



United Arab Emirates
Ministry of Education



Bridge to Success

Teacher's Guide

2

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Welcome to *Bridge to Success Grade 2*

Bridge to Success is a twelve-grade course for learners of English as a Second Language (ESL). The twelve grades range from the beginning of Cycle 1 to the end of Cycle 3. The course has been designed to fulfil the requirements of the English as an International Language (EIL) National Learning Standards Unified Framework.

Bridge to Success Grade 2 consists of nine thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

- ***An Emirati focus, with an international perspective.*** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- ***An enquiry-based, language-rich approach to learning.*** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.
- ***English for educational success.*** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks, and end-of-unit projects similar to those learners might encounter in English-medium and international schools. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using authentic English-language classroom materials.
- ***Rich vocabulary development.*** Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Bridge to Success* exposes learners to a wide range of vocabulary. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.
- ***Individualised learning.*** We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each child and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and guidance for tailoring activities to the needs of different learners. Detailed support for this is provided in the lesson plans in this book.
- ***Integrated assessment.*** Throughout the course, teachers informally assess their learners' understanding of language and concepts. The Teacher's Guide provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. An end-of-unit Review in the Learner's Book provides a simple-to-use evaluation measure: a quick progress check on learners' understanding of key ESL and early literacy skills. At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project. This provides teachers with an excellent performance assessment opportunity.

We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The *Bridge to Success* team

How to use *Bridge to Success*

A Components

Bridge to Success offers the following components:

- The **Learner's Book** provides the core input of the course and consists of nine thematic units of study. Each unit contains between 20 and 21 lessons developed around a unifying theme. The materials feature skills-building tasks for listening, reading, writing and speaking, with each unit developing a language focus. In addition, there is a strong vocabulary-building element to the course. Materials are aimed at the learner with all the experiences that they bring to the classroom. Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. Learners need to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.
- The **Audio CDs** include all the listening material needed for the Learner's Book and Activity Book. The listening material supports the Learner's Book with listening, pronunciation and phonics activities, as well as songs and read-along stories. We recommend that learners are encouraged to use the Audio CDs at home to practise the chants and stories, and to show their parents what they know.
- The **Activity Book** provides production, reinforcement and consolidation activities, as well as lead-in tasks to support the Learner's Book.
- The **Teacher's Guide** includes the lesson plans for each lesson, providing guidance about how the Learner's Book, Activity Book and audio can be used in the classroom.
At the end of the Teacher's Guide, photocopiable activities (PCMs), cross-referenced in the lesson plans, provide extra support for selected lessons.
- A range of classroom resources, such as:
 - Flashcards to be used with the early literacy component to help teach visual literacy.
 - Letter and number cards to be used during the early literacy component, but can be used whenever the teacher considers it necessary.
 - Word cards to be used throughout the course.

B Unit structure

Bridge to Success Grade 2 contains nine units, spread over three terms. Each unit in the Grade 2 Learner's Book is structured as follows.

- A central topic or theme is developed over 20 or 21 lessons.
- Each core lesson uses the Learner's Book and Activity Book to develop learners' language skills, as well as explore and develop content knowledge.
- My Learning lessons provide an opportunity for consolidation and recycling of vocabulary and skills. These lessons can be used to informally assess learners' progress, address misconceptions, and inform subsequent teaching strategies.
- A Review lesson provides an end-of-unit check of learning, giving the teacher a clear and regular view of learner progress.
- Each unit ends with two Project lessons, which provide an integrated skills focus. The first lesson provides learners with a challenge, which they will complete in preparation for the second lesson. In the second Project lesson, learners present their projects, and are guided to reflect on their own learning.

C *Bridge to Success* features

Bridge to Success uses a range of features to guide and support teaching and learning. These are used throughout the Learner's Book, and may also be used in the Activity Book.

- **Language Tip:** A concise tip to help illustrate key language points. These can be used to model examples for learners.
- **Writing Tip:** A concise tip to support the development of writing skills.
- **Language Detective:** Keys and clues for learners to understand and use language points. These can be used for teaching and modelling to support learners in developing a robust understanding.
- **Words to Remember:** Key vocabulary for learners to remember, often presented as an activity to support active engagement with the vocabulary.
- **Speaking Tip:** A concise tip to support learners in developing speaking skills, which can be used to pre-teach for speaking activities.
- **Listening Strategy:** A pre-listening briefing that will help learners apply a range of different listening techniques.
- **Reading Strategy:** A pre-reading briefing that will help learners apply a range of different reading techniques.
- **Speaking Tip:** A concise tip to support learners in developing speaking skills, which can be used to pre-teach for speaking activities, and referred to independently by learners during speaking activities.

D Lesson Plans

The lesson plans include all you need to know in order to successfully teach using the new Learner's Book materials. These provide guidance for leading into and out of activities in the Learner's Book and Activity Book, as well as teacher-mediated activities. The lesson plans contain a number of common elements to support you in understanding the lesson aims, and adapting your practice to suit learners' needs.

- **Learning objectives:** Skill-based high-level objectives that are being developed through this lesson.
- **Learning outcomes:** What learners will be able to achieve by the end of the lesson.
- **Link to prior learning:** How this lesson builds on prior knowledge and skills; this can be used to identify skills or knowledge to refresh learners' understanding at the start of the lesson.
- **21st Century Skills:** The 21st Century Skills or Themes developed through the lesson. Skills are generally developed through activities, whereas themes tend to be developed through the content of the lesson.
- **Key vocabulary and key expressions/structures:** Active language introduced, used or developed through this lesson.
- **Common misconceptions:** Highlights common errors or misconceptions; these can be targeted and addressed with intervention to ensure learners have a solid foundation.
- **Differentiation activities:** Adaptations for activities to suit learners who need more scaffolding or challenge.
- **Learning styles catered for:** The different learning styles addressed through this lesson plan. You can adapt these lessons using the Teaching Strategies to address different learning styles, depending on the learning preferences of your class.
- **Assessment for learning opportunities:** To be completed by the teacher, these identify different assessment for learning techniques, which may be applied in the lesson.
- **Standards/SLOs:** The principal SLOs from the UAE Ministry of Education EIL Framework that are addressed through this lesson.

E Customising your lessons

This Teacher's Guide provides a comprehensive set of lesson plans to support you in using the Learner's Book, Activity Book and accompanying audio. However, each teacher and each class is different, and we encourage you to reflect on what works for you and your learners, and to tailor lessons to ensure high-quality outcomes.

Before using the Learner's Book

- Engage in warm-up activities such as chants, total physical response (TPR), vocabulary games, alphabet chants, etc.
- Pre-teach and practise key language learners will encounter in the Learner's Book and Audio CDs.

While using the Learner's Book

- Keep learners actively engaged.
- Use the artwork as a conversation starter: Ask learners to name everything they see in the picture; play I Spy, etc.
- Vary the group dynamics in the lesson: Move from whole group response to individual response to pairwork, etc.
- Provide opportunities for learners to ask questions as well as answer them.
- Encourage learners to act out the language in the lessons.
- Encourage learners to use language structures and vocabulary to talk about their own ideas, opinions and experiences.
- In class discussions, write the learners' ideas on class charts. You can refer back to these charts in later lessons.
- Adjust your reading and writing expectations and instructions to suit the literacy level of your learners.
- Use the Teaching Strategies section in this Teacher's Guide to adapt the different types of activity in the classroom, and to customise feedback strategies.

Using the Activity Book and further suggestions

- Use the Activity Book pages related to the Learner's Book pages.
- Depending on the ability of the learners, use the stretch and support differentiation activities in the lesson plans to adapt the activities as required.
- Do a wrap-up activity or game at the end of every lesson.

F Assessment

We recommend that you take the time and opportunity to observe and monitor the progress and development of your learners. Many opportunities for informal assessment are provided through the My Learning lessons and end-of-unit projects as well as regular self-assessment opportunities.

At the beginning of the year, create individual portfolio folders to keep work that shows how the learners have been meeting the curriculum objectives. Use the portfolio to create a feeling of achievement and pride in learners about what they have achieved over the year. Keep this portfolio for parent-teacher meetings and send it home to show the parents/carers either at the end of each term or the end of the year. You might also want to include a letter to parents/carers outlining what the learners have achieved over the year.

Assessment for learning

Assessment for learning is a teaching strategy based around continual informal assessment of learner understanding, which then informs subsequent teaching decisions. Each lesson plan provides space and opportunities for you to apply assessment for learning techniques.

- **Observations:** Observing learners during tasks can help identify confidence, misconceptions, engagement and understanding of the task itself. This allows opportunities for individual interventions to address immediate learning needs.
- **Student self-assessment:** Self-assessments based around can-do statements provide an insight into learners' confidence of their own knowledge and skills, which can be used to address common or individual perceived weaknesses. It's important to combine self-assessment with other forms of formative assessment to ensure learners' confidence matches the accuracy of their understanding.
- **Oral questioning:** One of the simplest methods of eliciting feedback, oral questioning can help identify individual and group understanding. Questions may be directed at individual learners, groups of learners, or the whole class, although the teacher needs to make sure the feedback sessions are not dominated by the most confident learners. The feedback can inform whether learning points are reinforced, or whether the class is ready to move on.
- **Peer assessment:** Peer assessment develops learners' metacognition and their ability to articulate rules and conventions. The teacher should provide a model of peer assessment at the start of the activity to set out parameters, and to demonstrate constructive feedback. Peer assessment can be incorporated in a variety of ways:
 - Combined with oral questioning, peers can assess whether a learner's answer is correct, and if not, be encouraged to provide a correct answer and – if relevant – an explanation of why this is correct. This technique can help learners internalise and deepen their understanding through articulating rules and conventions in their own words to assess learners' mastery of the skill or knowledge.
 - As a differentiated activity, pairing able learners with those who need more support. The more able learners can provide support, reinforcing the strength of their own understanding through articulation and explanation.
 - As an extension to presentations, where peers ask questions of the presenters. This can help teachers assess the depth of understanding of both the presenters and the audience, and identify learning points to reinforce as a result.
 - Written work may be peer assessed, providing that learners have a clear marking guide to follow. Activities requiring objective answers (e.g. true/false, matching, etc.) can be facilitated quite easily, whereas more open-ended writing tasks may require dictionaries and teacher input to ensure the peer assessment is successful.
- **Quizzes:** Quizzes provide an objective measure of learners' knowledge, and can be run as competitive activities (e.g. backs to the board, see Teaching Strategies), paper-based tasks (e.g. an informal test) or online (e.g. a multiple-choice test, with instant feedback). Consideration needs to be given to the style of question (free response, multiple choice, etc.) and the breadth of the domain tested (e.g. whether the quiz tests a specific language point, the lessons' content, or broader). Regular use of quizzes can help build a data-informed picture of how the class is progressing, and whether there are areas of individual or collective weakness that need to be addressed.
- **Student presentation:** Presentations require learners to demonstrate their understanding and application of language. Misconceptions can be identified through directed questioning, which may be broadened out to the whole class through discussion, and addressed immediately through intervention.
- **Written work and feedback:** When learners submit written work, they should receive feedback as soon after submission as possible. Feedback should be encouraging, but identify and address errors and misconceptions. Common misconceptions or errors in the class can be addressed through whole-class teaching or activities, whereas individual errors should be addressed one-on-one through feedback.
- **Feedback:** Regular feedback is a key feature of assessment for learning, and should be a part of each activity. An important function of feedback is to ensure learners acquire knowledge and skills correctly and accurately, so each lesson builds on solid foundations. Feedback can directly and informally reinforce learning points where required (e.g. correcting common spelling errors, pronunciation issues, grammar misconceptions, etc. during the activity), or include more formally structured teaching of specific points (e.g. addressing a misconception or weakness common to the class).

In addition to the highlighted techniques in the lesson plans, the following strategies can be applied to embed assessment for learning in the classroom.

- Using objectives and outcomes for measurable learning or meeting set criteria. Where learning outcomes are clearly measurable (for example, learners will be able to write a sentence in the past simple and the past continuous tenses), activities that require learners to demonstrate these specific outcomes can be used to assess learners' mastery of the skill or knowledge.

F Common mistakes

The Cambridge English Corpus is a multi-billion word collection of written, spoken and learner texts; it is the largest of its kind in the world. The Corpus breaks down into several smaller corpora, including the Cambridge Learner Corpus, a unique 50 million word collection of exam scripts written by learners all over the world. Analysis of this resource has identified a number of common misconceptions and errors made by Arabic learners of English at CEFR A1, A2 and B1.

Although some of the common misconceptions listed here are from a higher level than relevant to this grade, the patterns and causes of these errors should be used to

help identify foundation knowledge and understanding that will enable learners to build their language from a solid base.

Spelling errors

Doubling and clusters of vowels appear to present a particular challenge for Arabic-speaking learners – for example, *quiet, because, friend, people, restaurant, beautiful, country, receive*. Silent consonants (*should, which, etc.*) and the silent e (*there, before, etc.*) also appear in the list of frequently mis-spelled words.

Target Word	Errors (in order of frequency)
because	becouse, becaus, becuse, beacuse
friend	frind, freind
different	diffrent
people	pepole, peaple, peopel, peopl
interesting	intersting, intresting
restaurant	resturant
beautiful	beatiful, beutiful
there	ther
before	befor
with	withe, whit
country	contry, contre
their	thier
together	togather
like	lik
receive	recieve, recive
which	wich
wishes	weshes, wiches, wishes
important	importent
should	shoud,
tomorrow	tomorow, tommorow, tommorrow
always	alway, allways

Missing a or an

This error is seen most frequently when an adverb and adjective intervene between the needed indefinite and the noun. This error is most frequently preceded by *it is* or *it's*.

- Example error: *It's very nice place.*
Corrected: *It's a very nice place.*

Missing the

The is frequently missing before nouns. Common nouns associated with this problem include: *same, UK, countryside, centre, internet, wedding, channel, cinema, city, museum, station, news, afternoon, same, weekend, USA, first, time, other*.

In addition, *the* is often missed before ordinals at the start of a sentence.

- Example error: *First thing I would like to tell you is that I love shopping.*
Corrected: *The first thing I would like to tell you is that I love shopping.*

Missing pronouns

It, you and *I* are the most frequently missing pronouns in the following instances:

- Missing *it* as an object pronoun: *My father gave me it when I was 13 years old.*
- Missing *you* as an object pronoun: *I want you to come with me.*
- Missing *I* as a subject pronoun: *I hope I see you soon.*

Missing conjunction

And is a common omission for Arabic learners.

Examples include:

- *It was full of flowers and green trees and there were places for cycling.*
- *There is a big sitting room, and there is a sofa, an armchair and a bookcase.*
- *My friend likes football and swimming.*

Missing be before adjectives in descriptions

The copula *be* presents a particular challenge as there is no *to be* in Arabic in the present tense. *Be* is the only significantly omitted verb, and because this error occurs with the present simple and progressive tenses, it needs particular attention from an early stage.

Frequent instances of this omission include:

- Missing *be* before adjectives in descriptions.
 - *I liked the competition because it was very interesting.*
 - *I will be very happy if you come*
 - *The theatre is near my house*
- Before the prepositions for talking about when or where something is or happens.
 - *My house is next to the bus station, opposite the bank.*
 - *Dinner time is at 6 o'clock in the evening.*
- Before *-ing* forms in present continuous.
 - *The place I am staying in is amazing.*
 - *She is studying with me.*
 - *So we are planning to go to that park together.*

Verb agreement with be

As above, the lack of an equivalent for *to be* in the present tense in Arabic is likely the source of the frequency of errors around verb agreements involving *be*.

- Example error: *Two men was near his car.*
Corrected: *Two men were near his car.*
- Example error: *Young people is important in society.*
Corrected: *Young people are important in society.*

Using in instead of at or on, and vice versa

Using *in* instead of *at* is the most frequent wrong-preposition error, followed by using *in* instead of *on*.

The most frequent instances of *in* instead of *at* concerns the following:

- With clock time when talking about times or occasions.
Example error: *The weather is very good in this time of year.*
Corrected: *The weather is very good at this time of year.*

- With *house* and *home*.
Example error: *Can you come to dinner with me in my house?*
Corrected: *Can you come to dinner with me at my house?*
- With *work*, *college*, *school*, *university*, etc.
Example error: *I met her in my work.*
Corrected: *I met her at my work.*
- In the phrase *at the weekend*.
Example error: *I really enjoyed shopping in the weekend.*
Corrected: *I really enjoyed shopping at the weekend.*
- With events, such as *party*, *wedding*, *concert*, etc.
Example error: *See you in the party.*
Corrected: *See you at the party.*

The most frequent instances of *in* instead of *on* concerns the following:

- With days of the week.
Example error: *I will visit you in Sunday at about 2 o'clock.*
Corrected: *I will visit you on Sunday at about 2 o'clock.*
- TV.
Example error: *Sometimes I see old serial dramas in TV.*
Corrected: *Sometimes I see old serial dramas on TV.*
- Day, birthday, holiday.
Example error: *We had a good time in this holiday.*
Corrected: *We had a good time on this holiday.*

Punctuation with apostrophes

Apostrophes are a common problem area for most groups of learners, not just learners whose first language is Arabic. The most frequent error types are listed below.

- Confusion between *I'm* and *I am*, resulting in *I'am*.
Example error: *I'am writing to tell you my news!*
Corrected: *I am writing to tell you my news! Or I'm writing to tell you my news!*
- Confusion between *it's* and *its*.
Example error: *I've got a new phone. I like it's camera and it's screen.*
Corrected: *I've got a new phone. I like its camera and its screen.*
- Forming plural nouns with apostrophes, which may be a result of confusion with possessive 's.
Example error: *My friend's gave me a mobile, but my parent's gave me a computer.*
Corrected: *My friends gave me a mobile, but my parents gave me a computer.*
- Using *its* in place of *it's*.
Example error: *Its a big place and its nice as well.*
Corrected: *It's a big place and it's nice as well.*
- Possessive *s* with missing apostrophe.
Example error: *My friends name is Dalal.*
Corrected: *My friend's name is Dalal.*

Overuse of *it* as a pronoun between subject and verb

This is a particularly frequent error for Arabic learners, although it is becoming more common among native speakers, especially in relative clauses.

- Example error: *You know I don't know if Oman's weather it will be very good.*
Corrected: *You know I don't know if Oman's weather will be very good.*
- Example error: *You can catch the bus that it stops across from our house.*
Corrected: *You can catch the bus that stops across from our house.*
- Example error: *The information you sent it to me by email was great.*
Corrected: *The information you sent to me by email was great.*

Over-long sentences

Sentence boundaries are a problem area for all learners (not just those with Arabic mother tongue), but not beginning a new sentence when required is by far the most frequent punctuation error of Arabic speakers. Run-on or overly long sentences are common, even at lower levels where learners' language normally limits them to simple short sentences. Learners may construct short sentences, but neglect punctuation to mark the start and end of sentences.

Teaching Strategies Grades 1–3

Teaching Strategies Grades 1–3

This section provides definitions for a range of different teaching strategies that can be used in the classroom, as well as information on the rationale for each activity.

Teacher-led strategies (direct instruction)

Guided reading

Learners are placed into groups of 4–6 according to reading knowledge and skills in order to help them read and discuss texts with greater independence.

The teacher plays an active role in leading the learners through group reading sessions that:

- model reading processes
- demonstrate how to choose and read books of different genres
- apply prior reading experiences
- use vocabulary, syntax, and phonics to develop understanding
- ask questions to establish comprehension
- deepen understanding
- support learners to reflect on their reading.

Guided writing

Learners are placed into groups of 4–6 according to writing ability and skills. The teacher leads and supports the learners through a variety of writing experiences to direct and develop their understanding of the process, purpose and forms of writing.

Guided writing strategies include:

- demonstrating ways to generate ideas
- describing characters and events
- organising information
- editing and sharing work
- building learners' confidence through writing in familiar and unfamiliar contexts.

Guided discovery

The teacher leads and supports the learners in the acquisition of skills and knowledge through modeling and step-by-step practise, until learners are able to apply the skills and knowledge independently.

Learners may be provided with an example of a language item in action, for example in a piece of text, and they are then supported and encouraged by the teacher to discover and summarise the rule themselves.

Guided listening

The teacher explicitly shares the purpose for the listening activity and provides focused instruction prior to reading the text or playing the audio.

- Learners are provided with a framework on which to organise their ideas; a way to record, share and value the ideas of others and a practical transfer of these skills to their independent work.
- With support learners make notes while listening; the teacher pauses occasionally to discuss specific concepts and ideas with the learners.

- With support learners pose questions, present ideas, make inferences/predictions/connections and reflect on peers' ideas.

Visual stimuli

Visual stimuli are an important component of individual learning materials, as well as of the classroom environment as a whole. Visual stimuli provoke discussion and engage learners in the lesson focus.

Learners are provided with visual stimuli such as images, cues, objects, or environments to support them in making associations and connections in processing, memorising, and recalling information.

Cloze

Cloze is used to assess literacy skills such as predicting meaning, developing vocabulary, applying prior knowledge, and understanding textual information.

- Learners fill in or complete letters, words, and phrases that are deliberately omitted from written or oral text.
- For support, learners may be separately provided with the letter, words and phrases that are required to complete the text.

Prompt

Learners are provided with prompts such as open-ended words, phrases, or sentences to cue, focus, direct or produce thinking. Sentence starter prompts can encourage learners to complete an idea, deepen a question, expand on a response or plan further work. For support, the prompts may be longer and more structured. Prompts encourage learner confidence especially when starting a speaking or writing activity. Examples of prompts include:

- 'Jamal went to the ...'
- 'On Tuesdays we ...'
- 'At school, Samia's favourite subject is ...'

Total Physical Response (TPR)

The teacher builds the learners' confidence in using the language in a way that emulates the early learning of the mother tongue at home. Learners may not respond immediately but the teacher understands that the learners are absorbing the language, the sounds and the patterns until a time when they have the confidence to spontaneously reproduce the language.

- The teacher starts by saying a word or phrase and demonstrating an action (e.g., "look" and teacher points).
- The teacher then says the command and the learners do the action.
- After repeating a few times the learners repeat the word whilst doing the action.
- When the learners feel confident they say the word or phrases and do the action independently or leading other learners.

Word wall

A word wall is a group of words that are displayed on a wall, display board or whiteboard. The words are printed in a large font so they are easily visible from all learners' seating areas. The teacher and the learners refer to the words continually throughout a unit or term during a variety of activities. Displaying vocabulary in this way provides a permanent visual support reference for learners during the lessons. The words can be made accessible by using individual word cards with tack to enable teachers and learners to move them around on the wall. They can also be colour coded to enable organisation, for example, into groups of similar word types.

Flashcards

Flashcards are used for drill, practice and positive reinforcement. A typical flashcard has the question, term, or issue on one side and the answer, definition, or related information on the other. For younger learners, flashcards may be larger, use larger font and contain less detail; as learners become older flashcards may be smaller, use smaller font and contain more detail.

The teacher uses a series of hand-held cards that are shown to learners often by flipping them over quickly as a technique to learn, memorise or review information on the card.

Practice and drill

Practice and drill is a controlled strategy that enables a focus on accuracy and intense practice in hearing and saying particular words or phrases. It involves an emphasis on repeating structural patterns through oral practice. Learners tend to find this method supportive and reassuring. It can be used for words and phrases or question and answer drills.

- The teacher says (models) the word or phrase.
- The learner repeats the word or phrase.
- The teacher provides immediate feedback by repeating, emphasising or correcting the learners' speech. The teacher re-models the word or phrase.
- The learner repeats the word or phrase again.

Organised grouping strategies (cooperative)

Peer practice

Learners work together in pairs or small groups (allocated by the teacher) to help each other to review, drill, and rehearse to check knowledge, deepen understanding, and develop skills.

Collaborative learning

Learners work together in pairs or small groups to solve a problem, complete a task, or create a product. They participate in thoughtful discussion, and result in a more positive attitude about learning and each other by working together.

- Learners engage with one another and are responsible for making sure that everyone understands the task.
- The teacher facilitates collaborative learning by organising the learners into pairs or small groups that complement one another and by supporting the development of the group task.

Active strategies (activities)

Role-play

Learners act out or perform a particular role in order to explore and dramatise the thoughts, feelings, and experiences of another person in a simulated situation.

- The role-play may be conducted between two learners, a small group or as a whole class led by the teacher.
- Role-play may be performed and presented to the whole class where other learners may be invited to make comment and analysis on the content.
- Some role-plays may be simple re-enactment but role-play can also include learners' own development and interpretation of a given scenario.

Learning centres/stations

The teacher establishes physical locations, such as tables around the classroom that are assigned for learners to explore topics, curriculum areas, resources, and types of learning (e.g., listening, reading, presentations).

The learning stations may contain problem-solving challenges or artifacts for discussion.

Learners may visit the learning stations as individuals, in pairs or in small groups.

Experiential learning

Experiential learning is the process of learning through experience, and is more specifically defined as 'learning through reflection on doing'.

It is vital that individuals are encouraged to directly involve themselves in the experience, and then to reflect on their experiences using analytic skills, in order that they gain a better understanding of the new knowledge and retain the information for a longer time.

Look-say-cover-write-check spelling strategy

Look-say-cover-write-check is a strategy used to help children learn their spellings. This is a useful method to teach learners so that they practise learning the spellings of words, but also so that they are testing themselves.

A learner is given a word to spell and:

- looks at it
- says the word
- covers it over with a piece of paper or their hand
- writes the spelling again next to the word
- uncovers the spelling to check if they have got it right.

Games

A game may be played using print, digital media, simulation, or contest (competitive or cooperative) according to a clear set of rules in order to challenge and motivate learners to learn. This strategy is highly engaging, but all learners should understand the objectives and process of the game before playing.

Listening to stories/story time

The language used in stories is different from social spoken English. Listening to stories (audio recordings,

teacher or peer readings) allows learners to access texts above the language they are able to engage with independently.

- Before listening to the story, the teacher should brief the learners on the objective or focus of the task.
- The teacher can pause or repeat sections to ask questions and support learners in following the story.

Chanting

Chanting involves the teacher and learners repeating a text using a rhythm or background music to help recall. Teachers can create their own chants by putting target language to a well-known tune and asking learners to accompany with actions. Chants can be progressive, starting off with the teacher leading and the learners repeating with additional language added over time.

- Start off with a small amount of language in the chant.
- Add more vocabulary each lesson to build up the chant.
- Use chants to teach speech rhythm and stress.
- Invent chants to suit specific needs.
- Revisit and review previous chants to build confidence.

Singing

Using songs is fun, multisensory and enables learners to hear meaningful language in context. Singing songs helps learners to improve their listening skills and speaking fluency with the natural rhythms of language.

- Choose songs that are simple and repetitive.
- Teach the vocabulary in the song using games and flashcards.
- Play the songs a couple of times as background music.
- Use language games with the songs, for example stand up when you hear a focus word.
- Make up actions to accompany the lyrics.
- Breakdown any difficult parts.
- Revisit the song to perfect it and review.

Reading diary

The use of a reading diary or a response journal supports learners to regularly write personal reactions to texts, activities, and experiences in any subject area.

Learners' reactions may be formal or informal and include exploring, analysing, questioning, interpreting, and appreciating new ideas and experiences.

Reading diaries may be kept as a personal account shared between the learner and the teacher or may be used to present ideas and reflections to the class.

Multimedia learning (video)

Learners may access ICT-based teaching resources provided by the teacher to facilitate learning such as audio and video extracts used within lessons to demonstrate vocabulary and speaking. Learners may also use ICT-based resources, such as interactive software or using audio devices to record their own dialogues, to create projects and complete tasks.

Strategies to promote thinking and problem-solving (analysis)

Brainstorming

Learners share and record questions, ideas, and examples that come to mind (without judgement or censure) about a central idea, topic, or problem. Brainstorming is often presented visually using colourful posters that can be created by learners in small groups and presented to the rest of the class.

Opinion forming

Learners may receive a quotation from a text (before it is read) that includes evidence for one side or the other of an issue or argument. With support, learners share their quotations and their evolving opinions, with reasons and evidence to support them.

Alternatively the teacher makes a statement and encourages learners to form an opinion for or against the statement. Learners may be asked to move physically to opposing sides of the classroom to demonstrate their opinion. The teacher may then ask questions to encourage learners to justify and rationalise their opinions.

Reflection

Learners think deeply or carefully about information, an investigation, or problem in order to clarify their understanding in light of previous experience. Reflection may:

- include both formal and informal ways to think about the 'why' and 'how' of learning (e.g., in a journal or response log)
- incorporate wait time before learners respond to a question
- support learners to complete a criteria-based checklist as a group following an activity.

