



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



# Bridge to Success

Teacher Guide

2





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Teacher's Guide

2

Annie Altamirano  
Caroline Linse and Elly Schottman

All adaptations and modifications to this UAE Edition have been made by a committee of specialists from the Ministry of Education and Cambridge University Press.

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Grade 2 Teacher's Guide

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"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work.

We succeeded in entering the third millennium, while we are more confident in ourselves."

**H.H. Sheikh Khalifa Bin Zayed Al Nahyan**

President of the United Arab Emirates



# دلالات ألوان علم دولة الإمارات العربية المتحدة

استلهمت ألوان العلم من البيت الشهير  
للشاعر صفي الدين الحلي:

بيض صنائعنا خضر مرابعنا  
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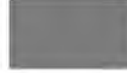
يرمز إلى النماء والازدهار والبيئة الخضراء، والنهضة  
الحضارية في الدولة.



يرمز إلى عمل الخير والعطاء، ومنهج  
الدولة لدعم الأمن والسلام في العالم.



يرمز إلى تضحيات الجيل السابق لتأسيس الاتحاد،  
وتضحيات شهداء الوطن لحماية منجزاته ومكتسباته.



يرمز إلى قوة أبناء الدولة ومنعتهم  
وشذتهم، ورفض الظلم والتطرف.



## رؤية دولة الإمارات العربية المتحدة 2021

### 2. متحدون في المصير

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- أمن وسلامة الوطن.
- تعزيز مكانة الإمارات في الساحة الدولية.

### 1. متحدون في المسؤولية

- الإماراتي الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الصلات الاجتماعية القوية والحيوية.
- ثقافة غنية وناطقة.

### 4. متحدون في الرخاء

- حياة صحية مديدة.
- نظام تعليمي من الطراز الأول.
- أسلوب حياة متكامل.
- حماية البيئة.

### 3. متحدون في المعرفة

- الطاقات الكامنة لرأس المال البشري المواطن.
- اقتصاد متنوع مستدام.
- اقتصاد معرفتي عالي الإنتاجية.



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# Scope and Sequence

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
<b>Pages 6–9</b>	Numbers, colours and alphabet objects			Listen to letters	Maths: Number review	Alphabet review	
<b>Unit 1 Welcome to school Pages 10–29</b>	School objects, activities, vehicles Greetings Transport Colours Animals <i>My favourite ..</i>	Singular and plural nouns Present simple with <i>I, we, you</i> Possessive pronouns: <i>my, his, her</i> Adjectives (colours) Adjective position	Poems / songs / chants Read for information Guided writing Labels	Listen for information Listen to letters Guided speaking Sentence building (spoken) Interviews Respond to poems, songs and chants	Geography	Letter names Letter recognition Spelling Capital letters	What do we do at school? Understanding interviews Organising and making charts Making friends, working, playing and learning together Predicting a story
<b>Unit 2 Family time Pages 30–49</b>	Family members, activities routines Likes and dislikes Favourite foods Numbers 1–10	Present simple Questions and short answers Negatives (short answers) Wh-questions: <i>What?</i> <i>How many are there?</i> <i>There is/are</i> Adjectives	Non-fiction Songs / chants / rhymes Read for information A recipe Guided writing: Labels Picture captions	Listen for information Ask and answer Talk about families, breakfast Talking about likes and dislikes	Maths: 1–10 Geography Social studies	<i>th</i> Short <i>a</i> Rhyming words	What do families do together? Families in different parts of the world Asking survey questions, creating and discussing charts How families work and play together
<b>Unit 3 Fun and games Pages 50–70</b>	Activities/ games Actions Parts of body Parts of a house Objects Animals <i>Left/right</i> <i>Point to / put</i>	Imperatives/ present tense <i>can</i> for ability <i>on, under, next to</i> Wh-questions: <i>what, who</i>	Rhymes, chants A play Guided writing Read instructions Read and act out a play	Listening for information Listen to / give instructions Make a new chant verse Responding to rhymes and chants	Physical education	Short vowel sounds Spelling Rhyming words	What games can we play? Playing games together, taking turns Creative thinking Compare and contrast Speaking politely
<b>Unit 4 Making things Pages 71–93</b>	Clothes Colours and shapes Celebrations Characters Describe clothes Actions (making things)	Present continuous (statements, questions) Subject pronouns Adjective position	Rhymes, poems, chants Read for information Traditional stories Guided writing Write a chant verse	Listen for information Ask and talk about pictures Responding to rhymes, poems, stories Describe a character Describe a word	Arts and crafts Shapes and colours Make masks	Short <i>e</i> <i>I'm</i> (contractions) Rhyming words Pronunciation of <i>-est</i>	What can we make with colours and shapes? Creative thinking Recognising and making things with shapes Problem solving Helping others

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
<b>Unit 5</b> <b>On the farm</b> <b>Pages</b> <b>94–114</b>	Farm objects, animals, activities, seeds, vegetables, plants Describe animals and their actions Classroom language Polite language	Present continuous – questions and short answers Subject pronouns <i>above/under</i>	Poems, songs Traditional story Guided writing Capital letters, full stops Labelling	Listening for information Interviews Guided speaking Responding to stories, poems Songs, chants Ask and answer information questions	Science: Life cycles Growing vegetables	Short <i>i, ch, sh</i> Tongue twisters Identify rhyming words <i>I'm/we're/he's</i> (contractions) Initial <i>h</i> sound	What can you find on a farm? Understanding and documenting a process (growth of seeds) Being helpful Story maps Taking care of animals and plants
<b>Unit 6</b> <b>My five senses</b> <b>Pages</b> <b>115–136</b>	Senses Adjectives to describe sounds, textures, tastes and shapes	<i>Can</i> for ability Ask and answer questions beginning: <i>Which?</i> <i>Can you?</i> <i>Do you?</i>	Poems, rhymes, stories Writing short sentences and questions Spelling Shared writing: short vowel word Write a simple poem	Listening for information Responding to poems, rhymes, stories Ask and answer Talk about ability Talk about senses Talk about favourites	Science: Senses	Short <i>o</i> Initial <i>s</i> sound Compare minimal pairs Understanding high and low sounds Rhyming sounds	How do we use our five senses? Comparing things Inclusion/ awareness of disability Respecting differences Giving opinions
<b>Unit 7</b> <b>Let's go!</b> <b>Pages</b> <b>137–160</b>	Transportation Ways of moving Ordinal numbers Colours and size	Imperatives Prepositions Question words with <i>wh</i> Adjective order Word parts	Rhymes, short stories, poems, chants Factual text Read and follow instructions Matching questions and answers Make a chart Write about transport Writing story captions	Listen for information Talk about transportation and movement Responding to short stories, rhymes, poems, chants Listen for sounds	Arts and crafts: making an aeroplane, making a picture book	<i>k</i> sound Tongue twisters Long <i>e</i> sound <i>g</i> sound	How do we travel around? Comparing Classifying and identifying difference between vehicles Helping people Predicting a story

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
<b>Unit 8 Wonderful water Pages 161–182</b>	Weather Water and nature Days of the week Months of the year Adjectives to describe character	Present simple consolidation: <i>yes/no</i> questions <i>What?</i> questions Past simple: <i>was</i>	Rhymes, chants, poems, short stories Factual texts Write short sentences and questions Labels Reading comprehension Creating a chant Spelling Matching questions and answers Make a class book Punctuation: capital letters, exclamation marks	Listening comprehension Guided speaking Ask about and describe weather Responding to rhymes, chants, poems, short stories Listen for sounds	Science and the environment: Weather patterns; things that float Arts and crafts: making puppets	Long <i>a</i> (spellings <i>ai</i> and <i>ay</i> )	Why is water important? Providing examples to support ideas Predicting outcomes Understanding nature and survival Understanding the importance of water Completing and interpreting a survey
<b>Unit 9 City places Pages 183–205</b>	City places and sounds Traffic and roads Identify opposites	Requests: <i>I'd like ...</i> Linking words: <i>but, or</i> Determiners: <i>this/that</i> Pronouns: <i>these</i> Past simple: regular verbs	Poems, chants, stories, maps Guided writing Making lists Sentence matching Write: Complete sentence frames Write a simple poem Punctuation: commas	Listening comprehension: routes Responding to poems, chants, stories Describe and compare objects Making requests	Social studies: Living in cities	- <i>y</i> endings Awareness of syllables <i>m</i> sound <i>t</i> sound Tongue twisters	What can you see, hear and do in a city? Interpreting maps Keeping cities clean Predicting a story ending

**Units 1–9 Wordlists Pages 206–222**

## Welcome to *Bridge to Success Grade 2*

*Bridge to Success* is a twelve-grade course for learners of English as a Second Language (ESL). The twelve grades range from the beginning of Cycle 1 to the end of Cycle 3. The course has been designed to fulfil the requirements of the English as an International Language (EIL) National Learning Standards Unified Framework.

*Bridge to Success Grade 2* consists of nine thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

- **An Emirati focus, with an international perspective.** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- **An enquiry-based, language-rich approach to learning.** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.
- **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks and end-of-unit projects similar to those learners might encounter in English-medium and international schools. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using authentic English-language classroom materials.

- **Rich vocabulary development.** Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Bridge to Success* exposes learners to a wide range of vocabulary. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.
- **Individualised learning.** We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each child and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and guidance for tailoring activities to the needs of different learners. Detailed support for this is provided in the lesson plans in this book.
- **Integrated assessment.** Throughout the course, teachers informally assess their learners' understanding of language and concepts. The Teacher's Guide provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. An end-of-unit review in the Learner's Book provides a simple-to-use evaluation measure: a quick progress check on learners' understanding of key ESL and early literacy skills. At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project. This provides teachers with an excellent performance assessment opportunity.

We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The *Bridge to Success* team

### A Components

*Bridge to Success* offers the following components:

- The **Learner's Book** provides the core input of the course and consists of nine thematic units of study. Each unit contains 20 or 21 lessons developed around a unifying theme. The materials feature skill-building tasks for listening, reading, writing and speaking, with each unit developing a language focus. In addition, there is a strong vocabulary-building element to the course. Materials are aimed at the learner with all the experiences that they bring to the classroom. Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. Learners need to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.
- The **Audio** includes all the listening material needed for the Learner's Book and Activity Book. The listening material supports the Learner's Book with listening, pronunciation and phonics activities, as well as songs and read-along stories. We recommend that learners are encouraged to use the Audio at home to practise the chants and stories, and to show their parents what they know.
- The **Activity Book** provides production, reinforcement and consolidation activities, as well as lead-in tasks to support the Learner's Book.
- The **Teacher's Guide** includes the lesson plans for each lesson, providing guidance about how the Learner's Book, Activity Book and audio can be used in the classroom. At the end of the Teacher's Guide, photocopiable activities (PCMs), cross-referenced in the lesson plans, provide extra support for selected lessons.
- A range of classroom resources, such as:
  - Flashcards to be used with the early literacy component to help teach visual literacy.
  - Letter and number cards to be used during the early literacy component, but can be used whenever the teacher considers it necessary.
  - Word cards to be used throughout the course.

### B Unit structure

*Bridge to Success Grade 2* contains nine units, spread over three terms. Each unit in the Grade 2 Learner's Book is structured as follows:

- A central topic or theme is developed over 20 or 21 lessons.
- Each core lesson uses the Learner's Book and Activity Book to develop learners' language skills, as well as explore and develop content knowledge.
- My Learning lessons provide an opportunity for consolidation and recycling of vocabulary and skills. These lessons can be used to informally assess learners' progress, address misconceptions and inform subsequent teaching strategies.
- A Review lesson provides an end-of-unit check of learning, giving the teacher a clear and regular view of learner progress.
- Each unit ends with two Project lessons, which provide an integrated skills focus. The first lesson provides learners with a challenge, which they will complete in preparation for the second lesson. In the second Project lesson, learners present their projects, and are guided to reflect on their own learning.

### C *Bridge to Success* features

*Bridge to Success* uses a range of features to guide and support teaching and learning. These are used throughout the Learner's Book, and may also be used in the Activity Book

- **Language Tip:** A concise tip to help illustrate key language points. These can be used to model examples for learners.
- **Writing Tip:** A concise tip to support the development of writing skills.
- **Language Detective:** Keys and clues for learners to understand and use language points. These can be used for teaching and modelling to support learners in developing a robust understanding.
- **Words to Remember:** Key vocabulary for learners to remember, often presented as an activity to support active engagement with the vocabulary.
- **Listening Strategy:** A pre-listening briefing that will help learners apply a range of different listening techniques.
- **Reading Strategy:** A pre-reading briefing that will help learners apply a range of different reading techniques.
- **Speaking Tip:** A concise tip to support learners in developing speaking skills, which can be used to pre-teach for speaking activities, and referred to independently by learners during speaking activities.



## D Lesson Plans

The lesson plans include all you need to know in order to successfully teach using the new Learner's Book materials. These provide guidance for leading into and out of activities in the Learner's Book and Activity Book, as well as teacher-mediated activities.

The lesson plans contain a number of common elements to support you in understanding the lesson aims, and adapting your practice to suit learners' needs

- **Learning objectives:** Skill-based high-level objectives that are being developed through this lesson.
- **Learning outcomes:** What learners will be able to achieve by the end of the lesson.
- **Link to prior learning:** How this lesson builds on prior knowledge and skills; this can be used to identify skills or knowledge to refresh learners' understanding at the start of the lesson.
- **21st Century Skills:** The 21st Century Skills or Themes developed through the lesson. Skills are generally developed through activities, whereas themes tend to be developed through the content of the lesson.
- **Key vocabulary and key expressions/structures:** Active language introduced, used or developed through this lesson.
- **Common misconceptions:** Highlights common errors or misconceptions; these can be targeted and addressed with intervention to ensure learners have a solid foundation.
- **Differentiation activities:** Adaptations for activities to suit learners who need more scaffolding or challenge.
- **Learning styles catered for:** The different learning styles addressed through this lesson plan. You can adapt these lessons using the Teaching Strategies to address different learning styles, depending on the learning preferences of your class.
- **Assessment for learning opportunities:** To be completed by the teacher, these identify different assessment for learning techniques, which may be applied in the lesson.
- **Standards/SLOs:** The principal SLOs from the UAE Ministry of Education EIL Framework that are addressed through this lesson.

## E Customising your lessons

This Teacher's Guide provides a comprehensive set of lesson plans to support you in using the Learner's Book, Activity Book and accompanying audio. However, each teacher and each class is different, so we encourage you to reflect on what works for you and your learners, and to tailor lessons to ensure high-quality outcomes.

### Before using the Learner's Book

- Engage in warm-up activities such as chants, total physical response (TPR), vocabulary games, alphabet chants, etc.
- Pre-teach and practise key language learners will encounter in the Learner's Book and audio.

### While using the Learner's Book

- Keep learners actively engaged.
- Use the artwork as a conversation starter: ask learners to name everything they see in the picture; play I Spy, etc.
- Vary the group dynamics in the lesson: move from whole group response to individual response to pairwork, etc.
- Provide opportunities for learners to ask questions as well as answer them.
- Encourage learners to act out the language in the lessons.
- Encourage learners to use language structures and vocabulary to talk about their own ideas, opinions and experiences.
- In class discussions, write the learners' ideas on class charts. You can refer back to these charts in later lessons.
- Adjust your reading and writing expectations and instructions to suit the literacy level of your learners.
- Use the Teaching Strategies section in this Teacher's Guide to adapt the different types of activity in the classroom, and to customise feedback strategies.

### Using the Activity Book and further suggestions

- Use the Activity Book pages related to the Learner's Book pages.
- Depending on the ability of the learners, use the stretch and support differentiation activities in the lesson plans to adapt the activities as required.
- Do a wrap-up activity or game at the end of every lesson.

## F Assessment

We recommend that you take the time and opportunity to observe and monitor the progress and development of your learners. Many opportunities for informal assessment are provided through the My Learning lessons and end-of-unit projects as well as regular self-assessment opportunities.

At the beginning of the year, create individual portfolio folders to keep work that shows how the learners have been meeting the curriculum objectives. Use the portfolio to create a feeling of achievement and pride in learners about what they have achieved over the year. Keep this portfolio for parent-teacher meetings and send it home to show the parents/carers either at the end of each term or the end of the year. You might also want to include a letter to parents/carers outlining what the learners have achieved over the year.

### Assessment for learning

Assessment for learning is a teaching strategy based around continual informal assessment of learner understanding, which then informs subsequent teaching decisions. Each lesson plan provides space and opportunities for you to apply assessment for learning techniques:

- **Observations:** Observing learners during tasks can help identify confidence, misconceptions, engagement and understanding of the task itself. This allows opportunities for individual interventions to address immediate learning needs.
  - **Student self-assessment:** Self-assessments based around can-do statements provide an insight into learners' confidence of their own knowledge and skills, which can be used to address common or individual perceived weaknesses. It's important to combine self-assessment with other forms of formative assessment to ensure learners' confidence matches the accuracy of their understanding.
  - **Oral questioning:** One of the simplest methods of eliciting feedback, oral questioning can help identify individual and group understanding. Questions may be directed at individual learners, groups of learners, or the whole class, although the teacher needs to make sure the feedback sessions are not dominated by the most confident learners. The feedback can inform whether learning points are reinforced, or whether the class is ready to move on.
  - **Peer assessment:** Peer assessment develops learners' metacognition and their ability to articulate rules and conventions. The teacher should provide a model of peer assessment at the start of the activity to set out parameters, and to demonstrate constructive feedback. Peer assessment can be incorporated in a variety of ways:
    - Combined with oral questioning, peers can assess whether a learner's answer is correct, and if not, be encouraged to provide a correct answer and – if relevant – an explanation of why this is correct. This technique can help learners internalise and deepen their understanding through articulating rules and conventions in their own words to assess learners' mastery of the skill or knowledge.
    - As a differentiated activity, pairing more able learners with those who need more support allows the more able learners to provide support, thereby reinforcing the strength of their own understanding through articulation and explanation.
    - As an extension to presentations, peers can ask presenters questions, which can help teachers assess the depth of understanding of both the presenters and the audience, and identify learning points to reinforce as a result.
    - Written work may be peer assessed, providing that learners have a clear marking guide to follow. Activities requiring objective answers (e.g. true/false, matching, etc.) can be facilitated quite easily, whereas more open-ended writing tasks may require dictionaries and teacher input to ensure the peer assessment is successful.
  - **Quizzes:** Quizzes provide an objective measure of learners' knowledge, and can be run as competitive activities (e.g. Backs to the Board, see Teaching Strategies), paper-based tasks (e.g. an informal test) or online (e.g. a multiple-choice test, with instant feedback). Consideration needs to be given to the style of question (free response, multiple choice, etc.) and the breadth of the domain tested (e.g. whether the quiz tests a specific language point, the lesson's content, or broader). Regular use of quizzes can help build a data-informed picture of how the class is progressing, and whether there are areas of individual or collective weakness that need to be addressed.
  - **Student presentation:** Presentations require learners to demonstrate their understanding and application of language. Misconceptions can be identified through directed questioning, which may be broadened out to the whole class through discussion, and addressed immediately through intervention.
  - **Written work and feedback:** When learners submit written work, they should receive feedback as soon after submission as possible. Feedback should be encouraging, but identify and address errors and misconceptions. Common misconceptions or errors in the class can be addressed through whole-class teaching or activities, whereas individual errors should be addressed one-on-one through feedback.
  - **Feedback:** Regular feedback is a key feature of assessment for learning, and should be a part of each activity. An important function of feedback is to ensure learners acquire knowledge and skills correctly and accurately, so each lesson builds on solid foundations. Feedback can directly and informally reinforce learning points where required (e.g. correcting common spelling errors, pronunciation issues, grammar misconceptions, etc. during the activity), or include more formally structured teaching of specific points (e.g. addressing a misconception or weakness common to the class).
- In addition to the highlighted techniques in the lesson plans, the following strategy can be applied to embed assessment for learning in the classroom:
- Using objectives and outcomes for measurable learning or meeting set criteria. Where learning outcomes are clearly measurable (for example, learners will be able to write a sentence in the past simple and the past continuous tenses), activities that require learners to demonstrate these specific outcomes can be used to assess learners' mastery of the skill or knowledge.

## F Common mistakes

The Cambridge English Corpus is a multi-billion word collection of written, spoken and learner texts; it is the largest of its kind in the world. The Corpus breaks down into several smaller corpora, including the Cambridge Learner Corpus, a unique 50 million word collection of exam scripts written by learners all over the world. Analysis of this resource has identified a number of common misconceptions and errors made by Arabic learners of English at CEFR A1, A2 and B1.

Although some of the common misconceptions listed here are from a higher level than relevant to this grade,



the patterns and causes of these errors should be used to help identify foundation knowledge and understanding that will enable learners to build their language from a solid base.

