**Remember:**

- Plan your lessons well in advance, defining the objectives of the lesson, learning outcomes and the materials required
- At the end of each unit, review the basics again and reinforce key learning outcomes
- Refer back to examples or activities you have used in previous units when working through new units
- Once all of the units in the Grade are completed, test the understanding of all students to make sure they are ready for the next Grade
- Keep a written record of the progress you are making with the class and ensure this information is provided to new volunteers when you finish your placement

### Unit 1 - At School

<table>
<thead>
<tr>
<th>Focus areas for unit:</th>
<th>Grammar</th>
<th>Activities/Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Offering items with</td>
<td>• I have some</td>
<td>• Create an activity where students write about what they have/do not have. Eg. “I have some pencils”, “I don’t have any pencils”</td>
</tr>
<tr>
<td>• Talking about possessions using ‘some’ or ‘any’</td>
<td>• Do you want some?</td>
<td>• Get students to ask classmates questions and then have them answer each other. Eg. Q: “Do you have any?”, A: “Yes, I do, do you want some?” Writing down conversations and reading them in front of the class.</td>
</tr>
<tr>
<td>• Asking and answering about possessions (singular / plural)</td>
<td>• I have / don’t have / haven’t</td>
<td>• Write up different parts of the school on the board and also write up a list of items. Ask students to match the two lists based on which items apply to each part of the school. Eg. ‘classroom – desks’ or ‘playground – ball’.</td>
</tr>
<tr>
<td>• Asking and talking about wants</td>
<td>• What does he / she have?</td>
<td>• Write a sentence on the</td>
</tr>
</tbody>
</table>
### Unit 2 - Places

**Focus areas for unit:**
- Giving and receiving
- Describing locations
- Asking and talking about past and current locations (singular and plural)
- Describing past and current weather

**Grammar**
- Excuse me / you’re welcome
- Where is PLUS place
- Prepositions: next, across from, between, in, on
- Was he / she
- Yes, he / she was / No he / she wasn't
- Where were they / where was he / she
- Are they at / is he / she at?
- Adjectives about weather - sunny, cloudy, rainy etc.

**Activities/Ideas**
- Run an activity where students ask about where classmates /friends/family are, or ask about where shops /restaurants/markets are
- Draw a map on the board and ask students to write 5 sentences relating to the map. Eg. “John’s house is in front of the pharmacy”, “the library is next to the school”
- Build on this by getting students to add in information about who will be in each place. Eg “the teacher is at the school”, “my Mother is at the market”
- Draw a weather forecast of the week on the board and ask students to write about each day. Eg. “Monday will be sunny, Tuesday will be cloudy” etc.

### Unit 3 - My Home

**Focus areas of unit:**
- Asking where someone lives and expressing agreement
- Expressing ordinal numbers (eg. First, Tenth)
- Asking about rooms of a house

**Grammar**
- I am going to PLUS location
- I live in / on PLUS location
- Where does PLUS pronoun live
- Ordinal numbers first to tenth
- Is there / are there?
- There were / weren't /

**Activities/Ideas**
- Develop an activity where students write sentences about their weekend. Eg. “on Sunday I will be going to the market” and have them ask each other questions like: “Is your house close to the market?” A: “yes, it is. No, it’s not”
- Clarifying past and current possessions in a location
- Clarifying location of objects
- Asking about past location of items

| was / wasn't |
| Are they PLUS pronoun e.g. in / at |
| Intensifier: really |

- Ask students to make a line. They have to say what ordinal number they are in the line. Eg. “I am 5th, I am 8th, I am 10th”. Then swap the order around and have them do it again. The first two times can be in order, then ask randomly.

