

Jet 2



Teacher's Guide

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with Judi Alexander



משרד החינוך

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Introduction

RATIONALE

Jet 2 is a comprehensive course for teaching English in the fourth grade at the Foundation (A1 / Basic User 1) level. *Jet 2* offers a strong language base with explicit teaching of vocabulary and literacy skills. The course covers can-do statements for this level as set by the *English Curriculum 2020 For Elementary School*. For a chart showing the can-do statements covered in *Jet 2*, see pages 16-31.

The materials in *Jet 2* provide extensive teaching and practice in the four language activities: reception, production, interaction and mediation. *Jet 2* is meant for pupils who have studied English for at least one year. *Jet 2* builds on the basic reading skills taught in *Jet 1* with the addition of more advanced phonics activities. These ensure solid literacy skills, which instill confidence and produce independent readers. *Jet 2* introduces pupils to a range of text types including conversations, messages, ads, invitations, menus and forums. It contains a variety of listening, speaking and vocabulary exercises, dialogues, songs, chants, stories, games and tasks. Tasks requiring writing are scaffolded and range from writing simple sentences to writing a short message.

Vocabulary is a vital part of language learning. Therefore, special emphasis has been placed on the teaching, learning and assessment of vocabulary in *Jet 2*. The vocabulary items presented in *Jet 2* are informed by the Ministry of Education's lexical bands, thus exposing pupils to high-frequency vocabulary, lexical chunks and language patterns. The course teaches over 300 vocabulary items, including conversational phrases, from the Ministry's Band I list. (The remaining words from Band I will be taught in the fifth and sixth grades.) These items are taught, practiced and reentered systematically within each unit and from unit to unit in a variety of activities.

The materials in *Jet 2* provide multiple opportunities for learners to consolidate, review and monitor their progress. As Susie Russak states in *Stepping Stones to English Literacy Acquisition*, "Spiral learning is based on the idea that new learning has a continuous relationship with old learning. When learning takes place in a spiral method, previously taught skills are revisited, strengthened and consolidated in a focused, sequential manner."

The course includes the following components:

Learn and Practice

Reading and More

Teacher's Guide

Flashcards and Word Cards

Audio links

Whiteboard software

LEARN AND PRACTICE + READING AND MORE

Learn and Practice contains a Get Ready section followed by five units. Each unit is made up of five parts, including practice pages for further independent practice of vocabulary and reading, followed by a unit review. At the back of *Learn and Practice* there is a section called I Can Read that offers phonics-based reading practice to review the phonics rules taught in the course. *Learn and Practice* includes references to an additional component entitled *Reading and More*. This component includes texts for reading comprehension, stories and writing practice. Each unit of *Reading and More* ends with a review of reading, functional language practice, a game and a task. Please note that the pupils should not write in the *Reading and More* book.

Jet 2 Learn and Practice comprises the following:

Opening Page

The first page of each unit presents several pictures from the unit. These serve as an ideal tool for the pupils to predict what the unit will be about and for introducing and reviewing vocabulary.

Vocabulary

The lexical list in *Jet 2* comprises frequent and useful vocabulary from the Band I list and is systematically recycled throughout the book. The new vocabulary, presented in every part of the unit, is divided into two sections. The first, called Listen and Speak, focuses on conversational phrases; the second, called Learn Words, focuses on discrete lexical items. All of the vocabulary items are pre-taught and practiced prior to engaging in the four activities of reception, production, interaction and mediation.

The vocabulary presentation and practice in each part ends with an activity called Word Time. This feature is a unique tool which should be used for recycling and tracking the pupils' vocabulary acquisition. At the end of each unit, the pupils can create their own personal dictionary which they can use for independent study.

Phonics

Jet 2 teaches and practices phonics rules explicitly in a feature called I Can Read. *Learn and Practice* includes useful phonics exercises in each part of Units 1-3. These exercises cover all of the orthographic patterns, as recommended by the Ministry, that the pupils encounter in the course. An explanation of the phonics rules is provided in situ in this Teacher's Guide. In Units 4-5, the Teacher's Guide provides explanations for a review of the rules and a reference to the phonics texts at the back of the book. This section offers phonics-based reading practice of the sounds that are taught and recycled repeatedly in the course.

Speaking and Listening

In order to encourage the pupils to speak English, *Jet 2* offers many opportunities to repeat words, useful conversational phrases and contextually-based sentences. In addition, there are many songs and chants to help the pupils learn lexical items and basic sentence patterns. A variety of listening tasks appear throughout the book, followed by different types of comprehension exercises. Recordings of the listening scripts are provided in audio links.

Review

Towards the end of each unit there is a comprehensive review, called Check Your Words, which includes a mini-dictionary, that the pupils create, and vocabulary practice. This section gives the pupils the opportunity to monitor and assess their own vocabulary acquisition.

Jet 2 Reading and More comprises the following:

Reading

The reading texts are carefully controlled to help the pupils progress from being able to decode to becoming fluent readers. The course introduces the pupils to a range of text types including conversations, messages, ads, invitations, menus and forums. A variety of activities follow each text to ensure comprehension. As the pupils progress through the course, they also learn advanced phonics rules which help them become skillful readers.

Writing

The writing tasks are scaffolded in order to provide the pupils with support as they take their first steps in acquiring basic writing skills in English. The tasks include writing simple sentences, often using a substitution chart, a word bank or pictures, filling in an ID card, writing a WhatsApp message and completing an invitation.

Stories

Each unit includes two stories. These stories are recorded, which provides the pupils with opportunities to become familiar with language patterns, vocabulary, stress, rhythm and intonation in English. The pupils are also encouraged to read the stories on their own to practice their reading skills and to answer questions to work on their comprehension skills. The illustrations that accompany the stories aid comprehension.

Review

Each unit ends with a review called Check Yourself. It consists of four sections:

- *Check Your Reading* The activities here offer the pupils the opportunity to review and monitor their reading progress.
- *Act It Out!* This innovative section offers the pupils the opportunity to review and recycle the conversational phrases taught in the course in a fun and meaningful manner. The pupils listen to a recording of two scenarios, then read them independently and finally act them out with a partner.
- *Game* This fun game provides the pupils with another opportunity to review vocabulary.

- *Show What You Know* This is the task, which provides an opportunity for the pupils to be assessed on the vocabulary and language taught in the unit. Photocopiable assessment charts appear in this Teacher's Guide in English for the teacher and in Hebrew / Arabic for the pupils.

Glossary

A glossary of the active vocabulary taught in the course appears at the back of this book.

TEACHER'S GUIDE

The Teacher's Guide provides comprehensive teacher's notes which take the teacher step by step through every lesson and give detailed suggestions on how to do the activities and tasks. The scripts for all the listening activities are provided on the relevant pages.

The unit objectives are listed for the teacher at the beginning of each unit. An activity called Chit Chat, which appears at the beginning of each part, offers the pupils an opportunity to review the conversational phrases taught in previous lessons. A word review activity also appears at the beginning of each part. This activity provides a variety of ways to review the vocabulary taught in previous lessons.

A "How to ..." section and an appendix of games are provided in this Introduction.

A chart showing the can-do statements that are covered in *Jet 2* appears on pages 16-31 of this Introduction.

The following photocopiable pages appear at the back of this Teacher's Guide:

- A Teacher's Assessment Rubric and a Pupil's Peer Assessment Chart for the *Act It Out!* activities
- Teacher's and Pupil's Assessment Charts for the Tasks
- Vocabulary Checklists

Also at the back of this Teacher's Guide is a list of the Band I vocabulary items taught in *Jet 2*, as well as a vocabulary re-entry chart.

FLASHCARDS AND WORD CARDS

The course is accompanied by a set of flashcards and word cards of the new words. Suggestions on how to use the flashcards in the classroom are included in this Introduction.

AUDIO LINKS

The reading texts and stories in *Reading and More* and the songs, chants and listening activities in *Learn and Practice* are recorded and available by way of audio links. The recordings are provided in the order of their appearance in the course.

WHITEBOARD SOFTWARE

Jet 2 is accompanied by whiteboard software which enables teachers to show the *Learn and Practice* and *Reading and More* pages on the board and enlarge any section on the page. It is an ideal way to present the new words, reading texts and all of the activities in the course.

The whiteboard software includes many unique features, such as:

- digital flashcards of the new words
- songs and stories in full animation
- interactive team games (that review vocabulary and reading)
- links to authentic songs and stories online

HOW TO ...

How to Teach in a Heterogeneous Class

Jet 2 is aimed at the first stages of teaching English and assumes that pupils are starting at the same level. However, it is clear that pupils will learn at different paces.

The following are some suggestions for dealing with pupils with different learning abilities and styles:

- Decide which parts of the activities are compulsory for the pupils to do and which are optional. Make sure the pupils are aware of this element of choice.

- Decide on the minimum number of questions the pupils need to do and tell them to do “at least” that number.
- Seat the pupils in mixed ability groups, so that the more advanced pupils can help the less advanced pupils.
- Call on less advanced pupils to answer questions first, so that they have first choice of vocabulary to choose from.
- Allow less advanced pupils extra time to complete tasks.
- Some pupils may find it threatening to present work or participate in role-playing in front of the class. Find a quiet place to allow these pupils to present their work without the whole class being present.

How to Use the Opening Pages

The pictures on the opening pages offer the pupils ideal opportunities to predict what they will learn in the unit as well as to review previously learned vocabulary. Use the opening pages in the following ways:

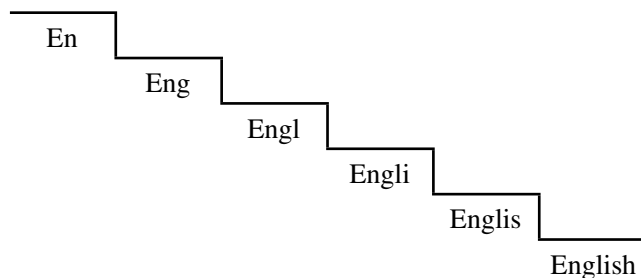
- Read the title of the unit and explain the meaning.
- Ask the pupils to name the items or characters in the picture and describe them.
- Ask the pupils to guess what will happen in the unit.

How to Teach Vocabulary

- Teach the new words using the printed flashcards or the flashcard activities on the whiteboard software.
- Point to a flashcard or whiteboard item and name it. Have the pupils repeat after you.
- Give a sentence using the new word and emphasize it. Elicit its meaning.
- Play a flashcard or whiteboard game to practice the words.