### Spelling errors

Doubling and clusters of vowels appear to present a particular challenge for Arabic-speaking learners – for example, *quiet, because, friend, people, restaurant, beautiful, country, receive*. Silent consonants (*should, which, etc.*) and the silent e (*there, before, etc.*) also appear in the list of frequently mis-spelled words.

Target Word	Errors (in order of frequency)
because	becouse, becaus, becuse, beacuse
friend	frind, freind
different	diffrent
people	pepole, peaple, peopel, peopl
interesting	intersting, intresting
restaurant	resturant
beautiful	beatiful, beutiful
there	ther
before	befor
with	withe, whit
country	contry, contre
their	thier
together	together
like	lik
receive	recieve, recive
which	wich
wishes	weshes, wiches, wishes
important	importent
should	shoud,
tomorrow	tomorow, tomorrow, tommorrow
always	alway, allways

### Missing a or an

This error is seen most frequently when an adverb and adjective intervene between the needed indefinite and the noun. This error is most frequently preceded by *it is* or *it's*.

- Example error: *It's very nice place.*  
Corrected: *It's a very nice place.*

### Missing the

*The* is frequently missing before nouns. Common nouns associated with this problem include: *same, UK, countryside, centre, internet, wedding, channel, cinema, city, museum, station, news, afternoon, same, weekend, USA, first, time, other*.

In addition, *the* is often missed before ordinals at the start of a sentence.

- Example error: *First thing I would like to tell you is that I love shopping.*  
Corrected: *The first thing I would like to tell you is that I love shopping.*

### Missing pronouns

*It, you* and *I* are the most frequently missing pronouns in the following instances:

- Missing *it* as an object pronoun: *My father gave me it when I was 13 years old.*
- Missing *you* as an object pronoun: *I want you to come with me.*
- Missing *I* as a subject pronoun: *I hope I see you soon.*

### Missing conjunction

*And* is a common omission for Arabic learners.

Examples include:

- *It was full of flowers and green trees and there were places for cycling.*
- *There is a big sitting room, and there is a sofa, an armchair and a bookcase.*
- *My friend likes football and swimming.*

### Missing be before adjectives in descriptions

The copula *be* presents a particular challenge as there is no *to be* in Arabic in the present tense. *Be* is the only significantly omitted verb, and because this error occurs with the present simple and progressive tenses, it needs particular attention from an early stage.

Frequent instances of this omission include:

- Missing *be* before adjectives in descriptions.
  - *I liked the competition because it was very interesting.*
  - *I will be very happy if you come.*
  - *The theatre is near my house.*
- Before the prepositions for talking about when or where something is or happens.
  - *My house is next to the bus station, opposite the bank.*
  - *Dinner time is at 6 o'clock in the evening.*
- Before *-ing* forms in present continuous.
  - *The place I am staying in is amazing.*
  - *She is studying with me.*
  - *So we are planning to go to that park together.*

### Verb agreement with be

As above, the lack of an equivalent for *to be* in the present tense in Arabic is likely the source of the frequency of errors around verb agreements involving *be*:

- Example error: *Two men was near his car.*  
Corrected: *Two men were near his car.*
- Example error: *Young people is important in society.*  
Corrected: *Young people are important in society.*

### Using in instead of at or on, and vice versa

Using *in* instead of *at* is the most frequent wrong-preposition error, followed by using *in* instead of *on*.

The most frequent instances of *in* instead of *at* concerns the following:

- With clock time when talking about times or occasions.  
Example error: *The weather is very good in this time of year.*  
Corrected: *The weather is very good at this time of year.*

- With *house* and *home*.  
Example error: *Can you come to dinner with me in my house?*  
Corrected: *Can you come to dinner with me at my house?*
- With *work*, *college*, *school*, *university*, etc.  
Example error: *I met her in my work.*  
Corrected: *I met her at my work.*
- In the phrase *at the weekend*.  
Example error: *I really enjoyed shopping in the weekend.*  
Corrected: *I really enjoyed shopping at the weekend.*
- With events, such as *party*, *wedding*, *concert*, etc.  
Example error: *See you in the party.*  
Corrected: *See you at the party.*

The most frequent instances of *in* instead of *on* concerns the following:

- With days of the week.  
Example error: *I will visit you in Sunday at about 2 o'clock.*  
Corrected: *I will visit you on Sunday at about 2 o'clock.*
- TV.  
Example error: *Sometimes I see old serial dramas in TV.*  
Corrected: *Sometimes I see old serial dramas on TV.*
- *Day*, *birthday*, *holiday*.  
Example error: *We had a good time in this holiday.*  
Corrected: *We had a good time on this holiday.*

### Punctuation with apostrophes

Apostrophes are a common problem area for most groups of learners, not just learners whose first language is Arabic. The most frequent error types are listed below:

- Confusion between *I'm* and *I am*, resulting in *I am*.  
Example error: *I am writing to tell you my news!*  
Corrected: *I am writing to tell you my news! Or I'm writing to tell you my news!*
- Confusion between *it's* and *its*.  
Example error: *I've got a new phone. I like it's camera and it's screen.*  
Corrected: *I've got a new phone. I like its camera and its screen.*
- Forming plural nouns with apostrophes, which may be a result of confusion with possessive 's.  
Example error: *My friend's gave me a mobile, but my parent's gave me a computer.*  
Corrected: *My friends gave me a mobile, but my parents gave me a computer.*
- Using *its* in place of *it's*.  
Example error: *Its a big place and its nice as well.*  
Corrected: *It's a big place and it's nice as well.*
- Possessive *s* with missing apostrophe.  
Example error: *My friends name is Dalal.*  
Corrected: *My friend's name is Dalal.*

### Overuse of *it* as a pronoun between subject and verb

This is a particularly frequent error for Arabic learners, although it is becoming more common among native speakers, especially in relative clauses.

- Example error: *You know I don't know if Oman's weather it will be very good.*  
Corrected: *You know I don't know if Oman's weather will be very good.*
- Example error: *You can catch the bus that it stops across from our house.*  
Corrected: *You can catch the bus that stops across from our house.*
- Example error: *The information you sent it to me by email was great.*  
Corrected: *The information you sent to me by email was great.*

### Over-long sentences

Sentence boundaries are a problem area for all learners (not just those with Arabic mother tongue), but not beginning a new sentence when required is by far the most frequent punctuation error of Arabic speakers. Run-on or overly long sentences are common, even at lower levels where learners' language normally limits them to simple short sentences. Learners may construct short sentences, but neglect punctuation to mark the start and end of sentences.

## Teaching Strategies Grades 1–3

This section provides definitions for a range of different teaching strategies that can be used in the classroom, as well as information on the rationale for each activity.

### Teacher-led strategies (direct instruction)

#### Guided reading

Learners are placed into groups of 4–6 according to reading knowledge and skills in order to help them read and discuss texts with greater independence.

The teacher plays an active role in leading the learners through group reading sessions that:

- model reading processes
- demonstrate how to choose and read books of different genres
- apply prior reading experiences
- use vocabulary, syntax and phonics to develop understanding
- ask questions to establish comprehension
- deepen understanding
- support learners to reflect on their reading.

#### Guided writing

Learners are placed into groups of 4–6 according to writing ability and skills. The teacher leads and supports the learners through a variety of writing experiences to direct and develop their understanding of the process, purpose and forms of writing.

Guided writing strategies include:

- demonstrating ways to generate ideas
- describing characters and events
- organising information
- editing and sharing work
- building learners' confidence through writing in familiar and unfamiliar contexts.

#### Guided discovery

The teacher leads and supports the learners in the acquisition of skills and knowledge through modelling and step-by-step practice, until learners are able to apply the skills and knowledge independently.

Learners may be provided with an example of a language item in action, for example in a piece of text, and they are then supported and encouraged by the teacher to discover and summarise the rule themselves.

#### Guided listening

The teacher explicitly shares the purpose for the listening activity and provides focused instruction prior to reading the text or playing the audio.

- Learners are provided with a framework on which to organise their ideas; a way to record, share and value the ideas of others and a practical transfer of these skills to their independent work.
- With support, learners make notes while listening; the teacher pauses occasionally to discuss specific concepts and ideas with the learners.

- With support, learners pose questions, present ideas, make inferences/predictions/connections and reflect on peers' ideas.

#### Visual stimuli

Visual stimuli are an important component of individual learning materials, as well as of the classroom environment as a whole. Visual stimuli provoke discussion and engage learners in the lesson focus.

Learners are provided with visual stimuli such as images, cues, objects or environments to support them in making associations and connections in processing, memorising and recalling information.

#### Cloze

Cloze is used to assess literacy skills such as predicting meaning, developing vocabulary, applying prior knowledge and understanding textual information.

- Learners fill in or complete letters, words and phrases that are deliberately omitted from written or oral text.
- For support, learners may be separately provided with the letter, words and phrases that are required to complete the text.

#### Prompt

Learners are provided with prompts such as open-ended words, phrases or sentences to cue, focus, direct or prod thinking. Sentence starter prompts can encourage learners to complete an idea, deepen a question, expand on a response or plan further work. For support, the prompts may be longer and more structured. Prompts encourage learner confidence especially when starting a speaking or writing activity. Examples of prompts include:

- 'Jamal went to the ...'
- 'On Tuesdays we ...'
- 'At school, Samia's favourite subject is ...'

#### Total Physical Response (TPR)

The teacher builds the learners' confidence in using the language in a way that emulates the early learning of the mother tongue at home. Learners may not respond immediately but the teacher understands that the learners are absorbing the language, the sounds and the patterns until a time when they have the confidence to spontaneously reproduce the language.

- The teacher starts by saying a word or phrase and demonstrating an action (for example, 'Look' and teacher points).
- The teacher then says the command and the learners do the action.
- After repeating a few times the learners repeat the word whilst doing the action.
- When the learners feel confident they say the word or phrases and do the action independently or leading other learners.

## Word wall

A word wall is a group of words that are displayed on a wall, display board or whiteboard. The words are printed in a large font so they are easily visible from all learners' seating areas. The teacher and the learners refer to the words continually throughout a unit or term during a variety of activities. Displaying vocabulary in this way provides a permanent visual support reference for learners during the lessons. The words can be made accessible by using individual word cards with tack to enable teachers and learners to move them around on the wall. They can also be colour coded to enable organisation, for example, into groups of similar word types.

## Flashcards

Flashcards are used for drill, practice and positive reinforcement. A typical flashcard has the question, term, or issue on one side and the answer, definition or related information on the other. For younger learners, flashcards may be larger, use larger font and contain less detail; as learners become older flashcards may be smaller, use smaller font and contain more detail.

The teacher uses a series of hand-held cards that are shown to learners often by flipping them over quickly as a technique to learn, memorise or review information on the card.

## Practice and drill

Practice and drill is a controlled strategy that enables a focus on accuracy and intense practice in hearing and saying particular words or phrases. It involves an emphasis on repeating structural patterns through oral practice. Learners tend to find this method supportive and reassuring. It can be used for words and phrases or question and answer drills.

- The teacher says (models) the word or phrase.
- The learner repeats the word or phrase.
- The teacher provides immediate feedback by repeating, emphasising or correcting the learners' speech. The teacher re-models the word or phrase.
- The learner repeats the word or phrase again.

## Organised grouping strategies (cooperative)

### Peer practice

Learners work together in pairs or small groups (allocated by the teacher) to help each other to review, drill and rehearse to check knowledge, deepen understanding and develop skills.

### Collaborative learning

Learners work together in pairs or small groups to solve a problem, complete a task, or create a product. They participate in thoughtful discussion, and result in a more positive attitude about learning and each other by working together.

- Learners engage with one another and are responsible for making sure that everyone understands the task.
- The teacher facilitates collaborative learning by organising the learners into pairs or small groups that complement one another and by supporting the development of the group task.

## Active strategies (activities)

### Role-play

Learners act out or perform a particular role in order to explore and dramatise the thoughts, feelings and experiences of another person in a simulated situation.

- The role-play may be conducted between two learners, a small group or as a whole class led by the teacher.
- Role-play may be performed and presented to the whole class where other learners may be invited to make comment and analysis on the content.
- Some role-plays may be simple re-enactment but role-play can also include learners' own development and interpretation of a given scenario.

### Learning centres/stations

The teacher establishes physical locations, such as tables around the classroom that are assigned for learners to explore topics, curriculum areas, resources and types of learning (e.g. listening, reading, presentations).

The learning stations may contain problem-solving challenges or artifacts for discussion.

Learners may visit the learning stations as individuals, in pairs or in small groups.

### Experiential learning

Experiential learning is the process of learning through experience, and is more specifically defined as 'learning through reflection on doing'.

It is vital that individuals are encouraged to directly involve themselves in the experience, and then to reflect on their experiences using analytic skills, in order that they gain a better understanding of the new knowledge and retain the information for a longer time.

### Look-say-cover-write-check spelling strategy

*Look-say-cover-write-check* is a strategy used to help children learn their spellings. This is a useful method to teach learners so that they practise learning the spellings of words, but also so that they are testing themselves.

A learner is given a word to spell and:

- looks at it
- says the word
- covers it over with a piece of paper or their hand
- writes the spelling again next to the word
- uncovers the spelling to check if they have got it right.

### Games

A game may be played using print, digital media, simulation or contest (competitive or cooperative) according to a clear set of rules in order to challenge and motivate learners to learn. This strategy is highly engaging, but all learners should understand the objectives and process of the game before playing.

### Listening to stories/story time

The language used in stories is different from social spoken English. Listening to stories (audio recordings,



teacher or peer readings) allows learners to access texts above the language they are able to engage with independently.

- Before listening to the story, the teacher should brief the learners on the objective or focus of the task.
- The teacher can pause or repeat sections to ask questions and support learners in following the story.

### **Chanting**

Chanting involves the teacher and learners repeating a text using a rhythm or background music to help recall. Teachers can create their own chants by putting target language to a well-known tune and asking learners to accompany with actions. Chants can be progressive, starting off with the teacher leading and the learners repeating with additional language added over time.

- Start off with a small amount of language in the chant.
- Add more vocabulary each lesson to build up the chant.
- Use chants to teach speech rhythm and stress.
- Invent chants to suit specific needs.
- Revisit and review previous chants to build confidence.

### **Singing**

Using songs is fun, multisensory and enables learners to hear meaningful language in context. Singing songs helps learners to improve their listening skills and speaking fluency with the natural rhythms of language.

- Choose songs that are simple and repetitive.
- Teach the vocabulary in the song using games and flashcards.
- Play the songs a couple of times as background music.
- Use language games with the songs, for example, stand up when you hear a focus word.
- Make up actions to accompany the lyrics.
- Break down any difficult parts.
- Revisit the song to perfect it and review.

### **Reading diary**

The use of a reading diary or a response journal supports learners to regularly write personal reactions to texts, activities and experiences in any subject area.

Learners' reactions may be formal or informal and include exploring, analysing, questioning, interpreting and appreciating new ideas and experiences.

Reading diaries may be kept as a personal account shared between the learner and the teacher or may be used to present ideas and reflections to the class.

### **Multimedia learning (video)**

Learners may access ICT-based teaching resources provided by the teacher to facilitate learning such as audio and video extracts used within lessons to demonstrate vocabulary and speaking. Learners may also use ICT-based resources, such as interactive software or using audio devices to record their own dialogues, to create projects and complete tasks.

## **Strategies to promote thinking and problem-solving (analysis)**

### **Brainstorming**

Learners share and record questions, ideas and examples that come to mind (without judgement or censure) about a central idea, topic or problem. Brainstorming is often presented visually using colourful posters that can be created by learners in small groups and presented to the rest of the class.

### **Opinion forming**

Learners may receive a quotation from a text (before it is read) that includes evidence for one side or the other of an issue or argument. With support, learners share their quotations and their evolving opinions, with reasons and evidence to support them.

Alternatively the teacher makes a statement and encourages learners to form an opinion for or against the statement. Learners may be asked to move physically to opposing sides of the classroom to demonstrate their opinion. The teacher may then ask questions to encourage learners to justify and rationalise their opinions.

### **Reflection**

Learners think deeply or carefully about information, an investigation, or problem in order to clarify their understanding in light of previous experience. Reflection may:

- include both formal and informal ways to think about the 'why' and 'how' of learning (e.g. in a journal or response log)
- incorporate wait time before learners respond to a question
- support learners to complete a criteria-based checklist as a group following an activity.

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 2	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Reading:</b> To recite a poem, read classroom rules (topic vocabulary).</p> <p><b>Speaking:</b> To have a conversation with a friend, practise topic vocabulary.</p> <p><b>Listening:</b> To listen to a poem and a conversation, follow instructions, listen for information.</p> <p><b>Writing:</b> To write your name and age; use a capital letter with a name.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• use verb <i>to be</i> to introduce themselves</li> <li>• use nouns to identify classroom objects</li> <li>• repeat words following a model.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Lexis related to schools</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectfully</li> </ul>		
<p><b>Key vocabulary:</b> <i>school, tables, chairs, books, pencil, ruler, crayons, lunchbox, friend; colours</i></p> <p><b>Key expressions/structure:</b> <i>How old are you? What's your name? I'm ...; adjective order (a blue pencil)</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Some learners may struggle with the pronunciation of <i>how</i> and <i>old</i> together in the question <i>How old are you?</i> Make sure you model the pronunciation and have learners repeat. Be encouraging if they struggle with pronunciation.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 10</p> <p>Activity Book page 6</p> <p>Audio Tracks 3 and 4</p> <p>Flashcards: <i>school, book, pencil, ruler, crayon, table, chair, friend</i></p> <p>Handmade flashcards: <i>lunchbox</i></p> <p>PCM 1: <i>school, table, chair, book, pencil, ruler, crayon, lunchbox</i></p> <p>Realia for classroom objects: <i>book, pencil, ruler, crayon, lunchbox, table, chair</i></p>		

## UNIT 1 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>Hold up the flashcard for school and say the following Welcome chant:  <i>Hello, children, hello!</i>  <i>Hello to you.</i>  <i>Hello, children, hello! Welcome to school!</i></li> <li>Introduce yourself by saying: <i>I'm ... What's your name?</i> Ask each learner to say their name: <i>I'm ...</i></li> </ol>
Resources	Main Activity
<b>Learner's Book page 10</b> <b>Audio Track 3</b> <b>PCM 1</b>	<b>Read and listen: Activity 1</b> <ol style="list-style-type: none"> <li>Use objects or flashcards to introduce <i>book, pencil, ruler, lunchbox, crayon, table, chair.</i></li> <li>Say: <i>Look and listen.</i> Hold up or point to each object, saying the word. Learners repeat after you.</li> <li>Attach word cards (PCM 1) to classroom items. Then point to each object and ask: <i>What's this?</i></li> <li>Show the flashcard <i>friend.</i> Get learners to repeat the word.</li> <li>Read the line: <i>Be a good friend.</i> Shake one of the learner's hands. Have learners repeat the line and shake the hand of the learner sitting next to them.</li> <li>Display flashcards and word cards on the board. Ask: <i>Who can match a picture and the initial sound in the word?</i> Praise any learner who volunteers.</li> <li>Ask learners to point to and name the objects they see in the picture on page 10. Then, read the chart together.</li> <li>Point to the poem. Say: <i>Read and listen.</i> Play the audio.</li> <li>Play the audio a few times. Pause for learners to repeat each line and point to the objects in the picture or on the board.</li> <li>Practise reciting the poem together as you point to the objects in your classroom.</li> </ol>
<b>Learner's Book page 10</b>	<b>What's in the classroom?: Activity 2</b> <ol style="list-style-type: none"> <li>Learners look at page 10. Point to the pictures in Activity 2 and ask them to name each object.</li> <li>Say: <i>Find and circle a blue pencil.</i> Learners find a blue pencil in the picture on the right and repeat the words: <i>A blue pencil.</i> Repeat with <i>a green ruler</i> and <i>a red lunchbox.</i></li> <li>Ask the learners to find additional objects: <i>a yellow pencil, a black crayon, a purple book, a yellow chair.</i></li> </ol>
<b>Learner's Book page 10</b> <b>Audio Track 4</b>	<b>Making friends: Activity 3</b> <ol style="list-style-type: none"> <li>Focus on the picture on page 10. Point to the two boys at the front of the picture and say: <i>This is Khalid. This is Latif.</i> (Khalid is on the left and Latif is on the right).</li> <li>Say: <i>Listen. How old are the children?</i> Play the audio. Point to each boy as you listen to his lines. Hold up seven fingers when Khalid says <i>I'm seven.</i></li> <li>Play the audio again. Pause and have learners repeat each line.</li> <li>Divide the class into two groups. Play the audio again. Group A repeats Khalid's lines. Group B repeats Latif's lines. Then switch roles and repeat.</li> </ol>

