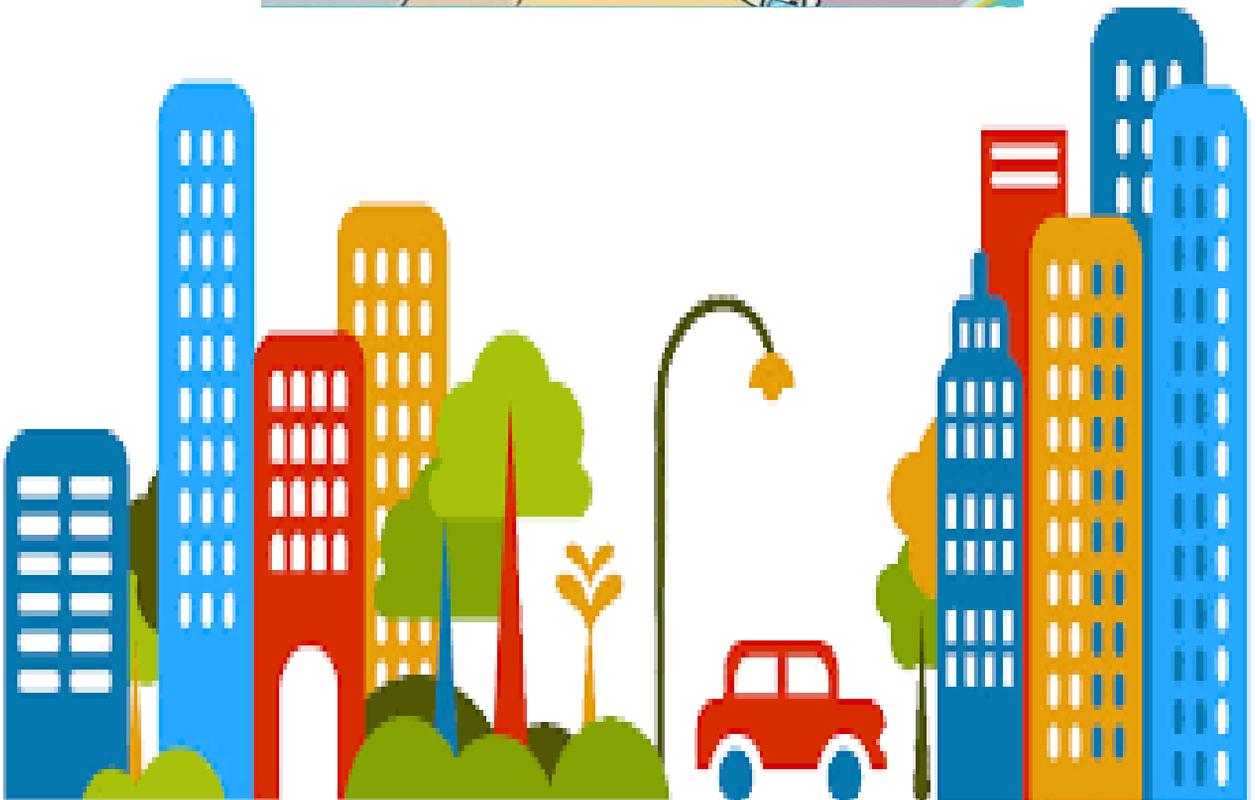
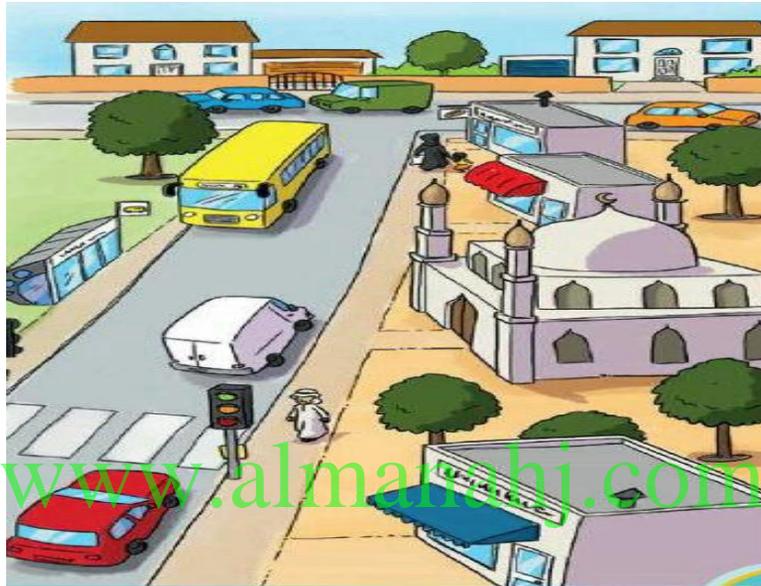


