple yes/no and <i>wh</i>-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 pace of reading</p> <p><b>Writing:</b> developing basic handwriting patterns; printing the English alphabet correctly and legibly; applying knowledge of simple spelling and punctuation</p> <p><b>Viewing and presenting:</b> 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</p> |
| <b>Learning Outcomes and Performance Indicators</b> | <p><b>Listening:</b> 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; follow 2-3 step oral directions in order (e.g., open the window and sit down); identify familiar words in a stream of speech; segment simple utterances into words (I/love/school) using fingers; recognise basic intonation patterns</p> <p><b>Speaking:</b> produce English words and short phrases; copy basic stress and intonation patterns; recite rhymes and songs, individually and in groups; 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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



### 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 a 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 animals; to pronounce the words correctly
- Target language:** *giraffe, monkey, tiger, zebra, animals; They're ...*

### 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

- Pupil's Book page 22
- Unit 6 My blue jacket Flashcards and real clothes (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*)
- Unit 7 They're tigers! Flashcards (*giraffe, monkey, tiger, zebra*)

### 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 96–103 (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*) and, if possible, real clothes to revise the vocabulary from Unit 6. Choose one or more of these flashcard games: What's missing?, Which card have you got?, Where is the card?, Numbers.

### Presentation

- Show page 22 in the Pupil's Book and say *giraffe, zebra, tiger, monkey*.



# Vocabulary

## Practice

### 1 7.1 Listen and follow.

- Before playing the audio, introduce the key vocabulary using Flashcards 119, 121, 124 and 125 (*giraffe, monkey, tiger, zebra*). Show each flashcard and present the word, e.g. *giraffe*. Pupils repeat. Repeat with *monkey, tiger* and *zebra*.
- Display the flashcards (*giraffe, monkey, tiger, zebra*) around the classroom. Say a word and ask pupils to point to the correct item. They repeat the word again.
- Use all four flashcards together and introduce the word *animals*. (Make sure to include the group of animals to reinforce the use of the plural -s.) Pupils repeat.
- Guide pupils to find page 22 in the Pupil's Book. Focus them on the main picture at the top of the page. Point to each group of animals and present the words *giraffe, tigers, monkeys, zebras*. (There is only one giraffe, so leave this as a singular form for the moment.) Make sure pupils pronounce the final /s/ or /z/ sound at the end of each plural form.
- **Extension** Contrast the single animal on the flashcards (*giraffe, monkey, tiger, zebra*) with the groups in the picture on page 22 in the Pupil's Book. Drill *tiger – tigers*, etc.
- Play the audio. Pupils listen and follow the conversation.
- Play the audio again. This time pupils point to the animals.



**Salah:** Mum! Dad! Hala! Look at the animals! What's this?  
**Hala:** It's a giraffe!  
**Salah:** Oh, yes! One giraffe.  
**Hala:** And look! They're tigers. One, two, three. Three tigers!  
**Salah:** Oh, yes ...  
**Dad:** Look! They're zebras. Two zebras!  
**Mum:** And look! They're monkeys! One, two, three, four, five. Five monkeys!  
**Salah:** They're funny!

### 2 7.2 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 in the Pupil's Book. 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 giraffe 2 zebra 3 tiger 4 monkey

### Extra activity TPR

- Place each flashcard (*giraffe, monkey, tiger, zebra*) in a different part of the classroom. When you say one of the words, pupils must go to the correct flashcard. (If you do not have the room for this, they can simply stand and point to the correct flashcard.)
- **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 the flashcard for each animal. Pupils say the word and then point to the correct animal in the Pupil's Book.

### Lesson 2 Activity Book



### Objectives

- **Lesson aims:** to name animals; to pronounce the words correctly
- **Target language:** giraffe, monkey, tiger, zebra, animals; They're ...

### 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

- Activity Book page 16
- Unit 7 They're tigers! Flashcards (*giraffe, monkey, tiger, zebra*)
- Unit 7 Stickers (back of the Activity Book)

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: groupwork

### Starting the lesson

- Revise the vocabulary from Lesson 1 by holding up each flashcard (119, 121, 124, and 125). Alternate between the singular and plural forms by holding up two fingers next to the flashcard to elicit the plural form. Check that pupils pronounce the words and the plural forms correctly.

### Presentation

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

### Practice

#### 1 Listen. Look and count.

- Focus pupils on the four pictures below the main picture and elicit the names of the animals (*monkey, giraffe, tiger, zebra*).
- Ask pupils to count the number of each animal in the big picture. Elicit the answer, making sure pupils use the singular form for *giraffe* and the plural form for the other animals.
- Play the audio. Pupils write the numbers of each animal.

**Answer key** a 5, b 1, c 3, d 2

- Salah:** Mum! Dad! Hala! Look at the animals! What's this?  
**Hala:** It's a giraffe!  
**Salah:** Oh, yes! One giraffe.  
**Hala:** And look! They're tigers. One, two, three. Three tigers!  
**Salah:** Oh, yes ...  
**Dad:** Look! They're zebras. Two zebras!  
**Mum:** And look! They're monkeys! One, two, three, four, five. Five monkeys!  
**Salah:** They're funny!

#### 2 Listen and stick. Trace.

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

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

- 1 zebra
- 2 tiger
- 3 giraffe
- 4 monkey

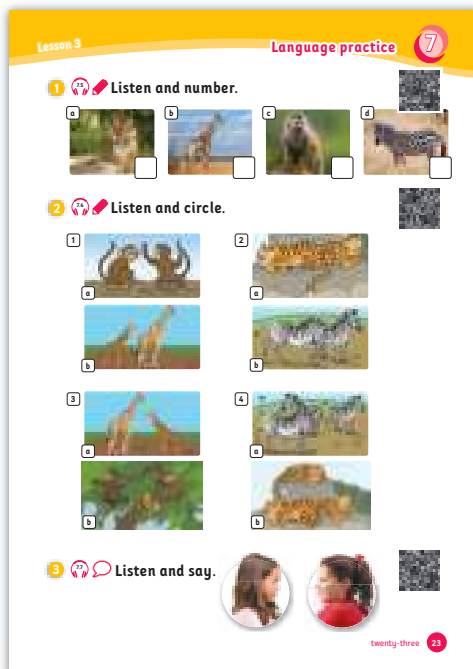
### Finishing the lesson

#### Extra activity TPR

- Play the Team race game with the four flashcards for the lesson (*giraffe, monkey, tiger, zebra*).
- Play the 'Goodbye' song pupils learnt in Semester 1. (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:** *giraffe, monkey, tiger, zebra; They're ...*

### 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

- Pupil's Book page 23
- Unit 7 They're tigers! Flashcards (*giraffe, monkey, tiger, zebra*)
- real objects (classroom objects, clothes, toys)

### 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 Flashcards 119, 121, 124 and 125 (*giraffe, monkey, tiger, zebra*). Play Observation or Which card is this? Also revise the word *animals* using all four flashcards.

### Presentation

- Show page 23 in the Pupil's Book and say *They're giraffes. They're monkeys. They're tigers. They're zebras.*

### Practice

#### 1 Listen and number.

- Guide pupils to find page 23 in the Pupil's Book. Pupils look at each picture in turn. Point to the picture and ask *What's this?* and elicit *It's a ...*
- Play the audio. Pupils listen and number the pictures.

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

1 giraffe 2 zebra 3 tiger 4 monkey



#### 2 Listen and circle.

- Start by revising the plural form. Show a pencil and ask *What's this?* Elicit *pencil* (or *a pencil*). Then hold up several pencils and ask *What are these?* Elicit *pencils*. (At this stage, don't worry about full sentences.) Repeat with some other objects that pupils know (*arm – arms, hand – hands, leg – legs*).
- Focus pupils on the pictures and elicit the names of the animals. Point to each picture and ask *What are these?* For the moment, elicit the plural form of the name (not full sentences), e.g. *giraffes*. Where possible, count the number of animals in each picture, e.g. *one, two – two giraffes*. Pupils repeat the name of each animal in the plural form.
- Play the audio. Pupils circle the correct pictures.
- Extension** Check answers by saying the numbers and eliciting the sentences, e.g. *one – They're monkeys.*

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

- They're monkeys.
- They're zebras.
- They're giraffes.
- They're tigers.



#### 3 Listen and say.

- Play the audio as a model of the language to be practised. Pupils repeat the sentences.
- Pupils work in pairs to take it in turns to point to the pictures in Activities 1 (singular form) and 2 (plural form).

- Girl 1:** It's a giraffe.  
**Girl 2:** They're giraffes.

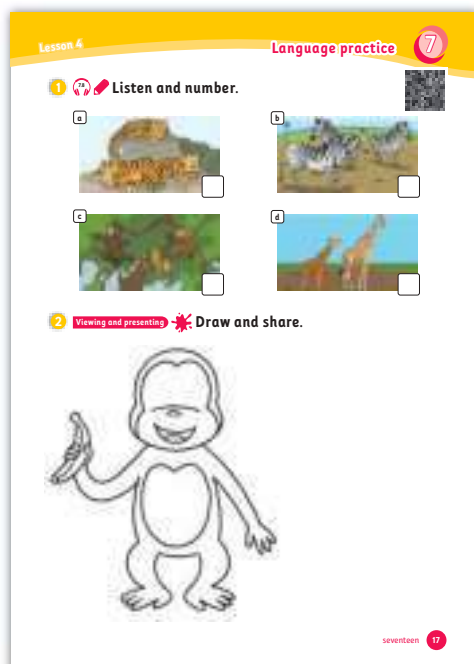


### Finishing the lesson

- Pupils walk around the classroom pretending to be one of the animals (*tiger, giraffe, monkey, zebra*). They get into groups with pupils who are the same animal as them. Point to each group to elicit *They're (tigers/monkeys/zebras/giraffes)!* from the pupils.

# 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:** giraffe, monkey, tiger, zebra; They're ...
- **Viewing and presenting:** to draw pictures and share them with peers; to ask and answer questions about the drawings

### 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

- Activity Book page 17
- Unit 7 They're tigers! Flashcards (giraffe, monkey, tiger, zebra)
- drawing materials for each pupil
- real objects (classroom objects, clothes, toys)

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork; groupwork

### Starting the lesson

- Place Flashcards 119, 121, 124, 125 around the classroom. Call out an animal. If you call out the singular form of the word, pupils go to the relevant flashcard. If you call out the plural form they stay still and repeat the word back to you.

### Presentation

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

### Practice

#### 1 Listen and number.

- Pupils look at each picture in turn. Point to the picture and ask *What are these?* Elicit the answers with *They're ...*. Pupils repeat the sentence for practice with the full sentence answers.
- Play the audio. Pupils listen and number the pictures.

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

- 1 They're monkeys.
- 2 They're tigers.
- 3 They're giraffes.
- 4 They're zebras.



#### 2 Viewing and presenting Draw and share.

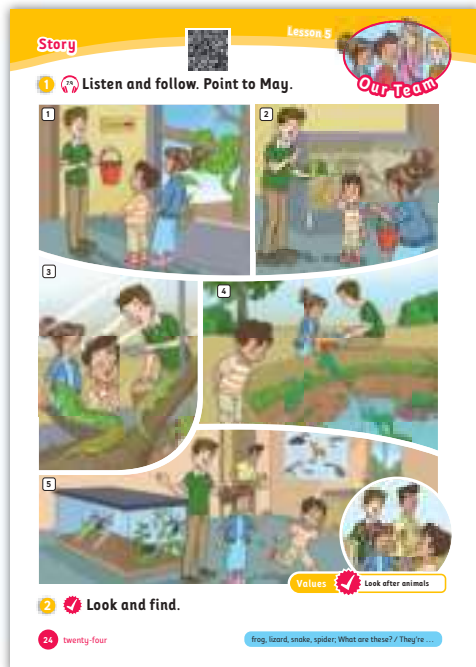
- Introduce the incomplete drawing of a monkey. Tell pupils to complete it and draw another monkey next to it.
- Pupils work in groups to show their drawings and talk about them. They ask each other *What are these?* and answer *They're monkeys*. Encourage clear, confident speech with correct pronunciation.

### Finishing the lesson

- Use real objects (single and multiple items of each) to practise contrasting the singular and plural structures. Use items pupils have learnt that have a regular plural ending with the /s/ or /z/ sound, e.g. arm, car, chair, doll, hand, jumper, leg, pen, pencil, ruler, toy, train, window, yoyo. Show the objects and ask *What's this?* or *What are these?* as appropriate. Elicit *It's a ...* or *They're ...* as appropriate. Pupils repeat the answers. Make sure they are using the correct singular or plural form of the nouns.
- Pupils work in pairs, asking and answering the same question about their classroom objects, clothes, parts of the body, etc.

