



State of Kuwait
Ministry of Education

Modified

FUN WITH English



Teacher's Guide

Grade

2

 LONGMAN

Julia Allen - Margaret Iggulden

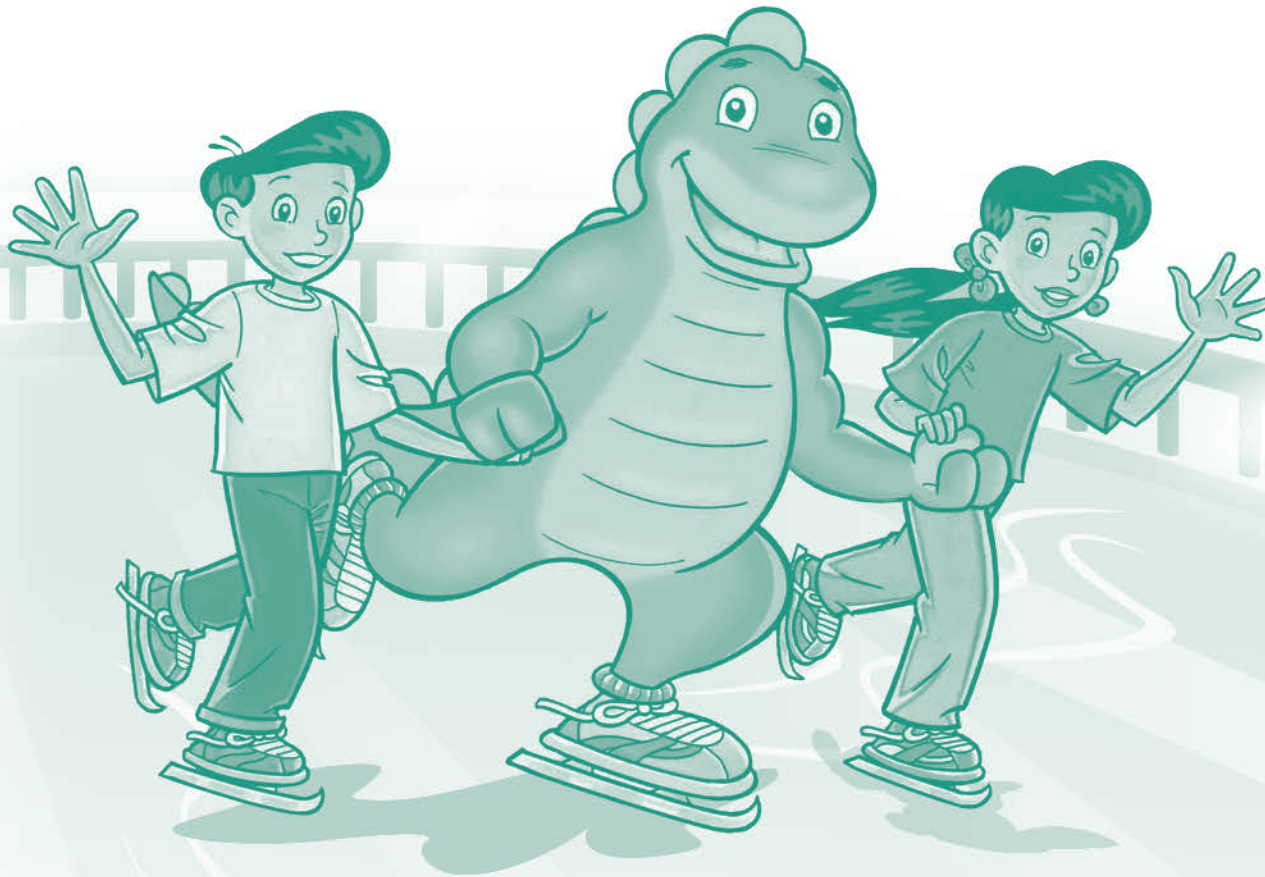


State of Kuwait
Ministry of Education

Modified

FUN WITH English

Teacher's Guide Grade 2



Julia Allen - Margaret Iggulden

 LONGMAN

© Ministry of Education - State of Kuwait. 2017

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the Publishers.

Egyptian International Publishing Company - Longman,

10a Hussein Wassef Street,
Messaha Square,
Dokki,
Cairo,
Arab Republic of Egypt

The Longman imprint is the property of Pearson Education being used under license from Pearson Education.

Acknowledgements:

Additional material provided by Matthew Hancock

Fourth edition 2017 / 2018

The publisher wishes to thank the Evaluation Committee of Kuwait Ministry of Education:

Professor Najat Al Mutawa, Kuwait University;
Professor M. Rifqy Eassa, Educational Holding Group;
Dr. Yusur Al-Madani, Kuwait University;
Dr. Badria A. Al-Haji, College of Basic Education (PAAET);
Mrs. Sakina A. Hussain, Senior Supervisor, MOE;
Mr. M. Naguib Ali, Supervisor, MOE;
Mr. Sayed Ghareeb Abdel Rahman, Supervisor, MOE;
Mr. Alhu Hamu Sharaha, Senior Teacher, MOE;
Mrs. Khawla Al Refae, Senior Teacher, MOE;
Ms. Aisha Al-Awadhi, Assistant Principal, MOE;

The publisher wishes to thank the Evaluation Committee of Kuwait Ministry of Education: (2014 / 2015)

Mrs. Nouria Al Sedra, ELT Senior Supervisor, MOE;
Mr. Mohamed Nagib Ali, ELT Supervisor, MOE;
Mr. Sayed Ghareeb AbdelRahman, ELT Supervisor, MOE;
Mr. Mahmoud Hammouda, ELT Supervisor, MOE;
Mrs. Khawla Al Refae, ELT Supervisor, MOE;
Mr. Mohamed Sallam, ELT Supervisor, MOE;
Mrs. Sherifah Al Sayegh, ELT Head of Department, MOE;
Mrs. Rehab Mohamed Nadim, ELT Head of Department, MOE;
Mrs. Rehab Ahmed Emam, ELT Head of Department, MOE;
Mrs. Hessa Al-Banwan, ELT Head of Department, MOE;
Mrs. Noura Al-Mokmash Al-Azmi, ELT Head of Department, MOE;
Mrs. Azza Mohammad Awad, ELT Head of Department, MOE;
Mrs. Nevine Abdul Majeed Omar, ELT Head of Department, MOE;

Special mention for their valued contribution (2016 / 2017)

Mrs. Hadeel Hassan Al Kandari, Senior ELT Supervisor, MOE;
Mrs. Germeen Gendia, ELT Supervisor, MOE;
Mrs. Rehab Nadeem, ELT Supervisor, MOE;
Mrs. Fatma Ameen Mohammed, ELT Supervisor, MOE;
Mrs. Abo Aleinain, ELT Supervisor, MOE;
Mrs. Farah Jassim Al Khawajah, Teacher, MOE;

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



H.H. Sheikh Sabah Al-Ahmad Al-Jaber Al-Sabah
The Amir of the State of Kuwait



H.H. Sheikh Nawaf Al-Ahmad Al-Jaber Al-Sabah
The Crown Prince of the State of Kuwait



Content

Unit 1 My day page 11

Unit 2 My house page 17

Unit 3 Let's find it page 23

Unit 4 Let's have fun page 29

Unit 5 At the restaurant page 35

Unit 6 Let's go shopping page 46

Unit 7 At school page 52

Unit 8 I like animals page 57

Unit 9 My neighbourhood page 61

Unit 10 Kuwait in the past page 66

Unit 1

My day

Speech acts:

- Recognizing time
- Talking about daily routines
- Identifying days of the week

Listening tips



Your students may not know.
- give questions to check comprehension

1. Listen and read

Promoting both listening and reading skills.

- This is an exercise to listen to a CD and follow the words in the speech bubbles.
- Teachers can start this step by talking about time or daily routines.
- Students can share their daily routines with the teacher.
- Teachers can ask students to talk about the pictures in the book before listening to the audio material. Students will then read aloud individually.

2. Talk with your friends about your school day.

Practicing speaking in groups or pairs.

- Students may talk with the teacher about the picture in the book, (ex. color of the girl's dress, the flag of Kuwait and the name of the school).
- Teachers can ask students to talk in pairs about what they do to get ready for school.
- Some students can come in front of the class and practice a short dialogue about their day at school.

