

# A Beautiful Mind

Teacher's Guide

**2** Level





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# A Beautiful Mind

is a six-level, structured series that follows the curriculum developed for Cambridge International Examinations by Cambridge English Language Assessment. It is matched to the Cambridge Primary English as a Second Language Curriculum Framework (CEFR) with defined learning outcomes.

The series introduces diverse characters who use language in a motivating and informative way. It contextualizes language and develops competence in all four skills. It, also, engages children in a 21st century learning environment and offers a language-rich, interactive approach to learning English with an international focus.

With its functional grammar and diverse features such as “Reading is fun!”, “Writing is fun!”, “Today’s word” and “Spelling Bee Lists” sections at the end of units, at the bottom of pages and/or at the end of each stage, **A Beautiful Mind** promotes a “How to learn” approach that suits different levels of ability with a focus on developing learners’ conversational and academic English.

**A Beautiful Mind** series, also, encourages students to approach new learning situations with confidence by helping them acquire content knowledge, develop critical thinking skills and practise English language and literacy. Learners are exposed to a range of the most frequent and commonly used vocabulary.

The series offers a (Teacher’s Guide, Learner’s Book with an Access Code to the serieswebsite, Activity Book and Three Readers) for each stage, and it can be used as a stand-alone ESL curriculum or it can be used as part of other materials for children aged (5-11).

The following is the Cambridge Primary English as a Second Language curriculum framework, designed by University of Cambridge ESOL Examinations. These frameworks offer a comprehensive set of advanced learning objectives for learners of English as a Second Language. They are based on the Council of Europe's Common European Framework of Reference for Languages (CEFR), which is used widely both inside and outside Europe to plan learners' progression in English. The curriculum frameworks are divided into five strands: Reading, Writing, Use of English, Listening and Speaking. In line with the CEFR, learning outcomes in every strand for each stage are defined in the light of what learners should be able to do in English. This framing of learning objectives as an advanced can-do arrangement should encourage the use of learning-centred, activity-based approaches by teachers in the application of the curriculum frameworks. Student progression in each strand within the curriculum frameworks is planned in terms of the common reference levels in the CEFR.

A1	A2	B1	B2	C1	C2
Basic user		Independent user		Proficient user	

The use of low, mid and high categories signifies the fact that progression across CEFR levels may usually take two or three years in each strand.

<i>Stage</i>						
	1	2	3	4	5	6
Reading CEFR level	working towards A1	Low A1	High A1	Low A2	Mid A2	High A2
Writing CEFR level	working towards A1	Low A1	High A1	Low A2	Mid A2	High A2
Use of English CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1
Listening CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1
Speaking CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1

It is expected that students will progress in terms of the CEFR in the varied strands of Speaking, Listening and Use of English in the curriculum at a slightly faster pace. This is mainly for the primacy of modified oral input in early years second language teaching where learners typically lack sufficient literacy skills in their mother tongue to develop English through reading and writing. This can be confusing all the more for learners whose first languages are non-Roman script languages – involving the mapping of new unfamiliar sounds to equally unfamiliar symbols. Although such early literacy concerns may differ according to the learning context, one thing remains unchanged; in the pedagogic approach within the curriculum framework, the teacher's use of structured talk will be the central facilitating factor in supporting early primary learning and that the learning process in the classroom will be noted for high-quality interaction whereby the teacher endeavours to encourage the active use of English by learners in completing all tasks.

This focus on modified oral input – which enables learners to focus on forms as well as meanings – will support the slightly faster incremental development of Speaking, Listening and Use of English skills throughout the curriculum. The assessment framework (look at the table below) is created to support the implementation of the curriculum framework by offering both teachers and learners with motivational end-of-stage objectives and to help teachers, learners and parents monitor progress being made. The assessments at integral transition points throughout the curriculum relate to Cambridge ESOL's international suite of English language assessments for learners – multi-skilled, externally certificated tests from University of Cambridge ESOL Examinations – and there are end-of-year progression tests for all stages from Stage 3 to Stage 6.

<i>Stage</i>	<i>Assessment</i>	<i>CEFR level</i>
6	KET for Schools <sup>1</sup>	A2
5	YLE Flyers	
4	YLE Movers	
3	YLE Starters	A1
2		
1		

<sup>1</sup> KET for Schools could be taken at Stage 5 or 6, depending on rate of learner progress

The Cambridge Primary English as a Second Language curriculum framework constitutes a solid ground on which the later stages of education can be built. Cambridge Primary provides an optional testing structure to evaluate learner performance and report progress for both learners and parents. Cambridge Primary Progression Tests are available to schools registered for Cambridge Primary for stages 3–6. These tests are taken in class and are accompanied with mark schemes so that teachers can mark them by themselves. At the end of Cambridge Primary, schools offering English as a Second Language can choose to enter learners for Cambridge English Language Assessment exams. These exams provide an international calibre and objective evidence that learners are making progress.



## Stage 2

### Reading

- **2Re1** Recognise, identify and sound, with support, a limited range of language at text level.
- **2Re2** Read and follow, with support, familiar instructions for classroom activities.
- **2Re3** Begin to read, with support, very short simple fiction and non-fiction texts with confidence and enjoyment.
- **2Re4** Understand the main points of very short, simple texts on some familiar general and curricular topics by using contextual clues.
- **2Re5** Understand, with support, some specific information and detail in very short, simple texts on a limited range of general and curricular topics.
- **2Re6** Understand the meaning of very short, simple texts on familiar general and curricular topics by rereading them.
- **2Re7** Understand the meaning of simple short sentences on familiar general and curricular topics.
- **2Re8** Use, with more infrequent support, a simple picture dictionary.

### Writing

- **2W1** Plan, write and check, with support, short sentences on familiar topics.
- **2W2** Write, with support, short sentences which give basic personal information.
- **2W3** Write short familiar instructions with support from their peers.
- **2W4** Begin to use joined-up handwriting in a limited range of written work.
- **2W5** Link with support words or phrases using basic coordinating connectors.
- **2W6** Use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities.
- **2W7** Spell a growing number of familiar high-frequency words accurately during guided writing activities.
- **2W8** Include a full stop and question mark during guided writing of short, familiar sentences.



## Stage 2

### Use of English

- **2U1** Use singular nouns, plural nouns – including some common irregular plural forms – and uncountable nouns, genitive 's/s' to name and label things.
- **2U2** Use numbers 1–50 to count.
- **2U3** Use adjectives, including possessive adjectives, on familiar topics to give personal information and describe things.
- **2U4** Use determiners a, the, some, any, this, these, that to refer to familiar objects.
- **2U5** Use who, what, where, how many to ask questions on familiar topics; use impersonal you in the question: How do you spell that?
- **2U6** Use demonstrative pronouns this, these, that, those and object pronoun one in short statements and responses.
- **2U7** Use personal subject and object pronouns, including possessive pronouns mine, yours to give basic personal information and describe things.
- **2U8** Use imperative forms [positive and negative] to give short instructions.
- **2U9** Use common simple present forms, including short answer forms and contractions, to give personal information; use common past simple forms [regular and irregular] to describe actions and narrate simple events including short answer forms and contractions.
- **2U10** Use common present continuous forms, including short answers and contractions, to talk about what is happening now on personal and familiar topics; use –ing forms swimming, spelling as nouns to describe familiar and classroom activities.
- **2U11** Use there is/are to make short statements and descriptions; use Have you [ever] been? to talk about experiences.
- **2U12** Use adverbs of time and place now, today, over, there, to indicate when and where; use common –ly adverbs to describe actions; use the adverb too to add information.
- **2U13** Use can to make requests and ask permission and use appropriate responses here you are, OK; use must to express obligation; use have + object + infinitive to talk about obligations; use will to talk about future intention; use What/How about + noun/-ing to make suggestions.
- **2U14** Use prepositions of location, position and direction: at, behind, between, in, in front of, near, next to, on, to; use prepositions of time: on, in, at, to talk about days and times; use with to indicate accompaniment and instrument and for to indicate recipient; on personal and familiar topics.
- **2U15** Use Would you like to ... to invite and use appropriate responses yes please, no thanks; use declarative what [a/an] + adjective + noun to show feelings.

## Stage 2

- **2U16** Use conjunctions and, or, but to link words and phrases.
- **2U17** Use when clauses to describe simple present and past actions on personal and familiar topics; use so do I to give short answers.

### Listening

- **2L1** Understand an increased range of short, basic, supported classroom instructions.
- **2L2** Understand a growing range of short supported questions which ask for personal information.
- **2L3** Understand an increasing range of short supported questions on general and curricular topics.
- **2L4** Understand the main points of short supported talk on an increasing range of general and curricular topics.
- **2L5** Understand some specific information and detail of short, supported talk on an increasing range of general and curricular topics.
- **2L6** Use contextual clues to predict content and meaning in short supported talk on an increasing range of general and curricular topics.
- **2L7** Understand short, supported narratives on an increasing range of general and curricular topics.
- **2L8** Recognise words that are spelled out in a limited range of general and curricular topics.
- **2L9** Identify initial, middle and final phonemes and blends.

### Speaking

- **2S1** Make basic statements which provide personal information on a limited range of general topics.
- **2S2** Ask questions to find out about an increasing range of personal information.
- **2S3** Describe basic present and past actions on a limited range of general and curricular topics.
- **2S4** Use basic vocabulary for a limited range of general and curricular topics.
- **2S5** Give short, basic descriptions of people and objects.
- **2S6** Contribute a growing range of suitable words, phrases, and sentences during short pair, group and whole class exchanges.
- **2S7** Take turns when speaking with others in a growing range of short, basic exchanges.
- **2S8** Relate very short, basic stories and events on a limited range of general and curricular topics.

## What is curriculum?

Across the globe, the term curriculum is used in varied ways. In some countries, 'curriculum' has a all-inclusive meaning, covering not only subjects, but also the connections between subjects, teaching methodology and all facets of schooling that result in the educational experience learners receive. In contrast, in other countries, a narrower interpretation is employed, referring either to a prescribed range of courses (the curriculum in Year 6 contains eight different subjects) or a certain learning programme across different years (the chemistry curriculum at secondary level). In this guide the following definitions are followed:

- A school curriculum refers to the combination of subjects studied within a school year and in sequential years as the learner advances up the educational system provided by the school.
- A subject curriculum refers to the content and skills contained within a syllabus implemented across sequential stages of student learning. These stages mostly refer to school year levels, and therefore a particular learner's age.
- Co-curricular curriculum refers to valuable educational activities that support the learning process beyond the confines of the school curriculum, which the school encourages and supports.
- The experienced curriculum refers to the learning students actually receive as an outcome of the whole educational experience. This includes the influence of the school curriculum, teaching methods, the co-curricular curriculum and the learning environment. It includes both the planned and unplanned or unintended outcomes of the curriculum. It is important to point out from the outset that planning the school curriculum, in the light of the subjects to be studied each year towards specific qualifications, is only part of the process. The school's vision and objectives will encompass personal and social outcomes as well as academic ones. Learning does not begin or end in classrooms, but it pervades the school environment and larger community. What learners actually experience may not be identical to the written objectives of the curriculum – it will be the result of a complex web of interdependent parts including:
  - teaching quality
  - learner enthusiasm and prior knowledge
  - school leadership, environment and culture

- the school's curriculum and subject curricula
- assessment practices and expectations
- the school's internal structures and operations.

Therefore, creating a curriculum from first principles, or evaluating an existing curriculum with a view to improving it, is invariably a complex and challenging task. Whereas schools may use similar or even identical written curricula, the experienced curriculum is guaranteed to be unique to each school. For this reason, you must take ownership of your curriculum and evaluate the outcomes on regular basis, against your intentions to make sure the educational experience is enhanced and in line with the school's vision and task.

The school vision is a gripping sense of the future direction of the school that should be commonly shared and must inspire commitment. Most schools also have a mission statement, which is a written declaration stating the school's educational purpose.

Educational goals might be included in the mission statement or listed separately.

Together with the vision and mission, they provide direction and focus on what the priorities are. The school strategic plan gives practicality to the vision, mission statement and aims. This should include a statement headlining longer term priorities/aims up to five years ahead, and a thorough, one-year implementation plan.

***A Beautiful Mind*** series is remarkable for applying the Cambridge standards closely.

Both the Learner's Book and the Activity Book are designed while having in mind the precise level that each grade is expected to reach. In order to highlight the use of the Cambridge standards in the series, each unit in the first three grades is preceded by a table that clarifies the progression in standards application. In the later grades, each lesson provides a list of outcomes (standards). The lessons of the book are organized smoothly through following a consistent thematic pattern for each unit. With its interactive version, the series does away with old-fashioned, teacher-oriented style, and follows a more progressive approach that places the student's participation at the heart of the learning – teaching experience. Furthermore, the Teacher Guide for each grade provides an abundance of online resources and fun games for the teacher to choose from.

# Ideas and Techniques for Teaching 2nd Graders

Here are some tips and techniques to make your journey with your little ones more fun and more rewarding.

- 1 Make their first day at school delightful by greeting them with a cute and colour ful bulletin board:**  
Kids will feel special when they see their names on the wall. It will make it easier for you to gain their trust and make the classroom feel like home to them.
- 2 Another alternative is to choose a more engaging kind of bulletin board with fun puzzles to solve:**  
For tips, check this link:  
<https://www.pinterest.com/amyaford/2nd-grade-bulletin-board-ideas/>
- 3 Bye bye pencil-sharpening distractions!**  
Add two tins to your list of stuff-to-have-in-the-classroom. You will put pencils that need sharpening in the first one, and already sharpened ones in the second. This way, you will put an end to the annoying and untimely noises of pencil-sharpeners at your classroom.
- 4 Use free games to teach blends:**  
Check these six freebie, low-prep games for teaching blends.  
Link: <http://www.themeasuredmom.com/6-free-games-for-teaching-beginning-blends/>
- 5 You can also try a high-tech version of the interactive notebook:**  
Websites such as Glogster offer kids the feature of making interactive posters. They can attach links, videos, and write anything they want.  
Link: <http://edu.glogster.com/?ref=com>
- 6 Help students realize the difference between similar letters:**  
You can do so by creating anchor charts or other kinds of visuals that kids will find entertaining to look at.
- 7 Teach word families with visuals and fun stories:**  
The story of “Bossy E” will help your second graders remember how “sit” is different from “site.”

**8 Make guided reading easier with Popsicle sticks:**

Each stick provides a different question, and students can take one at a time and read it. The questions can be answered at different times (before, during and after reading). You can arrange them based on when they'd be answered, or with over a period of time, students will understand when they have to answer each question. Tip: Choosing the questions themselves will make students even more interested!

**9 Encourage critical thinking through prompt writing:**

Give your students questions that require more thinking efforts than usual simple discussions. In this kind of questions, they will have to apply what they knew to answer. It will help them avoid answering without thinking just for the sake of being first.

**10 Keep your math manipulatives organized and easy to access:**

You can put your manipulatives into clear shoe boxes and label them with words and pictures. It is important to put them in a place where kids can access them easily when they need them.

**11 Read them stories every day.**

This list has tons of great suggestions your second graders will love!

Link: <http://www.k5learning.com/reading-comprehension-worksheets/second-grade-2>

**12 Encourage curiosity and creative questioning with a well-made anchor chart:**

Keep referencing to the chart in the middle of a read-aloud, during show and tell, or during independent student work.

**13 Differentiate math work:**

Front Row Ed is an online program that allows students to work independently on core-aligned activities. The best part is that the app generates personalized worksheets created to suit every student's individual level!

Link: <https://www.frontrowed.com/>



**14 Enrich your classroom library with colorful bins:**

Arrange the bins based on your classroom books: by series, genre, author, etc.

For ideas, check this link:

<http://mrswheelerfirst.blogspot.com/2012/06/classroom-library-system.html>

**15 Have “Number Talks”:**

You can develop mental math and computation skills by having Number Talks.

Students should be able to explain their thinking on math assessments. Therefore, this is an excellent way to help them feel comfortable with reasoning aloud. They will learn to explain clearly and logically. It will also make it easier for them to recognize their errors since you will write down the problem exactly the way they explain it. If they can't perceive the errors, other students can help clarify. Also, it is important to add that as children develop a deeper number sense, they will decompose and manipulate numbers in more sophisticated ways.

For ideas, check this link: [http://www.mathperspectives.com/num\\_talks.html](http://www.mathperspectives.com/num_talks.html)

**16 Personalize the class word-wall:**

Encouraging students to create and post their own personal word-walls in the classroom rather than having a single class word-wall. Your second graders will love showing their talent!

For plenty of creative ideas, check out the following website:

<http://www5.esc13.net/thescoop/ell/files/2013/12/IWW-Handouts.pdf>

**17 Organize your class jobs with a cute “Colorful Little Helpers” poster:**

Keep track of who is participating in which roles through a given week with a colorful poster.

Very handy!


**18 Create math journals:**

Making a chart that integrates the numeral, words, and pictures for each number will help instill number concepts within your little ones.

For ideas on how to use math journals, check out the following website:

<http://www.tunstallsteachingtidbits.com/2016/04/second-grade-math-journal-9359.html>



**19 Turn learning into a fun process with games for every subject:**

BrainPOP Junior allows you to select interactive games and activities based on subject and topic, like science, art & technology, reading & writing, and health.

Link: <https://jr.brainpop.com/>

**20 Establish a culture of kindness:**

Read stories that help instill this mentality in your kids. For example, read them something like *The Hundred Dresses* by Eleanor Estes. Focusing on similar themes of compassion really teaches them how to look for positive things in each other. Also, bring a smile jar into the classroom. Students nominate each other throughout the week based on the good behavior they witnessed each other exhibit. Open the jar once a week and read some of the notes out loud to the entire class.

**21 Let your kids decorate the classroom:**

Start with a clean slate and allow your students to fill the classroom with their creations throughout the year. However, don't fall into the mistake of covering the walls entirely because you still need space for anchor charts!

You don't need to go overboard with themes. Keep it cute and simple.

**22 Prepare your students for the day's activities:**

An objectives-and-agenda board, paired with a morning message, will give students a heads up at the beginning of each day. Students can copy down the message and daily plans, then respond to them.

**23 Use "absent folders" to help students catch up when they return to school:**

Partner up students at the beginning of the year. When one student is absent, have their partner put work in the Absent Folder. When the absent student returns to school, send the folder home with him/her overnight. This will save both time and effort!

For ideas, check this link:

<http://mrsterhune.blogspot.com.au/search/label/Absent%20Folders>



**24 Develop students' writer identities with a lovely pencil poster:**

This poster will help your kids understand that writers write on a variety of topics and genres, from poems to simple notes.

**25 Get to know your parents with a "Parent Wishes" jar:**

This is a fun activity that gets the parents involved in their kids' learning process. It is special for Back to School Night. Parents write their objectives and concerns for the year on index cards and put them in this lovely jar. Tip: Parents can write the wish on the front side and add two or three ideas on how to make the wish come true on the back side!

**26 Minimize stress during dismissal:**

Dismissal time at 3 PM doesn't have to be so chaotic! Check the blog Heidi Songs for some useful tips on Getting Control of Your Classroom Dismissal Time.

Links: <http://www.heidisongs.com/>

<http://blog.heidisongs.com/2015/02/getting-control-of-your-classroom-dismissal-time.html>

**27 Teach them how to retell a story:**

Use this anchor chart to review stories with your little ones and sharpen their narration skills after reading.

Link: <https://www.pinterest.com/pin/237072367863462153/>

**28 Use paint swatches to teach the parts of speech:**

Colour code parts of speech and sentence components and then let students create silly sentences to tell funny stories! Students can copy down their sentences and then illustrate them (Paint Swatches is a cool free tool for this).

