



# **ENGLISH**



Teacher's Manual

Հեղինակներ՝

Աննա Առաքելյան Հասմիկ Ներսեսյան Քրիստինե Տոնոյան

Անգլերեն։ Դասագիրք 3-րդ դասարան։ Ուսուցչի ձեռնարկ։ Ձեռնարկը ստեղծվել է «Հայաստանի մանուկներ» բարեգործական հիմնադրամի (ՔՈԱՖ/COAF) կողմից։

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## INTRODUCTION

Dear Teacher,

We, the authors of this textbook, would like to congratulate you at the start of this year's teaching journey and wish you all the best. Learning English is a significant area of growth for all our students, and we're confident that yours are in great hands. Before you begin using the Grade 3 English textbook along with this Teacher's Manual, we'd like to provide some insights into the content so you can better prepare and make the most of this tool for your students.

Although this textbook is new, its content has been successfully piloted in English language learning programs in the Lori region over the past two years. It has undergone significant revisions and enhancements based on invaluable feedback from various stakeholders, including teachers, parents, students, and content developers. The material aligns closely with the requirements outlined in the new state standards adopted by the MoESCS in 2021, ensuring a comprehensive learning experience by integrating different skill sets and a communicative approach to language learning.

Here are some key features of the textbook that we believe will enrich your teaching experience:

- ➤ **Balanced Learning:** Each unit maintains a balance between knowledge acquisition, skill practice, and attitude reinforcement (KSA).
- > Contextualized Language: Language is contextualized and presented through spoken or written texts in every lesson.
- ➤ Integrated Skills: Opportunities for reading or listening are seamlessly integrated into each lesson.
- ➤ **Vocabulary Development:** Word lists are thoughtfully provided at the end of each unit to facilitate vocabulary development.
- ➤ **Diverse Text Types:** A wide variety of text types, including articles, newspaper cuttings, website copy, and emails sourced from diverse content areas, keep the material engaging and relevant to real life.
- ➤ Intercultural Awareness: Much of the material focuses on fostering intercultural awareness by highlighting aspects of culture in the English-speaking world, encouraging exploration, and developing intercultural competence.
- Communication Skills: Every lesson contains ample opportunities to practice speaking, with a wide variety of tasks designed to help students develop a range of communication skills.
- ➤ **User-Friendly Layout:** Each subunit is presented on a separate page with labeled sections that are easy to navigate, allowing students to quickly pinpoint what to focus on.

- > Sample Lesson Plans: Each unit comes with two sample lesson plans, with a special focus on making homework checking easy, engaging, and fun.
- ➤ **Differentiated Instruction:** A variety of exercises and activities tailored for differentiated instruction provide options to target different kinds of learners (early achievers, high achievers, and low achievers).
- > Optional Extension Materials: Each lesson activity contains optional materials that allow you to extend and expand on the lesson if necessary.
- Listening Activities:Listening activities are accessible via the QR codes in the textbook. Additionally, the music key symbol in the textbook indicates that there are additional video and audio materials on our YouTube channel available through the link provided in your teacher's manual., which will direct you to our YouTube channel.
- ➤ Autonomous Learning: The textbook offers a large variety of activities for each lesson to allow teachers to be selective when lesson planning. You can choose the ones that resonate well with your students' needs and interests instead of going through all the activities one by one, all together.
- > Printable Materials: The Handouts and Extra Resources sections include easily accessible printable materials.

As teachers, we know that we will face challenges in our work. This textbook and manual aim to make your job a little bit easier. They are designed so that you can enter the classroom with minimal preparation and still effectively engage the entire class. Make sure to use the tools and resources that we've packed in there for you.

We acknowledge that every teaching context is unique and that the textbook may not provide all the answers all the time. However, our own experience in the classroom has taught us the importance of experimenting, learning, and continuously developing ourselves to stay fresh, updated, and motivated.

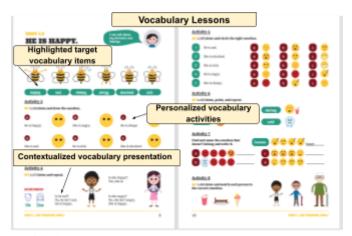
We hope that this Teacher's Manual will serve as a guiding tool that will enrich your teaching experience and contribute to the academic growth and success of your students.

Our warmest regards,

**COAF Textbook Author** 

Anna Arakelyan

## **UNIT OVERVIEW**



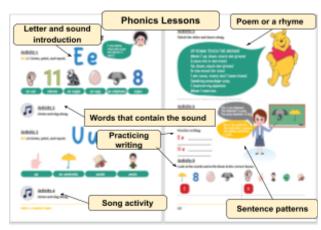
#### Vocabulary lessons

Vocabulary Lesson

Contextualized vocabulary presentation (listening or reading tasks)

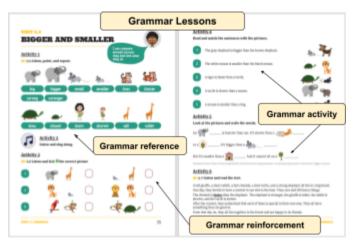
Highlighted target vocabulary items

Personalized vocabulary activities



#### Phonics lessons

These units serve to introduce the letters, the sound and vocabulary containing the letter. This is the first step towards reading and writing. Students are presented with letter related tongue twisters, short phrases and expressions which help them contextualize these words.

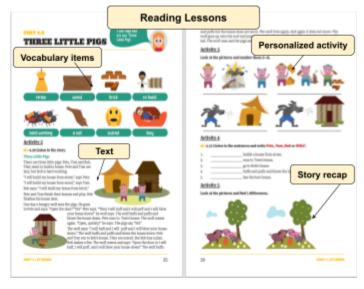


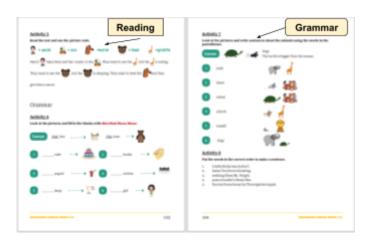
#### **Grammar Lessons**

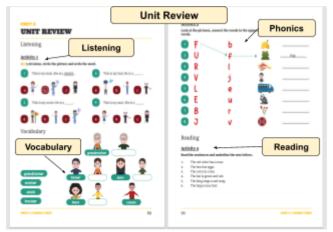
The grammar in each lesson is presented in context and is highlighted, to make it easily identifiable.

Grammar Reference boxes with rules and structures

Personalized grammar activities

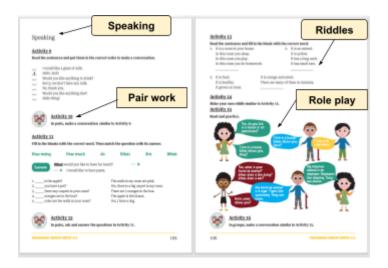


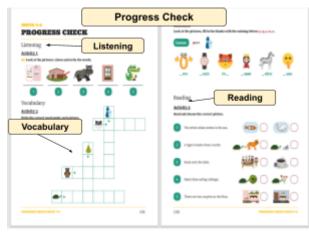




#### Unit Review

The unit review serves to consolidate learning, assess understanding, identify gaps, prepare for assessments, and provide feedback for both students and teachers. It summarizes key concepts, tests comprehension, and helps pinpoint areas for improvement, ensuring students are adequately prepared for future learning and evaluation.





#### Progress Check

Progress check is designed to reinforce learning, evaluate comprehension, detect areas of weakness, get ready for assessments, and offer feedback to students and teachers. It recaps important ideas, assesses understanding, and highlights areas for improvement, ensuring students are well-prepared for future learning and assessments.



#### Word List

The word list at the end of a unit serves as a valuable resource for students, providing a compilation of key vocabulary words introduced throughout the unit. It aids in vocabulary review, serves as a reference tool, supports studying for assessments, expands language proficiency, and integrates language skills. Overall, it helps students reinforce their understanding of the unit's content and develop a richer vocabulary.

## **TEXTBOOK OVERVIEW**

- > 6 topic-based textbook (2 part) divided into 8 main teaching subunits.
- Clear lesson objectives ('I can...') aligned with Bloom's Taxonomy
- > Review Unit at the end of each unit
- > Progress check at the end of each part of the book
- > Word list at the end of each unit

## **METHODOLOGY GUIDELINES**

#### **Grammar Reference**

Grammar Reference offers explanations, examples, and exercises to help students understand and apply grammar rules effectively. They cover key concepts, provide usage tips, and offer practice opportunities to enhance students' language proficiency and accuracy. These notes serve as a valuable resource for students to reinforce their understanding of grammar principles.

## **Guided Discovery**

This is a type of activity that allows Ts to facilitate learning by guiding students to explore grammar rules through contextualized examples, prompting questions, guided practice, feedback, and independent application. This learner-centered approach encourages active engagement, critical thinking, and deeper understanding of grammar concepts, fostering autonomy and proficiency in communication.

#### **Think-Pair-Share**

This is a type of activity that fosters cooperative learning by engaging students in three phases: Think, Pair, and Share. Students individually reflect on a prompt, then discuss their ideas with a partner, promoting collaboration. Finally, pairs share their conclusions with the class, encouraging active participation and peer-to-peer learning. This strategy enhances critical thinking, communication skills, and deeper understanding of lesson content in an inclusive classroom environment.

## **Matching activity**

This is a type of activity where students are presented with two sets of related items, such as a picture and the word, sentence or answers. The objective is for students to match each item from one set with its corresponding item from the other set. This activity encourages active learning and is commonly used in education to assess understanding, reinforce learning, and encourage critical thinking and problem-solving skills.

## Vocabulary building

This is a type of activity that focuses on expanding students' vocabulary knowledge through exposure to new words, word analysis, context clues, or word games.

#### Fill-in-the-blank

This is a type of activity where students are provided with a passage or sentence with certain words or phrases missing, indicated by blanks. The objective is for students to fill in the missing words or phrases based on their understanding of the context or their knowledge of the topic. This activity helps assess comprehension, reinforce vocabulary and grammar skills, and promote critical thinking as students must deduce the correct answers based on context clues.

#### Unscramble the words

This is a type of activity that involves providing students with words that have been intentionally scrambled or jumbled up. The students' task is to rearrange the letters to form correct words. This activity is commonly used in language learning to reinforce vocabulary. It is often used as an interactive way to engage students in language learning.

#### **True and False**

This is a type of activity or assessment where students are presented with statements, and they must determine whether each statement is true or false based on their understanding of the subject matter. This activity is commonly used to assess comprehension, critical thinking, and factual knowledge. Students indicate their answers by marking "true" if they believe the statement is correct or "false" if they believe it is incorrect. True and False activities are often used in quizzes, tests, or review exercises across various subjects and educational levels.

## **Categorization**

This is a type of activity where students classify or group items based on shared characteristics or criteria. They organize information into categories, identifying similarities and differences among items. This activity helps develop critical thinking, problem-solving, and analytical skills. It also enhances comprehension and retention by encouraging students to recognize patterns and relationships within the material. Categorization activities can be used in various subjects such as science, language arts, and social studies, as well as in real-world scenarios to promote organization and understanding of information.

# Complete the table/chart with the missing information

This is a type of activity which is commonly used in language learning or listening comprehension exercises. In this activity, students listen to a recorded dialogue or conversation and are provided with a table or chart containing missing information, such as key words, phrases, or details mentioned in the dialogue. The students' task is to listen attentively and fill in

the missing words or information in the corresponding spaces in the table based on what they hear in the dialogue. This activity helps improve listening skills, reinforces vocabulary and comprehension, and encourages active engagement with spoken language.

# Reading

## Pre-teach key words

This is a vocabulary-building activity commonly used in language learning and literacy instruction. In this activity, Teachers introduce and explain important or unfamiliar words before students encounter them in a text or lesson. By pre-teaching key vocabulary words, Teachers aim to ensure that students understand the meanings and usage of these words, which can enhance comprehension and fluency when reading or listening to the text. This activity helps students build a foundation of vocabulary knowledge, making it easier for them to understand and engage with the material. Pre-teaching key words is a form of vocabulary instruction that supports overall language development and literacy skills.

## **Reading for details**

Unlike gist reading, which focuses on obtaining a general understanding, detailed reading requires close attention to every word, sentence, and paragraph. During a detailed reading activity, students are typically asked to analyze the text deeply, paying attention to vocabulary, sentence structure, tone, and author's purpose. They may be tasked with identifying key ideas, supporting evidence, main arguments, or literary devices used by the author.

## **Post-reading**

This type of activity takes place after students have completed reading a text. The post-reading activities play a crucial role in consolidating learning, fostering deeper engagement with the text, and promoting critical thinking skills. They provide opportunities for students to interact with the text in meaningful ways and to apply what they have learned to new contexts or situations.

Some common examples of post-reading activities include:

*Discussion:* Students engage in group or class discussions to share their thoughts, insights, and reactions to the text. This encourages critical thinking, reflection, and communication skills. *Creative projects:* Students create visual aids, presentations, posters, dioramas, or other creative representations inspired by the text. These projects allow students to demonstrate understanding in a hands-on and imaginative way.

Extension activities: Students explore related topics, themes, or issues raised by the text through role-playing, or multimedia presentations. Extension activities help students make connections between the text and the broader world.

Assessments: Students complete quizzes, tests, or other assessments to evaluate their comprehension of the text and their ability to analyze and interpret its content.

# Listening

## Pre-teach key words

This is a vocabulary-building activity which is commonly used in language learning and literacy instruction. In this activity, Ts introduce and explain important or unfamiliar words before students encounter them in a text or lesson. By pre teaching key vocabulary words, Ts aim to ensure that students understand the meanings and usage of these words, which can enhance comprehension and fluency when reading or listening to the text. This activity helps students build a foundation of vocabulary knowledge, making it easier for them to understand and engage with the material. Pre Teaching key words is a form of vocabulary instruction that supports overall language development and literacy skills.

## **Listening for details**

This is a listening comprehension strategy where the listener focuses on understanding specific information, facts, or details mentioned in spoken language. Unlike gist listening, which aims to grasp the main idea or general meaning, listening for details involves paying close attention to specific words, phrases, numbers, or other pieces of information within the spoken text. During listening for details, listeners may be asked to identify specific names, dates, locations, or key facts mentioned in the conversation, lecture, or audio material.

## **Post-listening**

This type of activity takes place after students have listened to spoken language, such as a conversation, lecture, podcast, or audio material. The post-listening activities play a crucial role in consolidating learning, reinforcing comprehension, and promoting active engagement with spoken language. They provide opportunities for students to interact with the listening material in meaningful ways and to apply what they have learned to new contexts or situations. Some common examples of post-listening activities include:

Comprehension questions: Students answer questions based on the content of the listening material to demonstrate their understanding of the main ideas, key details, and important information.

*Discussion:* Students engage in group or class discussions to share their thoughts, reactions, and opinions about the listening material. This encourages critical thinking, reflection, and communication skills.

*Role-playing*: Students act out scenarios based on the information they heard. This promotes active engagement with the material and encourages creativity.

## **Culture and values**

This section helps Ts contextualize the material for their students, promote cultural awareness and sensitivity, and facilitate cross-cultural understanding. This enriches the learning experience and helps students develop a broader perspective of the world around them.

Cultural notes may include information about:

*Customs and traditions:* Explanation of cultural practices, rituals, or customs that are relevant to the lesson or text.

*Cultural symbols:* Discussion of symbols, icons, or images that hold significance within a particular culture and may appear in the material being taught.

*Social norms and values:* Insights into societal norms, values, or beliefs that shape behaviors and attitudes within a cultural context.

Language usage: Explanation of idiomatic expressions, colloquialisms, or linguistic nuances that reflect cultural norms or practices.

*Cultural perspectives:* Exploration of different cultural perspectives or viewpoints on the topic being discussed.

## **TEACHER'S GUIDELINES**

#### CHARACTERS

NARE: Our main character, she is Armenian.

JACK: Nare's friend, he is American.

TEO: Nare's friend, he is Greek.

ROSIE: Nare's friend, she is Spanish.

MING: Nare's friend, he is Chinese.

MS. WHITE: English teacher.

MR. WRIGHT: PE teacher.

#### Abbreviations

WC = Whole class S = Student IW = Individual work SS = Students

GW = Group work HA = High Achievers
PW = Pair work EF = Early Finishers
T = Teacher LA = Low Achievers

TS = Teacher+Student



Each subunit begins with a lesson objective illustrated by our main characters.



The music key symbol indicates a YouTube video in the Teachers' Manual.



The microphone symbol indicates a listening activity accessible via the QR code.



This symbol indicates group work and collaboration.



This symbol indicates pair work, group work and collaboration.



The crayons symbol indicates a drawing task.



The people and the heart symbol indicates an activity that focuses on values and culture.

# PART 1

#### STARTER LESSONS

**Vocabulary**: greetings, numbers 1-10, colors **Objective**: say hello and introduce themselves, ask and ask and answer simple questions, use numbers to talk about age and name colors

#### Lesson 1: Let's Meet Nare

#### Activity 1 and 2, page 3

The teacher shows the students the book page and introduces the book characters Nare, Jack, Ms White to the students.

This is the first time the students do any activity in English. It is important to show the instruction with your body language. Show your ear and say "Listen" and gesture your hand for "repeat".

You can play the audio two times for the students to repeat again.

## Activity 3, page 3

#### **Question chain**

Students work in pairs. They ask and answer the same question "Hello, what's your name?" "My name is..." "Nice to meet you".

Next, they swap and ask and answer again.

Students listen to the pattern and repeat it.

The teacher plays the audio recording multiple times to get students familiar with the pattern.

Teacher asks the students to stand in a circle. Then the teacher starts the question chain, she asks a student one question and demonstrates that the student should answer and then ask a question to the person standing next to them (clockwise). These questions continue until everyone in the circle gets to ask and answer one question.

Optional: The activity can be done without students standing.

# Lesson 2: How are you?

This lesson can be combined with lesson 1, depending on how fast the class finishes lesson 1.

The lesson can start either with a song or with Activity 1.

Hello Song for Kids | Greeting Song for Kids | The Singing Walrus (youtube.com)

After listening to the song or listening to the dialogues (Activity 1,2 p 4). The teacher asks the students to repeat the patterns: Hello, how are you, Hello, what's your name, My name is...

#### Activity 3, page 4

The teacher explains to the students the instruction, they should listen (points to her ear) and respond. The teacher demonstrates the first phrase. The teacher plays the audio and pauses after the first track "Hello"..... now what should we say?

The students should have one of the following responses:

"Hi" "Hello"

If yes, then the teacher plays the audio and asks individual students to answer and checks with the class.

Then the teacher asks the students to do the same activity in pairs. One person starts, the other one continues.

Activate the vocabulary and train asking and answering short personal questions.

Optional: Question chain from Lesson 1

## Lesson 3: How old are you?

The teacher enters the classroom and greets the students "Hello", then the teacher waits for the students to greet her.

Then the teacher asks the students "How are you?"

The class needs to answer "I am fine and you?", if students do not answer the teacher gives them a prompt or does it with them in a WC manner.

#### Activity 1, page 5

The teacher plays the recording and asks the students to listen and repeat. The teacher pauses after each number and writes it on the board or if there are big flashcards with numbers, the teacher displays them.

#### Activity 2, page 5

Before it the teacher explains the task "We listen" (shows the ear)

and point (shows with her pointing finger) to the number. The teacher can even do a trial run. She says a number and asks a student to show on the board which number it is. (the numbers should be written on the board throughout the activity)

Next the teacher plays the audio. Students (randomly) say what number it is and comes to the board to show it.

#### Activity 3, page 5

Students sit in pairs. One person shows the picture and the other student says the number. The teacher may interfere if they hear incorrect numbers or pronunciation. Before starting the activity the teacher can tell the students that these are bees.

#### Activity 4, page 6

The teacher plays the audio and pauses after each person "Hello, my name is Nare. I am 9 years old" then pause, students need to repeat. "Hello, my name is Jack. I am 9 too."

The teacher may ask the students "How old are you?"

And ask a random student to answer "I am ..." and the correct number

#### Activity 5, page 6

The students sit in pairs and repeat the pattern. The teacher is there to observe and correct if necessary.

The teacher can also ask the students to make up a dialogue adding the questions they have learnt.

- e.g.- Hello, my name is Nare and what is your name?
- -How old are you?
- -I am 9 and you?....

#### Activity 6, page 6

For the game the teacher will need dice (depending on the number of students in class). The students sit in groups. The teacher asks the students to sit in groups, then gives them dice. The students throw the dice and follow the steps. They should say what the numbers are in each box they get to.

Optional: Teachers can take 2 dice and throw them, students need to name the number that comes if they add or subtract it. I.E. If the one dice shows 5 and the other 4 the teacher can suggest doing addition 5+4=9, if the numbers are larger the teacher may ask to subtract.

#### **Lesson 4: Colors**

Review of numbers: Teacher starts counting and stops at a random number and then asks a student to continue the counting. "For example, One, two, three..." stops and asks a random student to continue, the student says "four". The teacher stops the student and asks another student to continue until they reach number 10. The activity can also be down by counting backwards. "Ten, nine..."

Optional: The students stand in a circle, they pass a ball and count 1-10, the teacher can also do it with HOT POTATO rules.

#### Activity 1, page 7

The teacher has the audio on and asks the students to repeat. The teacher pauses after each color, shows it in the book and asks the students to repeat.

#### Activity 2, page 7

The teacher plays the audio. Before it the teacher explains the task "We listen" (shows the ear) and point (shows with her pointing finger) to the number and color shape. The teacher does the first one as a demonstration to help in guiding them.

"Yellow" then the students should show yellow and say the numbers that have yellow "five and nine". One by one until the end of the task.

#### Activity 3, page 7

The teacher plays the audio and pauses after each person "Nare, what color is it?" pause, students repeat, then "It is Yellow." Pause, students repeat. The same for Jack.

#### Activity 4, page 8

Students are divided into pairs. Teacher gives students color cards, or the teacher points to the first exercise with the colors and asks the students to ask and answer "What color is it?" "It is..." The teacher observes the pairs and interferes only when necessary.

In the same model as the students did the acting out, students work in pairs, they should show one of the numbers and ask "what color is it?" the student looks at the color combination and answers "orange"

#### Activity 5, page 8

The teacher brings paints and brushes, on a piece of paper the teacher shows how the two color mixing gets a new color.(Red + yellow= orange) The students may also try it in pairs and the teacher observes the process asking what colors they got.

Red + yellow= orange Yellow+ blue= green Blue+ red= purple Red+ white= pink

## Activity 6, page 8

The teacher plays the audio and encourages students to sing along. The teacher tries to demonstrate the colors as they are mentioned. The students can show the colors using their books.

#### Activity 7, page 8

The activity may serve as a lesson recap.

Optional: SHOW THE COLOR GAME The teacher asks the students to stand in a circle and explains the rules of the game. "When I name a color, you should touch something with that color." The teacher demonstrates, says a color "white" and touches her shirt or the board. Then the teacher asks one of the students to say a color and everyone else should find something with it. Whoever is first/ fastest is the next. The game is played as many times as necessary. The important rule is NO RUNNING.

#### UNIT 1: MY FRIENDS AND I

Vocabulary: emotions, personal pronouns

Grammar: verb to be, a/an, singular and plural nouns

Letters: S, A, T, P, I, N, M

Objectives: talk more about their classmates and themselves, talk about their emotions and feelings, describe their friend, name, read and write letters S, A, T,

P, I, N, M, meet new friends and introduce themselves,

Value and Culture: Importance of Friendship

## Unit 1.1: My classmates

**Review of colors:** The T shows the shadow pictures on page 5 in a random order and asks the SS, "What color is it?" The SS say, "It is orange. It is green. It is yellow. It is pink.", etc. It is important for SS to use full sentence answers and not just say the name of the color.

#### Activity 1, page 9

The teacher plays the audio and pauses after each phrase:

- 1. "I am Nare." Pause. The teacher asks the students to show "I".
- 2. "You are Jack." Pause. The teacher points to the class, and the students should point to the teacher and say "you".
- 3. "He is Teo." Pause. The teacher points to a boy in the class.
- 4. "She is Rosie." Pause. The teacher points to a girl in the class to show "she".
- 5. "It is a dog." Pause. The teacher shows the board/book/desk and says "it".
- 6. "We are friends." Pause. The teacher gestures to show that everyone is included in "we".
- 7. The teacher shows "you" as a group pronoun.
- 8. The same for "they are friends"; the teacher shows some students and says "they".

Now, the teacher asks the students to say the pronouns and point accordingly.

Optional: The T introduces the activity by explaining the rules. Before the activity starts, T makes sure SS know what 'clapping' is by asking them to clap once and two times/twice. Then T says, "I say a name. If it is a boy's name (T may hold a random boy's picture in his/her hand), clap once." T models by clapping once only. Then the T says, "If it is a girl's name/she name, clap 2 times/twice." The T claps 2 times. Then the game starts. The T says, "Teo", SS "clap" and the T says, "Yes, Teo is a 'he'." Then the T says another name, on and on.

#### Activity 2, page 9

The T plays the audio. Before the audio, the T explains the task "We listen" (shows the ear) and repeat. The T encourages the SS to repeat the patterns, pauses, and asks the WC to repeat the patterns.

#### Activity 3, page 10

The T reminds SS of the character's names, "Who is this?" "She is Nare. He is Jack. She is Rosie, He is Teo."

Now the SS listen and repeat the information. The T pauses to give SS a chance to repeat the patterns.

#### Activity 4, page 10

The T encourages the SS to come and tell the class about their friend. The T can demonstrate themselves. They can talk about one of the SS and then that student will talk about his/her friend. The T guides and helps in forming the sentences, paying attention to "he is" and "she is" patterns.

#### Activity 5, page 10

Before doing the next activity the T agrees with SS on a signal. Thumbs up is "yes" and thumbs down "no".

The T says, for example, "Nare is 10." The SS should show thumbs down. Then the T asks one of the SS, "How old is Nare?" They should say "nine," and the T continues with the statements and asks the SS to show thumbs up if "yes", or thumbs down if "no".

Then the T reads the questions for the SS and asks them to repeat the question patterns. After the drill is done, the T calls on a random student and asks the class: "Is he/she x (a number)?" and the class should indicate "yes" or "no": the way they did before. Next a student asks another student to stand and does the same, like a chain activity.

## Unit 1.2: He is happy.

## Activity 1, page 11

Before the audio, the teacher explains or reminds the children what animal it is. "It is a bee" The teacher can also ask the students "what color is it" to remind them of the colors.

The teacher plays the audio file and asks the students to listen (points to the ear) and point (shows with the finger) and repeat (hand gesture can be used). The teacher pauses after each word "happy" points to a picture. Then asks the students to point. The teacher can also draw the emotion on the board. "sad", points to the picture, the students should also point to the picture and say "sad", so on.

Then the audio stops, the teacher asks students to show their own faces. The teacher mimics the class. "Happy", the teacher and the class show happy faces, "sad" sad faces, and so on.

#### Activity 2, page 11

The teacher plays the audio. Before it the teacher explains the task "We listen" (shows the ear) and draw the emotion(the teacher draws on the board). Number is done to show how to do the assignment. "He is happy" the teacher pauses, asks the students to name the emotion and draws it on the board. Next the teacher pauses after each one "She is angry" pause "He is sleepy" pause "She is sad" pause "He is sick" pause "She is shocked". Then the whole class checks how they did the assignment. The teacher shows the book and asks the whole class to name the emotion "happy" and so on until the whole assignment is checked.

## Activity 3, page 11

The teacher sings along and asks the students to do the actions: clap, stomp their feet, etc. "If you are happy and you know it" https://www.youtube.com/watch?v=I4WNrvVjiTw

#### Activity 4, page 11

The teacher plays the recording, pauses after each question "Is she happy?" pause, everyone repeats, then "Yes she is" pause, everyone repeats. Then so on. The teacher can also ask the students to show which picture it is. The students may also show their own faces.

#### Activity 5, page 12

Before the listening exercise starts. The teacher goes over all the pictures to make students repeat the name of the emotions.

The 1st one is done with the whole class to demonstrate. The teacher plays the audio "He is sad" pauses, asks the students to repeat "sad" and to show the right picture. The teacher also shows how to circle the right answer. Then the next ones are done independently, the teacher pauses after each sentence to give students time to reflect.

#### Activity 6, page 12

The teacher plays the audio and the students repeat the word. The teacher may ask the students to show the emotion themselves.

## Activity 7, page 12

Before the activity the teacher may review the words and ask students to show the emotions. Then the teacher explains the task. The example is discussed before students do the task in pairs.

The teacher checks the answer and asks the students to explain

- a. Hot is an odd one out, why? Because angry, angry, angry, hot
- b. **Cold** is an odd one out, why? Because cold, angry, angry, angry
- c. **Thirsty** is an odd one out, why? Because shocked, shocked, shocked, thirsty
- d. **Hungry** is an odd one out, why? Because hungry, happy, happy, happy

#### Activity 8, page 12

The teacher explains the task and plays the audio

Jack -thirsty

**Teo**- hungry

**Old** man-sleepy

#### Activity 9, page 13

The teacher divides students into pairs and explains the task. Each student should point at a character and name the emotion the character is feeling.

- A. happy
- B. sad
- C. sick
- D. angry
- E. shocked

#### Activity 10, page 13

The teacher plays the audio, pauses for the students to repeat the patterns.

#### Activity 11, page 13

Students do a PW. Each one asks the other Are you hungry?/ thirsty? Sleepy? Sad?/etc.

## **Unit 1.3 My Friend is Smart**

#### Activity 1, page 14

The T plays the audio material file and asks the SS to listen (points to the ear) and point (shows with the finger) and repeat (hand gesture can be used). The T pauses after each word. The T can gesture to show the height differences to the SS.

#### Activity 2, page 14

Before the audio material file is played the T may point to a character and ask about it, "Is she young?/tall?" etc.

The T plays the audio material and pauses for the student to repeat the patterns.

#### Activity 3, page 14

The T plays the audio, pauses for SS to repeat the question and answer pattern.

#### Activity 4, page 15

SS are working in pairs. Each one shows a picture of a character and asks the questions similar to <u>Activity 3</u>.

#### Activity 5, page 15

The T asks the SS to say the adjective about each picture before the audio material is played. Then the T plays the audio:

- 1. He is young.
- 2. She is tall.
- 3. She is short.
- 4. He is old.

#### Activity 6, page 15

The T plays the audio material and pauses for SS to repeat the patterns.

#### Activity 7, page 15

PW - Each student talks about their friend using the patterns of Activity 6. The T is there to observe and navigate the SS.

#### Activity 8, page 15

This activity can be assigned as homework as it takes a long time to draw a person. But if there is still time, the SS can come either that day or the next day to have a short show and tell.

#### Unit 1.4 The Letters S and A

#### Activity 1, page 16

Before listening, the T may ask SS if they know the letter. If there is an alphabet poster the T can ask the SS to point to the letter.

The T plays the audio, the SS repeat the sound, the words. The T asks the SS the words after the audio material again, then asks the words in random order.

#### Activity 2, page 16

The T plays the audio, sings along, and shows the dance moves to the SS. The audio material can be played twice for the SS to learn the moves.

The Letter S Song – Learn to Write the Alphabet - YouTube

#### Activity 3, page 16

If possible, the T draws two pictures on the board or uses flashcards. The T plays the audio material and pauses after each sentence. "This is the sun." Pause, show the sun. "It is yellow." Pause. "This is a snake." Pause, show the snake. "It is green." Pause and repeat. The T may ask SS to continue the pattern with something with the letter S, like "This is a star. It is yellow." etc.

#### Activity 4, page 16

Before listening, the T may ask SS if they know the letter. If there is an alphabet poster the T can ask the SS to point to the letter.

The T plays the audio, the SS repeat the sound, the words. The T asks the SS the words after the audio material again, then asks the words in random order.

Optional: Alphabet Song - Alphabet 'A' Song - English song for Kids - YouTube

<u>Differentiation:</u> HA SS learn a tongue twister: "A is for apples, in an apple-tree. A is for alligators, looking at me."

#### Activity 5, page 17

If possible, the T draws two pictures on the board or uses flashcards. The T plays the audio material and pauses after each sentence. "This is an apple." Pause, show the apple. "It is red." Pause. "This is an ant." Pause, show the ant. "It is black." Pause and repeat. The T may ask SS to continue the pattern with something with the letter A, for example "This is an airplane, it is blue."

#### Activity 6, page 17

This activity can be completed at home or in copybooks to practice letter writing.

Optional: SS practice letter tracing or forming the letter using flour/rice/sand/clay, etc.

#### Activity 7, page 17

To sum up sounds S and A:

SS look at the pictures, name and say in which box each word belongs.

The T demonstrates the first one and asks the SS to do the rest. Alternatively the T may use the board to divide it into 2 parts for each sound and the SS come and draw the word which belongs to the sound.

1. Snake - S

- 2. Six S
- 3. Apple A
- 4. Angry A
- 5. Airplane A
- 6. Sun S

The T may print the handout for SS to complete in pairs. (see Handout 4)

## Activity 8, page 17

Before learning the new numbers, the T may reactivate the previous lessons, show something in the room and ask the number or write the numbers on the board and ask the SS to name them. The T plays the audio, pauses after each number asks the SS to repeat the word again.

#### Activity 9, page 17

PW - SS complete the missing numbers and name them. The T observes the process and then conducts a WC check.

## Activity 10, page 18

The T draws a star on the board and two stars on the board, then asks the SS to count the stars. Next the T plays the audio material and asks the SS to pay attention to the a/an pattern and the s that is added to the plural words.

The T may choose to separate the a/an explanation, then move to s plurals.

#### Activity 11, page 18

The T explains the task and does a WC counting for the example one and asks the SS to do the rest. The T conducts a WC checking, counting the items out loud.

- 1. 10 airplanes
- 2. 6 ants
- 3. 4 axes
- 4. 5 stars

#### Activity 12, page 18

The T explains the task again.

The SS listen to the audio material and tick or cross according to the picture.

- 1. V (10 airplanes)
- 2. X (15 ants)
- 3. V (4 axes)
- 4. X (7 stars)

#### Activity 13, page 18

The T reminds the SS of the rule with consonants like S we use A and with vowels like A we use AN. The SS do IW and the T conducts a WC checking/alternatively it can also be a peer checking but the T should provide the answers not to confuse the SS.

- 1. An ax
- 2. A star
- 3. An apple
- 4. A snake
- 5. An ant

#### Activity 14, page 19

The T explains the task and reads the example out loud. Next the T gives SS time to do PW.SS work in copybooks by drawing and joining the pictures.

- 1. An apple- 8 apples
- 2. A snake- 6 snakes
- 3. An ax- 4 axes
- 4. A star- 3 stars
- 5. An arrow- 3 arrows

Optional: The T prints out the activity as a handout for SS to work in pairs or individually. This can be done in **HA** and **LA** pair work. (see Handout 5)

#### Activity 15, page 19

SS practice - "It is/they are" pattern. The T shows something in the room and says. "It is a pen", then takes two/three pens and says "They are pens". The T explains the task and divides SS into pairs to conduct a pair work, SS point at the pictures and say it is/they are.

- 1. They are axes
- 2. It is a snake
- 3. They are stars
- 4. They are arrows
- 5. It is an apple

#### Activity 16, page 19

SS ask and answer the question: "What is it/What are they?" The T demonstrates and asks the SS to repeat the patterns, then SS do a PW. The T observes the PW and interrupts only if necessary.

## **Unit 1.5 Meeting New Friends**

#### Activity 1, page 20

Before the T plays the audio, the T asks if SS know the name of the place, even if SS use Armenian, the T encourages them to answer. Then the T plays the audio, pauses after each word and asks a student to point to the correct picture.

#### Activity 2, page 20

Before the activity starts, the T asks the SS to have a close look and see how many characters they can name, if they can see Nare's new friend. Then the T plays each dialogue and asks the SS to point to the correct picture.

After the end of the activity the T asks Ming's name and last name and accents the word last name and asks SS to share their last name in English.

#### Activity 3, page 21

GW SS work in a small group of maximum 4 people. They introduce one person to the group and then they have a small talk similar to Activity 2, the T may model the activity with SS before assigning the groups.

#### Activity 4, page 21

The T plays the audio material twice so the SS can sing along, the T emphasizes the new words from the unit.

Option 1: Let's Go To The Park | Kids Songs | Kidsa English - YouTube

Option 2: https://www.youtube.com/watch?v=pDTBTxxE7Ss&pp=ygUjZmFtaWx5IGFuZCBmcmllbmRzIGluIHRo

#### Activity 5, page 21

This activity can be done either at school or at home. At home the student may have time to do the drawing in a way they want to. The next day the student comes and there is a short show and tell.

#### Activity 6, page 21

PW - SS are given dice and they play, each player counts their moves in English and needs to name the item on the "cloud". The first one to reach the finish wins. If there are no dice, the T may do the activity in a different way, Ss work in pairs, they point at the picture and ask their friend "What is it?" and their friend needs to answer "sun, seesaw, apple, slide, airplane, ax, bucket, snake, sleepy, strong, ant, old."

#### Unit 1.6 The Letters T and P

#### Activity 1, page 22

Before listening, the T may ask SS if they know the letters. The T writes the letters T and P on the board or uses an alphabet poster.

The T plays the audio material and asks the SS to listen (points to the ear) and point (shows with the finger) and repeat (hand gesture can be used). The T pauses and points after each word.

#### Activity 2, page 22

The T plays the audio material and sings along encouraging SS to try. The audio material can be played twice and the T may have SS repeat the words of the song.

Jolly phonics t song - YouTube

#### Activity 3, page 22

The T plays the audio material and asks the SS to listen (points to the ear) and point (shows with the finger) and repeat (hand gesture can be used). The T pauses and points after each word.

#### Activity 4, page 22

The T plays the audio material and sings along, encouraging SS to try themselves. The audio material may be played twice and the T may have SS repeat the words of the song. https://www.youtube.com/watch?v=FPdzx06Ur\_4&pp=ygUNbGV0dGVyIHQgc29uZw%3D%3D

#### Activity 5, page 22

If possible, the T draws two pictures on the board or uses flashcards. The T plays the audio material and pauses after each sentence. "This is a turtle." Pause, show the turtle. "It is green." Pause. "This is a tiger." Pause, show the tiger. "It is orange." Pause and repeat.

## Activity 6, page 23

This activity can be completed at home or in copybooks to practice letter writing.

Optional for LA: SS practice letter tracing or forming the letter using flour/rice/sand/clay etc.

## Activity 7, page 23

Tongue twisters are useful for language learning especially at the initial stage of language acquisition. There is one tongue twister in the book, but the T may choose others as well TWO TOTALLY TIRED TIGERS.

**Optional:** fun letter P tongue twisters - ESL Vault

#### Activity 8, page 23

This is the first time SS connect the sounds and read words, so it is important to have visuals. The T may choose to have big letter flashcards having each student represent one letter S.A.T.P. At first a + t stand together and the WC reads it, next s + a + t stand together again and the WC reads and so on. The T may challenge the SS by changing the order of words and sounds. https://www.youtube.com/watch?v=4Dd0E9x7aWU&pp=ygUMbGV0dGVyIGIzb25n

Next the SS read the short sentences. The T may write it on the board and ask the SS to read the words separately, the T helps the SS with sight words as SS have not learned the sound yet. Then the T asks the SS to come in pairs and read, the SS may read each person one sentence or like a chain each person reads a word until they reach the end of the sentence.

#### Unit 1.7 The Letter I

#### Activity 1, page 24

Before listening, the T writes the letter I on the board, then asks the SS to form groups and make the shape of I with their group members.

Afterwards the T explains how the letter has two sounds. The T plays the audio material and pauses after each word. The T then asks the SS to point to the words and repeat them.

#### Activity 2, page 24

The T plays the audio material and sings along, encouraging SS to try themselves. The audio material may be played twice and the T may have SS repeat the words of the song.

#### Activity 3, page 24

The T plays the next track, pauses after each word and asks the SS to show the words. The T asks the SS which "I" sound it was.

#### Activity 4, page 24

If possible the T draws the pictures on the board or has flashcards, each student represents one "I" sound, they need to stand near the picture of the word or hold the picture of the word.

Optional: The T prints the activity as a handout for SS to complete in pairs or individually. The T may ask the SS to draw a table and stick the pictures in the correct boxes. (see Handout 6)

#### Activity 5, page 25

The T plays the audio material and pauses after each sentence asking SS to repeat them. The T may ask the SS for alternatives using p. 22 pictures, "What's this?" points to an item on p. 22 and the SS need to name it, then the T may ask "What color is it?"

#### Activity 6, page 25

This activity can be completed at home or in copybooks to practice letter writing.

Optional for LA SS: SS practice letter tracing or forming the letter using flour/rice/sand/clay, etc.

#### Activity 7, page 25

The T says the tongue twisters at first and can even have fun with it doing it in a different emotion and SS guess "sad, happy, sleepy," etc. Then the SS practice it.

Tongue twister for LA SS I scream, you scream, we all scream for ice-cream.

#### Activity 8, page 25

The same method of Activity 8 page 21 can be applied here.

#### Activity 9, page 25

This activity is suggested to be completed at home.

#### Unit 1.8 The letters N and M

#### Activities 1 and 2, page 26

Before listening, the T starts the lesson by writing the letters on the board. The T divides the SS into two groups, gives them an assignment to make letters using the objects. The T may give the SS pencils or pens, books or copybooks to form the letter.

The T plays the audio material and pauses after each word. The T then asks the SS to point to the words and repeat them.

#### Activity 3, page 26

The T plays the audio material and asks the SS to sing along.

While singing the T demonstrates the action SS need to do. SS pretend they are airplanes, they hold up their arms and say the N sound.

Jolly phonics n song - YouTube

While singing the T demonstrates the action SS need to do. They should say MMM and rub their stomachs.

#### Jolly phonics m song - YouTube

Optional: The T explains the game. The T is going to show pictures of words or draw them on the board (optional), if the word starts with N the SS make an airplane movement like when they did the song and if the word starts with M the SS rub their stomachs.

#### Activity 4, page 26

The T explains the task and demonstrates. The WC counts together 1 monkey, 2 monkeys, 3 monkeys, 4 monkeys. The same way for the rest.

- a. 4 monkeys
- b. 4 nests
- c. 4 moms

Alternatively the T may also ask to count the eggs in the nest and the children with the parents.

#### Activity 5, page 27

The T plays the audio, pauses after each phrase, and asks the SS to repeat. The T may ask the SS for alternatives using p. 24 pictures, "What's this?" points to an item on p. 24 and the SS need to name it, then the T may ask, "What color is it?"

#### Activity 6, page 27

This activity can be completed at home or in copybooks to practice letter writing.

Optional: SS practice letter tracing or forming the letter using flour/rice/sand/clay etc.

## Activity 7, page 27

The same method as in p. 22 Activity 4 can be applied here.

Optional: For this activity the T may need pictures/flashcards of the word or the student may do the activity by saying the words to the SS. The T first starts the activity with the instruction: "Look at the picture. If a word starts with N you should jump, if with letter M you should stand." The T shows pictures of words and asks the SS to do their action.

#### Activity 8, page 27

SS read the words in chants and then they start reading the sentences. For sentence building the T may write each word on a piece of paper, then give the piece of paper randomly to SS, SS who do not have the cards read the sentence and the SS with cards should stand in the correct order. This will activate both people holding the cards and the people reading from their seat. Differentiation:

For **EF** and **HA** the T writes extra words:

pat

tap

tip

pan

There is a pin. The pin is pink.(the T shows the picture or says the word in Armenian)
There is an ant. The ant is black. (the T shows the picture or says the word in Armenian)

Optional: The T prints out the activities 7,8 as a handout for SS to complete the activity in pairs or individually. (see Handout 7)

## Activity 9, page 28

This activity can be completed at home in copybooks.

Optional: The T may print out the crossword as a handout.

**HA** may be assigned to design their own crosswords in their copybooks. (see Handout 8)

#### **VALUE AND CULTURE**

This is a very important part of the lesson. The SS may feel comfortable discussing the pictures in Armenian, which at this stage is ok. The T needs to pay SS' attention to the facial expression of the boy in the 1st picture "Is he sad, why? The other boys are laughing at him, is this ok? And now let's look at the 2nd picture, what is different here."

Optional: The T can print the activity as a handout for pair discussion. (see Handout 9)

#### **Unit 1 Review**

#### Activity 1, page 29

Before the activity the T may choose to review the vocabulary of emotions by simply showing the emotions on their face and SS repeating the facial expression and the name of the emotion.

- 1. A. He is sad.
- 2. B. He is sleepy.
- 3. B. She is angry.
- 4. A. She is cold.
- 5. A. He is hot.
- 6. B. She is shocked.

Optional: The T tells the SS to write their answers on sticky notes or prints out the handout for SS to complete in pairs or individually. (see Handout 10)

#### Activity 2, page 29

Before the activity the T may choose to review the sounds S, A, T, P, I, N, M.

SS complete the task in copybooks.

Example: six

1. <u>m</u>an 2. <u>sit</u> 3. <u>m</u>ap 4. <u>a</u>nt 5. <u>p</u>ink 6. <u>P</u>at

Optional: The T gives SS letter cards and asks to show which letter should be in the blank for each word or the T prints out the activity as a handout. (see Handout 11)

## Activity 3, page 30

The T explains the task, it is important that the SS not only match the words but also say the word.

- a. Happy (bee)
- b. Apple
- c. Train
- d. Pencil

## Activity 4, page 30

The T explains the task and uses the example, it is important for the SS to name the letters and the words as well.

The T may choose to cut out small picture cards and divide SS into groups, each group finds the letters and the pictures.

The T may ask SS to come individually and show the letters and words by pointing their fingers.

Optional: The T prints the activity as a handout for SS. (see Handout 12)

#### UNIT 2: AT SCHOOL

**Vocabulary:** places at school; school subjects; classroom object; days of the week **Grammar:** There is.../There are...; imperatives, prepositions of place and time;

a/an, singular and plural nouns

Letters: D, G, O, C,K,H Digraphs: OO,CK, CH, SH

**Objectives:** talk about places in their school; name and talk about school subjects; tell the time; name things in the classroom using "There is.../There are ...."; name days of the week; name and write letters D, O, C, K, H digraphs OO, CK, SH, CH, **Value and Culture:** The importance of taking care of school and school property.

#### **UNIT 2.1 Our School**

#### Activity 1, page 33

The teacher asks students some questions before the listening.

"What can you see in the pictures?"

"What color is the school?", etc.

The teacher plays the audio, points to the pictures, pauses after each word and asks the students to repeat and point to the picture. Then the teacher tells the words to students in a random order and asks them to point to the correct picture.

#### Activity 2, page 33

Pre-listening the teacher reminds the students of the verbs like: study, eat, read, play.

The teacher shows the actions and then asks the students to play

Optional: Action Freeze game.

The teacher names the actions students have to show it, if the teacher says "Freeze" they have to stop. The game is played several rounds to make sure students know the meaning of the words.

If possible the teacher creates small flashcards, asks the students to show which place it is by showing the card or asks the students to draw the place being mentioned and show it to the class.

While listening the teacher pauses after each sentence and asks the students to point and repeat the sentences.

The teacher may also point at the pictures and say "What do we do here?" Students should say "We eat here", if not the teacher will model for them

#### Activity 3, page 34

The teacher explains the task and shows the example.

Students work in pairs and match the words to the place

1 books- library- We read in the library

2 food/pizza- canteen/cafeteria- We eat in the cafeteria/canteen

3 ball/football- gym- We play sports in the gym.

4. desk/girl- classroom- we study in the classroom

#### Activity 4, page 34

The teacher plays the audio, pauses and points to the picture, showing that There is a book / 1 book/

There are books / the teacher may say "let's count how many" "1,2"

The teacher says "There are 2 books in the library.

The teacher may ask the students to repeat

Next the teacher plays the next sentence and does the same. The students may try to count the boys in the picture.

## Activity 5, page 35

The teacher explains the task and assigns partners students to do the activity in pw.

- 1. There is a boy and a man in the gym
- 2. There are two boys in the library. There is one girl in the library.
- 3. There are nine students in the classroom. There is one teacher in the classroom

#### Activity 6, page 35

This activity can be completed at home and the next lesson students do a short show and tell.

#### Activity 7, page 35

The teacher plays the audio and asks the students to repeat, the teacher may show the actions by doing some of the actions and showing thumbs up for the rule that students can do and cross her hands to show that it is not allowed. The teacher may also ask a student to do one of the "allowed" or "not allowed" rules and the students need to say which one it is.

#### Activity 8, page 36

Students listen to the audio file again, then tick or cross what is allowed and not allowed. The teacher may choose to implement the activity without listening again, relying on students' critical thinking.

