

LESSON ELEVEN - Title/Theme: Happy Birthday! (Counting years up to 5)

Level of Competence: A1

Descriptors:

- I can understand when people talk about birthdays and their age
- I can count to 5
- I can ask and say if it is my birthday

Vocabulary:

“Is it your birthday today?”

“How old are you?” “I am 5 years old”

At, party, year(s)

Extension:

No, it is not my birthday

Numbers 6-10

New grammatical structures:

Question types: Is it...; How...?

Resources:

Written dialogue texts: English and translation

Videos: Lesson 11; Exercises 1-9

Gapfill exercises (PDFs)

Assessment: The Learner can...

- Show understanding and produce words from gestures
- Sing the song
- Read the model question and answer
- Interact with a friend, saying both sides of the dialogue

Activities:

- Lead-in: Read the first dialogue translation to the class
- Play the video Lesson, Scene 1 (Intro)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words
- Ask learners what these words might mean (the gestures or pictures often give the cue)
- Read the second dialogue translation to the class
- Play the video Scene 3 (puppet scene)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play the video Scene 4 (Classroom setting). Encourage learners to repeat the words as they are read. This is less about reading and more about extra practice in speaking
- Play the video Scene 5 (Air words). This repetition is about speaking in sentences (asking questions). The speed of the video can be adjusted by clicking on the Settings wheel.
- Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in
- In a following session, play the Lesson video without stopping. Encourage the learners to interact in the non-dialogues scenes
- Start using the video Exercises 1-9 to reinforce the learning
- Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme
- As a variation of the oral activities, attempt the PDF exercises.
- Pair work: Learners practice the dialogues (Scenes 1 & 3)
- Teacher observes what learners are capable of (Assessment)

LESSON TWELVE - Title/Theme: May I have...? (Asking for fruit)

Level of Competence: A2

Descriptors:

- I can understand when people ask nicely for something
- I can be polite when asking, receiving and giving things

Vocabulary:

“What fruit do you want?”

“May I have an apple please.”

Fruit, welcome, of course

Extension:

Other fruits

New grammatical structures:

- ‘Do’ as an auxiliary verb in questions
- ‘May’ as a modal verb for polite requests

Resources:

- Written dialogue texts: English and translation
- Videos: Lesson 12; Exercises 1-9
- Gapfill exercises (PDFs)

Assessment:

- Show understanding and produce words from gestures
- Sing the song
- Read the model question and answer
- Interact with a friend, saying both sides of the dialogue

Activities:

- Lead-in: Read the first dialogue translation to the class
- Play the video Lesson, Scene 1 (Intro)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words
- Ask learners what these words might mean (the gestures or pictures often give the cue)
- Read the second dialogue translation to the class
- Play the video Scene 3 (puppet scene)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play the video Scene 4 (Classroom setting). Encourage learners to repeat the words as they are read. This is less about reading and more about extra practice in speaking
- Play the video Scene 5 (Air words). This repetition is about speaking in sentences (asking questions). The speed of the video can be adjusted by clicking on the Settings wheel.
- Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in
- In a following session, play the Lesson video without stopping. Encourage the learners to interact in the non-dialogues scenes
- Start using the video Exercises 1-9 to reinforce the learning
- Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme
- As a variation of the oral activities, attempt the PDF exercises.
- Pair work: Learners practice the dialogues (Scenes 1 & 3)
- Teacher observes what learners are capable of (Assessment)

LESSON THIRTEEN - Title/Theme: At the beach. (Playing beach activities)**Level of Competence: A2****Descriptors:**

- I can understand when people talk about what they do at the beach
- I can ask someone what they are doing
- I can tell someone what I am doing right now at the beach

Vocabulary:

“What are you doing there (at the beach)?” “I am swimming in the water and I am playing in the sand.”

