

Mapping

Topics

Theme 1: Society (clothing being part of physical description)

Theme 2: Culture

Scope and Sequence Matrix

Listening: demonstrating appropriate listening behaviours; using prior knowledge to understand short familiar dialogue with familiar words; following simple short instructions of a teacher, peers or a recording in activities and games; recognising information while listening; using prior knowledge to understand short familiar dialogue with familiar words; demonstrating preferences after listening to an audio text

Speaking: communicating ideas clearly; communicating with the correct use of pauses; talking about events happening now using the present progressive

Reading: understanding simple dialogues reading short texts of at least five sentences in the past or present tense; locating main and key ideas in a reading text

Writing: using accurate spelling, capitalisation, and punctuation; revising a short, simple written text with the teacher/peers; writing a short memo or letter to a friend

Viewing and presenting: viewing visual information and starting to show some understanding by asking questions about genre; beginning to view different viewpoints of the same story; delivering a short oral presentation about an object or event of interest; using actions and body language to reinforce and add meaning to oral presentations; deducing the purpose of the visual text and relating it to his/her personal experience

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Let's dress up!

Clothes: dress, sandals, socks, hat, scarf, jeans, pyjamas, trainers, baseball cap, shirt
Personal possessions: glasses, keys, handbag, backpack, phone, computer
dr, tr, br: dress, drum; trainers, tree; bread, brush

1 How many clothes words do you know?



Who's wearing a brown hat? **Tom's wearing a brown hat.**
How many shoes can you see? **thirteen shoes**
What colour is Sami's hat? **It's black.**

Learning Outcomes and Performance Indicators

Listening: follow simple instructions in activities and games; identify people and objects based on oral descriptions (She sits next to the window); respond to simple questions before, during and after listening; draw, select or write simple words in response to questions in presented oral material; express opinions and preferences after listening to an audio text; listen to and join in simple chants and songs; locate needed information while listening; use words and short phrases (Excuse me!) or body language (facial expressions) to show lack of understanding; ask for help (What does the word door mean?)

Speaking: discuss actions happening now using the present progressive tense; talk about situations, people, and things; retell a short story

Reading: use knowledge of punctuation marks to better understand a reading text; use pictures and other visual organisers to make predictions about the content; use phonic knowledge and word recognition to aid comprehension; use pictures and contextual clues to infer the meanings of new vocabulary items; independently read short texts of at least five sentences in the past or present tense; locate key facts or information in a reading text (e.g. names, places, events, etc.); identify the relationship between characters, if any, or the main idea in a text; understand the concept, as well as content, of simple dialogues; read and follow multi-step commands and requests in class, asking for clarification when needed; retell basic information in a reading text; deduce the meaning of certain vocabulary items relating them to context clues

Writing: write a letter to a friend using proper format; learn to accept peer review and objectively discuss criticism; revise a written text based on peer feedback

Viewing and presenting: start to demonstrate understanding of visual information by asking questions about genre; realise that texts and illustrations work together to convey information; begin to view different versions of the same story and realise the effectiveness of different viewpoints (picture book version vs. film/movie version of a story); listen to other responses, realising that people react differently; discuss his/her own feelings in response to visual messages; deliver a short oral presentation about an object or event of interest; use actions and body language to reinforce and add meaning to oral presentations

Unit objectives

to talk about clothes

Language

Vocabulary	Clothes: dress, sandals, socks, hat, scarf, jeans, pyjamas, trainers, baseball cap, shirt Personal possessions: glasses, keys, handbag, backpack, phone, computer
Grammar	<i>You're/They're wearing jeans and trainers. Our glasses are blue. Your keys are grey. Their phones are green.</i>
Functions	Asking the price
Phonics	/dr/, /tr/, /br/ dress, drum, drive, drop; trainers, tree, train, trip; bread, brush, brain

Viewing and presenting

to design clothes for a show and share with the class; to show a poster about a special day to the class

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–12)

Mathematical, scientific and technological competences: use numbers to complete an activity about prices (L. 9)

Digital competence: use Pupil's Book eBook (L. 1–12)

Social and civic competences: learn to be creative (L. 3 and 8); learn to ask the price (L. 9)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 8)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–12); use previous knowledge (L. 1–4); follow instructions (L. 1–12); personalisation of language learnt (L. 8 and 9)

Initiative and entrepreneurship: choose a topic for the project (L. 8)

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 3); Problem solving (L. 3 and 11); Logical thinking (L. 3 and 8); Defining and describing (L. 1–9); Finding information (L. 3–8); Planning (L. 5 and 8); Reflecting on learning (L. 1–12)
Creativity	Design clothes for your dress-up day (L. 3)
Communication	Talking about clothes and accessories (L. 1 and 5); Talking about wearing clothes (L. 7); Cut-outs game (L. 7); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Acting out (L. 3 and 9)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book pp. 26 and 58–59; Activity Book p. 23
- Picture dictionary: Activity Book p. 53
- Unit 2 Extra practice: Activity Book p. 24
- Unit 2 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 2 Test

External exams

Pupil's Book

Pre A1 Starters Reading and Writing Part 1
Pre A1 Starters Speaking Part 2

Activity Book

Pre A1 Starters Listening Part 1

Vocabulary and Grammar

Objectives

- Lesson aims:** to talk about clothes
- Target language:** dress, sandals, socks, hat, scarf, jeans, pyjamas, trainers, baseball cap, shirt; You're/They're wearing jeans and trainers.
- Skills:** Listening, Speaking, Reading

Global Scale of English (GSE)

- Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30).
- Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- Speaking:** Can describe what someone is wearing using a fixed expression (GSE 30).

Materials

- flashcards from this lesson
- stopwatch
- alphabet written on strips of paper
- a bag or a box
- Resources 3 and 11

Starting the lesson

- On small pieces of paper, write a letter of the alphabet and scrunch it up. Do not use X. Place all the scrunched up pieces of paper in a bag or a box.
- Have pupils form a circle.
- Pass the bag or the box around for each pupil to choose a piece of paper. They have to open it and say as many words that begin with that letter as they can.

Presentation

- Explain that in this lesson pupils will learn about clothes.
- Have pupils tell you the names of clothes they already know.
- On the board, write *You're wearing jeans*.

Practice

Pupil's Book

1 How many clothes words do you know?

- Ask pupils to describe the picture.
- Using the Lollipop stick technique, have pupils tell you how many clothes they see.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions in the box.