Example:X please don't eat in the classroom.

- 1. Play sports in the gym or the playground, please!
- 2. Don't play sports in the classroom, please!
- 3. Read in the classroom or the library, please!
- 4. Eat in the cafeteria, please!
- 5. Don't talk in the classroom, please!(the last picture shows a rule which was not in Activity 7 or the audio file but the teacher may pre-teach the word talk so the students do not get confused.)

#### Activity 9, page 36

This activity can be in a gw manner. Each group draws one school rule or two. Then they come

to the front of the class and present it.

Optional: This can be a good poster presentation for students, the teacher may assign it as homework as well.

## **Unit 2.2 School Subjects**

#### Activity 1, page 37

The T asks the SS to look at their schedule and name school subjects. (Can be done in Armenian.)

The T plays the audio material and pauses after each word. The T then asks the SS to show the words. The T may ask words in random order to see if they can remember and show the correct picture.

Optional: Pictionary game - SS explain the subjects by coming to the board and drawing some symbols (like music notes, chess board, math problem, etc.). The class tries to name the subjects drawn. The T does it first by drawing some subject related symbol. The SS who guess are the next to come and draw on the board.

#### Activity 2, page 37

The T explains the task and plays the audio. The first one is done as an example.

1. Science

The T pauses and shows the picture. Then the T plays the next ones. SS work in pairs, then the T conducts whole class check

- 2. P.E.
- 3. Math
- 4. Music
- 5. Chess

Optional: The T prints the handout for SS to complete in pairs or individually. (see Handout 14)

#### Activity 3, page 38

Pre-listening: The T draws a clock or if there is a clock at hand. The T reminds the SS that the clock has two arrows - one long and one short. The T reminds the SS that the long one is the minute one and the short one is the hour one. The T says, "It is... o'clock (some time." and shows on the clock or draws on the board. The T reminds the SS that when the long arrow is on 12 it is the exact time. The T asks the SS to board one by one. The T says, "What time is it?" The student should say the time and show it on the clock or draw the arrow on the board.

The the T plays the audio material and pauses after each sentence, the SS repeat or even show the time by displaying it with their fingers

#### Activity 4, page 38

The T plays the audio material and pauses after each sentence, the SS repeat.

#### Activity 5, page 38

SS do PW. Each pair asks and answers the guestion "What time is it?"

- 1. It's 3 o'clock
- 2. It's 8 o'clock
- 3. It's 2 o'clock
- 4. It's 5 o'clock

#### Activity 6, page 39

SS need to listen and write the time as they hear. The T may do the first one with the class. As the SS do not know how to write the numbers well, the T may allow the SS to write the number.

- 1. It is nine o'clock
- 2. It is one o'clock
- 3. It is five o'clock
- 4. It is seven o'clock
- 5. It is eleven o'clock

#### Activity 7, page 39

This activity can be done in small group or PW.

The SS will need dice, they throw the dice and land on a cloud and name what they see. START - school - It's three o'clock - music - It's seven o'clock - P.E./GYM - It's one o'clock -

canteen/cafeteria - It's eight o'clock - art - It's four o'clock - chess - FINISH.

#### Activity 8, page 39

The T may assign SS to draw the clock in copybooks using their stationary for match class.

Optional: The T prints the handout. SS may design the clock by adding mustache/hat/coloring the inside part of the clock. This is a time consuming activity and can also be allocated as homework. (see Handout 15)

## Unit 2.3 The Letter D and the days of the week

#### Activity 1, page 40

Before the T starts the unit with the letter D, the T may review the previous sounds with the help of an Alphabet poster or by just writing the letters on the board.

Then the T writes letter d on the board. The T plays the audio material and pauses after each word. The T asks the SS to repeat and point to the correct picture.

Optional: D for duck/D for dog game. The T says Duck and SS should mimic duck face, Dog SS should put their hands up imitating dog ears.

#### Activity 2, page 40

Letter Dd | New Phonics Songs | Little Fox | Animated Songs for Kids (youtube.com)

The T plays the audio material and sings along, encouraging SS to try themselves. The audio material may be played twice and the T may have SS repeat the words of the song.

# Activity 3, page 40

The T plays the audio, pauses for the SS to repeat the structure. The T may also show different pictures from the same page and ask "What is it?" "It's a door, what color is it?" etc.

## Activity 4, page 40

This activity can be completed at home or in copybooks to practice letter writing.

Optional: SS practice letter tracing or forming the letter using flour/rice/sand/clay, etc.

## Activity 5, page 40

Before listening the T starts the lesson by asking. "Do you remember what the word day means?" Then the T asks, "How many days are there in a week?" SS answer. Then the T may ask, "Do you know what day it is today?" If SS say yes or know the day they can say it out loud. (Even if they say it in Armenian, let them speak.) If not, the T writes the days of the week and circles the day.

The T plays the audio, pauses after each word and asks the SS to repeat. Then the T may ask SS, "What day is today?" "What day comes after x (the name of the day)?", etc.

<u>Differentiation</u>: The T hands in cards to **HA/EF** SS. Each student is given a card with days of the week in a random order. The SS by memory try to put the days of the week in the correct order in 1 min. **LA** check the SS' answers using their books.

Optional: The T prints the handout for the SS or gives SS days of the week cards or sticky notes to write the answer. (see Handout 16)

## Activity 6, page 41

The T plays the song and asks the SS to sing along.

Optional: The T may use cards and group SS each time their day is sung they need to show the card. https://www.youtube.com/watch?v=oKkAl wFOA

## Activity 7, page 41

The T plays the audio material and stops after each sentence.

- On Monday we have English
- On Tuesday we have Math
- On Wednesday we have chess
- On Thursday we have Art
- On Friday we have P.E.

Then, the T may ask, what lesson is on "Monday, Tuesday, etc?"

## Activity 8, page 41

The T explains the task and may do the first one with the SS.

On Monday we have chess. - B
On Tuesday we have Art. - E
On Wednesday we have English. - D
On Thursday we have P.E.. - A
On Friday we have Math. - C

Optional: The T prints the handouts for activity 8 and 9 or gives SS sticky notes to write their answers. (see Handout 17)

# Activity 9, page 41

This activity can be done both IW or PW. The SS need to write their subjects according to the schedule. As the class schedule is the same the answers should be the same, the T may choose 5 SS or pairs and each pair presents one day and the subjects they do on that day.

**Differentiation: HA** are paired with each other and need to unscramble sentences about their schedule using the following word cards. The T may print this table or make cards using sticky notes.

**Example:** There is Math on Tuesday.

There are Music and Chess on Friday.

On	Monday	Tuesday	Wednesday	Thursday	Friday
There isn't	Saturday	Sunday	There aren't	Music	Math
Art	P.E.	English	There is	There are	Chess

## Activity 10, page 42

This activity can be done both at home or in class.

SS copy the crossword in copybooks.

Optional: The T prints out the crossword for SS to complete at home. (see handout 18)

**HA:** SS can be assigned to make their own crossword.

# Unit 2.4 In My Classroom

# Activity 1, page 43

The T asks the SS to say what they see in their classroom to check how many words they may know or remember.

Then the T plays the audio, the T pauses after each word and asks the SS to point to the word. Then the audio material is completed, the T asks the same words in random order to different SS who need to point to the picture.

#### Activity 2, page 43

The T plays the audio material and pauses after each sentence "Nare, is there a poster in your classroom?" Pause. "Of course, there are many posters on the walls."

The T may pause and ask the class "Is there a poster in your classroom?" and the SS respond.

# Activity 3, page 44

The T asks the SS to sit in pairs, the T reminds them that they need to use the dialogue pattern while asking and answering. The T may do one example with the class using there is/there are. Optional: Game, "Yes, there is." or "No, there isn't."

The T looks at the class and asks, "Are there 12 SS in the class?" If the answer is yes, the whole class should stand up, if no they should stay sitting. Then the T asks one of the SS to ask a similar question... and the class should stand up or sit depending on yes or no. Then the student chooses who asks the question next and so on.

# Activity 4, page 44

<u>Optional</u>: For this activity to be more interactive the T may choose to bring a real ball and a small box to show the prepositions in real life modeling.

The T plays the audio, pauses after each sentence, asks the SS to point to the picture and repeat the sentence. The T may also build sentences using the example of the ball and say.

The ball is in the box.

The ball is on the box.

The ball is under the box.

The ball is in front of the box.

The ball is beside the box.

The ball is behind the box.

Optional: The T may also ask SS to take a pen/pencil and show the preposition. The T says, "The pen/pencil is in the bag/pencil case," etc. The T may display it by taking one student's pencil case/bag. Then the T may continue using the pen/pencil and other prepositions.

# Activity 5, pages 44-45

Before listening, the T asks the SS to look at the classroom carefully. The T may ask leading questions like, "How many books are there? What color is the wall?"

The T plays the audio, pauses giving time for SS to look at the picture and compare the sentence.

- 1. There is a poster on the wall. V
- 2. There are two clocks on the wall. X There are three clocks.
- 3. There is a board on the wall. V
- 4. The classroom walls are green. X The walls are brown.
- 5. There are four books on the desk. X There are two books.

Optional: The T prints the activity as a handout or asks the SS to complete the activity on sticky notes. (see Handout 19)

## Activity 6, page 45

PW - SS point to a picture and ask and answer the question, "Where is the cat?" The T shows the first one and asks the SS to continue with their pairs. The T may also do the activity in a WC manner, by asking SS to come to the front of the class, point at a picture and ask the whole class, "Where is the cat?"

Start - The cat is under the box, the cat is on the box, the cat is in the box, the cat is beside the box, the cat is behind the box, the cat is in front of the box.

## Activity 7, page 45

The T asks the SS to name as many school things as possible. Next the T plays the audio material, pauses after each word, asks the SS to point and repeat.

## Activity 8, page 46

The T plays the audio material and pauses after each sentence, "What's this?" Pause. "It is a pen."

The T may also ask other questions after the listening, take an item and ask, "What's this?"

## Activity 9, page 46

The T asks the SS to sit in pairs and act out asking and answering the question as in Activity 2. The T does not interfere, only observes.

# Activity 10, page 46

The T asks the SS if they remember who it is, asks the SS to look at the bag and point at the items she mentions. The T plays the audio material and pauses after each sentence.

Optional: The T may bring a random bag with school items and ask SS to guess what items are in the bag, how many items does she have in the bag, etc.

# Activity 11, page 47

SS listen to the audio material again and write the number of each item.

Book - 4

Scissors - 1

Pen - 5

Pencils - 5

Ruler - 2

## Activity 12, page 47

This activity can be done at home as it is time consuming.

# Unit 2.5 The letters G and O

The T shows the alphabet poster or alternatively writes the alphabet on the board. Then the T asks the SS to identify all the letters they have explored so far.

S, A, T, P, I, N, M, D

Each student should show the letter and name a word with the letter.

Next the T asks, "What day is today, what day is tomorrow?" to reinforce the days of the week vocabulary.

## Activity 1, page 48

The T writes letter G on the board, plays the audio material and pauses after each word. The T points to the word and asks the SS to repeat and point to the word.

# Activity 2, p. 48

The T either plays the video or the audio. The T may pause and ask the student to repeat a word from the song. The T may play the audio material again and ask SS to sing along. https://www.youtube.com/watch?v=T83U3zYUeFU

## Activity 3, page 48

The T writes letter O on the board, plays the audio material and pauses after each word. The T points to the word and asks the SS to repeat and point to the word.

## Activity 4, page 48

Before the song starts the T says, "If the word is **on**, you should open your eyes wildly. If it is **off**, close your eyes." Then the T plays the song and waits for SS to act out. If SS make mistakes the T repeats the instruction.

https://www.youtube.com/watch?v=ICNrn2LL3I0

## Activity 5, page 49

The T plays the audio, pauses after each sentence and asks the SS to repeat. The T may also ask the SS for other words from p. 46. "This is an olive, the olive is black", etc.

Optional: SS are divided into 2 or three groups. Each group writes a word with the letter G or O on a paper and sticks the paper on the board. After all the groups are done, there are many words on the board. Then the T instructs all the SS to move far to the opposite wall. Each group assigns one person to do the race. When the T says go SS are allowed to move, when the T says stop SS freeze. The aim of the game is for the SS to reach the board first and get as many papers as possible. At the end they need to read the words. The game can be switched to GREEN light RED light variation. The T may even choose to blindfold the SS to make it even more challenging. In that case other teammates can help in guiding them.

#### Activity 6, page 49

This activity can be completed at home or in copybooks to practice letter writing.

Optional: SS practice letter tracing or forming the letter using flour/rice/sand/clay, etc.

## Activity 7, page 49

The T explains the task and assigns the SS to work individually.

The SS are allowed to look at p. 46.

- 1. Guitar
- 2. Orange
- 3. Octopus
- 4. Olives
- 5. Girl

# Activity 8, page 49

The T writes the sound oo and asks the SS to read it, the SS may read it as "ou" sound, the T explains to the SS that oo makes (u) sound.

The T plays the audio, pauses after each word and asks the SS to repeat.

# Activity 9, page 50

The T explains to the SS that they need to read the words and underline the sounds, the T may do the first two to help the SS. The T may also write the words on the board and ask SS to come to the board and underline them. The T may also choose different colors for each sound G - green, O -orange, and the SS underline the sounds with color markers/pens/pencils. In this case SS need to copy the words in their copybooks.

The SS also practice reading the sentences and underline the sounds there as well.

Optional: The T may write the words/sentences from Activity 9 on sticky notes and put them on the whiteboard or different places in the classroom. Each student is asked to get one sticky note and read the word/sentence.

<u>Differentiation:</u> A spelling game for **HA** and **EF** SS spell out short easy words: ant, and, sand, at, sat, go, dog, dig, pig, sad, goat.

# Activity 10, page 50

SS may complete the task at home or in PW. SS copy the pattern in their copybooks. The T may show how the wordsearch works with drawing arrows on the board/the T may also draw the wordsearch on the board for a whole class game.

Optional: The T prints out a handout for SS to complete in pairs or individually. (see Handout 20)

**HA**: SS may make their own word search puzzles.

## Unit 2.6 The Letter C

# Activity 1, page 51

The lesson starts with a review of previously learned letters. If there is an alphabet poster in class, the SS come one by one to the letters they learned, say the name and 3 words that start with the letter. If there is no poster, the SS write the letter on the board and say 3 words that start with it.

Previous letters; S, A, T, P, I, N, M, D, G, O

Then the T asks the SS to form groups, each group needs to stand in a semi circle in the shape of the letter they are going to learn. (C)

The T writes letter c on the board, explaining to the SS that the letter has two sounds. Then the T plays the audio material file, pauses after each word and asks the SS to repeat the sound.

## Activity 2, page 51

The T plays the audio, asking SS to repeat the words or sing along.

"The Letter C Song" by ABCmouse.com (youtube.com)

## Activity 3, page 51

The T reminds the SS that letter C has a second sound. Then the T plays the audio, pauses for SS to repeat the words.

Optional: The T gives the following instruction if the word has /k/ sound, the SS need to purr like a cat and if the word has /si/ sound they need to show a nice sign using their fingers/similar to the book picture/ or they wink. The T then either writes the words or shows the picture of the word, SS do the action and say the word.

## Activity 4, page 51

The T explains the task and plays the audio, the T may pause after each one to give SS time to complete the task in their copybooks. The T may do the first one to help the SS understand the task.

- 1. A car
- 2. Ice
- 3. A cap
- 4. A face
- 5. A cake

Optional: The T prints out the handout or asks the SS to complete the task on sticky notes. (see Handout 21)

# Activity 5, page 52

Before the audio material is played, the T may ask the SS, "What's this? What color is it?" pointing at the pictures on p. 49. Then the T plays the audio, pauses after each sentence asking SS to point and repeat.

## Activity 6, page 52

This activity can be completed at home or in copybooks to practice letter writing.

Optional: SS practice letter tracing or forming the letter using flour/rice/sand/clay, etc.

# Activity 7, page 52

The T plays the audio, pauses after each sentence and asks the SS to repeat several times, each time doing it faster, the T may choose to ask some SS individually.

**Differentiation:** LA and EF only does the first tongue twister. (Cooked crabs can't crawl)

HA also try doing the second tongue twister. (The cuddly cat cares to be nice. She carries the cow to eat candy ice.)

## Activity 8, page 52

The SS can do this activity in pairs, they read the words, find them in sentences and read the sentences as well. The T may also copy the words and the sentences on the board and ask the SS to come and read. With a small group the reading can also be timed to have SS compete/race.

# Unit 2.7 The Letter K

## Activity 1, page 53

The T starts the lesson by writing letter K on the board. Then the T gives SS an assignment to form letter K with whatever they have got. Each group or pair makes K shape out of things at hand, pieces of paper, pens, pencils. The T may also provide some small pieces of paper to use in the activity.

The T plays the audio, pauses and asks the SS to repeat and point to the correct picture. Then the T asks the same words in a different order to see if the SS remember which picture it is.

## Activity 2, page 53

# "The Letter K Song" by ABCmouse.com - YouTube

The T plays the video for the SS, pauses and asks the SS to sing along. The T especially pauses after the words from Activity 1.

Optional: The T divides SS into pairs and gives SS pictures of the words from Activity 1 and random letters. The SS need to find the correct letters, build the word and try reading it. The activity can also be done without giving the pictures, just giving letters and telling SS that the words are from Activity 1.

## Activity 3, page 53

The T plays the audio, pauses after each sentence and asks the SS to repeat. The T may also point to a different word from Activity 1 and ask the SS, "What's it? What color is it?"

# Activity 4, page 53

This activity can be completed at home or in copybooks to practice letter writing.

Optional: SS practice letter tracing or forming the letter using flour/rice/sand/clay, etc.

#### Activity 5, page 53

The T plays the audio material and asks the SS to repeat, the SS need to repeat the pattern several times, each time faster. The T may choose to ask some SS to repeat the pattern individually.

# Activity 6, page 54

The T writes letter C on the board and reminds SS that it has a similar sound to letter K. The T asks the SS to name words with letter C. The T writes them on the board.

The T explains the task. The T plays the audio, the first word is done together with SS to help them navigate the task. Then SS work individually and the T conducts a whole class checking.

- 1. Key
- 2. Car
- 3. Cow
- 4. King
- 5. Cake

## Activity 7, page 54

The T explains the task, and may also ask SS to cross out the odd letters. The important thing is for SS to connect the letters in a way that looks like a road.

Optional: The T prints the handout for SS to work in pairs or individually. (see Handout 22)

# Activity 8, page 54

This activity can be assigned as homework.

- 1. King
- 2. Cat
- 3. Cap
- 4. Kangaroo

Optional: The T prints the handout for SS. (see Handout 23)

# Activity 9, page 55

The T explains to the SS that the letters C and K also make a sound together. The T writes CK on the board. The letter should be in a central position like in the activity. Then the T writes the SA, PA, PI, KI, SI before the activity. The T asks the class to read with her.

SA + CK = SACK

Then the T assigns SS to work in pairs doing the rest of the words. Afterwards the T does the WC checking.

# Activity 10, page 55

SS work individually.

Optional: To make reading more interactive the T may use the following method.

The SS are given a sentence which is stuck on their forehead (with a sticky note or hair band.) Each student gets one sentence. The SS sit in front of each other. They all have the same sentence. The SS sit in front of each other in 2 rows facing each other. One student reads the

sentence from the other student's forehead writing and then the other student does the same. The T may also assign two different sentences to the pairs.

# Activity 11, page 56

This activity can be assigned as homework. SS copy the crossword in their copybooks.

Optional: The T prints the crossword.

**HA:** SS may be assigned to make their own crossword. (see Handout 24)

#### Unit 2.8 The Letter H

# Activity 1, page 57

The T may choose to start the lesson with revision of previously learned sounds. or the lesson starts with the T writing the letter H on the board. Then the T plays the audio, pauses after each word, asking SS to point and repeat. Afterwards the T may ask the same words in a random order for SS to point to the picture.

## Activity 2, page 57

https://www.youtube.com/watch?v=kfxm1I7L07I&pp=ygUNbGV0dGVyIGggc29uZw%3D%3D

The T plays the audio, and asks the SS to repeat the words. The T may play the audio material twice for SS to sing along.

# Activity 3, page 57

The T plays the audio, pauses after each sentence and asks the SS to repeat. The T may also point to a different word from Activity 1 and ask SS "What's it? What color is it?"

# Activity 4, page 57

This activity can be completed at home or in copybooks to practice letter writing.

Optional: SS practice letter tracing or forming the letter using flour/rice/sand/clay, etc.

# Activity 5, page 57

The T explains the task and asks the SS to complete the task in PW. Then the T conducts a WC checking.

<u>Optional</u>: The T uses sticky notes, writes the same words on the board and draws pictures with the same words on separate ones. Then the SS need to come to the board, read the word and match it to the picture.

# Activity 6, page 58

This activity can be assigned as homework or pw. It is time consuming and the SS need to do it right to get the shape of a **house**. SS copy the pattern in their copybooks or trace using the book pattern.

Optional: The T prints the handout for SS. (see Handout 25)

**EF:** SS can try to design a similar pattern with another letter H word, like hat or horse.

## Activity 7, page 58

Before SS do the reading themselves the T may read it for them to help them understand the text. The SS can do reading individually or in pairs, each person reading one sentence at a time.

# Activity 8, pages 58

The T explains to the SS that the English language does not have /C/ or /Q/ sounds and to get the sound two letters S and H, C and H are put together. Then the T plays the audio material file and asks the SS to repeat.

Optional: The student may ask the SS to make SH,CH a poster or do it in a WC manner and then the poster stays in the classroom all year.

# Activity 9, page 59

The T explains the task and asks the SS to complete the missing sound. The SS may look at CH, SH words from the book to guide them.

- 1. Ship
- 2. Chips
- 3. Shop
- 4. Chop
- 5. Fish

## Activity 10, page 59

The T can read the tongue twisters for the SS before they try them. The SS try to say the tongue twister and do it several times to do it fast.

# Activity 11, page 59

SS read the text, the pictures are there to help them navigate the words.

#### **VALUE AND CULTURE**

- The SS look at the picture and should see how the characters are acting. "Are they
  following school rules?" The 1st picture shows Nare listening, raising her hand. The
  second picture has Nare and Jack sitting and the books are on the floor. The SS need to
  point out that the books should not be on the floor and that they need to take care of
  their books and classroom things.
- 2. The SS listen to the audio material file and choose which picture shows it. The answer is the second picture, where Jack is nice to the new boy.

Both scenarios can be helpful to start discussing being kind to SS, taking care of school property and being respectful.

# **Unit 2 review**

## Activity 1, page 61

Before the activity the T may review vocabulary of school subjects and prepositions, the T may point to the pictures from the Activity and ask what subject it is or which preposition.

The T plays the audio material and pauses after each sentence to give SS time to answer the question:

- 1. Nare's favorite subject is chess. A
- 2. Teo's favorite subject is P.E.. B
- 3. Rosie's favorite subject is music. A
- 4. The cat is in the box. B
- 5. The cat is on the box. A

# Activity 2, page 62

SS have already done similar activities and it will be easy to assign for SS to complete in pairs. They finger trace, show and tell the names of the places.

- 1. Library
- 2. Cafeteria
- 3. Bathroom
- 4. Gym

Optional: The T prints out the handout of the activity. (see Handout 26)

# Activity 3, page 63

Again the T explains the task and uses the example, it is important for the SS to name the letters and the words as well.

The T may choose to cut out small picture cards and divide SS into groups, each group finds the letters and the pictures.

The T may ask SS to come individually and show the letters and words by pointing their fingers.

Optional: The T prints the activity as a handout for SS. (see Handout 27)

# Activity 4, page 63

This activity can be a good evaluation of how SS connect the sounds to words and read the words to make sentences. If there is time it would be a good idea to ask each student to read all the sentences.

# **UNIT 3: FAMILY TREE**

Vocabulary: family member, jobs, celebrations, action verbs.

Grammar: Have/has; 's (possessive), can/cannot

Letters: E, U, R, V, B, J, L, F

Diagraph: EE

**Objectives:** talk about their family members, can name, read and write the letters E,U,R,V,B,J,L,F and digraph EE, talk about jobs, talk about birthday parties, talk about what their family members can do.

Value and Culture: The importance of family and family events.

# **Unit 3.1 My Big Family**

# Activity 1, page 65

The T asks SS to name some family members, SS name the ones they know. The T writes them on the board in the form of a tree. Then the T asks SS to open p. 63, repeat the words and point to the correct picture.

SS listen to the audio material, point to the picture and repeat.

# Activity 2, page 66

The T plays the file, pauses after each sentence and asks. "Who is Nane?" SS should answer, then "What is Nare's grandfather's name?" etc.

The Ts draw SS' attention to 's showing possession. The T provides examples of possession and plurals for SS not to mix them up. For instance, my student's name is Aram. My SS are all here.

**Differentiation: HA** are given a set of flashcards and pictures they need to match the picture to the phrases. **nouns-possessive-flashcards\_1.pdf** (anglomaniacy.pl)

**LA** complete <u>'s</u> exercises on the board/ copybooks. The T writes the words and the SS need to write the '.

Nares dad is Aram.

Nares mom is Anahit.

Nares cousin is Grigor.

Nares brother is Davit.

Nares grandma is Nane.

## **Optional:** Possessive or not possessive

The T explains the activity; she should say multiple phrases if it is possessive,SS should stand up, if not possessive they should sit.

For instance,

My mom's at school.

My mom's cat.

Tom's dog.

Dogs and cats.

#### Activity 3, page 66

The T explains the task, pauses after each word to give SS time to write the answer.

- 1. This is my brother. His name is Davit.
- 2. This is my grandmother. Her name is Nane.
- 3. This is my father. His name is Aram.
- 4. This is my grandfather. His name is Vahe.
- 5. This is my aunt. Her name is Anush.

# Activity 4, page 66

The T plays the song several times so SS can sing along.

Family Members Song (youtube.com)

## Activity 5, page 67

This can be assigned as homework, SS may draw their family or bring photos of family members, the next lesson can start with a short show and tell.

# Activity 6, page 67

The T plays the audio, then all the SS repeat the tongue twister and try to say it several times to make it fast.

# Activity 7, page 67

The T explains the activity and asks the SS to complete it in their copybooks.

Optional: The T may make two sets of cards one with the sentence and one with picture. The SS come to the board, read and match the sentence to the picture or the T prints out the handout of the activity. (see Handout 28)

## Activity 8, page 68

The T explains what SS should do, this is actually a revision of Unit 2 vocabulary of when they drew their bags with their school supplies. The SS work in pairs or individually.

# Activity 9, page 68

The T explains the activity and asks the SS to do it in PW. The T does the first one with them so they know what to do.

- 1. Teo doesn't have a ruler.
- 2. Teo has a pen.
- 3. Teo has a pencil.
- 4. Teo has books.
- 5. Teo doesn't have scissors.
- 6. Teo doesn't have an orange.

In here do not teach SS the Present simple rules, just provide the patterns. The SS of this age easily remember patterns and not the exact rules.

**Differentiation: HA** and **EF** are paired together to unscramble and read sentences.

- 1. He/pen/has/a
- 2. dog/Max/has/a
- 3. I/a/ have/ cat/don't

- 4. books/My/have/Ts.
- 5. a/Anush/ aunt/has/ son/

# Activity 10, page 68

SS first complete the poem using the pictures to help them, then they listen and check their answers. This poem can also be assigned to be recited at the next lesson.

Optional: The T asks the SS to write their answers on sticky notes or prints out the activity for SS to complete individually. (see handout 29)

## Unit 3.2 The Letters E and U

# Activity 1, page 69

The teacher may choose to start the lesson with a small egg hunt activity or start the lesson with writing letter E on the board and ask the students to make a shape of the letter. The teacher then plays the audio, pauses after each word, making students repeat the words.

**Optional:** Egg hunt

The teacher prints several pictures of letter E and U words. Each picture is cut into an egg shape and then this egg is cut in half. The words should be taken from the Activity 1 p67. The teacher then hides these pictures in the class. The students find the pictures and try to find the matching picture as well. The students work in teams in finding the missing half. This activity can be adjusted and students find capital and small letters of the previously learned sounds.

# Activity 2, page 69

The teacher plays the song, pauses after a familiar word and asks the students to repeat.

(85) Letter Ee | New Phonics Songs | Little Fox | Animated Songs for Kids - YouTube

# Activity 3, page 69

The Egg hunt activity can be done for both sounds and combined together or the teacher may again play the audio, pause after each word and ask the students to repeat.

# Activity 4, page 69

The teacher plays the song, pauses after a familiar word and asks the students to repeat. <a href="https://www.youtube.com/watch?v=GI4nbI7fzAs">https://www.youtube.com/watch?v=GI4nbI7fzAs</a>

## Activity 5, page 70

The teacher shows the video of Winnie the Pooh. https://www.youtube.com/watch?v=Pm1qzfbRAPw The students first watch the video, then the teacher puts the video again and the students should repeat after the Winnie the Pooh, it is preferred for the students to repeat both the movements and the words.

## Activity 6 p 70

The teacher plays the audio, pauses and asks the students questions "What is it? What color is it?" Students need to use the pattern they learned to answer.

# Activity 7, page 70

This activity can be completed at home or in copybooks to practice letter writing.

Optional: Students practice letter tracing or forming the letter using flour/rice/ sand/ clay/egg shells collage/ etc.

## Activity 8, page 70

The teacher explains the task and gives the students time to complete it and then checks in a WC manner.

Optional: The teacher explains to the students that they need to do two moves, one for letter U and one for letter E. The teacher is going to show pictures and if the word starts with letter E the students need to show an elephant nose with their arms and if the word starts with U they need to jump UP. The teacher emphasizes the importance of saying the word.

For example the teacher shows the following pictures and the students need to name the word and then do the gesture or do the gesture and then name the word.

# Activity 9, page 71

The teacher asks the students to find and underline the sounds, the teacher may assign different colors for each sound.

#### Activity 10, page 71

The teacher gives students time to fill in the blanks, then listen and check

- 1. Egg
- 2. Ten
- 3. Up
- 4. Pen
- 5. Under
- 6. Ear
- 7. cup

## Activity 11, page 71

This activity can be assigned as homework.

## Activity 12, page 72

The teacher explains to the students that like OO, EE makes a long E sound. Then the teacher plays the audio and asks the students to point and repeat.

# Activity 13, page 72

The students need to fill in the gaps with letters and match the pictures.

- 1. A street (3rd picture)
- 2. See (5th picture)
- 3. Bee(4th picture)
- 4. Sweets (2nd picture)
- 5. A tree (1st picture)

# Unit 3.3 My dream Job

#### Activity 1, page 73

The T plays the audio, pauses after each word, asks the SS to repeat and point to the correct picture. Next, the T asks the same words in a random order, the SS need to show the correct picture.

Optional: The T may download and print flashcards from the website for Activity 1.

Jobs And Occupations Flashcards | Games4es|

## Activity 2, page 73

Jobs Song for Kids | What Do You Do? | Occupations | Kindergarten, Preschool, ESL | Fun Kids English (youtube.com)

The T pauses after each profession asks the SS to repeat the profession.

#### Activity 3, page 73

The T plays the audio, pauses and asks the SS to repeat.

# Activity 4, page 74

The T may ask some questions to check SS' vocabulary of jobs before starting the activity.

The T explains the tasks and does the first one to help them.

- 1. Picture of noodles and a cook Nare's dad cook
- 2. Picture of farm Nare's uncle farmer
- 3. Picture of sweeps Nare's aunt housewife
- 4. Picture of a board Ms. White T
- 5. Picture of a tooth Nare's mom dentist

Optional: The T may print the activity as a handout or tell SS to use sticky notes to write their answers. (see Handout 33)

# Activity 5, pages 74-75

The T plays the audio, pauses after each one and asks SS to repeat. The T may also ask, "What is Teo's father's job?", "What is Nare's grandmother's job?", etc.

## Activity 6, page 75

SS work in pairs. Each one asks and answers the questions, "What's your mother's/father's/uncle's etc. job?"

# Activity 7, page 75

SS listen to Jack talk about his dream job. The T then asks, "What's Jack's dream job? Who is a pilot?" (Teo's dad).

# Activity 8, page 75

SS do PW, one person points to the picture and asks, "What's his/her job?", the other student answers, "He is/she is..."

- 1. T
- 2. Doctor
- 3. Pilot
- 4. Cook
- 5. Farmer

# Activity 9, page 75

This activity can be assigned as homework so the next lesson starts with a short show and tell. SS draw the picture on a piece of paper to show it to the class.

#### Unit 3.4 The Letters R and V

## Activity 1, page 76

Optional: The lesson can start with a running dictation of easy short CVC words to reinforce previously learned lessons. The words can be from the previous unit or units.

The T can show the letter on an alphabet poster (if there is one). The T writes the letter on the board and plays the audio, the T pauses after each word and asks the SS to repeat. Then the T asks the words in a random order.

## Activity 2, page 76

This can be done similar to Activity 1, page 73.

https://www.youtube.com/watch?v=B3cQWN6QP5s&pp=ygUIbGV0dGVyIHI%3D

# Activity 3, page 76

This can be done similar to Activity 1, page 73.

## Activity 4, page 76

This can be done similar to Activity 1, page 73.

https://www.youtube.com/watch?v=GzMsHJGhXYQ&pp=ygUlbGV0dGVyIHY%3D

## Activity 5, page 77

The T plays the audio, pauses after each sentence, then asks SS questions. This can be done similar to <u>Activity 6</u>, page68.

# Activity 6, page 77

This can be done similar to Activity 7, page 70.

## Activity 7, page 77

The T explains the task, the SS complete the task in pairs.

Optional: GW/PW The T makes jigsaw puzzles of each picture and gives each pair/group a picture, each group tries to assemble the pieces and write the word correctly.

## Activity 8, page 77

The SS do the task in PW. The T approaches and checks how the SS are reading.

Optional: The T assigns ss to copy the text on sticky notes or prints out the activity for PW. (see Handout 34)

# Activity 9, page 78

The T explains the task and writes the example on the board.

The SS complete the exercise in PW or IW.

- 1. Van
- 2. Robot
- 3. Vase
- 4. Red
- 5. Rat
- 6. Vest
- 7. Rose

Optional: The T may use letter cards and give the SS the cards in groups, the SS unscramble and make words.

# Activity 10, page 78

The T explains the task and SS complete the task. The T then writes the poem and SS check each other's answers (peer checking).SS write their answers on sticky notes to swap and check easily. The T can print the activity for SS.

## Roses are Red

Roses are red

Violets are blue,

Sugar is sweet,

And so are you

Optional: The T may read the poem before the assigning to SS or use a youtube link (until 30 seconds):

Roses Are Red Song | Nursery Rhymes for Babies by LittleBabyBum - ABCs and 123s (youtube.com)

## Activity 11, page 78

The T plays the song several times and explains to SS what to do.

https://www.youtube.com/watch?v=7otAJa3jui8&pp=ygUVcm93IHJvdyByb3cgeW91ciBib2F0

# Row, Row, Row your boat

- 2. Row Row Row your boat,
- 1. Gently down the stream,
- 4. Merrily, merrily, merrily,
- 3. Life is but a dream.

Optional: The T asks the SS to copy the text on sticky notes or prints out the handout. (see Handout 35)

# Activity 12, page 78

This can be assigned as homework. SS may do it in their copybooks or the T prints the handout. (see Handout 36)

# Unit 3.5 Grandma's birthday

# Activity 1, page 79

The T draws a cake on the board. Then asks the SS to guess, "What is our lesson about?" SS give their answers, then the T tells them that the lesson is about Nare's grandmother. The T asks SS if they remember, "What is her name? What is her job?" The T plays the audio, pauses after each word and asks the SS to point to the picture and repeat the word.

Then the T repeats the same words in different order and asks them to point to the correct picture.

## Activity 2, page 79

The T explains that the SS need to remember as much as possible about Nare's grandmother. Then the T plays the audio, pauses after each sentence and asks the SS to repeat after Nare. The T plays the audio material again, then reads the questions for the SS so they can answer them.

## Activity 3, page 79

The T plays each question and gives SS time to answer the questions.

- 1. What day is today?
- It is Grandma's birthday.
- 2. What is grandma's name?

Her name is Nane.

- 3. Who is making the cake?
- Nare's mom is making the cake.
- 4. What is Nare doing?
- She is waiting for the cake.
- 5. Who is coming to the party?

Grandma's family, neighbors and friends.

# Activity 4, page 80

SS work individually.

The T explains the task, does one of them with the SS to guide them in the process.

- 1. Mom a cup
- 2. Aunt kettle
- 3. Dad clock
- 4. Grandpa kitten

**HA:** To make the assignment more challenging, the T may ask the SS to write the items next to the pictures.

Optional: The T prints the handout for SS to match and write on the handout. (see Handout 37)

## Activity 5, page 80

The T plays the audio, pauses and asks the SS to repeat. The T may divide SS into pairs to complete the card making part. The SS make the card, copy the text from Nare's card and decorate it. This can be a good show and tell.

# Activity 6, page 81

Then the T explains the task. The SS need to listen and match the activities to the right person. Before the listening the T goes over the phrases to make sure SS know the meaning. Then the T plays the audio, maybe more than once.

Nare: to make a cake, to make a card, to blow a candle

Rosie: to sing and to dance

Optional: The T prints the handout for SS. (see Handout 38)

# Activity 7, page 81

The SS work in pairs and ask each other: "What do you like doing during birthday parties?" Each student asks their partner and answers the same question.

Then the T asks the SS questions about their partner: "Does he like to sing?" "Does she like to dance?" and the student should answer for the partner.

# Activity 8, page 81

This is a review of numbers and a great opportunity to count. The SS look at each cake and count the candles and say ".... is X (age) years old"

- 1. Tom is 4 years old
- 2. Sam is 7 years old
- 3. Nad is 8 years old

Optional: The T may do a follow up activity SS are divided into pairs, each pair designs a cake with candles and writes a name, they show the cake to another pair and ask "How old is (name)?"

## Activity 9, page 81

This activity can be assigned as homework, SS make the card and need to say what is written on it. A small show and tell next lesson.

## Unit 3.6 The Letters B and J

# Activity 1, page 82

The T may start the lesson with a review of previously learned sounds. The T plays the audio, asks the SS to repeat and point to the correct picture.

Optional: The T brings a bag with different letter B items. Then plays the audio material and asks a student to come and get the item from the bag and put it on his/her desk.

Then the T plays the audio material again and the child holding the item pronounced shows it to the class.

#### Activity 2, page 82

The T plays the audio, asks the SS to repeat the words and sing along.

Optional: The items in the bag can be used again as well. https://www.youtube.com/watch?v=RoFz9V\_BEG4&pp=ygUJbGV0dGVyIGIn

# Activity 3, page 82

This can be done similar to Activity 1, p. 82.

## Activity 4, page 82

This can be done similar to Activity 2, p. 82.

https://www.youtube.com/watch?v=DrYSjJf0ksc&pp=ygUIbGV0dGVyIGo%3D

## Activity 5, page 83

The T plays the audio, pauses after each sentence and asks the SS to repeat.

Optional: The items in the bag can be used here as well.

# Activity 6, page 83

This activity can be completed at home or in copybooks to practice letter writing.

Optional: SS practice letter tracing or forming the letter using flour/rice/sand clay/egg shells collage, etc.

# Activity 7, page 83

This is a rhyme and the aim of the activity is for SS to move and repeat the rhyme.

The T plays the audio material and asks the SS to jump up, when it says "up" and squat down when it says "down".

<u>Optional</u>: This Activity can also be used as a tongue twister, SS repeat the sentences several times each time trying to say them faster.

# Activity 8, page 83

This assignment can be assigned as homework and the SS can also copy it in their copybooks to make it bigger and nicer. The T explains the color codes.

The word in the picture is: **boat**.

Optional: The T may print the activity as a handout. (see Handout 39)

# Activity 9, page 84

The T explains the task and SS complete it individually.

- 1. Bike
- 2. Jam
- 3. Bus
- 4. Jump
- 5. Book
- 6. Jeep

The T may review letter J and B words before doing the activity or have small cards with words and the pictures (sticky notes can also be used) then the SS come and match the picture to the word.

Optional: The T prints out the activity as a handout. (see Handout 40)

#### Activity 10, page 84

The T explains the task and plays the audio, pauses after each word giving SS time to write the words.

Example: jam

- 1. A ball
- 2. juice
- 3. A bus
- 4. A jeep
- 5. A bear

## Activity 11, page 84

This activity can also be a revision of singular and plurals, the T may remind the SS that we add S at the end of nouns to make plurals. Then the T explains the task, the SS complete individually and the T conducts a WC checking.

- 1. Books
- 2. Ball
- 3. Bear
- 4. Jet
- 5. Jump
- 6. Bus

Optional: The T prints the activity as a handout. (see Handout 41)

# Unit 3.7 The Letters L and F

## Activity 1, page 85

The T may start the lesson with a review of previously learned sounds. The T plays the audio, asks the SS to repeat and point to the correct picture.

# Activity 2, page 85

The T plays the song and asks the SS to repeat the words. https://www.youtube.com/watch?v=OAipmwVQQ58&pp=ygUlbGV0dGVylGw%3D

# Activity 3, page 85

This can be done similar to Activity 1, p. 85.

# Activity 4 page 85

This can be done similar to Activity 2, p. 85.

https://www.youtube.com/watch?v=PzK0-VSZPd4&pp=ygUlbGV0dGVyIGY%3D

## Activity 5, page 86

The T plays the audio material and asks the SS to repeat, try to read the sentences.

#### Activity 6, page 86

This activity can be completed at home or in copybooks to practice letter writing.

Optional: SS practice letter tracing or forming the letter using flour/rice/sand/clay/egg shells collage, etc.

## Activity 7, page 86

The SS do not put the pictures, but find the words and write them in the correct boxes. The T may show each picture and ask SS "What's this?" then ask a student to come to the board and write the words.

F - frog, fish, finger, fan

L - lion, lamp, legs, logs

Optional: A bingo game with the words. The T may choose to add other words to the bingo cards: Free custom bingo card generator (myfreebingocards.com)

## Activity 8, page 86

The T explains the task and asks the SS to complete the task individually, then the T conducts a WC checking.

- 1. A frog is green.
- 2. The fish is red.
- 3. A lion is big.
- 4. The lamp is on the table.
- 5. A ladybug is red and black.
- 6. This fox is orange.

Optional: The T may also do sentence races. The SS are divided into groups, then the board is divided into 3 - 4 parts, depending on how many groups there are. The T dictates a sentence from the exercise, each group member comes and writes one sentence as fast as they can. Then all the sentences are written and the T checks the answers or asks the SS to check the answers using the book.

The T may print Activities 7,8 as handouts. (see Handout 42)

# Activity 9, page 87

The T explains the task and gives SS time to complete the task.

Optional: The T has the words and the pictures on cards (sticky notes) and the SS match the pictures to the words.

1st picture - finger

2nd picture - fan

3rd picture - a lake

4th picture - a lamp

5th picture - legs

## Activity 10, page 87

This activity can be assigned as homework. SS copy the crossword into their copybooks. The T may print the crossword as a handout. (see Handout 43)

**HA:** SS may design their own crosswords.

#### Activity 11, page 87

This is a revision of singular and plural nouns, the T reviews the rule and asks the SS to work individually, they need to complete the task in copybooks.

Then the T conducts a whole class checking using the board.

- 1. Legs
- 2. Logs
- 3. Frogs
- 4. Ladybugs
- 5. Fans
- 6. Flowers
- 7. Lamps
- 8. Lemons
- 9. foxes

Optional: The T may also choose to do a running dictation, each student should run and copy one word, then the group makes it plural.

# Unit 3.8 I Can Dance

# Activity 1, page 88

The T plays the audio, pauses and asks the SS to repeat the verbs.

Optional: Action Freeze game - The T names the actions SS have to show it, if the T says "Freeze" they have to stop. The game is played several rounds to make sure SS know the meaning of the words.

<u>Optional</u>: Simon says, the T says different actions if the T mentions Simon says the SS should do it, if not the SS do not make the move.

## Activity 2, page 88

The T plays the audio material and pauses after each sentence, the SS need to repeat the sentences. The T may also ask the SS to demonstrate the action. I.E. hold an imaginary microphone - I can sing, etc.

#### Activity 3, page 88

The T plays the audio material and asks the SS to repeat the verbs, if possible the sentences. https://www.youtube.com/watch?v=Z6MpMKCt5ec

#### Activity 4, page 89

Before the T plays the audio, she instructs the class, "If it is 'Yes I can,' we tick in the air. If it is 'No, I can't' we make a sign of a cross in the air."

The T plays the audio material and asks the SS to show the tick or cross signs.

## Activity 5, page 89

PW - The T explains how the SS need to make questions, ask and answer questions similar to Activity 4. The T observes the pw and does not interfere. Then the T may ask the pairs "What can (name) do?"

## Activity 6, page 90

The T demonstrates how it should be done. The T shows the picture 0 and says, "Can it swim?" The SS should look at the tick and say, "Yes, it can." Then the SS work in pairs and ask each other about the pictures. One student shows a picture and says, "Can he jump?" The other student should look at the cross and say, "Yes he can." This is done until all the pictures are discussed. The T does not interfere, is there to observe and see if the SS are using the patterns correctly.

## **VALUE AND CULTURE**

- The SS need to look at the pictures and understand what the family is doing and how the
  boy is acting. In the 1st picture we can see that both mom and dad are angry, upset and
  the boy (Nare's brother Davit) is having fun. The SS need to say if he is helping his family.
   In the next picture the family is painting the wall and the boy is holding a brush showing that he
  is helping.
  - 2. The SS listen and choose the picture. The 1st picture shows two people arguing over a toy, in the next one they are playing together.

The T may start a discussion with SS about how they share toys, help their family, if the characters are acting correctly or not.

The T prints the handout for PW or GW. (see Handout 44)

## **UNIT 3 Review**

# Activity, 1 page 91

The T may review the vocabulary of family members and jobs before the activity.

- 1. B a dentist
- 2. A a farmer
- 3. Cacook
- 4. Ca housewife

The T can print the activity as a handout. (see Handout 45)

# Activity 2 page 91

The T explains the task and gives SS time to complete in copybooks, the T may choose to draw the family tree on the board and ask the SS to fill in the blanks on the board.

Grandmother- grandfather

Father- mother

aunt-<u>uncle</u>

Nare- **brother** 

Optional: The T prints the activity for SS. (see Handout 46)

#### Activity 3, page 92

The T explains the task and gives SS time to complete, the T may also choose to copy the activity on a board to make a WC activity.

- 1. F f frog
- 2. U u uncle
- 3. R-r-rose
- 4. V v van
- 5. L-I-lemon

- 6. E e eagle
- 7. B b ball
- 8. J j jam

Optional: The T prints the activity as a handout. (see Handout 47)

# Activity 4, page 92

The T may use the activity as an opportunity to assess SS reading skills, each student comes and reads the sentences one by one.

Optional: The T divides SS into pairs, gives each pair 2 sentences in a mixed order. Each pair needs to assemble and read the sentences.

## **UNIT 1-3 PROGRESS CHECK**

This is a wonderful opportunity to assess how much the SS remember from Part 1 of the book.

# Activity 1, page 94

The T may ask the SS names of the colors before playing the audio. SS complete the task in copybooks.

Yellow - 5

Orange - 7

Blue - 8

Red - 4

Green - 0

Brown - 2

Optional: The T prints the activity as a handout. (see Handout 48)

## Activity 2, page 94

The SS work individually, they read and complete the blanks.

- 1. Gym
- 2. Pen
- 3. Ant
- 4. Music
- 5. Mom

# Activity 3, page 95

The SS work individually.

- 1. Rabbit
- 2. Duck
- 3. Snake
- 4. Cat
- 5. Egg
- 6. Hippo

# Activity 4, page 95

The T explains the task, the SS need to read and choose the correct picture.

1. She is a dentist. - B

- 2. It can swim. A
- 3. He is a farmer. C
- 4. A sad king sings. B
- 5. The cat is under the box. C

# Activity 5, page 96

The T explains the task, the SS need to look at the tick or cross and the item to make complete sentences. The SS can do a PW here, they write the sentences in the copybooks.

- 1. Jack doesn't have a bag.
- 2. Nare doesn't have a ruler.
- 3. Nare and Rosie have a pencil.
- 4. Teo has a dog.
- 5. Ms. White doesn't have a cat.
- 6. Ming doesn't have an apple.

# Activity 6, page 96

PW - One student points to the picture and the other looks at the pictures and needs to say what each character can and cannot do.

- 1. Rosie can play the guitar.
- 2. Nare cannot swim.
- 3. Jack cannot play the guitar.
- 4. Teo can play football.
- 5. Ms. White can play chess.
- 6. Ming cannot sing.