# Grade 2 Unit 9 : city places

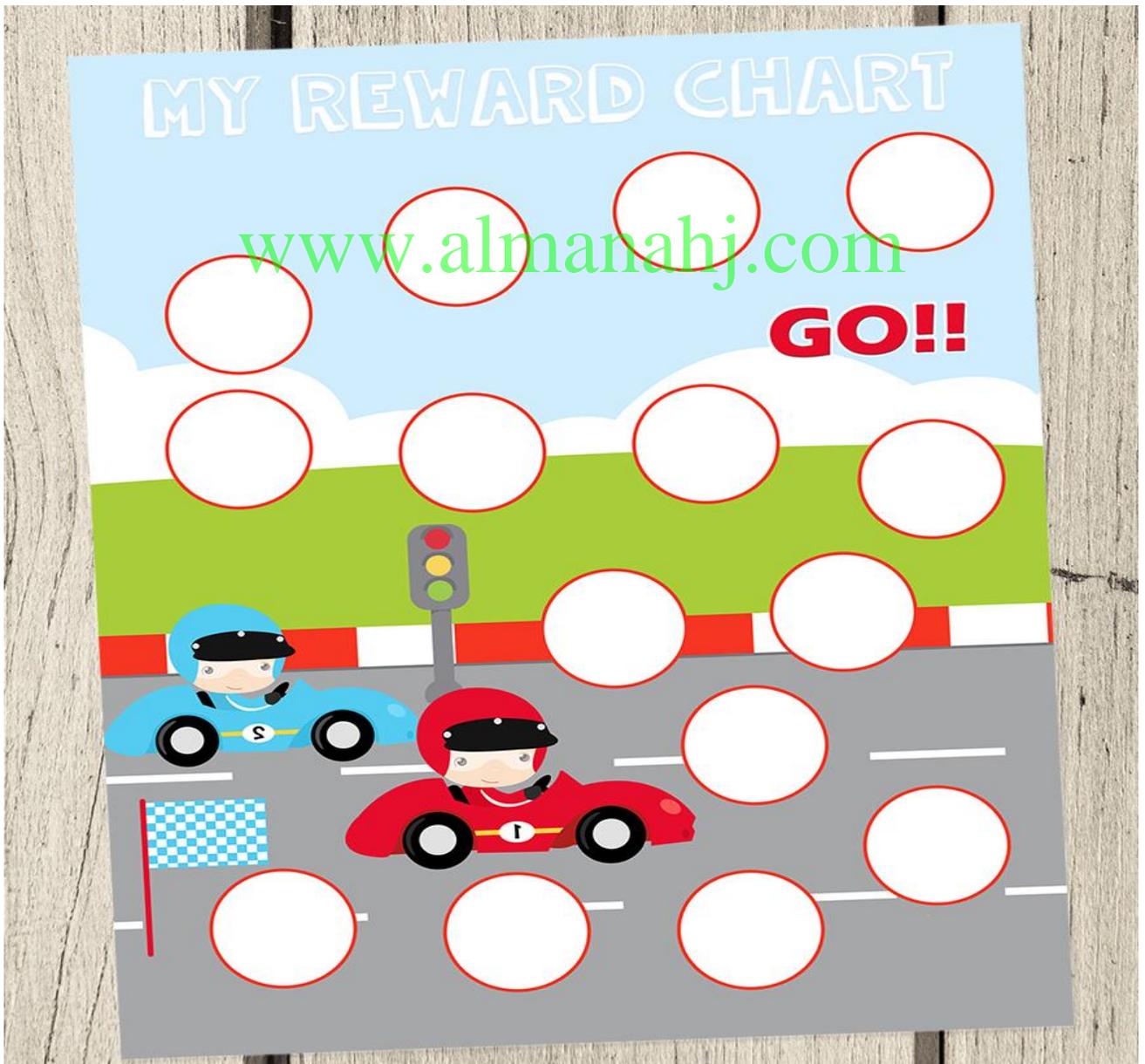
## Unit 9 City places

### Homework booklet



## To get a star you should

- ✓ Behave in the classroom.
- ✓ Listen to your teacher .
- ✓ Answer when the teacher ask you to.
- ✓ Respect your friends and your teacher .
- ✓ Be neat and tidy in the class room.
- ✓ Don't shout .
- ✓ Follow instructions



# Lesson 1 word list

car	bus	van	mosque	city	shop
					
cross the road	road	bus stop	wait	traffic light	pavement
					



Key vocabulary: city, traffic lights, red, stop, green, go, yellow, wait, cross, late, school, road,

pavement, mosque, car, van, bus, shops, bus stop

Key expressions/structure: Present Simple affirmative sentences: Red means STOP.

### Learning objectives:

**Listening:** To listen to a poem, listen to instructions using the Present Simple.

**Reading:** To read Present Simple statements in a poem, read and follow instructions.

**Speaking:** To say Present Simple statements by reciting a poem.

### Learning outcomes: By

the end of the lesson, learners will be able to ...

- say words following a model
- understand and use Present Simple and Present Continuous affirmative sentences
- understand verbs in the imperative.

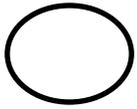
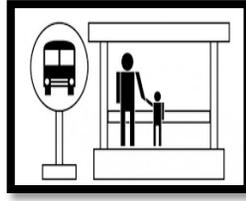
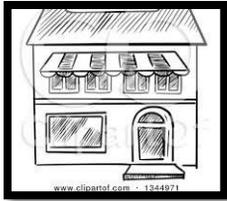
### Link to prior learning:

- Present Simple
- Present Continuous
- 21<sup>st</sup> Century Skills
- Learning and Innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English

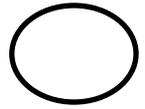
Lesson 1 / Day:.....Date.....

❖ Write the number of the picture:

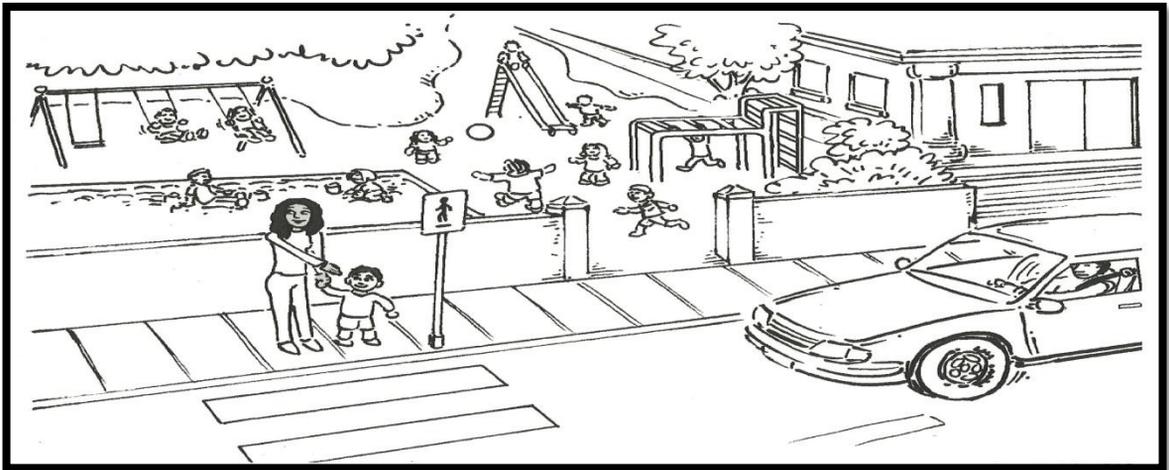
1. Traffic light.
2. Mosque .
3. Road .
4. shop.
5. Bus stop.



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❖ Write tow sentences about what can you see in the picture.



.....

.....

.....

.....



# Lesson 2 word list

car	bus	van	mosque	city	shop
					
cross the road	road	bus stop	wait	traffic light	pavement
					

Key vocabulary: *city, road, pavement, mosque, shops, traffic lights, bus stop*

Key expressions/structure: Present Simple sentences with *can*: *I can see \_\_\_\_\_, I can hear \_\_\_\_\_.*

## Learning objectives:

**Listening:** To listen to and identify nouns for places in a city.

**Speaking:** To say nouns for places in a city, answer Present Simple questions about a picture.

**Reading:** To recognise the written form of topic vocabulary, read simple nouns for places in a city and read Present Simple questions.

**Writing:** To write sentences about a picture using the Present Simple and topic vocabulary.

**Learning outcomes:** By the end of the lesson, learners will be able to ...

- use simple nouns in Present Simple affirmative sentences
- identify syllables in simple and compound nouns
- understand and answer Present Simple questions.

## Link to prior learning:

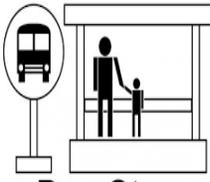
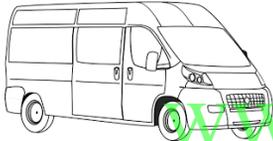
- Vocabulary: *stop, traffic light, wait, go*
- Present Simple 21<sup>st</sup> Century Skills
- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully

Lesson 2 / Day:.....Date.....

❖ Write what can you see in the city. Follow the example:



I can see a car.



Information box: Singular and Plural Nouns

**A singular noun names one person, place or thing**

Example: one dog barked last night.

**A plural noun names more than one person, place or a thing.**

Example: three dogs barked last night.

**Add ( s ) to many singular nouns make them plural.**

❖ Read then answer the questions.:

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

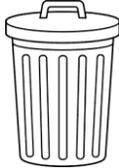
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❖ Change the following Nouns to Plural by adding ( s ) .