<b>Activity Book page 6</b>	<p><b>Activity Book: Activity 1</b></p> <p>1. Ask learners to look at the pictures in Activity 1, and elicit the name and the age (number) of the boy and the girl.</p> <p>2. Tell learners to complete the sentences.</p> <p><b>Feedback</b></p> <p>Ask learners to put their hands up if they want to say the answers, and then choose individual learners to give the correct answers.</p> <p><b>Answers</b></p> <p>1. My name's Ahmad. I'm 7.</p> <p>2. My name's Mariam. I'm 7.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Provide learners with the missing words written on strips of paper, so that they can copy.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. When learners have finished, they can role-play the questions and answers in pairs.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Ask learners to make a circle facing each other. Say: <i>Make a circle</i> and gesture.</p> <p>2. Model the activity with one student. Say to the learner: <i>What's your name?</i> Encourage the learner to say: <i>My name's - ....</i> Then this learner asks the next learner: <i>What's your name?</i> Repeat until all learners have asked and answered.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G2.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action.</p> <p>(G2.1.1.3) Listen and respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.</p> <p>(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required.</p>			



LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 2	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen for information. <b>Speaking:</b> To practise topic vocabulary. <b>Reading:</b> To read a treasure hunt list. <b>Writing:</b> To write numbers.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• answer simple <i>yes</i> and <i>no</i> questions in the present simple</li> <li>• use plural nouns.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to classroom objects</li> <li>• Colours</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Introduce the concept of working in teams, with a common goal, to solve problems</li> </ul>		
<b>Key vocabulary:</b> <i>school, tables, chairs, books, pencils, rulers, crayons, lunchbox, clock, whiteboard, ABC chart, computers, friend</i> <b>Key expressions/structure:</b> Possessive adjectives: <i>my, your</i> ; singular and plural nouns: <i>chair, chairs</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may use final <i>-s</i> for singular nouns or <i>a/an</i> for plural nouns; when this happens, correct learners by repeating the correct form, so they are unconsciously being corrected and do not feel embarrassed. Do not expect learners to master this difference immediately; it will come with practice.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book pages 10 and 11 Activity Book page 7 Audio Tracks 5 and 6 Flashcards: <i>book, pencil, ruler, crayon, table, chair</i> Handmade flashcards: <i>lunchbox</i> Word cards PCM 1: <i>ruler, clock, whiteboard, ABC chart, computers</i> Large sheet of paper and markers, two rulers, crayons or coloured pencils		

## UNIT 1 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

<b>Resources</b>	<b>Starter</b>
<b>Learner's Book page 10</b>	<ol style="list-style-type: none"> <li>1. Say the <i>Hello, school!</i> poem from Lesson 1, Activity 1 with the learners.</li> <li>2. Say: <i>I'm (your name). What's your name?</i> Ask a learner to answer.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book page 11</b> <b>Audio Track 5</b> <b>PCM 1</b>	<p><b>Topic vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Review the vocabulary words from Lesson 1. Ask: <i>What's this?</i> Point to an object or show a flashcard/word card (PCM 1). Elicit the answers from the learners.</li> <li>2. Introduce the new vocabulary in Activity 1: <i>clock, whiteboard, an ABC chart, computer</i>. Point to the object or hold up the flashcard for each item and say the word. Get learners to repeat the word.</li> <li>3. Focus on page 11. Direct learners' attention to the words. Play the audio.</li> <li>4. Write the words on the board: <i>a clock, a whiteboard, an ABC chart, chairs, computers</i>. Read the words together. Draw attention to the plural ending <i>-s</i> in the words <i>chairs</i> and <i>computers</i>. Draw attention to the language tip.</li> <li>5. Ask: <i>How many chairs are there? Let's count. One, two. How many computers are there?</i></li> </ol>
<b>Activity Book page 7</b> <b>PCM 1</b>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Hold up a ruler. Say: <i>A ruler</i>. Hold up two rulers. Say: <i>Two rulers</i>.</li> <li>2. Show the word card (PCM 1) <i>rulers</i> and point to the letter <i>-s</i> at the end of the word. Stress the <i>-s</i> sound at the end of <i>rulers</i>.</li> <li>3. Learners complete the activity individually.</li> </ol> <p><b>Feedback</b></p> <p>Elicit the answers by reading the singular noun and asking learners to say the number and the plural noun as a group.</p> <p><b>Answers</b></p> <p>1. 2 rulers; 2. 4 pencils; 3. 3 books; 4. 4 girls</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Write the numbers 1 to 10 on the board for learners to count and copy when doing Activity Book page 7 Activity 1.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. When learners have finished Activity Book page 7 Activity 1, they can draw more classroom objects in their notebooks and then write how many of them there are.</li> </ol>
<b>Learner's Book page 11</b> <b>Audio Track 6</b>	<p><b>Classroom treasure hunt: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Point to the boy in the picture. Say: <i>This is Rashid. He is doing a classroom treasure hunt. Look at the picture. Which object does he forget to say?</i></li> <li>2. Play the audio several times to help learners discover the answer.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to put their hands up if they know the answer, then choose an individual learner to give the correct answer.</p> <p><b>Answer</b></p> <p>A clock</p> <ol style="list-style-type: none"> <li>1. Explain that you use a table or a chart to organise information. Point out that there are columns and rows in Rashid's chart. Ask: <i>How many columns and rows are there in this chart?</i> Ask learners to consider what other types of information could be organised in this way.</li> </ol>

<b>Activity Book page 7</b>	<b>Activity Book: Activity 2</b> 1. Show learners the Classroom treasure hunt list. 2. Learners colour in the first three items ( <i>chair, pencil and book</i> ) in the correct colour. 3. Answer the first item as a class ( <i>yes or no</i> ). Learners then work in pairs to complete the list. <b>Feedback</b> Ask individual learners to say one answer each.  <b>Answer</b> Learners' own answers.		
<b>Resources</b>  <b>PCM 1</b>	<b>Plenary</b> 1. Hold up the flashcard for ruler and the word card for ruler and say: <i>Correct?</i> Elicit <i>Yes!</i> from learners. 2. Hold up the flashcard for book and the word card for computer and say: <i>Correct?</i> Elicit <i>No!</i> from learners. Continue in this way, alternating correct and incorrect flashcard and word card matches.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G2.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action. (G2.1.1.1.3) Listen and respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration. (G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required. (G2.4.5.1.1) With prompting and support, conduct simple research to answer simple research questions on a topic of interest, identify visual and text sources, organise and present information.			

<b>LESSON PLAN</b>		<b>LESSON: 3</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 2</b>	<b>Unit: 1</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to words. <b>Speaking:</b> To talk about classroom objects. <b>Reading:</b> To read sentences and phrases. <b>Writing:</b> To complete sentences and phrases.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify and use plural nouns</li> <li>• understand and respond to simple instructions in English.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis for classroom objects</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language</li> </ul>		
<b>Key vocabulary:</b> <i>school, tables, chairs, books, pencils, rulers, crayons, lunchbox, clock, whiteboard, ABC chart, computers, friend</i> (colour, number, alphabet revision) <b>Key expressions/structure:</b> Possessive adjectives: <i>my, your</i> ; singular and plural nouns: <i>chair, chairs</i> ; adjective order: <i>a blue pencil</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners might add the final -s to a number as well as the noun (for example, <i>fours chairs</i>). If this happens, do not tell them it is wrong, but repeat back the correct form (<i>four chairs</i>) and ask them to say it again.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 12 Activity Book page 8 Audio Track 7 Flashcards or realia: <i>whiteboard, chair, table, computer, pencils</i>		

## UNIT 1 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>Show flashcards or realia for <i>whiteboard, chair, table, computer, pencil</i>.</li> <li>Ask learners to say the name of the object you show.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book</b> <b>page 12</b> <b>Audio Track 7</b>	<b>Listen: Activity 1</b> <ol style="list-style-type: none"> <li>Show the learners one pencil and say: a pencil. Show two pencils and say: <i>Two pencils</i>, emphasising the final -s sound to show the plural form.</li> <li>Show one pencil and two pencils and ask learners to do the same.</li> <li>Say: <i>two pencils</i> and gesture for learners to hold up two pencils. Then repeat with one pencil.</li> <li>Focus on the words in the book.</li> <li>Ask learners to listen and point to the option they hear.</li> <li>Play the audio.</li> </ol> <p><b>Answers</b></p> <p>1 chair; 2 tables; 3 computers; 4 pencil; 5 whiteboard</p>
<b>Activity Book</b> <b>page 8</b>	<b>Activity Book: Activity 1</b> <ol style="list-style-type: none"> <li>Focus on the picture of the classroom and then draw learners' attention to the phrases. Read the first phrase: <i>four chairs</i>. Elicit: <i>Yes</i> from learners and tell them to tick the box.</li> <li>Read the second phrase: <i>a whiteboard</i> and elicit: <i>No</i> from learners. Tell them not to tick the box.</li> <li>Learners look at the picture and tick the correct boxes.</li> </ol> <p><b>Feedback</b></p> <p>Read out each line, pausing afterwards for learners to say <i>yes</i> or <i>no</i> according to whether they have ticked the boxes.</p> <p><b>Answers</b></p> <p>1 Yes; 2 No; 3 No; 4 Yes; 5 No; 6 Yes</p>
<b>Learner's Book</b> <b>page 12</b>	<b>What's missing?: Activity 2</b> <ol style="list-style-type: none"> <li>Ask learners to look at the picture.</li> <li>In pairs, they point at the objects and name them.</li> <li>Then ask learners: <i>What's missing?</i> and encourage them to say the names of the other classroom objects they have learned, but that aren't in the picture.</li> </ol> <p><b>Answers</b></p> <p>Missing items: chair, table, computer, pencil, lunchbox, crayon, ABC chart, ruler</p>
<b>Activity Book</b> <b>page 8</b>	<b>Activity Book: Activity 2</b> <ol style="list-style-type: none"> <li>Learners draw a simple picture of their classroom, then they write the names of two objects in it on the lines given.</li> </ol> <p><b>Feedback</b></p> <p>Put learners in pairs and ask them to compare their pictures.</p>

	<b>Differentiation activities (Support):</b> 1. Ensure learners have their Learner’s Books open on page 11 so they can copy the words for the classroom objects.		
	<b>Differentiation activities (Stretch):</b> 1. Learners can draw more objects and write additional sentences about their pictures.		
<b>Resources</b>	<b>Plenary</b>		
	1. Ask learners to hold up their pictures and describe one or two objects from it, for example, <i>a blue ruler, a brown table</i> . Encourage them to use both singular and plural nouns, according to what they have drawn.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G2.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action. (G2.1.1.1.3) Listen and respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration. (G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required. (G2.4.3.1.1) Use grade-appropriate language structures, for example, plural nouns.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 2	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen and respond to an informational text. <b>Speaking:</b> To make simple 'I' statements about activities you do at school. <b>Reading:</b> To read an informational text. <b>Writing:</b> To complete sentences to give personal information about yourself; to use capital letters to write proper nouns.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• write capital letters for proper nouns</li> <li>• say simple sentences in the present simple.</li> </ul>
<b>Link to previous learning:</b> <ul style="list-style-type: none"> <li>• Language related to making introductions</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Global Awareness: Learners will learn and apply the need to understand other world cultures through comparing languages, speaking, listening, reading and writing</li> </ul>		
<b>Key vocabulary:</b> <i>read, do maths, write, use computers, draw, sing</i> <b>Key expressions/structure:</b> Affirmative sentences in the present simple with <i>I, you, we: I go to school. We sing; Wh-questions in the present simple: What do you do at school? What's your name?; How old are you?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may have difficulty understanding the difference between the pronouns <i>I, you</i> and <i>we</i>. Ensure that you use gestures and examples to help learners feel confident about the difference between these.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 13 Activity Book page 9 Audio Track 8 Flashcard: <i>draw</i> Handmade flashcards: <i>read, do maths, write, use computers, sing</i> PCM 2: <i>use computers, do maths, read, write, draw, sing</i> Strips of paper, with a learner's name written on each one		

## UNIT 1 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Say: <i>My name is ...</i> Ask a learner: <i>What's your name?</i></li> <li>2. Say: <i>My name begins with (the sound your name begins with – not the letter).</i> Ask: <i>What sound does (learner's name) begin with?</i> Elicit the answer.</li> <li>3. Ask: <i>How old are you, (name of learner)?</i> Elicit the answer.</li> <li>4. Learners take it in turns to ask each other the questions and wait for the answers.</li> </ol>
Resources	Main Activity
<p>Learner's Book page 13 Audio Track 8 PCM 2</p>	<p><b>Before you read: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Show learners the word cards (PCM 2). Say the words and mime the actions. Learners repeat.</li> <li>2. Point to yourself and say: <i>I</i>. Then mime and say: <i>I (read) at school</i>. Learners repeat.</li> <li>3. Gesture to include the whole class as you say: <i>We</i>. Then say: <i>We (read) at school</i>. Learners repeat. Continue in this way to teach: <i>use computers, write, do maths, sing and draw</i>.</li> <li>4. Point to each photo on page 13. Say: <i>This (girl's/boy's) name is (name). What does (name) do at school?</i> Learners answer with a verb or verb phrase: <i>use computers, read, do maths</i>.</li> <li>5. Play the audio, pausing to allow learners to repeat each line. Learners follow the words in their book.</li> <li>6. Ask learners to read the lines individually or in pairs.</li> </ol> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Amira - use computers at school.</li> <li>2 Marat - read at school.</li> <li>3 Zak - do maths at school.</li> </ol> <p><b>Writing tip</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the words in the sentences under each picture and ask why they think the first letter of some words is written in a different way, for example, <i>Amira, Marat, Zak</i>.</li> <li>2. Read the Writing tip aloud. Explain <i>capital letter</i>.</li> <li>3. Hand each learner a strip of paper with their name on it. Ask: <i>What capital letter does your name begin with?</i></li> </ol> <p>Note that learners may also notice <i>My</i>, the first word in the sentence, and <i>I</i>, which is always written as a capital letter. Explain this only if learners notice it.</p>
<p>Learner's Book page 13</p>	<p><b>What do you do at school?: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Point to each of the six pictures. Ask: <i>What do you do at school?</i> Learners respond with the correct activity.</li> <li>2. Play a mime game. Ask a volunteer to choose one picture from Activity 2 to act out. The other learners guess the word, then act the whole class acts it out. Ask: <i>What do you do at school?</i></li> <li>3. Learners circle the activities they do at school.</li> </ol> <p><b>Feedback</b></p> <p>Learners say sentences from the pictures they circled to a partner. When they have finished, ask individual learners to say their completed sentences to the class.</p>



<b>Activity Book page 9</b>	<b>Activity Book: Activity 1</b> 1. Ask learners to complete the sentences about themselves. <b>Feedback</b> Put learners in pairs so they can read each other their sentences.		
	<b>Differentiation activities (Support):</b> 1. Give the learners a large strip of paper with their name written on it. Learners practise tracing the name on the strip with their finger and tracing their name with their finger in the air.		
	<b>Differentiation activities (Stretch):</b> 1. Learners practise writing the names of other family members.		
<b>Activity Book page 9</b>	<b>Activity Book: Activity 2</b> 1. Ask learners to look at the pictures, then find the words and circle them in the wordsearch. <b>Feedback</b> Learners compare their completed wordsearches in pairs.		
<b>Resources</b>	<b>Plenary</b>		
<b>Activity Book page 9</b>	<b>Activity Book: Learning goals</b> 1. Direct learners' attention to the self-evaluation questions. 2. Read the statements. 3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple. (G2.4.4.1.1) Capitalise greetings, months and days of the week, titles and initial names and proper nouns. (G2.2.1.1.6) Talk about habits and routines using the present simple tense, in positive and negative statements; respond to yes/no questions about habits and routines in short answers.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 2	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to children talking about what they do at school. <b>Speaking:</b> To talk about school activities. <b>Reading:</b> To read sentences about activities children do at school. <b>Writing:</b> To write about activities children do at school.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand and say simple sentences in the present simple</li> <li>• ask simple <i>wh</i>-questions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis for school activities</li> <li>• Language for introductions</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Global Awareness: Learners will learn and apply the need to understand other world cultures through comparing languages, speaking, listening, reading and writing</li> </ul>		
<b>Key vocabulary:</b> <i>read, do maths, write, use computers, draw, sing</i> <b>Key expressions/structure:</b> Affirmative sentences in the present simple <i>I, you, we: I go to school. We sing; wh-questions in the present simple: What do you do at school? What's your name? How old are you?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to listen and write the correct word. Make sure to pause the audio after each sentence and give learners enough time to write in the word. If necessary, you can pause after each word.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 14 Activity Book page 10 Audio Track 9 Flashcard: <i>draw</i> Handmade flashcards: <i>read, do maths, write, use computers, sing</i> PCM 2: <i>use computers, do maths, read, write, draw, sing</i>		

## UNIT 1 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

<b>Resources</b>	<b>Starter</b>
<b>PCM 2</b>	<ol style="list-style-type: none"> <li>1. Divide the class into two groups. Give one group the flashcards and the other group the word cards (PCM 2).</li> <li>2. Tell learners they have to find the classmates from the other group to match the word/picture they have.</li> </ol>
<b>Resources</b>  <b>Learner's Book page 14</b>	<b>Main Activity</b>  <b>Vocabulary: Activity 1</b> <ol style="list-style-type: none"> <li>1. Ask students to look at the pictures and elicit the activity in each one.</li> <li>2. Tell learners to match the pictures with the sentences.</li> </ol> <b>Feedback</b> Read out the sentences, pausing after each one and choosing individual learners to say the number of the corresponding picture.  <div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> 1 d; 2 a; 3 b; 4 c
<b>Learner's Book page 14</b>  <b>Audio Track 9</b>	<b>What do children do at school?: Activity 2</b> <ol style="list-style-type: none"> <li>1. Ask learners to look at the pictures and elicit the activity in each one.</li> <li>2. Tell learners they are going to listen to number 1. Play the audio and have learners listen and read. Pause after number 1. Tell learners that now they need to listen and complete number 2 and 3.</li> <li>3. Play the audio, pausing after each sentence for learners to write the word. Then repeat.</li> </ol> <b>Feedback</b> Read out the sentences, pausing at the gaps for learners to call out the correct words. This should be done as a whole class activity.  <div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> <ol style="list-style-type: none"> <li>1. Nahla, 7, read</li> <li>2. Sara, 7, write</li> <li>3. Ahmad, 7, use</li> </ol> <b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Write the words to complete Learner's Book Activity 2 on the board, so learners can copy them. Make sure you write them randomly so as not to give the answers away.</li> </ol> <b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. When they have finished Learner's Book Activity 2, have learners cover the sentences and see if they can remember the information.</li> </ol>
<b>Activity Book page 10</b>	<b>Activity Book: Activity 1</b> <ol style="list-style-type: none"> <li>1. Ask learners to read the question. Say: <i>What do you do at school?</i> and elicit an answer from a learner.</li> <li>2. Point at the boy in the Activity Book who is saying: <i>I read at school.</i> Ask another learner: <i>What do you do at school?</i> and elicit an answer. Then write the name of that learner and the activity they gave on the board to demonstrate the activity.</li> <li>3. Put learners in groups of three and have them ask and answer the questions, then write their answers on the lines given.</li> </ol>

	<b>Feedback</b> Ask each learner to say the name of one of the other learners in their group and an activity that they do at school. This should be done as a whole group activity.		
<b>Resources</b>	<b>Plenary</b>		
	1. Ask learners to work in pairs. 2. One learner mimes an action and the other guesses, for example, <i>use computers</i> . Then learners switch roles.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple. (G2.4.4.1.1) Capitalise greetings, months and days of the week, titles and initial names and proper nouns. (G2.2.1.1.6) Talk about habits and routines using the present simple tense, in positive and negative statements; respond to yes/no questions about habits and routines in short answers.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 2	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen and follow instructions. <b>Speaking:</b> To talk about classroom objects, to repeat a chant. <b>Reading:</b> To read sentences about classroom actions. <b>Writing:</b> To write sentences about classroom actions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use verbs in the present simple tense</li> <li>• identify and use simple nouns in the singular and plural forms.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis for classroom objects and school activities</li> <li>• Singular and plural noun forms</li> <li>• Numbers 1 to 10</li> <li>• Colours</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other students</li> </ul>		
<b>Key vocabulary:</b> <i>table, chair, pencil, book, crayon, ruler, lunchbox, clock, whiteboard, ABC chart, computers, girl, boy; read, write, use computers, do maths, sing, draw</i> <b>Key expressions/structure:</b> Affirmative sentences in the present simple: <i>I read at school.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may have problems pronouncing some of the target vocabulary, particularly the words with long vowels; <i>chair</i> and <i>chart</i>. Remodel these words with accurate pronunciation and encourage repetition of this model.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 15 Activity Book page 11 Audio track 10 Flashcards: <i>table, chair, pencil, book, crayon, ruler, clock, board, ABC chart, computers, girl, boy, draw</i> Handmade flashcards: <i>lunchbox, read, write, use computers, do maths, sing</i> PCM 1 and 2: <i>table, chair, book, pencil, ruler, crayon, lunchbox; use computers, do maths, read, write, draw, sing</i>		

