

Lesson 2 Activity Book

Objectives

- Lesson aims: to talk about daily routines
- Target language: get up, have breakfast, go to school, have lunch, have art lessons, play with my friends, go home, do homework, have dinner, go to bed; I play/don't play. We have/don't have lunch.
- Skills: Reading, Writing

Global Scale of English (GSE)

- Speaking: Can answer simple questions about their daily activities or routines, given a model (GSE 29).
- Writing: Can write some familiar words (GSE 20). Can label simple pictures related to familiar topics by copying single words (GSE 16).

Materials

· fly swatters

Assessment for Learning



Peer learning: pairwork

Independent learning: Summative questions technique

Starting the lesson

· Have pupils say the alphabet backwards.

Practice

🚺 Ö Look at Pupil's Book page 8. Read and answer.

- Pupils answer the question in pairs.
- · Check answers as a class.

Answer key 1 Polly; 2 In the playground; 3 It's green.

Look, read and write.

· Pupils look at the images and complete with the phrases from the box.

Answer key 2 do homework, 3 have art lessons, 4 go to school, 5 have lunch, 6 go home, 7 play with my friends, 8 have breakfast, 9 get up, 10 have dinner

Follow and circle.

- · Pupils follow the lines and circle the correct options.
- · Check answers as a class.
- Answer key 2 I, don't have; 3 We, play; 4 We, have

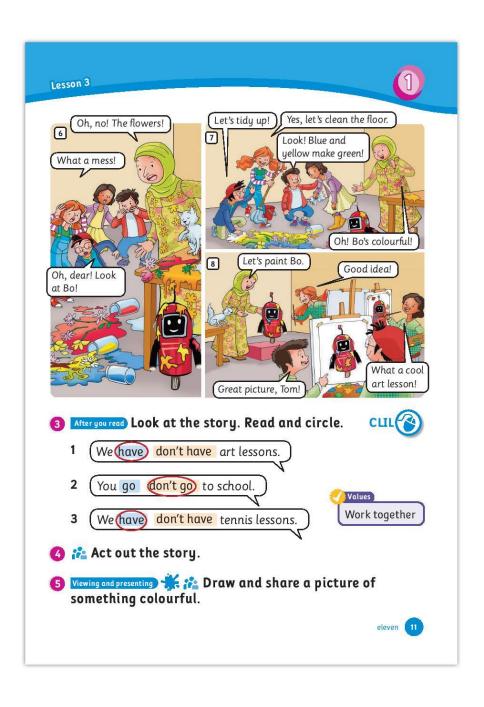
Order and write.

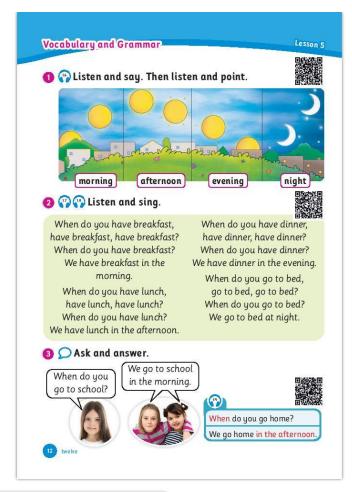
· Pupils look at the pictures and put the words in the correct order. Call on individual pupils to give you the answers.

Answer key 2 I go home.; 3 We don't get up.; 4 I don't have dinner.

- 😭 Use the Summative questions technique to ask pupils what they have learnt today.
- · Have pupils form two lines in front of the board and give each leader a fly swatter. Have pupils play the Word swatter game with lesson flashcards.







Lesson 6 Activity Book

Objectives

- · Lesson aims: to read and say the times of the day
- Target language: morning, afternoon, evening, night; When do you go home? We go home in the afternoon.
- · Skills: Reading, Writing

Global Scale of English (GSE)

- · Speaking: Can answer simple questions about their daily activities or routines, given a model (GSE 29).
- Writing: Can write a single basic sentence about daily routines and activities (GSE 28).

Materials

Resources 2, 10, 17 and 21

Assessment for Learning



Peer learning: Think-pair share technique

Independent learning: Summative questions technique

Starting the lesson

· Have pupils write as many words or sentences from the book as they can in one minute.

• 🚍 Use the Lollipop stick technique to have pupils read their sentences to the class.

Practice

A Look and circle

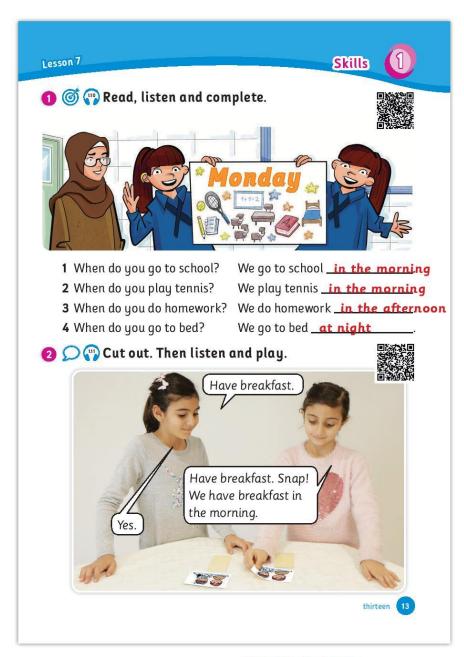
- · Ask pupils to describe the pictures.
- Pupils complete the activity and check answers as a class. Answer key 2 b, 3 b, 4 a

Look, read and answer.