The SS' answers may vary depending on how they see the pictures. I.E. Ms. White can teach, speak English.

## Activity 7, page 97

The T revises the question words before the activity, may even practice similar questions.

- 1. What color is it?
- 2. How old are you?
- 3. When do we have chess?
- 4. How are you?
- 5. What time is it?

# Activity 8, page 97

PW - The T divides SS to pairs and explains the task, the T lets the SS practice and observes the pair work.

# Activity 9, page 97

The SS need to look at Nare's family tree and tell as much as they remember.

All the information can be found in Unit 3.1 (Activity 2, p. 66).

The T may print the activity for SS as a handout. (see Handout 66)

## Activity 10, page 98

The T explains to the SS how they need to complete the activity and that V means favorite and X not favorite. The T points out the examples to help the SS.

PW - SS look at the timetable and name the characters' favorite subject.

- 1. Jack's favorite subject is Math. His favorite subject is not P.E.
- 2. Nare's favorite subject is Chess. Her favorite subject is not music.
- 3. Rosie's favorite subject is music. Her favorite subject is not P.E.
- 4. Teo's favorite subject is P.E. His favorite subject is not Math.
- 5. Ming's favorite subject is English. His favorite subject is not art.

## Activity 11, page 98

The T explains that the SS need to choose one person from the class and try to fill in the information. Then when they complete, they can move around to ask the person if their answers were right.

Optional: Ss write their answers on sticky notes or the T prints out the activity as a handout. (see Handout 49)

# Activity 12, page 98

These are riddles, the T may choose to read and explain each one to the class.

- 1. Library
- 2. Pink
- 3. Hayk

# Activity 13, page 99

The SS work in pairs or groups and come up with a riddle about a word from Units 1-3. When each pair/group is done they come read their riddle and the class answers.

Optional: SS write their riddle on a paper, make a paper ball and start "playing snow ball" then each group catches one ball and reads the riddle and tries to guess.

# Activity 14, page 99

The T plays the audio material and pauses after each conversation. Then the T may ask questions. I.E. "What's Teo's mom's name/job?", "What's Nare's favorite day of the week/why?"

## Activity 15, page 99

The T divides SS into groups. Each group comes up with a similar conversation and acts it out. The T does not interfere, only if asked to help the SS with phrases.

# Self-Assessment (page 100)

At the end of each Unit, the ss assess themselves. After doing revision units, the T asks the ss to open p 98 and explain the assessment. In order to do the assessment, the T may choose to have already prepared emoji faces printed out or drawn on paper circles or use three color papers, green, yellow, red. The T reads or explains the assessment criteria SS show either the color card or emotion card.

Optional: The T may choose to divide ss into groups to do the self-assessment using the cards.

# PART 2

# **UNIT 4: AT HOME**

**Vocabulary:** Rooms, things in the room, house chores **Grammar:** There is.../There are...; This/that/these/those

Letters: W, X, Y, Q, Z

Objectives: identify different rooms in the house, talk about their room, name, read and write the letters W,X,Y,Q,Z, talk about house chores, talk about their things using "This/That/These/Those", read and act out "Three Little Pigs."

Value and Culture: Taking care of your house and your room.

# Unit 4.1 My House

# Activity 1, page 3

The teacher may choose to bring a picture of the house or draw one on the board.

Then the teacher plays the audio and points to the words on the picture/board or on the book. The students need to repeat and point to the pictures in their books. The teacher may then say the words in random order so the ss show the correct picture.

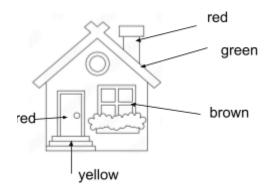
## Activity 2, page 3

The teacher plays the audio and asks the students to point at the items mentioned from Activity 1.

**House Song (youtube.com)** 

## Activity 3 page 3

The teacher explains the task, the students need to listen and color the house parts. The teacher may assign students to do it in their copybooks.



## Activity 4, page 4

The teacher explains the tasks and plays the audio. The teacher pauses after each word to give SS time to complete the task.

- 1 door
- 2. stairs
- 3 chimney
- 4. window
- 5. house

## Activity 5, page 4

The teacher plays the audio, pauses for students to repeat.

# Activity 6, page 4

The teacher explains that ss need to listen again and choose which house is Rosie's. The answer is the middle one, because it is big, has a garden and green roof.

# Activity 7, page 5

PW. SS do the activity using the Activity 5 model, the teacher observes and does not interfere. The teacher may approach different pairs and ask questions about their partner's answers.

## Activity 8, page 5

The students need to repeat and point to the pictures in their books. The teacher may then say the words in random order so the ss show the correct picture.

Optional: The teacher may prepare flashcards for the lesson and use the flashcards. The flashcards can be used both for this activity and later in the unit as well.

**ESL-Kids - ESL Flashcards | Rooms** 

# Activity 9, page 5

The teacher explains the task, the house items should be labeled by the room they can be found in.

- 1. Bathroom
- 2. Kitchen
- 3. Bedroom
- 4. Living room

- 5. Study
- 6. Hall

# Activity 10, page 6

The teacher explains the task and plays the audio, the teacher pauses after each one to give ss time.

- 1. Teo
- 2. Ming
- 3. Jack
- 4. Nare

The teacher may ask follow up questions like What is Teo doing in the living room? Why is Nare in the kitchen?, etc.

# Activity 11, page 6

The teacher plays the audio, pauses so the students can repeat them. The teacher may ask follow up questions like "How many bedrooms are in Teo's house? What's Teo's favorite room? Why?"

# Activity 12, page 6

PW similar to Activity 7 p 5

<u>PROJECT/optional:</u> MY HOUSE SS make a poster about their house using any material that can be recycled. The teacher can guide them what recyclable means (paper, plastic, etc.) This can be assigned as homework or a GW (in case of GW the students make their dream house)

# **Unit 4.2 My Room**

## Activity 1, page 7

The T may start the lesson with revision of parts of the house and rooms (the flashcards of Activity 8 will be useful here)

The T plays the audio material and asks the SS to point and repeat.

# Activity 2, page 7

My room vocabulary song in English for kids. Furniture, pets, objects. Learning songs. (youtube.com)

The T plays the audio material and asks the SS to repeat. The T may ask what things there are in the room from the song.

## Activity 3, page 7

Ss read the sentences and match them to the picture. The T tells the SS to pay attention to the details: toys,pictures, guitar, books, etc.

- 1- b
- 2- c
- 3-d
- 4-a

## Activity 4, page 8

The T plays the audio material and asks the SS to repeat/read with the audio. The T may ask the SS to read the text after the audio material is played. The T explains the meaning of the word "tidy" and shows the picture of the room and asks if the SS think it is tidy. The T may show other pictures of rooms as well or point to the classroom and ask "Is the classroom tidy?"

## Activity 5, page 8

The T explains the task, then plays the audio material again.

- 1. X There is no computer in Nare's room.
- 2. V
- 3. X The walls are pink.
- 4. X There are no toys on the bed.

The T may ask the SS to explain the answers.

# Activity 6, page 8

The T plays the audio, pauses after each person because the descriptions are long and SS need to look at the pictures carefully to choose. The T may ask "Why is this Teo's/Rosie's /Ming's room?"

- 1. Teo
- 2. Ming
- 3. Rosie

## Activity 7, page 9

The T plays the audio material again, pauses after each person. The SS work individually. The T does a WC checking afterwards asking SS to justify their answers.

- Rosie's room is red- X (It's pink)
- Ming's room is tidy- V
- Teo's room is tidy-X (There are toys near the bed./ on the carpet)
- Rosie has a guitar in her room X (there is no guitar in her room)
- Ming has a computer in his room. (X there is no computer in his room )
- Teo's room is green. X (It's blue)

# Activity 8, page 9

SS need to ask and answer each other about their rooms. The T may write some of the questions on the board to help them:

- 1. Is the room big?
- 2. What colors are the walls?
- 3. What things are there in the room?
- 4. Is there a window?
- 5. Is the room tidy?

## Activity 9, page 9

The T can copy the Activity on the board so the SS see how they should do it. The SS work individually.

Differentiation: HA and EF are given more words/expressions to write sentences: colors (white, blue, green, yellow, pink), next to, between, in front of, etc.

My windows— are/aren't — SS add their options

My walls are/aren't

My bed is/isn't

# Activity 10, page 10

Similar to Activity 9, p. 9

Differentiation: Similar to Activity 9 p 9

# Activity 11, page 10

This can be assigned as homework.

Optional: The T may print the word search puzzle. (see Handout 51)

## Activity 12, page 11

PW. The T explains that SS need to write sentences about the room using There is/are/isn't/aren't

The T may provide an example.

There are books in the room/on the shelf.

There isn't a guitar in the room.

# Activity 13, page 11

This can be assigned as homework, SS draw their dream room and there is a short show and tell.

# Unit 4.3 The Letters W and X

# Activity 1, page 12

Similar to Activity 1, page 1

# Activity 2, page 12

The T plays the song, asks the SS to repeat the words from Activity 1. https://www.youtube.com/watch?v=jJ9zokXKszM&pp=ygUNbGV0dGVyIHcgc29uZw%3D%3D

# Activity 3, page 12

Similar to Activity 1, page 12

## Activity 4, page 12

Similar to Activity 2, page 12

https://www.youtube.com/watch?v=\_eXZ2w\_Ent4&pp=ygUNbGV0dGVyIHggc29uZw%3D%3D

# Activity 5, page 13

The T plays the audio, asks the SS to repeat or read the sentences.

# Activity 6, page 13

This activity can be completed at home or in copybooks to practice letter writing.

Optional: SS practice letter tracing or forming the letter using flour/rice/ sand/ clay/egg shells collage/ etc.

# Activity 7, page 13

The T explains the task. The SS are familiar with such activities already.

- Water
- 2. Whale
- 3. Fox
- 4. Wolf
- 5. fix

## Activity 8, page 13-14

The SS read and tick the correct picture.

- 1. 2nd picture
- 2. 2nd picture
- 3. 2nd picture
- 4. 1st picture
- 5. 1st picture

# Activity 9, page 14

The SS work individually then the T asks SS to come and write the words on the board.

Optional: Spelling game, the T asks the SS to spell the words from activity 9, maybe other words as well.

## Activity 10, page 14

This activity can be assigned as homework.

Optional: The T may print the word search puzzle. (see Handout 52)

#### **Unit 4.4 House chores**

# Activity 1, page 15

The T may ask SS what things they do in the house before playing the audio. Then the SS give answers (even in Armenian) the T writes all them on the board. Then the T plays the audio material, pauses after each word, asking SS to repeat and point to the picture.

## Activity 2, page 15

The T explains the task and plays the audio material. The T pauses after each sentence so SS have time to tick or cross.

- 1. X
- 2. V
- 3. V
- 4. V
- 5. V
- 6. V
- 7. V
- 8. V

The only thing she doesn't do is cook.

Optional: The T may print the task for SS. (see Handout 53)

# Activity 3, page 16

The T plays the audio material with questions. The T may need to play the previous file before doing the activity.

- 1. Sunday
- 2. Making her bed, tidying, cleaning her room, feeding her turtle, buying bread, setting the table and taking out the trash
- 3. She likes feeding her turtle and buying bread
- 4. She hates cleaning her room and taking out the trash

# Activity 4, page 16

The T explains the task and asks the SS to work in pairs. The T may need to play the audio material several times, pausing for SS to have time to do it. The teacher may print the Activity for the SS. (see Handout 54)

YES/NO	Taking out the trash	Making the bed	Tidying	Cooking	Cleanin g	Buying bread	Setting the table	Feeding the (pet)
Jack	v	v	V	х	V	х	х	V
Тео	х	v	V	х	V	v	х	х
Ming	v	v	V	х	V	х	х	х

# Activity 5, page 16

PW SS ask and answer similar questions to Activity 4. The T may help by pointing them to Activity 1 p 13 words.

# Activity 6, page 17

PW SS look at the pictures and say what chores Rosie does. The SS can also point at pictures and ask "What chores does Rosie do on Monday?etc" or "What day does Rosie set the table?"

# Activity 7, page 17

PW. Ss write all the chores that characters do and the T conducts a whole class checking. The T may print the Activity as a handout. (see Handout 55)

**Nare**- making the bed, cleaning, tidying, buying bread, setting the table, feeding the pet, taking out the trash

**Rosie-** making the bed, cleaning, tidying, buying bread, setting the table, feeding the pet, taking out the trash

Ming- making the bed, cleaning, tidying, taking out the trash

**Jack**- taking out the trash, making the bed, buying bread, cleaning, tidying, feeding the pet **Teo**- making the bed, buying bread, cleaning, tidying

#### Activity 8, page 17

This can be assigned as homework and the SS do a short show and tell the next lesson.

# Unit 4.5 The Letter Y

# Activity 1, page 18

The T starts the lesson by explaining to the SS that y has 2 sounds (in the book they learn only 2 sounds of y). The T explains that at the beginning the sound is /j/ and that at the end of words it has sound /i/. Then the T plays the audio material, pausing and asking SS to repeat. The T writes the word YUMMY and asks the SS to pay attention as it has both /j/ at the beginning and at the end it has /i/ sound.

Optional: The T may instruct SS before the audio material is played that if the word has /j/ sound they need to show thumbs up and /i/ thumbs down. This will activate SS and they will be more engaged.

# Activity 2, page 18

https://www.youtube.com/watch?v=bZC3a6GnwTo&pp=ygUNbGV0dGVyIHkgc29uZw%3D%3D

The T plays the audio, and asks the SS to sing along.

Optional: The T can use the thumbs up/down method here as well.

#### Activity 3, page 18

SS listen and repeat the sentences, the T may ask them to read the sentences. The T may ask about other objects from Activity 1.I.E. "What is this?" "It's a yarn", "what color is it?" "It's pink!".

Optional: SS do a PW, they point to a word from Activity 1 and ask questions about them similar to what the T does.

#### Activity 4, page 18

This activity can be completed at home or in copybooks to practice letter writing.

Optional: SS practice letter tracing or forming the letter using flour/rice/ sand/ clay/egg shells collage/ etc.

### Activity 5, page 19

The T may print/ make cards with the words and ask the SS to match them or do the activity in the books.

- 1. Yarn
- 2. Funny
- 3. Teddy
- 4. Young
- 5. Yummy

# Activity 6, page 19

The SS work individually and the T checks them in WC manner.

<u>Optional:</u> The T may write the sentences on sticky notes and put them in different parts of the classroom. Then the T picks several SS and tells them the sentence and they need to find it. This can be done in 4 rounds/ 4 sentences.

#### Activity 7, page 20

SS listen and do the activity clapping everytime they hear the word YELLOW. The song lyrics given in the book (chorus) starts at <u>0:37</u> seconds of the video attached.

https://www.youtube.com/watch?v=oPNhhXGNkLE

Optional: SS can make yellow submarines and make them "swim", while listening, when they hear the word "yellow" they make their submarines swim.

# Unit 4.6 This/That/These/Those

### Activity 1, page 21

The T may choose to take objects and show the usage of this and that before playing the audio. I.E. The T holds a pen and says This is my pen, then the T shows a pen that is far from her/him and says That is my pen.

The T plays the audio, pauses and shows the SS how the cat is near Jack in the 1st picture and far in the 2nd picture.

The T may ask SS to show this/that similar to how she/he did before the audio.

# Activity 2, page 21

SS work individually, they fill in the blanks with this/that

1. This

- 2. This
- 3. That
- 4. That
- 5. That
- 6. This

# Activity 3, page 22

SS look at the picture, before listening to the audio, the T asks "This lamp/ that lamp? This globe/that globe?"

Then the T plays the audio material and they check their answers.

# Activity 4, page 22

SS work in pairs and do a similar conversation. They take different things and show to each other, they are allowed to move the things around in the classroom to show this/ that.

### Activity 5, page 22

Then the T plays the audio material and asks the SS what's the difference between This/These and That/those. The SS need to point out that these is used with plurals (it's natural for them to explain this in their mother tongue, but it is important for them to have opportunities to practice analytical thinking )

## Activity 6, page 23

SS look at the pictures and write not only this/that but also the word the picture shows.

- 1. That fox
- 2. This plant
- 3. This window
- 4. That door
- 5. This bed
- 6. That mirror

# Activity 7, page 23

SS make the words from Activity 6 plural using these/those and adding s/es at the end of the word. The T shows the example and emphasizes that not only <u>this</u> changed into <u>these</u> but also <u>pen</u> into pens.

- 1. Those foxes
- 2. These plants
- 3. These windows
- 4. Those doors
- 5. These beds

#### 6. Those mirrors

### Additional exercises/ handouts for HA and EF:

This that these those - exercises (agendaweb.org)

# Unit 4.7 The Letters Q and Z

## Activity 1, page 24

The T starts the lesson with revision of all the previous sounds, can be a short bingo game or the T uses cards with the letters. The cards are on a desk face down and the SS approach, open the card, name the letter and say words that start with the letter.

Then the T plays the audio material and asks the SS to repeat. The T pauses after each word so SS can point and repeat.

### Activity 2, page 24

Ss listen and sing along, the T asks the SS to repeat the words from Activity 1. https://www.youtube.com/watch?v=ni6kpkaWyOI&pp=ygUNbGV0dGVyIHEgc29uZw%3D%3D

# Activity 3, page 24

Similar to Activity 1, page 24

# Activity 4, page 24

Similar to Activity 2, page 24

https://www.youtube.com/watch?v=cR6N3jwfCXg&pp=ygUNbGV0dGVyIHogc29uZw%3D%3D

### Activity 5, page 25

Similar to Activity 3, page 18

## Activity 6, page 25

Similar to Activity 4, page 16

## Activity 7, page 25

The SS work individually, they listen and number the pictures.

- 1. zero
- 2. a queen
- 3. a zoo
- 4. a zipper
- 5. quick

#### Activity 8, page 25

The T explains that the pictures are codes for words. The decoded text

The quiet queen is in the zoo. She wants to see a zebra, but the zebra is sleeping. She wants to see a bear, but the bear is sleeping. She wants to see a lion, but the lion is sleeping, too. Is this really a good zoo?

Optional: The T may code other similar texts for SS to practice reading or find some here: Free reading rebus stories online for kids and Ts (dailyenglish123.com)

# Activity 9, page 26

This can be assigned as homework.

The T may print the crossword for the SS as a handout. (see Handout 56)

# Activity 10, page 26

SS first listen and repeat the sentences, find and underline the letters q and z and then they read the sentences. These sentences can also be tongue twisters, the SS read them many times to do it fast.

# **Unit 4.8 Three Little Pigs**

#### Activity 1, page 27

The T may start the lesson by asking the SS if they know the story or can guess which story it is. Then the T plays the audio material, pauses and asks the SS to repeat.

# Activity 2, page 27-28

The SS listen to the story. The T may choose to do a guided reading session, reading the story using different voices and intonations. The T may ask the SS to read some parts.

## Activity 3, page 28

The SS need to number the pictures according to the story.

1st should be the 2nd picture with 3 pigs building

2nd should be the straw house

3rd the brick house

4th the wolf on fire

## Activity 4, page 28

The T plays the audio material and pauses after each sentence so the SS complete them.

- 1. Pete builds a house from straw.
- 2. Pete runs to Tom's house.
- 3. Pete and Tom go to Bob's house.
- 4. Wolf huffs and puffs and blows the house down.
- 5. Bob has the best house.

Optional: SS fill in the blanks and then check their answers by listening.

### Activity 5, page 29

The SS work in pairs and find the differences. There are 5 differences. The T may print the activity as a handout for SS to circle on. (see Handout 57)

- 1. The size of the cloud
- 2. The color of the flowers in the trees
- 3. The number of flowers in the field.
- 4. The color of the scarf
- 5. The size of the spot on the smallest pig

# Activity 6, page 29

**Option 1:** SS do a puppet show, the T may be the narrator and the SS just show the puppets.

**Option 2:** SS are assigned roles, each student acts according to the role assigned. One of the SS can be the narrator. The T conducts the role play. (see Handout 58)

#### **VALUE AND CULTURE**

- The SS look at the pictures and talk about which room is tidy.
   The 1st picture shows a tidy room and the 2nd one does not, the T can ask the SS why they think the 1st picture is tidy.
- 2. The SS look at the pictures, listen and tick the correct picture. A is the correct answer. The Ss can discuss what they do to help their family members and take care of the house.

### **Unit 4 Review**

#### Activity 1, page 30

Before the listening the T reviews the vocabulary with the ss. The T plays the audio material and then pauses after each sentence.

- 1- c
- 2- c
- 3-a
- 4-b

# Activity 2, page 30

The SS look at the picture and label the pictures

- 1. Bathroom
- 2. Study
- 3. Living room
- 4. Kitchen
- 5. Bedroom
- 6. Hall

### Activity 3, page 31

The SS fill in the blanks and then match it to the pictures

Door

Roof

**Stairs** 

Window

Garden

### Activity 4, page 31

The T explains the task and SS match the pictures, the T asks the SS to write the words.

W-W- wolf

X-x- ox

Y-y- yellow

Z-z-zipper

Q-q- quick

### Activity 5, page 32

The T explains the task, the SS match the picture to the sentences.

Optional: Jigsaw pictures. The T prints and cuts the pictures into pieces. Each group has the pieces and then they assemble the picture and try to find which sentence it is from the Activity. (see Handout 51)

#### **UNIT 5: ANIMALS**

Vocabulary: Wild animals, farm animals, pets, body parts, numbers 1-20 (spelling)

**Grammar:** Comparative and superlatives Object pronouns Verb+ing like/love/hate

Objectives: name different wild animals, compare animals by how they look and what they do, talk about their pet, use superlative form of the adjectives, talk about what their pet loves, likes and hates, talk about farm animals, talk and write about their favorite animal.

Value and Culture: The importance of being kind to animals.

#### Activity 1, page 34

Before the audio material is played the SS try to name as many animals as they can.

The T can ask the SS to look at the picture on p 32 to name the animals.

Then the T plays the audio material and asks the SS to repeat the names of the animals.

## Activity 2, page 35

The SS look at the pictures and tick which animals Ms. White talked about. This is an opportunity to name the animals they already know.

- 1. Hippo V
- 2. ElephantX
- 3. Lion-V
- 4. Zebra- X
- 5. Monkey- V

# Activity 3, page 35

SS listen and fill in the blanks.

- 1. Parrot
- 2. H<u>i</u>ppo
- 3. Cheetah
- 4. Crocodile
- 5. Rh<u>i</u>no
- 6. Snake

Optional: Memory game with animal names. The T may cut animal pictures for an offline game or use the link. ALPHABET - Memory Game - Matching pairs (wordwall.net)

# Activity 4, page 35

The T explains the task, the SS complete the task individually.

- 1. Lion
- 2. Snake
- 3. Hippo
- 4. Parrot
- 5. Crocodile
- 6. Rhino

# Activity 5, page 35

Ss review numbers and practice counting.

- 1. Three bears
- 2. Two monkeys
- 3. A rhino
- 4. Four parrots
- 5. Five snake

## Activity 6, page 35

The T plays the audio material and pauses after each dialogue and gives SS to write the answers.

Nare- Elephants

Jack- Bears

**Teo**- tigers

## Rosie-giraffes

Ming- monkeys

# Activity 7, page 36

This activity is kind of guessing and SS give their own answers. This can be done by PW/GW then each pair, group presents their ideas. The T may print the activity as a handout for SS. (see Handout 59)

# Activity 8, page 36

Ss check their answers and correct them. Then they can discuss which ones were more surprising for them.

	sing	swim	climb
parrot	V	х	v
hippo	Х	V	х
crocodile	х	V	V
monkey	Х	V	V
elephant	х	v	v

# Activity, 9, page 36

This is again guessing, SS may work in pairs. Then the T conducts a whole class checking and discussion.

- 1. Can
- 2. Can
- 3. Can
- 4. Cannot
- 5. Can

# Activity 10, page 36

This activity can be assigned as homework.

# **Unit 5.2 Bigger and Smaller**

## Activity 1, page 37

Before the activity the teacher brings two objects that are different in size or draws two objects of different size.

The teacher plays the audio and points to the pictures. Then asks the students to point and repeat.

## Activity 2, page 37

# https://www.youtube.com/watch?v=Zha6AR-yeMQ

Students listen and repeat the words from activity 1. The teacher encourages students to sing along.

# Activity 3, page 37

Before playing the audio, the teacher may ask ss to compare the animals in the pictures.

The teacher plays the sentences and pauses after each one.

- 1. The giraffe is taller than the elephant. / the 1st picture/
- 1. The tiger is faster than the mouse. / 1st picture/
- 2. The turtle is slower than the monkey. /2nd picture/

# Activity 4, page 38

The teacher explains the task. The ss work individually, the teacher may copy the sentences on the board to check how well the wc is reading.

## Activity 5, page 38

The ss fill in the blanks with the words that are shown.

Then the ss practice reading and reciting the poem.

An <u>elephant</u> is heavier than me. It's slower than a <u>cheetah</u> or a <u>bee</u>. It's bigger than a <u>mouse</u>. But it's smaller than a <u>house</u> And it cannot sit on a <u>tree</u>.

#### Activity 6, page 38

The teacher plays the audio, pauses and discusses each sentence with the ss.

#### Activity 7, page 39

The ss read the text and underline comparatives, write sentences. This can be done in pairs.

- 1. Stronger
- 2. Taller
- 3. Shorter
- 4. Slower
- 5. Faster (already underlined)

### Activity 8, page 39

Ss read the dialogues and fill in the blanks with the correct words. The teacher can help the ss by showing that the answer helps to understand which word is missing.

- 1. faster
- 2. Stronger
- 3. Taller
- 4. slower

## Activity 9, page 40

SS work in pairs, each pair asks and answers questions about animals using comparative. The teacher may provide some sample questions.

What animal is faster?/slower/ etc.

## Activity 10, page 40

PW, Each pair needs to look at the picture, choose 2 animals to compare. The ss write the sentences in their copybooks.

# Unit 5.3 My Pet

# Activity 1, page 41

The T plays the audio, pauses and asks the SS to repeat. Then says the words in random order for SS to point to the correct picture.

Optional: Game/Pet/ Wild animal- The game is the following: the T says a name of an animal if it is wild SS make a roar, if it is a pet, they purr.

#### Activity 2, page 41

Do You Have A Pet? 
☐ | Animal Song | Wormhole Learning - Songs For Kids (youtube.com)

SS listen and repeat the words from activity 1. The T encourages SS to sing along.

# Activity 3, page 41

The T plays the audio, pauses after each conversation so SS can repeat.

The T may ask questions like "What's Rosie's pet?/ What's Nare's pet? What's its name?, etc."

#### Activity 4, page 42

SS do a PW, each pair asks and answers questions similar to Activity 3 p 39. The T does not interfere but may ask questions about each student's partner.

## Activity 5, page 42

The T explains the task. The SS need to choose which animals can be pets and which cannot and give reasons why. If the SS are not able to give reasons, at this stage of learning it is normal.

- A. A snake cannot be a pet. It can kill you/ it is poisonous/ it is wild.
- B. A parrot can be a pet, it can talk with you, sing with you
- C. A monkey cannot be a pet, it is wild, it can run away.
- D. A tiger cannot be a pet. It is too big, it can kill you. It is wild.
- E. A mouse can be a pet, it is small.
- F. A turtle can be a pet, it is not dangerous.

The answers may be different because in some cases these animals are pets, but it is important for the SS to be able to explain why the animal can/cannot be a pet.

# Activity 6, page 42

The T plays the audio, pauses for SS to write the answers.

Nare-turtle

- 1. Teo-dog
- 2. Jack-fish
- 3. Ming-bunny

# Activity 7, page 43

Similar to Activity 8, page 37

### Activity 8, page 43

The SS listen or read the Activity 7 again and do the activity individually.

- 1. Slower
- 2. Bigger
- 3. Smaller
- 4. Faster

The places of 1,3 and 2,4 the answers can be switched

# Activity 9, page 44

PW SS look at the pictures and compare the animals. The T may provide some examples. The bunny is smaller than the dog.

#### Activity 10, page 44

The T plays the audio, pauses for SS to fill in the blanks.

- 1. Turtle
- 2. Mario
- 3. One
- 4. Feed

- 5. Cute
- 6. Pocket

# Activity 11, page 44

SS listen and check

# Activity 12, page 44

The SS listen and answer the questions from the text.

- 1. Mario
- 2. Once a day/in the morning
- 3. One year old
- 4. Because he is cute

## Activity 13, page 45

The T explains to the SS the objective pronouns, writes the sentences on the board, underlines them and explains how the words are replaced.

Then the T assigns the SS to complete the activity individually. The T explains that if the animal has a name we can use he/she/him/her to identify them.

- 1. Rosie loves them
- 2. Ming feeds it.
- 3. Jack feeds him.
- 4. Rosie plays with her.
- 5. Mr. Wright walks with him.

### Activity 14, page 45

The Ss complete the task in pw. Then the T checks the task in WC manner.

- 1. Teo walks with it
- 2. Nare plays with him
- 3. Rosie sings for it
- 4. Jack feeds it in the morning
- 5. Mr. Wright walks with them in the park

Optional: The T divides SS to 5 groups, in each group SS are given cards with words from the Activity 14 sentences. The SS need to take the words and stand in the correct order to make a sentence.

## Activity 15, page 45

This can be assigned as homework and the next lesson starts with a short show and tell.

# Unit 5.4 Who is the biggest?

# Activity 1, page 46

The T starts the lesson by reviewing comparative degrees of adjectives, drawing or showing 2 objects of different size/shape. The SS need to make a sentence about these objects. Then the T adds one more object which is bigger than the rest. Then the T plays the audio, asks the SS to repeat and points to the pictures.

#### Activity 2, page 46

The SS listen to the sentences, the T pauses after each one and asks the SS to repeat.

The T may ask the SS to observe their class and see if they can make comparatives/superlatives about things in the classroom.

## Activity 3, page 46

The SS look at the pictures of the animals and make sentences using the adjective given. The T checks the answers.

## Activity 4, page 47

Before the activity the T may ask SS what they remember about Nare's family and write the answers SS give on the board.

Then the T plays the audio material, pauses and asks SS questions to check comprehension. The T may ask the SS to read the text as well.

### Activity 5, page 47

SS listen and answer the questions.

- 1. Nare is older than her brother
- 2. Nare's dad is the oldest in the family
- 3. Nare's pet Mario is the youngest in the family.
- 4. Nare is taller than her brother.
- 5. Nare's dad is the tallest in the family
- 6. Nare's brother is the shortest

# Activity 6, page 47

The T plays the audio material and pauses after each sentence asking SS to repeat. Then the SS V and X the ss. The T asks the SS to justify their answers.

- 1. X she is older than his dad
- 2. V
- 3. V
- 4. X his grandpa is the oldest
- 5. X Teo's dog is older

#### Activity 7, page 48

The SS do a pw, the T observes and does not interfere. The T may help the SS with some questions. "How old is your mom? Who is older, your mom or dad?", can be written on the board.

# Activity 8, page 48

SS work in pairs, look at the information and make the sentences. The T explains that the SS should also remember the information they learned about Nare's, Jack's and Teo's families. The T may review the information before the activity.

The SS answers may vary in order.

- 1. Rosie is not the youngest in the family
- 2. Rosie's sister is the youngest in the family.
- 3. Rosie's mom is not the oldest in the family.
- 4. Rosie's dad is the oldest in the family.
- 5. Ming is the youngest in the family.
- 6. Ming's dad is the oldest in the family.
- 7. Ming's mom is not the oldest in the family.
- 8. Teo's dog is the youngest in the family.
- 9. Jack's fish is the youngest in the family.
- 10. Nare's turtle is the youngest in the family

<u>Differentiation:</u> **HA** and **EF** can be assigned to compare Nare's and Rosie's families or Nare's and Ming's or any other characters which they have not done and write sentences about the families using comparative and superlative adjectives.

#### Activity 9, page 48

This can be assigned as homework.

## **Unit 5.5 Body Parts**

#### Activity 1, page 49

Before the start of the activity the T may draw an animal and human and draw arrows near the body parts. The T challenges the SS to name as many body parts as they can.

Then the T plays the audio, pauses after each word and asks the SS to show the body parts on them if possible.

### Activity 2, page 49

The T plays the song and encourages the SS to move the body parts as much as possible. Body Parts Song for Kids - This is ME! by ELF Learning - ELF Kids Videos (youtube.com)

### Activity 3, page 49

The T plays the audio material and pauses for SS to repeat. The T may ask, "How many eyes do elephants have? Are they big or small?", etc.

## Activity 4, page 50

SS need to come up with sentences about the animals in the pictures. This can be assigned as both IW and PW. The SS may talk about how many legs, eyes, ears the animals have, are they big or small, etc.

# Activity 5, page 50

This activity can be assigned as homework. The T may print the activity as a handout for SS to write on. (see Handout 60)

# Activity 6, page 50

The T may ask the SS to name the body parts, then the SS complete the task and the T checks in WC manner

- 1. Tail- Pig
- 2. Wing- Parrot
- 3. Ear- Elephant
- 4. Paws-Lion
- 5. Eyes- crocodile

# Activity 7, page 51

The T explains to the SS that this is a riddle they need to guess the animal. If SS give other answers the T should ask them to explain their answer. HORSE

# Activity 8, page 51

Similar to Activity 7, page 49, SS work in pairs.

- 1. Elephant
- 2. Zebra
- 3. Mouse

If the SS answer 2. panda and 3. rat, explain that pandas are not fast, in the case of <u>rat</u> it is a good alternative.

## Activity 9, page 51

This can be assigned as homework. The next lesson can start with the ss' riddles.

# Unit 5.6 My Pet's Likes & Dislikes

# Activity 1, page 52

Before the start of the activity the T asks the class what they can remember about Nare's pet turtle. SS should be able to say its name and age, maybe also that it is slower than Rosie's hamster and that Nare feeds it in the morning.

Before the audio material is played the T also explains hand gestures for love/like/hate, if they hear the word love, they need to show a heart, like thumbs up and dislike- thumbs down. Then the T plays the audio, pauses and asks the SS "What does Mario like/love/hate doing?"

### Activity 2, page 52

The T plays the audio, and SS listen and show the emotion with hand gestures, then SS fill in the blanks.

- 1. He loves swimming
- 2. He likes sleeping in the afternoon
- 3. He hates jumping in the water

## Activity 3, page 52

The T draws ss' attention on the grammar rule of using love/like/hate and another verb. The SS listen and repeat. The T may ask the SS to make a sentence on the spot, I love....

Optional: The T may say a sentence without using love/like/ hate SS show which word should be in the sentence by using the hand gestures. For example, I .... watching films. Mario... running after the ball, etc.

#### Activity 4, page 53

The T asks the SS what they can remember about Rosie's pet, what animal it is? What is its name, is it older than Nare's turtle? Etc.

Then the SS listen and read the text.

## Activity 5, page 53

The T explains the task and asks the SS to work individually.

- 1. b Sleeping
- 2. C Running
- 3. B hearing loud noises

The T may ask what else does Polly love doing? SS should answer eating.

## Activity 6, page 53

The T asks the SS what they know about Ming's or Mr. Wright's pet.

Then the T plays the audio. The T may pause or choose not to pause but play the audio material twice.

- 1. Ming
- 2. Ming
- 3. Mr. Wright
- 4. Mr. Wright
- 5. Ming

# Activity 7, page 53

SS do a pair work, they ask and answer what their pet loves/likes/hates doing or what they love/like/hate doing with their dog?

# Activity 8, page 53

This can be assigned as homework.

#### **Unit 5.7 Farm Animals**

## Activity 1, page 54

The T plays the audio, pauses and asks the SS to repeat the words.

Optional: Before the start of the lesson the T may prepare cards with wild animals and pets. The SS need to use the cards and play Crosses and Noughts game. One person is the cross (wild animal )the other the nought (pet). The T makes the template on the board, the SS use the pictures to make the line. The game is over when the student completes a line. The aim of the game is to reinforce the previous vocabulary, SS need to name the animals when making the move and say if it is wild or pet.

# Activity 2, page 54

- 1. Oink oink- C- pig
- 2. Woof- woof- B- dog
- 3. Quack-quack- A- duck
- 4. Moo- F- cow
- 5. Neigh- neigh- E- horse
- 6. Baah- D- sheep

Optional: The T may play the song before the activity

https://www.youtube.com/watch?v=\_6HzoUcx3eo&pp=ygUZb2xkIG1hY2RvbmFsZCBoYWQgYSBmYXJtIA%3D%3D

## Activity 3, page 55

The SS look at the picture, listens and tick the correct sentences, the T asks the SS to explain the X sentences.

- 1. X There are four pigs on the farm
- 2. V
- 3. V

- 4. X there are five goats on the farm
- 5. X There are three chickens on the farm.

# Activity 4, page 55

The SS look at the pictures and write what they cannot see, the T provides the example and helps the SS understand what animal they cannot see.

- 1. There isn't a sheep on the farm
- 2. There aren't chicks on the farm
- 3. There aren't ducks on the farm.

## Activity 5, page 56

The SS read the text individually. The T may approach some SS to check how well they are reading. Then the T reads and discusses the text in WC manner.

#### Activity 6, page 56

Ss read the text again and put a tick or cross. They need to justify, explain their answer.

- 1. X wild animals live in forests and jungles
- 2. V
- 3. V
- 4. X People feed farm animals
- 5. X Farm animals help people.

## Activity 7, page 56

Before the activity the T draws ss' attention to the number table, the SS look at the table and try to memorize the spelling of numbers. The T asks the SS to close their books. The T writes a number on the board and asks the SS to write them in correct spelling.

- 1. Nineteen
- 2. Five
- 3. Twelve
- 4. Eleven
- 5. One

#### Activity 8, page 57

The T explains the task the SS do a pw, they can choose one of the pictures or both of them and write sentences about both pictures. The T explains that the SS need to count and write the numbers in letters for the activity.

When SS complete their sentences, they read their sentences, after each sentence the class should say which picture it is 1 or 2.

### Activity 9, page 57

This can be assigned as homework

# **Unit 5.8 My Favorite Animal**

# Activity 1, page 58

The SS need to look at the pictures and name the animals.

Optional: similar to Activity 1, page 52 game

## Activity 2, page 58

The SS need to write the animals in the correct category. Wild animals= giraffe, elephant, tiger, bear, monkey Pets= fish, dog, hamster, cat, bunny

## Activity 3, page 58

The T plays the audio, pauses and gives SS time to choose the answer

- 1. B
- 2. A
- 3. B

# Activity 4, page 59

The T divides the SS into pairs, each pair asks and answers the question "What is your favorite animal?"

# Activity 5, page 59

SS listen to Rosie and Nare talk about their favorite animal and guess the animals.

The T may ask the SS to read the text.

1Rosie's- Giraffe

2 Nare's- elephant

## Activity 6, page 59

Ss answer comprehension questions. The ss' answers may vary.

- 1. Nare's- elephant, Rosie's- giraffe
- 2. Both are big
- 3. Wild animals
- 4. Giraffe- no, elephant- yes
- 5. Yes. Elephants' noses are long and not big.

### Activity 7, page 59

The T plays the song and asks the SS to sing and dance along,, the T plays the song again so SS can fill in the blanks. The part of the song which is used is from 00:00- 00:39 seconds https://www.youtube.com/watch?v=u\_MaD54TAqk&pp=ygUTZWxlcGhhbnQgZGFuY2Ugc29uZw%3D%3D

- 1. Ears
- 2. Nose
- 3. Tail
- 4. Eyes

# Activity 8, page 60

The SS do pair work and try to come up with a song about their favorite animal. This can be a homework assignment, because writing a song itself is hard, especially in foreign language. The T may help the SS by telling them that the song can be about the animal's body part and does not need to be long like 4 sentences (chorus) will be enough.

### Activity 9, page 60

This activity can also be a homework task and the next lesson can start with a show and tell.

### Activity 10, page 60

The SS read the conversations and fill in the blank for the 2nd one. "Hello Jack! Is this your cat?" SS can discuss what Jack and Teo are doing and if it is a good thing to do.

#### **VALUE AND CULTURE**

- 1. The T asks the SS to pay attention to the facial expression of the 1st picture, then say what the boy is doing. If it is not clear the boy is shouting and getting angry at the cat. The next picture shows children playing with a parrot, which is of course the right answer.
- 2. The T asks the SS to pay attention to the pictures and what the characters are doing. 1st picture the girl is washing the dog, and in the second the boy is running away from the dog. The SS listen to the audio material and choose which picture it is. A

#### **Unit 5 Review**

#### Activity 1, page 62

Before the listening the T reviews the vocabulary with the ss. The T plays the audio material and then pauses after each sentence.

- 1- B
- 2- b
- 3- C
- 4- A

# Activity 2, page 63

- 1. A cow
- 2. A giraffe
- 3. A hamster
- 4. a sheep
- 5. A dog
- 6. An elephant
- 7. A fish
- 8. A pig
- 9. A lion

# Activity 3, page 63

Wild animals- giraffe, elephant, lion Farm animals- cow, sheep, pig Pets- hamster, dog, fish

## Activity 4, page 63

SS read and match the ss, the T conducts a whole class checking using the hand gestures for the words love/like/dislike.

# Activity 5, page 64

SS read and choose the correct sentence.

- 1. A
- 2. B
- 3. A

# Activity 6, page 64

The SS work in pairs and complete the task.

- 1. Stronger
- 2. Tallest
- 3. Shorter
- 4. Slowest

# Activity 7, page 64

- 1. Read to it
- 2. Ming jumps with it.
- 3. Jack likes them

- 4. Ming likes them
- 5. Rosie feeds her.

#### **UNIT 6: FOOD AND DRINKS**

Vocabulary:Fruits, vegetables, types of food, At the table, in the kitchen, meals
Grammar: Countable and uncountable nouns Some/any How much/ many? I'd
like

Objectives: name different fruits, ask/answer questions using "How many...?" name vegetables and talk about growing them in the garden, talk about types of food and a healthy diet, talk more about food items using many and a lot of, talk about cooking and eating in the kitchen, talk about a healthy lifestyle, talk about their meals using "I would like, I wouldn't like...", talk about shopping using numbers.

Value and Culture: The importance of a healthy lifestyle.

#### Unit 6.1 Fruits

# Activity 1, page 66

Ss name as many fruits as they can.

<u>Optional</u>: Fruit/hot potato/ the T brings a ball and plays the music for hot potato. Ss need to pass the ball quickly and say the name of a fruit. The person holding the ball when the music stops loses.

https://www.youtube.com/watch?v=JArZAErKBLc&pp=ygUYaG90IHBvdGF0byBzb25nICBmb3IgaWRz

### Activity 2, page 66

SS listen and fill in the blanks

- 1. P<u>l</u>um
- 2. Strawberry
- 3. Cherry
- 4. Apricot
- 5. Pomegranate
- 6. <u>P</u>each

The T may ask which of these fruits are famous/popular in Armenia.

Optional: Spelling game with the words

# Activity 3, page 67

The T draws pictures of an apple on the board, reminding SS that an/a means 1, then the T adds the word <u>some</u> and makes the picture of apple, 2 or 3, then the T draws a lot of apples to show <u>many</u>.

Then the T plays the audio material and pauses after each phrase, asking SS to repeat and point to the correct picture.

### Activity 4, page 67

IW The SS look at the pictures and fill in the blanks. The T checks in WC manner.

- 1. Some strawberries
- 2. Many pears
- 3. Some apples
- 4. A kiwi
- 5. A cherry
- 6. Many peaches

# Activity 5, page 67

PW/IW the T decides, the SS need to look at the pictures and say a/an/some/many and the name of the fruit

- 1. Many apples
- 2. Some bananas
- 3. A pomegranate
- 4. A pear
- 5. Many cherries

### Activity 6, page 68

The SS listen and repeat the sentences.

# Activity 7, page 68

Ss work in pairs or individually and complete the blanks, Activity 6 is the model for this activity and makes it easy to complete.

**Teo**- Hello, Jack! How many green apples are there in the box?

**Jack**- There are <u>three</u> apples in the box and <u>two</u> near the box (Teo only asks about the green apples)

Ming- Hi, Rosie! How many pears are there in the basket?

**Rosie**- Hi, Ming! There are <u>five</u> pears in the basket.

#### Activity 8, page 69

The T explains the task and divides the SS into pairs. The T does not interfere.

- 1. How many apples are there in the box? There are three apples in the box.
- 2. How many apples are near the box? There are three apples near the box.

The T observes the pairs and pay special attention if SS are asking using "How many"

#### Activity 9, page 69

This can be assigned as homework, the SS can have a short show and tell the next lesson. The T may print the Activity as a handout. (see Handout 61)

# **Unit 6.2 Vegetables**

# Activity 1, page 70

Similar to Activity 1, page 64

## Activity 2, page 70

Similar to Activity 2, page 64

Cabbage

Pepper

Tomatoe<u>s</u>

Pot<u>a</u>toes

Cuc<u>u</u>mber

Carrot

Onion

**Garlic** 

P<u>u</u>mpkin

Broccol<u>i</u>

**B**eans

Optional: SS play the Armenian game (Aygepan) in English.

# Activity 3, page 71

The T plays the song and asks the SS to sing along, if necessary the T plays the song multiple times

https://www.youtube.com/watch?v=RE5tvaveVa

#### Activity 4, page 71

The SS do a pair work, they talk with each other to find out which of the vegetables/ fruits their friend loves/likes/hates. Then the pairs present what their friend loves/likes/hates to the class.

Optional: The T may ask the pairs to do a Venn diagram to see how many fruits/vegetables they have in common. (See Handout 62)

# Activity 5, page 71

The T asks the SS what they can remember about uncle Hayk. What's his job? (farmer) What's his wife's name? (Anush) What's Anush's job? (a housewife) What's his son's name? (Grigor) Then the T plays the audio material and asks the SS to read the text.

## Activity 14, page 74

The SS work individually.

Nare's uncle is a dentist. X He is a farmer.

Nare's uncle has a garden. V

He grows broccoli in his garden. X He grows peppers, potatoes, etc.

Nare loves helping him. V

Nare helps him every Sunday.X she helps him every summer.

### Activity 15, page 74

PW. The SS answer the questions and present their friends' answers to the class.

Optional: The SS can tell one lie and two truths regarding the questions of Activity 15, then the SS need to find which one is the lie.

# Activity 16, page 74

This can be assigned as homework and the SS bring the picture the next day for a short show and tell.

# **Unit 6.3 Healthy diet**

# Activity 1, page 75

The T plays the audio material and explains to the SS that there are 6 and more types of foods. Then the T may ask the ss, which ones are healthy?

## Activity 2, page 75

The T assigns pairs and explains the task.

Dairy product- milk, butter, sour cream, matsun/yogurt

Vegetables- broccoli, cabbage, potatoes

Fruits- cherries, peaches, pineapple

Meat-sausage, ham,

Sweets- candy, lollipop, donut

<u>Optional</u>: SS are divided into groups, the board is divided into 6 sections, each group starts at the same time, different players write the names of foods under the categories, similar to race writing. Then the T checks the categories and declares the winning group.

### Activity 3, page 76

The SS work in pairs, they look at the items and need to decide which food is healthy/unhealthy.

- 1. Carrot and noodles- Carrot is healthy, noodles- unhealthy
- 2. Apple and burger- Apple is healthy, burger not healthy

The T may extend the activity by asking SS to look at the items on p 73 and ask each other to decide which one is healthy/unhealthy.

### Activity 4, page 76

Similar to Activity 5, page 69

# Activity 5, page 77

Similar to Activity 3, page 74

# Activity 6, page 77

The T plays the audio, pauses so SS can repeat and point to the correct picture. The T may also show some gestures for each verb so SS can remember them better.

# Activity 7, page 77

The T explains the task and explains that these are instructions on how to make food.

- 1. Chop
- 2. Boil
- 3. Fry
- 4. Add salt/pepper/oil

#### Activity 8, page 78

The T asks the SS to guess what vegetables/fruits are in Nare's healthy salad. Then the T plays the audio, asks the SS to read and check their answer.

# Activity 9, page 78

1.	I mix it all and the salad is ready.	6
2.	I add some salt and pepper.	4
3.	I wash the vegetables.	2
4.	I cut the feta cheese.	3
5.	I add a spoon of oil.	5
6.	I get the vegetables from the fridge.	1

## Activity 10, page 78

This activity can be done at home.

Optional: The student can record himself/herself making the food and giving the instruction.

# Unit 6.4 Many apples, A lot of Water.

### Activity 1, page 79

The T draws a cup of water and a pear. The T explains that it is physically impossible to count the water and that is why, it cannot be 1 and the a/an articles cannot be used with water, the T asks the SS what else cannot be counted. The SS give their suggestions, the T writes them on the board and then discusses them all in WC manner. If SS do not understand the concept the T can bring a small bowl with sugar/coffee/rice and a bowl of fruits, the SS try to count and see how these words are uncountable.