# Story

## Lesson 5 Pupil's Book



### Objectives

- **Lesson aims:** to review a story by identifying characters and their actions, as well as known animals; to identify examples of how to look after animals
- **Target language:** *frog, lizard, snake, spider; What are these? They're ...*

### Global Scale of English (GSE)

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

### Materials

- Pupil's Book page 24
- Unit 7 They're tigers! Flashcards (*frog, giraffe, lizard, monkey, snake, spider, tiger, zebra*)
- an animal puppet or toy animal
- 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 Flashcards 119, 121, 124, 125 (*giraffe, monkey, tiger, zebra*). Show the cards and ask *What's this?* Elicit *giraffe, monkey, tiger* and *zebra*. Put all the cards together and ask *What are these?* Elicit *They're animals*.
- Use the flashcards (*giraffe, monkey, tiger, zebra*) to play the What's missing? or Numbers game (or any other flashcard game).

### Presentation

- Show page 24 in the Pupil's Book and say *They're frogs. They're lizards. They're snakes. They're spiders.*

## Practice

### 1 Listen and follow. Point to May.

- Present the new vocabulary before pupils listen to the audio. Use Flashcards 118, 120, 122 and 123 (*snake, lizard, frog, spider*).
- Show each flashcard and say the name clearly several times, e.g. *snake*. Pupils repeat the words after you.
- Hold up one card and ask *Is it a snake?* Pupils answer *yes* or *no*.
- Hold up one flashcard and ask *Is it a snake or spider?* Pupils answer *It's a snake*.
- Hold up one flashcard and ask *What is it?* Pupils answer *It's a snake*.
- Use all four cards to revise the word *animals*.
- Tell pupils they are going to listen to a story called *At the zoo*. Ask pupils if they have been to a zoo and what animals they have seen. Discuss native Jordanian animals and their names.
- Guide pupils to find page 24 in the Pupil's Book. Focus them on the pictures. Ask *Who's this?* and *What are these?*, pointing to the characters and animals. Elicit answers using *It's ...*. Introduce Fred the zookeeper, e.g. *This is Fred*.
- Play the audio of the first scene and pause. Say *Point to Fred*.
- Play the second scene and pause. Say *Point to May*.
- Play the other scenes, pausing after each and saying *Point to the lizards/frogs/spiders*.
- 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 the snake in picture 2.

#### At the zoo

##### Scene 1

**Fred:** Hello, I'm Fred! How are you?  
**Hala:** Hi! I'm fine, thank you. I'm Hala and this is my brother, Salah.

**Salah:** Hello!

**Fred:** Look! I've got food for the animals! Come on!

**Salah & Hala:** Hooray!

##### Scene 2

**Hala:** Wow! What's this?

**Fred:** This is May, the snake!

**Salah:** Cool!

**Fred:** No, Salah! Be careful!

**Salah:** Sorry.

**Hala:** I've got food for you, May!

**Fred:** Well done, Hala!

##### Scene 3

**Salah:** What are these?

**Fred:** They're lizards!

**Salah:** Great! I've got food for you!

##### Scene 4

**Hala:** What are these?

**Fred:** They're frogs.

**Hala:** Wow! I've got food for you!

##### Scene 5

**Salah:** What are these?

**Fred:** They're spiders.

**Hala:** It's OK, Salah! Look!

**Salah:** Oh, cool!

**Hala's dad:** I've got food for you! Come on! Wash your hands!

**Hala:** Thank you, Fred! Bye!

**Fred:** Thank you, children!



### 2 Look and find.

-  Introduce the topic of looking after animals, using an animal puppet or toy animal. Mime stroking it and feeding it to indicate you are looking after it. Using the Happy/sad face technique, distribute the face cards and ask *Is this good?* Pupils show the happy face. Then mime mistreating the puppet or toy – push it away or tap it. Ask the question again. Pupils show the sad face.
- Take care of the puppet or toy and say *I'm looking after the ...*
- **Extension** You may wish to support your pupils' understanding by using their first language to elicit what animals pupils have at home and what they do to look after them. Discuss why this is important. Discuss what zoos and farmers do to look after animals.

**Answer key** Pupils point to pictures 2, 3 and 4 where Fred and Hala are getting food ready for the animals.

### Extra activity Creativity

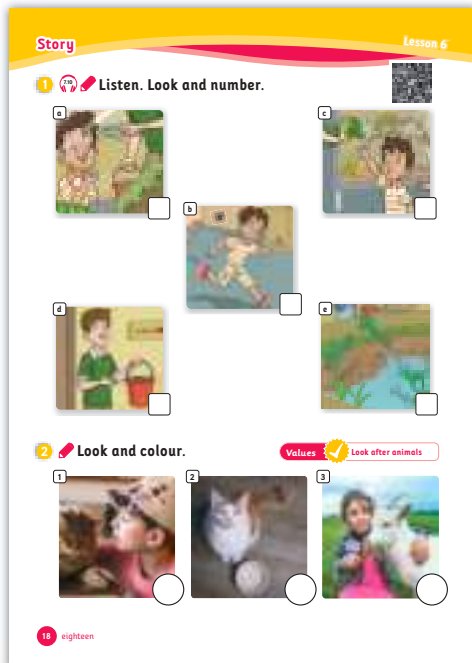
- Pupils draw a picture of themselves looking after an animal.

### Finishing the lesson

- Use the Unit 7 They're tigers! Flashcards to play one of the flashcard games from the Games bank on Teacher's Book page 13.



### Lesson 6 Activity Book



### Objectives

- **Lesson aims:** to review a story by identifying characters and their actions, as well as known animals; to identify examples of how to look after animals
- **Target language:** *frog, lizard, snake, spider; What are these? They're ...*

### Global Scale of English (GSE)

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

### Materials

- Activity Book page 18
- Unit 7 They're tigers! Flashcards (*frog, giraffe, lizard, monkey, snake, spider, tiger, zebra*)
- an animal puppet or toy animal
- paper and drawing materials for each pupil

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation

### Starting the lesson

- Use the puppet from Lesson 5 and mime different actions to show looking after and not looking after animals. Ask pupils *Is it good?* Remind pupils of the importance of looking after animals, in their first language if necessary.

### Presentation

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

### Practice

#### 1 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 1–5.
- 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 5, c 2, d 1, e 4

#### At the zoo

##### Scene 1

**Fred:** Hello, I'm Fred! How are you?  
**Hala:** Hi! I'm fine, thank you. I'm Hala and this is my brother, Salah.

**Salah:** Hello!

**Fred:** Look! I've got food for the animals! Come on!

**Salah & Hala:** Hooray!

##### Scene 2

**Hala:** Wow! What's this?

**Fred:** This is May, the snake!

**Salah:** Cool!

**Fred:** No, Salah! Be careful!

**Salah:** Sorry.

**Hala:** I've got food for you, May!

**Fred:** Well done, Hala!

##### Scene 3

**Salah:** What are these?

**Fred:** They're lizards!

**Salah:** Great! I've got food for you!

##### Scene 4

**Hala:** What are these?

**Fred:** They're frogs.

**Hala:** Wow! I've got food for you!

##### Scene 5

**Salah:** What are these?

**Fred:** They're spiders.

**Hala:** It's OK, Salah! Look!

**Salah:** Oh, cool!

**Hala's dad:** I've got food for you! Come on! Wash your hands!

**Hala:** Thank you, Fred! Bye!

**Fred:** Thank you, children!

#### 2 Look and colour.

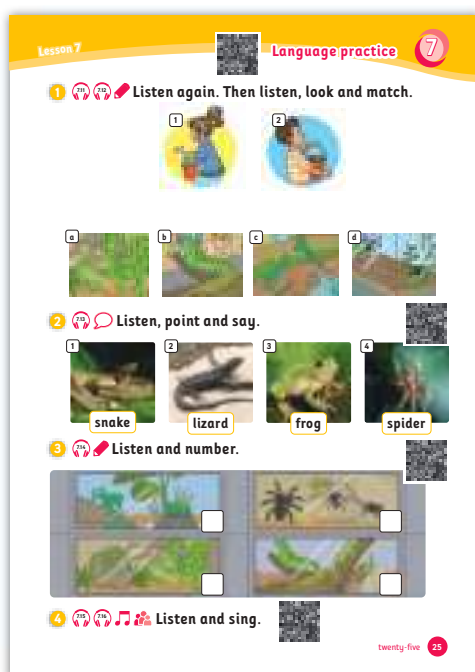
- Pupils look at the pictures and colour in the circles in those which show children looking after animals.

**Answer key** Pupils colour pictures 1 and 3.

### Finishing the lesson

- Pupils look again at the picture story on page 24 in the Pupil's Book. Point to a group of animals, e.g. the lizards, and say *What are these? They're spiders*. Pupils correct you. Guide them to use a full sentence, e.g. *No, they're lizards*.

### 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 animal
- Target language:** *frog, lizard, snake, spider; What are these? They're ...*

### 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 identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly (GSE 19).
- Speaking:** Can name everyday objects, animals or people around them or in pictures using single words (GSE 18). Can sing a simple song, if supported by pictures (GSE 22).

### Materials

- Pupil's Book page 25
- Unit 7 They're tigers! Flashcards (*frog, giraffe, lizard, monkey, snake, spider, tiger, zebra*)

### Assessment for Learning

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

### Starting the lesson

- Revise the vocabulary for the unit using Flashcards 118–125 (*frog, giraffe, lizard, monkey, snake, spider, tiger, zebra*). Play any of the following flashcard games: What's missing? Which card have you got?, Where is this card?, Yes/No.

### Presentation

- Show page 25 in the Pupil's Book and say *What are these? They're snakes. They're lizards. They're frogs. They're spiders.*

### Practice

- 1 7.11 7.12 Listen again. Then listen, look and match.

- Play the audio of the story (7.11) to remind pupils of what happens.
- Focus pupils on the pictures on page 25 in the Pupil's Book. Point to Hala and Salah in turn and ask *Who's this?* Then elicit the names of the four animals.
- Explain that pupils must listen and match the characters (1 and 2) to the animals (a–d) that they ask Fred about. Use the Traffic light cards technique to check that pupils understand what they have to do.
- Play audio 7.12. Pupils match Hala and Salah to the animals.

**Answer key** 1 a, c; 2 b, d

#### At the zoo

##### Scene 1

**Fred:** Hello, I'm Fred! How are you?  
**Hala:** Hi! I'm fine, thank you. I'm Hala and this is my brother, Salah.

**Salah:** Hello!  
**Fred:** Look! I've got food for the animals! Come on!  
**Salah & Hala:** Hooray!

##### Scene 2

**Hala:** Wow! What's this?  
**Fred:** This is May, the snake!  
**Hala:** Cool!  
**Fred:** No, Salah! Be careful!  
**Salah:** Sorry.  
**Hala:** I've got food for you, May!  
**Fred:** Well done, Hala!

##### Scene 3

**Salah:** What are these?  
**Fred:** They're lizards!  
**Salah:** Great! I've got food for you!

##### Scene 4

**Hala:** What are these?  
**Fred:** They're frogs.  
**Hala:** Wow! I've got food for you!

##### Scene 5

**Salah:** What are these?  
**Fred:** They're spiders.  
**Hala:** It's OK, Salah! Look!  
**Salah:** Oh, cool!  
**Hala's dad:** I've got food for you! Come on! Wash your hands!  
**Hala:** Thank you, Fred! Bye!  
**Fred:** Thank you, children!

# Language practice

- 1 **Hala:** Wow! What's this?  
**Fred:** This is May, the snake!  
**Hala:** What are these?  
**Fred:** They're frogs!  
 2 **Salah:** What are these?  
**Fred:** They're lizards.  
**Salah:** What are these?  
**Fred:** They're spiders.

## 2 7.13 Listen, point and say.

- Focus the pupils on the four pictures. Elicit the words before pupils listen.
- Play the audio. Pupils repeat the words.

1 snake 2 lizard 3 frog 4 spider



## 3 7.14 Listen and number.

- Focus pupils on the picture. Elicit the names of all the animals.
- Play the audio. Pupils number the animals.

**Answer key** frogs 2, spiders 4, snakes 3, lizards 1

- 1 **Salah:** What are these?  
**Woman:** They're lizards.  
 2 **Salah:** What are these?  
**Woman:** They're frogs.  
 3 **Salah:** What are these?  
**Woman:** They're snakes.  
 4 **Salah:** What are these?  
**Woman:** They're spiders.



## 4 7.15 7.16 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 song and pause for pupils to repeat.
- Pupils sing along with the whole song.
- A karaoke version of the song is available (track 7.16).

Hooray, hooray, hooray  
 We're at the zoo today!