Extra activity Critical thinking

- Ask pupils if they dress up and when. Have pupils tell you if they think dressing up is fun and why.

2 2.1 Listen and stick. Then listen and say.

- Place the flashcards on the board. Point to each picture and say the word. Pupils repeat after you.
- Point to an item and use the Lollipop stick technique to have pupils say and spell the word.
- Extension** Tell pupils you will spell a word which they have to find and say.
- After a few rounds, place pupils in pairs to continue.

Girl 1: Look at the clothes. They're cool. This is a dress.

Girl 2: These are sandals.

Girl 1: These are socks.

Girl 2: This is a hat.

Girl 1: This is a scarf.

Girl 2: These are jeans.

Girl 1: These are pyjamas.



Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Random selection tool
- Peer learning: pairwork; groupwork

Girl 2: These are trainers.

Girl 1: This is a baseball cap.

Girl 2: This is a shirt.

Girl 1: Wow! They're cool!

Now listen and say.

dress, sandals, socks, hat, scarf, jeans, pyjamas, trainers, baseball cap, shirt

3 Find the clothes in the picture on page 18.

- In pairs, tell pupils to say the clothes and what colour they are when they find them, e.g. *The socks are black*. Point out the box showing that the plural of *scarf* is *scarves*.

Diversity

Support

- Name clothes in random order and have pupils point to them in Activity 2.

- Then they do the same in pairs.

Challenge

- Have pupils make sentences about the clothes they find and what colour they are.

4 2.2 & 2.3 Listen and chant.

- On the board, write *We're wearing ... / You're wearing ... / They're wearing ...*.
- Point to a pupil and say *You're wearing (jeans)*. Then point to two pupils and say *They're wearing (shirts)*. Pupils repeat after you.
- Play the chant. Tell pupils to point to their clothes if they appear in the song.
- A karaoke version of the chant is available (track 2.3).
- Extension** Place pupils in pairs. One covers the song, and the other describes the picture.



5 Think of you and your friends. Then say.

- Draw pupils' attention to the grammar box and the recorded model.
- Use the Random selection tool to bring groups to the front of the class and act out the activity.



Extra activity Fast finishers

- Pupils write a paragraph about what they and their friends are wearing and what colour the clothes are.

Finishing the lesson

- Show pupils the clothes flashcards and ask them to name each one.



2.1 Listen and stick. Then listen and say.



dress



sandals



socks



hat



scarf



jeans



pyjamas



trainers



baseball cap



shirt

3. Find the clothes in the picture on page 18.

4. 2.2 2.3 Listen and chant.



scarf – scarves

We're wearing jeans, You're wearing a dress, They're wearing shirts and trainers. a hat and sandals. pyjamas, We're ready to play. You're ready to play. socks and scarves. We look cool. You look cool. Red baseball caps, too. That's not cool!



5. Think of you and your friends. Then say.



We're wearing baseball caps and shirts.



They're wearing baseball caps and shirts.



You're/They're wearing jeans and trainers.

nineteen

19

Lesson 2 Activity Book

Objectives

- Lesson aims:** to talk about clothes
- Target language:** dress, sandals, socks, hat, scarf, jeans, pyjamas, trainers, baseball cap, shirt; You're/They're wearing jeans and trainers.
- Skills:** Listening, Writing

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).
- Writing:** Can write simple sentences about what they and others are wearing, given prompts or a model (GSE 31).

Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Independent learning: portfolios

Starting the lesson

- Ask pupils to write down the names of all the clothes they can think of. Then pool their ideas on the board.

Practice

1. Look at Pupil's Book page 18. Read and answer.

- Pupils refer to the Pupil's Book picture to find the answers to the questions.

Answer key 1 Tom, 2 sixteen, 3 blue

Story



1 **Before you read** How many parrots can you see? Where are the parrots?

2 **2.6 Listen and read.**



20 twenty

2 **2.5 Listen, circle and write.**

- Pupils listen and circle the item of clothing that they hear.

Answer key 2 a, jeans; 3 b, hat; 4 a, pyjamas; 5 b, trainers; 6 a, shirt; 7 a, sandals; 8 b, scarf; 9 a, dress



1 socks 2 jeans 3 hat 4 pyjamas 5 trainers
6 shirt 7 sandals 8 scarf 9 dress

3 **Look, read and match. Then complete the sentences.**

- Pupils match the pictures to the sentences and then complete the missing words.

Answer key 2 b shirts, 3 c trainers, 4 a skirts

4 **Look, read and write.**

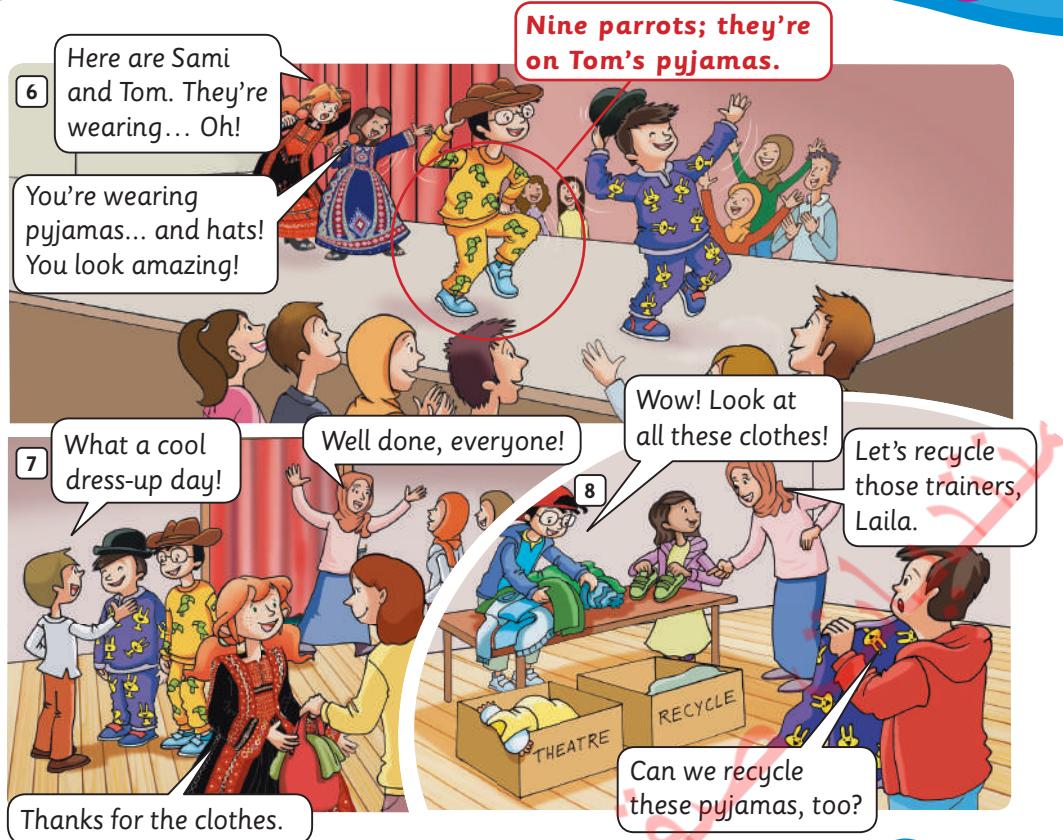
- Pupils use the pictures to complete the sentences using a word from box 1 and a word or words from box 2.