- Pupils complete the activity individually.
- 🕸 Using the Think-pair-share technique, pupils check answers with their partners and read the sentences.

Answer key 2 We have art lessons in the afternoon.; 3 We go to school in the morning.; 4 We do our homework in the evening

- 😭 Use the Summative questions technique to ask pupils how confident they feel talking about their day. Ask if they think their English is improving.
- Ask pupils to write four favourite sentences from today's lesson to read to the class.



Activity Book

Read and answer.

- Pupils read the letter and answer the questions.
- 👼 Use the Lollipop technique to check answers.

Answer key 2 We have art lessons in the morning.; 3 We go to bed at night.; 4 We do our homework in the afternoon.

2 🌟 💤 Write, draw and share.

- Explain that pupils will write about their day.
- Pupils show their work to their peers and use the Two stars and a wish technique to comment on each other's work. They read their sentences to each other.

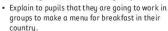
Finishing the lesson

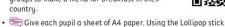
 Using the Summative questions technique, have pupils reflect on the lesson and how well they have done in it. Encourage them to say what they have managed to do, where they had difficulty and what they were really good at. Have a classroom discussion where pupils exchange tips on how to improve in vocabulary. If necessary, use 1.1.



Project

Viewing and presenting & Make a breakfast menu for your café. Work in groups.





- technique, choose a pupil to read through the instructions.

 Brainstorm the names of different foods they think they will use. Write
- them on the board.
- Tell pupils they can use the ideas from the board to write a few sentences about their breakfast menu.
- · Have pupils present their work to the class.
- Make a classroom display.

Extra activity TPR

Say things about the texts on page 14 of the Pupil's Book. If they are true, pupils clap. If they aren't true, they stamp their feet.
 Say, e.g. People in the UK have fish for breakfast. (False) People in Japan have rice. (True)

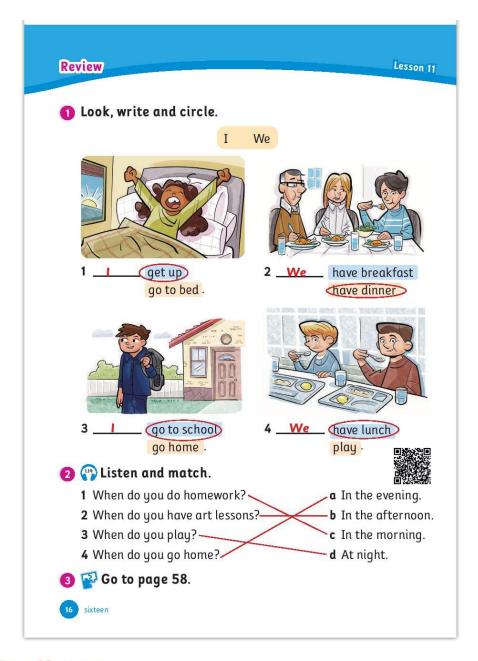
Extra activity Fast finishers

 For pupils who finish their menus early, ask them to practise presenting their menus in pairs. They talk about the food they have included and say why they like it.

- ED Do a dictation of new words learnt. Pupils correct each other's work in pairs.
- See the Thought-provoking questions technique to ask pupils what kinds of things they have learnt.







Extra activity Fast finishers

Give pupils a sheet of A4 paper and have them make an Extra
practice test with an answer key. Keep them and hand them to
other fast finishers to complete.

- Place pupils in small groups and have them make a word cloud of all the new words they have learnt in the unit on a sheet of A4 paper. Have pupils illustrate their work.
- Susing the Summative questions technique, ask pupils if they are happy with their progress so far. Then ask if this unit has helped them learn how to express themselves better in English.

Get ready for...

Lesson 12



Pre A1 Starters Reading and Writing Part 5



1 When do you do homework?



2 When do you go to school?
In the <u>morning</u>.



3 When do you have dinner?
In the <u>evening</u>



4 When do you play with your friends? At <u>night</u>



5 When do you have lunch?
In the <u>afternoon</u>.

seventeen



Extra activity TPR

- Place pupils in small groups. Give each pupil a big strip of paper on which they have to write a word from the unit. Tell pupils to make sure that the word on the strip is different to what their group members have written.
- · Pupils place the words in the middle of their circle.
- Explain that you will say a word and if they have it on their strips of paper, they pick up the paper and jump up.

- Street the Thought-provoking questions technique to ask how successful their learning is, and on a scale of 1 to 5 have them rate how much they enjoyed this unit.
- Ask pupils to work in pairs to write what they learnt in each lesson of the unit, e.g. In lesson 11 learnt about daily activities. Explain that pupils can look back through the unit.
- Pupils read their sentences to the class.
- Congratulate pupils on completing the unit.

للمزيد من المواضيع النعليمية

منهاح المملكة الأردنية الهاشمية