3. Set the time

Practicing time and numbers.

- Teachers can ask the students to count numbers from 1 to 20.
- In groups, students can play a game of numbers (ex. Slap The Number) .
- A game that has 2 students, one can call the number on the board and the other student runs jumps and slaps the number called.
- Teachers then talk about time using a clock on the board.
- Students can practice putting the clock hand in pairs using a paper clock made out of paper plates.
- Teachers then ask students to set the time in the book.

Speech tips



-To help make this journey to independent story telling easier, allow children to listen to short words and phrases in isolation from the main audio materials.

4. Complete

Practicing writing.

- Students can look at the picture and guess what it talks about.
- Teachers can accept more than one answer in explaining the picture using the students' imagination.
- Teacher then can ask students about the time they wake up or go to school.
- Students will relate their answers to the pictures in the book to write the time.

5. Choose and tell your story.

Practicing speaking.

- Students can use the new vocabulary words they learnt in this unit to talk about their daily routines.
- Teachers can ask students to draw their stories on a paper to share with other students.
- Teachers can encourage pair work to make the story more fun.
- For example, I eat my breakfast at 8 o'clock. Sara would say: No, 8 o'clock is too late, I eat it at 6 o'clock.

6. Talk about Haya's day

Practicing speaking.

- Teachers will ask students to talk about the pictures in the book.
- Students can use new vocabulary words in explaining the pictures.
- Teachers can use the value to explain the importance of respecting time.
- Ex : You must wake up early so you won't be late for school and miss the fun activities in the morning.

7. Look and read

Practicing reading.

- Teachers point out the sound of the letter (ay).
- Students read the word that has the letter ay and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce the learned sound.

8. Tell the time

Reading time

- This exercise is to link digit numbers to the right clock.
- Students can look at the digit number if it's available and say the time.
- Teachers will ask students to draw the hand of the clock in the incomplete drawing.



Reading tips

-Develop students' awareness of the sounds of individual words by asking them to clap out syllabus and to listen for and generate rhymes.

9. Trace and copy

Practicing writing.

- Teachers will ask students to read the words.
- Students will trace the word and then copy it in a neat handwriting between the lines.

10. Ask and answer

Recognizing days of the week.

- Teacher will show the days of the week in a video song.
- Students will sing along to learn the days of the week.
- Teachers then will show the round chart in the book and point out each day of the week.
- Teachers can ask students about Haya and Ali's daily routines.
- Ex. When does Ali go to the mosque? He goes on Friday.

11. look and read.

Practicing Reading.

- Teacher points out the sound of the letter (st).
- Students read the word that has the letter (st) and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce using the learned sound.

12. Trace and copy

Practicing writing.

- Teachers will ask students to read the words.
- Students will trace the word and then copy it in neat handwriting between the lines.



Writing tips

If your student is a reluctant writer, write the stroke on the white board and have the student erase it with a smooth motion with his/her pointer finger.

13. Circle the words with the same initial and ending sounds.

Differentiating between sounds.

- Teachers can ask students to read the words aloud.
- Students can spot the words that have the similar sounds.
- Ex. Star & strawberry.

14. Write the missing days

Practicing writing days of the week.

- Teachers can have a chart on the board with all days of the week.
- Teachers can make it easier by helping students to number days of the week.
- Students can say what comes after and before each day of the week.
- Teachers then can ask students in groups to do the same way in the book.

Suggested activities

Games:

- play a game what can you hear (listen to an action brushing teeth sound, bell rings school sound, wash your hand sound) and ask what do you do?
- Visit www.learnenglishkids.britishcouncil.org for daily routines games and activities.
- Make me say "Yes, I do"
- Students ask the teacher and then each other "Do you...?" questions and get one point for each positive answer but no points for "No, I don't". You may also want to allow questions with the Present Simple of "to be". This is more fun if students work out that they can get points for asking really obvious questions like "Do you eat every day?" and "Do you sleep at night?" You can also get students to ask about their partners' family members etc. to bring in 3rd person.
- Present Simple Q&A bluff
- Students reply to Present Simple questions with a mix of true and untrue answers, perhaps in a proportion decided by the teacher such as three true answers and two false ones. After asking for more details if they like (during which time the person should continue telling the truth or lying depending on which answer they are being asked about), the other students in their group try to guess which answers weren't true.

Songs:

- What's the time song (channel: kidsTV123)

Applications (type the name bellow to find the application in the iTunes store)

- Danial tiger day & night.
- Interactive telling time – learning to tell time is fun
- To do telling time

Unit 2

MY HOUSE

Speech acts:

- Making polite requests
- Giving instructions

1. Listen and read

Promoting both listening and reading skills.

- This is an exercise to listen to a CD and follow the words in the speech bubbles.
- Teachers can start talking about different types of houses by using pictures of different shapes and styles of houses.
- Teachers can use new vocabulary words to talk about what they can do in the house. Ex. tidy the room, watch TV and sleep in the bedroom. Students can share different home chores which their mothers would ask them to do.
- Students then listen to the audio material and point at the words in the speech bubble.

Listening tips



- Use video rather than audio tapes where possible to work on the listening skill. This is not only more realistic & less stressful but the speaking skill can be fully appreciated.

2. Can I here, please?

Asking and answering questions (Promoting speaking).

- Teachers can show movie clips and short videos to show good and bad behavior at school or at home.
- Students can point out what they think is a good or bad behavior at school or at home.(pair work)
- Teachers then show pictures in the book and ask about what they can and can't do in the room.
- Students circle the correct answer.

3. Find the items and tidy the room

Practice both reading and speaking.

- Trying to link words to pictures.
- Teachers can use different pictures with hidden items and ask students to read the words and find the picture related to the word.
- Students then in groups try to find the hidden items in the lesson and talk about them.

Speech tips



Mobile apps for phones or tablets can provide a wide variety of learning experiences that encourage interaction by calling out to the child to touch, tap, swipe, shake and talk to the device as much as possible.

4. Mum says.

Practicing speaking.

- Teachers will discuss with students what their mothers would ask them to do at home.
- Students will talk about different home chores their mothers and fathers would ask them to do before going to school.
- Teachers can play a game of Simon says (use mum says instead to make it more related to the lesson.)
- In pairs students then talk about the pictures in the lesson starting the sentence with mum says...

5. Look and read

Practicing reading.

- Teachers point out the sound of the letter oy.
- Students read the word that has the letter oy and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce the learned sound.

6. Read and match

Practicing reading.

- Teachers will give examples on the board of sentences that students can read and link to pictures.
- Teachers can play a game of matching by dividing the class into

2 groups, one group will have sentences and the other will have pictures. Students will go around finding their partners.

- Teachers then ask the students to read and match the sentences in the book.

7. Trace and copy

Practicing speaking.

- Teachers will ask students to read the words.
- Students will trace the word and then copy it in neat handwriting between the lines.

8. Find the words

Practicing reading.

- Teachers will ask students in pairs to name the pictures in the book.
- Students will try to link the pictures to the words in the book.
- Teachers will ask students in groups to solve the cross words puzzle.
- Teachers can make it as a contest where the fastest group can win a prize.



Reading tips

- encourage students to read as much and as often as possible.
- Students need to be engaged to what they are reading.

9. Listen and match

Reinforcing using new vocabulary words.

- Teachers will play a game of hidden items in a magic bag (the items can be the same items of the lesson content).
- Students will close their eyes and try to guess what item they took from the bag.
- Students then will name each item they took from the bag and link it to the room picture in the lesson.
- Students then in pairs try to match the items in the book with their suitable room.

10. Look and read

Practicing reading.

- Teachers point out the sound of the letter ou.
- Students read the word that has the letter ou and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce using the learned sound.

11. Look and write

Practicing speaking and writing.

- Teachers will ask students to name the rooms in the house out loud.
- Teachers can ask questions about what color is their room? Or where do they eat food? Where do they sleep?
- Students then would write the name of each room in the house.
- Students may color the house once they finish writing.



Writing tips

Encourage your child to take notes on trips or outings, and to describe what she saw. This could include a description of nature walks, a boat ride, a car trip, or other events that lend themselves to note-taking.

12. Circle the pictures that make the ou sound

- **Reinforcing reading the sound /ou/** in different words and contexts.
- Teachers can ask students to name each picture they see in the lesson.
- Students can give examples of words that have the same sound.
- Students then would circle the pictures that have the similar sound.

