Cambridge Primary English

as a Second Language



Teacher's Guide

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Foreword

From Dr Willy Renandya and Dr Linda Hanington

We were delighted to be invited to act as consultants for Marshall Cavendish Education's **Cambridge Primary English as a Second Language** programme.

The programme is designed to:

- foster a language rich learning experience,
- stimulate **engaged learning**,
- provide learners with the opportunity for **meaningful practice**,
- be values-based.

This combination ensures an enjoyable and effective learning experience!

The organisational structure of the programme puts **stories and non-fiction texts at its heart**, as we believe this provides a strong foundation for ensuring long term learning success. In a language course, meaning-focused 'input' is presented via engaging and comprehensible listening and reading materials. Evidence shows that input needs to be available in large quantities, so we built in a main text, weekly, with the language practice structured around it.

The wide range of stories, non-fiction texts, songs, rhymes, and games that are contained in the programme provide a **rich language environment**, by which we mean **a thoughtfully designed learning experience** which uses engaging resources and interaction to develop children's language skills. Learners become **engaged** in their learning through a weekly story or non-fiction text, which then acts as a springboard through the week to spark learners to *Think*, *Do*, *Feel*, and *Interact* using the target language.

This programme reflects a *meaning-first* principle, by allowing learners to experience the whole text first, and establish overall meaning through visual clues and general discussion, before focusing on parts, such as specific vocabulary and language forms. This is a Whole-Part-Whole model, where **practice is contextualised and meaningful while not neglecting key language features that need to be taught**.

With the addition of a strong 'Social and Emotional Learning' ('SEL') and values strand, the programme also provides opportunities for learners to develop important values which will help them embark on their journey to become global citizens.

In addition to the core principles for this programme outlined above, we have worked with the Marshall Cavendish authoring and editorial team to ensure that the content is based on our hands-on guiding principles (called "FLAMINGOS"):

- **F:** FLUENCY: The programme provides ample opportunities to practise using both receptive and productive skills in a multimodal environment.
- **L: L**EXIS: The programme gives emphasis to the acquisition of high frequency words in the English language, i.e., words that learners find most useful for social and academic communication.

- **A: A**MOUNT AND INTENSITY: The programme provides ample opportunities for learners to receive sufficient and meaningful instruction in and out of the classroom, thus increasing the quantity and quality of language learning and enhancing the accuracy and fluency of their language production.
- **M: M**OTIVATION: The programme provides engaging texts and game-like tasks designed to ignite and sustain children's interest and motivation in learning English. To increase motivation, judicious use of the students' mother tongue should be allowed in the classroom.
- **IN: IN**PUT: The programme presents six system areas (sound, lexical, syntactic, pragmatic, sociolinguistic and discourse) using meaningful, rich and varied listening and reading texts.
- **G: G**RAMMAR: The programme focuses on important grammar items that will prepare students to use the target language in ways that are both comprehensible and culturally acceptable in local and international communicative contexts. The grammar coverage reflects that of the Cambridge Primary curriculum framework.
- **O: O**UTPUT: The programme provides ample opportunities to use language for meaningful and purposeful interaction / communication.
- **S: S**ET EXPRESSIONS: The programme provides coverage of common phrases and expressions that will prepare learners to use socially and culturally appropriate language creatively and critically in collaborative learning environments.

We hope you will enjoy using this programme with your learners, and that they will be inspired to embark on their learning journey courageously and confidently! Above all, it is our hope that learners have a truly joyful learning experience, with stories at the heart of it!

Dr Willy Renandya is a Principal Lecturer currently teaching language education courses to undergraduate and graduate students at the National Institute of Education, Nanyang Technological University, Singapore. He has taught in many different countries including Indonesia, Japan, Malaysia, Thailand and Vietnam. He has published extensively in the area of second language education.

Dr Linda Hanington is a freelance ELT consultant. She was previously a Senior Lecturer at the National Institute of Education, Nanyang Technological University, Singapore and prior to that a teacher trainer and teacher of English as a Second Language. She has worked extensively in both Europe and Asia. Her principal research areas are teacher development and communication skills.

Introduction

Each stage of the *Marshall Cavendish* Cambridge Primary English as a Second Language resource comprises: Student's Book, Teacher's Guide, Activity Book, Digital resources.

The Student's Book forms the core of the suite of materials and can be used in class or for independent learning at home.

The Activity Book provides learning support. It includes a variety of activity types to engage learners as they build understanding. It is designed to be used in class or at home.

The Marshall Cavendish Cambridge Primary English as a Second Language resources consist of 135 core lessons for the year (across approximately 33 weeks). However, each stage of the programme offers additional lessons (contained within the Teacher's Guide only) which can be utilised to extend learning to match different schools' requirements and timetabling.

The Student's Books and Activity Books, along with the resources in the Teacher's Guide, include built-in, ongoing formative assessments designed to consolidate learning, and enable teachers to informally assess the level of understanding of the learner. Some activities are designed to encourage verbal responses and discussions in class rather than written responses, enabling learners to express understanding in a variety of mixed forms.

Student's Book

The Student's Book is divided into nine units. Each unit is further divided into three 'parts' (Part A, Part B and Part C). Each 'part' can be treated as one week of learning.

Each unit part (A, B, or C) explores the unit theme from a different perspective and via a different and new input text.

In the Student's Book the main 'input text' (which is either a story or a non-fiction text) is presented to learners in Lesson 1 of the unit 'part'. The input text is supported by illustrations and photos to foster understanding. After listening/reading/viewing the input text in Lesson 1, learners will listen/read/view the input text again several times across the next four lessons, while they focus on and practise the vocabulary and language structures within the text.

In this way, the programme reflects a *meaning-first* principle, by allowing learners to experience the whole text first and establish overall meaning through visual clues and general guided discussion, before focusing on parts such as the specific vocabulary and language forms, then returning to the whole text once again. This is a 'whole-part-whole' model, where practice is contextualised and meaningful.

Each unit 'part' consists of five lessons – <u>approximately</u> 250 minutes (4 hours, 10 minutes) – of teaching content. Lessons can be taught as single lessons of approximately 40–50 minutes, or as double lessons, depending on how the school timetable is structured. If a school has less time available, the programme is flexible, with 'Lesson 5; Round up' being expendable.

Lessons 1–4 of each unit 'part', contain a mix of the curriculum framework strands: Reading, Writing, Listening, Speaking, Use of English.

Teacher's Guide

The Marshall Cavendish Education Cambridge Primary English as a Second Language Teacher's Guides support teachers by giving lesson-by-lesson guidance, along with warm-up and wrap-up activities, and additional teaching ideas and strategies.

The lesson guidance is designed to show teachers how they can shorten or extend the programme to meet the scheduling/timetabling requirements of schools. In addition to guidance on how to teach the core Student's Book content, the Teacher's Guide contains extra Lessons for the beginning and end of each term (estimated to be weeks 1, 11, 12, 22, 23 and 33). These extra lessons include: Starter Lessons; Supplementary Activities; Review Lessons; Projects; and end of term Quizzes.

These extra lessons are only contained within the Teacher's Guide and are for use by schools which have more hours available than are covered and provided for in the Student's Book units. They also allow for additional active learning (project work), problem-solving opportunities, and scope for working at different levels and collaboratively through group projects. These additional lessons can also be used by teachers as part of the ongoing formative learner assessment.

The Teacher's Guide supports teachers in the delivery of the content both in class and online. The pattern of use is communicated via references to the Student's Book and Activity Book where relevant. These links are made overt by:

- using the same section names as the Student's Book and Activity Book
- references to Student's Book and Activity Book relevant pages
- using a repeated structure for all units
- giving the learning objective codes in brackets next to each question as a guide to the main curriculum focus for that particular question.

Activity Book

The Marshall Cavendish Education Cambridge Primary English as a Second Language Activity Books are used at appropriate junctures of the learning journey, for written work and reinforcement activities.

Social and Emotional Learning ('SEL') and Values Strand

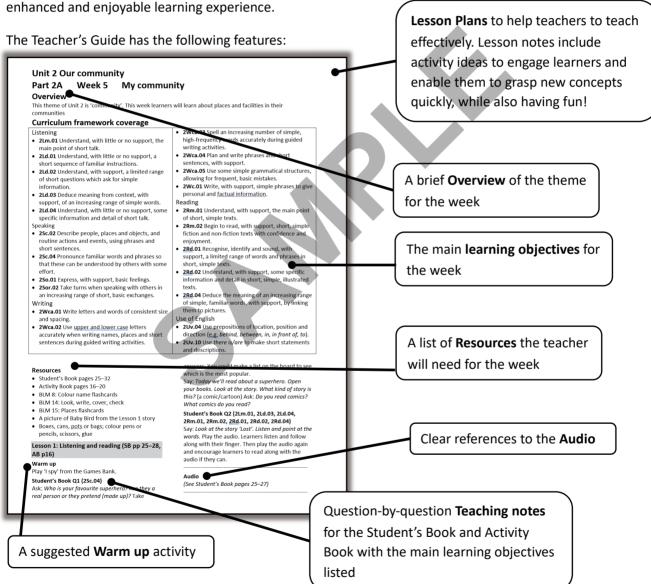
The Marshall Cavendish, Cambridge Primary English as a Second Language Student's Books and Teacher's Guides include embedded SEL, scaffolded to stimulate discussion. Within the Student's Books the SEL opportunities are signalled through the inclusion of two characters (one boy, one girl), posing questions or making an important statement about life/the world, to prompt discussion and personalisation. These two characters are designed to portray teenage friends/mentors, who younger children would look up to, particularly in Asian cultures where older children are often encouraged to role-model good behaviour and positive values within families and communities.

How to Use This Book

This easy-to-use **Teacher's Guide** is part of the Marshall Cavendish Education (MCE) suite of Cambridge Primary English as a Second Language resources, designed to support both experienced and new teachers in teaching the **Cambridge Primary English curriculum framework (0057)**. Each lesson in the Student's Book is supported by lesson notes in the Teacher's Guide. Each lesson has a clear and easy to follow structure consisting of Warm up – Main lesson – Wrap up.

The Teacher's Guide is available online at (*insert eduhub url*) in editable Word format, and also as a printed book.

The lesson notes use simple and concise language to provide guidance on how to teach all the topics in the Student's Book and Activity Book so that teachers can comprehend and deliver learners an enhanced and enjoyable learning experience.



Student's Book O3 (2Rd.01

Say: Tell your partner what happened in the story. Then ask some learners to share what they said. Ask: Where did they go? Point at each place in the nictures and ask: Where's this?

Play the audio again. Say: Please read along. (Answers: sports centre, library, cineria, me station, restaurant)

Activity Book Q1 (2Rd.02)

Support: The activity can be used alongside or in place of student's Book tunes to help learners who find the reading difficult. Say: Where do Ratman and Bobby go? Write the numbers. You can ask learners to say the answers, or, as a variation, you can print out the pictures, give one each to a group of learners and ask them to stand in the correct order. (Answers: 2, 4, 5, 1, 3)

Student's Book Q4 (2Rd.04)

Read the sentences out one-by-one with the learners. Ask learners to look at the story to check if each one is true or false. Learners will need to look at the pictures as well as the text in order to answer the questions.

As a variation, learners can play 'Murmuration' from the Games Bank to answer.

(Answers: a true, b true, c false, d false, e true, f false)

Student's Book Q5 (2Rd.01)

Say: Look at Mama Bird. What is she saying? (I'm so happy!) Ask: What does 'so' mean? Does it mean very happy? A little happy? Not happy? As you give each option, gesture to indicate the meaning. For example, open your arms wide for 'a lot', indicate 'a little' with your fingers, and pull a sad face for 'not happy'. Say: 'So' means a lot, very. Ask learners to repeat after you.

Say the phrase with a heavy emphasis on 'so'. Say:

board. Learners might only mention obvious members of their community, such as police officers and firefighters. Guide them to think about other occupations such as street cleaners, nurses, doctors, vets. Does your community have a local

to play in the community.

Ask: What places can you find in your community?
Take answers and write suggestions on the board.
Learners might suggest the places from the story
'Lost', but also guide them to say other places,

cuch as parks, shops, schools and hospitals.
Say: Look at the press. The children help their community. What do they do? Help learners with the meanings of the words.

Ask: Do you do anything in your community? What do you do? Brainstorm some ways the learners could help in their community.

Activity Book Q3 (SEL focus) (2Wc.01) Homework Use the Activity Book questions as homework.

nomework.

Ask learners what they do to: alo at home or in the community, Brainstorm some thing, stey could do (or start this activity immediately after Student's Book Question 6). Tell learners to write the helpful things they do every day for a week. Say that thew will be sharing their work in Lesson 4.

Wrap up Play a game from the Games Bank

Lesson 2: Listening and vocabulary (SB p29, AB p17)

Warm up

Play 'Anagram' from the Games Bank with the name of your city or place where you live.

Student's Book Q1 (2Ld.04)

Introduce the names of places using **BLM 15**: **Places flashcards**. Alternatively, make flashcards

Answers to Student's Book and Activity Book questions

Support and **Extension** opportunities for learners of

Homework tasks

all abilities

A suggested **Wrap up** activity

Week 20

Dear Parent / Guardian

This week your child will be learning about protecting the rainforest and the animals that live there. Talk with your child about ways you protect the environment, for example, by recycling, turning off lights when you leave the room or not dropping litter on the street.

Vocabulary for this week: park ranger, run, walk, hop, listen, look, sing, swim, chase, cry, call, fly, see, hide,

talk, quickly, slowly, loudly, carefully, greedily.

Weekly **School to home** notes to keep
parents informed

A **Games Bank** of 25 fun and interesting activities to use in Warm up and Wrap up sessions

Games Bank

Anagram

Learners are shown a lengthy English word. They should try to find as many words as they can using the letters of that word within a time limit. Points can be awarded for the number of words. Bonus points can be awarded for the longest word or for words from a particular set (for example, animals or colours).

This activity is a good way to practise spelling.

This is a speaking game that can be used to practise a variety of language, especially related to description.

Pair the learners. One learner faces the board and one learner faces the back of the classroom. On the board, display an image or word, such as a famous person or a type of food, that you want the learners to guess. You may also want to display some useful language to help learners.

The learners who can see the board describe what they can see, without

saying the answer. The learners who cannot see the board must guess

Quiz sheet 5 Name______ 1 Look at the pictures. Complete the sentences and questions. Use the present continuous (-ing). a) She______ in the pool. b) They_____ in the playground.

Quiz sheets for use at the start and end of each term, so teachers can monitor and assess learning

Photocopiable Blackline Masters (**BLMs**) to support the delivery of lessons

BLM 3: Alphabet flashcards (page 1 of 3) Вb C c A a D d Еe F f 0 Gg Ηh Ιi ice cream Jj LI Κk -0

Effective teaching strategies

Strategy 1: Getting to know the learners

- Spend time talking to the learners. Listen and observe. Ask them about their interests and out-of-school activities. Show them you are interested in them. This builds rapport.
- Observe and take notes on how learners interact with you and others. Do they ask questions? Do they contribute ideas? Do they ask for help? Reflect on these notes from time to time and see if there has been a change in how the learners are interacting and participating. Think of ways you could help them.
- Shy and introverted learners can often be overlooked and may be reluctant to
 participate in activities, especially if they are among others who are more confident
 and outgoing. Being aware of learners' individual needs and personality types, as
 this will help you group them effectively so that everyone has an equal opportunity
 to be involved in the learning process.

Strategy 2: Creating a safe and stimulating learning environment with clear routines

- Language classrooms are complex and sometimes noisy places! Learners are
 expected to do many different tasks and may not fully understand all the
 instructions they are given. This can create anxiety and can obstruct their learning.
 Establishing clear routines from the very first day makes learners feel safe and free
 of anxiety.
 - Establishing routines for whole days, lessons, or activities also has the following benefits: learners know what is expected of them, which reduces anxiety; learning time is maximised as the teacher can spend more time on supporting learners and dealing with unexpected events; learners develop a sense of responsibility as they carry out tasks without the teacher telling them what to do.
 - Try to establish a routine for the following: where learners put their bags and belongings; what learners do when they first arrive at the classroom (tip: have some set activities that they do each day, to help them be prepared for their learning.); how the attendance roll is taken; how lessons start and end; what learners do when they finish their work; how they ask for help; how they show their understanding; how learners are grouped; how activities are set up; what learners should do if they need to go to the toilet during the lesson.
 - Practise routines with learners. Remember that routines that work with one group of learners may not work with other learners.
- Make learners feel welcome as they arrive in the classroom. Be present and say
 hello to each one of them individually. You could implement a system of greeting
 them in a variety of ways, and use a pictorial chart where each learner can choose,
 each day, how to be greeted: e.g. a handshake, or a fist pump, or a wave, or a high
 five etc. (as appropriate for your context).
- Learners will be willing to try new things if they know that it is OK to make mistakes and that they will be supported by you and their classmates. They need to know that it is a strength to ask for help when they do not understand.
- Celebrate questions. At the end of each lesson, praise the learners for questions they asked. Impress on them that there is no such thing as a silly question.
- Most learning takes place when learners are focused and engaged. Allow for and celebrate learners' differences in their abilities and their interests.
- Set up theme-related 'learning centres' to help learners practise and extend their learning independently and collaboratively. Provide books and pictures related to the theme. Have a variety of paper, blank booklets, cards, pencils and crayons, for learners to make charts and create their own books. Give learners ownership by having them help you set up the learning centres, and by asking what they would like included. Display their work within the learning centres.