The T plays the audio, so the SS listen and repeat.

# Activity 2, page 79

Ss listen and repeat the patterns.

#### Activity 3, page 80

The SS complete the task individually and the T conducts a whole class checking.

- 1. Some
- 2. A lot of
- 3. Some
- 4. A lot of
- 5. Some
- 6. A lot of

<u>Optional</u>: The T divides the class into 2 groups- Countables and uncountables. The group members decide what food item they are representing. Then the T gives SS sticky notes with quantifiers some/ a lot of. The SS need to get the right sticky note with the food name.

#### Activity 4, page 80

Before the listening, ss guess what Teo eats for breakfast, lunch and dinner. SS listen and fill in the blanks.

#### My meals

Every morning I eat an egg and drink 1. <u>some</u> tea with a spoonful of 2. <u>sugar</u>. For lunch, I eat some fruits, like an 3. <u>apple</u> or a pear. I sometimes drink 4.<u>milk</u>. For dinner, I eat some rice with 5. <u>a</u> salad.

I don't like eating 6. a lot of sugary and sweet food.

### Activity 5, page 80

SS tick the correct sentences.

- 1. X He eats eggs
- 2. X he drinks tea

- 3. V
- 4. X He drinks milk
- 5. X He doesn't like sweet food.

The T may ask the SS to justify their answers or correct the false information.

# Activity 6, page 81

Similar to Activity 4, page 74

## Activity 7, page 81

The T explains the task and asks the SS to do it individually, the T may check the exercise in a role- reading manner. The T asks 4 SS to come each SS is one character, they read their answers trying to be in the character.

Nare: Hello, Ms. White! How many candies do you eat?

Ms. White: Hi, Nare! I don't eat any candy. It is not healthy!

Ming: Hello, Mr. Wright! How much sugar do you put in your tea? Mr. Wright: Hello, Ming! I put no sugar in my tea. It is not healthy!

The T may ask some questions afterwards like: Does Ms. White eat sweets? Why?

Does Mr Wright put sugar in his tea? Why?

## Activity 8, page 82

PW/IW the SS need to put the sentences in the correct order to make a conversation.

- 4 I don't drink juice, it has a lot of sugar.
- \_1\_ Hello Teo!
- \_3\_ How much juice do you drink?
- \_2\_ Hello Jack!
- \_5\_ What about you? How much juice do you drink?
- \_6\_ Not much.

#### Activity 9, page 82

SS work in pairs, they can use Activity 8 as a template and make conversations. The T does not interfere, just observes.

#### Activity 10, page 82

Similar to Activity 4, page 74

## Activity 11, page 83

The SS need to read the conversations of Activity 10 p 80 again to complete the exercise.

The T may ask if the SS agree with Ming/Nare/Ms. White/Mr. Wright

- 1. Nare
- 2. Mr. Wright
- 3. Ming

- 4. Ming
- 5. Mr. Wright

## Activity 12, page 83

The SS do a pw based similar to Activity 10, p. 80.

### Unit 6.5 In the Kitchen

#### Activity 1, page 84

The T shows the picture of the kitchen and asks the SS to name items they know. It is normal for SS not to name a lot or just name the fruits on the table. Then the T plays the audio, points to the picture of each word and asks the SS to do the same and repeat the words.

## Activity 2, page 85

- 1. Spoon
- 2. Plate
- 3. Fridge
- 4. Bowl
- 5. Knife
- 6. stove

Optional: The T divides the SS into pairs. The T writes the letters in the mixed order on a piece of paper and gives each pair a word. Only one person in the pair sees the cards, the other person is closing their eyes. Then this person unscrambles and builds the word. Now this person needs to draw the object on the back of his friend with his/her finger and the friend needs to guess the word.

### Activity 3, page 85

This can be completed both in pairs or individually.

The T can conduct a whole class checking by drawing the crossword on the board.

Optional: The T may print the crossword as a handout. (see Handout 63)

#### Activity 4, page 86

The T plays the song pauses after each verse for SS to copy the word.

In the book the song is used from 00:00-00:45 seconds

https://www.youtube.com/watch?v=YFJwX5B8HqI

By Your Kids studio

I need a plate, a plate, a plate
I need a <u>plate</u> to get my food
If I don't have a plate, I can't get my food
That's why I need a plate!

I need a fork, a fork, a fork
I need a fork to <u>eat</u> my food
If I don't have a fork, I can't eat my food
That's why I need a fork!

I need a knife, a knife, a knife
I need a knife to <u>cut</u>my food
If I don't have a knife, I can't cut my food
That's why I need a <u>knife</u>!

### Activity 5, page 86

SS listen and read the text, this can be done individually or in pairs. The T may ask some questions like "What does Rosie do in the kitchen?" "How many spoonfuls of sugar she puts into her tea?",etc.

### Activity 6, page 87

The T explains the task, the SS may need to read the text again. The T may ask the SS to explain their answers.

- 1. X The kitchen is big and cozy
- 2. V
- 3. X She makes tea
- 4. X She makes tea
- 5. X She puts 2 spoonfuls of sugar

#### Activity 7, page 87

PW.The T can give the SS a situation for setting the table. Breakfast, lunch, Smb's birthday, etc.

## Activity 8, page 87

Similar to Activity 1, page 82

### Activity 9, page 88

Ss guess what Nare would ask from the fridge, then listen and check their answers. The T plays the audio material and pauses for SS to repeat.

The T draws the ss' attention to the polite phrases and encourages SS to use them.

### Activity 10, page 89

This is a long recording and it is necessary to pause after each conversation so the SS will have time to match the person to what they wanted.

- 1. Rosie-Ice-cream
- 2. Teo water

- 3. Ming- Orange juice
- 4. Jack- milk
- 5. Nare- yogurt

## Activity 11, page 89

SS work in pairs, the SS draw the food items in the fridge and then come to the class and do the role play of asking and answering, similar to <u>Activity 10, p. 87</u>.

Optional: The T may print the Activity as a handout for SS to draw on. (see Handout 64)

# **Unit 6.6 Healthy Lifestyle**

# Activity 1, page 90

The ss look at the pictures to guess what the story is about. The teacher does not correct the guesses ss provide.

# Activity 2, page 90

The teacher plays the audio and then discusses if their guesses were right.

# Activity 3, page 90

SS listen again and fill in the blanks

- 1. Pancakes
- 2. Mom
- 3. Secret
- 4. Fruits
- 5. Vegetables

### Activity 4, page 90

The teacher explains the task, if necessary the ss read the text again.

- 1. Rekai
- 2. Rekai's mom
- 3. Rekai
- 4. Rekai's mom

#### Activity 5, page 91

PW. The ss discuss what Rekai's mom did. Then the teacher approaches the pairs to see what they discussed.

## Activity 6, page 91

The teacher asks the ss what they know about healthy lifestyle, how not only eating but other things are important for healthy lifestyle.

Then the teacher plays the audio and pauses after each sentence so the ss can complete the task.

- 1. V
- 2. X
- 3. V
- 4. X
- 5. V

# Activity 7, page 91

Similar to Activity 9 p 91

# Activity 8, page 91

The teacher explains the task, then plays the audio, pauses after each character and gives ss time to match.

Nare: running and cycling

Rosie: dancing.

Ming: cycling.

Jack: swimming.

Teo: playing football.

## Activity 9, page 91

PW. The ss ask each other what they do to stay healthy and make a table of the information, then show and talk about it in class.

# **Unit 6.7 My Meals**

# Activity 1, page 92

The T may tell SS different food names and they decide if it is suitable for breakfast/lunch.dinner.

Then the T plays the audio, pauses and asks the SS to point and repeat.

# Activity 2, page 92

The T explains the task. The Ss look at the pictures and say which of them they eat for breakfast and if this is healthy/unhealthy food.

## Activity 3, page 93

The T asks the SS to guess what Nare has for breakfast. Then the T plays the audio material and asks the SS to complete the task. The T may ask SS to explain their answers.

- Nare likes having a big breakfast before school. V
- She likes eating eggs and drinking milk. V
- She hates eating bread and butter. V
- She likes drinking tea and eating bread and butter.X She hates bread and butter.
- There isn't any sugar in her tea.X she puts a spoonful of sugar.

# Activity 4, page 93

SS listen and repeat the patterns. The T may ask the SS to gesture with cross and tick signs using their hands.

## Activity 5, page 93

Similar to Activity 4, page 91

## Activity 6, page 94

Before playing the audio material the T asks the SS to guess each person's choice.

Ms. White: pasta Teo: sandwich. Ming:cupcake.

Jack: hotdog.

Mr Wright: A vegetable salad.

After listening and checking, the T discusses if the SS were surprised by the character's choices.

# Activity 7, page 94

SS ask each other what they would like for lunch and then make a sentence. The activity can be extended to SS moving around and asking several people.

### Activity 8, page 94

SS listen and read about Ming's dinner.

The T may ask some questions like: "Is your dinner similar to Ming's?"

# Activity 9, page 94

Nare: pasta with some salad, chicken, chicken with potatoes

Ming: rice with a vegetable salad, warm water before or after dinner, apple juice or some fruit, Optional: SS can make a Venn diagram of Nare's and Ming's dinner. (Similar to Activity 4, p. 69)

The T may print the activity as a handout for SS to fill in pairs. (see Handout 65)

### Activity 10, page 94

SS work in pairs, the T does not interfere. The T may ask some questions to the ss.

## Unit 6.8 At the Farmer's market

# Activity 1, page 95

The ss look at the items, name them, count them and say if they are healthy or unhealthy.

- 1. Different types of cookies/ biscuits- 21 pieces- not healthy
- 2. 6 ice creams- not healthy
- 3. 6 sausages- not healthy

### Activity 2, page 95

The teacher explains the task, plays the audio and pauses so the ss can write the number in letters.

- 1. seventeen candies
- 2. eleven bananas
- 3. fourteen carrots
- 4. six sandwiches
- 5. twelve lemons

## Activity 3, page 95

The teacher plays the audio, pauses, the ss listen and repeat.

Optional: The teacher may write some math equations and ask the ss to answer the questions, saying the number, then coming to the board and writing it.

# Activity 4, page 96

The teacher explains the task and gives ss time to complete. Then he/she checks the answers in WC manner.

The teacher may ask the student to spell the whole word out.

- 1. Ninety
- 2. Sixty
- 3. <u>Fifty</u>
- 4. H<u>u</u>ndred
- 5. Thirty
- 6. Eighty

## Activity 5, page 96

The teacher explains the task, plays the audio, pauses and gives the ss time to complete. The teacher may ask the ss to spell the words out as they do a WC checking.

- 1. fifty
- 2. <u>Ten</u>
- 3. <u>a hundred</u>
- 4. seventy

# 5. <u>ninety</u>

## Activity 6, page 96

Ss guess what Nare's buying. Then listen and check. SS listen and repeat the patterns.

### Activity 7, page 97

SS listen and answer the questions, if necessary they go back to Activity 6 to verify their answers.

- 1. Lemons
- 2. Two
- 3. 150
- 4. It's cheap

# Activity 8, page 97

SS listen and fill in the blank, the teacher pauses after each phrase for ss to complete the task.

Nare: Hello, how much are the apples?

**Shop assistant:** Hello, one kg costs <u>200</u> drams. **Nare:** That's cheap! Can you give me <u>2</u> kg?

**Shop assistant:** That's 400 drams.

Nare: Here's the 400.

**Shop assistant:** Here you are! Have a nice day.

Nare: You too!

#### Activity 9, page 97

PW, the ss decide the prices for the food, then they act the dialogue similar to Activity 8. The teacher observes the dialogues and may ask some questions. "What are you buying? How much is it? Is it cheap?"

### **VALUE AND CULTURE**

- 1. The SS look at the pictures and decide which one has healthy food. The T encourages SS to work in pairs and discuss their answers. Then the T conducts a WC discussion. The answer is Picture b
- 2. The SS first guess which picture is correct by discussing in pairs what is happening in each one. Then the SS listen and choose the answer, SS discuss why picture B is not a healthy lifestyle.

### **Unit 6 review**

### Activity 1, page 99

The T may ask the SS to choose the answer before the listening and then listen and check if they were right.

- 1. a
- 2. B
- 3. b
- 4. c
- 5. a

## Activity 2, pages 99

- 1. Plum
- 2. noodles/pasta
- 3. Ice-cream
- 4. Corn
- 5. Pancakes
- 6. Cabbage
- 7. Strawberries
- 8. Lollipop

# Activity 3, page 100

The SS need to categorize Activity 2 words into healthy/unhealthy. The T may ask the SS to add more words to the categories.

Healthy	Unhealthy
Plum Corn	noodles/pasta Ice-cream
Cabbage	Pancakes
Strawberries	Lollipop

### Activity 4, page 100

SS read and match the sentences to the pictures.

Optional: The T may make cards with the sentences and the pictures, the SS need to read the sentences and match them.

### Activity 5, page 100

- 1. Fridge
- 2. Knife
- 3. Fork
- 4. Bowl
- 5. Stove

### Activity 6, page 101

- 1. Some
- 2. An
- 3. A lot of
- 4. A
- 5. Some
- 6. A lot of

### Activity 7, page 101

The T explains that the SS need to look at the facial expression to understand if the characters would like or would not like something.

- 1. Teo wouldn't like coffee.
- 2. Nare would like milk and cookies.
- 3. Rosie wouldn't like pears.
- 4. Ming wouldn't like a sandwich.
- 5. Jack would like some rice.

### **PROGRESS CHECK UNITS 4-6**

### Activity 1, page 103

The T may ask the SS to write the answers before listening and then SS do listen and check.

- 1. Fridge
- 2. House
- 3. Hippo
- 4. Window
- 5. Crocodile

### Activity 2, page 103

The T assigns ss to copy the crossword in their copybooks. The T may print the crossword for SS as a handout.(see Handout 67)

### Activity 3, page 104

- 1. Zero
- 2. Watch
- 3. Fox
- 4. Queen
- 5. Zebra
- 6. Quiet

Optional: The T does a short spelling quiz with the words or adds more words.

### Activity 4, page 104

SS read and choose the correct picture.

- 1. B
- 2. A
- 3. A
- 4. A
- 5. A

### Activity 5, page 105

The SS decode and read the text.

Optional: mini role play, each SS acts like one of the characters, including the animals.

### Activity 6, page 105

- 1. This
- 2. These
- 3. That
- 4. Those
- 5. That
- 6. This

### Activity 7, page 106

Ss look at the pictures and make sentences.

- 1. The giraffe is taller than the elephant.
- 2. The cheetah is faster than the mouse.
- 3. The turtle is slower than the cheetah.
- 4. The monkey is shorter than the giraffe.
- 5. The mouse is smaller than the lion.
- 6. The Elephant is bigger than the turtle.

### Activity 8, page 106

- 1. I don't drink much milk.
- 2. Teo hates eating broccoli.
- 3. Mr. Wright likes walking.
- 4. Roise wouldn't like pears.
- 5. There are many apple trees in the garden.

### Activity 9, page 107

- \_4\_ I would like a glass of milk.
- \_1\_ Hello Jack!
- \_3\_ Would you like anything to drink?
- \_5\_ Sorry, we don't have any milk.
- \_7\_ No, thank you.
- \_6\_ Would you like anything else?
- \_2\_ Hello Ming!

#### Activity 10, page 107

The SS are paired, each pair does a short dialogue and the T observes.

### Activity 11, page 107

- 1. How much is the apple?  $\rightarrow$ The apple is 500 drams.
- 2. <u>Do</u> you have a pet?  $\rightarrow$  Yes, I have a dog.
- 3. Are there any carpets in your room?  $\rightarrow$ Yes, there is a big carpet in my room
- 4. How many oranges are in the box?  $\rightarrow$  There are 5 oranges in the box.
- 5. What color are the walls in your room? → The walls in my room are pink.

#### Activity 12, page 107

The SS look at the questions of Activity 11, ask and answer the questions.

### Activity 13, page 108

SS read and guess the riddles

- 1. Bedroom
- 2. Giraffe
- 3. Apricot

### Activity 14, page 108

SS work in pairs and make short riddles using the structures of Activity 13, p. 106.

### Activity 15, page 108

SS read the conversations, the T may choose to have several SS read them in a role reading way.

#### Activity 16, page 108

SS ask and answer similar questions to Activity 15, the T does not interfere, just observes.

# **LESSON PLANS**

# Starter Lesson 1: Let's Meet Nare!

**Starter Lesson 2: How are you?** 

**Lesson Duration: 45 minutes** 

SWBAT (Students will be able to...):

- Introduce themselves
- Ask and answer short questions, such as 'What's your name?' and 'How old are you?'
- Use rote utterances in response to the questions

<b>Stage</b> Time	Inter- action	Task/ Activity	Procedure	Purpose
Warm up (2min)	WC	Let's Meet Nare	<ul> <li>T shows the SS the book page and introduces Nare, Jack, Ms. White to the students, and tells them, 'This is Nare. This is Jack. This is Ms. White.'</li> <li>T with the help of two hands invites the SS to repeat after her: 'This is Nare.' SS repeat. T: This is Jack. (SS repeat.), etc.</li> </ul>	To get familiar with the characters they will encounter throughout the book.
Presentation (5 min)	WC	Listen and repeat Act. 1 & 2, p. 3	<ul> <li>This is the first time the SS do any activity in English. It is important to show the instruction with your body language. Show your ear and say "Listen." and gesture your hand for "Repeat".</li> <li>Play the audio material two or three times, and have the SS repeat as many times as needed.</li> </ul>	To get familiar with simple greetings and responses
Controlled Practice (8 min.)	PW	Listen and repeat. Act. 1 & 2, p. 3	<ul> <li>SS work in pairs. They ask and answer the same question "Hello, what's your name?" "My name is" "Nice to meet you".</li> <li>Next, they swap roles and continue asking and answering based on the model provided.</li> <li>The T divides the class into two lines facing each other. (Activity 1)One line is Nare, one line is Ms. White. SS ask and answer Activity 1 pattern questions. "What's your name?" "My name is Nare", etc.</li> <li>The same is repeated after Activity 2.</li> </ul>	To practice the pattern of asking and answering basic questions

Freer Practice (7 min.)	PW	Find a partner and act out a similar conversation Act. 3, p. 3	<ul> <li>SS work in pairs. They use their real names. They ask and answer the same question "Hello, what's your name?" "My name is" (and each S says his/her name) "Nice to meet you".</li> <li>Next, they swap roles and continue having a short conversation based on the model provided.</li> </ul>	➤ To practice the pattern of asking and answering basic questions based on real life model
Presentation (5 min.)	WC	Listen and repeat Act.1 and 2, p.4	SS listen to the pattern and repeat it. T plays the audio material multiple times to help SS train their ears and become familiar with the pattern.	To train SS' ears and help them become familiar with the sounds and rote utterances.
Controlled practice (6 min.)	GW	Question chain	➤ T asks the SS to stand in a circle. T starts the question chain, she asks a student one question and demonstrates that the student should answer and then ask a question to the person standing next to them (clockwise). These questions continue until everyone in the circle gets to ask and answer one question. (The questions: What's your name?; How are you?)  Optional: The activity can be done without SS standing.	To practice the pattern of asking and answering basic questions about how they are.
Less- Controlled Practice (5 min.)	WC	Listen and respond Act. 3, p. 4	<ul> <li>The T gives the instruction, SS listen and respond. The T demonstrates the first phrase. The T plays the audio material and pauses after the first track.</li> <li>T with the help of a hand gesture says "Hello", SS respond by saying "Hi" or "Hello"using hand gestures. Next, the T plays the audio material and asks individual SS to answer and checks with the class. Then the T asks the SS to do the same activity in pairs. One person starts, the other one continues.</li> <li>Optional: Question chain. T starts the chain by asking a question to one of the students. The student answers the question and takes the turn to ask the person sitting next to him/her. The chain continues the same way until the last student gets the chance to ask and answer.</li> </ul>	> Activate the target vocabulary and train asking and answering short personal questions.

Application (6 min.)	PW	Role play	SS work in pairs. They role play meeting each other for the first time or seeing each other randomly on the street. They ask and answer all the questions from Lessons 1 & 2.	A	Use real life modeled situation to ask and answer basic questions
Assessment (1 min.)	WC	Recap	The T asks the SS "What's your name?", "How are you?"		To assess the lesson outcome To allow SS have a feeling of accomplishment when leaving the class

# Lesson 3: How old are you?

### **Lesson Duration: 45 minutes**

SWBAT (Students will be able to...):

- Count from 0 -10
- Ask and answer short questions, such as 'What's your name?', 'How are you?'
- Use rote utterances in response to the questions

Stage Time	Inter- action	Task/ Activity	Procedure	Purpose
Warm up (3 min.)	WC	Review of the previous class with small questions	<ul> <li>The T greets the SS by saying "Hello", then the T waits for the SS to greet her.</li> <li>Then the T asks the SS "How are you?" The SS answer "I am fine and you?"</li> </ul>	To review the question patterns from Starter Unit Lesson 1 & 2
Presentation (3 min.)	WC	Listen and repeat Act. 1 p. 5	➤ The T plays the recording and asks the SS to listen and repeat. The T pauses after each number and writes it on the board.	<ul> <li>To get SS familiar with how numbers         <ul> <li>0-10 are pronounced</li> </ul> </li> <li>To practice pronunciation</li> </ul>

Controlled practice (5 min.)	WC	Listen and point to the number Act.2, p. 5	<ul> <li>The T plays the audio. Before it the T explains the task "We listen" (shows the ear) and point (shows with her pointing finger) to the number. The T can even do a trial run. T says a number and asks a student to show on the board which number it is. (The numbers should be written on the board throughout the activity)</li> <li>Next the T plays the audio. SS (randomly) say what number it is and come to the board to show it.</li> </ul>	To recognize and say the number 0-10
Less controlled (5 min.)	PW	Say the number Act. 3, p. 5	SS sit in pairs. One person shows the picture and the other student says the number. The T may interfere if they hear incorrect numbers or pronunciation. Before starting the activity the T can tell the SS that these are bees.	<ul> <li>To count the items         on the pictures</li> <li>To practice saying         the numbers 0-10</li> </ul>
Pre-listening (2 min)	WC	Listen and repeat Act. 4 p. 6	Before playing the audio material, the T points at Nare and asks SS "What's her name?", SS answer and the same for Jack.	➤ To engage students
Controlled practice (3 min.)	WC	Listen and repeat Act. 4 p. 6	<ul> <li>The T plays the audio material and pauses after each person "Hello, my name is Nare. I am 9 years old" then pause, SS need to repeat. "Hello, my name is Jack. I am 9, too."</li> <li>The T asks the SS "How old are you?" and calls on random SS to answer "I am" and the correct number.</li> </ul>	➤ To get familiar with asking and answer about age
Freer practice (8 min.)	PW	Find a partner and act out a similar conversation Act. 5, p. 6	<ul> <li>The SS sit in pairs and repeat the pattern.         The T monitors and corrects if necessary.</li> <li>The T can also ask the SS to make up a dialogue adding the questions they have learnt.</li> <li>e.g.</li> <li>Hello, my name is Nare, and what is your name?</li> <li>How old are you?</li> <li>I am 9 and you?</li> </ul>	To activate the vocabulary and train asking and answering short personal questions.
Less	PW	Play the board game	For this activity the T needs a dice or several dice depending on the number of	To engage students

Controlled Practice (8 min.)	GW	Act. 6, p. 6	SS in the class. The T asks the SS to sit in pairs or groups, then gives them dice. The SS throw the dice and follow the steps. They should say what the numbers are in each die they throw at.  Optional: T can take 2 dice and throw them. SS need to name the number that comes if they add or subtract it, i.e. if one dice shows 5 and the other is 4, the T can suggest doing addition 5+4=9. If the numbers are larger, the T may ask to subtract them.  * This is an opportunity to integrate math skills in an English class.	
Application stage (9 min.)	PW	Role play	T gives the SS flash cards/name tags which s/he has prepared before the lesson. On a color paper/sticky note the T has created flash cards which contain information of different people: name and age, for example, John, 8. T gives one card to each student and asks them to act out. They pretend that they are different people with a different name and age.	Apply their skill in asking and answering questions about name and age
Assessment (1 min.)	WC	Recap	The T asks the SS "How old are you?"	<ul> <li>➤ To assess the lesson outcome</li> <li>➤ To allow SS have a feeling of accomplishment when leaving the class</li> </ul>

# **Lesson 4: Colors**

## **Lesson Duration: 45 minutes**

- > SWBAT (Students will be able to...):
- Identify and experiment with 9 colors: black, white, purple, pink, red, orange, yellow, white, and blue.
- Ask and answer a short question: "What color is it?"

Stage/	Inter-	Task/ Activity	Procedure	Purpose
Time	action			

Marm un	тс	Poviou of the	> T starts counting and stone at a	> To review the numbers
Warm up (3 min.)	WC	Review of the previous class with short counting activity.	<ul> <li>➤ T starts counting and stops at a random number and then asks a student to continue the counting. "For example: one, two, three" stops and asks a random student to continue, the student says "four". The T stops the student and asks another student to continue until they reach number 10. The activity can also be done by counting backwards. "Ten, nine"</li> <li>Optional:</li> <li>➤ The SS stand in a circle, they pass a ball and count 1-10, the T can also do it with HOT POTATO rules or RUN AND TOUCH. Also, invite SS to the board, have them write a number and have the whole class say the number.</li> <li>➤ Hot potato rules: SS stand in a circle and pass a ball, counting 1-10. The person who's still holding the ball when the music stops loses and goes out of the game.</li> <li>https://www.youtube.com/watch?v=JArZAErKB Lc&amp;pp=ygULaG90IHBvdGF0b2U%3D</li> </ul>	➤ To review the numbers from 1-10
Presentation (5 min.)	WC	Listen and repeat Act. 1 p. 7	<ul> <li>The T plays the audio material and asks the SS to listen and repeat pausing after each color.</li> <li>While the SS are listening to the audio material, the T uses color flash cards to show the colors.</li> <li>The T asks the SS to repeat.</li> </ul>	<ul> <li>To introduce 9 colors to the SS</li> <li>To practice the pronunciation of all 9 colors</li> </ul>

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Controlled	TS	Listen and point.	➤ Before the T plays the audio, the T		To activate the target
practice		Act. 2, p. 7	explains the task "We listen"		vocabulary
(5 min.)			(shows the ear) and points (shows	>	To recognize colors and
			with her pointing finger) to the		point to the correct color
			number and color shape. The T		point to the correct color
	WC		does the first one as a	>	Reinforce empathy
			demonstration to help in guiding		towards the color-blind
			them.		SS
			"Yellow" then the SS should show		
			yellow. One by one until the end of the		
			task.		
			Note: If you are dealing with a		
			color-blind student, please make sure		
			that everyone in class is sensitive and		
			students do not bully him/her.		
	TS	Act. 6, p. 8	➤ The T distributes slips of different	$\triangleright$	To hear and practice
			color paper to the students.		pronouncing the colors
			Each row of SS gets two different		correctly
			colors depending on the number of	>	To liven up and energize
			SS in the class.		the class
			The T plays the audio material		
Less			<b>Note:</b> If the school is equipped with a		
Controlled			projector and a computer, the T plays		
Practice			the video for the activity.		
(15 min.)			➤ When the SS hear their color, they		
			quickly stand up and sit down,		
			creating a wave.		
			➤ The T plays the audio/video material		
			and encourages SS to sing along.		
			https://www.youtube.com/watch?v=tR		
			Ny2i75tCc		
			Optional 1: This is a fun activity to do		
			with all numbers, animals, fruits and		
			vegetables.		
		Show the color	Optional 2:		
		game	The T asks the SS to stand in a circle		
			and explains the rules of the game.		
			"When I name a color, you should		
			touch something with that color."		
			The T says: "It's white" and touches her		
			shirt or the board. Then the T asks one		
			of the SS to say "a It's (color)" and		
			everyone else should find something		
			with it. Whoever is first/ fastest is the		
			next. The game is played as many times		
		Į.	The barrie to prayed as many times	Ь	

			as necessary. The important rule is NO	
			RUNNING.	
Less Controlled Practice (18 min.)	TS PW	What color can you get if you mix the two colors? ct. 5, p. 8	<ul> <li>➤ The T brings paints and brushes or asks the SS to bring them to the class.</li> <li>➤ On a piece of paper, the T shows what color we can get if two different colors get mixed together.</li> <li>For example: (Red + yellow= orange)</li> <li>➤ The SS work in pairs and discover the new colors.</li> <li>➤ The T monitors and helps if necessary.</li> <li>Red + yellow = orange</li> <li>Yellow + blue = green</li> <li>Blue + red = purple</li> <li>Red + white = pink</li> <li>When the experiment is over, the T introduces a functional language, models it and encourages the SS to use it to present their results.</li> <li>For example: We mix red and black, and get brown.</li> <li>Differentiation</li> <li>HA are given three colors to mix together and get a new one</li> <li>Red+blue + yellow= brown</li> <li>White+ black= gray</li> <li>Blue + yellow = green</li> <li>Orange + blue= brown</li> <li>SS write down the names of the colors they got.</li> </ul>	<ul> <li>To experiment with different colors and discover new colors.</li> <li>To collaborate with each other in discovering new colors</li> <li>To introduce a new functional language to allow the SS to present their results</li> </ul>
	TS	Activity with color pencils	<ul> <li>The T brings color pencils to the class and introduces the "What color is it?" question.</li> <li>After some practice with asking and answering the question 'What color is it?', the T tells the SS to pair up with another partner.</li> <li>In their pairs, SS ask and answer the same question using their own color pencils/crayons.</li> </ul>	<ul> <li>To practice asking and answering the question 'What color is it?'</li> <li>To reinforce the colors</li> <li>To collaborate with another partner</li> </ul>

Application	TS	Listen and repeat Act. 3, p. 7	<ul> <li>➤ The T monitors and helps if necessary</li> <li>Optional:</li> <li>EF: T gives SS color cards, or the T points to the first exercise with the colors and asks the SS to ask and answer "What color is it?" "It is"</li> <li>➤ The T plays the audio material and pauses after each person. "Nare, what color is it?" The SS repeat.</li> <li>➤ The T continues playing the audio material, and makes a pause after, "It is yellow." and the SS repeat.</li> <li>➤ The same procedure applies for Jack.</li> <li>➤ The SS mingle around the class, find</li> </ul>		To practice asking and answering the question "What color is it?"
(9 min.)		and act out your own conversation Act. 4, p. 8	partners, choose an object in the classroom, ask and answer the question 'What color is it?'  SS talk to at least three people in the class	<b>A</b>	knowledge and skills  To apply the target language  To engage in a fun way
Assessment (1 min.)	WC TS	Recap of the lesson	The T poses a question, "What colors did you learn today? Each student says at least two colors s/he remembers.		To assess the lesson outcome To allow SS have a feeling of accomplishment when leaving the class

Homework: Act. 7, p. 8 can be assigned
The T prints out the handout for SS to do it on a separate paper. (See the Handout 1)

# Unit 1.2: He is happy, he isn't sad.

## Lesson plan 1

**Lesson Duration: 45 minutes** SWBAT (SS will be able to...):

- name several emotions: happy, sad, sleepy, angry, shocked and sick
- talk about their emotions using the language patterns.

Stage	Inter	Task/ Activity	Procedure	Purpose
Time	actio n			
Warm up (2 min.)	WC	Listen, point and repeat. Act. 1, p. 11	➤ Before the audio, the T explains or reminds the children what insect it is. "It is a bee" The T can also ask the SS "what color is it?" to remind them of the colors.	To review previously learned vocabulary
Presentatio n (3 min.)	WC	Listen, point and repeat Act. 1, p. 11	The T plays the audio material file and asks the SS to listen (points to the ear) and point (shows with the finger) and repeat (hand gesture can be used). The T pauses after each word ("happy"), points to the picture, then asks the SS to point.  Alternatively, the T can also draw the emotion on the board. "Sad", points to the picture, the SS should also point to the picture and say "sad", and so on.  Then the audio material stops, the T asks SS to show their own faces. The T mimics the class. "Happy", the T and the class show happy faces, "sad" sad faces, and so on.	To get SS familiar with the names of some emotions
Controlled practice (7 min.)	IW	Listen and draw the emotion. Act. 2, p. 11	The T plays the audio. Before it the T explains the task "We listen" (shows the ear) and draw the emotion in their copybooks (the T draws on the board). Number 1 is done to show how to do the assignment. "He is happy" the T pauses, asks the SS to name the emotion and draws it on the board. Next the T pauses after each one "She is angry." Pause "He is sleepy." pause "She is sad." pause "He is sick." Pause "She is shocked.". Then the whole class checks how they did the assignment. The T shows the book and asks the whole class to name the emotion "happy", "Sad", until the whole assignment is checked.  Optional: The T can copy or print the activity for SS to work on it (see Handout 2)	To listen for details, to consolidate the emotion words.

			or the T may give SS yellow circle papers to draw the emotions accordingly.	
Controlled practice (3 min.)	WC	Listen and sing along. Act. 3, p. 11	"If you are happy and you know it" <a href="https://www.youtube.com/watch?v=I4WNrvVjiTw">https://www.youtube.com/watch?v=I4WNrvVjiTw</a> The T sings along and asks the SS to do the actions: clap, stomp their feet, etc.	<ul> <li>To engage SS</li> <li>To practice pronunciation and use actions to show emotions</li> </ul>
Controlled practice (3 min)	WC	Listen and repeat. Act. 4, p. 11	The T plays the recording, pauses after each question "Is she happy?" pause, everyone repeats, then "Yes, she is" pause, everyone repeats. Then this is done for Jack as well. The T can also ask the SS to show which picture it is. The SS may also show their own faces.	To practice saying  "Is he/she happy,  sad?"
Pre listening (2 min)	wc	Listen and circle the right emotion. Act. 5 p. 12	Before the listening exercise starts. The T goes over all the pictures to make SS repeat the name of the emotions.  sleepy sad happy shocked sick angry	
Controlled practice (5min )	IW	Listen and circle the right emotion. Act. 5 p. 12	The 1st one is done with the whole class to demonstrate. The T plays the audio material "He is sad" pauses, asks the SS to repeat "sad" and to show the right picture. The T also shows how to circle the right answer. Then the next ones are done independently, the T pauses after each sentence to give SS time to reflect.  SS write the letter of the answer option in their copybooks or pieces of sticky notes.  Answers  1- a  2-a  3-c  4- b  5-b  Optional: The T can print the handout and tell the SS to work on the handout individually or in pairs. (see Handout 3)	To listen for details, to consolidate the emotion words.
Application (10 min)	WC	Guess my emotion.	Miming game: The game starts with the T. The T mimes an emotion. A student names that emotion. Then the student comes and shows an emotion. Other SS try to guess and name the emotion. The game can be played in small groups as well.	<ul><li>To engage students</li><li>To model real life emotions</li></ul>

Assessment	IW	Draw your	SS draw their emotions on a piece of paper, then	> To assess students
(10min)		emotion	swap their drawings. SS look at the paper and tell	
			what their friend is feeling using "He's/ She's"	
			If the SS name the emotions but are not able to	
			use He's/She's, the teacher should lead them to	
			repeat the answer using the he's, she's.	

# Unit 1.2: He is happy.

# Lesson plan 2

**Lesson Duration: 45 minutes** SWBAT (SS will be able to...):

• name and use new emotions/feelings: thirsty, hungry, hot and cold.

• talk about their emotions/feelings using the language patterns.

<b>Stage</b> Time	Inter- action	Task/ Activity	Procedure	Purpose
Warm up Pre-listening (5 min.)	WC	Act. 6, p. 12	The T reviews the emotions the SS learned during the previous lesson: sad, shocked, sick, angry, and sleepy. The T shows images or acts out various emotions and/or feelings and asks the students to name them.	To review the vocabulary words expressing emotions/feelings learned
			Optional: Smaller Classes: Each student has an emotion/feeling stuck on their forehead which they are unaware of. SS mingle in the classroom, find a partner and mime the emotions/feeling his/her partner has so that the partner guesses his/her emotion/feeling. When the partner learns what feeling/emotion s/he has, s/he has to say 'I am' SS swap roles.	To set the tone for the new lesson
			Larger Classes: Option 1:T nominates different students or SS volunteer to come in front of the whole class one at a time, and mime an emotion/feeling of their choice and the rest of the class guesses what emotion/feeling is being shown. The S who guesses should say 'S/he is angry.' Option 2: The teacher plays the game "Stand Up If You". She says, "Stand up if you are sleepy today." The students who	

			are sleepy stand up and then sit down	1
			again. The teacher continues this process	
			until all the emotions are recalled.	
Presentation (7 min.)	WC	Listen, point and repeat. Act. 6, p. 12	<ul> <li>The T plays the audio material file and asks the SS to listen (points to the ear) and point (shows with the finger) and repeat (T uses hand gesture.).</li> <li>The T pauses after each word "hungry" points to the picture. Then asks the SS to point and repeat. The T can also draw the emotion on the board. "thirsty", points to the picture, the SS should also point to the picture and repeat "thirsty", and so on.</li> </ul>	To introduce the SS with the new vocabulary items related to the emotions and feelings
			<ul> <li>Then , the T stops the audio material, the T uses the pictures for thirsty, hungry, hot and cold, and have SS repeat after him/her one more time making sure SS pronounce the new words accurately.</li> <li>Next, T shows the same pictures, and SS say what emotion/feeling it is. T says "What is it?", SS say "It is thirsty.", 'It is hungry.', 'It is hot.', etc.</li> </ul>	➤ To practice the pronunciation of the new words.
Controlled practice (14 min)	TS	Find and name the emotion that does not belong and draw/write it in your copybook. Act.7, p. 12	<ul> <li>➤ T models an example with a student by pointing to the example and the S names the emotion.</li> <li>➤ T repeats this process with the second, third, and fourth emotions, each time nominating different students to name the emotion. When all emotions and feelings are identified, the teacher prompts the students to identify the odd one out.</li> <li>➤ The T repeats the process until all emotions and feelings (a, b, c, and d) are named and all odd words are identified.</li> <li>A - hot (all the others are angry)</li> <li>B - cold (all the others are shocked)</li> </ul>	<ul> <li>➤ To practice the target vocabulary</li> <li>➤ To identify the odd word out</li> </ul>
			D - hungry (all the others are happy)	

	TS/WC	Pre-listening/Gue ssing activity  Listen and match	<ul> <li>Before playing the audio material, the T encourages the SS to guess which emotion/feeling belongs to which character.</li> <li>The T explains the task and plays</li> </ul>		To predict what they are going to hear  To develop SS' listening skills
	IW PW WC	each person to the correct emotion/feeling. Act. 8, p. 12	the audio material.  SS listen to the recording and match each person to the correct emotion individually.  SS pair up to compare their answers.  The T elicits full sentences from the students.  Answers: Jack is thirsty. Teo is hungry. The old man is sleepy.	A	To use then target vocabulary in answering in full sentences
Less- Controlled practice ( 7 min.)	TS	Point to the picture and name the emotion/feeling using He is/ She is Act. 9, p. 13	<ul> <li>The T models the activity. T points to the first picture and says "He is happy."</li> <li>Then the T pairs up the SS. Each student should point at a character and name the emotion and/or feeling the character has.         <ul> <li>A: He is happy.</li> <li>B: She is sad.</li> <li>C: He is sick.</li> <li>D: She is angry.</li> <li>E: She is shocked.</li> </ul> </li> </ul>		To use then target vocabulary in answering in full sentences  To use the target vocabulary in context.
	TS		The T monitors the SS interaction and encourages them to speak in full sentences. When the students say the word, the teacher should show with a gesture to say the whole sentences afterwards.		
Application stage (10 min.)	TS	Listen and repeat. Act. 10, p. 13	<ul> <li>The T plays the audio material, pauses for the SS to repeat the patterns as many times as needed.</li> <li>The T models one of the conversations with a HA student so that there is a smooth transition from the listening to speaking (Act.10).</li> </ul>	A	knowledge and skills acquired

	PW	Find a partner and act out a similar conversation Act. 11, p. 13	<ul> <li>Option 1: SS pair up, and act out a similar conversation using the model in Act. 11</li> <li>Option 2: SS mingle around the class, find different partners (at least 2 -3) and act out a similar conversation.</li> <li>EF and HA can be assigned an additional assignment which can be found in the "Other Resources" section.</li> </ul>	
Assessment (1 min.)	WC	Recap	The T asks the SS, 'How are you now? SS come up with their own answers using the target vocabulary.	<ul> <li>To assess the lesson outcome</li> <li>To allow SS have a feeling of accomplishment when leaving the class</li> </ul>

<sup>\*</sup>Depending on the pace of the SS Unit 1.2 can be covered in 1 or 2 lessons.

## **UNIT 2.1: Our School**

Lesson plan 1

**Lesson Duration: 45 minutes** SWBAT (SS will be able to...):

- Identify and name school related words: a school, a classroom, a cafeteria, a library, a gym, a playground, and a bathroom
- Talk about what they do in their school using the following verbs: study, eat, read, and play.

Stage	Inter-	Task/ Activity	Procedure	Purpose
Time	action			
Warm up	WC	Brainstorming	The T brings a picture of a school to the class	> To activate SS'
(5 min.)			and asks SS several questions to elicit any	background
			answer about the picture:	knowledge
			1. What is it?	
			2. What color is it?	
			3. Is it big or small?	
			The T uses gestures to explain the words	
			'big' and 'small'	