- |             |               |
|-------------|---------------|
| ▪ shop..... | ▪ light.....  |
| ▪ car.....  | ▪ school..... |
| ▪ bus.....  | ▪ van.....    |

# Lesson 3 word list

bin	litter	Ice cream	baker	zoo	Swimming pool
					
library	garden	bakery	<p>❖ <u>Opposites:</u>            Tall: short             Pretty: ugly             Clean: dirty</p>		
					

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Key vocabulary: *city, buildings, tall, short, gardens, on top, park, pretty, flowers, lake, ice cream*

*seller, ice cream, dirty, clean, litter, bin, bakery, swimming pool, library, zoo*

Key expressions/structure: Present Simple; *I like + gerund; There's a/There are ...*

## SKILLS AND UNDERSTANDING

### Learning objectives:

Listening: To listen and follow a poem in the Present Simple.

Speaking: To use nouns to say what you can hear and see in a city.

Reading: To read a poem in the Present Simple for detail.

Writing: To spell adjectives and nouns about a city.

### Link to prior learning:

- Present Simple
- City vocabulary
- 21<sup>st</sup> Century Skills
- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

Learning outcomes: By the end of the lesson, learners will be able to ...

- say words following a model
- to understand and use nouns and adjectives in Present Simple sentences.

Lesson 3 / Day:..... Date.....

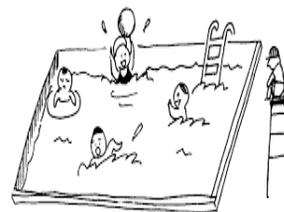
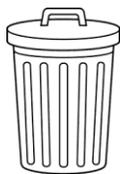
Match:

Swimming pool

bin

litter

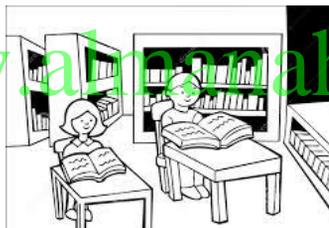
baker



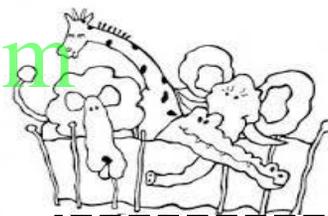
❖ Look at the pictures. Write the letters in the correct order.



yebakr



lirbayr



ozo

❖ Write the name of three places that are near your home.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## I like live in a city

I live in a city. It's a great place to live.

There are tall buildings and short buildings. Some buildings have gardens on top!

There's a park in my city. It's very pretty. It has flowers. A lake and an ice cream seller!

I like eating ice cream in the park. Some times parks and cities get dirty. We all need to keep our city clean. Don't forget to put your litter in a bin!

❖ Read the passage , try to fill in the gab with the correct word.

- 1) The ..... is a great place to live.
- 2) There are ..... buildings and short.....
- 3) There's a ..... in the city.
- 4) The park is very..... It has flowers,  
a .....and ice cream .....

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❖ Circle the good behavior in the city.



# Lesson 4 word list

ice cream seller	ice cream	flavor	Australia
			

Key vocabulary: *ice cream, ice cream seller, flavour, big, small, please, thank you, Australia*

Key expressions/structure: *Would you like...?; I'd like ... ; Present Simple affirmative: I live in a city.*

## Learning objectives:

Listening: To listen to a short transactional dialogue and listen to a chant.

Speaking: To perform a short transactional role-play say a chant.

Reading: To read a short dialogue and choose the correct words to complete the dialogue.

Writing: To complete a simple dialogue with nouns.

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## Link to prior learning:

Adjectives: *small* and *big*

Present Simple

21<sup>st</sup> Century Skills

• Social and Cross-Cultural Skills:

Introduce learning to know when to speak and when to speak, respectfully

## Learning outcomes: By

the end of the lesson, learners will be able to ...

- participate in a simple transactional exchange
- say words following a model.

Lesson 4 / Day: ..... Date: .....

❖ Complete the conversation:

Yes	would	like	small
Vanilla	thank you		please

Hello! .....you ..... an ice cream?



....., please!  
I'd like a .....ice  
cream.



Big or .....?



Big, .....



Here you are.

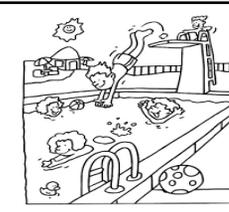
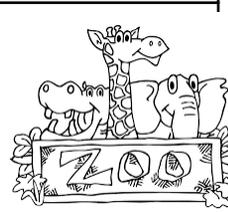
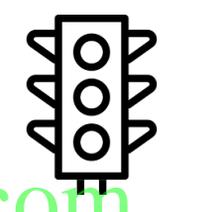


.....!



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# Lesson 5 word list

library	park	Swimming pool	mosque	building	zoo
					
cross the road	home	bus stop	bakery	traffic light	pavement
					

**Key vocabulary:** *pavement, traffic lights, bus stop, school, park, mosque, zoo, building, swimming pool, library, bakery, , home, near, but, or*

**Key expressions/structure:** *There is/there isn't with but and or. There is a shop but there isn't a mosque. There isn't a shop or a mosque.*

## Learning objectives:

**Speaking:** To say simple sentences using *but* and *or*.

**Reading:** To read simple sentences describing pictures, using *but* and *or*.

**Writing:** To add punctuation to a sentence, write nouns to complete sentences using *but* and *or*.

**Learning outcomes:** By the end of the lesson, learners will be able to ...

- say words following a model
- contrast objects in simple sentences using *but* and *or*
- recognise and use simple punctuation.

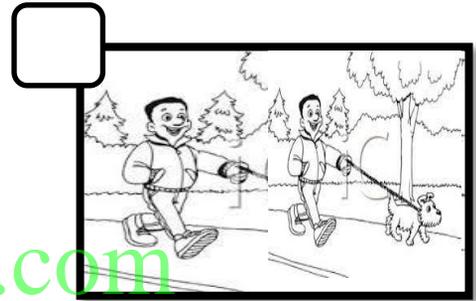
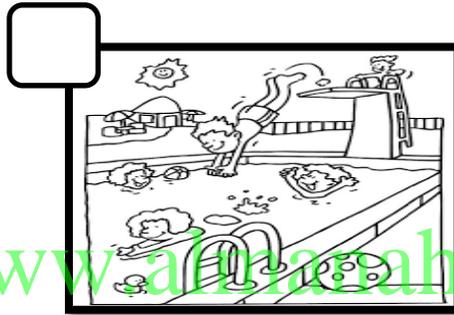
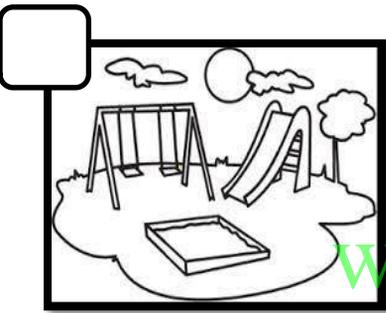
## Link to prior learning:

- City vocabulary
- Present Simple
- *There is/There isn't* 21<sup>st</sup> Century Skills
- Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language - speaking, listening, reading and writing

Lesson 5 / Day: ..... Date: .....