Suggested activities

Games:

- Can/can't board game.

Students are given characters and choose between six and ten abilities for them. Those characters compete to work their way around a board game with squares like "There is a wall of fire in front of you" and "There is a huge magnet under the floor". Students explain how they can use one of their abilities to get past that thing, or they have to stay on their previous square. You can also play the same game with students choosing which objects to take at the beginning of the game, making sentences like "We can use the rope and hula hoop to swing across from a tall tree".

- Animal abilities bluff.

This one takes some research by the teacher or the students. Students make a statement about the ability of an animal, e.g. "A cow can sleep standing up", and the other students have to guess whether it is true or not, perhaps after asking for details.

- Make me say "Yes, I can"/Make me say "No, I can't"

Students must ask the teacher questions to which his or her real answer is "Yes, I can", e.g. "Can you speak Spanish?" and "Can you cook English food?" They can then move onto the more amusing variation where they should try to get "No, I can't" answers with questions like "Can you fly?" and "Can you lift all of us?" The same games can easily be played in pairs and small groups.

- Play the "Rooms of a house Quiz"

Put your students into groups (of 2-6 students per group, depending on how many students are in your class). Get each group to elect a team captain and then give each captain a piece of

paper and pencil. Tell the captains to write the numbers 1 to 12 down the left-side of the paper. Each captain is going to write the 12 answers to the quiz questions on this sheet, but the rest of the group will help give him/her the answers. The teacher reads out the following questions as the groups write the answers on their sheets. Exp.1. Where in the house do you brush your teeth? (bathroom) 2. Where in the house do you cook food? (kitchen) 3. Where in the house do you sleep at night? (bedroom).

Songs

Applications ([type the name bellow to find the application in the iTunes store](#))

- My PlayHome.
- My-house

Unit 3

Let's find it

Speech acts:

- Giving instructions
- Using prepositions of place
- Asking for and giving information
- Counting numbers from 20-30

1. Listen and read

Promoting both listening and reading skills

- This is an exercise to listen to a CD and follow the words in the speech bubble.
- Teachers can start by talking about what they wear for school.
- Teachers can use new vocabulary words to describe clothes they see in the lesson picture.
- Students then listen to the audio material and point at the words in the speech bubbles.

Listening tips

- Use video rather than audio tapes where possible to work on the listening skill. This is not only more realistic & less stressful but the speaking skill can be fully appreciated.
- Make sure what the students know what they're listening for before you start listening,
- check for any words that your students may not know.
- give questions to check comprehension.

2. Look and write

Using prepositions of place.

- Teachers can place different items in the class for the students to find and ask where they are.
- Students can use the prepositions (**on, in and under**) to describe where the items are.
- Teachers ask students to point at the ball and objects in the book.
- Students will use prepositions to describe the place of the items.
- Students write the items in good handwriting between the lines.

3. Label

Practicing reading and writing

- This exercise is to practice linking words to pictures.
- Teachers ask students to talk about the picture in the lesson.
- Students will name the items in the lesson picture.
- Teachers ask students to read and copy the words.

4. Look, count and play.

Practicing numbers in context

- This exercise is to use the numbers from 1-30
- Teachers can count with the students from 1 till 30.
- Teachers will show a song about counting till 30
- Students in groups will count the fingers in the gloves.

5. Look and read.

Practicing reading.

- Teachers point out the sound /sh /.
- Students read the word that has the sound / sh / and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce the learned sound.



Reading tips

- phonetic awareness task:
- words to word matching (do ship and shoes begin with the same sound)?
- odd word out.

6. I spy 'sh'

- Practicing reading.
- This exercise is to reinforce using the sound /sh/.
- Teachers will ask students to give words starting with the sound / sh/
- Students in pairs will name the pictures in the lesson.
- Students circle the picture that has the sound /sh/.

7. Fill in the missing numbers

Using numbers

- This exercise is to enhance using numbers.
- Teachers can ask students in pairs to play a game of numbers sequence (one student will say 1 and the other will complete 2).
- Students complete the numbers in the lesson.

8. Read, match and talk

Using new vocabulary in context.

- Teachers can have items on the table and ask students to talk about them .
- Teachers link each item to the body part.
- Ex; Where can I wear my shoes? On your feet.
- Students in pairs can read the words beside the picture and match them to the suitable body part.



Speech tips

- Try to keep the whole lesson in English so that it just becomes a habit that the students are expected to respond in English. Work on introducing & practicing classroom language & routines.

9. What can fish do?

Practicing reading.

- Teachers ask students about what animals can and can't do with the help of pictures.
- Students in pairs can discuss the ability of animals around them.
- Teachers ask students to listen to the audio material and point at the words in the bubble speech.

10. Look and read

Practicing reading.

- Teachers point out the sound / th /.
- Students read the word that has the sound / th /and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce the learned sound.

11. Trace and copy

Practicing writing.

- Teachers will ask students to read the words.
- Students will trace the word and then copy it in neat handwriting between the lines.

12. Write the missing letters

Practicing writing.

- This activity is to practice writing and spelling.
- Teachers can show words on the board and ask students to link them to pictures.
- Teachers ask students to name the items in the lesson.
- Students name the pictures and write the missing letter with the help of the teacher.



Writing tips

Give your child opportunities to practice writing by helping him/her sign birthday cards, write stories, and make lists.

Suggested activities

Games:

- Prepositional cross

Review some simple prepositions. Divide the class into 2 teams, line them up across the classroom from the chairs (one for each team), & give each team a book or a bag. Call out 'Put the book/bag under the chair!'

The first student on either team to correctly do so, return to his team, & repeat the prepositional phrase scores a point. Continue play until all of the students have had at least one chance.

- Train Game

Select 5 students & give each a flashcard. The 5 students then circulate around the classroom collecting passengers for their trains by asking the other students 'What's this? (use the new vocabulary words)' If the student so asked answers correctly, she joins the train. The longest train when all of the students have joined a train wins.

- Hide the teddy

One person goes outside the classroom while everyone else decides where to hide the teddy. Once the teddy has been safely hidden the child can come back into the classroom.

By asking questions they have to locate the teddy. The question structure you should practice with them first is: "Is the teddy on the floor?" "Is the teddy in a bag?" the words in italics being replaced each time.

Practice enough with you demonstrating and the whole class repeating the question so that when individuals have to do it they won't feel nervous. The really young learners can go out in pairs.

- Clothes search

The teacher shouts out an item of clothing and students try to find a picture of that thing as quickly as possible. This can be done with magazines (it also works if different people have different magazines), the textbook (if it has lots of pictures) or on the internet (e.g. on one internet shopping site). To make it more challenging and add more language, try describing the clothes in more detail, e.g. "A red hat" or "A smart shirt".

Songs

Applications ([type the name bellow to find the application in the iTunes store](#))

- Preposition builder (mobile education store)
- Preposition remix
- Minnie fashion tour HD

Unit 4

Let's have fun

Speech acts:

- Expressing ability
- Expressing likes and dislikes about sports
- Asking and answering questions about sports
- Asking politely

1. Listen and read

Promoting both listening and reading skills

- This is an exercise to listen to a CD and follow the words in the text.
- Teachers can start by talking about different kinds of sports.
- Teachers can present new vocabulary words about sports and activities.
- Students then listen to the audio material and discuss.

Listening tips

Help children develop specific strategies for listening. An important strategy that the teacher should teach is 'intelligent guesswork'. Pupils are used to drawing on their background knowledge to work out something they are not sure of.

2. Answer the following questions.

Asking and answering questions.

- Teachers can start by using pictures of different activities and sports to ask students 'can you.....?'.
- Students will take turns in asking the same question, they can use pictures to help.
- Teachers then ask students to work in pairs asking questions and writing the answers.

3. What do you like to do?

Expressing likes and dislikes.

- Teachers can ask students to guess other characters' likes and dislikes
- Students can mime or act while other students guess.
- Students then ask each other in pairs to circle happy face and sad face for both options.

Speech tips

Record the students at the beginning, in the middle & at the end of the course to show them that have made progress with this skill. It may not be part of the examination but it still needs highlighting.

4. Draw your favourite sports.

Expressing oneself through drawing.

- Teachers will ask students to draw their favorite sports.
- Students can draw a ball, a bat or a basketball to express what they like playing (it doesn't have to be a perfect drawing).