Fun, come to, warm, fun, ball

Extension:

Other beach activities

New grammatical structures:

- Present continuous verb forms (be + verb-ing);
- ‘Do’ as a lexical verb (not auxiliary as in last lesson)
- Imperative verb ‘Come’ (no ‘you’ subject before it)

Resources:

Written dialogue texts: English and translation

Videos: Lesson 13; Exercises 1-9

Gapfill exercises (PDFs)

Assessment:

- Show understanding and produce words from gestures
- Sing the song
- Read the model question and answer
- Interact with a friend, saying both sides of the dialogue

Activities:

- Lead-in: Read the first dialogue translation to the class
- Play the video Lesson, Scene 1 (Intro)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words
- Ask learners what these words might mean (the gestures or pictures often give the cue)
- Read the second dialogue translation to the class
- Play the video Scene 3 (puppet scene)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play the video Scene 4 (Classroom setting). Encourage learners to repeat the words as they are read. This is less about reading and more about extra practice in speaking
- Play the video Scene 5 (Air words). This repetition is about speaking in sentences (asking questions). The speed of the video can be adjusted by clicking on the Settings wheel.
- Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in
- In a following session, play the Lesson video without stopping. Encourage the learners to interact in the non-dialogues scenes
- Start using the video Exercises 1-9 to reinforce the learning
- Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme
- As a variation of the oral activities, attempt the PDF exercises.
- Pair work: Learners practice the dialogues (Scenes 1 & 3)
- Teacher observes what learners are capable of (Assessment)

LESSON FOURTEEN - Title/Theme: Making a cake. (How you make a cake)**Level of Competence: A1-2****Descriptors:**

- I understand when people say how to make a cake
- I can name the ingredients of a cake
- I can tell you how to make a cake

Vocabulary:

"I am making a cake." "How do you make a cake?"

"You put some flour in a bowl..." eggs, milk, butter, sugar, mix, oven

Extension:

Cake tin

How do you make an omelette?

New grammatical structures:

- 'You' as a generic subject
- Action verbs in simple present (describing a process)
- 'Some' as an indefinite article
- Good at doing something (optional)

Resources:

Written dialogue texts: English and translation

Videos: Lesson 14; Exercises 1-9

Gapfill exercises (PDFs)

Assessment:

- Show understanding and produce words from gestures
- Sing the song
- Read the model question and answer
- Interact with a friend, saying both sides of the dialogue

Activities:

- Lead-in: Read the first dialogue translation to the class
- Play the video Lesson, Scene 1 (Intro)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words
- Ask learners what these words might mean (the gestures or pictures often give the cue)
- Read the second dialogue translation to the class
- Play the video Scene 3 (puppet scene)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play the video Scene 4 (Classroom setting). Encourage learners to repeat the words as they are read. This is less about reading and more about extra practice in speaking
- Play the video Scene 5 (Air words). This repetition is about speaking in sentences (asking questions). The speed of the video can be adjusted by clicking on the Settings wheel.
- Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in
- In a following session, play the Lesson video without stopping. Encourage the learners to interact in the non-dialogues scenes
- Start using the video Exercises 1-9 to reinforce the learning
- Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme
- As a variation of the oral activities, attempt the PDF exercises.
- Pair work: Learners practice the dialogues (Scenes 1 & 3)
- Teacher observes what learners are capable of (Assessment)

LESSON FIFTEEN -Title/Theme: Where are you going? (Going places with friends)

Level of Competence: A2

Descriptors:

- I understand when people talk about where they are going and what they are doing
- I can ask someone where they are going
- I can tell someone where I am going and what I'm doing

Vocabulary:

"Where are you going?" "I'm going to the cinema to see a film." "I have a ticket to see this film. I'm late."

Enjoy, meet, friend, towel

Extension:

Ruler/underline

Rubber/rub out

New grammatical structures:

- Prepositions: 'to' and 'at'
- Infinitive verb with 'to': to see

(It may seem confusing to use the particle 'to' with 2 different functions within the same sentence. This is not the case).