### Unit 4 - Clothing

**Focus areas of unit:**
- Identifying similarities and differences (singular and plural)
- Expressing a preference among choices
- Describing clothing
- Identifying similarities and differences (plural)
- Clarifying possession (singular and plural)

**Grammar**
- Which one do you like?
- Same / different
- Adjectives: striped, checked etc.
- Adjective preceding a noun
- Verb: wear / wearing
- Is this? / Are those?
- They are / aren’t
- Opposites: big vs little, old vs new, same vs different

**Activities/Ideas**
- Set up an exercise where students find another student with the same favorite color/food/song and then one student who has a different favorite color/food/song and then write a sentence about each one
- Get students to stand and describe to the class what they are wearing and the person sitting next to them, and then ask them to write it down
- Ask students to identify and write about the similarities and differences of others clothes in their class. Eg. “we both have pink shirts on. Mine has a tiger, but hers has a horse”

### Unit 5 - Transportation

**Focus areas of unit:**
- Expressing anticipation
- Asking and telling about transportation

**Grammar**
- Do you have?
- I can't wait
- Leaves at PLUS a time
- Take PLUS article PLUS vehicle

**Activities/Ideas**
- Draw a different forms of transportation on a board and get students to match them up with the action of that
### Unit 6 - Activities

**Focus areas of unit:**
- Expressions when leaving others
- Asking where someone is going
- Asking about and describing weekend activities
- Asking about and describing regular activities

**Grammar:**
- Have fun / see you later
- What about you?
- Where are you going?
- Pronoun PLUS verb to be PLUS going to PLUS location
- Verbs: go, clean, sleep, watch, play, stay used with noun
- Prepositions: to / with / an / before / on after
- Study on a day / in the morning, afternoon / at night / in the weekend

**Activities/Ideas:**
- Create a role-play where one student leaves another student’s house and makes expression when leaving: Eg. “goodbye, see you later, see you tomorrow”
- Get students to ask Q: “where are you going now?” A: “To the market”, “Ok, Have fun”
- Say an action verb and get students to do the action. Students can take turns saying the action verb
- Set a task where students write sentences about what they will do each day. Eg. “on the weekend, I will play with my friends” or “tonight, I will do my homework after dinner”

### Unit 7 – Occupations

**Focus areas for unit:**
- Asking about occupations
- Expressing uncertainty
- Asking about and identifying occupations
- Asking about and

**Grammar:**
- What does he / she do?
- He / she is PLUS an occupation
- Verbs : help, fix, sell, make, take, catch
- Verbs with noun, singular or plural, with or without article.

**Activities/Ideas:**
- Write up a list of occupations and a list of actions related to the occupations. Ask students to match these. Eg. ‘doctor-heals people’
- Ask the students what they want to be when they are older. They can
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<tbody>
<tr>
<td>• Asking and talking about likes</td>
</tr>
<tr>
<td>• Comparing likes</td>
</tr>
<tr>
<td>Describing people’s current and past physical characteristics (singular and plural)</td>
</tr>
<tr>
<td>• Comparing people</td>
</tr>
<tr>
<td>• Comparing objects</td>
</tr>
<tr>
<td>Grammar</td>
</tr>
<tr>
<td>• Opposites more / less, big / small, light / heavy, weak / strong, slow / fast</td>
</tr>
<tr>
<td>• Verb to be PLUS an adjective</td>
</tr>
<tr>
<td>• Combining two adjectives</td>
</tr>
<tr>
<td>• Did you ever PLUS verb PLUS noun</td>
</tr>
<tr>
<td>Activities/Ideas</td>
</tr>
<tr>
<td>• Make flash cards and get students to match the opposites</td>
</tr>
<tr>
<td>• Put opposites on the board and get students to come up and match them. Eg. ‘heavy-light’</td>
</tr>
<tr>
<td>• Ask students to write sentences describing their physical appearance, and the appearance of others in their class, or their family members</td>
</tr>
<tr>
<td>• Get students to write a comparison about other family members. Eg. “we both are tall. We both have black hair” or “he is short, but I am tall” or “my hair is black but her hair is brown” or “that table is big, but this table is small”</td>
</tr>
</tbody>
</table>