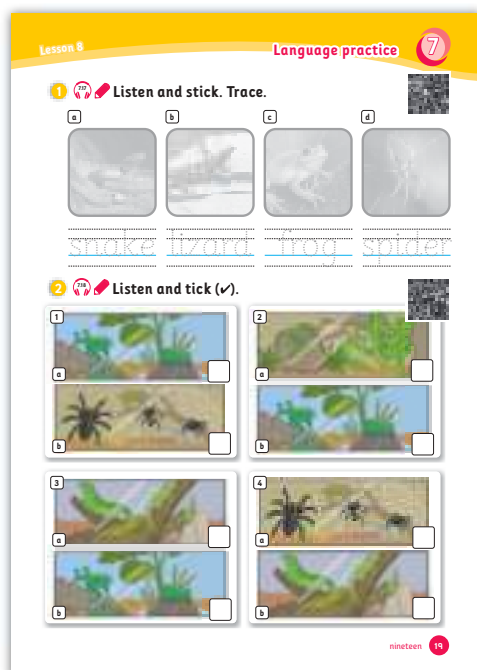
- Girl:** What are these? What are these?  
**Boy:** They're frogs, they're frogs!  
**Boy:** What are these? What are these?  
**Girl:** They're giraffes, they're giraffes!  
**Chorus:** Hooray, hooray, hooray  
 We're at the zoo today!  
**Girl:** What are these? What are these?  
**Boy:** They're tigers, they're tigers!  
**Girl:** What are these? What are these?  
**Boy:** They're monkeys, they're monkeys!  
**Chorus:** Hooray, hooray, hooray  
 We're at the zoo today!  
 Hooray, hooray, hooray  
 We're at the zoo today!



## Finishing the lesson

- Play the song again. Encourage pupils to make up actions to go with each animal as they sing.

## 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 animal
- **Target language:** *frog, lizard, snake, spider; What are these? They're ...*

## 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 identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly (GSE 19).
- **Speaking:** Can name everyday objects, animals or people around them or in pictures using single words (GSE 18).

## Materials

- Activity Book page 19
- Unit 7 They're tigers! Flashcards (*frog, giraffe, lizard, monkey, snake, spider, tiger, zebra*)
- pictures (from magazines, the internet, etc.) of groups of the animals taught in the lesson
- Vocabulary time (back of the Activity Book)
- Unit 7 Stickers (back of the Activity Book)

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation

## Starting the lesson

- Use Flashcards 118–125 (*frog, giraffe, lizard, monkey, snake, spider, tiger, zebra*) to revise the vocabulary from the previous lesson. Show each card and ask *What's this?* Elicit the word and get pupils to repeat it after you.

## Presentation

- Tell pupils they are going to practise the language from Lesson 5.

## Practice

### 1 Listen and stick. Trace.

- Play the audio. Pause to allow pupils time to put the stickers in the correct place.
- Encourage pupils to trace each word and to pronounce them correctly as they do so.

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

1 frog 2 spider 3 lizard 4 snake



### 2 Listen and tick (✓).

- Give pupils a minute to look at the pictures and prepare before they listen. Point to each picture and ask *What are these?* Elicit *They're ...*
- Play the audio. Pupils listen and circle the correct pictures.

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

- 1 Girl: What are these?  
Woman: They're spiders.  
2 Boy: What are these?  
Woman: They're snakes.  
3 Boy: What are these?  
Woman: They're frogs.  
4 Boy: What are these?  
Woman: They're lizards.



## Finishing the lesson

- Show pictures of groups of the animals that pupils have learnt. Show each picture in turn and ask *What are these?* Elicit *They're ...*

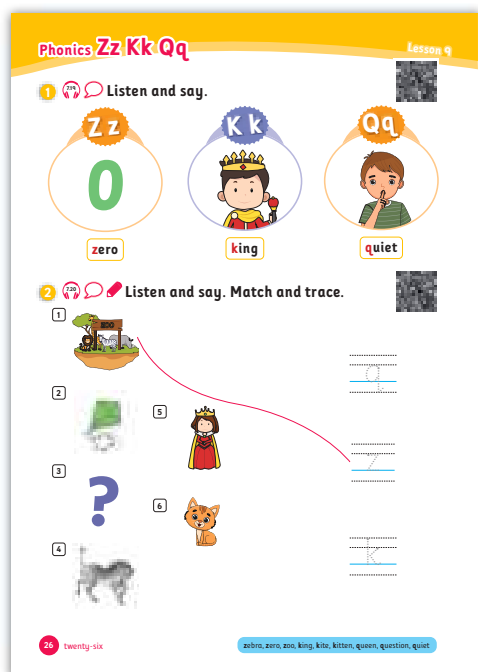
### Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 29 of the Pupil's book.

### Extra activity Vocabulary time

- To practise all the unit vocabulary, go to the Vocabulary time section on page 32 of the Activity Book.

### Lesson 9 Pupil's Book



### Objectives

- Lesson aims:** to pronounce and practise the sounds for the letters Zz, Kk and Qq; to differentiate between the sounds learnt
- Target language:** the sounds for the letters Zz, Kk and Qq

### 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

- Pupil's Book page 26
- Unit 7 Phonics Cards (z, k, q)
- Unit 7 Phonics Flashcards (zebra, zero, zoo, king, kite, kitten, queen, question, quiet)
- Unit 5 and Unit 6 Phonics Cards (h, l, g, f, j, u, o, n)
- Semester 1 Phonics Cards

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation

### Starting the lesson

- Refer to page 11 in the Introduction for more guidance on how to teach phonics.
- Use the Unit 5 and Unit 6 Phonics Cards to reinforce the known sounds and actions for the letters h, l, g, f, j, u, o, n and revise all the sounds from Semester 1.
- Choose one of the Phonemic Awareness Games from the Games bank to reinforce and practise these sounds.

### Presentation

- Show page 26 in the Pupil's Book and say /z/, /z/, zero. Write the letters z and Z on the board and repeat the /z/ sound.
- Point to the picture and present the action for the word zero – mime drawing a circle with your index finger. Encourage pupils to copy the action while saying the /z/ sound.
- Repeat with the sound for k and K. Say /k/, /k/, king, write the letters on the board and model the action – put both hands on top of the head as if putting on a crown.
- Repeat with the sound for q and Q. Say /kw/, /kw/, quiet, write the letters on the board and model the action – put your index finger in front of your lips as if saying Shh.

### Practice

#### 1 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.
- Extension** Elicit any other English words that pupils know that start with the sounds. All pupils repeat these words for further practice.

|      |      |       |
|------|------|-------|
| /z/  | /z/  | zero  |
| /k/  | /k/  | king  |
| /kw/ | /kw/ | quiet |



#### 2 Listen and say. Match and trace.

- Elicit or teach the word for each picture and identify the initial sound. Use the Phonics Flashcards (125, 127, 129–132) to teach each word if necessary.
- Play the audio for pupils to listen and repeat.
- Point out the three letters on the right and explain that pupils must choose the correct letter to match the initial sound for each picture and draw a matching line. They should then trace the letters.
- Check that pupils can identify the sound made by each letter and then check their matching choices with a partner.

**Answer key** 1 z, 2 k, 3 q, 4 z, 5 q, 6 k

|        |      |          |
|--------|------|----------|
| 1 /z/  | /z/  | zoo      |
| 2 /k/  | /k/  | kite     |
| 3 /kw/ | /kw/ | question |
| 4 /z/  | /z/  | zebra    |
| 5 /kw/ | /kw/ | queen    |
| 6 /k/  | /k/  | kitten   |



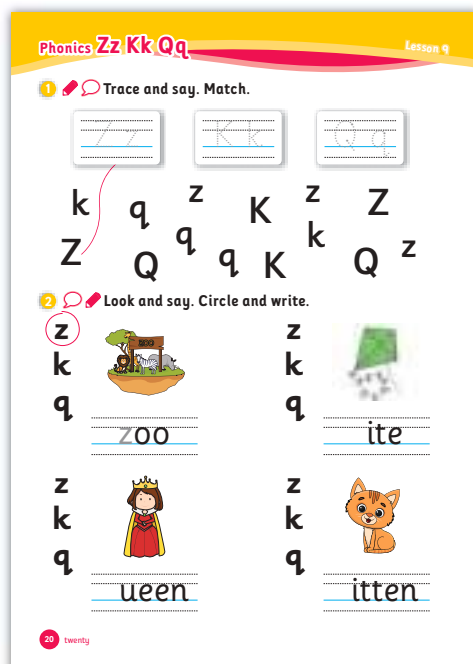
### Extra activity TPR

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

### Blending and Segmenting

- Pupils now know the sounds for the letters s, d, c, a, p, r, e, b, t, m, w, i, h, l, g, f, j, u, o, n, z, k, q 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 support these skills.
- Model the process and give plenty of practice in a supportive environment.

### Lesson 9 Activity Book



### Objectives

- **Lesson aims:** to pronounce and practise the sounds for the letters Zz, Kk and Qq; to differentiate between the sounds learnt
- **Target language:** the sounds for the letters Zz, Kk and Qq

### 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

- Activity Book page 20
- Unit 7 Phonics Cards (z, k, q)
- Unit 5 and Unit 6 Phonics Cards (h, l, g, f, j, u, o, n)
- Semester 1 Phonics Cards

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation

### Starting the lesson

- Use the Phonics Cards and actions to review the sounds for the letters h, l, g, f, j, u, o, n.
- Give each Phonics Card to a pupil and ask them to stand at the front of the class. As each pupil 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 /z/ and /k/ and /kw/.
- Write the letters Z, z, K, k, Q and q 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 20 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 three 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** zoo, kite, queen, kitten

### Finishing the lesson

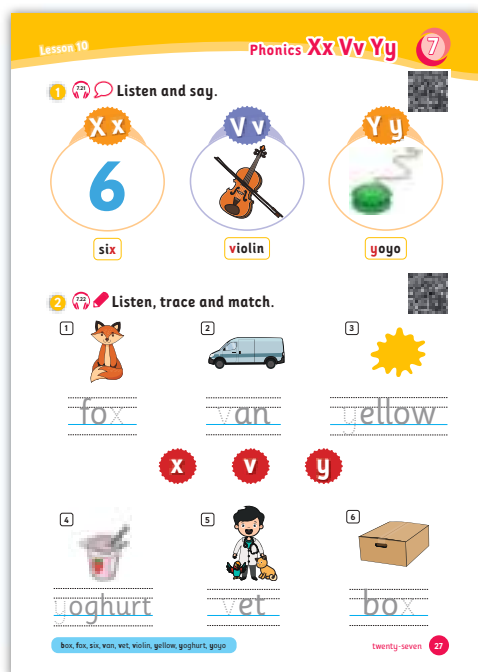
- Take time to identify any sounds that pupils find difficult to remember and reinforce these sounds using the Phonics Cards, actions, and by playing one of the games from the Phonemic Awareness section of the Games bank.
- Focus on clear, correct pronunciation and note any difficulties that can be addressed 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 20: z, k and q



### Lesson 10 Pupil's Book



six fingers. Encourage pupils to copy the action while saying the /ks/ sound.

- Repeat with the sound for v and V. Say /v/, /v/, *violin*, write the letters on the board and model the action – mime playing a violin.
- Repeat with the sound for y and Y. Say /j/, /j/, *yoyo*, write the letters on the board and model the action – mime playing with a yoyo by moving your hand up and down.

### Practice

#### 1 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.
- Extension** Elicit any other English words that pupils know that start with the sounds. All pupils repeat these words for further practice.

/ks/ /ks/ six  
/v/ /v/ violin  
/j/ /j/ yoyo



### Objectives

- Lesson aims:** to pronounce and practise the sounds for the letters Xx, Vv and Yy; to differentiate between the sounds learnt
- Target language:** the sounds for the letters Xx, Vv and Yy

### 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

- Pupil's Book page 27
- Unit 7 Phonics Cards (z, k, q, x, v, y)
- Unit 7 Phonics Flashcards (*box, fox, six, van, vet, violin, yellow, yoghurt, yoyo*)
- Unit 5 and Unit 6 Phonics Cards (*h, l, g, f, j, u, o, n*)
- Semester 1 Phonics Cards

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation

### Starting the lesson

- Use the Phonics Cards from Unit 5 and Unit 6 (*h, l, g, f, j, u, o, n*) and Lesson 9 of Unit 7 (*z, k, q*).
- 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 include blending and segmenting games and can also revise the sounds from Semester 1.

### Presentation

- Show page 27 in the Pupil's Book and say /ks/, /ks/, *six*. Write the letters x and X on the board and repeat the /ks/ sound.
- Point to the picture and present the action for the word *six* – hold up

#### 2 Listen, trace and match.

- Focus pupils on page 27 of the Pupil's Book and point to each picture in turn. Do some repetition practice of all six words (*fox, van, yellow, yoghurt, vet, box*) using the Phonics Flashcards (134, 135, 137, 138, 140, 141).
- Say the three sounds and ask pupils to look at your lips and mouth as you make the sounds. Get pupils to repeat the sounds.
- Make sure pupils understand the tongue placement and can see the shape of your mouth when voicing the sounds.
- Play the audio. Pupils point to the correct picture as they listen. They trace the target letters in each word and then match each word to one of the big letters in the centre.
- Explain that pupils should draw matching lines from the pictures to the correct letter.
- Play the audio again and pause after each item to allow pupils time to check their answers.