Link: <http://www.upcyclededucation.com/2011/02/paint-swatch-activities.html>

**29 Use number puzzles:**

These easy-to-make games will help students see what one more, ten more, one less and ten less look like.

Link: <http://www.math-salamanders.com/math-puzzles.htm>

**30 Keep organized with a labeled, three-drawer bin:**

Get rid of all these scattered messy piles.

**31 Use morning messages to strengthen skills:**

Your morning message can serve as a way to practice punctuation, capital letters and spacing.

Link: <http://www.secondstorywindow.net/home/2012/10/2nd-grade-common-core-morning-messages.html>

**32 Classroom management: Choose some management techniques that suit your personality:**

It is essential that you have a sense of your classroom management techniques before school begins. If you are still a fresh new teacher, start out with a few things that you feel you can easily implement. Research the many management techniques out there and select whatever you find appropriate and compatible with who you are as a person and an educator. The next step is to have some material ready in order for you to try these strategies.

## Two Useful Teaching Tools: Interactive Notebooks & Anchor Charts

### 1 Interactive Notebooks

Interactive Notebooks (INB) are your students' "go to" resource, as they allow them to easily refer back to any concepts they have learnt in class. It's a more fun and interactive method of taking notes. Every year, students will be adding more pages that function as a quick personal reference to skills and concepts they have studied through the years. In other words, students will be creating their own textbook as time passes. This textbook; however, will be tailored specifically to suit their needs.

### How Much Time Does it Take?

That really hinges on you, your class, and how much time you are willing to put into this. Start small and build it up from there. The more your students get used to their notebooks, the easier it will get, and the faster they will be with the cutting and gluing. If you spend lots of time teaching them the rules and at the beginning of the year, your work will definitely pay off.

### What Do I Need to Get Started?

All you need is a simple copy book for each student! There are lots of interactive notebooks available online. Just do a quick search on the web, and choose what you like.

- 1 Leave the first couple of pages at the front of each notebook blank. As time passes by and your students add pages to their notebook, they can add new titles in the table of contents. This will help them find pages more easily when the book starts getting bigger.
- 2 Whenever your students add a new page to their notebooks, ask them to write the page number in the bottom corner. Then they will be able to add page numbers next to each title in their table of contents, which will come in handy when they are looking for a certain page.

- 3 Create easy bookmarks by sticking a piece of yarn or string to the spine of the notebook. Students will find this bookmark useful to avoid getting lost between the pages when they are starting a new project.
- 4 Whenever your students are working on a new project, provide them with a model they can refer to. This will save you the many questions that may arise and will give you more time to spend on helping the kids with the skill or concept, rather than the layout of the page.
- 5 When it comes to glue, it's really up to you! Some teachers prefer roll on glue because it isn't as messy as white glue. It may not be as sticky and you may have pieces that fall out in the long run ... The best solution could be sponge glue.
- 6 Have a pocket at the front of the notebook. If students are not finished with an activity, they will be able to keep their extra pieces there!
- 7 You don't have to spend any of your class time on colouring if you don't want to! All you have to do is to just send it home. It's wonderful for our students to have a beautifully coloured and decorated page, but that is not really the objective of interactive notebooks. The point of it is that your students are learning and creating a book that they will be able to refer to as a reference. When you let your kids colour their pages, they become proud of their notebooks because they have worked hard to make them their own. However, if you don't have enough class time, you can either send the colouring home or allow your students to colour their notebooks during their free time.
- 8 Finally, it is important that your students take pride in their work! That's really an integral part of the process! When kids create something that they are proud of, it is more likely that they will use it as their "go to" resource!

## 2-Anchor Charts

Anchor charts are very useful because they're a fun and creative method to help students remember certain strategies, procedures and concepts.

- When to use anchor charts: Teachers and students create anchor charts together and revisit them throughout the lesson. Gradually, they turn them into independent practice.

## How to Use Anchor Charts

- Teacher's Role:
  - Identify focus and topic of anchor chart (strategy, procedure, concept).
  - Involve all students in creation process.
  - Include only the essential information (not a narrative).
  - Organize information to make it neat and easy to refer to.
  - Use simple icons and graphs to maximize usefulness.
  - Place anchor chart in strategic locations where students can visually access it easily.
  - Refer students to anchor chart frequently.
- Students' Role:
  - Get involved in the creation process.
  - Refer to anchor chart to gain clarity.
  - Use anchor chart as a tool to become more independent.

## Tips for Teaching the Alphabet to Young Learners of English

Teaching the alphabet to ESL students can be a daunting task. How can we teach our students the 26 alphabet letters till they can read and write them by themselves? How can we make sure our students will not easily forget these letters? Most importantly, how can we make sure that we have instilled in them the right steps towards learning how to read?

Here are a few tips that will help you as a teacher to teach the alphabet to your young ESL students:

## 1 Different Learner Types

When you teach the alphabet to someone the first time, you have to keep in mind that people learn in different ways. Some students will find flashcards of letters sufficient, while others may be “tactile learners,” meaning those who learn by touching and manipulating objects. So here are some methods that can help you teach the alphabet the best way you can to different types of learners:

- Visual Method: Show alphabet flashcards that have a letter on the front and a picture on the back (e.g. a / apple). You can use alphabet posters on the walls and alphabet picture books.
- Listening Method: Pronounce the sounds of each a letter slowly and clearly and repeat a few times so your students can clearly hear the sounds. Also, you can play the ABC song.
- Touch and Manipulation Method: Use alphabet blocks which students can touch and pass around. Encourage them to use the blocks in order to arrange the letters in the right order. Let students trace the shape of the letters on the flashcards and then “draw” the shapes with their fingers in the air. Play the ABC song; let students sing and touch the letters simultaneously.
- Movement Method: Let students make the shapes of the letters with their hands and bodies. For instance, for the letter “c”, students can cup their hands or bend their bodies into a “c” shape. Also, they can bend their bodies and raise an arm for an “h” shape. For more complicated letters, students may make the shapes in pairs or larger groups. For example, two students can make the body shapes for “b”, “d”, “m” etc. by working together.

## 2 Teach Sounds

As you teach each letter of the alphabet, always teach its corresponding sound. Each time you introduce a letter, teach 3 sounds:

- The pronunciation of the letter (E.g. “E”)
- The sound of the letter (“Eh”)
- A word which begins with the sound (“envelope”)

Therefore, a teacher may teach as follows for the letter “E”:

T: (showing a flashcard of the letter E) “E ... E ... E ... repeat, E”

Ss: “E”

T: “E”

Ss: “E”

T: “E”

Ss: “E”

T: “E is for eh ... eh ... eh. Repeat eh”

Ss: “Eh”

T: “Eh”



Ss: "Eh"

T: "Eh"

Ss: "Eh"

T: "E, is for eh, is for (turning the card over) envelope ... envelope ... envelope ... Repeat, envelope"

Ss: "Envelope"

T: "Envelope"

Ss: "Envelope"

T: "Envelope"

Ss: "Envelope"

T: "Good! What's this?" (showing "E")

Ss: "E"

T: "Is for?"

Ss: "Eh"

T: "Is for?" (turning the card)

Ss: "Envelope"

T: "Well done!" (now asks individual students)

### 3 Use Worksheet Printing Exercises

- Use letter tracing worksheets to let students practice tracing the correct shapes. As students trace each letter, encourage them to say the letter out loud simultaneously (e.g. "A, B, C, ..."). Also, ask your students questions while they are tracing (e.g. What's this letter? What sound is it?).
- Use worksheets for copying letters. Again, ask questions while they are writing the letters. Check that the letters are correct in terms of shape and size and that they are written on the line.
- Have matching exercises where students can match capital letters to their small letter version (e.g. B to b) and letters to pictures.

### 4 Implement Posters and Real Materials

For example, if you are teaching letter "C" ask your students to find and trace the letter on posters. Bring in magazines and ask your students to find and touch (or cut out) letter C.

### 5 Play Lots of Alphabet Games

Each week, play a game the class has already learned. Also, teach new ones. In a matter of no time, your class will have learned many great alphabet games to play.

## 6 Start Teaching Common Letter Clusters Early on

Kids are surprisingly good at catching clusters. This practice will help them when they begin to read. For example, when you teach letter “h” introduce “ch” (you will have taught “c” in a previous lesson). Teach the cluster in the same way as individual letters (see point 2 above). Other clusters include: sh, th, ch, st, oo, ee, ou.

## 7 Start Teaching How to Read Simple Words from Early on

You’ll be amazed with how quickly your kids will be able to read simple words. For example, by the time you have taught the letter “O”, put the flashcard of letters “d – o – g” on the board. Produce the sound of each letter, and then see if the students can arrange the letters in the correct order to make the word.

## 8 Review and Practice Regularly

Learning to recognize, read and write 26 letters is not an easy task. Therefore, don’t simply expect your students to remember all letters you have taught previously. At the beginning of each lesson, give a quick review of previous letters. Play weekly games that can help you with the revision process. Do lots of worksheets which include letters from previous lessons. Keep looking back and going forward, and slowly but certainly, your students will internalize the alphabet (some faster than others). It’s an ongoing process and should be kept fun and interesting.

### Teaching Numbers

- ① Teach counting: Teach children to count from one to ten; most kids can remember the ten numbers fairly easily and learn to recite them in the form of a catchy song. Practice this basic skill at whenever you have the chance.
  - Many children maximize their learning abilities when they are using their sense of touch. Encourage children to touch the items they have been counting. This will help them develop a sense of numbers.
- ② Introduce the numbers themselves: To begin, write the numbers from one to twenty on the board or on a piece of paper. Say each number out loud, and point at them as you count in order. This practice links the counting skill with visual imagery.
- ③ You can also use number cards: Lift a number up, say its name out loud, and then ask each child to look for the same number in his or her set of cards. Have each child practice saying its name.
- ④ Discuss each individual number: Starting with number 1, devote reasonable time to

teaching each number. Write both the number and the word; demonstrate its meaning by showing a tangible object, for example, one cube, one finger, or one of some other item. Then move on to number 2.

- Try not to jump to another number until you are certain that each child understands. The best way to master these numbers is by introducing one at a time.
- ⑤ Incorporate images: Children in general find it easier to learn when they can visualize a concept. For each number, write the number itself and a drawing that represents it. If you teach number 2, for example, draw two hands, two oranges, or two ears. For great results, encourage the children to draw the visuals themselves.
- ⑥ Engage the sense of touch: Using chickpeas, cubes, or other tangible items may help children internalize these concepts. When you teach number 3, for example, have each child count out three of something. Also, let them touch the items one at a time.
- ⑦ Be creative and entertaining: Tell the children that number 5 has a fat belly for a body and then add a slash for a big nose. A little bit of silliness and does wonders to the children's ability to memorize.
- ⑧ Emphasize the importance of the sequence of numbers: The sequence of numbers is essential. Begin teaching this concept by drawing a number line on the board; it should be a straight line where numbers appear at regular intervals from left to right.
  - Test students' comprehension of sequencing by having them arrange number cards in the right order, or by you counting incorrectly and letting them point out your mistakes.
- ⑨ Teach the concept of "counting on": Once children comprehend numbers and their sequence, they can start to count from any number, not just from number 1. Illustrate this concept with cards or other tools. For instance, if a child has a collection of 6 cubes and adds 2, it would be more efficient for the kid not to have to start counting the first 6 cards all over again. Instead, he or she can simply count two more: "seven, eight". Later, this concept will constitute a solid base for learning addition.

# Games to Reinforce Number Skills

- ① Play basic number games: After you have introduced the basic concepts of counting and number sequence, try to reinforce them with number games. There are endless possibilities. To begin with, try:
  - Building a tower of cubes: Choose a certain number or a number you are currently studying, and ask your students to build a cube tower using that number of cubes.
  - Build stairs: Using cubes, make towers and group them by size. First a single cube, then, next door, two cubes, then, next to that, three cubes. This will reinforce sequencing and the link to physical size and amounts.
  - Playing board games: A lot of board games require kids to recognize the number of dots shown on the dice and then count the appropriate spaces to move forward.
- ② Sing counting songs: Easy and catchy counting songs and rhymes can help children remember numbers and their sequence.
- ③ Use picture books: There is a huge amount of counting and number books available for young learners of English. Choose some with bright colors and delightful pictures.
- ④ Ask “how many?” as often as possible: Whenever you face a situation that requires counting, ask children to do it for you. How many cups do you need to serve tea? How many plates did you take from the cupboard? How many pieces of chocolate do you have?
- ⑤ Emphasize the relationship between numbers and quantities: Play games that require children to understand the relationship between numbers and their corresponding quantities. For example, have children count out a certain number of beans; then ask them to add some or take some away. Have them figure out the new number and tell you if it is more or less.
- ⑥ Introduce ten frames: Make a rectangle made up of 10 smaller squares (two rows of five). Mark or colour sections of the rectangle to correspond with particular numbers.
- ⑦ Practice comparing numbers: Explain to students that numbers get bigger moving from 1 to 10. Using beans, cubes, or some other material, make two separate groups on a table. Ask children to tell you which side has more; then ask them to count and tell you the exact number. Make a point that the number is bigger than that of the other side.
  - This game can also be useful to introduce the concept of equality. Sometimes, make the two groups equal, for example, seven beans in each group, eight cubes in each group, etc. Let children discover this, and explain what it means.

## Welcome Activities: Plan and Have Welcome Activities Ready for the First Week

Prepare a few fun ice breaker games and welcome activities that will aid you on one hand and your students on the other to get to know each other and learn each other's names. Light group games will break the ice and make the kids feel excited and welcome in your class. It's a wonderful way to reduce students' anxiety. Make sure you plan a lot of activities. Even if you do not use all of them, it's always better to save some extra ones up your sleeve than to run out of ideas in class!

It is important to give children time to get to know each other through play. Encourage them to explore the classroom and the new exciting materials that they can use. They will begin to build relationships with new people who share similar interests. Playtime is also a great way to start building their problem solving abilities.

School usually starts when it is nice and sunny outside. Take them outside to read and play before the weather changes and there are more inside days. If you can manage it, go on a beginning of the year field trip. Create an environment for learning, but at the same time organize activities to have fun together. This will help students build and strengthen friendships, make connections, and bond with each other.

## Ice-Breaker Games

### 1 My Favourite Things

This is a nice game for young or shy children who may find it daunting to participate confidently in a group.

**You will need:**

- A piece of paper divided into four sections for each child
- Pen and pencils for colouring

**Instructions:**

Ask the children to draw one of their favourite things in each section, for example, an animal, a toy, a person, etc. When they are finished, have them sit in a circle with their drawings tossed at the centre. Can they guess whose is whose?

## 2 Who Am I?

This is a fun way of calming down a group of little children. It tests both their powers of observation and their ability to listen carefully. It can be adapted to suit different age groups.

### You Will Need:

A recording device.

### Instruction:

Each child has to record a sentence or two describing themselves in a place where they cannot be overheard by their classmates. For example: "I am six years old, have black hair and am wearing black pants. Who am I?" When you play back the tape for the children, they have to guess who is speaking.

### Hints:

This game can be made more sophisticated to suit older children by having students add something that others may not be able to see or guess easily, for example, "I have a cat named Jackie and like to go hiking at the weekends. Who am I?"

Or, for a group that knows one another well enough, you can ask them to try disguising their voice. Can they fool anyone?

## 3 Wipe that Smile off Your Face

Best played with a large group of kids but it can still be fun with smaller groups. It works with any age, but is more suitable to younger children.

### Instructions:

Have the children sit in a circle. Let the youngest start. He/she smiles his/her biggest, silliest smile at everyone sitting in the circle, trying to make someone else laugh. He/she gets a point for everyone who can't keep a totally straight face. After a little time, he/she uses one hand to "wipe" the smile off his/her face, and pass it to the person next to him/her, and so on.

When played with little children, this game can be quite entertaining, especially if you are playing with mixed ages. Most children will not be able to keep a straight face when they see someone grinning at them.

#### 4 Seat Tickets

Greet your students at the classroom door. Hand each student a “ticket” that has her or his name on the front and a picture, a shape, a colour, or some other symbol on the back. Ask students to find their names and the pictures or symbols on one of the desks in the classroom. This activity is a warm-up practice in recognizing names and matching, which are two important skills to master for young learners of English.

#### 5 Meeting your Match

A smart way to break the ice and get students to socialize on the first day of school is to challenge each student to find another classmate who matches them.

**Instructions:**

As students enter the classroom, hand each one of them a puzzle piece. Once students are settled in their seats, have them walk around the room and check with other classmates to see if their puzzle piece fits with another students' piece. As they move from one student to another, they must introduce themselves and tell one important fact about themselves. At the end of the activity, each student must introduce their match and tell the class about the facts that they have learned. This exercise can be done using other materials than puzzles, such as cards with varying colours or shapes, etc.



**Unit 1 Standards**

<b>Reading</b>	<b>Use of English</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
2Re1	2U1	2W1	2L1	2S1
2Re2	2U3	2W2	2L2	2S2
2Re4	2U5	2W6	2L3	2S4
2Re5		2W7	2L4	2S6
2Re6		2W8	2L5	2S7
2Re7			2L7	

Good morning!

**Lesson's Theme:** Greetings

**New Words:** Good morning  
Fine  
Thank you

**Sentence Structure:** How are you? I'm fine.**1 Listen and read**

Enter class and say, "Good morning, children". Students should already know how to greet, so they should reply, "Good morning, Miss". Continue with the regular greeting, "How are you?" Remember to always employ the appropriate hand gesture to help students understand the intended meaning. Class should reply, "Fine, thank you. How are you?" Say, "Fine, thank you". Ask class to sit down. Open your book at page 6, hold it up to class and ask them to do the same.

**2 Ask and answer**

- You can use a puppet to demonstrate greetings.  
**Teacher:** "Good morning, Sally. How are you?"  
**Puppet:** "I'm fine. Thank you. How are you?"  
**Teacher:** "I'm fine. Thank you".
- Now, ask class to work in pairs to practice greetings. Monitor their conversation.

**Today's Word**

**Long:** adjective UK /lɒŋ/ US /lɑːŋ/  
Being a distance between two points that is more than average or usual

**Examples:**

- Sally has long hair.
- My sister bought a long dress.

**Teacher's Resources**

- <http://www.youthwork-practice.com/games/get-acquainted-games.html>
- <https://www.youtube.com/watch?v=TFVjU-dsIM8>

**Good morning!**

**Activity Book, Page 4**

**1-Write, ask and answer**

Good morning, Lily. How are you?

I'm fine, thank you. How are you?

I'm fine, thank you.

**2-Complete the conversations**

- ① Good morning.
- ② How are you?
- ③ Fine, thank you.
- ④ Open your books.

# What's his/her name?

**Lesson's Theme:** Introductions

**New Words:** Hi

Greetings      Hello

Name

**Sentence Structure:** What's (your) name? (My) name's

### 1 Listen and read

- You can use puppet from lesson one to demonstrate.

**Teacher:** "Hello! What's your name?"

**Puppet:** "Hi, my name's Sally. What's your name?"

**Teacher:** "My name's Miss ..."

- Try to initiate conversation between the puppet and a few students as a warm-up activity.
- Ask students to work in groups of three to ask about names.

### 2 Ask and answer

- Present flashcards of people and their names:  
Thomas, Amelia, Harry, Sara
- Ask about the first one, "What's his name?" Class should answer, "His name's Thomas".
- Present second picture and make a questioning gesture with your hand. Students will understand you want them to ask a question, "What's her name?" They should answer, "Her name's Amelia".
- Let class ask and answer collectively to test their comprehension.