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a poem and a dialogue for specific information. Speaking: To answer questions about a poem and a dialogue. Reading: To read vocabulary about the weather. Writing: To write a poem about the weather.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use Present Simple affirmative sentences with simple nouns • say words following a model.
Link to prior learning: <ul style="list-style-type: none"> • Colours • Wh- questions • Present Simple 21st Century Skills <ul style="list-style-type: none"> • Learning and innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>rainy, windy, umbrella, grass, tree, house, rain, flowers, puddle, boots, raincoat, rain hat</i> Key expressions/structure: Present Simple affirmative sentences: <i>He likes the rain.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle to write their own weather poem. Provide plenty of support by writing additional words they may need on the whiteboard prior to the start of the activity. Monitor learners carefully as they work, and provide individual writing help as needed. 		
Resources/equipment needed: Learner's Book page 161 Activity Book page 127 Audio tracks 122 and 123 Handmade flashcards or pictures: <i>rainy, windy, umbrella, wind, blow, raincoat, rain hat, boots, puddle</i> White paper; coloured pencils or crayons		

UNIT 8 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Draw the following pictures on one side of the board, and write the words on the other side: <i>tree, house, rain</i> and <i>grass</i>. 2. Teach the words by pointing at the pictures and saying the words. Have learners repeat in unison. 3. Ask the learners if they can match the pictures to the words. Call confident learners to the front of the classroom to draw a line between the pictures and the words. Do this as a whole-class activity.
Resources	Main activity
Learner's Book page 161 Audio Track 122	Read and listen: Activity 1 <ol style="list-style-type: none"> 1. Tell learners they are going to listen to a poem. Play the audio once for learners to just listen, then again for them to listen and read along in their books. If necessary, remind learners of the new vocabulary from the Starter activity by pointing at the picture or using flashcards/pictures. 2. Play the poem again. Pause after each line for learners to repeat. 3. Practise reciting the poem together without the audio with learners pointing at the pictures in their Learner's Book.
Learner's Book page 161 Audio Track 123	What can you see?: Activity 2 <ol style="list-style-type: none"> 1. Use flashcards, pictures or draw pictures on the board to introduce the new vocabulary: <i>rainy, windy, umbrella, wind, blow, raincoat, rain hat, boots</i> and <i>puddle</i>. 2. Point to each vocabulary item, say the word and have learners repeat. Have learners look at page 161 in the Learner's Book. Focus on the picture. Then say the word again and ask learners to point to it in their book. 3. Ask additional questions about the picture, for example <i>What colour is the boy's raincoat? Is the grass blue or green?</i> (Answers: <i>It's yellow. The grass is green.</i>) Tell learners that they are going to listen to the teacher and the girl talking about what they can see through the window of the classroom. 4. Play the audio a few times. Learners look at the picture and point to what they hear as they listen. 5. Play the audio again and pause after each line for learners to repeat.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. If learners have difficulty understanding the audio, read the audioscript slowly, pausing after each sentence.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners can give additional descriptive information about the picture, for example <i>There is a red car.</i>

Activity Book page 127	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Write the 'Rainy day' poem from Learner's Book page 161 on the whiteboard. 2. Explain to learners that they will write their own poems and underline the words that they can change (<i>green grass, houses</i>). Ask learners what other words they could use in the poem. Encourage them to say different words they have learned throughout Grades 1 and 2. 3. Tell learners to turn to page 127 in their Activity Book and look at the Word box in Activity 1. Focus on the words, model pronunciation and have learners repeat. Check their understanding. 4. Learners write their poem individually and draw a picture. 5. Walk around and monitor writing, providing individual support as needed. <p>Feedback Put learners in pairs so they can read their poems to each other. Then invite individual learners to read their poems aloud to the class.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with individual support to help them choose a word and copy it correctly onto the line. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Allow learners to use different words to the ones in the Word box.
Activity Book page 127	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Point to the pictures in Activity Book Activity 2 and say the words. 2. Model the first example. Read the word for the learners and show them how to draw a line from <i>windy</i> to the correct picture. 3. Read the other words for the learners. Learners draw a line to the matching picture. <p>Feedback Learners check their answers in pairs. Then check the answers as a whole class by asking individual learners to put their hands up and say the word and the letter of the corresponding picture.</p> <p>Answers</p> <p>1 c; 2 e; 3 b; 4 f; 5 d; 6 a</p>
Resources	<p>Plenary</p> <p>Draw it!</p> <ol style="list-style-type: none"> 1. Divide learners into small groups. 2. Give each group a sheet of paper and coloured pencils. 3. Call out a new vocabulary word from this lesson, for example <i>rain, house, tree, grass, raincoat, rain hat, puddle, boots</i>. 4. Learners quickly sketch it. They can use their Learner's Book to trace or copy a picture. 5. Say: 1, 2, 3. Learners show their drawing. 6. Repeat for other vocabulary words from this lesson.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place, or action. (G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous. (G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace. (G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves. (G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information. Speaking: To say words following a model, answer questions about the weather. Reading: To read sentences about the weather. Writing: To write weather vocabulary.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and answer questions in the Present Simple and Present Continuous tenses say words following a model.
Link to prior learning: <ul style="list-style-type: none"> Wh- questions Present Simple tense 21st Century Skills <ul style="list-style-type: none"> Communication and collaboration: Introduce the concept of working in teams, with a common goal, to solve problems 		
Key vocabulary: <i>cloudy, rainy, windy, sunny, snowy, hot, cold</i> Key expressions/structure: Present Simple questions: <i>What's the weather like?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may struggle with the final y sound in the weather vocabulary. Make sure to model the pronunciation, emphasising the final y sound and check that learners use correction pronunciation. 		
Resources/equipment needed: Learner's Book pages 161 and 162 Activity Book page 128 Audio track 124 Flashcards: <i>sun/sunny</i> Handmade flashcards or pictures: <i>windy, hot, snowy, cold, cloud/cloudy, rain/rainy</i> Blank cards (to be used to make a word wall); coloured pencils or crayons		

UNIT 8 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
Learner's Book page 161	<ol style="list-style-type: none"> 1. Ask learners if they can remember the <i>Rainy day</i> poem from the previous lesson. If necessary, direct them to page 161 in the Learner's Book. 2. Say the lines in the poem one by one, pausing after each one for learners to repeat. 3. Divide the learners into four groups. Give each group one line to memorise. 4. Learners recite the poem in four groups, saying it faster the second time.
Resources	Main activity
Learner's Book page 162	<p>Topic vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to open their Learner's Book to page 162. Teach the new vocabulary by pointing to the pictures and saying the words in Activity 1. 2. Play the audio, pausing after each weather word for learners to repeat. Then play the following sentence and mime to make the meanings clear. Draw some pictures on the whiteboard to make the meaning clear of any unfamiliar words, such as <i>snowman</i>. 3. Play the audio again. Pause after each word so learners can point to the correct picture and repeat. 4. Play the audio a third time while learners read along in their Learner's Book. 5. Ask learners what kind of weather they like, for example <i>Do you like rainy/cold/hot days?</i> 6. Ask: <i>What's the weather like in the UAE?</i> If necessary, use prompts such as <i>Is it snowy in the UAE? Is it sunny in the UAE?</i> 7. Explain that two of the words are opposites, and ask learners to identify them. (Answer: <i>cold/hot</i>)
Activity Book page 128	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Point to the pictures in Activity Book Activity 1 and mime the weather types. 2. Learners work independently to unscramble the letters and write the words correctly. <p>Feedback</p> <p>When they have finished, let learners check their answers with a partner. Call on learners who raise their hand to spell the words. Write the correct spelling on the whiteboard.</p> <p>Answers</p> <p>1 windy; 2 rainy; 3 sunny; 4 snowy</p>

Learner's Book page 162	<p>Word wall: Activity 2</p> <ol style="list-style-type: none"> 1. Divide the learners into mixed-ability pairs. Tell learners they are going to make cards for a weather word wall. 2. Model an example on the whiteboard. Write the word <i>rainy</i> on a card and stick it on the whiteboard. Draw a picture to represent <i>rainy</i> on another card and stick it on the whiteboard next to the picture card. 3. Hand out the blank cards and coloured pencils. 4. Give each pair of learners a weather vocabulary word, for example <i>sunny</i>. One learner writes the word on a card and the other learner draws a picture on another card. Ask one pair of learners to make cards for <i>What's the weather like?</i> and <i>It's ____</i>. (Words for the word wall: <i>windy, sunny, hot, snowy, cold, cloudy, rainy</i>). 5. Learners write and draw, then stick their cards on the word wall. 6. When learners have finished, have everyone stand or sit in front of the word wall. Point to <i>What's the weather like today?</i> Ask a learner to read the question. Point to <i>It's</i> and the picture of <i>sunny</i>. Ask learner to answer the question. (Answer: <i>It's sunny</i>.) Repeat with the other pictures. 7. You may like to extend the word wall to include typical clothes worn in different weather conditions (for example, <i>raincoat, rain hat, trousers, boots</i>, etc.) and the question <i>What is he/she wearing?</i> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners who have difficulty writing to draw the picture. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ensure that more confident learners are the ones who write the words.
Learner's Book page 162	<p>What's the weather like?: Activity 3</p> <ol style="list-style-type: none"> 1. Point to the pictures of the children in the Learner's Book Activity 3. 2. Learners look at the pictures and decide which word is missing from each sentence. 3. Learners write the complete sentences in their notebook. Walk around and monitor writing to ensure correct spelling. <p>Feedback</p> <p>Check answers as a class by asking learners to raise their hands. Write the missing words on the whiteboard. Learners check their spelling.</p> <p>Answers</p> <p>It is hot and <u>sunny</u>. It is cold and <u>snowy</u>.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Read the sentences for the learners if they cannot read them. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Let learners write additional sentences.

Activity Book page 128	Activity Book: Learning goal 1. Direct learners’ attention to the self-evaluation statement. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
Resources	Plenary Memory game 1. Take the cards off the word wall. 2. Stick the picture and word cards face down on the whiteboard. 3. Divide the learners into small teams. Model the activity. 4. One learner from a group turns two cards – a flashcard or picture and a word card. If they match, they keep them and the team gets a point. If they don't match, they turn them around. 5. Teams take turns turning cards until there are no cards left.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place, or action. (G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous. (G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace. (G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves. (G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<ul style="list-style-type: none"> • Learning objectives: • Listening: To listen to a chant and to listen for specific information in a short text. • Speaking: To say a chant following a model and ask simple questions about a listening text. • Reading: To read sentences about a listening text. • Writing: To write answers to questions about what you do on the different days of the week. 		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • say simple nouns following a model • ask and answer questions in the Present Simple with <i>wh-</i> question words and nouns.
Link to prior learning: <ul style="list-style-type: none"> • Present Simple • Action verbs • <i>Wh-</i> question words 21st Century Skills <ul style="list-style-type: none"> • not applicable 		
Key vocabulary: Days of the week: <i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</i> Key expressions/structure: Present Simple affirmative: <i>It's sunny.; What's the weather like?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with the spelling of <i>Wednesday</i> as it is spelled differently to how it sounds. Use the Look-say-cover-write-check spelling strategy so learners can easily memorise the spelling of this word. 		
Resources/equipment needed: Learner's Book page 163 Activity Book page 129 Audio track 125 and 126 Word cards PCM 74: <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, What do you do on...?</i> A page from a calendar (month view); word wall from Lesson 2; coloured pencils or crayons		

UNIT 8 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
PCM 74	<ol style="list-style-type: none"> 1. Draw learners' attention to the word wall that they made in the previous lesson. If you have taken this word wall down, stick the word cards and picture cards that the learners made on the walls around the classroom. 2. Say a word from the word wall, then say the name of a learner. 3. That learner has to run and touch the picture or word card. 4. Repeat until all words have been called out.
Resources	Main activity
Learner's Book page 163 Audio Track 125	<p>Days of the week: Activity 1</p> <ol style="list-style-type: none"> 1. Show a page from a calendar or draw a month of a calendar on the whiteboard. 2. Introduce the days of the week to the learners. Say the day of the week and have learners repeat. Focus on correct pronunciation and do a drilling activity if necessary. 3. Ask learners what they do on different days of the week. Remind them of activities they have studied previously in the book, such as <i>read a book, use the computer, fly a kite</i>. 4. Tell the learners to look at the pictures and the words in the Learner's Book. Explain that they are going to listen to a chant and mime. 5. Play the audio a few times while learners chant and mime along. 6. Model asking a question: <i>What do you do on (Monday)?</i> Learners answer the question. Write the question-and-answer model on the whiteboard. 7. Divide the learners into mixed-ability pairs. 8. Learners ask and answer questions with a partner. 9. Walk around and provide support with asking and answering questions as needed. 10. Point to the Writing tip in the Learner's Book and read it. Ask: <i>What is in red?</i> (Answer: <i>The first letter of the word.</i>) Explain that the days of the week start with a capital letter.
Activity Book page 129	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Point to Activity 1 in the Activity Book. Read through the days of the week, with learners repeating in unison. Pause at the gaps for learners to say the missing days of the week. 2. Ask learners to write the missing words in their Activity Book. 3. Then read the questions. Model the activity by answering the questions about you and writing the answer on the board. Ask a few confident learners to answer the question about them. 4. Learners work independently to answer the questions. 5. Walk around and monitor writing, providing individual support as needed. <p>Feedback Write the days of the week on the whiteboard for learners to check their spelling. Ask learners who raise their hand to read out their sentences.</p> <p>Answers</p> <p>Tuesday, Thursday, Saturday Learners' own answers</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write list of verb phrases (for example, <i>read a book, use a computer, fly a kite, watch TV</i>, etc.) on the whiteboard to help learners. 2. Provide learners with individual writing support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Let learners write additional sentences about things they do on other days.
<p>Learner's Book page 163 Audio Track 126</p>	<p>Myriam's week: Activity 2</p> <ol style="list-style-type: none"> 1. Introduce the setting to the learners. Point to the pictures in Learner's Book Activity 2 and ask: <i>What do you think the story is about?</i> 2. Play the first part of the audio. Then ask: <i>What is the girl's name? Where does she live? When does she go to school?</i> 3. Ask learners to focus on the pictures. Read the sentences below the pictures, introducing the new vocabulary by modelling the pronunciation and pointing to the elements in the picture. 4. Explain to learners that they are going to listen to what Myriam does every day of the week. Ask learners to recite the days of the week. 5. Play the second part of the audio. Learners listen while pointing to the pictures in the Learner's Book. 6. Then play the second part of the audio again, pausing after <i>on</i> for learners to say the day of the week. You may like to ask learners to draw a line between the day of the week and the picture. 7. Ask: <i>What does Myriam do on Sunday?</i> (Answer: <i>She cooks dinner with her mother.</i>) Repeat with all of the days of the week. 8. Ask learners if Myriam's life is the same as theirs or not. Ask: <i>What is different?</i> Learners share ideas with the class. <p>Feedback</p> <p>Ask individual learners who raise their hand to say a sentence about each day of the week, using the structure <i>On (Sunday), she (cooks dinner with her mother).</i></p> <p>Answers</p> <ol style="list-style-type: none"> 1. On Sunday, she cooks dinner with her mother. 2. On Monday, she knits a scarf. 3. On Tuesday, she plays with her baby sister. 4. On Wednesday, she goes to the market with her mother to buy fruit and vegetables. 5. On Thursday, she watches TV and eats popcorn. 6. On Friday, she goes to the playground and slides down the slide. 7. On Saturday, she visits her grandma.
<p>Activity Book page 129</p>	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to Activity Book Activity 2. Ask them to imagine it is windy. Say: <i>It's windy. What do you do?</i> Elicit some answers and write them on the board. Then repeat with <i>hot</i>. 2. Tell learners to complete the sentences in their Activity Book with what they do on a Saturday in the different weather conditions. 3. Learners work individually to write the sentences. Monitor closely and offer help as needed. <p>Feedback</p> <p>Put learners in pairs so that they can read their sentences to each other.</p> <p>Answers</p> <p>Learners' own answers.</p>

Resources	Plenary		
Activity Book page 129	1. Ask individual learners to read out their sentences from Activity Book Activity 2. Write the activities that learners say on the board and write a tally mark each time a learner mentions an activity, so that you can find out which is the most popular/ least popular activity among learners.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place, or action.			
(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous.			
(G2.2.1.1.4) Talk about days, months and times.			
(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.			
(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.			
(G2.4.3.1.1) Use grade-appropriate language structures, for example simple present.			
(G2.4.1.1.1) Form uppercase and lower case letters correctly.			
(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words, and sentences appropriately.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in a short audio recording. Speaking: To ask and answer questions about the weather in the present and the past. Reading: To read a short conversation about the weather in the past. Writing: To write a simple sentence about the weather in the past.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use the verb <i>to be</i> in Present Simple and Past Simple sentences • answer simple questions using the Past Simple of the verb <i>to be</i>.
Link to prior learning: <ul style="list-style-type: none"> • Weather vocabulary • Days of the week vocabulary • Present Simple questions: <i>What's the weather like? What do you do on (Sunday)?</i> 21st Century Skills <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully 		
Key vocabulary: <i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday; snowy, windy, sunny, cloudy, cold, hot, rainy</i> Key expressions/structure: Past Simple of the verb <i>to be</i> : <i>It was windy; What is the weather like?; What was the weather like?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle to distinguish between the use of the present and the past. Use a calendar and circle the current day and the previous day to help learners understand the concept of past. Use gestures to emphasise present and past when using the different verbs. 		
Resources/equipment needed: Learner's Book page 164 Activity Book page 130 Audio track 125 and 127 Word cards PCM 74: <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i> (enough copies so that each learner has one card) Calendar with days of the week; coloured pencils or crayons		

UNIT 8 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
Audio Track 125 PCM 74	<ol style="list-style-type: none"> 1. Play the audio for the days of the week chant from the previous lesson. Learners chant and mime to the chant. 2. Hand out the word cards for the days of the week. Ask each learner to hold up their card and say the day of the week. 3. Play the audio again, this time pausing after each day of the week. When a learner hears the day of the week on their card, they stand up and show the card.
Resources	Main activity
Learner's Book page 164 Audio Track 127	<p>Listen and read: Activity 1</p> <ol style="list-style-type: none"> 1. Write the days of the week in order on the board. Circle the current day (for example, <i>Tuesday</i>). Say: <i>Today is (Tuesday)</i>. Then circle the previous day (for example, <i>Wednesday</i>). Say: <i>Yesterday was (Wednesday)</i>. Repeat this with a few other days. Use gestures to emphasise the difference between the past and the present. 2. Tell learners they are going to listen to Ahmad, a seven-year-old boy who lives in Egypt, talk about the weather. 3. Ask learners to open their Learner's Books at page 164. Draw their attention to the text in the pictures. 4. Play the first part of the audio once. Ask learners questions about it, for example <i>Which day is it? What is the weather like?</i> 5. Play the second part of the audio once. Ask learners questions, for example <i>Which day was it? What was the weather like?</i> 6. Ask learners to circle <i>today</i> and the verb <i>is</i> in the first whiteboard. Ask them to circle <i>yesterday</i> and the verb <i>was</i> in the second whiteboard. Remind learners that <i>today</i> is present and <i>yesterday</i> is past.
Learner's Book page 164	<p>What was the weather like?: Activity 2</p> <ol style="list-style-type: none"> 1. Point to the calendar in the Learner's Book Activity 2. Tell learners that it is a <i>calendar</i> and drill pronunciation of the word. 2. Ask: <i>Which day is it today?</i> Point to the circled word. Elicit: <i>It's Thursday</i>. 3. Ask: <i>What's the weather like today?</i> Point to the picture. Elicit: <i>It's snowy</i>. 4. Point to Wednesday. Ask: <i>What was the weather like on Wednesday?</i> Elicit: <i>It was cold on Wednesday</i>. Write the question and the answer on the whiteboard and underline <i>was</i>. Remind learners we are talking about the past. 5. Divide learners into mixed-ability pairs and point to the model question and answer on the whiteboard. Tell learners to ask and answer questions about the weather from Sunday to Thursday. <p>Feedback Ask pairs of learners to model questions and answers about the different days in the calendar.</p> <p>Answers</p> <p>It was hot on Sunday. ; It was windy on Monday. ; It was sunny on Tuesday. ; It was cold on Wednesday. ; It was cloudy on Thursday. ; It was windy on Friday. ; It was rainy on Saturday.</p>

Activity Book page 130	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Point to the question and answer in Activity Book Activity 1 and read them with learners. Ask what the missing word is (<i>was</i>). 2. Learners write the word in the gaps. <p>Feedback Ask a pair of confident learners to read out the conversation.</p> <p>Answers</p> <p>was</p>
Activity Book page 130	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Point to the pictures in Activity Book Activity 2. 2. Ask: What are these? Elicit: <i>school, park</i>. 3. Point to the first picture. Ask: <i>Where was I yesterday?</i> Elicit: <i>Yesterday, I was at school</i>. 4. Point to the first picture again. Ask: <i>What was the weather like?</i> Elicit: <i>It was cold and rainy</i>. and write it on the board 5. Learners write the sentences under the first picture. (Answers: <i>Yesterday, I was at school. It was cold and rainy.</i>) 6. Point to the second picture. Ask: <i>Where was I yesterday?</i> 7. Point to the second picture again. Ask: <i>What was the weather like?</i> 8. Tell learners to write the sentences under the second picture. 9. Ask learners to compare their sentences with a partner. <p>Feedback Ask learners who volunteer to share their sentences for the second picture. Write the sentences on the whiteboard.</p> <p>Answers</p> <p>1 I was at school. It was cold and rainy.; 2 I was at the park. It was sunny and hot.</p>
Resources	Plenary
Activity Book page 130	<p>Activity Book: Learning goal</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the self-evaluation statement. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place, or action. (G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous. (G2.2.1.1.4) Talk about days, months and times. (G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves. (G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words. (G2.4.3.1.1) Use grade-appropriate language structures for example, past simple of verb <i>to be</i> .			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in a chant. Speaking: To say and mime a chant and say the months of the year. Reading: To read the months of the year. Writing: To write the months of the year and write answers to questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • say and use simple nouns • understand and use <i>wh</i>- questions in the Present Simple.
Link to prior learning: <ul style="list-style-type: none"> • Days of the week • Weather vocabulary • Present Simple questions 21st Century Skills <ul style="list-style-type: none"> • Learning and innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: Months of the year: <i>January, February, March, April, May, June, July, August, September, October, November, December</i> Key expressions/structure: Past Simple of verb <i>to be</i> ; Present Simple questions: <i>What's the weather like in (January)? What do you do in (December)?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with the spelling of the months of the year. Use the Look-say-cover-write-check spelling strategy so learners can easily memorise the spelling of these words. 		
Resources/equipment needed: Learner's Book page 165 Activity Book page 131 Audio tracks 128 and 129 Word cards PCM 75: <i>January, February, March, April, May, June, July, August, September, October, November, December</i> Mini whiteboards, laminated sheets of white paper or pieces of scrap paper plus marker pens for each group; a small ball		

UNIT 8 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<p>Mini whiteboard race</p> <ol style="list-style-type: none"> 1. Divide learners into small groups and hand out a whiteboard (or equivalent) and marker pen to each group. 2. Write the days of the week with missing letters on the whiteboard: M_nday, Tu_sday, W_dnesday, Th_rsdai, Fr_day, S_turday, S_nday. 3. In their groups, learners decide the missing letter in each word and write it on their whiteboard. 4. Go through the words on the board, asking learners which letter is missing in each one. The first group to put their hands up can come to the board and write the letters in the words.
Resources	Main activity
<p>Learner's Book page 165 Audio Track 128</p>	<p>Months of the year: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to open their Learner's Books at page 165. Draw their attention to the picture of the calendar pages. 2. Introduce the months of the year to the learners. Play the audio for learners to listen and point to the months in their books. Then play again, pausing after each month for learners to repeat. 3. Ask learners to stand up and form a circle. Give a learner a ball. Explain that they are going to listen to the months of the year again. The learner holding the ball says the first month and then passes the ball to the next learner who says the next month, and so on. Play the audio once. Then play again, but stop after <i>October</i>. Learners must continue to pass the ball and say <i>November</i>, <i>December</i>. Play the audio again, this time stopping after <i>August</i>. Learners must continue to say the remaining months. Continue in this way until learners say all of the months of the year without the audio.
<p>Learner's Book page 165 Audio Track 129</p>	<p>What's missing?: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners questions about the months of the year, such as <i>What is the weather like in (August)? What do you do in (February)?</i> 2. Tell the learners to look at the pictures and the words in the Learner's Book. Explore the pictures and ask learners to tell you what they can see in each picture. 3. Explain to learners that they will listen to a chant and they have to complete it with the missing words. Play the audio, pausing after <i>In</i> for learners to say the correct month of the year. 4. Play the audio again. This time, learners listen, say the month of the year and point to the correct picture.
<p>Learner's Book page 165</p>	<p>What do you do?: Activity 3</p> <ol style="list-style-type: none"> 1. Explore the pictures and the sentences from Activity 2 again. 2. Draw learners' attention to the speech bubbles in Activity 3. Model the dialogue with a confident learner. 3. Then hold up your book and point to another picture, for example <i>swim in the sea</i>. Ask another learner: <i>Do you swim in the sea in April?</i> and elicit the answer <i>Yes, I do.</i> or <i>No, I don't.</i> 4. Once you are confident that learners understand the activity, put them in pairs or small groups so they can ask each other about the activities. 5. Monitor closely and help learners as necessary.

	Differentiation activities (Support): 1. Copy the example question on the board and underline the activity and the month of the year. Then write the question below with gaps where the activity and month of the year go, to help learners understand which information they need to swap.
	Differentiation activities (Support): 1. Learners can say different activities to the ones shown in the book.
Activity Book page 131 PCM 75	Activity Book: Activity 1 1. Point to Activity Book Activity 1. Draw learners' attention to the Writing tip and explain that months of the year always have a capital letter. 2. Read the instructions and elicit the answers from the class. 3. Ask learners to write their answers in their Activity Book. Feedback Learners check their writing with a partner. Write the correct answers on the whiteboard for learners to check their answers.
	Answers February, June, August, October, December
	Differentiation activities (Support): 1. Give learners copies of the word cards (<i>February, June, August, October, December</i>) so they can place them in the gaps and check with you before committing to writing the words.
	Differentiation activities (Stretch): 1. When they have finished, learners can cover up the months of the year and try to write them from memory in their notebook.
Activity Book page 131	Activity Book: Activity 2 1. Read the questions and check learners' understanding. 2. Model an example, for example: <i>In May, it's hot. In August, I go on holiday.</i> 3. Learners work independently to answer the questions. 4. Walk around and monitor writing, providing individual support as needed.
	Answers Learners' own answers
	Differentiation activities (Support): 1. Write the following list of verbs on the whiteboard to help learners: <i>go, swim, play, walk, ride.</i> 2. Provide learners with individual writing support.
	Differentiation activities (Stretch): 1. Let learners write additional sentences.
Resources	Plenary
	1. Put learners in pairs so that they can read each other their sentences from Activity Book Activity 2.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place, or action. (G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous. (G2.2.1.1.4) Talk about days, months and times. (G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace. (G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves. (G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words. (G2.4.4.1.1) Capitalise greetings, months and days of the week, titles and initial names and proper nouns.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To recognise weather vocabulary while listening to a chant. Speaking: To practise talking about the weather. Reading: To practise reading nouns and Present Simple sentences about the weather, days of the week and months of the year. Writing: To practise writing a chant about the weather, reorder sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and follow simple instructions • say and write simple nouns • write simple sentences using the Present Simple and Past Simple.
Link to prior learning: <ul style="list-style-type: none"> • Days of the week • Months of the year • Past simple of verb <i>to be</i> • Weather vocabulary • Living things vocabulary 21st Century Skills <ul style="list-style-type: none"> • Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently 		
Key vocabulary: Unit 8 Lessons 1–5 Key expressions/structure: Unit 8 Lessons 1–5		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may still struggle to read full sentences. Read the sentences for the learners or pair them with a partner who can read the full sentences. 		
Resources/equipment needed: Learner's Book page 166 Activity Book page 132 Audio track 130		

UNIT 8 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<p>Find the word</p> <ol style="list-style-type: none"> Write the following words (<i>rain, Friday, windy, cold, May, Sunday, February, sunny, snowy, umbrella</i>) from Lessons 1 to 5 on the whiteboard. Say a word and the name of a learner. That learner goes to the whiteboard, finds the word and reads it. Then they cross out the word. Continue the activity until there are no words left. If you like, you may use more words so that each learner can have a turn to go up to the board.
Resources	Main activity
<p>Learner's Book page 166</p> <p>Audio Track 130</p>	<p>Chant: Activity 1</p> <ol style="list-style-type: none"> Point out of the window and ask: <i>What's the weather like today?</i> Draw pictures on the whiteboard to review the vocabulary from the unit: <i>sunny, hot, rainy, windy, cold, snowy</i>. Point to each picture and elicit the word from learners. Say the word and ask learners to mime and repeat after you. Ask learners to open their Learner's Books at page 166. Focus on the pictures in Activity 1. Point at the umbrella and mime <i>hide</i>. Say the word <i>hide</i> and ask learners to repeat it. Point at the house and the snow outside the window. Say the word <i>outside</i> and ask learners to repeat it. Tell learners they are going to listen to a chant. Play the audio once for learners to listen and point to the pictures in their books. Play the audio again. Mime actions for each line. Pause after each line for learners to repeat the lines and mime the actions. Practise reciting the chant together without the audio with learners miming and saying the chant faster each time. Ask: <i>Where does the little girl hide?</i> (Answer: <i>She hides under the umbrella.</i>) Ask: <i>Why does the little girl want to stay inside?</i> (Answer: <i>Because it's cold and snowy.</i>)
<p>Learner's Book page 166</p>	<p>Make your own chant: Activity 2</p> <ol style="list-style-type: none"> Point to the chant with the gaps in the Learner's Book. Explain to learners that, together, you are going to write a new chant. Copy the chant from Activity 2 onto the board. Using the weather word cards from the Lesson 2 word wall, stick the following on the whiteboard (<i>sunny, hot, cold, windy, rainy, snowy, cloudy</i>). Ask: <i>What's the weather like today?</i> Put the correct weather word in the gap in the chant. Ask: <i>What do you like to do when it's ____?</i> Elicit some activities from learners, and write one or two in the gap. Continue in this way until you have completed the chant. Read the chant with learners. Then ask them to read it on their own. Learners can copy the chant into their notebook, substituting the activities for ones that they like.

Activity Book page 132	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Point to the vowels in the Word box in Activity Book Activity 1. Read them and have learners repeat. 2. Focus on the first gapped word, and write it on the board. Write the vowels above the word and elicit the correct vowels to complete the word. Write the vowels, then have learners write it into their books. 3. Depending on the level of your class, you may like to continue in this way for all of the words, or ask learners to complete the other words individually. 4. Walk around, monitor individual work and provide spelling support as needed. <p>Feedback Write the answers on the whiteboard so learners can check them.</p> <p>Answers</p> <p>1 cloudy; 2 March; 3 snowy; 4 rain; 5 umbrella; 6 Tuesday</p>
Activity Book page 132	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Read the instructions. 2. Model the first example. Write it on the whiteboard. Ask: <i>Which word does not go with the others?</i> Circle the answer (<i>Wednesday</i>) and say: <i>It's the odd one out.</i> 3. Divide the learners into mixed-ability pairs. 4. Learners read the words in pairs and circle the odd one out. <p>Feedback Ask learners who raise their hand to give the odd one out. Ask learners why they circled that word.</p> <p>Answers</p> <p>1 Wednesday; 2 rain; 3 Thursday; 4 June; 5 windy</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners cannot read the words, read them aloud and give learners individual support in identifying the odd one out. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. When learners have finished Activity Book Activity 2, they can write an additional set of words with an odd one out. They can then swap with a partner and do the activity.
Activity Book page 132	<p>Activity Book: Activity 3</p> <ol style="list-style-type: none"> 1. Read the instructions. Write the first scrambled sentence on the board and elicit the correct order. Write the correct sentence on the board, crossing out each word in the scrambled sentence as you write it, to demonstrate the activity to learners. 2. Learners work individually to unscramble the sentences and write them in the correct order. <p>Feedback Check the answers as a whole class by asking learners to put their hands up and say the sentence. Write the sentences on the whiteboard so learners can check them.</p> <p>Answers</p> <p>1 It was rainy.; 2 Today it is Saturday.; 3 I'm wearing a raincoat.</p>

Resources	Plenary		
Activity Book page 132	Activity Book: Learning goal		
	1. Direct learners’ attention to the self-evaluation statements. 2. Read the statements. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place, or action.			
(G2.2.1.1.1) Participate in class songs and games, taking turns and responding individually as required.			
(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.			
(G2.4.1.1.1) Form uppercase and lower case letters correctly.			
(G2.4.3.1.1) Use grade-appropriate language structures, for example past simple.			
(G2.4.4.1.1) Capitalise greetings, months and days of the week, titles and initial names and proper nouns.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information and listen for understanding. Speaking: To answer questions about a text. Reading: To read an informative text. Writing: To circle the correct word and write sentences about living things.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • answer questions in the Present Simple • understand and use sentences with <i>need</i> + noun + infinitive.
Link to prior learning: <ul style="list-style-type: none"> • Weather vocabulary 21st Century Skills <ul style="list-style-type: none"> • Environmental literacy: Learners will be able to make connections using English standards to other disciplines such as mathematics, science, health, national education and social sciences 		
Key vocabulary: <i>living things, plants, animals, people, land, water, rain, snow, dry, brown, again;</i> verbs: <i>live, need, grow, drink</i> Key expressions/structure: Present Simple statements and questions: <i>Animals need water to drink. What do plants need to grow?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with the structure <i>need</i> + noun + infinitive. Give an example of a sentence with this structure and write it on the whiteboard. Underline <i>to</i> and the verb. Check that learners understand by asking them to provide another example. 		
Resources/equipment needed: Learner's Book page 167 Activity Book page 133 Audio track 131 Flashcard: <i>desert</i> Word cards PCM 76: <i>living things, snow, rain, river, lake, rock, land, water, plants, animals, people, live, need, drink, dry, grow, drink, dry, What do .. need to...?</i>		

UNIT 8 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> Write the following weather words on the board: <i>hot, cold, sunny, rainy, windy, snowy, cloudy</i>. Mime one weather condition and ask learners to put their hand up if they know what it is. Choose one learner to come up to the board, point to the correct word and say it. If they are correct, they can choose a word and mime for learners to guess. Continue in this way until all learners have had a turn at miming.
Resources	Main activity
Learner's Book page 167	<p>Before you read: Activity 1</p> <ol style="list-style-type: none"> Introduce the concept of living things. Say: <i>A (zebra) is a living thing. A (plant) is a living thing. Ask: Is (a rock) a living thing?</i> Elicit more examples from learners. Tell learners to open their books at page 167 and point to the first three pictures. Ask: <i>What do you see in the pictures?</i> Learners can discuss in pairs or you can have a whole-class discussion. (Answers: <i>rice growing in water, zebras drinking water, a child drinking water</i>) Ask: <i>What do plants need to grow? What do animals need to grow? What do people need to live and grow? (Answer: water)</i> Explain that in many places there is a dry season and a rainy season. Say: <i>In the dry season, there is no rain. In the rainy season, there is a lot of rain. Ask: Which picture on the page shows the dry season? (Answer: fourth picture)</i> Explain that the land has cracks and little water, and no living things. Ask: <i>Is there a dry season and a rainy season in the UAE? Show the flashcard of the desert. Ask: Is there a lot of water in the desert? (Answers: Yes, there is a dry and a rainy season in the UAE. The UAE is a desert with very little rain. Most of the rain is from December to March. There is not a lot of water in the desert.)</i>
Learner's Book page 167 Audio Track 131	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> Play the audio once. Learners read along in their books. Play the audio a second time. Ask learners which words they remember from the audio. Write the words they come up with on the whiteboard. If they cannot remember, point to the pictures in the Learner's Book. Ask: <i>What do you see? (Answer: plants, animals, people) What do they need to grow? (Answer: water) Where does water come from? (rain and snow).</i> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> If learners cannot understand the audio, read the audioscript slowly and pause, after each sentence. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Invite learners to read the text aloud.
Learner's Book page 167 Audio Track 131	<p>Questions: Activity 3</p> <ol style="list-style-type: none"> Draw learners' attention to the questions in Activity 3. Read the first question and elicit the answer. If necessary, you can play the first paragraph of the audio so learners can hear the answer. Repeat with the remaining two questions. Encourage learners to say what they remember from the recording.