**Answer key** 1 fox (x), 2 van (v), 3 yellow (y), 4 yoghurt (y), 5 vet (v), 6 box (x)

1 /ks/ /ks/ fox  
2 /v/ /v/ van  
3 /j/ /j/ yellow  
4 /j/ /j/ yoghurt  
5 /v/ /v/ vet  
6 /ks/ /ks/ box



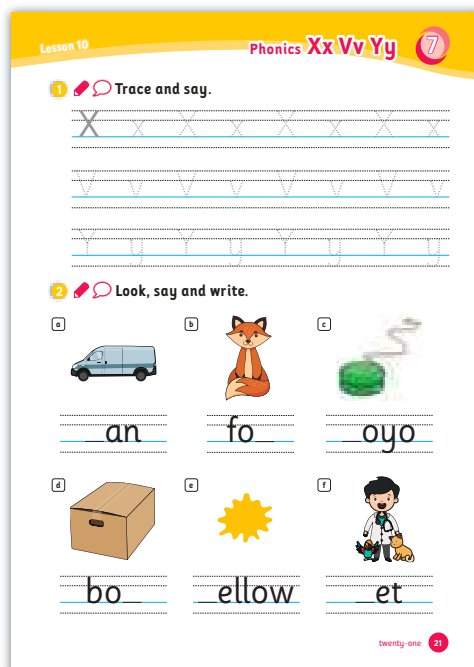
### Extra activity TPR

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

### Blending and Segmenting

- Pupils now know the sounds for all the letters of the alphabet 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 support these skills.
- Model the process and give plenty of practice in a supportive environment.
- New words for blending and segmenting include *six, fox, box, vet, van, yes*.

## Lesson 10 Activity Book



## Objectives

- **Lesson aims:** to pronounce and practise the sounds for the letters Xx, Vv and Yy; to differentiate between the sounds learnt
- **Target language:** the sounds for the letters Xx, Vv and Yy

## 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

- Activity Book page 21
- Unit 7 Phonics Cards (z, k, q, x, v, y)
- Unit 7 Phonics Flashcards (box, fox, six, van, vet, violin, yellow, yoghurt, yoyo)
- Unit 5 and Unit 6 Phonics Cards (h, l, g, f, j, u, o, n)
- Semester 1 Phonics Cards

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation

## Starting the lesson

- Use the Phonics Cards and actions to review the sounds for the letters h, l, g, f, j, u, o, n, z, k, q, x, v, y.
- 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 11.

## Presentation

- Explain that in this lesson pupils will practise writing the letters for the sounds /ks/, /v/ and /j/.
- Write the letters X, x, V, v, Y and y 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 21 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 Look, say and write.

- Use the Phonics Flashcards to elicit the word for each picture (van, fox, yoyo, box, yellow, vet). Write the words on the board and circle the target letters. Explain that x is often found at the end of a word and rarely at the beginning (unless it makes a different sound).
- Practise segmenting the words with x so that pupils can hear the end sound clearly.
- Segment each gapped word to elicit the missing sound each time and ask pupils to fill in the gaps orally.
- Encourage pupils to segment each word again and then write the missing letter for each one.

**Answer key** van, fox, yoyo, box, yellow, vet

## 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

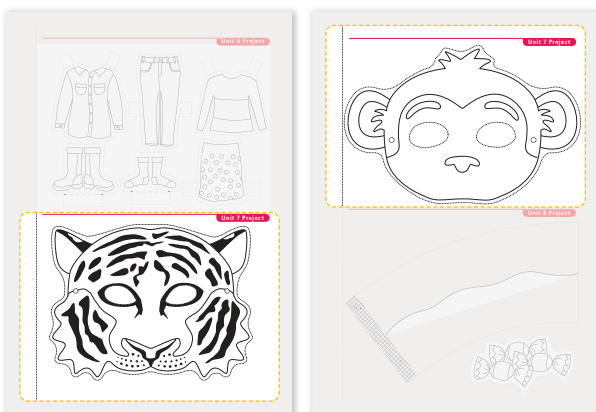
If appropriate for your class, you may wish to use the following photocopiable resource now or later in the course:  
Resource 21: x, v and y

# Project: Animal masks

## 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:** frog, giraffe, lizard, monkey, snake, spider, tiger, zebra; What are they? They're ...
- **Viewing and presenting:** to present masks to the class and ask and answer questions

## 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

- Pupil's Book page 28
- a completed animal mask
- templates of the animal masks to press out
- string
- crayons or coloured pencils
- Units 5–7 Phonics Cards (h, l, g, f, j, u, o, n, z, k, q, x, v, y)
- Unit 6 Flashcards (boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt)
- Unit 7 Flashcards (frog, giraffe, lizard, monkey, snake, spider, tiger, zebra)

## Assessment for Learning

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

## Starting the lesson

- Revise the phonics sounds from Lessons 9 and 10 using the Phonics Cards. Choose a game to play from the Games bank on pages 13 and 14 with all the Phonics Cards from Units 5–7.

## Presentation

- Before the lesson, prepare all the materials and make an example of a mask for demonstration.
- Show page 28 in the Pupil's Book and say *Look!* Show pupils an example of the mask they are going to make. Put one on and say, e.g. *Hello! I'm Tarek the tiger.*

## Practice

### 1 Viewing and presenting Make and show.



- Show the mask templates to the class and introduce them each individually. Ask *What's this?* Elicit *It's a monkey/tiger.*
- Focus pupils on the illustrations on page 28 of 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. 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 the procedure.
- Refer pupils to the templates at the back of the Pupil's Book and distribute the materials needed.
- Pupils press out the shapes. Monitor and help wherever necessary. They will need to press out the eyes and will need help making small holes for the string.
- Pupils colour their masks as they wish.
- Demonstrate how to thread the string through the holes to hold the masks on their heads. They may need assistance to use the right length of string and tie the knots.

### 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 mask, 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 or help them to make another mask quickly that they can then colour at home.

# Project: Animal masks

- Hold up one by one some of the masks pupils have made and ask *What's this?*, then *What colour is it?* Elicit answers from the class.
- Put on your mask and tell pupils to put on their masks. Introduce your animal, e.g. say *Hello, I'm Tarek the tiger*. Ask one pupil *What's your name?* Elicit an answer, e.g. *I'm Muna the monkey*.

## Extra activity TPR

-  Pupils move around the classroom wearing their masks. (Clear an area for them so that they don't fall over anything if their vision is impaired by their masks.) They ask each other's name and introduce themselves to each other.
-  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.
- Ask pupils to look after their animal masks carefully for the next lesson. Ask them to find somewhere safe to put them.

## 2 7.23 7.24 Sing and play.

- Play the song. Pupils sing along wearing their masks. Pupils should jump when they hear the animal whose mask they are wearing.
- A karaoke version of the song is available (track 7.24).

**Chorus:** Hooray, hooray, hooray!  
We're at the zoo today!

**Girl:** What are these? What are these?

**Boy:** They're frogs, they're frogs!

**Boy:** What are these? What are these?

**Girl:** They're giraffes, they're giraffes!

**Chorus:** Hooray, hooray, hooray!  
We're at the zoo today!

**Girl:** What are these? What are these?

**Boy:** They're tigers, they're tigers!

**Girl:** What are these? What are these?

**Boy:** They're monkeys, they're monkeys!

**Chorus:** Hooray, hooray, hooray!  
We're at the zoo today!



## 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. The projects encourage values such as working together, sharing materials and helping others. They are a way to celebrate success as well as showing pupils the importance of learning through doing. 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.

## Finishing the lesson

- Using the Flashcards 96–103 and 118–125, revise the vocabulary for Unit 6 (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*) and this unit (*frog, giraffe, lizard, monkey, snake, spider, tiger, zebra*). Then play the Categories game.
- Find out how happy pupils are with what they have learnt in the unit. Ask *Do you know the names of some animals?* Draw three smileys on the board (one with a sad face, one with a straight face, and one with a happy face). Ask pupils to point to the face they want to, to show how they feel about the unit.
- Ask pupils what their favourite part of the unit was. Give pupils the opportunity to repeat the popular activities. (If they say the project, allow them to play with their masks again.)

## Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 29 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 26: Vocabulary *They're tigers!*



# I like cakes

## Unit objectives

to name some food items; to say what you like and don't like

## Language

|                   |                                                                                 |
|-------------------|---------------------------------------------------------------------------------|
| <b>Vocabulary</b> | <i>apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets</i>          |
| <b>Grammar</b>    | <i>I like ..., I don't like ... Yes, please; Thank you</i>                      |
| <b>Functions</b>  | naming food; expressing likes and dislikes                                      |
| <b>Phonics</b>    | CVC words ( <i>bus, fox, hat, hen, log, pan, bag, jug, pot, sun, vet, yes</i> ) |

## Viewing and presenting

to share project work and pictures with the class and with family members; to draw and share pictures of food you like and don't like

## Mapping

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topic</b>                                        | <b>Theme 2:</b> Culture and <b>Theme 5:</b> Welfare                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Scope and Sequence Matrix</b>                    | <p><b>Listening:</b> 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</p> <p><b>Speaking:</b> participating in rhymes and songs that reinforce basic values; practising forms of politeness; 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</p> <p><b>Reading:</b> 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 pace of reading; building a set of correlation between words and polite behaviour</p> <p><b>Writing:</b> developing basic handwriting patterns; printing the English alphabet correctly and legibly; applying knowledge of simple spelling and punctuation</p> <p><b>Viewing and presenting:</b> 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</p> |
| <b>Learning Outcomes and Performance Indicators</b> | <p><b>Listening:</b> 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 <i>wh</i>-questions about name, likes, dislikes, feelings and classroom objects; follow 2-3 step oral directions in order (e.g., open the window and sit down); identify familiar words in a stream of speech; segment simple utterances into words (I/love/school) using fingers; recognise basic intonation patterns</p> <p><b>Speaking:</b> produce English words and short phrases; copy basic stress and intonation patterns; recite rhymes and songs, individually and in groups; 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.); answer questions by looking at pictures or cards; use polite forms appropriately (e.g., "Please," "Thank you," and "Excuse me")</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



### 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; add or substitute individual sounds (phonemes) in simple, one-syllable words to produce new words; recognise short vowel sounds in simple words (u, o)

**Writing:** match words with pictures; fill in missing words to complete sentences; 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 a 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 some food items; to pronounce the words correctly
- Target language:** *apples, cakes, lemonade, lemons; I like ...*

### Global Scale of English (GSE)

- Listening:** Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly (GSE 35).
- Speaking:** Can name everyday objects, animals or people around them or in pictures using single words (GSE 18).

### Materials

- Pupil's Book page 30
- Unit 7 They're tigers! Flashcards (*frog, giraffe, lizard, monkey, snake, spider, tiger, zebra*)
- Unit 8 I like cakes Flashcards (*apples, cakes, lemonade, lemons*)
- a picture of a children's party

### 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 7 Flashcards 118–125 (*frog, giraffe, lizard, monkey, snake, spider, tiger, zebra*) and games to revise the vocabulary from Unit 7. Choose one or more of these flashcard games: What's missing?, Which card have you got?, Where is this card?, Numbers.

### Presentation

- Show page 30 in the Pupil's Book and say *apples, cakes, lemonade, lemons*.



# Vocabulary

## Practice

### 1 8.1 Listen and follow.

- Before listening to the audio, introduce the key vocabulary using Flashcards 143, 144, 148 and 149 (*lemonade, lemons, apples, cakes*). Show each flashcard and present the word, e.g. *lemons*. Pupils repeat. Repeat with *lemonade, apples* and *cakes*.
- Guide pupils to find page 30 in the Pupil's Book. Focus them on the main picture at the top of the page. Point to the children in turn and ask *Who's this?* Point to the lemonade and ask *What's this?* Then point to the lemons, apples and the picture of cakes and ask *What are these?*
- Show a picture of a children's party. Pupils repeat the word *party*.
- Play the audio. Pupils listen and follow the conversation.
- Pupils listen again. This time they point to the character who speaks.

**Ann:** Let's get ready for the party!  
**Bill:** Yes! Let's make lemonade!  
**Hala:** I've got lemons! I like lemonade!  
**Ann:** I've got apples for the party.  
**Hala:** Great! I like apples! Let's make cakes, too!  
**Ann:** Yes, good idea!  
**Bill:** I like apples and I like cakes! I like parties, too!