The following are suggestions for spelling games and activities:

- Tell the pupils to work in pairs to practice the new words. Each pupil draws three columns in his or her notebook. Pupil A reads one of the words without showing it to Pupil B. Pupil B tries to correctly write the word in the first column in his or her notebook. Next, Pupil A shows the word to Pupil B, who copies it in the second column. Then Pupil A reads the word again without showing it to Pupil B. Pupil B tries again to write it correctly in the third column. Finally, Pupil A checks the spelling and says “Great job” if the spelling is correct. They repeat with the remaining words. Then they switch roles.
- Tell the pupils to draw stairs in their notebook. Read one of the new words and tell the pupils to practice writing it under the stairs in the following manner:



Repeat with additional words.

- Have a mini spelling bee. Choose 6-8 pupils to stand up. Give the first pupil a word to spell. If the pupil spells the word correctly, he or she stays in the competition. If the pupil spells the word incorrectly, he or she sits down. The word is passed on to the next pupil. Repeat with additional words. The winner is the last pupil standing. Alternatively, the whole class can participate.
- Play *Spell It*. See page 14 for instructions.

How to Teach and Practice Vocabulary for Different Types of Learners

- Have the pupils draw a picture that depicts the new word.
- Have the pupils build new words from magnetic letters or tiles.
- Recommend that the pupils have mini whiteboards and markers for lessons. Have the pupils write words on their whiteboards.
- Use different materials to write words. For example: plasticine, a shoe box filled with sand, a zip-lock bag filled with shampoo, cookie dough which can be shaped into letters.
- Write words on white paper with white wax crayon and have the pupils paint the page with water colors in order to discover the words.

- Write words on disposable cups. Hide a small toy under one of the cups. Invite the pupils to turn a cup over to find the toy after they have read and translated the word on the cup.
- Have the pupils tap out words with their fingers and thumb. Tapping gives the pupils a way to feel and hear individual sounds and combine them to make words.
- Have the pupils build sentences from word cards.

How to Review Vocabulary

The vocabulary in *Jet 2* is systematically reviewed throughout the course and many suggestions for additional review and games are found in this Teacher's Guide. However, for pupils to fully master new words, it is important to repeat them about 10 times, immediately after being taught, in the following lesson, a week later, a month later and then again six months later. Pupils should be encouraged to study independently for 10 minutes, three times a week. Five-minute word activities are a good tool and a fun way to focus a class, change the rhythm of the lesson and, of course, to review lexical items taught in previous units.

Suggestions for reviewing vocabulary:

- Write or put flashcards of the target vocabulary on the board.
- Use the flashcard activities on the whiteboard software.
- Invite the pupils to make connections between two or more words. Accept any viable suggestions.
- Play *Live Bingo* in groups. Each pupil writes one word or draws a picture of a word from a selection on the board. Each group member should select a different word. The pupils stand up when their word is called. When all the group members are standing, they call out "Bingo!"
- Write the target words on the board. Have the pupils study the words for a few minutes. Then erase the words and tell the pupils to record as many of the words as they can (in written form, first language or pictorial form). Have the pupils name the words in English. This activity can be done in pairs or in groups.
- Arrange the pupils in pairs or groups. Each pair or group needs a dice. Write the target words on the board, draw pictures or use flashcards and have the pupils copy them. Number the words from 1 to 6. The pupils need to select a word according to the number they throw, read or name it, translate it and tick it. The winner is the pupil who has ticked the most words by the end of the game.

How to Teach Songs and Chants

Songs, chants and dialogues give pupils the opportunity to hear the natural sounds and rhythms of English in a stress-free manner. Use the following procedure to teach songs and chants:

- Play the recording for the pupils to listen only. You may play the animated version of the song using the whiteboard software.
- Teach the words by telling the pupils to repeat them after you.
- Recite the words in each line and have the pupils repeat after you.
- Mime wherever possible.
- Repeat the chants from the beginning, adding lines each time for the pupils to repeat with you.

To practice the songs or chants, you can invite different individual pupils or pairs or groups of pupils to:

- Recite different parts of the song or chant.
- Complete a line of the song or chant which you begin.
- Complete a missing line from the song or chant.
- Recite the song or chant by asking one pupil to recite one line and then a different pupil to continue.
- Call out a word and have the pupils call out the lines where this word appears.

Record the pupils singing or chanting. They will love hearing themselves when you play the recording back!

How to Do Listening Tasks

Listening activities expose the pupils to English in authentic situations with correct pronunciation. Explain to the pupils what they need to find out while they are listening. Play the recording three times following the procedure below:

- First recording: Tell the pupils to listen and point to the correct answer. You may wish to play the recording and stop after the first sentence to make sure the pupils understand. Then play the rest of the recording.
- Second recording: Tell the pupils to do the activity.
- Third recording: Tell the pupils to check their answers.

All the listening texts are recorded and available by way of audio links or on the whiteboard software. They also appear in written form in this Teacher's Guide. It is recommended that you alternate between playing the recording and reading the text yourself.

How to Do Speaking Activities

Jet 2 provides numerous opportunities for pupils to practice their oral skills and to give each pupil a chance to speak in English.

The following are suggestions for doing the speaking activities in class:

- Organize the pupils in pairs or groups in order to carry out simulation activities or to present dialogues.
- Demonstrate the activity with a pupil or invite two volunteers to demonstrate the activity in front of the class. Alternatively, you can act out the parts by using different voices.
- Act out one part and have the class respond together with you. Reverse the roles so that the pupils have a chance to speak both parts aloud.
- Divide the class into pairs or small groups of mixed ability. Tell the pupils to practice the dialogue several times, monitoring each other's pronunciation and helping each other if necessary. Walk around and listen to the pairs or groups, helping where needed.
- While doing dialogue activities, tell the pupils to speak softly in order to keep the noise level down and to stop when they see or hear a pre-arranged signal.
- Invite volunteers to act out the dialogues, either from their places or in front of the class. (Some pupils are shy and shouldn't be forced to act in front of the class.) Bring props or real objects into the classroom whenever possible.
- More advanced pupils can substitute words within the dialogues or add to them.
- Give dialogues as homework for the pupils to practice and then perform in the following lesson, but take into consideration that some pupils might have difficulties practicing with their partners after school hours.
- Encourage the pupils to record themselves practicing dialogues or other speaking activities and have them send you the audio file or video. This may be used for assessment or you may give the pupils feedback for improvement and continued practice.

In addition to the speaking activities provided in the course, encourage the pupils to speak about themselves in English whenever possible. Add mini-exchanges, dialogues, role-play or simulations to your lesson plans, in addition to those already suggested, by taking suitable segments from the reading or listening texts and developing them into dialogues for the pupils to practice and present in pairs.

How to Do Pair Work Activities

The following procedure is suggested for pair work:

- Have the pupils practice moving their chairs and changing places quickly and efficiently.
- Decide on a sign for "Quiet" so that you can explain instructions.
- Give a time limit in which to complete each activity.
- Model the activity before the pupils begin.
- Go around the classroom helping the pupils and checking that they are speaking in English.
- Give extra work to pupils who may finish early, making sure they understand what they need to do.

GAMES

Basic Vocabulary Games

The following are suggestions for games and fun activities in the classroom:

- Choose five or six flashcards and hand each one to a different pupil. Ask other pupils to call out the words one at a time, and the pupil holding the matching flashcard should put it on the board. Alternatively, have pupils remove the flashcards from the board instead of putting them up.
- Put five or six flashcards on the board. Call out one of the words and invite a pupil to come forward and remove the flashcard. Alternatively, ask a pupil to call out a word instead of you.
- Put flashcards on the board. Say the initial sound of one of the words and have the pupils say the whole word.
- Scatter flashcards from different topics and ask the pupils to come forward and put them into groups. Each pupil that volunteers to move a flashcard must also say the word.

Associations

Choose a category, such as words beginning or ending with a certain letter, clothes, school items, cognates, etc. Read out a list of words to the pupils. Every time they hear a word that falls into the category they clap their hands, or do any other agreed-upon action.

Bingo

Write 12-15 words on the board. Tell the pupils to draw a grid (3x3) and to choose and copy nine words from the selection on the board. Randomly choose one of the words and say it out loud. Tell the pupils to check their grids and cross off the word if they have it. The pupil who finishes his / her entire grid is the winner and should call out "Bingo!" Tell the pupils to use a pencil when crossing off words on their grids so that the grids may be reused.

Variation: When the words allow, tell the pupils to make a new grid with only pictures. Hold up pictures and make sure the pupils remember the words. Put the pictures on the board. Put the corresponding word cards in a pile face-down, pick one up and call out the word while showing it. The pupils who have the matching picture then circle it on their grids. (Remind the pupils to use a pencil.) Then invite a pupil to match the word card to a picture on the board. Continue until the pupils have finished circling all the pictures.

Catch!

Crunch a piece of folio-size paper into a ball or use a soft ball. Say a topic such as numbers, the alphabet, people, colors, etc. The pupils throw the ball from one to another. When a pupil throws the ball, he / she calls out the name of the pupil he / she is throwing it to and says "Catch!" The pupil who catches the ball must then say a word which belongs to the topic previously defined. He / She may not repeat a word that has already been said.

The topic can change from time to time. In order to make sure that everyone gets to play, set a rule that the pupils may not throw the ball to someone who has already participated in that round until everyone has had a turn.

When playing with numbers, the pupils should count in order. You can count in ascending or descending order. When playing with letters of the alphabet, the pupils should say the letters in order.

Charades

A pupil mimes an item, a character or an action before the class. The other pupils guess what it is. The pupils can either make statements, such as *It's a ...* , *You are ...* or ask Yes / No questions, such as *Is it a ... ?* , *Are you ... ?*

Chinese Whispers

Hold up 6-8 pictures, one at a time. Say each word and have the pupils repeat. Then whisper one of the words into a pupil's ear. If your pupils sit in rows, whisper to the first pupil in each row. If your pupils sit in groups, whisper to one pupil in each group. The first pupil whispers the word into his / her neighbor's ear and this continues until the last pupil in each row or group says the word aloud. If the word is not correct, say the word correctly and then start over with a new word.