5. What do they like to do?

Expressing likes and dislikes.

- Teachers can ask students to act a sport and with their facial expressions, students can guess what they do like.
- Teachers can ask students to talk about Ali and Haya's likes and dislikes.
- Teachers will ask students to use the (right tick) as likes and the (wrong tick) as dislikes.

6. Look and read.

Practicing reading.

- Teachers point out the sound /oo/.
- Students read the word that has the sound/ oo /and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce the learned sound.

7. Look and write

Practicing writing.

- Teachers can ask students to talk about haya's picture
- Students can complete the sentence (Haya likes drawing.)
- Teachers can ask students in pairs to talk about what they like.
- Students can use (I like or I don't like swimming) in the second picture.



Writing tips

Encourage your child to write about things that happen at home and school, about people she likes or dislikes and why, and about things she wants to remember and do. If she wants to share the journal with you, read the entries and discuss them together.

8. Connect and write.

Practicing reading and writing.

- Teachers can use the first question as an example on the board
- Teachers will ask students to say what they see (zoo).
- Teachers will put the letters and ask the students to connect the letters to each other to form the word zoo.
- Students will draw a line on the board to connect the letters.
- Teachers will ask students to write the word zoo in the book.
- Teachers will ask students in groups to answer the rest of the questions.

9. Read and answer.

Practicing reading.

- Teachers can ask students questions about likes and dislikes using pictures on the board.
- Students can listen to the audio material and point at the words in the speech bubble.
- Teachers can ask students to ask and answer in pairs the questions used in the lesson.

10. Look and read.

Practicing reading.

- Teachers point out the sound/ ea/.
- Students read the word that has the sound/ ea/ and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce the learned sound.



Reading tips

- Playing a game of sorting toys into sound baskets.
- Sing songs with the sound.

11. Circle the pictures with "ea" sounds.

Practicing reading.

- This exercise is to reinforce the sound 'ea'.
- Teachers can ask students to name words that have the sound ea in them.
- Students can name the pictures in the book and write the matching words.
- Students can look at each picture with the word under it to find the sound /ea/.

12. Now write the words.

Practicing writing

- Teachers then ask students to write the words that has the sound /ea/ between the lines.

13. Let's make one word.

Practicing reading and writing.

- Teachers will ask students to name each item in the picture.
- Teachers can ask students to combine the two pictures to make one word.
- Teacher can use the first example as a reference for her to answer the rest of the questions with the students.

Suggested activities

Games:

- Who likes?

Students guess which person in the class is being described from their likes and dislikes. This can be organized many ways. One is for students to write sentences on one piece of paper each describing what they really like, don't really like etc, to be taken in by the teacher, shuffled, and dealt out to other people. The person who received it then reads out the sentences to the rest of their group or the class, starting with the most difficult to guess from, until someone guesses who it is.

- Likes and dislikes same and different

Students have 5 minutes to find as many similarities in their likes and dislikes with their partner as possible, e.g. "I like ice cream. And you?" "I like ice cream too. One point." After finding out which pair in the class had most similarities, you can play the same game again but with people trying to find things that are different with a new partner. This can also be played as a mingling game.

- Action Race:

This is a fun game using actions. Use actions like jump, hop, clap, run etc. Have the student split into two teams and sit in lines with a chair by each team and one chair at the other end of the room. One S from each team stands next to their chair and Teacher calls an action, e.g. "Jump". student must jump to the chair on the other side of the room and back, sitting down in their chair student say "I like to jump". First one to do it gets their team a point. (Submitted by Gareth Thomas).

- Airplane competition:

First, have your Ss make some paper airplanes. Stand the Ss in a line and let them test fly their planes. For the competition, assign different classroom objects points (e.g. table 5 points, door 10 points, trash can 20 points). Ask a S a question and if s/he answers correctly then s/he can throw and try to hit one of the target objects to win points. This works well as a team game.

Songs:

- Do you like broccoli ice cream? (super simple song)

Applications (type the name bellow to find the application in the iTunes store)

- Speech with milo: verbs
- Vocabulary Pop up fun 1

Unit 5

At the restaurant

Speech acts:

- Expressing gratitude
- Expressing likes and dislikes about food
- Asking and answering questions about food
- Asking or and giving information

1. Listen and read

Promoting both listening and reading skills

- This is an exercise to listen to a CD and follow the words in the paragraph.
- Teachers can start by talking about which restaurants they like to visit.
- Teachers can present new vocabulary words to help learners talk about their favourite food and drinks.
- Students then listen to the audio material and discuss.

2. Choose and write

Practicing writing.

- Teachers can show items of food and talk about them (what do you eat? What do you drink? What do you like / dislike)?
- Teachers ask students to name the food items in the lesson.
- Students then choose in pairs and write about each item. I eat chicken. I drink water. I like salads. I don't like biscuits.



Writing tips

As your child gets older, ask her to share her stories with you.

Listen carefully without interrupting, and give her positive feedback about her ideas and her writing!

3. Write the questions.

Practicing speaking and writing.

- Teachers will ask students in pairs to practice asking (Can i...?)
- Students can use new vocabulary words to ask for different types of food and drinks.
- Teachers ask students to write the name of the item they see in the lesson ex (chicken).
- Students can write and complete the sentence to ask "can I have chicken please?"

4. Listen and read

Promoting listening and speaking

- This is an exercise to listen to the CD and follow the words in the paragraph.
- Teachers can start by talking about what they can and can't have with the help of pictures.
- Teachers can present new vocabulary words.
- Students then listen to the audio material and discuss.

Listening tips



- Listening does not have to rely on availability of cassette or pre-recorded material. Most listening is teacher talk.

5. Look and read

Practicing reading.

- Teachers point out the sound /ch/.
- Students read the word that has the sound /ch/ and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce the learned sound.

6. Order and write

Practicing reading and writing

- This exercise is to practice re-ordering words to make a sentence.
- Teachers can present new vocabulary words in sentences and mix them up for the students to re - order.

- Students can play a game by holding the cards and trying to order themselves to form a complete sentence.
- Teachers ask students to read the words in the lesson.
- Students try in pairs to re-order the words to form a sentence.

7. Read and group

Grouping words.

- Teachers can use different objects and ask students to name them out.
- Students can put each item in the correct box under a group name (food-sports- drinks ...etc)
- Teachers ask students to read the words in the list.
- Students in pairs put each item under its correct group.

Speech tips

Songs and rhymes give children the chance to play with spoken English in a stress-free way. By listening to songs and singing them, children begin to hear the sounds of the language and experiment with the way the mouth works to produce those new sounds.

8. Read and write

Practicing reading and writing

- This exercise is to practice writing.
- Teachers can talk about food items with the use of new vocabulary words.
- Teachers ask students in groups to ask each other "do you like.....?"
- Students write the answer of the lesson question in the book neatly between the line.

9. Ask your friend

Practicing speaking.

- Teachers can use new vocabulary words to ask "What do you like?"
- Students can ask the same questions in pairs using the pictures in the book.

10. Look and read

Practicing reading.

- Teachers point out the sound /ch/.
- Students read the word that has the sound/ ch/ and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce the learned sound.

11. Choose and write

Using diagrams.

- Teachers ask students to name the items in the book.
- Students use the sounds to match them to the right words.



Reading tips

Labels - labelling children's tray, desks, coat hook, as well as furniture and objects around the classroom and school to encourage reading.

12. Read and colour

Practicing reading.

- Teachers ask students to read the sight words presented in the lesson.
- Teachers can ask students to use the words in sentences.
- Students color the words with different colors they like.

Suggested activities

Games:

- Blindfold Guess

Blindfold a student and give him/her an object to feel. The student must guess what the object is. This works well with plastic fruit as they are a little challenging to guess.

- Smell & Taste Guess

This one takes a bit of preparation but is well worth it. Buy a variety of fruit and cut each fruit up into small cubes, so it is difficult to tell exactly what it is. Once in class, get the Ss to smell and taste to guess the fruit. Little kids love this. Encourage them to say things like “yummy”, “yuk”, “I like this one”, etc.

- Can I have.. please Game

You can use with objects or flashcards. This works well with plastic fruit: Gather and elicit the different kinds of plastic food you have. Then throw all the food items around the classroom (it’s fun just to throw the whole lot in the air and watch the chaos of the students scrabbling to pick them up). Once the student have collected the fruit (they’ll probably do their best to hide it in their pockets, etc.) teacher says “can I have an apple please”. The student with the apple should approach the teacher and hand him/her the fruit “Here you are”.