 Create wall displays that will engage learners in the topics you are covering in lessons. This can include posters and colourful pictures that the learners have made. Change the displays regularly to maintain learners' curiosity and interest and include a weekly 'gallery walk' to stimulate discussion around the new visuals in the display.

Strategy 3: Being clear about what you want your learners to learn

- Read and familiarise yourself with the lesson plans before you teach them. Think about the goals and what the learners are going to learn from the lesson. For you to be able to support the learners, it is important that the goal be clear to you.
- It is also important for learners to know what they are learning. Have examples of work to show them. Model how to do activities. Give feedback that matches learning goals.

Strategy 4: Using a range of instructional strategies

- Scaffold learning by providing guidance and support and breaking activities into manageable stages. As learners begin to grasp new learning and gain understanding, encourage them to take increasing responsibility. This will happen at different stages for each learner, and in different learning situations. Praise and encourage them often.
- Prompting is another strong instructional strategy. Gentle prompting means that you are encouraging and reminding your learners to think about what they already know and can do. This helps them transfer their understanding to different learning situations.
- Questioning is very important for learning. Questions are effective when the learners are given adequate 'wait time' to think through the answer and how they are going to respond. Learners must feel that their responses are valued. Questions help learners recall what they already know. Use questions to help monitor learners' understanding from time to time. Good questioning helps learners develop their questioning strategies. Talking out loud in a natural way, as if to yourself, can be an effective strategy, e.g. That looks like the past tense. What do we know about the past tense?
- Ensure that learners are confident to ask for help if they do not understand a task or activity. You may explain an activity if the learners are unsure, or you may explain an unfamiliar word to the learners as you are reading with them.
- Giving feedback is a helpful strategy for learners. Feedback affirms that the learners are on the right track with their learning, and it informs them of their next learning steps. Feedback may be verbal or written. What you write on your learners' work is very important, as a guide for their future steps and for their confidence.

Strategy 5: Using the students' mother tongue (MT)

• While teachers should encourage the learners to express themselves using the English they have acquired, there may be occasions when learners want to express an idea or understand an item but do not yet have the language they need. In such cases, teachers may wish to allow brief discussion or use of MT to facilitate communication/learner confidence. However, we discourage an overuse of translation, for example, of large chunks of a reading text.

Strategy 6: Involving the family

• Communicate with your learners' families on a regular basis. Let them know what their children are learning and how they can help. Working with the family provides a strong network to support your learners. Celebrate the learning as often as possible, with notes home or emails if they cannot visit the classroom.

Strategy 7: Using flashcards

Flashcards are a simple yet versatile tool for presenting new words and for quick and regular practise using simple language drills, or in a fun and exciting way using the many games in the Games Bank on page XX. No English language classroom should be without flashcards! You can make them yourself. Make them large and colourful, with the target English word/s on one side and a picture (or translation) on the other. Display flashcards on the walls around the classroom when you aren't using them. If they are visible, learners can refer to them while speaking, writing, reading, or listening. To maintain interest and engagement, change the displayed flashcards regularly, to match the topic you are working on each week.

Strategy 8: Giving feedback

Feedback is an important part of teaching. Learners need to know whether they answered correctly or not, or if they performed well or not.

- It is important to praise learners for doing well. It is also important not to criticise or humiliate learners who do not answer correctly or do not perform well in tasks.
- As well as giving feedback on language, it's important to give feedback on content. Don't only focus on 'how' learners say or write something, but also on 'what' they say or write.
- Don't try to correct every error, especially in language that learners haven't yet come across. Focus on the target language and strategies.
- Speaking in a different language can be anxiety provoking so if you continually draw attention to errors, learners will lose confidence and motivation. Encourage them to speak freely, in the best way they can.
- Feedback can be instant or delayed. The style you choose depends on the activity
 and your learners. For example, rather than interrupting learners involved in a group
 activity, monitor, and make a mental note of errors that you hear. At the end of the
 activity, write the errors on the board and ask learners to correct them with you. This
 style of giving feedback enables learners to speak without worrying about being
 stopped. It also means that you can decide on the most important errors to correct
 and offer correction without singling out learners who made the mistakes. This style
 also ensures that learners' motivation and engagement remains high during the
 activity.
- Research is divided on whether it is better to ask learners to self-correct (to find the mistakes themselves) or for the teacher to directly correct (to say what is wrong and why). It seems that a combination of techniques may be useful.

Strategy 9: Using grouping and group work effectively

Regular group work is effective. It gives learners a chance to communicate with their peers and to build social relationships. It may help overcome anxiety by enabling learners to speak or work in a lower pressure situation. Working in a group enables more learners to speak, which increases meaningful practice. It provides opportunities for peer teaching, as more able learners help those not working at the same level.

Some tips for successful group work include:

- Utilise quiet time. Before asking learners to discuss something (an answer or a topic)
 with a partner or group, give them some time to think quietly. This will allow them to
 gather their thoughts and ideas.
- Prevent individual learners not participating in their group by allocating roles to each group member. For example, you can assign one learner the role of writer, or one the role of timekeeper.

- Try to vary the members of each group, rather than expecting the same learners to stay in the same groups all the time. Stronger learners will become frustrated if their group members are always working at a lower level, and less able learners will become overwhelmed if their group members are always stronger. Ensure that you sometimes have mixed-ability groups, and sometimes groups streamed by ability.
- Have clear outcomes and share them with the class. Tell learners what they should do
 and what you expect from them at the end of the activity.
- If learners are to present something at the end of the activity, give them time to decide who will present and how they will present.
- Think carefully about where your learners will work in a group. It may not be easy to move around your classroom or to move classroom furniture.
- Don't make groups larger than necessary. Overly large groups undo many of the benefits of having groups in the first place. If there is no need for an activity to be done in a group, don't do it in a group! In some cases, pair work might be better.

Strategy 10: Teaching pronunciation

Many English teachers, especially those for whom English is their second language, are worried about teaching pronunciation. They feel they are not good models of English pronunciation for their learners. Remember that the many and varied British, Irish, American, South African, Australian and New Zealand accents show that there is no one single way to produce the sounds of English. Your accent, whatever it is, is as valid and acceptable as any other. The key is *intelligibility*. Can you be understood by another English speaker?

Learning objectives matching chart

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Text types:	2Lm.01 Understand, with	2Sc.01 Give basic	2Wca.01 Write letters	2Rm.01 Understand, with	2Ug.02 Use common
A bad day	little or no support, the	information about	and words of consistent	support, the main point	present simple forms,
(fintion cartoon with	main point of short talk.	ohrases	size and spacing.	of short, simple texts.	including short answer
speech bubbles)	2Ld.01 Understand, with	and short sentences.	2Wca.02 Use upper and	2Rm.02 Begin to read,	forms and contractions,
	little or no support, a	2Sc.02 Describe	lower case letters	with support, short,	to give personal and
	short sequence of	people, places and	accurately when writing	simple fiction and	factual information.
Curiessons	idmiliar instructions.	objects, and routine	names, places and short	Confidence and	adjectives on personal
(non-fiction text in a	Ara. Or Orderstand, with	shrasos and short	sentences during guided	confidence and	and familiar tonics to
familiar context)	of short questions which	sentences	2Wca.03 Spell an	2Rd.01 Recognise	aive personal
	ask for simple	2Sc.03 Ask questions to	increasing number of	identify and sound, with	information and describe
Me and my school	information.	find out an increasing	simple, high-frequency	support, a limited range	things.
(fiction, simple story in	2Ld.03 Deduce	range of personal	words accurately during	of words and phrases in	2Us.01 Use
a familiar setting, first	meaning from context,	information and respond	guided writing activities.	short, simple texts.	demonstratives this, that,
person recount)	with support, of an		2Wca.04 Plan and write	2Rd.02 Understand, with	these, those to refer to
	increasing range of	2Sc.04 Pronounce	phrases and short	support, some specific	familiar objects.
	simple words.	familiar words and	sentences, with support.	information and detail in	2Us.02 Use
	2Ld.04 Understand, with	phrases so that these	2Wca.05 Use some	short, simple, illustrated	demonstrative pronouns
	little or no support, some	can be understood by	simple grammatical	texts.	this, these, that, those
	specific information and	others with some effort.	structures, allowing for	2Rd.04 Deduce the	and object pronoun <i>one</i>
	detail of short talk.	2Sc.05 Produce	frequent, basic mistakes.	meaning of an increasing	in short statements and
		simple phrases, pausing	2Wor.01 Use basic	range of simple, familiar	responses.
		to search for expressions	punctuation (e.g. tull	words, with support, by	
		and to repair	stop and question mark)	linking them to pictures.	
		25 06 Hee some simple	of short sentences and		
		grammatical structures,	questions.		
		allowing for frequent,	2Wc.01 Write, with		
		basic mistakes.	support, simple		
		2So.01 Express, with	phrases to give personal		
		support, basic feelings.	and factual information.		
		2Sor.02 Take turns when	2Wc.02 Express, with		
		speaking with others in	support, basic feelings.		
		an increasing range of			
		short, basic exchanges.			

Office Community	risteriiig	speaking	WILLING	redding	Ose of English
Text types:	2Lm.01 Understand, with	2Sc.02 Describe	2Wca.01 Write letters	2Rm.01 Understand, with	2Ug.07 Use common
Lost	little or no support, the	people, places and	and words of consistent	support, the main point	adjectives on personal
Thetion himorous comic	main point of short talk.	objects, and routine	size and spacing.	of short, simple texts.	and familiar topics to
strip with speech	2Ld.01 Understand, with	actions and events, using	2Wca.02 Use upper and	2Rm.02 Begin to read,	give personal
bilbbles)	little or no support, a	phrases and short	lower case letters	with support, short,	information and describe
bubbles)	short sequence of	sentences.	accurately when writing	simple fiction and	things.
	familiar instructions.	2Sc.03 Ask questions to	names, places and short	non-fiction texts with	2Uv.01 Use cardinal
My class trip	2Ld.02 Understand, with	find out an increasing	sentences during guided	confidence and	numbers 1–100.
(non-fiction text in a	support, a limited range	range of personal	writing activities.	enjoyment.	2Uv.04 Use prepositions
familiar context, first	of short questions which	information and respond	2Wca.03 Spell an	2Rd.01 Recognise,	of location, position and
person recount)	ask for simple	accordingly.	increasing number of	identify and sound, with	direction (e.g. <i>behind</i> ,
	information.	2Sc.04 Pronounce	simple, high-frequency	support, a limited range	between, in, in front of,
	2Ld.03 Deduce	familiar words and	words accurately during	of words and phrases in	(to).
Come to my community	meaning from context,	phrases so that these	guided writing activities.	short, simple texts.	2Uv.08 Use the adverb
(song)	with support, of an	can be understood by	2Wca.04 Plan and write	2Rd.02 Understand, with	too to add information.
	increasing range of	others with some effort.	phrases and short	support, some specific	2Uv.09 Use countable
	simple words.	2Sc.05 Produce	sentences, with support.	information and detail in	and some common
Car continuity	2Ld.04 Understand, with	simple phrases, pausing	2Wca.05 Use some	short, simple, illustrated	uncountable nouns,
(rhyming poem)	little or no support, some	to search for expressions	simple grammatical	texts.	including some common
	specific information and	and to repair	structures, allowing for	2Rd.03 Read and follow,	irregular plural forms,
	detail of short talk.	communication.	frequent, basic mistakes.	with support, a limited	and possessive 's to
		2Sc.06 Use some simple	2Wor.01 Use basic	range of short, familiar	name and label things.
		grammatical structures,	punctuation (e.g. full	instructions.	2Uv.10 Use there is/are
		allowing for frequent,	stop and question mark)	2Rd.04 Deduce the	to make short
		basic mistakes.	during guided writing	meaning of an increasing	statements and
		2So.01 Express, with	of short sentences and	range of simple, familiar	descriptions.
		support, basic feelings.	questions.	words, with support, by	
		2Sor.01 Link, with little	2Wor.02 Link, with	linking them to pictures.	
		or no support, words and	support, words,		
		connectives.	sentences using basic		
		2Sor.02 Take turns when			
		speaking with others in	2Wc.01 Write, with s		
		an increasing range of	upport, simple phrases to		
		short, basic exchanges.	give personal and		
			factual information.		