Come Sit by Me

The class sits in a circle. There is one extra empty chair. The pupil sitting on the right-hand side of the empty chair begins. He / She turns to another pupil in the circle and says *Come sit by me*. The pupil gets up and sits in the empty seat. The two pupils then conduct a short dialogue. When they finish, the person on the right-hand side of the new empty chair continues in the same way. Change this game to suit the specific vocabulary groups you want to practice. For example: *What's your telephone number? It's ...* .

Cover Up

Hold up a partly covered picture. Ask *What's this?* Help the pupils to answer using *It's a ...* . If the pupils can't guess, slowly reveal more of the picture. When the pupils guess correctly, place the picture on the board. Repeat for the different pictures. Conclude by quickly reviewing all of the pictures on the board.

Cross the Road

Play this game to practice collocations or word pairs. Divide the class into two teams and choose a "writer" from each team. Draw a zebra crossing on the board with two different colored stick figures at each end. Fill in the stripes on the crossing with words you want to practice (for example, verbs, nouns or adjectives). Each team takes turns having a team member say a word to go with the first word in the zebra crossing. The team writer writes it on the board. Each writer uses a different color. A word cannot be repeated. When one team reaches the other side, the game stops. Teams get a point for each word.

Draw a Line

Call a pupil to the board. The pupil selects an item from a chosen category and begins to draw it. After a line or two, before it is clear what the item is, he / she turns to the class and asks *What is it?* The other pupils guess by asking *Is it a ... ?* The pupil at the board answers *Yes, it is* or *No, it isn't*. The pupil continues to draw and repeats the procedure until someone guesses the item. The pupil who guesses correctly continues the game.

Variation: Repeat the activity in pairs or small groups. Instead of conducting the activity frontally with one pupil “against” the entire class, divide the class into two (or more) teams. The teams take turns sending representatives to the board to draw items for their other team members to guess.

Fast Fun

Choose a selection of pictures or word cards. Put them on the board and ask the pupils to name them. Remove all the pictures and show one picture very quickly and then more slowly until a pupil says the word.

Find the Star

Stick pictures on the board. Ask the pupils to name them. Show the pupils a star you have prepared. Say *Look at the star*. Ask the pupils to close their eyes. Hide the star under one of the pictures. Ask the pupils to open their eyes and ask them to guess where the star is.

Fruit Salad

The class sits in a circle. Before the game begins, each player is given the name of a piece of fruit. One chair is taken out of the circle. One pupil is “it” and he / she stands in the middle of the circle. When the game begins, the pupil in the middle calls out a fruit. Every player with that name must get up and change his / her place. At the same time, the pupil in the middle tries to sit down. The pupil left standing is now “it” and continues the game. More than one piece of fruit can be called out at a time. If the pupil standing says “Fruit salad”, everyone gets up and switches places.

Variation: The game can be played with colors, classroom items, people or any other category. For example, instead of giving the players names, the pupil in the circle can call out a color. The pupils who are wearing something in that color get up and change places.

Guess My Picture

Hold a picture backwards so the pupils can't see it. The pupils need to guess what is in the picture using sentence structures you provide. For example, bring a picture of a doctor eating ice cream in a restaurant. Ask the pupils *Who is in the picture?* Give the pupils the appropriate sentence structure to answer: *There is a ... (doctor) in the picture*. Continue calling on different pupils until someone guesses the correct answer.

Then ask another question about the picture. For example: *Where is the doctor?* Give the pupils the appropriate sentence structure to answer: *The (doctor) is at the mall*. Continue calling on different pupils until someone guesses the correct answer. Ask another question about the picture. For example: *What is the doctor doing?* Give the pupils the appropriate sentence structure to answer: *The doctor is (eating ice cream)*. After they guess, show them the picture. You can select funny pictures to make the game more enticing for the pupils.

Variation 1: This game can be used to practice any sentence structure. The pupils can ask questions instead of stating sentences. For example, they can practice the sentence structure *Is it a doctor? Is it a shopkeeper?*

Variation 2: This game can be used to practice telling time. Draw a clock and hold it backwards. The pupils need to guess what time is on the clock.

Hangman

Draw a scaffold on the board and add the frame of a face. Choose a word and draw the appropriate number of dashes for the number of letters in that word. Invite the pupils to suggest letters to write the word. If the pupil's suggestion is correct, write the letter in the word. If a pupil's suggestion is incorrect, add a facial feature or body part to the person on the scaffold. Make sure you list the incorrect suggestions of letters on the board so that the pupils don't repeat them. The aim is to fill in the letters of a word before the person on the scaffold is hanged.

Variation: Play this with Yes / No questions. Call a pupil to the board. The pupil chooses something, for example, *car*. The other pupils ask Yes / No questions to guess what it is. For example: *Is it a cat? Is it a man?* Every time the answer is *No*, a facial feature or body part is added to the person on the scaffold.

Happy Families

This game is played in groups of 4-6. Prepare cards according to the categories to be included in the game. Each player receives four cards. The rest of the cards are placed in a pile face down. The aim of the game is to collect sets of four cards according to categories. Each player in turn asks another player. For example: *Do you have (category)?* If the player has a card from the category, he / she replies *Yes, I do* and the first player continues to ask questions. For example: *Do you have red?* If the player has the card in question, he / she must hand it over to the first player who continues to ask for cards from the same group. If the player asked doesn't have a card from the category or the specific card asked for, he / she says *No*. The first player then takes a card from the pile and the next player asks a question. The players continue the game until all the cards have been used. The winner is the player who has collected the most sets.

Hide and Seek

Invite two pupils to the front of the class. Blindfold pupil A. Ask Pupil B to hide an item. Then take the blindfold off Pupil A and ask him / her to find it. Pupil B should ask *Where's the pencil?* The class should help by humming quietly when Pupil A is far from the item and loudly as he / she gets closer. Pupil A should answer the question as soon as he / she finds it.

Hot or Cold

Ask one pupil to leave the room. Hide an item or a word written on a piece of paper in the room. Ask the pupil to return and look for the hidden item or word. In order to help the pupil, the rest of the class has to say cold when the pupil is far away from the hidden card, and hot as he / she approaches the hidden card. When he / she finds it, he / she should say what it is.

I Spy

A pupil thinks of something in the class and says *I spy with my little eye something that begins with (a letter)*. The other pupils must guess what it is by saying words that begin with that letter. Explain that *I spy* means "I can see" and only visible items can be used. The pupil who guesses correctly continues the game.

Jet's Bag

Choose a topic, for example, food. Put 6-8 pictures belonging to that topic on the board in random order. Call pupils one by one to the front of the class. Each pupil in turn says the name of the picture he / she has chosen and says *Jet has ... in his bag*, or *I have ...*. Each pupil repeats the sentence adding his / her word to the list created by the pupils before him / her. Continue until the pupils have named all of the pictures. If a pupil uses a word which begins with a vowel, repeat the word adding *an* before it. Change this game to suit the specific vocabulary groups you want to practice.

Join the Words

Scatter pictures on the board and write the corresponding words on the other side of the board. Divide the class into two teams. Call out a word; a pupil from the first team draws a line from the picture to the word. Continue with a pupil from the second team who must connect the word and picture without crossing any lines already drawn.

Kim's Game

Put a number of pictures or words up on the board. Ask the pupils to look at them for a minute or two. Then remove the pictures and ask the pupils to say which pictures they remember. Put the pictures back up one at a time as the pupils name them, until all the pictures are back up on the board. As the year progresses, the number of pictures or word cards will grow and you can mix pictures from different topics.

Live Bingo

Divide the class into groups of six. Write a list of at least 12 words on the board. Each pupil in the group chooses a different word from the board and writes it on a piece of paper. The class stands up. Call out a definition for a word or its translation. A pupil who hears the word he / she chose sits down. When all the members of a group are sitting down, they should call out "Bingo!" The first group to do so wins.

Match

Place flashcards of all the new words on the board. Write a number above each flashcard. Say a number and have the pupils say the corresponding word. Alternatively, say a word and have the pupils say the corresponding number. For variation, there can be a color or animal above each flashcard, instead of a number.

Mr. Wolf, What Time Is It?

Ensure that there is a lot of space for the pupils to run. Choose a pupil to be “Mr. Wolf” and tell him / her to stand in the middle as the others walk around him / her calling *Mr. Wolf, Mr. Wolf, what time is it?* Mr. Wolf calls different times. When he / she calls *It is 12 o'clock*, he / she chases the pupils and tries to catch one. If he / she is successful, that pupil becomes Mr. Wolf.

Pass the Cards

Divide the class into teams of 3-4 pupils and have the pupils sit in circles. Choose words and pass the word cards around the circle. Say “Stop” and name a famous person or character from a story or someone they know. Any team that can include its word in a sentence with the character you named gets a point.

Pass the Word

Divide the class into teams. Have the pupils select a word from the list of new words and write it on a piece of paper. Have the pupils pass their words around the class. When you say “Stop”, name a word from a category that is connected to the new words. Any pupil who can make up a sentence including the word you named and the word on his / her piece of paper, gets a point for his / her team. Continue for several rounds. The team with the most points at the end wins.

Quick Bingo

Write 8-10 words on the board and review their meanings. Ask the pupils to copy 4-6 of the words onto a piece of paper. Call out the meaning of a word; the pupils who have the word cross it off. The first pupil to cross off all the words calls out “Bingo!”

Red Light! Green Light!

Say *Green light!* and a command, and have the pupils perform the action. When you say *Red light!*, the pupils must freeze in their places. For example: *Green light! Clap your hands!* The pupils clap their hands until you say *Red light!* Some commands you can use: *Clap your hands, Stamp your feet, Hands up, Touch the floor, Point to the window / door.*

Variation: One player can be the “traffic light” and call out *Red light! Green light!* while other pupils take turns giving the commands.

Say It with a Beat

This can be done with pictures or words. Put 4-5 pictures or words up on the board in a row. Point to them while you say the words, and ask the pupils to repeat. Point to them again, one at a time, and motion to the pupils to say the words. Now your class is ready to say the words with a beat. Point to the words consecutively, go over the list again and again, each time stressing the next word in the line. For example:

<i>pencil</i>	<i>desk</i>	<i>book</i>	<i>bag</i>
<i>pencil</i>	<i>desk</i>	<i>book</i>	<i>bag</i>
<i>pencil</i>	<i>desk</i>	<i>book</i>	<i>bag</i>
<i>pencil</i>	<i>desk</i>	<i>book</i>	<i>bag</i>

Simon Says

Call out a variety of commands, sometimes saying *Simon says* before the commands. The pupils should carry out the command only if the words *Simon says* precede it. If these words are omitted, the pupils should remain in their previous positions and not move. For example, if you say *Simon says, stand up*, the pupils should stand up; if you say *Sit down*, the pupils should remain standing. Any pupil who sits down is out of the game. Continue the game until there is just one pupil remaining – the winner.