### 2 8.2 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 lemonade 2 lemons 3 apples 4 cakes



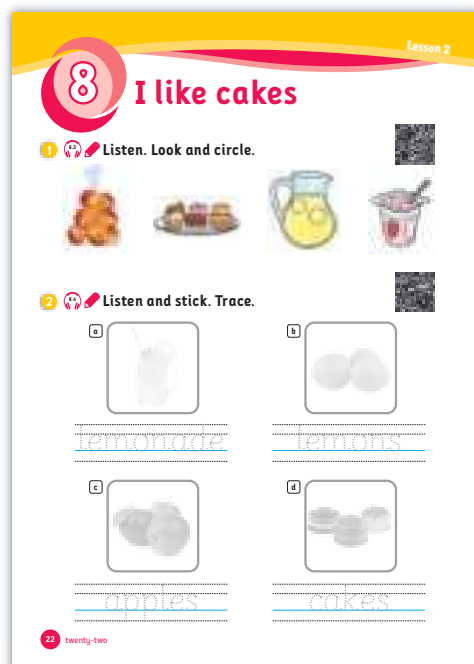
### Extra activity TPR

- Place each flashcard (*lemonade, lemons, apples, cakes*) in a different part of the classroom. When you say one of the words, pupils must go to the correct flashcard. (If you do not have the room for this, they can simply stand and point to the correct flashcard.)
-  **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 each flashcard (143, 144, 148 and 149) in turn and ask pupils to say the word. Remove one of the flashcards and see if pupils can identify the one that's missing. Repeat, removing different flashcards each time.

### Lesson 2 Activity Book



### Objectives

- **Lesson aims:** to name some food items; to pronounce the words correctly
- **Target language:** *apples, cakes, lemonade, lemons; I like ...*

### Global Scale of English (GSE)

- **Listening:** Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly (GSE 35).
- **Speaking:** Can name everyday objects, animals or people around them or in pictures using single words (GSE 18).

### Materials

- Activity Book page 22
- Unit 7 They're tigers! Flashcards (*frog, giraffe, lizard, monkey, snake, spider, tiger, zebra*)
- Unit 8 I like cakes Flashcards (*apples, cakes, lemonade, lemons*)
- Unit 8 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 143, 144, 148 and 149 (*lemonade, lemons, apples, cakes*) 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 22 and encourage them to name any of the food items they can remember. Say that they will practise these words in the lesson.

### Practice

#### 1 8.3 Listen. Look and circle.

- Focus pupils on the pictures on page 22 in the Activity Book and elicit the names of the foods. Use the picture to revise *yoghurt*. Point to each picture and ask *What is this/are these?* Pupils repeat the name of each food.
- Tell pupils to listen to the foods that Bill talks about.
- Play the audio. Pupils circle the correct pictures.

**Answer key** lemonade, apples, cakes

**Ann:** Let's get ready for the party!  
**Bill:** Yes! Let's make lemonade!  
**Hala:** I've got lemons! I like lemonade!  
**Ann:** I've got apples for the party.  
**Hala:** Great! I like apples! Let's make cakes, too!  
**Ann:** Yes, good idea!  
**Bill:** I like apples and I like cakes! I like parties, too!

#### 2 8.4 Listen and stick. Trace.

- Play the audio. Pause to allow pupils time to put the stickers in the correct place. Once all the stickers have been placed, ask pupils to trace the words.
- **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

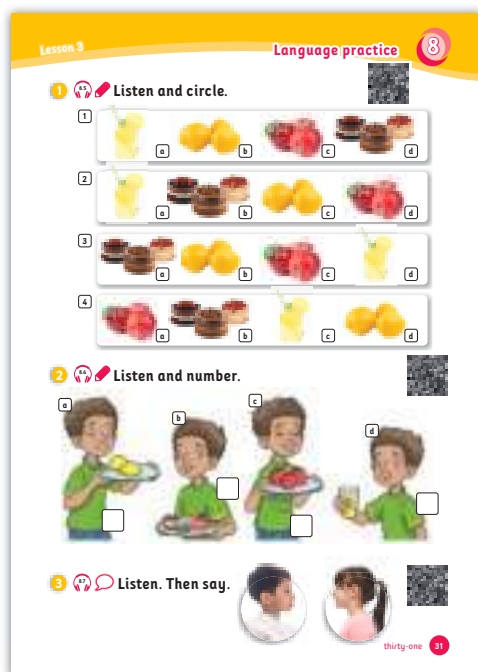
1 lemons 2 cakes 3 lemonade 4 apples

### Finishing the lesson

#### Extra activity TPR

- Play the Team race game with Flashcards 143, 144, 148 and 149 (*apples, cakes, lemonade, lemons*). Use Flashcards 118–125 from Unit 7 (*frog, giraffe, lizard, monkey, snake, spider, tiger, zebra*) to extend the game and do some revision.
- Play the 'Goodbye' song pupils learnt in Semester 1. (You can use this at the end of each lesson in this unit.)

### 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:** *apples, cakes, lemonade, lemons; I like ...*

### Global Scale of English (GSE)

- **Listening:** Can understand simple phrases about likes and dislikes (GSE 23).

### Materials

- Pupil's Book page 31
- Unit 8 I like cakes Flashcards (*apples, cakes, lemonade, lemons*)

### Assessment for Learning

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

### Starting the lesson

- Review the vocabulary from the previous lesson using Flashcards 143, 144, 148 and 149 (*apples, cakes, lemonade, lemons*). Play the flashcard games Observation and/or Numbers.

### Presentation

- Show page 31 in the Pupil's Book and say *I like apples. I like cakes. I like lemons. I like lemonade.*

### Practice

#### 1 8.5 Listen and circle.

- Focus pupils on the pictures on page 31 in the Pupil's Book. Start with the first set of pictures (this is the first time pupils have to choose from four options) and elicit the names of the food. Ask either *What is this?* or *What are these?* Elicit the names. Pupils repeat the name of each food.
- Play the audio for the first set of pictures. Pupils circle the correct picture.
- Continue with the rest of the activity.
- **Extension** Pupils work in pairs. One pupil says the name of an item in the pictures. The other points to the correct picture.

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

1 lemons 2 apples 3 cakes 4 lemonade



#### 2 8.6 Listen and number.

- Pupils look at the pictures before they listen. Elicit the names of the foods on the boy's tray.
- Play the audio. Pupils number the pictures.

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

- 1 I like cakes.
- 2 I like lemons.
- 3 I like apples.
- 4 I like lemonade.



#### 3 8.7 Listen. Then say.

- Play the audio as a model of the language to be practised. Pupils repeat the sentences.
- Do some further practice with the structure *I like ...* to make sure pupils understand the meaning. Hold up the flashcards for *apples, cake and lemonade* and say *Mmm! Yes, I like ...*, using a happy, positive tone. Then to contrast it, hold up the flashcard of lemons, make a face, push the flashcard away and say *Ugh! No!*
- **Extension** Pupils work in pairs to take it in turns to point to the pictures in Activities 1 and 2 and say *I like ...*

**Boy:** I like apples!  
**Girl:** I like lemonade!

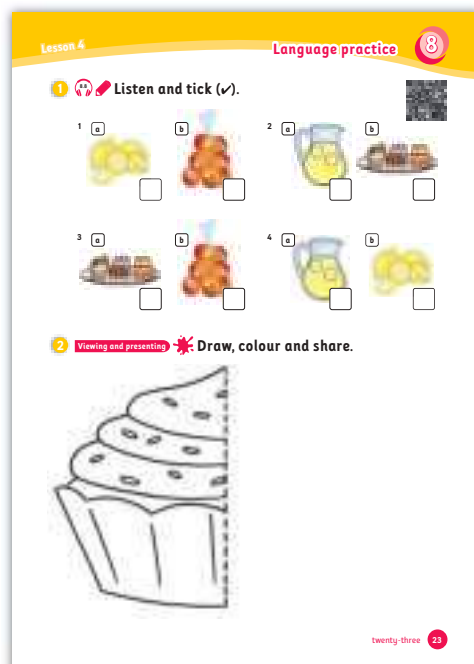


### Finishing the lesson

- Place the flashcards from the lesson on the board (*cakes, lemons, apples, lemonade*). Pupils take turns to select one of the flashcards and say *I like ...*

# 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:** *apples, cakes, lemonade, lemons; I like ...*
- **Viewing and presenting:** to share pictures; to present work with a grammatically correct sentence

## Global Scale of English (GSE)

- **Listening:** Can understand simple phrases about likes and dislikes (GSE 23).

## Materials

- Activity Book page 23
- Unit 8 I like cakes Flashcards (*apples, cakes, lemonade, lemons*)
- a selection of flashcards from Units 5, 6 and 7 (*arms, body, face, feet, hair, hands, head, legs; boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt; frog, giraffe, lizard, monkey, snake, spider, tiger, zebra*)
- drawing materials for each pupil

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: groupwork

## Starting the lesson

- Use all the flashcards from Units 5–7 and the four from Unit 8 (*apple, cakes, lemons and lemonade*). Drop them into a box, one at a time in front of the class. As you drop each card, pupils call out the word, *jacket, apples, zebra ...*, etc.

## Presentation

- Explain that in this lesson pupils will revise the things they learnt in Lessons 1–3.

## Practice

### 1 Listen and tick (✓).

- Pupils look at each picture in turn. Point to the first picture and ask *What are these?* or *What is this?* and elicit *They're apples/cakes/lemons* or *It's lemonade*. Pupils repeat the sentence for practice with the full sentence answers.
- Say *I like lemons* and get pupils to repeat after you. Practise the language with each item.
- Play the audio. Pupils listen and tick the correct pictures.

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

- 1 I like apples.
- 2 I like lemonade.
- 3 I like cakes.
- 4 I like lemons.



### 2 Viewing and presenting Draw, colour and share.

- Focus pupils on the incomplete drawing. Elicit what it shows (a cake). Tell pupils to complete it.
- Pupils work in groups to show their drawings. They point and say *I like cakes*. Encourage pupils to speak clearly and confidently and to help each other with pronunciation and vocabulary.

## Finishing the lesson

- Revise the four key words from this unit (*apples, cakes, lemonade, lemons*) alongside some of the vocabulary from previous units by playing the game *Which is different?* with flashcards. Select groups of flashcards from Unit 5 (*arms, body, face, feet, hair, hands, head, legs*), Unit 6 (*boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt*) and Unit 7 (*frog, giraffe, lizard, monkey, snake, spider, tiger, zebra*).

## Lesson 5 Pupil's Book



## Objectives

- Lesson aims:** to review a story by identifying characters and their actions as well as food items; to identify examples of how to be polite
- Target language:** *carrots, grapes, juice, sweets; I don't like ...; please; thank you*

## Global Scale of English (GSE)

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

## Materials

- Pupil's Book page 32
- Unit 8 I like cakes Flashcards (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*)

## 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 Flashcards 143, 144, 148 and 149 (*apples, cakes, lemonade, lemons*). Show the flashcards and ask *What's this?* or *What are these?* Elicit *It's lemonade. They're apples/cakes/lemons.*
- Point to the flashcard with apples and say *I like apples*. Get pupils to repeat after you. Practise the language with the rest of the vocabulary words.

## Presentation

- Show page 32 in the Pupil's Book and say *It's juice. They're carrots. They're grapes. They're sweets.*

## Practice

## 1 8.9 Listen and follow. Point to Meg and Tom.

- Present the key new vocabulary before pupils listen to the audio. Use Flashcards 145, 146, 147 and 150 (*carrots, grapes, juice, sweets*).
- Show each flashcard and say the name clearly several times, e.g. *carrots*. Pupils repeat the words after you.
- Hold up one flashcard and ask *Are they carrots?* or *Is it juice?* Pupils answer *yes* or *no*.
- Hold up one flashcard and ask *What are these?* or *What's this?* Pupils answer *They're carrots* and *It's juice*.
- Tell pupils they are going to listen to a story called *The summer party*.
- Guide pupils to find page 32. Focus them on each picture in turn to give them a preview of the story. Ask *Who's this?*, pointing to the characters. Elicit answers using *It's ...*. Say *Point to the cakes/lemonade*, etc.
- Play the audio of each scene and pause to say *Point to Meg and Tom*.
- 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 the cats Meg and Tom in each picture.

## The summer party

## Scene 1

- Malek:** Hello!  
**Bill:** Hi, Malek!  
**Malek:** I've got six cakes! I like cakes!  
**Bill:** Me, too!

## Scene 2

- Hala:** I've got lemonade!  
**Bill:** I don't like lemonade.  
**Ann:** How about juice?  
**Bill:** Oh, yes, please.  
**Hala:** I like apples, but I don't like apple juice!

## Scene 3

- Lama:** I've got carrots!  
**Salah:** Mmmmm, I like carrots!  
**Hala:** Say, 'please', Salah.  
**Salah:** Sorry. Carrots, please!  
**Lama:** OK, Salah!  
**Salah:** Thank you!

