

Cambridge Primary International English

Teacher's
Guide



Consultants: **Dr Willy Renandya and Dr Linda Hanington** • Author: **Jenni Middleton**

© 2023 Marshall Cavendish Education Pte Ltd

Published by Marshall Cavendish Education

Times Centre, 1 New Industrial Road, Singapore 536196

Customer Service Hotline: (65) 6213 9688

E-mail: cs@mceducation.com Website: www.mceducation.com

First published 2023 All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner. Any requests for permission should be addressed to the Publisher.

Marshall Cavendish is a registered trademark of Times Publishing Limited.

ISBN 978-981-5027-67-9

Acquisitions: Karen Jamieson

Design: Sylar Ting

Editorial Team: Haryati Binte Abdul Wahid and Karen Jamieson

Permissions: Jeannie Lim

Digital: Nancy Wong

Printed in Singapore

These learning objectives and codes that are produced in this guide are reproduced from the Cambridge Primary English as a Second Language curriculum framework (0057) from 2020. This Cambridge International copyright material is reproduced under licence and remains the intellectual property of Cambridge Assessment International Education.

Endorsement indicates that a resource has passed Cambridge International's rigorous quality-assurance process and is suitable to support the delivery of a Cambridge International curriculum framework. However, endorsed resources are not the only suitable materials available to support teaching and learning, and are not essential to be used to achieve the qualification. Resource lists found on the Cambridge International website will include this resource and other endorsed resources. Any example answers to questions taken from past question papers, practice questions, accompanying marks and mark schemes included in this resource have been written by the authors and are for guidance only. They do not replicate examination papers. In examinations the way marks are awarded may be different. Any references to assessment and/or assessment preparation are the publisher's interpretation of the curriculum framework requirements. Examiners will not use endorsed resources as a source of material for any assessment set by Cambridge International. While the publishers have made every attempt to ensure that advice on the qualification and its assessment is accurate, the official curriculum framework, specimen assessment materials and any associated assessment guidance materials produced by the awarding body are the only authoritative source of information and should always be referred to for definitive guidance. Cambridge International recommends that teachers consider using a range of teaching and learning resources based on their own professional judgement of their students' needs. Cambridge International has not paid for the production of this resource, nor does Cambridge International receive any royalties from its sale. For more information about the endorsement process, please visit www.cambridgeinternational.org/endorsed-resources

Cambridge International copyright material in this publication is reproduced under licence and remains the intellectual property of Cambridge Assessment International Education.

Third-party websites and resources referred to in this publication have not been endorsed by Cambridge Assessment International Education.

Contents

Foreword	iv–v
Introduction	vi–vii
How to use this book	viii–ix
Effective teaching strategies	x–xii
Learning objectives matching chart	xiii–xxi

Week 1	Term 1 starter	1
--------	----------------	---

Unit 1 Home and school life

Week 2	Lesson 1A Daily routines	4
Week 3	Lesson 1B Homes	10
Week 4	Lesson 1C At school	15

Unit 2 Helping others

Week 5	Lesson 2A How do you help?	20
Week 6	Lesson 2B Being kind	24
Week 7	Lesson 2C Helping at home	28

Unit 3 Free time

Week 8	Lesson 3A Hobbies	33
Week 9	Lesson 3B What are you doing?	38
Week 10	Lesson 3C Playing games	43
Week 11	Term 1 review	48
Week 12	Term 2 starter unit	51

Unit 4 Health

Week 13	Lesson 4A Healthy eating	54
Week 14	Lesson 4B Healthy living	59
Week 15	Lesson 4C At the doctor's	64

Unit 5 Friends and family

Week 16	Lesson 5A Neighbours and family	69
Week 17	Lesson 5B Best friends	74
Week 18	Lesson 5C Our community	78

Unit 6 Holidays

Week 19	Lesson 6A Chinese New Year	82
Week 20	Lesson 6B Packing for a holiday	86
Week 21	Lesson 6C On holiday	90
Week 22	Term 2 review	94
Week 23	Term 3 starter unit	98

Unit 7 Being green

Week 24	Lesson 7A Save our planet	101
Week 25	Lesson 7B Reuse and recycle	107
Week 26	Lesson 7C Planet Earth	111

Unit 8 Weekend activities

Week 27	Lesson 8A Gardening	115
Week 28	Lesson 8B Visiting grandparents	119
Week 29	Lesson 8C Travel	123

Unit 9 Animals

Week 30	Lesson 9A Pets	127
Week 31	Lesson 9B At the zoo	131
Week 32	Lesson 9C Save our animals!	135
Week 33	Term 3 review	

Quiz sheets 1–7	142
Grammar guide	159
Games bank	167
BLMs	172
School to home notes	200

Foreword

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

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 learners' 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: LEXIS: 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: AMOUNT 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: MOTIVATION: 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 learners' mother tongue should be allowed in the classroom.