### Today's Word

**Big:** adjective US UK /big/ bigger, biggest  
Large in size or amount

**Examples:**

- ① They have a big house in the country.
- ② She has blonde hair and big blue eyes.

### Teacher's Resources

- ① <https://www.youtube.com/watch?v=EDmWNJ144oY>
- ② <http://genkienglish.net/namesong.htm>

**1-Write**

- Your
- My
- Your
- My
- What's her name?
- Her name's Sara.
- What's his name?
- His name's Jack.

**2-Point, ask and answer**

- ① What's his name?  
His name's Thomas.
- ② What's his name?  
His name's Harry.
- ③ What's her name?  
Her name's Amelia.
- ④ What's her name?  
Her name's Sara.

## Who's this?

**Lesson's Theme:** Introductions

**Sentence Structure:** Who's this? It's ...

## 1 Listen and read

- Present a picture of a well-known cartoon character, for example, Mickey Mouse. Ask class, "Who's this?" Class is expected to say, "Mickey Mouse," since they already know the character. Encourage them to give a complete answer, say, "It's Mickey Mouse".

### Possible Challenge

In grade one, students studied the "What is this?" question. Distinguishing "What" from "Who" might be a bit confusing at this stage. If your class faces this problem, you can demonstrate the difference through flash cards; present flashcards of different people and let class practice "Who" questions. Then present flash cards of different objects and let class practice "What" questions.

## 2 Ask and answer

- Distribute flashcards of characters among students and have them work in pairs in asking and answering questions.
- Students are expected to already know the names of these characters. Therefore, just make sure they are giving complete answers.

### Key

- Who's this?                      ● It's Dora.
- It's Jerry.                        ● It's Mickey Mouse.
- It's Papa Smurf.

## "Let's Learn Phonics – Consonant Blends "bl and br

- Have students look at the words and listen to the track.  
T: Please open your books to page (8). Look at these letters.  
What is the first letter?  
Ss: The letter "b"  
T: You're right! Now, what letter is next to it?  
Ss: The letter "l"  
T: Yes. And what is this sound? [Pointing at "b"]  
Ss: (/b/)  
T: Good! And is this sound? [Pointing at "l"]  
Ss: (/l/)  
T: Now, let's put the two sounds together. /b/ /l/.../bl/.  
Ss: /b/ /l/.../bl/.  
T: Excellent. Look at this word ending. [Pointing at (/ack/)] What sound does it make?  
Ss: (/ack/).  
T: Excellent! What sound do they make together? (/bl/ /ack/. Black!)  
Ss: (/bl/ /ack/. Black!)  
• Follow the same process in blending br. Then, let the students repeat the sounds.  
• Give examples and let students repeat: **blue, blank, block, bleed, blend, bread, brush, brown, brain, bridge**

## Who's this?

### Teacher's Resources

- 1 <https://www.youtube.com/watch?v=peHgnfePaRM>
- 2 <http://www.englishgrammar.org/question-words/>

### Today's Word

**Wide:** adjective UK /waɪd/ US /waɪd/  
Having a larger distance from one side to the other than is usual or expected, especially in comparison with the length of something; not narrow

**Examples:**

- 1 Our classroom is wide.
- 2 My grandmother's garden is wide.  
Large in size or amount

### Activity Book, Page 6

#### 1-Look, ask and answer

- 1 It's Jerry.
- 2 It's Papa Smurf.
- 3 It's Mickey Mouse.

#### 2-Draw, ask and answer

Who's this?  
It's Dora.

#### "Let's practise phonics"

blender – break – blush – brother – bring – blow  
Match the word blender with picture 2  
Match the word brother with picture 6  
Match the word bring with picture 1  
Match the word break with picture 3  
Match the word blow with picture 4  
Match the word blush with picture 5

### End of Unit Fun Game



**Unit 2 Standards**

<b>Reading</b>	<b>Use of English</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
2Re1	2U1	2W1	2L1	2S1
2Re2	2U3	2W2	2L2	2S2
2Re4	2U4	2W6	2L3	2S4
2Re5	2U5	2W7	2L4	2S6
2Re6	2U6	2W8	2L5	2S7
2Re7			2L7	

**Lesson's Theme:** Demonstrative pronouns

**New Words:** Uncle

Family                  Aunt

Ball

**Sentence Structure:** This is/That's

## 1 Listen, read and say

- Use an object of your choice to demonstrate, for example, a cup. Place the cup in front of you, point at it and say, "This is my cup". Place the cup somewhere far from you and say, "That is my cup". Repeat the same exercise several times with other objects.
- Open your book at page 10 and ask class to do the same. Read conversation and ask class to repeat after you, while making the appropriate hand gestures with this/that.

## 2 Look and say

**Ask students to work in pairs in answering this exercise. Check their answers.**

- This is my doll.  
That's my doll.
- This is my bicycle.  
That's my bicycle.
- This is my book.  
That's my book.

### Today's Word

**Rough:** adjective UK /rʌf/ US /rʌf/  
Not even or smooth, often because of being in bad condition

**Examples:**

- ① The surface of the desk feels rough.
- ② The fabric has a rough texture.

### Teacher's Resources

- ① <http://dictionary.cambridge.org/grammar/british-grammar/determiners/this-that-these-those>
- ② <https://www.youtube.com/watch?v=JYD0vKjgmiA>

### Activity Book, Page 8

**1-Write and say**

- ① This is a doll.  
That's my doll.
- ② This is a bicycle.  
That's a bicycle.
- ③ This is a book.  
That's a book.

**Lesson's Theme:** Demonstrative pronouns

**Sentence Structure:** These are/Those are.

## 1 Read and write

Bring objects of your choice to class, for example, three bags. Place one bag in front of you, point at it and say, "This is my bag". Place two bags in front of you and say, "These are my bags". Repeat this step. Then place one bag far away from you, point to it and say, "That is my bag". Place two bags far away from you, point at them and say, "Those are my bags". Repeat to help students understand the difference.

- Ask students to work individually on this exercise. Look at their answers.

These are my aunts.

Those are my aunts.

## 2 Look and say

Ask students to work in pairs on this exercise. Monitor their exchanges.

### Key

- ① These are apples.  
Those are apples.
- ② These are balls.  
Those are balls.
- ③ These are pencils.  
Those are pencils.

### Teacher's Resources

- ① [https://www.youtube.com/watch?v=gI\\_ygAB10SE](https://www.youtube.com/watch?v=gI_ygAB10SE)
- ② <https://www.englishclub.com/grammar/pronouns-demonstrative.htm>

### Activity Book, Page 9

#### 2-Look, write and say

- ② These are apples.  
Those are apples.
- ③ Those are pencils.  
These are pencils.
- ④ These are robots.  
Those are robots.

### Today's Word

**Hollow:** adjective UK /'hɒl.əʊ/ US /'hɑː.ləʊ/

Having a hole or empty space inside

#### Examples:

- ① These chocolate eggs are hollow.
- ② There's a hollow space on the wall.

**Lesson's Theme:** Demonstrative pronouns

**New Words:** Airplane

Seesaw

Bench

**Sentence Structure:** These are/Those are/That is/This is

### 1 Look and say

Open your book at page 12. Hold it up to class and ask them to do the same.

Point at an object on the page, for example, the airplane, and say, "That is an airplane".

Point at Oscar and say, "That is a boy".

Point at other objects and let class choose the correct demonstrative pronoun.

**Possible Answers:**

Those are cars.

These are dolls.

This is a bench.

Those are little boys.

That is a cat.

## "Let's Learn Phonics – Consonant Blends "cl and cr

•Before you begin the lesson, write words that start with the target blend.

Examples: **click, classroom, cloud, clever, clock**

**crowd, crayon, crown, cry, cream**

•Let the students try to read the words out loud.

•Have the students listen to the track given in the student's book and repeat the sound.

•Pick students randomly to come up with other examples that have the target blend.

**Note:** You can use method given in Unit 1

# These - Those

## Today's Word

**Soft:** adjective UK /sɒft/ US /sɑ:ft/  
Not hard or firm

### Examples:

- ① I have soft hair.
- ② The baby's skin is soft.

## Activity Book, Page 10

### 1-Look, write and point

- Those are birds.
- That is an airplane.
- That is a cat.
- Those are cars.
- This is a cat.
- These are dolls.

### "Let's practise phonics" section

- |         |          |
|---------|----------|
| cl      | cr       |
| • clock | • crown  |
| • clown | • crayon |
| • clip  | • crow   |

## Teacher's Resources

<http://www.language-worksheets.com/demonstrative-pronouns-elementary.html>

<http://grammar.yourdictionary.com/parts-of-speech/pronouns/demonstrative-pronoun-worksheets.html>

## End of Unit Fun Game

<http://www.freddiesville.com/games/this-that-these-those-demonstrative-pronouns-sentence-monkey-game/>

**Unit 3 Standards**

<b>Reading</b>	<b>Use of English</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
2Re1	2U1	2W1	2L1	2S1
2Re2	2U3	2W2	2L2	2S2
2Re4	2U4	2W6	2L3	2S4
2Re5	2U5	2W7	2L4	2S5
2Re6	2U6	2W8	2L5	2S6
2Re7			2L6	2S7
			2L7	

**Lesson's Theme:** Numbers**New Words:** Eleven

Twelve

Thirteen

Fourteen

Fifteen

Sixteen

Seventeen

Eighteen

Nineteen

Twenty

**1 Listen and count**

Present flashcards of numbers 1-20 to class. Students have already studied numbers 1-10, but use this exercise as a revision of previous information as well. With each flashcard, read numbers to class and write them down on the board. Ask students to repeat after you.

Rearrange flashcards, present them to class and ask students to name each number they see.

**2 Match and write**

● Ask students to work individually on this exercise.

Eleven 11

Twelve 12

Thirteen 13

Fourteen 14

Sixteen 15

Seventeen 16

Eighteen 18

Nineteen 19

Twenty 20

## Teacher's Tip

Encourage students and give them space to make mistakes. At this stage, their writing won't be perfect; therefore, there is no need to worry.

## Today's Word

**Clean:** adjective UK /kli:n/ US /kli:n/

Not dirty

### **Examples:**

- ① Make sure your hands are clean before you have your dinner.
- ② I love to keep my room clean.

Clean # dirty

## Teacher's Resources

- ① <https://www.youtube.com/watch?v=wiGEEJLLKd8>
- ② <http://www.worksheetfun.com/category/math-worksheetfunmenu/number/numbers-1-20/>



**Lesson's Theme:** Yes/No questions

**New Words:** Train – Related words: Car - Airplane

**Sentence Structure:** Is it ...? Yes, it is/No, it isn't.

### 1 Read and play

- Choose a well-behaved student to help you demonstrate conversation to class.
- Ask students to work in pairs and monitor their answers.

#### Key

- ① Is it blue?  
Yes, it is.  
Is it a baby?  
No, it isn't.  
Is it number 12?  
Yes, it is.  
Ok! It's a book.
- ② Is it green?  
Yes, it is.  
Is it an airplane?  
No, it isn't.  
Is it number nineteen?  
Yes, it is.  
Ok! It's a train.
- ③ Is it green?  
Yes, it is.  
Is it a train?  
No, it isn't.  
Is it number nineteen?  
Yes, it is.

Ok! It's an airplane.

- ④ Is it blue?  
Yes, it is.  
Is it a book?  
No, it isn't.  
Is it number 12?  
Yes, it is.  
Ok! It's a baby.
- ⑤ Is it black?  
Yes, it is.  
Is it a laptop?  
No, it isn't.  
Is it number sixteen?  
Yes, it is.  
Ok! It's shoes.
- ⑥ Is it pink?  
Yes, it is.  
Is it a door?  
No, it isn't.  
Is it number 20?

## Lesson 2

Page 15

## (Be) questions + numbers

Yes, it is.

OK! It's a key holder.

### 7 Is it pink?

Yes, it is.

Is it a key holder?

No, it isn't.

Is it number 20?

Yes, it is.

Ok, it's a door.

### 8 Is it red?

Yes, it is.

Is it a car?

No, it isn't.

Is it number 11?

Yes, it is.

Ok! It is a fish.

### 9 Is it black?

Yes, it is.

Is it shoes?

No, it isn't.

Is it number sixteen?

Yes, it is.

Ok! It's a laptop.

## Today's Word

**Dirty:** adjective UK /'dɜː.ti/ US /'dɜː.tj/  
Not clean

- 1 You cannot eat with dirty hands.
- 2 Please wash the dishes. They are dirty.

## Teacher's Resources

- 1 <http://www.best-children-games.com/easy-games-for-kids.html>
- 2 <http://dictionary.cambridge.org/grammar/british-grammar/questions-and-negative-sentences/questions-yes-no-questions-are-you-feeling-cold>

**Activity Book, Page 13**

**1 Count and colour**

**1-First flower on the left:**

**Petals:** Blue

**Centre:** Brown

**Stalk:** Green

**2-Second flower:**

**Petals:** Red

**Centre:** Yellow

**Stalk:** Green

**3-Third flower:**

**Petals:** Purple

**Centre:** Black

**Stalk:** Green

**1 Read, answer and write**

- ① Twelve
- ② Five
- ③ Sixteen
- ④ One
- ⑤ Ten

**Lesson's Theme:** Colours of different objects

**New Words:** Brown  
Colours White  
Purple  
Pink  
Yellow

Animals Butterfly  
Dolphin – Related words: Fish - Sea

**Sentence Structure:** What is this? It's a ...

### 1 Listen and say

Present flashcards of animals. Hold up the first one to class and say, "A brown ...?" Make a questioning hand gesture to encourage class to complete the sentence. You can use this tactic to test students' memory.

- To make sure students can recognize the new colours, you can show flashcards depicting other items of these same colours. Encourage students to name the colours themselves this time.

### 2 Listen, ask and answer

- Start by asking about class objects that students have already learnt. For example, point at the door and say, "What is this?" then answer, "It's a brown door".
- Ask students to work in pairs and monitor their answers.

#### Key

- |   |  |
|---|--|
| ① What are these?<br>These are green glasses. | ③ What's this?<br>It's a purple dress. |
| ② What's this?<br>It's a pink bag.            | ④ What's this?<br>It's a blue book.    |

## Let's Learn Phonics – Consonant Blends "dr"

- Before you begin the lesson, write words that start with the target blend.  
Examples: **drive, drink, draw, drum, drop, drip, drain**
- Let the students try to read the words out loud.
- Have the students listen to the track given in the student's book and repeat the sound.
- Pick students randomly to come up with other examples that have the target blend.

**Note:** You can use method given in Unit 1

# Colours

## Today's Word

**Tidy:** adjective UK /'taɪ.di/ US /'taɪ.di/ mainly uk  
Having everything ordered and arranged in the right place, or liking to keep things like this

### Examples:

- ① Oscar's room is tidy.
- ② The house is clean and tidy.

## Activity Book, Page 14

### 1-Read, write and colour

- ② A blue dolphin
- ③ A black horse
- ④ A purple butterfly

### "Let's practise phonics" section

play – draw – drive – dream

Circle the 1st picture

## Teacher's Resources

- ① <http://www.sheppardsoftware.com/preschool/colors/colorgame.htm>
- ② <https://www.youtube.com/watch?v=iS0GYGciXfQ>

## End of Unit Fun Game

<http://www.anglomaniacy.pl/coloursMatching.htm>

**Unit 4 Standards**

<b>Reading</b>	<b>Use of English</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
2Re1	2U1	2W1	2L1	2S1
2Re2	2U3	2W2	2L2	2S2
2Re4	2U4	2W5	2L3	2S4
2Re5	2U5	2W6	2L4	2S5
2Re6	2U9	2W7	2L5	2S6
2Re7		2W8	2L6	2S7
			2L7	

**Lesson's Theme:** Abilities and activities

**New Words:** Run

Activities      Swim  
                     Jump  
                     Climb  
                     Speak

Senses          Listen  
                       Touch  
                       Smell

**Sentence Structure:** Can you ...? Yes, I can/No, I can't.

## 1 Listen, read and point

Begin by explaining the meaning of new verbs. Most of the verbs in this lesson are action verbs, so you can demonstrate them to class. For example, say "run" and "run" in place. Gesture to class to move in the same way as you.

- Use flashcards to explain verbs that are hard to demonstrate such as "swim".
- You can introduce the concept of ability in modal verbs through presenting a video.

**Suggested video:** [https://www.youtube.com/watch?v=\\_lr0Mc6Qilo](https://www.youtube.com/watch?v=_lr0Mc6Qilo)

- Read sentences to class. Use choral drilling method to help students comprehend and memorize.

## 2 Ask and answer

Practice with class using different verbs as a warm-up activity. Ask class, "Can you draw?" Say "Yes, I can", and draw on the board. Give another example in the negative, "Can you fly?" Answer, "No, I can't" with a sad face expression and an appropriate hand motion.

- **Ask students to work in pairs.**
- Can you climb?  
Yes, I can/No, I can't.
- Can you run?  
Yes, I can.
- Can you speak?  
Yes, I can.

# Lesson 1

Page 18

Can you read?

- Can you listen?  
Yes, I can.
- Can you smell?  
Yes, I can.
- Can you touch?  
Yes, I can.

## Today's Word

**Fast:** adjective UK /fɑːst/ US /fæst/

Moving or happening quickly, or able to move or happen quickly

### Examples:

- ① I can run fast.
- ② Max can't swim fast.

Activity Book, Page 16

### 2-Look, write and say

We can run.  
He can swim.  
She can jump.  
He can't run.  
They can't swim.  
He can't jump.

## Teacher's Resources

- ① <http://dictionary.cambridge.org/dictionary/english/can>
- ② [http://www.grammar.cl/Basic/Can\\_Cannot.htm](http://www.grammar.cl/Basic/Can_Cannot.htm)



**Lesson's Theme:** Abilities and activities

<b>New Words:</b>	Run
Activities	Swim
	Jump
	Read
	Count
	Talk- Related word: Speak
	Break # Fix
Senses	See
	Hear
	Touch
Coordinating conjunction	But – Related word: However

**Sentence Structure:** Can you ... and ...? I can ..., but I can't ...

### 1 Listen, read and say

Read conversation to class. Make sure you read slowly and clearly and employ the appropriate gestures. For example, ask, “Can you read and count?” Answer “I can read,” while you open your book and smile, “but I can't count” while you shake your head and frown. Put more emphasis on the word “but” and pause a little after you say it. Give a number of examples in the same way. Students will notice that “but” is used when we want to introduce two contradictory ideas.

● **Ask questions and listen to the answers of a few students.**

#### Key

- ① Can they swim and run?  
They can't swim, but they can run.
- ② Can he see and hear?  
He can't see, but he can hear.
- ③ Can she touch and talk?  
She can't touch, but she can talk.
- ④ Can she break and fix?  
She can break, but she can't fix.

**Punctuation reminder:** Don't forget the comma before “but”.

### Today's Word

**Slow:** adjective UK /sləʊ/ US /slou/  
Moving, happening, or doing something without much speed

#### Examples:

- ① I'm slow at running.
- ② Snails are slow animals.

### Activity Book, Page 17

### Teacher's Resources

- ① <http://dictionary.cambridge.org/grammar/british-grammar/linking-words-and-expressions/but>
- ② <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/conjunctions-and-or-so-because-and-although>

#### 1-Look, write and say

- ② Fish. No, it can't
- ③ Snake. No, it can't.
- ④ Eagle. Yes, it can.
- ⑤ Penguin. Can it walk? Yes, it can.
- ⑥ Frog. Can it jump? Yes, it can.

**Lesson's Theme:** Making suggestions

**New Words:** Sure = Certainly

Now # Later

Sorry – Relate words: Please - thanks

Shop

Story

**Sentence Structure:** How about ...?

## 1 Listen, ask and answer

- Read conversation slowly and clearly to class.