The tother dragons if the or no support, the information about the short sequence of form. Chind) The weather song information in the support information and support information. The weather song information information and support information and support information. The weather song information information and support information. The weather song information and support information and support information. The weather song information information and support information and support information. The weather song information information and support information	11 7 Woathor		Cantina	Muiting	ם אבלויים	
Ittle or no support, the finding places and short support, a the make year suing phrases in formation and with support, a limited range of personal with support, a limited range of personal ittle or no support, with support, and short sequence of a large of personal with support, and short sequences and short support, a limited range of personal ittle or no support, and short support, surface single wards. 26.03 because three surfaces and short increasing range of personal information and specific information and specific information and sexport, some can be understood by support, a limited range of personal search for expressions and cherts with support. Short, simple texts with support, some simple wards. 26.04 by the stand, with phrases of that these little or no support, such phrases in the support support, such such such such such such such support, such such such such such such such such	Text types	21 m 01 I Inderstand with	25c 01 Give hasic	2Wca.01 Write letters	DPm.01 Understand with	211a 01 like dijestion
traditional tale Lacot Indeestand, with made stort sentences. Size and spacing, specific information and short sequence of objects, and routine apport, a limited range phrases and short sequence of objects, and routine apport, a limited range phrases and short sequence of short sequence of objects, and routine apport, a limited range phrases and short sequence of short semepres. 2LaCo Understand, with apport, of an increasing range of pecsonal increasing range of information and septimates of simple words. 2LaCo Sequence of conflict on the support, some simple information and export specific information and septimates specific information and short search for expressions to specific information and septimates are short simple. Shiph-frequency words accurately during detivities. 2LaCo Vunderstand, with phrases so short simple information and respond detail of short talk. 2LaCot Pronounce the symbort, some effort specific information and short semple grammatical structures, allowing for frequent, basic mistakes. 22c.OF broduce simple grammatical structures, allowing for frequent, basic mistakes. 22c.OF broduce simple grammatical structures, allowing for frequent, basic mistakes. 22c.OF broduce simple grammatical structures, allowing for frequent, basic mistakes. 22c.OF broduce simple grammatical structures, allowing for frequent, basic mistakes. 22c.OF broduce simple grammatical structures, allowing for frequent, basic mistakes. 22c.OF broduce simple grammatical structures, allowing for frequent, basic mistakes. 22c.OF broduce simple grammatical structures, allowing for frequent, support, by indicated writing activities. 22c.OF broduce simple grammatical structures, allowing for frequent, support, by indicated writing activities. 22c.OF broduce simple grammatical structures, allowing for frequent, support, by indicated writing activities. 22c.OF broduce simple grammatical structures, allowing for frequent, support, by indicated	The rain dragons	little or no support, the	information about	and words of consistent	support, the main point	words and structures to
2Ld.O1 Understand, with apport, a short sequence of familiar instructions. St. for simple information. 22.0.02 Describe and short sequence of familiar instructions. Sequence of short questions which septences. 21.0.03 Deduce phrases and short. 21.0.03 Deduce information. 22.0.04 Pronounce familiar wards and charts with support, a limited range of personal simple words. 21.0.04 Understand, with apport, of an increasing range of personal detail of short talk. 22.0.04 Pronounce familiar wards and others with some effort sarchers with some effort sarchers with some effort support, some specific information and tesponal grammatical structures, allowing for expressions. 22.0.05 Produce simple promoduce simple structures, allowing for expressions. 23.00 Express, with support, basic frequent, basic mistokes. 23.00 Express, with support, wards and short sample frequent, basic mistokes. 23.00 Express, with support, basic frequent, basic mistokes. 23.00 Express, with support, basic frequent, basic mistokes. 23.00 Express, with support, basic frequent, basic mistokes. 23.00 Express, with support, wards and short sample frequent, basic mistokes. 23.00 Express, with support, basic frequent, basic mistokes. 23.00 Express, with support, wards and short sample frequent, basic mistokes. 23.00 Express, with support, wards and short sample frequent, basic mistokes. 23.00 Express, with support, wards and short sample, familiar wards and short sample frequent, basic mistokes. 23.00 Express, with support, wards and short sample, familiar wards and short sample, familiar wards and short sample frequent, basic mistokes. 23.00 Express, with support, wards and short sample, familiar wards and short sample frequent, basic mistokes. 23.00 Express, with support, wards and short sample frequent, basic mistokes. 23.00 Express, with support, wards and short sample frequent, basic mistokes. 23.00 Express, with support, wards and short sample frequent, basic mistokes. 23.00 Express, with support, basic feelings. 24.00 Exp	(A) +: (A) +: (A)	main point of short talk.	themselves using phrases	size and spacing.	of short, simple texts.	ask basic questions.
Ittle or no support, a people, places and short sequence of familiar instructions. 25.03 sk, questions to information and respont with support, and or support, and support, and phrases and short simple words and with support, some specific information. 26.03 peduce information and respond with support, some specific information and cereasing understand, with support, some detail of short talk. 26.04 Pronounce familiar instructions. 26.05 Produce simple words and chers with some effort. structures, allowing for frequent, basic mistakes. 26.01 Express, with ornaces using basic connectives. 25.01 Express, with ornaces using basic connectives. 26.02 Express, with ornaces using basic connectives. 26.03 sk, questions to indentify and sound, with marks, places and short semination and respond with support, some specific information and settal in familiar instructions. 26.03 sk, questions to indentify and sound, with with grouped sound, with with support, some specific information and settal in familiar instruction. 26.03 sk, questions to indentify and sound, with with support, some specific information and settal in familiar instruction. 26.04 Pronounce familiar instructions. 26.05 Produce simple prominatical structures, allowing for frequent, basic mistakes. 26.01 Express, with support, words and short sentences and short. 26.03 Express, with ornace effort. 26.04 Deal or support, some specific information and detail in familiar instructions. 26.05 Produce simple information and settal in familiar instructions. 26.06 Use some simple grammatication for expressions of support, words. 26.07 Express, with support, words. 26.08 Express, with ornace effort. 26.09 Produce simple information and settal in instructions. 26.01 Express, with ornace effort. 26.02 Understand, with support, words and short sentences and short. 26.03 Instructions. 26.04 Deduce the meaning of an increasing of	(riction, traditional tale	2Ld.01 Understand, with	and short sentences.	2Wca.02 Use upper and	2Rm.02 Begin to read,	2Ug.02 Use common
short sequence of familiar instructions. 2.1.402 Understand, with actions and events, using sentences during guided somether song information. 2.1.403 beduce phrases and short serveport with support, of an increasing range of short guestions which servepord. 2.1.403 beduce phrases ond short serveport with support, of an increasing range of short dries. 2.1.403 beduce phrases ond short serveport with support, of an increasing range of short talk. 2.1.404 bronounce little or no support, some can be understand, with phrases onto these serve per personal detail of short talk. 2.1.404 bronounce context, words and short sensure specific information and serve per personal communication. 2.1.404 bronounce context, words and short sensure and		little or no support, a	2Sc.02 Describe	lower case letters	with support, short,	present simple forms,
confidence and short support, a limited range phrases and short support, a limited range phrases and short support, of short questions which ask for simple ask for simple ask for simple report with support, of an increasing range of simple words. 21.4.03 Deduce report with support, of an increasing range of simple words. 21.4.04 Understand, with phrases of presental specific information and others with support, some can be understood by specific information and others with some effort. 25.0.05 Ask questions to increasing number of information and respond guided writing activities. 21.4.03 Deduce report with support, of an increasing number of information and respond groups of presental simple words. 21.4.04 Understand, with phrases of that these can be understood by specific information and others with some effort. 25.0.05 Produce simple grammatical structures, allowing for specific mistrakes. 25.0.06 Use some simple grammatical structures, allowing for frequent, basic mistakes. 25.0.01 Express, with simple and question mark) with support, a limited land to repair and to repair support, basic reistakes. 25.0.01 Express, with simple detail in short, simple, lilustrated texts. 25.0.01 Express, with simple of short, familiar words and support, alimited princes using basic connectives. 25.0.02 Express, with support, some specific mistructions. 25.0.03 Express, with simple frequent, support, words and suppor		short sequence of	people, places and	accurately when writing	simple fiction and	including short answer
totion text, report) 21.402 Understand, with actions and events, using support, a limited range of short questions which support of short questions which support of short on support, of an increasing range of personal specific information and estail of short talk. 25.04 Ponounce little or no support, some canches with support, some specific information and others with some effort. 25.05 Produce simple words: 25.06 Produce simple words: 25.06 Produce simple words: 25.06 Produce simple simple grammatical structures, allowing for frequent, basic mistakes: 25.07 Express, with support, words and phrases and short sense specific information and others with some effort. 25.06 Produce simple grammatical structures, allowing for frequent, basic mistakes: 25.07 Express, with support, words and phrases and short sense specific information and detail in frequent, basic mistakes: 25.07 Express, with support, words and phrases in increasing range of short, simple texts. 26.07 Produce simple grammatical structures, allowing for frequent, basic mistakes with support, a limited range of short, simple texts. 25.09 Produce simple grammatical structures, allowing for frequent, basic mistakes with support, a limited range of short, simple texts. 25.01 Express, with support, words and phrases in simple grammatical structures. 25.05 Express, with support, words, with support, a limited range of short, simple, illustrated texts. 26.01 Express, with support, words, with support, a limited range of short, simple, illustrated texts. 26.01 Express, with support, words and phrases in public words and follow, with support, words, with support, a limited range of short, simple, illustrated texts. 26.01 Express, with support, words and price simple, illustrated and follow, with support, words, with support and post press, with support, words, with support, words, with support, words, with support, word	Water	familiar instructions.	objects, and routine	names, places and short	non-fiction texts with	forms and contractions,
support, a limited range of short questions which sentences. ack for simple 25-03 Ask questions to increasing number of increasing number of that our an increasing number of support, a limited range of specific information and respond guided writing activities. Short, simple texts. 25-0.04 Pronounce familiar words and phrases of that these communication. 25-0.05 Produce simple words. 25-0.01 Express, with support, words and support, words and support, by phrases ond short simple words. 25-0.01 Express, with support, words and factual information. 25-0.01 Express, with support, words and factual information. 25-0.01 Express, with support, by phrases ond short sentences and support, words and factual information. 25-0.01 Express, with support, by phrases ond short sentences and support, words and factual information. 25-0.01 Express, with support, words and support, words and support, words and factual information. 25-0.01 Express, with support, words and support, words and support, words and factual information. 25-0.01 Express, with support, words and sup	(non-fiction text. report)	2Ld.02 Understand, with	actions and events, using	sentences during guided	confidence and	to give personal and
of short questions which ask for simple information. 25.03 Ask questions to increasing number of information. 26.04 Pronounce interests on be understood by specific information and sespond detail of short talk. 26.04 Pronounce interests on be understood by specific information and sespond genome increasing range of short talk. 26.05 Produce simple words and short sentitle or no support, some with some effort. Search for expressions and these with some effort. 26.06 Use some simple grammatical structures, allowing for frequent, basic mistakes. 28.01 Express, with support, a limited range of words and phrases in hort, simple texts. 26.05 Produce simple grammatical structures, allowing for frequent, basic mistakes. 28.06 Use some simple grammatical structures. 28.07 Express, with support, a limited range of short, familiar marked with support, a limited range of short talk. 28.05 Produce simple grammatical structures, allowing for frequent, basic mistakes. 28.06 Use some simple grammatical structures, allowing for frequent, basic feelings. 28.07 Express, with support, a limited range of short, familiar marked with support, a limited range of short, familiar marked with support, a limited range of short, familiar marked with support, a limited range of short, familiar marked with support, a limited range of short simple exits. 28.06 Use some simple grammatical structures, allowing for frequent, basic mistakes. 28.07 Express, with support, a limited range of short, familiar marked writing activities. short, simple texts. 28.08 Exc.04 Pronounce simple grammatical support, some specific frequent, basic mistakes. 28.09 Texpress, with support, a limited range of short familiar marked writing activities. Short, simple texts. 28.00 Exc.05 Use some simple grammatical structions. 28.00 Express, with support, with support, a limited range of short, simple texts. 28.00 Express, with support, some simple grammat		support, a limited range	phrases and short	writing activities.	enjoyment.	factual information.
ask for simple information. Information. Information. Information. Information. Information and respont with support, of an accordingly words. Increasing range of personal increasing accordingly. Information and respond increasing accordingly. Information and respond increasing accordingly. Information and respond accordingly. Information and specific information and detail of short talk. Information and specific information and detail of short talk. Information and specific information and detail of short talk. Information and specific information and detail of short talk. Information and respond geodingly. Information and respond geodingly. Information and vertex such specific information and detail in a constance with support, some specific information and detail in and to repair and to repair and specific information. Information and respond geodingly. Information and vertex such support, some sends short semple grammatical structures, allowing for frequent, basic mistakes. Information and vertex such short, simple texts. Information and vertex such short, simple texts. Information and vertex such short, simple texts. Information and vertex short, simple texts. Information and vertex short, simple texts. Information and write support. Information and vertex short, simple texts. Information and vertex short, simple texts		of short questions which	sentences.	2Wca.03 Spell an	2Rd.01 Recognise,	2Ug.04 Use common
2Ld.03 Deduce 2Ld.03 Deduce meaning from context, with support, of an increasing range of simple words and phrases in increasing range of simple words. 2Ld.04 Understand, with phrases so that these little or no support, some can be understood by specific information and to repoin and to repoin and to repoin allowing for frequent, basic mistakes. 2Sc.05 Produce simple yours, allowing for rexpressions allowing for frequent, basic mistakes. 2Sc.05 Produce simple grammatical structures, allowing for frequent, basic mistakes. 2Sc.01 Express, with support, a limited range of short, familiar range of short, familiar purctions. 2Sc.05 Produce simple grammatical structures, allowing for frequent, basic mistakes. 2Sc.01 Express, with support, a limited and follow, frequent, basic mistakes. 2Sc.01 Express, with support, a limited and follow, frequent, basic mistakes. 2Sc.01 Express, with support, a limited and follow, frequent, basic freelings. 2Sc.02 Take turns when an increasing and short, simple grammation. 2Sc.03 Produce simple grammatical structures, allowing for frequent, basic mistakes. 2Sc.01 Express, with support, all mitted and follow, frequent, basic mistakes. 2Sc.01 Express, with support, words, support, all mitted and follow. 2Sc.03 Produce simple grammatical structures, allowing for frequent, basic mistakes. with support, a limited and follow. from and detail in information and detail in information and detail in support, all minted and follow. 2Rd.02 Understand, with support, all minted and follow. 2Rd.03 Understand, with support, all minted and follow. 2Rd.03 Understand, with support, all minted and follow. 2Rd.02 Understand, with support, all minted and follow. 2Rd.03 Understand, with support, all minted and	The weather song	ask for simple	2Sc.03 Ask questions to	increasing number of	identify and sound, with	present continuous forms,
2Ld.03 Deduce range of personal meaning from context, with support, of an increasing range of simple words. range of sample words. words accurately during activities. short, simple texts. short, simple texts. with support, of an increasing range of simple words and phrases so that these little or no support, some carch for expension and detail of short talk. 26.04 Pronounce familiar words and phrases so that these phrases so that these specific information and cetail of short talk. 20.04 Pronounce familiar words and cetail in phrases so that these phrases in the phrases	(song)	information.	find out an increasing	simple, high-frequency	support, a limited range	including short answers
meaning from context, with support, of an increasing range of short, basic exchanges. with support, of an increasing range of short, basic exchanges. with support, of an increasing range of simple words. 28c.04 Pronounce simple words and phrases so that these little or no support, some of short talk. 28c.02 Understand, with phrases and short sensing to specific and phrases so that these little or no support, some of short talk. 28c.05 Produce simple grammatical structures, allowing for grammatical structures, allowing for grammatical structures, allowing for grammatical structures, allowing for grammatical structures, allowing good and follow. 28c.05 Produce simple grammatical tructures, allowing for grayens, with support, some simple grammatical tructures, allowing for grayens, with support, some syecific tences, with support, some specific information and detail in support, some specific tences, with support, some simple grammatical structures, allowing for grayens, basic mistakes. 28c.05 Produce simple grammatical tructures, allowing for grayens, basic mistakes. 28c.06 Use some simple grammatical tructures, allowing for grayens, basic mistakes. 28c.07 Express, with support, some specific tences, with support, some specific information and detail in support, some specific tences, with support, some simple grammatical structures, allowing for detail in structures. 28c.05 Produce simple grammatical tructures, allowing for detail in structures. 28c.01 Express, with support, words, with support, simple, fillustrated texts. 28c.02 Unit with support, words, with support, simple, fillustrated texts. 28c.03 Express,		2Ld.03 Deduce	range of personal	words accurately during	of words and phrases in	and contractions, to talk
with support, of an increasing range of simple words. 2Ld.04 Understand, with phrases and short sensing range of familiar words and specific information and detail of short talk. 2Co.05 produce simple grammatical specific information and to repoir agrammatical structures, allowing for expressions and to repoir agrammatical structures, allowing for frequent, basic mistakes. 2Co.06 Use some simple agrammatical structures, allowing for frequent, basic mistakes. 2Co.01 Express, with support, words and phrases using basic connectives. 2Co.01 Express, with little connectives. 2Co.02 Take turns when an increasing range of short, basic feelings. 2Co.02 Express, with support, basic feelings. 2Co.03 Express, with support, simple phrases to give personal short, basic feelings. 2Co.03 Express, with support, simple phrases to give personal short, basic feelings. 2Co.04 Express, with support, words and short sentences using basic connectives. 2Co.05 Use some simple question mark; short, simple, illustrated texts. 2Co.06 Use some simple question mark; with support, a limited questions. 2Co.01 Express, with support, words, with support, by support, words, with support, words, with support, words, with support, by linking them to pictures. 2Co.06 Use some simple question mark; broth sentences and short, familiar texts. 2Co.01 Express, with support, words, with support, words, with support, by linking them to pictures. 2Co.02 Express, with support, basic feelings.	10/00+601	meaning from context,	information and respond	guided writing activities.	short, simple texts.	about present activities.
simple words. 2Ld.04 Understand, with phrases so that these little or no support, some support, some support, some support, some support, some can be understood by specific information and detail of short talk. 28c.05 Produce simple grammatical structures, allowing for search for expressions and to repair communication. 28c.06 Use some simple grammatical structures, allowing for expair support, poasing to gearch for expressions allowing for frequent, basic mistakes. 28c.01 Express, with support, words, with support, basic feelings. 28c.01 Tick turns when an increasing range of short, basic exchanges. 28c.02 Express, with support, basic feelings.	wedner report	with support, of an	accordingly.	2Wca.04 Plan and write	2Rd.02 Understand, with	2Uv.01 Use cardinal
simple words. 21d.04 Understand, with phrases so that these little or no support, some can be understood by simple grammatical specific information and others with some effort. 25c.05 Produce simple phrases, pausing to search for expressions and understood by structures, allowing for communication. 25c.05 Produce simple phrases, pausing to performantical structures, allowing for grammatical structures. 25c.06 Use some simple grammatical texts. 25c.06 Produce simple phrases, pausing to puratuation (e.g. full stapport, basic mistakes. 25c.06 Use some simple question mark) 25c.07 Express, with support, words. 25c.01 Express, with support, words and phrases using basic connectives. 25c.01 Link, with little or no support, words and phrases using basic connectives. 25c.02 Take turns when and factual information and detail in texts. 27c.02 Link, with support, words, with support, by linking them to pictures. 27c.02 Express, with some effort structures. 27c.02 Express, with support, basic feelings. 27c.03 Express, with support, basic feelings. 27c.04 Write, with support, words and short support, simple grammatical texts. 27c.05 Produce simple grammatical texts. 27c.06 Use some simple grammatical extractions. 27c.07 Express, allowing for graye of short, familiar instructions. 27c.07 Express, with support, with support, by linking them to pictures. 27c.08 Produce simple grammatical texts. 27c.09 Produce simple grammatical extraction. 27c.01 Link, with little or no support, words and short support, simple grammatical texts. 27c.01 Express, pour guided writing grange of short, familiar machine guided writing grange of simple, familiar machi	(non-fiction, scripted	increasing range of	2Sc.04 Pronounce	phrases and short sen-	support, some specific	numbers 1–100.
phrases so that these can be understood by others with some effort. 28c.05 Produce simple phrases, pausing to search for expressions and to repair communication. 28c.06 Use some simple grammatical structures, allowing for expressions allowing for frequent, basic mistakes. 28c.06 Use some simple grammatical structures, allowing for frequent, basic mistakes. 28c.06 Use some simple grammatical structures, allowing for frequent, basic mistakes. 28c.06 Use some simple during guided writing guided writing of an increasing of short sentences and questions. 28c.06 Use some simple during guided writing soft sentences and questions. 28c.06 Use some simple during guided writing of an increasing of short sentences and questions. 28c.07 Express, with support, words, with support, by linking them to pictures. 28c.08 Use some texts. 28d.03 Read and follow, instructions. 28d.04 Deduce the meaning of an increasing range of simple, familiar words, with support, by linking them to pictures. 28c.07 Express, with support, words, with support, by linking them to pictures. 28c.08 Use some simple of short, familiar range of simple, familiar range of simpl	report)	simple words.	familiar words and	tences, with support.	information and detail in	2Uv.04 Use prepositions
can be understood by others with some effort. 28c.05 Produce simple phrases, pausing to search for expressions and to repair communication. 28c.06 Use some simple grammatical structures, allowing for expressions and to repair communication. 28c.06 Use some simple grammatical structures, ple phrases, pausing to search for expressions and to repair communication. 28c.06 Use some simple grammatical structures, frequent, basic mistakes. 28c.07 Use basic range of short, familiar instructions. 28c.08 Use some simple during guided writing guided writing of an increasing of short sentences and questions. 28c.01 Express, with support, words, phrases and short sentences using basic connectives. 28c.01 Write, with support, words, with support, by linking them to pictures. 28c.02 Express, with support, a limited range of short, familiar range of simple, familiar words, with support, by linking them to pictures. 28c.01 Express, with support, words, with support, by linking them to pictures. 28c.02 Express, with support, a limited range of short, familiar range of simple, familiar range of simple		2Ld.04 Understand, with	phrases so that these	2Wca.05 Use some	short, simple, illustrated	of location, position and
28c.05 Produce simple phrases, pausing to search for expressions and to repair communication. 28c.06 Use some simple grammatical structures, allowing for frequent, basic mistakes. 28c.06 Use some simple grammatical structures, allowing for frequent, basic mistakes. 28c.07 Express, with support, words, with support, by sor, on support, words and phrases using basic connectives. 28c.07 Take turns when an increasing range of short, sasic feelings. 28c.08 Use some simple during guided writing of an increasing of short sentences and questions. 28c.09 Use some simple during guided writing of an increasing of short sentences and questions. 28c.01 Express, with support, words, with support, by linking them to pictures. 28c.01 Write, with support, words, with support, by linking them to pictures. 28c.01 Write, with support, words, with support, by linking them to pictures. 28c.02 Express, with support, by linking them to pictures. 28c.03 Read and follow, with support, a limited range of short, familiar range of simple, familiar words, with support, by linking them to pictures. 28c.01 Express, with support, words, with support, by linking them to pictures. 28c.01 Write, with support, words, with support, words, with support, by linking them to pictures. 28c.01 Express, with support, simple and factual information. 28c.02 Express, with support, words, with support, words, with support, by linking them to pictures. 28c.01 Express, with support, simple and factual information. 28c.02 Express, with support, simple and factual information. 28c.03 Express, with support, simple and factual information. 28c.04 Deduce the range of simple, familiar and conditions. 28c.04 Deduce the meaning of instructions. 28c.05 Use and question mark. 28c.06 Use some simple and provided writing angle of simple, familiar and conditions. 28c.01 Express and short sentences and support, words, with support, words, with support, words, words, with support, words, words, with support, words, words, with support, words, words, wit		little or no support, some	can be understood by	simple grammatical	texts.	direction (e.g. behind,
ple phrases, pausing to search for expressions and to repair communication. 25c.06 Use some simple grammatical structures, allowing for frequent, basic mistakes. 25c.06 Use some simple grammatical structures, allowing for frequent, basic mistakes. 25c.06 Use some simple grammatical structures, allowing for frequent, basic mistakes. 25c.06 Use some simple grammatical structures, allowing for frequent, basic mistakes. 25c.06 Use some simple grammatical structures, allowing for frequent, basic mistakes. 25c.06 Use some simple gramge of short sentences and questions. 25c.01 Express, with support, words, with support, by words, with support, by linking them to pictures. 25c.06 Use some simple question mark) 27c.02 Link, with support, words, with support, by allowing of an increasing range of short sentences and support, words, with support, by linking them to pictures. 25c.06 Use some simple questions. 27c.06 Use some simple question mark) 27c.06 Use some simple question mark) 27c.06 Use some simple questions. 27c.06 Use some simple question mark) 27c.06 Use some simple questions. 27c.06 Use some simple questions. 27c.06 Use some simple question mark) 27c.06 Use some simple questions. 27c.07 Link, with little or no support, words, with support, words, linking them to pictures. 27c.07 Unik in support, words, linking them to pictures. 27c.08 Use Some simple questions. 27c.09 U		specific information and	others with some effort.	structures, allowing for	2Rd.03 Read and follow,	between, in, in front of,
punctuation (e.g. full stop and question mark) stop and guided writing e of short sentences and questions. support, words, phrases and short sentences using basic connectives. 2wc.01 Write, with support, simple phrases to give personal and factual information. 2wc.02 Express, with support, basic feelings.		detail of short talk.	2Sc.05 Produce sim-	frequent, basic mistakes.	with support, a limited	to).
stop and question mark) stop and question mark) during guided writing e of short sentences and questions. 2wor.02 Link, with support, words, phrases and short sentences using basic connectives. 2wc.01 Write, with support, simple phrases to give personal and factual information. 2wc.02 Express, with support, basic feelings.			ple phrases, pausing to	2Wor.01 Use basic	range of short, familiar	2Uv.05 Use prepositions
stop and question mark) during guided writing e of short sentences and questions. 2Wor.02 Link with support, words, phrases and short sentences using basic connectives. 2Wc.01 Write, with support, simple phrases to give personal and factual information. 2Wc.02 Express, with support, basic feelings.			search for expressions	punctuation (e.g. full	instructions.	of time (e.g. <i>at</i>) to talk
e of short sentences and questions. 2wor.02 Link, with support, by 2words, with support, words, phrases and short sentences using basic connectives. 2wc.01 Write, with support, simple phrases to give personal and factual information. 2wc.02 Express, with support, basic feelings.			and to repair	stop and question mark)	2Rd.04 Deduce the	about days and time.
e of short sentences and range of simple, familiar questions. 2Wor.02 Link, with words, with support, by linking them to pictures. support, words, phrases and short sentences using basic connectives. 2Wc.01 Write, with support, simple phrases to give personal and factual information. 2Wc.02 Express, with support, basic feelings.			communication.	during guided writing	meaning of an increasing	2Us.04 Use connectives
2Wor.02 Link with linking them to pictures. support, words, phrases and short sentences using basic connectives. 2Wc.01 Write, with support, simple phrases to give personal and factual information. 2Wc.02 Express, with support, basic feelings.			Notice of the stripe	Ol si lore sell tech tees di id		
support, words, phrases and short sentences using basic connectives. 2wc.01 Write, with support, simple phrases to give personal and factual information. 2wc.02 Express, with support, basic feelings.			graninatical structures,	questions.	linking them to pictures	words and privases.
			basic mistakes.	support, words,		
			2So.01 Express, with	phrases and short		
			support, basic feelings.	sentences using basic		
			2Sor.01 Link, with little	connectives.	,	
			or no support, words and	2Wc.01 Write, with		
			phrases using basic	support, simple		
			connectives.	phrases to give personal		
			2Sor.02 Take turns when	and factual information.		
			speaking with others in	2Wc.02 Express, with		
short, basic exchanges.			an increasing range of	support, basic feelings.		
			short, basic exchanges.			