## UNIT 1 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (Page 6 to 8).

Resources	Starter
PCM 1 PCM 2	<ol style="list-style-type: none"> <li>1. Ask the learners to name some of the things they can see in their classroom to find out how much of the lexis they can remember from previous lessons. You can point to objects in the classroom to help to guide them if necessary.</li> <li>2. Play a review game using the flashcards and word cards. Tell the learners you will show them a flashcard. If the word they hear is correct, they need to repeat the word. If it's not correct, they stay quiet. Demonstrate the activity by showing a flashcard and saying an incorrect word so the learners need to stay quiet. Then say the correct word. Learners should repeat the word.</li> <li>3. Continue to play the game with the other flashcards, randomly saying correct and incorrect words to test the learners' memories.</li> </ol>
Resources	Main Activity
Learner's Book page 15	<p><b>Memory game: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell the learners they are going to play a game. Ask the learners to look at the picture on page 15. Quickly review vocabulary by pointing to an object and eliciting the name from learners.</li> <li>2. Tell the learners to look at the picture for 30 seconds and ask them to remember what they can see.</li> <li>3. Ask the learners to close their books and tell you what they can remember. Encourage them to say the number and colour of the objects as well as the names, for example, <i>two blue books</i>. Write the learners' answers on the board as they say them so they can remember which objects have been said and not repeat the same answers.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to open their books again at page 15 and check if they remembered all of the items in the picture. They can use the list of items you wrote on the board to help them.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. During this activity, ask the less able/confident learners for answers first. These learners only have to say the name of the object to be correct.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. During this activity, the more able/confident learners should be asked to answer after the less able/confident learners. Remind them that they can't repeat any of the classroom objects you have already written on the board. Insist that they say the number and colour of the object, and also encourage them to use the plural form correctly.</li> </ol>
Learner's Book page 15 Audio Track 10	<p><b>Chant: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Introduce the chant by asking learners to tell you some of the things they do in school. This will show you how much of the language they remember from Lessons 4 and 5. If the learners say these in L1, say <i>yes</i> and repeat the word in English.</li> <li>2. Play the audio and do the following actions: <ul style="list-style-type: none"> <li>I read and write. (mime reading and writing)</li> <li>I use computers. (mime typing on a computer)</li> <li>I do maths. (mime counting on fingers)</li> <li>I sing. (mime singing)</li> <li>I draw. (mime drawing)</li> </ul> </li> </ol>

	<p>3. Ask learners to listen and do the actions with you.</p> <p>4. Play the audio again, this time asking learners to read the chant in their Learner's Books and do the actions.</p> <p>5. If you have time, divide the class into groups of three or four (depending on the seating arrangement in the classroom). Ask one of the groups to come to the front and secretly show them a flashcard with action. Ask them to mime the action and ask the rest of the class to name the action. Continue until all the groups have taken a turn.</p>		
<b>Activity Book page 11</b>	<p><b>Activity Book: Activity 1</b></p> <p>1. Ask learners to look at the picture in the Activity Book. Demonstrate that they need to tick the correct sentence by doing the first picture with the whole class on the board.</p> <p>2. Learners read and tick the correct sentences.</p> <p><b>Feedback</b></p> <p>Ask learners to put their hands up if they want to say an answer, then ask individual learners to read out the correct sentence for each picture. Write the correct sentence on the board to provide a visual reference.</p> <p><b>Answers</b></p> <p>1. I do maths at school. 2. I read at school. 3. I sing at school. 4. I use computers at school.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Learners can work in pairs to complete this activity.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners can cover the sentences in the Activity Book and write them independently.</p> <p>2. If they finish quickly, they can help other learners to complete the task.</p>		
<b>Resources</b>	<b>Plenary</b>		
<b>Activity Book page 11</b>	<p><b>Activity Book: Learning goals</b></p> <p>1. Direct learners' attention to the self-evaluation questions.</p> <p>2. Read the statements.</p> <p>3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G2.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action.</p> <p>(G2.1.1.1.3) Listen and respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.</p> <p>(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 2	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen and respond to informational texts about how children go to school. <b>Reading:</b> To read informational text, read and discuss a chart. <b>Speaking:</b> To ask and answer about how children go to school. <b>Writing:</b> To write numbers.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• write numbers 1 to 5</li> <li>• use the present simple tense with action verbs</li> <li>• use the preposition <i>by</i>.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Numbers 1 to 10</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: Introduce the concept of systems thinking by establishing cross-disciplinary learning</li> </ul>		
<b>Key vocabulary:</b> <i>go (by), walk, bus, car, bicycle, boat</i> <b>Key expressions/structure:</b> Affirmative sentences in the present simple: <i>I go to school by car. We walk. How do you go to school?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle with the difference in structure between <i>go by + noun</i> and <i>walk</i>. Whenever they make this mistake, do not say it is wrong, but say the correct form and ask learners to repeat.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 16 Activity Book page 12 Audio Track 11 Flashcards: <i>bus, car, boat</i> Handmade flashcards: <i>walk, bicycle</i> PCM 3: <i>bus, car, bicycle, boat, go by, walk</i> Strips of paper with a learner's name written on each one; a large sheet of paper (to make a chart)		



## UNIT 1 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Draw five circles on the board in one colour and eight circles in a different colour. Ask students which colour has more circles.</li> <li>2. Elicit the number of circles in each colour. Repeat with a few more numbers from 1 to 5.</li> </ol>
<b>Resources</b>  <b>Learner's Book</b> <b>page 16</b> <b>Audio Track 11</b> <b>PCM 3</b>	<b>Main Activity</b>  <b>How do children go to school?: Activity 1</b> <ol style="list-style-type: none"> <li>1. Point to each picture in the Learner's Book, hold up the flashcard/word card (PCM 3) and say the word and mime. Learners repeat the word and action.</li> <li>2. Ask: <i>How do children go to school?</i> Point to yourself and say: <i>I go by car.</i> Pretend to drive. Learners repeat and mime.</li> <li>3. Invite several learners to join you and pretend to drive. Gesture to the group and say: <i>We go by car.</i></li> <li>4. Have the class repeat and mime. Repeat with the other four pictures.</li> <li>5. Play the audio. Point to the picture that goes with the words. Play the audio again, pausing to allow learners to repeat each line.</li> <li>6. Read the sentences out at random. Learners point to the matching picture and repeat the sentence.</li> </ol> <b>Feedback</b> Say the number of a picture, and ask a learner to say: <i>yes</i> or <i>no</i> according to whether they use that method of transport to go to school. Then ask the learner to say how they go to school. Repeat with all of the pictures, asking a different learner each time.
<b>Learner's Book</b> <b>page 16</b>	<b>A class chart: Activity 2</b> <ol style="list-style-type: none"> <li>1. Draw attention to the chart. Read the chart title and the words in the first row. Ask: <i>How many children go to school by bus? Let's count.</i></li> <li>2. Repeat these steps with the next three rows.</li> <li>3. Prepare a blank copy of the chart on a large sheet of paper. (Amend the categories to match the answers that your learners are likely to give, pre-teaching vocabulary as necessary, for example, <i>I go by metro</i>). Introduce the chart and tell learners they are going to complete their own class chart.</li> <li>4. Give each learner a name strip with the name of another learner.</li> <li>5. Each learner should ask the learner whose name strip they have: <i>How do you go to school?</i> They then place the name strip in the correct row of the chart.</li> </ol>
<b>Activity Book</b> <b>page 12</b>	<b>Activity Book: Activity 1</b> <ol style="list-style-type: none"> <li>1. Ask the learners questions about the chart on page 12. Read the first question in the Activity Book: <i>How many children go by bus?</i> Explain the example answer: 5.</li> <li>2. Read the other questions with the learners. They write the answers. Provide help as needed.</li> </ol> <b>Feedback</b> Read out the questions, pausing after each one for learners to call out the correct number. This should be done as a whole class activity.
	<b>Answers</b>
	1. 5; 2. 3; 3. 1; 4. 2

	<p><b>Differentiation activities (Support):</b></p> <p>1. Ensure learners have the numbers chart on Learner’s Book page 8 open, so they can count the number of people in Activity Book page 12, then check how to write the number using the chart on Learner’s Book page 8.</p>		
	<p><b>Differentiation activities (Stretch)</b></p> <p>1. When learners have finished Activity Book page 12 Activity 1, they cover the chart and their answers, and try and remember how many people go by each mode of transport.</p>		
<b>Resources</b>	<b>Plenary</b>		
<b>Activity Book page 12</b>	<p><b>Activity Book: Challenge</b></p> <p>1. Focus on the questions. Elicit answers from some members of the class.</p> <p>2. Learners then write their answers. Circulate to help with spelling if necessary.</p> <p><b>Feedback</b></p> <p>Ask individual learners to read out their sentences to the class.</p>		
	<p><b>Answers</b></p> <p>Learners’ own answers</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G2.2.1.1.8) Listen to others, take one’s turns in respectful ways, and speak one at a time about the topic under discussion.</p> <p>(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple.</p> <p>(G2.4.4.1.1) Capitalise greetings, months and days of the week, titles and initial names and proper nouns.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 2	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a song and identify the letters of the alphabet. <b>Speaking:</b> To recite an alphabet poem and sing a spelling song. <b>Reading:</b> To recognise letters of the alphabet and recognise the first letter of a word and its sound. <b>Writing:</b> To write your name, write letters of the alphabet, spelling dictation.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify and write letters of the alphabet in both upper and lower case.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis for classroom objects</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully</li> </ul>		
<b>Key vocabulary:</b> the alphabet; <i>pen, hands, head, duck</i> <b>Key expressions/structure:</b> <i>Can you spell ...?</i>		
<b>Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may have difficulty distinguishing between upper and lower case letters, so encourage them to trace letters in the air or with their finger to practise and become more confident.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 17 Activity Book page 13 Audio Track 12 Flashcards: <i>books, table, computer, pencils, rulers, door, whiteboard, pen, hands, head, duck</i> Handmade flashcard: <i>lunchbox</i> PCM 4: <i>pen, hands, head, duck</i> Alphabet cards: <i>a to z</i> A piece of paper with a picture of a book, a pencil, a chair and a table Strips of paper with a learner's name on each one; five square blank cards for each child (for them to write a large capital letter)		

## UNIT 1 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Say: <i>My name is (your name). My name begins with the letter (name of letter).</i></li> <li>2. Ask a learner: <i>What's your name?</i> Elicit the answer. Say: <i>Your name begins with the letter (name of letter).</i> Ask the learner to repeat the letter.</li> <li>3. Continue the activity until each learner has had a turn.</li> </ol>
Resources	Main Activity
<b>Learner's Book page 17</b> <b>Audio Track 12</b> <b>PCM 4</b>	<b>Alphabet poem: Activity 1</b> <ol style="list-style-type: none"> <li>1. Hold up PCM 4 word cards <i>pen, hands</i> and <i>head</i> and say the words. Learners repeat the words. Ask learners to find the words in the poem on page 17.</li> <li>2. Point to the first row of alphabet in the alphabet poem. Say: <i>Let's read!</i></li> <li>3. Chant the letters in each row, then play the audio. Learners point to the letters as they listen and chant along.</li> <li>4. Play the audio again. Chant the words and mime. Pause after each line for learners to repeat the letters, words and gestures.</li> <li>5. Hand the alphabet cards A to G to seven learners in a random order. They arrange themselves in alphabetical order. Let the class chant the letters. Repeat with letters H to N, O to T and U to Z.</li> <li>6. Place all the letters in order in a row, and then remove several letters. Learners chant the alphabet. When they come to a gap, they choose the right letter to place in the gap.</li> <li>7. Practise the poem until learners have memorised it. Then ask pairs or groups to recite it.</li> </ol>
<b>Activity Book page 13</b>	<b>Activity book: Activity 1</b> <ol style="list-style-type: none"> <li>1. Tell learners to write the missing letters.</li> </ol> <p><b>Feedback</b></p> <p>Ask individual learners to say the missing letters in order, then say the chant together. This should be done as a whole class activity.</p> <p><b>Answers</b></p> <p>C, F, I, K, M, P, S, W, Z</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to recite the alphabet from A-Z in order to help them work out the missing letter in the sequence in Activity Book Activity 1.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. When learners have finished Activity Book Activity 1, tell them to close their books and try to write the full alphabet in their notebook. Then they open their Learner's Books and check what they have written.</li> </ol>
<b>Learner's Book page 17</b>	<b>Word wall: Activity 2</b> <ol style="list-style-type: none"> <li>1. Point out the word wall in the book. Ask: <i>How many names can you see under Aa? How many under Bb?</i></li> <li>2. Give each learner the strip of paper with his/her name on it. Ask: <i>What's the first letter in your name?</i></li> <li>3. When learners have completed the name cards, say: <i>Look at the first letter in your name. Is it A? Let's put names that begin with A on the word wall.</i> Then move on to B and continue through the alphabet.</li> </ol>

<b>Activity Book page 13</b>	<b>Activity book: Activity 2</b> 1. Focus on the pictures and elicit the words from the class. <b>Please note that picture b is <i>hand</i> and not <i>fingers</i>.</b> 2. Learners do the matching exercise independently. <b>Feedback</b> Say a number and ask learners to put their hands up if they would like to give the answer. Learners say the corresponding letter and the name of the object. <div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> 1 c; 2 a; 3 d; 4 b; 5 e; 6 h; 7 f; 8 g		
<b>Resources</b>	<b>Plenary</b>		
<b>Activity Book page 13</b>	<b>Activity Book: Learning goal</b> 1. Direct learners' attention to the self-evaluation question. 2. Read the statement. 3. Ask learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G2.4.1.1.1) Form uppercase and lowercase letters correctly. (G2.4.4.1.1) Capitalise greetings, months and days of the week, titles and initial names and proper nouns.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 2	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen and identify letters in a song. <b>Speaking:</b> To sing a spelling song and spell words. <b>Reading:</b> To recognise letters of the alphabet, recognise the first letter of a word and its sound. <b>Writing:</b> To write your name and letters of the alphabet.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify and write some letters of the alphabet in both upper and lower case</li> <li>• repeat words following a model.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis for classroom</li> <li>• Present simple sentences with <i>I</i> and <i>we</i></li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully</li> </ul>		
<b>Key vocabulary:</b> the alphabet <b>Key expressions/structure:</b> Spelling names and words		
<b>Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may not feel confident with all of the words in the chants, but reassure them that it is not necessary to know every word, just the main idea.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 18 Activity Book page 14 Audio Track 13 Flashcards: <i>chair, car, pencil, book</i> Letter cards: R, E, A, D PCM 5: <i>B-I-N-G-O, R-E-A-D, S-I-N-G</i>		

## UNIT 1 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask each learner: <i>What's your name?</i></li> <li>2. Write the first letter of the learner's name on the board and ask the class to repeat the letter after you.</li> <li>3. Repeat with all the learners.</li> </ol>
Resources	Main Activity
<b>Learner's Book</b> <b>page 18</b> <b>Audio Track 13</b> <b>PCM 5</b>	<b>A spelling chant: Activity 1</b> <ol style="list-style-type: none"> <li>1. Draw attention to the lettered juggling balls at the top of page 18. Point to the first ball. Ask: <i>What's this letter? (B)</i> Say: <i>Let's write the letter B in the air.</i></li> <li>2. Learners copy your actions. Repeat with the remaining four balls.</li> <li>3. Give each learner a copy of PCM 5 (letters B-I-N-G-O).</li> <li>4. Learners arrange their letter cards to spell BINGO. Practise saying and spelling the name aloud.</li> <li>5. Point out the farmer and the dog in the picture. Say the names and have students repeat. Explain that the letters B-I-N-G-O spell Bingo, the name of the dog.</li> <li>6. Practise chanting the first verse of the chant, line by line.</li> <li>7. Play the chant and chant along, pointing to the letter cards. Stop the audio and explain that learners are to chant, but clap once instead of saying B.</li> <li>8. Explain that in the next verse you will clap for the first two letters, in the following verse you will clap for three letters, then four letters and finally, all five letters. Practise doing this.</li> <li>9. Say the chant from the beginning. Chant and clap along.</li> </ol>
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Allow learners to continue simply pointing at the card if they have difficulty associating the clapping with the letters.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. Tell learners to close their books and try and sing the song without looking at the words.</li> </ol>
<b>Learner's Book</b> <b>page 18</b> <b>PCM 5</b>	<b>Make a new song: Activity 2</b> <ol style="list-style-type: none"> <li>1. Point to the picture of children reading. Ask: <i>What do these children do in school?</i></li> <li>2. Point to the letters. Say: <i>R-E-A-D spells read.</i> Learners spell the word. Repeat with the next picture.</li> <li>3. Chant the letters of the READ verse to the tune of B-I-N-G-O. Chant again, pausing for children to repeat.</li> <li>4. Show letter cards: R, E, A and D. Point at each letter as you spell.</li> <li>5. Follow the same steps for the SING verse. Using the letter cards for BINGO and READ, ask what other letter learners need to make the word SING, and then show the letter card for S.</li> <li>6. Give learners PCM 5 (R-E-A-D and S-I-N-G) and ask them to put the cards in the correct order.</li> </ol>
<b>Activity Book</b> <b>page 14</b>	<b>Activity Book: Activity 1</b> <ol style="list-style-type: none"> <li>1. Focus on the words in the Word box. Read the words and have learners repeat.</li> <li>2. Ask learners to work in pairs and classify the words into the correct category (under the correct letter).</li> </ol>



	<p><b>Feedback</b></p> <p>Copy the chart onto the board, then ask individual learners to say a word. First, check the words for Bb then check the words for Cc. Then do a repetition drill with all of the words, by reading through the words in the chart and asking learners to repeat. Ask learners to explain why they have classified the words in a certain way, for example, <i>boy</i> begins with <i>B</i>.</p> <p><b>Answers</b></p> <p>Bb: boy, bus, book Cc: computer, car, clock</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Encourage learners to circle the first letter of each word in the word box, using a different colour for words beginning with <i>Bb</i> and words beginning with <i>Cc</i>. This will help them to differentiate and make the activity less stressful.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. When learners have finished Activity Book Activity 1, ask them to check in pairs and read out the words together.</p>		
<p><b>Activity Book page 14</b></p>	<p><b>Activity Book: Challenge</b></p> <p>1. Ask learners to add one more word to each category, and then draw a picture of it.</p> <p><b>Feedback</b></p> <p>Put learners in pairs and ask them to compare their answers. Then, as a whole class, ask a few individual learners to read out the words they have written.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>		
<p><b>Resources</b></p>	<p><b>Plenary</b></p>		
<p><b>Learner's Book page 18</b></p>	<p>1. Chant the chants from page 18 again.</p>		
<p><b>Learning styles catered for (✓):</b></p>			
<p>Visual ✓</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p><b>Assessment for learning opportunities (✓):</b></p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p><b>Standards/SLOs:</b></p> <p>(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.</p> <p>(G2.2.1.1.1) Participate in class songs and games, taking turns and responding individually as required.</p> <p>(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate voice.</p> <p>(G2.4.1.1.1) Form uppercase and lowercase letters correctly.</p>			

LESSON PLAN		LESSON:10
Teacher:		Subject: English
Grade: 2	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen and follow instructions, to listen for specific information.</p> <p><b>Speaking:</b> To say letters in your name, to ask and answer simple information questions.</p> <p><b>Reading:</b> To begin to read colour names.</p> <p><b>Writing:</b> To write your name, your partner's name and your favourite colours.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• identify and write simple nouns</li> <li>• use possessive adjectives in simple sentences in the present simple.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Lexis for classroom objects</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Learning and Innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English</li> </ul>		
<p><b>Key vocabulary:</b> Colours; <i>favourite</i></p> <p><b>Key expressions/structure:</b> Possessive adjectives: <i>my, your, his, her; This is my friend; His/ Her name is ...; Information questions: What's your favourite colour? Can you spell your name, please?</i></p>		
<p><b>Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners may confuse the possessive adjectives <i>my, his</i> and <i>her</i>; be sure to emphasise the difference by drawing a stick man and woman on the board and pointing at them while you say <i>his</i> and <i>her</i>, and point at yourself while saying <i>my</i>.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 19</p> <p>Activity Book page 15</p> <p>Audio Tracks 14 and 15</p> <p>Large pieces of paper, one for each of the following words: <i>What's, your, name?, Can, you, spell, your, name, please?, What's, your, favourite, colour?</i></p>		