IN: INPUT: The programme presents six system areas (sound, lexical, syntactic, pragmatic, sociolinguistic and discourse) using meaningful, rich and varied listening and reading texts.

G: GRAMMAR: The programme focuses on important grammar items that will prepare learners 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: OUTPUT: The programme provides ample opportunities to use language for meaningful and purposeful interaction / communication.

S: SET 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 and Dr Linda Hanington

Dr Willy Renandya is a Principal Lecturer currently teaching language education courses to undergraduate and graduate learners 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.

Authors: Jenni Middleton

Jenni Middleton (Horn) is an experienced ESL teacher. She teaches English to a range of students from pre-primary through to PHD level. Jenni previously worked as a commissioning editor of educational materials for a major publisher in South Africa and has been working with school textbooks for over 20 years. She has co-authored five English language textbooks.

Introduction

Each stage of the *Marshall Cavendish Cambridge Primary International English* 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 International English 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 Book and Activity Book, 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 *Marshall Cavendish Cambridge Primary International English Language 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, rhyme 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 – approximately 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 Cambridge International English Teacher's Guide* supports 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 Cambridge Primary International English Activity Book* is used at appropriate junctures of the learning journey. The Activity Book mainly focuses on additional Reading, Writing and Use of English practice, with some reinforcement of and language support for the Listening and Speaking activities in the Student's Book. It uses the same Lesson descriptions that describe the skills the Student's Book focuses on.

Social and Emotional Learning (SEL) and Values Strand

The Marshall Cavendish, Cambridge Primary International English Student's Book and Teacher's Guide include embedded SEL, scaffolded to stimulate discussion. Within the Student's Book the SEL opportunities are signalled through the inclusion of two characters (called Leo and Lana), 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 International English Language resources, designed to support both experienced and new teachers in teaching the Cambridge Primary International English Language 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 www.mceduhub.com 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 an enhanced and enjoyable learning experience for learners.

The Teacher’s Guide has the following features:

Unit 2 Our community

Part 2A Week 2 My life

Overview

The overall theme for Unit 2 is ‘Community’. The focus this week is on learners developing their understanding of what a community is. Set up an ‘Our community’ Learning Centre. Include books, pictures, charts, blank booklets and paper for the learners to work with independently. Encourage the learners to bring photos from home of their lives in their community. Make large vocabulary charts for the classroom walls, using the words covered in the Student’s Book and adding other words. Encourage the learners to draw and create symbols for the words to demonstrate their understanding.

Curriculum framework coverage

<p>Listening</p> <p>Listening for global meaning</p> <ul style="list-style-type: none"> • 5Lm.01 Understand, with little or no support, most of the main points of short talk. <p>Listening for detail</p> <ul style="list-style-type: none"> • 5Ld.02 Understand a range of questions which ask for information. • 5Ld.04 Understand specific information and detail of short talk. <p>Speaking</p> <p>Communication</p> <ul style="list-style-type: none"> • 5Sc.01 Give more detailed information about themselves and others using a sequence of sentences. • 5Sc.02 Describe people, places and objects, and routine past and present actions and events, using a sequence of sentences. • 5Sc.03 Ask questions to find out general information on a range of topics and respond accordingly. • 5Sc.05 Pronounce familiar words and phrases clearly; others may need to ask for repetition from time to time. • 5Sc.06 Produce a sequence of sentences to maintain a range of exchanges, allowing for some hesitation, false starts and reformulation. • 5Sc.07 Use simple grammatical structures and sentence patterns correctly, allowing for occasional, basic mistakes. <p>Organisation</p> <ul style="list-style-type: none"> • 5Sor.01 Link, with little or no support, a short sequence of simple sentences using an increasing range of connectives. • 5Sor.02 Initiate, maintain and conclude interaction, with little or no support, in a range of exchanges. 	<p>Writing</p> <p>Communicative achievement</p> <ul style="list-style-type: none"> • 5Wca.01 Use legible handwriting in written work with increasing speed and fluency. • 5Wca.02 Spell high-frequency words accurately on an increasing range of familiar topics when writing independently. • 5Wca.03 Plan, write, edit and proofread short texts, with support. • 5Wca.04 Use simple grammatical structures and sentence patterns correctly, allowing for occasional mistakes. <p>Organisation</p> <ul style="list-style-type: none"> • 5Wor.01 Punctuate short texts during guided writing with some accuracy. <p>Content</p> <ul style="list-style-type: none"> • 5Wc.02 Write, with little or no support, a short sequence of simple sentences which describe people, places and objects, and routine past and present actions and events. <p>Reading</p> <p>Reading for global meaning</p> <ul style="list-style-type: none"> • 5Rm.01 Understand, with little or no support, most of the main points of short texts. • 5Rm.02 Read, with little or no support, a range of short, simple fiction and non-fiction texts with confidence and enjoyment. <p>Reading for detail</p> <ul style="list-style-type: none"> • 5Rd.01 Understand most specific information and detail in short texts. • 5Rd.03 Deduce meaning from context in short texts. <p>Use of English</p> <p>Grammatical forms</p> <ul style="list-style-type: none"> • 5Ug.01 Use tag questions to seek agreement or clarify. • 5Ug.04 Use an increasing range of past simple forms to describe routines, habits and states. • 5Ug.06 Use past continuous forms for background and interrupted past actions. • 5Ug.11 Use a range of adjectives, including common participle adjectives (e.g. <i>bored/boring</i>) and comparative and superlative adjectives in the correct order in front of nouns.
--	---