Unit 4 Feelings	Listening	Speaking	Writing	Reading	Use of English
Text types:	2Lm.01 Understand, with	2Sc.01 Give basic	2Wca.01 Write letters	2Rm.01 Understand, with	2Ug.04 Use common
Mv little kitten	little or no support, the	information about	and words of consistent	support, the main point	present continuous forms,
(f)	main point of short talk.	themselves using phrases	size and spacing.	of short, simple texts.	including short answers
(liction, story with	2Ld.02 Understand, with		2Wca.02 Use upper and	2Rm.02 Begin to read,	and contractions, to talk
emouons)	support, a limited range	2Sc.02 Describe	lower case letters	with support, short,	about present activities.
	of short questions which	people, places and	accurately when writing	simple fiction and	2Ug.07 Use common
How our senses help us	ask for simple	objects, and routine	names, places and short	non-fiction texts with	adjectives on personal
(non-fiction factual)	information.	using	sentences during guided	confidence and	and familiar topics to
	2Ld.03 Deduce		writing activities.	enjoyment.	give personal
	meaning from context,	sentences.	2Wca.03 Spell an	2Rd.01 Recognise,	information and describe
Can you?	with support, of an	2Sc.04 Pronounce	increasing number of	identify and sound, with	things.
(song)	increasing range of	familiar words and	simple, high-frequency	support, a limited range	2Ug.08 Use possessive
	simple words.	phrases so that these	words accurately during	of words and phrases in	adjectives to give
75: : : : : : : : : : : : : : : : : : :	2Ld.04 Understand, with	can be understood by	guided writing activities.	short, simple texts.	personal information and
Trils is rriy picture	little or no support, some	others with some effort.	2Wca.04 Plan and write	2Rd.02 Understand, with	describe familiar things.
(non-fiction, familiar	specific information and	2Sc.05 Produce	phrases and short	support, some specific	2Uv.01 Use cardinal
settings)	detail of short talk.	simple phrases, pausing	sentences, with support.	information and detail in	numbers <i>1–100</i> .
		to search for expressions	2Wca.05 Use some	short, simple, illustrated	2Uv.09 Use countable
			simple grammatical	texts.	and some common
		communication.	structures, allowing for	2Rd.03 Read and follow,	uncountable nouns,
		2Sc.06 Use some simple	frequent, basic mistakes.	with support, a limited	including some common
		grammatical structures,	2Wor.01 Use basic	range of short, familiar	irregular plural forms,
		allowing for frequent,	punctuation (e.g. full	instructions.	and possessive 's to
		basic mistakes.	stop and question mark)	2Rd.04 Deduce the	name and label things.
		2So.01 Express, with	during guided writing	meaning of an increasing	2Us.03 Use common
		support, basic feelings.	of short sentences and	range of simple, familiar	personal subject and
		2Sor.01 Link, with little	questions.	words, with support, by	object pronouns,
		or no support, words and	2Wc.01 Write, with	linking them to pictures.	including possessive
		phrases using basic	support, simple		pronouns (e.g. <i>mine,</i>
		connectives.	phrases to give personal		yours), to give simple
		2Sor.02 Take turns when	and factual information.		personal information and
		speaking with others in	2Wc.02 Express, with		describe things.
		an increasing range of	support, basic feelings.		2Us.04 Use connectives
		short, basic exchanges.			(e.g. <i>but, or, then</i>) to link
					words and phrases.

Unit 5 Clothes	Listening	Speaking	Writing	Reading	Use of English
Text types:	2Lm.01 Understand, with	2Sc.01 Give basic	2Wca.01 Write letters	2Rm.01 Understand, with	2Ug.02 Use common
My sock	little or no support, the	information about	and words of consistent	support, the main point	present simple forms,
(fiction, humorous rhyme)	main point of short talk.	themselves using phrases	size and spacing.	of short, simple texts.	including short answer
	little or no support. a	2Sc.02 Describe	lower case letters ac-	with support, short.	to give personal and
Makina clothes with	short sequence of	people, places and	curately when writing	simple fiction and	factual information.
colour	familiar instructions.	objects, and routine	names, places and short	non-fiction texts with	2Ug.04 Use common
(non-fiction, informative,	2Ld.02 Understand, with	actions and events, using	sentences during guided	confidence and	present continuous forms,
first person recount)	support, a limited range	phrases and short	writing activities.	enjoyment.	including short answers
	ask for simple	2Sc.04 Pronounce	creasing number of	identify and sound, with	about present activities.
Where's my jumper?	information.	familiar words and	simple, high-frequency	support, a limited range	2Ug.07 Use common
(song)	2Ld.03 Deduce	phrases so that these	words accurately during	of words and phrases in	adjectives on personal
Ç	meaning from context,	can be understood by	guided writing activities.	short, simple texts.	and familiar topics to
Averbook uniform design	with support, of an	others with some effort.	2Wca.04 Plan and write	2Rd.02 Understand, with	give personal
iviy school unilorni design	increasing range of	2Sc.05 Produce	phrases and short		information and describe
(non-Tiction, Tamillar setting first person	21 d 04 Understand with	simple phrases, pausing	2Wcg.05 Use some	short simple illustrated	200 08 Use nossessive
recount)	little or no support, some	and to repair	simple grammatical	texts.	adjectives to give
	specific information and	communication.	structures, allowing for	2Rd.03 Read and follow,	personal information and
	detail of short talk.	2Sc.06 Use some simple	frequent, basic mistakes.	with support, a limited	describe familiar things.
		graning for fragrent	princting to busic		pimber 1–100
		basic mistakes.	stop and question mark)	2Rd.04 Deduce the	2Uv.10 Use there is/are
		2So.01 Express, with	during guided writing	meaning of an increasing	to make short
		support, basic feelings.	of short sentences and	range of simple, familiar	statements and
		or no support, words and	questions. 2wor.02 Link, with	words, with support, by linking them to pictures.	descriptions. 2Us.01 Use
		phrases using basic	support, words,		demonstratives this, that,
		connectives.	phrases and short		these, those to refer to
			sentences using basic		familiar objects.
			connectives.		2Us.02 Use
			ZWC.UI WILLE, WILL		demonstrative pronouns
			support, simple	4	this, these, that, those
			phrases to give personal		and object pronoun one
			and factual information.		in short statements and
					responses.
					personal subject and
					object pronouns,
					including possessive
					pronouns (e.g. <i>mine,</i>
					yours), to give simple
					personal information and
					describe things.
					2Us.04 Use connectives
					(e.g. but, or, then) to link

Unit 6 The rainforest	Listening	Speaking	Writing	Reading	Use of English
Text types:	2Lm.01 Understand, with	2Sc.02 Describe	2Wca.01 Write letters	2Rm.01 Understand, with	2Ug.01 Use question
What is it?	little or no support, the	people, places and	and words of consistent	support, the main point	words and structures to
(fiction story with animal	main point of short talk.	objects, and routine	size and spacing.	of short, simple texts.	ask basic questions.
(Hedon, scory with drilling	2Ld.02 Understand, with	using	2Wca.02 Use upper and	2Rm.02 Begin to read,	2Ug.07 Use common
characters)	support, a limited range		lower case letters		adjectives on personal
	of short questions which	sentences.	accurately when writing		and familiar topics to
What's in the rainforest?	ask for simple	2Sc.03 Ask questions to	names, places and short	non-fiction texts with	give personal
(non-fiction, informative.	information.		sentences during guided		information and describe
auestioning, first person	2Ld.03 Deduce		writing activities.	enjoyment.	things.
recount)	meaning from context,	nformation and respond	2Wca.03 Spell an	2Rd.01 Recognise,	2Uv.07 Use common
`	with support, of an	accordingly.	increasing number of	identify and sound, with	 -ly adverbs to describe
	increasing range of	2Sc.04 Pronounce	simple, high-frequency		actions.
The bear in the tree	simple words.	familiar words and	words accurately during		
(song)	2Ld.04 Understand, with	phrases so that these	guided writing activities.	short, simple texts.	
	little or no support, some	can be understood by	2Wca.04 Plan and write	2Rd.02 Understand, with	
Doing to root on the	specific information and	others with some effort.	phrases and short	support, some specific	
, carriorests darz	detail of short talk.	2Sc.05 Produce	sentences, with support.	information and detail in	
(non-fiction, clues and		simple phrases, pausing	2Wor.01 Use basic	short, simple, illustrated	
questions)		to search for expressions	punctuation (e.g. full	texts.	
		and to repair	stop and question mark)	2Rd.03 Read and follow,	
		communication.	during guided writing	with support, a limited	
		2Sc.06 Use some simple	of short sentences and	range of short, familiar	
		grammatical structures,	questions.	instructions.	
		$\overline{}$	2Wor.02 Link, with	2Rd.04 Deduce the	
			support, words,	meaning of an increasing	
		2So.01 Express, with	phrases and short	range of simple, familiar	
		support, basic feelings.	sentences using basic	words, with support, by	
		ZSOT.OI LINK, WITH HILLIE	connectives.	linking them to pictures.	
		or no support, words and	wc.oz express, with		
		prilases using pasic	support, pasic leelings.		
		connectives.			
		2Sor.02 Take turns when		4	
		speaking with others in			
		an increasing range of			
		short, basic exchanges.			

Unit 7 Food	Listening	Speaking	Writing	Reading	Use of English
Text types:	2Lm.01 Understand, with	2Sc.01 Give basic	2Wca.01 Write letters	2Rm.01 Understand, with	2Ug.06 Use can to make
The queen's lunch	little or no support, the	information about	and words of consistent	support, the main point	requests and ask
1/f) + 1/2	main point of short talk.	themselves using phrases	size and spacing.	of short, simple texts.	permission and use
scenes)	2Ld.01 Understand, with	and short sentences.	2Wca.03 Spell an	2Rm.02 Begin to read,	appropriate responses
	little or no support, a	2Sc.02 Describe	increasing number of	with support, short,	(e.g. here you are, OK).
	short sequence of	people, places and	simple, high-frequency	simple fiction and	2Ug.07 Use common
Counting food	familiar instructions.	objects, and routine	words accurately during	non-fiction texts with	adjectives on personal
(non-fiction, three	meaning from context	actions and events, using phrases and short	guided writing activities.	enjoyment	and familiar topics to
aldiogues)	with support, of an	sentences.	phrases and short	2Rd.01 Recognise,	information and describe
	increasing range of	2Sc.03 Ask questions to	sentences, with support.	identify and sound, with	things.
Super soup	simple words.	find out an increasing	2Wca.05 Use some	support, a limited range	2Uv.01 Use cardinal
(song)	2Ld.04 Understand, with	range of personal	simple grammatical	of words and phrases in	numbers 1–100.
	little or no support, some	information and respond	structures, allowing for	short, simple texts.	2Uv.09 Use countable
Plays A, B C	specific information and	accordingly.	frequent, basic mistakes.	2Rd.02 Understand, with	and some common
(fiction, three plays of		familiar words and	punctuation (e.g. full	information and detail in	including some common
one scene each)		phrases so that these	stop and question mark)	short, simple, illustrated	irregular plural forms,
		can be understood by	during guided writing	texts.	and possessive 's to
		others with some effort.	of short sentences and	2Rd.03 Read and follow,	name and label things.
		2Sc.05 Produce	questions.	with support, a limited	2Uv.10 Use there is/are
		simple phrases, pausing	2Wor.02 Link, with	range of short, familiar	to make short
		to search for expressions	support, words,	instructions.	statements and
		and to repair	phrases and short	2Rd.04 Deduce the	descriptions.
		communication.	sentences using basic	meaning of an increasing	
		grammatical structures,	2Wc.01 Write, with	words, with support, by	
		allowing for frequent,	support, simple	linking them to pictures.	
		basic mistakes.	phrases to give personal		
		2So.01 Express, with	and factual information.		
		2Sor.01 Link, with little	support, basic feelings.	\	
		or no support, words and			
		phrases using basic			
		connectives.			
		2Sor.02 Take turns when			
		speaking with others in			
		an increasing range of			
		short, basic exchanges.			