Speed

Bring in 10 pictures to class. Invite 10 pupils to the front of the room and give each pupil a different picture. Tell the pupils to stand in a line facing the classroom and holding their pictures for the class to see. Make sure the pupils know what picture they are holding. Tell the pupils to raise their picture above their heads when you say its name. For example, when you say *flower*, the pupil holding the picture of a flower should raise it above his / her head. If a pupil doesn't hold up his / her picture when you say its name, he / she is out and gives the picture to another pupil from the class who goes up to the line in the front of the room in his / her place. Similarly, if a pupil holds up his / her picture when you didn't say its name (for example, the pupil holding a picture of a blanket raises his picture when you say *flower*), he / she is out and gives his / her picture to another pupil from the class who goes up to the line in the front of the room in his / her place.

Spell It

Write a list of words on the board. Invite pupil A to the front of the classroom to stand with his / her back to the list. Invite another pupil to say a word from the list. If pupil A spells the word correctly, he / she gets another word. The pupil continues until he / she spells a word incorrectly. If pupil A spells a word incorrectly, he / she is out and a different pupil comes to the front to be the speller.

The Clapping Game

Clap your hands. Tell the pupils that if you clap your hands once, they must say one of the new words from the board. If you clap your hands twice, they must say two words.

The Memory Game

Select 8-10 pictures and their corresponding word cards. Mix the pictures and the word cards together and randomly number the backs. Hold up the pictures and have the pupils say the words. Scatter the pictures and cards face down on the board. Ask a volunteer to call out numbers for two cards and turn them over for the class to see. Ask the volunteer to read the cards that he / she asked to be turned over. If they match, give the cards to the pupil. If not, return them to the board. Continue playing until all of the pictures and word cards are matched. This game may be played with the whole class or in small groups.

The Miming Game

Pupil A mimes an action and pupil B guesses what he / she is doing. Pupil B asks a question. For example: *Are you watching TV?* Pupil A answers *Yes, I am* or *No, I'm not* accordingly. The pupils then reverse roles. The game can be played frontally, with the entire class, or in pairs.

The Name Game

Blindfold pupil A and invite him / her to sit at the front of the class or in the middle of a circle. Ask pupil B to stand in front of pupil A. Pupil A should ask *What's your name?* and pupil B should answer by saying *I'm ...* or *My name is ...* in a disguised voice, either truthfully or not. Pupil A has to guess who pupil B is. Repeat with other pupils.

The Number Game

Arrange the pupils in a circle, if possible. Go around the class asking the pupils to count from 1 to 6. When they get to number 6, the pupil whose turn it is should say "Buzz". Then they should start counting again from 1. Then play again and replace another number with "Buzz". (This is a simplified version of the traditional counting game.)

The Rainbow and the Pot of Gold

Draw a rainbow with a pot of gold at one end of the board and stick pictures or write words along the rainbow. Divide the class into two groups. Ask a representative from the first group to read or say all the words in order. If he / she reaches the pot of gold, he / she scores a point for the team. Repeat for the second group, changing the order of the words and pictures and then continue.

The Sequence Game

Ask six pupils to come to the front of the class and give each one a flashcard. Call out a sequence of items and tell the pupils to arrange themselves in that order. Ask another pupil to come to the front of the class and name the items in the correct order. Repeat with different pupils.

Thumbs Up

Put a flashcard on the board and write the sentence *This is a (word)* next to it. Sometimes write the correct word to complete the sentence and other times an incorrect word. Tell the pupils to give the thumbs up sign if the sentence is true. Tell them to give the thumbs down sign if the sentence is false.

Tic Tac Toe

Divide the class into two teams (X and O) and draw two grids on the board. In the left-hand grid, put nine pictures or nine words. Invite a pupil from the first team to choose a square in the right-hand grid where he / she wants to put an X / O. Then tell the pupil to read or say the word in the corresponding square in the left-hand grid. If the pupil reads or says the word correctly, he / she can write the X or O in the corresponding place in the right-hand grid. If not, the pupil loses his / her turn. Continue until one team has three marks in a row.

Optional: In addition to saying the word, have the pupils say a sentence with the word in order to write the X or O in the corresponding place in the right-hand grid.

True / False

Make up true / false sentences using target words. Divide the class into two teams. The pupils in each team line up one behind the other. Put two chairs in the front of the classroom. Label one *true* and the other *false*. Say one of the sentences. The first pupil at the front of each line to sit on the correct chair gets a point for his / her team.

Vanishing Cards

Put 5-8 pictures on the board and tell the pupils to name them. Tell the pupils to cover their eyes while you turn over a picture. Point to each of the pictures, including the one turned over, and ask the pupils to say the word. Repeat until all of the pictures are turned over and the pupils are saying all of the words from memory.

What's Missing?

Put flashcards on the board. Tell the pupils to name them. Remove one of the flashcards. Ask the pupils to name the missing flashcard.

RECOMMENDED WEBSITES

<https://www.eslgamesplus.com/>

<https://www.englishactivities.net/englishgames>

<http://www.english-4kids.com/games.html>

<http://www.funenglishgames.com/>

<http://www.primarygames.com/reading.php>

http://www.softschools.com/language_arts/phonics/games/magic_e_sounds.jsp

RECOMMENDED BOOKS FOR ENRICHMENT

Going to the Beach, Macmillan Readers, Young Explorers, Level 1

Tom's Sports, Oxford Let's Go Readers, Level 3

One Day in December, Oxford Let's Go Readers, Level 4

The Zoo, Oxford Up and Away Readers, Level 1C

The Naughty Monkey, Oxford Up and Away Readers, Level 1D

Sunny's Lucky Day, Oxford Up and Away Readers, Level 2D

In the Jungle, Macmillan Readers, Young Explorers, Level 1

The Lazy Grasshopper, Oxford Classic Tales, Level 1

The Little Red Hen, Oxford Classic Tales, Level 1

Professor Green and the Snake, Macmillan Readers, Young Explorers, Level 1

The Muddy Sheep, Macmillan Readers, Young Explorers, Level 2

The Shoemaker and the Elves, Oxford Classic Tales, Level 1

The Enormous Turnip, Oxford Classic Tales, Level 1

The Pet Show, Oxford Let's Go Readers, Level 4

Matt's Red Cell Phone, Oxford Let's Go Readers, Level 4

CAN-DO STATEMENTS

The following are the can-do statements covered in *Jet 2* from the English Curriculum 2020 for Elementary School.

Category	Sub-category	Can-do Statements
Reception	Spoken reception	Can understand concrete information (e.g. places and times) on familiar topics encountered in everyday life, delivered in slow and carefully articulated speech when necessary
		Can understand some words and expressions when people are talking about themselves, family, school, hobbies or surroundings
		Can recognize words and simple phrases related to familiar topics with or without the support of pictures
		Can understand simple language related to naming and describing people's clothes
		Can understand basic information about someone's immediate family with or without the support of pictures or gestures
		Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes
		Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a waiter in a cafe), when people talk slowly and clearly
		Can understand and follow short and simple instructions / directions addressed carefully and slowly to him/her, including simple teacher directions and explanations
		Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered slowly and clearly
		Can understand information (e.g. figures, prices and times) given slowly and clearly in a public announcement (e.g. at a railway station or in a shop)
		Can identify the day, date and time (e.g. 8:00, this afternoon) in short, simple dialogues, spoken slowly and clearly, with or without the support of pictures or gestures
		Can understand basic phrases about the weather, spoken slowly and clearly
		Can understand short, simple questions related to basic personal information
		Can follow a short, familiar story, with or without the support of pictures, gestures and repetition
		Can recognize familiar words and basic phrases in short illustrated stories, read out slowly and clearly
		Can recognize familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), spoken slowly and clearly