Answer key 2 They're wearing scarves.; 3 You're wearing trainers.; 4 We're wearing baseball caps.

Finishing the lesson

- Pupils draw themselves and what they are wearing. They write sentences to describe their picture.
- Pupils present their work to the class and place their work in their portfolios.

Next lesson Ask pupils to bring in hats, scarves, socks, old pyjamas, old shirts or old dresses for the next lesson.



3 **After you read** **Look at the story. Read and write the names.**



- 1 She's wearing a T-shirt and a skirt.
- 2 They're wearing dresses.
- 3 They're wearing pyjamas.
- 4 They're wearing scarves and hats.

Miss Halima

Polly and Laila

Tom and Sami

Atomic and Bo

4 **Act out the story.**

5 **Viewing and presenting**  **Design and share clothes for your dress-up day.**



Recycle and reuse

twenty-one

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What do they wear?

Pyjamas.

Objectives

- Lesson aims:** to read simple cartoon stories
- Target language:** clothes; *Those jeans are too small!*
- Skills:** Listening, Speaking, Reading
- Viewing and presenting:** to design clothes for a show and share with the class

Global Scale of English (GSE)

- Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30). Can understand the order in which events happen (GSE 41).
- Listening:** Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24).
- Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- Lesson 1 flashcards
- Unit 2 story cards
- sheets of A4 paper, enough for each pupil
- strips of paper
- old clothes, e.g. socks, pyjamas, etc., that pupils have brought in
- Resources 26 and 34

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring pupils' learning: True/False cards technique
- Peer learning: pairwork; groupwork; Think-pair-share technique

Starting the lesson

- Give each pupil two strips of paper with a clothing item on each. Show a flashcard. Pupils with that item stand up and say the word.

Presentation

- Using the Key question technique, ask pupils what they think today's story will be about.
- Explain that today's story is about a dress up day.
- On the board, write *Dress-up day*. Ask pupils what they think will happen on dress-up day.

Practice

Pupil's Book

- 1** **Before you read** How many parrots can you see? Where are the parrots?
 - Have pupils look at all the pictures of the story.
 - Ask pupils to find and count the parrots.
 - Extension** Ask pupils to think about what kind of clothes they would wear at a dress-up day. Use the Think-pair-share technique to elicit answers.
- 2** **2.6 Listen and read.**
 - Have pupils listen to or read the story. Ask them what happens in it.
 - Play the audio again and pause at frame 5. Pupils discuss the question in the box.
 - Using the True/False cards technique, say different statements about the story for pupils to answer. Say *The children wear their everyday clothes. (False). Bo wears a hat and scarf. (True).*
 - Extension** Use the story cards to ask about the story.
- 3** **After you read** Look at the story. Read and write the names.
 - Pupils do the activity individually and check in pairs.

Diversity

Support

- Write the characters' names on the board and go through each one by saying the name and pointing to them in the story.
- Use the flashcards of *T-shirt, jeans, dress, pyjama* and *socks*. Point to one character in the picture, say, e.g. *Miss Halima is wearing ...* and elicit *skirt, T-shirt*. Place the flashcards next to Miss Halima.
- In pairs, pupils find the sentence and write the answer. Do the same for the other characters.

Challenge

- Pupils write four similar sentences about the characters in the story. Then, in pairs, pupils swap the sentences and write the names.

- Act out the story.**

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- Extension** Give each group a sheet of A4 paper to draw different clothes and use as props. They can also share the different clothes they have brought in.
- Have the groups perform in front of the class.

- Viewing and presenting** **Design and share clothes for your dress-up day.**

- Place pupils in small groups and give them each a sheet of paper. Have them complete the activity.

Values

- Ask pupils why it is important not to throw clothes away.

Finishing the lesson

- In small groups, ask pupils to think about what clothes they can recycle. They discuss how they can recycle them, e.g. give them to charity, give them to theatres, cut them up and make different things out of them. Pupils then tell the class which method of recycling they think is the best.

How to work with stories

Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each story card.

Stage 2 – Listening to the story

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each story card. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

Stage 3 – After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each story card or make up your own questions.

When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is recommended to speak English.

Stage 4 – Acting out

After having listened to the story a few times, your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

For more ideas, see page 17.

CLIL Link

In Unit 2, the story is based around the concept of matter and classifying materials from the Natural Science curriculum.

Polly and her friends organise a dress-up day to help collect used clothes for the community theatre. They separate clothes that can be kept for the theatre and clothes that need to be recycled.

To explore this concept further, you can use Resource 34.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to remember facts about simple cartoon stories
- **Target language:** clothes; *Those jeans are too small!*
- **Skills:** Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: Think-pair-share technique
- Independent learning: Summative questions technique

Starting the lesson

- Ask pupils to tell you what they can remember about the story from the previous lesson. Tell them they will do more on the story in this lesson.

Practice

1 After you read Remember the story. Read and match.

- Pupils can discuss the answers in pairs.

Answer key 2 d, 3 c, 4 e, 5 a

2 Values Look and write Yes or No.

- Pupils complete the activity individually.
- **Extension** Ask pupils to explain why items 1 and 2 are wrong (they are wasteful).

Answer key 1 No, 2 No, 3 Yes

3 Look and colour.

- Use the Think-pair-share technique to discuss if pupils liked the story.

Finishing the lesson

- Use the Summative questions technique to discuss what pupils have learnt from the Story lesson. Then have pupils draw a picture showing what they have learnt today.