① "How about playing football now?" Make a questioning hand gesture.

"Yes, sure". Add yes to the answer so that students would understand that "sure" means answering in the affirmative.

② "How about going to the shop now?" Make a questioning hand gesture.

"Sorry, I can't". Shake your head when you answer in the negative.

- Work with students on no. 3 and 4.

### Key

③ How about reading now?  
Sure!

④ How about swimming now?  
Sorry, I can't.

## 2 Ask and answer

Ask students to work in pairs and check their answers.

### Key

● How about jumping now?  
Sure!/Sorry, I can't.

● How about running now?  
Sure!/Sorry, I can't.

● How about writing a story now?  
Sure!/Sorry, I can't.

● How about climbing now?  
Sure!/Sorry, I can't.

## Let's Learn Phonics Consonant Blends "fl & fr"

- Before you begin the lesson, write words that start with the target blend.  
Examples: **flower, flag, fly, flake, flat, flood, fruit, frame, frozen, freezer, friends, fries**
- Let the students try to read the words out loud.
- Have the students listen to the track given in the student's book and repeat the sound.
- Pick students randomly to come up with other examples that have the target blend.

**Note:** You can use method given in Unit 1

## Today's Word

**Lazy:** adjective UK /'leɪ.zi/ US /'leɪ.zi/  
Not willing to work or use any effort

### Examples:

- ① Lazy students won't get good grades.
- ② Lazy workers won't get paid well.

## Activity Book, Page 18

### 1- Ask and answer

- How about jumping?  
Sure!/Sorry, I can't.
- How about swimming now?  
Sure!/Sorry, I can't.
- How about climbing now?  
Sure!/Sorry, I can't.

### 2- Look, write and say

- How about running now?
- How about going to the shop now?
- How about reading a book now?  
Sure!
- How about swimming now?  
Sorry, I can't.

### "Let's practise phonics" section

fry – flunk – flamingo – freeze – fridge – fly

## Teacher's Resources

- ① <http://learnenglishteens.britishcouncil.org/exams/speaking-exams/suggestions>
- ② <https://www.espressoenglish.net/difference-between-how-about-and-what-about/>

## End of Unit Fun Game

<http://www.anglomaniacy.pl/verbsMatching.htm>

## Listening Skills , Page 22

## 1 Listen and number

- Conversation one:** What's her name?  
Her name's Emily, and that's her dad, David.
- Conversation two:** What's his name?  
His name's Max, and that's his mom, Amelia.
- Conversation three:** Who's this?  
It's Sophie.
- Conversation four:** Who's this?  
This is my aunt. Her name's Olivia.
- Conversation five:** Those are my brothers, Sam and Thomas.

## Reading Skills, Page 23

## 1 Read and play

- Ask students to work in pairs.

## 1 Is it white?

Yes, it is.  
Is it a car?  
No, it isn't  
Is it number 15?  
Yes, it is.  
Ok! It's a dog

## 2 Is it pink?

Yes, it is.  
Is it a T-shirt?  
No, it isn't.  
Is it number 11?  
Yes, it is.  
Ok! It is a gift.

## 3 Is it white?

Yes, it is.  
Is it a dog?  
No, it isn't.  
Is it number 15?

Yes, it is.  
Ok! It's a car.

## 4 Is it brown?

Yes, it is.  
Is it an armchair?  
No, it isn't.  
Is it number 19?  
Yes, it is.  
Ok! It's a box.

## 5 Is it blue?

Yes, it is.  
Is it a door?  
No, it isn't.  
Is it number 20?  
Yes, it is.  
Ok! It's shoes.

## 6 Is it brown?

Yes, it is.  
Is it a box?

No, it isn't.  
Is it number 19?  
Yes, it is.  
Ok! It's an armchair.

## 7 Is it pink?

Yes, it is.  
Is it a gift?  
No, it isn't.  
Is it number 11?  
Yes, it is.  
Ok! It is a T-shirt.

## 8 Is it blue?

Yes, it is.  
Is it shoes?  
No, it isn't.  
Is it number 20?  
Yes, it is.  
Ok! It's a door.

## Reading Skills, Page 22

## 2 Look, ask and answer

● Ask class to work in pairs.

- ① How many black flowers?  
Thirteen black flowers.
- ② How many white flowers?  
Eleven white flowers.
- ③ How many red flowers?  
Eleven red flowers.
- ④ How many brown flowers?  
Fifteen brown flowers.

## Speaking Skills, Page 23

## 1 Read, ask and answer

- ① Can you climb that tree?  
Yes, I can.
- ② Can you run?  
No, I can't.
- ③ Can you speak on the phone?  
No, I can't.
- ④ Can you listen to music?  
Yes, I can.
- ⑤ Can you smell that flower?  
Yes, I can.

## 2 Listen, read and write

● Ask class to work in pairs.

- ② Going to the shop?
- ③ How about reading now?  
Sure!
- ④ How about swimming now?  
Sorry, I can't.

## Activity Book, Page 20

### 1 Listen and write the names

**Conversation one:** What's her name?

Her name's Sara, and that's George.

**Conversation two:** What's his name?

His name's Max, and that's his mom, Amelia.

**Conversation three:** Who's this?

It's Sophie.

**Conversation four:** Who's this?

This is Olivia. She's my aunt.

**Conversation five:** Those are my brothers Sam and Thomas. Sam is the little one. Thomas is the big one.

## Activity Book, Page 21

### Read and describe the animals

② This is a lion.

Lions are big.

All lions have two colours.

They are yellow and brown.

Lions can be white, too.

Lions can see and smell.

But they can't dance or fly.

③ This is a crocodile.

Crocodiles are big and long.

They are green.

They can walk and swim.

But they can laugh or sing.





**Unit 6 Standards****Reading****Use of English****Writing****Listening****Speaking**

2Re1

2U1

2W1

2L1

2S1

2Re2

2U3

2W2

2L2

2S2

2Re4

2U4

2W5

2L3

2S4

2Re5

2U5

2W6

2L4

2S5

2Re6

2U9

2W7

2L5

2S6

2Re7

2U13

2W8

2L7

2S7

2U14

**Lesson's Theme:** Likes and dislikes

**New Words:** Dance  
 Watch – Related words: See  
 Slide  
 Ride  
 Colour  
 Paint  
 Draw  
 Like # Dislike

**Sentence Structure:** I like + verb + ing/I don't like + verb + ing

### 1 Listen, read and say

- Begin by introducing a few activities that you like and then demonstrate them to class. For example: "I like reading." Open your book, smile, and give the class a thumbs-up. Afterwards, express some activities you dislike. For example: "I don't like running." Run in place, shake your head and frown.
- Read conversation to class and ask them to repeat after you.
- Write down the new verbs on the board.
- Divide class into groups of four. Ask them to express their likes and dislike in relation to these activities.

Listen to their exchange.

I like dancing. I don't like dancing.

I like watching TV. I don't like watching TV.

I like to slide a skateboard. I don't like to slide a skateboard.

I like to ride a bicycle. I don't like to ride a bicycle.

I like to colour. I don't like to colour.

I like to paint. I don't like to paint.

I like to draw. I don't like to draw.

### Game

Hit my answer: Let students ask each other simple yes/no questions, and then hit the answer they expect on the board with a sticky ball. Every correct answer gets a point. Winners are the ones who collect the most points.

# Likes/Dislikes

## Today's Word

**Smart:** adjective UK /sma:t/ US /sma:rt/  
Intelligent, or able to think quickly, or intelligently in difficult situations

### Examples:

- ① My sister is both beautiful and smart.
- ② Sarah always gets excellent grades. She is very smart.

**Synonym:** Intelligent, clever – **Antonym:** Stupid

## Activity Book, Page 22

## Teacher's Resources

- ① <https://www.teachingenglish.org.uk/article/food-i-likedont>
- ② [https://en.islcollective.com/resources/search\\_result?Tags=likes%20and%20dislikes&searchworksheets=GO&type=Printables](https://en.islcollective.com/resources/search_result?Tags=likes%20and%20dislikes&searchworksheets=GO&type=Printables)

### 2-What do/don't you like?

I like skating on a skateboard. I don't like skating on a skateboard.

I like dancing. I don't like dancing.

I like riding a bicycle. I don't like riding a bicycle.

# Lesson 2

Page 27

Do you like ....?

**Lesson's Theme:** Likes and dislikes

**Sentence Structure:** I like + verb + ing/I don't like + verb + ing

Independent clause + but + Independent clause

Independent clause + and + Independent clause

## 1 Listen, read and say

Read conversation to class and ask them to repeat after you. Pick a few students to read the conversation again to class. Re-reading it will help students digest the new sentence structures.

If you have been employing facial gestures in explaining likes and dislikes, you can use the following formula in explaining "but" and "and" using smiley faces:

:) + :) = And

:) + :( = But

### Game

Write down verbs with a smiley face next to them, and ask students to form the right pairing in sentences.

For example:

Swim :) + Colour :) : I like swimming, and I like colouring, too.

Write :) + read :( : I like writing, but I don't like reading.

## 2 Read, ask and answer

Ask students to work in pairs and monitor their conversation.

### Key

- Do you like colouring?  
Yes, I do, and I like swimming, too.
- Do you like drawing?  
Yes, I do, but I don't like running.
- Do you like dancing?  
Yes, I do, and I like singing, too.
- Do you like watching TV?  
No, I don't, but I like climbing trees.

Do you like ....?

### Grammar Spot

- We use coordinating conjunction “and” to connect two words, phrases, clauses or prefixes together.
- We use coordinating conjunction “but” to connect contrasting ideas.  
Punctuation: When coordinating conjunctions are used to connect two independent clauses, they must be preceded by a comma.

### Today's Word

**Wealthy:** adjective UK /'wel.θi/ US /'wel.θi/

Having a lot of money, rich

#### Examples:

- ① He's a very wealthy man.
  - ② Mark has a lot of money; he is wealthy.
- Antonyms: Poor

### Activity Book, Page 23

### Teacher's Resources

- ① <https://www.teachingenglish.org.uk/article/food-i-likedont>
- ② [https://en.islcollective.com/resources/search\\_result?Tags=likes%20and%20dislikes&searchworksheets=GO&type=Printables](https://en.islcollective.com/resources/search_result?Tags=likes%20and%20dislikes&searchworksheets=GO&type=Printables)

#### 1-Write, ask and answer

- ② I like drawing, but I don't like swimming.
- ③ I like dancing, but I don't like singing.
- ④ I like cycling bicycles, but I don't like climbing trees.

**Lesson's Theme:** Prepositions of place

**New Words:** Between

Near

In front of

### 1 Listen, read and say

Ask students to read conversation silently first then read it to class.

You can choose a few well-behaved students to help you demonstrate.

**Tip:** When you try to demonstrate it, preposition “near” can be mistaken with many others like “behind” or “in front of”. However, “near” has to do with distance not direction. Therefore, it can be explained through the use of its antonym: Near # Far.

### 2 Look and write

Ask students to work individually on this exercise.

**Key**

- ① The pink car is in front of the purple car.
- ② The white robot is near the orange robot.

## Let's Learn Phonics – Consonant Blends “gl & gr”

• Before you begin the lesson, write words that start with the target blend.

Examples: **glass, glad, globe, glove, glow, glide**

**grass, grill, graph, green, great, grain, grade**

- Let the students try to read the words out loud.
- Have the students listen to the track given in the student's book and repeat the sound.
- Pick students randomly to come up with other examples that have the target blend.

**Note:** You can use method given in Unit 1

# Prepositions

## Today's Word

**Healthy:** adjective UK /'hel.θi/ US /'hel.θi/)

Strong and well

### Examples:

- ① I eat well to stay healthy.
- ② Sleeping early is a healthy habit.

## Game

Divide class into two groups. Give each group a number of objects that should be arranged according to the prepositions of place you choose. The faster group wins.

## Activity Book, Page 24

### 1-Look, write and say

- ① Between
- ② In front of
- ③ Near

### Let's practise phonics" section

- globe
- grass
- glass

## Teacher's Resources

- ① [http://www.myenglishpages.com/site\\_php\\_files/grammar-lesson-prepositions-place.php](http://www.myenglishpages.com/site_php_files/grammar-lesson-prepositions-place.php)
- ② [https://en.islcollective.com/resources/search\\_result?Tags=prepositions+of+place](https://en.islcollective.com/resources/search_result?Tags=prepositions+of+place)

## End of Unit Fun Game

<https://learnenglishkids.britishcouncil.org/en/grammar-practice/prepositions-place>



**Unit 7 Standards**

<b>Reading</b>	<b>Use of English</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
2Re1	2U1	2W1	2L1	2S1
2Re2	2U3	2W2	2L2	2S2
2Re4	2U4	2W5	2L3	2S4
2Re5	2U5	2W6	2L4	2S5
2Re6	2U9	2W7	2L5	2S6
2Re7	2U12	2W8	2L6	2S7
	2U13		2L7	
	2U14			

## Likes and dislikes

**Lesson's Theme:** Likes and dislikes

**New Words:** Bee

Animals            Duck  
                          Chicken

Food                Cookies  
                          Chips  
                          Cheese

Transportation    Plane  
                          Ship  
                          Truck

Verbs                Like

**Sentence Structure:** Pronoun + like/don't-doesn't like + noun

## 1 Look, point and say

You can use food as an easy example to explain likes and dislikes. Bring food items of your choice to demonstrate. For example: Milk and juice.

Hold the first item to class and say, "I like milk". Pretend to be drinking milk and make the appropriate gestures.

Hold the second item to class and say, "I don't like juice". Pretend to drink juice, cringe and shake your head.

On the board, write, "Like" # "Don't like".

**Warm-up Activity:** Present flashcards of different items and ask students to say "like" or "don't like". Ask students who would like to answer to raise their hands.

Read sentences on exercise 1, page 30 to class and ask them to repeat after you. Pick a few students to read sentences to class.

## 2 Listen, point and say

Present flashcards of items in this exercise to class. Holding a flashcard, ask, "What is this?" with a questioning hand gesture. Even if students still do not know this question, they will understand what you mean from the context. Give students a chance to guess, "It's a bee, **bee**". Ask class to repeat after you.

# Lesson 1

Page 30

## Likes and dislikes

### Today's Word

**New:** adjective UK /nju:/ US/nu:/

Recently created or having started to exist recently

**Examples:**

- ① I have a new truck.
- ② Mum bought me a new dress for my birthday.

New # Old

### ① Activity Book, Page 26

#### 1-Look, match and say

- ① Bee
- ② Truck
- ③ Ship
- ④ Duck
- ⑤ Chicken
- ⑥ Plane
- ⑦ Cheese
- ⑧ Chips
- ⑨ Cookies

#### 2-Look, write and say

- ② My brother likes cars.
- ③ She likes bees.
- ④ He doesn't like planes.
- ⑤ He doesn't like bees.

### Teacher's Resources

- ① <https://learnenglishkids.britishcouncil.org/en/grammar-practice/and-dont>
- ② <https://www.youtube.com/watch?v=qtLwSMivm2s>

## Does he/she like ...?

**Lesson's Theme:** Likes and dislikes

**Sentence Structure:** Does she/he like ...?

Yes, she/he does.

No, she/he doesn't.

## 1 Listen, read and say

Read sentences to class, and express the appropriate facial expressions for each picture. Pick students to enact conversation to class.

## 2 Look, read and act

Pick three students for each word. One student will ask, the second will mime liking or disliking the object, and the third will answer.

Make sure students give complete answers. It's important that students practice using "does" correctly both in questions and answers.

### Key

- ① Does he like ducks?  
Yes, he does.
- ② Does she like boats?  
Yes, she does.
- ③ Does he like cheese?  
No, he doesn't.
- ④ Does she like cookies?  
Yes, she does.
- ⑤ Does he like planes?  
No, he doesn't.

### Today's Word

**Beautiful:** adjective UK /'bju:..tɪ.fəl/ US /'bju:..tə.fəl/

Very attractive or very pleasant

#### Examples:

- ① My mum is beautiful.
- ② I live in a beautiful house.

Beautiful # Ugly  
Beautiful=Pretty

Does he/she  
like ...?

① Activity Book, Page 27

① Look and write

A: Does he like boats?

B: No, he doesn't.

A: Does he like ducks?

B: Yes, he does.

A: Does she like boats?

B: Yes, she does.

A: Does she like ducks?

B: No, she doesn't.

Teacher's Resources

- ① <https://www.youtube.com/watch?v=oEHjJsHFzLI>
- ② <http://www.ecenglish.com/learnenglish/lessons/do-or-does>

**Lesson's Theme:** Likes and dislikes

**Sentence Structure:** Does she/he like ...?

Yes, she/he does.

No, she/he doesn't.

Independent clause + Coordinating conjunction + Independent clause

### 1 Listen, read and write

Read sentences to class. While you're reading, give special emphasis to the coordinating conjunction being used. You can write the following formula on the board for students:

Like + and + like

Doesn't like + but + like

#### Key

Sophie:

- Likes chicken and cookies.
- Doesn't like chips and cheese.

Jack:

- Likes ducks and boats.
- Doesn't like cheese and chips.

### 2 Look and say

● Ask students to work individually and check their answers.

① Does she like boats?

Yes, she does.

② Does he like cars?

Yes, he does.

## Let's Learn Phonics – Consonant Blends “pl & pr”

• Before you begin the lesson, write words that start with the target blend.

Examples: **place, plant, plain, plastic, plan, play, price, pride, print, press, prize, pray**

- Let the students try to read the words out loud.
- Have the students listen to the track given in the student's book and repeat the sound.
- Pick students randomly to come up with other examples that have the target blend.
- You can use animated videos or stories that are related to the topic.

TIP: Learning and teaching phonics is very enjoyable especially if you associate the lesson with fun games!

### Today's Word

**Ugly:** adjective UK /'ʌg.li/ US /'ʌg.li/  
Unpleasant to look at; not attractive

#### Examples:

- ① The posters in my friend's room are ugly.
- ② The T-shirt I got for Christmas is ugly.

### ① Activity Book, Page 28

#### 1-Read and write

Max likes chicken and boats.  
He doesn't like cheese and chips.  
Emily likes chicken and cookies.  
Emily doesn't like ducks and cheese.

#### 2-Write and say

I like cookies and chicken, but I don't like bees and cheese.

#### "Let's practise phonics" section

- plane
- prawn
- plumber
- prize
- player
- price

### Teacher's Resources

- ① <http://www.englishexercises.org/makeagame/viewgame.asp?id=9372>
- ② <http://busyteacher.org/8418-i-like-i-dont-like.html>

### End of Unit Fun Game

Write down the names of a few objects on the board. Pick two well-behaved students to play. While one student is looking away, the other will choose three objects that he/she likes. After the second student is done choosing, the first one has to guess the chosen objects.

**Unit 8 Standards**

<b>Reading</b>	<b>Use of English</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
2Re1	2U1	2W1	2L1	2S1
2Re2	2U3	2W2	2L2	2S2
2Re4	2U4	2W5	2L3	2S4
2Re5	2U5	2W6	2L4	2S5
2Re6	2U9	2W7	2L5	2S6
2Re7	2U12	2W8	2L6	2S7
	2U13		2L7	
	2U14			



**Lesson's Theme:** Locations and animals' habitats

**New Words:** Desert

	Forest – Related words: Trees
Locations	Mountain
	Ocean – Related words: Sea - Water
	Jungle
	River – Related words: Lake
	Farm
	Plains

Verbs	Live
-------	------

Question	Where
----------	-------

Words

**Sentence Structure:** Where do (animals) live?

They live in the ...