Get Ready	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<i>Learn and Practice</i> pg 8, ex 2 <i>Teacher's Guide</i> Pg 36 – Meet the Characters	<i>Learn and Practice</i> pg 26, ex 2 pg 29, ex 2 pg 36, ex 3 pg 66, ex 2	<i>Learn and Practice</i> pg 90, ex 2	<i>Learn and Practice</i> pg 144, ex 2 pg 164, ex 2	<i>Learn and Practice</i> pg 196, ex 2 pg 204, ex 2 pg 212, ex 2 pg 220, ex 2	<i>Learn and Practice</i> pg 256, ex 2 pg 264, ex 2
<i>Learn and Practice</i> pg 9, ex 2 pg 14, ex 2 pg 15, ex 5 pg 18, ex 2 pg 22, ex 1	<i>Learn and Practice</i> pg 26, ex 1 pg 29, ex 1 pg 39, ex 1 pg 49, ex 1 pg 59, ex 1 pg 69, ex 1	<i>Learn and Practice</i> pg 80, ex 1 pg 83, ex 1 pg 90, ex 1 pg 100, ex 1 pg 103, ex 1 pg 113, ex 1	<i>Learn and Practice</i> pg 137, ex 1 pg 144, ex 1 pg 147, ex 1 pg 154, ex 1 pg 157, ex 1 pg 164, ex 1 pg 167, ex 1	<i>Learn and Practice</i> pg 190, ex 1 pg 196, ex 1 pg 198, ex 1 pg 204, ex 1 pg 206, ex 1 pg 214, ex 1 pg 220, ex 1	<i>Learn and Practice</i> pg 234, ex 1 pg 240, ex 1 pg 250, ex 1 pg 258, ex 1 pg 264, ex 1 pg 266, ex 1
		<i>Learn and Practice</i> pg 110, ex 2			<i>Learn and Practice</i> pg 248, ex 2
	<i>Learn and Practice</i> pg 36, ex 1				
		<i>Learn and Practice</i> pg 103, ex 2			
	<i>Learn and Practice</i> pg 26, ex 2 pg 29, ex 2 pg 36, ex 3	<i>Learn and Practice</i> pg 90, ex 2 pg 103, ex 2 pg 110, ex 2	<i>Learn and Practice</i> pg 134, ex 2 pg 144, ex 2 pg 164, ex 2	<i>Learn and Practice</i> pg 196, ex 2 pg 204, ex 2 pg 212, ex 2 pg 220, ex 2	<i>Learn and Practice</i> pg 248, ex 2 pg 256, ex 2 pg 264, ex 2
<i>Teacher's Guide</i> pg 38, ex 4	<i>Teacher's Guide</i> pg 60, Chit Chat	<i>Teacher's Guide</i> pg 87, Chit Chat	<i>Teacher's Guide</i> pg 135, Chit Chat	<i>Teacher's Guide</i> pg 170, Chit Chat	<i>Teacher's Guide</i> pg 205, Chit Chat
	<i>Learn and Practice</i> pg 26, ex 2 pg 36, ex 2 pg 46, ex 2 pg 56, ex 2	<i>Learn and Practice</i> pg 90, ex 2 pg 110, ex 2	<i>Learn and Practice</i> pg 134, ex 2 pg 144, ex 2 pg 164, ex 2	<i>Learn and Practice</i> pg 204, ex 2 pg 212, ex 2 pg 220, ex 2	<i>Learn and Practice</i> pg 248, ex 2 pg 250, ex 2 pg 264, ex 2
				<i>Learn and Practice</i> pg 188, ex 2	
		<i>Learn and Practice</i> pg 90, ex 2	<i>Learn and Practice</i> pg 145, ex 4		
		<i>Learn and Practice</i> pg 80, ex 2			
<i>Learn and Practice</i> pg 8, ex 2	<i>Learn and Practice</i> pg 26, ex 1				
	<i>Reading and More</i> pgs 8-9 pgs 14-17	<i>Reading and More</i> pgs 28-29 pgs 34-37	<i>Reading and More</i> pgs 48-49 pgs 54-57	<i>Reading and More</i> pgs 68-69 pgs 74-77	<i>Reading and More</i> pgs 88-89 pgs 94-97
	<i>Reading and More</i> pgs 8-9 pgs 14-17	<i>Reading and More</i> pgs 28-29 pgs 34-37	<i>Reading and More</i> pgs 48-49 pgs 54-57	<i>Reading and More</i> pgs 68-69 pgs 74-77	<i>Reading and More</i> pgs 88-89 pgs 94-97
<i>Learn and Practice</i> pg 7, ex 1	<i>Learn and Practice</i> pg 26, ex 2 pg 29, ex 2 pg 56, ex 2	<i>Learn and Practice</i> pg 100, ex 2 pg 120, ex 2	<i>Learn and Practice</i> pg 134, ex 2 pg 154, ex 2	<i>Learn and Practice</i> pg 204, ex 2	<i>Learn and Practice</i> pg 232, ex 3 pg 240, ex 2

Category	Sub-category	Can-do Statements
		Can understand sentence types (e.g. questions) through word order rather than intonation alone
		Can understand a talk, teacher instructions or classroom discussions, when the language is in context across a range of social and learning situations
		Can understand basic descriptors (adjectives from Band I Cores I and II) about where things or people are, if spoken slowly and clearly and supported by pictures or gestures
		Can identify the names of people or places in short, simple dialogues, if spoken slowly and clearly
		Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures
	Written reception	Can read (blend and decode) at the word/chunk level
		Can self-correct when decoding a familiar word by choosing the correct phoneme for a grapheme that may be associated with multiple phonemes
		Can read familiar 'irregular words'
		Can accurately read and pronounce phonetically-spelled words and words with familiar orthographic patterns
		Can accurately and fluently read familiar words and chunks aloud
		Can understand basic sentences describing someone's physical appearance, (e.g. eye/hair color, height), and familiar everyday items (e.g. color, size), especially when supported by pictures
		Can understand stories and short texts on a range of familiar topics (e.g. sports, music or travel) written with Band I vocabulary and sometimes supported by illustrations and pictures, rereading as required
		Can understand short (illustrated) creative texts that are written in simple words

Get Ready	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<i>Learn and Practice</i> pg 16, ex 2 pg 22, ex 1-2 pg 23, ex 1-2 pg 24, ex 3-5	<i>Learn and Practice</i> pg 26, ex 1 pg 36, ex 1 pg 46, ex 1 pg 56, ex 1	<i>Learn and Practice</i> pg 80, ex 1 pg 90, ex 1 pg 100, ex 1 pg 110, ex 1	<i>Learn and Practice</i> pg 134, ex 1 pg 144, ex 1 pg 154, ex 1 pg 164, ex 1	<i>Learn and Practice</i> pg 188, ex 1 pg 196, ex 1 pg 212, ex 1 pg 220, ex 1	<i>Learn and Practice</i> pg 232, ex 1 pg 240, ex 1 pg 256, ex 1 pg 264, ex 1
	<i>Learn and Practice</i> pg 26, ex 2 pg 29, ex 2 pg 56, ex 2	<i>Learn and Practice</i> pg 100, ex 2	<i>Learn and Practice</i> pg 154, ex 2	<i>Learn and Practice</i> pg 212, ex 2	<i>Learn and Practice</i> pg 240, ex 2
	<i>Learn and Practice</i> pg 26, ex 2 pg 29, ex 2 pg 56, ex 2	<i>Learn and Practice</i> pg 100, ex 2 pg 120, ex 2	<i>Learn and Practice</i> pg 154, ex 2	<i>Learn and Practice</i> pg 196, ex 2	<i>Learn and Practice</i> pg 240, ex 2
	<i>Reading and More</i> pgs 8-9 pgs 14-17	<i>Reading and More</i> pgs 28-29 pgs 34-37	<i>Reading and More</i> pgs 48-49 pgs 54-57	<i>Reading and More</i> pgs 68-69 pgs 74-77	<i>Reading and More</i> pgs 88-89 pgs 94-97
	<i>Learn and Practice</i> pg 278 pg 279	<i>Learn and Practice</i> pg 278 pg 279 pg 280	<i>Learn and Practice</i> pg 279 pg 280	<i>Learn and Practice</i> pg 282 pg 283	<i>Learn and Practice</i> pg 282 pg 283
<i>Learn and Practice</i> pg 14, ex 2 pg 16, ex 2 pg 17, ex 4	<i>Learn and Practice</i> pg 26, ex 1 pg 29, ex 1 pg 39, ex 1 pg 49, ex 1 pg 59, ex 1 pg 66, ex 1 pg 69, ex 1	<i>Learn and Practice</i> pg 80, ex 1 pg 83, ex 1 pg 90, ex 1 pg 93, ex 1 pg 100, ex 1 pg 103, ex 1 pg 113, ex 1	<i>Learn and Practice</i> pg 137, ex 1 pg 144, ex 1 pg 147, ex 1 pg 154, ex 1 pg 157, ex 1 pg 164, ex 1 pg 167, ex 1	<i>Learn and Practice</i> pg 190, ex 1 pg 196, ex 1 pg 198, ex 1 pg 204, ex 1 pg 206, ex 1 pg 214, ex 1 pg 220, ex 1	<i>Learn and Practice</i> pg 234, ex 1 pg 240, ex 1 pg 250, ex 1 pg 258, ex 1 pg 264, ex 1 pg 266, ex 1
<i>Learn and Practice</i> pg 10 pg 11, ex 9 pgs 20-24					
<i>Learn and Practice</i> pg 10, ex 6, 8 pgs 20-21	<i>Learn and Practice</i> pg 26, ex 1 pg 29, ex 1 pg 39, ex 1 pg 49, ex 1 pg 59, ex 1 pg 66, ex 1 pg 69, ex 1	<i>Learn and Practice</i> pg 80, ex 1 pg 83, ex 1 pg 90, ex 1 pg 93, ex 1 pg 100, ex 1 pg 103, ex 1 pg 113, ex 1	<i>Learn and Practice</i> pg 137, ex 1 pg 144, ex 1 pg 147, ex 1 pg 154, ex 1 pg 157, ex 1 pg 164, ex 1 pg 167, ex 1	<i>Learn and Practice</i> pg 190, ex 1 pg 196, ex 1 pg 198, ex 1 pg 204, ex 1 pg 206, ex 1 pg 214, ex 1 pg 220, ex 1	<i>Learn and Practice</i> pg 250, ex 1 pg 258, ex 1 pg 264, ex 1 pg 266, ex 1
<i>Learn and Practice</i> pg 16, ex 2 pg 17, ex 4 pg 24, ex 4 and 5	<i>Learn and Practice</i> pg 31, ex 8 pg 33, ex 3 pg 34, ex 6 pg 41, ex 7	<i>Learn and Practice</i> pg 85, ex 8 pg 95, ex 9 pg 105, ex 7 pg 115, ex 7	<i>Learn and Practice</i> pg 141, ex 4 pg 143, ex 8 pg 149, ex 7 pg 159, ex 74	<i>Learn and Practice</i> pg 193, ex 5 pg 207, ex 4 pg 217, ex 4 pg 228, ex 6	<i>Learn and Practice</i> pg 235, ex 4 pg 239, ex 8
	<i>Reading and More</i> pgs 8-9 pgs 14-17	<i>Reading and More</i> pgs 28-29 pgs 34-37	<i>Reading and More</i> pgs 48-49 pgs 54-57	<i>Reading and More</i> pgs 68-69 pgs 74-77	<i>Reading and More</i> pgs 88-89 pgs 94-97

Category	Sub-category	Can-do Statements
		Can understand illustrated stories that are written in words from Band I, provided that the images help him/her to guess much of the content
		Can understand simple stories and shorter texts with the help of pictures and drawings
		Can recognize key words and basic phrases in short, simple cartoon stories
		Can follow simple dialogues in short illustrated stories
		Can understand short, simple messages in postcards, social media or email (e.g. proposing what to do, when and where to meet)
		Can find and understand simple, important information in advertisements, in programs for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times, etc.)
		Can understand the information in a simple school timetable giving days and times of classes
		Can follow basic instructions for making something (e.g. a mask, a clock), if supported by pictures
		Can understand basic written instructions for classroom activities (e.g. 'Read and match')
		Can understand short, simple descriptions of familiar places, if supported by pictures
Production	Spoken production	Can provide factual personal information about him/herself using Band I vocabulary
		Can give a phone number using standard conventions
		Can answer simple questions about their family and friends, using basic phrases
		Can talk about their immediate family members in a basic way, if guided by questions or prompts
		Can express likes and dislikes in relation to familiar topics in a basic way
		Can ask about and/or describe aspects of daily life in a series of sentences, using Band I vocabulary, allowing for advanced preparation when necessary
		Can describe someone's physical appearance in a basic way, especially when guided by questions or prompts
		Can answer simple questions about where people or things are, using basic phrases
		Can say what the weather is like
		Can draw simple conclusions about people in pictures (e.g. 'he's happy'), using a limited range of fixed expressions
		Can ask and answer simple questions about objects or pictures (e.g. color, size, location)