Next lesson Have pupils bring in technological or accessories magazines from home.

Vocabulary and Grammar

Objectives

- Lesson aims:** to talk about personal possessions
- Target language:** glasses, keys, handbag, backpack, phone, computer; *Our glasses are blue. Your keys are grey. Their phones are green;* the present continuous
- Skills:** Reading, Speaking, Listening

Global Scale of English (GSE)

- Reading:** Can understand basic sentences describing familiar everyday items (e.g. colour, size), if supported by pictures (GSE 27).
- Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can describe objects in a basic way (e.g. colour, size) (GSE 25).

Starting the lesson

- Place Lesson 1 flashcards (clothes) on the board and do a revision of the words.
- Use the Lollipop stick technique to have pupils come to the board. Then point to a word for the pupils to spell.

Presentation

- Explain that in this lesson pupils will learn about different classroom items. Elicit classroom items they already know.
- Place the lesson flashcards on the board. Go through each word and have pupils repeat after you.
- Place pupils in pairs. One pupil points to a word for the other to say and spell it.
- Have pupils say what items from the new vocabulary they have.

Practice

Pupil's Book

1 2.7 Listen and say. Then listen and tick (✓). What's missing?

- Play the first part of the audio. Pupils repeat the items as they hear them.
- The second time they tick the objects they hear.
- Extension** In pairs, pupils ask each other about the items using *What is it?* *What colour is it/are they?*



glasses, keys, handbag, backpack, phone, computer

Now listen and tick. What's missing?

Man: Look at the things on the table. Are these your things?
Boy 1: Yes. These are my glasses. Those are my keys.
Boy 2: Habib, your backpack is here.
Boy 1: Hey, Mazen. Here's your computer and your phone, too.
Man: Good! Please take your things off the table.

2 2.8 & 2.9 Listen and sing.

- Ask pupils to quietly read the song. Ask which new words are in the song.
- Play the song for pupils to sing. Explain that when they hear a new word, they clap their hands.
- A karaoke version of the song is available (track 2.9).
- Extension** In small groups, pupils write a verse for the song to sing to the class.



Materials

- unit flashcards
- sheets of A4 paper, enough for each pupil
- technology and accessories magazines
- Resources 4, 12, 18 and 22

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique
- Peer learning: pairwork; groupwork
- Independent learning: portfolios

Extra activity TPR

- Give pupils sheets of A4 paper and ask them to draw an item from the new vocabulary. Have pupils stand in a circle.
- Play the song again and when they hear the word they have written, they run to the middle of the circle and clap. They stay there until all the class is in the middle.

3 Look and say.

- 2.10 Draw pupils' attention to the grammar box and the recorded model.
- Use the Traffic light cards technique to check understanding. Ensure pupils swap roles.
- Ask pairs to come to the front and act out their conversation.



Diversity

Support

- Have the class stand in small groups. Pick up a backpack and take it to a group. Hold the backpack in the middle and say *It's our backpack*. Then give the backpack to one pupil. Say *It's your backpack*. For *their*, stand near a group and show the backpack. Point to the group and say *It's their backpack*. Continue with different items but have pupils repeat after you.
- Write those example sentences on the board and keep them while doing the activity.

Challenge

- Pupils write three sentences using *our*, *your* and *their* and illustrate their work. Place their work in their portfolios.

Extra activity Critical thinking

- Ask pupils if they should have a mobile phone at their age. Why/why not? Repeat by asking about computers.

Finishing the lesson

- Go round the class and point to a few objects. Make sentences that are not correct, for example, point to some long crayons and say *Their crayons are short*. Pupils correct you: *No, their crayons are long*. Do the same with a few different items.

Lesson 6 Activity Book

Objectives

- Lesson aims:** to remember personal possessions
- Target language:** glasses, keys, handbag, backpack, phone, computer; *Our glasses are blue. Your keys are grey. Their phones are green.*
- Skills:** Writing



1 Listen and say. Then listen and tick (✓). What's missing? **handbag**



glasses



keys



handbag



backpack



phone



computer

2 Listen and sing.



What colour are their glasses?

Their glasses are blue.

And their handbags are, too.



What colour are our keys?

Our keys are grey.

And our computer is, too.



What colour are your backpacks?

Your backpacks are green.

And your phones are, too.

3 Look and say.



Our pens are blue and red.



Their crayons are short.



Our glasses are blue.

Your keys are grey.

Their phones are green.

22 twenty-two

Answer key 2 phone, 3 glasses, 4 handbag, 5 computer, 6 keys

2 Match and colour.

- Pupils need to match the subject pronouns on the left (you, we and they) with the correct possessive adjective (your, our and their). They then colour each pair of stars the same colour of their choice.
- Using the Think-pair-share technique, pupils check answers with their partners.
- Now tell pupils to go to the Extra practice on page 24 and do the activities. See notes in Lesson 11.

Answer key we – our; you – your; they – their

Global Scale of English (GSE)

- Writing:** Can write some familiar words (GSE 20).

Materials

- sheets of A4 paper, enough for each pupil
- scissors and glue for each pair

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork; Think-pair-share technique
- Independent learning: Summative questions technique

Starting the lesson

- Make true sentences about the objects in the classroom (choose ones they looked at in the last lesson), for example: *Your backpacks are blue.* Pupils with blue backpacks stand up and say *Yes, our blackbacks are blue.* Do the same for a few different objects.

Practice

1 Look, read and write.

- Pupils use the picture clues to complete the word grid. They can do this individually.

Finishing the lesson

- Place pupils in pairs. Give pupils a sheet of A4 paper and share the magazines around the class.
- Pupils cut out pictures from the magazine, stick them on the sheet of paper and label them. Have pupils use as many pictures that show the vocabulary they have learnt in this unit so far. Make a classroom display.
- Using the Summative questions technique, ask pupils how confident they feel now about talking about clothes and classroom items. Ask if they think their English is at a good level and what they would like to learn next.

Skills

Objectives

- **Lesson aims:** to play a game describing clothes
- **Target language:** revision of all taught words and grammar
- **Skills:** Listening, Speaking, Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30).
- **Listening:** Can identify everyday objects, people or animals in their immediate surroundings or in pictures (GSE 19).
- **Speaking:** Can describe what someone is wearing using a fixed expression (GSE 30).
- **Writing:** Can write simple sentences about what they and others are wearing, given prompts or a model (GSE 31).