### 1 Listen, read and say

Use flashcards to demonstrate. Show first flashcard of a shark and say, "It's a shark, **shark**". Ask class to repeat after you. Then ask, "Where do sharks live?" and show a flashcard of the ocean and say, "They live in the oceans."

Show the second flashcard of a lion, and ask, "What is this?" Students already know this word. Ask, "Where do lions live?" This time, instead of giving the answer, display flashcards of different animal habitats and let students choose the right picture, then give the correct answer, "They live in the deserts and in the jungles".

### 2 Do you know these places?

Use flashcards again to introduce places. With each flashcard, name the place and ask students to repeat after you.

### Today's Word

**Empty:** adjective UK /'emp.ti/ US /'emp.ti/  
Not containing any things or people

#### Examples:

- ① The carton of milk is empty.
- ② The glasses on the table are empty.

Empty # Full

## Activity Book, Page 30

### ① Look, write and say

- |  |   |   |
|--|---|---|
| ① Where do you live?<br>I live in America. | ④ Where do you live?<br>I live in Kuwait. | ⑦ Where do you live?<br>I live in Saudi Arabia. |
| ② Where do you live?<br>I live in China.   | ⑤ Where do you live?<br>I live in Egypt.  |   |
| ③ Where do you live?<br>I live in Italy.   | ⑥ Where do you live?<br>I live in Russia. |   |

### ② Read, write and say

Where do you live?  
I live in America.

### Teacher's Resources

- ① <http://dictionary.cambridge.org/grammar/british-grammar/question-words/where>
- ② <http://www.worksheetplace.com/index.php?function=DisplayCategory&showCategory=Y&links=3&id=463&link1=241&link2=462&link3=463>

## Where does he/she live?

**Lesson's Theme:** Countries

**New Words:**

Countries	United States of America Italy Jordan Egypt Kuwait Russia China Saudi Arabia
-----------	---

Verbs	Live
-------	------

Question Words	Where
----------------	-------

**Sentence Structure:** Where does he/she live?

He/she lives in ...

### 1 Look, point and say

Use pictures of well-known monuments or cultural manifestations of these countries.

**Suggestions:**

To introduce the United States of America, show a picture of the Statute of Liberty.

To introduce Russia, show a picture of Matryoshkas.

To introduce Egypt, show a picture of the pyramids and the Sphinx.

**Tip:** You can show class these different countries on the map and give additional information. For example: You can tell class about their capitals and currencies, etc.

### 2 Read, ask and answer

Use puppetry to present conversation to class.

**Teacher:** "Where do you live?"

**Puppet:** "I live in Jordan".

- Show a picture of a person standing next to the pyramids and the Sphinx and ask, "Where does he/she live?" pause a little to give class a chance to answer. Repeat same activity with different countries.

Where does he/she live?

### Game

Divide the class into two groups. Present flashcards of different countries. In order to win, a group has to give quick, correct answers.

- Pick students to enact the conversations of this exercise in front of the class.
- Let class guess the countries of the people in the pictures.

### Key

- ① Where does he live?  
He lives in Italy.
- ② Where does he live?  
He lives in Saudi Arabia.
- ③ Where does he live?  
He lives in China.  
Where do you live?  
I live in Jordan.

### Today's Word

**Full:** adjective UK /fʊl/ US /fʊl/

(Of a container or a space) holding or containing as much as possible or a lot

### Examples:

- ① This cup is very full so, be careful with it.
- ② My plate was already full.

### Activity Book, Page 30-31

Where do you live?  
I live in America.  
Where does he live?  
He lives in Russia.

### Teacher's Resources

- ① <http://www.familyeducation.com/fun/activities-preschoolers/where-do-we-live>
- ② <https://www.youtube.com/watch?v=7yXDYvWSswl>

## Where do you live?

**Lesson's Theme:** Countries

**New Words:**

Countries	Jordan
	Lebanon
	Italy
	Egypt
	Russia
	China
	America

Verbs	Live
-------	------

Question Words	Where
----------------	-------

**Sentence Structure:** Where do you live?

I live in ...

### 1 Listen and match

Ask class to work individually on this exercise. Students are supposed to understand where the characters come from by their traditional clothes. This activity can be a good chance to introduce more information about other cultures.

**Suggestions:**

- Flags
- Cuisine
- Languages

**Key**

- Egypt:** Tamer
- Russia:** Ann
- Italy:** Tony
- China:** Zhang Wei
- Lebanon:** Layan

### Today's Word

**Half-full:** adjective

Not completely empty, nor completely full

**Examples:**

- ① The glass is half-empty.
- ② Your cup is half-empty.

Half-empty # Half-full

# Where do you live?

## 2 Ask and answer

Read conversation to class. Pick students to enact conversation. You can use different countries with every couple of students to give them a chance to practice more.

Focus on teaching students how to keep a conversation going by asking “and you?”

## Let’s Learn Phonics – Consonant Blends “sc & sk”

• Before you begin the lesson, write words that start with the target blend.

Examples: **scan, scope, school, scarf, scream**

**skate, skin, skim, sketch, skull, skip**

- Let the students try to read the words out loud.
- Have the students listen to the track given in the student’s book and repeat the sound.
- Pick students randomly to come up with other examples that have the target blend.
- You can use animated videos or stories that are related to the topic.

TIP: Learning and teaching phonics is very enjoyable especially if you associate the lesson with fun games!

## Activity Book, Page 32

### 1-Write the names of these places

- 1 Desert
- 2 Forest
- 3 Mountain
- 4 Ocean
- 5 Jungle
- 6 River
- 7 Farm
- 8 Plains

### 2-Look, write and say

Cats live in farms.

Fishes live in oceans and rivers.

Ducks live in rivers and farms.

Cows live in farms and plains.

Sheep live in plains and farms.

### “Let’s practise phonics”

scooter – skate – sketch - Scotland

## Lesson 3

Page 36

Where do you live?

### Teacher's Resources

- ① <https://www.roughguides.com/gallery/traditional-dress/>
- ② [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/where\\_do\\_you\\_live/home-elementary-a1/69571](https://en.islcollective.com/resources/printables/worksheets_doc_docx/where_do_you_live/home-elementary-a1/69571)

### End of Unit Fun Game

[http://www.learninggamesforkids.com/geography\\_games/random\\_games/flags.html](http://www.learninggamesforkids.com/geography_games/random_games/flags.html)

**Unit 9 Standards**

<b>Reading</b>	<b>Use of English</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
2Re1	2U1	2W1	2L1	2S1
2Re2	2U3	2W2	2L2	2S2
2Re4	2U4	2W3	2L3	2S4
2Re5	2U5	2W5	2L4	2S5
2Re6	2U9	2W6	2L5	2S6
2Re7	2U12	2W7	2L6	2S7
	2U13	2W8	2L7	
	2U14		2L8	
			2L9	



**Lesson's Theme:** Prepositions

**New Words:**

	Near
	At
	Between
Prepositions	Behind
	On
	With
	Next to
	In front of
Nouns	Shelves – Plural of shelf
	Floor

### 1 Listen, read and say

Students were introduced to these prepositions last year. This exercise is a revision and a way of introducing a few new ones.

For each preposition give a few examples and demonstrate them to class.

You can use a puppet (Sally) to demonstrate.

Put the puppet behind you and say, "Sally is behind me".

Put the puppet on the table and say, "Sally is on the table".

Put the puppet in front of you and say, "Sally is in front of me".

Put the puppet near you and say, "Sally is near me".

Put the puppet next to you and say, "Sally is next to me".

Put the puppet between you and the table and say, "Sally is between the table and I".

Hold the puppet and say, "Sally is with me".

- Repeat same activity with students.
- Ask a student to take your role and demonstrate with colleagues.

### 1 Point and say

The cat is next to the box.

The cat is on the box.

The cat is under the box.

# Lesson 1+2

Page 38-39

# Prepositions

The cat is between the boxes.

The cat is behind the box.

The cat is in front of the box.

## Today's Word

- ① **Cheap:** adjective UK /tʃi:p/ US /tʃi:p/  
Costing little money or less than is usual or expected

### Examples:

- ① I got a cheap flight at the last minute.  
② Food is usually cheaper in supermarkets.

- ② **Expensive:** adjective UK /ɪk'spen.sɪv/ US /ɪk'spen.sɪv/  
Costing a lot of money.

### Examples:

- ① Cars are very expensive.  
② Big houses are expensive to maintain.

Cheap # Expensive

## Activity Book, Page 34-35

### ① Read, write and say

Lily is between Oscar and Jack.  
The table is near the shelves.  
The book is in front of Jack.  
The water is in the bottle.  
The door is behind the shelves.  
The books are on the floor.  
The table is next to the door.  
The children are at the library.

## Teacher's Resources

- ① <http://www.englishforeveryone.org/PDFs/Prepositions%20of%20Place.pdf>  
② <http://www.grammarbank.com/support-files/prepositions-worksheet.pdf>  
③ <https://www.superteacherworksheets.com/prepositions/prepositions-basic.pdf?up=1474536893>

How do you  
spell that?

**Lesson's Theme:** Spelling

**New Words:**

Verb                      Spell

Question Word          How

**Sentence Structure:** How do you spell that?

## 1 Listen, read and say

**Use puppet to demonstrate.**

**Teacher:** Good morning, what's your name?

**Puppet:** Good morning, my name's Sally.

**Teacher:** How do you spell that?

**Puppet:** S-A-L-L-Y

- Ask who wants to help you next. Pick a student and re-enact conversation with him/her. When they say their names, write each one on the board and ask them to read it and spell it. Let students take their time.
- Ask students to practice conversation in pairs. Check their spelling and correct them when necessary.

## Let's Learn Phonics – Consonant Blends “sl & sm”

- Before you begin the lesson, write words that start with the target blend.

Examples: **slide, slice, slim, slug, sleep**

**smile, smart, smell, smooth, smudge**

- Let the students try to read the words out loud.
- Have the students listen to the track given in the student's book and repeat the sound.
- Pick students randomly to come up with other examples that have the target blend.
- You can use animated videos or stories that are related to the topic.

TIP: Learning and teaching phonics is very enjoyable especially if you associate the lesson with fun games!

How do you spell that?

### Today's Word

**Sold:** verb uk/səʊld/US/sould/Past simple and past participle of sell

To give something to someone else in return for money

**Examples:**

- ① I sold my car for a lot of money.
- ② Last year, we sold our house to our neighbour.

### Activity Book, Page 36

#### 1-Read, write and say

- E-M-I-L-Y
- Good morning, what's your name?
- My name's Oscar.
- How do you spell that?
- O-S-C-A-R

#### "Let's practise phonics"

- sloth
- smart
- smooth
- slim
- slice
- smile

### Teacher's Resources

- ① <http://www.homespellingwords.com/1st-grade/spelling-games/word-find#>
- ② <http://gotkidsgames.com/spFrog/>

### End of Unit Fun Game

<http://www.bigiqkids.com/SpellingGame/SpellingGameDemo.html>

## Listening Skills, Page 42

### 1 Listen and mark

**Conversation one:**

Where do you live, Ann? Hello, I live in Russia. I like it there.

**Conversation two:**

This is Lily. She likes cheese, cake and chips.

**Conversation three:**

The black book is under the red book, and the brown book is under the black book.

**Conversation four:**

The books are behind the boy.

**Conversation five:**

Who's this?

It's Jack.

## Reading Skills, Page 43

### 1 Read and mark

- Ask students to work individually on this exercise.
- I'm five years old (no).
- Oscar isn't my friend (no).
- Oscar can swim (no).
- Oscar likes drawing (no).
- I don't like painting (no).

### 2 Read and match

- 1 Dolphins
- 2 Sharks
- 3 Wolves
- 4 Crocodiles

## Activity Book, Page 38

### 1 Listen and mark

**Conversation one:**

Where do you live, Olivia? Hello, I live in America. I like it there.

**Conversation two:**

The big book is between the two small books.

**Conversation three:**

This is Sophie. She likes chips.

**Conversation four:**

The books are behind the boy.

**Conversation five:**

Who's this?

It's Jack.

## Activity Book, Page 38

### 1 Read and mark

① No

② Yes

③ Yes

④ No

⑤ No

### 2 Read and match, Page 39

① Cats

② Snakes

③ Fish

④ Crocodiles



**Unit 11 Standards**

<b>Reading</b>	<b>Use of English</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
2Re1	2U1	2W1	2L1	2S1
2Re2	2U3	2W2	2L2	2S2
2Re4	2U4	2W3	2L3	2S4
2Re5	2U5	2W5	2L4	2S5
2Re5	2U9	2W6	2L5	2S6
2Re6	2U10	2W7	2L7	2S7
2Re7	2U12	2W8	2L8	2S8
	2U13		2L9	
	2U14			



# What are you doing now?

**Lesson's Theme:** Food

**New Words:** Cartoons – Related words: Watching

**Food:** Cucumbers – Related words: Eating  
Strawberries  
Tomatoes  
Vegetables  
Meat  
Fruits  
Lemonade

**Sentence Structure:** What are you eating?

I'm eating ... (Present continuous)

## 1 Listen, read and say

Read conversations to class. Pick a few students to re-read the conversations.

Demonstrate an action in front of class; for example, write something on the board. Say, "What are you doing?" Motion to class to repeat the question, then answer, "I'm writing".

Demonstrate another action, for example, mime eating, and motion to class to ask you. Help them with the question if they hesitate, "What are you doing?" Answer them, "I'm eating".

- Present flashcards of the different food items and let students guess their names. Go through flashcards a second time and name the items. Ask class to repeat after you.

## Today's Word

**Scared:** adjective UK /skeəd/ US /skerd/  
Frightened or worried

### Examples:

- ① He's scared of spiders.
- ② I'm scared of telling her what really happened.

Scared = Afraid

# Lesson 1

Page 48

What are you  
doing now?

## Activity Book, Page 40

### 2-Look, write and say

What are you doing now?

I'm drinking.

What are you drinking?

I'm drinking lemonade.

## Teacher's Resources

- ① <http://dictionary.cambridge.org/grammar/british-grammar/present/present-continuous-i-am-working>
- ② [https://en.islcollective.com/resources/projectables/powerpoints\\_ppt\\_pptx/what\\_are\\_you\\_doing/actions-beginner-prea1/30724](https://en.islcollective.com/resources/projectables/powerpoints_ppt_pptx/what_are_you_doing/actions-beginner-prea1/30724)

**Lesson's Theme:** Present continuous

**Sentence Structure:** He/she is + verb + ing

He and she are + verb + ing

## 1 Match

Ask students to work individually on this exercise and check their answers.

### Key

- ① Sophie is washing the vegetables (2).
- ② Jack is playing with the cat (1).
- ③ Max and Lily are studying English (3).

## 2 Look and say

What are they doing?

Give students some time to do the exercise individually. Ask students who want to answer to raise their hands.

### Key

- Grandfather is eating strawberries.
- Grandmother is eating tomatoes.
- Father is reading.
- Mother is cooking.
- The boys are playing.
- The girl is drawing.
- The baby is sleeping.
- The cat is running.

## Today's Word

**Lonely:** adjective UK /'ləʊn.li/ US /'loʊn.li/

Unhappy because you are not with other people

### Examples:

- ① She gets lonely when she travels.
- ② Sam feels lonely when he goes to the countryside.

## Lesson 2

Page 49

# Be + ing

### Activity Book, Page 41

#### 1-Look and write

- ② Max and Lily are singing.
- ③ Max is riding his bicycle.

### Teacher's Resources

- ① [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/what\\_are\\_they\\_doing/present-continuous-present/651](https://en.islcollective.com/resources/printables/worksheets_doc_docx/what_are_they_doing/present-continuous-present/651)
- ② [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/what\\_are\\_you\\_doing\\_/present-simple-/35912](https://en.islcollective.com/resources/printables/worksheets_doc_docx/what_are_you_doing_/present-simple-/35912)

**Lesson's Theme:** Present continuous

**Sentence Structure:** He/she is +verb + ing

They are + verb + ing

## 1 Look, say and match

**Game:** Pick students to play mime with class. A student has to mime a certain action, and the class has to guess what action it is using present continuous.

- Ask class to work individually on this exercise.

### Key

She's running (4).

He's swimming (2).

She's eating (3).

They are studying (1).

## 2 Look, read and say

This exercise will teach students how to write a simple and short narrative. Ask the class to work individually on it and check their answers to evaluate their comprehension.

### Topics of narrative:

Identity

Clothes

Activity

What is she doing?

This is mother. She is wearing a red T-shirt. She is cooking in the kitchen. She is cooking tomatoes.

## 3 Point and say

Before doing this activity, play mime with class as a warm-up exercise. A number of actions in this activity can be mimed:

Drinking

Singing

Running

Crying

**Key**

- The bird is singing.
- The dog is sliding.
- The lion is running.
- The bear is fishing.
- The crocodile is crying.

**Let's Learn Phonics – Consonant Blends “sn & sp”**

- Before you begin the lesson, write words that start with the target blend.  
**Examples: snake, snack, snail, snore, snow, sniff**  
space, spot, sponge, spider, spoon, spy, sparkle
- Let the students try to read the words out loud.
- Have the students listen to the track given in the student's book and repeat the sound.
- Pick students randomly to come up with other examples that have the target blend.
- You can use animated videos or stories that are related to the topic.

**Additional Activity:**

1. Review word with visual aids. Divide the classroom into two teams. Distribute picture cards to students (one set per team). Students may have more than one card.
2. Say words with targeted sounds (/bl/, /sn/, /sc/). Have students holding those cards come forward and stand in order with the teammates.
3. The three students who stand in order first, then say the words from their cards. (Example: block, snail, school) That team gets a point.

**Note:** This additional activity could be used for other units.

# Be + ing

## Today's Word

**Dizzy:** adjective UK /'dɪz.i/ US /'dɪz.i/

Feeling as if everything is turning around, and that you are not able to balance and may fall down

**Examples:**

- ① I feel dizzy when I don't sleep early.
- ② I feel dizzy when I don't have breakfast.

**Related words:** Feeling, tired.

## Activity Book, Page 42

### 1-Look, match and say

- ① She's singing (3).
- ② He's drawing (1).
- ③ It's running (5).
- ④ They are playing (4).
- ⑤ We are eating (2).

### "Let's practise phonics" section

- snack
- spoon
- spell
- sneakers
- snail
- sport

# Be + ing

## Teacher's Resources

- ① [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/what\\_are\\_you\\_doing/actions-beginner-prea1/30724](https://en.islcollective.com/resources/printables/worksheets_doc_docx/what_are_you_doing/actions-beginner-prea1/30724)
- ② <http://www.eslkidstuff.com/blog/songs/what-are-you-doing>

## End of Unit Fun Game

<http://www.tefl.net/elt/ideas/grammar/fun-games-for-present-continuous/>



**Unit 12 Standards**

<b>Reading</b>	<b>Use of English</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
2Re1	2U1	2W1	2L1	2S1
2Re2	2U3	2W2	2L2	2S2
2Re3	2U4	2W3	2L3	2S4
2Re4	2U5	2W5	2L4	2S5
2Re5	2U6	2W6	2L5	2S6
2Re6	2U9	2W7	2L7	2S7
2Re7	2U10	2W8	2L8	2S8
	2U12		2L9	
	2U13			
	2U14			



# Lesson 1

Page 52

## What time is it now?

### Evening

5 pm to 9 pm

- Early evening

5 to 7 pm

### Night

9 pm to 4 am

- Read sentences to class. You can mime new words such as, “sleep” and “get “up”.
- Pick students to read sentences to class.

## 2 Listen, read and say

Read conversation to class. Pick students to re-enact it. You can change some of the information and ask students to enact it again.