Resources:

- Written dialogue texts: English and translation
- Videos: Lesson 15; Exercises 1-9
- Gapfill exercises (PDFs)

Assessment:

- Show understanding and produce words from gestures
- Sing the song
- Read the model question and answer
- Interact with a friend, saying both sides of the dialogue

Activities:

- Lead-in: Read the first dialogue translation to the class
- Play the video Lesson, Scene 1 (Intro)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words
- Ask learners what these words might mean (the gestures or pictures often give the cue)
- Read the second dialogue translation to the class
- Play the video Scene 3 (puppet scene)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play the video Scene 4 (Classroom setting). Encourage learners to repeat the words as they are read. This is less about reading and more about extra practice in speaking
- Play the video Scene 5 (Air words). This repetition is about speaking in sentences (asking questions). The speed of the video can be adjusted by clicking on the Settings wheel.
- Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in
- In a following session, play the Lesson video without stopping. Encourage the learners to interact in the non-dialogues scenes
- Start using the video Exercises 1-9 to reinforce the learning
- Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme
- As a variation of the oral activities, attempt the PDF exercises.
- Pair work: Learners practice the dialogues (Scenes 1 & 3)
- Teacher observes what learners are capable of (Assessment)

LESSON SIXTEEN - Title/Theme: Can you read a book? (Talking about one's abilities)		Level of Competence (CEFR): A2
Descriptors: <ul style="list-style-type: none"> - I can understand when people talk about what they can and cannot do. - I can ask about what you can do - I can say what I can do; I can say what I cannot do - I can say how difficult it is to do something 		Activities: <ul style="list-style-type: none"> ➤ Lead-in: Read the first dialogue translation to the class ➤ Play the video Lesson, Scene 1 (Intro) ➤ Ask learners what happened in the scene (they should remember from the dialogue translation) ➤ Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words ➤ Ask learners what these words might mean (the gestures or pictures often give the cue) ➤ Read the second dialogue translation to the class ➤ Play the video Scene 3 (puppet scene) ➤ Ask learners what happened in the scene (they should remember from the dialogue translation) ➤ Play the video Scene 4 (Classroom setting). Encourage learners to repeat the words as they are read. This is less about reading and more about extra practice in speaking ➤ Play the video Scene 5 (Air words). This repetition is about speaking in sentences (asking questions). The speed of the video can be adjusted by clicking on the Settings wheel. ➤ Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in ➤ In a following session, play the Lesson video without stopping. Encourage the learners to interact in the non-dialogues scenes ➤ Start using the video Exercises 1-9 to reinforce the learning ➤ Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme ➤ As a variation of the oral activities, attempt the PDF exercises. ➤ Pair work: Learners practice the dialogues (Scenes 1 & 3) ➤ Teacher observes what learners are capable of (Assessment)
Vocabulary: "Can you ride a bike?" "No, I cannot ride a bike yet, but I am learning." "Is it easy?" "No it is hard." "You are doing fine." Read, English, books, yet	Extension: Other activities involving a learned skill (Example: Can you play the flute?)	
New grammatical structures: <ul style="list-style-type: none"> - Modal verb 'can' – ability to do something - Pronoun: 'One' – "I cannot read this one" (English book) - Adverb: 'Yet' meaning 'until now' (in questions/negatives) 		
Resources: <ul style="list-style-type: none"> - Written dialogue texts: English and translation - Videos: Lesson 16; Exercises 1-9 - Gapfill exercises (PDFs) 		
Assessment: <ul style="list-style-type: none"> - Show understanding and produce words from gestures - Sing the song - Read the model question and answer - Interact with a friend, saying both sides of the dialogue 		

LESSON SEVENTEEN - Title/Theme: What are you playing? (Teaching traditional games)

Level of Competence (CEFR): A2

Descriptors:

- I can understand when people ask to play a game
- I can understand when someone explains how to play
- I can ask if I can play hopscotch or knucklebones
- I can invite someone to play and explain how to play

Vocabulary:

“What game are you playing?” “I am playing hopscotch/knucklebones.”