- Apple Pass

Have all student sit in a circle. Use a plastic apple and toss it to one student. But you must say one fruit word as you pass. The S then throws to another student and says a different fruit. If the student you threw it to drops it, he/she is out. And the game keeps going until you have one winner. It can be played with different categories, such as Food, Animals, etc.

Applications ([type the name bellow to find the application in the iTunes store](#))

- Educa Food
- Food puzzle for kids.

Daily Lesson Plan

Day:	Class:	Unit : 1	Period No.: 1st
Date:	Period:	Topic: My Day	
Specific Competences	3.4	3.2	2.1 1.2
Language Structures	- :Phonics Vocabulary: clock – wash – eat -breakfast Grammar: present simple		
Language Functions (Speech Acts)	Recognizing time- talking about daily routines		
Learning & Teaching Strategies	Demonstration	Discussion	Role Play
	Learning by Doing	Cooperative Learning	Brainstorming
	Other:		
Thinking Skills	Logical Thinking	Critical Thinking	Creative Thinking
Resources	Internet –Data show – you tube – pictures – flashcards – realia - laptop		
Assessment Tools	Observation	Oral response	Oral presentation
	Questions	Games	Projects
	Written Tasks	Self-assessment	Peer assessment
	Quizzes	Portfolio	
	Other:		

(Note: Numbers of Specific Competences should be written beside each activity)

Opener:

- Playing the numbers game : Dividing the pupils into groups and each group will have a tree with a number on it. Pupils will put apples on the tree according to its number. (3.2)
- Stimulating the pupils to blend & segment sounds to read simple words through playing the eggs game. (3.2)

(Note: Numbers of Specific Competences should be written beside each activity)

Sequence of Activities :

Activity 1 : Introducing the new words: (1.2)

- Introducing the new words wash, eat and breakfast using pictures and through playing a video story then helping the pupils to make simple sentences using these words. E.g. I wash my face. I eat my breakfast.
- Introducing the word clock through using a real clock.
- Activity 2 : Setting the time (2.1) :
- Pupils identify the time on a clock model. Motivating shy pupils.
- Using I pad to help the pupils to set the time correctly.

Activity 3: Talking about daily routines (1.2)

- Singing the daily routines song.
- Telling the pupils a story about my daily routines then stimulating them to talk about their daily routines freely.
- Activity 4: A game " find your friend " (3.4):
- Encouraging the pupils to read and match simple sentences related to their daily routines with their suitable pictures through playing " find your friend game "

Closure:

- Giving the pupils plain papers and small numbers and asking them to cut the papers and paste the numbers to create their own clocks. (creative thinking)

**Reflection,
Challenges
& Suggestions**

Daily Lesson Plan

Day:	Class: 2 - 1	Unit : 2	Period No.: 5th
Date:	Period:	Topic: My House	
Specific Competences	1.1 2.3 2.4 3.4		
Language Structures	Phonics: oy Vocabulary: living room – bathroom – kitchen Grammar: Modal verb (can)		
Language Functions (Speech Acts)	Making polite requests		
Learning & Teaching Strategies	Demonstration	Discussion	Role Play
	Learning by Doing	Cooperative Learning	Brainstorming
	Other: active learning		
Thinking Skills	Logical Thinking	Critical Thinking	Creative Thinking
Resources	Internet –you tube – pictures – flashcards - I pad - Data show		
Assessment Tools	Observation	Oral response	Oral presentation
	Questions	Games	Projects
	Written Tasks	Self-assessment	Peer assessment
	Quizzes	Portfolio	
	Other:		

(Note: Numbers of Specific Competences should be written beside each activity)

Opener:

- -Encouraging the pupils to sing Good morning song to talk about daily routines . (2.4)
- Revising the days of the week through playing the train’s game & asking the pupils to reorder the days of the week

(logical thinking)

(Note: Numbers of Specific Competences should be written beside each activity)

Sequence of Activities :

Activity1 Making polite requests : (2.3)

- Stimulating the pupils' skills by listening to a song to tell me what the girl forgot and to know how to make polite request.
- Asking pupils to work in pairs to make polite requests.

Activity 2 Introducing (oy) sound (1.1)

- Telling the pupils that we have a boy called Roy and he has a big toy.
- Helping them to notice the same sound in the words
- Listening to a video about the sound (oy).
- Playing the ice cream game to match compound sounds with suitable words.(3.4)



Activity 3 Introducing rooms of the house : (1.1)

- Introducing living room, bathroom, kitchen and revising bedroom using pictures in data show and through listening to a song .
- Stimulating the pupils to listen to one of their friends talking about
- himself and asking them to guess who is speaking.



Activity 4 Playing the cat's game:

- Playing the cat's game to help the pupils reorder words to make meaningful sentences. (3.4)

Closure:

- Asking the pupils to match words with pictures through playing the car's game.(3.4)

**Reflection,
Challenges
& Suggestions**

Daily Lesson Plan

Day:	Class:	Unit : 3	Period No.: 4th
Date:	Period:	Topic: Let's find it	
Specific Competences	1.1 2.1 2.4 4.3		
Language Structures	Phonics: sh Vocabulary: gloves (Grammar: Modal verb can)		
Language Functions (Speech Acts)	Counting numbers from 20 - 30		
Learning & Teaching Strategies	Demonstration	Discussion	Role Play
	Learning by Doing	Cooperative Learning	Brainstorming
	Other: active learning		
Thinking Skills	Logical Thinking	Critical Thinking	Creative Thinking
Resources	Internet – Datashow– you tube – pictures – flashcards- Ipad - realia		
Assessment Tools	Observation	Oral response	Oral presentation
	Questions	Games	Projects
	Written Tasks	Self-assessment	Peer assessment
	Quizzes	Portfolio	
	Other:		

(Note: Numbers of Specific Competences should be written beside each activity)

Opener:

- Helping the pupils to talk about the colours of the rooms of their house & to talk about their favourite colours .(2.4)

RPP:

- Revising previously taught clothes and prepositions by hiding some real clothes in the class room & asking the pupils to look for these clothes and tell me their places e.g. the shirt is under the chair. etc..... (2.1)

(Note: Numbers of Specific Competences should be written beside each activity)

Sequence of Activities :



Activity1 Introducing the word (gloves):

- Introducing the new word using real gloves. (1.1)
- Giving each group three pairs of gloves and asking the to count the fingers in the gloves to introduce numbers from 20 to 30 (2.1)
- Playing the cookies game.
- Helping the pupils to talk about the colours of their own gloves . (2.4)

Activity 2 Introducing the sound " sh "

- Introducing the word "sh" through telling the pupils a story about my sister (1.1)
- (yesterday she went shopping to buy a new shirt and shoes) (1.1)
- Helping them to tell me the same sound in the story. (2.1)
- Playing a video about the sound "sh" (1.1)
- Stimulating them to give me other words that have the sound sh (brush – wash – etc.)(2.4)
- Asking the pupils about the numbers and colours of shirts in the class. (2.4)

Activity 3 Playing the cat's game:

- Giving the pupils some words with the sound 'sh' and one is different. Encouraging the pupils to circle the odd one out " critical thinking"

Closure:

- Writing the word gloves between four lines correctly following right directions.(4.3)

**Reflection,
Challenges
& Suggestions**

Unit 6

let's go shopping

Speech acts:

- Making suggestions
- Describing objects
- Asking and answering questions about shopping / places / food.
- Talking about one's shopping list

1. Listen and read:

Promoting both listening and reading skills.

- This is an exercise to listen to a CD and follow the words in the paragraph.
- Teachers can start by talking where they like going shopping.
- Teachers can present new vocabulary words to help learners talk about their favorite places to go and what they like to shop for.
- Students then listen to the audio material and discuss.

2. Copy:

Practicing writing.

- Teachers ask students to read the sentence in the book and discuss.
- Students read the sentence and copy it in neat handwriting between the lines.



Writing tips

If your student is a reluctant writer, write the stroke on the white board and have the student erase it with a smooth motion with his/her pointer finger.

3. Look, answer and color

Practicing writing.

- Teachers can show pictures on the board for discussion.
- Students give sentences describing the pictures on the board.