### Suggestions:

- What are you doing?  
I'm studying English.
- What time is your class?  
It's at ten o'clock

## Today's Word

**Old:** adjective UK /əʊld/ US /oʊld/

Having lived or existed for many years

### Examples:

- ① We have a beautiful old farm in the country.
- ② My grandmother is old.

Old # New

## Activity Book, Page 44

### 1-Look, match and say

I sleep at 9:00 o'clock in the evening (3).  
I go back home at 2:30 in the afternoon (1).  
I get up at 7 o'clock in the morning (2).

### 2-Answer and write

It's 7:00 o'clock in the morning.  
It's 11:00 o'clock in the evening.  
It's half past eight in the evening.  
It's 1:00 o'clock in the afternoon.

## Teacher's Resources

- ① <http://www.2nd-grade-math-salamanders.com/time-worksheet.html>
- ② <http://www.snappymaths.com/other/measuring/time/time.htm>

### Lesson's Theme: Time

#### New Words:

Verbs            Wake up – Related word: Get up  
                    Eat  
                    Cook  
                    Dinner  
                    Lunch # Breakfast

Adverb          Daily

Phrases        Quarter past  
                    Quarter to  
                    Half past  
                    O'clock

**Sentence Structure:** Present continuous  
                                 Present simple:  
                                 My grandfather eats ...

## 1 Look and say

This exercise is a revision of the information from previous lessons. Ask students to work in pairs on making the correct sentences about these pictures.

Each sentence should describe the depicted action in present continuous as well as mention the correct timing.

### Key

- ① Sophie is going to school. It's quarter past seven.
- ② Father is reading. It's four o'clock.
- ③ Jack and his grandfather are eating lunch. It's quarter past three.
- ④ Mother is cooking. It's quarter past eight.

## 2 Talk about Jack's family

Ask students to work on this exercise in groups of four. Each student can describe one picture. Check students' answers.

### Key

- ① My father reads at half past four daily.
- ② My mother cooks dinner at quarter past eight daily.
- ③ Jack wakes up at quarter to seven daily.
- ④ My sister runs at six o'clock daily.

### Today's Word

**Bored:** adjective UK /bɔːd/ US /bɔːrd/

Feeling unhappy because something is not interesting or because you have nothing to do

#### Examples:

- ① I always feel bored when I go shopping alone.
- ② I feel bored when I watch the football game on TV.

Bored # Entertained

### Activity Book, Page 44

#### 1-Look, write and say

- ② My father reads at four o'clock daily.
- ③ My sister runs at seven o'clock daily.
- ④ My mother cooks dinner at eight o'clock daily.

### Teacher's Resources

- ① [https://www.englishclub.com/grammar/verb-tenses\\_present-simple-structure.htm](https://www.englishclub.com/grammar/verb-tenses_present-simple-structure.htm)
- ② <http://www.language-worksheets.com/present-continuous-elementary.html>

**Lesson’s Theme:** Obligation

**New Words:**

Verbs	Help Fall Go Stop Pass Cheat
Adverb	Now
Modal verb	Must/Mustn’t
Question Word	Why

**Sentence Structure:** Must + Zero form

### 1 Look, read and say

You can use this example to demonstrate. Put a plastic cup at the edge of the table. Push the cup and hold it before it falls. Say, “The cup is falling. I must hold it”.

**Second example:**

Look at your watch and say, “It’s nine o’clock. I must sleep”.

**Third example:**

Ask a student to help you. Tell the student to pretend to be asleep then say, “You are at school. You mustn’t sleep”. Shake your head and frown.

- Read sentences to class first. Pick a couple of students to enact each conversation.

## Let’s Learn Phonics – Consonant Blends “st & sw”

- Before you begin the lesson, write words that start with the target blend.

Examples: **star, stage, stop, stem, stake, storm, stick**

**swing, sweet, swan, swamp, swell**

- Let the students try to read the words out loud.
- Have the students listen to the track given in the student’s book and repeat the sound.
- Pick students randomly to come up with other examples that have the target blend.
- You can use animated videos or stories that are related to the topic.

**Additional Activity:**

1. Write words on the board.
2. Divide the students into two teams. Have S1s from each team come forward. Give each a marker.
3. Show card to remaining students and have them say the word together. (Example: star)
4. Students try to be first to find the right word on the board and circle it. The winning student gets a point for his or her team.

**Note:** This additional activity could be used for other units.

## Lesson 3

Page 54

# Obligation “Must”

### Today's Word

**Busy:** adjective UK /'bɪz.i/ US /'bɪz.i/  
If you are busy, you are working hard, or giving your attention to a particular thing.

#### Examples:

- ① I am busy with studying for my exams.
- ② Mum is busy in the kitchen.

### Activity Book, Page 46

- ② My father reads at four o'clock daily.
- ③ My sister runs at seven o'clock daily.
- ④ My mother cooks dinner at eight o'clock daily.

#### “Let's practise phonics” section

Match the word sweets with 2nd picture.

Match the word swan with 1st picture.

Match the word stone with 4th picture.

Match the word star with 6th picture.

Match the word sweep with 5th picture

Match the word store with 3rd picture.

### Teacher's Resources

- ① <http://dictionary.cambridge.org/grammar/british-grammar/modals-and-modality/must>
- ② [http://www.englisch-hilfen.de/en/exercises/modals/must\\_not.htm](http://www.englisch-hilfen.de/en/exercises/modals/must_not.htm)

### End of Unit Fun Game

[http://www.abcya.com/telling\\_time.htm](http://www.abcya.com/telling_time.htm)

**Unit 13 Standards**

<b>Reading</b>	<b>Use of English</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
2Re1	2U1	2W1	2L1	2S1
2Re2	2U3	2W2	2L2	2S2
2Re3	2U4	2W3	2L3	2S4
2Re4	2U5	2W5	2L4	2S5
2Re5	2U6	2W6	2L5	2S6
2Re6	2U9	2W7	2L7	2S7
2Re7	2U10	2W8	2L8	2S8
	2U12		2L9	
	2U13			
	2U14			



I sleep  
every day.

### New Words:

Nouns	Tennis
	Football
	Piano
	Stories
Verbs	Sleep
	Read
	Run
	Cook
Adverbs	Every day = Daily
	Every week

### Sentence Structure: Do you ...?

Yes, I do/No, I don't.

## 1 Listen and read

Bring a calendar to demonstrate. Even though students have not studied the names of days yet, they are familiar with calendars. Therefore, they will understand what you are trying to say. Begin with the first sentence, "I run every day". Go through the days of the calendar and say, "I run on Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday and Friday. I run every day".

- Repeat the same technique with other sentences.
- On the board, write "Every day = Daily".

## 2 Read, ask and answer

- Pick students to enact conversation.
- On the board write, "Week = 7 days"
- Use flashcards and mime to explain new words such as, "Tennis, football, piano".
- Rearrange flashcards and let students guess the activity through using present simple.

### Grammar Tip

"Every day" can be confused with "everyday" (one word). To learn the difference, look at Teacher's Resources no.1.

# Lesson 1

Page 56

I sleep every day.

## Today's Word

**Strong:** adjective UK /strɒŋ/ US /stra:ŋ/

Powerful; having or using great force or control

### Examples:

- ① My brother plays sports. He is strong.
- ② I cannot lift heavy furniture. I'm not too strong.

## Activity Book, Page 48

### 1-Read, write and say

- ① I sleep every day.
- ② I read daily.
- ③ I run every day.
- ④ I cook daily.

### 2-Look, ask and answer

- ① Do you play the piano?  
Yes, I do.
- ② Do you play guitar?  
No, I don't.
- ③ Do you draw?  
Yes, I do.
- ④ Do you paint?  
No, I don't.
- ⑤ Do you play basketball?  
No, I don't.
- ⑥ Do you play football?  
Yes, I do.

## Teacher's Resources

- ① <http://writingexplained.org/everyday-vs-every-day-difference>
- ② <http://dictionary.cambridge.org/grammar/british-grammar/present/present-simple-i-work>

## Jack's daily routine

**Lesson's Theme:** Daily routines

**New Words:**

Nouns            Uniform – Related word: Clothes  
                       Shoes – Related word: Boots  
                       Homework  
                       Night # Morning

Verbs            Wash – Related word: Clean  
                       Brush

Adverbs        Then = Next

Prepositions    After # Before  
 of Time

**Sentence Structure:** Present simple

### 1 Listen, read and talk about you

Read passage to the class. As you read, you can mime the described actions and ask students to join you to test their comprehension and to gauge their interest.

- Pick students to read the passage to class.
- Present flashcards of the actions described, and ask class to make sentences about them in present simple. Ask students to raise their hands before they answer.

- ① I wake up at half past six.
- ② I wash my face.
- ③ I brush my teeth.
- ④ I wear my uniform.
- ⑤ I go to school with my dad.
- ⑥ I had eat my lunch.
- ⑦ I do my homework.
- ⑧ I play football with my friends.
- ⑨ I brush my teeth.
- ⑩ I go to bed and sleep.

# Jack's daily routine

## Today's Word

**Weak:** adjective UK /wi:k/ US /wi:k/

Not physically strong

**Examples:**

- ① My cat is weak. She cannot run fast.
- ① I am sick. My body feels weak.

Weak # Strong

## Teacher's Resources

- ① <https://learnenglishkids.britishcouncil.org/en/grammar-practice/present-simple-and-present-continuous>
- ② <https://www.ego4u.com/en/cram-up/tests/simple-present-1>

**Lesson's Theme:** Weekend activities

**New Words:** Weekend – Related word: Holiday

**Sentence Structure:** Present simple

### 1 Listen, write and order

This activity is a revision of the information from previous lessons. Ask students to work on it individually and check their answers. The exercise will help you evaluate students' overall comprehension of time and present simple.

#### Key

- ① I wake up at quarter to seven in the weekend.
- ② I play football at twelve o'clock.
- ③ I do my homework at two o'clock.
- ④ I eat lunch at half past four.
- ⑤ I go to bed and sleep at nine o'clock.

**Activity:** Ask students to write a small passage about their own weekend activities.

### Listen, write and order

Let's Learn Phonics – Consonant Trigraphs "tr & tw"

• Before you begin the lesson, write words that start with the target blend.

Examples: **trim, trace, trade, track, train, trick, trip**

**twelve, twist, twill, twirl, twice, twig**

- Let the students try to read the words out loud.
- Have the students listen to the track given in the student's book and repeat the sound.
- Pick students randomly to come up with other examples that have the target blend.
- You can use animated videos or stories that are related to the topic.

**NOTE:** previous activities can be used in this unit.

### Today's Word

**Broken:** verb UK /'brʊkən/ US /'brʊkən/

Past participle of break: To (cause something to) separate suddenly or violently into two or more pieces, or to (cause something to) stop working by being damaged

**Examples:**

- ① The cup is broken.
- ② The glass of the window is broken.

### Activity Book, Page 50

**What does Max do at the weekend?**

- ① Max does his homework at nine o'clock.
- ② Max eats lunch at quarter to four.
- ③ Max plays football at quarter to six.
- ④ Max goes to sleep at half past nine.

**"Let's practise phonics"**

<b>tr</b>	<b>tw</b>
tree	two
train	twelve
truck	
triangle	

### Teacher's Resources

- ① <http://www.really-learn-english.com/simple-present-exercises.html>
- ② <https://www.ego4u.com/en/cram-up/tests/simple-present-2>

### End of Unit Fun Game

<http://www.eslgamesplus.com/action-verbs-present-tenses-esl-interactive-grammar-vocabulary-game/>

**Unit 14 Standards**

<b>Reading</b>	<b>Use of English</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
2Re1	2U1	2W1	2L1	2S1
2Re2	2U3	2W2	2L2	2S2
2Re3	2U4	2W3	2L3	2S4
2Re4	2U5	2W5	2L4	2S5
2Re5	2U6	2W6	2L5	2S6
2Re6	2U9	2W7	2L7	2S7
2Re7	2U10	2W8	2L8	2S8
	2U12		2L9	
	2U13			
	2U14			

He plays the guitar.

**Lesson's Theme:** Musical Instruments

**New Words:** Guitar

Nouns	Violin
	Answer # question
Verbs	Sing
	Play (an instrument)
	Know
	Does # doesn't
	Do # don't

**Sentence Structure:** Present simple (Affirmative + Negative)

## 1 Read, listen and say

- Read sentences to the class. Explain the new words through flashcards and mime. You can mime playing a certain instrument and let class guess what it is.
- An important focus of this lesson is teaching the negative form of present simple:

**Negative:**

I	}	Don't
We		
You		
They		

He	}	Doesn't
She		
It		

## 2 Read and say

Pick students to read sentences.

**Activity:** On the board, write down a number of verbs paired with pronouns. Each phrase is followed by a "yes" or "no". Students have to form the correct affirmative or negative present simple sentence.

**Suggestions:**

Play football – He (yes): He plays football.

Draw – She (no): She doesn't draw.

Paint – You (no): You don't paint.



He plays the guitar.

### Today's Word

**First:** ordinal number, determiner UK /'fɜːst/ US /'fɜːst/

(A person or thing) coming before all others in order, time, amount, quality, or importance

**Examples:**

- ① This is my first visit to New York.
- ② Tomorrow is the first of December.

First = 1<sup>st</sup>

### ① Activity Book, Page 52

#### 1-Look, match and say

- ① He plays the violin (3).
- ② She plays the guitar (5).
- ③ They run in the morning (1).
- ④ She doesn't play the violin (4).
- ⑤ He doesn't play the guitar (2).
- ⑥ They don't sing (6).

#### 2-Look, write and say

- ① He is building a sand house.
- ② She is holding a book.
- ③ He swims in the morning.
- ④ She is drawing and colouring the sun.

### Teacher's Resources

- ① <http://www.englishpage.com/verbpage/simplepresentforms.html>
- ② [http://www.grammar.cl/Games/Dont\\_Doesnt.htm](http://www.grammar.cl/Games/Dont_Doesnt.htm)

**Lesson's Theme:** Asking questions in present simple

**Sentence Structure:** Question: Auxiliary + Subject + Verb + Rest

Answer: Yes/No + Subject + Auxiliary (+n't)

### 1 Read, ask and answer

Read the conversation to the class, then pick students to enact it.

- Go through subject/verb agreement regarding the verb “do” again.
- Give class a few more examples.

**Activity:** To make the distinction between “do” and “does” easier, you can give them the following exercise in order to make the distinction between “do” and “does” :

Draw two columns on the board. The first one is (You, we, they) and the second one is (He, she, it). Write a number of verbs under each column and make questions about them.

You, we, they (Do)	He, she, it (Does)
① Play tennis (do you, we, they) play tennis?	① Play tennis (does he, she, it) play tennis?
② Eat salad (do you, we, they) eat salad?	② Eat salad (does he, she, it) eat salad?
③ Do the dishes (do you, we, they) do the dishes?	③ Do the dishes (does he, she, it) do the dishes?

- Ask class to work individually on the rest of the exercise.

### Key

- ① Do they swim?  
Yes, they do.
  - Do they run?  
No, they don't.
- ② Does she wear a green T-shirt?  
Yes, she does.  
Does she wear a dress?  
No, she doesn't.
- ③ Does he play basketball?  
No, he doesn't.
  - Does he drink milk?  
Yes, he does.
- ④ Does she draw?  
Yes, she does.
  - Does she sing?  
No, she doesn't.

# Present simple/ questions

## Today's Word

**Second:** ordinal number, determiner UK /'sek.ənd/ US /'sek.ənd/  
Immediately after the first and before any others

**Examples:**

- ① I am the second child in my family.
- ② Today is the second of March.

Second = 2nd

## Teacher's Resources

- ① [http://www.englisch-hilfen.de/en/exercises/questions/simple\\_present.htm](http://www.englisch-hilfen.de/en/exercises/questions/simple_present.htm)
- ② <https://www.easypacelearning.com/all-lessons/grammar/249-simple-present-asking-questions-english-lesson>

**Lesson's Theme:** Writing a passage in present simple

**Sentence Structure:** Present simple (affirmative)

### 1 Listen and talk about Lily

Ask students to work individually on this exercise. Students who want to give answers should raise their hands first. Listen to as much students as possible.

**Tip:** Check students' use of the adverb "then" between sentences.

#### Key

Lily wakes up at six o'clock in the morning. Then, she goes to school. She draws and does her homework between seven o'clock and half past eight. Then, she sleeps at nine o'clock in the evening.

## Let's Learn Phonics – Consonant Trigraphs "scr & spl"

• Before you begin the lesson, write words that start with the target blend.

Examples: **screen, screw, scroll, scrum, scrape**  
**split, splendid, splat, splutter, splice**

- Let the students try to read the words out loud.
- Have the students listen to the track given in the student's book and repeat the sound.
- Pick students randomly to come up with other examples that have the target blend.

**NOTE:** previous activities can be used in this unit.

**TIP:** songs can be very useful and fun

### Today's Word

**Third:** ordinal number [ S ] UK /θɜːd/ US /θɜːd/  
Immediately after the second and before the fourth

#### Examples:

- 1 Today is the third of November.
- 2 My sister is the third child in the family.

Third = 3rd

### Activity Book, Page 54

#### 1 Read and write

Goes to work – Children – Eight o'clock - Half past nine – Sleeps at half past nine in the evening.

#### “Let’s practise phonics” section

spleen – screwdriver – scrub – splinter – scramble - splendid

<i>Miss Isabelle’s activity</i>	<i>Time</i>
Wake up	6:30 in the morning
Go to work	7:30 in the morning
Teach children	9:00-7:30 in the evening
Sleep	9:00 in the evening

Miss Isabelle wakes up at half past six in the morning. Then, she goes to work at half past seven. She teaches children between nine o'clock and half past three. After that, she goes to sleep at nine o'clock in the evening.

### Teacher’s Resources

- ① <http://www.agendaweb.org/exercises/verbs/present-simple.htm>
- ② <http://www.englishmaven.org/HP6/Present%20Tense%20Exercise%203.htm>

### End of Unit Fun Game

<http://www.eslgamesplus.com/present-simple-tense-action-verbs-interactive-monkey-game/>

## Listening Skills, Page 64

### 1 Listen and circle the answer

Lily lives in America. She goes to school by bus every day. She likes her school and her teachers. She likes studying English and science, too. She likes her English teacher- Carol. Lily can draw, paint, sing and write. She is an amazing girl. However, she doesn't like swimming because she doesn't like water. She goes shopping daily.

## Speaking Skills, Page 64

### 1 Look and say

**Give students some time to do this exercise. Ask students who want to answer to raise their hands first.**

- Number 2 is holding her cat, and she's standing next to the shelves.
- Number 3 is playing, and he's holding a ball.
- Number 4 is wearing green clothes, and he's playing with his friend.
- Number 5 is wearing a yellow T-shirt, and he's drawing.
- Number 6 is wearing red overalls, and he's drawing.
- Number 7 is wearing a red T-shirt, and she's drawing with her friends.
- Number 8 is wearing a cap, and he's reading.

## Reading Skills, Page 65

### 1 Read and write

**Ask students to work individually on this exercise.**

Jack wakes up daily at half past six. Then, he washes his face and brushes his teeth. Then, he wears his uniform and his new black shoes. Then, he goes to school with his dad. He eats his lunch. After that, he plays football with his friends. Then, he goes home and studies. In the evening, he brushes his teeth, goes to bed and sleeps.

**Activity Book, Page 56****1 Listen and choose**

Lily lives in Kuwait. She goes to school by bus every day. She likes her school and her teachers. She likes studying English, math and science, too. She likes her French teacher, Sara. Lily can colour, paint, sing and write. She is an amazing girl. However, she doesn't like running or swimming. She goes to the library daily with her friends.