Materials

- colour flashcards, unit flashcards
- sheets of A4 paper, enough for each pupil
- scissors
- sticky notes
- stapler

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique
- Peer learning: pairwork; groupwork; Expert envoy technique
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Do a quick revision of colours with the flashcards by going through them, saying the colours for pupils to repeat after you.
- Give pupils a sheet of A4 paper each. Have them draw four colour blobs of their choice. Pupils stand in their places and show their colours to the class and say them.

Presentation

- Explain that in this lesson pupils will do an activity that will help them with the Starters Exam.
- On the board, place all unit flashcards. Use the Lollipop stick technique to have a pupil say a word you point at. Prompt pupils to say what colour(s) the item is.
- Continue until all words have been covered by all pupils.

Practice

Pupil's Book

Diversity

Support

- Before pupils start the activity, have them look at the picture and label it with the clothes they can see. They can use sticky notes.
- Have pupils check against Lessons 1 and 5 to see if they've labelled the picture correctly.
- Then pupils place their markers in front of them so they can do the activity.

Challenge

- Pupils write full sentences about the picture using new vocabulary items and new grammar.

1 2.11 Listen and colour.

- This task is based on **Pre A1 Starters Listening Part 4**.
- Point to the girls under the tree in the picture. Ask *Where are the girls?* and elicit the answer. Continue for all the people in the picture. Ask *What are they wearing?*
- Use the Traffic light cards technique to check pupils understand the activity. Repeat the audio for pupils to check answers.



1 Girl 1: We're Lubna and Nawal. We're under the big tree.

Woman: Under the big tree?

Girl 2: Yes. We're wearing dresses. Our dresses are yellow. I like yellow.

Girl 1: Colour our dresses yellow.

2 Boy 1: Can you see Hisham and Malek?

Man: Yes, I can. They're on the swings.

Boy 1: That's right, on the swings.

Man: They're wearing jeans.

Boy 1: What colour are their jeans?

Man: Their jeans are blue.

Boy 1: Yes. Colour their jeans blue.

3 Boy 1: Hello, Khalil. Hello, Farid.

Boy 2: Hello, Mazen.

Boy 1: I like your shirts.

Boy 3: Thank you.

Boy 1: Are your trainers pink?

Boy 3: No, they aren't. They're red.

Boy 1: Yes, you're right.

Boy 3: Colour our trainers red.

4 Boy 1: Wow! Your backpack is big!

Boy 4: Yes, it is.

Boy 1: What's your favourite colour?

Boy 2: Purple. I like purple.

Boy 1: Me, too. Colour your backpack purple.



2 2.12 Cut out. Then listen and play.

- Place pupils in pairs and play the audio. Then ask two volunteer pupils to read the dialogue aloud.
- Use the Expert envoy technique to help pupils who haven't understood the game.
- Bring pupils to the front of the class to act out their dialogue.

Extra activity Creativity

- In groups, pupils make a photo album of their group members in different clothes and in different places.
- They draw their pictures on a sheet of A4 paper and write a sentence under the pictures that describe them.
- Then, they bind their sheets together with a stapler and present their album to the class.

Extra activity TPR

- Ask pupils to stand in a line. Explain that they will look at the person on their left and tell the class what they are wearing and what colour it is. The last person describes what the teacher is wearing.

1   Listen and colour.2   Cut out. Then listen and play.

twenty-three

23

Activity Book

1 Read and look. Write Yes or No.

- Ask a volunteer pupil to read the text aloud as the class follow in their books.

Answer key 2 Yes, 3 No, 4 No, 5 Yes, 6 No

2   Write, draw and share.

- Ask pupils to say as many new words from the unit as they can. Write them on the board.
- Explain that pupils have to write a few sentences about themselves and family or friends. Pupils read their sentences to each other.

Finishing the lesson

-  In pairs, pupils play the two communication activities from Units 1 and 2 again.
-  Use the Thought-provoking questions technique to ask pupils what they liked about this lesson, if it helped them learn successfully and what else they would like to learn.

Culture

Objectives

- Lesson aims:** to read about big parades in different countries; to make a poster about a special day; to present project work to the class
- Target language:** *parade, masks, float, kimono, kilt*
- Skills:** Listening, Speaking, Reading, Writing
- Viewing and presenting:** to show a poster about a special day to the class

Global Scale of English (GSE)

- Reading:** Can guess the meaning of a word from an accompanying picture (GSE 23). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can identify key information in short, simple factual texts (GSE 34).
- Listening:** Can recognise simple phrases related to familiar topics in slow, clear speech (GSE 33).
- Speaking:** Can answer simple questions about habits and daily routines (GSE 31). Can describe someone's clothes using simple language (GSE 33).
- Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).

Starting the lesson

- Place the flashcards on the board. Say the clothes and have pupils come to the board and point to the correct flashcard.
- Focus pupils on the pictures on page 24. Say that parades are celebrations in the street for everyone. In the parades, there are a lot of people wearing colourful clothes and sometimes masks.

Presentation

- Explain that in this lesson pupils will learn about parades in different countries. Ask pupils if they know anything about parades in other countries, specifically Switzerland, Japan and Scotland.
- Pupils look at page 24 in their Pupil's Book. They look at the four pictures at the top. Say *Let's read the words ... parade, masks, float, kimono, kilt*. Make sure pupils understand the words.

Culture notes

- There are many different types of parade around the world. Countries have parades to mark special occasions. Sometimes they are fun like the Carnival of Venice. People wear special clothes and masks and celebrate in the streets.

Practice

Pupil's Book

1 Before you read What clothes do you wear on special days?

- Ask pupils what type of special days they have in their country and what they wear on those special days.
- Ask pupils what they like about those days. Ask *Do you like the clothes? Do you like the decoration? Do you like parades?*
- Use the Lollipop stick technique to make sure a variety of pupils are asked.

2 2.13 Listen and read.

- Pupils look at the pictures. Say the words in the captions and pupils point and repeat.
- Play the audio and pupils listen and follow in their Pupil's Books. Play the audio again and pupils read along with the audio.



Materials

- sheets of A4 paper, enough for each pupil
- Unit 2 flashcards

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Random selection tool; Thumbs up/down technique
- Peer learning: groupwork
- Independent learning: portfolios; Summative questions technique

- Read the text aloud but miss out a few words. Ask pupils to say which words are missing.