- In pairs, students can discuss the picture in the book. What is this place and what can they buy there?
- Teachers can go around the class getting answers and writing them on the board.
- Students color the picture in the book.

4. Let's talk about our visit to the bookshop:

Practicing speaking.

- Teachers can show similar pictures using the web.
- In groups, students can choose a picture and talk about it.
- Students can describe the pictures by shape, color, numbers and places.
- Teachers then can show the picture in the book to talk about the place, shape, color, people and sizes.

Speech tips



To help make this journey to independent story telling easier, allow children to listen to short words and phrases in isolation from the main audio materials.

5. Look and read:

Practicing reading

- Teachers point out the sound /oo/.
- Students read the word that has the sound/ oo/ and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce the learned sound.

6. Discuss and answer the following questions

Practicing speaking and writing.

- Teachers can take learners on a trip to the book shop; she can put pictures all around the class for the girls to live the experience.
- Students will go around talking about when they will visit the book shop and at what time? What they would buy in the book shop.
- Teachers ask students to open the book and write what they talked about earlier.

7. Circle the sound /oo/

Practicing reading

- This exercise is to reinforce the sound /oo/
- Teachers can give pictures on the board to categorize words that have the sound.
- Teachers ask students what words have the sound /oo/
- In pairs students circle the sound /oo. In the book.



Reading tips

Develop students' awareness of the sounds of individual words by asking them to clap out syllabus and to listen for and generate rhymes.

8. Have we got?

Practicing speaking

- Teacher can give each group a picture of an empty fridge.
- In groups, students will start staking food items in the fridge.
- Students will go around asking each other (have we got)?
- Teachers then ask students about the picture in the book (have we got milk)?

9. Look and read

Practicing reading.

- Teachers point out the sound /oo/.
- Students read the word that has the sound/ oo/ and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce the learned sound.

10. Write your shopping list

Practicing writing.

- Teachers will use objects on the table to make a shopping list. Students will name the objects on the table.
- Students will write each item on the board.

- Students then will go around the class collecting the pictures that are similar to their shopping list.
- In pairs students will write the shopping list in the book. Then , they discuss their lists.

11. Write the missing words

Practicing writing.

- Teachers can put sentences with words on the board and ask replace the picture with a written word.
- In pairs students can write the missing words linked to the picture in the book (wheel - cooking- shoes).
- Teachers can help by going around and asking what does the car have? What is the mother doing?

Listening tips

- Students know what they're listening for before you start listening.
- Check for any words that your students may not know.
- Give questions to check comprehension

Suggested activities

Games:

Bad Fruit: A Shoppers' Nightmare

- Students are divided into clerks and shoppers.
- The clerks set up "stands" to allow easy access for all shoppers.
- The shoppers are given a set amount of money and begin at a stand where there is an open space.
- Students shop, trying to accumulate as many items as possible (each item is 1 unit of currency).
- Periodically, the instructor will say "stop" (a bell or other device may be needed to attract attention in some cultural and classroom contexts) and call out a name of one of the products. Students with that product must then put ALL their products in a basket at the front of the room. The remaining students continue shopping. Students who had to dump their products must begin again from scratch (with fewer units of currency).
- The student with the most products at the end wins.
- Students then switch roles.

Let's Go Shopping

This fun role-play activity can be used to teach or revise shopping language.

- The class is divided into groups of six and each student is given a role card. Three students are shop assistants and the other three students are shoppers. The three shoppers visit each shop and try to buy the items on their shopping list. They note the cost of each item and calculate the total cost of all the items. When they have finished, the shoppers and shop assistants swap roles. Finally, the students check the correct total cost.

Shopping Role-Plays

Here is a beneficial role-play activity that gives students practice

at using shopping language in two situations. The first conversation takes place in a newsagent and the other in a department store. The teacher starts by eliciting the language that a shop assistant or customer might use. Each student is then given a worksheet that contains the two shopping role-plays. The students work in pairs and practice the two situations playing both the shop assistant and customer roles.

Songs:

- I hate shopping (sing with steve)

Applications (type the name bellow to find the application in the iTunes store)

Unit 7

At School

Speech acts:

- Asking and answering questions about school
- Describing school rooms
- Counting by tens

1. listen and read

Promoting both listening and reading skills.

- This is an exercise to listen to a CD and read the words in the paragraph.
- Teachers can start by talking about schools.
- Teachers can present new vocabulary words to help learners talk about what subject they like at school, and places in their school.
- Students then listen to the audio material and point

Listening tips

- Listening does not have to rely on availability of cassette or pre-recorded material. Teachers can choose the audio material according to the students' level and interests.
- Make sure what the students know what they're listening for before you start listening.
- check for any words that your students may not know.
- give questions to check comprehension.

2. Read and Color

Practicing writing and coloring.

- Teachers play a game of colors on the board to link pictures to color words.
- Students say the name of each color presented on the board.
- Students color the picture in the book.

3. Tell your friends how to keep school clean

Practicing speaking.

- Teachers can show pictures and videos and ask students what they think is wrong in the pictures.

- In groups students circle the wrong thing in the picture.
- Students then can give the teachers ideas about how to keep the school clean and how to stop making it dirty.

4. Let's count by tens

Practicing counting by tens.

- Teachers can use numbers on the board scrambled and ask pupils to re order them from 10 -100.
- In groups, students can add tens to number 10 to know the other numbers. ($10+10=20$ - $20+10=30$) each group will have a number to add.
- Teachers then collect the numbers they added and write them on the board.
- Teachers count with the girls by tens.
- In pairs , students open the book and count the objects in front of each number.

Speech tips

Songs and rhymes give children the chance to play with spoken English in a stress-free way. By listening to songs and singing them, children begin to hear the sounds of the language and experiment with the way the mouth works to produce those new sounds.

5. Look and read

Practicing reading.

- Teachers point out the sound /bl/.
- Students read the word that has the sound/ bl/ and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce the learned sound.

6. How much does it cost?

Practicing speaking.

- Teachers can prepare real objects for the students to buy.
- Students can go around the classroom buying from other students things they like.

- Teachers can observe the buying process and how they exchange money and ask for price.
- In groups students can count the 10 kd in the book and find out what each product cost, then write it down.

7- Copy and punctuate.

Practicing writing.

- Teachers can write a sentence and show what should be corrected in the sentence.
- Teachers give students a worksheet to correct another sentence on their own.
- In pairs, students can discuss what is wrong in the sentence in the book.

8. Ask and answer

Practicing speaking.

9. Look and read

Practicing reading.

- Teachers point out the sound /br/.
- Students read the word that has the sound/br/ and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce the learned sound.



Writing tips

As your child gets older, ask her to share her stories with you. Listen carefully without interrupting, and give her positive feedback about her ideas and her writing!

10. Complete

Practicing writing.

- This exercise is to practice writing to reinforce the sounds /wh/ /oo/ /bl/ /br/.
- Teachers can use pictures to ask the students to group the pictures that sound the same.
- In pairs students can write the words of each picture on the board then categorize them under the sound.

11. Where can you....

Practicing writing

- This exercise is to practice writing.
- Teachers can go around school as a field trip and ask each student what they can do here.
- In pairs, students then in pairs talk about each picture in the book.
- In pairs students link the pictures to the objects related to them.

Suggested activities

Games:

Memory:

Memory can really be looked at as a simplified version of bingo. This works great with phonics, simple math expressions, for ESL students (think images and words), spelling, and states with capitals.

What subject is it:

Teachers will give the girls card with pictures they have to act out, these pictures contain subjects in school. The students must act out the subject such as math use counting, Islamic read Quran. She can use her voice but without saying the name of the subject.

Practice counting

You can have your class practice counting by twos, fives and tens. Pass the ball clockwise or counterclockwise, with the student who receives it saying the number that comes next. For example, you say, "We are going to count by fives. Five!" The person next to you says "ten," the next one says "fifteen," and so on.

Songs:

- This is the way we go to school

Applications ([type the name bellow to find the application in the iTunes store](#))

Unit 8

I like animals

Speech acts:

- Asking and answering questions about animals
- Asking for and giving information
- Describing actions

1. Listen and read

Promoting both listening and reading skills.

- This is an exercise to listen to a CD and follow the words in the speech bubble.
- Teachers can start by talking about animals.
- Teachers can use new vocabulary words to present animals and their ability.
- Students then listen to the audio material and point at the words in the speech bubbles then read and discuss.