Activity Book page 133	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the pictures in Activity Book Activity 1. 2. Point to the word snake and remind learners what it is. 3. Individually, learners find the words in the word snake and circle them. <p>Feedback Learners check their answers with a partner. Then, check the answers as a whole class by asking learners to put their hands up and say a word from the word snake.</p> <p>Answers</p> <p>asrainghtsnowprdrinknidfwaterfgglakeertyriverza</p>
Activity Book page 133	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture in Activity Book Activity 2. Point to the different elements and elicit what they are. 2. Explain to learners that the need to use the words in the Word snake to label the picture. You may like to do number 1 (<i>snow</i>) as an example. 3. Learners work individually to label the picture. <p>Feedback Put learners in pairs so they can compare their pictures. Then check the answers as a whole class by asking one learner who raises their hand to show their picture and read the words.</p> <p>Answers</p> <p>1 snow; 2 river; 3 rain; 4 lake</p>
Activity Book page 133	<p>Activity Book: Activity 3</p> <ol style="list-style-type: none"> 1. Talk with learners about the UAE. Ask: <i>Is there a lot of water in the UAE? Where is most of the water in the UAE? Can we drink this water?</i> Remind them of the discussion at the beginning of the lesson. (Answers: <i>There is not a lot of water in the UAE. It is a desert. Most of the water is in the sea and we cannot drink it.</i>) Explain to learners if they don't understand. 2. Point to the questions. Read the questions aloud and check learners' understanding of <i>Yes, there is./No, there isn't.</i> 3. Learners write their answers individually. 4. Walk around the classroom and monitor learners' individual work, helping with spelling as necessary. <p>Feedback Ask learners who raise their hand to give the answer. Write the answers on the whiteboard so learners can check their answers.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners individual help by asking them the question, using mime or drawings if necessary. Elicit <i>yes</i> or <i>no</i>, then point to the correct answer form in the book for learners to copy. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Let learners write additional questions and answers about the weather where they live.

Resources	Plenary		
	<ol style="list-style-type: none">1. Stick the word cards for this lesson on the whiteboard.2. Tell learners to make a sentence with two words.3. Model an example, for example: <i>Plants need water.</i>4. Provide support with forming sentences where needed and write the sentences on the whiteboard so learners can read them.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place, or action. (G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous. (G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves. (G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to instructions. Speaking: To talk about animals. Reading: To read instructions. Writing: To write the names of animals to complete sentences and practise using capital letters at the beginning of sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and use plural nouns in Present Simple sentences.
Link to prior learning: <ul style="list-style-type: none"> Animal vocabulary: <i>hen, frog, fish</i> Present Simple 21st Century Skills Learning and innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills		
Key vocabulary: <i>live, water,, frog, crocodile, hen, turtle, fish, elephant, whale, camel, sea cow, oryx, desert fox, dolphin</i> Key expressions/structure: Present Simple: <i>Frogs live in water</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may struggle with the concept of living things. Explain that living things need food, water and air to live and that they can move. Give other examples to clarify, for example <i>sand</i> as non-living and <i>fish</i> and <i>people</i> as living. 		
Resources/equipment needed: Learner's Book page 168 Activity Book page 134 A small ball		

UNIT 8 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to stand up and make a circle. 2. Throw a small ball to a learner and say the name of an animal. The learner who catches the ball has to say the name of a different animal and throw the ball. If a learner can't think of an animal word, they have to do a forfeit, such as stand on one leg for the remainder of the activity.
Resources	Main activity
Learner's Book page 168	<p>Animals that live in water: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to turn to Learner's Book page 168. 2. Draw their attention to the pictures. Point to the pictures of animals that learners have seen in previous units (<i>frog, hen and fish</i>) and elicit the names. 3. Point to the other animals, say their names and have learners repeat. 4. Ask: <i>Which of these animals live in water?</i> Elicit the names of the animals and write them on the board. 5. Ask: <i>Which other animals live in water?</i> Elicit more animals and write them on the board. <p>Feedback Ask learners who raise their hand to give one animal.</p> <p>Answers</p> <p>In the water: frog, crocodile, turtle, fish, whale Learners' own answers</p> <ol style="list-style-type: none"> 6. If you have time, erase the words from the board. Put learners in pairs. They can test each other by pointing at an animal in the Learner's Book for their partner to say if it lives in water or not.
Learner's Book page 168	<p>Write about it: Activity 2</p> <ol style="list-style-type: none"> 1. Read the instructions for Activity 2 with the learners. 2. Model the first sentence. Say: <i>Frogs live in water.</i> 3. Point to the Writing tip. Remind learners that sentences start with a capital letter and end with a full stop. 4. Learners read the sentences individually, copy them in their notebook and fill in the gap with an animal. 5. Walk around while learners are writing and provide support with spelling as needed. <p>Feedback Learners read their sentences to their partner. Ask learners who raise their hand to read a sentence.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can circle the animals in Learner's Book Activity 1 that live in the water, then choose two and copy the words onto the lines. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write about the other animals in Learner's Book Activity 1 that don't live in water, using the sentence structure ____ <i>live on land.</i>

Learner's Book page 168	Animals in the UAE: Activity 3 1. Tell learners to look at the pictures of animals that live in the UAE in Activity 3. Point to the animals and say the names. Learners repeat the words after you. 2. Ask: <i>Where do you see these animals? Can you find any of these animals near your house?</i> 3. Ask: <i>Which of these animals live in water? Which other animals live in the sea in the UAE? Which of these animals need water to live?</i> 4. Read the sentences under <i>camel</i> and <i>sea cow</i> and have learners repeat. Check their understanding. 5. Write the following sentence prompts on the whiteboard: <i>This is a ____ . ____ live in the sea/on land. They are big/small.</i> 6. Point to the other animals in Activity 3 and elicit sentences about them, following the model on the board. 7. If you have time, you can ask learners to write a sentence about their favorite Emirati animal in their notebooks.
Activity Book page 134	Activity Book: Activity 1 1. Tell learners to look at the pictures in Activity Book Activity 1. 2. Ask learners to say the words. 3. Explain to learners that they need to circle the pictures of living things. They can do this individually and then check with a partner. Feedback Check the answers as a whole class. Ask individual learners to put their hands up and say the words of living things. Write the correct answers on the whiteboard. Answers Living things: turtle, apple tree, rabbit 4. Ask: <i>Why are a rock and boots not living things?</i> Discuss as a whole class. (A rock and boots don't live and grow. They don't need water, food, light or air.) Differentiation activities (Support): 1. If learners cannot read the words, read the words for them. Differentiation activities (Stretch): 1. Let learners write a sentence about why a rock and boots are not living things.
Activity Book page 134	Activity Book: Activity 2 1. Ask learners to think of two more living things. They draw them and write the words on the lines provided. 2. Walk around and monitor writing, providing spelling support as needed. Feedback Learners share their drawing and writing with a partner. Ask individual learners to show what they have drawn and written about. Answers Learners' own answers Differentiation activities (Support): 1. Provide learners with a list of living things on the whiteboard to select from. Differentiation activities (Stretch): 1. Let learners draw and write words for additional living things or non-living things if they finish quickly.

Resources	Plenary		
Activity Book page 134	Activity Book: Learning goal		
	1. Direct learners’ attention to the self-evaluation statement. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place, or action.			
(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous.			
(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.			
(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.			
(G2.4.1.1.1) Form uppercase and lower case letters correctly.			
(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words, and sentences appropriately.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in a chant. Speaking: To recite a chant and talk about how we use water. Reading: To read Present Simple sentences with <i>use</i> + infinitive about water. Writing: To write Present Simple sentences with <i>use</i> + infinitive about water.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use affirmative sentences with the structure <i>use</i> + infinitive in the Present Simple • understand and use verb phrases • say words following a model • use simple affirmative sentences in the Present Continuous.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary from Unit 8 Lesson 7 • Present Simple • Present Continuous 21st Century Skills <ul style="list-style-type: none"> • Health Literacy: Learners will be able to make connections using English standards to other disciplines such as mathematics, science, health, national education and social sciences 		
Key vocabulary: <i>water, use, make, wash, clean, bathroom, have a shower, wash (our) hands, brush (our) teeth, wash clothes, wash the car</i> Key expressions/structure: verb <i>use</i> + infinitive with <i>to</i> : <i>We use water to brush our teeth.</i> ; Present Continuous: <i>Dad is washing the car.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with the sentence <i>We use water</i> + infinitive with <i>to</i>. Give an example and write it on the whiteboard, for example: <i>We use water to wash our hands</i>. Underline <i>to</i> + verb. Ask learners to give you another example to check for understanding. Write the example on the whiteboard and underline <i>to</i> + verb. 		
Resources/equipment needed: Learner's Book page 169 Activity Book page 135 Audio track 132 White paper; coloured pencils or crayons		

UNIT 8 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Review the animals from the previous lesson and write them on the board: <i>frog, crocodile, hen, turtle, fish, elephant, whale, sea cow, desert fox, oryx, camel, dolphin</i> 2. Choose one of the animals and make its sound and/or mime it. Learners must guess which animal it is. 3. The learner who guesses correctly then stands up to make the sound of and/or mime another animal. 4. Continue in this way until all the animals have been used.
Resources	Main activity
Learner's Book page 169	<p>How we use water: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to open their Learner's Books at page 169. Focus on the pictures and read the sentences together. 2. Tell learners that we can use the word <i>wash</i> for many different things. Write <i>wash</i> on the whiteboard. Ask: <i>What can we wash?</i> 3. Point to your clothes, the floor and mime driving a car. Elicit the words from learners, and the verb phrases <i>wash clothes, wash the floor, wash a car</i>. 4. Write: <i>We use water to wash our cars.</i> on the whiteboard. 5. Write <i>clothes</i> and <i>floor</i> on the whiteboard. 6. Elicit the sentences from learners. (<i>We use water to wash our clothes. We use water to wash the floor.</i>) 7. Ask learners if they know any other examples of what we use water for (for example, <i>have a shower, play, swim</i>). Write learners' suggestions on the board.
Activity Book page 135	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Point to the pictures in the Word box in Activity Book Activity 1 and read the instructions. 2. Model the activity with learners by reading the first sentence stem and eliciting a word from the Word box to complete it, for example <i>We use water to wash clothes</i>. 3. Learners work individually to complete the sentences with the words from the Word box. <p>Feedback</p> <p>Check the answers as a whole class by asking learners who raise their hand to read a sentence. Write the sentences on the whiteboard so learners can check.</p> <p>Answers</p> <p>1 clothes and bowls; 2 tea and rice</p>
Learner's Book page 169 Audio Track 132	<p>Water, water, everywhere!: Activity 2</p> <ol style="list-style-type: none"> 1. Point to the picture in Learner's Book Activity 2. Explain that the girl is in the bathroom. Model the pronunciation of <i>bathroom</i> and have learners repeat. Then teach <i>brush your teeth</i> and <i>have a shower</i> by miming and modelling the pronunciation. 2. Tell learners they are going to listen to a chant. 3. Play the audio while learners listen then play again, pausing after each sentence for learners to repeat. 4. Play the audio again. Encourage learners to chant along and mime the actions. 5. Divide the class into two groups. Play the audio again while one group only mimes and the other chants. Then swap the groups' roles and play it again.

Activity Book page 135	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Explain to learners that water is very important and we need to save it. Focus on the picture in Activity Book Activity 2 and ask: <i>What's wrong?</i> Draw learners' attention to how the water is being wasted (for example, the hosepipe and the tap) and ask them to circle those instances. 2. Then ask learners to identify how the people in the picture are using water. Give an example, such as <i>Dad is washing the car</i>. 3. Ask learners to write three sentences about how the people are using water. <p>Feedback Put learners in pairs so that they can compare their sentences. Then check as a whole class by asking volunteer learners to read out their sentences.</p> <p>Answers</p> <p>Suggested answers: Dad is washing the car. The boy is washing his bike. The girl is brushing her doll's teeth.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the sentence prompt <i>_____ is washing _____</i> on the board for learners to copy and complete with the words. If necessary, you can label the objects in their books for them. 2. If learners struggle to write the sentences, they can just circle the elements that show people using water. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. When they have finished Activity Book Activity 2, learners can add another element to the picture of water being used.
Learner's Book page 169	<p>Make a class book: Activity 3</p> <ol style="list-style-type: none"> 1. Hand out a sheet of paper and coloured pencils or crayons to each learner. 2. Tell learners that they are going to make a class book about how to use water. 3. Write the title <i>We use water in many ways</i> on the whiteboard. 4. Brainstorm ideas with the learners. Help them with vocabulary and spelling. 5. Learners individually draw a picture and write a sentence on their sheet of paper. 6. Walk around, monitor individual work and provide writing support as needed.
Resources	<p>Plenary</p> <p>Gallery walk</p> <ol style="list-style-type: none"> 1. Stick the different pages of the class book from Activity 3 on the wall of the classroom. 2. Learners walk around, look at the pictures and read the sentences their classmates have written. 3. At the end of the class, take the pages and bind them together with string or a stapler. Display the book on a shelf or other prominent place in the classroom.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place, or action.</p> <p>(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous.</p> <p>(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.</p> <p>(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.</p> <p>(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.</p> <p>(G2.4.1.1.1) Form uppercase and lower case letters correctly.</p> <p>(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words, and sentences appropriately.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a poem and listen for words with the long a sound. Speaking: To say words with the long a sound and say words that rhyme. Reading: To read a poem and read sentences with words with <i>ai</i> or <i>ay</i> . Writing: To classify words as <i>ai</i> or <i>ay</i> , fill in the missing <i>ay</i> or <i>ai</i> in words and write words with <i>ai</i> or <i>ay</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify and say words that have the long a sound spelled as <i>ai</i> or <i>ay</i> • use simple statements in the Present Simple and Continuous.
Link to prior learning: <ul style="list-style-type: none"> • Present Simple • Present Continuous 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>rain, today, day, play, paint, snail, play, train, sail, say,</i> Key expressions/structure: Present Simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with the pronunciation of the consonant blends <i>sn</i> as in <i>snail</i>, <i>tr</i> as in <i>train</i> and <i>pl</i> as in <i>play</i>. Model the correct pronunciation, write the word on the board, underline the consonant blend and drill the pronunciation both in whole-class group and small groups. During activities make sure you monitor pronunciation carefully and error correct as needed. • Learners may struggle with the fact that the long a sound can be spelled both <i>ai</i> and <i>ay</i>. Read the rule in the Learner's Book and provide plenty of examples, for example <i>rain</i> and <i>day</i>. 		
Resources/equipment needed: Learner's Book page 170 Activity Book page 136 Audio track 133 A small ball		

UNIT 8 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Mime an action with water from the previous lesson: <i>wash our hands, have a shower, drink, make tea, wash our clothes, wash the car</i>. Learners say the action. 2. Repeat for the remaining actions. You may like to challenge learners and use a clock or mobile phone to time how long it takes the class to guess all of the actions.
Resources	Main activity
Learner's Book page 170 Audio Track 133	<p>Rain poem: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to open their Learner's Book at page 170. 2. Point to the picture and ask: <i>What do you see?</i> 3. Point to the poem and say: <i>Let's listen</i>. Then play the audio once for learners to just listen. Play the audio again. Pause after each line for learners to repeat the line. 4. Play the audio a third time and tell learners to read along in their books. 5. Then focus on the words in the poem. Ask: <i>What sound do the letters ai and ay make? (They make the long a sound.)</i> 6. Ask learners to point to the words in the book. 7. Write the words on the whiteboard, and circle the <i>ai</i> and underline the <i>ay</i>. <p>Answers</p> <p>long a sound rain, today, again, day, play</p>
Learner's Book page 170	<p>Mystery word: Activity 2</p> <ol style="list-style-type: none"> 1. Read the instructions and explain the activity. Emphasise that we use <i>ai</i> in the middle of the word and <i>ay</i> at the end, for example <i>rain</i> and <i>today</i>. 2. Learners work in pairs and fill in the blanks with <i>ay</i> or <i>ai</i>. They can write the words in their notebooks. 3. Practise modelling and drilling the consonant blends <i>sn</i> in <i>snail</i>, <i>pl</i> in <i>play</i> and <i>tr</i> in <i>train</i>. <p>Feedback</p> <p>Check the answers as a whole class. Write the sentences on the whiteboard and underline <i>ay</i> and <i>ai</i> in the words.</p> <p>Answers</p> <p>It's a <u>rainy</u> <u>day</u>. Let's <u>paint</u> a <u>snail</u>. Let's <u>play</u> with the <u>train</u>.</p>

Activity Book page 136	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Write the rain poem from Learner's Book page 170 on the whiteboard. 2. Ask: <i>Which words rhyme in the poem? (day/today/play)</i> 3. Point to the pictures in Activity Book Activity 1. Elicit the words from learners, then say them and have learners repeat. 4. Point to picture 1 and say: <i>sail</i>. Then point to picture 4 and elicit the word <i>snail</i>. Say: <i>They rhyme!</i> Repeat with the remaining pairs of words. 5. Learners write the missing words. <p>Feedback</p> <p>Write the words on the board so that learners can check.</p> <p>Answers</p> <p>4 snail; 5 train; 6 play</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may struggle to understand the idea of rhyming words. Write <i>day</i> and <i>play</i> on the whiteboard and underline the ending. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write down additional words with <i>ay</i> and <i>ai</i> that rhyme.
Activity Book page 136	<p>Activity Book: Challenge</p> <ol style="list-style-type: none"> 1. Explain to learners that they need to choose two words with <i>ai</i> or <i>ay</i> from Activity Book Activity 1 and write a sentence with them. 2. Write an example, such as <i>They play with the train.</i>, on the board. 3. Learners draw a picture to illustrate their sentence. 4. Walk around and provide support with spelling and grammar. <p>Feedback</p> <p>Learners read their sentence to a partner. Ask learners who volunteer to read their sentence to the whole class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide sentence prompt to help learners, for example: <i>They (verb) with a ____ . They are (verb) in the ____ . The ____ is in the ____ .</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Let learners write additional sentences using the words with <i>ay</i> or <i>ai</i>.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Say a word with the long <i>a</i> sound from this lesson (for example, <i>play</i>), then throw the ball to learner. 2. The learner who catches the ball says another word with the long <i>a</i> sound and throws the ball to another learner. If the learner cannot say a word, they must give ball to another learner and sit down. 3. Continue until each learner has had a turn. The learners left standing are the winners.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place, or action. (G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace. (G2.3.3.1.1) Decode and read familiar two-syllable words using knowledge of syllable patterns. (G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade one to read regularly spelt one syllable words. (G2.4.1.1.1) Form uppercase and lower case letters correctly. (G2.4.1.1.2) Write legibly progressing from left to right; space letters, words, and sentences appropriately. (G2.4.2.1.2) Independently write simple sentences of four or more words using word banks or cards. (G2.4.3.1.1) Use grade-appropriate language structures, for example present simple, present continuous.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a story and identify the sounds of long a. Speaking: To act out a story. Reading: To recognise words with the short a sound and read a story. Writing: To write words with the long a sound.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • say words following a model • understand and answer questions in the Present Simple.
Link to prior learning: <ul style="list-style-type: none"> • Words with the long a sound: <i>rain, rainy, day, play, snail</i> 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>play, wait, say, stay, go away</i> Key expressions/structure: Present Simple affirmative sentences		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle to memorise their lines and perform in front of the class. Let learners write their lines on card and perform their roleplay in front of the teacher or only one other small group. 		
Resources/equipment needed: Learner's Book page 171 Activity Book page 137 Audio track 134 Blank cards or strips of scrap paper and marker pens; coloured pencils or crayons		

UNIT 8 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Divide learners into small groups. 2. Hand out two small cards or scraps of paper and marker pens to each group. 3. Learners write <i>ai</i> on one card and <i>ay</i> on the other. 4. Call out a word with a long <i>a</i> sound, for example <i>play</i>. Learners hold up the <i>ay</i> or <i>ai</i> card according to which sound they think it is. 5. Continue with the other words from the previous lesson (<i>rain, rainy, day, play, snail</i>). 6. Groups get one point for each correct answer.
Resources	Main activity
Learner's Book page 171 Audio Track 134	<p>Phonics story: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to turn to page 171 in their Learner's Book. Point to the pictures and ask: <i>What can you see in the pictures? What's the weather like?</i> 2. Tell learners to listen to the audio and look at the pictures. Play the audio. 3. Play the audio a second time. Pause after every line. Learners raise their hand when they hear words with the long <i>a</i> sound. Learners say the words and write them in their notebooks. 4. Play the audio a third time. Pause after each line for learners to repeat and mime. <p>Feedback Let learners who raise their hand give a word with the long <i>a</i> sound from the story. Write the words with the long <i>a</i> sound on the whiteboard for learners to check their answers.</p> <p>Answers</p> <p>rainy, day, snail, playing, say, wait, stay, play, away, hooray</p>
Activity Book page 137 Audio Track 134	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to look at the picture in Activity Book Activity 1. Explore the picture with them, asking them to say what they can remember about the phonics story in the Learner's Book. 2. Explain that they will answer questions about the story. Read the first question aloud (<i>What's the weather like?</i>) and ask learners to choose the right answer (<i>rainy</i>). 3. In pairs, learners read the questions and circle the correct answers. <p>Feedback At the end of the activity, call on learners who raise their hand to answer the questions. Write the answers on the whiteboard.</p> <p>Answers</p> <p>1 rainy; 2 three; 3 white; 4 the ducks and the frogs; 5 the big snails</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the audio again for the learners to help them answer the questions. 2. Give learners additional support by reading the questions and answers for them. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write additional questions and answers for the story.

Activity Book page 138	Activity Book: Activity 2 <ol style="list-style-type: none"> 1. Read the instructions and the words in the Word Bank. 2. Read the first sentence. Ask: <i>Which word goes in the gap?</i> and elicit the answer: <i>rainy</i>. 3. Learners individually read the sentences and fill in the gaps. 4. Walk around, monitor the activity and provide individual support as needed. Feedback Ask learners to check their answers with a partner. Then check the answers as a whole class by asking individual learners to say the answers. Write the correct answers on the whiteboard. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;">Answers</div> 1 rainy; 2 say; 3 away; 4 play; 5 hooray
Learner's Book page 171	Act it out: Activity 2 <ol style="list-style-type: none"> 1. Remind learners of what a <i>character</i> is. Ask: <i>Who are the characters in the story?</i> 2. Make a list of the characters on the whiteboard (<i>Little Snail, the frogs, the ducks, the big snails</i>). 3. Divide the class into groups of eight (three frogs, two ducks and three snails in each group) and ask learners to choose a role. 4. Write the lines for each character on the whiteboard. 5. Read the lines aloud and tell the learners to repeat the ones that correspond to their character. 6. Learners copy their lines onto a card. 7. They practise their lines and miming their character. 8. They act out the story in front of the class. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;">Differentiation activities (Support):</div> <ol style="list-style-type: none"> 1. Write the lines on the cards for the different roles if learners will struggle to write them. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;">Differentiation activities (Stretch):</div> <ol style="list-style-type: none"> 1. Let learners take on the role of Little Snail, as this character has the most and the longest lines.
Resources	Plenary
Activity Book page 137	<ol style="list-style-type: none"> 1. Repeat the plenary form Lesson 10 to reinforce the activity. 2. Say a word with the long a sound from this lesson (for example, play), then throw the ball to learner. 3. The learner who catches the ball says another word with the long a sound and throws the ball to another learner. If the learner cannot say a word, they must give ball to another learner and sit down. 4. Continue until each learner has had a turn. The learners left standing are the winners.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place, or action. (G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace. (G2.3.3.1.1) Decode and read familiar two-syllable words using knowledge of syllable patterns. (G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade one to read regularly spelt one syllable words.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To practise listening to a descriptive text. Reading: To practise reading descriptive sentences in the Present Simple and Present Continuous, identify words with <i>ay</i> and <i>ai</i> spellings. Speaking: To practise asking and answering questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use affirmative sentences in the Present Simple and Present Continuous • answer questions in the Present Simple and Present Continuous • identify and write words with the long <i>a</i> sound spelled <i>ay</i> and <i>ai</i> • answer <i>yes/no</i> questions with short answers in the third person Present Simple.
Link to prior learning: <ul style="list-style-type: none"> • Present Simple • Present Continuous • The long <i>a</i> sound spelled as <i>ai</i> and <i>ay</i> • <i>Wh</i>-questions 21st Century Skills <ul style="list-style-type: none"> • Initiative and Self-Direction: Introduce the learning process to set goals, manage time, and work independently 		
Key vocabulary: Unit 8 Lessons 7–11 Key expressions/structure: Unit 8 Lessons 7–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle to follow instructions in English. Model an example on the whiteboard to ensure that learners know what to do before starting the activity. 		
Resources/equipment needed: Learner's Book page 172 Activity Book page 138 Audio track 135 Handmade flashcards or pictures: <i>rainy, snail, play, train, wash, plants, animals, day</i>		

UNIT 8 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Show learners pictures, flashcards or draw pictures on the whiteboard to review the vocabulary from the previous lessons: <i>rainy, snail, play, train, wash, plants, animals, day</i>. 2. Point to each picture or flashcard, and elicit the word from learners. Say the word and ask learners to mime and repeat after you.
Resources	Main activity
Learner's Book page 172 Audio Track 135	We all need rain: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to open their Learner's Books at page 172 and draw their attention to the picture. Ask: <i>What do you see? What's the weather like?</i> 2. Show learners the text and explain that they are going to read and listen to a description of the picture. Play the audio once for learners to listen and read along in their books. Then play again. You may like to ask learners to point to the different elements in the picture as they hear them.
Learner's Book page 172	Questions and answers: Activity 2 <ol style="list-style-type: none"> 1. Read the questions and the answers in Activity 2. Check learners' understanding. 2. Ask the first question: <i>What's the weather like?</i> Ask learners for the answer (<i>It's rainy.</i>). Write the question and answer side by side on the whiteboard and connect them with a line to model the activity. Repeat with all of the questions and answers, and tell learners to draw the lines in their books. 3. Divide learners into mixed-ability pairs. Learners take turns to ask and answer the questions. Feedback Ask learners who raise their hand to read the question and matching answer. <div> Answers 1 c; 2 e; 3 b; 4 d; 5 a </div>
Activity Book page 138	Activity Book: Activity 1 <ol style="list-style-type: none"> 1. Tell learners to read the instructions in the Activity Book. 2. Check learners' understanding of the instructions. 3. Learners complete the picture according to the instructions. 4. They then circle/underline the words accordingly. Feedback Put learners in pairs so that they can compare their pictures. Then check the answers as a whole class by asking individual learners to put their hands up and say the words with the <i>ai</i> and <i>ay</i> sounds. <div> Answers <i>ai</i> words: painting, paint, snail <i>ay</i> words: day, playing </div> Differentiation activities (Support): <ol style="list-style-type: none"> 1. Give learners individual help and link the sentences to the corresponding elements in the picture. Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Allow learners to draw another element in the picture and write a sentence.

Learner's Book page 172	Speaking: Activity 3 1. Draw attention to the questions and short answers in Activity 3. 2. Model the activity by asking the first question and eliciting the answer: <i>Yes, it does.</i> 3. Put learners in mixed-ability pairs. They take it in turns to ask and answer the questions. 4. If you don't feel that learners can do this independently, you may like to do it as a whole-class activity. Feedback Ask volunteer pairs of learners to read out a question and an answer. Answers 1 Yes, it does.; 2 No, it doesn't.; 3 Yes, it does.; 4 No, it doesn't.; 5 Yes, it does.		
Resources	Plenary		
Activity Book page 138	Activity Book: Learning goal 1. Direct learners' attention to the self-evaluation statements. 2. Read the statements. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place, or action. (G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous. (G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words. (G2.4.1.1.2) Write legibly progressing from left to right; space letters, words, and sentences appropriately.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to instructions. Speaking: To talk about an experiment and make predictions about an experiment. Reading: To read instructions and read sentences about the results of the experiment. Writing: To write sentences about the results of an experiment.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and use affirmative and negative Present Simple sentences in the third person singular and plural ask and answer <i>yes/no</i> questions and use short answers in the third person singular and plural.
Link to prior learning: <ul style="list-style-type: none"> Present Simple: affirmative, negative and question forms 21st Century Skills <ul style="list-style-type: none"> Communication and Collaboration: Introduce the concept of working in teams, with a common goal, to solve problems 		
Key vocabulary: <i>apple, paper clip, pear, paper boat, float, elastic band, pencil, ruler, paper, leaf</i> Key expressions/structure: Present Simple affirmative and negative statements: <i>A boat floats., A pear doesn't float;</i> Present Simple <i>yes/no</i> questions: <i>Does a paper clip float?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may struggle with the contracted forms <i>don't</i> and <i>doesn't</i>. Refer to the Language tip to reinforce the idea. You can also ask learners to find examples in their books. Write the examples on the board and underline the contraction. Learners may struggle with the difference between <i>do</i> and <i>does</i>. Write sample sentences on the whiteboard and underline the <i>do</i> and <i>does</i>. Explain that we only use <i>does</i> with <i>he, she</i> and <i>it</i>. 		
Resources/equipment needed: Learner's Book page 173 Activity Book page 139 Flashcards: <i>pear, elastic band</i> Objects for experiment (one set per group of three learners): a bowl of water, a pencil, a sheet of paper, an elastic band, a ruler, a leaf, a paper clip		

UNIT 8 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> Using the materials that you have prepared (flashcards, pictures, etc.), teach the words, <i>paper clip</i>, <i>pear</i>, <i>elastic band</i>. Alternatively, you can draw pictures of these on the board. Show the picture or object, say the word and have learners repeat. Then show the pictures/objects in random order and elicit the words from learners. Write the words on the whiteboard.
Resources	Main activity
Learner's Book page 173	<p>Does it float?: Activity 1</p> <ol style="list-style-type: none"> Point to the picture of the bowl on Learner's Book page 173. Tell learners to look at the apple. Ask the question: <i>Does the apple float?</i> Using gestures, teach the short answers <i>Yes, it does.</i> and <i>No, it doesn't.</i> Elicit the answer. (Answer: <i>Yes, it does.</i>) Tell learners to look at the <i>paper clip</i>, <i>pear</i> and <i>paper boat</i> in the picture. Ask questions about each individual item and elicit the correct answer from learners: <i>Yes, it does</i> or <i>No, it doesn't.</i> Learners write the short answers (<i>Yes, it does. No, it doesn't</i>) to the answers to the questions in their notebook. <p>Feedback</p> <p>Check the answers as a whole class by saying each question in turn and asking an individual learner to read out their answer.</p> <p>Answers</p> <p>1 Yes, it does.; 2 No, it doesn't.; 3 No, it doesn't.; 4 Yes, it does.</p> <p>Point to the Language tip. Explain that <i>doesn't</i> is created with <i>does</i> + <i>not</i> and <i>don't</i> is created with <i>do</i> + <i>not</i>.</p> <p>Elicit the difference in use between <i>doesn't</i> and <i>don't</i>.</p>
Learner's Book page 173 Activity Book page 139	<p>Let's find out: Activity 2 and Activity Book: Activity 1</p> <ol style="list-style-type: none"> Set out the objects for the experiment. Model the activity. Show the pencil to learners and point to the bowl of water. Ask: <i>Does a pencil float?</i> Write the question and the possible answers (<i>Yes, I think so. No, I don't think so.</i>) on the whiteboard. Practise drilling the pronunciation of <i>Yes, I think so.</i> and <i>No, I don't think so.</i> First learners repeat after you as a whole class, and then drill in small groups. Drop the pencil in the bowl of water while learners watch. Ask: <i>Does (a pencil) float?</i> (Answers: <i>Yes, it does.</i>) Practise drilling the pronunciation of <i>Yes, it does. No, it doesn't.</i> First learners repeat after you as a whole class and then drill in small groups. Divide the learners into groups of three. Give each group the objects to carry out the experiments. Learners repeat the experiment for the piece of paper, the elastic band, the ruler, the paper clip and the leaf. Before they immerse each item in water, ask: <i>Does it float?</i> After they immerse each item in water, ask: <i>Does it float?</i> Walk around, monitor the experiments and provide support as needed. When learners have finished, clear away their equipment. Ask them to turn to page 139 in the Activity Book and look at the table. Do the experiment again at the front of the class, eliciting the result first, then demonstrating. After each object, learners should tick the correct column in Activity Book Activity 1.