## UNIT 1 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (Page 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Have learners stand/sit in a circle. Place a collection of coloured objects in the middle of the circle. Say: <i>Put your hand on something (red). Put your hand on something (brown).</i> Learners put their hands on the appropriate object.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book page 19</b> <b>Audio Track 14</b>	<b>Colours: Activity 1</b> <ol style="list-style-type: none"> <li>1. Tell learners to open the Learner's Book at page 19. Play the audio. Learners listen and point to the words of the colours.</li> <li>2. Point to the words in the speech bubbles and read the text aloud. Learners repeat the text. Say: <i>Tell me something that is (blue).</i> Write learners' ideas on the board. Continue with all the colours.</li> </ol>
<b>Learner's Book page 19</b> <b>Audio Track 15</b>	<b>An interview: Activity 2</b> <ol style="list-style-type: none"> <li>1. Point to the picture of the girl with the clipboard interviewing another girl. Say: <i>This is Fatma. She is talking to Safa. Fatma asks Safa three questions. Listen to Fatma. What questions does she ask?</i></li> <li>2. Play the first interview several times, stopping after <i>Black!</i></li> <li>3. Invite three learners to the front of the class. Hand out three large word cards out of order: <i>What's, your</i> and <i>name?</i> Ask learners to stand in the right order to make the question. Get the rest of the class to help. Help the learners to notice the capital letter at the beginning of the sentence and the question mark at the end. Praise learners. Display the word cards on the board in the right order: <i>What's your name?</i></li> <li>4. Repeat this procedure with six learners at the front and the six cards: <i>Can, you, spell, your, name, please?</i></li> <li>5. Repeat with four learners and the four cards: <i>What's, your, favourite, colour?</i> Practise saying the questions.</li> <li>6. Say: <i>Safa spells her name.</i> Learners listen and write Safa's name.</li> <li>7. Play the interview again (as far as '<i>Black!</i>'). Learners write Safa's name on a piece of paper.</li> <li>8. Ask: <i>What is Safa's favourite colour?</i> Point to Safa's name card on page 19.</li> <li>9. Read the information with learners: Name: Safa. Favourite colour: black.</li> <li>10. Point to the second name card with a picture of another girl (Nada). Say: <i>Fatma interviews another friend. Listen. What is her name? What is her favourite colour?</i></li> <li>11. Play the second part of the audio several times. Learners listen and write the answers.</li> </ol> <p><b>Feedback</b></p> <p>Ask: <i>What's her name?</i> and tell learners to put their hands up if they can answer the question. Choose a learner to give the answer. Repeat with: <i>What's her favourite colour?</i> Then write the answers on the board.</p> <p><b>Answers</b></p> <p>Nada, pink</p>

<b>Activity Book page 15</b>	<b>Activity Book: Activity 1</b>		
	1. Put learners in pairs. They complete a name card by writing their name and favourite colour and drawing a picture of themselves. Then they make a name card about their partner.		
	<b>Differentiation activities (Support):</b>		
	1. When learners complete the name cards activity, write the names and chosen colours down on a piece of paper for them to copy.		
	<b>Differentiation activities (Stretch):</b>		
	1. Learners make a similar name card for a family member or a favourite fictional character.		
<b>Resources</b>	<b>Plenary</b>		
<b>Activity Book page 15</b>	<b>Activity Book: Learning goal</b>		
	1. Direct learners' attention to the self-evaluation question.		
	2. Read the statement.		
	3. Ask learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G2.2.1.1.2) Engage in making introductions and basic leave taking expressions.			
(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple.			

LESSON PLAN		LESSON:11
Teacher:		Subject: English
Grade: 2	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to and follow instructions, to identify specific information. <b>Speaking:</b> To answer simple information questions, to say favourite colours. <b>Reading:</b> To read colour names. <b>Writing:</b> To write simple sentences with adjective + noun.		<b>Learning outcomes: By the end of the lesson, learners will be able to:</b> <ul style="list-style-type: none"> <li>• identify and write simple nouns</li> <li>• use possessive adjectives in simple sentences in the present simple</li> <li>• ask simple questions using <i>what</i>.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis for classroom objectives</li> <li>• Colours</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Introduce the concept of working in teams, with a common goal, to solve problems</li> </ul>		
<b>Key vocabulary:</b> colours; <i>favourite</i> <b>Key expressions/structure:</b> Possessive adjectives: <i>my, your, his, her; This is my friend; His/Her favourite colour is ...; Information questions: What's your favourite colour?</i>		
<b>Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may confuse the adjective and noun order when describing objects; you can help them understand this visually by displaying the flashcards for colours and objects on the board, with the colour word always in front of the object.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 20 Activity Book page 16 Crayons		

## UNIT 1 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

<b>Resources</b>	<b>Starter</b>  1. Ask learners to stand up. Explain that you will call out a colour and they need to go and stand by or touch something in the classroom that is that colour.
<b>Resources</b>  <b>Learner's Book</b> <b>page 20</b>	<b>Main Activity</b>  <b>What's your favourite colour?: Activity 1</b> 1. Ask learners to look at the picture and elicit the colours of the crayons. 2. Read the first sentence: <i>My favourite colour is green</i> and encourage learners to point at the correct crayon. Tell them to draw a line. 3. Learners match the colours to the sentences. <b>Feedback</b> Put learners in pairs and ask them to check their answers together. Then, as a whole class, hold up your book, point to a crayon and ask learners to call out the colour.
<b>Learner's Book</b> <b>page 20</b>	<b>Colours in the classroom: Activity 2</b> 1. Ask learners to look at the pictures. Point to the first picture and say: <i>a red pen</i> . Have learners repeat. 2. Point to the second picture and elicit from learners: <i>a yellow chair</i> . 3. Put learners in pairs so they can describe the objects. <b>Feedback</b> Check as a class by holding up your book, pointing to an object and eliciting the object name and colour from a learner. <b>Answers</b> a red pen, a yellow chair, three green books, a red clock, two blue tables, a grey computer
<b>Activity Book</b> <b>page 16</b>	<b>Activity Book: Activity 1</b> 1. Ask learners to look at the picture and elicit the names of the objects. Draw their attention to the names of colours in the box and ask: <i>What colour is the table?</i> Elicit: <i>brown</i> . Then tell learners to read and colour the objects. <b>Feedback</b> When learners have finished, ask them to compare their pictures in pairs.
<b>Activity Book</b> <b>page 16</b>	<b>Activity Book: Activity 2</b> 1. Read the first sentence ( <i>a brown table</i> ) and tell learners to point at it in the book. 2. Point at the chair and elicit from learners: <i>an orange chair</i> . Tell learners to write about all of the objects. <b>Feedback</b> Check answers as a class. Ask individual learners to describe one object each. <b>Answers</b> 1 a brown table; 2 an orange chair; 3 a yellow pencil; 4 a red book; 5 a blue clock <b>Differentiation activities (Support):</b> 1. Provide learners with flashcards and colour cards to help them arrange words visually before writing them in the books. <b>Differentiation activities (Stretch):</b> 1. When learners have finished Activity Book Activity 2, ask them to write down similar phrases describing objects they can see in the classroom.

<b>Resources</b>	<b>Plenary</b>		
<b>Learner's Book Page 20</b>	<b>What's the colour?: Activity 3</b> 1. Show students the pictures in their Learner's Books. Say: <i>yellow and red makes orange</i> . Ask students to show their orange crayons. 2. Learners read and colour. 3. Call out different colour combinations and have learners tell you which colour they make. For example, say: <i>What does blue and yellow make?</i> and elicit from learners: <i>Green!</i>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.			
(G2.4.3.1.1) Use grade-appropriate structures, for example, single nouns.			



LESSON PLAN		LESSON:12
Teacher:		Subject: English
Grade: 2	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen for specific information, to listen and respond to questions. <b>Speaking:</b> To say simple sentences about colours and ways of going to school. <b>Reading:</b> To read simple sentences describing pictures. <b>Writing:</b> To write colour words and simple sentences.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify colours and simple nouns</li> <li>• ask and answer simple questions in the present simple.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis for travel to school</li> <li>• Colours</li> </ul> <b>21<sup>st</sup> Century Skills</b> <ul style="list-style-type: none"> <li>• Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other students</li> </ul>		
<b>Key vocabulary:</b> <i>bicycle, bus, car, boat, walk; red, orange, blue, black, green, purple, yellow, pink, white, brown, classroom objects (depending on the classroom)</i> <b>Key expressions/structure:</b> <i>How do you go to school?; affirmative sentences in the present simple: I go to school by car. __</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may have problems pronouncing words with long and short vowels and words with <i>b</i> as the initial consonant, for example, <i>bike, boat, bus</i>, etc. Remodel with accurate pronunciation and encourage repetition of the correct model.</li> <li>• Learners may have problems repeating the chant because of the speed. Allow learners to listen first and do the action. Then model each line of the chant slowly and ask learners to repeat before performing the chant at speed.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 21 Activity Book page 17 Audio Track 16 Flashcards: <i>boat, bus, car</i> Handmade flashcards: <i>red, orange, blue, black, green, purple, yellow, pink, white, brown; bicycle, walk</i> PCM 3 and 6: <i>bus, car, bicycle, boat, go by, walk; red, blue, green, yellow, brown, orange, black, purple, pink, white</i> Coloured pencils		

## UNIT 1 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

Resources	Starter
Flashcards	<ol style="list-style-type: none"> <li>Review the colours by displaying the following colour flashcards on the board: <i>red, blue, yellow, green, orange, purple, black, white, pink</i>. Ask the learners to name each of the flashcards. Write a number by each of the flashcards.</li> <li>Show the colour word cards one by one. Ask learners to read the word card with you and say which number flashcard it matches. Stick the word card under the correct flashcard.</li> <li>Remind the learners that we can mix two colours together to make a new colour. Tell the learners you are going to call out the names of two colours and they need to write the name of the colour they make in their notebooks. Red and blue make .... Red and yellow make ... Blue and yellow make ... Red and white make ...</li> </ol> <p><b>Feedback</b></p> <p>Check the answers as a class by reading out the beginning of the sentence: <i>red and blue make...</i> Learners call out the correct colour.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>Red and blue make purple.</li> <li>Red and yellow make orange.</li> <li>Blue and yellow make green.</li> <li>Red and white make pink.</li> </ol>
Resources	Main Activity
Learner's Book page 21	<p><b>Find something blue: Activity 1</b></p> <ol style="list-style-type: none"> <li>Ask the learners to look at the picture on page 21. Ask them how many things they can see in the picture.</li> <li>Tell learners they need to listen to you and point to the correct item in the picture. Slowly name the objects in the picture one by one, while the learners point at correct object.</li> <li>Tell learners that you are going to call out a colour and the learners need to find an object in the picture of that colour, and say its name and colour. Give an example: <i>a blue pencil</i>. After you say each colour, ask an individual learner to give the name and colour of the object.</li> </ol> <p><b>Answers</b></p> <p>A blue pencil, a pink crayon, a purple crayon, a red lunchbox, a brown table, a white clock, a grey chair, an orange book, a green book, a black chair</p>
Activity Book page 17	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>Ask learners to take out their coloured pencils and colour the objects on the page.</li> <li>Read the first sentence and ask learners to point to the correct picture. Tell learners to join the sentence to the picture and write the colour in the gap.</li> <li>Learners repeat with the remaining two sentences.</li> </ol> <p><b>Feedback</b></p> <p>Ask individual learners to read out the sentences, with the colours they used. If there is time, you could do a poll to find out how many learners used the same colours for each object.</p>

	<b>Differentiation activities (Support):</b> 1. Learners can be given more support by working in pairs. Colour and word cards can be put together on the board to give more support for reading.		
	<b>Differentiation activities (Stretch):</b> 1. After they have finished colouring, learners can cover the sentences in the book and write the sentences again in their notebooks.		
<b>Learner's Book page 21</b> <b>Audio Track 16</b>	<b>Chant: Activity 2</b> 1. Set the context for the chant by showing the flashcards of the modes of transport and eliciting: <i>I go to school by [bus]</i> . Play the audio. As learners listen, you can do the following gestures: <i>How do you go to school? Please tell me!</i> (make a questioning gesture) <i>Do you go by bike?</i> (mime riding a bike) <i>Do you go by car?</i> (mime driving a car) <i>Do you go by bus?</i> (mime waving out of the window of the bus) <i>Do you go by boat?</i> (move from side to side as if you are in a boat on water) <i>Or do you walk?</i> (mime walking) <i>How do you go to school? Please tell me!</i> (make a questioning gesture) <i>I go to school by car.</i> 2. Play the audio again, asking the whole class to join in doing the actions for the chant and chanting it, too. 3. Ask learners to look at the chant on page 21 of the Learner's Book. Encourage learners to read the chant and do the actions.		
<b>Resources</b>	<b>Plenary</b>		
<b>Activity Book page 17</b>	<b>Activity Book: Learning goals</b> 1. Direct learners' attention to the self-evaluation questions. 2. Read the statements. 3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> G2.1.1.1 Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action. G2.4.3.1.1 Use grade-appropriate structures, for example, singular nouns.			

LESSON PLAN		LESSON:13
Teacher:		Subject: English
Grade: 2	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen and follow instructions. <b>Speaking:</b> To interview a friend and make introductions, to spell your name aloud. <b>Reading:</b> To read information about other children. <b>Writing:</b> To write your name, your partner's name and your favourite colours.		<b>Learning outcomes: By the end of this lesson, learners will be able to:</b> <ul style="list-style-type: none"> <li>ask and answer simple sentences using <i>What</i></li> <li>use the possessive adjectives in simple sentences</li> <li>understand and follow simple instructions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>The alphabet</li> <li>Colours</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently</li> </ul>		
<b>Key vocabulary:</b> Colours <b>Key expressions/structure:</b> Possessive adjectives: <i>my, your, his, her; This is my friend. His/Her name is... Can you spell your name, please?</i> Information questions: <i>What's your favourite colour?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may confuse the masculine and feminine possessive adjectives, so constantly refer to the stick people you draw on the board to give a visual reference for them.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 22 Activity Book page 18 Handmade word cards: <i>his, her</i> and <i>What's your favourite colour?</i>		

## UNIT 1 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Draw a picture of a stick man and woman on the board and say: <i>This is my friend. His name is [Tom]. His favourite colour is [blue]</i> and point at the stick man. Encourage learners to say: <i>Hello [Tom]</i>.</li> <li>2. Repeat with the stick woman.</li> <li>3. Point at the stick man and say: <i>What's his name?</i> and <i>What's his favourite colour?</i>. Elicit the answers then repeat with the stick woman.</li> </ol>
Resources	Main Activity
<b>Learner's Book</b> page 22	<p><b>Interview a friend: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read the three questions in speech bubbles with the class and write them on the board.</li> <li>2. Ask a few learners the questions to model asking and answering them.</li> <li>3. Put learners in groups of three. They ask each other the three questions.</li> <li>4. Return to the stick man on the board and say: <i>His name is [Tom]</i>. Then write the name on the board. Say: <i>His favourite colour is [blue]</i> and write the colour on the board. Do the same with the stick woman. Tell students to do the same in their books.</li> </ol> <p><b>Language detective:</b> Draw attention to the Language detective question, and ask learners to answer it (<i>his</i> refers to a boy, <i>her</i> refers to a girl.)</p> <p><b>Feedback</b></p> <p>Learners stand up in their pairs and introduce each other to the class, using the words they have written. Model how to begin the introduction with: <i>This is my friend.</i></p>
<b>Activity Book</b> page 18	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to look at the pictures of the boy and girl. Ask: <i>What's his name?</i> and <i>What's her name?</i> Elicit the correct answer and remind learners of the use of <i>his</i> and <i>her</i>.</li> <li>2. Learners read the sentences and colour the pictures.</li> </ol> <p><b>Feedback</b></p> <p>Put learners in pairs and ask them to compare pictures.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Draw different-coloured circles on the board and write the name of the colour next to them, to provide learners with a visual reference.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. When learners have finished Activity Book Activity 1, they draw a 'head and shoulders' picture of a friend, including three objects that their friend has on his/her desk. They copy three sentences written on the board about their friend, following the model in the Activity Book.</li> <li>2. Learners then fill in the missing word to complete the sentences.</li> </ol>

<b>Learner's Book page 22</b>	<b>Mystery child: Activity 2</b> 1. Read the name and favourite colour on each name card with the learners. Say: <i>This is a girl. Her name begins with R. Her favourite colour is red. Can you find her?</i> Let learners point to the matching name card. Invite a learner to describe another name card. Prompt as needed. 2. Learners continue to play the game with a partner. <b>Feedback</b> If you have time, you can play this as a whole class. Individual learners take it in turns to describe one of the children for the rest of the class to guess.		
<b>Resources</b>	<b>Plenary</b> 1. Display the colour word cards on the board. 2. Play <i>Teacher says</i> . Say: <i>Find something (+ colour)</i> . Call out a colour and ask learners to stand up and go to an object with that colour. Occasionally call out an instruction without saying <i>Teacher says</i> . If a learner moves when you say this, then he/she is out of the game.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action. (G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (e.g. <i>yes/no</i> , <i>either/or</i> and simple <i>wh</i> -type questions). (G2.2.1.1.8) Listen to others, take one's turns in respectful ways, and speak one at a time about the topic under discussion.			

LESSON PLAN		LESSON:14
Teacher:		Subject: English
Grade: 2	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p><b>Listening:</b> To listen and follow instructions, to listen to a story.</p> <p><b>Speaking:</b> To talk about the story, to talk about what you see.</p> <p><b>Reading:</b> To read along as you listen to the story.</p> <p><b>Writing:</b> To write short answers to simple sentences about a story.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• read a simple story</li> <li>• answer <i>yes/no</i> questions in the present simple</li> <li>• understand sentences using verbs in the third person singular of the present simple.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for transport</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: Introduce to concept of how to be a critical thinker, as it applies to the concepts associated with learning a language – speaking, listening, reading and writing</li> </ul>		
<p><b>Key vocabulary:</b> <i>rabbit, duck, squirrel, hop, swim, climb</i></p> <p><b>Key expressions/structure:</b> (<i>hop</i>) <i>like a (rabbit)</i>; present simple affirmative sentences: <i>It swims. It hops</i>; present simple questions: <i>What do you see? What do animals do?</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners may not be able to distinguish the difference between the final –s sounds in cars (-z) and ducks (-s); model the difference in pronunciation and congratulate learners if they are able to differentiate their pronunciation; however do not put a lot of emphasis on this as it is something they will practise more throughout this grade.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner’s Book pages 23 and 24</p> <p>Activity Book page 19</p> <p>Audio Track 17</p> <p>Flashcards: <i>rabbit, duck</i></p> <p>Handmade flashcards: <i>squirrel; hop, swim, climb, walk</i></p> <p>Word cards PCM 7 and PCM 8: <i>rabbit, duck, squirrel, hop, swim, climb, walk: inside, outside</i></p>		



## UNIT 1 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (Page 6 to 8).

Resources	Starter
PCM 7	<ol style="list-style-type: none"> <li>1. Use word cards (PCM 7) to introduce the words <i>rabbit</i>, <i>duck</i> and <i>squirrel</i>.</li> <li>2. Say: <i>A rabbit hops. A duck swims. A squirrel climbs.</i> Encourage learners to mime the animal movements. Display the flashcards/word cards on the board.</li> <li>3. Play the game <i>Teacher says</i>. Give the class instructions using the verbs on the board; learners should only do the action if the instruction is preceded by <i>Teacher says</i>. For example, <i>Teacher says hop!</i> (learners hop); <i>Swim!</i> (learners stay still). If learners move when you give an instruction without saying <i>Teacher says</i>, they are out of the game.</li> </ol>
Resources	Main Activity
Learner's Book page 23	<p><b>Over to you: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. To lead into the story, point to the pictures. Ask: <i>What are these?</i> Revise the vocabulary. Listen for pronunciation of the final -s plural ending (which has a -z sound in <i>cars</i>, but -s sound in <i>ducks</i>).</li> <li>2. Ask: <i>What do you see on your way to school?</i> Help learners answer in a full sentence: <i>I see...</i></li> <li>3. Learners tell their partners what they see on the way to school. Help them with new vocabulary if necessary.</li> </ol> <p><b>Feedback</b></p> <p>If there is time, do a poll to see how many learners in the class see each item on their way to school.</p>
Activity Book page 19 PCM 8	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Display the word cards <i>inside</i> and <i>outside</i> on the board. Point to a chair. Say: <i>The chair is inside the classroom.</i></li> <li>2. Point to something you can see through the classroom window (or the rabbit in the picture on Activity Book page 19). Say: <i>The (rabbit) is outside the classroom.</i> Repeat with other items in the classroom.</li> <li>3. Ask learners to look at the picture and decide which things they see inside and which outside. They draw lines to match the objects to the correct place.</li> <li>4. Then ask them to compare the picture with what they really see inside and outside their class.</li> <li>5. If needed, use PCM 8 to help with the activity, which has the words 'inside' and 'outside'.</li> </ol> <p><b>Feedback</b></p> <p>Learners can compare their answers in pairs. Then you should call out the names of the different objects and ask learners to say <i>inside</i> or <i>outside</i> as a whole class</p> <p><b>Answers</b></p> <p>Inside: clock, table Outside: duck, rabbit, squirrel</p>

<b>Learner's Book pages 23 and 24</b> <b>Audio Track 17</b>	<b>Before you read: Activity 2</b>		
	<ol style="list-style-type: none"> <li>1. Read the title of the story. Learners look at the pictures to predict what the story will be about.</li> <li>2. Point to the pictures. Ask: <i>What does the girl see? What colour is the (rabbit, duck)?</i></li> <li>3. Play the audio. Point to the pictures in turn.</li> <li>4. Play the audio again, pausing to allow learners to repeat each line. Mime <i>little</i> with your hands.</li> </ol>		
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. If learners struggle to read and listen to the story, allow them to just listen to the audio and look at the pictures in the book.</li> </ol>		
<b>Differentiation activities (Stretch):</b>			
<ol style="list-style-type: none"> <li>1. Invite learners to read out the story after you have played the audio twice.</li> </ol>			
<b>Learner's Book page 24</b>	<b>Write: Activity 3</b>		
<ol style="list-style-type: none"> <li>1. Read the first sentence: <i>The girl sees a rabbit</i>. Mime <i>sees</i> and elicit the correct answer: <i>Yes</i>. Tell students to write it in their books.</li> <li>2. Repeat with the remaining sentences.</li> </ol>			
<b>Resources</b>	<b>Plenary</b>		
<b>Activity Book page 19</b>	<b>Activity Book: Learning goal</b>		
<ol style="list-style-type: none"> <li>1. Direct learners' attention to the self-evaluation question.</li> <li>2. Read the statement.</li> <li>3. Ask learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.</li> </ol>			
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G2.3.4.1.1) Read grade-appropriate texts accurately and smoothly with varied volume and expression, appropriate phrasing and pace that demonstrates comprehension and in a manner that sounds like natural speech.			
(G2.3.5.1.1) With help and support, read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognise common types of text (for example, storybooks, poems, informational text, etc.).			
(G2.3.5.1.4) With guidance and support, ask and answer simple questions about main ideas and key details in simple emergent readers such as big books or other enlarged text using visual clues.			
(G2.4.3.1.1) Use grade appropriate language structures.			