2. Read, complete and match

Practicing writing.

- Teachers ask pupils to describe the pictures on the board.
- Teachers use vocabulary words on the board to help pupils read and match them to pictures.
- In groups, students can read the words and match them to pictures of animals and describe their abilities.

3. Guess and write the animal

Practicing speaking and writing.

- Teachers choose pictures of animals and ask students to come and describe them.

Listening tips



- Make sure what the students know what they're listening for before you start listening.
- check for any words that your students may not know.
- give questions to check comprehension.

- Students must guess the animals they are talking about.
- In pairs students describe to each other the animals in the book and guess what it is.
- Students write the names of the animals.

4. Describe zoo animals

Practicing speaking.

- Teachers can show pictures all around the classroom and describe an animal.
- Students go around and find the animal the teacher described.
- The student who finds the picture first describes the second animal.
- In groups students discuss the picture in the book and write short sentences in a piece of paper to talk about it in front of the class.

Speech tips

To help make this journey to independent story telling easier, allow children to listen to short words and phrases in isolation from the main audio materials.

5. Look and read

Practicing reading.

- this exercise is to practice reading.
- Teachers point out the sound /ar /.
- Students read the word that has the sound / ar / and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce the learned sound.

6. Read, Circle and describe the animals

Practicing speaking and reading.

- Teachers ask students to describe a picture on the board.
- Teachers use words to help students describe the pictures.
- Students must use the appropriate words to describe each picture of animals presented.
- In pairs students talk about animals in the book and choose the correct description of each animal.
- Students write the sentences that they used in the book.

7. Let's talk about animals.

Practice speaking.

- Teachers use actions to help learners act like animals, teachers can use sounds to help.
- Students guess the animals the teacher is acting out.
- Teachers ask students to sound out the animals they see in the book.
- In pairs, students in talk about each animal they sounded and what is its name to use the new vocabulary words.

8. Look and read

Practice reading.

- Teachers point out the sound /ir /.
- Students read the word that has the sound / ir / and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce the learned sound.

Reading tips

Develop students' awareness of the sounds of individual words by asking them to clap out syllabus and to listen for and generate rhymes.



9. Complete the crossword

Practice writing.

- Teachers ask students to name the picture in the book.
- Students name and write each word beside the numbers related to it in the cross words.
- In groups students can help each other's to solve the puzzle.

10. Order and write

Practicing writing.

- Teachers can give sentences on the board for the students to re-order and read.
- Teachers can give out shredded papers with words for the students to re order in groups.

Suggested activities:

Games:

Art Gallery:

This is a great activity for reviewing vocab. Draw enough squares on the board for each students to be able to draw in. Have the students write their names above their squares? T calls out a word and the students draw it (could be simple nouns e.g. "dog, bookcase, train", verb structures e.g. "draw a man running, eating cake, sleeping") or adjectives ("draw a big elephant, an angry lion, an expensive diamond ring"). For each S give a score for his/her picture, and then move on to the next picture. The S with the highest score at the end is the winner.

Badminton:

Good for reviewing target vocabulary (words or communicative expressions). Set a "court" into the classroom by placing a skip-rope tied up to two chairs. Make two small teams (the other students can be the crowd and or challengers). Give each student a flyswatter ("Racket"). Inflate a balloon (this will be the ball). Remember: the younger the students, the bigger the balloon must be (slower). Decide who serves and for every winning shot the team to call out the flashcard or picture card shown by the teacher to get a point. Lots of fun! (NOTE: For very active student be careful since they might hit the others' faces when playing).

Songs:

Let's go to the zoo song

Applications (type the name bellow to find the application in the iTunes store)

At the zoo with grandma and grandpa

Unit 9

My neighbourhood

Speech acts:

- Asking for and giving information
- Describing places
- prepositions

Listening tips



- Use video rather than audio tapes where possible to work on the listening skill. This is not only more realistic & less stressful but the speaking skill can be fully appreciated.

1. Listen and read

Promoting both listening and reading skills.

- This is an exercise to listen to a CD and read the speech bubble.
- Teachers can start by talking about places in Kuwait.
- Teachers can use new vocabulary words to describe near places to their houses and neighbourhood.
- Students then listen to the audio material and point at the words in the speech bubbles.

2. Who lives where?

Practicing reading and writing.

- Teachers show pictures of houses and ask a number of students to wear them.
- Students stand in a line and describe the house they have, students can give sentences such as Sara's house is next to Maryam house. The blue house is near house number
- In pairs, students describe one of the houses, and then fill in the missing part of sentence number 4.

3. Read and answer

Practicing writing.

- Students read the question in the book.
- In pairs student discuss facts about their neighbours, who live next to them and what their names are if they know.
- Teachers ask students to write down who their neighbour is in the book.

4. Where are they? Why?

Practicing speaking.

- Teachers show places and ask students to talk about them
- Teachers can use videos and audio materials to ask students to guess what the place they see or hear.
- Teachers ask students to discuss the pictures in groups.
- Teachers can point a leader to talk about the pictures in front of the class.



Reading tips

- phonetic awareness task:
- words to word matching (do ship and shoes begin with the same sound?)
- odd word out.

5. Look and read

Practicing reading.

- Teachers point out the sound /ck /.
- Students read the word that has the sound / ck / and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce the learned sound.

6. Guess and write the place.

Practicing writing and reading.

- Teachers give sentences on the board to read and link to pictures.
- Teachers ask students to describe each picture they have.
- In pairs students read the sentence and guess together what the place they are talking about.

7. Find the differences and tell your friend.

Practicing speaking.

- Teachers show pictures for the students to find out the difference between them.
- In pairs students find out the differences in the book and circle them.
- Students discuss and point out the differences to the teachers

8. Let's ask and answer

Practicing speaking

- Teachers give students topics to talk about using the speech acts given in the lesson.
- In pairs, students can talk about where they live. Where they like to go shopping. Where they come from, and so on.
- Teachers ask students to open the book and ask each other's the questions provided.
- Students write the answers in the book.

Speech tips



- Try to keep the whole lesson in English so that it just becomes a habit that the students are expected to respond in English. Work on introducing & practicing classroom language & routines.

9. Look and read

Practicing reading

- Teachers point out the sound /un /.
- Students read the word that has the sound / un / and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce the learned sound.

10. Read and answer

Practicing writing.

- Teachers ask students to read the questions in the book.
- In groups students read the questions and write answers on a piece of paper.

- Teachers ask the leader of the group to read their answers.
- Teachers ask students what they think the best answer to write in the book.

11. Write words with the same ending sound

Practicing writing.

- This exercise is to reinforce the sound /un/ and /ck/.
- Teachers give words that have the same sounds.
- Students try to group the words with the similar sounds.
- In groups students give words that have the same sounds and write them in the book.

Suggested activities:

Games:

Blindfold Course:

Make an obstacle course in your classroom (use desks, chairs, etc.), put a blindfold on a student and help guide him/her through the course by giving instructions (e.g. walk forward 2 steps, turn left, take on small step, etc.). This is a good pair game.

Charades:

Have a student come to the front of the class and whisper a word or show a flashcard of the houses in the neighbourhood to that student. The student give hints that word and the first student to guess can be the next player.

Songs:

- People in your neighbourhood
- People in our community.

Applications (type the name bellow to find the application in the iTunes store)

Unit 10

Kuwait in the past

Speech acts:

- Talking about the past.
- Asking and answering questions about past events.

1. Listen and read

Promoting both listening and reading skills.

- This is an exercise to listen to a CD and read the paragraph.
- Teachers can start by watching a video about Kuwait.
- Teachers can present new vocabulary words to help learners talk about places they visit in Kuwait.
- Students then listen to the audio material and discuss.

2. Read and answer

Practicing writing

- Teachers give the students pictures to talk about in pairs.
- Students discuss the answers and write them for the teachers to check.
- Students look at the picture in the book and write a sentence in neat handwriting



Writing tips

As your child gets older, ask her to share her stories with you. Listen carefully without interrupting, and give her positive feedback about her ideas and her writing!

