



Who's this?

Mapping

Scope and Sequence Matrix

Listening:

responding to basic greetings and polite interactions; identifying simple words; demonstrating understanding of familiar words or phrases following 2-3 steps in order

Speaking:

participating in rhymes and songs that reinforce basic values; producing simple formulaic utterances; participating in guided short exchanges

Reading:

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

Writing:

developing basic handwriting patterns

Learning Outcomes and Performance Indicators

Listening:

respond to simple greetings (Hello! Goodbye! How are you today?); follow simple instructions in activities and games (write, draw, hands up, close your eyes); listen to and recite rhymes and songs

Speaking:

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

Reading:

identify and read a range of simple familiar sight words with correct pronunciation; recognise a range of simple familiar words

Writing:

match words with pictures

Pupil's Book



Objectives

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

Global Scale of English (GSE)

- Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10). Can understand the main information when people introduce themselves (e.g. name, age, where they are from) (GSE 19).
- Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 10). Can give key information to introduce themselves (e.g. name, age, where they are from) (GSE 15).

Materials

- Pupil's Book pages 4–5
- Unit 2 My school bag Flashcards from Semester 1 (*bag, book, crayon, eraser, pen, pencil, pencil case, ruler*) and the Unit 4 My favourite toy Flashcards (*ball, car, doll, plane, robot, teddy, train, yoyo*)

Assessment for Learning

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

Starting the lesson

W1 'Hello' song

Extra activity TPR

- Remind pupils of the song from Semester 1 that you will always sing at the beginning of each lesson. Play the song. Demonstrate the actions for pupils to perform as they hear them. (They stand up, then shake their bodies and clap on the appropriate lines. They sit down on the final line.)
- Play the song again for pupils to sing along and do the actions.



Shake. Shake. Shake.
Clap. Clap. Clap.
It's time for English class.
Shake. Shake. Shake.
Clap. Clap. Clap.
Get ready, everyone!

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

Presentation

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

Practice

Who's this?

- Encourage pupils to open the Pupil's Book and look through it to find pictures they like. Ask them to show any pictures they like to the rest of the class. Elicit any words they can say in English.
- Guide pupils to find page 4 in the Pupil's Book. Give them a minute to look at the pictures.
- Show your book and point to the speech bubble from Malek. Say *Hi! My name's Malek*. Repeat and then ask pupils to repeat with you. Continue in the same way for the other speech bubbles.
- Divide the class into four groups. Give each group a name: Malek, Hala, Ann or Bill. Each group takes a turn to say the words in their speech bubbles in response to your questions: *What's your name? Who's this? How old are you?*
- Hold up your book and point to one of the characters randomly. Elicit the words in the speech bubble for that character.

Extra activity TPR

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

Classroom objects

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

Toys

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

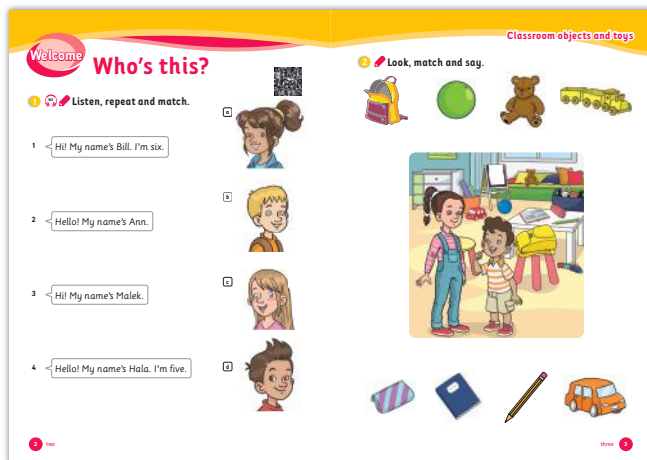
Extra activity TPR

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

Finishing the lesson

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

Activity Book



Objectives

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

Global Scale of English (GSE)

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- Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 10). Can give key information to introduce themselves (e.g. name, age, where they are from) (GSE 15).

Materials

- Activity Book pages 2–3

Assessment for Learning

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

Starting the lesson

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

Presentation

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

Practice

1 W2 Listen, repeat and match.

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

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

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



2 Look, match and say.

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

Finishing the lesson

W3 'Goodbye' song

Extra activity TPR

- Remind pupils of the song from Semester 1 that you will always sing at the end of each lesson. Play the song. Demonstrate the actions for pupils to perform as they hear them. (They stand up, then shake their bodies and clap on the appropriate lines. They wave goodbye on the final lines.)

- Play the song again for pupils to sing along and do the actions.

Shake. Shake. Shake.
Clap. Clap. Clap.
It's time to end the class.
Shake. Shake. Shake.
Clap. Clap. Clap.
Wave goodbye, everyone!
Wave goodbye, everyone!