❖ Read the sentences, match the sentence to the picture.

- The man and his dog were walking on the pavement.
- There is a swing and a slide in the park.
- He likes to swim in the swimming pool.



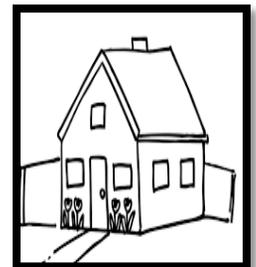
❖ Match:

bakery

home

buildings

mousque



# Lesson 6

## Reviwe from lesson 1 to 5

Key vocabulary: Review of vocabulary from Lessons 1-5

Key expressions/structure: Review of structures from Lessons 1-5

### Learning objectives:

Listening: To listen to a chant.

Speaking: To say a chant, make a presentation of a map.

Reading: To read a description of a picture and identify key words.

Writing: To spell nouns about city vocabulary.

### Link to prior learning:

- Review of Unit 9 Lessons 1 to 5

21<sup>st</sup> Century Skills

- Productivity and Accountability:

Introduce learning to manage small projects, individually or in teams, to produce the intended results

### Learning outcomes: By

the end of the lesson, learners will be able to ...

- say words following a model

- use and understand simple sentences with *there is* and simple nouns and adjectives.

Lesson 6 / Day: ..... Date: .....

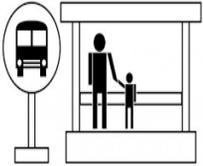
Complete the words.



\_\_ o \_\_ \_ \_ \_ \_



\_\_ h \_\_ \_ \_ \_

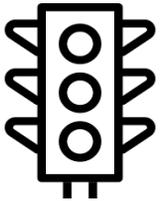


B \_\_ \_ s \_\_ \_ \_



\_\_ a \_\_ \_ \_ r \_\_ \_

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\_\_ r a \_\_ \_ \_ i c light



\_\_ u \_\_ l \_\_ \_ \_ \_ g



\_\_ o \_\_ e



P \_\_ \_ \_ \_ \_



P \_\_ v \_\_ m \_\_ \_ t



❖ Look at the map answer the questions with Yes or No

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- 1) There is a road and a pavement. \_\_\_\_\_
- 2) There is a car and a bus. \_\_\_\_\_
- 3) There are two shops. \_\_\_\_\_
- 4) There is a school but there isn't a park. \_\_\_\_\_
- 5) There is a traffic light but there isn't a mosque. \_\_\_\_\_

# Lesson 7 word list

baby	cry	sky	fly	carry	Carry
					

Key vocabulary: *my, city, baby, cry, carry, fly, happy, rainy, sky, why*  
 Key expressions/structure: Present Simple statements: *It's a rainy day.*

## Learning objectives:

**Listening:** To listen and identify the number of syllables in words ending in -y and recognise the different sounds of -y.  
**Speaking:** To say words ending in -y.  
**Reading:** To read simple words ending in y.  
**Writing:** To write simple words ending in y.

## Learning outcomes:

By the end of the lesson, learners will be able to ...

- say words following a pattern
- identify syllables in simple nouns
- use and say words ending in y.

## Link to prior learning:

- Present Simple
- 21<sup>st</sup> Century Skills
- Social and Cross-Cultural skills:

Introduce learning to know when to speak and when to listen, respectfully.

Lesson 7 / Day: ..... Date: .....

❖ Use the words on the box to finish the sentence.

baby cry carry fly happy rainy sky why

- 1) It's a .....day. Don't forget your umbrella.
- 2) Birds can .....
- 3) I'm not sad. I'm .....
- 4) I .....when I'm sad.
- 5) I can .....all my teddy bears.
- 6) The ..... is blue today.
- 7) ..... Are you sad?
- 8) A .....is very small.

❖ Use the words on the box above to write the meaning of the picture.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Lesson 8 word list

## ❖ Adjectives and opposites:

Adjective	Opposite
dirty	clean
noisy	quite
big	small
yes	no
stop	go
good	bad
happy	sad

Adjective	Opposite
hot	cold
new	old
wet	dry
hello	goodbye
deep	shallow
soft	hard
long	short

Key vocabulary: *dirty, clean, noisy, quiet, big, small, yes, no, stop, go, good, bad, happy, sad, hot,*

*cold, new, old, wet, dry, hello, goodbye*

Key expressions/structure: Verb *to be* in the Present Simple: *The opposite of hot is cold.*

### Learning objectives:

**Listening:** To listen and identify the number of syllables in words ending in *-y* and recognise

the different sounds of *-y*.

**Speaking:** To say words ending in *-y*.

**Reading:** To read simple words ending in *y*.

**Writing:** To write simple words ending in *y*.

Learning outcomes: By the end of the lesson, learners will be able to ...

- identify and use simple adjectives and their antonyms
- say words following a model.

### Link to prior learning:

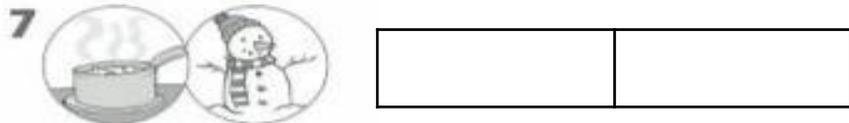
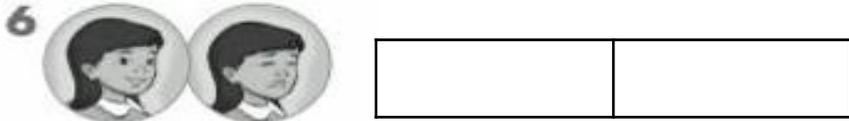
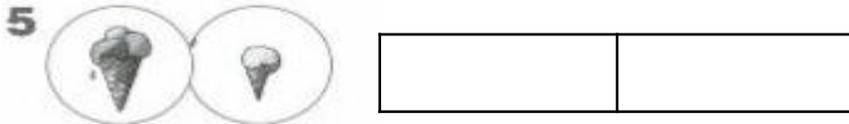
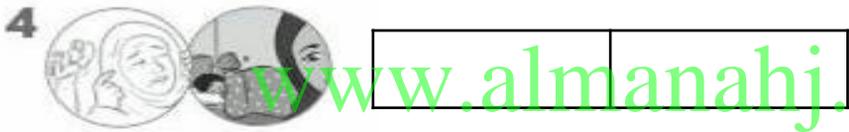
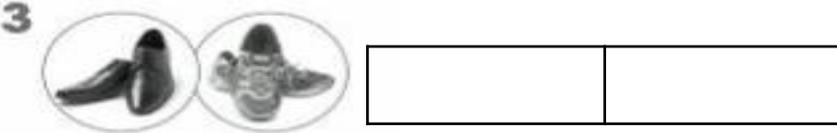
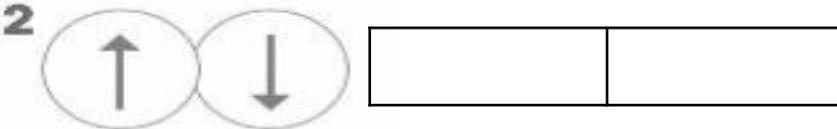
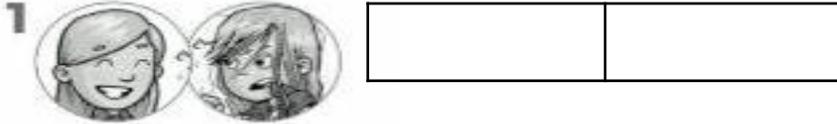
• Adjectives: *big, small, hot, cold*

21<sup>st</sup> Century Skills

• Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

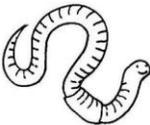
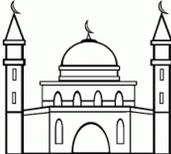
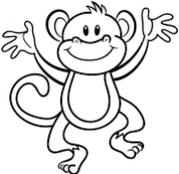
Lesson 8 / Day: ..... Date: .....