**Activity Book, Page 56****1 Look, write and say**

- ② He is riding his bicycle.
- ③ She is eating.
- ④ It is flying.
- ⑤ He is jumping.
- ⑥ He is listening to music.
- ⑦ He is painting.
- ⑧ They are playing.

**Activity Book, Page 57****① Describe Jack's routine**

Jack wakes up daily at half past six. Then, he washes his face and brushes his teeth. Then, he wears my school uniform. Then, he goes to school with his father. He eats his lunch. After that, he plays football with his friends. Then, he goes home and studies. In the evening, he brushes his teeth, goes to bed and sleeps.



**Unit 16 Standards**

<b>Reading</b>	<b>Use of English</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
2Re1	2U1	2W1	2L1	2S1
2Re2	2U3	2W2	2L2	2S2
2Re3	2U4	2W3	2L3	2S3
2Re4	2U5	2W5	2L4	2S4
2Re5	2U6	2W6	2L5	2S5
2Re6	2U9	2W7	2L6	2S6
2Re7	2U10	2W8	2L7	2S7
	2U12		2L8	2L8
	2U13		2L9	
	2U14			

**Lesson's Theme:** Past simple tense

**New Words:**

Nouns	Voice Monster
Adjectives	Alone Scared = Afraid Sad # Happy Relaxed = Comfortable
Verbs	Was # Wasn't

**Sentence Structure:** Past simple

She was ...

## 1 Listen and read

In order to introduce past simple, begin the lesson by describing activities you do every day using present simple, "Every day, I am happy, and you are happy. Every day, I am at school, and you are at school". After that, explain how you did these activities in the day before, "Yesterday, I was happy, and you were happy.

Yesterday, I was at school, and you were at school".

- Then, write down the conjugations of verb to be:

Is        was  
Isn't    wasn't  
Aren't   weren't

- To reinforce the idea, follow the same technique using other adjectives. Little by little, students will guess the past simple conjugation by themselves. When you say the verbs in past simple, give extra emphasis on it.

<i>Every day</i>	<i>Yesterday</i>
I am at home	I was at home
We aren't hungry	We weren't hungry
I am thirsty	I was thirsty
I'm not lazy	I wasn't lazy
We are not angry	We weren't angry

# Past simple

- Read story to your class, and pick some students to read as well.

**Tip:** Ask your students to count how many past simple verbs there are in the story.

## Today's Word

**Think:** verb UK /θɪŋk/ US /θɪŋk/ thought, thought  
To believe something or have an opinion or idea

### Examples:

- ① I think your dress is beautiful.
- ② I think I need to sleep.

## Activity Book, Page 58

### 1-Read and match

- ① It wasn't a monster. It was her brother, Jacob (6).
- ② She was home alone (3).
- ③ There was a voice (2).
- ④ She was sad and scared (5).
- ⑤ Boom (4).
- ⑥ There was a girl. Her name was Lily (1).
- ⑦ She was happy and relaxed (7).

## Teacher's Resources

- ① <http://www.agendaweb.org/exercises/verbs/past-simple-regular>
- ② <http://busyteacher.org/3574-how-to-teach-the-past-simple-tense-verb-to-be.html>

**Lesson's Theme:** Past simple & present simple tenses

### New Words:

Adjectives      Clean # Unclean  
Unclean = Dirty

Verbs            Was  
                     Were

**Sentence Structure:** Past simple

She was ...

## 1 Listen, read and say

- Begin your lesson with a mime as a warm-up activity. Pretend to cry, then smile. Tell your class, "I was sad. I am happy now". Repeat same technique with other situations, for example, scared/relaxed.
- Read sentences to your class. Have a few students read them as well.
- In order to reinforce the idea that the adverb "now" comes with present simple, write down a simple reminder on the board:  
Am/is/are ... Now

## 2 Look and say

**Read example to class. Ask them to work individually on this exercise.**

### Key

- ① She was at the gym. She is at the library now.
- ② They were at the supermarket. They are at the restaurant now.

**Tip:** Right down other location pairings and let students form present/past sentences about them. Have students raise their hands before they answer.

## Today's Word

**Cry:** verb [ I or T ] UK /kraɪ/ US /kraɪ/

To produce tears as the result of a strong emotion, such as unhappiness or pain

### Examples:

- ① The baby is crying.
- ② Sam is sad. He is crying.

## Activity Book, Page 59

### 1-Read and write

- ② She was unclean.
- ③ He was unclean.
- ④ They were unclean.
- ⑤ He is clean now.
- ⑥ They are clean now.

### 2-Look, match and say

- ① They were at school (1 left).
- ② She is in the library now (2 right).
- ③ They are home now (1 right).
- ④ She is in the garden now (3 right).
- ⑤ She was in the street (3 left).
- ⑥ She was at the gym (2 left).

## Teacher's Resources

- ① <http://www.englishgrammar.org/worksheet-beginner-level/>
- ② [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/am\\_is\\_are\\_was\\_were/to-be-beginner/30467](https://en.islcollective.com/resources/printables/worksheets_doc_docx/am_is_are_was_were/to-be-beginner/30467)

# Lesson 3

Page 70

## Past simple/were + was questions

**Lesson's Theme:** Questions in past simple

### New Words:

Nouns          Closet

**Sentence Structure:** Was it ...?  
Yes, it was/No, it wasn't.  
Were they ...?  
Yes, they were/No, they weren't.

## 1 Listen, read and say

Begin this lesson with a warm-up activity. Ask a student to help you; have him/her mime crying then smile. Ask your class, "Was ... crying?" Wait for them to answer. If they hesitate, give them a nod and answer slowly to encourage them to speak with you, "Yes, he was".

- Start by reading conversation to class. Pick two students to re-enact it.

**Game:** Bring an item to class. For example, a soft ball, a ruler, an eraser, etc. put the item on the table and ask students to hide it after you turn your back. After they hide it, turn around and questions, "Where is my eraser?" "Is it behind Sam's desk?" ...

You can also pick other students to take your place in the game.

## 2 Look, point and say

- Ask students to work in pairs on this activity.

### Key

- ② Were they at the library?  
No, they weren't.
- ③ Were they at school?  
No, they weren't.
- ④ Were they at the supermarket?  
No, they weren't.
- ⑤ Were they at the zoo?  
Yes, they were.

### Today's Word

**Forget:** verb UK /fə'get/ US /fə'tet/ Past tense: Forgot  
To be unable to remember a fact, something that happened, or how to do something

### Examples:

- ① Don't forget to eat your breakfast.
- ② Julie doesn't forget to do her homework.



*Unit 17 Standards*

<i>Reading</i>	<i>Use of English</i>	<i>Writing</i>	<i>Listening</i>	<i>Speaking</i>
2Re1	2U1	2W1	2L1	2S1
2Re2	2U3	2W2	2L2	2S2
2Re3	2U4	2W3	2L3	2S3
2Re4	2U5	2W5	2L4	2S4
2Re5	2U6	2W6	2L5	2S5
2Re6	2U9	2W7	2L6	2S6
2Re7	2U10	2W8	2L7	2S7
	2U11		2L8	2L8
	2U12		2L9	
	2U13			
	2U14			



**Lesson's Theme:** Travel

**New Words:**

Countries      Jordan  
                     Japan  
                     Morocco  
                     Egypt  
                     Brazil  
                     England  
                     Malaysia  
                     Australia

**Sentence Structure:** Have you ever been there?  
    Yes, I have/No, I haven't.

**1 Look, ask and answer**

You can bring your puppet in order to help you in explaining the present perfect:

**Teacher:** Jordan is a nice country. Have you ever been there?

**Puppet:** No, I haven't. Have you been there?

**Teacher:** Yes, I have.

- Past simple and present perfect can be very confusing to ESL students. Therefore, it is important to point out when to use each tense:

<i>Past Simple</i>	<i>Present Perfect</i>
<p>① When an action happens in the past and it's completely over.</p> <p>② When an action happens at a specified time in the past.</p> <p><b>Ex. I visited grandmother yesterday.</b></p>	<p>① When an action starts in the past but is not over yet in the present.</p> <p>② When an action happens at an unspecified point of time in the past.</p> <p><b>Ex. I have been to Spain before.</b></p>

# Lesson 1

Page 72

## Present perfect

- Regarding this lesson, students must know that we use the present perfect of “be” when we want to ask someone if they ever happened to visit a country without specifying any point in time. In this case, we usually use the adverb “ever”.
- On the board, write down the form of present perfect in this lesson:  
Have/has + been + to
- In order to avoid confusion, it’s a good idea to make the difference clear between verb to be conjugations through a simple chart:

Present Simple	Past Simple	Present Perfect
Is/am/are	Was/were	Been

- Ask class to work in pairs on this activity and check their answers.

### Today’s Word

**Throw:** verb UK /θrəʊ/ US /θrou/ threw, thrown  
To send something through the air with force, especially by a sudden movement of the arm

#### Examples:

- ① Don’t throw the ball at the window!
- ② The kids like to throw pebbles into the lake.

### Activity Book, Page 62

#### 1-Look, match and say

Have you ever been to Jordan/Japan/Morocco/  
Egypt/Brazil/England/Malaysia/Australia?

#### 2-Look, ask and answer

A: Japan is a nice country!  
B: Have you ever been there?  
A: Yes, I have. Have you ever been there?  
B: No, I haven’t.

### Teacher’s Resources

- ① <https://learnenglish.britishcouncil.org/en/english-grammar/verbs/present-tense/present-perfect>
- ② <http://blog.esllibrary.com/2012/07/06/5-easy-steps-for-teaching-the-present-perfect-and-the-present-perfect-progressive/>

Have you ever  
been to ...?

**Lesson's Theme:** Travel

**New Words:**

Countries	Jordan
	Japan
	Morocco
	Egypt
	Brazil
	England
	Malaysia
	Australia

**Sentence Structure:** Have you ever been there?

Yes, I have/No, I haven't.

1 Listen and match

- Ask class to listen carefully to the recording to match each character with the right country.

**Emily:** I'm Emily. I have travelled to very nice places. I like travelling so much. The best is Australia. It is full of different animals and colourful butterflies.

**Jack:** Hello everyone! I'm Jack. I have been to many countries last year. I liked Japan very much. What a lovely country with very kind people.

**Sophie:** "Hello, Sophie! Have you been to Morocco?"

"No. I haven't been there, but I have been to Malaysia. What a wonderful country!"

**Max:** I'm Max. I have been to Morocco last year. I want to go this year and visit my uncle. Morocco is gorgeous.

**Key**

Emily: 2

Jack: 1

Sophie: 3

Max: 4

Today's Word

**Catch:** verb UK /kætʃ/ US /kæʃ/ caught, caught

To take hold of something, especially something that is moving through the air

**Examples:**

- 1 The kids like to throw the ball and catch it.
  - 2 Can you catch the ball if I throw it?
- Throw # Catch

## Lesson 2

Page 73

Have you ever  
been to ...?

### Activity Book, Page 63

#### 1-Read and write

Hello everyone! I'm Michael. I have been to many countries last year. I liked Australia very much. What a lovely country with very kind people.

### Teacher's Resources

- ① <http://learnenglishkids.britishcouncil.org/en/grammar-practice/present-perfect-experiences>
- ② <http://dictionary.cambridge.org/grammar/british-grammar/present/present-perfect-typical-errors>

# Lesson 3

Page 74

## So do I – Countries

**New Words:** Jordan

Countries      Japan  
Morocco  
Egypt  
Brazil  
England  
Malaysia  
Australia

**Sentence Structure:** Have you ever been there?

Yes, I have/No, I haven't.

I want to go there.

So do I.

### 1 Talk about these countries

As a warm-up activity, ask your students to work in groups of five in choosing adjectives to describe these countries.

**Examples:**

Japan is a gorgeous country.

Egypt is a hot country.

England is a cold country.

- To introduce the meaning of "So do I", write:  
So do I = Me too
- Read conversation to class. Have them imitate it using the sentences they have formed in the warm-up activity. Listen to their conversations.

### Let's Learn Phonics – Revision

Student's Book Answer key

**"Let's learn phonics!"**

- a. story
- b. brown
- c. truck

## Lesson 3

Page 74

## So do I – Countries

### Today's Word

**Search:** verb UK /sɜːtʃ/ US /sɜːtʃ/

To look somewhere carefully in order to find something

#### Examples:

- ① The children were searching for the toy.
- ② Can you search for my keys?

**Related words:** Find

Activity Book, Page 64

#### “Let's practise phonics!”

- Lucy is wearing a black and blue blouse.
- There's a stain on Stella's dress.
- The classroom door was closed.

**Note:** You can apply any of the previous activities as a wrap-up before starting to solve the exercises.

### Teacher's Resources

- ① <http://www.better-english.com/grammar/sodoi.htm>
- ② <http://www.teach-this.com/resources/teaching/countries-nationalities>

### End of Unit Fun Game

[http://www.learninggamesforkids.com/geography\\_games/asia/sc-wordsearch-asia.html](http://www.learninggamesforkids.com/geography_games/asia/sc-wordsearch-asia.html)

**Unit 18 Standards**

<b>Reading</b>	<b>Use of English</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
2Re1	2U1	2W1	2L1	2S1
2Re2	2U3	2W2	2L2	2S2
2Re3	2U4	2W3	2L3	2S3
2Re4	2U5	2W5	2L4	2S4
2Re5	2U6	2W6	2L5	2S5
2Re6	2U9	2W7	2L6	2S6
2Re7	2U10	2W8	2L7	2S7
	2U11		2L8	2L8
	2U12		2L9	
	2U13			
	2U14			
	2U15			



I will be a doctor.

**Lesson's Theme:** Occupations

**New Words:**

Occupations	Doctor
	Nurse
	Firefighter
	Pilot
	Teacher
	Farmer
	Police Officer
	Lawyer
	News Reporter

Adverb	When
--------	------

Verbs	Grow up
-------	---------

Modal Verb	Will
---------------	------

**Sentence Structure:** Future tense

When I grow up, I will be a ...

## 1 Listen, read and say

Begin your lesson by introducing flashcards of these occupations. As you present each flashcard, give your students a chance to guess the occupation by themselves. There are a few ones that students may have already learned such as doctor, teacher, etc.

**Game:** Present items (or their flashcards) that belong to practitioners of these careers. Let students guess to whom these items belong. For example, a microphone for the news reporter, a toy plane for the pilot, a shovel for the farmer, etc.

### Introducing future tense

Ask your students, "Who is your teacher?"

**S:** You are our teacher.

**T:** That's right. I will be your teacher until the end of this year.

Tell students we use will to talk about the future in general. Make sure they understand that "will" is always followed by a verb in base form. Go over other uses of "will" and give examples:

- For instant decisions: You're hungry? I will make you a sandwich.
- For promises or voluntary actions: I will call you tomorrow.
- Read conversation to class. Ask them to work in pairs to ask each other about what they want to be when they grow up.



### Today's Word

**Push:** verb UK /pʊʃ/ US /pʊʃ/

To use physical pressure or force, especially with your hands, in order to move something into a different position, usually one that is further away from you

#### **Examples:**

- ① Could you help me move this sofa? You pull and I'll push.
- ② Can you push the heavy box?

### Activity Book, Page 66

#### **1-Write**

- ② Nurse
- ③ Police officer
- ④ Firefighter
- ⑤ Pilot
- ⑥ Doctor
- ⑦ Teacher
- ⑧ Lawyer
- ⑨ Farmer

#### **2-Look, write and say**

When I grow up, I will be a (lawyer).

### Teacher's Resources

- ① <http://busyteacher.org/3645-teaching-simple-future-tense.html>
- ② <http://cottonridgehomeschool.com/2013/09/09/work-occupations-lesson-plan-preschool-curriculum-future-tense.html>

## Lesson 2

Page 77

# Will + infinitive

**Lesson's Theme:** Occupations & countries

**New Words:** Travel

Visit

**Sentence Structure:** Future tense

When I grow up, I will be a ...

### 1 Listen, read and say

In this lesson, make sure your students understand that modal verb “will” does not take an “s” with third person singular pronouns, (he, she, it), and it’s always followed by a verb in zero form (bare infinitive).

- Read sentences to class. In order to familiarize students more with the use of “will”, write down these sentences on the board after omitting “I will”:
- Be a nurse
- Travel to Rome
- Visit my friend in Sudan

Then, ask students to complete the sentences using “will” correctly.

### Today's Word

**Pull:** verb UK /pʊl/ US /pʊl/

To move something towards yourself, sometimes with great physical effort

#### **Examples:**

- ① Could you help me move the table? I will push and you will pull.
- ② The car was pulling another small one.

## Activity Book, Page 67

### 1-Read and write

- ① He will be a pilot.
- ② She will be a nurse.
- ④ They will be firefighters.

### 2-Look, write and say

- ① When I grow up, I will travel to Japan.
- ② When I grow up, I will travel to Australia.
- ③ When I grow up, I will travel to Brazil.

## Teacher's Resources

- ① <http://dictionary.cambridge.org/dictionary/english/will>
- ② [http://www.myenglishpages.com/site\\_php\\_files/grammar-lesson-simple-future.php](http://www.myenglishpages.com/site_php_files/grammar-lesson-simple-future.php)

Would you like to play?

**Lesson's Theme:** Suggestions

**New Words:** Of course = Sure

**Sentence Structure:** Would you like to ...?

Yes, of course.

No, thank you.

### 1 Listen, read and say

Children in the first grade learned this sentence structure in the first grade. Therefore, it's not completely unfamiliar to them.

- You can bring a puppet to enact conversation:

**Puppet:** Would you like to play?

**Teacher:** Yes, of course.

**Puppet:** Would you like to eat?

**Teacher:** No, thank you.

### 2 Look, ask and answer

- Ask your students to work in pairs on this activity.

① Would you like to ride?

Yes, of course.

② Would you like to paint?

Yes, of course.

③ Would you like to swim?

No, thank you.

④ Would you like to run?

Yes, of course.

### Today's Word

**Join:** verb UK /dʒɔɪn/ US /dʒɔɪn/  
To connect or fasten things together

**Examples:**

- Join the puzzle pieces to get a complete picture.
- I want to join a writing class.

### Let's Learn Phonics – Revision

**Student's Book Answer key**

“Let's learn phonics!”

clap – track – clam – snap – snack – trash

Would you like to play?

### Activity Book, Page 68

#### 1 Write, ask and answer

- ① Would you like to draw?  
Yes, of course.
- ② Would you like to play?  
No, thank you.
- ③ Would you like to ride?  
Yes, of course.
- ④ Would you like to swim?  
No, thank you.
- ⑤ Would you like to run?  
Yes, of course.

**“Let’s practise phonics!”**

Circle drill – flag – click

**Note:** You can apply any of the previous activities as a wrap-up before starting to solve the exercises.

#### Teacher’s Resources

- ① [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/i\\_would\\_like\\_to\\_eat/modals-food-elementary/26558](https://en.islcollective.com/resources/printables/worksheets_doc_docx/i_would_like_to_eat/modals-food-elementary/26558)
- ② [http://www.eslprintables.com/grammar\\_worksheets/questions/would\\_you\\_like\\_/2-](http://www.eslprintables.com/grammar_worksheets/questions/would_you_like_/2-)

#### End of Unit Fun Game

<https://learnenglishkids.britishcouncil.org/en/word-games/jobs-1>

**Unit 19 Standards**

<b>Reading</b>	<b>Use of English</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
2Re1	2U1	2W1	2L1	2S1
2Re2	2U3	2W2	2L2	2S2
2Re3	2U4	2W3	2L3	2S3
2Re4	2U5	2W5	2L4	2S4
2Re5	2U6	2W6	2L5	2S5
2Re6	2U9	2W7	2L6	2S6
2Re7	2U10	2W8	2L7	2S7
	2U11		2L8	2L8
	2U12		2L9	
	2U13			
	2U14			
	2U15			

What an amazing house!