“Can I play?”

Throw stone square air watch then hop

Extension:

Other traditional games such as skipping

New grammatical structures:

- Modal: ‘Can’ – asking permission (rather than ability)
- Adverb: ‘Then’ denoting what happens next

Resources:

- Written dialogue texts: English and translation
- Videos: Lesson 17; Exercises 1-9
- Gapfill exercises (PDFs)

Assessment:

- Show understanding and produce words from gestures
- Sing the song
- Read the model question and answer
- Interact with a friend, saying both sides of the dialogue

Activities:

- Lead-in: Read the first dialogue translation to the class
- Play the video Lesson, Scene 1 (Intro)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words
- Ask learners what these words might mean (the gestures or pictures often give the cue)
- Read the second dialogue translation to the class
- Play the video Scene 3 (puppet scene)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play the video Scene 4 (Classroom setting). Encourage learners to repeat the words as they are read. This is less about reading and more about extra practice in speaking
- Play the video Scene 5 (Air words). This repetition is about speaking in sentences (asking questions). The speed of the video can be adjusted by clicking on the Settings wheel.
- Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in
- In a following session, play the Lesson video without stopping. Encourage the learners to interact in the non-dialogues scenes
- Start using the video Exercises 1-9 to reinforce the learning
- Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme
- As a variation of the oral activities, attempt the PDF exercises.
- Pair work: Learners practice the dialogues (Scenes 1 & 3)
- Teacher observes what learners are capable of (Assessment)

LESSON EIGHTEEN - Title/Theme: Can you hear something? (Observing what is happening)		Level of Competence (CEFR): A2+
Descriptors: <ul style="list-style-type: none"> - I can understand when people talk about what they see and hear - I can say if I see or hear something or nothing 		Activities: <ul style="list-style-type: none"> ➤ Lead-in: Read the first dialogue translation to the class ➤ Play the video Lesson, Scene 1 (Intro) ➤ Ask learners what happened in the scene (they should remember from the dialogue translation) ➤ Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words ➤ Ask learners what these words might mean (the gestures or pictures often give the cue) ➤ Read the second dialogue translation to the class ➤ Play the video Scene 3 (puppet scene) ➤ Ask learners what happened in the scene (they should remember from the dialogue translation) ➤ Play the video Scene 4 (Classroom setting). Encourage learners to repeat the words as they are read. This is less about reading and more about extra practice in speaking ➤ Play the video Scene 5 (Air words). This repetition is about speaking in sentences (asking questions). The speed of the video can be adjusted by clicking on the Settings wheel. ➤ Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in ➤ In a following session, play the Lesson video without stopping. Encourage the learners to interact in the non-dialogues scenes ➤ Start using the video Exercises 1-9 to reinforce the learning ➤ Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme ➤ As a variation of the oral activities, attempt the PDF exercises. ➤ Pair work: Learners practice the dialogues (Scenes 1 & 3) ➤ Teacher observes what learners are capable of (Assessment)
Vocabulary: "Listen. Can you hear something?" "I am listening, but I cannot hear anything. What can you hear?" "I can hear a train. A train is coming." Look, see, birds, sing, well	Extension: Play 'I spy': "Can you see something beginning with 'p'?" "I can see a pen."	
New grammatical structures: Pronouns: ' <u>Anything</u> ' is used in questions (denoting possibility) & negatives; ' <u>something</u> ' is not usually found in questions though it is in our examples (because the speaker has positive evidence).		
Resources: <ul style="list-style-type: none"> - Written dialogue texts: English and translation - Videos: Lesson 18; Exercises 1-9 - Gapfill exercises (PDFs) 		
Assessment: <ul style="list-style-type: none"> - Show understanding and produce words from gestures - Sing the song - Read the model question and answer - Interact with a friend, saying both sides of the dialogue 		