Tepeat Act.1,p.33   Tepeat (T shows with the index finger) and repeat (T uses hand gestures.)	Presentation	TS/WC	Listen and	➤ The T plays the audio material and asks	> To introduce the
Act.1,p.33  (T shows with the index finger) and repeat (T uses hand gestures.)  The T pauses after each word "a school" points to the picture. Then asks the SS to point and repeat. The T can also draw the word on the board. "A classroom", points to the picture and repeat "classroom", and so on.  Controlled Practice (7 min.)  TS  Act.1,p.33  The T stops the audio material, the T uses the pictures for the new vocabulary, and has SS repeat after him/her one more time making sure SS pronounce the new words accurately.  Next, T shows the same pictures, and SS say what word it is. T says "What is it?", SS say "It is a school.", 'It is a classroom.', 'It is cafeteria.', etc  Semi-controll ed practice (10 min.)  PW  Ask and answer questions  Act. 2, p. 33  The T pairs up the SS and distributes different pictures related to school.  SS work in pairs to ask and answer simple questions following the model below: What is it? It is a classroom.  TS  Listen and repeat. Act. 2, p. 33  Pre-listening: The T elicits by showing/ gesturing the following verbs: study, eat, read, and play. Optional: The T creates action verbs flashcards and brings them to introduce the target vocabulary. The T says a new word, and the SS act it out. The T shows the actions and the SS say the		13, 00		1	
(T uses hand gestures.)  The T pauses after each word "a school" points to the picture. Then asks the SS to point and repeat. The T can also draw the word on the board. "A classroom", points to the picture and repeat "classroom", and so on.  Controlled Practice (7 min.)  TS  Act.1,p.33  The T stops the audio material, the T uses the pictures for the new vocabulary, and has SS repeat after him/her one more time making sure SS pronounce the new words accurately.  Next, T shows the same pictures, and SS say what word it is. T says "What is it?", SS say "It is a school.", 'It is a classroom.', 'It is cafeteria.', etc different pictures related to school.  SS work in pairs to ask and answer simple questions following the model below: What is it? _ It is a gym. (The T monitors and assists if necessary.)  Presentation (3 min.)  TS  Listen and repeat. Act. 2, p. 33  Pre-listening: The T elicits by showing/ gesturing the following verbs: study, eat, read, and play.  Optional: The T creates action verbs flashcards and brings them to introduce the target vocabulary.  The T says a new word, and the SS act it out. The T shows the actions and the SS say the	(5)			1	13. 62. 700000101
The T pauses after each word "a school" points to the picture. Then asks the SS to point and repeat. The T can also draw the word on the board. "A classroom", points to the picture, the SS should also point to the picture and repeat "classroom", and so on.  Controlled Practice (7 min.)  Controlled Practice (7 min.)  Presentation (10 min.)  Presentation (3 min.)  To practice asking and answer questions  To practice (10 min.)  Presentation (3 min.)  To practice target vocabulary, and has SS repeat after him/her one more time making sure SS pronounce the new words accurately.  Next, T shows the same pictures, and SS say "It is a school.", 'It is a classroom.', 'It is cafeteria.', etc  To practice target vocabulary in context vocabulary in co			7.101.2/61.00	<u> </u>	
points to the picture. Then asks the SS to point and repeat. The T can also draw the word on the board. "A classroom", points to the picture, the SS should also point to the picture and repeat "classroom", and so on.  Controlled Practice (7 min.)  Controlled Practice (7 min.)  PW Ask and answer questions (10 min.)  Presentation (3 min.)  Presentation (3 min.)  District of the picture and repeat "classroom", and so on.  To practice pronunciation of the target words the pictures for the new vocabulary, and has SS repeat after him/her one more time making sure SS pronounce the new words accurately.  Next, T shows the same pictures, and SS say "It is a school.", 'It is a classroom.', 'It is cafeteria.', etc  Semi-controll ed practice (10 min.)  PW Ask and answer questions  PW Ask and answer questions  PW Ask and answer questions  Pre-listening: The T pairs up the SS and distributes different pictures related to school.  What is it? It is a classroom.  What is it? It is a classroo				1 '	
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word on the board. "A classroom", points to the picture, the SS should also point to the picture and repeat "classroom", and so on.  Controlled Practice (7 min.)  TS Act.1,p.33   The T stops the audio material, the T uses the pictures for the new vocabulary, and has SS repeat after him/her one more time making sure SS pronounce the new words accurately.  Next, T shows the same pictures, and SS say what word it is. T says "What is it?", SS say "it is a school.", 'It is a classroom.', 'It is cafeteria.', etc  Semi-controll ed practice (10 min.)  PW Ask and answer questions  Presentation (3 min.)  TS Listen and repeat.  Act. 2, p. 33  Act. 2, p. 33  Act. 2, p. 33  Act. 2, p. 34  Act. 2, p. 35  Act. 3, p. 36  Act. 1, p. 35  Act. 1, p. 35  Act. 1, p. 35  Act. 1, p. 36  Act. 1, p. 36  Act. 1, p. 36  Act. 1, p. 36  Act. 1, p. 37  Act. 2, p. 38  Act. 2, p. 38  Act. 3, p. 36  Act. 1, p. 38  Act. 2, p. 38  Act. 3, p. 36  Act. 1, p. 38  Act. 2, p. 38  Act. 3, p. 36  Act. 1, p. 38  Act. 2, p. 38  Act. 3, p. 36  Act. 1, p. 38  Act. 2, p. 38  Act. 3, p. 36  Act. 1, p. 38  Act. 2, p. 38  Act. 3, p. 36  Act. 1, p. 38  Act. 2, p. 38  Act. 3, p. 36  Act. 3, p.				1 .	
to the picture, the SS should also point to the picture and repeat "classroom", and so on.  Controlled Practice (7 min.)  TS Act.1,p.33   The T stops the audio material, the T uses the pictures for the new vocabulary, and has SS repeat after him/her one more time making sure SS pronounce the new words accurately.  Next, T shows the same pictures, and SS say what word it is. T says "What is it?", SS say "It is a school.", 'It is cafeteria.', etc  Semi-controll ed practice (10 min.)  PW Ask and answer questions    The T pairs up the SS and distributes different pictures related to school.  SS work in pairs to ask and answer simple questions following the model below:  What is it? It is a classroom.  What is it? It is a gym. (The T monitors and assists if necessary. )  Presentation (3 min.)  TS Listen and repeat.  Act. 2, p. 33    Pre-listening: The T elicits by showing/ gesturing the following verbs: study, eat, read, and play.  Optional: The T creates action verbs flashcards and brings them to introduce the target vocabulary.  To use body language to introduce the target vocabulary.  The T says a new word, and the SS act it out. The T shows the actions and the SS say the				1	
the picture and repeat "classroom", and so on.  Controlled Practice (7 min.)  TS Act.1,p.33   The T stops the audio material, the T uses the pictures for the new vocabulary, and has SS repeat after him/her one more time making sure SS pronounce the new words accurately.  Next, T shows the same pictures, and SS say what word it is. T says "What is it?", SS say "It is a school.", 'It is a classroom.', 'It is cafeteria.', etc  Semi-controll ed practice (10 min.)  PW Ask and answer questions    Presentation (3 min.)  Presentation (3 min.)  TS Listen and repeat. (3 min.)  Presentation (3 min.)  TS Listen and repeat. (3 min.)  To practice target vocabulary in context (10 ming) the model below: What is it? It is a gym. (The T monitors and assists if necessary.)  Presentation (3 min.)  TS Listen and repeat. (3 min.)  Presentation (3 min.)  To introduce the new vocabulary in context (10 ming) the model below: President of the present of the target vocabulary. (10 ming) the model below: President of the present of the target vocabulary. (10 ming) the model below: President of the present of the present of the present of the pictures related to school. (10 ming) the model below: President of the present of the target vocabulary is not present of the present					
So on.  Controlled Practice (7 min.)  Controlled Practice (7 min.)  Presentation (3 min.)  Presentation (3 min.)  So on.  So on.  The T stops the audio material, the T uses the pictures for the new vocabulary, and has SS repeat after him/her one more time making sure SS pronounce the new words accurately.  Next, T shows the same pictures, and SS say what word it is. T says "What is it?", SS say "It is a school.", 'It is a classroom.', 'It is cafeteria.', etc  The T pairs up the SS and distributes different pictures related to school.  SS work in pairs to ask and answer simple questions following the model below:  What is it? It is a gym. (The T monitors and assists if necessary.)  Presentation (3 min.)  Pre-listening: The T elicits by showing/ gesturing the following verbs: study, eat, read, and play.  Optional: The T creates action verbs flashcards and brings them to introduce the target vocabulary.  The T says a new word, and the SS act it out. The T shows the actions and social material, the T uses bory the pronunciation of the target words  To practice target vocabulary.  To introduce the target vocabulary.  To use body language to introduce the target vocabulary.  The T says a new word, and the SS act it out. The T shows the actions and the SS say the				1	
Controlled Practice (7 min.)  Act.1,p.33  The T stops the audio material, the T uses the pictures for the new vocabulary, and has SS repeat after him/her one more time making sure SS pronounce the new words accurately.  Next, T shows the same pictures, and SS say what word it is. T says "What is it?", SS say "It is a school.", 'It is cafeteria.', etc  Semi-controll ed practice (10 min.)  PW Ask and answer questions  Presentation (3 min.)  Presentation (3 min.)  The T pairs up the SS and distributes different pictures related to school.  What is it? It is a classroom.  What is it? It is a classroom.  What is it? It is a classroom.  What is it? It is a gym. (The T monitors and assists if necessary.)  Presentation (3 min.)  The T elicits by showing/ gesturing the following verbs: study, eat, read, and play.  Optional: The T creates action verbs flashcards and brings them to introduce the target vocabulary.  The T says a new word, and the SS act it out. The T shows the actions and the SS say the					
Practice (7 min.)  the pictures for the new vocabulary, and has SS repeat after him/her one more time making sure SS pronounce the new words accurately.  Next, T shows the same pictures, and SS say what word it is. T says "What is it?", SS say "It is a school.", 'It is cafeteria.', etc  Semi-controll ed practice (10 min.)  PW Ask and answer questions  PW Ask and answer questions  The T pairs up the SS and distributes different pictures related to school.  SS work in pairs to ask and answer simple questions following the model below:  What is it? It is a classroom.  What is it? It is a gym. (The T monitors and assists if necessary.)  Presentation (3 min.)  TS Listen and repeat.  Act. 2, p. 33  Pre-listening: The T elicits by showing/ gesturing the following verbs: study, eat, read, and play.  Optional: The T creates action verbs flashcards and brings them to introduce the target vocabulary.  The T says a new word, and the SS act it out. The T shows the actions and the SS say the	Controlled	TS	Act.1,p.33		> To practice
has SS repeat after him/her one more time making sure SS pronounce the new words accurately.  Next, T shows the same pictures, and SS say what word it is. T says "What is it?", SS say "It is a school.", 'It is cafeteria.', etc  Semi-controll ed practice (10 min.)  PW Ask and answer questions  Presentation (3 min.)  Presentation (3 min.)  TS Listen and repeat. Act. 2, p. 33  Predictive (3 min.)  Act. 2, p. 33  Act. 2, p. 33  Act. 2, p. 33  Act. 2, p. 34  Act. 3 min.)  Act. 2 min. (3 min.)  Act. 3 min.)  Act. 3 min. (3 min.)  Act. 4 min. (4 min.)  Act. 5 min. (5 min.)  Act. 6 min. (5 min.)  Act. 7 min. (5 min.)  Act. 8 min. (5 min.)  Act. 9 min. (6 min.)  Act. 1 min. (7 min.)  Act. 1 min. (7 min.)  Act. 2 min. (7 min.)  Act. 2 min. (7 min.)  Act. 3 min. (7 min.)  Act. 4 min. (7 min.)  Act. 6 min. (8 min.)  Act. 6 min. (9 min.)  Act. 7 min. (9 min.)  Act. 1 min. (9 min.)  Act. 2 min. (9 min.)  Act. 3 min. (9 min.)  Act. 4 min. (9 min.)  Act. 6 min. (9 min.)  Act. 7 min. (9 min.)  Act. 6 min. (9 min.)  Act. 6 min. (9 min.)  Act. 7 min. (9 min.)  Act. 6 min. (9 min.)  Act. 7 min. (9 min.)  Act. 6 min. (9 min.)  Act. 7 min. (9 min.)  Act. 6 min. (9 min.)  Act. 6 min. (9 min.)  Act. 7 min. (9 min.)  Act. 6 min. (9 min.)  Act. 6 min. (9 min.)  Act. 7 min. (9 min.)  Act. 6 min. (9 min.)  Act. 6 min. (9 min.)  Act. 7 min. (9 min.)  Act. 6 min. (9 min.)  Act. 7 min. (9 min.)  Act. 7 min. (10 min.)  Act. 6 min. (10 min.)  Act. 7 min. (10 min.)  Act. 7 min. (10 min.)  Act. 1 min. (10 min.)  A	Practice		"	1	·
time making sure SS pronounce the new words accurately.  Next, T shows the same pictures, and SS say what word it is. T says "What is it?", SS say "It is a school.", 'It is a classroom.', 'It is cafeteria.', etc  Semi-controll ed practice (10 min.)  PW Ask and answer questions  What is it? _It is a classroom.  What is it? _It is a gym. (The T monitors and assists if necessary.)  Presentation (3 min.)  Pre-listening: The T elicits by showing/ gesturing the following verbs: study, eat, Act. 2, p. 33  Pre-listening: The T creates action verbs flashcards and brings them to introduce the target vocabulary.  To use body language to introduce the target vocabulary.  The T says a new word, and the SS act it out. The T shows the actions and the SS say the	(7 min.)			1	the target words
> Next, T shows the same pictures, and SS say what word it is. T says "What is it?", SS say "It is a school.", 'It is a classroom.', 'It is cafeteria.', etc  Semi-controll ed practice (10 min.)  PW Ask and answer questions  PW Ask and answer questions  > The T pairs up the SS and distributes different pictures related to school.  > SS work in pairs to ask and answer simple questions following the model below:  _ What is it? _ It is a classroom.  _ What is it? _ It is a gym. (The T monitors and assists if necessary.)  Presentation (3 min.)  TS Listen and repeat. Act. 2, p. 33  Pre-listening: The T elicits by showing/ gesturing the following verbs: study, eat, read, and play.  Optional: The T creates action verbs flashcards and brings them to introduce the target vocabulary.  Controlled Practice  To introduce the new vocabulary  > To use body language to introduce the target vocabulary.  The T says a new word, and the SS act it out. The T shows the actions and the SS say the	,			· · · · · · · · · · · · · · · · · · ·	
say what word it is. T says "What is it?", SS say "It is a school.", 'It is cafeteria.', etc  Semi-controll ed practice (10 min.)  PW Ask and answer questions  Presentation (3 min.)  Presentation  (3 min.)  Say what word it is. T says "What is it?", SS say "It is a classroom.', 'It is cafeteria.', etc  To practice target vocabulary in context  SS work in pairs to ask and answer simple questions following the model below:  What is it? _ It is a classroom.  What is it? _ It is a					
say what word it is. T says "What is it?", SS say "It is a school.", 'It is cafeteria.', etc  Semi-controll ed practice (10 min.)  PW Ask and answer questions  Presentation (3 min.)  Presentation  (3 min.)  Say what word it is. T says "What is it?", SS say "It is a classroom.', 'It is cafeteria.', etc  To practice target vocabulary in context  SS work in pairs to ask and answer simple questions following the model below:  What is it? _ It is a classroom.  To practice asking and answering questions  To introduce the new vocabulary.  To use body language to introduce the target vocabulary.  To use body language to introduce the target vocabulary.  The T says a new word, and the SS act it out. The T shows the actions and the SS say the				ĺ	
Semi-controll ed practice (10 min.)  PW Ask and answer questions  Presentation (3 min.)  Presentation  Controlled  Practice  Controlled  Practice    Controlled Practice   Contr				say what word it is. T says "What is it?", SS	
Semi-controll ed practice (10 min.)  Ask and answer questions  PW Ask and answer questions  SS work in pairs to ask and answer simple questions following the model below:  What is it? _ It is a classroom.  What is it? _ It is a gym. (The T monitors and assists if necessary.)  Presentation (3 min.)  TS Listen and repeat.  Act. 2, p. 33  Predict ask and answer simple questions following the model below:  What is it? _ It is a gym. (The T monitors and assists if necessary.)  Presentation (3 min.)  TS Listen and repeat.  Act. 2, p. 33  Predict asking and answering questions  Pre-listening: The T elicits by showing/ gesturing the following verbs: study, eat, new vocabulary  Predict asking and answering questions  To introduce the new vocabulary  To use body language to introduce the target vocabulary.  The T creates action verbs flashcards and brings them to introduce the target vocabulary.  The T says a new word, and the SS act it out. The T shows the actions and the SS say the				say "It is a school.", 'It is a classroom.', 'It is	
different pictures related to school.  SS work in pairs to ask and answer simple questions following the model below:  What is it? _ It is a classroom.  What is it? _ It is a gym. (The T monitors and assists if necessary.)  Presentation (3 min.)  TS Listen and repeat.  Act. 2, p. 33  Controlled Practice  Actor To practice asking and answering questions  Additional pictures related to school.  SS work in pairs to ask and answer simple questions following the model below:  What is it? _ It is a gym. (The T monitors and assists if necessary.)  Pre-listening: The T elicits by showing/ gesturing the following verbs: study, eat,  Act. 2, p. 33  Pre-listening: The T elicits by showing/ gesturing the following verbs: study, eat,  Act. 2, p. 33  To use body language to introduce the target vocabulary.  The T says a new word, and the SS act it out.  The T shows the actions and the SS say the				cafeteria.', etc	
different pictures related to school.  SS work in pairs to ask and answer simple questions following the model below:  What is it? It is a classroom.  What is it? It is a gym. (The T monitors and assists if necessary.)  Presentation (3 min.)  TS Listen and repeat.  Act. 2, p. 33  Controlled  Practice  And and play.  Controlled  Practice  And and play.  Controlled  Practice  And and play.  Controlled  Practice  And and play in context  Vocabulary in context	Semi-controll	PW	Ask and	➤ The T pairs up the SS and distributes	> To practice target
questions    SS work in pairs to ask and answer simple questions following the model below:   What is it? _ It is a classroom What is it? _ It is a gym. (The T monitors and assists if necessary.)    Presentation (3 min.)	ed practice		answer	· · ·	,
questions following the model below:	-		questions		
What is it? _ It is a gym. (The T monitors and assists if necessary.)    Presentation (3 min.)	,				_
and assists if necessary. )  Presentation (3 min.)  TS  Listen and repeat. Act. 2, p. 33  Controlled  Practice  And assists if necessary. )  Pre-listening: The T elicits by showing/ gesturing the following verbs: study, eat, new vocabulary  To use body language to introduce the target vocabulary.  The T says a new word, and the SS act it out. The T shows the actions and the SS say the				_	_
Presentation (3 min.)  Listen and repeat. Act. 2, p. 33  Pre-listening: The T elicits by showing/ gesturing the following verbs: study, eat, read, and play.  Optional: The T creates action verbs flashcards and brings them to introduce the target vocabulary.  The T says a new word, and the SS act it out. The T shows the actions and the SS say the					questions
(3 min.)  repeat. Act. 2, p. 33  gesturing the following verbs: study, eat, read, and play.  Optional: The T creates action verbs flashcards and brings them to introduce the target vocabulary.  Controlled Practice  repeat. Act. 2, p. 33  gesturing the following verbs: study, eat, read, and play.  Optional: The T creates action verbs flashcards and brings them to introduce the target vocabulary  target vocabulary  The T shows the actions and the SS act it out. The T shows the actions and the SS say the	Presentation	TS	Listen and		> To introduce the
Act. 2, p. 33  read, and play.  Optional: The T creates action verbs flashcards and brings them to introduce the target vocabulary.  Controlled  Practice  To use body language to introduce the target vocabulary.  The T says a new word, and the SS act it out. The T shows the actions and the SS say the	(3 min.)			, ,	
Optional: The T creates action verbs flashcards and brings them to introduce the target vocabulary.  Controlled T says a new word, and the SS act it out.  The T shows the actions and the SS say the	,				-
flashcards and brings them to introduce the target vocabulary.  Controlled  Practice  flashcards and brings them to introduce the target vocabulary.  The T says a new word, and the SS act it out.  The T shows the actions and the SS say the				1	<b>,</b>
target vocabulary.  Controlled  Practice  target vocabulary.  target vocabulary  target vocabulary  The T says a new word, and the SS act it out.  The T shows the actions and the SS say the				1 .	<u> </u>
Controlled The T says a new word, and the SS act it out.  The T shows the actions and the SS say the				<u>-</u>	target vocabulary
	Controlled				,
new word.	Practice			The T shows the actions and the SS say the	
				new word.	

Semi	TS/ST	'Freeze' game	'Freeze' game with action verbs	> To help students	
controlled		Total Physical	The T names the actions SS have to show	understand and	
practice		Response	them. If the T says "Freeze" they have to	demonstrate the	
•		(TPR)	stop. The game is played several rounds to	meanings of	
			make sure SS know the meaning of the	action verbs	
			words.	using body	
				language (e.g.,	
			The T asks the SS to draw the place being	study, eat, read,	
			mentioned and show it to the class.	play)	
Application	SS	Connect each	The T pairs up the SS and explains the	> To help students	
(10 min.)		clue to a	activity. SS need to connect two pictures,	understand and	
		place at	name the place and say what they do there.	demonstrate the	
		school and	The T models the first one as an example.	meanings of	
		say what you	Example: Playground. We play on the	action verbs,	
		do there.	playground.	using body	
		Act.3,p. 34	Gym. We play/do sports/ in the gym.	language (e.g.,	
			Classroom. We study in the classroom.	study, eat, read,	
			Library. We read in the library	play)	
			Cafeteria. We eat in the cafeteria.		
			Optional: The T prints the handout. (see		
			Handout # 13)		
Assessment	WC	Recap	The T shows the picture of a cafeteria and	To allow students	
(2 min)			says, 'This is a gym.' The SS should say, 'No, it	reflect what they	
			is not. It/This is a cafeteria.' OR 'We play in the bathroom.' SS: 'No, we	have learnt during	
			play in the Gym.'	the lesson	
			T may go on with this activity using verbs	To assess SS'	
			and school amenities.	performance	
Homework: The SS draw the picture of their school and tell the class what they do there					

# **UNIT 2.1: Our School**

### Lesson plan 2

## **Lesson Duration: 45 minutes**

SWBAT (SS will be able to...):

- Describe their school/classroom using 'There is.../There are...' and the target vocabulary.
- Apply singular and plural nouns with 'There is.../ There are...'
- Create sentences with 'There is.../ There are...'

Stage	Inter	Task/ Activity	Procedure	Purpose
Time	actio			
	n			
Warm up		Homework	> The T asks the SS to show their drawings and	To talk about their
(5 min.)	PW	checking	talk about the school/ class.	classroom or school
		Show and	The SS mingle and find a partner to present	using the target
		tell/Mingling	their drawing and say what they do in that	vocabulary
		activity	place.	> To review previous
			The T encourages the SS to ask follow-up	lesson
			questions.	
Presentatio	TS	Act. 4, p. 34	➤ The T plays the audio, pauses and points to	> To introduce There
n			the picture, showing that:	is/There are
(5 min.)			There is a book in the library./1 book.	structures
			There are books in the library./	To review making
			The T says, "Let's count how many." "1, 2"	plural forms of nouns
	wc		using finger coding, i.e. counting with the	> To work on
			help of fingers. The T says, "There are 2	pronunciation
			books in the library."	
			The T asks the SS to repeat the sentence	
			after her/him to practice pronunciation.	
			Next, the T plays the audio and SS listen to	
			the next one and repeat this sequence.	
			The T elicits the number of boys from the	
			students, and the SS try to count the boys in	
			the picture.	
Controlled	PW	Act. 4, p. 34	> The T writes the two sentence starters on the	To practice there
practice			board: There is and There are	is/there are
(10 min.)			With the help of different pictures of Act 3, p.	grammatical pattern
			34, the T reinforces the new grammar	To practice singular
			structure focusing on the noun with the	and plural nouns
			article.	

		I	l e	
			For example:	
			There is a book in the library.	
			There is a seesaw on the playground.	
			There <u>are balls</u> in the gym.	
			There <u>are students</u> in the cafeteria	
			> The T models the structure and asks the SS to	
			repeat after her.	
			> The T shows the picture and the SS use the	
			target vocabulary + There is/There are	
			structure to make up their own sentences	
	TS/P	Act 5, p. 35	The T pairs up the SS and explains the task.	> To practice There
	W		e.g.	is/There are
			<ol> <li>There is a boy and a man in the gym.</li> </ol>	grammatical pattern
			There is a basket in the gym.	> To practice singular
			There is a ball in the gym.	and plural nouns
			2. There <u>are two boys and a/one girl</u> in the	
			library.	
			There <u>are two bookshelves</u> in the library.	
			There <u>is a computer</u> in the library.	
			3. There <u>are nine SS</u> in the classroom.	
			There is one T in the classroom.	
			There is a blackboard in the classroom.	
Less	TS	Act 6, p.35	➤ The T forms different groups depending on	➤ To engage SS in a
Controlled			the number of the SS in the class.	group activity
(10 min.)			➤ Each group receives a marker and a set of	
			colored sticky notes to work on.	> To describe the
	GW		➤ The T asks the SS to look around the class	classroom objects
			and write the name of each object they see	using the target
			around on a separate sticky note.	grammar structure:
			➤ The T monitors to make sure the SS complete	There is/There
			the task and asks them to walk around and	are
			stick them on the objects they have on their	
			sticky notes.	
			➤ The T asks the SS to say one sentence using	
			their object with the structure 'There	
			is/There are'	
			Optional:	
			➤ The SS are given 5 min to draw objects they	
			have in the classroom. The T approaches	
(10 min.)	GW		<ul> <li>colored sticky notes to work on.</li> <li>The T asks the SS to look around the class and write the name of each object they see around on a separate sticky note.</li> <li>The T monitors to make sure the SS complete the task and asks them to walk around and stick them on the objects they have on their sticky notes.</li> <li>The T asks the SS to say one sentence using their object with the structure 'There is/There are'</li> <li>Optional:</li> <li>The SS are given 5 min to draw objects they</li> </ul>	classroom objects using the target grammar structure: There is/There

		i			
			each group and asks them to present their		
			drawing using 'There is/There are' with		
			nouns used in singular and plural.		
			Note: The SS may be encouraged to draw any		
			object they want: a pen, a pencil, a blackboard, a		
			clock, a map, a globe, etc.		
Application	GW	Creating with	➤ The T asks the SS to stay in their groups and	To apply the target	
(12 min.)		the language	think of at least 5 sentences about their	grammar and	
			classroom using There is/There are	vocabulary in the	
	TS		structures with the target vocabulary.	context	
			> The T reminds the SS to choose a note taker	To create with the	
			who will write their sentences.	language	
			➤ The T walks around to monitor, if necessary		
			and get feedback from the SS.		
Assessmen	WC	Quiz with	Wordwall Activity:	> To allow students	
t		classroom	> SS play the quiz and insert the objects under	reflect what they	
(3 min.)		objects	the correct category.	have learnt during	
			Optional:	the lesson	
			> SS come up with one sentence with either	To assess SS'	
			There is/ There are	performance	
Homework:	Homework: SS des		scribe their favorite classroom in the school using at least 5 sentences with There		
		is/There	are		

<sup>\*</sup>Depending on the pace of the SS Unit 2.1 can be covered in 1 or 2 lessons.

# Unit 3.2 The Letters E and U

**Lesson Duration: 45 minutes** 

Lesson plan 1

SWBAT (SS will be able to...):

• Identify the letters E and U

• Read and write words starting with E and U

Stage	Inter-	Task/ Activity	Procedure	Purpose
Time	actio			
	n			
Warm up (3 min.)	TS	Review of the Alphabet	<ul> <li>The T reads out the letters in the alphabetical order and the SS repeat after him/her.</li> <li>Optional:</li> <li>SS are encouraged to come in front of the class and mime/gesture with their body parts the</li> </ul>	➤ To help the SS to hear the sounds of the letters

		1		1
			letters they have covered in their previous	To set the tone of
			lesson. The rest of the SS guess what letter the	the new lesson
			S is demonstrating.	
			2. The T assigns action verbs jump, turn around,	
			clap hands, and run to the letters D, G, H, K	
			respectively. SS stand up next to their desks	
			and when the T shows and calls out Letter D, all	
			SS jump, the same procedure is applied to	
			other letters and action verbs.	
Presentatio	TS	Listen point	➤ The T brings flash cards with the letters to the	➤ To introduce two
		and repeat	class, and introduces upper and lower cases of	new letters and
n /		Act. 1 & 3,	E/e and U/u to the SS.	
(15 min.)		p.69	➤ The T shows the upper cases of 'E' and 'U'and	practice their
		p.03	pronounces them.	correct
			<ul> <li>SS listen to the correct pronunciation of the</li> </ul>	pronunciation
		Letter E & U	letter and repeat for two/three times.	> To introduce new
		introduction	<ul> <li>The T repeats the same procedures with the</li> </ul>	words starting with
		Introduction	lowercases 'e' and 'u'.	_
				E and U
			> After practicing several times (choral drilling,	To practice the new
			Individual drilling), the T then starts introducing	vocabulary
			the new vocabulary related to the Letter 'E' and	
			'U' on p. 69, Act. 1 & 3 with the help of flash	
			cards.	
			The T shows and pronounces the picture and	
			has the SS repeat after him/her.	
			> The procedure continues until all the words are	
			introduced and practiced in terms of meaning,	
			form and pronunciation (MFP)	
			➤ The T plays the audio materials, pauses and	
	GW		asks the SS to repeat the new words.	
	GW			
			Optional:	
			1. The T explains to the SS that they need to do	
			two moves: jumping up for letter U and showing	
			an elephant nose for letter E. The T is going to	
			show pictures and the Ss should do the moves.	
			The T emphasizes the importance of saying the	
			word.	
			➤ The T does modeling, for example, the T shows	
			the picture of an egg, the student shows an	
			elephant nose and says the word	
			2. Egg hunt:The T prints several pictures of letter E	
			and U words. Each picture is cut into an egg	
			shape and then this egg is cut in half. The words	

			should be taken from Activity 1 p. 69. The T then hides these pictures in the class. The SS find the pictures and try to find the matching picture as well. The SS work in teams in finding the missing half. This activity can be adjusted and SS find capital and small letters that were previously covered. sounds.	
Controlled practice (10 min.)	TS	Listen, point, and repeat. Act.1, p. 69 Practice writing Act.7, p. 70	➤ The T writes letter E and U on the board and asks the SS to make a shape of the letter using different materials/substances, such as plastilin, pens, pencils, tracing in the air, writing the letter with the finger in the rice/ beans, plastilin, etc.	<ul> <li>To practice letter writing</li> <li>To incorporate different learning styles (kinesthetic, visual, auditory, etc.)</li> </ul>
	WC	Listen and sing along. Act. 2 and 4, p 69	<ul> <li>The T plays the song, pauses after a familiar word and asks the SS to repeat.</li> <li>(85) Letter Ee   New Phonics Songs   Little Fox   Animated Songs for Kids - YouTube</li> <li>The T plays the song, pauses after a familiar word and asks the SS to repeat.</li> <li>https://www.youtube.com/watch?v=GI4nbI7fzAs</li> </ul>	<ul> <li>To consolidate the pronunciation of the target words</li> <li>To develop SS' listening skills</li> </ul>
Less Controlled Practice (10 min.)	GW WC	Act. 8, p. 70	<ul> <li>The T gives the instructions. The SS work individually and put the words under the correct category correct boxes</li> <li>The SS compare the answers with the group members.</li> <li>The T checks the answers, each time nominating different SS to say the words.</li> </ul>	<ul> <li>To categorize the words under Letter 'E' and 'U'</li> <li>To reinforce the target language &amp; pronunciation</li> </ul>
	WC	Listen and repeat Act. 6, p. 70	<ul> <li>The T uses the picture on p. 70 to introduce the task.</li> <li>The T holds a picture of an elephant and says, 'This is an elephant. The elephant is gray. The gray elephant is big."</li> <li>The T holds a picture of an umbrella, and elicits answers from the students encouraging them to use the same pattern.</li> </ul>	<ul> <li>To practice saying words and sentences with the target words.</li> <li>To practice pronunciation</li> </ul>

			<ul> <li>The T plays the audio material, the SS listen and read the short texts in the bubbles of the Act. 6, on page 70.</li> <li>SS need to use the pattern they learned to answer.</li> </ul>		
Application (5 min.)	PW		<ul> <li>The T pairs up the SS.</li> <li>The SS choose any two pictures from Act. 8, p.70.</li> <li>The SS use the model of Act.6, p. 70 to describe the picture.</li> <li>The T monitors the whole process and helps if necessary.</li> </ul>	Α	To use the target language in context To review the colors and apply the target vocabulary in real life
Assessment (2 min.)	TS	Exit ticket	The T asks the SS to recall two words starting with E and U	A	To allow students reflect what they have learnt during the lesson To assess SS' performance

Homework: Activity 7, p. 70, Act.11, p. 71

This activity can be completed at home or in copybooks to practice letter writing.

Optional for LA: SS practice letter tracing or forming the letter using flour/rice/sand/clay/egg shells collage, etc. Activity 8 can be assigned to be copied in the copybooks or be printed out for SS to complete at home. (see Handout # 30)

# Unit 3.2: The Letters E and U

### Lesson plan 2

**Lesson Duration: 45 minutes** SWBAT (SS will be able to...):

- Identify letters E and U
- Practice saying, reading and writing letters E and U as well as words with the letters
- Identify EE digraph and words that contain the digraph

Stage	Inter-	Task/ Activity	Procedure	Purpose
Time	action			
Warm up (3 min.)	TS	Review the alphabet	<ul> <li>The T reads out the letters in the alphabetical order and the SS repeat after him/her.</li> <li>Optional:</li> <li>SS are encouraged to come in front of the class and mime/gesture with their body parts the letters they have covered in their previous lesson. The rest of the SS guess what letter the S is demonstrating.</li> </ul>	<ul> <li>To review the material covered</li> <li>To set the tone of the new lesson</li> </ul>
Presentation (15 min.)	IW	Act. 9, p. 71	<ul> <li>The T writes 'ee' on the board, and introduces the sound [i:] to the SS. The T explains to the SS that 'ee' makes a long [i:] sound. The T may draw a BEE and remind the SS that the 'e 'here is longer than in the word 'eleven'.</li> <li>The T does choral drilling and individual drilling to practice the correct pronunciation of the sound.</li> <li>SS listen and correct as many times as required.</li> <li>After practicing several times (choral drilling, Individual drilling), the T then starts introducing the new vocabulary related to the double 'ee' on p.72, Act.12.</li> <li>The T shows and pronounces the pictures of a street, bee, reed, queen, sweet, eel, see, sweep, peel, and tree. and has the SS repeat after him/her.</li> <li>The procedure continues until all the words are introduced and practiced in terms of meaning, form and pronunciation (MFP)</li> <li>The T plays the audio materials, pauses and asks the SS to repeat the new words.</li> </ul>	<ul> <li>To get acquainted with EE digraph</li> <li>To introduce double 'ee' and practice its correct pronunciation</li> <li>To introduce new words with double 'ee'</li> <li>To practice the new vocabulary</li> </ul>
Controlled practice (8 min.)	PW WC	Act. 13, p. 72	<ul> <li>The SS fill in the blanks with letters and match the pictures.</li> <li>When they complete the task, the T asks them to pair-up and check the answers.</li> <li>Finally, the SS check the answers with the T.</li> <li>Answer Key:         <ol> <li>A street (3rd picture)</li> </ol> </li> </ul>	<ul> <li>To reinforce the vocabulary</li> <li>To visualize the words</li> <li>To practice spelling the words</li> </ul>

	l	T	2 0 (5:1 1:1 )	T	
			2. See (5th picture)	> To practice	
			3. Bee (4th picture)	pronunciation	
			4. Sweets (2nd picture)		
			5. A tree (1st picture)		
			Optional:		
			1. The activity 13 can be printed out to be used		
			in PW or IW. (see Handout # 32)		
			2. SS do a running dictation of the same words		
			or more words from the unit.		
Less	TS	Run and Touch	➤ The T prepares cards with photos. All the photos	➤ To reinforce the	
Controlled			are taken from Act.12 on p. 72.	target vocabulary	
Practice (8			The T sticks the cards on the walls all around the	> To activate the	
min)	wc		class.	target vocabulary	
, , , ,			➤ The T calls out the word.	in a fun and	
			➤ The SS listen to the word and tries to find the		
			picture stuck on the wall.	engaging way	
			When the SS find the picture, they run to it and hit		
			it either with their hands or with a fly swatter.		
			Optional:		
			<b>Smaller groups:</b> The T may use sticky notes, write the		
			words on sticky notes and put them in different		
			places in the classroom. Then the T may tell different		
			SS to find the word and bring the sticky note back.		
			This will enable SS to move and read the words in		
			different places to find the right one.		
Application	IW	Word-Dictatio	The T dictates the words from Act.12 on p. 72 to	> To reinforce the	
(10 min.)		n	the SS.	new vocabulary	
	GW		The SS write the words individually.	➤ To practice spelling	
		Act. 12, p. 72	The SS compare the spelling of the words with	of the new	
	wc		other SS.	vocabulary	
	'''		➤ The T does whole-class feedback.	Vocabalary	
Assessment	TS	Recan	➤ The T prepares slides with pictures taken from Act.	> To allow students	
	13	Recap	12 on p.72.		
(3 min)			The teacher shows the images one by one	reflect what they	
			nominating different students to say the words.	have learnt during	
			norminating different students to say the words.	the lesson	
				> To assess SS'	
				performance	
Homework:	SS make	a crossword or w	ord search puzzle using the words they learned in class.	<u> </u>	
Tomework. 33 make a crossword or word search puzzle using the words they learned in class.					

<sup>\*</sup>Depending on the pace of the SS Unit 3.2 can be covered in 1 or 2 lessons.

## **Unit 4.1 My House**

## **Lesson Duration: 45 minutes**

### Lesson plan 1

SWBAT (SS will be able to...):

- Use house related words: a house, an apartment, a roof, a chimney, a door, a window, a garden, stairs, upstairs/downstairs, a garage and pronounce them correctly
- Talk about their use

Stage	Inter-	Task/ Activity	Procedure	Purpose
Time	actio			
	n			
Warm-u p /Lead-in (5 min.)	TS	Put the puzzle together	<ul> <li>➤ The T cuts a big picture of a house into several pieces.</li> <li>Note: The pieces should not be too small and images should be clear, so that SS can see them well. Additionally, each group should receive the pieces needed to assemble an entire house.</li> <li>➤ SS work together by assembling the pieces of a puzzle to form a complete picture.</li> <li>EF: If there is a group that finishes early, the T assigns them to help other groups. The purpose is to keep the EF busy and prevent them from distracting others.</li> <li>➤ While the groups are working, the T mingles and monitors the whole process and helps if necessary.</li> <li>➤ When all the groups are done, the T asks 'What picture is it?' and elicits the word 'house' from the SS.</li> <li>Note: SS might not know the English word for it. So, the Armenian word 'unnlu' is accepted as a correct answer. The T listens to the answers and writes the English word 'house' on the board</li> </ul>	<ul> <li>➤ To set the tone of the new lesson</li> <li>➤ To introduce the new word 'house'</li> <li>➤ To practice the pronunciation of the word 'house'</li> <li>➤ To foster collaboration, problem-solving skills in an engaging way</li> <li>➤ To raise the SS interest in the lesson</li> </ul>
			instead. She points to the picture of a house and says, 'This is a house.' Students repeat after her.	
Presenta tion (10 min.)	TS WC	Act. 1, p. 3	<ul> <li>The T shows a slide with a picture of a 'house' and 'an apartment.' The words house and apartment are written above each picture.</li> <li>The T reads both words aloud, one after the other, while pointing to the pictures.</li> </ul>	➤ To introduce the target vocabulary of the lesson ➤ To practice the correct

			The SS repeat each word after her at least	pronunciation
			<ul> <li>twice.</li> <li>The T asks, 'How are they different?' The T elicits any answers provided by the SS.</li> <li>She explains the difference.</li> <li>The T shows the slides of a roof, a chimney, a door, a window, a garden, stairs, upstairs/downstairs, and a garage one by one.</li> <li>The T says the word pointing to the picture and SS repeat after her.</li> <li>The T plays the recording. The SS listen to the recording, points to the picture and repeats the words.</li> </ul>	of the words
Controlle d practice ( 8 min)	WC	Act. 2, p. 3 Listen and sing along	<ul> <li>The T plays the song</li> <li>SS listen to the song, sing and point to the parts of the house from Activity 1.</li> <li>House Song (youtube.com)</li> </ul>	<ul> <li>➤ To develop SS' listening skills</li> <li>➤ To practice the pronunciation of the target vocabulary in a fun and engaging way</li> <li>➤ To identify the house-related words from the song</li> </ul>
	TS IW PW TS	Listen to Nare and color her house Act.3, p. 3	<ul> <li>The T explains the task.</li> <li>The SS listen and color the parts of the house .</li> <li>To check the SS' understanding of the task, the T asks 'Whose house is it?' He/She nominates a student to answer the question. The T asks, 'Are you going to use the same color for all parts?' and elicits from the SS that they color the house with different colors.</li> <li>The T plays the audio material. The SS listen and color the house individually.</li> <li>The T assigns SS to do the task in their copybooks or the T prints the task as a handout and gives one to each student to work on it (see Handout 50).</li> </ul>	<ul> <li>To develop SS'         listening skills</li> <li>To review         colors</li> <li>To practice the         target         vocabulary</li> </ul>

Less-cont	IW	Listen and number	<ul> <li>When all students color their houses, the T asks them to pair up and compare their pictures.</li> <li>If the pictures were colored in the wrong way, the T plays the audio again and SS make the necessary corrections or changes.</li> <li>The T explains the tasks.</li> </ul>	➤ To develop SS'
rolled practice ( 10 min.)	PW WC	the pictures. Act. 4, p. 4	<ul> <li>➢ He/she plays the audio material.</li> <li>➢ The T pauses after each word to give SS time to complete the task.</li> <li>➢ The SS work individually.</li> <li>➢ When they finish, they pair-up to compare the answers.</li> <li>➢ Finally, the T checks the answers each time nominating different SS to answer.</li> <li>Answers:         <ol> <li>door</li> <li>stairs</li> <li>chimney</li> <li>window</li> <li>house</li> </ol> </li> <li>LA: The T plays the audio several times, if necessary.</li> <li>HA/EF: The T ask the SS to come up with complete sentences about the house using There is/there are, numbers, colors, pronouns.</li> <li>The T does modeling of the sentences.</li> <li>E.g. There are three yellow stairs.</li> </ul>	listening skills  To consolidate the previously studied vocabulary/ sentence structures
	TS PW	Act. 5, p. 4	This is Nare's house.  The T explains the task.  The T plays the audio material.  SS listen and follow the conversation.  The T pairs up the student and assigns roles to each student.  The SS read the conversation together.  When they finish reading, the T swaps	<ul> <li>To develops         SS' reading             and listening             fluency         To act out a             conversation     </li> </ul>

			<ul> <li>the roles. All students should read at once.</li> <li>➤ The same pair reads the same conversation, twice by changing the roles.</li> <li>➤ While SS are reading, the teacher mingles, monitors and helps if necessary.</li> </ul>		To pronounce the words correctly
Applicati on (10 min)	PW	Act. 7, p. 5	<ul> <li>SS mingle around the class, find a pair and act out a conversation similar to Act.7, on p. 5.</li> <li>SS should talk to at least 1-2 students.</li> </ul>	A	To practice real-life communication skills in a controlled environment To encourage SS to actively use the language they have learned in class
Assessm ent (1-2 min)	TS	Wrap up	<ul> <li>The T asks, 'What did you learn today?'</li> <li>The T elicits at least 1-2 new words from each S.</li> <li>Optional:</li> <li>The T gives SS different pictures of a house with differently coloured house parts. The SS need to write 3 expressions or sentences according to their levels.</li> <li>LA: write just words or expressions, E.g. a green roof, big windows, etc.</li> <li>HA: write sentences about the house.</li> </ul>		<ul> <li>➤ To assess the lesson outcome</li> <li>➤ To allow SS have a feeling of accomplishme nt when leaving the class</li> </ul>

Homework: The SS learn the target vocabulary and bring a photo of their house or a photo of a house they like to the class.

# Lesson plan 2

## **Lesson Duration: 45 minutes**

SWBAT (SS will be able to...):

- Use rooms: a hall, a living room, a bedroom, a kitchen, a bathroom, and a study and pronounce the words correctly
- Talk about their house/apartment

Stage	Inter-	Task/ Activity	Procedure	Purpose
Time	action			
Warm up (5 min.)	PW/ GW	Mingling and introducing the houses to each other	<ul> <li>The T shows the picture of his/her house on the slide and introduces it.</li> <li>Example: This is my house. It is small. There are 5 big windows in my house, and a big brown door.</li> <li>There is a big garden.</li> <li>The SS use the same model, mingle in the class and introduce their houses/apartments to each other using the provided model.</li> <li>The SS talk to at least 1-2 students.</li> <li>The T mingles, listens and helps if necessary.</li> </ul>	<ul> <li>➤ To set the tone         of the new         lesson</li> <li>➤ To foster         collaboration         in the target         language</li> </ul>
Presenta tion (10 min.)		Act. 8, p. 5	<ul> <li>➤ The T uses the pictures of Act. 8, on p. 5 to introduce the target vocabulary.</li> <li>Optional: The T uses flashcards/prepares slides to introduce the target vocabulary: a hall, a living room, a bedroom, a kitchen, a bathroom, and a study.</li> <li>https://esl-kids.com/flashcards/rooms.html</li> <li>➤ The T says each word, pauses and does choral and individual drilling to practice the correct pronunciation of the words</li> <li>➤ She plays the audio material.</li> <li>➤ The SS listen and repeat the words.</li> </ul>	<ul> <li>To introduce the target vocabulary</li> <li>To practice the correct pronunciation of the target vocabulary</li> </ul>
Controlle d practice (10 min.)	TS IW PW WC	Act.9, p. 5	<ul> <li>The T explains the task. The house items should be labeled by the room they can be found in.</li> <li>The T does modeling to clarify the task. The 1st picture belongs to the bathroom, the T points to the picture in Act. 8.</li> <li>The SS work individually and write the rooms where they can find the items in their copybooks.</li> <li>The T pairs-up the SS.</li> </ul>	➤ To practice the target vocabulary ➤ To practice writing the names of the rooms

			<ul> <li>➤ The SS compare their answers together.</li> <li>➤ The T checks the answers each time nominating different SS to answer.</li> <li>Answers:         <ol> <li>Kitchen</li> <li>Bedroom</li> <li>Living room</li> <li>Study</li> <li>Hall</li> <li>Optional: The T may ask ss questions like what can we do in the kitchen? And practice some patterns with verbs: cook, wash, sleep, study, watch TV, etc.</li> </ol> </li> <li>Optional: The T may play a pantomime game with SS, SS need to show the room they are told and the other SS need to guess which room it is.</li> </ul>	
Less-controlle d practice ( 5 min.)	TS IW PW WC	Act. 10, p. 6	<ul> <li>➤ The T points to the pictures and elicits the rooms from the SS. She asks, 'What room is it?' and a S answers, 'It's a living room.'</li> <li>➤ The T elicits the other rooms from the SS in the same way.</li> <li>➤ The T explains the tasks.</li> <li>➤ The T plays the audio material. The T pauses after each one to give SS time to write the names</li> <li>➤ The SS listen and write the names of each person in the room in their copybooks.</li> <li>➤ The T pairs-up the SS to compare the answers.</li> <li>➤ The T checks the answers.</li> <li>Answers:         <ol> <li>Teo</li> <li>Ming</li> <li>Jack</li> <li>Nare</li> </ol> </li> <li>Optional: The T may ask follow up questions like, "What is Teo doing in the living room?", "Why is Nare in the kitchen?", etc.</li> </ul>	> To develop SS' listening skills
Freer practice (5 min.)	TS PW	Act. 11, p. 6	<ul> <li>The T plays the recording.</li> <li>The SS listen and repeat.</li> <li>The T pairs-up the SS and assigns roles to each S.</li> </ul>	To develop SS' reading and listening fluency

			<ul> <li>The SS read the conversation and then swap the roles.</li> <li>The T mingles, monitors, and helps the SS if necessary.</li> </ul>	To practice the pronunciatio n of the words
Applicati on (8 min)	TS PW	Act. 12, p. 6	<ul> <li>The SS use the model of Act. 11, on p. 6.</li> <li>The T models the task with a HA student.</li> <li>SS mingle around the class, ask and answer questions.</li> <li>SS should talk to at least 1-2 SS.</li> <li>The T mingles, monitors, and helps if necessary.</li> </ul>	➤ To practice real-life communication skills in a controlled environment ➤ To encourage SS to actively use the language they have learned in class
Assessm ent 1-2 min	TS	Wrap up  MY HOUSE SS play th	<ul> <li>The T asks, 'What did you learn?'</li> <li>Each S says 1-2 new words they internalized.</li> </ul>	➤ To assess the lesson outcome

https://wordwall.net/ru/resource/65031783/rooms

<sup>\*</sup>Depending on the pace of the SS Unit 4.1 can be covered in 1 or 2 lessons.