Get Ready	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	<i>Reading and More</i> pgs 8-9 pgs 14-17	<i>Reading and More</i> pgs 28-29 pgs 34-37	<i>Reading and More</i> pgs 48-49 pgs 54-57	<i>Reading and More</i> pgs 68-69 pgs 74-77	<i>Reading and More</i> pgs 88-89 pgs 94-97
	<i>Reading and More</i> pgs 4, 6 pgs 18-19	<i>Reading and More</i> pgs 24, 26, 30 pgs 38-39	<i>Reading and More</i> pgs 44, 46, 52 pgs 58-59	<i>Reading and More</i> pgs 64, 70, 72 pgs 78-79	<i>Reading and More</i> pgs 84, 86 pg 99
	<i>Reading and More</i> pgs 8-9 pgs 14-17	<i>Reading and More</i> pgs 28-29 pgs 34-37	<i>Reading and More</i> pgs 48-49 pgs 54-57	<i>Reading and More</i> pgs 68-69 pgs 74-77	<i>Reading and More</i> pgs 88-89 pgs 94-97
	<i>Reading and More</i> pgs 8-9 pgs 14-17	<i>Reading and More</i> pgs 28-29 pgs 34-37	<i>Reading and More</i> pgs 48-49 pgs 54-57	<i>Reading and More</i> pgs 68-69 pgs 74-77	<i>Reading and More</i> pgs 88-89 pgs 94-97
	<i>Reading and More</i> pg 10, ex 1				
		<i>Reading and More</i> pg 32, ex 1			<i>Reading and More</i> pg 90, ex 1
	<i>Reading and More</i> pg 12, ex 1				
			<i>Reading and More</i> pg 145, ex 3		
	<i>Learn and Practice</i> pg 31, Word Time	<i>Learn and Practice</i> pg 95, Word Time	<i>Learn and Practice</i> pg 139, Word Time	<i>Learn and Practice</i> pg 199, Word Time	<i>Learn and Practice</i> pg 251, Word Time
					<i>Reading and More</i> pg 98, ex 3
	<i>Reading and More</i> pg 20, ex 1	<i>Reading and More</i> pg 42			
			<i>Reading and More</i> pg 60, ex 1		<i>Reading and More</i> pg 101, ex 2
		<i>Teacher's Guide</i> pg 113, Chit Chat	<i>Reading and More</i> pg 60, ex 1		
	<i>Learn and Practice</i> pg 67, ex 3	<i>Reading and More</i> pg 40, ex 1 pg 42		<i>Learn and Practice</i> pg 197, ex 3 pg 198, ex 2 pg 205, ex 3 <i>Reading and More</i> pg 80, ex 1	<i>Reading and More</i> pg 101, ex 2
		<i>Learn and Practice</i> pg 113, ex 2 <i>Teacher's Guide</i> pg 121, Chit Chat	<i>Learn and Practice</i> pg 177, ex 2	<i>Teacher's Guide</i> pg 180, Chit Chat	<i>Learn and Practice</i> pg 242, ex 2 <i>Teacher's Guide</i> pg 212, Chit Chat
		<i>Teacher's Guide</i> pg 92, ex 3	<i>Teacher's Guide</i> pg 141, ex 1	<i>Learn and Practice</i> pg 213, ex 3 <i>Teacher's Guide</i> pg 194, ex 3	<i>Learn and Practice</i> pg 265, ex 3
		<i>Learn and Practice</i> pg 81, ex 3 pg 83, ex 2 pg 123, ex 2			
			<i>Learn and Practice</i> pg 162, ex 7	<i>Learn and Practice</i> pg 222, ex 2	<i>Teacher's Guide</i> pg 236, ex 2
					<i>Learn and Practice</i> pg 265, ex 3

Category	Sub-category	Can-do Statements
		Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, especially when he/she can prepare in advance
		Can describe the position of objects or people in a basic way, using pictures or gestures
		Can say who objects belong to
		Can ask about and give the location of an object using a basic phrase
		Can ask basic questions about objects (e.g. color, size, location)
		Can ask basic questions to find out what possessions others have got
		Can engage in creative play with language (new)
		Can sing a basic song from memory
		Can take part in basic games that use fixed expressions or rhymes
		Can express immediate needs using Band I vocabulary (e.g. 'I want a drink', 'I need a pen')
		Can ask someone the time
		Can get someone's attention using a fixed expression
		Can ask people to do things with them, using a fixed expression (e.g. 'Let's play.')
		Can make a few basic requests related to immediate personal needs (e.g. 'Can I go to the bathroom?', 'Can I have a pen, please?')
	Written production	Can write simple isolated phrases and sentences using Band I vocabulary with spelling that approximates accurate spelling based on a developmental continuum
		Can write simple facts about themselves (e.g. name, age), especially when given prompts or a model
		Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using Band I vocabulary
		Can write about themselves and fictitious people, where they live and what they do
		Can describe certain everyday objects (e.g. the color of a car, whether it is big or small)
		Can write a few basic sentences introducing themselves and giving basic personal information, especially when given prompts or a model
		Can write basic sentences describing everyday items (e.g. color, size), especially when given prompts or a model

Get Ready	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	<i>Reading and More</i> pg 23				
		<i>Learn and Practice</i> pg 101, ex 3 pg 122, ex 8 <i>Teacher's Guide</i> pg 104, ex 1	<i>Teacher's Guide</i> pg 156, ex 2	<i>Learn and Practice</i> pg 212, ex 2 <i>Teacher's Guide</i> pg 191, ex 3	<i>Learn and Practice</i> pg 266, ex 2
	<i>Learn and Practice</i> pg 49, ex 2		<i>Learn and Practice</i> pg 177, ex 2		
					<i>Learn and Practice</i> pg 265, ex 3
					<i>Learn and Practice</i> pg 265, ex 3
	<i>Learn and Practice</i> pg 46, ex 3 <i>Reading and More</i> pg 21, ex 2 pg 22, ex 2				
<i>Learn and Practice</i> pg 8, ex 1	<i>Learn and Practice</i> pg 36, ex 2 pg 51, ex 3	<i>Learn and Practice</i> pg 85, ex 7 pg 111, ex 4	<i>Learn and Practice</i> pg 145, ex 3 pg 164, ex 3 pg 174, ex 2	<i>Learn and Practice</i> pg 215, ex 3 pg 241, ex 4	<i>Learn and Practice</i> pg 232, ex 2 pg 241, ex 4 pg 256, ex 3
	<i>Reading and More</i> pg 22, ex 2	<i>Learn and Practice</i> pg 12, ex 3			
			<i>Learn and Practice</i> pg 145, ex 4 <i>Reading and More</i> pg 61, ex 2		
					<i>Learn and Practice</i> pg 264, ex 1
		<i>Reading and More</i> pg 41, ex 2	<i>Learn and Practice</i> pg 165, ex 4 <i>Reading and More</i> pg 61, ex 2		
	<i>Reading and More</i> pg 21, ex 2 pg 22, ex 2	<i>Learn and Practice</i> pg 110, ex 3			
	<i>Learn and Practice</i> pg 45, ex 10				
	<i>Learn and Practice</i> pg 45, exs 8-9				
	<i>Reading and More</i> pg 5, ex 4		<i>Learn and Practice</i> pg 143, ex 9		
	<i>Reading and More</i> pg 11, ex 5				
	<i>Reading and More</i> pg 5, ex 4	<i>Learn and Practice</i> pg 99, ex 9	<i>Reading and More</i> pg 53, ex 4	<i>Reading and More</i> pg 65, ex 4	<i>Learn and Practice</i> pg 219, ex 8 pg 227, ex 10

Category	Sub-category	Can-do Statements
		Can write about simple, daily routines and activities
		Can write basic sentences about what they and others possess (e.g. everyday items, pets), given prompts or a model
		Can write short, simple texts for an increasing variety of purposes (e.g. greeting card, invitation, short message) using Band I vocabulary
Interaction	Spoken interaction	Can engage in limited interactions (restricted in the number of turn-takings and scope) but communication may be dependent on repetition at a slower rate of speech and rephrasing
		Can understand simple personal information (e.g. name, age, place of residence, origin) when other people introduce themselves, provided that they speak slowly and clearly directly to him/her, and can understand questions on this theme addressed to him/her, though the questions may need to be repeated
		Can ask for and give a phone number
		Can ask and answer simple questions in areas of immediate need or on very familiar topics
		Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions
		Can understand simple questions which directly concern him/her, (e.g. name, age and address), if the person is asking slowly and clearly
		Can act on basic instructions that involve times, locations, numbers, etc.
		Can ask people for things and give people things
		Can ask for food and drink using basic expressions
		Can ask and answer questions about themselves and other people, where they live, people they know, things they have