❖ Look at the pictures, write the opposite of it. Activity book152



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# Lesson 9 word list

map	broom	storm	worm	mosque	meet
					
mat	monkey	mouse	moon		
					

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Key vocabulary: mosque, map, moon, monkey, mat, mouse, meet, Mondays, storm, broom, worm

Key expressions/structure: Present Simple affirmative statements: *Mohammed meets Marwan at the mosque on Mondays.*

## Learning objectives:

Listening: To recognise words with the *m* sound.

Speaking: To practise saying words with the *m* sound.

Reading: To practise reading words with the *m* sound.

Writing: To practise writing words with the *m* sound.

Learning outcomes: By the end of the lesson, learners will be able to ...

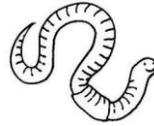
- say words following a model
- say and write words with the *m* sound.

## Link to prior learning:

- Present Simple
- Vocabulary with *m* sound: mosque, map
- 21<sup>st</sup> Century Skills
- Not applicable

Lesson 9 / Day: ..... Date: .....

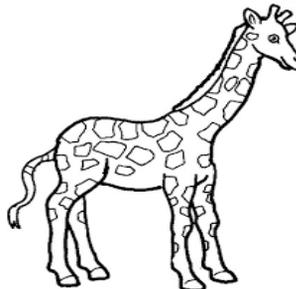
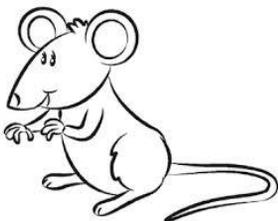
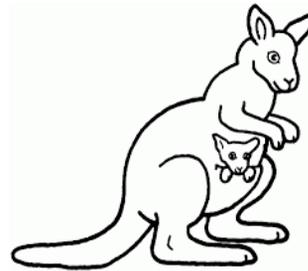
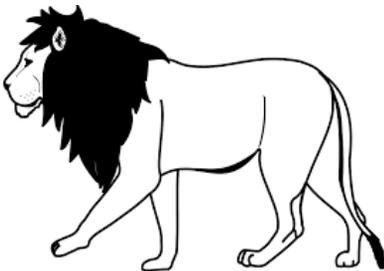
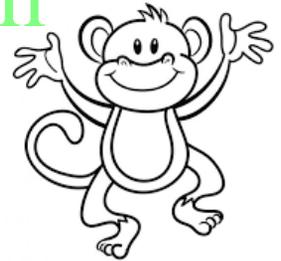
❖ Write the correct name under the picture.



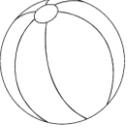
❖ Colour the pictures that start with the letter Mm



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# Lesson 10 word list

ball	eyes	Teddy bear	frog	chair	bucket
					
legs	green	gray	flat	round	Clean
					Dirty

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Key vocabulary: *this, that, ball, bucket, chair, frog, teddy bear, round, flat, clean, dirty, green,*

*grey, eyes, legs*

Key expressions/structure: *This \_\_\_\_\_ is/has \_\_\_\_\_; That \_\_\_\_\_ is/has \_\_\_\_\_*

Learning objectives:

Listening: To listen to simple conversations using *this* and *that*.

Speaking: To act out a dialogue and say simple sentences using *this* and *that*.

Reading: To read simple sentences using *this* and *that*.

Writing: To complete gaps in sentences, complete simple sentences with *this/that* and adjectives.

Learning outcomes: By the end of the lesson, learners will be able to ...

- understand and use simple sentences with *this/that*, nouns and adjectives
- understand and use sentences with verb *to be* and simple adjectives
- say words following a model..

Link to prior learning:

- Adjectives
- 21<sup>st</sup> Century Skills
- Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently.

Lesson 10 / Day: ..... Date: .....

color then Write a sentence, use: this or that



Red fish

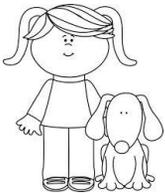
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Blue dog

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Green clock



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Brown teddy




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Pink bus




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Orange tree




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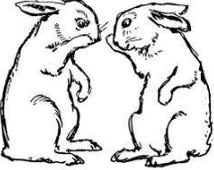
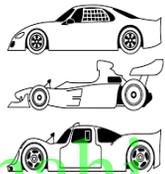
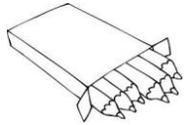


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# Lesson 11 word list

clock	flowers	rabbits	tree	shoes	building
					
bus	books	computers	cars	coloured pencils	
					

Key vocabulary: *clock, coloured pencils, chair, flowers, rabbits, tree, shoes, building, bus, books, computer, cars*

Key expressions/structure: *What's this? This is a \_\_\_\_\_. What are these? These are \_\_\_\_\_; I don't know.*

Learning objectives:

Listening: To listen and respond appropriately to questions, listen and follow instructions to play a game.

Speaking: To ask and answer questions using *What's this/What are these?*

Reading: To read and follow instructions for playing a game.

Writing: To write questions and answers using *What's this/What are these?*

Learning outcomes: By the end of the lesson, learners will be able to ...

- ask and answer *wh*-questions using *this* and *these* with the verb *to be* in the Present Simple (*What's this? What are these?*)
- use singular and plural forms of nouns.

Link to prior learning:

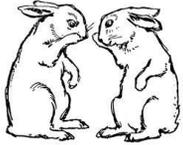
- *This/that*
- Singular and plural nouns
- 21<sup>st</sup> Century Skills
- Social and Cross Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully

Lesson 11 / Day:..... Date.....

- ❖ Look at the pictures, write a full sentence, use this is, these are:

**Chair, clock, bag, bus, book, rabbit.**

- ( remember, add (s) at the end of the Noun to make it plural .)




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❖ Read the answers , write the question.

We start the question with ( what)

We use ( is this) for the singular Nouns. → one

We use ( are these) for the plural Nouns → more than one

1

These are pandas.

2

This is an elephant.

3

[www.almanahj.com](http://www.almanahj.com)

This is a deer.

4

These are turtles.

5

This is a whale.

# Lesson 12 word list

## Adjectives

old	big	long	soft	sad	happy	cold
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Key vocabulary: Unit 9 Lessons 7-11

Key expressions/structure: Unit 9 Lessons 7-11

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Learning objectives:

Speaking: To talk about a picture, say a chant with *this, that* and *these*.

Reading: To read sentences in the Present

Simple with *this, that* or *these* and simple nouns and adjectives.