### New Words:

Nouns            View  
                      Rose

Adjectives       Adorable = Lovely

**Sentence Structure:** What a/an ...!

## 1 Listen, read and say

### ● Suggested tools for demonstration:

- A rose
- A picture of a baby
- A picture of a cat
- Choose tools that are undeniably beautiful for your students to understand the sentiment associated with exclamation.
- Hold the rose, smell it, and say, "What a beautiful smell!"
- Look at the baby picture; show it to class, and say, "What an adorable baby!"
- Look at the cat picture; show it to class, and say, "What an adorable cat!"
- Through this exercise, your class should understand that exclamation is used when you want to express a strong sentiment.

## Talk about these photos

Ask your students to work individually on this exercise and check their answers.

**Tip:** Remind your class that there must always be an exclamation mark (!) at the end of similar sentences.

### Today's Word

**Whistle:** verb UK /'wɪs.əl/ US /'wɪs.əl/  
To make a high sound by forcing air through a small hole or passage, especially through the lips, or through a special device held to the lips

#### Examples:

- ① When you hear the whistle, start to run.
- ② Can you whistle?

**What an amazing house!**

**Activity Book, Page 70**

**1-Look, write and match**

- ① What a beautiful view! (4).
- ② What a sad story! (1).
- ③ What an adorable animal! (2).
- ④ What an amazing house! (3).

**2-Point and say**

- ① What an adorable animal!
- ② What a beautiful rose!
- ③ What a tall man!
- ④ What an amazing house!

**Teacher's Resources**

- ① <http://dictionary.cambridge.org/grammar/british-grammar/emphasising-and-downtoning/exclamations>
- ② <http://www.perfectyourengish.com/grammar/exclamations.htm>



# Possessive pronouns

**Lesson's Theme:** Possessions

**New Words:**

Possessive      Yours  
Pronouns        Mine

**Sentence Structure:** Is it yours?

Yes, it's mine/No, it isn't mine.

### 1 Listen, read and say

- Show your class an object that belongs to you; for example, a bag, and say, "This is my bag. It is mine". Give extra emphasis to the word "mine" when you pronounce.
- Then, grab an object that belongs to one of your students and say, "This is your bag. It is yours".

<i>Adjective Pronoun</i>	<i>Possessive Pronoun</i>
My	Mine
Your	Yours

### Activity

Give the students flashcards of objects to be used in an exclamatory sentence. Attach an adjective to each card, and have students work in pairs to ask about possession, for example:

- What an adorable cat! Is it yours?  
Yes, it's mine/No, it isn't mine.
- Ask students to enact the conversations in this exercise.

## 2 Read and talk to your friend

- Ask your students to work in pairs and monitor their conversation.

## Key

- ① These are my shoes. They're mine.
- ② This is my book. It's mine.
- ③ This is my watch. It's mine.
- ④ This is my bicycle. It's mine.

## Today's Word

**Whisper:** verb UK /'wɪs.pə/ US /'wɪs.pə/

To speak very quietly, using the breath but not the voice, so that only the person close to you can hear you

**Examples:**

- ① Nada was whispering to her sister.
- ② My friends were whispering when I walked into the room.

## Activity Book, Page 71

## Teacher's Resources

- ① <http://dictionary.cambridge.org/grammar/british-grammar/pronouns/pronouns-possessive-my-mine-your-yours-etc>
- ② <http://grammar.yourdictionary.com/parts-of-speech/pronouns/possessive-pronoun-practice-for-elementary-kids.html>

## 1-Read and complete

- ① What a beautiful house! Is it yours?  
Yes, it's mine.
- ② What a nice cat! Is it yours?  
No, it isn't mine.
- ③ Mine
- ④ Your
- ⑤ This is yours.

**Lesson's Theme:** Quantifiers

**New Words:**

Quantifier

Some

**Sentence Structure:** Some cars are big, and some cars are small.

### 1 Look, read and say

To make the meaning of “some” clear to your students, compare it to “all” and “none”:

Draw a circle with ten dots inside it, and write “all” underneath. Draw another one with 4 dots inside, and write “some”. Then draw a third one with nothing inside, and write “none”.

- What can you see in the picture?

Divide class into groups of four. Make sure everyone is participating.

#### Key

- ① Some cars are big, and some are small.
- ② Some people are young, and some are old.
- ③ Some people are walking, and some are sitting.
- ④ Some people are men, and some are women.
- ⑤ Some people are playing, and some are talking.

### Let's Learn Phonics – Revision

**Student's Book Answer key**

“Let's learn phonics!”

Circle print – green – crisp

# Quantifiers/ Some

## Today's Word

**Shout:** verb UK /ʃaʊt/ US /ʃaʊt/

To speak with a very loud voice, often as loud as possible, usually when you want to make yourself heard in noisy situations, or when the person you are talking to is a long way away or cannot hear very well

### Examples:

- ① The kids were shouting when they watched the game.
- ② Stop shouting, please!

## Activity Book, Page 72

### 1-Look, write and say

- ① Some jackets are mine, and some are yours.
- ② Some people are eating food, and some are drinking coffee.
- ③ Some cars are big, and some are small.

### "Let's practise phonics!"

Match the words with suitable picture.

## Teacher's Resources

- ① <https://learnenglish.britishcouncil.org/en/english-grammar/determiners-and-quantifiers/quantifiers>
- ② [http://bogglesworldesl.com/kids\\_worksheets/determiners.htm](http://bogglesworldesl.com/kids_worksheets/determiners.htm)

**Note:** You can apply any of the previous activities as a wrap-up before starting to solve the exercises.

## End of Unit Fun Game

<http://www.eslgamesplus.com/possessive-pronouns-game/>

## Listening Skills, Page 84

### 1 Listen and order

Hello, Max!

Hello! Where are you now?

I was in the street.

What! In the street! Why, Max!

I was sad and scared. I know streets are dangerous. You can get harmed. There were many cars. Some were fast, and some were slow.

You were scared?!

Yes! My father and mother were late. They were angry. My mother was sad and worried. Then I was happy.

My father and mother were there. Finally, and told me to call them every time I finish school.

## Speaking Skills, Page 84

### 1 Point and say

Some people are sitting, and some are walking. The kids are playing with the dog. There's a family next to the kids, and they are eating. Behind them, there are men, and they are playing too. There's a lake, and there are trees, too. There's a bus, and there are people standing near it.

## Reading Skills, Page 85

### 1 Read and mark

① No

② Yes

③ No

④ Yes

⑤ No

⑥ No

## Activity Book, Page 74

### Listen, order and answer

- Picture no. 3 (2).
- Picture no. 1 (3).
- Picture no. 4 (4).
- Picture no. 2 (5).
- What will happen next?
- Jack will go home with Sophie. His parents will be happy and relaxed to see him.

## Activity Book, Page 74

### 1 Read and talk about your future

When I grow up, I will be a teacher. I will teach children, and I will travel to England. It's an old and cold country. I have many relatives there. We will meet and have fun.

## Activity Book, Page 75

### 1 Read and mark

- |       |       |       |
|-------|-------|-------|
| ① Yes | ④ Yes | ⑦ Yes |
| ② Yes | ⑤ No  |       |
| ③ Yes | ⑥ No  |       |

# Today's Words!

in Order of Appearance:

Unit  
1

Long, Big, Wide

Unit  
3

Clean, Dirty, Tidy

Unit  
2

Rough, Hollow, Soft

Unit  
4

Fast, Slow, Lazy

Unit  
7

New, Beautiful, Ugly

Unit  
6

Smart, Wealthy, Healthy

Unit  
8

Empty, Full, Half-full

Unit  
11

Scared, Lonely, Dizzy

Unit  
9

Cheap, Sold, Scared

Unit  
12

Old, Bored, Busy

Unit  
13

Strong, Weak, Broken

Unit  
14

First, Second, Third

Unit  
16

Think, Cry, Forget

Unit  
17

Throw, Catch, Search

Unit  
18

Push, Pull, Join

Unit  
19

Whistle, Whisper,  
Shout

# Teacher's Resources in Order of Appearance:

- ① <http://www.youthwork-practice.com/games/get-acquainted-games.html>
- ② <https://www.youtube.com/watch?v=TFVjU-dsIM8>
- ③ <https://www.youtube.com/watch?v=EDmWNJ144oY>
- ④ <http://genkienglish.net/namesong.htm>
- ⑤ <https://www.youtube.com/watch?v=peHgnfePaRM>
- ⑥ <http://www.englishgrammar.org/question-words/>
- ⑦ <http://dictionary.cambridge.org/grammar/british-grammar/determiners/this-that-these-those>
- ⑧ <https://www.youtube.com/watch?v=JYD0vKjgmiA>
- ⑨ [https://www.youtube.com/watch?v=gl\\_ygAB10SE](https://www.youtube.com/watch?v=gl_ygAB10SE)
- ⑩ <https://www.englishclub.com/grammar/pronouns-demonstrative.htm>
- ⑪ <http://www.language-worksheets.com/demonstrative-pronouns-elementary.html>
- ⑫ <http://grammar.yourdictionary.com/parts-of-speech/pronouns/demonstrative-pronoun-worksheets.html>
- ⑬ <https://www.youtube.com/watch?v=wiGEEJLLKd8>
- ⑭ <http://www.worksheetfun.com/category/math-worksheetfunmenu/number/numbers-1-20/>
- ⑮ <http://www.best-children-games.com/easy-games-for-kids.html>
- ⑯ <http://dictionary.cambridge.org/grammar/british-grammar/questions-and-negative-sentences/questions-yes-no-questions-are-you-feeling-cold>
- ⑰ <http://www.sheppardsoftware.com/preschool/colors/colorgame.htm>
- ⑱ <https://www.youtube.com/watch?v=iS0GYGciXfQ>
- ⑲ <http://dictionary.cambridge.org/dictionary/english/can>
- ⑳ [http://www.grammar.cl/Basic/Can\\_Cannot.htm](http://www.grammar.cl/Basic/Can_Cannot.htm)
- ㉑ <http://dictionary.cambridge.org/grammar/british-grammar/linking-words-and-expressions/but>
- ㉒ <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/conjunctions-and-or-so-be-cause-and-although>
- ㉓ <http://learnenglishteens.britishcouncil.org/exams/speaking-exams/suggestions>
- ㉔ <https://www.espressoenglish.net/difference-between-how-about-and-what-about/>
- ㉕ <https://www.teachingenglish.org.uk/article/food-i-likedont>
- ㉖ [https://en.islcollective.com/resources/search\\_result?Tags=likes%20and%20dislikes&searchworksheet=GO&type=Printables](https://en.islcollective.com/resources/search_result?Tags=likes%20and%20dislikes&searchworksheet=GO&type=Printables)
- ㉗ <http://grammar.yourdictionary.com/parts-of-speech/conjunctions/coordinating-conjunctions.html>
- ㉘ [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/coordinating\\_conjunctions\\_-\\_and\\_but\\_or/conjunctions-elementary-a1/40070](https://en.islcollective.com/resources/printables/worksheets_doc_docx/coordinating_conjunctions_-_and_but_or/conjunctions-elementary-a1/40070)
- ㉙ [http://www.myenglishpages.com/site\\_php\\_files/grammar-lesson-prepositions-place.php](http://www.myenglishpages.com/site_php_files/grammar-lesson-prepositions-place.php)



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- 30 [https://en.islcollective.com/resources/search\\_result?Tags=prepositions+of+place](https://en.islcollective.com/resources/search_result?Tags=prepositions+of+place)
- 31 <https://learnenglishkids.britishcouncil.org/en/grammar-practice/and-dont>
- 32 <https://www.youtube.com/watch?v=qtLwSMivm2s>
- 33 <https://www.youtube.com/watch?v=oEHiJsHFzLI>
- 34 <http://www.ecenglish.com/learnenglish/lessons/do-or-does>
- 35 <http://www.englishexercises.org/makeagame/viewgame.asp?id=9372>
- 36 <http://busyteacher.org/8418-i-like-i-dont-like.html>
- 37 <http://dictionary.cambridge.org/grammar/british-grammar/question-words/where>
- 38 <http://www.worksheetplace.com/index.php?function=DisplayCategory&showCategory=Y&links=3&id=463&link1=241&link2=462&link3=463>
- 39 <http://www.familyeducation.com/fun/activities-preschoolers/where-do-we-live>
- 40 <https://www.youtube.com/watch?v=7yXDYvWSswI>
- 41 <https://www.roughguides.com/gallery/traditional-dress/>
- 42 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/where\\_do\\_you\\_live/home-elementary-a1/69571](https://en.islcollective.com/resources/printables/worksheets_doc_docx/where_do_you_live/home-elementary-a1/69571)
- 43 <http://www.englishforeveryone.org/PDFs/Prepositions%20of%20Place.pdf>
- 44 <http://www.grammarbank.com/support-files/prepositions-worksheet.pdf>
- 45 <https://www.superteacherworksheets.com/prepositions/prepositions-basic.pdf?up=1474536893>
- 46 <http://www.homespellingwords.com/1st-grade/spelling-games/word-find#>
- 47 <http://gotkidsgames.com/spFrog/>
- 48 <http://dictionary.cambridge.org/grammar/british-grammar/present/present-continuous-i-am-working>
- 49 [https://en.islcollective.com/resources/projectables/powerpoints\\_ppt\\_pptx/what\\_are\\_you\\_doing/actions-beginner-prea1/30724](https://en.islcollective.com/resources/projectables/powerpoints_ppt_pptx/what_are_you_doing/actions-beginner-prea1/30724)
- 50 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/what\\_are\\_they\\_doing/present-continuous-present/651](https://en.islcollective.com/resources/printables/worksheets_doc_docx/what_are_they_doing/present-continuous-present/651)
- 51 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/what\\_are\\_you\\_doing\\_/present-simple-/35912](https://en.islcollective.com/resources/printables/worksheets_doc_docx/what_are_you_doing_/present-simple-/35912)
- 52 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/what\\_are\\_you\\_doing/actions-beginner-prea1/30724](https://en.islcollective.com/resources/printables/worksheets_doc_docx/what_are_you_doing/actions-beginner-prea1/30724)
- 53 <http://www.eslkidstuff.com/blog/songs/what-are-you-doing>
- 54 <http://www.2nd-grade-math-salamanders.com/time-worksheet.html>

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- 55 <http://www.snappymaths.com/other/measuring/time/time.htm>
- 56 [https://www.englishclub.com/grammar/verb-tenses\\_present-simple-structure.htm](https://www.englishclub.com/grammar/verb-tenses_present-simple-structure.htm)
- 57 <http://www.language-worksheets.com/present-continuous-elementary.html>
- 58 <http://dictionary.cambridge.org/grammar/british-grammar/modals-and-modality/must>
- 59 [http://www.englisch-hilfen.de/en/exercises/modals/must\\_not.htm](http://www.englisch-hilfen.de/en/exercises/modals/must_not.htm)
- 60 <http://writingexplained.org/everyday-vs-every-day-difference>
- 61 <http://dictionary.cambridge.org/grammar/british-grammar/present/present-simple-i-work>
- 62 <https://learnenglishkids.britishcouncil.org/en/grammar-practice/present-simple-and-present-continuous>
- 63 <https://www.ego4u.com/en/cram-up/tests/simple-present-1>
- 64 <http://www.englishpage.com/verbpage/simplepresentforms.html>
- 65 [http://www.grammar.cl/Games/Dont\\_Doesnt.htm](http://www.grammar.cl/Games/Dont_Doesnt.htm)
- 66 [http://www.englisch-hilfen.de/en/exercises/questions/simple\\_present.htm](http://www.englisch-hilfen.de/en/exercises/questions/simple_present.htm)
- 67 <https://www.easypacelearning.com/all-lessons/grammar/249-simple-present-asking-questions-english-lesson>
- 68 <http://www.agendaweb.org/exercises/verbs/present-simple.htm>
- 69 <http://www.englishmaven.org/HP6/Present%20Tense%20Exercise%203.htm>
- 70 <http://www.agendaweb.org/exercises/verbs/past-simple-regular>
- 71 <http://busyteacher.org/3574-how-to-teach-the-past-simple-tense-verb-to-be.html>
- 72 <http://www.englishgrammar.org/worksheet-beginner-level/>
- 73 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/am\\_is\\_are\\_was\\_were/to-be-beginner/30467](https://en.islcollective.com/resources/printables/worksheets_doc_docx/am_is_are_was_were/to-be-beginner/30467)
- 74 [http://first-english.org/english\\_learning/english\\_tenses/simple\\_past/2/60b\\_questions\\_was\\_were\\_be.htm](http://first-english.org/english_learning/english_tenses/simple_past/2/60b_questions_was_were_be.htm)
- 75 <http://www.eslbase.com/activities/was-were-questions>
- 76 <https://learnenglish.britishcouncil.org/en/english-grammar/verbs/present-tense/present-perfect>
- 77 <http://blog.esllibrary.com/2012/07/06/5-easy-steps-for-teaching-the-present-perfect-and-the-present-perfect-progressive/>
- 78 <http://learnenglishkids.britishcouncil.org/en/grammar-practice/present-perfect-experiences>
- 79 <http://dictionary.cambridge.org/grammar/british-grammar/present/present-perfect-typical-errors>
- 80 <http://www.better-english.com/grammar/sodoi.htm>
- 81 <http://www.teach-this.com/resources/teaching/countries-nationalities>
- 82 <http://busyteacher.org/3645-teaching-simple-future-tense.html>
- 83 <http://cottonridgehomeschool.com/2013/09/09/work-occupations-lesson-plan-preschool-curriculum-ideas-for-homeschool/>
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- ⑧6 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/i\\_would\\_like\\_to\\_eat/modals-food-elementary/26558](https://en.islcollective.com/resources/printables/worksheets_doc_docx/i_would_like_to_eat/modals-food-elementary/26558)
- ⑧7 [http://www.eslprintables.com/grammar\\_worksheets/questions/would\\_you\\_like\\_/2-](http://www.eslprintables.com/grammar_worksheets/questions/would_you_like_/2-)
- ⑧8 <http://dictionary.cambridge.org/grammar/british-grammar/emphasising-and-downtoning/exclamations>
- ⑧9 <http://www.perfectyourengish.com/grammar/exclamations.htm>
- ⑨0 <http://dictionary.cambridge.org/grammar/british-grammar/pronouns/pronouns-possessive-my-mine-your-yours-etc>
- ⑨1 <http://grammar.yourdictionary.com/parts-of-speech/pronouns/possessive-pronoun-practice-for-elementary-kids.html>
- ⑨2 <https://learnenglish.britishcouncil.org/en/english-grammar/determiners-and-quantifiers/quantifiers>
- ⑨3 [http://bogglesworldesl.com/kids\\_worksheets/determiners.htm](http://bogglesworldesl.com/kids_worksheets/determiners.htm)

# Reading is Fun in Order of Appearance

- ① Who is this?
- ② This is my room.
- ③ A story!
- ④ Read.
- ⑤ What do I Like?
- ⑥ What about your friends?
- ⑦ Where do these animals live?
- ⑧ Talk about your room.
- ⑨ What are these kids doing?
- ⑩ Read and decide.
- ⑪ Make your daily routine in a table like this.
- ⑫ Do you know these facts?
- ⑬ Read the story.
- ⑭ What countries can you see in the map?
- ⑮ Read and say.
- ⑯ In the farm.