Unit 8 Let's be active	Listening	Speaking	Writing	Reading	Use of English
Text types:	2Lm.01 Understand, with	2Sc.01 Give basic	2Wca.01 Write letters and	2Rm.01 Understand, with	2Ug.01 Use question
(non-fiction, story based	main point of short talk	themselves using phrases	and spacing.	of short, simple texts	ask basic questions.
on real life person)	2Ld.02 Understand, with	and short sentences.	2Wca.02 Use upper and	2Rm.02 Begin to read,	2Ug.02 Use common
DE week	support, a limited range	2Sc.02 Describe peo-	lower case letters	with support, short,	present simple forms,
(non-fiction, recount)	of short questions which	ple, places and objects,	accurately when writing	simple fiction and	forms and contractions,
	information.	events, using phrases and	sentences during guided	confidence and	to give personal and
Yesterday we had PE (sona)	2Ld.03 Deduce	short sentences.	writing activities.	enjoyment.	tactual information.
(3019)	meaning from context,	2Sc.03 Ask questions to	2Wca.03 Spell an	2Rd.01 Recognise,	past simple forms
The two-minute chal-	increasing range of	range of personal	simple, high-frequency	support, a limited range	[regular and irregular]
(non-fiction, recount)	simple words.	information and respond	words accurately during	of words and phrases in	narrate simple events,
	little or no support some	accordingly.	guided writing activities.	short, simple texts.	including short answer
	specific information and	familiar words and	phrases and short	support, some specific	2Ug.04 Use common
	detail of short talk.	phrases so that these can	sentences, with support.	information and detail in	present continuous forms,
		be understood by others	2Wca.05 Use some	short, simple, illustrated	including short answers
		2Sc.05 Produce	structures, allowing for	2Rd.03 Read and follow.	about present activities.
		simple phrases, pausing	frequent, basic mistakes.	with support, a limited	2Ug.07 Use common
		to search for expressions	2Wor.01 Use basic	range of short, familiar	and familiar topics to
		communication.	stop and question mark)	2Rd.04 Deduce the	give personal
		grammatical structures,	of short sentences and	range of simple, familiar	things.
		allowing for frequent,	questions.	words, with support, by	numbers 1–100.
		250.01 Express, with	support, words.	linking mem to pictures.	2Uv.03 Use with to
		support, basic feelings.	phrases and short		and instrument and for to
		po slipport words and	sentences using basic		indicate recipient.
		phrases using basic	2Wc.01 Write, with		of time (e.g. at) to talk
		connectives.	support, simple		about days and time.
		speaking with others in	and factual information		definite time (e.g. now
		an increasing range of	2Wc.02 Express, with		today, yesterday, last
					2Uv.07 Use common -/y
					actions.
					and same common
					uncountable nouns,
					including some common
					possessive 's to name and
					label things.
					P(< CCC = CCC C C C C C C

	11.00				
Text types:	2Lm.01 Understand, with	2Sc.01 Give basic	2Wca.01 Write letters	2Rm.01 Understand, with	2Ug.01 Use question
A true story	little or no support, the	information about	and words of consistent	support, the main point	words and structures to
(カ) た) 5 (1) 5 (2)	main point of short talk.	themselves using phrases	size and spacing.	of short, simple texts.	ask basic questions.
(Hedon, story)	2Ld.02 Understand, with	and short sentences.	2Wca.03 Spell an	2Rm.02 Begin to read,	2Ug.02 Use common
	support, a limited range	2Sc.02 Describe	increasing number of	with support, short,	present simple forms,
10 facts about space	of short questions which	people, places and	simple, high-frequency	simple fiction and	including short answer
(non-fiction factual)	ask for simple	objects, and routine	words accurately during	non-fiction texts with	forms and contractions,
	information.	actions and events, using	guided writing activities.	confidence and	to give personal and
	2Ld.03 Deduce	phrases and short	2Wca.04 Plan and write	enjoyment.	factual information.
Twinkle, twinkle	meaning from context,	sentences.	phrases and short	2Rd.01 Recognise,	2Ug.04 Use common
(traditional song)	with support, of an	2Sc.04 Pronounce	sentences, with support.	identify and sound, with	present continuous forms,
	increasing range of	familiar words and	2Wca.05 Use some	support, a limited range	including short answers
	simple words.	phrases so that these	simple grammatical	of words and phrases in	and contractions, to talk
space station	2Ld.04 Understand, with	can be understood by	structures, allowing for	short, simple texts.	about present activities.
(fiction, dialogue)	little or no support, some	others with some effort.	frequent, basic mistakes.	2Rd.02 Understand, with	2Ug.05 Use future simple
	specific information and	2Sc.05 Produce	2Wor.01 Use basic	support, some specific	form will to talk about
	detail of short talk.	simple phrases, pausing	punctuation (e.g. full	information and detail in	future intention.
		to search for expressions	stop and question mark)	short, simple, illustrated	2Uv.01 Use cardinal
		and to repair	during guided writing	texts.	numbers <i>1–100</i> .
		communication.	of short sentences and	2Rd.03 Read and follow,	2Uv.02 Use ordinal
		2Sc.06 Use some simple	questions.	with support, a limited	numbers 1st-50th.
		grammatical structures,	2Wor.02 Link, with	range of short, familiar	2Uv.03 Use with to
		allowing for frequent,	support, words,	instructions.	indicate accompaniment
		basic mistakes.	phrases and short	2Rd.04 Deduce the	and instrument and for
		2So.01 Express, with	sentences using basic	meaning of an increasing	to indicate recipient.
		support, basic feelings.	connectives.	range of simple, familiar	2Uv.04 Use prepositions
		2Sor.02 Take turns when		words, with support, by	of location, position and
		speaking with others in		linking them to pictures.	direction (e.g. behind,
		an increasing range of			between, in, in front of,
		short, basic exchanges.			to).
					2Uv.06 Use adverbs of
				4	definite time (e.g. now,
					today, yesterday, last
					**(();

Unit 5 Clothes

Part 5A Week 16 Our clothes

Overview

This week the learners will be talking about clothes. They will discuss the importance of keeping their spaces and rooms tidy. They will study possessive pronouns in the subject and object positions.

Curriculum framework coverage

Listening

- 2Lm.01 Understand, with little or no support, the main point of short talk.
- 2Ld.03 Deduce meaning from context, with support, of an increasing range of simple words.
- 2Ld.04 Understand, with little or no support, some specific information and detail of short talk.

Speaking

- 2Sc.01 Give basic information about themselves using phrases and short sentences.
- 2Sc.02 Describe people, places and objects, and routine actions and events, using phrases and short sentences.
- 2Sc.04 Pronounce familiar words and phrases so that these can be understood by others with some
 effort.
- 2Sc.05 Produce simple phrases, pausing to search for expressions and to repair communication.
- 2Sc.06 Use some simple grammatical structures, allowing for frequent, basic mistakes.
- 2So.01 Express, with support, basic feelings.
- 2Sor.01 Link, with little or no support, words and phrases using basic connectives.

Reading

- 2Rm.01 Understand, with support, the main point of short, simple texts.
- **2Rm.02** Begin to read, with support, short, simple fiction and non-fiction texts with confidence and enjoyment.
- **2Rd.01** Recognise, identify and sound, with support, a limited range of words and phrases in short, simple texts.
- 2Rd.02 Understand, with support, some specific information and detail in short, simple, illustrated texts
- **2Rd.04** Deduce the meaning of an increasing range of simple, familiar words, with support, by linking them to pictures.

Use of English

- **2Ug.02** Use common present simple forms, including short answer forms and contractions, to give personal and factual information.
- 2Ug.04 Use common present continuous forms, including short answers and contractions, to talk about present activities.
- **2Ug.07** Use common adjectives on personal and familiar topics to give personal information and describe things.
- 2Ug.08 Use possessive adjectives to give personal information and describe familiar things.
- 2Uv.01 Use cardinal numbers 1-100.
- **2Us.01** Use demonstratives this, that, these, those to refer to familiar objects.
- **2Us.02** Use demonstrative pronouns *this, these, that, those* and object pronoun *one* in short statements and responses.
- **2Us.03** Use common personal subject and object pronouns, including possessive pronouns (e.g. *mine, yours*), to give simple personal information and describe things.
- 2Us.04 Use connectives (e.g. but, or, then) to link words and phrases.

Resources

- Student's Book pages 97-104
- Activity Book pages 61–65
- BLM 8: Colour name flashcards
- BLM 10: Story report
- BLM 14: Look, write, cover, check
- Sticky labels, bags

Lesson 1 Listening and reading (SB pp97–100, AB p61)

Warm up

Play 'I spy' from the Games Bank as a helpful review of nouns.

Student's Book Q1 (2Lm.01, 2Ld.03, 2Ld.04, 2Sc.01, 2Rm.01, 2Rm.02, 2Rd.01, 2Rd.02, 2Rd.04) Tell the learners about a time when you lost something. Say what it was, where you looked for it and where you found it.

(Personalising a topic helps learners relate to it and understand it better.)

Say: Have you lost something? Think of three things. Give learners some time to think. Say: Tell your partner. After they tell their partner, ask: Can anyone tell the class three things they lost?

Say: Open your book, please. Look at the pictures. What did the boy lose? (a sock)

[62] Say: Listen. Point at the words. Play the audio. Learners listen and follow along with their finger. Then play the audio again and ask learners to read along with the audio.

Audio 62

(See Student's Book pages 97–99)

Student's Book Q2 (2Rd.02)

Read the questions one by one with the learners. Allow them to speak to their partner to check their answers. Then choose learners to tell the class the answer.

(Answers: a He is playing in a football match. b red, c one sock, d cupboard, drawer, under the bed, on the floor, e his sister)

Activity Book Q1 (2Ld.03, 2Ld.04, 2Uv.01)

[62] Say: Read and listen to the 'My sock!' again. Which picture comes first? Write the number. (Answers: 3, 4, 6, 5, 1, 2)

Activity Book Q2 (2Rm.02, 2Rd.02, 2Rd.04)

Say: Who says it. Draw lines. When learners are finished, say: Look in the Student's Book. Find the sentences. Who says them? Are your answers correct?

(Answers: boy – My sock, my sock. / I'm happy, happy, happy!; Sister – What's up big brother? / But you're wearing your sock.)

Student's Book Q3 (2Sc.02, 2Uq.07)

Ask: Did you like the poem? What kind of poem is it? List the adjectives in question 3, saying: Is it [sad]? before each one. Learners can nod or raise their hand if they think it's one of these words. Ask: Why do you think it's [sad]?

(Answer: funny, silly, happy)

Student's Book Q4 (2Rd.02)

Pair the learners. Assign each pair one of the words in question 3. Say: *How many are there? Look at the poem. Find and count them.*

(Answers: colours = 2, numbers = 2, characters = 2)

Student's Book Q5 (2Sc.04, 2Rd.01)

Say: This is a poem. What's a poem? What does a poem have? (short lines, rhythm and often rhymes) Read the first verse again. Ask: Which words rhyme? (rules, school) Say: Look at the rest of the poem. What rhymes can you find?

[62] Choose two verses of the poem and read them for the class or play the audio again. Say: *It's your turn. Play the audio or read again and have learners repeat.* Pay attention to the rhythm of the poem and encourage learners to read with expression.

Student's Book Q6 (2Sc.01, 2Sc.02, 2So.01, 2Ug.02, 2Ug.07, 2Ug.08)

Say: Repeat after me. Read the phrases as expressively as you can. Say: Did you hear these words before? When did you hear them? Who said them? Why? Ask: Do you say these words when someone is good or bad? Say: Let's look at the story again. Can we add these phrases? When can they you say them to the boy?'

Ask learners to think of something they are good at. Choose one or two learners to tell you. Praise them using one of the phrases.

Say: Now it's your turn. Tell your partner. Your partner says one of these phrases. Point at the phrases in the book.

Learners tell their partner something they can do, and their partner praises them.

As an alternative, this can become a mingling activity. In a mingling activity, learners stand and move around the classroom. They find a partner, speak to them, then find a new partner.

Wrap up - Student's Book Q7 (SEL focus) (2Sc.01, 2Sc.02, 2So.01, 2Ug.02, 2Ug.07, 2Ug.08)

Say: Look at the poem 'My sock!' again. What did the boy lose? (a sock) Where did he find it? (in his shoe) Was it easy to find it? (no) Why not? (his room was untidy)

Ask: What about your room? Is it tidy? Who keeps your room tidy? Why should your room be tidy? Read Lana's speech bubble. Guide the discussion so learners suggest that they should keep their bedroom tidy and also their workspaces in school. Say: If your desk is tidy you can easily find your things. We should take care of our possessions and those of other people.

Say: At the end of the school day, we put away our pens and pencils ready for the next day. What other things do we do to keep our classroom tidy? Take suggestions. Ask: Is there anything more we can do? What about at home, what more could you do?

Homework

Ask learners to learn one of the verses of the poem 'My sock!'. Say that they will recite their verse (in groups) in Lesson 4.

Ensure that you allocate one verse per group of learners to memorise so that the whole poem can be recited.

Lesson 2 Listening and vocabulary (SB p101, AB p62)

Warm up

Play 'I spy' from the Games Bank, as a helpful review of nouns.

Student's Book Q1 (2Ld.03, 2Sc.04, 2Sc.05)

Ask: What clothes can you see? Write the students' answers on the board.

[63] Say: Listen and point. Play the audio. Learners listen and point at the clothes in the picture. Play the audio again, pausing after each word, to check learners are pointing to the correct item of clothing. Ask: Which words aren't in the picture? (shorts, t-shirt, pyjamas) Say the words. Play the audio again and have learners say the words while they point.

Say: Look at the girl and the boy. Who is wearing school uniform? (the girl) What is the same as our uniform? What is different?

Audio 63
sun hat
sunglasses
dress
pyjamas
jumper
socks
t-shirt
shoes
cap
shorts
glasses
shirt
boots
jacket

Student's Book Q2 (2Ld.04, 2Sc.06, 2Ug.04)

Use BLM 8: Colour name flashcards to review colour words.

Say: Look at question 2. What clothes can you see?

[64] Say: Listen. Who is it? Play the audio files one by one, repeating if necessary.

Make your own clues about the pictures using positive and negative sentences such as 'He/She is (not) wearing ...' and have learners guess who you are talking about. Use colours in your clues, e.g. 'a red hat'.

Pair the learners. Say: *Now it's your turn. Make clues. Your partner will guess.* Have the learners play rock-paper-scissors to decide who goes first. When they have played a few times, ask some learners to demonstrate their clue for the class to guess.

Audio 64

a He's wearing jeans.

b They're wearing pyjamas.

c He isn't wearing socks.

d She's wearing a pink dress.

e She's wearing a silver skirt.

f He's wearing a jacket.

g He isn't wearing a hat or scarf.

h They aren't wearing shoes.

(Answers: a Dan, b Abby and Luke, c Tom, d Aisha, e Kim, f Rick, g Tom, h Abby and Luke)

Student's Book Q3 (2Sc.06, 2Ug.04)

Read Caz and Ralph's speech bubbles. Demonstrate the activity by saying: What am I wearing? It's [colour] and asking learners to guess. Encourage learners to answer with a full sentence.

Say: Now it's your turn. Pair learners and ask them to play the same guessing game.

Student's Book Q4 (2Rd.02)

Say: Look at the poem 'My sock!' again. What clothes can you find? Learners read quickly and find the names of the clothes.

(Answers: shirt, shorts, socks, hat, shoe)

Activity Book Q1 (2Wca.03)

Say: Look at the picture. What are they wearing? Write the words.

Activity Book Q2 (2Wca.04, 2Us.04)

Ask: What are you wearing today? You can also ask: Are you wearing...? (sometimes saying the correct clothes, sometimes incorrect.)

Say: Draw yourself here. Write your clothes underneath. Don't forget to write the colours too! Collect the Activity Books to check the work.

Wrap up

Play 'I spy' from the Games Bank using clothes and colour words.

Lesson 3 Use of English (SB p102, AB p63)

Warm up

Play 'Chain game' from the Games Bank. Focus on clothes words. You can say: My name is ... I am wearing ...

Student's Book Q1 and Q2 (2Us.03)

Write 'This sock is ____' on the board. Point at the picture. Ask: Whose sock is this? Ask several learners and write any correct answers on the board under the line. Say: Today, we're going to learn new ways to write this sentence.

Say: Look at the pictures. Point to the bear. Whose bear is it? (the boy's) Then repeat with the doll (the girl's)

[65] Say: Listen. Play the audio. Say: Listen and repeat. Play the audio again. Encourage the learners to repeat the sentences.

Say: Look at the boxes. Put your finger on 'my socks'. Which word matches 'my socks'? (mine). Repeat with the other words and phrases.

Audio 65



This sock is mine!

Yes, that sock is yours!

This bear is his.

That doll is hers.

These socks are theirs.

(Answers: my socks = mine, her socks = hers, our socks = ours, his socks = his, your socks = yours, their socks = theirs)

Activity Book Q1 (2Us.03)

Say: Read the sentences. Write the missing words. Monitor and help where necessary.