- Extension** Say true and false sentences about the text. Pupils use the Thumbs up/down technique to answer. Say *People like parades. (True) People are wearing masks. (True) People are wearing kimonos in the United States. (False) People are riding on horses. (False) People wear kilts in Scotland. (True)*

Diversity

Support

- Place pupils in groups of four. Allocate a paragraph to each group. Play the audio and pupils repeat in their groups.
- Pupils stay in their groups and they read a sentence each of their paragraph.

Challenge

- After reading the texts, pupils close their Pupil's Books and write down three things they can remember about the parades.

Extra activity Fast finishers

- Ask pupils to draw a float for a parade. They think of something they like, e.g. a story, a TV series or a film, and they draw elements from their chosen topic. Suggest pupils put their work into their portfolios.

Activity Book

1 Look, read and circle.

- Pupils look at the pictures. Ask what they can see.
- Pupils complete the activity. Pupils check answers in pairs.

Answer key 1 parade, 2 mask, 3 kimono, 4 kilt

2 After you read Read and write.

- Pupils complete the activity individually. Check answers as a class. Pupils read the complete sentences.

Answer key 2 wear, 3 ride, 4 Japan, 5 kilts

Big parades

Parades are popular around the world. People wear colourful clothes.



parade

This is a parade in Switzerland.

These people are riding on a float. They're wearing fancy shirts. They're wearing masks, too.



masks

float



kimono

This is a parade in Japan. They're wearing kimonos. What colours can you see?

Look at these men. Are they wearing skirts? No, they're wearing kilts. They're in a parade in Scotland.



kilt

1 Before you read What clothes do you wear on special days?

2 Listen and read.



This is a photo of my sister at Eid Al-Fitr.

3 After you read Activity Book, page 21.

Project

Viewing and presenting

Make a poster about a special day. Work in groups.

- 1 Together, think of a special day.
- 2 Choose the clothes for this special day.
- 3 Find photos or draw pictures.
- 4 Write. *This is ... It's in ... They're wearing ...*
- 5 Make a poster.
- 6 Present it to the class.

24 twenty-four



Project

Viewing and presenting Make a poster about a special day. Work in groups.



- Explain to pupils that they are going to work together to make a poster. Using the Random selection tool, choose a pupil to read through the instructions.
- Place pupils into small groups. Have them tell you the role each pupil has in the group. Tell them that it is important to listen to other people's opinions.
- Give each group a sheet of A4 paper. They choose a special day together and make their poster.
- Have pupils present their work to the class. They choose a leader who presents the poster to the class.
- Display their finished work in the classroom.

Finishing the lesson

- Use the Summative questions technique to encourage pupils to think about their learning in the Culture lessons so far. Ask how the lessons have helped them with their English and what the best thing about them was. Ask pupils what else they would like to learn in the Culture lessons.

Objectives

- **Lesson aims:** how to ask the price
- **Target language:** *How much is this baseball cap? It's 10 JD.*
- **Skills:** Listening, Speaking

Global Scale of English (GSE)

- **Listening:** Can identify how much something costs in short, simple dialogues about the price of something e.g. in a shop, if speech is slow and clear (GSE 31).
- **Speaking:** Can ask about the price of something (GSE 26).

Materials

- price tags
- clothes flashcards
- straw puppets
- photocopy of scrambled sentences – one for each pair
- Resource 30

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Stop/Go technique; Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- On the board, write a scrambled sentence using vocabulary and grammar from Lessons 1 and 5.
- Ask one pupil to unscramble it and write the answer on the board.
- Place pupils in pairs and hand each pair a photocopy with scrambled sentences on it.

Presentation

- Explain that in this lesson pupils will learn how to ask the price of clothes and other things.
- Ask pupils how their parents pay for things they buy.

Extra activity Critical thinking

- Explain to pupils that there are charity shops where people can buy second-hand clothes and the money goes to different charities. Ask pupils if they would give and buy things from a charity shop and why/why not.

Practice

Pupil's Book

1 2.14 Listen and read.

- On the board write *How much is this ...?* and *It's 10 JD.*
- Ask pupils to read the dialogue quietly.
- Ask pupils why we should always be polite when asking for something and when answering.
- Play the audio once for pupils to read and listen to.
- Use the Lollipop stick technique to have pairs read the dialogue aloud.
- **Extension** Ask pupils which phrases show polite expressions.



Diversity

Support

- On the board, write a short version of the dialogue.
- Prepare price tags. In small groups, pupils practise that short version of the dialogue. Use clothes flashcards and stick the price tags on them. Model the questions for pupils to repeat. Then, pupils practise in pairs. Check for proper use of language and pronunciation.

Challenge

- Have pupils extend the dialogue by asking for three different items and then having them add the total.

Activity Book

1 2.15 Listen and circle.

- Pupils listen to the dialogue and circle the correct words they hear.

Answer key can, backpack, 20 JD, Here, Thank

Boy: Excuse me.
Man: Yes, can I help you?
Boy: How much is this backpack?
Man: It's 20 JD.
Boy: Here you are.
Man: Thank you.



Finishing the lesson

- Use the Summative questions technique to ask pupils about what they have learnt. Ask how the English in action lessons have helped them with their manners.

1  Listen and read.

Excuse me.

How much is this
baseball cap?

Here you are.

Yes, can I help you?

It's 10 JD.

Thank you.

2  Act out the dialogue. Use different objects and prices.

shirt

handbag

scarf

12 JD

18 JD

15 JD

Phonics

Lesson 10

1  Listen and say.

dr

dress



drum

tr

trainers



tree



br

bread



brush

2  Listen and circle.

1 dr tr br 2 dr tr br 3 dr tr br

4 dr tr br 5 dr tr br 6 dr tr br

3  Listen and say the tongue twister.

She trips over the tree and drops her drum.



Objectives

- Lesson aims:** to listen to and say the blends *dr, tr, br*
- Target language:** *dress, drum, drive, drop; trainers, tree, train, trip; bread, brush, brain*
- Skills:** Listening, Speaking, Reading

Global Scale of English (GSE)

- Reading:** Can identify individual sounds within simple words (GSE 26).
- Listening:** Can recognise the letters of the alphabet by their sounds (GSE 10).
- Speaking:** Can say simple tongue twisters and other types of playful language (GSE 27).

Starting the lesson

- Use the sounds which pupils learned in Unit 1. Give each pupil a word from Unit 1. Say the word. The pupil writes the word correctly on the board.
- Suggested words include *plane, black* and *blond*.