	<p>Feedback</p> <p>Go through each item at the end of the experiment. Say: <i>Pencil. Does it float?</i> Learners raise their hands for <i>Yes, it does</i> and do nothing for <i>No, it doesn't</i>. Write the correct answers on the whiteboard.</p> <p>Answers</p> <p>Yes, it does: pencil, paper and leaf; No, it doesn't: elastic band, ruler and paper clip</p>
Learner's Book page 173	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Read the instructions. Draw learners' attention to the sentences. Then model an example. Say: <i>The pencil floats</i>. Then repeat with <i>elastic band</i>. Say: <i>The elastic band doesn't float</i>. Ask learners to repeat both sentences. 2. Divide learners into pairs. 3. Learners practise saying the sentences about each object from Activity 2. 4. Walk around and provide support as needed. <p>Feedback</p> <p>Let learners who raise their hands say a sentence each. Write the answers on the whiteboard.</p> <p>Answers</p> <p>The pencil floats.; The elastic band doesn't float.; The paper floats.; The ruler doesn't float.; The paper clip doesn't float.; The leaf floats.</p>
Activity Book page 139	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at Activity Book Activity 2. Explain that they will write two sentences about objects that float, and two sentences about objects that don't float. 2. Model an example and write it on the whiteboard, for example <i>The leaf floats. The paper clip doesn't float</i>. 3. Learners work individually to write sentences. Remind them that they can use the table in Activity Book Activity 1 to help them. Walk around and provide learners with individual writing support. <p>Feedback</p> <p>Ask learners who raise their hand to read a sentence. Write the sentence on the whiteboard.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write sentence prompts on the board to help learners, for example <i>The ____ floats. The ____ doesn't float.</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Let learners write sentences about all of the objects.
Resources	Plenary
Activity Book page 139	<p>Activity Book: Learning goal</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the self-evaluation statement. 2. Read the statement. Ask the learners to think and circle the correct answer. 3. Emphasise the importance of giving an honest answer.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.3) Listen and respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration. (G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous. (G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words. (G2.4.1.1.1) Form uppercase and lower case letters correctly. (G2.4.2.1.2) Independently write simple sentences of four or more words using word banks or cards. (G2.4.3.1.1) Use grade-appropriate language structures, for example present simple. (G2.4.4.1.2) Correctly use a period, question mark, or exclamation mark at the end of a sentence. (G2.4.4.1.4) Use apostrophe to form contractions. (G2.4.5.1.1) With prompting and support, conduct simple research to answer simple research questions on a topic of interest, identify visual and text sources, organise and present information.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a chant and listen for information in a dialogue. Speaking: To say a chant and say the lines in a dialogue. Reading: To read the words in a chant. Writing: To write simple nouns and complete a dialogue with the negative command with <i>don't</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> say words following a model understand and use negative imperative sentences.
Link to prior learning: <ul style="list-style-type: none"> Contracted forms <i>don't</i> and <i>doesn't</i> 21st Century Skills <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>row, stream, dream, scream, shiver, crocodile, polar bear, lion, waterfall, shore, river</i> Key expressions/structure: Negative imperatives: <i>Don't forget ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may feel self-conscious about acting out in front of the rest of the class. Ask more confident learners to lead the activity to give less confident learners time to calm their nerves and, hopefully, feel more comfortable with the activity. 		
Resources/equipment needed: Learner's Book page 174 Activity Book page 140 Audio tracks 136 and 137 Pictures or objects: <i>apple, pear, paper clip, elastic band, paper, leaf, pencil, ruler</i>		

UNIT 8 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none">1. Ask learners to stand up. Explain that you are going to show different objects or pictures. If they think that the object floats, they should jump. If they think it doesn't float, they should sit down. Demonstrate <i>jump</i> and <i>sit down</i>.2. Show the objects and ask: <i>Does it float?</i> Learners do the appropriate action. (<i>apple – yes; pear – no; paper clip – no; elastic band – no; paper – yes; leaf – yes; pencil – yes; ruler – no</i>)
Resources	Main activity
Learner's Book page 174 Audio Track 136	Floating in a boat: Activity 1 <ol style="list-style-type: none">1. Ask learners to open their Learner's Books at page 174.2. Point to the picture and say the words (<i>shore, crocodile, polar bear, lion, river, waterfall, stream</i>). Learners repeat the words.3. Ask: <i>Where do lions, polar bears and crocodiles live? Where can you see these animals?</i>4. Point to the chant in the Learner's Book and tell learners they are going to listen.5. Play the audio once and tell learners to follow in their book. Then play again for learners to chant along.6. Introduce some actions to the chant and play again. This time learners chant and do the actions.7. Divide the learners into small groups. Each group chants one verse led by the teacher.
Activity Book page 140	Activity Book: Activity 1 <ol style="list-style-type: none">1. Point to the pictures in Activity Book Activity 1. Elicit the words and have learners repeat.2. Learners look at the picture and the gaps.3. Learners fill in the letters to make the word. Feedback <p>Learners check their answers with a partner. Then check the answers as a whole class by asking learners to put their hands up and say the word. Write the correct answers on the whiteboard for learners to check their spelling.</p> <div>Answers 1 river; 2 lion; 3 boat; 4 polar bear</div> Differentiation activities (Support): <ol style="list-style-type: none">1. Learners can look for the words in the Learner's Book.2. Give learners the first letter of each word to help them. Differentiation activities (Stretch): <ol style="list-style-type: none">1. Learners can draw a picture and write an additional word.
Learner's Book page 174 Audio Track 137	Don't forget!: Activity 2 <ol style="list-style-type: none">1. Tell learners they are going to listen to a conversation between a mother and daughter.2. Play the conversation a few times. Pause after each exchange for learners to repeat.3. Write the conversation on the whiteboard.4. Divide learners into two groups. One group reads the mother's lines, the other group reads the daughter's lines.5. Divide the learners into pairs and let them act out the dialogue as mother and daughter.6. Invite confident learners to perform the dialogue in front of the whole class.

Activity Book page 140	Activity Book: Activity 2 1. Point to the pictures in the Word box in Activity Book Activity 2. Say the words and have learners repeat. 2. Then ask learners to look at the main picture. Ask questions about the picture, such as <i>Who is in the picture?</i> (a girl and her mum) <i>What's the weather like?</i> (It's rainy.) 3. Ask learners to choose an item from the Word box and draw it in the mum's hand. 4. When learners have drawn the item, ask a few learners to say what they have drawn. Use these examples to demonstrate the next part of the activity; learners should complete the speech bubble with the word for the item they have drawn. 5. Learners work individually to complete the speech bubble. Feedback Put learners in pairs. They show each other their picture and read their sentence. Then, as a whole-class activity, ask a few learners to say their sentence.		
Resources	Plenary		
	1. As a whole class, recite the <i>Row, row, row your boat</i> chant. You can vary this by asking different learners to call out different animals in place of <i>crocodile</i> .		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place, or action. (G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous. (G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace. (G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves. (G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words. (G2.4.3.1.2) Write complete simple and compound declarative, imperative, and exclamatory sentence in response to prompts. (G2.4.4.1.4) Use apostrophes to form contractions.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a play. Speaking: To talk about predictions for the plot of a play and answer questions about a play. Reading: To read the lines in a play. Writing: To put the events in a play in the correct sequence.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • say affirmative sentences using <i>there is</i> and <i>there are</i> • understand and use the verb <i>to be</i> in Present Simple sentences.
Link to prior learning: <ul style="list-style-type: none"> • Colours • Numbers 21st Century Skills <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>red, pink, blue, green, purple, yellow</i> ; numbers one to six; <i>sea, fish, dolphin; happy, helpful, clever, kind, polite, friendly</i> Key expressions/structure: <i>How many...are there? There is/are ... ; Please help me find ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with the difference between <i>there is</i> and <i>there are</i>. Write <i>there is</i> and <i>there are</i> on the whiteboard and ask learners questions with <i>How many (red) fish are there?</i> Write the answers on the whiteboard and underline <i>is</i> or <i>are</i>. Then underline the number word and explain the use of the singular and plural forms. 		
Resources/equipment needed: Learner's Book pages 175 to 177 Activity Book page 141 Audio track 138 Letter cards: <i>h, k, p, f, c</i> Word cards PCM 77: <i>happy, helpful, kind, polite, friendly, clever</i> (enough copies so that each learner has one word card) A4 paper for paper ball; sheets of white paper; coloured pencils or crayons		

UNIT 8 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Main activity
	Coloured numbers <ol style="list-style-type: none"> 1. Divide learners into small groups. 2. Hand out the white paper and coloured pencils or crayons. 3. Say a number from 1 to 10 and a colour. 4. Learners write the number in the colour that you said. Then ask learners to check with a partner, before you say the next number and colour combination.
Resources	Main activity
Learner's Book page 175	Before you read: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to look at page 175 in the Learner's Book. Ask: <i>Is this a chant? A story? Is it a play? Why?</i> Explain that it is a play because there are different characters speaking. Tell learners they will now learn about the characters. 2. Focus on the pictures of the fish to focus on the characters. Point to each fish and ask: <i>What colour is this fish?</i> Elicit the colours: <i>red, pink, blue, green, purple, yellow.</i> 3. Ask: <i>Where do you live?</i> Elicit the answer: <i>UAE.</i> Ask: <i>Does the UAE have a sea?</i> Elicit the answer: <i>Yes, it does.</i> 4. Point to the sea in the picture. Ask: <i>What's this?</i> Elicit the answer: <i>sea.</i> Ask: <i>What lives in the sea?</i> Elicit the answer: <i>fish, dolphins, etc.</i> 5. Read the title. Tell learners to look at the pictures on page 175 and predict what the play will be about.
Learner's Book pages 175, 176, 177 Audio Track 138 PCM 77	The fish with no name <ol style="list-style-type: none"> 1. Point to the first picture in the play. Play the audio for the first paragraph, then pause. Point to the fish and ask: <i>Does he look happy or sad?</i> Explain that he looks sad because he doesn't have a name. 2. Point to the second picture. Play the audio for the second paragraph, then pause. Point to the fish and ask: <i>What colour is the fish? How many (red) fish are there?</i> Elicit the answer: <i>There is one red fish.</i> Write <i>There is one red fish.</i> on the whiteboard. 3. Point to the third picture. Play the audio for the third paragraph, then pause. Point to the fish and ask: <i>What colour are the fish? How many (pink) fish are there?</i> Elicit the answer: <i>There are two pink fish.</i> 4. Repeat step three for all the pictures, pausing after each part of the audio. 5. Then play the audio all the way through for learners to listen and read along in the Learner's Book. Pause the audio after the final line of each paragraph to give learners time to look at the next picture. 6. Point to the word <i>happy</i> on page 175. Say: <i>Happy means you are always smiling and cheerful.</i> Repeat for the other adjectives. If you have access to dictionaries in the classroom, you may like to put learners into mixed-ability pairs and give each learner a word to look up in the dictionary. When they have finished, one learner from each pair says the word in English and the word in Arabic. Alternatively, if you have access to ICT in the classroom, you may like to direct learners to an online dictionary, such as the Cambridge University Press dictionary (http://dictionary.cambridge.org) and ask them to look up the word and listen to the pronunciation. If you choose this option, make sure to monitor learners closely and offer support in using a standard English keyboard. An online dictionary can also be used with the whole class if you have an interactive whiteboard or projector – you should look up the word and show it to learners, then play the pronunciation for them to listen and repeat.

	<ol style="list-style-type: none"> 7. Ask learners to look at the story again and find the meaning for each word and underline it. If necessary, explain to learners that the meanings start with <i>You ...</i> 8. Hand out a word card to a learner, for example <i>happy</i>. 9. Play the audio again while learners read along. Learners hold up their word card as it appears in the story. 10. Display the word cards on the board in this order: <i>happy, helpful, clever, kind, polite, friendly</i>. 11. Assign the characters to the learners (Emirati fish, one red fish, two pink fish, three blue fish, four green fish, five purple fish, six yellow fish, dolphin). 12. Play the audio again while learners read their part in the book and hold up each word card as it appears in the story. 13. Play the audio again and stop after each line for the learners assigned to that character to repeat that line. 14. Point to the fish with no name in the last picture. Ask: <i>Why is he happy?</i> Elicit: <i>He has a name.</i> Ask: <i>What is his name?</i> Elicit: <i>His name is Emirati Fish.</i> Elicit why he is called Emirati Fish. (He looks like the Emirati flag.) 15. Ask: <i>Where do the fish live? Why do the fish live in the sea?</i> Elicit the answer: <i>They live in the sea. They need water to live. They can't breathe out of the water.</i> (Mime breathing so learners can understand.) 16. If you have time, you may like to extend this activity by bringing in a factual text on different fish in the sea so that learners can discuss the characteristics of them. Learners can also look at the colours of the fish in the story and find out information about real fish of these colours, such as their names and size.
Activity Book page 141	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Point to the pictures in Activity Book Activity 1 and then read the instructions with the learners. Explain that they have to order the pictures in the correct sequence. 2. Point to the picture with the number 1 in the box, read the text and say: <i>This is the first picture.</i> 3. Ask: <i>Which is the second picture?</i> 4. Learners point to the correct picture. 5. Repeat for all the pictures. 6. Learners then work independently to number the pictures. 7. When all the learners have finished, put them in pairs so that they can compare their answers. 8. Walk around, monitor and provide support as necessary. <p>Feedback Check the order of the pictures as a class by asking individual learners to put their hands up and say the number of the picture (going from left to right in the book). Write the numbers on the whiteboard.</p> <p>Answers</p> <p>(L-R) 6, 1, 3, 5, 2, 4</p>

Resources	Plenary		
	Paper ball <ol style="list-style-type: none">1. Hang the letter cards on the wall around the room.2. Nominate a learner by throwing them a paper ball (you can make this by wadding up a ball of paper). Call out an adjective from this lesson: <i>happy, helpful, clever, kind, polite, friendly</i>.3. The learner must run to the wall and touch the letter that corresponds to the first letter of the word. If the learner doesn't know the word, they can throw the ball to another learner who can go and touch the letter card on the wall.4. When the learner has touched the letter, they return the ball to you. Repeat the procedure for all of the words.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.2) Describe main idea and key details in a text read aloud or information presented orally or through other media. (G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous. (G2.3.1.1.2) Identify and name numbers from 1 to 10. (G2.3.5.1.1) With help and support read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognise common types of text (for example, storybooks, poems, informational text, etc.). (G2.3.5.1.6) Use visual clues to identify the role of the author and illustrator; describe characters, settings, and major events in a story. (G2.3.7.1.3) With prompting and support, identify and compare basic similarities between two texts on the same topic. (G2.3.8.2.5) Use visual, print, and digital dictionary to find the meaning of a word; use digital dictionary to listen to the pronunciation of a word. (G2.4.1.1.3) Develop familiarity with standard English keyboard.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and follow instructions. Speaking: To describe people with positive character adjectives. Reading: To read sentences and fill in the gaps, read sentences with exclamation marks and commas Writing: To insert the correct punctuation in a sentence.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify and use common punctuation • understand and use simple adjectives in Present Simple affirmative sentences.
Link to prior learning: <ul style="list-style-type: none"> • Numbers • Colours • Capital letters • Adjectives: <i>happy, helpful, clever, kind, polite, friendly</i> 21st Century Skills <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>red, pink, blue, green, purple, yellow</i> ; numbers 1–6; <i>sea, fish, dolphin</i> ; adjectives: <i>happy, helpful, clever, kind, polite, friendly</i> Key expressions/structure: <i>How many...are there? There is/are...; Please help me find ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with word or phrase stress in an exclamatory sentence. Emphasise to learners that in an exclamatory sentence we show surprise with our voice. Play the audio several times and let learners repeat the sentences. During the pair work, monitor the word and phrase stress in exclamatory sentences carefully, and correct as needed. 		
Resources/equipment needed: Learner's Book pages 175–177 and 178 Activity Book page 142 Audio tracks 138 and 139 Word cards PCM 77: <i>happy, helpful, kind, polite, friendly, clever</i> Number cards: <i>one, two, three, four, five, six</i> Letter cards: <i>h, g, a, k, p, f, c</i> Handmade squares of coloured paper in the following colours: <i>purple, green, yellow, pink, red, blue</i> Paper; coloured pencils or crayons		

UNIT 8 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they can remember the name of the story from the previous lesson (<i>The fish with no name</i>). 2. Show a coloured pencil in any colour. Elicit the colour from learners and then ask: <i>Is there a fish with that colour in the story?</i> Elicit <i>Yes, there is.</i> or <i>No, there isn't.</i> 3. Ask learners additional questions about the story, such as <i>How many (pink) fish are there? What name do the (pink) fish give to the fish with no name?</i> 4. Learners raise their hand to answer the questions.
Resources	Main activity
Learner's Book page 178 PCM 77	<p>Describing people: Activity 1</p> <ol style="list-style-type: none"> 1. Stick the word cards for the adjectives <i>happy, helpful, clever, kind, polite, friendly</i>, on the board. Model the pronunciation and check learners' understanding of the words. 2. Ask learners if they remember which fish from the story used which word. Hold up the purple square and ask: <i>What word does the purple fish use?</i> Elicit answers from the learners. When a learner says: <i>polite</i>, say: <i>Yes!</i> and stick the purple square under the corresponding word card on the board. Repeat with all of the colours/ adjectives. 3. Ask learners to open their Learner's Books at page 178 and look at the sentences in Activity 1. Read out the first sentence and elicit the correct word from the Word box to complete it. Remind learners to look at the board to help them. Repeat with all of the sentences. 4. Learners can then write the correct words in the lines, or copy the completed sentences into their notebooks. <p>Feedback Let learners who raise their hand read a sentence. Write the adjectives on the whiteboard.</p> <p>Answers</p> <p>1 polite; 2 kind; 3 friendly; 4 helpful; 5 happy; 6 clever</p>
Learner's Book page 178 Audio Track 139	<p>Punctuation: Activity 2</p> <ol style="list-style-type: none"> 1. Point to the Writing tip and explain that the exclamation mark is used at the end of a sentence to show surprise or excitement. Ask learners to complete the sentences in Activity 2 with an exclamation mark. 2. Play the audio. Learners listen to the sentences. Draw learners' attention to the intonation in the sentences (showing excitement). 3. Play the audio a second time. Pause after each sentence for learners to repeat. Encourage them to use intonation that shows excitement. You can model this yourself so that learners feel more confident. 4. You may like to ask individual learners to 'perform' the sentences for the class, reading them with excited intonation. Encourage the rest of the class to clap when they have finished. <p>Feedback Copy the sentences onto the board and add the exclamation marks so that learners can check their answers.</p> <p>Answers</p> <p>I know! Now you are Emirati Fish! Hooray! I have a name! I'm Emirati Fish!</p>

Learner's Book pages 175–177 and 178	<p>Exclamation marks: Activity 3</p> <ol style="list-style-type: none"> 1. Read the instructions in Activity 3. Explain to learners that they need to look back at the story and find examples of exclamation marks. They can underline these sentences to help them remember where they are. 2. Put learners in pairs so that they can read the examples aloud, trying to sound surprised or excited. 3. Walk around, monitor and provide feedback as necessary. <p>Feedback</p> <p>Ask learners who raise their hand to read an example aloud.</p> <p>Answers</p> <p>Hi! ... I have no name! Hello, (Red) Fish/Dolphin! Hello! ... is a nice name for you! I know! Now you are Emirati Fish! Hooray! I have a name! I'm Emirati Fish!</p>
Activity Book page 142	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Point to the Writing tip in the Activity Book. Tell learners a comma is used in a greeting and you wait a second after the comma. Model the example in the Writing tip. Write the sentence on the whiteboard and circle the comma. 2. Learners individually find the sentences in their Learner's Book and insert the comma in the sentence in the Activity Book. 3. Walk around, monitor and support learners as needed. <p>Feedback</p> <p>Learners check their answers with a partner and practise reading the sentences.</p> <p>Answers</p> <p>Hello, Little Fish.</p> <p>Thank you, Purple Fish.</p>
Activity Book page 142	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners: <i>What do the fish and dolphin say?</i> 2. Focus on the speech bubbles in Activity Book Activity 2 and read what the fish and dolphin say. Explain that learners have to complete the blank speech bubble with another sentence with an exclamation mark. Elicit some ideas and write them on the board, such as <i>Hi! I live in the sea. Hooray! I have a name!</i> 3. Learners write a sentence for each character in the speech bubbles. Walk around, monitor and provide spelling support as needed. <p>Feedback</p> <p>Put learners in pairs so that they can compare their sentences. Learners can roleplay their dialogue with a partner. Then, as a whole class, ask learners who raise their hand to share their dialogue.</p> <p>Answers</p> <p>Different possible answers:</p> <p>Hi! I live in the beautiful sea.</p> <p>Hello, Fish!</p> <p>Hello, Dolphin!</p> <p>Hooray! I have a name! I'm Emirati Fish.</p> <p>I know! Now you are Emirati Fish!</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write some example sentences from the story in the Learner's Book on the board. Learners can choose the one they prefer and copy it into the speech bubble. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can draw another speech bubble and write another sentence.

Learner's Book pages 175–177 and 178 Audio Track 138	Act it out: Activity 4 1. Divide the learners into seven groups. Name each group after a colour fish from the story (No name fish = Emirati). 2. Hand out paper and coloured pencils. 3. In each group, half the group draw and colour the fish and the others write the word that corresponds to that fish, for example <i>Red Fish – happy</i> . 4. When they have finished, play the audio of the story and pause for each group playing that character to show their word card and picture card, and repeat the lines.		
Resources	Plenary		
Activity Book page 142	Activity Book: Learning goal 1. Direct learners' attention to the self-evaluation statement. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place, or action. (G2.3.1.1.2) Identify and name numbers from 1 to 10. (G2.4.4.1.1) Capitalize greetings, months and days of the week, titles and initial names and proper nouns. (G2.4.4.1.2) Correctly use a period, question mark, or exclamation mark at the end of a sentence. (G2.4.4.1.5) Use commas in greetings, to separate items in a series. Correctly use commas in dates, and with sequence words. (G2.4.4.1.9) Spell common irregularly spelled grade appropriate high-frequency words.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in simple sentences. Speaking: To practise saying the lines in a dialogue with correct intonation. Reading: To practise reading simple sentences. Writing: To practise using correct punctuation in sentences and practise completing gaps in simple sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify and use simple punctuation • understand and use adjectives in Present Simple affirmative sentences.
Link to prior learning: <ul style="list-style-type: none"> • Numbers 1–10 • Adjectives: <i>happy, helpful, kind, polite, friendly, clever</i> • Nouns for things that float 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Unit 8 Lessons 1–16 Key expressions/structure: Unit 8 Lessons 1–16		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with the intonation with different punctuation such as full stops, exclamation marks and question marks. Write the dialogue on the board, model the intonation and get learners to repeat first as whole group and then in small groups before they start with the pair work. 		
Resources/equipment needed: Learner's Book pages 179 Activity Book page 143 Audio track 140		

UNIT 8 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play Pictionary with the following words: <i>pencil, paper, elastic band, fish, paper clip, leaf, apple, pear, boots, umbrella, river, lion, crocodile</i>. 2. Draw a picture for one of the words on the board and ask learners to put their hands up when they know what it is. They can then say the word. 3. Do this as a whole-class activity. Tell learners that you are going to time them to find out how long it takes them to guess all of the words.
Resources	Main activity
Learner's Book page 179 Audio Track 140	<p>Which picture?: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to open their Learner's Books at page 179. Explain that you are going to revise words from the last few lessons. Explore the pictures with learners and ask them to describe what they can see. 2. Tell learners that they are going to listen to some sentences and they need to point to the correct picture. 3. Play the audio once for learners to listen and identify the correct picture. 4. Then play the audio again, pausing after each sentence for learners to hold up their books and point at the correct picture. Ask individual learners to raise their hands and say the letter of the correct picture. <p>Answers</p> <p>1 a; 2 b; 3 a; 4 b; 5 a; 6 a</p> <p>5. Ask learners to look at the pictures that don't have matching sentences and elicit some, for example <i>Don't forget your umbrella!</i></p>
Learner's Book page 179	<p>Use correct punctuation: Activity 2</p> <ol style="list-style-type: none"> 1. Read the instructions with the learners. Remind them of the different types of punctuation (exclamation marks, question marks and commas) and write them on the board. 2. Copy the conversation onto the board. Read through it, eliciting the correct punctuation for each gap. Add it to the sentences on the board using a different colour. 3. Remind learners of the intonation for exclamation marks. You may like to tell them that with questions, our voice usually goes up at the end. Put learners in pairs. Learners practise reading the conversation with the correct intonation. 4. Walk around, monitor pair work and provide support with intonation as needed. <p>Feedback</p> <p>Write the sentences with the correct punctuation on the whiteboard.</p> <p>Answers</p> <p>Hello, Tarek. How are you? I'm great! Thank you. I was first in the race. Hooray! You're the winner!</p> <p>5. You may like to ask learners to copy the completed sentences into their books.</p>

Activity Book page 143	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Read the instructions in Activity Book Activity 1. Point to the Word box and the picture. 2. Model the first sentence, <i>The little girl is in a ____.</i> 3. Ask learners to select the word and write it in the gap: <i>The little girl is in a <u>boat</u>.</i> Draw a line from the word to the picture. 4. Write the model on the whiteboard. 5. Divide learners into mixed-ability pairs. 6. Learners read the sentences and fill in the gap, then match the sentences to the pictures. <p>Feedback</p> <p>Ask learners who raise their hand to read a sentence. Write the sentences on the whiteboard for learners to check their answers.</p> <p>Answers</p> <p>1 boat; 2 stream; 3 floats; 4 was; 5 sunny; 6 happy</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners struggle to read the sentences, read the sentences for them. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If learners can read the sentences alone, let them work individually.
Activity Book page 143	<p>Activity Book: Learning goal</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the self-evaluation statements. 2. Read the statements. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.
Resources	<p>Plenary</p> <p>Mime</p> <ol style="list-style-type: none"> 1. Divide learners into small teams. 2. Write the following words from previous lessons on the board: <i>waterfall, river, crocodile, polar bear, fish, lion, forget, helpful, float, happy, sad.</i> 3. One member from one of the teams comes to the front and mimes a word from the board. They cannot say or write anything. 4. The other teams have to guess the word. If a team guesses correctly, they get a point. That word is then crossed off the board. 5. Continue until all the words have been guessed.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place, or action. (G2.1.1.1.3) Listen and respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration. (G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous. (G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words. (G2.4.1.1.1) Form uppercase and lower case letters correctly. (G2.4.4.1.2) Correctly use a period, question mark, or exclamation mark at the end of a sentence.			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in a story and listen to the pronunciation of words ending in <i>ate</i> and <i>ake</i> . Speaking: To say words ending in <i>ate</i> and <i>ake</i> , answer questions about a story. Reading: To read a story and read words ending in <i>ate</i> and <i>ake</i> . Writing: To write words ending in <i>ake</i> and <i>ate</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify and use words ending in <i>ake</i> and <i>ate</i>.
Link to prior learning: <ul style="list-style-type: none"> Words with long a spelled as <i>ay</i> and <i>ai</i> Present Simple 21st Century Skills <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>plate, date, cake, lake, make, bake, late, take</i> Key expressions/structure: Present Simple affirmative sentences		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Some learners may struggle with the concept of the silent e at the end of a word. Explain that the e makes the long a sound.		
Resources/equipment needed: Learner's Book page 180 Activity Book page 144 Audio tracks 141 and 142		

UNIT 8 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Divide learners into small teams of four. 2. Write <i>ai</i> and <i>ay</i> in large letters on either side of the board. 3. Ask one member from each team to stand up. Give each learner a whiteboard pen. 4. Call out a word from the following list: <i>rain, play, day, sail, paint, train, today, May</i>. Learners have to race to the board and circle the correct spelling of the long <i>a</i> sound. The learner who circles the correct sound first wins a point for their term. 5. Depending on your class's abilities, you may like to revise the words with the long <i>a</i> sound before you begin this activity.
Resources	Main activity
Learner's Book page 180 Audio Track 141	Listen and look: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to open their Learner's Books at page 180. Use the pictures in the book to introduce the vocabulary: <i>plate, date, cake, lake</i>. Point to the picture of the plate and ask: <i>What's this? A plate.</i> 2. Do the same for <i>date, cake</i> and <i>lake</i>. 3. Play the audio up to the pause, and point at the <i>ate</i> ending and the picture in the Learner's Book for each word. Learners repeat the words with the <i>ate</i> ending. 4. Play the audio up to the end, and point at the <i>ake</i> ending and the pictures in turn. Learners repeat the words with the <i>ake</i> ending. 5. Play the audio again. Learners repeat all the words. 6. Ask learners if they know any other words that end in <i>ate</i> or <i>ake</i>.
Learner's Book page 180 Audio Track 142	Kate bakes a cake: Activity 2 <ol style="list-style-type: none"> 1. Direct learners' attention to the picture in Activity 2. Ask learners: <i>What do you see?</i> 2. Mime <i>delicious</i> by rubbing your hand on your stomach. 3. Play the audio once while learners look at the picture. Ask: <i>Where is Kate? What does Kate do?</i> 4. Play the audio a second time while learners read along and underline the words with the long <i>a</i> sound. 5. Ask: <i>Which words end in ake? Which words end in ate?</i> Feedback Ask learners who raise their hand to give a word with the long <i>a</i> sound. <div> Answers Words ending in <i>ake</i>: lake, cake, bakes, takes Words ending in <i>ate</i>: Kate, date, dates, plate, late </div>

Activity Book page 144	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Read the instructions in Activity Book Activity 1 and ask learners to look at the words in the Word box. Read the words and have learners repeat. 2. Demonstrate the activity by copying the two columns onto the board. Say a word from the Word box and learners tell you which column it goes into. 3. Divide learners into mixed-ability pairs. 4. With a partner, they classify the words according to their sound. <p>Feedback</p> <p>Check the answers as a whole class by asking learners to come up to the board and write a word.</p> <p>Answers</p> <p>Words with <i>ate</i>: date, plate, gate Words with <i>ake</i>: cake, lake, snake, rake</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners cannot read the words in the Word box, read the words for them. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners read the words in the Word box for their partner.
Activity Book page 144	<p>Activity Book: Challenge</p> <ol style="list-style-type: none"> 1. Look at the Challenge activity with learners. Give them some time to think of another word for each column and write it in their books. <p>Feedback</p> <p>Ask individual learners to put up their hands and say the words they have written.</p> <p>Answers</p> <p>Possible answers: make, late, take, Kate, wake, bake</p>
Activity Book page 144	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they are going to write a sentence with two words from Activity 1. 2. Model an example, for example <i>The cake is on the plate.</i> 3. Learners write a sentence and draw a picture in their Activity Book. 4. Walk around, monitor and provide writing support as needed. <p>Feedback</p> <p>Put learners in pairs so they can show each other their pictures and read the sentences. Then, ask volunteer learners to show their pictures and read their sentences to the whole class.</p>
Resources	<p>Plenary</p>
Activity Book page 144	<p>Activity Book: Learning goal</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the self-evaluation statement. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place, or action. (G2.3.2.1.1) Students consolidate hearing and saying of phonemes, and the phoneme-grapheme correspondences (for example, s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position (for example, /s/ /z/ in “see” and “has”). (G2.3.3.1.1) Decode and read familiar two-syllable words using knowledge of syllable patterns. (G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade one to read regularly spelt one syllable words.			

LESSON PLAN		LESSON: 19
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To practise listening to instructions. Speaking: To practise describing elements in a picture. Reading: To practise reading descriptive sentences about a picture. Writing: To practise writing simple sentences to describe a picture and practise spelling words with the long <i>a</i> sound.		Learning outcomes: By the end of the lesson, learners be able to ... <ul style="list-style-type: none"> • understand and follow simple instructions • identify words with the long <i>a</i> sound • develop simple sentences using the Present Simple, Present Continuous and Past Simple of the verb <i>to be</i> using adjectives and nouns.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary from Unit 8 Lessons 1–18 21st Century Skills <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectfully 		
Key vocabulary: Review of Unit 8 Lessons 1–18 Key expressions/structure: Review of Unit 8 Lessons 1–18		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle with a free speaking exercise, such as asking and answering questions as a class. Encourage learners to share their ideas and promote a safe classroom environment, to ensure that learners feel comfortable. 		
Resources/equipment needed: Learner's Book page 181 Mini whiteboards and whiteboard markers, laminated sheets of white paper or large strips of paper (one for each group) A set of ten coloured circles for each pair of learners (five in one colour and five in another)		

UNIT 8 LESSON 19 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Divide learners into small groups. 2. Describe a word from the following word list: <i>boat, fish, rain, water</i>. For example: <i>It has four letters. It starts with f. It swims in the water.</i> (Answer: <i>fish</i>) 3. In their groups, learners guess the word. The first group to guess the word correctly gets a point.
Resources	Main activity
Learner's Book page 181	<p>Read and match: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures in Learner's Book page 181. Explore the pictures with learners and ask them what they can see. 2. Draw learners' attention to the sentences. Read them aloud one-by-one and check learners' understanding. 3. Model the activity by reading the first sentence again and asking learners to say the letter of the corresponding picture. 4. Put learners in pairs. Tell them to read the sentences together and draw a line to the correct picture. Explain that three pictures don't have sentences. Alternatively, you can do this as a whole-class activity, by reading out the sentences and asking learners to say the letter of the picture. <p>Feedback</p> <p>Ask individual learners to read out the sentences and say the letter of the picture.</p> <p>Answers</p> <p>1 h; 2 i; 3 b; 4 f; 5 d; 6 e</p> <ol style="list-style-type: none"> 5. Ask learners which three pictures don't have a sentence to describe them (pictures a, c and g). Write the letters on the board. 6. Elicit some sentence ideas to describe these pictures and write them on the board. 7. Put learners in pairs again. Ask them to write a sentence for each of the three pictures in their notebooks. 8. Monitor the activity carefully, offering spelling help as needed. <p>Feedback</p> <p>Ask volunteer pairs of learners to read out their sentences.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write sentence prompts on the board that learners can copy into their books and complete with the correct words for the pictures with the missing sentences. 2. Provide learners with individual spelling help. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. When learners have written the missing sentences, they can write additional sentences for the other pictures.