(Answers: a his, b hers, c theirs, d mine, e ours)

Student's Book Q3 (2Us.02)

Write 'this one' and 'that one' on the board. Say: Look at the poem 'My sock!' again. How many can you find? Ask some learners to read the sentences they find.

Alternatively, you can play the audio and have learners raise their hand or stand up when they hear the sentences.

After finding each sentence, ask what 'one' means in each case.

Say: Do we say 'this' for one thing or many things? (one) What do we say for many things? (these). Do we use 'one' or 'ones' for many things? (ones)

Read the first sentence in question 3b, then point at the word on the board and say: Which can we use? When learners have answered, say the sentence and have learners repeat after you.

Say: Look at the other questions. Which can we use? Give learners time to think about the answers, then ask what they think the answers are.

(Answers: This pink one is mine. / These ones are ours. / That yellow one is hers. / Those yellow and green ones are theirs. / His hat is that brown and blue one. / Your hat is this red one.)

Activity Book Q2 (2Us.02)

Say: Look at the sentences. Do we say 'these' for one thing or many things? (many) Ask: Do we use 'one' or 'ones' for many things? (ones)

Say: Write the missing words.

(Answers: a ones, b ones, c one, d one)

Activity Book Q2 (2Us.02)

Say: Look at the sentences. Do we say 'these' for one thing or many things? (many) Ask: Do we use 'one' or 'ones' for many things? (ones)

Say: Write the missing words.

(Answers: a ones b ones c one d one)

Wrap up (2Us.03)

Distribute the sticky labels. Say: Write your name here. After learners have written their name, say: Choose something from your pencil case. Stick the label to it. Collect the items and put them in the bag you prepared. Demonstrate the activity by choosing something from the bag, showing it to the class and saying: This ... is hers/his/yours/mine. Do this a few times, then let some learners take something and make the sentences. Return the items to their owners.

Put the learners into groups of four. Give each group a bag. Ask them to put two items from their pencil case in the bag. They take it in turn to choose one and make the sentences.

Lesson 4 Writing (SB p103, AB p64)

Warm up

Play 'Chain game' from the Games Bank. Focus on clothes words. You can say: *My name is ... I am wearing ...*

Activity Book Q1 (2Us.04)

Quickly review the meanings of 'and', 'or' and 'but'. Say: Look at the sentences. Which word is correct? (Answers: a and b but c or d and e and f but)

Student's Book Q1 (2Rd.04, 2Us.04)

Say: Look at the picture. What can you see? Write some learner ideas on the board. Say: Now read. What did we guess? After reading, tick the ideas that learners mentioned before they read.

Student's Book Q2 (2Sc.04, 2Wca.01, 2Wca.02, 2Wca.03, 2Wca.04, 2Wca.05, 2Wor.01, 2Wor.02, 2Wc.01, 2Ug.04, 2Us.04)

Distribute plain paper. Ask learners to draw themselves. Say: What are your favourite clothes? Draw yourself wearing them.

When learners finish, say: *Open your notebook. Write about your picture.* Monitor and help learners, directing them to the text in the Student's Book to help them. Check each learners' work and then ask them to carefully copy their writing under their picture.

Split the class into three groups. Ask group one to stand around the room with their pictures. Pair the other learners and ask each pair to stand next to one picture. The group 1 learners read their writing and show their picture. The two learners who listen can respond with the phrases from Lesson 1 question 6. Ask the pairs to move round the room to a new picture. Repeat the activity a few times. Then, ask learners to change roles and repeat the activity with group 2 learners presenting their posters, and then group 3 learners presenting their posters.

Activity Book Q2 (2Rm.02)

Use this activity to support question 2 in the Student's Book. After question 2, ask: What can you remember? Write about four friends. What are they wearing in their picture? Where are they?

Student's Book Q3 (2Rm.02)

Say: Can you remember the poem 'My sock!'? Draw two circles on the board, write 'boy' in one and 'girl' in the other. Ask: What can you remember about them? Write their ideas on the board and ask: How do you know? Let's read again. Read with the learners and tick the ideas they remembered correctly, adding any ideas they didn't remember to the board.

Homework review

Put the learners into their groups and ask each group to say the verse they have learned. When they have finished say: *Great job! Well done!*

Wrap up

[62] Listen to 'My sock!' again.

Lesson 5 Round up (SB p104, AB p65)

Warm up

Play 'Charades' from the Games Bank. Use weather words as well as verbs.

Student's Book Q1 and Q2 (2Ld.03, 2Us.02, 2Us.03)

Say: Look at the pictures of the children with their clothes. What clothes can you see? What colour are they? If you want, you can write the learners' answers on the board.

[66] Say: Listen. Say the letter. Play the first audio and ask what picture it is connected to. Repeat with the other audio files.

Look at the wordpool in question 2. Say: Which word do we use with girls? How about boys? How about lots of people? Use the words. Look at the pictures. Make sentences. Demonstrate by pointing at picture A and saying: These socks are... theirs!

Audio 66

- 1 Which dress am I wearing today? This white one.
- 2 I like this blue one and that red one.
- 3 I'm wearing this blue, black and white shirt or this blue one.
- 4 [girl] This sock is mine.

[Boy] This one is mine.

- 5 I'm putting these jeans in the drawer.
- 6 These shorts are mine. They're pink.

(Answers: 1E; 2B; 3D; 4A; 5F; 6C)

Student's Book Q3 and Q4 (2Us.02, 2Us.04)

Say: Look at the sentences. Read them with your partner. What word goes in the space? Let learners answer

Say: Look at the sentences again. Can we use 'one' or 'ones'? Hmmm... how about, 'Which scarf do you like? The red one or the blue one? I like the blue one.' Emphasise the word 'one' each time.

Say: Now it's your turn. Look at b. Can you use 'one' or 'ones'?

(Answers: b and The green and black one is mine. c then d but, That one is too long but this one is just right.)

Student's Book Q5 (2Sc.04, 2Rm.02)

Ask: Can you remember the poem 'My sock!'? What happens? Pair learners and have them act the poem again, one as the boy and one as the girl.

Ask: What happens next? Give learners time to think, then ask for their ideas and write them on the board. Still in their pairs, ask learners to think about what happens next and mime it.

Activity Book Q1 (2Ug.08, 2Us.01, 2Us.03)

Say: Write the missing words.

(Answers: b her, hers; c your, yours; d our, ours; e my, mine; f their, theirs)

Activity Book Q2 (2Ug.08, 2Us.03)

Say: Can you remember the poem 'My sock!'? Whose are these? Write his or hers. When learners finish, ask them to check against the poem in the Student's Book.

(Answers: shirt and teddy are his; doll and sock are hers)

Activity Book Q3 (2Rd.02)

Say: Read the sentences. Colour the picture.

Collect the Activity Books to check the work.

Extension: Complete BLM 10: Story report for 'My sock!'

Wrap up

Let learners perform their new verse for 'My sock!' to the class.

Part 5B Week 17 Making clothes

Overview

This week learners will continue to talk about clothes. They'll focus on patterns and colours. We'll also continue to look at subject and object pronouns, as well as simple conjunctions.

Curriculum framework coverage

Listening

- 2Lm.01 Understand, with little or no support, the main point of short talk.
- 2Ld.01 Understand, with little or no support, a short sequence of familiar instructions.
- 2Ld.03 Deduce meaning from context, with support, of an increasing range of simple words.
- 2Ld.04 Understand, with little or no support, some specific information and detail of short talk.

Speaking

- 2Sc.02 Describe people, places and objects, and routine actions and events, using phrases and short sentences.
- 2Sc.04 Pronounce familiar words and phrases so that these can be understood by others with some effort.
- **2So.01** Express, with support, basic feelings.
- 2Sor.01 Link, with little or no support, words and phrases using basic connectives.

Writing

- 2Wca.01 Write letters and words of consistent size and spacing.
- **2Wca.03** Spell an increasing number of simple, high-frequency words accurately during guided writing activities.
- 2Wca.04 Plan and write phrases and short sentences, with support.
- 2Wca.05 Use some simple grammatical structures, allowing for frequent, basic mistakes.
- **2Wor.01** Use basic punctuation (e.g. full stop and question mark) during guided writing of short sentences and questions.
- 2Wor.02 Link, with support, words, phrases and short sentences using basic connectives.

Reading

- 2Rm.01 Understand, with support, the main point of short, simple texts.
- 2Rm.02 Begin to read, with support, short, simple fiction and non-fiction texts with confidence and enjoyment.
- 2Rd.01 Recognise, identify and sound, with support, a limited range of words and phrases in short, simple texts.
- 2Rd.02 Understand, with support, some specific information and detail in short, simple, illustrated texts
- 2Rd.03 Read and follow, with support, a limited range of short, familiar instructions.
- **2Rd.04** Deduce the meaning of an increasing range of simple, familiar words, with support, by linking them to pictures.

Use of English

- 2Ug.07 Use common adjectives on personal and familiar topics to give personal information and describe things.
- 2Uv.10 Use there is/are to make short statements and descriptions.
- **2Us.02** Use demonstrative pronouns *this, these, that, those* and object pronoun *one* in short statements and responses.
- **2Us.03** Use common personal subject and object pronouns, including possessive pronouns (e.g. *mine, yours*), to give simple personal information and describe things.
- 2Us.04 Use connectives (e.g. but, or, then) to link words and phrases.

Resources

- Student's Book pages 105-112
- Activity Book pages 66-70
- BLM 8: Colour name flashcards
- BLM 19: Pronouns flashcards
- BLM 36: Patterns
- BLM 37: Object pronouns flashcards
- BLM 38: Where's my jumper? song
- Pictures of different types of clothing (or bring in real clothes)
- slips of paper with the headings 'My questions', 'Meaning of colours', Material with patterns', 'My job', 'I love colours'
- images of common icons from your country
- colour pens or pencils

Lesson 1 Listening and reading (SB pp105–108, AB p66)

Warm up

Prepare pictures of different items of clothing or bring real clothes to class. Play 'Backs to the board' from the Games Bank.

Student's Book Q1 (2Lm.01, 2Ld.03, 2LD.04, 2Sc.02, 2Rm.01, 2Rm.02, 2Rd.01, 2Rd.02, 2Rd.04)

Ask: What's your favourite thing to wear? When do you wear it? What colour is it? Nominate learners to answer.

Say: Look at the pictures. What can you see? What do you think the story is about? (Previewing a reading like this can help learners understand the text better.)

[67] Say: Listen to 'Making clothes with colour'. Point at the words. Play the audio. Learners listen and follow along with their finger. Then play the audio again and encourage learners to read along with the audio.

Audio 67

(See Student's Book pages 105-107)

Activity Book Q1 (2Rd.02)

Read the sentences with the learners. Say: Read 'Making clothes with colour' again. Find the answers.

Support: You can play 'Reading race' from the Games Bank. This activity encourages learners to read for a purpose and scan the text quickly, rather than trying to read every word.

(Answers: b a (clothes) designer; c thinks, draws, chooses, sews; d warm; e cool)

Student's Book Q2 (2Rm.01, 2Rd.02)

Put learners in pairs, Hand out the headings (see Resources). Say: *These are titles or headings.* Where do these headings go in the text 'Making clothes with colour'? If necessary, explain what a heading is in learners' first language.

Say: Put the headings in the correct places. In pairs, learners match the headings to the sections of text by placing the papers in the correct place.

(Answers: A My job B I love colours C Meaning of colours D Material with patterns E My guestions)

Student's Book Q3

Show some pictures of common icons that your learners may come across and recognise. You could use icons connected to apps or games they may know, to local public transport or to signs around your school. Ask learners what they mean/represent.

Talk about icons in learners' first language. Ask learners why we use them, and how they help us understand and communicate. Then say: Look at the text 'Making clothes with colour' again. Can you find any icons? What do they mean?

Student's Book Q4 (SEL focus) (2Sc.02)

Read Leo's speech bubble. Say: Look at the wedding pictures. Which picture is from the USA? What colour is the woman wearing? Repeat with the other two pictures and then repeat with the men.

Ask: Why are the men and women dressed differently in the different countries?

Explain to learners that cultures and countries aren't the same, and that cultures can cross borders. Say: Look at Part C in the text 'Making clothes with colour'. What does red mean for Josh? (danger) What does red mean for you? Repeat with the other colours.

Activity Book Q2 (2Wca.03, 2Rd.04)

Focusing on parts of words such as suffixes and prefixes can help learners build their vocabulary quickly.

Say: Let's make some words. Look at Part B in the text 'Making clothes with colour'. Find two words with '-ful' at the end.

When learners have found them, say: '-ful' at the end of a word means, 'full of' or 'with a lot of'. Make new '-ful' words here.

(Answers: careful, thankful, beautiful, wonderful)

Collect the Activity Books to check the work.

Wrap up

Play a game from the Games Bank.

Homework

Ask the learners to find pictures of clothes in magazines or online. They should cut the pictures out carefully and sort them into types. They then stick them on to some card and give each type a heading, e.g. jackets, hats, tops.

Lesson 2 Listening and vocabulary (SB p109, AB p67)

Warm up

Use *BLM 8: Colour name flashcards*. Say: *Let's play a game. What am I looking at? It's [colour].* Learners must guess what you are thinking of. It should be an object in the classroom that is visible to everyone. Pair learners. They play the game with their partner.

Student's Book Q1 (2Ld.01, 2Sc.04)

Ask learners which colours they can remember.

[68] Say: Listen. Point to the colours. Play the audio. Monitor and check learners are answering correctly.

Point to two brown squares, a light and a dark. Ask what colour they are. Ask how we can tell the difference. Show the dark brown square and have learners repeat 'dark brown' after you. Repeat with the 'light brown' square.

Audio 68

black

dark brown

dark red

blue

grey

purple

pink

dark orange

light yellow

dark green

white

light brown

Student's Book Q2

Extension: Pair learners. Ask them to give clues for their partner to find the colour in the chart. Read Ralph and Ron's speech bubbles to demonstrate the task.

Support: If learners find this activity too challenging, ask them to just point to a colour and ask their partner to say the name.

Student's Book Q3 (2Sor.01, 2So.01, 2Rd.02, 2Uv.10, 2Us.04)

Use **BLM 36: Patterns** to introduce the words, 'circles', 'triangles', 'squares', 'stripes', 'animals', 'flowers', 'zig-zags' and any other pattern you want to teach.

Say: Look at the pictures. Point to the [circles]. Use the words from the wordpool.

Pair the learners. Say: *Now it's your turn.* Read Izzy and Caz's speech bubbles. Learners use this model to ask and guess the pattern.

Ask: Which patterns do you like? Encourage learners to answers in full sentences.

Activity Book Q1 (2Ug.07)

Say: Look! All the dresses are green! How do we know which one goes where? Read carefully and choose the right sticker. Monitor to check learners are completing the task correctly.

Activity Book Q2 and Q3 (2Uq.07)

Review the shapes 'circle', 'square' and 'triangle' by drawing them in the air and asking learners to name them. Read the questions with the learners and ask them to draw the correct shapes, sizes and colours.

When they finish, ask learners to look at the flow chart. Point to question 2a and ask: Which word comes first? The size word? The shape name? The colour? What's next? What's last? Ask learners to complete the chart.

Collect the Activity Books to check the work.

Student's Book Q4 (2Ld.04)

[67] Say: Remember Josh in 'Making clothes with colour'? What patterns did he talk about? Write anything learners remember on the board. Say: Listen again. Raise your hand when you hear a pattern name. Play the audio.

Wrap up

Play the 'Colours guessing game' again. Use the new colours, the words 'dark' and 'light' and pattern words

Lesson 3 Use of English (SB p110, AB p68)

Warm up

Play 'Chain game' from the Games Bank. Focus on clothes. You can say: My name is ... I am wearing ...

Student's Play 'Chain game' from the Games Bank. Focus on clothes. You can say: *My name is ... I am wearing ...*

Book Q1 (2Us.03)

Write two sentences on the board:

' make clothes for women and children.'

'Come with ."

[67] Say: What words can you hear? Play the first part of 'Making clothes with colour' audio. Ask learners which words go in the spaces.

Say: Look at question 1. Which words did you hear? (I, me) Do any of the other words match? After matching the words, point to the sentences on the board. Ask: Where is '1'? At the beginning or the end? (beginning) Where is 'me'? At the beginning or the end? (end)

(Answers: I - me, you - you, he - him, she - her, we - us, they - them, it - it)

Student's Book Q2 (2Us.03)

Say: Look at the sentence. Explain that Dev does the action so we replace 'Dev 'with 'He', and his brother receives the action, so we can replace 'his brother' with 'him'.

Write other examples on the board, for example. 'Emily finds her sister' (She finds her).

Activity Book Q1 (2Us.03)

Ask which words come at the start of a sentence and which at the end. Then say: *Match the words. Draw lines.*

(Answers: you - you, he - him, she - her, it - it, we - us, they - them)

Activity Book Q2 (2Us.03)

Which words in question 1 are the same at the beginning and the end?

(Answers: you, it)

Activity Book Q3 (2Us.03)

Say: Which word is correct? Circle the correct word. Monitor and check learners are completing the task correctly.

(Answers: b we, her; c they, us; d he, them; e she, me)

Student's Book Q3 (2Us.03, 2Us04)

Pair learners. Say: Read the sentences to your partner. When learners have finished, say: Read again. This time use the new words from question 1, not the underlined words. Assign pairs of learners to write the new sentences on the board.