Presentation

- On the board, write *dr, tr* and *br*. Say the phonics sounds and have pupils repeat after you.
- Elicit words that pupils know with these sounds and write them on the board.

Practice

Pupil's Book

1 2.16 Listen and say.

- Play the audio for pupils to listen and say. Then have pupils say the sounds and words to their partners, making sure they point to the correct picture as they do so.

/dr/ *dress*
 /dr/ *drum*
 /tr/ *trainers*
 /tr/ *tree*
 /br/ *bread*
 /br/ *brush*



2 2.17 Listen and circle.

- Have pupils look at the sounds and elicit options for each one before they listen.
- Play the audio for pupils to listen and choose the correct sound. They circle the letters. Play the audio a second time for pupils to check their answers with a partner.
- Have pupils take out their phonics notebooks. Pupils write the phonics they have learnt today and make sentences.

1 *drive*
 2 *brain*
 3 *train*
 4 *drop*
 5 *trip*
 6 *brush*



Materials

- phonics notebook for each pupil

Assessment for Learning

Setting aims and criteria: lesson objectives presentation

Independent learning: portfolios

3 2.18 Listen and say the tongue twister.

- Ask pupils to read the tongue twister and find and say words with the phonics from today's lesson.
- Pupils practise the tongue twister and say it together as a class. They could clap their hands each time they encounter a phonics word from the lesson.
- Extension** Have pupils use the other phonics words from the lesson to write another tongue twister.



She trips over the tree and drops her drum.

Activity Book

1 2.19 Listen and write *tr, dr or br*.

- Pupils look at the pictures and say the words that contain the phonics sounds from the lesson. They listen and write the missing sounds in the words under each picture.

1 *brush*
 2 *dress*
 3 *bread*
 4 *tree*
 5 *trainers*
 6 *drum*



Extra activity Fast finishers

- Pupils write a new tongue twister with words from Activity 1 (AB) and draw a picture. Place their work in their portfolios.

Finishing the lesson

- Say one of the words containing *tr, dr* or *br* and then other distractors. With the words containing the Unit 2 sounds, pupils clap. Continue in the time available to finish the lesson.

1  Listen and read.

Excuse me.

How much is this
baseball cap?

Here you are.

Yes, can I help you?

It's 10 JD.

Thank you.

2  Act out the dialogue. Use different objects and prices.

shirt

handbag

scarf

12 JD

18 JD

15 JD

Phonics

Lesson 10

1  Listen and say.

dress



drum



trainers



tree



bread



brush

2  Listen and circle.

1 dr tr br 2 dr tr br 3 dr tr br

4 dr tr br 5 dr tr br 6 dr tr br

3  Listen and say the tongue twister.

She trips over the tree and drops her drum.



Review

Objectives

- Lesson aims:** to review unit language
- Target language:** unit vocabulary and grammar
- Skills:** Reading, Writing

Global Scale of English (GSE)

- Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30).
- Writing:** Can write simple sentences about what they and others are wearing, given prompts or a model (GSE 31). Can write basic sentences describing everyday items (e.g. colour, size), given prompts or a model (GSE 28).

Materials

- unit flashcards
- sheets of A4 paper, enough for each pupil
- graph paper, one for each pupil
- your own stickers, gold stars or stamps

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Thumbs up/down technique
- Peer learning: pairwork; Expert envoy technique
- Independent learning: Summative questions technique; portfolios

Starting the lesson

- Have pupils write as many words or sentences from the unit as they can in one minute.
- Use the Lollipop stick technique to have pupils read their sentences to the class.

Presentation

- Explain that in this lesson pupils will review the grammar and vocabulary they have learnt in the unit.
- Revise unit vocabulary with flashcards. Show flashcards, say a wrong word for pupils to correct you.

Diversity

- Before starting the Review lesson, repeat Activities 1 and 3 in Lessons 1 and 5. Place all the unit flashcards on the board as a reference for pupils.

Practice

Pupil's Book

1 Look, find and circle.

- When pupils have finished the activity, they check answers with their partners and spell the words.
- Extension** Give pupils graph paper so they can make their own word puzzle using words that weren't used in the puzzle. Pupils swap puzzles with their partners.

2 Look and write.

- Pupils complete the activity individually and check answers with their partners.

Diversity

- Pupils copy Activity 2 in their notebooks and answer it incorrectly for their partners to correct.

3 Go to pages 58–59. Teacher's Book pages 142–143

- Refer pupils to pages 58–59 and have them answer the questions.
- Check the answers (*backpack, baseball cap*) and tell pupils they can now stick their star.

Activity Book

1 Read and write.

- Use the Expert envoy technique to have stronger pupils help weaker pupils through all the activities.
- Have a pupil read the words in the box.
- Pupils raise their hands to show you their work. Praise neat handwriting.
- Use the Lollipop stick technique and ask pupils to read their paragraph to the class.

Answer key glasses, glasses, big, Mazen, shirt, His shirt, light, jeans, Our jeans

2 Write, draw and share.

- Explain that pupils will now write a similar paragraph to Activity 1 about themselves and a friend.
- Pupils use the Thumbs up/down technique to express how they feel about the activity.
- Use the Lollipop stick technique to have pupils read their work to the class.
- Pupils check answers with their partners. Tell pupils to compliment their partners' work if it's neat and tidy.
- Now tell pupils to complete the Picture dictionary on page 53.

Extra activity Critical thinking

- Use the Summative questions technique to ask pupils how many gold stars/stickers/stamps they would give themselves on a scale of 1 to 3, 3 being the best. Give pupils the amount of stickers/stamps/stars they ask for to place in their Activity Books.

Extra activity TPR

- Have pupils form a circle. Explain that you will say a sentence. If it's correct they make a move to the left. If it's incorrect they stand perfectly still.
- Say *I'm wearing blue jeans*. Pupils move to the left. Then say *I'm jeans wearing blue*. If a pupil moves, they sit in the middle of the circle and lose three turns.

Extra practice

1 Look, read and circle. Then colour.

- Pupils look at the pictures and read the sentences. They circle the correct words and then they colour the clothes in the correct colours.