<b>LESSON PLAN</b>		<b>LESSON:15</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 2</b>	<b>Unit: 1</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to and follow instructions. <b>Speaking:</b> To talk about what you see. <b>Reading:</b> To recognise words from a story text. <b>Writing:</b> To write words in speech bubbles to complete a conversation.		<b>Learning outcomes: By the end of this lesson, learners will be able to:</b> <ul style="list-style-type: none"> <li>• use basic prepositions of place</li> <li>• use simple sentences and questions in the present simple.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis for making introductions</li> <li>• Lexis for animals</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Introduce creative thinking activities– such as brainstorming– to learn to share and respect all ideas</li> </ul>		
<b>Key vocabulary:</b> <i>rabbit, duck, squirrel, hop, swim, climb; inside, outside</i> <b>Key expressions/structure:</b> affirmative sentences in the present simple: <i>A squirrel climbs;</i> questions in the present simple: <i>What do animals do?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle with the concept that <i>I</i> is always uppercase; ensure that you address this when looking at the Words to remember box, and also point it out when doing the activities in the Activity Book.</li> </ul>		
<b>Resources/equipment needed:</b> Learner’s Book page 25 Activity Book page 20 Audio track 18 Flashcards: <i>duck, rabbit</i> Handmade flashcard: <i>squirrel</i> PCM 7: <i>rabbit, duck, squirrel, hop, swim, climb, walk</i>		

## UNIT 1 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>Show learners the <i>duck</i>, <i>rabbit</i> and <i>squirrel</i> word cards (PCM 7) and elicit the words. Mime an action and ask learners to say the word.</li> <li>Ask individual learners to mime a word for the class to guess the word.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book page 25</b> <b>Audio Track 18</b>	<p><b>Read and listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>Tell learners to look at the pictures.</li> <li>Play the audio; tell learners to read and listen. Encourage them to do the actions too.</li> </ol> <p><b>Words to remember</b></p> <ol style="list-style-type: none"> <li>Draw learners' attention to the box and write the letter <i>I</i> on the board.</li> <li>Point to yourself as you say: <i>I</i>.</li> <li>Point out <i>I</i> is always spelled with a capital letter.</li> <li>Learners look for the sight word <i>I</i> in the story. How many times can they see it? Have them count on their fingers.</li> </ol>
	<p><b>Feedback</b></p> <p>Check answers as a class. Call out the numbers from 4 to 7 and ask learners to put their hand up after the correct number of times <i>I</i> appears. Then tell learners the correct answer.</p>
	<b>Answer</b>
	7
<b>Learner's Book pages 23-25</b>	<p><b>Yes or no?: Activity 2</b></p> <ol style="list-style-type: none"> <li>Ask: <i>What does the girl see on her way to school?</i> Point to each picture as you ask: <i>A duck? A bus? A rabbit? A squirrel?</i></li> <li>Ask learners to look back at the story, then they answer <i>yes</i> or <i>no</i>.</li> <li>Hold up the word card that corresponds to the answer. Ask them to show where these items appear in the story.</li> </ol>
	<b>Answers</b>
	1 yes; 2 no; 3 yes; 4 yes
<b>Activity Book page 20</b>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>Focus on the two word snakes. Explain how to find the words in them.</li> <li>Point at the pictures and the words and ask the class to say them aloud.</li> <li>Learners look for the words and circle them.</li> </ol> <p><b>Feedback</b></p> <p>Put learners in pairs and ask them to check they have circled the same words. Then check the answers as a class by asking individual learners to put their hands up and say one of the words.</p>
	<b>Answers</b>
	(Wordsnake 1) <b>girlmxkdurfupenkyzqabooksventf</b> (Wordsnake 2) mxrfuly <b>friendsbpwkrzboyqarti</b>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Have learners work in pairs to do the word snake activity.</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <p>1. When learners have finished Activity Book Activity 1, ask them to write their own word snakes using words they remember from Unit 1. They then swap word snakes with a partner and circle the words.</p>		
<p><b>Activity Book page 20</b></p>	<p><b>Activity Book: Activity 2</b></p> <p>1. Focus on the pictures and ask learners to predict what the dialogue might be.</p> <p>2. Draw learners' attention to the Word box and ask them to use the words in it to complete the speech bubbles.</p> <p><b>Feedback</b></p> <p>Check answers as a class by asking individual learners to give the correct answers. If you have time, you can ask learners to act out the dialogue in pairs.</p> <p><b>Answers</b></p> <p>My name is Rashid; I am 7.</p>		
	<p><b>Differentiation activities (Support):</b></p> <p>1. Help learners to highlight key words in the speech bubbles (for example, <i>name</i>, <i>old</i>) and then match them to similar words in the Word box to help them work out how to complete the speech bubbles.</p>		
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. When learners have finished Activity Book Activity 2, they can role-play the dialogue in pairs, swapping the information in the speech bubbles for their own information.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Ask the class to name as many things as possible that they can see on their way to school.</p>		
<p><b>Learning styles catered for (✓):</b></p>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<p><b>Assessment for learning opportunities (✓):</b></p>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G2.4.3.1.1) Describe main idea and key details in a text read aloud, or information presented orally or through other media.</p>			

LESSON PLAN		LESSON:16
Teacher:		Subject: English
Grade: 2	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to what animals and people do, to listen to commands, to listen to instructions. <b>Speaking:</b> To talk about what animals do. <b>Reading:</b> To read conversations. <b>Writing:</b> To write answers to information questions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify and use verbs in the present simple</li> <li>• understand and follow simple instructions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Animals</li> <li>• Colours</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Introduce the concept of working in teams, with a common goal, to solve problems</li> </ul>		
<b>Key vocabulary:</b> rabbit, duck, squirrel, hop, swim, climb; inside, outside <b>Key expressions/structure:</b> affirmative sentences in the present simple: <i>a squirrel climbs</i> ; questions in the present simple: <i>What do animals do?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may notice the final -s when describing the actions of the animals; you may wish to explain that when we talk about someone or something else we use -s but when we use / we don't use -s. You do not need to explain this in a lot of detail.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 26 Activity Book page 21 Audio Track 19 Flashcards: <i>rabbit, duck</i> Handmade flashcard: <i>squirrel</i> PCM 7: <i>hop, swim, climb</i>		

## UNIT 1 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

Resources	Starter
PCM 7	<ol style="list-style-type: none"> <li>1. Show learners the words on PCM 7.</li> <li>2. Mime one of the actions on the word card.</li> <li>3. Learners say and mime the action.</li> <li>4. Repeat with the other word cards.</li> </ol>
Resources	Main Activity
Learner's Book page 26 Audio Track 19	<p><b>Listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the pictures, and elicit what they can see in each picture.</li> <li>2. Tell learners they are going to listen to sentences, and choose and circle the picture that matches what they hear.</li> <li>3. Play the audio twice and give learners time to circle the pictures. Then play a final time.</li> </ol> <p><b>Feedback</b></p> <p>Check the answers as a class by asking learners to raise their hand if they would like to share the answer. Choose individual learners to say the letter of each correct picture. Encourage learners to say a simple sentence about the picture.</p> <p><b>Answers</b></p> <p>1 c; 2 c; 3 c; 4 a</p>
Learner's Book page 26	<p><b>What do the animals do?: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the pictures.</li> <li>2. Put learners in pairs and tell them to match the animal to the action and say a sentence, for example, <i>A squirrel climbs.</i></li> </ol> <p><b>Feedback</b></p> <p>Check answers as a class by asking individual learners to say a sentence each.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1. A squirrel climbs.</li> <li>2. A rabbit hops.</li> <li>3. A duck swims.</li> </ol>
Activity Book page 21	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read the sentences in the box and have learners repeat them.</li> <li>2. Ask learners to look at the picture and choose the correct sentence to complete each speech bubble.</li> </ol> <p><b>Feedback</b></p> <p>Check answers as a class by asking learners to put their hands up if they would like to say the answers. Ask individual learners to say one sentence each. Write the sentences on the board for learners to check against the ones they have written.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 A duck swims.</li> <li>2 A squirrel climbs.</li> <li>3 A rabbit hops.</li> </ol>



<b>PCM 7</b>	<b>Differentiation activities (Support):</b> 1. Provide learners with the animal flashcards and action word cards (PCM 7), and allow them to match the animal with the action before they do Activity 1 in the Activity Book.		
	<b>Differentiation activities (Support):</b> 1. When learners have finished Activity 1 in the Activity Book, have them close their books and draw a duck, a squirrel and a rabbit and then write the action next to it, for example, <i>A duck swims</i> .		
<b>Resources</b>	<b>Plenary</b>		
	1. Play a game with learners. Give each learner an animal character: <i>squirrel, duck</i> or <i>rabbit</i> . Explain that you will call out an action: <i>swim, climb</i> or <i>hop</i> . If the action corresponds to their animal, learners have to stand up and swap seats with another learner who has the same animal. For example, if you say <i>swim</i> , all the learners who are ducks must stand up and swap seats.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place, or action. (G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration. (G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and action using simple present tense and present continuous.			

LESSON PLAN		LESSON:17
Teacher:		Subject: English
Grade: 2	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To practise listening to a chant.</p> <p><b>Speaking:</b> To practise saying a chant, naming things you see on the way to school, asking and answering questions, and reporting back to the class.</p> <p><b>Reading:</b> To practise reading simple sentences.</p> <p><b>Writing:</b> To practise copying simple sentences.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• repeat words following a model</li> <li>• use possessive adjectives in sentences in the simple present.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Review lexis from Unit 1 Lessons 13–16</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently</li> </ul>		
<p><b>Key vocabulary:</b> <i>rabbit, duck, squirrel, hop, swim, climb; classroom objects: table, chair, clock, ABC chart, lunchbox, book, crayon, pencil</i></p> <p><b>Key expressions/structure:</b> Affirmative sentences and questions in the present simple: <i>I see a squirrel; What's your favourite colour?</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Some learners may not be able to copy the intonation, rhythm and features of connected speech in the chant at speed. Model each line of the chant separately; allocate different lines of the chant to groups so they only have to repeat one line.</li> <li>• Some learners may not be able to use the pronouns <i>his</i> and <i>her</i> accurately. Draw a picture of a boy and a girl on the board and label each one. Point at this to prompt learners as they are reporting back to the class.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's book pages 23-25, 27</p> <p>Activity book page 22</p> <p>Flashcards: <i>table, chair, whiteboard, book, pencil, clock</i></p> <p>Handmade flashcards: <i>lunchbox, ABC chart</i></p>		

## UNIT 1 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

<b>Resources</b>	<b>Starter</b>
	1. Mime the actions from the story: <i>hop</i> , <i>climb</i> and <i>swim</i> . Elicit the action and the animal from learners.
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book</b> page 27	<p><b>Game: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Display the flashcards on the board and ask learners to quickly to tell you what they can see in the pictures to review and check they remember the key vocabulary for the game.</li> <li>2. Demonstrate the game with four volunteers at the front of the class. Tell the volunteers they are going to play a listening and memory game. They need to listen very carefully, repeat the sentence and add one more thing they can see on the board. For example: Teacher: <i>I can see a whiteboard.</i> Learner 1: <i>I can see a whiteboard and a table.</i> Learner 2: <i>I can see a whiteboard, a table and a chair...</i></li> <li>3. Continue the game until the learners have named all the things they can see in the pictures.</li> <li>4. Divide the class into groups of five or six and tell them to play the same game using the flashcards on the board.</li> </ol>
<b>Learner's Book</b> pages 23-25	<p><b>Chant</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners if they can remember the poem they read in Lesson 14. Show them the pictures on pages 23-25 to help them to remember.</li> <li>2. Mime walking to school and elicit: <i>I go to school</i>, then mime a rabbit and elicit: <i>I see a rabbit</i>, then mime a duck and elicit: <i>I see a duck</i>, and finally, mime a squirrel and elicit: <i>I see a squirrel</i>.</li> <li>3. Repeat the actions several time, so that you are miming and learners are chanting the sentences.</li> <li>4. You may like to invite individual learners to take over the teacher's role of miming the actions</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Less able/confident learners can just do the actions without repeating the chant.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. More able/confident learners can say the chant with the actions, without the teacher's help. They can also be encouraged to add two extra animals to the chant.</li> </ol>
<b>Activity Book</b> page 22	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at Activity 1. Mime the action of putting your school bag on, ask learners to point to the picture (of the boy with the rucksack) and write the number one. Then repeat by miming a rabbit, a duck and a squirrel.</li> </ol> <p><b>Feedback</b></p> <p>Check the answers as a group by asking learners to call out the correct order of the numbers in the boxes.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>Do the mimes in the following order: put on school bag, rabbit, duck and squirrel. Learners should number the pictures: 2, 4, 1, 3.</p>

<b>Activity Book</b> <b>page 22</b>	<p><b>Activity Book: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to look at Activity 2. Point to the first picture in Activity 1 and ask the learners to read and find the sentence that matches with this picture. Ask them to write the sentence under the correct picture.</li> <li>2. Ask the learners to read the other sentences and write them under the correct picture.</li> </ol> <p><b>Feedback</b></p> <p>Check the answers by directly asking individual learners to read out the sentences. Write the sentences on the board.</p> <p><b>Answers</b></p> <p>1 I see a rabbit. 2 I see a squirrel. 3 I go to school. 4 I see a duck.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Less able/confident learners can match the sentences only and label the pictures at home.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. More able/confident learners can write the sentences from memory, without copying them from Activity 2.</li> </ol>
<b>Learner's Book</b> <b>page 27</b>	<p><b>Interview a friend: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at Activity 2. Ask two learners to come to the front of the class to demonstrate asking and answering the questions.</li> <li>2. Divide the class into pairs and ask them to ask and answer the two questions in the book.</li> <li>3. When the learners have finished asking the questions, ask them to look at the board. Draw a picture of a boy on the board and write <i>Hassan, read</i> and 7 below it. Say: <i>His name's Hassan. He reads at school. He's 7.</i> Then draw a picture of a girl and write <i>Fatima, use computers</i> and 7 below it. Say: <i>Her name's Fatima. She uses computers at school. She's 7.</i></li> </ol> <p><b>Feedback</b></p> <p>Learners report to the class about their partners using the sentences you have modelled.</p>
<b>Resources</b>	<b>Plenary</b>
<b>Activity Book</b> <b>page 22</b>	<p><b>Activity Book: Learning goals</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the self-evaluation questions.</li> <li>2. Read the statements.</li> <li>3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G2.2.1.1.6) Talk about habits and routines using the simple present tense, in positive and negative statements; respond to <i>yes/no</i> questions about habits and routines in short answers. (G2.2.2.1.1) Participate in class songs and games, taking turns and responding individually as required. (G2.3.1.1.1) Students build upon and continue applying previously learned skills.			

LESSON PLAN		LESSON:18
Teacher:		Subject: English
Grade: 2	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To recognise vocabulary from the unit. <b>Speaking:</b> To produce vocabulary from the unit. <b>Reading:</b> To read and recognise alphabet letters in upper and lower case. <b>Writing:</b> To write alphabet letters in upper and lower case.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify and use simple nouns</li> <li>• use simple verb phrases in the present tense</li> <li>• identify and correctly use letters in the alphabet.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis for classroom objects</li> <li>• Lexis for school activities</li> <li>• The alphabet</li> <li>• Language for making introductions</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other students</li> </ul>		
<b>Key vocabulary:</b> <i>table, chair, clock, whiteboard, pencil, lunchbox, book, crayon</i> <b>Key expressions/structure:</b> Affirmative statements in the present simple: <i>I (read) at school, His/her name is (Fatima). His/her favourite colour is (red);</i> questions in the present simple: <i>What's your name? What's your favourite colour? What's this/What's number one?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may have problems pronouncing vocabulary items containing problem sounds for Arabic learners, for example, consonant sounds <i>p, b</i> and <i>ch</i> and long and short vowel sounds. Identify errors sensitively and, encouragingly, remodel and ask the learner to repeat the correct pronunciation.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 28 Mini whiteboards, laminated sheets of white paper or large strips of paper Whiteboard marker pens		

## UNIT 1 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

Resources	Starter
	<p><b>Alphabet writing game</b></p> <ol style="list-style-type: none"> <li>1. Prepare learners to play a writing game with the mini whiteboards. You can use scraps of paper if you don't have these. First, dictate the first five alphabet letters in sequence, then stop and ask learners to write the next letter in upper and lower case, for example, <i>Ff</i>. Ask them to check with a partner, then show their answer to the class.</li> <li>2. Then dictate the next five letters of the alphabet, stop and ask the learners to write the next letter, check with a partner and then with the class. Repeat this procedure until you have reviewed all the letters of the alphabet.</li> <li>3. If you think your learners can play the game themselves, divide the class into pairs and ask them to take it in turns to play the game they have just played with you.</li> <li>4. Call out a letter of the alphabet at random and secretly write this on a mini whiteboard. Ask learners to write the letter in upper and lower case on their mini whiteboard and check it with their partner. They show the class and you show them the letter you wrote on your board so they can check their answer.</li> </ol>
Resources	Main Activity
<p><b>Learner's Book page 28</b></p>	<p><b>Listen and tick: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the pictures in the book and elicit the names of the objects.</li> <li>2. Tell learners that you will call out a word, and learners need to tick that picture. Call out the pictures in a random order, and have learners tick the picture they hear, then hold up their book and point to it.</li> <li>3. Learners test their partner by pointing to one of the pictures and their partner has to describe the picture. They take it in turns to do this. You can help to support this by writing the following prompts on the board. Learner A: <i>What's this?</i> Learner B: <i>It's a _____.</i></li> </ol> <p><b>Feedback</b></p> <p>Hold up your book, point to the pictures one by one and ask individual learners to describe the picture to you, for example, <i>It's a ...</i></p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Pairwork testing allows learners to choose the level of difficulty.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Pairwork testing allows more able/confident learners to choose the level of challenge. Learners could also write the word on a strip of paper.</li> </ol>
<p><b>Learner's Book page 28</b></p>	<p><b>Listen and number: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to look at Activity 2, then write the sentences <i>I draw at school.; I write at school.; I use a computer at school.; I do maths at school.; I read at school.</i> on the board and read them aloud. Learners read, listen and number the pictures.</li> </ol> <p><b>Feedback</b></p> <p>Check answers by calling out or holding your book up and pointing to the pictures in order. Directly ask individual learners to say the correct verb/verb phrase.</p>