These learning objectives and codes are reproduced from the Cambridge Primary English as a Second Language 0057 framework from 2020. This Cambridge International copyright material is reproduced under licence and remains the intellectual property of Cambridge Assessment International Education.

Resources

- Student’s Book pages 27–34
- Activity Book pages 19–23
- BLM 4: K-W-L chart
- BLM 15: What is a community?
- BLM 16: Community rap

Send out Week 5 from the ‘School to home notes’ at the back of this Teacher’s Guide.

20

Lesson plans to help teachers to teach effectively. Lesson notes include activity ideas to engage learners and enable them to grasp new concepts quickly, while also having fun!

A brief **Overview** of the theme for the week

The main **learning objectives** for the week

A list of **Resources** the teacher will need for the week

Say: *In these two writing activities, you are thinking about similarities and differences.*

Talk through the activities with the learners. Provide support where necessary. Give the learners time to check and compare their work with their partner or group. (Answers will vary.)

Wrap-up

Ask the learners to read their paragraph from their Activity Book to their partner. Ask them to compare their ideas. Ask them to find the connectives in their partner’s paragraph.

Homework review

Have learners sit in small groups. Encourage them to take turns as they talk about their homework.

Lesson 5 Round up (SB p58, AB p39)

Warm-up

Play ‘The chair’ from the Games bank, using this week’s vocabulary.

Activity Book Q1–2 (5Wca.02)

Help learners to fill in the vowels for the first word in Q1, then let them do the others in their own or with a partner. (Answers: a. ancient, b. identity, c. extreme, d. portable, e. extremely, f. nomad, g. possessions, h. nomadic) Provide guidance as they then in Q2 choose four of these words and write their own sentences with the words. (Answers will vary.)

Activity Book Q3 (5Wc.02)

Provide help as needed while learners write four things that are the same and four things that are different between the two pictures.

Wrap-up

Have the learners share their answers for the Activity Book activities with their partner. Ask them to compare their answers.

Question-by-question **Teaching notes** for the Student’s Book and Activity Book with the main learning objectives listed

A suggested **Warm-up** activity

Lesson

Student's Book Q1/Activity Book Q1 (5Sc.05, 5Ug.02, 5Rd.03, 5Wca.01, 5Wca.02)
Hand out copies of **BLM 65: Endangered**.
[81] Play track 81 and ask learners to listen and read.

Track 81

(See **BLM 65: Endangered**)

Read the rhyme several times with the learners. Encourage them to use their voices to show their feelings. Talk with them about the use of imperatives.

Help the learners find examples of imperatives in the poem and write them in their Activity Book. (Answers: *Stop your hunting, Stop your poaching, Stop your destruction, Please have a heart!*)

Extension: Have the learners draw pictures of themselves with speech bubbles. They can choose a message to write in the speech bubble. Encourage them to include commands using imperative forms or modal forms (mustn't, need).