# **Unit 5.2 Bigger and Smaller**

### **Lesson Duration: 45 minutes**

Lesson plan 1

SWBAT (SS will be able to...):

- Identify and use regular forms of comparative degree of adjectives of the following words: big, small, fast, slow, short, and tall
- Use comparative forms of the adjectives to talk about different animals

Stage	Inter-	Task/	Procedure	Purpose
Time	action	Activity		
Time Warm up (4 min.)	TS	Activity Play what animals can and cannot do	<ul> <li>The T forms groups, 4 students in each one using the "1, 2, 3, 4" technique. SS count from 1 to 4, each remembering their assigned number. When the counting is over, the T asks all 1s, 2s, 3s and 4s to get together.</li> <li>Each group receives two cards: one with 'can' written on it and the other with 'cannot' written on it. 'Can' should be written on a green card and 'cannot' on a red card, so that students can identify which one is what with the help of color coding.</li> <li>The T draws four lines on the board to make four columns and writes G1, G2, G3, and G4 above each column.</li> <li>Optional: To make the process more engaging and fun, the T can ask SS to think of the group names.</li> <li>The T chooses sentences from the previous lesson and comes up with 5-6 sentences where the words can/cannot are used.</li> <li>The T models one example and leaves out the words can/cannot in each sentence making a long pause for the SS to fill in the gap. For example:         Lions (T pauses) roar loudly.</li> <li>SS listen to the sentences attentively. When the T remains silent, the SS discuss the answers together with their group members and raise either the card "can" or "cannot."</li> <li>SS have 5 seconds maximum to discuss each</li> </ul>	<ul> <li>➢ To review can and cannot and target vocabulary</li> <li>➢ To set the tone for the new lesson and to liven up the class</li> </ul>

			The T writes the groups' answers in the columns after reading each sentence and eliciting from the SS. The sentences are:	
			<ol> <li>Lions (T remains silent) roar so loudly.</li> <li>Elephants (T remains silent) climb trees.</li> <li>Monkeys (T remains silent) sing.</li> <li>Crocodiles (T remains silent) swim.</li> <li>Lions (T remains silent) hunt very well.</li> <li>Hippos (T remains silent) talk.</li> <li>The T takes any answer the SS come up with and writes them down on the board.</li> <li>When the sentences are over, the T checks the answers with the students.</li> <li>The group with the most correct answers is the</li> </ol>	
			winner. There might be more than one winner.	
Lead-in (2 min.)	TS	Recall some animal names	tiger, a turtle, a giraffe, a girl and a boy to review	<ul> <li>To review some of the animal words.</li> <li>To listen to the question and respond in full sentences</li> </ul>
Presentation (4 min.)	TS	Act. 1, p. 37	<ul> <li>The T plays the audio material and points to the pictures. Then asks the SS to point and repeat.</li> <li>Then the T plays the audio material.</li> <li>The SS listen to the audio material and repeat by pointing at the pictures one by one.</li> </ul>	To introduce the comparative degree of adjectives
Controlled practice (8 min.)	WC	Act. 2, p. 37	<ul> <li>The teacher plays the video material at least two times         https://www.youtube.com/watch?v=Zha6AR-yeMQ     </li> <li>SS listen to the song and mime and gesture the animal sizes with the help of hands. For example:</li> </ul>	<ul><li>To practice the target grammar</li><li>To have fun with grammar</li></ul>

The T shows the adjectives big and bigger demonstrating it with the hands.  Optional: In a HA group, the T may choose to introduce some of the words in the video to later have the students practice comparative degree of adjectives with the help of the sea animals.  SS watch and listen to the song and sing along.  IW Act. 3, p. 37
Optional: In a HA group, the T may choose to introduce some of the words in the video to later have the students practice comparative degree of adjectives with the help of the sea animals.  ➤ SS watch and listen to the song and sing along.  IW Act. 3, p. 37 ➤ The T explains the task.  ➤ The T says, 'Listen and write a or b next to the number in your copybook.'  ➤ The T plays the audio material pausing after each sentence.  ➤ SS listen and write the correct letter in their copybooks.  ➤ The T pairs-up the SS to compare the answers.  ➤ The T checks the answers. While the SS are working on the task, the T writes the correct answer son the board to serve as an answer key to the SS.  IW Act. 4, p. 38 ➤ The T explains the task.  ➤ The T reads the sentences. SS look at the pictures  ➤ To help visual learners to use
some of the words in the video to later have the students practice comparative degree of adjectives with the help of the sea animals.  > SS watch and listen to the song and sing along.  IW Act. 3, p. 37   The T explains the task.  The T says, 'Listen and write a or b next to the number in your copybook.'  The T plays the audio material pausing after each sentence.  SS listen and write the correct letter in their copybooks.  The T pairs-up the SS to compare the answers.  The T pairs-up the SS to compare the answers.  The T checks the answers. While the SS are working on the task, the T writes the correct answers on the board to serve as an answer key to the SS.  The T eads the sentences. SS look at the pictures  To develop students' listening skills  To identify and use the target grammar in the context  To identify and use the target grammar in the context  To identify and use the target grammar in the context  To identify and use the target grammar in the context  To identify and use the target grammar in the context  To identify and use the target grammar in the context  To identify and use the target grammar in the context  To identify and use the target grammar in the context  To identify and use the target grammar in the context  To identify and use the target grammar in the context  To identify and use the target grammar in the context  To identify and use the target grammar in the context  To identify and use the target grammar in the context  To identify and use the target grammar in the context  To identify and use the target grammar in the context and use the target grammar in the context.  To identify and use the target grammar in the context and use the target grammar i
students practice comparative degree of adjectives with the help of the sea animals.  SS watch and listen to the song and sing along.  IW Act. 3, p. 37 > The T explains the task.  The T says, 'Listen and write a or b next to the number in your copybook.'  The T plays the audio material pausing after each sentence.  SS listen and write the correct letter in their copybooks.  The T pairs-up the SS to compare the answers.  The T checks the answers. While the SS are working on the task, the T writes the correct answer son the board to serve as an answer key to the SS.  The T explains the task.  To identify and use the target grammar in the context  The T pairs-up the SS to compare the answers.  The T of checks the answers. While the SS are working on the task, the T writes the correct answers on the board to serve as an answer key to the SS.  The T explains the task.  The T reads the sentences. SS look at the pictures
with the help of the sea animals.  SS watch and listen to the song and sing along.  IW Act. 3, p. 37  The T explains the task.  The T says, 'Listen and write a or b next to the number in your copybook.'  The T plays the audio material pausing after each sentence.  SS listen and write the correct letter in their copybooks.  The T pairs-up the SS to compare the answers.  The T checks the answers. While the SS are working on the task, the T writes the correct answers on the board to serve as an answer key to the SS.  The T explains the task.  The T reads the sentences. SS look at the pictures  With the help of the sea animals.  To develop students' listening skills  To identify and use the target grammar in the context  To identify and use the target grammar in the context  To help visual learners to use
SS watch and listen to the song and sing along.   IW   Act. 3, p. 37   > The T explains the task.   > To develop students' listening number in your copybook.'   > The T plays the audio material pausing after each sentence.   > SS listen and write the correct letter in their copybooks.   > The T pairs-up the SS to compare the answers.   > The T checks the answers. While the SS are working on the task, the T writes the correct answer son the board to serve as an answer key to the SS.   The T explains the task.   > To help visual learners to use
IW Act. 3, p. 37   The T explains the task.  The T says, 'Listen and write a or b next to the number in your copybook.'  The T plays the audio material pausing after each sentence.  PW SS listen and write the correct letter in their copybooks.  The T pairs-up the SS to compare the answers.  The T pairs-up the SS to compare the answers.  The T checks the answers. While the SS are working on the task, the T writes the correct answer son the board to serve as an answer key to the SS.  The T explains the task.  The T reads the sentences. SS look at the pictures  To develop students' listening skills  To identify and use the target grammar in the context  To identify and use the target grammar in the context  To help visual learners to use
PW P
number in your copybook.'  The T plays the audio material pausing after each sentence.  SS listen and write the correct letter in their copybooks.  The T pairs-up the SS to compare the answers.  The T checks the answers. While the SS are working on the task, the T writes the correct answers on the board to serve as an answer key to the SS.  The T explains the task.  The T reads the sentences. SS look at the pictures  Skills  To identify and use the target grammar in the context  To identify and use the target grammar in the context  To identify and use the target grammar in the context  The T pairs-up the SS to compare the answers.  The T checks the answers. While the SS are working on the task, the T writes the correct answer key to the SS.
PW  The T plays the audio material pausing after each sentence.  SS listen and write the correct letter in their copybooks.  The T pairs-up the SS to compare the answers.  The T checks the answers. While the SS are working on the task, the T writes the correct answers on the board to serve as an answer key to the SS.  The T explains the task.  To identify and use the target grammar in the context  The T pairs-up the SS to compare the answers.  The T checks the answers. While the SS are working on the task, the T writes the correct answer key to the SS.  The T explains the task.  To help visual learners to use
PW  sentence.  SS listen and write the correct letter in their copybooks.  The T pairs-up the SS to compare the answers.  The T checks the answers. While the SS are working on the task, the T writes the correct answers on the board to serve as an answer key to the SS.  The T explains the task.  The T reads the sentences. SS look at the pictures  use the target grammar in the context  context  The T pairs-up the SS to compare the answers.  The T checks the answers. While the SS are working on the task, the T writes the correct answer key to the SS.  The T explains the task.  To help visual learners to use
SS listen and write the correct letter in their copybooks.  The T pairs-up the SS to compare the answers.  The T checks the answers. While the SS are working on the task, the T writes the correct answers on the board to serve as an answer key to the SS.  WC  WC  The T pairs-up the SS to compare the answers.  The T checks the answers while the SS are working on the task, the T writes the correct answer key to the SS.  WC  The T reads the sentences. SS look at the pictures  To help visual learners to use
copybooks.  The T pairs-up the SS to compare the answers.  The T checks the answers. While the SS are working on the task, the T writes the correct answers on the board to serve as an answer key to the SS.  (9 min.)  IW Act. 4, p. 38 ➤ The T explains the task.  The T reads the sentences. SS look at the pictures
<ul> <li>➤ The T pairs-up the SS to compare the answers.</li> <li>➤ The T checks the answers. While the SS are working on the task, the T writes the correct answers on the board to serve as an answer key to the SS.</li> <li>(9 min.)</li> <li>IW Act. 4, p. 38 ➤ The T explains the task.</li> <li>➤ To help visual learners to use</li> </ul>
Less- controlled practice  WC  The T checks the answers. While the SS are working on the task, the T writes the correct answers on the board to serve as an answer key to the SS.  WC  WC  WC  WC  WO  WO  WO  WO  WO  WO
controlled practice working on the task, the T writes the correct answers on the board to serve as an answer key to the SS.  (9 min.) IW Act. 4, p. 38 > The T explains the task. > To help visual learners to use
practice  answers on the board to serve as an answer key to the SS.  IW Act. 4, p. 38 > The T explains the task. > To help visual learners to use
practice answers on the board to serve as an answer key to the SS.  (9 min.) IW Act. 4, p. 38 > The T explains the task. > To help visual learners to use
the SS.  IW Act. 4, p. 38 ➤ The T explains the task. ➤ To help visual learners to use
➤ The T reads the sentences. SS look at the pictures learners to use
write the correct letter next to the number in your grammar in
copybooks.' context
PW  ➤ SS get into pairs to compare their answers.
➤ The T checks the answers. While the SS are ➤ To improve
working on the task, the T writes the correct listening and
WC answers on the board to serve as an answer key to reading skills
the SS.
TS Compare > The T gives a pile of animal' pictures to the groups > To use the target
the pictures   In groups, SS compare the animals using the grammar by
SS adjectives they learnt. comparing
➤ The teacher elicits the answers. animals together

Freer	SS	Act. 5, p. 38	> The SS work individually and fill in the blanks with	> To allow time for
Practice			the words that are illustrated in the task.	the SS to
(8 min.)	GW		The SS make groups to compare their answers.	collaborate and
			Answer: An elephant is heavier than me. It's	work in groups.
	wc		slower than a cheetah or a bee . It's bigger than a	
			mouse . But it's smaller than a house And it	> To use the target
			cannot sit on a tree.	language in
			> Then the SS practise reading and reciting the poem	context and
			in their groups.	internalize the
			> The T monitors the groups and assists them if	target language
			necessary.	
			Optional: in <b>HA/EF</b> groups, SS can be assigned to work	
			in pairs doing the following activity.	
			https://www.teach-this.com/images/resources/compar	
			ative-cards.pdf	
Application		Building up	> The T assigns the students to choose two animals	> To apply the
(9 min)		sentences	for their choice and use the comparative degree of	target grammar
	GW		the adjectives to come up with their sentences.	and vocabulary.
			➤ The T gives one-two minutes for them to write	
			their sentences.	> To interact with
			Smaller Classes:	their peers using
			The SS mingle around the classroom and share	the target
			their sentences with at least 3 students.	language.
			Larger Classes:	
			> The SS share their sentences with another group.	
Assessment	TS	Recap	➤ The teacher asks the SS, "What did we learn	> To assess the
(1 min.)			today?"	lesson outcome
			> SS come up with answers using the target grammar.	To allow SS have a
				feeling of
				accomplishment when leaving the
				class
Homework:	The SS car	n be assigned to	o write three sentences using the comparative degrees of	

**Homework:** The SS can be assigned to write three sentences using the comparative degrees of the adjectives sentences either about their favorite animal.

# Unit 5.2: Bigger and Smaller

### Lesson Plan 2:

**Lesson Duration: 45 minutes** SWBAT (SS will be able to...):

- read a text about animals to develop their reading and pronunciation skills
- talk about different animals using the comparative degree of the adjectives.

Stage	Inter-	Task/ Activity	Procedure	Purpose
Time	action			
Warm up (3 min.)	TS PW WC	Concentric Circle	<ul> <li>The T asks the SS to stand in two rows facing each other so that each S has a partner to talk to.</li> <li>The SS are asked to share their sentences made up at home with their partner.</li> <li>The teacher times the activity using a bell or a timer to track the time. The T stops after 30 seconds.</li> <li>The T asks the students to stop and move one step to the right and pair up with another S to repeat the same cycle again for 30 seconds.</li> <li>This cycle continues for one more time again with a 30 second duration.</li> </ul>	<ul> <li>➤ To review the target grammar and vocabulary</li> <li>➤ To engage SS and set then tone of the new lesson</li> </ul>
Lead-in (5 min.)	PW	Broken sentences Act.6, p.38	<ul> <li>SS form different size groups depending on the number of SS in the class.</li> <li>Each group receives a slip of broken sentences with the target grammar and vocabulary.</li> <li>Note: The T chooses the sentences from the text in Act.6, p.38</li> <li>The T gives 3 minutes to put the sentence into the correct word order.</li> <li>The groups choose one student to read the correct sentence.</li> <li>If the the order of the sentence/s is/are incorrect, the T encourages the rest to make the necessary changes.</li> <li>Optional: The slips can be big and the students can come up to the front of the room and hold one piece of the slip to put the sentence into the correct order.</li> </ul>	<ul> <li>➤ To review the word order and the target grammar and vocabulary</li> <li>➤ To prepare the SS for the reading task</li> <li>➤ To familiarize the SS with the reading task</li> </ul>

Presentation (6 min.)	IW	Act. 6, p. 38	> The T plays the audio material, and tells the students to listen carefully and write one new	> To introduce the target language
(6 111111.)			word that s/he heard in the audio.	in the context
	wc		<b>Note:</b> The SS may come up with a word/s that	> To practice the
			they already learnt but doesn't necessarily	pronunciation of
			internalize so the T should make sure that these	the new words
			words are also encouraged to board.	
	wc		> The T explains/reminds the SS of the	
			meanings of the words using them in the	
			context/sentences.	
			<b>Note:</b> These sentences are encouraged to be	
			taken from the text in Act.6, p.38	
			> The T reads out all the words written on the	
			board and have the SS repeat after him/her to	
			practice the correct pronunciation	
Controlled	PW	Act. 7, p. 39	The SS pair up, read the text again and find	> To identify the
practice			the adjectives used in the comparative degree	adjectives in the
(10 min.)			and underline them.	text
			Answer key: stronger, taller, shorter, slower, faster	> To make up
			(already underlined)	sentences using
			> The T approaches the SS to check how well	the target
			they are reading.	grammar
			Differentiation:	structure and the
			Optional: Gap filling activity for HA  ➤ The T prepares the same text where the	vocabulary
			following adjectives are left out: big, stronger,	➤ To develop SS'
			taller, shorter, slower, faster, heavy, and good.	listening skills
			➤ The SS listen to the audio and fill in the	To develop SS'
			missing words.	reading fluency
			Note: The T plays the audio twice.	
			> The T elicits those words from the SS	
			LA may be assigned to underline the words in the	
			text.	
			<b>HA</b> may be assigned to underline the words in the	
			text and use those words in their own sentences	
			(2-3 sentences) with or without the T's assistance.	
			Optional: Each student reads a sentence from the	
			same text in a chain manner until they reach the	
			end of the text and start again until the last	

		1	to read the text.	
Less controlled practice (8 min.)	PW	Act. 8, p.39	<ul> <li>SS pair up, choose the animals in the picture to make up sentences using the comparative degree of the adjectives.</li> <li>SS pair up with another pair and share their sentences with them.</li> <li>The T monitors and helps if necessary.</li> <li>Optional:         <ul> <li>HA: To extend the activity, it is recommended to use the picture to review the grammar structures:</li> <li>a) There is/isn't There are/aren't</li> <li>b) Can/cannot with the action verbs (e.g. The elephant cannot fly.)</li> </ul> </li> </ul>	To reinforce the target grammar and vocabulary
	PW WC	Act. 9, p. 40	<ul> <li>SS pair up and read the conversations and try to fill in the blanks with the correct words.</li> <li>The T monitors and helps the SS if necessary.</li> <li>Answer key: 1. faster; 2. stronger; 3. taller and 4. slower</li> </ul>	<ul> <li>To collaborate         <ul> <li>and work in pairs</li> </ul> </li> <li>To develop SS'         reading skills</li> <li>To develop SS'         <ul> <li>pronunciation</li> <li>and intonation</li> </ul> </li> </ul>
			The T encourages using close-to authentic pronunciation and intonation.	
Application (10 min)	PW	Act. 10 p. 40	<ul> <li>The T models the conversation with one of the high achievers.</li> <li>SS work in pairs following the model provided.</li> <li>Each pair practices asking and answering Wh-questions using the target grammar and vocabulary and being engaged in short conversations</li> <li>The T monitors and helps if necessary.</li> </ul>	<ul> <li>To review the Wh-question</li> <li>Reinforce the grammar and vocabulary</li> <li>To improve their speaking skills</li> </ul>
Assessment	WC	Exit Ticket	> SS say two things they learnt during the lesson	To assess the
(3 min.)		2-1 technique	and one thing they liked.	lesson outcome  To allow SS have a feeling of accomplishment when leaving the class
	_		d to compare more animals and write about them in to S Unit 5.2 can be covered in 1 or 2 lessons.	heir copybooks.

# **Unit 6.6: Healthy Lifestyle**

# **Lesson Plan 1**

### **Lesson Duration: 45 minutes**

SWBAT (SS will be able to...):

- Develop their reading skills by reading a story about healthy lifestyle
- Talk about healthy habits using the target language

Stage	Inter-	Task/ Activity	Procedure	Purpose
Time	action			
Warm-up (3 min.)	TS SS	Think-Pair-Share	<ul> <li>The T asks the students to pair up and talk about what they love eating the most.</li> <li>The T says, 'Talk to your partner and tell him/her what you love eating the most.'</li> </ul>	<ul> <li>To activate SS'         background         knowledge</li> <li>To set the tone for         the new lesson.</li> </ul>
Presentati on Pre-readin g (10 min.)	TS	Pre-reading activity Look at the pictures and guess what the story is about. Act. 1, p. 90	<ul> <li>The T asks the SS to look at the pictures on p. 90 and guess what the story is about.</li> <li>The T takes any answer the SS provide without correcting them.</li> <li>The T reminds some of the vocabulary used in the listening activity, and introduces the new words to the SS: pancake, recipe, and secret.</li> <li>CCQ: Pancake: <ol> <li>Is it made in a pan or in an oven? (in a pan)</li> <li>Is it big or small? (It is small.)</li> </ol> </li> <li>Recipe: <ol> <li>Is a recipe something you follow to make a dish or to repair a car? (make a dish)</li> <li>Does a recipe tell you how to cook something or how to decorate a room? (to cook something)</li> </ol> </li> <li>Secret: <ol> <li>If you have a secret, do you tell anyone or not? (no)</li> <li>If you have a secret, do you keep it to yourself? (yes)</li> <li>The T asks SS "Do you eat pancakes? What do you like putting on your pancake?"</li> <li>The T plays the audio material and asks the SS if their guesses were right.</li> </ol> </li> </ul>	<ul> <li>To get SS interested in the reading</li> <li>To introduce the new vocabulary</li> <li>To prepare the SS for the listening task</li> <li>To listen for gist</li> </ul>

			> =1 = 1 00 : 1: : : : : : : : : : : : : : : :	
Controlled	IW	Listen again and fill	The T asks SS to listen carefully and fill in the	> To listen for
Practice		in the blanks Act. 3, p. 90	blanks individually.	details
(10 min.)	PW	Αct. 3, μ. 30	> The SS swap their copy-books to compare	> To do peer
			their answers.	checking
			➤ The T gives a WC feedback.	
			1. Pancakes	
			2. Mom	
			3. Secret	
			4. Fruits	
			5. Vegetables	
Less	PW	Read the story	The T asks the SS to read the text and choose	➤ To engage SS in
Controlled		again and choose	the correct person to complete the sentences	collaboration
Practice		the correct person:	in their copybooks.	➤ To help SS do
(10 min.)		Rekai and Rekai's	The SS work in pairs, copy the answers	more close
		mom.	(Rekai/Rekai's mom).	reading/reading
		Act. 4, p. 90	➤ The T checks the task in WC manner.	for details
		,,,	1. Rekai	
			2. Rekai's mom	
			3. Rekai	
			4. Rekai's mom	
Applicatio	PW	In pairs, talk about	➤ The SS discuss what Rekai's mom did. Then	> To engage SS
n		the questions.	the T approaches the pairs to observe	> To infer a moral
(5 min.)		Act. 5, p. 91	discussions.	of a story
			➤ The T provides modeling: "I think Rekai's mom	
			adds vegetables and fruits to the pancake	
			because fruits and vegetables are healthy."	
			> The T asks SS what the story taught them and	
			what they consider healthy food.	
Assessme	TS	Recap	> The SS should say one thing they eat to be	> To assess the
nt			healthy.	lesson outcome
			For example:	➤ To allow SS to
			l eat eggs.	reflect on what
			I eat pancakes.	they have learnt
			l eat vegetables.	To allow SS have a feeling of
			I eat fruits/fruit.	accomplishment
			I eat soup.	when leaving the
			I eat meat.	class
Homework:		Think about what he	ealthy food you like eating and say why.	1
		I	. , , , ,	

# **Unit 6.6: Healthy Lifestyle**

# **Lesson Plan 2**

### **Lesson Duration: 45 minutes**

SWBAT (SS will be able to...):

- Develop their listening skills
- Talk more about healthy habits using the target language

Warm-up	TS	Homework	➤ The T tells the students to stand up and mingle	➤ To check the
(4 min.)		checking	in the room.	homework in a
			The T tells them to find a partner and tell	fun and engaging
			him/her what healthy food s/he likes eating	way
			the most.	> To set the tone of
			The SS talk to at least three people.	the the new
			After they are done, they sit down.	lesson
			The T does a WC feedback, asking, "What	
			interesting thing did you find out about your	
			partner"	
			The T asks the SS what else they can do to stay	
			healthy.	
Presentati	WC	Pre- listening	The SS brainstorm ideas in the	> To discuss healthy
on (8 min.)			THINK-PAIR-SHARE method.	lifestyle habits
Controlled	IW	Listen to Mr.	The T plays the audio material and pauses after	To listen for details
practice		Wright talk about	each sentence so the SS can complete the task.	To encourage peer
(5 min.)		healthy lifestyles.	The SS work individually, then they compare	checking
	WC	Tick the correct	answers in pairs.	
		sentences.	➤ The T conducts a WC checking.	
		Act. 6, p. 94	1. V	
			2. X	
			3. V	
			4. X	
			5. V	
Controlled	WC	Listen to Nare and	The T asks the ss to guess what Nare and	➤ To do a guessing
Practice		Rosie talk. What do	Rosie do to stay healthy.	activity
		lation of a tooling	The SS listen to the conversation and	To engage SS
(5 min.)		they do to be	The 33 listen to the conversation and	10 chigage 33
(5 min.)		they do to be healthy?	answer the question.	To do gist listening

Less	IW	Listen and match	The T asks the SS to work individually and	> To listen for
Controlled	WC	what each	listen to the audio material carefully to	details
Practice		character does to	match what each character does to stay	> To encourage
(10 min.)		stay healthy	healthy.	peer checking
,		, ,	<ul><li>The SS peer check when they are done</li></ul>	'
		Act. 8, p. 94	with the matching activity.	
		·	The T conducts a WC checking at the end	
			Nare: running and cycling	
			Rosie: dancing.	
			Ming: cycling.	
			Jack: swimming.	
Applicatio	PW	In pairs, create a	Teo: playing football.  ➤ The SS ask each other what they do to stay	➤ Engage SS
n	F VV	table about each	healthy and make a table of the information,	➤ To encourage
(10 min.)		other and talk	then show and talk about it in class.	Student
(10 111111.)		about what activity	➤ HA: SS write sentences	interaction
		you do to be	➤ LA: SS write phrases or words	> To recycle the
		healthy.	<ul><li>HA: e.g. Ashot eats fruits to be healthy.</li></ul>	vocabulary
		Act. 9, p. 94	<ul><li>LA: run, play football.</li></ul>	,
Assessme	IW	Exit cards	➤ The T asks the SS to write 3 things that people	> To assess the
nt (3 min.)			can do to stay healthy.	lesson outcome
,			, ,	> To allow SS to
				reflect on what
				they have learnt
				To allow SS have a
				feeling of
				accomplishment when leaving the
				class
Homework:	SS may a	sk different members	of their family what they do to stay healthy and writ	

# Unit 6.8 At the Farmer's market

### Lesson plan 2

**Lesson Duration: 2X45 minutes** SWBAT (SS will be able to...):

- Practice speaking about shopping using numbers
- Practice phrases used in Farmer's market/market

Stage	Inter-	Task/ Activity	Procedure	Purpose
Time	action			
Pre-listen ing (3 min)	PW	In pairs,look at the pictures and say how many of each item you see. Are they healthy or unhealthy? Act. 1, p. 95	<ul> <li>The SS look at the items, name them, count them and say if they are healthy or unhealthy.</li> <li>Different types of cookies/ biscuits- 21 pieces- not healthy</li> <li>6 ice creams- not healthy</li> <li>6 sausages- not healthy</li> <li>The T asks the SS to replace one of the pictures with healthy food items, ss say what food they would put on a plate and how many.</li> </ul>	<ul> <li>To review         vocabulary of         food and         numbers</li> <li>To talk about         healthy/unheal         thy food</li> <li>To develop         critical thinking</li> </ul>
Controlle d practice (6 min)	PW	Listen and fill in the blanks with the correct number in letters Act. 2, p. 95	<ul> <li>The T shows pictures (PPT-S/ online pictures, etc.) or writes on the board the numbers in letters. The</li> <li>The T elicits the spelling rules from the SS, recycles the ones that SS make mistakes in.</li> </ul>	<ul> <li>To review</li> <li>vocabulary of</li> <li>food and</li> <li>numbers</li> <li>To practice and</li> </ul>
	WC		<ul> <li>The T may also conduct pronunciation drilling.         i.e. /ˌsevnˈtiːn/- concentrating on long e         (iː) sound.</li> <li>The T explains the task, plays the audio material and pauses so that the SS can write the number in letters in their copybooks. The SS work individually, then they compare answers in pairs.</li> <li>The T conducts a WC checking.</li> <li>seventeen candies</li> <li>eleven bananas</li> <li>fourteen carrots</li> <li>six sandwiches</li> </ul>	consolidate spelling and pronunciation of numbers

			5. twelve lemons	
Presentat ion (8 min)	WC	Listen, point and repeat Act. 3, p. 95	The T plays the audio, pauses, the SS listen and repeat. After the SS repeat the numbers, the T assigns them to count from 10-100 in tens.  Note: The T emphasizes the differences of pronunciation and spelling of 13 (/ˌθɜːrˈtiːn/) /30 (/ˈθɜːrtɪ/),etc.  The T puts two pairs of cards with short e and long e sounds. The T says a number and the SS should show the correct card.  The T says 14 and the students should show the sound long e [i:].  Differentiation: The T may write some math equations and ask the HA to answer the questions, saying the number, then coming to the board and writing it.	> To practice pronunciation of numbers 10-100
Controlle d practice (2 min)	IW PW	Fill in the blanks with the missing letters. Act. 4, p. 96	<ul> <li>➤ The T asks the SS to read the words and fill in the blanks with the correct letters. The SS complete the task in copybooks.SS work individually, then compare their answers in pairs. Then the T gives a WC feedback.</li> <li>The T may ask the student to spell the whole word out.         <ol> <li>Ninety</li> <li>Sixty</li> <li>Fifty</li> <li>Hundred</li> <li>Thirty</li> <li>Eighty</li> </ol> </li> </ul>	<ul> <li>➤ To practice spelling</li> <li>➤ To encourage peer checking</li> </ul>
Controlle d practice (3min)	WC	Listen and fill in the blanks with the correct number Act. 5, p. 96	<ul> <li>Eignty</li> <li>The T asks the SS to listen carefully and fill in the blanks with the correct number. The T asks ICQs to check the understanding.         <ul> <li>E.g. Are you writing numbers in digits or in letters?</li> </ul> </li> <li>The SS complete the task individually, then compare their answers in pairs.</li> </ul>	<ul> <li>To practice pronunciation</li> <li>To listen for details</li> <li>To engage peer checking</li> </ul>

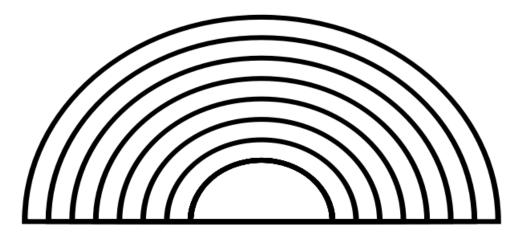
			<ul> <li>The T conducts a WC feedback. While checking the T may ask the SS to spell the words out as they do a WC checking.</li> <li>fifty</li> <li>Ten</li> <li>a hundred</li> <li>seventy</li> <li>ninety</li> </ul>	
Pre-listen ing (1min.)	WC	Listen and repeat Act. 6, p. 96	<ul> <li>The T asks the SS to look at the pictures and try to guess what Nare's buying.</li> <li>The teacher writes their answers on the board.</li> </ul>	➤ To get SS engaged
Controlle d practice (3 min.)	WC	Listen and repeat. Act. 6, p 96	<ul> <li>The T asks the SS to listen to the audio material carefully. The T plays the audio material without pauses.</li> <li>The T asks the SS to work in pairs/groups and identify which of the food items on the board Nare's buying.</li> <li>The Ss announce their answers and whether their guessing was correct or not.</li> <li>The T gives WC feedback</li> </ul>	<ul> <li>➤ To listen for gist</li> <li>➤ To explore         shopping         vocabulary</li> </ul>
Pre-listen ing (3 min.)	PW	Act. 7, p 97	<ul> <li>Before the task, the T prints out/copies the conversation of Act 6. The T cuts the sentences into pieces and distributes it to pairs.</li> <li>Each pair is given a pack. The SS unscramble the conversation. They check their answers with the conversation in their books.</li> </ul>	<ul> <li>To engage SS</li> <li>To develop critical thinking</li> <li>To consolidate sentence/questio n structure and logical order</li> </ul>
Controlle d (2 min.)	PW WC	Listen and answer the questions Act. 7, p. 97	<ul> <li>The T asks the SS to listen to the questions carefully. Then the SS work in pairs and answer the questions. The T conducts a WC checking.</li> <li>Lemons</li> <li>Two</li> <li>150</li> <li>It's cheap</li> </ul>	<ul><li>➤ To listen for details</li><li>➤ To engage in PW</li></ul>

Controlle d (4 min.)	PW WC	Listen and fill in the blanks with the correct number. Act. 8, p. 97	<ul> <li>➤ The T asks the SS to listen carefully. The T plays the audio material SS, pauses after each phrase for SS to complete the task.</li> <li>➤ The SS work individually, then compare their answers in pairs.</li> <li>➤ The T conducts a WC feedback.</li> <li>Nare: Hello, how much are the apples?</li> <li>Shop assistant: Hello, one kg costs 200 drams.</li> <li>Nare: That's cheap! Can you give me 2 kg?</li> <li>Shop assistant: That's 400 drams.</li> </ul>	<ul> <li>To listen for details</li> <li>To practice speaking</li> </ul>
			Nare: Here's the 400.  Shop assistant: Here you are! Have a nice day.  Nare: You too!	
			Differentiation: While the T plays the audio material for LA SS, the T gives HA SS sticky notes/cards with the following questions. HA write the answers to the questions.  1. What is Nare buying?  2. How many kilograms is she buying?  3. How much is a kilogram?  4. How much is Nare paying?	
Applicati on (7 min.)	PW	In pairs, decide how much each item is and act out a similar conversation to Activity 6.  (Act. 9, p. 97)	<ul> <li>The T divides the SS into pairs. Each pair should decide the prices for the food items in the book.</li> <li>Afterwards they act out a dialogue similar to Act. 8.</li> <li>The T observes the dialogues and may ask some questions. "What are you buying? How much is it? Is it cheap?</li> </ul>	<ul> <li>To engage SS</li> <li>To engage SS' interaction</li> <li>To reinforce vocabulary of large numbers</li> </ul>
Assessme nt (3 min.)	IW	Recap of the lesson	The SS write short conversations using the vocabulary and numbers they studied. At least 2 questions with their 2 answers.	To assess the vocabulary and sentence structures/qu estion structures they studied

Homework: SS may make a similar shop like in the book and make price tags for items to do the role play in the next class.

# **HANDOUTS**

#### **Handout 1:**



### **Handout 2:**

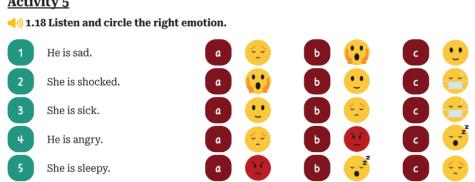
# **Activity 2**

(1) 1.16 Listen and draw the emotion.



#### **Handout 3:**

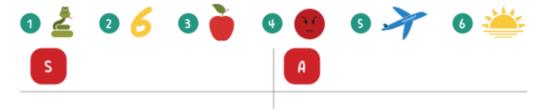
#### **Activity 5**



#### **Handout 4:**

#### **Activity 7**

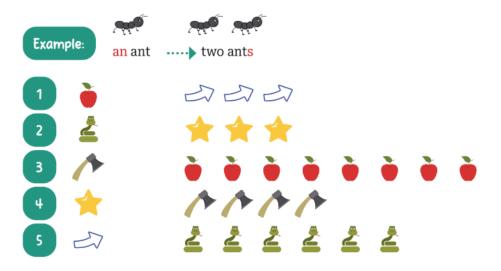
Match the pictures with the correct box.



#### **Handout 5:**

### **Activity 14**

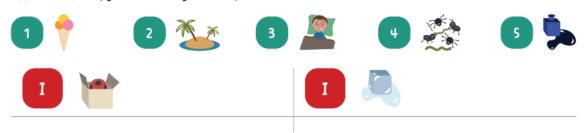
Look at the pictures, connect them and name them.



#### **Handout 6:**

### **Activity 4**

(1) 1.41 Listen, point to the pictures, and write the words in the correct boxes.



#### Handout 7:

# **Activity 7**

Look at the words and write them in the correct boxes.



### **Activity 8**

Underline letters n and m and practice reading.



• An ant. There is an ant. The ant is on the mat.



A man. There is a man. The man naps.



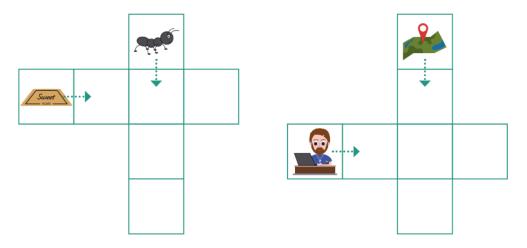
• A map. There is a map.



#### **Handout 8:**

### **Activity 9**

Complete the crosswords and read the words.



#### **Handout 9:**



# **Value and Culture**

Look at the pictures. Tick the picture you think shows good friendship. Why?









#### **Handout 10:**

# **Activity 1**

(1) 1.46 Listen and choose the correct option.

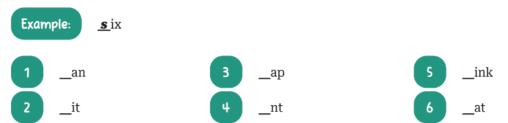
- 1 He is \_\_\_\_\_
- a 6 0
- 3 She is \_\_\_\_\_
- a ... b ...
- 5 He is \_\_\_\_\_
- a 🚱 b 音

- 2 He is \_\_\_\_\_
- - 4 She is \_\_\_\_\_
- a 6
- 6 She is \_\_\_\_\_
- a \* b

### **Handout 11:**

# **Activity 2**

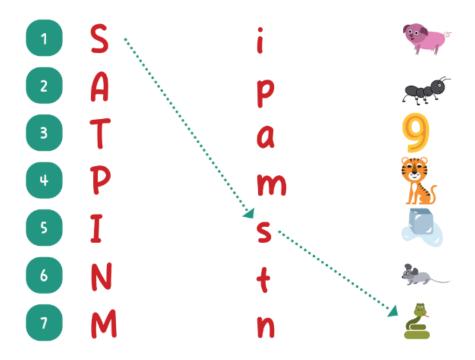
(1) 1.47 Write the missing letters and check with your partner. Listen and check



#### Handout 12:

# **Activity 4**

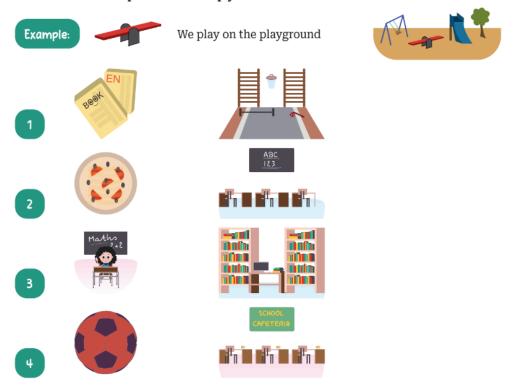
Look at the pictures, connect upper cases with lower cases.



### Handout 13:

### **Activity 3**

Look at the clues on the left. Connect each clue to a place at school and say what you do there. Use the example below to help you.



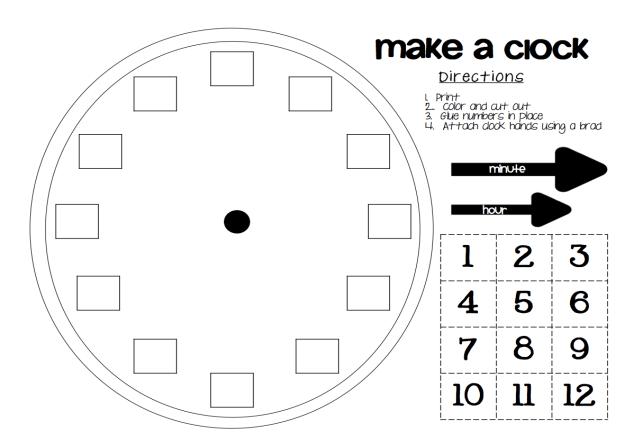
### Handout 14:

### **Activity 2**

(1) 2.6Listen and match the name of the school subject with the correct picture.

1	Science	01234 56789
2	P. E.	
3	Math	<u>i</u>
4	Music	
5	Chess	

#### Handout 15:



### Handout 16:

# **Activity 5**

(1) 2.12 Listen and repeat. What day is it today? Tick the box.



### Handout 17:

### **Activity 8**

4) 2.14 Listen and put the subject in the correct box.





### **Activity 9**

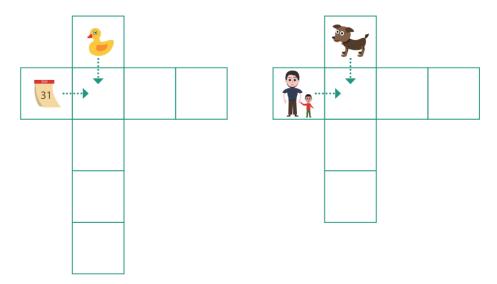
Look at the box, add the subjects you have at school on each day, and then share with the class.

Monday	Tuesday	Wednesday	Thursday	Friday

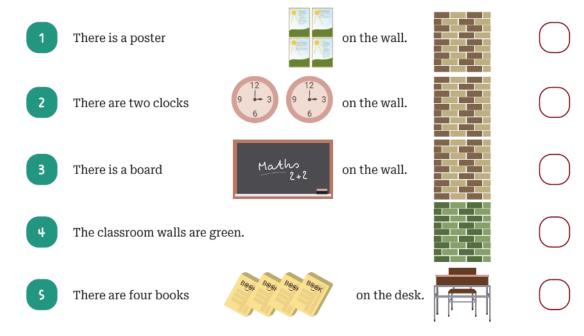
### Handout 18:

### **Activity 10**

Complete the following crossword and read the words.



### Handout 19:



### Handout 20:

# Activity 10

# Find, circle and read the words.

DOG	E	Ι	T	Q	T	T	G	Α	T	C
PIG	L	Z	U	N	D	Y	S	Q	Α	Н
	K	Ο	J	Н	Α	Α	D	T	V	W
ANT	I	D	G	Η	C	D	S	W	Q	Z
TAG	X	R	Ι	Ο	L	Y	P	U	X	X
SAD	E	C	G	G	J	X	T	G	В	J
	C	Ο	T	Y	T	R	Ο	S	M	Н
DAD	I	F	D	E	E	D	V	Ι	L	T
DIG	T	O	W	Z	S	D	D	C	X	R

#### **Handout 21:**

# **Activity 4**

(1-5).











#### Handout 22:

### **Activity 7**

Help the king reach his castle by finding letter K-s and connecting them.



K

С

k

K

L

k

0

g

i

h l K

K



k

p

o i

k

S

#### Handout 23:

# **Activity 8**

Fill in the blanks with letters C or K and read the words.











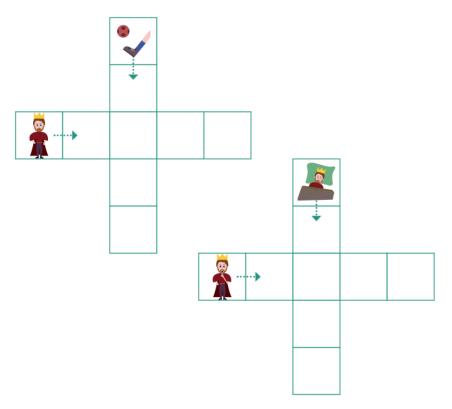




#### Handout 24:

Activity 11

Complete the crosswords and read the words.



### Handout 25:

# **Activity 6**

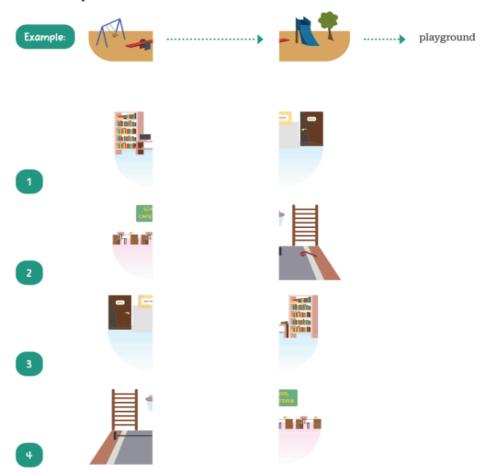
Color all H letters and write the answer.

Α	Е	Е	G	Н	Е	Н	Е	0
D	R	S	Н	U	Н	Н	D	R
С	Т	Н	V	P	R	Н	N	M
K	Н	Н	О	R	Е	Н	Н	I
Н	Н	Н	Н	Н	Н	Н	Н	Н
R	Е	Н	С	R	Е	Н	R	A
S	D	Н	P	F	S	Н	Т	P
R	F	Н	О	Н	Н	Н	О	О
D	S	Н	Α	Н	Α	Н	R	P
Е	F	Н	D	Н	Е	Н	R	С
S	S	Н	S	Н	T	Н	F	V
С	Α	Н	Н	Н	Н	Н	С	С

#### Handout 26:

#### **Activity 2**

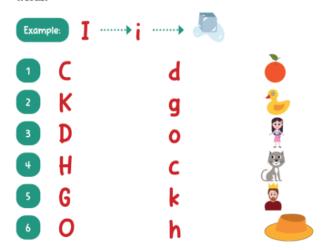
Connect the pictures and name the words.



#### Handout 27:

### Activity 3

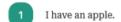
Look at the pictures, connect the words to the upper case and lower case, and write the words.

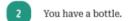


#### Handout 28:

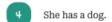
#### **Activity 7**

(1) 3.5 Listen to the sentences and match them with the pictures.

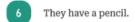


















#### Handout 29:

#### **Activity 10**

3.6 Read the poem and insert the names of the family members. Then listen and check.

#### My Family



We love to spend time together Even in rainy weather.

#### Handout 30:

#### **Activity 8**

Look at the words and write them in the correct boxes.























#### Handout 31:

### **Activity 9**

Underline letters e and u and practice reading.



### **Activity 10**

4) 3.10 Fill in the blanks with the letters E or U. Listen and check.



#### **Activity 11**

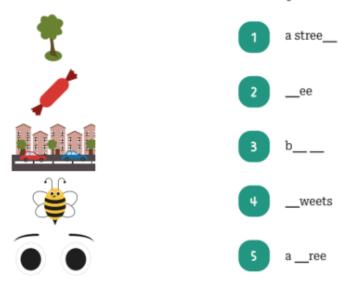
Find, circle, and read the words.



### Handout 32:

# **Activity 13**

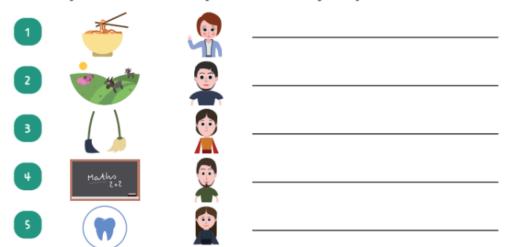
Fill in the blank and match the word with the picture.



### Handout 33:

# Activity 4

Match the pictures with the correct person and write the job they do.



#### Handout 34:

### **Activity 8**

Read the sentences and underline the letter r.

#### Nare's hen

Nare has a hen.

Its name is Red.

Red has eggs.

Red is in a hut.

Its hut is green.



#### Handout 35:

### Activity 10

Read the poems and fill in the blanks.



Violets are blue. Sugar is sweet, And \_\_\_are you

by Sir Edmund Spense



#### **Activity 11**

Listen to the song and put the lines in the correct order.

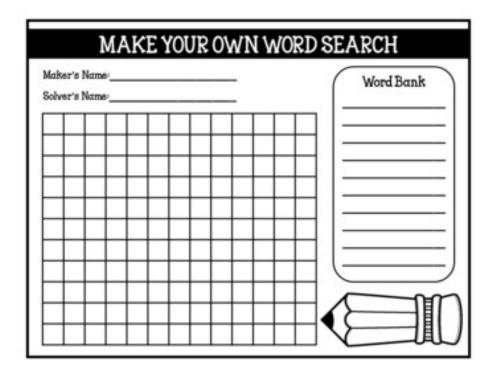
#### Row, Row, Row Your Boat

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

by Eliphalet Oram Lyte



#### Handout 36:



#### **Handout 37:**

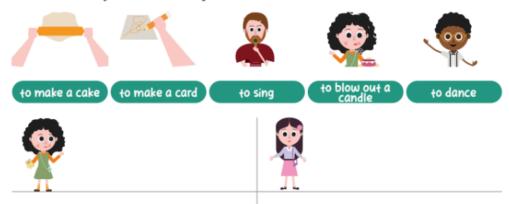
### Activity 4

4) 3.22 Listen and match the person with Grandma's gifts.

		-	
1	<b>4</b>		
2	•		
3	<b>(3)</b>		
4		0 k s	

#### Handout 38:

(1) 3.24 Listen to Nare and Rosie talk about what they like doing during family parties. Match the activity with the correct person and write the words in the box below.



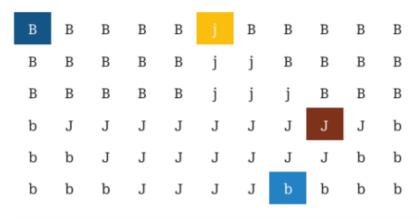
### Handout 39:

# **Activity 8**

Find the secret word by coloring

J- brown B- dark blue j- yellow b- light blue

What is in the picture \_\_\_\_



#### Handout 40:

#### **Activity 9**

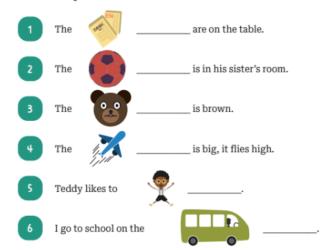
Look at the pictures and write the words in the box under the correct picture.



#### Handout 41:

### **Activity 11**

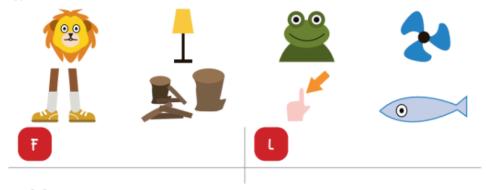
Look at the picture and fill in the blanks with the correct word and read the sentences.



#### Handout 42:

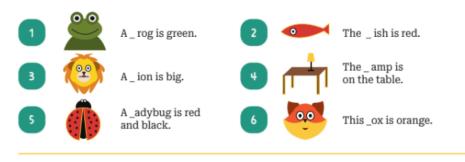
### Activity 7

3.33Listen and write the words in the correct boxes.



### **Activity 8**

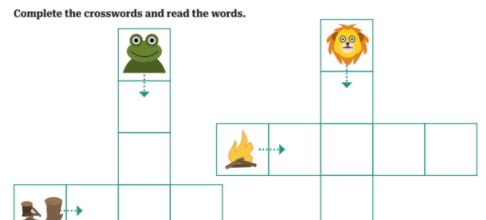
Fill in the blanks with the correct letter and read the sentences.



175

### Handout 43:

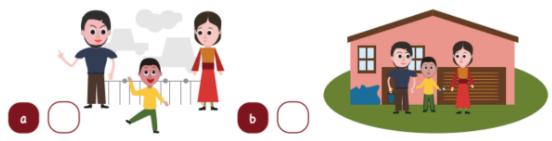
### **Activity 10**



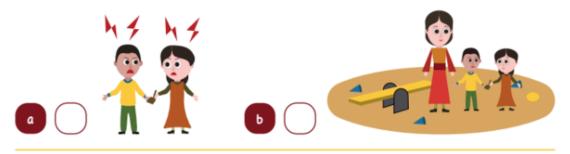
### Handout 44:



# **Value and Culture**



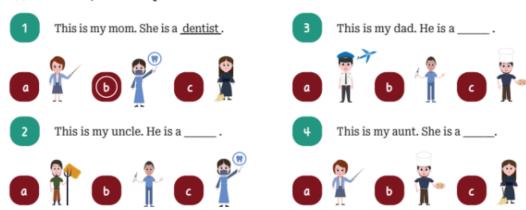
2. <a>)</a> 3.37 Listen and tick <a> the correct picture.</a>



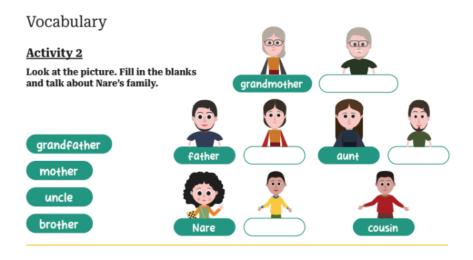
#### Handout 45:

### Activity 1

3.38 Listen, circle the picture and write the word.



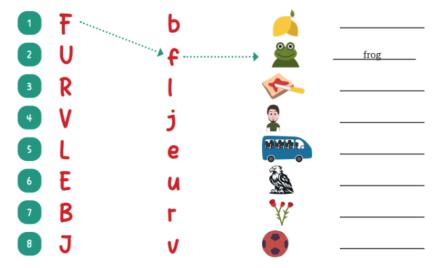
#### Handout 46:



#### Handout 47:

#### **Activity 3**

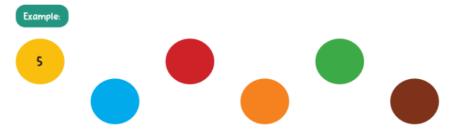
Look at the pictures, connect the words to the uppercase and lowercase, and write the words.



#### Handout 48:

## Activity 1

(1) Look at the colors and name them. Listen and write the correct number on each picture.



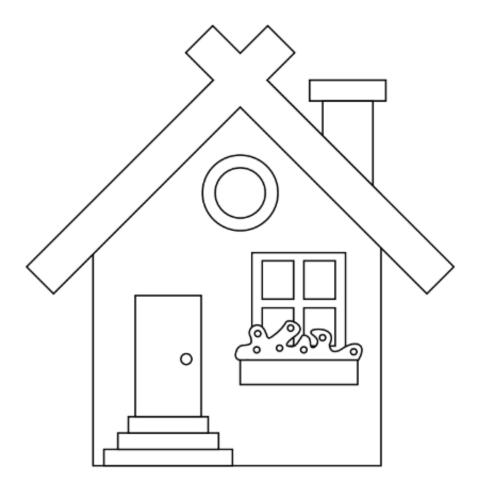
## Handout 49:

## **Activity 11**

a) Look at the table and see how many things you know about your friend.

Favorite color	
Favorite number	
Favorite subject	
My friend can	
My friend cannot	

## Handout 50:



## Handout 51:

#### My room

Y	T	Z	D	P	L	W	Z	J	В
Z	В	M	Н	N	M	V	P	Н	Z
O	Y	I	L	P	L	Α	N	T	C
C	Α	R	P	E	T	Ο	L	Α	L
D	F	R	E	U	D	K	S	W	Ο
G	L	Ο	F	T	P	Α	N	K	S
P	E	R	Y	X	S	I	C	G	Е
W	Н	В	D	Y	В	Ο	U	W	T
S	S	E	I	U	L	R	P	В	D
M	V	D	т	C	E	P	F	В	G

## Handout 52:

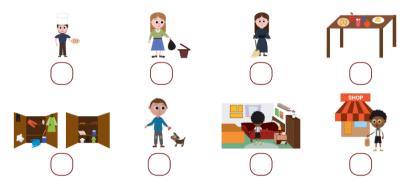
Find, circle, and read the words.