	<p><b>Answers</b></p> <p>Correct order (from left to right): I use a computer at school. I draw at school. I do maths at school. I read at school. I write at school.</p> <p>1. Learners test their partner by pointing to one of the pictures and their partner has to say the sentence about the picture. They take it in turns to do this.</p>		
	<p><b>Interview and introduce a friend</b></p> <p>1. Demonstrate the activity with two confident learners at the front of the class. Ask the following questions:  <i>What's your name?</i>  <i>What's your favourite colour?</i></p> <p>2. Divide the class into pairs and ask them to take turns asking and answering the questions.</p> <p>3. Tell learners they are going to tell the class about their partner. Elicit/write these sentences on the board and add a drawing of a boy next to the first sentence and a girl next to the second sentence.  <i>His name is _____.</i> <i>His favourite colour is _____.</i>  <i>Her name is _____.</i> <i>Her favourite colour is _____.</i></p> <p>4. Learners can introduce their partner to the class or this can be done as pairwork, for example, they introduce their partner to another pair.</p>		
	<p><b>Differentiation activities (Support):</b></p> <p>1. Learners can use the gapped sentences and the information on the board for support.</p>		
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners can write the sentences about their partner first and then report back to the class. Learners could work in larger groups.</p>		
<p><b>Resources</b></p>	<p><b>Plenary</b></p>		
<p><b>Learner's Book page 28</b></p>	<p><b>Look what I can do</b></p> <p>1. Ask learners to look at the statements in the <i>Look what I can do!</i> section.</p> <p>2. Read the statements and tell learners to put their hands up if they feel they can do it. You may like to ask a few learners to give examples.</p>		
<p><b>Learning styles catered for (✓):</b></p>			
<p>Visual ✓</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p><b>Assessment for learning opportunities (✓):</b></p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p><b>Standards/SLOs:</b></p> <p>(G2.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action.</p> <p>(G2.1.1.1.3) Listen and respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.</p> <p>(G2.4.3.1.1) Use grade-appropriate structures, for example, present simple.</p>			



LESSON PLAN		LESSON:19
Teacher:		Subject: English
Grade: 2	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to partners talking about colours. <b>Speaking:</b> To ask and answer questions about colours. <b>Reading:</b> To read word cards. <b>Writing:</b> To write names of colours and objects.		<b>Learning outcomes: By the end of this lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify and use simple nouns</li> <li>• understand and use simple verb phrases in the present simple.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis for classroom objects</li> <li>• Colours</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently</li> </ul>		
<b>Key vocabulary:</b> colours, classroom objects <b>Key expressions/structure:</b> adjective + noun: <i>a red pencil</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to remember and write the words for the vocabulary they have learned in this unit, so ensure that they are well supported by displaying word cards on the board.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book pages 17 and 29 Old magazines, glue, scissors, coloured pencils, crayons, strips of paper		

## UNIT 1 LESSON 19 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

Resources	Starter
Learner's Book page 17	<ol style="list-style-type: none"> <li>1. Remind learners of the alphabet poem on page 17 of the Learner's Book. Read it with learners.</li> <li>2. Ask learners to make two rows, facing each other.</li> <li>3. Tell them that one row will read the first line (they will read the lines that contain the letters) and the other row will read the second line of the poem. Learners read the parts of the poem to each other.</li> <li>4. Then they switch roles.</li> </ol>
Resources	Main Activity
	You should choose <b>one</b> of the project options given below.
Learner's Book page 29	<p><b>Option 1</b></p> <p><b>Project A: Make word cards</b></p> <ol style="list-style-type: none"> <li>1. Give learners a strip of paper and ask them to write a word they remember from the unit on the strip of paper. You may like to point out different objects around the classroom to give them some ideas.</li> <li>2. Then, give learners crayons of different colours and a piece of paper. Ask learners to draw and colour the object for the word they wrote.</li> <li>3. Learners then glue the word card they made to the corresponding picture. Circulate as learners work.</li> <li>4. Ask learners what letter each word starts with.</li> </ol> <p><b>OR</b></p> <p><b>Option 2</b></p> <p><b>Project B: Make a colour book</b></p> <ol style="list-style-type: none"> <li>1. Show learners the colours flashcards.</li> <li>2. Say the colours aloud while pointing to them.</li> <li>3. Ask learners what their favourite colour is.</li> <li>4. Ask learners to find an object in the class of their favourite colour and point to it.</li> <li>5. Ask learners to choose a colour.</li> <li>6. Ask learners to draw pictures of things that are the colour they chose.</li> <li>7. Learners put the drawings and photos together in a notebook (they can use a notebook or a folder with pieces of paper in it)</li> <li>8. Ask learners to write the names and the colour of the pictures on each page.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ensure that learners have their Learner's Books open so they can check the correct spelling of words and find inspiration for their colour book.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Option 1: Learners can make as many word cards as they like.</li> <li>2. Option 2: Learners can make a word book in a different colour.</li> </ol>
Resources	Plenary
	<ol style="list-style-type: none"> <li>1. Give out blank name cards. Learners write their names on a blank card.</li> <li>2. Say: <i>Find a partner!</i> Learners take it in turns to spell their name and their partner's name.</li> <li>3. Say: <i>Find a new partner!</i> Learners find a new partner and repeat activity.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G2.4.1.1.1) Form uppercase and lowercase letters correctly.			
(G2.4.1.1.2) Write legibly, progressing from left to right; space letters, words and sentences appropriately.			
(G2.4.3.1.1) Use grade appropriate structures.			

<b>LESSON PLAN</b>		<b>LESSON:20</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 2</b>	<b>Unit: 1</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen and evaluate presentations <b>Speaking:</b> To present a project <b>Reading:</b> To read word cards and word books.		<b>Learning outcomes: By the end of the lesson, students will be able to...</b> <ul style="list-style-type: none"> <li>• make a short presentation using the present simple.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Colours</li> <li>• Lexis for classroom activities</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other students</li> </ul>		
<b>Key vocabulary:</b> Unit 1 revision <b>Key expressions/structure:</b> Unit 1 revision		
<b>Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• When learners present their projects make sure to check they correctly use the language, for example, correctly using plural and singular nouns, using <i>a</i> and <i>an</i>, etc.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 29 Flashcards: all flashcards from Unit 1 PCM 6: <i>red, blue, green, yellow, brown, orange, black, purple, pink, white</i> PCM 9 (one copy per learner) Learners' projects from Lesson 19 Squares of different-coloured paper: <i>red, blue, green, yellow, brown, orange, black, purple, pink, white</i> A small ball		

## UNIT 1 LESSON 20 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

Resources	Starter
PCM 6	<ol style="list-style-type: none"> <li>1. Display squares made of paper of different colours and the words from PCM 6 with the name of colours on two tables.</li> <li>2. Divide the class into two groups: A and B</li> <li>3. Ask each group to stand around one of the tables.</li> <li>4. Draw a line to divide the board into two parts. Write letter A on one side- that side will be used by group A. Write B on the other side- this side will be used by group B.</li> <li>5. Ask learners to take a colour and the corresponding word card and stick them to the board</li> <li>6. The group that sticks all the colours and the corresponding word cards first is the winner.</li> </ol>
Resources	Main Activity
Learner's Book page 29 PCM 9	<ol style="list-style-type: none"> <li>1. Give learners time to finish their projects, if necessary.</li> <li>2. Give each learner a copy of PCM 9 and tell them to write their names at the top.</li> <li>3. Tell learners they are now going to present their project. Explain that learners will evaluate their project and a partner's project.</li> <li>4. If you chose Project A, write on the board: <i>My project is a car.</i> <i>It's red.</i> <i>It starts with the letter C.</i></li> <li>5. If you chose Project B, write on the board: <i>My project is red.</i> <i>It's a red pencil. It's a red book.</i></li> <li>6. Tell learners to look at the projects on page 29 of their Learner's Book as you read out the sentences on the board.</li> <li>7. Invite a volunteer learner to make a similar presentation about their project.</li> <li>8. Put learners in pairs so they can present their project to each other.</li> <li>9. When learners have presented, draw their attention to the second column on PCM 9 and tell them to colour the face that represents how they feel about their project.</li> <li>10. Next, ask learners questions about their partner's project, for example, <i>What is his project? What colour is it? What letter does it start with?</i></li> <li>11. Ask each learner to say how many stars they give their partner. Their partner then colours in that number of stars next to Project 1 on PCM 9. Remind learners of the importance of being fair and kind when giving their scores.</li> <li>12. Take in the copies of PCM 9 and store them somewhere safe, in preparation for the project in the next unit.</li> </ol>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to spell one of the words they use in their projects.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to spell words from a partners' project and from their own projects.</li> </ol>
Resources	Plenary
	<ol style="list-style-type: none"> <li>1. Ask learners to stand in a circle and throw around a small ball quickly.</li> <li>2. Whenever a learner drops the ball, show them a flashcard and ask them to say the name of the object.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action. (G2.2.1.1.8) Listen to others, take one's turns in respectful ways, and speak one at a time about the topic under discussion.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 2	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a poem and a conversation, to listen for specific information. <b>Speaking:</b> To answer <i>yes/no</i> questions. <b>Reading:</b> To recite a poem, to read labels and to find synonyms. <b>Writing:</b> To write the names of family members.		<b>Learning outcomes: By the end of this lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify nouns for family members</li> <li>• use verbs to describe actions in the present tense</li> <li>• repeat words following a pattern</li> <li>• identify synonyms.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• The alphabet</li> <li>• Colours</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>mother, father, brother, sister, grandpa, grandma</i> <b>Key expressions/structure:</b> Present simple tense; <i>yes/no</i> answers to questions		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may have difficulty producing the <i>th</i> sound in <i>mother, father, brother</i>; be sure to model this and drill learners individually, if necessary.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 30 Activity Book page 23 Audio Tracks 20 and 21 Flashcards: <i>mother, father, brother, sister, grandpa, grandma; watch TV, make cakes, talk</i> Handmade flashcards: <i>read books, make a picture, play games, talk on the computer</i> PCM 10: <i>mother, mum, father, dad, brother, sister, grandpa, grandma; read books, watch TV, make a picture, play games, make cakes, fly kites; Some families are big., Some families are small., I love my family best of all.</i> Magazine photos of families		

## UNIT 2 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Show a photo of a family or, if appropriate, show photos of your own family. Say: <i>Look, this/my family is big/small.</i></li> <li>2. Tell the class about things you do with your family.</li> <li>3. Show photos, if appropriate, or magazine pictures, to illustrate the activities.</li> <li>4. Ask learners what they do with their families.</li> </ol>
Resources	Main Activity
<p>Learner's Book page 30</p> <p>Audio Track 20</p> <p>PCM 10</p>	<p><b>Read and listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Use the picture to identify all the family members. Say: <i>Look at the family. This is Samir, this is his mother ...</i> Hold up the flashcard and the word card for <i>mother</i> from PCM 10. Repeat with the other family members and ask learners to repeat the words after you.</li> <li>2. Learners focus on the picture on page 30. Point to the poem.</li> <li>3. Play the audio a few times. Pause for learners to repeat each line and look at the picture.</li> <li>4. Practise reciting the poem together. Point to the family members in the picture. Hold up the word cards from PCM 10 for each line of the poem as you are reciting the poem.</li> </ol>
<p>Learner's Book page 30</p> <p>Audio Track 21</p> <p>PCM 10</p>	<p><b>Samir and his family: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Point to the picture. Play the audio a few times. Point to the family members in turn, and hold up the flashcard and word card (PCM 10_).</li> <li>2. Pause after each exchange. Learners repeat and point to the corresponding people in the picture. Then ask them: <i>What do they do on Fridays?</i></li> <li>3. Point to different people in the picture and say a family member, for example, point at the father and say: <i>Is he the father?</i> Elicit: <i>Yes</i> from learners.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to put their hands up and then choose individual learners to give the correct answers.</p> <p><b>Answers</b></p> <p>1 Samir and his grandpa play games. 2 His grandma makes cakes. 3 His mother and baby brother read books. 4 His sister talks to their father on the computer/makes a picture.</p>
<p>Activity Book page 23</p>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to find the words using the initial sound as a guide.</li> <li>2. Make the sound; learners search for the word in the Word Box and point to the letter.</li> <li>3. Read the word and have learners repeat it.</li> <li>4. Ask learners to write the word in the correct column in the chart.</li> </ol> <p><b>Feedback</b></p> <p>Check the answers as a class by directly asking individual learners to give the correct answers.</p> <p><b>Answers</b></p> <p><b>male:</b> father, brother, grandpa; <b>female:</b> mother, sister, grandma Learners' own answers for <i>me</i>.</p>



	<b>Differentiation activities (Support):</b> 1. Provide learners with a list of the words from the Word box on cards and have them circle the first letter in each of the words.		
	<b>Differentiation activities (Stretch):</b> 1. When learners have finished Activity Book Activity 1, ask them to write other words they know that start with <i>b</i> or <i>c</i> in the chart.		
<b>Resources</b>	<b>Plenary</b>		
<b>Activity Book page 23</b>	<b>Activity Book: Learning goal</b> 1. Direct learners' attention to the self-evaluation question on page 23. 2. Read the statement. 3. Ask them to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G2.1.1.1) Identify familiar words in a stream of speech which carries keys information about a person, thing, number, place or action. (G2.2.1.1.3) Consolidate from Grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 2	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to someone talk about their family. <b>Speaking:</b> To ask and answer questions about the family, practise topic vocabulary. <b>Reading:</b> To read and match statements. <b>Writing:</b> To write questions and answers.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>ask and answer questions about their family</li> <li>write a question and answer using common verbs</li> <li>use correct pronunciation of the /th/ sound.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>The alphabet</li> <li>Colours</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectively</li> </ul>		
<b>Key vocabulary:</b> Family words: <i>mother, mum, father, dad, brother, sister, grandpa, grandma</i> ; activities: <i>read books, watch TV, make a picture, play games, make cakes, talk, fly kites</i> <b>Key expressions/structure:</b> <i>This is for ...</i> ; present simple questions: <i>Do you ...? Yes, I do./No, I don't.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may struggle with the concept of giving short answers (<i>Yes, I do./No, I don't.</i>); make sure to model and practise these extensively. You may like to teach learners using clapping, so they can understand the rhythm and associate the short answers with the sounds.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 31 Activity Book page 24 Audio Track 22 Flashcards: <i>mum, dad, brother, sister, grandpa, grandma; watch TV, make cakes, talk</i> Handmade flashcards: <i>read books, make a picture, play games, fly kites</i> PCM 10 and 11: <i>mother, mum, father, dad, brother, sister, grandpa, grandma: Do you? Yes, I do., No, I don't., play games</i> Card, markers or coloured pencils, scissors, magazine photos of families, A4 sheets of paper, pencils, crayons, sheets of paper		

## UNIT 2 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

<b>Resources</b>	<b>Starter</b>
<b>Flashcards</b>	1. Display the flashcards for family members on the board. Say the name of a family member and ask learners to point to the correct flashcard.
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book page 31</b> <b>Audio Track 22</b> <b>PCM 10</b>	<p><b>Topic Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the words on page 31. Play the audio and show the flashcard and word cards (PCM 10) for each family member to make the meaning clear. Explain to learners that there are two words each for <i>mother</i> and <i>father</i>.</li> <li>2. Play the audio again and pause after each word. Learners point to each family member and repeat.</li> <li>3. Hold up the flashcard and word card (PCM 10) for each family member. Read the words together. Check for correct pronunciation.</li> <li>4. Tell learners to look at the picture on page 31 again. They are going to listen to Samir and decide if what he says is true or not.</li> <li>5. Play the audio at least twice to familiarise learners with the content. Play again and stop after each sentence to give the class time to think and decide.</li> <li>6. Ask learners to look at the spelling of the words on page 31 and find those that have a <i>th</i> sound in the middle. Elicit the correct pronunciation.</li> <li>7. Explain to the class what <i>rhyme</i> is, for example words that have a similar sound. Ask learners to say the words again and find the words that rhyme (for example, <i>mother/brother</i>).</li> <li>8. Ask: <i>Which words mean the same?</i> Elicit the answers: <i>mother, mum; father, dad.</i></li> </ol> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 My mother reads books with my brother. Yes</li> <li>2 My grandpa is at home. Yes</li> <li>3 I have a baby brother. Yes</li> <li>4 I have three sisters. No</li> <li>5 My sister is making a picture for dad. Yes</li> </ol>
<b>Activity Book page 24</b>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners draw their family and label the family members using the words on Learner's Book page 31.</li> <li>2. When they have finished, they describe their family to the class.</li> <li>3. Ask learners to write the answer to the question in the Activity Book.</li> </ol>
<b>Learner's Book page 31</b> <b>PCM 10</b>	<p><b>Do you ...?: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Point to the pictures and say the words. Use the flashcards and word cards (from PCM 10) to review action verbs from the previous lesson. Ask learners to mime the actions and repeat.</li> <li>2. Ask individual learners: <i>Do you (read books) with your family?</i> Help them answer: <i>Yes, I do. /No, I don't.</i></li> <li>3. In pairs, learners ask and answer questions about their families.</li> </ol>

<b>Activity Book</b> <b>page 24</b>	<p><b>Activity Book: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read the instructions to the learners. Then ask them to repeat each sentence.</li> <li>2. Do the example as a class. Ask: <i>Who is it for? Your father? Your mother?</i> Provide help as needed. Learners look at the pictures and decide on their answers.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to put their hands up if they would like to say an answer, then go through each sentence and choose an individual learner to give the correct answer.</p> <p><b>Answers</b></p> <p>1 sister; 2 mother; 3 baby brother; 4 father</p>
<b>Activity Book</b> <b>page 24</b>	<p><b>Activity Book: Challenge</b></p> <ol style="list-style-type: none"> <li>1. Read the instructions.</li> <li>2. Learners circle the words with the letters <i>th</i>.</li> </ol> <p><b>Feedback</b></p> <p>Check the answers as a class by reading out each sentence again and asking learners to put their hands up if they hear a word with <i>th</i> in it.</p> <p><b>Answers</b></p> <p><b>This</b> is for my <b>father</b>.</p> <p><b>This</b> is for my <b>mother</b>.</p> <p><b>This</b> is for my <b>baby brother</b>.</p> <p><b>This</b> is for my <b>sister</b>.</p>
<b>Learner's Book</b> <b>page 31</b>	<p><b>Write: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to look at the activities they talked about in Activity 2.</li> <li>2. Invite them to choose one answer that is true for them and complete the question and the answer in Activity 3.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Help the learners label their pictures by providing word cards for them to copy.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. After all activities have been completed, have the learners write a short story about their family members and what they do with them.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p>
<b>Flashcards</b>	<ol style="list-style-type: none"> <li>1. Hold up an activity flashcard and a family member flashcard, and ask learners to make sentences. For example, <i>I read with my mum</i>. Write the example on the board to help learners with the structure.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G2.1.1.1) Identify familiar words in a stream of speech which carries keys information about a person, thing, number, place or action.			
(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous.			
(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 2	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen for and respond to information. <b>Speaking:</b> To ask and answer questions about eating habits and preferences. <b>Reading:</b> To read and understand informational text. <b>Writing:</b> To complete sentences about yourself and others.		<b>Learning outcomes: By the end of this lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use simple nouns related to food</li> <li>• say and write affirmative and negative sentences in the present simple</li> <li>• ask and answer <i>yes/no</i> questions in the present simple.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• The alphabet</li> <li>• Numbers 1 to 10</li> <li>• Colours</li> <li>• Lexis for family members</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Global Awareness: Introduce other cultures through the teaching of English</li> </ul>		
<b>Key vocabulary:</b> Breakfast foods: <i>bread, labneh, olives, noodles, balaleet, eggs, cereal with milk, yoghurt, cheese, fruit</i> <b>Key expressions/structure:</b> affirmative statements in the present simple: <i>I eat (bread), She/He eats (eggs)</i> ; questions: <i>What do you eat for breakfast? Do you like ...? Yes, I do. No, I don't</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may have difficulty changing from using the first person to using the third person; make sure to demonstrate and emphasise the difference by pointing to yourself when saying <i>I</i> and pointing to another learner or a picture when saying <i>he</i> or <i>she</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 32 Activity Book page 25 Audio Track 23 Flashcards: <i>bread, olives, noodles, balaleet, eggs, fruit, yogurt</i> Handmade flashcards: <i>cereal with milk, labneh, cheese</i> PCM 12: <i>bread, labneh, noodles, balaleet, eggs, cereal with milk, fruit, yoghurt, What do you eat for breakfast?, He eats ..., I eat ..., She eats ..., Do you like ...?, No, I don't., Yes, I do., breakfast, cheese; olives</i> Map of the world or globe (optional)		