3. Use the verbs to describe actions in the past

Practicing past simple

- Teachers can sing with the students "days of the week" .
- Teachers give the students pictures of actions in each day
- In groups students can talk about different actions.
- Teachers ask students to change the actions in the book starting with "yesterday"

4. Copy and punctuate

Practicing writing

- This exercise is to practice writing.
- Teachers ask the students to read the sentence in the book
- Students read and write the sentence in neat handwriting.

5. What was there in Kuwait in the past

Reinforcing using past simple.

- Teachers give students pictures to help them talk about Kuwait in the past.
- Students use /was/ and /ed/ with verbs in each picture.
- In groups students discuss the pictures in the book.
- Students give sentences to the teacher and write them on the board.

6. Look and read

Practicing reading.

- Teachers point out the sound /or/.
- Students read the word that has the sound/ or/ and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce the learned sound.

7. Find the words that end with the sound /un/ to get out of the maze

Practicing reading.

- This exercise is to reinforce the sound /un/
- Teachers ask student to give words that have the sound /un/ in them
- Students read the words in the book and walk in the maze.
- Students can work in groups and see who's the fastest group to solve the maze ?

Reading tips

Labels- labeling children's tray, desks, coat hook, as well as furniture and objects around the classroom and school to encourage reading.



8. Choose the correct verb

Reinforcing using past simple.

- Students read sentences with the teacher and try to choose the correct answer in the book.

9. Listen and read

Promoting both listening and reading skills.

- This is an exercise to listen to the CD and read the paragraph.
- Teachers can start by talking about Kuwait.
- Teachers can present new vocabulary words.
- Students then listen to the audio material and point at the words, then discuss with the teacher.

10. Look and say

Practicing reading.

- Teachers point out the sound /or/.
- Students read the word that has the sound/or/ and try to come up with words that have the similar sound.
- Students read the sentence under the picture to reinforce the learned sound.

Listening tips



- Listening does not have to rely on availability of cassette or pre-recorded material. Most listening is teacher talk.

11. Read the story and circle the sound /ph/

Practicing reading

- This exercise is to reinforce the sound /ph/
- Teachers give a similar example on the board for the students to read and circle.
- Students in pairs find out the words with the sound /ph/
- In groups, students answer the questions related to the text .

12. Tell your friend

Practicing reading

- Students ask questions in pairs, using past simple and answer as a class
- Teachers watch students asking and answering using the past simple giving guidance and support.

Speech tips

Songs and rhymes give children the chance to play with spoken English in a stress-free way. By listening to songs and singing them, children begin to hear the sounds of the language and experiment with the way the mouth works to produce those new sounds.



Suggested activities:

Games:

Create flag:

Ask students to make the Kuwaiti flag by drawing on a big white paper.

They can go around school asking students to paint their hands or finger paint using Kuwait flag colors.

Make your own song:

Ask students to come up with their own lyrics and music to describe their love for Kuwait.

They can get the help of the music department.

Art Gallery:

This is a great activity for reviewing voc. Draw enough squares on the board for each student to be able to draw in. Have the students write their names above their squares. Teachers calls out a word and the students draw it ("draw Kuwaiti flag"). For each student give a score for his/her picture, and then move on to the next picture. The student with the highest score at the end is the winner.

Songs:

Applications [\(type the name bellow to find the application in the iTunes store\)](#)

Daily Lesson Plan

Day:	Class:	Unit : 6	Period No.: 1st
Date:	Period:	Topic: Dee goes shopping	
Specific Competences	1.1 2.2 2.3		
Language Structures	Phonics: - Vocabulary: pie – cake - bakery Grammar: present simple		
Language Functions (Speech Acts)	Asking and answering questions about shopping / places and food		
Learning & Teaching Strategies	Demonstration	Discussion	Role Play
	Learning by Doing	Cooperative Learning	Brainstorming
	Other:		
Thinking Skills	Logical Thinking	Critical Thinking	Creative Thinking
Resources	Internet –Data show – you tube – pictures – flashcards – realia - laptop		
Assessment Tools	Observation	Oral response	Oral presentation
	Questions	Games	Projects
	Written Tasks	Self-assessment	Peer assessment
	Quizzes	Portfolio	
	Other:		

(Note: Numbers of Specific Competences should be written beside each activity)

Opener: (3.1)

- Playing the blending book game to read words with previously taught compound sounds.

Revision: (1.1)

- Singing the food song to revise previously taught food items.
- Brainstorming the word food.

(Note: Numbers of Specific Competences should be written beside each activity)

Sequence of Activities :

Activity 1 : Introducing the new words: " pie – cake – bakery " (1.1) – (2-3)

- Introducing the word " bakery " using pictures and through telling a short story.
- Introducing "pie and cake " by showing the pupils a real pie and cake then asking the pupils to taste them. (1.1)
- Stimulating the pupils to talk about what they like & dislike using the new words.
- e.g " I like apple pie ." or " I don't like chocolate cake. " (2.3)

Activity 2 : Ask & answer : " Have you got ? "Yes, I have or No, I haven't." (1.1),(2.2)

- Listening to " Have you got? " song . Encouraging the pupils talk about their previous experience about going to the bakery .
- Distributing food items to each group in the class and asking the pupils to work in pairs to ask & answer questions about these food items .

e.g Have we got apples ? Yes , we have. or " No , we haven't ." etc.....

Activity 3 : Listen & read (1.1) :

- Encouraging the pupils to listen carefully to the story in their pupils book to answer the following question " What does Mum buy ?" (1.1)
- Playing the audio again for pupils to raise hands when they listen to verbs end with (s)
- Discussing the story with the pupils by asking and answering questions to check understanding ; What does Haya want to eat ? Have they got any pies ?

Closure: (3.4)

- Giving each pupil an empty list and writing some food items on the board then asking the pupils to create their own shopping list.

(creative thinking)

**Reflection,
Challenges
& Suggestions**

Daily Lesson Plan

Day:	Class:	Unit : 9	Period No.: 2 nd
Date:	Period:	Topic: My neighbourhood	
Specific Competences	2.2 2.4 4.2		
Language Structures	Phonics: - Vocabulary: next to – behind - in front of Grammar: prepositions of place		
Language Functions (Speech Acts)	Describing places		
Learning & Teaching Strategies	Demonstration	Discussion	Role Play
	Learning by Doing	Cooperative Learning	Brainstorming
	Other:		
Thinking Skills	Logical Thinking	Critical Thinking	Creative Thinking
Resources	Internet –Data show – you tube – pictures – flashcards – laptop		
Assessment Tools	Observation	Oral response	Oral presentation
	Questions	Games	Projects
	Written Tasks	Self-assessment	Peer assessment
	Quizzes	Portfolio	
	Other:		

(Note: Numbers of Specific Competences should be written beside each activity)

Opener:(2.2)

- Revising previously taught prepositions through playing the prepositions game using iPad.

(Note: Numbers of Specific Competences should be written beside each activity)

Sequence of Activities :

Activity 1 : Introducing " next to , behind , in front of " (1.1) - (2.2)

- Introducing the new prepositions through playing a video "Edmo and Hudini" Then encouraging the pupils to do the same in pairs.
- Stimulating the pupils to talk about the places of some classroom objects using the previous prepositions.

Activity 2 : Who lives where ? (2.4) & (4.2)

- Playing the colours game to revise colours.
- Singing the colours song.
- Asking some pupils to describe their own houses , " the colour of the house , the number of the rooms in the house , the buildings next to the house.....etc. (2.4)
- Pupils work in pairs to ask & answer questions about the four houses in their books.
- Helping the pupils to read and answer the questions in their books & then they should write the name of the owner of each house under the related picture. (4.2)

Activity 3 : Read and answer : (2.4) & (4.2)

- Playing the train game by asking the pupils to re-order the cars of the train in order to form the following question " Who is your neighbour ? " (3.2) (logical thinking)
- Encouraging the pupils to ask & answer the question in pairs while talking about their own neighbours. (2.4)
- Helping the pupils to write the answer of the question in their books. (4.2)

Closure:

- Asking the pupils to work in groups to make their own houses using given pictures then they should describe the house. (2.4)

**Reflection,
Challenges
& Suggestions**

.....

.....

.....

.....



مطبعة النظائر

هاتف: ٢٤٧٤٤٧٤٠ - فاكس: ٢٤٧١٦٩٩٣

www.nazaer.com

أودع بمكتبة الوزارة تحت رقم ٣٩ بتاريخ ٢٤ / ٨ / ٢٠١٧ م