(Answers: a He designs them. They are very bright. b She likes it. It is too big. c We visit him at his shop. It is very small.)

Student's Book Q4 (2Us.02, 2Us03)

Use *BLM 37: Object pronouns flashcards*. Group learners into two teams. Put the cards face down. Read Eddy and Ron's speech bubbles. Demonstrate the activity. A learner from one team takes the top card and says the word. A learner from the other team has to say a correct sentence with the word. Give points for correct sentences.

Activity Book Q4 (2Us.02, 2Us.03)

Use *BLM 19: Pronoun flashcards* and *BLM 37: Object pronouns flashcards*. Say: *Write the sentences again. Use these words.* Monitor and check learners are writing neatly and using correct capitalisation and punctuation, as well as answering correctly.

(Answers: a This is Mr Brown. He is very kind to us. b These are my shoes and those are my sister's shoes. My mum buys them for me. She buys shoes for her too. c This is her jacket. She always forgets it. She leaves it at school.)

Collect the Activity Books to check the work.

Student's Book Q5 (2Us.03, 2Us04)

Quickly review the meanings of 'and', 'but', 'or'. Ask learners to look at the pairs of sentences on the board and see if they can join them with 'and', 'but', 'or'.

(Answers: a He designs them and they are very bright. b She likes it but it is too big. c We visit him at his shop but it is very small.)

Wrap up

Play a game from the Games Bank.

Lesson 4

Writing (SB p111, AB p69)

Warm up

Prepare pictures of different items of clothing or bring real clothes to class. Play the 'Backs to the Board' game from the Games Bank.

Student's Book Q1 (2Ld.01, 2Ld.03, 2Sc.02, 2Sc.04, 2Rd.01)

Hand out copies of the song BLM 38: Where's my jumper? Say: Look at the text. What's the title of the song? (Where's my jumper?) What does that make you think of? Did we read something with a title like that before? ('My sock!')

[69] Say: Listen. What is the song about? (lost clothes)

Play the audio again and ask learners to follow along with their finger. Play the audio a third time and encourage the learners to sing along.

Say: Now draw pictures to decorate the song sheet. Read the words and draw the patterns.

Audio 69



(See BLM 38: Where's my jumper?)

Student's Book Q2 (2Sc.04, 2Wca.04)

Put learners in groups. Assign each group one of the verses. Ask: What happens? Write some actions for your verse. Give learners time to think of a mime for their verse and to write it. Encourage learners to practise the mimes.

[69] When they finish, ask for volunteers to show the class their mime, say: Show us! Then sing again, doing the new actions.

Student's Book Q3 (2Ld.03, 2Rd.01)

Ask: Can you read the words in the yellow boxes? Which words do you know?

[70] Say: Let's practise pronunciation. Listen. What sound is the same in every word? Play the audio. (the last sound is the same)

Say: 'E R' is often pronounced like 'uh'. Drill the sound and the pronunciation of the words. Ask: Can you think of any more 'uh' words?

Audio 70



danaer

flower

designer

water

sister

teacher

Ask: Can you read the words in the orange box? Which words do you know?

[71] Say: Let's practise. Listen. What sound is the same in every word? Play the audio. (the last sound is the same)

Say: 'N G' is often pronounced 'ng'. Drill the sound and the pronunciation of the words. Ask: Can you think of any more 'ng' words?

Audio 71



missing

looking

drawing

raining

snowing

washing

Activity Book Q1 (2Wca.03)

Say: Look at the pictures. What word could it be? Let learners guess the words.

Say: Listen. Carefully. Are you correct? Say the following words slowly and clearly, repeating each one twice.

a sing

b jumper

c flower

d ring

e wing

f teacher

Learners compare what they hear to their guesses.

Then say: Listen again. Write 'er' or 'ng'. Read the words again. Learners write the last sound of each word.

(Answers: a ng; b er; c er; d ng; e ng; f er)

Activity Book Q2 (2Wca.03)

Say: The sounds 'er' and 'ng' are in a lot of words. How many do you know? Think of your own words and write them here. Monitor and give ideas or help with spelling where necessary.

Collect the Activity Books to check the work.

Student's Book Q4 (2Wca.04, 2Wca.05, 2Wor.02)

Group learners. Say: Can you remember the song 'Where's my jumper?' Ask: What did the girl lose? (a jumper, her pyjamas, her glasses) Where did she find them? (on the chair, in the drawer, on the bear) Say: Write a new verse about the girl.

[69] When learners have finished, they can sing their new verse for the class.

Support: Use the frame in the Student's Book to help learners structure their new verse.

Homework review

Ask learners to share their clothes posters. Ask for volunteers to read out the headings they have written and to say why they chose the heading. Praise all the learners for their good work. Say: *You are all good learners! Well done!*

Wrap up

Let learners sing their new verses for 'Where's my jumper?' again.

Lesson 5 Round up (SB p112, AB p70)

Warm up

Show pictures of different items of clothing or bring real clothes to class. Play 'Backs to the board' from the Games Bank.

Student's Book Q1 (2Ld.03, 2Sc.02)

[72] Say: Listen. Point to the picture. Play the audio. Learners listen and point to the correct picture. Say: Listen and say. Play the audio again and have learners repeat the sentences.

Ask learners to make up new sentences about the pictures and ask and answer with their partner. Demonstrate the activity. Say: *It's dark blue. What is it?* Encourage learners to answer you with full sentences. Repeat with other clothes. Pair learners. Say: *Play rock-paper-scissors. The winner says the colour. The loser guesses.* Make sure the learners change roles.

Audio 72

- 1 I'm wearing a dark red dress with a flower pattern.
- 2 I'm wearing a gold shirt with a circle pattern.
- 3 I'm wearing a red jacket with a dragon pattern
- 4 I'm wearing a blue dress with a circle pattern.
- 5 I'm wearing a blue shirt with stripes.
- 6 I'm wearing an orange shirt with a gold pattern.

(Answers: 1B, 2F, 3D, 4A, 5C, 6E)

Activity Book Q1 (2Rd.03)

Ask: What clothes can you see? When a learner gives an answer, say: Yes, everyone, point to the iumper with circles/stripes.

Say: Read. Make the clothes the correct colour.

Student's Book Q2 (2Rd.02)

Ask: What can you remember about 'Making clothes with colour'? Write the learners' ideas on the board. Read the true/false sentences with the learners. Ask if each sentence is true or false.

Then say: Let's check. Ask learners to read the text and find the answers.

(Answers: a false, b true, c true, d true)

Activity Book Q2 (2Us.03)

Review pronouns again. Use **BLM 19: Pronoun flashcards** and **BLM 37: Object pronouns flashcards** if you need to.

Say: Write the word in the space.

(Answers: b hers c I d us e theirs f yours g It h him)

Student's Book Q3 (2Us.03)

Say: Look at the first sentence. How can we make this shorter and easier? What word can we use? (them) What are the other words like 'them' we can use? (they, them, theirs, their) List them on the board as learners say them. Help them with mimes if necessary.

Say: Now, answer the other questions. What words can we use? Have the learners write the answers on the board.

Ask: Which pictures in question 1 match these sentences?

(Answers: a Look at them. / picture A b We like it. / picture B c They are them. / picture C)

Activity Book Q3 (2Wca.01, 2Wca.03, 2Wca.04, 2Wca.05, 2Wor.01)

Ask: What is this? (a t-shirt) It's plain. How boring! Let's make it look good. Design your own t-shirt. Monitor and check learners are doing the task correctly. When they finish, ask them to write about their t-shirt.

Collect the Activity Books to check the work.

Wrap up - Student's Book Q4 (2Sc.04)

[69] Review the mimes from the previous lesson. Sing 'Where's my jumper?' and do the actions with the learners.

Part 5C Week 18 Designing clothes

Overview

This week learners will continue to talk about clothes. They'll focus on patterns and colours. We'll also continue to look at subject and object pronouns, as well as simple conjunctions.

Curriculum framework coverage

Listening

- 2Lm.01 Understand, with little or no support, the main point of short talk.
- 2Ld.02 Understand, with support, a limited range of short questions which ask for simple information.
- 2Ld.03 Deduce meaning from context, with support, of an increasing range of simple words.
- 2Ld.04 Understand, with little or no support, some specific information and detail of short talk.

Speaking

- 2Sc.01 Give basic information about themselves using phrases and short sentences.
- 2Sc.02 Describe people, places and objects, and routine actions and events, using phrases and short sentences.
- 2Sc.04 Pronounce familiar words and phrases so that these can be understood by others with some
 effort
- 2Sc.05 Produce simple phrases, pausing to search for expressions and to repair communication.
- 2So.01 Express, with support, basic feelings.
- 2Sor.01 Link, with little or no support, words and phrases using basic connectives.

Writing

- 2Wca.01 Write letters and words of consistent size and spacing.
- **2Wca.02** Use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities.
- **2Wca.03** Spell an increasing number of simple, high-frequency words accurately during guided writing activities.
- **2Wca.04** Plan and write phrases and short sentences, with support.
- 2Wca.05 Use some simple grammatical structures, allowing for frequent, basic mistakes.
- **2Wor.01** Use basic punctuation (e.g. full stop and question mark) during guided writing of short sentences and questions.
- 2Wor.02 Link, with support, words, phrases and short sentences using basic connectives.
- **2Wc.01** Write, with support, simple phrases to give personal and factual information.

Reading

- 2Rm.01 Understand, with support, the main point of short, simple texts.
- **2Rm.02** Begin to read, with support, short, simple fiction and non-fiction texts with confidence and enjoyment.
- 2Rd.01 Recognise, identify and sound, with support, a limited range of words and phrases in short, simple texts.
- 2Rd.02 Understand, with support, some specific information and detail in short, simple, illustrated texts
- **2Rd.04** Deduce the meaning of an increasing range of simple, familiar words, with support, by linking them to pictures.

Use of English

- **2Ug.02** Use common present simple forms, including short answer forms and contractions, to give personal and factual information.
- **2Ug.04** Use common present continuous forms, including short answers and contractions, to talk about present activities.
- 2Uv.01 Use cardinal numbers 1-100.
- 2Us.01 Use demonstratives this, that, these, those to refer to familiar objects.
- **2Us.02** Use demonstrative pronouns *this, these, that, those* and object pronoun *one* in short statements and responses.
- **2Us.03** Use common personal subject and object pronouns, including possessive pronouns (e.g. *mine*, *yours*), to give simple personal information and describe things.
- 2Us.04 Use connectives (e.g. but, or, then) to link words and phrases.

Resources

- Student's Book pages 113-120
- Activity Book pages 71-75
- BLM 19: Pronouns flashcards
- BLM 37: Object pronouns flashcards
- BLM 39: Respecting opinions
- BLM 40: Possessive pronouns and adjectives flashcards
- BLM 41: Card game
- Plain paper, coloured pens or pencils

Lesson 1 Listening and reading (SB pp113–115, AB p71)

Warm up

Play 'Chain game' from the Games Bank. Focus on clothes. You can say: *My name is ... I am wearing ...*

Student's Book Q1 (2Lm.01, 2Ld.03, 2Ld.04, 2Sc.01, 2Rm.01, 2Rm.02, 2Rd.01, 2Rd.02, 2Rd.04, 2Ug.04)

Ask: What are you wearing today? Is it a uniform? If your learners wear uniform, you can ask them if they like it.

Say: Open your book, please. Look at the pictures. Is the girl wearing a uniform? (yes)

[73] Say: Millie is talking about school uniforms. Close your eyes. Picture the uniforms in your head. Play the audio for 'My school uniform design'.

Say: OK. Open your eyes. Now look at the pictures. Is this the same as your ideas?

Say: Listen. Point at the words. Play the audio again. Learners listen and follow along with their finger. Then play the audio again and ask learners to read along with the audio.

Say: Look at Millie's uniform. What is she wearing? (dark blue dress, white shirt, white socks)

Ask: What do you think of Millie's designs? Make sure every learners get's a chance to give their opinion.

Audio 73

(See Student's Book pages 113-115)

Activity Book Q1 (2Rd.02)

Say: Read about 'My school uniform design'. Is Millie's uniform the same as yours? Circle the things that are the same. Ask learners for the answers. For anything that isn't the same, ask: What do you wear? If you wear something different, write it here.

Student's Book Q2 (2Rm.01, 2Rd.02)

Ask: Why are there words on the pictures? (to help understand what is in the picture)

Say: These are called 'labels'. Labels help us understand pictures. Can you see any labels in this classroom?

Collect the Activity Books to check the work.

Activity Book Q2 (2Rd.02)

Say: Look at your Student's Book. Where's the boy's uniform? Match the words and the pictures. The colour the pictures. Monitor and help learners if necessary.

(Answers: red flip flops, blue jeans, green shirt, yellow hat)

Collect the Activity Books to check the work.

Student's Book Q3 (2Rd.02, 2Uv.01)

Read the list of words and ask learners to point to the clothes on themselves or on their friends or in the pictures.

Then say: Read 'My school uniform design'. How many times can you find the word 'socks'? After learners' answer, say: Well done. Now find the other clothes too. How many are there in the story? (Answers: socks 3, shoes 1, shirt 3, t-shirt 3, boots 2, dress 1, jumper 3)

Student's Book Q4 (2So.01)

Read Word Bird's speech bubble. Write 'opinion' and 'fact' on the board. Ask: What colour is Millie's uniform? (blue and white). Write learners' answers on the board. Ask: Do you like Millie's uniform designs? Write learners' answers on the board. If learners all give the same answer (e.g. Yes), write your answer as well (e.g. No). Say: An 'opinion' is something we think or feel. A 'fact' is something that is true or false.

Say: Look at question 4a. Let's read it.

After reading, ask: *Is it a fact or an opinion?* (opinion). Ask learners to read the other sentences and decide if they are fact or opinion. When taking feedback, ask learners why they chose their answer.

Extension: Learners can make up sentences about the text for their partner to say if they are a 'fact' or an 'opinion'.

(Answers: a opinion, b fact, c opinion, d fact)

SEL focus (2Ld.02)

In learners' first language, talk about how we don't all think about things in the same way, and how it's important to respect other people's opinions even if we don't always agree.

Hand out copies of **BLM 39: Respecting opinions**. Say: Do you think other people like Millie's uniform designs? What about the teachers or the parents? Pair the learners. Ask them to decide what the teachers and parents think about the designs.

Homework

Ask learners to design their own school uniform. They must write sentences about it and add labels. They will share their work in Lesson 4.

Wrap up

Play a game from the Games Bank.

Lesson 2 Listening and vocabulary (SB p116, AB p72)

Warm up

Play 'Colours guessing game'. Say: Let's play a game. What am I looking at? It's (colour/pattern). Learners must guess what you are thinking of. It should be an object in the classroom that is visible to everyone.

Student's Book Q1 (2Rd.01)

Say: Look at these words. Are they clothes? Colours? Patterns? Match them. Help your partner. While learners talk, draw three circles in the board. Label them 'Clothes', 'Colours' and 'Shapes and patterns'. When learners have finished, ask them to come to the front and write the words in the correct circles. (Answers: Clothes – uniform, jeans, cap, shorts, t-shirt; Colours – light pink, gold, dark blue, silver, light purple; Shapes and patterns – triangles, hearts, stripes, squares, circles)

Student's Book Q2 (2Ld.04, 2Ug.04)

[74] Say: Look at the words in question 1. Listen. Which ones can you hear? Play the audio. Ask learners which words they heard and circle the answers on the board.

Audio 74

I'm at the lake and it's a warm day. I'm wearing dark blue shorts, a light pink t-shirt with silver stripes. I'm also wearing a cap with gold circles.

(Answers: dark blue, shorts, light pink, t-short, silver, stripes, cap, gold, circles)

Student's Book Q3 (2Rd.04, 2Ug.04)

Pair learners. Say: What do the icons mean? Read the sentences with your partner.

Give learners time to work out the answers, monitor and help where necessary. Encourage them to use the names of colours and patterns as well as clothes.

When they finish, have some learners read the sentences aloud for the class.

(Suggested answers:

a It's sunny today. I am wearing a red and white striped t-shirt, black shorts, blue sunglasses and yellow flip flops. I'm not wearing a sun hat.

b It's raining today. I'm a pink skirt, yellow rain jacket, blue boots and pink cap. I'm not wearing sunglasses.

c It's snowing today. I'm wearing a green coat, scarf, trousers and hat. I'm not wearing flip flops.)

Student's Book Q4 (2Ld.04)

Say: Look at the pictures. Who is this? Who designed these uniforms? (Millie)

[75] Say: Listen, point to the correct uniform. Play the audio. Monitor and check learners are answering correctly.

Audio 75

- a The t-shirt is bright blue with dark orange stripes.
- b The cap is white with small orange squares.
- c The short blue jeans are very fun.
- d The jumper is gold with silver stars.
- e The flip flops are red.

f This bright green shirt has got a frog pattern.

(Answers: a, b, d – girls' uniform; c, e, f – boys' uniform)

Activity Book Q1 (1Rd.02)

Say: Read the sentences. Stick the stickers in the right place on the body outlines.

Activity Book Q2 (2Wca.01, 2Wca.02, 2Wca.03, 2Wca.04, 2Wca.05, 2Wor.01, 2Wor.02, 2Wc.01)

Ask: What's the weather like today? What do we wear on [rainy] days? Pair learners.

Say: Talk about the clothes we wear for hot days, cold days and for wet days. Monitor and help with vocabulary where necessary.