Listening: To listen to a chant.

Learning outcomes: By the end of the lesson, learners will be able to...

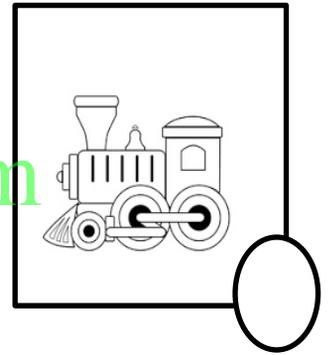
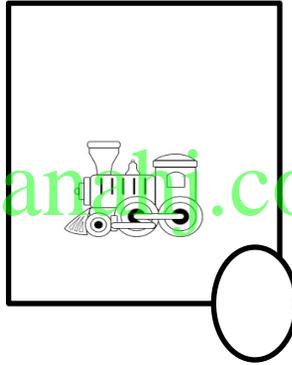
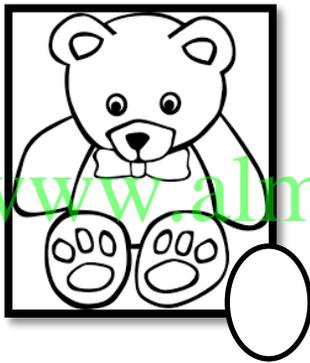
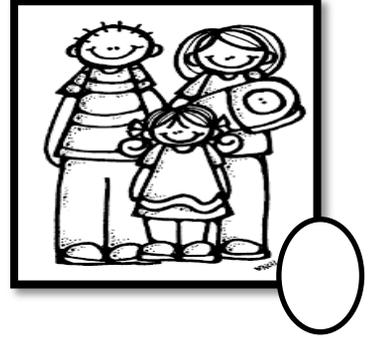
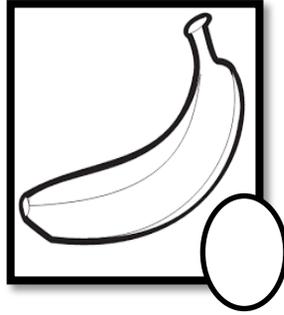
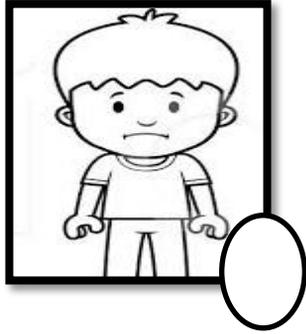
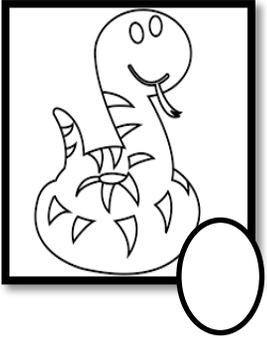
- understand and use Present Simple sentences with *this, that* and *these* plus simple nouns and adjectives
- say words following a model.

Link to prior learning:

- Words ending in -y
- Adjectives and opposites
- *this, that* and *these* 21<sup>st</sup> Century Skills
- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

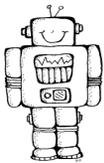
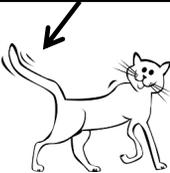
Lesson 12 / Day: ..... Date: .....

❖ Read the sentence and find the correct picture.



1. This is my teddy bear.
2. His train is big.
3. The boy is sad.
4. Amar has a big family.
5. Ali's favorite fruit is banana.
6. My family is small.
7. There is a snake.
8. That train is small.

# Lesson 13 word list

toy	tail	parrot	planet	Turkey	Egypt
					
Thailand	train	taxi	boat	tent	table
					

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Key vocabulary: *toy, tail, parrot, planet, Turkey, Egypt, Thailand, train, taxi, boat, takes, teddy*

*bear, tent, foot, jacket, rabbit, table, turtle, boat, cat, nut, hat, ten*

Key expressions/structure: Present Simple affirmative statements: *Tania lives in Turkey. She takes a train.*

## SKILLS AND UNDERSTANDING

Learning objectives:

Listening: To listen to a short text and a tongue twister and identify the *t* sound.

Speaking: To practise saying the *t* sound, say a tongue twister.

Reading: To read the *t* sound in words and sentences.

Writing: To write simple nouns with the *t* sound.

Learning outcomes: By the end of the lesson, learners will be able to ...

- say words following a model
- identify and say words with the *t* sound

Link to prior learning:

- Words with the *t* sound (*turtle, foot, rabbit, jacket, tent*)
- 21<sup>st</sup> Century Skills
- Not applicable

Lesson 13 / Day:.....Date.....

❖ **Look and colour:**

Colour the things beginning in the sound \t\ in blue  
 Colour the things ends with the sound \t\ in yellow



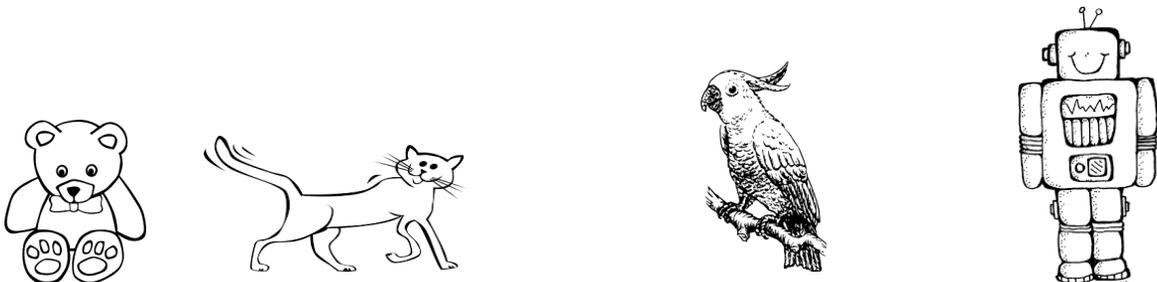
❖ **Match:**

Cat

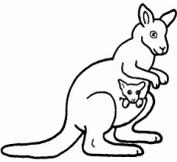
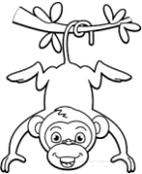
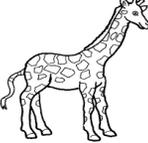
teddy bear

toy

parrot



# Lesson 14 word list

kangaroo	monkey	lion	giraffe	watch	jump
					
talk	walk	Chew leaves	climb		
					

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Key vocabulary: kangaroos, monkeys, parrots, lions, giraffes, visit, look, watch, jump, climb, talk, walk, chew leaves

Key expressions/structure: Past Simple affirmative forms of regular verbs: *walked, watched*

Learning objectives:

Listening: To listen to a story in the Past Simple.

Simple.

Speaking: To talk about animal actions

using Past Simple regular verbs in affirmative statements.

Reading: To read a story in the Past Simple.

Writing: To write simple nouns for animals.

Learning outcomes: By the end of the lesson, learners will be able to ...

- recognise and understand regular verbs in the affirmative form of the Past Simple

Link to prior learning:

- Animal vocabulary
  - Action verbs
- 21<sup>st</sup> Century Skills
- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

# Past Tense Regular Verbs

We use the simple past when we speak or write about things happened in the past.