Student's Book Q2-3/Activity Book Q2 (5Rd.01, 5Wca.01, 5Wca.02, 5Wca.03, 5Wca.04, 5Wor.03, 5Wc.01, 5Wc.02, 5Wc.03, 5Ug.02)

Say: *Today you are going to make a poster about orangutans. Your poster will give a message to others about what is happening to orangutans and what we need to do.* Ask them to talk about their feelings and opinions on what is happening to orangutans. Say: *This will help you think of your message. Suggest that they write their message down as a part of their plan.*

[81] Play track 81 'Endangered animals' again. Ask learners to read and listen, and to write notes and keywords. Say: *This will help you get some facts and information to include on your poster.*

Read through the steps in the Student's Book. Remind the learners to use imperatives to help show their message. Provide support as the learners work through the steps. When they are publishing their poster, remind them to use legible handwriting.

This writing activity may take longer. Provide time for the learners to complete their work and have them show the class. Encourage them to express their opinions and state their message. Display their posters in the classroom or around the school.

Wrap-up

Homework review

Have the learners share their homework with the class or their group. (Answers: 1. Check their spelling. 2. Answers will vary; should include appropriate list of endangered animals, and their ideas of which two they would like to

Lesson 5 Round up (SB p147, AB p106)

Warm-up

This could be a time for some of the learners to share their presentations or to continue to work on them.

Lesson

Student's Book Q2 (5Rd.01, 5Sc.01, 5Sc.02, 5Sc.05, 5So.01, 5So.02)

Read the words with the learners. Remind them that these are adverbs of degree. Help them complete the sentences. (Answers: a. Too, b. not have enough, c. Quite)

Student's Book Q2 (5Rd.01, 5So.01)

[79] Play track 79 'Endangered' and ask the learners to read and listen again. Ask them to read the list of endangered animals in the text. Ask them to think about which animal they would like to save. Have them talk with their group and give their reasons.

Student's Book Q3 (5Rm.01, 5Rm.02, 5Rd.01, 5Rd.03, 5Sc.02, 5Sc.06, 5So.01)

Ask the learners to think about the text 'The red foxes'. Ask them to work through the questions with their group to review and reflect on the text and their learning. Move around the room and provide support where needed.

Student's Book Q4 (5Rm.01, 5Rm.02, 5Rd.01, 5Rd.03, 5Sc.02, 5Sc.06, 5So.01)

Ask the learners to think about the text 'Animal adaptations'. Ask them to work through the questions with their group to review and reflect on the text and their learning. Move around the room and provide support where needed.

Student's Book Q5 (5Rm.02)

[81] Play track 81 'Endangered' again. Ask the learners to read and join in. Ask them to take turns to read the poem to their partner. Remind them to think of how they will use their voices to show their feelings.

Activity Book Q1-2 (5Wc.02, 5Wc.03)

The learners may take their Activity Book home to complete the reflection questions. Suggest that they share this with their family.

Wrap-up

Student's Book Q6 (5Sc.01, 5So.01)

Ask the learners to choose some work that they are proud of from this unit and share it with their group or class. Ask them to name their favourite part of the unit and give reasons.