Get Ready	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
		<i>Reading and More</i> pg 25, ex 4 pg 27, ex 4	<i>Reading and More</i> pg 47, ex 3		
		<i>Reading and More</i> pg 33, ex 4	<i>Reading and More</i> pg 45, ex 4		
	<i>Reading and More</i> pg 11, ex 5	<i>Reading and More</i> pg 43, Show What You Know	<i>Reading and More</i> pg 63, Show What You Know	<i>Reading and More</i> pg 83, Show What You Know	
<i>Learn and Practice</i> pg 8, ex 2	<i>Learn and Practice</i> pg 27, ex 3 pg 37, ex 4 pg 57, ex 3 <i>Reading and More</i> pg 20, ex 1	<i>Reading and More</i> pg 41, ex 2			
	<i>Learn and Practice</i> pg 57, ex 3 <i>Reading and More</i> pg 20, ex 1	<i>Reading and More</i> pg 42			
	<i>Reading and More</i> pg 21, ex 2 pg 22, ex 2	<i>Learn and Practice</i> pg 81, ex 3 pg 79, ex 1 pg 110, ex 3 <i>Reading and More</i> pg 40, ex 1 pg 41, ex 2	<i>Learn and Practice</i> pg 175, ex 4 <i>Reading and More</i> pg 60, ex 1	<i>Learn and Practice</i> pg 189, ex 3 pg 197, ex 3 pg 221, ex 3 <i>Reading and More</i> pg 80, ex 1 pg 81, ex 2	<i>Learn and Practice</i> pg 233, ex 4 pg 241, ex 3 pg 257, ex 4 pg 265, ex 3 <i>Reading and More</i> pg 100, ex 1 pg 101, ex 2
<i>Learn and Practice</i> pg 8, ex 2	<i>Learn and Practice</i> pg 27, ex 3 pg 37, ex 4 pg 46, ex 3 pg 57, ex 3 pg 68, ex 3	<i>Learn and Practice</i> pg 91, ex 3 pg 110, ex 3	<i>Learn and Practice</i> pg 135, ex 3 pg 146, ex 4 pg 156, ex 3 pg 165, ex 4 pg 175, ex 4	<i>Learn and Practice</i> pg 189, ex 3 pg 197, ex 3 pg 213, ex 3	<i>Learn and Practice</i> pg 233, ex 4 pg 241, ex 3 pg 249, ex 3 pg 257, ex 4 pg 265, ex 3
<i>Learn and Practice</i> pg 8, ex 2	<i>Learn and Practice</i> pg 27, ex 3 pg 37, ex 4 pg 57, ex 3 <i>Reading and More</i> pg 20, ex 1	<i>Learn and Practice</i> pg 91, ex 3 pg 110, ex 3 <i>Reading and More</i> pg 42	<i>Learn and Practice</i> pg 155, ex 3	<i>Learn and Practice</i> pg 197, ex 3 pg 213, ex 3 pg 221, ex 3	<i>Learn and Practice</i> pg 241, ex 3 pg 257, ex 3
			<i>Learn and Practice</i> pg 165, ex 4		<i>Learn and Practice</i> pg 249, ex 3 pg 265, ex 3
	<i>Learn and Practice</i> pg 46, ex 3 <i>Reading and More</i> pg 21, ex 2 pg 22, ex 2	<i>Learn and Practice</i> pg 110, ex 3 <i>Reading and More</i> pg 40, ex 1		<i>Reading and More</i> pg 81, ex 2	
				<i>Teacher's Guide</i> pg 192, Chit Chat	
<i>Learn and Practice</i> pg 8, ex 2	<i>Learn and Practice</i> pg 27, ex 3 pg 37, ex 4 pg 46, ex 3 pg 57, ex 3 <i>Reading and More</i> pg 20, ex 1 pg 21, ex 2 pg 22, ex 2		<i>Reading and More</i> pg 60, ex 1		

Category	Sub-category	Can-do Statements
		Can ask and answer questions about him/herself and daily routines using short, formulaic expressions and relying on gestures to reinforce the information
		Can ask and tell day, time of day and date. Can ask for and give a date of birth
		Can say and ask people about their age
		Can ask very simple questions for information, such as 'What's this?' and understand 1- or 2-word answers
		Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details
		Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school, etc
		Can ask how people are
		Can exchange likes and dislikes for sports, foods, etc. using a limited repertoire of expressions, when addressed clearly, slowly and directly
		Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker
		Can indicate with words, intonation, and gestures that he/she does not understand
		Can express numbers, quantities and cost in a limited way
	Written interaction	Can write a short, very simple message (e.g. a text message) to family/friends to give information, react or ask a question
		Can write short phrases and sentences to give basic information (e.g. name, address, family, on a form or in a note)
		Can ask for or pass on personal details in written form
	Mediation	Can convey, in speech, simple, predictable information of immediate interest given in short, simple signs and notices, posters and programs.
		Can provide a simple, rough spoken translation into Language B of simple, everyday words and phrases written in Language A that are encountered on signs and notices, posters, programs and leaflets
		Can express a personal response to a creative text (including literature)
		Can use Band I vocabulary to say how a creative text (including literature) made him / her feel

Get Ready	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<i>Learn and Practice</i> pg 8, ex 2		<i>Learn and Practice</i> pg 92, ex 3			<i>Learn and Practice</i> pg 257, ex 4 <i>Reading and More</i> pg 100, ex 1
			<i>Learn and Practice</i> pg 145, ex 4		
	<i>Learn and Practice</i> pg 37, ex 4 <i>Reading and More</i> pg 20, ex 1	<i>Reading and More</i> pg 42			
		<i>Learn and Practice</i> pg 81, ex 3	<i>Learn and Practice</i> pg 135, ex 3 pg 145, ex 4 pg 175, ex 4 <i>Reading and More</i> pg 61, ex 2	<i>Learn and Practice</i> pg 189, ex 3	<i>Learn and Practice</i> pg 265, ex 3
	<i>Reading and More</i> pg 20, ex 1	<i>Teacher's Guide</i> pg 87, Chit Chat			
<i>Learn and Practice</i> pg 8, ex 2				<i>Reading and More</i> pg 81, ex 2	<i>Learn and Practice</i> pg 241, ex 3
	<i>Learn and Practice</i> pg 67, ex 3	<i>Reading and More</i> pg 40, ex 1 pg 42		<i>Learn and Practice</i> pg 197, ex 3 <i>Reading and More</i> pg 80, ex 1	
	<i>Reading and More</i> pg 21, ex 2 pg 22, ex 2		<i>Learn and Practice</i> pg 165, ex 4		<i>Learn and Practice</i> pg 265, ex 3
			<i>Learn and Practice</i> pg 175, ex 4		
<i>Learn and Practice</i> pg 15, exs 4-5	<i>Reading and More</i> pg 21, ex 2		<i>Learn and Practice</i> pg 135, ex 3 <i>Reading and More</i> pg 60, ex 1	<i>Learn and Practice</i> pg 189, ex 3	
	<i>Learn and Practice</i> pg 45, ex 10				
	<i>Learn and Practice</i> pg 45, ex 10				
	<i>Teacher's Guide</i> Part 1, ex 1 <i>For Reading and More</i> pg 4	<i>Teacher's Guide</i> Part 5, ex 1 <i>For Reading and More</i> pg 32	<i>Teacher's Guide</i> Part 4, ex 1 <i>For Reading and More</i> pg 50	<i>Teacher's Guide</i> Part 2, ex 1 <i>For Reading and More</i> pg 66	<i>Teacher's Guide</i> Part 4, ex 1 <i>For Reading and More</i> pg 90
				<i>Teacher's Guide</i> Part 3, ex 1 <i>For Reading and More</i> pg 68	<i>Teacher's Guide</i> Part 3, ex 1 <i>For Reading and More</i> pg 88

Category	Sub-category	Can-do Statements
Communicative Competences	Linguistic (Band I Vocabulary and Grammatical Elements)	Has a very basic range of simple expressions about personal details and needs of a concrete type
		Can use some basic structures in sentences with some omission or reduction of elements
		Has a basic vocabulary repertoire of words and phrases related to particular concrete situations
		Shows limited and evolving control of a few simple grammatical structures and sentence patterns in a learned repertoire
	Phonological control	Can reproduce correctly a range of sounds as well as the stress on simple, familiar words and phrases
		Can use prosodic features of a limited repertoire of words and phrases intelligibly, in spite of a strong influence on stress, rhythm, and/or intonation from other language(s) he/she speaks
	Orthographic control	Can copy familiar words and short phrases (e.g. simple signs or instructions), names of everyday objects, names of shops and set phrases used regularly
		Can spell the productive entries of Band I with reasonable accuracy