For example things that happened :

- Yesterday
- Last week
- Last Monday
- Two days ago

Base form	Base form + d
like	liked
love	loved
close	closed
smile	smiled

Base form	Irregular past
is	was
go	went

Base form	Base form + ed
play	played
watch	watched
climb	climbed
jump	jumped
walk	walked
talk	talked
chew	chewed
look	looked
camp	camped
fish	fished
sail	sailed
collect	collected

Lesson 14 / Day:..... Date.....

- ❖ Read the passage . Change the verb to the past form to complete it. Then re-write it in the past form between the lines.

Last week I .....(go) to the zoo with my family. It .....(is) fun.

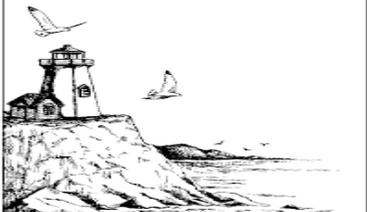
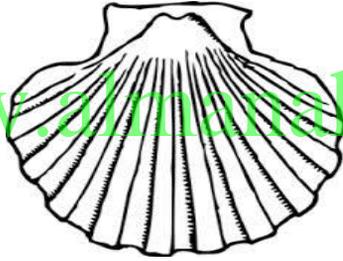
The monkey.....(jump). The elephant.....(walk)

The parrot .....(talk). The giraffe .....(chew) leaves. I .....(is) happy.

- ❖ Now write the same passage again but this time use only the past tense.

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# Lesson 15 word list

Country side	Seaside	beach
		
sea	shell	hill
		

Key vocabulary: *countryside, seaside, beach, sea, shell, boat, hill, sky, stream, tent, visit, climb, look, fish, camp, walk, play, collect, sail, quiet, pretty, windy, beautiful, fun*  
 Key expressions/structure: Past simple affirmative forms: *I visited/played/walked, etc.*

## Learning objectives:

Listening: To listen to two short poems.

Speaking: To say affirmative sentences using regular verbs in the Past Simple.

Reading: To read two poems and recognise the written form of Past Simple verbs and vocabulary in the poem.

Writing: To write a sentence to describe a picture using regular verbs in the Past Simple

Learning outcomes: By the end of the lesson, learners will be able to ...

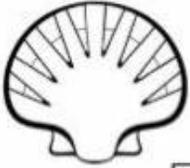
- understand and use affirmative statements with Past Simple regular verbs
- say words following a model.

## Link to prior learning:

- Past Simple regular verbs
- 21<sup>st</sup> Century Skills
- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully

Lesson 15 / Day: ..... Date: .....

Look at the pictures and find the words





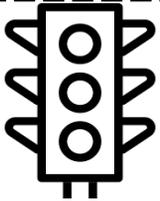

h	i	l	l	h	s	r	a
t	d	r	i	m	n	s	e
a	s	c	h	n	u	k	u
o	s	t	r	e	a	m	s
s	e	a	d	o	l	i	a
r	c	d	b	e	a	c	h
z	h	i	e	d	r	t	k
t	s	h	e	l	l	s	r



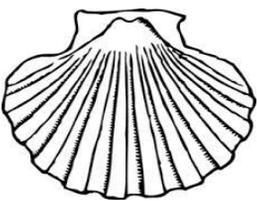





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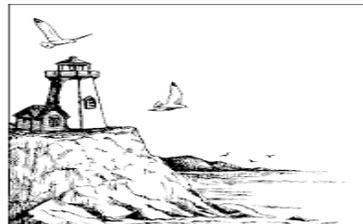
10 words. Write the correct one under the



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

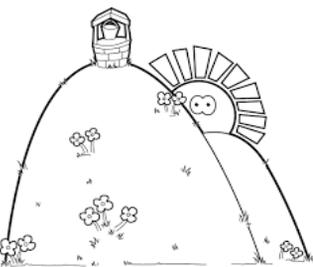


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

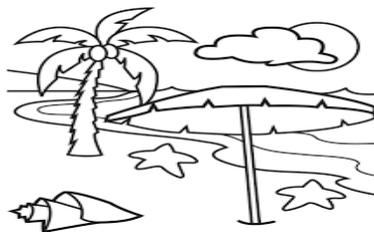
- hill
- shell
- beach
- seaside



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Lesson 16 word list

visit	play	walk	collect	climb	camp	park	zoo
quite	noisy	big	small	fun	busy	pretty	

Key vocabulary: *visit, play, walk, collect, climb, camp, sea, seaside, beach, shells, tent, hill, quiet,*

*noisy, big, small, fun, busy, pretty, park, zoo, fun*

Key expressions/structure: Past Simple: *I walked ...; There is/are + (adjective) nouns*

Learning objectives:

Listening: To listen and act out a poem.

Speaking: To say simple sentences in the Past Simple.

Reading: To read simple sentences in the Past Simple.

Writing: To write a poem using the Past Simple

Learning outcomes: By the end of the lesson, learners will be able to ...

- say and use simple verb phrases in the Past Simple.

Link to prior learning:

- Vocabulary about the city
  - Vocabulary about the seaside
  - Past Simple regular verbs
  - Adjectives
- 21<sup>st</sup> Century Skills
- Learning and Innovation: Introduce creative thinking activities - such as brainstorming - to learn to share and respect all ideas

Lesson 16 / Day:.....Date.....

❖ Change the verbs to the past tense.

visit	
walk	
play	
collect	
climb	
camp	

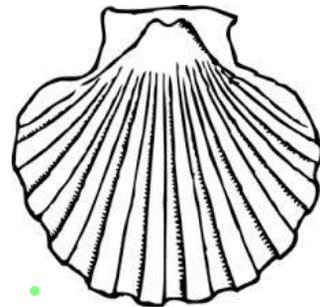
❖ Use the words in the word box to make sentences.

- 1) The elephant is a .....animal.
- 2) The city is .....
- 3) The desert is .....
- 4) The butterfly is .....
- 5) The train make s ..... Sound.
- 6) The ant is a very .....insect.

small  
big  
fun  
quite  
pretty  
noisy  
busy

# Lesson 17 unit review

39



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Key vocabulary: Review of vocabulary Lessons 13-16

Key expressions/structure: Review of structures Lessons 13-16

Learning objectives:

Listening: To listen and act out a poem.

Speaking: To say simple sentences in the Past Simple.

Reading: To read simple sentences in the Past Simple.

Writing: To write a poem using the Past Simple

Learning outcomes: By the end of the lesson, learners will be able to ...

- say words following a model
- identify and say words with the *t* sound
- understand and use affirmative sentences with regular verbs in the Past Simple

Link to prior learning:

- Past Simple regular verbs
  - Words with initial and final *t* sound
- 21<sup>st</sup> Century Skills
- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully

Lesson 17 / Day: ..... Date: .....

❖ Write the words.