X	W	Z	D	P	E	X	Н	E	R	Z	L	X		
U	S	G	T	Ο	M	A	V	D	I	D	P	N		
C	R	M	X	Y	T	S	I	X	N	X	Ο	В		
K	Α	Ι	G	Α	P	S	T	V	W	M	I	K	WOLF	WHITE
I	W	D	J	Y	T	S	N	C	I	В	Y	F		
R	L	X	Z	I	W	В	D	J	S	Α	L	W	WHALE	BOX
V	E	U	P	D	Α	Н	W	P	T	D	S	T	FOX	WATER
Ι	T	T	X	M	Z	I	Α	Н	N	U	F	C	SIX	ОХ
Y	X	O	Α	K	0	E	J	L	I	K	D	K		
Α	F	L	Ο	W	S	В	G	Y	E	$\mathbf{T}$	G	W	WELL	FIX
X	G	M	G	Q	K	Α	J	O	W	I	E	S		
G	L	E	L	Ι	X	В	0	D	W	L	M	T		
T	M	X	Q	Y	M	J	Ο	J	L	Α	X	Z		

# Handout 53:

## Activity 2

 $\blacktriangleleft$ ) 4.16 Listen to Nare talk about her everyday chores. Tick  $\square$  next to the chore she does and cross  $\square$  the ones she does not do.



## Handout 54:

Yes No				*
Jack				
Teo				
Ming				

## Handout 55:



## **Activity 7**

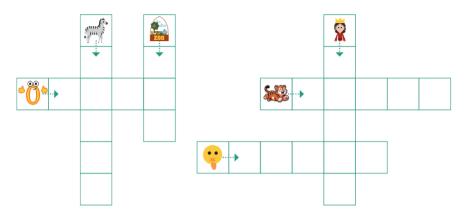
In pairs write Nare's, Rosie's, Jack's, Ming's, and Teo's chores.

***	
***	
*	
*	

## **Handout 56:**

## **Activity 9**

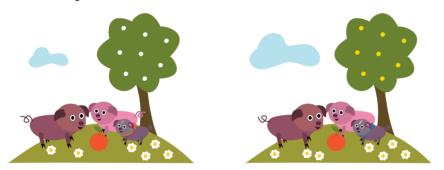
Solve the crossword puzzles.



## Handout 57:

## **Activity 5**

Look at the pictures and find 5 differences.



## Handout 58:

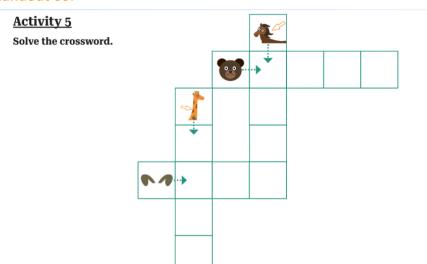


## Handout 59:

## **Activity 7**

	sing	swim	climb
Parrot			
Hippo			
Crocodile			
Monkey			
Elephant			

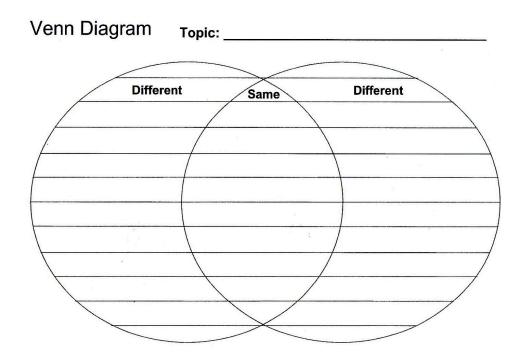
## Handout 60:



## Handout 61:

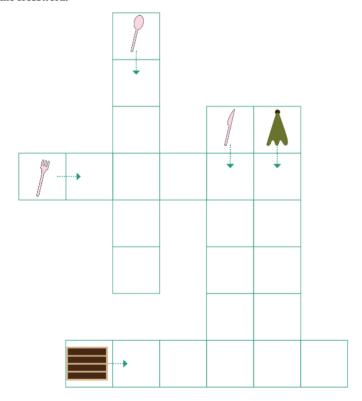


## Handout 62:



## Handout 63:

Solve the crossword.



## Handout 64:



## Activity 11

In pairs, draw what you have in the fridge and act out a similar conversation to Activity 9.  $\,$ 



## **Handout 65:**

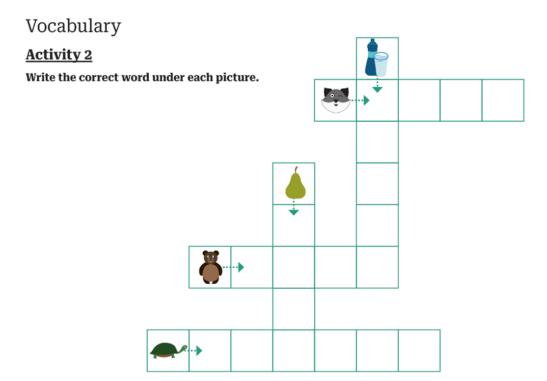
6.33 Listen to Nare talk about her dinner and fill in the table.

7 vigy historic vitare tank about her animer and in in the table.								
Ming								
Nare								

## **Handout 66:**



## Handout 67:



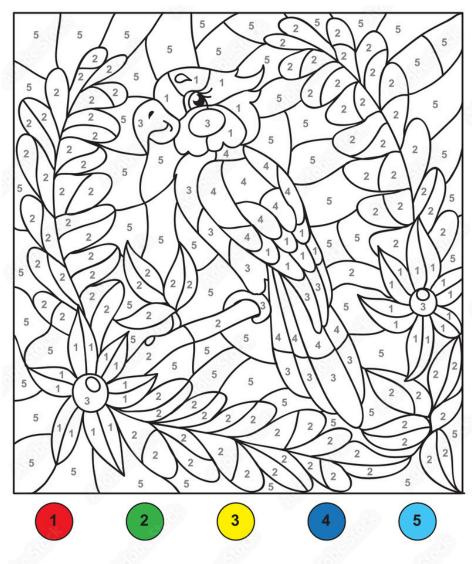
## **OTHER RESOURCES**

## **EXTRA RESOURCES**

# Starter Unit & Unit 1

## 1. Look at the pictures and color the numbers.

This is an activity which will help the SS to review both the names of the colors and numbers. This can be used for **EF** and **HA** while **LA** SS are still working on numbers and colors.



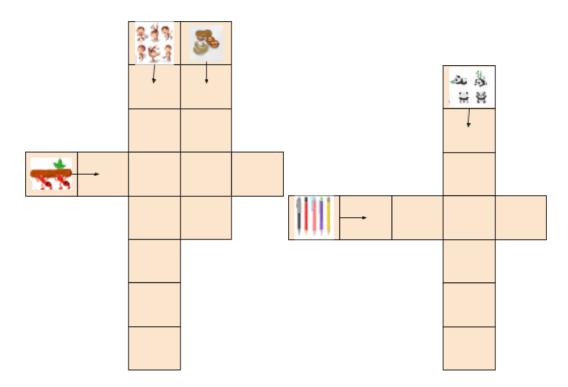
## 2. Look at the pictures and say she's .....



3. Fill in the blanks with a or an.

Example: <u>a</u> teddy

- 1. \_\_\_\_\_ airplane
- 2. \_\_\_\_\_ monkey
- 3. \_\_\_\_ nut
- 4. \_\_\_\_\_igloo
- 5. \_\_\_\_\_ arrow
- 6. \_\_\_\_\_ slide
- 7. \_\_\_\_\_ swing
- 8. \_\_\_\_\_ sandbox
- 4. Solve the crossword and fill in the blanks with plural nouns.



## 5. Color letter I and write down the answer: Lower case i- brown, Upper case I- pink.

s	d	n	s	I	I	1	е	r	t
t	С	m	ı	ı	I	ı	ı	g	r
О	О	1	1	I	I	1	I	b	f
g	р	ı	1	I	I	ı	I	m	b
р	g	i	i	i	i	i	i	g	х
i	О	i	i	i	i	i	i	d	S
n	s	n	i	i	i	i	t	s	а
m	а	b	d	i	i	О	у	n	d
d	t	m	f	i	i	1	h	r	s
s	n	f	g	i	i	h	u	t	р
а	р	d	b	i	i	r	ı	k	0

#### 6. Play bingo with words.

For this game, the T may divide the class into several groups, all the cards are revision of unit 1 vocabulary. Each group is given a card, the T says a word SS find the word, and cross it out. Once all the items are crossed out the game is over and the group has a BINGO.

The T decides the order of words. If necessary the T may choose to have different bingo options: one row, two rows, three rows crossed.

Word bank: in, sit, nine, tin, pit, eight, six, nine, angry, mat, sit, sad, star, man, two, airplane, five, ant, map, happy.

in	sit	9
ant	map	man
mat	6	

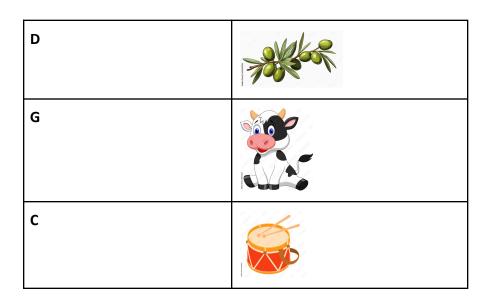
tin	pit	8
	man	pin
5	()	ant

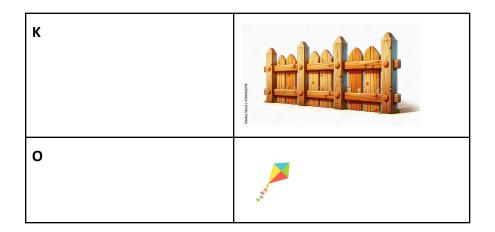
6	(1)	9
ant	pin	man
tin	5	map

mat	sit	2
pit	map	ant
	9	

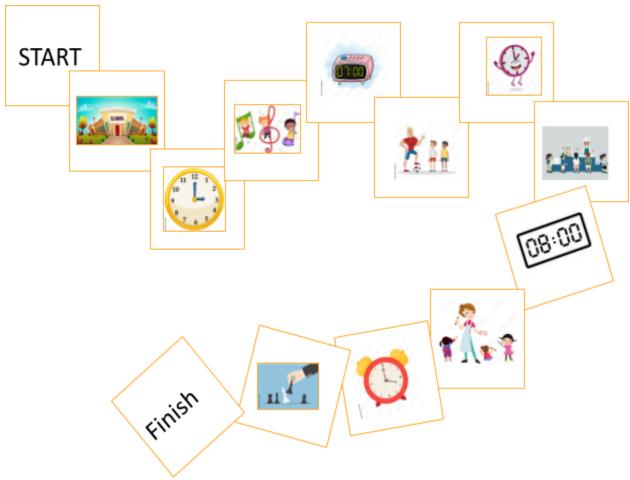
# Unit 2

1. Look at the pictures, match them to the correct letter and say the word.



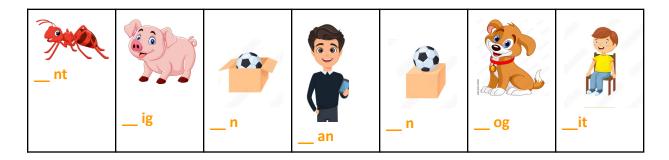


# 2. Play the boardgame.

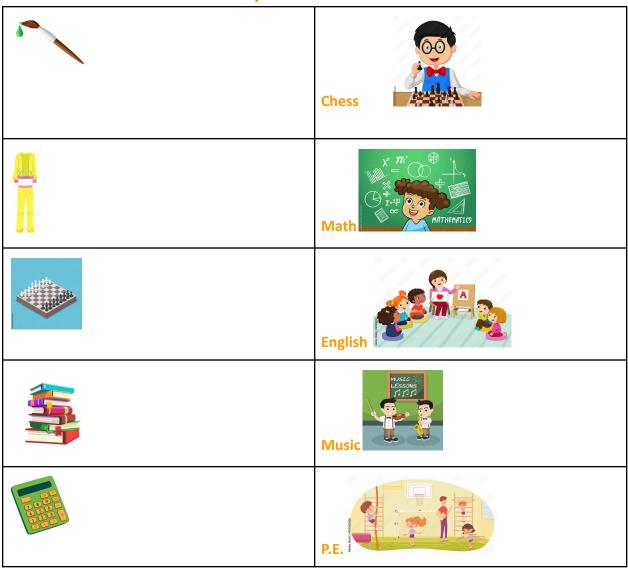


## 1. Fill in the blanks with the correct letter and read the words.

## I, O, P, D,A,S,M



# 4. Connect the items to the school subject.







5. Look at the desk and say "There is .../ There are...."



6. Where is Ted? Look at the pictures and say.

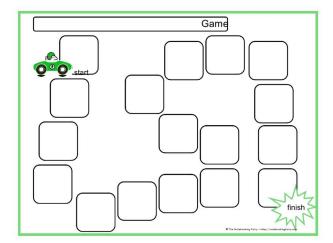


7. Look at the school map and tell where each room is.



## 8. Create your own board game using the words you learned and play with a friend.

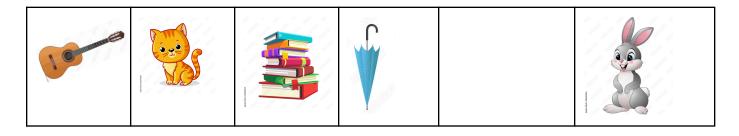
This can be a wonderful opportunity for SS to review unit 2, they are paired or divided into groups. Each pair/group goes over the whole unit and identifies the words they learned, then they draw a clue and make the board game. Then they finish, the pairs/ groups swap their board games and others play the game they have created.



#### Unit 3

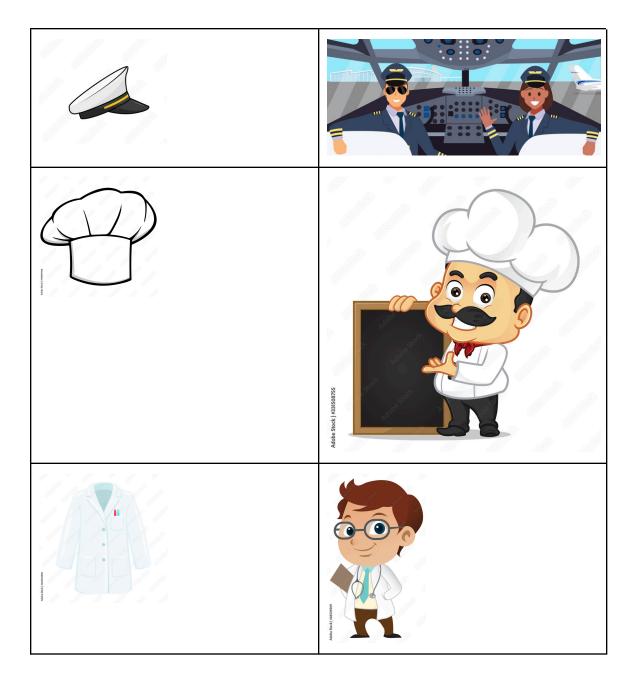
1. Look at the pictures and say what each person has and doesn't have.

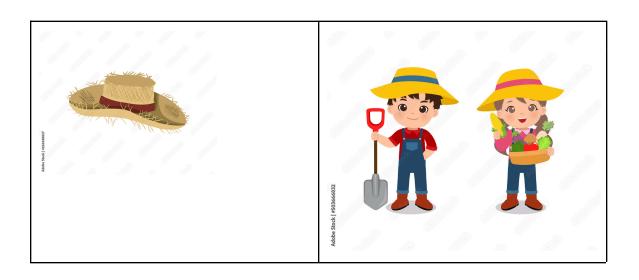




## 2. Memory game, jobs.

SS are shown the pictures first, they review the names of the jobs. Then the cards are put face down and SS need to find each one's pair. You can ask the SS to make the cards themselves by drawing two pairs of each job.





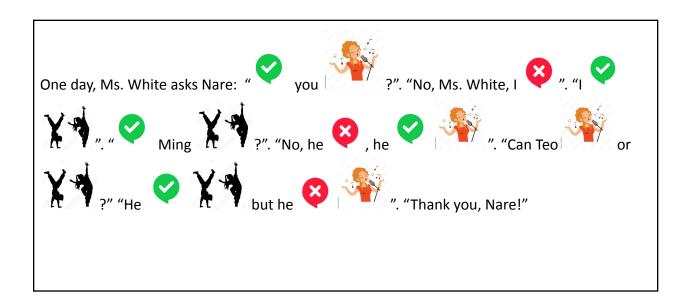
## 3. Imagine, it's your birthday. Make invitation cards for your guests.

The T may choose to write the template and ask SS to do a similar card for a party, birthday celebration, sleepover, etc. SS can work in pairs or individually. They can then present their invitations in front of the class.

Dear....,
You are invited to ....'s
birthday party.
The place:
The time:

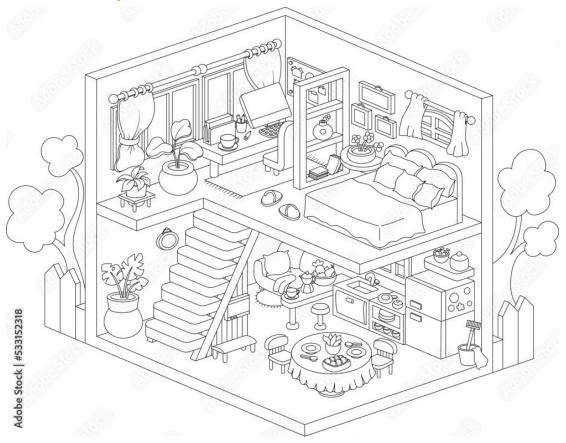
4. Read the text using the codes. Decode and write the full text.



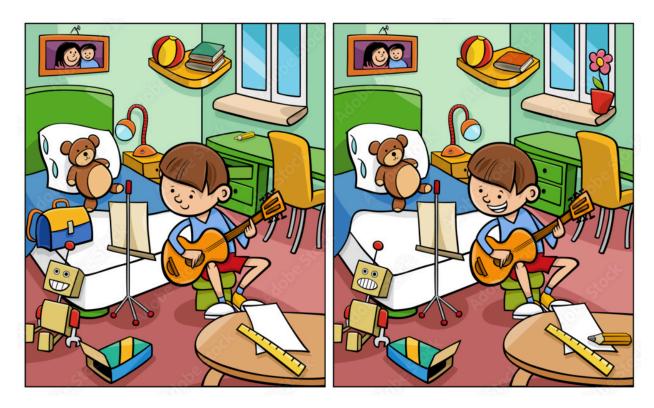


## Unit 4

1. Color the picture and label the furniture.

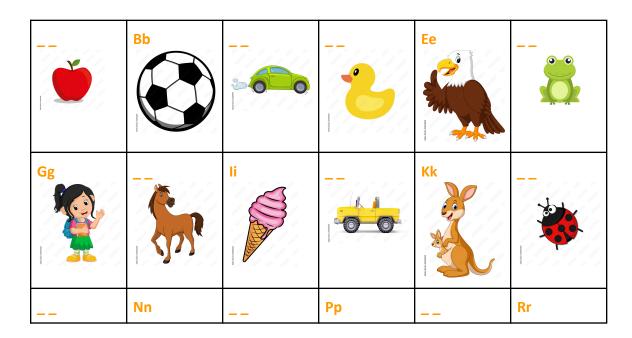


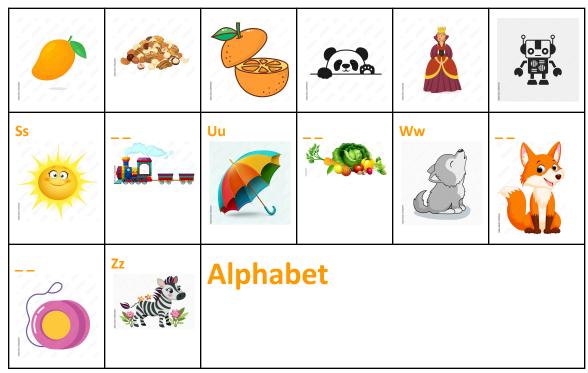
2. Look at the pictures and find 5 differences.



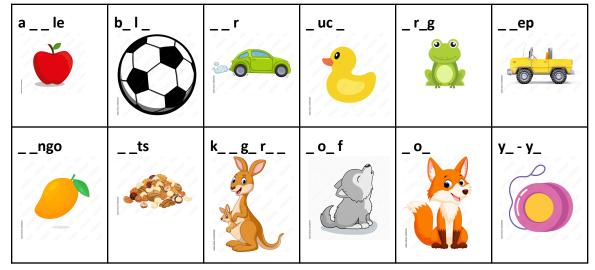
This activity is a wonderful opportunity for SS to analyze the picture and use the vocabulary they have learned to tell the differences. This activity can be done in PW or IW. The most important part is for SS to be able to say "There is a book in this picture, there are books in this picture", etc. The T may provide an example of the pattern to use.

# 3. Alphabet review Look at the pictures and write the letter that the word begins with.





## 4. Look at the pictures and fill in the blanks.



## 5. Make the words from activity 4 plural.

## Unit 5

#### 1. Sentence musical chairs.

SS put their chairs in a circle (there should be one chair less than the number of SS.), the T puts different sentences on the chairs. The T plays music, the SS walk in circles, once the music stops the SS sit on the chairs, they need to read the sentence. If they read the sentence incorrectly the one student who is standing gets the chance to read. If they read correctly they sit down

and the one who reads wrong does not continue the game. The game continues and the T shuffles the sentences or adds new ones. Some sample sentences for the Ts to use.

- 1. Giraffe is tall.
- 2. Elephants are big.
- 3. Tigers can run.
- 4. Hamsters love running.
- 5. Turtles eat apples.
- 6. I have a pet puppy.

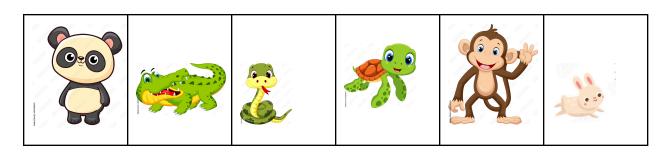
This game can also continue with SS showing the sentence with gestures or doing pictionary.

#### 2. Fill in the blanks with the words below.

#### hamsters/ cheetahs/ elephants/giraffes/ cows

- 1. \_\_\_\_\_ have big ears and a long nose.
- 2. jump and they have a pocket.
- 3. \_\_\_\_\_ can run really fast.
- 4. \_\_\_\_\_ have a long neck but small ears.
- 5. \_\_\_\_\_ live on the farm.
- 6. \_\_\_\_\_ are pets.
- 3. Make sentences about animals, skip the name of the animal and make your friend guess which animal it is.
- 4. Look at the pictures and make sentences about the animals using comparative and superlative forms of the adjectives below.

#### strong/ fast/ slow/ tall/ short



## Unit 6

Unit	6	
1. Fill	in the blanks with a/an	
1	_ orange	
2	pomegranate	
3	watermelon	
4	apricot	
5	_ olive	
6	_ cabbage	
7	_ apple	
8	_ onion	
9	_ egg	
10	pear	
The T	may also ask SS to write some	items without the articles a/an and swap the names of the
items	for their friends to fill in the bla	anks with a/an
2. Fill	in the blanks with some and n	nany.
SS sho	ould fill it in according to what t	hey have or see, so the answers may vary.
1.	There are	_ books in my bag.
2.	There are	_ boys/ girls in our class.
3.	There are	SS in our class.
	There are	
		_ apples in our garden/ fridge.
6.	There are	_ flowers in our garden/ house.
The T	may extend the exercise and as	sk SS to make negative statements using any.
3. Dra	w a table and fill in the blanks	s with a word starting with the sound.
		<del>-</del>

Categories, ask SS to draw the following table in their copybooks. Then SS say a letter and they try to fill in words in each category. This can be played by the T writing the letter and SS filling in the category words accordingly. After each sound there is a discussion of what words are written in each category, this is a wonderful opportunity to review the whole vocabulary of units 1-6. In this activity **HA** and **LA** can be paired together, **LA** may not be able to offer the words, but may write the words **HA** suggests.

The letter	An animal	A fruits	A vegetable	A name	An item

## 4. Play the board game. Ask and answer the questions: How many/how much...?

The T may use the following board game or ask SS to create one and play in pairs or groups.

**Example**: How many kangaroos are there?

There are six kangaroos.



## **READING MATERIALS**

This is a 45-minute lesson that helps the SS to learn more words related to furniture and rooms as well as develops SS' reading and speaking, critical thinking, and storytelling skills. Each story ends with a creative task. At the end of this story there is a paper puppet show. The T may use printed pictures or ask the SS to draw their own pictures of each character and rooms. **HA** SS may be the narrator and tell the story while others show with puppets what happens. Another way of doing the story is that T asks the SS to sit in a circle, do a guided reading activity. The T reads the story and asks the SS questions in the process: "Who is looking for the baby bear? Where is the baby bear hiding?, etc." During the whole reading the T guides the SS, with questions, and asks SS to repeat the answers after the T. **HA** SS may also be assigned to ask other SS questions about the story.

## **Story 1: GOODNIGHT LITTLE BEAR**



**Activity 2: Read the story.** 



## **Goodnight Little Bear**

There is a naughty bear who does not want to sleep. One night his dad takes him to the bedroom, reads him a story and falls asleep. When the dad wakes up, he cannot find the baby bear. He looks in the bed and sees only toys. The baby bear hides on his shoulders. Daddy bear knows. But he plays with the baby bear. Next he goes to mommy bear and says: "Where is baby bear?". "Let's look in the kitchen"; says Mommy bear. They look on the stove, there is only a pot. They look inside the pot. No, the baby bear is not there. They

look under the stove. No, he is not there. Daddy bear looks in the garden. But there are only

rabbits there. He looks over the closet. No luck, the baby bear hits his head on the ceiling. "Ouch" says baby bear. "I can hear baby bear," says daddy bear and goes to the living room. He sees a big chocolate cake. He takes a piece and starts eating. "Yummy!" The baby bear is hungry. Next they go to the hall. Daddy bear looks in the mirror and says: "Oh, here you are baby bear!" Baby bear starts laughing. "You are a good hiding place,dad!" he says. "Now, you need to go to sleep, baby!" "Goodnight mommy, goodnight daddy!" "Goodnight baby bear!"

Activity 3: Look at the pictures and number which room does daddy bear go 1-4.





## Activity 4: Read the sentences and draw them.

- 1. Baby bear is in the kitchen.
- 2. Daddy bear is in the garden.
- 3. Mommy bear is in the living room.
- 4. Baby bear is in bed.
- 5. Daddy bear is next to baby bear.

## **Activity 5: Make sentences using the pattern.**

Example: Baby bear is naughty.

Daddy bear		asleep
Manual base	is/isn't	hiding
Mommy bear		helps daddy bear
		in bed
Baby bear		eating a cake
		naughty

on his dad's shoulders

Activity 6: Color the puppets, make a puppet show and tell the story.



# **Story 2: Little Red Riding Hood**

This is a 45-minute lesson that helps the SS to learn more words related to family members and body parts as well as develops SS' reading and speaking, critical thinking, and storytelling skills. Each story ends with a creative task. At the end of this story there is a dice making activity. The T may use printed dice or ask the SS to draw their own pictures of each scene. SS throw the dice and name the scene. The T may also choose for SS to act out the scene that the dice shows. **HA** SS can end the scene or suggest their own ending.

Another way of doing the story is the T asks the SS to sit in a circle, do a guided reading activity. The T reads the story and asks the SS questions in the process: "Who goes to grandma's house, why? Who does she see?, etc." During the whole reading the T guides the SS, with questions, and asks SS to repeat the answers after the T. It is important to repeat the patterns, like "Why are your eyes so big? Why are your ears so big? etc" and the SS point to their body parts accordingly. This will make them remember the pattern well. **HA** SS can also ask other SS questions about the story.

Activity 1: Look at the pictures and match the words to the pictures below.



#### **Activity 2: Read the story.**

#### **Little Red Riding Hood**

Little Red Riding Hood lives in a wood with her mom. One day her mom tells her: 'Your grandma is sick. Take this basket to her.'

LITTLE RED RIDING HOOD

Little Red Riding Hood goes to see her grandma.

She has a nice pie in her basket. On her way Little Red Riding Hood meets a wolf. 'Hello!' says the wolf. 'Where are you going?' 'I'm going to see my grandmother.' The wolf runs to Granny's house and eats her. He gets in her bed. Ten minutes later, Little Red Riding Hood comes to the house. She comes in. It is dark. She sees the wolf. 'Granny, what big eyes you have!' "So I can see you better!" says the wolf. 'Granny, what big ears you have!' "So I can hear you better!" says the wolf. "Granny, what big mouth you have!" 'So I can eat you!" shouts the wolf. A hunter is in the woods. He hears a loud sound and runs to the house. The hunter hits the wolf over the head and saves Little Red Riding Hood and her grandma.

Adapted from: https://www.eastoftheweb.com/short-stories/UBooks/LittRed.shtml

Activity 3: Put the pictures in the correct order from 1 to 5.



Activity 4: Find 5 differences in the two pictures.



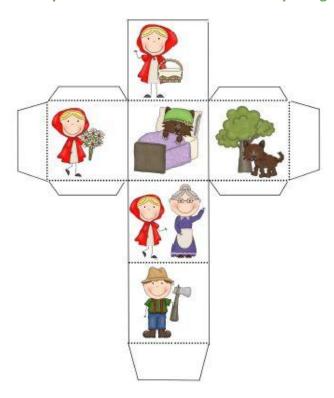


Activity 5: Read and color the numbers to make the picture.



- 1- dark green
- 2- light green
- 3- orange
- 4- skin color
- 5- red
- 6- dark red
- 7-brown
- 8-light brown
- 9- blue

Activity 6: Make the dice and tell the story using it.



# **Story 3: The Very Hungry Caterpillar**

This is a 45-minute lesson that helps the SS to learn more words related to food and animals as well as develops SS' reading and speaking, critical thinking, and storytelling skills. Each story ends with a creative task. This lesson reviews the days of the week, parts of the day and names of food. The story can be a good integration with science and art lesson. At the end of this story there is a paper puppet show. The T may use printed pictures or ask the SS to draw their own pictures of the items and the caterpillar. **HA** SS may be the narrator and tell the story while others show with puppets what happens. You may ask the SS to add more food items or change the food items when they retell the story.

Another way of summing up the story is the T asks the SS to tell the journey of the caterpillar from egg to butterfly. This is a life cycle lesson, that can help them understand how different organisms develop. SS can make handmade cards using the template provided at the end. The aim is not for SS to name all the life cycles but to be able to visualize it and put the pictures of the life cycle in the correct order.

Activity 1: Look at the pictures and match the words to the pictures below.

a caterpillar a piece (of cake) a watermelon a stomach ache a cacoon

**Activity 2: Read the story.** 

## The very hungry caterpillar

Adapted from the story by Eric Carle

One Saturday night a little egg lies on a leaf. On Sunday morning, when the sun comes up a very little and hungry caterpillar pops out of the egg. He starts to look for food. On Monday he eats a red apple but he is still hungry. On Tuesday he eats two green pears but is still hungry.



On Wednesday afternoon he eats three big plums but is still hungry.

On Thursday evening he eats four strawberries but he is still hungry. On Friday morning he eats five oranges but he is still hungry.

On Saturday he eats a piece of chocolate cake, an ice- cream, a cucumber, a piece of cheese, a lollipop, a piece of pie, a sausage, a cupcake, and a slice of watermelon. At night he has a stomach ache.

The next is Sunday. The caterpillar is not hungry anymore, he eats a piece of leaf and feels better.

But he is not a small caterpillar, he is now a big caterpillar.

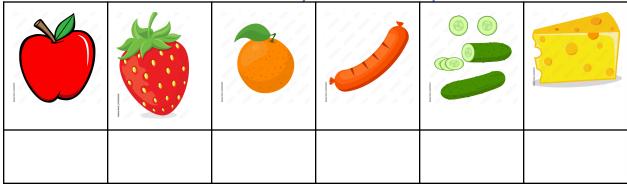
He builds a house cocoon for himself. He stays there for two weeks and more. On Monday morning he opens his cocoon and pops a beautiful butterfly.

## Activity 3: Fill in the blanks with the correct day of the week. Monday-Sunday.

1.	On	_a little egg lies on a leaf.
2.	On	he eats two green pears.
3.	On	he eats five oranges.
4.	On	caterpillar is not hungry anymore
5	On	he eats an annie

6. On \_\_\_\_\_\_ he opens the cocoon and pops a butterfly.

4. Look at the food items and write how many of each food caterpillar eats.



#### Activity 5: Look at the words and put them in the correct category.

apple/ cheese/ chocolate/ sweets/ orange/ pear/ strawberries

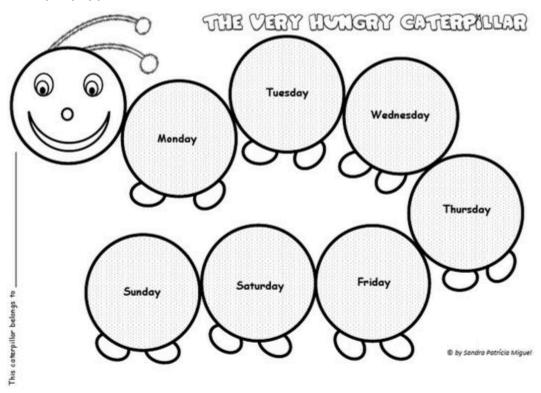
A/An	Some	Many

# Activity 6: Read the story again, find the food the caterpillar eats and write each one in categories below.

Healthy food	Unhealthy food

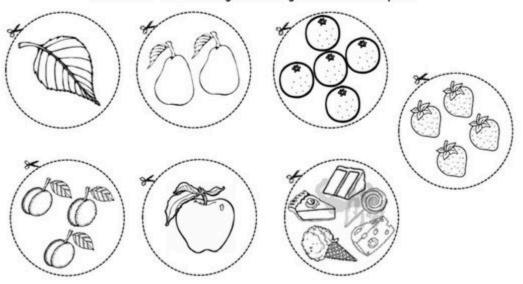
Activity 7: Use the following paper puppets to tell the story. Or make cards showing the life cycle of butterflies using the template below.

## Paper puppets:



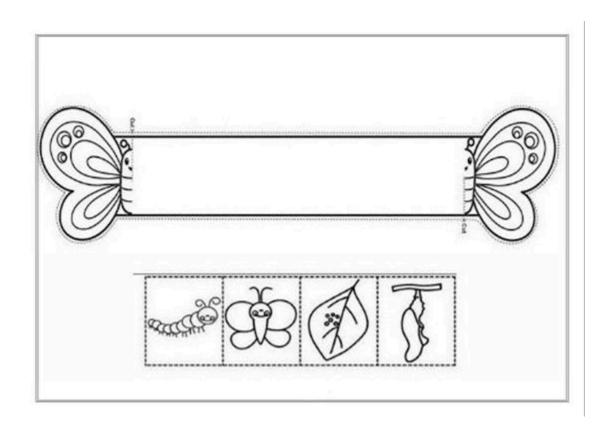
What and when did the caterpillar eat the food?

Cut. Listen to the teacher and glue it in the right order on the caterpillar.



® by Sandra Patricia Miguel

Life cycle of butterfly card:



# RHYMES AND POEMS

#### **Our School**

Going to school is cool
Like a day at the pool.
I spend time in the library
To read Saroyan's diary / (alt: to write in my diary).
I wait until the lesson is over to leave the classroom
That's when I choose to go to the bathroom.
I see my friends on the playground
Or in the cafeteria we sit around
To chat about gym
And what happened to Tim.

I love to play ball but not in the hall. We eat lunch in the day and after we play.

There's a book in the library, Wait don't write in it, That's not a diary!

There's a dad in the gym He's lifting up Tim.

#### **School Subjects**

Charlie chooses chess.
Emily enjoys English.
Marty moves with the music.
Amy always arrives at Art.
Penny plays in P.E..
Harry has history next.
Susie says science is so cool.
Mary makes math more fun.

What time is it?
Time for sunshine.
At 8 o'clock?
That's when sleep stops.
And so what's next?
Off to school to see friends!

#### **Letter D**

Dad drums away, that's how we start the day. He wakes me up, with the dog and the ducks. Then I'm out the door, for fun, school, and more! Dad drums away, that's how we start the day.

#### DAYS OF THE WEEK

Monday is hard but we'll still play in the yard! Tuesday is next but not second best.
Wednesday is hump day, the one in the middle Thursday is close to Friday the Fiddle!
Then comes the weekend, Saturday and Sunday, That lovely day we sometimes call Funday.

#### In My Classroom

There is a board
And there is a door.
There is a desk
And there is a chest.
There is a bag
And there is Dad.
There is a clock
And there is chalk.
There is a marker
And there is a farmer.
There is a poster
And there is a coaster.

The cat went under He was scared of thunder.

The cat went behind Because he was shy.

The cat got on top Because he wouldn't stop.

The cat went in-side So he could stay behind.

The cat sat beside So his friend could shine.

The cat was in front To lead the ghost hunt!

#### The Dog

(Ogden Nash)

The truth I do not stretch or shove When I state that the dog is full of love. I've also found, by actual test, A wet dog is the lovingest.

#### Lions

(Joshua Morton)
Lions are as orange as the morning sun
They are as brave as men at war
Lions are as fast as cars at top speed
I think the lion in my heart helps me stand my ground
The roar of lions is as loud as thunder hitting rock
Statues of lions stand guard at castle doors
Lions are kings of the countryside.

#### **Bear In There**

(Shel Silverstein) There's a Polar Bear In our Frigidaire--He likes it 'cause it's cold in there. With his seat in the meat And his face in the fish And his big hairy paws In the buttery dish, He's nibbling the noodles, He's munching the rice, He's slurping the soda, He's licking the ice. And he lets out a roar If you open the door. And it gives me a scare To know he's in there--That Polary Bear In our Fridgitydaire

#### **Pig Limerick**

(Arnold Lobel)
There was a sad pig with a tail
Not curly, but straight as a nail.
So he ate simply oodles
Of pretzels and noodles,
Which put a fine twist to his tail.

#### **AUDIO TRANSCRIPTS**

#### STARTER UNIT

#### Lesson 1: Let's meet Nare!

### 1.1 Listen and repeat.

Ms. White: Hello. Nare: Hello.

Ms. White: What's your name?

Nare: My name is Nare.

Ms. White: Nice to meet you, Nare. My name is Ms. White.

Nare: Nice to meet you, Ms. White.



#### 1.2 Listen and repeat.

Nare: Hello! Jack: Hi!

Nare: What's your name?

Jack: My name is Jack. What's your name?

Nare: My name is Nare. Jack: Nice to meet you. Nare: Nice to meet you, too.

#### Lesson 2: How are you?



#### 1.3 Listen and repeat.

Nare: Hello! Jack: Hi!

Nare: How are you?

Jack: I am fine. And how are you? Nare: I am fine too, thank you.

Jack: Goodbye. Nare: Bye.



#### 1.4 Listen and repeat.

Nare: Hi! Jack: Hi!

Nare: How are you? Jack: I am fine, and you? Nare: I am fine, thanks. Jack: See you soon. Nare: See you soon.



#### 1.5 Listen and respond.

- Hello.
- What's your name?
- How are you?
- My name is Rosie.
- Nice to meet you.
- See you soon.
- Goodbye.

#### Lesson 3: How old are you?

1.6 Listen and repeat.

Zero, one, two, three, four, five, six, seven, eight, nine, ten

1.7 Listen and point to the number.

Six, one, zero, ten, four, five, two, seven, nine, three, eight

1.8 Listen and repeat.

Hello, my name is Nare. I am 9 years old. Hello, my name is Jack. I am 9, too.

#### **Lesson 4: Colors**

1.9 Listen and repeat.

red, green, white, purple, pink, yellow, blue, black, orange

1.10 Listen and point.

Yellow, red, blue, orange, red, white, pink, purple

1.11 Listen and repeat.

Nare, what color is it? It is yellow. Jack, what color is it? It is orange.

Listen and sing along

https://www.youtube.com/watch?v=tRNy2i75tCc&pp=ygUMcmFpbmJvdyBzb25n

#### **UNIT 1: MY FRIENDS AND I**

#### 1.12 Listen and repeat.

I am Nare.

You are Jack.

He is Teo.

She is Rosie.

It is a dog.

We are friends.

You are friends.

They are all friends.



#### 1.13 Listen and repeat.

Hello! My name is Nare. I am 9 years old. This is my friend Jack. He is 9, too. Hello! My name is Jack. This is my friend Rosie. She is 10 years old.

## 1.14 Listen and repeat.

Hello! My name is Nare. I am nine years old. Here are my classmates.

This is Jack. He is nine years old.

This is Rosie. She is ten years old.

This is Teo. He is nine years old.



#### 1.15 Listen and repeat.

happy, sad, sleepy, angry, shocked, sick



#### 1.16 Listen and draw the emotion.

- a) He is happy. b) She is angry.
- c) He is sleepy. f) She is shocked.
- d) She is sad. e) He is sick.

#### Listen to the song and sing along. (If you're happy and you know it - YouTube)

If you're happy and you know it - YouTube



#### 1.17 Listen and repeat.

1. Is she happy?

Yes, she is.

2. Is he sad?

No, he isn't sad.

He is happy.

3. Is she angry?

No, she isn't angry.

She is happy.

#### 1.18 Listen and circle the right emotion.

- 1.He is sad.
- 2. She is shocked.
- 3.She is sick.
- 4. He is angry.
- 5. She is sleepy.

### 1.19 Listen, point, and repeat.

hungry

thirsty

hot

cold

## 1.20 Listen and match each person to the correct emotion.

Jack: I am thirsty.
Teo: I am hungry.
Old man: I am sleepy.

### 1.21 Listen and repeat.

Hi Nare! Are you sad?

Hi Rosie! No, I am not sad. I am happy.

Hi Teo! Are you hungry?

Hi Nare, I am not hungry.

Are you sad?

No. I am not sad. I am thirsty.

### 1.22 Listen, point, and repeat.

old, young ,tall, short, strong, weak

## 1.23 Listen, point, and repeat.

She is short.

She is tall.

He is old.

He is young.

He is strong.

He is weak.

### 1.24 Listen and repeat.

1. Is she short?

No, she isn't.

She is tall.

2. Is he old?

Yes. he is.

3. Is he old?

No, he isn't. He is young. 4. Is she tall? Yes, she is.

## 1.25 Listen and number the boxes.

- 1. He is young.
- 2. She is short.
- 3. She is tall.
- 4. He is old.

## 1.26 Listen and repeat.

This is my friend Rosie. She is kind. She is smart. She is friendly. She is tall.

This is my friend Teo. He is kind too. He is smart too. He is friendly too. He is tall.

### 1.27 Listen, point, and repeat.

S s [es], [s] Sun, a snake, a star, sand, six, seven,

#### Listen and sing along.

https://www.youtube.com/watch?v=biSW1-KIQWA&pp=ygUNbGV0dGVyIHMgc29uZw%3D%3D

## 1.28 Listen and repeat.

This is the sun. It is yellow! This is a snake. It is green!

### 1.29 Listen, point, and repeat.

A a [ei], [æ]

An axe, an arrow, an ant, an apple, angry, an airplane

#### 1.30 Listen and repeat.

This is an apple. It is red! This is an ant. It is black!

### 1.31 Let's learn more numbers. Listen and repeat.

eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

## 1.32 Listen and repeat.

a star two stars a snake ten snakes an apple five apples an ant three ants

#### 1.33 Listen and write a checkmark or cross.

- 1. 10 airplanes
- 2. 15 ants
- 3. 4 axes
- 4. 7 stars

### 1.34 Listen, point, and repeat.

swings, a seesaw, a slide, a sandbox

## 1.35 Listen, point to the picture and repeat.

#### Dialogue A

- Hello, what's your name?
- Hi! My name is Nare and what is your name?
- My name is Ming. Do you want to play?
- Yes, I like the slide. Let's play there!

#### Dialogue B

- Hello, Rosie. This is Sun Ming.
- Hello Sun. Nice to meet you.
- No! My name is Ming. My last name is Sun.
- Nice to meet you, too.
- Do you want to play?
- Yes, let's play in the sandbox.
- Good idea! Let's go!

#### Dialogue C

- Hi Teo!
- Hi Rosie!
- This is Sun Ming.
- Nice to meet you.
- You too. Let's play on the seesaw.
- Great! Let's go!

## Listen and sing along. 🎶

Let's Go To The Park | Kids Songs | Kidsa English - YouTube https://www.youtube.com/watch?v=pDTBTxxE7Ss&pp=ygUjZmFtaWx5IGFuZCBmcmllbmRzIGluIHRoZSBwYXJrIH Nvbmc%3D

### 1.36 Listen, point and repeat.

Tt [ti:], [t] a tiger, a turtle, toys, a train, a table, tired

## Listen and sing along. 🎶

https://www.youtube.com/watch?v=FPdzx06Ur\_4&pp=ygUNbGV0dGVyIHQgc29uZw%3D%3D

## 1.37 Listen, point, and repeat.

P p [pi:], [p] A panda, a pizza, a pen, a pencil, a penguin, a pig

## Listen and sing along. 🎶

https://www.youtube.com/watch?v=r9vgXNpuW-A&pp=ygUNbGV0dGVyIHAgc29uZw%3D%3D

### 1.38 Listen and repeat.

This is a turtle. It is green!
This is a panda. It is black and white!

#### 1.39 Listen, point, and repeat.

I i [ai], [I]
In, ill, ink, an insect

#### Listen and sing along. 🎶

https://www.youtube.com/watch?v=4Dd0E9x7aWU&pp=ygUMbGV0dGVyIGlzb25n

#### 1.40 Listen, point and repeat

I i [ai], [ai] Ice, an ice cream, an island, an iron

#### 1.41 Listen, point to the pictures, and write the words in the correct boxes.

I in(I) ill, insect, ink
I (aI) ice, an ice cream, an island

#### 1.42. Listen and repeat.

This is an insect. It is green!

This is an ice cream. It is pink.

## 1.43 listen, point, and repeat.

N n[en], [n]

Numbers, a net, nuts, noodles, a nest, nine

### 1.44 Listen, point, and repeat.

M m [em], [m]

Milk, a mouse, mom, meat, a monkey, a man

## Listen and sing along. 🎶

https://www.youtube.com/watch?v=kH3pJWzMVGM&pp=ygUUbGV0dGVycyBulGFuZCBtIHNvbmc%3Dhttps://www.youtube.com/watch?v=8zF0fP-xw\_E&pp=ygU0bGV0dGVycyBtIHNvbmc%3D

#### 1.45 Listen and repeat.

This is a nut. The nut is brown.

This is a mouse. The mouse is white.

#### 1.46 Listen and choose the correct option.

- 1. He is sad.
- 2. He is sleepy.
- 3. She is angry.
- 4. She is cold.
- 5. He is hot.
- 6. She is shocked.

#### 1.47 Write the missing letters and check with your partner. Listen and check.

Example: **s**ix

1. man 2. sit 3. map 4. ant 5. pink 6. pat

#### **UNIT 2: AT SCHOOL**

## 2.1 Listen and repeat.

A school

A classroom

A cafeteria

A library

A gym

A playground

A bathroom



#### 2.2 Listen and repeat.

Hello everyone! This is my school.

This is my classroom. We study here.

This is our cafeteria. We eat here.

This is the library. We read here.

This is the gym. We play sports here.

This is the playground. We play here.



#### 2.3 Listen and repeat.

There is a book in the library.

There are books in the library.

There is a boy on the playground.

There are five boys on the playground.



## 2.4 Listen to Ms. White talk about School Rules.

#### **School Rules**

- Read in the classroom or the library, please! \*
- \* Play sports in the gym or the playground, please!
- Eat in the cafeteria, please!
- \* Don't talk in the library, please!
- \* Don't play sports in the classroom, please!
- \* Don't eat in the classroom, please!



#### 2.5 Listen, point, and repeat.

English

Math

Art

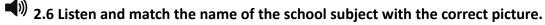
Music

P.E. (Physical Education)

Chess

History

Science



- 1. Science
- 2. P.E.
- 3. Math
- 4. Music
- 5. Chess

### 2.7 Listen and repeat.

- 1. It is 9 o' clock.
- 2. It is 10 o' clock.
- 3. It is 12 o' clock.
- 4. It is three o'clock.