Get Ready	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<i>Learn and Practice</i> pg 8, ex 2	<i>Learn and Practice</i> pg 26, ex 1 pg 36, ex 1 pg 46, ex 1 pg 56, ex 1	<i>Learn and Practice</i> pg 110, ex 1			
	<i>Learn and Practice</i> pg 46, ex 1	<i>Learn and Practice</i> pg 90, ex 1 pg 100, ex 1 pg 110, ex 1 pg 120, ex 1	<i>Learn and Practice</i> pg 174, ex 1	<i>Learn and Practice</i> pg 196, ex 1 pg 204, ex 1 pg 212, ex 1	
<i>Learn and Practice</i> pg 9, ex 2 pg 11, ex 11 pg 13, exs 3-6 pg 14, ex 1 p 15, ex 4 pg 18, ex 1	<i>Learn and Practice</i> pg 29, ex 1 pg 39, ex 1 pg 49, ex 1 pg 59, ex 1 pg 69, ex 1	<i>Learn and Practice</i> pg 80, ex 1 pg 83, ex 1 pg 90, ex 1 pg 93, ex 1 pg 100, ex 1 pg 103, ex 1 pg 113, ex 1	<i>Learn and Practice</i> pg 134, ex 1 pg 137, ex 1 pg 144, ex 1 pg 147, ex 1 pg 154, ex 1 pg 157, ex 1 pg 164, ex 1 pg 167, ex 1	<i>Learn and Practice</i> pg 188, ex 1 pg 190, ex 1 pg 196, ex 1 pg 198, ex 1 pg 204, ex 1 pg 206, ex 1 pg 214, ex 1 pg 220, ex 1	<i>Learn and Practice</i> pg 234, ex 1 pg 242, ex 1 pg 250, ex 1 pg 258, ex 1 pg 264, ex 1 pg 266, ex 1
<i>Learn and Practice</i> pg 8, ex 2	<i>Learn and Practice</i> pg 46, ex 1	<i>Learn and Practice</i> pg 90, ex 1 pg 100, ex 1 pg 110, ex 1	<i>Learn and Practice</i> pg 174, ex 1	<i>Learn and Practice</i> pg 196, ex 1 pg 204, ex 1 pg 212, ex 1	
<i>Learn and Practice</i> pg 8, ex 2	<i>Learn and Practice</i> pg 29, ex 1 pg 39, ex 1 pg 49, ex 1 pg 59, ex 1 pg 66, ex 1 pg 69, ex 1	<i>Learn and Practice</i> pg 80, ex 1 pg 83, ex 1 pg 90, ex 1 pg 93, ex 1 pg 100, ex 1 pg 103, ex 1 pg 113, ex 1	<i>Learn and Practice</i> pg 134, ex 1 pg 137, ex 1 pg 144, ex 1 pg 147, ex 1 pg 154, ex 1 pg 157, ex 1 pg 164, ex 1 pg 167, ex 1	<i>Learn and Practice</i> pg 188, ex 1 pg 190, ex 1 pg 196, ex 1 pg 198, ex 1 pg 204, ex 1 pg 206, ex 1 pg 214, ex 1 pg 220, ex 1	<i>Learn and Practice</i> pg 234, ex 1 pg 242, ex 1 pg 250, ex 1 pg 258, ex 1 pg 264, ex 1 pg 236, ex 1
<i>Learn and Practice</i> pg 8, ex 2	<i>Learn and Practice</i> pg 29, ex 1 pg 39, ex 1 pg 49, ex 1 pg 59, ex 1 pg 66, ex 1 pg 69, ex 1	<i>Learn and Practice</i> pg 93, ex 1 pg 83, ex 1 pg 90, ex 1 pg 93, ex 1 pg 100, ex 1 pg 103, ex 1 pg 113, ex 1	<i>Learn and Practice</i> pg 114, ex 1 pg 137, ex 1 pg 144, ex 1 pg 147, ex 1 pg 154, ex 1 pg 157, ex 1 pg 164, ex 1 pg 167, ex 1	<i>Learn and Practice</i> pg 188, ex 1 pg 190, ex 1 pg 196, ex 1 pg 198, ex 1 pg 204, ex 1 pg 206, ex 1 pg 214, ex 1 pg 220, ex 1	<i>Learn and Practice</i> pg 234, ex 1 pg 242, ex 1 pg 250, ex 1 pg 258, ex 1 pg 264, ex 1 pg 266, ex 1
<i>Learn and Practice</i> pg 14, exs 2-3 pg 18, ex 2 pg 19, ex 2	<i>Learn and Practice</i> pg 32, ex 1 pg 42, ex 1 pg 52, ex 1 pg 62, ex 1 pg 72, ex 1	<i>Learn and Practice</i> pg 86, ex 1 pg 96, ex 1 pg 106, ex 1 pg 116, ex 1 pg 126, ex 1	<i>Learn and Practice</i> pg 140, ex 1 pg 150, ex 1 pg 160, ex 1 pg 170, ex 1 pg 180, ex 1	<i>Learn and Practice</i> pg 192, ex 1 pg 200, ex 1 pg 208, ex 1 pg 216, ex 1 pg 224, ex 1	<i>Learn and Practice</i> pg 236, ex 1 pg 244, ex 1 pg 252, ex 1 pg 260, ex 1 pg 269, ex 1
	<i>Learn and Practice</i> pg 34, ex 7 pg 43, ex 5 pg 45, ex 10 pg 65, ex 9	<i>Learn and Practice</i> pg 84, ex 5 pg 89, ex 9 pg 124, ex 5 pg 128, ex 8	<i>Learn and Practice</i> pg 143, ex 9 pg 182, ex 6	<i>Learn and Practice</i> pg 202, ex 6 pg 208, ex 2	<i>Learn and Practice</i> pg 238, ex 7 pg 247, ex 8 pg 255, ex 8

Category	Sub-category	Can-do Statements
		Shows limited and evolving control of periods, commas, question marks, apostrophes and capital letters
	Socio-linguistics	Can communicate basic information about personal details and needs of a concrete type in a simple way
		Can manage short, isolated, mainly pre-packaged utterances (language chunks), pausing to search for expressions, to articulate less familiar words and to repair communication


Get Ready	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	<i>Reading and More</i> pg 5, Jet tip pg 7, Jet tip pg 11, Jet tip pg 12, Jet tip	<i>Learn and Practice</i> pg 80, Jet tip pg 90, Jet tip pg 100, Jet tip pg 110, Jet tip pg 154, Jet tip <i>Reading and More</i> pg 24, Jet tip pg 29, Jet tip			
<i>Learn and Practice</i> pg 8, ex 2	<i>Learn and Practice</i> pg 8, ex 2 pg 37, ex 4 pg 46, ex 3 pg 57, ex 3				
	<i>Learn and Practice</i> pg 27, ex 3 pg 37, ex 4 pg 46, ex 3 pg 57, ex 3 pg 68, ex 3	<i>Learn and Practice</i> pg 81, ex 3 pg 91, ex 3 pg 101, ex 3 pg 110, ex 3 pg 121, ex 3	<i>Learn and Practice</i> pg 135, ex 3 pg 146, ex 4 pg 155, ex 3 pg 165, ex 4 pg 176, ex 4	<i>Learn and Practice</i> pg 189, ex 3 pg 197, ex 3 pg 205, ex 3 pg 213, ex 3 pg 221, ex 3	<i>Learn and Practice</i> pg 233, ex 4 pg 241, ex 3 pg 249, ex 3 pg 257, ex 4 pg 265, ex 3

Learn and Practice Table of Contents

Unit	Parts	Vocabulary
Get Ready Jet Is Back! page 7		Review of: - Letters and sounds - Colors and numbers - Days of the week - Basic vocabulary for reading
1 At School page 25	Part 1	friend, grade, house, new, school, teacher, town
	Part 2	bird, brother, English, family, fly, lesson, nice, sister, talk, want
	Part 3	board, book, chair, eraser, homework, lunch, need, notebook, paper, pencil, thanks
	Part 4	address, food, me, meet, phone number, please, pupil, see, write
	Part 5	art, class, computer, day, happy, learn, math, music, sports, week
	Jet Story	
2 Let's Play page 79	Part 1	basketball, come, game, good for you, okay, park, play, sunny, warm, we
	Part 2	eat, football, funny, kite, near, old, read, spring, stand, tree, who
	Part 3	cloud, eyes, father, home, mother, mouth, nose, picture, sky, sleep, too
	Part 4	boots, children, dress, ice cream, pants, shirt, shoes, socks, store, they, wear
	Part 5	autumn, beautiful, climb, coat, cold, make, pool, snow, summer, wall, winter
	Jet Story	





Conversational Phrases 	Phonics	Reading	Tasks
	a, e, i, o, u (review)		
What's your name? My name is ... Where do you live? I live in ...	long a ou / ow	Karen Meets New Friends (conversation)	Make an ID card.
How old are you? I'm ... years old. I go to ... School.	th sh	Meet Shira and Shelly (narrative)	
Do you have ... ? I don't have ... Let's go ...	short oo ch	The Bag (comics story)	
What's your ... ? It's ... Street.	ph long e	The New Teacher (phone message)	
What's your favorite ... ? My favorite ... is ...	th er	Chad at School (narrative)	
		Fun at School	
What's the weather today? Today is ...	final y (long e) long a	It's Good for You (conversation)	Make an ad for a fun place.
Can you ... ? I can ... I can't ...	long i long e	Who Is at the Park? (narrative)	
There's ...	final y (long i) long o	Alan Meets a New Friend (comics story)	
Do you want ... ? I want ... I don't want ...	sh ch	What Are the Children Wearing? (narrative)	
There are ...	long oo long o	Come to Sports Park (ad)	
		In the Snow	




Unit	Parts	Vocabulary
<div>3</div> <div>Animals Are Cool</div> <div>page 133</div> 	Part 1	animal, behind, cool, elephant, face, lion, scared, this, turtle, walk, water
	Part 2	bath, dinner, dirty, drink, hungry, listen, thirsty, tired, wake up, with
	Part 3	Arabic, great, Hebrew, penguin, people, smile, tricks, try, watch, woman
	Part 4	beach, birthday, bring, cake, farm, horse, party, ride, sea, swimsuit, when
	Part 5	bike, clean, dance, doctor, floor, hospital, kitten, table, take
	Jet Story	
<div>4</div> <div>Be Careful!</div> <div>page 187</div>	Part 1	be careful, bus stop, but, car, cross the street, driver, ears, helmet, now, truck, van
	Part 2	apple, chicken, chocolate, cookie, fruit, juice, meat, menu, potato, soup, tomato
	Part 3	angry, bedroom, bread, cape, cheese, clothes, come in, little, living room, window, wolf
	Part 4	color, from, going to, kitchen, monkey, next to, police, rain, station, under, wind
	Part 5	boat, buy, go down, go up, magic, pink, plane, slowly, train, very, wet
	Jet Story	
<div>5</div> <div>Let's Work Together</div> <div>page 231</div>	Part 1	baby, bear, carry, fat, fire, grass, in front of, open, together, wood, work
	Part 2	door, draw, hero, his, key, king, mouse, noon, queen, story, text
	Part 3	arm, bake, bakery, bee, close, coffee, hair, hotel, short, why
	Part 4	band, best, camp, fork, kid, knife, meal, say, show, star, win
	Part 5	east, garden, ground, lake, left, north, right, south, start, turn, west
	Jet Story	

I can read page 275

Cut-outs page 285



Conversational Phrases 	Phonics	Reading	Tasks
How many ... ?	-le soft c	Safari Animals Are Cool! (conversation)	Make an invitation.
What time is it? It's ... o'clock. It's half past ...	er ir	Bella's Day (narrative)	
What are you good at? I'm good at ...	long u long i	Peter Penguin (comics story)	
Please tell me ...	final y ar	Come to My Party (invitations)	
I know. I don't know. Good idea!	kn soft c	Where's the Mother? (narrative)	
		Help the Turtles	
How much ... ?	ch (review) er (review)	Be Careful in the Street (conversations)	Make a menu.
Do you like ... ?	long e (review) long u (review)	Happy Café Menu (menu)	
He doesn't ... She doesn't ...	th (review) long oo (review)	Little Red Riding Hood (comics story)	
Are you ... ?	soft c (review) long a (review)	Going to Cool Town (forum)	
How are you going to ... ? by train, by boat, by car, by bus	long o (review) final y (review)	Magic Park (narrative)	
		Nat's New Cape	
Does he ... ? Does she ... ?	short oo (review)	Let's Work Together (conversation)	Make a treasure map.
How do you feel?	ou / ow (review)	Ron's Idea (narrative)	
Show me ... lots of ...	sh (review) ar (review)	Bees in Town (comics story)	
What do you want to do?	long i (review)	Camp Big Bear (ad)	
Excuse me, please.	ph (review)	The Treasure (riddles)	
		The Bakery	