\_\_\_\_\_

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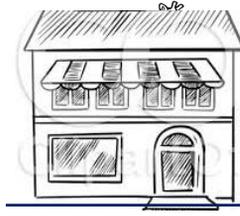
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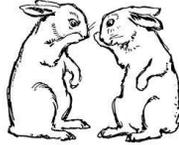
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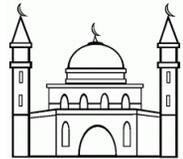
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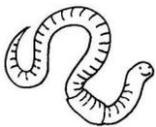
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# Lesson 18 unit review



Key vocabulary: Review of Unit 9 Lessons 1-17

Key expressions/structure: Review of Unit 9 Lessons 1-17

Learning objectives:

Listening: To listen for specific information.

Speaking: To create simple sentences to describe a picture.

Reading: To read learning objectives

statements and respond.

Writing: To write simple sentences using Past

Simple regular verbs.

Learning outcomes: By the end of the lesson, learners will be able to ...

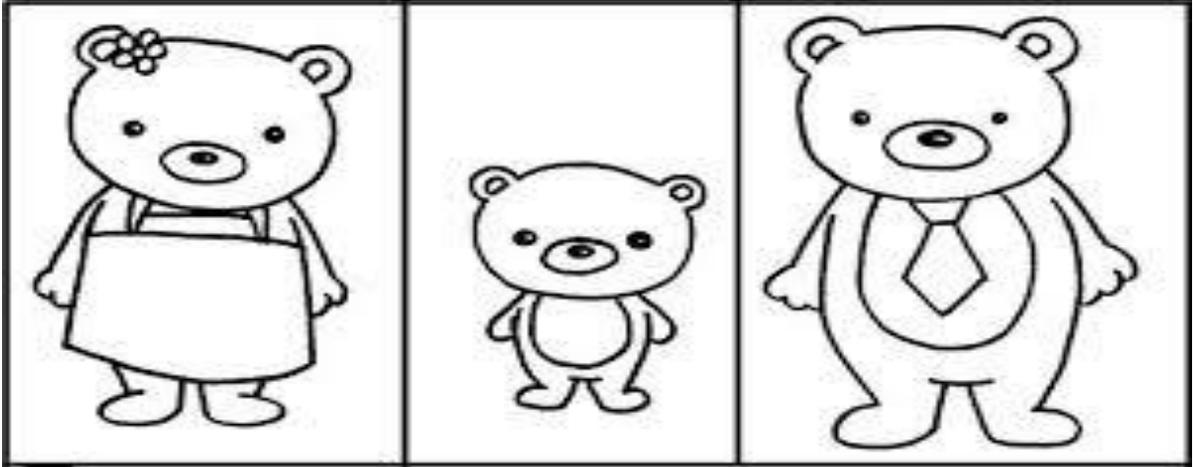
- understand and use Past Simple regular verbs in affirmative sentences with simple nouns

Link to prior learning:

- Vocabulary and structures from Unit 9
- 21<sup>st</sup> Century Skills
- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully

# Lesson 19 story

## Goldilocks and the three bears



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Key vocabulary: *forest, house, path, knock, enter, kitchen, porridge, hot, cold, just right, living*

*room, chair, break into pieces, stairs, bedroom, bed, hard, soft, sleep, return*

Key expressions/structure: Past Simple affirmative statements: *Goldilocks knocked on the door*



Learning outcomes: By the end of the lesson, learners will be able to ...

- read a simple story containing Past Simple affirmative statements with regular verbs and the verb *to be* and adjectives

Link to prior learning:

- Past Simple of regular verbs
- Past Simple of the verb *to be*
- Adjectives

21<sup>st</sup> Century Skills

- Not applicable

Learning objectives:

Listening: To listen to a story.

Speaking: To predict what will happen in and tell a story.

Reading: To read a story.

# Lesson 20 story

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Key vocabulary: *forest, house, path, knock, enter, kitchen, porridge, hot, cold, just right, living room, chair, break into pieces, stairs, bedroom, bed, hard, soft, sleep, return*

Key expressions/structure: Present Simple affirmative: *Baby Bear is small; can + see/hear/smell + noun: I can see a big chair.*

Learning objectives:

Listening: To listen to project presentations.

Speaking: To give a simple presentation about a project.

Reading: To read instructions.

Writing: To write simple sentences using the

Present Simple to create a book or poem

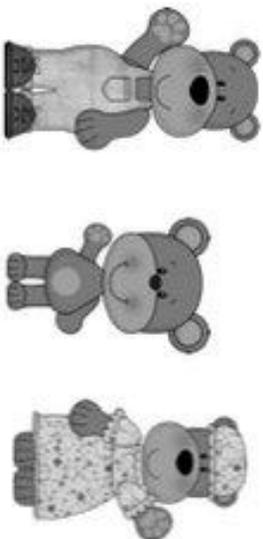
Learning outcomes: By the end of the lesson, learners will be able to ...

- read and follow instructions with imperatives
- write simple sentences using the Present Simple and descriptive adjectives.

Link to prior learning:

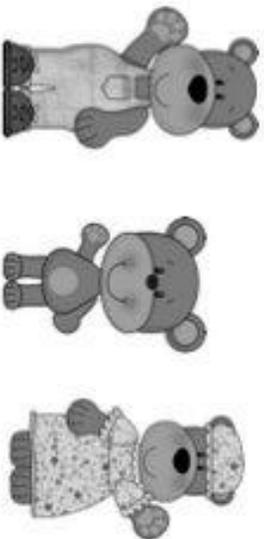
- Adjectives
- Present Simple
- Vocabulary from Literacy project story
- 21<sup>st</sup> Century Skills
- Not applicable

Who has a little chair?



SpeechRanNews

Who has a little bed?



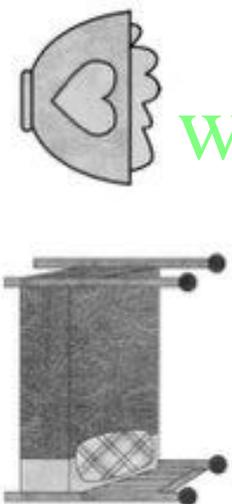
SpeechRanNews

Who has a great big bed?



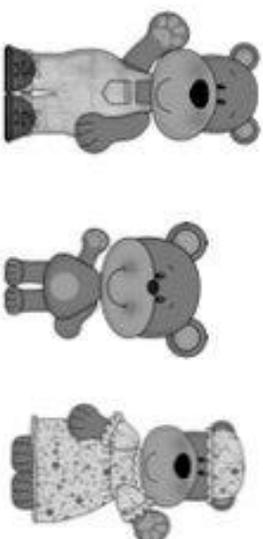
SpeechRanNews

Why did the bears go for a walk in the woods?



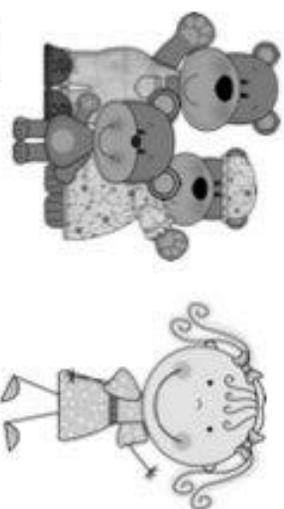
SpeechRanNews

Who has a middle-sized bed?



SpeechRanNews

Who found the cabin in the woods?



SpeechRanNews

# Goldilocks Writing

If you were the Goldilocks, would you have go into the Three Bears house?

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