Learner's Book page 181	Tic-tac-toe: Activity 2 1. Tell learners they are going to play Tic-tac-toe. 2. Put learners with a different partner to the one they worked with in Activity 1. Give each pair a set of coloured circles. 3. Explain to learners that they must take it in turns to choose a square and say something that they can see in the square (for example, <i>dates</i>). If they can identify something in the square, they put a coloured circle on it. If not, they don't do anything. 4. The first learner in each pair with a row of three coloured squares on the grid is the winner. 5. You may like to repeat this activity by having learners swap partners.		
	Spelling race 1. Divide learners into small teams. Give each team a mini whiteboard (or equivalent) and a whiteboard marker. 2. Call out a word with the long <i>a</i> sound from Unit 8. The following words can be used: <i>day, train, late, make, play, rain, bake, plate</i> . 3. Learners write the word on the mini whiteboard (or equivalent). 4. Say: 1, 2, 3. Learners show their whiteboard to you. 5. Write the correct word on the class whiteboard. 6. If spelling the whole word will be difficult for learners, you can write a gapped word on the board and ask learners to just copy it onto their mini whiteboard (or equivalent) and complete it.		
Resources	Plenary		
Learner's Book page 181	Look what I can do 1. Ask learners to look at the statements in the <i>Look what I can do!</i> section. 2. Read the statements and tell learners to put their hands up if they feel they can do it. You may like to ask a few learners to give examples.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous. (G2.3.3.1.1) Decode and read familiar two-syllable words using knowledge of syllable patterns. (G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade one to read regularly spelt one syllable words. (G2.4.1.1.1) Form uppercase and lower case letters correctly. (G2.4.1.1.2) Write legibly progressing from left to right; space letters, words, and sentences appropriately. (G2.4.2.1.2) Independently write simple sentences of four or more words using word banks or cards. (G2.4.3.1.1) Use grade-appropriate language structures, for example simple present.			

LESSON PLAN		LESSON: 20
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and follow instructions. Speaking: To ask questions for a survey. Reading: To read instructions and survey questions. Writing: To make a survey chart or a mural.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and follow instructions. • ask and answer questions in the Present Simple.
Link to prior learning <ul style="list-style-type: none"> • Vocabulary from Unit 8 Lessons 1–18 21st Century Skills <ul style="list-style-type: none"> • Initiative and Self-Direction: Introduce the learning process to set goals, manage time, and work independently 		
Key vocabulary: Revision from Unit 8 Key expressions/structure: Revision from Unit 8		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may feel uncomfortable working semi-independently in groups or pairs. You will need to monitor pair or group work carefully, give clear instructions, set a time limit before the start of the pair work and provide positive reinforcement to make them feel comfortable. 		
Resources/equipment needed: Learner's Book page 182 Word cards: from all lessons in Unit 8 Small blank cards or squares of paper; crayons or coloured pencils; sheets of A4 white paper; large sheets of white paper (suggested size: A3)		

UNIT 8 LESSON 20 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Draw pictures on small cards or squares of paper for the following words: <i>sunny, cold, hot, rain, snowy, cloudy, flower, boat, fish</i> and <i>grass</i>. 2. Stick the pictures on the wall around the room. 3. Divide learners into teams. 4. Call out a word. 5. One learner from each team tries to find the word. The first learner to touch the word gets a point for their team. 6. Repeat for all words.
Resources	Main activity
Learner's Book page 182	<p>You should choose one of the project options given below.</p> <p>Option 1</p> <p>Project A: Do a weather survey</p> <ol style="list-style-type: none"> 1. Read the instructions. Give learners the drawing supplies and paper. 2. Tell learners they are going to create a weather survey. 3. Ask: <i>What kind of weather do you like best?</i> Ask learners to repeat the question. Write the question on the whiteboard. 4. Tell learners they will do a weather survey. 5. Review the pictures with the learners. Point to the pictures and ask: <i>What is this?</i> Write the words on the whiteboard (<i>hot, cold, windy, sunny, cloudy, rainy, snowy</i>). 6. Divide learners into pairs. Learners copy the weather chart onto a sheet of paper, writing the question, drawing the pictures and colouring them in. 7. Model the activity. Ask one learner: <i>What kind of weather do you like best?</i> Elicit the answer, for example: <i>I like snowy weather best.</i> Draw a picture of snow on the board, and put a tick under it. Check that learners understand what to do. 8. Learners walk around the classroom, stopping to ask ten other learners the questions to fill in their weather survey chart. 9. When they have finished, ask them to sit down and count how many learners liked each kind of weather. They should write that number under each column in their chart. 10. Tell learners that the weather with the highest number (mime <i>highest</i>) means that it is the most popular and the one with the lowest number (mime <i>lowest</i>), means that it is the least popular. 11. Model an example. Write numbers next to the weather words on the whiteboard. Ask learners: <i>Which weather is the most popular? Which weather is the least popular?</i> Write the questions on the board. Ask learners to copy the questions underneath their weather chart. 12. Tell learners to look at the numbers in their weather chart. 13. Write sentence prompts on the whiteboard next to the questions, for example: _____ <i>weather is the most popular.</i> _____ <i>weather is the least popular.</i> 14. Learners copy the sentence prompts under the weather survey chart and fill in the gaps.

	<p>Option 2</p> <p>Project B: Make a water world mural</p> <ol style="list-style-type: none">1. Tell learners to look at the picture for Project B on page 182 in the Learner’s Book.2. Ask: <i>What do you see?</i> Read the word labels as learner point to the picture and repeat after you.3. Ask: <i>What colour is the fish?</i> (Answer: <i>pink</i>) <i>Where is the fish?</i> (Answer: <i>in the river</i>)4. Describe the picture, for example: <i>There is a pink fish in the river.</i>5. Write the sentence on the whiteboard. Underline <i>There is</i>. Ask what can we say about the clouds. (Answer: <i>There are two blue clouds.</i>) Write the answer on the whiteboard and underline <i>There are</i>.6. Read the instructions. Give learners the drawing supplies and paper.7. Tell learners to draw a water world picture with the things in the Learner’s Book and label their picture.8. Walk around, monitor project work and provide individual support as needed.		
Resources	<p>Plenary</p> <p>Word-shaker game</p> <ol style="list-style-type: none">1. Divide the learners into small groups.2. Write 12 letters on the whiteboard (<i>a, i, y, e, k, t, l, n, r, d, c, b</i>).3. Tell learners to make <i>ay, ai, ake</i> and <i>ate</i> words with these letters, for example <i>bake, late, rain, day, cake, train, date</i>.4. Groups have five minutes to make at least three words that are three to five letters long and write them on a sheet of paper.5. You may like to draw pictures for words with <i>ay, ai, ake</i> and <i>ate</i> on the whiteboard to help learners. <p>Feedback</p> <p>Groups get points based on the number of letters in a word. The winning group is the one with the most points.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.			
(G2.2.2.1.2) Work collaboratively to prepare short oral reports about grade appropriate topics and present them in class, incorporating visual displays as appropriate.			
(G2.4.1.1.1) Form uppercase and lower case letters correctly.			
(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words, and sentences appropriately.			

LESSON PLAN		LESSON: 21
Teacher:		Subject: English
Grade: 2	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and evaluate presentations. Speaking: To present a project.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give a presentation using the Present Simple.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary from Unit 8 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Unit 8 Lesson 1–18 Key expressions/structure: Unit 8 Lesson 1–18		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may feel uncomfortable presenting their project in pairs or groups in front of the class. Don't force them to perform in front of the whole class. Instead they can just perform in front of another pair or small group or in front of you. As they see others perform and become more confident in English, they will be eager to perform in future lessons. 		
Resources/equipment needed: Learner's Book page 182 Learners' projects from Lesson 20 PCM 9 (learners' copies from Unit 1) Handmade word cards: <i>rainy, sunny, cloudy, fish, frog, boat, happy, umbrella, boots, pencil, train, paint, late, cake, cold, hot</i>		

UNIT 8 LESSON 21 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Divide learners into small groups and give each group a number. 2. Call out a group number and a word, for example <i>drink</i>. A representation from that group has to come out to the board and draw a picture of that word. If they draw correctly, they get a point. 3. Repeat with other words and ensure that each group has at least one turn to draw or mime. <p>Word list: <i>rainy, sunny, cloudy, paint, train, late, play, drink, wash, cake</i></p>
Resources	Main activity
PCM 9	<ol style="list-style-type: none"> 1. Give learners time to finish their projects, if necessary. 2. If you chose Project A, write sentence prompts and questions on the whiteboard, for example: <i>Which weather is the most popular?</i> _____ <i>weather is the most popular.</i> <i>Which weather is the least popular?</i> _____ <i>weather is the least popular.</i> 3. Stick the weather word cards from the word wall on the white board to help learners and model an example, for example, <i>Hot weather is the most popular.</i> <i>Snowy weather is the least popular.</i> 4. If learners haven't copied these sentences under their weather survey chart, let them do so now. 5. In pairs, learners practise asking and answering questions about their weather survey chart using the questions and answers they have copied from the whiteboard. 6. If you chose Project B, write <i>There is _____</i> and <i>There are _____</i> on the whiteboard. Model an example with the picture in the Learner's Book, for example: <i>There is a pink boat with a yellow sail.</i> 7. In pairs, learners practise describing their picture with <i>There is _____</i> and <i>There are _____</i>. 8. Give each learner their copy of PCM 9 from Unit 1. 9. Tell learners they are now going to present their project. 10. If you chose Project A, learners should show their partner their weather survey and talk about it. 11. If you chose Project B, learners should show their partner their water world mural and read the words. 12. Put learners in new pairs so they can present their project to a partner. 13. When learners have presented, draw their attention to the second column on the PCM 9 and tell them to colour the face that represents how they feel about their project. 14. Next, ask each learner to say how many stars they give their partner. Their partner then colours in that number of stars next to Project 8 on PCM 9. Remind learners of the importance of being fair and kind when giving their scores. 15. Take in the learners' copies of PCM 9 and store them somewhere safe, in preparation for the project in the next unit.

Resources	Plenary		
	Miming 1. Divide learners into mixed-ability pairs. 2. Give each pair one of the handmade word cards to mime. They say how many letters there are in the word by showing the relevant number of fingers and mime the word. Other learners have to guess the word. 3. Model an example: <i>rainy</i> . 4. Learners have to guess the word. 5. Learners take turns in pairs miming a word.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.2.2.1.2) Work collaboratively to prepare short oral reports about grade appropriate topics and present them in class, incorporating visual displays as appropriate. (G2.2.1.1.10) Build on others' contributions to conversations by responding to the comments of others through several rounds of exchanges.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a poem, listen to instructions using the Present Simple. Reading: To read Present Simple statements in a poem, read and follow instructions. Speaking: To say Present Simple statements by reciting a poem.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • say words following a model • understand and use Present Simple and Present Continuous affirmative sentences • understand verbs in the imperative.
Link to prior learning: <ul style="list-style-type: none"> • Present Simple • Present Continuous 21st Century Skills <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English 		
Key vocabulary: <i>city, traffic lights, red, stop, green, go, yellow, wait, cross, late, school, road, pavement, mosque, car, van, bus, shops, bus stop</i> Key expressions/structure: Present Simple affirmative sentences: <i>Red means STOP.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not know these words in the poem in Learner's Book Activity 1: <i>stop, wait, go, late</i>. Pre-teach the vocabulary using actions before learners read the poem. 		
Resources/equipment needed: Learner's Book page 183 Activity Book page 145 Audio tracks 143, 144 and 145 Flashcards: <i>traffic lights</i> Word cards PCM 78: <i>stop, wait, go</i> Three large coloured paper circles (red, yellow, green)		

UNIT 9 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> Put the traffic lights flashcard behind a book. Ask learners to watch carefully and say what they see. Slowly reveal the flashcard. Say <i>traffic lights</i> and ask learners to repeat the word as a class. Ask learners to put up their hands if they have seen a traffic light. Ask the following questions: <ul style="list-style-type: none"> <i>Where do you see traffic lights?</i> <i>What colours can you see on the traffic lights?</i> Teach the words <i>stop</i>, <i>go</i> and <i>wait</i> using actions/gestures. Ask learners: <ul style="list-style-type: none"> <i>Which colour means stop?</i> <i>Which colour means go?</i> <i>Which colour means wait?</i> Show the word cards and read each word with the class. Ask learners to match the words with the correct colour on the traffic light.
Resources	Main activity
Learner's Book page 183 Audio Track 143	Read and listen: Activity 1 <ol style="list-style-type: none"> Ask learners to look at the picture on page 183 and find the traffic lights. Stick the three coloured circles (red, yellow, green) in different parts of the room where learners can see them easily. Ask learners to listen to the poem and point to the coloured circles. Play the audio. Teach learners the actions for <i>stop</i>, <i>wait</i>, <i>go</i>. Divide the class into groups of three. Allocate one of the actions (<i>stop</i>, <i>wait</i>, <i>go</i>) to each member of the group. Play the audio again. Learners only do their action when they hear it in the poem. Play the audio again, and ask learners to repeat. To make this more engaging, you can ask the learners to whisper each line, say each line at normal volume and then shout each line. Divide the class into groups and allocate one line to each group. The groups take it in turns to say their line so that the class recites the poem together. Divide the class into mixed-ability groups. Learners work in their groups to practise the whole poem.
	Differentiation activities (Support): <ol style="list-style-type: none"> Learners only do the actions for the poem or say the words they remember.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> Learners can recite the poem for the rest of their group.

Learner's Book page 183 Audio Track 144	<p>Walking in the city: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to say some of the things they can see in the picture on page 183. 2. Point to the following topic vocabulary items in the picture and say the name of each one clearly: <i>city, road, pavement, shops, mosque, traffic lights, bus stop</i>. 3. Read the instructions in Activity 2 to set the context. 4. Learners listen and follow the route in their books. If necessary, pause the audio and check that learners are following the route correctly. <p>Feedback</p> <p>Ask learners to check the route with a partner. Invite learners to take turns to come to the front of the class and show the different stages of the route. You can use a book or draw a simple map on the board to help learners to show the route.</p> <p>Answers</p> <p>The route follows this order: School, road, stop and wait at traffic lights, cross the road, walk on the pavement, see the mosque, look at the shops, go into a shop, leave the shop, cross the road, walk to the bus stop.</p>
Learner's Book page 183 Audio Track 145	<p>Follow the instructions: Activity 3</p> <ol style="list-style-type: none"> 1. Check learners remember the actions for <i>stop, wait</i> and <i>go</i>. 2. Divide the learners into three groups: Group 1 – cars, Group 2 – buses and Group 3 – bicycles. 3. Ask learners to listen to the audio and follow the instructions for their group only. Play the audio. 4. If you have time, you may like to change the groups and repeat the activity.
Activity Book page 145	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at Activity Book Activity 1. Tell learners they are going to complete the picture. 2. Read the first sentence with the learners. Ask them what they need to do (colour the traffic light red.) 3. Learners read the rest of the sentences, and draw and colour the picture. 4. Monitor closely to check learners are completing the activity correctly. <p>Feedback</p> <p>Ask learners to compare their drawings with a partner. Then ask a volunteer learner who drew and coloured the picture correctly to come to the front of the class and show their picture for the other learners to check.</p>
Resources	<p>Plenary</p>
	<p>Mime game</p> <ol style="list-style-type: none"> 1. Demonstrate the game by miming an action using verbs learners have studied in previous lessons, for example <i>walk</i>. 2. Ask learners to say the action using the Present Continuous: <i>You are walking</i>. 3. Ask a couple of learners to take turns to come to the front of the class and mime an action for the class to guess. Remind them they can only mime actions that they can name themselves.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action. (G2.3.4.1.1) Read grade appropriate texts accurately and smoothly with varied volume, expression and appropriate phrasing and pace. (G2.3.5.1.2) Follow, recognise and respond to simple instructions written with familiar words to perform simple actions. (G2.4.3.1.1) Use grade appropriate language structures, for example simple present and present continuous.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and identify nouns for places in a city. Speaking: To say nouns for places in a city, answer Present Simple questions about a picture. Reading: To recognise the written form of topic vocabulary, read simple nouns for places in a city and read Present Simple questions. Writing: To write sentences about a picture using the Present Simple and topic vocabulary.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use simple nouns in Present Simple affirmative sentences • identify syllables in simple and compound nouns • understand and answer Present Simple questions.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary: <i>stop, traffic light, wait, go</i> • Present Simple 21st Century Skills <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully 		
Key vocabulary: <i>city, road, pavement, mosque, shops, traffic lights, bus stop</i> Key expressions/structure: Present Simple sentences with <i>can</i> : <i>I can see _____, I can hear _____.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle to identify syllables. Model one example and clap the syllables. Write the word on the board and underline the syllables in different colours. Model it again, pointing to the syllables as learners clap along. 		
Resources/equipment needed: Learner's Book page 184 Activity Book page 146 Audio Track 146 and 147 Flashcards: <i>traffic lights, mosque, car, shops</i> Word cards PCM 79: <i>city, road, pavement, shops, mosque, traffic lights, bus stop, car</i>		

UNIT 9 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	<p>Action game:</p> <ol style="list-style-type: none"> 1. Ask learners if they can remember the topic of the poem from Lesson 1 (traffic lights). Show the traffic lights flashcard. 2. Tell learners they are going to play a game. They need to listen and follow your instructions. <p>Read out the following instructions: <i>Hop like a rabbit. The traffic lights are red. Everybody STOP.</i> (Learners stop.) <i>Traffic lights are yellow. Everybody WAIT.</i> (Learners wait.) <i>Traffic lights are green. Now walk like a duck. Everyone go!</i> (Learners walk like a duck.) <i>Traffic lights are red. Everybody stop. Traffic lights are yellow. Everybody wait. Traffic lights are green. Now jump like a rabbit. Everybody go!</i></p>
Resources	Main activity
<p>Learner's Book page 184</p> <p>Audio Track 146</p>	<p>Topic vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Point at the first of the pictures in the Topic Vocabulary box on page 184 and play the first part of the audio, pausing after each word. Ask the whole class to repeat the words together. Then divide the class into groups and ask each group to repeat the words. 2. You can use different moods to make this fun. Model the word and show the learners the mood using actions/gestures: Learners say the word in a happy voice. Learners say the word in an angry voice. Learners say the word in a sad voice. Repeat this procedure with the other words in the Topic Vocabulary box. 3. Play the second part of the audio and tell learners to listen to the claps. 4. Play the audio again and ask learners to clap the syllables. 5. Say the words (without clapping) and ask learners to clap the number of syllables to see if they can hear the syllables. <p>Answers</p> <p>One syllable (clap): road, shops, mosque, Two syllables (claps): city, pavement, bus stop Three syllables (claps): traffic lights</p>
<p>Learner's Book page 184</p> <p>Audio Track 147</p>	<p>I can see something with ... : Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners if they remember the name of the boy from Lesson 1. Elicit: <i>Ahmad</i>. Explain that Ahmad is now in the car with his father and they are playing a game, saying the things they can see. Tell learners to look at the pictures in Activity 1 on page 184. 2. Play the audio. Tell learners to listen and put up their hand when they hear one of the topic vocabulary words. <p>Feedback</p> <p>Ask volunteer learners to put their hands up and say a word that they heard.</p> <p>Answers</p> <p>1 traffic lights; 2 bus stop; 3 shops</p>

<p>Learner's Book page 184</p>	<p>Play the game 'I can see ...': Activity 3</p> <ol style="list-style-type: none"> 1. Hold up the following word cards one by one; <i>city, road, pavement, shops, mosque, traffic lights, bus stop</i>. As you show the card, say the word. Ask learners to say the initial letter of each of the words to review alphabet letters. 2. Show the flashcards and ask learners to say the word and tell you the letter it begins with. Stick the flashcards on the board. 3. Demonstrate how to play the <i>I can see</i> game with a confident learner (using the flashcards and word cards on the board as things they can see). You can tell them to imagine they are Ahmed and his father playing the game. Teacher: I can see something with <i>m</i>. Learner: Mosque! Teacher: Very good. Now it's your turn. Learner: I can see something with <i>c</i>. Teacher: Car! You can continue to play this game as a whole class, or split learners into small groups. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Let learners look at the Topic vocabulary on Learner's Book page 184 to help them identify the initial letter of the words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to try to spell the word when they guess correctly.
<p>Learner's Book page 184</p>	<p>In a city: Activity 4</p> <ol style="list-style-type: none"> 1. Write <i>see</i> and <i>hear</i> on the board. Ask learners if they remember the meaning of these verbs from Unit 6, and to demonstrate them using gestures. 2. Put learners into pairs and ask them to think about things they can see or hear in a city. 3. Then, ask all the learners to share their ideas and write them on the board.
<p>Activity Book page 146</p>	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture in Activity Book Activity 1 and elicit the things that they can see. 2. Draw learners' attention to the picture again and ask: <i>What can you hear?</i> Elicit an answer and write it on the board, using the sentence stem <i>I can hear ____</i>. Then repeat with <i>see</i>. 3. Learners then work individually to write sentences about the picture using <i>I can see</i> and <i>I can hear</i>. 4. Monitor learners closely, offering support as necessary. <p>Feedback</p> <p>Ask learners to show their sentences to a partner. Then, ask volunteer learners to read their sentences to the class.</p> <p>Answers</p> <p>Answers may include: I can see a car, a bus, traffic lights, a road, a pavement, shops, a mosque, a bus stop, people. I can hear a car, a bus, people talking.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Stick all the word cards for this lesson on the board so that learners can refer to them and copy the spelling if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can draw additional elements on the picture and write sentences about them.

Resources	Plenary		
Activity Book page 146	Activity Book: Learning goal		
	1. Direct learners’ attention to the self-evaluation statement. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G2.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action.			
(G2.3.5.1.2) Follow, recognise and respond to simple instructions (for example, read and do) written with familiar words to perform simple actions.			
(G2.4.4.1.9) Use grade appropriate language structures, for example Present Simple.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
SKILLS AND UNDERSTANDING Learning objectives: Listening: To listen and follow a poem in the Present Simple. Speaking: To use nouns to say what you can hear and see in a city. Reading: To read a poem in the Present Simple for detail. Writing: To spell adjectives and nouns about a city.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • say words following a model • to understand and use nouns and adjectives in Present Simple sentences.
Link to prior learning: <ul style="list-style-type: none"> • Present Simple • City vocabulary 21st Century Skills <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>city, buildings, tall, short, gardens, on top, park, pretty, flowers, lake, ice cream seller, ice cream, dirty, clean, litter, bin, bakery, swimming pool, library, zoo</i> Key expressions/structure: Present Simple; <i>I like + gerund; There's a/There are ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • This poem combines different language structures that learners have previously only seen in an isolated way in different units throughout Grade 2, such as <i>There is</i>, Present Simple, Present Continuous and different subject pronouns. Support learners in the reading of the poem, pausing to explain language where necessary. 		
Resources/equipment needed: Learner's Book page 185 Activity Book page 147 Audio track 148 A small ball		

UNIT 9 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	<p>I say, you say</p> <ol style="list-style-type: none"> 1. Demonstrate the activity with a small group of learners in front of the class. Hold the ball and say a word relating to the city, such as <i>city, road, pavement, shops, mosque, traffic lights, bus stop</i>. Pass the ball to a learner. The learner repeats the word and hands the ball back to you. Then say another word and pass the ball to a different learner, the learner repeats the word and passes the ball back to you again. Repeat this a couple of times. 2. Divide the class into small groups and let them play the game in groups. Choose confident learners to choose the words/start the game.
Resources	Main activity
<p>Learner's Book page 185</p> <p>Audio Track 148</p>	<p>Before you read: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to read a poem about living in the city and ask them to open their Learner's Books at page 185. 2. Explore the pictures with learners and ask them what they can see. Then ask: <i>Can you see these things where you live?</i> 3. Introduce new vocabulary using the pictures and gestures: <i>great, tall, short, building, garden, pretty, flowers, ice cream, lake, clean</i>. 4. Play the audio for learners to listen and follow in their books. Pause the audio if necessary to check learners' understanding and explain any difficult language. 5. Then play the audio again and encourage learners to read aloud as they listen. 6. Ask: <i>Why does she like living in a city?</i> Point out words and phrases such as <i>It's a great place, It's very pretty, I like eating ice cream</i>.
<p>Learner's Book page 185</p>	<p>Over to you: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures in Activity 2. Say each of the words slowly and ask learners to point to the picture. Learners repeat the word after you. 2. Ask learners: <i>Do you live in the city or in the desert?</i> Then say the words one by one and have learners put their hands up if there is one near where they live. You may like to ask individual learners direct questions, such as: <i>Is there (a park) near you?</i> and elicit: <i>yes</i> or <i>no</i>. 3. Play the game <i>Repeat if it's true</i>. Hold up the word cards one by one. Say a word (either the word on the card or one of the other words from the topic vocabulary box). Learners repeat the word they hear if it's the same as the word on the card. If you have time, you can ask more confident learners to take over the teacher's role.
<p>Activity Book page 147</p>	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the pictures in Activity Book Activity 1 and elicit the words. 2. Explain to learners that they need to unscramble each word and write it correctly. 3. Learners work individually to write the correct word. <p>Feedback</p> <p>Put learners in pairs so they can check with a partner. Then ask individual learners to come up to the board and write the words.</p> <p>Answers</p> <p>1 park; 2 road; 3 zoo</p>

	Differentiation activities (Support): 1. Learners can work in pairs to complete the activity.		
	Differentiation activities (Stretch): 1. Learners work individually to complete the activity. When they have finished, they can draw another picture and write a sentence using one of the adjectives.		
Activity Book page 147	Activity Book: Activity 2 1. Learners work individually to write which of the words from Activity 1 they can find near their home. Feedback Ask individual learners to stand up and say the words that are near their house.		
Activity Book page 147	Activity Book: Challenge 1. Elicit from learners which other places are near where they live. Then they work individually to write two more places that can be found near their home. 2. Monitor learners as they work and help them with spelling if necessary. Differentiation activity (Support): 1. Write the names of places from the topic vocabulary on Learner’s Book pages 184 and 185 on the board for learners to copy from. Differentiation activity (Stretch): 1. Learners can write more than two extra words of places near their home.		
Resources	Plenary		
Activity Book page 147	1. Direct learners’ attention to the self-evaluation statement. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.3.4.1.1) Read grade-appropriate texts accurately and smoothly with varied volume, expression and appropriate phrasing and pace. (G2.3.5.1.1) With help and support, read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognise common types of text (for example, poems). (G2.3.3.1.3) Read irregularly spelt high frequency sight words, read compound words. (G2.3.7.1.2) With prompting and support, read with the teacher to identify the reasons the author gives to support points in a text.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a short transactional dialogue and listen to a chant. Speaking: To perform a short transactional role-play say a chant. Reading: To read a short dialogue and choose the correct words to complete the dialogue. Writing: To complete a simple dialogue with nouns.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • participate in a simple transactional exchange • say words following a model.
Link to prior learning: Adjectives: <i>small</i> and <i>big</i> Present Simple 21st Century Skills <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to speak, respectfully 		
Key vocabulary: <i>ice cream, ice cream seller, flavour, big, small, please, thank you, Australia</i> Key expressions/structure: <i>Would you like...?; I'd like ... ; Present Simple affirmative: I live in a city.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have problems remembering the whole transactional dialogue. Build this up gradually and allow learners to refer to their books if necessary for support. 		
Resources/equipment needed: Learner's Book page 186 Activity Book page 148 Audio tracks 149 and 150 A simple world map (optional)		

UNIT 9 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	<p>Mystery drawing:</p> <ol style="list-style-type: none"> Slowly draw an ice cream cone on the board. Ask learners to watch and whisper the answer to their partner. When you have finished, say <i>1, 2, 3</i> and ask learners to call out the word (<i>ice cream</i>). Write this question and short answers on the board: <i>Do you like ice cream? Yes, I do. / No, I don't.</i> Ask a confident learner the question and elicit an answer. Then do a chain drill around the class, in which one learner asks another the question, that learner answers and then asks the question to another learner, etc.
Resources	Main activity
<p>Learner's Book page 186</p> <p>Audio Track 149</p>	<p>Let's buy an ice cream!: Activity 1</p> <ol style="list-style-type: none"> Direct learners to the picture of the ice cream seller and girl on Learner's Book page 186. Ask: <i>What can you see?</i> (a girl and an ice cream seller) <i>What is the girl doing?</i> (She is buying an ice cream.) <i>Does she buy a big ice cream or a small ice cream?</i> Use gestures to demonstrate <i>big</i> and <i>small</i>. Show learners the ice cream seller's board and teach the different flavours: <i>banana, vanilla, strawberry</i> and <i>chocolate</i>. Ask learners to guess which flavour the girl will buy. Say each flavour and ask learners to raise their hand if they think it is that flavour. You may like to do a tally on the board to compare after doing the listening activity. Play the audio. When it has finished, ask: <i>What flavour does she buy?</i> (banana) Read the Speaking tip with the learners, and model and drill the pronunciation and use of <i>I'd like</i> with vocabulary from Activity 1, such as <i>I'd like a small ice cream, please. I'd like a big ice cream, please. I'd like a strawberry ice cream, please.</i> Divide the class into two groups: one group is the ice cream seller and the other group is the girl. Play the audio line by line and ask learners to repeat only the parts of the dialogue that their character says. Change the roles for the groups and repeat Step 6. Divide learners into pairs and let them practise the dialogue together. <p>Feedback</p> <p>Ask one or two more confident pairs to come to the front of the class and roleplay the dialogue.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Write the dialogue on the board for learners to read as support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Invite learners to roleplay the dialogue from memory.