Clear references to the **Audio** in the Student's Book

Answers to Student's Book and Activity Book questions

Support and Extension opportunities for learners of all abilities

A suggested **Wrap-up** activity

Homework tasks

Games bank

Commands	All first the teacher will call the commands and do the action to help the learners understand. As the learners gain confidence, ask them to do the actions themselves. Stand up, Sit down, Jump, Clap, Stop, Run, Show, Wave, Run (on the word), Wave, Touch your nose, Touch your feet, etc. Encourage them to be creative. Do the teacher and learner. Any learners who do not follow the command are 'out', and should sit.
Charades	This is a good game to reinforce vocabulary. Have cards with pictures and words in a bag. One learner takes a card and acts out what is written on the card. The other learners sit and guess the word. In, has the next turn. The first learner to call out the word gets a point. The first team to call out the word gets a point.
Clipping activities	Teacher clips first and learners repeat the clipping. Teacher says the word as they clip. Start with learners' names. Clip vocabulary words. Clipping the syllables as they clip.
Count the cards	Ask the learners to bring a large book. Select two learners to stand. Have an unseen number of flashcards on the floor. One learner sits on a chair at the front. The teacher whips a word to the learner on the chair. They repeat the word aloud. The card on the floor with that word written on it. The first one to get to the correct flashcard holds the card. Repeat until all the cards are collected. Count the cards. The learner with the most cards sits in the chair at the front. Repeat with other learners and repeat.
Exercises	A good game to improve learners' levels of energy that needs rehearsing before or during lessons. Similar to 'Call out commands', but more physical and give the number for the learners to count. For example: Turn around five times. Hug seven times. Sit jumps eight times.
Flashcard games	A class will 'fall'. There will be words or vocabulary words written on cards. Hold up a card. The learner who catches the ball, says the word on the card. If they can't say the word, they are out. The first learner to catch the ball has the ball all the girls call out the word on the card displayed. Repeat several times alternating girls and boys.
Good memory	Have words or flashcards on the board. Have the learners chant the words. Remove one of the words or flashcards. The learners chant the words and say the word that is missing. Repeat until all cards are removed. You can also do this with digit cards.
Hot potato	The learners stand in a circle or in groups. A soft ball is passed around the circle and each learner says a word or phrase related to the theme that is chosen by the teacher. This can be a group activity in a large circle, or it can be done in smaller groups to encourage teamwork and healthy competition.
Tap	The teacher says 'I tap' with one eye. The learners tap their eyes. The teacher says 'I tap' with two eyes. The learners tap their eyes. The teacher says 'I tap' with three eyes. The learners tap their eyes. The teacher says 'I tap' with four eyes. The learners tap their eyes. The teacher says 'I tap' with five eyes. The learners tap their eyes. The teacher says 'I tap' with six eyes. The learners tap their eyes. The teacher says 'I tap' with seven eyes. The learners tap their eyes. The teacher says 'I tap' with eight eyes. The learners tap their eyes. The teacher says 'I tap' with nine eyes. The learners tap their eyes. The teacher says 'I tap' with ten eyes. The learners tap their eyes.

A Games bank of 25 fun and interesting activities to use in Warm-up and Wrap-up sessions

Weekly School to home notes to keep parents informed

School to home notes

It is vital that family are actively involved and interested in our young learners' education and learning. There are the notes to photocopy and send home or email to their family each week. The notes outline the focus for the week and suggest ways the family can help. Send these notes out at the beginning of each week. There is space to write an additional reminder or other information.

TERM 1

Week 1

Dear Parents/Carers:
This term in English your child will be learning to write an autobiography. There will be a focus on the body and eating healthy. As a part of this, they will be asked to keep a diary about their healthy eating and exercise over a week. They will be learning about communities, their own and other communities. They will be learning about helping others in the community.
There is also a focus on buildings around the world.
You can help by encouraging them to talk about what they are learning with the family. You can help them to do extra research at home and find pictures and books on the theme.

Week 2

Dear parents and carers,
This term in English your child will be learning to write an autobiography. There will be a focus on the body and eating healthy. As a part of this, they will be asked to keep a diary about their healthy eating and exercise over a week. They will be learning about communities, their own and other communities. They will be learning about helping others in the community.
There is also a focus on buildings around the world.
You can help by encouraging them to talk about what they are learning with the family. You can help them to do extra research at home and find pictures and books on the theme.

Week 3

The theme this week is my body. The focus is on the skeleton and caring for our bones. Talk with your child about the things they are learning and what their bones need to help them stay strong and healthy (calcium, found in dairy products, seeds, beans and lentils, leafy greens). You can help them with that homework by finding other interesting facts about the skin. Help them prepare a short talk. Help them prepare a short talk. Help them prepare a short talk.

Week 4

Dear parents and carers,
This week in English your child will be learning about living a healthy lifestyle. They will be writing a diary as part of their homework. You can help by talking about healthy food and exercise choices with them. Part of that homework is also to work on a short talk about themselves. Help them practice this for Lesson 3. They will be making a chart about themselves.

Quiz sheet 1

Name _____

1 Listen to the 'Giraffes' audio.

tail tongue neck spots legs ears

The giraffe is an amazing animal. It is the tallest mammal in the world. Did you know that the legs of a giraffe are taller than many humans? These long legs help it to run fast over a short distance. Giraffes have long necks too. Their long necks and long legs help them get the leaves from the tops of tall trees. Giraffes also have long tongues. Their long tongues help them to pick the leaves from branches. The average giraffe has about 200 spots.

Tick (✓) the correct sentences.

There are mammals taller than the giraffe.

The giraffe is the tallest mammal in the world.

Their legs are taller than most humans.


Most human's legs are taller than a giraffe.

Long legs help giraffes run fast.

Giraffes can run fast over a short distance.

Giraffes have long necks and long tongues.



