Answer key 2 You're, 3 We're, 4 They're

1 Look, find and circle.

Across →



Down ↓



a	t	s	p	e	s	i	r
b	a	c	k	p	a	c	k
j	e	a	n	s	n	o	e
c	v	r	w	o	d	m	y
h	d	f	g	c	a	p	s
o	h	a	t	k	l	u	n
u	d	r	e	s	s	t	f
a	j	y	q	k	x	e	m
t	r	a	i	n	e	r	s

2 Look and write.

They're We're You're

1 You're wearing a baseball cap.Your baseball cap is blue.

Their Your Our

2 We're wearing pyjamas. Our pyjamas are pink.3 They're wearing scarves. 4 We're wearing shirts. Their scarves are long. Our shirts are orange.

3 Go to pages 58–59.

26 twenty-six

2 Order, write and colour.

- Pupils order the words in the sentences and then colour the pictures accordingly.

Answer key 2 Their keys are yellow.; 3 Our backpacks are green.; 4 Your handbag is red.; 5 Our computer is grey.

Extra activity Fast finishers

- Give pupils a sheet of paper and ask them to write a few sentences from the lesson in this unit. Pupils illustrate their work and place it in their portfolios.

Finishing the lesson

- Give each pupil a sheet of A4 paper and have them fold it in half. On one half they draw a smiley face and on the other half an unhappy face.
- On the smiley face side, pupils write all the words they know how to write. On the sad face, they open their Pupil's Books and write the words they don't remember.
- Tell pupils they now know which words they have to revise. If pupils write all the words on the smiley face, then they make sentences with them.
- Using the Summative questions technique, ask pupils in what area of their language learning they feel the happiest in.

Next lesson Unit 2 Test

Get ready for...

Objectives

- Lesson aims:** to practise for the Pre A1 Starters Reading and Writing Part 1, Speaking Part 2 and Listening Part 1 exams
- Target language:** unit vocabulary and grammar
- Skills:** Listening, Speaking, Reading

Global Scale of English (GSE)

- Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30).
- Listening:** Can identify everyday objects, people or animals in their immediate surroundings or in pictures (GSE 19).
- Speaking:** Can describe someone's clothes using simple language (GSE 33).

Starting the lesson

- Give each pupil a sheet of A4 paper and have them fold it in half. Tell pupils to draw a clothing item on each side and to colour it.
- Then place pupils in groups of three and give them one more sheet. Tell them they have to decide one more item and draw and colour it.
- On the board write *You're wearing a ... Your ... is (red). We're wearing a ... Our ... is (blue). They're wearing a ... Their ... is (orange).*
- In their groups, pupils use the prompts on the board to make sentences using the items they have drawn.
- Use the Lollipop stick technique to bring groups to the front of the class and act out their dialogue.

Presentation

- Explain that in this lesson pupils will practise for the Pre A1 Starters Reading and Writing Exam and the Pre A1 Starters Speaking Exam in the Pupil's Book, and the Listening Exam in the Activity Book.
- On the board, place all the flashcards from this unit and quickly revise them by pointing to them for pupils to say what they are.

Practice

Pupil's Book

- Look and read. Put a tick (✓) or a cross (✗) in the box.**
 - Place pupils in pairs and have them describe each picture to their partners.
 - Have volunteer pupils read the sentences under the pictures to the class.
 - Pupils complete the activity individually and use the Traffic light cards technique to express how they feel about the activity.
 - Using the Thought-provoking questions technique, ask pupils if they found the activity difficult and if so, why.
 - Extension** Pupils correct the false sentences.
- Look at Activity 1. Say and find.**
 - Ask volunteer pupils to read the dialogue.
 - Use the Lollipop stick technique to have pupils do the activity in front of the class.
 - Extension** Pupils ask different questions about the pictures using *What colour is/are the ...?*
 - Write the prompt on the board for pupils to follow.

Materials

- unit flashcards
- sheets of A4 paper, enough for each pupil
- Activity Book audioscript photocopied for each pupil

Assessment for Learning

- Setting aims and criteria:** lesson objectives presentation
- Monitoring pupils' learning:** Lollipop stick technique; Traffic light cards technique
- Peer learning:** pairwork; groupwork
- Independent learning:** Thought-provoking questions technique; portfolios

Extra activity Creativity

- In pairs pupils draw a picture of different children in a park and write sentences about them. Remind pupils to use vocabulary from this unit, and if possible, from Unit 1. Pupils present their work to the class and make a classroom display.

Activity Book

Diversity

- Show pupils the audioscript before they do the activity and before looking at the picture. Ask them to underline where they think the answer is. After pupils complete the audio activity, they refer to the text and see if they were correct and where they made mistakes, if any.

1 2.20 Listen and draw lines.

- Have pupils work in pairs to write five sentences about the picture.
- Ask pupils to read the sentences to the class.
- Explain the activity and ask pupils to use the Traffic light cards technique to express how they feel about it.



1 Boy: Look, Miss Amani! Here's a photo of my friends in the park.

Woman: What a nice picture!
Boy: These boys are Imad and Jamal.
Woman: Oh, yes. I see them. They're wearing baseball caps and trainers.
Woman: Which one is Jamal? Is he wearing glasses?
Boy: No, that's Imad.
Woman: Oh, I see!

2 Woman: Who are the girls under the slide? They're wearing dresses and sandals.

Boy: Dresses and sandals? They're Fatima and Heba. They're Imad and Jamal's cousins.
Woman: Which one is Fatima? Is she wearing glasses?
Boy: Yes, she is.

3 Boy: And they are Dalia and Huda. They're Imad and Jamal's aunts. They're wearing pretty shirts and skirts.

Woman: I can see them. Is this Dalia? She's got a phone.
Boy: Yes, Dalia has got a phone. And Huda has got a handbag.
Woman: Wow! Her handbag is big!

Get ready for...

Pre A1 Starters Reading and Writing Part 1

1  Look and read. Put a tick (✓) or a cross (✗) in the box.

1



They're wearing sandals.



2



I'm wearing a baseball cap.



3



You're wearing jeans.



4



They're wearing scarves.



5



We're wearing glasses.



6



I'm wearing a dress.



Pre A1 Starters Speaking Part 2

2  Look at Activity 1. Say and find.

They're wearing trainers.



Number 1.



twenty-seven

27



Extra activity Fast finishers

- Have pupils write a dialogue like the one in the audio text to read to the class. Place their work in their portfolios.

Finishing the lesson

- Use the Thought-provoking questions technique to ask how successful their learning is so far and, on a scale of 1 to 5, have them rate how much they enjoyed this unit.
- Congratulate pupils on completing the unit.
- Ask them which song or chant they liked best in the unit and play it for them to sing or chant.