## 2.8 Listen and repeat.

Rosie: Nare, What time is it?

Nare: It is 9 o'clock

Nare: Jack, what time is it?

Jack: It is 11 o'clock

#### 2.9 Listen and write what you hear.

- 1. It is nine o'clock.
- 2. It is one o'clock.
- 3. It is five o'clock.
- 4. It is seven o'clock.
- 5. It is eleven o'clock.

## 2.10 Listen, point, and repeat.

Dd [di:], [d]

Dad

A dog

Drums

A duck

A door

A day

### Listen and sing along.

## 2.11 Listen and repeat.

This is a duck.

The duck is yellow.

This is a dog

The dog is brown.

## 2.12 Listen and repeat. What day is it today? Tick the box.

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

## Listen and sing along.

Days of the week - Adam's Family (Dr. Jean) - YouTube

### 2.13 Listen and repeat.

On Monday we have English.

On Tuesday we have Math.

On Wednesday we have chess.

On Thursday we have Art.

On Friday we have P.E.

### 2.14 Listen and put the subject in the correct box.

On Monday we have chess.

On Tuesday we have Art.

On Wednesday we have English.

On Thursday we have P.E.

On Friday we have Math.

## 2.15 Listen and repeat.

A board

A desk

A poster

Chalk

A marker

A clock

A wall

A book

A bag

#### 2.16 Listen and repeat.

Rosie: -Nare, is there a poster in your classroom?

Nare: - Of course, there are many posters on the walls.

Jack: - Nare, is there a pen in your bag?

Nare: - Yes, there is. I always have a lot of pens.

### 2.17 Listen, point, and repeat.

On

Under

In front

Beside

**Behind** 

#### 2.18 Look at the picture. Listen and then write a check mark for true or a cross for false.

- 1. There is a poster on the wall.
- 2. There is a board on the wall.
- 3. The classroom walls are green.
- 4. There are four books on the desk.

#### 2.19 Listen, point, and repeat.

a pencil

a ruler

scissors

a marker

a pen

a lamp

a book

#### 2.20 Listen and repeat.

Ms. White: What's this?

Nare: It's a pen.

Ms. White: Excellent Nare! Jack what's this?

Jack: It's a ruler.

#### 2.21 Look at the picture, listen, and repeat.

This is my backpack. This is my pencil case.

There are five pens and five pencils in my pencil case. There are four books, two rulers, and a pair of scissors in my backpack.

### 2.22 Listen, point, and repeat.

Gg [dʒI:], [g] a girl

grapes a gate

a garden

a guitar



### Listen and sing along.

https://www.youtube.com/watch?v=T83U3zYUeFU&pp=ygUNbGV0dGVyIGcgc29uZw%3D%3D

## 2.23 Listen, point, and repeat.

#### Oo [oʊ], [ɔː]

an orange

an owl

an octopus

off

on

olives



#### 2.24 Listen and repeat.

This is a guitar.

The guitar is black.

I play on the black guitar.

This is an octopus.

The octopus is blue.

The blue octopus swims.



#### Listen and sing along.

https://www.youtube.com/watch?v=weQXyimKUPA&pp=ygUNbGV0dGVyIG8gc29uZw%3D%3D



## 2.25 Listen, point, and repeat.

#### Oo [ၓ], [ၓ]

Good

A book

A cook

A cookbook

Look



### 2.26 Listen, point, and repeat.

#### C c [si:], [k]

A cat

A car

A cup

A cow

A cap

## Listen and sing along.

https://www.youtube.com/watch?v=hSk\_fgAAjjs&pp=ygUNbGV0dGVyIGMgc29uZw%3D%3D

### 2.27 Listen, point, and repeat.

#### C c [si:], [s]

Ice

Nice

A pencil

A face

## 2.28 Listen and number the pictures (1-5).

- 1. a car
- 2. ice
- 3. a cap
- 4. aface
- 5. a cake

## 2.29 Listen and repeat.

This is a car. The car is red. The red car is fast.

This is a pencil. This is a sharp pencil. The sharp pencil is on the table.

#### 2.30 Listen to the tongue twister and practice.

Cooked crabs can't crawl.

The cuddly cat cares to be nice.

She carries the cow to eat candy ice.

### 2.31 Listen, point, and repeat.

#### K [kei], [k]

A key

A kite

A kangaroo

A kitten

A kiwi

A kettle

A king

## Listen and sing along.

https://www.youtube.com/watch?v=FgzKC1yDGFo&pp=ygUNbGV0dGVyIGsgc29uZw%3D%3D

### 2.32 Listen and repeat.

This is a kite.

The kite is red, blue, yellow, and green.

I fly my kite.

### 2.33 Listen and repeat.

Kelly put the kettle on, Kettle on, kettle on Kelly put the kettle on For the king

#### 2.34 Listen and write C or K.

Example: Kangaroo

- 1. Key
- 2. Car
- 3. Cow
- 4. King
- 5. Cake

## 2.35 Listen, point, and repeat.

#### H [eIt]], [h]

- a hat
- a house
- a horse
- a hippo
- a hand
- a hen

### Listen and sing along.

https://www.youtube.com/watch?v=kfxm1I7L07I&pp=ygUNbGV0dGVyIGggc29uZw%3D%3D

#### 2.36 Listen and repeat.

This is a horse. The horse is brown. The brown horse is happy.

## 2.37 Listen and repeat.

SH [ʃ] CH [tʃ] A ship Chips

A shop To chop A fish A chin Shoes Cheese

#### 2.38 Listen to the conversation and tick the picture which shows how to welcome a new student in class.

**Teo:** Hello everyone. We have a new student today. His name is Sun Ming.

Ming: Hi everyone. My name is Ming. Can you show me the school?

Jack: I can show you the school.

#### 2.39 Listen and choose the correct option.

- 1. Nare's favorite subject is chess.
- 2. Teo's favorite subject is P.E.
- 3. Rosie's favorite subject is music.
- 4. The cat is in the box.
- 5. The cat is on the box.

#### **UNIT 3: FAMILY TREE**



#### 3.1 Listen, repeat, and point to the correct picture.

Grandmother

Grandfather

Father

Mother

Aunt

Uncle

Sister

Brother

Cousin



#### 3.2 Listen and repeat.

Hello everyone! This is my family.

This is my grandmother. Her name is Nane.

This is my grandfather. His name is Vahe.

This is my mother. Her name is Anahit.

This is my father. His name is Aram.

This is my brother. His name is Davit.

This is me-Nare. I am Davit's sister.

This is my uncle. His name is Hayk. This is my aunt. Her name is Anush. This is my cousin. His name is Grigor.

#### 3.3 Listen and number the pictures (1-5).

- 1 This is my brother. His name is Davit.
- 2 This is my grandmother. Her name is Nane.
- 3 This is my father. His name is Aram.
- 4 This is my grandfather. His name is Vahe.
- 5 This is my aunt. Her name is Anush.



### Listen and sing along.

Family Members Song - YouTube



### 3.4 Listen to the tongue twister and repeat.

I have a mother,

I have a father,

I have a sister,

I have a brother,

We live together,

We love each other.



#### 3.5 Listen to the sentences and match them with the pictures.

I have an apple.

You have a bottle.

He has a cat.

She has a dog.

We have a ruler.

They have a pencil.



## 3.6 Read the poem and insert the names of the family members. Then listen and check.

My family

My family is my dear mother,

my father, and my brother.

We love to spend time together

Even in rainy weather.



#### 3.7 Listen, point, and repeat.

E e [i:], [ɪ]

An ear

Eleven

#### An eagle

#### Ee [i:], [e]

An egg

An elephant

Eight



Listen and sing along.

https://www.youtube.com/watch?v=9bQzbduuGlQ



3.8 Listen, point, and repeat.

#### U u [ju:], [ʌ]

Up

An umbrella

under

Uncle



Listen and sing along.

https://www.youtube.com/watch?v=CUiCcn9InhQ



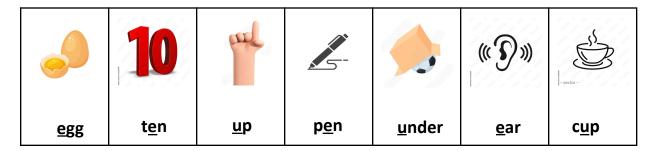
3.9 Listen and repeat.

This is an elephant. The elephant is grey. The grey elephant is big.

This is an umbrella. The umbrella is yellow. The yellow umbrella is open.



### 3.10 Fill in the blanks with the letters E or U. Listen and check.



### 3.11 Listen, point, and repeat.

#### Ee [i:], [i:]

Street

Bee

Reed

Queen

Sweet

eel

See

Sweep

Peel

Tree



## 3.12 Listen, point, and repeat.

ΑТ

A cook

A farmer

A doctor

A dentist

A housewife

A pilot



## 3.13 Listen and repeat.

This is my mom. She is a dentist.

This is my dad. He is a cook.

This is my uncle. He is a farmer.

This is my aunt. She is a housewife.

This is Ms. White. She is a T. She is my T.



## 3.14 Listen and repeat.

Nare: Teo, what is your father's job?

**Teo**: My father is a pilot.

**Teo**: Rosie, what is your grandmother's job?

Rosie: She is a doctor.



#### 3.15 Listen to Jack talk about his dream job.

Hello everyone!

My name is Jack. I want to become a pilot. I want to fly planes.



#### 3.16 Listen, point, and repeat.

#### R r [a:r], [r]

Red

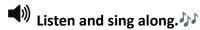
A robot

Rice

A rabbit

A rat

A rose



https://www.youtube.com/watch?v=B3cQWN6QP5s&pp=ygUlbGV0dGVyIHI%3D

## 3.17 Listen, point, and repeat.

Vv [vi:], [v]

A van

A vase

A vest

A violin

A violet

Vegetables



https://www.youtube.com/watch?v=GzMsHJGhXYQ&pp=ygUlbGV0dGVyIHY%3D

## 3.18 Listen and repeat.

This is a rose.

The rose is red.

The red rose smells nice.

This is a violet.

The violet is purple.

The purple violet is my favorite.

## Listen to the song and put the lines in the correct order 🎶

https://www.youtube.com/watch?v=7otAJa3jui8&pp=ygUVcm93IHJvdyByb3cgeW91ciBib2F0

## 3.19 Listen, point, and repeat.

A gift

A candle

A guest

A neighbor

A party

To blow

A card

#### 3.20 Listen to Nare talk about her grandma's birthday.

Hello everyone. This is my grandma. Her name is Nane. Today is her birthday. My mom is making a cake now. My grandma has guests. Our family, her neighbors, and friends are all coming to her party. I am waiting for the cake. I love blowing out the candles on a cake, and my grandma asks me to blow out candles on her birthday too. Now I am making a card for my grandma.

#### 3.21 Listen to the questions and answer them.

What day is today? What is grandma's name? Who is making the cake? What is Nare doing? Who is coming to the party?



#### 3.22 Listen and match the person with grandma's gifts.

My Mom gave Grandma a cup.

My aunt gave Grandma a kettle.

My dad gave Grandma a clock.

My grandpa gave Grandma a kitten.



#### 3.23 Listen to Nare's poem to her Grandma and help her design her card.

Dear Grandma I love you so much I love you a whole bunch I love you every day And wish you a happy birthday!



## 3.24 Listen to Nare and Rosie talk about what they like doing during family parties.

#### Match the activity with the correct person and write the words in the box below.

Rosie: Nare, what do you like doing at parties?

Nare: I like making cakes, making cards and most of all blowing out the birthday candles. What

about you?

Rosie: I like dancing and singing.



#### 3.25 Listen, point, and repeat.

Bb [bi:], [b]

A boy

A book

A bear

A boat

A bike

A bus

A ball



#### Listen and sing along.

https://www.youtube.com/watch?v=RoFz9V\_BEG4&pp=ygUJbGV0dGVyIGIn



#### 3.26 Listen, point, and repeat.

Jj [dʒeɪ], [dʒ]

jam A jet A jellyfish A jeep

To jump

Juice



#### Listen and sing along.

https://www.youtube.com/watch?v=DrYSjJf0ksc&pp=ygUIbGV0dGVyIGo%3D



#### 3.27 Listen and repeat.

This is a bear.

The bear is big and brown.

The big and brown bear eats honey.

This is a jeep.

The jeep is red.

The red jeep is fast.

## 3.28 Listen and repeat. Then read the sentences.

Jim is jumping up, up, up.

He is not going down, down, down.

But Jack is not jumping up, up, up.

He is just going down, down, down.



#### 3.29 Listen to the words and write them down.

Example: jam

- 1. a ball
- 2. juice
- 3. a bus
- 4. a jeep
- 5. a bear

## 3.30 Listen, point, and repeat.

LI [el], [l]

A lake

Legs

Logs

A ladybug

A lion

A lemon



#### Listen and sing along.

https://www.youtube.com/watch?v=OAipmwVQQ58&pp=ygUIbGV0dGVyIGw%3D



## 3.31 Listen, point, and repeat.

#### Ff [ef], [f]

A fox

A fish

A frog

A flower

A fan

A finger

Fire



## Listen and sing along.

https://www.youtube.com/watch?v=PzK0-VSZPd4&pp=ygUIbGV0dGVyIGY%3D

## 3.32 Listen and repeat.

This is a ladybug. The ladybug is red and black.

The red and black ladybug is on the tree.

This is a frog. The frog is green.

The green frog jumps.



### 3.33 Listen and write the words in the correct boxes.

A lion

A lamp

A frog

A fan

Legs

Logs

A finger

A fish



### 3.34 Listen, point, and repeat.

To sing

To read

To write

To jump

To swim

To dance

To play (the guitar)

To draw

To ride (a bike)

To run



## 3.35 Listen and repeat.

#### Can

I can sing.

You can swim.

He can read.

She can write.

It can jump.

We can dance.

You can ride.

They can draw.

#### Cannot= can't

I cannot sing- I can't sing.

You cannot swim- You can't swim.

He cannot read- He can't read.

She cannot write- She can't write.

It cannot jump- It can't jump.

We cannot dance- We can't dance.

You cannot ride- You can't ride.

They cannot draw- They can't draw.



#### Listen and sing along

https://www.youtube.com/watch?v=Z6MpMKCt5ec

#### 3.36 Listen and repeat.

Nare: Rosie, can you sing?

Rosie: Yes, I can.

Nare: Can your dad sing?

Rosie: No, he can't.

Rosie: Nare, can you swim?

Nare: No, I can't.

Rosie: Can your brother swim?

Nare: Yes, he can.

#### 3.37 Listen and tick the correct picture.

Hi Tigran, can I play with your Teddy? Hi, of course, we are cousins, we should share.

#### 3.38 Listen, circle the picture and write the word.

- 1. This is my mom. She is a dentist.
- 2. This is my uncle. He is a farmer.
- 3. This is my dad. He is a cook.
- 4. This is my aunt. She is a housewife.

#### **UNIT 4: AT HOME**



### 4.1 Listen and repeat.

A house

An apartment

A roof

A chimney

A door

A window

A garden

**Stairs** 

upstairs/downstairs

A garage



#### Listen and sing along.

**House Song (youtube.com)** 



#### 4.2 Listen to Nare and color her house.

Hello everyone! This is my house.

This is our roof. It is green.

This is the chimney. It is red.

This is our door. It is red too.

These are the windows. They are brown.

These are the stairs. They are yellow.



#### 4.3 Listen and number the pictures (1-5).

- 1. This is our door.
- 2. These are our stairs.
- 3. This is our chimney.
- 4. This is our window.
- 5. This is our house.

## 4.4 Listen to Rosie and Teo talk about their houses and repeat the conversation.

Teo: Rosie, is your house big or small?

Rosie: It is big.

**Teo**: What color is the roof?

Rosie: It is green.

**Teo**: Is there a garden near your house?

Rosie: Yes, there is a big garden with a lot of flowers.



#### 4.5 Listen, point, and repeat.

A hall

A living room

A bedroom

A kitchen

A bathroom

A study



#### 4.6 Listen and decide who is in each room. Write the names of each person in the room:

Jack, Teo, Nare, or Ming.

Jack's mom: Jack, where are you?

Jack: I am in the study.

Jack's mom: What are you doing?

Jack: I am reading a book.

Nare: Hello Ming, what are you doing?

Ming: I am in my room, I am listening to music.

Nare's mom: Nare, what are you doing in the kitchen?

Nare: I am making a sandwich.

Jack: Teo what are you doing now?

Teo: I am watching TV in the living room.



#### 4.7 Listen to Teo and Ming talk about their houses and repeat the conversation.

Ming: Teo, how many bedrooms are there in your house?

**Teo**: There are two bedrooms in my house.

Ming: What is your favorite room?

**Teo**: I love the living room.

Ming: Why?

**Teo**: I love my living room because it is big. Also, there is a TV in my living room, and I can play

video games with my friends.

### 4.8 Listen, point, and repeat.

A hed

A wardrobe

A lamp

A shelf

A plant

A carpet

A mirror



#### Listen and sing along.

My room vocabulary song in English for kids. Furniture, pets, objects. Learning songs. (youtube.com)

#### 4.9 Listen to Nare talk about her room and repeat.

Nare's room

My favorite room in our house is my bedroom. I like it because it is big and nice. The walls are pink. The bed is big and cozy. There is a lamp near my bed and some books on the shelf. There are some flowers near the mirror. There are two small carpets on the floor, one is green and one is white. There is a picture of a mountain on the wall. The room is tidy. I clean it every Sunday.

## 4.10 Listen and label the rooms. Write Teo, Ming, or Rosie.

Rosie: My room is pink. There are two big windows in my room. I have a big closet. I love my room. It is big and tidy.

Teo: My room is blue, and it is small. There are many toys in my room. There is a toy bus near my bed. My room is not tidy.

Ming: My room is big. There are many posters of stars on the wall. There is a window near my bed. There are three plants. There is a big blue carpet. My room is tidy.

#### 4.11 Listen, point, and repeat.

#### W w [d\nblju:] [w]

Water

A watch

A wolf

A well

A wagon

A whale



#### Listen and sing along.

https://www.youtube.com/watch?v=iJ9zokXKszM&pp=ygUNbGV0dGVyIHcgc29uZw%3D%3D

4.12 Listen, point, and repeat.

X x [eks], [ks]

A box

An ox

A fox

To fix

Six



https://www.youtube.com/watch?v= eXZ2w Ent4&pp=ygUNbGV0dGVyIHggc29uZw%3D%3D

### 4.13 Listen and repeat.

This is a wolf.

The wolf is grey.

The grey wolf is happy.

This is a fox.

The fox is orange.

The orange fox is sitting

4.14 Listen to the words and fill in the blank with the correct letters: a, o, e, h, or i.

5. white

6. box

1. fox 2. water 3. wolf 4. fix

## 4.15 Listen, point, and repeat.

To cook

To clean

To tidy

To make the bed

To set the table

To buy bread

To feed

To take out the trash

# 4.16 Listen to Nare talk about her everyday chores. Tick next to the chore she does and cross the ones she does not do.

Today is Sunday. I have a lot of chores to do today.

I need to make my bed, tidy and clean my room, feed my turtle, buy bread, set the table and take out the trash. I hate cleaning my room and taking out the trash. I like feeding my turtle and buying bread.

4.17 Listen and answer the questions.

- 1. What day is today?
- 2. What chore does Nare have today?
- 3. What chore does Nare like doing?
- 4. What chore does Nare hate doing?

# 4.18 Listen to Teo, Ming and Jack talk about their house chores, and tick the pictures according to their answers.

Jack: Teo and Ming, do you like doing house chores?

**Teo**: No, I don't really like them but sometimes they are fun.

Ming: I like helping my mom.

**Jack**: What house chores do you have to do today?

**Teo**: I need to clean and tidy my room. I need to make my bed.

Jack: Me too. Ming: Me too!

**Teo**: I also need to buy bread. What about you?

Jack: I need to take out the trash and feed my dog. And you Ming?

Ming: I need to tidy my room and take out the trash.

## 4.19 Listen, point, and repeat.

Yy [wai], [j]
A yo-yo
A teddy
A yogurt
Happy
Yellow
A puppy
Yarn
Sunny
Young
Funny
Yummy
Yummy

## Listen and sing along.

https://www.youtube.com/watch?v=bZC3a6GnwTo&pp=ygUNbGV0dGVyIHkgc29uZw%3D%3D

### 4.20 Listen and repeat.

This is yarn.

The yarn is pink.

The pink yarn is on the table.

This is a puppy.

The puppy is brown.

The brown puppy is nice.

Listen to the song and clap everytime you hear the word YELLOW. 🎶

Music: Yellow Submarine, Vocal Music Education, Choir Song, Children Singing Songs, The Beatles KIDS (youtube.com)

### 4.21 Listen, point, and repeat.

This - This is my cat. That - That is my cat.



#### 4.22 Listen and repeat.

Ming: What is this, Rosie?

Rosie: This is a lamp. This is my lamp. The lamp is red.

Rosie: Teo, what is that?

**Teo**: That is a globe. That is my globe. It is big.

#### 4.23 Listen, point, and repeat.

This - This is my cat.

That - That is my cat.

These - These are my cats.

Those - Those are my cats.



## 4.24 Listen, point, and repeat.

#### Qq [kju:], [k]

a queen

quick

quiet

q quilt

a question

a quarter



### Listen and sing along.

https://www.youtube.com/watch?v=ni6kpkaWyOI&pp=ygUNbGV0dGVyIHEgc29uZw%3D%3D



## 4.25 Listen, point, and repeat.

#### Zz [3i:], [3]

a zebra

zero

a zoo

a zipper

zig zag

## Listen and sing along.

https://www.youtube.com/watch?v=cR6N3jwfCXg&pp=ygUNbGV0dGVyIHogc29uZw%3D%3D

### 4.26 Listen and repeat.

This is a queen.

The queen is smart and pretty.

This is a zebra.

The zebra is guick. The zebra is black and white.

#### 4.27 Listen and number the pictures (1-5).

- 1. zero
- 2. a queen
- 3. a zoo
- 4. a zipper
- 5. quick

## 4.28 Listen and repeat, underline letters <u>q</u> and <u>z</u>, and read the sentences.

The quiet queen quickly runs to get her quilt.

The queen has a pet kangaroo.

Zack, the zebra, is in the zoo.

Zero zebras are in the zoo.

#### 4.29 Listen and repeat.

straw

wood

brick

to build.

hard-working

a tail

scared

lazy

## 4.30 Listen to the story.

#### **Three Little Pigs**

There are three little pigs: Pete, Tom and Bob. They want to build a house. Pete and Tom are lazy, but Bob is hard working. "I will build my house from straw," says Pete. "I will build my house from brick."

Pete and Tom finish their houses and play. Bob finishes his house later. One day a hungry wolf sees the pigs. He goes to Pete and says: "Open the door!" "No!" Pete says. "Then I will huff and I will puff and I will blow your house down!" he wolf says. The wolf huffs and puffs and blows the house down. Pete runs to Tom's house. The wolf comes again. "Open, quickly!" he says. The pigs say "No!" The wolf says: "I will huff and I will puff and I will blow your house down." The wolf huffs and puffs and blows the house down. Pete and Tom run to Bob's house. They are scared. But Bob has a plan. Bob makes a fire. The wolf comes and says: "Open the door or I will huff, I will puff, and I will blow your house down!" The wolf huffs I can read and act out 'Three Little Pigs'. and puffs but the house does not move. The wolf tries again. And again it does not move. The wolf goes up onto the roof and jumps down the chimney. The fire Bob makes burns the wolf's tail. The wolf runs and the pigs are happy.

## 4.31 Listen to the sentences and write <u>Pete, Tom, Bob</u> or <u>WOLF.</u>

- 1. Pete builds a house from straw.
- 2. Pete runs to Tom's house.
- 3. Pete and Tom go to Bob's house.
- 4. Wolf huffs and puffs and blows the house down.
- 5. Bob has the best house.

## 4.32 Listen and tick the correct picture.

Speaker 1: Hello grandma. What are you doing?

Speaker 2: I am helping your mom.

Speaker 1: Oh, I want to help, too. Can I?

Speaker 2: Yes, you can.

Speaker 2: Grandma, see. I am cleaning the mirror. Speaker 1: Good job. We all must help your mom.

#### 4.33 Listen and choose the correct option.

Ming: Teo, how many bedrooms are there in your house?

Teo: There are two bedrooms in my house.

Ming: What is your favorite room?

Teo: I love the living room.

Ming: Why?

Teo: I love my living room because it is big. Also, there is a TV in my living room, and I can play video games with my friends.

#### **UNIT 5: ANIMALS**

#### 5.1 Listen and point.

Welcome SS! We are finally at the zoo. Here we will see lions, monkeys, hippos, bears, tigers and other animals.

### 5.2 Listen to the name of the animal and fill in the missing letter.

A parrot

A hippo

A cheetah

A crocodile

A rhino

A snake



## 5.3 Listen to Nare and her friends. Write which animal they want to see.

Nare: Jack, what animal do you want to see? A tiger?

**Jack:** No, I want to see the bears.

**Teo:** Rosie, what animal do you want to see?

Rosie: I want to see the giraffes. What about you?

**Teo:** I want to see the tigers.

**Rosie:** Ming, what animal do you want to see? A parrot?

Ming: No, I want to see the monkeys.

Ming: Nare: What about you? What animal do you want to see?

Nare: I want to see the elephants.



## 5.4 Listen again and check your answers.

Nare: Ms. White, can monkeys sing?

Ms. White: No, they cannot. But they can swim and climb up trees.

Teo: Ms. White, can hippos climb?

Ms. White: No, they cannot sing or climb. But they can swim really fast.

Rosie: Ms. White, can parrots sing?

Ms. White: Yes, they can sing and climb up trees. But they cannot swim.

Jack: Ms. White, can elephants swim?

Ms. White: Yes, they can swim and climb. But they cannot sing.

Ming: Ms. White, can crocodiles climb?

Ms. White: Yes, they can swim fast and climb, too. But crocodiles cannot sing.



#### 5.5 Listen, point, and repeat.

Big

Bigger

Strong

Stronger

Small

Smaller

Fast

Faster

Slow

Slower

Short

Shorter

Tall

Taller



Listen and sing along.

COMPARATIVE ADJECTIVES (SONG) (youtube.com)



#### 5.6 Listen and tick the correct picture.

- 1. The giraffe is taller than the elephant.
- 2. The tiger is faster than the mouse.
- 3. The turtle is slower than the monkey.

#### ■)) 5.7 Listen and read the text.

A tall giraffe, a short rabbit, a fast cheetah, a slow turtle, and a strong elephant all live in a big forest.

One day, they decide to have a contest to see who is the best. They race and lift heavy things.

The cheetah is faster than all the others. The elephant is stronger, the giraffe is taller, the rabbit is shorter, and the turtle is slower.

After the contest, they understand that each of them is special in their own way. They all have something they are good at.

From that day on, they all live together in the forest and are happy to be friends.

#### **UNIT 5: PETS AND FARM ANIMALS**



#### 5.8 Listen, point, and repeat.

a hamster

A bunny

A goldfish

A kitten

A puppy

A turtle



#### 5.9 Listen, point, and repeat.

Ms. White: Rosie, do you have a pet?

Rosie: Yes, Ms. White.

Ms. White: What pet do you have?

Rosie: I have a hamster. It is small and fluffy.

Mr Wright: Nare, do you have a pet.

Nare: Yes, Mr Wright.

Mr Wright: What pet do you have?

Nare: I have a pet turtle. Its name is Mario. He is slow. He loves apples.

#### 5.10 Listen, match the person to his/her pet and name it.

Example: Mr Wright: Nare, do you have a pet.

Nare: Yes, Mr Wright.

Mr Wright: What pet do you have?

Nare: I have a pet turtle. His name is Mario.

1. Ms. White: Teo, what pet do you have?

Teo: Ms. White, I have a dog. His name is Bobby.

2. Teo: Jack, do you have a pet?

Jack: Yes. I have a fish.

3. Jack: Ming, do you have a pet?

Ming: Yes, I have a pet bunny. Its name is Fluffy.



#### 5.11 Listen and repeat.

Ms. White: Good morning, Rosie! Is your hamster faster than Nare's turtle? Rosie: Good morning, Ms. White! My hamster is faster than Nare's turtle. Mr. Wright: Good afternoon, Nare! Is your turtle bigger than Rosie's hamster? Nare: Good afternoon, Mr. Wright! My turtle is smaller than Rosie's hamster.



#### 5.12 Listen and fill in the blanks.

#### My pet turtle

Please meet my pet turtle. His name is Mario, and he is one year old. I got him from my grandma Nare. I feed him in the morning. I like him because he is cute and I can keep him in my pocket



#### 5.13 Listen and answer the questions about the text in Activity 10.

- 1. What is the name of Nare's pet? 2. How often does Nare feed it?
- 3. How old is it?
- 2. Why does Nare like this pet?



#### 5.14 Listen, point, and repeat.

big-bigger-the biggest small -smaller- the smallest tall -taller -the tallest



#### 5.15 Listen and read the sentences.

- 1. The lion is big.
- 2. The rhino is bigger than the lion.
- 3. The elephant is the biggest.
- 1. The parrot is small.
- 2. The snake is smaller than the parrot.
- 3. The mouse is the smallest.

#### 5.16 Listen to Nare talk about her family.

#### Hello!

My name is Nare. This is my family. It is my dad, my mom, my brother, and me. I am 9 years old, and my brother is 5. My dad is 40 and my mom is 35. My dad is 189cm tall and my mom is 168cm tall. I am 120cm tall and my brother is 90 cm tall. My pet Mario is 1.

#### 5.17 Listen and answer the questions.

- 1. Who is older, Nare or her brother?
- 2. Who is the oldest in the family?
- 3. Who is the youngest in the family?
- 4. Who is taller, Nare or her brother?
- 5. Who is the tallest in the family?
- 6. Who is the shortest in the family?

# 5.18 Listen to Teo and Jack talk about their family members, tick the correct sentences.

**Teo**: Jack, who is older, your mom or dad?

Teo: My mom is older than my dad.

**Teo**: Who is the oldest person in your family?

**Jack:** My grandpa, he is 65. **Teo:** Jack, how old is your fish?

Jack: My fish is 1. How old is your dog?

Teo: My dog is 2.

## 5.19 Listen, point, and repeat.

ears

legs

hair

a head

a neck

eyes

teeth

a nose wings paws a tail



# Listen and sing along.

Body Parts Song for Kids - This is ME! by ELF Learning - ELF Kids Videos (youtube.com)



## 5.20 Listen, point, and repeat.

Elephants have two big ears, two eyes, four legs, and one long nose. Bears have two small ears, two eyes, four legs, and one small nose. Giraffes have two small ears, two eyes, four legs, and a long neck.



# 5.21 Listen and read the riddle. Guess the animal.

I have four legs. I have long hair.

I have two small eyes.

I have two ears. I have big teeth.

I can run really fast. You can ride me if you like.

What animal am I?



### 5.22 Listen, point, and repeat.

To love

To like

To hate

Say hi to Mario! He loves playing with me, and I love it too.

He also likes eating cabbage, and I love feeding him.

Mario hates running after a ball.



# 5.23 Listen to Jack and match the sentence with the correct verb.

- 1. My pet fish hates sleeping in the afternoon.
- 2. He loves swimming.
- 3. He likes jumping in the water.

### 5.24 Listen and repeat.

I love playing.

You love playing.

We love playing.

They love playing.

He loves playing.

She loves playing.

It loves playing.

I like playing. You like playing. We like playing. They like playing.

He likes playing. She likes playing. It likes playing.

I hate playing. You hate playing. We hate playing. They hate playing.

He hates playing. She hates playing. It hates playing.

## 5.25 Listen and read. Match the sentences to the pictures.

This is my hamster. Her name is Polly. Polly is two years old. Polly loves eating and sleeping. She likes running. She hates listening to loud noises.



# 5.26 Listen to Mr. Wright and Ming talk and fill in the blanks with the correct name: Mr.

#### Wright or Ming.

Example: Ming: Mr Wright what do you love doing?

**Mr Wright:** I love playing with my dog in the park.

Mr Wright: What about you Ming, what do you love doing?

Ming: I love riding horses.

Mr Wright: Great! What do you like doing?

Ming: I like singing for my rabbit and I hate cleaning after my rabbit. What do you like doing Mr

Wright?

Mr Wright: I like walking with my dog, sometimes we walk with Teo's dog. But I hate running

after my dog in the park.



### 5.27 Listen and repeat.

a chicken

a chick

a cow

a pig

a sheep

a horse

a goat a donkey a duck



## 5.28 Listen and match the sounds with their animals.

#### Example:

- 1.oink-oink
- 2. woof-woof
- 3. quack- quack
- 4. moo
- 5. neigh- neigh
- 6. baah

4.5

((	5.29 Look at the picture. Listen and tick  the correct sentences.
_	☐ There are five pigs on the farm.
	$\square$ There are four cows on the farm.
	☐ There are three horses on the farm.
	$\square$ There are two goats on the farm.
٢	There is one chicken on the farm.

## 5.30 Listen and choose the correct picture.

1. Nare: Ming, what is your favorite animal? Ming: My favorite animal is a monkey.

2. Nare: Teo, what is your favorite animal?

**Teo:** I love tigers.

3. Nare: Jack, what is your favorite animal? Jack: My favorite animal is a bear.

### 5.31 Listen and read about Rosie's and Nare's favorite animals. Guess which animals Rosie and Nare are talking about.

1. Rosie: My favorite animal is wild. It is yellow with brown spots.

It has small ears and a long neck. It has two ears, two eyes, four legs, and a tail.

2. Nare: My favorite animal is wild. It is gray and brown.

It has big ears and a long nose. It has two eyes, four legs, and a tail.

### 5.32 Listen and answer the questions below:

- 1. What are Nare's and Rosie's favorite animals?
- 2. Are these animals big or small?
- 3. Are these animals pets or wild animals?

- 4. How many ears do they have?
- 5. Are their ears big?
- 6. Are their noses big?



Listen to a song and fill in the blanks.

https://www.youtube.com/watch?v=u\_MaD54TAqk&pp=ygUTZWxlcGhhbnQgZGFuY2Ugc29uZw%3D%3D

#### **VALUE AND CULTURE**

2. (3) 5.33 Listen and tick the correct picture.

**Speaker 1:** Do you like dogs?

**Speaker 2:** Yes, I love dogs. They are very kind.

**Speaker 1:** Do you have a dog?

Speaker 2: Yes, I do. I love feeding it and washing it.

**Speaker 1:** That is good. We should all love animals and take care of them.

#### **UNIT REVIEW**



5.34 Listen and choose the correct option.

Nare: Jack, what animal do you want to see at the Zoo? A tiger?

Jack: No, I want to see the bears.

**Teo:** Rosie, what animal do you want to see? Rosie: I want to see the giraffe. What about you?

**Teo:** I want to see the tigers.

**Rosie:** Ming, what animal do you want to see? A parrot?

Ming: No, I want to see the monkeys.

Ming: Nare, what about you? What animal do you want to see?

Nare: I want to see the elephants.

#### **UNIT 6: FOOD AND DRINKS**



### 6.1 Listen and fill in the blanks.

Example: pear

- 1. Plum
- 2. Strawberry
- 3. Cherry
- 4. Apricot
- 5. Pomegranate
- 6. peach

## 6.2 Listen and repeat.

An orange Some oranges Many oranges

A plum Some plums Many plums

### 6.3 Listen and repeat.

Mr. Wright: Hello Teo! How many oranges are there in the basket?

**Teo:** Hello Mr. Wright! There are nine oranges in the basket.

Ms. White: Hello Nare! How many lemons are there in the box?

Nare: Hello Ms. White! There are ten lemons in the box and two near the box.

### (a) 6.4 Listen and fill in the blanks.

- 1. corn
- 2. cabbage
- 3. pepper
- 4. tomatoes
- 5. potatoes
- 6. cucumber
- 7. carrot
- 8. onion
- 9. garlic
- 10. pumpkin
- 11. broccoli
- 12. beans



# Listen and sing along

https://www.youtube.com/watch?v=RE5tvaveVak



# 6.5 Listen and repeat.

Ms. White: Hi Nare! What vegetable do you like eating?

Nare: Hello Ms. White! I like eating carrots.

Jack: Hi Teo! What vegetable do you hate eating?

**Teo:** Hi Jack! I hate eating cabbage. Jack: Oh really? I love eating cabbage!

## 6.6 Listen and repeat.

There is a carrot.

There are some carrots.

There aren't any carrots.

There is a tomato.

There are some tomatoes.

There aren't any tomatoes.



# 6.7 Listen and read about Nare's uncle.

This is my uncle. His name is Hayk. My uncle is a farmer. He enjoys growing different fruits and vegetables in his garden. There are many potatoes, carrots, and some onions and peppers in his garden. He also grows apples, grapes, pears, apricots and cherries in his garden. I love helping him to pick vegetables and fruits in his garden when I visit him in summer.



### 6.8 Listen and repeat.

dairy products vegetables fruits meat

sweets

nuts



# 6.9 Listen and repeat

1. **Ms. White:** Hi Nare! What is healthier, a carrot or pasta?

Nare: Hello Ms. White! Carrots are healthier.

2. Ming: Hi Teo! What is healthier, an apple or a burger?

**Teo:** Hi Ming! Apples are healthier.

## (a) 6.10 Listen, point, and repeat.

To chop

To cut

To add

To peel

To mix

To fry

To boil

Oil

Salt and pepper



### 6.11 Listen and read the text.

#### **Healthy Salad**

Hello! I am making a healthy salad today. First, I get all the vegetables from the fridge and wash them. Then, I start cutting the vegetables: two or three cucumbers, tomatoes, peppers, and onions. I add some salt and pepper and a spoonful of oil. I can also add some feta cheese, too. I mix them all, and the salad is ready. Enjoy!

# (a) 6.12 Listen, point, and repeat.

A pear Some pears Many pears

Water Some water A lot of water

## 6.13 Listen and repeat.

Some water A lot of water Some coffee A lot of coffee Some tea A lot of tea Some sugar A lot of sugar Some salt A lot of salt



# 6.14 Listen and fill in the blanks with the correct word.

#### My meals

Every morning I eat an egg and drink 1) some tea with a spoonful of 2) sugar. For lunch, I eat some fruits, like an 3) apple or a pear. I sometimes drink 4) milk. For dinner, I eat some rice with 5) a salad. I don't like eating 6) a lot of sugary and sweet food.



### 6.15 Listen and repeat.

Ms. White: Hi Nare! How many apples do you eat a day?

Nare: Hello Mrs. White! I eat two apples a day. They are healthy!

Mr. Wright: Hello Teo, how much water do you drink? **Teo:** Hello Mr. Wright! I drink a lot of water. It is healthy!



### 6.16 Listen and repeat.

1. Ms. White: Hi, Nare! Do you like eating sweet food?

Nare: Hello, Mrs. White! I love sweets.

**Ms. White**: Are sweets healthy?

Nare: No, they are not healthy. But they are yummy!

2. Ming: Hello, Mr. Wright! Do you like eating fruits and vegetables? Mr. Wright: Hello, Ming! Of course, they are yummy and healthy.

Ming: Some fruits and vegetables are yummy. But broccoli is yucky!

Mr. Wright: Broccoli is not yucky. It is yummy and healthy!

# (a) 6.17 Listen, point, and repeat.

#### In the kitchen:

- A fridge
- A shelf
- A microwave
- A towel
- A pan
- A pot
- A bowl
- A sink
- A stove

#### At the dinner table:

- A fork
- A knife
- A spoon
- A pot
- A bowl
- A plate

# Listen to the song and fill in the blanks

The Table Song for Children — Plate, Fork, Knife and Glass (youtube.com



#### In the kitchen

This is our kitchen. It is big and comfortable. Every day my mom cooks here and I help her to set the table. I put the plates, the forks, and knives on the table. When we eat soup, I also put spoons on the table.

Now I am helping my mom to make tea. My mom is boiling the water and I am bringing the tea bags and the cups. I usually put two spoonfuls of sugar into my tea. My family enjoys drinking tea in the evening.

# 6.19 Listen and tick the correct sentences.

- Rosie's kitchen is small.
- Rosie helps her mom.
- She cooks dinner.
- She makes coffee.

• There isn't any sugar in her tea.

# 6.20 Listen and repeat.

A cake

Yogurt

Milk

Sausage

Fish

Eggs

Fruits and vegetables

Water

## 6.21 Listen and repeat.

1. Nare: Rosie, is there any yogurt in the fridge?

**Rosie:** No, Nare. There isn't any yogurt in the fridge.

Nare: No, thank you.

Rosie: Do you want something else?

Jack: Rosie, is there any milk in the fridge?Rosie: Yes, there is some milk in the fridge.

**Jack:** Could you give me a glass? **Rosie:** Of course, here you are!

Jack: Thank you.

Rosie: You're welcome.

# 6.22 Listen, match the person with what he/she wants from the fridge.

1. Nare: Rosie, do you want anything from the fridge?

Rosie: Yes, is there any ice cream?

Nare: Yes, here you are!

Rosie: Thank you.

2. Jack: Teo, do you want anything from the fridge?

**Teo:** Is there any water? **Jack:** Yes, here is a bottle.

Teo: Thanks.

3. Teo: Ming, do you want anything from the fridge?

Ming: Yes, I want orange juice.

**Teo:** Here you are. **Ming:** Great! Thanks!

4. Ming: Jack, do you want anything from the fridge?

Jack: Yes, I want a glass of milk.

Ming: Here you are. Jack: Thank you!

5. Jack: Nare, do you want anything?

Nare: I want yogurt.

Jack: Here you go. Nare: Thanks



# 6.23 Listen and fill in the blanks.

The boy who only eats pancakes:

Rekai loves eating pancakes. He loves pancakes so much that now he only eats pancakes. Rekai's mom wants him to eat fruits and vegetables. But he says no. So Rekai's mom thinks of a new pancake recipe. She adds secret foods in it. Rekai likes the new pancakes and eats them all. Then his mom shows him what she puts in the pancakes: FRUITS AND VEGETABLES! Rekai is angry, he hates fruits and vegetables, he thinks they are yucky, but now his mom makes him love fruits and vegetables. Now Rekai eats only pancakes with his mom's secret recipe.

### 6.24 Listen to Mr. Wright talk about Healthy lifestyles. Tick the correct sentences.

Mr Wright: Hello class, today we are talking about healthy lifestyles. It is important to know what to do and what to eat to stay healthy. It is important to eat regularly, you need to eat all your meals. It is very important to sleep regularly, every day go to bed at the same time and wake up at the same time in the morning. It is always good to exercise, walking is also exercise and is good for you. And of course eating fruits and vegetables, they give you vitamins that you need.



# 6.25 Listen to Nare and Rosie talk. What do they do to be healthy?

Nare: Rosie, do you like doing sports?

Rosie: No, Nare, I don't like doing sports but I like dancing. It makes me feel happy and healthy.

Rosie: Nare, do you like doing sports? Nare: Yes, I like cycling and running.



# 6.26 Listen and match what each character does to stay healthy.

Mr Wright: So let's see what you do to stay healthy. Nare, what do you do to stay healthy?

Nare: I run and cycle.

Mr. Wright: What about you, Rosie?

Rosie: I dance.

Mr Wright: Good! Ming, what do you do?

Ming: I cycle.

Mr Wright: Great! What about you, Jack?

Jack: I go swimming.

Mr Wright: Wonderful! Teo, what do you do?

Teo: I play football.



### 6.27 Listen and repeat.

Breakfast: Bread Orange juice **Butter** 

#### Sausages

Lunch:

Salad

A sandwich

Dinner:

A chicken



#### (a) 6.28 Listen and tick the correct sentences.

#### Nare:

- I like having a big breakfast before school.
- I like eating eggs and drinking milk.
- I hate eating bread and butter.
- I love drinking tea.
- I put a spoonful of sugar in my tea.



## 6.29 Listen and repeat.

I would like some tea.

I would not/ wouldn't like any tea.



# 6.30 Listen and repeat.

Nare: Hi Rosie! What would you like for lunch?

Rosie: Hi Nare! I'd like some apples and a banana. What would you like for lunch?

Nare: I would not like any apples or a banana. I would like a sandwich.

#### 6.31 Listen and match the person to the lunch they would like to have.

Teo: Ms. White, what would you like to have for lunch?

Mrs. White: I would like to have pasta. What about you Teo?

Teo: I would like a sandwich.

**Teo:** Ming what would you like for lunch?

Ming: I would like to eat a cupcake.

Ming: Jack, what would you like to eat?

Jack: I would like to eat a hotdog.

Jack: Mr. Wright, what would you like to have for lunch?

Mr Wright: A vegetable salad.



# 6.32 Listen and read about Ming's dinner.

#### My dinner

I have dinner with my whole family every day at 6 in the evening.(6pm)

We always eat rice with a vegetable salad, I always drink warm water before or after dinner.

Sometimes, I drink apple juice or eat some fruits, too.

## 6.33 Listen about Nare's dinner and fill in the table.

Nare: I have dinner with my family in the evening. I like eating pasta with some salad. I sometimes eat chicken for dinner. I like eating chicken with potatoes. I sometimes drink apple juice after dinner.

## 6.34 Listen and fill in the blanks with the number in letters.

Example: fourteen eggs

- 1. seventeen candies
- 2. eleven bananas
- 3. fourteen carrots
- 4. six sandwiches
- 5. twelve lemons



# 6.35 Listen, point, and repeat.

Ten

Twenty

Thirty

Forty

Fifty

Sixty

Seventy

Eighty

Ninety

One hundred

Twenty one

Twenty two

Twenty three

Twenty four

Twenty five

Twenty six

Twenty seven twenty eight

Twenty nine

# 6.36 Listen and fill in the blanks with the correct number.

- 1. We would like fifty grams of sugar for the juice.
- 2. We would like ten liters of water for the jam.
- 3. We would like a hundred grams of matsun for the cake.
- 4. We would like seventy grams of butter for the toast.
- 5. We would like ninety grams of chocolate for the candy.

### 6.37 Listen and repeat.

Nare: Hello, how much is the lemon?

Shop assistant: Hello, one lemon is 150 drams. Nare: That's cheap! Can you give me 2 lemons?

**Shop assistant**: It's 300 drams.

Nare: Here's the 300.

**Shop assistant:** Here you are! Have a nice day.

Nare: You too!



### (a) 6.38 Listen and answer the questions.

- 1. What is Nare buying?
- 2. How many of the items does she buy?
- 3. How much does it cost?
- 4. Is it cheap or expensive?



### 6.39 Listen and fill in the blanks with the correct number.

Nare: Hello, how much are the apples?

**Shop assistant:** Hello, one kg costs 200 drams. Nare: That's cheap! Can you give me 2 kg?

**Shop assistant:** That's 400 drams.

Nare: Here's the 400.

**Shop assistant:** Here you are! Have a nice day.

Nare: You too!

#### **VALUE AND CULTURE**





6.40 Listen and tick the correct picture.

Mr Wright: It is important to exercise. You can go swimming, walking, cycling, or running.

#### **UNIT REVIEW**



# 6.41 Listen and choose the correct option.

Mr Wright: Hello class, today we are talking about healthy lifestyles. It is important to know what to do and what to eat to stay healthy. It is important to eat regularly, you need to eat all your meals. It is very important to sleep regularly, every day go to bed at the same time and wake up at the same time in the morning. It is always good to exercise, walking is also exercise and good for you. And of course eating fruits and vegetables, they give you vitamins that you need.

#### **PROGRESS CHECK UNITS 1-3**

Activity 1: Look at the colors and name them. Listen and write the correct number on each picture.

Yellow 5

Orange 7

Blue 8

Red 4

Green 0

Brown 2

# Activity 14: (1) Listen and repeat.

Nare: Teo, what is your mother's name?

Teo: Her name is Helena. Nare: What is her job? Teo: She is a housewife.

Nare: Ming, what is your mom's name? What is her job?

Ming: Her name is Ying. She is a cook.

### **PROGRESS CHECK UNITS 4-6**

Activity 1: (Look at the pictures. Listen and write the words.

1. fridge 2. garage 3. hippo 4. window 5. crocodile

## Activity 15: (1) Listen, read and practice.

#### **Conversation 1:**

Nare: Teo, do you live in a house or apartment? Teo: I live in a house. What about you, Nare? Nare: I live in a house. What about you, Ming?

Ming: I live in an apartment.

#### **Conversation 2:**

Jack: Teo, what is your favorite animal? What does it like doing? What does it eat?

Teo: My favorite animal is a tiger. Tigers like swimming. They eat meat.

Jack: Nare, What about you?

Nare: My favorite animal is an elephant. Elephants like sleeping. They eat plants.

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