## Scene 4

- Bill:** I've got grapes!  
**Lama:** I don't like grapes. What are these?  
**Ann:** They're apples.  
**Lama:** Oh, I like apples. Thank you, Ann!

## Scene 5

- Hala:** Let's have cakes!  
**Malek:** Oh, yes! Oh, no!  
**Hala:** Tom! Meg!  
**Bill's mum:** It's OK! Look! I've got sweets!  
**Children:** Oh, yes, please!  
**Lama:** It's a great party!



## 2 Look and find.

- Introduce the words *please* and *thank you*, using classroom objects. Pretend that you don't have a book, pen, ruler, etc. and ask pupils for them. Say *A pen, please*, then *Thank you*.
- Pass Flashcards 143–150 (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*) around the class. Then ask for them in turn, saying, e.g. *Grapes, please*, and *Thank you*.

## Story

-  Using the Happy/sad face technique, distribute the cards with faces and ask *Are 'please' and 'thank you' good?* Pupils show their cards. Then rudely point to a pupil's pen, say *Pen!* and take it. Ask *Is that good?* Pupils show their cards.
- Ask pupils to find examples in the story of when the children say *Please* or *Thank you*. Play the audio if necessary.

**Answer key** Pupils point to pictures 2, 3, 4 and 5.

### Finishing the lesson

- Show the flashcards of the food items (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*). Ask *What's this? What are these?* Elicit the answer. Give some flashcards to pupils and then ask for them. Say *Grapes, please*. Take the flashcard and say *Thank you*.



### Lesson 6 Activity Book

**Story** Lesson 6

1 **Listen. Look and number.**

2 **Look and colour.**

Values **Be polite**

24 twenty-four

### Objectives

- **Lesson aims:** to review a story by identifying characters and their actions as well as food items; to identify examples of how to be polite
- **Target language:** *carrots, grapes, juice, sweets; I don't like ...; please; thank you*

### Global Scale of English (GSE)

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

### Materials

- Activity Book page 24
- Unit 8 I like cakes Flashcards (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*)
- drawing materials for each pupil

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation

### Starting the lesson

- Focus pupils on the story in Lesson 5 again. Ask pupils what food items they can see. Remind pupils of the importance of being polite and revise the phrases taught in Lesson 5 (*Please; Thank you*).

### Presentation

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

### Practice

#### 1 8.10 Listen. Look and number.

- 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 2, b 4, c 5, d 1, e 3

#### The summer party

##### Scene 1

**Malek:** Hello!  
**Bill:** Hi, Malek!  
**Malek:** I've got six cakes! I like cakes!  
**Bill:** Me, too!

##### Scene 2

**Hala:** I've got lemonade!  
**Bill:** I don't like lemonade.  
**Ann:** How about juice?  
**Bill:** Oh, yes, please.  
**Hala:** I like apples, but I don't like apple juice!

##### Scene 3

**Lama:** I've got carrots!  
**Salah:** Mmmmm, I like carrots!  
**Hala:** Say, 'please', Salah.  
**Salah:** Sorry. Carrots, please!  
**Lama:** OK, Salah!  
**Salah:** Thank you!

##### Scene 4

**Bill:** I've got grapes!  
**Lama:** I don't like grapes. What are these?  
**Ann:** They're apples.  
**Lama:** Oh, I like apples. Thank you, Ann!

##### Scene 5

**Hala:** Let's have cakes!  
**Malek:** Oh, yes! Oh, no!  
**Hala:** Tom! Meg!  
**Bill's mum:** It's OK! Look! I've got sweets!  
**Children:** Oh, yes, please!  
**Lama:** It's a great party!

#### 2 Look and colour.

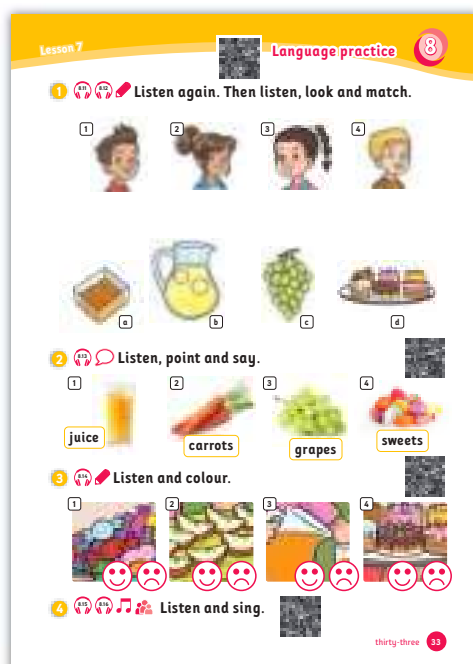
- Pupils look at the pictures and colour in the circles (in any colour) on those which show children being polite and saying *please* or *thank you*.

**Answer key** Pupils colour pictures 1 and 3.

### Finishing the lesson

- Show the flashcards of the food items (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*). Ask *What's this? What are these?* Elicit the answer. Give some flashcards to pupils and then ask for them. Say *Grapes, please*. Take the flashcard and say *Thank you*.
- Pupils stand in a circle. Use Flashcards 143–150. Show the first flashcard to Pupil 1 and guide him/her to say (*Grapes*), *please*. Give him/her the flashcard and make sure he/she says *Thank you*.
- Pupil 1 then shows the flashcard to Pupil 2, who says the same. Pupil 2 then shows it to Pupil 3, and so on.
- Once the card is circulating with no problems, show Pupil 1 the second flashcard for that to be passed around the circle. Continue until all the flashcards are in circulation.

## 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 food item
- Target language:** *carrots, grapes, juice, sweets; I don't like ...; please; thank you*

### 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

- Pupil's Book page 33
- Unit 8 I like cakes Flashcards (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*)

### Assessment for Learning

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

### Starting the lesson

- Play any of the following games: What's missing?, Which card have you got?, Where is this card?, Yes!/No!
- Revise the vocabulary for the unit using Flashcards 143–150 (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*).

### Presentation

- Show page 33 in the Pupil's Book and say *I like sweets. I don't like carrots. I like grapes. I don't like juice.*

### Practice

- 1 8.11 8.12 Listen again. Then listen, look and match.

- Play the audio of the story (8.11) to remind pupils of what happens.
- Focus pupils on pictures 1–4 and point to each character in turn. Ask *Who's this?* Point to the food (a–d) and ask *What's this?* or *What are these?*
- Explain the activity. Pupils have to match the children with the food they have got. The children all say *I've got ...*
- Play audio 8.12. Pupils match the characters to the food.

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

### The summer party

#### Scene 1

**Malek:** Hello!  
**Bill:** Hi, Malek!  
**Malek:** I've got six cakes! I like cakes!  
**Bill:** Me, too!

#### Scene 2

**Hala:** I've got lemonade!  
**Bill:** I don't like lemonade.  
**Ann:** How about juice?  
**Bill:** Oh, yes, please.  
**Hala:** I like apples, but I don't like apple juice!

#### Scene 3

**Lama:** I've got carrots!  
**Salah:** Mmmmm, I like carrots!  
**Hala:** Say, 'please', Salah.  
**Salah:** Sorry. Carrots, please!  
**Lama:** OK, Salah!  
**Salah:** Thank you!

#### Scene 4

**Bill:** I've got grapes!  
**Lama:** I don't like grapes. What are these?  
**Ann:** They're apples.  
**Lama:** Oh, I like apples. Thank you, Ann!

#### Scene 5

**Hala:** Let's have cakes!  
**Malek:** Oh, yes! Oh, no!  
**Hala:** Tom! Meg!  
**Bill's mum:** It's OK! Look! I've got sweets!  
**Children:** Oh, yes, please!  
**Lama:** It's a great party!

**Malek:** I've got six cakes! I like cakes!  
**Hala:** I've got lemonade!  
**Lama:** I've got carrots!  
**Bill:** I've got grapes!

# Language practice

## 2 8.13 Listen, point and say.

- Focus pupils on the four pictures and elicit the words first.
- Play the audio. Pupils repeat the words as they point to the pictures.
- **Extension**  Use the Lollipop stick technique to select pupils. Ask them to choose and say *I like juice/carrots/grapes/sweets*. The rest of the class point to the relevant picture.

1 juice 2 carrots 3 grapes 4 sweets



## 3 8.14 Listen and colour.

- Use the flashcards (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*) to reinforce the meaning of *I like ...* and *I don't like ...*. Hold up each card, saying, e.g., *I like sweets* with a smiling face and a positive tone, or saying, e.g., *I don't like grapes* with a sad face and a negative tone.
-  Use the Traffic light cards technique. Check pupils understand that they have to listen and colour the correct face.
- Play the audio. Pupils colour the correct face.

**Answer key** 1 sad face, 2 happy face, 3 sad face, 4 happy face

- 1 **Boy 1:** I don't like sweets!  
 2 **Girl 1:** I like apples!  
 3 **Girl 2:** I don't like juice!  
 4 **Boy 2:** I like cakes!



## 4 8.15 8.16 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 each verse and pause for pupils to repeat.
- Pupils sing along with the whole song.
- A karaoke version of the song is available (track 8.16).

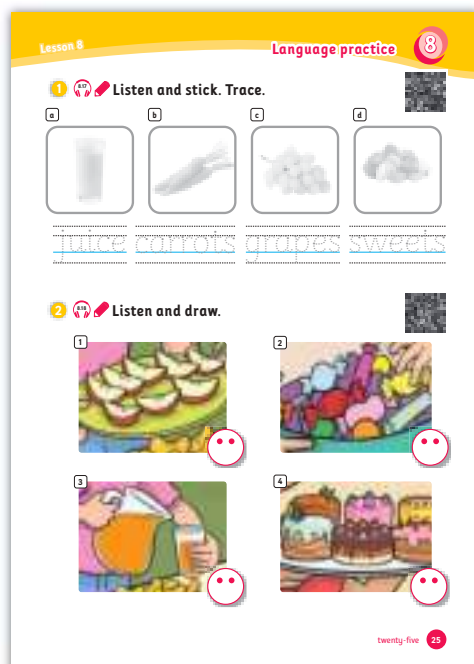
- Chorus:** Summer party, summer party,  
 Yummy, yummy, yummy!  
**Boy:** I like apples, I don't like grapes,  
 I like lemons,  
 I don't like cakes!  
**Chorus:** Summer party, summer party,  
 Yummy, yummy, yummy!  
**Girl:** I like carrots, I don't like sweets,  
 I like lemonade. Come on! Let's eat!  
**Chorus:** Summer party, summer party,  
 Yummy, yummy, yummy!  
 Summer party, summer party,  
 Yummy, yummy, yummy!  
 Yummy!



## Finishing the lesson

- Place Flashcards 143–146 and 148–150 (*apples, grapes, lemons, cakes, carrots, sweets, lemonade*) on the board. Play the song again. Pupils listen to the song and decide whether you should draw a happy face (like) or a sad face (don't like) under each flashcard (which represents each food item mentioned in the song). These can then be used as prompts when pupils sing the song again.

### 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 food item
- Target language:** *carrots, grapes, juice, sweets; I don't like ...; please; thank you*

### 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

- Activity Book page 25
- Unit 8 I like cakes Flashcards (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*)
- drawing materials for each pupil
- Vocabulary time (back of the Activity Book)
- Unit 8 Stickers (back of the Activity Book)

### Assessment for Learning

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

### Starting the lesson

- Tell pupils you have a favourite food on a flashcard and they must guess what it is. Place the flashcard of, for example, a cake face down on the desk. Pupils guess what it is by calling out single words for food items. If they guess correctly, respond with *Yes, I like cakes* and show them the card.

### Presentation

- Hold up Flashcards 145, 146, 147 and 150. Say *I like ...* or *I don't like ...* for each flashcard.

### Practice

#### 1 Listen and stick. Trace.

- Play the audio. Pause to allow pupils time to put the stickers in the correct place. Pupils then trace each word.

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

1 grapes 2 sweets 3 juice 4 carrots



#### 2 Listen and draw.

- Elicit the names of the food before pupils listen. Draw a blank face on the board and demonstrate how to make it smiley or sad face to represent *like* and *don't like*.
- Play the audio. Pupils listen and complete the faces.

**Answer key** 1 sad face, 2 happy face, 3 happy face, 4 sad face

- 1 Boy: I don't like apples!  
2 Boy: I like sweets!  
3 Girl: I like juice!  
4 Girl: I don't like cakes!



### Finishing the lesson

- Pupils work in pairs. The first pupil chooses a food item and says the name, e.g. *carrots*. The partner responds by saying *I like carrots* or *I don't like carrots*. Distribute Flashcards 143–150 (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*) around the classroom to prompt pupils.

#### Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 37 of the Pupil's Book.

#### Extra activity Vocabulary time

- To practise all the unit vocabulary, go to the Vocabulary time on page 33 of the Activity Book.

### Lesson 9 Pupil's Book

**Phonics Words** Lesson 9

1 Listen and say.

log vet

2 Listen and repeat. Trace and say.

1 pan

2 hen

3 bus

4 hat

thirty-four

CVC words: bus, hat, hen, log, pan, vet

### 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 (h, l, g, f, j, u, o, n, z, k, q, x, v, y)

### 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); Can write some familiar words (GSE 20).

### Materials

- Pupil's Book page 34
- Units 1–4 (Semester 1) Phonics Cards (s, d, c, a, p, r, e, b, t, m, w, i)
- Units 5–7 Phonics Cards (h, l, g, f, j, u, o, n, z, k, q, x, v, y)
- Unit 8 CVC Phonics Cards (log, vet, pan, hen, bus, hat)

### 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 all the letter sounds of the alphabet. Take time 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 letter sounds, e.g. l / o / g. 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 be focusing on words containing letter sounds taught in Semester 2, although they can also revise words and letter sounds from Semester 1.

### Practice

#### 1 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.

|     |     |     |     |
|-----|-----|-----|-----|
| /l/ | /b/ | /g/ | log |
| /v/ | /ε/ | /t/ | vet |



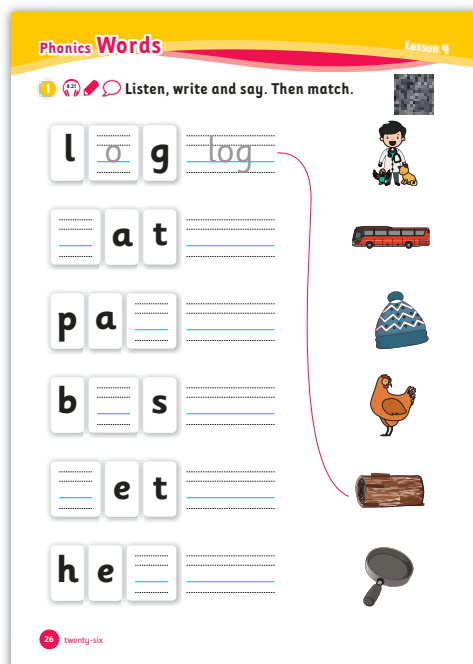
#### 2 Listen and repeat. Trace and say.

- 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 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 /p/ | /æ/ | /n/ | pan |
| 2 /h/ | /ε/ | /n/ | hen |
| 3 /b/ | /ʌ/ | /s/ | bus |
| 4 /h/ | /æ/ | /t/ | hat |



### 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 (h, l, g, f, j, u, o, n, z, k, q, x, v, y)

### 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); Can write some familiar words (GSE 20).

### Materials

- Activity Book page 26
- Units 1–4 (Semester 1) Phonics Cards (s, d, c, a, p, r, e, b, t, m, w, i)
- Units 5–7 Phonics Cards (h, l, g, f, j, u, o, n, z, k, q, x, v, y)
- Unit 8 Phonics Cards (log, vet, pan, hen, bus, hat)

### 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 all the letter sounds of the alphabet. Take time to practise oral 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. *vet, log, hen, pan*.
- 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 orally 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 8.21 Listen, write and say. Then match.

- Guide pupils to find page 26 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.

**Answer key** log, hat, pan, bus, vet, hen

|     |     |     |     |
|-----|-----|-----|-----|
| /l/ | /o/ | /g/ | log |
| /h/ | /æ/ | /t/ | hat |
| /p/ | /æ/ | /n/ | pan |
| /b/ | /ʌ/ | /s/ | bus |
| /v/ | /ɛ/ | /t/ | vet |
| /h/ | /ɛ/ | /n/ | hen |



### 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 want to use Phonics Cards 39–44 (*log, vet, pan, hen, bus, hat*) 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 22: CVC words 3



Phonics CVC words

Lesson 10 Pupil's Book

Lesson 10 Phonics Words 8

1 Listen and look. Say, order and write.



u s n

sun



j u g



g b a



e y s



t o p



x f o

CVC words: bag, fox, jug, pot, sun, yes

thirty-five 35

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 (h, l, g, f, j, u, o, n, z, k, q, x, v, y)

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); Can write some familiar words (GSE 20).

Materials

- Pupil's Book page 35
- Units 1–4 (Semester 1) Phonics Cards (s, d, c, a, p, r, e, b, t, m, w, i)
- Units 5–7 Phonics Cards (h, l, g, f, j, u, o, n, z, k, q, x, v, y)
- Unit 8 Phonics Cards (log, vet, pan, hen, bus, hat, sun, jug, bag, yes, pot, fox)

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 all the letter sounds of the alphabet. Take time to practise oral 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. p / a / n, but put them in a jumbled order on the board.
- Say the word (pan) 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 8.22 Listen and look. Say, order and write.

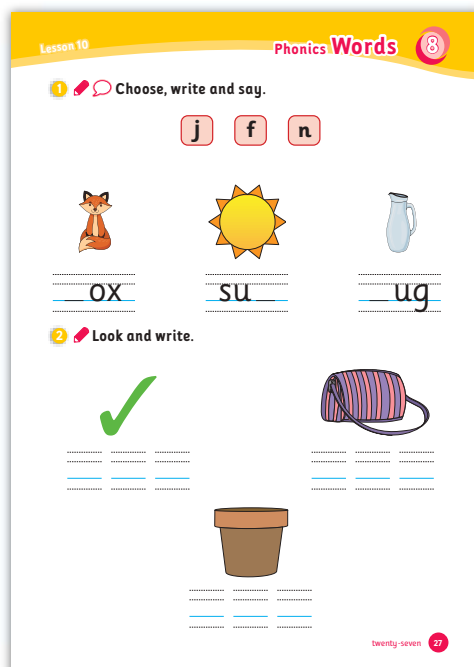
- Focus pupils on page 35 and point to the pictures in turn to teach/elicit each word. Explain that the letters have been jumbled and that pupils must segment the word they hear and order the letters to make the words.
- Play the audio and work through the first one together.
- Play the audio as many 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.

Answer key sun, jug, bag, yes, pot, fox

|      |     |      |     |
|------|-----|------|-----|
| /s/  | /ʌ/ | /n/  | sun |
| /dʒ/ | /ʌ/ | /g/  | jug |
| /b/  | /æ/ | /g/  | bag |
| /j/  | /ɛ/ | /s/  | yes |
| /p/  | /ɒ/ | /t/  | pot |
| /f/  | /ɒ/ | /ks/ | fox |



### 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 (h, l, g, f, j, u, o, n, z, k, q, x, v, y)

### 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); Can write some familiar words (GSE 20).

### Materials

- Activity Book page 27
- Units 1–4 (Semester 1) Phonics Cards (s, d, c, a, p, r, e, b, t, m, w, i)
- Units 5–7 Phonics Cards (h, l, g, f, j, u, o, n, z, k, q, x, v, y)
- Unit 8 Phonics Cards (log, vet, pan, hen, bus, hat, sun, jug, bag, yes, pot, fox)

### 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 all the letter sounds of the alphabet. Take time to practise oral 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. h / e / n, but only put two of the cards on the board and draw a line where the other 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.

### Practice

#### 1 Choose, write and say.

- Focus on page 27 and explain to pupils that there is a letter missing from each word. Explain that they must choose the correct letter from the three letter tiles at the top of the page to complete each word. 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 for each word until pupils identify that the correct Phonics Card is in place.
- Spend time blending and segmenting the words.

**Answer key** fox, sun, jug

#### 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** yes, bag, pot

### 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 39–50 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 all the letter sounds taught in this course.

### Photocopiable resources

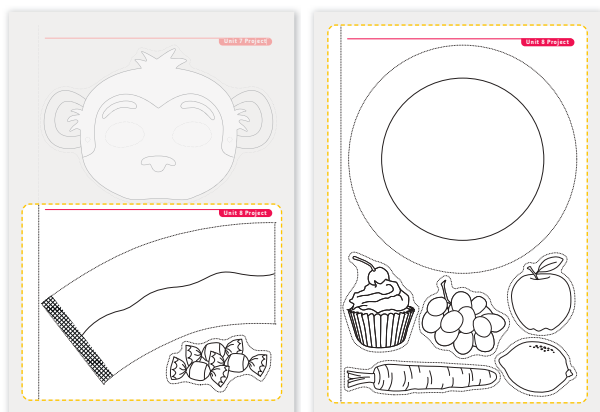
If appropriate for your class, you may wish to use the following photocopiable resource now or later in the course:  
Resource 23: CVC words 4

# Project: A food plate

## 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:** apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets; I like ...; I don't like ...; please; thank you
- **Viewing and presenting:** to present project work and describe likes and dislikes

### 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). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).

### Materials

- Pupil's Book page 36
- a completed plate, glass and food
- templates of the plate, glass and food items to press out
- glue
- crayons and coloured pencils
- Units 5–7 Phonics Cards (h, l, g, f, j, u, o, n, z, k, q, x, v, y)
- Unit 8 Phonics Cards (log, vet, pan, hen, bus, hat, sun, jug, bag, yes, pot, fox)
- Unit 7 They're tigers! Flashcards (frog, giraffe, lizard, monkey, snake, spider, tiger, zebra)
- Unit 8 I like cakes Flashcards (apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets)

### Assessment for Learning

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

### Starting the lesson

- Revise the phonics sounds from Lessons 9 and 10 using the Phonics Cards. Choose a game to play from the Games bank on pages 13 and 14 with all the Phonics Cards from Units 5–8.

### Presentation

- Before the lesson, prepare all the materials and make a plate, glass and a set of food items for demonstration.
- Show page 36 in the Pupil's Book and say *Look!* Show pupils an example of the plate, glass and food they are going to make. Say *I like carrots, grapes and sweets. I don't like apples and cakes.*

### Practice

#### 1 Viewing and presenting Make and show.

- Show the model plate and glass to pupils and introduce the words *glass* and *plate*. Pupils repeat the words. Then pick up each item of food and elicit its name. Put some of the items on the plate and say *I like ...*, but put some aside and say *I don't like ...*
- When you have finished, show the plate and say *I've got ...* and then, *I haven't got ...*
- Hold up your glass and say e.g. *I like lemonade. I don't like apple juice.*
- Focus pupils on the illustrations on page 36. 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 the procedure.
- Refer pupils to the templates at the back of the Pupil's Book and distribute the materials needed.
- Pupils press out the shapes. Monitor and help wherever necessary.
- Pupils colour in the food and drink. Explain and demonstrate how pupils can colour the glass to look full of drink, either *lemonade* or *orange juice*.
- Demonstrate how to glue the glass together.



#### Extra activity Fast finishers

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

# Project: A food plate

- If any pupils have not been successful at creating a usable food plate and glass, encourage them by saying they will have the chance to make other things in the projects in the next level of the course. Put them with a partner who has created something usable for the following activities.
- Model what you want pupils to do with what they have made. Choose some of your items again and put them on the plate, saying *I like ...*. Put a few things aside and say *I don't like ...*. Show the glass and say *I like ...*, *I don't like ...*.
- Using the Lollipop stick technique to choose pupils, ask them to select items for their plate, saying what they like and don't like as the rest of the class watches and listens. All pupils then do the same.
- Hold up your plate again and say *I like ... / I don't like ...*.
- Pupils work in groups to present their plates and say what they've got and haven't got. Encourage them to use clear voices and the correct pronunciation for each item.
- 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 8.23 8.24 Sing and play.

- Play the song. Pupils sing along and hold up their food items from the project as they appear in the song.
- Play the audio again and ask pupils to put the *I like ...* items only on their plates. Pause after each verse to give pupils time and then check that they have selected the correct items.
- A karaoke version of the song is available (track 8.24).

**Chorus:** Summer party, summer party,  
Yummy, yummy, yummy!

**Boy:** I like apples, I don't like grapes,  
I like lemons,  
I don't like cakes!

**Chorus:** Summer party, summer party,  
Yummy, yummy, yummy!

**Girl:** I like carrots, I don't like sweets,  
I like lemonade. Come on! Let's eat!

**Chorus:** Summer party, summer party,  
Yummy, yummy, yummy!  
Summer party, summer party,  
Yummy, yummy, yummy!  
Yummy!



## Finishing the lesson

- Using Flashcards 143–150 (*apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets*) and Flashcards 118–125 (*frog, giraffe, lizard, monkey, snake, spider, tiger, zebra*), play the Categories game.
- Find out how happy pupils are with what they have learnt in the unit. Ask *Do you know the names of some food? Can you say what you like and don't like?* Draw three smileys on the board (one with a sad face, one with a straight face, and one with a happy face). Ask pupils to point to the face they want to, to show how they feel about the unit.
- 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 food plates again.)