Ask learners to choose one type of weather. Say: Look at Ron's speech bubble. Write a sentence like Ron's but about yourself. Monitor and help with vocabulary and spelling where necessary. Collect the Activity Books to check the work.

Wrap up

Play 'Guess the Picture' from the Games Bank, using colours and clothes.

Lesson 3 Use of English (SB p117, AB p73)

Warm up

[69] Sing 'Where's my jumper?' and do the actions with the learners.

Student's Book Q1 (2Sc.02, 2Us.01)

Read Caz and Izzy's speech bubbles with the learners. Pair learners. They play rock-paper-scissors to decide who speaks first.

Ask: Which picture do you like best? After some learners have answered, say: Great. Do the conversation again. This time, don't say this [point at the speech bubbles], please say YOUR opinion. Model an example if necessary. Monitor and check learners are doing the task correctly. Have some learners demonstrate their conversation for the class.

Student's Book Q2 and Q3 (2Ld.04, 2Us.03)

Use pronoun flashcards *BLM 19*, *BLM 37* and *BLM 39*. Demonstrate the task for the learners. Choose a picture and say: *This [clothing] is mine. That (clothing) is his. That [clothing] is hers. Who am I?* Demonstrate again if necessary. Then say: *Now it's your turn. Make sentences to tell your partner.* Monitor and check learners are doing the task correctly. Have some learners demonstrate their conversation for the class.

Activity Book Q1 (2Us.03)

Use pronoun flashcards *BLM 19*, *BLM 37* and *BLM 39*. Write 'l-my-me-mine' on the board. Check the function of each of the words with learners.

Say: Join the words that are the same. Monitor and check learners are answering correctly. (Answers: you-your-you-yours; he-his-him-his; she-her-her-hers; we-our-us-ours; they-their-them-theirs; it-its-it-its)

Activity Book Q2 (2Us.03)

Use pronoun flashcards **BLM 19, BLM 37** and **BLM 39**. Say: Write the missing words. Monitor and check learners are answering correctly. Point to the flashcards to help them if necessary.

(Answers: a him b I c you d they e mine f your g her h ours) Collect the Activity Books to check the work.

Wrap up - Student's Book Q4 (2Us.03)

Read 'My school uniform design' again, and play 'Click, tap, snap' from the Games Bank.

Lesson 4 Writing (SB p118, AB p74)

Warm up

Play a game from the Games Bank.

Activity Book Q1 (2Rd.04)

Say: What kind of words are these? Match them to a topic.

(Answers: Weather – sunny, rainy, snowy, hot, cold; Clothes – shirt, trousers, jacket, jumper socks; Patterns – striped, squares; Places – school, park, shops)

Student's Book Q1 (2Rd.02)

Say: Read 'Making clothes with colour' again from last week. Find the questions that Josh asks. Write the questions on the board.

(Answers: Who is wearing them? Why are they wearing them? What colours do they like? When are they wearing them?)

Student's Book Q2 and Q3 (2Sc.04, 2Sc.05, 2Wca.01, 2Wca.02, 2Wca.03, 2Wca.04, 2Wor.01, 2Wc.01, 2Rd.02)

Say: Today we're going to design some new clothes. Talk about Josh's questions with the learners. Who will wear the clothes? When? What colours are good? You may find it helpful to do Activity Book questions 2 and 3 here.

Distribute paper and tell learners to draw their clothes. Remind them to use colour and add patterns. Monitor and encourage learners.

When they finish, ask them to write about their design in their notebooks. Say: Look at Millie's sentences in 'My school uniform design'. Use these sentences to help you.

Check the sentences, then tell learners to copy them out neatly onto their picture.

Let learners practise reading out their sentences.

Activity Book Q2 (2Ug.02)

Choose learners and ask: What is your favourite colour? What is your favourite type of clothes? What is your favourite weather? What is your favourite pattern?

Say: Look at the sentences. What is your favourite? Complete the sentences about you.

Activity Book Q3 (2Us.04)

Ask learners what 'and' means in their first language. Say: *These sentences need 'and'. Where does it go?* Learners complete the sentences. Monitor and check learners are answering correctly.

(Answers: b She likes red *and* green. c Today is rainy *and* windy. d They are wearing sunglasses *and* hats because today is hot.)

Collect the Activity Books to check the work.

Homework review

Ask learners to share their uniform designs. Compare some of the designs and ask what is the same and what is different. Ask learners to vote for their favourite designs. Ask: *How practical would this uniform? Is it suitable for school? What would teachers'/parents' opinions be?*

Wrap up

Play a game from the Games Bank.

Lesson 5 Round up (SB pp119–120, AB p75)

Warm up

Play the learners' favourite game from this unit.

Student's Book Q1 (2Sc.02, 2Sc.04, 2Sor.01)

Give learners some more time to practise reading their sentences from the previous lesson. Then display the pictures around the room and allow learners to walk around the classroom and look at them. Ask for volunteers to present their designs to the class. After each presentation, encourage other learners to praise the presenter.

Show learners some of the designs. Ask what the class think. Demonstrate by using the sentences in speech bubbles. Say: *That one is wonderful. [name], what do you think? Do you like it?* Encourage learners to use full sentences.

Ask learners to raise their hand if they like each design. Tell them they can't raise their hand for their own picture. They can vote as many times as they like.

Student's Book Q2 (2Us.02, 2Us.03)

Copy and cut out the cards from *BLM 41: Card game*. Group learners into two teams. Put the cards face down. Demonstrate the activity. A learner from one team takes the top card and says the word. A learner from the other team has to say a correct sentence with the word. Give points for correct sentences.

Student's Book Q3 (2Sc.04)

Play 'How many nouns?' from the Games Bank. Use the categories from question 3.

Student's Book Q4 (2Sc.05, 2Rm.02, 2Rd.02)

Look back at the pictures in the poem 'My sock!' (Student's Book pages 97–99). Ask: *Can you remember what happens in the poem?* To help the learners, ask: *What did the boy lose? Where was it? Who helped him?*

[63] Play the audio once. Then read 'My sock!' with the class.

Read question 4c for the learners. They can raise their hands, stand or clap if they agree with each of the points. Highlight the difference between their level now and their level at the start on of Unit 5.

Student's Book Q5 (2Sc.05, 2Rm.02, 2Rd.02)

Look back at the pictures from 'Making clothes with colour' (Student's Book pages 105–107). Ask: Can you remember what the Josh does? To help the learners, ask: What is his job? What does he make? What do these icons mean?

[67] Play the audio once. Then read the text with the class.

Read question 5c for the learners. They can raise their hands, stand or clap if they agree with each of the points. Highlight the difference between their level now and their level at the start of Unit 5.

Student's Book Q6 (2Sc.04)

[69] Review the actions that the learners planned for the song 'Where's my jumper?' Play the audio. Sing and act.

Activity Book Q1

Ask: What was your favourite activity? Can you remember all of them? Colour the stars if you liked them. Walk around the room and ask learners which ones they liked and why while they are working.

Student's Book Q7 (2So.01)

Say: Look at all the clothes in Unit 5. Which is your favourite? Give each learner the opportunity to show the class what they like. Demonstrate by showing a picture. Say: This one is my favourite.

Activity Book Q2 (2Wca.05, 2Wc.01)

Say: Drawing time! Draw your favourite clothes. Use colours! When learners finish ask: What is in your picture? Ask follow-up questions: What colour is it? Where do you wear it/them? Encourage learners to answer with full sentences.

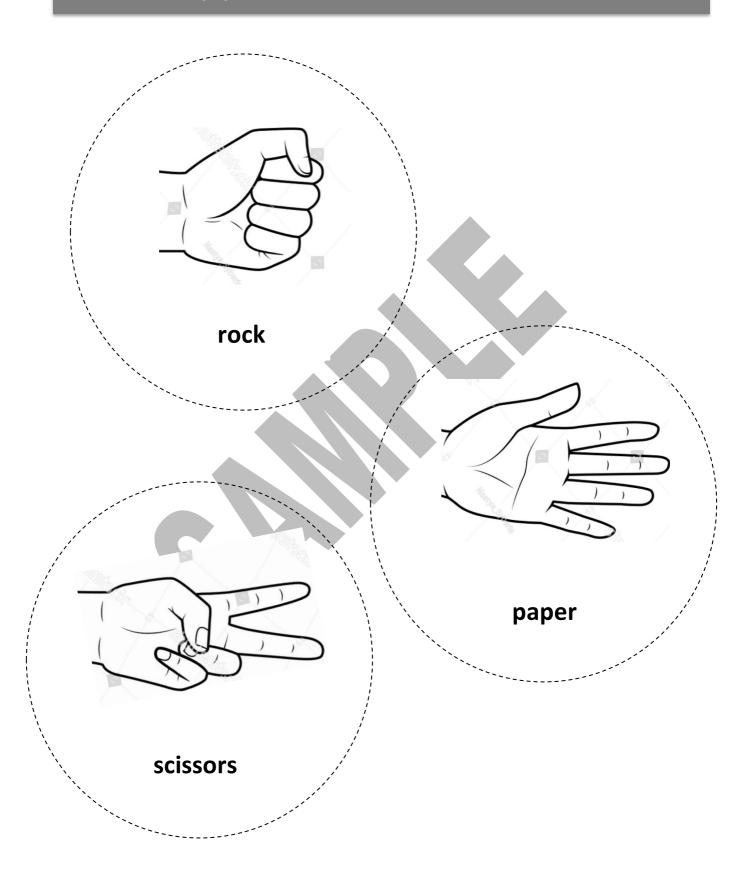
Say: OK! Good job! Now write about your picture.

Wrap up

Sing the learners favourite song from Units 1–5

Congratulate the learners on their hard work in finishing Unit 5 and collect the Activity Books to check the written work.

BLM 5: Rock-paper-scissor icons



BLM 8: Colour name flashcards

red	yellow	green	blue
purple	white	black	pink
orange	brown	grey	
			· ·

BLM 10: Story report

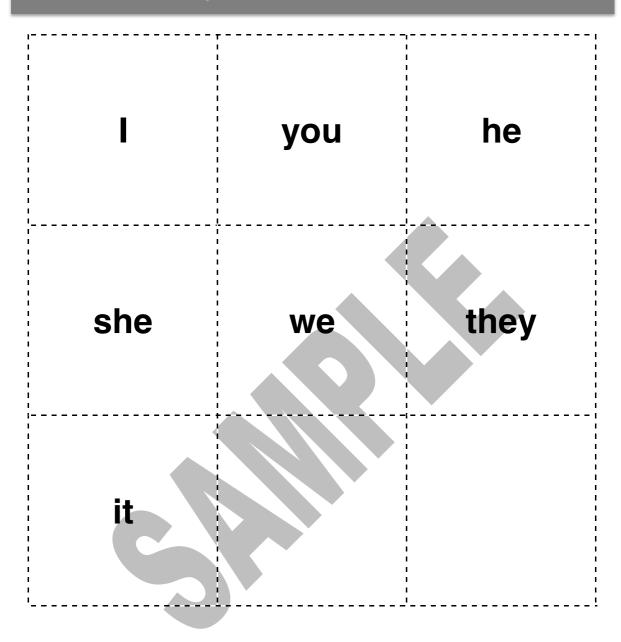
Story score かかかかか

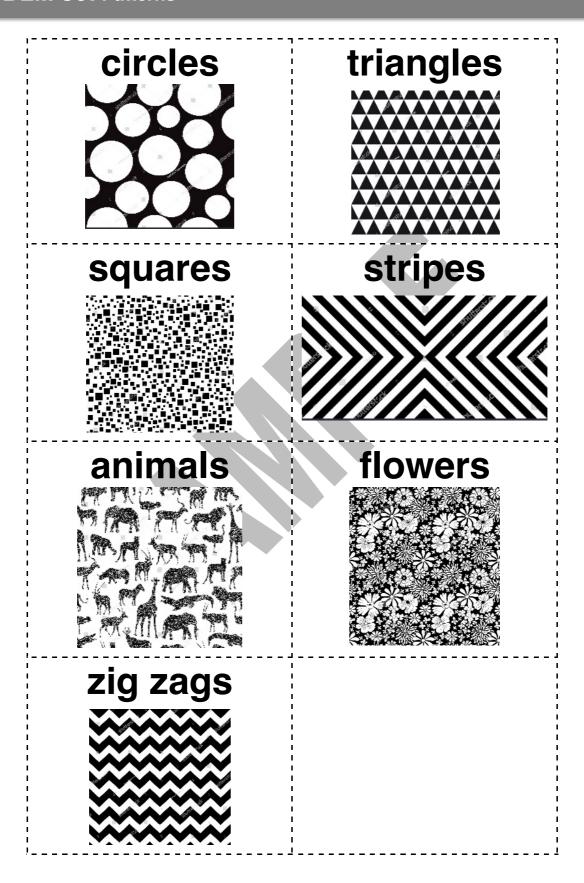
Title:
Who are the characters?
Where does the story happen?
When does the story happen?
Draw your favourite part of the story.

BLM 14: Look, write, cover, check

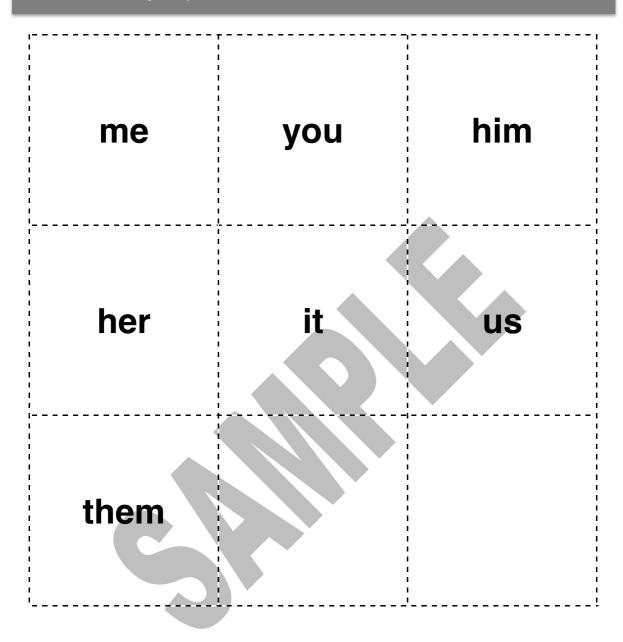
	1				
Write	Cover	Check			
Write	Cover	Check			
Write	Cover	Check			
Write	Cover	Check			
Write	Cover	Check			
Write	Cover	Check			
Write	Cover	Check			
Write	Cover	Check			
Write	Cover	Check			
Write	Cover	Check			
Write	Cover	Check			

BLM 19: Personal pronoun flashcards





BLM 37: Object pronouns flashcards



BLM 38: Where's my jumper? song

Where's my jumper?

Where's my purple jumper?
I'm looking for my jumper,
where's my purple jumper?
I'm missing it again!

Is it underneath the bed?
Oh no! I just bumped my head!
It's on the chair!
It's there! There! There!
Yaaay!

Where are my pyjamas?
I'm looking for my pyjamas,
where are my pyjamas?
I want to go to bed!

Are they underneath the bed?
Oh no! I just bumped my head!
They're in the drawer!
Not on the floor!
Yaaaaaay!

Where are my glasses?
I'm looking for glasses,
where are my glasses?
I can't see a thing!

Are they underneath the bed?

Oh no! I just bumped my head!

They're on the bear!

With the stripey hair!

Yaaaaaay!

BLM 39: Respecting opinions

Do you think other people like Millie's uniform designs?

Look at the chart. What is other people's opinion of Millie's designs, do you think? What's yours?

	They need more work.	They're ok.	They look nice.	They're very good.	They're fantastic!
The teacher					
The mums and dads					
Millie's friends					
You					

BLM 40: Possessive pronouns and adjectives flashcards

mine	yours	his
hers	its	ours
theirs		
my	your	his
my hers	your	his

BLM 41: Card game flashcards

this one	these ones	that one	those ones
his	hers	yours	mine

School to home notes

Week 16 Unit 5A Our clothes

Dear Parent / Guardian

This week, your child will be speaking reading and writing about clothes. You can talk about what your child is wearing when they are ready in the morning, and which clothes they like to wear.

Vocabulary for this week: lose, match, kit, sock, missing, shelf, cupboard, drawers, tidy, uniform, sunglasses, glasses, jeans, pyjamas, nice.

Week 17 Unit 5B Making clothes

Dear Parent / Guardian

This week your child will be talking, reading and writing about colours and patterns on clothes. What patterns can your child find around the house? Don't only look on clothes but also on walls, packages or pictures. Ask them to describe what they can see.

Vocabulary for this week: designer, bright, dark, light, fabric, culture, wedding, danger, sad, cheerful, important, pattern, circles, squares, triangles, stripes, impact, silver, gold, danger.

Week 18 Unit 5C Designing clothes

Dear Parent / Guardian

This week your child will be listening, speaking and writing about school uniforms. Talk to your child about uniforms. Did you wear one at school? Did you like it? Is it different to the one your child wears? Your child will also learn about wearing appropriate clothes for different weather conditions.

Vocabulary for this week: shirt, shorts, shoes, sister, (colours), (numbers), bed, smell, t-shirt, sunhat, jumper, school uniform, dress, socks, shoes, cap, shirt, trousers, boots, jacket, coat, wearing, warm, cold, summer, winter, stop, girl, boy, happy, sad.