## UNIT 2 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

Resources	Starter
PCM 12	<ol style="list-style-type: none"> <li>1. Introduce the words <i>bread, labneh, olives, noodles, balaleet, eggs, cereal with milk, fruit, yoghurt</i> and <i>cheese</i> using the word cards from PCM 12.</li> <li>2. Show the card and say the word. Learners repeat.</li> <li>3. Play 'Guess the word'. Begin drawing an item of food very slowly on the board. Learners guess what it is.</li> </ol>
Resources	Main Activity
Learner's Book page 32 Audio Track 23	<p><b>Before you read: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain the meaning of the word <i>breakfast</i>. Point to each photo. Say: <i>This is John. Look at his breakfast. What does he have for breakfast?</i> Learners answer.</li> <li>2. If you have access to a map or globe, you may like to show it to the learners and point to the United States. Repeat with Vietnam.</li> <li>3. Play the audio. Point to the pictures in turn. Play the audio again, pausing to allow learners to repeat each line. Learners follow in their book.</li> </ol> <p><b>Answers</b></p> <p>1 John eats pancakes; 2 Trang eats noodles.</p>
Learner's Book page 32	<p><b>What do you eat for breakfast?: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Point to the vocabulary pictures and say: <i>I eat (fruit and cereal with milk). And you, what do you eat for breakfast?</i> Learners respond.</li> <li>2. In pairs, learners ask and answer about their breakfast habits.</li> </ol> <p><b>Feedback</b></p> <p>Learners tell the rest of the class what they have for breakfast.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
Learner's Book page 32	<p><b>Write: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the writing activity. Model the answer with one of the learners. Write their answer on the board.</li> <li>2. Ask learners to complete the sentences about themselves and their partner.</li> </ol> <p><b>Feedback</b></p> <p>Ask individual learners to read out their sentence to the rest of the class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
Activity Book page 25	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners find the missing words in the Word box and write the sentences. Circulate and give help as necessary with writing.</li> <li>2. Ask learners to compare what they eat with what the children in the pictures eat. How similar or different is their breakfast? Would they like to eat the same things?</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to put their hands up if they would like to read out the correct sentences, then choose individual learners to say the answers. Write the sentences on the board so learners can compare with what they have written.</p>

	<p><b>Answers</b></p> <p>1 I eat bread.  2 My sister eats noodles.  3 My dad eats eggs.  4 My mum eats yogurt.</p>
<b>Activity Book page 25</b>	<p><b>Activity Book: Activity 2</b></p> <p>1. Direct learners' attention to the questions and answers. Read the questions and encourage them to answer orally first. Then they circle the correct option.</p> <p><b>Feedback</b>  Check the questions as a class by directly asking individual learners to say the phrase they have circled.</p> <p>2. For the second part, tell them to write the answer that is true for them for each question.</p> <p><b>Feedback</b>  Put learners in pairs and ask them to take turns asking the question and reading their answers. If you have time, you can then do this as a class activity and have a few pairs of learners role play the dialogue.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Give learners flashcards of the food so they have a visual reference.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. When they have finished, learners can ask their partners about their food preferences.</p>
<b>Resources</b>	<b>Plenary</b>
<b>Activity Book page 25</b>	<p><b>Activity Book: Learning goal</b></p> <p>1. Direct learners' attention to the self-evaluation question.  2. Read the statement.  3. Ask them to think and circle the correct answer. Emphasise the importance of giving an honest answer.</p>



<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.</p> <p>(G2.2.1.1.6) Talk about habits and routines using the present simple tense, in positive and negative sentences; respond to <i>yes/no</i> questions about habits and routines in short answers.</p> <p>(G2.2.1.1.10) Build on others' contributions to conversations by responding to the comments of others through several rounds of exchanges.</p> <p>(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 4</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 2</b>	<b>Unit: 2</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen for specific information. <b>Speaking:</b> To ask and answer questions about eating habits. <b>Reading:</b> To read simple conversations. <b>Writing:</b> To complete sentences and write short answers.		<b>Learning outcomes: By the end of this lesson, learners will be able to:</b> <ul style="list-style-type: none"> <li>• develop confidence in using simple nouns</li> <li>• say and write affirmative and negative sentences in the present simple</li> <li>• ask and answer <i>yes/no</i> questions in the present simple.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis for food</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>bread, labneh, olives, noodles, balaleet, eggs, cereal with milk, yoghurt, cheese, fruit</i> <b>Key expressions/structure:</b> affirmative statements in the present simple: <i>I eat (bread), She/He eats (rice)</i> ; questions in present simple: <i>What do you eat for breakfast? Do you like ... ? Yes, I do. No, I don't</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may have difficulty changing from using the first person to the third person; make sure to demonstrate and emphasise the difference by pointing to yourself when saying <i>I</i> and pointing to another learner or a picture when saying <i>he</i> or <i>she</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 33 Activity Book page 26 Audio Track 24 Flashcards: <i>bread, olives, noodles, balaleet, eggs, fruit, yoghurt</i> Handmade flashcards: <i>cereal with milk, labneh</i> Strips of paper		

## UNIT 2 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

Resources	Starter
Flashcards	<ol style="list-style-type: none"> <li>Show learners the flashcards and elicit names of food.</li> <li>Ask learners what they eat for breakfast; ask them to say the food and point to the flashcards.</li> </ol>
Resources	Main Activity
Learner's Book page 33 Audio Track 24	<p><b>What do children eat?: Activity 1</b></p> <ol style="list-style-type: none"> <li>Display the flashcards of <i>olives, cheese, labneh</i> and <i>bread</i> the whiteboard.</li> <li>Tell learners they will listen to the audio and match the person with the food.</li> <li>Play the audio twice and give learners time to write the correct number for each food.</li> </ol> <p><b>Feedback</b></p> <p>Check answers as a class by pointing at each of the flashcards on the board and asking individual learners to say the name of the person. Write the names on the board next to the flashcards.</p> <p><b>Answers</b></p> <p>Olives - 2; cheese – 1; labneh – 4; bread - 3</p>
Activity Book page 26	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>Ask learners to look at the pictures.</li> <li>Ask them to add letters to complete the name of the food.</li> </ol> <p><b>Feedback</b></p> <p>Check the answers by asking individual learners to spell the words. Write the words on the board as they say the letters, so that learners can compare with what they have written.</p> <p><b>Answers</b></p> <p>1 noodles; 2 yoghurt; 3 bread; 4 cheese; 5 olives; 6 eggs; 7 labneh; 8 balaleet</p>
Learner's Book page 33	<p><b>What do they eat?: Activity 2</b></p> <ol style="list-style-type: none"> <li>Draw learners' attention to the names and the food.</li> <li>Ask learners to follow the first name to the food, and elicit the food.</li> <li>Say: <i>Samia eats labneh.</i></li> <li>Put learners in pairs so they can follow the path and talk about who eats which food.</li> </ol> <p><b>Feedback</b></p> <p>When learners have finished, asked individual learners to say when the remaining three children eat.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>Samia eats labneh.</li> <li>Ahmad eats olives.</li> <li>Mariam eats cheese.</li> <li>Abdullah eats bread.</li> </ol>

<b>Activity Book page 26</b>	<p><b>Activity Book: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Quickly revise the alphabet with learners, and write it on the board.</li> <li>2. Write the words for food from Activity 1 on the board.</li> <li>3. Underline <i>balaleet</i> and tell students it comes first because it starts with the letter <i>b</i>. Ask learners to tell you which word comes next (<i>bread</i>), and tell them to write it next to number 2 in Activity 2.</li> <li>4. Tell students to write the words from Activity 1 in alphabetical order. They can work in pairs.</li> </ol> <p><b>Feedback</b></p> <p>Check the answers as a class, by asking learners to put their hands up if they would like to say the answers. Ask individual learners to say the words in the correct order. As they do this, write the correct order of the words on the board, so learners can compare with what they have written.</p> <p><b>Answers</b></p> <p>1 balaleet; 2 bread; 3 cheese; 4 eggs; 5 labneh; 6 noodles; 7 olives; 8 yoghurt</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners letter cards with the letters that start the words in Activity Book Activity 2.</li> <li>2. Arrange the letter cards alphabetically so that learners can refer to them when deciding the order to write the words.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. When learners have finished Activity Book Activity 2, ask them to write down the alphabet in the correct order, without looking at the board.</li> <li>2. Learners can check their answers by looking at the board.</li> </ol>		
<b>Resources</b>	<b>Plenary</b>		
<b>Activity Book page 26</b>	<p><b>Activity Book: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the sentence about their favourite food and read it to the class.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.</p> <p>(G2.2.1.1.6) Talk about habits and routines using the present simple tense, in positive and negative sentences; respond to <i>yes/no</i> questions about habits and routines in short answers.</p> <p>(G2.2.1.1.10) Build on others' contributions to conversations by responding to the comments of others through several rounds of exchanges.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 2	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen and respond to informational text.</p> <p><b>Reading:</b> To read informational text, read and discuss a chart.</p> <p><b>Speaking:</b> To ask and answer questions about eating habits and preferences, to practise topic vocabulary.</p> <p><b>Writing:</b> To complete sentences about yourself and others, to write a recipe and make a chart.</p>		<p><b>Learning outcomes: By the end of this lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• use imperatives to write a recipe</li> <li>• ask and answer <i>yes/no</i> questions in the present simple.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• The alphabet</li> <li>• Numbers 1 to 10</li> <li>• Colours</li> <li>• Lexis for family members</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Health Literacy: Students will be able to make connections using English standard to other disciplines such as science, health, national education and social sciences</li> </ul>		
<p><b>Key vocabulary:</b> Breakfast foods: <i>bread, labneh, olives, noodles, balaleet, eggs, cereal with milk, yogurt, cheese</i>, fruit: <i>apple, banana, grapes, mango, orange, pear, strawberry, pineapple, watermelon</i></p> <p><b>Key expressions/structure:</b> affirmative statements in the present simple: <i>I eat (bread), She/He eats (rice)</i>; imperatives: <i>cut, wash, eat</i>; questions in the present simple: <i>What do you eat for breakfast?</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners may notice that the plural of <i>strawberry</i> is irregular. You can explain to them that this is because <i>strawberry</i> ends in a <i>y</i>, so it has to have <i>-ies</i> in the plural form. You do not need to go into this explanation too deeply.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 34</p> <p>Activity Book page 27</p> <p>Audio Track 25</p> <p>Flashcards: <i>apple, grapes, orange, pear, strawberry</i></p> <p>Handmade flashcards: <i>banana, mango, pineapple, watermelon</i></p> <p>PCM 13: <i>fruit, apple, banana, grapes, mango, strawberry, pineapple, watermelon, orange, pear, wash, cut, eat, recipe</i></p> <p>Food poster; sheets of paper; crayons or coloured pencils</p>		

## UNIT 2 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

Resources	Starter
Flashcards	<ol style="list-style-type: none"> <li>1. Use the flashcards to teach the new fruit vocabulary.</li> <li>2. Point to each picture and say the word, then ask learners to repeat. Check for correct pronunciation.</li> </ol>
Resources	Main Activity
Learner's Book page 34 Audio Track 25 PCM 13	<p><b>Mariam and Salim's fruit salad: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Say and hold up a flashcard/word card (PCM 13): <i>I like (mango and strawberries). Tasty! Look! Which fruits do you like?</i> Help learners answer.</li> <li>2. Ask: <i>Do you like fruit salad? Look, Mariam and Salim like fruit salad. This is their recipe. Let's listen.</i></li> <li>3. Play the audio a few times. Mime the actions and hold up the flashcard and word card for each fruit. Learners follow in their books and mime the actions for making the salad.</li> </ol>
Learner's Book page 34 Activity Book page 27	<p><b>Write a recipe: Activity 2 and Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. In their Activity Books, learners write their own recipe using the model from the Learner's Book. They can decorate the recipe with pictures of the fruits in their salad.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners can draw the steps in the recipe instead of writing.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. When learners have finished Activity Book Activity 1, they can ask a partner about their recipe.</li> </ol>
Activity Book page 27	<p><b>Activity Book: Challenge</b></p> <ol style="list-style-type: none"> <li>1. Read the instructions. Learners write the words.</li> </ol> <p><b>Feedback</b></p> <p>Put learners in pairs so they can compare what they have written. Then check as a class by asking learners to put their hands up if they would like to say the fruits they have written. Write the fruits on the board if necessary.</p> <p><b>Suggested answers</b></p> <p>Red fruits: apple, strawberry, grapes, watermelon Green fruits: apple, grapes, pear, mango Yellow fruit: pineapple, mango</p>
Learner's Book page 34	<p><b>A class chart: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Draw attention to the chart. Read the title of the chart and the answer in the first row. Ask the class: <i>How many children like bananas? Let's count.</i> Repeat these steps with the next row.</li> <li>2. Make your own class chart. Give learners sheets of paper with an empty chart. Assign each group a fruit and the learners write the title question.</li> <li>3. The group leader asks the class: <i>Do you like bananas?</i> and the learners that like bananas raise their hands. The group leader then says: <i>If you don't like bananas, then raise your hands.</i> Learners then complete their chart. Keep a tally chart of all learners' likes and dislikes for reference in this and future lessons.</li> </ol>
Resources	Plenary
	<ol style="list-style-type: none"> <li>1. Ask students to look at the class chart and say how many people in the class like each fruit.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.</p> <p>(G2.2.1.1.6) Talk about habits and routines using the present simple tense, in positive and negative sentences; respond to <i>yes/no</i> questions about habits and routines in short answers.</p> <p>(G2.2.1.1.10) Build on others' contributions to conversations by responding to the comments of others through several rounds of exchanges.</p> <p>(G2.4.5.1.1) With prompting and support, conduct simple research to answer simple research questions on a topic of interest, identify visual and text sources, organize and present information.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 2	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To practise listening to a chant and questions about what people eat for breakfast.</p> <p><b>Speaking:</b> To practise naming different breakfast foods, and ask and answer questions about what they eat for breakfast.</p> <p><b>Reading:</b> To practise recognising common sight words for breakfast foods and simple questions.</p> <p><b>Writing:</b> To practise writing common sight words for breakfast foods.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• consolidate understanding and use of simple nouns</li> <li>• make and respond to affirmative, negative and interrogative sentences in the present simple.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Lexis for food</li> <li>• Language for asking and answering about foods learners eat for breakfast</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other learners.</li> </ul>		
<p><b>Key vocabulary:</b> <i>bread, cereal, labneh, yoghurt, noodles, cheese, olives, eggs, fruit, balaleet</i></p> <p><b>Key expressions/structure:</b> <i>What do you eat for breakfast? Do you eat ____ for breakfast? Yes, I do/No, I don't.</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners may have problems pronouncing some of the target vocabulary, particularly the words with sounds that are problematic for Arabic learners, for example, with long and short vowels or the consonants <i>b</i> and <i>ch</i>. Remodel with accurate pronunciation and encourage repetition of the correct model.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 35</p> <p>Activity Book page 28</p> <p>Audio Track 26</p> <p>Flashcards: <i>bread, olives, noodles, balaleet, eggs, fruit, yoghurt</i></p> <p>Handmade flashcards: <i>cereal with milk, labneh, cheese</i></p> <p>PCM 12: <i>bread, cereal, labneh, yoghurt, noodles, cheese, olives, eggs, fruit, balaleet</i></p>		



## UNIT 2 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).

Resources	Starter
Flashcards	<ol style="list-style-type: none"> <li>1. Show the flashcards one by one and ask the learners to name the breakfast foods. Put the flashcards on the board.</li> <li>2. Tell learners you are going to take away one of the flashcards and they have to remember and say the name of the missing flashcard.</li> <li>3. Say: <i>Close your eyes.</i> Take away one of the flashcards and hide it behind your back. Say: <i>Open your eyes. What's missing?</i> Repeat this with different flashcards.</li> <li>4. Divide the class into groups and let them take it in turns to guess which flashcard is missing.</li> </ol>
Resources	Main Activity
Learner's Book page 35	<p><b>Memory game: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the picture on page 35 and quickly tell you what food they can see.</li> <li>2. Tell the learners they have 30 seconds to look at the picture and try to remember all the things they can see. Then ask them to close their books.</li> <li>3. Ask learners to work in pairs to remember the foods they saw in the picture.</li> <li>4. Ask the class to tell you the foods they saw in the picture. As they name the foods, write them up on the board so that they can see which foods have been mentioned and also practise reading/recognising the words.</li> </ol>
Learner's Book page 35 Audio Track 26 PCM 12	<p><b>Chant: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell the learners they are going to answer some questions about the foods they eat for breakfast.</li> <li>2. Play the audio once for learners to just listen.</li> <li>3. Tell learners you are going to play the chant again. If they hear the food they eat for breakfast, they should stand up and say: <i>Yes, yes, yes, I do!</i> If they don't eat this food for breakfast, they stay sitting down and say: <i>No, no, no I don't!</i></li> <li>4. Demonstrate the chant using flashcards. Ask: <i>What do you eat for breakfast? Do you eat bread?</i> (show the flashcard of bread) and ask the learners to respond by standing up or sitting down. Ask the learners standing up to chant first: <i>Yes, yes, yes, I do!</i> Then indicate to the learners sitting down they need to say: <i>No, no, no, I don't.</i></li> <li>5. Repeat this procedure with the different breakfast food flashcards.</li> <li>6. Play the audio and do the activity with learners. Then, play it again and have learners listen, say and read the chant on page 35 in their Learner's Books.</li> </ol> <p><b>If you have time</b>, you can ask the learners to practise the chant in pairs.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Put the food flashcards and word cards (PCM 12) on the board to help the learners remember the breakfast foods.</li> <li>2. Pair weaker learners with a more confident learner so that they can help them to produce the chant.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners can include the question <i>What do you eat for breakfast?</i> as well as <i>Do you eat ....?</i></li> </ol>

	<p><b>Guessing game</b></p> <ol style="list-style-type: none"> <li>1. Put the breakfast food flashcards on the board. Ask a confident learner to come to the front of the class. Tell the learner to secretly choose one of the foods they eat for breakfast.</li> <li>2. Demonstrate how to play the game by asking the learner questions to guess the food they chose, for example, <i>What colour is it? Is it big or small?</i> Count down the questions you ask using your fingers (maximum five questions). Encourage the learner to answer: <i>Yes, I do.</i> If you guess the food in fewer than five questions, you are the winner. If you can't guess the food in five questions, the learner is the winner.</li> <li>3. Ask: <i>Do you eat _____ for breakfast?</i> and have learners repeat the question. Write this up on the board for support.</li> <li>4. Divide the learners into pairs and tell them to take turns playing the guessing game.</li> </ol>
<p><b>Activity Book page 28</b></p>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at Activity 1. Tell them they are going to find the words to match the foods they can see. Show them the example. Then ask them to find the correct picture and tick it.</li> <li>2. Ask learners to find the other food words. Tell them to tick the pictures when they have found the word.</li> <li>3. When students have finished, ask them to write the words they found in the wordsearch in their notebooks.</li> </ol> <p><b>Feedback</b></p> <p>Put learners in pairs or small groups so they can compare their answers, and help each other find any missing words.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners word cards for the foods to help them find the words. They can also work in pairs to find the words.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. When learners have finished Activity Book Activity 1, they can copy the correct word under each of the pictures to help them practise writing and spelling the words.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p>
<p><b>Activity Book page 28</b></p>	<p><b>Activity Book: Learning goals</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the self-evaluation questions.</li> <li>2. Read the statements.</li> <li>3. Ask learners to think and circle the correct answers. Emphasise the importance of giving honest answers.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G2.1.1.1) Listen to rhymes, songs, descriptions, instructions, short monologues and dialogues of about 1-3 exchanges about familiar topics, delivered slowly using simple repetitive language; apply various strategies of listening and comprehension skills.</p> <p>(G2.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.</p> <p>(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.</p> <p>(G2.2.1.1.6) Talk about habits and routines using the present simple tense, in positive and negative sentences; respond to <i>yes/no</i> questions about habits and routines in short answers.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 7</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 2</b>	<b>Unit: 2</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a rhyme, and identify the sound of short <i>a</i> . <b>Speaking:</b> To say a rhyme. <b>Reading:</b> To read a short rhyme. <b>Writing:</b> To write rhyming words with the short <i>a</i> sound.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify and read the short <i>a</i> sound in sight words</li> <li>• identify and write rhyming words with the short <i>a</i> sound</li> <li>• repeat words following a model.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• The alphabet</li> <li>• Poems</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>cat, hat, lap, map, nap, cap, clap, glasses, apple, Grandma</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to pronounce the short <i>a</i> sound. You can help them by demonstrating that they need to open their mouth wide to do this, and make the drilling of the sound into a game.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 36 Activity Book page 29 Audio Tracks 27 and 28 PCM 14: <i>cat, hat, map, nap, clap, back, lap, glasses, cap, hand, man</i> Realia or pictures of: a hat, a pair of glasses, a toy cat, a cap; paper and pencils, crayons, A4 sheets of paper		