Learner's Book page 186 Audio Track 150	<p>Say a city chant: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the learners they are going to hear a chant about people who live in different cities. Ask them to say what they can see in the picture in Activity 2. 2. If you have access to a simple world map, show it to learners and point to the countries that are featured in the poem – Australia, Turkey and Albania. 3. Play the chant once. Ask the learners if they like the chant. 4. Divide the class into the three groups: one group for Australia, one group for Turkey and one group for Albania. Explain that when they hear their country, they must stand up and sit down quickly. 5. Practise saying the country names and groups standing and sitting. 6. Play the chant again and learners stand and sit when they hear their country. 7. Explain that now the learners can try saying the chant. This time they do not stand up. 8. Play the chant again stopping after each line so that the learners can repeat what they hear. 9. Play the chant one more time and this time the learners chant the lines and stand up and sit down when they say their country.
Activity Book page 148	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Read the instructions for Activity Book Activity 1 aloud to the learners. Ask them to find the grey box and then tell them to write their favourite ice cream flavour there. 2. Draw learners' attention to the Word box. Read out the words and check learners' understanding. Learners write the words from the Word box in the gaps in the dialogue. If necessary, you can do this as a whole-class activity. <p>Feedback</p> <p>Ask learners to check their answers in pairs. Then check the answers as a whole class by asking individual learners to put their hand up and each read a line from the dialogue.</p> <p>Answers</p> <p>like; Yes; small; please; Thank you</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the words for flavours on the board (<i>vanilla, strawberry, chocolate, banana</i>) for learners to copy into the grey box. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can extend the dialogue by adding another character, for example they imagine their brother or sister is also buying an ice cream and write a part for them too.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Put learners in four groups and assign each group an ice cream flavour: <i>vanilla, strawberry, chocolate, banana</i>. 2. Call out an ice cream flavour and an action, for example <i>jump – banana</i>. Only the learners in that group do the action. If a learner does an action when their group hasn't been called or fails to do an action when their group is called, they have to sit out of the game.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.4) Ask and answer questions about what a speaker says to clarify something that is not understood. (G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required. (G2.3.5.1.1) With help and support read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognise common types of text (for example, storybooks, poems, informational text, etc.).			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To say simple sentences using <i>but</i> and <i>or</i> . Reading: To read simple sentences describing pictures, using <i>but</i> and <i>or</i> . Writing: To add punctuation to a sentence, write nouns to complete sentences using <i>but</i> and <i>or</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • say words following a model • contrast objects in simple sentences using <i>but</i> and <i>or</i> • recognise and use simple punctuation.
Link to prior learning: <ul style="list-style-type: none"> • City vocabulary • Present Simple • <i>There is/There isn't</i> 21st Century Skills <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language – speaking, listening, reading and writing 		
Key vocabulary: <i>pavement, traffic lights, bus stop, school, park, mosque, zoo, building, swimming pool, library, bakery, , home, near, but, or</i> Key expressions/structure: <i>There is/there isn't with but and or: There is a shop but there isn't a mosque. There isn't a shop or a mosque.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not understand when they should use commas and the conjunctions <i>but</i> and <i>or</i> in their writing. The examples in the Learner's Book sentences provide a model. Encourage learners to notice the use of these features using guided questions and the Writing tip box. Provide practice with the Activity Book activity. 		
Resources/equipment needed: Learner's Book page 187 Activity Book page 149		

UNIT 9 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	<p>Guessing game</p> <ol style="list-style-type: none"> Write the following words on the board: <i>mosque, shop, park, pavement, road, traffic lights, bus stop</i>. Tell learners you are going to describe a place and they must put their hand up and say the word. Read the descriptions below. As soon as you have finished each description, learners can put their hands up if they know the answer. The first learner can say the word and another learner can go up to the board and circle it. If necessary, you can accompany the descriptions with gestures and mime. <i>You pray here. (mosque); You buy food here. (shop); You play here. (park); People walk on this but cars can't go here. (pavement); Cars drive on this. (road); You see these on the road. If they are red, you stop. (traffic lights); You wait for the bus here. (bus stop)</i>
Resources	Main activity
Learner's Book page 187	<p>Where I live: Activity 1</p> <ol style="list-style-type: none"> Ask learners to open their Learner's Book at page 187 and look at the pictures. Elicit what they can see in the pictures. Focus on the sentences in the activity. If necessary, review <i>There is</i> and <i>There isn't</i>, by holding up classroom objects and saying: <i>There is (a ruler). There isn't (a pen)</i>. Use gestures to emphasise the affirmative and negative. Read the sentences with learners and ask them to identify the correct picture for each one. <p>Answers</p> <p>1 c; 2 a; 3 b</p> <ol style="list-style-type: none"> Draw learners' attention to the Language tip. Say: <i>comma</i> and draw a comma on the board. Read the Language tip and ask learners to find the commas in Activity 1. Explain that we use a comma to separate words. You may like to write a list of words that learners know on the board, and ask each learner to come up to the board and write a comma after each word. For example, <i>There is a shop(,) a bakery(,) a house(,) a ruler(,) a tiger</i>, etc. Ask learners to look at the Words to remember box. Model and drill the pronunciation of <i>but</i> and <i>or</i> and tell learners to circle them in the sentences in Activity 1. Read the Writing tip and explain that we use <i>but</i> when there is one thing and not another, and we use <i>or</i> when there aren't two things. Reinforce this by placing two classroom objects on your desk, for example <i>a ruler</i> and <i>a book</i>. Say: <i>There is a ruler and a book</i>. Then remove the ruler and say: <i>There is a book but there isn't a ruler</i>. Then remove the book as well and say: <i>There isn't a book or a ruler</i>. Write these examples on the board. You may like to write some more examples on the board until you are confident learners understand.

Learner's Book page 187	<p>Make sentences: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they are going to practise making sentences with <i>but</i> and <i>or</i>. Point to the sentences on the board from Activity 1 to remind them of the meaning. 2. Ask learners to look at Activity 2, read the first sentence then say: <i>but</i> or <i>or</i>? and elicit: <i>but</i>. Repeat with all of the sentences. 3. Put learners in pairs and ask them to take turns saying the sentences to each other. <p>Answers</p> <p>1 but; 2 or; 3 or; 4 but</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Circle the key words in the model sentences from Activity 1 on the board (<i>there is/there isn't</i>) and underline the conjunctions to help learners associate the model sentences with the sentences in the activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write the sentences into their notebooks.
Activity Book page 149	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the sentences in Activity Book Activity 1. Model the activity by reading the first sentence and eliciting if it needs <i>but</i> or <i>or</i>. 2. Learners can work in pairs or individually to circle the answers. Refer learners to the model on the board to help them. When they have finished, learners draw a picture according to the sentences. <p>Feedback</p> <p>Correct the answers as a class by asking individual learners to read out the completed sentences. Learners can show their pictures in pairs.</p> <p>Answers</p> <p>1 but; 2 but; 3 or</p>
Activity Book page 149	<p>Activity Book: Challenge</p> <ol style="list-style-type: none"> 1. Remind learners of how to use commas and write an example on the board, if necessary. 2. Learners work individually to write the commas into the sentence. <p>Feedback</p> <p>Copy the sentence onto the board and ask individual learners to come up and add in the commas.</p> <p>Answers</p> <p>There is a school, a park, a mosque and a library near my home.</p>
Activity Book page 149	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to think of places in a city. Write these on the board. Elicit from learners which ones are near their home and which aren't, then write a tick or cross next to the words accordingly. 2. Model the activity by choosing a word with a tick and a word with a cross and write a sentence, for example <i>There is a swimming pool but there isn't a zoo</i>. Then choose two words with a cross and write a sentence, for example <i>There isn't a shop or a school</i>. 3. Learners complete the sentences about where they live. Monitor and offer help as necessary. <p>Feedback</p> <p>Learners read out their sentences to the class.</p>

	Differentiation activities (Support): 1. Learners can choose the words with a tick and cross or two words with crosses and copy them into their books, as per the demonstration.		
	Differentiation activities (Stretch): 1. Learners can write an additional sentence with each conjunction.		
Resources	Plenary		
Activity Book page 149	Activity Book: Learning goal 1. Direct learners’ attention to the self-evaluation statements. 2. Read the statements. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous. (G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (for example, yes/no, either/or and simple wh-type questions). (G2.4.3.1.1) Use grade-appropriate language structures, for example conjunctions. (G2.4.4.1.3) Correctly use commas to write dates and to separate items in a series.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a chant. Speaking: To say a chant, make a presentation of a map. Reading: To read a description of a picture and identify key words. Writing: To spell nouns about city vocabulary.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • say words following a model • use and understand simple sentences with <i>there is</i> and simple nouns and adjectives.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 9 Lessons 1 to 5 21st Century Skills <ul style="list-style-type: none"> • Productivity and Accountability: Introduce learning to manage small projects, individually or in teams, to produce the intended results 		
Key vocabulary: Review of vocabulary from Lessons 1–5 Key expressions/structure: Review of structures from Lessons 1–5		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle with spelling the vocabulary items independently. Encourage them to refer to the map in the Learner's Book for support. • Learners may not be able to create Present Simple affirmative and negative statements using <i>There is/There are</i> accurately. Prepare learners by writing sentence prompts on the board and encourage learners to refer to the model text in the book for support. 		
Resources/equipment needed: Learner's Book page 188 Activity Book page 150 Audio track 151 Drawing paper		

UNIT 9 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to listen as you say some words. Tell them to raise their hand if they can see the following in a city: <i>building, road, mosque, tiger, polar bear, traffic lights, rabbit, tractor</i>. 2. You may like to extend this by asking each learner to say a word that they remember from Grade 2 for the rest of the class to say whether it is found in a city or not.
Resources	Main activity
Learner's Book page 188 Audio Track 151	City chant: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to stand up and make a circle if possible. Tell them they are going to create a chant about a city together. 2. Play the audio and mime <i>walking</i>. Learners listen to the chant and mime walking and looking around a city. 3. Play the audio again, pausing after each line for learners to chant. 4. Explain to learners that you will play the chant again, and this time you will ask each learner to say something they see in a city. Play the audio again and have learners repeat. Pause the audio before the last line and ask different learners to say the sentence <i>We can see a ____!</i> with another word to continue the chant.
Learner's Book page 188	A city map: Activity 2 <ol style="list-style-type: none"> 1. Draw learners' attention to the map on page 188 and encourage them to say what they can see. 2. Read the sentences aloud and ask learners to try and find the places on the map. 3. Model the activity by reading the first sentence again and then asking: <i>Yes or no?</i> Elicit: <i>Yes</i>. 4. Learners work in pairs and read the sentences. They say <i>yes</i> if the sentence is correct and <i>no</i> if not. Feedback Read out the sentences to the class and ask learners to stand up for <i>yes</i> and stay seated for <i>no</i> . <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> Answers 1 yes; 2 yes; 3 no; 4 no </div>
Learner's Book page 188	Make a map: Activity 3 <ol style="list-style-type: none"> 1. Explain to learners that they are going to make their own maps. Read the instructions and check learners' understanding. Divide the class into pairs. Give out the drawing paper. 2. In pairs, learners discuss their ideas and then draw and label their maps. Feedback Each pair presents their map to the class, using the model on Learner's Book page 188. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> Differentiation activities (Support): <ol style="list-style-type: none"> 1. Learners work in similar ability pairs to create their maps. Encourage them to use the words on the map in Activity 2 to help them with spelling. </div> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners work in similar ability pairs. Encourage them not to refer to the map in Activity 2 to try to challenge them. Encourage learners to add other items they have studied in Lessons 1–5, such as <i>swimming pool, library</i>, etc. </div>

Activity Book page 150	Activity Book: Activity 1			
	1. Ask learners to look at the pictures in Activity Book Activity 1 and name them.			
	1. Write the first gapped word example on the board. Elicit which letters are missing and write them in the gaps.			
	2. Learners add the missing letters to the rest of the words and then practise covering and saying the words.			
	Feedback			
	Say a word from the activity and call on different learners to spell the word aloud, or come and write it on the board. Ask other learners to check and say if the spelling is correct.			
	Answers			
	1 swimming pool; 2 library; 3 bakery; 4 shop; 5 park; 6 mosque			
Resources	Plenary			
Activity Book page 150	Activity Book: Learning goal			
	1. Direct learners’ attention to the self-evaluation statement.			
	3. Read the statement.			
	4. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.			
Learning styles catered for (✓):				
Visual ✓		Auditory ✓		Read/Write ✓
Assessment for learning opportunities (✓):				
Observation		Student self-assessment		Oral questioning
Quiz		Student presentation		Written work and feedback
				Verbal feedback
Standards/SLOs:				
(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous.				
(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.				
(G2.3.3.1.3) Read irregularly spelt high frequency sight words, words of common word families (for example, tale, male/ vest, rest, clock, rock) and multi-syllabic words with prefixes and suffixes; read contractions and compound words.				
(G2.3.5.1.2) Follow, recognise, and respond to dual-step instructions written with familiar words to perform simple actions; understand the connectives used for sequencing (for example, and, first, then).				

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and identify the number of syllables in words ending in -y and recognise the different sounds of -y. Speaking: To say words ending in -y. Reading: To read simple words ending in y. Writing: To write simple words ending in y.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • say words following a pattern • identify syllables in simple nouns • use and say words ending in y.
Link to prior learning: <ul style="list-style-type: none"> • Present Simple 21st Century Skills <ul style="list-style-type: none"> • Social and Cross-Cultural skills: Introduce learning to know when to speak and when to listen, respectfully 		
Key vocabulary: <i>my, city, baby, cry, carry, fly, happy, rainy, sky, why</i> Key expressions/structure: Present Simple statements: <i>It's a rainy day.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to discriminate and produce the two phonic sounds the -y ending makes. Model the two sounds clearly, using the audio. Draw two columns on the board to give visual support. Pronounce the words with the same sound one after another so it is easier for learners to hear the same sound, isolating the sound if necessary and emphasising it slightly. 		
Resources/equipment needed: Learner's Book page 189 Activity Book page 151 Audio track 152		

UNIT 9 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Write the letter 'y' on the board. Ask learners if they can remember any words beginning with this letter (for example, <i>yes, you, yoghurt, yo-yo</i>). You may like to chant the -y sound to help learners think of words.
Resources	Main activity
Learner's Book page 189 Audio Track 152	Listen, say and clap: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to open their Learner's Books at page 189. Explain that they are going to count the syllables in words. 2. Play the first part of the audio as a model. You can clap the syllables along with the audio. 3. Play the audio again and ask learners to clap along. Then ask: <i>How many syllables are there in my?</i> (one). <i>How many syllables are there in city?</i> (two). 4. Write the following headings on the board – <i>one syllable, two syllables</i>. Write <i>my</i> and <i>city</i> under the appropriate headings. Leave the headings on the board as you will use them in the next activity.
Learner's Book page 189	Different sounds of -y: Activity 2 <ol style="list-style-type: none"> 1. Model the long <i>i</i> sound and then say: <i>my</i>. Ask learners to put up their hands if the sound is the same or different (same). 2. Model the long <i>e</i> sound and then say: <i>city</i>. Ask learners to put up their hands if these two sounds are the same or different (same). 3. Now say <i>my</i> and then <i>city</i> and point to the words on the board as you say them. Ask learners to put up their hands if the sounds are the same or different (different). (Exaggerate the sounds so that it is easier for learners to hear them..) 4. Ask learners to listen to the words you say. If the word has one syllable, they raise one hand. If it has two syllables, they raise two hands. Say: <i>try</i> (one syllable) and <i>pretty</i> (two syllables) and write the words under the correct heading on the board. If learners have difficulty identifying the number of syllables, clap the syllables to help them. 5. Read the words under the first heading on the board and ask learners to put up their hand if the words have the same sound (yes). Then repeat with the words in column 2. 6. Ask learners to repeat all the words after you.
Learner's Book page 189 Audio Track 152	Which -y sound?: Activity 3 <ol style="list-style-type: none"> 1. Point at each of the pictures in Activity 3, then play the audio and pause after each word for learners to repeat. 2. Tell learners that they will listen again, but this time they need to clap the number of syllables. Play the audio, and support learners by clapping the syllables if necessary. 3. Say each of the words in the activity, and ask learners to repeat and clap the syllables. As you say the words, show learners the position of the mouth (open) for the long <i>i</i> and for the long <i>e</i> (make the mouth like a wide smile with teeth together). Ask learners to copy the mouth positions as they say the words. You can also do this by playing the audio and miming the position of the mouth. 4. Elicit which words have one syllable (<i>cry, fly, sky, why</i>) and write them under the correct heading on the board. Ask learners to listen and put up their hands if the words have the same sound (yes). 5. Then repeat with the words with two syllables (<i>baby, carry, happy, rainy</i>).

Learner's Book page 189	<p>Which -y word?: Activity 4</p> <ol style="list-style-type: none"> 1. Read the sentences in Activity 4 and ask learners to follow as you read. Say: <i>What word is missing?</i> and elicit the answer for the first sentence from the class. 2. Ask learners to read the sentences again in pairs and ask them to decide which word fills each of the gaps. Encourage learners to use the pictures to help them with meaning. They say the words to their partner. <p>Feedback</p> <p>Check the answers by asking individual learners to put their hands up and read the completed sentences.</p> <p>Answers</p> <p>1 It's a <i>rainy</i> day. Don't forget your umbrella! 2 The sky is blue today.; 3 <i>Why</i> are you sad?; 4 I <i>cry</i> when I am sad.; 5 I can <i>carry</i> all my teddies. 6 Birds can <i>fly</i>.; 7 I'm not sad. I'm <i>happy</i>!; 8 A <i>baby</i> is very small. 1. If you have time, learners can write the sentences into their notebooks.</p>
Activity Book page 151	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Read the words in Activity Book Activity 1 with the class and ask them to repeat each one after you. Clap the syllables with the learners if necessary. 2. Divide the class into pairs. Tell them to say the words and clap the syllables. Learners work together and write the number of syllables in the box. <p>Feedback</p> <p>Go through the answers by saying each of the words and asking learners to show you the number of syllables with their fingers.</p> <p>Answers</p> <p>baby: 2; bakery: 3; city: 2; cry: 1; fly: 1</p>
Activity Book page 151	<p>Activity Book: Challenge</p> <ol style="list-style-type: none"> 1. Read the instructions with the class and check learners' understanding. Model the activity by writing the first sentence on the board and asking learners to point out a word with -y. Draw a circle around the word. 2. Learners work individually to find and circle the letter y. <p>Feedback</p> <p>Say the three words aloud and ask learners to tell you to draw an S shape in the air if they have the same sound or a D shape if they have a different sound.</p> <p>Answers</p> <p>my, city, yes</p> <p>The letter y has a different sound in each word.</p>

Resources	Plenary		
Activity Book page 151	Activity Book: Learning goal 1. Direct learners’ attention to the self-evaluation statements. 2. Read the statements. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration. (G2.3.2.1.1) Students consolidate hearing and saying of phonemes, and the phoneme-grapheme correspondences (for example, s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position (for example, /s/ /z/ in “see” and “has”).			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a poem and identify antonyms for simple adjectives and nouns. Speaking: To recite and act out a poem. Reading: To read a poem. Writing: To write simple nouns and adjectives and their antonyms.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify and use simple adjectives and their antonyms • say words following a model.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives: <i>big, small, hot, cold</i> 21st Century Skills <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>dirty, clean, noisy, quiet, big, small, yes, no, stop, go, good, bad, happy, sad, hot, cold, new, old, wet, dry, hello, goodbye</i> Key expressions/structure: Verb <i>to be</i> in the Present Simple: <i>The opposite of hot is cold.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have difficulty producing the opposites with short or long vowels and diphthongs, for example <i>clean, noisy</i>. Model the pronunciation and drill the vocabulary clearly, exaggerating sounds if necessary. 		
Resources/equipment needed: Learner's Book page 190 Activity Book page 152 Audio track 153 A hard and a soft object (for example, a table and a piece of fabric); a small ball		

UNIT 9 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	<p>Drawing game</p> <ol style="list-style-type: none"> 1. Tell learners they need to listen to your instructions and draw a picture. 2. Give the following instructions: <i>Draw a big face. Draw two big eyes and a small nose. Draw a big mouth and two big ears. Draw long hair. Draw a short body.</i> 3. Elicit the adjectives <i>big/small</i> and <i>long/short</i> from the learners by asking questions about the pictures. Tell learners these are called <i>opposites</i> and they are going to learn more about <i>opposites</i> in this lesson.
Resources	Main activity
Learner's Book page 190	<p>Opposites: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look at the pictures on Learner's Book page 190. Ask them to say what they can see. Read the words with the class. 2. Then, briefly put learners in pairs so that they can test each other by covering the words, pointing to a picture and asking their partner to say the word. Monitor learners as they do this. 3. Bring learners back to the whole class. Say: <i>big</i> and use gestures to show its meaning. Ask: <i>What's the opposite of big?</i> and elicit <i>small</i>. <p>Answers</p> <p>The opposite of <i>big</i> is <i>small</i>.</p>
Learner's Book page 190 Audio Track 153	<p>Opposites poem: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they are going to read a poem about opposites. Review the adjectives in the poem before learners read. Do this by using gesture or objects to elicit the adjectives. 2. Ask learners to look at the first adjective in bold. Ask learners if they can find the picture that shows <i>stop</i> on the page (picture c). Elicit the opposite using pictured. Write the opposites on the board in two columns, for example in column 1 write <i>stop</i>, in column 2 write <i>go</i>. 3. Ask learners to look at the other adjectives in bold and find the picture on the page. Elicit the opposites using the pictures. 4. Play the audio, pausing before each gap for learners to whisper the correct word to their partner. Then ask a learner to give the answer. Write the words in the columns on the board as learners give them. 5. Play the audio again and have learners read aloud as they listen and read along in their books. 6. Erase one of the columns of words from the board. Ask learners to stand up and make a circle. Learners should throw the ball around the circle quickly. Whenever a learner drops the ball, they choose a word on the board and say it, then say its opposite. You may like to play a chant from any unit in Grade 2 as learners throw the ball. <p>Answers</p> <p>Yes-no; stop-go; good-bad; happy-sad; hot-cold; new-old; wet-dry; hello-goodbye</p>

Learner's Book page 190 Audio Track 153	<p>Act it out: Activity 3</p> <ol style="list-style-type: none"> 1. Divide learners into mixed-ability groups. Explain that they are going to think of some actions to act out the poem. Demonstrate how to do this by writing one of the words on the board, for example <i>stop</i>. Ask learners what action they can do to demonstrate this word. Elicit ideas. 2. Learners work in their groups to decide on the actions they are going to use, and practise saying the poem with the actions. Tell them they are going to perform the poem with their actions for the whole class. 3. Give each group an opportunity to do their actions for the rest of the class. (Start with more confident groups so that the other groups benefit from watching others perform.) Play the audio for support while they do their actions if necessary. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the audio to support learners as they perform the poem. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can read the poem from their Learner's Books or attempt to recite it from memory.
Activity Book page 152	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Demonstrate how to complete the crossword by doing clue 1 with the whole class. Ask learners to find and read clue 1, then find picture 1. Say <i>good</i> and ask learners to say the opposite. Ask learners how to spell <i>bad</i> and write this on the board. Show learners where to write the word in the crossword. 2. Learners work in pairs to complete the crossword. <p>Feedback</p> <p>Ask individual learners to put their hands up and say a word for each number.</p> <p>Answers</p> <p>1 bad; 2 down; 3 new; 4 noisy; 5 big; 6 happy; 7 hot; 8 stop</p>
Resources	Plenary
Activity Book page 152	<p>Activity Book: Learning goal</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the self-evaluation statement. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace. (G2.3.1.1.1) Students build upon and continue applying previously learnt skills. (G2.3.3.1.3) Read irregularly spelt high frequency sight words, words of common word families (for example, tale/male, vest/rest, clock/ rock) and multi-syllabic words with prefixes and suffixes; read contractions and compound words.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To recognise words with the <i>m</i> sound. Speaking: To practise saying words with the <i>m</i> sound. Reading: To practise reading words with the <i>m</i> sound. Writing: To practise writing words with the <i>m</i> sound.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • say words following a model • say and write words with the <i>m</i> sound.
Link to prior learning: <ul style="list-style-type: none"> • Present Simple • Vocabulary with <i>m</i> sound: <i>mosque, map</i> 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>mosque, map, moon, monkey, mat, mouse, meet, Mondays, storm, broom, worm</i> Key expressions/structure: Present Simple affirmative statements: <i>Mohammed meets Marwan at the mosque on Mondays.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may not be able to recognise and say the <i>m</i> sound in different positions (initial/final). Give learners the opportunity to listen to the sound before they need to produce it. Show how to make the sound by covering the lips with teeth and exaggerate the sound slightly to help learners to hear it. 		
Resources/equipment needed: Learner's Book page 191 Activity Book page 153 Audio tracks 154, 155 and 156 Flashcards: <i>park, mosque, shops, zoo</i>		

UNIT 9 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	<p>Where am I?</p> <ol style="list-style-type: none"> Stick the flashcards of city places on the board. Tell learners that you are at one of the places and they have to ask questions to guess where you are. They can have a maximum of two guesses. Write the question and answer prompts on the board. <i>Are you at the ____ ?</i> <i>Yes, I am. / No, I'm not.</i> Learners can play the game with a partner.
Resources	Main activity
Learner's Book page 191 Audio Track 154	<p>Look and listen: Activity 1</p> <ol style="list-style-type: none"> Ask learners to turn to page 191 in their Learner's Books and look at the first two pictures (<i>mosque</i> and <i>map</i>). Play the first part of the audio, pausing after each word for learners to repeat it. Then play the second part of the audio. Learners should listen and point to the pictures as they hear them. Model and drill the words, showing learners how to form the sound by rolling their lips round their teeth. Ask learners to think of other words they know with this sound at the beginning.
Learner's Book page 191 Audio Track 155	<p>Tongue twister: Activity 2</p> <ol style="list-style-type: none"> Ask learners to say what they can see in the picture. Ask them which words begin with the <i>m</i> sound. (<i>Mohammed, meets, Marwan, mosque, Mondays</i>) Learners listen to the audio and raise their hand when they hear a word which begins with the <i>m</i> sound. Play the audio. Ask learners to listen and read along in their books. Then play again for learners to listen and repeat. Show the mouth position (lips covering the teeth) and exaggerate the sound to help learners Learners practise the tongue twister with their partner. <p>Feedback</p> <p>Ask a couple of pairs of learners to perform the tongue twister for the rest of the class. You can vary this by giving the pair performing an instruction: <i>Say it slowly/quickly/quietly</i>, etc.</p>
Learner's Book page 191 Audio Track 156	<p>Different <i>m</i> sounds: Activity 3</p> <ol style="list-style-type: none"> Ask learners to look at the pictures and listen to the audio. If the word contains the <i>m</i> sound, they should raise their hand. Ask: <i>Where is the m sound?</i> (at the end) Learners practise taking turns saying the words in pairs. (Say the words with them before they work in pairs if necessary.)

Activity Book page 153	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Demonstrate Activity Book Activity 1 by asking learners to look at the pictures on the stepping stones. Elicit the words for each picture. 2. Use the following examples to show learners that the sound can be at the beginning or end of the word: <u>m</u>onkey (beginning) and ar<u>m</u> (end) Write the words on the board and underline the sounds for learners. 3. Learners work in pairs to say the words and colour the words which have the <i>m</i> sound to find their way across the river. <p>Feedback</p> <p>Ask learners to compare their work in groups. Then check as a whole class, by saying each of the words on the stepping stones and asking learners to raise their hands if the word contains the <i>m</i> sound.</p> <p>Answers</p> <p>monkey, arm, ice cream, mouth, map</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can work in pairs to complete the activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners work individually to complete the activity. Learners can add two more stepping stones to test a partner.
Activity Book page 153	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Demonstrate the activity by reading the rubric with learners. Read the first word (<i>moon</i>) with learners. Show learners how to cover the word, for example with a notebook or a piece of paper. Ask learners to write the word in the grid. When they have finished, tell them to uncover the word and check their spelling. 2. Ask learners to do this for the other words. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can write only the first two words. Ask them to write in pencil and erase if they make a mistake, repeating the procedure until their spelling is correct. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners use this procedure to write more words with the <i>m</i> sound from the lesson, referring to Learner's Book page 191 and writing in their notebooks.
Resources	<p>Plenary</p>
Activity Book page 153	<p>Activity Book: Learning goal</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the self-evaluation statement. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.3.2.1.1) Students consolidate hearing and saying of phonemes, and the phoneme-grapheme correspondences (for example, s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position (for example, /s/ /z/ in “see” and “has”). (G2.3.5.1.2) Follow, recognise, and respond to dual-step instructions written with familiar words to perform simple actions; understand the connectives used for sequencing (for example, and, first, then).			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to simple conversations using <i>this</i> and <i>that</i> . Speaking: To act out a dialogue and say simple sentences using <i>this</i> and <i>that</i> . Reading: To read simple sentences using <i>this</i> and <i>that</i> . Writing: To complete gaps in sentences, complete simple sentences with <i>this/that</i> and adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use simple sentences with <i>this/that</i>, nouns and adjectives • understand and use sentences with verb <i>to be</i> and simple adjectives • say words following a model.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives 21st Century Skills <ul style="list-style-type: none"> • Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently. 		
Key vocabulary: <i>this, that, ball, bucket, chair, frog, teddy bear, round, flat, clean, dirty, green, grey, eyes, legs</i> Key expressions/structure: <i>This ____ is/has ____; That ____ is/has ____</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not understand the difference between <i>this</i> and <i>that</i>, and when they should use each one. Demonstrate the concept with realia, pointing to the objects and ask checking questions to guide learners to the difference. 		
Resources/equipment needed: Learner's Book page 192 Activity Book page 154 Audio track 157		

UNIT 9 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	<p>Action game</p> <ol style="list-style-type: none"> 1. Ask the learners to stand in a circle. (If you have a large class, you can demonstrate the game with a small group of learners and then let the rest of the class play in groups.) 2. Say an adjective from the pairs of opposites the learners studied in Lesson 8: <i>yes/no</i>, <i>stop/go</i>, <i>hot/cold</i>, <i>good/bad</i>, <i>big/small</i>, <i>hello/goodbye</i>, <i>wet/dry</i>, <i>old/new</i>. 3. Learners listen and do an action that shows the meaning of the adjective. If a learner performs an incorrect action, they have to sit back down.
Resources	Main activity
<p>Learner's Book page 192</p> <p>Audio Track 157</p>	<p>The Fix-It kids: Activity 1</p> <ol style="list-style-type: none"> 1. Demonstrate the concept of <i>this</i> and <i>that</i> using two classroom objects, for example a book and a pencil. Put one item near you on the table and another further away from you. Point and say: <i>This is a book.</i> <i>That is a pencil.</i> Ask learners to repeat the sentences with you. 2. Ask learners to look at Learner's Book page 192 and focus on the picture in Activity 1. Encourage them to tell you the names of the items they can see. 3. Explain that the brother and sister call themselves the Fix-It kids. Ask them if they can remember Fix-It fish from Unit 5. Remind them that Fix-It fish helped the other creatures by fixing/mending their tails, swing, etc. Explain that <i>fix</i> and <i>mend</i> mean the same. Check learners know the meaning of <i>round</i> and <i>flat</i> by drawing simple pictures on the board. 4. Play the audio. Learners listen to the brother and sister and point to the things they mention. Learners can work in pairs. 5. If you have time, check learners' understanding of <i>this</i> and <i>that</i> by putting some objects near you and some on a table a bit further away. Ask learners to say <i>this</i> or <i>that</i> when you point to the objects. 6. Play the audio, pause before each of the gaps in the conversation and elicit the missing word from the learners. <p>Feedback</p> <p>Play the audio again for learners to check their answers, then check as a whole class by asking individual learners to read the sentences aloud</p> <p>Answers</p> <p>This ball is round. / That ball is <i>flat</i>. This bucket is clean. / That bucket is <i>dirty</i>. This chair has <i>four</i> legs. / That chair has three legs. This frog is <i>green</i>. / That frog is <i>grey</i>. This teddy bear has eyes. / That teddy bear doesn't have eyes.</p>

Learner's Book page 192	Act it out: Activity 2 1. Ask a confident learner to come to the front of the class to be the brother. Act out the conversation and take turns to point at the correct pictures. 2. Divide the class into pairs and ask them to act out the brother and sister's dialogue. Feedback If time, ask a couple of the pairs to come and perform their conversations for the class, or ask the pairs to perform for another pair.		
Activity Book page 154	Activity Book: Activity 1 1. Draw learners' attention the Language tip in the Activity Book. Review the use of <i>this</i> and <i>that</i> by pointing to classroom objects that are near and far to you, and eliciting sentences from learners. 2. Ask learners to look at the pictures next to the speech bubbles. Ask learners if we say <i>this</i> or <i>that</i> , then tell learners to write the correct word in the speech bubbles. 3. Read the first sentence in the first speech bubble with learners. Elicit the opposite adjectives (<i>big</i>). Ask learners to find the word in the word box and write it in the second speech bubble. 4. Learners work in pairs to write the opposites in the gaps in the second speech bubble. Feedback Check the answers as a group by asking individual learners to say a word. <div>Answers Speech bubble 1: this, this, this Speech bubble 2: That truck is big.; That teddy bear is sad.; That building is short.; That car is old.</div>		
Resources	Plenary		
Activity Book page 154	Activity Book: Learning goal 1. Direct learners' attention to the self-evaluation statement. 1. Read the statement. 2. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.2.1.1.9) Ask for clarification about the topics under discussions. (G2.3.3.1.3) Read irregularly spelt high frequency sight words, words of common word families (for example, tale/male, vest/rest, clock/rock) and multi-syllabic words with prefixes and suffixes; read contractions and compound words. (G2.3.8.2.2) Recognise relationships among words, including synonyms, antonyms, and homonyms			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond appropriately to questions, listen and follow instructions to play a game. Speaking: To ask and answer questions using <i>What's this/What are these?</i> . Reading: To read and follow instructions for playing a game. Writing: To write questions and answers using <i>What's this/What are these?</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and answer <i>wh-</i> questions using <i>this</i> and <i>these</i> with the verb <i>to be</i> in the Present Simple (<i>What's this? What are these?</i>) use singular and plural forms of nouns.
Link to prior learning: <ul style="list-style-type: none"> <i>This/that</i> Singular and plural nouns 21st Century Skills <ul style="list-style-type: none"> Social and Cross Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully 		
Key vocabulary: <i>clock, coloured pencils, chair, flowers, rabbits, tree, shoes, building, bus, books, computer, cars</i> Key expressions/structure: <i>What's this? This is a _____. What are these? These are _____. I don't know.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may have problems producing the short and long vowel sounds in <i>this</i> and <i>these</i> (for example, making a clear distinction between the two). Model this clearly, using hand gestures to show that one sound (<i>this</i>) is very short and one (<i>these</i>) is much longer. For the long sound, you can also get learners to make a big smile as they say it. You may also like to compare the pronunciation to words that learners already know, for example <i>sit/this</i> and <i>trees/these</i>. 		
Resources/equipment needed: Learner's Book page 193 Activity Book page 155 Flashcards: <i>boat, tiger, bug, cup, chicks, boys</i> Counters for game: sheets of blank paper in two different colours (for each pair of learners) with twelve squares marked on them or two sets of Post-it notes in different colours		

UNIT 9 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	<p>Chairs game:</p> <ol style="list-style-type: none"> Put two chairs at the front of the class. Write <i>This is a ____</i>. and <i>These are ____</i>. on two sheets of paper and stick one sheet to each of the chairs. Explain that we use <i>this</i> for one thing and <i>these</i> for more than one. Drill by showing one finger and having learners say: <i>This is ____</i> and then holding up five fingers and having learners say: <i>These are ____</i>. Tell learners you are going to show them some flashcards and they have to choose the correct chair to sit on, for example if the card shows a singular (one) item, they sit on chair 1 (<i>This is a ____</i>) and name the flashcard saying <i>This is a ____</i>. If the flashcard shows a plural (more than one) item, they sit on chair 2 (<i>These are ____</i>) and name the flashcard saying <i>These are ____</i>. Hold up different flashcards and ask learners to think about the answer and whisper it to a partner. Then ask for a volunteer to come and demonstrate by sitting on the correct chair. Repeat this with different flashcards and classroom objects.
Resources	Main activity
Learner's Book page 193	<p>Play a game: What's this? What are these?: Activity 1</p> <ol style="list-style-type: none"> Read the Language tip on Learner's Book page 193 with learners and check their understanding. Demonstrate the game in Activity 1 by sticking four flashcards face down on the board. Write a number next to each flashcard on the board. Divide the class into two teams. Team 1 asks for one of the flashcards to be turned over by saying: <i>Number (one), please</i>. Ask Team 1 to use the correct question: <i>What's this?</i> if the flashcard is singular and <i>What are these?</i> if the flashcard shows a plural. Ask Team 2 to answer correctly to win the flashcard for their team. If Team 2 answers correctly, write <i>Team 2</i> above the card to show which team won it. If Team 2 can't name the flashcard, turn it over again so that the other team can try to name it later. Repeat with Team 2 choosing the flashcard and asking the question for Team 1 to answer. Continue until all the flashcards been turned over and guessed by the teams. Explain to learners they are now going to play the same game in pairs. Divide the class into similar ability pairs. Give one person in each pair a sheet of coloured paper in one of the colours. The other person in the pair should have the other colour. Give learners scissors to cut out the squares or show them how to tear the paper into squares. (If you think this will take too long, you can prepare the counters before class.) Learners play the game in the Learner's Book in their pairs. Monitor learners closely as they play and help as necessary.
Learner's Book page 193	<p>Words I know: Activity 2</p> <ol style="list-style-type: none"> Draw learners' attention to the questions and read them aloud. Ask learners to think about the answers and tell you. Learners can write a few words that they know well and need to practise more in their notebooks.