Giraffes eat leaves from tall trees.



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

Blackline masters (BLMs) to support the delivery of lessons are available online at www.mceduhub.com

BLM 60: Animal alphabet

A 	B 	C 	D 	E 
F 	G 	H 	I 	J 
K 	L 	M 	N 	O 
P 	Q 	R 	S 	T 
U 	V 	W 	X 	Y 
Z 				

Effective teaching strategies

Strategy 1: Getting to know 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 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 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. 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 learners who have grasped a particular concept or skill can help those who need some support.

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. Some learners will become frustrated if their group is always working at a lower level, while other learners will become overwhelmed if their group is always aiming to work at a higher level. Ensure that you sometimes cover a range of levels within each group, and sometimes stream groups by level.
- 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?

The Marshall Cavendish International English consultancy, authoring and editorial team

Unit 1 Summary of Learning Objectives

Listening
Listening for global meaning
<ul style="list-style-type: none"> • 3Lm.01 Understand, with support, some of the main points of short talk.
Listening for detail
<ul style="list-style-type: none"> • 3Ld.01 Understand a limited range of familiar instructions. • 3Ld.02 Understand, with little or no support, a limited range of questions which ask for information. • 3Ld.03 Deduce meaning from context, with support, in short talk. • 3Ld.04 Understand, with support, most specific information and detail of short talk.
Speaking
Communication
<ul style="list-style-type: none"> • 3Sc.01 Give basic information about themselves using sentences. • 3Sc.02 Describe people, places and objects, and routine actions and events, using sentences. • 3Sc.03 Ask questions to find out general information on a limited range of topics and respond accordingly. • 3Sc.04 Give, with support, short, simple instructions. • 3Sc.05 Pronounce familiar words and phrases so that these can generally be understood by others. • 3Sc.06 Produce sentences to maintain short exchanges, allowing for noticeable hesitation and false starts. • 3Sc.07 Use some simple grammatical structures and sentence patterns correctly, allowing for frequent, basic mistakes.
Express Opinion
<ul style="list-style-type: none"> • 3So.01 Express, with support, basic opinions and feelings.
Organisation
<ul style="list-style-type: none"> • 3Sor.01 Link words and phrases using basic connectives. • 3Sor.02 Initiate and maintain interaction, with support, in a limited range of short exchanges.
Writing
Communicative achievement
<ul style="list-style-type: none"> • 3Wca.01 Use legible handwriting in written work. • 3Wca.02 Use upper and lower case letters accurately when writing names, places and short sentences when writing independently. • 3Wca.03 Spell most simple, high-frequency words accurately during guided writing activities.

<ul style="list-style-type: none"> • 3Wca.04 Plan, write and check sentences, with support. • 3Wca.05 Use some simple grammatical structures and sentence patterns correctly, allowing for frequent, basic mistakes.
Organisation
<ul style="list-style-type: none"> • 3Wor.01 Use basic punctuation (e.g. exclamation mark) with some accuracy during guided writing of sentences. • 3Wor.02 Link, with little or no support, words, phrases and short sentences using basic connectives.
Content
<ul style="list-style-type: none"> • 3Wc.01 Write, with support, short, simple instructions. • 3Wc.02 Write, with support, short sentences which describe people, places and objects, and routine actions and events. • 3Wc.03 Express, with support, basic opinions and feelings.
Reading
Reading for global meaning
<ul style="list-style-type: none"> • 3Rm.01 Understand, with little or no support, the main point of short, simple texts. • 3Rm.02 Read, with support, a limited range of short, simple fiction and non-fiction texts with confidence and enjoyment.
Reading for detail
<ul style="list-style-type: none"> • 3Rd.01 Understand, with support, most specific information and detail in short, simple texts. • 3Rd.02 Read and follow a short sequence of familiar instructions. • 3Rd.03 Deduce meaning from context, with support, in short, simple, illustrated texts.
Use of English
Grammatical forms
<ul style="list-style-type: none"> • 3Ug.02 Use imperative forms [positive only] of common verbs for simple commands and instructions. • 3Ug.03 Use present simple forms to describe a limited range of routines, habits and states. • 3Uv.03 Use prepositions of location, position and direction (e.g. <i>above, below, inside, opposite, outside, under</i>).
Sentence structure
<ul style="list-style-type: none"> • 3Us.04 Use connectives (e.g. <i>because</i>) to give reasons. • 5Uv.07 Use common abstract nouns and compound nouns.