## Extra activity Picture dictionary

- To review all the unit vocabulary in one place, please refer to the Picture dictionary on page 37 of the Pupil's Book.

## Extra activity Fun time

- To practise all the vocabulary from this semester, go to the Fun time section on pages 34–35 of the Activity Book.

## Photocopiable resources

If appropriate for your class, you may wish to use the following photocopiable resource now or later in the course:

Resources 27: Vocabulary *I like cakes*

## 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. The projects encourage values such as working together, sharing materials and helping others. They are a way to celebrate success as well as showing pupils the importance of learning through doing. 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.

## Mapping

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Scope and Sequence Matrix</b>                    | <p><b>Listening:</b> identifying simple words; segmenting simple spoken sentences into words; listening to others with care; recognising basic intonation patterns</p> <p><b>Speaking:</b> using simple sentences to identify objects and people; responding to simple yes/no and <i>wh</i>-questions</p> <p><b>Reading:</b> using sight words to increase a child's pace of reading; identifying and reading a range of simple familiar sight words with correct pronunciation; recognising familiar signs, labels and logos (pedestrian crossing, emergency exit)</p> <p><b>Writing:</b> developing basic handwriting patterns; printing the English alphabet correctly and legibly; applying knowledge of simple spelling and punctuation</p>                                                                                                                                                                                                                                                                                    |
| <b>Learning Outcomes and Performance Indicators</b> | <p><b>Listening:</b> 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 <i>wh</i>-questions about name, likes, dislikes, feelings and classroom objects</p> <p><b>Speaking:</b> 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?)</p> <p><b>Reading:</b> 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; recognise familiar signs, labels and logos (pedestrian walking sign, emergency exit sign)</p> <p><b>Writing:</b> match words with pictures; print the English alphabet, using small and capital letters correctly; spell grade-appropriate words correctly</p> |

## Meg's Learning Club Pupil's Book



## Objectives

- **Lesson aims:** to identify road signs; to identify how to cross a road safely
- **Target language:** *Cross here! No animals! No people! Stop! Wait! Walk!*

## Global Scale of English (GSE)

- **Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).
- **Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19).

## Materials

- Pupil's Book pages 38–39
- Meg's Learning Club Flashcards (*Cross here! No animals! No people! Stop! Wait! Walk!*)

## Assessment for Learning

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

## Starting the lesson

- Place Flashcards 164–169 on the board. Point to each sign and see if pupils can guess the meaning of each one in L1.
- Tell pupils that they are going to learn some road signs to help keep them safe.

## Presentation

- Point to each sign and say *Cross here! No animals! No people! Stop! Wait! Walk!*

## Practice

### 1 LC1.1 Listen and follow.

- Guide pupils to find page 38 in their Pupil's Book. Tell pupils they will hear the words for some road signs. 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.
- Explain the meaning of each road sign, in L1 if necessary. Add some mimes and actions to help explain the meaning and to help pupils commit the meanings to memory.

- 1 Cross here!
- 2 Stop!
- 3 Walk!
- 4 Wait!
- 5 No people!
- 6 No animals!



## Finishing the lesson

- Hold up the Flashcards in turn, and ask pupils to say the meaning of each one that you hold up.

### 2 LC1.2 Listen and match the words to the signs in Activity 1.

- Tell pupils they will listen to the word meanings of the road signs. 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 explain that pupils should find the correct sign from Activity 1 to match the words they hear. They then write down the number of the sign from Activity 1 next to each word in Activity 2.
- If you have a confident pupil, you could ask them to say all the words aloud.

**Answer key** a 6, b 2, c 4, d 1, e 3, f 5

- a No animals!
- b Stop!
- c Wait!
- d Cross here!
- e Walk!
- f No people!



### 3 LC1.3 Listen, point and say.

- Guide pupils to find page 39 in their Pupil's Book.
- Tell pupils that they will hear the meanings of the road signs on the audio. They need to point to the correct sign according to what they hear on the audio.
- Pupils then take turns to call out a road sign meaning for their partner to point to the correct sign.

- 1 No animals!
- 2 Stop!
- 3 Walk!
- 4 Cross here!
- 5 No people!
- 6 Wait!



### 4 LC1.4 Listen and tick (✓).

- Explain that pupils will hear an instruction taken from a road sign. They must listen and then choose the correct road sign that matches the instruction by ticking the box under the correct photo in each pair.

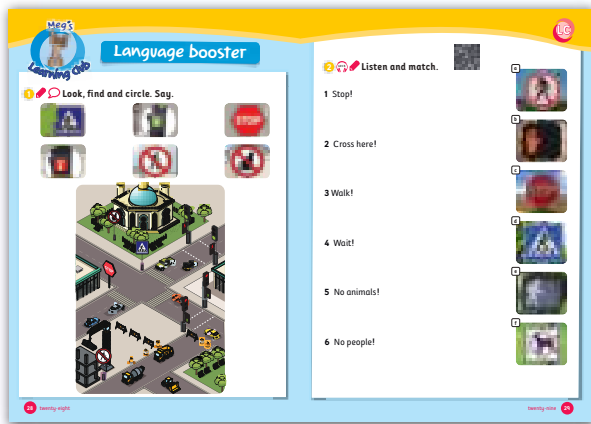
**Answer key** 1 b, 2 a, 3 a, 4 b

- 1 No animals!
- 2 Stop!
- 3 Wait!
- 4 Walk!





## Meg's Learning Club Activity Book



### Objectives

- **Lesson aims:** to identify road signs; to identify how to cross a road safely
- **Target language:** *Cross here! No animals! No people! Stop! Wait! Walk!*

### Global Scale of English (GSE)

- **Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).
- **Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19).

### Materials

- Activity Book pages 28–29
- Meg's Learning Club Flashcards (*Cross here! No animals! No people! Stop! Wait! Walk!*)
- magazines with photos of road signs for pupils to cut out
- poster paper

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: groupwork

### Starting the lesson

- Tell pupils that they are going to review the words for road signs in English.

### Presentation

- Put Flashcards 164–169 on the board. Ask pupils to come to the board in small groups and to point to the sign you are referring to when you call out an instruction, e.g. *Wait!*

## Practice

### 1 Look, find and circle. Say.

- Guide pupils to find page 28 in their Activity Book. Tell pupils they need to find each of the road signs pictured, in the main artwork.
- Check that pupils know the meaning of each sign before they begin by getting them to point to each one and chant the meaning together.
- Once pupils have found each sign and circled it in the main picture, they should check their answers with a partner and point and say the words for each one.
- Check answers as a class.

### 2 LC1.5 Listen and match.

- Guide pupils to find page 29 in their Activity Book. Tell them they will listen to the meanings of some road signs. Pupils need to match each description with one of the signs by drawing matching lines.
- Play the audio and check that pupils have matched the descriptions and the signs correctly.
- 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.

**Answer key** 1 Stop! (c), 2 Cross here! (d), 3 Walk! (e), 4 Wait! (b), 5 No animals! (f), 6 No people! (a)

- 1 Stop!
- 2 Cross here!
- 3 Walk!
- 4 Wait!
- 5 No animals!
- 6 No people!



### Finishing the lesson

- Pupils can find other road signs in magazines and make a poster to display them all.

### Photocopiable resources

If appropriate for your class, you may wish to use the following photocopiable resource now or later in the course.

Resource 28: Learning Club Signs

### Activity Book Fun time 1

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- Guide pupils to page 34 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 revise some vocabulary from the course.
- Ask pupils to read out all of the words above and below the main picture.
- Give pupils an example of what to do. Trace the word *boots* on the page for the class to see. Then ask *Where are the boots?* Point to the boots in the picture and say *They're boots!*
- Ask pupils to complete the activity. Monitor and check the answers.

### Activity Book Fun time 2

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- Use a coin or a counter with stickers on each side to show the numbers 1 and 2. This will be used to tell pupils how many squares to move when they spin it.
- Guide pupils to page 35 of their Activity Book.
-  Tell pupils that they need to work in pairs to play a game.
- Give pupils an example of what to do. Place your counter on the frog and then spin the coin. Move either one or two lily pads and say the vocabulary word that is represented on the lily pad you land on.
- Pupils play the game together. The winner is the pupil who gets to the end first. If pupils don't know the name of the object in the lily pad they land on, their partner can have a guess and can move on one lily pad if they get it correct.

# Glossary

## Welcome

bag — /bæg/  
 ball — /bɔ:l/  
 book — /bʊk/  
 car — /kɑ:r/  
 crayon — /'kreɪ.ɒn/  
 doll — /dɒl/  
 eraser — /'reɪ.zə/  
 pen — /pen/  
 pencil — /'pensəl/  
 pencil case — /'pensəl ,keɪs/  
 plane — /pleɪn/  
 robot — /'rəʊ.bɒt/  
 ruler — /'ru:l.ə/  
 teddy — /'ted.i/  
 train — /treɪn/  
 yoyo — /'jəʊ.jəʊ/

## Unit 5

arms — /ɑ:mz/  
 body — /'bɒd.i/  
 face — /feɪs/  
 feet — /fi:t/  
 five — /faɪv/  
 four — /fɔ:r/  
 gate — /geɪt/  
 girl — /gɜ:l/  
 goat — /gəʊt/  
 green — /gri:n/  
 hair — /heər/  
 hand — /hænd/  
 hat — /hæt/  
 head — /hed/  
 leaf — /li:f/  
 leg — /leg/  
 lion — /'laɪ.ən/  
 log — /lɒg/

## Unit 6

boot — /bu:t/  
 dress — /dres/  
 jacket — /'dʒæk.ɪt/  
 jam — /dʒæm/  
 jeans — /dʒi:nz/  
 jelly — /'dʒel.i/  
 jump — /dʒʌmp/  
 jumper — /'dʒʌm.pə/  
 nest — /nest/  
 net — /net/  
 nine — /naɪn/

nut — /nʌt/  
 octopus — /'ɒk.tə.pəs/  
 olive — /'ɒl.ɪv/  
 on — /ɒn/  
 orange — /'ɒr.ɪndʒ/  
 skirt — /skɜ:t/  
 sock — /sɒk/  
 T-shirt — /'ti:ʃɜ:t/  
 umbrella — /ʌm'brel.ə/  
 under — /'ʌn.dər/  
 up — /ʌp/

## Unit 7

box — /bɒks/  
 fox — /fɒks/  
 frog — /frɒg/  
 giraffe — /dʒɪ'ra:f/  
 king — /kɪŋ/  
 kite — /kaɪt/  
 kitten — /'kɪt.ən/  
 lizard — /'lɪz.əd/  
 monkey — /'mʌŋ.ki/  
 queen — /kwi:n/  
 question — /'kwes.tʃən/  
 quiet — /'kwaɪ.ət/  
 six — /sɪks/  
 snake — /sneɪk/  
 spider — /'spaɪ.dər/  
 tiger — /'taɪ.gər/  
 van — /væn/  
 vet — /vet/  
 violin — /ˌvaɪə'li:n/  
 yellow — /'jel.əʊ/  
 yoghurt — /'jɒg.ət/  
 yoyo — /'jəʊ.jəʊ/  
 zebra — /'zeb.rə/  
 zero — /zɪə.rəʊ/  
 zoo — /zu:/

## Unit 8

apple — /'æp.əl/  
 bag — /bæg/  
 bus — /bʌs/  
 cake — /keɪk/  
 carrot — /'kær.ət/  
 fox — /fɒks/  
 grape — /greɪp/  
 hat — /hæt/  
 hen — /hen/  
 jug — /dʒʌg/

juice — /dʒu:s/  
 lemonade — /ˌlem.ə'neɪd/  
 lemon — /'lem.ən/  
 log — /lɒg/  
 pan — /pæn/  
 pot — /pɒt/  
 sun — /sʌn/  
 sweet — /swi:t/  
 vet — /vet/  
 yes — /jes/

## Learning Club

Cross here! — /krɒs/ /hɪər/  
 No animals! — /nəʊ/ /'æn.ɪ.məlz/  
 No people! — /nəʊ/ /'pi:pl/  
 Stop! — /stɒp/  
 Wait! — /weɪt/  
 Walk! — /wɔ:k/

[illegible]

This image shows a full-page view of a blank sheet of lined notebook paper. At the top left, there is a pink rectangular header containing the word "Notes" in a bold, black, sans-serif font. The rest of the page is white and filled with horizontal blue lines, which are evenly spaced and extend across the width of the paper. There are no other markings, text, or illustrations on the page.

[illegible]



This image shows a full-page view of a notebook or worksheet. At the top left, there is a pink rectangular header containing the word "Notes" in a bold, black, sans-serif font. The rest of the page is white and filled with horizontal grey lines, providing space for writing.

[illegible]

**Image Credit(s):**

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**Activity Book:**

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