Activity Book page 155	Activity Book: Activity 1		
	1. Elicit and write up the question and answer prompts learners have just practised in the Learner’s Book game: <i>What’s this? This is a ____.</i> <i>What are these? These are ____.</i>		
	2. Draw learners’ attention to Activity Book Activity 1 and ask them what they can see in the pictures. Model the activity by eliciting the answer for the first gap (<i>deer</i>).		
	3. Learners work individually to complete the gaps using the words from the Word box.		
	Feedback Check the answers as a whole class by asking pairs of learners to read out the questions and answers.		
	Answers 1 deer; 2 What’s this? This is a turtle.; 3 These are pandas.; 4 What are these? These are elephants.		
	Differentiation activities (Support): 1. Encourage learners to refer to the models on the board and copy into their books.		
	Differentiation activities (Stretch): 1. Learners can draw another picture of an animal or animals they have learned in Grade 2, and write a similar question and answer.		
Resources	Plenary		
	1. Put classroom objects on a table at the front of the class, such as a bag, a hat, a pen, two pencils, three books, three notebooks. 2. Ask a learner to come to the front of the class. They ask the class to close their eyes while they take either a singular item or plural items and hide them behind their back. 3. Ask the class to open their eyes. The learner shows the object and asks <i>What’s this?</i> or <i>What are these?</i> The first learner to raise their hand and give the answer is the next one to go to the front of the class.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.2.1.1.9) Ask for clarification about the topics under discussions. (G2.2.1.1.10) Build on others’ contributions to conversations by responding to the comments of others through several rounds of exchanges. (G2.4.1.1.2) Write legibly progressing from left to right; space letters, words, and sentences appropriately.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about a picture, say a chant with <i>this</i> , <i>that</i> and <i>these</i> . Reading: To read sentences in the Present Simple with <i>this</i> , <i>that</i> or <i>these</i> and simple nouns and adjectives. Listening: To listen to a chant.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> understand and use Present Simple sentences with <i>this</i>, <i>that</i> and <i>these</i> plus simple nouns and adjectives say words following a model.
Link to prior learning: <ul style="list-style-type: none"> Words ending in -y Adjectives and opposites <i>this</i>, <i>that</i> and <i>these</i> 21st Century Skills <ul style="list-style-type: none"> Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: Unit 9 Lessons 7–11 Key expressions/structure: Unit 9 Lessons 7–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may struggle with the correct pronunciation of the short and long vowels in <i>this</i>, <i>that</i> and <i>these</i> which may cause confusion when communicating. Model the two vowel sounds clearly, showing the position of the mouth for each one to help learners to visualise the difference. Some learners may not be able to select the appropriate determiner. Demonstrate the activity, reminding learners when to use each of the forms. Encourage them to use the examples in the speech bubbles for support during the activity. 		
Resources/equipment needed: Learner's Book page 194 Activity Book page 156 Audio track 158		

UNIT 9 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners you are going to mime some words ending in -y. Mime the following words and ask learners to say the word you are miming: <i>baby, cry, happy, carry, goodbye, fly, rainy</i>. 1. When they guess the word, model and drill the pronunciation.
Resources	Main activity
Learner's Book page 194	<p>Find something ...: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to open their Learner's Books at page 194 and draw their attention to Picture 1. Elicit what they can see in the picture. 2. Focus on the words in the Word box and check learners' understanding. Say the first word: <i>old</i> and ask learners to find something in the picture that is old (<i>car</i>). 3. Put learners in pairs. They work together to read the adjectives and point to something in the picture that matches it. Monitor learners as they work, offering help as necessary. <p>Feedback</p> <p>Check as a whole group by calling out an adjective and having learners hold up their books and point at an object in the picture.</p> <p>Answers</p> <p>old – car; big – monkey; long – snake; soft – snake; sad – doll; happy – girl; cold – ice cream</p>
Learner's Book page 194	<p>Spot the difference: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners to look at Picture 2 and ask: <i>Are the pictures the same?</i> Elicit the answer: <i>No, they're not.</i> 2. Tell learners that they need to find the differences in the pictures. Model the activity by reading the text in the speech bubble. You may like to give another example, for example point at the monkey in Picture 1 and say <i>This monkey is big</i>, then point at Picture 2 and elicit <i>That monkey is small</i>. 3. Depending on your class' abilities, you can continue this activity as a whole class or put learners into pairs to work together. <p>Answers</p> <p>This monkey is large and soft. That monkey is small and hard. This snake is long. That snake is short. This doll is sad. That doll is happy. This car is old. That car is new. This girl is happy. This ice cream is cold. That girl is tall. That girl is sad. That girl is hot.</p>
Learner's Book page 194 Audio Track 158	<p>Chant: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to a chant, but first they are going to learn some actions. Say: <i>What's this?</i> and point close to you. Encourage learners to copy. Say: <i>What's that?</i> and point far away from you. Encourage learners to copy. 2. Play the audio. Learners listen, read along in their books and do the actions. 3. Then play the audio again, but this time learners should repeat the chant too. 4. Take a variety of classroom objects, for example pencils, pens, rulers, etc. Play the chant again, but pause after the second <i>What's this?</i> and hold up an object, for example <i>ruler</i>, for learners to chant <i>a ruler, a ruler</i>. Then play again, pausing after <i>What's that?</i> and point at something further away, for learners to chant. Play a final time, pausing after <i>What's these?</i> and point at two or more of the same object, for learners to chant <i>These are _____. These are _____</i>. 5. Repeat this procedure a few times. You may like to pass over to the learners, and ask a learner to hold up objects from their pencil case for the rest of the class to chant.

Activity Book page 156	Activity Book: Activity 1 1. Ask learners to look at Activity Book Activity 1 and say what they can see in the pictures. Read the sentences and check learners’ understanding. 2. Model the activity by reading the first sentence and asking learners to find the picture (Picture a). Learners write the letter in the box. 3. Learners then work individually to read the sentences and match them with the correct picture. Feedback Read out the sentences and ask individual learners to say the letter of the picture. Answers 1 a; 2 h; 3 c; 4 g			
	Activity Book page 156	Activity Book: Challenge 1. Ask learners to choose one of the four pictures that weren’t used in Activity 1 and write a sentence about it. You may like to write a model on the board as an example, for example <i>I’d like four bananas, please.</i> for Picture e.		
		Differentiation activities (Support): 1. Allow learners to copy a sentence from Activity 1 and change the information according to the picture they have chosen.		
		Differentiation activities (Stretch): 1. Learners can write more than one sentence.		
Resources	Plenary			
Activity Book page 156	Activity Book: Learning goal 1. Direct learners’ attention to the self-evaluation statement. 2. Read the statement. 3. Ask the learners to think and circle the correct answer for each statement. Emphasise the importance of giving an honest answer.			
Learning styles catered for (✓):				
Visual ✓		Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:				
(G2.2.1.1.9) Ask for clarification about the topics under discussions.				
(G2.3.8.2.2) Recognise relationships among words, including synonyms, antonyms, and homonyms.				

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
SKILLS AND UNDERSTANDING Learning objectives: Listening: To listen to a short text and a tongue twister and identify the <i>t</i> sound. Speaking: To practise saying the <i>t</i> sound, say a tongue twister. Reading: To read the <i>t</i> sound in words and sentences. Writing: To write simple nouns with the <i>t</i> sound.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • say words following a model • identify and say words with the <i>t</i> sound.
Link to prior learning: <ul style="list-style-type: none"> • Words with the <i>t</i> sound (<i>turtle, foot, rabbit, jacket, tent</i>) 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>toy, tail, parrot, planet, Turkey, Egypt, Thailand, train, taxi, boat, takes, teddy bear, tent, foot, jacket, rabbit, table, turtle, boat, cat, nut, hat, ten</i> Key expressions/structure: Present Simple affirmative statements: <i>Tania lives in Turkey. She takes a train.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not be able to recognise and say the <i>t</i> sound. Model the sound clearly and drill. Exaggerate the sound if necessary. 		
Resources/equipment needed: Learner's Book page 195 Activity Book page 157 Audio tracks 159, 160 and 161		

UNIT 9 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	<p>Chain drill</p> <ol style="list-style-type: none"> 1. Ask learners to choose one of their possessions, for example, a pencil, bag, etc. 2. Ask learners to stand in a circle. (If you have a large class you can demonstrate this with a small number of learners and then get the learners to do the activity in groups.) 3. Demonstrate the chain drill using one of your own possessions. Hold up an object and say: <i>This is my (pencil)</i>. Point at the learner to your left and say: <i>That is his/her (pen)</i>. 4. Ask the learner to your left to repeat the sentences, changing the information for their own, for example: <i>This is my (bag)</i>. <i>That is his/her (ruler)</i>. 5. Continue around the class, keeping the activity fast paced to ensure that learners stay engaged.
Resources	Main activity
<p>Learner's Book page 195</p> <p>Audio Track 159</p>	<p>The <i>t</i> sound: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at page 195 in their Learner's Book and focus on the pictures. Play the audio, and ask learners to listen and point to each picture as they hear the word. 2. Play the audio again, pausing after each word for learners to repeat. 3. Divide learners into pairs to practise saying the words. One learner chooses a picture and says the word, while their partner points to the correct picture. 4. Tell learners to look closely at the <i>t</i> sound in each of the words. Ask: <i>Does the/t sound come at the beginning or the end of the word?</i> (sometimes at the beginning, sometimes at the end). <i>Does it always sound the same?</i> (yes). 5. Elicit from learners any other words they know with the <i>t</i> sound at the beginning or end (for example, <i>tiger, tent, touch, ten</i>).
<p>Learner's Book page 195</p> <p>Audio Track 160</p>	<p>Children around the world: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at Activity 2 and elicit what they can see in the pictures. 2. Play the audio and ask learners to listen and follow the text in their book. 3. Ask learners: <i>Which words have a t sound?</i> Elicit a few examples and write them on the board. Tell learners that they will listen again, and this time they should circle the words with the <i>t</i> sound. Play the audio again and then ask each learner to give one word with a <i>t</i> sound. 4. Play the audio again, pausing after each sentence and ask learners to repeat the sentence. 5. Divide learners into groups of three. They practise taking it in turns to read/say one of the sentences. The other learners point to the picture which matches the sentence. <p>Answers</p> <p>Tania, Turkey, takes, train, Tariq, Egypt, taxi, Tanet, Thailand, boat</p>

Learner's Book page 195 Audio Track 161	<p>Tongue twister: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to say what they can see in the picture. Ask them which words begin with the <i>t</i> sound (<i>teddy, tent</i>). 2. Learners listen to the audio and raise their hand when they hear a word which begins with a <i>t</i> sound. Ask: <i>Which words begin with the t sound? (Taaleem, takes, teddy, to, tent)</i> 3. Play the audio and ask learners to repeat the tongue twister. 4. Divide learners into teams to practise the tongue twister. Then ask the teams of learners to perform the tongue twister for the rest of the class. You can vary this by giving the pair performing an instruction, for example <i>Say it slowly/quickly/loudly</i>, etc. 5. Have a competition to see which team can say the tongue twister the quickest (collectively).
Activity Book page 157	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures in Activity Book Activity 1. Elicit the names of the things in each picture from the class, then say the words and have learners repeat. 2. Read the instructions and demonstrate how to do the activity by pointing to the first picture and writing the word on the board (<i>foot</i>). Ask learners if the <i>t</i> sound is at the beginning or the end of the word (end). Ask which colour they should colour the picture (blue). Erase the word from the whiteboard and rewrite it in blue if you have a blue marker pen. 3. Learners work in pairs and say the words. They follow the instructions for colouring the words according to where the <i>t</i> sound is in the word. <p>Answers</p> <p>Words beginning with the <i>t</i> sound (red): table, turtle Words ending with the <i>t</i> sound (blue): foot, jacket, rabbit, boat</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can work in pairs to complete the activity. 2. Encourage learners to write each word and underline the letter <i>t</i> first, to help them identify the position and decide which colour to use. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners work individually to complete the activity. Learners can draw two more items, one with <i>t</i> at the beginning of the word and one with <i>t</i> at the end.
Activity Book page 157	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the scrambled words in Activity 2. Write the first word on the board and unscramble it as a class to demonstrate the activity (<i>cat</i>). 2. Learners unscramble and write the words, then circle the <i>t</i> sound. <p>Feedback</p> <p>Check the answers as a class by asking individual learners to say and spell the words. Write the words on the board so learners can check their spelling.</p> <p>Answers</p> <p>1 cat; 2 nut; 3 hat; 4 ten</p>

Resources	Plenary		
Activity Book page 157	Activity Book: Learning goal		
	1. Direct learners’ attention to the self-evaluation statement. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.			
(G2.3.2.1.1) Students consolidate hearing and saying of phonemes, and the phoneme-grapheme correspondences (for example, s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position (for example, /s/ /z/ in “see” and “has”).			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a story in the Past Simple. Speaking: To talk about animal actions using Past Simple regular verbs in affirmative statements. Reading: To read a story in the Past Simple. Writing: To write simple nouns for animals.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> recognise and understand regular verbs in the affirmative form of the Past Simple.
Link to prior learning: <ul style="list-style-type: none"> Animal vocabulary Action verbs 21st Century Skills <ul style="list-style-type: none"> Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: kangaroos, monkeys, parrots, lions, giraffes, visit, look, watch, jump, climb, talk, walk, chew leaves Key expressions/structure: Past Simple affirmative forms of regular verbs: <i>walked, watched</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> This is the first time that learners have been introduced to the regular forms of the Past Simple. Use the context of the story and gestures to emphasise the forms are referring to the past. Learners may have problems pronouncing the regular Past Simple verb endings – they may try to pronounce them as they are spelled. Model and drill the pronunciation so that learners are exposed to the different sounds of <i>-ed</i>, but without a heavy focus on this. 		
Resources/equipment needed: Learner's Book page 196 Activity Book page 158 Audio track 162		

UNIT 9 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	<p>Follow the leader</p> <ol style="list-style-type: none"> Put learners in groups and have each group make a line. Each group starts to walk around the classroom. When you call the action, learners swap from walking to that action. Suggested actions: <i>jump, hope, climb, run, hop, kick</i> Occasionally call out: <i>Swap!</i> When you say this, the learner at the front of the line has to run to the back, and another learner becomes the 'leader'.
Resources	Main activity
<p>Learner's Book page 196</p> <p>Audio Track 162</p>	<p>A day at the zoo: Activity 1</p> <ol style="list-style-type: none"> Ask learners to open their Learner's Book at page 196 and look at the pictures. Elicit the names of the animals and teach any that learners don't recognise. Play the audio for learners to listen and follow in their books. Demonstrate the story with actions for each of the verbs. Ask learners to listen to the audio and copy your actions. Divide the learners into groups. Allocate an animal for each group. When the group hears their animal, they do their action. Tell learners to listen as you name the animal. Learners respond by doing the same action as the animal. When they do the correct action, say <i>Yes, (the monkeys climbed)</i>, emphasising the pronunciation of the <i>-ed</i> in the past tense verb. Ask learners to repeat the sentence after you. Focus on the picture of Faisal at his desk and say: <i>Faisal is thinking about the zoo.</i> Draw learners' attention to the words <i>now</i> and <i>past</i> in the picture and say: <i>Faisal visited the zoo last week.</i> Emphasise the use of the past with gestures, then say each of the actions again while gesturing behind you to demonstrate that they are in the past.
<p>Learner's Book page 196</p>	<p>Yes or no?: Activity 2</p> <ol style="list-style-type: none"> Ask learners to look at the mazes in Activity 2. Hold up your book and trace the first line, with learners following in their book. When you have joined the two words, say the sentence: <i>The monkeys jumped.</i> Ask learners: <i>yes or no?</i> Elicit: <i>No. The monkeys climbed.</i> When you are confident that learners know what to do, put them in pairs so that they can follow the lines, say the sentences and then decide if they are correct or not. Monitor learners as they work. <p>Feedback</p> <p>Ask pairs of learners to read out the answers: one learner says the sentence and the other says <i>yes</i> or <i>no</i>.</p> <p>Answers</p> <p>The monkeys jumped. No; The giraffe talked. No.; Faisal smiled. Yes; The lions walked. Yes.; The parrots climbed. No.</p> <p>The giraffe talked. No.</p> <p>Faisal smiled. Yes</p> <p>The lions walked. Yes.</p> <p>The parrots climbed. No.</p>

Activity Book page 158	Activity Book: Activity 1			
	1. Ask learners to look at Activity Book Activity 1. Read the first clue with the learners. Ask them to put up their hands to guess the animal.			
	2. Learners read the other clues and write the animals.			
	Feedback Ask individual learners to take it in turns to read out the clues and say the name of the animal.			
	Answers 1 kangaroo; 2 parrot; 3 lion; 4 monkey; 5 giraffe			
Activity Book page 158	Differentiation activities (Support):			
	1. Learners work in pairs to read the clues.			
	Differentiation activities (Stretch):			
Activity Book page 158	1. Learners work individually. Learners think of their own clue for another animal. They ask their partner or the class to guess.			
	Activity Book: Activity 2			
	1. Focus on the pictures in Activity Book Activity 2 and elicit the names of the animals. Then go through the first example with the class and check learners' understanding.			
	2. Learners then work individually to match the animal with the correct action.			
	Feedback Put learners in pairs so they can compare their answers, then check as a class by asking learners to read out the sentences. You may like to play the audio from Learner's Book Activity 1 for learners to listen and check.			
Resources	Answers 1 e; 2 d; 3 a; 4 b; 5 c			
	Plenary			
	Mime game			
1. Mime the action of one of the animals from Learner's Book Activity 1, for example <i>jump</i> . The learners have to guess what action it is and say the action in the past tense, for example <i>The kangaroos jumped</i> .				
2. Continue in this way, inviting individual learners to stand up and mime for the rest of the class.				
Learning styles catered for (✓):				
Visual ✓		Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:				
(G2.2.1.1.8) Listen to others, take one's turns in respectful ways, and speak one at a time about the topic under discussion.				
(G2.3.4.1.1) Read grade-appropriate texts accurately and smoothly with varied volume and expression, appropriate phrasing and pace that demonstrates comprehension, and in a manner that sounds like natural speech.				
(G2.4.3.1.1) Use grade-appropriate language structures, for example past simple regular verbs.				

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to two short poems. Speaking: To say affirmative sentences using regular verbs in the Past Simple. Reading: To read two poems and recognise the written form of Past Simple verbs and vocabulary in the poem. Writing: To write a sentence to describe a picture using regular verbs in the Past Simple.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use affirmative statements with Past Simple regular verbs • say words following a model.
Link to prior learning: <ul style="list-style-type: none"> • Past Simple regular verbs 21st Century Skills <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully 		
Key vocabulary: <i>countryside, seaside, beach, sea, shell, boat, hill, sky, stream, tent, visit, climb, look, fish, camp, walk, play, collect, sail, quiet, pretty, windy, beautiful, fun</i> Key expressions/structure: Past simple affirmative forms: <i>I visited/played/walked</i> , etc.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners will not be familiar with some of the regular Past Simple forms introduced in the poem, and learners may still have difficulty recognising verbs in the Past Simple. Use gestures to demonstrate that the verb is in the past. 		
Resources/equipment needed: Learner's Book pages 197 and 198 Activity Book page 159 Audio track 163		

UNIT 9 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	<p>Teacher says</p> <ol style="list-style-type: none"> 1. Ask learners to listen to your instructions and do the actions if you say <i>Teacher says</i>. If you don't say <i>Teacher says</i>, the learner should sit out of the game. 2. Use this game to review the following verbs in preparation for this lesson: <i>walk, climb, look, play, collect</i>.
Resources	Main activity
<p>Learner's Book page 197</p> <p>Audio Track 163</p>	<p>Before you read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to turn to page 197 in their Learner's Book and look at the pictures. Ask: <i>What can you see?</i> and elicit elements that learners already know. Then teach the words labelled in the picture by pointing at the word, saying it and having learners repeat. You may like to test learners by saying a word and asking learners to point at the correct element in the picture. 2. Ask learners: <i>Can you see these things near your home?</i> Encourage learners to share what they can see near where they live. 3. Tell learners that they will read about two people who go on holiday. If necessary, explain the meaning of <i>holiday</i>. 4. Play the audio for learners to listen and point at the elements in the pictures as they hear them. 5. Tell learners to turn to the next page and play the audio again. This time learners listen and read along in their books. 6. Ask learners: <i>Do you like the seaside or the countryside?</i> Encourage each learner to share their opinion.
<p>Learner's Book page 198</p>	<p>The seaside or the countryside?: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the pictures in Activity 2 and what the boys are wearing. Point to each picture and ask: <i>the seaside or the countryside?</i> to elicit where each boy went. 2. Ask learners to look at the small pictures and the actions. Read the actions and have learners repeat. 3. Then read each action again, pausing after each one to ask: <i>the seaside or the countryside?</i> and elicit where each action takes place. <p>Answers</p> <p>The seaside: walk on the beach, play in the sea, collect shells</p> <p>The countryside: fish in the stream, camp in a tent, climb a hill</p> <ol style="list-style-type: none"> 4. Read out the text in the speech bubbles to demonstrate the activity. Tell learners that they will pretend to be each of the boys and they must say what they did in their holidays. If necessary, you can model this with a confident learner by taking on the role of Tariq and giving the other learner the role of Hassan. Talk about two of the pictures, in this way: Teacher (Tariq): <i>I collected shells</i>. Student (Hassan): <i>I camped in a tent</i>. 5. Put learners in similar ability pairs and assign a role to each learner. Monitor learners closely to ensure that they are correctly using the Past Simple.

Activity Book page 159	Activity Book: Activity 1 1. Ask learners to look at the word search in Activity Book Activity 1. Focus on the pictures around the word search and elicit the words. 2. Learners work individually to find and circle the words in the word search. Encourage them to tick off each picture as they find the word in the word search. Feedback Put learners in pairs so they can compare their word searches.		
	Differentiation activities (Support): 1. Write the words on the board to help learners identify what they are looking for.		
	Differentiation activities (Stretch): 1. When learners have finished, they can help a less confident learner to find the words.		
Activity Book page 159	Activity Book: Activity 2 1. Read the instructions in Activity Book Activity 2 with learners. Elicit some of the activities from Activities 1 and 2 in the Learner’s Book, such as <i>collect shells</i> , <i>camp in a tent</i> . 2. Ask learners to imagine that they went on holiday. They should choose an activity, then draw a picture of it and write a sentence in the past tense. Learners draw one of the activities.		
	Differentiation activities (Support): 1. Allow learners to copy an activity from page 198 of the Learner’s Book.		
	Differentiation activities (Stretch): 1. Allow learners to write more than one sentence.		
Resources	Plenary		
	1. Ask learners to show a partner their picture and read their sentence. 2. If you have time, you can invite individual learners to stand up, show their picture and read their sentence to the class.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G2.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action.			
(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (for example, yes/no, either/or and simple <i>wh-</i> type questions).			
(G2.3.5.1.1) With help and support, read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognise common types of text (for example, storybooks, poems, informational text, etc.).			
(G2.4.4.1.9) Spell common irregularly spelled grade appropriate high-frequency words.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and act out a poem. Speaking: To say simple sentences in the Past Simple. Reading: To read simple sentences in the Past Simple. Writing: To write a poem using the Past Simple.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> say and use simple verb phrases in the Past Simple.
Link to prior learning: <ul style="list-style-type: none"> Vocabulary about the city Vocabulary about the seaside Past Simple regular verbs Adjectives 21st Century Skills <ul style="list-style-type: none"> Learning and Innovation: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas 		
Key vocabulary: <i>visit, play, walk, collect, climb, camp, sea, seaside, beach, shells, tent, hill, quiet, noisy, big, small, fun, busy, pretty, park, zoo, fun</i> Key expressions/structure: Past Simple: <i>I walked ...; There is/are + (adjective) nouns</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may not know how to complete the gaps in the poem with the correct vocabulary. Look at an example of a model word bank poster as a class for the countryside poem from Lesson 15. Encourage learners to create a word bank poster for their city poem. 		
Resources/equipment needed: Learner's Book page 199 Activity Book page 160 A small ball; blank cards (12 per each pair of learners)		

UNIT 9 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	<p>Ball game</p> <ol style="list-style-type: none"> 1. Ask learners if they can remember the poems about the countryside and seaside from Lesson 15, and elicit the words that they remember. 2. Ask learners to stand in a circle. Hold the ball and say a word or phrase from the poems. Ask learners to repeat this. Then pass the ball to a confident learner and ask them to add another word or phrase, and then pass the ball back to you. Ask all the learners to repeat the new word or phrase. 3. Continue this procedure a few more times with different learners.
Resources	Main activity
Learner's Book page 199	<p>Matching game: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at Learner's Book page 199. Explain that they are going to make cards like the example in the book. Put learners in pairs and give each pair a set of blank cards. One learner should copy the words in the first column (the verbs) and another learner should copy the words in the second column (the nouns and noun phrases). They should write one verb or noun / noun phrase on each card. 2. Demonstrate the activity using the word cards. Stick the word cards on the board in the same way that they appear in the Learner's Book. Take the card for <i>collect</i> and hold it up. Ask learners to identify the word that goes with it (<i>shells</i>) then stick them together at the top of the board. 3. In pairs, learners match their word cards. Then check the activity as a group by asking learners to come to the board and match the word cards. Model and drill pronunciation of the complete verb phrases. 4. Next, tell learners that they will play a memory game. Demonstrate by turning over all of the cards on the board. Turn over two cards and ask: <i>Is it a match?</i> If the verb and the noun match, learners say: <i>Yes</i> and if not, they say: <i>No</i>. Turn the cards back over. Continue this way until you get a match. 5. Allow learners to play the game in pairs. Monitor closely and help as necessary. <p>Answers</p> <p>Suggested matches: visit the seaside, walk on the beach, play in the sea, collect shells, climb a hill, camp in a tent</p>
Learner's Book page 199	<p>Make sentences: Activity 2</p> <ol style="list-style-type: none"> 1. Review the adjectives in the box in Activity 2 using gestures. Do the gesture and ask learners to say the correct adjective. You may need to teach the meaning of <i>busy</i>. 2. Draw learners' attention to the pictures and check they can identify <i>seaside</i>, <i>the city</i>, <i>desert</i> and <i>the countryside</i>. 3. Read the sentence prompts and elicit adjectives from learners to complete the sentences. For the final sentence prompt, elicit some other places that learners know, for example <i>the zoo</i>, <i>the park</i>, <i>school</i> and have them choose one and write about it. Finally, put learners in pairs and have them read their sentences to each other. 4. You may like to take this opportunity to review the pronunciation of words ending in -y, and ask learners to identify and say the words ending in -y in this activity. <p>Answers</p> <p>Learners' own answers.</p>

Activity Book page 160	Activity Book: Activity 1 1. Tell learners they are going to write a poem about visiting the city. Show learners the gapped poem in Activity Book Activity 1. 2. Read out the poem and elicit ideas to fill the gaps. Draw learners’ attention to the Word box and encourage them to use the words. 3. Divide the class into pairs and ask them to complete the poem together. Monitor and help learners with spelling as necessary. 4. Ask learners to stand up and read out their poems to the class. 5. Encourage the rest of the class to clap after each presentation.		
Resources	Plenary		
Activity Book page 160	Activity Book: Learning goal 1. Direct learners’ attention to the self-evaluation statement. 2. Read the statement. 3. Ask the learners to think and circle the correct answer for the statement. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.3.5.1.1) With help and support, read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognise common types of text (for example, storybooks, poems, informational texts, etc). (G2.4.1.1.2) Write legibly progressing from right to left; space letters, words and sentences appropriately. (G2.4.2.1.2) Independently write simple sentences of four or more words. (G2.4.3.1.1) Use grade-appropriate language structures, for example past simple (regular).			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a text and identify information. Speaking: To say sentences with Past Simple regular verbs, say a chant. Reading: To read simple sentences with Past Simple regular verbs. Writing: To write simple sentences with Past Simple regular verbs.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • say words following a model • identify and say words with the <i>t</i> sound • understand and use affirmative sentences with regular verbs in the Past Simple.
Link to prior learning: <ul style="list-style-type: none"> • Past Simple regular verbs • Words with initial and final <i>t</i> sound 21st Century Skills <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully 		
Key vocabulary: Review of vocabulary Lessons 13–16 Key expressions/structure: Review of structures Lessons 13–16		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not be able to pronounce the final <i>-ed</i> ending of the Past Simple forms correctly. Review pronunciation before the speaking activity by modelling and drilling the correct pronunciation. • Learners may not be able to spell the Past Simple forms in the writing activity. Encourage them to notice the <i>-ed</i> endings in the reading activity and use these to help them. 		
Resources/equipment needed: Learner's Book page 200 Activity Book page 161 Audio track 164		

UNIT 9 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	<p>Listen and find</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to your instructions and find something in the class. Demonstrate by saying: <i>Listen and find something (big)</i>. Then come up to something big and touch it. 2. Ask all learners to stand up. Call out the different adjectives from this list: <i>big, small, long, short, hard, soft, dirty, clean, old, new</i>. The last learner to find something sits down. Continue until you have said all of the adjectives or there is only one learner left standing.
Resources	Main activity
<p>Learner's Book page 200</p> <p>Audio Track 164</p>	<p>Teddy bear chant: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at Learner's Book page 200. Play the audio, using actions to explain vocabulary as necessary. 2. Ask learners to listen and do the actions. Play the audio. 3. Then play the audio again, pausing after each line for learners to repeat. 4. Learners practise saying the chant with actions in pairs or groups. 5. Ask learners: <i>What sound do most of the words have?</i> Elicit that they have a <i>t</i> sound. 6. Draw learners' attention to the sentences underneath the chant. Quickly remind them of the meaning of <i>first, second, third</i> by saying the word and hold up the corresponding number of fingers. 7. Ask learners to look at the chant and find the teddy bear's actions with <i>touch</i>. Read aloud the sentences and elicit the correct answer for the gap. Draw learners' attention to the form <i>touched</i> and gesture to show that it is in the past. Then ask individual learners to read out the sentences. <p>Answers</p> <p>1 ground; 2 nose; 3 toes</p>
<p>Learner's Book page 200</p>	<p>Picture search: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures in Activity 2 and briefly discuss what they can see. 2. Read the questions under the picture and tell learners that they will look for the different elements in the pictures. Do the first one as a model with the whole class by reading aloud the question and asking learners to say in which picture they can see boys walking on a pavement (Picture 1). 3. Put learners in pairs so they can work together and find the elements in the picture. Monitor and help as necessary. <p>Feedback</p> <p>Split the class into two groups to check the answers. One group reads the question in unison, then the other group says: <i>Picture (1)</i> in unison. Alternate the roles of each group so they have equal turns at asking and answering.</p> <p>Answers</p> <p>boys walking on a pavement: Picture 1; ice cream: Picture 1; a tent: Picture 2; a stream: Picture 2; a shell: Picture 1; noisy animals: Picture 2; a worm: Picture 2; an animal chewing: Picture 1; something soft: Picture 1</p>

Activity Book page 161	Activity Book: Activity 1 1. Ask learners to look at the pictures in Activity Book Activity 1 and elicit what they can see. 2. Explain that learners need to read the sentences and tick the correct picture. You can have learners do this in pairs or individually. Feedback Ask individual learners to read aloud the sentence and say the letter of the correct picture. Answers 1 a; 2 a 3. Next, draw learners’ attention to the pictures in the second half of the activity and ask them to tell you what they can see. Explain that they need to complete the gaps with the correct word from the Word box. You may like to model the activity by writing the gaps for the first word on the board, eliciting the answer and then writing it on the gaps. Feedback Check answers as a class by asking individual learners to say and spell the words. Write the words on the board so learners can check their spelling. Answers 3 camp; 4 hill; 5 chew; 6 smile			
	Resources			
	Plenary			
	Activity Book: Learning goal 1. Direct learners’ attention to the self-evaluation statements. 2. Read the statements. 3. Ask the learners to think and circle the correct answer for each statement. Emphasise the importance of giving an honest answer.			
Learning styles catered for (✓):				
Visual ✓		Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action. (G2.2.1.1.8) Listen to others, take one’s turns in respectful ways, and speak one at a time about the topic under discussion. (G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace. (G2.3.5.1.2) Follow, recognise, and respond to dual-step instructions written with familiar words to perform simple actions; understand the connectives used for sequencing (for example, and, first, then). (G2.4.3.1.1) Use grade-appropriate language structures.				