LESSON NINETEEN - Title/Theme: I'm not scared! (Taking care with heights)

Level of Competence (CEFR): A1

Descriptors:

- I can understand when people talk about climbing up and falling down
- I can ask if someone is scared
- I can warn someone
- I can say that I am not scared of falling

Vocabulary:

“Aren’t you scared of falling?”
Climb, up, fall, down, high, low
Dangerous, be careful

Extension:

Other dangerous activities
Other things we are scared of

New grammatical structures:

Scared of + gerund (a verb that acts like a noun) takes the -ing form
Examples: Scared of falling ; Scared of spiders (noun)

Resources:

- Written dialogue texts: English and translation
- Videos: Lesson 19; Exercises 1-9
- Gapfill exercises (PDFs)

Assessment:

- Show understanding and produce words from gestures
- Sing the song
- Read the model question and answer
- Interact with a friend, saying both sides of the dialogue

Activities:

- Lead-in: Read the first dialogue translation to the class
- Play the video Lesson, Scene 1 (Intro)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words
- Ask learners what these words might mean (the gestures or pictures often give the cue)
- Read the second dialogue translation to the class
- Play the video Scene 3 (puppet scene)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play the video Scene 4 (Classroom setting). Encourage learners to repeat the words as they are read. This is less about reading and more about extra practice in speaking
- Play the video Scene 5 (Air words). This repetition is about speaking in sentences (asking questions). The speed of the video can be adjusted by clicking on the Settings wheel.
- Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in
- In a following session, play the Lesson video without stopping. Encourage the learners to interact in the non-dialogues scenes
- Start using the video Exercises 1-9 to reinforce the learning
- Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme
- As a variation of the oral activities, attempt the PDF exercises.
- Pair work: Learners practice the dialogues (Scenes 1 & 3)
- Teacher observes what learners are capable of (Assessment)

LESSON TWENTY -Title/Theme: I love spaghetti! (Expressing food preferences)

Level of Competence (CEFR): A1

Descriptors:

- I can understand when people talk about food they like.
- I can ask someone what their favorite food is
- I can talk about the food I like and dislike

Vocabulary:

“What is your favorite food?”

“Do you like...?”

Love, hate, eat, spaghetti, fish, meat, rice,

Extension:

New grammatical structures:

Question starter with auxiliary verb ‘do’.

Resources:

- Written dialogue texts: English and translation
- Videos: Lesson 20; Exercises 1-9
- Gapfill exercises (PDFs)

Assessment:

- Show understanding and produce words from gestures
- Sing the song
- Read the model question and answer
- Interact with a friend, saying both sides of the dialogue

Activities:

- Lead-in: Read the first dialogue translation to the class
- Play the video Lesson, Scene 1 (Intro)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play Scene 2 (Vocabulary learning). Encourage learners to perform the gestures and say the words
- Ask learners what these words might mean (the gestures or pictures often give the cue)
- Read the second dialogue translation to the class
- Play the video Scene 3 (puppet scene)
- Ask learners what happened in the scene (they should remember from the dialogue translation)
- Play the video Scene 4 (Classroom setting). Encourage learners to repeat the words as they are read. This is less about reading and more about extra practice in speaking
- Play the video Scene 5 (Air words). This repetition is about speaking in sentences (asking questions). The speed of the video can be adjusted by clicking on the Settings wheel.
- Play the video Scene 5 (Karaoke). Learners can just listen first time. Then play it again encouraging the learners to join in
- In a following session, play the Lesson video without stopping. Encourage the learners to interact in the non-dialogues scenes
- Start using the video Exercises 1-9 to reinforce the learning
- Learners should watch the Lesson & Exercise videos 3 times in order to feel confident with the content of the theme
- As a variation of the oral activities, attempt the PDF exercises.
- Pair work: Learners practice the dialogues (Scenes 1 & 3)
- Teacher observes what learners are capable of (Assessment)