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information. Speaking: To create simple sentences to describe a picture. Reading: To read learning objectives statements and respond. Writing: To write simple sentences using Past Simple regular verbs.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and use Past Simple regular verbs in affirmative sentences with simple nouns.
Link to prior learning: <ul style="list-style-type: none"> Vocabulary and structures from Unit 9 21st Century Skills <ul style="list-style-type: none"> Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully 		
Key vocabulary: Review of Unit 9 Lessons 1–17 Key expressions/structure: Review of Unit 9 Lessons 1–17		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may struggle to create their own sentences accurately for the writing activity. Write useful sentence stems on the board and encourage learners to use these for support when creating their sentences. Monitor and correct as necessary. 		
Resources/equipment needed: Learner's Book page 201 Audio track 165 A small ball		

UNIT 9 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	<p>'I can see' game</p> <ol style="list-style-type: none"> 1. Tell learners you have made a list of ten things you can see in a city. They have to guess the ten things you have written on the list. 2. Divide the class into two or four teams, depending on the size of the class. Ask each team to think of a team name and write the team names on the board. 3. Learners discuss what they think the things are in their teams first. (If your learners have good literacy skills, you can ask them to write their words in their notebooks.) Then ask the different groups to take turns guessing one thing on your list. If they guess correctly, write the item under their team's name on the board. Continue until all the items have been guessed. You can give points for correct guesses to make the game more competitive. 4. If learners suggest other things you can see in a city, you can accept them. <p>List of things you can see in a city: pavement, traffic lights, school, shops, library, swimming pool, zoo, building, park, bakery</p>
Resources	Main activity
<p>Learner's Book page 201</p> <p>Audio Track 165</p>	<p>Crazy zoo!: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture in their Learner's Book on page 201. Ask: <i>What can you see?</i> Then ask them to find two things or actions beginning with the <i>t</i> sound (<i>tent, talk</i>) and two things beginning with the <i>m</i> sound (<i>mouse, monkey</i>). 2. Tell learners to write the numbers 1 to 6 in their notebooks. Explain that they will listen to a description of the picture, and they need to look at the picture and write <i>yes</i> or <i>no</i>. 3. Play the audio twice, pausing after each sentence for learners to write the correct word. <p>Feedback</p> <p>Divide the class into teams to discuss their answers. Elicit the answers by saying a number and asking learners to raise their hands if the answer is <i>yes</i>, and do nothing if the answer is <i>no</i>. Give points to each team for correct answers, and extra points if they can give the correct sentence.</p> <p>Answers</p> <p>1 No (It was a sunny day.); 2 No (A mouse climbed a tree.); 3 Yes; 4 No (A kangaroo talked to a lion.) 5 No (A monkey camped in a tent.); 6 Yes</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can tick and check next to the numbers in their notebooks instead of writing <i>yes</i> and <i>no</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write <i>yes</i> and <i>no</i>, and write extra information about what they hear.

Learner's Book page 201	<p>Write about it: Activity 2</p> <ol style="list-style-type: none"> 1. Divide the class into pairs. Ask them to write sentences to describe the crazy zoo in Activity 1. Give an example to show they need to make sentences with the Past Simple and write this on the board, for example <i>A monkey camped in a tent.</i> 2. Learners work together to write sentences. Monitor closely to help learners with spelling and accuracy. <p>Feedback</p> <p>Ask each pair of learners to read aloud their sentences.</p> <p>Answers</p> <p>Suggested answers:</p> <p>It was hot. A monkey camped in a tent. A mouse climbed a tree. A lion talked to a kangaroo. A parrot jumped into a lake. A giraffe fished in the lake.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners only write two sentences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write four sentences. <p>Opposites ball game</p> <ol style="list-style-type: none"> 1. Demonstrate the activity by asking learners to stand in a circle at the front of the class. (If you have a large class, you can demonstrate the game with a small group of learners and then let the rest of the class play in groups.) 2. Hold the ball in your hand and say an adjective from the opposites learners have studied in previous lessons. Throw or pass the ball to a learner and they have to say the opposite of the adjective, for example you say: <i>hot</i> and the learner says: <i>cold</i>. 3. If the learner doesn't give the correct answer, indicate that they have to give the ball to another learner to say the answer. If the learner says the correct answer, they keep the ball and say another adjective and pass/throw the ball to the learner of their choice. Continue like this. 4. If you have a large class, divide the class into small groups and give each group a ball to play the game. Monitor while learners are playing to check they are giving the correct answers.
Resources	Plenary
Learner's Book page 201	<p>Look what I can do</p> <ol style="list-style-type: none"> 1. Ask learners to look at the statements in the <i>Look what I can do!</i> section. 2. Read the statements and tell learners to put their hands up if they feel they can do it. You may like to ask a few learners to give examples.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place, or action. (G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration. (G2.4.3.1.1) Use grade-appropriate language structures for example past simple regular verbs.			

LESSON PLAN		LESSON: 19
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a story. Speaking: To predict what will happen in and tell a story. Reading: To read a story.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a simple story containing Past Simple affirmative statements with regular verbs and the verb <i>to be</i> and adjectives.
Link to prior learning: <ul style="list-style-type: none"> • Past Simple of regular verbs • Past Simple of the verb <i>to be</i> • Adjectives 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>forest, house, path, knock, enter, kitchen, porridge, hot, cold, just right, living room, chair, break into pieces, stairs, bedroom, bed, hard, soft, sleep, return</i> Key expressions/structure: Past Simple affirmative statements: <i>Goldilocks knocked on the door.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners will not know the following words: <i>knock, answer, enter, forest, path, porridge, bedroom, living room, kitchen</i>. Pre-teach these before learners listen to the story, using the pictures in the Learner's Book and actions to show meaning. • Learners may find it difficult to read the story independently because of limited literacy skills. Support learners to read by allowing them to listen to the story first and ask them to tell the story orally before they read the story so that they are familiar with the language in the story. 		
Resources/equipment needed: Learner's Book pages 202, 203 and 204 Audio tracks 166 and 165		

UNIT 9 LESSON 19 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. In order to prepare learners for the story, draw an outline of a house on the board. Draw three squares inside the house and number each square (1 = living room, 2 = bedroom, 3 = kitchen). Teach the words by pointing at the rooms in the house, saying the words and having learners repeat. Use mime to reinforce the meaning of these words. 2. Assign different mimes to each room (for example, mime eating or cooking for the kitchen, <i>sleeping</i> or <i>getting dressed</i> for the bedroom and <i>watching TV</i>, <i>sitting on the sofa</i> or <i>reading</i> for the living room). Perform the mimes and check learners recognise them. 3. Finally, play a game. Choose one of the mimes and do it. Learners look at the drawing on the board and clap the number of times for that room. For example, if you mime <i>sleeping</i>, learners should clap <i>twice</i> for <i>bedroom</i>. Repeat this for as long as learners are enjoying it. If you have time, you can ask individual learners to mime actions for their classmates to guess the room in the house.
Resources	Main activity
Learner's Book pages 202, 203 and 204 Audio Track 166	Before you read: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to open their Learner's Book at page 202. Focus on the first picture and tell learners that they will listen to the beginning of the story. 2. Play the audio up to the pause for learners to listen and read. 3. Ask learners what they think happens in the story. Encourage them to use the information in the audio and the picture to help them. 4. Then tell learners that they will now listen to the story. Play the audio and pause after each picture to check learners' understanding by asking questions such as <i>Where is Goldilocks now? What did she do?</i> 5. Play the audio again for learners to listen and read along in their books.
	Feedback Elicit some ideas from the class, but don't say if their ideas are correct or not as they will be able to check their ideas as they listen.
	Differentiation activities (Support) <ol style="list-style-type: none"> 1. Learners work in a group, taking turns to read the sentences aloud. These groups could have more support by listening to the audio, line by line, and then taking turns to read the sentences. If this is not possible, a strong reader could be included in the group to help learners if they are struggling to read the sentences.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. These learners can work in pairs to read the story, taking turns to read each sentence. When they finish, they can go and support other groups with the reading.

Learner's Book page 204	What happened next?: Activity 3 1. Recap with learner where the story ends (Goldilocks is sleeping in the bed and the bears are in the bedroom looking at her). Ask learners to think about what happens next/how the story ends. Make sure to support learners with any language difficulties. 2. Then play the final audio track. Please note that there is no dialogue in the final part of the story and learners should guess what happens from the sound effects. 3. Encourage learners to tell you what happened at the end of the story (Goldilocks wakes up, sees the bears, screams and runs away). 4. Take this opportunity to briefly discuss Goldilocks's behavior with the learners, by asking them questions, such as <i>Is it right to enter someone's house like Goldilocks? (No)</i> <i>What do we say when we want something to eat at someone's house? (Please, thank you).</i>		
Learner's Book page 204	Act it out: Activity 4 1. Draw learners' attention to the pictures in Activity 4 and elicit that they are boots. Tell learners that the boots are from the bears' house and ask to whom each pair of boots probably belongs. 2. Explain to learners that they will pretend to Goldilocks and imagine they find the boots in the house. Read out the speech bubble and elicit other possible ways that Goldilocks might describe the boots, such as <i>These boots are very big! These boots are very heavy!</i> etc. 3. Put learners in pairs so they can talk about the boots. Feedback Circulate as pairs are talking, checking they are speaking in English and helping as necessary. At the end of the activity, invite a few pairs of learners to share their ideas with the rest of the class.		
Resources	Plenary		
Audio Track 166	1. Divide the class into four groups: Goldilocks, Daddy Bear, Mummy Bear and Baby bear. 2. Play the audio again, pausing after just before each character speaks for that group of learners to read and say the lines.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action. (G2.1.1.1.2) Describe main ideas and key details in a text read aloud or information presented orally or through other media. (G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions. (G2.3.5.1.1) With help and support, read and understand a variety of grade appropriate texts that are augmented with illustrations to recognise common types of text (for example, storybooks, poems, informational texts etc.). (G2.3.5.1.7.1) Make and conform predictions about forthcoming information. (G2.3.7.1.5) Connect the information and events in a text or story to life experiences (for example, answer simple questions about the moral of a story).			

LESSON PLAN		LESSON: 20
Teacher:		Subject: English
Grade: 2	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to project presentations. Speaking: To give a simple presentation about a project. Reading: To read instructions. Writing: To write simple sentences using the Present Simple to create a book or poem.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and follow instructions with imperatives • write simple sentences using the Present Simple and descriptive adjectives.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives • Present Simple • Vocabulary from Literacy project story 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>forest, house, path, knock, enter, kitchen, porridge, hot, cold, just right, living room, chair, break into pieces, stairs, bedroom, bed, hard, soft, sleep, return</i> Key expressions/structure: Present Simple affirmative: <i>Baby Bear is small; can + see/hear/smell + noun: I can see a big chair.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may feel uncomfortable working semi-independently in groups or pairs. You will need to monitor pair or group work carefully, give clear instructions, set a time limit before the start of the pair work and provide positive reinforcement to make them feel comfortable. 		
Resources/equipment needed: Learner's Book page 205 PCM 9 A small ball; paper or card, pencils, crayons		

UNIT 9 LESSON 20 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).

Resources	Starter
	1. Quickly review the Goldilocks and the Three Bears story with the learners, using question prompts such as <i>Who lived in the house?</i> (three bears) <i>Who entered the house?</i> (Goldilocks) <i>What did she eat?</i> (porridge), etc.
Resources	Main activity
	You should choose one of the project options given below.
Learner's Book page 205	<p>Option 1</p> <p>Project A: Make an adjectives book</p> <ol style="list-style-type: none"> 1. Read the instructions with learners. Say the following adjectives and ask learners to identify something in the story that they can describe, for example <i>hot/cold</i> – porridge; <i>big</i> – bed/armchair; <i>tasty</i> – porridge; <i>small</i> – bed/Baby Bear; <i>tall</i> – Daddy Bear; <i>hard/soft</i> – bed. You may also like to remind learners of the adjectives learned in Unit 8 to describe people (<i>happy, clever, kind, polite, friendly</i>) and ask learners to think about which ones they would use to describe the bears and Goldilocks. 2. Give learners paper or card, pencils and crayons to make a book. Each learner should draw two pictures demonstrating opposite adjectives and write sentences describing them, using the sentences on page 205 as a model. 3. When all learners have finished, put all the sheets of paper together and bind them to make a book.
Learner's Book page 205	<p>Option 2</p> <p>Project B: Write a poem</p> <ol style="list-style-type: none"> 1. Divide learners into pairs. Ask them to read the instructions on page 205. 2. Learners look at the poem prompts on page 205. Elicit some ideas of things they could write in their poem. Write these on the board in three columns if necessary according to whether they are things that they can <i>see, hear</i> or <i>smell</i>. 3. In pairs, learners think about ideas they want to include in their poem. 4. Give out paper, pencils and crayons. Learners write their poem in pairs. 5. If time, learners can draw pictures of things in their poem. 6. Learners practise reading their poem with their partner. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide less confident learners with the opportunity to be successful in the project work by ensuring the partner they are working with is empathetic and supportive to their needs. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Provide more confident learners with the opportunity to be leaders in the project work and support other learners' needs.

	Project presentations: <ol style="list-style-type: none">1. If you chose Project A, learners should pass the book around the class, hold up their page and read the sentences that they have written.2. If you chose Project B, learners should stand up in their pairs and read aloud their poems.3. Give each learner their copy of PCM 9. Put learners in new pairs so they can present their project to a partner.4. When learners have presented, draw their attention to the second column on the PCM 9 and tell them to colour the face that represents how they feel about their project.5. Next, ask each learner to say how many stars they give their partner. Their partner then colours in that number of stars next to Project 9 on PCM 9. Remind learners of the importance of being fair and kind when giving their scores.6. Take in PCM 9 and put them in learners’ portfolios, so they can take them home at the end of the school year.		
Resources	Plenary		
	Story ball game <ol style="list-style-type: none">1. Ask learners to stand or sit in a big circle. Ask them if they can remember the story from Lesson 19.2. Tell learners they are going to play a game to remember and tell the story. Hold the ball and begin to tell the story by saying one sentence. Ask learners to repeat your sentence. Ask for a volunteer to say the next part of the story. Pass or roll the ball to this learner in the group, they then add a sentence. Repeat the Learner’s sentence, reformulating/correcting it if necessary. Ask all the learners to repeat the sentence.3. Continue to tell the story in this way.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G2.1.1.1.3) Listen and respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration. (G2.2.1.1.8) Listen to others, take one’s turns in respectful ways, and speak one at a time about the topic under discussion. (G2.2.2.1.2) Work collaboratively to prepare short oral reports about grade appropriate topics and present them in class, incorporating visual displays as appropriate. (G2.4.1.1.1) Form uppercase and lower case letters correctly. (G2.4.1.1.2) Write legibly progressing from left to right; space letters, words, and sentences appropriately.			

Audioscript

Unit 8

Track 122

Speaker: Rainy day
Rain on the green grass.
Rain on the tree.
Rain on the houses.
But not on me!

Track 123

Woman: Today is Monday. It's windy and rainy.
Girl: I can see people with umbrellas. The wind is blowing the umbrellas.
Woman: I can see people with coats and hats.
Girl: I can see a little boy with a yellow raincoat, a yellow rain hat and red boots. He likes the rain! He's jumping in a puddle.
Woman: I can see green grass and flowers and a tree. The grass, the flowers, and the tree like the rain, too. They need rain to grow.

Track 124

Speaker:
cloudy –It's a cloudy day. There are grey clouds in the sky.
windy –It's a windy day. Listen to the wind!
rainy –It's a rainy day. Listen to the rain!
sunny –It's a sunny day. Look at the sun in the sky.
snowy –It's a snowy day. Let's make a snowman.
hot –It's a hot day. Drink lots of water.
cold –Brrrrr... It's cold! Put on a jacket.

Track 125

Speaker: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
On Sunday, I feed my cat,
I feed my cat, I feed my cat.
On Monday, I read a book,
I read a book, I read a book.
On Tuesday, I sing a song,
I sing a song on Tuesday.
On Wednesday, I write a poem,
I write a poem, I write a poem.
On Thursday, I fly a kite,
I fly a kite on Thursday.
On Friday, I pray at the mosque,
I pray at the mosque, I pray at the mosque.
On Saturday, I tidy my room,
I tidy my room on Saturday.

Track 126

Woman: Myriam lives in a small village in Peru. It is very cold and snowy in the mountains. She walks to school every day.
Woman: On Sunday, she cooks dinner with her mother.
On Monday, she knits a scarf.
On Tuesday, she plays with her baby sister.
On Wednesday, she goes to the market with her mother to buy fruit and vegetables.
On Thursday, she watches TV and eats popcorn.
On Friday, she visits her grandma.
On Saturday, she goes to the playground and slides down the slide.

Track 127

Speaker: Today is Wednesday. It is snowy and windy.
Speaker: Yesterday was Tuesday. It was rainy and cold.

Track 128

Speaker: The months of the year
January
February
March
April
May
June
July
August
September
October
November
December

Track 129

Speaker:
In ... January, it's cold!
In ... February, it rains!
In ... March, I fly kites!
In ... April, I swim in the sea!
In ... May, I play in the park!
In ... June, I finish school!
In ... July, I go on holiday!
In ... August, it's very hot!
In ... September, I go back to school.
In ... October, I fish in the sea!
In ... November, I look at the flowers!
In ... December, I celebrate National Day!

Track 130

The weather

What's the weather like today?
Is it hot and sunny? I want to play outside.
Is it windy and rainy? Come under my umbrella,
let's hide.
No, it's cold and snowy. I want to stay inside.

Track 131

Speaker: We all need water

All living things need water.
Plants need water to grow.
Animals need water to drink. People need water to
drink too.

Life without water

Water comes from rain and snow. When there is no rain,
the land becomes dry and brown. Plants can't grow.
Animals and people don't have water to drink.

Life with water

When rain comes, the land becomes green again. Plants
can grow again. Animals and people have water to drink
again.
All living things need water.

Track 132

Speaker: Water, water, everywhere!
We use lots of water.

Water in the bathroom
Water to have a shower
Water to wash our hands
Water to brush our teeth

Water in the kitchen
Water to drink
Water to make soup
Water to make tea

Water in the house
Water to wash our clothes
Water to wash the car
Water for so much more.

We need lots of water!

Track 133

Speaker: Rain, rain, rain today
Come again every day
All the children love to play!

Track 134

Speaker: Please stay and play

Speaker: It's a rainy day. Little Snail is playing with the
frogs and the ducks.

Frogs: Goodbye, Little Snail,

Speaker: The little frogs say.

Little Snail: Wait, wait! Don't go. Please stay and play.

Frogs: Sorry, Little Snail. We need to go away.

Ducks: Goodbye, Little Snail,

Speaker: The white ducks say.

Little Snail: Wait, wait! Don't go. Please stay and play.

Ducks: Sorry, Little Snail. We need to go away.

Big Snails: Hello, Little Snail,

Speaker: The big snails say.

Little Snail: Hello, big snails! Please stay and play.

Big Snails: Sure, Little Snail. We can play all day.

Little Snail: Hooray!

Track 135

Speaker: We all need rain

It's a rainy day.
Four frogs and three snails are playing in the rain.
The fish and the turtle live in the rainwater in the pond.
Two boys are playing with their train.
Father is using the rainwater to wash his car.
We need rainy days.

Track 136

Speaker: Row, row, row your boat

Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.

Row, row, row your boat,
Gently down the stream.
If you see a crocodile,
Don't forget to scream!

Row, row, row your boat,
Gently down the river.
If you see a polar bear,
Don't forget to shiver!

Row, row, row your boat,
Gently float about.
If you see a waterfall,
Don't forget to shout!

Row, row, row your boat,
Gently to the shore.
If you see a lion,
Don't forget to roar!

Track 137

Girl: Mum, I'm going out to play.

Mum: Don't forget your boots!

Girl: Yes, Mum.

Mum: Don't forget your raincoat!

Girl: Yes, Mum.

Mum: Don't forget your umbrella!

Girl: OK, I'm going now.

Mum: Bye. And don't forget to have fun!

Girl: Bye, Mum!

Track 138

Speaker: The fish with no name

Fish with no name: Hi! I live in the beautiful sea.

I need water to live.

Everybody loves me, but I am sad because I have no name!

My friends can help me find a name.

Fish with no name: Hello, Red Fish! Please help me find a name.

Red fish: You always smile. Happy Fish is a nice name for you!

Fish with no name: OK. Thank you, Red Fish.

Fish with no name: There are two pink fish. Hello, Pink Fish!

Please help me find a name.

Pink fish: You always help your friends.

So Helpful Fish is a nice name for you!

Fish with no name: OK. Thank you, Pink Fish.

Fish with no name: There are three blue fish.

Hello! Please help me find a name.

Blue fish: You know many things. So Clever Fish is a nice name for you!

Fish with no name: OK. Thank you, Blue Fish.

Fish with no name: There are four green fish.

Hello! Please help me find a name.

Green Fish: You listen carefully to others.

So Kind Fish is a nice name for you!

Fish with no name: OK. Thank you, Green Fish.

Fish with no name: There are five purple fish.

Hello! Please help me find a name.

Purple Fish: You are always saying 'Thank you'.

So Polite Fish is a nice name for you!

Fish with no name: OK. Thank you, Purple Fish.

Fish with no name: There are six yellow fish.

Hello! Please help me find a name.

Yellow Fish: You always ask other fish to play.

So Friendly Fish is a nice name for you!

Fish with no name: OK. Thank you, Yellow Fish.

Dolphin: Hello, Little Fish. Why are you sad?

Fish with no name: Hello, Dolphin! I have no name.

When I ask my friends, they give me many names.

Dolphin: OK, so what do those many names make me think of?

Happy, helpful, clever, kind, polite, friendly.

I know! Now you are Emirati Fish!

Fish with no name: Hooray! I have a name! I'm Emirati Fish!

Track 139

I know! Now you are Emirati Fish!

Hooray! I have a name! I'm Emirati Fish!

Track 140

1: Don't forget your rain hat!

2: The leaf floats.

3: The orange doesn't float.

4: The girl is polite.

5: The boy is happy.

6: The crocodile is in the waterfall.

Track 141

Speaker: ate

plate

date

Speaker: ake

cake

lake

Track 142

Speaker: Kate bakes a cake

Kate lives in a house next to the lake.

It's a rainy day.

She wants to make a date cake.

Her father likes dates.

Her brother goes to the garden and picks the dates.

Kate bakes the cake with the dates.

She puts the cake on a plate.

Her father gets home late.

He takes a piece of the cake.

Father: It's delicious! Thank you, Kate.

Unit 9

Track 143

Speaker: The traffic lights
Red means STOP.
Green means GO.
Yellow means WAIT,
Even if you're late.

Track 144

Ahmad: We live in a city. Every afternoon, my mum meets me at my school. My school is on a busy road. There are lots of cars and buses. Listen! It's very noisy. Can you see us? I'm wearing a school uniform and my mum is wearing an abaya. We go to the traffic lights and wait for the cars to stop. Then my mum and I cross the road. We walk on the pavement. We see the mosque. Then we look at the shops. We go into a shop to buy some bread. We leave the shop and cross the road again. We are walking to our bus stop. Can you see it?

Track 145

Speaker: The traffic lights are green. Buses go.
The traffic lights are yellow. Cars wait.
The traffic lights are red. Bicycles stop.
The traffic lights are green. Bicycles go.
The traffic lights are red. Buses stop.
The traffic lights are green. Cars go.
The traffic lights are yellow. Buses wait.
The traffic lights are red. Cars stop.
The traffic lights are red. Bicycles stop.

Track 146

Speaker:
city
road
pavement
shops
mosque
traffic lights
bus stop
[repeat]

Track 147

Ahmad: Dad, Let's play a game.
Dad: Yes! Let's play *I can see*. You can start.
Ahmad: OK. I can see something with *t*.
Dad: T? Um...Is it *traffic lights*?
Ahmad: Yes, it is! Well done, Dad. Now it's your turn.
Dad: I can see something with *b*. Do you know what it is?
Ahmad: That's easy – *bus stop*! OK, now it's your turn again.
Dad: OK, now I can see something with *s*. Can you see them?
Ahmad: Yes, I can. They're *shops*!
Dad: Yes, very good.

Track 148

Speaker: I like living in a city
Girl: I live in a city.
It's a great place to live.
There are tall buildings and short buildings.
Some buildings have gardens on top!

There's a park in my city.
It's very pretty. It has flowers,
a lake and an ice cream seller!
I like eating ice cream in the park.

Sometimes parks and cities get dirty.
We all need to keep our city clean.
Don't forget to put your litter in a bin!

Track 149

Ice cream seller: Hello! Would you like an ice cream?
Girl: Yes, please! I'd like a banana ice cream.
Ice cream seller: Big or small?
Girl: Big, please.
Ice cream seller: Here you are.
Girl: Thank you!

Track 150

Speaker: Ajman is a city – yes it is!
Fujairah is a city – yes it is!
Sharjah is a city – yes it is!
and lots of people live there.

People from the Emirates
and from Australia
People from Turkey
and even Albania!

Track 151

Woman: We're walking in the city.

Girls: We're walking in the city.

Woman: What can we see?

Girls: What can we see?

Girls: We can see a road!

Track 152

Speaker:

my ci-ty

ba-by

cry

ca-rry

fly

ha-ppy

rai-ny

sky

why

Track 153

Speaker: Opposites

The opposite of yes is no.

The opposite of stop is go.

The opposite of good is bad.

The opposite of happy is sad.

The opposite of hot is cold.

The opposite of new is old.

The opposite of wet is dry.

The opposite of hello is goodbye.

Track 154

Speaker: m

mosque

map

moon

monkey

mat

mouse

Track 155

Mohammed meets Marwan at the mosque on Mondays.

Track 156

storm

broom

worm

Track 157

Girl: My brother and I like fixing things.

Boy: We are the Fix-It kids!

Girl: This ball is round.

Boy: That ball is flat.

Girl: This bucket is clean.

Boy: That bucket is dirty.

Girl: This chair has four legs.

Boy: That chair has three legs.

Girl: This frog is green.

Boy: That frog is grey.

Girl: This teddy bear has eyes.

Boy: That teddy bear doesn't have eyes.

Track 158

Speaker: What's this? What's this?

A book, a book.

What's that? What's that?

A hat, a hat.

What are these? What are these?

These are trees. These are trees.

Track 159

toy

tail

parrot

planet

Track 160

Man: Tania lives in Turkey. She takes a train.

Woman: Tariq lives in Egypt. He takes a taxi.

Man: Tanet lives in Thailand. He takes a boat.

Track 161

Taaleem takes his teddy bear to his tent.

Track 162

Speaker:

Last week Faisal visited the zoo with his parents. They looked in the cages. They watched the animals.

The kangaroos jumped.

The monkeys climbed trees.

The parrots talked.

The lions walked.

The giraffes chewed leaves.

Faisal smiled!

Track 163

1.

Boy 1: I visited the countryside.
I climbed a hill.
I looked at the sky.
I fished in the stream.
I camped in a tent.
It was quiet and pretty.
It was fun!
I liked the countryside.

2.

Boy 2: I visited the seaside.
I walked on the beach.
I played in the sea.
I collected shells.
I sailed on a boat.
It was windy and beautiful.
It was fun!
I liked the seaside.

Track 164

Speaker: Teddy bear chant

Teddy bear, teddy bear
Turn around
Teddy bear, teddy bear
Touch the ground

Teddy bear, teddy bear
Touch your nose
Teddy bear, teddy bear
Touch your toes.

Track 165

Speaker: Crazy zoo!

1. It was rainy.
2. A monkey climbed a tree.
3. A giraffe fished in the lake.
4. A kangaroo talked to a mouse.
5. A parrot camped in a tent.
6. A parrot jumped into a lake.

Track 166

Goldilocks and the three bears

Narrator: Every day, Goldilocks walked in the forest. One day, she decided to take a different path. At the end of the path, there was a little house. Goldilocks knocked on the door, but nobody answered. She opened the door and entered the house. The house was empty. She entered the kitchen. There were three bowls of porridge on the table. Goldilocks was hungry, so she decided to eat the porridge.

The first bowl of porridge was very hot. The second bowl of porridge was very cold. But the third bowl of porridge was just right!

Goldilocks was sleepy after eating the porridge, so she went into the living room. There were three chairs in the living room, and Goldilocks wanted to rest.

The first chair was very big. The second chair was very big, too. The third chair was just right, but then it broke into lots of pieces!

Goldilocks was still sleepy, so she climbed the stairs to the bedroom. There were three beds.

The first bed was very hard. The second bed was very soft. But the third bed was just right. Soon, Goldilocks was asleep.

Some time later, three bears returned to the house. There was a Daddy Bear, a Mummy Bear and a Baby Bear. It was their house.

Narrator: They looked in the kitchen.

Daddy Bear: Look at my porridge!

Narrator: said Daddy Bear.

Mummy Bear: Look at my porridge!

Narrator: said Mummy Bear.

Baby Bear: My porridge is all gone!

Narrator: cried Baby Bear.

Baby Bear: Next, they looked in the living room.

Daddy Bear: Look at my chair!

Narrator: said Daddy Bear.

Mummy Bear: Look at my chair!

Narrator: said the Mummy Bear.

Baby Bear: My chair is broken!

Narrator: cried Baby Bear.

Narrator: Then, they climbed the stairs to the bedrooms.

Daddy Bear: Look at my bed!

Narrator: said Daddy Bear.

Mummy Bear: Look at my bed!

Narrator: said Mummy Bear.

Baby Bear: Look! Someone is sleeping in my bed!

Narrator: cried Baby Bear.

Track 167

Baby Bear: Hello

Narrator: said Baby Bear.

PCM 74: Word cards



Monday

Tuesday

Wednesday

Thursday

Friday

Saturday



Sunday

What do
you do on
_____?

PCM 75: Word cards



January

February

March

April

May

June

July

August

September

October

November

December

PCM 76: Word cards



living things

snow

rain

river

lake

rock



land

water

animals

people

live

need



drink

dry

plants

grow

What do...
need to...?

PCM 77: Word cards



happy

helpful

kind

polite

friendly

clever

PCM 78: Word cards



stop

wait

go

PCM 79: Word cards



city

road

pavement

shops

mosque

traffic
lights



bus stop

car